



People's Democratic Republic of Algeria



Ministry of Higher Education and Scientific Research

University of Chadli Ben Jdid El-Taref

Faculty of Letters and Languages

Department of English

The Role of Cooperative Learning in Enhancing the EFL Students'

Attitudes

Case study: Second year LMD Students of English at the Chadli Ben Jdid

University El-Tarf

Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirement for the Master Degree in English Didactics

Presented by:

Mr.Larrous Imad Eddine

supervised by:

Mrs.Ouis Hanane

BOARD OF EXAMINERS

Supervisor: Mrs. Ouis Hanane MAA Chadli Ben Jdid University

President: Mrs. Nadji Salma MAA Chadli Ben Jdid University

Examiner: Mr.khaldoun kader MAC Chadli Ben Jdid University

2020/2021

Dedication

I dedicate this work for both my parents for their unconditional support.

To my own brothers and sisters, who were clearly proud of seeing their elder brother making this work and achieving this level.

To my best friends: Hanadi, and Badi who gave me an enormous push of positive energy, and finally to the entire friends I knew since the past five years.

Acknowledgments

First and foremost, I thank ALLAH, the almighty for paving the way to us for accomplishing this work.

I would like to express my full gratitude to my supervisor, Mrs. OUIS HANANE for her guidance, helps, encouragements, and academic support.

Also, I would like to express sincere thanks and appreciation to the members of the jury Mrs. NADJI, sir KHALDOUN for Proofreading.

Acknowledgments also go to all my teachers at EL-TAREF University for the through Education I received from them.

Finally, I would like to thank the students of second Year LMD at Chadli Bendjedid University for accepting took part in participating in this study.

ABSTRACT

The present study aims to investigate the Role of Cooperative Learning in Enhancing the Students' Negative Attitudes. The work is mainly concerned with teachers who use cooperative learning strategies in the classroom in order to help the students to be more productive. Our hypothesis stipulated that If teachers use CL with their students, they will witness a great improvement in the different skills. To confirm this hypothesis, a descriptive study has been conducted using both quantitative and qualitative methods, while questionnaires were used as a data gathering instrument. The questionnaires were administrated to both students of second year at the department of Chadli Ben Jdid University, and teachers from different levels in order to ensure a diverse opinion. The results of this study revealed that CL is the appropriate technique can be used to encourage the students overcoming their problems; fear, shyness, lack of confidence, and quite their negative attitudes. As a consequence, the use of CL surely helps second year students improve their skills, teach them a sense of responsibility, boost their confidence, and encourage them to achieve higher levels.

Key word: Cooperative Learning, Negative Attitudes, Overcoming Problems.

ملخص

تهدف الدراسة الحالية إلى معرفة دور التعلم التعاوني في تعزيز المواقف السلبية لدى الطلاب. العمل يهتم بشكل أساسي بالمعلمين الذين يستخدمون استراتيجيات التعلم التعاوني داخل الفصل الدراسي من أجل مساعدة الطلاب على أن يكونوا أكثر إنتاجية. نصت فرضيتنا على أنه إذا استخدم المعلمون التعلم التعاوني مع طلابهم ، فسوف يشهدون تحسناً كبيراً في المهارات المختلفة. لتأكيد هذه الفرضية، تم إجراء دراسة وصفية باستخدام كل من الأساليب الكمية والنوعية، بينما تم استخدام الاستبيانات كأداة لجمع البيانات. تم إرسال الاستبيان لكل من طلاب السنة الثانية في قسم جامعة الشاذلي بن جديد ومعلمين من مختلف المستويات من أجل ضمان وجود رأي متنوع. أظهرت نتائج هذه الدراسة أن التعلم التعاوني هو الأسلوب المناسب الذي يمكن استخدامه لتشجيع الطلاب على التغلب على خوفهم وخجلهم وانعدام الثقة وسلوكهم السلبي تماماً. نتيجة لذلك ، فإن استخدام التعلم التعاوني يساعد بالتأكيد طلاب السنة الثانية على تحسين مهاراتهم ، وتعليمهم الشعور بالمسؤولية ، وتعزيز ثقتهم ، وتشجيعهم على تحقيق مستويات أعلى.

الكلمة المفتاحية: التعلم التعاوني ، المواقف السلبية ، التغلب على المشاكل.

TABLE OF CONTENTS

DEDICATION.....	I
ACKNOLDGMENTS.....	II
ABSTRACT	III
ARABIC ABSTRACT.....	IV
CONTENTS.....	V
LIST OF TABLES	IX
LIST OF FIGUERS.....	XI
LIST OF ABBRIVIATIONS	XIII

GENERAL INTRODUCTION

1. Background of the Study.....	01
2. The Objectives of the Study	01
3. Statement of Problem	02
4 .Research Questions.....	02
5. Research Hypotheses.....	03
6. The Significance of the Study.....	03
7. Methodology and data gathering tools.....	03
8. Limitation of the Study.....	04
9. The structure of the Study.....	05

CHAPTER ONE : LITERATURE REVIEW

SECTION ONE: CHARACTERISTICS AND COMPONENTS OF ATTITUDE

1. Introduction	06
2. Dif of attitude.....	06
3. Theories of attitude.....	07
3.1 Social judgment theory.....	07
3.2 Consistency theory of attitude change.....	08
3.3 Cognitive dissonance.....	08
4. ABC model of attitude (Components).....	09

4.1. Cognitive Component.....	09
4.2. Affective Component.....	09
4.3. Behavioral Component.....	10
5. Attitudes values AND Beliefs	10
5.1. Attitudes and values	10
5.2. Attitudes and Beliefs.....	11

SECTION TWO: CAUSES OF THE STUDENTS NEGATIVE ATTITUDE

1. Problems that Creates Negative Attitudes	12
1.1 Lack of Vocabulary.....	12
1.2Fear of Committing Mistakes.....	13
1.3Group Boredom	13
2. Psychological Factors	14
2.1Anxiety	14
2.2Fear of Being Judged.....	14
2.3Lack of Confidence.....	15
2.4 Lack of Motivation.....	15
3. Pedagogical Factors	16
3.1The lack of the Appropriate Environment	16
3.2TheTeacher method.....	17
3.3Crowded classes.....	17
4. Sociocultural Factor.....	18
5. Conclusion	18

SECTION THREE: COOPERATIVE LEARNING INSIDE CLASSROOM

1. Introduction.....	19
2. Dif of Cooperative Learning	19
3. Types of Cooperative learning	20
3.1Formal Cooperative Learning.....	20
3.2 Informal Cooperative Learning.....	20
3.3Cooperative Base groups.....	21
4. Characteristics of cooperative learning.....	21
4.1Positive Interdependence.....	21

4.2 Individual Accountability	22
4.3 Face –to-face Communication.....	22
4.4 Social Skills.....	23
4.5Group Processing	23
5. Cooperative Learning Methods	24
5.1Students team Achievement Division	24
5.2Team Game Tournament.....	24
5.3Jigsaw 2	25
5.4Group Investigation	25
6. The Benefits of Cooperative Learning.....	26
6.1Academic Improvement	26
6.2Creating Effective Climate.....	27
6.3 Higher Level Thinking Skills	27
6.4 Fostering learners Responsibility and Awareness	27
7. Conclusion	28

CHAPTER TWO: METHODOLOGY AND DATA ANALYSIS

Introduction.....	28
1. Participants.....	28
2. Research Instrument	28
3.1Questionnaire.....	28
3. Data Collection	29
4. Presentation and Analysis of Findings.....	30
5.1Students’ questionnaire analysis	30
5.1.1 Section One: Personal Information.....	30
5.1.2 Section Two: Negative Attitude of the Students.....	31
5.1.3 Section three: cooperative learning.....	41
5.2Teachers’ questionnaire analysis	51
5.2.1 Section one: personal information.....	51
5.2.2 Section two: the students’ negative attitude.....	51
5.2.3 Section three: cooperative learning in classroom.....	54
5. Conclusion.....	61

CHAPTER THREE: DISCUSSION AND RECOMMENDATIONS

Discussion of the Results.....	62
--------------------------------	----

1.1. Discussion of the Students Questionnaire	62
1.2. Discussion of the Teachers Questionnaire.....	63
2. Implications of the Results	64
3. Suggestions and Recommendation for further studies	65
4. Conclusion	66
List of Reference	67
Appendices	70

LIST OF TABLES

Table 1.1: The Participant's Age	30
Table 1.2: Student's gender distribution.....	31
Table 1.3: Fear of being judged by the teacher.....	31
Table 1.4: The huge stress coming out from avoiding mistakes.....	32
Table 1.5: The fear of being laughed at inside the classroom.....	33
Table 1.6: The affects of shyness on the student's productivity.....	34
Table 1.7: The negative effect of lack of confidence on the students	35
Table 1.8: The poor methods used by the teacher and its effect on the student's motivation and production.....	36
Table 1.9: The bad effect of the students' negative attitude on learning process.....	37
Table 1.10: The poor readiness of students to share when the right environment is not provided.....	38
Table 1.11: The way students tend to work.....	39
Table 1.12: The student's anxiety.....	39
Table 1.13: Understanding how working alone is discouraging for students.....	40
Table 1.14: Students familiarity with CL	41
Table 1.15: The students experience with group work.....	42
Table 1.16: The students' attitude toward CL.....	43
Table 1.17: The student's working preference	43
Table 1.18: Understanding how group work helps students.....	44
Table 1.19: Peer work and building self confidence.....	45
Table 1.20: The students feeling toward working in groups.....	46
Table 1.21: Raising the level of production and enjoyment while learning.....	47

Table 1.22: Defeating the negative feeling through group work	48
Table 1.23: what is more useful for a student	49
Table 1.24: The possibility of using CL as techniques the students were teachers	50
Table 2.1: The lack of the appropriate environment and its negative effects	51
Table 2.2: The fear of making mistakes and being judged.....	52
Table 2.3: Negative effect of shyness.....	53
Table 2.4: The lack of motivating learning techniques.....	54
Table 2.5: Teacher's willingness to use cooperative learning	55
Table 2.6: Teacher's working preference.....	55
Table 2.7: The goal of applying group work.....	56
Table 2.8: Importance of CL.....	57
Table.2.9: Fields of CL outcomes.....	58
Table 2.10: Positive effect of CL on students attitudes.....	60

LIST OF FIGURES

Figure 1.1: The participant's age.....	30
Figure1.2: The student's gender	31
Figure 1.3: Fear of being judged by the teacher.....	32
Figure 1.4: The huge stress coming out from avoiding mistakes.....	33
Figure 1.5: The fear of being laughed at inside the classroom.....	34
Figure 1.6: The affects of shyness on the student's productivity.....	35
Figure 1.7: The negative effect of lack of confidence on the students.....	36
Figure 1.8: The poor methods used by the teacher and its effect on the student's motivation and production.....	36
Figure 1.9: The bad effect of the students' negative attitude on learning process.....	37
Figure 1.10: The poor readiness of students to share when the right environment is not provided.....	38
Figure 1.11: The way students tend to work	39
Figure 1.12: The students' Anxiety.....	40
Figure 1.13: Understanding how working alone is discouraging for students.....	41
Figure 1.14: Students familiarity with CL	42
Figure 1.15: The students experience with group work.....	42
Figure1.16: The students attitude toward CL.....	43
Figure 1.17: The student's working preference	44
Figure1.18: Understanding how group work helps students.....	45

Figure 1.19: Peer work and building self confidence	46
Figure 1.20: The students feeling toward working in groups.....	47
Figure 1.21: Raising the level of production and enjoyment while learning.....	48
Figure 1.22: Defeating the negative feeling through group work.....	48
Figure 1.23: What is more useful for a student.....	49
Figure 1.24: The possibility of using CL as techniques the students were teachers.....	50
Figure 2.1: The lack of the appropriate environment and its negative effects.....	52
Figure 2.2: The fear of making mistakes and being judged	53
Figure 2.3: Negative effect of shyness	53
Figure 2.4: The lack of motivating learning techniques.....	54
Figure 2.5: Teacher's willingness to use cooperative learning.....	55
Figure2.6: Teacher's working preference.....	56
Figure 2.7: The goal of applying group work.....	57
Figure 2.8: Importance of CL.....	58
Figure.2.9: Fields of CL outcomes.....	59
Figure 2.10: Positive effect of CL on students attitudes.....	61

LIST OF ABBREVIATIONS

ABC: Affective, Behavioral, and Cognitive

CL: Cooperative Learning

EFL: English Foreign Languages

FL: Foreign Languages

LMD: License, Master, Doctorate

N: Number

P: Page

Q: Question

STAD: Student Team-Achievement Division

TGT: Team-Game-Tournament

GENERAL INTRODUCTION

Background of the Study

Attitude deals with feelings, beliefs and the behaviors that people have about situations, specific ideas, things or other people, which defines the human personality. The Social psychologists Gordon Allport stated that an attitude is a mental and a neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to objects and situations with which it is related. Even though attitude can vary in strength along both positive effects, and with negative effect, it is known that this negative attitude attained by the students has extremely bad consequences for foreign learners (FL) productivity and their learning process. Many students find communicating effectively in the classroom a very difficult challenge to face, most English foreign language learners (EFL) who are concerned with the language and its use; react negatively toward learning or participating in any way. The reason behind the unwanted attitude goes back to the problems they have faced, and several other factors such as psychological, pedagogical, and sociocultural factors. The fear of making mistakes, shyness, lack of the right environment, and many other factors is what limits and hinders their academic progress. On the other hand, this does not mean that a student will always suffer from his unwanted bad attitude, some techniques can be used to change this, such as cooperative learning (CL) which is an effective way of teaching and encouraging the students to raise their attitude, and maximize their academic achievements.

1. OBJECTIVES OF THE STUDY :

This conducted study aims to :

- 1. Raise the students full awareness about what a negative attitude causes and how bad it affects their academic achievements**

2. Get how helpful is using new techniques, such as cooperative learning, and see what methods can be really useful, joyful, encouraging, and ensure a better learning environment for the students.

3. STATEMENT OF THE PROBLEM:

It is found that some students are adopting a very negative attitude toward learning. The particular reason for the circumstance is that students are afraid, they assume that they lack the qualities needed to engage, or produce a healthy and sound language. Others find it discouraging to be a part in the classroom activities, for the exact feeling of being anxious about making mistakes in front of their peers, which can be a real cause of embarrassment to them. Clearly the real issue here is not only the absence of vocabulary and grammar knowledge, most of the times it is their negative attitude attained from their bad and unpleasant experiences. This attitude creates a large set of other problems like the lack of confidence, fear, anxiety, shyness which need effective techniques like cooperative learning to help the students overcome their problems and make high academic goals.

4. RESEARCH QUESTIONS :

The negative attitude attained by the EFL students clearly has a huge impact on their learning process and their outcomes, so the real question now is:

- What are the main reasons that make the students adopt such an attitude?
- To what extent does cooperative learning help the EFL students overcome their negative attitude raisers?
- Does cooperative learning really help the students achieve higher academic goals?

5. RESEARCH HYPOTHESIS:

Since our study based on three major research questions and in order to find an answer to these questions we suggest these hypotheses as a research facilitator before arriving at our final destination of this study.

- Cooperative learning will be extremely helpful for EFL Students to be more productive inside and outside the classroom.
- Students work in pairs or groups reduce students Anxiety.
- Cooperative learning techniques boost students' skills and Enhance their attitude of learning.

6. SIGNIFICANCE OF THE STUDY:

The ultimate purpose of this study is to encourage EFL students to develop their attitude toward learning, and help them adopt a new positive attitude that can be helpful for them to achieve higher goals. In this research, we will grab the most important key factors that can ensure giving the EFL students a positive reaction and to be more willing, and productive. In order to achieve our goals we will see how cooperative learning techniques in are able to creates an energetic learning, comforting environment, raising their awareness, and also see how critical it can be in preparing them to engage in the class and be more productive.

7. METHODOLOGY AND DATA GATHERING TOOLS :

In conducting our research, we have selected a descriptive research type, with both quantitative and qualitative methods, a conducted questionnaire implemented as the main tool to analyze, observe, and helps us to understand the present study concepts .

In order to conduct this study two questionnaires used as a data collection tool in order to save more time and effort. The first questionnaire is directed to our sample the second year LMD (licence, master, doctorate) students of the Chadli Ben Jdid University. The second questionnaire is meant for professors in order to obtain effective and reliable information, because they know exactly how to evaluate the student's attitude progress, productivity and awareness of cooperation.

