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Enhancing EFL Learners' Social Skills Through the Use of Cooperative Learning:
The Case of the Middle School in Tizi-Ouzou.

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Dedications

To my family,

To my teachers,

To all the people who cooperated with me

To make this dissertation a success.

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Abstract

The present dissertation attempts to investigate whether social skills are enhanced during 4th MS learners classes, and it tests the effectiveness of cooperative learning techniques to develop some or the majority of these skills. It uses Johnson and Johnson (1989) Social Interdependence theory. To collect data twenty questionnaires were administered to fourth year middle school EFL teachers, and classroom observations were attended with five teachers in the 'Province' of Draa Ben Khedda. The selected schools are Ben Remdani Sadia Tadmait (Tizi-Ouzou), EL-Chouhada Tadmait, (Tizi-Ouzou), Ferhat Ben Safi Tadmait (Tizi-Ouzou) Ait kharcha Mohamed El-Boukhari Draa Ben Khedda (Tizi-Ouzou), and Les Quatre Frères Rayah Draa Ben Khedda (Tizi-Ouzou). In order to analyze and interpret the collected data, we selected the mixed methods of research involving a combination of a quantitative and a qualitative method. The quantitative method helps to obtain statistical data and the qualitative method is used to bring information about the investigation. The sake of describing the quantifiable data gathered through the questionnaire we adopt the Statistical Package for Social Sciences (SPSS) procedure and the Qualitative Content Analysis (QCA) in order to interpret the information collected from the checklist, and the open-ended questions of the questionnaire. The findings revealed that cooperative learning implementation by instructors during classroom activities enhances the learners' social skills because they feel at ease and in a relaxing environment when they work together, and cooperation between them is shyness relieving technique. As a conclusion to the overall findings, enhancing social skills components during classes is a crucial effective process within EFL classrooms and the implementation of cooperative learning techniques and strategies to enhance and develop them is prerequisite.

List of Abbreviations

CL: Cooperative Learning.....	39
CG: Cooperative Groups.....	17
EFL: English as a foreign language.....	33
GW: Group Work	18
H: Hypothesis.....	04
Q: Question.....	03
QCA: Qualitative Content Analysis.....	30
SPSS: Statistical Package for Social Sciences.....	30
TD: Tutorial Sessions	52

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General Introduction

Statement of the problem

Students' come to school with full cognitive and interactive abilities, so they are able to communicate and cooperate in pairs or in groups. These abilities are known as social skills. A Social skill is any skill used in order to facilitate communication and interaction with others, thing that is proved when students enter school. Yet the effective employment of these skills is different from one child to another, *"Inevitably, each participant will learn at a different rate and this will be influenced by several factors over which we have no control such as shyness, convergence, lack of interest, etc."* (Mathieson, 2005. p10). He adds that each learner's behavior reveals how this latter impedes the good exploitation of his/her social skills.

Even though many researchers like Johnson & Johnson, Salvin, Parnitz advocate the fact that learners are able to cooperate, communicate, and work together successfully, however some learners show difficulties in interaction when placed in cooperative groups because they have not acquired the skills needed. In recent times, research has been developed on social skills to present what are these skills and how they function. In 1962, Vigotsky developed a theory of Social Skills, he claimed that social interaction is critical in the development of cognition; it means that the individual learns from his/her surroundings. In addition, it describes social skills as being essential to help students work and interact effectively with others. Numerous studies and works like interpersonal relations theory (1989), and Social Interdependence theory (1989) by Johnson & Johnson have investigated how enhancing and using social skills in schools. Scholars and researchers in the domain of social skills like Johnson, Johnson & Smith (1989) hold that improving social skills is a

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major problem that the learners face when it comes enhancing these skills in the social context through using cooperative learning in the classroom.

The purpose of this study is to investigate how to enhance social skills through using Johnson and Johnson's (1989) theory of cooperative learning within middle school EFL classroom in the region of Tizi-Ouzou. This research explores the extent to which teaching social skills in classroom lessons affects learners' interpersonal relationships positiveness while working in cooperative groups.

Social Skills types are considered as essential psychological elements that help a lot in communication and contribute in maintaining effective interpersonal relationships in classrooms. *"The psychological processes created by positive interdependence include substitutability (the degree to which actions of one person substitute for the actions of another person), inducibility (openness to being influenced and to influencing others), and positive cathexis (investment of positive psychological energy in objects outside of oneself)"* (Deutsch, 1962). Yet studying such types is highly recommended, as it reduces stress in first meetings, fosters the feeling of cooperation, and aids to supply more effort in collaborative works.

Vygotsky (1962) states that higher functioning originates between individuals .which means that the good process of learning new habits happens among persons, for instance when children interact with each other they exchange information and insights. This indicates that children learn from the surroundings and the context environment. Vygotsky's theory describes also social skills as being essential to helping students work and interact effectively with peers. The present study is grounded in the premises of Vygotsky's social development theory (1962, 1978). Vygotsky (1978) asserts that an individual's development is a by-product of interpsychological functions; Vygotsky's assertion that learning is socially

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constructed would imply that a series of social learning interactions would necessarily precede any individual learning in teacher training.

This research deals with how to enhance social skills in the EFL classroom, social skills, thus seem to be important and appropriate in this context. Fourth year middle school learners either in Algeria or around the world generally study in groups to practise and perform in what they studied. However they face barriers to practise and apply the social skills in an effective way in classrooms. One of these obstacles is the lack of skills which are evident in student interaction during cooperative group work. Social skills are not only important in all areas of the classroom, but they are lifelong skills that are necessary for students to have their future careers.

Aims and Significance of the Study

The purpose of our investigation is to show the power of cooperative learning in enhancing social skills among the fourth middle school pupils (4MS) in Tizi-Ouzou .Therefore using cooperative learning is an effective instrument of Instruction that helps a lot in improving students' social skills. Which interfere in the learning process and make it very useful. Hence, this requires the integration of the appropriate and beneficial strategies that fit, like cooperative learning techniques to enhance social skills. We investigated how incorporating and teaching social skills in classroom lessons affect students' interaction and behaviors and their perception of social interaction while working in cooperative group work, whether students apply the learned social skills and if the teaching of social skills helped increase social interaction within cooperative learning groups .

Research Questions and Hypotheses

In order to carry out our investigation we ask the following questions;

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Q1. Does cooperative learning enhance social skills of the forth year Middle school pupils?

Q2. How do teachers react in order to enhance social collaborative skills?

Q3. How could individual accountability (responsibility assumption) be enhanced by using social skills, so as to better cope with learners?

In order to answer these questions; we suggest one hypotheses for each question:

H1. Yes, cooperative learning enhance social skills of the forth year middle school pupils.

H2. Teachers provide students with a group work that fosters their social skills like communication, leadership, and conflict management.

H3. Each learner in the group is assessed individually. Learners learn together, so they perform higher individually, so they assume their responsibilities.

Research Techniques and Methodology

As a theoretical framework for this study, we adopt the mixed method research. The quantitative method will help to get statistical findings and the qualitative method will contribute in collecting and describing relevant information from classroom observation. Our procedures for collecting data are questionnaire for teachers and a classroom observation for learners. The classroom observation will add more clarification to the findings of the questionnaires. The participants are the fourth year middle school pupils, who are randomly selected. This investigation aims at finding out whether social skills existed and practiced by middle school learners, as well as to test the effectiveness of using cooperative learning to enhance the social skills in classroom environment. Our investigation consists of 20 instructors who teach English to the forth year level.

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Structure of the Dissertation

This dissertation follows the traditional simple model which consists of a General Introduction, four chapters and a General Conclusion. Chapter 1 is named “literature review.” it reviews the definitions and the theoretical basis of social skills, the description and the use of cooperative learning techniques in foreign language classrooms to consolidate the use of social skills by using group work to foster communication and motivation. Chapter 2 entitled “Research Design and Methodology”. It starts with the presentation of the theoretical framework sections that describe the participants, the study design, instruments, procedure, and data analysis as well as the techniques used in our investigation to build an explanation, and interpretation to the concept “social skills” can conduce to the learning process. The research tools and procedures of data collection are described (questionnaire to teachers and a check-list for the classroom observation of the learners when implementing the CL during classes at Ben Remdani Sadia, El Chouhada, Ferhat Ben Safi, middle schools-Tadmait- Tizi-Ouzou), Les Quatre Frères Rayah, and Mohamed Boukhari Ait Kharcha –Draa Ben Khedda (Tizi-Ouzou) . The chapter also includes the research methods which are both quantitative and qualitative. Chapter 3 is named “Findings”. It outlines the results of our study. Chapter 4 is called “Interpretation and Discussion”. It discusses the findings and supplies other pedagogical implications for both teachers and learners to improve the social skills.

Literature Review

Introduction

This chapter deals with the review of the literature which divided into two sections. The first section is devoted to previous works and theories on social skills, the second section is devoted to the description of cooperative learning activities and how they help in enhancing social skills in the educational context.

1. Social Skills

1.1 Definitions

Many definitions of social skills were provided by psychologists, important figures in language teaching, education and human development. Johnson, Johnson & Holubec (1901, 1991) define social skills as skills necessary in all aspects of life. When talking, playing, interacting, and working with others, these skills are the connections among people. Johnson et al (1993) describe social skills as skills that encompass communicating, building and maintaining trust, providing leadership, and managing conflicts. According to them, social skills are necessary in human life with all their phases and occupations with others, and they clarified that those skills create reliable relationships among people.

According to Sharon A. Lynch and Cynthia G. Simpson (2004) “*Social Skills are behaviors that promote positive interaction with others and the environment. Some of these skills include showing empathy, participation in group activities, generosity, helpfulness, communicating with others, negotiating, and problem solving*”. It means that social skills contribute in developing a good interaction between the individuals, and among these skills we can find using kindness with others, work in groups, cooperation, communicating and interacting to solve problems together.

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Johnson et al (1998), argue that due to changes in the structure of family, neighborhood, and community life, many students are no longer taught how to interact effectively with others like their parents and peers. The lack of social skills is noticeable through student interaction during cooperative group work. This deficiency is calling for schools and educators to address it and include these skills within the curriculum. It is believed that cooperative activities encourage most of the effective factors such as enhancing social skills, increasing motivation, facilitating the development toward language learning.

1.2. Key Components of useful Social Skills

There are several types of social skills that must be taught to students to become socially adept. According to Lawson (2003, p.190), *“Children with social skill deficits can be taught these skills directly by parents, teachers and/or professionals using the strategies of modeling, role-playing, rehearsal and practice”*. In other words, it means that parents, professionals and educators may help children with social skills deficits, and teach them these skills by using some strategies of instruction. The following are examples in Social Skills articles by Lawson (2003, p.190) and Cohen (2000) discuss some of the fundamental principles of relating well to others:

- **Greetings**

According to Cohen (2000), Children develop relationships with peers by interacting with them. The first step in a social interaction is greeting someone. We not only greet others with words like “Hi!” or “How are you?” but with facial expressions, tone of voice and gestures. *“The nonverbal parts of greeting someone are just as important as the words”*, this

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goes with Levine (1998) who argues that it is not so much what you say but how you say it that lets people know you are glad to see them.

- **Initiating Conversation.**

After we have greeted someone, we usually have a conversation with him/her. According to Lawson (2003, p.190) *“In order to carry on a conversation, a child must be able to initiate the conversation, maintain it and close it appropriately. This requires good listening and intentional skills, as well as the ability to take turns and probe for missing information”* the author means that a successful and an effective conversation is maintained through opening it, and close it in an appropriate way require fundamental skills to learn and to apply. For instance someone has to get the necessary skills to start a conversation with greeting, knows how to maintain its content (doesn't speak out of the context), and finally finishes his/ her dialogue with a valediction.

- **Understanding the Listener (Active listening)**

Cohen (2000) reveals that once a conversation is initiated, in order to maintain it, it is important to understand the audience you are talking to. That is to say to go through a good dialogue there should be a speaker and a good listener who understands what you are talking about.

- **Empathizing**

According to social learning theorist Bandura (1986), individuals learn many social behaviors by observing others. Teachers can take advantage of this phenomenon by grouping children in activities to promote appropriate social behavior. That is to say the social behavior which is empathy is learnt by observing the others and their acts toward the others.

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- **Problem-Solving (Conflict resolution)**

Warner & Lynch (2004) state that in addition to arranging, furnishings and learning materials to promote appropriate social interactions, classroom routines can be structured in ways to avoid problem of behaviors. Problems and conflicts are often parts of social interactions, for instance whether someone who disagrees with the other, gets angry at something said, insults or becomes aggressive towards others, this is a kind of negative interaction. The way we react to these conflicts depends on how good and appropriate is the problem solving. Conflicts cannot be avoided, Levin (1998) states that turning a conflict from a “win-lose” situation to a “win-win” situation is the best way to resolve conflict. This requires negotiation, but results in a situation that all parties can live with and help maintain friendship.

- **Apologizing**

A person with good social skills is confident enough to make a sincere apology. Levin (1998) claims that apologizing is a courageous act, the quickest and easiest way to correct a social blunder. This means that students with weak social skills cannot say sorry because they are afraid to lose face. For example some people who are weakly skilled socially may feel stupid and awkward if they apologize when they act by will then they commit a mistake.

1.3. Communication Skills (Effective communication)

Good social skills require good communication skills. Johnson, Johnson & Holubec, (1998) illustrate that when children are able to interact with their peers, they exchange information and insights, correct each other, and adjust their understanding on the basis of

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others' understanding as well, this indicates that children value and learn from others and their surroundings through interaction and communication. Since there is verbal and nonverbal communication Children with language problems often have difficulty to understand the words that other children use when they transform their ideas into words to express these ideas to others. According to Lieberman (2002) children who have experienced trauma also may have attachment problems that contribute to significant difficulties in relating to and interacting with others that is to say they can't find the right words to use or put them together in a way that makes sense. For instance in a class which contains individual differences such as students with higher and lower competences should be put in the same group to interact and communicate to encourage students with communicating deficits.

1.4 Teaching Social Skills

According to Lynch & Simpson, (2005, p. 03) "*Social skills are behaviors that promote positive interaction with others and the environment. Some of these skills include showing empathy, participation in group activities, generosity, helpfulness, communicating with others, negotiating, and problem solving*". In other words social skills are kinds of reflections that represent our personalities in order to maintain good relationships with our surroundings.

