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Enhancing Learners' Cooperative Learning: Importance & Feasibility: Secondary School Learners as Samples

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Dedication

First and foremost I dedicate this dissertation to my wonderful family. Particularly to the dearests persons in the world to my mother and father , Mom, dad, you have given me so much, thanks for your faith in me, and for teaching me that I should never surrender.

I would like to thank my beloved brothers for their support and help.

I would like to dedicate this humble work to my dear friends who have taught me so much and to my partner Faiza.

Mokhtaria Moudeb

Dedication

*I dedicate this modest work to my dearest parents for their encouragements and prayers.
Without your endless love and help I would never have been able to complete this work, your
support was a light throughout my journey.*

*No dedication can express the deepest love, esteem and respect that I have always had for
you.*

I love you both and I appreciate everything that you have done for me.

To my beloved brothers and my lovely sister.

To my intimate friend Mokhtaria

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Abstract

Enhancing learner's cooperative learning seems to be a challenge to many instructors due to many factors, the reason that prompted us to define the aim of this study, which is investigating the feasibility and importance of using cooperative learning in EFL classes, and exploring the learner's attitude towards this method. To fulfill the purpose of the study, a quantitative method was used as an attempt to collect data. We used two research instruments, a questionnaire for the students and an interview for the teachers. The first instrument composed of thirteen questions distributed to fifty secondary school EFL learners from El Hadj Ahmed Hattab in Medrousa and Tabouch Mohamed in Mellakou in the willaya of Tiaret. The interview consists of ten questions administrated to eight EFL teachers from the same institution, during the academic year 2019/2020. The results obtain from the questionnaire revealed that the majority of learners have positive attitudes towards cooperative learning, but they do not practice it properly and they use their mother tongue rather than communicating in English. The findings of the interview have showed that teachers are aware of the importance and effectiveness of cooperative learning, yet they do face a lot of difficulties which may affect the feasibility of this technique.

Key words: Cooperative learning, EFL classes, learner's attitude, the feasibility, the importance.

List of Abbreviations

BLT: Behavioral Learning Theory

CBA: Competency-Based Approach

CDT: Cognitive Development Theory

CLMs: Cooperative Learning Methods

CL: Cooperative Learning

EFL: English as a Foreign Language

GTA: Grammar Translation Approach

GW: Group Work

L1: Mother tongue

OBA: Objective Based Approach

Q: Question

SIT: Social Interdependence Theory

STAD: Students- Teams Achievement Division

TL: Traditional Learning

TPS: Think-Pair-Share

ZPD: Zone of Proximal Development

N: number of population

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General Introduction

1.Introduction

One of the ultimate goals of nowadays education is not merely limited to transmit the fixed and preconceived knowledge to learners but to enhance their capacity of acquiring knowledge actively, and to create a positive and relaxed atmosphere for both teachers and learners and between learners themselves, by incorporating an active methodology that allows learner to perceive each other and interact with one another. There is a variety of teaching strategies that instructors can use to improve students' achievements and attitude inside classrooms. One of these strategies is the cooperative learning which is widely recognized as a pedagogical practice that involves pupils' working together to achieve common goals, maximize their own and one another's learning and building positive relationship with each other. Differently couched, besides developing hard skills, learners can in parallel develop their soft skills. Cooperative learning attempt to give learners the chance to acquire the target language using interaction in a meaningful social interaction. A number of studies in foreign language acquisition point out the effectiveness of CL for it creates a more fruitful classroom environment in which language can be learned best by social interaction and negotiation of meaning. Therefore CL is an appropriate teaching method to decrease the tension in the classroom and establish the learner centered form of instruction.

2.Background to the Research

In the mid-1960s, cooperative learning was relatively unknown and largely ignored by educators, schools were dominated by competitive and individualistic learning. During the 1970s, the work of many pioneers in educational researches centered on what we know today as cooperative learning.

In early days, studying with someone else was defined as an indicator of dependency, but today learning together and asking for help is considered among the best strategies for learning to learn (Chen, 2002).

Throughout the world, CL is known as an effective pedagogy, which affects positively on learner's achievement, motivation for learning, their critical and creative thinking. John Dewey (1916), the educational philosopher, emphasized that authentic learning was socially constructed, besides different researchers who sought to build a fundamental understanding of how groups work, such as Allport (1924) who investigated how the work of individuals

improved when they were in contact with others. However, teachers and managers of educational system are satisfied, once performance in terms of grades is high, which may cause poor results (Makanjiola, 2002; Ochu, 2006; Fasnya, 2006).

According to Adams (2013) poor performance of students is due to poor teaching methods, and teachers' inability to vary teaching techniques. One of the reasons why performance of students are poor, may not be the absence of "teaching" but the ineffectiveness of the way a subject is taught and learners in schools (Ezenwa, 1993).

Moreover, as suggested by Yu (1995), a teacher's familiarity with cooperative learning could affect the results of such teaching method. Lai (2002) also suggest that the teacher need prior training to obtain professional competence of cooperative learning in all four skills.

To conclude, the previous research studies point the positive influence of CL as an academic achievement, social behavior, and effective development. However, the negative and poor results, concerning the learner's achievement and performance, are not due to the ineffective of this teaching method (CL) but rather to the inappropriate implementation of the strategy, which may build teachers/learners negative attitude towards the cooperative learning process.

3.Statement of the Problem

Lack of interaction, individuality and passiveness, affect learners performance in class, especially in learning the English language. Teachers have adopted many techniques for helping their students to perform better and to develop their skills. However, those techniques and methods end up with a failure and affected negatively learner's attitude towards learning English. Students consider teachers to be the only providers of knowledge, which makes them unwilling to interact or participate. In other words, teachers are the controllers of the learning environment; they neglect the learners needs and treat them like empty boxes that need to be filled with knowledge. The frequent use of those techniques decreases learner's motivation to learn English. The reason why the adoption of new method has become a necessity. Cooperative learning is considered as the process of acquiring knowledge in a socially packed environment by one or two small groups of learners (George, 2000).

In EFL context, the inappropriate use of cooperative learning, and the teacher's negative perception towards this method, affect student's attitudes towards learning in cooperative groups, which is the main concern of our study. To this effect, the general question of this research is "how to enhance learner's cooperative learning?"

4. Research Questions

The present study attempt to answer the following questions:

- 1-Will the use of cooperative learning help EFL learners enhance their social skills
- 3-What are EFL teachers'' and learners'' attitudes towards using cooperative learning?
- 6- What are the main challenges that face the implementation of cooperative learning approach?

5. Hypotheses

As an attempt to answer the research questions, the following hypotheses are put forward:

- The use of cooperative learning in EFL classes, may improve Learners social skills and achievements.
- If EFL teachers have positive attitude towards CL and become aware of its importance, learners may build positive attitude towards learning English in cooperation.
- Teachers may face some challenges in implementing the cooperative learning approach in the classroom.

6. The aim of the study

The present study mainly aims at: first, to examine the importance of using cooperative learning in EFL classes. Second, to investigate the learner's attitudes towards cooperative learning. Third, to check teacher's awareness and attitudes towards using cooperative learning in their classes. Finally, to explore the main challenges and obstacles faced by EFL teachers.

7. Research Methodology & Design

7.1. The choice of the method

The research methodology of this study is descriptive in order to describe the subject and obtain a lot of information on the subject.

7.2. Population and Study Sample

The target population with whom our study is carried out consisted of (50) learners and (8) teachers selected from EL Hadj Ahmed Hattab and Tabouch Mohamed secondary school learners.

The participants of the questionnaire are from different level, stream and gender, as well as the respondents of the interview are mainly EFL teachers with different teaching experiences.

This population was selected for two reasons. The first reason is that secondary school students have advanced level in English, which may help them to provide us with valid answers, besides they have already studied English for more than four year therefore; they would have experienced working in groups at least once, even in other modules. Thus, they would have an opinion and an attitude toward it.

The second reason is that we have selected the EFL secondary school teachers as a part of our population because the questionnaire participants are secondary school learners which can help us conducting the study.

7.3. Research Tools

Two investigation tools were used in this study. A questionnaire was designed for learners and interview was conducted with teachers. These research tools are chosen to give us the ability to reach a large number of people and allow respondents to provide us with a large amount of responses. And help us to obtain additional information.

8. Delimitation of the Study

The corona virus pandemic and lack of time prevented us to use another research tool such as classroom observation. Moreover, the study was conducted with only two secondary school participants, which limited us to obtain a large amount of data, therefore the results of the study, cannot be generalized.

9. Relevance of the Study

This study is important in several aspects as follows:

The research will shed the light and prove the effectiveness and importance of using cooperative learning in EFL classes.

The study will reveal the learners and teachers attitude towards cooperative learning, which can be beneficial to have a clear understanding on the reason behind its implementation.

The findings of the study can be beneficial for English teachers to enrich their knowledge of cooperative learning tacking into account the suggestions and recommendations provided in the study.

10. Structure of the Study

This study is divided into three chapters. The first chapter presents the literature of cooperative learning, which includes: the definitions and conceptualization of CL, history, theoretical framework, a comparison between CL and TL, elements, types, and finally the importance of cooperative learning. The second chapter is about cooperative learning implementation in the Algerian secondary school EFL classes under CBA; this chapter sheds light on the Algerian educational system context with reference to CBA, then we highlighted the implementation of cooperative learning in EFL classes with its three phases, also we have provided some differences between the group work and cooperative learning. As final point, we have mentioned some challenges that face teachers while introducing cooperative learning. The last chapter, provide a complete analysis of the questionnaire as well as the interview, followed by a discussion of the results so as to compare the results to the study hypotheses. Finally, after analyzing and interpreting data some recommendations have been suggested and the research is closed by a general conclusion.

Chapter One

**An Overall Overview on the History and Prior
Studies on Cooperative Learning**

Conceptual Framework and Historical Record

Introduction

The need for effective strategies and methods, for the sake of reinforcing learning, has been the main concern of educators. This prompted teachers to search for better strategies of teaching and learning. One of these strategies is cooperative learning which involves students working together to achieve common goals, maximize their own and each other's learning and build positive relationship with each other. The forthcoming chapter is devoted to the introduction of the main definitions assigned to the concept of cooperative learning. Besides, a succinct review of the historical recordings as regard its first use in the field of education. Finally, a clear distinction in connection with cooperative learning versus traditional types of learning will be drawn, and light will be shed on the importance of the cooperative learning.

I. Cooperative Learning (CL): Definition and Conceptualization

CL has been a focus of research in the past century. Researchers have defined the latter in different ways. For instance, Brown (1994) defines cooperative learning as a method in which heterogeneous students work together on materials presented by the teacher in order to achieve a specific task.

Noyes provided a brief definition of cooperative learning stating that:

“cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, participate in a variety of learning activities to improve their understanding of a subject.” (2010).

In addition, “Cooperative learning, according to Williams, *“is a highly structured teaching strategy that is based on the premise that children learn better in the midst of interaction with their peers.”* (2002: 3).

Johnson and Johnson suggest that CL as follows:

“In cooperative learning, students work with their peers to accomplish a shared or common goal. The goal is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goal. Cooperative learning does not take place in a vacuum. Not all groups are cooperative groups. Putting groups together in a room does not mean CL is taking place.” (1994: 26).

There is a crystal-clear distinction between simply having students work in a group, and structuring groups of learners to work cooperatively. In the latter, common objectives are pre-determined and the members of the group work cooperatively to attain them; the contribution of each one is more than necessary.

Slavin (1996) defines CL as *“instructional program in which students work in small groups to help one another master academic content.”* He adds that *“most methods of CL involve students working in groups in which they are responsible not only for their own learning, but that of their fellow group members.”*

Another definition suggested by Cohen (1994): *“Student working together is a group small enough that everyone can participate on a collective task that has been clearly assigned. Moreover, students are expected to carry out their task without direct and immediate supervision of the teacher.”* (1994: 3).

The aforementioned definition contains three key elements of cooperative learning; the first element is “the group size” which is sufficiently small to be helpful to all students who participate in any pair-task. The second one is the structure; the task must be structured in a very careful way and jointly undertaken by all members of the group. Finally, each group should be able to work independently of the teacher.

Generally speaking, it is the use of small groups or task-based instruction “*which affords students the opportunity to develop a range of cognitive, metacognitive and social as well as linguistic skills while interacting and negotiating in the classroom.*”(Crandall, 1999: 22)

I.1. Overall overview on the history of cooperative learning:

CL has a long history. It was born out of great respect for individual differences, the idea that people benefit by cooperating with each other that, “two (or more) heads are better than one” and that “many hands make light the work” goes back thousands of years and has roots in many cultures, from the ideas of Socrates and Aristotle in ancient Greece. In the same vein, Johnson and Johnson states that: “*Socrates taught in small groups engaging them in his famous art of discourse. As early as the first century, Quintilian argued that students could benefit from teaching each other.*” (2001). Johann Comenius believed that “*students could benefit both by teaching and being taught by other students.*” (1592-1679: 6).

Cooperative learning is an old approach in the learning and the teaching process as Johnson (1991) reports. In the late 1700s Joseph Lancaster and Andrew Bell used cooperative learning groups extensively in England and the idea was brought to the United States when Lancasterian School was opened in New York in 1806.

CL was born to several scholars one of them is the philosopher John Dewey, a central figure is what was known in the 1930s and 40s as “progressive education” who sought education as a means to ensure that students would grow up to be active, responsible citizens of democratic society.

Another scholar is the psychologist Morton Deutsch, who studied cooperation and conflict from the 1960s on and founded the international center for cooperation and conflict resolution at Colombian university. He believed cooperation would help establish interpersonal trust and maintain stable relationships among individual and groups. From Deutsch emerged a generation of scholars, including the Johnson’s, who continue to develop the theoretical

framework of cooperative learning. These shows the deep roots of cooperative learning and since that time there have been various stages of development which have suited it among other approaches and methods of the teaching and learning process.

I.2. Theoretical Framework of CL

There are several theories, which provided a helpful evidence for the effectiveness of using the CL. Among all these theories, we are going to mention the three major theories social interdependence theory, cognitive development theory and behavioural learning theory. The use of the CL has its roots in the creation of social interdependence, cognitive development and behavioural learning theories (Johnson & Johnson, 1998).

I.2.1. Social Independence Theory (SIT)

Some of the greatest theories of the 20th century have focused on cooperation, is social interdependence which views cooperation as resulting from positive interdependence among individual goals (Johnson, Johnson & Stanne, 2000, p.2). This theory is relevant when each individual's goal are accomplish under the influence of the actions of others (Johnson & Johnson, 2005), it exists mainly when individuals share common goals and each person's success is affected by the actions of the others (Deutsch, 1962; Johnson & Johnson, 1989).

A strong relationship has been found between cooperative learning and the social interdependence (Johnson & Johnson, 2005), it began in the early 1900s, when one of the founders of gestalt school of psychology Kurt Koffa , proposed that groups were dynamic wholes in which the interdependence among members could vary.

Kurt Levin one of the koffa's colleges (1935) stated *"the essence of groups lies in the interdependence of its members and those groups are dynamic wholes in which a change in the state of any member or sub group changes the state of other members or sub groups."* (1935).

Deutsch (1949) the student of Levin who first formulated the social interdependence theory in the 1940, noted that social interdependence may be positive (cooperation), or negative (competition), it may be positive when individuals work cooperatively to attain their shared goals, and it may be negative when individuals compete to claim who attained the goals.

Positive interdependence may result in promoting interaction, negative interdependence may result in oppositional interaction, and no interdependence may result in no interaction, individualism, students work as individuals and work independently without exchange from each other (Johnson & Johnson, 2008).

He defined positive interdependence (i.e., cooperation) as existing when situation is structured so that individual's goal achievement is positively correlated; individuals perceive that they can reach their goal if, and only if, the others of the group also reach their goal. Thus, individuals seek outcomes that are beneficial to all those with whom they are cooperatively linked. He also gave clear definition of negative interdependence (i.e., competition) as existing when situation is structured so that individual's goal achievement are negatively correlated, each individual perceives that when one person achieve his or her goal, all other with whom he or she is competitively linked fail to achieves their goal. Thus, individuals seek an outcome that is personally beneficial but determined to all others in the situation.

Later Deutsch (1962) added individualistic efforts, which exist when a situation is structured so there is no correlation among participants' goal attainments. Each individual perceives that he or she can reach his or her goal regardless of whether other individuals attain or do not attain their goals. Thus, individuals seek an outcome that is personally beneficial without concern for the outcomes of others.

Moreover, there are some findings from research show that the positive outcomes of social interdependence are identified as: effort to achieve, positive relationship and support, and psychological health and self-esteem (Johnson & Johnson. 2009). Social interdependence theory is the base theory of cooperative learning.

I.2.2. Cognitive Development Theory (CDT)

An early theory of cooperation is cognitive-developmental theory which is largely based on the theories of Piaget (1950), and Vygotsky (1978). To Jean Piaget (1950), cooperation is striving to attain common goals while coordinating one's own feelings and perspective with a consciousness of others' feelings and perspectives. From Piaget and related theories comes the premise that when individuals co-operate on the environment, socio-cognitive conflict occurs that creates cognitive disequilibrium, which in turn stimulates perspective-taking ability and cognitive development (Johnson & Johnson, 1998). In addition to that, task-

focused interaction among students enhances learning by creating cognitive conflicts and by exposing students to higher quality thinking.

Piaget's Development Theory emphasizes learners' involvement and participation in the learning and the thinking process. In the learning process, learners construct and reconstruct their own knowledge and understanding. According to Piaget (1964):

Knowledge is not a copy of reality. To know an object, to know an event, is not simply to look at it and make a mental copy or image of it. To know an object is to act on it. To know is to modify, to transform the object, and to the process of this transformation, and as a consequence to understand the way the object is constructed. (Woolfolk, 2004 p.41).

The Piaget perspective's point out that because of group discussions, the learner may question his own understanding and tend to "go beyond his current state and strike out in new directions." (Piaget, 1985p.493). Cooperation in the Piagetian tradition is aimed at increasing a person's intellectual development by forcing him or her to reach consensus with others who hold opposing points of view about the answer to the problem.

The work of Lev Semenovitch Vygotsky (1978) and related theorists is based on this premise: "Knowledge is social phenomenon, constructed from cooperative efforts to learn, understand, and solve problems." (Johnson & Johnson, 1998, p. 2). They claim that human individual mental functions and accomplishments are socially constructed in interpersonal relationships. Its functioning is the internalised and transformed version of the accomplishments of a group. A central concept is the zone of proximal development (ZDP), which is the zone between what a person can do on his or her own and what the person can achieve while working in cooperation with older individuals or more capable peers. He defines (ZDP) as: "The distance between the actual developmental levels as determined independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (Vygotsky, 1978, p. 86).

According to Vygotsky, unless persons work cooperatively, they will not grow intellectually and the time person's work alone should therefore be minimised. He stresses the importance of cooperative activities, in his view, cooperative activities among children promotes growth because children of the same age work in one another's ZDP and model behaviours, which is more effective than children working individually. (Slavin, 2000). All in all, Piaget's and Vygotsky's cognitive theories are mainly based on learning and acquiring knowledge through cooperation, which means, through the social interaction.

I.2.3. Behavioural Learning Theory (BLT)

A third theoretical approach to cooperation is behavioural-learning theory. Behavioural learning theories (Bandura, 1977; Homans, 1961; Skinner, 1968; Thibaut & Kelley, 1959) assume that individuals will work hard on those tasks for which they secure a reward and will fail to work on tasks that feel no reward or feel punishment.

The CL is not only concerned only with rewarding individual students but also group rewards. Therefore, it helps students to learn. Behaviourism theory is based on three steps which are stimuli, response and reinforcement. There should be stimuli to the student in order to get response from them and then the reinforcement is provided. According to Cooper (1995), giving drills and using cooperative strategies to the students involves them in together discussion in order to provide the right response or answer which might maximize the benefits to the students since learners can get benefit from each other.

Cooperative efforts are designed to provide incentives for the members of the group to participate in a group effort since it is assumed that individuals will not intrinsically help their classmates or work toward a common goal. Skinner focused on group contingencies, Bandura focused on imitation, and Homans as well as Thibaut and Kelley focused on the balance of rewards and costs in social exchange among interdependent individuals.

Skinner noted that just as individuals will repeat behaviours for which they are reinforced, groups will behave in the same way. Operant conditioning does specify practical procedures for educators through training teachers to use group contingencies to motivate student achievement.

The most developed behavioural theory of cooperation and competition was developed by Thibaut and Kelley (1959). They assumed that individuals act to maximise their self-interests by behaving in ways to maximise their rewards and minimise their punishments or costs. Cooperation is thus defined as acting in ways perceived to maximise joint rewards and minimise joint costs, competition as acting in ways to maximise one's own rewards and minimise one's own costs relative to others, and individualistic efforts as acting in ways to maximise one's own rewards and minimise one's own costs with little or no regard of the outcome for others. Those are the most common theories that contributed in enhancing the CL among other strategies of learning and teaching.

