Teaching Cooperative Learning with Children's Literature

Bobbette M. Morgan, EdD
Professor
Department of Teaching, Learning, and Innovation
College of Education
The University of Texas at Brownsville
Brownsville, TX

Abstract

The focus of this article is cooperative learning as an approach that educators can use to increase children's enjoyment of literature and reinforce social skills of working together. Goal structures (competitive, individual, and cooperative) and the elements of cooperative learning are explained and defined based on the Johnson and Johnson model. A summary of research about both areas, cooperative learning and teaching children's literature, are presented. Examples of children's literature for primary, middle, high school level, as well as multiple resources to draw from are included. The literature selected focuses on the theme of working together. Cooperation, as all social skills, can be taught. Age appropriate resources, centered on the theme of cooperation, are emphasized as choices to promote and reinforce cooperative learning strategies.

Keywords: cooperative learning, children's literature, instruction, curriculum

---

Cooperation, as all social skills, can be taught. Age appropriate resources, centered on the theme of cooperation, are emphasized as choices to promote and reinforce cooperative learning strategies. The focus of this article is cooperative learning as an approach that educators can use to increase children's enjoyment of literature. Goal structures and the elements of cooperative learning are explained and defined based on the Johnson and Johnson model.

Purpose of the Article

The purpose of this article is to present a summary of research about two areas: cooperative learning and teaching children's literature. Specific examples of children's literature and multiple resources to draw from are included and focus on the theme of working together.

Theoretical Framework and Perspectives

The theoretical framework for this article centers on cooperative learning. Cooperative learning has its roots in the theories of social interdependence, cognitive development, and behavioral learning. Some research provides exceptionally strong evidence that cooperative learning results in greater effort to achieve, more positive relationships, and greater psychological health than competitive or individualistic learning efforts (Johnson, Johnson, & Holubec, 1994).

Social interdependence theory views cooperation as resulting from positive links of individuals to accomplish a common goal. The Gestalt psychologist Kurt Koffka proposed in the early 1900's that although groups are dynamic wholes the interdependence among members is variable. Kurt Lewin (1948) stated that interdependence from common goals provides the essential essence of a group. This interdependence creates groups that are dynamic wholes.

Within cognitive development theory, cooperation must precede cognitive growth. Cognitive growth springs from the alignment of various perspectives as individuals work to attain common goals. Both Piaget and Vygotsky saw cooperative learning with more able peers and instructors as resulting in cognitive development and intellectual growth (Johnson, Johnson, & Smith, 1998).

The assumption of behavioral learning theory is that students will work hard on tasks that provide a reward and that students will fail to work on tasks that provide no reward or punishment. Cooperative learning is one approach that rewards individuals for participation in the group's effort.

The widespread use of cooperative learning is due to multiple factors. According to Johnson and Johnson (2002) three of the most important factors are that cooperative learning is clearly based on theory, validated by research, and operationalized into clear procedures educators can use.

There are over 900 research studies validating the effectiveness of cooperative learning over competitive and individualistic efforts. This body of research has considerable generalizability. For more than 110 years the research has been conducted by a wide range of researchers with markedly different orientations working in various settings and countries. The research participants have varied widely as to cultural background, economic class, age, and gender. Furthermore, a wide variety of research tasks and measures of the dependent variables have been used (Johnson and Johnson, 2002).

A review of the literature on cooperative learning shows that students benefit academically and socially from cooperative, small-group learning (Gillies, 2002). Cooperative learning can produce positive effects on student achievement (Cohen, 1986; Davidson, 1989; Devries & Slavin, 1978; Johnson & Johnson, 1989; Okebukola, 1985; Reid, 1992; Slavin, 1990). Academic benefits include higher attainments in reading comprehension (Mathes, Fuchs & Fuchs, 1997) and mathematics (Ross, 1995; Whicker, Nunnery, & Bol, 1997) and enhanced conceptual understanding and achievement in science (Lonning, 1993; Watson, 1991). Social benefits include more on-task behaviors and helping interactions with group members (Burron, James, & Ambrosio, 1993; Gillies & Ashman, 1998; McManus & Gettinger, 1996), higher self-esteem, more friends, more involvement in classroom activities, and improved attitudes toward learning (Lazarowitz, Baird, & Bolden, 1996; Lazarowitz, Hertz-Lazarowitz, & Baird, 1994).

