

## THE COMPARATIVE INVESTIGATION OF ACADEMIC ACHIEVEMENT THROUGH COLLABORATIVE LEARNING WITH INDIVIDUAL LEARNING SYNTAX LESSON OF THE ARABIC LITERATURE STUDENTS AT THE UNIVERSITY OF ZABOL

\*ELHAM GHORBANI

*<sup>a</sup>Instructor, Department of Arabic Language and Literature, University Of Zabol*

*Email: eghorbani@uoz.ac.ir*

**Abstract.** The academic achievement was investigated comparatively through collaborative learning with individual learning syntax lesson of the Arabic literature students at the University of Zabol. This test involves a test of 20 questions that measure the different levels of knowledge. In this case that after the same training to both groups, students studied individually in the individual group and learned collaboratively in the collaborative group. The results show that: teaching with individual method is effective on learning and leads to increase post-test scores of them. But participatory techniques had more effective compared to individual learning in terms of understanding and comprehension and analysis power. But in terms of remembering, remembering and judgment, participatory method had not difference with individual method.

**Keywords:** Arabic grammar, participatory methods, solo, University of Zabol

### 1. Introduction

The education is one of the most effective means that training provides it. So, the method of teaching is significant and important. And teachers of our time have great emphasis on teaching methods are based on thought. Because there is evidence that collaborative learning groups achieved higher levels of thinking and keep out information and findings longer than learners who act solo. Learning through cooperation was introduced at the beginning of the last century by John Dewey, and is one of the permanent topics in education. Research shows that this type of learning put responsibility on students and involve them in the learning process. And the foundation of this method is the formation of a learning team. In the past it was believed that only silence and lack of exercise classes, were real learning classes. At the time, the training managers walk in the blackout corridors and waiting to hear the slightest sound, to control their classes. Today, it is recommended that teachers and educators used programs and methods that invite students to express their opinions and participate in learning. The reaction of some to this proposal is that they in fact acted as a group and set down collaborative learning in their classroom. So what is new in-between? In fact, a few teachers and lecturers can provide collaborative learning situations. Because institutions teach students to accept adult roles, and because participation will form a major part of adult life, it is expected that educational institutions, underscored the cooperative activities.

### 2. The expression of the problem

The role of new education is that it flourished people's talents and abilities and prepared them to participate in society activities. Achieving these goals requires a favorable change in learner's behavior. due to the rapid changes that occur in sciences, our learners need ways through which learners achieved learning skills so that they can learn sciences better and faster and along with the advancements. There are many ways to learn. Some of these methods is based on the memories and memory. And learners merely to keep the matters provided by the teacher, but some learning methods force person to think. In these ways, not only individuals haven't passive state, but also learns quite actively, among these methods, it is cooperative learning method that person works in the group and learns in the group. Collaborative learning is not limited to a particular method, but also including a wide range of methods through which classroom was organized and run flexibly and yet efficiently, and each of teacher can use a form of that according to the conditions, situations and his philosophy (Hashemi et al., 2015). collaborative learning doesn't mean the grouping students based on the same talents, on the contrary, any size

heterogeneity of team members be more in terms of culture, intelligence and academic achievement and ... participatory approach will be more effective (Shabani, 2009). In other words, collaborative learning is proposed the truth as a solution to deal with hordes of education problems. This learning is remembered mostly as means for strengthening thinking skills and enhance systematic learning level, compensatory educations or special educations and improve communication between students of different races together and prepare them to take part in group and participatory activities (Sepehrian and Azar, 2016). but individual learning methods in this study, is learning that each of the students alone without help or helping others and without formation of a classroom or home learning groups study and learn subject taught by teacher (Canaani, 2000). that individual learning levels is to be noted that knowledge (remembering) is in the its first level knowledge is that learner can provide evidence by the recalling or recognition stating that he has remembered the experienced phenomenon or thinking during training. Understanding (perception) of learning at this level is the ability to understand the meaning of a story, and explain it with statements that the person makes his own, without the content with other content communicate. Analysis, in the analysis, breaking down matter to its constitutive components and finding relationships between components and how organizing they are stressed. Evaluation (judgment) of this phase includes judging about the affairs, information and even methods of dealing with the issues. The evaluation is result of the recognition. At this point, learner inevitably, make the decision. In other words, judgment is judging about the value of matters and subjects for specific purposes. (Mousavi, 2011).

