BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING WITH THESIS

THE ATTITUDES OF ENGLISH PREPARATORY SCHOOL STUDENTS TOWARD COOPERATIVE LANGUAGE LEARNING

PREPARED BY
Uğur Murat Deniz

MASTER THESIS

ANKARA – 2023

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SUPERVISOR
Asst. Prof. Dr. Ahmet R. Uluşan

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı çerçevesinde Uğur Murat DENİZ tarafından hazırlanan bu çalışma, aşağıdaki jüri tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

Tez Savunma Tarihi: 27 / 11 / 2023

Tez Adı: İngilizce Hazırlık Okulu Öğrencilerinin İşbirlikli Öğrenmeye Karşı Tutumları

Tez Jüri Üyeleri (Ünvanı, Adı-Soyadı, Kurumu) **İmza**

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS / DOKTORA TEZ ÇALIŞMASI ORİJİNALLİK RAPORU

Tarih: 24 / 10 / 2023

Öğrencinin Adı, Soyadı: Uğur Murat Deniz

Öğrencinin Numarası: : 22020150

Anabilim Dalı: Yabancı Diller Eğitimi Anabilim Dalı

Programı: İngiliz Dili Öğretimi Tezli Yüksek Lisans

Danışmanın Unvanı/Adı, Soyadı: Dr.Öğr.Üyesi Ahmet Remzi ULUŞAN

Tez Başlığı**:** The Attitudes of English Preparatory School Students toward Cooperative Language Learning

Yukarıda başlığı belirtilen Yüksek Lisans/Doktora tez çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam **93** sayfalık kısmına ilişkin, **23 / 10 / 2023** tarihinde ~~şahsım~~**/tez danışmanım** tarafından **TURNITIN** adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı **% 18**'dir. Uygulanan filtrelemeler:

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Öğrenci Danışmanı Unvan, Ad, Soyad, İmza:

Dr.Öğr.Üyesi Ahmet Remzi ULUŞAN

ACKNOWLEDGEMENTS

I would like to express my deep gratitude and appreciation to my advisor and my wife. I am profoundly thankful to Asst. Prof. Dr. Ahmet R. Uluşan for his unwavering support, expertise, and mentorship. His guidance has been instrumental in shaping the direction of my research and in helping me navigate the challenges that arose. I would also like to thank the members of the committee for their feedback.

My wife, Ayça Damla Deniz, has been my rock throughout this academic journey. I want to thank her for her unwavering support and belief in me. Without her encouragement and support, this accomplishment would not have been possible.

This thesis represents the culmination of years of hard work and the collective support of many. I am truly fortunate to have had such an exceptional network of people and recources to guide me along the way.

To my beloved wife...

ÖZET

Uğur Murat Deniz

İngilizce Hazırlık Okulu Öğrencilerinin İşbirlikli Öğrenmeye Karşı Tutumları

Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı
Kasım, 2023

Bu araştırmanın temel amacı, hazırlık sınıfı öğrencilerinin işbirlikli dil öğrenimine (İDÖ) yönelik algılarını ortaya koymaktır. Bu bağlamda, çalışma; üniversite hazırlık sınıfı öğrencilerinin İDÖ yaklaşımına karşı tutumlarını belirlemek, İDÖ kullanımının öğrenme stilleri üzerindeki etkilerini incelemek ve İDÖ etkinliklerine katılımlarının nasıl şekillendiğini ölçmek üzere tasarlanmıştır. Ayrıca, araştırma kapsamında, kız ve erkek öğrencilerin işbirlikli çalışmaya olan eğilimlerini değerlendirmek ve bu eğilimler arasında bir fark olup olmadığını belirlemek hedeflenmiştir. Öte yandan, çalışma, işbirlikli öğrenme yaklaşımının kız ve erkek öğrencilerin bu yaklaşıma bakış açıları üzerindeki etkilerini anlamak ve bu etkilerin okul yılı açısından anlamlı bir fark yaratıp yaratmadığını değerlendirmeye odaklanmıştır. Bu çerçevede, araştırma, hazırlık sınıfı öğrencilerinin İDÖ'ye yönelik algılarını derinlemesine anlamak ve işbirlikli öğrenme yaklaşımının öğrenci deneyimleri üzerindeki etkilerini kapsamlı bir şekilde analiz etmek amacıyla gerçekleştirilmiştir. Araştırmanın bulgularının, dil öğrenimi sürecinde işbirlikli yöntemlerin ne kadar etkili olduğunu anlamak açısından önemli bir katkı sağlaması beklenmektedir.

Anahtar Kelimeler: İşbirlikli Dil Öğrenme (İDÖ), İşbirlikli Öğrenme (İÖ), İşbirlikli Öğrenme Aktiviteleri (İÖA), Öğrenci Merkezli Öğrenme.

ABSTRACT

Uğur Murat Deniz

The Attitudes of English Preparatory School Students towards Cooperative Language Learning

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November, 2023

The main aim of this research is to reveal the perceptions of preparatory class students towards collaborative language learning (CLL). In this context, the study is designed to determine the attitudes of university preparatory class students towards CLL, examine the impact of CLL usage on learning styles, and measure how their participation in CLL activities is shaped. Additionally, within the scope of the research, the goal is to assess the tendencies of female and male students towards collaborative work and determine if there is a difference in these tendencies. Furthermore, the study focuses on understanding the effects of the collaborative learning approach on the perspectives of female and male students and evaluates whether these effects create a significant difference in terms of the school year. In this framework, the research is conducted to deeply understand the perceptions of preparatory class students towards CLL and comprehensively analyze the impact of the collaborative learning approach on student experiences. It is expected that the findings of the research will contribute significantly to understanding the effectiveness of collaborative methods in the language learning process.

Key Words: Cooperative Language Learning (CLL), Cooperative Learning (CL), Cooperative Learning Activities (CLA), Student-Centered (Learner-Centered) Learning (SCL).

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ABBREVIATIONS

EFL	English as a Foreign Language
CL	Cooperative Learning
CLL	Cooperative Language Learning
CLA	Cooperative Learning Activities
SCL	Student-Centered Learning
SPSS	Statistical Package for Social Studies

CHAPTER I

INTRODUCTION

Cooperative Language Leaning (CLL) is an approach that enables students to collaborate and learn from one another, and the instructor should attempt to support this activity. Several studies have recognized the various advantages of CLL, and educators particularly like it because of its potential to aid learning and boost students' self-confidence (Johnson, 1991). CL is generally considered a valuable approach for fostering student engagement, improving learning outcomes, and developing essential social and cognitive skills. The effectiveness of cooperative learning often depends on factors like the specific context, the teacher's facilitation skills, and the level of student participation. Many educators and scholars express optimism about cooperative learning, seeing it as a powerful tool to enhance student education. while cooperative learning is generally regarded as a valuable educational approach, its effectiveness and challenges can vary based on factors such as the specific context, teacher training, and the age and abilities of the students involved. Scholars continue to research and provide insights into best practices for implementing cooperative learning effectively.

The aim of this study is to determine the attitudes of university preparatory school students learning English as a foreign language towards cooperative learning activities. In addition, it is examined whether there are differences in opinions according to gender or student achievement level. This research was conducted with students studying at the School of Foreign Languages of a foundation university in Ankara, Türkiye. Data were collected using a 53-question student questionnaire-that was analyzed descriptively. While the original questionnaire contained 54 questions, one of the questions was removed from the questionnaire because factor analysis was applied in this study and because 2 questions were overlapped with each other, and the final questionnaire contains 53 questions. Cronbach's Alpha was also used to assess the reliability of students' answers. It shows whether students' views on cooperative learning activities are affected by gender or achievement level, and it is also examined whether students have a positive attitude towards cooperative learning.

1.1. Background of the Study

According to some researchers, including Gömleksiz (2007), compared to individualistic education system, cooperative language learning results in greater academic accomplishment, greater self-assurance, and more satisfying interpersonal interactions. As Gömleksiz argues, cooperative language learning (CLL) is an effective approach for teaching English as a foreign language (EFL), therefore, many teachers today try to apply cooperative language techniques and try to incorporate them into their lesson plans in order to meet students' learning needs. Moreover, Grasha (1996) notes that cooperative language learning (CLL) can create a more interesting and fruitful learning environment than traditional, more formal learning environments. He identifies five different learning styles, and argues that CLL can be adapted to meet the needs of all five learning styles. The five different learner styles according to Grasha are independent learners, dependent learners, collaborative learners, avoidant learners, competitive learners.

One of the most difficult challenges for educators in English Language Teaching (ELT) is determining the most effective learning strategies; as a result, determining a learning strategy can be seen as a very important factor in both increasing students' learning skills and improving teachers' teaching skills. Cooperative learning is a popular strategy because it is a teaching style that incorporates direct student participation, allowing teachers to monitor their students' learning progress. In the past, traditional language education methods were almost totally teacher-centered, resulting in a classroom setting in which pupils competed with one another. As stated by Richards and Rodgers (2001), the focus of effective education has shifted from teacher-centered to student-centered methods. As a result, EFL learners can improve their language skills by interacting with each other. One way to create a student-centered classroom environment is through the use of Cooperative Language Learning (CLL) as suggested by Crandall (1999), since creating a student-centered atmosphere is essential to CLL. Larsen-Freeman (2000) notes that the concept of student-centeredness was first introduced with the Humanistic Approach, which has made two significant contributions to learner-centered approaches. The first contribution is to emphasize language teaching based on personal concerns, while the second is to encourage learners to take an active and effective role in their own learning process. Finally, Crandall (1999) argues that cooperative language learning (CLL) group activities can be an effective way to help students develop their language skills.

There are different models and activities for CLL, such as *Students Team Learning* (Slavin, 1994), Jigsaw II (Slavin, 1994), *Learning Together* (Johnson & Johnson, 1994), *the Structural Approach* (Olsen & Kagan, 1992), and *Asking Together, Learning Together* (Açıkgöz, 2002). Although there are some differences between all these models, all CLL activities embody similar basic features based on creating a positive climate in the classroom environment (Crandall, 1999). First, CLL activities foster positive solidarity among students, as success in group work depends on individual success. Second, there is face-to-face group interaction, where each student is given different roles. Another feature is that CLL identifies students with individual responsibility, indicating that students are responsible not only for their own success but also for the success of their group. Next, CLL activities and models provide students with social skills as they help each other, encourage and improve their problem-solving skills. Finally, students should reflect on this process by evaluating their own experiences, identifying the problems they encountered during the group activity, or appraising the contributions of each group member. Overall, cooperative learning can be a powerful tool for fostering positive solidarity among students. By requiring students to communicate, collaborate, and help each other, cooperative learning can help students develop the social skills, teamwork skills, and sense of shared responsibility that are essential for success in school and in life.

Conceptually, cooperative language learning (CLL) and communicative language teaching (CLT) are very similar. Larsen-Freeman (2000) notes that both methods emerged from the humanistic approach and both aim to improve students' communicative skills. Both strategies place a strong emphasis on situations in which students are in charge of their own learning and actively participate in class. In fact, CLL is an extended version of CLT. Therefore, CLL is an approach in which students work together, learn from each other, and the teacher facilitates this.

According to researchers, the attitudes of both teachers and students towards cooperative learning activities play a crucial role in their successful implementation, as they are actively involved in their use.

The most important element of CL is student-centeredness. Students' perspectives on Cooperative Learning Activities (CLA) can help us understand their attitude to learner-centeredness. Several studies have shown that students' approaches to CLA is positive. Language teachers aim to aid their students in the learning process, and CLA can benefit both students and teachers. Understanding the impact of CLA on language classrooms and students' perspectives can help teachers provide effective learning opportunities.

1.2. The Significance of the Study

Understanding cooperative learning, according to Johnson and Johnson (2009, 2014), is important for several reasons. To start with, Johnson and Johnson are renowned experts in the field of cooperative learning, and their research provides valuable insights into the theory, principles, and strategies of this instructional approach. By comprehending their work, educators can effectively implement cooperative learning in their classrooms, ensuring that it is implemented in a way that maximizes its benefits.

Moreover, Johnson and Johnson's research (1994) demonstrates the positive impact of cooperative learning on student learning outcomes. Their findings highlight how cooperative learning enhances academic achievement, critical thinking skills, problem-solving abilities, and content mastery. Understanding their research enables educators to design cooperative learning experiences that align with these desired outcomes.

In addition to improved academic performance, cooperative learning also increases student engagement and motivation. Johnson and Johnson emphasize the importance of positive interdependence and the creation of a supportive learning environment. By understanding their work, educators can implement cooperative learning activities that foster collaboration, active participation, and a sense of ownership among students, leading to increased motivation and engagement.

Furthermore, cooperative learning promotes the development of essential social skills. Johnson and Johnson highlight the significance of communication, teamwork, empathy, and conflict resolution within cooperative learning settings. By understanding their research, educators can create opportunities for students to develop these crucial social skills, which are valuable for their personal growth and future success.

Understanding cooperative learning as described by Johnson and Johnson also supports the promotion of inclusive practices. Cooperative learning encourages collaboration and interaction among students from diverse backgrounds. By incorporating their research, educators can design cooperative learning experiences that embrace diversity, foster positive interdependence, and ensure equitable participation for all students.

Lastly, Johnson and Johnson's work serves as a foundation for professional development in the area of cooperative learning. Educators can engage with their research, attend their workshops, and access their resources to deepen their knowledge and skills in implementing cooperative learning effectively. Understanding their work contributes to

ongoing professional growth and supports teachers in refining their instructional practices (ibid.). Incorporating cooperative language learning (CLL) into language teaching at the university level can be beneficial for many reasons discussed throughout this thesis. Therefore, it is essential to understand how CLL affects language acquisition and overall learning outcomes. Research can provide evidence of their effectiveness in promoting language proficiency, critical thinking, problem-solving, and other essential skills. Universities often revise their language programs and curricula. Research into CLL can inform curriculum designers about the benefits of incorporating cooperative learning strategies, helping to enhance the overall quality of language education. Also, universities prepare future educators. Research on cooperative learning activities can help trainee teachers understand the theory and practice of CLL, equipping them with effective teaching strategies for their future classrooms. CLL and cooperative learning activities can introduce innovative and engaging teaching techniques that keep students motivated and actively involved in the learning process. Universities can be centers of pedagogical innovation. Research can explore how CLL can be adapted to diverse cultural contexts, making it more inclusive and culturally sensitive for language learners from various backgrounds. Universities need robust assessment tools and methods. Research can provide insights into how to assess the effectiveness of CLL and cooperative learning activities and measure their impact on student performance. Understanding how CLL affects student engagement can lead to the development of more engaging and interactive language courses, potentially improving student retention rates. Research can inform university policies on teaching methodologies, program development, and resource allocation, ensuring that educational institutions make informed decisions based on empirical evidence. In an increasingly globalized world, proficiency in multiple languages and intercultural competence are highly valuable. Research on CLL can contribute to the development of programs that foster these skills. Besides, as universities are supposed to continually strive to enhance the quality of education they offer, research on CLL and cooperative learning activities helps identify areas for improvement and innovation in language education. In summary, studying CLL and cooperative learning activities at the university level benefits both students and educators. It contributes to the ongoing improvement of language programs, teacher training, and the overall quality of language education, preparing students to be effective communicators and learners in a diverse and interconnected world.

This study does not aim to introduce a new concept. Rather, the aim of this study is to reveal the perspectives of EFL learners in preparatory schools of universities towards the

cooperative language learning approach, to inform teachers about CLL, and, through students' perspectives, to shed light on what kind of improvements could be made to the implementation of CLL at tertiary level.

1.3. Conceptualization of the Study

There are several theories that inform the cooperative learning approach and the design of a conducive learning environment. The Social Interdependence Theory, developed by Johnson and Johnson (2009), serves as the foundation of cooperative learning. This theory emphasizes the positive interdependence among individuals within a group and highlights the importance of cooperation, mutual support, and shared goals. It underlies key principles and strategies of cooperative learning, such as group goals, individual accountability, and promotive interaction.

Another influential theory is Vygotsky's Sociocultural Theory, which highlights the role of social interactions and cultural influences in learning (Vygotsky, 1978). According to this theory, cooperative learning provides opportunities for collaborative activities and the mediation of more knowledgeable individuals. Students learn from and with each other through joint problem-solving, discussions, and sharing of perspectives.

Constructivism is another relevant theory that emphasizes active construction of knowledge based on experiences and interactions with the environment (Duffy & Jonassen, 1992). In the context of cooperative learning, constructivism underscores the importance of learners actively constructing meaning through participation, discussion, and collaborative problem-solving. Cooperative learning activities facilitate social negotiation of meaning and exploration of multiple perspectives.

These theories provide a theoretical foundation for understanding cooperative learning and highlight the significance of social interactions, positive interdependence, shared goals, and collaborative problem-solving. By incorporating these theories, educators can create a learning environment that fosters active engagement, meaningful interactions, and cooperative learning experiences for students.

1.4. Statement of the Problem

Cooperative Language Learning (CLL) is a promising activity used in language learning. Many studies have been conducted on CLL, including studies on the opinions of

language teachers towards CLL (e.g., Bailey et al., 1992; Baloche, 1998; Gwyn-Paquetta & Tochon, 2003; Kauchak & Eggen, 1998). However, there is a lack of studies on how CLL has a place in language learners' perspectives and how CLL influences the language learning process. Cooperative Language Learning (CLL) is a learning approach used in language classes where students' learning pace is determined by themselves (Johnson and Johnson, 1994). Traditional methods are generally teacher-centered, but nowadays teaching methods have moved away from tradition and become more learner-centered and a more effective teaching atmosphere has been created. One way to create a learner-centered classroom is to use cooperative learning. Because creating a learner centered environment is crucial for cooperative learning. Designating the attitudes of students to CLA may contribute to the creation of a classroom atmosphere in which effective learning is promoted. When learning a language, students sometimes lack motivation. These students cannot develop some language skills due to the loss of motivation they experience when there is no environment where they can use the language they are learning. In order to eliminate this problem, the use of CLL, which is an approach that allows students to work together and be more interactive, can be encouraged. However, CLL requires further investigation.

Students' approaches to the CLL have also become more significant. Studies on how frequently students engage in cooperative learning activities and how valuable they find these activities are still insufficient. The successful integration and implementation of CLL activities in language teaching methods also has prerequisites, and since certain research has revealed that CLL does not always produce favorable results, this scenario calls for more investigation. Also, examining the potential variations in EFL learners' perceptions of cooperative learning activities based on gender, proficiency level, and school year is crucial for promoting effective and equitable education. It supports the development of tailored instructional strategies, fosters inclusivity, and contributes to the ongoing improvement of teaching practices and research in the field of education.

1.5. Purpose of the Study

The purpose of the study is to designate the perceptions of preparatory school students towards cooperative language learning (CLL). In the light of the problems mentioned above, this study was conducted to measure the attitudes of university preparatory class students towards the use of the CLL approach and the effects of use of CLL on their learning styles and their participation in CLL activities. In addition, this study will try to find the answer to

the question whether female students are more inclined to work together or male students. On the other hand, this study will try to find out what effects the CL approach has on the perspectives of male and female students on this approach and whether there is a significant difference in school year. Also understanding the attitudes of English as a Foreign Language (EFL) learners towards cooperative learning activities is important for several reasons (Johnson and Johnson, 1999):

1. Tailoring Instruction: By knowing the attitudes of EFL learners towards cooperative learning, educators can design instruction that aligns with their preferences and motivations. Students who have positive attitudes towards cooperative learning are more likely to actively engage in the activities, leading to enhanced learning outcomes. Conversely, if students hold negative attitudes, educators can address misconceptions, provide support, and create a positive classroom environment to promote acceptance and engagement.

2. Motivation and Engagement: Attitudes play a significant role in shaping students' motivation and engagement. If EFL learners have positive attitudes towards cooperative learning, they are more likely to be motivated to participate actively, collaborate with their peers, and contribute to group tasks. Positive attitudes foster a sense of ownership and investment in the learning process, leading to increased engagement and enthusiasm for learning English.

3. Social and Communication Skills: Cooperative learning activities promote the development of social and communication skills, which are essential in language learning. Understanding EFL learners' attitudes towards cooperative learning allows educators to assess their readiness to engage in collaborative tasks, identify potential challenges, and provide support to enhance their social interaction skills. Positive attitudes towards cooperation can lead to more effective communication, cooperation, and intercultural understanding among EFL learners.

4. Classroom Climate and Relationships: Attitudes towards cooperative learning can influence the overall classroom climate and peer relationships. Students feel appreciated, respected, and connected to their classmates when there is a supportive and inclusive environment around them. This positive social climate can enhance the overall learning experience and create a sense of belonging for EFL learners.

5. Instructional Decision-Making: Knowing the attitudes of EFL learners towards cooperative learning enables educators to make informed instructional decisions. Educators can adapt their teaching strategies, group compositions, and activity designs based on

students' attitudes, ensuring that cooperative learning experiences are meaningful, engaging, and tailored to meet the diverse needs of learners.

In summary, understanding the attitudes of EFL learners towards CL activities allows educators to tailor instruction, promote motivation and engagement, foster social and communication skills, create a positive classroom climate, and make informed instructional decisions. By considering students' attitudes, educators can create effective and inclusive learning environments that maximize the benefits of cooperative learning in EFL classrooms (ibid.).

1.6. Research Questions

This study was designed to answer the following research questions:

1. What are the attitudes of the EFL learners studying at preparatory school towards the use of cooperative language learning?

2. *Are there any significant differences in the perceptions of preparatory school students about the use of Cooperative Language Learning activities with respect to their;*

a. Gender

b. Proficiency Level

c. School year

1.7. Limitations of the Study

There are a few disadvantages to be aware of. One of the limitations of this study is the relatively small number of participants. The participants of the study were 143 students with mostly females. This means that the result of the study may not be generalizable to a larger population of English preparatory school students, especially considering potential cultural and gender related differences in attitudes towards cooperative learning. Also, this study was conducted at a single university in Turkey. Therefore, this study may not be generalizable to other universities in Turkey or other countries. In addition, the study did not control for the students' level of language proficiency. This means that it is difficult to say whether the students' attitudes towards cooperative language learning were influenced by their level of language proficiency. Differences in language proficiency can significantly impact attitudes towards language learning methods. Also, the participants could be biased

in their responses to please the researcher. Additionally, the findings of the study may not be generalizable to other contexts or cultures. For example, the results of the study may not be applicable to students in other countries or to students who are learning a different language. On the other hand, the results of the study may have been affected by other factors, such as the participants' personality or their prior experiences with cooperative language learning. In this study, a quantitative research method was used, so all data are quantitative. Interviews can be used to collect qualitative data. More comprehensive conclusions can be drawn in the light of a mixture of qualitative and quantitative data.

