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**THE EFFECT OF TEACHERS' PERCEPTIONS AND ATTITUDES ON
THE USE OF COOPERATIVE AND COLLABORATIVE LEARNING IN
EFL CLASSES**
**THE CASE OF ENGLISH TEACHERS IN THE ENGLISH DEPARTMENT
IN ALI LOUNICI UNIVERSITY, ALGERIA**

**Dissertation Submitted in Partial Fulfillment of the Requirements of
Academic Masters in Didactics**

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Declaration

We hereby declare that the work submitted for assessment contains no section copied in whole or in part from any other source, unless it is explicitly identified in quotation marks and with details, complete and accurate.

Rahmani Choaib

Ikhlef Oussama

I dedicate this piece of work mostly to:
My dead brother “Hocine” may Allah grant him El
Jannah,
My parents; my biggest supporters,
“Mohamed” my bigger brother and second father,
“Adel” my younger brother
My dear friends; Zoheir, Youcef, Abd EL Aziz,
Housseem, Ibrahim, Mourad, Mohammed, Abd
Allah and Ihab,
And to My second small family;
Amina, Abd El Rezak and their beloved son
Abd El Moumen

Oussama

To you I dedicate...

To my Grandfather...

ABDELKADER

And my Grandmother...

FATIMA ZOHRA

May ALLAH grant them Jannah

Choaib

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Abstract

This research is a study of the effect of EFL teachers' perceptions and attitudes on the use of cooperative and collaborative learning. This is an exploration of how EFL teachers perceive & view the idea of cooperative and collaborative learning. The participants of this study were 10 EFL teachers from Ali Lounici University. A mixed-method approach was used to collect quantitative and qualitative data from the participants. Questionnaires and classroom observations were the main methods used to elicit teachers' perceptions and attitudes towards the two strategies. Data was analyzed using descriptive statistics shown in percentages. The findings of this study revealed that some EFL teachers in Ali Lounici University consider cooperative and collaborative learning different while others see these two strategies similar; which will in both cases influence their use of these practices. Results also showed that most of the participants hold positive perceptions on the effectiveness of both cooperative and collaborative learning, yet they do not utilize them because of their negative perceptions on the difficulties that they may encounter when using them. On the basis of these results, a set of pedagogical implications and limitations to the study have been stated in addition to some proposed recommendations.

Key words: EFL Teachers, Perceptions, Attitudes, Cooperative learning, Collaborative learning.

LIST OF ABBREVIATIONS:

CpL = Cooperative Learning

CbL = Collaborative Learning

GW = Group work

TW = Team Work

EFL = English as a Foreign Language

I = Item

% = Percentage

Table of Contents

DECLARATION

DEDICATION

ACKNOWLEDGMENT

ABSTRACT.....I

LIST OF ABBREVIATIONS.....II

TABLE OF CONTENTS.....III

Chapter I: General Introduction.....VI

Introduction.....	1
1. The Rationale of the Study.....	2
2. The Research Problem.....	2
3. Research Objectives.....	3
4. Research Questions.....	3
5. Hypothesis.....	3
6. Definition of the Key Terms.....	4

Chapter II: Literature Review.....Page 5

Introduction.....	6
1. Cooperation.....	7
1.1 Cooperative Learning.....	7
1.2 Elements of Cooperative Learning.....	7
1.3 Practices/Activities of Cooperative Learning.....	11
2. Collaboration.....	12
2.1 Collaborative Learning.....	12
2.2 Elements of Collaborative Learning.....	13
2.3 Activities/Practices of Collaborative Learning.....	14
3. Differences between Cooperative and Collaborative Learning.....	17
4. Perception in Psychology.....	18
4.1 Definitions of Perception in Psychology.....	18
4.2 Factors Influencing Perceptions	19

5. Attitude in Psychology.....	21
5.1 Definitions of Attitude in Psychology.....	21
5.2 Components of Attitude.....	22
6. Studies done by researchers to determine teachers' perceptions and attitudes.....	25
Conclusion.....	28
<u>Chapter III: Research Methodology.....</u>	<u>Page 29</u>
Introduction.....	30
1. Description of the pilot Questionnaire.....	30
1.1 Purpose of the pilot Questionnaire.....	31
2. Research Design.....	32
2.1 Description of the classroom Observation	32
2.2. Purpose of the Classroom Observation.....	32
2.3 Description of the Questionnaire.....	33
2.3.1 Population.....	33
2.3.2 Sampling.....	34
3. Data Collection Procedures.....	34
Conclusion.....	35
<u>Chapter IV: Data Analysis and Pedagogical implications.....</u>	<u>page 36</u>
Introduction.....	37
1. Section one: Data Analysis and Discussion.....	38
1.1 Data Analysis.....	38
1.2 Data Discussion.....	46
2. Section Two	51
2.1 Implications.....	51
2.2 Limitations.....	51
2.3 Research Recommendations.....	52

GENERAL CONCLUSION.....	53
BIBLIOGRAPHY.....	55
APPENDICES.....	59
Appendix A The Questionnaire.....	59
Appendix B Results of the Pilot Questionnaire.....	62
Appendix C Results of the Pilot Questionnaire.....	65
Appendix D Observation Guidelines.....	67
ABSTRACT IN ARABIC	69

CHAPTER ONE

GENERAL INTRODUCTION

Introduction

Like every subject in the academic setting; the educational context, its techniques, strategies and even teachers themselves were criticized on the way to improve the teaching/learning processes, researchers have adopted many approaches and methods that were supposed to simplify language enquiry. Some of these methods lasted for a long period, while others did not last too long, like the Grammar Translation Method that was quickly replaced by the direct method because of its shortage at some points. The change of these methods continued to satisfy the inconsistent needs of learners, as a result, these changes gave birth to group work. Group work is a wide concept that received many definitions; according to (Henquinet and Bormann, 2000) GW is “an assignment of two or more people interacting with each other and interdependently working together to achieve specific objectives”, (Beccaria) added; GW is an improved system that takes advantage of skills and behaviors needed in social life and put them into work. Since this last proved to be effective and fun to use, it kept receiving updates that enhanced its effectiveness; the major updates of them all were learning in cooperative or collaborative contexts. (Panitz) defined cooperative learning as “a set of processes which help people interact together to accomplish a specific goal or develop an end product which is usually content specific.” On the other hand, he defined Collaborative learning as “a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way to deal with people; a way that respects and highlights individual group members’ abilities and contributions.

The use of the two strategies can be easily influenced by teachers’ perceptions and attitudes. How a teacher perceives cooperative and collaborative learning will definitely be a part of how and how much he is going to use them; if a teacher holds negative attitudes or positions towards any

given technique, he will not use it as it is supposed to be used which will derive it from its main purpose.

Perceptions and Attitudes have a wide reputation that covers different fields, however in this research; researchers will only rely on the psychological representation of the two concepts.

According to (forqus and melamed, 1976) perception “is the processes that determine how humans interpret their surroundings”. Which means how humans think and perceive what they encounter, (Kanwisher’s, 2000) defined perception as the way of understanding information through the perceptual system. (Webster’s 9th New Collegiate Dictionary) termed perception as “awareness of the elements of the environment through physical sensation”. Perception is the representation or images of (individuals, thoughts, or anything a person can encounter) in the human mind.

Since human behaviors get easily influenced by their attitudes; psychology dedicated some of its sides to tackle attitudes, starting by providing some definitions; according to the Longman dictionary; the word attitude refers to “the opinions and feelings that someone usually has about something, especially when this is shown in his behavior”. (Schneider, 1988) declared that an attitude is a tool used by individuals to assess and evaluate their surroundings.

1. The rationale of the study

- EFL teachers may be unaware of the importance of both collaborative and cooperative learning in teaching, the effect of their perceptions and attitudes on the use of these strategies.
- EFL teachers may also encounter difficulties using Collaborative and Cooperative Learning

2. The Research problem

- EFL teachers in Ali Lounici University in Blida 2 remain conservative about using cooperative and collaborative learning as techniques in their classes despite their effectiveness.

3. Research objectives

The aims of our research are to;

- Explore teachers' perceptions and attitudes toward the two strategies
- To show if there is any effect of teachers' perceptions and attitudes on the use of the strategies
- To help teachers use the two strategies effectively in classrooms

4. Research questions

4.1. Main Research Question

- What is the effect of EFL teachers' perceptions and attitudes on the use of Cooperative and Collaborative learning?

4.2. Sub Research Questions

- What are the differences between collaborative and cooperative learning?
- What are EFL teachers' perceptions and attitudes toward using CpL and CbL?

5. Hypothesis

- What if teachers do not distinguish between cooperative and collaborative learning?
- What if teachers are not aware of the importance of cooperative and collaborative learning?
- What if teachers know the importance of both strategies and still not using them?
- Not using them might be a reason of;
 - The lack of experience.
 - Lack of appropriate materials

➤ Due to time consumption

6. Definition of the key terms

Perceptions: According to (Forgus and Melamed, 1976), perception is “the processes that determine how humans interpret their surroundings”. It refers to the way of how people recognize/acquire information from their environment. These processes are related to realizing (being aware of), organizing (gathering and storing) and perceiving (binding to knowledge).

Attitudes: “attitudes are evaluative reactions to persons, objects and events” (Schneider, 1988). Attitudes are referring to person’s feelings and opinions towards their surroundings, especially when these feelings and opinions are shown in person’s behavior (reactions).

Cooperative learning: (Theodor Panitz) “a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific”.

Collaborative learning: “Collaborative learning is a personal philosophy, not just a classroom technique, in all situation where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group’s members’ abilities and contributions” (Theodor Panitz).

CHAPTER TWO

THE LITERATURE

REVIEW

Introduction

For many years, there have been many attempts to improve the teaching and learning processes. Several techniques were adopted to facilitate both teaching and learning. Grouping students to deal with given tasks, was one of those techniques.