But one of the most important lesson materials in any language learning is language rules (syntax) that fluency in it can lead to progress in other lingual skills. For this purpose, studying different teaching methods for scientific upgrade of the students and the possibility of efficiency in processing their scientific information indeed will make significant progress in their position in higher education and the labor market. since in teaching Arabic language of country, for many reasons, including : low content of textbooks in Arabic language , lack of access learners to language audio tools or appropriate educational networks, failure to allocate sufficient time for specialized lessons in educational planning, lack of awareness of teachers from the importance of modern teaching methods and their impact of it on learning overshadowed Arabic language and literature in the country and created relative weakness in learning the language (Heidari and Hakim , 2015).

It can be said with regard to mentioned issues that in this study, researchers sought to determine the effect amount of cooperative learning in comparing to individual learning (remembering information, understanding, analysis and judgment power. so, this the present research project tries to study academic achievement through collaborative learning with individual learning of syntax lesson of the Arabic literature students at the University of Zabol.

### 3. Research Objectives and hypotheses

The overall goal: of the study is comparison of the effect of cooperative learning with individual learning at lesson syntax clause of the Arabic literature students at the University of Zabol.

The research Hypothesis

1. the cooperative learning than individual learning has more effect on remembering and remembering scientific information of lesson syntax clause of the Arabic literature students at the University of Zabol.

2. the cooperative learning than individual learning has more effect on perception and understanding amount of learned matters of lesson syntax clause of the Arabic literature students at the University of Zabol.

3. the cooperative learning than individual learning has more effect on the strength amount of of scientific data analysis of lesson syntax clause of the Arabic literature students at the University of Zabol.

4. the cooperative learning than individual learning has more effect on the strength of of scientific judgment of lesson syntax clause of the Arabic literature students at the University of Zabol.

5. the cooperative learning than individual learning has more effect on the learning amount of lesson syntax clause of the Arabic literature students at the University of Zabol.

#### 4. The research History

The following investigative records is brought briefly from two aspects of education and the use of cooperative and individual learning and comparison of two variables of the newest available resources in terms of researching purpose and assumptions. Spherion Azar (2016) studied the effect of Jigsaw classroom to meet the psychological needs of students (need for autonomy, competence and relatedness) that the study findings showed that Jigsaw method has a positive effect on the need for autonomy and competence and communication. Overall, the study findings protected from Self-determination theory and showed that the self-determination protective environments such as teaching Jigsaw method has positive effect on basic psychological needs are met.

Safar Ali Zadeh and adyb (2015) in a conducted study analysis with aim of examining the effect of cooperative learning in interaction with the learning styles (field dependent and field independence) on mathematics academic achievement of first grade female students in Urmia city showed that academic achievement in the experimental group than the control group was significantly higher. The participatory method had a positive effect on on mathematics academic achievement scores with regard to the learning styles, also in conditions that subjects learning style is dependent to field, the participatory method had more effect on the academic achievement amount of subjects.

Hashemi et al. (2015) meanwhile emphasizing on participatory methods stated that including active attended methods of education experts is participatory learning. they with aim of examining the effectiveness of cooperative learning of Jigsaw kind on the self-regulation and academic motivation of primary school children showed that the cooperative learning of Jigsaw increase significantly self-regulation and academic motivation in students and has a positive effect on the development component of these two variables in the students. Overall, study findings showed that the cooperative learning method of Jigsaw compared to traditional methods of teaching is more effective in the development of self-regulation skills and increase students' academic motivation.

Mohammadi et al. (2015) in conducted study the effectiveness of education with cooperative learning method and individual conceptual map on the motivation and academic achievement of students with quasi-experimental method with pre-test and post-test design of control group showed that teaching with cooperative learning method and individual conceptual map is effective on improving the motivation and academic achievement of students. The application of research findings for teachers is that the role of motivational factors of education through collaborative learning and education with individual conceptual map method should be put under consideration in order to increase motivation and academic achievement.

Mesrabadi and Fazy (2015) in a study with combination aim of conducted studies in field of the effectiveness of cooperative learning methods had positive effect on special children's education yields. Ahmadi et al. (2015) in study the effect of

cooperative learning on student composition achievement and comparing it with the traditional method in second grade of junior high school in Saveh city, showed that cooperative learning method than the traditional method leads to error reduction (improvement) in the composition of students. Progress composition of male and female students in cooperative learning method was the same.

