

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION:

Investigating the Use of Cooperative Learning

Method in the Algerian EFL Classes:

Case Of Study: Al'Haj Kheri L'khier Secondary School, Magra, M'sila.

Dissertation Submitted to the Department of English in Partial fulfillment of the
Requirements for the Degree of Master

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2017 /2018

Declaration

We hereby solemnly declare that the work we are presenting in this thesis titled
**Investigating the Utilization of Cooperative Learning Method in the Algerian
EFL Classes :Alhaj Kheri Lkhier Secondary School in Magra .**

Is our own to the limits of our knowledge, has not been submitted before to any other institutions or universities or degree and all sources that we have used and quoted from have been indicated by us of complete references .

This work is to be carried out and completed at Mohamed Boudhief university – M'sila-
Algeria.

Signature

Kanza Salmi

Date 07/06/ 2018

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Algeria.

Signature

Fatima Zard

Date 07/06/ 2018

Dedication

*This humble work is dedicated to my parents who have given me every single thing I
ask for*

To my sisters and my brothers the ones I love the most

To my husband the best gift god has ever given me

To my partner, Fatima Zard, the one who helped me to finish our work

kanza

Dedication

*I dedicate this work to the ones who made me who I am today, my beloved
parents, thank you for your continuous prayers and patience.*

To all my lovely brothers and sisters.

To my friend kanza Salmi who helped me to finish our work

To all my friends with whom I shared the university life with its

Lights and shadows

To all who collaborate in my success.

Fatima

Acknowledgements

We would like to thank our great supervisor, Mrs. Abadou Fadila, who seriously followed our work. This research would not have been possible without her valuable corrections and strong pieces of advice. We owe thousands of thanks to her for her patience, understanding and flexibility along the way.

We would also like to thank the teachers and students of L'Hadj Khiri L'Kheir secondary school for their kindness and help. We also want to thank all the teachers of the Department of English, M'sila.

Abstract

Second language acquisition requires some key terms to be successfully achieved including the methods being used in classrooms. Cooperative method is a one of those essential ingredients that facilitate second language learning. Teachers are the stone corner that may strengthen learners' learning and accomplish better outcomes. Accordingly, this research work aims at investigating the utilization of cooperative method in the EFL secondary classes by taking El'Hadj Khiri L'Kheir secondary School in Magra as a case study. The problems being studied in this current work are whether the Algerian EFL teachers understand cooperative learning method. Besides, researchers attempted to figure out the extent to which teachers incorporate cooperative learning elements during group work activities. Moreover, the last problem being studied is that pointing out the opinions of second year secondary school students about group work used in classrooms.

In order to achieve the underlined aim of this study, the descriptive method was used in which a questionnaire was designed for both teachers and students. The sole reason for the questionnaire is to figure out the reality of using cooperative learning in EFL classes so that checking the hypothesis studied. The final result of this study has shown that most EFL teachers have little understanding of cooperative method and that they do not work in respect to its elements while arranging students in groups. Moreover, it shows that students do not find the atmosphere interesting while teachers assemble them in small groups, so they claim that they cannot work cooperatively. Accordingly, the hypothesis was proved. Based upon the founded results, various suggestions were given to teachers to work effectively using cooperative method. Additionally, some recommendations were presented for future work.

Key words : cooperative learning , competency based approach ,learning strategies,

Résumé

L'acquisition d'une langue seconde exige que certains termes clés soient atteints avec succès, y compris les méthodes utilisées dans les salles de classe. La méthode coopérative est l'un de ces ingrédients essentiels qui facilitent l'apprentissage d'une langue seconde. Les enseignants sont le coin de pierre qui peut renforcer l'apprentissage des apprenants et obtenir de meilleurs résultats. En conséquence, ce travail de recherche vise à étudier l'utilisation de la méthode coopérative dans les classes secondaires EFL en prenant l'école secondaire El'Hadj Khiri L'Kheir à Magra comme une étude de cas. Les problèmes étudiés dans ce travail actuel sont de savoir si les enseignants EFL algériens comprennent la méthode d'apprentissage coopératif. En outre, les chercheurs ont tenté de déterminer dans quelle mesure les enseignants incorporent des éléments d'apprentissage coopératif au cours des activités de travail en groupe. De plus, le dernier problème à l'étude est celui qui met en évidence les opinions des lycéens de deuxième année sur le travail de groupe en salle de classe.

Afin de réaliser le but souligné de cette étude, la méthode descriptive a été utilisée dans laquelle un questionnaire a été conçu pour les enseignants et les étudiants. La seule raison pour le questionnaire est de comprendre la réalité de l'utilisation de l'apprentissage coopératif dans les classes d'EFL afin de vérifier l'hypothèse étudiée. Le résultat final de cette étude a montré que la plupart des enseignants EFL ont peu de compréhension de la méthode coopérative et qu'ils ne travaillent pas en ce qui concerne ses éléments tout en organisant les étudiants en groupes. De plus, cela montre que les étudiants ne trouvent pas l'atmosphère intéressante alors que les enseignants les rassemblent en petits groupes, alors ils affirment qu'ils ne peuvent pas travailler en coopération. En conséquence, l'hypothèse a été prouvée. Basé sur les résultats fondés, diverses suggestions ont été données aux enseignants pour travailler efficacement en utilisant la méthode coopérative. De plus, certaines recommandations ont été présentées pour de futurs travaux.

Les mots Clés: L'apprentissage Coopératif, Opproch de la base de Compétence, Stratégies d'apprentissage.

List of Abbreviations

CBA: Competency-Based Approach

CBLT: Competency-Based Language Teaching

CIRC: Cooperative Integrated Reading and Composition

CL: Cooperative Learning

EFL: English as a Foreign Language

ESL: English as a Second Language

LFL: Literature and Foreign Languages

N: Population size

Q: Question

STAD: Students-Teams-Achievement Divisions

ZPD: Zone of Proximal Development

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General Introduction

Introduction

Students' involvement in classroom interaction has been one of the main interests for most scholars. Lecturing or the so-called teacher-centered is now considered as old-fashioned method that, supposedly, very few teachers are using in most schools as the new method spot the light on students' individual contribution to the learning process. In order to encourage classroom interaction, researchers advised to cooperate students' efforts; whereas, others favor to use the competition element as a strong way to stimulate their learning. Here, a new method has been discussed, cooperative method that attempts to give learners the chance to acquire the target language using interaction in a meaningful social interaction. A number of studies in foreign/second language acquisition point out the effectiveness of cooperative learning for it creates a more fruitful classroom environment in which language can be learnt best by social interaction and negotiation of meaning. Therefore, Cooperative learning is an appropriate teaching method to decrease the tension in the classroom and establish the learner-centered form of instruction. That is, it maintains a friendly relationship which enables students of different level of achievements to display their skills and abilities through small group interaction and discussion. Hence, their academic achievements will be promoted in a relaxed and enjoyable atmosphere.

It is widely held that both the teaching and the learning of the target language in the Algerian Secondary school classes did not make any good observable results. That is, based on the fact that the Algerian EFL students are not proficient and good enough in using the target language, the secondary school classes are not considered with all the previously mentioned data. It goes without saying that teachers are responsible of the way learners get educated. Accordingly, in order to achieve better results and successful language teaching, teachers must have deep knowledge of methods, strategies and their implementation in classrooms. To demonstrate this, teachers create a perfect classroom which improves the quality of teaching the target language, help EFL learners learn common methods to figure

out instant solution to the problems they face when acquiring the language. Therefore, cooperative learning has been considered as one of the effective solutions to many educational problems; however, its real implementation in the Algerian schools is questioned.

2. Literature Review

Both cooperative method and its implementation in classrooms have been a significant topic for various authors of different races. In their book, *The development of science process skills in authentic contexts*, Roth and Roychoudhury (1993) argues that cooperative learning is the best way to support the construction of individual knowledge of the members in a variety of ways. They show how learners can solve the problems they may face when they are asked to enlarge some pieces of information or defend their position. Both writers insist that learning through cooperative problem solving gives rise to insights and solutions that would not come about without them.

Cooperative method is one of the most effective methods that help learners to develop the social and cognitive aspects they need along their educational and social lives. In one book entitled *Learning science in a cooperative setting: Academic achievement and affective outcomes* (1994) who is written by Baird and Lazarowitz, the authors indicate that cooperative learning creates a special classroom learning environment in which learners listen to each other, develop love for peers, exchange ideas and be on task most of the time. In this respect, they mentioned that learners learn to cooperate and cooperate to learn.

Another dissertation that was prepared in one of the Algerian universities entitled *The Importance of Using Cooperative Learning Technique in Enhancing EFL Learners' Writing Achievement* (2013) this work focuses on the significance of using cooperative method in EFL classes in order to enhance learner's writing skills. The main interests of the researchers was to figure out the common problems faced by learners and to suggest this widely used method as the appropriate solution for the obstacles they face.

This humble research is an additional piece to the previous works as it explores cooperative method generally and its implementation in the Algerian EFL Secondary School classrooms in particular. The works mentioned before tackle cooperative method as one of the successful methods that may help teachers to develop learners' skills. They further their research to dig deep into the theoretical data needed to understand it as a method. They have not gone through finding out whether this method is appropriately implemented in schools. Most importantly, they have not mentioned the extent to which teachers are aware of cooperative method basic elements, kind and theories. Accordingly, after diving into the pedagogical background of cooperative method, this work can provide an answer to whether EFL teachers understand cooperative learning method, how do they teach while using this method and what opinions do the secondary school learners have about the group work used in classrooms.

3. Statement of The Problem

Cooperative learning (henceforth CL) is centered around the idea that joining students' efforts will lead to better social and academic achievements. That is, students will be actively involved in the learning process in a collaborative way where they can benefit from each other. Cooperative learning is different from other method in various ways starting from being a well-organized and a structured teaching method, and that the whole members of the group, each of which are assigned to perform specific roles during the activity, participate equally. Such highly structured groups require social skills to be taught and practiced among students. Indeed, cooperative learning involves the learner-centered characteristics that are largely advocated by the Competency-Based Approach (CBA). This approach, CBA, was used in the Algerian schools as a first step towards changing the traditional way of teaching. It is based on encouraging learners to work on their own that is to say the focus is on students and their learning rather than the teacher's role. On the other hand, as a matter of fact, the Algerian teachers seem to find it difficult to move from the traditional way of teaching,

teacher centered, to cooperative EFL classrooms and to depend on learner- centeredness. Though the potential effects of cooperative learning on the students' academic outcomes and social skills are proved to be positive, little attention is given to its implementation in the EFL classes. Most of the teachers still face problems in implementing this method which hinders its effectiveness in facilitating the students learning, however, some of them think that this method is merely about grouping students and assigning tasks for them. Therefore, the question that may grab our attention is whether teachers are using Cooperative method appropriately in the classrooms.

4. Research Questions and Hypothesis

The researchers attempt to get answers to the following main questions:

- 1) To what extent do our EFL teachers understand cooperative learning method?
- 2) Do our EFL teachers incorporate cooperative learning elements during group work activities?
- 3) What opinions do second year secondary school students have about group work used in their classes?

In the light of these research questions, the hypothesis states that cooperative learning is not appropriately implemented in the Algerian EFL classrooms.

3. Aims of the Study

This study was worked on in order to check whether the cooperative learning is appropriately implemented in the Algerian EFL secondary classes. Therefore, its aim is to figure out the following objectives :

- 1) Diagnosing the teachers' understanding of the cooperative learning method.
- 2) Detecting the teachers' awareness and ability of incorporating the basic elements of cooperative learning during group work activities.
- 3) Exploring the opinions of second year secondary school students about the group work used in their classes

4) Finally, providing secondary school teachers with some pedagogical suggestions which may help them in implementing cooperative learning and preparing their students for effective group work. For this purpose, three research questions have been formulated.

5. Scope of the Study

This research limits itself to the study of one language teaching method, that is, cooperative learning. Particularly, it is intended to offer deeper insights about the teaching practices that are endeavored by EFL secondary school teachers in Algeria. In this concern, the current study is limited to investigate the teachers' perceptions about CL and how it is carried out in their classes. In addition, students' opinions about the use of group work are also considered.

6. Research Tools and Procedure

To carry out the current study and answer the previously mentioned research questions, teachers and learners' questionnaires have been chosen as suitable descriptive tools for gathering data. In fact, this study is an attempt to test and prove that CL is not well considered in the Algerian EFL secondary classes by L'Hadj Khiri L'Kheir Scondary School in Magra as a case study. The choice of the questionnaire as a research tool is justified by having opportunities to get a general view about the application of CL in our EFL classes. This could provide the researchers with a better insight about the main beliefs that EFL teachers have about this method. Besides, the questionnaire allowed the researchers to know the students' views about the group work applied in their classes. The population of the study consists of secondary teachers of English and third year level students in the academic year 2017-2018. Since it was difficult to carry out the research work on the whole population of second year students, a representative sample of population under study has been chosen. The sample was a class of Literature and Foreign Languages which consists of forty (40) students.

7. Structure of the Dissertation

The current dissertation is consisted of a general introduction, three chapters and a general conclusion. Chapter one provides the reader with a general picture of cooperative learning including the definition of this method, its theoretical frameworks, its basic theories, some of its models, its types and theories. Additionally, it gives some general data about CBA approach.

Moreover, chapter two is basically devoted to describe the methodological framework of the research involving a brief description of the school setting where this study is carried out. Furthermore, it explains the method used and the nature of the research. Besides, this chapter presents the target sample, and it exposes means of data collection in terms of its definition, benefits, and limitations. In addition, a brief description of both teachers and students' questionnaires is provided. Finally, the chapter highlights the ethical issues that are adhered when carrying out this work.

The third and the last chapter will be divided into two parts. Part one will shed the light on how EFL is taught in the Algerian Secondary Schools. Also, it will give a clear picture of how teachers both teach and use cooperative method under CBA Approach. Additionally, part two is devoted for the analysis and interpretation of the findings obtained from both of the teachers and the students' questionnaires. To conclude, this part offers some pedagogical implications to make the process of implementing cooperative learning in EFL classes easier for both teachers and students.

Chapter I :
Review of Literature

Introduction

An uncountable number of studies have been done to help learners get disposed to the right principles of learning and to give teachers the chance to make education easier than ever. To illustrate this, the field of education; recently, has made a noticeable move from the traditional way of instruction, teacher-centered, where the teacher is the master piece of the teaching process to give learners the freedom to be the center of instruction, learner-centered, that is to say to be the center of the teaching and learning process. Accordingly, cooperative learning was developed in order to strengthen the learner-centered instruction; on the other hand, it attempted to hand teachers different sets of helping tools that have been proved to be effective and useful.