According to Brown (2001), group work is a wide concept which covers multiple techniques. GW involves two or more students to deal with a task collaboratively.

Looking back to the definition, GW requires learners to collaborate when dealing with tasks through the equal division of roles. Each student has a role to play, these roles can be played interchangeably to make each learner feels responsible for his own part. Kagan (1994) claimed that the success of the whole group depends on the success of the individuals; if the individual fails the group will fail too. (Mercer, Wegerif & Dawes, 1999. Webb & Mastergeorge, 2003) mentioned; students deal with issues, share ideas, clarify differences and construct new understandings through interaction; Working in groups allows students to share new knowledge and experiences.

Group Work has been used in various teaching methods such as the aural oral approach, the audio lingual method and the competency based approach. There are several activities that can be used by teachers in GW, however, the selection of these activities depends upon four main criteria; the subject being discussed, students' levels, the quality of the group (active/passive) and the time provided for discussion. (Penny Ur, 1990), presented a list of GW activities;

Discussion [,] Debates [,] Problem-solving situations [,] Simulation/Role play [,] News forecast [,] Creation of a story, Fashion and talk shows [,] Dramatization[,] Survey/interview creation [,] Gap activities/Jigsaws [,] Board

and concentration games[,] Project; collage advertisement and help campaigns[,] Detecting differences in pictures[,] Picture or phrase sequence.

Since group work had proved its effectiveness, it has been continuously updated through two major teaching/learning strategies, which are (cooperative and collaborative learning). Although the two strategies are different, they remain under the same umbrella (Group work), Slavin (1996) mentioned that an essential element of cooperative learning is TW.

1. Cooperation

Theodor Panitz defined cooperation as “a structure of interaction designed to facilitate the accomplishment of a specific end product or goal through people working together in groups”. The main aim behind cooperation is grouping people to accomplish one shared goal or to serve a specific purpose.

1.1. Cooperative learning

Turning back to Panitz, CpL is a learner based technique that makes learners responsible for their own learning and let them interact, share and practice the elements of a given subject. However the instructor should remain in control of the learning environment through designing activities, and forming team members. Kagan (1989) confirmed that in CpL the teacher should design the learning activities.

“Cooperative learning is the thought out (planned and organized carefully), systematic use of group activities so that students are more likely to learn more, develop more and enjoy more” (George M Jacobs).

1.2. Elements of cooperative learning

Moving to the elements of CpL; (Cottel & Millis, 1994) mentioned that “Cooperative learning is a structured form of small group learning. It is based on two key assumptions, positive interdependence and individual accountability”. According to (the Cooperative Learning center at the

University of Minnesota), (CpL) is sort of a relationship between a group of students that is based on five elements:

Positive Interdependence [,] Interpersonal/Social skills [,] Individual Accountability [,] Face to face promotive interaction [,] processing out. These five pillars were also used by (Johnson, Johnson & Smith, 1991) for cooperative practices in their classroom.

1.2.1. Positive Interdependence

Individuals play a key role in the success of the group through their contributions, Team members rely on each other to accomplish a shared goal. Thus, if a member fails, the whole group suffers the consequences, so it is essential for individuals to realize that they will only succeed if other team members do as well. “Group members sink or swim together” (Johnson, Johnson & Smith, 1991).

1.2.1.1. Techniques to promote Positive Interdependence

(Johnson, Johnson & Smith, 1991) declared that positive interdependence is making major contributions in CpL. Thus, developing it is a must, starting by assigning tasks that demand GW. (Kong Sonthara and Sao Vanna, 2009) mentioned some techniques that might help teachers promote their students’ positive interdependence.

- Sharing a mutual goal between the members of a group, so that, an individual learns and makes sure that the others do so [,] teachers should assign their students with tasks that require the power of the group [,] asking team members to name their groups should give students a sense of identity and belonging [,] the teacher should also make sure that each individual knows his importance to the whole group and the importance of his efforts for the success of his team [,] students should be given roles inside their groups.

1.2.1.2. Establishing Group Roles

In the same article, (Kong Sonthara and Sao Vanna, 2009) cited some roles the teacher can use when forming teams, these group roles can vary depending on the nature of the task:

- **Facilitator:** is the one who leads discussions and pushes all members to make contributions
- **Scribe:** is the one who takes notes when members are discussing
- **Time Keeper:** is the one who controls time and makes sure the task meets deadlines
- **Reporter:** is the one who presents or shares his group's ideas with the rest of his classmates
- **Illustrator:** is the one who draws diagrams/tables when needed
- **Messenger/collector:** relays information with other groups' teachers and gathers back materials.

1.2.2. Interpersonal/Social Skills

(Johnson & Johnson, 1994) claimed that, teachers can not insure their students' CpL only by grouping them. Again (Johnson, Johnson & Smith, 1991) added, from competencies needed for CpL, students should have instruction concerning the following; leadership, trust, communicative competencies, decision making, and conflict management. According to (Kong Sonthara and Sao Vanna, 2009) the skills needed for a successful CpL may not be activated automatically, thus, the teacher is asked to prepare lessons and activities that give the opportunity for the following skills to be engaged and improved;

Praising to encourage each others [,] Listening [,] Patience and tolerance [,]
Keeping focus on the task [,] Sharing knowledge between members [,] Problem

solving [,] Checking understanding [,] Correlating what have been learnt with what is being acquired [,] Discussing the new knowledge.

1.2.3. Individual Accountability

(Johnson, Johnson and Smith, 1991) declared that one of the main issues that can be found in a CpL setting is the “Social Loafing” where one member does all the work while the rest of the team lives under his shadow, this can be a result of laziness as well as students attempts to skip their responsibilities knowing that active members would cover their failure by doing their part, or because the active members want to do all the work by themselves. In such a scenario the teacher should interfere to keep all members involved in the task by randomly selecting a member to share the group’s answer, or by assigning roles, so that each individual can have the opportunity to contribute in the final product.

1.2.4. Face to face promotive interaction

In their definition (Johnson, Johnson & Smith, 1991) considered face to face promotive interaction as an essential component in CpL because of its importance in providing both verbal and non verbal feedback. Teachers must give their learners the needed time in classrooms for appropriate group discussions; where students learn that cooperative learning is not only about the final findings however it is everything happening from start to end including dialogues, conflicts and feedback.

1.2.5. Group Processing

Group processing plays a significant role in the success of CpL since it is one of the five pillars. Group processing refers to the different roles that should be performed by team members, roles that provide constructive feedback in addition to self and group reflection amongst team members.

Reflection between team members refers to several functions, for example, group members should refer to how they are working together to accomplish the objectives of the team, they should also reflect on which actions are making positive contributions to the group and which behaviors are preventing the team from development. Many cooperative theorists stated the importance of constructive feedback and reflection amongst team members. For instance, (Johnson, Johnson and Smith,1991) claimed that the success of CpL's integration is based on the reflection of the quality of the work as a group . In addition to the benefits of constructive feedback between team members; constructive feedback between members of the same team improves their awareness besides empowering group interactions for continuous improvement. Furthermore, (Johnson, Johnson and Smith, 1991) argued that reflection is the backbone of CpL's success. Cooperative learning is still an indispensable educational strategy that is used widely in different levels of education. Regardless the topic of discussion, learners' ages and levels, cooperative learning remains a powerful educational strategy if implemented properly through following Johnson, Johnson, and Smith's (1991) five pillars, that will boost learners' performance and lead them to success.

1.3. Practices/Activities of cooperative learning

Several practices of CpL were mentioned by (Kagan, 1994), the following are few examples;

- **Think-pair-share:** involves a teacher asking a question while his students work in pairs to answer this question and then share their answers with their classmates.
- **Round table:** when the teacher asks a question that supports several answers, each learner writes part of the answer in a paper and passes it to the next student to complete the answer.
- **Numbered Heads Together:** students are grouped in teams of four members; each member is given a number. The whole group discusses

the question and provides the answer. The teacher calls a number; the learner with that number from each group goes to the board and writes his team's answer.

- **Showdown:** each member of the team writes his answer in a piece of paper, whenever the leader of the group says “Showdown”, all team members compare and discuss their answers.
- **Teammates Consult:** when given a question, all members put down their pencils in a cup in the middle of the table of each group, after discussing the possible answers, all members restore their pencils and start writing down the answers.
- **4 Students Brainstorming:** all team members are given roles, captain (suggests ideas), supporter (supports ideas), the synergetic (motivates members to construct ideas), secretary (writes down thoughts).

These activities are making major contributions in the context of education, as well as, playing a vital role in cooperative learning. Due to these activities team members are given equal opportunities to complete a given task in the given time.

2. Collaboration

Referring to the dictionary (Longman) “collaboration is when you work together with another person or group to achieve something especially in science or art”. Moreover, (Theodor Panitz) defines collaboration as “a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning, and respect the abilities and contributions of their peers”. Collaboration is becoming an everyday practice shared among individuals, where they make use of their social skills like respecting their peers and accounting on their contributions.

2.1. Collaborative learning

Moving back to (Theodor Panitz), he considered CbL as a philosophy that can be used not only in the educational context, but whenever individuals are grouped; to suggest the best way of communication through accepting different group members' abilities and contributions.

Collaborative learning is based on responsibility acceptance, equal division of authority among team members, as well as mutual respect and conflict management skills. Unlike competitive team work that may suffer from authoritative members who impose their opinions on others, in addition to marginalizing their points of view. (Gunter, M. Estes,T and Schwad, 2007) defined CbL as a learning strategy where more than an individual are working collaboratively to accomplish a shared task. (Vygotsky, 1962) pointed that learning is caused by interactions and mutual exchange of thoughts. (Gerlach, J, M.1994) added, learning is a natural social act that involves interactions between individuals. Learning occurs through these interactions. (Swain & Lapkin, 1998) termed CbL as one of the most significant pedagogical techniques in which learning happens through investigating new subjects by communication; asking questions, finding solutions and discussing through peer- peer interactions.