Khadive, (2009) studied the comparison of participatory teaching method and traditional teaching methods in the development of sciences lesson and the creativity amount of the third grade middle school students and the results have shown that the quality of learning is more favorable in ways that are along with student more activities and their cooperation with each other. In these methods on how to learn and skills of how learning is emphasized more than our facts and knowledge transfer. And the learner achieves a set of skills and attitudes and knowledge through engaging in various learning activities and experiences that he was contributed to the formation and production of them.

Tajrobeh Kar, (2001) conducted a study as "the Impact of individual and collaborative strengthen in the collaborative learning on academic achievement in English language lesson of third grade female students in Kerman region 1 of education," that educational progress of students who were involved with cooperative learning method to learning, was more than the students who were involved with individual learning method to learning, in the individual groups, the progress of students who received bonuses was more than students who didn't receive bonuses in cooperative groups, groups that are engaged in collaborative learning and received reward individually and cooperatively was better than cooperative learning group who acted without reward. No significant difference was seen between the two collaborative groups with individual reward and collaborative groups with cooperative reward.

Canaan, (2000) studied the impact of participatory teaching methods compared with traditional teaching (lectures) on the academic achievement of first high school female and male students in Rasht city that the results showed that the participatory learning more than the traditional learning leads to increase student academic achievement. Also, the participatory learning has the same effect on the academic achievement of male and female students. In addition to some poor ethnic students the benefit equally from cooperative learning. Johnson et al. (1981) analyzed in an overview 122 conducted studies in regarding to the effect of cooperative, solitary, competitive learning on academic progress. In cooperative learning, in this case that students learned in different groups collaboratively. And in collaborative learning along with competition between groups, means students in different groups paid learning collaboratively. But, the groups compete in reaching goal and receiving reward together. And competitive learning so that students learn individually and competed together to reach the goal and receiving reward. And in individual learning, those without competing with each other learn individually to achieve a certain goal and receiving reward.

#### 5. Methodology

The semi-experimental study method with pretest and posttest design with the control group has been used in this study. In this case that collaborative and individual learning methods were applied as independent variables so that their impact is determined on the amount of remembering, understanding, analysis and practical judgment of the students as the dependent variable. two Arabic grammar classrooms was used to do this study that number of participants to 50 semester coordinate students were selected with participatory teaching and learning with group partnership and other education by the same lecturer and professor that they participated in one of the specialized classes of the syntax lesson at bachelor course of Arabic literature at the University of Zabol in the 96 -95 school year and were studying but in individually learning, the people were

selected with available sampling and simple random method as the studied sample. At the end of the period through doing a test of exam with 20 questions such as routine tests, different syntactic knowledge levels were measured. Then, the pre-test results were collected and were analyzed by statistical tests such as t test for independent groups.

## 6. The data analysis

The analysis of findings in the descriptive statistics section represents that after applying instruction at the level of learning score in syntax lesson of the Arabic literature students at the University of Zabol, a progress was obtained under both

Table 1: independent t tests the first hypothesis before training

The group	The number	The mean	t	The degree of freedom	The probability amount	The test error
participatory	25	0.04	0.12	48	0.905	0.05
Individual	25	0.02				

In the table (1) independent t test results before training between participation groups and individual groups in the "remembering and recalling" score have been brought. Based on the results in the table, before didactic course was applied on the students of cooperative group and the average score of remembering and reminding in the individual group and in the cooperative group was obtained respectively 0.02 and 0.04 and the amount of obtained t ( $t=0.12$ ) in degrees of freedom 48 and confidence

educational practices which shows the effectiveness of teaching both ways but the score level in the collaborative group was higher from individual groups.

### 6.1 The first hypothesis

The cooperative learning than individual learning has more effect on remembering and remembering scientific information at lesson syntax clause of the Arabic literature students at the University of Zabol.

#### A. pre-trainin

level 95%, is smaller from the value t of table ( $t=2.00$ ). So, there is no significant difference between the two individual and participation groups in the "remembering and recalling score" pre- didactic course in the lesson syntax clause of the Arabic literature students at the University of Zabol.

