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**Exploring the Impact of Cooperative Learning on EFL Learning and
Cognitive Abilities:**

**The Case of Second Year LMD Student at Naama
University Center**

A Dissertation Submitted to the Department of English in a Partial Fulfillment
of the Requirement for the Degree of Master in Linguistics

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Statement of Originality

We, Amel TAIBI and Ghania BENHIKEL, hereby declare that my master thesis entitled, Exploring the Impact of Cooperative Learning on EFL Learning and Cognitive Abilities the Case of Second Year LMD Student at Naama University Center Is entirely our own work and that we have written it in our own words, it obtains no material that has been submitted previously, for the award of any other academic degree or diploma except where otherwise indicated. We also confirm that the present work contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged

Dedication

I would like first to thank Allah for all of his blessings

My dear loved ones, this dedication is a heartfelt expression of the deep love and admiration I hold for each and every one of you.

I dedicate this work to:

My lovely parents, thank you so much for everything! Words can hardly describe my thanks and appreciation to you. You have been my source of inspiration, support, and guidance. You have taught me to be unique, determined, to believe in myself, and to always persevere. I am truly thankful and honored to have you as my parents. To take a quote from Albert Schweitzer, "At times our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us." You, mom and dad, have been that spark for me when my light blew out. Thank you for your unwavering love and support along this journey I have taken. I love you both always and forever.

My brother Ahmed, my sisters Hanane, Sara, Hadil, and my lovely little one kheira.

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To my absent person B.G. whose absence was like a weak point for me, who supported me for 3 years, and who was kept away from me by harsh conditions, I ask God to protect him and bring me together with him soon.

Amel TAIBI

Dedication

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Abstract

The present study aims to investigate how the use of cooperative learning strategies can enhance EFL learning outcomes and improve cognitive abilities. In order to achieve this aim, an exploratory case study research is conducted. First, a questionnaire is distributed to EFL second year LMD students' at Salhi Ahmed university centre. Additionally, a structured interview with teachers' of English at Salhi Ahmed University centre to collect the necessary data. In practical terms, the data are analysed both qualitatively and quantitatively. The findings show that both students' questionnaire and teachers' interview have revealed that learners' and teachers' consider cooperative learning as an important strategy in improving the cognitive abilities. The finding also reveals that many students' affirm that cooperative learning is beneficial for them to develop their cognitive abilities. At the conclusion of the research work, some recommendations and suggestions are presented for implementing cooperative learning effectively.

Table of contents

Dedication.....	I
Dedication.....	II
Acknowledgements.....	III
Abstract.....	IV
Table of Contents.....	V
Lists of Abbreviation and Acronyms.....	VIII
List of Tables.....	IX
List of Pie-Charts and Bar-Graphs.....	X
List of Figures.....	XI
General Introduction.....	1
Chapter One: Literature Review	
1.1. Introduction.....	6
1.2. Definition of Cooperative Learning.....	6
1.3. Types of Cooperative Learning.....	6
1.3.1. Formal Cooperative Learning.....	7
1.3.2. Informal Cooperative Learning.....	7
1.3.3. Cooperative Base Groups.....	7
1.4. Benefits of Cooperative Learning.....	8
1.5. Elements of Cooperative Learning.....	9
1.5.1. Positive Independence.....	9
1.5.2. Individual Accountability.....	9
1.5.3. Face-To-Face Interaction.....	10

Table of contents

1.5.4. Social Skills.....	10
1.5.5. Group Processing.....	11
1.6. How Cooperative Learning Could Enhance Learning EFL Language.....	11
1.6.1. Increased Language Practice.....	11
1.6.2. Language Input and Exposure.....	11
1.6.3. Peer Support and Feedback.....	12
1.6.4. Collaboration and Communication Skills.....	12
1.6.5. Increased Motivation and Engagement.....	12
1.6.6. Enhanced Critical Thinking and Problem-Solving Skills.....	12
1.6.7. Increased Cultural Awareness.....	12
1.7. English as Foreign Language.....	13
1.8. Definition of Cognitive Abilities.....	14
1.9. Why is Cognitive Abilities Important?	14
1.10. Types of Cognitive Abilities.....	15
1.10.1. Attention.....	15
1.10.2. Memory.....	15
1.10.3. Logical Reasoning.....	15
1.10.4. Auditory and Visual Processing.....	15
1.11. Definition of Learning.....	15
1.12. Conclusion.....	16
 Chapter Two: Data Collection, Analysis and Interpretation	
2.1. Introduction.....	19

Table of contents

2.2. Research Design.....	19
2.2.1. The Case Study.....	19
2.3. Research approach.....	21
2.3.1. Quantitative Approach.....	21
2.3.2. Qualitative Approach.....	21
2.4. Sampling.....	23
2.5. Research Participants.....	25
2.6. Research Instruments.....	25
2.6.1 Questionnaire.....	25
2.6.1. Students' Questionnaire.....	26
2.6.2. Interview.....	26
2.6.2.1. Teachers' Interview.....	26
2.7. Students' Questionnaire Results.....	26
2.8. Teachers' Interview Results.....	34
2.9. Interpretations and Discussion of the Main Results.....	37
2.10. Suggestions and Recommendations.....	37
2.11. Conclusion.....	38
General conclusion.....	40
References.....	43
Appendix A: Student's Questionnaire.....	47
Appendix B: Teacher's interview.....	49

List of Abbreviation and Acronyms

CL: Cooperative Learning

CA: Cognitive Abilities

EFL: English as Foreign Language

LMD: Licence, Master, Doctorate

List of Tables

Table2.1. Classification of Case Study Types.....	20
Table2.2. Quantitative Versus Qualitative Research Key Point on Classic Debate.....	22
Table2.3. Student Personal Information.....	27
Table2.4. Students Choice of English Language.....	27

List of Pie-Charts and Bar-Graphs

Pie-Chart 2.1. Students Level in English Language.....	28
Pie-chart2.2. The Effect of Cognitive Abilities on Learning.....	30
Bar-Graph 2.1. The Usefulness of the Cooperative Learning.....	29
Bar-Graph 2.2. The facilitate of Cooperative Learning on the Student Participation in Class.....	30
Bar-Graph2.3. The Effect of Cooperative Learning on Classroom.....	31

List of Figures

Figure2.1. The main Types of Sampling.....	24
Figure2.2. Cooperative Enhance Cognitive Abilities.....	32
Figure2.3. The Effect of Classroom Interaction on the Students Cognitive Abilities.....	32
Figure 2.4. The Use of English language with your Classmate in Classroom in Order to Develop your Cognitive Abilities.....	33
Figure 2.5. The work in the classroom.....	34

General Introduction

General Introduction

General Introduction

Research on cooperative learning in English as Foreign Language (EFL) education reveals its potential to enhance language acquisition and cognitive development. This approach involves small group work, promoting collaboration, communication, and mutual support.

In the context of EFL learning, the impact of cooperative learning on students' language acquisition and cognitive abilities remains a topic of significant interest and research. While cooperative learning has shown positive effects on various educational outcomes, its specific influence on EFL learning and cognitive abilities require further exploration.

Thus, the aim of the current study is to investigate how the use of cooperative learning strategies can enhance EFL learning outcomes and improve cognitive abilities such as critical thinking. By doing so, the study will provide insights into the impact of cooperative learning as a teaching approach.

Regarding the aforementioned discussion and the objective of the study, the present research work endeavours to find answers to the following research questions:

- 1- How does cooperative learning affect EFL students' learning outcomes in terms of language proficiency and cognitive abilities?
- 2- What are the specific cognitive abilities that are enhanced through cooperative learning in the context of EFL education, and how do these improvements contribute to overall language learning?

Based on the aforementioned questions and for providing answers to these questions, the following hypotheses have been formulated:

A-Cooperative learning may have a significant positive impact on EFL learning outcomes, leading to improved language proficiency and enhanced cognitive abilities in comparison to traditional learning methods.

B-Cooperative learning may significantly enhance specific cognitive abilities, such as critical thinking, problem-solving, and collaborative skills, in the context of EFL education.

General Introduction

In order to collect data and to test the validity of the proposed hypotheses, the researchers' have used two instruments as research tools which are students' questionnaire and teachers' interview. The collected data from second year students' and their teachers' at the Centre University of Naama have been analysed both quantitatively and qualitatively.

The research work consists of two chapters. The first chapter presents the literature review of the main theoretical aspects and it deals with three main points namely definition of cooperative learning, types of cooperative learning, benefits of cooperative learning, elements of cooperative learning, and how cooperative learning could enhance learning EFL language. Also an overview about English as foreign language is presented. Besides that, the second chapter contains data analysis of both learners' and teachers' questionnaires. It allows us to see whether the results confirm or disconfirm our hypothesis.



