Investigating Teachers’ and Students’ Attitudes about the Role of Cooperative Learning in Enhancing EFL Learners’ Motivation

Case Study: Third Year EFL Students at Oum El Bouaghi University

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

by: Soraya ZINE

Supervisor: Miss. Soraya GUERFI
Examiner: Miss. Soumia BOUAZIZ

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Dedication

In the Name of God, Most Merciful and Gratitude is due to Him “Allah”. Without his uncounted blessing and encouragement I could never finish this work.

This work is dedicated to:

My beloved parents and the pillars of my life who have provided me with their support, understanding and patience.

My sisters Sarah, Marwa, Linda, Mona, and Hamida for their uncountable contributions that helped a lot to deliver the work on time.

My brothers Aymen, Oussama, and Toufic.

My dear husband Khier Eddin who kept pushing me forward to complete this work.

My uncle Abd Allah who provided me with continuous motivation along the path of learning. To his wife Fatima and his children Malak and Fadi.

My best friends of study with whom I spent nice moments.

All my extended family and all those who believed in me and pride for my success.
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I would never forget to thank all teachers and students in the department of English for giving me the opportunity to fulfill this dissertation.

Finally, I’m extremely thankful to Miss. Somia Bouaziz who accept to examine and evaluate this work.
Abstract

This study is intended to investigate teachers’ and students’ perspectives and beliefs concerning the role of cooperative learning in enhancing English as a foreign language learners’ motivation in the classroom at Larbi Ben M’hidi University, department of English. It aimed mainly to answer the following question: do EFL teachers and students find cooperative learning beneficial and effective in enhancing learners’ motivation? In order to check this relationship between cooperative learning approach and learners’ motivation, we have hypothesized that EFL teachers and students have positive attitudes concerning the role of cooperative learning in improving learners’ motivation in the classroom. To verify our hypothesis, we have conducted two questionnaires as suitable tools for our research which were administered to both teachers and third year LMD students of the department of English at Larbi Ben M’hidi University, who have been chosen randomly during the academic year 2014-2015. Teachers questionnaire was composed of seventeen questions administered to ten teachers of different modules and students’ questionnaire was consisted of twenty questions presented to a group of forty five students. Both questionnaires dealt with the different aspects and issues of cooperative learning and its relationship with students’ motivation in the class. The results of the present study revealed that cooperative learning can be considered as a motivational tool for EFL learners. That is to say, there is a positive and effective correlation between cooperative learning and students’ motivation in the classroom. This study also proposed a number of suggestions and recommendations for future research.

Key words:

Cooperative learning, English as a foreign language, Learners’ motivation, Positive correlation.
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List of Abbreviations

CL. Cooperative Learning

E.F.L. English as a foreign language

L.T. Learning Together

T.S.I. Three-Step Interview

S.T.A.D. Student Team Achievement Division

R.T. Reciprocal Teaching

I.O.C. Inside-Outside Circle

T.A.I. Team Accelerated Instruction

S.D.T. Self-Determination Theory
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Introduction

1. Statement of the Problem

Generally, learners of foreign languages always face various problems in their classes which affect their level negatively, because simply they find themselves in very difficult situations to master their target language. One of these problems is the lack of motivation.

It is believed that the concept of motivation is important and it is considered as a powerful source of success in the learning process. However, not all learners are motivated enough to learn and achieve certain goals. That is to say, students’ motivation can not be easy to reach it, but it needs something that enhances it.

Many studies have agreed that motivation in the classroom is typically connected to the teachers’ choice of method. They tried to find out the best method for teachers and learners that may create a motivational environment for all learners in order to learn, participate equally in different classroom tasks and develop certain learning skills.

In that time many methods have been developed and adopted. Each one has its main principles and characteristics. Among these learning methods was cooperative learning technique which has been suggested as an innovative way to reinforce and support students’ motivation as possible. Most researchers have focused on investigating the effectiveness of this approach and they viewed that this type of learning has many advantages at different levels such as it may reinforce learners’ motivation, promote higher achievement, increase self-esteem and confidence, and lower anxiety.
In the present study, the primary focus is to investigate teachers’ as well as students’ attitudes and perspectives concerning the role that cooperative learning technique can play in enhancing motivation of foreign language learners inside the classroom.

2. Purpose of the Study

There are two major goals for conducting this work. First, investigating both teachers’ and students’ opinions and beliefs to confirm the effectiveness of cooperative learning approach through which learners’ motivation can be successfully improved. Second, checking whether teachers and learners have the same view concerning this method of learning and its positive relationship with the notion of motivation or they have different perspectives.

3. Research Question and Hypothesis

Research Question

The current study addresses the following question:

Do EFL teachers and students find cooperative learning as a beneficial and effective way for enhancing learners motivation in the classroom?

Hypothesis

Based on the main aim stated above, we hypothesize that:

EFL teachers and students have positive perceptions concerning the role of cooperative work in improving learners motivation.

4. Population and Sampling
In this dissertation, we will deal with third year LMD students of the department of English at Larbi Ben M’hidi University. Oum El Bouaghi. A sample will be chosen randomly, it will contain a group of forty five (45) students representing twenty five percent (25%) of the whole population (N=180) and ten (10) teachers at the same department.

5. Methodology

In order to test our hypothesis and collect data for this study, we are going to follow a descriptive tool that may reach our research objectives which is the questionnaire. We will conduct two formal questionnaires; one for teachers and another for students. Both of them will be designed to demonstrate whether cooperative learning method enhances EFL learners’ motivation.

Teachers’ questionnaire is designed to teachers of English at L’arbi Ben M’hidi university. A sample is selected randomly consisting of ten (10) teachers of different modules and students’ questionnaire is administered to third year LMD students of the department of English at Larbi Ben M’hidi University. Each questionnaire will consist of different questions concerning the use of cooperative learning and its powerful connection to learners’ motivation in the classroom.

The analysis of both teachers’ and students’ questionnaires will show us to which extent their answers correlate either positively or negatively with the hypothesis of our research.

6. Structure of the Study
This study will be composed mainly of three chapters. The first chapter will deal with cooperative learning approach. Therefore, it will cover the major significant issues related to it. The second chapter will tackle the notion of motivation in the classroom. The third and last chapter will be devoted to methodology and findings, i.e., the investigation of the obtained results. It will cover explanation of method, description and analysis of teachers’ and students’ questionnaire, and a discussion of the results of each one, then at the end, we put forward some practical suggestions and recommendations.

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Introduction

The notion of cooperative learning (CL) is not a new one. It has been emerged in the last three decades as a teaching method that was mainly examined and supported by many researchers who have shown the superiority of its techniques over other traditional methods of instruction. The first chapter will approach cooperative learning as a general method that can be applied in many academic subjects through presenting an overview about it, its brief definition, its main principles, its common models, and its types. It will cover teachers’ and learners’ roles in this type of learning, its major benefits, and the prime resources to support it. It will also tackle some differences between cooperative learning, collaborative learning, competitive and individualistic methods, Furthermore, a brief discussion related to
cooperative learning, achievement, motivation, assessment, and some shortcomings will take part in this chapter.

1.1. An Overview of Cooperative Learning

Cooperative learning (CL) was mainly based on the works of Piaget and Vygotsky about the critical role of interaction in learning process. According to Piaget (1965), learning is not a matter of knowing something or certain event; it is simply to act, modify, and understand the transformed knowledge. For Bentham (2002), Piaget believes that when the learner is provided with situations where he can face “dis-equilibrium”, he will have cognitive conflict that would lead to learning new knowledge. Interacting is an effective example of such case. Vygotsky (1978) has also emphasised in his socio-cultural theory that learning is a social act. In this regard, learners do not develop in isolation. Whereas, their cognitive development arises in social interactions.

The use of cooperative learning as an effective method rests on strong theoretical basis. For Storch (2005), learners working together within groups can similarly experience what is called “Scaffolding”. That is to say in other words, learners are encouraged and able to participate well in activities which foster interaction and co-construction of knowledge. Crandall (1999) as well as stated that “Cooperative learning is more than just small group activity. In a well-structured cooperative task, there is a genuine information gap, requiring to both listen and contribute to the development of an oral, written or other product which represents the group’s efforts knowledge and perspective.”(pp. 226-227). This means that cooperative learning has innumerable characteristics; it is not only a question of working within groups. Similarly, Johnson and Smith (1998) viewed that in cooperative learning, students have to sit near each other, explain, discuss, and even teach what they know to their classmates in order to be productive.
1.2. A brief definition of Cooperative Learning

Johnson and Johnson (2005) have defined cooperative learning as “the instructional use of small groups such that students work together to maximize their own and each other’s learning.” (p. 117) That is to say, cooperative learning is generally considered as a teaching arrangement in which small groups are supposed to work together to reach a common goal. Within cooperative learning classes, students encourage each other, assume responsibility for their own and each other’s learning, employ group related social skills, and evaluate the group’s progress.

Slavin (1995) has also defined cooperative learning as “the variety of teaching methods in which students work in small groups to help one another learn academic content.” (p. 2). That is, cooperative learning involves different techniques in which learners work in groups and focus on developing their shared academic outcomes. Similarly, Brown (2001) has suggested that cooperative learning can be identified as a teaching tool which provides students with two major characteristics. The first is interaction through which learners exchange their different ideas or opinions and help one another. The second is responsibility. This means, all students working cooperatively will be equally responsible to accomplish their traced goals.

1.3. Principles of Cooperative Learning

A successful cooperative learning work in the classroom is based on six essential principles named: positive interdependence, face-to-face promotive interaction, personal responsibility, interpersonal and small group skills, group processing and equal participation.

1.3.1. Positive Interdependence
One of the significant components of cooperative learning is the concept which means that learners achievements are related together. Johnson and Johnson (1999) defined this element of CL as positive interdependence. This latter refers to the idea that on the one hand, learners would be interdependent from the teacher and on the other hand, they would be dependent on each other. Consequently, the success of the whole group would depend on the success of each member, and vise versa. “Positive interdependence exists in situations when students perceive that they are linked with group mates to complete a task.” (Johnson and Johnson, 1999, p. 75). That is to say, the principle aim for applying cooperative learning is to achieve a common objective for the whole group.

1.3.2. Face-to-Face Promotive Interaction

An other essential principle of cooperative learning is defined as individuals encouraging and facilitating each others’ efforts to accomplish, produce, and complete tasks in order to attain the group’s aims. This is called face-to-face promotive interaction. According to Johnson and Johnson (1994), promotive interaction is characterized by individuals facing and providing each other with efficient and effective help and assistance, influencing each other’s efforts, and maintaining a moderate level of arousal characterized by low anxiety and stress.

1.3.3. Personal Responsibility

Cooperative learning is based on the principle of personal responsibility. It is also called individual accountability. In this turn, group members should be better prepared to complete similar tasks by themselves. Johnson and Johnson (1999) assumed that each learner is individually accountable or responsible to do his or her fair share of the group’s work. In the
sense that, in cooperative learning, learners are supposed to work together, perform alone, and be responsible for the final goal.

1.3.4. Interpersonal and Small Group Skills

Johnson and Johnson (1999) advise, “in order to coordinate efforts to achieve mutual goals, students must a) get to know and trust each other, b) communicate accurately and unambiguously, c) accept and support each other, and d) resolve conflict constructively.” (Johnson & Johnson, 1999). It means that learners should be taught the social skills and be motivated and encouraged to use them. In other words, interpersonal and small group skills do not magically appear when they are needed. However, they must be given while working cooperatively.

1.3.5. Group Processing

Group processing in cooperative learning explains the idea that members of the group must assess their effectiveness and decide how it can be improved. Group processing may be defined as reflecting on a group session to a) describe what member actions were helpful and unhelpful, and b) make decisions about what actions to continue or change. (Johnson & F. Johnson, 1991). That is, the prime objective of group processing is to clarify and enhance the effectiveness of the members in contributing to the cooperative efforts to establish the assigned group’s aims.

1.3.6. Equal Participation

In cooperative learning classroom, ensuring equal participation is so important so that everyone in the group can contribute equally with no one being forgotten or putting out. Equal participation in cooperative groups refers to the fact that no exact learner is allowed to monitor
the group. In other words, each member of a group has the right to participate in a given task similarly as the others. Kagan (1994) stated that in cooperative learning, there are two main techniques to increase the concept of equal participation within group works. The first is turn allocation, which means that learners are supposed to take turns when speaking and to contribute to the discussion when their turn comes. The second is assigning roles, which means that each group member is assigned a particular role to play in the group such as a recoder, facilitator, questioner, encourager of participation, and paraphraser.