#### B. post -training

Table 2: independent t test in the first hypothesis after training

The group	The number	The mean	t	The degree of freedom	The probability amount	The test error
participatory	25	3.76	0.27	48	0.788	0.05
Individual	25	3.69				

In the table (2) independent t test results after training between participation groups and individual groups in the "remembering and recalling" score of the lesson syntax clause of the Arabic literature students at the University of Zabol have been brought. based on the results in the table, after didactic course was applied on the students of cooperative group and the average score of knowledge in the individual group and in the cooperative group was obtained respectively 3.69 and 3.76 and the amount of obtained t ( $t=0.27$ ) in degrees of freedom 48 and confidence level 95%, is smaller from the t value of table ( $t=2.00$ ). So, there is no significant difference between the two and individual and participation groups in the "remembering and recalling score "after didactic course. As a result, the research hypothesis is rejected and cooperative learning than individual learning at lesson syntax clause of the Arabic literature students

at the University of Zabol hasn't more effect on remembering and remembering scientific information at lesson syntax clause of the Arabic literature students at the University of Zabol. Ofcourse, with comparing two groups before and after training were observed that both types of training are effective ways because it leads to increase remembering and reminding levels.

### 6.2 The second hypothesis

The cooperative learning than individual learning has more effect on understanding of the learned matters at lesson syntax clause of the Arabic literature students at the University of Zabol.

#### A. Pre-training

Table 3: independent t test in the second hypothesis before training

The group	The number	The mean	t	The degree of freedom	The probability amount	The test error
participatory	25	0.06	- 0.23	48	0.819	0.05
Individual	25	0.09				

In the table (3) independent t test results before training between participation groups and individual groups in the " perception and understanding " score of the lesson syntax clause of the Arabic literature students at the University of Zabol have been brought. based on the results in the table, before didactic course was applied on the students of cooperative group and the average score of perception and understanding in the individual group and in the cooperative group was obtained respectively 0.09 and 0.06 and the amount of obtained t ( $t= - 0.23$ ) in degrees of

freedom 48 and confidence level 95%, is smaller from the value t of table ( $t=2.00$ ). So, there is no significant difference between the two individual and participation groups in the "perception and understanding "score "before didactic course in the lesson syntax clause of the Arabic literature students at the University of Zabol.

#### B. post -training

Table 4: independent t test in the second hypothesis after training

The group	The number	The mean	t	The degree of freedom	The probability amount	The test error
participatory	25	3.45	2.52	48	0.015	0.05
Individual	25	3.02				

In the table (4) independent t test results after training between participation groups and individual groups in the "perception and understanding" score of the lesson syntax clause of the Arabic literature students at the University of Zabol have been brought. Based on the results in the table, after didactic course was applied on the students of cooperative group and the average score of perception and understanding in the individual group and in the cooperative group was obtained respectively 3.45 and 3.02 and the amount of obtained t ( $t=2.52$ ) in degrees of freedom 48 and confidence level 95%, is larger from the t value of table ( $t=2.00$ ). So, there is significant difference between the two and individual and participation groups in the "perception and understanding" score "after didactic course. As a result, the research hypothesis is rejected. According to obtained the

average related to cooperative learning is more than individual learning, it can be said that the cooperative learning than individual learning has more effect on understanding of the learned matters at lesson syntax clause of the Arabic literature students at the University of Zabol.

### 6.3 The third hypothesis

The cooperative learning than individual learning has more effect on the amount of ability to analyze scientific information of the lesson syntax clause of the Arabic literature students at the University of Zabol.

#### A. Pre-training

Table 5: independent t test in the third hypothesis before training

The group	The number	The mean	t	The degree of freedom	The probability amount	The test error
participatory	25	0.8	- 0.74	48	0.463	0.05
Individual	25	0.9				

In the table (5) independent t test results before training between participation groups and individual groups in the "analysis" score of the lesson syntax clause of the Arabic literature students at the University of Zabol have been brought. Based on the results in the table, before didactic course was applied on the students of cooperative group and the average score of analysis in the individual group and in the cooperative group was obtained respectively 0.9 and 0.8 and the amount of obtained t

( $t= - 0.74$ ) in degrees of freedom 48 and confidence level 95%, is smaller from the value t of table ( $t=2.00$ ). So, there is no significant difference between the two individual and participation groups in the "analysis ability" score "before didactic course in the lesson syntax clause of the Arabic literature students at the University of Zabol.

