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Implementing Competitive and Cooperative Learning Techniques in TEFL
In Middle Schools
The Case of Fourth Year Middle School Pupils
El Amir Abdelkader Middle School

A Dissertation Submitted in Partial Fulfillment of the Requirement for the
Master Degree in Applied Linguistics

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Dedication

I would like to dedicate this work to:

❖ My mother ***Fatima*** for her: support, care, guidance, patience, and smiles.

Thank you for believing in me and for everything you do.

❖ My adorable father ***Aissa*** for being always present. For teaching me how to live in this world.

❖ My brothers who are the light of my life without them I would never be what I am, my lovely sisters, and their families.

❖ My husband ***Taoufik***, you are the most greatest blessing from ***Allah***

❖ My daughter ***Katre nada***

❖ My family in law

❖ All my friends

Abstract

English language has gain a crucial position in the Algerian educational system. This fact makes EFL teachers looking for appropriate techniques to be applied in the classroom and could improve the teaching-learning process. Among those techniques the competitive and the cooperative learning techniques. The aim of the present comparative study is to investigate how EFL teachers implement those techniques and which one of them is more suitable in EFL classrooms. This present study was conducted with two classrooms at the middle school following qualitative approach. Classroom observation, teachers' interview and pupils' questionnaires were used as research instruments to elicit data. Results from these research instruments reveal the big importance of each technique in teaching, moreover, each technique has advantages as well as disadvantages. Students have positive attitude toward the use of cooperative techniques. Based on the obtained results, the researcher suggested the use of healthy competition within cooperative learning in order to reduce problems arise from the independent implementation of these techniques.

List of Abbreviations

- A.F** Absolute Frequency
- CBA** Competency Based Approach
- EFL** English Foreign Language
- R.F** Relative Frequency
- TEFL** Teaching English as Foreign Language

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General Introduction

General introduction

The ever-growing need of the English language in the modern world in general and education in particular creates a crucial evolution in the educational system. As well as a shift from traditional way of teaching to a modern one. Teachers have become opened to a vast amount of techniques which aim at facilitating and improving the teaching-learning process. However, it is not an easy task for the teacher to choose which technique is appropriate in teaching foreign language. Among those techniques cooperative and competitive ones that are considered as the most used techniques in classroom. Unlike the traditional technique which is based on competition between students in order to achieve their own goals, the cooperative learning technique come to birth to create a new paradigm in teaching English as foreign language focuses on the interaction and communication between students.

Accordingly, the present study is important for many reasons; first of all, it provides a comparative study between competitive and cooperative learning techniques. this comparison will help teachers of English to know which technique is more fertile in the classroom. Moreover, it attempts to explore the role of each technique in the teaching learning process and to check pupils' attitude toward each technique. consequently; the present study provides solutions that face both teachers and pupils when implementing these techniques.

In order to extend our understanding of competitive and cooperative learning techniques and make comparison between them, it is important to ask the following research questions:

- What are the advantages and disadvantages of each technique in TEFL?
- To what extent do competitive vs cooperative techniques enhance the teaching learning process?

In response to these questions, we hypothesize the following:

- Each technique has different advantages and disadvantages depending on teachers and pupils' opinions.
- Competitive and cooperative learning techniques are supposed to motivate pupils and improve the learning process

To achieve the preceded aims, answer the questions and test the research hypotheses, the present study embodies three chapters, the first chapters is devoted to the theoretical part, the second one to the research methodology and data collection. And the third chapter to data analyses and suggestions. In the first part, the researcher aims at reviewing the literature and key words of the research are highlighted. As far as the second chapter is concerned, it represents the research methodology and data collection starting with objectives of the study, the method used to research tools and portray the field work. In the last chapter, the results are analysed and discussed and some suggestions are offered in relation to the data analysis results.

Chapter One

CHAPTER ONE

GENERAL OVERVIEW ON COMPETITIVE AND COOPERATIVE LEARNING.

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1.1 Introduction

By way of introduction, competition and cooperation are important components in human's life in general and they play a significant role in the area that is concerned with language learning. Competitive and cooperative learning techniques are considered as best ways which improve the learning process. Hence, their implementation requires some challenges from both parts, teachers and learners. Beside, a quick review of literature reveals that competitive and cooperative learning techniques are said to be vital ways to improve the teaching-learning process even though they are controversial. Accordingly, the current chapter represents the theoretical phase of the work's key words. Thus, the chapter is initiated by defining competitive learning in general before dealing with its importance in foreign language learning and its implementation. Later, the researcher will deal with cooperative learning, benefits of cooperative learning as well as its implementation in EFL classroom. The researcher will also shed light on some materials used in both techniques.

1.2 Definition of Competitive Learning

Many researchers argue that competition is a situation where a person tries to perform better than others, and achieves goals that only few people can attain. According to Mead *"competition: the act of seeking or endeavoring to gain what another is endeavoring to gain at the same time"* (Mead 1937:8). Therefore, competition is based on the existence of different participants trying to reach a mutual goal individually.

Broadly defined, competition is any act that is followed by a reward that one receives after succeeding in a given task and it is said to be an empowerment to the winner. In this context, Ames states that: *"In competitive situations, grades and rewards are given only for right answers"* (Ames 1984, qtd. in William and Burden 1997:193). Arguing with Ames, William and Burden Coackley say that competition is: *"a social process that occurs when rewards are given to people on the basis of how their performances compare with the performances of others doing the same task or participating in the same event"* (Coackley , 1994, p. 78).

Competitive learning then, is a situation in which students work against each other to achieve a goal that only one or a few can attain. In competition, students perceive that they can obtain their goals if and only if other students in the class fail to obtain their goals. (Deutsch, 1962; Johnson & Johnson, 1989). Competitive learning is said to be a fertile area in learning, it exists within an environment where learners are asked to be winners and achieve goals in order to improve the learning process and increase motivation as Cheung et al, claim: *“competition is an effective way of promoting humans to learn and progress, and competitive learning environment can provoke different feelings on winners and losers’ body”*. (Cheung et al,2014:152).

1.3 The Role of Competitive Learning in Language Teaching

Competitive learning plays an important role in language teaching. According to (Johnson et al,1981) this technique is used specially to evaluate students’ positions in different tasks through “win-lose orientation” i.e. through competition, teacher can figure out the level of his students, the winner does not face problems like the loser one does. This orientation will give a push to the students who lose in various tasks to work hard and perform better and give the teacher the chance to evaluate the development of the lesson and to see to what extent the language learning process is taking place. However, this technique will also faster the learning process of both the native and the foreign language by providing games and activities students will try to complete in short time.

1.4 Benefits of Competitive Learning

Competition has become a vital aspect in human’s life,. In this area, schools are required to prepare students to future professional lives and social challenges, through adopting competitive techniques in the classroom. Competitive activities can prepare students for later professional career.

Students’ commitment toward learning will increase through competing with each other, even if some students will not be interested with the lesson content

they will become interested once there is a competition between them.

Competitions can also be good for those students who do not have competitive learning styles because they will face competition in their lives soon or later on in life.

Competitive learning has a positive effect on students' performance goals and motivation in the classroom. It has also been said that "learning by losing" which mean the perfect way to learn is by losing, was a good act for students who will face in the future a job with pressure and challenges. Farther more, some authors believe that games are considered as one component of competitive learning, and games are the source of motivation in the classroom. Through games motivation will be enhanced and the learning process will be improved.

1.5 Shortcomings of Competitive Learning

As any learning technique, competitive learning has its own drawbacks, Kohen (1986) believes that competitive learning is dominant by the teacher that is to say the classroom is teacher centred learners are depending totally on the teacher. Students are required to compete with other in the sake of reinforcement and grades. Whereas nowadays education is based on the learner and on correlation between them.

In competitive environment, there is a negative correlation between students and goals attainments. this fact exhibits the learning process and creates anxiety among students since they will be afraid of losing. Researches has shown that students prefer to work in group and in peer because their achievement increases when working together. Competitive learning does not develop positive attitudes toward learning but it creates many psychological barriers students who exposed to competitive activities have lower attitude toward learning. John Shindler states that: if competition

“used unwisely, it can creates a whole of negative side effects such as increasing students' fair of failure,

increased cheating, overemphasis on end results rather than process, increased mistrust among students,...), and an unsafe climate in the class” (John Shindler,2010:115)

Students may become motivated after getting low grades in order to improve their learning but when students notice no benefit from their work and they still get low grades, motivation will decrease and they will give up.

1.6 Implementing Competitive Learning in EFL Classroom

The implementation of any technique needs three components namely: management of the classroom, teachers’ roles and the suitable activities.

1.6.1 Managing Competitive Classroom

The first key for the success of the implementation of competitive learning technique is a well-managed classroom. Teachers are required to provide a safe competitive environment for the students based on an effective teacher-learner relationship, appropriate instructions that guide students’ behaviour, and well-designed activities.