2.2. Elements of Collaborative learning

Since CpL and CbL are based on the same platform “Group Work” they almost share the same elements. (Marjan Laal) stated that “Johnson colleagues 1990 pointed out 5 basic elements in collaborative learning. CbL is not simply a synonym for members working in groups. A leaning exercise only qualifies as collaborative learning when the following elements are present;

Clearly perceived positive interdependence [,] Considerable interaction [,]
Individual accountability and personal responsibility [,]Social skills [,]Group self-evaluating

2.2.1. Clearly perceived positive interdependence

The team's success depends upon the reliance on one member on another. If one member fails, the rest suffer the consequences. Members should feel the link between them to ensure their success as a team. Positive interdependence is based on student's beliefs on the effectiveness of the collaborative work.

2.2.2. Considerable Interaction

This element focuses on encouragement between members, sharing knowledge, providing feedback, as well as challenging one another for better performance.

2.2.3. Individual Accountability/Personal Responsibility

Each member of the group feels the responsibility of doing his own share for the sake of mastering all of the material that should be learnt. According to (Johnson, Johnson and Holubec, 1998) members work and learn together to improve their individual competencies.

2.2.4. Social Skills

They are the skills needed for better interaction; communication, trust building, conflict management, and decision making.

2.2.5. Group self-evaluating

Based on providing constructive feedback amongst team members and reflection on what actions should be performed and which behaviors should be avoided in order to carry out the success of the team.

2.3. Activities/Practices of Collaborative Learning

Collaboration can be included in the educational context through various activities; (Kim Welch) mentioned the following;

Think pair-share [,] Philips 66 [,] Role play [,] Debates [,] Group projects [,] Classroom problems [,] Grouping and pairing activities [,] Case-based learning [,] Jigsaw.

- **Think pair-share**

This task helps break the ice and get rid of anxiety and should follow these rules;

- It starts by asking an open ended question, or by announcing an issue
- Setting time limits
- Letting learners discuss and share their answers with their neighbors
- Calling on pairs to share their ideas

- **Philips 66**

This activity involves class discussions

- It starts by choosing six students from all over the classroom
- Asking questions that concern the class like the readings and home works; And then giving them six minutes to discuss the topic or the home work

- **Role play**

This activity involves learners in what is being discussed

- Pairing students while giving them a certain role to play, a role of a researcher related to the field as an example
- Having your learners to write dialogues concerning a given issue
- Selecting pairs to perform their plays, the selection can be random as it can be based on knowledge related to students “knowing members who can perform comfortably”.

- **Debates**

Since it is one of the most essential activities that can be used within a classroom, a good integration of this activity can improve students’ critical

thinking and update their defensive techniques, as it can involve all of the learners in discussions

- It begins with the selection of a good debatable topic
- Determining the different opinions and linking them to find strong arguments to defend each idea
- Choosing a group representative to debate behalf the whole team using all of the arguments provided

- **Group project**

This technique is usually used when having a specific aim like when conducting a research or doing a project

- An interesting topic should be selected to gain the interest of learners; the project should be challenging but not too overwhelming
- Learners are given roles that they should perform inside their group. All students should play their parts effectively for the success of their team
- Students should clearly know what they are supposed to do and what/how their final product should be.

- **Classroom problems**

After explaining the lessons and delivering information, the teacher asks some questions or poses some problems; in the meanwhile he groups learners in an attempt to find solutions to those issues collaboratively.

- **Grouping students**

Grouping and pairing activities

Instead of pairing students the old way, the teacher can use pieces of paper, where one piece has a question and the other part holds the answer, and pass them to students so each student looks for the partner who has the piece with the answer to his question.

- **Colored paper grouping**

Passing colored papers to students, and those with the same color sit in a group.

- **Count-off**

Students are counted loudly to sit in groups. The number of members is predefined by the instructor.

- **Case-based learning**

This practice is used in different fields of learning; it is significant in providing learners with information that can be used in real situations. This includes two steps: grouping students, suggesting topics that can be practiced, and giving time to share answers with other groups.

- **Jigsaw**

This activity aims to make each learner competent in a given topic of discussion. Jigsaw is based on two main steps;

- Each group is given sheet of paper with subject of discussion
- Groups are asked to take notes from the discussion.

3. Differences between cooperative and collaborative learning

Collaborative and Cooperative learning as a teaching strategy might seem so similar, however they are different;

Starting by the definitions; (John Myers) pointed that by looking into the denotative meaning of the two concepts, “Collaboration” derived from the Latin root that focuses on the process of working together; on the other hand “Cooperation” focused more on the end product of such works. Cooperative learning according to (T.panitz) requires teacher’s control over each step following certain mechanisms for group analysis and introspection. CpL does not empower students, it is only used to serve the instructor’s well or to

develop an already predefined product. However, collaborative learning empowers students with a readiness to deal and accept all possible reactions or answers, this requires an advanced preparation of students to work in groups with the belief that not all what is said by the teacher is taken for granted, so students start to doubt in a positive way like negotiating the boundaries covering their cultures.(Myers) again mentioned that cooperative learning is more teacher-centered than CbL, according to Rockwood's experience in teaching; he concluded that CpL is a preparatory phase to CbL; which means that once students are more mature and knowledgeable in terms of discussion and assessment, they become prepared to work in groups without teacher's interventions, they are ready to collaborate.

4. Perceptions in psychology:

The science of psychology refers to the study of the mind and how it influences people's behavior. Human's Perception is a part of this science. Psychology focuses on the perceptual system of human and its abilities.

The study of human's perception has become a necessary topic for discussion among psychologists; they discovered that man see targets (objects, events, persons and data) similarly, but they perceive and interpret each target differently due to some factors. As a result, the study of human's perception particularly the perceptual system has become a significant topic for investigation. Humans perceive and interpret targets differently because of some psychological factors such as personal experiences and the amount of knowledge ones have about that given topic/object, (Aldous Huxley) stated "there are things known and there are things unknown, and in between are the doors of perception."

4.1. Definitions of Perception in psychology

Since perception got the attention of many psychologists , it received many definitions. For instance, the word "perception" derived from the Latin

words “perceptio”, “perceptionem” and “percipio” meaning “to take possession of or to seize” said (Lewis & Short, 1975, sv “perceptio”, “percipio”) . Referring to the denotative meaning, perception is “the way you think about something and your idea of what is it like” (Longman dictionary). Far from the origin of the word perception and the dictionary meaning, several definitions were given by psychologists; like the one of (Forgus and Melamed, 1976) in which they defined perception as “the processes that determines how humans interpret their surroundings”. It is a cognitive process that helps individuals perceive objects, persons, and circumstances around them. Moreover, (Rao and Narayan, 1998: 329-330) mentioned that “perception is the process whereby people select, organize and interpret sensory stimulations into meaningful information about their work environment”. Perception in psychology has been defined differently by specialists in the field, but most of them agreed that perception is the process of realizing (being aware of), organizing (gathering and storing) and perceiving (binding to knowledge) information. Psychologists concluded that humans are seeing targets similarly, but they perceive such targets differently which raised an important question: why humans give different meanings to their world? This led to the discovery of some major factors influencing their interpretations.

4.2. Factors influencing perceptions

In order to understand why people give different meanings to their surroundings, researchers should be aware of the factors behind the different interpretation of environment.

- 1. Factors in the perceiver:** the perceiver can perceive targets (objects, persons, events, concepts) and understand the surroundings through self-effects that are related to personality beliefs and variables (motives, attitudes, interests) of the perceiver himself. (Coren et al, 1999:532-550) said that personality is causing different perceptions. The Personality of

the perceiver is related mostly to person's beliefs. (Robbins, 1991: 129) mentioned that attitudes, motives and interests of the perceiver affect his/her perception. Personality Beliefs are what make perceptions different from an individual to another; the beliefs of an individual are related to his social, cultural, and educational experiences. In other words, the educational, social and cultural experiences shape what persons perceive. For instance, a person who grows up in a poor society, he/she perceives money as one of the primary sources of happiness whereas an individual who grows up in a rich society considers money as a secondary source of happiness. Personal variables such as moods, desires, and attitudes are factors influencing the perception of an individual. For example, a teacher perceives that education is vital for him/her, because he/she held positive attitudes on education during childhood period.

2. **Factors in the target (perceived object/subject):** The characteristics of the target (person, object, event) being observed can be affected by the perceiver; Colors, size, voices and so on are features of the target which affect the perception of individuals. As an example the red color is flashier than the white color, also the fact that individuals perceive the white as a representation of peace unlike the red which exemplifies danger, in addition to the black that symbolizes darkness and death. A person with a loud voice is more probably to be observed than a quiet person. All of the previous examples are distinguishable features that can be perceived differently by people.
3. **Factors in the situation:** situation refers to the context of the target "object, person and circumstances" (Randolph and Blackburn, 1989: 87) claimed that the context of the perceived objects and circumstances being observed are influencing the perception of the perceiver. (Scherer & Wallbott, et al 1994:310-328) confirmed; aspects like time, place, social and cultural context have an effect on the perception of individuals. For instance, most people perceive that animals like a dog

and wolf become more dangerous and severe at night more than the day and more harmful in the forest than the city.

5. Attitudes in psychology

Attitude has often been a topic of interest to many researchers especially psychologists. Acquiring a certain attitudes in life plays a key role in better realizing the world. In other words, Human's attitudes are significant because they help people perceive and act towards persons, events and objects they encounter in their life. Furthermore, attitudes are making major contributions in person's social interactions. They help individuals behave properly in different situations. Attitudes affect the way individuals behave towards others; many psychologists believe in the existence of a relationship between attitudes and behaviors like (Ann. B, Marjorie. K and Bobby. J). which may reinforce the possibility of the effect of attitudes on behaviors.