1.8. Key Terminology

In this study the following terms are used continuously in the following chapters.

Cooperative Language Learning (CLL): A learning setting known as cooperative learning includes two or more students working together to complete a common task. (Siegel, 2005).

Cooperative Learning (CL): A group of instructional methods that support in-person communication between learners and help them achieve their interpersonal and academic objectives in controlled groups. (Johnson & Johnson, 1994; Slavin, 1997).

Cooperative Learning Activities (CLA): The term "cooperative learning" refers to a variety of participatory small group teaching methods. Students collaborate in small groups to complete academic assignments so that they can all learn together. All of the activities used in cooperative learning-based classes are called Cooperative Learning Activities.

Student-Centered (Learner-Centered) Learning: Student-Centered Learning is an approach where students are active in a cooperative learning environment and are responsible for their own learning pace (Nanney, 2004).

CHAPTER II

REVIEW OF LITERATURE

The first section of this chapter introduces historical background of Cooperative Learning (CL), its methodologies and basic concepts. The following sections discuss types of CL, the recognized CL activities, principles, benefits, and drawbacks of CL. The final section explores the characteristics of Cooperative Learning (CL) and Cooperative Language Learning (CLL), students' and teachers' roles and attitudes towards CL in EFL classes, advantages and drawbacks of CL, and some empirical studies on the perceptions of EFL students towards CLL.

2.1. Historical Background of Cooperative Learning

In the years prior to World War II, social theorists including Allport, Watson, Shaw, and Mead (1934, 1937) originally formulated the concept of CL. When compared to working alone, group work was found by Allport et al. (1934) to be more productive in terms of quantity, quality, and overall output. The 1937 study by May and Doob provided more evidence in favor of the cooperative learning idea. People who cooperate and work together to accomplish common goals are more likely to succeed than those who make individual efforts to meet the same goals, according to May and Doob's 1937 research. Additionally, May and Doob (1937) discovered that independent achievers are more likely to engage in competitive activities.

The contributions made to cooperative learning by Lewin (1948) were founded on the idea that group projects help students learn more effectively. Lewin thought that for cooperative learning to be successful, students need to build strong ties with one another. Positive social interdependence, which holds that students are accountable for contributing to the group's knowledge and success, was Deutsch's (1949) contribution to cooperative learning. Lewin (1935, 1948) posited that a state of tension develops when a person recognizes a desired goal and that this tension is the driving force behind behaviors aimed at obtaining the goal. In other words, he argued that people are motivated to act in order to reduce the tension that they feel when they are aware of a goal that they want to achieve.

This tension can be thought of as a kind of psychological force that pushes people towards their goals.

Lewin's concepts were expanded upon by one of his students, Deutsch (1949a, 1969), to include the connection between the objectives of two or more people. He created the social interdependence theory as a result (1949a, 1969). Social interdependence is a situation in which the actions of one person affect the ability of others to achieve their goals (Deutsch, 1949a, 1969; Johnson, 1970, 2003; Johnson & Johnson, 1989, 2005). According to Johnson and Johnson (1989), there are two types of social interdependence: positive and negative. People who feel that their success is contingent upon the success of others are said to be positively interdependent. People are driven to assist one another in achieving their goals in this kind of setting. Positive dependency would, for instance, be present in a group of students working on a project. People who believe they can achieve if and only if others fail exhibit negative interdependence. People are motivated to compete with one another in this kind of setting. An instance of negative interdependence would be two athletes competing in a race (ibid.).

According to Johnson & Johnson (1989), the type of social interdependence can have a significant impact on the way people interact with each other. Positive interdependence can lead to cooperation, collaboration, and teamwork, while negative interdependence can lead to competition, conflict, and aggression. They interfere with each other's attempts to accomplish their goals; as a result, when there is no interdependence, people believe they can achieve their goals independently of whether or not others in the context also succeed in doing so (Johnson & Johnson, 1989, 2005). Different psychological processes are the results of each form of dependency (Gillies et al., 2008).

Another theory that contributed to CL is the theory of cognitive development developed by Russian psychologist Vygotsky (1978). Piaget (1950), Vygotsky (1978), and Johnson and Johnson (2009) are some of the cognitive developmental theorists of cooperation (1979, 2007, 2009a). According to Jean Piaget (1950), cooperation entails working towards shared objectives while balancing one's own sentiments and viewpoint with an awareness of others' viewpoints. The idea that cooperative behavior on the part of individuals leads to socio-cognitive conflict and cognitive disequilibrium, which in turn increases the ability to take perspectives and cognitive growth, derives from Piaget and similar theories (Johnson & Johnson, 2015). Cognitive Development hinges on a child's capacity to learn practical instruments (such as hands, hammers, and computers) and cultural signs (e.g., language, writing, and number systems). As Vygotsky (1978) stated, right from

birth, children engage in interactions and communication with both their peers and adults who introduce them to the customs and practices of their culture. Nonetheless, children progressively develop advanced cognitive abilities like language skills, numerical understanding, problem-solving aptitude, voluntary concentration, and memory frameworks through their social exchanges with individuals who possess greater knowledge, such as experienced peers and adults. Lower mental abilities including straightforward perception, associative learning, and unconscious attention are first developed in children. In order for a concept, behavior, or attitude to become ingrained in a child's brain functioning, it must first be experienced by them in a social context and then internalized. To Vygotsky, younger children think the way they perceive and remember, unlike older children who just remembers it. Vygotsky suggests that a child's cognitive development is limited on one side by their individual capabilities and on the other side by their abilities when guided by a peer, tutor, or instructor with greater knowledge. The zone of proximal development is the area with the greatest potential for cognitive development right away. The zone of proximal development, according to Vygotsky, is "the gap between the degree of actual development as measured by autonomous problem-solving and the level of potential growth as measured by problem-solving under adult instruction or in cooperation with more educated others" (p. 86).

The importance of the social environment in the process of learning plays a critical role in peer-driven discussion systems. Vygotsky's theory of social constructivism (1978) is a prominent explanation for how students gain knowledge through social interactions. According to Vygotsky, children's mental development occurs on two levels: interpersonally, where they absorb and adapt information from their interactions with others, and intrapersonally, where this knowledge becomes an integral part of their cognitive toolkit. Essentially, children acquire knowledge by actively engaging with adults or more knowledgeable peers who provide support and guidance, enabling them to accomplish tasks that would be challenging for them to tackle independently. Vygotsky and Piaget's theories represent two distinct perspectives on how children learn from one another. From the social constructivist standpoint, experienced peers and adults play a facilitating role in learning by offering problem-solving language and techniques. Conversely, the personal constructivist perspective suggests that as children interact with their peers, they are motivated to reevaluate their own beliefs, seek additional information to resolve conflicts, and bridge the gaps between themselves and others (Fransella & Dalton, 2000)

Students build social skills through CL, according to Kagan and Kagan (1994). Students grow to understand, respect, and support one another when CL is implemented. CL also enhances self-confidence of students, allows them to form better interpersonal interactions, and creates positive interdependence, according to other studies in the field (Johnson & Johnson, 1992).

2.2. Cooperative Learning (CL)

As stated before, the concept of Cooperative Learning (CL) draws its inspiration from the educational philosophies of influential social scientists such as Vygotsky, Piaget, and Lewin (Kagan, 1994; Richards & Rodgers, 2001). These scholars underscored the significance of community and social interaction in all aspects of the learning process. This approach is believed to foster a positive learning environment that enhances academic achievement for all participants, while also fostering the development of vital social skills, improved communication abilities, and serving as a positive example for lifelong learning (Kagan, 1994).

Furthermore, as Kagan points out, CL proves to be an effective strategy for addressing multiple intelligences, and according to McCombs (2000), constructivist techniques like collaborative learning facilitate the acquisition of cognitive and metacognitive skills essential for the creation of genuine knowledge.

Cooperative Learning (CL) involves individuals working collectively towards shared objectives, a practice commonly referred to as cooperation (Johnson, Johnson & Holubec, 1998). In cooperative settings, participants strive for outcomes that benefit not only themselves but also their fellow group members (Johnson, 2003). As described by Johnson, Johnson, and Holubec (1998), CL entails the use of small groups within the classroom to facilitate students in working together to optimize both their personal learning and that of their peers.

By employing this approach, students can motivate each other to engage in collaborative efforts on academic projects and provide assistance with homework, as "a key aspect of CL is that the success of one student serves as encouragement for others to succeed" (Slavin, 1987, p. 8).

Over the past 20 years, the instructional use of small groups to accomplish shared learning objectives through cooperation has had an almost exceptional impact on education

(Dornyei, 1997). According to Johnson, Johnson, and Smith (1995), one of the most extensively studied subfields of educational psychology is CL. As they said, CL is more well-known than lecturing, age grouping, departmentalization, beginning reading instruction at the age of six, or the 50-minute block. CL is a subject which is known more than nearly any other area of education (Johnson et al., 1995, p. 4).

Dornyei (1997) indicates that CL has been described in a variety of ways and implies numerous related approaches to arranging and performing classroom instruction. Yet, three essential elements of CL are what characterize a learning strategy as cooperative. The first element is that students work in small groups of three to six people for most of the instructional day. Second, the structure of learning encourages group members to check on their peers' understanding of the material or accomplishment of the learning objective, leading to a vigorous cooperative process involving a variety of innovative collaborative learning tactics. Third, in a CL class, evaluating and rewarding group accomplishments become just as important as or even more so than evaluating and rewarding individual accomplishments (ibid.).

The motivation behind the fascination with Collaborative Learning (CL), as explained by Dornyei (1997), is quite clear. Research consistently demonstrates that CL outperforms traditional teaching methods in various aspects, including learner performance and motivation, critical thinking abilities, favorable attitudes towards learning, the establishment of strong connections between teachers and students as well as among students themselves, and enhanced interpersonal skills. CL also seems to be applicable "with some confidence at every grade level, in every subject area, and with each task" (Johnson et al., 1995, p.4).

While efforts to incorporate Cooperative(CL) principles into language instruction can be traced back more than 15 years (Gunderson & Johnson, 1980), it's only recently that CL has gained significant attention in the field of L2 (second language) education (Dornyei, 1997). Currently, there exists a substantial body of literature in this field, which includes two edited volumes (Holt, 1993; Kessler, 1992) containing a diverse array of conceptual and research studies. Additionally, numerous journal articles (Bejerano, 1987; Chang & Smith, 1991; Jacob, Rottenberg, Patrick, & Wheeler, 1996; Milleret, 1992; Szostek, 1994) contribute to this body of work, along with valuable language teaching resources specifically designed for CL (Coelho, Winer, & Olsen, 1989).

According to Johnson and Johnson (1998, 1999) humans are all social beings and need some form of communication at every stage of life. It is through this communication that learning occurs (Johnson et al., 1999). The emphasis on CL has also emerged with

communicative learning, constructivism, and more specifically sociocultural theory. Every goal structure has a purpose (Johnson & Johnson, 1989, 1999). As Johnson and Johnson (1989, 1999) indicate that all children should be taught how to collaborate with others, compete for enjoyment, and work independently in the perfect classroom, and the goal structure that will be used in each class is decided by the teacher.

The arrangement of students' learning objectives may require collaborative, competitive, or individualistic efforts (Johnson & Johnson, 1989, 1999). According to Johnson & Johnson (1989, 1999) all classroom instructional activities follow a goal structure and are geared towards achieving specific objectives. A learning goal represents a targeted future achievement in which an individual aims to demonstrate competence or expertise in the topic under study. The structure of the objective delineates the manner in which students will interact with both their peers and the instructor during the lesson. (ibid.).

CL comprises a variety of approaches designed to promote face-to-face interactions among students, with the goal of achieving both interpersonal objectives and specific learning outcomes within organized groups (Johnson & Johnson, 1994; Slavin, 1997). According to Jollife (2007), CL entails students working together in small groups to mutually enhance their own understanding and that of their peers. However, as highlighted by Larssen-Freeman (2000), implementing CL is not always straightforward; it requires a cooperative effort between students and teachers. Teachers must assume a facilitating role in creating an effective and cooperative learning environment.

CL strategies can take the form of informal groupings that enable students to collaborate freely, or they can be structured with students assigned specific tasks within their groups, along with the responsibility to assess both their group and individual performance (Johnson et al., 2006). Typically, CL groups consist of four members, but the number of students involved can vary. These groups may collaborate for a short duration, several weeks, or even months (Slavin, 1997).

Within an educational setting, communication can take place either among students or between teachers and students (Allwright, 1983). Additionally, constructivist theories emphasize that students should construct their own language knowledge by engaging in discussions with others to establish shared understanding (Mitchell & Myles, 2004). These theories advocate for a learner-centric approach to language instruction. Most communicative teaching approaches draw upon the principles of constructivism, which assert that learning occurs within social contexts and through collaborative efforts among all

participants in that environment, thus creating a community of practice (Lave & Wenger, 1991).

Johnson & Johnson (1994) offer five crucial aspects to be structured in CL groups for them to work well and overcome the challenges that arise with group work. Positive interdependence is the most crucial factor. Students must understand that they must support and assist one another in completing each part of the allotted activity because the result of the collaboration is the success of each individual in the group (ibid.).

The first component of cooperation is positive interdependence, in which team members depend on one another to complete a task (Kagan, 1994). Kagan (1994) also claims that everyone on the team could suffer if one team member fails to complete their task properly. In other words, they depend on one another to succeed, push each other to work harder, share ideas and resources, offer support to one another, set learning objectives, and celebrate their shared accomplishment (Keraro et al., 2007). The idea that students can "swim or drown together" must be ingrained in them (Tyack & Cuban, 1995, p12). The development of trust-building, leadership, decision-making, communication, and conflict-management abilities must also be encouraged and assisted by teachers (Roger & Johnson, 1994).

Olsen and Kagan (1992) outline the following five methods for implementing CL structures about how to motivate students to work together.

1. *Organizing the objective:* Teams produce a single team product (e.g., joint performance).

2. *Designing the Rewards:* In addition to individual grades or scores, a team score of some kind is also computed, and joint grades or incentives are provided for the collective output of the group.

3. *Organizing student roles:* Giving each member of the group a distinct position so that everyone is responsible for a certain task (e.g., "explainer," summarizer," or "note-taker").

4. *Organizing the materials:* Either restricting the number of resources available such that they must be shared (e.g., providing one answer sheet for the entire class) or distributing resources (e.g., providing worksheets or information sheets that must be assembled) (i.e., the jigsaw procedure).

5. *Creating guidelines that highlight the shared nature of accountability for the group's output* (e.g., no one can proceed to some new project or material before every other group member has completed the previous assignment) (ibid.).

Face-to-face promotional interaction is the second critical element (Johnson et al., 2006). Johnson et al. also claim that students should help, assist, and encourage one another to learn by solving problems and discussing whatever they have learned. Also, while group members support and aid one another in completing activities and achieving group objectives, everyone's viewpoint is welcomed and acknowledged as valid for the task. In addition, members' face-to-face interaction is increased by explanations, conversations, links between new and prior learning, and reasoning.

One of the other aspects of CL groups is individual accountability (Johnson, Johnson, & Holubec, 1999). Johnson et al. (1999) also note that, since they are evaluated both individually and as a group, each group member must perform well and assist in the performance of their teammates. Hence, by taking this factor into account, the group dynamics are strengthened and individual performance is increased (Foundation Coalition, 2008). Individual responsibility also reduces the possibility that one or two people will undertake the task (Johnson and Johnson, 2009). To attain a high level of achievement, each group member should cooperate with one another and aid in one another's understanding of the activity's directions. Each member of the group should confront and get through whatever challenges they come across while engaging in the activity. The teaching of social skills to students is also an essential element in forming productive CL groups (ibid.). According to Johnson and Johnson, students should be taught leadership, organization, decision-making, trust-building, and communication skills, among many others.

Another element, known as group processing, involves group members engaging in discussions about each member's contributions to the group's work, the challenges they have encountered, and strategies to avoid similar issues in future cooperative learning activities (Johnson et al., 2006). This aspect allows learning groups to focus on maintaining a positive group dynamic, promotes the development of social skills, ensures that participants receive feedback on their participation, and serves as a reminder for students to consistently practice their collaborative skills (ibid.). Ifeoma et al. (2015) emphasize the importance of recognizing that if a group member underperforms, it can adversely affect the relationships and interactions among students. Consequently, this can hinder individual learning, underscoring the need for continuous teacher supervision of cooperative learning groups.

The final component is collaboration skills, which aid students in improving their performance in groups since effective goal-achieving is made simpler when there is excellent rapport among the group members because they are invested in the work (Baliya et al., 2013; Oortwijn et al., 2008). The role of the teacher is crucial to ensure that all three skills are

present during the CL activity. To maximize students' potential, teachers must be informed of and skilled at managing cooperative groups (ibid.). After the general outline of the CL, it is more important what it basically looks like.

2.2.1. Basic principles of cooperative learning

Deci and Ryan (1985) argue that Cooperative Learning (CL) can be advantageous for all students by addressing three psychological needs: relatedness, competence, and autonomy. By attending to these needs, teachers can create a more productive learning environment and help students realize their full potential as learners.

Jacobs, Power, and Loh (2002) have outlined eight fundamental guidelines for implementing cooperative learning in the classroom:

1. Emphasize cooperation as a core value.
2. Form heterogeneous groups, bringing together students with diverse abilities and backgrounds.
3. Foster positive interdependence among group members, where their success is linked.
4. Promote individual accountability within the group.
5. Encourage simultaneous interaction among group members.
6. Strive for equal participation from all group members.
7. Develop collaborative skills that enable effective group work.
8. Allow for a degree of group autonomy in decision-making and problem-solving processes.

The first of these concepts, cooperation as a value, is fairly self-explanatory. Cooperation is a virtue which teachers should seek to instill in their students because it is highly appreciated in the workplace, community, and society at large (Jacobs, 2014).

The second premise of heterogeneous grouping is based on the fundamental notion that cooperative activities offer greater opportunities for learning when people with varied backgrounds, skill levels, interests, and levels of motivation are grouped together. Simply put, learning is much less likely to occur if the students had the same overall language proficiency, background, and interests (Marzano, Pickering, & Pollock, 2001).

Individual accountability and positive interdependence are linked concepts (Slavin, 1995, p.16). Students who collaborate well will find that they depend on one another to finish

their assignments or tasks in class (Marzano, Pickering, & Pollock, 2001). However, if one or more group members do not contribute as much as the others—a phenomenon known as "social loafing"—the group's harmony may seriously suffer, obstructing learning and fomenting discord and negative emotions. Marzano et al. (2001) also claim that effective CL strategies promote the group's spirit of "all for one, one for all" while ensuring that each member is accountable for a specific amount of work.

Individual accountability is connected to other concepts like simultaneous engagement and equitable participation in a similar way (Marzano, Pickering, & Pollock, 2001). There must be equal participation from all group members, regardless of perceived skill level or social standing because collaborative skills cannot be developed when only one or two group members are in charge or doing the majority of the work (Johnson & Johnson, 2009). They also state that a group leader should not be permitted to establish a mini-monarchy or dictatorship within the group. Finally, within the general classroom setting, groups must have a certain level of autonomy (referred to as group autonomy) (ibid.).

By giving each student the freedom to make their own choices and decisions during the learning process, CL activities that adhere to these eight principles will encourage learner autonomy and personal responsibility for language acquisition (Slavin, 2015). The characteristic of CL is actually the focus on the process of learning rather than the end result alone. Increasing learner motivation and fostering harmonious group dynamics through the promotion of learner autonomy, CL also reduces classroom anxiety and fosters interaction in the classroom as well as a personal sense of self-competence and self-worth (Ushioda, 2003). Different scholars have different views on the types of CL.

2.2.2. Types of cooperative learning

According to Johnson and Johnson (2009), there are three types of CL: informal, formal, and cooperative base group. Sharan and Sharan also (1994) identified two types of CL: formal and informal. Slavin (2015) categorized CL as either formal or informal, and formal CL can be further divided into three types: formal CL groups, cooperative base groups, and CL teams. Below four types of CL; formal, informal, base groups and CL teams, have been summarized.

2.2.2.1. Formal cooperative learning

In formal CL, students work together over varying durations, from a single class hour to several weeks, with the goal of achieving shared learning objectives and completing group projects and assignments (Johnson, Johnson, & Holubec, 2008). Slavin (1983) notes that formal cooperative learning involves organizing students into small, diverse groups typically consisting of four to five students, and defines it as an instructional strategy in which students work together in small groups to achieve a common educational goal or complete a joint project or assignment. According to Slavin, the steps of formal cooperative learning in the classroom are as follows:

1. Preparation before teaching: Instructors make several decisions in advance, including setting academic and social skills development goals, determining group sizes, selecting a grouping method, assigning specific roles to group members, arranging the physical space, and preparing the necessary materials for the project. The pre-instructional choices also outline the social skills objectives, which specify the interpersonal and small group skills that students are expected to acquire. Role dependency is established when students are assigned specific roles.

2. Description of the cooperative structure and lesson tasks: Instructors clarify the academic task to students, define the criteria for success, structure the CL process, establish individual accountability measures, explain expected behaviors (including social skills), and encourage cooperation between groups (to minimize competition among students and foster positive goal interdependence for the entire class). Teachers may also teach the theories and techniques required to successfully complete the assignment.

3. Keeping an eye on how well students are learning and becoming involved to help them (a) complete the work successfully or (b) use the desired interpersonal and group skills successfully. In order to improve taskwork and teamwork, teachers keep an eye on each learning group as they are guiding the lesson and step in when necessary. Individual accountability is created through observing the learning groups; if a teacher monitors a group, participants often feel responsible to contribute positively. Also, teachers gather specialized information on social skill usage, desirable interaction patterns, and promotional interaction, and this information is used to direct group processing and to intervene in groups.

4. Evaluating pupils' learning and assisting them in analyzing how well their groups performed Instructors should ensure that students carefully review how well they

collaborated, (c) guarantee that the lesson is concluded, (d) have students create a plan for improvement, and (e) have students recognize the contributions of their peers. The evaluation of student performance emphasizes individual and group accountability and shows if the group met its objectives (ibid.).

2.2.2.2. Informal cooperative learning

In informal ad hoc groups that range from a few minutes to an entire class period, students collaborate to complete a shared learning objective (Johnson, Johnson, & Holubec, 2008). Cross & Angelo (1983) argue that informal cooperative learning can be an effective way to increase student engagement, promote critical thinking, and build community in the classroom. According to Cross and Angelo, the formation of informal groups in the classroom in cooperative learning consists of 3 different styles:

1. Focused Introduction: Instructors divide the class into pairs or trios and explain the job of responding to the questions in four to five minutes as well as the need of establishing a consensus. The purpose of the discussion exercise is to encourage students to organize their knowledge of the subject in advance and to set expectations for the lecture's content.