The first step in this process is to create a good relation between teacher and the students, the teacher should know how to combine between both academic achievement and social and emotional attitudes of the student. In this vein, Evertson and Weinstein (2006) define classroom management as: *“the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning”* (Evertson and Weinstein(2006:4-5).The relationship between the teacher and students should be governed by a set of clear rules and norms given by the teacher and serve all learning styles. The teacher may tell students that the aim of this game is to have fun and all of you are winners, this sentence may make students engage in the learning process.

Materials play an important role in competitive classroom management, because not all activities are appropriate in a competitive classroom. Activities should be interesting and short to avoid negative aspects of competition. Reward-

based activities will create positive attitudes towards learning. The use of games in the classroom will increase intrinsic motivation, students will enjoy learning and their performance on tasks can be improved.

1.6.2 The Role of the Teacher in a Competitive classroom

Even though competitive learning is based on learners, its improvement is often linked to the teacher's supervision and direction. The teacher has multiple roles in implementing competitive learning technique such as: giving students interested, meaningful tasks, adopting positive attitude toward all the learners, and use healthy competitive activities and games

- **Creating a Motivating Learning Environment**

The first role of teacher when implementing competitive learning technique is to motivate students and to provide a climate in which students will be interested in the content of the lesson. By giving a variety of activities and topics, students overcome routine and become active learners. Rewards are another source of motivation, students compete with each other to gain more points, this operation will make students more interested in learning. Competitive games are the most enjoyable tasks for students owing to the fact that students like games and engaged rapidly in the learning that contain competitive games.

- **Introducing Tasks**

Among the roles of the teacher in competitive learning, introducing tasks by telling students the content of the task and the way they will do it via giving instructions, this process will make students understand the topic, do the task and participate in its correction, since understanding the task is the clue of the success of the lesson. In foreign language learning students may face problems in understanding the content of the task and the technique used to accomplish this task. If a teacher does not tell students what the task is about and the way they will do it, some students will work in pair while others will compete each other.

Clear instructions from the part of the teacher will teach students first to understand the language better, improve the learning process as the students will not misunderstand the teacher, and even their attitude becomes more positive and their work will be more organized.

- **Control and Discipline**

By the end of any competition, students who fail or lose may behave in a negative way, and create disturbance in the classroom. teacher should have power over his learners in view of the fact that rules and discipline imposed by the teacher are very significant in the implementation of competitive technique, and will limit many discipline problems and learning obstacles.

Teacher also controls learning and social behaviours through the wise choice of activities and the direct communication with all students, and tries to find solutions to students' problems either in the level of learners or their lives. Teacher with control of students' behaviour will gain students respect and love, and this will lead to the success of the learning process.

1.6.3 Competitive Learning Activities

There are number of activities that teachers use in a competitive classroom and said to be relevant, stimulating, and engaging students in the learning process. Among those activities: competitive questioning, Extra credit quizzes, and games.

1.6.3.1 Competitive Questioning

Questions are the key of leaning success. One of the most effective questioning in the classroom and which plays an important role in students' motivation, competitive questioning, in which teachers ask students different questions about the topic. Then tell students that the first one who will answer correctly will get a reward or plus points in the evaluation, this is the best way to teach students competition, and make them interested. Questions help teachers to

evaluate students' outcome, and discover students' degree of understanding and learner position in the classroom.

1.6.3.2 Extra Credit Quiz

Quizzes are very useful in the learning process, as Brown defines a quiz as *“the information that washes back to students in the form of useful diagnoses of strengths and weaknesses”* (Brown, 2004:29). That is to say through quizzes, the teachers will be able to evaluate the learners' comprehension of the subject, and find out the impairment and the power points of the students. Quizzes have undeniable advantages, frequent quizzes help students to retain the material for longer periods of time or make them ready for high-stakes exams.

1.6.3.3 Games

According to The Longman Dictionary the fourth edition of Language Teaching and Applied Linguistics, Richards and Schmidt define games as *“an organized activity that usually has the following properties: a. a particular task or objective, b. a set of rules, c. competition between players, d. communication between players by spoken or written language”* (Richards and Schmidt,2010:239) . that is to say, games are governed by norms generally imposed by the teacher, and have specific aims and goals. It encourages competition among students.

Games play an important role in the learning process, it has many positive effects on students. First, it can empower students' motivation and self-confidence. In this vein, Atake states that *“...through this research, I realized that using games is useful for teachers to . . . lower stress, to naturally keep their [students] attention . . .”* (Atake,2003:26).

Games help students acquire vocabulary easily by competing with each other and by doing action, Atake in his research, argues that *“students are challenged to think and use certain target vocabulary expressions . . . but in games it becomes easier for students to memorize because students are impressed by competing or interacting with classmates”* (Atake,2003:13).

1.8 Definition of Cooperative Learning

Cooperative learning has been defined by many researchers, each definition highlights specific aspects of cooperative learning. However, all definitions fall in the same sphere, one definition of Cooperative learning:

“Cooperative learning is group learning activity organized so that learning is dependent on the socially structure exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.” (Olsen & Kagan, 1992: 192).

That is to say, cooperative learning is a task in which learners are put into groups and share information with each other, students in cooperative learning are responsible about their own learning as well as others' learning.

Cooperative learning is characterized by groups which consist of different learning styles and capacities and the use of reward by teachers to the winning group. In this context, Woolfolk states that cooperative learning is ***“arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group”*** (Woolfolk, 2004: 492)

1.8 The Role of Cooperative Technique in Language Teaching

Cooperative learning plays a significant role in present-day classroom. Firstly, it encourages students' interdependence, students work together in the base of “sink or swim together”. In this respect, Johnson and Johnson posit: ***“In cooperative learning situations there is a positive interdependence among students' goal attainments: students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals.”*** (Johnson and Johnson, 1987: 6).

Cooperative learning has been developed to encourage student's affective factors such as: motivation and self-confidence, through cooperative work

students help and motivate each other, so that all member of the group will be interested in learning.

1.9 Benefits of Cooperative Learning

Cooperative learning has become one of the most successful techniques in schools, because of its numerous benefits. According to research, cooperative learning affects positively students' academic and social achievement, at the same time the psychological good attitudes. Long and Porter (1985; cited in Paulston and Britanik, 1995: 79) admit that group work results in: “(1) increasing the quantity of language practice opportunity; (2) improving the quality of student talk; (3) creating a positive affective climate in the classroom; (4) individualising instruction; and (5) increasing student motivation.”

According to (Johnson et al., 1994; Arnold, 1999; Slavin, 1983, 2006; Gillies and Ashman, 2003; Gillies et al., 2008; Roberts, 2004, 2005) there are nine points result when implementing cooperative learning appropriately which are: reducing anxiety, fostering higher order and critical thinking skills, increasing students' retention, promoting interaction, developing communication skills, elaborating social interaction skills, increasing motivation, building student self-esteem and self-confidence, and promoting higher academic achievement, class attendance, and positive attitudes.

1.10 Shortcomings of Cooperative Learning

Though cooperative learning is a fertile technique, it has disadvantages, sometimes Teachers reject using cooperative learning because they have trained under competitive and individualistic approaches.in this respect, some teachers are afraid of experiencing new teaching techniques. another element is that teachers may face difficulties with the absence of materials, that demand students to work in groups

The use of the first language is another weak point in cooperative learning, students may use their mother tongue to discuss unrelated topics with

their classmates, this will affect negatively students' acquisition of the second language. Harmer argues that students working in group talk "*about something else completely, often in their first language.*" (Harmer 2005. 116).

1.11 Implementing Cooperative Learning in EFL Classroom

Implementation of cooperative learning techniques cannot be done without the classroom management, roles of the teacher and activities used in this technique

1.11.1 Managing a Cooperative Classroom

Implementing cooperative learning techniques require a well-managed classroom. There are a set of criteria that the teacher should adapt in order to manage a cooperative classroom among which successful group and pair work, clear norms and rules, well-shaped groups, and perfect group size and cohesion.

- **Pair and Group Work**

The first key for the teacher in managing cooperative classroom is to know what do pair and group work mean?

Pair work is very important in managing the classroom, according to Hamer (2001:116) pair work is a form of learning in which students work with a partner to fulfil a task, read a dialogue, or filling gap activities. Pair work has many positive effects, in addition to increasing students' language proficiency, it enhances students' speaking skill and the teacher take less time in managing pair work.

Group work is another type of activities, Harmer (2001:117) argues that a group work is based on making students work together. It may contain five students or more to accomplish a task like writing a group story or discussing a specific topic. And he proposed that five students in the group is enough and better than large groups because small groups give the opportunity for all the students to participate.

- **Group Norms**

The second point in managing group work is to point out norms that govern it, these norms generally are imposed either by the teacher or the school. The aim of these norms is to tell students what is accepted and what is not accepted in the classroom. cooperative group norms are the rules and directions that learners in the group should respect when doing an activity and help them when they are lost.

- **Team Types**

Team types are very important for building teams, there are two types of teams: heterogeneous grouping and homogeneous grouping.

Kagan (2009) defines heterogeneous grouping as a team which consists of different learners' ability, social background, and gender. That is to say, within the same group, there are high, low, and middle degree of learning achievement, as well as girls and boys with different race. This types often contrast with homogeneous grouping, which is teams with similar learning abilities, gender and interests.