PROCEDURES:

This research was implemented for second year LMD students, thirty students at the department of the FL of English at Chadli Ben Jdid University. Furthermore the second half of the research was implemented by giving a questionnaire to five teachers from different academic levels.

8. LIMITATION OF THE STUDY:

Some of the limitations of the study were that we started this academic year a little bit late, so we started working on this research with a panic feelings because we felt like we are behind schedule. All that frustration, fear, over-thinking all must have a negative effect on our research.

Another limitation is not having enough time, which was needed for classroom observation, even when we used an online questionnaire. So, we would like our future colleagues use classroom observation, especially when their topic is related to cooperative learning.

Also we found it difficult to collect data with the current health circumstances (covid 19). We obliged to make an online questionnaire which the students did not take seriously and we got less response than we should have got, which was not expected.

9. STRUCTURE OF THE DISSERTATION :

This research is divided into three main chapters, although it starts with a general introduction, that presents the research, states its problems, questions, the hypothesis, and the research design. The first chapter of the research starts with what is meant by attitude and their causes (definition, theories, components, and the different causes of a bad attitude), and moving to what is cooperative learning, its techniques and how useful it is (definition, types, characteristics, methods, and benefits). The second chapter deals with the methodology, and both the students and teachers questionnaire results and their analysis, which are going to be analyzed through interpretation. Finally the third chapter, which deals with the discussion, recommendations, and the implication provided which are going to be based on our results.

CHAPTER ONE

LITERATURE REVIEW

SECTION ONE :CHARACTERISTICS AND COMPONENTS OF ATTITUDE:

INTRODUCTION:

This chapter will permit us to discuss the essential details about the term attitude, which includes: definition of attitude, theories of attitude, ABC model of attitude, and values and beliefs. We will also be tackling the causes of the students' negative attitude, which contains talking about some Problems that creates negative attitudes, Psychological factors, Pedagogical factors, and sociocultural factor.

1. Definition of Attitude :

Our attitude is how we feel about a person, an idea, or an object. We have opinions on everything from supermarket products to people all over the world to political policies. In most cases, attitudes are either positive or negative (Eagly & Chaiken, 1993). They also have three components: affective (feelings), behavioral (attitude's effect on behavior), and cognitive (belief and knowledge) (Rosenberg & Hovland, 1960).

Robbins stated that attitudes are declarations of opinion about items, people, or events that are either favorable or unfavorable. They express a person's feelings regarding anything.

Attitude is a cognitive and neutral state of readiness that develops over time and exerts a directive or dynamic impact on an individual's response to all objects and situations with which it is associated (G.W. Allport).

According to Wolfe, An attitude is the type of emotion that a person expresses when a specific scenario occurs again, which is practically a response pattern on the feeling side. On

the other hand, Bernard writes that Attitudes are, for the most part, acquired behavior patterns that have been built up out of our experiences in typical settings.

Lumley defines an attitude as a susceptibility to particular types of stimuli and a willingness to act consistently to them, which applies to our world and its aspects that affect us. This concept appears to imply that an attitude is a motivation or dynamic set that is ready to operate whenever the appropriate stimulus is provided. Folsom even goes so far as to claim that a human being's attitude is a reaction. However, an attitude is not ready to respond or a response in and of itself; instead, it is a willingness to respond in a specific way after the correct cause has prompted a response.

2. Theories of attitude:

These theories are intended to assist individuals in the creation of attitudes, as well as attitudinal and behavioral changes. Several theories of attitude formation and attitudinal/behavioral changes exist, but the following are the most common:

3.1 Social-Judgment theory:

Social influence is the process through which people influence other people's thoughts, feelings, and behaviors. Sherif and Hovland's (2002) assimilation contrast theory and Helson's (2001) adaptation level theory are two instances of social justice theories of attitude change. The assimilation-contrast Theory describes attitudes in terms of a reference scale. The latitude of acceptance is a section of the scale whose bounds represent the limits of the attitude statements with which the respondent would agree. In order to change people's minds, new positions must be proposed that fit inside this acceptable range. According to the assimilation contrast hypothesis, the greater a person's ego-involvement with an attitude object, the smaller his acceptance latitude and the wider his rejection latitude.

3.2 Consistency Theories of Attitude change:

Heider's (2001) balancing theory, Osgood and Tanenbaum's (2000) congruity theory, Festinger's (2000) cognitive dissonance theory, and Brehm's (2001) reactance theory are examples of consistency theories in psychology that assist explain attitude organization and change. The concept that people modify their attitudes to eliminate conflicts between opposing attitudes and behaviors is common to all of these ideas. Cognitive-dissonance theory has sparked the most studies and debate out of all the consistency approaches to attitude modification and development. When a person has two cognitions, one of which contradicts the other, this is referred to as cognitive dissonance. The idea of cognitive consistency helps us organize and modify our attitudes. This concept emphasizes that we should aim for consistency in our ideas, values, attitudes, and attitudes and behavior. Human reason, which is behavior that is consistent to both other people and us, is nearly Vulcan-like when it comes to organizing attitudes, beliefs, and behavior into internally consistent systems. In our social lives, cognitive consistency is such a powerful force that its absence, or opposite (inconsistency), is psychologically distressing. We want to lessen or eliminate cognitive inconsistency. The way we acquire consistency in our ideas, feelings, and actions may differ significantly from what we consider sensible behavior.

3.3 COGNITIVE DISSONANCE:

Leon Festinger proposed cognitive dissonance, which claims that when we have two contradicting beliefs, we experience uneasiness. When our beliefs and actions are inconsistent, such as when a person knows that smoking cigarette is dangerous for his health but smokes, he may justify his actions by claiming that he is not a smoker. A sense of uncomfortable arousal generated by discovering a contradiction in one's thought is cognitive dissonance. Attitudes, beliefs, or one's awareness of one's behavior can all be examples of

conflicting cognitions. This idea suggests that people are motivated by a change in attitude, belief and behavior, or justify or streamline existing attitudes, beliefs and actions, to reduce discord. The Cognitive Theory of dissonance is one of social psychology's most essential and thoroughly investigated ideas. Cognitive dissonance theory was initially conceived as an attitude-change theory, but many social psychologists now regard it as a self-concept theory. Dissonance is most vital when an inconsistency between one's conception and one's behavior is recognized, for instance, doing something that makes you guilty. This can lead to self-justification as particular threats are addressed. Cognitive dissonance often results in a change in attitude, behavior, self-affirmation, or behavior.

4. ABC model of attitude:

Researchers see that attitudes comprise of three essential components: cognition, affect and behavior.

4.1 Cognitive component:

The component of information comprises beliefs, values, ideas and other information on the object of a person. Whether or not this knowledge is empirically correct or actual does not make any difference. For instance, someone who looks for a job can learn from their sources and other firm staff that promotion chances are pretty favorable for a particular organization. It can be right or not. However, the knowledge that people use is the key to their approach to this profession and to the firm.

4.2 Affective Component:

The knowledge component provides the stage for its affective component, the most crucial portion of an attitude. The emotional component of customer attitude is referred to as

effective. Personal feelings towards another person, which might be good, neutral or negative, are related to the affective component of attitude. The determinants of affective response are described using three study models. For instance, Consumers buy because of one of these four psychological functions: adjustment, ego protection, value expression, and application of prior information, according to the functional Theory of attitude. The Fishbein model links consumer beliefs and assessments to emotional responses: favorable emotional reactions are associated with solid and desirable views. Affective responses to rival brands are analyzed using a belief significance model.

4.3 Behavioral Component:

The component of behavior is the individual's predisposition to behave towards a particular item. In the aforesaid instance, for example, the person concerned can choose to take up the employment due to high future prospects. Only the behavioral element can be readily noticed of the three attitude components. The beliefs (information component) and feelings of another cannot be seen (the emotional component). Both components can be deduced only. However, it is nevertheless vital to comprehend these two components in studying organizational behavior or the conduct of attitudes.

5. Attitude, values and beliefs:

5.1 Attitudes and values:

Rokeach (1973) offers the most commonly cited definition of what constitutes human value as an enduring belief in the personal or social favor of a specific mode of behavior or state of existence to an opposite or converse mode of conduct or state of being (p.5). Values are an essential aspect of self-conception, and they serve a person as guiding principles. Rokeach

argued that the values form attitudes, considered together, systems in which a value system "is a lasting organization in which beliefs about preferable modes of conduct or end-of-life are structured along a continuum of importance" (1973, p.5). Human values are of a solid prescriptive nature, forming the nucleus that organizes other less lasting beliefs. In other processes, such as attitudes, they are essential as such. The formation of specific attitudes is supposed to be based on broader values. Indirectly, values influence behavior by affecting attitudes. Although values may form attitudes, they do not mean that all attitudes are shaped by values. For example, your attitude to saying that love versus arranged marriage is probably based on your values; however, you are less likely to be influenced by important life goals in favor of one toothpaste brand over another. It is evident that certain behaviors are formed by long-standing values which have been internalized in early life. These are known as symbolic attitudes because the object of the attitude is another symbol. There are instead some attitudes based on usefulness, the direct advantages and costs of the object of attitude. On the other hand, values are relatively more stable and lasting than attitudes because they are essential concepts of what is right and wrong. Attitudes are lower than values. In addition, we can better predict his or her behavior in a specific situation by knowing the values of an individual.

5.2 Attitude and beliefs :

Beliefs are knowledge that an object or event is associated with a particular attribute (Fishbein & Ajzen, 1975). Some theorists see faith as part of an approach. However, attitudes and convictions differ. Attitude is the sum of convictions. A person can believe a whole range of things (positive and negative). He has a stance on this phenomenon based on the overall assessment of his convictions. For example, I may think that Pepsi is sweet; it contains preservatives; high calories (belief); (Attitude). Eagly and Chaiken (1993) indicate that certain

beliefs (at least) can be verified or falsified by external criteria. For example, there is the belief that water freezes at a temperature of 0° C, which can be verified either factually or even with an agreement between many people. Social attitudes are broadly diversified across people, such as political, aesthetic or consumer preferences. Maybe you like Pepsi; maybe your friend doesn't like it; the dynamic forces that form and transform existing attitudes play a central role in both beliefs and values.

SECTION TWO: CAUSES OF THE STUDENTS NEGATIVE ATTITUDE

1.Problems that create negative attitude

1.1Lack of vocabulary

Drawing on the researcher's expertise, teaching English in the classroom and having interviewed his teacher in English, student skills have been identified as an issue. Students often find it challenging to learn and talk because their first language is not English. Class VIII G SMPN 15 Mataram 2014/2015 students' oral skills are classified as low-level. Apparently, this problem was due to a lack of vocabulary. This problem would clearly affect the confidence of students in their best skills in the classroom, because the absence of vocabulary may affect the gap of words spoken by students. More than that, it made the students fails in telling the story; this means that the session objectives were not fulfilled. In this situation, the teacher needs to enhance the vocabulary of the students because they are feeling a massive lack of communicating, and that affects their attitude poorly.

1.2 Fear of committing mistakes:

Students regard errors and mistakes as a cause of incomprehension, tension or even disgrace. The human brain, however, is agnostic and makes good use of the data. Mistakes are critical elements of information that compel the cognitive assessment, urge the brain to reconcile conflicting information and develop more precise and permanent answers. Most of the students are not familiar and aware that committing mistakes develops the skills necessary for success through time. Yet no one wants to be seen mistaken, especially in the classroom, because it is always seen as a sort of embarrassment. The embarrassment that students got from his previous experiences when making such mistakes is what creates the negative attitude through time, instead of seeing mistakes as an encouragement to them to learn from failure.

1.3 Group boredom:

Worse than the feeling of boredom, it is the boredom impact on us over time. Boredom is linked to harmful behavior and well-being, which can lead to adverse effects. Research reveals, in particular, those students who bore terrible performance in school are at risk of shallow information processing (if we recall just for a short period of time). If this negative attitude continues, there is even an increased probability of hating subjects and quitting school. Undesirable emotions are known to be very damaging and have a favorable effect on the student education process. Some of these emotions, such as depression, anxiety and the reduction of the sense of learning, are required by students who experienced or still experiencing classroom boredom.

2. Psychological factors :

2.1 Anxiety :

Students are known to be super anxious when learning, sharing or performing. Many of them would feel more significant nervousness when they got asked to answer a simple question inside the classroom; it does not always need to be the fear students got on the stage when interacting with their classmates. Most of the time, students may have a negative insight produced by the speech assessment. Horwitz and Young (1991) recognized fear as a hurdle if we learn a new language and try to communicate. Research has revealed that when students speak to their teacher and colleague during a foreign language session, this is the time when they get the most fear (Horwitz & Young, 1991). Clearly, the sudden increase of these negative feelings of the student when he tries to participate or use a new language is a new unpleasant experience for him, which is will be the start of attaining a negative attitude toward that specific thing.

2.2 Fear of being judged

In today's culture, making erroneous decisions or giving an incorrect response is related to embarrassment, scorn and diminished self-worth, and not even knowing is better than being wrong. In the classroom, the fear of being wrong affects two things at once dramatically: freedom of expression and creativity. Many students seldom attend classes or ask inquiries for fear of being mistaken. This affects learning in various ways. The benefits of the collaborative learning environment are lost since the classrooms are built for students to learn from the teacher as well as from each other. Because students are often wrong but too scared to ask questions, the answer is never correct. As students often have right but have too many doubts about volunteering, they miss a potentially gratifying experience. Students limit their

inventiveness for fear that they are wrong or just criticized by their classmates. If you play it safely and misleadingly on the conformity side, it may lessen your students' likelihood of refusing but also decrease their opportunity to learn, grow and make something unique in society. As one of the researchers observed, "You will never come up with something creative if you're not ready to be incorrect."

2.3 Lack of confidence :

The student's lack of confidence has a substantial effect on most of his actions, how it addresses obstacles, interacts with others and the productivity of the classroom. Self-confidence can also have a significant influence on academic success. The student's desire to learn, his capacity to focus, and his readiness to take chances and become part of this learning process might be reduced by low self-esteem. On the contrary, positive self-esteem is one of the cornerstones of academic achievement; it gives a stable basis for learning. The issue of working with self-esteem students is to restore their faith in themselves and to continue facing scholastic hurdles. However, a formal self-esteem program is not necessary for the usual course of interacting with their students, and educators create self-esteem each day.

2.4 Lack of motivation :

Motivation is what 'moves' us, as the word suggests. It is the reason we do anything at all. For teachers, one of the most annoying barriers to learning is a lack of desire. Lack of motivation can be a highly challenging problem for some learners due to fear of failing. While the concept of motivation may initially seem relatively straightforward, a vast corpus of research was developed, and scientists such as Wigfield (2002) have defined this idea in many ways. Social scientist and psychologist from a number of different perspectives addressed the subject of motivation, and many of these concepts were modified by educational researchers

like Anderman (2012) and in the context of the school. When the students feel less motivated in the classroom, they are attaining an automatic negative attitude toward the subject or toward learning in general. Although motivation theories overlap considerably, scholars differ in their identification of the underlying beliefs that rise to motivational diversity. Some theorists emphasize their belief in us and in our skills, while others prioritize goal guidance, while a third group says that the problem of the work determines human motivation.

3. Pedagogical factors

3.1 The lack of the appropriate environment :

Teachers absolutely need to provide a pleasant, engaging climate in the classroom. Research shows that if a positive atmosphere is produced in classrooms, the students will learn better and engage better, which indicates that teachers may use it to support learning. Many elements link to a healthy atmosphere in the classroom, and one essential aspect is how teachers respond to the conduct of students. The replies of the teachers to the behavior of his learners help set the tone of the classroom. The absence of a joyful and encouraging environment for learning is mainly one of the first reasons that make students gain a negative attitude, either get bored, less motivated or even hate the subject, which will be so ruining for his level and remarkably decrease his academic achievements. In order to get optimum learning, every student must feel safe and influential in the class. The instructor must create a great classroom environment, which differently will take time, hard effort and commitment to become a successful teacher.

3.2The teacher method:

When investigating the influence of teaching methods on students' academic performance in Kiswahili subject in public and private secondary schools in Lang'ata Sub-county, it was seen that teachers were using some general techniques which they do not possibly satisfy the need of their student. Knowing that learning is an examination, formulation, reasoning, and the use of suitable strategies for problem-solving, the efficiency of the education and learning process depends significantly on the choice of teacher teaching methods. Thus, teachers should know that new entertaining and more creative learning strategies that drive students to study, and become more effective. The learners produce knowledge by activities based on experience instead of those guided by teachers, which seems to be a creativity killing technique.