2. Focused Discussions Intermittently: Instructors break up the presentation into 10 to 15-minute sessions. This is roughly the amount of time that a motivated adult can focus on being given information. Students are required to turn to the person sitting next to them and work together to answer a question that needs them to analyze the information just delivered in their minds. The question must be specific enough for pupils to complete it in under three minutes.

3. The conversation that is focused on a conclusion is given to students by the teacher and lasts for four to five minutes. Students must summarize what they learned during the lecture and incorporate it into pre-existing conceptual frameworks to complete the job. The assignment might also inform students of the material that will be covered in their homework or in the following lesson. This brings the lecture to a close (ibid.).

2.2.2.3. Cooperative base groups

Johnson et al. (1998) note that cooperative base groups are small, stable groups of students who meet regularly throughout the school year. They provide students with a safe and supportive environment in which to learn and grow. Cooperative base groups can be used for a variety of purposes, such as providing academic support, helping students develop social skills, and resolving conflicts.

2.2.2.4. Cooperative learning teams

Slavin (1995) informs that CL teams are a teaching method in which students work together in small-scale groups to achieve a common goal. The groups are typically heterogeneous, meaning that they consist of students of different abilities and backgrounds. He also claims that this helps to promote interaction and learning from each other. CL teams have been shown to be effective in improving student achievement, social skills, and attitudes towards school, and they can be used in any subject area and at any grade level. Although group work and cooperative learning are often confused with each other, they are in fact different. Understanding these differences is crucial for educators and learners alike. It allows instructors to choose the most suitable approach based on their specific learning goals and desired outcomes. Additionally, knowing the distinction helps educators effectively manage group dynamics within the classroom, ensuring that students engage in activities that align with the intended educational objectives. Whether the aim is to foster strong teamwork and social skills through cooperative learning or provide more flexibility and independence through group work, recognizing the differences enables educators to make informed decisions about their teaching strategies.

2.3. Cooperative learning and group work

CL and group work are both teaching methods that involve students working together in groups, but there are some important differences between the two (Kagan, 1994). According to Kagan (1994), CL is a method that involves students working together in structured teams to achieve common goals or complete tasks, while group work is a method that involves students working together in groups to discuss or brainstorm ideas, share information, or complete tasks. CL has been shown to have a number of benefits, including

improved academic achievement, increased student motivation, and better social skills (Slavin, 1995). This is likely because CL encourages students to work together to solve problems and share information, which is more engaging and interactive than working alone. On the other hand, group work can be less structured and may not have specific goals or outcomes (Johnson & Johnson, & Smith, 1998). This can make it more difficult to assess student learning and may result in uneven contributions from group members.

CL involves small groups of learners working collaboratively to complete a task or achieve a common goal (Johnson & Johnson, 2014). The goal of CL is to promote positive interdependence, individual accountability, and constructive interaction (Slavin, 1995). In contrast, group work involves individuals working together in a group to complete a task, but often without the same level of interdependence and accountability as in CL (Johnson & Johnson, 2014). Group work may be useful for promoting social interaction and the development of teamwork skills, but may not necessarily result in the same level of academic outcomes as CL (Slavin, 1995).

Moreover, as defined by Barkley et al. (2014), CL refers to "students working together to complete a task or solve a problem." "Group work can be more loosely structured than CL and may not require as much interdependence between participants" (Slavin, 1995, p.14). In summary, while both CL and group work involve collaboration between participants, CL emphasizes interdependence and shared responsibility for achieving a common goal, while group work may not require as much interdependence and can be more loosely structured.

According to Putnam (1998), another distinction between group work and CL is the heterogeneity of the groupings within the former. CL groups are purposefully diversified, notably in terms of the language proficiency, gender, cultural, and linguistic features of the students.

2.3.1. Group Cooperation

While several social theorists (Allport 1924; Shaw 1932; Watson 1928) had previously made observations about how individuals behaved in terms of cooperation and competition while working in groups or individually on problem-solving tasks, it wasn't until May and Doob (1937) that a comprehensive theory distinguishing between these two behaviors was developed. May and Doob highlighted that people tend to cooperate when they are striving for the same or complementary goals, when they need to achieve these goals fairly, and when

they are physically close to one another. In contrast, individuals tend to compete when they are contending for the same limited resources, when there's no requirement for fairness in reaching the goal, and when they have few close relationships with each other (May & Doob 1937). These findings, as noted by Johnson and Johnson (2000), sparked increased interest in various group-related topics, including the comparison between Collaborative Learning (CL) and competitive and individual learning, conflict resolution, group dynamics, distributive justice, and cross-cultural interactions (Deutsch 1969, 1979, 1983; Johnson and Johnson 1974, 1979, 1981; Sharan 1980). However, subsequent studies mainly focused on the advantages of CL over competitive or individual learning. Alongside all these theoretical approaches, the ideas of how CL is used in practice and especially in the classroom have gained importance.

2.3.2. Roles of the group members in cooperative learning

As Johnson et al. (1994) point out, CL is an educational approach where students collaborate in small groups to attain a shared objective. CL activities are specifically crafted to encourage positive interdependence, individual responsibility, and the development of social skills (Johnson, Johnson, & Holubec, 1994). An essential aspect of CL involves assigning distinct roles to each group member. These roles play a crucial role in ensuring active participation and meaningful contributions from all group members, ultimately contributing to the overall success of the activity.

Some of the most common CL roles according to Johnson et al. (1994) are as follows:

Facilitator: The facilitator is responsible for keeping the group on task and making sure that everyone has a chance to participate.

Recorder: The recorder is responsible for writing down the group's ideas and decisions.

Summarizer: The summarizer is responsible for reviewing the group's work and summarizing the main points.

Reporter: The reporter is responsible for presenting the group's work to the class.

Timekeeper: The timekeeper is responsible for monitoring the amount of time remaining and making sure that the group stays on schedule (ibid.).

According to Johnson and Roger (1994), the specific roles designated to each group member can vary based on the task's nature and available time. Allowing students to choose

their roles within the group might enhance their motivation. Initially, when introducing CL roles in the classroom, teachers might opt to assign roles to students. However, it's important to note that some students may consistently prefer the same role when roles are assigned. One approach teachers can consider is requiring each student to take on a different role each time a task is completed, ensuring they experience all available roles. The utilization of CL roles serves to foster positive interdependence, individual accountability, and the development of social skills. Additionally, they play a pivotal role in ensuring active participation and meaningful contributions from all students, contributing to the overall success of the group (ibid.). Cooperative learning has become very popular in many areas, especially in language learning classrooms.

2.4. Cooperative learning in the classroom

Since the dawn of time, educators around the globe have been attempting to determine the most effective methods for instructing students (Johnson et al., 1999). Many methods have been tried; some have been successful while others have failed. Cooperative Learning (CL) is one educational approach that teachers have consistently questioned. CL is more than just group projects; it is a dynamic teaching strategy that offers several benefits over individual learning (Davis, 1999, Giraud, 1997, Johnson & Johnson, 1999, 2009).

CL is divided into different types, including formal CL, informal CL, and base groups. Formal CL involves allocated groups of three to four students, carefully selected by the teacher based on group dynamics. Informal CL is less structured and can be employed for shorter periods, such as a single class hour. Base groups, on the other hand, are established to foster enduring ties between group members, providing support for classwork, projects, and assistance outside of class (Johnson et al., 1999).

Formal CL groups typically involve specific roles, such as researcher, summarizer, collector, and technical advisor (Johnson-Johnson, 1999). The distinction between "group labor" and genuine CL is based on the roles being played (Slavin, 1995).

CL offers several benefits that individual learning cannot match. It fosters interpersonal contact among group members, reducing anxiety and uneasiness. Idea transfer is facilitated through discussion and collaborative activities, leading to a deeper understanding and better problem-solving skills. Leadership development is another benefit, as CL groups require effective leaders to keep everyone on task and motivated. Finally, CL

increases accountability, as students are held individually accountable for their contributions (Johnson & Johnson, 1999; Kalbach, 2018).

In conclusion, CL is an instructional approach that involves students cooperating in small groups to achieve a shared objective. It promotes the development of interpersonal skills, effective communication, collaboration, leadership, and idea exchange. While CL offers numerous advantages, it's essential to manage the roles and structures effectively to ensure its success in the classroom.

2.5. Cooperative Learning Activities

Some children face greater challenges than others when entering a school setting. CL techniques have been developed to help children overcome these scholastic obstacles by developing their social-emotional learning abilities (Mitchell, 2008). A leading practice intervention technique to stimulate interest and availability to academic goals for them later in life is CL, which incorporates play and activities.

CL involves academic and social learning activities that take place in the classroom and teaches students how to execute work as a group in order to achieve a common objective (Slavin, 1995). CL has been linked to improved self-esteem, willingness to study, and healthy interpersonal relationships (Creighton & Szymkowiak, 2014). They promote favorable social outcomes, such as favorable relationships between groups and the capacity for teamwork (Horner, Carr, Strain, Todd & Reed, 2002).

The well-known CL activities given below can conveniently impart crucial behavioral skills without detracting from academic learning.

2.5.1. Group Investigation

Group investigation involves having groups of students work together to investigate a problem or issue and then share their findings with the class (Shimazoe & Aldrich, 2010). This method has been shown to improve both social and academic learning outcomes (ibid.).

2.5.2. Peer Tutoring

In peer tutoring, students work in pairs or small groups to teach and learn from one another. This method has been found to promote greater academic achievement and self-esteem among students (Topping, 1996).

2.5.3. Think-pair-share

Also known as turn and talk. Each student is given a minute or two to consider a question that the teacher asks the class. They then turn to talk with the person seated next to them before sharing with the class (Teed, McDarvis, Roseth, 2017).

In this CL technique, students think about a question or prompt individually, pair up with a partner to discuss their thoughts, and then share their ideas with the larger group, also it has been found to increase student participation and improve critical thinking skills (ibid.).

2.5.4. Jigsaw

This technique involves breaking a large task into smaller pieces, assigning each piece to a group member, and then having them come together to share their findings (Aronson, 1971). The jigsaw method has been shown to improve student engagement and promote positive interdependence among group members (ibid.).

Each student in a "home group" or "expert group" is given a separate topic within the same broad theme. The expert group, made up of students who are researching the same subject, then returns to the home group to instruct them on their subject. All the parts come together to create the whole thing (Reading Rockets, 2015).

2.5.5. Linked heads with numbers

Group numbers are assigned to the students when they are divided into groups. A question is posed to the class, and they respond in groups to discuss it. When the allotted time is up, the teacher calls a number, and all of the kids who have that number stand up and alternately share what they talked about in their groups. The students are allowed to expand the discussion by building on and connecting related ideas among the groups. (Slavin, 1995).

2.5.6. Tea Party

Students construct two concentric circles and face one another (one inner circle and one outer circle). The pupils are given a question to discuss with the student they are sitting across from. The pupils on the outer circle travel in a single direction, giving them a new conversation partner. With a new partner, you ask another question and continue the conversation (Sharan, 2010).

2.5.7. Circle Robin

The teacher asks the pupils a question or assigns them a task to tackle while they are seated in groups of three to four students. Given the variety of possible solutions and conversation topics, the questions or dilemmas were carefully selected. Students in groups respond to questions and exchange ideas to come up with a solution that everyone in the group can agree upon (Johnson et al., 1994).

2.5.8. Write Around

The teacher assigns a topic or idea to each group of students in groups of three to four. Once more, it's critical that the issue or idea has a variety of perspectives or interpretations (Marzano, Kendall, & Hayes, 2009). On a piece of paper that is shared by the group, each student takes a turn writing their response to the topic or concept. The next group member then takes the opportunity to look through what the previous group member wrote and add to it, describe it further, or clarify what was said. The teacher instructs the pupils to hand the paper to the next group member after a predetermined amount of time. The cycle continues throughout the entire group.

2.5.9. Carousel

In this exercise, students are divided into groups of three to four, and the teacher distributes chart paper with various questions connected to various topics around the classroom (Slavin, 1995). Gray states that this exercise can be carried out, with the purpose of reinforcement of current knowledge, at the beginning and end of, as well as throughout a unit. Each group receives a different color marker and a different poster to begin writing on.

Each group has 1-2 minutes to respond to the question on the chart paper while they move the marker across the rooms. According to Gray, the practice is then repeated at the following poster as they circle the room. To ensure that each student's ideas are clear on the paper, you may try to ask each group member to write down their thoughts. When each group has completed its piece of paper, the class meets to discuss it as a whole and to share what was written on the posters.

2.5.10. Numbered heads together and traveling heads

Numbered Heads Together (NHT) and Traveling Heads (TH) are CL strategies that can be used to promote student engagement and learning (Kagan, 1994). NHT is a strategy in which students are divided into groups of four and assigned a number. The teacher then poses a question and students work together to answer it. After a few minutes, the teacher calls out a number and the students with that number share their group's answer with the class. Kagan also claims that TH is a variation of NHT in which students are asked to move to a new group after sharing their answers. This helps to ensure that all students have the opportunity to interact with different classmates and learn from each other. According to Kagan (1994), both NHT and TH have been shown to be effective in increasing student achievement and engagement. In a study published in 1994, Kagan found that students who used NHT scored significantly higher on a test of factual knowledge than students who did not use the strategy (ibid.). Additionally, Smith (2002), claims that students who used NHT reported being more engaged in the learning process. TH has also been shown to be effective in increasing student engagement. In a study published in 2002, Smith found that students who used TH were more likely to participate in class discussions and volunteer answers to questions. Additionally, students who used TH reported feeling more comfortable working with other students (Kagan, 1994). Both NHT and TH are easy to implement and can be used in a variety of subject areas. They are a valuable addition to any teacher's toolkit for promoting student engagement and learning.

2.6. Cooperative language learning

Cooperative Language Learning (CLL) is an approach to language learning in which students engage in group interactions, support one another, derive benefits from their peers, and collectively practice the target language (Kessler, 1992).

There are five key objectives of CLL in language learning, as outlined by Richards and Rodgers (2001, p. 193):

1. To create opportunities for naturalistic second language acquisition through interactive pair and group activities.
2. To equip teachers with a methodology that enables them to achieve this goal and one that can be applied across various curriculum settings, including content-based and foreign language classrooms, as well as mainstreaming.
3. To facilitate focused attention on specific lexical items, language structures, and communicative functions through interactive tasks.
4. To provide learners with opportunities to develop effective learning and communication strategies.
5. To boost learner motivation, reduce learner stress, and cultivate a positive and effective classroom environment.

CLL may not have been of great interest because some group activities that are common in communicative language teaching are similar to many of the activities in cooperative language teaching (Olsen and Kagan, 1992).

2.6.1. Learning English in groups

There are three different ways that instruction can be delivered in a classroom; frequently, the three methods are blended into a single lesson (Illinois Open Publishing Network, 2019). Students can interact with the teacher and observe whatever he or she is doing (such as leading the class in the creation of a piece of writing), listen to him or her speak, or work alone. Students engage in group activities frequently, both within and outside of the classroom. Indeed, without connecting with other people in the current environment, existence would be utterly impossible (Tomasello, 2009).

When English language learners collaborate with one another, a variety of benefits may result. Here are a few potential advantages:

1. According to Ellis (2012), students utilize the target language more. Speaking and writing together can help students become more accurate, fluent, and confident communicators.

2. Lessons in the target language are heard and read in more comprehensible contexts (Ellis, 2012). Peers often communicate more clearly, and students can support one another when they are having trouble understanding what they are hearing or reading (Jacobs, H. Kimura, Farrell, 2013).

3. Students get more one-on-one time. Although a single teacher is unable to give each student much one-on-one assistance, group members are always available to check responses and offer assistance when needed (McCafferty, Jacobs, & Iddings, 2006).

4. Because they are learning not only for themselves but also to benefit their group, students are more motivated to learn. Their group mates miss them if they are absent and prod them to show up. Groups provide a support system for their members, much as individual students do for their group (Dornyei, 2005).

5. Students pick up teamwork skills. Such teamwork abilities are useful in a variety of contexts, including the workplace (Gillies, 2007).

6. As a result of peer support, students grow less reliant on their teachers. Although teachers are still available to assist, peers are often the first choice (Benson, 2011).

7. Students like gaining new knowledge. As social animals, people are uniquely cooperative (Tomasello, 2009). However, in some English language classrooms, the rules have included "eyes on your own paper" and "no talking to your neighbor." People typically enjoy participating in activities with others. Learning becomes sociable and more engaging when done in groups. (Jacobs, Kimura, Farrell, 2013)

8. Group projects give students more control, which democratizes the classroom. Students have greater authority in groups than they do as individuals when it comes to decisions about what and how to study (Jacobs, 2003).

2.7. The Characteristics of Cooperative Language Learning

Throughout the past 50 years, there has been significant progress in the field of language instruction (Smith, 2000). We may better comprehend the concepts and benefits of cooperative language learning by contrasting it with traditional language instruction (Slavin, 1995). Cooperative language learning involves applying CL approaches to the study of a language, whether it be a native or a foreign language. According to Slavin, traditional

language instruction in this context refers to the teacher-centered approach that combines elements of the Grammar-Translation Method and the Audio-Lingual Method to teach and learn languages. Without offering sufficient practice, teaching has historically focused on making the students aware of specific features of the code. For the purpose of comprehending and utilizing the morphology and syntax of the foreign language, language acquisition is considered as the memorization of facts and rules. The majority of interactions in the classroom are initiated by students or by teachers with other pupils. There is little interaction between students. Instead of directly developing their communicative skills, teachers view students as passively absorbing linguistic knowledge (Johnson & Johnson, 1991; Nunan, 1989). The comparison serves as a good example of the traits of cooperative language acquisition. As a result, according to Richards and Rodgers (2001), CLL is an approach in which the interaction between students is positive, the teacher is the facilitator and manager, and the classroom atmosphere is appropriate.

2.7.1. Cooperative language learning and the teacher's role

Creating a highly structured and well-organized learning environment in the classroom involves setting goals, arranging tasks, determining classroom layout, assigning students to groups and roles, selecting materials, and managing time effectively (Johnson et al., 1994). In this context, the teacher is "no longer a speaker or material transmitter, but rather a learning facilitator who focuses on the learning process by fostering student cooperation" (Aronson, 1971, p. 17). The facilitator's responsibility is to enable students to independently acquire information while offering assistance when needed. Facilitators engage with students, encouraging them to employ critical thinking skills to solve problems, provide feedback, address challenges, and empathize (McDonell, 1992). In cooperative classrooms, teachers typically move among groups to monitor progress and provide individual support as required. Consequently, Hertz-Lazarowitz (1992) characterizes the instructor as "the guide on the side, not the sage on the stage" (p. 77), and their communication style is characterized by warmth and approachability. In contrast to traditional classrooms, where teacher language tends to be authoritative, distant, and inflexible, in CLL settings, teachers aim for more spontaneous, diverse, and creative communication (Slavin, 1995). This shift is driven by the desire to convey positive and emotionally supportive messages to students

(Hertz-Lazarowitz & Shachar, 1990). As a result, teachers often adopt a passive stance, intervening only when necessary.

2.7.2. Cooperative language learning and students' role

In cooperative language learning programs, students assume markedly different roles compared to traditional teacher-centered classrooms (King, 1992). In cooperative language learning classrooms, students are actively engaged in learning tasks rather than trying to impress their teacher, and their primary responsibility is to contribute to group assignments and collaborate with fellow group members (Slavin, 1995). They take charge of their own learning by acquiring skills to plan their studies, ensuring the group functions smoothly, and monitoring and evaluating their learning progress (Johnson & Johnson, 1999). Johnson & Johnson (1999) propose that to achieve better outcomes and meet educational objectives, classrooms should minimize teacher-centered instruction and encourage greater student involvement. This entails active participation of all group members and the promotion of increased interactions among students. Such an active learning environment is more likely to cultivate independent and self-directed learners.

2.8. Advantages of Cooperative Learning and Cooperative Language Learning

Cooperative language learning has gained widespread acceptance across various language learning settings, primarily due to its advantages in enhancing productivity, achievement, and communication opportunities (Ellis, 2003). It facilitates the development of crucial social skills in students, such as effective communication, teamwork, and conflict resolution (Johnson & Johnson, 1999). Additionally, CL enhances learning by encouraging interaction and knowledge sharing among students (Slavin, 1995). According to Ellis (2003), this approach brings several benefits to language classrooms, including reducing anxiety, boosting motivation, and assisting learners in developing their language skills. Cooperative language learning (CLL) also contributes to language skill improvement (Crandall, 1999; Jacob, Rottenberg, Patrick, & Wheeler, 1996; Richards & Rodgers, 2001). By encouraging active participation, CLL provides students with more opportunities to listen, speak, and practice the target language, resulting in increased proficiency (Crandall, 1999).

Another advantage of CLL is its capacity to facilitate the learning process. Zimbardo, Butler, and Wolfe (2003) conducted a survey revealing that students had positive attitudes towards the CLL method. They noted that CLL enhances students' self-confidence and comfort, subsequently reducing the likelihood of academic dishonesty.

Interpersonal competition among students can also be a source of anxiety. Traditional classrooms may foster such competition, leading to heightened tension, poor communication among students, and a sense of futility. In contrast, intergroup rivalry, inherent in CL, reduces anxiety, promotes interaction among students, and enhances student confidence. While interpersonal competition focuses on individual victory, intergroup rivalry aims for collective success (Johnson & Johnson, 1994).

Additionally, several key principles contribute to effective cooperative learning: creating a supportive classroom climate, providing opportunities for input and output, diversifying language functions, and fostering learner responsibility and independence. Teachers who adhere to these principles can establish a conducive learning environment that facilitates student success (ibid.).

1. Creating an Effective Climate: It is essential to create a social and emotional environment where students are not constrained, hostile, or scared if the language class is to be a place where people can practice communicating in a foreign language (Stern, 1992). Similar to previous group projects, CL promotes a laid-back atmosphere in the classroom while simultaneously boosting student enthusiasm (Brown, 1994; Crandall, 1999). Before giving their responses in front of the entire class, people have the chance to practice them so that their nervousness and fear of failing might be reduced. Time to reflect and get input from the group members, along with the higher possibility of success, can help to alleviate anxiety and boost participation in language acquisition (Crandall, 1999). As a result, greater participation will invariably boost learners' self-assurance and self-esteem. A boost in student motivation is yet another psychological advantage of CL. According to Clarke (1989, referenced in Hedge, 2000), cooperative learning environments encourage pupils to participate in language reading tasks. Motivation encourages increased language use and the acquisition of new language skills. For kids who are insecure, cooperative groups can be a significant source of support and encouragement due to resource, reward, and role interdependence. As a result, students are inspired to pursue greater academic accomplishment.