5.1. Definitions of Attitude in psychology

Attitudes are one sensitive side of psychology that pushed Researchers to dig deep for its meaning Which led to different definitions. (Krech D. Crutchfield R.S and Ballachey E.L.) Considered attitude as "an enduring system of positive or negative evaluation, emotional feelings and pro or con actions". An attitude refers to the state of mind towards person's behavior; this state of mind can be positive or negative. (Schneider, 1988) added "attitudes are evaluative reactions to persons, objects, and events". The attitudes of a person are transmitted into behaviors towards his surroundings like people, circumstances and objects. Furthermore, (Eagly & Chaiken, 1993; 1998) argued that attitude is an inner psychological disposition of the mind that can be either positive or negative. This disposition refers to positive or negative attitudes towards the surroundings, for instance, liking or disliking, favor or disfavor, approval or disapproval. The term attitude has been defined differently by psychologists, but most agreed that attitude is referring to

person's feelings and behaviors; it is the disposition to behave. We can observe person's attitudes from his/her resulting behavior.

5.2. Components of Attitude/Attitude formation

The most important part in the study of attitude is the tripartite or the three-component model (Katz & Stotland, 1999; Resenberg and Hovland, 1960). Supporters of this theory like (Eagly & Chaiken, 1993) argued that attitude is an unseen and inherent psychological concept which can be observed in beliefs, feelings and behavioral components.

- 1. Affective/Emotional component (how we feel):** Attitude formed from emotional reactions to the attitude object. (Agarwal & Malhotra, 2005) claimed that the affective component is based on person's feelings and emotions towards his/her surroundings. For instance, some individuals favor reading material while others disfavor the habit of reading. In addition, some persons feel happy when remembering childhood memories whereas others feel sad towards such memories.
- 2. Cognitive component (how we think or reason):** cognitive refers to the thoughts and beliefs an individual holds about his/her environment. Psychologically speaking, it refers to the storage area in the mind where information (belief /evaluation) are organized about a certain target. An example of reading material which makes a person believes that such habit enriches his/her knowledge, but some individuals believe that reading is useless for them.
- 3. Behavioral component (how we act):** it is related to observed actions/ responses expressed by the individuals toward his/her surroundings. Some individuals hold positive attitudes to reading material which can be seen in their behavior/action through frequent reading. This is referred to as the behavioral component of attitude.

Several models of attitudes were presented by psychologists, like the expectancy-value model that provided by (Rosenberg, 1956), as well as the technology acceptance model (TAM) by (Davis, 1989, 1993), but most psychologists agreed on the tripartite model (the three-component model) served by (Katz and Stotland, 1959; Rosenberg and Hovland, 1960) as the best example of attitudes representation. Below is an example of the tripartite model.

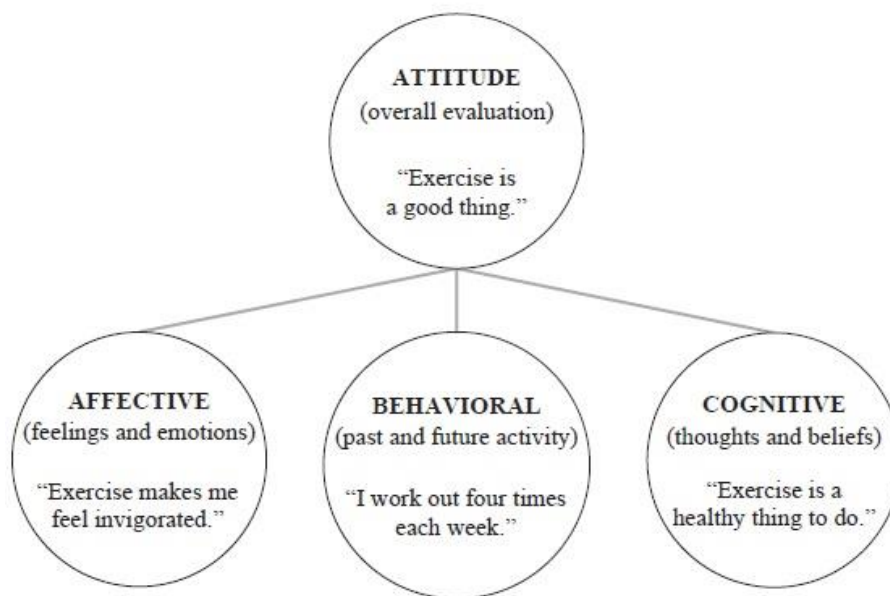


FIGURE 1 Visual representation of the tripartite model.

Source: <https://research-paper.essayempire.com/examples/psychology/attitudes-research-paper/>

Since learning and teaching are the backbone of education, there have been several suggestions by researchers to facilitate such significant processes. Grouping students is one of these teaching/learning strategies. Most researchers agreed that group work involves two or more students working together to accomplish a given task. GW requires an equal division of roles when coping in classroom activities. Each member of the group should have the sense of responsibility, contribution and success; the success of the group is attained by the contribution of each member of the group, and the failure of the whole group is caused by the failure of an individual. There are several activities that can be applied by teachers in group work. Such activities are used to develop

language proficiency and communicative skills of learners. For instance, teachers relied on discussion amongst team members as well as talk shows and detecting differences in pictures as significant activities in group work. GW kept being updated through two major teaching/learning strategies; cooperative and collaborative learning. Generally, the word cooperation refers to working with another person to achieve a goal shared by both members. Educationally speaking, the term cooperative learning is a learner-based technique which makes students communicate and interact with each other for the purpose of achieving a common goal. Besides, cooperative learning is characterized by the interference of the teacher. In which The instructor plays different roles; as guider, adviser, facilitator, designer and so on. Effective CpL should be built upon five pillars; positive interdependence, interpersonal/social skills, individual accountability, face-to-face promotive interaction and group processing. In addition to a list of different activities/practices that can be applied in cooperative learning such as think-pair-share activity, round table, showdown, and teammates consult. Moving to the collaborative learning, which is as a different strategy from cooperative learning. First, the word collaboration means working together with a person or group to accomplish a goal. Moreover, it is a group of theories and ideas that suggest the best ways of interacting with team members properly. The term collaboration is used in the educational context as collaborative learning. This strategy is based upon consensus building through interactions between team members to accomplish a task given by a teacher. Collaborative learning is not just learners working together, it is a complex practice that is also built on five elements as well; clearly perceived positive interdependence, considerable interaction, individual accountability, social skills, and group self evaluating. Teachers rely on some important activities/practices when implementing collaborative learning; think pair-share, role play, Philips 66, group projects, debates, and classroom problems. However the use of the two strategies can be affected by teachers' perceptions and attitudes.

The word perception received different definitions, but most psychologists concurred that perception refers to the way of how people recognize/acquire information about their surroundings, however these ways can be affected by their beliefs. The major factors that influence humans' perceptions are; factors in the perceiver, factors in the target, and factors in the situation. Moving to the word attitude, it was defined by psychologists as the disposition to behave towards the surroundings; it refers to persons' feelings and behaviors. Different models of attitude formation or components of attitude were suggested by some psychologist; but the most practical model was “the tripartite model” that was provided by (Katz and Stotland, 1959; Rosenberg and Hovland, 1960) which was based on; affective/emotional component, cognitive component, and behavioral component.

6. Studies done by researchers to determine teachers' perceptions and attitudes in the field of education.

1. Title of the research “THE ATTITUD OF TEACHERS TOWARDS TEACHING READING IN THE CONTENT AREA”

1.1. .Methodology

Ms. (Permilla Farrell) conducted a research on “teachers' attitudes towards teaching reading in the content areas”; in which she adopted Vaughan's seven -point Likert scale questionnaire. The participants were all teachers in a school in south Trinidad (81 teachers) in total (53 females) and (28 males).

Concerning the tools used to collect data (teachers attitudes). The researcher used “a self administered questionnaire” that consisted of two sections A and B. Section A contained seven items aiming at knowing teachers' gender, age, the teaching experience and whether they participated in a formal teacher training program or not, in addition to the training site if joined by these

participants. Section B dealt with teachers' attitudes on teaching reading. Through seven questions that supported short answers (strongly disagree/disagree / tend to disagree/neutral/tend to agree/agree/strongly agree).

1.2. Findings

This study showed that instructors in secondary school in South Trinidad hold average attitudes on "teaching reading in the content areas" and their attitudes can influence their students reading ability negatively.

2. Title of the study "EFL Teachers' Perceptions on Blackboard Application".

2.1. Methodology

(Ali Mohsen and Shaffik C.P) in their research of "EFL Teachers' Perceptions on Blackboard application" have used a survey and an interview to collect data needed for their research. The survey contained two sections; demographic information about the population and their perceptions on the use of Blackboard in language teaching in order to measure how teachers perceive the implementation of Blackboard in language teaching setting.

The interview was used to support the data gathered from the survey and to give further chances to the interviewees to express their perceptions orally. The questions of the survey were semi structured.

2.2. Findings

The results of the study indicated that EFL teachers in Saudi Arabia possess positive attitudes (most EFL teachers responded by high/very high to almost all items of the questionnaire) on the implementation of blackboard in

teaching English. They also believe in the capacity of its application in encouraging learners when learning English. As a result, most EFL teachers of Saudi Arabia agreed on the easiness of the use of blackboard in their classes.

3. Title of the study “Teachers’ Attitudes: A Great Influence on Teaching and Learning of Social Studies”

3.1. Methodology

(Rashidat Omolara) in her study “Teachers Attitudes: A Great influence on Teaching and Learning of Social Studies” utilized questionnaires as a research tool to gather the data needed for her research. She used non- probability sampling; the population was about 100 qualified junior secondary school social studies teachers. The researcher implemented two questionnaires; the first was given to students. Learners were asked to express their opinions about the attitudes of their teachers towards teaching social studies. The second questionnaire was given to teachers; it was about the factors influencing their attitudes toward teaching social studies. Both questionnaires were based on a Four-point likert scale ranging from strongly disagree to strongly agrees.