Chapter One : Literature Review

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1.1. Introduction.....	6
1.2. Definition of Cooperative Learning.....	6
1.3. Types of Cooperative Learning.....	6
1.3.1. Formal Cooperative Learning.....	7
1.3.2. Informal Cooperative Learning.....	7
1.3.3. Cooperative Base Groups.....	7
1.4. Benefits of Cooperative Learning.....	8
1.5. Elements of Cooperative Learning.....	9
1.5.1. Positive Independence.....	9
1.5.2. Individual Accountability.....	9
1.5.3. Face-To-Face Interaction.....	10
1.5.4. Social Skills.....	10
1.5.5. Group Processing.....	11
1.6. How Cooperative Learning Could Enhance Learning EFL Language.....	11
1.6.1. Increased Language Practice.....	11
1.6.2. Language Input and Exposure.....	11
1.6.3. Peer Support and Feedback.....	12
1.6.4. Collaboration and Communication Skills.....	12
1.6.5. Increased Motivation and Engagement.....	12

1.6.6. Enhanced Critical Thinking and Problem-Solving Skills.....	12
1.6.7. Increased Cultural Awareness.....	12
1.7. English as Foreign Language.....	13
1.8. Definition of Cognitive Abilities.....	14
1.9. Why is Cognitive Abilities Important?	14
1.10. Types of Cognitive Abilities.....	15
1.10.1. Attention.....	15
1.10.2. Memory.....	15
1.10.3. Logical Reasoning.....	15
1.10.4. Auditory and Visual Processing.....	15
1.11. Definition of Learning.....	15
1.12. Conclusion.....	16

1.1. Introduction

Cooperative learning is an instructional approach that involves students working together in small groups to achieve shared learning goals. It emphasizes collaboration, active participation, and mutual support among group members. Thus the first chapter reviews the relevant literature and ideas, it is divided into two parts, the first one deal with a general issues about cooperative learning starting with its definition, types, benefits, elements and then how cooperative learning could enhance learning EFL language. The second part takes a look at cognitive abilities, its definition and its types.

1.2. Definition of Cooperative Learning

Scholars have proposed a variety of definitions for cooperative learning. Selvin (1980) defines it as students who collaborate in groups. Consequently, they will receive awards after being assessed based on their collective performance. In addition, Artz & Newman (1990, p. 488) state that cooperative learning are “*small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal*”. In other words, cooperative learning is a group of students who help each other in order to reach a common goal. Gillies & Ashman, (2003,p. 13) claim that cooperative learning is “*pedagogical practice that promotes learning, higher level thinking, prosocially behavior, and greater understanding of children with diverse learning, social and adjustment needs*” Simply, it is a teaching technique that develops learners' social skills and language. It is contrasted with competitive and individualistic learning according to how learning's goals are planned. In the sense that, students work against each other within competitive learning. However, students work by themselves to achieve goals which are not linked to other students within an individualistic learning.

1.3. Types of Cooperative Learning

The three main types of cooperative learning are formal, informal and cooperative base groups.

1.3.1. Formal Cooperative Learning

The formal cooperative learning group is the most widely used method as almost all teaching examples provided in the on-line seminar were classified under this method.

Formal cooperative learning groups ensure that students are actively involved in the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures. They are the heart of using cooperative learning. (Johnson, Johnson and Holubec, 1998, p. 1-7).

1.3.2. Informal Cooperative Learning

Informal group learning includes a group of students who work together for a few minutes to one class in order to achieve temporary goals. It is used for many purposes as Gillies, Ashman & Terwel (2008, p. 27) declare:

Informal cooperative learning can be used to focus student attention on material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in class in a class session, make sure that students cognitively process and rehearse the material being taught, summarize what was learned and pre-cue the next session, and provide closure to an instructional session.

1.3.3. Cooperative Base Groups

Cooperative base groups are mixed groups who work for a long term time. Thus, they have a constant relationship in which they meet regularly until the duration of class. There are different tasks done by base groups' members such as academic support tasks which involve finishing homework and understanding them, personal support tasks that include developing an excellent relationship among the members where they help each other to solve personal problems, routine tasks, and assessment tasks like helping each other to understand the questions of the test. The three types can complete each other. So, they may be used in one class session.

Moreover, they provide an example for the integrated use. At the beginning of the class, members of base group meet together for five to 10 minutes in which they welcome each other, finish an individual work as well as they check each member's homework and his/her understanding with the observation of the instructor. In addition, the teacher can use informal cooperative learning while he explains the different elements of the lesson like the content, the objectives, and the schedule of today's lesson. As a result, the lesson begins and ends with the discussion between the students to form group and answer the question in four minutes like “what are the advantages and disadvantages of the internet? » Second, he explains the whole lesson of the internet. Finally, he tells the students to answer the question on the basis of explanation such as «what are the benefits of internet?» In addition, he can use formal cooperative learning to address the questions. At the end of the lesson, all the groups are evaluated by the teacher.

1.4. Benefits of Cooperative Learning

Cooperative learning is viewed as an effective method for improving the teaching and learning process that helps students recognize, retain, and develop their skills. Numerous benefits of using cooperative learning in the classroom have been identified by researchers, such as increased motivation, high performance, and positive independence. The following points are a summary of these benefits provided by Kagan & Kagan (2009:52):

- ✓ It promotes the accomplishments and outcomes of individuals and organizations.
- ✓ It improves students' academic performance.
- ✓ It increases self-esteem and decreases anxiety.
- ✓ It fosters a calm environment that is ideal for learning.
- ✓ It produces positive interpersonal relationships.
- ✓ It provides more opportunities for negotiating meaning and comprehensible input.
- ✓ It provides opportunities for rapid feedback, joint thinking, and regulation.

1.5. Elements of Cooperative Learning

By fostering student cooperation, cooperative learning promotes learning as opposed to competition. It's a method for utilizing student groups in the classroom efficiently. It is only reasonable to assume that cooperative efforts will yield greater results than individualistic and competitive ones under specific circumstances. Five fundamental elements must be considered by educators when developing a formal cooperative learning plan. These five elements consist of positive independence, individual accountability, face-to-face interaction, social skills, and group processing.

1.5.1. Positive Independence

The first essential element of cooperative learning is positive interdependence. According to Johnson & Johnson (2009), if pupils are not grouped according to positive interdependence, learning environments are not cooperative. The latter indicates that in order to achieve shared learning objectives, students must cooperate as a coherent group in cooperative learning settings. (Yager, 2000; Jensen, Moore & Hatch, 2002).

1.5.2. Individual Accountability

The second element of cooperative learning is individual accountability. The latter suggests that students should ask for assistance when needed, express their ideas clearly, take their responsibilities seriously, support the group's successful functioning, and look out for one another (Johnson, 2009). Besides, according to Johnson and Johnson (2008), positive interdependence is recognized for generating "responsibility forces" that increase group members' individual accountability for shared labor and support the work of other group members.

1.5.3. Face-to-Face Interaction

The third element of cooperative learning is face-to-face interaction. This element is fostered by the positive interdependence element. Johnson & Johnson (1987) describe these elements as enabling, motivating, and supporting people to encourage one another's efforts. Students must verbally engage with one another in cooperative learning groups in order to complete learning assignments (Johnson & Johnson, 2008). They must

also exchange opinions, provide clarification, instruct others, and demonstrate their expertise (Ballantine & Laress, 2007). The size of the group and how frequently students cooperate on their learning tasks determine the quality of communication (Johnson & Johnson, 1989).

Therefore, in order to support the development of cooperative learning skills in learners, learning should begin in small groups. The educational attainment of each group member also affects how well the group interacts. Numerous research studies have demonstrated the positive effects of face-to-face interaction in cooperative learning classrooms. These benefits include allowing students to share materials and information with others, providing feedback to help them perform better, challenging each member's findings to improve the quality of decision making, encouraging strong motivation in students, and lowering stress and anxiety levels.

1.5.4. Social Skills

The fourth significant element of effective cooperative learning is using the appropriate social skills. When students are able to communicate clearly, support one another, settle conflicts amicably, and handle problems collectively, they can learn together more successfully (Johnson & Johnson, 1991). However, the cooperative learning technique will not be applied appropriately and effectively if students do not acquire the necessary interpersonal skills. Thus, it is the role of educators to help students understand the social skills—like leadership, dispute resolution, developing trust, and decision making—that they will need in their cooperative learning communities (Johnson & Johnson, 1989, 1999, 2003). The success of the cooperative learning group will increase with the number of socially adept collaborators and the amount of feedback they give or get on this skill (Graham, 2005).

1.5.5. Group Processing

The fifth essential element of cooperative learning is group processing. Group processing is defined as reflecting on a group session to help learners define what member activities have been helpful and helpless, and decide what activities to proceed or alter (Johnson et al., 1994, p.33). This aspect involves reflecting on cooperative

learning sessions to ascertain whether the group members' efforts are beneficial or whether any adjustments are required. In addition, educators can also make a significant contribution to students' achievement of successful cooperative learning strategies. To determine whether students understand all of the cooperative structures, knowledge, and techniques, for example, student observations are a helpful tool (Graham, 2005). Group processing is therefore crucial since it gives students the ability to evaluate and maintain their social skills and receive feedback on their exercise during the sessions.

1.6. How Cooperative Learning Could Enhance Learning EFL Language

Cooperative learning can enhance learning in English as a Foreign Language (EFL) in several ways:

1.6.1. Increased Language Practice

In cooperative learning settings, students have more opportunities to practice the target language. Through discussions, debates, role-plays, and collaborative tasks, students engage in meaningful language use, which reinforces their language skills and fluency.

1.6.2. Language Input and Exposure

Cooperative learning encourages interaction among students from diverse language backgrounds. This exposure to different perspectives and language abilities provides a rich linguistic environment for EFL learners. They can learn from their peers' language usage, vocabulary, and grammar, expanding their own linguistic repertoire.

1.6.3. Peer Support and Feedback

In cooperative learning, students work together to achieve common goals. They can provide support and feedback to one another, offering explanations, clarifications, and corrections. This peer interaction fosters a supportive learning environment where students feel comfortable taking risks and making mistakes, which helps improve their language proficiency.

1.6.4. Collaboration and Communication Skills

Cooperative learning requires students to communicate and collaborate effectively with their group members. They learn to negotiate meaning, express their thoughts, and actively listen to others. These skills are transferable to real-life language situations, helping EFL learners develop their speaking and listening abilities.