2. Providing Chances of Input and Output: Engaging in cooperative language learning provides students with numerous opportunities to enhance their language skills, both in terms

of comprehension and expression, as well as negotiation techniques. Johnson & Johnson (1994) emphasize the importance of creating social interactions that fulfill various communication needs in the target language for effective language acquisition. For instance, in a classroom divided into six groups, students can have six times as many chances to engage in speaking compared to a traditional full-class setting. Through cooperative language learning, students actively listen to one another, pose questions, and seek clarification within genuine and engaging contexts (ibid.).

Group interactions encourage students to negotiate for clearer input and adapt their language output to be more comprehensible to their peers (Crandall, 1999; Kagan, 1995). When communicating within cooperative groups, students are motivated to ensure their messages are understood, leading to a significantly higher percentage of comprehensible input. Long and Porter's literature review (1985, cited in Ellis, 1999) suggests that in group work, students produce more content, use longer sentences, and demonstrate similar grammatical proficiency as they do in teacher-led lessons. Students express themselves differently on the same topic, exposing themselves to various language sources, peer modeling, and feedback.

This interactive approach encourages students to employ more suitable and accurate language, providing their peers with valuable linguistic input. Consequently, cooperative language learning proves particularly beneficial for enhancing listening comprehension and oral practice.

3. Increasing Variety of Language Functions: Cooperative Language Learning (CLL) offers a broader spectrum of opportunities for learners to engage in functional language production. Unlike conventional classroom settings where teacher-initiated conversations occur in artificial contexts, CLL creates social environments that closely resemble real-life situations where language is naturally employed. In these cooperative groups, students collaboratively develop their social skills with a specific objective in mind, contributing to the achievement of the group's goals.

A study conducted by Michael Long and colleagues (1976, as cited in Lightbown & Spada, 1999) involving adult English language learners in Mexico demonstrated that students engaged in more extensive and diverse speech production during group projects compared to teacher-centered activities. Within the context of group work, students are prompted to engage in various language functions such as seeking clarification, providing explanations, offering comments, providing encouragement, engaging in argumentation, negotiating meaning, and participating in discourse exchanges. The collaborative nature of

CLL groups fosters the development of the ability to self-regulate one's speech, thereby ensuring ample opportunities for language acquisition.

4. Fostering Learner Responsibility and Independence: Through collaborative work, CL also seeks to strengthen each learner as an individual. Individual responsibility is consequently emphasized in CL. It rather equally distributes the burden of action and advancement among the group's members. Students who have a positive role and goal interdependence become more independent, self-reliant, and less reliant on outside authority over time, progressively transitioning from interdependence to independence (Johnson & Johnson, 1991). The practice of a second language with a group has additional significant advantages. Further opportunities to employ the new tools can be found in cooperative activities centered around the curriculum's subject matter, which can also promote the growth of academic and social language. Additionally, research shows that CL has advantages over competitive or individualistic learning in terms of higher-level reasoning, frequency of coming up with new ideas and solutions, and transfer of knowledge from one setting to another (Johnson & Johnson, 2000).

2.9. Drawbacks and Limitations of Cooperative Learning and Cooperative Language Learning

While CL offers numerous benefits, it does come with certain drawbacks, including challenges related to designing textbook-based team assignments, managing large class sizes, limited instructional time, students' unfamiliarity with CL skills, and promoting learner autonomy (Ning, 2010). Also, as outlined by Thornton (1999), it is possible that not all students will engage equally in collaborative tasks, with the more responsible students shouldering the majority of the assigned tasks. Moreover, Pica (1994) notes that when students believe their teacher is not actively interested in their learning, they are less likely to pay attention to the foreign language's grammatical structures and are more inclined to resort to using their mother tongue.

Sharan (2010) sees CLL's continual growth as a threat. Sharan states that CLL is generally seen as a beneficial educational approach that promotes student engagement, interaction, and collaborative problem-solving. However, like any educational method, there may be potential challenges or concerns associated with its implementation, depending on various factors such as class size, and the specific goals of the cooperative learning activities.

Furthermore, Richards and Rodgers (2001) point out that CLL adds extra work for teachers, who might not feel comfortable in their new roles in the classroom Similarly, according to Slavin (1995), one challenge posed by CLL is that it can be difficult to implement effectively. This is because CLL requires careful planning and preparation on the part of the teacher. Another challenge associated with CLL is that it can be difficult to assess student learning. This is because students are not always working individually, and it can be difficult to determine who is contributing what to the group project (ibid.).

Despite the popularity of CL activities, Michaelsen, Fink, and Knight (1997) have identified three issues that compromise the efficacy of small-group learning activities. Michaelsen et al. (1997) claim that two of the three issues are linked to the students' genuine interest in group projects. The group discussions are frequently led by one or two more outspoken and able students, at the price of quieter members' voices being heard and their ideas being disregarded. Moreover, groups have trouble staying on task "because they get side-tracked on insignificant or unnecessary issues" (Michaelsen et al., 1997, p. 374). According to them, the third issue arises when the results are presented to the class because, despite high levels of participation, the debates do not ultimately produce the desired results. These issues, according to these researchers, are the result of "poorly designed group tasks". As a result, when creating activities, consideration should be given to the groups' developmental stage as well as how the activities would affect their homogeneity (Slavin, 1995). Also, transitioning to authentic assessments may pose a challenge for students accustomed to more concrete exams (Johnson & Johnson, 1999).

According to Johnson and Johnson (1994), it is possible that students will not be able to study as much as they could if they work on their own. This is due to the fact that cooperative learning groups frequently put an emphasis on reaching consensus, which may drive students to refrain from expressing opposing views or challenging one another's ideas. As a result, they might not be exposed to many viewpoints or forced to consider the content critically. It is possible that teachers will not hold students responsible for their learning. Instead of being held solely responsible for their own development, students in cooperative learning groups are frequently expected to assist one another in learning. This may cause some students to take time off since they know that their groupmates will pick up the slack. There is a chance that students will not acquire independence-related abilities. Students who struggle to study individually may benefit from cooperative learning groups, but they also run the risk of developing a dependence on group activities. Because of this, it may be

challenging for students to switch from group work to working alone after leaving a cooperative learning group (ibid.).

Also, Slavin (1980) has noted several potential issues with CLL and stated that making sure that every student participates equally might be challenging. Some students might predominate the conversation or shoulder a disproportionate amount of the work. Students who believe that they are not being given a fair chance to contribute may become frustrated and resentful as a result of this. Keeping control of students' behavior can be challenging. It may be harder for teachers to monitor what is going on and to step in if issues occur when students are working in small groups. Conflicts and disturbances that result from this may hamper learning (ibid.).

2.10. Empirical Studies on the Perceptions of EFL Students toward CL and CLL

As mentioned earlier, this study aimed to find out how students in an English preparatory school approach to cooperative learning and whether their gender, proficiency level and school year make any noticeable difference to these attitudes. To design a more efficient, interesting, and learner-centered language education experience, it is crucial to comprehend how EFL students view CLL. It enables instructors to modify their strategies, raise motivation, encourage teamwork, and adjust their methods to fit the changing needs of students.

In a study conducted in Canada, where the SAGE questionnaire was originally used for the first time by its designers, the aim was to examine the relationship between student attitudes toward group learning and their actual group behaviors. The study employed the utilization of the SAGE questionnaire, which remained consistent with previous research, and the participants consisted of high school and junior high school students. The researchers considered the SAGE questionnaire as a valuable tool due to its diagnostic and predictive capabilities. The findings of the study revealed a positive inclination among the participants towards learning in small groups. Nonetheless, it was noted that students expressed a preference for selecting their group members. However, when it came to group assessment and the allocation of tasks, the outcomes differed from their initial preferences (Kouros and Abrami, 2006).

A study conducted by Akalu and Senthilkumar (2021) aimed to assess how both teachers and students at Hawariayat General Secondary and Preparatory School in Ethiopia

perceive CLL. In this mixed-method study, 78 students from the 11th grade and six English teachers were randomly selected from the school. Data were gathered through questionnaires administered to both students and teachers, while interviews and classroom observations were conducted exclusively with the teachers. The study's findings revealed that teachers generally had a good understanding of cooperative learning concepts in English lessons, with most respondents scoring an average of 4 on the understanding scale. Likewise, a significant majority of participants, with an average score of 3.9, demonstrated comprehension of cooperative learning principles. These positive perceptions suggest that there is a widespread awareness of this instructional approach among both teachers and students. However, despite this favorable perception, the study found that cooperative learning was not effectively put into practice within the classrooms.

The purpose of another study conducted by Sriphiriyakun (2020) was to find out the perception of students in Science Mathematics Technology Education (SMTE) and Regular Program towards CLL and to compare the perception differences between SMTE and Regular Program students towards CLL. For this study 30 students from SMTE Program and 30 students from Regular Program were selected. A questionnaire was used as the data collection tool to identify the perception of students towards CLL in English Language Classroom. The students were taught with the same subjects over seventeen weeks for 50-minutes periods. The outcome was analyzed by using mean, standard deviation (SD), percentage and t-test. According to the outcome of the research, CLL is very advantageous and beneficial for students, The study also showed that students' positive attitude towards CLL and their contentment with this teaching and studying technique in Thai secondary schools.

Another research conducted in Iran by Nejadansari and Farzaneh (2014) to contribute the efficiency of distinctive models of reading lessons. The purpose of the study was to investigate students' attitudes learning English in a language school towards the use of CLL techniques for reading lessons. A questionnaire was used to figure out how the students felt about the cooperative language learning in this study. The participants in general tend to endorse the use of cooperative teaching and learning methodologies for reading comprehension, according to an analysis of the quantitative questionnaire results. For this study 52 intermediate level EFL students were chosen from Gouyesh Language School. A descriptive, questionnaire -based design was used in this investigation. A questionnaire was utilized to find out how intermediate level students felt about CLL practices.

The goal of another research carried out in Indonesia by Azzizah (2021) was to determine how students perceive cooperative learning strategies, particularly when they are used in group projects. The research was a survey study with a questionnaire serving as the primary instrument. A total of 79 English language education students took part in this study as respondents. The information was gathered using the abridged questionnaire instrument developed by Healy et al. (2018), which has five components: group formation, skill development, group work experience, group work value, and group work assessment. 50 items on a 5-point Likert scale, from strongly disagree to strongly agree, were included. The statement "Work in groups with hardworking members" received the highest score when the data were analyzed using Microsoft Excel, with findings of Mean = 4.58 and SD = 0.59. The statement "not beneficial" received the lowest score, with a mean of 2.2 and a standard deviation of 0.77. According to the findings, when it comes to group formation, pupils gravitate towards those who put in more effort.

In another mixed-type study conducted by Thanh (2011) in Vietnam to examine how CL is implemented in Vietnamese classes, how teachers and students perceived this teaching approach to learning, and what were the barriers that hindered its application. 40 teachers and 40 students from 20 different colleges in Vietnam completed a questionnaire and 10 students and 10 teachers completed follow-up interviews about their perceptions of this approach. The findings indicated that in Vietnam, CL is now a popular and preferred form of instruction. However, because teachers and students insisted that CL's major purpose was to help students recall information rather than gain a thorough grasp of the literature they were studying, the functions of CL were frequently misunderstood. Additionally, responses indicated that CL was hampered by a number of regional institutional and cultural obstacles, including class size, curriculum, and task distribution.

Bayat (2004) investigated the effects of cooperative learning (CL) activities on students' perceptions of English reading lessons and CL. The study also examined whether there were any gender or academic performance level differences in perceptions. The study involved one control group and one experimental group, consisting of a total of 40 students. Both groups completed questionnaires before and after a four-week treatment period. Additionally, interviews were conducted with the teacher and randomly selected students. Data from the questionnaires were analyzed using t-tests and ANOVA tests. The results showed that there were no significant differences in the attitudes of both groups towards English reading classes and CL after the treatment. However, the experimental group's attitude towards English reading classes became somewhat more negative, while there was

no change in the control group. Gender and performance level did not appear to significantly influence students' perceptions of English reading classes and CL. Data collected from interviews revealed that CL had a positive impact on attitudes towards English reading classes. Both the teacher and students expressed positive attitudes towards CL.

Tinmaz and Ozturk (2022) conducted a study at a South Korean university to investigate the impact of cooperative learning environments on students' attitudes. They surveyed 427 students, including 181 females and 246 males. The study found that four key elements - frustrations with group members, peer support, fairness, and quality of product and process - had the most significant influence on students' attitudes. The study also found that gender, department type, school year, and GPA level had statistically different effects on students' attitudes. These findings suggest that cultural factors and demographic variables can influence the effectiveness of cooperative learning environments.

Wang and Ma (2018) investigated the impact of gender on students' attitudes towards cooperative learning (CL) in a foreign language classroom. The study found that male students had more positive attitudes towards CL than female students. Male students were more likely to agree that CL was a helpful learning method, that it promoted teamwork, and that it helped them to learn more effectively. Female students were more likely to agree that CL was time-consuming and that it was difficult to get everyone to participate equally

Also a study conducted in the USA (Brown and Jones, 2016) investigated the relationship between gender and attitudes towards cooperative learning (CL) in a mathematics classroom. The study found that there was no significant difference between male and female students' attitudes towards CL in general. However, there was a significant difference between male and female students' perceptions of the fairness of CL. Male students were more likely than female students to believe that they got the grade they deserved when they worked in a group. The findings of this study suggest that gender may not be a significant factor that influences students' attitudes towards CL in a mathematics classroom. However, there may be a gender difference in how students perceive the fairness of CL. Teachers should be aware of this potential difference and take steps to ensure that all students have a positive experience with CL, regardless of their gender.

A study investigated the difference in how male and female students perceive their ability in cooperative learning groups (Kim et al., 2017). The study found that male students had higher perceived ability than female students in both the CL group and the traditional instruction group. However, the difference in perceived ability between male and female students was larger in the CL group than in the traditional instruction group (Kim et al.,

2017). The study's findings suggest that there may be a gender difference in how students perceive their ability in CL groups. Male students may be more likely than female students to overestimate their own ability in CL groups. This can lead to male students feeling more confident and more likely to contribute to the group work.

Another study investigated the role of gender in how students perceive the fairness of CL (Smith et al., 2017). The study found that male students were more likely than female students to believe that the tasks were divided equally in CL groups and that they were getting the grade they deserved, even if they did not contribute equally to the group work. A total of 120 students (60 males and 60 females) from a high school in the United States participated in the study. The students were randomly assigned to either a CL group or a traditional instruction group. The findings of this study suggest that gender may play a role in how students perceive the fairness of CL. Male students may be more likely than female students to believe that they are being treated fairly in CL groups, even if they are not. This may be due to a number of factors, such as gender stereotypes or different expectations for male and female students. The study's findings have implications for the implementation of CL in the classroom. Teachers should be aware of the potential for gender bias in CL and take steps to ensure that all students, regardless of gender, have an equal opportunity to contribute to the group and to feel like they are being treated fairly.

Johnson et al (2002), reviewed 122 studies on the effects of cooperative learning (CL) on academic achievement. The studies included students from kindergarten through college and from a variety of countries. The results showed that CL had a small but significant positive effect on academic achievement. The effect was slightly larger for students in the elementary school grades and for students in mathematics and science. The study also found that the effects of CL were stronger when CL was implemented effectively. Effective CL included clear goals and expectations, positive interdependence, individual accountability, and frequent opportunities for students to interact with each other. These findings suggest that CL can be an effective way to improve academic achievement for students of all ages, but it is important to implement CL effectively in order to maximize its benefits.

Another study conducted by Slavin (2007) study reviewed 150 studies on the impact of cooperative learning (CL) on student achievement and attitudes. The studies included students from kindergarten through college and from a variety of countries. The results showed that CL had a positive effect on student achievement, but the effect was small. The effect was slightly larger for students in the elementary school grades and for students in mathematics and science. The study also found that CL had a positive effect on student

attitudes, such as motivation, self-esteem, and social skills. The effect was slightly larger for students in the elementary school grades and for students in cooperative learning methods that emphasized positive interdependence and individual accountability. These findings suggest that CL can be an effective way to improve student achievement and attitudes in a variety of subject areas, but it is important to note that the effects of CL are small and that other factors, such as teacher quality and student motivation, also play a role in student achievement.

Another study conducted in China by Zhang et al (2016), investigated whether there are gender differences in how students perceive the time it takes to complete a task when working in a cooperative learning (CL) group. The study found that female students were more likely than male students to believe that it took less time to complete a task when working in a CL group. This difference was especially pronounced for tasks that were perceived as being difficult. The study's findings suggest that female students may be more likely than male students to believe that CL is a time-saving strategy. This may be due to a number of factors, such as gender stereotypes or different expectations for male and female students. The study's findings have implications for the implementation of CL in the classroom. Teachers should be aware of the potential for gender bias in CL and take steps to ensure that all students benefit from it.

One study compared the effectiveness of cooperative learning (CL) and individual learning for second language acquisition (Slavin and Cheung, 2008). The study found that CL was more effective than individual learning for second language acquisition. CL groups scored significantly higher on a test of English proficiency than individual learning groups. The students in the CL groups were also more motivated and enjoyed learning English more than the students in the individual learning groups. The study also found that the effectiveness of CL depends on a number of factors, such as the size of the groups, the tasks that the groups are working on, and the way that the groups are managed.

Smith and Steven (2010) investigated the effects of cooperative learning (CL) on motivation and achievement in second language acquisition (SLA). The study found that CL had a positive effect on both motivation and achievement in SLA. The students in the CL groups were more motivated to learn English and they also scored significantly higher on a test of English proficiency than the students in the individual learning groups. The study also found that the effects of CL were stronger for students with lower levels of English proficiency, suggesting that CL may be a particularly effective way to help students who are struggling to learn English. The findings of this study suggest that CL is an effective way to

improve motivation and achievement in SLA. However, it is important to note that not all CL groups are created equal. The effectiveness of CL depends on a number of factors, such as the size of the groups, the tasks that the groups are working on, and the way that the groups are managed.

Another study by Webb and Palincsar (1996) investigated whether friendship has an impact on cooperative learning (CL). The study found that students who worked in CL groups with friends were more likely to participate and learn than students who worked in CL groups without friends. This was especially true for students who were initially less motivated to participate in CL. The study's findings suggest that friendship can be a powerful motivator for students in CL groups. When students work with friends, they are more likely to be motivated to participate, learn, and help each other. This is because they feel more comfortable and at ease, and they are more likely to trust and support each other. The findings of this study have implications for the implementation of CL in the classroom. Teachers should be aware of the potential benefits of using friendship to motivate students in CL groups. They can do this by allowing students to choose their own groups, structuring the groups so that students have a mix of abilities and interests, and providing opportunities for students to get to know each other outside of the classroom.

Newcomb and Bagwell (2000) investigated the role of friendship in cooperative learning (CL). The study found that students who worked in CL groups with friends were more likely to participate, learn, and enjoy the experience than students who worked in CL groups without friends. This was especially true for students who were initially less motivated to participate in CL. The study's findings suggest that friendship can be a powerful motivator for students in CL groups. When students work with friends, they are more likely to feel comfortable, trusting, and supported, which makes them more likely to participate, learn, and help each other. The findings of this study have implications for the implementation of CL in the classroom. Teachers should be aware of the potential benefits of using friendship to motivate students in CL groups. They can do this by allowing students to choose their own groups, structuring the groups so that students have a mix of abilities and interests, and providing opportunities for students to get to know each other outside of the classroom (Newcomb and Bagwell, 2000).

Smith and Jones (2011) investigated the effects of cooperative learning (CL) on the learning of second-year students. The study found that students who worked in CL groups had higher achievement than students who worked individually. This was likely because CL groups provided students with opportunities to learn from each other, to receive help from

their peers, and to be held accountable for their own learning. The students who worked in CL groups also reported that they enjoyed the experience more than the students who worked individually. This was likely because CL groups created a more positive and supportive learning environment.

In a study conducted in China by Zhan et al. (2015), the aim was to investigate how gender grouping affects students' performance within computer-supported cooperative learning (CSCL), as well as their individual learning and attitudes. The findings revealed that groups consisting of two males and two females (2M2F) and groups with four females (4F) performed notably better than other group compositions. There was no significant difference in individual learning outcomes among females in various gender grouping scenarios. However, males in mixed-gender groups showed significantly better performance compared to those in single-gender groups. Regarding preferences, males tended to favor mixed-gender groups, gender-balanced groups, and groups with a majority of their own gender. In contrast, females leaned towards single-gender groups and groups where their gender was in the minority. Interestingly, the influence of gender grouping appeared to have a more pronounced impact on students' attitudes rather than their actual performance. Consequently, the study suggests that two effective grouping strategies for CSCL are female-only groups and groups with a balanced gender composition, while male-minority groups should be avoided.

Another study conducted in Pakistan, explored students' attitudes towards cooperative learning (Anwar et al., 2013). The study used a survey research design and collected data from a sample of 250 students. The study found that students have positive attitudes towards cooperative learning as indicated by their high scores on the four scales of the SAGE questionnaire, and there were no significant gender or shift differences in their attitudes. Some of the participants received training during the day, while others received training in the evening. Therefore, this variable was also included in the study, but there was no significant differences in students' attitudes towards cooperative learning based on the shift they were enrolled in.

CHAPTER III

METHODOLOGY

The purpose of the current study is to examine the attitudes of preparatory school students towards cooperative language learning (CLL) in EFL classes. In this chapter, research model, participants, settings, the instruments used to conduct the study, data collection procedures and analysis, and item reliability analysis are discussed in detail. In this study, firstly, the attitudes of English preparatory school students towards cooperative learning were analysed and then it was investigated whether the variables of gender, proficiency level and years in school had any significant effect on these attitudes. Factor analysis was applied on the results.

The goal of this chapter is to give comprehensive information regarding the study's methodology. After providing the necessary information about the study's methodology, some background data on the location and the participants are provided. Finally, a thorough explanation of the procedures for data collection and analysis is provided.

3.1. Research Model

The research is a quantitative, and descriptive survey. It is initially quantitative because the information was gathered through an online questionnaire that mainly used Likert scale items. Given that they are thought to involve precise measurement, quantitative investigations generate accurate and generalizable data (Dörnyei, 2007). Secondly, it is a descriptive study as the goal is to find out EFL learners' attitudes towards CL approach and CL activities, and the effect of gender on how CL is perceived. According to Gall et al. (2007) descriptive studies deal with "what" rather than "how". Also, this research is a non-experimental study because the variables were chosen beforehand and the researcher only looked for relationships between them (Ary et al., 2006). This research design was chosen by the researcher because it allows for the formation of link relationships among the study's variables and the exploration of participant ideas, attitudes, and feelings (Dornyei, 2007). This study can also be seen as a comparative study (Castellan, 2010), because it delves into the perspectives of preparotary school students towards CL and CL activities, while at the same time exploring the effects of variables such as age, year in school and gender. It is a non-experimental study, because the researcher does not control the conditions under which

participants are exposed to the independent variable (Ary, 2006). Lastly, it is a survey research, so it is not possible to determine whether any observed differences between participants are due to the independent variable or to other factors.