3.2. Findings

Concerning teachers’ attitudes towards teaching social studies, the results indicated that most instructors are unwillingly not teaching their subjects the way they are supposed to be taught, which reflects their negative attitudes towards teaching social studies. Furthermore, most of social studies’ teachers were not punctual neither regular in their sessions; they only taught when they desired to. As a result, students’ performance was negatively influenced by teachers’ attitudes.

Moving to factors affecting teachers' attitudes, the findings revealed that there was an affective circle that relates teachers' attitudes with students' performance and vice versa. The negative attitudes that were clearly shown in teachers' way of teaching, will affect in the same way students' performance, which as well returns a very negative feedback to teachers that would hinder their well. Therefore, students' bad performance is a major factor that can influence teachers' attitudes towards any teaching subject.

4. Title of the research (Exploring teachers' perceptions on their pedagogical role with computers: a case study in Malaysia)

4.1. Methodology

(Wong Su Luan et al) in their attempt to study teachers' perceptions on their roles when using computers in Malaysia. They utilized a questionnaire as a research tool to collect the data needed. The questionnaire consisted of twelve (12) questions, six(6) of them were on learner-centeredness pedagogical role, while the rest were on teacher-centeredness pedagogical role. The questionnaire was built upon a five-point likert scale ranging from (Strongly Disagree) to (Strongly Agree). It was given to (252) randomly selected teachers from (42) secondary schools from Sembilan, Malaysia.

4.2. Findings

This research revealed that teachers found themselves nothing more than a facilitator rather than being the center of the course. Teachers also declared that these tasks triggered students' autonomy and self-reliance.

Researchers also concluded by the fact that ICT contributes in designing tasks that support learner-centeredness. This remains a positive trace despite the fact that it can hold an adverse impact.

Conclusion

This chapter reviewed some literature that dealt with group work, cooperative learning and collaborative learning in addition to perceptions and attitudes in psychology. This chapter also reviewed some studies that dealt with teachers' perceptions and attitudes to be able to select the appropriate research tools to be implemented in this research to measure the effect of EFL teachers' perceptions and attitudes on the use of CpL and CbL in Ali Lounici University, Blida 2, Algeria.

CHAPTER THREE

RESEARCH METHODOLOGY

Methodology

Introduction

On the way to explore the effect of EFL teachers' perceptions and attitudes on the use of cooperation and collaboration as techniques to promote students' learning. The researchers in the previous chapter reviewed literature that already dealt with group work in language teaching, as well as cooperative and collaborative learning, alongside with perceptions and attitudes in psychology. However, the effect of EFL teachers' perceptions and attitudes on the use of CpL and CbL remains an-untouched point (gap) that requires an investigation.

This chapter; therefore, will shed the light on the selected research design, instrument, and population. The researchers will use a questionnaire in addition to attending classes for observation in order to know and then investigate the effect of EFL teachers' perceptions and attitudes on the use of CpL and CbL.

The current study started with a piloting questionnaire to confirm the existence of the educational issue tackled in this research "The effect of EFL teachers' perceptions and attitudes on the use of CpL and CbL". In addition to the prevention of energy and time waste. The findings of the pilot Questionnaire can be found in the Appendices section under the titles "Appendix B and Appendix C"

1. Description of the Pilot Questionnaire

The piloting questionnaire consisted of six (6) questions, two (2) were Yes/No questions, three (3) open-ended items, and one (1) MCQ. The questionnaire was given to eight (8) EFL teachers selected randomly from Ali Lounici University, Algeria. Three (3) were males and five (5) females.

1.1. Purpose of the Pilot Questionnaire

1. Is the use of team work beneficial to students? Yes No
➤ This question aimed to determine EFL teachers' perceptions on the effectiveness of TW to their learners.
2. Do you use team work as a strategy within your classes? Yes No
➤ The aim of this question was to know whether EFL teachers use TW in their classes which will confirm whether they believe in its effectiveness or not (this question is a completion of the first one).
3. On which basis do you group your students? Randomly/ Same level /
Other basis.

.....

.....

- The purpose was to know the criteria adopted by teachers when forming groups.

4. If according to students' levels, how do you select them?

Mixed abilities Same level Other basis

- The aim behind this question was to know if all learners are given equal division of potentials when learning

5. What skills does team work improve?

- Soft skills (interpersonal skills, Decision making, Conflict management)
- Hard Skills (Reading, writing, Listening, Speaking)

It focused on the skills that can be developed by TW according to teachers' perceptions.

6. Do you think that cooperation and collaboration are? Different
Similar

- The purpose of this item was to be known whether EFL teachers consider CpL and Cbl different or the same with a justification to their answer in both cases (their perceptions towards the two strategies).

2. Research design

To answer the main research question “ what is the effect of teachers’ perceptions and attitudes on the use of CpL and CbL?”, a mixed-method approach was selected as being the most appropriate tools for data collection “questionnaire and classroom observation”.(Johanson and Tuner, 2007) stated that; the mixed-method research had proved its effectiveness and became more and more attached to research practices as it became the third major approach in researching after the qualitative and quantitative research. (Dorneyi, 2007) defined the mixed-method research as a research tool for collecting and analyzing data as well as integrating qualitative or quantitative research. The mixed-method approach comes handy when both qualitative and quantitative researches are inefficient if used alone.

2.1. Description of the classroom Observation

The observation followed criteria built by researchers themselves based on the questionnaire, it contained sixteen (16) guidelines to be checked as shown in the (Appendix D: observation guidelines) in the Appendices section. Researchers attended fourteen (14) sessions in total.

2.2. Purpose of the Classroom Observation

As mentioned earlier the observation was built upon sixteen (16) guidelines; the first two guidelines aimed to see if teachers really used Group Work in their classes and in which activities it was utilized. The following guidelines (3, 4, 5, 6 and 7) focused on how a team is formed; whether by students or teachers themselves and if the teacher clearly told what should be done, as well as teachers’ interventions during group discussions. Items

number (8, 9, 10, and 11) provided data concerning setting roles inside groups, groups' sizes and teachers' control over the class and the working atmosphere specifically. Items (13 and 14) aimed to explore teachers' perceptions about the effectiveness of GW in addition to their beliefs on how such a task is referred to whether (GW, CpL or CbL). Items (15 and 16) were designed to evaluate the assessment of the final product of each team and how feedback was given.

2.3. Description of the Questionnaire

The questionnaire contained two (2) sections, section A, determined the demographic information about the participants, while the section B dealt with teachers' perceptions and attitudes on the use of CpL and CbL. The Questionnaire contained nineteen (19) questions in total; three (3) in section A, and sixteen (16) in section B.

In section A, the questions were about (age, gender, and years of experience). While in section B, ten (10) questions were given a five-point Likert scale (Strongly disagree/ Disagree/ Not sure/ Agree/ Strongly Agree), five (5) open ended questions, and one (1) MCQ.

The first nine (9) questions in section B aimed to explore teachers' perceptions towards CpL and CbL. While the rest of questions (from 10 to 16) aimed at exploring both perceptions and attitudes on the use of CpL, CbL and the grouping techniques, in addition to the differences between the two strategies.

2.3.1. population

Population is one of the key elements in research. Population refers to persons and objects, which researchers try to generalize their findings on. The term population in research received several definitions. For instance, (Cochran, 1977) termed the word population in research as "the entire group of people or objects to which the researcher wishes to generalize the study

findings”. Population helps investigators conduct their research as well as present their findings.

The population of this study is EFL teachers (males and females) from The English department at Ali Lounici University, Algeria; during the academic year 2017/2018.

2.3.2. Sampling

The term sampling in research refers to a group of people or objects which are selected and examined in order to find out results about the whole. According to (Kothari, 2004) the number of participants in a research should not be extremely large, nor too small.

This research is built up on the opinions of ten (10) teachers. The small population selected in this research is a result of the following factors;

- The lack of teachers in English department.
- EFL teachers are under a heavy load of work.
- Some EFL teachers did not accept to answer the questionnaire

The researchers relied on probability sampling. In other words, ten (10) EFL teachers were selected randomly to answer the questionnaire regardless of their gender, age neither their years of experience, teaching different levels from first year to second year master.

3. Data collection procedures

The main research question is “what is the effect of EFL teachers’ perceptions and attitudes on the use of cooperative and collaborative learning? In order to answer this question, researchers have chosen (questionnaire and observation) as the most appropriate research tools for gathering data from EFL teachers.

As an essential part in research, questionnaire was defined by several researchers. According (Bell, 1999), questionnaire is a structured tool to gather

primary information. Most researchers agreed on the effectiveness of questionnaire in being an easy instrument to administer and a time saving tool. (Gilbert, 2001) confirmed; questionnaire helps investigator gather important information, explore phenomena, and determine the relationships between two or more variables.

Within the last decades, the educational setting has witnessed different implementations of qualitative methods that dealt with participants in a direct way to gather data. Observation is an example of these methods; it was defined by (Marshall & Rossman, 1989) as an organized description of actions in society specifically chosen for research. Observation allows investigators to provide a written photograph of the study with the help of their senses. Observation is one effective instrument. For instance, (Schulz-Zander, et al) mentioned that observation provides a closer contact with the studied case since researchers make their investigation in the natural field, thus, it offers additional information to the investigators. Moreover, observation helps researchers assess the quality of school programs, effectiveness of the teaching methods, in addition to providing feedback for further development of teaching.

Researchers implemented the previous research instruments (questionnaire and observation) in their study as the most suitable tools for data collection.

Conclusion

This research follows a qualitative method with a mixed-method approach. It seeks to investigate the effect of EFL teachers' perceptions and attitudes on the use of both CpL and CbL. This study explored ten (10) EFL teachers' perceptions and attitudes from the University of Ali Lounici. Researchers used two instruments to collect the data needed; a questionnaire consisting of two sections with nineteen (19) items in total, in addition to classroom observation as being the most significant tools for data collection.