#### B. post -training

Table 6: independent t test in the third hypothesis after training

The group	The number	The mean	t	The degree of freedom	The probability amount	The test error
participatory	25	4.43	6.92	48	0.000	0.05
Individual	25	3.2				

In the table (6) independent t test results after training between participation groups and individual groups in the "analysis ability" score of the lesson syntax clause of the Arabic literature students at the University of Zabol have been brought. Based on the results in the table, after didactic course was applied on the students of cooperative group and the average score of analysis ability in the individual group and in the cooperative group was obtained respectively 3.2 and 4.43 and the amount of obtained t ( $t=6.92$ ) in degrees of freedom 48 and confidence level 95%, is larger from the value t of table ( $t=2.00$ ). So, there is significant difference between the two and individual and participation groups in the "analysis ability" score "after didactic course. As a result, the research hypothesis is rejected. According to obtained

the average related to cooperative learning is more than individual learning, it can be said that the cooperative learning than individual learning has more effect on the amount of analysis ability of scientific information at lesson syntax clause of the Arabic literature students at the University of Zabol.

### 6.4 The fourth hypothesis

The cooperative learning than individual learning has more effect on the ability amount of scientific judgment of the lesson syntax clause of the Arabic literature students at the University of Zabol.

#### Pre-training

Table 7: independent t test in the fourth hypothesis before training

The group	The number	The mean	t	The degree of freedom	The probability amount	The test error
participatory	25	0.07	0.17	48	0.866	0.05
Individual	25	0.04				

In the table (7) independent t test results before training between participation groups and individual groups in the "scientific judgment" score of the lesson syntax clause of the Arabic literature students at the University of Zabol have been brought. Based on the results in the table, before didactic course was applied on the students of cooperative group and the average score of scientific judgment ability in the individual group and in the cooperative group was obtained respectively 0.04 and 0.07

and the amount of obtained t ( $t= 0.17$ ) in degrees of freedom 48 and confidence level 95%, is smaller from the value t of table ( $t=2.00$ ). So, there is no significant difference between the two individual and participation groups in the "scientific judgment ability" score "before didactic course in the lesson syntax clause of the Arabic literature students at the University of Zabol.

#### B. post -training

Table 8: independent t test in the fourth hypothesis after training

The group	The number	The mean	t	The degree of freedom	The probability amount	The test error
participatory	25	2.81	1.62	48	0.112	0.05
Individual	25	2.44				

In the table (8) independent t test results after training between participation groups and individual groups in the " scientific judgment ability "score of the lesson syntax clause of the Arabic literature students at the University of Zabol have been brought. Based on the results in the table, after didactic course was applied on the students of cooperative group and the average score of scientific judgment in the individual group and in the cooperative group was obtained respectively 2.44 and 2.81 and the amount of obtained t (t=1.62) in degrees of freedom 48 and confidence level 95%, is smaller from the t value of table (t=2.00). So, there is no significant difference between the two and individual and participation groups in the "scientific judgment score "after didactic course. As a result, the research

hypothesis is rejected and cooperative learning than individual learning at lesson syntax clause of the Arabic literature students at the University of Zabol hasn't more effect on amount of scientific judgment ability at lesson syntax clause of the Arabic literature students at the University of Zabol.

### 6.5 The fifth hypothesis

The cooperative learning than individual learning has more effect on learning amount of the lesson syntax clause of the Arabic literature students at the University of Zabol.

#### A. Pre-training

Table 9: independent t test in the fifth hypothesis before training

The group	The number	The mean	t	The degree of freedom	The probability amount	The test error
participatory	25	0.26	0.569	48	0.572	0.05
Individual	25	0.21				

In the table (9) independent t test results before participating between participation groups and individual groups in the " learning amount "of the lesson syntax clause of the Arabic literature students at the University of Zabol have been brought. Based on the results in the table, before didactic course was applied on the students of cooperative group and the average score of the learning amount in the individual group and in the cooperative group was obtained respectively 0.21 and 0.26 and

the amount of obtained t (t= 0.569) in degrees of freedom 48 and confidence level 95%, is smaller from the t value of table (t=2.00). So, there is no significant difference between the two individual and participation groups in the "learning amount "before didactic course in the lesson syntax clause of the Arabic literature students at the University of Zabol.

#### B. post -training

Table 10: independent t test in the fifth hypothesis after training

The group	The number	The mean	t	The degree of freedom	The probability amount	The test error
participatory	25	14.45	2.46	48	0.018	0.05
Individual	25	12.35				

In the table (10) independent t test results after participating between participation groups and individual groups in the " learning amount "of the lesson syntax clause of the Arabic literature students at the University of Zabol have been brought. Based on the results in the table, after didactic course was applied on the students of cooperative group and the average score of the learning amount in the individual group and in the cooperative group was obtained respectively 12.35 and 14.45 and the amount of obtained t (t=2.46) in degrees of freedom 48 and confidence level 95%, is larger from the t value of table (t=2.00). So, there is significant difference between the two individual and participation groups in the "learning amount "after didactic course. As a result, the research hypothesis is accepted and according to obtained average related to cooperative learning is more than individual learning. It can be said that the cooperative learning than individual learning has more effect on the learning amount of leaned matters at lesson syntax clause of the Arabic literature students at the University of Zabol.