I.3. Traditional Learning versus CL

It is important to shed the light on the differences between traditional learning and CL in order to distinguish between the two and to have a clear understanding of each concept. Traditional learning is a learning process student's work dependently in enhancing their academic success. It is admitted that traditional learning involves learners who work in a competitive manner or individualistic way. Competitive learning, students learn independently to determine who is the best, where the students are especially concerned about out performing their classmates, which considered as a negative aspect because competition generally educates the values of beating and getting, more than helping each other to be successful, obstructing the work of others, feeling happy when other people fail, seeing others as a threat to one success and viewing those who are different in negative way. (Johnson, Johnson, & Stanne, 2000).

Individualistic learning, students also learn independently without working in conjunction with their classmates or caring of others achievements, but focus mainly on achieving learning goals unrelated to those of other students , it means "working by oneself to ensure that one's own learning meets a present criterion independently from the efforts of the other students" (Johnson & Johnson, 1999, p.7).

Cooperative learning, students work with one another in structured learning environment with a high focus on the group performance rather than the individual, in order to accomplish certain goals together, it may appear that is a division of students with different levels in small groups in order to achieve shared goals, it goes beyond the organization of learners. Researchers such as brown McIlloy (2011) have stated that one of differences between cooperative learning and more traditional approaches, traditional classroom environment is competitive most of the time which leads students to be continually in competition with one another. On the other hand, there is no competitive instinct in CL.

Another difference between (TL) and (CL) it was clearly mentioned in the early 1980s with the publication of the first meta-analysis involving 122 studies on the north American school (Johnson, Maruyama , Johnson, nelson & Skon, 1981), on the effects of cooperative, competitive and individualistic goal structure on students' achievements and productivity. The results were consistent across all subject areas (language arts, reading, mathematics, science, social studies and physical education), this study showed that cooperation was superior and more effective than interpersonal competition and individualistic efforts, while it

was no significant differences between the competitive and individualistic learning.

CL in the 1960s was not important for the researchers as the individualistic and competitive learning was the dominating teaching methods. While, nowadays cooperative learning is an essential method in education not only in the elementary and secondary schools but also in the universities (Johnson & Johnson 2008). The strategy of CL was developed as a means to reduce competition in American schools, which James Coleman (1959) identified a negative component of the educational system. Coleman suggests that instead of encouraging competition in the academic settings “which effectively impedes the process of education” schools should introduce a more cooperative approach to teaching.

I.4. Elements of CL

CL has received a lot of attention and praise especially since the 1990s when Johnson & Johnson outlined the five basic elements that allowed successful small-group learning which consist of: positive interdependence, individual accountability, promoting face-to-face interaction, interpersonal and small group skills, and group processing. Each of these five elements would be discussed in the following section.

I.4.1. Positive Interdependence

Positive interdependence is creating an atmosphere of cooperation in which the success of one is associated with the success of the other members. That is, each member of a team is accountable not only for learning what is taught, but also for helping teammates learn, thus creating an environment of success (Kagan, 2002). It requires group members to be responsible for learning the assigned materials and for making sure that all students work together to accomplish a shared goal or task. According to Johnson & Johnson, and Holubec, the PI is the process of linking students together into groups that one member of each group cannot succeed unless all group members succeed. (1998. pp. 4-7).

I.4.2. Individual Accountability (IA)

Individual accountability is the belief that everyone will be accountable for his/her performance and learning. It is the key to make sure that all students learn and that no members in the group are ignored. Jacobs, stated that “*the team’s success depends on the individual learning of all team members.*” (2006)

Johnson & Johnson (1994), argue that individual accountability can be achieved through the use of individual assessment which then used to determine the success level of the group as a whole. Teachers need to assess the performance of each member and keep track of student's contribution to the group's work, provide feedback to groups and individual students, and ensure that all members are responsible for the final outcome.

Johnson & Johnson highlighted many ways to structure and increase individual accountability through:

- *keeping the size of the groups small.*
- *randomly choosing students to answer questions.*
- *observe the group and record student's contribution.*
- *assigning one student in each group to check for understanding (checker), who poses questions, and the other group members provide rational answers supporting group answers.*
- *having students teach what they learned to someone else.*
- *giving students individual tests where they cannot seek help from others.*

I.4.3. Promoting Face-to-Face Interaction

It is through face-to-face, promoting interaction, that members become personally committed to each other's as well as their mutual goals. Students promote each other's success by sharing resources, helping, supporting, encouraging, checking for understanding, and applauding each other's effort.

I.4.4. Interpersonal and Small Group skills

Groups that work collaboratively, productively, efficiently, require members to develop certain social skills; thus a group must know how to provide effective leadership, decision making, trust building, communication and conflict management. When students participate regularly in cooperative activities, all students gain enduring intellectual abilities (Huss, 2006). In the same vein, Spencer kagan stated that CL allows students to: "*learn workplace skills which are a necessity in the twenty-first century as the students need to know how work in groups.*" (2002)

I.4.5. Group Processing

Group processing refers to reflecting on how well the team is functioning and how well social skills are being employed. Reviewing group behaviour, the students and the teachers get a chance to discuss special needs or problems within the group, and make decision about what behaviours to continue or change. Johnson & Johnson (1994) believe that group processing takes place on two levels, in small group and the whole class. To allow for group processing at the group level, they argued that teachers should allow time and the end of each class for groups to process how effectively the members work together. Processing at the class level can be done by having the teacher occasionally observe groups, analyse problem and then provide feedback to the whole class.

I.5. Types of CL

There are three commonly recognized types of cooperative learning groups: informal cooperative learning group, formal cooperative learning group, and base cooperative learning group, each type of group has its own purpose and application.

I.5.1. Formal Cooperative Learning Group

This type of cooperative learning students work together in one or more sessions or even in a couple of weeks, to achieve specific learning goals and complete jointly tasks or assignments (such as solving a set of problems, completing a curriculum unit, writing a report or theme, conducting an experiment, or reading a story, play, chapter, or book) (Johnson, Johnson & Holubec, 2013). Here, the teachers makes some operations to ensure that the group will function better for instance by setting up the task objectives, arranging the students in groups each with his or her role, monitoring the group process, encouraging the students to reflect on what they have done and finally providing them with feedback.

Formal cooperative learning generally used when the learning goals are very important, the task is complex, when we need to solve problem, quality of performance is expected, higher level of critical thinking needed, or when the social development of students is one of the major instructional goals. (Johnson & Johnson, 1989).

I.5.2. Informal Cooperative Learning Group

Informal cooperative learning consists of having students working together to achieve a joint learning goal, in temporary groups that last from a few minutes to one class period (Johnson, Johnson & Holubec, 2013), informal cooperative learning groups are often organized so students engaged in three to five minutes to bring closure to the session. The challenge that faces the teacher is to ensure that students do the intellectual work of organizing materials, explaining it summarizing it, and integrating it into existing conceptual structures.

This type focused on discussion between students before and after a lecture, which can be used to regain the student's motivation and concentration to the subject matter, in order to create an encouraging atmosphere so that students cognitively process the material being taught and activate their learning process.

I.5.3. Base Cooperative Learning Group

Base cooperative learning is a long-term group work with stable membership (Johnson, Johnson & Holubec, 2013). It is formed specifically to provide support; help encouragement and motivation among students during the whole course of the semester to accomplish academic progress (attend class, complete all assignments and learn). Base groups meet daily to discuss the academic progress of each member, provide help and assistance to each other, the use of base groups tends to improve the quantity and quality of learning, the more complex difficult the subject matter, the more important it is to have base groups.

I.6. The Importance of CL

The CL is a process that encourages collaboration and reduces the isolated efforts in competition often founded in classroom. It is an effective method that influences members and their behaviours in different ways. The following are some of the benefits of using CL in the classroom.

I.6.1. Enhancing Students Social Skills

Social skills are verbal and non-verbal behaviours that bring about the individual's effective interaction with the others and include: being participative, observing turns, being compatible, pre-empting in doing activities, selecting, being hospitable, and communicating with the others (Gut and Safrau, 2002). Cooperative methodology is particularly relevant for the

development of students' social skills. When students are able to interact with their peers, they exchange information, correct one another, and adjust their understanding on the basis of other's understanding as well (Johnson, Johnson & Holubec, 1998).

I.6.2. Appreciating Differences

In CL setting, students from different backgrounds work cooperatively to attain mutual goals, and to work with each other as equals. Through working cooperatively, students gain positive relationships between themselves, those results in close relationship. The CL method has been found to promote mutual liking, better communication, high acceptance and support. It is important for creating learning community that values and support diversity, since it mixes students with different background, culture and level of understanding.

I.6.3. Developing Oral Communication Skill

To develop oral communication skill, students need to participate in the classroom's oral tasks. Adopting CL method will provide help for students to overcome their speaking anxiety and nervousness, since the interaction is among peers. As students work in groups and express themselves orally, they might minimize their anxiety and become fluent speakers. Students learn to be confident in their English competences as good communicators not only on person-to-person basis, but in front of an audience as well. The CL creates natural interactive context in which students have the opportunity to listen to one another, ask questions, obtain feedback, such interaction among learners increase the amount of student talk and participation in classroom.

I.6.4. Strengthening Motivation

It is generally acknowledged that motivation is a major key that influences the language learning success; it influences student's autonomy, attention, effort, persistence. As pointed out by Kagan (1994), cooperative learning would inspire students to have higher accomplishment than individualistic or competitive learning due to the fact that the CL offers students various opportunities that empower them to develop their self-esteem and also to be intrinsically motivated. This method of teaching can increase student's motivation through a supportive environment of caring and sharing in the classroom that make learning more enjoyable.

I.6.5. Building Confidence

Students feel more confident to express their thoughts and ask questions in smaller groups, communication can increase the confidence of less able pupils by allowing them to practice their language and get immediate feedback on the accuracy of their statements. When students continue to work with their peers it builds confidence in one another and themselves, this leads to increase a higher self-image.

I.6.6. Increasing Self-Esteem

Working cooperatively increases student's self-esteem, their ability to work independently and use their autonomy, their interpersonal and small-group skills, and their understanding of interdependence and cooperative efforts (Johnson & Johnson, 1998; Slavin, 1991). Johnson & Johnson (1989) mentioned that there have been 80 studies since the 1950s comparing the relative impact of cooperative, competitive, and individualistic experience on self-esteem. The results found have shown that the CL method promotes higher self-esteem than does competitive method. When an individual have a positive feedback on their performance, increased his self-esteem, and while if an individual have negative feedback of his performance, decreased his self-esteem. The CL helps students to know how to build their own self-esteem.

I.6.7. Reducing Anxiety

The CL creates a more friendly and supportive learning environment within which students have more opportunities to explore and practice the target language. Students feel less anxious when working with partners and in small groups. Since the CL helps to create supportive environment, students are not much stressed and have reduces anxiety in class. So working cooperatively is believed to reduce anxiety (Kagan, 1994).

I.6.8. Building Interpersonal Relationships

One of the most important goals of education is to promote relationships and positive attitudes. The CL provides opportunities for a learner to interact with other learners in the class. It enables all the learners in the classroom to work together and arrive to a final solution on the basis of team work. The CL helps students learn via better understanding and meaning-making via discussion. This discussion promotes interpersonal relationships, mutual respect, and trust. When students encourage, help and care more about each other, they are more

committed to each other's success and well-being. The formation of positive interpersonal relationships depends on contact (Minakshi, 2002), and cooperation increases contact. When individuals are cooperating on a task results in more realistic and positive opinions of each other, relationships become more positive.

I.6.9. Stimulating Creativity

Teachers should understand that creativity is a skill that may be developed in all students. Therefore, they are responsible in taking on a supportive encouraging role by promoting an environment of discovery in which students are free to explore creative thoughts. The CL may be the most suitable strategy in order to boost student's natural creativity; it promotes creative thinking by increasing the number and the quality of ideas. According to Ferrari & *al.* (2009), creativity in the classroom encompasses innovative instruction, high incentive, the capability of listening and communicating, and the ability to inspire and interest. Additionally, appreciating creativity in others is an attribute that should be present, since creativity is personal to an individual and may not always be easily understood by others. (Desailly, 2012, p.86).

I.6.10. Responsibility

Team member's responsibility is a necessary condition for the team's success in the assigned tasks. Students must be aware that they depend on each other and should make their maximum effort. In CL environment, team members hold each other responsible for their share of the work. (Johnson & Johnson, 1994).

Conclusion

As a conclusion, the CL is an important and relevant part of teaching and learning. This strategy can create a supportive environment where students work together to meet a common goal instead of creating situations where students work competitively against one another. The CL has many advantages and benefits; it can increase student's self-esteem, increase their motivation, build their confidence, reduce their anxiety, and create an affective social context of learning. To conclude, we can say through CL students learn to produce and receive information, develop new understanding perspectives, and communicate in a social context. The forthcoming chapter, we will investigate the position of cooperative learning in Algeria, and we will shed the light on its feasibility and application.

Chapter Two
Cooperative Learning Implementation
In Secondary School EFL Classes
Under the CBA

Introduction

Cooperative learning aims to manage classrooms activities into academic and social learning experiences. Despite the positive influence of cooperative learning on academic achievements, it is still a challenge for some teachers due to the obstacles that may occur when implementing this strategy in the classroom. Throughout the forthcoming chapter, the implementation of CL is presented first, with its group structure, methods of application, assessments and evaluation, and a clear distinction between CL group and the group work is drawn. Moreover, some of the teacher's roles while implementing it are listed, then different learners' roles as regards cooperative group are highlighted. Finally, challenges affecting the CL application are underlined in order to be avoided, making the cooperative experience effective and feasible.

II. Teaching English as a Foreign Language in Algeria under CBA

The teaching of English as a foreign language in Algeria has witnessed numerous changes of methods, techniques, and approaches starting from grammar-translation method to more so-called “modern approaches”. The previous applied methods were characterized by being mainly teacher centered relying on the principle of stimulus-response, in which the teacher is the only provider of knowledge and learners are passive individuals who receive information and respond to the teacher’s stimuli to learn. The failure of these methods in terms of language acquisition and the proficiency of learners, prompted the Algerian MNE to make a new reforms in its educational system by adopting a more beneficial and innovative teaching approach, in order to facilitate the integration of the Algerian learner in the world community and increase the productivity and the efficiency of the educational system. Moreover, to improve the teaching of English in our schools.

The approach adopted in 2003 in Algeria is the CBA, which is different to traditional approaches. An approach that embraces learner centeredness, in which the learner plays a vital role in the learning process and participate in the acquisition of knowledge and skills. CBA implied a shift from a content-based curriculum that promoted theoretical understanding of concepts to a process-based curriculum that promoted collaborative co-construction of knowledge. It is based on encouraging learners to work on their own, and place them in situations that test their capacity to overcome obstacles and solve problems, and make them think and learn by doing. In CBA, learners study English within situations and contexts that are varied and relevant. In other words, learners develop language and problem solving abilities that they can use in new and challenging situations that could occur in real life. Thanks to that approach, the roles of the teacher and the learner changed. Learners are no more passive recipients of information; they are actively involved and responsible for their own learning. Correspondingly, the teachers are served as the facilitators of learning activities rather than performing the traditional lecture method, whereby knowledge is simply passively transmitted by teachers to learners. The process has become collaborative where the teacher has become a kind of companion.

II.1.Cooperative Learning under CBA

Cooperative learning involves the learner centered characteristics that are largely advocated by the CBA, the latter is based on the idea that the development of understanding requires the learner actively engaged in collaborative knowledge construction process. Jenkin (2000) argued that “the development of understanding requires active engagement on the part of the learner” (p, 601). CBA aims at making cooperative learning a concrete reality and opens new avenues for action and interaction and the construction of new knowledge. Accordingly, CL depends on the interaction between learners, which will provide them opportunities to manipulate the materials and socialize with each other in order to gain and exchange experiences to learn through building meaningful concepts. Cooperation in the classroom is a significant factor in language learning.” Cooperation, empathy, self-respect and respect for others, and conflict resolution are key themes in any personal and social education” (Goodall 2007:34). With such cooperation students are provided with more chances to participate, interact and cooperate in foreign language learning.

II.1.2 Cooperative Learning Implementation

The CL requires a reduced number of learners to work together on a common task, supporting and encouraging one another to improve their learning outcomes. In fact, the types of CL differ from Student Team Achievement Division (Slavin, 1983) where students with different levels of ability work in teams to ensure that all members have mastered its objective, accomplishing a shared a learning goal. Yet, before any implementation of CL, Teachers are supposed to instill and develop a positive classroom environment, explaining what will occur. The effective CL implementation consists of three different by complimentary steps, viz., the pre, while and post steps.

II.1.2.1 The CL Pre-implementation Phase

According to Johnson, Johnson, and Smith (1991), there are several tasks that an instructor must accomplish before implementing cooperative learning in the classroom. The first step is labeled as the pre-implementation phase which focuses on planning and preparing the classroom for introducing the cooperative learning technique. This phase includes: identifying objectives to be obtained, planning instructional materials, structuring groups, determining group size, then assigning student’s role, and assigning tasks.

II.1.2.1.2 Identifying Objectives

Before implementing CL in the classroom, the teacher must identify the objectives that he/she want to achieve by the end of this experience, such as creating an enjoyable atmosphere for both teacher and learner, building positive attitudes towards learning cooperatively in groups, and enhancing student's social skills.

II.1.2.1.3 Planning the Instructional Materials

For the sake of ensuring successful cooperative learning outcomes, it is imperative for the teacher to plan and design beforehand the appropriate instructional materials, easing the matter for the group members. Differently couched, the teacher must choose the materials that allow each individual member to contribute to the group's success in a unique and meaningful way, such as maps, sheets, index cards and different kind of audio-visual materials...etc. Besides, these selected materials should comply with learners' age, emotional and social development and ability level. He/she should also care of diversity of such materials, learners' learning preferences, their prior knowledge, and their needs.

II.1.2.1.4 Structuring the CL Groups

Cooperative learning is a highly-structured group method requiring interdependence among students (Slavin, 1980). It consists of structures for organizing classroom instructions, which is generally composed of a mix of learners based on diverse ability, differing styles of learning, a multi-age mix and other differences, i.e., heterogeneous and multi-ability entity. This heterogeneity favors learning maximization (Macpherson, 2007). In other words, teachers should eschew creating groups consisting of the same gender, or ethnic and racial backgrounds. Striking the right balance of heterogeneity, regarding academic achievements, task orientation, ability and learning style among all groups, is the best criteria to enhance students' abilities to boost them work successfully. Undoubtedly, such dynamic of diversity can help them feel comfortable and enjoy the sense of reciprocity and complementarity. By and large, the general landscape of the common class reveals that the formation of these pedagogic groups lies on the heterogenization principle or more commonly known as mixed-ability classes. Such group structure helps and guides learners to develop and maintain high-order thinking skills, provided that teachers endow them with the opportunities to think creatively and independently. That is to say, students should be encouraged and stimulated to think 'outside the box', feeling free to express their ideas and viewpoints openly and freely.

Being considered as a key factor of the constructivist approach which considers learning as an active, collaborative and situated process, the group dynamics is the appropriate strategy allowing students' self and collective learning construction.

II.1.2.1.5 Sizing the CL Groups

Group size is of an utmost important for the CL implementation. Generally speaking, groups consist of two (2) to six (6) members as a maximum, yet groups which are no more than six students are the ideal, as it provides a scope for independent participation. Large-sized groups are difficult to manage and a consensus might never be reached, thus reducing the scope of participation and precluding learning. Then, it is highly recommended to keep group as small as possible to promote constructive interdependence, yet as large as necessary to provide sufficient diversity of viewpoints and backgrounds as well as resources to get the tasks done. It is worth highlighting that the group size is straightforwardly dependent on the type of the activity to be pursued and the length of time duration the group is supposed to stay together. To put as clear as possible, for informal cooperative learning group or in-lecture informal activities, viz., answering questions, responding to prompts, think-pair-share, peer instruction, etc., the group size is generally kept small (aka, temporary or ad hoc group), two or four members, because large-sized groups have insufficient time (brief period) to become cohesive. At the opposite and for formal cooperative learning, when it comes to a complex long-semester project (Johnson & al., 2014) for which the resources of a large group (4-6 members) are required, and enough time is available to become effective. In most cases, students should not form their own groups or have the option of changing groups, which it should change approximately every two months or so.

II.1.2.1.6 EFL Learner's Role within CL

Similar to their teacher, learners are compelled to play an integral role in group work, because here they are developing an autonomous posture and active learning, i.e. learners are responsible not only for their own learning, but that of their fellow-group members. Roles assignment to each and every student can be an effective way to encourage positive interdependence, interaction and group processing, as well as helping students strengthen their communicative skills, especially in areas that they are less confident in volunteering for. Sometimes, certain students with high abilities tend to dominate the group by imposing their ideas and thoughts, while other students may be reluctant to take part in the group's activities. Therefore, roles assignment helps to distribute responsibility among group members and

ensure accountability for all students' participation. Rotating roles discourages dominance by one person and gives all students opportunities to practice social, communication, and leadership skills (Millies and cornell, 1998).