CHAPTER FOUR

DATA ANALYSIS AND **PEDAGOGICAL** **IMPLICATIONS**

Introduction

This research aims to investigate the effect of EFL teachers' perceptions and attitudes towards the use of cooperative and collaborative learning in Ali Lounici University. The previous chapter presented the methodology followed; starting by the adoption of a mixed method approach containing a questionnaire that was administered to EFL teachers, in addition to attending classes for observation.

This chapter will be a completion to the previous one, it consists of two sections; the first section will be about analyzing the data gathered then discussing it, while the second section will be about the implications in addition to the limitations of the study as well as research recommendations.

1. Section One: Data analysis and Discussion

This section will deal with data analysis, interpretation and discussion of the questionnaires and the observation.

1.1. Data from teachers' questionnaire

Section A: Demographic Data

Age

age	24-30	31-37	38-44	45-51	over 51	not specified	total
Participants	5	2	1	1	0	1	10
percentage	50%	20%	10%	10%	0%	10%	100%

Table 1: Teachers' Age

Table 1 shows the different ages of all (10) participants, (50%) of the interrogated were between (24 to 30) years old. (10%) of the participants represented each of the following age ranges individually; (38 to 44), (45 to 51).while (20%) were between (31 to 37). However, (10%) of the participants did not specify the age. None of the sampling surpassed (51) years old.

Gender

Gender	Male	Female	Total
participants	5	5	10
percentage	50%	50%	100%

Table 2: Teachers' Gender

The table above shows teachers' gender, the total was 10 EFL teachers from Ali Lounici University; 5 (50%) were males, and 5 (50%) were females.

Years of experience

Y.experience	0-6 years	7-13 years	14-20 years	21-27 years	over 28
participants	5	4	0	1	0
percentage	50%	40%	0%	10%	0%

Table 3: Years of experience

As long as experience plays a key role in teaching, the ways of dealing with learners, and educational issues; it was necessary to be taken into consideration when conducting this research since it deals with teachers' perceptions and attitudes on some teaching practices. The table shows that (90%) of the participants are under thirteen (13) years of experience; (50%) of them have less than seven (7) years of experience. The remaining (40%) have an experience of (7 to 13) years. One teacher (10%) has an experience of (21 to 27) years. None of the population had an experience of (14 to 20) nor (over 28) years.

Section B: Tables of Items

Item1: Group work is beneficial to students.

options	S.Disagree	Disagree	Not sure	Agree	S.agree	Total
Participants	0	0	0	7	3	10
percentage	0%	0%	0%	70%	30%	100%

Table 4: Results of item 1

From the table above, it is clear that (70%) of the population **agreed** on the first item and the remaining (30%) went for **strongly agree**, which means that all teachers are aware of the fact that GW is beneficial to their students.

I-2: The integration of group work in classes is easy

options	S.Disagree	Disagree	Not sure	Agree	S.agree	Total
Participants	1	4	2	3	0	10
Percentage	10%	40%	20%	30%	0%	100%

Table 5: Results of Item 2

The previous table indicated that (30%) **agreed** on the easiness of integrating GW in the EFL classes. However, a noticeable rise of those who disagreed with the item is seen; (40%) voted for **disagree**, (10%) ticked **strongly disagree**. Another (20%) went for **not sure**.

I-3: Using group work makes teaching easier

options	S.Disagree	Disagree	Not sure	Agree	S.agree	Total
Participants	0	1	1	8	0	10
Percentage	0%	10%	10%	80%	0%	100%

Table 6: Results of Item 3

Table 3 revealed that (80%) of the population **agreed** that GW facilitates the teaching process, while (10%) **disagreed** with the idea. (10%) were **not sure** if GW does make teaching easier or not.

I-4: Group work helps improving the interpersonal skills of learners

options	S.Disagree	Disagree	Not sure	Agree	S.agree	Total
Participants	0	0	0	6	4	10
Percentage	0%	0%	0%	60%	40%	100%

Table 7: Results of Item 4

This table showed that (100%) of the participants believed that GW helps improving the interpersonal skills of learners; (60%) of them **agreed**, while the remaining (40%) **strongly agreed**.

I-5: Collaboration and cooperation are parts of group work

options	S.Disagree	Disagree	Not sure	Agree	S.agree	Total
Participants	0	0	1	7	2	10
Percentage	0%	0%	10%	70%	20%	100%

Table 7: Results of item 5

In table 7, the results indicated that most of the population (70%) **agreed** that collaboration and cooperation are parts of group work, in addition to another (20%) who **strongly agreed** with the same item. (10%) were **not sure** whether the two strategies are parts of GW or not.

I-6: Collaboration and cooperation are helpful in teaching

options	S.Disagree	Disagree	Not sure	Agree	S.agree	No answer	Total
Participants	0	0	1	5	3	1	10
Percentage	0%	0%	10%	50%	30%	10%	100%

Table 8: Results of item 6

This table revealed that (50%) of the respondents **agreed** on the helpfulness of the two strategies in teaching. In addition to (30%) who ticked **strongly agree**. (10%) were **not sure** while another (10%) **did not answer** the question.

I-7: Collaboration and cooperation facilitate the way I teach

options	S.Disagree	Disagree	Not sure	Agree	S.agree	No answer	Total
Participants	0	1	2	6	0	1	10
Percentage	0%	10%	20%	60%	0%	10%	100%

Table 9: Results of item 7

The results of table 9 indicated that (60%) of EFL teachers **agreed** that collaboration and cooperation help them teach. Whereas (10%) **disagreed** with the idea. Moreover, (20%) of the respondents were **not sure**. In addition to (10%) who **did not answer** this item.

I-8: Collaboration and cooperation are time consuming

options	S.Disagree	Disagree	Not sure	Agree	S.agree	Total
Participants	0	3	2	5	0	10
Percentage	0%	30%	20%	50%	0%	100%

Table 10: Results of item 8

The answers of item 8 showed that most of the population ;(50%) **agreed** that collaboration and cooperation are time consuming, but (30%) went for **disagree**. (20%) were **not sure** about this idea.

I-9: Collaboration and cooperation allow students to feel responsible

options	S.Disagree	Disagree	Not sure	Agree	S.agree	Total
Participants	0	1	2	4	3	10
Percentage	0%	10%	20%	40%	30%	100%

Table 11: Results of item 9

In table 11, (40%) of the participants chosen **agree** and (30%) ticked **strongly agree**. On the other hand, only (10%) **disagreed** with this item. Besides, (20%) were **not sure** whether collaboration and cooperation allow learners feel responsible or not.

I-10: Collaborative and cooperative learning are different

options	S.Disagree	Disagree	Not sure	Agree	S.agree	No answer	Total
Participants	0	1	4	3	1	1	10
Percentage	0%	10%	40%	30%	10%	10%	100%

Table 12: Results of item 11

According to the previous table, (30%) of the participants **agreed** that collaborative and cooperative learning are different and stated that collaborative learning is an advanced level of cooperative learning; where in CpL the teacher observes, listens and intervenes when necessary whereas in CbL the activities are not monitored by the teacher as students organize and negotiate tasks and efforts themselves. Furthermore, (10%) **strongly agreed** on

the item and instead of mentioning the similarities or the differences, he/she declared that both strategies are helpful for the success of students; which makes it irrelevant. Another (40%) were **not sure** whether the two strategies are different or not; one teacher said that he used to know the differences then forgot them and now he uses them synonymously, another teacher clearly stated that he does not know the differences between CpL and CbL, another respondent did not provide justification for being **not sure**. One teacher stated that both strategies require learners to work together in a group to do a task. (10%) went for **disagree** considering both of them as a process of working and acting together. And (10%) **did not answer** this item nor provide a justification.

I-11: Do you use any of these two strategies?

All the participants stated that they use CpL and CbL in their classes. However, (30%) of the interrogated clearly mentioned that they use cooperative learning only. (20%) of the participants stated that they use collaborative learning in their classes claiming that they might be using cooperative learning subconsciously as well. (20%) considered cooperative and collaborative learning simply as group work; one of them said that he/she uses these two strategies in reading and writing. While the other teacher stated that he/she simply uses GW or pair work with learners to complete tasks. (10%) of the respondents answered “yes, I do” only, without specifying which of the strategies he/she uses. Another (10%) announced that there are some teachers who might be using CpL and CbL without knowing that they are different. The remaining (10%) did not answer the item.

I-12: On which basis do you group your students?

Options	M.abilities	Same level	Others	Total
Participants	7	2	1	10
Percentage	70%	20%	10%	100%

Table 13: Results of item 13

According to the previous table, (70%) of the respondents chosen to group students with **mixed abilities**, while (20%) went for **same level**, on the other hand, one teacher (10%) said that usually learners are **free** to choose teammates.

I-13: Why would teachers not integrate such strategies in their classes?

Teachers have declared variant reasons behind not integrating CpL and CbL in their classes. (10%) mentioned that this can be a result of the nature of the module being taught; some modules do not support such strategies. (40%) of the population went for time consumption and noise; where students deviate from the main purpose of the task which may lead to conflicts between team members and the fact that some learners rely on others in doing the entire work. (20%) believed that the main reason behind not integrating such strategies can result from the lack of equipment; inappropriate classrooms and fixed tables which make forming groups and TW more challenging. As well as cultural conflicts; some learners resist working with others. Another reason is the fact that some teachers may have not been trained to use group work and thus control what might happen. One teacher (10%) claimed that teachers would not implement CpL and CbL simply because they do not distinguish between the two strategies. Another respondent (10%) said that the reason why a teacher does not use these two practices may not be noticeable to others. The last (10%) did not answer this item.

I 14: State some activities when you use cooperative learning

Almost all the respondents answered this question by providing different activities that can be used in CpL. (90%) mentioned the following practices; think pair-share activities, group writing, brain storming, role playing, revision of studied structures, presentations, guessing the meaning of difficult words, discussion of quotes, answers' checking with peers, jigsaw activity, correcting others' attempts, challenges between groups. On the other hand, only one teacher (10%) did not respond to the item.