1.4. Common Models of Cooperative Learning

Cooperative learning tasks can be applied through many different models or techniques that are discussed as under:

1.4.1. Learning Together (LT)

Learning together is one model of cooperative learning developed and supported via many researchers. Johnson, Johnson and Holubec (1990) emphasized the significance of this model through defining CL as the effective instructional use of small groups in which learners are working together for the aim of maximizing their own and each other’s learning. Johnson and Johnson (1990) stated that this CL model is characterized and focused on the three major elements which are positive interdependence, personal responsibility or individual accountability, and group processing. In this regard, positive interdependence is placed by assigning a given material and ensuring that all members of the group learn this assigned material. Personal responsibility is placed by learning together and being responsible for their own and each other’s objectives. Finally, students’ group processing is placed by reflecting on their development as one group.

1.4.2. Three-Step Interview (TSI)
Three-step interview is an other model used as an incebreaker for team member to get to know one another and concepts in depth via assigning roles to students. Kagan (1992) assumed that in three-step interview method, one student would interview another one for the specified number of minutes, listening attentively, and asking questions. In such model of cooperative learning, students interview each other in groups and then they switch their roles as interviewers and interviewees.

1.4.3. Student-Team Achievement Division (STAD)

Student-team achievement division was developed by Slavin (1986). In STAD, individuals are graded on the basis of team’s performance. Although the tasks are taken individually, learners are supported to work together in order to improve the overall performance of the group. According to Slavin (1986), STAD strategy works likely with material that has single correct answer. Its main purpose is to provide grade level instruction in basic skill areas at the same general pace for all learners.

1.4.4. Reciprocal Teaching (RT)

Reciprocal teaching developed by Palincsar and Brown (1985). It is one cooperative strategy that allows learners in pairs or groups to participate in dialogues, read and ask questions to each other and receive immediate feedback. In this technique, students have the opportunity to enhance some metacognitive skills such as clarifying, reasoning, predicting, and summarizing. In a typical reciprocal teaching session, the teacher would offer a question about the text early in the process to demonstrate this strategy to his / her students. As students become familiar with it, they would begin to pose their own questions. According to Palincsar and Brown (1985), teachers have three main roles in their facilitatation of reciprocal teaching technique; a) they model expert behavior by making reading strategies overt, explicit, and
concrete, b) they have a clear instructional goal to keep the discussion focused on the text, and c) they monitor the student leaders, giving them feedback as they develop competence. (pp. 417-418). Over time the teacher’s role will change and learners will be responsible and charged of their own learning.

1.4.5. Inside-Out Circle (IOC)

Inside-outside circle is one of the most versatile structures. It was developed by Kagan (1989). It is particularly useful for reviewing and mastering new vocabularies and sentence patterns. It can be an effective strategy for checking, understanding, reviewing, processing, practicing dialogues, and knowing group mates. IOC is a cooperative technique helps learners feel relaxed with each other and it is especially suitable for training students to present material in a clear well-structured way. Kagan (1989) assumed that with inside-outside circle technique, one can train performance skills without wasting each other’s time.

1.4.6. CO-OP CO-OP

CO-OP CO-OP, a cooperative learning model developed by Kagan (1985). The original goal of this strategy is to increase involvement of university students in a discipline course. Kagan (1995) and Slavin (2000) stated that in this cooperative method, learners select the interested topics which their group will study and divide each topic into subtopics for each learner to investigate individually. After investigating their mini topics, each one makes a presentation to his or her group, and then, together, the learners prepare a team presentation. After that, an evaluation process will take place. (Kagan, 1995; Slavin, 2000).

1.4.7. Jigsaw Procedure and Jigsaw II
Jigsaw method developed by Aronson (1978). It was mainly used with narrative material in the core content areas such as literature and science (Aronson, 1978). In this strategy, each group member is assigned some unique material to learn and then to teach to his/her group mates. According to Slavin (1986), jigsaw procedure was difficult to manage. To address that problem, Slavin (1986) developed “Jigsaw II”.

In jigsaw II, heterogeneous groups of students are assigned chapters or sections of narrative material to read. Presumably, these would be grade level materials if the groups are heterogeneous and all students are reading the same materials. After the students have finished reading the material, they regroup from teams into expert groups so that students who have been reading for the same purpose have the opportunity to discuss their subtopics. The groups then disband; members return to their original groups and teach their particular subtopics to other team members. (Robinson, 1991, pp. 5-6). After that, a brief test will be taken.

1.4.8. Team Accelerated Instruction (TAI)

Ghaith (2003) defined TAI as a programme which is particularly designed to teach mathematics to students. In team accelerated instruction method, students take a placement test and begin instruction at an appropriate place in an individualized mathematics sequence. (Robinson, 1991, p. 3). Robinson (1991) emphasized that TAI model uses the four member mixed ability team, however students take final unit tests without the assistance of team members. As a result, students who are more advanced are more likely to give assistance rather than receive it during cooperative seat work. (p. 3).
1.5. Types of Cooperative Learning Groups

Johnson, Johnson and Holubec (1998) have identified three basic types of cooperative learning groups which are: formal cooperative learning groups, informal cooperative learning groups and cooperative base groups.

1.5.1. Formal Cooperative Learning Groups

These groups last from several minutes to several class sessions to complete a specific task or assignment. Groups formed on this basis are carefully chosen. “In formal cooperative learning groups, an instructor has to decide on the academic and social skill objectives, the method of assigning students to groups, and assess or evaluate students’ learning and performance.” (Johnson, Johnson and Holubec, 1998, pp. 1-7).

1.5.2. Informal Cooperative Learning Groups

These groups last for a few minutes. They are typically temporary and used primarily to enhance direct instruction. Members are chosen randomly and they rotate on a regular basis. “Informal cooperative learning groups consist of turn to your partner.” (Johnson, Johnson and Holubec, 1998, p. 7). That is to mean, in informal CL groups, teachers are supposed to make their students discuss with their classmates near them about a posed question or to summerize what their teacher has just presented.

1.5.3. Cooperative Base Groups

Cooperative base groups usually last for a term or a school year with stable membership to build on support and encouragement to each other. (Johnson, Johnson and Holubec, 1998, p. 8). In cooperative base groups, members of each group are motivated and
supported to increase their self-esteem and self-worth. It is effective both for individual learning as well as social support.

1.6. Teacher’s and Learner’s Roles in Cooperative Learning

Unlike the other traditional teaching techniques, teachers and learners in cooperative classroom are provided with different roles to play so that their learning goals will be reached easily.

1.6.1. Teacher’s Roles

The teacher’s role in cooperative learning classroom is multifaceted. In other words, a teacher who is applying cooperative learning as a major method is charged not only with creating and designing a learning environment that maximizes learners’ opportunities to interact with each other, but also with the job of acting as an expert, model, guide, and facilitator of these social interactions. (Kagan, 1994; cited in Woolfolk, 2003, p. 496). This means that teachers being responsible in class have to frequently speculate about the learning process, design many excellent cooperative activities or tasks, plan extensively, gather and arrange resources, and watch diligently to find out where their help is needed.

Teachers of cooperative classes are also engaging in a complex balancing act of knowing when to take center stage, when to act as an expert, and when to give up control and step back as a facilitator so that learners can learn via teaching themselves and each other. The elements of this kind of instruction have been named as “Guided Discovery” (Brown and Campione, 1996b), “Coaching” (Sizer, 1992), and “Assisted Performance” (Tharp and Galinmore, 1988). An other important role of a teacher applying cooperative work is to assign specific roles to group members which are related to how the work is to be done so that students’ responsibility and awareness will gradually increase.
1.6.2. Learner’s Roles

“Cooperative learning promotes learning through communication in pairs or small groups, and its prime concern is to enable learners to learn from each other through their contribution to the group.” (Richards and Rodgers, 2001, p. 174). In this regard, each learner would take the role that goes with his/her personality. As Crandall (1999) reports, “For example, in an activity requiring individual roles, an extroverted or more confident student who likes to speak in class may be assigned the role of reporter, while one who prefers to write may be named the recorder.” (pp. 2-3). That is, learners are taking charge of the learning process and they are responsible for their own learning. In other words, learners take an active role that depends on working with others as well as independently.

Learning occurs within these interactions as students with different strengths support their peers in developing and understanding skills. It means, cooperative learning reflects the process of learner-centred instruction in which learners are actively engaged in negotiation of meaning and they have the opportunity to participate and express themselves by sharing different ideas and opinions. Woolfolk (2004) assumed that to promote effective and successful cooperation between members of the group, it is significant for the teacher to assign appropriate roles to each one. The following table shows some possible roles that learners can take.
<table>
<thead>
<tr>
<th>Roles</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporter</td>
<td>Reads answers of the group.</td>
</tr>
<tr>
<td>Recorder</td>
<td>Writes down answers, ideas, and plans.</td>
</tr>
<tr>
<td>Reflector</td>
<td>Makes group aware of progress (or lack of progress).</td>
</tr>
<tr>
<td>Question commander</td>
<td>Makes sure all students’ questions are asked and answered.</td>
</tr>
<tr>
<td>Supporter</td>
<td>Supports chy or learners with low level to participate.</td>
</tr>
<tr>
<td>Praisier</td>
<td>Shows appreciation of other’s contribution and recognizes accomplishment.</td>
</tr>
<tr>
<td>Coach</td>
<td>Provides explanation of concepts and academic content.</td>
</tr>
<tr>
<td>Task master</td>
<td>Makes the group following and focusing on the task.</td>
</tr>
</tbody>
</table>

Table 1: Possible Student Roles in Cooperative Learning Groups (Kagan, 1994; cited in Woolfolk, 2003, p. 496).

1.7. Resources to support Cooperative Learning
Educators interested and focused on the use of cooperative learning as a major approach in the classroom must take stock of the resources available to them. Many researchers agreed to the point that cooperation can not be productive without certain resources to increase its effectiveness. McGroarty (1991) stated that “Most critical is the matter of good, ongoing teacher training and coaching.” (p. 45). According to him, the first essential resource to reinforce cooperative learning is the teacher’s nature. In other words, the teacher should make efforts to expand his/her own skills to be able to manage and facilitate learning cooperatively. In the sense that, CL approach needs continuous assistance from an expert, monitor, and sympathetic teacher.

An other important resource is time. McGroarty (1991) emphasized that time is needed for two main things, “time for teacher training and time to orient students and prepare them for their new roles in cooperative work.” (pp. 44-45). That is to say, time is mainly needed to organize both teacher’s and learner’s activities and roles when working cooperatively.

Materials resources also figure into the decision. Different studies claim that a good use of cooperative learning needs a good selection of materials that can serve teacher’s and learner’s common goals. According to McGroarty (1991), “Many cooperative activities require the use of innovative materials in order to make learning takes concrete, such materials need not to be expensive, but they require time to locate and assemble so that activities can proceed smoothly.” (p. 45). Similarly, Ghaith (2003) viewed that the use of appropriate materials identifies the effective use of CL. In other words, the success of cooperative work is connected to the success of materials selected.

1.8. Advantages of Working Cooperatively
Many theories and perspectives have shown that cooperative learning has not been especially developed for foreign language teaching, but can be used with advantage in all subjects. Kagan (1995) stated that cooperative learning is an excellent way of conducting communicative language teaching when he explained that the amount of student talk could be maximized through activities that involve pair work and group work as these would engage all students in speaking. (Kagan, 1995). Students become fluent if they had the opportunity to speak repeatedly on the same topic and they will speak meaningfully in relation to the task being independent. In other words, cooperative learning is like a vehicle for effective talk.

Cohen and Sapon (2004) as well as assumed that one of cooperative learning benefits is to avoid the idea of who is smart and who is not. They stated that “cooperative learning encourages mutual respect and learning among students with varying talents, abilities, languages, racial and ethnic backgrounds.” (p. 3). Consequently, all students feel safe enough to learn and take risks inside their classes if all these differences are avoided.

An other essential advantage of cooperative learning is that using CL structures may transform lessons into fun interactive sessions where all learners are really involved in their task and can at the same time break up boredom and routines. Based on that idea Sapon (2004) pointed that “cooperative learning can allow all students to work together, each student experiencing the role of teacher and of learner and each student modeling recognition of and respect for many different skills and learning styles.”(p. 3). From this perspective, it is important to apply cooperative learning techniques in order to create situations in which the only group members can complete their task is if the whole group does.

