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DIDACTIC STRATEGIES: The cooperative learning and the positive interdependence

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Abstract: The aims of the present thesis are to identify and planning innovative didactic methodologies, with regard to the cooperative learning and the positive interdependence.

The students that will be selected and included in the sample, are attending a third – year classroom of a middle school to follow English lessons.

As English teachers, we are able to devise specific English tasks, so as to create a motivating, an engaging, a fascinating and a more attractive educational context in classroom through an inclusive process of learning and teaching English.

As a result, cooperative learning and positive interdependence allow all students to attaining their common group goals of executing English tasks successfully.

All group participants develop their social and interactive approach so as to establish the mutual support and the mutual respect as useful didactic techniques to ensure the correct fulfilment of group activities roles among students.

The strong commitment, the full participation, the direct involvement and a continuous contribution are effective attitudes that are strengthened in classroom environment. This effective English language learning process makes all students to be able to manage both their individual and collective roles to complete English group tasks through the implementation of positive interdependence and cooperative learning didactic methodologies.

Cooperative learning and positive interdependence aimed at making all students to achieve their English competences, through innovative didactic methodologies concerning the development of listening, reading, speaking and writing skills to all students through the English tasks provided.

Introduction

As English teachers, we use two research forms that refer to our students attending the third-year classroom of a middle school. The classroom is composed of twenty-one students with special educational needs (BES) and also with specific learning disabilities (DSA).

They are attending lessons of English.

Useful and efficient didactic methodologies are implemented, through the cooperative learning and the positive interdependence, so as to make the majority of students developing their active participations in classroom environment. These students will develop teamwork activities through cooperative learning and positive interdependence groups composed of five members each.

These didactic strategies are placing them acquiring and reinforcing their English skills, with the practice of their English communicative, social and interactive productions.

Every cooperative learning and positive interdependence group activity has to deal with plenty of English topics to be provided by English teacher.

As English teachers, we are going to make our students being accustomed of speaking, valuing and also sharing the individual and collective ideas within cooperative learning and positive interdependence groups to complete English tasks.

Cooperative learning and positive interdependence are effective didactic techniques that are going to require all students to actively collaborate for fulfilling their roles in accomplishing their individual and also their collective activities within teamwork of five components each.

The overall students in the classroom are at an A2 level in English.

The main objectives to achieve for all the students through the cooperative learning and the positive interdependence aimed at executing their listening, reading, speaking and written expositions in the English tasks. These kinds of didactic actions are going to create enjoyable English language learning conditions for students, essentially focusing on strengthening their active involvements, their motivations, their curiosities and their interests in classroom environment.

The psycho - emotional variables are essential to consider, because they are the beneficial means to increase the level of all students during their English language learning process.

Cooperative learning and positive interdependence are didactic actions that will raise the level to all students through the development of a motivating and relaxing English language learning atmosphere in classroom environment.

The collaboration and the effective participations are indispensable requirements that students need to develop and reinforce within cooperative learning and positive interdependence English group activities.

Students are going to become motivated and also more engaged through a full participation to enhance within cooperative learning and positive interdependence English group tasks. These types of didactic methodologies aimed at making all students to learn how to better appreciate, share and promote the different ideas and suggestions that each individual member gives in the groupwork.

These are the suitable educational strategies to remove the competitive approaches within classmates in classroom environment.

The Cooperative learning and the positive interdependence will allow all students to make friends in teamwork English activities.

The main goals for the development of English tasks will focus to plan the appropriate English teaching and learning conditions in classroom environment in order to build upon a cooperating didactic context. These are the suitable didactic aspects for students to follow the effective steps in the process of managing and solving cooperative learning and positive interdependence group activities in the English tasks provided.

Brainstorming is a kind of didactic methodology, which students learn to appreciate, give value and promoting every individual member opinion in the English teamwork activities.

These English group exercises are experimental and beneficial ones for all students in the classroom environment.

Students have great opportunities to compare and appreciating the different ideas in cooperative learning and positive interdependence groups to execute jointly English tasks.

As English teacher, we also examined the social, emotional and psychological dimensions for each individual member in the cooperative learning and positive interdependence English group activities.

The research forms are the appropriate tools to evaluate the level of motivation, active participation and collaboration in English teamwork activities with regard to all group participants in the classroom environment.

Two research forms are going to be the suitable instruments to find and evaluate the strong points and the weak points from each student in the cooperative learning and positive interdependence English group activities.

The research forms are intended to check the several processes of all students with respect to their English language learning path, during the performance of their individual and collective English tasks in cooperative learning and positive interdependence group activities.

These didactic methodologies concerning the cooperative learning and the positive interdependence will be the relevant keys to assess the psycho emotional aptitudes of each student through the positive interdependence and cooperative learning English group activities.

Each individual member of the cooperative learning and the positive interdependence English group activities, will need to be aware of fulfilling individual and collective roles to complete the English tasks, so as to accomplish the common group objectives in the positive interdependence and cooperative learning group activities.

