

University of Tripoli
Faculty of Languages / Tripoli
Department of English
Postgraduate Studies

**Investigating the Attitudes of Teachers of English Towards
Cooperative Learning in Libyan Public Secondary Schools
in Tripoli**

**A Dissertation Submitted to the Department of English in Partial
Fulfillment of the Requirements for the Degree of MA in Applied
Linguistics**

Submitted by:

Sawsan Mohammed Omar Alaziby

Supervised by:

Dr. Suhbi Balhouq

Fall / 2018

Dedication

This study is dedicated to my dear mother and my late father, to my brother Mounier and to my sister Soaad.

Acknowledgements

Firstly, I would like to thank Allah for Whom ascribed all perfection and majesty. I would also like to express my deepest and sincerest gratitude to Professor Balhouq for his scholarly directions, clear inspiration, tender support, and unhesitating guidance without which this study could not be made possible. I am also grateful to the teaching staff of the department of English of University of Tripoli for their valuable efforts to help me build a good base of knowledge. I offer special thanks to my mother and my siblings for their constant encouragement and priceless advice as well as my friends who are considered as a source of inspiration to me.

Special thanks are addressed to the teachers who have kindly accepted to participate in this study and made it possible.

Genuine and sincere thanks go to all those who have shown me their interest, attention and trust; to my teachers who believe in me namely, Mrs. Yousra Alghnimi, Dr. Radiya Al-Weriammy Dr. Intisar Alsg hier, Mrs. Omiyma Almehdawy, and Mrs. Fawziya Ahmed.

I should also offer a deep sense of gratitude to Mrs. Salima Almghairby and Mrs. Nouria Elmeshanen who were the first two teachers -in the preparatory school- who made me become interested in the English language and hence become a specialized in it.

I hope these lines will capture how indebted and privileged I feel.

Abstract

This study was conducted to explore the attitudes of teachers of English towards cooperative learning as a strategy for teaching English as a foreign language in secondary public schools in Tripoli. In addition, the study sought to reveal the obstacles that ban those teachers from incorporating cooperative learning in their teaching classes. According to the obstacles mentioned by the teachers, some suggestions were provided to incorporate cooperative learning in Libyan secondary schools. The study included two research questions through which the research aims to answer. To answer the research questions, the study adopted a triangulation of quantitative and qualitative design through using a questionnaire and an interview. The research findings showed that the teachers of English subject revealed positive attitude towards cooperative learning, besides that, some reasons behind the retreat of cooperative leaning were determined. Solutions for enabling cooperative learning to be incorporated in secondary schools were also suggested.

Table of Contents

DEDICATION	I
ACKNOWLEDGMENTS	II
ABSTRACT	III
TABLE OF CONTENTS	IV

CHAPTER 1: INTRODUCTION

1.1. Background of the Study	1
1.2. Problem of the Study	2
1.3. Research Questions	2
1.4. The Significance of the Study	2
1.5. The Objectives of the Study	3
1.6. The Methodology of the Study	3
1.7. The Scope of Study	3
1.8. The Limitations of the Study	3

CHAPTER 2: THE THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Introduction	4
2.2. The Theoretical Framework	4
2.2.1. Definitions of Cooperative Learning	4
2.2.2. Methods of Cooperative Learning	6
2.2.3. The Importance of Cooperative Learning	9

2.2.4. Theoretical Views Related to Cooperative Learning	11
2.2.4.1. Zone of Proximal Development	11
2.2.4.2. The Piagetian Perspective	12
2.2.4.3. Constructivist Learning Theory	12
2.2.4.4. Social Learning Theory	13
2.2.5. Theoretical Explanations for Cooperative Learning	15
2.2.5.1. Motivational Model	15
2.2.5.2. Cognitive Model	15
2.2.6. Difficulties of Cooperative Learning	16
2.3. Previous Studies on CL	17
 CHAPTER 3: THE PRACTICAL PART OF THE STUDY	
3.1. Introduction	21
3.2. The Subjects of the Study	21
3.3. The Study Design	22
3.4. The Methodological Approaches	22
3.4.1. The Quantitative Approach	22
3.4.2. The Qualitative Approach	22
3.5. Data Collection Tools	23
3.5.1. Questionnaire	23
3.5.2. Interview	24
3.6. Data Analysis and Discussion of the Results	25
3.6.1. Questionnaire Analysis	26

3.6.2. Discussion of the Questionnaire Findings	43
3.6.3. Interview Analysis	46
3.6.4. Discussion of the Interview Findings	52
CHAPTER 4: CONCLUSION AND RECOMMENDATIONS	
4.1. Conclusions	56
4.2. Recommendations	57
TABLE OF REFERENCES	59
APPENDIX 1	
• QUESTIONNAIRE	67
APPENDIX 2	
• TRANSCRIPTION OF THE INTERVIEWS	71

Diagrams

Diagram 1: How often do you use cooperative learning in your classrooms?

Diagram 2: Cooperative learning is more effective in learning English as a foreign language

Diagram 3: Teachers of English should be encouraged to use cooperative learning

Diagram 4: Cooperative learning motivates learners to pay more efforts to English language learning

Diagram 5: Cooperative learning increases opportunities for more student interaction

Diagram 6: Cooperative learning involves all students in the classroom and provides each of them a fair chance to participate

Diagram 7: Weaker students have better chances to improve within the group than individually

Diagram 8: Cooperative learning strengthens relationships inside the classroom

Diagram 9: Cooperative learning produces confident students who can lead their own learning

Diagram 10: Cooperative leaning can cause difficulties in classroom management

Diagram 11: The students (in the area under investigation) are not used to cooperative learning in learning English

Diagram 12: Dividing the students into groups may cause wasting a class time

Diagram 13: The facilities (space, fixed desks, equipment) inside the classroom do not suit cooperative learning

Diagram 14: It is difficult to distribute roles among students

Diagram 15: Not all team members participate actively in doing the task

Diagram 16: Cooperative learning requires skilled and experienced teachers

Diagram 17: Teachers need training courses in cooperative learning

Diagram 18: The school administration does not encourage cooperative learning

Tables

Table 1: Modern Methods of Cooperative Learning

Table2: The Use of Cooperative Learning (Benefits and Reasons)

Abbreviations

CL: Cooperative Learning

EFL: English as a Foreign Language

STAD: Student Team Achievement Divisions

LT: Learning Together

ZPD: Zone of Proximal Development

L1: First Language

BDS: Bachelor of Dental Surgery

CHAPTER (1)

INTRODUCTION

1.1. Background of the Study

One of the most effective methods for promoting students' learning is Cooperative Learning (CL) method. Cooperative learning is meant to enhance students' interaction by working together in groups to do certain assigned tasks given by their teachers. The term cooperative learning is a within-class grouping of students, where groups learn together interactively while working on common tasks and projects (Kessler, 1992). Considerable improvement in the effectiveness of learning occurs when the student works in cooperation and helps partners within a group rather than working alone, "Significant changes in learning efficiency tend to be observed when students work collaboratively within groups rather than working individually, which is, in principle, attributed to being helped by partner students or helping partner students" (Stahl et al , 2006, as cited in Cen et al, 2016).

However, in many contexts of teaching English, the focus is on teaching the accuracy rather than the fluency " in many English as a foreign language (EFL) classrooms in public schools, students' interaction is often disregarded or neglected because there is a strong focus on the teaching of the linguistic components of the language and a palpable lack of interest from the students to learn the foreign language since it is not used "for authentic communicative purposes in their social surroundings" (Palacios & Chapetón, 2014, p. 11 as cited in Contreras Leon & Chapetón Castro, 2017). Cooperative learning is also neglected in

many of Libyan public schools, especially in primary and secondary stages. It is a significant educational tool which is neither popular nor understood by many teachers and students. Therefore, this study will investigate the attitudes of Libyan teachers of English language towards using cooperative learning in some Libyan public secondary schools. It will also highlight the reasons that lead to the retreat of this method from the agenda of many school teachers.

1.2. Problem of the Study

During the researcher's studying at the secondary school and during the researcher's teaching practice program, the researcher noticed that some secondary school teachers rarely use cooperative learning method in teaching English as a foreign language. Therefore, the researcher found that there is an urgent need to investigate this important issue.

1.3. Research Questions

1. What is the teachers' attitude towards cooperative learning?
2. What are the obstacles that might prohibit teachers in implementing cooperative learning?

1.4. The Significance of the Study

This study is an attempt to raise teachers' awareness of the importance and the effectiveness of cooperative learning in language teaching classrooms. It will also highlight the obstacles faced by Libyan teachers in implementing this method. In addition, the researcher will tend to suggest some solutions that can be considered to improve the techniques

used by teachers for enhancing the process of language teaching and learning in Libyan secondary school.

1.5. The Objectives of the Study

This study will be carried out to reveal teachers' attitude towards applying cooperative learning in Libyan secondary schools, and to discover the reasons that prohibit the application of such a method.

1.6. The Methodology of the Study

This study will be an analytical study in which the researcher will adopt a triangulation approach of quantitative and qualitative design. A questionnaire and an interview will be utilized to provide the study with the required data. The data will be gathered from a sample of secondary school teachers of English who will be randomly selected from various public schools in Tripoli. The process of data collection will be administered by the researcher herself. The study findings will be demonstrated quantitatively and qualitatively.

1.7. The Scope of Study

This study will be organized for teachers of English language subject, at various public secondary schools in Tripoli, Libya.

1.8. The Limitations of the Study

This study will be restricted to cooperative learning in some schools in Tripoli.

Chapter(2)

The Theoretical Framework and Literature Review

2.1. Introduction

This chapter presents a theoretical framework of the study; definitions of cooperative learning, methods of cooperative learning, advantages of cooperative learning, and difficulties of cooperative learning. Some previous studies related to the topic at hand are also presented through this chapter.

2.2. The Theoretical Framework

2.2.1. Definitions of Cooperative Learning

In recent years, many academic studies have been conducted regarding employing cooperative learning as a technique in the classroom. Slavin (1995) suggests that cooperative learning promotes academic achievement, social and personal development and language learning. The cooperative group processes can provide opportunities for frequent and extended interaction in the target language among students. Contrary to teacher-centered instruction, cooperative learning techniques are student-centered. In (2005) Slavin defines cooperative learning as a variety of teaching methods in which students work in small groups to help each other learn academic content. Cooperative learning is a within-class grouping of students, where groups learn together interactively while working on common tasks and projects (Kessler, 1992). Cooperative learning is also generally defined as an approach to organize classroom activities so that students are able to learn

from and interact with one another as well as the teacher and the world around them.

In addition, “cooperative learning is a group learning activity that relies on the socially structured exchange of information between students in group whereby each of them is held accountable for their learning and are motivated to increase the learning of others” (Olsen & Kagan, 1992). Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994). Accordingly, students work together to learn and are responsible for their teammates' learning as well as their own. Besides that, students are given the freedom to engage themselves in their groups actively instead of placing students into a teachers' directed classroom. In the cooperative learning environment, students need to be active participants and through this build a learning community which supports each other's learning.

In David and Roger Johnson's (2001) opinion, cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. The Chinese scholar Tan (2001) defines Cooperative Learning as “a system of teaching strategy which promotes the students to cooperate in heterogeneous teams toward a common goal and are rewarded according to the success of the team.”, thus, students with different proficiency levels benefit from each other within the context of cooperative learning.

2.2.2. Methods of Cooperative Learning

Fundamentally, cooperative learning consists of an assortment of strategies and structures that exploit students' collaboration to augment learning and maximize interaction among students. Table 1 presents the various cooperative learning models, their history, developers and possible primary applications in the context of ESL/EFL instruction.

Table 2: Modern Methods of Cooperative Learning

Researcher Developer	Date	Method	ESL/EFL Primary applications
Johnson & Johnson	Mid 1970s	Learning Together	Reading, Writing, Speaking, Culture
De Vries & Edward	Early 1970s	Teams-Games-Tournaments (TGT)	Language Rules and Mechanics
Sharan & Sharan	Mid 1970s	Group Investigation (GI)	Writing, Culture
Aronson, Blaney, Sikes, Stephan & Snapp; Slavin	Late 1970s	Jigsaw Procedure	Reading, Literature
Slavin	Late 1970s	Student Teams-Achievement Divisions (STAD)	Language Rules and Mechanics
Cohen	Early 1980s	Complex Instruction (CI)	Social Skills, Culture, Reading, Writing, Language Rules and Mechanics
Kagan	Mid 1980s	Cooperative learning Structures	Speaking, Listening, Reading, Writing

Stevens, Madden, Slavinn, & Farnish	Mid 1980s	Curriculum Packages: Cooperative Integrated Reading and Composition (CIRC)	Reading, Writing, Spelling, Vocabulary, Literature
--	-----------	---	---

(Zue, 2011,p.978)

Among the various methods developed by different researchers and teachers, the following three methods have received the most attention from teachers of English. According to Zuo (2011, p.978), the first cooperative method of learning is Student Team Achievement Divisions (STAD). According to Ghaith and Yaghi (1998), the STAD technique has consistently been shown to be among the most practical and effective CL methods in improving student achievement of well defined objectives in various subjects. Slavin (1978) asserts that STAD is a technique of CL which includes small heterogeneous teams of 4-6 members who tutor each other on the material in the course and prepare each other for weekly quizzes. To be more specific, students are assigned to four- to six-member learning teams that are mixed in performance level, sex, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another. STAD operates on the principle that students work together to learn from each other and are responsible for their teammates' learning as well as their own, and emphasizes having team goals that are dependent on the learning of all group members.

Jigsaw is another method of cooperative learning. The jigsaw learning method which was developed and implemented by Elliot Aronson in

1978, is a structured, cooperative strategy that avoids many of the problems of other forms of learning in a group. In the jigsaw classroom, the day's lesson is divided into several segments, and each student, who is in one of several jigsaw groups (of three to five students each), is assigned to learn about one segment of the written material. Before reporting on their topic to their jigsaw groups, students meet first with other students who have been assigned the same segment (one from each jigsaw group) in a temporary "expert" group. Together, the experts research their segment, discuss, and clear up questions with each other. Finally, the jigsaw groups reconvene, and each student in each group acts as a tutor to the group on his or her specialty topic. Group members must work together as a team to accomplish a common goal; each person depends on all the others. Group goals and individual goals complement and support each other.

The third method applicable to improving reading achievement is Learning Together (LT) developed by David Johnson and Roger Johnson at the University of Minnesota. It involves students working in four- or five-member heterogeneous groups on assignment sheets. The groups hand in a single sheet, and receive praise and rewards based on the group product. The method emphasizes teambuilding activities before students begin working together and regular discussions within groups about how well they are working together.

The above mentioned methods are meant to engage the students to learn with fun, to simplify the process of learning in a way that makes the students enthusiastic to learn English whenever they are put to work into groups, to strengthen the relationships inside the classroom, and to maximize students' aspiration to the language acquisition.

2.2.3. The Importance of Cooperative Learning

The promotion of communicative skills that include all four language skills, listening, speaking, reading and writing, is becoming an urgent requirement in schools, colleges as well as universities. It is generally asserted that cooperative learning is the best option for all students because it emphasizes active interaction between students of diverse abilities and backgrounds and demonstrates more positive student outcomes in academic achievement, social behavior, and affective development (Olsen & Kagan, 1992). Bruner (1985) contends that cooperative learning methods improve problem-solving strategies because the students are confronted with different interpretations of the given situation. Cooperative learning method makes it possible for the learner to internalize both external knowledge and critical thinking skills and to convert them into tools for intellectual functioning.

Cooperative learning is much more than simply placing students in groups and telling them to work together. It is only when groups are structured so that students understand what they are expected to do and how they are expected to work together that is the potential for cooperation and learning is maximized (Johnson & Johnson, 1990). Johnson and Johnson (1990) introduced the following elements which are crucial to structured and effective cooperative learning: (a) task interdependence which was established in the groups so that each member had to contribute to the group task; (b) individual accountability was established so that all members understood they were required to report on their own contributions; (c) students actively promoted each other's learning; (d) students were trained in the interpersonal and small-group skills are needed to facilitate group work. These skills include

actively listening to each other, providing constructive feedback to each other on suggestions and ideas, encouraging everyone to contribute to the group efforts; sharing tasks and resources fairly, trying to understand the other person's perspective; and, monitoring and evaluating group's progress (Zuo, 2011).

According to Zuo (2011), cooperative learning is beneficial for second language learners in a number of ways. Small group work enriches the language classroom with comprehensible, developmentally appropriate, redundant, and somewhat accurate input as described by Krashen (1988). It promotes frequent, communicative, and referential classroom talk in a supportive, motivating, and feedback-rich environment. Furthermore, Olsen and Kagan (1992) maintained that cooperative learning offers three major benefits relative to (a) providing a richness of alternatives to structure interaction among students, (b) addressing content area of learning and language development needs within the same organizational framework, and (c) increasing opportunities for individualized instruction. McDonell (1992) argued that the cooperative classroom is well-suited for second language learners as it enables them to communicate, collaborate, problem-solve, and think critically.

Many researchers as cited in (Grami, 2012) highlight the advantages of a cooperative learning. Long and Porter (1985) believe that a cooperative setting is supportive for those who feel shy and linguistically insecure from the stress in the class. Dornyei (1997) indicates that collaborative learning produces learning gains and student achievement, higher-order thinking, positive attitudes towards learning increased motivation, and better teacher-student and student-student relationships.

Working groups, as Sticchi-Damiani (1981) puts it, is an ideal environment for developing the strategies needed to communicate in a new language once students acquire that sense of belonging.

2.2.4. Theoretical Views Related to Cooperative Learning

There have been many perspectives towards cooperative learning written by many authors and researchers.

2.2.4.1. Zone of Proximal Development

The Vygotskian perspective which is related to cooperative learning is known as the Zone of Proximal Development (ZPD). According to Vygotsky (1978), “the acquisition of skills is just beyond student’s grasp. Learning occurs through interaction within the student’s zone of proximal development. Vygotsky defines the zone of proximal development as the “discrepancy between the student’s actual developmental level (independent achievement) and his or her potential level (achievement with help from a more competent partner” (Estubinan, 2010, p.22). “Vygotsky’s ZPD has many implications for those in the educational milieu. One of them is the idea that human learning presupposed a specific social nature and was part of a process by which children grew into the intellectual life of those around them (Vygotsky, 1978 cited in Estubinan, 2010, p.22). According to Vygotsky (1978), one important characteristic of learning operates only when the child is in the action of interacting with people in his environment and in cooperation with his/her peers. “Students are capable of performing at higher intellectual levels when asked to work in collaborative situations than when asked to work individually. Group diversity in terms of knowledge and experience contributes positively to the learning process” (Vygotsky, 1978).

