



جامعة عباس لغرور خنشلة
ABBES LAGHROUR UNIVERSITY KHENCHELA



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Integrating Cooperative Learning in EFL Classes: Perceptions, Challenges, and Best Practices

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English Language

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Dedication

*To my loving parents **Yahia** and **Salih** who guided me to where i'm today and have never left my side.*

*To my wonderful brother **Ayoub** who standed by me , And lovely sisters **Ghadir** , **Ranim** and My little brother **Iyad**.*

*To my beloved friend **Amir** who supported Me throughout the process.*

*To my Lovely Friend **Ismahan**, who shared this desertatation with me.*

To my extended family, especially my aunt **Fatiha and my Grandmother .*

*Iam heartly thankful to my supervisor **Belmekki Asma** for her encouragement, supervision and support from the preliminary to the concluding level enabled me to finish the dissertation.*

Boudoukhane Abir

Dedication

*With all love and gratitude, I dedicate this success to those who supported me in all my steps in life, my loving parents **Ammar** and **Sifia** who spared no effort in encouraging me throughout my years of study. All thanks to you.*

*To my wonderful **grandmother**, who raised me may God protect her. To my lovely sister **Rehab** and my brother **Iyad**, my beautiful little boy **Bijad**, and all my extended family especially my **aunts** and **uncles**, I love you.*

And will never forget my grandfather's soul, who was the closest person to me

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Abstract

This study explores the integration of cooperative learning in English as a Foreign Language (EFL) classes at Abbas Laghrour University of Khenchela, specifically targeting third-year English students. We aimed to identify the challenges, limitations, and effective practices of cooperative learning through a mixed-method research design. We administered questionnaires to a sample of forty (40) third-year students and conducted qualitative interviews with four (4) EFL teachers from the university. The quantitative and qualitative data were thoroughly analyzed to understand the participants' views. The findings indicate that both students and teachers recognize the significant benefits of cooperative learning, particularly its ability to enhance academic performance and foster collaboration. These insights highlight the potential of cooperative learning to improve language proficiency and increase student engagement in EFL settings. Recommendations have been proposed to enhance cooperative learning strategies for optimizing educational outcomes in language learning environments.

List of Abbreviations

- **EFL:** English as a Foreign Language
- **PBL:** project-Based Learning
- **CL:** Cooperative learning
- **PW:** Peer work
- **ICTs :** Information and Communication Technologies
- **TGT:** Teams Games Tournaments
- **CIRC:** Cooperative Integrated Reading and Composition
- **STAD:** Student Team Achievement Division
- **4Cs :** The Four Skills
- **%:** percentage

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General Introduction

General Introduction

Introduction

Cooperative learning has emerged as a cornerstone in educational pedagogy, spotlighted significantly in academic discourse over the past decades. Since Johnson and Johnson's seminal work in 1989, this strategy has evolved, promoting a collaborative learning environment where students actively participate in achieving common academic goals. This method has been shown to enhance not only academic success but also critical social skills and student engagement across various educational levels.

The effectiveness of cooperative learning extends into specialized fields such as English as a Foreign Language (EFL), where it has been identified as a potent tool for enhancing student motivation, interest, and academic performance. Studies like those by Lei et al. (2023) and Ghufroon and Ermawati (2018) underline its positive impacts in EFL contexts, suggesting significant advancements in student engagement and learning outcomes.

Despite these benefits, its application, particularly in the Algerian EFL setting, has been met with reluctance from educators, who often cling to traditional methods. This hesitancy raises essential questions about the integration and sustainability of cooperative learning strategies in such environments, pointing towards a significant research gap.

1. Literature Review

Cooperative learning has garnered significant attention in recent years, with scholars and researchers offering various definitions and insights into this pedagogical approach. Johnson and Johnson (1989) pioneered the concept, emphasizing collaborative efforts among students to achieve shared learning objectives, resulting in improved academic achievement, social skills, and overall student engagement.

Spencer Kagan (1994) further elaborates on cooperative learning as a student-centered instructional strategy. In this strategy, small groups of students take responsibility for both individual and group learning. They interact to acquire and apply subject matter, collectively solving problems, completing tasks, or achieving shared goals.

Robert E. Slavin's comprehensive review in 1980 of 28 primary field projects implementing cooperative learning methods highlighted its effectiveness in increasing student achievement, fostering positive race relations, nurturing mutual concern among students, boosting self-esteem, and yielding other positive outcomes.

David W. Johnson and Roger T. Johnson (1999) stress the importance of cooperation in achieving greatness, drawing parallels between the classroom and the success of legendary baseball pitcher Sandy Koufax. They argue that extraordinary achievement is more likely to result from cooperative group efforts than isolated individual endeavors.

Eva Kyndt et al. (2013) examined cooperative learning in formal learning settings and found consistent positive effects on various outcomes, including achievement, attitudes, and perceptions.

A study by Fariha Gull and Shumaila Shehzad (2015) explored the impact of cooperative and individualistic learning methods on student performance. Results showed that, given

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sufficient time for cooperative learning teams to develop, students in the cooperative learning condition outperformed their counterparts in both homework and unit tests compared to those in individualistic learning conditions.

Cooperative learning has also been extensively studied in the context of English as a Foreign Language (EFL) classes, with numerous studies highlighting its effectiveness in improving motivation, interest, and academic performance among EFL students. For instance, Lei et al. (2023) conducted a literature review emphasizing the positive impact of cooperative learning on EFL students' learning motivation. Similarly, a study by Ghufuron and Ermawati (2018) discussed the strengths and weaknesses of cooperative learning in EFL writing classes from the perspectives of both teachers and students. Research in China's English classes also found that cooperative learning reduced anxiety and enhanced academic performance and attitudes toward learning (A Review of Cooperative Learning in EFL Classroom, 2021).

In recent years, cooperative learning in Algerian EFL classes has gained attention in research. Kezoui (2015) explored the outcomes of cooperative learning groups in EFL grammar classes, providing valuable insights into their impact on the learning outcomes of EFL students at Tlemcen University. These studies contribute to the growing body of literature on applying cooperative learning in the specific context of Algerian EFL classes. Additionally, Belmekki and Baghzou (2022) investigated Algerian EFL secondary school students' attitudes towards using a Cooperative Learning model for teaching English school projects, shedding light on the effectiveness of this cooperative learning model in the Algerian EFL context.

The literature presented shows a potential research gap related to the long-term impact and sustainability of cooperative learning in Algerian EFL classes. While the previous studies have investigated the immediate effectiveness of cooperative learning in specific contexts, there seems to be a lack of research that examines how the benefits of cooperative learning endure over time and whether they have a lasting impact on students' language proficiency, motivation, and attitudes towards English learning.

2. Statement of the Problem

Despite cooperative learning being recognized as a key method for 21st-century teaching, it appears that many university teachers in Algeria, including at Khenchela University, remain hesitant to incorporate it into their English as a Foreign Language (EFL) classrooms. Instead, traditional teaching methods prevail, with only occasional engagement of students in discussions. This discrepancy raises a critical question: if research proves the benefits of cooperative learning, what factors deter teachers from adopting this instructional approach? Moreover, this gap between the potential advantages of cooperative learning and its actual application in the classroom necessitates a deeper exploration into not only the barriers and challenges faced by educators in implementing this approach but also the students' perceptions and views on the matter.

This study aims to uncover and understand the specific challenges and limitations from both teachers' and students' perspectives. It also seeks to identify practical, effective ways to adapt cooperative learning to the Algerian academic setting, particularly at Khenchela

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University. A significant focus will be on exploring students' perceptions regarding the integration of cooperative learning strategies, their readiness and willingness to engage in such activities, and what best practices they suggest to enhance the implementation process. The goal is to foster an environment where cooperative learning not only facilitates teachers' teaching methods but also significantly improves student outcomes by taking into account the students' views in designing and executing lessons. This comprehensive approach aims at bridging the gap between the potential and actual application of cooperative learning in EFL classrooms, thereby enhancing both teaching and learning experiences at the university level.

3. Aims of the Study

1. To understand the teachers' challenges and limitations of implementing these strategies in EFL classrooms.
2. To investigate the students' perceptions towards cooperative learning and their readiness.
3. To identify specific cooperative learning strategies that effectively enhance language proficiency in EFL settings.
4. To determine the best practices for integrating cooperative learning strategies in EFL classes.

4. Research Questions

1. What are the views of EFL teachers at Khenchela University regarding the integration of cooperative learning strategies into their classes?
2. What specific challenges do teachers at Khenchela University face when implementing cooperative learning strategies in EFL classrooms? How do these challenges affect the effectiveness of cooperative learning in language acquisition?
3. What are the students' attitudes towards cooperative learning in EFL classes at Khenchela University? How ready and willing are students to engage in cooperative learning activities, and what factors influence this readiness?
4. How can the integration of cooperative learning in EFL classes at Khenchela University be improved, considering the identified challenges?
5. What are the best practices for integrating cooperative learning strategies into EFL classes at Khenchela University?

5. Significance of the Study

This study's relevance stems from the critical need to transition from traditional teacher-centered methods to more interactive, student-centered learning environments in Algerian universities. The persistent hesitancy among educators to embrace cooperative learning methods underscores a significant barrier to enhancing the educational experience. This study seeks to identify and understand the underlying reasons for this reluctance and to explore strategies to encourage a shift towards more collaborative educational practices.

Secondly, the research is significant as it explores not only the educators' perspectives but also delves into the students' views on cooperative learning. Understanding students' readiness and willingness to engage in cooperative learning activities is crucial for tailoring educational approaches that are both effective and appealing to them. This dual perspective ensures a more comprehensive understanding of the educational dynamics at play, facilitating a more informed approach to implementing cooperative learning strategies.

Moreover, the study holds potential for broad applicability beyond the local context. Insights gained from investigating the challenges and successes of cooperative learning in the Algerian EFL setting could serve as valuable lessons for other regions with similar educational and cultural landscapes. It could provide a blueprint for integrating cooperative learning in environments where traditional methods dominate and innovation in teaching practices is urgently needed.

Lastly, by identifying best practices and specific strategies that effectively enhance language proficiency and overall student outcomes, this research could contribute to the refinement of cooperative learning models not only in language education but across various disciplines. This could lead to improved educational policies and practices that better meet the needs of 21st-century learners, preparing them more effectively for the challenges of a globalized world.

6. Structure of the Study

This thesis consists of three chapters. The first chapter provides an overview of cooperative learning, discussing its importance in education and examining relevant theoretical frameworks and previous research. Moving to chapter two, we explore 21st century teaching, examining how they integrate into EFL contexts. The third chapter is the heart of our research, where we detail our methodology, present our findings, and engage in thoughtful analysis and discussion. Finally, the study concludes with a general conclusion and actionable recommendations, all drawn from our gathered insights.

Chapter One

Cooperative

Learning

Introduction

In the constantly evolving field of education, Cooperative Learning emerges as a beacon of innovation, reshaping traditional pedagogical approaches with its focus on collaboration and shared learning goals. This educational strategy marks a departure from conventional, teacher-centered methods, fostering an environment where students work together to achieve more than they could individually. Our chapter delves into defining this collaborative approach, distinguishing it from traditional instruction, and tracing its historical evolution from teacher-dominated classrooms to interactive, student-led learning spaces.

As we further explore Cooperative Learning, we examine its various types and key elements, understanding how each contributes to creating an effective and cohesive learning experience. The journey also involves weighing the benefits and challenges of this approach, providing a balanced view of its impact in educational settings. Special attention is given to its application in Algerian English as a Foreign Language (EFL) classrooms, underscoring the cultural sensitivities and contextual nuances vital for its successful integration. This chapter aims to offer a thorough and insightful exploration of Cooperative Learning, highlighting its significance in fostering collaborative, engaging, and academically enriching experiences for students worldwide.

I.1. Definition of Cooperative Learning

Cooperative learning is a teaching method that goes beyond the usual ways of instruction, creating a dynamic and interactive learning environment. Students collaborate in small groups, actively engaging in shared learning objectives.

Cooperative learning is a teaching method that involves students working together in small groups to achieve a common goal. According to a study by Fernandez-Rio et al. (2015), cooperative learning enables university students to acquire basic skills and increases their motivation. Chickering and Gamson (1987) suggest that encouraging cooperation between students is one of the seven fundamental principles that should underpin university teaching. Cooperative learning is based on social interdependence theory, which proposes that groups are dynamic wholes (Koffka, 1924, as cited in Johnson et al., 1991). To be cooperative, five essential elements must be structured into the learning situation: positive interdependence, individual accountability, promotive interaction, social skills, and group processing (Johnson et al., 1991). There are four types of cooperative learning: formal, informal, cooperative base groups, and constructive controversy (Tewksbury, 1995). According to Slavin (1991), cooperative learning has five types: student teams-achievement divisions, teams-games-tournaments, jigsaw, group investigation, and cooperative integrated reading and composition.

I.2. History of cooperative learning

The evolution of cooperative learning can be traced back to a progression from traditional educational methodologies to the dynamic teaching strategies of today.

I.2.1. The Era of Traditional Teaching

In traditional education, the spotlight was predominantly on teacher-centric pedagogies. Instructors were the principal conduits of knowledge, orchestrating classroom dynamics where solitary academic endeavors were the norm. Students were predominantly seen as individual contributors, tasked with absorbing information and demonstrating their understanding in isolation.

I.2.2. The Transitional Phase

The mid-20th century marked a pivotal shift as the educational domain started to introspect and critically evaluate the merits of purely solitary learning models. Pioneering theories, notably Vygotsky's socio-cultural theory (Vygotsky, 1978), underscored the integral role of

social interplay in the educational tapestry, thus setting the stage for more collaborative learning paradigms.

I.3. Origin of Cooperative Learning

The 1960s and 1970s saw the emergence of "cooperative learning" as a formalized educational strategy. David, Roger, and Robert Slavin's scholarly pursuits significantly impacted this movement. 1975 was a landmark year when the Johnson brothers unveiled the concept of "structured cooperative learning" (Johnson & Johnson, 1975, p. 35), a model celebrating the synergy of collective effort paired with individual responsibility. This framework catalyzes the proliferation of diverse cooperative learning strategies.

A surge in scholarly research and methodological innovation marked the 1980s as a cooperative learning renaissance. The Johnsons' expanded theoretical contributions, which included fundamentals like direct interpersonal interactions, the development of social competencies, and the essence of group dynamics, were particularly notable in their 1989 publication (Johnson & Johnson, 1989).

Transitioning into the 1990s and beyond, cooperative learning gained traction. It underwent a metamorphosis, expanding its influence beyond academic achievement to encompass nurturing social skills and fortifying peer bonds.

With the dawn of the 21st century, cooperative learning continued its evolutionary journey, seamlessly integrating with technological advancements. Digital platforms and tools redefined collaborative spaces, enabling learners to transcend the confines of traditional classrooms and connect across global landscapes.