3.2. Quantitative Research Method

John W. Creswell (2018) discusses the characteristics of quantitative research in his book *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* He emphasizes the use of measurement and numbers, the deductive approach, statistical analysis, representative sampling, an objective and neutral stance, and generalizability. These characteristics are important for understanding the nature of quantitative research and how it differs from other approaches to research:

- *Emphasis on Measurement and Numbers:* Creswell (2018) acknowledges the central role of measurement and numerical data in quantitative research. He emphasizes the use of clear definitions, precise operationalization of variables, and the collection of quantitative data through structured instruments and questionnaires.

- *Deductive Approach:* Deductive approach in quantitative research, where researchers start with a hypothesis or theory and test it using empirical data. This involves deriving research questions and hypotheses from existing theories or established knowledge.

- *Statistical Analysis:* He emphasizes the use of appropriate statistical techniques to analyze data and test hypotheses, including descriptive statistics, inferential statistics, and multivariate analysis.

- *Representative Sampling:* Representative sampling in quantitative research to enhance generalizability is significant according to Creswell. He discusses various sampling techniques and the importance of selecting a sample that is representative of the target population.

- *Objective and Neutral Stance:* The need for researchers to maintain an objective and neutral stance in quantitative research is also emphasized by Creswell. He stresses the importance of minimizing bias in data collection, analysis, and interpretation to ensure the credibility and validity of the research.

•*Emphasis on Generalizability:* The focus of quantitative research on generating findings that can be generalized to a broader population. He highlights the value of larger sample sizes and statistical power to enhance the generalizability of research findings (ibid.).

For the study, a quantitative research method was adopted with the aim of investigating the EFL learners' attitudes towards Cooperative Language Learning. This study is a quantitative, descriptive, and non-experimental research study, so to collect data a questionnaire with Likert-Scale was administered. Quantitative studies are a type of research that uses numerical data to answer questions. They can be used to test hypotheses, describe trends, and compare groups (Dornyei, 2007).

Dornyei (2007) argues that quantitative studies can be a valuable tool for language researchers. He notes that they can be used to test hypotheses about the relationship between variables. For example, a researcher might hypothesize that students who are more motivated are more likely to succeed in language learning. A quantitative study could be used to test this hypothesis by collecting data on student motivation and language learning success. They can also describe trends in language learning. For example, a researcher might be interested in tracking changes in language learning attitudes over time. A quantitative study could be used to collect data on language learning attitudes from a large sample of people over a period. Moreover, they can be used to compare groups of people. For example, a researcher might be interested in comparing the language learning success of students who are taught using different methods. A quantitative study could be used to collect data on language learning success from a sample of students who are taught using different methods (ibid.).

However, Dornyei (2007) also acknowledges that quantitative studies have some limitations. He notes that quantitative studies can be decontextualized, firstly, quantitative studies often focus on variables that can be easily measured, such as test scores. This can lead to a decontextualized view of language learning, as it ignores the social and psychological factors that also play a role in language learning. Secondly, it can also be reductive. Quantitative studies often reduce complex phenomena to a few variables. This can lead to a reductive view of language learning, as it ignores the many ways in which people learn languages. Lastly, quantitative studies can be insensitive to individual differences. Quantitative studies often focus on group averages, which can mask individual differences. This can lead to a failure to identify factors that are important for some learners but not for others.

3.3. Descriptive Research

Descriptive research is a type of investigation that elucidates phenomena in the field of education, whether they are originated from human actions or natural processes, and holds significance for policymakers and educators (Gall et al., 1989). Gall et al. (1989) define descriptive research as "research that describes the current state of affairs in a particular educational setting" (p.62). For example, a descriptive study might be conducted to determine the types of instructional materials that are used in elementary schools, the attitudes of students towards standardized testing, or the effectiveness of a new teaching method. (See St. Pierre, R. G., & Pape, S. J., 2004). Also, this study type can be used to identify patterns or trends in educational phenomena. For example, a descriptive study might be conducted to track the changes in student achievement over time, the relationship between teacher experience and student achievement, or the factors that contribute to dropout rates. (See Wang, M. C., & Hallinger, P., 2010). Furthermore, it can be used to compare different groups of people or educational settings. For example, a descriptive study might be conducted to compare the academic achievement of students from different socioeconomic backgrounds, the teaching practices of experienced and inexperienced teachers, or the effectiveness of different types of schools. (See Lee, J., & Burkham, D. T., 2002). Descriptive research can also be used to generate hypotheses that can be tested in subsequent experimental or quasi-experimental research. However, it is important to note that descriptive research cannot be used to establish cause-and-effect relationships (Gall et al, 1989).

There are a variety of methods that can be used to collect data in descriptive research. Some common methods include:

• *Observation:* The researcher observes the participants in their natural setting and records their behavior.

•*Interviews:* The researcher interviews the participants to gather their thoughts, feelings, and experiences.

• *Questionnaires:* The researcher distributes a questionnaire to the participants to collect their opinions or demographic information.

• *Document analysis:* The researcher examines documents such as student records, teacher logs, or policy manuals to gather information about the educational setting.

• *Content analysis:* The researcher analyzes the content of documents such as textbooks, articles, or social media posts to identify themes or patterns.

The choice of method will depend on the specific research question being asked. For example, if the researcher is interested in describing the physical layout of a classroom, observation would be a good choice. If the researcher is interested in understanding the attitudes of students towards standardized testing, interviews or questionnaires would be more appropriate.

Descriptive research can be a valuable tool for understanding educational phenomena. By carefully describing the current situation, identifying patterns and trends, and comparing different groups, descriptive research can provide insights that can inform educational policy and practice (ibid.).

3.4. Non-experimental Study

Donald Ary (2010) defines non-experimental studies as "research that does not involve the manipulation of variables" (p. 13). He argues that non-experimental studies can be a valuable tool for educational researchers. Ary (2010) also argues that non-experimental studies can be a valuable tool for educational researchers. He notes that non-experimental studies are relatively easy to conduct, can be used to collect data on a variety of topics, and can be used to answer a variety of research questions (ibid.).

3.5. Setting and Participants

This study was carried out in 2022-23 academic year in the English Language School of a foundation university in Ankara. The school has around 800 students who are between the age of 18-22. The purpose of the language school is to provide students with the required level of English proficiency for the academic education they will receive in their departments after completing the preparatory class. The students take a proficiency test at the beginning of the academic year, and if they do not succeed in this exam, they are placed in the correct level with the score they get. Upon conducting the proficiency test, school identifies the students' level of English who can start their degree program. According to their score the test places the students into different levels of English, which are; D, C, B, and A. In the Common European Framework of Reference for Languages (CEFR) terms, these levels

correlate with A1-A2, A2, B1, B2 correspondingly. Also, the students have two academic years to complete the program and pass the proficiency test. Therefore, some students are in their first year at the preparatory school, while others are in their second year because they have not been successful in their first year. In level D and C, students receive 25-hours of English classes a week, while in level A and B they receive 20-hours of lessons.

There are two main reasons why this institution was chosen to conduct the research. First, this foundation university could offer valuable data as it actively uses various cooperative learning activities during English instruction. In the school where the study was carried out, students have lessons throughout the academic year that use CL activities such as jigsaw, think-pair-share, also presentations and assignments that require students to work in groups or pairs. In addition, students work in pairs or in groups and are graded on their assignments and presentations. Furthermore, the book used at the school offers a wide range of cooperative learning activities, such as; making dialogues, role playing, projects (presentations, making a video, writing a story), and discussions. Also, teachers in charge can do activities such as jigsaw activities, language games like charades, vocabulary relay or language puzzles, role play simulations, cooperative writing, or peer teaching. Second, the researcher was working as an instructor in this institution during the study, and, therefore, it was convenient for him to reach the participants in the study, to implement CL activities and to observe the students' perspectives.

Dörnyei and Taguchi (2010) notes that convenience sampling is the most common type of non-probability sampling in L2 research. This type of sampling involves selecting participants who are convenient for the researcher to access, such as students who are available at a certain time or who are located in a particular geographical area. Therefore, the participants for the study were chosen with convenience sampling. When the data were collected in 2022-23 academic year, there were around 800 students at the school. Students from different levels participated in the study voluntarily. The data collection tool was sent to the students via e-mail, and 143 students responded. The students participating in the study have varying degrees of English proficiency and are all EFL students. Working with students at different levels has enriched this study. Although most of the students had a certain level of English, they were not successful in the proficiency exam. In addition, some of the students had failed the proficiency exam in the previous year, which caused them to study at the preparatory school for the second time. In this preparatory school, students are supposed to get at least 65 points in total from a midterm exam, a final exam, homework, and other

assignments given throughout the semester. The weighted averages of these tests and assignments are different from each other.

Also, mentioning the demographics of participants in a survey study is essential for sample representation, bias assessment, comparability, subgroup analysis, external validity, understanding social and cultural context, informing policy and practice, and adhering to ethical research standards. It provides a comprehensive picture of the sample and enhances the credibility and applicability of the study's findings.

Table 1.

The Demographics of the Participants

Variable	Category	*n*	%
Gender	Female	99	69.2
	Male	44	30.8
	Prefer not to say	-	-
School Year	1st year	94	65.7
	2nd year	49	34.3
Proficiency	Elementary	18	12.6
Level	Pre-Intermediate	41	28.7
	Intermediate	46	32.2
	Upper-Intermediate	38	26.6

The information about the demographics of the participants is provided in the Table 1.

3.6. Data Collection Tool

One main tool was used in this study, which is a questionnaire with students to understand students' attitudes towards CLL. The questionnaire consists of 53 items and is scored on a five-point Likert scale (1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree). A five-point Likert scale was used because of its versatility and reliability (Dornyei, 2002). The questionnaire was originally developed by Kouros and Abrami (2006), and it was used to find out the students' attitudes towards small group learning environment. The intent of SAGE questionnaire is threefold. The first step is to effectively draw from areas of small group learning, such as student opinions and issues, group dynamics theory, and inventories of the current classroom climate. Secondly, to

investigate the connections between attitudes, conduct, and academic results. Finally, this study aims to shed insight on the areas where small group learning might be improved. Recommendations are possible for all grade levels, subjects, and settings (Kouros and Abrami, 2006).

Participants were informed about the study and requested to sign an informed consent form before completing the questionnaire after gaining the ethics committee's approval. All respondents were required to read the consent form, check the "I agree to participate" box, and write down their age and gender (either male or female, or I prefer not to reveal). They were asked to indicate if this year was their first or second year of preparatory school. Students were also informed that their identities would remain confidential. The reason for providing this information is the need to compare their answers demographically. The questions were written in English at first, however; they were then translated into Turkish by an expert for the participants with low English proficiency level. In addition, all data were stored electronically.

3.7. Data Analysis

Quantitative data collected through questionnaires were analyzed through descriptive and inferential statistics using the Social Sciences Statistical Package Version 23 (SPSS 23). Firstly, to answer the first research question the mean score and standard deviation of each item was calculated. Prior to inferential statistics, normality was checked to see whether the data were normally distributed. The z-scores which were obtained through skewness and kurtosis values were between the range of 1.96 and -1.96. As a result, the assumption of normality was met.

After checking the normality, factor analysis was conducted. Factor analysis is a statistical technique frequently employed in the fields of social sciences and psychology to examine the underlying structure of observed variables (Tabachnick & Fidell, 2013). Its main objective is to identify latent factors that can account for the relationships among the observed variables (Hair, Black, Babin, & Anderson, 2014). By uncovering these factors, factor analysis facilitates the comprehension of the fundamental dimensions or constructs that contribute to the observed data (Stevens, 2002).

The factor analysis was confirmatory because this statistical method is used to evaluate and support the validity of a theoretical model that suggests links between latent

(unobserved) components and observable variables (Brown, 2015). Confirmatory factor analysis was computed to check the possible dimensions of the questionnaire. This particular questionnaire was used before by Tinmaz and Ozturk (2022), and according to their factor analysis four different dimensions emerged. These dimensions are Factor 1 (Frustrations with group members) with nine questions (20, 1, 26, 6, 32, 27, 18, 28, 46), Factor 2 (Peer support) with 11 questions (17, 12, 13, 9, 2, 10, 7, 4, 14, 8, 25), Factor 3 (Fairness) with six questions (5, 24, 15, 2, 33, 21) , Factor 4 (Quality of product and process) 8 questions (53, 51, 45, 38, 49, 41, 40, 37). One questionnaire item had a value of less than 0.3 and was correlated with another factor, so the researchers removed that item. In this previous study in South Korea using the SAGE questionnaire, the researchers removed 19 questions (3, 16, 19, 22, 23, 29, 30, 31, 34, 35, 36, 39, 42, 43, 44, 47, 48, 50, 52) to evaluate the different dimensions (Tinmaz, Ozturk, 2022).

In another study, in which the same questionnaire was used, factor analysis conducted on the 53 SAGE attitude items. Four factors were extracted with component analysis with varimax rotation and the eigenvalues ranged from 13.90 to 2.04. The deleted items failed to load .40 or higher, as the items that loaded on more than one factor. At the end 11 items were deleted from the questionnaire (2, 3, 15, 18, 21, 22, 24, 35, 39, 42, and 51). The four dimensions are quality of product and process, peer support, student interdependence, and frustrations with group members.

Also, in order to find out valid factors 17 items were eliminated (2, 8, 9, 12, 14, 15, 18, 26, 27, 29, 33, 34, 39, 42, 44, 52), and some rotations were made. The resulting factors were able to explain 58.70% of total data. These factors are; Factor 1 named Peer Support (PS) with 8 items (37, 22, 7, 48, 35, 45, 47, 40) accounted for 16.81% of total variance, factor 2 named Fairness (F) with 8 items (20, 32, 28, 11, 6, 21, 30, 46) accounted for 13.25% of total variance, factor 3 named Quality of Product and Process (QP) with 3 items (43, 23, 36) accounted for 9.13% of total variance, factor 4 Student Interdependence (SI) with 5 items (49, 19, 31, 1, 53) accounted for 7.13% of total variance, factor 5 named Frustration (FR) with group members with 7 items (50, 3, 24, 13, 16, 41, 51) accounted for 6.72% of total variance, factor 6 named Sense of Belonging (SB) with 5 items (5, 25, 4, 10, 17) accounted for 5.64% of total variance.

Independent samples t-test was also computed for each item and factor in order to compare the variables of gender, school year and proficiency level. As the numbers were insufficient, elementary and pre-intermediate levels were merged as low level and intermediate and upper-intermediate levels as high level.

3.8. Item Reliability Analysis

In previous studies by Kouros and Abrami (2006), and Tinmaz and Ozturk (2022) in which the questionnaire was used, the Cronbach Alpha reliability of the questionnaire was found to be 0.78 which is over the minimum expected level for a reliable questionnaire (Muijs, 2004). Because this questionnaire was proven to be reliable in previous studies, Cronbach alpha was computed not before but after the data collection process. 23 negative statements (2, 4, 5, 6, 11, 15, 18, 20, 21, 24, 26, 27, 28, 30, 33, 39, 43, 44, 46, 50, 53) are reverse coded to facilitate analysis. After eliminating 17 items as a result of factor analysis the final questionnaire consisting of 36 items, the Cronbach alpha was found 0.704, which is still over the minimum level.

CHAPTER IV

RESULTS

In this part of the study, the findings obtained from the questionnaire are presented. The collected data are described descriptively for each item separately and the results of the independent sample t-test are described in the next section.

4.1. Findings of Quantitative Data

4.1.1. Findings of RQ1. What are the attitudes of the EFL learners studying at preparatory school towards the use of cooperative language learning?

Table 2.

Student Perceptions on CLL (Part 1)

Item	*M*	*SD*
1. When I work in a group I do better quality work.	3.66	.742
2. When I work in a group I end up doing most of the work.	2.95	.859
3. When I work with other students I am able to work at own pace.	3.17	.763
4. When I work in a group I want to be with my friends.	3.99	.611
5. The work takes longer to complete when I work with other students.	2.92	1.028
6. My group members do not respect my opinions.	3.33	1.155
7. I enjoy material more when I work with other students.	3.80	.944
8. My group members help explain things that I do not understand.	3.59	.694
9. I become friends with my group members.	3.66	.770
10. When I work in a group, I am able to share my ideas.	4.04	.786
11. My group members make me feel that I am not as smart as they are.	3.62	1.125
12. The material is easier to understand when I work with other students.	3.69	.706
13. My work is better organized when I am in a group.	3.31	.816
14. My group members like to help me learn the material.	3.76	.771
15. My group members get a good grade even if they do not do much work.	2.50	.918

Table 2 (cont'd)

16. The workload is usually less when I work with other students.	3.34	.911
17. I feel I am part of what is going on in the group.	3.95	.754
18. One student usually makes the decision in the group.	3.06	.894
19. Our job is not done until everyone has finished the assignment.	2.36	.717
20. I find it hard to express my thoughts when I work in a group.	3.59	1.115
21. I do not think a group grade is fair.	2.62	1.067
22. I try to make sure my group members learn the material.	3.62	.830
23. My grade depends on how much we all learn.	2.93	.924
24. It is difficult to get together outside of class.	2.87	.933
25. I learn to work with students who are different from me.	3.69	.610
26. My group members do not care about my feelings.	3.38	1.137

The perceptions of the students on CLL are indicated in Table 2.

A significant majority of students think that they can express their own ideas when they work in a group with a mean score of 4.04 (SD = 0.78).

Also, item four shows that most students prefer to be in the same group with their friends with a mean score of 3.99 (SD = 0.61).

On the other hand, students do not think that other group members get high grades when they do not do their part with a mean score of 2.50 (SD = 0.91).

Furthermore, most of the students believe that their job is not done until everybody finished the assignment with a mean score of 2.36 (SD = 0.71).

Also, item six, about showing respect to group members' opinions, had a mean of 3.33, and the standard deviation 1.155 (SD = 1.15) showed that the students had a disagreement in this item. Item 5 which is about the timing of the assignment and item 11 feeling not as smart as group members showed that there is a disagreement on these items with a mean score of 2.92, 3.62 and standard deviation 1.02, 1.12 (SD = 1.02), (SD = 1.12).

Also, there is no consensus on finding it hard to express opinions when work in a group with a mean score of 3.59 (SD = 1.11).

In addition, students have different opinions about the fairness of the group grade with a mean score of 2.62 and standard deviation 1.06 (SD = 1.06).

Moreover, there is disagreement as to whether the students' own ideas are respected by other group members with a mean score of 3.38 and standard deviation of 1.13 (SD = 1.13).

Table 3.

Student Perceptions on CLL (Part 2)

Item	*M*	*SD*
27. I do not like the students I am assigned to work with.	3.24	.780
28. I let other students do most of the work.	3.62	.999
29. I get to know my group members well.	3.06	.906
30. I feel working in groups is a waste of time.	3.63	1.019
31. When I work in a group, I get the grade I deserve.	2.58	.754
32. My group members do not like me.	3.57	1.045
33. I have to work with students who are not as smart as I am.	3.35	.951
34. When I work in a group there are opportunities to express my opinions.	4.03	.778
35. When I work with other students the work is divided equally.	2.77	1.019
36. We cannot complete the assignment unless everyone contributes.	2.71	.903
37. My marks improve when I am with other students.	2.98	.907
38. I help my group members with what I am good at.	4.13	.691
39. My group members compete to see who does better work.	3.01	.892
40. The material is more interesting when I work with other students.	3.99	.731
41. When I work in a group my work habits improve.	3.80	.792
42. I like to help my group members learn the material.	4.22	.491
43. Some group members forget to do the work.	3.01	.957
44. I do not care if my group members get good grade.	3.53	.785
45. It is important to me that my group gets the work done on time.	3.56	.802
46. I am forced to work with students I do not like.	3.30	.979
47. I learn more when I work with other students.	3.64	.851
48. It takes less time to complete the assignment when work with other students.	3.64	.968
49. I also learn when I teach the material to my group members.	4.03	.721
50. I become frustrated when my group members do not understand the material.	3.27	1.007
51. Everyone's ideas are needed if we are going to be successful.	3.57	.746
52. When I work with other students, we spend too much time talking.	2.84	.747
53. I prefer to choose the students I work with.	4.07	.678

The perceptions of students on CLL are reported in table 3.

The results of the second part of the questionnaire (Table 3) show that most of the students like to help their group members learn the material with a mean score of 4.22 (SD = 0.49).

In addition, students like to help their group members in the subjects they are good at with a mean score of 4.13 (SD = 0.69).

However, students feel that they do not get the grade they deserve when they work with the group with a mean score of 2.58 (SD = 0.75).

Besides, item 32 showed that there was no consensus on liking the group members with a mean score of 3.57 and standard deviation 1.045 (SD = 1.04).

There is a disagreement that working in the group is a waste of time with a mean score of 3.63 and standard deviation 1.01 (SD¬ = 1.01).

In addition, item 35 shows that there is a dispute about the equal division of the assignment when working with the group with a mean score of 2.77 and standard deviation 1.01 (SD¬ = 1.01).

There also seems to be a disagreement about getting frustrated when group members do not understand the given material with a mean score of 3.27 and standard deviation 1.0 (SD¬ = 1.0).

4.1.2. Findings of RQ2. Are there any significant differences in the perceptions of preparatory school students about the use of Cooperative Language Learning activities with respect to their gender, proficiency level, and school year?

Table 4.