1.9. Cooperative Learning Versus Collaborative Learning
In fact, cooperative and collaborative learning seem to be the same and sometimes are used interchangeably. However, most researchers claim that there are several differences between these two learning concepts. As Pantiz (1996) stated, “collaborative learning is a personal way of life of exchange and cooperative learning is a way of structuring an exchange.” (p. 1). In this definition, Pantiz means that collaboration is based on learners’ beliefs, helping, and respecting others and cooperation is structuring strategies for using them to master final outcomes.

From an other perspective, Bruffee (1995) argued that cooperative and collaborative learning are totally different in two main issues which are the level of learners and the type of knowledge. According to Bruffee (1995), cooperative learning is best used with elementary and secondary learners, while collaborative learning is best appropriate for adults and adolescents learners. Furthermore, the effectiveness of cooperation is highlighted in explaining knowledge related to real facts which is known as “foundational knowledge” based on critical thinking, whereas collaboration shows its effectiveness through explaining “non foundational knowledge” which is mainly focused on fatalistic thinking and discussions. (Bruffee, 1995).

1.10. Cooperative Learning Versus Competitive and Individualistic Methods

Johnson and Johnson (2005) stated that “cooperative learning is usually constructed with competitive (students working to achieve goals that only a few can attain; students can succeed and only if other students in the class fail to obtain their goals) and individualistic learning (students working alone on goal independent from the goals of others).” (p. 117). In this regard, it is easy to understand that cooperative learning is simply used to support learners work together to reach one goal, competitive learning is the way of comparing one’s achievement to the others’ achievement. It means that the one who reached the assigned
objectives is better than others, and individualistic method is to work alone or in isolated climate. In the sense that learner’s accomplishment is not tied to others’ achievement.

Smith (1996) as well as compared between these three learning methods by considering the notion of “Interaction” as the basic norm that makes them different. That is, the way of interacting and exchanging ideas between students defines which type of learning is followed. In other words, if learners are working against one another, the process based is competitive whereas, if there is no interaction or any kind of exchanging thoughts and views, the process will be individualistic in which social skills are extremely ignored. Finally, if an effective discussion takes place, it is a cooperative learning process.

1.11. Cooperative Learning and Achievement

Cooperative learning method can promote higher achievement for all learners at different levels such as it enhances their social skills, cognitive and affective aspects.

1.11.1. Cooperative Learning and Social Achievement

Cooperative learning can be a valuable method that adds social characteristics to the learning process. Slavin (2000) emphasized that Vygotsky’s theory has been discovered to support the use of cooperative learning techniques through which all members of the group work together and encourage each other. Consequently, each learner will gain more social skills such as respect, positive discussion, and accepting others’ views. Vygotsky (1978) considers CL as useful model of learning in which interaction between members of the group is established effectively inside and outside the classroom. In other words, positive
relationships that were built in CL class will appear even in everyday situations. Johnson and Johnson (2005) as well as assumed that social skills are one principle aim of cooperative learning. In this turn, cooperative learning can not fulfil its purpose without practicing some certain social skills. Examples of these skills are, communication, decision making, trust building skills, and conflict management.

1.11.2. Cooperative Learning and Cognitive Achievement

Cognitive views argued that learners who participate in cooperative learning tasks have usually gained larger improvement at the level of different cognitive aspects. Oxford (1990) considered responsibility and autonomy as two main metacognitive skills that each member of the group can reach. That is to mean, when cooperative groups are well-planned, each learner will be responsible for his / her learning and the group’s learning and as a result this makes them autonomous.

An other cognitive concept that learners achieve through CL method is understanding. Finkbeiner (2004) pointed that understanding is one of the crucial aims behind using cooperative learning. In other words, when students work cooperatively, they learn from each other how to understand complex ideas and each others’ perspectives and attitudes. Brown (2001) has also emphasized that one observed achievement of CL on the cognitive and affective side is to provide higher self-esteem, self-confidence, and low anxiety. Similarly, Crandall (1999) promotes the importance of cooperative learning in establishing many diverse aspects such as enhancing motivation, developing positive attitude, and reducing stress.

<table>
<thead>
<tr>
<th>Social Skills</th>
<th>Cognitive Skills</th>
<th>Affective Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Problem-solving</td>
<td>Self-awareness</td>
</tr>
<tr>
<td>Respect</td>
<td>Creative thinking</td>
<td>Self-esteem</td>
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<tr>
<td>Positive discussion</td>
<td>Reasoning</td>
<td>Self-confidence</td>
</tr>
<tr>
<td>Positive behaviour</td>
<td>Evaluation</td>
<td>Managing feeling</td>
</tr>
<tr>
<td>Friendship</td>
<td>Understanding</td>
<td>Empathy</td>
</tr>
</tbody>
</table>

Table 2: Some Examples of Social, Cognitive, and Affective Skills of Cooperative Learning (Jolliffe, 2007, p. 5).

1.12. Cooperative Learning and Motivation

Most scholars claim that the notion of motivation is complex, powerful, and it is needed especially in learning process. Many different views agreed on the idea that cooperative learning is one of the most strong and successful ways of teaching that may create motivational environment in classroom. Among the studies that explore student motivation to learn as a result of CL was that done by Crandall (1999) who assumed that in cooperative learning groups, learners receive peer support and assistance in order to be better motivated to learn.

Tedesco (1999) as well as has reported that students working together develop different motivational aspects and learn how to solve some learning problems such as chyness, lack of confidence, and others. Slavin (2003) has also recognized the significance of CL in improving motivation when saying, “if all students are put on mixed-ability teams, all have a good chance of success.”(Slavin, 1995 a; cited in Slavin, 2003 ibid. p. 351). In this turn, Slavin highlighted the motivational effect of cooperative learning via arguing that it seems to offer greater opportunities for learners to be motivated enough to learn then directly to succeed. Paterson and Miller (2004) also found out that there is a strong correlation between
cooperative learning techniques and learners’ motivation. They emphasized that during cooperative learning activities, students are extremely motivated to learn more than other instructional methods.

1.13. Assessing Students in Cooperative Learning

One necessary issue of instruction with cooperative learning is assessment. In cooperative classroom, assessment means more than just assigning a grade. (Thousand, A. Villa & A. Nevin, 1994). In other sense, evaluating group learning activities and objectives can be quite intricate or complex. Many views have argued that cooperative work can be assessed through some combination of two types of grading activities; one is teacher’s assessment and the other is peer evaluation. In other words, during cooperative tasks, both the teacher and learners can assume responsibility for evaluating the skills and contributions of group members.

On one hand, cooperative classrooms are natural places where the teacher has the primary responsibility for assessing learners’ performance. “in the assessment process, the teacher will select informal and formal achievement tests and conduct observations and interviews so that appropriate programme objectives can be identified.” (Jordan, 1994, p. 27). That is, the teacher is the first resource of assessment who must focus on the content and the process of group experience, on what students have learned, and how they are working with their group mates.

On the other hand, peer evaluation takes a large place in cooperative environment in which group members have the opportunity to evaluate each other’s contribution in the process of learning. Hansen and Stephens (2002) pointed that since group work often takes a large portion of time in a course within cooperative work, fairness often dictates that group
evaluation became a significant element of the grading system. This means, teachers need to consider that peer evaluation is an aspect which is quite unlike other traditional grading systems and in which authority is given to members of the group who will feel more free to express doubts, feelings of success, remaining questions, and uncertainties than when they are evaluated only by the teacher. Furthermore, peer evaluation makes the sense of assessment less threatening than in a more old assessment situations.

1.14. Shortcomings of Cooperative Learning

In fact, cooperative learning has been widely and strongly supported as a superior teaching method. However, it has its own drawbacks as other teaching techniques. In some cases, cooperative learning takes the role of a hinder rather than a facilitator of learning process. This happens when the teacher does not monitor or control the groups appropriately. In such situation, students’ participation will not be equal. Harmer (2005) assumed this concept by saying “in cooperative learning, one student may dominate while the others stay silent.” (p. 21). An other drawback of cooperative learning is the use of the mother language during discussions. Harmer (2005) emphasized that “learners working in cooperation often talk about something else completely, often in their first language.” (p. 116). In the sense that, students woking together may use their mother tongue to speak about other topics which can be totally different from their tasks.

A real obstacle in cooperative learning is related to the two aspects of learners’ personality; whether introvert or extrovert learners. Introverts may not accept working with others and extroverts are the vise versa. Fontana (1995) states that introverts enjoy amply opportunities for silence and extroverts enjoy interacting and exchanging ideas with others. An other problem faced when using cooperative learning techniques is the way of grouping. “Students may not like the people they are grouped or paired with.” (Harmer, 2005, p. 21). In
this case, several possible disadvantages might emerge such as anxiety and lack of confidence especially if members of the group do not know each other.

Sharan (2010) has also described the constant of cooperative learning as a threat, because CL is constantly changing. That is, there is a possibility that teachers may become confused and lack complete understanding of the method. In this way, it can not be used effectively. Furthermore, some teachers can get into the habit of depending on cooperative learning to keep students busy while CL will only consume time.

Conclusion

Cooperative learning is one of the most effective teaching methods used to improve language learning, achievement, motivation, and social skills. It involves six essential principles or elements that are considered as guidelines in teaching and learning process and it can be applied through different strategies and models. In cooperative activities, both the teacher and learners have diverse roles that facilitate their and each others’ learning. It is a beneficial approach which seems as an alternative to competitive and individualistic structures. Additionally, Cooperation is supported via many resources and assessed through a very productive and successful system.
Chapter II: Learners’ Motivation in the Classroom

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Introduction

Motivation is the most formal phenomenon through which teaching and learning issues are reached and organized by teachers and students in the classroom. It is a fundamental and pedagogical concept by which learners demonstrate their involvement and perform a variety of different kinds of actions in order to achieve their goals within classroom activities. The main focus of this chapter is to define what motivation in the classroom means, how different approaches consider and explain the notion of motivation and the common types and orientations of it. Furthermore, the prime motivational conditions that should be provided in the classroom and some findings related to motivation and engagement will be viewed in this chapter.

2.1. What is Motivation in the Classroom?

Motivation in general speaking is a term used in different fields, but in teaching and learning process, it is mainly tied to the psychology of students in terms of personal, affective and cognitive factors. Carbin (2008) describes motivation as an emotional reaction in which the learner sees a benefit, reward, or the potential for a positive reward in a task. Slavin (2006) as well as has identified motivation as one of the most powerful driving forces on learning. (p. 317). In this way, students’ motivation must be highly increased for their performance and achievement in class.

Sometimes, motivation can be considered as a complicated concept. As Dornyei (2005) argued that motivation seems as a very convenient way of referring to what is a rather complex issue. (Dornyei, 2005). That is, if for instance, we say that one learner is motivated, most teachers can well assume that such learner has good reasons for learning, studies with vigour and intensity, and demonstrates perseverance. In other words, motivation has been
found to have great effect on enhancing students’ engagement and development in the classroom. Furthermore, it is the most important cause of students’ success or failure.

2.2. Approaches to understand Motivation

Most scholars have agreed that motivation has a positive and effective effect on one’s achievement. However, they do not yet agreed on a unique theory to explain and define motivation. In fact they do not contradict each other, but each perspective has focused on certain aspects to define this concept.

2.2.1. Behavioural Approach

The behavioural theory is basically insisting and focusing on the effect of reinforcement on motivating desired behaviour. (Williams & Burden, 1997). That is, the behavioural view emphasizes that the nature of reward may determine the kind of one’s behaviour and how often it would happen again. In this turn, Brown (2007) has noted that the behavioural approach is relating motivation concept to some external factors as well as anticipation of reward which is considered as a determiner of people behaviour.

2.2.2. Attributional Approach

Attributional approach is mainly looking for excuses or justifications for success and failure. (Slavin, 2006). A well-known assumption of this theory is that individuals usually try to uphold a positive self-image. That is to say, the attributional view assumed that people may relate their success or failure to self or others’ influences such as mood, luck, effort, capacity, chance, the nature of the task, and others. These justifications can be categorized into three classes. First, they may be either external or internal. Second, they can be either stable or
unstable. Finally, they may be either controlled by the person or uncontrolled. (Woolfolk, 2004, p. 344).

2.2.3. Humanistic Approach

Humanistic approach claimed that the only source of motivation is the inside of human being in which all the physical, cognitive and affective needs are interrelated. Maslow (1970) has found that these needs have a particular system inside each individual starting with the lowest level concerns the physiological needs, followed by safety needs, then the level of love and belongingness, esteem needs level, and finally the highest level which consists of self-actualisation needs. (Cohen et al., 2004). Maslow (1970) has also explained that these different needs may not be reached unless the lower levels are reached. In the sense, self-actualisation can not be accomplished if other lower needs are not.