3.3 Crowded classes :

Studying in a crowded class is what usually push the students to attain a lousy attitude toward studying because of the outside world circumstances and the uncontrollable poor setting of their learning environment. A few studies carried out worldwide have shown that "over-group and heavy work of instructors" generated stressful working conditions for teachers in New York in Corcoran et al. (1988). Now, if it affects the teacher that badly, how the teacher will be able to do his job? So it is clear how negatively that will affect the students themselves. In conclusion, it was evident that the effects of overcrowding in classrooms are underlined both by teachers and students.

4. Socio cultural factor

In many ways, social factors like peer pressure influence learning. The type of enterprise a student maintains affects their conduct, especially learning attitudes (Schmeck et al., 2013). The influence of the learner to take medicine and skip lessons will damage his/her learning skills, as medicines affect his or her mental health. The learners' schooling background has a favorable or lousy impact on their learning skills. A learner with good background and foundation will probably find it easy in all educational activities, but a learner with a weak background will have obstacles through the course of their learning journey and will require a lot of aid to address the issues. The financial position of the family of a learner can have a number of implications for learning skills. Financially good students will likely obtain a decent background and support, while impoverished students may not receive such help, and this may adversely affect their abilities to learn. On the other hand, students' cultural orientation can either promote or hinder their learning (Hollins, 2015). Cultures that promote learning serve to increase learners' learning skills as they are raised to realize the importance of learning. On the other side, cultures that do not promote learning hamper learners' learning capacity since they are socialized in an environment that does not favor learning.

5. Conclusion

In conclusion, student's attitudes are generally considered a reaction gained through experience; it either can be either positive or negative, and it affects the students psychologically and academically. Through this chapter, we have seen attitudes; it is definition, theories, component, and several factors that make the students adopt unpleasant attitudes, which will diffidently have a substantial negative impact on them through time.

SECTION THREE: COOPERATIVE LEARNING IN THE CLASSROOM

Introduction

This section gives an outstanding review of cooperative learning; it includes definition, types, and characteristics. In addition, that will be followed by the different methods used in cooperative learning and its benefits on the student's attitudes.

1. Definition of cooperative learning :

Cooperative learning is when learners work together to achieve group objectives that cannot be achieved through working alone or competitively (Johnson, Johnson, & Holubec, 1986).

The principal objective of cooperative education is to include students actively in the learning process, which is not achievable in a lecture mode. Learning is conducted through social conversation amongst learners, which is a procedure that demands students to know and translate it into concepts that students can relate to. Then new learning experiences will reconstruct and enhance the information.

Collaborative learning is a process that utilizes a range of learning activities to help students gain a more structured grasp of a subject through several phases that requires students to develop, analyze and apply concepts. (Kegan, 1990)

Students work until each group member understands the subject and completes it satisfactorily to create a learning atmosphere (Panitz, 1996). They, therefore, frame new notions based on previous information. This approach leads to a better knowledge of the content and a better understanding of the material.

A theory says that cooperative learning enhances students' ability to think critically. Since cooperative learning gives learners a position in which they need to explain and discuss

different perspectives, higher knowledge of the content is achieved. Elaboration is encouraged because students often explain and obtain clarifications (Johnson, Johnson, & Holubec, 1986).

Cooperative learning enhances student motivation for studying (Johnson, Johnson, & Holubec, 1986). That is why students always tend to work hand in hand, help each other with tasks, get each other from their comfort zone, and help others get over negative emotions and attitudes.

2. Types of cooperative learning

The Theory stated by Johnson, Johnson, and Holubec's (1998) stated that there three main types of cooperation; formal, informal, and base groups.

3.1 Formal groups:

The cornerstone for most common applications of collaborative learning is this type of group. At least one class time, Groups are assembled to work on lengthy projects for several weeks. These groups allow students to learn and comfortably implement the various strategies to cooperate (Johnson and others 2006, p. 2:2). The teacher may structure any formal cooperative learning requirements or academic assignment. Formal cooperative learning groups ensure that students actively participate in, explain, summarize and integrate the intellectual process of structuring the content in existing idea structures. They are at the centre of cooperation (Johnson, Holubec and Johnson 1998, p.1:7)

3.2 Informal groups:

These "on-the-fly" ad hoc groups can be organized as a direct educational tool. For a lesson in shorter pieces spread around group activity, informal groups are particularly beneficial. Although this strategy leads to less teaching time, the amount of content the students hold and

the comfort of their working together will be increased. (Johnson and others 2006, P.3:10). These ad-hoc groups can endure for a complete class term of a few minutes. During direct instruction (lectures, demonstrations), the professor uses them to concentrate student attention on the material to be studied, establish a mood conducive to learning, help set expectations of materials, and ensure that the lessons are taught cognitively during the training session.

3.3 Base groups:

Long-term, stable cooperative groups consist of people with varied skills and viewpoints for at least a year. They create a setting for students in academic and other aspects of their lives to assist one another. The group members ensure that all of them do their tasks and are accountable to each other. The continuous support and care that students need to "make academic progress and develop cognitively and socially in healthy ways" (Johnson et al, 1998, p.10:7) can result in the implementation of coopers-based local groups that enable students to meet regularly throughout their courses. The fundamental objective of these groups is for the members to provide support, help, encourage and motivate one other, each of which needs academic growth.

3. Characteristics of cooperative learning

4.1 Positive interdependence :

Positive interdependence is the notion that you have connections with others in a way that will prevent you from succeeding unless they do so (and vice versa). It encourages students to work together in smaller groups to maximize their learning, share their resources, support one another and celebrate their ordinary achievements. The core of cooperative learning is positive interdependence. Students need to believe they are sinking or swimming together. The general super ordinate goals which connect various students into a shared effort are

positive interdependence. It also leads to a combined super ordinate identity, a positive dependency. Students must understand their positive interdependence with different study groups.

3.2 Individual Accountability:

Individual accountability exists when each student's performance is evaluated, and the results are provided to the individual and group. The group must identify who needs extra help, support and encouragement in order to complete the task. It is also necessary to realize that group members cannot "walk" in other people's work. The goal of cooperative learning groups is to strengthen the right of each member. Students learn jointly to work higher as individuals subsequently. Students are held personally accountable for their participation in the task to ensure that each member is strengthened. Each student has a single test, a random choice of the product of one student in the whole group or a way of having every student explain what they have learned to a classmate.

4.3 Face to face communication :

Accountability for peers, ability to influence the thinking and conclusions of each other, social modeling, social support and interpersonal benefits all raise with the increased interaction between the group members. The verbal and non-verbal answers of other group members also include vital information about a student's performance. Silent students are not involved but who contribute not just to the learning of others. Promoting the success of each other leads to improving both personal performance and professional knowledge. The size of the groups must be limited to obtain meaningful face to face interactions (two to four members). Finally, while positive interdependence establishes the environment for working together, the fact that

personal relations are developed crucial to creating pluralistic ideals is the accurate personal contact in which students work together and foster each other's success.

4.4 Social skills:

Social skills are needed for a cooperative endeavor to succeed, making both individuals and small groups required. It cannot be guaranteed that socially untrained people are placed into a group and told to collaborate. People must learn and be encouraged to employ social skills in order to achieve high-quality cooperation. The capacity to make decisions, develop trust, communicate and manage conflicts should be as complete and precise as academic capabilities. Finally, social skills are essential, primarily when people from diverse cultures and ethnic groups appropriately interact.

4.5 Group processing :

Group processing occurs when members discuss how successfully their objectives are achieved and how effective working relationships are maintained. Groups must describe the excellent and unhelpful activities of members and decide on what behaviors. Students must also be given the time and methods to analyze how well their groups perform and interact to aid all group members in developing and sustaining productive working relationships. Such treatments enable learning groups to concentrate on group maintenance, improve social skills learning, guarantee that members receive feedback on their involvement and remind students to practice collaborative skills continuously. Finally, when challenges occur, students must recognize, define, and resolve the problems they have ineffective cooperation with.

5.Cooperative learning methods

5.1 STAD Student Team-Achievement Divisions (Slavin, 1986)

This method shares a collaborative approach, in which students are grouped into four or five-member heterogeneous groups. The teacher presents the entire class with all essential explanations, and then the students work for various sessions in teams. They talk, compare, explore, examine, draw up concept-based maps, guide, memorize, and ensure that all group members have learned what they should do. Following this, the teacher uses a system that refers to the group of a similar level known as "performance in divisions," which compares each student's performance. This ensures that each student can contribute to their team's success. A student with low-performance levels gives their team a better score than a higher-level student since they were better positioned in their division.

5.2 TGT: Team method – games- tournament (De Vries and Edwards, 1973)

This strategy allows us to develop an inter-group procedure to compare the level of performance of the various teams. It involves setting up teams of 4 to 5 individuals and contesting the other teams. The teams are part of the TGT's cooperation (Teams-Games-Tournament). The TGT ensures every group member's involvement and engagement and allows them to compete with other team members of the other teams who have a level similar to theirs, which significantly minimizes the discomfort of the tournament. On the negative side, we argue that this strategy can optimize the interest in games rather than the subject and the competitive motive.

5.3 Jigsaw II:

Jigsaw is the most famous variety that requires two groups: the primary or usual (heterogeneous), which they follow, these steps:

1. Split the classroom into groups (cooperative and heterogeneous). Moreover, make sure that the subject is divided into as many sections as members in the teams.
2. Preparation of the "specialists" group: each team member meets the remaining team members in the same field of knowledge (or jigsaw piece) and conducts "specialist" activities. Once these exercises are resolved, students are prepared to share with their team members what they have learned.
3. Every student explains to the rest of the team how they have prepared the other team members while learning what they educate him or her.
4. All the information is required for the learning or evaluation activities. The evaluation can be done individually in teams or the most extreme situation, even if one team member is the focus, but with a team character. This way, all students, especially those in the greatest need of assistance, can equally contribute because they are essential in achieving the goals.

5.4 Group Investigation, (Sharan and Sharan, 1976):

This is a very similar manner to projects in primary school or secondary school synthesis credits in Spain, which follow these steps:

1. Selection and distribution of subjects: students can choose a topic proposed by a teacher based on the curriculum, according to their ability or interests.
2. Each team has a separate subject so that the entire group works on the same broad subject but from various points of view.

3. Planning the study of the subject: the team members and the teacher define the objectives and plan the methods to implement them while at the same time distributing their roles.
4. Plan development: Plan development the students prepare their work plan in written form. The teacher tracks the development of each team and gives help if needed.
5. Analysis and summary: The students analyze and evaluate the collected data. Then they sum up it and show it to the rest of the class.
6. Paper presentation: They ask questions once submitted and give solutions to potential queries, which will make the entire class involved.
7. Evaluation: Teachers and students jointly evaluate the paper and the group presentation.

Finally, we can say that with devotion to the chosen subject and the work plan of team members and autonomy, this strategy generates intrinsic motivation.

6.Benefits of cooperative learning

6.1 Academic improvement :

This kind of learning has been extensively investigated throughout the years and has demonstrated several times that the concept enhances learning among students. This involves improving ratings. Studies have included groups of students from different racial, social and geographical backgrounds. An overall improved learning experience is told in similar ways, where students find themselves learning more and enjoying the learning process. Working together enables students who strive to learn from students who comprehend the content and exposes students to various populations of students with whom they might not interact.

6.2 Creating effective climate:

A learning environment is a diverse way for students to engage and interact to develop new abilities. The creative aspects of teaching can be developed an engaging and positive learning environment for students in a particular course. If the atmosphere of learning is not suitable for new knowledge or skills, students will find it difficult to be interested in it. Students think that the learning environment is more a self-esteem threat than a platform to enhance or learn new competencies. In order to overcome this, instructors must incorporate an arsenal of strategies to inoculate learners with positive experiences from a negative attitude.

6.3 Higher Level Thinking Skills:

One of the main reasons for this exposure to a broad range of students is that a concept is known as "higher-level thinking skills" is achieved and leads to better learning. Such abilities are developed by finding various approaches to address an issue that differs from one individual. When students work together, they can experience how others think about the task. This exposure subsequently helps the person develop a higher than previously possessed level of thinking.

6.4 Fostering learners' responsibility and awareness:

Increasing responsibility in individual students is a significant result of collaborative learning. They know they have to participate in some part of the exercise to succeed the entire team. It can also help other peers learn about themselves through working with others. Participating in groups means that students can discover whether they are leaders, listen to the ideas, and strive to share ideas out of fear of ridicule or rejection. Such discoveries cannot occur without these kinds of interactions. These experiences also lead to better self-esteem and more trust in students.

Conclusion:

Cooperative learning is considered one of the most significant possibilities despite the most standard foreign language learning methods. Correctly focused engagement between various students shows more favorable student outcomes and academic accomplishment and provides more classroom dialogue opportunities. In conclusion, teachers can monitor and employ cooperative learning as a powerful tool and an improved learning method through a broad range of cooperative techniques.

Chapter two

Methodology and data analysis

1. Introduction

In this study, we have collected respectable amounts of data from a student and a teacher questionnaire to find out what are the primary reasons for negative student attitudes and how the cooperative learning methodology might be useful. The methodology, including participants, research instruments, data collection techniques and analysis will be described in this chapter.

2. Participants:

The setting of this research is the department of English Chadli Ben Jdid University. The participants, which the study was conducted on were 30 students, and all of second year LMD. These participants were not chosen at all, and they were of both genders. Five other teachers helped from different academic levels and with different experiences helped conduct this research.

3. Research instrument :

A questionnaire was the only tool employed throughout this research to obtain data. We used two questionnaires, and both of them contained three sections.

3.1 Questionnaire

The main instrument for the current study was a questionnaire .The questionnaire is divided into three parts, which are personal information, the student's negative attitude and its causes, and cooperative learning and its benefits

The first section is 'personnel information' which seeks to gather basic participant information. While the second section is the students negative attitude and its causes, the questionnaire allow the students to freely express their problems during the learning process, and see whether they are open to cooperative learning and they would enjoy it or no. While for teachers it make us understand more how the learning process goes when having students with bad or negative attitude. It also enables us to know the most effective learning techniques that help the students achieve better levels.

These sections contained different kinds of rubrics, in some of them were close ended questions, both the students and teachers had to choose only yes/no. Open ended questions were also used in order to get authentic responses, and sometimes they are used together, in addition to multiple choice questions.

4. Data Collection :

While conducting this study, we followed a descriptive, analytical method, in addition to using a mixture of both quantitative and qualitative methods. The main reason behind selecting this method is that the answers of the students' questionnaire should be described and then analyzed in order to interpret and discuss to get real and authentic results which help us to complete our work.

Because of the health issue situation, we distributed the students' questionnaire online with second year LMD students in the English department at El Taref University, and gathered 30 different responses. The questionnaire was easy and self explanatory, in which the words were chosen carefully to meet the different intellectual levels of the students.

The teacher questionnaire was also distributed online to five teachers from different academic levels, whose their expertise in the field would be authentic, valid, and practical when it comes to students' problems, and the best way to deal with them.

5. Presentation and analysis of findings:

5.1 Students' questionnaire analysis

5.1.1 Section One: Personal Information

Q1.Age:

Answers	Responses	Ratio
19 years	8	26.6%
20 years	8	26.6%
21 years	6	20%
22 years	4	13.3%
23 years	1	3.3%
24 years	1	3.3%
25 years	1	3.3%
27 years	1	3.3%

Table1.1: the participant's age.