1.6.5. Increased Motivation and Engagement

Cooperative learning promotes active engagement and participation. Working together in a group setting can make language learning more enjoyable and meaningful. EFL learners often feel motivated by the social aspect of learning, as they feel a sense of belonging and connection with their peers, which can positively impact their overall language learning experience.

1.6.6. Enhanced Critical Thinking and Problem-Solving Skills

Cooperative learning tasks often require students to analyze, evaluate, and solve problems collaboratively. This promotes higher-order thinking skills and encourages EFL learners to think critically and creatively. They learn to approach language tasks from different perspectives and develop problem-solving strategies, which can be applied to various language learning situations.

1.6.7. Increased Cultural Awareness

Cooperative learning provides opportunities for EFL learners to interact with students from diverse cultural backgrounds. Through these interactions, they gain insights into different cultures, perspectives, and communication styles. This exposure fosters cultural awareness and sensitivity, an essential aspect of effective language communication.

Overall, cooperative learning in EFL classrooms promotes active engagement, communication, collaboration, and critical thinking. It creates a supportive and interactive learning environment where students can develop their language skills, enhance their cultural understanding, and foster a positive attitude towards language learning.

1.7. English as Foreign Language

English as a Foreign Language (EFL) refers to the study and acquisition of English by individuals who live in countries where English is not the primary language. In EFL contexts, English is typically taught as a subject in schools or language institutes, and learners use English primarily for academic purposes or to communicate with speakers of English from different countries.

In the fact, EFL learners often have limited exposure to English outside of the classroom, and their opportunities for using English in real-life situations may be limited. Therefore, EFL instruction focuses on developing the four key language skills namely speaking, listening, reading, and writing. The goal is to enable learners to effectively communicate in English and develop proficiency in the language.

EFL instruction typically includes various language components, such as grammar, vocabulary, pronunciation, and language functions. Teachers use a range of instructional strategies, materials, and activities to engage learners and provide them with opportunities for practice and application of language skills.

EFL learners face unique challenges, including differences in language structures, cultural contexts, and language usage norms. However, EFL instruction also offers advantages, such as diverse student backgrounds and perspectives, which can enrich the learning experience and promote intercultural understanding.

EFL learners often take standardized tests or examinations to assess their language proficiency. These tests, such as the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System), are commonly required for admission to universities or for employment purposes in English-speaking countries.

EFL instruction continues to evolve with advancements in technology, providing learners with access to online resources, language learning apps, and virtual language exchange platforms. These tools offer additional opportunities for EFL learners to practice their English skills and interact with English speakers from around the world.

Overall, EFL instruction aims to empower learners with the ability to communicate effectively in English, broaden their opportunities for education and employment, and foster intercultural communication in an increasingly globalized world.

1.8. Definition of Cognitive Abilities

Cognitive Ability Gottfredson (1997) defined Cognitive abilities as a general mental capability involving reasoning, problem solving, planning, abstract thinking, complex idea comprehension, and learning from experience. Probably the most comprehensive taxonomy for cognitive abilities is the three strata model derived by Carroll (1993). The first stratum consists of specific and narrow abilities, the second includes group factors and broad abilities, and the third stratum is general intelligence. Where (Schmidt and Hunter, 1998) say: that cognitive ability is widely considered the best predictor of job performance. Meta-analytic reviews and preliminary studies link cognitive ability to job performance Cognitive ability impacts job performance through job knowledge acquisition (Borman et al., 1991, 1993); high cognitive ability individuals are better equipped to acquire the knowledge needed to perform their jobs at the highest levels.

1.9. Why is Cognitive Abilities Important?

Early skill development is crucial because it helps your brain learn to think, read, pay attention, and remember things. These abilities aid in the distribution of newly received information throughout the brain to the proper regions.

1.10. Types of Cognitive Abilities

There are many types of cognitive abilities such as: Attention, Memory, Logical Reasoning, Auditory and Visual Processing

1.10.1. Attention

Attention is a cognitive process that involves the ability to selectively focus on specific stimuli or information while ignoring or filtering out irrelevant or distracting information. It is the mental capacity to concentrate and direct cognitive resources towards a particular object, task, or aspect of the environment.

1.10.2. Memory

Is the cognitive process that enables the encoding, storage, and retrieval of information over time it serves as the record of past experiences and learned knowledge. This function allows individuals to use past experiences to inform current behaviors and decisions.

1.10.3. Logical Reasoning

Is a mental activity that aims to arrive at a conclusion in a rigorous way. It happens in the form of inferences or arguments by starting from a set of premises and reasoning to a conclusion supported by these premises.

1.10.4. Auditory and Visual Processing

Auditory processing helps you make sense of information that you hear and visual processing helps you interpret the things you see.

1.11. Definition of Learning

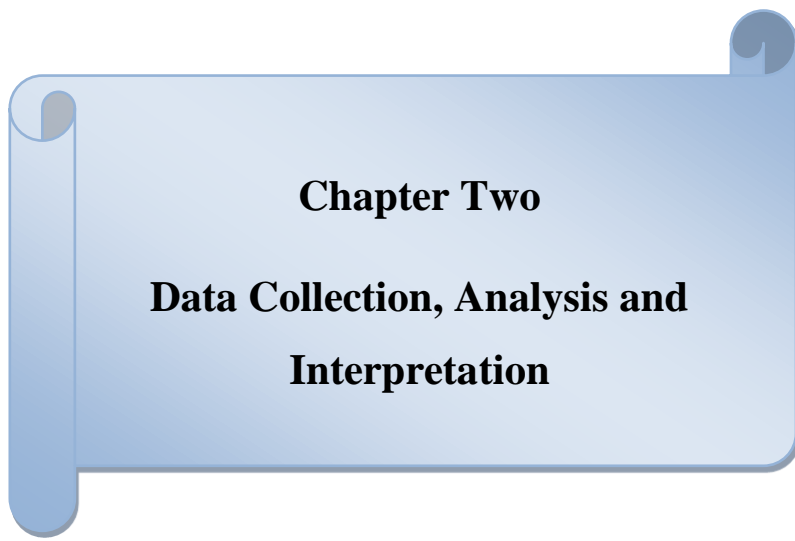
Learning can be defined as the process of acquiring knowledge, skills, attitudes, or understanding through study, experience, or teaching. It involves the acquisition, retention, and application of information or abilities that lead to a change in behavior, thinking, or perception. Learning is a fundamental aspect of human development and plays a crucial role in education. It occurs through various methods such as observation, practice, instruction, and reflection. Individuals engage in learning to expand their knowledge, develop new skills, adapt to new situations, and enhance their overall competence.

Moreover, Learning can take place in formal settings like schools and classrooms, where structured curricula and instructional methods are employed. It can also occur informally in everyday life, through interactions with others, personal experiences, and self-directed exploration. With the advancement of technology, online platforms and digital resources have expanded the opportunities for learning beyond traditional boundaries. The process of learning involves cognitive processes such as attention, perception, memory, and problem-solving. It requires active engagement, critical thinking, and the integration of new information with prior knowledge. Learning can be influenced by factors such as motivation, interest, feedback, and the learning environment. Ultimately, learning leads to the acquisition of knowledge, the

development of skills, and the formation of attitudes and beliefs. It is a lifelong process that continues throughout one's personal and professional life, enabling individuals to adapt, grow, and succeed in a rapidly changing world.

1.12. Conclusion

To sum up, cooperative learning provides a supportive environment for students to develop and enhance their cognitive abilities. By actively engaging in collaborative tasks, students strengthen their critical thinking, communication, social, and metacognitive skills. Cooperative learning not only promotes academic achievement but also prepares students to thrive in collaborative and complex real-world situations. The next chapter is about both the research methodology and the practical part that is designed to analyse and interpret data obtained through investigating.



Chapter Two

**Data Collection, Analysis and
Interpretation**

Chapter Two: Data Collection, Analysis and Interpretation

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2.1. Introduction.....	19
2.2. Research Design.....	19
2.2.1. The Case Study.....	19
2.3. Research approach.....	21
2.3.1. Quantitative Approach.....	21
2.3.2. Qualitative Approach.....	21
2.4. Sampling.....	23
2.5. Research Participants.....	25
2.6. Research Instruments.....	25
2.6.1 Questionnaire.....	25
2.6.1. Students' Questionnaire.....	26
2.6.2. Interview.....	26
2.6.2.1. Teachers' Interview.....	26
2.7. Students' Questionnaire Results.....	26
2.8. Teachers' Interview Results.....	34
2.9. Interpretations and Discussion of the Main Results.....	37
2.10. Suggestions and Recommendations.....	37
2.11. Conclusion.....	38

2.1. Introduction

This chapter describes the practical work of the dissertation. Primarily, it shows the methodology used in the investigations which was done in the current research.

Moreover, it presents the research instruments which are learners' questionnaire and teachers' interview. It finally ends up with the analysis and interpretations of the data gathered, and some suggested solutions and recommendations.

2.2. Research Design

To carry out any scientific study a researcher is required to pick and decide on the research design that will be used to accomplish the study's objectives and produce accurate results. Yin (1984) mentions that "*the methodology should be chosen based on the nature of research problem and the type of data that is needed to address it*". In view of this Johnson and Christensen (2016) define research design as "*the overall strategy or plan for conducting a study, including the type of data to be collected, the Sources of data, and the methods of data analysis*", in other words, research design is a blue print of a scientific study. It includes research methodologies tools, and techniques to conduct the research it helps to identify and address the problem that may rise during the process of research and analysis.