2.2.4.2. The Piagetian Perspective

Piaget (1926) thinks that teachers should be able to assess the students' present cognitive level, strengths, and weaknesses. Instruction should be individualized as much as possible and students should have opportunities to communicate with one another, to argue and debate issues. Piaget considers teachers as facilitators of knowledge; guiding and stimulating the students, also allowing students to make mistakes and learn from those mistakes. Learning is much more meaningful if the students are allowed to experiment on their own rather than listening to the teacher lecture. The teacher should provide students with materials, situations and occasions that allow them to discover new knowledge. In active learning, the teacher must have confidence in the student's ability to learn on his own. Cited in (Estubinan, 2010, p.23).

2.2.4.3. Constructivist Learning Theory

Cooperative learning is a student-centered learning method; therefore, it ties outcomes with the constructivist learning theory in which "learners are in control of constructing their own meaning in an active way" (Almala, 2005, p.10). To date, the constructivist theory has made a significant contribution to the student-centered learning approach (Yager, 1991; Lueddeke, 1999). Bruner (1966) identifies the four key features of a theory of instruction as follows: i) the experiences which most effectively implant in the individual a predisposition toward learning – learning in general or a particular type of learning; ii) the ways in which a body of knowledge should be structured so that it can be most readily grasped by the learner; iii) the most effective sequences in which to present the materials to be learned; and iv) the nature and pacing of rewards and punishment in the process of learning and teaching. (Bruner,

1966, pp.40-41). Together with constructivist learning, these four features of instruction are consistent with the cooperative learning principles. Constructivist learning theory focuses on how learners learn, not on what they learn; therefore, it can be applied to the practice of cooperative learning (Almala, 2005; Tran, 2007). If learning materials are well designed, this learning theory will offer “the necessary theoretical support” for applying cooperative learning in the class effectively (Mibrandt et al., 2004, p.24). Therefore, students in cooperative learning groups are expected to learn more when they are in control of constructing their own knowledge through reciprocal interaction with their group members. (as cited in Tran, 2013, pp.109-110).

2.2.4.4. Social Learning Theory

According to Tran (2013, pp.108-109), The social learning theory, first introduced by Albert Bandura in 1971, bridges behavioral and cognitive learning theories by taking into account how imitable behaviors are affected by cognitive constructs, such as attention, retention, production and motivation. Bandura (1977), the prominent theorist of social learning theory, briefly illustrated that much learning occurs by observing, modeling and imitating models. The major premise of social learning theory is that learners can improve their knowledge and retention by observing and modeling the desired behaviors, attitudes and reactions of others, and that human thought processes are central to understanding personality (Schunk, 2007). Bandura (1977, p.30) argues that “behavior is learned symbolically through the central processing of response information before it is performed”. Bandura (1977) further states that “most human behavior is learned observationally through modeling” and that from “observing others one forms an idea of how new behaviors are

performed, and on later occasions this coded information serves as a guide for action" (p.22). According to social learning theory, most learning takes place in a social environment, in which learners obtain knowledge, rules, skills, strategies, beliefs, and attitudes by observing others (Schunk, 2007). The social learning theory connects to cognitive and behavior learning theories, which also emphasize the central role of social learning by taking into account how imitable behaviors are affected by cognitive constructs, such as attention, retention, and motivation (Johnson et al., 2010). Reciprocal interactions among the students' personal factors, environmental variables, and behaviors are important constructs found in the practice of cooperative learning (Schunk, 2007; Johnson et al., 2010). Since social learning theory states that people learn more by observing and imitating the desired behaviors of others, a strong connection has been found between this theory and the practice of cooperative learning. Consequently, social behavior and the actions of effective learners in the cooperative learning groups are expected to be modeled and adopted by other students through reciprocal determinism, or the interaction between observed behaviors, cognitive factors, and external environments.

2.2.5. Theoretical Explanations for Cooperative Learning

2.2.5.1. Motivational Model

The motivational perspective focuses primarily on the reward or goal structures under which students operated (Deutsch 1949; Johnson, Maruyama, Johnson, Nelson & Skon 1981; Slavin 1977, 1983a). According to this perspective, the competitive grading and informal reward system of the traditional approach to instruction created peer norms that opposed academic efforts (Coleman,1961). Because one

student's success reduces the chances other students' success, students are likely to express dysfunctional norms similar to the work restriction norms found in some workplaces (Vroom 1969). But when students work together toward a common goal, as they do when a cooperative reward structure is in place, their efforts will be directed toward helping each other learn and succeed. In a cooperative learning climate, students are expected to develop and enforce norms favoring goal achievement and high academic performance.

2.2.5.2. Cognitive Model

Whereas motivational theories of cooperative learning uses cooperative goals for explaining student motivation to achieve, cognitive theories emphasizes the effects of working together in itself as the mediating mechanism. According to the developmental perspective, interaction among children around appropriate tasks increased their mastery of critical concepts (Damon, 1984). Students would learn from one another because in their discussion of the content, cognitive conflicts would arise, inadequate reasoning would be exposed, and higher quality understanding would result. Another cognitive explanation for cooperative learning effects is that provided by cognitive elaboration models. Research in cognitive psychology has found that if information was to be retained in memory and related to information already in memory, the learner must engage in some sort of cognitive restructuring or elaboration of the material (Wittrock,1978). One effective means of elaboration is explaining the material learned to another person; when students are passive learners or when they study alone, this important cognitive processes usually do not occur. Webb (1985), for example, found that students who gained the most from cooperative activities were

those who provided elaborated explanations to others. To sum up, both developmental and cognitive elaboration theories suggest that an interaction among students on learning tasks would improve learners' achievement. (as cited in Ngan, Poon,1999).

2.2.6. Difficulties of Cooperative Learning

There are some difficulties that are considered as obstacles for applying cooperative learning. According to Wang (2007) ,some teachers found that some of the groups did not work cooperatively very well; especially those who did their tasks individually and made the class noisy. Some of them tend to use their first language (L1) instead of using the target language which caused difficulties in the classroom management. Another obstacle occurs when one person may take control over the group and not allow the other group members to share their knowledge. Consequently, group members would not participate equally in the group tasks and would not feel comfortable to work in groups. In other cases, many of the hard working students accomplish all work and the lazy students do nothing and still gain the same grade. This is not fair to those who worked hard, or to those who depended on the rest. Additionally, the teacher has a heavy work to prepare for teaching materials and to design activities for the groups. It is difficult to have effective methods to measure students' performance. Furthermore, CL contexts are complex and affected by various factors. For example, CL processes and outcomes are influenced by a range of social, psychological, and personal factors. Students' personal relationships with each other directly affect the quality of interpersonal interactions during group activities and the success of their collaboration (Skinner et al., 2012). It has been shown that students' personality and preferences

impact the learning environment, with levels of engagement varying depending on the perceived reactions of colleagues (Cockrell, Caplow, & Donaldson, 2000). (as cited in Almajed, 2016, p.2).

The above mentioned problems can be dealt with if the principles of cooperative learning are fully understood and adopted. Johnson and Johnson (1994) claim that there are two prerequisites that should be carefully considered by teachers: (a) acquiring the knowledge and skills of cooperative learning to be able to design and plan for curriculum units that respond to their students' needs; (b) being trained to implement curriculum, strategies and activities of cooperative learning. These two prerequisites complement each other. In addition, Wang (2007) suggests some solutions based on (Johnson & Johnson, 1987). He states that successfully cooperative learning demands two factors from the teacher (a) the teacher first task is to encourage students to produce active learning (b) the teacher -before the class- should prepare designs and arrangements that guarantees the participation of all students.

2.3. Previous Studies on CL

A relevant study conducted by Nagan & Poon (1998) in Malaysia. The main purpose of this study was to contribute to the existing background regarding the efficacy of cooperative learning, particularly for Malaysian secondary school students. This study compared a cooperative learning approach with the current mode of instruction (Traditional Instruction Approach) using an experimental field design. The participants selected for the study were 80. The study results indicated that secondary school students taught using the cooperative learning approach outperformed students taught using the traditional instruction approach through the achievement tests in English,

Mathematics, and Science. These findings suggested that cooperative learning could be successfully implemented in Malaysian schools to enhance students' learning of both quantitative and non-quantitative subjects.

A further study was carried out by Ning and Hornby (2010) in China. The study investigates the effects of CL on Chinese EFL learners' competencies in listening, speaking, reading, writing and vocabulary. Participants are a 100 first-year College English learners from a university in the north of China. A pre-test-post-test control group quasi-experimental design was employed. The findings revealed clear differences in favor of the CL approach in the areas of listening, speaking and reading but no differences were found between the two approaches in the areas of writing and vocabulary.

A scientific study was conducted by Zakaria, Solfitri, Daud, and Abidin (2012) in Indonesia. The purpose of that scientific study was to determine the effects of cooperative learning on students' mathematics achievement in secondary school students in Pekanbaru and to determine students' perception concerning cooperative learning. The samples of this study consist of 61 students. A pre-test and a post-test were administered to both groups. Two types of instruments were used to collect the data: the mathematics achievement test and open-ended questions on cooperative learning. The pre-test and the post-test data were analyzed using t-test. Content analysis was used for the open-ended questions on cooperative learning. The results showed that there was a significant difference of mean in students' mathematics achievement between the cooperative group and the traditional group. Content analysis data

revealed that students in the cooperative group were able to increase their understanding and to develop their self-confidence.

Another study concerning the utility of cooperative learning strategy was conducted in Australia by Almajed, Skinner, Peterson, and Winning (2016). The study was qualitative through which the researchers aimed to understand students' perceptions about CL, hence analyzing participants' constructions of their CL experiences. Focus group data (14 first- and 14 fourth year students from the five-year Bachelor of Dental Surgery (BDS) program at an Australian dental school) were analyzed by an inductive thematic analysis strategy. The findings revealed that students showed positive perspectives towards an inquiry-based CL context, to be precise, having a "right" mix of students and facilitating balanced participation and interactions, especially questioning, explaining, and managing knowledge conflicts and understanding their thinking processes when learning.

Another study was carried out by Salleh & Yusoff in Malaysia (2016) to examine teachers' attitudes and beliefs towards the use of Student-Centered Learning in English language classes, and to examine the extent of student-centered learning practices that primary school teachers had on their students' performance in the English language. A survey was carried out to collect data from 147 primary school English language teachers in Perlis. The results for March Test and mid-term examinations were also collected from 346 respondents of Year Five students to determine the relationship between student-centered learning practices and the students' achievement. The findings of this research showed that there were positive attitudes of the English language teachers towards student-centered learning although they employed both student-centered and

teacher-centered learning strategies in teaching English. Apart from that, the findings also revealed that there was a small relationship between student-centered learning practices and students' achievement in the English language. As such, recommendations were proposed in terms of improving teacher training and future research to investigate further on student-centered learning practices in Malaysia.

Thus, the previous studies confirmed the crucial impact that CL has in terms of achieving better academic results for the students in comparison to the traditional approaches used by the teachers.

Chapter Three

The Practical Part of the Study: Investigating Libyan Teachers of English Attitudes Towards Cooperative Learning in Public Secondary Schools

3.1. Introduction

This study aims to investigate the attitudes of teachers towards cooperative learning and to identify a number of reasons that cause overlooking this important technique. To achieve these aims, the researcher adopted triangulation of a quantitative and a qualitative methodology. This study was carried out through using a questionnaire and an interview. Through the questionnaire the researcher sought to investigate teachers' positive or negative attitude towards a number of assigned statements about cooperative learning. In addition, the interview was conducted to maximize the study reliability and authenticity by obtaining more concrete data.

3.2. The subjects of the Study

The study included 70 Libyan teachers of English who were selected using a simple random selection. 60 teachers responded to the questionnaire and 10 teachers participated in the interview. All the teachers have some experience of teaching English of at least five years. The majority of the selected teachers have graduated from University of Tripoli and were selected from 17 secondary schools in the capital.

3.3. The Study Design

This is an analytical investigation. The information gathered aimed at answering the research questions, i.e. identifying the attitudes of Libyan teachers of English towards cooperative learning strategy in addition to determine the reasons that might prohibit them from applying CL in their teaching classes. Based on a triangular approach the researcher developed the study. According to Salima (2012), “Triangulation is seen as a very effective procedure of gathering valid data, since a one-source-based investigation may be inadequate and, to some extent, may distort the researcher’s view of the situation under investigation.”

3.4. The Methodological Approaches

3.4.1. The Quantitative Approach

The quantitative type of analysis is the process that presents and interprets numerical data which is measured or identified on a numerical scale. According to Salima (2012), the quantitative items are described and expressed not by means of natural language description, but in terms of quantity, and a range of numerical values are used without implying that a particular numerical value refers to a particular distinct category. This quantitative data can be analyzed by using statistical methods, and results can be displayed using tables, charts, and graphs. This approach is very appropriate to analyze questionnaires; this is why the researcher selected this type of analysis.

3.4.2. The Qualitative Approach

The qualitative type of analysis is the process of interpreting data collected during the course of qualitative research. According to Salima (2012), qualitative data is expressed not in terms of numbers, but rather

by means of verbal accounts in a natural language description. Such data cannot be subjected to counting or measurement and therefore are not disposed to quantitative analysis. Thus, the researcher adopted this approach in collecting and analyzing the data obtained from the English subject teachers through the interviews.

3.5. Data Collection Tools

3.5.1. Questionnaire

In an attempt to define the questionnaire, Brown (2001, p.6) reports that the questionnaire is “ any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” . According to Salima (2012), questionnaires are assumed to be one of the most common methods of data collection in foreign language research. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze. Indeed, the investigator has chosen the questionnaire as a research tool because it can be analyzed in a shorter period of time compared to interviews, and it allows a large sampling. In effect, the interview is time-consuming since each question is dealt with in isolation for each informant.

The questionnaire was a close-ended questionnaire, and was used to discover the attitudes of Libyan teachers of English towards CL in Libyan secondary school classrooms in terms of its application, its usefulness, and the obstacles faced when applying it. The first question was dedicated to find out how often cooperative learning is used by the participants of the study. The following questionnaire items were statements to which the participants were expected to respond using a

scale that starts with strongly agree and ends with strongly disagree. The questionnaire (available in the Appendix1) comprised 18 items, and was distributed to 60 participants who immediately provided the answers needed for the current investigation.

3.5.2. Interview

The interview was the other research tool used in this work to collect data about the attitudes of teachers of English towards cooperative learning strategy. In order to increase the reliability of the study and to enrich the study with more concrete data, the researcher intended to adopt the interview as one of the data collection tools. When conducting research in education, the interview is considered as a useful tool of data collection; it provides a more in-depth exploration of issues, as put by Duff (2008, p.134) “Interviews are one of the richest sources of data in a case study and usually the most important type of data to be collected. Interviews provide the researcher with information from a variety of perspectives.”

In the same line of thought, Yin (1994) highlights the crucial importance of using interviews specially when conducting a case study research which is concerned with human behaviors; those behaviors, Yin says, should be elicited from the eyes of the interviewees who are expected to provide important information about the situation.

In the present study, the researcher employed a type of a structured interview. The interviewer prepared a set of questions. Thus, the interviewer in the structured interview followed a rigid procedure laid down, asked questions in a form and order prescribed. The questions of the interview were designed in advance to extract the attitudes of the interviewees towards cooperative learning. The first two questions, which

were the same for the whole interviewees, were to find out teachers' perceptions about CL, the next questions were set for the teachers who apply cooperative learning in their teaching classrooms, and the last questions were prepared for those who do not or rarely apply it. In this type, the same sort of questions was asked, but the style was rather more flexible and conversational. The interview process was not disturbed by some extra questions; instead, the researcher asked for explanations or clarifications, and made remarks, depending on the responses of the interviewees. It is worth mentioning that while interviewing the informants, the interviewer tried to be as objective and neutral as possible in order to get valid and truthful data.

The researcher employed open questions since in such type of questions the respondents are entirely free to express their own ideas and give judgment and opinion. Indeed as mentioned by Richterich and Chancerel (1980, p.59) "Open questions do not call in advance for ready-made answers and therefore allow the person questioned more freedom of expression." (e.g. What do you think of cooperative learning?)

The interviews were audio recorded using a mobile recorder, the use of audio recorder is advised by Duff (2008, p.135): "Qualitative research interviews are normally conducted face to face, especially with L 2 users, but if it is difficult to arrange meeting times or places, the telephone may provide a useful...substitute". The transcription of the all interviews is available in the Appendix 2.

3.6. Data Analysis and Discussion of the Results

Data analysis is an important phase of the research process. It is the process of inspecting, cleaning, transforming, and modeling data with the

goal of highlighting useful information, suggesting conclusions, and supporting decision making. In this sense Cohen et al (2007,p.19) states “Data analysis is a body of methods that help to describe facts, detect patterns, develop explanations, and test hypotheses. It is used in all of the sciences.” This section presents and analyzes the data derived from the questionnaire and the interview. The data obtained are quantitatively and qualitatively analyzed.

3.6.1. Questionnaire Analysis

The questionnaire was distributed to 60 Libyan secondary school teachers of English, the data were collected, arranged, and analyzed. The questionnaire included 18 items:

Question 1: investigates the extent to which the teachers of English use cooperative learning in their classrooms.

Questions 2-9 : these questions inquire about the effectiveness of cooperative learning in terms of promoting students’ achievement, practice, and interaction.

Questions 10-18: explore the obstacles faced by the teachers in incorporating cooperative learning.

All questions were analyzed statistically. The representation of the number of teachers is referred to as (N), percentage (%). Table 2 shows the results gained from the questionnaire.