Today's educational landscape showcases a kaleidoscope of cooperative learning models, ranging from project-based initiatives and flipped classroom designs to peer-led instructional methodologies. The ongoing scholarly discourse is fervently exploring the intricate dynamics of cooperative learning, ensuring that it remains a responsive, impactful, and pertinent force in the ever-evolving realm of education.

Cooperative learning has traversed a remarkable trajectory, transitioning from a nascent educational concept to a cornerstone pedagogical approach. Its sustained relevance and adaptability reflect its profound impact on fostering student engagement, critical thinking, and social development across diverse educational settings globally.

I.3. Types of cooperative learning

There are three main types of cooperative learning, each type of group has its own purpose and application. Exploring cooperative learning reveals various structured and unstructured methodologies contributing to its effectiveness as a pedagogical approach. This section delves into different forms of cooperative learning, emphasizing the unique characteristics and components that define each method.

I.3.1. Formal Cooperative Learning

Formal cooperative learning is a structured pedagogical strategy in which students collaborate in small, purpose-driven groups. This approach is characterized by clearly defined roles and responsibilities for each group member, adhering to a systematic set of guidelines and protocols (Johnson & Johnson, 1989). It is designed to ensure that the group's collective effort is directed towards achieving specific educational objectives, with each member contributing uniquely and indispensably to the group's success.

I.3.2. Informal Cooperative Learning

In contrast to its formal counterpart, informal cooperative learning embodies a more fluid and less structured approach. Slavin (1995) recommends using this method and emphasizes its integration into regular classroom activities. This model promotes spontaneous group interactions, encouraging students to engage in collaborative discussions, brainstorming sessions, and problem-solving activities without the constraints of rigid roles or rules. Informal cooperative learning fosters organic, peer-driven interactions, enhances communication skills, and nurtures a collaborative classroom environment.

I.3.3. Cooperative Base Groups

Cooperative base groups form the cornerstone of long-term collaborative learning (Kagan, 1992). These are stable, enduring groups where students collaborate consistently over extended periods. Students develop deep-rooted relationships within these groups characterized by trust, mutual support, and a strong sense of community. These enduring partnerships provide a secure foundation for ongoing cooperative learning activities, enabling students to grow as a cohesive unit and leverage the strength of their collective capabilities.

I.4. Elements of Cooperative Learning

Several vital elements underpin the structure and efficacy of cooperative learning strategies. These components ensure cooperative learning is a dynamic, interactive, and productive educational approach.

I.4.1. Positive Interdependence

At the heart of cooperative learning lies the concept of positive interdependence. This principle asserts that each group member's success is intrinsically linked to the group's success as a whole (Johnson & Johnson, 1989). It fosters a culture of shared responsibility, encouraging students to support one another and work synergistically towards common objectives. For instance, in a language learning task, students might collaborate to construct a dialogue, with each individual's unique contribution pivotal to the task's overall success.

I.4.2. Face-to-face Promotive Interaction

Face-to-face promotive interaction is fundamental to cooperative learning, facilitating direct, meaningful exchanges among group members (Johnson et al., 1991). This interaction fosters a vibrant learning atmosphere where students actively engage in dialogue, exchange ideas, and offer mutual support. It accentuates the importance of interpersonal communication and ensures the learning process is a collaborative, communal experience.

I.4.3. Individual Accountability/Personal Responsibility

Individual accountability ensures that every group member is actively engaged and contributes to the group's collective effort (Slavin, 1995). It deters social loafing by holding each student responsible for his or her part in the group's work, motivating all members to invest fully in the learning process. Individual assessments can gauge each member's understanding and ensure active participation before group activities.

I.4.4. Interpersonal and Social Skills

Effective cooperative learning necessitates the development of interpersonal and social skills among group members. These skills are pivotal for nurturing a conducive collaborative environment, ensuring members can communicate effectively, resolve conflicts, and build a strong team dynamic. This element underscores the importance of social learning in achieving the group's academic goals.

I.4.5. Group Processing

Group processing offers a reflective dimension to cooperative learning, enabling groups to assess their collective performance and identify areas for improvement (Johnson, Johnson, & Holubec, 1998). It involves candid discussions about the group's dynamics, strategies, and overall effectiveness, encouraging members to critically evaluate their collaboration and seek ways to enhance future group interactions.

Cooperative learning's diverse forms and integral elements collectively contribute to its effectiveness as a pedagogical strategy. By fostering a collaborative, communicative, and reflective learning environment, cooperative learning empowers students to engage deeply with

the content, develop essential social skills, and achieve academic success through collective effort.

I.5. Benefits of Cooperative Learning

The multifaceted approach of cooperative learning enhances academic performance and nurtures a range of interpersonal and cognitive skills, making it a transformative strategy in the educational landscape.

I.5.1. Enhanced Academic Achievement

Cooperative learning transcends traditional teaching methods by fostering an interactive learning environment where students collaboratively delve into academic content. This approach leverages the collective knowledge and skills of the group, allowing students to engage in deep discussions, explain concepts to one another, and tackle complex problems together. As evidenced by Johnson and Johnson's (1989) research, cooperative learning leads to a more profound understanding of the material, leading to enhanced academic performance across various subjects.

I.5.2. Improved Social Skills

The collaborative nature of cooperative learning provides a fertile ground for developing essential social competencies. As students navigate the process of working together, they refine their communication abilities, learn the art of negotiation, and gain insights into diverse perspectives. This immersive interaction, as highlighted by Slavin (1983), not only enhances academic collaboration but also prepares students for the interpersonal dynamics they will encounter in real-world situations.

I.5.3. Increased Motivation

Cooperative learning imbues the educational experience with an inherently motivating sense of engagement and camaraderie. Gillies (2016) notes that the supportive network within learning groups bolsters students' willingness to participate and contribute. This heightened engagement fosters a communal spirit and a shared sense of achievement, thereby enhancing the overall learning experience.

I.5.4. Positive Interdependence and Team Building

The cornerstone of cooperative learning lies in the principle of positive interdependence, as elucidated by Sharan and Sharan (1992). This principle cultivates a unified spirit among group members, as each student's success is intrinsically linked to the group's success. Such a collaborative ethos enhances academic performance and fortifies interpersonal bonds, laying the foundation for effective team-building and cooperative problem-solving skills.

I.5.5. Cultural and Linguistic Benefits

In our increasingly globalized and diverse society, cooperative learning emerges as a powerful tool for cultural and linguistic enrichment. Kagan (1995) emphasizes the role of collaborative learning activities in promoting cultural exchange and linguistic practice. These interactions enable students from different backgrounds to share their unique cultural insights and language skills, enriching the learning environment and fostering a broader cultural understanding and appreciation.

I.5.6. Enhanced Critical Thinking

Critical thinking, a pivotal skill in the 21st century, is significantly nurtured through cooperative learning. This pedagogical approach encourages students to engage in thoughtful questioning, analytical discussion, and collective problem-solving. As Slavin (2014) suggests, the exposure to diverse perspectives and the emphasis on collaborative analysis within groups challenge students to think deeply, question assumptions, and develop a more nuanced understanding of complex issues.

Cooperative learning is not just a teaching strategy but a holistic educational experience. It profoundly impacts students' academic achievements, social skills, motivation, team spirit, cultural understanding, and critical thinking abilities, making it an indispensable component of contemporary education.

I.6. Issues of Cooperative Learning

While immensely beneficial, cooperative learning brings with it a set of challenges that need to be navigated with careful consideration and strategic planning. These challenges pertain to group dynamics, individual accountability, educational infrastructure, cultural diversity, assessment methodologies, resource management, motivational variances, and the recognition of individual learning needs.

I.6.1. Dynamics and Productivity

One of the primary challenges in cooperative learning is achieving a balanced group dynamic where all members contribute equally. Individual engagement and participation disparities can hinder the group's productivity and learning outcomes (Webb, 1982). Ensuring that each member is actively and equitably involved remains a critical, ongoing task in optimizing the efficacy of cooperative learning groups.

I.6.2. Individual Accountability

Ensuring that every learning group member is actively participating and contributing can be challenging. The "free-riding" or unequal workload distribution can dilute the collective

effort and learning experience (Slavin, 1987, p. 16). Establishing structures that promote equitable participation and accountability is vital for the success of cooperative learning.

I.6.3. Teacher Training and Support

The effectiveness of cooperative learning heavily depends on the competency and readiness of educators to implement this approach. A lack of adequate training and ongoing support can impede the successful integration of cooperative learning methodologies (Johnson et al., 2014). Continuous professional development and resource provision for educators are essential to the fruitful application of cooperative learning.

I.6.4. Cultural Sensitivity

In diverse educational settings, cultural differences can pose challenges regarding effective communication and collaboration. Being sensitive and responsive to the varied cultural backgrounds of students is crucial for cultivating an inclusive and harmonious learning environment (Dyson, 2010). Navigating these cultural intricacies is a continuous process vital to the success of cooperative learning.

I.6.5. Assessment Strategies

Devising assessment strategies that fairly and accurately evaluate individual contributions and collective outcomes is a complex challenge. Balancing individual recognition with group performance evaluation demands ongoing refinement and adaptation of assessment methods (Gillies & Boyle, 2010). Developing assessment models that align with the collaborative ethos of cooperative learning is a critical area of focus.

I.6.6. Resource Allocation

Implementing cooperative learning effectively may require additional resources such as time, space, and materials. Proper planning and allocation of these resources are essential to prevent logistical constraints from hindering the implementation and success of cooperative learning activities (Cohen, 1994). Efficient resource management is fundamental to the seamless execution of cooperative learning strategies.

I.6.7. Motivational Variances

Differences in motivation levels among students can significantly affect the dynamics and outcomes of cooperative learning. Addressing and harmonizing these motivational disparities is crucial to maintaining a constructive and collaborative learning atmosphere (Strobel & van Barneveld, 2009). Recognizing and responding to students' diverse motivational drivers is an ongoing challenge in cooperative learning.

I.6.8. Assumption of Homogeneity

Presuming uniformity in learning groups can lead to neglecting individual students' unique learning needs and preferences. Acknowledging and accommodating these individual differences is critical to preventing disparities in engagement and understanding (Kagan, 1994). Continuously striving to recognize and cater to the diverse needs within a cooperative learning setting is vital to creating an inclusive and practical educational experience.

Navigating these challenges is integral to implementing and sustaining cooperative learning. By addressing these issues thoughtfully and proactively, educators can enhance the effectiveness of cooperative learning and fully realize its potential benefits

I.7. Cooperative Learning Models

Cooperative learning models offer diverse frameworks for orchestrating collaborative learning experiences. Each model, with its unique structure and focus, enriches the educational landscape by fostering active participation, deep understanding, and a sense of communal achievement.

I.7.1. Jigsaw Technique

Aronson and his team's Jigsaw Technique revolutionized classroom dynamics in 1978 by breaking up academic content into distinct segments. Students are grouped into 'expert' teams, each delving into a specific segment. Subsequently, they reassemble into mixed groups, each member contributing their expertise. This model exemplifies the power of collaborative learning, as students collectively construct a holistic understanding of the subject matter (Aronson et al., 1978).

I.7.2. Think-Pair-Share

Developed by Lyman in 1981, the Think-Pair-Share technique enriches classroom discourse. It starts with an individual reflection on a subject and then moves into a pair-based collaborative discussion. The process culminates in sharing insights with the larger group. This iterative approach promotes individual contemplation, peer interaction, and collective learning, making it a robust strategy for engaging students in learning (Lyman, 1981).

I.7.3. STAD (Student Teams Achievement Divisions)

Slavin's STAD model, introduced in 1983, structures cooperative learning by assembling students into diverse teams tasked with mastering specific content. This model integrates individual assessments, linking personal achievement with the group's success. The dual focus on individual and team accomplishments fosters a balanced sense of responsibility and interdependence (Slavin, 1983).

I.7.4. TGT (Teams-Games-Tournaments)

The TGT approach gamifies learning, which Slavin and colleagues developed in 1985. Students collaborate within teams, participating in educational games or competitions. This model assesses and celebrates individual and group performance, infusing a spirit of healthy competition and cooperation into the learning environment (Slavin et al., 1985).

I.7.5. Group Investigation

Sharan and Sharan's Group Investigation unveiled in 1992, empowers student-led inquiry. Small groups embark on an exploratory journey into assigned topics, assuming responsibility for research and presentation. This model fosters autonomy, investigative skills, and cooperative learning as groups unveil their findings in an integrated class setting (Sharan & Sharan, 1992).

I.7.6. Numbered Heads Together

Introduced in 1989, Kagan's Numbered Heads Together ensures individual accountability within the cooperative framework. Each team member receives a number and collaborates to understand the material comprehensively. A randomly chosen student (numbered head) represents the group's understanding, blending individual preparedness with collective responsibility (Kagan, 1989).

I.7.7. Roundtable

Johnson and Johnson's Roundtable model, conceptualized in 1999, fosters inclusive participation. Students congregate in small, goal-oriented groups, contributing sequentially to the task. This model ensures that every voice is heard, nurturing a cooperative atmosphere where success is a shared endeavor (Johnson & Johnson, 1999).

7.8. Cooperative Integrated Reading and Composition (CIRC)

The CIRC model, which Kagan and Kagan created in 1994, explicitly addresses cooperative reading and writing learning. Teams work with distinct roles to enhance their comprehension and composition abilities. This model highlights the interdependence of cooperative engagement and the cultivation of individual literacy skills (Kagan & Kagan, 1994).

These cooperative learning models, each with its unique approach, underscore the importance of collaboration, active engagement, and collective responsibility in education. Educators can judiciously select and tailor these models to suit their pedagogical objectives, enriching the learning experience and fostering an inclusive and dynamic classroom environment.

I.8. Cooperative Learning and Learner-Centeredness

Cooperative learning, which focuses on students collaborating and working together, is closely aligned with learner-centered education. This connection is crucial in creating a student-centric environment that values active participation, shared accountability, and support from one another .

I.8.1.Active Engagement

Cooperative learning strategies actively involve students in the learning process. This mirrors the essence of learner-centered education, which places a premium on students actively participating and taking charge of their learning journey. Drawing from Vygotsky's sociocultural theory, collaborative learning becomes a conduit for active engagement by providing a social context for knowledge acquisition (Vygotsky, 1978).

I.8.2.Shared Responsibility

Within cooperative learning frameworks like the Jigsaw Technique (Aronson et al., 1978) or STAD (Slavin, 1983), students partake in shared responsibility for their group's success. This echoes the philosophy of learner centered approaches, where students are urged to assume responsibility for their own learning. The collaborative dynamics inherent in cooperative learning encourage students to support each other in achieving shared objectives.

I.8.3. Mutual Support

Cooperative learning nurtures a sense of community and mutual support among students. Learner-centered education underscores the creation of a supportive learning milieu where students feel empowered to seek assistance and collaborate with peers. The collaborative nature of group work not only facilitates academic support but also enhances the development of mutual support structures within the learning community (Johnson et al., 2014).