2.2.4. Cognitive Approach

This cognitive approach takes into account the expectations and interpretations of events. In other words, a person does not react on the events or others’ behaviour, but on the interpretations of these events in the world. Feldman (1997) stated that the cognitive perspective concentrates on the role of our thoughts, expectations and understanding of the world. That is to mean, individuals make decisions on their own so that they reach their traced goals. Cognitive approach includes attribution theory, expectancy value theory, goal theory and self-schemas theory.

2.2.5. Sociocultural Conceptions of Motivation
The sociocultural views claim that motivation does not occur in isolated or empty spaces. However, it may appear in social context and social communities in the conception of learning. According to Woolfolk (2004), “students are motivated to learn if they are members of a classroom or school community that value learning.” (p. 356). That is to say, learners within this social environment can be well motivated to reach their learning goals. Brown (2007) as well as has pointed that “people have several ways to get motivated and therefore different ways of dealing with their environment; however these behaviours can not be separated from the social and cultural context.” (p. 169). In this regard, it is crucial to say that the sociocultural surrounding has an important impact on shaping and increasing one’s motivation.

2.2.6. Self-Determination Theory (SDT)

Self-determination theory is the investigation of inherent growth tendencies and innate psychological needs that are the basis of their self-motivation and personality integration as well as for the conditions that foster those positive processes. (Ryan and Deci, 2000a, p. 65). In this way, motivation is defined as a human behaviour that is related to internal psychological needs.

In this approach of motivation, Ryan and Deci (2000b) have classified one’s behaviour into two main characteristics which are level and type or orientation. Level refers to the amount or the quantity of motivation, whereas type or orientation is the kind or quality of motivation. Orientation of motivation has also been defined as the underlying attitudes and goals that give rise to action. (Ryan and Deci, 2000b, p. 54). SDT has also emphasized that motivation is divided into two common types. Ryan and Deci (2000b) found that when someone does something based on inherent interest, it is an intrinsic motivation, and when
someone does something based on rewards and outcome not related to the activity itself, it is an extrinsic motivation. (Ryan and Deci, 2000b, p. 55).

2.2.7. Self-Schemas Theory

Self-schemas approach explains the concept of motivation in relation to students’ beliefs about themselves, their ability, and their self-esteem. Woolfolk (2004) suggested that self-schemas is considered as one strong motivational factor which includes self-efficacy. The latter seems to be an effective feature which can affect virtually every aspect of people’s live, their thoughts, feelings, and actions. It also determines how individuals regulate their behaviour. In other words, it has been discovered to play a significant role in enhancing people’s motivation.

According to Bandura (1994), self-efficasy is an individual’s belief in his or her ability to succeed. He believes that students with a strong sense of self-efficacy consider challenging tasks as duties to be mastered. In the sense, they have a stronger sense of commitment in the different activities they perform, whereas those with weak self-efficacy are not able to face such challenging tasks.

2.2.8. Expectancy Value Theory

This theory has explained that learners are motivated by how much they expect to achieve the benefit and by the value of that benefit. (Cohen et al., 2004). That is to mean, expectancy value theory is defining motivation in relation to the anticipated gain or benefit. In other words, learners expectations to accomplish certain goal and the value of that goal may together design a strong motivational area for them. As Woolfolk (2004) assumed, if one of these factors is missing, motivation will not be produced.
2.2.9. Goal Theory

Goals are most commonly defined as the incentive or outcome a person is trying to achieve. (Pervin, 1989). In goal theory, motivation is assumed to be discernable through students’ reports of their beliefs about goal adoption as well as through behaviours such as choice of activities, level and quality of task engagement, persistence, and performance. In other sense, goals can and do impact motivation in significant ways. As Brophy (2004) noted, “this theory focuses on deciding about the goals and structuring strategies to reach them rather than looking just for what learners need.” (Brophy, 2004).

Slavin (2006) has classified goals into two types; learning or mastery goals and performance goals. Mastery goals have a relation with skills’ competences and they include difficult and challenging tasks, however performance goals are related more to grades, scores, and others’ positive judgment. Latest views pointed another item called “performance-avoidance goals” which raises the importance of avoiding failure when doing a specific task, and then they found a fourth term which is “mastery-avoidance goals” with the focus on avoiding incompetence. (Salkind, 2008).

2.3. Types of Motivation

Motivation is a learner need or desire to engage in a given task in order to reach a goal. It consists of internal processes and external incentives. That is, it is mainly based on internal and external factors which work together to satisfy one’s needs. In other words, a learner can be motivated intrinsically as well as extrinsically.

2.3.1. Intrinsic Motivation
Intrinsic motivation refers to the internal factors as well as students’ abilities, attitudes, and individual differences. In such case, motivation comes from the learners themselves. Brown (1991) has stated that “in some EFL classes, there is no problem of motivation; students are naturally motivated and their interest is high.” (p. 334). That is, this type of motivation includes an internal desire for achievement and risk-taking. As Ames and Archer (1988) claimed that an intrinsically motivated learner is internally reinforced by a feeling or desire to hold up a given experience, to take part in classroom activities and to participate in the whole process of learning. Similarly, Deci (1975) has argued that intrinsic motives of students must be put at the center of learning when he said:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activity for their own sake and not because they lead to an extrinsic reward...Intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self-determination. (Deci, 1975; cited in Brown, 1991, p. 164).

Intrinsic motivation has to be encouraged in the classroom. In this way, Slavin (2006) pointed that “classroom instruction should enhance intrinsic motivation as much as possible.” (p. 336). It means, it is important for teachers to do their best when presenting the lesson to gain their students’ attraction and inquisitiveness about it. Different ways were suggested to maintain students’ attention such as teachers’ use of idiomatic expressions or proverbs and the use of some interesting presentation tools as well as films, songs, games, and so on. Similarly,
Brown (2000) has argued that intrinsic motives of students must be put at the center of learning.

### 2.3.2. Extrinsic Motivation

Extrinsic motivation refers to the external factors which are not related to the learners themselves as well as teachers’ behaviour and their strategies or methods applied in the classroom. Brown (2000) has distinguished between the two types of motivation when he said:

Motivation is also typically examined in terms of intrinsic and extrinsic motives of the learner; those who learn for their own self-perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated. (p. 162).

In this regard, it is essential to provide some external incentives that are very significant for the teacher in order to make students engage in their learning as well as to achieve their outcome. Many perspectives have supported the fact that extrinsic motivation should be enhanced as possible. Slavin (2006) explained an extrinsic incentive as “a reward that is external to the activity such as recognition or good grade.” (p.348).

Furthermore, he suggested some extrinsic techniques to sustain students’ motivation. For instance, teachers in ongoing activities must provide learners with clear, immediate and frequent feedback. It is better if this feedback is positive, because it will be more efficient than negative feedback in changing the learners’ behaviour. Cooperative work is also an other technique. That is, students who work in cooperation with other students in various classroom tasks are more likely to learn and accomplish their objectives.
2.4. Orientations of Motivation

In fact, orientations of motivation were first introduced as types of motivation. However, Gardner (1991), Dornyei (2005), Brown (2007) and others have identified them as orientations rather than types namely, instrumental and integrative orientations of motivation.

2.4.1. Instrumental Orientations of Motivation

Students who have an instrumental motivation are supposed to learn just for the purpose of accomplishing some academic aims in their process of learning. According to McGroarty (1996), “Instrumental motivation refers to the desire to learn language in order to achieve some other goal such as academic or occupational success.” (p. 7). That is to say, instrumental motivation explains the fact that students want to learn their target language not because of the language itself, but because of another reason that is related to the desire to reach a specific goal. In such situation, many views agreed that instrumentally motivated learners may perform better in a given test, Furthermore, their language is well acquired and their success is highly expected.

2.4.2. Integrative Orientations of Motivation

Learners with this motivation have a desire to learn the language so that they can integrate themselves into this language and its culture. In this way, Brown (2000) viewed that:

The instrumental side of the dichotomy referred to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translating, and so forth. The integrative side described learners who wished to integrate themselves into the culture of the second
language group and become involved in social interchange in that group. (p. 162).

That is, learners may study a language because of various causes. For instance, may be they want to immigrate to a foreign country and use that language, or may be they learn it because they admire its people and culture.

2.5. The Basic Motivational Conditions in the Classroom

Generally, motivation in the classroom can not be employed successfully without creating certain interrelated motivational conditions which must be present to enhance students’ motivation to learn and attain their own planned goal. These conditions are: appropriate teacher behaviour, a pleasant and supportive environment in the classroom, a cohesive learner group with appropriate group norms, and using different communicative activities.

2.5.1. Appropriate Teacher Behaviours

Teacher’s behaviour seems to be one significant motivational strategy. This technique can be used as a motivational resource in the teacher’s classroom practice. In the sense, everything a teacher does in the classroom has a motivational influence on students’ motivation. (Dornyei, 2005, p.32).

Appropriate teacher behaviour should include different concepts as well as enthusiasm. In this turn, Dornyei (2005) assumed that enthusiasm is one of the most important ingredients of motivationally successful teaching. Of course, projecting this enthusiasm is related to the more general process of modelling which is very effective method of teaching
various things by setting an example. (Brophy, 1986). That is to say, enthusiastic teachers clearly identify their reasons for being interested in the topic and share these with their students.

Commitment to and expectations for the students’ progress is another element that must be involved in teachers’ own behaviour. If teachers show commitment towards the students’ learning and progress, it will be a very good chance that they will do the same thing. In other words, it is important to bear in mind that all learners in the classroom should be aware that their teachers are not there just for the salary, but they are ready to work just as hard as the students to reach their success. Dornyei (2005) suggested many ways of expressing commitment such as offering concrete assistance and responding immediately when help is requested.

Finally, designing a good relationship with all students is also another characteristic of a motivating teacher in the class. Dornyei (2005) found that “teachers share warm personal interactions with their students, who respond to their concerns in an empathic manner and who succeed in establishing relationships of mutual trust and respect with the learners are more likely to inspire them in academic matters than those who have no personal ties with the learners.” (Dornyei, 2005, p. 36). This reflects the fact that developing a powerful teacher-learner relationship may directly motivate students for learning and giving their best in classroom tasks.

2.5.2. A Pleasant and Supportive Environment

Creating a pleasant and supportive atmosphere in the classroom is also a motivational tool through which students may feel motivated to learn and reach their goals. In order to create such safe climate, different components need to be present within the class. One of
these is the use of humour. Humour in the classroom is a very potent factor that can improve students’ motivation. Dornyei (2005) has emphasized this idea when saying, “the main point about having humour in the classroom is not so much about continuously cracking jokes but rather having a relaxed attitude about how seriously we take ourselves.” (pp. 40-41). From this view, if students can sense that the teacher allows a healthy degree of self-mockery and does not treat school as the most hallowed of all places, the jokes will come, and then their motivation will appear.

2.5.3. A Cohesive Learner Group with Appropriate Group Norms

Cohesiveness refers to the members’ commitment to the group and to each other, it is the magnetism or glue that holds the group together. (Dornyei, 2005, p.43). Students’ motivation tends to increase in cohesive class groups. This is due to the fact that in such groups, learners may share equal responsibility for attaining the group goals, seeking each other out, providing mutual support and reinforcement, and having positive relationship. All these may make their learning more enjoyable. That is, a cohesive learner group can successfully explain a sense of cooperation between group members. According to Dornyei (2005), “when members spend a considerable amount of time and effort contributing to the group goals, this will increase their motivation towards these goals.” (p. 45).

In this way, Furjiwara (1996) has also assumed the effectiveness of working cooperatively in maintaining students’ motivation in the class when saying:

One interesting thing that came out in the feedback from my final course evaluation…was how much the students learned from each other, not only from the group projects but just from the stimulation of being with a motivated and active group of learners. Judging from
their essays and our first two classes. This year’s group seems even more motivated and sophisticated, and I think they will act as worthy rivals for one another, as one student put in her essay.(p. 164).

From this perspective, cooperative learning is a very useful way, because it lowers anxiety and boredom in the classroom and enhances motivation and students’ motives to do a given activity.

**2.5.4. Communicative Activities**

Communicative activities or tasks have a great importance to sustain classroom motivation, because they simply attract students’ attention and interest, satisfy their learning needs, and provide them with a strong feeling of success. Littlewood (1981) said, “The learners’ ultimate objective is to take part in communication with others. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success.” (p. 17). That is to mean, students’ motivation may be reinforced and encouraged through using various communicative activities in the class as a part of learning process. For example, projects, interviews, discussions or debates, games, and role play through which learners can collectively perform a dialogue in a particular context.