The primary advantage of this teaching method is to promote the feeling of trust among the group members, for they are open to exchange all sorts of relevant ideas. This productive relationship with others develops in the students self-identification and self-realization, rather than competing with each other. That is to say, as class meetings continue, the heat of discussions will certainly unlock capabilities that the students are not aware they have.

Richard and Rodgers (2001) declare: *“Each group member has a specific role to play in a group, such as noise monitor, turn-taker monitor, recorder or summarizer.”* (2001, p. 197). Similarly, Woolfolk (2004, p. 495) encourages the same idea of Richards and Rodgers that identifying roles among the group members is crucial because it helps in getting all students involved in the group task. The following table demonstrates the most important roles that the learner can perform:

Role	Description
Encourager	Encourages and supports shy students to participate and share their ideas.
Praiser/cheerleader	Shows appreciation of other's contributions and recognizes accomplishments.
Gate keeper	Equalizes participation and make sure no one dominates.
Coach	Helps with the academic content, explains concepts.
Question commander	Makes sure all students questions are asked and answered.
Task master	Keeps the group on task.
Recorder	Writes down decisions, plans and important thoughts expressed in the group, integrates and synthesizes different points of view.

Reflector	Keeps group aware of progress, assess performance, interactions and the dynamics among team members.
Quit captain	Monitors noise level.
Materials monitor	Picks up and returns materials.

Table1 Possible Roles for Learners within cooperative learning (Woolfolk, 2004, p.496).

In fact, roles assignment has been proven to have the potential to produce a supportive environment for successful and stronger academic and social attainments. The aforementioned roles provide each student with a clear and distinct avenue for participation. Roles assignment makes students pay close attention to the task at hand and eschew the feeling to be left-out or uninvolved. It also ensures equal partition among the group members, and reduces both reliance and dependency on one member to accomplish the required task.

II.1.2.1.7 Tasks Assignment

The quality of the tasks is a pivotal factor to the success of cooperative activities, therefore the teacher is required to prepare interesting and motivating tasks, such as maps' reading, prepare block diagram, flow chart creating, problems solving, situations proposing, and scenarios creating. Teachers should take time to assess whether task is authentic needed useful or meaningful. Yet, it is meritorious to underline that the prescribed learning activities for group work may be insufficient if the learners are not trained on how to tackle the required issue, such as discussing and debating with each other, assessing each other's current knowledge, and filling any gaps in each other's understanding. Thus, teachers' initial explanation, scaffolding, demonstration and training are necessary so as they can accomplish successfully, and make sure that everyone in the group has mastered the concepts being taught. (Slavin, 1995).

II.1.2.2 The Implementation Phase

The effective implementation of the CL also relies on the devised methods and the appropriate teacher's role.

II.1.2.2.1 The CLMs Implementation

Cooperative learning methods focus mainly on organizing small-sized groups with the purpose of establishing the links and the requirements necessary for effective cooperation. Nonetheless, in spite of having this in common, each method presents a different way of managing the teaching and learning activities, which make some more relevant than others so as to develop certain learning processes in the different curriculum areas. In fact, there are many different forms of cooperative learning, but all of them share the aim of involving students working together to accomplish shared goals and help one another learn academic material and develop social skills too. Differently expressed, students work together to maximize their own and each other's learning. It is worthy to point out that there is no CLM which can be deemed as being the most perfect and relevant than others. Yet, it is a question of using the method which best adapts to our needs, taking into account the characteristics of the group of students and the activity to work, in order to value the factors favoring cooperation and learning. Here below, a succinct description of the most widely used CLMs will be provided.

II.1.2.2.1.1 Think-Pair-Share (TPS)

The TPS is a collaborative strategy where students work together to solve a problem or answer a question. It can be used as a warm up/brainstorming to instruction and class discussion on a new course. This strategy is designed to help learners understand the concepts of the given topic; develop the ability to formulate an idea or thought, as well as the ability to communicate their thoughts with another peer.

In TPS, the teacher poses a question or raises a problem to his/her students, and gives them sufficient time to think and gather their thoughts, then discuss them with a partner. As the students begin to share ideas and views, each student learns to see the different perspective of thinking among others.

II.1.2.2.1.2 Student-Teams Achievement Divisions (STAD)

The STAD (Slavin, 1994) is a cooperative methodology in which students work in a group of four to five members from different academic level, gender, ethnicity and behavior. They learn the material presented by the teacher and help one another comprehend it. Then, the teacher assesses individual achievement by giving them quizzes as individuals. Although they learn together, they cannot help each other with the quizzes; the only way for the group to

succeed is the group members to master the skills or materials to be taught. Individual improvement scores allow students to earn points for their groups. The points attributed to the group are based on student's improvement over past quiz performance. According to Slavin (1995, 71), the STAD is the simplest of all CLMs, and it is a good model to begin with for teachers who are new to cooperative approach.

II.1.2.2.1.3 Jigsaw Technique

This teaching strategy was developed by Elliot Aronson (1971) to place students in extreme interdependence. It increases student engagement, encourages collaboration, and results in better learning. Students are divided into four to six students per group to work on academic material that has been broken down into sections; each person in the jigsaw group is assigned one essential part of content. They read and study their content section individually. Then, members of different teams who have studied the same part meet in "expert groups" to discuss the content; they return after to their teams and teach their teammates about what they have learned. Jigsaw method draws a direct image to a jigsaw puzzle, just as the final image is constructed from many separate pieces; students fit their individual sections together to form a complete body of knowledge. Jigsaw's main aspect is to help students learn to value each other's contribution to their common task, as well as to enhance the sense of individual responsibility among them.

II.1.2.2.1.4 Three-Step Interview Technique

Three step interviews (Kagan, 1993) is a CL technique that can be used as an ice-breaker for team members to get to know one another by assigning roles to students. It facilitates the development of student's active listening skill. In this strategy student's work in pairs, one is the interviewer, the other one is the interviewee. First, students interview each other in pairs on a given topic; the interviewer listens actively to the comments and thoughts of the interviewee. Then, they switch the roles repeating the interview process. In the last step, each pair joins another pair to form a group of four; then in Round Robin format, they start sharing each partner had to say about the topic at hand.

II.1.2.2.1.5 Learning-together Technique

The learning together method is a technique developed by David Johnson and Roger Johnson (1999), it's the most widely used of all cooperative methods. It involves students working together in four to five heterogeneous groups, they work on assignment sheets, they share

ideas and materials, ask each other questions, then they hand in a single sheet and receive praise and rewards based on the group product.

II.1.2.2 Algerian Secondary School teachers and their Roles as regards the CL within CBA

Within the CL framework, both students and teachers are both responsible of the teaching/learning successfulness. Under the CBA, the paradigm has shifted from teacher-centeredness to learner-centeredness, in fact, diametrically opposed to what used to be done in those so-called obsolete approaches, viz., GTA, Audio-lingual, OBA...etc. Teachers used to be considered as the unique managers of the class, the only knower and knowledge provider, whereas in the CLM which means learner-centered approach or strategy where the teacher is considered as a guide not as a controller. In fact, this approach devotes much more emphasis to the learner than the teacher in order to help them construct their own knows, know-how-to-do and know-how-to-be. Differently stated, in such a posture, learners become responsible of their own learning, playing an active role as regards the teaching-learning process, i.e., learners learning is put at the fore of the educational system.

Even though there is no doubt that teachers remain the fulcrum elements/centerpieces in establishing CL experiences in the classrooms, because the success of the CL strategy depends utterly on their competency of its implementation, they are supposed to withdraw and give up some of the obsolete classroom responsibilities for the benefit of the students. The expected withdrawal and abandonment on the part of teachers are not to be regarded as a dismissal, but as a necessary re-adjustment complying with new teaching-learning requirements, promoting students' achievement and outcomes.

According to Harel (1992), the role of the teacher is explained as follows:

During this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, and empathizes. Depending on what problems evolve, the following supportive behaviors are utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its problems, extending activity, encouraging thinking conflict, observing student and supplying resources. (p.169).

From Harel's quote, we can summarize the teacher's role in the CL are as follows:

II.1.2.2.2.1A Facilitator

Within the cooperative learning strategy, the teacher acts as a facilitator, by assisting a group of members at their common target and in achieving them without any intervention. He is supposed to offer everyone in the group the chance to express his ideas and to make them feel as if he is a part of the team, he tends to resolve conflicts and clarify the misunderstanding among the group member.

Facilitators should be good-listening teachers, they need to understand and respond directly to what a speaker said to ensure the speaker's meaning was correctly understood by the group members. Teachers as facilitators attempt to facilitate the learning process by providing explanation and instructions that help the learners to learner and do the work by themselves. Besides, being good-listening teachers contributes in enhancing teacher-students correlation, entailing in secure and constructive teaching-learning environment.

II.1.2.2.2.2An Encourager/ Motivator

As encourager, the teacher helps his learners to participate and make suggestions that build a positive attitude towards learning, in general, and learning cooperatively, in particular. The teacher as motivator provides learners with corrective feedback rather than punishment if their learners made a mistake in answering or doing exercises. He strives to support and motivate them bring the adequate remedies.

II.1.2.2.2.3 An Organizer

For the sake of cooperative learning experience effectiveness, the teacher should prepare and organize the instructional process before and during applying it. Perhaps, it is the most difficult and important role the teacher has to play. Undeniably, the success of any group-work activities depends on good organization and on the students' knowing exactly what they are supposed to do at the spot and what follows-up. As organizer, the teacher specifies the instructional objectives, determines the group size and assigns students to groups. He also arranges the classroom space, plans instructional materials, and prepares well the task so that it corresponds to the task objectives. He sets the appropriate sufficient time duration to complete the task, and identifies each member's role in the group. Moreover, the instructor supervises the learner' progress, avoids over/excessive monitoring, provides the learners with materials and resources, and last but not least, intervenes to solve any enigmatic problems, in order to promote the cooperative-group efficacy.

II.1.2.2.2.4 As a Monitor

Playing the role of monitor, the teacher continuously supervises, and looks after the group work process and progress. He should circulate around the room, monitor and check for understanding. Therewithal, he is supposed to make it clear that each student is responsible and accountable for the whole group success. For the sake of helping, the monitor should get an insightful idea on students' understanding, and assign the role of observer to one member in each group, and ask the students to jot down the data of how well their group understands the concept and how well they work together.

The monitor should encourage the students' learning autonomy through interaction and avoiding direct intervention, except indirectly, by providing verbal prompts whenever students are off-task, placing reminders of class rules....etc.

Through monitoring, the teacher pays attention to detect whether the devised academic aims and learning tasks are indeed in place and whether they truly assist the groups and ensure the development of its members throughout the given process.

II.1.2.2.2.5. As an Assessor

As assessor, teachers should implement a new posture which adopts critical, creative and logical perspective. Through assessing provides the assessor with an insightful overview on the way students are learning, their attitudes, what skills they possess, which ones they are implementing, and how they are progressing. Indeed, the assessor is supposed to observe students while working, provide assistance and guidance, assess their skills and strive to make them succeed.

II.1.2.3 Post-implementation Phase

The last phase is centered on assessing and evaluating students performance at the end of the cooperative learning experience.

II.1.2.3.1 Assessment

It verifies if learning is taking place and improves the effectiveness of instructor (Johnson & Johnson, 1999). The teacher, in cooperative learning, should assess the learner's work (e.g. presentation, report...etc.) and the skills needed to fulfill the work (e.g. contribute fairly, communicate effectively...etc.). During the cooperative group task, it is important to let the

learners assess their own learning. Whenever the assessment of the process is concerned, it is significant to give them the opportunity to describe how they have perceived the work, what contribution they have done, what was good and what went down. In this way, the teacher will discover things, of which he was unaware of. (Burke, 2011)

The teacher should monitor students and group progress, and intervene to help groups master objectives. (Ding et al., 2007; Johnson & Johnson, 1996), as well, he should use his form of assessments to judge the final quality of student work, and use gathered data to make future instructional decisions. (Johnson & Johnson, 1996)

Assessments, during cooperative learning groups, are split up into four types, viz., self-, peer, group, and peer assessments.

II.1.2.3.1.1 Self-assessment

Self-assessment occurs when students assess their own work and performance. It may be used to develop student's ability to think critically and systematically about their learning. The student evaluates their own teamwork skills and their contributions to the group's process.

II.1.2.3.1.2 Group Assessment

Group assessment allows students to evaluate the contribution of other students in the group and can be a reliable tool to assess individual contribution. Generally speaking, groups often develop, or create a piece of work to demonstrate their learning and understanding. The group's assessment covers either the final product, or the process of developing the product or understanding.

II.1.2.3.1.3 Peer Assessment

Peer assessment is the assessment of students' work by other students of equal status. In such posture, students are involved in the assessment of the work of their fellow beings, which may be implemented to develop in student the ability to work cooperatively.

Teacher is recommended to give his feedback after students give theirs. If he goes first with his observations, students may copy what he has noticed and attempt to produce the "right" answer. If he goes first with his opinions about helpful and unhelpful behaviors, students have no need to analyze themselves and the success of their group.

II.1.2.3.2 Evaluation

Evaluation is a significant and critical process in cooperative learning procedure. The teacher should decide at the beginning what to evaluate and examine, the final product or the process, or both of them, and he is supposed to choose who is going to assign the marks, the instructor or the student or both of them.

Sometimes, when teachers use group assessment, this may create dissatisfaction among students in case there is no equal contribution. On the other hand, individual assessment may devastate the unity and harmony of the group (Davis, 1993). The reason why the most of teachers during cooperative learning groups use different types of evaluation, the most practical types are group evaluation and peer evaluation.

II.1.2.3.2.1 Group Evaluation

The student of the one group should give a mark objectively for each other, that is based on their observation of the group work members' efforts and participation in the task. Aspects such as ideas, creativity, commitment and respect are to be taken into consideration in this grading process.

II.1.2.3.2.2 Peer Evaluation

This type is based on the evaluation of the classmates that are not part of the group work. For instance, when there is a presentation or a group presents a play, the teacher asks a member of audiences to evaluate the group, and write on a sheet of paper a mark for the group with its justification. The use of peer evaluation can increase motivation by providing feedback from the students to one another.

One of the most effective tools of evaluation is rubric list. Rubric list contains a set of characteristics the students will be evaluated on. According to Stevens and Levi (2005), rubrics are quite advantageous because they, first, facilitate the evaluation process and save time, guide the students on what they should focus on, and, generally, improve the validity of the evaluation process. The teachers should use a rubric to grade or evaluate each group's assessment task. They should also be evaluated on their group work using a rubric. These rubrics should have been created during the pre-implementation phase of cooperative learning, and the students might have had input into their content.

After the teacher has completed the evaluations, it is important that he provides feedbacks to the students about their products and their group performances. Without this information, the students will not be able to improve their cooperative learning skills. Besides, it is beneficial that the teacher evaluates himself after the cooperative process, in order to have a clear understanding about his performance within CL, and to be familiar with his weaknesses and strengths during the instructional process.

II.1.3 Algerian Secondary School teachers and the hardships precluding the CL:

Despite the benefits and importance of the LC use, as an educational strategy, in which the learners with their differences are brought to work cooperatively together towards a common goal, and attain a higher academic achievement, the CL does not always reflect as a successful teaching and learning technique. It comes with its own issues and challenges like all other methods. Those challenges may reduce the value of using the CL as method of teaching and learning such as: teacher's lack of knowledge of cooperative learning, lack of time, lack of communication skills and unequal contribution and participation of the learners.

II.1.3.1. Teacher's Lack of Knowledge on CL

One of the main challenges that may affect negatively the CL as a teaching/learning method is the teacher. He may be a part of the problem due to his lack of knowledge on the CL and his negative attitude towards it, because most of the time teachers have a traditional perception about the CL. They consider it as a simple strategy that can be implemented randomly without preparing for it beforehand, or even thinking about it, because organizing the CL settings and guiding student during CL work and evaluating them seem to be somehow difficult. In fact, it can be frequently underestimated by the teachers who are not familiar or well-impregnated with the tenets of the CL.

Johnson & Johnson (2009) stress that teachers should understand the basic elements of the CL which can render it workable and practical in the EFL classroom. They must have enough knowledge of how to implement the CL in their subjects, by training them to carry it out in their classrooms. Undoubtedly, teachers who have had previous training and prerequisite knowledge, would successfully manage to steer their student's objections towards a more positive attitudes on cooperative learning than teachers who lacked this training or knowledge (Hennessey & Dionigi, 2013).

Brown (1994) notes that teachers and students who are unfamiliar with the GW may be worried somehow at first, unable to manage the class, and lose control of the class discipline. Here, the task selection and instructions should be appropriate and suitable, and the teacher should check the students' progress and help them to accomplish the task.

Therefore, teacher training may play a key role in the CL implementation, in which teachers who have enough knowledge and training on how to implement the CL may obtain better results than those who have not been trained on such methodology.

In addition to that, there have been numerous studies which describe teacher's negative attitude toward the CL as an important barrier for its implementation in schools (Gillies, 2014; Roseth, Johnson, & Jonson, 2008; Slavin et al., 2013). Teachers may build a negative attitude toward the LC due to a lot of factors. One of them is the school environment which cannot be sometimes suitable for the implementation of the CL, because of limited materials that the schools have not the abilities to afford them. This is why only teachers who adopt a positive attitude toward the CL who can promote and use it in their classes. (Dweck, 2012)

II.1.3.2. Lack of Time

Another challenge that could be considered as a serious obstacle to the success of the CL is lack of time. It should be noted that the CL is a time-consuming comparing to individual work and other teaching methods. In the CL experience, teachers take time to teach the materials in cooperative way contrast to the traditional way. According to McGraw and Tidwell (2001) arranging groups, setting roles and objectives, designing appropriate tasks and managing group work-time definitely will waste time and cause a lot of problems.

Instead of teaching the lesson, the teacher takes time to organize the learners into the right small groups, in order to be beneficial for both the teacher and the learners and to build the positive attitude towards the CL. Besides, teachers may take time assigning the learners' roles owing to the persisting desire of the majority of learners to take the leader's role in order to manage and control group members, causing conflicts and problems among the learners themselves and the teacher.

Therewith, the teacher may waste a lot of time in designing the appropriate task that suits most if not all learners' interest, learning preferences and styles and can be beneficial and effective for both. All in all, time is a determinant factor in teaching-learning process, in general, and in the CL successfully implementation.

II.1.3.3. The use of L1

The use of L1 during cooperative learning group seems to be a challenge or an obstacle to improve learner's foreign language, which may reduce the efficiency of cooperative learning as strategy to decrease the EFL anxiety, and provide learners with more chances to produce and acquire the language in a functional manner. Learners tend to use their L1 very often during cooperative learning group. Their native language is the tool that enables them to ask for help, express their frustrations argue a point, explain an idea, and, in general, to socialize. (Curran, 1960). Moreover, learners during EFL groups refer to their mother tongue, in order to simplify for each other the instruction of the task or same unfamiliar or difficult terms, especially for those with a low level of foreign language proficiency. The teacher appears to be the primary source of language input, and therefore responsible for maximizing its use in the classroom. Hence, in order to solve the problem of L1 use in EFL classes, teachers should support and motivate their learners to discuss and interact in the target language, they are required to promote effort to help learners really feel the fun of learning and alleviate their language anxiety.

II.1.3.4. Lack of Learner's Communicative Social Skills

The ability to work well in team does not happen on its own (Bolton, 2009). In fact, effective teamwork requires more than simply putting students in groups. Learners need to be taught how to communicate with each other despite their differences in way of thinking, their habits, their learning styles ...etc. They need to build communication and social skills in order to work in effective and successful way, and to achieve their common goal. To do so, they need to have knowledge about how the groups work and how to make progress while working cooperatively. (Chapman & Van Aaken, 2001)

For members to function effectively in a group, they need to develop their social and communicative skills, and the ability to solve problems. For this reason, teachers, before starting any cooperative task, must teach their students the main social skills that help them to communicate with each other effectively, because assigning students to groups and expecting them to know how to cooperate does not ensure that this will happen. These skills need to be explicitly negotiated or taught.

In fact, Johnson and Johnson (2009) maintain that students need to be taught the social skills needed for high quality cooperation, and they must be motivated to use them if they are to facilitate learning for themselves and others.

However, some teachers do not give much importance to those skills and often skip them. This will then result in unproductive and failed cooperative work (McGraw& Tidwell, 2001). This is why before thinking to make a cooperative lesson or task, teachers should build the learner's social skills and prepare them to work cooperatively together.