Heterogeneous grouping is the most used type in classrooms because it encourages students' benefits from each other, interaction and diversity. heterogeneous grouping permits mixing capacities, and gender with diverse races. through using this type of grouping teachers will reduce difficulties results from cultural and gender gaps.

- **Group Size**

The success of any group work activity depends on the number of students in the group. Research has improved that small groups are the most suitable and effective groups in class. the best group should contain three to four students because in small groups all members can contribute in the activity. Interact with

each other and it is easy for the teacher to observe and manage the classroom, in addition it takes less time to organize teams.

1.11.2 The Role of the Teacher in Implementing Cooperative Learning

Implementation of cooperative learning cannot be completed without the role of

the teacher. Group work must be supervised and controlled, in addition to that, teachers play several roles among which: Creating a motivating learning atmosphere, introducing tasks, and monitoring groups' learning.

- **Creating a Motivating Learning Atmosphere**

The first role of the teachers in cooperative learning is to establish a motivating environment where the students can improve their learning. According to Kagan (2009) teacher should transform the classroom into a well supportive atmosphere where students care about each other, and love doing tasks together, before requiring students to do a group task. Teachers should make the curriculum more attractive and motivated through the use of funny activities, rewards, and interesting tasks.

- **Introducing Tasks**

After establishing the friendly climate required, introducing tasks is the second role for teachers, this process is based on explaining the content of the task to student, and its objectives that it to say, explaining key concepts in the task. the way they will do the task group or pair work should be given.

- **Monitoring Groups' Learning**

One of the most important role that the teacher has to play is monitoring groups' learning. teachers in a cooperative classroom should keep moving around the group and try to monitor their progress in tasks and intervene if necessary to

improve students' learning and accountability, when the teacher observes groups' work, students will do more effort, and contribute effectively in the group work.

monitoring how the student is progress and work in the task and if they are following group norms or not is another role of the teacher. Teachers will be present to help students if they need something, by observing them closely, especially with students who face difficulties often.

1.11.3 Cooperative Learning Activities

Activities are considered as the source of motivation in cooperative classroom, there are many activities that teachers use in cooperative learning like jigsaw, learning together, and cooperative scripting.

1.11.3.1 Jigsaw

Jigsaw is one of the most known activities in cooperative learning. It is a learning activity, it is based on putting students together in groups, each group contains six members to work on a giving topic this topic consists of several parts corresponding the students' number, each student takes one part to work in, at the end students are required to write a report, by combining all the parts. First student read his or her section, then, students from different teams who have been given the same part get together *in “expert group”* (Arnold, 1999: 230) to argue about the topic until they learn it well. Next, students go back to their *“home group”* (Arnold, 1999: 230) to share and explain the points that they have been discussing with their classmates. At the end all students pass a test for individual marks. This activity will motivate students and increase interaction between students.

1.11.3.2 Learning Together

Learning together is an activity produced by Johnson and Johnson in 1999. students are divided into mixed ability teams gender teams which contain four or five students. They work together to accomplish a task, by the end

students get a reward for what they have done as a final outcome. This kind of activities increase self-confidence, communication between diverse students, and creates respect and acceptance among students.

1.11.3.2 Cooperative Scripting

In cooperative scripting, teacher uses pair work, so that students help each other by summarising different parts of a given material like a story, each time one student summarizes a section. The base of this activity is that when one student is summarising, his partner pays attention and provides correction to him/her when necessary. Then, both students exchange their roles, until the whole material is summarized. This activity has many effects on the learning process as well as for students, because they help students' proficiency in language skills and interaction, individual accountability and personal interdependence are highly achieved.

1.12 Conclusion

By way of conclusion, the present chapter aimed at defining some relevant concepts that are necessary for the work. therefore, on the basis of the reviewed literature one comes to assert some points. First, competitive and cooperative learning techniques are different but important for the success of any life process and language learning in particular. Second, we have figured out their significance in language learning as well the main effects of each one on students and on the learning process in general. Indeed, even though competitive and cooperative learning techniques have many advantages, both of them have some drawbacks. Moreover, we have concluded that implementing those techniques requires a well-managed classroom, with various teacher's role, and well-designed activities. Actually, this idea that evoked the interest of the researcher in the current work and hence to examine this point, the subsequent part will deal research design and the procedures of data collection.

Chapter Two

CHAPTER TWO

RESEARCH METHODOLOGY AND DATA COLLECTION

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2.9. Conclusion

2.1 Introduction

The current chapter represents the first part of the field work that aims at getting insight into how competitive and cooperative learning techniques are implemented in El Amir Abdel Kader middle school, more precisely fourth year middle school pupils. To do so, classroom and the school in general were observed, students' questionnaire and teachers' interview were hold. This chapter attempts to describe the data gathered from the informants, the environment, classroom observation, students' questionnaire, and teachers' interview. The researcher first reviews objectives of the study, then instruments used that includes questionnaire and interview will be broadly defined, moreover, a detailed description will be done concerning the available data.

2.2 Objectives of the Study

As we have mentioned before, the study aims at investigating how competitive and cooperative learning techniques are implemented in middle schools, among other objectives we find teachers and students' attitude toward the use of both techniques, to what extent do those techniques achieve the learning process, and difficulties that face teachers when using them.

2.3 The Choice of the Method

The research lands itself to explore and describe how competitive and cooperative learning techniques are implemented in middle school. The researcher in this study uses descriptive methods. According to Brown and al (1999) descriptive methods are used generally to describe behaviour, exploring a phenomenon, or test a hypothesis about behaviour.

2.4. Instruments:

Gathering data in an essential component in conducting a research. This operation can be done through the use of different methods, among which interviews and questionnaires.

2.4.1 Interview:

Interview is one of the most important tools in obtaining information from people who are involved in a study. Data gathered from those individuals cannot be get from other resources.

Kvale (1996) defines interview as: “... *an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.*” (Kvale.1996:14). that is to say, the role of interview is not only to get data but also to gain and to share knowledge from and with individuals.

Interview is based on conversation between two or more people, and a set of systematic questions. It consists of two participants, the first one is interviewer who is the person who asks questions, and the second one is interviewee who is required to answer and to speak about his/her opinions as well as perception, experiences, and interpretation that is related to a given topic. In this vein, Cohen, Manion and Morrison (2000) argue: “ ... *the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable.*”(Cohen, Manion and Morrison.2000: 267).

2.4.1.1 Types of Interview:

There are many types of interview among which: structured, semi structured, unstructured interview.

a. Structured Interview:

A structured interview which also called standard interview is an interview that is characterized by the use of the same question to all participants. In this context Corbetta (2003) views structured interview as: “ ... *interviews in which all respondents are asked the same questions with the same wording and in the same sequence.*” (Corbetta. 2003: 269).

b. Semi-structured Interview:

Semi-structured interview or non-standard interview is another type of interview in which the researcher is free to change the order of questions depending on the interviewee he is addressing. This kind of interviews is used generally in qualitative research, the researcher has a list of issues and question to be answered. Corbetta (2003) explains it as

“The order in which the various topics are dealt with and the wording of the questions are left to the interviewer’s discretion. Within each topic, the interviewer is free to conduct the conversation as he thinks fit, to ask the question she deems appropriate in the words he considers best, to give explanation and ask for clarification if the answer is not clear, to prompt the respondent to elucidate further if necessary, and to establish his own style of conversation.” (Corbetta.2003:270)

c. Unstructured Interview:

This type of interview is a flexible method; the interviewer is not obliged to follow a detailed interview guide. Interviewees are not restricted to certain answers, they are free to talk and give as much as information about the subject. Interviews are not the same, each participant may have a different interview.

2.4.2. Questionnaire:

Questionnaire is a wide-use tool in research methodology. It is a set of written questions that are given to informants to gather data and get information about a specific topic. Informants may be students, teachers, or any other respondents. In this view Brown (2004) argues that questionnaire is *“...any written instruments that present respondents with a series of questions or statements which they are to react either by writing out their answers or selecting them among existing answers”*. (Brown.2004, qtd. in Mackey and Gass 2005:92)

Questionnaires are considered as the best way to gather and analyse a large amount of information in short period with less effort especially if the

questions are well formed and organized. It can consist of specific types of questions such as: close-ended items, open-ended items or a combination of both close and open-ended questions. The researcher should pay attention to the words selected in the questions, he has to write correct, easy, and clear items. Respondents may face some difficulties in understanding and answering some questions, so it is the role of the investigator to help and facilitate things for them.

2.5. Informants:

As it is mentioned before, the sample chosen to be investigated is fourth year middle school both teacher and pupils, as they represent the main poles in the teaching learning process.

2.5.1. Teachers:

The informants here represent English teachers in El Amir Abdel Kader middle school in Naama. There are three teachers and all of them are full-time teachers, hold licence degree, and their teaching experiences are the same three years. They are young teachers who teach under the umbrella of Competency Based Approach (CBA).

2.5.2. The Pupils:

The pupils' community to be investigated is fourth year middle school, the number of pupils involved in the current study constitutes approximately half of the total number of fourth year middle school pupils, forty students they are classed randomly, since the gender here is not really effective. However, the pupils' age range between 14 and 18 years old. Worth to mention some students live in rural places.