I.8.4.Individualized Learning

Models of cooperative learning, such as Group Investigation (Sharan & Sharan, 1992), are designed to accommodate diverse learning styles and needs within a group setting. This aligns seamlessly with the learner-centered philosophy, which acknowledges and addresses the distinct learning profiles of individual students. The adaptability of cooperative learning allows for tailoring the learning experience to cater to individual preferences and strengths.

I.8.5. Autonomy and Collaboration

Learner-centered education places a high value on learner autonomy. Cooperative learning strikes a delicate balance between autonomy and collaboration. While students engage in independent work within the group structure, they concurrently collaborate to achieve collective goals. This dual emphasis supports the idea that learners can exercise autonomy while benefiting from the synergies of collaborative efforts (Kagan & Kagan, 1994).

I.8.6. Constructivist Learning

Cooperative learning, often rooted in constructivist principles, aligns harmoniously with the notion that knowledge is actively constructed through social interaction. This convergence with learner-centered approaches is evident in the shared commitment to constructivist learning theories, where learners play an active role in building their understanding. The social interaction facilitated by cooperative learning groups becomes a crucible for collaborative knowledge construction (Vygotsky, 1978).

I.8.7. Teacher as Facilitator

Both cooperative learning and learner-centered methodologies necessitate a paradigm shift in the teacher's role, transitioning from a traditional instructor to a facilitator. The educator crafts an environment conducive to exploration, collaboration, and self-directed learning. This transformation underscores the principle that learners are active participants in their educational journey, with the teacher serving as a guide or facilitator rather than the sole repository of knowledge (Johnson & Johnson, 1999).

The fusion of cooperative learning with a learner-centered framework enriches various facets of the learning experience. It catalyzes active engagement, encourages shared responsibility, and nurtures mutual support among students, aligning intimately with the principles of learner-centered education. This synthesis creates a vibrant and inclusive educational milieu that champions individualized learning, autonomy, and the collaborative construction of knowledge.

I.9. Cooperative Learning in Algerian EFL Classrooms**I.9.1. Cultural Sensitivity**

The implementation of cooperative learning in Algerian EFL classrooms demands careful consideration of cultural nuances. The classrooms are characterized by linguistic diversity and

varying English proficiency levels, requiring strategies that are culturally sensitive to ensure inclusivity and effective collaboration (Dyson, 2010).

I.9.2. Positive Collaboration in Language Learning

Cooperative learning fosters positive collaboration among students, encouraging joint efforts in language learning tasks. This proves particularly advantageous in the Algerian EFL context, where peer interaction significantly contributes to language development (Johnson et al., 2014).

I.9.3. Task-Based Language Learning Adaptation

Cooperative learning models, such as the Jigsaw Technique (Aronson et al., 1978) or Group Investigation (Sharan & Sharan, 1992), can be tailored for task-based language learning in Algerian EFL classrooms. Collaborative tasks provide meaningful contexts for language use, promoting effective communication and problem-solving.

I.9.4. Enhancing Speaking and Listening Skills

Research suggests that cooperative learning positively impacts speaking and listening skills in language learning (Slavin, 1983). In the Algerian EFL context, focusing on oral communication through cooperative activities can address challenges related to language production and comprehension.

I.9.5. Teacher Training and Development

Successful integration of cooperative learning in EFL classrooms requires ongoing teacher training and professional development. Educators need skills to manage group dynamics, facilitate communication, and seamlessly incorporate cooperative activities into language lessons (Johnson & Johnson, 1999).

I.9.6. Assessment Strategies

Assessing student performance in cooperative EFL settings involves a balanced approach. Individual accountability should be measured alongside group achievements to ensure fair evaluation, aligning with cooperative learning principles (Gillies & Boyle, 2010).

I.9.7. Cross-Cultural Understanding

Cooperative learning serves as a catalyst for promoting cross-cultural understanding in Algerian EFL classrooms. Collaborative tasks encourage students to share cultural insights and

linguistic nuances, creating a dynamic learning environment that extends beyond language acquisition (Dyson, 2010).

Integrating cooperative learning into Algerian EFL classrooms requires thoughtful adaptation, considering cultural diversity and leveraging collaborative strategies to enrich language acquisition.

Conclusion

In conclusion, Cooperative Learning emerges as a potent educational approach, nurturing collaboration, engagement, and academic achievement among students. This chapter has provided a comprehensive overview, offering a concise definition, tracing its historical evolution, exploring diverse types and essential elements, enumerating benefits, addressing potential challenges, and introducing prominent models. The collective evidence underscores the profound impact of Cooperative Learning on student learning and development. Looking ahead, continued research and implementation of Cooperative Learning in the context of EFL education in Algeria hold promise for enriching classroom experiences and advancing academic outcomes .

Chapter Two
Teaching in the 21st
Century

Introduction

In the modern educational domain, traditional teaching methods are giving way to innovative approaches that prioritize active learning, technology integration, and student engagement. This chapter explores several key innovative teaching approaches that have emerged in 21st-century education, including project-based learning (PBL), flipped classrooms, gamification, and the integration of educational technologies. These approaches offer diverse opportunities to create dynamic and effective learning environments tailored to the needs of today's learners. By examining the principles and benefits of each approach, this chapter aims to provide insights into how educators can adapt their teaching practices to meet the evolving demands of contemporary education.

II.1. Twenty-First Methods of Teaching

In the 21st century, Smith (2020) emphasizes a diverse array of innovative strategies employed by educators to optimize student learning outcomes. With the evolution of learning environments and the increasing complexity of student needs, traditional teaching methods are undergoing thorough reassessment and reimagining to effectively cater to modern learners, highlighting the necessity for adaptation (Jones & Brown, 2019). Educators are progressively acknowledging the necessity of aligning teaching practices with the evolving demands of the digital era (Johnson et al., 2018). Consequently, (Davis, 2021) highlights that 21st methods of teaching span a broad spectrum of pedagogical approaches, instructional methods, and technological interventions, all aimed at facilitating deeper levels of understanding and equipping students with the skills necessary for success in today's interconnected and rapidly changing world.

Among the varied approaches within 21st methods of teaching, several have gained prominence for their effectiveness in fostering active engagement, critical thinking, and personalized learning experiences. Project-based learning is an instructional approach where students work on extended projects that address real-world challenges and culminate in tangible outcomes.

II.2. Student-Centered Versus Teacher-Centered Pedagogy

Learner-centered pedagogy prioritizes the unique student, as highlighted by Brookfield (2015). This approach views students as active participants in their own learning process, rather than passive recipients of knowledge. Students are encouraged to engage in collaborative projects, utilize problem-solving techniques, and apply critical thinking skills. In this model, the instructor acts as a facilitator, supporting and mentoring students as they develop their conceptual understanding. Examples of student-centered teaching approaches include project-based learning, cooperative learning, and inquiry-based learning. Additionally, Prince (2004) emphasizes the importance of fostering student autonomy and self-directed learning in student-centered classrooms, with teachers serving as facilitators guiding students' exploration and discovery.

In contrast, Dewey (1938) discusses teacher-centered pedagogy, where the instructor is positioned at the center of the learning process. The teacher serves as the primary source of information and authority, employing methods such as lectures, direct instruction, and rote memorization. Research by Bligh (2000) highlights the prevalence of traditional lecture-based teaching methods in teacher-centered classrooms, where students passively receive information. Furthermore, Hake (1998) underscores the effectiveness of direct instruction in teacher-centered approaches, emphasizing structured content delivery by the teacher to optimize student learning outcomes.

II.3. Domains of Learner-Centered Pedagogy

II.3.1. Learner Autonomy

Emphasizing student autonomy, Deci and Ryan (2002) assert that learner-centered pedagogy prioritizes students' independence and control over their educational journey. Reeve (2006) highlights that giving students opportunities for self-direction and decision-making empowers them to take charge of their learning process.

II.3.2. Active Engagement

Bonwell and Eison (1991) define active engagement as students actively participating in their education intellectually and physically. Prince (2004) underscores that learner-centered approaches promote interactive and participatory activities that foster students' curiosity, critical thinking, and creativity.

II.3.3. Personalized Learning

Discussing personalized learning, Tomlinson (2017) describes it as adapting instruction to the specific needs, interests, and learning styles of each learner. Hattie (2012) explains that personalized learning involves giving students the freedom to select their learning goals, receive targeted feedback, and engage in self-paced learning activities.

II.3.4 Collaborative Learning

Highlighting the importance of collaborative learning, Johnson and Johnson (1999) underscore the benefits of collaborative learning in fostering communication, teamwork, and critical thinking skills. Slavin (1995) notes that learner-centered classrooms promote collaborative learning experiences that encourage peer interaction and cooperation.

II.3.5 Authentic Assessment

Gulikers et al. (2004) emphasize authentic assessment as a focus on evaluating students' understanding and skills in real-world contexts and tasks. They discuss how authentic assessment emphasizes performance-based tasks and project-based assessments to provide meaningful feedback and promote deep learning (Wiggins, 1998).

II.4. Teaching in the Era of Technology and Social Media

The integration of technology in education has transformed traditional teaching methods by providing educators with innovative tools to enhance learning experiences. Mishra and Koehler (2006) proposed the Technological Pedagogical Content Knowledge (TPACK) framework, highlighting the intersection of technological, pedagogical, and content knowledge for effective teaching. Through the use of interactive whiteboards, educational software, and online platforms, educators can deliver dynamic lessons, personalize learning experiences, and foster collaboration among students. This integration promotes engagement, personalized instruction, and collaborative learning, preparing students for success in the digital age.

Moreover, Junco (2015) talks about how social media sites encourage participation and teamwork among students. Social media sites like Facebook and Twitter enable the creation of interactive learning communities where students can exchange resources, work together on projects, and discuss course material. This promotes peer-to-peer learning and helps students feel like they belong.

Furthermore, Prensky (2001) emphasizes the ways in which technology supports student-centered pedagogies. Deeper comprehension and retention of course material are encouraged by allowing students to explore concepts at their own pace and in ways that best fit their unique learning styles using interactive multimedia materials and online simulations.

Additionally, Ribble (2015) highlights how critical it is to teach digital citizenship skills in addition to academic content. Students must acquire the abilities to critically assess material,

safeguard their privacy, and behave appropriately when navigating online learning environments.

II.5. Blended Learning

Vaughan highlights the significance of blended learning, stating that it combines traditional face-to-face instruction with online learning activities. This approach allows educators to harness the benefits of both in-person and digital learning experiences, fostering a more adaptable and personalized learning environment for students. Blended learning manifests in various forms, such as the flipped classroom model, where instructional content is delivered online, and class time is dedicated to active learning and discussions.

Furthermore, it empowers students to access resources and collaborate with peers beyond the confines of the classroom, thereby promoting self-directed learning and augmenting engagement. Overall, as highlighted by Garrison and Kanuka (2004), blended learning emerges as a versatile and effective educational approach capable of accommodating diverse learning needs and preferences.

Garrison and Vaughan (2008) emphasize the myriad advantages of blended learning for educators and students. They highlight its ability to accommodate diverse learning styles and preferences through flexible learning schedules.

Means et al. (2013) further emphasize the personalized learning experiences facilitated by blended learning, achieved through the integration of face-to-face instruction with online resources.

Additionally, Picciano (2009) highlights the role of blended learning in fostering collaboration among students, irrespective of geographical boundaries, through access to online resources and collaborative tools.

Furthermore, Means et al. (2013) emphasize how interactive online activities and multimedia resources in blended learning environments promote active learning and critical thinking, enhancing understanding and retention of course content.

So, blended learning, as highlighted by these references, offers a versatile and effective educational approach, providing flexibility, personalization, collaboration opportunities, and active learning experiences.

II. 6. Project-Based Learning

Project-Based Learning (PBL) is an educational approach that engages students in active, inquiry-based learning through collaborative projects, fostering critical thinking, inquiry, and teamwork skills. Thomas (2000) emphasizes the centrality of authenticity in PBL, wherein students tackle real-world problems, enhancing comprehension and relevance. Collaboration in group settings, as emphasized by Boss and Krauss (2007), enables the exchange of ideas and skill utilization, fostering interpersonal skills crucial for academic and professional success.

Additionally, Thomas (2000) highlights how PBL empowers students to take ownership of their education, promoting autonomy and accountability. Through inquiry-based learning, as noted by Blumenfeld et al. (1991), students explore open-ended questions, fostering deeper comprehension and problem-solving abilities. Furthermore, Blumenfeld et al. (1991)

emphasize the importance of reflection on learning experiences, which promotes self-awareness and improvement.

Thus, PBL offers benefits such as long-term knowledge retention, deeper learning, skill development, and enhanced motivation, preparing students for success in diverse contexts.

II.6.1. Long-Term Retention

Learning via projects improves knowledge transfer and long-term retention, according to Boss and Krauss (2007). Students become more adept at remembering and applying what they have learned over time, and they also get a deeper knowledge of topics when new material is connected to practical applications. PBL encourages memorable, personally relevant, and meaningful learning experiences that result in more enduring knowledge and abilities. When knowledge is applicable to real-world tasks and obstacles and has clear practical significance, students are more likely to remember it

II.6.2. Deeper Learning

According to Thomas (2000), PBL encourages students to apply concepts in real-world situations, which leads to deeper learning. Students acquire significant insights into real-world applications and gain a greater understanding of the subject matter through hands-on exploration and problem-solving. PBL promotes critical thinking, creativity, and invention in addition to rote learning and cursive comprehension. Students gain higher-order thinking abilities through challenging, meaningful work, which is crucial for success in college and beyond.

II.6.3. Development of Skills

Blumenfeld et al. (1991) emphasized the contribution of PBL to the development of critical 21st-century skills. Students engage with classmates, effectively convey ideas, and use creativity to solve challenges in project-based learning contexts. Through these experiences, students can build transferable skills like leadership, flexibility, and teamwork—all of which are highly appreciated in today's workforce. PBL gives students the tools they need to succeed in a variety of personal and professional contexts by preparing them for the demands of a world that is changing quickly.

II.6.4. Enhanced Motivation

Thomas (2000) suggests that PBL boosts students' motivation by providing opportunities for independence, proficiency, and purpose. By allowing students to follow their interests, set goals, and take ownership of their learning, PBL promotes higher academic achievement and personal fulfillment.

II.7. Flipped classroom

This approach flips traditional teaching by delivering instructional content outside of class, allowing for more interactive and personalized learning experiences during class time (Bergmann & Sams, 2012). In the Flipped Classroom model, students typically watch pre-recorded lectures or videos, read materials, or complete other forms of independent learning before coming to class. Then, during class time, they engage in activities such as discussions, problem-solving exercises, and collaborative projects, where they can apply and reinforce their understanding of the content

Bergmann and Sams (2012) emphasize the effectiveness of the Flipped Classroom model in promoting active learning and student engagement. By providing students with access to instructional materials outside of class, teachers can use class time more effectively to facilitate deeper discussions, address misconceptions, and provide personalized support to students. Additionally, the Flipped Classroom model allows students to learn at their own pace and revisit materials as needed, promoting greater understanding and retention of the content.