The cooperative learning and positive interdependence are the most effective didactic methodologies to implement teaching and learning foreign languages.

These fitting didactic procedures are going to allow the English teacher to have the current situations for each individual member in the cooperative learning and positive interdependence groups in the classroom environment.

Adopting two research forms as specific tools to assess cooperative learning and positive interdependence English group activities, it is possible to identify a few linguistic parameters, so that English teachers will make their corrections to all group participants.

As English teachers, we will be able to raise the level of English to all our students, so as to reach their linguistic improvements in the process of their English language learning.

We are going to extract a sample that will include twenty - one students attending a third-year classroom at our middle school, representing the current situations of all group participants with respect to the development of English tasks during the lessons.

It is possible of creating the suitable opportunities for all students in the process of their English language learning, in order to assess their English tasks in each groupwork, through the listening, reading, oral and written English expositions in the classroom environment.

As English teachers, we will have the appropriate opportunities to evaluate the psycho - emotional variables affecting group participants during the process of English language learning.

The observation and the analysis of gradual English language learning progresses on students, will be necessary to make them developing their English group tasks provided in classroom.

As English teachers, we are going to examine the suitable didactic contexts to set the specific English language learning parameters for the assessment, concerning the listening, reading, oral and written skills of all students with respect to the strategic planning of their English group activities through the positive interdependence and the cooperative learning in classroom environment.

Metacognitive, cognitive processes and the executive functions of all students: attention, retention, and problem -solving are relevant elements to look at group participants. Operational, behavioural and psycho-emotional abilities are necessary to expound on the information processing and learning construction for students in groupwork.

The several cognitive styles and the different forms of intelligence are essential to place each individual member strengthening the collective participation to complete English tasks, through the cooperative learning and the positive interdependence.

Cooperative learning and positive interdependence will put learners actively involved in a suitable educational context, through the structure of teamwork in order to develop English group activities.

The contribution of everyone will be considered a relevant factor, so as to achieve the common group objectives in the execution of the English tasks provided.

It will be necessary to provide positive and motivating feedbacks to students by English teachers. This is an effective method to create encouragement and self-esteem to each member in the teamwork recognizing the sequential improvements in English.

Enhancing positive feedbacks is important to increase the level of motivations, self-esteem and confidence to each group participant in the cooperative learning and positive interdependence groups.

Students will need to adopt effective techniques to plan for decisions in the English group activities, acquiring listening, reading, speaking and written competences in English.

Students will have to understand and execute the English didactic units aimed at developing written projects, so as to be proficient in English speaking and writing skills.

These types of didactic actions intend to make all students aware of reinforcing their English skills through the cooperative learning and the positive interdependence group activities.

Students will fulfil both individual and collective roles in teamwork English activities, and are going to become more responsible, through the management and the development of their English group tasks.

It is relevant to place all students in classroom environment to get their useful opportunities for increasing their English levels, through the enhancement of their oral and written productions.

The appreciation, the sharing and the promotion of the different ideas from all group participants in English teamwork tasks, is an important operational framework to complete both individual and collective parts in the English group activities.¹(Johnson, D.W., Johnson, Ortiz and Stanne, 1991).

From these didactic strategies, individual members will create the fitting conditions to build upon cohesive cooperative learning and positive interdependence groups.

These methodological procedures will create and strengthen active participations by each member within groupwork activities, so as to stimulate a continuous motivation and a full student engagement to accomplish individual and collective parts for the execution of English group tasks.

These positive interdependence and cooperative learning English group activities are beneficial, because they aimed at implementing useful resources within groups members, so that it is possible to ensure the peer tutoring, the mutual respect and the mutual support.

In this way, students with specific educational needs and those affected by problems of learning, will become more motivated and more interested to execute both their individual and collective roles to complete English tasks within cooperative learning and positive interdependence groups.

As a result, all students will take part on their cooperating and collaborative English tasks through dynamic involvements and active participations to execute English group activities.²(Trubisky and Seymour, 1991).

Cooperative learning and positive interdependence are going to be explained to all students at the beginning of English lessons by English teachers, so as to implement important didactic methodologies which will make all group participants to be prepared for their university and job careers someday.³(Finney, Susan, 1991).

Each individual member in the English groupwork activities, is going to assume different roles to choose from the leader, the helper, the facilitator and the mediator.⁴(Thousand, 1994).

All group participants are going to get into practice with all their English skills in the process for the execution of their individual and collective parts in the different English tasks provided.

¹ Johnson, D. W., Johnson, R. T., and Smith, K. (1991). "Cooperative learning: Increasing college faculty instructional productivity (ASHE-ERIC Higher Education Report No. 4)." Washington, DC: The George Washington University, School of Education and Human Development. (168 pages). (Accesso nel maggio 2022).

² Trubisky, M., and Seymour, A. (1991). Cooperative Learning lessons which promote full inclusion of students with disabilities. Syracuse, New York: Teacher Leadership In-service Project, Syracuse University. (Accesso nel giugno 2022).