Depending on Jacobson's speech, Jacobson, (2005, p.152) stated that "*there is an increased focus on including all children in typical classrooms*", that is to say it is up to the teacher to involve the learners in classroom activities. These students feel good about how they relate to others but sometimes, worry about what their classmates think of them.

According to Kagan (2001, p.54) "*When teachers embed character education in their instruction, the classroom becomes a caring, respectful and inclusive community*", It means

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that if teachers include good characters in education process like cooperating with peers, take care of them, being respectful, etc, the target of a comprise social classroom will be achieved.

1.5. Social Deficits

Cohen (2000) asserts that children with verbal and nonverbal disabilities such as communication deficits often face social problems at school, either academically or socially. That is to say a lack of social skills and the inability to connect with others, can lead to more failure for learners than academic problems can. For such reason we may explore how parents and teachers may help in such situation:

1.5.1. How Parents Can Help

Parents play a major role in teaching children social skills. Cohen (2000) stated that *“parents can directly teach social skills by modeling, role-playing and providing opportunities for their child to rehearse and practice new skills”*. It means that parents should encourage and praise the child for successfully using a new skill either the child learns it by modeling, scaffolding, or a good role-playing, etc. For instance children imitate the good skills they learn from their parents and other personal social situations to form their personalities.

1.5.2 How Teachers Can Help

School is the place where children spend most of their time with peers, therefore, it is a perfect setting for children to learn and practise social skills. Vaughn, et al (2003) stated that although philosophies may vary, many experts who work with young children with problems of behaviors suggest techniques that address specific social behaviors directly, while also recognizing the need to structure the environment and take advantage of situations that provide spontaneous opportunities for teaching. In other words, teachers can be valuable

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facilitators in helping children gain social competency. As a concrete example pairing a socially inept child with a socially adept child, involving children in cooperative instead of competitive learning exercises.

2. The Use of Cooperative Learning Techniques in the Classroom to Enhance Social Skills

2.1. Conceptual Definitions of Cooperative Learning

Cooperative learning is described by Johnson, Johnson and Holubec (1998) as a strategy that is used to maximize student's achievement in schools. Salvin (1995) defines it as a teaching method in which learners interact in small groups, in order to help each other to gain their goal. However Kagan (1994) argues that CL should be implemented in small, heterogeneous group of students to achieve a common goal. The strategy of Cooperative learning is highlighted by Johnson and Johnson (1994) by giving much importance to how students interact with each other to develop their learning. Similarly to Woolfolk, (2004, p. 492) notes that CL is an *“arrangement in which students work in mixed-ability groups and are rewarded on the basis of the success of the group”*. A broad definition of CL offered by Crandall (1987) who states that, Cooperative Learning is more than just small group activity. In a well structured cooperation tasks, there is a genuine information gap, requiring learners to both listen and contribute to the development of an oral, written or any other product in which presents the groups' effort, knowledge and perspectives' (Cited in Arnold, 1999, p.226-227)

3. Definition of Key Terms

3.1. Cooperative Learning, Collaborative Learning and Group Work

3.1.1. Cooperative Learning

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Cooperative learning is often regarded as a synonym of collaborative learning China and China (2009). Nevertheless there are some researchers who make a distinction between both approaches. According to Pantiz (1996, p. 1) cooperative learning is defined as

“a set of process which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific, it is more directive than a collaborative system of governance and closely controlled by the teacher”.

3.1.2. Collaborative learning

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. According to Gerlach *“Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk to each other. It is through the talk that learning occurs”*. (Cited in Bosworth, Gerlach 1994, p.12).

3.1.3. Cooperation Versus Collaboration

Ted Panitz (1999) presents a basic definition of the terms, as:

Cooperation is a structure of interaction designed to facilitate the accomplishment of a specific end product or goal through people working together in groups.

Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respects the abilities and contributions of their peers.

The purpose of collaborative learning is building students' responsibility for actions including learning, respecting abilities and contributions of peers; Rather purpose of cooperative learning is the achievement of the specific goals through jointly working together. Cooperative learning is more structured than collaborative learning Pantiz (1996) Salvin (1983); Sharan et al (1990) make distinction between cooperation and collaboration they use

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the term interchangeably they argue that “collaborative learning entails students working together to achieve common learning goals”. (Cited in Nunan, 1992, p.3).

4. Differences between Cooperative, Competitive, and Individualistic Learning

Cooperative learning may be contrasted with competitive learning, in which students work against each other to achieve good grades and only some of them succeed and individualistic learning, in which students work independently to achieve learning goals unrelated to those of other students.

4.1. Competitive learning

Within competitive situations, individuals seek outcomes that are beneficial to themselves and detrimental to others. The student’s effort is on performing faster and better than classmates. Students realize that *"they can obtain their goals only if the other students in the class fail to obtain their goals"*. (Johnson & Johnson, 1999, p.5).

4.2. Individualistic learning

Individualistic learning means that *"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). There are two types of social interdependence: cooperative and competitive. The lack of positive interdependence leads to individualistic efforts.

5. Group work

According to Woolfolk (2004, p.492) a “group work is simply several students working together, they may or may not be cooperating”. Group work may be defined as an activity that involves two or more learners without direct interaction between students. Though, group work is the first step in putting students together, and it is useful technique, but cooperative learning requires much more than putting students in groups.

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6. Elements of Cooperative Learning

Collaborative learning requires interaction and behaviors while working in cooperative groups. So, to make cooperative learning work, there should be some points or elements which make the learning process more interesting. Learning researchers Johnson and Johnson (1999) identifies five elements that make cooperative learning successful : **a)positive** interdependence ,b)face to face promotive interaction ,c)Individual and group accountability, d)Interpersonal and small group skills ,and e)group processing.

6.1. Positive interdependence

Positive interdependence is the feeling of working together, learners work towards a common goal. They fail or succeed together as a whole group (Johnson & Johnson, 1999).Therefore the most important element of cooperative learning is positive interdependence. In a class, where learners share a cooperative work, they have an important aim to achieve, so each of them has an essential role to play, so they feel that they are linked to each other and no one succeeds unless every one succeeds “*Swim or sink together*” (Johnson and Johnson, 1991).According to Crandall (1987)“*Cooperative group share a common goal, each learner has an essential role to play if the goal is to be achieved*” (Cites in Arnold,1992, p. 227).Positive interdependence is realized only when all members of the group interact and motivate each other to learn in order to promote learning and share their common goal (Nunan, 1992).

6.2. Face-to-Face Promotive Interaction (promote each other success)

The second essential component of cooperative learning is face to face promotive interaction where pupils in cooperative pairs or groups promote each other's learning by, supporting, encouraging and praising each other's efforts to achieve. According to Crandall

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(1987) “*students work together in cooperative groups, learners interact with each other by discussing concepts, responding each other ideas, helping to interact, communicate and exchanging resources and information*”. Hence, woolfolk (2004) emphasizes the importance of students’ interaction “*...In order to test their thinking, to be challenged, to receive feedback, and to watch how others work out problems, it should be an interaction*”. Alderman (2004, p.219) states that “*grouping structures affect how students interact become friends, and influence each other in engagement in learning*”. It means that to improve learning among groups and maintaining good relationships, it should be a strong interaction between the students.

Besides, Crandall (1987) focuses on the importance of interaction between teachers and learners, he states that “*teachers must form groups to maximize each student’s contribution to the group and provide each student with opportunities to learn from other individuals in the group*” (Cited in Arnold 1999, p.227). Cooperative learning contributes to classroom environment that promote friendship between learners, in which face to face interaction is an essential condition to realize learners social skills, friendship, leadership, trust, communication, and solve conflicts.

6.3. Individual and Group Accountability

Individual accountability means that each member of the group must be responsible of his/her personal performance. It is developed when a member of the group is responsible for the success of the other members. Crandall (1987) adds that “*accountability is also developed through activities which ask learners to engage in self-evaluation concerning their participation in the group, the value of their contributions and their attitudes and actions towards the other member*” (Cited in Arnold, 1999, P. 228). That is to say accountability may be achieved if learners contribute and integrate within the group, by solving tasks, doing

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activities, thing which permits them to evaluate themselves. Alderman (2004) suggests that each learner is responsible for the achievement of the group goal, the division of tasks among pupils, when they cooperate they must make sure that all learners can fulfill their responsibilities because the team success depends on the efforts of all members of the group.

Sharan (1994) claims that “*Each one is responsible to complete a task and all learners should take responsibilities to contribute to the success of the group*” (cited in Akdemir and Arslane, 2012, p. 213). That is to say each student in the group is assessed individually. Students learn together, yet they perform higher individually.

Johnson, R. & Johnson, D (1994, p. 4) provide a list including common ways to structure individual accountability:

- 1) Keeping the size of the group small, the smaller the size of the group, the greater the individual accountability may be. For instance a class of (20) twenty students is advisable for making interaction between them.
- 2) Giving an individual test to teach learners. Provide students tasks to test themselves individually.
- 3) Randomly examine learners orally by calling one by one the pupils to present his/her GW to the teacher (In the process of the group or entire class). For example encourage students to talk and present the members of his/her group to others.
- 4) Observing each group and recording the frequency with which each member contributes to the group work. For instance the instructor has to observe his/her students , their competencies and the effectiveness of his/her teachings.
- 5) Assessing on one student in each group the role of the checker. The checker asks other group members to explain the reasoning and rational underlying group answers. That is to say enable each students from one group to check the work of others members group.

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6) Learners teach what they learned to someone else, a simultaneous explaining. At this stage the tutor enable the learners to use what he/she learnt to practice it by explaining to others peer to peer or face to face interaction. as an example a learner explains a grammar lesson to his/her peer during the GW.

6.4 Interpersonal and Small Group Skills

Social skills are the key of group development and successful CG, in which students need to promote and develop linguistic and social skills which facilitate group interaction, create trust, enhance communication, leadership and problem-solving. (Bennett, Rolheiser. B and Stevahn, 1991) (cited in Arnold, 1999). Similarly Johnson & Johnson, (1991) state that *“students must be taught the social skills required for higher quality collaboration and be motivated to use them if cooperative groups are to be productive”* (Cited in Mc Cafferty et al 2006, p.11). For instance when a child goes to school, is up to the tutor to teach him/her the skills that he will need to apply during his lifelong in the society to be a productive citizen.

6.5. Group Processing

Johnson and Johnson (1991) claim that group work will be effective if only it is influenced by the functioning of group reflection Group processing aims to promote and develop cooperative groups in order to gain group goals. *“learners also need to reflect upon their group experience, noting how group members interacted doing that task”* Crandall (1987), (cited in Arnold , 1999, p.128) In addition *“group members discuss the effectiveness of the group. What went well, what needs improvement and how well they maintained an effective working relationship”* Johnson & Johnson (1999, p.71). Group processing provides students with a chance to give and receive feed-back to enhance the skills of their peers. So, students can judge the activities of other members and give their feed-back. In other words

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group processing aims to facilitate learning and enables the teacher to ensure that learners receive their feedback, discussing how well they are achieving their targets through effective cooperation of GW.

7. Role of cooperative learning in classrooms and its advantages in improving the learners' social skills

Johnson and Johnson (1984, p.18) claim that *“implementing the cooperative learning method in the classroom can lead to an increase in student achievement for all ability levels, the development of higher level thinking processes, positive peer relationships and improved social skills, as well as higher self esteem”*. That is to say involving the cooperative learning elements during classroom learning can help a lot in the development of students cognitive abilities promote their way of interacting with others and grow the individual self-esteem.

Researchers attempt to test the effects of cooperative instruction in different domains of education, including mathematics, languages, sciences, and social sciences. Coie (1982) state that many researchers have arrived at positive and promising results, finding out that cooperative learning enhanced academic achievement and even social skills. In addition, cooperative learning facilitates the personal growth of the individual, and enhances the child's thinking abilities. In other words, implementing cooperative learning successfully in classroom activities draws positive feedback.

7.1. Cooperative learning as a motivator

Under this title we will explain the benefits of cooperative learning and its positive aspects that are affected on learners.

7.1.1 Decreasing Anxiety

CL produces a good outcome in increasing discussion and decreasing anxiety or fear in EFL classrooms. Dörnyei advocates that *“cooperation situations generally have a positive*

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emotional tone, which means that they generate less anxiety and stress than other learning formats” (2001, p.101). Dörnyei emphasizes the role of cooperation to reduce the problem of anxiety when the cooperation situation provides positivity to our feelings.

7.1.2 Encouraging Interaction

Woolfolk (2004, p. 41-42) emphasizes the importance of students’ interaction with teacher or with peers “ *In order to test their thinking, to be challenged, to receive feedback, and to watch how others work out problems*”, she also states that “*communicating with others makes learners use, test and sometimes change their thinking abilities*”. According to woolfolk sees that communication is the best technique to grow and enhance the interaction during classes, meanwhile it contributes in observing how others solve their problems, grow their manner of thinking, and testing their new abilities.

7.1.3 Supplying Comprehensible Input and Output

When learners are put into groups, they provide a great number of comprehensible inputs. However in cooperative groups they correct their output with their peers to make it more comprehensible, Krashen (1982) adds that “*group interaction assist learners in negotiating for more comprehensible input and modifying their output to make it more comprehensible to others*” (cited in Arnold ,1999,p.p 234). In interaction students usually are in classroom and they cannot save themselves from this position. In excellent groups, members are changing input for each other. Moreover pupils ask questions, supply required vocabulary, explaining ambiguous and difficult words.

7.1.4 Increasing Self Confidence and Self-esteem

When learners have an increased self-confidence, they will succeed through fulfilling their hard efforts Crandall, (1987) (cited in Arnold , 1999, p. 234).According to woolfolk “*self-esteem is an effective reaction a judgment about who you are*” (2004, p. 71).This way of

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learning makes a learner possesses a high self-esteem in contrast to students who learn individually because when learning in a group is unlike autonomous learning in thoughts, actions, and emotions.

7.1.5 Increasing Motivation

“Cooperation is also motivating because the knowledge that one’s unique contribution is required for the group to succeed increases one’s effort” (Dornyei, 2001, p. 101). It means that CL has great impact on learners’ motivation, since each learner contributes with his/her knowledge to learn stimulates others’ efforts and engage him/herself in classroom activities.