## 7. Discussion

In this section, the results of this study are presented and are analyzed, the results of this research are:

1. The first hypothesis: according to the first hypothesis, there is no significant difference between the remembering and recalling amount of scientific information in the participation learning method than individual learning method in the lesson syntax clause of the Arabic literature students at the University of Zabol. This result hasn't inconsistent with the findings of the Taliby research findings of Talibly in 2005 and Mobini in 1998. The results of researches of these researchers have shown that the subjects of participant group compared to two other groups showed a significant increase in recalling in the lesson syntax clause of the Arabic literature students at the University of Zabol. This result with studies results of Slavin (1990) and

Stanley and Camp Bell research (1966) approve the findings of this hypothesis. These researchers investigated application effect of cooperative learning strategies versus the traditional method of teaching in the Geological Sciences lesson of high school students with emphasis on knowledge, understanding and application of cognitive domain levels in conducted study on 770 ninth graders. the results showed that the cooperative learning in the low levels of cognitive domain such as knowledge and understanding, and perception, hasn't superiority than traditional method but in achieving high levels of this field, it is more effective than traditional methods.

2. According to the second hypothesis, the cooperative learning than individual learning has more effect on the perception and understanding amount of the learned matters at lesson syntax clause of the Arabic literature students at the University of Zabol. The result of this hypothesis has consistent with the researches results of these researchers, such as Robert Slavin 1990, Astosen 1995, Hosseini 2010, and Taliby 2005 and hasn't consistent with the study results of Stanley and Camp Bell in 1966. As it is noted above, these researchers denied cooperative learning excellence in knowledge and understanding and perception levels.

3. According to the third hypothesis, the cooperative learning than individual learning has more effect on the analysis ability of scientific information of the lesson syntax clause of the Arabic literature students at the University of Zabol. the findings of this hypothesis has consistent with the researches results of Johnson 1981, Seirafi 1996, the researches results of these researchers imply on that when students in all three groups (high, medium, low) work together, reach a higher level of reasoning about the course objectives and learning strategies than their counterpart on teaching competitive methods.

4. According to the fourth hypothesis, there is a significant difference between the cooperative learning methods than

individual learning at the judgment levels of the lesson syntax clause of the Arabic literature students at the University of Zabol. This result has consistent with researches results of Mobini 1999, Pakize, 1998, Seirafi 1997 and hasn't consistent with researches results of Stanley and Camp Paul 1966, the researchers in a study that they conducted on 770 ninth grade students, they found that collaborative learning in low levels of cognitive domain is not superior to individual method but in achieving high levels of this area such judgment is more effective than individual method. Researcher in his researches didn't face with studies that directly examined the effect of cooperative learning on the judgment level. The finding of this study couldn't find significant difference between the cooperative- individual learning amount at the judgment and knowledge levels of the lesson syntax clause of the Arabic literature students at the University of Zabol. Probably because the level of knowledge is related to information recall and recognition and in entire memory, participation cannot influence more on raising this kind of information and improving memory. It should be said about judgment levels that given that, this level constitutes the highest level of cognitive domain and the time is required to reach this level and it isn't possible in limited time and on the other hand, because Mike intended test is considered as limitation and it was obtained in Nyjeh, it wasn't been effect less.

5. According to the first hypothesis, the cooperative learning method compared with individual learning method leads to students' learning more. This result has consistent with researches results of Slavin, 1990, 1991, 1992, 1995 Johnson et al. 1982, 1989, 1992, Byrod, 1994, Akbyvkola 1985, 1990 Kennedy in 1982, Camp Bell and Stanley, 1966, Lazaro Vetyz and Hertzlazar Do tyz 1995, Ston 1995, Balaie et al., ..., Hosseini 2010, Khadive 2009, Keramaty 2006, Seirafi, 1996, Aoubi 1999, Canaani 2000, Mini 1998 Safar Alizade and adyb, 2015, Mohammadi et al. 2015, Mesrabadi and Fayzi, 2015, Ahmadi et al. 2015, Ashouri et al. 2015.