Table2: The Use of Cooperative Learning (Benefits and Reasons)

Question	N. (%)	N. (%)	N. (%)	N. (%)
	Always	Often	Sometimes	Rarely

1- How often do you use cooperative learning in your classrooms?	4 (7)	10 (17)	26 (43)	20 (33)
	S.Agree	Agree	Disagree	S.Disagree
2- Cooperative learning is more effective in learning English as a foreign language.	21 (35)	32 (53)	7 (12)	-
3- Teachers of English should be encouraged to use cooperative learning.	21 (35)	37 (62)	2 (3)	-
4- Cooperative learning motivates learners to pay more efforts to English language learning.	22 (36)	34 (57)	3 (5)	1 (2)
5- Cooperative learning increases opportunities for more student interaction.	18 (30)	39 (65)	2 (3)	1 (2)
6- Cooperative learning involves all students in the classroom and provides each of them a fair chance to participate.	18 (30)	34 (57)	8 (13)	-

7- Weaker students have better chances to improve within the group than individually.	25 (41)	27 (45)	8 (13)	1 (2)
8- Cooperative learning strengthens relationships inside the classroom.	23 (38)	34 (57)	3 (5)	-
9- Cooperative learning produces confident students who can lead their own learning.	23 (38)	34 (57)	3 (5)	-
	S.Agree	Agree	Disagree	S.Disagree
10- Cooperative learning can cause difficulties in classroom management.	4 (7)	24 (40)	30 (50)	2 (3)
11- The students(in the area under investigation) are not used to cooperative learning in learning English.	8 (13)	40 (67)	12 (20)	-
12- Dividing the students into groups may cause wasting a class time.	8 (13)	22 (37)	27 (45)	3 (5)
13- The facilities (space, fixed desks, equipment) inside the classroom do not suit cooperative learning.	16 (27)	32 (53)	12 (20)	-
14- It is difficult to distribute roles among students.	4 (7)	24 (40)	32 (53)	-
15- Not all team members participate actively in doing the task.	7 (12)	42 (70)	11 (18)	-

16- Cooperative learning requires skilled and experienced teachers.	19 (32)	27 (45)	13 (21)	1 (2)
17- Teachers need training courses in cooperative learning.	28 (47)	24 (40)	8 (13)	-
18- The school administration does not encourage cooperative learning.	14 (23)	20 (33)	22 (37)	4 (7)
N=60				

Diagram 1: How often do you use cooperative learning in your classrooms?

The participants response to the first question in the questionnaire which concerned with using cooperative learning strategy in the classroom was that 4(7%) participants chose 'always', and 10(17%) participants selected 'often', 26(43%) participants chose 'sometimes', and 20(33%) participants selected 'rarely'.

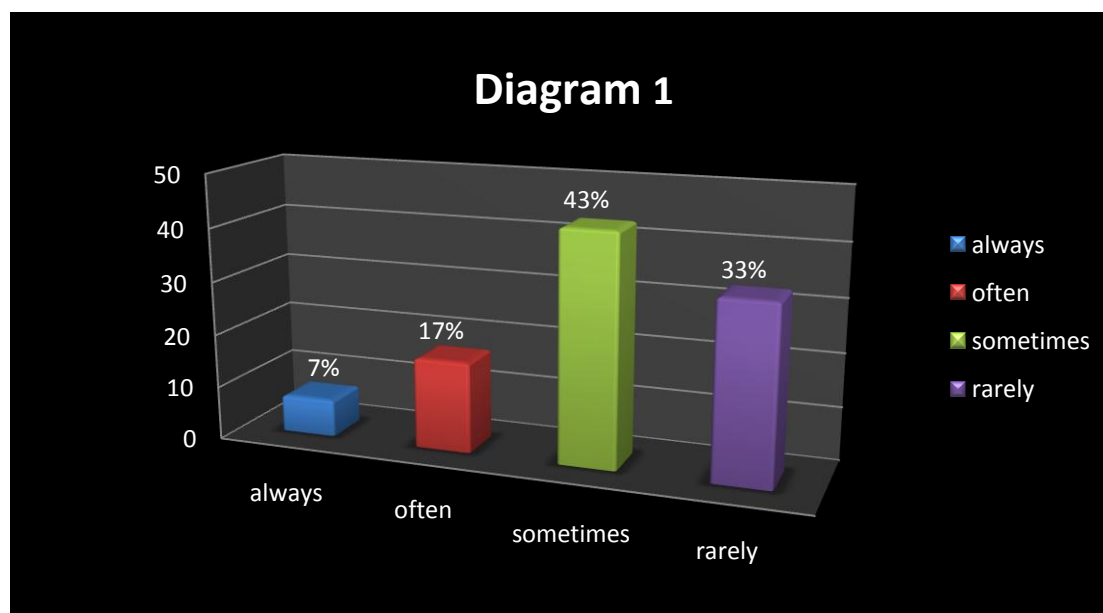


Diagram 2: Cooperative learning is more effective in learning English as a foreign language

There were 21(35%) participants who strongly agreed with the effectiveness of using cooperative learning in learning English. While 32(53%) participants who agreed with this, 7(12%) participants disagreed and none of them strongly disagreed with statement 2.

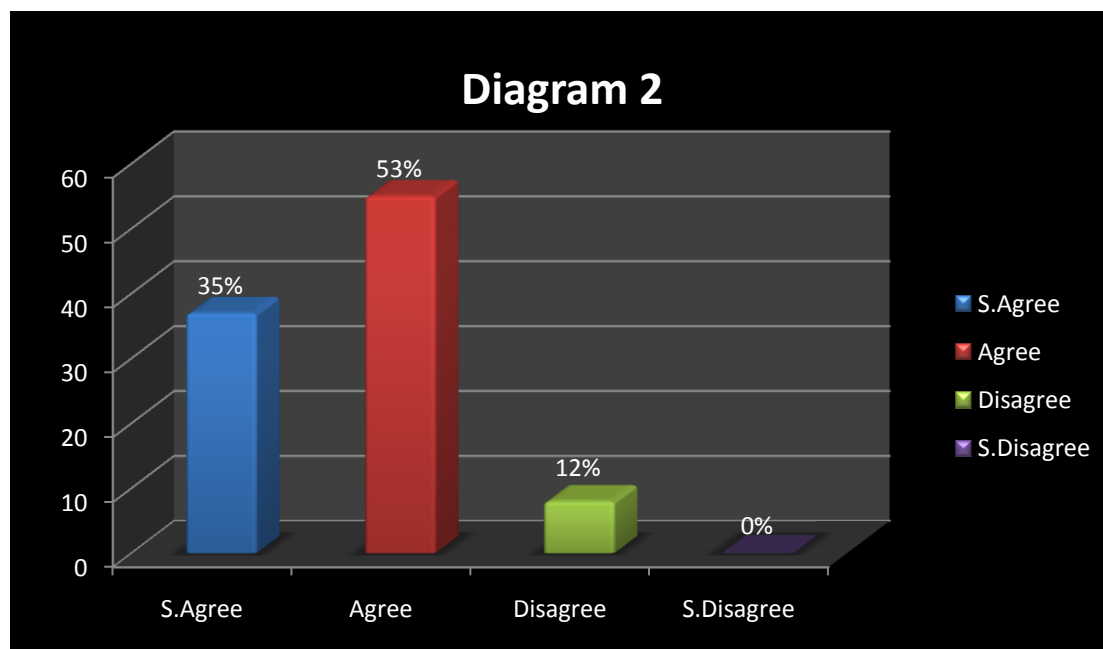


Diagram 3: Teachers of English should be encouraged to use cooperative learning

21(35%) participants strongly agreed that teachers of English should be encouraged to use cooperative learning, and 37(62%) participants who agreed with the point, while only 2(3%) participants disagreed and no response with strongly disagree.

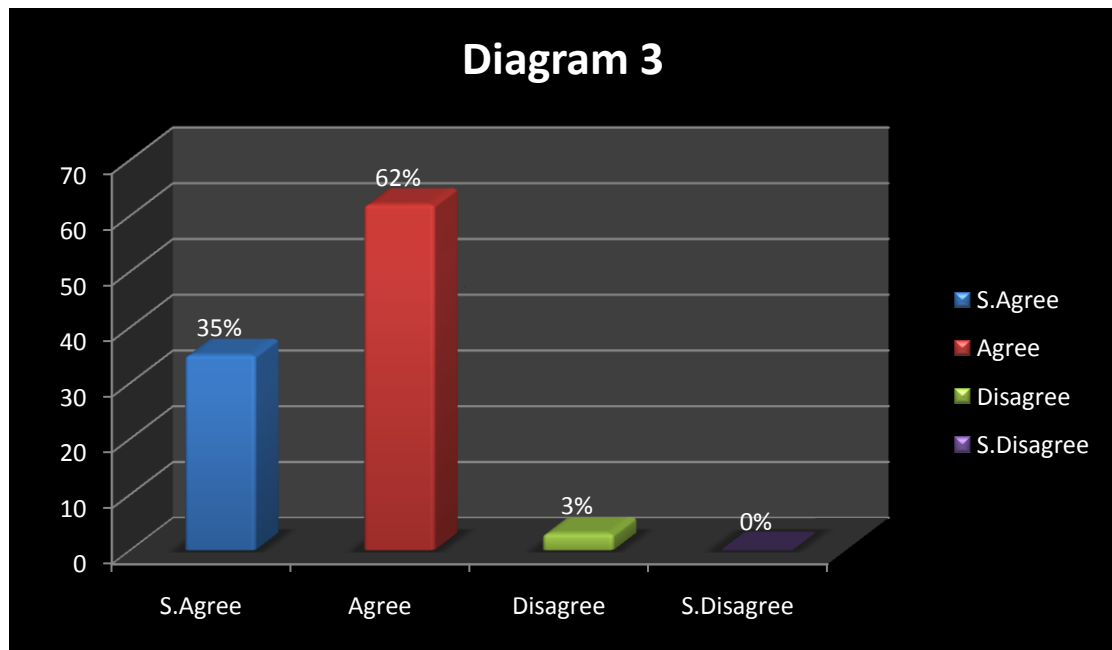


Diagram 4: Cooperative learning motivates learners to pay more efforts to English language learning

For the fourth statement, 22(36%) participants strongly agreed that cooperative learning motivates learners to exert more efforts to learn the English language, 34(57%) participants agreed with the statement, 3(5%) participants who disagreed, and 1(2%) of them strongly disagreed.

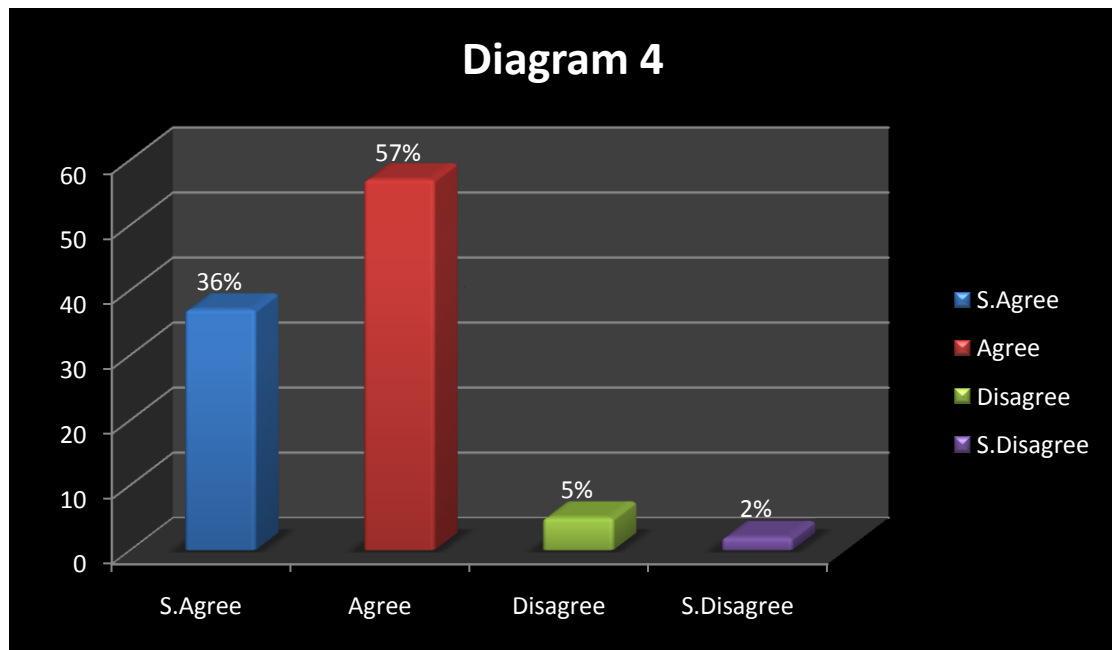


Diagram 5: Cooperative learning increases opportunities for more student interaction

Regarding the fifth statement which suggests that cooperative learning increases opportunities for more student interaction and practice in the classroom, there were 18(30%) participants who showed strong agreement, and those who showed an agreement were 39(65%) participants. On the other hand, 2(3%) participants disagreed with the item, and only 1(2%) participant strongly disagreed.

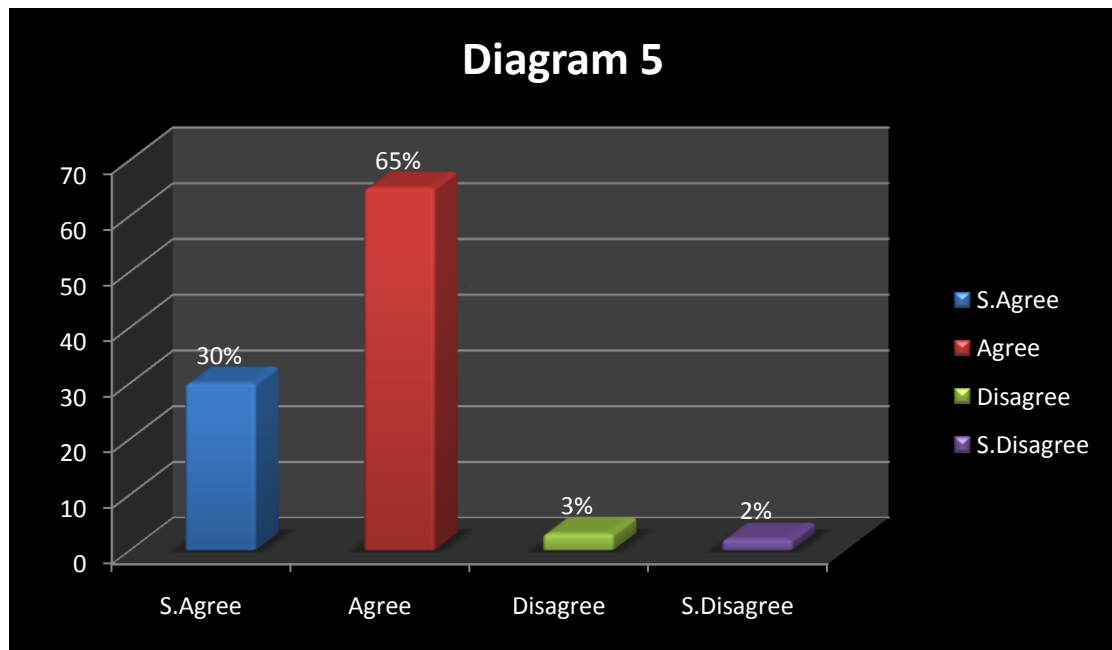


Diagram 6: Cooperative learning involves all students in the classroom and provides each of them a fair chance to participate

In statement 6, there were 18(30%) participants who strongly agreed that cooperative learning involves all students in the classroom and provides each of them a fair chance to participate, 34(57%) participants agreed, whereas only 8(13%) participants responded with disagree and none of them strongly disagreed.

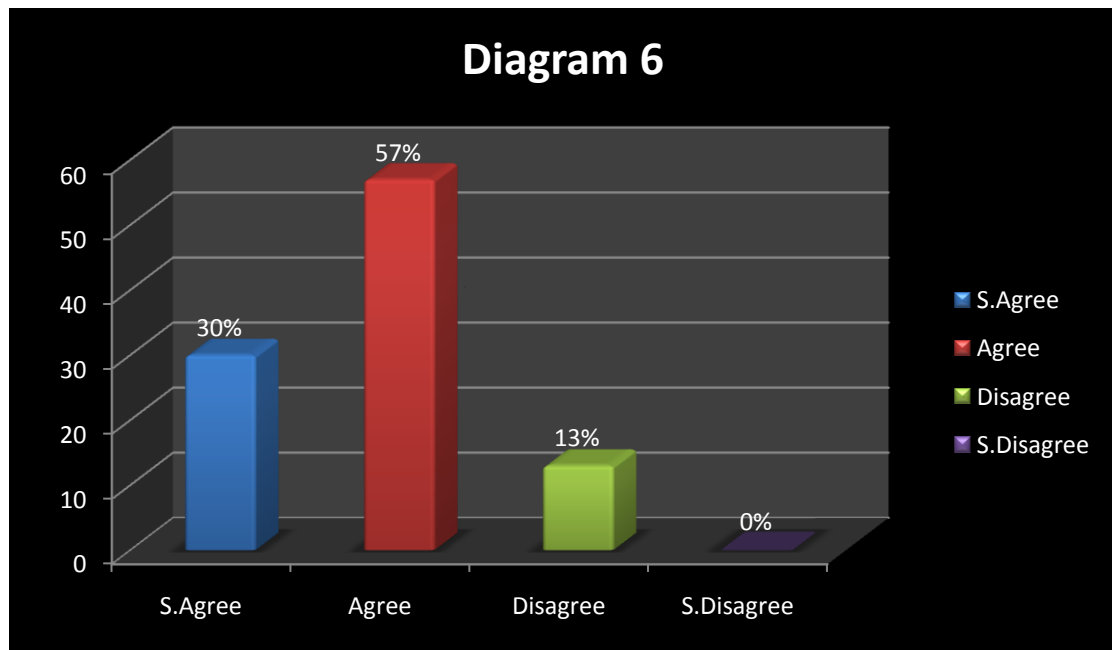


Diagram 7: Weaker students have better chances to improve within the group than individually

25(41%) participants strongly agreed that weaker students have better chances to improve within the group than individually, and 27(45%) participants who agreed with the item. 8(13%) of the participants responded with disagree and only 1(2%) participant who strongly disagreed.