According to Emmer and Gerwels (2002) some research on cooperative learning has addressed instructional components. In a number of studies students have been taught interaction skills, such as how to question or to help each other so that they did not give

answers but facilitated each other's thinking (Fuchs, Fuchs, Kazdan, & Allen, 1999; Gillies & Ashman, 1996, 1998; Nattiv, 1994; Webb, Troper, & Fall, 1995). And, when students are taught such skills, positive outcomes such as increased intrinsic motivation, liking for school, and self-esteem can result (Battistich, Solomon, & Delucchi, 1993).

Definitions

Definitions of terms used in the Johnson and Johnson model are defined to promote understanding.

A *goal structure* specifies the type of interdependence among students as they strive to accomplish their learning goals.

Interdependence may be positive (cooperation), negative (competition), or none (individualistic efforts).

Competition: I Swim, You Sink; I Sink You Swim

If I obtain my goal, you cannot obtain your goal and vice versa: there is a negative correlation among goal attainments.

Individualization: We Are Each In This Alone

My achieving my goal is unrelated to your achieving your goal; there is no correlation among goal attainments.

Cooperation: We Sink or Swim Together

I can attain my goal only if you attain your goal: there is a positive correlation among goal attainments.

Many research studies provide exceptionally strong evidence that cooperative learning results in greater effort to achieve, more positive relationships, and greater psychological health than competitive or individualistic learning efforts (Johnson, Johnson, & Holubec, 1994).
Teaching children's literature using cooperative learning enhances and promotes the understanding and enjoyment of the experience through the interaction with peers.

Elements of Cooperative Learning

Johnson, D., Johnson, R. and Holubec, E. (1994) emphasize five elements characteristic of cooperative learning lessons. These are positive interdependence, face-to-face (promotive) interaction, individual accountability (personal responsibility), collaborative skills, and group processing.

Positive Interdependence

Students must feel that they need each other in order to complete the group's task, that they "sink or swim" together. Some ways to create this feeling are through establishing mutual goals, joint rewards, shared materials and information, and assigned roles.

Face-to-Face Interaction

Beneficial educational outcomes are due to the interaction patterns and verbal exchanges that take place among students in carefully structured cooperative learning groups. Oral summarizing, giving and receiving explanations, and elaborating are important types of verbal interchanges.

Individual Accountability

Each individual must learn the material and be able to demonstrate their mastery of the information. Group members help individual members learn the material.

Collaborative Skills

Students do not come to school with the social skills they need to collaborate effectively with others. Teachers need to teach the appropriate communication, leadership, trust, decision making, and conflict management skills to students and provide the motivation to use these skills in order for groups to function effectively.

Group Processing

Processing means giving students the time and procedures to analyze how well their groups are functioning. This helps all group members achieve while maintaining effective working relationships among members.

Children's Literature

According to Andrew Wright (1997), it is important for children to make stories as well as to receive and respond to stories from other people. Using these ideas, students will not view a text as an abstract, flat piece of printed matter isolated from and irrelevant to their lives (Maley, 1987). They will enjoy literature and it will become a part of their lives. Teachers learn how to help students to better understand the books they are reading and can use their creativity to create new stories.

Wood, Roser, and Martinez, (2001) compiled book lists by level around the theme of working together. This provides a resource that centers on quality children's literature and reinforces the importance of working together and can be structured into lessons using cooperative learning to experience working together. The book lists are presented in groupings of primary, primary and middle, middle and advanced, and advanced. Wood, Roser, and Martinez (2001) state that, "Through collaborative literacy, students are introduced to books that feature characters working together to achieve a goal, share their thinking through collaborative book discussions, and learn how to develop the need to get along and cooperate by examining how the book themes apply to their lives."