II.1.3.5. Learner's Unequal Contribution and Participation

According to Nihalani, et al. (2010), when a member dominates the group, the results of the work reflect the level of that member and not the whole group. This issue is referred to as the "one member job" some students tend to make less efforts even if they can help because of lacking the sense of accountability, and laziness, i.e., they leave out the work because they know that others will do it. Moreover, some students tend to work with their friends, and ignore some other members. This isolation will devastate their enthusiasm to participate in the task leading them to lose their engagement and keep silent. (McGraw& Tidwell, 2001)

However, sometimes the paradox occurs, and those who did not cooperate effectively receive much praise, unlike those who did the whole job; this may create an unpleasant feeling and group hate to those diligent students.

Group members often struggle with what to do and discord can occur as members grapple with the demands of the task as well as managing the processes involved in learning such as dealing with conflicting opinions among members or with students who essentially loaf and contribute little to the group's goal (Johnson & Johnson, 1990). This is why the teacher must arrange the groups in the appropriate way in order to increase their motivation and build positive attitude toward the CL.

Although CL has many advantages and benefits, it has some issues or challenges. These drawbacks can hinder the effectiveness and goals of that technique, and can generate bad attitudes and experiences on the part of students. As a result, we can assume that cooperative learning is such a questionable teaching method that if not used appropriately, will not add anything to the learners' repertoire, and may even lead to worthless efforts, and wasted time in vain. Thus, teachers should prepare and organize well the group work to guarantee the achievement of the learning objectives.

II.1.4 Cooperative Learning (CL) versus Group Work (GW)

A major difference between the LC and GW is accountability. The GW is highly unstructured and can be held by the teacher or students themselves, with no attention paid to the group formation. It focuses only on the product instead of the process of getting there. Without the element of cooperation, students tend to delegate problems, narrowing overall learning and leaving interaction minimal. The GW focuses on individual performance only. However, the CL is a structured team learning approach which involves a series of steps, requiring students to create, analyze and apply concepts (Kagan, 1990). In the CL, the teacher assigns students to heterogeneous/ homogeneous groups. It is characterized by individual accountability, which means that team success depends on individual learning. The CL puts students in groups and requires them to work together to complete defined task. It differs from GW in that each group member has a specific responsibility and is held individually accountable for the group's overall success. It teaches a number of social and emotional skills, promotes mutual liking, better communication, high acceptance and support. Unlike GW, the CL focuses on both individual and group performance.

Conclusion

The CL has established itself throughout history as a practical alternative to traditional teaching. It can be a powerful strategy for increasing student's achievement, if it is implemented appropriately, otherwise, it will lead to worthless efforts and wasted time vainly. Therefore, instructors must take into consideration the subsequent conditions for a successful and effective group work which are; determining group size, assigning roles to students, monitoring the group process and evaluation. In CL, the teacher implements several methods that are believed to get the learners more involved, such as; Jigsaw, Student-Team Achievement Divisions, Think-pair-share, Three-step interview, and Learning together method. Although CL has many advantages, it is important to look at the challenges that may occur during its implementation in order to avoid them. In the next chapter, we are going to investigate the position of CL in the Algerian educational system and the practical part of this study.

Chapter Three
Fieldwork & Data Analysis

Introduction

This chapter is the practical part of the study, a quantitative method approach to research was adopted. Thus, data was gathered quantitatively using a students' questionnaire, and a teachers' interview. The chapter is concerned with the analysis of the findings obtained from both students' questionnaire and teachers' interview. Concerning the questionnaire the actual results are presented in the form of tables and graphics, including the percentages, followed by an analysis and discussion of the results. While teachers' interview includes the analysis of the respondents' answers, and a discussion of its results. The aim of this chapter is to analyze, interpret, and discuss the teachers' and learners' answers, views, and perspectives concerning their experiences in using the cooperative learning as a teaching/ learning technique.

III.1. Students Questionnaire

Students' questionnaire is used to assure obtaining large amount of data from the selected population.

III.1.1. Aim of the Questionnaire

The aim of the questionnaire is to obtain data regarding the learners' attitudes towards cooperative learning in secondary school EFL classes. Moreover, it aims to discover their real experiences with this learning/teaching technique, and whether they benefit from it.

III.1.2. Administration of the Students' Questionnaire

Given the impossibility to conduct the research on the whole population under investigation, and due to the corona virus pandemic, we have administered questionnaires via internet. As a sample of the study, fifty (50) questionnaires were distributed to fifty (50) learners from different levels and streams, the reason why we have administrated two questionnaires, in both Arabic language for science stream and for philosophy and literature stream, also in English language for foreign language stream. The participants are learners of El Hadj Ahmed Hattab secondary school in Medroussa and Tabouch Mohamed secondary school in Mellakou Tiaret. The questions were clear enough in order to help the students understand and thus provide appropriate answers.

III.1.3. Description of the Students' Questionnaire

The questionnaire consists of twelve items, which are arranged in four sections. The questions are of several types, some are of the multiple choice type, others are dichotomous (yes/no questions), and the last question is an open ended question, where learners are free to express their thoughts.

III.1.3.1. Section One: Personal Information (Q1-Q3)

The first section deals with the learners' personal information; it consists of three (03) questions, concerning their gender (Q1), learning level (Q2) and their stream (Q3)

III.1.3.2. Section two: Student's Reflection about Cooperative Learning (Q4- Q9)

The second section is about the student's reflection about cooperative learning. It is an extremely important part of the questionnaire because it reveals to us whether students like this technique and feel better when they work with it or not, which aims at gathering information about their attitudes towards cooperative learning technique, it contains six questions. The first question (Q4) learners were asked to select their preferable way of learning, whether in group or individually. The second question (Q5) deals with the way learners work in CL group, by splitting up the work or working together. The third question (Q6) participants were asked to know the frequency learners use their mother tongue while working in groups. In the fourth question (Q7) learners were asked to determine whether they face difficulties while working in CL groups or not, and they were required to choose the reason that correspond their answer. The fifth question (Q8) investigates the learner's degree of motivation when working in CL groups. The sixth question (Q9) aims to explore the extent to which learners perceive CL as a useful technique.

III.1.3.3. Section Three: Teacher' Assessments and Evaluation (Q10-Q12)

The third section deals with teacher's assessment and evaluation of learners in CL process, it contains three questions. The first question (Q9) investigates the frequency of teachers' guidance. The second question (Q10) seeks to examine teachers' intervention to solve problems between peers in groups. The third question (Q11), learners were asked to identify the type of teachers' evaluation.

III.1.3.4. Section Four: respondent's suggestions about cooperative learning (Q13)

The fourth section contains the last question (Q13), it is an open ended question in which participants were asked to express what have they gained from cooperative learning.

III.2. Analysis of the Questionnaire

Section One: Personal Information

Question-item 1: Gender

Option	Number of the surveyed learners	Percentage %
Male	24	48,00%
Female	26	52,00%
Total	50	100,00%

Table 2: Respondents' distribution according to Gender

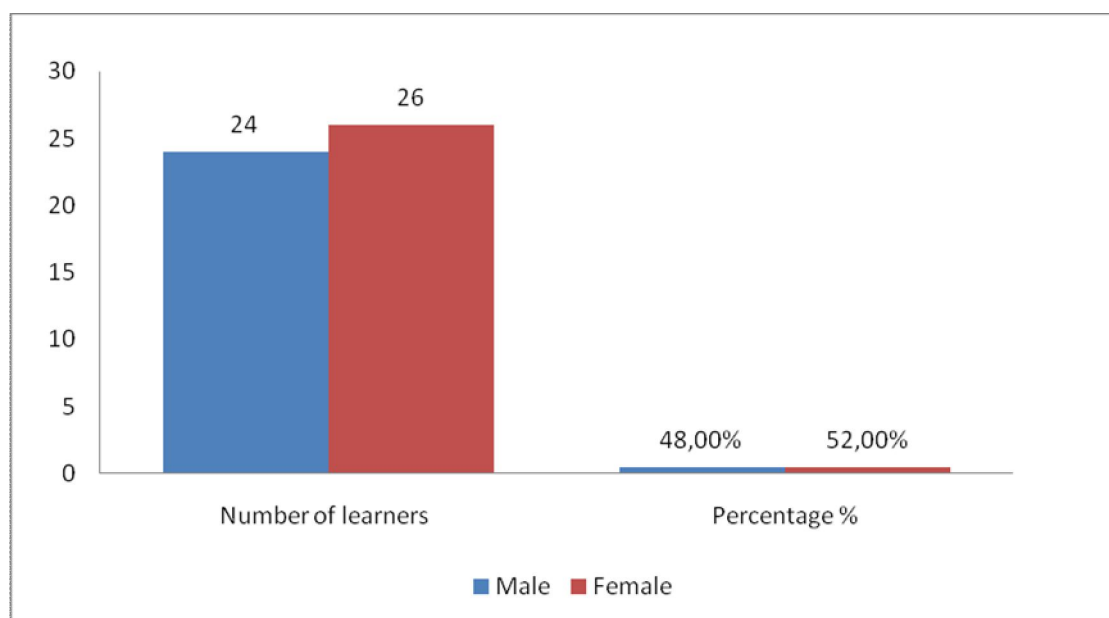


Figure 1: Respondents' distribution according to Gender

The figure demonstrates that the majority of the population is females, representing 52% (n=26), while the percentage of males is 48% (n=24). This result will not affect the study

because we are focusing on the students' answers to the questionnaire and not on their gender study.

Question-item 2: Learning Level

Learning level	Number of surveyed learners	Percentage%
1st	9	18,00%
2 nd	10	20,00%
3rd	31	62,00%
Total	50	100,00%

Table 3: Respondents' distribution according to their Learning level

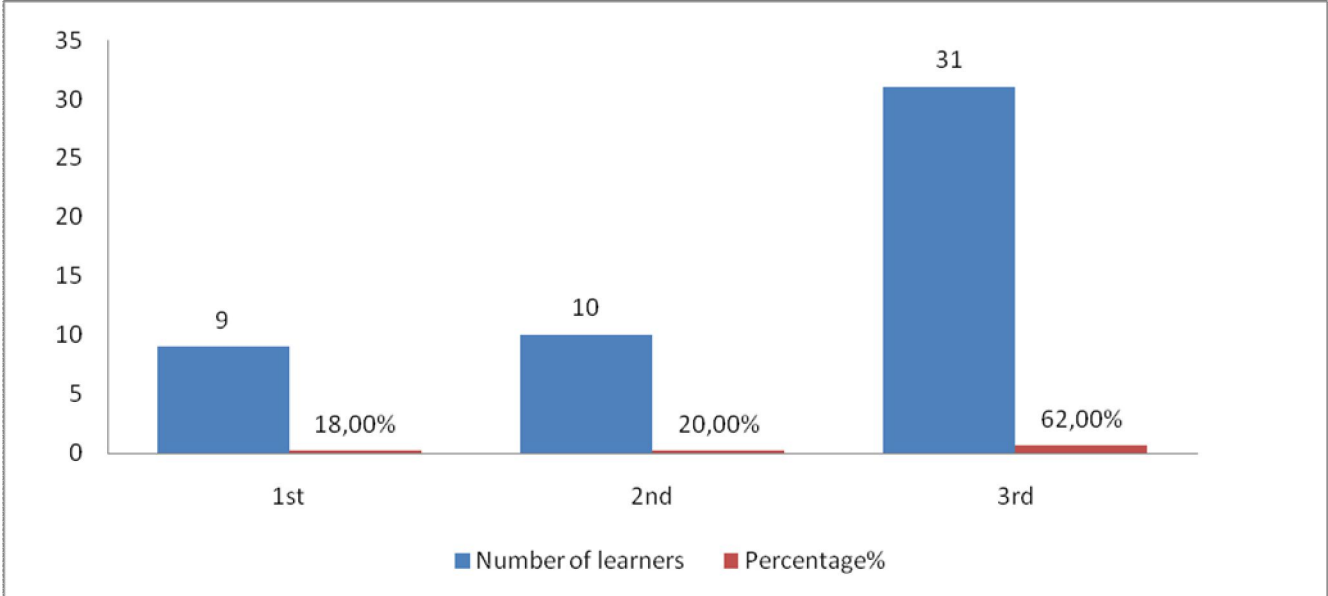


Figure 2: Respondents' distribution according to their Learning level

The statistical data in figure 2 indicate that more than the half, i.e., 62% (n=31) of the surveyed learners are third year learners. The rest of the respondents is shared between second year learners for 20% (n=10) and first year learners for 18% (n=9).

This shows that nearly two thirds of the respondents to the questionnaire are third year secondary school learners, i.e., Baccalaureate candidates. However, the rest of the surveyed learners are both second and first year. It is worthy to point out that these fifty learners showed willingness and interest to answer the questionnaire and provide information.

Question-item 3: Learners Study Path/Stream

Stream	Number of learners	Percentage %
Philosophy and literature	17	34,00%
Science	13	26,00%
Foreign languages	20	40,00%
Total	50	100,00%

Table 4: Respondents' distribution according to learners' streaming

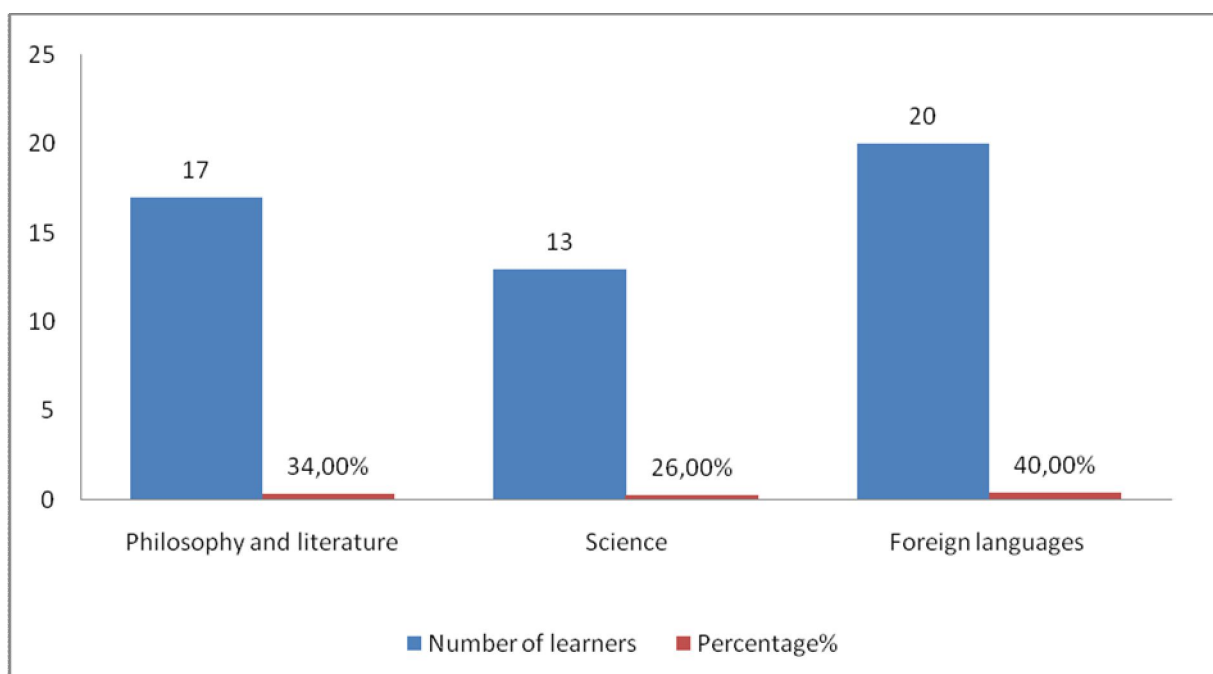


Figure 3: Respondents' distribution according to learners' streaming

The above data, generated from question-item 3 attest that forty percent (40% -n=20) of the participants come from the foreign languages stream (LVE), whereas 34% (n=17) belong to the philosophy and literature stream (Ph. L), and only 26% (n=13) are from transitory sciences (TS) branch.

The perusal of the above data indicates that foreign languages and philosophy and literature stream learners are the most dominant in the targeted population. It may be explained as a tendency of undergraduates towards foreign language for the numerous opportunities they offer to speakers. The swift technological innovations and the facilities they afford to its users

might be at the origin of such interest allotted to foreign language, in general, and English, in particular.

Section Two: Student's Reflection on Cooperative Learning

Question-item 4: How do you prefer to learn?

Options	Number of learners	Percentage%
I prefer to work by my self	22	44,00%
I prefer to work in group	28	56,00%
Total	50	100,00%

Table 5: Respondents' distribution according to learning preferences

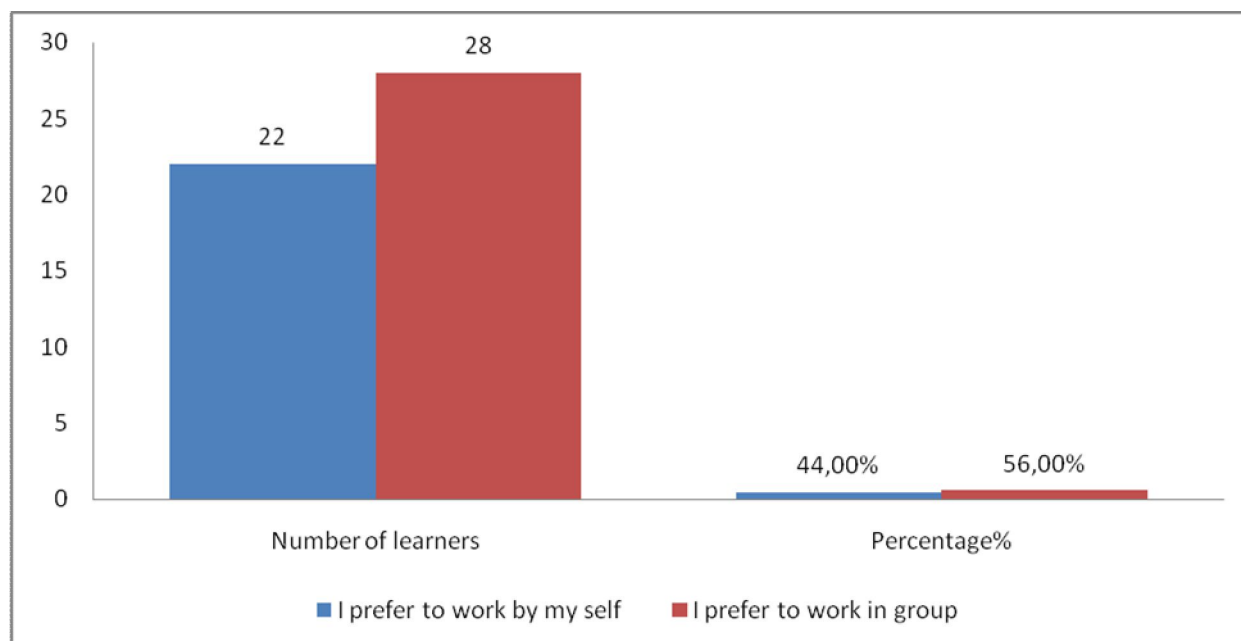


Figure 4: Respondents' distribution according to learning preferences

The data gleaned from question-item 5, asked to gauge respondents as regards learning preferences, demonstrate that for 44% (n=22) of them prefer to work by themselves, while for more than the half, i.e., 56% (n=28), group work is preferred rather than the individual one.

The pertinent question with respect to such dual preferences is the following: what are the incentives behind individual and group work? In fact, some studies reveal that the incentive behind such different preferences is tightly linked to either success or failure experienced in both learning techniques. Learners' experiences and misconceptions may play a significant role in embracing or refuting both individual-based and group-based work. It can be deduced

that those 56% of the learners are introverts who are, as it is well-known, too biased to individual and personal work.

Also, as introversion and extroversion may be factors, the results show that the majority of learners are interested to work in groups, while others like to work individually. The majority of participants who preferred to work in group stated that working in groups help them overcome their anxiety of communicating, as well as, they feel better able to learn in groups rather than learning alone, while the other participants who preferred to work by themselves, is because they found themselves more comfortable when working alone.

Question-item 5: How do you usually work in groups?