According to the results of research based on the effectiveness of cooperative learning on some educational, emotional, behavioral aspects, perhaps it can be said that the collaborative learning excellence password are the following factors: forming groups, encouraging students to cooperate, social skills training, the use of group goals, individual responsibility and collective rewards. With regard to the proposed issues about the effects of different methods of cooperative learning on different aspects of behavior, emotions, attitudes and students academic achievement and considering this fact that many students try greatly to understand and learn their lessons, but they don't benefit efficiently from their activities, failure learning and competitive system of schools, leads to their frustration and anxiety and in the result, academic downfall matters at lesson syntax clause of the students, therefore, we must seek new methods in education. the cooperative learning method is one of the ways in which, first teacher gives comments on the goals, skills, patterns and new concepts and after it, the students work together in learning groups of 4 to 5 people on determined assignments for them. So, the members of the group evaluated each other to ensure the success of each group member in the individual evaluation. Then amount of learning the skills and training matters and issues and assignments each student individually is tested by the teacher. After summing up scores of members of the group, the group that received higher ratings will be encouraged. In this way, the opportunity is established so that students communicated with each other, and are encouraged to work together to achieve a common goal. As various studies have shown, participation led to accept more attention and trust between members of the group means that the group members in the cooperative position than competitive position give more value to each other.

## 8. Conclusion

1. According to surveys taken on the first hypothesis recommended so that they classified students in higher education

into regular bands, and encouraged them to cooperate, necessary training in social skills, and the use of group goals, individual responsibility should be presented to students and useful rewards are considered to participate more students in group activities.

2. according to surveys taken on the second hypothesis, it is suggested that while teaching philosophy and cooperative learning theory and practices applying them to the teachers, training spaces is created so that the students can learn matters deeply and exactly in small groups. The intelligence of the students is paid attention seriously. And applied different tests of intelligence among students and students are classified according to the level of intelligence and learning and they fostered students with principal and logical actions so that they increase the amount of scientific information reminding and remembering in them.

3. According to surveys taken on the third hypothesis, it is proposed that cooperative learning method is used at all levels of education, even in the case of all lessons. as well as college textbook authors is suggested that according to determined goals and monitoring their cognitive levels and the impact of participatory or individual methods on each of these levels proper methods of learning in lessons guide books were recommending.

4. According to surveys taken on the fourth hypothesis, it is proposed that school officials mean teachers and managers and training teachers tried to promote the culture of participation among students and tried to provide space and context that students are more motivated to lead their group activities because encouraging students to solve problems with the help of classmates leads to increase the power of analysis in students.

5. According to surveys taken on the fifth hypothesis, it is proposed that the teachers use new practices and ways to increase the level of analysis and recognition and judgment power in the students. because individual and team or participation activities alone does not recognition and judgment ability on students, so, teachers and school authorities should try to raise analysis power and their cognitive level than the issues surrounding and educational and scientific issues.

## References

1. Ahmadi, P., Rezazadeh, S., Begem, F. & Emamgholizadehganji, Z.: *studying the impact of Collaborative learning on essay writing progress of students in Saveh city*, the two Journal of education and learning researches, The twenty-first year, No. 5, autumn and winter 2015. p. 97- 112.
2. Ashoori, J., Kajbaf, M. B., Manshaie, G. R. & Talibi, H.: *the comparing the effectiveness of web-based teaching methods, cooperative and traditional learning on achievement motivation and academic achievement of Biology lesson*. university magazine of E-learning (media), No. 17, Summer 2015. p. 25-34.
3. Bloom, B.: *classification of educational objectives*. Translation of Ali Akbar Saif and Khadija Ali Abadi (second edition), Tehran, Growth Publications. 1999
4. Canaani, S.: *study impact of the two collaborative teaching methods Dehnmody training and lectures on educational achievement of first grade students in Rasht city in geometry (1)*. Master's thesis, Faculty of Psychology and Educational Sciences of Allameh Tabatabai University. 2000.
5. Green, B.: *The effects on student's cognitive achievement when using the cooperative Learning method in earth science classrooms*. School science mathematics. Chun-yen change : Ling moue; 99, 1999. p. 374-379.
6. Hashemi, S. Z., Khaleghkha, A. & Rezaei S. A.: *examining the effectiveness of cooperative learning teaching of Jigsaw on the self-regulation and academic motivation of primary students*. the two journals of Studies