2.2.1. The Case Study

A Case study is a research method Used in various fields, including social in various fields including social sciences, business, and education it involves in-depth analysis and examination of particular individual, group, event, organization or situation. Case studies provides a detailed understanding of the subject matter by gathering extensive data from multiple sources such as interviews observations, documents, and archival -records. Creswell (2002: 61) defines a case study "*as an inquiry that requires to be investigated in order to obtain an in-depth Understanding of a "case" or constrained system. This Understanding includes Understandingan occasion, Activity, procedure or an individual*". In the same vein ,Yin (2003) defines it "*as anempirical study that looks at an ongoing phenomenon throughout its real life context particularly when the distinctions between phenomenon and setting are not clear.*"

Chapter Two Data Collection, Analysis and Interpretation

In terms of identifying the various types of case study research, the three distinct forms of case study research that **Yin (1989)** stated are exploratory explanatory and descriptive. First, exploratory case it is conducted when there is limited prior Knowledge about the subject, and the purpose is to explore and generate initial insights and Hypotheses. Second, descriptive case it involves a detailed description of a specific case, usually focusing on a particular aspect or characteristic. Third, explanatory case this type aims to explain casual relationships between variables and understand "**why**" and "**how**" certain events occurred.

Table2.1. Classification of Case Study Types (Adapted from Qi, 2009:24)

Classification	Types	Description
Yin (1989)	Exploratory	It is used to prepare information before the investigation, the main purpose is to identify research questions and types of data collection
Yin (1989)	Descriptive	It is used to provide narrative accounts
Yin (1989)	Explanatory	It is used to examine the data both at surface and deep level

2.3. Research Approach

A research approach refers to the overall strategy or plan of action that researchers adopt to conduct a study or investigate a particular research questions or problem. It encompasses the systematic and organized way in which researchers gather, analyze, and interpret data to generate new knowledge or insights. In this study mixed methods will be used to provide an answer to the research questions and test the proposed hypotheses. There are several different research approaches, each with its own characteristics and methodologies. According to Kemper, Springfield and Teddlie (2003), *“mixed methods approach comprises both parallel qualitative and quantitative data collection and analysis, i. e. Concurrent mixed method design, where two types of data are collected and analysed sequentially”*.

2.3.1. Quantitative Approach

The research methodologies are divided into two paradigms, the interpretive paradigm and the positivist paradigm. Qualitative approach is related to positivist paradigm. It is a research method used to explore and understand the underlying results of the study. As Creswell (1994) defines quantitative approach as *“an approach based on testing objectives theories among variable. That can be measured in numbers and analyzed using statistical procedures in order to generalize the finding”*.

2.3.2. Qualitative Approach

On the other hand, qualitative approach is associated with the interpretive paradigm. According to Creswell (1994) states that qualitative approach as

An inquiry into a social or human problem based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true".

Chapter Two Data Collection, Analysis and Interpretation

Table2.2. Quantitative Versus Qualitative Research Key Point on classic Debate
(Adapted from Neill, 2007)

Quantitative Research	Qualitative Research
-The aim is to classify features, count them, and construct Statistical models in an attempt to explain what is observed.	- The aim is a complete, detailed description.
- The researcher knows clearly in advance what he/she is looking for.	- The researcher many only knows roughly in advance what he/ she is looking for.
- Recommended during latter phases of research projects.	- Recommended during earlier phases of research projects.
- All aspects of the study are carefully designed before data is collected	- The design emerges as the study unfolds.
- The researcher Uses tools such as questionnaires or equipment to collect numerical data.	- The researcher is the Data gathering instruments.
- Data are in the form of numbers and statistics.	- Data are in the form if words, pictures or objects.
- Objective-seeks precise measurement and analysis of target concepts e.g. uses survey questionnaires etc.....	- Subjective- individual's interpretation of event is important, e.g. uses participant observation, in depth interviews etc....
-Quantitative data are more efficient, able to test hypotheses, but may miss Contextual detail.	- Qualitative data are richer, time Consuming. And less able to be generalized.
-The researcher tends to remain objectively separated from the Subject matter	-The researcher tends to become subjectively in the subject matter.-

2.4. Sampling

Refers to the process of selecting a subset of individuals, items, or data points from a larger population or dataset in order to make inferences or draw conclusions about the entire population. It involves choosing a representative subset that captures the essential characteristics of the population allowing researchers or analysts to study or analyse the selected sample instead of collecting data from the entire population, which may be time-consuming, costly, or impracticable. To ensure that the sample is representative of the population, it may be randomly or systematically selected. In view of that Kothari (2004) states **that "Sampling is essential for making statistical inferences about the population "**.

Actually, there are two main types of sampling namely probability and non-probability sampling which is a method used in research and statistics to select a sample from a larger population in a way that gives each member of the population an equal or known chance of being included in the sample. It is based on random selection. On the other hand non probability sampling is a method of sampling in statistics where the selection of individuals or items from a population is not based on random selection.

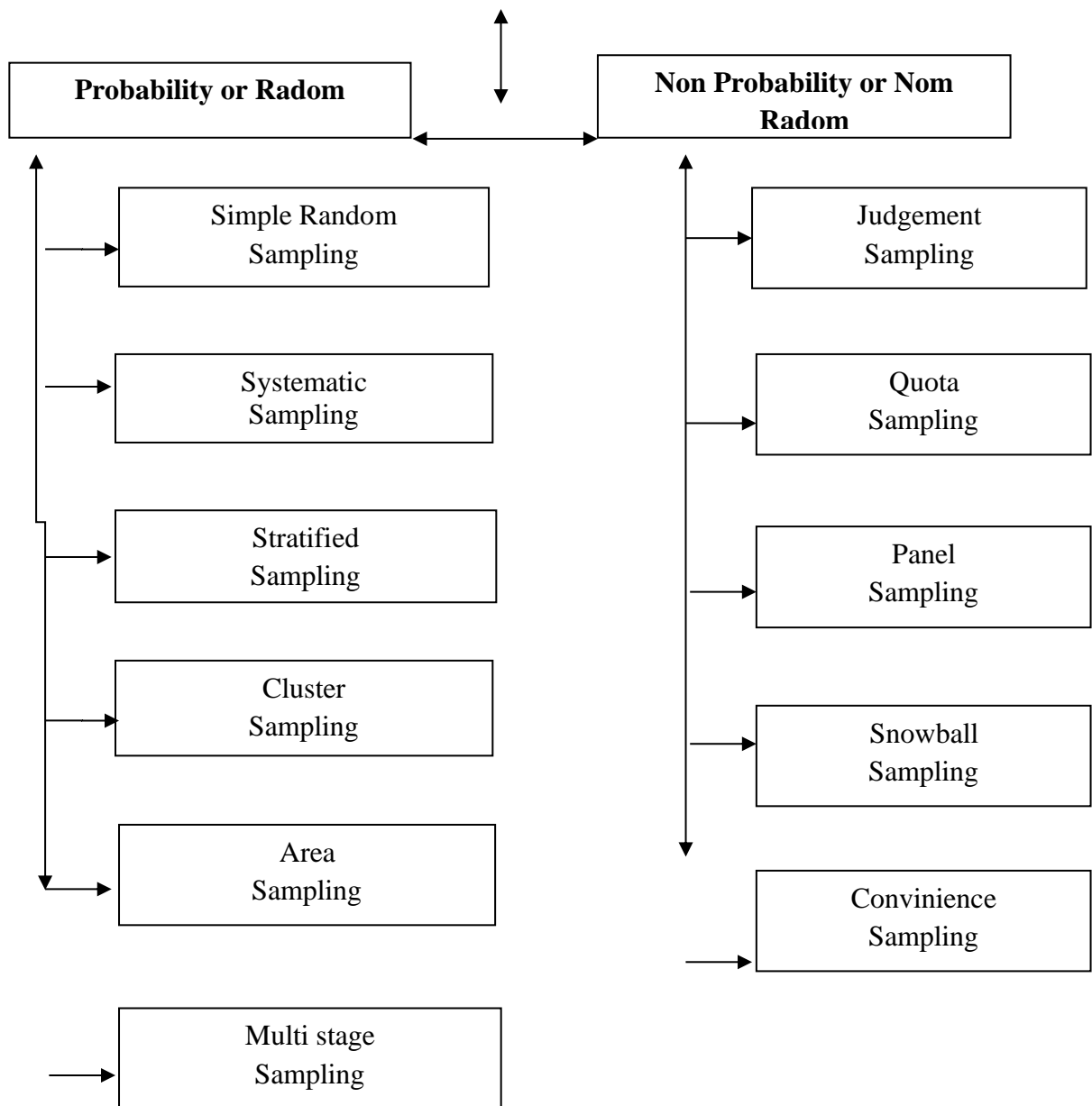


Figure2.1. The main Types of Sampling (Adapted from Bhamantra, 2019)

2.5. Research Participants

It is generally agreed that careful and appropriate participant sampling and targeting are essential for a successful research. In this study the researcher selected 30 out of 98 students' randomly for data collection to conduct the research and collect data as far as teachers' are concerned five EFL teachers were included in the study at the English department of Naama University centre their professional experience differs from one year to twenty five years.

2.6. Research Instruments

This research includes two main research instruments to give clear explanation for collecting data starting by the questionnaire which is defined. as a tool for gathering information concerning various subjects, field and issues According to Singh" *a questionnaire is a form which is prepared and distributed for the purpose of securing responses, generally these questions are factual and designed for securing information about certain condition or practices of which recipient is presumed to have knowledge!*" (2006:191) which means that questionnaire is a series of written questions designed by particular research used by the researcher for collecting data in a careful way. However, Teachers interviews as noted by Kvale and Bermikmann (2015:1) *"it is a central method for qualitative research and for gaining access to the perceptions, and attitudes of people in many different fields of study"* It means that the interviews are a primary method employed in qualitative research.