Options	Number of learners	Percentage%
Splitting up the work	14	28,00%
Working together	36	72,00%
Total	50	100,00%

Table 6: Respondents’ distribution according to group-working process

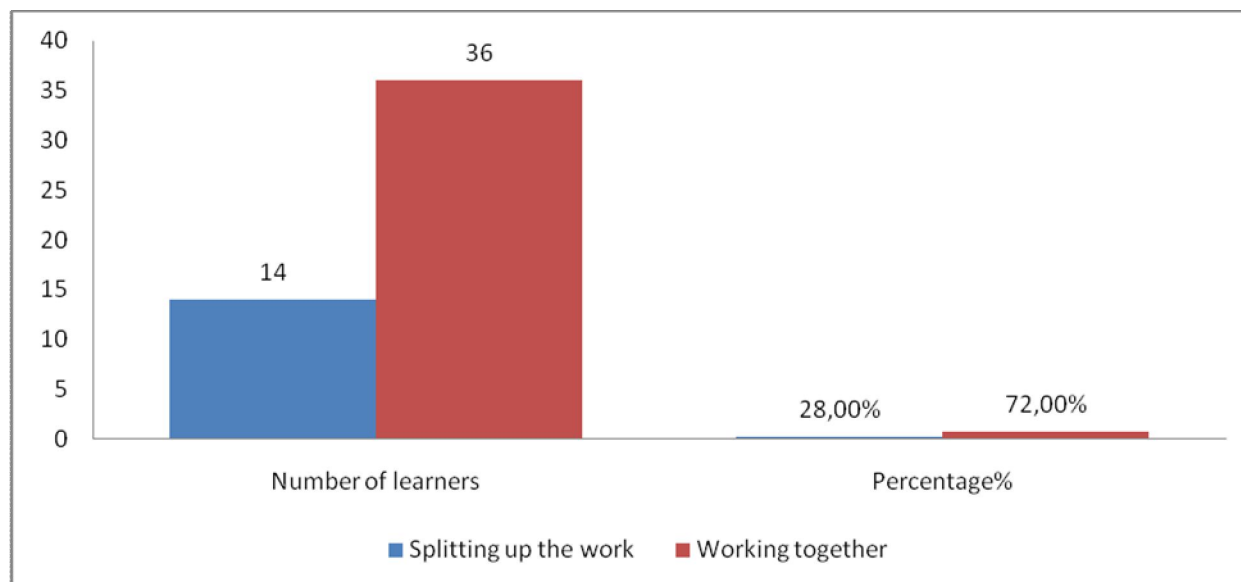


Figure 5: Respondents’ distribution according to group-working process

Question-item 5 is asked to disclose the respondents’ process of conducting group works. In fact, the gleaned data reveal that the overwhelming majority of the respondents, i.e., 72% (n=36) attest that they work together. The rest of the surveyed learners, i.e., 28% (n=14) confess that they split up the whole work into tasks over the members of the group.

Referring to the aforementioned data, the questions that come to the mind is as follows: is the Cooperative Learning structured and organized in such a way to allow all learners to contribute and participation?

Question-item 6: How much do you use your mother tongue (L1) in group work with your classmates when discussing with each other?

Options	Always	Often	Sometimes	Rarely	Never	Total
Number of learners	28	6	10	4	2	50
Percentage	56,00%	12,00%	20,00%	8,00%	4,00%	100,00%

Table 7: Respondents' frequent use of the mother tongue during discussions

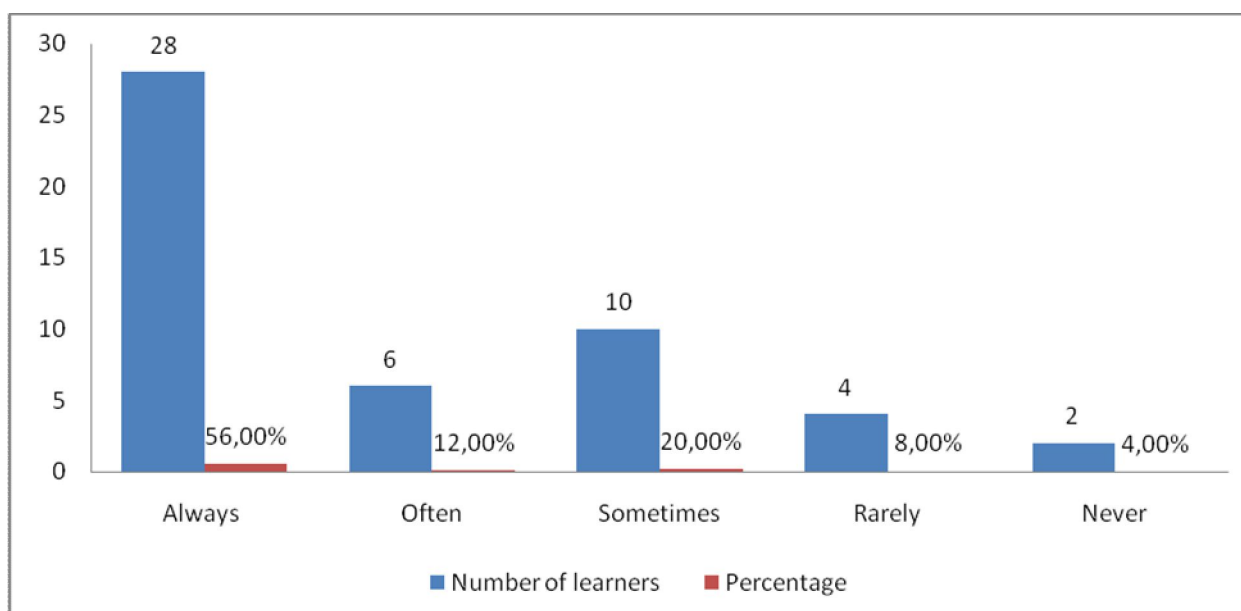


Figure 6: Respondents' frequent use of the mother tongue during discussions

This figure above mirrors the respondents' frequent use of the mother tongue (L1), during group work. The obtained data reveal that above the half of the targeted population, viz., 56% (n=28) declared that they always use their (L1) when learning in groups. For 20% (n=10) of the learners, the use of the L1 is sometimes resorted to, for 12% (n=6), they said they often use it. However, (8%) claimed that the learners' mother tongue is rarely used in group work, and (4%) asserted that their (L1) is never used.

Undoubtedly, the co-existence of the mother tongue and foreign languages leads to mutual influence and interdependence. The learning of any foreign language (FL) is systematically confronted to an already existing MT. Algerian EFL learners cannot avoid thinking in L1 and proceed to transfer or translation into FL, and also switching from L1 to FL and vice-versa.

Yet, the excessive use of the mother tongue could deprive learners from exposure to the FL. Thus, it is advocated to use the FL exclusively or as much as possible to develop FL mastery, i.e., rationale use is required. Teachers are urged to care of learners' use of the TL.

Question-item 7: A) Do you face difficulties to work with your classmates?

Options	Number of learners	Percentage %
Yes	16	32,00%
No	34	68,00%
Total	50	100%

Table 8: Respondents' difficulties facing in CL groups

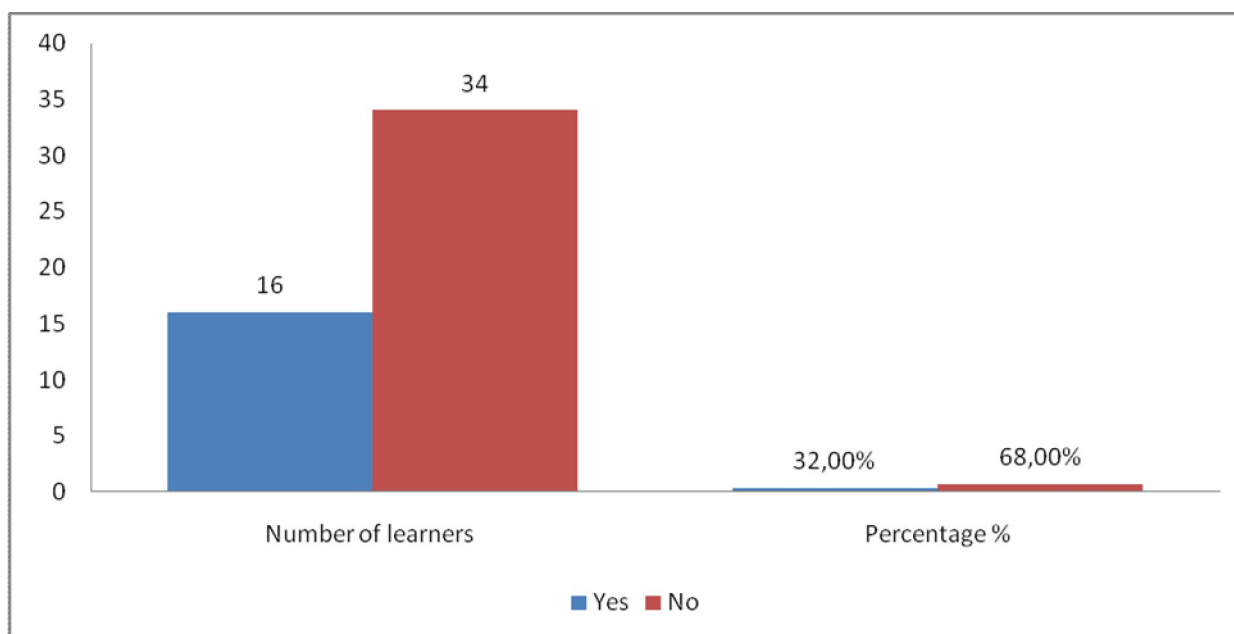


Figure 7: Respondents' difficulties facing in CL groups

The numerical data garnered from respondents with respect to the possible difficulties they face during CL groups demonstrate that two-thirds of them (68% n=34) acknowledge that they do face no hardships, whereas the rest, i.e., 32% (n=16) attest that they, in fact, endure difficulties when learning in groups.

It can be inferred that those 32% of the respondents who endure tension and problems during CL groups might be introverted learners.

7 B) If yes, is it because _____?

Options	Number of learners	Percentage %
The absence of equal contribution	7	43,75%
You feel shy and nervous	4	25,00%
Frequent conflicts between mates	2	12,50%
You feel afraid of your classmates judgments	3	18,75%
Others	0	0,00%
Total	16	100,00%

Table 9: Respondents' reasons behind negative attitudes towards CL

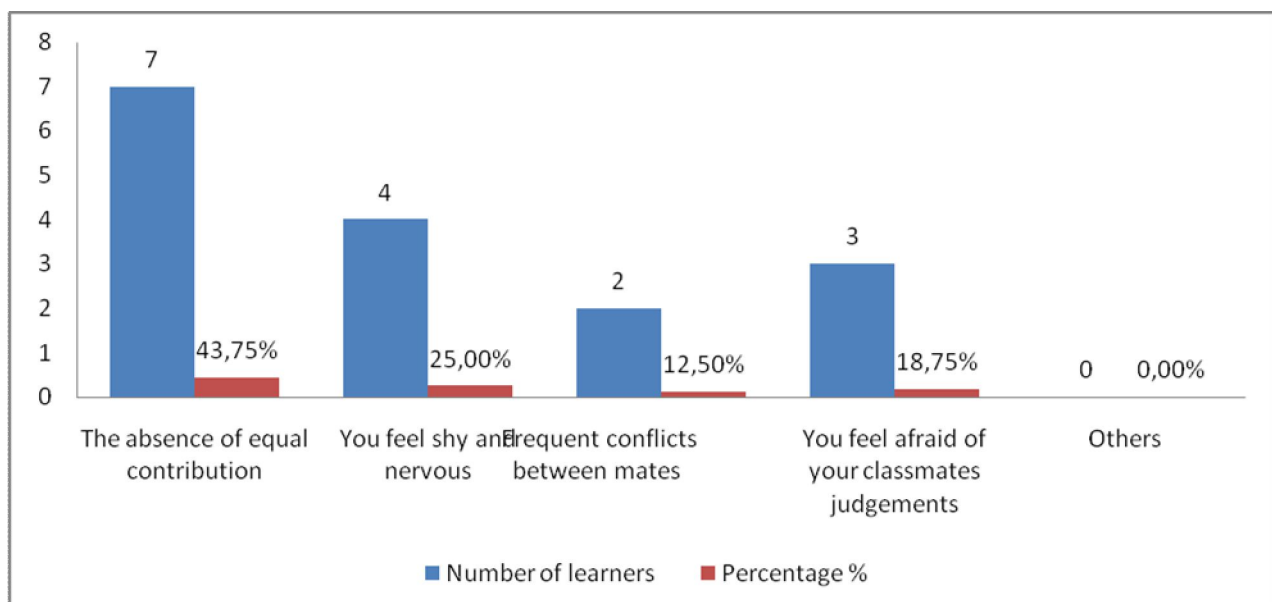


Figure 8: Respondents' reasons behind negative attitudes towards CL

As a follow-up question, the seventh item 7B is an open-ended question, enquiring about the reasons behind such negative attitude towards CL. The above statistical data (cf. fig. 8) show that the three highest chosen reasons are: absence of equal contribution among group members with 43.75% (n=7 out of 16), and shyness and nervousness with 25% (n=4 out of 16). The rest of the 16 respondents are shared between fearing classmates' judgments with 18.75% (n=3 out of 16), and frequent conflicts among classmates.

Apparently, the CL group structure and organization are called into question, which entail into the absence of equal role sharing and contribution. The success of the CL

implementation, leading to positive attitudes, can be attributed to the organizational structure teachers establish in the classroom. It is also incumbent to teachers' behavior. The use of more positive and helping behaviors on the teachers' part would imperatively impact learners' attitudes and behaviors.

7 C) If no, is it because _____?

Options	Number of learners	Percentage %
You enjoy working with your classmates.	17	50,00%
You feel confident.	6	17,65%
you understand new concepts better.	3	8,82%
You develop your Social Skills and learn to respect different ideas and opinions.	8	23,53%
Others	0	0,00%
Total	34	100,00%

Table 10: Respondents' reasons behind positive attitude towards CL

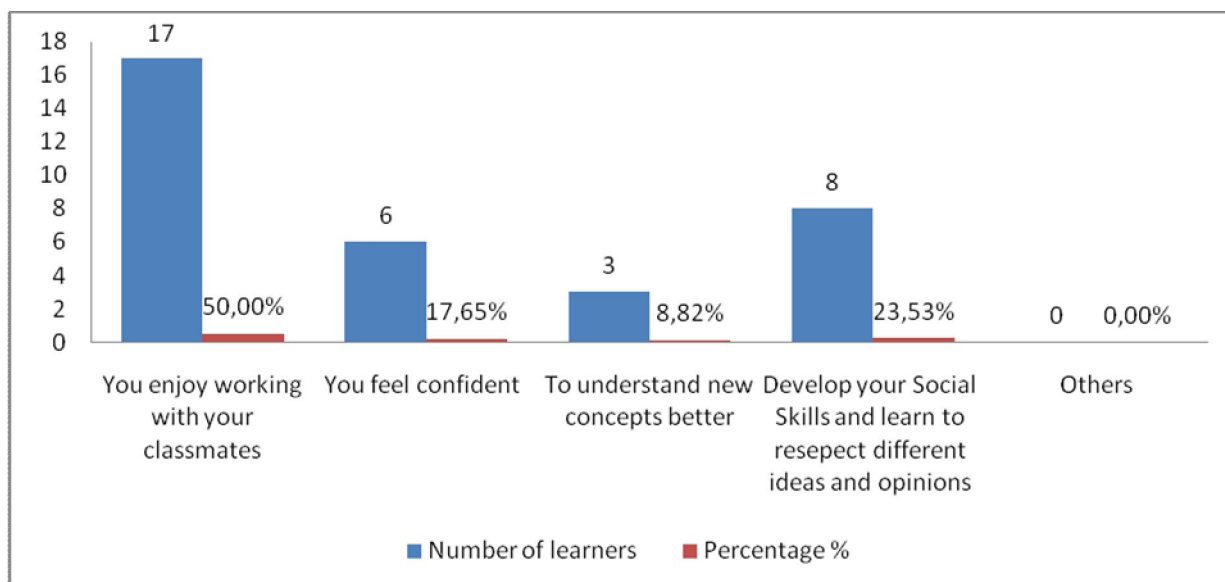


Figure 9: Respondents' reasons behind positive attitudes towards CL

Being a second follow-up, the seventh item 7 C is another open-ended question which quests respondents' reasons behind positive attitudes towards CL. The following reasons have been advanced by the respondents: For half of them, i.e., 50% (n=17 out of 34) admit that they enjoy working with their classmates with the score. For 23.53% (n=8 out of 34), the reasons

behind their positive standpoint as regards CL grouping are social skills development, learning to respect different ideas and opinions; otherness. For the rest of the respondents, are unequally shared out between gaining confidence (17.62%), and new concepts understanding (8.82%).

Question-item 8: When working in a group, do you feel _____?

Options	Very motivated	Motivated	Less motivated	Not motivated	Total
Number of learners	20	15	8	7	50
Percentage %	40,00%	30,00%	16,00%	14,00%	100,00%

Table 11: Respondents’ extent of motivation when working in groups

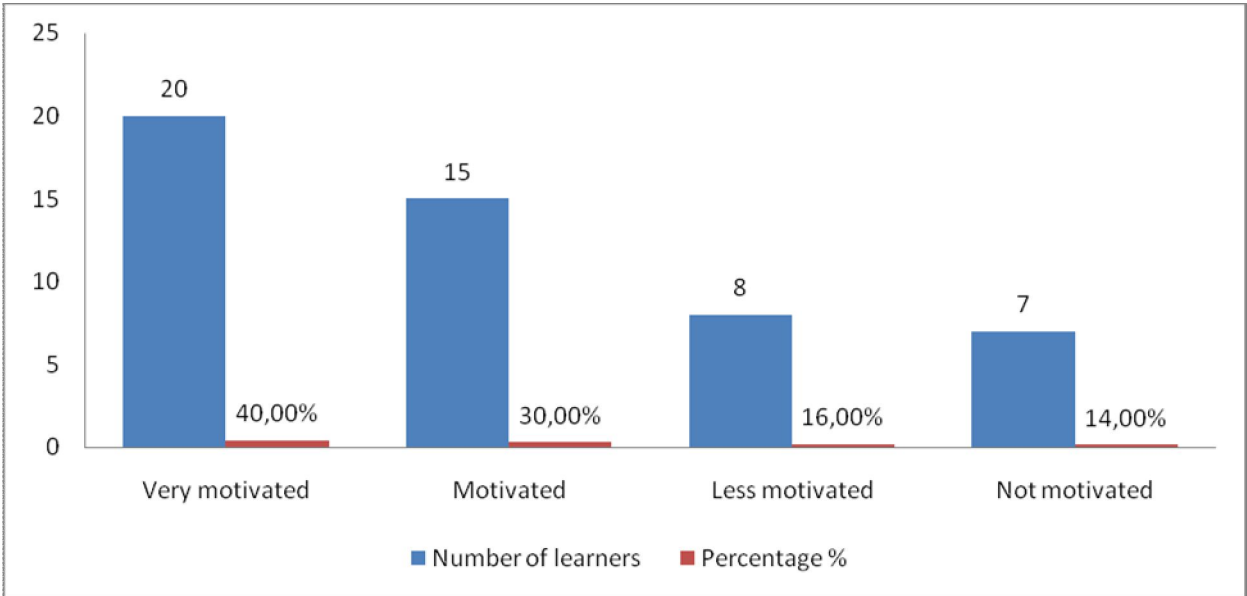


Figure 10: Respondents’ extent of motivation when working in group

The above bar graph reflects the extent of motivation that learners exhibit when working in CL groups. Twenty respondents, representing 40% of the total number, attest that are very motivated while working cooperatively. Fifteen of them, i.e., 30% (n=15), avow that they feel motivated when working jointly. However, the rest of respondents are shared out between less motivated; 16% (n=8), and not motivated, i.e., 14% (n=7).

It is crystal clear that the CL can function only if learners are motivated to cooperate in groups. Still, it is not an easy task for teachers to motivate learners to work in groups. Motivation is a fluctuating behavior that is submissive to a set of internal and external factors that teachers are supposed to care of in order to gain learners’ motivation and commitment.

Indisputably, motivation remains the *sine qua non* of effective group work, in particular, and of a sure-footed success, in general.

Question-item 9: Please put a tick (✓) in the appropriate choice

Question-item 9.1: Cooperative learning makes learning easier

Strongly agree	Agree	Disagree	Strongly disagree	Neutral	Total
20	18	3	2	7	50
40,00%	36,00%	6,00%	4,00%	14,00%	100,00%

Table 12: Respondents' perception as regards CL impact on English learning

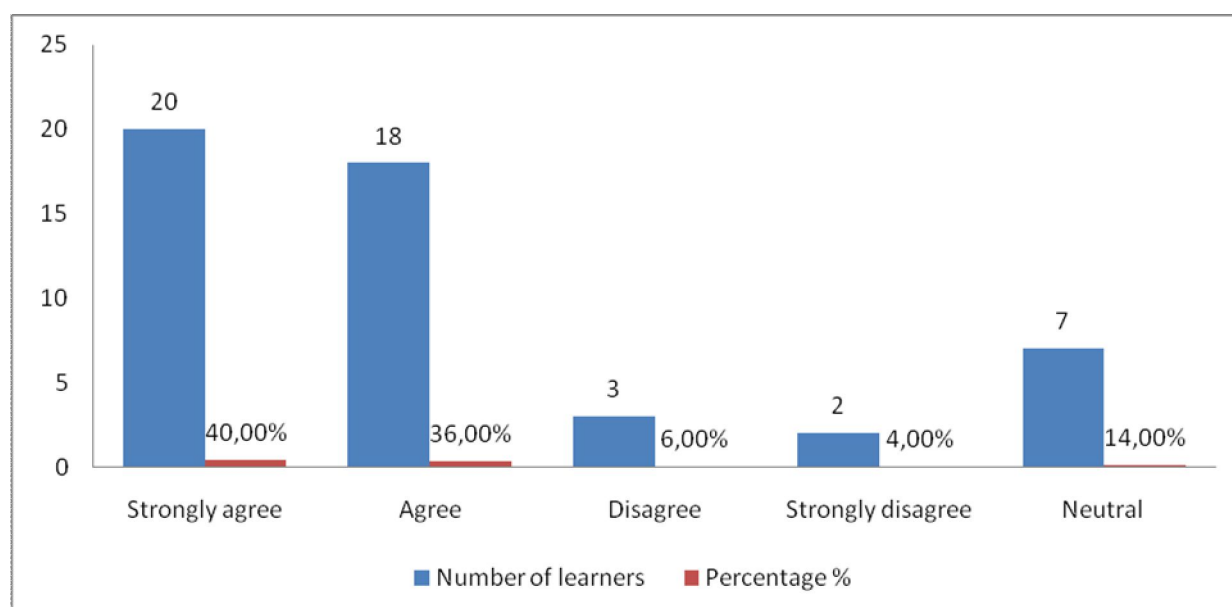


Figure 11: Respondents' perception as regards CL impact on English learning

The above figure demonstrates the extent to which learners perceive CL as a useful method that makes learning English easier. In fact, 40% of the respondents strongly agree with the statement, as well as 36% of them agree that the CL contributes and ease EFL learning. Whereas, the rest of the respondents is shared out among three different perceptions, viz., disagreement for 6%, strong disagreement for 4%, and neutrality for 14%.