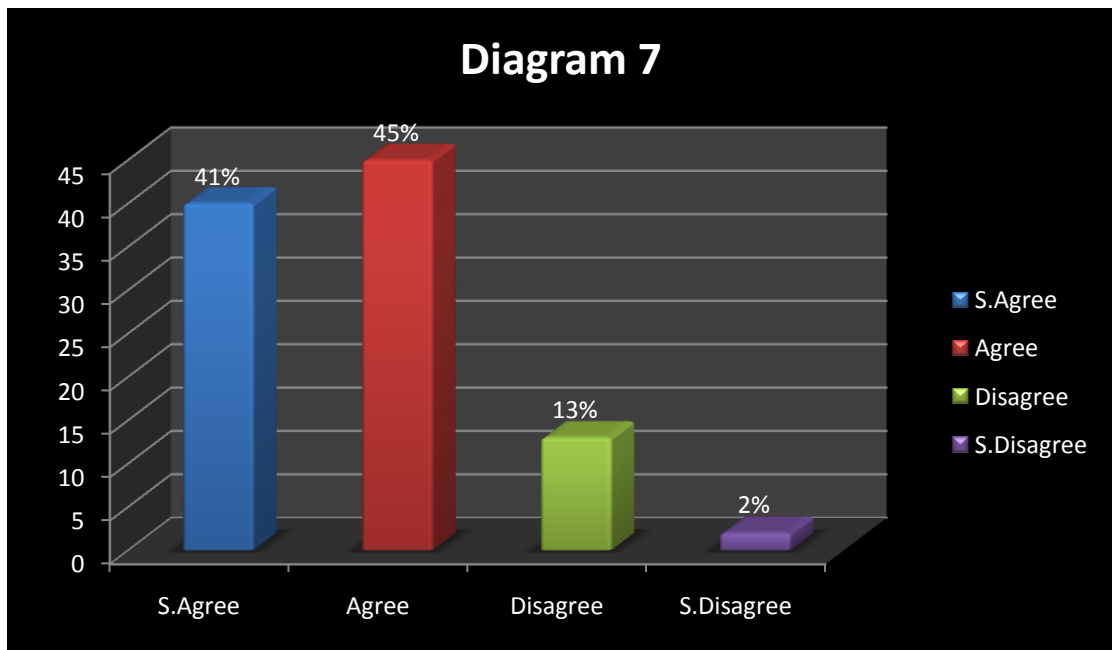


Diagram 8: Cooperative learning strengthens relationships inside the classroom

23(38%) participants who strongly agreed that cooperative learning strengthens relationships inside the classroom and 34(57%) participants who agreed, 3(5%) participants who showed disagreement, but none of them showed strong disagreement.

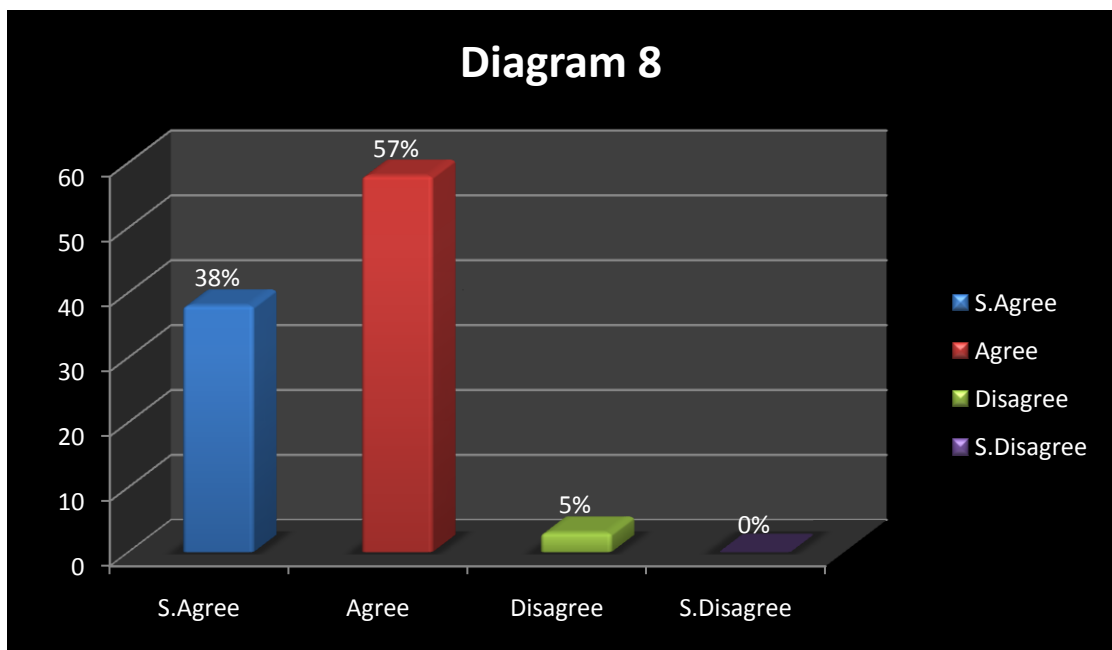


Diagram 9: Cooperative learning produces confident students who can lead their own learning

As for the item 'cooperative learning produces confident students who can lead their own learning, 23(38%) participants responded with strongly agree, and 34(57%) participants responded with agree, on the other hand, only 3(5%) participants who disagreed with the point and none of the participants responded to strongly disagree.

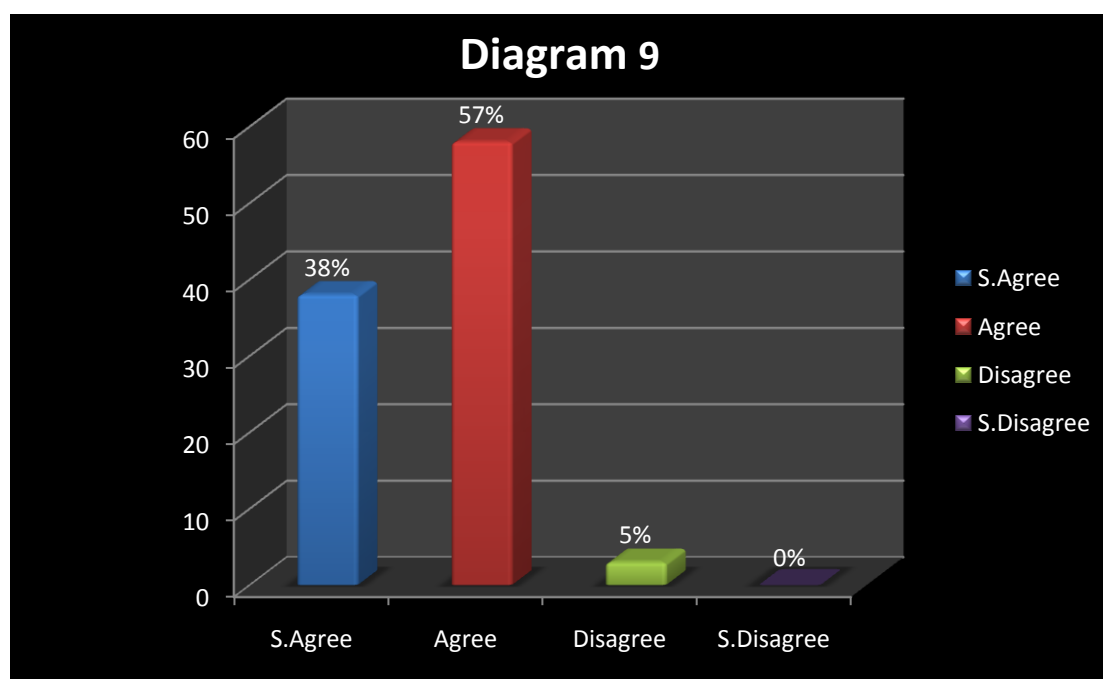


Diagram 10: Cooperative leaning can cause difficulties in classroom management

With reference to the item cooperative learning can cause difficulties in classroom management 4(7%) participants responded with strongly agree, 24(40%) participants who agreed with the item, whereas 30(50%) participants disagreed, and 2(3%) of them responded with strongly disagree.

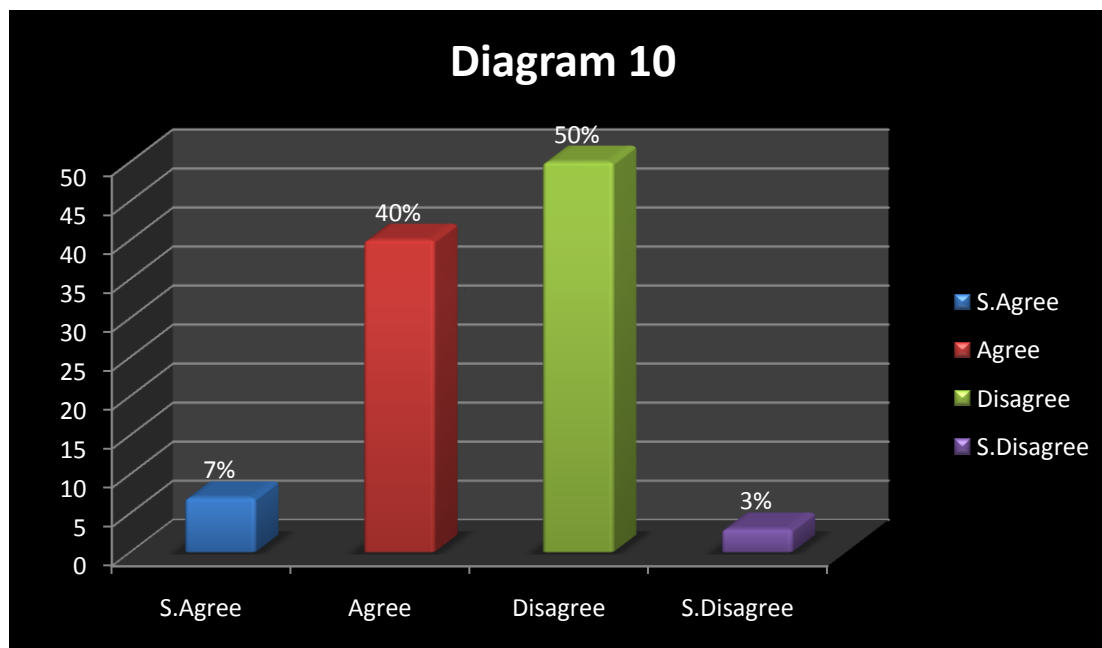


Diagram 11: The students (in the area under investigation) are not used to cooperative learning in learning English

In response to the item ‘the students (in the area under investigation) are not used to cooperative learning in learning English ‘ the number of the participants who answered with strongly agree were 8(13%). While 40(67%) participants answered with agree, 12(20%) participants who disagreed and none of the participants showed a strong disagreement.

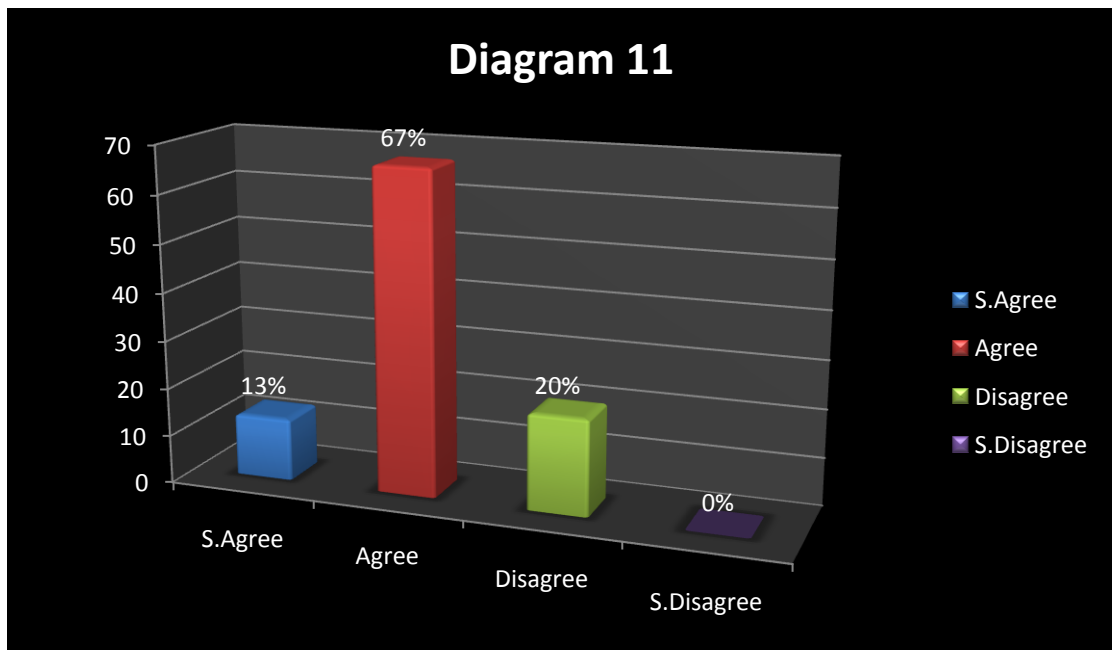


Diagram 12: Dividing the students into groups may cause wasting a class time

8(13%) participants strongly agreed that dividing the students into groups may cause wasting class time, and 22(37%) participants who agreed with the item. Whereas 27(45%) participants responded with disagree, only 3(5%) participants strongly disagreed.

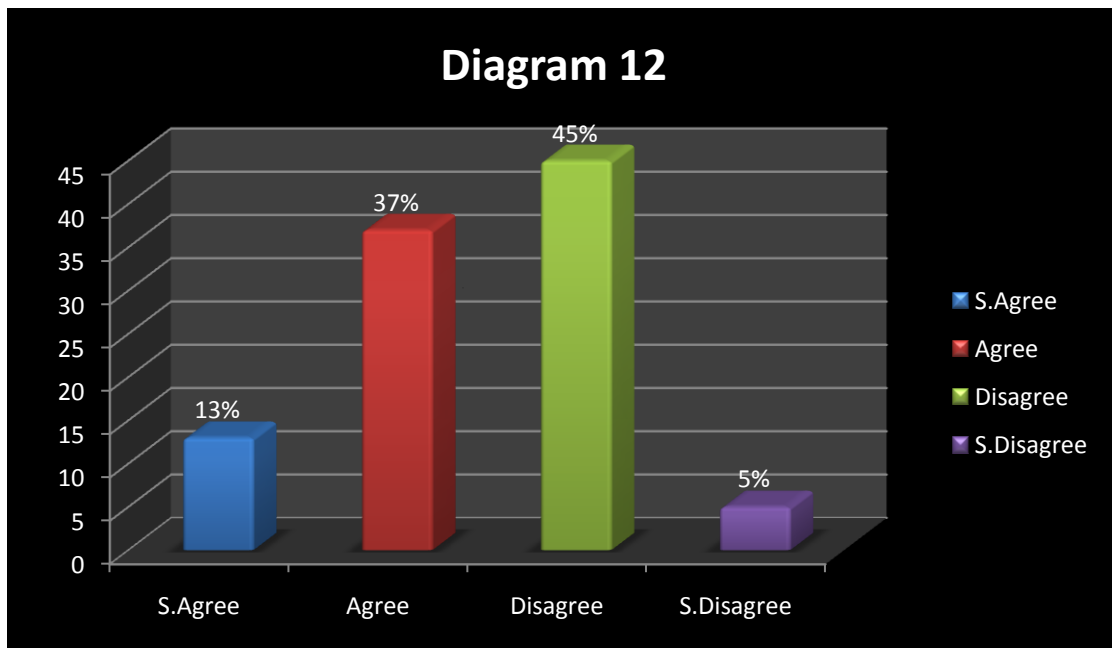


Diagram 13: The facilities (space, fixed desks, equipment) inside the classroom do not suit cooperative learning

16(27%) teachers responded with strongly agree that the facilities inside the classroom do not suit cooperative learning, 32(53%) participants agreed with the item while 12(20%) participants disagreed, and none of the participants responded with strongly disagree.

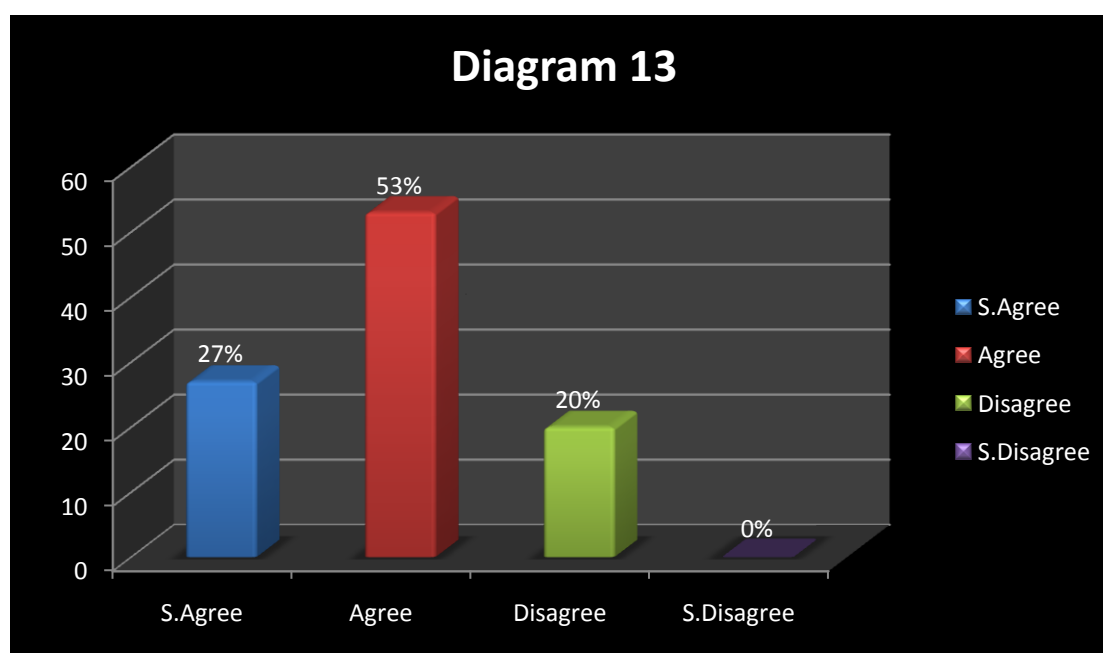


Diagram 14: It is difficult to distribute roles among students

Concerning this statement, only 4(7%) participants responded with strongly agree, 24(40%) participants agreed. On the other hand, 32(53%) participants disagreed and none of them strongly disagreed with the item.