**2.6. Motivation and Engagement**

The ideal achievement in the classroom is basically related to motivation which is especially used to explain the persistence and intensity of the learners. That is, motivation is needed to energize and engage students in lessons and different types of classroom tasks. Researchers interested in motivation have shown that one feature or positive effect of
motivation is engagement. In this way, Wellborn (1991) has emphasized that motivation is compulsory to be present in any class and learners' engagement is the reflection of that motivation.

This engagement should not include only behaviours, but also other aspects as well as attention and emotion. Wentzel and Wigfield (2009) viewed that one motivated student can show his or her engagement at different levels. “For example, the behavioural dimension of engagement includes effort, intensity, persistence, determination, and perseverance in the face of obstacles and difficulties; emotional or affective engagement includes enthusiasm, enjoyment, fun, and satisfaction; and cognitive engagement encompasses attention, focus, (heads-on) participation, and willingness to go beyond what is required.” (p. 226). In the sense, motivation has an integral part in the classroom through which learners may demonstrate their engagement at many stages.

Any lack of motivation may influence negatively students’ reaction, involvement and development. In this situation, the opposite of engagement can emerge which is variously referred to as disengagement. Wentzel and Wigfield (2009) have also reported that “the absence of motivation creates disengagement that is typically operationalized as passivity, lack of initiation and giving up, sometimes accompanied by the emotions of dejection, discouragement, or apathy.” (p. 226). In other words, students are likely to engage and reach their objectives in their classes if they are motivated and the vis-a-vis.

**Conclusion**

Motivation is considered as one of the most significant factors in teaching and learning environment through which students will learn faster and better in their classroom activities. It
seems complicated that is why it was defined and explained by different perspectives, each one with its principles, but all of them assumed the fact that it is the major cause of students’ success or failure. Motivation may be intrinsic which is coming from within the individual or extrinsic that is caused by many external factors. It has also two main orientations. In other words, it may be instrumental or integrative. Motivation can appear and influence positively students’ involvement if it is strongly reinforced and enhanced through certain conditions that must be present in the class so that learners engagement will be clearly seen.
Chapter III: Methodology and Findings

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Appendices
Introduction

As it was mentioned in the introduction to this study. The prime aim for carrying out our research is to investigate teachers’ and students’ attitudes about the role of cooperative learning in improving EFL learners’ motivation in the classroom. In this chapter, we will explain the method used in terms of its advantages and limitations and a description of the chosen population and sample. We will also deal with the main study which consists of both teachers’ and students’ questionnaires; the description, analysis, and discussion of each questionnaire, then at the end, We will put forward some practical suggestions and recommendations.

3.1. Choice of Tool

A tool is the strategy of the study used by the researcher for investigating, gathering, and analyzing information in order to establish certain findings and conclusions. In this way, Arikunto (1998) has pointed that “method is the way that helps the researcher such as: experiment or non-experiment.” (p. 20).

According to the aim of our study, we have used the questionnaire method to describe and investigate both teachers’ and students’ views concerning the role of cooperative learning in enhancing EFL learners’ motivation.

3.1.1. Definition of Questionnaire

A questionnaire is one of the most common methods of data collection. Most researchers agreed that a questionnaire is a series of written questions that specific persons would answer for the sake of gathering data. Baynton (2004) stated that a questionnaire’s
items must be clearly and correctly planned so that the subjects will be motivated to provide more and real information.

The questions of a questionnaire are different. The most common ones are known as the open-ended questions in which the informants have the freedom of offering a range of answers. That is, they are not obliged to choose from given options and the closed-ended questions in which the respondents are required to choose one or more choices that are provided or suggested by the questionnaire designer. Furthermore, there are other types of questions that can be raised in the questionnaire. For instance, the multiple choice questions, dichotomous questions, and likert scale questions.

3.1.2. Advantages of Questionnaire

Questionnaires as the other means of data collection have many benefits. Brown (1983) assumed that they may enable us to gather a large amount of data. Dornyei (2003) as well as has viewed that “the popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable.” (p.1). Furthermore, most people are familiar with this method and know how to complete it without being influenced by others’ views.

3.1.3. Limitations of Questionnaire

In fact, questionnaires are widely used to investigate people’s opinions and perspectives. It is believed that they are very beneficial, however they have also some serious disadvantages. For instance, Brown (1988) pointed that in questionnaires, “respondents do not always reveal their real attitudes.” (p.35). Moore (1983) has also emphasized that “one limitation of questionnaires is the lack of qualitative depth to the answers and the resultants
superficiality.” (p. 19). This means that such method is unsuitable for probing deeply into an issue and it results in rather superficial information.

Additionally, “the respondents of a given questionnaire may prone to leave out some questions, either by mistake or because they do not like them.” (Dornyei, 2003, p. 11). Written questionnaires may also lack some helping features as well as gestures and other visual clues and they are sometimes not completed by the specific persons we have chosen.

3.2. Population and Sample

3.2.1. The Population

The whole population of this study consists of a number of teachers of different modules and degrees and many years of work experience at Larbi Ben M’hidi University, department of English during the academic year 2014-2015 and Third year LMD students at the same department.

This population has been chosen for two main reasons. The first reason is that third year students have already experienced working within groups many times. The second reason is that third year students’ attitudes will be more realistic and available because they have studied at least two years at university. Furthermore, they will not find difficulties to understand the questions.

3.2.2. The Sample

There is no exact size of sample to carry out a particular research, it all depends on the purpose of the study and the nature of the population under scrutiny. (Cohen and Manion, 1989, p. 77). In our study, teachers’ questionnaire is administered to ten (10) teachers of English at Larbi Ben M’hidi University, Oum El Bouaghi. They were chosen randomly from
the entire population of about thirty (30) teachers. This is mainly to make the sample large; thus a large amount of data would be collected. All the participants in this study (professors and doctors) are teaching different modules. The purpose behind such a choice was to examine to which teachers’ awareness of the important role of cooperative learning approach in fostering learners’ motivation in the classroom.

The students’ questionnaire, on the other hand, is given to a group consists of forty five (45) students representing twenty five percent (25%) of the whole population (N=180). The participants were selected randomly, because in this case, randomization seems to be better and helpful for gathering enough data. In addition, since working in small groups is a familiar topic, there is no exact basis to choose the participants.

3.3. The Teachers’ Questionnaire

Since questionnaires are the most familiar tools of study, teachers did not take much time to answer the questions.

3.3.1. Description of the Teachers’ Questionnaire

The teachers’ questionnaire was composed of seventeen(17) questions divided into five main sections; the first section deals with personal information about teachers. The second section deals with teachers’ attitudes and beliefs about cooperative group work. The third section involves questions about teachers’ evaluation of cooperative work. The fourth section examines the teachers’ perceptions of the students’ motivation, and eventually section number five deals with further comments and suggestions about the role of cooperative learning in improving EFL learners’ motivation in the classroom.
3.3.2. Analysis of the Teachers’ Questionnaire

Section One: Personal Information

Q1: Gender

Graph1: Teachers’ Gender

As it is indicated in the graph above, most teachers (80%) represent females, while 20% are males. This result demonstrates that females are more interested in teaching domain than males are.

Q2: How long have you been teaching English at university?
Graph2: Years of Teaching English at University

A quick glimpse at the graph above, we notice that 40% of the teachers have experienced teaching English for few years ago, i.e., from one to three years. 40% of the other participants affirmed that they have been teaching for more than three years. Whereas, 20% of them noted that they have started early their teaching career and they have been teaching for more than six years.

Section Two: Teachers’ Attitudes about Cooperative Group Work

Q3: How often do you involve your students in group work?

a- Always   b- Sometimes   c- Rarely   d- Never
Graph 3: Teachers’ Frequency of Cooperative Work Use

The item is asked to investigate the teachers’ frequency concerning their use of cooperative learning in the classroom. The answers to this question portray that the majority (60%) of our teachers do sometimes use group work and 30% of them admit that they are always applying it as a learning tool. These results may indicate that these teachers are aware of this technique and its benefits. However, only 10% claim that they rarely involve their students in groups. This would explain the idea that these participants may not have a willingness to use such method or they may have little knowledge about it.

Q4: Do you set up the groups on the basis of:

a- Gender   b- Level   c- Students’ preference   d- Sitting arrangement
Graph4: Teachers’ Factors of Groups’ Setting

This question is proposed to seek on which basis teachers form the groups. As it is observed in the graph number 4, the first choice, that is gender, seems not to be considered at all by our teachers when they form students into groups. This reflects the concept that our teachers neglect this factor and do not give it any importance. Similarly, the factor of level is not taken into consideration by the teachers. That is, they may think that grouping students on this basis may influence them negatively especially those with low level. In other words, the factor of level can create a kind of anxiety and embarrassment in some students. As a result, their motivation will not be improved.

However, 40% of teachers believe that students should have the freedom to choose their peers with whom they prefer to work. These teachers are intending to establish a relaxed climate in the classroom so that all learners would feel comfortable and ready to give their best with their preferable classmates. The big part (60%) of teachers point out that forming groups
is mainly based on sitting arrangement. The respondents may believe that this factor would avoid many problems since it seems as a random way of grouping.

**Q5: Do you monitor the groups and make sure all students are on task?**  
Yes   No

![Graph5: Teachers’ Rate of Group Monitoring](image)

In the graph shown above, it is clearly noticed that all teachers report that they really control the groups and check whether all students are participating in a given task. This result may directly explains that all teachers are serious, responsible, and aware of their job. It may also mean that teachers have a great role in enhancing students’ learning as well as guiding them, supervising their work, and motivating them.

**Q6: Do you raise your students’ awareness towards the necessary skills of group work?**  
Yes   No
Graph 6: Teachers’ Beliefs of the Value of CL

This question is given to seek the teachers’ perceptions about whether they help their students see the necessary skills such as the social, cognitive, and affective skills of working cooperatively. The statistics related to this question demonstrates that 40% of teachers think that students should be aware of the valuable skills and advantages of group work and that teachers are the only source of that awareness. However, a few portion (20%) of them believe that it is not their role to raise students’ consciousness, but it is the students’ responsibility to discover such beneficial skills. Furthermore, these skills are easy and clear to be seen and they do not need to talk about them.

Q7: If yes, please explain how would you do that.

Teachers’ responses to this question are approximately similar. Almost all of them report that the suitable way of raising students’ consciousness of groups’ effectiveness is through talking. That is to mean, some teachers may talk directly to students about cooperative
learning and its importance. Whereas, some others suggest that if their students are not aware enough, they may present a specific syllabus about cooperative work, how it can be used, and its main values. This reflects the point that cooperative work needs sometimes to be taught before implementing it.

**Q8: Do you assign specific roles to the members of each group?**  
Yes     No

![Graph7: Teachers’ Rate of Assigning Roles in CL](image)

The findings of this question mention that the majority (80%) of teachers do not assign any specific roles to the members of each group which may mean that these teachers do not prefer to oblige their students to play a particular role and they may also believe that students might be disruptive when they see their teachers’ interference. While, 20% of them report that their interference should be present. This may explain that those teachers may have certain reasons behind their interference. They may assign roles, because they know the role
that reflects each student’s personality or they may intend to do that to avoid any problems that can appear within the group.

Q9: What are the advantages of group work that could be reached when working cooperatively?  

a- Respecting others’ views  

b- Providing equal opportunities of participation for all students  

c- Lowering anxiety and increasing self-esteem and confidence.

Graph8: Teachers’ Perceptions of the Advantages of Working Cooperatively

This item investigates the effects of working in groups on different sides. The three options that are: respecting others’ views, providing equal opportunities of participation, and lowering anxiety are opted the most (40%). This findings demonstrate that teachers do not neglect any of the benefits of cooperative learning and their purpose for applying this technique is merely based on these social, cognitive, and affective aspects. However, 20% of
them focus on providing participation and decreasing students’ stress as the most significant advantages. These teachers do not give much interest to the first option because they believe that students have already reached many social skills.

Section Three: Teachers’ Evaluation of Cooperative Work

Q10: Do your students have problems working together?  Yes  No

![Graph9: Teachers’ Rate of Students’ Problems in CL](image)

The question aims at investigating teachers’ beliefs about whether their students have problems in cooperative learning. It is noticed that 40% of teachers inform that their students face some problems when they work in cooperation. This is clearly expected since
each group consists of different students’ personalities (introvert and extrovert students) and ways of thinking.