Furthermore, the Flipped Classroom model has been shown to have positive effects on student outcomes. A study by Mason et al. (2013) found that students in a flipped introductory physics course performed better on assessments compared to students in a traditional lecture-based course. Similarly, a meta-analysis by Hew and Lo (2018) found that the Flipped Classroom model was associated with improved academic performance across various subjects and grade levels.

II.7.1. Increased Student Engagement

Bergmann and Sams (2012) found that the Flipped Classroom model increases student engagement by allowing students to interact with instructional materials at their own pace and revisit content as needed. This active engagement with the material outside of class can lead to greater interest and motivation among students.

II.7.2. Active Learning

Strayer (2012) highlights that by shifting traditional lectures outside of class time, the Flipped Classroom model promotes active learning during class sessions. Students engage in discussions, problem-solving activities, and collaborative projects, fostering deeper comprehension and critical thinking skills.

II.7.3. Personalized Learning

Tucker (2012) notes that the Flipped Classroom model allows for more personalized learning experiences, as students can progress through instructional materials at their own pace and receive targeted support from teachers during class time. This individualized approach accommodates diverse learning styles and preferences.

II.7.4. Improved Academic Performance

Lage et al. (2000) found that students in a flipped classroom setting outperformed students in a traditional lecture-based course in terms of exam scores and course completion rates. Additionally, Hew and Lo (2018) reported positive effects of the Flipped Classroom model on student achievement across various subjects and grade levels in their meta-analysis.

II.8. Gamification

Gamification, as outlined by Deterding et al. (2011), involves integrating game elements into non-game contexts to increase engagement and motivation. In education, this approach aims to make learning more enjoyable and effective by leveraging elements of game design. Hamari et al. (2014) emphasize that gamification promotes active engagement by providing immediate feedback, rewards, and incentives for completing tasks or achieving learning objectives.

Furthermore, Deci and Ryan (1985) suggest that gamification taps into intrinsic motivation by making learning inherently enjoyable and satisfying. Kapp (2012) highlights how gamification fosters a sense of autonomy and mastery, allowing learners to progress at their own pace and explore content non-linearly.

Additionally, Gee (2007) points out that gamification promotes problem-solving skills, critical thinking abilities, and a growth mindset through meaningful challenges and opportunities for exploration. Moreover, O'Donovan et al. (2013) emphasize that gamification encourages social interaction and collaboration among students, leading to the development of communication skills, teamwork abilities, and a sense of belongingness.

Gamification offers a promising approach to enhancing learning outcomes by leveraging the motivational power of games to create dynamic and interactive learning experiences tailored to the diverse needs and preferences of today's learners.

II.9. Educational Technologies

Educational Technologies refer to the integration of various digital tools, resources, and platforms into educational practices to enhance teaching and learning experiences (Means et al., 2013). These technologies encompass a wide range of tools, including computers, tablets, interactive whiteboards, educational software, online learning platforms, and mobile applications.

Allen and Seaman (2016) highlight asynchronous learning platforms, which allow students to access course materials and participate in discussions at their own pace and convenience. Additionally, Laurillard (2012) discusses how educational software and applications offer interactive and adaptive learning experiences tailored to individual learning needs and preferences.

The benefits of Educational Technologies are manifold. Clark and Mayer (2016) and Siemens and Gasevic (2012) emphasize increased access to educational resources and opportunities, enhanced engagement and motivation among students, improved communication and collaboration among teachers and students, and the ability to personalize instruction to meet diverse learning needs.

However, integrating Educational Technologies also poses challenges and considerations. Selwyn (2010) and Ertmer (1999) discuss digital equity issues, privacy concerns, and the need for ongoing professional development for educators.

Educational Technologies play a significant role in modern education, offering opportunities to create dynamic, interactive, and personalized learning environments that prepare students for success in the digital age.

II.9.1. Enhanced Engagement and Motivation

Keller (2016) emphasizes how Educational Technologies provide interactive and immersive learning experiences that captivate students' attention and stimulate their curiosity. Additionally, Clark & Mayer (2016) highlight features such as multimedia content and gamified elements, which make learning more engaging and enjoyable, resulting in increased motivation among students.

II.9.2. Personalized Learning

Siemens & Gasevic (2012) emphasize that Educational Technologies enable personalized learning experiences tailored to individual learning styles, preferences, and pace. They discuss how adaptive learning platforms use data analytics and algorithms to dynamically adjust content and activities based on students' strengths, weaknesses, and progress, ensuring that each student receives the support and challenges they need to succeed.

II.9.3. Improved Access to Resources and Opportunities

Means et al. (2013) highlight how Educational Technologies break down geographical barriers and provide access to a wealth of educational resources and opportunities, regardless of location or socioeconomic status. Mishra & Koehler (2006) discuss how online courses, digital libraries, virtual labs, and collaborative tools empower students to explore diverse subjects, engage with experts, and participate in global learning communities.

II.9.4. Facilitated Communication and Collaboration

Harasim (2017) emphasizes how Educational Technologies facilitate communication and collaboration among students, educators, and experts, transcending traditional classroom boundaries. Dabbagh & Kitsantas (2012) discuss how online forums, video conferencing, collaborative documents, and social media platforms enable seamless communication and knowledge sharing, fostering a sense of community and collective learning.

II.9.5. Promotion of Critical Thinking and Problem-Solving Skills

Jonassen (2011) emphasizes that Educational Technologies provide opportunities for active learning, inquiry-based exploration, and hands-on experimentation, promoting the development of critical thinking, problem-solving, and analytical skills. Savery & Duffy (1996) discuss how simulations, virtual reality environments, and interactive simulations offer immersive learning experiences where students can apply theoretical concepts to real-world scenarios and gain practical skills.

II.10. Cooperative learning and learner-centeredness

Cooperative learning, as described by Johnson & Johnson (1999), emphasizes collaboration among students in small groups to achieve common learning goals. This approach fosters positive interdependence, individual accountability, and social skills development among students. Slavin (1996) highlights the importance of structured group tasks, such as discussions and projects, in cooperative learning activities.

Learner-centeredness, on the other hand, prioritizes the student's role in the learning process, as discussed by Weimer (2002). Learner-centered approaches empower students to take ownership of their learning, make meaningful choices, and construct their understanding of the material. McCombs & Whisler (1997) emphasize active learning and inquiry-based exploration in learner-centered classrooms, with teachers serving as facilitators and guides rather than sole sources of knowledge.

II.10.1. Active Engagement

Vygotsky (1978) emphasizes the significance of social interaction in learning, a concept mirrored in cooperative learning where students collaborate in small groups to achieve common

learning goals. This active collaboration aligns with the principles of learner-centered education, which emphasizes students taking an active role in their learning journey. Cooperative learning provides a social context for knowledge acquisition, allowing students to actively engage with the material and each other.

II.10.2. Shared Responsibility

Johnson & Johnson (1999) highlight how cooperative learning strategies promote shared responsibility among group members for the success of the group as a whole. This concept of shared responsibility resonates with the philosophy of learner-centered approaches, encouraging students to take ownership of their learning. Through collaborative efforts towards common goals, students develop a sense of collective responsibility and collaboration, fostering a supportive learning environment.

II.10.3. Supportive Learning Environment

Gillies (2016) underscores the importance of cooperative learning environments in fostering a supportive atmosphere where students feel valued and encouraged to contribute. This collaborative dynamic is essential for creating a learner-centered environment where students feel empowered to take risks, express their opinions, and engage in meaningful dialogue with their peers and instructors (Brookfield, 2015).

II.10.4. Individualized Learning

Weimer (2013) highlights how learner-centeredness recognizes the importance of individualized learning experiences tailored to students' unique needs, interests, and learning styles. In a learner-centered classroom, instructors differentiate instruction to accommodate diverse learners, providing opportunities for students to explore topics of personal interest, set their own learning goals, and pursue independent inquiries (Tomlinson, 2001).

II.10.5. Feedback and Reflection

Kagan (1994) emphasizes the role of feedback in cooperative learning settings, where students receive input from peers and instructors on their contributions to group activities, promoting self-assessment and continuous improvement. Similarly, Boud (2001) highlights how learner-centered classrooms prioritize reflective practices to evaluate learning progress, identify areas for growth, and set goals for future learning experiences. This emphasis on feedback and reflection fosters the development of metacognitive skills

Conclusion

In conclusion, Chapter Two has explored a variety of innovative teaching approaches for the 21st century, ranging from student-centered pedagogies to blended learning, project-based learning, flipped classrooms, gamification, and educational technologies. These methods offer promising opportunities for creating dynamic and inclusive learning environments that foster deeper understanding, critical thinking, collaboration, and creativity among students. However, their successful implementation necessitates educators to remain adaptable and responsive to the evolving needs of learners and the demands of the digital age. As educators continue to explore and innovate, they can leverage these methods to empower students to thrive in an interconnected, rapidly evolving world. Chapter Two serves as a reminder of the transformative

potential of 21st-century teaching methods and encourages educators to embrace innovation in their practice for the benefit of student learning.

Chapter Three

Methodology and

Results

Introduction

This chapter presents the findings from field research conducted within the English department over the 2023–2024 academic year. The research seeks to examine the perceptions, strategies, and obstacles encountered by students and teachers concerning cooperative learning in higher education.

As part of the study, a web-based questionnaire was administered to third-year students in the English department. Furthermore, interviews were held with various teachers from Abbes Laghrour University to deepen understanding of the subject and enhance the study's validity and reliability.

III.1.1. Choice of the Method

This dissertation investigates the integration of cooperative learning in EFL (English as a Foreign Language) classes at Khenchela University. The study focuses on third-year LMD students, aiming to uncover the specific challenges and best practices associated with implementing cooperative learning strategies in the Algerian academic setting. By utilizing a descriptive method and a mixed-method research design, the study systematically examines students' and teachers' perceptions, readiness, and willingness to engage in cooperative learning. The research gathers comprehensive data through questionnaires and interviews, offering both quantitative and qualitative insights. This inquiry seeks to identify effective methods to adapt cooperative learning in a way that enhances teaching methods and improves student outcomes, incorporating the views of students in the design and execution of lessons. Therefore, this research aims to provide educators with practical strategies for fostering an educational environment where cooperative learning significantly benefits both the teaching and learning processes.

III.1.2. Population and Sampling

In this research, a sample of **35** third-year LMD (Licence) students were randomly selected from a total of **123** students, aged between **21** and **30** years old, from the Department of English. Additionally, four teachers from the same department were interviewed.

The focus on third-year students was chosen based on their advanced experience with didactics, during which they explored various teaching and learning methods. Besides, having already completed two years of university education, these students have been exposed to diverse teaching styles and strategies with different teachers. This background equips them with the insight to effectively evaluate the efficacy of different educational methods.

III.1.3. Data Gathering Tools

Two primary tools have been selected to gather the necessary data for this study: a questionnaire for third-year LMD students and interviews with teachers. The questionnaire aims to collect quantitative data and will be administered to the selected third-year students. This tool will provide insights into the students' perceptions, experiences, and challenges regarding cooperative learning. By utilizing a questionnaire, the study can collect data from a large

number of participants relatively efficiently, allowing for a broader representation of the student population.

In addition to the questionnaire, interviews with teachers were conducted to gather qualitative data. These interviews offer a deeper understanding of the instructors' perspectives on the implementation of cooperative learning in their classes. Teachers possess valuable insights and firsthand experiences with through interviews, their perspectives can provide nuanced details, examples, and observations that may not be captured through quantitative measures alone. The combination of quantitative data from the questionnaire and qualitative data from the interviews will provide a comprehensive understanding of the research topic, offering a more holistic view of the integration of cooperative learning in EFL Algerian classes in higher education.

III.2. Results and Analysis

III.2.1. Students' Questionnaire

III.2.1.1. Aim and Description of the Questionnaire

We aimed to develop a questionnaire tailored specifically to third-year English students to gather comprehensive data regarding their foundational understanding of Assessing their perceptions, experiences, and opinions regarding cooperative learning in the context of English language education. The questionnaire encompassed a combination of open-ended and closed-ended investigative questions and was structurally divided into three distinct sections. The questionnaire was disseminated among Thirty five third-year undergraduate students enrolled in the English department at Abbes Laghrour Khenchela University.

III.2.1.2. Analysis of the Questionnaire

A- Section One: Students' Perceptions towards cooperative learning

Item One: Students' Gender

The presented data in **Table** and **Figure 3.1** below highlights a substantial disparity between the proportions of males (20%) and females (80%). This observation mirrors the prevailing situation within Algerian higher education institutions, where there is a discernible trend of females opting for the humanities stream, primarily focusing on languages. At the same time, males tend to gravitate towards the scientific track, which encompasses a broader range of technical disciplines.

Table 3.1. Students' Gende

Gender	Number	Percentage
Mail	7	20%
Female	30	80%

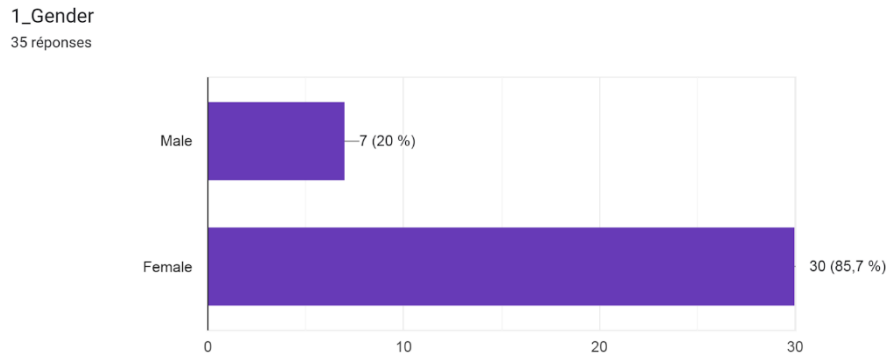


Figure.3.1. Students' Gender

Item Two: Students' Level in English

The data shows in **Table** and **Figure 3.2** most students rate their English language skills as good (62,9%), while a significant number consider themselves average (34,3%). Surprisingly, (2.9%) of the students rated their proficiency as poor. This suggests that students generally feel confident about their English abilities. However, it's important to remember that selfassessment can be influenced by many factors, like cultural beliefs and personal confidence. Exploring specific areas where students feel less confident could help tailor learning activities to better support their needs.