This chapter will give a general picture of cooperative learning including the definition of this method, its theoretical backgrounds, its key elements, some of its models, its types and theories. Also, this chapter will give a clear idea of what is the so called Competency-Based Approach mean.

1. Cooperative Learning**1. 1 Definition of Cooperative Learning**

Cooperative learning (CL) is the method which has been supported by social constructivism and widely used in EFL classrooms. Johnson and Johnson (1999) underlined a definition to Cooperative Learning as, “the instructional use of small groups in which students work together to maximize their own and each other’s learning.” (73).

Accordingly, Cohen and Benton, (1988) emphasize that the group work should be small to reach the targeted goal that is to say they have to be organized into small groups and work under some conditions that meet some criteria.

For the sake of improving the students learning and that of others to achieve shared goals cooperative method was developed. Accordingly, they are required to work in small a group which is the main principle of this method (Jolliffe, 2007). As mentioned earlier, social

constructivism advocates the idea that students undoubtedly understand and discover difficult terms, concepts and meanings through social interaction with their classmates to find out solutions (Salvin, 2006). It is widely held that right from the first attempts to implement the cooperative method in the EFL classrooms has been significant (Ackan, 2000).

Cooperative Learning is a useful method which shows the students educational developments and reveals their hidden social skills. It, in fact, emerged to make both the learning/teaching process easier for learners and teachers particularly when handing over a group work. For the sake of illustration Dishon and O'leary (1984) state,

“Cooperative learning is a systematic model for helping teachers implement and work with groups so that students will consistently: Learn their subject matter, complete tasks, include all group members in their work, solve group problems with minimal teacher assistance, resolve differences among themselves, and enjoy the process of working together.” (10)

According to Brown (2001) the chief reason of cooperative learning is to fruitfully accomplish certain goals. That is, CL can be considered as the main characteristic of learner centered instruction where students put their powers, abilities, skills and capacities together to help and assist one another in pair or group work.

CL has also been given different names like: Group work Teaching, Team Instruction, Peer Assisted/ Mediated Learning, and sometimes Collaborative Learning. Although Collaborative learning and CL are built on the essence of group-based learning and both show potential in improving language education, there are two significant features that differentiate the two terms namely the degree of structure and the learner centeredness.

Smith *et al.*, (2005) figured out that both pedagogies depend on peer group influence to reach certain goals; however, their foremost difference is that ” *cooperative learning requires carefully structured individual accountability, while collaborative does not.*” (p. 88). That is to say, Cooperative learning is considered to be the most structured approach to learning in groups. In this concern, Brown (2001) believes that CL requires a socially

structured group of learners to exchange their information. While collaborative learning is less structured in which the students are learning with the assistance of others.

To get deeper into the two concepts, the second feature can be underlined to differentiate between the two terms. In Cooperative learning, the teacher is the one who determines the learners' roles during small group activities that is to say CL is seen to be more teacher centered form of instruction (Kato *et al.*, 2015). Therefore, in CL the structure is imposed by the teacher who dominates the instructional conversation, by establishing an environment where students actively participate in the learning process (salkind, 2008.). On the other hand, collaborative learning gives learners more freedom to discuss their ways and means of interaction among peers. Students in collaborative learning are assumed to be "*responsible participants.*" (ibid, 2015). However, these two terms, cooperative learning and collaborative learning, are used interchangeably in many works like in the works of Barkley, Cross, and Major. They believe that CL is the collaboration of students to reach a common goal, and to minimize confusion it is preferable to use the terms interchangeably (Smith *et al.*, 2005).

1.2 Types of Cooperative Learning

Johnson and Johnson (1999) stated, "Cooperative Learning groups may be used to teach specific content (Formal Cooperative Learning), to ensure active cognitive processing of information during a lecture or demonstration (Informal Cooperative Learning), and to provide long- term support and assistance for academic process (Cooperative Base Groups)". (p. 68)

Johnson and Jonson (1999) classified the types of CL highlighting the role of teachers in each type. They mentioned that cooperative learning groups are used for many purposes including to teach specific pieces of information and to provide encouragement and help for academic processes.

1.2.1 Formal Cooperative Learning

Students, in this type, work together in groups in order to carry out a specific academic task such as writing a letter so that they can arrive at the common goal they are targeted to. Students are encouraged for heterogeneous group to maximize learning (Macpherson, 2007). It lasts from one lesson to a few weeks and need teachers to perform several roles (Johnson and Johnson, 1999):

- Before structuring any lesson, the teacher has to specify the academic and social skills objectives through indicating the materials to be taught and the interpersonal or social skills to be used.
- The teacher has to make decisions about determining the number of students per a group, deciding how to choose students (randomly or according to some criteria), assigning roles to group members, and arranging the room and the material.
- During the task, the teacher has to monitor students' performance and intervene when the case needs to complete the task successfully. The teacher also needs to observe the groups to gather as much as possible data on students' use of effective interpersonal and small group skills.
- The teacher has the responsibility to evaluate students' learning and contribution in the group, and guide them while discussing how well they have functioned.

1.2.2 Informal Cooperative Learning

In this type, students work cooperatively for a few minutes or few hours such as opening one discussion. During a lesson, informal cooperative learning can be used to help “students process what has been taught, to think about a particular question, to assist the teacher to identify and address any misunderstandings about the content, etc.” (Gillies and Boyle. n. d, p. 4). Informal CL is considered as a practical method since the groups can be organized at any time in a class of any size, and it is workable in order to break the routine as students take part in class, and help learners concentrating rather than drifting away after

some minutes. Johnson and Johnson (1999) state that the main role of the teacher in informal CL is to make them effectively involved in the learning process .Although, within this type of cooperative learning, the teacher may face difficulties “to ensure that students do the intellectual work of organizing material, explaining it, summarizing it, and integrating it into the existing conceptual structures.”(Johnson and Johnson, 1999, p. 69).

1.2.3 Cooperative Base Groups

This type of CL is defined as a” long-term, heterogeneous cooperative learning groups with stable membership.” (Johnson and Johnson, *ibid*). Teachers work to ensure the implementation of the basic elements of CL, and teach the needed social skills to form heterogeneous small groups. The use of cooperative base groups helps increase the quality and quantity of each learners’ performance and provide students with assistance and encouragement since “These groups are set up to so that members provide support to each other so that all can succeed academically.” (Macpherson, 2007, p. 10). When planning base groups, teachers are required to plan regular meetings, assign the groups tasks and goals to be attained in each meeting. Students, in their turn, have to ensure that all members are actively involved in the group work, provide assistance to build interpersonal relations and check understanding. Basic cooperative learning groups type is suitable for large number classes and the complex subject matters that last for a semester or more (Johnson and Johnson, 1999).

1.4. Selected Cooperative Learning Models

Basing on the main elements of cooperative learning stated above, there are several techniques and models of the method. The most prominent researchers on cooperative learning include Roger Johnson and David Johnson, Robert Slavin, and Spencer Kagan, all of them have to some extent different emphasis on the method. The Johnsons (1975) put their emphasis on developing a particular structure that can be included into a variety of curricula. Kagan’s work is conducted toward the use of a variety of structures to promote active learning, group skills and team building. By adopting methods from both Johnson and

Johnson, and Kagan, Slavin's work focuses on the development of specific cooperative learning structures (Li and Lam, 2013).

1.4.1 Student Team Achievement Divisions (STAD)

STAD which was developed by Robert Slavin (1994) centers around the idea that students are divided into four-member heterogeneous teams where they learn new items, materials and features in groups taking the individual tests into consideration in order to ensure the individual accountability. This method is used in learning factual content (e.g., vocabulary, social studies or science information) as well as discrete skills (e.g., spelling, or language mechanics skills). The teacher presents a material, and then students master the material and discuss together to prepare themselves for individual quizzes without helping one another (Salvin, 2006).

1.4.2 Learning Together

Learning Together method is one of the most widely used methods in CL. Cooperative Learning elements such as interpersonal skills, face to face interaction, individual accountability and positive interdependence are stressed by this method which was developed by David Johnson and Roger Johnson (1998). In this model, students are gathered in four or five-member heterogeneous groups to work together on a task. Depending on the achieved goals and outcomes, students receive praise and rewards (Slavin, 1995). Research on Learning Together has consistently indicated improved interpersonal relations and acceptance of peers (Johnson & Johnson, 1998).

1.4.3 Cooperative Integrated Reading and Composition (CIRC)

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing developed by Robert Slavin and Robert Stevens (1995). CIRC involves students to work in four-member cooperative learning teams to learn both factual content (e.g., new vocabulary) and skills (e.g., reading comprehension and writing). Within their groups, students work in pairs on a series of cognitively engaging activities

including(e.g., reading to one another, summarizing stories to one another, writing responses to stores, etc). Students then work in their groups to master comprehension skills. Certificates and group reward are given to groups based on the average performance of all group members on all reading and writing activities. Students do not take the quiz until their teammates have determined that they are ready .three studies of the CIRC program have found positive effects on students' reading skills, including improved scores on standardized reading and language tests (Stevens *et al.*, 1987; Stevens & Slavin, 1991, 1995;cited in Salvin-2006).

1.4.4 Group Processing

Group Processing refers to the assessment of cooperative learning. It can be considered as a reflection on a group's session (Gillies, 2007). For Johnson and Johnson (1999) group members set group goals, describe what actions were helpful and unhelpful and making decisions about what actions to change or to function in the future. This element ensures that students are encouraged to feel responsible for participating in the groupwork (Freeman, 2000.). One method of group processing is evaluating the level of participation by completing a chart that indicates group members' level of participation (Ransdell and Moberly, n .d).

The successful structuring of those basic principles into group learning situations is very useful to guarantee cooperative efforts and enable the disciplined implementation of cooperative learning. In this respect, Johnson and Johnson (1999) affirm that:

“Understanding these five basic elements and developing skills in structuring them allows teachers to (a) adapt cooperative learning to their unique circumstances, needs, and students, (b) fine tune their use of cooperative learning, and (c) prevent and solve problems students have in working together.” (p. 71)

Assigning students into groups is the first step in implementing cooperative learning. Therefore, the success of any group work activity depends on how well the group is formed. Typically, CL can take the form of pair or group work but the best size, according to Gillies *et*

al., (2008), is four students in each group. However, if the class size does not allow equal division of students to form groups of four, it is possible to have three, or sometimes five students per a group. The problem with having groups of large number is the probability of the division of students into subgroups and, then, losing cohesion among them (Gillies and Ashman, 2003).

According to Joliffe (2007) there are three major ways to form groups in the classroom: **Random selection:** to form such a group, the teacher selects students randomly without basing on special criteria. For example, the teacher may give each student a number randomly then he gathers the students of the same number in one group (that is all ones to form a group, all twos to form a group, and so on as it is shown in *figure 1.2*)

Pupil selection: the teacher can ask learners to select their teammates. This way of forming groups can cause problems in terms of classroom disciplinary, and it does not ensure that the group will work effectively especially when the selection is based on friendship.

Teacher selection: the teacher assigns students into groups according to some criteria rather than random selection. These criteria can be based on academic achievements, gender, language proficiency...etc. This way has the advantage of ensuring that the group is heterogeneous in which students will benefit from each other.

Indeed, many researchers agree that cooperative groups should be heterogeneous in terms of academic ability, gender, and any other important factors so that members can benefit from each other. In terms of academic ability, Webb *et al.* (1998) find out that, “Students who participated in mixed-ability groups gave higher quality explanations to assist understanding than did students in uniform-ability groups and this contributed more to their achievement test scores than did their own ability scores, particularly in the case of children with low ability and low to medium ability.”

(Cited in Gillies and Ashman, 2003, p. 43)

That is, a group with students of mixed abilities will work together to accomplish the task better than a group with students of same abilities for which low level students will be supported by their high level teammates who assist their understanding. Hence, the group will show greater academic achievements. However, a group with students of the same abilities does not guarantee the accomplishment of the task, especially when the group is formed only by low level students.

1.5 Elements of Cooperative Learning

Scholars have identified several definitions of cooperative learning. Johnsons 1999 points out that cooperative learning cannot be seen as making small groups and giving the chance to students to discuss ideas to reach common clear goals. In this direction, he mentions that working in groups does never mean that students will work cooperatively. It was determined that there are several features of cooperative learning that show the difference between this method and other ones and which assign how each student work within the group. After long discussions and deep studies, scholars have agreed upon a group of elements which learning should have to be truly called cooperative.

1.5.1 Face to Face Promotive Interaction

Promotive interaction states that in order to achieve the underlined common goals, students should support, assist encourage, and facilitate one another's endeavors and efforts (Gillies et al. 2008). Students work in close physical proximity which enables them communicate easily and provide opportunities for oral practice.” (Johnson and Johnson, 1999). That is to say, students who keep in touch for a certain period of time will learn how to work together in spite of the fact the individual differences which exist among them and that they have different personalities. Therefore, face to face interaction involves students to explain orally ways to find out solutions to problems, sharing ideas, linking the new information with the previous one and discuss thoughts and beliefs (Johnson and Johnson, 1999).

1.5.2 Positive Interdependence

Positive interdependence is seen as the most important element of cooperative learning. Thinking as one mind, sharing the same ideas, cooperating powers and imagination and forgetting their competitive spirits are key terms of this main element. In this respect, Dishon and O'Leary (1984) state, "*Incorporating positive interdependence increases the likelihood that students will work cooperatively.*" (p. 17). For more details, positive interdependence can be found when each member of the small group contributes to the learning of the whole group (Jolliffe, 2007). Johnson and Johnson (1999) state that positive interdependence should be encouraged through putting common learning goals in which students must make sure that all members of the group learn the assigned task.

1.5.3 Individual Accountability

Individual accountability element was put in order to ensure that the individual accountability and responsibility for each member's learning is observed (Freeman, 2000). It implies that each student in the group should complete his/her assigned task. Jolliffe (2007) stated "it requires each pupil in the group to develop a sense of personal responsibility to learn and to help the rest of the group to learn also". Accordingly, through testing each student individually, assigning one member of the group as a representative who explains the whole group work or giving the chance to each member of the group to explain what he/she has done, teachers can develop the individual accountability with every single small group in the classrooms (Johnson and Johnson, 1999).