Surprisingly, the majority (60%) of them answer this question positively. That is, they assume that their students do not have any problems working together. Of course, this result is very motivational, however it should be noted that sometimes, teachers do not take into account some small details in the groups which can create problems between students.

Q11: Have you encountered any of these problems?

   a- Poor help-giving      b- Passive group      c- Unequal participation

Graph10: Problems of Cooperative Work

The reason behind asking this item is to see which problems of working within groups are encountered the most. As it is shown in the graph 10, only 10% of teachers seem to encounter the problem of poor help-giving alone among their students. This means that our students are always ready to help each other when necessary within their groups. The second
problem, that is, passive group is encountered by only 10% of teachers. This evidently indicates that most groups that are formed are active and their members show a certain degree of achievement and enthusiasm.

However, half (50%) of teachers opt for the third choice which is unequal participation. This fact can be explained via mentioning two major reasons. The first is level which means that learners with high level tend to dominate the whole group and take the biggest share of participation. Thus, they deprive other members from participating with their ideas and suggestions. The second is students’ personalities, which clearly explains that some shy and introvert learners may not be able to contribute to the groups.

Q12: If there are other problems, please specify.

In fact, almost all teachers left this question unanswered. This can be justified by the fact that apart from the problems we mentioned before, they do not have any others. Only one teacher discussed two different problems of cooperative work. The first problem is time. That is, time can be considered as a serious problem, because sometimes, working in groups needs more than the time allocated. The second one is the noise. This demonstrates that when the teacher asks students to form groups, the relaxed atmosphere of the classroom will be changed gradually into unrelaxed one.

Q13: Have you tried to solve such problems?  Yes  No
Graph11: Teachers’ Rate of Solving Cooperative Work Problems

Except 20% of teachers, all the informants assume that they try to solve the problems which may appear within the groups that are supposed to work cooperatively. This positive result reflects teachers’ willingness and desire to treat all the problems that may threaten and damage their teaching career. Additionally, it may show that these teachers are ready to do their best so that cooperative learning will not be criticized.

Regarding the 20% of teachers who report that they do not try to solve any of the problems encountered, they may think that they are irresponsible and are not obliged to interfere in such problems.

Q14: If yes, please explain how do you try to solve these problems.

Answers to this question are different. Some teachers advise that the appropriate way of dealing with these encountered problems is to give a clear and explicit instruction. It means, teachers may directly speak to students and raise their attention to the fact that learning is
collaborative and each member of the group should give his or her contribution. An other solution given by other teachers is to motivate passive learners to take the initiative.

Finally, other teachers suggest an other effective way to solve some of those problems, which is to assign specific roles to each member of the group and make sure that the mark given to the group members will not be the same so that each one will be responsible and obliged to complete his or her task as possible.

Section Four: Teachers’ Perceptions of the Students’ Motivation

Q15: How do your students react to cooperative learning techniques?

a- Very motivated  b- Motivated  c- Little motivated  d- Not motivated

![Graph12: Students’ Reaction to Cooperative Work Use](image)

This question is given to see the level of motivation that cooperative work can provide to students. In the graph number 12, it seems that the majority (80%) of the
respondents opted for the second choice. That is teachers believe that applying group work in
the classroom is motivational. This demonstrates that teachers are aware of their students’
reactions and feelings. The rest portion (20%) of teachers inform that working in cooperation
is little motivated. This fact indicates that the influence of working cooperatively on students’
motivation can be explained in various edges according to the teachers’ evaluation and the
way they look at the acquired results.

Q16: Do you think that its your responsibility to reach a relaxed atmosphere to increase
learners motivation in the classroom?  Yes   No

![Graph13: Teachers’ Rate of Reaching a Relaxed Atmosphere](image)

This question attempts to discover how teachers think concerning their role in the
classroom. It is visible in the graph above that all teachers without any exception believe that
it is their responsibility to create an appropriate environment in the classroom so that their
students’ motivation can be strongly enhanced. This positive result explains that learners’
motivation and success seem to be very significant for all teachers. It may also indicate that these teachers well understand that their students need such healthy environment for their development at different levels.

Q17: If yes, how do you try to create this motivational environment in your class?

a- Making positive feedback when necessary such as praising students
b- Building a strong relationship with your students
c- Providing students with opportunities to express their views
d- Showing commitment towards the students’ learning and progress
e- Using some kind of humour in class
f- Applying some communicative activities such as games, role plays, and so on.

![Graph14: Teachers’ Ways of Reaching a Motivational Atmosphere](image)

Since teachers can do many different ways in order to build an effective motivational environment in the classroom for their learners, this item is given to discover which ways are opted the most. The statistics, therefore, demonstrates that only 10% of teachers claim that they
use positive feedback. That is, some teachers depend only on telling their students that they are doing well in certain activities so that they encourage them to increase their efforts. Similarly, 10% of our teachers opted for the fourth choice. In other words, these teachers depend only on showing commitment towards the students’ learning and progress.

However, some teachers adopt more than one way to establish a good learning climate depending on their knowledge and their students’ needs. In this way, the biggest number (30%) of teachers admit that they use positive feedback such as praising students as well as they provide them with enough opportunities to express their opinions and perspectives. This can clearly explain that these teachers intend to make their students believe that they are free and they can say whatever they want in order to develop their language, enhance their motivation, decrease their anxiety, and improve their reaction because if teachers’ feedback is negative, students’ reaction will not be good.

**Section Five: Further Comments and Suggestions**

Please, write any further comments or suggestions about the role of cooperative learning in enhancing EFL learners’ motivation in the classroom.

In fact, most teachers have given their opinions about this learning technique and its motivational effect on students in the classroom, however all the views seem to be similar. Their additional comments were as the following:

- Learners are more productive when working together. It is therefore the learners’ task to multiply this choice and to survey from far way to ensure that they are all working. They can benefit from each other at the level of language development and they can motivate each other by solving problems together.
Cooperative learning needs to be well conducted by teachers so that an exciting and motivating atmosphere takes place.

We can not deny the significant role played by cooperative learning in improving learners’ motivation in EFL classes since it gives opportunities to all students to share their views, it lessens anxiety, it creates a supportive learning environment where there is no room for boredom, and the most important point is that it enhances the good quality of the lesson.

Cooperative learning is very effective if the teacher knows which techniques and strategies to be used and how to apply them.

Group work should be done on a less crowded classes and should be taught first.

3.3.3. Discussion of the Teachers’ Questionnaire Results

Teachers’ responses to question number 4 reflects the concept that most teachers use cooperative work and apply it with different degrees and through different strategies, while the answers to the seventh question demonstrate that a good number of teachers have a positive perceptions about how much they value the importance of cooperative work and that its their responsibility to raise this awareness to their students so that they will also have positive attitudes about this learning technique and its advantages.

For the questions number 15 and 16, teachers’ answers clearly indicate that simultaneously, all teachers who use cooperative group work believe that it results in motivating students to learn. It means, these teachers affirm the idea that group work is a basic element for fostering learning and it can be considered as a solution to motivate the students
who lack motivation and to increase motivation of the learners who are already motivated. In addition, they insist that they are completely responsible for building the suitable motivational environment in the classroom.

All these results can directly confirm our hypothesis which states that there would be an effective and positive correlation between working within groups and students’ own motivation. In other words, these findings may explain that teachers’ opinions affirm that the way of learning in cooperation is beneficial for promoting motivation in the classroom.

3.4. The Students’ Questionnaire

Before presenting the questionnaire to students, two important points were introduced. First, the students were informed that it is not a test, but it is a significant portion in our study and their participation is going to be really appreciated. They were also notified that the answers they will provide would remain completely confidential even though they were not asked to write their names.

3.4.1. Description of the Students’ Questionnaire

The students’ questionnaire was composed of twenty questions divided into six major sections. The first section deals with personal information about students. The second section deals with students’ attitudes towards cooperative learning. The third section involves questions about students’ beliefs concerning the teacher’s role when implementing group work. Section number four examines the students’ self-esteem whereas, Section number five deals with raising students’ motivation in the classroom. Finally, the sixth section deals with further comments and suggestions about the role of cooperative learning in enhancing EFL learners’ motivation.

3.4.2. Analysis of the Students’ Questionnaire
Section One: Personal Information

Q1: Gender

From the graph above, we noted that most students (88.88%) are females, while 11.11% represents males. This findings revealed that in this ultimate decade, females are more successful and more interested especially in the field of teaching than males are.

Q2: How many years have you been studying English at university?
Graph16: Years of Studying English at University

The majority of the students making up (86.66%) state that they have been studying English at university for three years. This is believed to be the normal number since they are third year students. Those who declare that they have been studying English for four years (8.88%) and for five years (4.44%) are believed that they have repeated one or two years at university.

Section Two: Students’ Attitudes towards Cooperative Learning

Q3: When learning in class, do you prefer working: a-Individually  b-In pairs  c- In small groups
Graph17: Students’ Preference of Learning

This question is asked to know what kind of learning methods students prefer to work in. As it is visible in the graph above, the majority (37.77%) of the participants prefers working in small groups. This result may assume that these students are sociable, extrovert and able to learn through such learning technique. The other majority (35.55%) of the students prefers working in pairs. This portion is not extremely sociable and extrovert, but it needs another support and improvement. The rest of the participants favors working alone. These are likely to be introverts who feel powerful and motivated to learn without cooperating with others.

Q4: Please, explain your choice.

The students’ responses on question 2 about the preferable instruction when learning in class is as follows: 37.77% and 35.55% of the respondents prefer working in small groups and in pairs. Some of them justify their choices by saying that when they are given a particular activity, they need some kind of motivation and encouragement from their classmates so that they may lower their chyness and anxiety and increase their self-esteem and confidence,
whereas others claim that such social climate facilitates their learning and gives them opportunities to discover new ways of thinking and understand new concepts they do not know before. Furthermore, they can develop their language through this method of learning in which a positive interaction takes place.

However, the participants (26.66%) who favor working individually explain their preference in different views. Some of them report that their level is good and they do not have problems of shyness or stress that is why they do not need others’ motivation, while others assume that working alone enhances their concentration and consciousness.

Q5: How would you like to be arranged when working cooperatively

a- Gender  b- Level  c- Perference  d- Sitting arrangement

Graph18: Students’ Choice of Arrangement

The question is posed to see on which basis students prefer to work cooperatively. Setting the groups on the basis of preference seems to be preferable to a great number (40%) of students. This reflects the idea that students like to choose their peers with whom they can work freely without being afraid of putting them with members they do not like or trust. The
other portion of students (35.55%) opted for level. These students may have a willingness to work with those who have the same level as them. Probably, in order to avoid problems that usually appear in groups with mixed levels. Some participants (13.33%) favor to be arranged according to their gender. This indicates that some students may not learn with the opposite sex. Finally, the choice of sitting arrangement does not attract many students (11.11%) which clearly shows that students do not like to be arranged on this basis which is considered as a random way of grouping.

Q6: How does your teacher ask you to work in groups?

a- Always  b- Often  c- Sometimes  d- Rarely  e- Never

Graph19: Students’ Frequency of Cooperative Work Use

This question is asked to discover the frequency of using group work in the classroom. From the graph above, it is observed that 44.44% of the respondents assume that their teachers often ask them to work in groups. The other subjects, however, opted for the other options with varying percentages. This states the fact that our teachers use cooperative
work in the classroom as a teaching tool for implementing some tasks. However, no student said that his teacher never ask them to work in groups.

Q7: This way of learning (cooperative work) helps you to:

a- Learn some social skills such as respecting different views and ideas
b- Gain good marks better than working alone
c- Ask and respond to more questions

**Graph20: Advantages of Cooperative Work**

This item is given to investigate which advantages group work can provide to students. The first choice which is ‘learn some social skills such as respecting different views and ideas’ is opted the most (37.77%). This implies that most students know that group work can strongly enhance various social aspects as well as exchanging ideas and opinions between learners, listening attentively to each other, and respecting one another. 42.44% of our students assume that cooperative learning technique teaches them how to ask and respond to more questions, i.e., it can reinforce their interaction so that they can ask and gather information about what they do not know. However, only 11.11% of the participants state that
cooperative work helps them to gain good marks better than working individually. This may explain that students do not give much interest to marks.