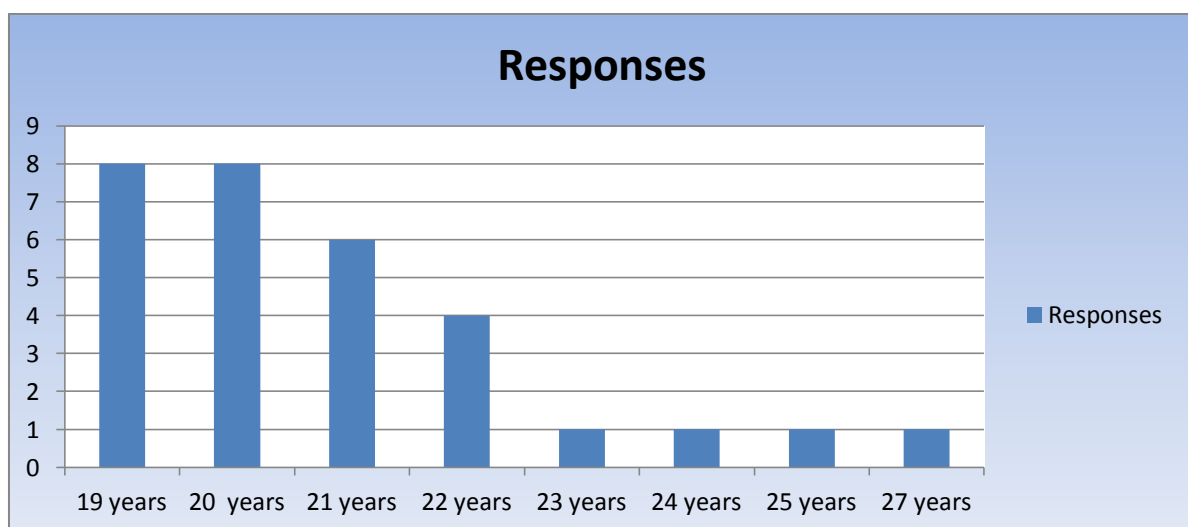


Figure 1.1: the participant's age.

This table show the different age of the participant, in which we see that most of the participants are between the age of 19 to 22 **86.5%**.the other participant's age is from 23 to 27, which they represent the minority **13.5%**, this variety should be very beneficial in data collection.

Q2.Gender

Table1.2 student's gender distribution

Answer	Response	Ratio
female	18	60%
male	12	40%

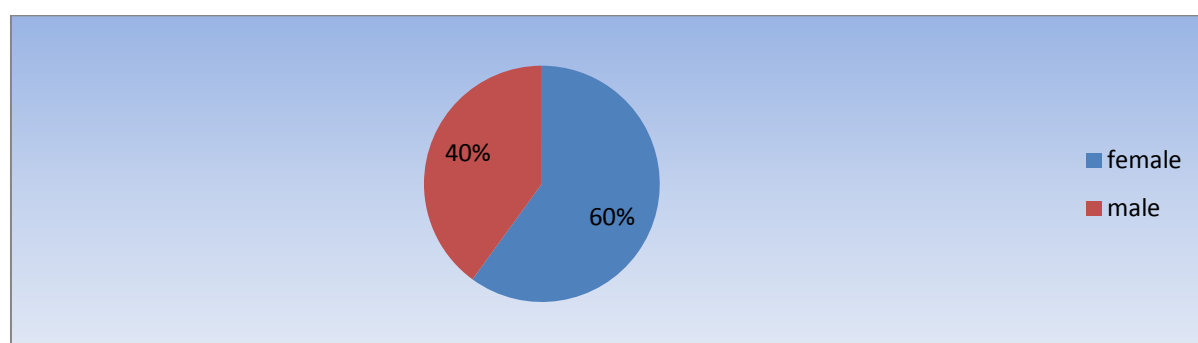


Figure1.2the student's gender

The survey showed that **60%** of the participated students are females, while only 12 of them are males who represent **40%** of the participants. This shows that females are more interested to learn English as foreign language than males.

5.1.2 Section Two: Negative Attitude of the Students

Q3.most of the time students are afraid of being judged by the teacher.

Table 1.3 fear of being judged by the teacher.

Answer	Responses	Ratio
Strongly agree	15	50%
Agree	13	43.3%
Neither agree nor disagree	1	3.3%
Disagree	1	3.3%
Strongly disagree	0	0%

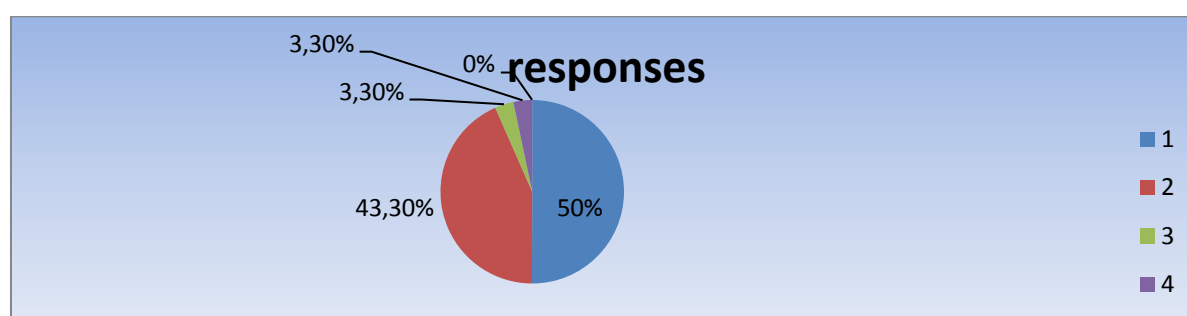


Figure 1.3 fear of being judged by the teacher.

The survey shows that 28 participants **93.3 %** agree that students really are afraid of being judged by the teacher, 15 of those **50%** strongly agree with the statement. While only one participant **3.3%** neither agree nor disagree and another one **3.3%** disagree with the statement.

Q4. Students put a huge stress on themselves when they think about avoiding mistakes

Table 1.4: the huge stress coming out from avoiding mistakes

Answer	Responses	Ratio
Strongly agree	16	53.3%
agree	14	46.7%
Neither agree nor disagree	0	0%
disagree	0	0%
Strongly disagree	0	0%

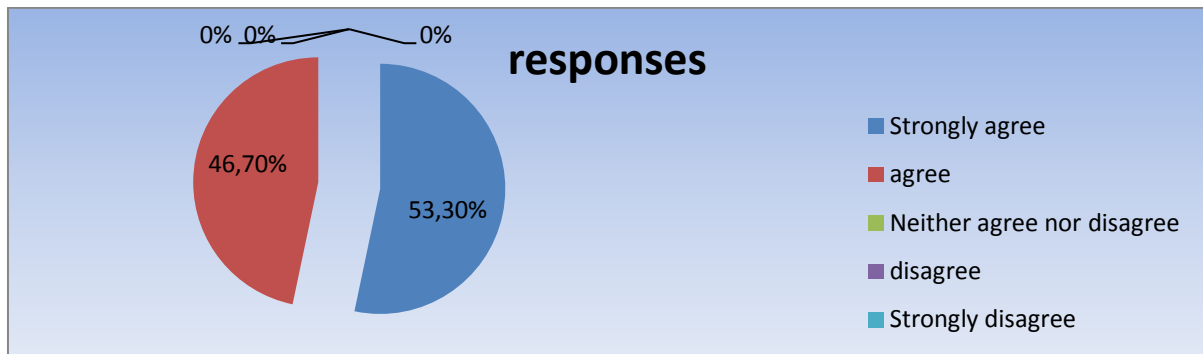


Figure 1.4: the huge stress coming out from avoiding mistakes

The results say that all the students agree with the fact that students put a huge stress on themselves when they think about avoiding mistakes. Sixteen participant **53.3%** strongly agreed with the statement, and 14 of them **46.7%** just agreed, in general all the students **100%** agree with the provided statement.

Q5. Students fear the fact that some peers may make fun of them

Table 1.5: the fear of being laughed at inside the classroom

Answer	Responses	Ratio
Strongly agree	9	63.3%
agree	19	30%
Neither agree nor disagree	2	6.7%
disagree	0	0%
Strongly disagree	0	0%

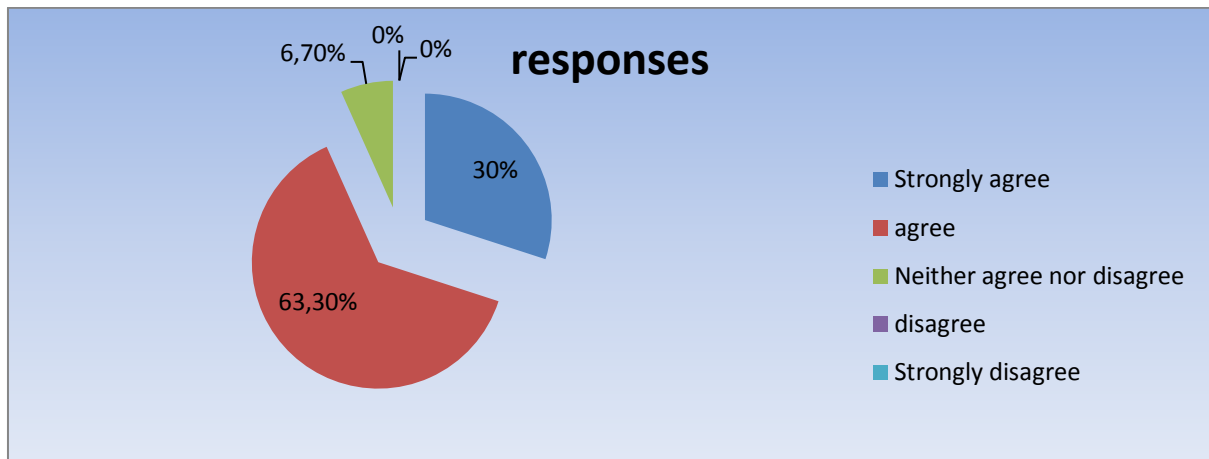


Figure 1.5: the fear of being laughed at inside the classroom.

The survey show that the majority **93.3%** of the students agree with the statement provided, in which **30%** of the strongly agree, and **63.3%** of them agreed. On the other hand **6.7%** which represent only two participants neither agreed nor disagreed.

Q6. Shyness affects the production of the students.

Table 1.6: the affects of shyness on the student's productivity

Answer	responses	Ratio
Strongly agree	19	63.3%
agree	8	26.7%
Neither agree nor disagree	3	10%
disagree	0	0%
Strongly disagree	0	0%

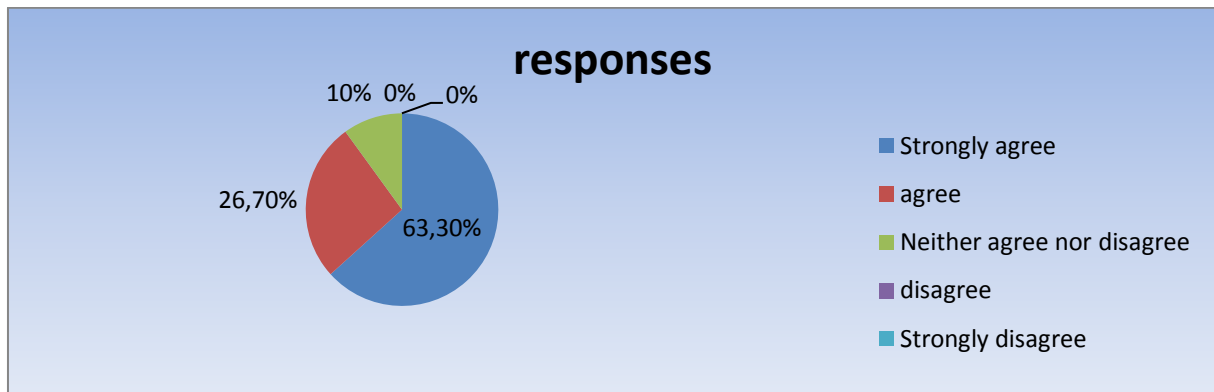


Figure 1.6: the affects of shyness on the student's productivity

Through the given survey we see that **63.3%** of the students strongly agree, and **26.7%** agree that shyness effects the production of the students. On the other hand 10% of the participants which they represents only three members neither agree nor disagree.

Q7. Lack of confidence can affect the students in a really negative way

Table 1.7: the negative effect of lack of confidence on the students

Answer	responses	Ratio
Strongly agree	20	66.7%
agree	8	26.7%
Neither agree nor disagree	2	6.6%
disagree	0	0%
Strongly disagree	0	0%

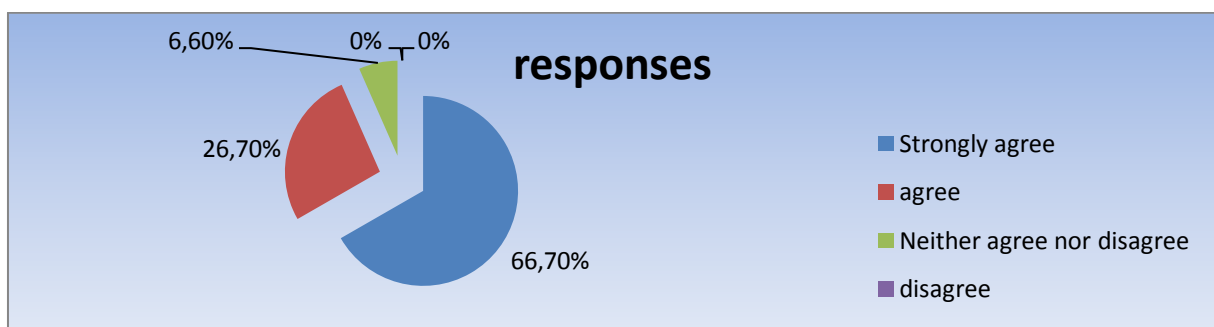


Figure 1.7: the negative effect of lack of confidence on the students

The figure above shows that the majority of the students agree that Lack of confidence can affect the students in a really negative way. All in all **66.7%** of the participant strongly agreed, **26.7%** just agreed, while only **6.6%** neither agreed nor disagreed.

Q8. The poor methods used by the teacher hinders the students motivation and their production

Table 1.8: the poor methods used by the teacher and its effect on the student's motivation and production

Answer	responses	Ratio
Strongly agree	14	46.7%
Agree	11	36.6%
Neither agree nor disagree	4	13.3
Disagree	1	3.3%
Strongly disagree	0	0%

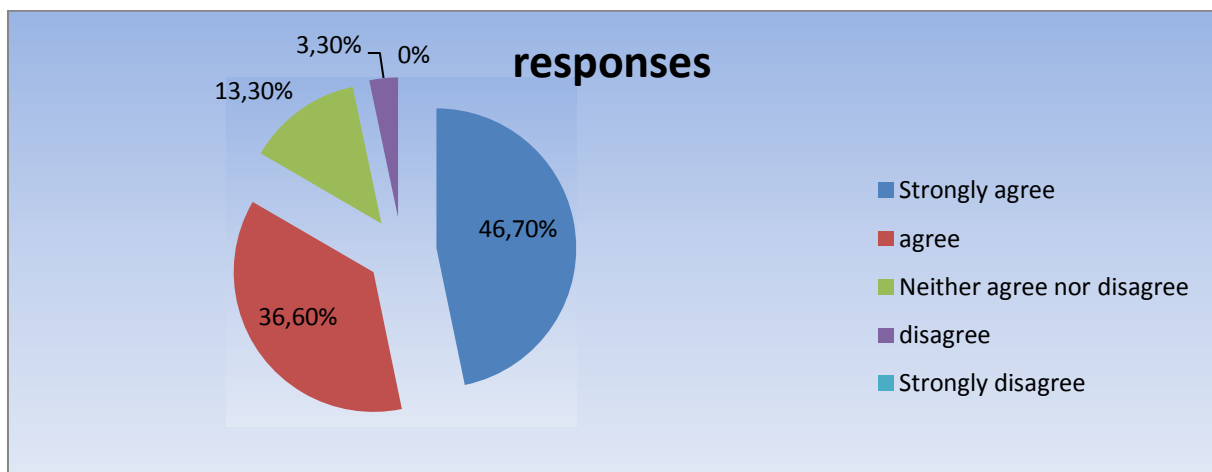


Figure 1.8: the poor methods used by the teacher and its effect on the student's motivation and production

The table above demonstrates that **46.7%** of the participants strongly agree that the poor methods used by the teacher hinder the student's motivation and their production, and **36.6%** of them just agree .on the other hand **13.3%** neither agreed nor disagreed and one participant who represent **3.3%** disagree.

Q9. Do you think that the student's negative attitude badly affects his learning process?