8. The Roles of the Teacher in Cooperative Learning

8.1. Teacher as an Effective Leader

The role of the teacher in cooperative learning is different from the role of teachers in traditional teacher centred lessons. According to Johnson and Johnson (1999), Slavin et al (2003) *“the essential principle to keep in mind is that the teacher as a leader should maintain the link among students”*. In other words, the teacher’s primary role is as a facilitator of learning. In a cooperative learning environment, the teacher speaks less, raises broad questions to challenge thinking and prepares students for the assigned tasks. He/she also evaluates the learners’ achievement and helps them discuss how well they collaborate with each other. Shindler (2010) suggests these following principles that the teacher can provide while directing the cooperative group activity;

- Stop the whole group when you need to provide a clarification.
- Speak at low voice when you inform some students about some information necessary for them not for all the class
- Move from one group to another do not take over when you are there.

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- Be concrete and specific. Praise the learners loudly and criticize them privately.

The teacher has power to be a leader in the classroom. There are three types of leaders. The first one is autocratic leader, this kind do a complete authority on groups. The second one is the democratic leader who shows some features to be a leadership. The third one is a laissez-faire this type does not achieve the desirable outcomes because the teacher is absent. Then students will work dissatisfied and do not give even acceptable results. The autocratic leader is very authoritative. Thus the preferable leader is the democratic one (Dörnyei and Malderez Cited in Arnold, 1999, p. 157-158)

9. Teachers' Roles

9.1. Teacher as Instructor

- **Make Pre-Instructional decision**

The teacher must determine and specify the objectives. He/she has to see the factors that affects grouping like; timing, experience of the learner in grouping, age, etc. Team members depend and rely on each other to achieve the goal; each group member's effort is required and indispensable for group success, so the teacher has to arrange the class according to the targeted instructional objectives.

- **Assign learners to groups**

When teachers form groups, they choose learners randomly. However, when students choose members they select learners who are similar with. *"Random assignment of students or student self-selection of teammates is not recommended because these methods historically are less effective than when the instructor determines groupings"* (Cooper et al, Fiechtner & Davis, 1990). Consequently students are surveyed and placed for their preferences regarding

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roles. Once teams were formed, a listing of all of the teams that showed the role assignment for each member is distributed to the class (Siciliano, 2001. P. 12).

- **Arrange the classroom**

Each teacher has his/her strategy in forming the boundaries in classroom such as using colours to attract visual attention and define group and individual space. Kagan (1989) contributes that in cooperative learning the teacher designs the social interaction structures as well as learning activities.

- **Planning the Instructional Materials**

The amount of required materials to be organized and distributed to the members is very essential to maximize their talk or participation with good outcomes; According to Jigsaw (2004) “*Giving students opportunities to teach material to their peers is another way to promote individual accountability and learning*”. For instance using the realia (kinesthetic materials) like data projectors, colored posters, intelligence games like magic cubes, board games such as chess, etc during the course helps a lot in the outcome of the learners, and creates a kind of interaction between them since each individual explains the manner how the material works to his/her peer.

9.2. Teacher as a Manager

Johnson and Johnson (1999) state that in the various CL activities the teacher can play the role of: manager, leader, reporter, reader, mediator and monitor. For instance when the teacher is managing his CL exercises, much of his work will be done. The teacher can manage his/her activity by following these three principles of Shindler (2010);

- Let the learner feel about the successful climate of CL by reinforcing the social frames

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- Help learners by giving them support and structure. Salvin (2003) “*notes that CL requires a deliberate use of technical management and skills development*”.
- When you make management choices, be aware of social and indirect learning.

10. Role of the Learner in Cooperative Learning

According to Dörnyei (2001) learners have several roles when they work cooperatively: as a recorder, the pupil has to record the important points done in class, corrector, to correct his/her peers mistakes and errors such as spelling errors, grammatical or written ones when working in groups. The learner has to be a good summarizer especially in paragraph condense tasks, checker, he/she has to make a good verification as far as concerning all the tasks done during the course for example each member of the group should be responsible and accountable about the task, that is to say, when the teacher gives information, learners have to pay attention to what he/she is saying, to grasp it very well.

Conclusion

This chapter has highlighted the previous works and theories on social skills. It has included the social skills definition given by scholars, and its components, how social skills can be taught, besides some deficits that a child may face, also it has analyzed how both parents and teachers can help children in order to enhance their social skills. This chapter has treated as well the use of cooperative learning in classrooms during instructive sessions, by providing its definition with its five elements, its advantages in improving the learners’ social skills, and how the two sides from teachers and learners contribute to fulfill the same target work.

Research Design

Introduction

This chapter describes the methodology of data collection and analysis used in the present study, and it is made up of two sections. The first section is named procedures of data collection. It deals with the description of our data tools and techniques used to analyze and interpret our findings. The second section is named procedures of data analysis which outlines an example of cooperative learning techniques to enhance EFL learners' social skills. This technique is based on working in pairs and in groups to target the desired objectives.

1. Procedure of Data Collection

1.1. Research Methods

In our research work, and in order to collect data related to our study, we opted for mixed methods research; this consists in a combination of the quantitative and the qualitative methods in order to accumulate an important amount of data to deal with our research questions and hypotheses.

The quantitative method enables us to collect data from a large number of teachers in a short period of time. It promote the researchers to get descriptive information on variables not easily assessed using empirical research and can provide a way to view phenomena from the point view of the subject Price (1991) (cited in Tanveer, 2007, p. 33). It means that the descriptive qualitative research method permits us to comment on the data gathered from quantitative research.

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1.1.2. Participants

Our participants are middle school teachers from Ben Remdani Sadia Tadmait (Tizi-Ouzou), El Chohada Tadmait (Tizi-Ouzou), Ferhat Ben Safi Tadmait (Tizi-Ouzou), Ait Kharcha Mohamed El Boukari Draa Ben Khedda (Tizi-Ouzou), and Les Quatre Freres Rayah Draa Ben Khedda (Tizi-Ouzou) middle schools. The total number of instructors of English language in the schools we chose were twenty (20) instructors, Four (4) teachers of English in each school, we distributed our questionnaires to educators of both who teach fourth (4th) level and those who taught this level before, many teachers have been teaching with the use of CL technique during classes for many years, so they were pleased to answer our questionnaire, whereas others accepted to answer the questionnaires although they are reluctant to use of CL during classes, thing which helped us a lot to distinguish between the results of the data collected.

1.1.3. Data Collection Tools

For the sake of collecting data related to our research project, we used two research instruments. We designed a questionnaire to teachers of English at Ben Remdani Sadia Tadmait (Tizi-Ouzou), El Chouhadaa Tadmait (Tizi-Ouzou), Ben Safi Ferha Tadmait (Tizi-Ouzou), Ait Kharcha Mohamed El Boukhari Draa Ben Khedda (Tizi-Ouzou), and Les Quatre Frères Rayah Draa Ben Khedda (Tizi-Ouzou) middle schools and we attended classroom observation sessions with five teachers in five classes at the same schools.

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1.1.4. Teachers Questionnaires

1.1.4.1. Definition of a Questionnaire

A questionnaire is a data collection tool which serves to gather a considerable amount of appropriate data from participants. It includes a set of carefully designed items (questions) given in exactly the same form to a group of people in order to collect the needed information about the research topic. For Dörnyei, it is “*any written instruments that presents respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers*” (2003. p6). That is to say, the questionnaire is a list of questions asked to specific people in society that target to extract particular data from a certain topic, which fits to administer and has a unified standard form. Where the respondents answer on the close-ended and on open-ended items.

1.1.4.2. Description of a Questionnaire

The reason behind selecting this kind of instrument is the fact that this research tool helped us a lot in gathering data in a simple way. A questionnaire has the advantage to save time, get well organized answers, collect a large amount of data with less effort, in addition to this, and the questionnaire enables us to discover teachers’ view about the use of CL during their classes.

Our questionnaire is made up of three sections. It is composed of eleven (11) items or questions. The participants are provided with close questions, multiple choice questions, Yes/No questions and some Open-ended questions to explain or justify their answers. The following table summarizes the three (3) sections of our questionnaire.

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Section	Title of the section	Number	Aim of the questions
01	General questions	three (03)	Knowing some personal information about the career experience of the participant
02	Teachers' attitude towards cooperative learning	four (04)	Adoption/ implementing the cooperative leaning in classrooms
03	Social skills	four (04)	How social skills are enhanced during classroom activities.

Table Questionnaire's sections and items used in our Research Methodology.

We administered Twenty (20) questionnaires to teachers on May 2018. After collecting them we analyzed our data relaying on Microsoft office Excel program, and range it using graphs. We calculated the data on a number of twenty (20) teachers representing one hundred percent (100%).

Research Design

I.1.4.3. Piloting the Teachers' Questionnaire

Twenty (20) questionnaires were distributed in the following five middle schools: Ben Remdani Sadia Tadmait (Tizi-Ouzou), El Chouhadaa Tadmait (Tizi-Ouzou), Ben Safi Ferha Tadmait (Tizi-Ouzou), Ait Kharcha Mohamed El Boukhari Draa Ben Khedda (Tizi-Ouzou), and Les Quatre Frères Rayah Draa Ben Khedda (Tizi-Ouzou). The participants were the fourth (4th) level teachers of English or those who taught this level before, yet we piloted the questionnaire several times before being distributed to fit the understanding of our respondents about the topic studied the one hand, and identify any ambiguity in it on the other hand. We reviewed the questionnaire many times with two teacher colleagues where we decided to change some items (questions) in the questionnaire like reducing eighteen (18) items to fifteen (15), and reformulating the semantic structure of some items to become more clear and academic, for instance, years of accumulated teaching to years of experience, etc. Including the supervisor who suggested the reduction of the fifteen (15) items to eleven (11) useful and clear ones. Since the twenty(20) questionnaires were distributed during Draa Ben Khedda English teachers conference break with English language inspector, just sixteen (16) respondents who gave back their questionnaires, so we depended on English teachers groups' of Draa Ben Khedda on facebook to complete the four questionnaires left to collect the twenty questionnaires.

1.1.5 Classroom observation

Classroom observation sessions attended in Ben Remdani Sadia Tadmait (Tizi-Ouzou) El Chouhada Tadmait (Tizi-Ouzou), Ben Safi Ferhat Tadmait (Tizi-Ouzou), Ait Kharcha Mohammed El-Boukari Draa Ben Khedda (Tizi-Ouzou), and Les Quatre Frères

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Rayah Draa Ben Khedda (Tizi-Ouzou) were from 16th to 21st May 2020 .We prepared a twelve (12) items checklist, and attended five (5) sessions with five (5) teachers concerning T.D sessions and lesson sessions, We observed whether the teachers relied on the items we prepared when they presented their sixty (60) minutes session. We attended the classroom observation after we had analyzed the questionnaires in order to get more details from teachers about the improvement of pupils' social skills by using CL activities in foreign language classes.

2. Data Analysis Procedures

The present work applied the mixed-method procedure since it is found as the most appropriate method in order to analyze the data gathered from teachers' questionnaire and check list. The feedback is analyzed following both quantitative and qualitative approaches. Quantitative approach is based on a numerical measurement of specific aspect of phenomena; it is used to measure numerical data by asking closed-ended items, while the qualitative process consists of a study that looks for building an in-depth comprehension by asking open-ended questions, it gathers personal opinions, points of view, and explanations. (Schreier, 2012, p. 1). Since data analysis is crucial, the quantitative data are analyzed using the Statistical Package for Social Sciences (SPSS), whereas the qualitative data are analyzed using Qualitative Content Analysis (QCA).

2.1. Statistical Package for Social Sciences (SPSS)

To describe our statistical analysis we depend on the SPSS procedure, which is a developed computer program used in social sciences to depict the quantitative data. SPSS is famous for its high performance in a highly complex data analysis and treatment with a

Research Design

simple instruction, we used it to analyze the quantifiable data gathered over the questionnaire; the outcomes are presented in the chapter three (03) under each diagram.

2.2. Qualitative Content Analysis

Qualitative Content Analysis according to Schreier (2012) is defined as “*Qualitative Content Analysis is one of the several qualitative methods currently available for analyzing data and interpreting its meaning*”. It means that contrary to SPSS, Qualitative Content Analysis (QCA) is a non-statistical method, its function is to analyze the information collected from the checklist used during teachers’ classroom observation, the open-ended questions of the questionnaire, its objective is to denote clearly the conveyed meaning, the non-statistical data are known as soft data which take the form of words, and this is supported by (Cavanagh,1997 Elo and Kingas,2008;Hsieh and shanon,2005) “*a prerequisite for successful content analysis is that data can be reduced to concepts that describe the research phenomenon*”. That is to say, scholars make use of (QCA) to interpret qualitative material in our case CL classroom observation check-list.

In this research we chose QCA to analyze the eleventh question that is an open-ended question, where we provided a chance to our interviewees to express freely, besides we used the same data method collection to analyze our classroom observation questions that could not be statistically counted.

2.2.3. Johnson and Johnson Social Interdependence Theory

In this current written dissertation we adopted **Johnson & Johnson’s Social interdependence theory (1989)** for the analysis of our corpus. **Interdependence theory** is a **social exchange theory** that states that interpersonal relationships are defined through interpersonal **interdependence**, which is “*the processes by which interacting people*

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influence one another's experiences" (Van Lange & Balliet, 2014, p. 65). And defined by Johnson & Johnson as: *"Social interdependence exists when the accomplishment of each individual's goals is affected by the actions of others"* (Deutsch, 1949, 1962; Johnson, 1970; D. W. Johnson & R. Johnson, 1989), it means that interpersonal relationships are created in sake of helping others achieving their targets. There are two types of social interdependence, positive (cooperation) and negative (competition) according to Johnson & Johnson Theory:

🌈 **Positive interdependence** exists when individuals perceive that they can reach their goals if the other individuals with whom they are cooperatively linked to also reach their goals.

🌈 **Negative interdependence** exists when individuals perceive that they can obtain their goals if the other individuals with whom they are competitively linked to fail to obtain their goals.