1.5.4 Social Skills

Dishon and O'Leary (1984) state that mastering specific sets of social skills determine the extent through which students may work successfully in small groups. According to some scholars like Ransdell and Moberly (n.d.), there are some skills that help students to work together productively, express their opinions freely, and disagree with their teammates ideas politely. Accordingly, Teachers can teach students these different groups of social skills such

as leadership, turn-taking, risk-taking, decision-making so that they can practice them while working in their groups (Freeman, 2000). That is, learning these social skills help learners to contribute in social discussion and in achieving their common goals.

1.6. Theories Underlying Cooperative Learning

1.6.1 The Behavioral Learning Theory

This theory is based on the belief that learning is directed by the stimulus/response approach presented by Skinner (1971) and Bandura (1977). For Skinner (1971), learning is a relatively permanent change in behavior in response to stimuli; while, Bandura (1977) focused on imitation (Johnson *et al.*, 1998). The most important point in this theory is that rewards and reinforces are crucial during the learning process. It is widely held that students show double considerable efforts for tasks for which they gain rewards; however, they usually fail in doing tasks that offer no rewards or promise for punishment (*ibid*, 2000). Thus, the role of the teacher lies on providing pupils with incentives while managing the learning process in order to help them participate. That is, cooperative learning emerged to draw motivation on the learners' minds to contribute to the whole group final common goals. In this view, the motivationalist believes that cooperative incentive structures are the most influential part of the learning process (Slavin, 1995). All in all, Behavioral learning theory focuses on the ways in which pleasing or unpleasant consequences of behavior change individuals' behavior over time and on ways in which individuals model their behavior on that of others (Slavin ,2006).

According to the different studies that have been done in this domain, the group members are stimulated by the rewards presented to them so that they can achieve the common goals of the whole group. Slavin (1995) declares that, “Methods derived from this perspective emphasize the use of group goals and individual accountability, meaning that group success depends on the individual learning of all group members.”(p. 3). Students will support and assist one another to get involved in the success of the group that is to say to

achieve their own personal goals. Slavin (1995) explores the use of group rewards in order to motivate students to learn cooperatively and he points out that:

“[...]rewarding groups based on group performance (or the sum of individual performances) creates an interpersonal reward structure in which group members will give or withhold social reinforcers (such as praise and encouragement) in response to groupmates’ task-related efforts.” (p. 16)

That is, the success of all the students in the same group will be related to the given rewards that play the role of motivators for the group as a whole. Accordingly, the learners will join their efforts efficiently and successfully in order to perform the task cooperatively so as to achieve common rewards.

The Behavioral Learning Theory contributes in the development of CL by the provision of incentives. For the behavioral view, motivation plays a crucial role in promoting learning cooperatively leading to successful learning.

1.6.2 The Cognitive Developmental Theory

Cognitive theory of learning has concentrated on how people perceive learning and the interactions found among teachers, learners, the learning environment, and learning materials. Cognitive views of learning are actually drawn heavily on the works of both Piaget and Vygotsky. Piaget and Vygotsky emphasize the social nature of learning, and both suggest the use of mixed-ability learning groups to promote learning.

1.6.3 The Piagetian Perspectives

The Piagetian theory is considered to be one of the most important theories in contrastive models. Piaget assumed that the development of knowledge is a constructive process (Salkind, 2008), and he advocated the active role of the child in the construction of knowledge, “Knowledge is constructed through a process of active exchange between the individual and his or her environment.”

According to Piaget's theory, the same developmental sequence occurs to all children. Piaget suggests that cognitive conflict results in opposing opinions that may take place in cooperation with a peer create cognitive disequilibrium (Johnson *et al.*, 1998). This disequilibrium pushes the learner to construct meaning through his attempting to overcome the internal conflicts. Therefore, Cooperative learning fosters social interaction where collaborative dialogue occurs. Hence, students will be effectively stimulated to learn new information and skills (Salkind, 2008). That is, cooperative learning helps students learn how to work together in attempts to solve problems and resolve disagreements. For that, teachers must make a special effort to arrange classroom activities for individuals and small groups of students rather than for the total class group (Salvin, 2006).

1.6.4 Vygotskian Perspectives

Vygotsky assumes that children learn cooperatively through interaction with people who are elder than them like adults and more capable peers. Accordingly, children are not exposed to increase the percentage of academic outcomes, but they learn how to think since they are getting in contact with their peers' thinking processes. For vygotsky, in cooperative groups, "children can hear this inner speech out loud, so they can gain insight into one another's reasoning process." (Salvin, 2006). Vygotsky assumes that learning takes place when less experienced individuals adopt new information and skills, those within the proximal zone of development, which are the limit to which someone can learn new information with the assistance of more skilled persons, such as peers and teachers. In a group work, Vygotsky finds out that students provide models for one another when they operate within one another's zones of proximal development, which cannot be fruitful without social interactive support from peers and teachers. In particular, Vygotskian theory states that students' interaction in cooperative learning is proved to be helpful for complex cognitive tasks, in which learners benefit from more competent peers (Salvin, 2006).

The Cognitive Developmental Theory sees cooperative efforts as an essential prerequisite for cognitive growth (Johnson *et al.*, 1998). It emphasizes the usefulness of collaborating with a more skilled peer because what a student gains cooperatively with someone else could be integrated into his or her own repertoire. Besides, the theory stresses the benefits of cognitive conflicts introduced by Piaget that show students' misunderstanding of concepts and lead to higher-quality of understanding (Salvin, 2006).

1.6.5 The Social Interdependence Theory

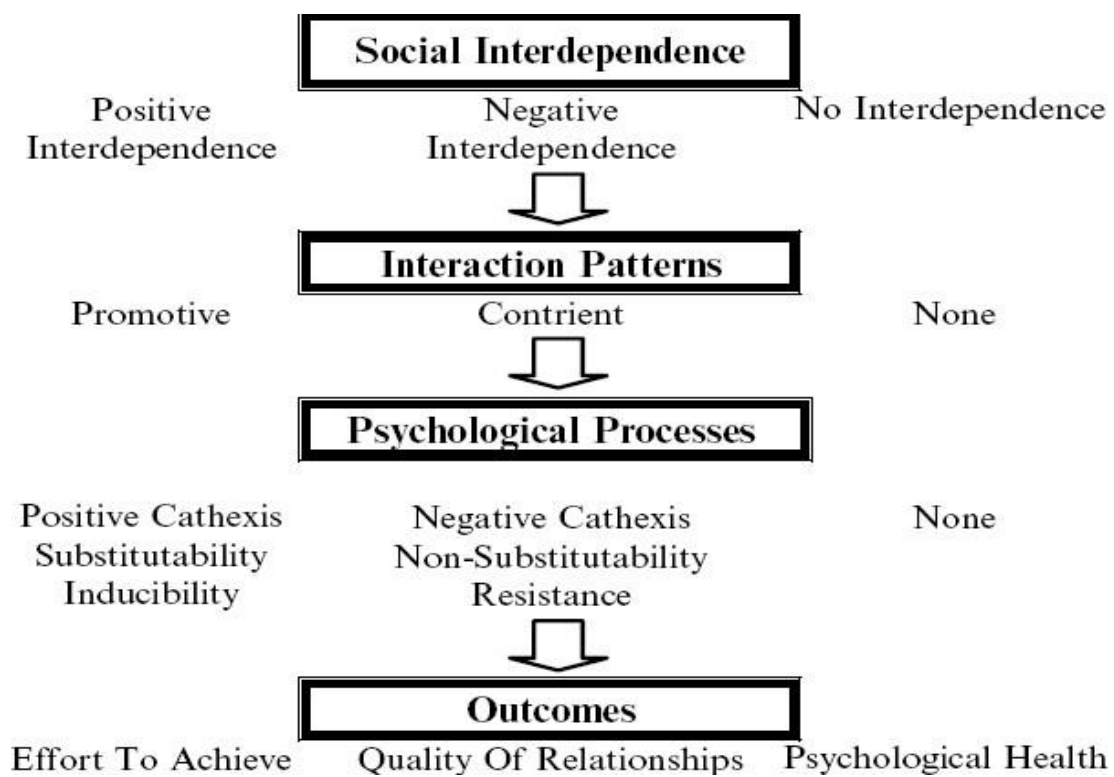
The social interdependence theory which supports CL shifts the focus of learning from competition to cooperation. It is developed mainly by Morton Deutsch (1949), as an extension of Lewin's field theory, and the Johnsons. Johnson and Johnson (1989) assert that, "Social interdependence exists when the accomplishment of each individual's goals is affected by the actions of others." (Cited in Gillies and Ashman, 2003, p.143).

Cooperative groups should be arranged in specific way. In his work on competition versus cooperation, Deutsch (1949) found that in cooperative settings students are involved in more positive communication with one another, where an individual's success was dependent on the success of others. Therefore, these positive and supportive communication patterns led to creating groups with higher productivity and significantly more positive peer relations (Salkind, 2008).

Social Interdependence has two sole types. For Johnson *et al.*, (1998) there are two types of social interdependence: Positive (cooperative) and Negative (competitive). Johnson *et al.*, points out that Positive interdependence results in promotive interaction such as assistance and trust i.e students are cooperatively linked to reach their goals, and therefore interaction is enhanced. On the other hand, negative interdependence results in oppositional interaction such as obstruction of each other's goal achievement efforts and distrust. That is, students realize that they are competitively linked to obstruct each other's efforts to obtain their goals, and therefore interaction is hindered. In this respect, the social interdependence

perspective sees that the way in which interdependence is structured determines how individuals interact, and the interaction pattern determines the outcomes of the situation (Salkind, 2008).

In general, Social Interdependence Theory provides a framework through which people can understand the effects of social context on enhancing interaction. It has strong influences on the commitment to achieve shared goals. Thus, under CL, students can play a key role in stimulating each other to learn successfully.



(Cited in Gillies *et al.*, 2008, p. 11)

Figure 1. 1. Overview of Social Interdependence Theory

Conclusion

Cooperative learning is a learning and teaching method that is based on the idea of having small groups of students to work together cooperatively. In order to structure a disciplined cooperative cooperative learning environment and to make sure that students in their small groups would work cooperatively, teachers are advised to rely on the principles of cooperative learning. The different models of CL encourage individual accountability, and create motivational atmosphere where students are involved to learn and practice social skills. In this method, the EFL teachers' role is vitally important for facilitating, organizing, and controlling the classroom activities. Indeed, the ability to work cooperatively is a necessary skill that is often supported by the Competency Based Approach in EFL classrooms. Though the impact of CL in the academic, social, and psychological domains is significant, its implication in the education process is often challenged.

Chapter II :
Research Methodology

2.1. Introduction

Currently, the teaching process is mainly based on the principle that students are autonomous and responsible for their own learning. For that, students are required to construct their own knowledge in situations where they are involved in a small community through searching, interacting, and exchanging information with each other to solve problems. Thus, students are no longer treated as empty vessels in which they passively receive the new academic knowledge. Consequently, teachers are required to teach their students according to the new directive regarding how to work within the whole education process, and which teaching methods they should implement. In view of that, cooperative learning is one of the methods in which the previously mentioned principle is believed to be ensured. Therefore, an implementation of this method in the Algerian EFL classes seems to be worth trying.

Indeed, the traditional teaching practices still exist in the Algerian secondary schools; students are still over reliant on their teachers and not able to hold responsibility for their learning. Though issuing Competency-Based Approach (CBA), teachers have not been empowered sufficiently to facilitate their students' learning. In fact, they seem to be unable to move towards cooperative EFL (English as a Foreign Language) classrooms and depend on learner-centeredness as the underlying form of instruction upon which the Competency-Based Approach is built.

The purpose of the study is to investigate the teachers' views and implementation of cooperative learning in their classes, and also the students' opinions about the method used by their teachers. Thus, the second chapter of the dissertation is devoted to describe the methodological design that is implemented by the researchers. This chapter, then, provides a brief description of the school setting where this study is carried out. Furthermore, it explains the method used and the nature of the research. Also, this chapter identifies the target sample, and presents means of data collection in terms of its definition, benefits, and limitations. Moreover, the current investigation is characterized by the use of questionnaires addressed to

both teachers and learners. Thus, a brief description of both teachers and students' questionnaires is provided. Finally, the researchers shed the light on the ethical issues that are adhered in conducting this work.

2.2. The School Setting

According to Allwright (1996; cited in Pinto da Silva, 2001), the recent educational researches have conceived the classroom as a co-production between teacher and learners where the role of socialization takes place. This belief is mainly supported by the view of teaching as being not merely transmitting knowledge, taking into account that both teachers and learners are parallel in the sense that they both share responsibilities in the learning and teaching process. As Allwright points out (1982), "This traditional conception underlies many studies, which tend to sharply distinguish between teachers and learners as if there were no overlap of roles between them." (Cited in *ibid*).

Therefore, and as it is previously mentioned, the point behind this study is to explore to what extent cooperative learning is implemented in the Algerian EFL secondary classes. Particularly, it is an attempt to see how teachers conceive this method, how they use it, and how learners perceive the work in groups during their classroom activities. For that reason, one of the Algerian Secondary Schools was chosen in order to carry out this research. Apparently, El'Haj Khiri El'kheir Secondary School in Magra was opened in 2000. It consists of eight hundred and sixty five (865) students and the teachers' team with a total number of fifty six (56) teacher including thirty three (33) women. The number of divisions in all the three levels is twenty seven (27). That is, the first year level consists of eight (8) divisions including two hundred and seventy eight (278) students. The second year level also includes eight (8) divisions but with less number of students, that is, with total number of two hundred and five (205) students. The second year level includes the largest number of divisions (eleven divisions) including three hundred and eighty two (382) students. The sum of teachers in charge of teaching English is estimated to five (5) teachers, three (3) teachers have more

than sixteen (16) years teaching at secondary schools, while two (2) teachers have less than six (6) years.

Besides to the existence of cultural and sports activities in the mentioned school, there exist other clubs that are interested in different fields organized by some teachers and students. Indeed, these clubs encourage the talented students to express themselves through participating in different occasions in the school. Furthermore, it provides chances to students to develop their capacities and skills by organizing activities interested in writing poems, painting, and performing in theater.

2.3. Choice of the Research Method

According to C.C. Crawford, “Research is simply a systematic and refined technique of thinking, employing specialized tools, instruments, and procedures in order to obtain a more adequate solution of a problem.” (Cited in Singh, 2006, p . 3). Therefore, the researchers make use of the descriptive method in order to find answers to the research questions. The descriptive method is said to be the most adequate for the educational research since it enables the researcher to thoroughly describe a problem or a phenomenon (Cohen et al., 2000). Methodologically speaking, Singh (2006) goes to define it as the type of research that is “concerned with the present and attempts to determine the status of the phenomenon under investigation.”(p. 104).