³ Finney, Susan, TOGETHER I CAN: Increasing Personal Growth and Creating Lifelong Learners through Co-operative Learning. Innerchoice Publishing, Spring Valley, San Diego County California. (1991). (196 pages). (Accesso nel giugno 2022).

⁴ J. Thousand, A. Villa and A. Nevin (Eds), Creativity and Collaborative Learning; Brookes Press, Baltimore, 1994, in Roger T. and David W. Johnson. An Overview of cooperative learning. 2009 (Pages 1-21). (Accesso nel giugno 2022).

The English topics to be discussed by every student in English groupworks will place all group participants to master their knowledge of specific English themes and to compare all the different point of views.

After having performed their English positive interdependence and cooperative learning group tasks, they will be able to develop their thought processes in the English tasks, through the reinforcement of their social and communicative productions in English.

As English teachers, we will analyse other criteria in regard to the methodology for English assessment with reference to the performance of all group participants on their individual and collective roles to fulfil within cooperative learning and positive interdependence group activities in the English tasks.

The social interactive and emotional variables will indicate the current situation of all group participants with respect to their commitment, participation, cooperation, collaboration, and motivation to achieve common group objectives in the execution of English tasks. ⁵(O'Brien and Rogers,1992).

First of all, as English teachers, we will have to appreciate the gradual improvements of all our students with regard to their English speaking and writing skills needed to develop their oral and written productions within English group activities.

As English teachers, we will consider the level of cooperation and involvement within the group participants, as the most important factors to examine with the level of motivation, availability and active participation to complete English tasks through the cooperative learning and positive interdependence English group activities. ⁶(Johnson, D.W., and Johnson, 1989).

The leaders, the facilitators and mediators are going to teach English topics through the peer tutoring, so as to provide mutual help and mutual respect to all group participants.

Social, psychological and emotional dimensions will need to be observed by English teachers to all our students during the development of their English group activities in classroom environment.

As English teachers, we are going to examine also the level of faith, self – confidence and self -esteem to each group participant. We can check these emotional aspects from all our students within cooperative learning and positive interdependence English group activities.

⁵ Ayres, Barbara O'Brien, Lorinda Rogers., and Theresa. (1992). Working together, sharing, and helping each other: Cooperative learning in a first-grade class that includes students with disabilities. Syracuse, New York State: The Inclusive Education Project, Syracuse University. (Accesso nel giugno 2022)

⁶ Johnson, D.W., and Johnson, H. (1989b). Leading the cooperative school. Edina, Minnesota: Interaction Book Company. (Pages 273). (Accesso nel giugno 2022).

Chapter One

1.1 The definition of cooperative learning and its didactic elements.

7

The cooperative learning

What is Cooperative Learning?

Cooperative learning aiming at reinforcing the active involvement of students to work collaboratively in effective didactic contexts in classroom environment.

Students will have the possibility to participate actively for the development of written projects in English through the cooperative learning and positive interdependence group activities.⁸(David W Johnson and Roger T Johnson, 2009).



As didactic methodologies, cooperative learning and positive interdependence enclose effective elements aiming at introducing and strengthening collaborations, information processing and decision-making processes with the distribution of precise roles to assume by each individual member within groups.

These actional steps will concern a few key factors, to be explained in sequential procedures for the creation of English activities.⁹Brandt, Ronald 1991 and Comoglio,¹⁰Cardoso 1996,¹¹Comoglio, 2000).

Every individual member will show active participations to start an oral discussion, listening, sharing and promoting each proposal from his or her peers in the cooperative learning and positive interdependence.

Cooperative Learning is a didactic methodology aiming at arranging precise roles that students will need to fulfil in order to complete the English tasks. As a result, students will learn how to work together with one another in better ways, through the cooperative learning and positive interdependence for the development of English tasks in classroom environment.¹²(Johnson, Johnson, Holubec, E., 1998).

All students will understand the important aspect of working collaboratively, so as to accomplish common objectives to complete English tasks.¹³(Collazos, Guerrero, Pino, Ochoa, 2003).

As English teachers, we will have to appreciate the different cognitive styles, the several forms of intelligence in the cooperative learning and positive interdependence groups. Mental analysis and reasoning will play an essential role to the cognitive process of students in cooperative learning and positive interdependence groups.

⁷ www.publicschoolreview.com. (Accesso nel giugno 2022).

⁸ David W Johnson and Roger T Johnson. An Overview of Cooperative Learning. (2009). (Pages 1-21). University of Minnesota. University of Minnesota, Minneapolis, Minnesota, USA. www.co-operation.org (Accesso nel giugno 2022).

⁹ Brandt, Ronald S., Ed. (1991). Cooperative Learning and the Collaborative School: Readings from "Educational Leadership." (Pages 219). Authoring Institution: Association for Supervision and Curriculum Development, Alexandria, Virginia. (Accesso nel giugno 2022).