Book Lists: Theme of Working Together

The following lists are adapted from Wood, K. D., Roser, N., and Martinez, M. (2001). Cooperative learning focuses on teaching students to work together and the lists center on the theme of working together. The match of content focus and research-based instructional strategies strengthens the message of the importance of social skills.

Primary

The Adventures of Sugar and Junior by Angela Sheif-Madearis. Holiday House, 1995.
Bein' With You This Way by W. Nikola-Lisa. Lee & Low, 1994.
The Best Friends Club: A Lizzie and Harold Story by Elizabeth Winthrop. Lothorp, Lee & Shepard, 1989.
Come a Tide by George Ella Lyon. Orchard, 1990.
The Crayon Box that Talked by Shane Derolf. Random House, 1997.
Dumpling Soup by Jama Kim Rattingan. Little Brown, 1993.
Frog, Duck, and Rabbit by Susanna Gretz. Four Winds Press, 1992.
Gooseberry Park by Cynthia Rylant, Harcourt Brace, 1995.
Lizzie and Harold by Elizabeth Winthrop. Lothorp, Lee & Shepard, 1986.
Swimmy by Leo Lionni. Knopf, 1987.
This is the Way We Eat Our Lunch: A Book About Children Around the World by Edith Baer. Scholastic, 1995.
Together by George Ella Lyon. Orchard, 1989.
Yo! Yes? by Chris Rasehka. Orchard, 1993.

Primary and Middle

All in a Day by Mitsumasa Anno. Philomel. 1986
Lon Po Po: A Red Riding Hood Story from China by Ed Young. Phiomel, 1989.
Smoky Night by Eve Bunting. Harcourt, 1994.
The Wednesday Surprise by Eve Bunting, Clarion, 1992.

Middle

All the Colors of the Earth by Sheila Hamanaka. Morrow, 1994.
Ben and Me by Robert Lawson. Little, Brown, 1988.
The Blue and the Gray by Eve Bunting. Harcourt, 1996.
Deadline! From News to Newspaper by Gail Gibbons. Cromwell 1987.
Henry's Wrong Turn by Harriet Ziefert, Little, Brown, 1989.
The Patchwork Quilt by Valerie Flournoy. Dial, 1985.
Shh! We're Writing the Constitution by Jean Fritz. Putman, 1987.
The Streets are Free by Kurusa. Annick Press, 1985.

Middle and Advanced

Dave at Night by Gail Carson Levine. Harper, 1999.
Francie by Karen English. Farrar, Straus, & Giroux, 1999.
Freak the Mighty by Rodman Philbriek. Scholastic, 1998.
The Great Turkey Walk by Kathleen Karr. Farrar, Straus, & Giroux, 1998.
Last Summer with Maizon by Jacqueline Woodson. Delacorte, 1990.
Number the Stars by Lois Lowry. Bantam, Doubleday, Dell, 1989.
Pink and Say by Patriciaa Polacco. Philomel, 1994.
The Shakespeare Stealer by Gary Blackwood. Dutton, 1998.

Advanced

Anne Frank Remembered by Miep Gies. Simon & Schuster, 1987.
Anne Frank: The Diary of a Young Girl by Anne Frank. Washington Square Press, 1985.
The Cay by Thodore Taylor. Doubleday, 1987.
Dicey's Song by Cynthia Voigt. Atheneum, 1982.
Julie of the Wolves by Jean Craighead George. Harper & Row, 1972.
The Moves Make the Man by Bruce Brooks. Harper Collins, 1984.
This Same Sky: A Collection of Poems from Around the World by Naomi Shihab Nye. Simon & Schuster, 1992.
To Kill a Mockingbird by Harper Lee. Warner Books, 1960.
Walking to the Bus-Rider Blues by Harriette Gillem Robinet. Atheneum, 2000.