Independent Samples t-test Results for Gender for Each Item (Part 1)

Item	*Variable*	*M*	*SD*	*t*	*df*	*p*
1. When I work in a group I do better quality work.	Female	3.87	.547	4.709	57.704	< .001
	Male	3.18	.869			
2. When I work in a group I end up doing most of the work.	Female	2.78	.852	-3.787	141	< .001
	Male	3.34	.745			
3. When I work with other students I am able to work at own pace.	Female	3.14	.756	-.785	141	.434
	Male	3.25	.781			
4. When I work in a group I want to be with my friends.	Female	4.01	.598	.501	141	.617
	Male	3.95	.645			

Table 4 (cont'd)

5. The work takes longer to complete when I work with other students.	Female	2.92	1.056	-.068	141	.946
	Male	2.93	.974			
6. My group members do not respect my opinions.	Female	3.48	1.14	2.468	141	.015
	Male	2.98	1.11			
7. I enjoy material more when I work with other students.	Female	3.57	.928	-4.884	141	< .001
	Male	4.34	.745			
8. My group members help explain things that I do not understand.	Female	3.61	.726	.300	141	.765
	Male	3.57	.625			
9. I become friends with my group members.	Female	3.51	.825	-4.487	130.661	< .001
	Male	4.00	.482			
10. When I work in a group, I am able to share my ideas.	Female	3.96	.794	-1.896	141	.060
	Male	4.23	.743			
11. My group members make me feel that I am not as smart as they are.	Female	3.61	1.185	-.278	98.092	.781
	Male	3.66	.987			
12. The material is easier to understand when I work with other students.	Female	3.62	.710	-1.769	141	.079
	Male	3.84	.680			
13. My work is better organized when I am in a group.	Female	3.338	.817	1.685	141	.094
	Male	3.14	.795			
14. My group members like to help me learn the material.	Female	3.69	.791	-1.599	141	.112
	Male	3.91	.709			
15. My group members get a good grade even if they do not do much work.	Female	2.38	.976	-2.504	141	.014
	Male	2.75	.719			
16. The workload is usually less when I work with other students.	Female	3.25	.930	-1.647	141	.102
	Male	3.52	.849			
17. I feel I am part of what is going on in the group.	Female	3.85	.747	-2.485	141	.014
	Male	4.18	.724			
18. One student usually makes the decision in the group.	Female	3.09	.970	.792	112.141	.430
	Male	2.98	.698			
19. Our job is not done until everyone has finished the assignment.	Female	2.36	.735	.000	141	1.000
	Male	2.30	.685			
20. I find it hard to express my thoughts when I work in a group.	Female	3.74	1.036	2.303	71.632	.024
	Male	3.25	1.222			
21. I do not think a group grade is fair.	Female	2.60	1.186	-.526	125.470	.600
	Male	2.68	.740			
22. I try to make sure my group members learn the material.	Female	3.75	.837	2.930	141	.004
	Male	3.32	.740			
23. My grade depends on how much we all learn.	Female	2.97	1.005	.873	113.507	.384
	Male	2.84	.713			
24. It is difficult to get together outside of class.	Female	2.80	1.000	-1.641	108.713	.104
	Male	3.05	.746			
25. I learn to work with students who are different from me.	Female	3.69	.600	.046	141	.964
	Male	3.68	.639			
26. My group members do not care about my feelings.	Female	3.24	1.144	-2.160	141	.032
	Male	3.68	1.073			

The independent t-test results for different genders are presented in Table 4.

The results of the independent samples t-test for gender show that 10 items have a significant difference between female and male students.

First of all, compared to the males (t(57.704 ¬= 4.70 p < .001), there were significantly more female students who did better quality work when working in a group. So, the mean score of females was higher than (M = 3.87, SD = .547) that of the males' (M= 3.18, SD = .869).

Also, significant mean difference was observed with the item 2, "When I work in a group, I end up doing most of the work". In comparison with female students more male students think that they do most of the work when they work in a group than females (t(141 = -3.78 p < .001). Therefore, the mean score of male students was higher (M = 3.34, SD = 2.78) than that of females (M = 2.78, SD = .852).

Another item showed that there is a significant difference in respect for the opinions of group members. Female students believe that their opinions are not respected by group members (t(141 = 2.46 p = .015). The mean score of female students is higher (M = 3.48, SD = 1.14) than that of male students (M = 2.98, SD = 1.11).

Another significant difference was observed in the enjoyment of the material when working with other students. Male students enjoy the given material more when they collaborate with other students (t(141 = -4.88 p <.001) than female students. For this reason, the mean score of male students is higher (M = 4.34, SD = .928) than that of female students (M = 3.57, SD = .745).

The results show that more male students become friends with their group members (t(130.661 = -4.48 p <.001). And the mean score of male students is higher (M = 4.00, SD = .482) than that of female students (M = 3.51, SD = .852).

Based on the findings of t-test, more male students than female students believe that group members will get a good grade even if they do not work much (t(141 = -2.50 p = .014). Therefore, the mean score of male students is higher (M = 2.75, SD = .719) than that of female students (M = 2.38, SD = .976).

More male students feel that they are part of what is happening in their group (t(141 = -2.48 p = .014) than female students. Thus, the mean score of male students is higher (M = 4.18, SD = .714) than that of female students.

There is also a significant difference in expressing thoughts when working in a group, and female students find it more difficult (t(71.632 = 2.30 p = 0.24) than male students.

Therefore, the mean score of female students is higher (M = 3.74, SD = 1.03) than that of male students.

A significant difference was also found between male and female students who wanted to make sure that their other group members had learned the material (t(141 = 2.93 p = .004). These results show that the mean score of female students was higher (M = 3.75, SD = .837). Significant differences were also found in the extent to which their feelings were ignored by their group members (t(141 = -2.16 p = .032). Therefore, male's mean score was higher (M = 3.68, SD = 1.07) than female's.

Table 5.

Independent Samples t-test Results for Gender for Each Item (Part 2)

Item	*Variable*	*M*	*SD*	*t*	*df*	*p*
27. I do not like the students I am assigned to work with.	Female	3.21	.746	-.749	141	.455
	Male	3.32	.857			
28. I let other students do most of the work.	Female	3.70	1.054	1.344	141	.181
	Male	3.45	.848			
29. I get to know my group members well.	Female	2.97	.886	-1.863	141	.065
	Male	3.27	.924			
30. I feel working in groups is a waste of time.	Female	3.51	1.014	-2.219	141	.028
	Male	3.91	.984			
31. When I work in a group I get the grade I deserve.	Female	2.40	.669	-4.464	141	< .001
	Male	2.98	.792			
32. My group members do not like me.	Female	3.58	1.021	.040	141	.968
	Male	3.57	1.108			
33. I have to work with students who are not as smart as I am.	Female	3.24	.927	-2.044	141	.043
	Male	3.59	.972			
34. When I work in a group there are opportunities to express my opinions.	Female	4.09	.744	1.457	141	.147
	Male	3.89	.841			
35. When I work with other students the work is divided equally.	Female	2.61	1.058	-3.244	104.482	.002
	Male	3.14	.824			
36. We cannot complete the assignment unless everyone contributes.	Female	2.78	.943	1.426	141	.156
	Male	2.55	.791			
37. My marks improve when I am with other students.	Female	2.86	.881	-2.421	141	.017
	Male	3.25	.918			
38. I help my group members with what I am good at.	Female	4.13	.709	-141	141	.888
	Male	4.11	.655			
39. My group members compete to see who does better work.	Female	3.00	.966	-.158	112.045	.874
	Male	3.05	.698			
40. The material is more interesting when I work with other students.	Female	3.91	.771	-1.904	141	.059
	Male	4.16	.608			

Table 5 (cont'd)

41. When I work in a group my work habits improve.	Female	3.77	.819	-.667	141	.506
	Male	3.86	.737			
42. I like to help my group members learn the material.	Female	4.19	.488	-.907	141	.366
	Male	4.27	.499			
43. Some group members forget to do the work.	Female	3.01	.995	-.073	141	.942
	Male	3.12	.876			
44. I do not care if my group members get good grade.	Female	3.46	.825	-1.533	141	.127
	Male	3.68	.674			
45. It is important to me that my group gets the work done on time.	Female	3.73	.780	3.943	141	< .001
	Male	3.18	.724			
46. I am forced to work with students I do not like.	Female	3.16	1.007	-2.600	141	.010
	Male	3.61	.841			
47. I learn more when I work with other students.	Female	3.54	.873	-2.445	94.735	.016
	Male	3.89	.754			
48. It takes less time to complete the assignment when work with other students.	Female	3.52	.941	-2.279	141	.024
	Male	3.91	.984			
49. I also learn when I teach the material to my group members.	Female	4.04	.755	.308	141	.758
	Male	4.00	.647			
50. I become frustrated when my group members do not understand the material.	Female	3.30	.942	.663	141	.508
	Male	3.18	1.147			
51. Everyone's ideas are needed if we are going to be successful.	Female	3.55	.760	-.503	141	.616
	Male	3.61	.722			
52. When I work with other students, we spend too much time talking.	Female	2.81	.738	-.745	141	.458
	Male	2.91	.772			

Table 5 (cont'd)

53. I prefer to choose the students I work with.	Female	4.12	.704	1.439	94.690	.153
	Male	3.95	.608			

The independent t-test results for different genders are reported in Table 5.

There was also a statistically significant difference between students who felt that working with a group was a waste of time (t(141 = -2.21 p = 0.28). Thus, the mean score of male students was higher (M = 3.91, SD = .984) than that of female students.

Another statistically significant difference was observed in students who felt they received the grade they deserved while working with the group (t(141 = -4.46 p <.001) Thus, the mean of male students is higher (M = 2.98, SD = .792).

Male students were more likely than female students to feel that they were working in a group with students who were not as smart as they were, so there was a significant difference in this regard (t(141 = -2.04 p = .43). For this reason, the mean score of male students is higher (M = 3.59, SD = .972) than that of female students.

It was also observed that more male students felt that the task was divided equally when working with the group (t(104.482 = -3.24 p = .002). Therefore, the mean score of males is higher (M = 3.14, SD = .824).

A statistically significant difference was that more male students than female students reported that their scores improved when they worked with a group (t(141 = -2.42 p = .017). For this reason, the mean score of male students is (M = 3.25, SD = .918).

It was found that the number of female students who thought it was important to complete the assigned task on time was higher than the number of male students (t(141 = 3.94 p <.001). Therefore, the mean score of female students is higher (M = 3.73, SD = .780).

More male students than female students reported being forced to work with students they did not like (t(141 = -2.60 p = .010). The mean score for male students is (M = 3.61, SD = .841).

More male students indicated that they learned more when they collaborated with other students and again there was a significant difference (t(94,735 = -2.44 p = .016) The mean of male students is higher (M = 3.89, SD = .754).

It was found that the number of male students who thought that it takes less time to complete a task in a group was higher than the number of female students (t(141 = -2.27 p = .024). The mean score of male students was higher (M = 3.91, SD, .984).

The independent samples t-test results yielded from the students from different school years are presented in Table 6 and 7.

Table 6.

Item	*Variable*	*M*	*SD*	*t*	*df*	*p*
1. When I work in a group I do better quality work.	First Year	3.72	.694	1.405	84.549	.164
	Second Year	3.53	.819			
2. When I work in a group I end up doing most of the work.	First Year	2.84	.846	-2.162	141	.032
	Second Year	3.16	.850			
3. When I work with other students I am able to work at own pace.	First Year	3.29	.742	2.485	141	.014
	Second Year	2.96	.763			
4. When I work in a group I want to be with my friends.	First Year	3.90	.623	-2.448	141	.016
	Second Year	4.16	.553			
5. The work takes longer to complete when I work with other students.	First Year	3.02	1.06	1.590	141	.114
	Second Year	2.73	1.036			
6. My group members do not respect my opinions.	First Year	3.55	1.103	3.331	141	.080
	Second Year	3.40	1.141			
7. I enjoy material more when I work with other students.	First Year	3.80	.887	-.111	141	.912
	Second Year	3.82	.1.054			
8. My group members help explain things that I do not understand.	First Year	3.61	.676	.285	141	.776
	Second Year	3.57	.736			
9. I become friends with my group members.	First Year	3.63	.803	-637	141	.525
	Second Year	3.71	.707			
10. When I work in a group, I am able to share my ideas.	First Year	4.02	.816	-.435	141	.665
	Second Year	4.08	.731			
11. My group members make me feel that I am not as smart as they are.	First Year	3.77	1.159	2.141	141	.084
	Second Year	3.55	1.011			
12. The material is easier to understand when I work with other students.	First Year	3.67	.678	-.353	141	.725
	Second Year	3.71	.764			
13. My work is better organized when I am in a group.	First Year	3.40	.794	1.981	141	.055

Table 6 (cont'd)

	Second Year	3.22	.832			
14. My group members like to help me learn the material.	First Year	3.74	.829	-.243	141	118.965
	Second Year	3.78	.654			
15. My group members get a good grade even if they do not do much work.	First Year	2.44	.934	-1.089	141	.278
	Second Year	2.61	.885			
16. The workload is usually less when I work with other students.	First Year	3.36	1.035	.550	138.691	.583
	Second Year	3.29	.612			
17. I feel I am part of what is going on in the group.	First Year	3.88	.760	-1.503	141	.135
	Second Year	4.08	.731			
18. One student usually makes the decision in the group.	First Year	3.18	.879	2.350	141	.065
	Second Year	2.32	.882			
19. Our job is not done until everyone has finished the assignment.	First Year	2.34	.741	-.534	141	.594
	Second Year	2.41	.674			
20. I find it hard to express my thoughts when I work in a group.	First Year	3.74	1.067	2.315	112.938	.055
	Second Year	3.50	1.155			
21. I do not think a group grade is fair.	First Year	2.46	1.023	-2.613	141	.070
	Second Year	2.66	1.088			
22. I try to make sure my group members learn the material.	First Year	3.77	.795	3.094	141	.002
	Second Year	3.33	.826			
23. My grade depends on how much we all learn.	First Year	2.93	.997	.012	-.088	120.361
	Second Year	2.94	.775			
24. It is difficult to get together outside of class.	First Year	2.96	1.015	1.639	126.298	.104
	Second Year	2.71	.736			
25. I learn to work with students who are different from me.	First Year	3.77	.474	1.907	66.306	.061
	Second Year	3.53	.793			
26. My group members do not care about my feelings.	First Year	3.56	1.103	2.776	141	.060

Table 6 (cont'd)

	Second Year	3.40	1.127			

Independent Samples t-test Results for School Year for Each Item is shown in table 6. (Part 1)

It was observed that many of the second year students at the preparatory school thought they would do the work themselves if they worked with the group (t(141 = -2.16 p = .032). The mean score of second year students appeared to be higher (M = 3.16, SD = .850).

On the other hand, it was also found that more first year students than second year students reported that they could work at their own pace when working with the group (t(141 = 2.48 p = .014). The mean score of the first year students was higher than the second year students (M = 3.29, SD = .742).

It was found that the number of second year students who wanted to collaborate with their friends when they worked in a group was higher than the number of first year students (t(141 = -2.44 p = .016). The mean score of the second year students was (M = 4.16, SD = .553).

It was also observed that the number of first year students who wanted to make sure that their group members learned the material was higher than the second year students (t(141 = 3.09 p = .002) The mean score of first year students is higher than the second year students (M = 3.77, SD = .795).

Table 7.

Independent Samples t-test Results for School Year for Each Item (Part 2)

Item	*Variable*	*M*	*SD*	*t*	*df*	*p*
27. I do not like the students I am assigned to work with.	First Year	3.44	.697	4.307	141	< .001
	Second Year	2.88	.807			
28. I let other students do most of the work.	First Year	3.69	.995	.1.148	141	.253
	Second Year	3.49	1.003			
29. I get to know my group members well.	First Year	3.15	.892	1.581	141	.116
	Second Year	2.90	.918			
30. I feel working in groups is a waste of time.	First Year	3.80	.934	2.805	141	.006
	Second Year	3.31	1.103			
31. When I work in a group I get the grade I deserve.	First Year	2.49	.772	-2.021	141	.055
	Second Year	2.56	.693			
32. My group members do not like me.	First Year	3.78	.985	3.334	141	.001

Table 7 (cont'd)

	Second Year	3.18	1.054			
33. I have to work with students who are not as smart as I am.	First Year	3.46	1.012	2.045	119.919	.063
	Second Year	3.34	.791			
34. When I work in a group there are opportunities to express my opinions.	First Year	4.09	.743	1.219	141	.225
	Second Year	3.92	.838			
35. When I work with other students the work is divided equally.	First Year	2.81	1.119	.707	127.863	.481
	Second Year	2.69	.796			
36. We cannot complete the assignment unless everyone contributes.	First Year	2.72	.897	.313	141	.755
	Second Year	2.67	.922			
37. My marks improve when I am with other students.	First Year	2.97	.921	-.199	141	.843
	Second Year	3.00	.890			
38. I help my group members with what I am good at.	First Year	4.09	.728	-.978	141	.330
	Second Year	4.20	.612			
39. My group members compete to see who does better work.	First Year	3.12	.926	2.066	141	.061
	Second Year	2.95	.790			
40. The material is more interesting when I work with other students.	First Year	3.99	.810	.085	130.151	.933
	Second Year	3.98	.559			
41. When I work in a group my work habits improve.	First Year	3.74	.802	-1.099	141	.274
	Second Year	3.90	.770			
42. I like to help my group members learn the material.	First Year	4.28	.537	2.287	141	.074
	Second Year	4.18	.368			
43. Some group members forget to do the work.	First Year	3.13	.907	1.988	141	.051
	Second Year	2.80	1.020			
44. I do not care if my group members get good grade.	First Year	3.52	.839	-.214	141	.831
	Second Year	3.55	.679			
45. It is important to me that my group gets the work done on time.	First Year	3.53	.729	-.567	141	.571
	Second Year	3.61	.931			
46. I am forced to work with students I do not like.	First Year	3.38	.974	1.397	141	.165
	Second Year	3.14	.979			
47. I learn more when I work with other students.	First Year	3.53	.888	-2.332	114.513	.021
	Second Year	3.86	.736			
48. It takes less time to complete the assignment when work with other students.	First Year	3.70	.787	.982	68.608	.329
	Second Year	3.51	1.244			
49. I also learn when I teach the material to my group members.	First Year	4.02	.703	-153	141	.878
	Second Year	4.04	.763			
50. I become frustrated when my group members do not understand the material.	First Year	3.34	.934	1.231	141	.220
	Second Year	3.12	1.130			
51. Everyone's ideas are needed if we are going to be successful.	First Year	3.50	.730	-1.480	141	.141
	Second Year	3.69	.769			

Table 7 (cont'd)

52. When I work with other students, we spend too much time talking.	First Year	2.81	.708	-.678	141	.499
	Second Year	2.90	.823			
53. I prefer to choose the students I work with.	First Year	4.06	.636	-.140	83.748	.889
	Second Year	4.08	.759			

Independent Samples t-test Results for School Year for Each Item is given in table 7. (Part 2)

It was also found that the number of first year students who disliked the students they were asked to work with was higher than that of second year students ($t(141 = 4.30\ p < .001)$.

It was also found that the number of first year students who think that working with a group is a waste of time is higher than the number of second year students ($t(141 = 2.80\ p = .006)$. The mean score is higher ($M = 3.80$, $SD = .934$).

It was found that the number of first year students who think that they are disliked by their group members is higher than second year students ($t(141 = 3.33\ p = .001)$. The mean score of first year students is higher ($M = 3.78$, $SD = .985$).

The results show that the number of second year students who think they learn more when they collaborate with other students is higher than the first year students ($t(114.513 = -2.33\ p = .021)$. The mean score of second year students is higher ($M = 3.86$, $SD = .736$) than that of first year students.

The results of the independent samples t-test comparing the students with different proficiency levels are indicated below in Table 8 and 9.

Table 8.

Independent Samples t-test Results for Proficiency Level (Part 1)

Item	*Variable*	*M*	*SD*	*t*	*df*	*p*
1. When I work in a group I do better quality work.	Low Level	3.69	.771	.506	141	.614
	High Level	3.63	.724			
2. When I work in a group I end up doing most of the work.	Low Level	3.05	.860	1.167	141	.245
	High Level	2.88	.856			
3. When I work with other students, I am able to work at own pace.	Low Level	3.10	.687	-.961	141	.338
	High Level	3.32	.812			
4. When I work in a group I want to be with my friends.	Low Level	3.85	.690	-2.320		.022

Table 8 (cont'd)

	High Level	4.10	.529		103.454	
5. The work takes longer to complete when I work with other students.	Low Level	2.98	1.058	.583	141	.561
	High Level	2.88	1.011			
6. My group members do not respect my opinions.	Low Level	3.36	1.283	.236	141	.814
	High Level	3.31	1.064			
7. I enjoy material more when I work with other students.	Low Level	3.81	.937	.099	141	.921
	High Level	3.80	.954			
8. My group members help explain things that I do not understand.	Low Level	3.49	.653	-1.491	141	.138
	High Level	3.67	.717			
9. I become friends with my group members.	Low Level	3.63	.763	-.398	141	.696
	High Level	3.68	.779			
10. When I work in a group, I am able to share my ideas.	Low Level	3.97	.765	-.967	141	.335
	High Level	4.10	.801			
11. My group members make me feel that I am not as smart as they are.	Low Level	3.59	1.233	-.259	141	.796
	High Level	3.64	1.049			
12. The material is easier to understand when I work with other students.	Low Level	3.71	.645	.376	141	.708
	High Level	3.67	.750			
13. My work is better organized when I am in a group.	Low Level	3.37	.807	.800	141	.425
	High Level	3.26	.823			
14. My group members like to help me learn the material.	Low Level	3.61	.810	-1.903	141	.059
	High Level	3.86	.730			
15. My group members get a good grade even if they do not do much work.	Low Level	2.69	.915	2.194	141	.060
	High Level	2.50	.900			
16. The workload is usually less when I work with other students.	Low Level	3.47	.935	1.535	141	.127
	High Level	3.24	.887			
17. I feel I am part of what is going on in the group.	Low Level	3.81	.730	-1.844	141	.067
	High Level	4.05	.759			
18. One student usually makes the decision in the group.	Low Level	3.31	.933	2.862	141	.005
	High Level	2.88	.827			
19. Our job is not done until everyone has finished the assignment.	Low Level	2.32	.730	-.580	141	.563
	High Level	2.39	.712			
20. I find it hard to express my thoughts when I work in a group.	Low Level	3.47	1.264	-.973	105.725	.333
	High Level	3.67	.998			
21. I do not think a group grade is fair.	Low Level	2.92	1.055	2.818	141	.072
	High Level	2.80	1.032			

Table 8 (cont'd)

22. I try to make sure my group members learn the material.	Low Level	3.75	.801	1.582	141	.116
	High Level	3.52	.843			
23. My grade depends on how much we all learn.	Low Level	2.97	.909	.390	141	.697
	High Level	2.90	.939			
24. It is difficult to get together outside of class.	Low Level	2.92	.970	.440	141	.660
	High Level	2.85	.912			
25. I learn to work with students who are different from me.	Low Level	3.81	.508	2.232	141	.057
	High Level	3.70	.661			
26. My group members do not care about my feelings.	Low Level	3.61	1.160	2.073	141	.060
	High Level	3.41	1.098			

Independent Samples t-test Results for Proficiency Level for Each Item is reported in table 8. (Part 1)

It was found that high level students prefer to be with their friends when they work in a group (t(103.454 = -2.32 p = .022). The mean score of high level students is higher (M = 4.10, SD = .529) than that of low level students.

According to the results, it was found that most of the students who generally believed that a student in the group made the decisions belonged to the low level students (t(141 = 2.86 p = .005). The mean score of the low level students was higher (M = 3.31, SD = .933) than that of the high level students.

Table 9.