Table 1.9: the bad effect of the students negative attitude on learning process

Answer	responses	Ratio
yes	30	100%
no	0	0%

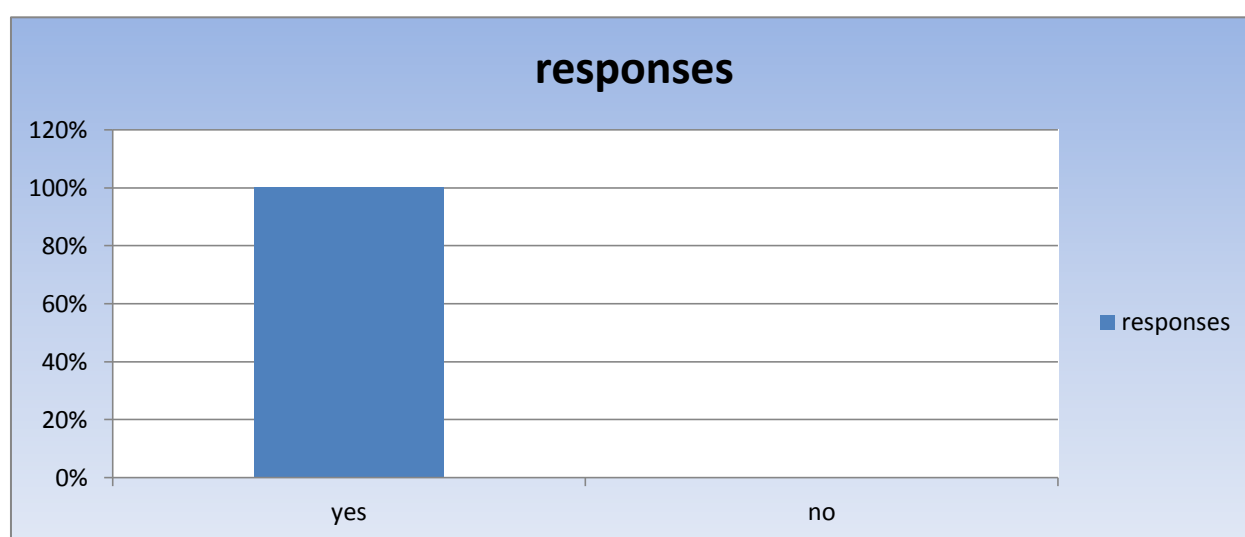


Figure 1.9: the bad effect of the students negative attitude on learning process

The current graph shows that literally all participants **100%** support the fact that the student's negative attitude badly affects his learning process. As an explanation the participants believe

that Students with negative attitude are always less motivated and complain a lot, and this slows down and badly affect their learning process.

Q10. Students are less comfortable to share and learn when the teacher does not provide the right teaching environment.

Table 1.10: the poor readiness of students to share when the right environment is not provided

Answer	responses	ratio
Yes	28	93.3%
No	02	6.7%

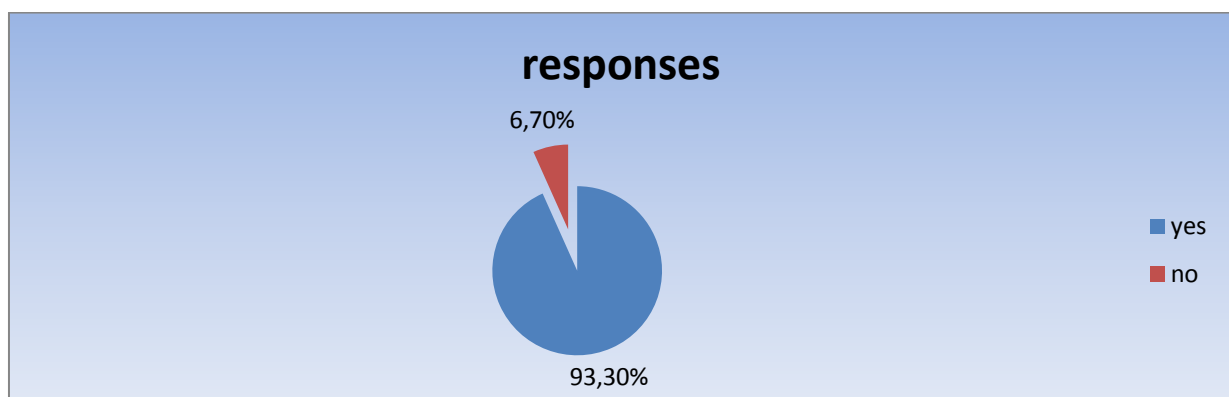


Figure 1.10: the poor readiness of students to share when the right environment is not provided

The table above shows that almost all of the students **93.3%** think that if the teacher does not provide the right environment for learning, students will be less comfortable to share, and also thinking that the teacher plays a critical role in this. While two participants, who they

represent **6.7%** answered no thinking that who wants to learn, can learn no matter the situation is.

Q11. Do students hate and fear working alone and tend to work in groups

Table 1.11: the way students tend to work

Answer	responses	Ratio
yes	15	50%
no	15	50%

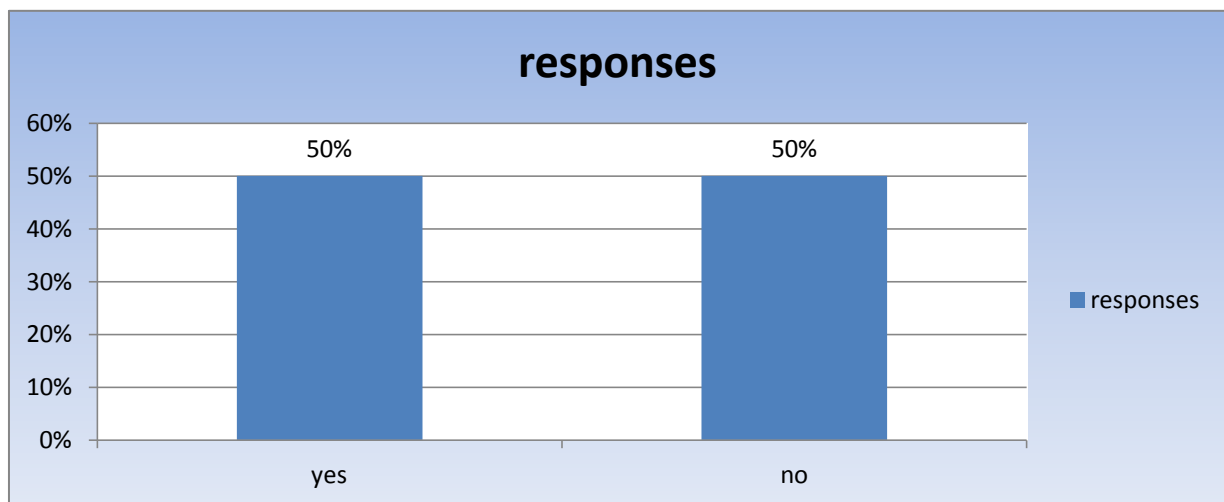


Figure 1.11: the way students tend to work

The graph and the table reveals that **50%** of the participants thinks that other students fear working alone and always seek for company while studying, while the other half of the participants **50%** thinks that students are not triggered by fear neither hate to work in groups.

Q12. Do you think anxiety is one of the biggest problems a student can face

Table 1.12: the student's anxiety

Answer	responses	Ratio
--------	-----------	-------

yes	24	80%
no	6	20%

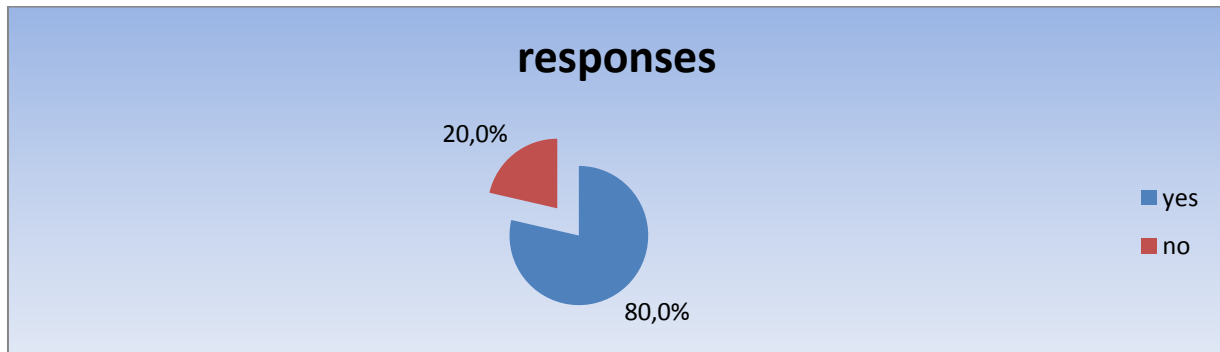


Figure 1.12: the students' anxiety

the majority of students participated **80%** believe that when the students feels anxious they leave everything behind, let the share less, and become a less effective member in the classroom. On the other hand **20%** of the participants think that anxiety is not big problem there are other problems that can face the students bigger than this one

Q13. Working alone is less encouraging and limits the student's production?

Table1.13: understanding how working alone is discouraging for students.

Answer	responses	Ratio
yes	18	61.8%
no	12	38.2%

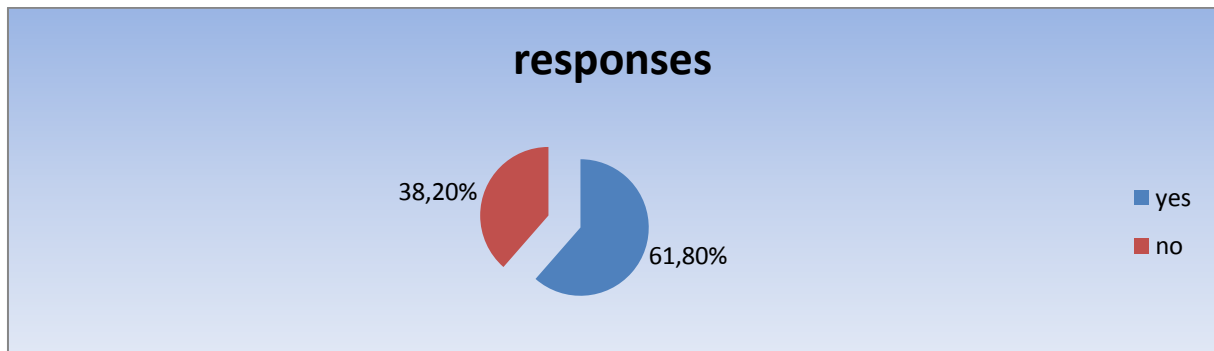


Figure 1.13: understanding how working alone is discouraging for students.

The answers of the students showed that **61.8%** agrees with the fact that working alone is less encouraging and limits the student's production. On the other hand **38.2%** of the students see something else; working alone is not so discouraging for all.

5.1.3 Section three: cooperative learning

Q14. Have you ever heard of cooperative learning (group work)?

Table 1.14: students familiarity with CL

Answer	responses	ratio
yes	28	93.3%
no	2	6.7%

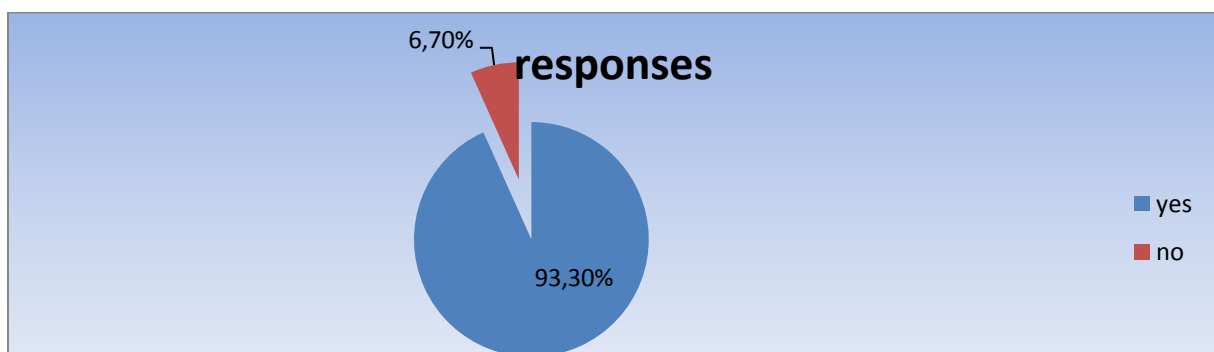


Figure 1.14: students familiarity with CL

The majority of the students **93.3%** were familiar with cooperative learning and group work, and that will be so helpful to them. However two participants, who represent **6.7%** of the student, were not familiar with the term CL.

Q15. How much experience have you had of working with a group on a project before?

Table 1.15: the students experience with group work

Answer	responses	ratio
Not much	18	60%
mostly	8	26.7%
A lot	4	13.3%
none	0	0%

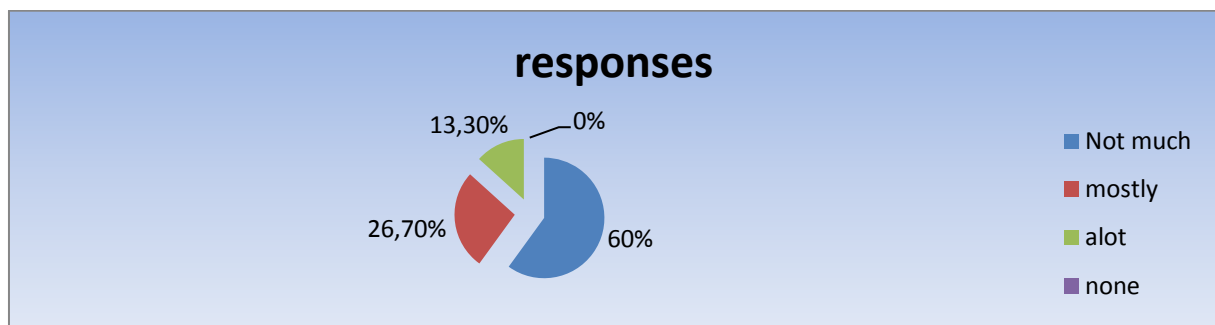


Figure 1.15: the students experience with group work

The answers of the students were different in which **60%** of them declared that they do not usually experience or work in groups. However **26.7%** of the participants said that they mostly work in groups and only **13.3%** confirmed that their teacher's uses cooperative learning a lot, who are more likely to be achieving higher academic goals.

Q16. If you have worked in a group before, how did you find it?

Table 1.16: the students attitude toward CL

Answer	responses	Ratio
Very good	11	36.7% %
good	10	33.3%
Not so bad	7	23.3%
Bad	2	6.7%

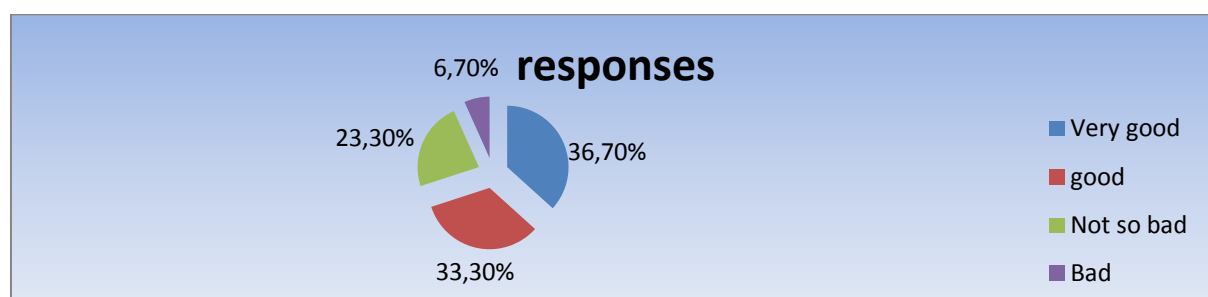


Figure1.16: the students attitude toward CL

The survey shows that **36.7%** of the students see working in group as a very good learning method, and **33.3%** of them see it as a good technique too. On the other hand **23.3%** of the participants see it as a not bad technique, who they clearly have other preferable techniques, and **6.7%** see CL as a bad learning technique.

Q17. How do you prefer to work inside your classroom?