Additional resources for educators are presented by Williams and Bauer (2006) and adapted in Table 1: Selected Reference Titles for Children's Literature provides the reference, the author or sponsor and describes the features of each reference.

Table 1
Selected Reference Titles for Children's Literature

Reference	Author/ sponsor	Features
A to Zoo: Subject Access to Children's and Young Adult Literature	Libraries Unlimited	This book provides a subject index and bibliographic information on children's picture books with emphasis on K-2, listing nearly 23,000 titles.
Adventuring With Books: A Booklist for Pre-K—Grade 6	National Council of Teachers of English	This book provides a subject index to informational texts and fiction suitable for elementary students, including multicultural materials.
The Coretta Scott King Awards, 1970 - 2004	American Library Association	This book provides lists of quality multicultural materials.
Great Books for African – American Children	Dutton/Plume	This book lists 250 books that celebrate the African American culture and provides ordering information.
Book Links: Connecting Books, Libraries and Classrooms	American Library Association	This Journal is published six times a year and discusses old and new titles, including book strategies and classroom connections.
Best Books for Children: Preschool Through Grade 6	R. R. Bowker	This book includes brief annotations for 17,140 titles that have had two or three recommendations in leading journals. There are indexes for author, title, illustrator, and subject.
Literature Connections to American History, K-6: Resources to Enhance and Entice	Libraries Unlimited	This book describes historical fiction novels, biographies, history trade books, CD-ROMs, and videotapes bout North America.
Through Indian Eyes: The Native Experience in Books for Children	American Indian Studies Center	This book evaluates and offers suggestions for selection of books on Native Americans.

Note: Adapted from Williams & Bauer (2006).

Teaching children's literature using cooperative learning provides the opportunity for students to develop greater collaborative skills, increase their perspective taking, increase their retention of material, bring about more on-task behavior, and promotes higher achievement.

Table 2, adapted from Williams & Bauer (2006), provides website information for children's literature web guides. These resources provide access to the websites, sponsors, and a description of the features of each website. Every educator can now access resources to match their students' interests.

Table 2
Children's Literature Web Guide

Website	Sponsor	Features
1. www.sunlink.ucf.edu	Funded by State of Florida, maintained by University of Central Florida	Site is available for anyone wishing to search for trade books and materials according to reading levels, interests, and topics.
2. www.ala.org/ala/alsc	American Library Association	Site features award winning books and information for teachers and librarians.
3. www.cbcbooks.org	The Children's Book Council	This site features new releases, themed books, and information about authors/illustrators. It gives perspectives from teachers, media specialists, and other educators on books and how to use them and information on events such as Children's Book Week.
4. www.reading.org	International Reading Association	This site features the International Reading Associations "Choices" booklists, links to special interest groups in children's literature, and articles and position statements on authentic reading and writing.
5. www.nsta.org	National Science Teachers Association	Site provides links to trade books (K-12) on science topics selected for accuracy and appropriateness and offers lesson plans.
6. www.socialstudies.org	National Council for the Social Studies	This site links to trade books (K-8) on social studies topics and offers lesson plans.
7. www.ala.org/Booklinks	American Library Association, online version of the journal Book Links	Site provides comprehensive information for using books in the classroom, including thematic bibliographies with related discussion questions and activities, author and illustrator interviews, and essays.
8. www.lis.uluc.edu/~ccb	The Center for Children's Books, at The Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign	Site offers bibliographies, the Center for Children's Books best book lists, reading promotion websites, book awards in children's literature, and storytelling links.
9. www.education.wisc.edu/ccbc	The Cooperative Children's Book Center, The School of Education at the University of Wisconsin-Madison	This site features bibliographies and booklists of recommended books on a wide range of themes and topics.
10. www.ipl.org	The Internet Public Library, The School of Information at the University of Michigan	This site provides links to other online sites on visual literacy and picture books.
11. http://pbskids.org	Public Broadcasting Service	Site offers more than 3000 free lesson plans and activities under the TeacherSource link.