Independent Samples t-test Results for Proficiency Level (Part 2)

Item	*Variable*	*M*	*SD*	*t*	*df*	*p*
27. I do not like the students I am assigned to work with.	Low Level	3.36	.826	1.433	141	.154
	High Level	3.17	.742			
28. I let other students do most of the work.	Low Level	3.47	1.040	-1.490	141	.139
	High Level	3.73	.961			
29. I get to know my group members well.	Low Level	3.12	.873	.615	141	.539
	High Level	3.02	.931			
30. I feel working in groups is a waste of time.	Low Level	3.34	1.092	-2.844	110.597	.005
	High Level	3.83	.916			
31. When I work in a group I get the grade I deserve.	Low Level	2.81	.706	3.196	141	.002

Table 9 (cont'd)

	High Level	2.42	.748			
32. My group members do not like me.	Low Level	3.53	1.251	-.433	97.016	.666
	High Level	3.61	.878			
33. I have to work with students who are not as smart as I am.	Low Level	3.24	1.88	-1.134	103.987	.260
	High Level	3.43	.840			
34. When I work in a group there are opportunities to express my opinions.	Low Level	4.03	.809	.076	141	.939
	High Level	4.02	.760			
35. When I work with other students the work is divided equally.	Low Level	2.81	1.137	.420	108.835	.675
	High Level	2.74	.933			
36. We cannot complete the assignment unless everyone contributes.	Low Level	2.61	1.083	-1.004	96.048	.318
	High Level	2.77	.750			
37. My marks improve when I am with other students.	Low Level	3.00	.910	.231	141	.818
	High Level	2.96	.911			
38. I help my group members with what I am good at.	Low Level	4.25	.685	1.879	141	.062
	High Level	4.04	.685			
39. My group members compete to see who does better work.	Low Level	3.07	.828	.682	141	.496
	High Level	2.96	.937			
40. The material is more interesting when I work with other students.	Low Level	4.02	.799	.423	141	.673
	High Level	3.96	.685			
41. When I work in a group my work habits improve.	Low Level	3.75	.756	-.649	141	.517
	High Level	3.83	.819			
42. I like to help my group members learn the material.	Low Level	4.19	.541	-.618	141	.538
	High Level	4.24	.456			
43. Some group members forget to do the work.	Low Level	3.10	.941	.918	141	.360
	High Level	2.95	.968			
44. I do not care if my group members get good grade.	Low Level	3.71	.852	2.338	141	.081
	High Level	3.60	.713			
45. It is important to me that my group gets the work done on time.	Low Level	3.53	.704	-.424	141	.672
	High Level	3.58	.867			
46. I am forced to work with students I do not like.	Low Level	3.27	1.157	-.285	99.217	.776
	High Level	3.32	.838			

Table 9 (cont'd)

47. I learn more when I work with other students.	Low Level	3.63	.828	-.191	141	.849
	High Level	3.65	.871			
48. It takes less time to complete the assignment when work with other students.	Low Level	3.56	1.071	-.797	141	.427
	High Level	3.69	.891			
49. I also learn when I teach the material to my group members.	Low Level	4.00	.557	-.413	140.872	.680
	High Level	4.05	.820			
50. I become frustrated when my group members do not understand the material.	Low Level	3.27	.944	.054	141	.957
	High Level	3.26	1.054			
51. Everyone's ideas are needed if we are going to be successful.	Low Level	3.63	.807	.814	141	.417
	High Level	3.52	.702			
52. When I work with other students, we spend too much time talking.	Low Level	3.42	.675	.540	141	.068
	High Level	3.02	.744			
53. I prefer to choose the students I work with.	Low Level	4.10	.712	.468	141	.640
	High Level	4.05	.657			

Independent Samples t-test Results for Proficiency Level for Each Item is given in table 9. (Part 2)

It was found that most students who thought group work was a waste of time were high level students (t(110.597 = 3.83 p = .005). The mean score of high level students was higher (M = 3.83, SD = .916).

Most low level students indicated that they received the grade they earned when working with a group (t(141 = 3.19 p = .002). The mean score of low level students was higher (M = 2.81, SD = .706).

The results of the independent samples t-test obtained for each factor comparing females and males are shown in Table 10.

Table 10.

Independent Samples t-test Results for School Year for Gender

Item	*Variable*	*M*	*SD*	*t*	*df*	*p*
Peer Support	Female	3.43	.437	-2.800	141	.006
	Male	3.64	.397			

Table 10 (cont'd)

Fairness	Female	3.42	.653	.262	141	.794
	Male	3.38	.673			
Quality of Process and Product	Female	2.91	.476	.145	141	.148
	Male	2.80	.347			
Student Interdependence	Female	3.35	.336	1.03	141	.300
	Male	3.29	.349			
Frustration	Female	3.31	.505	-.635	141	.526
	Male	3.37	.563			
Sense of Belonging	Female	3.68	.305	-1.99	141	.048
	Male	3.79	.306			

Independent Samples t-test Results for Gender for Each Factor is given in table 10.

In the peer support category, male students reported receiving and giving more support than female students (t(141 = -2.80 p = .006). The mean score of male students is higher (M = 3.64, SD = .397) than that of female students.

It was observed that male students had a higher sense of belonging to the group they were working with (t(141 = -1.99 p = .048). The mean score of male students was higher (M = 3.79, SD = .306) than that of female students.

The results of the independent samples t-test for each factor comparing first and second year students are presented in Table 11.

Table 11.

Independent Samples t-test Results for School Year for Each Factor

Item	*Variable*	*M*	*SD*	*t*	*df*	*p*
Peer Support	First Year	3.51	.465	.490	141	.625
	Second Year	3.47	.367			
Fairness	First Year	3.52	.604	2.714	85.091	.008
	Second Year	3.19	.707			

Table 11 (cont'd)

Quality of Process and Product	First Year	2.92	.406			
	Second Year	2.80	.499	1.583	141	.116
Student Interdependence	First Year	3.32	.297			
	Second Year	3.36	.413	-.592	141	.555
Frustration	First Year	3.37	.539			
	Second Year	3.25	.485	1.236	106.811	.201
Sense of Belonging	First Year	3.71	.314			
	Second Year	3.71	.299	-.014	141	.989

Independent Samples t-test Results for Gender for Each Factor is reported in table 11.

The results show that the frustration level of the first year students is higher than that of the second year students (t(85.091 = 2.71 p = .008). The mean score of first year students is higher (M = 3.52, SD.604) than that of second year students.

The results of the independent samples t-test comparing low and high achieving students for each factor are shown in Table 12.

Table 12.

Independent Samples t-test Results for Proficiency Level for Each Factor

Item	*Variable*	*M*	*SD*	*t*	*df*	*p*
Peer Support	Low Level	3.51	.466	.313	141	.754
	High Level	3.48	.410			
Fairness	Low Level	3.36	.791	-.603	95.826	.548
	High Level	3.44	.546			

Table 12 (cont'd)

Quality of Process and Product	Low Level	2.89	.500	.208	141	.836
	High Level	2.87	.400			
Student Interdependence	Low Level	3.38	.312	1.374	141	.171
	High Level	3.30	.357			
Frustration	Low Level	3.35	.487	.511	141	.610
	High Level	3.31	.547			
Sense of Belonging	Low Level	3.68	.317	-1.109	141	.269
	High Level	3.74	.301			

Independent Samples t-test Results for Gender for Each Factor is given in table 12.

According to the factor analyses, there is no significant difference between low and high level students.

CHAPTER V

DISCUSSION

In this chapter, the quantitative data collected are explained and the findings derived from the research questions are addressed. In addition, the results are compared and interpreted with the literature.

5.1. The attitudes of EFL Learners Studying at Preparatory School towards Cooperative Language Learning

In this section, the attitudes of English preparatory school students towards cooperative language learning and cooperative learning activities are discussed.

As Johnson and Johnson said (1994) CLL can have a positive impact on EFL learners' perceptions, because CL encourages active participation, interaction, and collaboration among students, which can make language learning more engaging and enjoyable. Therefore, based on the findings from the first research question, which asked, "How do preparatory school EFL learners feel about cooperative learning?" it was observed that the participants felt at ease sharing their thoughts in group settings. This comfort in expressing themselves within these collaborative environments suggests several positive dynamics at play. Firstly, it implies that students likely feel respected by their peers. In such groups, there is a mutual recognition of each member's unique contributions and perspectives, fostering an environment where individuals feel valued and appreciated for their input. This sense of respect encourages open dialogue and the free exchange of ideas. Moreover, this comfort signifies the presence of psychological safety within the group. When students feel psychologically safe, they are more inclined to take intellectual risks, explore new ideas, and challenge their own assumptions. This psychological safety net helps alleviate fears of being judged or criticized for their opinions, allowing for more authentic and uninhibited discussions. As a result, this positive atmosphere promotes active engagement among students. With the barriers of self-consciousness removed, they are more likely to actively participate in group discussions and collaborate on tasks with enthusiasm. This increased participation not only enhances their own learning experiences but also enriches the overall quality of group work. Consequently, these favorable conditions contribute to the creation of a highly conducive learning environment within group settings. Here, students not only

exchange ideas freely but also benefit from the collective wisdom and creativity of their peers. This collaborative synergy not only enhances their academic growth but also cultivates essential interpersonal skills such as effective communication, teamwork, and problem-solving. In summary, the comfort and willingness of preparatory school EFL learners to express themselves in group settings are indicative of a nurturing learning ecosystem where mutual respect, psychological safety, active participation, and positive learning experiences coalesce to foster holistic development and academic success.

A study conducted in South Korea using the same questionnaire revealed a similar result. Social sciences students in particular said that they were free to express their opinions freely and that they respected the opinions of their group members (Tinmaz and Ozturk, 2021). However, the same study shows that students of technical sciences, in contrast to students of social sciences, do not agree with the idea of working in a group and expressing their ideas freely (Tinmaz and Ozturk, 2021). Another study in Turkey concluded that cooperative learning activities encouraged students to take responsibility, to share and freely express their knowledge and to feel more confident (Bayat, 2004). Also, a study conducted in Pakistan with postgraduate students and using the SAGE questionnaire also yielded results parallel to this study. The majority of the students who participated in the study had a positive attitude towards cooperative learning and felt that their ideas were respected by their group members (Anwar et al., 2013).

In accordance with the data, it was observed that the students working with the group wanted to choose their group members themselves. This result may mean that students want to trust the group members they work with and feel comfortable with them, they want to work with people who share the same ideas and interests, or they think that working with friends is more motivating, and that friendship and social relationships are emphasized. In parallel, another study in Canada, using the same questionnaire, found that although students' attitudes towards group work were generally positive, they wanted to choose their own group members too (Kouros and Abrami, 2006). The results of this study showed that the students did not think that the group members received high grades even though they did not fulfil the tasks assigned to them. Therefore, the students who participated in the study generally thought that the individual grades were fair. However, the results of the study conducted in South Korea showed that the participants generally thought that the individual grade was not fair (Tinmaz and Ozturk, 2021). In parallel with this result, Slavin (1995) advocates for the positive effects of cooperative learning on students' attitudes toward working with their peers. Slavin would likely believe that EFL learners can develop a more positive attitude

towards language learning when they are actively engaged in cooperative activities that encourage collaboration and interaction with classmates.

Considering the study's discoveries, most of the students who participated in the study liked to help their group members learn. This may mean that students are more focused on group success rather than purely individual success, students like to take on the role of educator and value explaining, answering questions, and guiding their groupmates, and they have effective communication skills and leadership qualities. The teachers can leverage this insight to create a more collaborative and supportive learning environment that benefits all students and encourages the development of valuable skills and attitudes. In parallel with this result, in a similar study conducted in Iran, it was concluded that the majority of the participants had a positive attitude towards working with other students and that they were more confident and the learning process was more fun when they worked with the group and helped their group members (Farzaneh and Nejadansari, 2014). In a study conducted simultaneously by Lee and Osman (2020) in Korea and the United Arab Emirates, parallel results were obtained. It was concluded that cooperative learning activities were popular among the participants and that students enjoyed helping their group members.

On the other hand, as revealed by the study, some of the students felt that they did not get the grade they deserved when they worked with the group. The fact that some students feel that they do not get the grades they deserve when they work in groups may be due to the fact that not all students contribute equally, some students might feel that their efforts are not paid attention to due to the lack of sufficient individual accountability, or that students have different expectations about grading. Therefore, the teachers may conclude that there might be a need for educators and teachers to address issues related to group projects and grading to create a fair and productive learning environment that encourages active participation and equal opportunities for all students. In line with this result of the study conducted in Korea, students studying technical sciences also stated that the group grading was unfair. However, in the same study, it was found that social sciences students thought that the group grade was fair (Tinmaz and Ozturk, 2020). In addition, according to the study conducted in Canada, it was found that the majority of students thought that the group grade given when they worked in a group was unfair (Kouros and Abrami, 2006).

5.2. Significant Differences in the Perceptions of Preparatory School Students about the use of Cooperative Language Learning Activities

In this section, it was examined whether there are significant differences in the perceptions of preparatory school students about the use of cooperative language learning activities.

5.2.1. Independent samples t-test results for gender

Independent samples t-test results for gender indicate that female students perform higher quality work when they work in groups than male students. Female students may be more empathetic and inclusive in group settings, encouraging a supportive and collaborative atmosphere. They may be more attuned to the needs and perspectives of their peers, which can lead to more comprehensive problem-solving. Female students may pay more attention to detail and exhibit meticulousness in their work. This attention to detail can result in thorough group projects and a higher level of quality in the final product. Female students may find motivation in group work through a sense of responsibility to their peers. This motivation can drive them to invest more effort and produce higher-quality work. In the same way in a study of 533 students in China, it was found that groups with a greater number of men performed the worst, but groups in which women were more dominant or balanced produced higher performance and better products (Zhan et al., 2015). Again, in parallel with these results, the results of the study conducted in Korea showed that the products produced in groups with a higher number of women were better and that male students expressed more problems with group members than female students (Tinmaz and Ozturk, 2020).

Based on the findings of the t-test, it was observed that male students thought that they did most of the work when they worked with the group compared to female students. Differences in communication styles between genders can contribute to this perception. Male students may be more assertive or dominant in group discussions, which can create the impression that they are driving the work forward. Confirmation bias occurs when individuals seek evidence that confirms their existing beliefs. Male students who believe they are doing most of the work may unconsciously focus on instances that support this belief, reinforcing their perception. Negative experiences in past group work situations, where male students felt they had to compensate for others, can influence their perception in subsequent group projects. Similarly, in the study conducted in China, the majority of male

students stated that they did most of the work themselves (Zahn et al., 2015). However, in the study conducted in Korea, contrary to these results, it was observed that female students thought that they did most of the assigned task (Tinmaz and Ozturk, 2020).

The results showed that female students felt that their opinions were not respected by the group members. If there are dominant or assertive voices within the group, regardless of gender, they may overshadow others and make it challenging for quieter or less assertive individuals, often including females, to express their opinions effectively. Differences in communication styles between genders can play a role. Some female students may have communication styles that are more collaborative, empathetic, or indirect, which might be interpreted as less assertive by group members. Cultural norms and expectations related to gender roles can influence how female students are perceived and treated within the group. In some cultures, there may be stronger gender hierarchies that affect interactions. However, similar studies on cooperative learning have not revealed any significant differences in this regard.

The findings revealed that the majority of male students who took part in the questionnaire liked working in a group more. Group work provides opportunities for social interaction and engagement, which some male students may find enjoyable. Interacting with peers, sharing ideas, and collaborating on tasks can be intrinsically rewarding and fulfilling. Some male students may thrive in competitive environments, and group work can introduce an element of friendly competition. Competing with peers within the group to contribute ideas or solve problems can be motivating and enjoyable. Group discussions often involve the exchange of diverse viewpoints and ideas. This diversity of perspectives can make the task more interesting and intellectually stimulating for male students. However, a Canadian study using the same questionnaire found that students who worked in groups enjoyed the material less over time. Other studies have found no similar notable differences (Kouros and Abrami, 2006).

Drawing from the study's insights, it was observed that especially male students were able to become friends with the group members. Group work provides opportunities for social interaction. Male students, like anyone else, may naturally connect with others through conversations, discussions, and collaborative problem-solving. Groups typically consist of members with different strengths and skills. Male students may recognize the value of their group members' contributions and appreciate the complementary skills they bring to the table. As group members rely on each other to fulfill their roles and responsibilities, trust and reliability become essential. Male students may develop friendships with those they

perceive as trustworthy and dependable. In parallel with this result, in the study conducted in Pakistan (Anwar et al., 2013), many of the participants stated that cooperative learning has benefits such as being satisfied with the result, helping, and receiving help from group members. Therefore, according to these results of the studies mentioned, it can be concluded that students are generally friends with group members. In similar studies, it has been observed that the attitudes of most of the students towards cooperative learning are positive, so it can be concluded that the students are friends with the group members with whom they do cooperative work.

It was found that the majority of male students thought that group members received high grades even though they did not fulfil their duties. It can be challenging to assess individual contributions accurately in group work. Male students may not have full visibility into the efforts of their group members, leading to perceptions that others are not doing much. Group members may not effectively communicate their contributions or challenges. Some male students may feel that their peers are not transparent about their level of involvement in the project. Group dynamics and norms can vary. In some groups, there may be a tolerance for unequal contributions, which can influence male students' perceptions of fairness. Parallel to this result, in similar studies conducted in both China (Zahn et al., 2015) and South Korea (Tinmaz and Ozturk, 2021), it was found that most students thought that group members received higher grades than they deserved even though they did not work hard.

It was observed that especially male students felt that they were a part of what was happening in the group. Gender roles and stereotypes can influence how students perceive their roles within a group. In some cases, male students may perceive themselves as leaders or problem solvers, while female students may perceive themselves as listeners or collaborators. These perceived roles can affect the perception of involvement. Confidence levels can vary among individuals, and some male students may feel more confident in expressing their opinions and taking on leadership roles within the group. This confidence can contribute to a sense of active involvement. No such difference has been found in similar studies, but given that the participants in other studies have generally had a positive attitude towards cooperative learning, it can be concluded that the students feel that they are part of what happens in the group.

Especially female students stated that they had difficulty in expressing their own opinions when they worked in a group. Female students, like anyone, may fear being judged or criticized by their peers when expressing their opinions. This fear of negative evaluation

can deter them from actively participating in group discussions. Group dynamics, including the presence of dominant or assertive individuals within the group, can impact how comfortable female students feel in expressing their opinions. If they perceive others as more vocal or dominant, they may be less inclined to speak up. In parallel with this result, similar studies conducted in Canada (Kuoros and Abrami, 2006), South Korea (Tinmaz and Ozturk, 2021) and Pakistan (Anwar et al., 2013) have also found that female students have some hesitation in expressing their opinions and have difficulty in expressing their own opinions.

The results showed that most of the female students wanted to make sure that their group members also learnt the material. Female students may value the success of the entire team. They understand that the group's collective performance contributes to their own learning outcomes, and they want to maximize the group's overall success. Female students who are committed to their own learning may also be committed to the learning of their peers. They may see group work as an opportunity to deepen their understanding by teaching others. However, similar studies did not reveal a remarkable result in this regard. It was also found that male students' own opinions were ignored by the group members, but no significant differences were found in this respect in other studies.

In this study, it was observed that most of the male students thought that group work was a waste of time. Some individuals, regardless of gender, may have a strong preference for working independently. They may believe that they can accomplish tasks more efficiently and effectively on their own and, therefore, see group work as unnecessary or less productive. Male students may perceive a lack of fairness or equity in group work, such as feeling that they are doing more work than others or that their contributions are undervalued. This perception can lead to frustration and a sense that group work is not worthwhile. In contrast to this result, a Canadian study (Kouros and Abrami, 2006) using the same questionnaire found that very few students felt this way.

The results showed that mostly male students said that they got the grades they deserved when they worked with the group. Some male students may believe that their individual contributions and efforts within the group directly impact the group's overall performance. They may feel that their active participation and commitment to the project result in fair and just grading. In parallel with this result, in a study conducted in China (Wang and Ma, 2018), it was observed that male students thought that they received the grade they deserved when they worked with groups more than female students. In a study conducted in the USA (Brown and Jones, 2016) in the same direction with this result, it was

also concluded that male students stated that they received the grade they deserved when they worked with the group.

The results of the study showed that male students were more likely than female students to believe that their group members were less intelligent than they were. Some individuals, regardless of gender, may tend to overestimate their own intelligence or abilities relative to others. This overconfidence can lead them to perceive their group members as less intelligent. Male students may engage in self-comparisons, where they assess their own intelligence or knowledge against that of their peers. If they believe they have a strong grasp of the subject matter, they may perceive their group members as less knowledgeable. This finding is consistent with a study conducted in Korea (Kim et al., 2017), which found that male students were more likely than female students to perceive themselves as being more capable than their group members. Male students were also more likely than female students to believe that they were contributing more to the group work.

In this study, it was concluded that male students thought that the task was divided equally when working with a group. In well-organized groups, tasks are often divided equally or based on each member's strengths and interests. Male students in such groups may accurately perceive a fair distribution of responsibilities. Groups that promote open communication and collaboration are more likely to ensure an equitable distribution of tasks. When group members discuss their strengths and preferences openly, it can lead to a perception of equal task allocation. Similar to this conclusion, in a study conducted in the USA (Smith et al., 2017) found that male students were more likely than female students to believe that the tasks were divided equally in cooperative learning groups, even if they were not.

Male students reported higher academic achievement and grades when working in a group than female students. Gender differences in communication styles can sometimes lead to perceptions of male students being more assertive or dominant in group discussions. These perceptions may be mistaken for higher academic achievement. Some male students may exhibit higher levels of self-confidence, which can influence their contributions and interactions within the group. This self-confidence may be perceived as higher academic achievement. Similarly, Johnson et al. (2002) and Slavin (2007) found that cooperative learning had a positive effect on academic achievement in both men and women, but that grades were slightly higher in men.

It was found that female students thought that the task was completed in a shorter time when they worked in a group compared to male students. In a well-organized and

collaborative group, tasks are often divided among members. When multiple individuals are working on different aspects of a task simultaneously, it can create the perception that the overall task is progressing more quickly. Group discussions and brainstorming sessions in a collaborative setting can lead to efficient problem-solving. When group members collectively identify solutions and strategies, it may lead to quicker task completion. Similar results were obtained in a study conducted by Zhang et al, (2016) in China. Consistent with the results of this study, female students stated that the task was completed in a shorter time when they worked in a group.

5.2.2. Independent samples t-test results for school year

As indicated by the analysis, it was found in this study, especially the second-year students think that they did more than the other students when they worked with the group. Second-year students typically have more experience with academic coursework and group projects compared to first-year students. This increased experience may lead second-year students to feel more confident and capable in group work, potentially leading to a perception that they contribute more. Second-year students may be more inclined to take on leadership roles within groups, given their experience. They may naturally assume responsibilities for organizing and coordinating group efforts, which can contribute to the perception of doing more. In similar studies conducted by Slavin and Cheung (2008), and Smith and Steven (2010), although the positive effect of cooperative learning on students was observed, some students had to do more work than other students.