Table 3.2.Students'Level in English

Opinion	Number	Percentage
Good	22	62,9%
Poor	1	2,9%
Average	12	34,3%

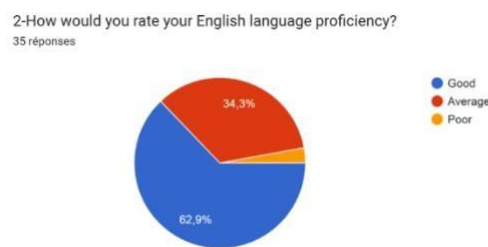


Figure 3.2.Students'Level in English

Item three: Students' Experience with Cooperative Learning Strategies in Education

As shown in the **Table** and **Figure 3.3**, the majority of students (82.9%) have previous experience with cooperative learning strategies in their education, while a minority (17.1%) do

not. This suggests that cooperative learning has been a common aspect of the educational experiences of the surveyed students. Understanding the extent and nature of this prior experience can provide valuable insights into students' familiarity with collaborative learning methods and their potential attitudes towards its implementation in EFL classrooms. Additionally, exploring the perceived effectiveness of past cooperative learning experiences can inform strategies for optimizing its implementation in future language learning contexts.

Table 3.3. Students' Experience with Cooperative Learning Strategies in Education

Opinion	Number	Percentage
Yes	29	82,9%
No	6	17,1%

3-Do you have previous experience with cooperative learning strategies in your education?
35 réponses

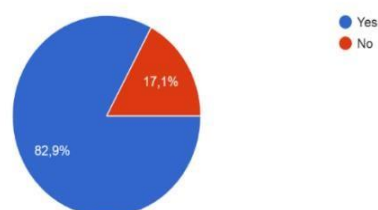


Figure 3.3. Students' Experience with Cooperative Learning Strategies in Education

Item four : Students' Perception of the Impact of Cooperative Learning on Motivation and Interest in Learning English

According to the **figure** and **table 3.4**, almost all students (94.3%) strongly believe that cooperative learning can greatly improve their English skills. None of them think it will only somewhat help. However, a small group (5.4%) don't think cooperative learning will help them at all. Overall, most students are very confident that cooperative learning is beneficial for improving their English , Students believe cooperative learning helps them get better at English because they can practice speaking, listening, and writing with classmates, feel supported, learn from others, stay interested, and do activities that are like real-life.

Table 3.4. Students' Perception of the Impact of Cooperative Learning

Opinion	Number	Percentage
Greatly Enhance	33	94,3%
Somehow Enhance	0	0%
Not Enhane at all	2	5,7%

4. To what extent do you believe cooperative learning strategies can enhance your English language proficiency?
35 réponses

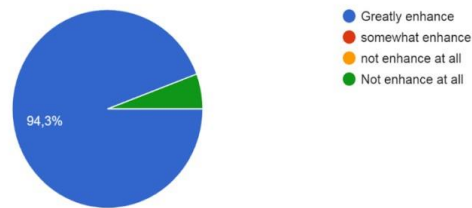


Figure 3.4. Students' Perception of the Impact of Cooperative Learning

Item Five: Students' Assessment of the Effectiveness of Cooperative Learning in Improving Communication Skills in English

As **Table** and **Figure 3.5** shows, students value various aspects of cooperative learning, with the highest percentage (42,8%) valuing opportunities for practicing English with classmates. Additionally, increased engagement and participation were selected by (22,9%) of respondents, while peer support and collaboration were chosen by (20%),. Learning from peers' perspectives and mistakes received the lowest percentage, with only (8,5%) of respondents selecting this aspect, Additionally, enhancing my communication received a percentage of (5.8%), These findings highlight the importance students place on active language practice and interaction with classmates in cooperative learning settings, as well as the role of peer support and engagement. In enhancing the learn indicate ing experience.

Table 3.5. Students' Assessment of the Effectiveness of CL

Opinion	Number	Percentage
Peer support and collaboration	7	20%
Increased support and collaboration	8	22,9%
Opportunities for practicing English with classmates	15	42,8%
Learning from peers' perspectives and mistakes	3	8,5%
Enhancing my communication	2	5,8%

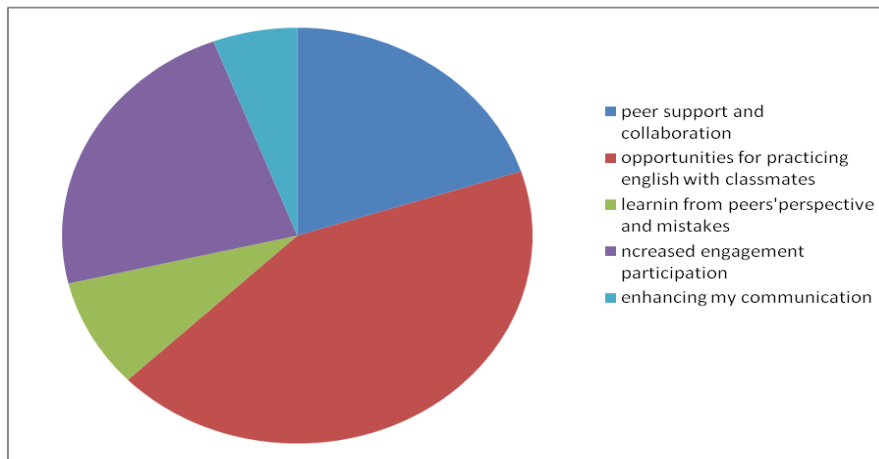


Figure 3.5. Students' Assessment of the Effectiveness of Cooperative Learning in Improving Communication Skills in English

Item Six : Students' Preference for EFL Classes Incorporating Cooperative Learning

The results indicate that the majority of students (85.7%) believe that cooperative learning positively impacts their motivation and interest in learning English. A small percentage (11.4%) reported no significant impact, while (2.9%) none of the respondents indicated a negative impact. These findings suggest that cooperative learning is widely perceived as a beneficial by providing opportunities for active engagement, collaboration, and peer interaction, cooperative learning fosters a supportive and stimulating learning environment that encourages students to stay motivated and interested in improving their English skills.

Table 3.6. Students' Preference for EFL Classes Incorporating Cooperative Learning

Opinion	Number	Percentage
Positively impacts	30	85,7%
Negatively impacts	1	2,9%
No significant impacts	4	11,4%

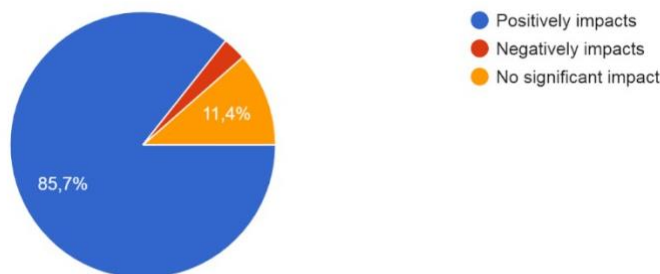


Figure 3.6. Students' Preference CL Incorporation

Item Seven: Students' Confidence in Using English after Group Activities

The majority of students (77.1%) find cooperative learning to be more effective in improving their communication skills in English compared to traditional learning methods. A significant percentage (20%) perceive cooperative learning to be equally effective, while (2.9%) of the respondents consider it to be less effective. These findings underscore the perceived superiority of cooperative learning in enhancing communication skills in English, suggesting that its interactive and collaborative nature facilitates more effective language practice and skill development compared to traditional instructional.

Table 3.7. Students' Confidence in Using English after Group Activities

Opinion	Number	Percentage
More effective	27	77,1%
Less effective	1	2.9%
Equal effective	7	20%

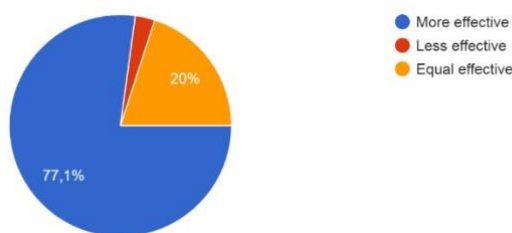


Figure 3.7. Students' Confidence in Using English after Group Activities

Item Eight: Students' Opinion on the Integration of Cooperative Learning Practices in EFL Classes

Most students (71,4%) prefer English classes that use cooperative learning because they think it helps them learn better and they enjoy working with classmates. Some students (28.6%) might not like cooperative learning as much, maybe because they prefer learning alone or find group work difficult

Table 3.8. Students' Opinion on the Integration of Cooperative Learning Practices in EFL Classes

Opinion	Number	Percentage
Yes	25	71,4%
No	10	28,6%

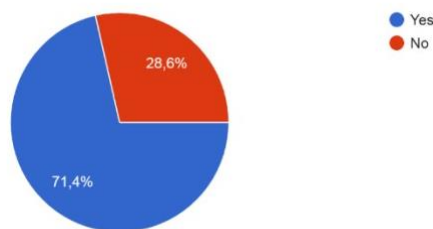


Figure 3.8. Students' Opinion on the Integration of Cooperative Learning Practices in EFL Classes

Item Nine: The Effect of Group Activities on Students' Confidence in Using English

As shown in **Table** and **Figure 3.9**, the vast majority of students (97.1%) feel more confident using English after group activities, while only a small percentage (2.9%) do not. This indicates that group activities in English classes have a positive impact on students' confidence in using the language, suggesting that collaborative learning experiences contribute to their language proficiency and self-assurance.

Table 3.9. Effect of Group Activities on Students' Confidence

Opinion	Number	Percentage
Yes	34	97,1%
No	1	2,9%



Figure 3.9. The Effect of Group Activities on Students' Confidence

Item Ten: Students' Views on Integrating Cooperative Learning in EFL Classes

The presented **Table** and **Figure 3.10** More than half of the students (62,9.%) think cooperative learning should be used more in English classes, but around (37.1%) disagree. Some students like working together because they feel it helps them learn better, while others may prefer different ways of learning or have concerns about group work.

Table 3.10. Students' Views on Integrating CL in EFL Classes

Opinion	Number	Percentage
Yes	22	62,9%
No	13	37,1%

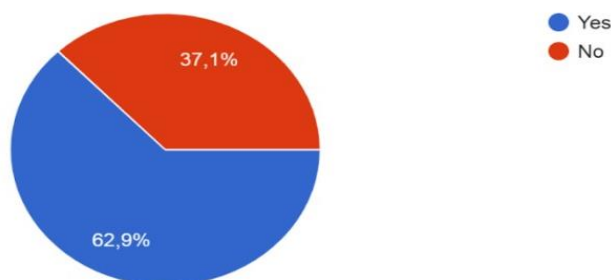


Figure 3.10. Students' Views on Integrating CL in EEL Classes

B-Section Two: Students' challenges

Item one: Students' Perceived Challenges in Implementing Cooperative Learning

According to the data, the most prominent challenges perceived by students in implementing cooperative learning in EFL classes are coordinating schedules for group work (28.6%) and balancing participation among all group members (34.3%). Additionally, language proficiency differences among students were identified as a significant challenge by (22.9%) of respondents. Ensuring equal contributions to tasks was cited by (8.6%) of respondents, All of the above challenges were also mentioned by (8.5%) of respondents. These findings underscore the importance of addressing logistical issues, accommodating language proficiency differences, and promoting fairness within cooperative learning groups in EFL classes.

Table 3.11. Students' Challenges with CL

Opinion	Number	Percentage
Coordinating for group work	10	28,6%
Balancing participation among all group members	12	34,3%
Language proficiency differences among students	8	22,9%
Ensuring equal contributions to tasks	3	8,6%
All of the above	2	8,5%

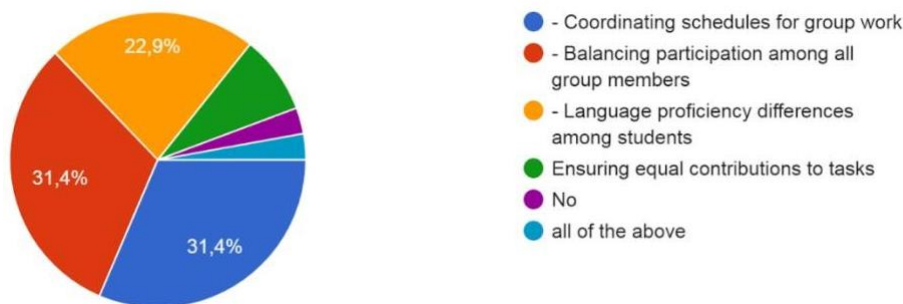


Figure 3.11. Students’ Challenges with CL

Item two: Students’ Views on Language Proficiency and Cooperative Learning

The data reveals that language proficiency differences among students have a significant impact on cooperative learning. A large majority of respondents, (51,4)%, indicated that these differences significantly affect cooperative learning. Additionally, (22,9%) of respondents reported a moderate impact, while (8,6%) mentioned a slight impact. Only (17,1)% of respondents stated that language proficiency differences do not affect cooperative learning at all. These findings highlight the importance of addressing language proficiency disparities within cooperative learning groups to ensure equitable participation and effective collaboration among students.

Table 3.12. Students’ Views on Language Proficiency and Cooperative Learning

Opinion	Number	Percentage
Significantly affects	18	51,4%
Moderately affects	8	22,9%
Sightly affects	3	8,6%
Not at all	5	17,1%

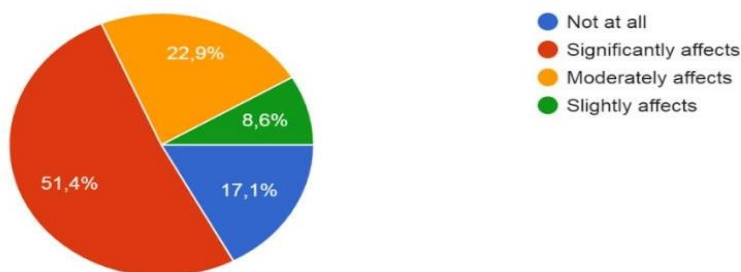


Figure 3.12. Students’ Views on Language Proficiency and Cooperative Learning

Item three: Students' Experiences with Communication Challenges in Cooperative Learning

As shown in Table and Figure 3.13 , Most students (71,4%) said they faced problems talking or working together with classmates during cooperative learning. But some (28,6%) didn't have any difficulties. This shows that many students find it hard to communicate and collaborate during group activities, which is important to know for making cooperative learning work better.

Table 3.13. Students' Experiences with Communication Challenges in Cooperative Learning

Opinion	Number	Percentage
Yes	25	71,4%
No	10	28,6%

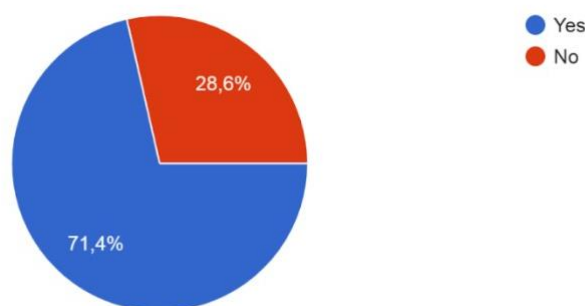


Figure 3.13. Students' Experiences with Communication Challenges in Cooperative Learning

Item Four: Students' Identified Issues in Peer Communication

Among students who faced difficulties in communicating or collaborating during cooperative learning, the primary issues were Cultural differences, with (40%) citing this as the main challenge. Language barriers were also a significant concern, mentioned by (31,4%) of respondents. Additionally, lack of interest or engagement was identified as a primary issue by another (20%) of respondents, while personal conflicts were mentioned by (8.1%). These findings highlight the importance of addressing cultural diversity, language barriers, and student engagement to improve communication and collaboration in cooperative learning activities.