Note: Adapted from Williams & Bauer (2006).

Summary

The focus of this paper was to define cooperative learning as an approach that can be used to increase children's enjoyment of literature. Goal structures and the elements of cooperative learning were presented and defined based on the Johnson and Johnson model. A summary of research about both areas, cooperative learning and teaching children's literature, were shared. Examples of children's literature and multiple resources to draw from were included.

Setting the stage for cooperative learning in a literacy classroom helps students think, speak, and write more clearly, listen more attentively and respectfully to others' ideas, take turns in conversations, use text to support their ideas, and become more immersed in working together (Wood et al, 2001).

References

Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A handbook for college faculty.* San Francisco, CA: Jossey-Bass.

Battistich, V., Solomon, D., & Delucchi, K. (1993). Interaction processes and student outcomes in cooperative learning groups. *The Elementary School Journal, 94*, 19-32.

Burron, B., James, L., & Ambrosio, A. (1993). The effects of cooperative learning in a physical science course for elementary/middle level preservice teachers. *Journal of Research in Science Teaching, 30*, 697-707.

Calderón, M., Hertz-Lazarowitz, R., & Slavin, R. (1998). Effects of bilingual cooperative integrated reading and composition on students making the transition from Spanish to English reading. *The Elementary School Journal, 99*(2), 153-165.

Carlan, V., & Rubin, R. (2003, March). *Constructing intellectual capital: Guiding English language learners to revalue their mathematical abilities.* Paper presented at the meeting of the Association for Supervision and Curriculum Development, San Francisco, CA.

Carspecken, P. F. (1996). *Critical ethnography in educational research: A theoretical and practical guide.* New York, NY: Routledge.

Cohen, E. (1986). *Designing group work-strategies for the heterogeneous classroom.* New York, NY: Teachers College Press.

Cohen, E. G. (1994). Restructuring the classroom: Conditions for productive small groups. *Review of Educational Leadership, 64,* 1-35.

Fraenkel, J. R., & Wallen, N. E. (1996). *How to design and evaluate research in education* (3rd ed.). New York, NY: McGraw-Hill.

Davidson, N. (1989). *Cooperative learning in mathematics: A handbook for teachers.* Reading, MA: Addison & Wesley.

Devries, D. L., & Slavin, R. (1978). Team-games tournaments: A reserve paper. *Journal of Research and Development in Education, 12*, 28-38.

Durán, R. P., & Szymanski, M. H. (1993). *Construction of learning and interaction of language minority children in cooperative learning* (Tech. Rep. No. 45). Baltimore, MD: Johns Hopkins University, Center for Research on Effective Schooling for Disadvantaged Students.

Emmer, E. T., & Gerwels, M. C. (2002). Cooperative learning in elementary classrooms: Teaching practices and lesson characteristics. *The Elementary School Journal, 103*, 75-92.

Fuchs, L., Fuchs, D., Kazdan, S., & Allen, L. (1999). Effects of peer-assisted learning strategies in reading with and without training in elaborated help giving. *The Elementary School Journal, 99*, 201-219.

Gillies, R. (2002). The residual effects of cooperative learning experiences: A two year follow-up.
The Journal of Educational Research, 96, 1, 15-20.

Gillies, R., & Ashman, A. (1996). Teaching collaborative skills to primary school children in classroom-based work groups. *Learning and Instruction, 6*, 187-200.

Gillies, R., & Ashman, A. (1998). Behavior and interactions of children in cooperative groups in lower and middle elementary grades. *Journal of Educational Psychology, 90*, 1-12.

Goodman, D. (1996). The reading detective club. In Y. M. Goodman & A. M. Marek (Eds.), *Retrospective miscue analysis: Revaluing readers and reading* (pp. 177-187), Katonah, NY: Richard C. Owen.