2.6. Description of the Environment:

Al Amir Abdel Kader middle school is one of first internal middle schools to be established in Naama city, it contains fifteen classrooms, laboratories, and

informatics laboratory, even though this laboratory is not used by English teachers. It also contains a small campus. Classrooms are very traditional with old tables and chairs; the only modern material is the white board. The colour of these classrooms is beige and brown, it does not really give positive energy to pupils.

2.7. Description of the Teaching-Learning Situation:

As we have mentioned before, studies are done under CBA, which is based on competencies and cooperative learning. Teachers are required to follow the syllabus, changing or modifying is not really accepted. Accordingly, the syllabus focuses on communicative skills, grammar and lexis, and group works.

Concerning time table of English module, for fourth year pupils, they study English three hours per week plus a tutorial class which is dedicated to group work. In this session pupils are divided into two groups one studies English whereas the second group French, the second week the groups exchange classes.

Classrooms contain from 30 to 32 pupils and there are four classes of fourth year pupils. Comparing this number with the characteristics of modern classroom, this is not accepted, but there is no present solution to this problem. Pupils, especially those seating in the back do not feel interested.

2.8. Data Collection

As we know, the first step in conducting a research is collecting data, the investigator in this arena focuses on classroom observation, teachers' interview, and pupils interview.

2.8.1. Classroom Observation

The classroom observation helps the researcher to get deep insight into how competitive and cooperative learning techniques are implemented in

classroom, what difficulties do the teachers encounter, and how do pupils react toward these techniques.

The researcher attended two classes with two different teachers in order to investigate whether the teacher him/herself plays an implicit role in the success of the techniques.

The first class that the researcher attends consists of 32 pupils and a female teacher, they love her so much and respect her a lot. In the first lesson, the teacher was obliged to put students into groups because most of them did not bring their books. There was a lot of noise, this made the teacher circulate and observe those groups closely. Pupils were exchanging ideas about the lesson. In general, the outcome of pupils was accepted.

Teacher put each four pupils together, they did not organise the tables because for the teacher it's a waste of time. Then, the teacher introduced the task for them, pupils started working and the teacher was turning around the groups and tried to reduce noise and explain difficult things to them; after that when correcting the task all students participated. This group work did not really follow group work norms because it was not necessary since they were put together because they did not bring their books.

In the second lesson, the teacher started with a revision, she gave pupils activities and she asked them to work individually. At the beginning students were not interested at all. But once she told them that those who will do all the activities correctly, they will get a reward and extra grades, pupils became very motivated and worked silently. Most pupils did the activities correctly.

In the second class, there were 30 pupils and a male teacher, who uses group work a lot not only in doing activities but also when explaining the lesson. In the first hour, the teacher gave students who were put in groups of four pictures and asked them to interpret those pictures using "used to". Actually in the second class there was not a lot of noise comparing to the first one. The teacher

introduced the task, turned around the groups, explained things to pupils. Since the teacher asked pupils to work in groups good pupils were to gather and low students were in other groups, this fact didn't really help students to understand the lesson.

In tutorial class, the teacher used games in which he combined between cooperative and competitive techniques. Groups were chosen randomly, pupils wrote their names in a piece of paper then the teacher chosen the groups in a random way. Students were given activities, and after finishing the activities, they played a game. The first group that answered correctly will get plus one, students really enjoyed the task and by the end pupils enjoy giving correct answers and they forgot extra points.

The researcher got the opportunity to meet the inspector of English in middle school. When asking him about the use of competitive and cooperative learning techniques, he told us that, in CBA teachers must use cooperative techniques, competitive techniques for him, are no more emphasized they are just tools that make pupils involved in the lesson.

The teachers used competitive activities in cases where pupils are not interested in the lesson or in the task, rewards are the key of success according to teachers. Cooperative activities, however, are used when the teachers find some difficulties in explaining the lesson to all pupils, he/she simply put in each group an excellent pupil; who understands very well the lesson and asked him to explain to his classmates.

Teachers are still using competitive activities because pupils are not aware about the importance of English language, the only way that makes all of them engage in tasks is through reward and competition. Cooperative activities in such environment is difficult to achieve especially with big number of pupils, but good results occur when the teacher mixes between the two activities.

2.8.2. Group Observation:

We had the chance to make group observation, pupils were free to choose their group, the group consisted of three pupils, they were exchanging ideas about the task given, the one who knew and understood the task explained to the other pupils in the group. The teacher came to the group and explained to them for second time the task. Pupils did well in the task. When correcting the task, those who gave correct and good sentences, their friends clapped hands for them, this encouraged pupils in the group and the other ones to be creative and produce good and new vocabulary.

2.8.3. Description of Teachers' Interview

To explore how teachers implement competitive and cooperative learning techniques, and get insights on teachers' attitudes toward those techniques, and the problems found when using them, a structured interview was hold with three teachers. The researcher chooses this type of interview due to the fact that it ***“allows more consistency across responses to be obtained”*** (Richard2001:61). Accordingly, the structured interview was directed to teacher, it contains a series of questions: fourteen questions and it was initiated with a small spoken introduction concerning the title of the work and the sample population.

First of all, they were asked about their held degrees, their experience in teaching English in middle schools. Also, they were asked if they are using CBA, and if they really know how to apply its principles in EFL classes. Another question was about the techniques used in the classroom. Moreover, teachers were asked if they use competitive and cooperative learning techniques in teaching, and how often. In addition, the investigator asked the teachers about pupils' preferable technique and causes behind their choice. In order to know how both techniques are implemented, teachers were asked if competitive and cooperative learning techniques are implemented in the same way, and which technique according to them takes more time in preparation and management. Furthermore, teachers were asked about their opinion about both techniques and the results when mixing them, ways to reduce learners' disruptive behaviour

when implementing those techniques, their roles in each technique for the success of the learning task, kind of activities used in classes and the advantages and disadvantages of competitive and cooperative technique. Finally, teachers were asked about the problems that they face and their personal opinion about both methods.

2.8.4 Description of Pupils' Questionnaire

In order to elicit information from pupils, a questionnaire was given to them for the aim of obtaining data concerning their level, personal views and attitudes toward competitive and cooperative learning techniques. The questionnaire consists of 18 questions of various types (open-ended, close-ended and multiple choice questions). It was written in English, but because of the level of pupils, the investigator explained all questions using French and Arabic.

Questionnaire was initiated by small introduction that highlights to pupils the aim behind this questionnaire. Then, general questions about pupils were asked. The questionnaire is divided into two parts, the first one is put under the title "competitive learning technique" it consists of eight questions about the pupils' attitudes and personal view about competitive technique, and the role of teachers in this technique. The last part is concerned with "cooperative learning technique". It contains seven questions are the same as in competitive learning technique.

2.9. Conclusion:

With the aim of answering the research questions and meeting the research objectives, the present chapter was devoted to the first part of the work field which is data collection. In this chapter, the investigator focuses on objectives of the present study and the methodology used, as well as teachers and pupils' profile. In addition, a detailed description of the environment (school and classes), the teaching/ learning situation, classroom observation, teachers'

interview and students' questionnaire were provided. The next chapter will be entirely devoted to data analyses, suggestion and recommendations.

Chapter Three

CHAPTER THREE

DATA ANALYSIS

3.1 Introduction

3.2 Data Analysis

3.2.1 Analysis of Teachers' Interview

3.2.2 Analysis of Pupils' Questionnaire

3.3 Discussion of Main Results

3.4 Suggestions

3.5 Conclusion

3.1 Introduction

The implementation of competitive and cooperative learning techniques was highlighted in the first chapter. The present chapter is dedicated to the second part of the practical part, the goal is to check the relevance of reviewed literature with the data gathered in the second chapter. Accordingly, at the inception of the present chapter teachers' interview and pupils' questionnaire are analysed. Next, a discussion of the main results will be provided in the light of research hypotheses, and finally suggestions relevant to data obtained are given.

3.2 Data Analysis

In this session, teachers' interview and pupils' questionnaire will be analysed. the aim is to test the research hypotheses in real context.

3.2.1 Analysis of Teachers' Interview

The first question was an introductory one about the current held degree by the teachers; all teachers have the same degree which is licence degree held from different universities. This will help the researcher to see if this equality may result the same points of view or various ones.

Question number tow is asked to know the teachers' experiences in teaching; another shared answer all teachers have three years of experience. Thus, teachers belong to the same generation, the researcher will try to get advantage and seek for various perspectives,

In the following question, researcher wants to know if teachers are using CBA principles, the answers were affirmative all teachers said that we are obliged to work with CBA principles, it is difficult for them to apply all the principles because of the traditional materials, number of students and the environment in general. One teacher talked about her experience with group work, at the beginning of the year she was using only group work but after a period of time, other teachers come to her and ask her to stop doing it because pupils make noise when organizing the groups and they disturb them a lot.