Q8: Group work as opposed to individual work, how beneficial is it for you?

   a- Very beneficial   b- Beneficial   c- Somehow beneficial   d- Not beneficial

Graph21: Students’ Evaluation of Group Work as Opposed to Individual Work

The question is asked in order to compare group work to individual work and know how it is beneficial for the students. The majority of the respondents (44.44%) emphasize that cooperative learning is beneficial rather than working in isolated environment. This demonstrates that this approach helps and encourages them much in their learning and they may benefit from it with different degrees. In this vein, a significant number (28.88%) of the respondents believe that group work is very beneficial while, 24.44% consider it as somehow
beneficial. However, only 2.22% claim that it is not beneficial. This reflects that only a few portion of students may learn nothing when working cooperatively.

**Q9: Do you encounter problems when working within groups?**  
- **a- Yes**  
- **b- No**

**Graph22: Students’ Rate of Problems in Group Work**

This item is posed to see whether students have problems when they work in cooperation. As it is clearly demonstrated in the graph, 60% of the respondents affirm that they do not have problems working together. This result indicates that the majority of students enjoy working cooperatively and they can learn through it without being influenced negatively. However, 40% state that they face some problems. This is absolutely natural especially within groups with non-similar ways of thinking between learners or because some students are introvert who would prefer working individually, but they are obliged to learn in groups.

**Q10: If yes, which of the following problems do you usually face?**  
- **a- The difficulty of expressing your ideas to the members of your group**  
- **b- Disfavor of the group members’**
interference to correct your mistakes  
c- Lack of enough opportunities to share your ideas

Graph23: Students’ Problems of Group Work

The question is intended to see which problems the students do usually face in their groups. As it is mentioned in the graph number 9, among the students who claim that they have some problems when working in groups, 20% of them admit that they disfavor others’ interference to correct their mistakes. This fact explains that most students do not accept others’ criticism or comments. May be they think that it is not respectful to them or they do not want to know their weaknesses. The rest of the portion is divided equally between the other problems: 6.66% claim that when they work in groups, they find difficulties to express their views to the members of the group, 6.66% of them lack opportunities to share their ideas, and 6.66% face both problems which are the difficulty of expressing their perspectives and disfavor of the group members’ interference to correct them when they commit mistakes.
Section Three: Students’ Beliefs about the Teacher’s Role when implementing Group Work

Q11: Does your teacher control the groups and make sure all students are on task?

- Yes  
- No

Graph24: Students’ Rate of Group Monitoring

This question is given to investigate students’ perceptions about whether their teachers monitor the groups or not. A big part (55.55%) of the respondents report that their teachers control the groups and make sure all learners are on task and are participating in reaching a given goal. This reveals the concept that our teachers are responsible and serious when they apply cooperative learning in the class. On the other hand, 44.44% of the students claim that their teachers do not monitor the groups which may explain that some teachers do not have appropriate ways that help them control the groups and some of them are intending to do that to teach their students how to be responsible for themselves without depending on the teacher.
Q12: Does your teacher help you see the significance of cooperative learning? Yes  No

Graph25: Students’ Awareness of the Value of CL

The statistics related to this question shows that 57.77% of the participants make sure that their teachers help them see the importance of working cooperatively. This means that a good number of teachers who use cooperative learning in their classroom are trying to make their students aware of the valuable advantages of this learning technique. In other words, these teachers are always ready to teach directly or indirectly their learners that cooperative learning is beneficial on different sides as well as the psychological, sociological and linguistic sides so that students will be encouraged and motivated to engage in CL activities. The rest (42.22%) of the participants report that teachers do not try to make them see the significance of group work. From this perspective, it can be said that these teachers may not believe in metacognition. That is, they do not prefer to talk to their students about such things, but they prefer to make them discover by themselves.
Q13: Does your teacher try to solve any of the problems you often encounter when you work in small groups?  a- Yes  b- No

Graph26: Rate of Teachers’ Involvement in Solving Students’ Problems in CL

As it is shown in the graph above, more than half of the subjects (68.88%) admit that their teacher try to solve their problems that they usually face when working within groups. This implies that these teachers care about their students and try to be serious as possible so that their role in the classroom will be seen clearly. The other subjects (31.11%), however, report that their teachers do not try to solve any of the problems encountered when they work in cooperation. This fact can greatly affect learners’ attitudes towards this kind of instruction.

Section Four: Students’ Self-esteem

Q14: How do you feel about your self being a member of a small group?
   a- Responsible  b- Undependable  c- Indifferent
Graph27: Students’ Feelings as Being a Member in CL

This question is proposed to seek students’ feelings as being a member of a group. A great portion (88.88%) of the respondents believe that working in small groups makes them responsible for their own and each others’ learning. These students demonstrate that they really know that one positive characteristic of cooperative work is to reinforce learners’ responsibility in the classroom. The other portion (15.55%) of the students report that when they are involved in groups, they feel undependable. That is, these students can not rely completely and trustfully on the members of their groups. Finally, a few number of students (4.44%) give the impression that they are not interested at all as if they do not care about their feelings when they work cooperatively.

Q15: When you cooperate with your classmates, do you feel:

a- Satisfied with yourself    b- Unsatisfied
Graph28: Students’ Self-Satisfaction in CL

This item investigates students’ satisfaction when they are involved in groups. The results point out that self-satisfaction is highly raised in a great percentage of students (80%). The latter indicates that these students contribute to the groups and feel satisfied with their classmates. As for option b, only 20% of the informants claim that working with other peers makes them unsatisfied. This self-dissatisfaction reflects the concept that these students do not support working in groups.

Q16: How do you feel when your group does not function well?

   a- Embarrassed   b- Challenged   c- Indifferent
Graph29: Students’ Reaction to Non-Functional Group

This question is asked for the purpose of knowing how do students feel when their group does not function as it is required. In the graph 14, it is noted that the majority (53.33%) of the informants point out that when their group does not perform well, they feel challenged, whereas 35.55% of them feel embarrassed. This describes the point that these feelings may result in them lack of interest in learning. However, 11.11% of them feel indifferent. That is, these students do not care if their group succeed in establishing a given objective or not.

Section Five: Raising Students’ Motivation in the Classroom

Q17: When your teacher asks you to work within groups, do you feel:

   a- Very motivated   b- Motivated   c- Less motivated   d- Not motivated
Graph30: Levels of Students’ Motivation when Working Cooperatively

The question is requested to discover the level of students’ motivation in cooperative activities. As in graph number 15, the responses show that more than half (64.44%) of the participants are motivated to work with their group mates. The others, however, react with more or less degrees of motivation: 20% are very motivated, 8.88% are less motivated, and only 6.66% are not motivated at all. From these results, it can be believed that learners’ attitudes towards group work are generally positive which motivate them to learn more. However, it should be noted that the level of motivation can be affected by the way the teacher proceeds with this instructional method.

Q18: Please explain why, whatever your answer is.

In the first place, it should be mentioned that a great number of students did not answer this question. Respondents’ justifications on question 17 are different according to their choices. Students who choose the first two options which are very motivated and motivated explain their choice by reporting that when they are asked to work in groups,
motivation is always raised in various degrees. However, those who said that cooperative learning is less and not motivated give different justifications.

Many of them explain that they do not feel relaxed when they work with other peers, simply because some group members tend to dominate the group and do not give other students the opportunity to express their views. Additionally, some students are not responsible and serious. From another point of view, some learners shed the light to the fact that group work may waste their time, because it is sometimes difficult for the members to agree on a specific point.

Q19: What does your teacher do to create a good motivational atmosphere in class?

- Using positive feedback such as praising students
- Encouraging students to participate
- Establishing a good relationship with students
- Showing commitment towards the students’ learning and progress
- Using some kind of humour in class
- Using different communicative activities.

Graph31: Teachers’ Ways of Creating a Good Motivational Environment
This question is proposed to identify which techniques are much used by teachers in order to build an appropriate motivational atmosphere in the classroom for their students. Analysing this question shows that a good percentage of students (30%) in the sample choose the first three options. That is to say, these participants admit that their teachers tell them that they are doing well in a given task as a form of praising, they encourage them to participate as well as they build a strong relationship with them.

Whereas, the other 20% of the respondents claim that their teachers rely on praising them as the only way of motivating them to learn. This means that some teachers think that praising students is the only successful tool to raise their motivation and they do not need other ways to do that. An other part of students which constitutes 20% state that their teachers tend to establish good relationships with them in order to assure them and make learning fun to them.

Q20: Why you should be motivated in class?  a- To participate in different tasks  b- To develop your language  c- To lower your anxiety and increase your self-confidence
Graph32: Students’ Factors of Motivation

This item aims at investigating the main reasons behind students’ motivation in the classroom. The findings of this question portray that 28.88% of the respondents assume that all the factors are taken into account. This perspective gives the idea that students know that they should be motivated in their class for these reasons: to participate in different tasks, to develop their language, and to lower their anxiety and increase self-esteem and confidence.

The other 20% of the students report that the only reasons for motivation is related to their desire to develop their target language and the requirement for breaking up their stress, while 17.77% of the participants believe that their motivation is needed just for the reason of participating in ongoing activities and avoiding their anxiety. However, the rest of the percentage is divided between the three choices, i.e., 15.55% of the students give their view to language development, 11.11% to participation, and 6.66% to the factor of lowering anxiety and increasing confidence.

Section six: Further Comments and Suggestions

Please, Write any further comments or suggestions about the role of cooperative work in improving EFL learners’ motivation in the classroom.

In fact, it should be mentioned that a great number of students did not give any comments or suggestions for this part. However, only some of them report their comments which seem sometimes the same. These portion of participants suggest that:

- Cooperative work can be considered as a good way to raise the sense of healthy communication and participation among the students.

- Cooperative work is very useful, because it motivates the learners and makes them responsible for their own learning especially with the awareness of the teacher about how well the students deal with each other to do the task.
-Cooperation is a beneficial method through which students learn how to interact, discuss and share different ideas.

-EFL students need this way of grouping for improving their motivation as well as their participation inside the classroom.

-Cooperative learning has a great impact on enhancing EFL learners’ motivation, participation, and personality.

-In fact, cooperative learning can be very effective for us through which we can build new relationships with others.

-Cooperative learning may not be beneficial without the support, encouragement and consciousness of the teacher.

-Cooperative work has a big role in enhancing EFL learners’ motivation. Furthermore, it helps them to engage in different tasks to reach certain goals such as riching vocabulary.

-Cooperation technique motivates EFL learners to be more sociable, creative, curious, responsible, and confident.

-Group work is very significant, but it needs continuous control from the teacher in order to establish good results.

-Working in groups is important to make the lesson moves easily and smoothly.

3.4.3. Discussion of the Students’ Questionnaire Results

The answers to question number 3 reveals that the majority of the students prefers working within groups and pairs. This would portray that students have a positive attitudes about working cooperatively and learning in social atmosphere.
Concerning the answers to questions number 8 and 14, a large number of the respondents agree that group work is beneficial and helpful for them to be responsible for their own and each others’ learning. This results would be explained by the fact that students are aware of the advantages and benefits that group work may provide.

In addition, the answers to question number 17 assume that using cooperative learning in the classroom is motivational. In fact, this demonstrates the concept that there is a positive and effective relationship between working in groups and students’ own motivation.

However, for the answers to questions number 11, 12, and 19, almost all students point out that the teacher should have a great role in implementing and controlling group work as well as creating a healthy environment in the class to improve their motivation. From these results, it would be easy to confirm that the teacher’s role is not just dividing students into groups, but it is to monitor these groups, make sure all students are on task, help them see the importance of working together, and enhance their motivation through applying different techniques.

The analysis of the students’ questionnaire, as the teachers’ one, reveals that cooperative learning method does really influence positively learners motivation. That is to mean, students’ perceptions have supported the fact that there is an effective connection between working in groups and the concept of motivation in the classroom.

3.5. Limitationsof the Study

In fact, the findings and discussions have assumed that our hypothesis which says that teachers and students of EFL classes have positive attitudes concerning the role of cooperative group work in improving learners’ motivation is supported, however this study has some limitations.
The first limitation is the nature of the tool used. An experimental tool of research would be more better and beneficial. It provides and would also gain more reliable and valid results which is not always the case of the questionnaire where the answers would not reflect the students’ real perspectives and opinions.

The second limitation is time constraints. Longer time would help us to use different tool and a large sample of students and teachers. This would give our results different dimensions. Extended time would also permit us to extend our research through specifying the motivational aspects that can be taught through cooperative group work appropriately because this learning method would give better results when used in teaching one aspect and than in teaching other aspects.

3.6. Pedagogical Suggestions

Real cooperative learning is more than just dividing students into groups and asking them to complete a given activity. After analyzing the teachers’ and students’ answers and perspectives, we are going to give some practical suggestions for using group work effectively in order to attain good results.