For Kothari (1990), this method has the main purpose of describing the phenomenon under study as it is at present. He points out that the researcher is concerned only with stating what is happening without having any control over the variables. In this regard, Best (1970) argues that the investigator in the descriptive method is concerned with,

“conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing.”

(Cited in Cohen *et al.* , 2000, p. 170)

Cohen et al., (2000) state that the descriptive method is classified into two types namely the Cross-sectional study and the longitudinal study. The former offers “a ‘snapshot’ of a population at a particular point in time.” (Cohen et al., 2000, p. 175). That is, in the Cross-sectional study, the researcher deals with any aspect of the phenomena in the current situation. The latter, the longitudinal study, “gathers data over an extended period of time [...]” (ibid). That is, rather than dealing with a particular aspect of the phenomenon, the researcher seeks to collect full information of the phenomenon which may take a long time.

For Singh (2006), the descriptive method has the advantage of collecting data from a large population at a particular point in time. Moreover, it allows the investigator to have an easy access to valuable facts that are related to human behavior since it is directed towards the descriptive of the immediate status of the phenomenon under study.

Likewise, Marczyk et al., (2005) argue that,

“Descriptive research is useful because it can provide important information regarding the average member of a group. Specifically, by gathering data on a large enough group of people, a researcher can describe the average member, or the average performance of a member, of the particular group being studied.”

(p. 18)

In this research work, the researchers make use of a Cross-sectional study. This will help to find out the circumstances surrounding the utilization of CL in the Algerian Secondary EFL classes and why not to diagnose the roots of the problems that are encountered by teachers during its use in the teaching process.

2.4. Nature of Research

It is worth to mention that this research is qualitative in its nature in which the obtained results apply only on the participants in the work. According to Marczyk et al., (2005) “The choice of which research approaches to use largely depends on the types of

questions being asked in the research study.” (p. 17). In fact, there are two broad approaches namely the qualitative and the quantitative. In the qualitative research, according to Kothari (1990) and Marczyk et al., (2005), the researcher does not attempt to quantify or give statistical analysis to the phenomenon being studied, but rather the aim is to examine and assess attitudes, behaviors, and opinions. Such an approach mainly involves the use of interviews and observations. On the other hand, in the quantitative research the researcher uses statistical analysis in order to express the phenomenon under study in terms of quantity. Such an approach involves obtaining data in quantitative way which can be analyzed rigorously to generate their quantitative findings.

According to Singh (2006), the difference between the two approaches occurs in the field of utilization. That is, the quantitative approach is widely used in scientific researches while the qualitative approach is employed in the field of education as it is also used in historical and philosophical researches.

On the other hand, Nunan (1992) notes that the selection of the approach to be implemented in any research depends on the requirement of the research itself, as he states,

“One reason for the persistence of the distinction between quantitative and qualitative research is that the two approaches represent different ways of thinking and understanding the world around us. Underlying the development of different research traditions and methods is a debate on the nature of knowledge and the status of assertions about the world, and the debate itself is ultimately a philosophical one.”

(p. 10)

Concerning this research, the qualitative approach is the most adequate to explain what is really happening in the field of investigation in the sense that it basically investigates learners and teachers' views about cooperative learning without applying any statistics

except mentioning numbers and percentages. As it is previously stated, the obtained findings are only applicable to the subjects of the study. In this sense, researchers have argued that the issue of generalization in the qualitative research remains uncertain.

2.5. . Sampling

According to Cohen et al., (2000), most of the time, it is difficult for researchers to collect data from the whole population as they encounter factors such as time and accessibility. For this reason, researchers “often need to be able to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population.”(ibid, p. 92). Thus, the quality of any research does not depend only on its methodology and tools of data collection, but also on the sample population selected as well (ibid). Hence, since it is impossible to conduct a research on the whole population, a careful selection of sample population is required in order to guarantee its effectiveness and representativeness. By the same token, Morrison (1993) asserts that,

“One central issue in considering the reliability and validity of questionnaire surveys is that of sampling. An unrepresentative, skewed sample, one that is too small or too large, can easily distort the data, and indeed, in the case of very small samples, prohibit statistical analysis.”

(Cited in Cohen *et al.*, 2000, p.129)

In This study, the population consists of second year students, a class of Literature and Foreign Languages, at El'Haj Khiri El'Kheir Secondary School and five teachers as the whole number of English teachers at the mentioned school ;in the academic year 2017- 2018. The researchers took all the population of teachers as it is easy to deal with such a small number. The students that make the sample represent 1/10 (40students) of the whole population (N=382).

The main reason for the choice of second year students was based on the fact that the population is more likely to provide a larger sample size than other levels. Also, since it is they are intended to pass the BAC exam, students seem to be more disciplined in terms of school attendance and punctuality. The selection of the Foreign Language class as a sample is purposive in which the researchers handpicked “the cases to be included in the sample on the basis of their judgement of their typicality.” (ibid, p. 103). That is, the choice of the sample is made for two reasons; first of all, besides the accessibility of the selected sample, the class size guarantees that the sample will be representative of the whole population. Second, since students are mainly concerned with languages, they pay serious attention to English language, and particularly to the English session providing a suitable environment to conduct this research. In this respect, Allwright and Bailey (1996) argue that, “Many classroom investigations could benefit greatly from the insights the learners themselves might be able to provide.” (p. 72).

2.5.1. Teachers’ Profile

The present investigation is carried out at El'Haj Khiri El'kheir Secondary School. The English teaching team constitutes of five (5) teachers and they differ in respect of sex (03 females and 02 males) and years of experience in teaching English language (from 01 year to 23 years). Three of them teach the second degree students. After having a short discussion with them, their attitudes towards the situation of English teaching in this level seem to be negative. They complain about the students’ lack of motivation despite all of their efforts to improve their ways in teaching English. Also, they claim that low level students, who have negative attitudes towards learning the target language, cause disciplinary problems inhibiting conditions inside the classroom. They argue that this situation has negative impacts on the students’ improvement in English as it will be definitely reflected in the unsatisfactory results at the Baccalaureate exam, next year. Moreover, the teachers complain about the very heavy

and overloaded programme. Thus, in such circumstances, no time could be allotted for more motivating activities or trying out other techniques.

2.5.2. Students' Profile

As being the center of the learning and the teaching process, students' contribution in this work is vitally important in providing insights on the situation under study. For that reason, a group of second year students have been selected. The informants are forty (40) second year Literature and Foreign Languages (LFL) students who constitute of twenty five (25) girls and fifteen (15) boys, from El'Haj Khiri El'kheir Secondary School, Magra. The majority of the informants are from the same age group (17-20years old). But there are some exceptions where five students (02 males and 03females) are 16 years old, and two students (02 males) are 23 years old. All of the informants have studied the English language since their first year in the Middle school. Although they are taught under the same kind of instruction, they differ in terms of language proficiency level that ranges from low, intermediate, to high.

2.6. Means of Data Collection

According to Singh (2006), "Collection of data is very essential in any educational research to provide a solid foundation for it." (p. 213). Therefore, to achieve such a target, two questionnaires are designed for both teachers and students. The questionnaire is, as Kothari (1990) considers, "the heart of a survey operation."(p. 10), since it is extensively used in the descriptive method as a useful tool for gathering data. In this respect, he goes to define the questionnaire as the following,

"A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own."

The items of the questionnaire, according to Singh (2006), seek to ask about the respondents' opinions, attitudes, or preferences where they are expected to offer written answers. In order to stimulate the respondents to give more information without misunderstandings, the questionnaire must be well constructed and plainly in its working (ibid). Accordingly, Allwright and Bailey (1996) assert that the researcher should work out in advance the categories that are used in his research taking into account the wording of the questions. As they state with a remarkable degree of certainty that "you need to think very carefully about the wording of your question so that nobody can say you got the answers you did just because of the way you posed the questions."(p. 10). In view of that, Nunan (1992) states that there are two types of questionnaire items namely open-ended and closed-ended. Open-ended questions allow the respondents to add explanations, whereas closed-ended questions involve the respondents to select one or more choices that are provided in the questionnaire.

Singh (2006) asserts that the major advantage of the Questionnaire is the possibility of collecting a large amount of data without wasting both time and efforts. Besides, questionnaires add more validity in the results since the obtained data are from a large and more representative sample. Moreover, data that are generated from questionnaires are easy to analyze and susceptible to quantification (Nunan, 1992). However, Singh argues that the issue of reliability of the data obtained through questionnaire remains doubtful because it is related to the respondents' understandings of the question. That is, it cannot be guaranteed that all the questions would be answered truthfully or even carefully by the respondents (Allwright and Bailey, 1996).

As far as the questionnaire is concerned in this work, it helps, for the most part, the researchers to find out whether CL is really appropriately used in achieving learners' progress in learning English as a foreign language.

2.7. Pilot Study

Before conducting this research, a pilot study was undertaken in order to test the questionnaire. Typically, it is argued that it is important to test or pilot the questionnaire on other participants before administering the final questionnaire. In this respect, Kothari (1990) confirms that, “There is a need, therefore, to pilot questionnaires and refine their contents, wording, length, etc. as appropriate for the sample being targeted.” (p. 129). He points out that testing questionnaires is useful to diagnose the weaknesses and, therefore, to achieve improvements. In view of that, Oppenheim (1992) argues that, “A pilot has several functions, principally to increase the reliability, validity and practicability of the questionnaire.” (Cited in Cohen et al., 2000, p. 260). That is, any omissions or additions in the content of the questionnaire are done to ensure that the instrument will collect useful data.

Accordingly, the researchers distributed the questionnaire that is designed for students to a class of second year literature and foreign languages students as an attempt to see the usefulness of this instrument. The number of the participants is almost similar to the target sample the questionnaire has been designed for. Indeed, this step was helpful in the sense that it led to identifying the misleading and useless questions, and clarifying ambiguities. Thus, depending on the participants’ responses, a further revision was made to the questionnaire. Moreover, the questionnaire that is designed for teachers is also reviewed by one teacher to verify the accessibility of the questions before submitting them.

Basing on the given feedback, the questionnaire was modified in which some questions were reformulated.

2.8. The Teachers’ Questionnaire

The questionnaire was distributed to five (05) teachers on 20 April 2018 at El'Haj Khiri El'kheir Secondary School, Magra. It includes a mixture of closed-ended and Open-ended questions. Close- ended questions are mainly used to produce quantitative data, while Open-ended questions are used to allow teachers to clarify their viewpoints. Teachers'

questionnaire is answered anonymously to know the teachers' positions toward CL and how these affect its implementation. Particularly, this Questionnaire aims at exploring to what extent teachers incorporate the key elements of cooperative learning during group work activities.

2.8.1 Description of the Teachers' Questionnaire

This questionnaire consists of twenty eight (28) items divided into three (3) sections. The first section contains questions from one (01) to six (06). Those questions seek to collect general information about teachers such as gender, their total number of years in teaching English, the teacher's concern with the general learning climate ,and if they practitioners attendance at any workshop, conference interested in CL.

The second section consists of questions from 7 to 16. This section concerns with the teachers' professional views on CL. In the questions 7 and 8, the teachers are asked to give their position toward CL and whether they can implement it successfully. They are also required to give their viewpoints about competitive learning and learners' achievement (Q9), whether CL costs more than other methods (Q10), and CL as a helpful means of instruction (Q11).The other questions deal with the teacher evaluation of the talented learners' achievement (Q12), the learner social abilities to form effective group (Q13), the issue of disciplinary problems (Q14), and the learners participation within the group (Q15). In the question (Q16), the teachers are required to give their views about the social skills within CL.

The third section contains questions from 17 to 28 and it is designed to explore the use of CL by teachers in their classrooms. Questions from 17 to 20 seek to investigate the ways of structuring cooperative learning by EFL teachers namely: the frequency of setting students to work in group (Q17), the size of each group, that is, pairs, small groups or large groups (Q 18), the basis according to which the team members are gathered (Q 19), the language used when learners do group work (Q20). As for questions 21 and 22, they describe the group members' interaction with each other (Q21) and how they come to solve problems

cooperatively (Q22). Questions (23, 24, 25, 26, 27, and 28) aim at investigating the way teachers proceed with CL in terms of supporting students to master social skills (Q23), monitoring group activities (Q24), the teacher's role while doing group work (Q25), the way they conduct group processing (Q26). The way they arrange students for group work task (Q27), and the way they evaluate students' work (Q28).

2.9. The Students' Questionnaire

The questionnaire was distributed to forty (40) second year students who belong to Literature and Foreign Languages class at El'Haj Khiri El'kheir Secondary School, Magra. The students' questionnaire is designed to investigate their opinions about the group work during the classroom activities. The questionnaire includes close-ended items where students are asked to select one of the four provided options.

2.9.1. Description of the Students' Questionnaire

The questionnaire contains eleven (11) items that are presented in one section. Each item is followed by four options which are never, rarely, sometimes, and always except for the three first questions where students are asked about their age (Q1), gender (Q2), and whether they like the English session (Q3).

In the fourth question, the students are asked about the frequency with which their teacher assigns them to work cooperatively. In questions from 5 to 9, students are required to express their opinion when they work cooperatively in small groups. That is, they are asked if they understand the task better with their classmates (Q5), if they work to achieve the right answer together (Q6), if their English proficiency is improving (Q7). Questions from 8 to 11 are designed to explore the students' feelings when they work cooperatively. They are asked if they are motivated (Q8), if they feel at ease to use English language in their interaction (Q9), if they hate the work in groups (Q10), and if the group work makes them like the English session and their teacher (Q11).

2.10. Ethical Issues

Ensuring that ethical standards are followed lies at the heart of any good research. In this sense, the researchers made sure that the rights of all participants in this work were protected. For Cohen et al., (2000), the research “necessitates obtaining the consent and co-operation of subjects who are to assist in investigations and of significant others in the institutions or organizations providing the research facilities.”(p. 50). Therefore, prior to the start of any study, the researcher should receive the informed permission of all participants and allow voluntary participation of all subjects. In this regard, Nachmias and Nachmias (1992) argue that,

“ Participants should know that their involvement is voluntary at all times, and they should receive a thorough explanation beforehand of the benefits, rights, risks, and dangers involved as a consequence of their participation in the research project.”