The fourth question aims at checking the techniques used by the teachers in the classroom. Two teachers reported that the most used techniques are pair and group work. Sometimes they use individual techniques whereas the third teacher said that there are many techniques depending on the situation and the task, but the most used ones are think, pair, share that is to say the pupil thinks individually, work in pair, then, share with the group his activity findings.

Question number five is asked to know whether the teachers use cooperative and competitive learning techniques. All teachers responses yielded were affirmative, i.e all the teachers interviewed use both techniques. Teachers reported that the learning process bases on these two techniques.

The sixth question is a follow-up to the previous one, and it intended to seek the pupils' preferable way of learning. What was relevant for teachers is the fact that excellent pupils like individual and competitive learning, whereas lower pupils like working in groups because they understand better when their classmates explain hard stuff to them.

Question number seven is asked to know if both techniques implemented in the same manner. All teachers argued that these techniques are not implemented in the same way. According to them, each technique has its principles and objectives, as well as its own management and roles of the teachers. In the one hand, Competitive technique generally takes less effort in classroom management because pupils are asked to work individually to get rewards. On the other hand, cooperative learning technique require more effort from the part of the teacher. Groups should be well organized, equal in term of number and abilities. Sometimes, competitive and cooperative learning techniques are implemented within the same task, for instance, the teacher makes groups which compete with each other.

Question number eight is asked with the attention to know which technique take more time in preparation and classroom management. In answering this question, one teacher mentioned that in terms of preparation, both techniques do not take lot of time, yet, group work takes more time in classroom management than competitive learning technique because, to organize the tables and group pupils then explain the task for them is time consuming. Others said that cooperative learning takes more time in both preparation and classroom management, especially when doing games, teacher has to be intelligent to choose the task that suits the games as well as the appropriate criteria (gender, mix ability, general information, randomly) to group pupils.

In asking question nine, the researcher wants to know teachers' opinion about both techniques and the result of mixing them. Answers yielded vary from one teacher to another, two of them said that both techniques are important for the learning process. According to them mixing both techniques is useful in some tasks, in other tasks, using them independently is preferable. The third teacher said that cooperative learning is better because learner at this age need each other to understand and to be involve in the learning process. Competition for them will keep the first one in the first place and the lowest one in his place because learners have mixed abilities.

Question number ten is concerned with activities used by teachers in implementing competitive and cooperative learning techniques. Through this question the researcher wants to know if teachers are still using traditional activities or they are using new ones. all of them said that they are using different activities, since stick on the same activities make pupils demotivated and want to try something new. The most used cooperative activities are: cross words, games, signs, guessing and miming, pen race. Concerning competitive activities the most used ones are test score, quick question, games, each time teachers bring new games that they look for in the net.

In asking question number eleven, the goal is to see what teachers do to control pupils' disruptive behaviour when they work in groups or in competitive task. The responses obtained from this question were various: one teacher said that she controls pupils' disruptive behaviour by turning around pupils when they are working, and interrupting them from time to time to explain something. The others said that sometimes they are obliged to threaten the pupils to stop making noise, for stance, teachers may say to pupils that he/ she is going to write a report to the director.

Question number twelve aims at exploring teachers' role in the success of the task and the learning process in general, the answers yielded here were almost the same, teachers answer with a set of roles among which: guider, manager, controller, creator and helper.

The next question is concerned with teachers' view about advantages and disadvantages of competitive and cooperative techniques. Aiming at exploring the weaknesses and favourable point in these techniques. According to teachers competitive learning technique helps pupils engage in the learning process, most learners are more active trying to win and succeed. On the other hand, competition makes pupils afraid of making mistakes, one teacher reported that sometimes pupils lost self-confidence, and become passive learners. Cooperative learning technique as well is a good exercise for pupils to learn how to communicate with others, how to share information and many other positive aspects. Pupils rely on themselves, they are no more dependent on the teacher. Yet, cooperative learning causes some disruptive problems. Some pupils do not participate in the group or pair work, and others do not prefer working with other pupils in the same group.

The last question is asked to elicit whether the teachers face problems when implementing competitive and cooperative learning techniques. all teachers argue that noise is the first problem in cooperative learning and even in competitive learning especially when correcting the task all pupils want to

answer first. One teacher said that group work is time consuming; And competitive learning sometimes makes pupils afraid of making mistakes. Another teacher talked about pupils' reaction toward group work, some pupils refuse totally to work with others, especially when dealing with sex. The third teacher spoke about the absence of materials; and the learning styles, he reported that pupils who like individual learning refuse to work in group.

3.2.2 Analysis of pupils' Questionnaire

After small introduction concerning the aim of the questionnaire, the pupils were asked general information about their age, gender and if they are repetitive or not. Starting with part two "competitive learning technique", the introductory question concerned the pupils' preferable way of learning, it aims at knowing whether the pupils' have competitive or cooperative nature of learning, therefore pupils were asked to choose between two possibilities.

	Competitive learning	Cooperative learning	Total
A.F	17	23	40
R.F.	32%	58%	100%

Table 03.01: Pupils' Preferable Way of Learning

As the present study is concerned with competitive and cooperative learning, the researcher will show the importance of both techniques in the success of the learning process according to the respondents. 58% of the participants prefer working in groups whereas 32% like individual competition.

Still in the first part, the second question intended to know the degree in which the teacher uses competitive learning technique. At this level pupils were given four alternatives, these are illustrated in the figure bellow:

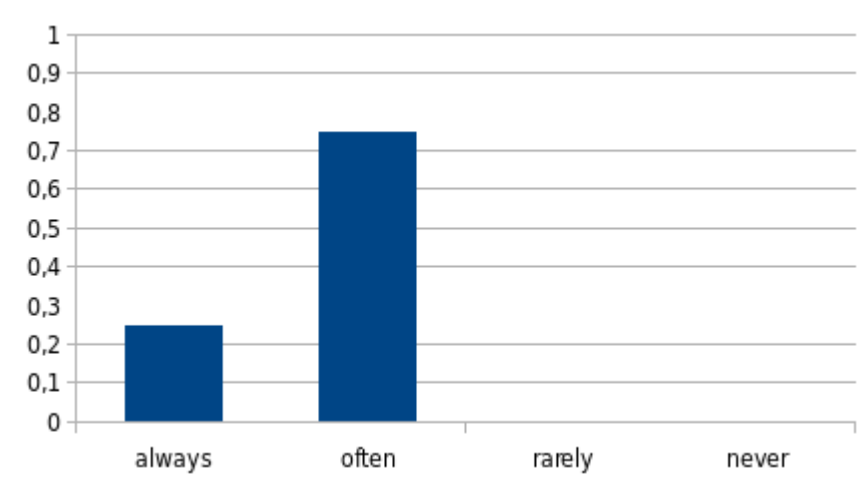


Figure 03.01: The Use of Competitive Learning Technique

What is relevant from the figure above is the fact that 75% of the pupils see that the teacher uses often the competitive learning technique, while 25% of them confirms that the teacher always uses it, on the other hand no one chooses rarely or never,

The following question deals with the importance of competitive technique. it is meant to know if teachers show to students the importance of this technique, the results obtained are illustrated in figure 2

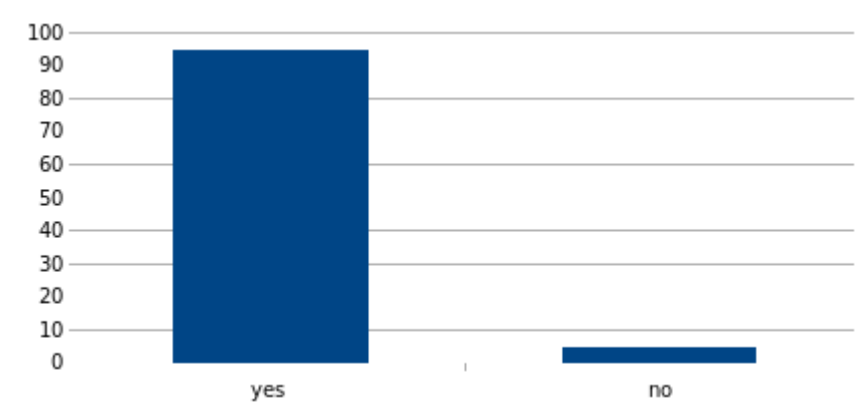


figure 03.02: The Importance of Competitive Learning Technique

The scores yielded reveal that the great majority of pupils (95%) agree that the teacher helps them knowing the importance of competitive learning, whereas only two pupils said that the teacher does not help them,

The fourth question is a follow-up one to the previous one, it aims at discovering the way in which the teacher helps pupils to know the importance of competitive technique, pupils here were given two options to choose between them(see figure 3)