2.6.1 Questionnaire

A questionnaire is a research instrument consisting of a set of questions or prompts designed to gather information from individuals or groups. It is a widely used tool in research, as it allows for the collection of large amounts of data from a large member of participant. Creswell (2014) explains that *"questionnaires are a reliable and efficient means of collecting data from a large number of participants"*. Since the goal of this study is to provide empirical data for exploring the impact of cooperative learning on EFL learning and cognitive abilities, the questionnaire sample focused on English students' of second year LMD in Naama University Centre, for the reason that they have already experienced two years studying English as a foreign language and explore what

can encourage and block their cognitive abilities, Thus the questionnaire was administrated to 30 students.

2.6.1.1. Students' Questionnaire

In the present research undertaking, a set of question were structured into distinct categories. As stated by Corbetta (2003); "*when dividing the questionnaire into sections, it is important to ensure that the transition between sections is smooth and that participants uunderstand how the sections are related to each other.*" consequently, the questionnaire in this investigation is bifurcated into two sections.

2.6.2. Interview

An interview is a formal or informal conversation between two or more people, typically conducted to gather information, evaluate suitability for a job position, discuss a topic or obtain insights or opinions. Interviewws can be conducted for many purposes, including research journalism recruitment and evaluation. It is an important tool for gathering information and evaluating people.

2.6.2.1. Teachers' Interview

In the current investigation, an interview was conducted with five (05) EFL teachers at Naama University Centre to explore the influence of cooperative learning on EFL learning and cognitive abilities, while seeking suggestions to support students. The researchers initially designed a semi- structured interview format for the teachers. However, due to the teachers' busy schedule with exam preparation and grading, it was not possible to arrange face-to-face meetings. Consequently, the interview format was modified to a structured one.

2.7. Students' Questionnaire Results

This section is related to the personal information of the participants' in order to know their personal information including age gender and level.

Chapter Two Data Collection, Analysis and Interpretation

Section one: students background information

Table2.3. Student Personal Information

option	male	female	total
Number	10	20	30
Percentage %	34%	66%	100%
Age	Their age varies between 18 and 23 years old		

The table demonstrates that the majority of the students are female 66% whereas 34% are males and their ages are varying between 18 and 23.

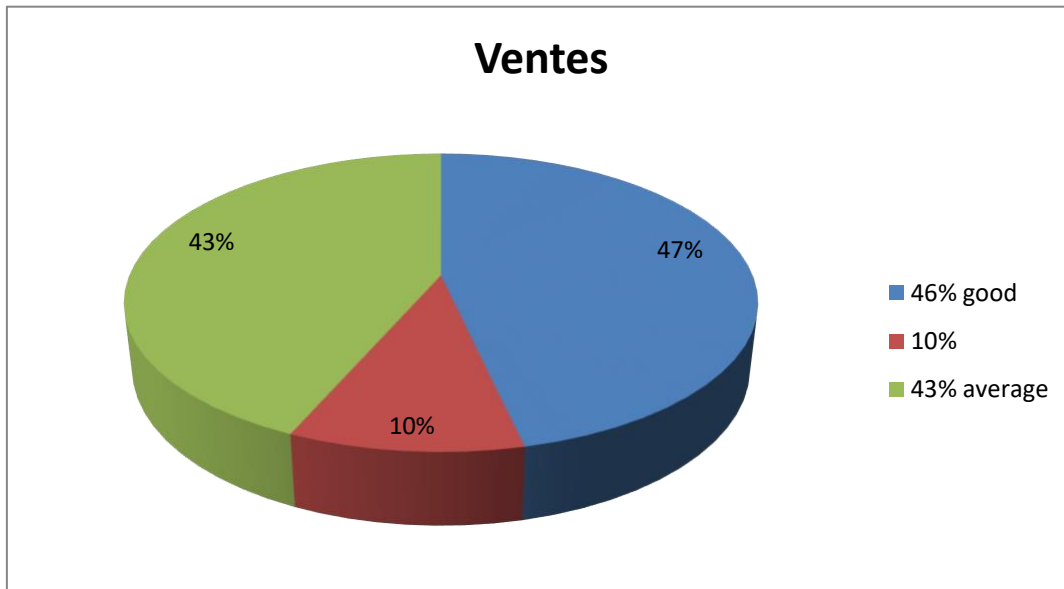
Question01: was studying English as a speciality your choice?

Table2.4. Students' Choice of English Language

Option	Number	Percentage %
Yes	22	73%
No	8	26%
Total	30	100%

The table demonstrates that the majority of the students chose English by themselves since they love it because it is the language of the world however few among them it was not their choice.

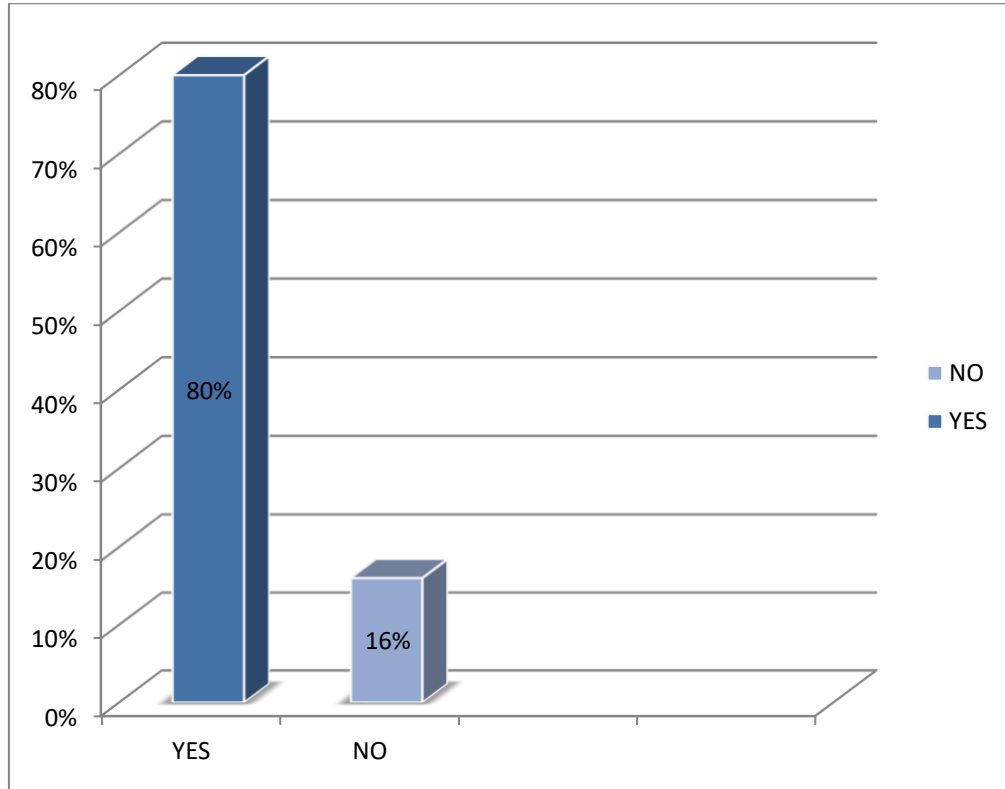
Question02: How do you evaluate your level in English?



Pie-Chart 2.1.Students Level in English Language

This chart shows that 46% of 2nd year LMD students their level of English is good whereas 43% of them their level is Average however 10% of the students their level is less than the average.

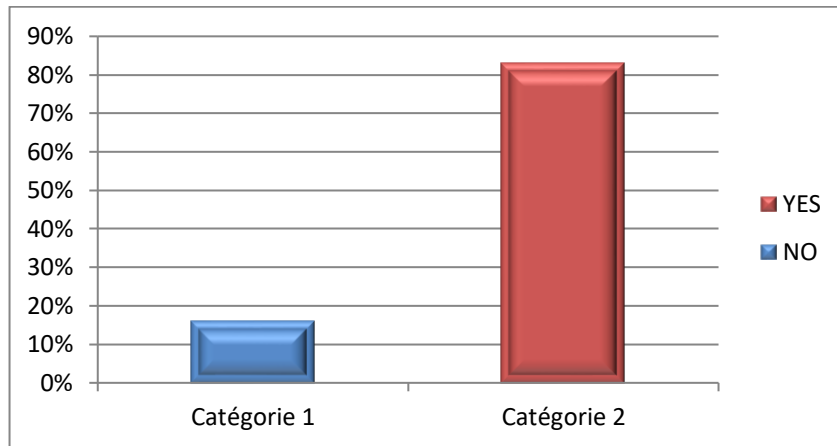
Question03: Does Cooperative learning have a positive impact on the student about learning?



Bar-Graph 2.1.The Usefulness of the Cooperative Learning on the Student.

This chart shows that 83% of the students said yes as the cooperative learning have a positive impact on the student about learning since the students think that cooperative learning is an instructional approach where students work together in small groups to achieve a Common goal Complete a task. However, 16% among them said no.

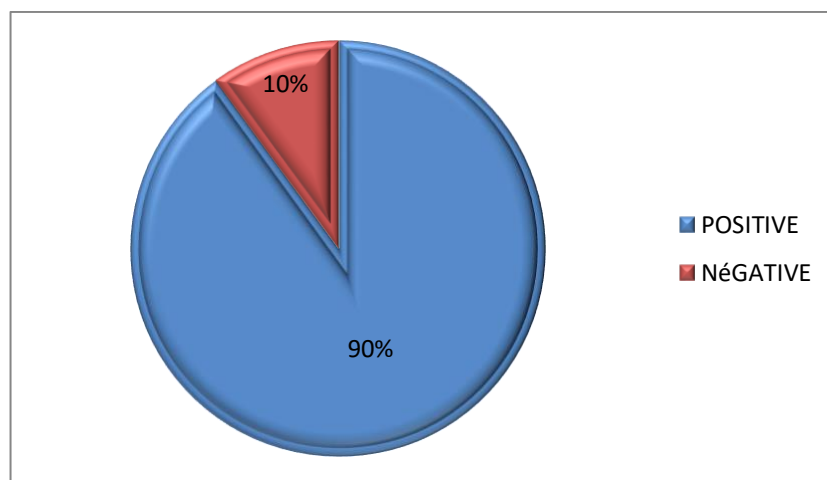
Question04: Does cooperative learning facilitate student’s participation in class?