It is generally argued that information is easily acquired by means of interaction among members of the group in the classroom. In a social-cognitive learning theory perspective (Vygotsky, 1986) much focus is put on both cognitive and language developments. In such a posture, when an individual is alone, he has a restricted potential; learning occurs at a low pace and level. Nevertheless, the individual's cognitive development and learning potential

reaches its real potential during interaction with their surroundings. Therefore, the cognitive development of individuals' flourishes when there is cooperation between the members of group.

Question-item 9.2. Cooperative learning is a waste of time.

Options	Strongly agree	Agree	Disagree	Strongly disagree	Neutral	Total
Number of learners	0	7	13	25	5	50
Percentage%	0,00%	14,00%	26,00%	50,00%	10,00%	100,00%

Table 13: Respondents' viewpoints as regards time duration allotted to CL

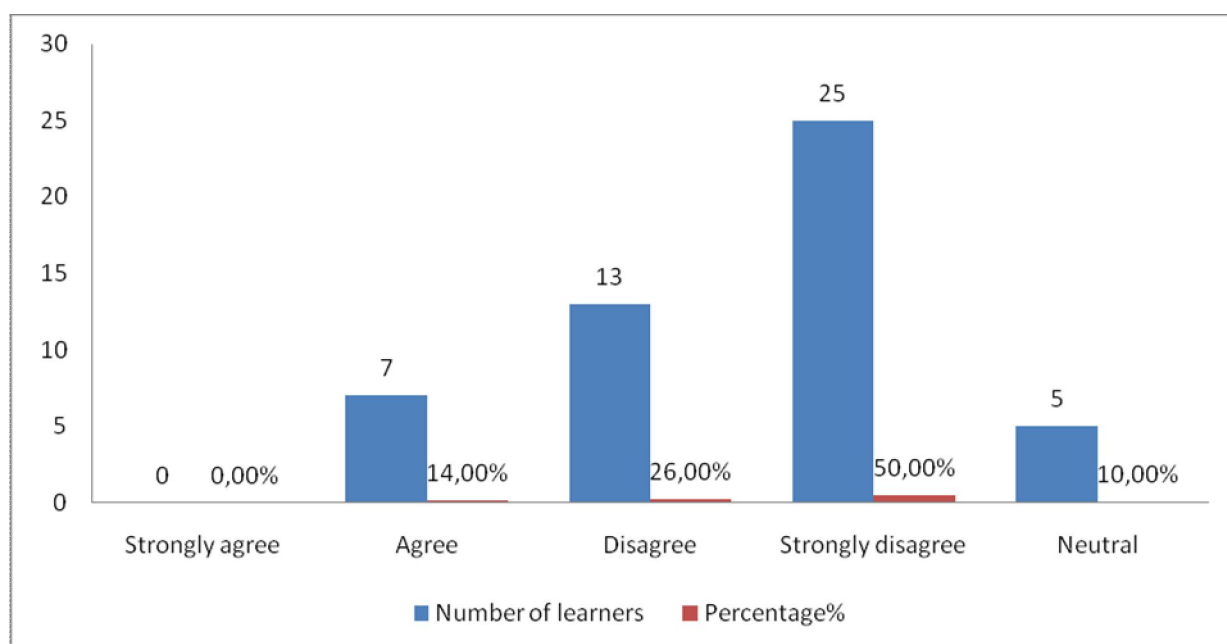


Figure 12: Respondents' viewpoints as regards time duration allotted to CL

This figure shows that half of the participants showed a strong disagreement with the statement that CL is a waste of time with a score of (50%), and (26%) disagree with the statement, however (14%) agreed that CL waste their time, and (10%) were neutral.

It is acknowledged that time is a precious commodity as regards teaching and learning, that is why teachers should be good managers of it. The use of efficient procedures is the surest conducive way to gain effective learning. If appropriately exploited and managed, learners would be utterly involved and find no room to be distracted.

Question-item 9.3: Cooperative learning makes me express my opinions, argue and ask questions

Options	Strongly agree	Agree	Disagree	Strongly disagree	Neutral	Total
Number of learners	16	23	5	2	4	50
Percentage%	32,00%	46,00%	10,00%	4,00%	8,00%	100,00%

Table 14: Respondents' perception of the positive outcomes of CL

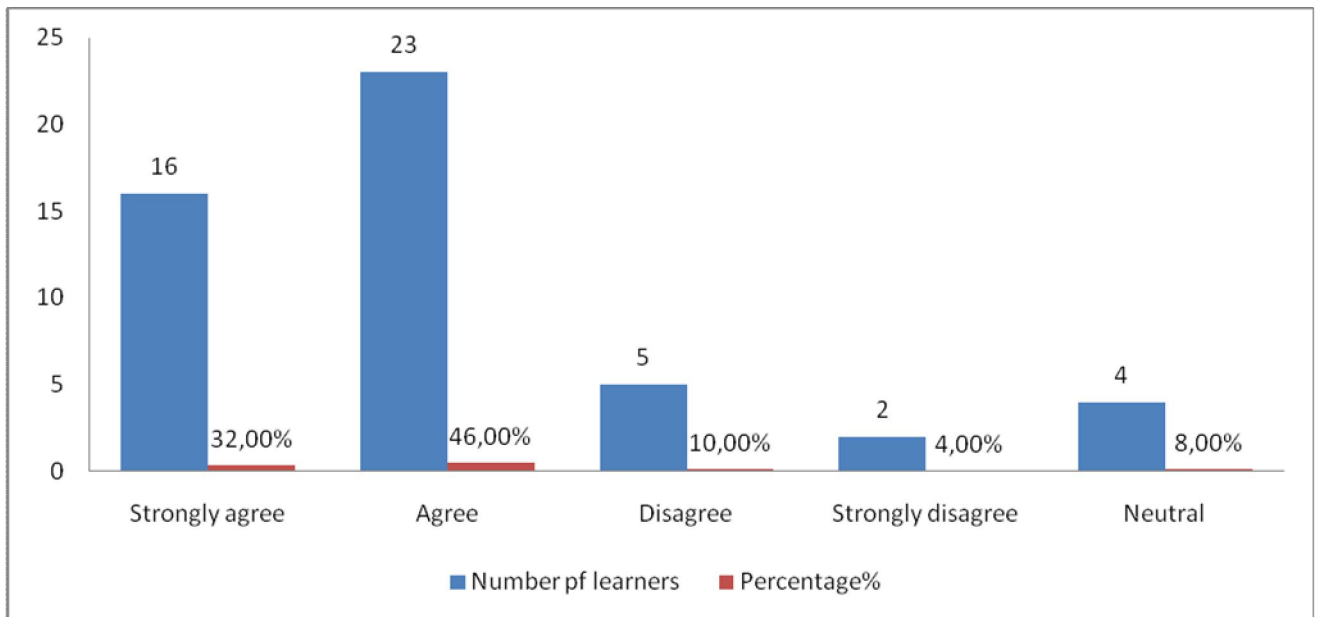


Figure 13: Respondents' perception of the positive outcomes of CL

The positive outcomes of the CL are perceived differently by the targeted sample. The data above (cf. Fig. 13) show that 32% (n=16) of the respondents strongly agree that the CL is as an opportunity to interact; expressing opinions, arguing and questioning. Also, another group just agree that the CL allows them to converse. The rest, representing 14%, either disagree (10%) or strongly disagree (4%). A weak minority (8%) remains neutral.

Question-item 9.4: Cooperative learning increases my participation in class.

Options	Strongly agree	Agree	Disagree	Strongly disagree	Neutral	Total
Number of learners	20	17	7	4	2	50
Percentage%	40,00%	34,00%	14,00%	8,00%	4,00%	100,00%

Table 15: Respondents' standpoints about participation in CL sessions

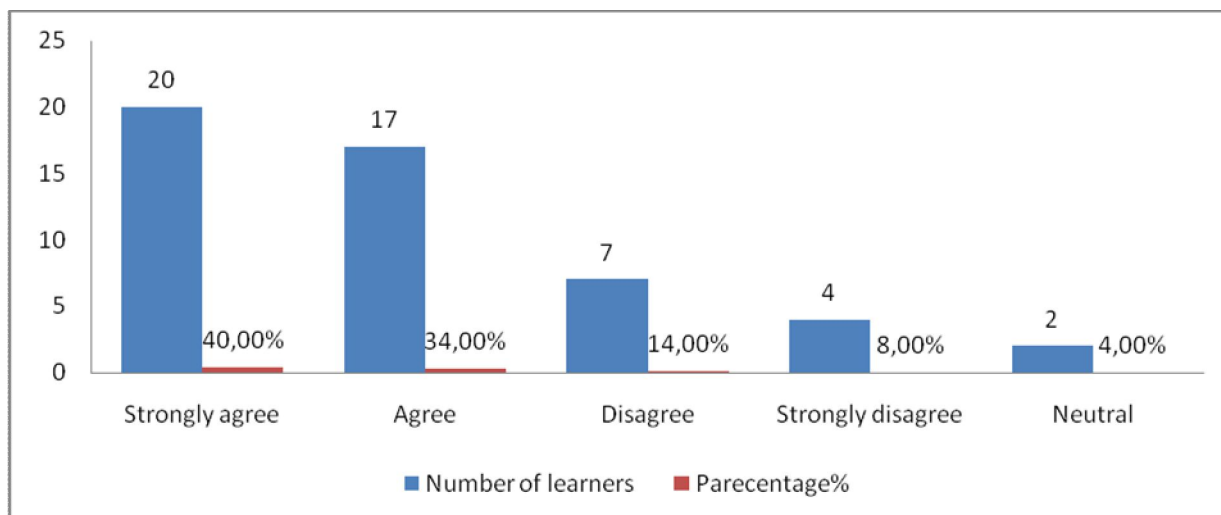


Figure 14: Respondents' standpoints about participation in CL sessions

This figure demonstrates whether CL increases the learners participation or not. The heavy majority of the respondents, representing 74%, either strongly agree (40%) or agree (34%) that CL sessions are vital moments for them to participate. The remaining ones do either disagree (14%), strongly disagree (8%) or keep neutral (4%).

The classroom is the appropriate environment which offers learners first experiences practising most life skills. Different from individualistic or traditional learning, where learners worked independently and sometimes even against one another, cooperative learning offers appropriate opportunities for learners to interact, communicate, share responsibilities, solve problems and control conflict; operating as a team to help each other succeed.

Question-item 9.5: You feel less responsible when working in a group.

Options	Strongly agree	Agree	Disagree	Strongly disagree	Neutral	Total
Number of learners	6	9	14	18	3	50
Percentage	12,00%	18,00%	28,00%	36,00%	6,00%	100,00%

Table 16: Respondents' perception of the sense of responsibility in CL group

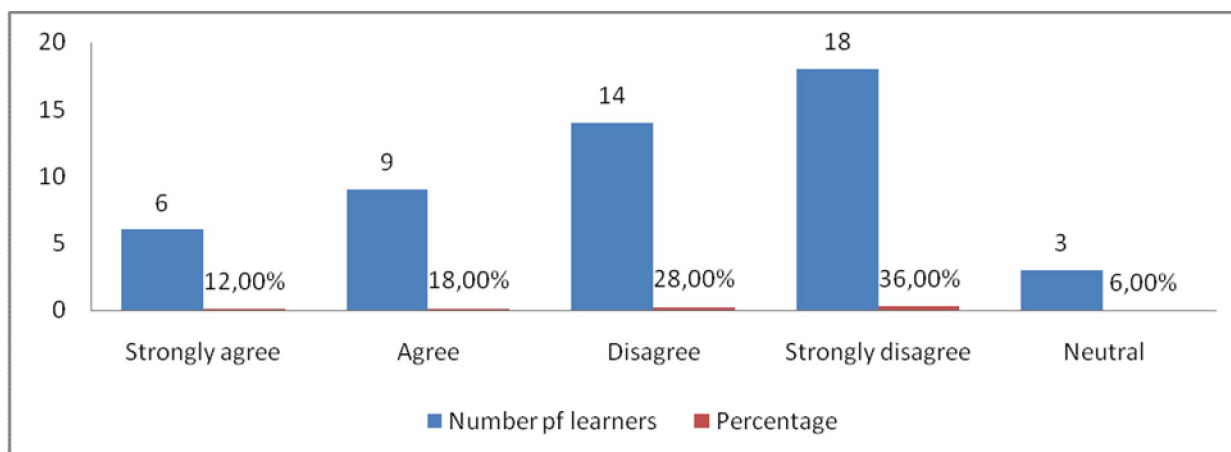


Figure 15: Respondents' perception of the sense of responsibility in CL group

The data drawn from question-item 9.5., in connection with the sense of responsibility in CL group, reveal that 40% (n=15) of the respondents either strongly agree (12%) or agree (18%) and approve and appreciate the sense of responsibility within CL groups. The rest of the respondents are disapproval of (64%) or neutral (6%) towards the CL group responsibility.

In order for CL group to succeed, members of the group need to show readiness to take responsibility and leadership. Without such sense of responsibilities, the group cannot move forward and attain the expected outcomes. Responsibilities assignment helps all members to practise and develop other social skills thanks to work organizing, supporting each other, delegating and check the goals materialization.

Question-item 9.6: Learners' achievements

Options	Strongly agree	Agree	Disagree	Strongly disagree	Neutral	Total
Number of learners	14	26	5	3	2	50
Percentage%	28,00%	52,00%	10,00%	6,00%	4,00%	100,00%

Table 17: Respondents' awareness of their achievements thanks to the CL

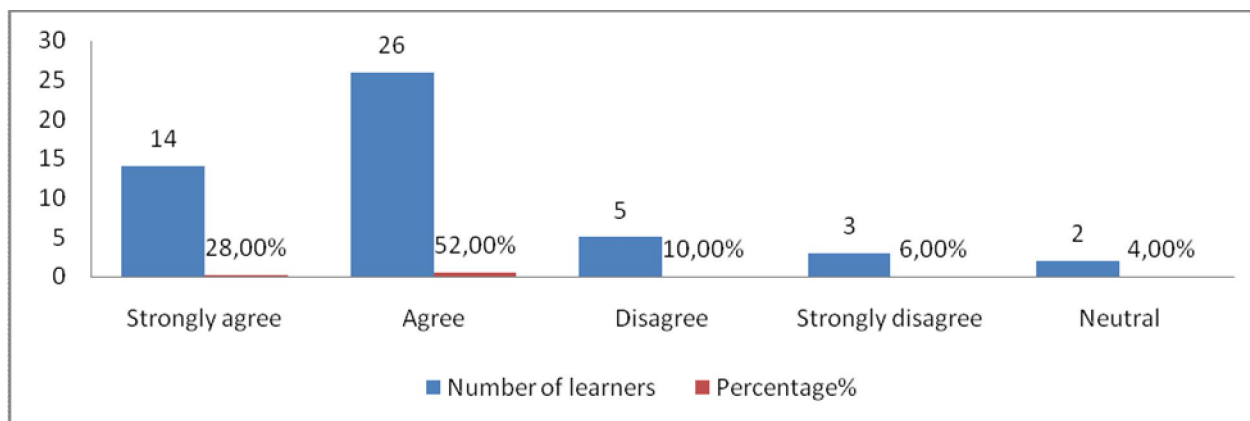


Figure 16: Respondents' awareness of their achievements thanks to the CL

To probe respondents' awareness of their own achievements thanks to CL implementation, question-item 9.8. is asked. In fact, the responses disclose that forty (40) respondents, representing 80% strongly agree (28%) or agree (52%) that CL enables them attain their learning goals. Yet, for the rest of the respondents, i.e., 20% (n=10) either disagree (10%), strongly disagree (6%) or restrict their opinion to neutrality (4%).

Question-item 9.7: Cooperative learning decreases my motivation towards learning English.

Options	Strongly agree	Agree	Disagree	Strongly disagree	Neutral	Total
Number of learners	2	5	19	23	1	50
Percentage%	4,00%	10,00%	38,00%	46,00%	2,00%	100,00%

Table18: Respondents' viewpoints with respect to the CL and demotivation in English classes

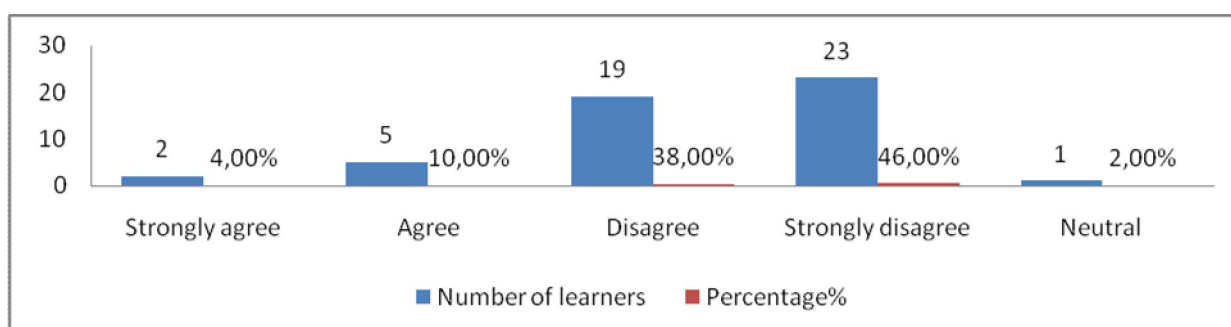


Figure17: Respondents' viewpoints with respect to the CL and demotivation in English classes

The question-item 9.7. is asked with the intent to explore respondents' viewpoints concerning their demotivation in CL group-based activities. The scrutiny of the collected responses reveals that the heavy majority of the surveyed learners, i.e., 84% (n=42) either strongly

disagree (46%) or disagree (38%) the idea that CL is a source of motivation decreasing. Only 14% (n=7) of them who strongly agree (4%) or agree (10%) that the CL is demotivating.

It is acknowledged that in classes where teaching/learning is based on cooperative learning is the best way to motivate learners more and socially empowers them. Differently couched, small group works improve learners' social relationship besides increasing academic success at the same time (Hancock, 2004) [1]. Here again, for those students who believe that the CL decreases learners' motivation might have experienced bad moments while working in groups.