- of teaching and learning , the seventh year, No 2, Fall and Winter 2015. p. 154-178.
7. Heidari, M. & Hakim, A.: *evaluate the amount of "the implementation of teaching strategies" and "quality of educational books" in Arabic grammar teaching for graduate students of Persian language and literature*, Journal of Research and writing academic books, the eighteenth year, No (1). 2015.
  8. Hosseini, M., Farahani, A., & Shabani B.: *Qualitative evaluation of physical education Payam Noor University*, Journal of Sport Management studies: the seventh year, No. 33. 2015. p. 163-177.
  9. Ismaili, R. & Hasani, F. *The effect of cooperative learning on academic achievement of students with intellectual disabilities*. Issue of Exceptional education, No. 109, March 2013. P. 5-7.
  10. Johnson, R. T. & Johnson, p. w.: *Effe cts of cooperatine , competitive, com petitive, and indiviualistis Learning on student's achievement in sciohce class*. Journal of research in scence Teaching. 19, 1982. p. 351-356.
  11. Johnson, D., Johnson, R.T. & Asmith, k.: *Cooperative Learning: In greasing colleye faculty Instructional productivity; the Goory Washington university*, Washington, DC. 1982.
  12. Keramati, M. R. & Husseini, M.: *Effect of cooperative learning on student achievement in physics*. Journal of Psychology and Education, thirty-eighth year, No. 2, Summer 2009. P. 147.
  13. Lazarowit Z.R.: *Learning science in cooperative models in Junior and seior high school coynitive and effective outcomes*. Tr J. E. Pedersen & A. D. Pigby (Eds), *second dary school and cooperative learning: Theories, models , and strateg ies* new York : Garland. 1995.
  14. Mesrabadi, J., Faizi, A.: *Meta-analysis of studies the effectiveness of collaborative learning methods on academic outcomes of exceptional students* ,Journal of Exceptional Children, No. 56, Summer 2015. P. 31.
  15. Mohammadi, A., Yar, M., Wasel, M., Kord Noghabi, R. & Jamshidi Moghadam, M.: *The effectiveness of education with collaborative learning method and individual conceptual map on The motivation and academic achievement of students*, Journal of educational and learning technology, No. 2, Spring 2015. P. 139.
  16. Mobini, R.: *comparing collaborative learning with individual learning the academic achievement of English language of the third year of guidance*. Master's thesis. Faculty of Psychology and Educational Sciences of Allameh Tabatabai University. 1999.
  17. Slavin, R.: *conclusion of conducted studies On cooperative learning (Translation , Fateme , Faghihi Qazvini )* . Journal of Education. No. (3), 1993.
  18. Scott, J.: *Collaborative learning, translated by Mohammad Amini and Mansour Marazy*. Tehran: the school publications, 2000.
  19. Mousavi, R.: *Individual learning impact on the academic achievement of sciences lesson of the third year of guidance* . Master's thesis. Faculty of Psychology and Educational Sciences, Tehran University. 2011.
  20. Payne, E. & Whittaker, L.: *Developing Essential Study Skills*. Prentice Hall. 2000.
  21. Safar Ali Zadeh, M., & Adyb, Y.: *the impact of collaborative learning Interacts with the learning styles (field dependent and field independence) on the academic achievement in mathematics lesson of first high school female students*,the two Journals of Teaching and Learning researches , twenty-second year, No. 6, Spring and Summer 2015. p. 83-96.
  22. Seif, A.A.: *Psychology Training*, Tehran: the conscious publications. 2011.
  23. Seirafi, N. *The effect of teaching method along with the cooperation(collaborative learning) on academic achievement and attribution styles of students*. Master's thesis. Faculty of Psychology and Educational Sciences of Allameh Tabatabai University. 1996.
  24. Sepehrian Azar, F.: *the impact of collaborative learning method of Jigsaw on psychological basic needs of students*, Journal of Research in virtual and school learning, the fourth year , No. 13, Summer 2016, p. 21-30.
  25. Shabani, H. *the skills of education* . Sixth Edition (methods and technologies of Teaching) .thran: Press the side. 2009.
  26. Shauhan, S.S.: *Advanced Educational Psychology (sixth edition)*, Delhi, vikas publishing house. 2001.
  27. slavin, R.E.: *Student team Learning: Apractical cuide to cooperative Learning*. Washington, Dc : National Eduction association ED,1991. P. 339-518
  28. Tuckman, B.: *A Tripartite Model of Motivation for Achievement: Attitude/ Drive/ Strategy*; Annual meeting of the American Psychological Association, Boston, 1999.