Table 3.14. Students' Issues in Peer Communication

Opinion	Number	Percentage
Language barriers	14	31,4%
Cultural differences	11	40%
Personal conflicts	3	8,6%
Lack of interest or engagement	7	20%

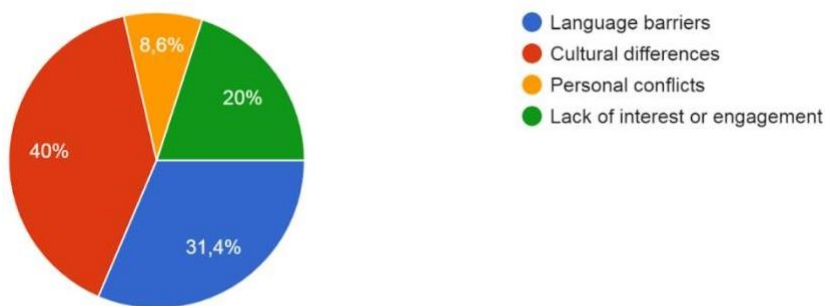


Figure 3.14. Students' Issues in Peer Communication

Item Five: Students' Perspectives on Cultural Differences in Cooperative Learning

As shown in **Table and Figure 3.15** , cultural differences have different levels of impact on cooperative learning in EFL classes. Half of the students (51,4%) said these differences have a slight impact, while (17,1%) reported a significant impact. A smaller percentage mentioned that cultural differences moderately impact (14,39%) or do not impact (17,1%) cooperative learning. This shows that understanding and managing cultural differences is important for successful cooperative learning.

Table 3.5. Students' Perspectives on Cultural Differences in CL

Opinion	Number	Percentage
Slightly impacts	18	51,4%
Significantly impacts	6	17,1%
Not at all	6	17,1%
Moderately impacts	5	14,3%

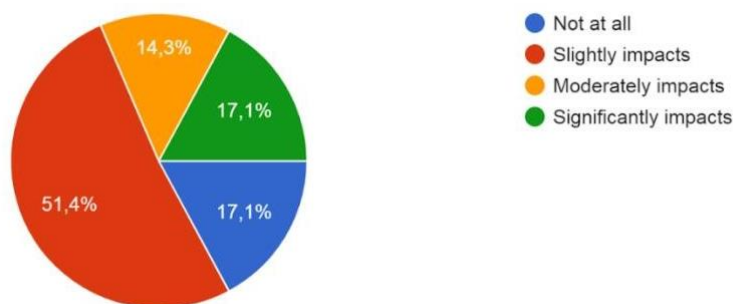


Figure 3.15. Students' Perspectives on Cultural Differences in CL

Item Six: Students' Experiences of Feeling Left Out in Cooperative Learning

As shown in **Table** and **Figure 3.16**, (57,1)% of students didn't feel left out in cooperative learning activities, possibly due to positive experiences and active participation. However, (49,9%) did feel left out, citing reasons like discomfort in their group, communication issues, or cultural/language barriers. These findings stress the need for inclusive environments where all students feel valued and able to contribute effectively.

Table 3.16. Students' Experiences of Feeling Left Out in Cooperative Learning

Opinion	Number	Percentage
Yes	15	49,9%
No	20	57,1%

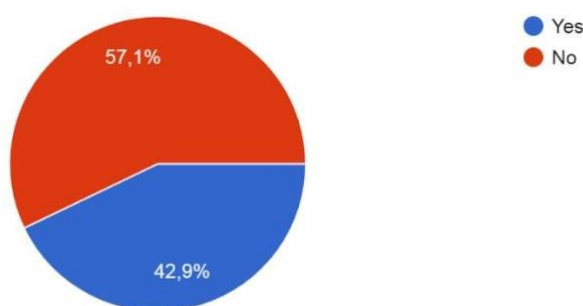


Figure 3.16. Students' Experiences of Feeling Left Out in CL

Section Three: Best Practices

Item One : Students' Strategies for Success in Group Learning

As shown in **Table** and **Figure 3.17**, Students find that clear role assignments within groups (40%) are the most helpful for successful group learning. Regular group reflection sessions (22,9%) are also valued for reviewing progress. Some students (14,3%) see technology tools as useful for collaboration. Structured peer feedback (8,5%) and teacher-facilitated group discussions (14,3%) are mentioned less often but are still seen as helpful. A few students (2,9%) think all strategies are important. Overall, a mix of strategies is seen as crucial for successful group learning.

Table 3.17. Students' Strategies for Success in Group Learning

Opinion	Number	Percentage
Clear role assignments within groups	14	40%
Regular group reflection sessions	8	22,9%

The use of technology tools fo collaboration	5	14,3%
Structured peer feedback mechanism	2	8,5%
Teacher _facilitated group discussion	1	14,3%
All of the above	1	2,9%



Figure 3.17. Students' Strategies for Success in Group Learning

Item two: Students' Memorable Experience in Cooperative Learning Activities in EFL Class

The most significant aspect seems to be the fun experiences and enjoyment derived from these activities, representing (31.9%) of responses. This indicates that students find these activities engaging and enjoyable, which can enhance their overall learning experience. Additionally, the emphasis on skill development and teamwork, accounting for (20%) of responses, underscores the importance of collaborative learning in fostering not only language skills but also interpersonal and collaborative abilities. The significant percentage (25.9%) attributed to cultural exchange and appreciation suggests that students perceive cooperative learning as an opportunity to engage with diverse perspectives and cultures, enriching their understanding of the world. Moreover, the emphasis on communication and expression (17.1%) highlights the role of cooperative activities in promoting language fluency and confidence in expressing oneself. Additionally, positive outcomes and benefits were mentioned by (8.5%) of respondents. Overall, these findings illustrate the multifaceted benefits of cooperative learning in EFL classrooms.

Table 3.18. Students' Memorable Experience in CL Activities in EFL Class

Opinion	Number	Percentage
Fun experience and enjoyment	11	31,9%

Skill development and teamwork	7	20%
Positive outcomes and benefits	2	5,7%
Cultural exchange and appreciation	9	25,9%
Communication and expression	6	17,1%

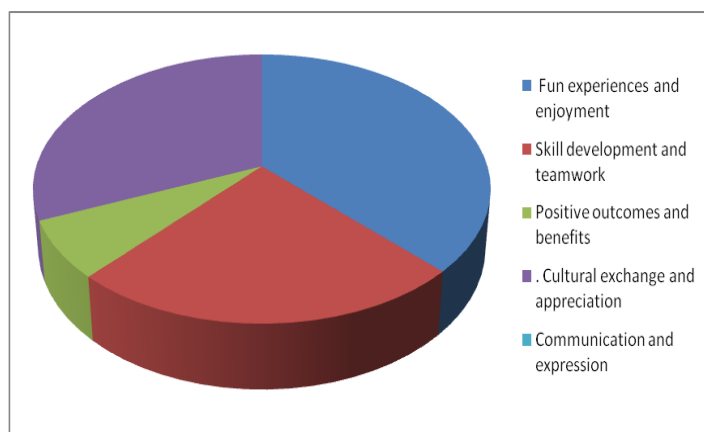


Figure 3.18. Students' Memorable Experience in CL Activities

Item three: Students' Perspective on Necessary Support and Resources for Effective Cooperative Learning

Students believe that for effective cooperative learning, access to collaborative technology tools is crucial, with (34.3%) emphasizing this need. Additionally,(31.4%) value training sessions on teamwork skills to collaborate effectively. Some students, accounting for (20%), stress the importance of having guidelines for conflict resolution to manage disagreements during group work. They also appreciate teacher availability for consultation, with(5.7%) mentioning this need. Lastly, a few students, making up (8.6%), mention the importance of having resource materials for self-study to supplement their cooperative learning activities. Overall, these resources are viewed as essential for successful cooperative learning experiences.

Table 3.19. Students' Perspective on Necessary Support and Resources for Effective Cooperative Learning

Opinion	Number	Percentage
Access to collaboration technology tools	12	34,3%
Guidelines for conflict resolution	7	20%
Training sessions on teamwork skills	11	31,4%
Resource materials for self study	3	8,6%
Teacher availability for consultation	2	5,7%

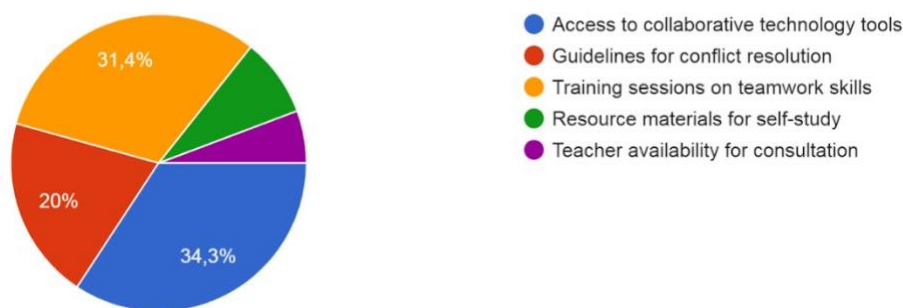
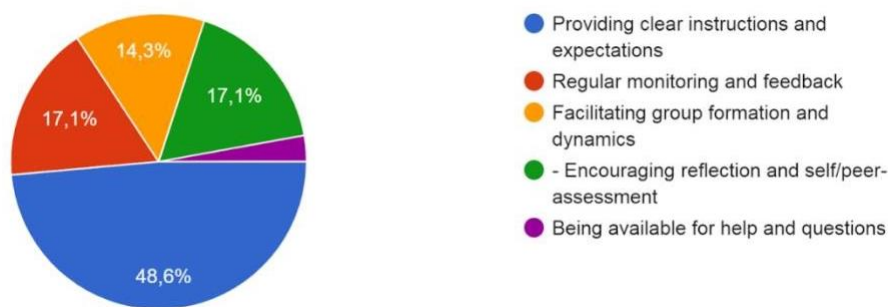
**Figure 3.19. Students' Perspective on Necessary Support and Resources****Item Four: Students' Suggestions for Teachers in Supporting Cooperative Learning**

Table and Figure 3.20 show that (48.6%) of students emphasize the importance of teachers providing clear instructions and expectations, ensuring that everyone understands their roles and responsibilities. Additionally, (17.1%) highlight the significance of regular monitoring and feedback from teachers to track progress and address any challenges that arise. Facilitating group formation and dynamics is also essential, as mentioned by (14.3%) of students, to ensure that groups are cohesive and productive. Furthermore, being available for help and questions, mentioned by (2.9%) of students, allows teachers to provide guidance and support as needed. Lastly, encouraging reflection and self/peer-assessment, emphasized by another (17.1%) of students, promotes metacognitive skills and helps students evaluate their own learning progress. By incorporating these strategies, teachers can effectively support students in cooperative learning environments and foster a positive and productive learning experience.

Table 3.20. Students' Suggestions for

Opinion	Number	Percentage
Providing clear instructions and expectations	17	48,6%
Regular monitoring and feedback	6	17,1%
Facilitating group formation and dynamics	5	14,3%
Being available for help and questions	6	17,1%
Encouraging reflection and self/peer-assessment	1	2,9%

**Figure 3.4. Students' Suggestions**

Item Five: Students' Preferences for Receiving Feedback on Participation in Cooperative Learning

As shown in **Table** and **Figure 3.21**, most students prefer getting feedback in written form (57.1%), as it allows them to review it at their own pace. Some (22.9%) like getting feedback from the whole group verbally, as it allows for immediate discussion. A few (17.1%) prefer private verbal feedback, likely for privacy or personalized guidance. Only a small number (2.9%) prefer feedback from their peers, indicating less trust in peer evaluations. Overall, offering different feedback options can better meet students' needs in group learning.

Table 3.21. Students' Preferences for Receiving Feedback

Opinion	Number	Percentage
Written feedback	20	57,1%
Verbal feedback in private	6	17,1%

Verbal feedback in group setting	8	22,9%
Through peer evaluation	1	2,9%

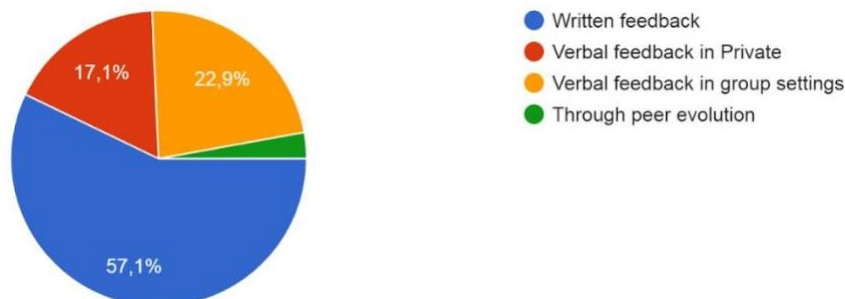


Figure 3.21. Students' Preferences for Receiving Feedback

Item Six : Students' Suggestions for Improving Cooperative Learning in EFL Classes

Students in EFL classes suggest various ways to enhance group learning experiences. They emphasize the importance of clear instructions and diverse group compositions, which together make up (60%) of their suggestions. They advocate for organized activities that cater to different learning styles and abilities, comprising (34,2%) of their feedback. Additionally, they highlight the significance of collaboration and communication skills, representing (5,2%) of their recommendations. Overall, students desire a supportive environment where they can freely exchange ideas, receive guidance from teachers, and engage in diverse activities to improve their English proficiency through cooperative learning.

Table 3.22. Students' Suggestions for Improving Cooperative Learning in EFL Classes

Opinion	Number	Percentage
Instructions and group diversity	21	60%
Activity design and implementation	12	34,2%
Collaboration and communication skills	2	5,8%

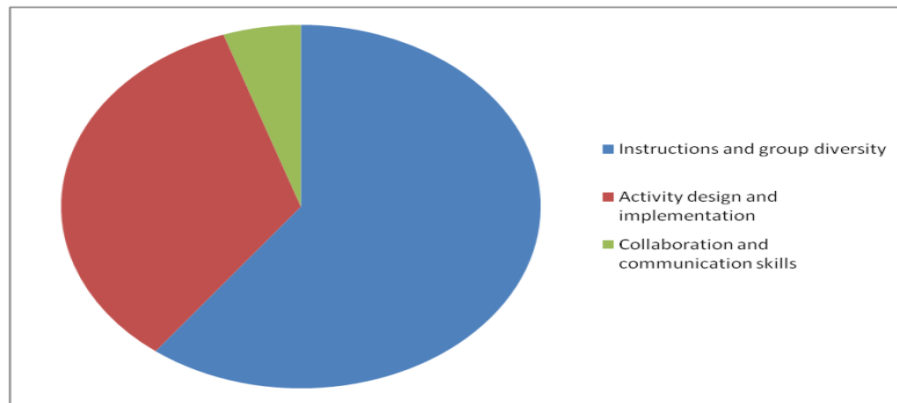


Figure 3.6. Students' Suggestions for Improving Cooperative Learning in EFL Classes

III.2.2. Teachers' Interview

III.2.2.1. Description and Aim of the Interview

In this interview, we had the opportunity to engage with four experienced teachers who shared their insights on various aspects of cooperative learning in higher education. From these educators' viewpoints, we obtained crucial insights into enhancing the integration of cooperative learning in EFL classes, aiming to boost student motivation, learning, and overall outcomes.