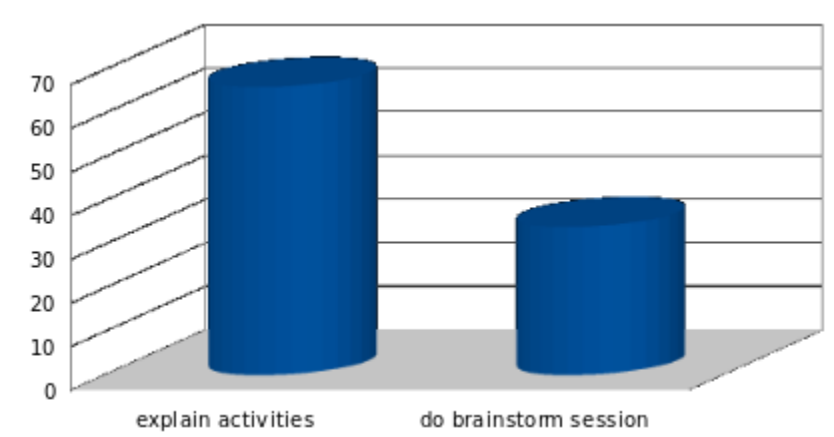


figure 03.03: Ways Used to Show the Importance of Competitive Learning

As the graph shows, 66% of pupils argue that teachers explain the aims behind the competitive activities used, while 34% of them said that the teacher does a brain storming session in which he explains to them the importance of competition in general,

The fifth question deals with the way teachers introduce the tasks for pupils, they were given three options to choose between them, the table above shows the results

	Introduce the task for pupils	Lets pupils understand the task by themselves	Give the chance for pupils to understand then explain to them	Total
A,F	36	1	3	40
R,F	90%	2%	8%	100%

Table 03.02: Teachers' Way of Introducing Competitive Tasks

As the table shows, the majority of pupils sees that the teacher introduces and explains the task for them, 8% of them answer: the teacher gives us the chance to understand the task then he introduces the task for us, only one pupil said that teacher lets us understand the task by ourselves

In the six question, the aim is to check the pupils' attitude toward competitive activities, the results obtained are illustrated in the following figure,

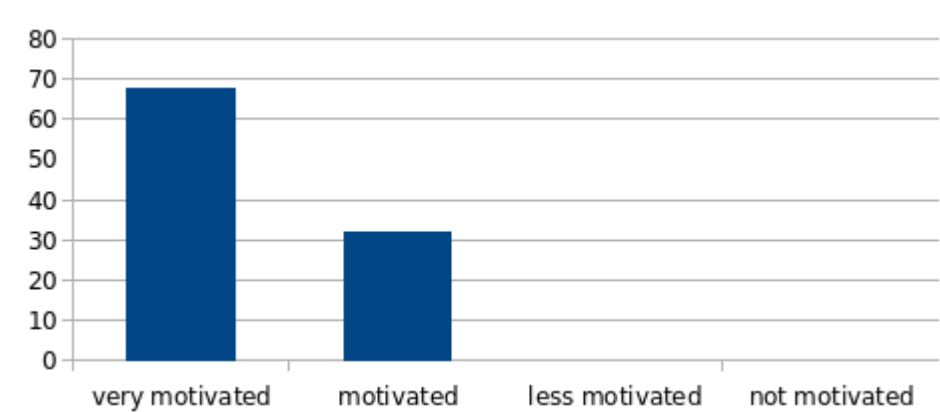


Figure 03.04 : Pupils' Attitude Toward Competitive Activities

The researcher required from the pupils to justify their answers; those who said that they are very motivated justified their choice by claiming that they like competition with other, whereas the others said that they are motivated because of reward given by the teacher when they succeed in the task given especially extra marks.

Question number seven deals with pupils' feelings when participating in competitive activities, pupils were given a number of choices and they were

required to choose one, the aim behind this question is to explore whether competitive learning technique affects pupils positively or negatively.

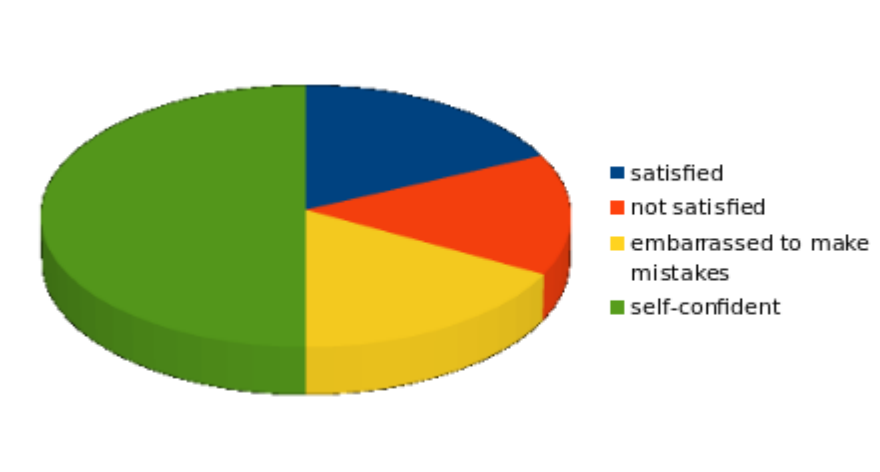


Figure 03.05: Learners' Feeling Toward Competitive Activities

As the results demonstrate, half of the informants answered by choosing the fourth option, that is to say they feel confident when compete with others, while the remaining number split into: 18% are embarrassed to make mistakes, 17% are satisfied about their selves, while 15 % do not feel good at all,

The last question in the first part aimed at depicting the problems that face pupils when doing competitive activities, pupils were given two choices which are demonstrated in the following diagrams,

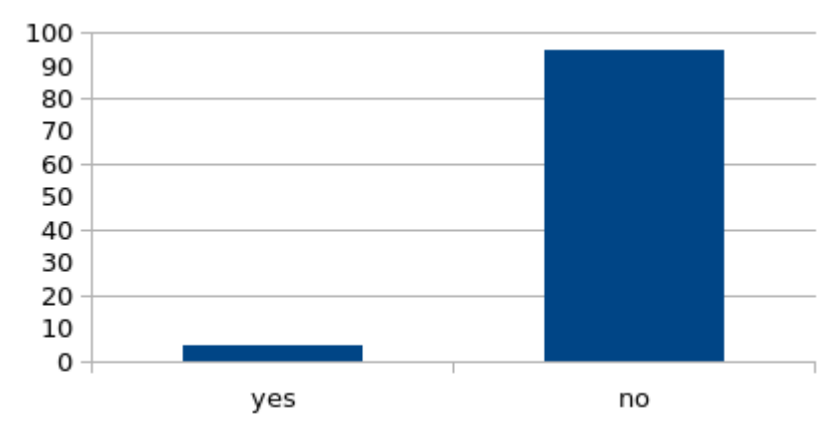


Figure 03.06: Pupils' Problems With Competitive Learning Technique

The great majority said that they do not have problems where as 5% which is the equivalent of two students said that they face problem in reporting the problems, one of them said that when they compete pupils make a lot of noise whereas the second pupils said that the problem is that when someone loses his classmates laugh at him and this makes the pupil afraid of participating again.

Moving to part three “ cooperative learning”, since the present work bases on comparative study, the same question were asked but with cooperative learning, the first question aims at exploring the frequency of using cooperative technique by the teacher,

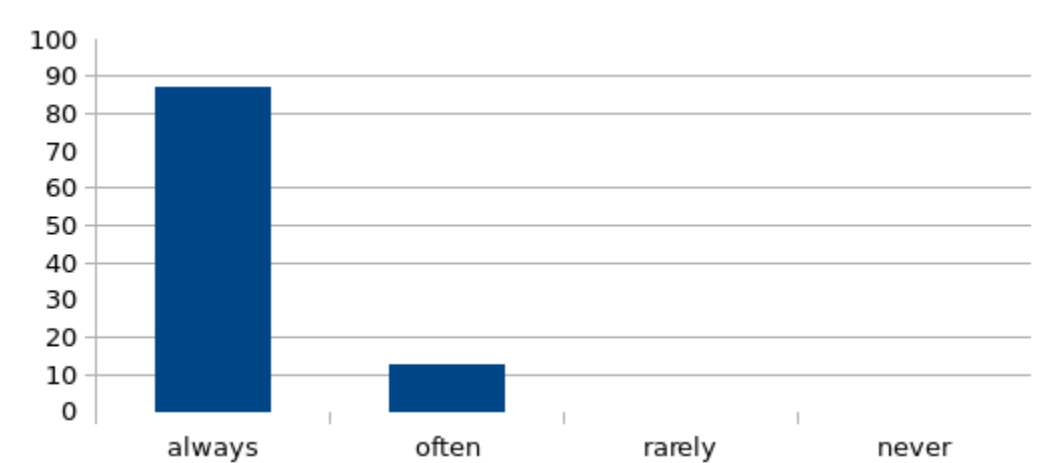


Figure 03.07: The Use of Cooperative Learning Technique

As shown in the figure above, pupils choose only two options, the majority of the students (87%) said that teachers use cooperative technique often, however 13% said that the teacher always uses cooperative technique,

The second question, deals with the importance of cooperative learning, it wants to know if the teacher tells pupils about the importance of this technique, results are demonstrate in the following figure,

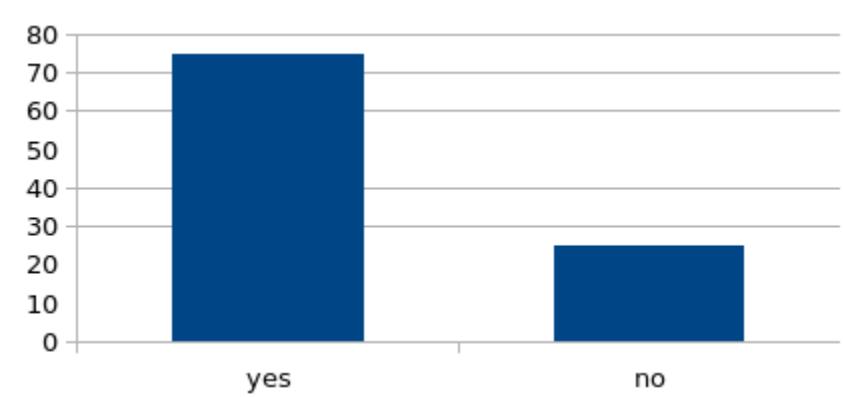


Figure 03.08: The Importance of Cooperative Learning Technique

Seemingly from the figure above, the majority of pupils (75%) said that the teacher shows them the importance of cooperative technique, while (25%) said no he does not.