¹⁰ COMOGLIO, M., CARDOSO, M. A., Insegnare ed apprendere in gruppo. Second Cooperative Learning, LAS, Roma, 1996. (Pages 30). (Accesso nel giugno 2022).

¹¹ COMOGLIO, M., Educare insegnando. Apprendere ad applicare il cooperative learning, LAS, Roma 2000 (Pages 1-544). (Accesso nel giugno 2022).

¹² Johnson, D., Johnson, R. and Holubec, E. (1998). Cooperation in the classroom. Boston: Allyn and Bacon. (Types of Positive Interdependence). (Accesso nel maggio 2022).

¹³ Collazos, C.A., Guerrero, L.A., Pino, J.A., Ochoa, S.F. (2003). Collaborative Scenarios to Promote Positive Interdependence among Group Members. Santiago, Chile (Pages. 356–370). (Accesso nel giugno 2022).

www.link.springer.com

As English teachers, we will function as the guide, facilitator and mediator. ¹⁴(Thousand, 1994).

Cooperative Learning

There are plenty of didactic elements to implement for effective cooperative learning groups. The first didactic methodology to create with cooperative learning is the big project, as follows:

Big Project

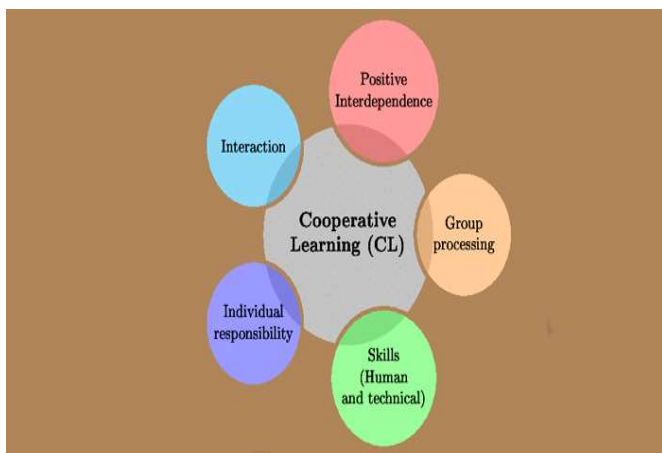
This is the most used type of English language learning motivation activity, for making students to work in groups in the first place.

The big project involves the development of English tasks, whereby students do not achieve the whole objectives on their own but through collaboration, during the available length of time provided.

Big project and positive interdependence together are also interesting and attractive didactic methodologies to plan for English tasks to all students.

Big project is a didactic task which can be developed in one more simplified version.

1.2 The didactic aspects concerning the cooperative learning methodology to execute English tasks for students attending English lessons in a third-year classroom of a middle school.



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Cooperative Groups

How to Promote Civic Engagement in learning English?

It aims at creating cooperative learning groups through the fulfilment of individual and collective roles of all our students to execute the English group activities.

All students work collaboratively by means of a full participation, strong commitment and an effective cooperation to accomplish common

group objectives.

These collaborative aptitudes will allow all group participants to finish their English group projects.

Peer Tutoring

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This didactic methodology aimed at placing our students to learn how to provide and receive constructive feedbacks.

This will be an important procedure for their English language learning paths, so as to be able performing their written projects in the future job careers in English.

The peer review activities describe the specific processes with the appropriate methods to follow for students on how to plan



¹⁴ Thousand, S., Ed. Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers. (1994). Paul H. Brookes Publishing Company, Baltimore. (Pages 432). (Accesso nel giugno 2022).

¹⁵ www.prometheus-studio.it. (Accesso nel giugno 2022).

¹⁶ www.orizzontescuola.it. (Accesso nel giugno 2022).

English tasks to do in pairs or in groups in the classroom environment.

The main objective of peer tutoring aiming at making all students to help one another in the process of their English projects, through the mutual support and the mutual respect.

The necessary processes to promote positive interdependence, include the following elements that are specified in the list below.

Output goals for the positive interdependence- The single and collective parts of the English tasks are completed by each individual member within groups.

Objectives of learning English with the positive interdependence

Every positive interdependence group participant ensures that each individual member is able to complete his or her individual and collective parts to execute English group tasks.

Resource positive interdependence- members

This didactic methodology provides the specific parts for all group participants to perform within the cooperative learning and the positive interdependence English tasks.

Role positive interdependence- members

It is required to each individual member of positive interdependence groups, individual and collective roles to assume for completing the English group tasks.

These actional procedures are necessary for making students understanding the importance of fulfilling the required duties, in order to complete the whole parts of English tasks provided.

These kinds of didactic methodologies are essential tools, aiming at creating the correct organisation for the different positive interdependence groups as for the presentation of their English products in classroom environment.

Individual Group Accountability

Individual Grades

Individual members are given quizzes and questions to answer in groupwork English activities.

All group participants take part in cooperative English written projects.

This type of didactic methodology will put students to give their oral presentations, once they write some English reports.