🌈 **Psychological Processes**

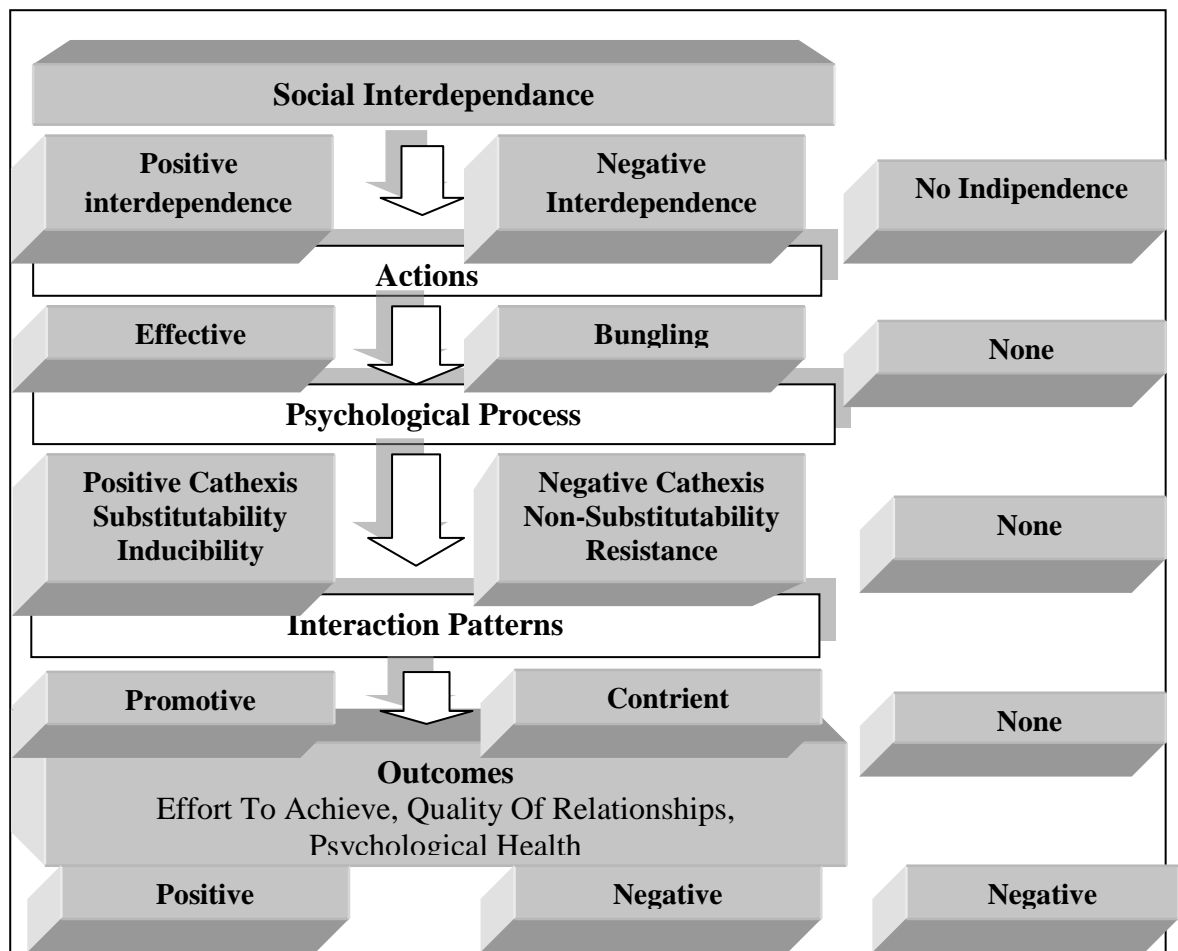
The psychological processes created by positive interdependence include substitutability (the degree to which actions of one person substitute for the actions of another person), inducibility (openness to being influenced and to influencing others), and positive cathexis (investment of positive psychological energy in objects outside of oneself) (Deutsch, 1949, 1962).

Positive interdependence results in promotive interaction, negative interdependence results in oppositional or contrient interaction, and no interdependence results in the absence of interaction. Promotive interaction may be defined as individuals encouraging and facilitating each other's efforts to complete tasks.



Source: Johnson and Johnson (1995)

Figure (1): Outcomes Of Cooperative Learning.



Source: Deutsch (1968)

Figure (2): Overview of Social Interdependence Theory.

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“Social interdependence theory has been used as a guide for creating concrete practical procedures in education” (D. W. Johnson & Johnson, 1994; D. W. Johnson, Johnson, & Holubec, 1998). Cooperative learning has flourished and is now applied in schools and universities throughout most of the world in every subject area,. Stanne, M., Johnson, D. W.& Johnson, R. T. (1999).

As far as CL is implemented in education, where interaction is recommended, a psychological process took place, Deutsch (1949) specified three psychological processes resulting from interdependence: *substitutability* (i.e., the degree to which actions of one person substitute for the actions of another person), *cathexis* (i.e., the investment of psychological energy in objects outside of oneself, such as friends, family, and work), and *inducibility* (i.e., the openness to being influenced and to influencing others).

Conclusion

The chapter laid out the research design used in our case study. It is shown that the work adopts the mixed-method approach. In the beginning it presents the procedures of our data collection that mixes two instruments used to collect significant data from middle school EFL teachers. It includes a questionnaire intended for teachers and a check list for the classroom observation .The chapter comprises Questionnaire definition, and its sections, discusses the questionnaire piloting and a structured check-list attended in classrooms. On one hand the qualitative data gathered from questionnaire analyzed by the use of SPSS, the check-list and open-ended questions included in the questionnaire are examined by the use of qualitative content analysis on the other hand. Finally, the chapter ends with analytical framework which was the introduction to Social interdependence theory suggested by Johnson and Johnson.

Findings

Introduction

This chapter is meant to determine the findings of our study .It presents the results obtained from the questionnaires we administered to teachers and the check list we relied on in some classroom observation .The objective of this chapter is to see how incorporating and teaching social skills in classroom lessons affect students' interaction and behaviors while working in cooperative groups. The findings are presented in percentages and displayed in histograms. The outcomes of our questionnaire addressed to (20) twenty middle school instructors who have not bad experience in the field of teaching are very significant. Teachers replied on our questions in a pragmatic manner, and their contribution in this questionnaire reveals how learners succeed or fail in implementing cooperative learning to enhance the social skills.

1. Presentation of the Findings

1.1 Teachers' Questionnaire

The chapter is divided into two sections. The first section is devoted to the presentation of findings of the questionnaire .The second section of this chapter is devoted to results obtained from classroom observation.

a) Section One :Information on Students' Profile

The first portion of our questionnaire **informant's Background information** three items addressed to know about the General information (Q1-Q3) each teacher's age, their previous experience in teaching, and also it includes a question about the typical class size.

Findings

Question One: How old are you?

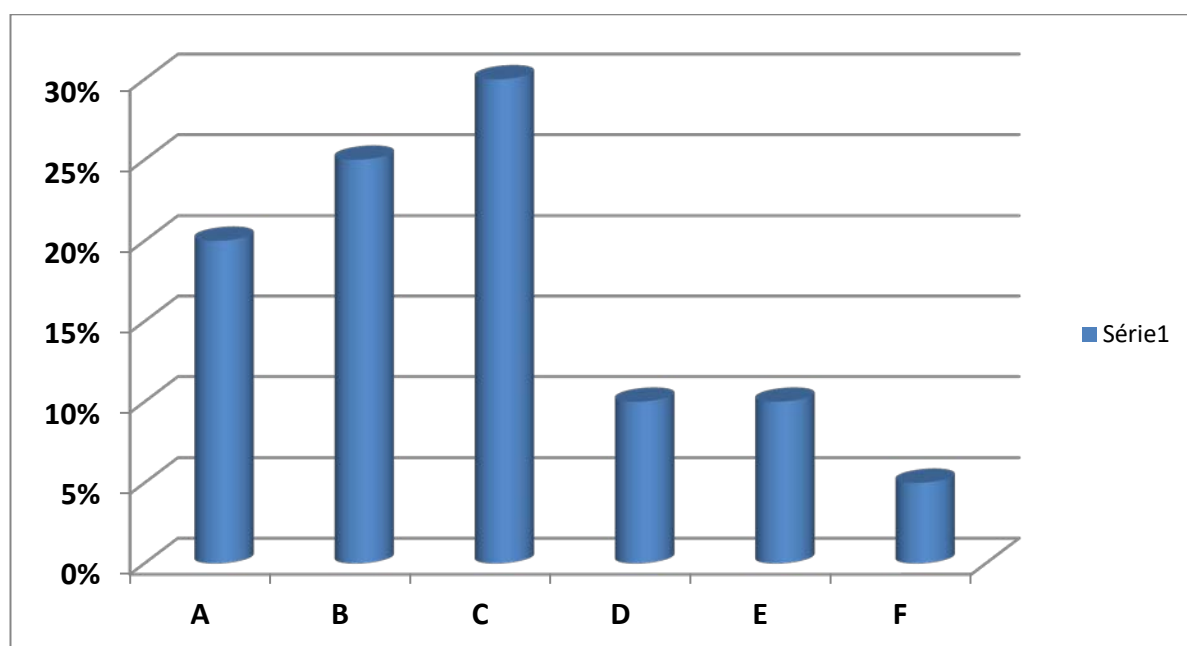


Diagram (1): Teachers' Age

The first question was about teachers' age which is fundamental informants' background information. Four (20%) teachers out of twenty (20) are in the age between (A) twenty-five and thirty (25-30), Five (25%) teachers among (B) thirty-one and thirty-five (31-35), Six (30%) are between (C) thirty-six and forty (36-40), among forty-one and forty-five (41-45) two (10%) teachers that responded (D), other teachers counted by two as well (10%) are between (E) forty-six (46-55) and finally (F) one (5%) of them have the age more than fifty-five (55) .

Question two: How long have you been teaching?

A. 0 to 1 years

B. 2 to 5 years

C. 6 to 15 years

D. 16 to 24 years

E. 25 years or more

Findings

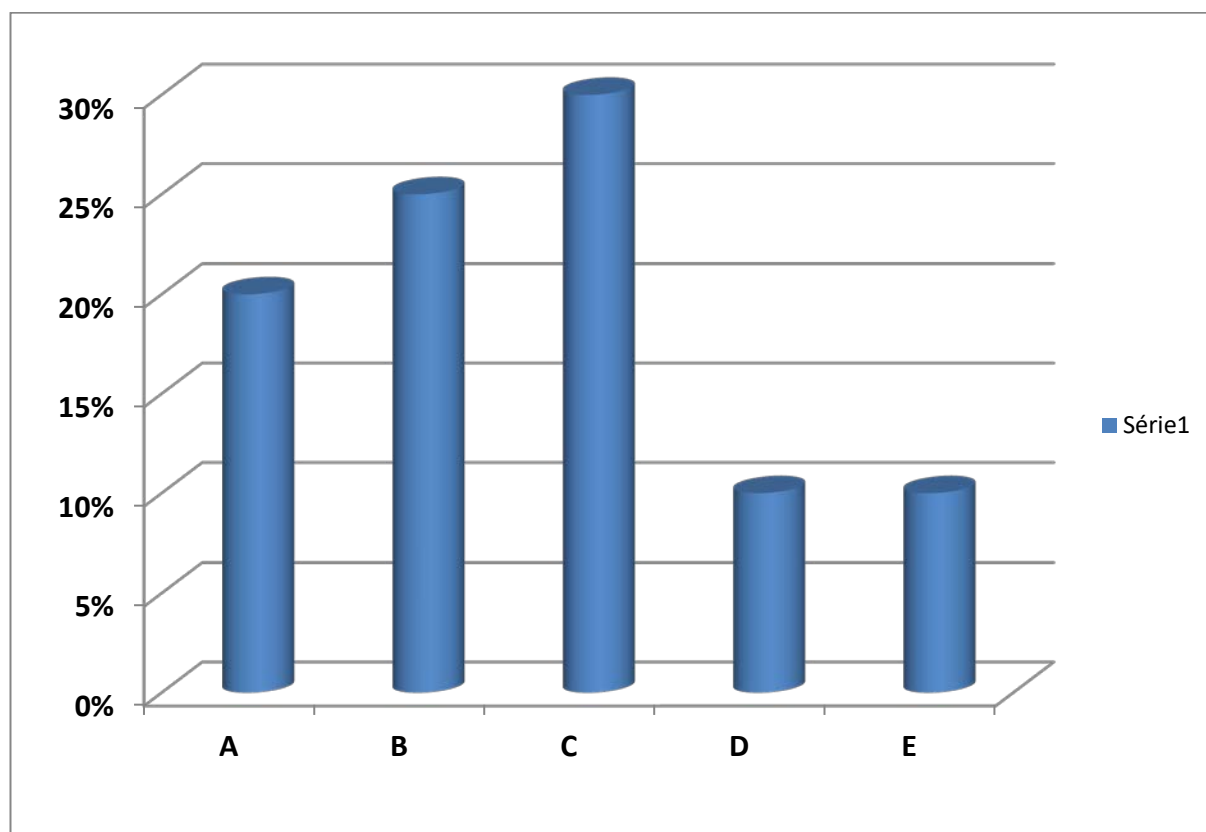


Diagram (02): Teaching experience

Six of the teachers (30%) have the experience that is approximately between sixteen and twenty-four years. Five (25%) have an experience of more than 25 Years of work. In the third degree teachers with an experience between six to fifteen years are four instructors (20%). The fourth position take place with three teachers (15%) finally two teachers who have an experience between two to five (10%).

Question Three: How many pupils do you have in class?