(Cited in Cohen et al., 2000, p. 50)

By taking into account these ethical issues, the researcher will be able to conduct his investigation under suitable conditions without encountering any ethical problems that may prevent the continuity of his work. Likewise, Cohen et al., confirm that “Ethical concerns encountered in educational research in particular can be extremely complex and subtle and can frequently place researchers in moral predicaments which may appear quite unresolvable.” (ibid).

Accordingly, before issuing questionnaires, the researchers obtained permission to carry out this investigation from the Administration of both secondary schools in Magra. Besides, participants were informed about the purpose of the study and they were also provided with full explanation about the content of the questionnaire and their role in this research. Very importantly, and to maintain the privacy and anonymity of participants, they were not asked to mention their names when answering the questionnaire. As it is stated in the

Belmont Report (1979), “Respect for persons incorporates at least two ethical mandates: first, that individuals be treated as autonomous agents, and second, that individuals with diminished autonomy are entitled to protection” (Cited in Marczyk et al., 2005, p 238).

Conclusion

This chapter has illustrated the framework of the research in terms of the method used, the circumstances of the study, and the participants involved. To achieve the objective behind the current investigation, it is opted for the questionnaire as tool of gathering data since this latter was considered as useful instrument for conducting this study. In this chapter, the items of each questionnaire are described; however, the information given in this chapter is just hints that will be interpreted in the following chapter. This will give a better understanding of the research process and a better illustration of the study main concerns.

Chapter III:
***'EFL in the Algerian Secondary School
and Data Analyses'***

Part I: EFL in the Algerian Secondary School

Introduction

Teaching and learning EFL may differ from one classroom to another and from one country to another depending on how teachers teach the foreign language and how pupils perceive them. Accordingly, chapter three will be divided into two parts. Part I will shed the light on the Algerian EFL Secondary school by taking El'Hadj Khiri El'kheir Secondary School, an Algerian school, as a case study. It will give a clear view of how EFL is taught in the Algerian curriculum. Moreover, it will present some data about the way teachers teach and use cooperative learning under the CBA approach. Finally, it will give an obvious picture about the obstacles facing applying cooperative learning in the Algerian EFL classes.

However, the researchers chose part II for the use of both teachers and learners 'questionnaires to find out answers to the questions that mentioned in this research. Indeed, the gained information's from such research tool are that of great importance in the sense that it is directly related to the research main concerns. That is, the questionnaire purveys the researchers with the teachers and learners' perspectives towards cooperative learning method and discovers the reasons behind inappropriate use of this method in the secondary school EFL classes. In this part II, is dedicated for the treatment of the data obtained from such instrument. It is important to notice that each item of both teachers' questionnaire and learners 'questionnaire will be analyzed separately and descriptive statistics will be used for the feedbacks gained from close-ended questions. Also, the feedbacks gained from open-ended questions were transformed into form of texts. It is worth to mention that the present questionnaire is not free from contradiction; however, it offers an opportunity to deduce the main beliefs that enable the researchers to arrive at results and conclusions for the present research work.

1.1 Teachers' Role under CBA

As it was mentioned earlier in chapter one, competency-based approach is a shift from the traditional way of teaching to focus more on the learner capacities and how they can work on their own independently without taking the teacher as the main source of information. In this respect, the concept "competency" is referred to as the student's capacity to do tasks successfully through using a set of skills and knowledge in order to solve problems and use them in real life situations (Chelli 2010).

The CBA approach pushes teachers to ensure the learner- centered form of instruction in the teaching and learning process. Instead of dispensing knowledge to students ,the teacher is therefore required to act as a facilitator and organizer through *“designing and structuring learning experiences with learners’ interests and needs in mind; guiding and monitoring learners’ learning; assisting learners in contributing to their own learning in a learner-centered teaching environment.”* (The Teacher Competency Framework, 2010, p. 8). CBA induces the teacher to identify the needs and the difficulties of the students and to act accordingly. By organizing the classroom tasks in an interesting way, the teacher fosters a supportive classroom climate so that students will be actively involved in the classroom interaction.

3. Cooperative Learning under CBA

According to Harmer (2001), learning is the product of the interaction that occurs in a meaningful context. The CBA is based on social constructivist idea that the learner constructs his own knowledge through social interaction with other people. In this regard, encouraging students to work cooperatively is one of the important methods in teaching EFL with the competency-based approach. In fact, CL supports learner-centered kind of instruction providing EFL with meaningful contexts to produce authentic interaction among learners as well as between learner(s) and the teacher (Li and Lam, 2013). It allows learners to communicate for the sake of enhancing their learning process. For that, students are organized in

the group work in a way that enables them to make decisions, to find solutions to problems, and to join their efforts to achieve a shared group goal. This guarantees a safe environment for students to use language and make mistakes freely because what is important in the CBA is the development of social skills that encourage students to be active learners and to develop self confidence. Therefore, a real learner-centered approach in the classroom can be achieved.

4. Obstacles facing applying Cooperative Learning in the Algerian EFL

Classes

Although cooperative learning is largely advocated in teaching EFL under the CBA, its successful implementation in the Algerian schools is hindered because of the following common problems:

- Overcrowded classes, which exceed often more than thirty (30) students in one classroom, make teachers face difficulties in managing their classes for group work.
- Most of the time teachers are not able to monitor many groups and find difficulties to deal with students' chaos.
- During the task, group members usually do not cooperate with each other because there are students who prefer to do the task individually making the class noisy.
- Teachers often do not train their students to work in cooperative learning situations and do not pay much attention to encourage students to be involved in the group interaction.
- And finally, students usually use their native language to communicate with their partners rather than English language.

Part II: Data Analyses

1. Teachers' Questionnaire

The purpose of the teachers' questionnaire was the investigation of their consciousness about the significance of cooperative learning as a helpful teaching method and its use when teaching English to high school learners at Alhadj Kheri Lkheir Secondary School. As it is

mentioned before, the questionnaire contains twenty eight (28) items which are organized into three parts. The first part aims at gathering general data about the participants while the second part aims at investigating the participants' understanding of cooperative learning method. The third part aims at showing to what extent the participants do incorporate the basic elements of cooperative learning during the group work

1.1 Results and Interpretation of Teachers' Questionnaire

Part One: General data

Item 01: The first item of the teachers' questionnaire aims at gathering data about the teachers' gender.

Options	Number of teachers	Percentage %
Female	03	60
Male	02	40
Total	05	100

Table 3.1: Teachers' gender

As the table shows, the percentage of female teachers is 60% however the percentage of male teachers is 40%. So, the number of female teachers in the secondary school is more than male teachers.

Item 02: Total number of years of experience in teaching the English language

Total number of years	Number of teachers	Percentage %
Less than 10 years	2	40
Between 10 and 20 years	1	20
More than 20 years	2	40
Total	05	100

Table 3.2: Teaching experience

The feedbacks of the second item show that the teachers who have less than 10 years are the same like those who have more than 20 years of teaching experience which represent the rate of 40%. On the other side, one of the teachers has between 10 and 20 years representing rate the of 20%.

Results' interpretation of this item reveals that the rate of 60% are experienced teachers. Therefore, those teachers are more familiar with the old teaching approaches. In this sense, they are faced difficulties in implementing the new adopted approach (CBA) for which this approach, according to Miliani (2010), "has generated uneasiness of teachers who are supposed to teach through it.", in the sense that its characteristics "are posing problems to the teachers who return systematically to their old ways and practices." (p 71)

the new teachers who are taught under the new approach (CBA) representing the rate of 40% and they are supposed to be well informed about it.

Item 03: In your opinion, which approach do you think that is suitable in the EFL classes?

- a) Teacher-centered teaching
- b) Learner-centered teaching

Why?.....

Options	Number of teachers	Percentage %
Teacher-centered teaching	2	40
Learner-centered teaching	3	60
Total	5	100

Table 3.3: Teachers' preferences of teaching approaches

Responses of the third item show that three teachers, that is the rate of 60%, preferred the learner-centered approach rather than the teacher-centered paradigm, whereas two teachers that represent the rate of 40% preferred the teacher-centered approach. To justify their choice, 60% of the teachers who preferred the learner centered approach agreed on the same idea saying that besides being the newly recommended approach, it has positive impacts on the students' learning in the sense that it develops their skills by making them more active and autonomous. On the other hand, the other 40% who preferred the teacher-centered approach said that this approach is workable with low level students since it enables them to acquire the correct form of the language directly from their teachers.

The results of this item reveal that besides the fact that 60% of the participants are aware of the importance of learner-centered approach; the teaching practices in the EFL classes are still traditional since 40% of the teachers confirmed that they prefer the teacher-centered approach. Furthermore, the responses guarantee that the teachers still stick to the traditional belief that teachers are the only source of knowledge in the classroom neglecting the role of social interaction and collaboration that helps students in constructing their own knowledge. This can be one of the reasons behind not using cooperative learning by many teachers.

Item 04: According to you, do your students enjoy the session with you?

- a) Yes
- b) No

If no, why?

Options	Number of teachers	Percentage %
Yes	4	80
No	1	20
Total	5	100

Table 3.4: The general learning climate

The results indicate that is four (04) teachers, representing the rate of 80% said that their students are active and enjoy during the English session. Whereas, there is one teacher(01) representing the rate of 10 % who said that the students are passive and do not enjoy the English session because of that they show no interest in learning the English language, and the low level of students. Those were the proposed reasons behind learners' passiveness given by that teacher.

According to that result there is no neglect through learning the English language by students since 80% of the participants argued that their pupils are active and enjoy the session with them. This interest in learning English language pushes teachers to do their best in order

to ensure that their ways of teaching are effective. Besides, teachers are also required to find their ways to motivate and handle the low level students.

Item 05: Basing on your own observations, do students like to work

- a) Individualistically
- b) Competitively
- c) Cooperatively

Why?.....

Options	Number of teachers	Percentage %
Individualistically	0	0
Competitively	0	00
Cooperatively	5	100
Total	5	100

Table 3.5: Students' Preferable Method

According to the obtained results all participants argued that their pupils like to work cooperatively. For them, the majority of their students have low level in English, So, they feel comfortable when working together where they can exchange ideas and understand better from their teammates.

This is clear evidence that cooperative learning method is highly recommended in the EFL classes since all the participants agreed that the general level of students is low. That is to say, students are in need of a method that can enhance their academic achievement. That is why they chose for cooperative work since it offers a supporting atmosphere that makes low-level students feel successful which helps them overcome their negative attitudes towards learning the English language.

Item 06: Are you interested in attending any workshop, conference, or symposium where cooperative learning is tackled?

Options	Number of teachers	Percentage %
Yes	5	100
No	0	0
Total	5	100

Table 3.6: Teachers' attendance in conferences where cooperative learning is tackled

The results indicate that, five (05) teachers answered by “yes”, that means they are interested in attending any workshop, conference, or symposium where cooperative learning is tackled. However, the participants gave no attention to the second option “no” .

The results of this item indicate that teachers are interested and aware of the importance of cooperative learning method and they are willing to know more about it. For this reason, the next few questions provided in the second section are designed to check the participants' understanding of this method.

Part Two: Professional Views on Cooperative Learning

Item 07: I have full understanding of cooperative learning to implement it appropriately.

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	0	3	2	0	5
Percentage %	0	60	40	0	100

Table 3.7: Rate of teachers' understanding of cooperative learning

The results obtained from this question demonstrate that three (03) teachers representing 60% agreed on having a full understanding of cooperative learning. While two (02) others are disagree which is representing a rate of 40% ?

The indicated data show that in the first place, the majority of the participants are conscious of cooperative learning method, and second, they have the willingness to implement it and they have certain knowledge about it. However, the participants who

representing 40% asserted that they do not understand cooperative learning, this can be the reason behind not using this method by many EFL teachers.

Item 08: I think I can implement cooperative learning successfully.

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	0	3	2	0	5
Percentage %	0	60	40	0	100

Table 3.8: Rate of teachers 'ability of implementing cooperative learning

The obtained data reveal that three (03) teachers representing the rate of 60% opted for the choice "agree" that is, asserting that they can implement cooperative learning successfully. However, two (02) others which representing a rate of 40% opted for the choice "disagree" asserting that they cannot implement it successfully.

This reveal that although 60% of the participants show their readiness to use cooperative learning in their classes, the other teachers are either unwilling to use it preferring other teaching methods such as competition, or they have little or no knowledge about its use in their classes.

Item 09: I think that Competition work best with most students.

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	0	2	3	0	5
Percentage %	0	40	60	0	100

Table 3.9: Teachers' Perception of Competition

The obtained results reveals there are two (02) teachers representing the rate of 40% agreed that competition work best with most students. On the other hand, there are three (03) teachers representing the rate of 60% who disagreed with that.

Teachers who opted for competition between students may believe that competition allows low-level students to express themselves so that they would not be hidden among the high level students. However, teachers who disagreed with this view they may believe that

during competition, students' motivation will be decreased under pressure. That is to say, competition creates a stressful atmosphere in which each student works for his success at the expense of others' failure.

Item 10: I think that using cooperative learning in my classroom costs more than any other method.

Positions	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	1	2	1	1	5
Percentage %	20	40	20	20	100

Table 3.10: Teachers' views about cooperative learning implementation

According to the findings of the table above, more than the half of the participants asserted that using cooperative learning costs more than any other method opting for the choice either "strongly agree" (with 01teacher representing 20%) or "agree" (02 teachers, a rate of 40%). However, two (02) participants, that is, (40%) from the participants opted for the choice either "disagree" or "strongly disagree" to contradict this view.

This gives a clear idea about why EFL teachers do not opt for cooperative learning as a way of teaching since 60% of the participants agreed that this method requires more materials. Indeed, teachers should be careful in planning and selecting materials in order to not fall in troubles when assigning the group work activities. Accordingly, as the results reveal, the participants either have lack in materials for establishing an effective group work, or they are not well informed about its use and procedure in classes.

Item 11: Cooperative learning is a helpful instructional method.

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	0	5	0	0	5
Percentage %	00	100	00	00	100

Table 3.11: Teachers' perception of cooperative learning

The rate of 100%. the whole teachers agreed that cooperative learning is a helpful instructional method.

This indicates that EFL teachers are aware of the positive classroom environment that would be generated from cooperative work. In fact, when students work cooperatively, they generate questions, exchange ideas, acquire new learning strategies. Therefore, a successful implementation of cooperative learning requires the integration of the method key elements such as social skills and positive interdependence.

Item 12: Cooperative learning kills the talented students and holds them back.