Bar-Graph 2.2.The facilitate of cooperative learning on the student participation in class.

This chart shows 83% of the students said yes that the cooperative learning can facilitate student’s participation in class. Since it encourages students to actively participate in group discussions, problem, solving, Activities, and projects. However 16% of the students said no.

Question05: How do cognitive abilities affect learning?

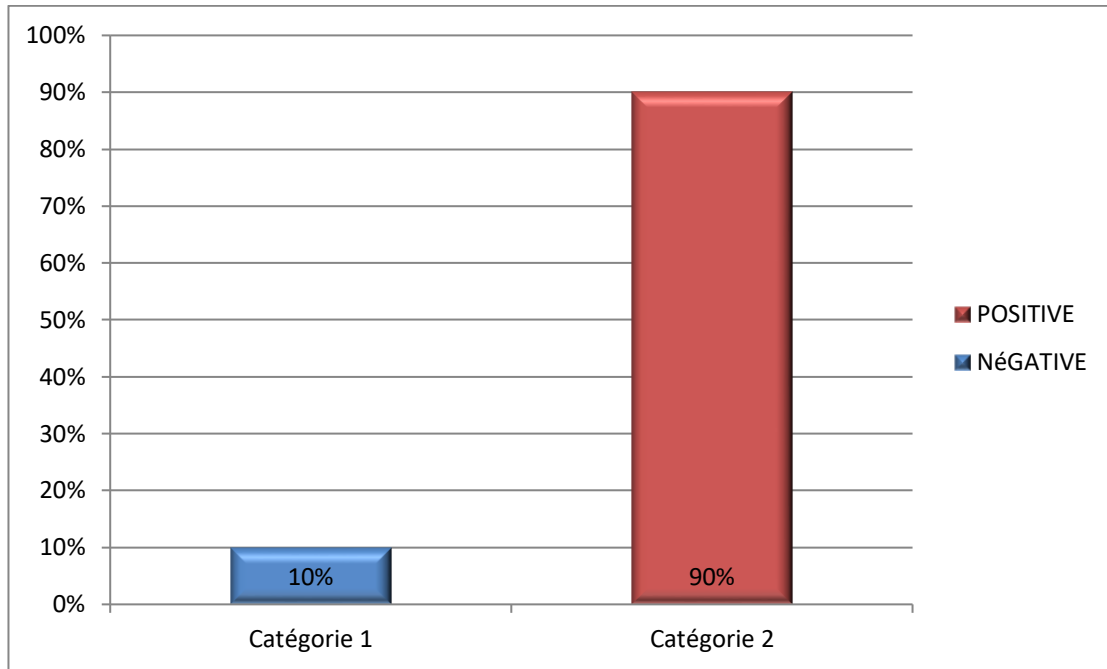


Pie-Chart 2.2.The Effect of Cognitive Abilities on Learning

This chart shows 90% of the student said that cognitive abilities can effect learning positively Since it play a significant role in learning However 10% of the

students said that the Cognitive abilities can effect learning negatively without any justification .

Question06: How does Cooperative learning affect the Classroom?



Bar-Graph 2.3.The Effect of Cooperative Learning on Classroom

This chart demonstrates that 90% of the students claimed that the cooperative learning effect the classroom positively since it enhances learning and developed their social skills. However 10% of the student stated that cooperative learning can effect the classroom negatively without a justification.

Question07: Do you think that Cooperative learning enhance Cognitive abilities?

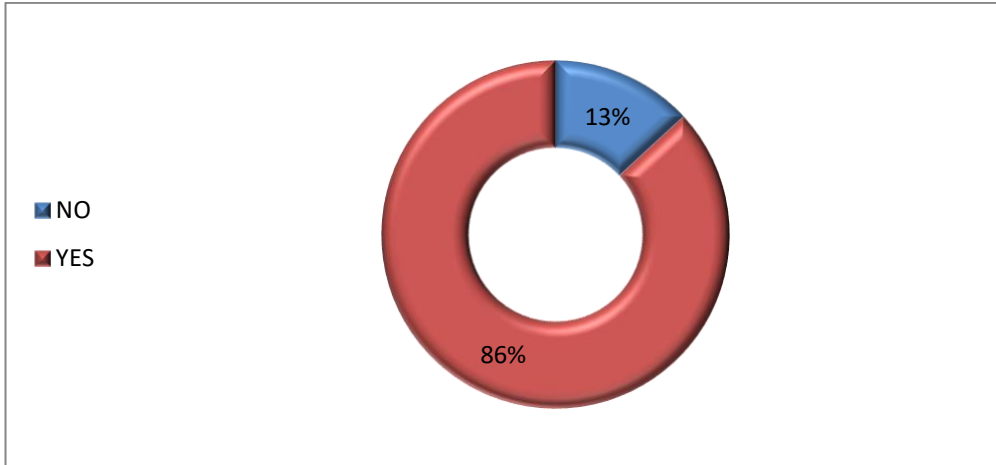


Figure 2.2. Cooperative Enhance Cognitive Abilities

The findings indicated that the majority of respondents representing 86% think that cooperative learning enhance cognitive since it encourages students to think critically, solve problems, and apply that knowledge in real life situations, However 13% of the student Said No that the cooperative learning can enhance cognitive abilities without any justification.

Question08: How does classroom interaction affect your cognitive abilities?

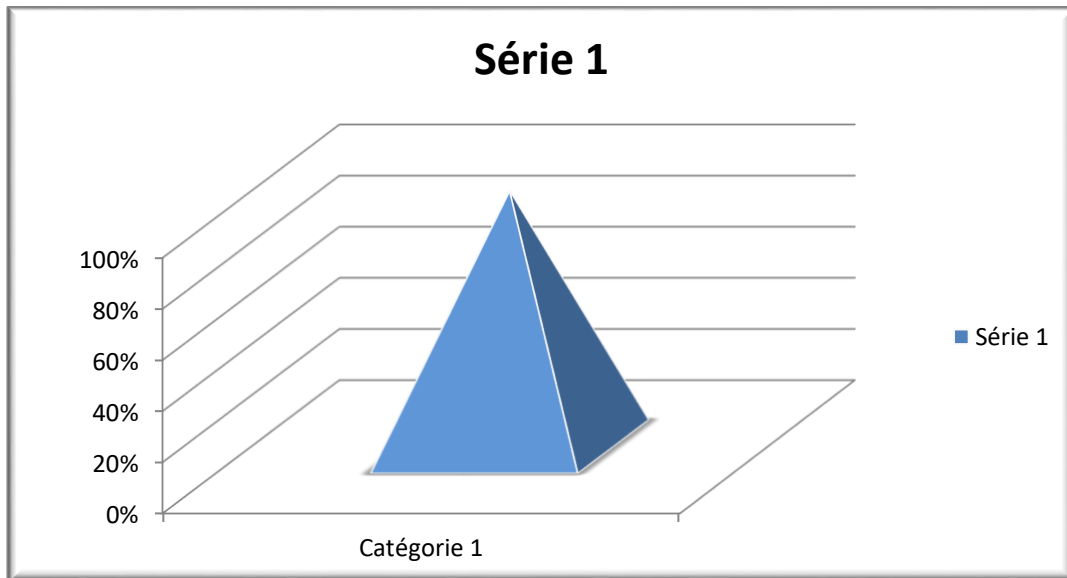


Figure2.3. The Effect of Classroom Interaction on the Students Cognitive Abilities

This chart demonstrates that 100% of the students Said that the classroom interaction can affect their Cognitive abilities since classroom interaction can encourages active engagement with the subject matter. When students actively participate in

discussions, ask questions. This engagement stimulates cognitive processes such as attention memory and critical thinking.

Question09: How often do you Use English language with your classmate in classroom in order to develop your cognitive abilities.