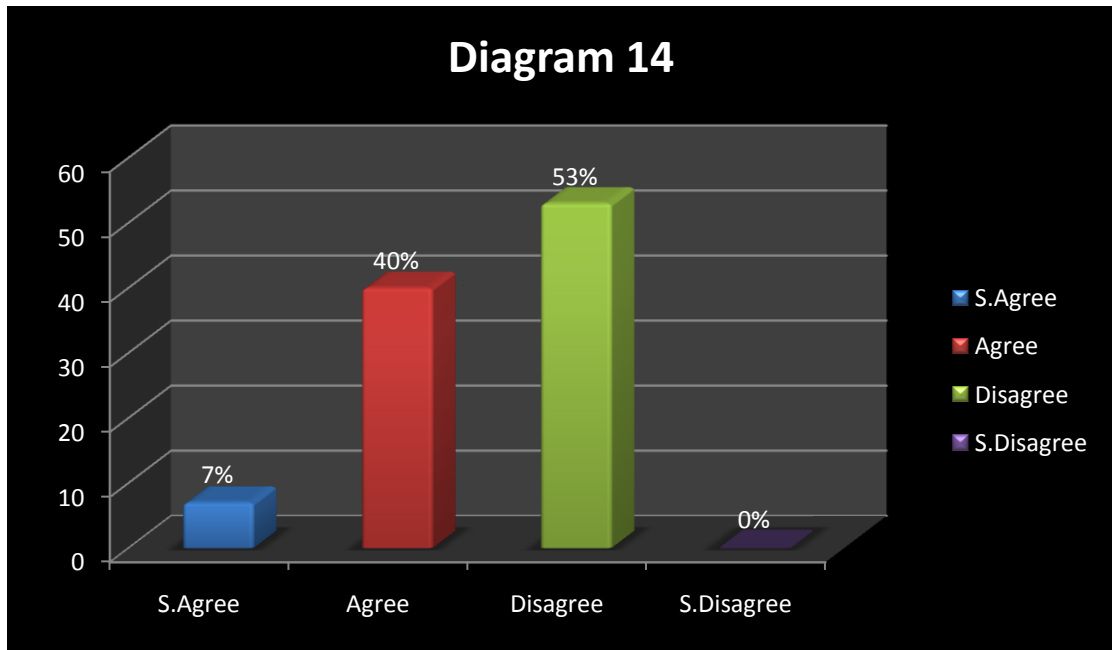


Diagram 15: Not all team members participate actively in doing the task

To this item, there were 7(12%) participants strongly agreed that ‘not all team members participate actively in doing the task’, 42(70%) participants showed an agreement with the item, whereas 11(18%) participants disagreed, and none of the participants showed a strong disagreement.

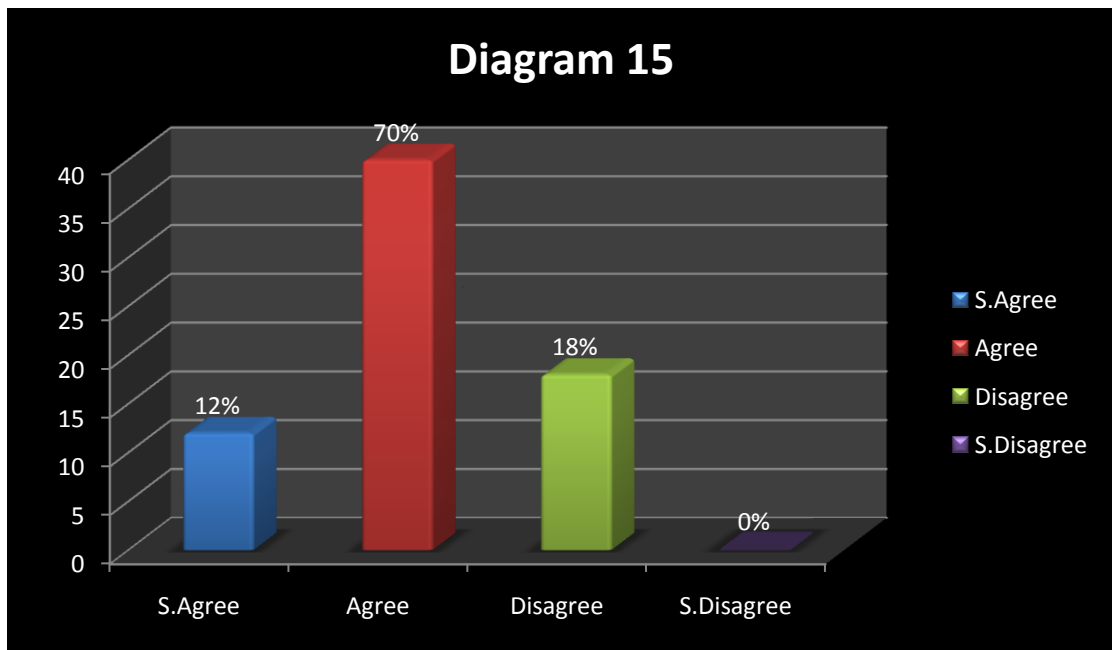


Diagram 16: Cooperative learning requires skilled and experienced teachers

19(32%) participants strongly agreed that ‘cooperative learning requires skilled and experienced teachers’, 27(45%) participants agreed with the item, while 13(21%) participants disagreed, and only 1(2%) of them showed a strong disagreement.

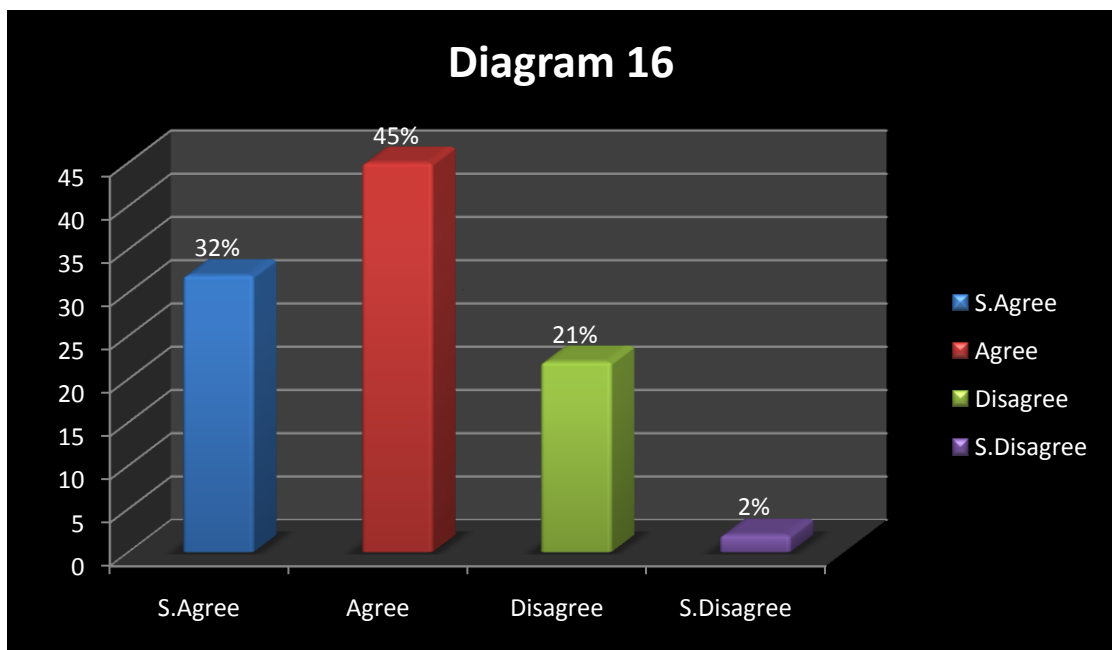


Diagram 17: Teachers need training courses in cooperative learning

In response to item 17, 28(47%) participants who strongly agreed that teachers need training courses in cooperative learning, 24(40%) participants agreed with the item, whereas only 8(13%) participants showed disagreement, and none of them showed a strong disagreement.

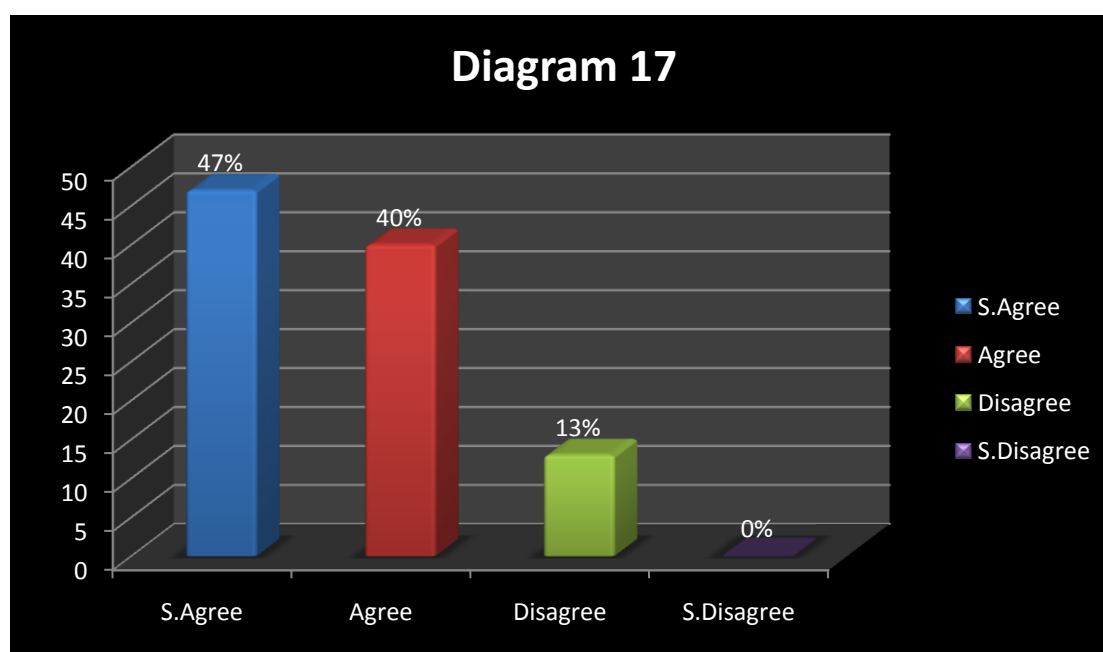
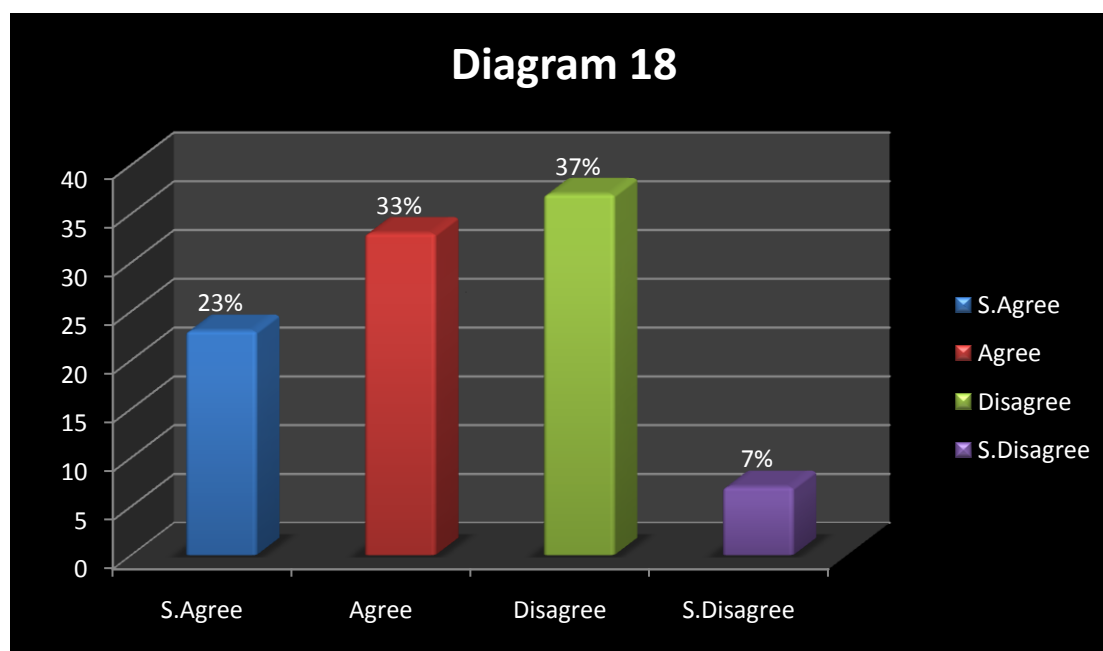


Diagram 18: The school administration does not encourage cooperative learning

Regarding the last question ‘the school administration does not encourage cooperative learning’, only 14(23%) participants strongly agreed with this item, 20(33%) participants agreed; on the other hand, there were 22(37%) participants who showed disagreement and only 4(7%) participants who strongly disagreed.



3.6.2. Discussion of the Questionnaire Findings

Through the questionnaire, the researcher could investigate the attitudes of secondary school Libyan teachers of English towards CL. This instrument also enabled the researcher to determine the extent to which those teachers apply CL in their teaching classrooms. Furthermore, the researcher tried to identify the problems and the reasons that ban the teachers of English from implementing cooperative learning in their teaching classes.

The findings obtained by the questionnaire showed that the targeted teachers prove positive attitudes towards applying cooperative learning approach. The majority of the participants sometimes or rarely use

cooperative learning approach in their classrooms, although they realize its effectiveness in enhancing language learning process. A vast number of the participants stressed that cooperative learning implies many advantages. The majority of the teachers agreed that CL increases opportunities for students' interaction and practice, which coincides with Kessler (1992) view that the cooperative learning is where the learners are grouped to learn together interactively while working on common tasks and projects. Besides, teachers agreed that CL motivates learners to devote more efforts to English language learning. Also, the teachers proved that CL includes all students in the classroom and providing each of them a fair chance to participate. Furthermore, the participants confirmed that CL produces confident students who can lead their own learning, as supported by Kagan (1994) that cooperative learning activities are designed so that every learner contributes to the collaborative task; through CL activities, students work constructively, talking face-to-face, helping each other to complete the given tasks. Moreover, the participants agreed that CL strengthens relationships inside the classroom, and that CL enables the weaker students to be improved within the group than individually which agreed with Vygotsky's line (1978) who highlighted that students are capable of performing at higher intellectual levels when asked to work in collaborative situations than when asked to work individually. The findings also showed that, most of the participants are ready and eager to adopt this strategy as a teaching method as long as they are encouraged to apply it.

There are certain reasons that prohibit the participated teachers from applying CL in their teaching classrooms. One of the reasons, that a considerable number of teachers agreed upon, is that the secondary school students are not used to cooperative learning in learning English,

In addition, some teachers reported that cooperative learning can cause difficulties in classroom management as Wang (2007) addressed that some of the groups did not work cooperatively very well and caused noise. Furthermore, the possibility of cooperative learning to cause wasting class time. Another important reason, a great number of teachers assured, is that the facilities inside the classroom do not suit cooperative learning. Among the difficulties, that CL might cause, is the difficulty of distributing roles among students within the group. Besides, a large number of the teachers agreed that having lazy students who do not cooperate with their partners in accomplishing any given task, is another problem encountered by the teachers. Some of the participants claimed that some of the administrations do not encourage them to apply CL and as a result those teachers avoid using it. Moreover, a large number of the respondents confirmed that CL demands highly skilled and experienced teachers. The respondents, additionally, showed their real need of training courses for implementing CL, This agrees with Johnson and Johnson (1994) who claimed that cooperative learning requires knowledge and training.

Last but not least, two of the participants who answered the questionnaire added verbal comments. One of them assured the ability of using cooperative learning with the first and the second years of the secondary stage if sufficient time is provided for the English class, and the impossibility of using it with the third year of secondary stage for the limited time assigned for accomplishing the whole units included in the syllabus, and for the specified date assigned for the final examinations of the third year of the secondary level. The second participant claimed that she could not use cooperative learning since her students did not motivate her to apply it; the teacher had only one clever student in the classroom

and accordingly could not divide the students into groups, hence, that teacher showed her readiness of using CL if the classroom included 4 or 5 clever students so that those clever students would be distributed around 4 or 5 groups.

Consequently, and according to what has been elicited from the participants, cooperative learning method would be utilized in the secondary school classrooms, as long as the Libyan teachers of English are motivated to apply it, provided with sufficient time for the English class, and supplied with the needed facilities and the requirements that help them to apply CL.

3.6.3. Interview Analysis

As mentioned above, the interview was held with 10 teachers from various public secondary schools within Tripoli. The interview was carried out to support the data gained by the questionnaire in terms of having a deep insight about the attitude of Libyan teachers of English towards CL, the reasons that prohibit those teachers from implementing it, in addition to verifying the effectiveness of CL in the pedagogical field. Ultimately, the researcher tended to elicit some solutions for CL to be incorporated in Libyan secondary school classrooms. A qualitative analysis was adopted for analyzing the data gained from the interview, the questions of the interview were classified into themes through which the data were analyzed, and numbers (1-10) were used for denoting to the participants who participated in the interview.

The interview was a structured one and included 10 questions:

Question 1: Teachers attitudes towards cooperative learning.

Questions 2 &3: The extent to which cooperative learning is used.

Questions 4&5: The reasons and the challenges that ban teachers from using cooperative learning.

Question 6: The relevance of the course content to cooperative learning.

Questions 7&8: The efficiency of cooperative learning on the students performance.

Question 9: The difference of the results obtained as a result of cooperative learning as compared to students' individual work.

Question 10: suggested solutions for enabling cooperative learning to be applied in Libyan classrooms.

