

Cooperative Learning, Method, Strategy, and Its Importance in Language Learning: Arabic Language as a Model

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Abstract

Cooperative education is a modern method of education that does not depend on traditional methods such as chalkboards and blackboards, as it uses the method of participation among students in discussion by sitting among them in heterogeneous groups, and each student presents his ideas and point of view to everyone, so that each individual benefits from the other in thinking and arriving at solutions. And the results. Cooperative learning has the greatest impact in enhancing the student's educational process, as it is one of the strategies that supports learning in groups. These groups range between 4-5 students per group to facilitate the process of interaction and discussion. This study aims to highlight the educational aspect in treating teaching languages as a second language in general and teaching the Arabic language to non-native speakers in particular, highlighting the necessity of learning the Arabic language to non-Arabic speakers, encouraging non-Arabic speakers to learn Arabic through various means, and developing the linguistic wealth of the learners. Deepening it and acquiring the skill of learning the Arabic language through various practices. Specialists in teaching the Arabic language have prepared programs and courses to teach the Arabic language to non-native speakers, and modern trends have emerged in teaching the Arabic language. The researcher wanted to present a model of these trends through a cooperative learning strategy. The researcher used the approach of reviewing, studying, and analyzing the literature related to the subject. The study concluded that this strategy helps to create a social environment that encourages the non-social student to participate, creates an atmosphere of discussion and presents different opinions on the same topic, helps develop the speaking skill through group discussion and increases the student's level of achievement.

In this regard, the researcher suggested preparing classrooms and classrooms to suit teaching this strategy, and training and qualifying teachers and refining their abilities to implement it correctly.

Introduction

The cooperative learning model is considered one of the education models that the teacher uses to organize a practical experience to give the learning objectives. This learning model differs from normal group learning because in cooperative learning the student is not only responsible for himself but also for the group, and the student finds it easy to find the concepts. difficult problems and understand them by discussing with each other in the group and helping each other in solving complex problems (Bhagat et al., 2018)

The cooperative learning strategy is one of the modern learning strategies adopted by the competency approach, as it is student-centered, that is, it makes the learner the focus of the teaching-learning process. It is also valid for various academic subjects and can be applied at all educational levels. Cooperative learning in general leads to academic and social gains. And skill and contributes to helping students build positive attitudes towards learning and the academic subject, but this requires material and human capabilities, equipment and buildings appropriate for the success of this strategy (Suleiman et al., 2022)

The cooperative learning strategy is an ancient method that has its roots, but it has been developed and has laws, stages, and conditions for its application. It is an active and effective method that has positive results on the learner's academic achievement, as it makes him an active element and the focus of the educational process, while making the teacher a guide and guide if applied. In all its details, its objectives were defined, the most important of which is creating an atmosphere of cooperation among learners and getting them accustomed to learning in a unified group (Rizqi et al., 2022). So, in teaching the Arabic language, it is necessary to adopt cooperative learning methods as one of the effective methods in teaching Arabic (Maamari & Thamer, 2022).

It is known that the language has several branches, including grammar, morphology, and rhetoric, and that the backbone of these branches is grammar, or what is called nowadays the grammar of the Arabic language, which most students face difficulty in understanding and learning. To facilitate learning the grammar of the Arabic language, we must be careful to apply modern teaching methods. This is what many people interested in teaching methods and strategies see, and they argue that the old methods do not achieve the goals of developing thinking, and that teachers still feel that they need modern methods and strategies that help them achieve the goals of the subjects they teach, as the teacher's extensive knowledge of teaching methods and strategies helps him Without a doubt, we must know the appropriate teaching conditions for each educational situation, so that the learning process becomes interesting and enjoyable (Hassan, 2014). So this study came in the search for appropriate solutions to implement this strategy by answering the following questions:

1. What is the common educational context integrated with Cooperative learning?
2. What kinds of samples were used in the prior studies?
3. What research methods were used for the preceding studies?
4. What analyses approaches were used for the preceding studies?
5. Where geographically were the preceding studies conducted?
6. What is the future recommended by preceding studies?
7. How does this theory serve to teach Arabic as a foreign language?

Materials and Methods

This systematic literature review (SLR) follows a structured and rigorous research design to comprehensively synthesize and analyze existing scholarly works. The research process adheres to established guidelines for conducting SLRs (Kitchenham et al., 2009). This SLR followed the same methods from previous research (Abuhassna et al., 2023; Abuhassna et al., 2022a; Abuhassna et al., 2022b; Abuhassna et al., 2022c; Abuhassna et al., 2022d; Van et al., 2021; Mamman et al., 2017; AIShehhi et al., 2022a; AIShehhi et al., 2022b; AIShehhi et al., 2022c)

Exclusion and Inclusion Criteria

There will be a comprehensive search of relevant material in major academic databases, including Scopus. This database includes a comprehensive collection of papers pertinent to instructional design and technology integration that have been vetted by experts.

Data Sources and Search Strategies

In accordance with the introduction and rapid expansion of educational technology, the search will include articles from 2010 to 2022. To assure retrieval of relevant research, a combination of keywords and phrases, including (cooperative AND education AND languages) AND PUBYEAR > 2009 AND PUBYEAR < 2023 AND (LIMIT-TO (SUBJAREA , "SOCI") OR LIMIT-TO (SUBJAREA , "ARTS")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (EXACTKEYWORD , "Cooperative Learning") OR LIMIT-TO (EXACTKEYWORD , "Language") OR LIMIT-TO (EXACTKEYWORD , "Education") OR LIMIT-TO (EXACTKEYWORD , "Cooperative/collaborative Learning") OR LIMIT-TO (EXACTKEYWORD , "Learning") OR LIMIT-TO (EXACTKEYWORD , "Teaching/learning Strategies") OR LIMIT-TO (EXACTKEYWORD , "English As A Second Language")). The procedure of this review is illustrated in Figure 1.