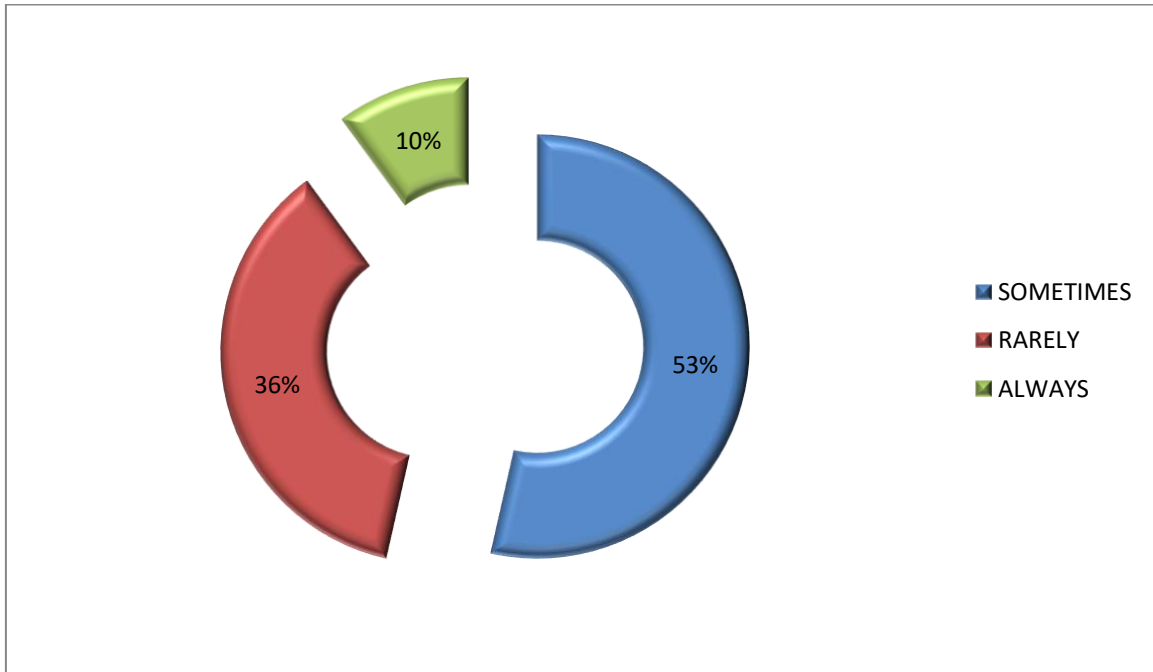


Figure 2.4.The Use of English language with your classmate in classroom in order to develop your cognitive abilities.

This chart shows that the students use of English language in classroom. 53% of students sometimes use English with their classmates. However, 36% of them rarely use English with their classmates. 10% of them use it always with their classmates.

Question10: In classroom do you prefer working in group or alone?

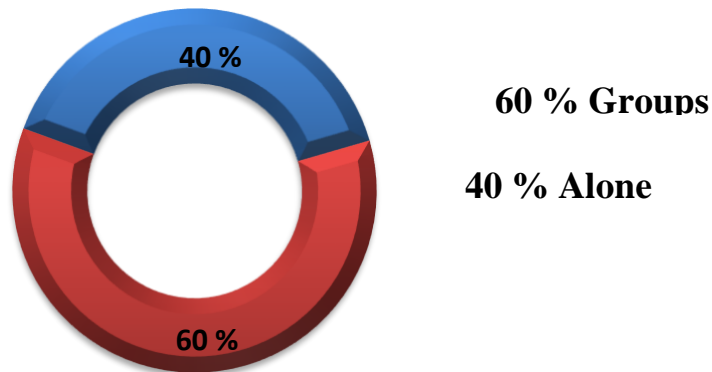


Figure 2.5.The Work in the Classroom

Within the context to this item, the findings showed that 60% of students prefer to work in groups. Since it promotes active learning as Students in discussions debates, and problem solving Activities it helps develop essential skills such as Communication, negotiation and leadership. However 40% of students prefer to work alone since it provides an opportunity for introspection and self-reflection, individuals can engage in deep thinking, analyze their own thoughts and ideas.

2.8. Teacher’s Interview Results

This section is about the teacher’s interview results. This structured was addressed to 5 teachers of English in the department of foreign languages at Salhi Ahmed University Centre. The interview is divided into two sections the aim of this interview is to explore the influence of cooperative learning on EFL learning and cognitive abilities.

Section One: General Information

Item One: How does cooperative learning impact the acquisition of English Language skills?

In this item, teachers pointed that the development of EFL skills is positively impacted by cooperative learning. Learners can practice and improve their speaking, listening, reading, and writing skills as well through activities including debates, group

discussions, reading aloud, games, and singing. Through cooperative learning, students can improve their English as a foreign language competence in a friendly and engaging setting.

Item Two: In what specific ways does cooperative learning enhance cognitive abilities?

As for the second question, the researchers obtained various information. All the teachers mentioned that in EFL setting, cooperative learning provides a rich environment for developing cognitive skills. Group conversations foster critical thinking as students analyze data, evaluate other viewpoints, and present arguments in English. Moreover, as students work together on assignments, they develop their problem-solving abilities through brainstorming, strategic planning, and flexibility in the face of unforeseen obstacles. Additionally, when students bargain, consider alternatives, and come to agreements on strategies all in English, their decision-making skills are refined, enhancing language competency in addition to cognitive ability.

Item Three: Could you provide examples of cooperative learning activities or strategies that have been particularly effective in improving EFL learning outcomes and cognitive abilities?

The teachers asked to provide examples, the majority of the interviewees (03) answered this question but each of them give just one example no more, while others (02) had no comment. The first teacher suggests jigsaw activities; its helps students gain a thorough understanding of a subject by breaking it up into smaller, followed by group interaction among peers. Students that use this strategy to share and understand information are not only improving their EFL learning results but also developing critical thinking skills.

On the other, hand the others added that think-pair-share promoting independent thought, followed by peer debate and idea sharing, encourages critical thinking and active engagement. Students can learn from a variety of viewpoints and hone their ideas through conversation, thanks to this method. Think-Pair-Share: Promoting independent thought, followed by peer debate and idea sharing, encourages critical thinking and active engagement. The last interviewees suggested Role-plays and Simulations: Using English to participate in real-world situations improves communication and problem-

solving abilities. Students practice language in context by immersing themselves in various roles and settings, which increases their fluency and confidence while using English for everyday tasks.

Item Four: What evidence or research supports the positive impact of cooperative learning on EFL learning and cognitive development?

Most teachers agree that cooperative learning can enhance learners' skills through different.

Item Five: Are there any specific challenges or limitations associated with implementing cooperative learning in EFL classrooms, and how can they be addressed?

In this question one of the teachers ignore it and the other teacher's answers were as follows the response discusses some obstacles to cooperative learning implementation in EFL (English as a Foreign Language) classes as well as potential solutions. Group Formation: Teachers may face challenges in forming effective groups with diverse skill levels and personalities. To address this, they can strategically create groups based on complementary strengths and weaknesses. Clear Roles: Ensuring clear roles within the groups can be another obstacle. The solution suggests establishing clear group roles that rotate, ensuring every student has a chance to take on different responsibilities. Clear Roles: Ensuring clear roles within the groups can be another obstacle. The solution suggests establishing clear group roles that rotate, ensuring every student has a chance to take on different responsibilities. Speaking Turns: Managing speaking turns can be challenging to ensure all students participate equally. Techniques like timed turns for speaking can be implemented to address this issue. Self-Assessment/Peer Assessment: Another challenge mentioned is self-assessment or peer assessment. Encouraging learners to assess themselves or their peers can help in monitoring progress and fostering a sense of accountability within the group.

Overall, these strategies aim to overcome the challenges associated with implementing cooperative learning in EFL classrooms, ultimately promoting effective collaboration and language learning.

Item 06: How does cooperative learning promote social interaction, collaboration, and communication skills among EFL learners, and how do these skills contribute to their overall language proficiency and cognitive growth?

All teachers agree that Cooperative learning fosters a more positive and collaborative classroom environment. Students learn to negotiate, explain ideas, and actively listen to their peers, all essential communication skills for language proficiency and overall cognitive development.

2.9. Interpretations and Discussion of the Main Results

The results obtained from the students' questionnaire and teachers' interview helped the researcher a lot in deducing that cooperative learning differs only from one student to another. This means that in this group of the students are interacting differently according to their cognitive abilities when discussing such a topics through which they can meet their needs and interests for this is aware of the importance of the students' cooperative learning as an effective strategy to develop the students' cognitive abilities. Many student affirm that cooperative learning is very beneficial for them to develop their cognitive abilities

2.10. Suggestions and Recommendations

Cooperative learning is a valuable teaching and learning strategy that promotes active engagement, collaboration, here are some suggestions and recommendations for implementing cooperative learning effectively:

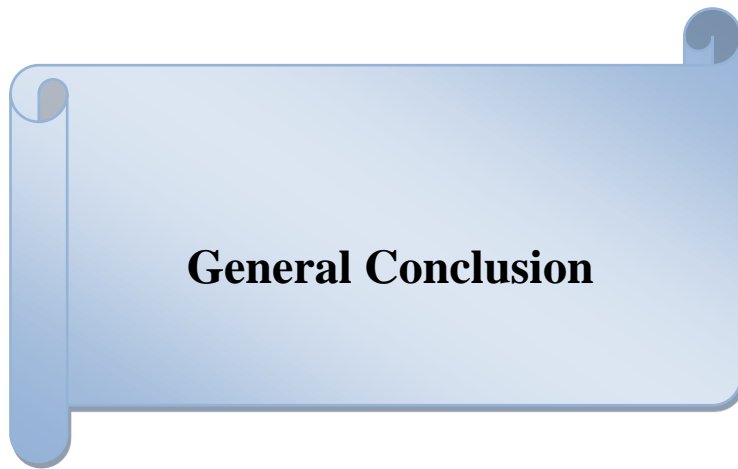
- Establish clear learning objectives to students and explain how cooperative learning will help them achieve those objectives. This will help students understand the purpose and value of working together.
- Provide structured tasks and design tasks that require students to work together and contribute individually to the group's success.
- Ensure that the tasks are challenging enough to stimulate critical thinking.

- Encourage open discussions and establish a supportive environment where students feel comfortable helping and relying on one another.

- Promote Effective Communication: Communication plays a crucial role in cooperative learning. Students must effectively express their ideas, actively listen to others, and engage in meaningful discussions.

2.10. Conclusion

In conclusion, this chapter has provided a comprehensive overview of the research methodology adopted to answer the research questions and test the research hypotheses. It outlines the research objectives, design, data collection tools, and the findings have been analysed, discussed, and interpreted both quantitatively and qualitatively. Actually, the results revealed that teachers and learners are conscious about the efficiency of cooperative learning; they assert that providing cooperative learning has positive impact on students' cognitive abilities. Moreover, they affirm that cooperative learning gives students the opportunity to receive comprehensible input and to enhance their cognitive abilities. The chapter concludes with some recommendations to successfully implement cooperative learning in EFL classes.