Question 1: Teachers attitudes towards cooperative learning

Through this question, the majority of the respondents showed positive attitudes towards using cooperative learning method since they think that it helps the students to do better in their study. Teacher 3 said that “ I think aa this is aa very effective okay! And it is good for students”. Another answer was provided by teacher 8 who was with applying cooperative learning, she said “ I think it is a good way, aa we can use it and we have to use it, and we need to use it, that's it”. On the other hand, teacher 4 had an opposed viewpoint about CL by saying that “ in my opinion, I think it is a useless way for teaching or aa because emm it doesn't help the students inside the classroom to be better”. A vague answer was provided by teacher 2 by saying that “I don't found (i.e. I didn't find) with my students”; she meant that she found no cooperation among her students.

Question 2 &3: The extent to which cooperative learning is used

Teacher 5, 8, 9, and 10 said that they sometimes use cooperative learning. Teachers 1 and 6 declared their rare use of cooperative learning in their classrooms but teachers 3, 4, 2, and 7 said that they don't use it in their teaching classes.

Question 4&5: The reasons and the challenges that ban teachers from using cooperative learning

Teachers' answers to these questions revealed certain problems raised when thinking of implementing cooperative learning. The majority of the respondents assured that the time frame of the class does not enable them to apply CL; for instance, teacher 1 said that " I don't have enough time to do or to use that", teacher 3 said " there is no time for this" and teacher 8 said that " we need to take a lot of time from another teachers (i.e. other teachers) to do that". Another reason was elicited from teacher 8 related to the number of the units of the course book ; she said " we need to omit a lot of lessons" in her point of view, the number of lessons should be minimized to enable them (the teachers) to make use of CL in their teaching classrooms. The reasons were extended to include the facilities inside the classroom in terms of their suitability to apply CL. In this endeavor, teacher 1 pointed out that " no facilities (there is no facilities)", and teacher 8 also indicated that " we don't have aa something that can help us in our class, because we do we have aa a traditional board, we have traditional desks, yes ,aa we don't have aa a good way, we don't have aaa, a lot of reasons". Further, the number of the students was also an obstacle facing the teachers, teacher 7 asserted that the large number of the students in her classroom (which is 35 students) is a very big challenge for her to use CL with. In addition, both teacher 10 and 9 confirmed that the noise that the students make

“especially when the class has 35 students” the former said, is one of the challenges that she confronted when adopting cooperative learning, the later added that” some students laugh about English language, some of them do not know how to use the English language”. Moreover, teacher 6 denoted that the school administration does not encourage her to apply CL, and from that departure she pointed out that “the school or the administration of the school should be courage (i.e. should encourage) the teachers aa for cooperative (i.e. to cooperate) or aa use this method or this way in the classroom or in the aa all the school, especially or aa in teaching English especially”. Further reasons were provided by teacher 4, she assumed that cooperative learning is time consuming, besides that, she added more reasons, she said that “ I think aaa number one wasting of time of me and the students aa themselves, and because I am afraid that it leads me to another point that I think I am emm not prepared to or I am weak to emm explain it to the students”, she added that “ I am not familiar with aaa way of aa teaching (i.e. this way of teaching), number two aaa I think aaa the student not flexible (i.e. the student is not flexible) aa to share the point with the teacher at the classroom in terms aa she is shy or aaa mm not (i.e. in terms of her shyness or she is not) a good speaker or English speaker”. A final reason was provided by teacher 2, she asserted that she had challenges with her students themselves, they are not motivated to learn in groups.

Question 6: The relevance of the course content to cooperative learning

For this question, almost the whole teachers proved that the syllabus’ content (its topics and exercises) matches implementing cooperative learning inside the classroom. Teacher 9 said that “ that is very effective

and very clear”; in addition, teacher 3 said that “ I think it is aaa there in the syllable (i.e. the syllabus) okay! But aaa I I I really don’t aaa care about ,because I can’t do this in my class”. Teachers also stated that even the teacher’s book has instructions and directions regarding putting the students in groups to work certain tasks out. In this sense, teacher 4 said “the teacher book recommend (i.e. recommends) us to put the students as groups and give them the opportunity to share the lesson or the point”. From an exceptional viewpoint, teacher 6 asserted that the syllabus does not enable her to make use of cooperative learning, as she assumed that the syllabus is a scientific one, and “ it is not for language or speaking the English language” as she said.

Question 7&8: The efficiency of cooperative learning on the students performance

The effectiveness of cooperative learning hasn’t only been proven by the previous studies, but by this very current study as well. It is determined by the majority of the respondents that CL is a valuable method in Libyan secondary school classrooms, for instance, teacher 5 assured that cooperative learning is effective and it plays a crucial role in improving students’ speaking skill; she also determined its effectiveness with the writing tasks that her students are asked to carry out, and when she asks them a specific question related to the lesson itself, she has indeed noticed a progress in her students’ performance through the use of this method, and she confirmed that it contributes to developing the students’ academic performance during the class as well. Additionally, teacher 3 said “ it is good for students, it is encourage (i.e. it encourages) them to aa participate and to be active in the class”. Furthermore, teacher 6 said “ it is good for students, emm they can encourage them for

participate and aa cooperate cooperative together in the classroom(i.e. it can encourage them to participate and cooperate together in the classroom)”. However, an opposing perspective has been raised by teacher 4 when she literally stated that “ it is a useless way for aa teaching or aa because emm emm it doesn’t help the student inside the classroom to be better(i.e. it doesn’t help the student to be better inside the classroom)”; thus, she estimated that cooperative learning has nothing to do with developing students’ competence and performance.

Question 9: The difference of the results obtained as a result of cooperative learning as compared to students’ individual work

The answers elicited from the teachers who sometimes use cooperative learning were parallel. For instance, teacher 10 asserted that when applying cooperative learning in her classroom, her students become much happier, more active ,and much better than when they are put to work individually. From a similar perspective, teacher 5 affirmed that it is better to put the students to work in groups since this provides them with the opportunity to speak to each other, and enables them to ask her questions concerning the lesson. She declared that when she doesn’t utilize cooperative learning, her students appear to be lazy and bored.

Question 10: Solutions for enabling cooperative learning to be applied in Libyan classrooms

The respondents’ answers to this question revealed certain solutions for enabling CL to be executed in Libyan secondary school classrooms. Teacher 2 proposed that the syllabus needs to be changed as her students do not like it, they told her that “ the syllabus is boring and they do not like English” over the whole period of study. According to teacher 3 “ the solution aaa it is (i.e. is) to do a model number in the class, it should be

15 maximum in the class, and should give us more classes to do this, to have more time to do this in our class”; in addition, she pointed out that the administration should provide them the opportunity to apply CL and encourage them by supplying them with some tables and chairs. Teacher 7 shared the same viewpoint of teacher 3 in the sense that the number of the students should be minimized to 15 or 18 to enable her to apply CL in her classroom. Consequently, for her, implementing CL with 35 or more students is impossible for her and for other teachers. Teacher 6 stated that everything in the school should be thought of, especially the English Language subject, by explaining its aims and how to teach it. She declared that the English language subject should be changed in a way that it encourages teachers by giving them courses and motivating them to learn English in a good way. Additional solutions were provided by teacher 8 when she said that “ we don’t need to learn (i.e. to teach) twelve units in one year because we don’t have enough time to do that”, hence she recommended that the units of the English language subject should be reduced so that she will be able to apply CL within the time frame assigned for the English language subject. Moreover, she suggested using the teaching-learner centered rather than only and constantly depending on the teaching-teacher centered that the teachers are forced to rely on due to the limited time. The last suggestion was provided by teacher 9, she suggested that the students should be encouraged to use and practice English language from the primary school so that this will enable them to learn advanced stages later.

3.6.4. Discussion of the Interview Findings

In the light of the recent findings obtained from the interview, valuable data were gained to enrich the undertaken study with new

supportive facts. Through the interview, the researcher could answer the research questions which were predetermined by the questionnaire findings as well. The teachers' attitude towards CL was positive although the majority of the teachers declared that cooperative learning has never been used, or rarely used in their teaching classes. Teachers, in addition, affirmed the efficiency of cooperative learning in terms of promoting the students' academic performance.

One of the advantages of cooperative learning, is that, it improves the students' language skills. It also encourages the students to participate and to be active participants in the class. These points go in line with Olsen & Kagan(1992) who declared that it is generally asserted that cooperative learning is the best option for all students because it emphasizes active interaction between students of diverse abilities and backgrounds, and demonstrates more positive student outcomes in academic achievement, social behavior, and affective development. Besides, it was maintained by the teachers who sometimes use CL that this method plays a vital role in enhancing the learning process as compared to the students' individual work; in the sense that cooperative learning provided the students with the opportunity to talk to each other, to ask the teacher relevant questions about the lesson, and to be happy and active actors within the classroom. These findings have also been emphasized by Dornyei (1997) who indicated that CL produces learning gains and student achievement, higher-order thinking, positive attitudes towards learning increased motivation, and better teacher-student and student-student relationships.

However, the participants spotlighted some obstacles that made the CL method discarded from their teaching agenda. Those obstacles were

related to the inadequate timeframe assigned for the English class, the large number of the students included within the classroom, the very low level of the students in using the English language, and the unfamiliarity of the teachers of the English about the modern teaching methods. In addition, some teachers said that the students' discouragement to learn in groups, is another obstacle that prohibited them to apply CL. In the same line of thought Skinner et al (2012) contended that students' personal relationships with each other directly affect the quality of interpersonal interactions during group activities and the success of their collaboration. Moreover, the inappropriateness of the facilities inside the classrooms, and the noise occurred by the students within the classroom, were considered as obstacles too. Besides, the unhelpful role that some of the school administrations had in enabling CL to be adopted within the classrooms, was another obstacle facing the teachers.

Certain suggestions for enabling CL to be applied in Libyan classrooms were provided by the targeted teachers. One of the suggestions was, changing the syllabus in a way that students enjoy it. Minimizing the number of the students - so that it will be possible for the teachers to apply it- is another suggested solution. Furthermore, teachers need to be supplied with the facilities that aid the integration of CL in the classrooms. Assigning more classes for the English subject is another suggestion in addition to providing the teachers with training courses that motivate them to execute it. This solution has also been suggested by Johnson and Johnson (1994) who claimed that there are two prerequisites that should be carefully considered by teachers: (a) acquiring the knowledge and skills of cooperative learning to be able to design and plan for curriculum units that respond to their students' needs; (b) being trained to implement curriculum, strategies and activities of cooperative

learning. These two prerequisites complement each other. Teachers, in addition, proposed reducing the amount of units of the English subject and adopting the teaching-learner centered approach instead of the teaching-teacher centered approach. Teachers also suggested encouraging the students to the use and the practice of the English language to enable CL to take a place in Libyan classrooms.

Chapter (4)

Conclusions and Recommendations

4.1. Conclusions

This study aimed at exploring the attitudes of teachers of English towards cooperative learning in Libyan secondary schools. It also aimed at identifying the reasons that might prohibit those teachers in implementing CL. In order to achieve these goals, a set of questions via a quantitative (questionnaire) and qualitative (interview) design were distributed to some teachers of English from various public secondary schools. The research findings showed that the participants demonstrated positive attitudes towards cooperative learning. The findings also showed that the teachers do not generally apply this pedagogical tool in their classrooms due to many obstacles.

There are different obstacles that are considered as reasons for not enabling this tool to be used in the teaching classrooms. These reasons are related to the inadequate timeframe assigned for the English class, and to the large number of the students included within the classroom. Moreover, the students' misuse of the English language, the unfamiliarity of the teachers of the English subject with the modern teaching methods, were among the obstacles. In addition, the students' discouragement to learn in groups and the noise made by the students, were among the obstacles facing the teachers. The unhelpful role that some school administrations have in enabling CL to be adopted within the classrooms, was another obstacle. The findings also showed that the secondary school students are not used to cooperative learning in learning English, and that

cooperative learning can cause difficulties in classroom management. the difficulty of distributing roles among students within the group, and having lazy students who do not cooperate with their classmates, were further obstacles facing the teachers in implementing CL.

Based on the above mentioned reasons, the teachers provided certain suggestions to make cooperative learning popular in Libyan secondary school classrooms. The suggestions include, changing the syllabus in a way that students enjoy it, minimizing the number of the students, and supplying the teachers with the facilities that aid the integration of CL in the classrooms. Furthermore, assigning more classes for the English subject, providing the teachers with training courses that motivate them to execute CL, were among the suggestions. Also, reducing the amount of units of the English subject, and adopting the teaching-learner centered approach instead of the teaching-teacher centered approach. Besides, encouraging the students to the use and the practice of the English language to function effectively in groups.

Therefore, cooperative learning would be widely used in Libyan secondary schools if the teachers of English are highly motivated, and all their aspirations and requirements are fulfilled.

4.2. Recommendations

In the light of the results obtained from this study some recommendations can be proposed to the teachers of English, the curriculum designers, and the educational authorities:

- 1- Cooperative learning is an effective method that aims to enrich the teaching approaches, and to promote the learning process in general.

Hence, there should be encouragement and support for this method to take place in the instructional context.

2- The curriculum designers should be aware that cooperative learning has become widely used in different countries. Therefore, the curriculum designers should work on incorporating more interesting programs that suit the application of CL in the Libyan pedagogical field.

3- Teachers should be provided with training courses in cooperative learning so that they become more skillful with its applications.

4- The ministry of education should support the schools with all the techniques and requirements for applying this method in secondary school classrooms.

5- The class size should be reduced in a way that facilitates the application of CL inside the Libyan classrooms.

6- Encouraging the students to practice and use cooperative learning.

References

Almala, A. H. (2005). A Constructivist Conceptual Framework for a Quality e-Learning Environment. *Distance Learning*, 2(5), 9-12.

Almajed, A., Skinner, V., Peterson, R., & Winning, T. (2016). Collaborative Learning: Students' Perspectives on How Learning Happens. *Interdisciplinary Journal of Problem-Based Learning*, 10(2). Available at: <http://dx.doi.org/10.7771/1541-5015.1601>

Bandura, A. (1977). *Social Learning Theory* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall Regents.

Bruner, J. (1966). *Toward a theory of instruction* (1st ed.). Cambridge, MA: Harvard University Press

Bruner, J. (1985). Vygotsky: A historical and conceptual perspective. Culture, communication, and cognition: Vygotskian perspectives, 21-34. London: Cambridge University Press.

Brown, J. D. (2001). *Using Surveys in Language Programs*. Cambridge, UK, Cambridge University Press.

Cen, L., Ruta, D., Powell, L. (2016). Quantitative approach to collaborative learning: performance prediction, individual assessment, and group composition. *International Society of the Learning Sciences*. 8 (11), 187-225. [accessed on Sep 7, 2017 at 3:00 pm]

- Coleman, J. (1961). *The adolescent society*. New York: Free Press.
- Cockrell, K. S., Caplow, J. A. H., & Donaldson, J. F. (2000). A context for learning: Collaborative groups in the problem-based learning environment. *Review of Higher Education*, 23(3), 347-363.
- Cohen, L., Manion, L. & Morrison, K. R. B. (2007). *Research Methods in Education*, New York, Routledge.
- Contreras León, J. J., & Chapetón Castro, C. M. (2017). Transforming EFL classroom practices and promoting students' empowerment: Collaborative learning from a dialogical approach. *PROFILE Issues in Teachers' Professional Development*, 19 (2), 135-149. <https://doi.org/10.15446/profile.v19n2.57811>.
- Damon, W. (1984). Peer Education: The untapped potential. *Journal of Applied Developmental Psychology*, 5, 331-343.
- Dat-Tran, V. (2007). Constructivist Learning Theory and the Process of Forum Teaching. *Journal of Teaching and Learning*, 7(2), 57-60.
- Deutsch, M. (1949). A theory of cooperation and competition. *Human Relations*, 2, 129-152.
- Dornyei, Z. (1997). Psychological Processes in Cooperative Language Learning: Group Dynamics and Motivation. *The Modern Language Journal*, 81(4), 482 – 493.

Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Boston: Allyn & Bacon.

Duff, P. (2008). *Case Study Research in Applied Linguistics*. Taylor & Francis group, New York.

Estubinan, B., and Cheereez, G. (2010). *Cooperative learning in the English Language Teaching*. Universidad Tecnica Du Machalah.

Grami, G. (2012). Are Learner-Centred Approaches the Answer to Saudi Language Classes?. *The Journal of Information Technology and Teacher Education*, [online] 9, 1-14.

Johnson, D. W., Maruyama, G., Johnson, R. T., Nelson, D. & Skon, L. (1981). Effects of cooperative, competitive, and individualistic goal structures on achievement: A meta-analysis. *Psychological Bulletin*, 89, 47-62.

Johnson, D. W., & Johnson, R. T. (1987). *Learning together and alone* (2nd ed.) Englewood Cliffs, NJ: Prentice-hall.

Johnson, D.W. & Johnson, R.T. (1990). Cooperative learning and achievement. In S. Sharan (ed.), *Cooperative learning: Theory and research*, 23-37. New York: Praeger.

Johnson, D. W., & Johnson, R. (1994). *Leading the Cooperative School* (2ed). Edina, MN: Interaction Book Company.

Johnson, D. W. & Johnson, R. T. (2001). (Eds.) Cooperative Learning. MN: Interaction Book Company.

Johnson, C., Daigle, P., & Rustamov, I. (2010). Bandura's Social Learning Theory Applied to a "How-to" Expository Writing Piece. [Online] Available:

<http://uhaweb.hartford.edu/SMITHJOHN/EDT665/EDT-FINALDEC132010%5B1%5D.pdf>

Kagan, S. (1994). Cooperative learning. San Clemente, California: Kagan Publishing.

Kessler, C. (1992). Cooperative Learning Language: A teacher resource book. Englewood Cliffs, NJ: Practice Hall.

Krashen, S. D. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall, Englewood Cliffs, NJ.

Long, M. H. & Porter, P. A. (1985). Group Work, Interlanguage Talk, and Second Language Acquisition. *TESOL Quarterly*, 19 (2), 207-228.