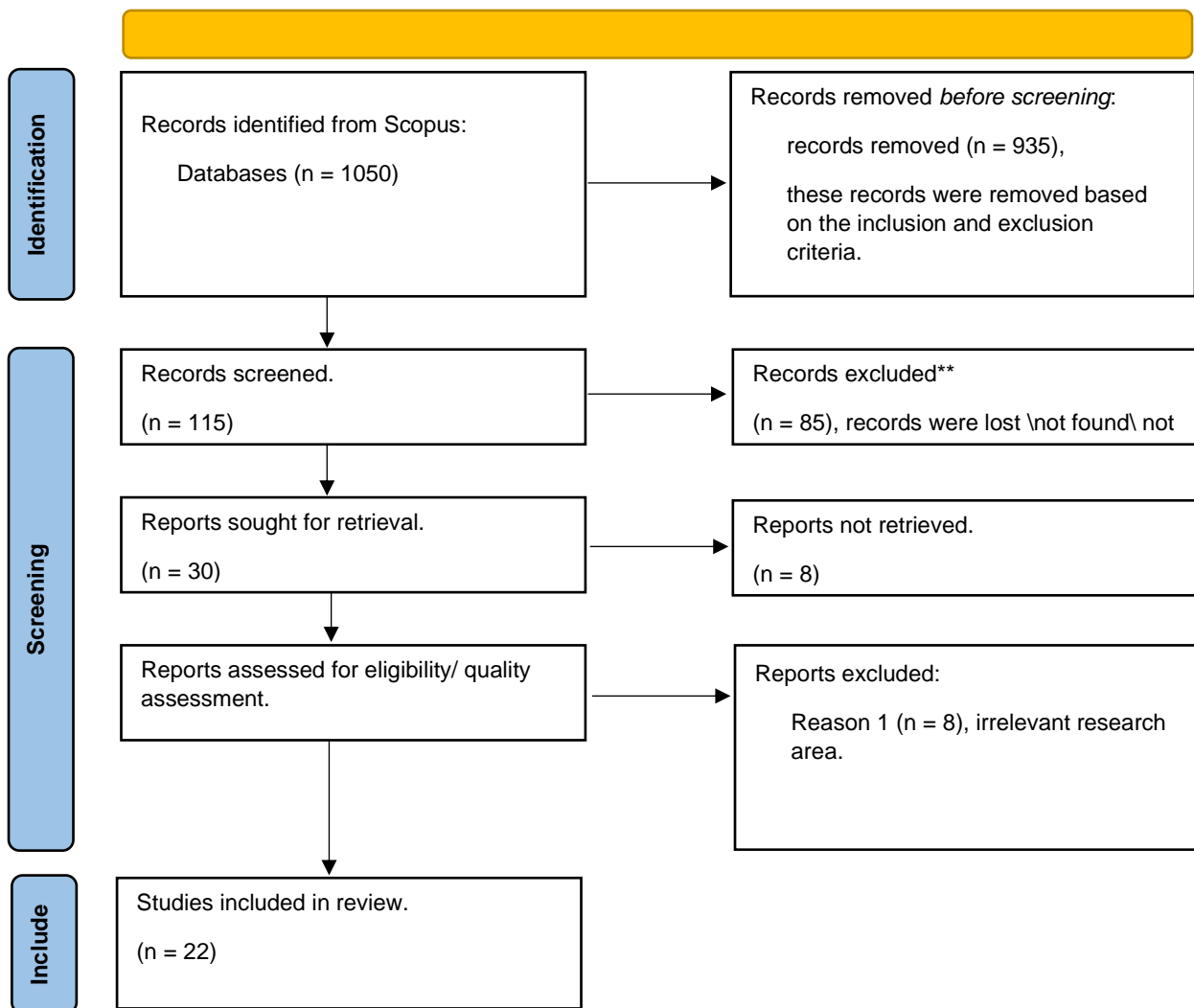


Figure 1: PRISMA framework

Results

To achieve the predefined study objectives, 22 publications found, examined, and included by PRISMA were analysed critically and analytically to determine the direction and trends of cooperative education research in DL.

Theory Integration

The overriding objective of the 22 stated research projects is to the cooperative education method is a modern method of education that departs in its style from traditional methods, such as the board and chalk, as it uses the method of participation between students in discussion. They sit in a circle, and each student presents his ideas and point of view to everyone, so that each individual benefits from the other in thinking and arriving at solutions. Oterino (2022) He pointed out in his study to implement dramatic tasks in the English language classroom, through a series of tasks to improve oral communication and group work skills. Also Abdul Hameed Panhwar and Melanie (2022) said addresses lack of student engagement in large English as a second language (ESL) classes at a Pakistani university, using cooperative learning within the framework of participatory action research. In a study with Flynn et al (2022) conclude the aim of this study is to explore the experiences of Norwegian

student anesthesiologists, their mentors, and clinical supervisors about using the tool in clinical practice. Namusoke and Rukundo (2022) explores the role of cooperative learning on primary school students' performance in English. Zaafour et al (2022) Cooperative Project-Based Learning (CPBL) is an educational approach that reinforces. Students' motivation for cooperative learning through investigation of a range of real-life tasks project. This study explores the influence of teachers' age on implementing CPBL when teaching English as a Foreign Language (EFL) and determines teachers' perceptions, views and attitudes Regarding this methodology. Krampe et al (2022) Te aim of this study was to evaluate the feasibility of the collaborative learning module and to evaluate its effect from the learners' perspectives. The study of Liu et al (2022) investigates improving the default mode of language learning in aspects such as collaborative learning, quality control, facilitating learners' learning process and developing critical thinking with the ultimate goal of independent learning. Markoglou and Angeliki (2022) current article focuses on a teaching proposal for an ancient Greek language course in Greece and Cyprus, and is presented Jigsaw-based cooperative learning method as an educational practice that promotes active and collective student participation. Lázaro-Carrascosa et al (2021) article presents a dual evaluation conducted in the topic of computer science and technology education, and to this end, the flipped classroom technique was used, along with a modification of Aronson's cooperative learning puzzle technique. Carmona-Medeiro and Domingo (2021) this study aims to identify the set of elements present in the educational process that influence the creation of an educational profile consistent with sustainability principles related to understanding social learning, describing the internal dynamics of cooperative learning, and demonstrating the synergies and interrelationships between social interactions, social-cognitive conflict, and language. Gudovitch et al (2021) this study examined children who had previously lived and studied in a developed country, a Western setting, where they experienced more conservative social norms and an authoritarian, teacher-centred concept of education. Sagahutu et al (2021) only focused on the impact of the ICF training on the knowledge and attitudes regarding interprofessional. Martín et al (2020) the main goal of this study is to show the effect of collaborative writing on English language acquisition among non-compulsory primary and secondary school students. Ivone et al (2020) article begins by discussing some of the barriers teachers may face as they seek to integrate cooperative learning as part of. Online education. The main part of the article presents nine lesson plans for language teaching through collaborative learning in online education settings. Kadam and Sawant (2020) With the advancement of technology and globalization, there is a shift from teacher-centred teaching to active teaching Results-based (OBE). Through different methods such as collaborative learning techniques, and task-based learning, and this is what this study examines. Balbay (2019) study explores the effects of its use on students' and teachers' critical awareness skills as they participate in a spoken English course offered at a foreign language education department in Turkey. Dominique et al (2018) In this article, they provide 12 tips for designing and implementing crossborder curriculum partnerships in med-ical education. These tips are distilled from personal experi-ences with crossborder curriculum partnerships and based on our experience with a larger research project on chal-leges and strategies of crossborder medical curriculum partnerships. The paper of Ward et al (2017) reports on a study that brought together university-based educators responsible for teaching health professional students and health service-based practitioners who supervise students in the field. Figueira-Oliveira et al (2012) in the current study, theatrical language was used as a strategy to describe teachers' understandings of participation in dengue prevention through workshops and theatrical games. The reason for