Table 1.17: the student's working preference

Answer	Responses	Ratio
Group work	20	66.7%

Individual work	10	33.3%
------------------------	-----------	--------------

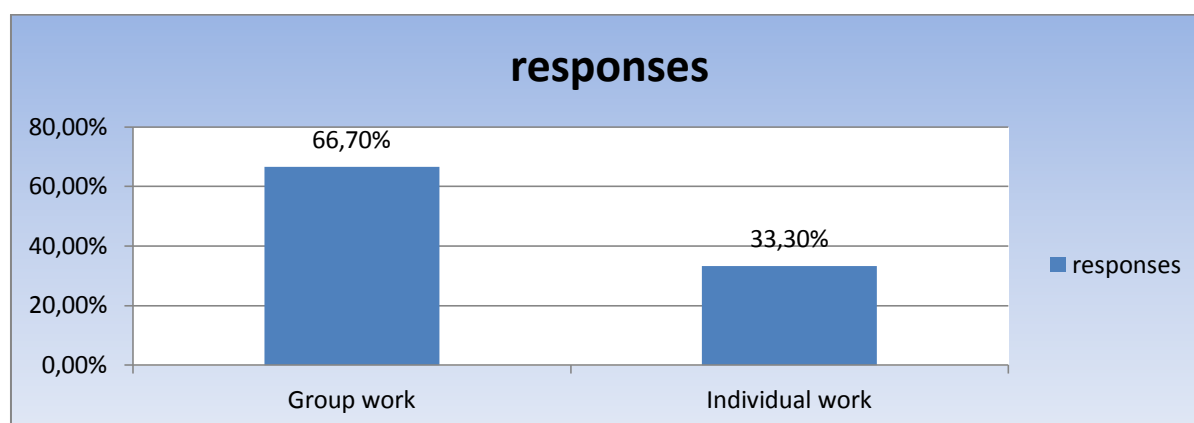


Figure 1.17: the student's working preference

The answers revealed that **66.7%** of the students prefer to work in groups, believing that it helps them to understand the difficult activities, see things from different perspective, and motivate them to do their best efforts in order to be good as the others. Unlike the other **33.3%** who prefer to work alone simply because they are feel more comfortable, and focus more when working alone.

Q18. In which way you think group work helps you?

Table 1.18 understanding how group work helps students

Answer	responses	Ratio
help in both ways	13	42.9%
Get over the fear and be more productive	10	33%
Evaluate and help the peers	7	23.1%

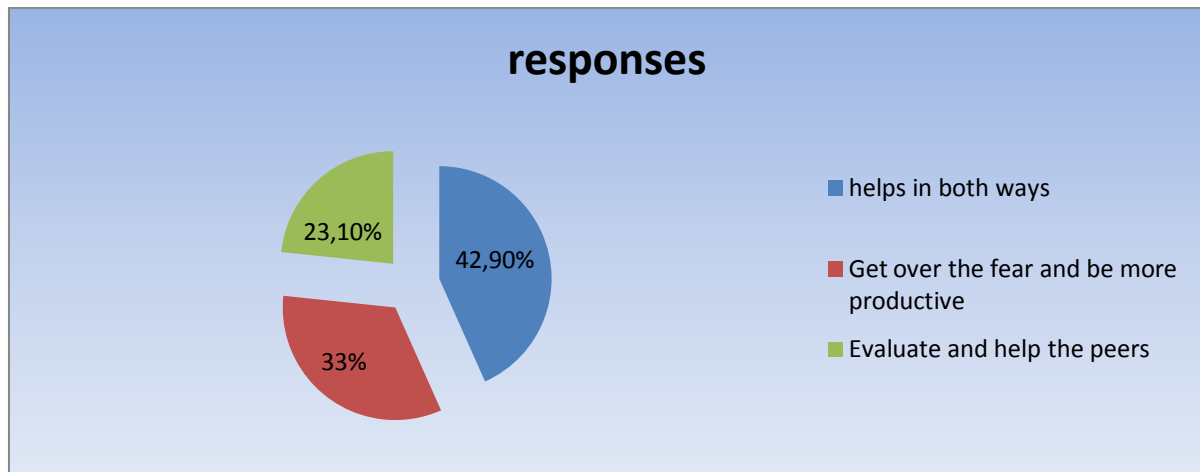


Figure1.18 understanding how group work helps students

The students had different opinion about how CL benefits the learners, in which **23.10%** see that group work helps the peers and evaluate them, while **33%**belive that it helps the learners get over the fear and be more productive. The third opinion represented **42.9%** and it was it settled on helping learners in both ways.

Q19. Do you think that working with peers builds self confidence and develops the student's skills?

Table 1.19: peer work and building self confidence

Answer	Responses	Ratio
yes	26	86.7%
no	4	13.3%

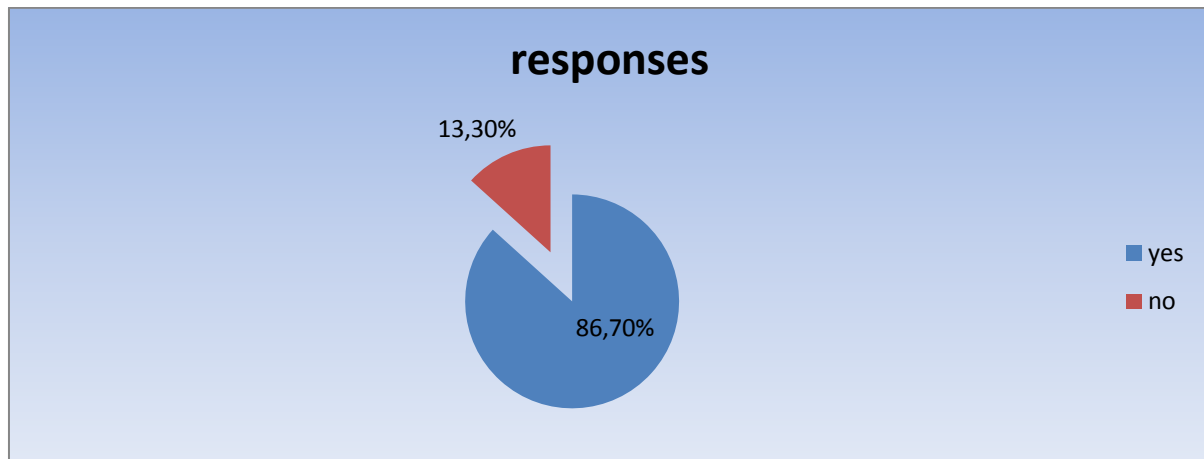


Figure 1.19: peer work and building self confidence

The survey conducted shows that **86.7%** of the participants agree that peer work build the students self confidence and their skills, because it is a great opportunity to exchange ideas, communicate with others, see things from different perspective. On the other hand **13.3%** see said no because some peers race to steal attention and always try to be the pioneer.

Q20. When preparing to work in groups, the students feel?

Table 1.20: the students feeling toward working in groups

Answer	Responses	Ratio
extremely motivated	27	90%
Less motivated	2	6.7%
Extremely bored	1	3.3%

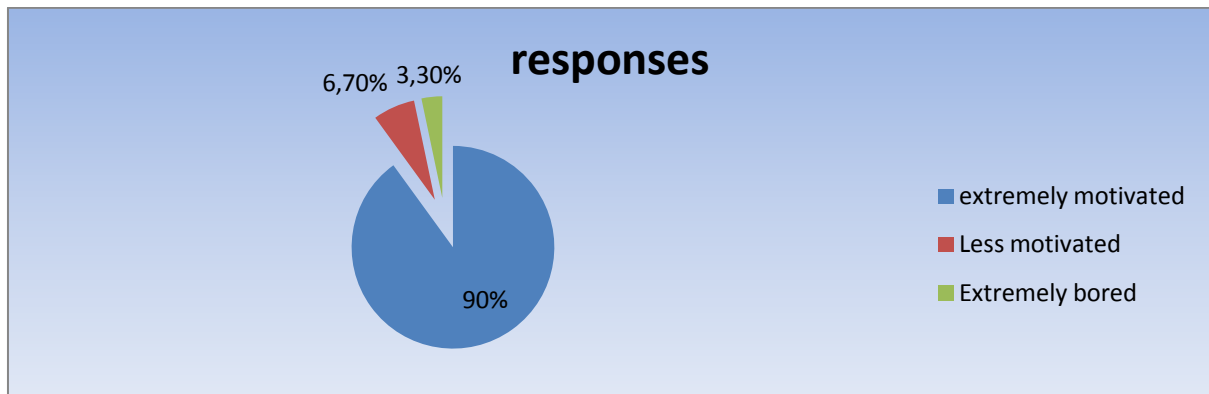


Figure 1.20: the students feeling toward working in groups

The results attained from the questionnaire showed that **90%** of the students get extremely excited when working in groups because they are fully aware that CL boost motivation, confidence, and learn with having fun. Despite all that some students **6.7%** feels less motivated because many ideas can cause conflicts and **3.3%** are extremely bored because they are not social and hate noise.

Q21. Does the team work makes the subject more enjoyable and raises the level of production?

Table 1.21: raising the level of production and enjoyment while learning

Answer	responses	Ratio
yes	27	90%
no	3	10%

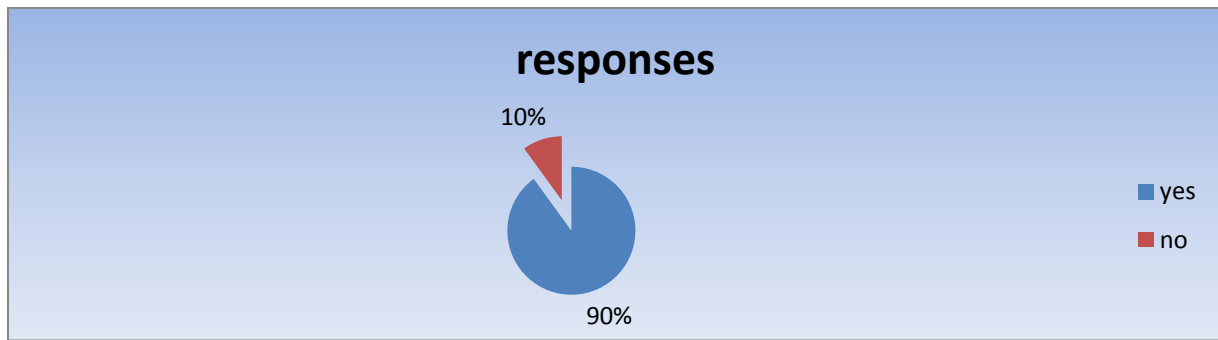


Figure 1.21: raising the level of production and enjoyment while learning

The table above illustrates that the majority of the students **90%** agree that team work makes the subject more enjoyable and raises the learner's motivation. While only **10%** disagree, this makes us understand that CL can be a great alternative for the traditional learning techniques.

Q22. Do you think that group work can help shy and anxious people to defeat those negative feelings?

Table 1.22: defeating the negative feeling through group work.

Answer	responses	Ratio
yes	28	93.3%
no	2	6.7%

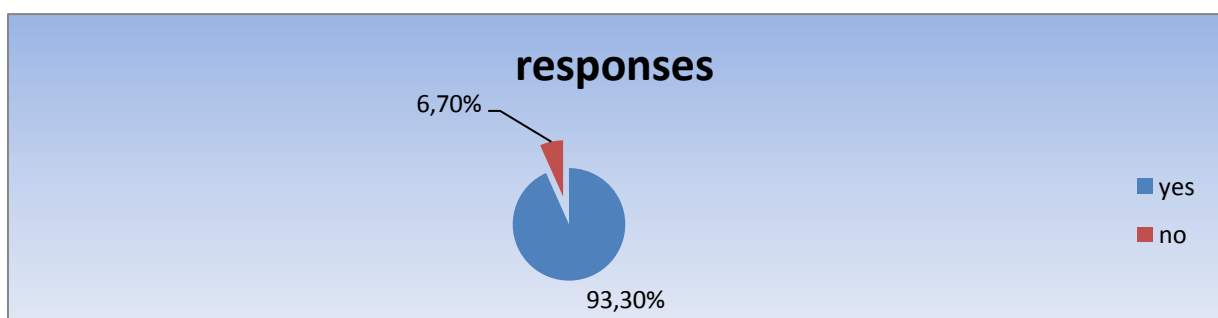


Figure 1.22: defeating the negative feeling through group work.

The survey revealed that almost all students **93.3%** are fully aware that group works help students with negative feelings; because they think that Cooperative learning is one of the best methods that highly help students defeat their fear and shyness. On the other hand **6.7%** disagree thinking that student will keep being anxious even when working with their peers.

Q23. According to you, who can obtain a positive attitude and enhance his skills?

Table 1.23 *what is more useful for a student*

Answer	Responses	Ratio
who works in groups	22	73.3%
who works individually	8	26.7%

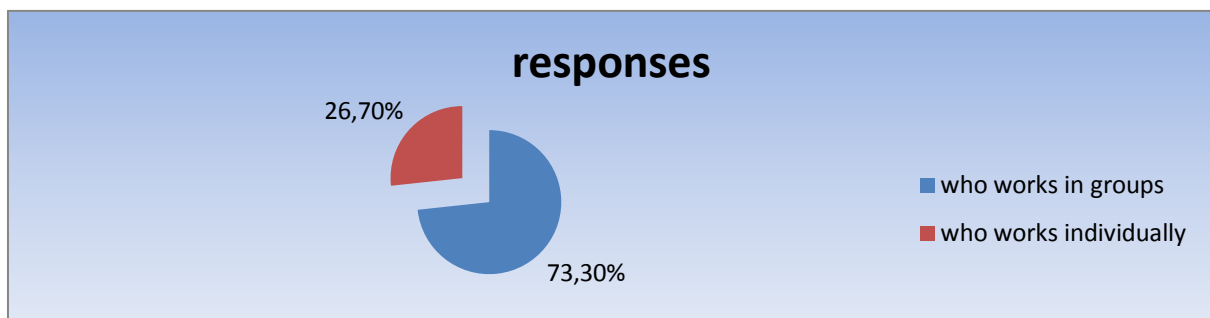


Figure 1.23 *what is more useful for a student*

The most of the students **73.3%** who participated in the study see that the learners who work in groups are more likely to get good attitude toward learning and increase their skills, because learners exchange ideas and study in a fun way. However **26.7%** believes that who works individually enhances his skills more, thinking that the fewer peers the more focus they can get and that make them enhances their skills more.

Q24. If you were a teacher would you depend on the cooperative learning technique to help your students to learn more?

Table 1.24: the possibility of using CL as a techniques the students were teachers

Answer	responses	Ratio
yes	24	80 %
no	6	20 %

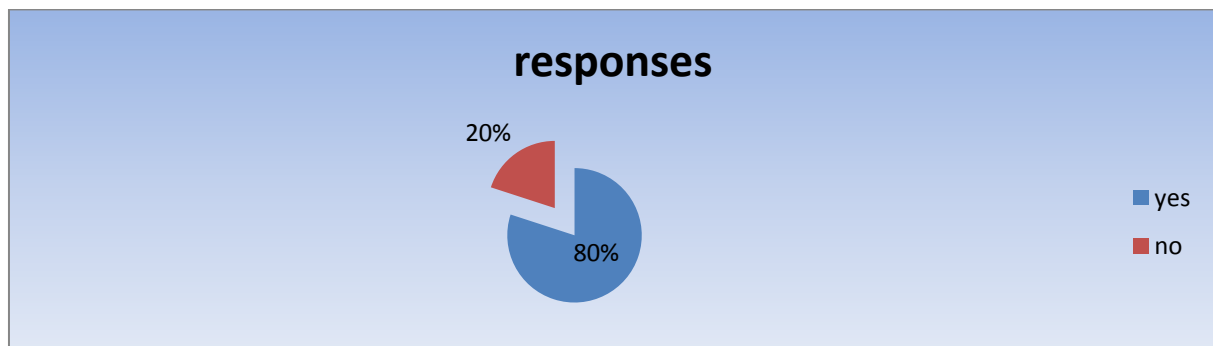


Figure 1.24: the possibility of using CL as a techniques the students were teachers

The aim of this questions is to show how much important the CL techniques for the students, and how ready are they to use it as a future teachers. The research conducted showed that the majority **80%** of the participants are ready to depend on CL in teaching. The other **20%** of the participants preferred not to choose, and ask what their students prefer first.

5.2 Teachers questionnaire analysis

5.2.1 Section one: personal information

Q1+ Q2 +Q3Gender, academic achievement, and experience

The teacher conducted this research were mix between males and females, although the majority was females. These teachers have different academic achievements, in which they all have a magister degree except one participant, which should be good providing us with diverse answers. Most of these teachers has five ,and six years of experience ,which indicates that they are long standing in the domain of teaching, and fully aware of the information they are about to give.