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	0	3	2	0	5
Percentage %	00	60	40	00	100

Table 3.12: The effect of cooperative work on good students' achievement

The table above show that the rate of 60% thus, three (03) teachers agreed with this assumption. Whereas, two (02) teachers, that is the rate of 40%, disagreed with the idea that cooperative learning has negative effects on the good students' achievements.

This shows that the majority of EFL teachers have a wrong idea about cooperative learning concerning this point. This belief, in part, can be a reason that makes teachers hesitate to implement this method in their classes. Indeed, cooperative work does not kill the talented students and hold them back, but rather it hones their skills. According to Asses (2013), "teachers can encourage stronger students to learn more in cross-ability groupings by teaching their weaker classmates in a cooperative way."

Item 13: My students are not socially skillful enough for an effective cooperative group work.

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	1	3	1	0	5
Percentage %	20	60	20	00	100

Table 3.13: Students' Social Skills

As the obtained data shows, 80% of the participants agreed that their students are not socially skillful enough for an effective cooperative group work. On the other hand, there is one (01) teacher representing the rate of 20% who is against this idea.

The indicated results imply that students are still accustomed to a teacher-centered style of instruction and they have a lack in knowledge about interpersonal social skills to conduct group work activities. This indicates that teachers do not train their students to acquire the skill needed for successful a group work such as how to construct knowledge and how to share it with peers. In this case, it can be said that the teachers are not truly aware of the importance of training students to acquire these skills to use them effectively during the group work.

Item 14: Implementing cooperative learning in my classroom creates disciplinary problems among students.

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	3	2	0	0	5
Percentage %	60	40	00	00	100

Table 3.14: The effect of cooperative work on students' disciplines

All the teachers, representing the rate of 100%, agreed that using cooperative learning method in their classes creates disciplinary problems among students, in which 60% of them they strongly agree with that.

The obtained data reveal that in the first place, disciplinary problems can be the main reason for not using group work by many teachers. This may be due to the belief that group work makes the classroom noisier in which teachers may lose control over the class. In the second place, this confirms that students really need to be trained to acquire the necessary social skills. That is why teachers often opt for the traditional teacher-learner interaction. This, in turn, reveals the teachers' lack of information about how to implement cooperative learning method.

Item 15: Many students rely on other group members to do the task in the cooperative group work.

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	2	3	0	0	5
Percentage %	40	60	00	00	100

Table 3.15: Students' participation during cooperative work

The obtained data show that all the participants agreed that many students rely on other group members to do the task.

This indicates that many students are not motivated to work cooperatively or even to learn the target language. Therefore, teachers are required to motivate their students through rewarding them for correct answers. Also, they should check each student performance and teach them that each student in group is responsible for the success or the failure of his group.

Item 16: Cooperative learning mainly addresses the students' social skills.

positions	Strongly agree	Agree	Disagree	Strongly disagree	total
Number of teachers	1	2	2	0	5
Percentage %	20	40	40	00	100

Table 3.16: Teachers' perception of social skills

The obtained data show that three (03) teachers representing the rate of 60% agreed that cooperative learning mainly addresses the students' social skills. Whereas, two (02) teachers, that is the rate of 40% disagreed with this fact.

This is a clear interpretation that there are teachers who know a little about cooperative learning method since they are not aware of the importance of social skills in building teamwork. Although more than the half of the participants shows their awareness about social skills, the matter of its implementation is still unclear.

Generally speaking, and to answer the first question of this research, the second section findings reveal that many teachers have only misunderstanding about cooperative learning.

And this will affect their decision about integrating it in their classes. For this reason, the next section is intended to explore how EFL teachers implement this method.

Part three: Teaching practices

Item 17: How often do you use group work in your classroom activities?

Options	Always	Sometimes	Rarely	Never	Total
Number of teachers	0	5	0	0	5
Percentage %	00	100	0	00	100

Table 3.17: Frequency of group work

The obtained result show that sometimes all the teachers use team work. This shows that teachers have an idea about cooperative method and may be have the readiness to use it at any time. However, it can be said that they still chose for other methods such as an individualized work or competition to meet their learners' needs. Indeed, group work shows positive effects on developing pupils' language skills. Therefore, and to get good results, group work has to be carefully structured.

Item 18: When arranging students in groups, what is the size of each group?

- a) Two (2) students per group.
- b) Three (3) students per group.
- c) Four (4) students per group.
- d) More than four (4) students per group.

Options	A	b	C	D	Total
Number of teachers	0	0	5	0	5
Percentage %	00	00	100	00	100

Table 3.18: Group sizes in the classroom

As indicated in the result, all the teachers selected the choice “c” confirming that their groups include four (4) students. As for other choices, they were not opted for by any teacher.

According to the results, all the teachers use the most common group size, that is, group of four (04) students. Teachers, therefore, try to group their students successfully by creating an encouraging environment that allows students to exchange their ideas and learning experiences with a less noisy and well organized way. Indeed, it is agreed by many researchers that group size is an essential factor when assigning a group work activity and putting four (04) students in each group is the most effective size. By the same token, Macpherson (2007) confirms that “An ideal size for a cooperative team is four members per group. When you have four in a group, you can have pairs working together at times and four working together at other times.” (p. 4). Forming a group of a larger number of students may create negative norms among them. That is to say, the group is more likely to be divided into subgroups in which students will not communicate effectively with each other to accomplish the task.

Item 19: On what basis the students are gathered into groups?

- a) Students are free to choose their teammates.
- b) I set up a group with students of the same abilities.
- c) I set up a group with students of different abilities.
- d) I choose students randomly to set up groups.

Options	A	b	C	D	Total
Number of teachers	2	0	2	1	5
Percentage %	40	00	40	20	100

Table 3.19: Formation of the groups

As the table above reveals, two teachers, representing the rate of 40%, selected the choice “a”, that is, their students are free to choose their teammates. Also, two other teachers opted for the choice “c” reporting that they set up a group with students of different abilities,

while there is one teacher, representing the rate of 20%, who opted for the last choice “d” reporting that he/she chooses students randomly to set up groups. The choice “b”, which is to set up a group with students of the same ability, was given no importance by the participants.

Teachers' opinions concerning such question are several. 40% of the teachers who leave their students the freedom to select their teammates are mainly aim at giving their students the responsibility to organize themselves, and establish the context that is helpful and more relaxed for them. This can be workable in some cases; however, in many cases it, “can be counterproductive if participants end up in the same grouping.”(Macpherson, 2007, p. 11). That is to say, communication among students in such grouping is not at that effective especially when the group members are close friends. Besides, students are not mature enough to make successful selection. This implies that those teachers are not aware of the importance of setting the groups on the basis of some elements that can secure the success of the group work. 40% of teachers who set up a group with students of different abilities aim at establishing a fruitful context by bridging the gap between the low-level students and the good students. This social relationship is necessary to help low level students learn from their teammates' strategies and their way of thinking. The remaining teacher who chooses students randomly to set up groups does not consider any factors such as academic abilities. In many cases, random selection of group members does not ensure that pupils will cooperate effectively in which, according to Macpherson (ibid), “learners miss out on a lot of the advantages of working with heterogeneous groups”. This indicates that this teacher does not care about the way in which groups should be formed. These findings indicate that the majority of teachers do not appropriately group their students due to their lack of knowledge about group functioning whose arrangement needs smart and careful structuring. This, in part, reflects their lack of deep understanding of cooperative learning elements.

Item 20: Do you ask students to use English when interacting with each other within the group?

Options	Number of teachers	Percentage %
Yes	2	40
No	3	60
Total	5	100

Table 3.20: Teachers' emphasis on using English during the group work

As can be noticed in the table above, 40% of the participants emphasize on using English language when their students do group work activities. On the other hand, 60% of the participants stated that they do not ask their students to use English language.

As the results display, teachers who ask their students to use English language, they generally aim at providing students with an opportunity to practice the target language and to learn from students of good level of proficiency. However, the majority of the participants do not insist using the target language. This may be due to their belief in giving freedom for students to interact freely because the use of English language may limit many students to think and participate in the group task. This mirrors their lack of awareness of the role of cooperative learning in creating a motivating environment where students feel more confident to speak and act in the target language, and this is very important for students to produce utterances in English.

Item 21: How do you describe the students' interaction with each other within the same group?

- a) Within the group students start to work individually and give separated answers.
- b) Within the group students work competitively to do the most task.
- c) All the Students are actively involved in the group

Options	A	B	C	Total
Number of teachers	3	0	2	5
Percentage %	60	00	40	100

Table 3.21: Students' positive interdependence in their cooperative groups

According to the obtained results, the majority of the participants representing the rate of 60% reported that students start to work individually and give separated answers. Whereas,

40% of the participants reported that students are actively involved in the group. The second choice “b” was given no attention by the participants.

From this data it seems that there are teachers who are aware of the importance of establishing positive interdependence during the group work. According to Macpherson(2007),“in cooperative learning teams positive interdependence is structured into the group task activities and members are responsible for each other’s success (p. 4). This means that the group has a determined task, and that learning is organized in such a way that each member in the group is responsible for his learning and the learning of the other members as well. However, the majority of the participants do not understand this element. This reflects that teachers do not incorporate it into the group task and they do not teach their students how to work together for the group success. Thus, many EFL teachers are not careful in their use of the method to establish positive interdependence.

Item 22: How do students arrive at one common answer when solving problems in cooperative groups?

- a) Students tend to give separate answers with little attention to achieve a common answer.
- b) The answer is given by a few leaders who dominate the group.
- c) All the members of the group are involved to agree on one answer.

Options	A	B	C	Total
Number of teachers	2	2	1	5
Percentage %	40	40	20	100

Table 3.22: Individual Accountability

The responses of this item show that there is equal percentage in the choices “a” and “b”. That is, 40%, of the participants opted for the choice “a” saying that students tend to give separate answers with little attention to achieve a common answer, and the other 40% of the participants opted for the choice “b” reporting that the answer is given by a few leaders who

dominate the group. Whereas, there is one participant who opted for the last choice “c” saying that all the members of the group are involved to agree on one answer.

As the results reveal, 40% of the participants confirm that their students work individually without caring about the group shared goals, on the other hand, the same percentage of teachers confirm that interaction is mostly confined to some dominant members. This indicates the absence of individual accountability within the group. In fact, this element is vital when assigning cooperative groups in the sense that each student should contribute to the success or failure of his group. Indeed, “Individual accountability is an expected outcome from positive interdependence.” (Macpherson, 2007, p4), and without this element students will not be able to solve a common problem and determine one shared goal for the whole group. The findings validate the results of the question twenty one (21) and indicate that most of EFL teachers have an unclear understanding of individual accountability to emphasize its use within cooperative groups.

Item 23: How do you support the mastery of cooperative social skills?

- a) I discuss with my students about specific cooperative social skills without practicing them and providing feedback on their use.
- b) Students are taught specific cooperative social skills by defining, practicing and observing the members of groups with providing feedback to them.
- c) I do not give much attention to the social skills.

Options	A	B	C	Total
Number of teachers	3	2	0	5
Percentage %	60	40	00	100

Table 3.23: Promotion of social Skills

According to the obtained results, 60% of the participants, that is three (03) teachers, said that they discuss with their students about specific cooperative social skills without skills without practicing them and providing feedback on their use. Whereas, 40% of the

participants, that is two (02) teachers, said that they teach students specific cooperative social skills, practice and observe its use by the group members with providing feedback. There is no participant who opted for the last choice “c”.

As can be noticed, all the participants give attention to introduce the social skills that are necessary for students to work effectively in small groups. 40% of the teachers support the mastery of cooperative social skills by defining the social skill, practicing it, and providing feedback. It is clear that they want their students to acquire the necessary social skills so that the group work can function in the right way. Indeed, social skills such as accepting responsibility, taking turns, clarifying differences, and democratic decision making are vital in establishing an ideal cooperative learning atmosphere and reducing conflicts that may occur among students. For this reason, the group members need to be trained in small-group skills in which, according to Macpherson (2007), “Communication skills are identified, directly taught, and expected to be used by all group members.” (p. 4). However, more than the half of the teachers do not practice these skills with their students and do not provide feedback to them on their use. This can only be interpreted by their ignorance of the importance of cooperative learning environment in offering students opportunities to develop social and communication skills. This also confirms the results of the question thirteen (13) and indicates the teachers’ lack of knowledge about the appropriate conditions for an effective implementation of cooperative learning.

Item 24: How do you monitor group activities in your classroom?

- a) I observe what is going on the cooperative group.
- b) I give Feedback depending on the group observations.
- c) Students observe their own groups and provide feedback for each other.

Options	A	B	C	Total
Number of teachers	3	2	0	5
Percentage %	60	40	00	100

Table 3.24: Teachers’ monitoring of the group activities

The table above reveals that 60% of the participants, that is three (03) teachers, said that they observe what is going on the cooperative group. Whereas, 40% of the participants, that is two (02) teachers, said that they monitor group activities through providing feedback depending on the group observations. Concerning the last choice, there is no participant who opted for it.

As the results display, 40% of the participants reported that they monitor the groups through observing the members and giving feedback. This indicates their awareness of the necessity of checking students' performances with providing feedback. Indeed, teachers' feedback on students' performances during group work encourages the members to participate and to be effectively involved in the given tasks. This, in turn, leads to an improvement at the level of the students' understanding and proficiency by raising their motivation to work cooperatively. However, this seems to be marginalized by many teachers since 60% of the participants stated that they only observe what is going on the cooperative group. In fact, assigning students to work together in groups does not mean that they will do the given task cooperatively. Hence, students need to be guided and explained how to do the task so that they all participate in its completion. The results clearly indicate that many EFL teachers are not clear about how to go through the group activity.

Item 25: What is your role when students are working in their groups?

- a) I do not interfere with group work.
- b) I check each group and show students ways to complete the task perfectly.
- c) I check each group and intervene if it is necessary to ensure that students work successfully with each other to complete the task.

Options	A	B	C	Total
Number of teachers	0	4	1	5
Percentage %	00	80	20	100

Table 3.25: Teacher's roles under cooperative learning

The responses of this item show that four (04) teachers representing the rate of 80% reported that their role is to check each group and show to their students the ways to complete the task perfectly. On the other, one teacher said that his role is to check each group and intervene if it is necessary. None of the participants selected the first choice “a”.

