

## ABSTRACT

### **The Effect on Social Skill Development of 1st Grade Learners in High School based on Cooperative Learning in the Light of the Christian World View**

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Although there are many purposes of education, education in Korea has always focused solely on passing the college exam. There has also been a heavy emphasis on the importance of students improving their ability to obtain high scores in their English studies. Also, English reading is still regarded as the most important element because the college exam includes mainly reading comprehension in its English test. In spite of the demands of this situation in Korea, the purpose of English education should be changed to improve both communicative skills and social ones in readiness for the students taking their place as adults in Korean society.

The purpose of this study is to investigate the effect on the social skills development of 1st grade learners in High School, based on cooperative learning in the light of the Christian World View.

To achieve this purpose, three research questions were posed;

First, how can we make an adequate cooperative learning lesson plan to develop the social skills of learners?

Second, does the adaptation of cooperative learning in English class create a change in students' social behavior?

Third, does the adaptation of cooperative learning in English class have any effect on the relationship skills of students?

It is necessary for me to investigate these questions and 4 classes were adapted using cooperative learning. It took about one semester to make progress with the experimental research. For each class, a special process was used to develop social skills. For example, students were thanking others, gaining the approval of others, etc.

The students are usually divided into small groups of four members, and some different tasks are given to each group. While students are working at the tasks in their group, small group activities tend to let students have more opportunities for helping each other. At the same

time they have greater potential for active participation, feedback, and mutual construction of meaning among students. It is also important for me to verify the effects of the experiment and the students twice filled out a questionnaire about their social and relationship skills.

The results of this study are as follows:

First, cooperative small group work is effective in the development of learners social skills. With the analysis of the scores from the questionnaire, it was proven that the exam scores of the experimental group improved as time passed. An interesting feature of the results is that the improvement and change in the experimental boy's group was more pronounced than that of the girl's group.

Second, cooperative small group work has a positive effect on improving learners' interest in and relations with others, understanding of themselves and others, and participation in class. The study also shows that boys' groups take more interest in relationships, when this experimental process is applied. On the other hand, in the case of the girls' group, this experimental approach rarely makes any difference to the students' grades, and may even have a detrimental effect on the results of higher-level students. It is clear that higher achieving students prefer the explanations to be provided by teachers.

In conclusion, cooperative learning in English class is effective in improving both the student social skills and interpersonal relationships. However, there can be some problems for high-level learners when teachers try to apply cooperative learning to them without making the necessary considerations. Therefore, to be successful at cooperative learning, teachers need to get enough information about this system, and develop some materials which are suitable for learners' needs. In addition to this, in particular, they must be careful in arranging group membership, observing group behaviors, and monitoring in order to promote students' active participation in group activities.