Section two: the students' negative attitude

Q4. The lack of the appropriate environment affects negatively the students' performance

Table 2.1 the lack of the appropriate environment and its negative effects

Answer	Responses	Ratio
agree	5	100%
Neither agree nor disagree	0	0%
disagree	0	0%

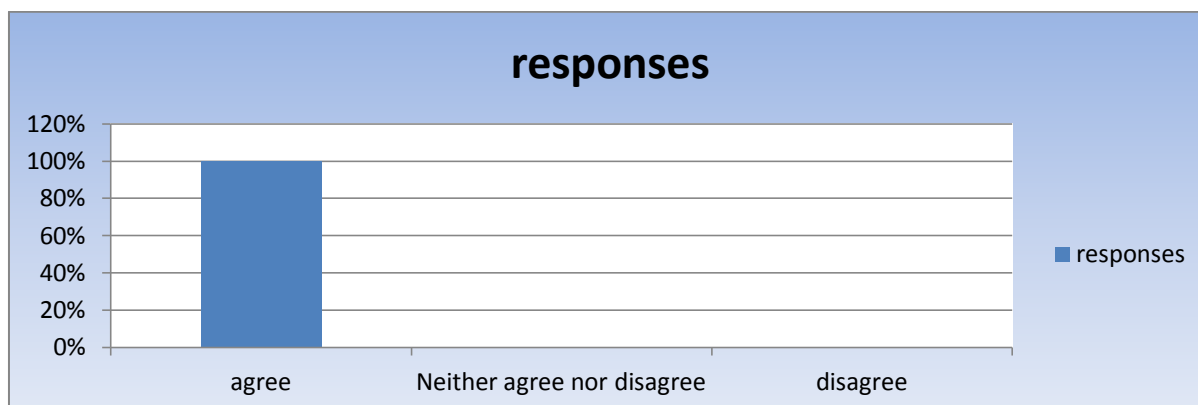


Figure 2.1 the lack of the appropriate environment and its negative effects

All the teachers participated **100%** agree that the lack of the appropriate environment affects negatively the students' performance, which indicate they are fully aware that providing students with a motivating ,happy and less stressful environment where all can provide to the lesson will enhance their learning.

Q5. The fear of making mistakes and being judged is a huge concern for the students

Table 2.2: the fear of making mistakes and being judged

Answer	responses	Ratio
agree	3	60%
Neither agree nor disagree	2	40%
disagree	0	0%

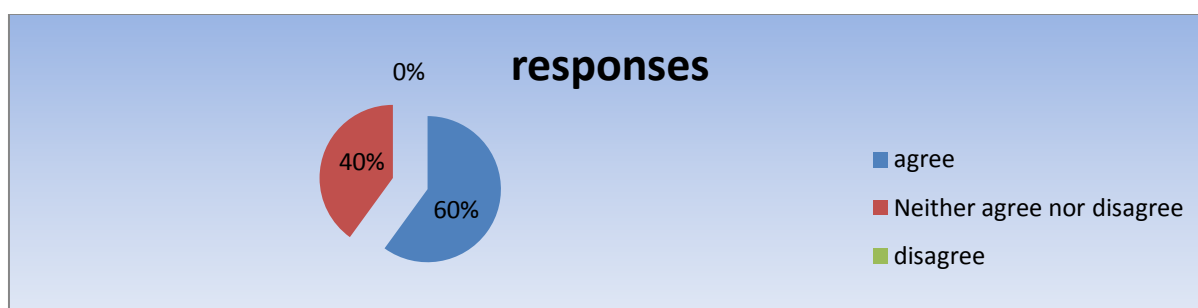


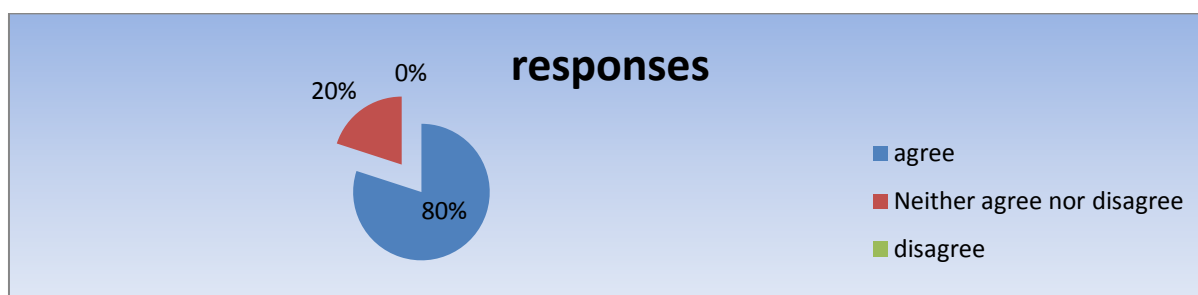
Figure 2.2 the fear of making mistakes and being judged

The research results shows that **60%** of the teachers agree Because they said that, for students making mistakes will reflect their bad levels ,so they just do not participate as such they won't make mistakes ; thinking that they will not be judged that way. On the other hand **40%** are neutral thinking that not all the students have this problem only weak ones feel anxious mainly while speaking.

Q6. Shyness kills the students self confidence and performance

Table 2.3 negative effect of shyness

Answer	responses	Ratio
agree	4	80%
Neither agree nor disagree	1	20%
disagree	0	0%

**Figure 2.3 negative effect of shyness**

Results reveals that **80%** of the teachers agree that shyness destroys the students, because shy students prefer not to come out of their comfort zone, not getting involved in classroom discussions is safer for them, but definitely bad for their performance. The other **20%** were neutral saying that it is a matter of self esteem not shyness.

Q7. The students will adopt a very negative attitude if the teacher doesn't provide motivating learning techniques

Table 2.4 the lack of motivating learning techniques

Answer	responses	Ratio
agree	5	100%
Neither agree nor disagree	0	0%
disagree	0	0%

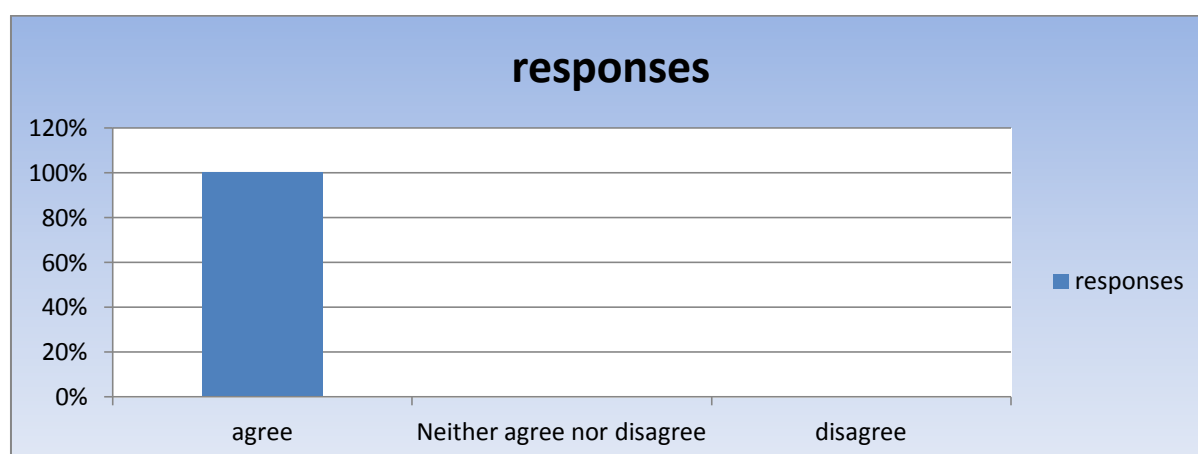


Figure 2.4 the lack of motivating learning techniques

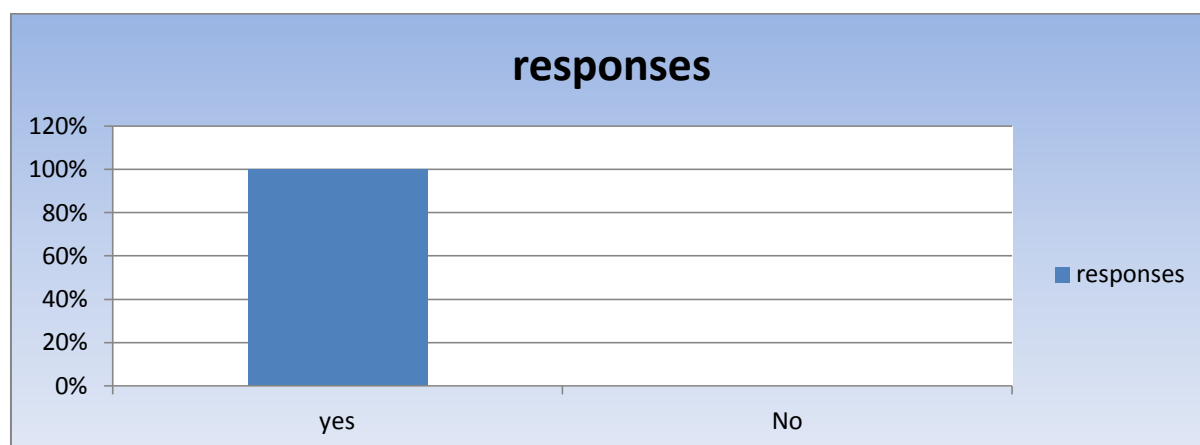
The results shows that all of the teachers **100%** agree that the students will adopt a very negative attitude if the teacher doesn't provide motivating learning techniques, knowing the importance of the role played by the teacher to ensure a better learning and comprehension to his students

Section three: cooperative learning in classroom

Q8. Would you use cooperative learning as a technique in order to enhance the student's attitude?

Table 2.5 teacher's willingness to use cooperative learning

Answer	responses	Ratio
Yes	5	100%
No	0	0%

*Figure 2.5 teacher's willingness to use cooperative learning*

The survey showed that **100%** of the teachers are willing to depend on cooperative learning techniques to help students who suffer from a negative attitude, by creating heterogeneous groups where the Extrovert learners encourage the introvert ones, and where Students can benefit from each other.

Q9. Is cooperative learning one of your preferable techniques?

Table 2.6 teacher's working preference

Answer	responses	Ratio
yes	2	40%
No	3	60%

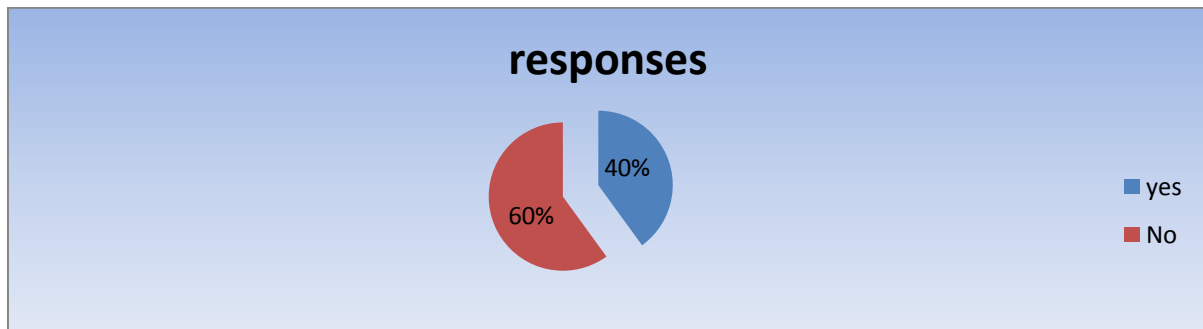


Figure 2.6 teacher's working preference

Even though all teachers were willing to depend on CL techniques, **60%** prefers not to work with CL because of the short session time, some students talk more than work, and it is considered a heavy workload for teachers. On the other hand **40%** found it useful and saving time technique, in which all the students get an equal chance to work and participate as groups to exchange ideas.

Q10. What is your ultimate goal when applying group work?

Table 2.7 the goal of applying group work

Answer	responses	Ratio
Create a joyful learning environment	1	20%
Help the students overcoming their fears	1	20%
Get the needed information about the students	0	0%
All above	3	60%

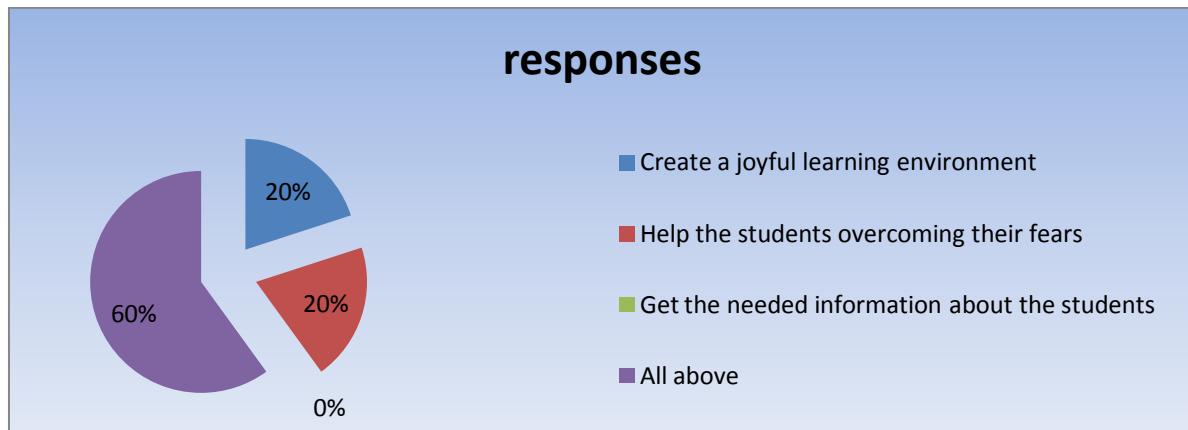


Figure 2.7 the goal of applying group work

The result reveals that **20%** of the participants think that working in groups create a joyful learning environment, while another **20%** of them think that it helps students overcoming their fears. However **60%** of them think that it does not only helps the students get over their fears, and create a joyful environment for them, it also enables the teacher to get the needed information about the students and follow its progress.

Q11. According to you what makes cooperative learning important?

Table 2.8 importance of CL

Answer	responses	Ratio
provides a chance to the shy and weak students to be a part of learning process	1	20%
It allow the students to develop their skills	1	20%
It builds the students self confidence through time	0	0%
All above	3	60%

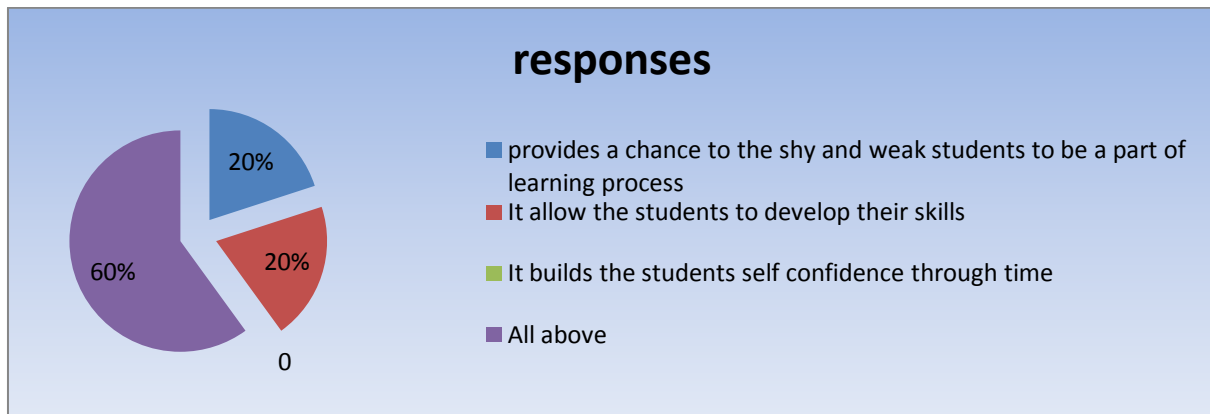


Figure 2.8 importance of CL

The questionnaire results states that **20%** of the teachers believe that CL provides a chance to the shy and weak students to be a part of learning process, and the other **20%** believes that it allow the students to develop their skills. On the other hand **60%** of the teachers think that it does not only provide a chance for shy students, and allow them to enhances their skills, it also builds the students confidence through time.

Q12. In what field cooperative learning use has a better outcome?

Table.2.9. Fields of CL outcomes

Answer	responses	Ratio
Social skills	4	80%
overcoming fears	3	60%
Academic achievements	0	0%



Figure.2.9. Fields of CL outcomes

Results indicates that **80%** of the teachers believe that cooperative learning develop the student's social skill more than anything, because they have a lot of chances to participate, and exchange their ideas. It does not only stop there, because for **60%** of the teachers, CL helps the students with a negative attitude toward learning to overcome their fears, mingle in the class, and be more productive

Q13.how to you usually prepares your students to work in groups?