choosing the theatrical language was due to its dialogic nature in order to establish a relationship with scientific creativity and stimulate it, cooperation and spontaneous movement among the participants. Wium and Louw (2012) purpose of the research was to understand how the participants implemented the strategies developed during the programme and how they perceived the support provided by the programme. The research was conducted over 2 years in semi-rural and urban contexts. As part of a more comprehensive mixed method study, the qualitative data referred to in this article were obtained through open-ended questions in questionnaires, focus groups, reflections in portfolios, and a research diary. Gachago et al (2011) this study reports on 37 Graphic Design students' perceptions of the use of clickers and their engagement levels (attention, participation, and active class discussion) in small clicker classes. Strasheim (2010) this study entailed descriptive, exploratory research. During phase 1, a survey was received from 39 SLTs and 2 audiologists in six provinces. The data revealed that participants performed different roles in neonatal nurseries, which depended on the environment, tools, materials and instrumentation available to them. Many participants were inexperienced, but resourceful in their attempts to adapt tools/materials. Participants expressed needs for culturally appropriate and user-friendly instruments for parent guidance and staff/team training on the topic of developmental care. In conclusion, the aforementioned research collectively indicates the importance of the cooperative education method, as it is used in many fields, not only teaching, but is also considered one of the most important methods in group psychotherapy, as patients listen to each other and each patient offers a solution to the other's problem. Overall, the text demonstrates the integration of different theoretical perspectives and models in the fields of cooperative learning, language learning and education, which enriches the discussion and offers an interdisciplinary view of these topics. The theoretical perspectives and models in the learning domains are presented in Table 1.

Table 1

Perspectives and theoretical models in the areas of cooperative learning.

Theoretical perspectives	Explanations
Cooperative learning.	Cooperative learning produced highly structured group work, using standing groups according to regular routines, and gave students ample opportunity for individual reflection and pair work, which greatly improved student engagement and reduced social anxiety.
Cooperative Project-Based Learning (CPBL).	Cooperative Project-Based Learning (CPBL) is an educational approach that reinforces. Students' motivation for cooperative learning through investigation of a range of real-life tasks project. This study explores the influence of teachers' age on implementing CPBL when teaching English as a Foreign Language (EFL) and determines teachers' perceptions, views, and attitudes. Regarding this methodology.
Default mode for language learning.	Improving the default mode of language learning in aspects such as collaborative learning, quality control, facilitating learners'

	learning process and developing critical thinking with the goal of independent learning.
Drama into the educational environment.	Incorporating drama into the educational environment succeeds in promoting oral language development and increasing self-esteem and self-confidence among students in English classes, which has led to a significant increase in communication and interaction among students, which has clearly improved their competence to develop cooperation.
Describe the internal dynamics of cooperative learning.	Identify the set of elements present in the educational process that influence the creation of an educational profile consistent with the principles of sustainability related to understanding social learning, describe the internal dynamics of cooperative learning, and demonstrate the synergies and interrelationships between social interactions, social-cognitive conflict, and language.
Collaborative writing on English language.	Demonstrating the effect of collaborative writing on English language acquisition among non-compulsory primary and secondary school students.
Developing critical awareness skills among students and teachers.	Explores the effects of its use on students' and teachers' critical awareness skills as they participate in a spoken English course offered at a foreign language education department in Turkey.
Peer learning.	Peer learning helps students join class discussions.

Type of Samples

The samples included students, teachers, and children of all ages. However, 16 studies found in favour of students (López Oterino, 2022; Panhwar & Melanie, 2022; Flynn et al., 2022); Namusoke & Rukundo, 2022; Krampe et al., 2022; Liu et al., 2022; Angeliki, 2022; Markoglou and Angeliki, 2022); Lázaro-Carrascosa et al., 2021; Carmona-Medeiro and Cardeñoso Domingo, 2021; Martín et al., 2020; Kadam & Sawant, 2020; Balbay, 2019; Dominique et al., 2018; Ward et al., 2017; Gachago et al., 2011). Approximately (4) investigations on teachers followed (Zaafour et al., 2022; Gudovitch et al., 2021); Ivone et al., 2020). Regarding the remaining medical field as follows: one study (Sagahutu et al., 2021). And one study is for children, namely Strasheim (2010) conducted the final of a total of 22 research in which sample participants of both sexes participated. Figure 2 shows the sample distribution.