Lueddeke, G. R. (1999). Toward a Constructivist Framework for Guiding Change and Innovation in Higher Education. *Journal of Higher Education*, 70, 235-260. <http://dx.doi.org/10.2307/2649196>

McDonell, W. (1992). Language and cognitive development through cooperative group work. In: Kessler, C. (Ed.). *Cooperative Language Learning a Teacher's Resource Book*. Prentice Hall Regents, Englewood Cliffs, NJ, 51-64.

Milbrandt, M. K., Felts, J., Richards, B., & Abghari, N. (2004). Teaching-to-Learn: A Constructivist Approach to Shared Responsibility. *Art Education*, 57(5), 19-33.

Ngan, C., & Poon, J. (1998). Efficacy Of Cooperative Learning Among Malaysian Secondary School Students. *Jurnal Pendidik dan Pendidikan*, Jilid,16, 13-27.

Ning, H. Hornby, G.(2010). The effectiveness of cooperative learning in teaching English to Chinese tertiary learners', *Effective Education*, 2 (2), 99-116 available at 10.1080/19415532.2010.522792 URL:<http://dx.doi.org/10.1080/19415532.2010.522792>

Olsen, R., & Kagan, S. (1992). About cooperative learning. In C. Kessler (Ed), *Cooperative language Learning: A teacher's resource book*, 1-30. Englewood Cliffs, NJ: Prentice Hall.

Palacios, N., & Chapetón, C. M. (2014). Students' responses to the use of songs in the EFL classroom at a public school in Bogotá: A critical approach. *Gist, Education and Learning Research Journal*, 9, 9-30.

Piaget, J. (1926). *The language and thought of the child* (1st ed.). New York: Harcourt Brace.

Richterich, R and Chancerell, J.L. (1980). Identifying the Needs for Adults Learning a Foreign Language. London: Pergamon Press.

Salima, W. (2012). Desining and impleming an ESP course for medical students: A step towards building up a knowledge society.

Salleh, S., & Yusoff, N. (2016). Teachers' Attitudes and Beliefs Towards the Use of Student-Centred Learning in English Language Classes. School of Education and Modern Languages, University of Malaysia, 1 (2548-6160), 327-334.

Schunk, D. H. (2007). *Learning theories: An Educational Perspective* (4th ed.). Upper Saddle River, NJ: Pearson Education.

Skinner, V., Braunack-Mayer, A., & Winning, T. (2012) Getting on with each other: PBL group dynamics and function. In S. Bridges, C. McGrath, & T. Whitehill (Eds.), *Problem-based learning in clinical education: The next generation*, 189–205. Netherlands: Springer Netherlands.

Slavin, R. E. (1977). Classroom reward structure: An analytical and practical review. *Review of Educational Research* 47, 633-650.

Slavin, R. (1978). Student teams and achievement divisions. *Journal of Research and Development in Education*, 12, 39-49.

Slavin, R. E. (1983). *Cooperative learning*. New York: Longman.

Slavin, R. E. (1995). Cooperative learning: Theory, research, and practice. Boston: Allyn & Bacon.

Slavin, R. E. (2005). Cooperative Learning “Theory, Research and Practice”. London: Allyn and Bacon.

Sticchi-Damiani, M. (1981). Group Work: From Practice to Theory. *ELT Journal*, 35(3), 243-249.

Stahl, Gerry. et al. (2006). Computer-supported learning collaborative learning perspective: A historical perspective. *Cambridge handbook of learning science*.409-426.

Tan, W. (2001). (Ed.) Cooperative Learning—Theory and Strategy. Beijing: Xueyuan Publishing House.

Tran, V. (2013). Theoretical Perspectives Underlying the Application of Cooperative Learning in Classrooms. *International Journal of Higher Education*, 2(4), 101-115.

Vroom, V. H. (1969). Industrial social psychology. In G. Lindzey & E. Aronson (Eds.), *The handbook of social psychology* , 5 (2nd ed). Reading, MA: Addison-Wesley.

Vygotsky, L. S. (1978). *Mind in society: the development of higher psychological processes*. Cambridge: Harvard University Press.

Wang, TP.(2007). The Comparison of the Difficulties between Cooperative Learning and Traditional Teaching Methods in College English Teachers. *The Journal of Human Resource and Adult Learning*, 3(2), 23-30.

Webb, N. (1985). Student interaction and learning in small groups: A research summary. In R. E. Slavin, S. Sharan, S. Kagan, R. Hertz-Lazarowitz, C. Webb & R. Schmuck (Eds.), *Learning to cooperate, cooperate to learn*, 147-172, New York: Plenum.

Wittrock, M. C. (1978). The cognitive movement in instruction. *Educational Psychologist*, 13, 15-29.

Yager, R. (1991). The constructivist learning model, towards real reform in science education. *The Science Teacher*, 58(2), 52-57.

Yin, R. (1994). Case study research: Design and methods. Thousand Oaks, CA: Sage.

Zakaria, E., Solfitri, T., Daud, Y., & Abidin, Z. (2013). Effect of Cooperative Learning on Secondary School Students' Mathematics Achievement. *Creative Education*. [online] 4(2), 98-100.

Zue, W. (2011). The Effects of Cooperative Learning on Improving College Students' Reading Comprehension. *Journal of Theory and Practice in Language Studies*, [online] 1(8), 986-989. [Accessed in 8 Oct. 2017).

Appendix 1:

Tripoli University / Faculty of Languages / Department of English / Post-Graduate Studies

Investigating the Attitudes of Teachers of English towards Cooperative Learning in Libyan Public Secondary Schools

.....

Dear teacher,

This questionnaire aims to explore the attitudes of teachers of English towards cooperative learning as a strategy for teaching English as a foreign language, in Libyan secondary schools, in Tripoli. It is conducted as part of the MA degree in Applied Linguistics currently undertaken at the Faculty of Languages, University of Tripoli. You are kindly requested to give your personal opinion concerning each of the attitude statements below by placing a circle around one of the alternatives that best represents your opinion. It is your opinion as a teacher of English in particular that is of interest to the study not the teachers' opinion in general.

This questionnaire is anonymous and any information that you part with including personal data will only be used as part of the study and will not be used to identify you in person .

Thank you very much for your participation.

Personal data:

1	Name of school	
2	Location	
3	Year of graduation	
4	Place of graduation	
5	Years of experience	A: 0-5 () B: 6-10 () C: 11-15() D: 16-20 () E: over 20 ()
6	Age group	A: 21-25 () B: 26-30 () C: 31-35() D: 36-40 () E: over 40 ()

Please tick the response that best reflects your views about cooperative learning

1 -How often do you use cooperative learning in your classroom?

Always Often Sometimes Rarely

2- Cooperative learning is more effective in learning English as a foreign language.

Strongly agree Agree Disagree Strongly
disagree

3- Teachers of English should be encouraged to use cooperative learning .

Strongly agree Agree Disagree Strongly
disagree

4- Cooperative learning motivates learners to devote more efforts to English language learning.

Strongly agree Agree Disagree Strongly
disagree

5- Cooperative learning increases opportunities for more student interaction and practice.

Strongly agree Agree Disagree Strongly
disagree

6 - Cooperative learning involves all students in the classroom and provides each of them with a fair chance to participate.

Strongly agree Agree Disagree Strongly
disagree

7- Weaker students have better chances to improve within the group than individually.

Strongly agree disagree	Agree	Disagree	Strongly
8 - Cooperative learning strengthens relationships inside the classroom.			
Strongly agree disagree	Agree	Disagree	Strongly
9 - Cooperative learning produces confident students who can lead their own learning.			
Strongly agree disagree	Agree	Disagree	Strongly
10 - Cooperative learning can cause difficulties in classroom management.			
Strongly agree disagree	Agree	Disagree	Strongly
11- The students (in the area under investigation) are not used to cooperative learning in learning English.			
Strongly agree disagree	Agree	Disagree	Strongly
12- Dividing the students into groups may cause wasting class time.			
Strongly agree disagree	Agree	Disagree	Strongly
13- The facilities (space, fixed desks, equipment) inside the classroom do not suit cooperative learning.			
Strongly agree disagree	Agree	Disagree	Strongly
14- It is difficult to distribute roles among students.			
Strongly agree disagree	Agree	Disagree	Strongly
15- Not all team members participate actively in doing the task.			

Strongly agree disagree	Agree	Disagree	Strongly
----------------------------	-------	----------	----------

16 - Cooperative learning requires highly skilled and experienced teachers .

Strongly agree disagree	Agree	Disagree	Strongly
----------------------------	-------	----------	----------

17- Teachers need training courses in cooperative learning.

Strongly agree disagree	Agree	Disagree	Strongly
----------------------------	-------	----------	----------

18- The school administration does not encourage cooperative learning.

Strongly agree disagree	Agree	Disagree	Strongly
----------------------------	-------	----------	----------

Appendix 2:

1-The Transcription of the Interviews

1.1The transcription of the first interview:

Interviewer: good morning Miss Samira.

Interviewee: good morning.

Interviewer: I am Sawsan, I am a postgraduate student, aaa I would like to thank you very much for accepting my invitation in this interview which aims to investigate your attitude towards cooperative learning strategy.

Interviewee: you are welcome.

Interviewer: first of all I would like to ask you about your opinion about cooperative learning, Miss Samira, what do you think of cooperative learning?

Interviewee: I think it's a good method.

Interviewer: You think it is a good method!

Interviewee: Yeah.

Interviewer: ok, how often do you use it?

Interviewee: rarely.

Interviewer: rarely!, all right, why don't you incorporate cooperative learning as one of the teaching methods in your classroom?

Interviewee: I don't have enough time to do or to use that.

Interviewer: because of the time you don't use cooperative learning!

Interviewee: yeah.

Interviewer: aaa, all right, emmm, what are the challenges that ban you from using cooperative learning?, other challenges?, other difficulties?, besides the time have you faced any difficulties or any challenges that ban you?

Interviewee: there is no facilities.

Interviewer: no facilities, so the facilities inside the classroom are not...

Interviewee: there is no.

Interviewer: there is no?

interviewer: yeah

interviewer: all right, aaa does the syllabus itself (the topics and the exercises within it neglect or disregard applying cooperative learning in you classroom? The facilities, the, yes, sorry the syllabus itself, its topics Miss Samira does the syllabus itself, its topics and exercises neglect ...?

Interviewee: no, no.

Interviewer: they don't neglect it?

Interviewee: no, no, there is aaa some syllabus ok? Which needs this method.

Interviewer: aaa it demands from the teacher to apply this method, to put the students into groups you mean!

Interviewee: yes.

Interviewer: ok, can you think of any solutions to be adopted for enabling cooperative learning to be applied in Libyan classroom?

Interviewee: sorry!

Interviewer: any solutions?

Interviewee: I don't have any idea about this.

Interviewer: you don't have any idea concerning that!

Interviewee: no idea about this.

Interviewer: for instance, providing, the administration provide aa facilities to to enable this method to take place in the classroom! Or any other solution, don't you

have any?

interviewee: no idea.

Interviewer: all right, thank you very much Miss Samira for your information, the information you gave me today, thank you very much, for your participation.

Interviewee: thank you, welcome.

1.2. The transcription of the second interview:

Interviewer: good morning Miss Hana.

Interviewee: good morning.

Interviewer: thank you very much for your participation in this interview.

Interviewee: okay, welcome.

Interviewer: emm as you know that this interview or through this interview I want to know your attitude concerning applying cooperative learning strategy, what do you think of cooperative leaning Miss Hana?

Interviewee: aa I think cooperative learning in my class I don't found with my students, I don't found.

Interviewer: aha, you found, you mean that you found no collaboration.

Interviewee: no cooperation, yeah, with my students, because I study for I teach in high school, yeah, aaa with aaa with age aaa eight, eighteen, eighteen yes.

Interviewer: all right.

Interviewee: aha.

Interviewer: so aa ...

Interviewee: with young students.

Interviewer: mmha.

Interviewee: aha.

Interviewer: so all right , Miss aa Miss Hana why don't you incorporate it? Or why don't you incorporate cooperative learning as one of the teaching methods in your classroom?

Interviewee: aa my students this this aa my students I don't like cooperative with me.

Interviewer: emmhm.

Interviewee: okay, but it is aaa boring in my class, because I don't like English language, I think that.

Interviewer: all right.

Interviewee: mmha.

Interviewer: Miss Hana what are the challenges that ban you from using cooperative learning? Are there any other challenges beside the your students are not aaa encouraged to to to learn English, are there any other difficulties? any other challenges?

Interviwee: I have a lot of challenging, but for me , but with my students aaa I don't have aaa a challenge with with aaa us, sorry with them, that's it.

Interviewer: all right Miss Hana, does the syllabus itself its topic and excerzi exercises -sorry- neglect or disregard applying cooperative learning in your classroom?

Interviewee: aaa okay, yes aaa ,syllable is ok but not with my students.

Interviewer: haa.

Interviewee: okay! I aaa I think change the syllable is ok but with this syllable no.

Interviewer: mmha.

Interviewer: mmha.

Interviewer: so can you think of any solutions to be adopted for enabling cooperative learning to be applied in Libyan classroom.

Interviewee: may be with change the syllable, yes it is syllable it's boring with my students because aaa I've said I don't like aaa sorry or aaa you have said I don't like English, don't like English, the same sentence over all the period, that is it.

Interviewer: all right, thank you very much Miss Hana for providing these information and thank you for your collaboration.

Interviewee: okay, welcome any time.

Interviewer: thank you.

Interviewee: nice to meet you.

Interviewer: thank you.

1.3. The transcription of the third interview:

Interviewer: good morning Miss Eman.

Interviewee: good morning

Interviewer: aa I would like to thank you for being one of the participants in this interview.

Interviewee: thank you.

Interviewer: aaa as you know that this interview aims to investigate about your attitude towards applying cooperative learning strategy.

Interviewer: okay.

Interviewer: aaa I would like to ask you Miss Eman aaa the first question which is emm about your opinion aaa about cooperative learning ,what do you think of cooperative learning?

Interviewee: ok, I think aaa this is aaa very effective okay! and it is good for students, it is encourage them to aa participate and to be active in the class.

Interviewer: okay, amm Miss Eman how often do you use it?

Interviewee: emmm sorry to say that aaa I don't use this in my classes, rarely in games or something like this.

Interviewer: all right, so emm, what is the reason or why don't you incorporate cooperative learning as one of the teaching methods in your classroom?

Interviewee: aaa I like this method but the number of the class is aa very big so I can't do this in the class, and aaa there is no time for this.

Interviewer: all right.

Interviewee: okay.

Interviewer: so mm what are the challengers that ban you from using cooperative learning , are there any challenges?

Interviewee: aaa.

Interviewer: besides the number of the students which is large.

Interviewee: yeah, the number of the students and the time as I told you and even the the students do not get used of aa this method.

Interviewer: mmha.

Interviewee: so it is difficult to do this in the class, it will take aaa lots of time.

Interviewer: all right, so Miss Eman aaa this leads me to ask about the syllabus itself ,does the syllabus itself aa the topics and exercise within it neglect or disregard applying cooperative learning in your class room.

Interviewee: I think it is aaa there in the syllable okay!

Interviewer: mha.

Interviewee: but aaa I I I really don't aaa care about because I can't do this in my class.

Interviewer: all right, emm Miss Eman finally can you think of any solutions to be adopted for enabling cooperative learning to be applied in Libyan classrooms?

Interviewee: ok, the solution aaa it is to do a model number in the class, should be fifteen maximum in the class, and should give us more classes to do this, to have more time to this in our class.

Interviewer: so the time and the number of the students should be limited?

Interviewee: yeah, should be maximum fifteen.

Interviewer: mmha.

Interviewee: maximum fifteen ok? And even the administration should give us aa the chance of this by aaa encourage us and aa offer some tables and aa chairs for aa ...

Interviewer: facilities.

Interviewee: yeah ok, yeah.

Interviewer: all right, thank very much Miss Eman for providing me aa these valuable information, thank you for participation.

Interviewee: thank you very much , I am very glad to see you.

Interviewer: thank you.

Interviewee: thank you.

Interviewer: good bye.

Interviewee: bye.

1.4. The transcription of the fourth interview

Interviewer: good morning Miss Mona.

Interviewee: good morning.

Interviewer: aa thank you very much for being one of the participants of this interview which aims to aa investigate your attitude towards aa using cooperative learning inside the classroom.

Interviewee: yes, okay.

Interviewer: emm.

Interviewee: you are welcome.

Interviewer: thank you so much, this is so kind of you, emm Miss Mona aaa first of all I would like to know your opinion about cooperative learning, what do you think of cooperative learning?

Interviewee: in my opinion I think it is a useless way for aa teaching or aa because emm emm it doesn't help the students inside the classroom to be better.

Interviewer: all right.

Interviewee: than he is or she is of course.

Interviewer: all right.

Interviewee: mha.

Interviewer: so Miss Mona how often do you use it?

Interviewee: none.

Interviewer: none!

Interviewee: to be to be honest.

Interviewer: all right, so you said that you you you've you've never used cooperative learning, right?

Interviewee: I I have used to aaa, or used to aa teach with a traditional way of teaching, because I don't have that technique of modern aa aa sorry that emm ...

Interviewer: modern teaching method.

Interviewee: the background of the modern teaching method aa that is why I aaa I what aah.

interviewer: you teach using the traditional way that.

Interviewee: may.

Interviewer: that you used to.

Interviewee: yes.

Interviewer: when you were.

Interviewee: yes when I was...

Interviewer & interviewee: a student.

Interviewer: all right, so Miss Mona why don't you incorporate cooperative learning as one of the teaching methods?

Interviewee: aaa ,okay ,because I think aaa number one; wasting of time of me and the students aa themselves and because I am afraid that it leads me to another point that I think I am emm not prepared to or I am weak to emm explain it to the students.

Interviewer: all right, that's fine, are there any challenges that ban you from using cooperative learning, do you think that there are certain challenges that ban you from including this method in your classroom?

Interviewee: yes aa mm I can say that aa number one : I mm I am not familiar with the aa way of aa teaching, number two aaa I think aaa the student not flexible aa to share the point with the teacher at the classroom in terms aa she is shy or aaa mm not a good speaker or English speaker, emmm okay you can go to the other question please.