Within-Group Peer Assessment

This didactic action is to discourage students from allowing the other peers executing the sharing of groupwork. This methodological strategy consists to place students rating their classmates within groups anonymously.

The planning of several calculations aiming at starting from the average rating in each English groupwork activity.

This type of assessment methodology aiming at evaluating the execution of English tasks to all group participants, concerning the evaluation of both the individual and collective parts within cooperative learning and positive interdependence group activities, through individual and collective marks. This methodology for English assessment involves the representation of the gradual situations in regard to the English projects to develop through group activities similar to the cooperative learning and the positive interdependence.

Face-to-Face (Promotive) Interaction

Student roles

These assumptions of roles are needed to introduce students the planning of effective strategies aiming at encouraging all group participants in the process of executing individual and collective parts in the English group activities.

Assigning different roles to third- year middle school pupils for English tasks in classroom, will ask them getting into practice with their social and communicative expositions by means of an oral presentation in classroom.

Each individual member in cooperative learning and positive interdependence group will develop the operational English language learning processes that will be necessary to plan their actions with reference to the checking of data, keeping the group members on tasks, and maintain some records of their English performances to check the precise aspects that will need to be improved.

The oral presentation records with regard to the English performance of each group participant will be checked with English teacher, so as to ensure the enhancement of English oral production in classroom environment.

Online Bulletin Boards

If students have limited time to meet themselves with face-to-face interactions, the teacher will set up online asynchronous bulletin boards to be available for them. The contents for this didactic activity will need to be posted, through an e-mail sent by each groupwork.

Interpersonal Skills

Discussions

It is needed to explain students why they will have to work collaboratively in groupwork. It is also necessary to make each individual member in cooperative learning and positive interdependence groups to make clarification about how to develop, share and promoting their English tasks.

As English teachers, it will be useful to set the main objectives that students will have to attain throughout the execution of their English tasks in classroom environment.

Practice ¹⁷

English teachers will need to provide their students a sufficient time available, so as to organize the types of activities that students will have to perform in cooperative learning and positive interdependence groups.

The effective written production in English aiming at making each cooperative learning and positive interdependence group participant to learn effectively on how to perform a series of written projects throughout an active involvement, an active participation and a raised level of motivation in the process of English language learning.

Active involvement, active participation and motivation are the engine to work together with an increasing interest, curiosity and satisfaction from all students in order to develop English tasks in cooperative learning and positive interdependence groups.

This didactic methodology will put students learning to work cooperatively in the scheduled time.

We ask our students for a few questions to answer on the plenty of topics assigned for problem – solving through the planning of some specific brainstorming exercises to perform English activities through the execution of English written projects.

These types of didactic methodologies will involve each member in the cooperative learning and positive interdependence groups to develop and strengthening her or his English skills with regard to listening, reading, speaking and written exposition in English.

¹⁷ Technology (The Online Teacher Resource). Johnson and Johnson's Thoughts on Cooperative Learning. Technology, Home Teaching Directory. (Page 1). (Accesso nel giugno 2022). www.teach-nology.com

Group processing

Reflections

Group members in every groupwork will have to write individual and private reflections linked to their self-analysis.

This is a useful self-exploration to examine their English language learning processes, after the planning and the development of English group activities.

This didactic methodology will be appropriate to all the group members so as to make them to participate actively through a strong commitment and a raising level of their motivation in the execution of English group projects.

Each group participant will work cooperatively in the English group projects, in order to develop an oral discussion and a decision - making process for the several English topics to expand upon the group activities in their written production.

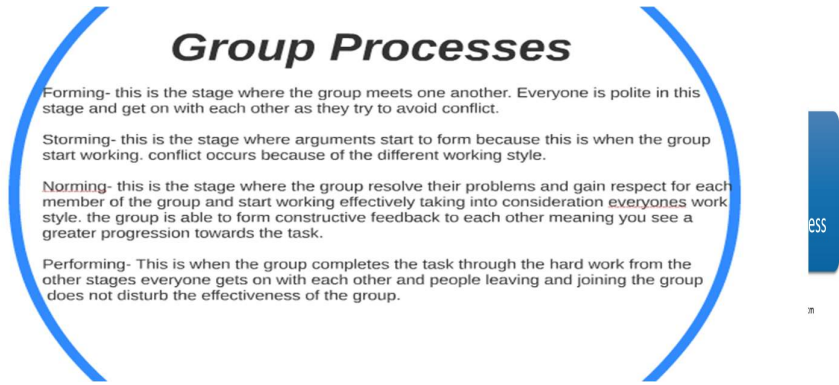
These English teaching and learning processes are effective procedures to follow for both the teachers and students.

This kind of didactic strategy creates suitable opportunities for students to plan and organize the written projects effectively in English.

There will be a few key aspects that involve creating significant English language learning experiences in classroom.

These English tasks aiming at making all group participants to develop English written projects, so as to reinforce the thought processes of all students and also to allow them to expand on the descriptions of some specific English themes provided.