Johnson, D. W., & Johnson, R. T. (1983). Are low achievers disliked in a cooperative situation? A test of rival theories in a mixed ethnic situation. *Contemporary Educational Psychology, 7,* 189-200.

Johnson, D., & Johnson, R. (1985). Motivational processes in cooperative, competitive, and individualistic learning situations. In C. Ames & R. Ames (Eds.), *Research on motivation in education. Vol. 2: The classroom milieu* (249-286). New York, NY: Academic Press.

Johnson, D.W., & Johnson, R. T. (1989). Toward a cooperative effort: A response to Slavin. *Educational Leadership, 46*(7), 80-81.

Johnson, D., Johnson, R., & Holubec, E. (1994). *Cooperative learning in the classroom.* Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, D., Johnson R., & Smith, K. (2007).The state of cooperative learning in post-secondary and professional settings. *Educational Psychology Review, 19*, 15-29.

Johnson, D., Johnson R., & Smith, K. (1998). Cooperative learning returns to college. *Change, 30*(4), 26-35.

Johnson, R. T., & Johnson, D. W. (1994). *An overview of cooperative learning.* [on-line]. Retrieved from http://www.co-operation.org

Krathwohl, D. R. (1993). *Methods of educational and social science research: An integrated approach.* New York, NY: Longman.

Krashen, S. D. (1985). *The input hypothesis.* New York, NY: Pergamon.

Lazarowitz, R., Baird, J., & Bowlden, V. (1996). Teaching biology in a group mastery learning mode: High school student's academic achievement and affective outcomes. *International Journal of Science Education, 18*, 447-462.

Lazarowtiz, R., Hertz-Lazarowitz, R., & Baird, J. (1994). Learning science in a cooperative setting: Academic achievement and affective outcomes. *Journal of Research in Science Teaching, 31,* 1121-1131.

Lewin, K. (1948). *Resolving social conflicts.* New York, NY: Harper.

Lonning, R. (1993). Effect of cooperative learning strategies on student verbal interaction and achievement during conceptual change instruction in 10th grade general science. *Journal of Research in Science Teaching, 30*, 1087-1101.

Losey, K. M. (1995). Mexican American students and classroom interaction: An overview and critique. *Review of Educational Research, 65,* 283-318.

Mathes, P., Fuchs, D., & Fuchs, L. (1997). Cooperative story mapping. *Remedial and Special Education, 18,* 20-27.

McManus, S., & Gettinger, M. (1996). Teacher and student evaluations of cooperative learning and observed interactive behaviors. *The Journal of Educational Research, 90,* 13-22.

Moschkovich, J. (1999). Understanding the needs of Latino students in reform-oriented mathematics classrooms. In *Changing the faces of mathematics: Perspectives on Latinos.* (pp.5-12). Reston, VA: National Council of Teachers of Mathematics.

National Learning Communities Project (2003). *The pedagogy of possibilities: Developmental education, college-level studies, and learning communities.* Monograph Series: The Washington Center for Improving the Quality of Undergraduate Education at Evergreen State College in Cooperation with the American Association for Higher Education.

National Council for Teachers of Mathematics (NCTM). (2000). *Professional standards for teaching mathematics.* Reston, VA: Council for Exceptional Children.

Nattiv, A. (1994). Helping behaviors and match achievement gain of students using cooperative learning. *The Elementary School Journal, 94*, 285-297.

Okebukola, P.A. (1985). The relative effectiveness of cooperative and competitive interaction techniques in strengthening students' performance in science classes. *Science Education, 69*, 501-550.

Pang, V. O., & Barba. R. H. (1995). The power of culture: Building culturally affirming instruction. In C. A. Grant (Ed.), *Educating for diversity* (pp. 341-358). Boston, MA: Allyn & Bacon.

Patton, M. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: SAGE Publications.

