



## Implementation and Evaluation of Cooperative Learning Techniques to Increase Inter-Class Communication of German Course Students



Gürbüz Ocak, Prof. Dr. Afyon Kocatepe Üniversitesi, [gocak@aku.edu.tr](mailto:gocak@aku.edu.tr)  
Ulviye Yer, Afyon Kocatepe Üniversitesi, [ulviye.yer91@gmail.com](mailto:ulviye.yer91@gmail.com)  
Afyon Kocatepe University, Faculty of Education, Afyonkarahisar, TURKEY

### Abstract

This is an action research aimed at increasing classroom interaction for the German language course. The study group consisted of 10 students who took courses in a language school in Afyonkarahisar. The research data were collected through a focus group interview and their opinions and diaries. In addition, the data was supported by the researcher's diary. The collected data were presented by the content analysis method. In total, 3 action plans were implemented. It was observed that the group studies for the application increased student communication. They also emphasized that the class interaction increased.

Table 1. Characteristics of the working group

Participants	Gender	Age	Profession
1- M.	M	22	Electrical Eng.2 <sup>nd</sup> grade
2- B.	M	30	Anesthesiologist
3- S.	F	24	Map E. 4 <sup>th</sup> grade
4- O.	M	23	Automotive E.2 <sup>nd</sup> grade
5- K	F	24	Mechatronics E.3 <sup>rd</sup> grade
6- G.	F	20	Sociology 2 <sup>nd</sup> grade
7- R.	M	14	High school student
8- D	M	25	Mechanical Eng 3 <sup>rd</sup> grade
9- H.	F	21	Medicine 2 <sup>nd</sup> grade
10- F.	M	20	Physiotherapy 3 <sup>rd</sup> grade

### Introduction

Communication in the context of education is an important tool that influences the classroom atmosphere and learning. Communication ability in teaching programs is a skill that must be acquired and used effectively in all disciplines. Cooperative learning is one of the group works used to increase communication in the classroom. These works/activities are integrated into the course as called "Memory Game, Think-Pair-Share, Tableau" according to German subjects. This study should therefore be seen as an important guide for binding heterogeneous groups together.

### Method

In the study, action research, one of the qualitative research designs, was applied. This research focused on solving the problem of classroom communication based on a collaborative approach throughout the application. It has been determined that the difficulties in classroom communication negatively affect the learning and teaching activities. For this reason, this study was designed as an action research. For the reliability analysis of the determined sub-themes and themes, the compatibility ratio among the researchers is determined. In addition, teacher and student diaries are given through a descriptive analysis in terms of study reliability.



Figure 1. Memory game activity

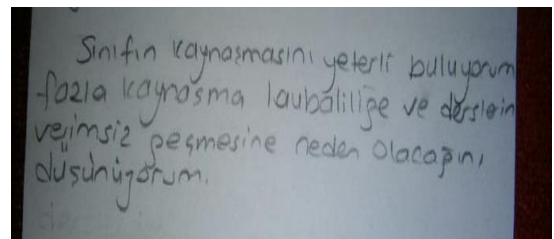


Figure 2 The student H's Diary

**Table 2. Code and themes list of opinions**

Themes				
Classroom Atmosphere	Sense of Competition	Benefits of Activities	Communication Provider	Cooperation
Codes	Codes	Codes	Codes	Codes
beautiful	memory game	permanent in mind	we didn't talk much	different people
funny	like a contest	do n't forget easy	we spoke when there was a competition	team spirit
difficult but good	tableau	activities are funny	no communication in the class	business division
nervous		active course competitions good	sharing notes	giving quick decision
satisfied		learning with activities	low communication	we get together
			being a part of the team thanks to the race.	we did it quickly
				it was like racing
				we discussed

## Results

In addition to the codes and themes mentioned above, co-observer application was applied. Within the scope of student responses, codes and themes were redefined. The averages of consensus and differences of opinion are given in Table 2.

Considering the reliability results, the answers given by the students were measured as 78.54%. According to Miles & Huberman, the average reliability value was stated as 70%. Therefore, it can be stated that the application is reliable. When the interview data were examined, M and K students stated that they participated in activities outside the class. This situation shows that the action plans worked very well in a short time.

## Conclusions

The techniques applied in the study were found to be effective with the diary and interview expressions of the course students. Before the action plans were implemented, the students stated that they had no communication with their friends in the classroom. S student even stated that they did not share their course notes. In the focus group interview data of the students, student F said, "We did not speak much in the classroom before. When the game or race became, I was immediately socialized, I tried to organize and win." H student stated that she integrated with the whole class in her diary. This shows that cooperative learning techniques are effective. This situation is consistent with the results of the action research. It was seen that the students who liked cooperation, competition or discuss, liked the activities that provided these situations. In conclusion, the group activities were a step that increased communication in the classroom.



Figure 3. Tableau activity

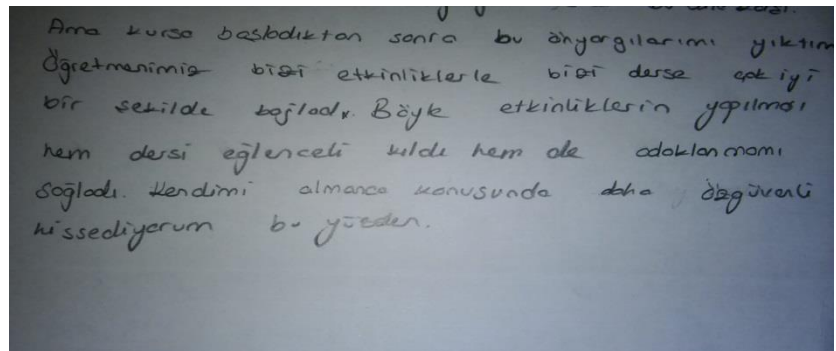


Figure 4. The student F's diary