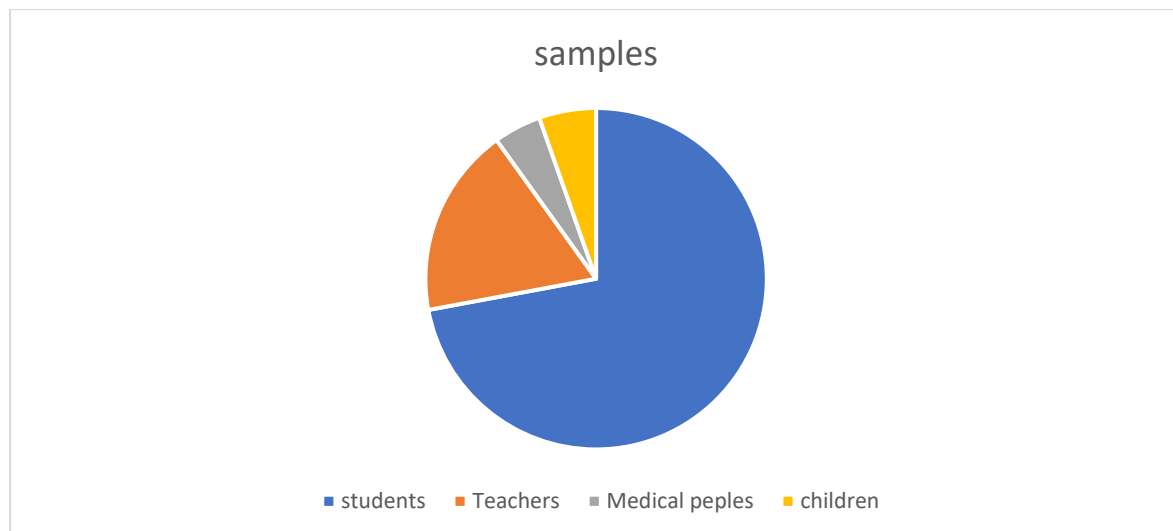


Figure 2. Type of Samples

Research Techniques and Data Analysis

The research methods used in previous studies varied, as each used its own method based on the type of study, the circumstances of its conduct, and the criterion used in it; however, the majority (six) employed the "mixed method" (Abdul Hameed Panhwar & Melanie, 2022; Krampe et al., 2022; Carmona-Medeiro et al., 2021; Wium & Louw, 2012; Gachago et al., 2011; Strasheim, 2010). In there studies (López Oterino ,2022; Edith Namusoke & Aloysius Rukundo ,2022; Lázaro-Carrascosa, et al., 2021; Sagahutu et al., 2021; Martín et al., 2020; Kadam & Sawant, 2020) were use experiments and Semi-experimental methodes. (Flynn et al., 2022; Zaafour & Salaberri-Ramiro, 2022; Gudovitch et al., 2021; Balbay, 2019; Ward et al., 2017; were qualitative data. And (Liu et al., 2022; Ivone et al., 2020; Dominique et al., 2018; Figueira-Oliveira et al., 2012) they use Literature review. One of study used Historical method from (Markoglou, 2022). Figure 3 shows the Data Analysis.

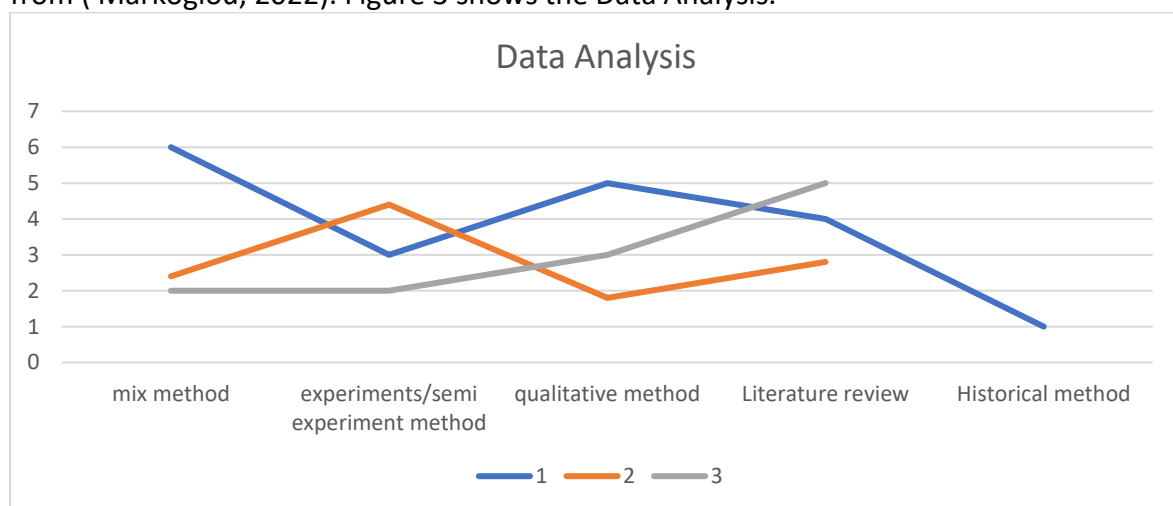


Figure 3. Data Analysis

Geographical Locations

The cooperative learning method and its importance in education in general, and in language learning and teaching in particular, has a wide resonance in diverse groups and societies, and therefore the 22 research papers on this topic were distributed as follows: Spain contributed the most with five studies (Oterino, 2022; Zaafour & Salaberri-Ramiro, 2022;

Lázaro-Carrascosa et al., 2021; Carmona-Medeiro et al., 2021; Martín et al., 2020; followed by South African with three papers, namely: (Wium & Louw, 2012; Gachago et al., 2011; Strasheim, 2010). Two from Uganda (Namusoke & Aloysius, 2022; Gudovitch et al., 2021). One study from Pakistan (Panhwar & Melanie, 2022). And one from Norweg (Flynn ET AL., 2022). And one from Germany (Krampe & Langer, 2022). Also one from China (Liu et al., 2022); and one from Cyprus (Markoglou, 2022); one from Rwanda Sagahutu et al (2021) and one from Singapore (Ivone et al., 2020) and one from India Kadam & Sawant (2020); also one from Turkey Balbay (2019); and one from Holland Dominique et al (2018); one from Australia (Ward et al., 2017). Last study from Brazil (Figueira-Oliveira et al., 2012). Figure 4 shows the Geographical Locations.