It is clear that all the participants play their role as observers since all of them check each group during doing the activity. However, only 20% of the teachers are effectively performing their role as facilitators by guiding their learners and intervening if necessary to ensure that the process is followed. According to Johnson and Johnson (1999), during group work, the teacher “systematically observes and collects data on each group as it works. When needed, the teacher intervenes to assist students in completing the task.”(p. 69). Not surprisingly, most of the participants reported that they show students ways to complete the task perfectly. This may be due to their beliefs that this would facilitate the task and make students understand better. However, acting in this way each time will make students depend on their teacher’s help to do the work and reduce their effort to work effectively. Rather, the teachers can give their students a model answer and explain the task to guide them. This implies that most EFL teachers’ role seems not efficient to promote their learners’ interaction.

tem 26: How do you describe the management of group processing in your classroom?

- a) There is no time allotted in my plan for groups to process.
- b) My students discuss the way they have been worked.
- c) I tend to arrange the group processing as part of the lesson.

Options	A	B	C	Total
Number of teachers	3	0	2	5
Percentage %	60	00	40	100

Table 3.26: Ways to Conduct Group Processing

As the table displays, 60 % of the participants opted for the first choice “a” responding that there is no time allotted in their plan for groups to process. 40% of the participants opted

for the choice “b”, that is, their students discuss the way they have been worked. The second choice “b” was given no attention by the participants.

The obtained data reveal that 60% of the teachers do not consider one of the five elements of cooperative learning, that is, group processing, since they do not plan a time for it. This indicates, in the first place, the teachers’ inability to manage the time during the group work. In the second place, it implies their unawareness of the importance of group processing and the feedback given during this process. On the other hand, 40% of the teachers arrange the group processing as part of the lesson. It is clear that they seek to reach fruitful results. Indeed, it is vitally important that, “the group regularly processes how they are working together and adjusts their personal and group behaviours accordingly.”(Macpherson, 2007, p. 4). Thus, Teachers are required to engage their students in assessing their work by offering regular time for providing positive feedback and promoting interaction among students to evaluate the group product. Therefore, it can be said that group processing as one of the five elements of cooperative learning is not carefully considered by many EFL teachers when assigning group work.

Item 27: How do you arrange the groups physically?

- a) Group members sit in which they can see and hear each other.
- b) Groups are in a separated way so that they do not interfere with each others’ learning.
- c) Groups are free to choose whatever arrangement they want.

Options	A	B	C	Total
Number of teachers	3	0	2	5
Percentage %	60	00	40	100

Table 3.27: Face- to-face promotive interaction

The responses of this item show that 60% of the participants, that is three (03) teachers, said that they group their students in a way in which they can see and hear each other.

Whereas, 40% of the participants (two teachers) said that groups are free to choose whatever arrangement they want.

As the results reveal, 60% of the participants group their students in which they can see and hear each other. This denotes that teachers give importance to arranging students in a way that can promote interaction among them. In fact, teachers should arrange the space so that students can work 'face-to-face' and to ensure, "that interaction through activity, interdependence, individual accountability, interpersonal communication and interaction through reflection are built into the activity in a positive and promotive way." (Macpherson, 2007, p.17). This, in turn, leads students to be more active in promoting each other success. However, this element seems to be not well covered since 40% of the participants leave the freedom for their students to arrange their sittings. That is to say, students may sit in a way that is not suitable to interact with each other effectively. This indicates that the element of "promotive interaction" which requires that students work 'face-to-face' is not appropriately taken into consideration when arranging the groups.

Item 28: On what basis do you evaluate your students' work?

- a) Individual performance.
- b) Group product.
- c) Both of them.

Options	A	B	C	Total
Number of teachers	4	0	1	5
Percentage %	80	00	20	100

Table 3.28: Ways of evaluating students' work

The obtained data reveal that 80 % of the participants stated that they evaluate their students' work on the basis of individual performance. Whereas, 20% of the participants said that they evaluate their students' work on the basis of both of individual and group performance.

This indicates that the majority of teachers are not aware of the usefulness of providing both of individual and group evaluation. That is, depending only on the individual performance may lead to create negative norms among the group members who may compete rather than cooperate with each other. On the other hand, basing only on the group performance seems to be unfair especially with some members who rely on others to complete the task. Thus, in both cases the evaluation of students' work is more likely to be inefficient. Therefore, combining individual and group evaluation offer a clear image about how well students work cooperatively to achieve the group goal, and allow the assessment of each student's improvement. From this data it seems that most of EFL teachers do not recognize the significance of combining both of individual and group evaluation to take it into consideration during the group process.

To answer the second question of this research, teachers are not heedful in their use of cooperative learning to incorporate its elements. That is, teachers' awareness is limited and they seem to be unable to cover the basic elements of this method that teachers should take into consideration when assigning group work. This also adds validation to the findings of the second section and clearly confirms the hypothesis of the present dissertation.

2 Learners' Questionnaire

The learners' questionnaire, which was distributed to forty (40) students, is mainly done in order to collect data about students' opinions and attitudes when working in groups. As it is previously mentioned, the questionnaire contains eleven (11) items which are arranged in form of one section. The first two items aim at collecting information about the participants' age and gender, while the other items aim at eliciting the students' feelings and attitudes during group work which serve the main concerns of the present study.

2.1 Results and Interpretation of Students' Questionnaire

The obtained results from the first and the second items show that the informants constitute of twenty five (25) girls and fifteen (15) boys. The majority of the students are from

the same age group, that is between seventeen (17) and twenty (20) years old. But there are some exceptions where five (05) students are less than seventeen (17) years old, and two (02) students are more than twenty (20) years old.

Item 03: Do you like the English session in your class?

Options	Number of students	Percentage %
Yes	29	72.5
No	7	17.5
Indifferent	4	10
Total	40	100

Table 3.29: Students' interest in the English session

Students' responses to this question show that twenty nine (29) students representing the rate of 72.5% said "yes". However, seven (07) students namely (17.5%) responded by "no". The remaining students, that is, four (04) students representing the rate 10% asserted being indifferent.

The results indicate that most of the students are interested in learning English language since 72.5% of them answer by yes. This, in turn, confirms the results of the forth item in the teachers' questionnaire. Therefore, learners' positive attitudes and the growing interest in learning English language are helpful factors for teachers to establish a fruitful classroom environment where students can effectively benefit from each other. Besides, students who showed their negative or indifferent attitudes are mainly low level students, who are in need of their teacher's encouragement and support. Thus, teachers are also required to involve those students in the learning process in order to raise their motivation to learn the target language.

Item 04: How often does your teacher ask you to work in groups?

positions	Never	Rarely	Sometimes	Always	total
Number of teachers	3	3	31	3	40
Percentage %	7.5	7.5	77.5	7.5	100

Table 3.30: Frequency of group work use

As the results reveal, more than the half of students, that is the rate of 77.5%, confirmed that their teachers sometimes ask them to work in groups. However, the other student spotted for the other choices with similar percentages. That is to say, they opted for either “never” (with three learners representing 7.5%), “rarely” (three students, a rate of 7.5%), or “always”(with three learners representing 7.5%).

As it is noted from the table above, the majority of students maintained that their teacher sometimes set them to work in groups. Therefore, it can be admitted that teachers use group work in their classes as a way to carry out tasks rather a method of teaching. Besides, there are students who said that their teacher never or rarely asks them to work in groups. This indicates that these students are either excluded when doing group work or they have no idea about what is happening in the classroom. This reflects that the teachers are not careful in involving all students when assigning group work. Also, the results of this item clearly confirm the findings of the item seventeen (17) which imply that cooperative learning is not always integrated in the EFL classroom.

Item 05: I like doing the task in a group work because I understand it better with my classmates.

positions	Never	Rarely	Sometimes	Always	total
Number of teachers	4	4	25	7	40
Percentage %	10	10	62.5	17.5	100

Table 3.31: Students’ understanding and positive attitudes towards working cooperatively

The obtained data reveal that the same percentage of students, that is 10%, opted for the choices “never” and “rarely”. Whereas, more than the half of the students, that is, 62.5%opted for the choice “sometimes”. The remaining 7% of the students opted for the choice “always”.

The students' responses concerning this item are several. This leads to the deduction that the students' attitudes and achievements during group work mainly depend on how the group members interact with each other to facilitate the task and make their teammates understand. That is to say, the type of interdependence that is structured among them determines the efficiency of the group atmosphere where students are supposed to work cooperatively. In fact, more than the half of students revealed that they sometimes like doing the task in a group work because they understand it better with their classmates. This reflects that the teacher's ability in establishing positive interdependence in the group seems to be not satisfactory all the time. Moreover, 20% of the students, who responded by "never" and "rarely", either find themselves in groups where there is negative interdependence or they are totally neglected by the group members. However, the minority of students who responded by "always" are mainly motivated to accomplish the task and to take the responsibility when working with their group mates. In general, the results of this item indicate that the students' positive attitudes and understanding during the group work are impacted by the teachers' encouragement of maintaining positive interdependence. Therefore, this clearly validates the results of the item twenty one (21) which indicates that many EFL teachers are not careful in their use of the method to establish positive interdependence.

Item 06: When working together in a small group, all students suggest ideas to achieve the right answer.

positions	Never	Rarely	Sometimes	Always	total
Number of teachers	6	3	17	14	40
Percentage %	15	7.5	42.5	35	100

Table 3.32: Students' contribution during the group work

According to the table above, seventeen (17) students namely 42.5% said that sometimes all students share their ideas to achieve the right answer. On the other hand, fourteen students (14) representing the rate of 35% confirmed that they always do. However, 7.5% of the

students, that is three (03) students, opted for the choice “rarely”, and the other 15% opted for the choice “never”.

As the results point out, 42.5% of the students maintained that their ideas are not all the time shared and offered by all members. This refers to the sense of individual accountability that can be largely determined by the group members’ contribution to achieve the task. That is to say, teams are not always in the best way to involve students to take responsibility for completing the task. Therefore, the lack of individual accountability affects on students’ feelings of personal responsibility. And this in turn reduces their contributions to achieve the shared goal. Moreover, students who responded by “never” and “rarely” they may be “free riders” and less motivated to hold responsibility and to accomplish the task with their group mates. However, a good portion of students maintained that they always suggest ideas.

This indicates the students’ awareness about the significance of each other’s contribution in achieving the right answer.

All in all, the majority of students’ responses indicate that creating an educational environment in which all students are involved is influenced by the teachers’ way of managing group work activities to encourage students to take responsibility for their own learning.

Item 07: I think my English is improving when I work within a small group.

positions	Never	Rarely	Sometimes	Always	total
Number of teachers	5	5	22	8	40
Percentage %	12.5	12.5	55	20	100

Table 3.33: Students’ evaluation of their English proficiency under CL

The responses of this item reveal that 22 students representing the rate of 55% said “sometimes”. On the other hand, 20% of students selected the choice “always”. The other students opted for the choices “rarely” and “never” with similar percentages, that is, with the rate of 12.5% for each choice.

As a response to this item, around the half of the students believe that the improvement of their English is not always conditioned by working in groups. This indicates the students' dissatisfaction about the group atmosphere that is supposed to ruin their stress and anxiety in the classroom. Besides, 24% of the students asserted that their level of proficiency is rarely or never improved. Their pessimistic perspectives towards their ability to speak proceed from their feeling of lack in confidence in their individual capacities to interact within the group. On the other hand, the minority of the students who responded by "always" are mainly good students and the kind of interaction that is produced enables them to develop and practice their English freely. The outcomes of this item lead to the deduction that the majority of students are in need of their teacher's support to help them strengthen the confidence in their abilities and motivate them to apply themselves more in the learning process.

Item 08: I feel bored during the group work.

positions	Never	Rarely	Sometimes	Always	total
Number of teachers	12	4	14	10	40
Percentage %	30	10	35	25	100

Table 3.34: Students' motivation to working cooperatively

The responses of this item show that fourteen (14) students namely 35% said that they sometimes feel bored during the group work. On the other hand, ten (10) students, representing the rate of 25% confirmed that they always do. However, 10% of the students, that is four (04) students, opted for the choice "rarely", and the other 30% opted for the choice "never".

The table above indicates that 40% of the students have positive attitudes towards cooperative work. This is due to the resulting environment which encourages them to interact and make the task interesting. Still, not all the students are motivated all the time to work cooperatively. This means that they are not well acquainted with how to work in groups and

this, in turn, reflects their traditional expectations that group work is just an accumulation of students without having a clear purpose. Besides, this idea is confirmed by the responses of the remaining students who revealed their negative attitudes. In fact, this indicates that teachers often set up groups without a clear purpose and without offering effective feedback to sustain and motivate students to work together. Therefore, this may reduce the students' motivation and make them feel that the classroom time is being wasted on tasks that they can do by themselves individually.

Item 9: When working together in a small group, it is not difficult to use English in the classroom.

positions	Never	Rarely	Sometimes	Always	total
Number of teachers	5	2	23	10	40
Percentage %	12.5	5	57.5	25	100

Table 3.35: Students' feelings of competence under cooperative work

As can be noticed in the table above, 57.5% of the students asserted that sometimes it is not difficult to use English in the classroom when working cooperatively. On the other hand, 25% of the students responded by "always". However, 12.5% of students said "never" and 5% of them said "rarely".

The available data suggest that there are students who experience no difficulty under cooperative work. This reflects that they are more confident in their interactive abilities when working with their learning teams. This feeling of competence is resulted from the shared experience which helps create a sense of belonging among students, so they may find it comforting to use the English language. Therefore, to establish such environment, it is essential that teachers insist on using the target language during doing the activity, and back this up with careful monitoring and feedback. However, this seems to be not regularly available since more than the half of the students responded by "sometimes". That is, students' willingness to speak and act in a foreign language depends on the teacher's

encouragement which goes hand in hand with student- student interaction. Besides, there are students who maintained that they face difficulty in using English. This is a clear demonstration of the teacher's role as a facilitator, supporter, and as an organizer is not at that of efficient to raise the students' competencies. And this clearly confirms the result of the question twenty (20) which mirrors the teachers' lack of awareness of the role of cooperative learning in creating a motivating environment to generate a long and varied discussion.

Item 10: I hate doing the task together as a group work.

positions	Never	Rarely	Sometimes	Always	total
Number of teachers	14	9	11	6	40
Percentage %	35	22.5	27.5	15	100

Table 3.36: Students' willingness of working together

As the table displays, 35 % of the students opted for the choice "never" responding that they do not hate doing the task together as a group work, and 22.5% responded by "rarely". On the other hand, 27.5% of the students opted for the choice "sometimes" and 15 % of them opted for the choice "always".