I 14.1: If collaborative is different from cooperative learning; state some activities you also use when using collaborative learning

(20%) of the respondents mentioned that the following activities can be used in CbL; writing outlines, action plans, proof reading, feedback and generating topic sentences from thesis statements, another teacher (10%) stated activities like doing tasks, reviewing questions in pairs, or doing projects like writing a research proposal. Another (10%) answered by "almost the same activities" as in CpL. One respondent (10%) said that he is not sure if they are different, same as another instructor (10%) who considered them similar. The remaining (40%) did not answer to the question.

1.2. Data Discussion

The current study was designed to investigate the effect of teachers' attitudes and perceptions on the use of collaborative and cooperative learning in the University of Ali Lounici. Researchers reinforced their study with both a questionnaire and classroom observations, looking back to the results of the questionnaire shown in the previous section; almost all teachers have positive beliefs toward GW, its contributions in teaching and the skills it develops as shown in the results of (I-1, I-3 and I-4), however, not all of them use it regularly as (I-2) shows and noticed from the observations; where only in 50% of the attended sessions GW was used. According to some teachers, the integration of such a strategy can be a bit hard because of different factors; starting by the inappropriateness of classes and tables that prevent groups from working effectively, another factor is that some students refuse to work with others which can be an issue as mentioned by a respondent, also the fact that not all modules are friendly with such techniques. Time consumption is another issue (I-8), however the biggest and most influential factor is the fact that some groups deviate from the main purpose which usually causes noise or conflicts as mentioned in the results of (I-13).

Concerning teachers' knowledge about both cooperative and collaborative learning; almost all teachers (80%) consider them parts of GW as shown in (I-5) ; this can be illustrated with what have been observed inside classes where all teachers refer to the group activities as GW or TW without mentioning the nature of these activities (whether CpL or CbL). Moving to the effectiveness of both strategies (CpL and CbL), some teachers seem to be confused by these two almost synonymous terms, although most of them (80% in I-6) and (60% in I-7) declared that they facilitate the ways of teaching, the rest do not agree or are not sure if those practices help and facilitate the process of teaching as shown in (I-6 and I-7), which comes into opposition with their beliefs that GW is helpful as in (I-1 and I-3).

Since cooperative and collaborative learning are too close strategies that are based on the same ground (GW), the majority of EFL teachers (60%) in Ali Lounici University find them similar. However, there are those who believe in the differences between the two practices (40%) as shown in (I-10). When it comes to practicing these strategies (CpL and CbL), only (50%) of the respondents are able to announce exactly whether they are using cooperation or collaboration. On the other hand, the remaining (50%) are not able to state clearly which strategy is being used (I-11). In contradiction to what have been observed, in all classes where GW was used; where teachers followed the same protocol; starting by clearly mentioning the activity, then asking learners to team up in groups of maximum four members. When working; only in two sessions two teachers remained observing, listening, and guiding when necessary. Nevertheless, in the remaining five sessions teachers did not intervene at all letting their learners finish the whole task independently. Concerning the working atmosphere, in four sessions the group discussions went too noisy despite the attempts of teachers to keep them calm. Unlike in the three sessions left where classes were calm.

As shown in item 12, (70%) of the respondents claim that they group learners with mixed abilities when another (20%) claim that they take students' levels into account when teaming them up, however only one teacher stated that he gives students the freedom to work with whomever they want. In fact and from classroom observations none of the teachers chooses groups' members which contradict (90%) of teachers claims; during the observations students worked in groups of maximum four members each; they work as they sit, each two students sitting together work with those sitting behind them, neither levels nor abilities were taken into consideration when forming groups. Moreover, learners are the ones who choose the representative of their group who is responsible for the presentation of their work to the whole class.

Moving to the activities that can be used when implementing cooperation in learning, all respondents are able to cite some of the activities they believe can be used in a CpL setting such as the Think pair share activities, role playing and much more, however only one teacher did not answer the question as shown in (I-14). In (item 14.1), (30%) of teachers are also able to provide a variety of activities that can be used in collaborative learning such as writing outlines and presenting projects and much more. Nevertheless another (30%) believe that the same activities can be used in both strategies, on the other hand the number of those who did not answer this question raised to (40%). This indicates that (70%) of the population considers both strategies similar.

More than half of the respondents believe that CpL and CbL are similar while others see them different, and in both cases their perceptions will affect their use of these strategies. Having an incomplete or a negative perception toward CpL and CbL will surely affect the attitudes of teachers; believing that the use of these strategies will demand more time than traditional methods or seeing that these strategies will not help learners will definitely influence teachers' attitudes and thus prevent them from effectively using these strategies. Regardless of what his beliefs are, a good teacher knows exactly what his students are missing through his observations, and will know exactly what to use to help them get over those issues; if his learners find difficulties working in groups where some members find it hard to express themselves or to find their role in the team, the teacher should intervene and set roles for every member so that all members get the chance to make their contributions and not let them sink thinking that by letting them do the work by themselves will help them develop. (Johnson & Johnson, 1994) said that teachers cannot ensure their students' CpL only by grouping them. However when the teacher sees that his learners are able to set their own roles themselves and handle their responsibilities on their own, he no longer needs to intervene unless needed. Thus being able to know where to use CpL and CbL will help both; teachers in gaining much time and learners to develop both their hard and soft skills in

addition to preparing them to their future jobs where they will probably need to work with others.

To conclude, the results of this research show that despite the positive perceptions of some teachers toward the effectiveness of CpL and CbL, they rarely use them as a result to their negative perceptions about how demanding these practices can be in order to be implemented successfully.

The data gathered from the questionnaire showed that all of the participants believe in the effectiveness of GW to their learners; however its implementation in the classroom is no easy task according to those respondents as seen through the observations where GW was only used (50%) of the sessions attended. (80%) of the participants considered CpL and CbL parts of GW. Most of the respondents (80%) believe in the positive contribution of the two strategies in teaching, while not all of the interrogated believe that these activities facilitate the way they teach which comes into opposition with their beliefs concerning the effectiveness of GW. Furthermore, not all respondents believe in the existence of differences between CpL and CbL, only (40%) consider them different unlike the (60%) left who see them similar. When it comes to the use of these strategies, only (50%) of the respondents were able to clearly mention if they use CpL or CbL, while the other (50%) could not state which of the two activities they use. Concerning grouping students, (70%) of the population claimed that they group learners with mixed abilities. (20%) group their learners according to their levels, and only one teacher gave his learners the freedom to choose their partners. However, all classroom observations showed that learners were free to choose their co-workers; neither levels nor abilities were taken into consideration. Moving to the activities that can be used in CpL and the activities that can be implemented in CbL; all the interrogated teachers cited some activities than can be used in CpL, however, only (30%) of the interrogated could state activities that can be used in CbL, whereas another (30%) claimed that the same activities can be used in both

practices while (40%) did not; which may indicate that they consider cooperative and collaborative learning similar.

The results of this research indicated that teachers hold positive perceptions concerning the effectiveness of CpL and CbL, however, their false perceptions on how hard it is for them to use such practices influence their attitudes which prevents them from the successful use of cooperative and collaborative learning.

2. Section Two: Implications, Limitations and Pedagogical Recommendations

2.1. Implications

The present research aims to explore the effect of EFL teachers' perceptions and attitudes on the use of cooperative and collaborative learning in Ali Lounici University, Blida. Through answering the research question, this study will raise EFL teachers' awareness about the effect and the role of their perceptions and attitudes on the use of Cpl and CbL, In addition to raising teachers' knowledge about both strategies. Which will allow EFL teachers make the most of them.

2.2. Limitations

As almost every research, this one has limitations that are worth mentioning. Since this research deals with a very large topic that consists of the effect of teachers' perceptions and attitudes on CpL and CbL; it has to be based on the contributions of a large population which demands too much time, the factor that was not available when conducting this study, the same issue goes with the sampling; the population was too small (10 teachers) only, because of the lack of teachers in the University of Ali Lounici and the heavy load of work on every single teacher which made it almost impossible to give them the questionnaires or collect them back too. Another issue is the fact that this research lacks a third research tool (interviews) to achieve triangulation and to enhance both quality and reliability of this research. Because of time constraint, researchers did not have enough time to attend more classes for observations.

2.3. Research Recommendations

In the light of the previous research finding; the following recommendations seem pertinent. The researchers recommend raising the awareness of EFL teachers about these two strategies, in addition to the effect of their perceptions and attitudes on the use of any given strategy through organizing seminars and conferences. It is highly recommended to provide training courses about the effective use of GW in the educational context generally and in EFL classes specifically; teachers should be given opportunities to learn about the implementation of GW in classes. We as researches suggest that special sessions supporting GW should be added in the syllabus of all levels so that learners become familiar with such concepts in the early stages of their educational career. In addition, a supportive learning environment that facilitates working in groups should be provided and maintained; (appropriate classes and tables for GW).

General Conclusion

The current study seeks to investigate the effect of EFL teachers' perceptions and attitudes on the use of cooperative and collaborative learning in Ali Lounici University, Blida, Algeria. Researchers have started by reviewing some literature that covered group work, cooperative and collaborative learning in addition to their elements, practices and the differences between them. Besides perceptions in psychology, the factors influencing them, attitudes in psychology and their components. Researchers also reviewed some researches about teachers' perceptions and attitudes towards various issues in education for the sake of the selection of the appropriate research instruments to answer the main research question "what is the effect of teachers' perceptions and attitudes on the use of cooperative and collaborative learning?"

On the way to determine the effect of teachers' perceptions and attitudes, researchers started by a pilot questionnaire to confirm the existence of the issue and to prevent time waste. After the confirmation of the existence of the issue, a mixed methods approach consisting of questionnaire and classroom observations was adopted. The administered questionnaire contained two sections; section one covered the demographic data about the sampling, section two included sixteen (16) items that aimed to explore EFL teachers' perceptions and attitudes towards cooperative and collaborative learning; Ten (10) questions were built on five-point liker scale in addition to five (5) open-ended questions and one selective question. The questionnaire was administered to ten (10) EFL teachers chosen randomly from the English department in Ali Lounici University, Blida, Algeria. As a second research tool, researchers have selected classroom observations to gather data. The observation consisted of sixteen (16) guidelines linked with the items of the questionnaire.