A. 20 to 24

B. 25 to 29

C. 30 to 34

D. more than 35

Findings

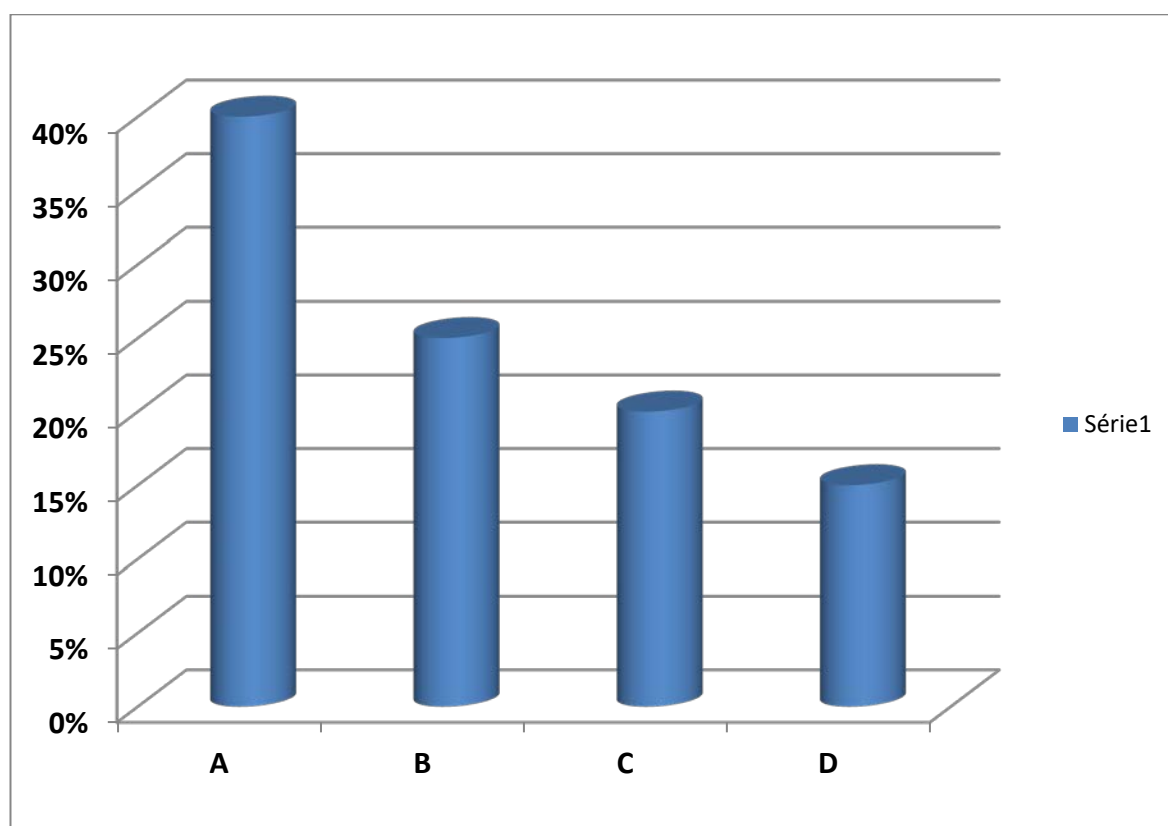


Diagram (3): Typical Class Size (pupils' number in a class)

The purpose of this question was to know how many pupils each teacher possesses in his/her class. The majority of teachers, eight of them that represents (40%) answered that they had between thirty (30-34) to thirty-four pupils in their classes, whereas five (25%) instructors had classes ranging from twenty-five to twenty-nine (25-29) learners. Four (20%) answered that they had between twenty and twenty-four (20-24) pupils. Finally the minority of teachers, who possessed more than thirty-five learners in their classes, represented three teachers (15%).

Findings

Section Two: Teachers' attitudes towards the use of cooperative learning

The second section **Teachers' attitudes toward cooperative learning** includes only questions about cooperative learning. It seeks whether instructors adopt the cooperative learning and how often they implement it.

Question Four: Do you implement cooperative learning in your EFL classes?

A. Yes

B. No

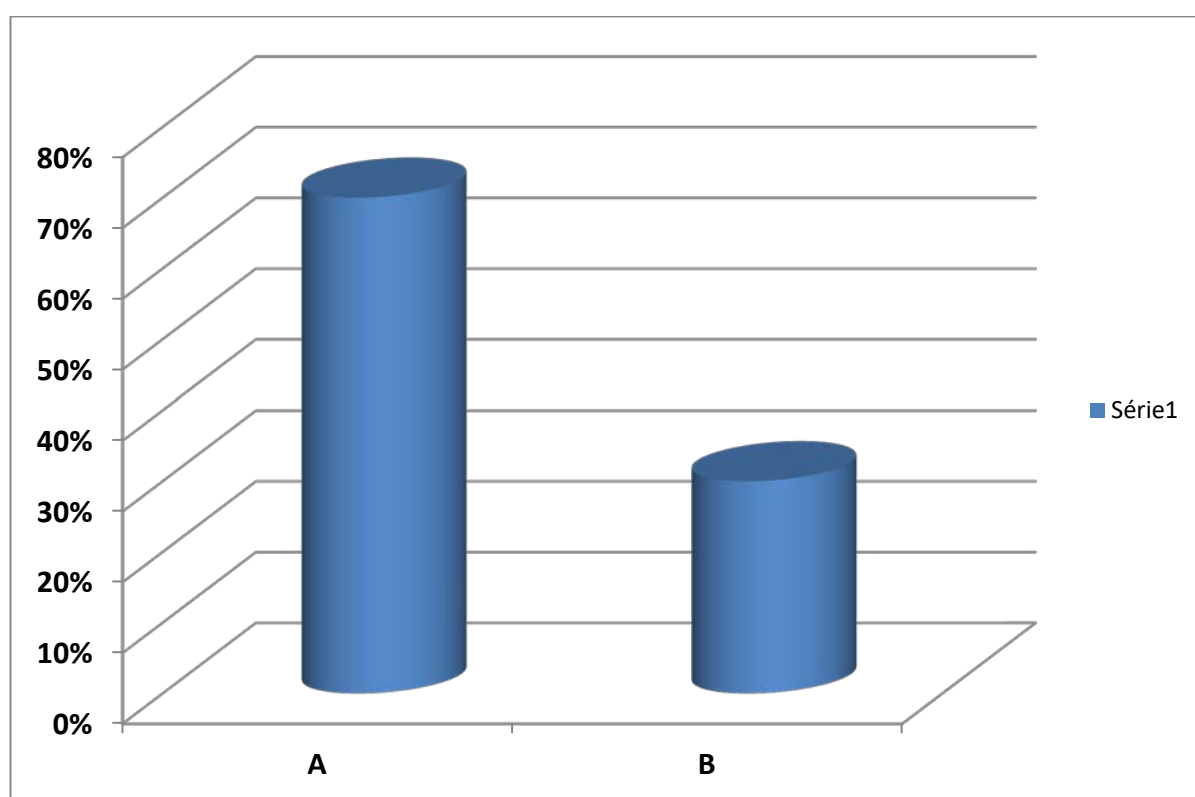


Diagram (04): cooperative learning implementation

This question concerns whether teachers implement cooperative learning in their classes. The majority of educators, that is, seventeen (85%) responded with “YES “for the use of cooperative learning in their classes. Only three (15%) instructors were reluctant to the use of cooperative learning in their classroom lessons and responded by “No”.

Findings

Question Five: How often do you implement cooperative learning in class?

A. Always

B. Rarely

C. Sometimes

D. Never

If rarely or never say why?

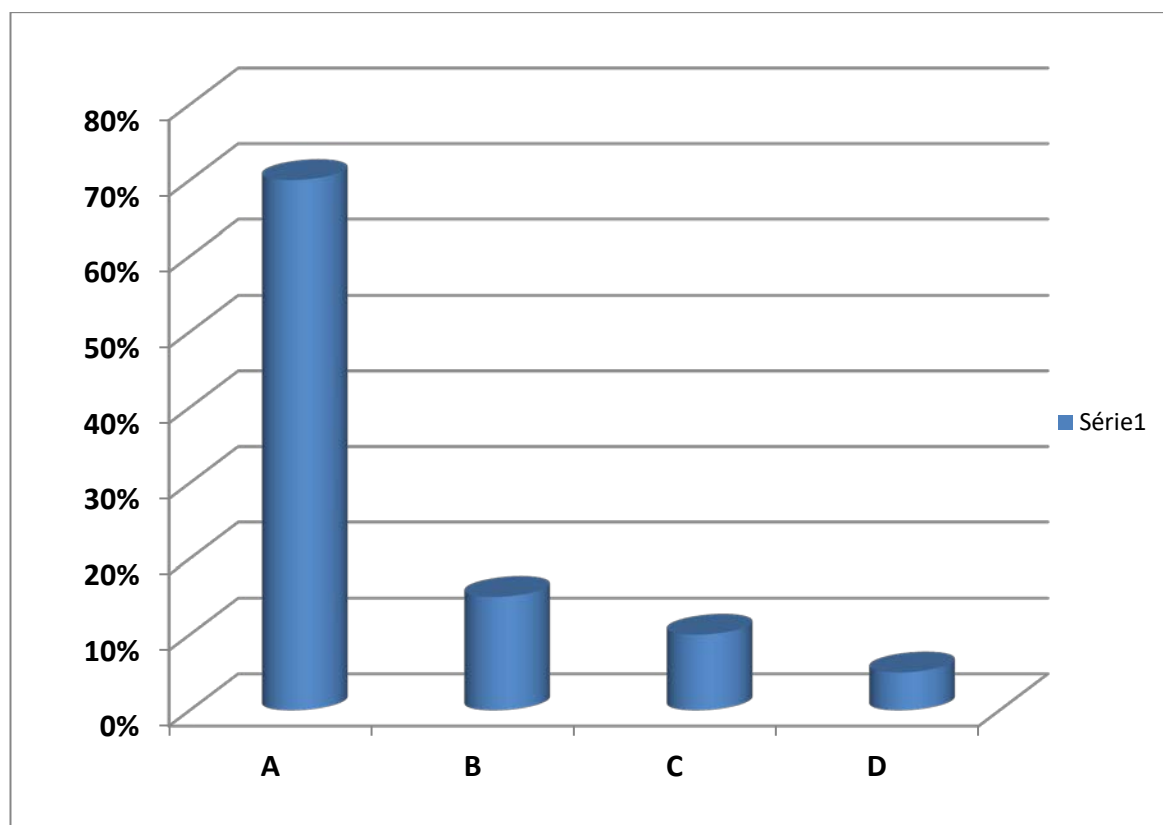


Diagram 5: The Frequency of Cooperative Learning Implementation in Classes.

This question aims to know about the use of cooperative learning in class .According to our results the big majority of teachers fourteen (70%) opted for **A** and they always use the cooperative learning in their classrooms. Three (15%) instructors have chosen **B** they sometimes use it in their classes. Two teachers (10%) responded that they rarely use CL in their classes. And we find just one teacher (5%) that responded that he/she has never used it in his/her classroom.

Findings

Question six: Do you think that implementing cooperative learning is better than individual and competitive learning?

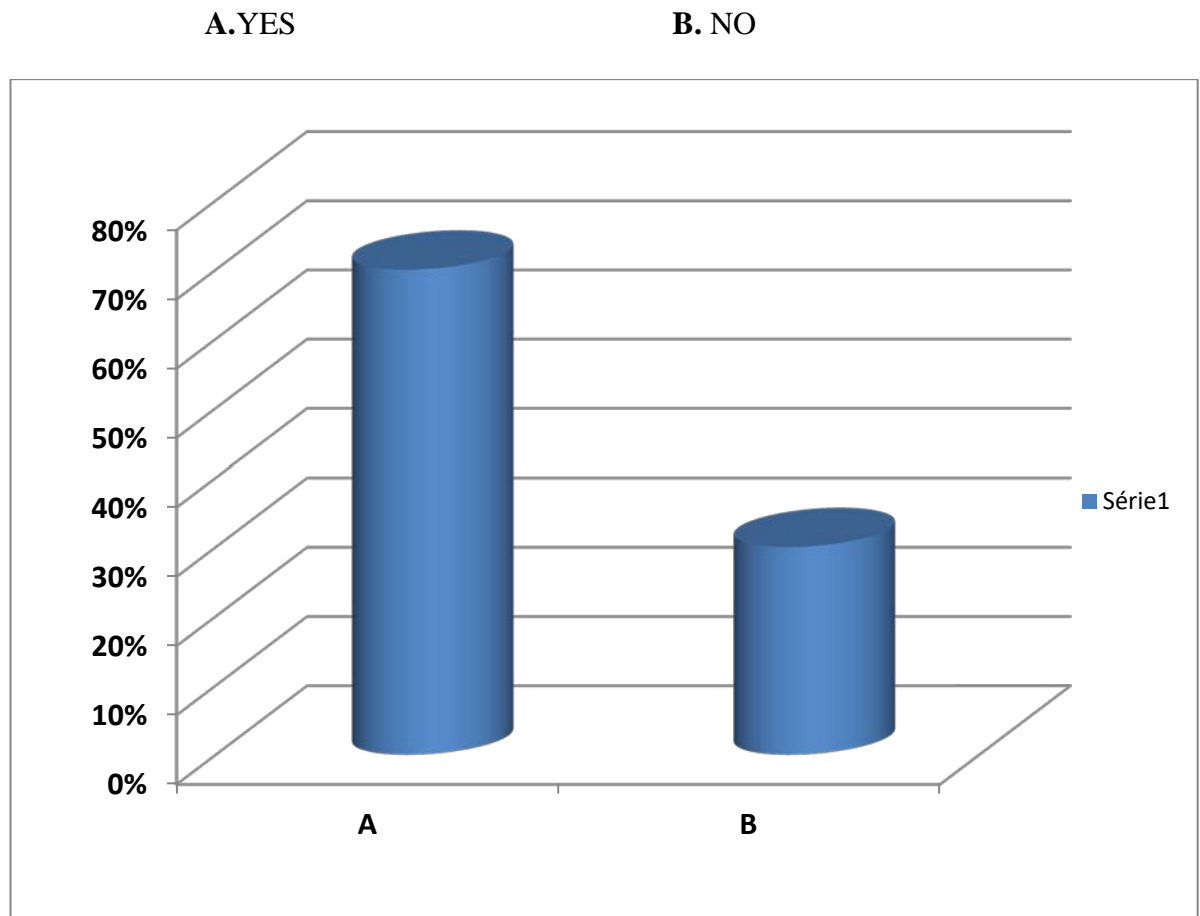


Diagram (6): Cooperative Learning Versus Individual and Competitive Learning

This question intended to know whether instructors prefer to use cooperative learning, individual or competitive one. Most of them, eighteen from twenty (90%) responded by “yes”, they prefer to use cooperative learning in their classes more than individual and competitive ones. Two teachers (10%) prefer the competitive one.

Question seven: Do you think that students face problems when they work in groups?

A.YES

B. NO

Explain?