The next question was a follow-up one to the previous item, and wants to know how does the teacher explain the importance of cooperative technique to pupils, they were giventwo options

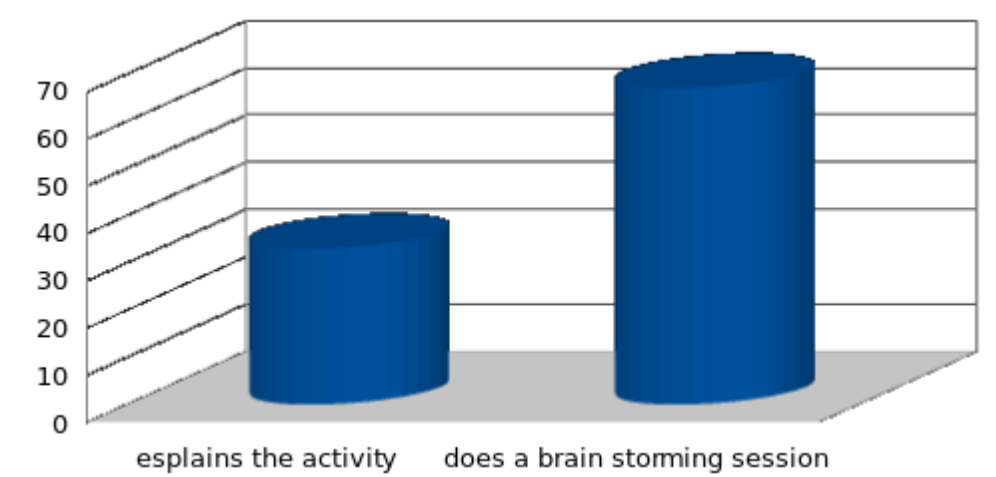


Figure 03.09: Ways Used to Show Importance of Cooperative Learning

As notice from the previous figure, 67% of participants choose the second choice and argue that the teacher did a brain storming session about the importance of cooperative technique, 33% said that the teacher explains to us why he is using cooperative activities,

In question number four, the teacher's role when giving a cooperative activity to pupils is addressed. The goal of this question is to know if the teacher introduces activities for the students or not, the results are tabulated as follows:

	Introduce the task for pupils	Lets pupils understand the task by themselves	Give the chance for pupils to understand then explain to them	Total
A,F	40	00	00	40
R,F	100%	00%	00%	100%

Table 03.03: Teachers' Way of Introducing Cooperative Tasks

All the answers were the same, all pupils said that the teacher introduce the task for us.

The following question deals with pupils' attitude toward cooperative activities the aim behind this question is to see if pupils like cooperative technique or not,

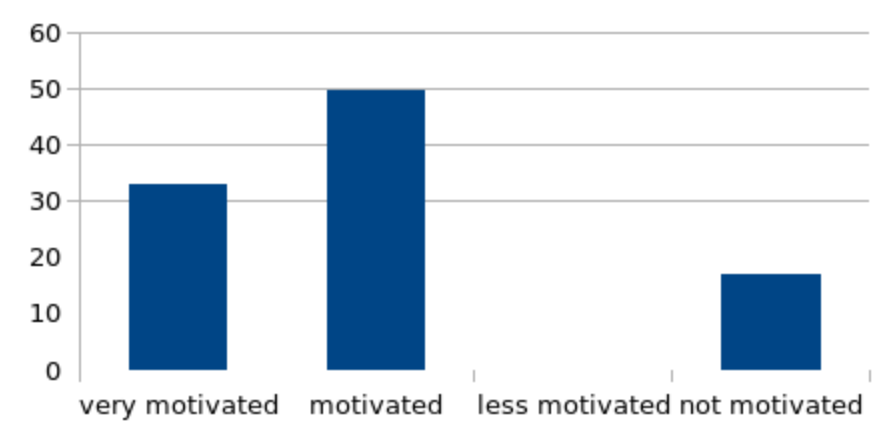


Figure 03.10 : Pupils' Attitude Toward Cooperative Activities

As the figure shows, 50% of pupils said that they are motivated when working in group, 33% said that they are very motivated, while 17% said that they are not motivated at all. The researcher requires from the respondents to justify their answers, those who say that they are motivated toward group work justified their choice by claiming that they like group work, and they learn better when they share information with others those who are very motivated argue that group work is the perfect way to understand lessons as well as it encourages interaction, the rest who said that they are not motivated, justify their answers by saying that they like working individually, and they hate noise that results from group work,

The next question is about pupils' feeling when participating in group or pair work, pupils were given four options to choose between them, the results are demonstrated in this figure:

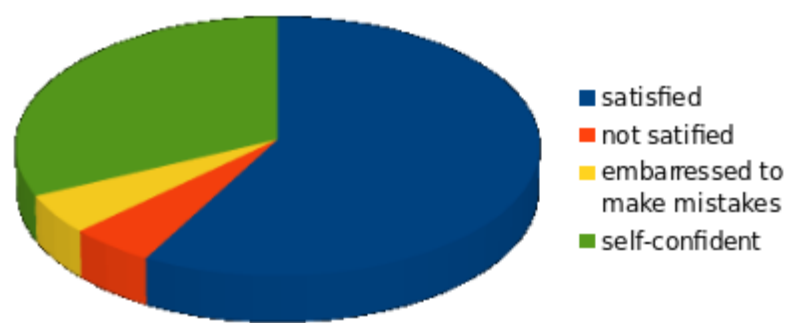


Figure 03.11: Learners' Feeling Toward Cooperative Activities

As shown in the figure above, 58% of the participants said that they are satisfied when working in group, 32% argue that they are confident, while 5% are embarrassed to make mistakes and 5% feel not good at all,

The last question in the present part is concerned with pupils' problems in group and pair work, the reason behind is to know the weakness of cooperative learning according to pupils, the answers given are drawn in the following graph

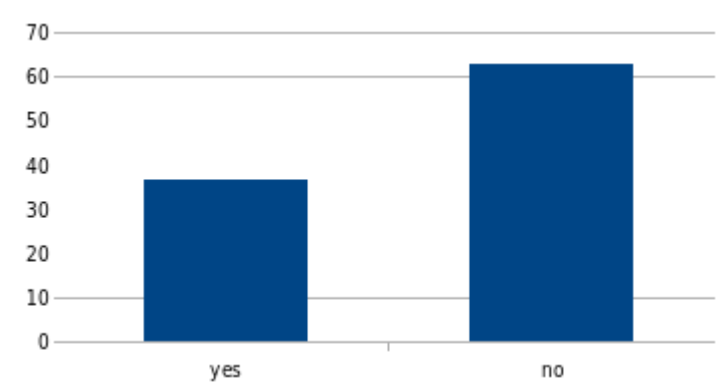


Figure 03.12: Pupils' Problems with Cooperative Learning Technique

According to the graph, 63% of the pupils said that they do not have problems in working in groups whereas 37% said that they do face problems because they do not understand when they are in groups, others state that group work creates noise and they cannot concentrate on the lesson and on the task,

3.3 Discussion of Main Results

Teacher's interview and the pupils' questionnaire were mainly aimed to meet the objectives of current research (see II.2), to test the research hypotheses and to answer the research questions, accordingly, the results obtained from the two research instruments make the investigator comes to assert some important points including:

First, competitive and cooperative learning techniques are a very important component in TEFL. Actually, the learning process is based on these two techniques, this results drawn from the fact that teachers use either the competitive or cooperative or both of them in tasks, and this what pupils' answers illustrate, i.e. most pupils argue that the teacher uses often both techniques.

Second, competitive and cooperative learning techniques cannot be implemented in the same way, competitive techniques do not require a lot of time concerning classroom management because pupils are asked to work individually to get reward. The teacher in this technique introduces the task for pupils and lets them work, whereas, cooperative learning technique is time consuming. Teachers used to spend a lot of time organizing the classroom and controlling pupils' disruptive behaviour, introducing the task for them then, he circulated around the groups. Teachers are using group and pair work bit not all the time.