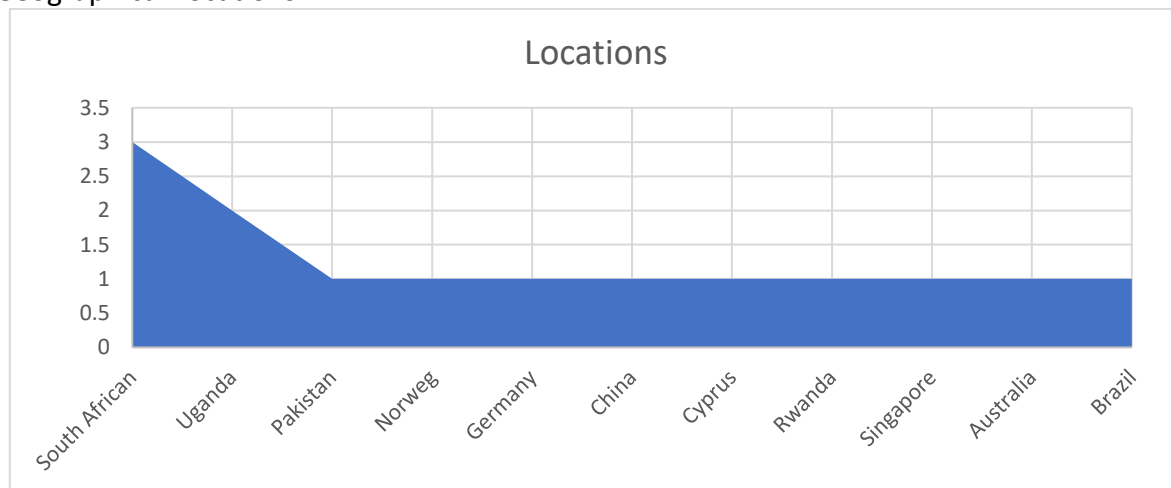


Figure 4. Geographical Locations

Future Agenda

The most important results of all previous research stem from the importance of the cooperative learning method in language teaching, as the majority of language teachers around the world use it. Given the desire of many students to replace traditional learning techniques, such as memorization and learning grammar, with interactive and innovative methods that focus on communication skills, the cooperative learning strategy has shown that it gives students experience, through their contact with their colleagues, because this contact or dialogue makes the classroom an environment that produces innovative ideas and solutions. It is an excellent tool that makes students of different abilities and levels work together in a positive way, highlighting the different aspects of their personalities. Cooperative learning also works to increase student achievement in all grades and in all subjects. It has not been shown to reduce student achievement compared to traditional methods. Oterino (2022) study indicated Integrating drama into the educational environment succeeds in promoting oral language development, increasing self-esteem and self-confidence among students in the English language classroom which has led to a significant increase in communication and interaction among students which has clearly improved their competence to develop collaborative learning, and generate collaborative knowledge among students. Thanks to the use of dramatic tasks. Panhwar & Melanie (2022) The study concluded that cooperative learning produced highly organized group work, using permanent groups according to regular routines, and gave students ample opportunity for individual reflection and pairwork, which led to a significant improvement in student engagement and reduced social anxiety. The study provided insights applicable to Implementation of cooperative learning elsewhere, especially in majority world contexts where classrooms are large, and

resources are scarce. Flynn et al (2022) Tis's study provided new insights into how to use From NANTS-no experienced in clinical practice through. The process of clearly defining roles, establishing criteria for measuring progress and encouraging collaboration Conversation, critical reflection, and dialogue. Namusoke & Rukundo (2022) The study concluded that applying the cooperative learning method has a significant, statistically significant impact on students' achievement, as it is a method that focuses on the student in the first place, and therefore it can be an effective teaching and learning strategy for the English language. Zaafour and Salaberri-Ramiro (2022) Cooperative learning in teaching can both enhance students' learning and develop their English skills in a positive way. This needs to motivate teachers to use CPBL in their classrooms which requires continuous training in a designed manner that can be easily adapted to existing lesson plans. CPBL can also be encouraged to share what they feel is useful to others in a community spirit, with the aim that like-minded colleagues or other organizations will benefit from their success by sharing collaborative project outcomes, methods and timelines, challenges and difficulties, and confronting them by offering alternative solutions. In return, outstanding performance will be rewarded, which will significantly improve teaching practices and innovative learning methods. Krampe et al (2022) Students felt that their skills in addressing LB by efectively collaborating with interpreters increased during this interprofessional format. Further studies are needed to obtain further evidence beyond self-assessment and regarding the long-term outcomes. Liu et al (2022) Scaffolding teaching is a learning model that helps learners understand specific knowledge through which they can independently explore and solve new problems and independently construct meaning in the virtual language.Through collaborative learning, quality control and critical thinking. Thus, the virtual language learning process turns out to be learner-centered and proficiency-focused. Markoglou (2022) The cooperative teaching method is considered a model of social form and encourages active participation of students in the learning process, meeting the standard of teaching differentiation, and the learning process is teacher-centered. Through the group-centered approach to learning, therefore, the educational system must support teachers in applying cooperative teaching methods in the classroom. Lázaro-Carrascosa et al (2021) The study concluded that the application of cooperative learning requires a profound redefinition of the roles of students and teachers and the exchange of experiences, and providing sufficient time for its correct application, and it is necessary to apply the correct technology, while mastering it greatly. Carmona-Medeiro and Domingo (2021) Cooperative learning is undeniably an excellent means through which sustainability principles and knowledge can be enhanced. The basic elements of cooperative learning and how they are applied in the classroom is important to encourage teaching practices consistent with pedagogical approaches as traits in an individual's profile contribute to future professional development and facilitate progress toward effective teaching practices of consistent quality that help future teachers understand the why, how and when of interactions. Social is fundamental to human learning. Gudovitch et al (2021) These findings suggest some practical implications regarding the integration of refugee children, particularly in Africa but also in the rest of the world. First, this study highlights the crucial importance of preparing the staff and the children to the new experience. Such preparation will facilitate better mutual understanding of each other's cultural norms and behavior, and thus reduce confusion, frustration, and miscommunication. A recent model that may be useful is the CARE methodology that was designed to prepare teachers to implement student-driven learning activities for refugee children: "The CARE learning design framework involves four interactively functioning processes, starting from con- ceptualization of a learning