Findings

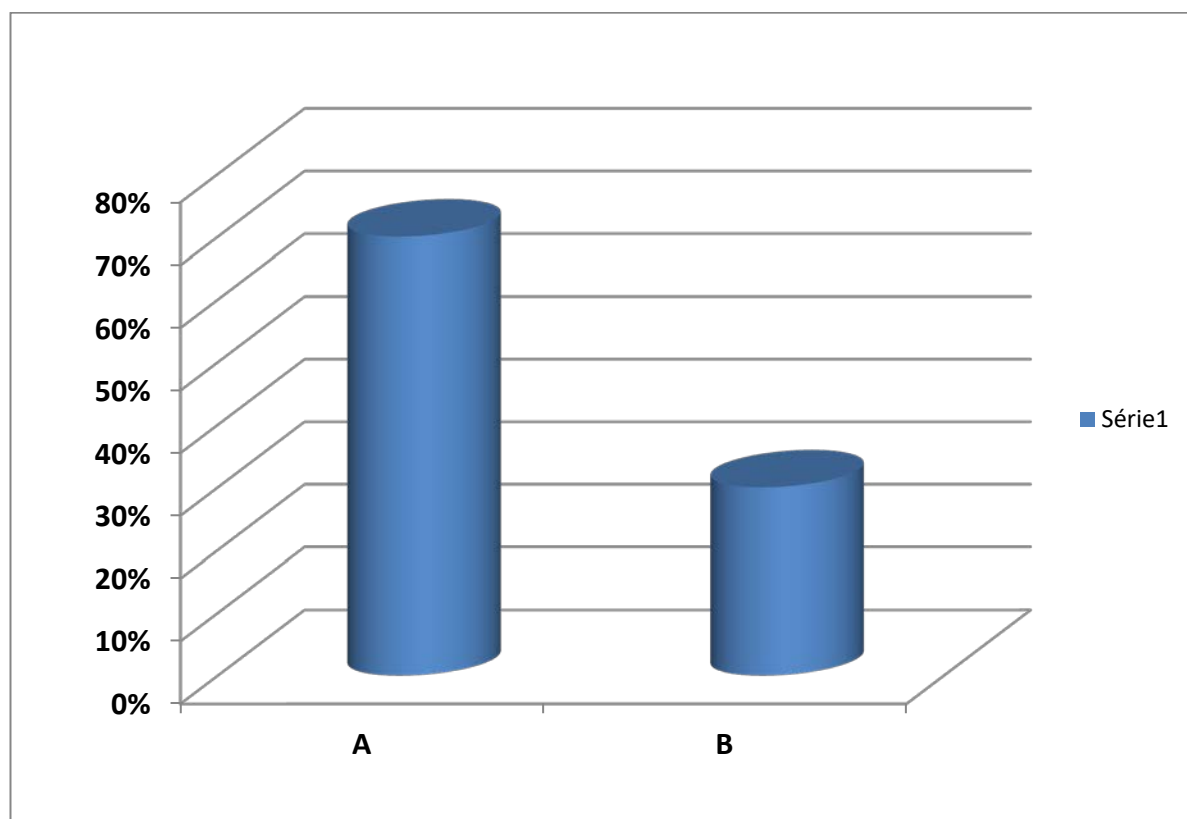


Diagram (7): students' problems working in groups

This question is asked to the teachers to see whether or not their learners face problems when they work in groups. Seventeen (85%) of the teachers opted for “**yes**”; their learners face problems when they use the cooperative leaning method in their classroom. Rather, three instructors (15%) responded by “**No**”.

Section three: social skills

In section three **social skills** this portion includes four items to know about the way educators push their learners to use and learn more about social skills, whether all learners like to participate in group activities, if they strengthen their interpersonal relations when working in groups. How do negotiation and communication help in improving their learning process?

Findings

Question eight: Do all learners like to participate in group activities?

A. YES

B.NO

If no say why?

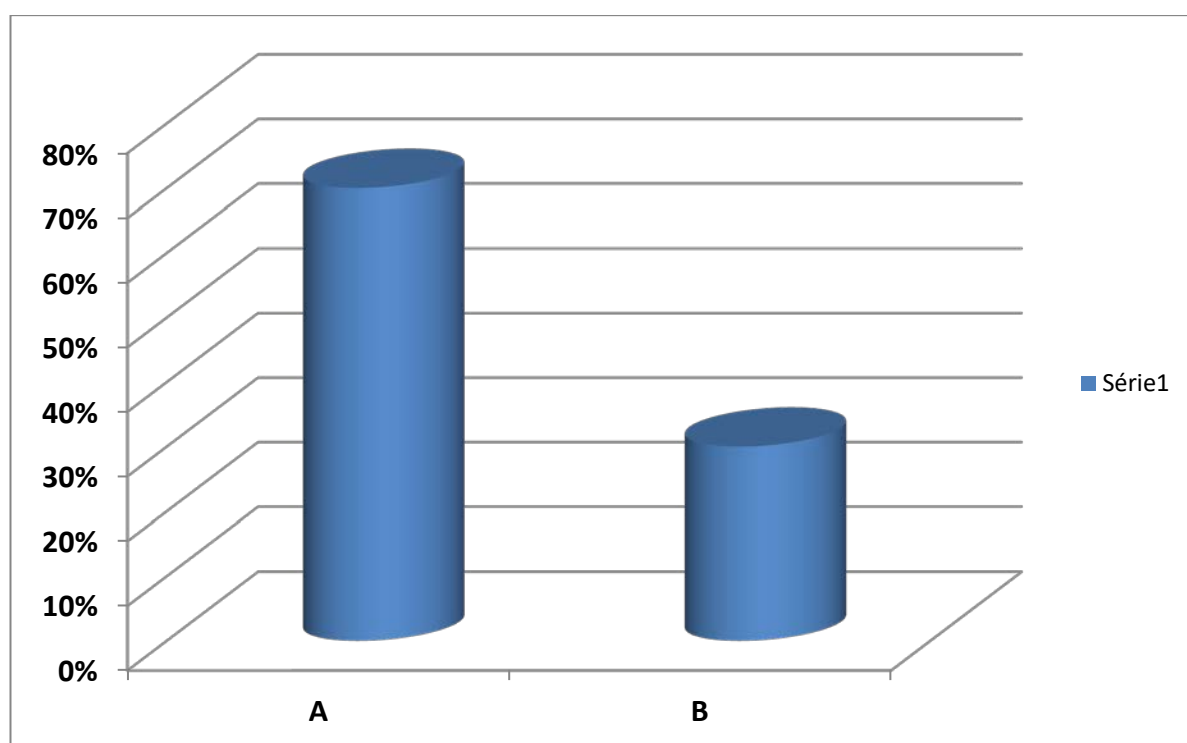


Diagram (8): The Participation of the Learners in the Group Activities

This question is very central, it enables us to know if our learners are involved in cooperative learning, if they really like the method and the activities given. fifteen (75%) of our informants see that their learners are well involved in group activities this is on the one hand, on the other hand only 5 (25%) instructors advocate the fact that the learners do not like group work and the activities given because of some reasons like the leader of the group who does the whole task alone, some learners are shy and can't get involved in a group of five or six pupils, good and active learners do not like to work with lazy ones.

Findings

Question nine: Do learners strengthen their interpersonal relations when working in groups?

A.YES

B.NO

Say how?

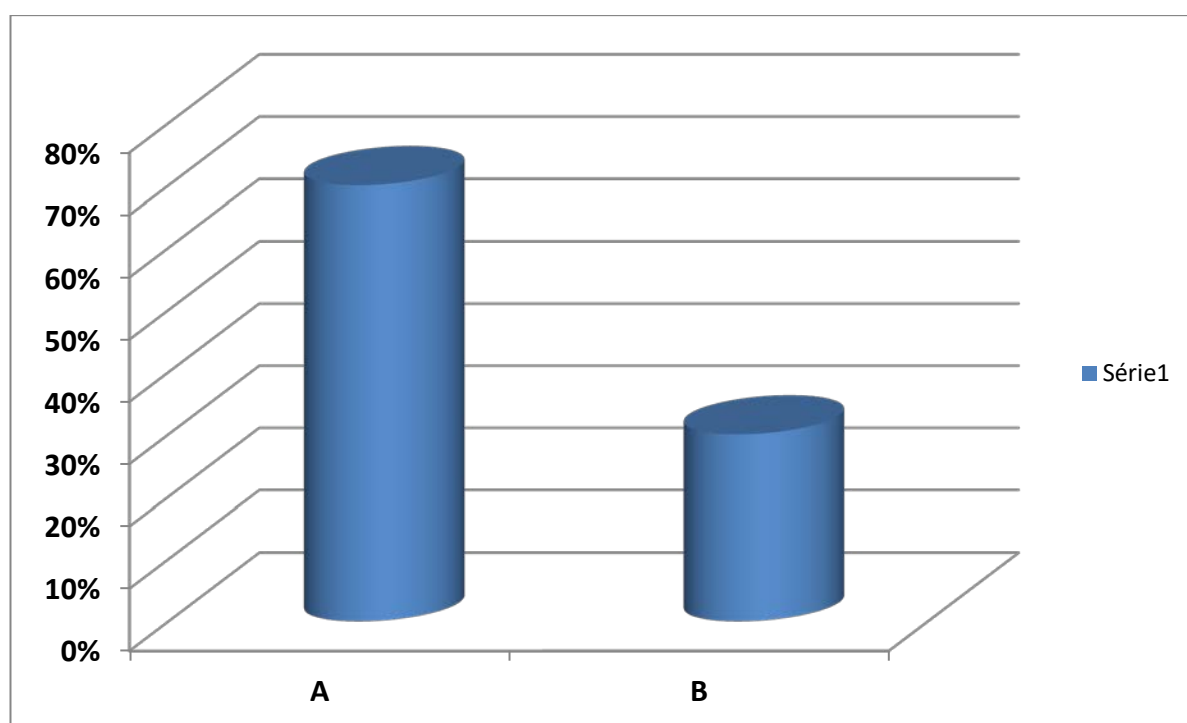


Diagram (9): Learners Interrelations in Learning Groups

The question looks for whether the pupils maintain good relationships with their mates in the classroom when they work in groups. The result shows that eighteen (90%) of teachers say **YES**, pupils are maintaining a strong and new relationships when working in groups whereas two (10%) other teachers confirm that their pupils do not maintain any relationship concerning the learning through groups.

Question ten: Is engaging in CL enhances learners' Social Skills?

Findings

A. YES

B. NO

Specify how?

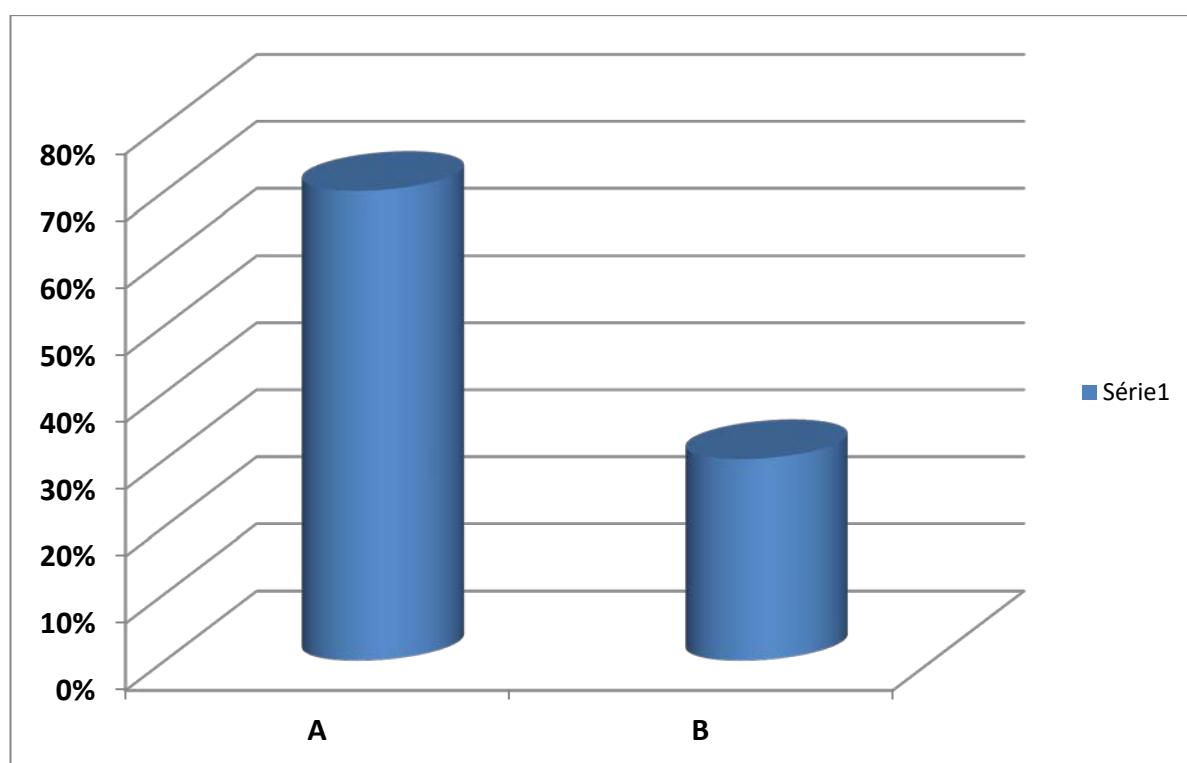


Diagram (10): Enhancing Learners Social Skills through Engaging in CL.

To know whether the learners enhance their social skills, we asked teachers question number ten to get an answer about if the learners maintain effective skills. The result shows that fourteen instructors (70%) responded by (A) when the pupils are asked to do a work together they all participate and help each other, communicate exchange and respect point of view of each other, so they apply the CL elements; and this motivates them to learn new social skills, and by drilling they will enhance them. Six teachers (30%) replied by (B) that

Findings

their pupils cannot enhance their skills in classroom because they like working individually, and may be sometimes don't care at all about the work.

Question eleven: How do communication and negotiation help learners solve their problems and improve their learning process?

The following question is an open-ended question in which we provided the opportunity for teachers to respond freely and talk about their opinion about how negotiation and communication may help learners solve their problems and improve their learning process.

Information accumulated from this questionnaire manifests that when learners negotiate and communicate they share and brainstorm ideas, forget about their shyness and integrate within the group; they try to improve themselves, understand that they could do better, that learning is not difficult. Pupils also learn from each other techniques and life strategies from groups, develop some of their skills and stimulate their inspiration.

1.2 Classroom observation

The second data collection tool we used in our research is classroom observation that we conducted in some classes with some teachers of middle school. The classroom observation sessions helped us a lot to find out more details and responses to our research work and our research questions. The following are the detailed results of the observation.

Question one: Do pupils learn effectively when they work in groups?