In this study, the first-year students stated that they were able to work at their own pace when they worked with the group compared to the second-year students. First-year students may be less familiar with the academic environment and group dynamics, leading them to focus more on their own pace and comfort level. They might not fully understand how to adapt to group work initially. First-year students might enter the academic setting with a desire for independence and self-reliance. They may initially prefer working at their own pace and feel that group work should allow them to do so. However, similar previous studies have not revealed any noteworthy differences in this regard.

In consonance with the study's data, students in their second year stated that they wanted to work with their friends when they worked in groups. By their second year, students have had more time to establish friendships and build trust with their peers. They may feel more comfortable working with friends because they are familiar with each other's strengths,

weaknesses, and work ethics. Friends often have open and effective communication with each other. Second-year students may believe that working with friends will lead to better communication, understanding, and coordination within the group. In parallel with this result, similar results were found in studies conducted by Webb and Palincsar (1996) and Newcomb and Bagwell (2000), which investigated the relationship between cooperative learning and friendship relationships. In these studies, it was observed that most of the participants preferred to work with their own friends when they worked with a group and that students who worked with their own friends participated more.

The results of this study showed that significantly more first year students said that they wanted to make sure that the other group members understood the material. First-year students may take their academic responsibilities seriously and believe that everyone in the group should contribute to the project's success. They may view it as a shared responsibility to learn and understand the material. First-year students may have a strong sense of fairness and equity. They want to ensure that everyone in the group has an equal opportunity to learn and benefit from the educational experience. However, no significant differences were found in other studies on this issue.

As revealed by the study, first year students reported that they were assigned to work with students they did not like. In many educational institutions, groups are assigned randomly, and students may feel that they have little control over the composition of their groups. As a result, they might end up in groups with individuals they may not know or have had previous negative experiences with. During their first year, students may have limited opportunities to form connections and friendships with a wide range of classmates. This can lead to the perception that they are working with unfamiliar or less-liked peers. In parallel with this result, in the study conducted by Johnson and Johnson (1999), some of the students stated that they did not like some of the students they were assigned to work with.

The results also showed that more and more first year students felt that group work was a waste of time. If the objectives of a group project are not clearly defined or if students do not understand the purpose of the task, they may view the work as aimless and unproductive. Unequal participation within the group, where some members contribute more than others, can lead to frustration. First-year students may feel that their efforts are not being fully utilized or that they are carrying the burden of the work. Similar to this result, Slavin and Cheung (2008) also found that some students thought that group work was a waste of time.

The results showed that significantly more second-year students felt that they received the grade they deserved when working in a group. Over time, students may have developed better communication and collaboration skills, allowing them to effectively express their ideas, resolve conflicts, and work as a team. This can lead to greater confidence in their ability to contribute positively to the group. By their second year of college, students typically have more experience with group projects and a better understanding of how group dynamics and collaboration work. They may feel that they have a greater ability to contribute to the group and influence the overall outcome. With more experience, second-year students may feel a greater sense of accountability for their own learning and success. They understand that their participation and contributions in group work directly impact their individual grades. In a similar study by Smith and Steven (2010), it was found that some students felt that they received the grade they deserved, regardless of their contribution too.

The results showed that the number of students, especially those in their first year, are more likely than those in their second year to feel disliked by their group members. Low self-esteem or negative self-perception can make students more prone to believing that others dislike them. They may project their own insecurities onto their group members. First-year students are often transitioning to a new academic environment, and they may be adjusting to a different social dynamic. They might perceive themselves as outsiders or newcomers in their groups. However, other studies on cooperative learning did not reveal a remarkable difference in this regard.

Significantly more second year students reported that they learnt more when they worked in a group with other students. By their second year of college, students typically have more experience with various learning methods and formats, including group work. This experience can lead to a better understanding of how group work can enhance their learning. Second-year students may have had opportunities to reflect on their first-year experiences, including what worked well and what didn't. They may recognize that group work allows for diverse perspectives and active engagement, which can deepen their understanding of course material. Group members often provide feedback and support to each other. Second-year students may have experienced the benefits of receiving constructive feedback and assistance from their peers, which can improve their learning outcomes. In addition, in another study conducted by Smith and Jones (2011), which evaluated the effects of collaborative work on second year students, it was found that second year students were more successful when they worked in groups.

5.2.3. Independent samples t-test results for proficiency level

The results showed that high level students were more willing to work with their friends when they worked in a group than low level students. High-level students may have built strong relationships and trust with their friends over time. They feel comfortable expressing their ideas and opinions in the presence of friends, leading to a more relaxed and open group dynamic. High-level students may believe that friends can provide valuable support, assistance, and feedback during group work. They trust their friends' judgment and rely on their expertise. Working with friends may reduce stress and anxiety related to group assignments. High-level students may perceive friends as a source of emotional support during challenging academic tasks. In a study conducted in Canada, where the same questionnaire was used, it was found that students intensely wanted to be in a group with their own friends, even though there was no difference in level. In addition, according to Wentzel, McNamara-Barry and Caldwell (2004), friendship has an important role in the social and academic development of students.

The results of this study showed that a considerable number of students at the lower level often think that one student in the group makes the decisions. Low-level students may have lower self-confidence in their academic abilities, leading them to defer decision-making to someone they perceive as more knowledgeable or competent in the group. Low-level students may fear making mistakes or providing incorrect answers. They may believe that allowing one person to make decisions reduces the risk of errors and ensures that the group follows the correct path. However, no similar significant differences were found in other studies.

In the part of the study in which high level students were compared with low level students, it was found that high level students thought that working with a group was a waste of time. High-level students may believe that they can complete tasks more efficiently and effectively on their own. They may think that group work slows them down or hinders their ability to excel. High-level students may have developed specific work styles and study habits that differ from those of their peers. They may prefer to work independently to maintain control over their approach to tasks. Low level students also stated that they got the grade they deserved when they worked with a group. Low-level students may perceive that group work allows them to share responsibility for the outcome of the project or assignment. They may believe that if the group receives a poor grade, it reflects their collective effort rather than their individual shortcomings. Low-level students may experience reduced

anxiety when working in a group, as they may feel less pressure to perform at an exceptionally high level. They may believe that group work allows them to contribute at their own pace. However, there were no significant differences in similar studies on these issues.

5.3. Factor Analysis

In the study conducted in Canada by Kouros and Abrami (2006), where the SAGE questionnaire was first used, 4 factors emerged during factor analysis. These are; quality of product and process, peer support, student interdependence and frustration with group members. However, 6 different factors emerged in this study. These are; peer support, frustration with group members, product and process quality, student interdependence, fairness, and sense of belonging. This means that the new fairness and sense of belonging factors are important factors influencing students' attitudes towards cooperative learning in Turkey. Fairness has emerged as a new factor and can be interpreted in terms of workload and grading. In the context of Turkey, the students mostly perceived the grading of the final product by the group as fair. Regarding the workload, the students who participated in the research generally stated that they thought that the workload was distributed fairly. However, in a study by Tinmaz and Ozturk (2021) in South Korea, participants felt that group grading was unfair and that sometimes the workload was not shared fairly by group members.

According to the factor analysis conducted in this study, only in the Peer Support category, which is the first variable and in which male and female students are compared for each factor, a remarkable difference emerged. Thus, male students reported that they received more support from their peers and were more supportive than female students. This may mean that male students are more focused on group success rather than individuality or that they are more comfortable expressing their opinions and that their opinions are respected by their group members. Similarly, in a factor analysis comparing social sciences and technical sciences students in a study in South Korea (Tinmaz and Ozturk, 2021), it was found that social sciences students gave more importance to peer support. In addition, based on the findings of the factor analysis, in the sense of belonging category, it was found that male students felt more belonging to the group they worked with than female students. This result may indicate that male students are more inclined to take initiative when working with a group and care more about group success.

In the part of the factor analysis results comparing the first and second year students, there was a significant difference only in the frustration category. According to this result, it was observed that students in their first year had higher levels of frustration than those in their second year. This result may mean that first year students feel that they are not liked by their group members, that they think that their group members are not academically competitive students, or that they want their group members to be their friends.

The factor analysis did not reveal any significant difference in the variable of low and high level students.

CHAPTER VI

CONCLUSION

The primary objective of this research endeavor was to investigate the disposition of English as a Foreign Language (EFL) students in relation to their attitudes pertaining to cooperative learning approaches and the cooperative learning activities they engage in within an educational context. The research methodology employed in this study was fundamentally quantitative in nature. To accomplish this goal, an extensive dataset was acquired from a cohort of students enrolled in a preparatory school, utilizing a structured questionnaire as the primary instrument for data collection. The amassed data underwent a meticulous analysis process employing the Statistical Package for the Social Sciences (SPSS), which is a widely-recognized statistical software package for data analysis. The initial phase of analysis involved a descriptive examination of the data, which aimed to present a comprehensive overview of the dataset. Subsequently, a more advanced statistical technique, factor analysis, was employed to discern latent constructs or underlying patterns within the data.

This chapter encapsulates the culmination of the research findings, providing a concise summation of the results gleaned from the data analysis. Furthermore, it offers valuable insights in the form of recommendations for prospective research inquiries, identifying potential avenues for further exploration in this domain. Lastly, this chapter delves into the pedagogical implications arising from the study, shedding light on how these findings could inform and potentially enhance educational practices within the context of EFL instruction and cooperative learning strategies.

6.1. Summary of the Results

This quantitative study aimed to investigate the attitudes of English preparatory school students towards cooperative learning. For this purpose, two research questions were asked. The first research question aimed to assess students' thoughts and attitudes towards collaborative learning, while the second question aimed to find out the effects of gender, school year and language proficiency differences on these attitudes.

To answer these questions, data were collected with the SAGE questionnaire (Kouros and Abrami, 2006) during the 2022-23 academic year from students at a foundation

university English preparatory school in Ankara. In the study, 143 prep school students took part. The collected data were analyzed descriptively, independent samples t-test and factor analysis using SPSS (2013). The following results have emerged with these analyses.

It was concluded that the participants generally had positive attitudes towards cooperative learning. However, the students mostly stated that they wanted to choose the group members with whom they would work together. In addition, students stated that it is important to be able to express their ideas freely in the group and that the group grade should be fair. In the data where gender variables were analyzed, it was observed that especially female students were more prone to group work and that they stated that the product produced was more important than male students. In addition, female students also stated that their ideas were not respected by the group members. In another category, school year, students, especially those in their second year, stated that they wanted to be in the same group with their friends. In addition, second year students stated that they learnt more when they worked with other students. In another data set comparing the level of language ability, high level students preferred to be in a group with their friends, whereas low level students generally felt that one student in the group made the decisions.

In addition to the factors revealed in the study conducted in Canada by Kouros and Abrami (2006), where the SAGE questionnaire was used for the first time, the factors of fairness and sense of belonging were revealed in this study conducted in Turkey. In this case, it can be said that fairness and sense of belonging are important factors for preparatory school students in Turkey. In the section where the gender variable was compared by factor analysis, it was found that male students were more supportive and felt more belonging to the group they worked with. In the section comparing first year and second year students, it was observed that the frustration level was higher in first year students, but in another category, the analysis comparing level differences, there was no difference.

6.2. Suggestions for Future Studies

To address the limitation of a small sample size, further research could benefit from conducting a larger-scale study with a more diverse and representative sample of participants. While this study provided valuable insights, a larger and more varied participant pool would enhance the generalizability of the findings.

Additionally, it is worth noting that this study was conducted within the context of a foundation university in Turkey. To gain a more comprehensive understanding of the

dynamics at play, future research could explore the same research questions in a state university setting in Turkey. This comparative analysis across different university contexts could shed light on the potential impact of institutional differences on the results.

Another aspect to consider is the gender balance among participants. In this study, most participants were female. To provide a more balanced perspective, researchers could design a study with a more equal distribution of male and female students. This would enable a more nuanced examination of how attitudes towards cooperative learning might vary across genders.

Regarding language proficiency, it is crucial to acknowledge that language ability can significantly influence attitudes towards any language learning method. Future studies could aim to include more homogenous groups in terms of language proficiency levels. This would allow for a more precise analysis of how varying language abilities might affect perceptions of cooperative learning in language education.

While this study focused on data collected in a preparatory school, expanding the scope of future research to include faculties within the university—comprising both students and faculty members—could provide a more holistic view of cooperative learning. This broader approach would yield richer data by incorporating perspectives from various stakeholders involved in the teaching and learning process.

In conclusion, while this study has provided valuable insights into the attitudes of students towards cooperative learning in a specific context, there are opportunities for future research to build upon these findings. By addressing the limitations and broadening the scope, researchers can contribute to a more comprehensive understanding of the factors influencing cooperative learning in diverse educational settings.

6.3. Pedagogical Implications

The comprehensive results of the entire study reveal that the attitudes of students enrolled in an English preparatory school towards cooperative learning and group work are overwhelmingly positive. This enthusiasm for collaborative learning presents a wealth of opportunities for instructors to enhance the educational experience. However, it also underscores the importance of careful facilitation to maximize the benefits of group work. One key finding suggests that students prefer working in groups alongside their friends. This inclination can be harnessed to create dynamic, tightly-knit teams. Imagine a classroom where instructors, aware of this preference, orchestrate group formations that blend the

familiarity of friendships with the diversity of skills and personalities. This approach not only fosters a sense of camaraderie but can also lead to academic improvements as students are more comfortable expressing their ideas and working closely with friends.

Additionally, the study highlights a concern regarding group grading fairness. Picture instructors taking extra steps to ensure equitable assessment. They might implement transparent grading criteria, engage in regular discussions with groups about performance expectations, and even encourage students to participate in assessing their peers' contributions. These actions can dispel concerns about fairness and enhance the overall group work experience.

Furthermore, distributing tasks within groups becomes a critical aspect to consider. Instructors could implement creative strategies, such as rotating leadership roles or allowing group members to collectively decide on task assignments. These measures promote a sense of shared responsibility and prevent the uneven distribution of work, ensuring that each student contributes meaningfully.

Lastly, the desire for an environment where ideas flow freely and are respected offers an inspiring vision for instructors. Imagine classrooms buzzing with engaged students, where instructors actively encourage open dialogue, stimulate discussions, and provide a safe space for intellectual exploration. By nurturing such an atmosphere, instructors can empower students to become not only proficient learners but also skilled collaborators, who value diverse perspectives and respect each other's contributions.

In conclusion, the study's overwhelmingly positive findings regarding students' attitudes towards cooperative learning and group work present exciting opportunities for instructors to cultivate enriched learning experiences. With imaginative approaches that consider students' preferences for group dynamics, fairness in grading, and the promotion of open idea-sharing, instructors can foster an educational environment where students thrive academically and personally.

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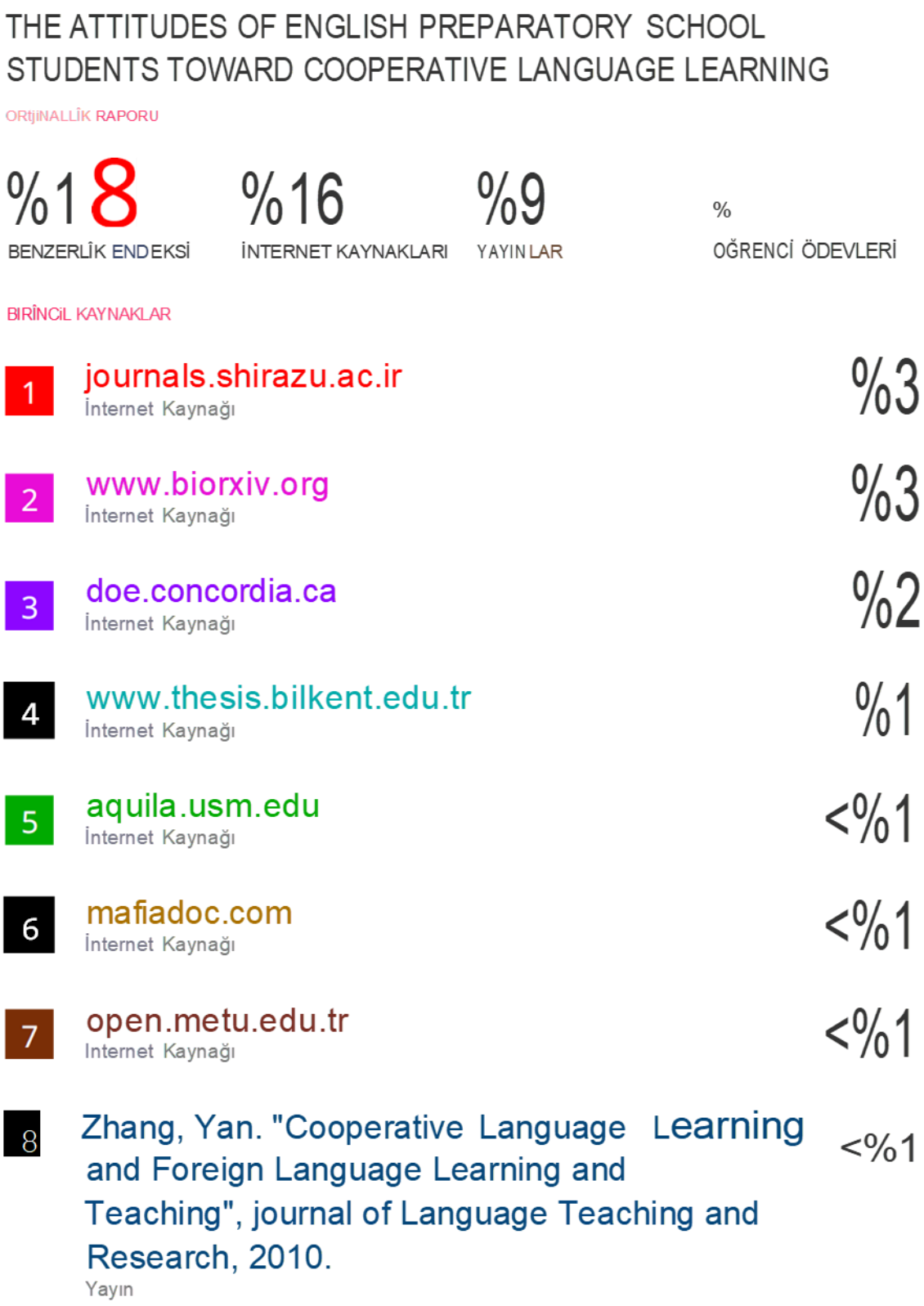
Appendix 1



THE ATTITUDES OF ENGLISH PREPARATORY SCHOOL STUDENTS TOWARD COOPERATIVE LANGUAGE LEARNING

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BİRİNCİL KAYNAKLAR

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7	open.metu.edu.tr İnternet Kaynağı	<%1
8	Zhang, Yan. "Cooperative Language Learning and Foreign Language Learning and Teaching", journal of Language Teaching and Research, 2010. Yayın	<%1

Appendix 2

Questionnaire

1. When I work in a group I do better quality work.

2. When I work in a group I end up doing most of the work.

3. When I work with other students I am able to work at own pace.

4. When I work in a group I want to be with my friends.

5. The work takes longer to complete when I work with other students.

6. My group members do not respect my opinions.

7. I enjoy material more when I work with other students.

8. My group members help explain things that I do not understand.

9. I become friends with my group members.

10. When I work in a group I am able to share my ideas.

11. The material is easier to understand when I work with other students.

12. My group members make me feel that I am not as smart as they are.

13. My work is better organized when I am in a group.

14. My group members like to help me learn the material.

15. My group members get a good grade even if they do not do much work.

16. The workload is usually less when I work with other students.

17. I feel I am part of what is going on in the group.

18. One student usually makes the decision in the group.

19. Our job is not done until everyone has finished the assignment.

20. I find it hard to express my thoughts when I work in a group.

21. I do not think a group grade is fair.

22. I try to make sure my group members learn the material.

23. My grade depends on how much we all learn.

24. I learn to work with students who are different from me.

25. It is difficult to get together outside of class.

26. My group members do not care about my feelings.

27. I do not like the students I am assigned to work with.

28. I let other students do most of the work.

29. I get to know my group members well.

30. When I work in a group I get the grade I deserve.

31. I feel working in groups is a waste of time.

32. My group members do not like me.

33. I have to work with students who are not as smart as I am.

34. When I work in a group there are opportunities to express my opinions.

35. When I work with other students the work is divided equally.

36. We cannot complete the assignment unless everyone contributes.

37. My marks improve when I am with other students.

38. I help my group members with what I am good at.

39. My group members compete to see who does better work.

40. The material is more interesting when I work with other students.

41. When I work in a group my work habits improve.

42. I like to help my group members learn the material.

43. Some group members forget to do the work.

44. I do not care if my group members get good grade.

45. I learn more when I work with other students.

46. It takes less time to complete the assignment when work with other students.

47. I am forced to work with students I do not like.

48. It is important to me that my group gets the work done on time.

49. I also learn when I teach the material to my group members.

50. I become frustrated when my group members do not understand the material.

51. When I work in a group I get the grade I deserve.

52. Everyone's ideas are needed if we are going to be successful.

53. When I work with other students we spend too much time talking.

54. I prefer to choose the students I work with.

* This questionnaire used to collect data for this study was made available as open source in the original study.

Appendix 3

Activity: Picture Prompts

Objective: To practice speaking and listening skills in a cooperative setting.

Materials:

A set of pictures depicting various scenes, objects, or actions

Index cards or small pieces of paper

Pens or pencils

Procedure:

Divide the class into small groups of 3-4 students.

Give each group a set of pictures.

Have each student write down one word or phrase that describes each picture on an index card or piece of paper.

Collect the index cards or pieces of paper from each group.

Shuffle the index cards or pieces of paper and redistribute them among the groups.

Have each group take turns taking one index card or piece of paper from their collection.

The student holding the index card or piece of paper must use the word or phrase on the card to describe the picture to their group members.

The group members must try to guess the picture being described.

The first group to correctly guess the picture gets a point.

Play continues until all of the index cards or pieces of paper have been used.

The group with the most points at the end of the game wins.

Variations:

For younger students, you can use pictures with fewer details or with more familiar objects.

For older students, you can use more complex pictures or have them describe the pictures in more detail.

You can also have students take turns acting out the picture being described.

Benefits of cooperative language learning activities:

Cooperative language learning activities provide students with opportunities to practice using their language skills in a natural and communicative setting.

They also help students to develop their listening skills, their collaboration skills, and their ability to give and receive feedback.

In addition, cooperative language learning activities can help to create a more positive and supportive learning environment.