Interviewer: all right, aa Miss Mona aa does the syllabus itself the topics and the exercises neglect or disregard applying cooperative learning in your classroom?

Interviewee: in another way you can explain for me!

Interviewer: the syllabus itself, the syllabus that you are asked to teach te to aa yes to use in teaching.

Interviewee: aha.

Interviewer: does it encourage you to apply this method?

Interviewee: ahaa, although in aa in teacher book maybe emm recommend us to aaa to make the students as groups and aa give them the opportunity to share the aaa I lost the point.

Interviewer: to share the aaa to to put the students into groups.

Interviewee: into groups to share the aa the lesson or the point that I want to clear it.

Interviewer: or the task , or the task.

Interviewee: or to clarify it.

Interviewer: yes to clarify it.

Interviewee: yes, aaa I I found that the teacher is not flexible about these aa these commands or the points that the teacher book asked us to aa asked him or them to do it, I lost the point!

Interviewer: the syllabus.

Interviewee: I am sorry.

Interviewer: no, it is ok, the syllabus, so although you aa you told me before aaa the recording that although the teacher book demands you to aa to apply cooperative learning.

Interviewee: it is not like command,it is not command, it has some points that you have to put the students on in groups, share that point with a group, ask them and help them to answer by themselves.

Interviewer: but the topic within the syllabus...

Interviewee: yeah, I think they are not flexible to aaa to be taught as this way, they asked us to do ,and may be because as aa an English teacher I am talking about myself.

Interviewer: all right.

Interviewee: I found that I am not familiar with that amm aa the points that he asked me to do.

Interviewer: all right.

Interviewee: I am not aaa not qualified, you can put it into aa ...

Interviewer: between aa between parenthesis

Interviewee: yes.

Interviewer: all right, aaa question number six aaa mm Miss Mona ,can you think of any solutions to be adopted for enabling cooperative learning to be applied in Libyan classrooms? Any solutions that can be adopted?

Interviewee: okay, aaa I can say number one; they have to improve the the teacher ,the teacher himself, number two emm help him inside the classroom to practice the methods.

Interviewer: you mean the modern one!

Interviewee: the modern method aaa study of teaching.

Interviewer: strategy, the modern ...

Interviewee: strategies yes inside the classroom, number three aaa minimize the number of the students and aa reduce...

Interviewer: ha.

Interviewee: the aa the units of the book and aaa help aa help the student to get the point without aaa making him confused.

Interviewer: mha.

Interviewee: what they want him to do, or what they want him to learn aa from this aa theses units or these subjects inside the book.

Interviewer: all right.

Interviewee: thank you.

Interviewer: thank you very much Miss Mona for providing such valuable information.

Interviewee: you are welcome, okay you are welcome.

Interviewer: thank you.

1.5. The transcription of the fifth interview:

Interviewer: good morning Miss Nadia.

Interviewee: hi, good morning.

Interviewer: good morning ,ammm first of all I want to thank you for accepting my invitation to be one of the participants in this interview.

Interviewee: yes, you can start.

Interviewer: ammm through this interview I want to investigate your attitude concerning applying cooperative learning strategy in your classroom Miss Nadia, aaam what do you think of cooperative learning Mi Miss Nadia?

Interviewee: yeah , I think it's aaa I agree with this idea because it's aa aa improve for the students in the class and (silence).

Interviewer: all right, Miss Nadia do you make of this method in your classroom?

Interviewee: yeah, I use it.

Interviewer: you use it?

Interviewee: أي أي .

Interviewer: so how often do you use it?

Interviewee: in sometimes, this depends on the lesson or if we aa aa m spare time in the class ,yeah or we have after we finish the lesson, yeah we we can, we use that, maybe sometime aaa sheets aaa sheetch ,,yeah sheet with them.

Interviewer: all right aaa you mean chat with them, you chat with your students ?

Interviewee: yeah.

Interviewer: all right, to what extent do you think that cooperative learning is effective Miss Nadia? To what extent?

Interviewee: extent! Emm, yeah it is good but this depends on the student.

Interviewer: ammha.

Interviewee: yeah, and aa it is affect for them and improve by the by speaking sometimes we use writing and sometimes I ask them a special question about the lesson.

Interviewer: aha.

Interviewee: yeah.

Interviewer: all right, have you noticed any progress in the students' performance through the use of cooperative learning?

Interviewee: yeah of course.

Interviewer: aha.

Interviewee: hmm, noticed any progress!

Interviewer: do you think that it it contributes in developing the students' academic performance during the class?

Interviewee: yeah, yeah, yeah.

Interviewer: all right, how de do the outcomes gained from cooperative learning differ from that gained from the individual work? So when you put the students into groups.

Interviewee: yeah.

Interviewer: and you put them aa to work individually I mean the outcomes gained from from that strategy how it differs? I mean ...

Interviewee: with aaa the groups and with aaa ...

Interviewer: with the group and with the individual work.

Interviewee: sorry! Ah , I can't , no answer.

Interviewer: you don't have an answer for that!

Interviewee: yeah.

Interviewer: all right, ammm I mean Miss Nadia let me explain it to you in another way, do you think that when you put your students into group ...

Interviewee: aha.

Interviewer: is better than, put is better than when you put them to work individually?

Interviewee: yes it is better.

Interviewer: it is better!

Interviewee: yeah in the greba in the group?

Interviewer: yah.

Interviewee: yeah it is better because aaa talking together, to be asking with me, yes

Interviewer: there is interaction between the students.

Interviewee: yeah in the class.

Interviewer and with you and the students

Interviewee: because because aa when aa couldn't use this aa some people lazy ,boring for the class, so I I mm I agree with this

Interviewer: with cooperative learning!

Interviewee: yes of course.

Interviewer: okay, thank you very much Miss Nadia for providing these information and thank you for your participation.

Interviewee: yeah, ok thank you, thank you.

1.6. The transcription of the sixth interview:

Interviewer: good morning Miss Mounirah.

Interviewee: good morning.

Interviewer: aa I would like to thank you for accepting my invitation to be one of the participants in this interview.

Interviewee: with my pleasure.

Interviewer: thank you very much aaa in this interview or through this interview I would I would like to to aa to know your attitude towards applying certain strategy in teaching which is cooperative learning aaa first of all I would like to to know Miss Mounirah what do you think of cooperative learning?

Interviewee: I think aa coorative coorative learning it is good for student emm they can encourage them for participate and aa aa cooperate cooperative together in the classroom.

interviewer: mmha ,ok Miss Mounirah how often Miss Mounirah how often do you use it?

Interviewee: aaa , actually rare.

Interviewer: rarely?

Interviewee: rarely use it.

Interviewer: all right.

Interviewee: but I think aa it is aa in waste aa time the public school they should.

Interviewer: mmha ,mmha, all right so you answered about this the next question which is why don't you incorporate cooperative learning as one of the teaching methods in your classroom.

Interviewee: it is it is too difficult you can apply it or aa practice in the class, they should be change the class, change the aa the all way of teaching.

Interviewer: mmha, okay Miss Mounirah aa what are the challenges other challenges beside the time aaa what are the challenges that ban you from using cooperative learning.

Interviewee: I think the first aa because the school or the administration of the school should be courage the teachers aa for cooperative or aa use this method or this way in the classroom or in the aa all school, specially or aa in teaching English specially.

Interviewer: ummha, so do you mean that the administration of your school does not encourage you to apply it?

Interviewee: yes, that al the administration in the Libya.

Interviewer: mmha.

Interviewee: not aa in especially or aa or certainly in our school.

Interviewer: umha, so some administration...

Interviewee: or my school.

Interviewer: yes some so some administrations don't encourage teachers for applying this.

Interviewee: yes, yes.

Interviewer: all right, rrrr this leads me to ask about the syllabus Miss aa Mounirah does the syllabus itself its topics and exercises neglect or disregard applying cooperative learning in your classroom?

Interviewee: of course, the about the course learning or teaching in the year they help aa not help aa us to aa teach English language.

Interviewer: using this method!

Interviewee: yes.

Interviewer: umm but aa I found that most of the teachers said that the the syllabus encourage them to apply it, there are certain guidelines for the teacher to aa to aa to these guidelines order from the teacher to put the students to work into groups so how about what about your syllabus? The syllabus that you are using?

Interviewee: syllabus the same meaning lessons or the course?

Interviewer: yes, yes the same meaning of the course, does it encourage you or not.

Interviewee: no no.

Interviewer: in what way?

Interviewee: because it's scientific, not scientific lesson or scientific course, it's not for aa language or speaking the English language.

Interviewer: ahaa

Interviewee: just for scientific or aa just put in aa their minds only.

Interviewer: ahaa, all right aamm so Miss Mounirah can you think of any solutions to be adopted for enabling cooperative learning to be applied in Libyan secondary schools? Or secondary classroom?

Interviewee: they can think of everything in aa secondary school specially or aa about English subject, how to give or how to aa explained the subject in Libyan school it should be changed, it should be encourage the teacher by giving aa courses and motivate them or learning English by correct way.

interviewer: aha thank you very much Miss Mounirah for providing these information and thank you for your collaboration.

Interviewee: thanks thanks, you are welcome.

1.7. The seventh interview:

Interviewer: good morning Miss Naema.

Interviewee: good morning

Interviewer: aa firstly I would like to aa to thank you aaa yes thank you very much for accepting my invitation to be one of the participants in my interview

Interviewee: you welcome, I can't say no.

Interviewer: thank you ammm through this interview I want to know your attitude concerning applying the aa cooperative learning strategy Miss Naema what do you think of cooperative learning?

Interviewee: aa it's a good idea, okay! I don't used it, ok!

Interviewer: you don't use it? Interviewee: yeah

Interviewer: soo, okay, why don't you incorporate cooperative learning as one of the teaching methods in your classroom? Why? Why don't you use it?

Interviewee: because aa I don't have time in the class.

Interviewer: umha.

Interviewee: mmha.

Interviewer: all right, umm what are the challenges that ban you from using cooperative learning?

Interviewee: because in the aa have the class a large student and the have thirty five in the class.

Interviewer: you mean the number of the students.

Interviewee: yes, the number of the students 35, it is very big in the class.

Interviewer: sooo, okay, umm Miss Naema does the syllabus itself its topics and exercises neglect or disregard applying cooperative learning in the classroom?

Interviewee: no.

Interviewer: umm, no!

Interviewee: no the book is good.

Interviewer: okay Miss Naema can you think of any solutions to be adopted for enabling cooperative learning to be applied in Libyan classrooms? any solutions!

Interviewee: any solution! Okay, may be in the class a little how aah what and in the class may be find students thirty five is very big and a little may be fifteen or eighteen students may be can I use it in this.

Interviewer: you can use it with aa you mean you can use it with aa with small number of students.

Interviewee: yes, yes, you.

Interviewer: you can't use it with large number of students.

Interviewee: fifteen I can't use it in aa how the fifteen number of students but now it is very big thirty five.

Interviewer: so, ok, ok Miss Naema thank you very much for these valuable information and thank you for accepting my invitation.

Interviewee: ok, thank you, welcome.

1.8. The eighth interview:

Interviewer: good morning Miss Sarah.

Interviewee: good morning.

Interviewer: aa first of all I would like to thank you for accepting my invitation to be one of the participants in this interview, umm through this...

Interviewee: yes.

Interviewer: through this interview Miss Sarah I want to investigate your attitude towards applying cooperative learning strategy, let me ask you Miss Sarah the first question which is aaa what do you think of cooperative learning?

Interviewee: I think it is a good way aaa we can use it and we need to use it, that's it.

Interviewer: okay, umm how often do you use it Miss Sarah?

Interviewee: aam I didn't use aa it always time, but sometimes I use it because I have a lot of reasons to do it and I have a lot of reasons to don't use it.

Interviewer: all right, umm well, why don't you incorporate it as one of the teaching methods in your classrooms?

Interviewee: you ask me about why you didn't use it in your classroom!

Interviewer: yes.

Interviewee: there is a lot of reasons but aa the very important reason is the time, we don't have enough time to do that.

Interviewer: umha.

Interviewee: because if we want to do it to to get aa we we we need to omit a lot of lessons aaa we need aa to take a lot of time from another teachers to do that.

Interviewer: umha.

Interviewee: aa aa we have another reason we don't way we don't have aa aa we don't have aa some things that can help us in our class, because we do we have aa a traditional board, we have tradition desks.

Interviewer: you mean the facilities!?

Interviewee: yes, aa we don't have aa a good way we don't have aa a lot of reasons.

Interviewer: all right, umm so Miss Sarah aa what are the challenges that ban you from using cooperative learning?

Interviewee: you are talking about the challenges that ...

Interviewer: challenges ...

Interviewee: make me don't use it?

Interviewer: yes.

Interviewee: yes, as I've said or as I've told you.

Interviewer: umha.

Interviewee: we don't have enough time.

Interviewer: umha.

Interviewee: because our students they don't have any idea about this way, because they didn't use it before with their teachers, aaa and that's it.

Interviewer: all right, umm this leads me to ask you about the syllabus Miss Sarah does the syllabus itself its topics and exercises neglect or disregard applying cooperative learning in your classroom?

Interviewee: sorry, this question is I forget what you mean or what you want from this question!

Interviewer: umm, I mean the topics within aa within the book, does it correspond ...

Interviewee: ooh, yeah, yeah

Interviewer: correspond...

Interviewee: I remember that yes, I think aaa our book or our lessons we have this way but as I told you before we don't have the time to do that.

Interviewer: all right.

Interviewee: for example, when I am talking about writing lesson we have to do that or a speaking lesson, we need to do that, we need to divide our class to groups to help themselves aa first thing I give them the idea of our lesson for example aa we use the spider gram if you remember that ...

Interviewer: yes.

Interviewee: or if you know that.

Interviewer: umha to get information or the ideas of our lesson, but we don't have a time to do that or the idea with our students.

Interviewer: ummha.

Interviewee: the lessons is perfect I think.

Interviewer: mmha, all right.

Interviewee: but we don't have aa suitable aam ways or suitable place or yes.

Interviewer: all right.

Interviewee: amm.

Interviewer: ok Miss Sarah finally can you think of any solutions to be adopted for enabling cooperative learning to be applied in Libyan classrooms?

Interviewee: yes aaa there's a lot of solutions, aa first thing we don't need to learn twelve units in one year, because we don't have enough time to do that.

Interviewer: aha.

Interviewee: and you know what's happened in our country we have a lot of problems aa we need to to to teach our lessons with aa new ways aam because we don sometimes we use teacher time talking about a lot of time and we need to do to to make or to use students teach aa aa sorry aa step by step, sometimes we need to use aa teaching time okay! aa we didn't use it in our classes because all the time the teacher is talking.

Interviewer: umha.

Interviewee: because we don't have time to to give the students enough chance,

Interviewer: mmm

Interviewer: to practice this way, aa and that's it.

Interviewer: ok, thank you very much Miss Sarah for these valuable information and thank you for being one of the one of the participants in my interview.

Interviewee: thank you very much, you are welcome and nice to meet you.

Interviewer: thank you very much.

Interviewee: thank you.

1.9.The ninth interview:

Interviewer: hello Miss Hanan.

Interviewee: hellooo.

Interviewer: aa first of all I would like to thank you for accepting my invitation to be one of the participants in this interview, aa through this interview Miss Hana I want to know your attitude towards applying cooperative learning strategy as one of the techniques within the classroom, aa first of all Miss Hanan aa I want to ask you about your opinion towards cooperative learning, what do you think of cooperative learning Miss Hana?

Interviewee: I think it is a good idea for students to learning in group.

Interviewer: umha, okay, aaa do you make use of this method in your classroom Miss Hanan?

Interviewee: yes.

Interviewer: you make use of it! All right, aa Miss Hanan , how often do you use it?

Interviewee: I use it especially when the cooperative learning aa the lesson for example grammar and vocabulary like phrasal verbs for example.

Interviewer: sorry.

Interviewee: like for example vocabulary for phrasal verbs.

Interviewer: vocabulary?

Interviewee: yeah, vocabulary and grammar.

Interviewer: you use it in aa in aa vocabulary and grammar?

Interviewee: yeah.

Interviewer: okay, umm so we can say that aa you use it always or sometimes or what?

Interviewee: sometimes.

Interviewer: sometimes, ok! To what extent do you think that cooperative learning is effective Miss Hanan?

Interviewee: I I think mme active when the students work in group better than when work individual.

Interviewer: aha, so you think that the students when they work into group are better than when they work individually!

Interviewee: yeah, individual yah.

Interviewer: ook, well Miss Hanan have you noticed any progress in the students' performance through the use of cooperative learning?

Interviewee: yes, I think the student happy when have working in group than had to work individual.

Interviewer: aha, ok, ok Miss Hanan aaam what are the challenges that you face when you use cooperative learning?

Interviewee: aaah, sometimes noising, especially when the class has 35 students.

Interviewer: ahaa.

Interviewee: that make have to be aaa ok that's it.

Interviewer: all right, Miss Hanan how do the outcomes gained from cooperative learning differ from those gained from student individual work?

Interviewee: aaa the student, I think the students help each other when they work in group aa and I think more understanding for the lesson.

Interviewer: they understand the the the lesson very well than if they are put in aa they work individually I mean.

Interviewee: yeah.

Interviewer: ookay, ok Miss Hanan thank you for aa these information you provided me and thank you for your participation in this interview.

Interviewee: okay, thank you and welcome.

Interviewer: thank you.

1.10. The tenth interview:

Interviewer: what do you think of cooperative learning?

Interviewee: it's a good idea

Interviewer: how often do you use it?

Interviewee: sometimes I divided the students to groups, some of them ask about the lesson and the other try to answer, some of them try to write on the blackboard.

Interviewer: why don't you incorporate cooperative learning as one of the teaching in your classroom? What are the challenges that ban you from using cooperative learning?

Interviewee: noise in the class, some students laugh about English language, some of them do not know how to use the English Language.

Interviewer: does the syllabus itself its topics and exercises neglect or disregard applying cooperative learning in your classroom?

Interviewee: no, that is very effective and very clear.

Interviewer: can you think of any solutions to be adopted for enabling cooperative learning to be applied in Libyan classrooms?

Interviewee: from the beginning for the primary school encourage the students how to use English and how to speak this language with the others in the class.