intervention through activating learning processes to critical reflection and student engagement. Sagahutu et al (2021) It is hoped that the results of this study may Contributing to improving health care delivery in Rwanda. And the region's hospitals and the health system in general. It recommended using the framework to promote interprofessional education in Rwanda and other similar areas. There is a need to enhance training over time to achieve sustainability or retention of knowledge and attitudes. Martín et al (2020) Cooperative learning requires active and innovative teaching methods in order to achieve the goal Curriculum elements established through group and collaborative work Learning enables students to access and enhance diverse pedagogical proposals Diverse abilities allow them to successfully access knowledge acquisition It should be taken into account that the cooperative method enhances learning In a sustainable manner within a development context, which is essential in these times, second language acquisition education requires, among other aspects, the development of collaborative writing skills. Ivone et al (2020) This article examples how online education, with the help of ICT, can It can be further implemented by combining it with student-centred teaching methods, e.g Cooperative learning. The authors of this article hope to encourage teachers to overcome the real obstacles they and their students face as they instill in them collaborative learning in the ICT-enabled Internet. Kadam and Sawant (2020) Good communication skills in the English language are very important in teaching engineering students and preparing them for the competitive job market. Modified reciprocal teaching appeared to be cooperative learning that focused on the four basic skills in teaching English. Balbay (2019) The current study concluded by making students address social and political issues, and the principles of critical teaching by presenting classroom situations and the problem of perception, thinking, and acting, thus linking the content of the courses to real life. These constitute the basic principles for the integration of important content into the FLE course and are reinforced by the belief that the ultimate goal of education is to make a difference in society as a whole. Dominique et al (2018) The biggest challenge regarding language is the potential mismatch that host students face in the clinical phase between English as the language of instruction and the local language of the patients. This can be a bottleneck for those clinical partnerships where patients at the host institution do not speak English and the student population is very heterogeneous. It may be possible for institutions to offer two parallel clinical tracks: one track offering students who have mastered the language of the local patient population and another track with native-speaking patients. Mostly in English. Ward et al (2017) Building on these insights, we theorise about the need for students to develop the self in order to be an interprofessional practitioner. The implications for health professional education in both university and workplace settings are explored. Figueira-Oliveira et al(2012) We conclude that it is possible to use theatrical activities for organizing spaces suitable for collective analysis on situations relating to public health problems, through stimulating cooperative actions by educators. Wium and Louw (2012) Within a collaborative approach to teacher support, SLPs need to provide workshops where teachers can see how numeracy concepts are being demonstrated by using the correct use of language. Such workshops would also allow teachers to practise strategies in role play, which is non-threatening. In turn, teachers, as mediators of learning, need to create multiple opportunities for learners to practise the correct use of numeracy language (e.g. through general as well as small-group discussions). Gachago et al (2011) A lecturer's teaching practices and facilitation skills are crucial in promoting a class discussion which is focused, non-threatening, and efficient. However, in this study we found that what students saw as the main contribution of clickers was the

facilitation of peer learning, which in turn helped them join the class discussions. Strasheim (2010) The study complied with the guiding principles for best practice in ECI as it aims to be family-centred, culturally and linguistically responsive and developmentally supportive, to promote children's participation in their natural environments, to be comprehensive, co-ordinated and team-based, and is based on evidence. This research therefore contributed to neonatal care of high-risk infants in South Africa.

Discussion

Cooperative learning, sharing ideas, suggestions, and exchanging opinions is one of the strategies that plays an important role in people's lives. All individuals, according to their specializations and work locations, need to cooperate and exchange viewpoints, whether at the community level or at the institutional level, between doctors and health workers and among their patients, to improve their psychological condition and overcome... On diseases, and in the educational field, the modern educational outlook has tended to follow new methods and methods to achieve the best possible learning, so the call was to use methods of self-learning, learning by exploration, investigation, and cooperative learning, and what distinguishes these methods and methods is the role of the teacher and the student. Cooperative learning is one of the activities and events that make the student the focus of the teaching and learning process. The use of cooperative learning helps students develop their inclinations and positive attitudes towards the academic subject. It is suitable for all subjects and at all academic levels. It also enhances the scientific and social aspects. Research has shown However, cooperative learning has many benefits, including:

1. It provides social communication mechanisms and allows the free exchange of ideas, directing questions, and expressing feelings.
2. It develops students' self-confidence.
3. All students feel that they are partners in success.
4. It stimulates the students' spirit of belonging to the group.
5. Develops a positive relationship between students.
6. Develops students' listening and speaking skills, problem solving, and decision making.
7. Increases students' motivation towards learning.
8. Develops cooperation and social skills.

Cooperative Learning with Arabic Teaching

Learning the Arabic language depends on cooperative learning through heterogeneous groups, where students work cooperatively for one common goal, by establishing the idea of working among themselves competitively against each other, and that interaction not only facilitates learning the Arabic language but is a force that causes... Acquisition, and this only takes place through social interaction, which is seen as the only way to learn the Arabic language adequately, as the learner can achieve this with a little help. The idea of learning the Arabic language through social interaction focuses on learning the Arabic language in cooperative learning, on learning the Arabic language in natural environments through the use of interaction in pairs or group work. This means that interaction within one heterogeneous group can lead to maximum learning of the Arabic language. If students learn collaboratively. This is achieved by setting a common goal that all students strive to achieve, which is not the first aspect of learning Arabic, but solving exercises. This means that the actual process of learning Arabic can be considered as a side effect of the task, because students have to use Arabic as a means of communication. This would reduce anxiety through

speaking and communicating, thus encouraging students to benefit from it but be less afraid of making mistakes. There are a set of common activities in a cooperative learning environment, which are thinking, approaching, and sharing activities, which are commonly used in a cooperative classroom environment.

Appendix A

Label	Article	Objectives	Education al context	Locatio n	Methodol ogy	Statistic al tests	samples	Recommendation for future work
A1	López Oterino, L. (2022)	This research aims to implement dramatic tasks in the English language classroom, through a series of tasks to improve oral communication and group work skills.	classroom	Spain	Experimen tal method	estimati on scale	students	Integrating drama into the educational environment succeeds in promoting oral language development, increasing self-esteem and self-confidence among students in the English language classroom which has led to a significant increase in communication and interaction among students which has clearly improved their competence to develop collaborative learning, and generate collaborative knowledge among students. Thanks to the use of dramatic tasks.
A2	Abdul Hameed Panhwar & Melanie J. Bell (2022)	This study addresses lack of student engagement in large English as a second language (ESL) classes at a Pakistani university, using cooperative learning within the framework of participatory action research.	classroom	Pakista n	mixed method	con- stant compar ative Likert- style	student	The study concluded that cooperative learning produced highly organized group work, using permanent groups according to regular routines, and gave students ample opportunity for individual reflection and pairwork, which led to a significant improvement in student engagement and reduced social anxiety. The study provided insights applicable to Implementation of cooperative learning elsewhere, especially in majority world contexts where classrooms are large, and resources are scarce.
A3	Flynn, F.M., Valeberg, B.T., Bing-Jonsson	The aim of this study is to explore the experiences of Norwegian student anesthiologist	Classroom	Norweg	qualitative analysis	Graneheim and Lundman's qualitative	student	Tis's study provided new insights into how to use From NANTS-no experienced in clinical practice through.