Prado-Olmos, P. L., Smith, M. E. F., & Szymanski, M. H. (1993, April). *Students "do" process: Bilingual students' interactions in a small cooperative reading group.* Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Reid, J. (1992). *The effects of cooperative learning with intergroup competition on the math achievement of seventh grade students*. (ERIC Document Reproduction Service No. ED 355106)

Ross, J. (1995). Impact of explanation seeking on student's achievement and attitudes. *The Journal of Educational Research, 89*, 109-117.

Rubin, R. (2002). *Conversations about reading processes in Spanish and English among six Latino/a eighth-graders (*Unpublished doctoral dissertation). University of Houston, Houston, TX.

Shaaban, K. (2006). An initial study of the effects of cooperative learning on reading comprehension, vocabulary acquisition, and motivation to read. *Reading Psychology, 27*, 377-403.

Slavin, R. (1985). Team-assisted individualization: Combining cooperative learning and individualized instruction in mathematics. In R. E. Slavin, S. Sharan, S. Kagan, R. Hertz-Lazarowitz, C.Webb, & R. Schmuck (Eds.), *Learning to cooperate, cooperating to learn* (pp. 177-209). New York, NY: Plenum.

Slavin, R. (1990). *Cooperative learning*. Boston, MA: Allyn & Bacon.

Slavin, R., & Oickle, E. (1981, April). *Effects of cooperative learning teams on students achievement and race relations*. Sacramento, CA: State of California Department of Education, Educational Demographics Unit, Program Research Division.

Vaughan, W. (2002). Effects of cooperative learning on achievement and attitude among students of color. *The Journal of Educational Research, 95*, 6, 359-366.

Watson, S. (1991). Cooperative learning and group educational modules: Effects on cognitive achievement of high school biology students. *Journal of Research in Science Teaching, 28,* 141-146.

Webb, N. M., Troper, J., & Fall, R. (1995). Constructive activity and learning in collaborative small groups. *Journal of Education Psychology, 87*, 406-423.

Whicker, K., Nunnery, J., & Bol, L. (1997). Cooperative learning in the secondary mathematics classroom. *The Journal of Educational Research, 91*, 42-48.

Williams, N. L., & Bauer, P. T. (2006). Pathways to affective accountability: Selecting, locating, and using children's books in elementary school classrooms. *The Reading Teacher, 60*(1), 14-22.

Wood, K. D., Roser, N., & Martinez, M. (2001). Collaborative literacy: Lessons learned from literature. *The Reading Teacher, 55*(2), 10-11.

English language learner cooperative learning is important in any English as a second or foreign language class. Students learn from each other and become confident in themselves as they take charge of their own learning. Â ELL teachers should emphasize that each person in the group will be able to contribute equally to the group's success and that no one person will be able to carry the success of the group. If you create roles for each team and use those roles regularly in various cooperative learning exercises, rotate who has which role each time. This prevents students from always choosing the roles they are comfortable with and encourages them to get practice in English by taking on another role. It is also important to vary who is on what team. of Children's Literature Learning with Cooperative Learning Approach in. Elementary school" with the ISBN No. 978-979-498-719-3. To determine the. Â students' competence were taught the children's literature appreciation with the. social model patterned group investigation better than the role playing model. Likewise, according to the study results by Dyah Sulityowati (2011) which. Classroom Techniques; *Cooperative Learning; *Cultural Pluralism; *Curriculum Design; Educational Strategies; Elementary Secondary Education; *English (Second Language); History; Language Arts; Language Role; Multicultural Education; Second Language Learning; Social Studies *Content Area Teaching. ABSTRACT Essays on cooperative learning focus on the use of. Â Cooperative learning becomes a key strategy for achieving the goals of programs that are well designed and properly staffed. Readers should con-sult related literature for examples of good instructional programming for LEP students. Â Teachers and linguists have developed interactive approaches to language teaching without access to the theory and practice underlying cooperative learning.