Question-item 9.8: Cooperative learning encourages interaction between students

Options	Strongly agree	Agree	Disagree	Strongly disagree	Neutral	Total
Number of learners	12	25	3	2	8	50
Percentage %	24,00%	50,00%	6,00%	4,00%	16,00%	100,00%

Table 19: Respondents' views as regards CL and its impact on students' interaction

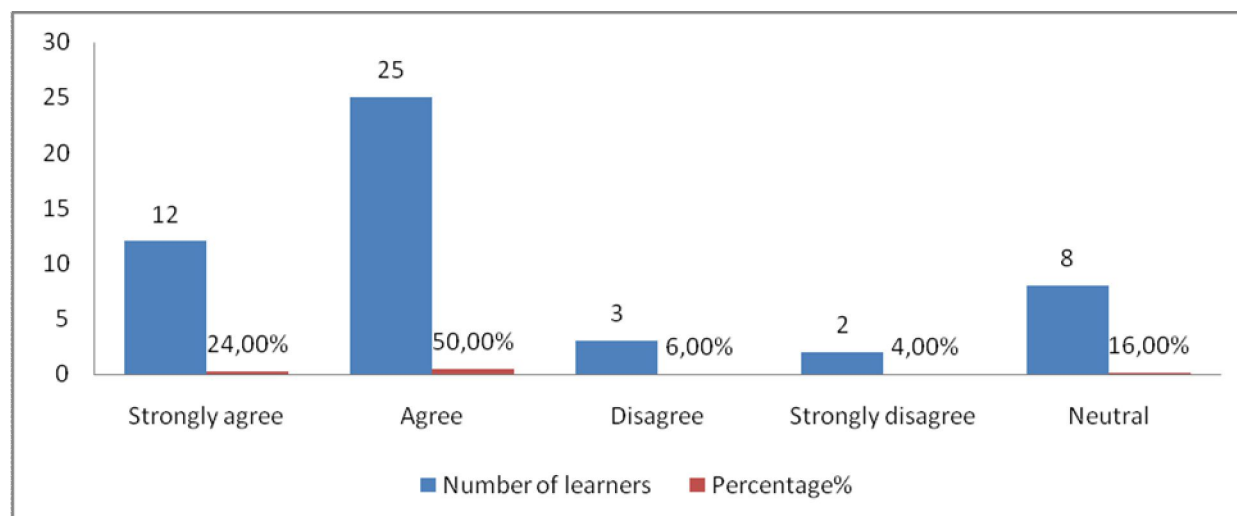


Figure 18: Respondents' views as regards CL and its impact on students' interaction

For the sake of depicting respondents' views concerning the CL and its impact on students' interaction encouragements, question-item 9.8 is asked. The examen of the resulting data demonstrate 74% of the interrogated sample either strongly agree (24%) or agree (50%) that

[1] Hancock, D. (2004). Cooperative learning and peer orientation effects on motivation and achievement. *Journal of Educational Research*, 97(3), 159 - 166.

CL has an effective impact on students' motivation; a pivotal factor behind interaction. Yet, the rest of respondents has shared out views: 10% express either their disagreement (6%) or strong disagreement with respect to the motivational impact of CL on learners' interaction. Besides, 16% of the questioned sample preferred to keep neutral.

In the light of the above data, one can infer that those respondents who believe that the LC does not increase learners' motivation and interaction are either victims of inappropriate behavior on the group-members part-bad experiences- or have a temperament which is inclined to introversion; propensity towards isolation. It is expertly recognized that the CL provides the most appropriate framework which encourages learners to discuss, debate, agree, disagree...and ultimately to teach one another. It has been proved to be the means for classroom teachers to enable learners to be more interactive, cooperative, and maybe prepare them adequately for 21st century.

Section Three: Teacher's Guidance and Scaffolding through CL

Question-item 10: How often does the teacher guide you during the group work process?

Options	Always	Often	Sometimes	Rarely	Never	Total
Number of learners	19	16	10	2	3	50
Percentage %	38,00%	32,00%	20,00%	4,00%	6,00%	100,00%

Table 20: Teacher's guidance & scaffolding frequency

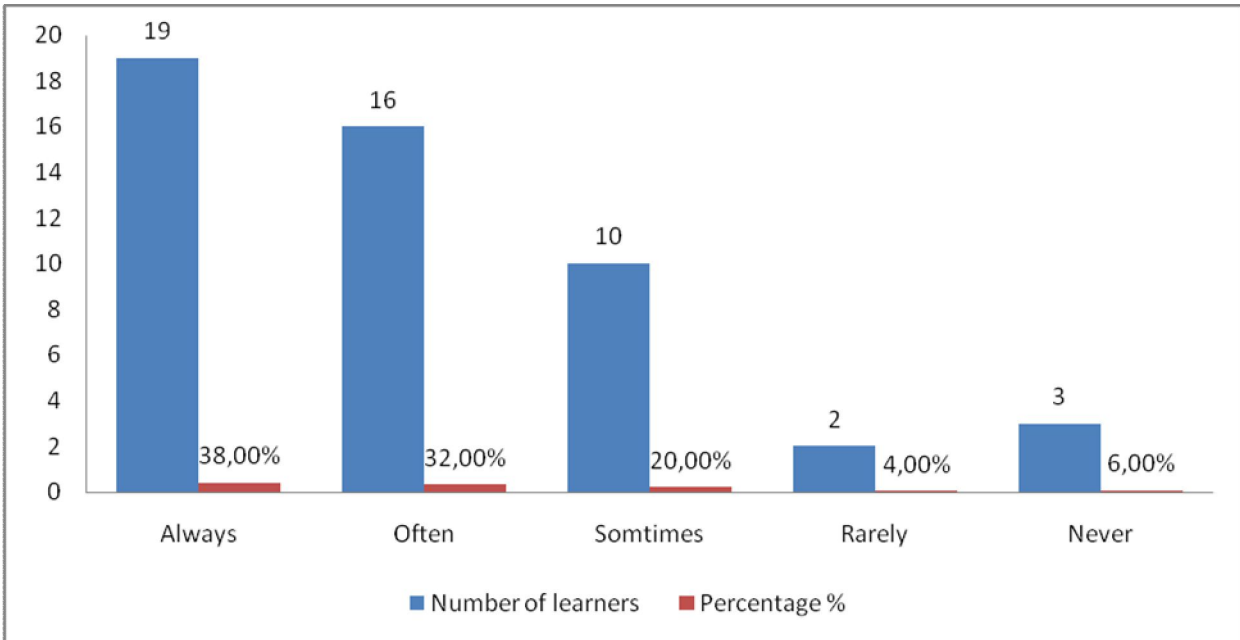


Figure 19: Teacher's guidance & scaffolding frequency

Question-item 10 aims to enquire about the teachers' intervention to assist learners during CL group work. The generated data suggest that 38% (n=19) of the sampled population affirm that teachers always intervene to provide guidance and assistance, whereas 32% (n=16) of them report that their teachers often provide help. Also, 20% (n=10) attest that their teachers sometimes guide and help them. A tiny minority, estimated at 10% (n=5) reports that they rarely (4%) or never (6%) intervene.

In cooperative classrooms, teachers move among different groups to monitor progress and provide specific assistance. Unlike traditional classrooms, in cooperative classrooms students have the opportunity to work jointly to construct new understandings where teachers' verbal behaviour provides supportive encouragements and emotional help to ease learners' endeavours. In fact, in a cooperative-learning perspective, teachers engage in more facilitative learning to scaffold and guide learners. In sum, teacher's verbal behaviour is perceived as a mediation of learning between learners.

Question-item 11: How often does the teacher intervene to solve problems faced in the group work?

Options	Always	Often	Sometimes	Rarely	Never	Total
Number of learners	22	10	8	6	4	50
Percentage%	44,00%	20,00%	16,00%	12,00%	8,00%	100,00%

Table 21: Teachers' intervention in solving group problems

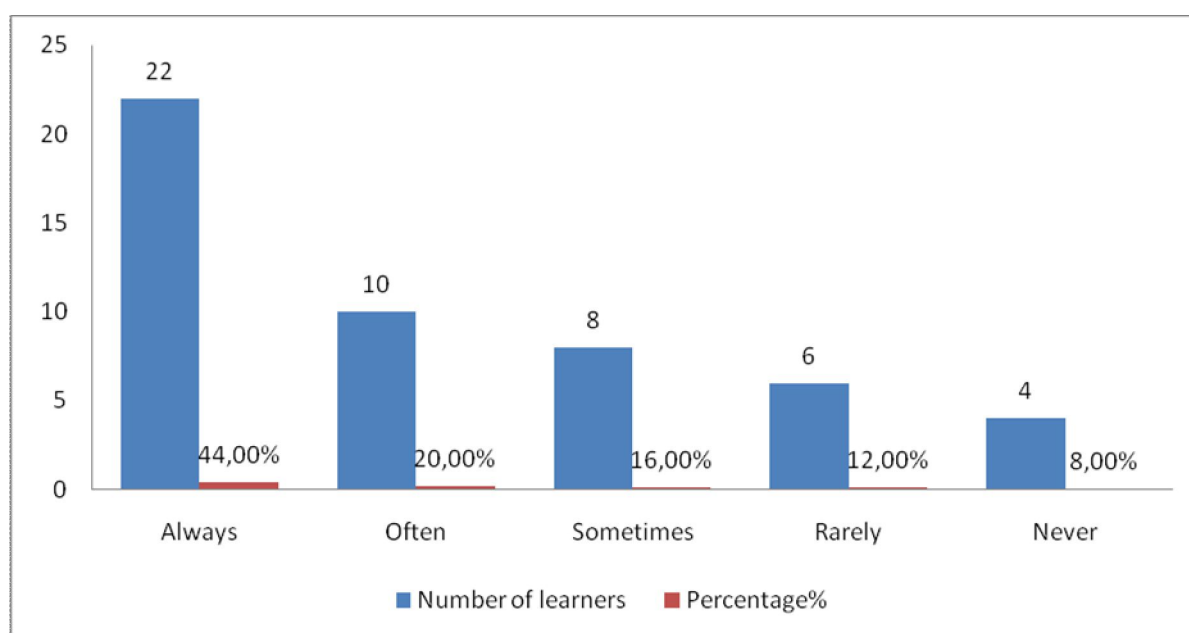


Figure 20: Teachers' intervention in solving group problems

The above statistical data (cf. Fig.20) show the frequency of teachers' intervention to solve problems that arise among group members. The majority of the surveyed learners, i.e., 44% (n=22), affirm that teachers always intervene to solve the problems that may occur in groups, and 20% (n=10) of them report that teachers often intervene to find consent for unpredictable issues. While 16% (n=8) state that teachers sometimes tend to intervene. For the rest of the respondents, teachers rarely (12%) or never (8%) intervene.

It is acknowledged that some problems such as low commitment, lack of transparency, no information sharing, etc. can lead to tension and conflict among the group members. Thus, the teacher's role is quite decisive to establish co-existence, mutual help and positive dependence. Relying on the collected data, 80% of the teachers do interfere for the sake of the learning progress.

Question-item 12: How does the teacher evaluate you?

Options	Number of learners	Percentage%
Individual evaluation	15	30,00%
Group evaluation	35	70,00%
Total	50	100,00%

Table 22: Teachers' group members' evaluation

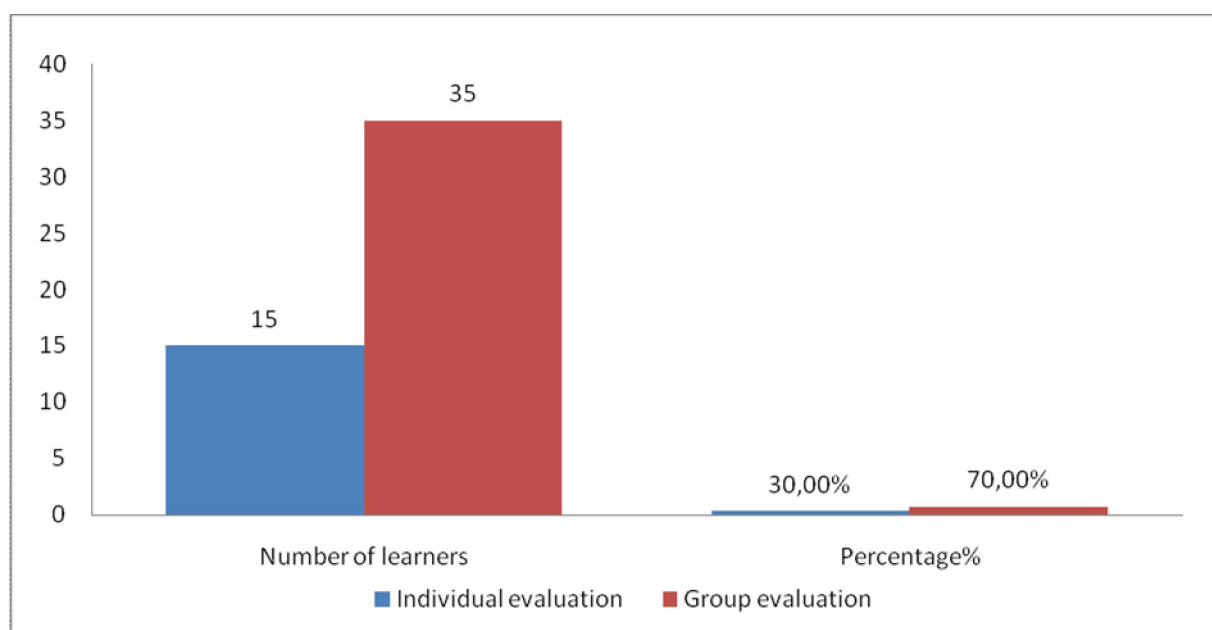


Figure 21: Teachers' group members' evaluation

In the teaching/learning process, learners' performance evaluation is a daunting task to accomplish. To uncover the teacher's way to evaluate learners' in the cooperative learning framework, question-item 12 was asked. The obtained data demonstrate that for seventy percent (70% n=35) a collective evaluation is practised by the teacher. For the rest of the respondents, i.e., 30% (n=15) individual evaluation is implemented.

It is well-known that in the cooperative learning framework, learners work together toward a common goal. Yet, this does exclude learners' responsibility for their own individual achievements. Thus, the learners' evaluation stands as a challenge for teachers for they are supposed to evaluate individual as well as team effort. In fact, it is a arduous and uphill task to be accomplished by teachers.

Section four: Respondent's Suggestions about Cooperative Learning

Question-item 13: What have you gained from cooperative learning experience?

This question is an open-ended question; aiming at giving space to the respondents to express their thoughts freely about what they have gained from cooperative learning. We tried to select the most important thoughts, and they provided the following answers:

"CL developed my skills; it helps me improve my English"

"I learned to exchange thoughts and ideas with others, and I learned to respect different opinions, and ideas, and it encourages me to make decisions."

"CL increases my motivation to learn English, and I enjoy when I work in groups, it increases my self-confidence."

"CL increases my understanding of the English language, I learn more from my friends, and understand better the lecture with my mates than I do with teachers."

"I prefer that some tasks need to be done individually in order to focus, because some students use learning in groups as opportunity to talk and waste time."

Discussion of the Results

Learners' attitude is an integral part of learning. Therefore, it becomes an essential component as regards to FLL pedagogy. In fact, being affective factors, attitudes towards learning are believed to influence behaviors. Learners' attitudes towards English language learning depend

too much on their experience in learning it either sympathetically or reluctantly. Undoubtedly, learners usually show great interest whenever they feel they have successfully learned something new. Conversely, any problem they find difficult to overcome may result in a total neglect of the subject and cause their eternal switch off. Learners' motivation to learn is often shaped by their attitudes to learning whatsoever the approaches, methods and strategies can be.

The questionnaire has mainly shed the light on the learners' attitudes towards the use of CL, and here a discussions of the analysis presented earlier, which were made in relation to the objectives of this study. Accordingly, the results are discussed in the following manner:

Learners have positive attitudes towards CL. In fact, they prefer to learn in groups, as it has been already mentioned through the analysis of this questionnaire. Learning cooperatively was found as an interesting method for more than half of the population (56%), because most of the interrogated sample feel confident and motivated; a positive attitude. They stated that they achieve better when learning and working with mates than they do with teachers. However, (44%) express negative attitude towards CL and it is not always beneficial for other learners.

In EFL classes, results show that members of the group tend always to use their mother tongue while discussing with each other with score of (56%), which may decrease the effectiveness and the importance of CL as a technique to improve learners' foreign language, i.e. English.

Through the analysis of learners' responses, it was revealed that the CL was appropriately implemented, groups must be structured and roles should be assigned, i.e., the organizational dimensions were neglected. Most of the learners declared that they work together, and this falls under the responsibility of teachers and due to teachers' lack of knowledge as regards the CL. In the absence of insightful idea into how cooperative learning could be implemented in their curricula, including developing a conceptual understanding of the theoretical foundations on which it was based, teachers could not use it thoughtfully and effectively, thus, impacting negatively learners' academic achievements.

Although the majority of the respondents indicate that they do not face difficulties, according to the analysis of the results, some learners face obstacles with their classmates. They declared that they see no positive influence on their achievements when working

cooperatively. The reason why they prefer to work individually, because, as they confirmed it, some tasks need to be done individually, besides the diversity of personalities, learning styles, abilities, and gender, as well as, the opinions difference that may lead to some disagreements. All these are conducive to the CL refutation by such learners.

Through the analysis of learners' responses, we noticed that it is acknowledged that CL helps learners develop their social skills, increases their self-esteem, self-confidence and motivation to learn. Differently stated, CL classrooms help learners develop both cognitive and socio-cultural competences.

Finally, in the light of the gleaned data, it is realized that the appropriate implementation seems to be still ambiguous for teachers. In fact, it appears that the CL is not an integral part of their pedagogical practices. The lack of teachers' training on such teaching/learning method could be behind such ignorance on the part of the practitioners.

Along with the analysis of our questionnaire results, it was made clear enough that the learners have positive attitudes towards the cooperative learning; therefore, it is clearly apparent that our hypotheses have been proved.

The obtained results would help us to provide a list of suggestions and recommendations for learners and teachers in order to use cooperative learning technique in an effective way for the sake of motivating students to get rid of almost all their difficulties resulting from the traditional learning process.

B) Quantitative Research Tool

III. 3. Teacher's Interview Aim

This interview was designed to elicit the views and opinions of EFL teachers towards cooperative learning as an effective strategy to enhance students learning, and to check whether they are applying it in their classes or not. Moreover, it has the intent to get access to valuable personal insights concerning their personal experiences. The questionnaire and interview data interplay would undeniably bring to light the constraints precluding the implementation of the CL in the EFL Classrooms.

III.3.1. Administration of the Interview

A structured interview was conducted as a data gathering tool. Eight EFL teachers agreed to participate in the interviews from both Tabouch Mohamed and El Hadj Ahmed Hattab secondary schools. We have distributed the interview via emails; we could not meet the participants because of the quarantine imposed by the sanitary conditions caused by CoViD19.

III.3.2. Description of the Interview

The interview was composed of ten questions. Question 1 asked about teacher's educational qualification. Question 2 was posed to know about the teachers experience which helps to provide different opinions that are based on their experiences in teaching English as a foreign language. Question 3 was asked to know whether teachers use cooperative learning or not. Question 4 asked about the benefits of cooperative learning. Question 5 and 6 asked about the students observed positive and negative attitudes and results while working in groups. Question 7 was asked to explore the challenges and obstacles faced by the teachers while implementing this strategy, with giving examples. Question 8 was asked to investigate the role of teachers during CL process. Question 9 was devoted to know the type of evaluation used by the teachers during CL activities. The last question (10) was asked to gather additional information about this teaching strategy from teacher's personal perspectives, and further suggestions were elicited in relation to CL and its effectiveness.

III.4. Analysis of teachers' interview

Q 1: what is your education qualification?

Q 2: How long have you been teaching English?

Table 23:

Teachers' profile

Number of teachers	Education qualification	Teaching experience
1	Master 2	6

2	Master2	11
3	Master 2	1
4	License	34
5	License	30
6	Master 2	5
7	License	20
8	License	14

As it can be noticed in the table above, the respondents have different education qualifications and experiences in teaching English that range from one to more than thirty years, which will provide us with a variety of insights as regards CL.

Q 3: Do you use cooperative learning?

This question was asked to investigate teacher’s familiarity with the CL technique. In fact, all respondents affirmed that they use CL in their classes.

Q 4: In your opinion, how can cooperative learning benefit the learners?

Teacher 1 said: *“CL helps create collaborative atmosphere, and lead learners to peer/assesses.”*

Teacher 2 said: *“learners would understand from each other, they would ovoid fear and shyness.”*

Teacher 3: *“it helps them a lot to communicate more together, exchange ideas, discover their mistakes, get to know each other, and minimize negative peer evaluation.”*

Teacher 4: *“CL increases the intellectual and emotional participation of the learner.”*

Teacher 5: *“It helps improving their level of proficiency in English.”*

Teacher 6: *“It helps exchanging thoughts and experiences.”*

Teacher7: *“It promotes equal interaction between weak and high level students.”*

Teacher 8: *“Cooperative learning is the best solution to get rid of differences between students.”*

Based on the statements above, respondents have very positive attitudes on how CL can benefit learners; developing their different skills, and improving their performance in English language learning.

Q 5: What positive attitudes and results do you observe on the learners while working in groups?

Teachers gave diverse answers, concerning the student’s positive attitude towards LC, which are listed down:

Teacher 1: *“Cooperative spirit, students learn from each other, students ask each other questions which they would never ask to their teachers, they correct each other’s mistakes.”*

Teacher 2: *“Learners would get more motivated and find pleasure in learning, they would have the courage to challenge other groups, they find it easy to ask, answer and discuss in between friends.”*

Teacher 3: *“They become more engaged, active and motivated towards learning English with peers.”*

Teacher 4: *“They start assuming roles, they become more productive.”*

Teacher 5: *“Their stimulus and response get better.”*

Teacher 6: *“Students feel more comfortable specially introverted ones; spirit of cooperation is always present.”*

Teacher 7: *“Students responds to the group work in a relaxed atmosphere.”*

Teacher 8: *“Students become more daring, more satisfied and their ideas flow faster.”*

According to teacher’s responses, we have come to a conclusion that cooperative learning has a positive impact on the learners.