Question 1: How relevant do you think cooperative learning is in the Algerian EFL context?

This question aims to understand educators' perspectives on whether cooperative learning strategies are suitable and beneficial for language learning and acquisition in Algeria, particularly within the EFL setting.

Teacher 1: *"It has been used in many universities recently, but I am quite pessimistic about its efficiency."*

Teacher 2 : *"Cooperative learning holds significant relevance in the Algerian EFL context, offering opportunities for students to communicate effectively using the target language, develop their social skills and the language skills"*

Teacher 3: *"Cooperative learning is highly relevant in the Algerian EFL context as it fosters active engagement, language practice, and intercultural communication skills among students."*

Teacher 4: *"Cooperative learning is highly relevant in the Algerian EFL context as it fosters communication and interaction, which are crucial for language acquisition. It enables students to practice English in a realistic setting, enhancing their language skills through peer interaction."*

The four teachers have different views on whether cooperative learning is helpful for teaching English in Algeria. Teacher 1 doubts its effectiveness, while Teachers 2, 3, and 4 believe it's important for improving language skills, social abilities, and communication. They all agree that cooperative learning engages students actively, helps them practice language, and interact with peers from different cultures, which ultimately improves their English skills. Despite their different opinions, Teachers 2, 3, and 4 agree that cooperative learning should be used in Algerian EFL classrooms.

Question 2: What motivates you to implement cooperative learning strategies in your classes?

The aim of this question is to find out why a teacher chooses to use cooperative learning methods in their classes, or to uncover the motivations behind a teacher's decision to implement cooperative learning methods in their classes.

Teacher 1: *It effectively develops the students' linguistic, cognitive and social skills.*

Teacher 2 : *I am motivated by the potential for fostering the 4 Cs, namely communication, collaboration, critical thinking and creation. Also CL helps student engage actively in the class and learn EFL efficaciously.*

Teacher 3 : *The desire to enhance student participation, promote peer interaction, and facilitate language acquisition motivates the implementation of cooperative learning strategies.*

Teacher 4: *The main motivation for implementing cooperative learning strategies is to engage students more actively in their learning process and foster their autonomy. It helps build a more dynamic and interactive classroom environment, encouraging students to participate and learn from each other.*

The four teachers have diverse motivations for using cooperative learning. Teacher 1 prioritizes overall student growth, focusing on linguistic, cognitive, and social skills. Teacher 2 targets specific outcomes such as communication, collaboration, critical thinking, and creation, aiming for effective EFL learning. Teacher 3 emphasizes student participation, peer interaction, and language acquisition to foster engagement and social learning. Teacher 4 aims to create a dynamic classroom environment, promoting student empowerment, autonomy, and peer learning experiences. These motivations collectively showcase the versatility of cooperative learning in achieving educational goals and meeting student needs.

Question 3: Considering the typical class sizes in Algeria, how do you perceive the feasibility of cooperative learning?

This question aims to understand if cooperative learning can work well in Algerian classrooms, given the usual large class sizes.

Teacher 1: *Mostly, it is not effective because the classes are very large.*

Teacher 2 : *Very difficult to carry out as teacher struggle with class management instead of language instruction.*

Teacher 3: *While class sizes in Algeria can be large, cooperative learning is feasible through strategic grouping, clear instructions, and fostering a supportive classroom environment.*

Teacher 4: *Considering the typically large class sizes in Algeria, the feasibility of cooperative learning can be challenging but not impossible. It requires careful planning and structuring of groups to ensure effective interaction and manageable classroom control.*

The teachers have varied opinions on whether cooperative learning can work in Algerian classrooms with large class sizes. Teachers 1 and 2 are worried about managing such classes and question the effectiveness of cooperative learning. However, Teachers 3 and 4 are more optimistic, suggesting that with strategic grouping, clear instructions, and a supportive environment, cooperative learning can still be effective. Teacher 4 emphasizes the need for careful planning and group structuring to ensure interaction and classroom control. Overall, while challenges exist, the consensus is that cooperative learning can be successful with the right strategies and support.

Question 4: What are the main challenges you face when implementing cooperative learning in large classes?

The aim of this question is to identify the primary obstacles or difficulties that teachers encounter when attempting to implement cooperative learning strategies in classrooms with large numbers of students.

Teacher 1: *Large classes, Difficulty to motivate all the students*

Teacher 2: *Overcrowded classes limit individual attention, making it challenging to ensure active participation and full contribution from all students.*

Teacher 3: *Main challenges include managing group dynamics, ensuring equal participation, and providing individualized feedback in large classes.*

Teacher 4: *The main challenge is managing group dynamics and ensuring that all students are equally engaged. Large numbers can lead to logistical issues, such as lack of space and difficulty in monitoring all groups effectively*

The responses from the four teachers highlight common challenges faced when implementing cooperative learning in large classes. Teacher 1 and Teacher 2 both identify issues related to student motivation and individual attention, noting the difficulty in engaging all students and ensuring their active participation due to the overcrowded environment. Teacher 3 emphasizes the complexities of managing group dynamics and ensuring equitable participation, along with the added challenge of providing individualized feedback to students in such settings. Similarly, Teacher 4 underscores the importance of managing group dynamics and ensuring equal engagement, while also pointing out logistical issues such as limited space and difficulties in effectively monitoring all groups. Thus, these responses collectively highlight the significant hurdles posed by large class sizes, including maintaining student engagement, managing group interactions, and providing individualized support, all of which are crucial for the successful implementation of cooperative learning strategies.

Question 5: To what extent do classroom infrastructure and available resources support or hinder cooperative learning in your school?

This question aims to understand how the physical environment of the classroom and the resources available affect students' ability to work together in groups.

Teacher 1: *"It almost does not help, for it misses a lot of equipment and suitable design.*

Teacher 2: *Limited resources and inadequate infrastructure hinder cooperative learning, as students may lack space and necessary materials for collaborative activities.*

Teacher 3: *Limited classroom infrastructure and resources can hinder the effective implementation of cooperative learning activities.*

Teacher 4: *Classroom infrastructure and available resources can significantly hinder cooperative learning if there is insufficient space or materials. However, with creative arrangements and resource sharing, these challenges can be mitigated.*

Both Teachers 1 and 3 emphasize the significant hindrance posed by these limitations, citing a lack of equipment and suitable design as major obstacles. Teacher 2 expands on this by mentioning how such constraints affect students' ability to engage in collaborative activities due to space and material shortages. Teacher 4 offers a more optimistic perspective, suggesting that while these challenges can indeed impede cooperative learning, they can be overcome through creative arrangements and resource sharing. The consensus is that classroom infrastructure and available resources play a crucial role in either supporting or hindering cooperative learning, with resource constraints posing significant challenges that may require innovative solutions to address effectively.

Question 6 : In your experience, how do the cultural dynamics in Algerian classrooms influence cooperative learning?

This question aims to explore how cultural dynamics in Algerian classrooms affect cooperative learning experiences.

Teacher 1: *It does not. The Algerian classrooms are generally culturally-homogenous*

Teacher 2: *Positively as if the teacher and the administration offer an optimal learning environment, our students can perform effectively and learn better.*

Teacher 3: *Cultural norms emphasizing individual achievement over group collaboration may influence students' attitudes towards cooperative learning.*

Teacher 4: *Cultural dynamics can influence cooperative learning in ways such as varying levels of student participation due to differences in confidence or language proficiency. Teachers need to be sensitive to these dynamics and encourage inclusivity and respect among students.*

The teachers' responses show that cultural dynamics can indeed influence cooperative learning in Algerian classrooms. While teacher 1 believes that the classrooms are culturally homogeneous and therefore not greatly influenced, another points out that when teachers and administrators create an optimal learning environment, students perform better. However,

cultural norms emphasizing individual achievement may hinder cooperative learning, as mentioned by teacher 3. Additionally, differences in confidence and language proficiency among students, influenced by cultural dynamics, can affect their participation levels in group activities. Overall, understanding and addressing these cultural dynamics are essential for promoting effective cooperative learning in Algerian classrooms.

Question 7: Are there any educational policies or curricular limitations that affect the implementation of cooperative learning strategies?

This question aims to investigate the influence of educational policies and curricular limitations on the implementation of cooperative learning strategies in educational settings.. Additionally, the question aims to explore potential solutions or adaptations to policies to better support collaborative and interactive teaching methods.

Teacher 1: *“Not really”*

Teacher 2: *“Educational policies emphasizing traditional teaching instruction and rigid curricular often restrict the implementation of innovative techniques like cooperative learning.*

Teacher 3: *“Some policies or curricular limitations may prioritize traditional teaching methods, constraining the adoption of cooperative learning.”*

Teacher 4: *“Sometimes, rigid curriculums and traditional assessment methods limit the flexibility needed for effective cooperative learning. Policies might need to be adapted to allow more collaborative and interactive teaching approaches.”*

Teacher 1 doesn't specify causes, their acknowledgment of minimal direct effects suggests a lack of awareness or a perception that policies don't impact cooperative learning significantly. In contrast, Teachers 2, 3, and 4 identify specific causes: policies that prioritize traditional teaching methods and rigid curricula. These factors inhibit the adoption of innovative approaches like cooperative learning, as mentioned by Teachers 2 and 3. Additionally, Teacher 4 emphasizes the need for policy flexibility to accommodate more interactive and collaborative teaching methods effectively. This consensus highlights the necessity of adapting policies to foster an environment conducive to innovative and cooperative learning practices, thus ensuring optimal educational outcomes for students.

Question 8: In situations where the workload might be unevenly distributed within groups, how do you ensure that teamwork is truly cooperative, and all students are contributing equally?

This question aims to explore strategies for ensuring equitable participation and balanced teamwork within cooperative learning groups, particularly in situations where the workload may be unevenly distributed among students.

Teacher 1 : *It always operates in way where the best students do all the work in the group task. That is why I tend to create internally balanced groups.*

Teacher 2: *The teacher must establish clear objectives of the lesson and supervise the tasks to guarantee equitable participation.*

Teacher 3: *Equal Contribution: Strategies such as peer evaluation, rotating roles, and clear task allocation help ensure equitable participation within cooperative learning groups.*

Teacher 4: *To ensure teamwork is cooperative and balanced, it's important to assign roles and monitor group progress. Regular check-ins and peer assessments can help maintain accountability and equal participation.*

The teachers offer strategies to tackle uneven workload distribution in cooperative learning. Teacher 1 addresses the issue by forming balanced groups initially, potentially to mitigate disparities in student abilities. Teacher 2 emphasizes teacher intervention, advocating for clear objectives and task supervision. Teacher 3 suggests peer evaluation and rotating roles to promote equal participation, addressing the root cause of unequal workload distribution. Teacher 4 underscores role assignment and ongoing monitoring, using regular check-ins and peer assessments to maintain balance. These approaches aim to foster truly cooperative teamwork by addressing and mitigating the causes of unequal workload distribution within groups.

Question 9: **Could you please share any strategies or techniques that have been particularly effective in managing cooperative learning in large classes?**

This question aims to gather effective strategies for managing cooperative learning in large class settings.

Teacher 1: *"The best thing is to make larger groups to have a few number of them. Then, one must select task that require many members to be accomplished."*

Teacher 2: *"Clear instructions, balanced and diversified groups, choosing leaders in groups, promote accountability and encourage participation."*

Teacher 3: *"Techniques like jigsaw activities, think-pair-share, and structured group discussions effectively manage cooperative learning in large classes."*

Teacher 4: *"Teachers can use clear and structured tasks, rotate roles within groups, and use ICTs and technology to facilitate communication and organization. Keeping groups small and manageable is also key."*

The teachers propose various strategies for managing cooperative learning in large classes. Teacher 1 recommends forming larger groups with fewer of them, while Teacher 2 emphasizes clear instructions, balanced groups, and promoting accountability. Teacher 3 suggests specific techniques like jigsaw activities and think-pair-share, while Teacher 4 highlights clear tasks, role rotation, and technology use. These strategies aim to address challenges like group dynamics, engagement, and communication in large class settings.

Question 10 : Have you developed or adapted any specific cooperative learning activities to better suit the Algerian EFL context and large class sizes?

This question aims to find out if the teachers have made special activities that work well for teaching English in Algeria, considering the class sizes there are usually big.

Teacher 1: "No "

Teacher 2: "Choosing culturally relevant topics, using digital technology, and designing adequate tasks adaptable to varying proficiency levels to foster proficiency and communication in the classen."

Teacher 3: "Adapting activities to suit the Algerian EFL context involves incorporating relevant topics, culturally sensitive materials, and group work tailored to diverse proficiency levels." "Yes, I have."

Teacher 4: "yes I have I often develop activities that are culturally relevant and suitable for large groups and that can improve engagement. Tailoring tasks to the local context and students' interests can make learning more meaningful."

Each teacher's approach to cooperative learning activities in the Algerian EFL context varies. While Teacher 1 admits to not developing specific activities, Teacher 2 emphasizes the importance of cultural relevance, digital technology, and adaptable tasks to enhance proficiency and communication. Teacher 3 underscores the need for adapting activities with culturally sensitive materials and group work tailored to diverse proficiency levels. Meanwhile, Teacher 4 focuses on developing culturally relevant activities suited for large groups, aiming to improve engagement by tailoring tasks to local contexts and student interests. These diverse approaches demonstrate a recognition of the nuances within the Algerian EFL context and the importance of customization to effectively engage students.

Question 11: How do you collect and use feedback from students to improve cooperative learning activities?

This question aims to understand how teachers gather feedback from students to improve cooperative learning activities. It seeks to uncover the methods teachers use to collect insights from students and how they apply that feedback to enhance collaborative learning experiences.

Teacher 1: "Through in class surveys"

Teacher 2: "By directly asking students at the end of the sessions what they have learnt".

Teacher 3: "Regular feedback collection through surveys, discussions, and reflections helps refine cooperative learning activities to better meet students' needs."