	n, P.C. et al. (2022)	s, their mentors, and clinical supervisors about using the tool in clinical practice.						The process of clearly defining roles, establishing criteria for measuring progress and encouraging collaboration Conversation, critical reflection, and dialogue.
A4	Edith Namusoke & Aloysi Rukundo (2022)	This study explores the role of cooperative learning on primary school students' performance in English.	classroom	Uganda	Semi-experimental	SPSS, version 20	student	The study concluded that applying the cooperative learning method has a significant, statistically significant impact on students' achievement, as it is a method that focuses on the student in the first place, and therefore it can be an effective teaching and learning strategy for the English language.
A5	Zaafur, A.; Salaberri-Ramiro, M.S(2022)	Cooperative Project-Based Learning (CPBL) is an educational approach that reinforces. Students' motivation for cooperative learning through investigation of a range of real-life tasks project. This study explores the influence of teachers' age on implementing CPBL when teaching English as a Foreign Language (EFL) and determines teachers' perceptions, views and attitudes Regarding this methodology.	Classroom	Spain	quantitative method	SPSS statistical package (v27.0)	teachers	Cooperative learning in teaching can both enhance students' learning and develop their English skills in a positive way. This needs to motivate teachers to use CPBL in their classrooms which requires continuous training in a designed manner that can be easily adapted to existing lesson plans. CPBL can also be encouraged to share what they feel is useful to others in a community spirit, with the aim that like-minded colleagues or other organizations will benefit from their success by sharing collaborative project outcomes, methods and timelines, challenges and difficulties, and confronting them by offering alternative solutions. In return, outstanding performance will be rewarded, which will significantly improve teaching practices and innovative learning methods.
A6	Krampe, F., Fabry,	The aim of this study was to	University	Germany	mixed methods	SPSS (version	students	Students felt that their skills in addressing LB by effectively collaborating

	G. & Lange r, T(202 2)	evaluate the feasibility of the collaborative learning module and to evaluate its effect from the learners' perspectives.				25.0 and 27.0) T-test		with interpreters increased during this interprofessional format. Further studies are needed to obtain further evidence beyond self-assessment and regarding the long-term outcomes.
A7	Liu, Z., Hua, J., & Zhang, Z. (2022)	The study investigates improving the default mode of language learning in aspects such as collaborative learning, quality control, facilitating learners' learning process and developing critical thinking with the ultimate goal of independent learning.	Classroom	China	Literature review	----- ----	students	Scaffolding teaching is a learning model that helps learners understand specific knowledge through which they can independently explore and solve new problems and independently construct meaning in the virtual language. Through collaborative learning, quality control and critical thinking. Thus, the virtual language learning process turns out to be learner-centered and proficiency-focused.
A8	Markoglou, Angiliki (2022)	The current article focuses on a teaching proposal for an ancient Greek language course in Greece and Cyprus, and is presented Jigsaw-based cooperative learning method as an educational practice that promotes active and collective student participation.	classroom	Cyprus	Historical method	----- ----	Student	The cooperative teaching method is considered a model of social form and encourages active participation of students in the learning process, meeting the standard of teaching differentiation, and the learning process is teacher-centered. Through the group-centered approach to learning, therefore, the educational system must support teachers in applying cooperative teaching methods in the classroom.
A9	C. Lázaro - Carrasosa, al.et (2021)	This article presents a dual evaluation conducted in the topic of computer science and technology education, and to this end, the flipped classroom technique was used, along with	classroom	Spain	Experiments method	SPSS	student	The study concluded that the application of cooperative learning requires a profound redefinition of the roles of students and teachers and the exchange of experiences, and providing sufficient time for its correct application, and it is necessary to apply the correct technology,

		a modification of Aronson's cooperative learning puzzle technique.						while mastering it greatly.
A10	Carmolina-Medeiro, E.; Cardeñoso Domingo, J.M(2021)	This study aims to identify the set of elements present in the educational process that influence the creation of an educational profile consistent with sustainability principles related to understanding social learning, describing the internal dynamics of cooperative learning, and demonstrating the synergies and interrelationships between social interactions, social-cognitive conflict, and language.	classroom	Spain	Mixed methods	SPSS	Student	Cooperative learning is undeniably an excellent means through which sustainability principles and knowledge can be enhanced. The basic elements of cooperative learning and how they are applied in the classroom is important to encourage teaching practices consistent with pedagogical approaches as traits in an individual's profile contribute to future professional development and facilitate progress toward effective teaching practices of consistent quality that help future teachers understand the why, how and when of interactions. Social is fundamental to human learning.
A11	Gudovitch, Ram, Gumisiriza Alex, al et (2021)	This study examined children who had previously lived and studied in a developed country, a Western setting, where they experienced more conservative social norms and an authoritarian, teacher-centred concept of education.	Classroom	Uganda	qualitative methods	SPSS	teachers	These findings suggest some practical implications regarding the integration of refugee children, particularly in Africa but also in the rest of the world. First, this study highlights the crucial importance of preparing the staff and the children to the new experience. Such preparation will facilitate better mutual understanding of each other's cultural norms and behavior, and thus reduce confusion, frustration, and miscommunication. A recent model that may be useful is the CARE methodology that was designed to prepare teachers to implement student-driven learning

								activities for refugee children: "The CARE learning design framework involves four interactively functioning processes, starting from conceptualization of a learning intervention through activating learning processes to critical reflection and student engagement.
A12	Sagahutu, J.B., Kagwiza, J., Cilliers, F. et al (2021)	This study only focused on the impact of the ICF training on the knowledge and attitudes regarding interprofessional.	hospitals.	Rwanda	Experiments Method	ANOVA	Medical, people	It is hoped that the results of this study may contribute to improving health care delivery in Rwanda and the region's hospitals and the health system in general. It is recommended using the framework to promote interprofessional education in Rwanda and other similar areas. There is a need to enhance training over time to achieve sustainability or retention of knowledge and attitudes.
A13	Martín, J. L. O., Hamelers, I. B., Trujillo-Torres, J. M., & Moreno-Guerrero, A. J. (2020)	The main goal of this study is to show the effect of collaborative writing on English language acquisition among non-compulsory primary and secondary school students.	classroom	Spain	quasi-experimental	SPSS	Students	Cooperative learning requires active and innovative teaching methods in order to achieve the goal. Curriculum elements established through group and collaborative work. Learning enables students to access and enhance diverse pedagogical proposals. Diverse abilities allow them to successfully access knowledge acquisition. It should be taken into account that the cooperative method enhances learning in a sustainable manner within a development context, which is essential in these times. Second language acquisition education requires, among other aspects, the development of collaborative writing skills.