This question was asked to observe whether pupils really learn effectively when they work in groups. The five classes we observed were working effectively and seriously.

Question Two: does everyone participate fully and collaboratively?

Findings

This question is intended to confirm whether pupils work collaboratively and participate when working together. In other words, do learners exploit the time to work when they are set in groups? We noticed in the whole classes where we did our observation that the majority of learners involved in the group work especially if it is entertainment activities as cross words, music lyrics, filling the gaps, arranging the alphabet to get meaningful sentences, etc. where the minority were out of topic and do not make any effort to cope with the activities.

Question Three: Do all members participate fully in decision-making?

The third question was asked to know whether the pupils do each time agree to present their collaborative work done without quarrels. More than half of the classes (pupils) were observed after each work provided with time limit present their work to the teacher, whereas the rest hesitate to present their response and make noise in class.

Question Four: Do group members enjoy working together?

In our check-list, we asked this question to confirm if the learners like group work. Learners generally like to work together because this may enable them to speak out of the topic, brainstorm their background knowledge, exchange ideas, are free from individual work anxiety.

Question Five: Do the group members learn through face-to-face activities where they discuss and explain assignment topics with each other?

According to our observation, pupils learn a lot through contact with the outstanding learners, where those latter explain them obscure things about the assignment provided. Learners try to do the work together then the average pupils learn from the highborn ones.

Question Six: Do group members listen to each other and respect the view points of all?

Findings

This question was among the questions we provided in our check-list, and it is to enquire if pupils use the listening skills to others and develop it, as well if they respect others and their opinions, accept to use them in the collaborative work. A few pupils that accept the view point to their mates, where we find the majority favour their one-sidedness and their own point of view to be applied on the work , thing that flare up a kind of conflict between the learners, and each one of them see that his/her opinion is the best and the one that should be applied.

Question Seven: Are all team members committed to make the team successful?

Even though the majority of learners prefer self point of view to be applied, but each time the group try to make the team successful under the encouragements of the teacher on the one hand and his/her scold on wasting time in making noise with their quarrels on the other hand.

Question eight: Do teachers provide constructive praise and criticism?

We asked this question to see whether the teacher plays the role of a stimulator, if he/she encourages and raises the self-confidence of his/her learners. After the observation, we noticed that the teacher used a kind of praise like “very good” , “thank you” , or request the mates to applause him/her ,etc. to raise the learner’s self confidence and pushed the others to work more and better. The teacher as well did not hesitate to request shy pupils to go to the board in order to overcome their shyness, and ask the mates to help him/her to facilitate the task. The teacher enables him/herself to criticize some unacceptable behavior in class in order to correct a given wrong behavior.

Question nine: Can one teacher manage the groups at the same time?

To apply a pedagogical technique as learning in cooperation, in cooperative learning the class should not be over crowded, for this reason TD’s were created to apply such technique, in

Findings

tutorials or, TD sessions the instructor managed his/her class most of the time because the class is divided in two practical groups, on the other side there are sessions that require the group work with the whole class as “I learn to integrate” session where the teacher is obliged to divide the class into groups of “five” (5) or “four” (4) pupils to do the work together and write a kind of situation of integration, in this case the teacher loses control due to the pedagogical noise done by the learners.

Question Ten: Is working in groups time consuming?

The observation confirmed that an effective group work requires a lot of time, having a look at the time provided to teach one subject (60mn) sixteen minutes, coming into classroom, requested pupils to arrange groups time wasted ten minutes (10mn), the work explained took fifteen minutes (15mn) or more, and request them to do it in fifteen minutes (15mn), dedicated (15mn) for the correction and each time the duration is not sufficient to copy down on the learners copybook.

Question eleven: Is working in groups noisy?

After observing the five classes we noticed that most groups worked in a noisy environment because of the used elements of cooperative learning during group work: **1)** face to face interaction, **2)** individual and group accountability, **3)** positive interdependence, and **4)** group processing, **5)** interpersonal and group skills, all these give rise to what we call a pedagogical noise .i.e. a beneficial noise.

Question Twelve: Are group members facing problems when they work in groups?

The whole classes we observed, their group works faced numerous issues like time constraints, and not all the group members participated fully on decision making, not all members liked the group working, or made the team successful, as well certain pupils lacked the sense of tact and diplomacy which is respect of the others point of view and reviewing it.

Findings

Conclusion

This chapter showed up the outcomes collected from the questionnaire answered by twenty (20) middle school teachers of English in Tizi-ouzou, and the classroom observation conducted with five classes and five teachers of English at Ben Remdani Saadia, El-chouhada, Ferhat Ben Safi, Ait Kharcha Mohamed Boukhari, and Les Quatre Frères Rayah middle schools. In conformity with the results, we inferred that the teachers adopt, and implement the cooperative learning, and their learners face some problems, concerning social skills in general and teacher's class and time management in particular, so cooperation can be an effective tool to improve learners social skills, and enable the teacher manage his/her time. These findings are going to be discussed in detail in the following chapter.

Discussion of the Findings

Introduction

This chapter is devoted to the discussion of the findings reached from both the teachers' questionnaire and classroom observation.

1. Teachers' Questionnaires

1.1. Information on Teachers' Profile

The results of the first section showed significant facts. The teachers' age and their experiences in the field of teaching as well as the density of the pupils in the classroom that can impede or contribute to the use of CL. Cohen et al (2001) state that teachers must structure the teaching method to create and promote learners' knowledge, skills, and attitudes. It means that the teachers' age may play an important role to denounce whether they control the classroom, besides to the years of their experience reveal the extent to which CL elements are effective. Finally the typical class size also has its weight in the success or failure of CL, during the GW.

The profile of our informants as shown in the findings part of the work appears that 30% of them are between the age of thirty-six and forty (36-40). The results reported that the majority of our informants confirm that they are experienced teachers, with average density classes that enable them to apply CL in their pedagogical T.D classes, even though some teachers deny the use of this method of teaching. This result can go with what the language teaching specialist (Slavin, 1996, p. 43-69), who *argues that "a critical element of cooperative learning is team work and team goals"*.

Research on cooperative learning has demonstrated that there are many ways to make classroom assignments more valuable. Vygotsky (1896-1934). Considers that "the roles of culture and society, language, and interaction are important in understanding how humans

Discussion of the Findings

learn”. (*Cited in Li, M. P. & Lam, B. H. p.2*). Vygotsky assumed that knowledge is cultural; he took a socio-cultural approach in his study with children. He also asserted that the development of individuals, including their thoughts, languages, and reasoning processes are the result of their culture. These abilities are developed through social interactions with others (especially parents and teachers). He found that the social environment (e.g., dialogues, actions, and activities), help children learn, develop, and grow. This goes hand in hand with the second section which revealed that more than half of the instructors felt that the typical class size in their classrooms is very large just if the class is divided into T.D work.

Findings give evidence to which extent working in small groups has effective group works. Schmuck & Schmuck (1979) argues that in cooperative learning classroom, students meet in small groups to discuss topics, exchange information, and practise new techniques. Afterward, they return to the larger group to discuss their small group experience. Then the emphasis here is on interpersonal contact, and group processes which are pervasive. It means that students in cooperative learning classrooms interact more and they are more interdependent than students in traditional classrooms (individualistic and competitive learning) in which the teacher lectures but peer interaction is not taken into account.

1.2. Teachers’ Attitudes towards the Use of Cooperative Learning

In this section, the discussion will reveal the teachers’ attitudes whether they use CL or not. According to Manera and Glockhamer (1989) many teachers adopt CL as making the members of the group work and motivate them by involving them in the lesson. The use of CL in the classroom is explained by the same authors as many schools actually are using cooperative learning when they include a team component in the course design. However, Johnson, Johnson and smith (1991) believe that most of the team’s activities exclusively

Discussion of the Findings

emphasize the task, demand no interdependence among team members, and include no way to assess individual performance. Similarly many instructors believe that they are implementing cooperative learning when in fact they are missing its essence. Putting students into groups to learn is not the same as structuring cooperation among students and does not mean that they cooperate.

The findings obtained from the analysis of our corpus confirm that the use of CL by teachers stimulates interaction in the classroom. According to Thompson et al. “*the way to achieve the goals of pedagogy is to create a classroom that is interactive*” (1988. P. 57). In other words, in order to create an active classroom where we stimulate learners to participate, to be active and interactive is to use the CL method.

Hence as the results reveal, the majority of instructors (85%) use cooperative learning, yet three teachers (15%) are reluctant to the use of CL with their learners. Johnson et al., (1998) held that scholars have called for a pedagogy that minimizes the power of instructors over students creates an atmosphere of support, and helps students to claim an education by involving them as active partners in the teaching process. We can demonstrate that the scholars call for a reform that is learner-centered, and make education relevant to learners’ lives by minimizing the authority of the teachers inside the classrooms towards their learners, and involve them in interactive activities, stimulate and encourage them in the process of teaching and learning.

The outcomes also reveal that the big majority of instructors (70%) who opted for A, that always use CL in their classes, yet three teachers (15%) claim that they sometimes use it in their classes. Kagan notes that “*in cooperative learning the teacher designs social interaction structures as well as learning activities*” (1989, P. 12). In other words, dividing a

Discussion of the Findings

class into groups before applying CL contributes a lot in helping both teacher and learner to learn and interact more with peers, then enhance the role of the pupil among the group.

According to (Horwitz, et al, 1986.p.125) *“a teacher who uses cooperative group methods guides and assists students, acting both as a facilitator of learning and a repository of information”*, meaning that a good teacher is the one who acts as a facilitator and a guide for his/her learners. Relying on the responses of our participants, in the questionnaire one educator stated *“in group work or pairs, my learners use to think, pair, share method to share their ideas, they exchange their knowledge and improve their skills as a team work”*. Another declared, *“I always use CL method in my classes because it offers the learners an opportunity to get more information, refresh their memories, make them free from anxiety when they work individually”*. Another teacher asserted *“learners can discuss and interpret through cooperative learning .They can clarify ambiguities and get new ideas”* These results are in conformity with the evidence proposed by Horwitz (1986).

Besides, the fact that each school “Ben Remdani Sadia, El Chouhada, Ben Safi Ferhat, Tadmait (Tizi-Ouzou) Ait kharcha Mohamed El-Boukhari, and Les Qatre Frères Rayah at Draa-Ben-Khedda (Tizi-Ouzou), involve mixed ability classes, learners may face problems when they work in groups. We identified how this may happen by requesting some instructors about the causes that expose the group work to such problems. This idea is consistent with Crandall (1987) who claims that students work together in cooperative groups; learners interact with each other by discussing concepts, responding each other idea, communicating and exchanging resources and information. Hence woolfolk (2004) emphasizes the importance of learners’ interaction in order to test their thinking, to be challenged, to receive feedback, and to watch how others work out problems. According to Alderman (2004)

Discussion of the Findings

“grouping structures effect how learners interact, become friends, and influence each other in engagement in learning”, (2004, p.219). In other words to target the main goal of CL, is to create interaction between the members of the group work. Such approaches help students to make connections with each other, however sometimes, teachers face problems when learners work in groups.

The results reported a variety of problems that teachers may face when they apply group work on the part of the teachers, (90%) reveal that learners help each other during group work as shown in the following example, one instructor claims, “learners help each other where students are supposed to ask their mates about information or points that they did not get”. Another one said “there is no harm in grouping, learners share their work and help each other” This is also consistent with the statement of Brewer et al. (1986) who advocate the idea that interactive approaches empower students in a way that lectures do not. This can mean that interactive group works foster students learning rather than applying theoretical method done in lectures. While (85%) of the teachers advocate the opinion that pupils face serious problems when working in groups, one claimed that, “when I apply the group work strategy there is always a conflict between good and lazy learners”. Another one argued that “in a group work some pupils feel inferior and lose self-confidence beside their smart mates”. This can mean that the learner loses control of him/herself because she/he perceives him/herself as being incompetent.

1.3. Enhancing Social Skills in the Classroom by Using Cooperative Learning

Social skills are perceived by many language specialists like Johnson and Johnson as *“skills necessary in all aspects of life, when you talk, play, interact, and work with others, these skills are the connections among people”* (1991, p. 13). In other words, interaction with

Discussion of the Findings

people promotes learners to be active, construct their knowledge and enhance their social skills. Johnson, et al (1999) concede that social skills are behaviors that promote positive interaction with others, strengthen participation in group activities, problem solving, and endow with more opportunities for learners to communicate with others. For instance, as a first stage learners work in pairs or in GW they are exposed to interaction, verbal and non-verbal expressions, cooperate with each other, as a second stage, share ideas, to build a new knowledge and solve the task given, consequently as a final stage they may solve problems.

As concerns our learners' participation in group activities, the result reported in our study is that some instructors, (25%) had negative responses. This means that not all learners prefer involving themselves in group activities, some of their justifications are; one instructor said, "sometimes you find some students who want to work alone, they do not want to cooperate with their mates", another teacher saded, "Good and speed learners do the whole work alone without providing an opportunity to others to think", another revealed "lazy learners depend on good ones for solving the activities". From the other side (75%) of the teachers answered that their pupils like to participate in group activities. To conclude, Johnson & Johnson et al. (1990) state that such problems can be avoided by ensuring that each student's success is dependent on everyone in the group completing assigned tasks and by making each individual accountable. In other words, we may avoid all types of problems during group activities by making each learner understand that the group success depends on the hard work of each member of the group either in completing tasks or in making them feel responsible for the group as a whole.

The feedback of our study also reveals that more than half of our participants agreed that learners strengthen their interpersonal relationships when working in groups, that Kunkel

Discussion of the Findings

et al advocated “*Group learning is an attempt to develop self-directed learning task*” (1997, p 53). In our study (90%) opted for **Yes**, thus we may say that learners strengthen their interpersonal relationships. The findings obtained from the analysis of our corpus confirmed by some teachers, one teacher said, “When one learner cannot get a point he/she will get it through interaction and communication”. Another stated that “when in groups, even shy, lazy and selfish learners integrate in the group and forget their complex”. Another one added “when learners exchange ideas and help each other, they learn how to respect others’ ideas and attitudes”. Other outcomes about item nine (9) also manifested that (10%) of tutors opted for **NO**, pupils can’t strengthen their interpersonal relations when working in groups, these results show that not all learners strengthen their interpersonal relations, the participants who refuse the use of GW did not justified their answers.