Teacher 4: "Feedback can be gathered through reflective essays, feedback forms, or group discussions. Analyzing this feedback helps to continually adjust and improve the learning experience"

Each teacher has a unique method for gathering feedback from students to enhance group learning. One teacher uses surveys during class, another talks directly to students after class, a third teacher combines surveys, discussions, and thinking about their lessons, while the fourth teacher asks for written essays, fills out forms, and holds group discussions. They all aim to improve how students work together in learning, ensuring everyone learns effectively.

Question 12: What steps can be taken to encourage more EFL teachers to incorporate cooperative learning, moving away from traditional teaching methods?

This question aims to explore strategies for encouraging EFL teachers to shift from traditional teaching methods to cooperative learning approaches.

Teacher 1: *“Class size must be reduced.”*

Teacher 2: *“Classrooms must be well equipped, Professional development programs for teachers and political reforms in higher education promoting innovative pedagogies, and providing an optimal learning environment with ICTs in the classroom and decreasing class size.”*

Teacher 3: *“Providing professional development opportunities, showcasing successful implementations, and highlighting the benefits of cooperative learning can encourage more EFL teachers to integrate these methods into their practice.”*

Teacher 4: *“Professional development workshops can be helpful. Demonstrating the benefits of cooperative learning techniques and models through case studies or pilot projects can also inspire teachers to try these methods.”*

Each teacher offers distinct suggestions to encourage EFL teachers to embrace cooperative learning. Teacher 1 recommends reducing class size to facilitate better management of group activities. Teacher 2 advocates for comprehensive reforms, including well-equipped classrooms, professional development for teachers, and political changes in higher education. Teacher 3 emphasizes the importance of professional development opportunities and showcasing successful cooperative learning implementations. Lastly, Teacher 4 proposes organizing workshops and demonstrating the benefits of cooperative learning through case studies. Together, these suggestions aim to address various challenges and barriers to adopting cooperative learning, such as class size, resource availability, teacher training, and awareness, ultimately promoting its integration into EFL teaching practices.

III.2.2.2. Discussion

After analyzing both teachers' interview and students' questionnaire, we aim to compare the obtained results to see whether what teachers do in the classroom to integrate cooperative learning in EFL classes aligns with students' perceptions of these practices. In this comparison, we highlight the most outstanding aspects seen in the two interview and questionnaire regarding the challenges, limitations, and best practices of integrating cooperative learning in EFL classes.

Both students and teachers generally agree on the benefits of cooperative learning in improving English language skills. Most students feel confident that cooperative learning positively impacts their motivation and interest in learning English, enhances communication skills, and boosts confidence in using the language. Similarly, teachers acknowledge the importance of cooperative learning in engaging students, promoting language practice, and

fostering interaction with peers. While some teachers express concerns about managing large class sizes and question its effectiveness, others remain optimistic, suggesting that with proper strategies and a supportive environment, cooperative learning can still be successful. Overall, both students and teachers recognize the value of cooperative learning in EFL classrooms, albeit with some differing opinions on its implementation and effectiveness in certain contexts.

The findings from both teachers and students highlight various challenges and perspectives regarding cooperative learning in Algerian EFL classrooms, but they don't entirely align. Students express concerns about logistical issues, language proficiency differences, communication challenges, cultural differences, and feelings of being left out during cooperative learning activities. On the other hand, teachers identify common challenges such as student motivation, individual attention, managing group dynamics, limited resources, and cultural influences. While students focus more on practical obstacles and interpersonal dynamics within groups, teachers emphasize broader issues like classroom infrastructure, resource constraints, and cultural norms impacting cooperative learning. However, both groups acknowledge the importance of addressing these challenges to effectively implement cooperative learning strategies. While students highlight specific difficulties they face during group activities, teachers offer insights into broader systemic challenges and potential strategies for overcoming them. Overall, while there are some commonalities, there are also distinct perspectives and priorities between teachers and students regarding cooperative learning in Algerian EFL classrooms.

The best practices suggested by teachers and students in cooperative learning align in some aspects but diverge in others. Both groups emphasize the importance of clear instructions, diverse group compositions, and organized activities tailored to different learning styles and abilities. They also recognize the significance of collaboration, communication skills, and accountability in fostering successful group learning experiences. However, teachers focus more on logistical strategies for managing cooperative learning in large classes, such as forming balanced groups, using specific techniques like jigsaw activities, and leveraging technology. They also highlight the need for culturally relevant activities and adaptable tasks tailored to diverse proficiency levels in the Algerian EFL context. On the other hand, students emphasize the necessity of access to collaborative technology tools, training sessions on teamwork skills, guidelines for conflict resolution, teacher availability for consultation, and resource materials for self-study to support effective cooperative learning experiences. While both groups offer valuable insights and solutions, there are differences in their perspectives, with teachers focusing more on instructional strategies and logistical considerations, while students prioritize support resources and strategies for enhancing their learning experiences. Overall, integrating elements from both teachers' and students' perspectives could lead to more comprehensive and effective cooperative learning practices in Algerian EFL classrooms.

Conclusion

Based on the teachers' interviews and students' questionnaires, we reach to a positive result, which encourages the integration of cooperative learning in EFL classes. It is clear that both groups recognize the benefits of cooperative learning in improving English language skills. While students emphasize practical challenges like logistical issues and language proficiency differences, teachers highlight broader systemic challenges such as student motivation and resource constraints. Despite these differences, both groups agree on the importance of addressing challenges to implement effective cooperative learning strategies. Therefore, integrating insights from both teachers and students can lead to enhanced cooperative learning practices in the Algerian EFL classroom context, benefiting teaching methods and student outcomes.

General Conclusion

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General Conclusion

This study aimed to explore the integration of cooperative learning in EFL classes at Abbes Laghrour University of Khenchela, focusing on third-year English students. It particularly emphasized understanding the challenges, limitations, and best practices associated with this educational approach. The research investigated how cooperative learning could be effectively implemented in these classes and identified the obstacles and strategies involved. Spanning three chapters, the study began with a theoretical part, which included the first and second chapters as a literature review, followed by a practical part in the third chapter.

The analysis of the students' questionnaire and the teachers' interview revealed that both teachers and students recognized the advantages of cooperative learning in improving English skills, seeing it as a means to boost academic performance and enhance teamwork. However, they also noted several challenges, such as logistical issues, differences in language proficiency, communication barriers, cultural diversity, feelings of exclusion during group activities, varying levels of student motivation, individual attention needs, managing group dynamics, limited resources, and cultural influences.

Moreover, through the analysis of the questionnaire and interview data, we identified several effective strategies for implementing cooperative learning in EFL classes. These strategies included providing clear instructions, mixing up groups, and fostering better collaboration among students. While recognizing the benefits of cooperative learning, it was clear that addressing the challenges and employing the right methods were crucial for its effective implementation.

Based on the results, several solutions can be considered to improve the integration of CL in Higher Education.

One viable solution is the integration of technology in classroom management and group monitoring. Educators can leverage Learning Management Systems (LMS) such as Moodle, Google Classroom, or Microsoft Teams to create and oversee virtual groups effectively. These platforms facilitate the distribution of materials, assignment management, and tracking of group interactions, thus easing the burden on instructors. Additionally, collaborative tools like Google Docs or Microsoft OneNote can be employed to allow real-time contributions from all group members, with the ability to track each student's input, ensuring active participation and accountability.

The structure of group roles is another critical element in managing cooperative learning in large classes. Assigning specific roles—such as coordinator, scribe, researcher, and presenter—within groups ensures that each student has a distinct responsibility. This not only aids in logistical management but also promotes individual accountability, as each member is essential to the group's overall performance.

General Conclusion

To further streamline group formation and monitoring, instructors can utilize digital tools for random group assignments, which help mitigate biases and foster diversity within teams. Implementing peer evaluation mechanisms also plays a crucial role. By allowing students to provide anonymous feedback on their peers' contributions, instructors can better understand group dynamics and address any issues of non-participation, thereby enhancing the effectiveness of group work.

Incorporating training sessions for both teachers and students is essential to the success of cooperative learning. For teachers, training should focus on strategies for effective group management and monitoring. Students, on the other hand, should be educated on the significance of teamwork and collaborative skills, which are vital for their academic and professional growth.

Moreover, flexible grouping strategies can cater to the varied needs of a large student body. Starting with smaller groups and gradually increasing their size can help students adapt to collaborative settings more comfortably. This flexibility ensures that cooperative learning remains dynamic and accommodates different teaching and learning styles.

Regular reflection and feedback sessions are instrumental in refining the cooperative learning process. These sessions allow students to discuss their experiences and challenges in group activities, fostering an open dialogue between students and instructors. Such interactions not only help in resolving conflicts but also in adjusting group dynamics, thus enhancing the learning experience for all involved.

Lastly, setting clear expectations and incorporating continuous assessment can significantly improve group activity outcomes. By clearly defining the goals and regularly assessing progress, instructors can provide timely feedback and make necessary adjustments to ensure the success of each group.

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Appendices

Appendices

- More effective Equally effective Less effective

8-Do you prefer EFL classes that incorporate cooperative learning over those that do not? Why or why not?

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

9- Do you feel more confident using English after group activities?

- Yes No

10-Do you believe cooperative learning practices should be integrated more extensively in EFL classes?

- Yes No

If yes, Please, explain why/

.....

Section Two: Students' Challenges

1-What do you perceive as the biggest challenge in implementing cooperative learning in EFL classes?

- Coordinating schedules for group work Balancing participation among all group members
- Language proficiency differences among students Ensuring equal contributions to tasks
- Other: _____

2-How do language proficiency differences among students affect cooperative learning?

- Not at all Slightly affects Moderately affects Significantly affects

3-Have you faced difficulties in communicating or collaborating with peers during cooperative learning activities?

- Yes No

4-If yes, what was the primary issue?

- Language barriers Cultural differences
- Personal conflicts Lack of interest or engagement
- Other: _____

Appendices

5-In your experience, how do cultural differences impact cooperative learning in EFL classes?

- | | |
|---|--|
| <input type="checkbox"/> Not at all | <input type="checkbox"/> Slightly impacts |
| <input type="checkbox"/> Moderately impacts | <input type="checkbox"/> Significantly impacts |

6-Have you ever felt left out or overlooked in a cooperative learning activity?

- Yes No

If yes, please elaborate:

.....
.....

Section 3: Best Practices

**1- What strategies help you succeed in group learning and overcome the challenges?
Check all that apply:**

- | | |
|--|--|
| <input type="checkbox"/> Clear role assignments within groups | <input type="checkbox"/> Regular group reflection sessions |
| <input type="checkbox"/> Use of technology tools for collaboration | <input type="checkbox"/> Structured peer feedback mechanisms |
| <input type="checkbox"/> Teacher-facilitated group discussions | <input type="checkbox"/> Other: _____ |

2-Can you share a memorable experience from participating in a cooperative learning activity in your EFL class? What made it memorable?

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

3-What type of support and resources do you believe are necessary for effective cooperative learning? (Select all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Access to collaborative technology tools | <input type="checkbox"/> Training sessions on teamwork skills |
| <input type="checkbox"/> Guidelines for conflict resolution | <input type="checkbox"/> Teacher availability for consultation |
| <input type="checkbox"/> Resource materials for self-study | <input type="checkbox"/> Other: _____ |

4-How can teachers best support students in cooperative learning environments?

- | | |
|--|--|
| <input type="checkbox"/> Providing clear instructions and expectations
feedback | <input type="checkbox"/> Regular monitoring and
feedback |
| <input type="checkbox"/> Facilitating group formation and dynamics
questions | <input type="checkbox"/> Being available for help and
questions |
| <input type="checkbox"/> Encouraging reflection and self/peer-assessment | <input type="checkbox"/> Other: _____ |

Appendices

5-How do you prefer to receive feedback on your participation and contribution in cooperative learning activities?

- | | |
|--|---|
| <input type="checkbox"/> Written feedback | <input type="checkbox"/> Verbal feedback in private |
| <input type="checkbox"/> Verbal feedback in group settings | <input type="checkbox"/> Through peer evaluation |

6-What suggestions do you have for improving cooperative learning in EFL classes?

Please provide your thoughts

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Thank You!

Appendix B: Teachers' Interview

This research focuses on examining the role of cooperative learning in Algerian EFL classrooms and understanding its effects on students' educational experiences at universities in Algeria. The insights and experiences you bring as educators are crucial, enriching our analysis with depth and perspective. We kindly invite you to share your views on how cooperative learning influences teaching and learning in this context.

We greatly value and appreciate your participation.

Section One: Teachers' Perceptions and Attitudes

1. How relevant do you think cooperative learning is in the Algerian EFL context?
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2. What motivates you to implement cooperative learning strategies in your classes?
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3. Considering the typical class sizes in Algeria, how do you perceive the feasibility of cooperative learning?
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Section 2: Challenges and Limitations

1. What are the main challenges you face when implementing cooperative learning in large classes?
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2. To what extent do classroom infrastructure and available resources support or hinder cooperative learning in your school?
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3. In your experience, how do the cultural dynamics in Algerian classrooms influence cooperative learning?
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4. Are there any educational policies or curricular limitations that affect the implementation of cooperative learning strategies?
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Appendices

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5. In situations where the workload might be unevenly distributed within groups, how do you ensure that teamwork is truly cooperative, and all students are contributing equally?

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Section Three: Best Practices and Solutions

1. Could you please share any strategies or techniques that have been particularly effective in managing cooperative learning in large classes?

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2. Have you developed or adapted any specific cooperative learning activities to better suit the Algerian EFL context and large class sizes?

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3. How do you collect and use feedback from students to improve cooperative learning activities?

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4. What steps can be taken to encourage more EFL teachers to incorporate cooperative learning, moving away from traditional teaching methods?

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Thank You!

Résumé

Cette étude examine l'intégration de l'apprentissage coopératif dans les cours d'anglais langue étrangère (EFL) à l'Université Abbes Laghrour de Khenchela, ciblant spécifiquement les étudiants en troisième année d'anglais. Nous avons cherché à identifier les défis, les limites et les pratiques efficaces de l'apprentissage coopératif à travers une approche mixte. En utilisant une méthode descriptive, nous avons administré des questionnaires à un échantillon de quarante (40) étudiants de troisième année et mené des entretiens qualitatifs avec quatre (4) enseignants d'EFL de l'université. Les données quantitatives et qualitatives ont été minutieusement analysées pour comprendre les points de vue des participants. Les résultats indiquent que les étudiants et les enseignants reconnaissent tous deux les avantages significatifs de l'apprentissage coopératif, notamment sa capacité à améliorer les performances académiques et à favoriser la collaboration. Ces aperçus mettent en lumière le potentiel de l'apprentissage coopératif pour améliorer la maîtrise de la langue et augmenter l'engagement des étudiants dans les contextes EFL. Des recommandations ont été proposées pour améliorer les stratégies d'apprentissage coopératif afin d'optimiser les résultats éducatifs dans les environnements d'apprentissage des langues.