First of all, setting students to work cooperatively is not always as easy as many teachers may think. For this reason, teachers should take into account different important issues such as considering group size, deciding about the number of students in each group, specifying the time required to finish the task, and assigning learners to specific and meaningful tasks.

Second, it is advisable for the teachers to use group work, especially at the beginning, in order to be able to manage their students, help them master working in a cooperative way,
motivate them to see its value and maintain the social and learning skills necessary for making cooperative learning different from other ways of grouping.

Two major problems that teachers and students claim in their responses are imposing ideas and unequal participation. These two obstacles can be solved if teachers apply the two following techniques together: grading students individually and establishing a shared group outcomes and relating the two together. That is, the first one enhances the learners’ participation when they work cooperatively and the second one states help between the members of the group in order to achieve or get the group reward.

To end with, teachers can assess the effectiveness of group work by controlling the students achievement at all levels: academic, social, cognitive, and affective. They can, at the time, ask their students for self-evaluation of success and shortcomings of their group work and their suggestions to solve them.

Conclusion

This chapter has mainly shed light on teachers’ perspectives and perceptions of students’ use of cooperative work to improve EFL learners’ motivation in the classroom.

The information was gathered through two main steps. The first step is the teachers’ questionnaire which aimed at checking the teachers’ attitudes about using group work and about what they believe concerning its effectiveness on the social, cognitive, and affective sides of students. This step is followed by analysis and discussion of results and these appear in the direction of our hypothesis. The second step is the students’ questionnaire that is submitted to a sample taken randomly from the population. The analysis and discussion of the results of the students’ questionnaire confort our hypothesis.
Though this study has some limitation, its consequences are presented in terms of some pedagogical suggestions about teaching cooperative work and how it can be applied appropriately and effectively.

**General Conclusion**

The present study has dealt with the connection that exists between cooperative group work and EFL students’ motivation in the classroom. Its main concern was investigating teachers’ and students’ perspectives about whether working in cooperation motivates students to learn better and engage in different learning tasks.

As a matter of fact, cooperative learning is the method which may affect learners on different sides. For instance, on the affective side, cooperative work can raise students’ motivation, foster their self-esteem and reduce their anxiety, whereas sociologically, CL teaches students how to interact with other people and learn from one another. Moreover, it helps them understand some social aspects. Most of all, learning from others and receiving feedback from both the teacher and peers helps the latter exchange and enrich information and enhance learning.

Basing our study on this fact, we devoted the first theoretical chapter to speak about cooperative learning, its nature, its principles, and its advantages. Among the affective advantages, we specified in the second theoretical chapter the concept of motivation in the classroom. The third chapter of this dissertation represented the practical part which dealt with the teachers’ main investigation, its results and its discussion, the students’ main investigation, its results and its discussion. We concluded this chapter by confirming our hypothesis and presenting some pedagogical suggestions for the appropriate application of group work.
This study has investigated two main perspectives. The first one relates to teachers' beliefs about cooperative work technique and its effectiveness in improving learners' motivation. Accordingly, teachers’ questionnaire contained items about teachers’ consideration of this important learning method and of the motivational side of the learners. The results showed that most teachers support cooperative learning approach and care about students' affection in that they motivate them, try to lower their fear of participation, and raise their confidence and self-esteem.

As for the second perspective, and which is about students' attitudes concerning the role of group work in enhancing their motivation, the hypothesis is confirmed in that these attitudes are positive. That is to mean, most students reported that they like to work in groups and those who have already experienced working cooperatively, in one form or another, showed favourable perceptions. Precisely, the social and affective benefits of cooperative work make it desirable for most learners.

This study has confirmed some advantages of group work on many different sides. In addition, it has given an overview of how this way of learning can be applied by teachers. Finally, we conclude by saying that this work paves the way to other researchers and studies about cooperative learning, a form of teaching which is rather recent, but its implementation in academic contexts is gaining more and more spread.
List of References


Appendices
Appendix I: Teachers’ Questionnaire

Teachers’ Questionnaire

Dear teachers,

This questionnaire aims at investigating the attitudes and perceptions of EFL teachers towards the role of cooperative learning on enhancing EFL learners' motivation in the classroom.

I will be so grateful if you could take the time and energy to share your ideas that are very important and that will be of much help for this research. The questionnaire is anonymous and the information provided will be treated confidentially.

Please, tick (√) the choice that corresponds to your answer, more than one answer is sometimes possible. Write your opinion in the space provided.

Section One: Personal Information

Q1: Gender: Female □ Male □

Q2: How long have you been teaching English at university?

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Section Two: Teachers’ Attitudes about Cooperative Group Work

Q3: How often do you involve your students in group work?

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

Q4: Do you set up the groups on the basis of:

a- Gender □ b- Level □ c- Students’ preference □ e- sitting arrangement □

Q5: Do you monitor the groups and make sure all students are on task?

Yes □ No □
Q6: Do you raise your students’ awareness towards the necessary skills of group work?

Yes ☐  No ☐

Q7: If yes, please explain how would you do that.

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Q8: Do you assign specific roles to the members of each group?

Yes ☐  No ☐

Q9: What are the advantages of group work that could be reached when working cooperatively?

a- Respecting others’ views. ☐

b- providing equal opportunities of participation for all students. ☐

c- lowering anxiety and increasing self-esteem and confidence. ☐

Section Three: Teachers’ Evaluation of Cooperative Work

Q10: Do your students have problems working together?

Yes ☐  No ☐

Q11: Have you encountered any of these problems?

a- Poor help-giving ☐

b- Passive group ☐

c- Unequal participation ☐

Q12: If there are other problems, please specify.
Q13: Have you tried to solve such problems?
   Yes ☐  No ☐

Q14: If yes, please explain how do you try to solve these problems?

Section Four: Teachers’ Perceptions of the Students’ Motivation

Q15: How do your students react to cooperative learning techniques?
   a- Very motivated ☐  b- Motivated ☐  c- Little motivated ☐  d- Not motivated ☐

Q16: Do you think that its your responsibility to reach a relaxed atmosphere to increase learners' motivation in the classroom?
   Yes ☐  No ☐

Q17: If yes, how do you try to create this motivational environment in your class?
   a- Making positive feedback when necessary such as praising students ☐
   b- Building a strong relationship with your students ☐
   c- Providing students with opportunities to express their views ☐
   d- Showing commitment towards the students' learning and progress ☐
   e- Using some kind of humour in class ☐
   f- Applying some communicative activities such as games, role plays, and so on ☐

Section Five: Further Comments and Suggestions
Please, write any further comments or suggestions about the role of cooperative learning in enhancing EFL learners' motivation in the classroom.

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Thank you for your cooperation

Appendix II: Students’ Questionnaire

Students’ Questionnaire

Dear students,

This questionnaire aims at investigating the attitudes of EFL students towards the role of cooperative learning on enhancing EFL learners' motivation in the classroom.

I will be so grateful if you could take the time and energy to share your ideas that are very important and that will be of much help for this research work. The questionnaire is anonymous and the information provided will be treated confidentially.

Please, tick (✓) the choice that corresponds to your answer, more than one answer is sometimes possible. Write your opinion in the space provided.

Section One: Personal Information

Q1: Gender:  Female ☐  Male ☐

Q2: How many years have you been studying English?

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Section Two: Students’ Attitudes towards Cooperative Learning

Q3: When learning in class, do you prefer working:
a- Individually  □
b- In pairs  □
c- In small groups □

Q4: Please, explain your choice.

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Q5: How would you like to be arranged when working cooperatively?
a- Gender □  b- Level □  c- Preference □  d- Sitting arrangement □

Q6: How often does your teacher ask you to work in groups?
a- Always □  b- Often □  c- Sometimes □  d- Rarely □  e- Never □

Q7: This way of learning (cooperative work) helps you to:
a- Learn some social skills such as respecting different views and ideas □
b- Gain good marks better than working alone  □
c- Ask and respond to more questions □

Q8: Group work as opposed to individual work, how beneficial is it for you?
a- Very beneficial □  b- Beneficial □  c- Somehow beneficial □  d- Not beneficial □

Q9: Do you encounter problems when working within groups?
Yes □  No □

Q10: If yes, which of the following problems do you usually face?
a- The difficulty of expressing your ideas to the members of your group □
b- Disfavor of the group members’ interference to correct your mistakes □
c- Lack of enough opportunities to share your ideas □
Section Three: Students’ Beliefs about the Teacher’s Role when implementing Group Work

Q11: Does your teacher control the groups and make sure all students are on task?
   Yes  ☐  No  ☐

Q12: Does your teacher help you see the significance of cooperative work?
   Yes  ☐  No  ☐

Q13: Does your teacher try to solve any of the problems you often encounter when you work in small groups?
   Yes  ☐  No  ☐

Section Four: Students’ Self-esteem

Q14: How do you feel about yourself being a member of a small group?
   a- Responsible  ☐  b- Undependable  ☐  c- Indifferent  ☐

Q15: When you cooperate with your classmates, do you feel:
   a- Satisfied with yourself  ☐  b- Unsatisfied  ☐

Q16: How do you feel when your group does not function well?
   a- Embarrassed  ☐  b- Challenged  ☐  c- Indifferent  ☐

Section Five: Raising Students’ Motivation in the Classroom

Q17: When your teacher asks you to work in groups, do you feel:
   a- Very motivated  ☐  b- Motivated  ☐  c- Less motivated  ☐  d- Not motivated  ☐

Q18: Please explain why, whatever your answer is.

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Q19: What does your teacher do to create a good motivational atmosphere in class?

a- Using positive feedback such as praising students. □
b- Encouraging students to participate. □
c- Establishing a good relationship with students. □
d- Showing commitment towards the students’ learning and progress. □
e- Using some kind of humour in class. □
f- Using different communicative activities. □

Q20: Why you should be motivated in class?

a- To participate in different tasks. □
b- To develop your language. □
c- To lower your anxiety and increase your self-confidence. □

Section Six: Further Comments Suggestions

Please, write any further comments or suggestions about the role of cooperative work in improving EFL learners’ motivation in the classroom.

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Thank you for your cooperation
Résumé

La présente étude vise à étudier les opinions des professeurs et des étudiants de troisième année d’anglais comme Langue Etrangère au Département d’anglais, Université de Oum El Bouaghi concernant l’effet de motivation d’employer le travail coopératif. A fin de vérifier cette correlation, nous avons présumé que les professeurs et les étudiants d’anglais ont des opinions positifs concernant le travail coopératif. Pour vérifier la validité de cette hypothèse, nous avons effectué la recherche principale, c’est-à-dire, alternativement, divisé en deux genres de questionnaire ; le questionnaire des professeurs et le questionnaire des étudiants. Le premier se compose de dix-sept questions données aux dix professeurs d’anglais au département d’anglais, Université de Oum El Bouaghi. Le deuxième questionnaire se compose de dix-neuf questions et administré à quarante-cinq étudiants d’anglais de troisième année au même département pendant l’année scolaire 2014-2015. La discussion des résultats a prouvé qu’en utilisant l’étude coopérative, elle motive les étudiants d’anglais.
ملخص

يهدف هذا البحث لدراسة آراء أساتذة وطلبة السنة الثالثة للغة الإنجليزية كلية أجنبية بجامعة العربي بن مهدي كلية اللغات، وتتمور حول أثر و دور العمل التفاعلي في تحفيز الطلبة و استعماله كوسيلة هامة في مجال التعليم. لاستكشاف ذلك بحثنا على الفرضية التي تقول أن أساتذة وطلبة اللغة الإنجليزية آراء إيجابية حول هذا العمل التفاعلي ودوره في تحفيز الطلبة. لتحقيق هذه الفرضية أجرينا دراسة على فئة مختارة بطريقة عشوائية من العينة الرئيسية.

الدراسة الرئيسية انقسمت إلى قسمين. استبيان الأساتذة المشاركون هو الجزء الأول من الدراسة والذي يتكون من سبعة عشر سؤالا قدم لعشرة أستاذة في اللغة الإنجليزية بجامعة أم البوافقي في نهاية السنة الجامعية 2014/2015.

الجزء الثاني من الدراسة قدم لخمسة وأربعون طالبا وطالبة في السنة الثالثة لغة إنجليزية في نفس الكلية والذي يتكون من عشرون سؤالا. مناقشتهدلنتاج أثبت صحة الفرضية ما يعني أن العمل الجماعي أثر إيجابي تحفيزي على الطلبة.