Cooperative learning technique is built on constructivist theory. Vygotsky’s social constructivist theory (1972) says that the best learning occurs when the learners are actively engaged in the learning process and work in collaboration with other learners, that is to say when learners study in pairs and in groups, where they share ideas and create new ones, they increase their learning. According to Mc Dermid et al. “...*Although some scholars have written that groups are one way of helping students to be interactive in the classroom and of giving them more of a role in their education*” (1992, p. 83). Many scholars like (Mac Dermid et al., 1992; Marks, 1995; Thompson, 1995) suggest to employ cooperative learning group works during classes in order to stimulate learners interaction, helping them to participate with other during their education process.

Research on cooperative learning has demonstrated that there are many ways to make classroom assignments more valuable; one educator affirmed that “*I now believe that, had I*

Discussion of the Findings

employed student groups? and had I been more involved with pupils in these earlier projects, the assignment I used would have been more effective?”, After each session teacher has to wonder him/herself the previous questions to see if he/she achieved the targeted session objects. Teachers sometimes are reluctant to employ student groups because some instructors have used them as a way to avoid extensive preparation; others have come to stereotype group strategies. Achieving effective student groups, however, is one in which the instructor occupies multiple roles as facilitator, collaborator, informant, lecturer, monitor, evaluator, and so on. In response to the tenth question that is devoted to know how negotiation and communication help learners to solve their problems and improve their learning process, the majority of teachers responded positively .It means that our informants agree that their learners share ideas and benefit from each other .Some of their justifications are, **one** instructor said, “learners participate in solving problems in groups, so learners communicate and exchange ideas”. Another informant stated, “Through communicating, we give and receive information. Learners exchange ideas and correct each other”. Another one claimed, “when learners negotiate and communicate, they forget about their shyness and integrate within the group work, they try to improve their behavior, and understand that they could do better, and that process learning is not that difficult” , these results confirm how our participants stimulate learners to discuss information together and their answers in pairs or in groups .

As concerns whether learners are able to build interpersonal relations between them, cooperative learning is built on positive interdependence theory, which means that all learners during cooperation have a common goal and contribution of each member necessary for the success of the group. According to Horwitz et al (1986) Students in cooperative learning

Discussion of the Findings

classrooms interact more and are more interdependent than students in traditional classrooms. A teacher who uses cooperative group methods guides and assists students, acting both as a facilitator of learning and a repository of information. Our study reported that the majority of teachers responded positively to question eleven that concerned with the ability to construct interpersonal relations. Our informants advocate the idea that using cooperative learning in classes enhances the construction of interpersonal relationships among the learners; one informant stated that “they do it through communication work, sharing, problem negotiation, and also being confident toward each other”. Another teacher said, “When learners are asked to do something for class as decorating it, cleaning it, or solving any amusing activity together they all participate and help each other when someone is tired or needs help” .Another instructor claimed, “The aim of working in groups is to learn through listening, respecting others’ point of view, by these they discover the real personality of each other, and make new friends”.

At the end of the questionnaire, we provided our participants with a space to give their further recommendations; some of them are as follows:

- Teachers should encourage learners to work in groups because it is a way to improve learners’ communication skills and cooperation.
- Group work is more helpful to students than individual work; teachers have to group their students at some stages of the lesson, preparing them for a written task needs grouping or at least pairing.

Discussion of the Findings

- Working in groups offers the learners the opportunity to get more information about the studied course, building new relationships, exchange ideas with their mates, correct their mistakes, and receive new points of view.
- Using cooperative learning in classrooms may help learners to be free from shyness and anxiety and push them to improve their learning in cooperation.
- Working in cooperation with others enhances the learners' social skills like building new relations, positive interdependence, communication, and negotiation.

2. The Classroom Observation

The second data gathering tool we used in our research is classroom observation which we conducted with teachers in their classrooms during T.D sessions. The observation has really helped us much to bring more details and answer our research hypotheses and our research questions. The observation which was taken place in five classes were very crucial and gave evidence to the existence of cooperative learning in pedagogical classes in fourth year middle school classes, at Ben Remdani saadia Tadmait (tizi-Ouzou), El Chouhada Tadmait (tizi-Ouzou), Ben Safi Ferhat Tadmait (tizi-Ouzou), Ait Kharcha Mohamed El Boukari Draa Ben Khedda (Tizi-Ouzou), Les Quatre Frères Rayah Draa Ben Khedda (Tizi-Ouzou) middle schools. The teachers in charge of these classes use cooperative activities to enhance students' social skills, to motivate learners and to help them interact more in class. According to their experience as teachers of English, they said that the majority of pupils learn effectively when they work in groups. We realized that learners like to be stimulated in order to be active, and to work in cooperation with others. However it is up to the teacher to reinforce such quality in his/her learners. By using many strategies centered on the use of

Discussion of the Findings

cooperative learning activities, we noticed that they tolerate their learners to move from one group to another because it helps them to build positive interdependence and to make them have fun. According to Mc Evoy (1990) advocated that the classroom environment definitely can be structured to promote social interaction, smooth transitions, and social communication .In addition, Bandura's (1986) held that in social learning theory, individuals learn many social behaviors by observing others". That is to say teachers can take advantage of this phenomenon by grouping children in activities to promote appropriate social behaviors.

Providing learners with games, songs or any entertainment learning makes them work in harmony, and enjoy their work a lot, especially, in activities like filling the gaps, lyric songs, word puzzles, cross words, etc.

Dividing learners into groups, and providing them with discussing and explaining assignment topics, enables them to learn through face-to-face interaction. When encouraging good learners to work with average level ones, this makes the latter notice that learning is not a difficult task and that they can get good marks as their good mates. Social interdependence exists when the accomplishment of each individual's goals is affected by the actions of others (Deutsch, 1949, 1962, Johnson, 1970; D. W. Johnson & R.Johnson, 1989).

Since tutors opted for group working, we noticed that the majority of learners like working together, hence the minority especially boys do not work collaboratively as much as requested. Even if they participate in group decision-making, however we noticed a kind of pupils' over imposing one's point of view.

Discussion of the Findings

Even though the majority of learners prefer to work in groups, we notice that some of them do not listen to each other, and not all learners accept the point of view of the other. However, the big majority of group members try to work hard and make the group successful.

With second generation program group working in classes is primordial, so we noticed that teachers prefer the use of cooperative learning groups in T.D sessions with half of the class members, to enable them manage learning effectively.

Group work is time consuming, so it is up to the teacher to manage the group and the time. As group work provided interaction, communication, negotiation, playing, funny gamesit is obvious that learners make what is called a pedagogical noise in the classroom.

Even the majority of learners find group working enjoyable, we remarked that the minority find it so boring especially boys who refuse to integrate the group work, make the class noisy and if they accept to integrate the group they depend on the good learners to do whole task .

Conclusion

This chapter has discussed the findings reached from the analysis of our corpus and the two data collection instruments conducted with teachers, who are the participants in the present study, for the sake of providing answers to the research question. In the first section we discussed the informants' background information results that lead the instructors to achieve a good classroom environment in order to implement CL in their classes. For the second section, the findings related to the adoption and implementation of CL during classes, and we discussed EFL teachers' and scholars views about problem facing during group work. The last section included the learners' participation in group work and whether they really enhance their interpersonal relationships relying on social interdependence theory.

General Conclusion

General Conclusion

The present dissertation was an attempt to investigate effective strategies in implementing cooperative learning in EFL classes to enhance learners' social skills of the fourth year level (4MS) learners. It strived to answer three basic research questions which were at the same time its objectives. The first objective consisted in examining whether Johnson and Johnson (1989) CL elements of social interdependence are implemented during fourth year level (4MS) learning sessions. The second objective tried to analyze the teachers' reactions in order to enhance Social Collaborative skills. As for the last objective, it tried to identify the reason that individual accountability is enhanced to better cope with learners. In order to reach these objectives, our study's relied on the theoretical framework elaborated by Johnson and Johnson known as *Social Interdependence theory* (1989).

In order to answer the research questions, and check the validity of the suggested hypotheses, our investigation relied on the mixed- methods research, using both qualitative and quantitative research approaches. For the sake of collecting information twenty (20) questionnaires were distributed to EFL teachers' in different middles schools in Tizi-Ouzou and classroom observations which are conducted with five (5) teachers of the five schools chosen. Since the analysis of the obtained data is crucial, the check-list and the open-ended questions of the questionnaire were analyzed through Qualitative Content Analysis (QCA), while the quantitative outcomes obtained from the close-ended questions of the questionnaire were analyzed through the use of the SPSS software.

The results gathered from the study shown that CL elements were implemented in the majority of middle schools, and were presented in two approaches in terms of quantity and quality. Even though the use of CL by some tutors was refuted, however it

General Conclusion

was obviously demonstrated that CL was indirectly implemented (1) positive interdependence, 2) face to face interaction, 3) Individual and group accountability, 4) Interpersonal and group skills, 5) group processing.

The outcomes collected from the questionnaire distributed to EFL educators and the check-list attended with five EFL teachers in five different classes shown different views concerning CL, It has been obviously demonstrated that they were satisfied with CL implementation in classrooms. From teachers' standpoint, CL implementation during sessions helped learners develop the different skills; it stimulated, gave practise, to learners, also encouraged and sustained the teachers to show up their creativity to give more in the field of teaching.

From all the results obtained from the questionnaire and the classroom observation, it has been shown that cooperative learning was better than individual and competitive learning, that is to say, when pupils tended to work in collaboration is more beneficial and effective, rather than working individually, or using concurrence and competition between learners.

Consequently, the first hypothesis which advocates the fact that CL elements of social interdependence were implemented during fourth year level (4MS) learning sessions was confirmed. As far as the second hypothesis suggested that teachers provide learning in group work fosters learners' social skills, the findings show different opinions. According to classroom observation, feedback denoted that CL used during learning sessions is time consuming, not all members practised collaboratively, and some pupils faced problems when they work together because of individual differentiation, which leads to some quarrels, and conflicts between learners, these constraints impede the CL achievement.

General Conclusion

This result led us to refute the hypothesis. However, despite all these constraints, tutors sustained the view that the aim of CL use may be achieved, so from EFL teachers' point of view the hypothesis was confirmed. Based on the feedback of the two previous chapters, we may say that we attained the third objective of our research. As a third result, cooperation contributes in learners' interaction, and communication, teach them how to integrate in a group work, acquire new knowledge with the members of the group on how they may be assessed later on individually. These were the most frequent points of view found in the analyzed corpus. Therefore, this led to the confirmation of the third hypothesis suggested in this objectives, which was, each learner in CL group is assessed individually, learners learn together, so they perform higher individually.

As a conclusion, we may say that the present work was an extension of the previous mentioned studies conducted in relation to the use of cooperative learning elements in education to enhance learners' social skills. We hope that we have contributed to the field of implementing CL in teaching and added something new and useful for further research in this field.

It is worth mentioning that our study encountered some limitations. The first limitation is the fact that the five middle schools which were selected in order to distribute the twenty (20) questionnaires were far from each other, so we distributed them at the beginning in an English teachers conference held in Draa Ben Khedda (Tizi-Ouzou), with the inspector, Mr. Dahmoune, after taking his permission, and collecting them at the end of the conference. Another limitation of the present work was that the problem of collecting the questionnaires addressed to middle school teachers. The motive that stimulates us to choose face book English teachers allowed to answer the four remaining questionnaires to

General Conclusion

complete the twenty (20) teachers. This research is an open door for further studies in the future, researchers who would be interested in this field of research can widen the corpus by including more social skills to be learnt. In the future, it is recommended for researchers in education, investigating by using, classroom observation, interviews, and online questionnaires and this study has relied on an online one, it is time saving, and get different reliable feedback, from other regions.

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Questionnaire to teachers

Dear teachers,

This questionnaire is a part of research work that aims to gather information about the use of cooperative **learning to enhance social skills** at the level of the middle school fourth year classes.

Your answers will be precious for the completion of this work and will be treated with great confidence. You are kindly asked to answer by ticking off the appropriate box (es) or by providing a full statement where necessary.

Thank you in advance for your collaboration.

Section one: formants' Background Information

Age:

25-30	31-35	36-40	40-45	46-55	55+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Years of experience:

A. 0 to 1 year ☐ B. 2 to 5 years ☐ C. 6 to 15 years ☐
D. 16 to 24 years ☐ E. 25 years or more ☐

Typical class size: (pupils number in a classroom)

A. 20 to 24 ☐ B. 25 to 29 ☐ C. 30 to 34 ☐ D. more than 35 ☐

Section two: Teachers' attitudes towards the use of cooperative learning

1) Do you implement cooperative learning in your EFL classes?

A. Yes ☐ B. No ☐

2) How often do you implement cooperative learning in class?

A. Always ☐ B. Sometimes ☐ C. Rarely ☐
D. Never ☐ E. Often ☐

If rarely or never say why?
.....
.....

3) Do you think that implementing cooperative learning is better than individual and competitive learning?

A. Yes ☐

B. No ☐

Explain?.....
.....
.....

4) Do you think that students face problems when they work in groups?

Explain?
.....
.....

Section three: Social skills

1) Do all learners like to participate in group activities?

A. Yes ☐

B. No ☐

If no say why?
.....
.....

2) Do learners strengthen their interpersonal relations when working in groups?

A. Yes ☐

B. No ☐

Say how?
.....
.....

3) Are your learners able to build interpersonal relations between them?

Specify how?
.....
.....

- 1) 4) How do negotiation and communication help learners solve their problems and improve their learning process?

Could you explain?

.....

.....

We welcome your feedback. Please include additional comments or suggestions in the space provided bellow

.....

.....

.....

.....

.....

Thank you very much for answering!

Checklist used with fourth year middle school classes

Criteria	Yes	No	Comments
1. Do pupils learn effectively when they work in groups?			
2. Does everyone participate fully and collaboratively?			
3. Do all members participate fully on decision-making?			
4. Do group members enjoy working together?			
5. Do the group members learn through face to face activities where they discussing and explain assignment topics with each other?			
6. Do group members listen to each other and respect the viewpoints of all?			
7. Are all team members committed to make the team successful?			
8. Do teachers provide constructive praise and criticism?			
9. Can one teacher manage the groups at the same time?			
10. Is working in groups time consuming?			
11. Is working in groups noisy?			
12. Are group members face problems when they work in groups?			

Adapted from Johnson and Johnson (1889)