Moreover, they are going to strengthen their social, communicative and interactive competences in English, so as to achieve their common group objectives in the English tasks, whereby every member learns to become an "autonomous English language learner".



¹⁸ www.prezi.com (Accesso nel maggio 2022).

1.3 The aims of the cooperative learning for English group activities in classroom.



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¹⁹ www.moodleflora.cloud. (Accesso nel maggio 2022).

²⁰ berita.smk-mapen.com. (Accesso nel maggio 2022).



Advanced methods for teaching and learning English with Cooperative Learning²² (Macmillan Education Limited, 2020).

The cooperative learning is an innovative English language teaching and learning methodology, moving from the traditional approaches to more direct and active participatory processes for English language teaching and learning.

This didactic methodology develops a series of more focused methodological perspectives centred on the learners needs and interest to learn a foreign language in classroom.

Students will have to put into action during their English language learning processes.

There has been a move away from the traditional approach to a more central oriented English teaching and learning process. The cooperative learning allows English teachers to make students move to operational procedural action within group activities to develop the English group activities.

The main purpose is to provide a didactic change in the way of teaching and learning English, through the development of innovative methodologies for English language teaching and learning processes.

Cooperative learning is orientated towards a more dynamic perspective for English teachers and learners, because it is focused on the main needs and requirements of students for English language learning in classroom environment.

Cooperative learning intends to examine the interest and curiosity of all students for learning a foreign language in classroom effectively.

The third - year students at our middle school will have the possibility to collaborate appropriately in pairs and in small cooperative learning and positive interdependence groups, by means of working together so as to accomplish the common group objectives concerning the execution of English tasks in classroom environment.

To compare with the traditional and passive ways of teaching and learning a foreign language, we can say that the traditional way of teaching and learning a foreign language engages just a few students.

The cooperative learning as a didactic methodology, places the whole students to be actively involved in classroom environment, through active participation, collaboration and more motivation to learn English in the English tasks provided.

A passive approach for English teaching and learning do not stimulate the continuous attention of students, therefore the English teacher will need to find some attractive and interesting English topics that aimed at ensuring the needs, interest and requests of all students with respect to their English language learning path. In this way, all students are more stimulated, more motivated and more interested through an active participation and collaboration in groupwork English activities, by means of English group written answers to specific English themes in the classroom environment.

Students spend very little time actively engaged in the traditional and passive methodology for learning a foreign language in classroom environment. As a result, the English teacher wants to transmit his knowledge, and the majority of students will assume a passive role just on listening the teacher explaining the contents of English lessons.

²¹ <https://tv-english.club/>. (Accesso nel giugno 2022).

²² Macmillan Education Limited, London. 2020, Ramsden. J. Advancing Teaching: Cooperative Language Learning. (Page 1). (Accesso nel maggio 2022). www.onestopenglish.com

The students who are good at English as a subject, will put their hands up time after time, while shy students with lower English levels usually do not want to speak in front of their teachers and classmates in the classroom environment.

This attitude will mislead most of students and the fear of speaking are very common to shy students, because they fear of negative judgments by their English teachers and their peers, throughout the oral production in classroom.

Using cooperative learning and positive interdependence didactic plans, it is helpful for students that have some difficulties with English oral exposition and these strategies aiming at removing the specific gaps to all students with respect to English acquisition level in classroom environment.

The cooperative learning as a didactic methodology, intends to place all students in an inclusive educational context with regard to English language learning process in classroom environment.

All students are equally actively involved in the process of English language learning.

The cooperative learning as a didactic methodology, will make English teachers to provide their students the effective strategies to enhance listening, reading and writing skills in English to all students.

Social - communicative skills will be reinforced through the oral production in cooperative learning and positive interdependence group activities in the English tasks provided.

These didactic actions are implemented in the course of English language learning processes and aiming at building effective English teamwork activities. This section will place each student to collaborate with his or her group members, through an active participation and a raising level of English language learning motivation needed to achieve common group objectives in the execution of English tasks together.

The available cooperative learning plans to be given are simple ones, following step-by-step instructional techniques to increase the level of active involvement, active participation and collaboration to all our students to work on English group activities.²³(Johnson, UW., Johnson H., Stanne, M. and Garibaldi, A., 1990).

These kinds of methodological plans enclose a few specific variables, indicating the recommendable age for building cohesive groupwork and suggesting the suitable levels for students.

Cooperative learning methodology increases the quality for the development of active engagement and participation among students in classroom environment. Students become more motivated, more interested in following the didactic steps to listen actively English lessons in classroom.

When students are motivated, they are familiar with English oral exposition. As a result, the disciplinary problems will be at least reduced and also completely removed to all students.

The student engagement is improved and consequently reinforced through the cooperative learning and the positive interdependence. All group participants will assume positive attitudes with a consequent increasing level of attention, full participation, a raising motivation and an enjoyable process of English language learning to all our students.²⁴(Goodsell, A., Maher, M., Tinto, V., Leigh, S. B., and MacGregor J., 1992).