The results reflect that the majority of the students welcome the idea of working in groups. This suggests that they are in need of a teaching method that can enhance their levels. And their feelings, in turn, stem from their own motivation to learn the target language. Nevertheless, the results also show that students sometimes or always hate doing the task together. This indicates that the type of group work used in the classroom does not serve to promote better relations among students, in which all of them with different strengths and weaknesses cannot be actively involved in the work. Thus, students need to learn how to listen and respect each other so that everyone can feel that they are at the center at the same time.

Item 11: When working together in a small group, I like the English session and my teacher as well.

positions	Never	Rarely	Sometimes	Always	total
Number of teachers	5	4	16	15	40
Percentage %	12.5	10	40	37.5	100

Table 3.37: Students' attitudes towards their teacher under cooperative work

The obtained data show that sixteen (16) students representing the rate of 40% said that they sometimes like the English session and their teacher when working together in a small group. On the other hand, fifteen (15) students, that is the rate of 37.5%, responded by "always". The remaining options were given different rates, in which 12.5% of the students responded by "never" and 10% of them responded by "rarely".

The table above reports significant results. A good portion of students show their persistence to work in groups as it is clearly voiced in their answers. It appears that when doing the task cooperatively, students are highly motivated and have a positive attitude towards learning the target language. Therefore, their motivation to learn led them to like the teacher himself. On the other hand, nearly the same rate of students responded by "sometimes". This suggests that their positive attitudes and persistence to work together depend on how much the learning environment generated from this method is supportive and attractive. That is to say, if the group work is structured in a way that facilitates acquiring the new introduced material, it will yield positive impacts on students' perception of their teacher and learning in general.

To answer the third research question, the results show that the students are unsatisfied with the group work that is structured by their teacher. In fact, most of the students responded by "sometimes" and this implies that the students' development of their learning is taking place under the influence of their teachers' way of organizing and managing cooperative groups.

To sum up, the presentation and discussion of the results allude to the fact that EFL teachers are not well informed about cooperative learning method and students, therefore, are

accustomed to a teacher-centered style and they do not know how to go through group work activities. This in turn confirms the hypothesis of this research that EFL teachers do not appropriately implement cooperative learning in their classes, but rather they follow the traditional way of grouping students.

3 Pedagogical Implications

3.1 Preparing Students for Cooperative Group Work

The results of this research suggest that learners need to be prepared and taught about the new expectations in a cooperative learning classroom in order to get rid of traditional expectations and achieve better results. For this reason, teachers should carry out the following steps:

- Teachers should maintain set of expectations for appropriate behavior in cooperative groups.
- They should discuss about what it means to be a member of a cooperative team and what benefits can be achieved from working cooperatively.
- They can make students familiar with group work by starting the activity in pairs then enlarging it to include more students.
- They should form groups with regard to the size that is suitable to carry out the task either by random selection of students or by taking into consideration some factors such as sex, proficiency, and students' preferences.
- They should clarify the given task by providing concise and precise instructions and setting time limits for each step of the task.
- They should assign roles for students to perform during the group work. Roles such as time keeper, group reporter, group leader and so on.
- They should manage the time to allow students to assess how successful they are at accomplishing tasks, both as individuals and as a group.
- Most importantly, teachers should structure team- building activities into lessons. These activities help students acquire skills to ensure positive cooperative behaviors, equal

participation, and effective function as a group. According to Cohen (1994), “If teachers want more articulate and abstract discourse, then students will need to be taught specific skills for discussions and for dealing with each other.”(Cited in Nebesniak, 2007, p. 9).

- Finally, “Taking the time to pre-teach and prepare students for cooperation in advance saves time in the long run and provides for more productive.” (ibid, p. 10).

3.2 Using Cooperative Base Groups to Promote Cooperative Learning

Through using Cooperative Base Groups, that is achieved by David Johnson and Roger Johnson, cooperative learning can be adopted by teacher as a method of teaching in their classes. Typically, this type is defined as” long-term, heterogeneous cooperative learning groups with stable membership.”(Johnson and Johnson, 1999) . for that, learners work with each other in a long period where they will adjust other’s way of learning and this, in turn, provides support to the group members throughout the assigned period. Therefore, teachers can teach students to be accustomed to work cooperatively in which learners can get into groups quickly, determine their roles, ask for assistance and gather materials. Therefor, Teachers can ensure that the basic elements of CL are fitly covered, and the needed social skills are acquired and used by the members the group so that all, “students feel accepted and needed.”(ibid).

Conclusion

The outcomes of this descriptive research shows that cooperative learning method is not appropriately used in the Algerian EFL classes. although many research proved the effectiveness of this method in improving learners' performance, it has not given the place that it deserves in our EFL classes. The qualitative findings that are obtained from teachers and students' questionnaire provide a strong and valid proof that CL is either neglected or misused. In this respect, the outcomes reveals that many teachers have ambiguous ideas about cooperative learning and their limited awareness about the method make them unable to incorporate its basic elements when assigning a team work. Moreover, it can be admitted that teachers use group work as a way to carry out tasks in which they follow the traditional way of managing activities that seems to be unsatisfactory to motivate students to work cooperatively.

Although the valuable previsions provided by the questionnaire, other research tools are highly needed to prove or disprove the acquired results. Besides, the sample of this study is limited to only forty (40) students and five (05) teachers. Therefore, future studies should include more participants to generate more valuable evidence on the real situation of cooperative learning currently utilized in the Algerian secondary schools. Finally, to promote the implementation of cooperative learning effectively, it is recommended that teachers should undergo a training course concerning this method.

Limitations and Suggestions

By the end of this study, researchers were able to arrive at some results to prove inappropriate use of cooperative learning in the Algerian EFL secondary classes, so there are some limitations might be noted. First, the participants were restricted to only one Algerian Secondary School by tackling only one class from second year level as a sample. Therefore, future studies should be applied on more participants including teachers and students in more schools to generate more evidence on the real implementation of cooperative learning. Second, the sample that is used in the current research work has not been selected randomly. That is, the selection of the sample was purposive to serve the need of the research. Since this study is characterized by the use of only a one research tool, that is the questionnaire, the need for other research tools was recommended for future studies.

Recommendations

Teachers are trying hard to go through the journey of choosing the best teaching methods that stimulate students' learning interests and needs in order to develop their motivation to learn and reach the underlying results. However, most teachers are in a dire need to undergo training and organize meetings of learning to overcome the difficulties between CL and the traditional teaching methods they are applying. These meetings attempt to help teachers discuss and brainstorm about cooperative learning strategies. Therefore, those meetings give them the chance to share their experiences and ideas to achieve cooperative lessons and provide suggestions about the appropriate implementation of the method procedures in their classes. In this respect, Liang (2002) confirms that, "Collaboration of teachers' efforts for planning cooperative lessons can often create constructive results i.e when teachers cooperate their efforts to apply cooperative lessons this is considered as a half solution for achieving better results. Moreover, to gain better outcomes from implementing cooperative learning method, EFL teachers have to be prepared, patient, skillful, and well informed about the latest teaching strategies to update their eldest ones through lots of practice to reach the teaching goals.

General conclusion

General conclusion

According to Johnson and Johnson (1994), “How teachers structure student-student interaction patterns has a lot to say about how well students learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have”. Thus, working on cooperation among learners has become a very important element to promote active learning. Cooperative learning is a method of both teaching and learning which is focused on working in small groups. Indeed, “what distinguishes cooperative learning from other activities that involve working in small groups is a combination of features that weave through an academic task.” (Mary Leighton; cited in Cooper, 2006, p. 257). Besides, testing cooperative learning in compare to traditional team work, it is proved to help productivity and improvements and give opportunity for better interaction. Cooperative learning is helpful in building social skills; it helps in organizing the connections with peers. Also it is useful in the teaching-learning process.

The present work divided into three chapters aimed at testing the utilization of cooperative learning in the Algerian EFL classes in order to see how teachers apply it in their classes. In order to realize this objective, there are methodological procedures used to test a hypothesis which states that cooperative learning is not appropriately implemented in the Algerian EFL secondary classes. The structure of the research is designed into two parts: theoretical part and the practical one. At the end of the study, the outcomes of the investigation were provided to be discussed to arrive at a conclusion about the stated hypothesis.

The first chapter gives the reader with theories underlying cooperative learning in order to understand the present work. Also, sheds light on the definition of CL and exposing its basic elements. Besides, explaining its models and types. Indeed, the chapter focused on the Algerian EFL Secondary classes.

In the second chapter, the researchers presented the school setting where the study took a place, the sampling, and the research nature. Also, a brief description of teachers and students' questionnaire. Before using this research instrument, the researcher endeavored a pilot study to test it. This questionnaire aimed to help the researcher to make conclusions about the implementation of CL in EFL classes.

In the third chapter, the outcomes that gained from both of teachers and students' questionnaire were analyzed to obtain valuable data that helps to answer the research questions and test the hypothesis. At the end, the researchers find out the final conclusion that proves the hypothesis, which is, cooperative learning is not well implemented. In other words, these findings have described the teachers' misunderstandings of the cooperative learning and their lack of awareness about its basic elements.

The obtained results are only applicable to the subjects of the study. Thus, the generalization in this qualitative research remains uncertain. Based upon the conclusion drawn from the findings, the researchers proposed pedagogical implications in a number of points and the recommendations for further studies were also suggested.

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Appendices

Appendices

Appendix 1: Teachers' Questionnaire

Dear teacher

The following questionnaire is designed to investigate the utilization of cooperative learning in the Algerian EFL classrooms. It is an attempt to know if the EFL teachers implement the cooperative learning appropriately in their classrooms. Thus, you are kindly addressed to take part in this questionnaire by ticking the appropriate answer and justifying it whenever necessary. Your responses will be used only for this research. Help from you will be highly appreciated.

Part One: General information

1. Gender

A. Female

B. Male

2. Total number of years of experience in teaching the English language

3. In your opinion, which approach do you think that is suitable in the EFL classes?

a) Teacher-centered teaching

b) Learner-centered teaching,

Why?.....

4. According to you, do your students enjoy the session with you?

a) Yes

b) No

If it is no why?

.....

5. Basing on your own observations, do students like to work

a) Individualistically

b) Competitively

c) Cooperatively

Why?.....

6. Are you interested in attending any workshop, conference, or symposium where cooperative learning is tackled?

a) Yes

b) No

Part Two: Professional Views on Cooperative Learning

Tick the appropriate response according to your opinion.

	Strongly Agree	Agree	Disagree	Strongly disagree
7. I have full understanding of cooperative learning to implement it appropriately.				
8. I think I can implement cooperative learning successfully.				
9. I think that Competition work best with most students.				
10. Using cooperative learning in my classroom costs more than any other method.				
11. Cooperative learning is a helpful instructional method.				
12. Cooperative learning kills the talented students and holds them back.				
13. My students are not socially skillful enough for effective cooperative group work.				
14. Implementing cooperative learning in my classroom creates disciplinary problems among students.				
15. Many students rely on other group members to do the task in the cooperative group work.				
16. Cooperative learning mainly addresses the students' social skills.				

Part three: Teaching practices**17. How often do you use group work in your classroom activities?**

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

18. When arranging students in groups, what is the size of each group?

- a) Two (2) students per group.
- b) Three (3) students per group.
- c) Four (4) students per group.
- d) More than four (4) students per group.

19. On what basis the students are gathered into groups?

- a) Students are free to choose their teammates.
- b) I set up a group with students of the same ability.
- c) I set up a group with students of different abilities.
- d) I choose Students randomly to set up groups.

20. Do you ask students to use English when interacting with each other within the group?

- a) Yes
- b) No

21. How do you describe the students' interaction with each other within the same group?

- a) Within the group students start to work individually and give separated answers.
- b) Within the group students work competitively to do the most task.
- c) All the students are actively involved in the group.

22. How do students arrive at one common answer when solving problems in cooperative groups?

- a) Students tend to give separate answers with little attention to achieve a common answer.
- b) The answer is given by a few leaders who dominate the group.
- c) All the members of the group are involved to agree on one answer.

23. How do you support the mastery of cooperative social skills by students?

- a) I discuss with my students about specific cooperative social skills without practicing them and providing feedback on their use.
- b) Students are taught specific cooperative social skills by defining, practicing and observing the members of groups with providing feedback to them.
- c) I do not give much attention to the social skills.

24. How do you monitor group activities in your classroom?

- a) I observe what is going on the cooperative group.
- b) I give Feedback depending on the group observations.
- c) Students observe their own groups and provide feedback for each other.

25. What is your role when students are working in their groups?

- a) I do not interfere with group work.
- b) I check each group and show students ways to complete the task perfectly.
- c) I check each group and intervene if it is necessary to ensure that students work successfully with each other to complete the task.

26. How do you describe the management of group processing in your classroom?

- a) There is no time allotted in my plan for groups to process.
- b) My students discuss the way they have been worked.
- c) I tend to arrange the processing as part of the lesson.

27. How do you arrange the groups physically?

- a) Group members sit in which they can see and hear each other.
- b) Groups are in a separated way so that they do not interfere with each others' learning.
- c) Groups are free to choose whatever arrangement they want.

28. On what basis do you evaluate your students' work?

a) Individual performance.

b) Group product.

c) Both of them.

Thank you for your collaboration

Appendix 2: Students' Questionnaire

Dear pupils,

We are conducting a work of research concerning cooperative learning as a teaching method. The following questionnaire is designed to explore your opinions about the group work during the classroom activities. Please respond to the following questionnaire as objectively as possible by ticking the appropriate answer according to your opinion. Your responses will be used only for this research and you do not have to write your names.

1. Age:**2. Gender**

a) Female

b) Male

3. Do you like the English session in your class?

a) Yes

b) No

c) Indifferent

4. How often does your teacher ask you to work in groups?

a) Never

b) Rarely

c) Sometimes

d) Always

5. I like doing the task in a group work because I understand it better with my classmates.

a) Never

b) Rarely

c) Sometimes

d) Always

6. When working together in a small group, all students share their ideas to achieve the right answer.

- a) Never
- b) Rarely
- c) Sometimes
- d) Always

7. I think my English is improving when I work within a small group.

- a) Never
- b) Rarely
- c) Sometimes
- d) Always

8. I feel bored during the group work.

- a) Never
- b) Rarely
- c) Sometimes
- d) Always

9. When working together in a small group, it is not difficult to interact using English in the classroom.

- a) Never
- b) Rarely
- c) Sometimes
- d) Always

10. I hate doing the task together as a group work.

- a) Never
- b) Rarely
- c) Sometimes
- d) Always

11. When working together in a small group, I like the English session and my teacher as well.

- a) Never
- b) Rarely
- c) Sometimes
- d) Always

Thank you