All most all the teachers has agreed on the base that students should be aware about what is CL before working on it, and then make them feel free to choose their partners. Some teachers writes the instruction that fits the method in the board and let the students discuss it and accomplish it solely, while some simply give them time to prepare then just provide some guided activities, and the rest do the same but students are asked to work with a limited time.

Q14. In what case you find group work so useful?

Teacher finds group work useful when:

- In case the task is multi-steps or too complex for an individual to do it himself.
- The exercises and activities used are too long, and include a lot of brainstorming.
- Do activities of writing skill, which the students may lack, some of the information about different topics.

Q15. What are the cooperative learning strategies that you usually use in your class?

The teachers strategies differ from a teacher to another in order to follow and fill their students needs, in which some like to work in small groups and pairs while other teachers prefers larger groups. In addition, others follow the thought pair and share method next to jigsaw so students can work more at ease since they are working either friends.

Q.16 do you think group work affects the students' attitude positively?

Table 2.10 positive effects of CL on students' attitudes

Answer	Responses	Ratio
yes	4	80%
No	1	20%



Figure 2.10 positive effect of CL on students attitudes

The research conducted reveals that the majority of the teachers **80%** see that CL changes the students' attitude positively, because it encourages and motivates students to take part in the lesson, give them the atmosphere of a good classroom and avoid shyness and negativity. However **20%** said no and think that it sometimes does and sometimes it does not without mentioning the reason behind that.

Conclusion

To conclude this chapter, the collected answers were both from teachers' and students' questionnaires, demonstrating that cooperative learning plays a really sensitive role in changing the students' negative attitudes, and motivates them to overcome their fears and develop their different skills.

Chapter three

DISCUSSION AND RECOMMENDATION

1. Discussion of the results

1.1 Discussion of the student's questionnaire :

This study is set to determine the role of cooperative learning in enhancing the EFL student's attitude. The results obtained in this research are very important, in which the study showed that the participant was diverse which played a great role, providing different answers. The student questionnaire reveals that the female are more interested in learning English as a foreign language than boys. As well as, most of the students are afraid of being judged by the teacher, and that makes them put a huge stress on themselves when they try to not commit any mistakes. Beside the fact that students usually afraid of being laughed at inside the classroom, the survey ensured that shyness has a really negative effect on both; the student's self confidence and productivity.

Moreover the results taken from the presented survey declare that the poor methods used by the teacher hinders the students' motivation and their production, which made **100%** of the participants agree upon how ruining the students negative attitude can be and how poorly it will affect their academic achievements. The teacher must play an important role creating and maintain the right learning environment for the students, because as the results showed most of the students agree that anxiety is one of the biggest problems that must be dealt with. This is why most of the students agree that working with peers can be more encouraging, and useful.

The participants declared that almost all of them are aware and familiar with cooperative learning and working in groups, in which most of them have experienced it. Even though they showed divers answers, the majority liked and preferred working in groups, because they all can exchange ideas with each other and gather several ideas in short time. Results showed that

CL makes students help their peers, Get over the fear, be more productive, build their self confidence, and develop their four skills as long as the student feels comfortable to work with his peers. Learners are seen to be extremely motivated when the teacher asks them to prepare themselves for group work, and that's what makes the subject more enjoyable for them. Cooperative learning is seen to be one of the best techniques that help shy and anxious students achieve better goals and be more productive, simply because CL session always ends with huge information, where students share their ideas and thoughts, and help each other enhance their skills.

Hence the majority of the students choose to work with cooperative learning if they got a chance to teach, knowing the importance of it in raising their responsibility, developing their different skills, achieve better outcomes, and how helpful it can be for students who suffer from negative attitudes.

1.2 Discussion of the teachers' questionnaire

The analysis of the teachers' questionnaire has showed that the different teachers, with their different experiences agree that the lack of the appropriate environment affects negatively the students' performance. More over it was seen that the fear of making mistakes, shyness, and being judged are some of the students' huge concerns, which makes them lose their self confidence and create a so negative attitude toward classroom performance.

In addition to that the survey showed that all teachers are aware that students usually adopt a very negative attitude if the teacher doesn't provide motivating learning techniques, that is why teachers depend on cooperative learning, By making group discussions every week or giving them assignments that should be done in a group of four or in pairs to train them to work together cooperatively.

Teachers depend on CL techniques because it provides a chance to the shy and weak students to be a part of learning process overcoming their fears, and allow the students to develop their academic and social skills. In doing so, the teachers depend on the different ways in which they make sure their students are fully aware of the term CL and how it works, let them choose their groups and provide them with guided activities and instructions to work with. Cooperative learning is most useful when students face activities that need a lot of brainstorming or complex activities that is too difficult for single students to have alone.

Finally, we can say that teacher found that techniques like jigsaws and think pair and share are so beneficial for student, especially those who suffer shyness, lack of self confidence, and fear, because it encourages them to take part in the lesson.

2. Implications of the research findings

This study has contributed to the teaching of English as a foreign language as well as to teacher training as it highlights the ways in which cooperative learning strategies can be used to enhance the general teaching environment.

In addition, from the results of the teachers questionnaire, teachers must be aware and sense the appropriate situations when to use cooperative learning inside the classroom, which will lead students to automatically increase their different skills. Furthermore, teachers need to provide more opportunities for students to collaborate with each other in the case of interactive classroom, and when all students have opportunity to speak they boost each other's confidence and develop their different skills. In other words, students need effective techniques to encourage them get over their fears, shyness, and encourage them to be an effective member inside the class and start to be more productive. As it was seen in the results cooperative learning techniques seems to be very useful and encouraging for students, that

can ensure them a joyful and motivating learning environment that surely will help them quit the negative attitude they used to have.

Accordingly the results confirm our hypothesis that when teachers use cooperative learning inside the class learners will adopt a new positive attitudes, because they are more comfortable and encouraged, and that will ensure a wide improvements on all levels.

3. Suggestions and recommendation for further studies :

Focusing on the gathered findings from the study, we suggested some recommendations concerning the role of cooperative learning for both students and teachers in order to enhance the students' attitudes. These are summarized as follows:

- ✓ Teachers must ensure that students receive a very safe and convenient environmental education to restrict their emotional filters and enable them to positively engage with their peers and teachers.
- ✓ We need also to advise fast-moving students not to work just to complete the task, but also to work together, allowing poor performing students an opportunity to be a part of the group.
- ✓ Learners must try to share both their good and bad experiences, and talk about their fears as a first step of overcoming them.
- ✓ We suggest that teachers better communicate with each other's too in order to update the methods they are using inside the class.
- ✓ Students better push themselves out of their comfort zone and try to do some challenging things.

- ✓ Teachers could integrate additional teaching aids like tape recorders, music and videos to make them more fascinating and pleasant for students, but not so much that they are less focused on learning.
- ✓ We suggest keeping the students competition with other groups, but not inside the group members, whom they must work hand in hand.
- ✓ Teachers must learn more about CL; its use, its strategies, its benefits and the risks that can happen during applying this technique such as noise.

4. Conclusion

To conclude with, cooperative learning is a so effective technique in fixing the students' attitudes. So, both teachers and students have become increasingly aware of the important role played by cooperative learning inside the classroom pushing the students to achieve better levels.

REFERENCES

List of references

Learning, L. (n.d.). *Introduction to Psychology*. Lumen.

<https://courses.lumenlearning.com/waymaker-psychology/chapter/attitudes-and-persuasion/>.

Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Harcourt Brace Jovanovich College.

Rosenberg, M. J., & Hovland, C. I. (1960). Cognitive, affective and behavioral components of attitudes. In *Attitude organization and change: An analysis of consistency among attitude components* (pp. 1–14). Yale University Press.

ALLPORT, G. W. The composition of political attitudes. *Amer. J. Sociol.*, 1929-1930, 35, 220-238.

BERNARD, L. L. An introduction to social psychology. New York: Holt, 1926. Pp. x+652.

WOLFE, A. B. Conservatism, radicalism, and scientific method: an essay on social attitudes. New York: Macmillan, 1933. Pp. xiv+354.

FOLSOM, J. K. Social psychology. New York: Harper, 1931. Pp. xviii+701.

LUMLEY, F. E. Principles of 'sociology. New York: McGraw-Hill, 1928. Pp. xii+562.

Droba, D. D. (n.d.). *A Mead Project source page*. The Nature of Attitude.

https://brocku.ca/MeadProject/Droba/Droba_1933a.html.

Sherif, G. and Hovland, E.B. (2002) (ed.). Theories of change of attitude in human relationship. New York: McGraw Hill.

Ajzen, I., & Fishbein, M. (1974). Factors influencing intentions and the intention behavior relation. *Human Relations*, 27, 1-15.

Eagly, A.H. & Chaiken, S. (1993). *The psychology of attitudes*. San Diego, CA: Harcourt Brace Jovanovich.

- Helson, J. (2000). Adaption theory. In Sherif, G. and Hovland, E.B. (2002) (ed.). *Theories of change of attitude in human relationship*. New York: McGraw Hill.
- Heider, V. (2001). *Balance theory of personality development*. California: Brooks/Cole Publishing Company, USA.
- Festinger, L. (2000). *A theory of cognitive dissonance*. Stanford, CA: Stanford University Press.
- Brehm, W.C. (2001). Reactance theory. In Sherif, G. and Hovland, E.B. (2002) (ed.). *Theories of change of attitude in human relationship*. New York: McGraw Hill.
- Sinha, khushboo. (2015, August 18). *Attitude: Nature, Components and Formation*. Your Article Library. <https://www.yourarticlelibrary.com/organization/attitude/attitude-nature-components-and-formation/63825>.
- Rokeach, M. (1973). *The nature of human values*. New York: Free Press.
- IGNOU. (1970, January 1). *Unit-1 Definition, Concept, Description, Characteristic of Attitude*. EGYanKosh. <http://egyankosh.ac.in/handle/123456789/23576>.
- PEBRIANA, H. U. R. N. I. A. (2015). *Improving Students' Speaking Skill by Using Storytelling At Class Viii G Smpn 15 Mataram Academic Year 2014/2015*.
- Terada, Y. (2020, November 19). *The Mistake Imperative-Why We Must Get Over Our Fear of Student Error*. Edutopia. <https://www.edutopia.org/article/mistake-imperative-why-we-must-get-over-our-fear-student-error>.
- Coulson, J. (2019, February 11). *The Case Against Boredom*. Institute for Family Studies. <https://ifstudies.org/blog/the-case-against-boredom>.

- Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1991). Foreign language classroom anxiety. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 27-36). Englewood Cliffs: New Jersey: Prentice Hall.
- Horwitz, E. K., & Young, D. J. (Eds.). (1991). *Language anxiety: From theory and research to classroom implications*. Englewood, NJ: Prentice Hall.
- Hsu, Tsu. (2012). A study on the EFL students' speech related anxiety in Taiwan. *International Journal of Research Studies in Language Learning*. 1. 10.5861/ijrsll.2012.v1i2.74.

APPENDICES

Appendix (A)

Students' questionnaires

Dear student,

We are preparing our research paper about The Role of cooperative learning in enhancing the EFL students' attitude at the Chadli Ben Jdid University El Tarf. You are kindly requested to fill in this questionnaire to express your attitudes. Your answers are very important for the validity of this research we are undertaken as such we hope that you will give us your full attention and interest.

Please tick (✓) in the option that goes along with your answer.

Section One: Personal Information

1. Age:

Specify

2. Gender

Male ☐

Female ☐

Section Two: Negative Attitude of the Students

To what extent you agree or disagree with these statements:

Please tick (✓) in the appropriate space.

Statements	Disagree		Neither agree nor disagree	Agree	
	<i>Strongly</i>			<i>Strongly</i>	
3-most of the time students are afraid of being judged by the teacher					
4-students put a huge stress on them when they think about avoiding mistakes					
5-students fear the fact that some peers may make fun of them					
6-shyness affects the production of the students					
7-lack of confidence can affect the students in a really negative way					
8-the poor methods used by the teacher hinders the students motivation and their production					

9. Do you think that the student's negative attitude badly affects his learning process?

Yes ☐

No ☐

Why.....
.....

10. Students are less comfortable to share and learn when the teacher does not provide the right environment

Yes ☐

No ☐

Why.....
.....

11. Do students hate and fear working alone and tend to work in groups?

Yes ☐

No ☐

Why.....
.....

12- Do you think anxiety is one of the biggest problems a student can face?

Yes ☐

No ☐

Why.....
.....

13- Working alone is less encouraging and limits the student's production?

Yes ☐

No ☐

Why.....
.....

Section three: cooperative learning

14. Have you ever heard of cooperative learning (group work)?

Yes ☐

No ☐

15. How much experience have you had of working with a group on a project before?

1- A lot ☐

2- Mostly ☐

3- Not much ☐

4- None ☐

16. If you have worked in a group before, how did you find it?

- 1- Very Good ☐
2- Good ☐
3- Not sure ☐
4- Bad ☐

17. How do you prefer to work inside your classroom?

- 1-Individual work ☐
2- Group work ☐

Why

18. In which way you think group work helps you?

- Get over the fear and be more productive ☐
Evaluate and help the peers ☐
helps in both ways ☐

19. Do you think that working with peers builds self confidence and develops the student's skills?

- Yes ☐
No ☐

Why.....
.....

20. When preparing to work in groups, the students feel?

Extremely motivated

Less motivated

Extremely bored

Why.....
.....

21. Does the team work make the subject more enjoyable and raises the level of production?

- Yes ☐
No ☐

How.....
.....

22. Do you think that group work can help shy and anxious people to defeat those negative feelings?

- Yes ☐
No ☐

How.....
.....

23. according to you, who can obtain appositve attitude and enhance his skills?

Who works individually? ☐

Who works in groups? ☐

Why.....
.....

24. If you where a teacher would you depend on the cooperative learning technique to help your students to learn more

Yes ☐

No ☐

Why.....
.....

Thank you

Teacher Questionnaires

Dear teachers,

This questionnaire serves as a data collection tool for a research work in order to investigate The Role of cooperative learning in enhancing the EFL students' attitude at the Chadli Ben Jdid University El Tarf. We would be extremely grateful if you could take the time and the energy to share your needed experience by answering the questions bellow .your answers are very important and will be of much help for the success of this research. Please, tick (✓) in the appropriate space that goes along with your choice and your kindly asked to give a full answer where necessary.

Ps: the word cooperative learning and group work will be used interchangeably

Section one: personal questions

Gender

Male ☐

Female ☐

Question 2: Educational level

BA (license) ☐

MA (magister/master) ☐

PHD (doctorate) ☐

Question 3: for how many years have you been teaching?

Please specify

Section two: the students' negative attitude toward speaking

Question 4: the lack of the appropriate environment affects negatively the students' performance

agree ☐

Neither agree nor disagree ☐

Disagree ☐

Why.....

Question 5: The fear of making mistakes and being judged is a huge concern for the students

agree ☐

Neither agree nor disagree ☐

Disagree ☐

Why.....

6. Shyness kills the students self confidence and create a so negative attitude toward classroom performance

Agree ☐

Neither agree nor disagree ☐

Disagree ☐

Why.....

7. The students will adopt a very negative attitude if the teacher doesn't provide motivating learning techniques

Agree ☐

Neither agree nor disagree ☐

Disagree ☐

Why.....

Section three: cooperative learning in classroom

8. Would you use cooperative learning as a technique in order to enhance the student's attitude?

Yes ☐

No ☐

How.....

Question 11: what is your ultimate goal when applying group work?

Get the needed information about the students ☐

Help the students overcoming their fears ☐

Create a joyful learning environment ☐

all above ☐

Question 12: according to you what makes cooperative learning important?

It builds the students self confidence through time ☐

It allow the students to develop their skills ☐

provides a chance to the shy and weak students to be a part of learning process ☐

All above ☐

Question 13: in what field cooperative learning use has a better outcome?

Social skills ☐

Academic achievements ☐

overcoming fears ☐

Question14: how to you usually prepare your students to work in groups?

.....
.....

Question 15: in what case you find group work so useful?

.....
.....

Question16: what are the cooperative learning strategies that you usually use in your class?

.....
.....

Question 17: do you think group work affects the students' attitude positively?

Yes ☐

No ☐

If yes justify

Thank you.