Students are no longer making competitions one against each other as it happened through the traditional competitive and individualistic didactic methodologies. They belong to the same teamwork and they will have to integrate, appreciate, share and promote every idea from their peers within English group activities.

All the group participants in each cooperative learning and positive interdependence group, will need to create active collaboration and participation to accomplish the common group objectives to complete English tasks in classroom environment.²⁵ (Johnson, D., Johnson, R. and Holubec, E. , 1998).

This collective perspective aiming at establishing the concept that “a win for one is a win for all the members in the cooperative learning and positive interdependence group”.

²³ Johnson, UW., Johnson H. (University of Minnesota), Stanne, M, and Garibaldi, A. (1990). Impact of group processing on achievement in cooperative groups. *The Journal of Social Psychology*, 130, Pages (507-516). (Accesso nel maggio 2022).

²⁴ Goodsell, A., Maher, M., Tinto, V., Leigh, S. B., and MacGregor, J Eds. (1992). "Collaborative Learning: A Sourcebook for Higher Education". National Centre on Postsecondary Teaching, Learning, & Assessment, University Park, Pennsylvania. (Pages 175). (Accesso nel giugno 2022).

²⁵ Johnson, D., Johnson, R. and Holubec, E. (1998). *Cooperation in the classroom*. Boston: Allyn and Bacon. (Types of Positive Interdependence). (University of Northern Iowa). (Page 1). (Accesso nel giugno 2022).

By adopting the didactic elements of Kagan, foreign language research, has shown a series of foreign language learning improvement to all students with respect to the enhancement of useful didactic actions in classroom environment, as follows:

- A. SOCIAL SKILLS.
- B. TEAM-BUILDING.
- C. COMMUNICATIVE SKILLS.
- D. KNOWLEDGE BUILDING.
- E. DECISION MAKING PROCESSES.
- F. PROCESSING INFORMATION.
- G. THINKING SKILLS.
- H. LEADERSHIP SKILLS.
- I. PRESENTING INFORMATION.



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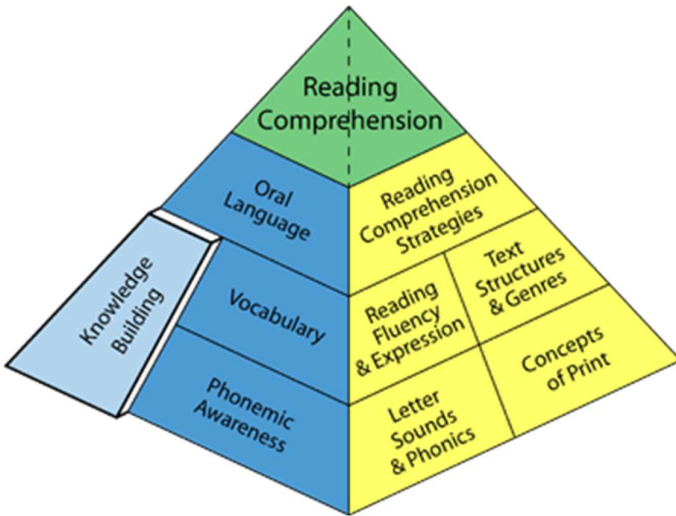
²⁶ www.vectorstock.com (Accesso nel maggio 2022).
²⁷ www.careeraddict.com (Accesso nel maggio 2022).
²⁸ www.teambuilding-experience.it (Accesso nel maggio 2022).
²⁹ www.istarske-toplice.hr. (Accesso nel maggio 2022).



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³⁰ www.fym.it (Accesso nel maggio 2022).

³¹ www.scientificworldinfo.com (Accesso nel maggio 2022).

³² www.oise.utoronto.ca (Accesso nel maggio 2022).



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What are the basic principles of Cooperative Learning?

There are four main principles in the cooperative learning, expressed in the following way:

1. Positive Interdependence

Positive interdependence aiming at placing students to execute teamwork activities in order to complete the English group tasks all together.

The integration, the appreciation, the sharing and the promotion of the different ideas in the cooperative learning and the positive interdependence groups are essential aptitudes so as to accomplish the common group objectives in the English tasks.

Students learn to find new key words and their meanings in order to raise their levels of knowledge concerning English vocabulary.

Students will have to encourage, and to create a mutual support and a mutual help each other to get ahead in the execution of the English tasks provided.

Each group participant in the positive interdependence group is in the same sides. All students must consider the importance of the collaboration as the effective method to perform their English group activities obtaining successful group results. ³⁴(Collazos, Guerrero, Pino, Ochoa, 2003).

Students will acquire good linguistic-expressive skills in the oral exposition, also improving their written production. Every individual member helps actively to accomplish common group objectives in small positive interdependence group of peers, so that all students are able to demonstrate English proficiency with regard to grammatical, lexical, and syntactical language aspects in the development of groupwork English activities. Each individual member is able to organize the written description of English topics in group activities so as to face an English oral exposition in classroom environment.