A14	Ivone, F. M., Jacobs, G. M., & Renandya, W. A. (2020)	The article begins by discussing some of the barriers teachers may face as they seek to integrate cooperative learning as part of. Online education. The main part of the article presents nine lesson plans for language teaching through collaborative learning in online education settings.	Online education	SINGAPORE	Literature review	Literature review	teachers	This article examples how online education, with the help of ICT, can be further implemented by combining it with student-centred teaching methods, e.g. Cooperative learning. The authors of this article hope to encourage teachers to overcome the real obstacles they and their students face as they instill in them collaborative learning in the ICT-enabled Internet.
A15	Kadam, D. M., & Sawant, S. Y. (2020)	With the advancement of technology and globalization, there is a shift from teacher-centred teaching to active teaching Results-based (OBE). Through different methods such as collaborative learning techniques, and task-based learning, and this is what this study examines.	Classroom	India	Experimental methods	SPSS	Students	Good communication skills in the English language are very important in teaching engineering students and preparing them for the competitive job market. Modified reciprocal teaching appeared to be cooperative learning that focused on the four basic skills in teaching English.
A16	Balbayrak, S. (2019)	The study explores the effects of its use on students' and teachers' critical awareness skills as they participate in a spoken English course offered at a foreign language education department in Turkey.	Classroom	Turkey	Qualitative data	MAXQDA 2018	Students	The current study concluded by making students address social and political issues, and the principles of critical teaching by presenting classroom situations and the problem of perception, thinking, and acting, thus linking the content of the courses to real life. These constitute the basic principles for the integration of important content into the FLE course and are reinforced by the belief that the ultimate goal of

								education is to make a difference in society as a whole.
A17	Dominique G. J. et al (2018)	In this article, we provide 12 tips for designing and implementing crossborder curriculum partnerships in medical education. These tips are distilled from personal experiences with crossborder curriculum partnerships and based on our experience with a larger research project on challenges and strategies of crossborder medical curriculum partnerships.	home learning	Holland	Literature review	Literature review	Students	The biggest challenge regarding language is the potential mismatch that host students face in the clinical phase between English as the language of instruction and the local language of the patients. This can be a bottleneck for those clinical partnerships where patients at the host institution do not speak English and the student population is very heterogeneous. It may be possible for institutions to offer two parallel clinical tracks: one track offering students who have mastered the language of the local patient population and another track with native-speaking patients. Mostly in English.
A18	Ward, H., Gum, L., Attrill, S. et al (2017)	This paper reports on a study that brought together university-based educators responsible for teaching health professional students and health service-based practitioners who supervise students in the field.	Classroom	Australia	qualitative data	SPSS	students	Building on these insights, we theorise about the need for students to develop the self in order to be an interprofessional practitioner. The implications for health professional education in both university and workplace settings are explored.
A19	FIGUEIRA-OLIVEIRA, D. et al(2012)	In the current study, theatrical language was used as a strategy to describe teachers' understandings of participation in dengue prevention through workshops and theatrical games.	workshops	Brasil	Literature review	Literature review	educators	We conclude that it is possible to use theatrical activities for organizing spaces suitable for collective analysis on situations relating to public health problems, through stimulating cooperative actions by educators.

		The reason for choosing the theatrical language was due to its dialogic nature in order to establish a relationship with scientific creativity and stimulate it, cooperation and spontaneous movement among the participants.						
A20	Wium, A. M., & Louw, B. (2012)	The purpose of the research was to understand how the participants implemented the strategies developed during the programme and how they perceived the support provided by the programme. The research was conducted over 2 years in semi-rural and urban contexts. As part of a more comprehensive mixed method study, the qualitative data referred to in this article were obtained through open-ended questions in questionnaires, focus groups, reflections in portfolios, and a research diary.	classrooms	South African	mixed methods	ATLAS-ti (Thomas Muir Scientific Software Development, 2003-2004)	Educators	Within a collaborative approach to teacher support, SLPs need to provide workshops where teachers can see how numeracy concepts are being demonstrated by using the correct use of language. Such workshops would also allow teachers to practise strategies in role play, which is non-threatening. In turn, teachers, as mediators of learning, need to create multiple opportunities for learners to practise the correct use of numeracy language (e.g. through general as well as small-group discussions).
A21	Gachago, D., Morris, A., & Simon, E. (2011)	This study reports on 37 Graphic Design students' perceptions of the use of clickers and their engagement levels	classes	South Africa	mixed method	Likert-scale	students	A lecturer's teaching practices and facilitation skills are crucial in promoting a class discussion which is focused, non-threatening, and efficient. However, in this study we found that

		(attention, participation, and active class discussion) in small clicker classes.						what students saw as the main contribution of clickers was the facilitation of peer learning, which in turn helped them join the class discussions.
A22	Strash eim, E. (2010)	The study entailed descriptive, exploratory research. During phase 1, a survey was received from 39 SLTs and 2 audiologists in six provinces. The data revealed that participants performed different roles in neonatal nurseries, which depended on the environment, tools, materials and instrumentation available to them. Many participants were inexperienced, but resourceful in their attempts to adapt tools/materials. Participants expressed needs for culturally appropriate and user-friendly instruments for parent guidance and staff/team training on the topic of developmental care.	Hospitals	South Africa	mixed method	pre-tested	children	The study complied with the guiding principles for best practice in ECI as it aims to be family-centred, culturally and linguistically responsive and developmentally supportive, to promote children’s participation in their natural environments, to be comprehensive, co-ordinated and team-based, and is based on evidence. This research therefore contributed to neonatal care of high-risk infants in South Africa.

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