Still with implementation, even if teachers are demanded to work using CBA principles, they face a lot of problems because of the setting in which the learning process takes place, teachers are required to do tutorial lesson but there is no equipped laboratory or even a well-organized classroom. The high number of pupils in classrooms does not help the teacher to do group work or pair work

without noise and waste of time. Teachers are supposed to use traditional methods or techniques but they cannot teach without using them especially competitive technique because it's the best way to make pupils involved in the learning process

Third, the best way for the teachers to make pupils involved in the task and be motivated is through the combination of both techniques, because of this mixture the teachers meet the needs of all pupils and the results are better. The only problem in this combination is in pupils' behaviour which makes the teacher unable to control all pupils because of their number..

However, teachers use various types of activities in both techniques, and this variation helps both the teacher and the learner to be more active in the classroom. Games are the best and the most used activity by the teachers, especially in grammar and vocabulary. Pupils are more motivated they like working both competitively and cooperatively because of the activities used.

Moreover, teachers play different roles in both techniques; these roles are not really different, teacher in both techniques plays the role of controller, manager, helper, producer of tasks,

Put briefly, the results yielded are really encouraging and satisfying. They revealed many facts about competitive and cooperative learning techniques.

3.4 Suggestions

On the bases of the reviewed literature and the obtained results, the researcher suggests some ideas relevant to the point found in the data analysis phase. First, teachers are facing problems in applying the principles of CBA, especially that most pupils are not good in English as well as classes contain a big number of pupils. Increasing pupils' awareness about English language is the first key for the success of the learning process, also providing pupils with extra home works, interesting short stories will develop their level in English, and

consequently and inevitably their competencies. As a result applying CBA principles will be easier.

However, regarding the problems of implementing cooperative learning technique, which the teacher faces particularly in classroom management, it is highly advisable for the teachers to look for tips in order to gain more time and not lose it through reducing time of doing the task, and choose easy ways to group pupils and ask them to organize the tables and the first group who organizes the table will get a reward, in this case the teacher gains time. Learning materials (tasks, texts, stories) have to be interesting and at the same time easy to understand so that pupils' will not spend a lot of time to understand the given materials, and the noise will be reduced.

then, learners' styles are different and teachers may not be able to meet all their needs, accordingly, pupils may become demotivated when the teacher focuses on one technique only. Teachers should vary techniques that suit all learners. For learners who dislike group and pair work, teachers are required to be intelligent when grouping them and show them the importance of these techniques in their lives not only in classroom. Concerning those who hate competitions, teacher should provide them with the role of competition not only in their studies but also in their future carrier, also a funny games and puzzles are liked by almost all pupils especially when rewards are present.

Finally, teachers find difficulties in following the syllabus and meet the learners' needs, since sometimes pupils are unable to follow what the teacher is saying or what the lesson is about; it is suggested to modify the text book a little bit by adding some aspects that pupils face difficulties with, therefore, the teacher will be able to combine between many ideas within the same piece of material, and make the pupils up-dated with the lesson.

3.5 Conclusion

Throughout this chapter, the second part of field work was achieved. the researcher highlights many facts about the competitive and cooperative learning techniques. Through data analysis of teachers' interview and pupils' questionnaire, the difference between these two techniques was figured and some suggestion were given in relation to the gathered data.

General Conclusion

General conclusion

This dissertation has primarily attempted to examine the difference between the implementation of cooperative and competitive learning techniques in fourth year EFL classroom in El Amire Abel Kader middle school.

The study aims to confirm or reject the hypotheses about whether EFL teachers at middle school are implementing competitive and cooperative learning techniques in the same manner, and the advantages and disadvantages of them and if competitive and cooperative learning techniques motivate students and make them engaged positively in the learning process; otherwise, if teachers do not know how to implement these techniques and their advantages, they will not benefit from them in the classroom. This issue has been dealt with in three chapters in attempts to provide clear answers to the question leading this work.

The first chapter was concerned with the theoretical part of this dissertation. It attempted to define the key concepts related to competitive and cooperative learning techniques. The second chapter addressed the methodology, description of the informants, the learning environment and the teaching/learning situation; classroom and group observation and description of teacher's interview and pupils' questionnaire.

The third chapter was concerned with data analysis in addition, to some suggestions regarding to results obtained from the previous chapters.

In this research, we relied on classroom observation, teacher's interview and pupil's questionnaire. The data obtained from these tools confirm that EFL teachers use both competitive and cooperative learning technique, yet in different ways. The findings also assert that pupils have positive attitude toward these techniques because of their advantages. What is more, both techniques have many affective aspects on the teaching/ learning process.

The current work signifies also that the implementation of competitive and cooperative learning techniques comprise certain negative point like creating noise, time consumption in cooperative learning technique, and psychological

problems such: anxiety, and self- confidence for competitive learning technique. Therefore, we presented some pedagogical suggestions for the teacher aiming at helping them overcome some problems with implementation of competitive and cooperative learning technique. The suggestions were based on the results of the current research and the previous ones. Nevertheless, because of the lack of time, the researcher could not tackle some interesting aspects such as the evaluation of cooperative and competitive activities , as a result, the end of this work open doors for further research on the topic.

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Appendices

Appendix A

Teachers' Interview

Dear teacher,

You are kindly requested to answer the following questions and make comment when necessary concerning the implementation of competitive and cooperative learning techniques in TEFL in middle schools, an attempt to figure out what are the main difficulties and differences do teachers face when using these techniques, and try to provide some solutions.

- 1- Which degree you have held?
- 2- For how long have you been teaching English as a foreign language in middle school?
- 3- Do you use CBA in your teaching, do you know how to apply its principles?
- 4- What are the learning techniques that you use in classroom?
- 5- Do you use cooperative and competitive techniques? how often?
- 6- In your opinion, do students prefer working individually, competitively or cooperatively? Why?
- 7- Do both techniques implement in the same manner? If no, Why?
- 8- Which technique takes more time in preparation, and classroom management? why?
- 9- What is your opinion about both techniques, do you get the same results when you mix them and using them independently?
- 10-What kind of activities do you use in these techniques? name some of them
- 11-What do you often do to control your learners' disruptive behaviours when they work in groups or they compete with each other?
- 12-When you assign your learners to work in groups or in competition, what are your roles as teacher in the success of the learning task What are the advantages and disadvantages of these techniques?
- 13-Do you face certain problems when you use competitive and cooperative learning technique? If yes, identify some of them.

Appendix B

Pupils' Questionnaire

Dear pupils,

I would be very grateful if you could answer the following questions about competitive and cooperative learning techniques.

Please, tick the box that correspond to your answer, more than one answer is sometimes possible.

Age:

Sex: a. Male

☐

b. Female

☐

Repetitive: a. yes

☐

b. no

☐

Part one: competitive learning technique

1. When doing a task, do you prefer to work:

✓ working competitively?

☐

✓ Working in groups?

☐

2. How often does the teacher ask you to compete?

✓ Always

☐

✓ Often

☐

✓ Rarely

☐

✓ Never

☐

3. Does your teacher help you to know the importance of competition?

➤ Yes

☐

➤ No

☐

4. If yes, does he:

▪ explain why he is using competitive activities

☐

▪ Do a brainstorm session on the importance of competition?

☐

5. In a competitive activity does the teacher:

✓ Introduce the task for you?

☐

- ✓ Let you understand the task by yourself?
- ✓ Give you the chance to understand, then explain?

☐
☐

6. When your teacher asks you to compete, are you:

- ✓ Very motivated
- ✓ Motivated
- ✓ Less motivated
- ✓ Not motivated

☐
☐
☐
☐

Why?.....

7. When you compete with other, do you:

- Feel that you are satisfied with yourself?
- Feel that you are not good at all?
- Feel embarrassed to make mistakes?
- Feel more confident?

☐
☐
☐
☐

8. Do you have problems when you compete with each other?

- ✓ Yes
- ✓ No

☐
☐

If yes, what are these problems:

.....

Part two: cooperative learning technique

9. How often does the teacher ask you to work in groups?

- ✓ Always
- ✓ Often
- ✓ Rarely
- ✓ Never

☐
☐
☐
☐

10. Does the teacher help you to know the importance of cooperative learning?

➤ Yes

☐

➤ No

☐

11. If yes, does he:

▪ explain why he is using competitive activities

☐

▪ Do a brainstorm session on the importance of competition?

☐

12. When doing a cooperative activity does the teacher:

✓ Introduce the task for you?

☐

✓ Let you understand the task by yourself?

☐

✓ Give you the chance to understand, then explain?

☐

13. When the teacher asks you to work in group, are you:

✓ Very motivated

☐

✓ Motivated

☐

✓ Less motivated

☐

✓ Not motivated

☐

Why?.....
.....

14. When you work in group, do you:

➤ Feel that you are satisfied with yourself?

☐

➤ Feel that you are not good at all?

☐

➤ Feel embarrassed to make mistakes?

☐

➤ Feel more confident?

☐

15. Do you have problems when you work in group?

✓ Yes

☐

✓ No

☐

If yes, what are these problems:
thank you