Q 6: What negative attitudes or inappropriate behaviors you observe on learners during working in groups?

When asked this question, teachers gave different responses which are:

Teacher 1: *“It is all about the instruction they receive, group work must be well guided otherwise it could bring negative results on the course goals and objectives. Without monitoring and group classroom management group work could turn into complete chaos.”*

Teacher 2: *“noise and unorganized work might be noticed as negative attitude. Some learners would find it an occasion to talk about other life subjects, the work may be given by one or certain learners while the others do not do anything.”*

Teacher 3: *“Some of them rely on others and are lazy to do the tasks, they use it as an opportunity to talk and make troubles.”*

Teacher 4: *“Some students like to exploit the group and be responsible for all the work, they do not share it with the others. This inappropriate behavior leads others to refuse to work in a group.”*

Teacher 5: *“Sometimes distraction takes the over, yet the teacher has to monitor them.”*

Teacher 6: *“Chaos, external discussions, conflicts between members, some students find it an opportunity to play and have fun.”*

Teacher 7: *“Some students like to control the work which impedes everyone’s participation.”*

Teacher 8: *“Members with limited capacities try to impede group work and waste the time given.”*

Although cooperative learning has several beneficial factors, some students do not take this strategy seriously. They tend to show negative attitudes and behaviors during the group work process.

Q 7: Do you face any challenges or obstacles when implementing cooperative learning? Would you please, list some examples?

On the whole occurring to the respondent’s answers, almost the teachers argued that they face obstacles when implementing this method. They stated:

Teacher 1: “No, I believe I am well trained to do so. Plus I love teaching and being surrounded by learners, that’s all what it takes.”

Teacher 2: *“Yes, several obstacles and challenges appear each time with cooperative learning, for example; the misunderstanding or wrong explanation among the group members, some learners would never participate in the work, tease and jokes would appear when some students think that group work is a time of leisure and pleasure.”*

Teacher 3: *“No, I do not face any problems.”*

Teacher 4: *“I sometimes face some challenges when implementing cooperative learning, especially with unsociable, shy, reserved learners, because the latter prefer to work alone. They are afraid of others judgments, they lack self-confidence.”*

Teacher 5: *“No, so far, if the instructions are clear and the rules are well-explained nothing will inhibit an almost total understanding.”*

Teacher 6: *“Over-crowdedness in the class makes the implementation of this strategy difficult, in addition to the lack of time.”*

Teacher 7: *“yes, because of the lack of cooperative work culture, and the tyranny of selfishness among some students.”*

Teacher 8: *“The lack of necessary social skills, the competition among group members may pose a problem, especially, if the weak and average pupils are not given the chance to participate.”*

Although most respondents show a positive attitude with the respect to cooperative learning method, they have indicated that there are some constraints and challenges that they depicted during the implementation of this teaching method.

Q 8: What is your role during cooperative learning sessions?

The answers of the respondents were approximately the same, they all indicated that they play the role of a “guide” and “monitor”, while some added the roles of “organizer”, “supervisor”, “facilitator” and “motivator”.

In general, the answers demonstrate that the teachers do play the roles that make cooperative learning effective.

Q 9: How do you evaluate your learners during cooperative learning activities?

The responses to this question vary according to each respondent's perception:

Teacher 1: *"Through group evaluation, I try to explain the evaluation greed to the learners in order to involve them in the process and to avoid problems."*

Teacher 2: *"I give each group the mark when they hand their final products".*

Teacher 3: *"Group not individual evaluation."*

Teacher 4: *"I evaluate my learners by group, then I give remarks to individuals."*

Teacher 5: *"Group evaluation, and sometimes individual evaluation for those who have lower levels."*

Teacher 6: *"It depends on the nature of the task."*

Teacher 7: *"At first, I give individual evaluation, then group evaluation."*

Teacher 8: *"team evaluation."*

Based on the results, it can be noticed that evaluation typology differs from one teacher to another. Yet, within the CL framework, evaluation targets dual objectives, viz., collective and individual achievements and efforts at the same time.

Q 10: Do you have any additional information, personal insight or further suggestions in relation to cooperative learning and its effectiveness?

Teachers ended up the interview with some interesting information's, personal insights and suggestions for an effective group work which are summarized as follows:

Teacher 1: *"cooperative learning is an important educational component for the success of the educational process, and it is beneficial for there are individual differences in the class."*

Teacher 2: *"Cooperative learning is an effective technique, but in the middle of the overcrowded schools in Algeria, it won't achieve success."*

Teacher 3: *"Cooperative learning helps learners to get accustomed to participate a lot in group, to accept the ideas of each other, and guarantee good results."*

Teacher 4: *“Working in groups lead to develop learner’s awareness, attitude, and problem solving. It is time consuming but it pays.”*

Teacher 5: *“Cooperative learning is a success, only if collaboration is the main tool to achieve it.”*

Teacher 6: *“The information or the advice that one would add to enrich the cooperative work is that the teacher should create the notion of challenge between two or more groups, learners would both amuse and be well integrated in the group and in the positive work.”*

Teacher 7: *“Teachers must be trained and framed through courses and seminars to control the process of cooperative learning.”*

Teacher 8: *“We should enhance the culture of cooperative work from the early educational stages.”*

III. 5. Discussion of the Results

Through the analysis of teacher’s responses, it can be noted that cooperative learning is used in the Algerian EFL classes; they seem to be aware of the positive effect cooperative learning has on students, as it helps students develop their language knowledge and their content knowledge in meaningful context. Additionally, it contributes in the development of student’s social skills, communicative skills and the ability to work well in group settings, as well as supporting each other.

Overall respondents saw cooperative learning as a very effective practice in class, but there are also a number of constraints and obstacles in its implementation. Although students know the positive impact of this strategy on them, they do not take it seriously, in contrast, they try to take advantage of it for their personal benefit so that they can exchange conversations, deviate from the task, disrupt others, waste time in vein and never participate.

According to teacher’s answers, the majority of the interviewed respondents indicated that they face difficulties when implementing cooperative learning due to many reasons, which may affect the successfulness of this strategy and provoke in teachers a negative attitude towards the implementation of CL in their classes.

Despite all the aforementioned difficulties in the respondent's answers that teachers face in the implementation of cooperative learning, we note that the teachers do play the required roles in order to make the group work process fruitful.

According to respondent's answers, almost all teachers use the same type of evaluation, which is group evaluation. This may create conflicts among learners, the reason why they should change the way they evaluate their students. It is recommended to use both individual and group evaluation in order to be fair enough.

To conclude, two points are worthy to highlight, first, the interview fulfilled its aim of providing us with insightful teachers' views concerning cooperative learning as a teaching strategy, enhancing students' learning, and its feasibility in the EFL classes. Teachers show positive perception towards cooperative learning due to it is salient results observed on the learners' behavior and performance. Second, it is found that the implementation of cooperative learning requires a strong commitment from teachers and learners too. Thus, they should be aware of the basic aspects of cooperative learning and respect and create the CL classroom conditions and bring together all theoretical and practical tenets underlying the CL method in order to make group work more efficient, moreover, to reach the expected objectives and to improve the teaching and learning process.

It is important to mention that the previously reported opinions do not represent all EFL secondary school teachers in Algeria. Yet, the investigation involved only two secondary schools in the province of Tiaret. Hence, the results described can be regarded as being a modest tentative and could not be a generalization.

Conclusion

This chapter has presented the methodology followed in this research; quantitative findings were discussed in relation to the research questions of the issue under investigation. Two research investigation tools were used to collect data; a questionnaire administered to the selected students, as well as, an interview conducted with eight EFL teachers from el Hadj Ahmed Hattab and Tabouch Mohamed secondary schools in Tiaret. The questionnaire revealed insightful information about student's attitude toward cooperative learning; it was found that most of students appreciate working cooperatively since they find themselves more productive and motivated to learn. Whereas, the results obtained from the teacher's interview denote that using CL strategy helps to create a more engaging atmosphere and develop positive interdependence among students, in a sense they find themselves able to understand, interact and create more positive attitude towards learning. Also results revealed that teachers do face some challenges when introducing CL. These results confirm the hypotheses put forward before. Based on the discussion further recommendations and suggestions will be made.

General conclusion

Cooperative learning is a learner centred approach, that differs from other teaching methods in various ways. It is characterised by being a well-structured method, in which group members are assigned in specific roles during the task to ensure equal participation to accomplish common goal. This study aimed at investigating the importance of utilizing cooperative learning method in the classroom, besides exploring learner's attitudes towards this strategy. Moreover, to check the teachers consciousness, and whether they face difficulties or obstacles during the application.

The research work had been divided into three chapters; the first chapter highlighted the literature review of cooperative learning, providing different definitions and conceptualization of cooperative learning, then we shed light on the history and the theoretical background of this method, presenting its types and elements. Then we conclude this chapter by introducing the importance of applying this technique.

The second chapter explored the implementation of cooperative learning in Algerian secondary school EFL classes under CBA, in which three main phases including the basic component of implementation were presented. Also, this chapter provided an explanation of the main challenges that teachers may face while implementing CL in the classroom.

The third chapter is devoted to the practical study. We have tackled the research design and methodology, beginning with a description of research instruments (questionnaire, interview), then analysing and discussing the data obtained. Through the research questionnaire we found that learners have a positive attitude towards cooperative learning, and they confirmed that they improve their social skills through the cooperative learning, whereas they declared that they face some difficulties with their classmates due to the inappropriate use of CL. Moreover the analysis of the teacher's interview, we noticed that teachers have positive attitude towards the use of cooperative learning, however they do not apply it correctly, and that refer to their lack of knowledge of this teaching method.

On the whole, cooperative learning was feasible and practical teaching method, which increase opportunities for learners to produce and comprehended the target language, as well as, boost their motivation towards learning English as a foreign language and improve their overall achievements.

Cooperative learning can have far reaching results when appropriately employed and practiced, it takes serious commitment and resources otherwise it will be doomed to failure. Therefore the paramount importance of the teacher and his/her assimilation of cooperative learning culture is crucial in implementing efficiently such an approach inside the classroom.

We concluded this study by confirming the given hypotheses said before .we can say that this humble work considered as an additional piece to other researchers and studies about CL which is a form of teaching that is rather recent, but its implementation in academic contexts is getting higher and higher. Moreover the research was applied on limited number of participants therefore a generalization cannot be possible.

Suggestions and Recommendations

The students' questionnaire and teachers' interview helped us to present some pedagogical suggestion and recommendations:

It is recommended for teachers to take an intensive training, and prohibit seminars to obtain professional competence on how to implement cooperative learning before attempting to introduce it to their classroom.

Moreover, it is required for learners with negative attitude to reconsider the benefits of cooperative learning, since this method help them to build their social skills, and improve their performance.

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APPENDICES

Students' Questionnaire

Dear respondents,

Good day! We would like to invite you to participate in short survey to gather your opinions and feedback about our Master degree dissertation topic, entitle “Enhancing Learner’s Cooperative Learning: its importance and feasibility”. Please try to answer the following questions by ticking (✓) the appropriate choice.

Thank you for your time and cooperation.

Section One: Personal Information

- Q1: Gender: a. Male b. Female
- Q2: Learning level: a. 1st year b. 2nd year c. 3rd year
- Q3: Stream: a. science b. literature and philosophy c. foreign languages

Section two: Student’s Reflection about Cooperative Learning

Q4: How do you prefer to learn?

1. I prefer to work by myself: a. yes b. No
2. I prefer to work in a group: a. Yes b. No

why:.....

Q5: How do you usually work in a group?

- a. Splitting up the work b. working together

Q6: How much do use your mother tongue (L1) in group work with your classmates?

Q7: Do you find difficulties to work with your classmates?

- a. Yes b. No

1. If yes, is it because:

2.if no is it because:

- | | |
|--|---|
| a. The absence of equal contribution <input type="checkbox"/> | a. You enjoy working with your classmates <input type="checkbox"/> |
| b. You feel shy and nervous <input type="checkbox"/> | b. You feel more confident <input type="checkbox"/> |
| c. Frequent conflicts between mates <input type="checkbox"/> | c. To understand new concepts better <input type="checkbox"/> |
| d. You feel afraid of your classmates <input type="checkbox"/> | d. develop your social skills and learn to <input type="checkbox"/> |

judgments

respect different ideas and opinions

e. Others:

.....

Q8: when you work in a group do you feel:

a. Very motivated

c. Less motivated

b. Motivated

d. Not motivated

Q9. Please, put a tick (✓) in the appropriate choice

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Cooperative learning makes learning easier.					
Cooperative learning is a waste of time.					
Cooperative learning makes me express my opinions, argue, and ask questions.					
Cooperative learning increases my participation in class.					
You feel less responsible when working in a group.					
I achieve more when I work in a group rather than working alone.					
Cooperative learning decreases my motivation towards learning.					
Cooperative learning encourages interaction between students.					

Section three: Teacher' assessments and evaluation

Q10: How often does the teacher guide you during the group work process?

a. Always b. often c. Sometime d. Rarely e. Never

Q11: How often does the teacher intervene to solve problems faced in the group?

a. Always b. often c. Sometimes d. Rarely e. Never

Q12: How does the teacher evaluate you?

a. Individual evaluation

b. Group evaluation

Section four: Respondent's suggestions about cooperative learning

Q13: What have you gained from cooperative learning experience?

.....
.....
.....

Thank you

استبيان للمتعلمين

أعزائي الطلبة

تحية طيبة، نود دعوتكم للمشاركة في استطلاع قصير من أجل جمع الآراء و الاهتمام حول موضوع أطروحة الماجستير :
تعزيز التعلم التعاوني للمتعلم : أهميته و قابلية تطبيقه " يرجى الإجابة على الأسئلة التالية عن طريق وضع علامة (✓)
في الاختيار المناسب

شكرا لك على وقتك و تعاونك

القسم الأول: المعلومات الشخصية

- س1: الجنس ذكر أنثى
- س2: المستوى التعليمي أ. السنة الأولى. ب. السنة الثانية ت. السنة الثالثة.
- س3: الشعبة: أ. علوم. ب. آداب و فلسفة ت. لغات اجنبية

القسم الثاني: ردة الفعل الطلبة حول التعلم التعاوني

س4. كيف تفضل التعلم ؟

- 1 افضل العمل بمفردي. أ. نعم. ب. لا.
- 2 أفضل العمل في مجموعات. أ. نعم. ب. لا.

س5. كيف تعمل عادة في المجموعة؟

- أ. تقسيم العمل ب. العمل سويا.

س6. هل تجد صعوبات في العمل مع زملائك

- أ. نعم. ب. لا.

1 اذا كانت الاجابة بنعم، فهل هذا بسبب:

اذا كانت الاجابة بلا، فهل هذا بسبب:

- أ. غياب المساهمة المتساوية. أ. انت تستمتع بالعمل مع زملائك في الفصل
- ب. تشعر بالخلج و القلق. ب. تشعر بثقة أكبر.
- ت. الخلافات المتكررة بين التلاميذ. ت. لفهم المصطلحات الجديدة بطريقة لفضل.
- ث. تشعر بالخوف من زملائك. ث. من أجل تطوير المهارات الاجتماعية

و تعلم احترام الأفكار و الآراء المختلفة

أخرى.....
.....

س7 . كم تستخدم لغتك الأم في العمل الجماعي مع زملائك؟

أ دائما. ب أحيانا. ت في بعض الأحيان. ث نادرا ج ابدا

س8 . عندما تعمل في مجموعة تشعر :

أ متحمس كثيرا. ب متحمس ت. اقل تحمسا ث. غير متحمس

س9 من فضلك، ضع علامة (√) في الاختيار المناسب

لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة	
					التعلم التعاوني يجعل التعلم أسهل
					التعلم التعاوني مضيعة للوقت
					التعلم التعاوني يجعلني أعبر عن آرائي، أجادل، وطرح الأسئلة
					يزيد التعلم التعاوني مشاركتي في الفصل
					تشعر بأنك أقل مسؤولية عند العمل في مجموعة
					أحقق أكثر عندما أعمل في مجموعة بدلاً من العمل بمفردي
					يقلل التعلم التعاوني من حافزي للتعلم
					يشجع التعلم التعاوني التفاعل بين الطلاب

س10. كم مرة بوجهك المعلم أثناء عملية العمل الجماعي

أ دائما. ب. أحيانا. ت. في بعض الأحيان. ث. نادرا. ج. أبدا

س11 كم مرة يتدخل المعلم لحل مشكلات التي تواجه العمل الجماعي؟

أ دائما. ب. غالبا ت. في بعض الأحيان. ث. نادرا. ج. أبدا

س12 كيف يقيمك المعلم ؟

أ تقييم فردي تقييم جماعي

القسم الرابع: اقتراحات المتعلمين حول التعلم التعاوني

س13 ما الذي اكتسبته من تجربة التعلم التعاوني؟

.....
.....
.....
.....

شكرا

Teachers' interview

1. What is your educational qualification?

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.....

2. How long have you been teaching?

.....
.....

3. Do you use cooperative learning?

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.....
.....

4. In your opinion, how can cooperative learning benefits the learners?

.....
.....
.....

5. What positive attitudes and results you observe on the learners while working in groups?

.....
.....
.....

6. What negative attitudes or inappropriate behaviors you observe on learners during working in groups?

.....
.....
.....

7. Do you face any challenges or obstacles when implementing cooperative learning, please give examples?

.....
.....
.....

8. What is your role during cooperative learning process?

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.....
.....

9. How do you evaluate your learners during cooperative learning activities?

.....
.....
.....

10. Do you have any additional information, personal insight or further suggestions in relation to cooperative learning and its effectiveness?

.....
.....
.....
.....

Thank you

ملخص

يعد التعلم التعاوني أحد أكثر الاستراتيجيات التربوية فاعلية التي تزيد من مشاركة الطلاب في الفصل الدراسي ، حيث يعمل الطلاب في مجموعات صغيرة ، و كل مجموعة تضم طلابًا من مستويات متعددة ، باستخدام أنشطة تعليمية مختلفة لتحسين فهمهم للموضوع. تسعى الدراسة التي بين أيدينا إلى معرفة مواقف الطلاب والمعلمين ، بحد سواء اتجاه العمل التعاوني ، وكذلك لتأكيد أهمية التعلم التعاوني وقابلية تطبيقه في المدارس الثانوية الجزائرية بشكل عام وفي اقسام اللغة الإنجليزية بشكل خاص. بالإضافة إلى التحقق مما إذا كان معلمي اللغة الإنجليزية يطبقون هذه الاستراتيجية بشكل صحيح. لتحقيق هدف الدراسة ، استخدمنا استبيانًا ل يتم توجيهه إلى المتعلمين ، ومقابلة ل يتم إجراؤها مع المعلمين كأدوات للتحقيق. أظهرت النتائج أن المعلمين والمتعلمين لديهم موقف إيجابي تجاه التعلم التعاوني. كما أوضحت النتائج أن التطبيق الخاطئ لهذه الاستراتيجية من قبل بعض المعلمين يؤدي إلى مواقف سلبية تجاه العمل التعاوني لبعض الطلاب ويجعلهم مترددين و غير متحمسين للدراسة. في النهاية، يتوجب على المعلمين حضور ندوات ودورات تدريبية لتعلم أساسيات تطبيق هذه المنهجية.

الكلمات المفتاحية: التعلم التعاوني. أهمية التعلم التعاوني وقابلية تطبيقه.

Résumé

L'apprentissage coopérative est l'une des stratégies pédagogique les plus efficaces qui augmente la participation des élèves en classe, dans lequel les élèves travaillent en petits groupes, et que chaque groupe détienne des élèves de plusieurs niveaux, utilisant différentes activités d'apprentissages pour améliorer leur compréhension du sujet. L'étude entre nos mains cherche à connaître les attitudes des élèves et des enseignants, à la fois vis-à-vis de l'orientation du travail coopératif, ainsi qu'à souligné l'importance et l'applicabilité de l'apprentissage coopératif dans les écoles secondaires algériennes en général et dans les classe de langues anglaise en particulier. En plus pour vérifier si les enseignants d'anglais appliquent correctement cette stratégie. Pour atteindre l'objectif de l'étude, nous avons utilisé un questionnaire à adresser aux apprenants, et un entretien à adresser réalisé avec les enseignants comme outils d'investigation. Les résultats obtenus ont montré que les enseignants et les apprenants ont une attitude positive envers l'apprentissage coopératif. Les résultats a également montré que la mauvaise application de cette stratégie par certains professeurs conduit à des attitudes négatives envers le travail coopératif de certains étudiants et les rend peu enthousiastes à étudier. A la fin, les enseignants ont tenus d'assister à des séminaires et des sessions de formation pour apprendre les bases de l'application de cette méthodologie.

Mots clés : l'apprentissage coopérative, les attitudes des élèves, l'applicabilité de l'apprentissage coopératif.