General Conclusion

General Conclusion

It can be seen from the results that cooperative learning has benefits and challenges. Students who participate in cooperative learning may gain group work skills, problem-solving skills, communication skills, and confidence. However, they suffer challenges in communication, report making, relationships, and resources. The most common benefits of cooperative learning were group work skills, problem-solving skills, and communication. Thanks to interactions, group members learned how to cooperate with other people successfully and solve problems that occur during group work. They could develop skills and strategies to help overcome problems arising from the task, such as re-assigning or consulting group members and teachers, and problems occurring between group members.

Students and teachers also revealed that those students with high academic results and motivation seemed to gain more in confidence and foreign language than peers with low academic records and motivation. A previous study by Johnson, Johnson and Shin (2014) suggested that structuring positive interdependence among group members is relatively significant in the achievement of group work as it can maximise individuals' motivation and contributions. Cooperative learning as a pedagogical practice can be applied in settings where low motivation in students is identified, but administrators and teachers should be aware that group members' interdependence leaves less room for the benefits of cooperative learning.

On the other hand, teachers and students revealed some challenges of cooperative learning. Previous studies (e.g. Gillies, 2016; Herrmann, 2013; Ning & Hornby, 2014) have investigated the impacts of cooperative learning on students' academic achievements and motivation. However, these quantitative studies seemed to focus primarily on students' development after the interventions. The present study, nevertheless, reveals interesting negative impacts of cooperative learning from teachers' and students' experiences, thereby increasing awareness from those who practice and would like to practice this pedagogy. Hence the present study is generally in line with the previous studies. When the five principles of Cooperative Learning, positive interdependence, face-to-face promotive interaction, individual accountability, social cohesion, and group processing were applied, students made motivational, social, and cognitive gains in the areas mentioned above. On the other hand, challenges could be generated from the students who did not keep well-aligned with these principles.

General Conclusion

The findings also suggest that mutual respect is a key factor for social cohesion and interaction in cooperative learning. Students can communicate enthusiastically and form cohesion with other group members when they do not encounter any potential threats in communications. In foreign language education, communications in the target language are essential so that students' language can be scaffolded and mediated (Ibrahim & Ibrahim, 2017).

To minimise these challenges, teachers should play a key role in facilitating effective collaboration between group members. Although students are encouraged to solve problems arising between group members (Gillies, 2016), they can consult the teacher where necessary. It is important to note that Cooperative learning works best when all group members collaborate constructively, appear democratic in solving problems, and show mutual respect. Also, the teacher should be aware of his or her role as a supervisor. Rarely are students' assignments or projects of high quality when they do not receive close supervision and support from their teacher, because high-quality products usually require good cognitive processing (King, 2002). Besides, in the structuring phase, teachers should set standards, as indicated in the five principles, so that a group can achieve the common goals.

Finally, assessments should consider both the achievements of the entire group and individual contributions, to ensure that students are aware of the importance of the quality of their work (John, John & Shin, 2014). As CL requires compliance with the principles for being successful, professional development is essential in order that teachers are informed of potential challenges and trained in applying cooperative learning properly.



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Appendix

Appendix

Appendix A

Students' Questionnaire

Dear students

This questionnaire is a part of a research work on exploring the impact of cooperative learning on EFL learning and cognitive abilities. The researcher would be grateful if you answer the following questions by putting a tick to indicate your chosen answer and specifying your answer when it is necessary.

Section One: students' profile:

1)-Specify your gender: Male Female

2)-your age:

..... years

3)-was studying English as a specialty your choice?

a)-Yes b)-No

-If yes, Why?

.....
.....

4)-How do you evaluate your level in English?

A)-Good

b)-Average

c)-Less than average

-Section Two: cooperative learning and cognitive abilities:

5)-Does cooperative learning have a positive impact on the student about learning?

a)-Yes b) - No

-Mention two positive effects:

Appendix

a)-.....

b)-.....

7)-Does cooperative learning facilitate student's participation in class?

a)-Yes

b) -No

8)-How do cognitive abilities affect learning?

.....

.....

9)-How does cooperative learning effect the classroom?

A)- Positively

B) - Negatively

10)-Do you think that cooperative learning enhance cognitive abilities?

a)-Yes

b)-No

-And why?

.....

11)-How does classroom interaction effect your cognitive abilities?

A)-Positively

b)-Negatively

12)-How often do you use English language with your classmate in classroom in order to develop your cognitive abilities?

a)-always

b)-Sometimes

C)-Rarely

D)-Never

Appendix

13)-In classroom do you prefer working in:

a)-In group

b)-Alone

-Why?

.....
.....

Thank you for your collaboration

Appendix

Appendix B

Teachers' Questionnaire

Dear teachers,

This questionnaire is designed for the aim of collecting the needed data about the Exploring the impact of cooperative learning on EFL learning and cognitive abilities. For this reason, you are kindly invited to answer the following questions.

Thank you in advance for your cooperation.

1) - How does cooperative learning impact the acquisition of English Language skills?

.....
.....

2) - In what specific ways does cooperative learning enhance cognitive abilities?

.....
.....

3)-Could you provide examples of cooperative learning activities or strategies that have been particularly effective in improving EFL learning outcomes and cognitive abilities?

.....
.....

4)-What evidence or research supports the positive impact of cooperative learning on EFL learning and cognitive development?

.....
.....

5)-Are there any specific challenges or limitations associated with implementing cooperative learning in EFL classrooms, and how can they be addressed?

Appendix

.....
.....

6)-How does cooperative learning promote social interaction, collaboration, and communication skills among EFL learners, and how do these skills contribute to their overall language proficiency and cognitive growth?

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

Summary

The current study aims to investigate and explore the impact of cooperative learning on learning the English language and cognitive abilities. In order to achieve this goal, exploratory research was conducted and the researchers collected data related to the impact of cooperative learning on the learner by expanding research tools and resources. First, a questionnaire was distributed to second-year students from the Faculty of Arts and Languages at the Salehi Ahmed University Center in Naama, in addition to a structured interview with English language teachers from the same university center to collect the necessary data from a practical standpoint. The results showed that there are many positive effects of cooperative learning on the development of cognitive abilities. Cooperative learning promotes active participation among students. It allows them to discuss concepts and share ideas. Students learn how to express their ideas effectively. Cooperative learning creates a supportive and inclusive learning environment actively in activities. Social at the conclusion of this research, some recommendations and suggestions are presented to support teachers and learners to enhance effective interaction in the classroom.

Keywords: cooperative learning, cognitive abilities, learning English as a foreign language

ملخص

تهدف الدراسة الحالية إلى التحقيق في استكشاف تأثير التعلم التعاوني على تعلم اللغة الإنجليزية و القدرات المعرفية و من أجل تحقيق هذا الهدف تم إجراء بحث استكشافي وجمع الباحثون بيانات تتعلق بتأثير التعلم التعاوني على المتعلم من خلال توسيع أدوات و مصادر البحث. أولاً، تم توزيع استبيان على طلاب السنة الثانية من كلية الآداب و اللغات في المركز الجامعي صالحى أحمد بالنعامة بالإضافة إلى ذلك مقابلة منظمة مع معلمي اللغة الإنجليزية من نفس المركز الجامعي لجمع البيانات اللازمة من الناحية العملية، أظهرت النتائج أن هناك العديد من التأثيرات الإيجابية للتعلم التعاوني على تنمية القدرات المعرفية حيث يعزز التعلم التعاوني المشاركة النشطة بين الطلاب فهو يتيح لهم مناقشة المفاهيم و مشاركة الأفكار يتعلم الطلاب كيفية التعبير عن أفكارهم بشكل فعال يخلق التعلم التعاوني بيئة تعليمية داعمة و شاملة بنشاط في الأنشطة الإجتماعية و في ختام هذا البحث يتم تقديم بعض التوصيات و الإقتراحات لمساعدة داعمة للمعلمين و المتعلمين لتعزيز التفاعل الفعال في الفصل الدراسي.

الكلمات المفتاحية: التعلم التعاوني ، القدرات المعرفية ، تعلم اللغة الإنجليزية كلغة أجنبية.

Résumé

La présente étude vise à étudier et explorer l'impact de l'apprentissage coopératif sur l'apprentissage de la langue anglaise et les capacités cognitives. Afin d'atteindre cet objectif, des recherches exploratoires ont été menées et les chercheurs ont collecté des données liées à l'impact de l'apprentissage coopératif sur l'apprenant en élargissant. outils et ressources de recherche. Tout d'abord, un questionnaire a été distribué aux étudiants de deuxième année de la Faculté des Arts et des Langues du Centre universitaire Salehi Ahmed de Naama, en plus d'un entretien structuré avec des professeurs d'anglais du même centre universitaire pour collecter les données nécessaires auprès de un point de vue pratique. Les résultats ont montré que l'apprentissage coopératif a de nombreux effets positifs sur le développement des capacités cognitives. L'apprentissage coopératif favorise la participation active des étudiants. Il leur permet de discuter de concepts et de partager des idées. Les étudiants apprennent à exprimer leurs idées de manière efficace. Environnement d'apprentissage favorable et inclusif activement dans les activités. Social À la fin de cette recherche, quelques recommandations et suggestions sont présentées pour aider les enseignants et les apprenants à améliorer une interaction efficace en classe.

Mots-clés : apprentissage coopératif, capacités cognitives, apprentissage de l'anglais comme langue étrangère.