The results of the study indicated that all EFL teachers hold positive perceptions on the effectiveness of group work and its contributions in developing students' both hard and soft skills. However, the majority of these

teachers found it difficult to use group work because of some factors. (80%) of the participants considered CpL and CbL as parts of group work. Almost all of the interrogated believed that cooperation and collaboration have positive contributions in education. However, not all of them found these strategies helpful in their classes. (60%) considered CpL and CbL similar while the rest found them different; which illustrates the variant perceptions of the respondents, these perceptions will affect the use of these strategies.

Despite the positive beliefs of some teachers towards the effectiveness of both strategies, they remained conservative about using CpL and CbL as a result of their negative perceptions concerning the difficulties that they may encounter.

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List of Appendices

Appendix A: The Questionnaire

Questionnaire

Dear teachers, thank you for voluntarily answering the following questions.
Please answer each question as honestly as possible:

Section A

Age

- a. 24 – 30
- b. 31 – 37
- c. 38 – 44
- d. 45 – 51
- e. Over 51

Gender

- a. Male
- b. Female

Years of experience

- a. 0- 6 years
- b. 7- 13 years
- c. 14- 20 years
- d. 21- 27 years
- e. Over 28 years

Section B

Dear teachers, please use the following scale when answering (circle the answer)

Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1	2	3	4	5
1. Group work is beneficial to students				1 2 3 4 5
2. The integration of group work in classes is easy				1 2 3 4 5
3. Using group work makes teaching easier				1 2 3 4 5
4. Group work helps improving the interpersonal skills of learners	1 2 3			
	4 5			
5. Collaboration and cooperation are parts of group work		1 2 3 4 5		
6. Collaboration and cooperation are helpful in teaching		1 2 3 4 5		
7. Collaboration and cooperation facilitate the way I teach		1 2 3 4 5		
8. Collaboration and cooperation are time consuming		1 2 3 4 5		
9. Collaboration and cooperation allow students to feel responsible	1 2			
	3 4 5			
10. Collaborative and cooperative learning are different		1 2 3 4 5		

10.1 In all cases justify your answer

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

11. Do you use any of these two strategies?

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

12. On which basis do you group students?

Mixed Abilities

same Level

13. Why would teachers not integrate such strategies in their classes?

.....

.....

.....

14. State some activities when you use cooperative learning

.....

.....

.....

14.1 If collaborative learning is different from cooperative learning;
state some activities you also use when using collaborative learning

.....

.....

.....

Thank you for your collaboration 😊

Appendix B: Results of the Pilot Questionnaire

Section One: Data analysis and Discussion

This section will deal with data analysis, interpretation and discussion of the questionnaires and the observation.

1. Data from the pilot questionnaire

Q1: Is the use of team work beneficial to your students?

- All (8) EFL teachers agreed on the usefulness of TW ‘team work’ to their students.

Q2: Do you use team work as a strategy within your classes?

- (75%) of the respondents mentioned that they use TW team work as a strategy in their classes, while (12, 5%) do not make use of TW. And the remaining (12, 5%) did not answer the question.

Q3: On which basis do you group your students? Randomly / Levels / Others

Explanation.....

- (62.5%) of the population answered by **randomly**, one of the teacher explained “students are given freedom to team up. Once I obtained students grades of previous year to appoint leaders among the best performers”. While (25%) of the population answered by **students’ levels**. And one of them added “students present different cultural backgrounds, knowledge, and different ways of thinking”. Whereas the last (12, 5%) of the respondents chosen **others** and justified by “I give students the choice to work and team up with whom they like”. The teacher gives the opportunity to students to select their team members.

Q4: If according to student's level, how do you select them?

Mixed abilities / Same level / Others

Explanation.....

- (62.5%) of teachers did not answer this question, whereas (37.5%) answered by **Mixed abilities**; all of the three respondents agreed that grouping students with mixed abilities help the less competent learner catch up with the competent ones, and benefit from each other.

Q5: What skills does team work improve?

Soft skills (interpersonal skills, Decision making, Conflict management) /

Hard skills (Reading, Writing, Listening, Speaking) / Both

- (87.5%) of the participants believed that team work improves both hard and soft skills. Two teachers emphasized the role of TW in developing the following skills: interpersonal skills from soft skills, in addition to writing and speaking from hard skills. While (12.5%) did not answer the question.
- NP: only one teacher rejected “ Decision making from the soft skills” and “ reading from the hard skills”

Q6: Do you think that collaboration and cooperation are: Different / Similar

Why.....

- (62.5%) of the respondents stated that collaboration and cooperation are two different teaching strategies; (37.5%) of them provided an identical explanation stating why they are different, they claimed that collaboration is when participants work in groups on a shared goal and interest, whereas cooperation is when individuals work in groups on the same goal, however, their interest is individual, another teacher explained the differences between the two by saying that in cooperation each learner brings his/her ideas and shares them with others, however,

in collaboration all students sit together and jot down ideas. (12.5%) of those respondents who believed in the differences between collaboration and cooperation did not provide an explanation. (12.5%) claimed that the two strategies are similar because they both help learners work together to accomplish tasks. In addition to developing both soft and hard skills. The remaining (25%) answered; “No idea” and “I used to distinguish between the two terms but not anymore”.

Appendix C: Results of the Pilot Questionnaire

1. Is the use of teamwork beneficial to students?	Yes	No	No answer	Justifications
	8 (100%)	0 (0%)	0 (0%)	/
2. Using team work as a strategy within classes	Yes	No	No answer	Justifications
	6 (75%)	1 (12.5%)	1 (12.5%)	/
3. Grouping students	Randomly	Levels	Others	Justifications
	5 (62.5%)	2 (25%)	1 (12.5%) Giving students the choice to work and team up with whom they like.	grouping students according to: 1. Levels: because students present different cultural background, knowledge and different ways of thinking. 2. Randomly: at first, students are free to team up freely, but after obtaining their previous marks, leaders become known.

4. The way of selecting students according to levels	Mixed abilities	Same levels	Others	No answer	Justification
	3 (37.5%)	0 (0%)	0 (0%)	5 (62.5%)	choosing: Mixed abilities: A. less intelligent students get benefits from more intelligent students. B. To help the not so good students catch up with the rest. C. teachers should know about students' previous years' marks
5. Skills to be improved by team work	Soft skills	Hard skills	Both	No answer	Skills rejected:
	0 (0%)	0 (0%)	7 (87.5%)	1 (12.5%)	1-Decision Making (Soft skills) 2-Reading, Listening (Hard skills)
6. Collaboration and Cooperation are	Different	Similar	No answer (no idea)		1.Similar: because both help students work together to finish the task, they complement each other's ideas to come up with a whole, they both help to develop hard and soft skills. 2.Different: collaboration is when learners work together in groups on one shared goal, but cooperation is when individual interact with each other however with an individual interest.
	5 (62.5%)	1 (12.5%)	2 (25%)		

Appendix D: Observation Guidelines

- 1- The teacher uses GW Yes / No
- 2- The activities used
.....
- 3- Groups are formed by teacher / learners
- 4- Teacher sets roles for each individual Yes / No
- 5- Teacher intervenes to solve problems Yes / No
- 6- Teacher clearly states what should be done by the group Yes / No
- 7- Teacher remains;
- Observing
 - Listening
 - Guiding when necessary
 - None of the above
- 8- The leader of the group is selected by; the teacher / Group members
- 9- The size of the group is; Small / Large
- 10- Teacher controls the working atmosphere Yes / No
- 11- The class is Noisy / Calm

12- According to teacher, the task is called;

- Simply group work
- Cooperation
- Collaboration

13- Teacher considers GW as a; time consuming tool/ time saving tool

14- The selection of the presenter is;

- Randomly done by the teacher
- Done by group members

15- The assessment of the activity is done by; teacher / learners

16- The feedback of teacher on the final product of each group is given;

- Each group individually
- The whole class

يهدف هذا البحث إلى دراسة تأثير تصورات و مواقف أساتذة اللغة الإنجليزية على إستعمال العمل الجماعي بنوعيه أثناء التدريس. يعتبر هذا البحث محاولة لتحديد تصورات و مواقف أساتذة اللغة الإنجليزية حول فكرة العمل الجماعي بنوعيه بحيث بني هذا البحث على تصورات و مواقف عشرة أساتذة لغة إنجليزية . انتهج الباحثان في عملهما هذا المنهجية التعددية بغية الحصول على المعلومات الوصفية الضرورية من الأساتذة المشاركين. استعمل الباحثان إستبياناً بالإضافة إلى الملاحظة عن طريق حضور بعض الحصص التدريسية من أجل الإطلاع على تصورات و مواقف هؤلاء الأساتذة حول العمل الجماعي بنوعيه. تم تحليل النتائج باستعمال نسب مئوية ممثلة في جداول. أظهرت نتائج هذا البحث أن بعض أساتذة اللغة الإنجليزية بجامعة علي لونيبي بالبليدة تعرف الفروقات بين نوعي العمل الجماعي في حين أن البعض الآخر لا يرى أي فروق بينهما؛ الأمر الذي يؤثر في كلتا الحالتين على طريقة إستعمالهما. كما أظهرت النتائج أيضاً أن لدى معظم الأساتذة نظرة إيجابية حول فاعلية نوعي العمل الجماعي، غير أنهم لا يستعملونهما بفعالية بسبب نظراتهم السلبية حول صعوبة إستعمالهما. على ضوء هذه النتائج، سيقوم الباحثان باقتراح بعض الحلول و الإرشادات من أجل التوعية بالإضافة إلى التنويه إلى بعض نقائص هذا البحث.