The lexical enhancement and the written production through the development of English group projects, aiming at raising their level in regard to morpho-syntactic and syntactic English competences.

All these techniques to adopt in the English group tasks will make each student to increase his or her level of self-esteem, motivation and interest to learn English as a foreign language in classroom environment, through the positive interdependence and cooperative learning.

An effective cooperation and collaboration between English teachers and educators allow them to create the suitable didactic aspects to reinforce through the teamwork English group activities. In this way, all students had their great possibility to develop their reflective practice by means of metacognition.

³³ www.researchgate.net. (Acceso nel maggio 2022).

³⁴ Collazos, C.A., Guerrero, L.A., Pino, J.A., Ochoa, S.F. (2003). Collaborative Scenarios to Promote Positive Interdependence among Group Members. Santiago, Chile (Pages. 356–370). (Acceso nel giugno 2022). www.link.springer.com

The main aim is to create an English language learning environment that is important to all learners in the classroom and to build relevant cooperative learning and positive interdependence groups to work with English projects, which give value to every form of student intelligence and cognitive styles.

The enhancement for the creation of a pleasant English language learning atmosphere with empathic, flexible citizens, whereby all our students are open to cultural diversity.

As English teachers, we will need to identify an educational and an oriented personalization to the interests and needs of all our students in the English language learning process.

The adoption of a flexibility was a suitable methodological concept aiming at selecting and planning the specific English teaching and learning objectives to ensure successful English language learning path.

The motivation will be the engine for successful English language learning to all our students, through the cooperative learning and positive interdependence English group tasks. These will be the fitting didactic strategies to implement an educational success, flexibility, and an educational equality.³⁵ (www. PhDessay.com, 29 May 2017).

These methodological actions will reinforce the right to create inclusive didactics for all students.

All group participants must be aware of their commitment that they need to fulfil in order to complete the English tasks.

2. Equal participation

An equal opportunity is given to each member to participate in the groupwork for the development of English group activities.

For example, in a Timed Pair Share, each student is placed in an equal amount of time to talk about the chosen topics.

Participation is not voluntary.

Each student will have to learn to take his or her turn, so that it is possible to create and maintaining the effective functioning of the cooperative group ideas to appreciate, share and promote in English groupwork activities.

3. Simultaneous interaction

English tasks are designed so as to actively engaged all the students in classroom environment.

In the structure to be called Mix-n-match, the whole students mingle with their peers contemporaneously, in order to find the suitable partner and then make a quiz.



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Structures

Timed Pair Share

What is it?

In pairs, students share with a partner a specific topic for a pre - set time while their partners listen. Ultimately, every partner switches his or her roles.

³⁵ (Cooperative Learning for Positive Interdependence. Free Essays -www. PhDessay.com, 29 May 2017.Last updated in 2021. (3 pages). (Accesso nel giugno 2022).

³⁶ www.uwyo.edu (Accesso nel maggio 2022).

How does it work?

As English teachers, we will ask all our students for a few topics to give their answers through oral communications in positive interdependence and cooperative learning groups.

English teachers will say the needed time available for students to provide their answers in groupwork.

We will provide the available time for pupils to start and developing their thought processes in classroom environment.

Student A will have to introduce and develop his or her ideas, while student B will have to listen without interrupting his or her interlocutor.

Student B will have to let student A have his talking time available.

Then, Student B take it in turns to give his or her answers about the English topics, so as to enhance the work in pairs.

Partners switch their roles.

Finally, student B will appreciate, share and promote the ideas from his or her peer, through positive feedbacks.

Student A will listen the speech of student B and when the time is up, they will have to provide their answers.

What are the benefits?

These kinds of didactic tasks are sequential and they are easy to implement step by step.

Students are actively engaged, valuing, sharing and promoting opinions from their peers in pairs.

Students are required to produce their oral production taking their turns in classroom environment.

All students will possibly share at least for 30 seconds time available to express their ideas to introduce, share and collect in pairs and groupwork in no more than two minutes to complete each English task.

In this way, the entire pupils will have the appropriate occasions to be proficient in English oral exposition in classroom, without anxiety and fear of negative judgements from their peers and teachers.

In addition to linguistic benefits for students through the acquisition of their listening, speaking, reading and written skills, they will also learn how to take their turns and becoming active participants during the several English lessons.

As a result, it is possible to increase the motivation, the interest and the curiosity of each student in learning English as a foreign language in classroom environment. This will be a positive approach and aptitude to raise the level of all their competences to acquire in English.

Every student will reinforce her or his ability of reasons, through the metacognition, critical thinking for the themes to be provided in classroom environment.

Working in cooperative learning and positive interdependence groups will help them to develop their effective approach to be able to listen, integrate, share and promote all the ideas from each individual member in pairs and in groupwork.³⁷ (Deutsch, 1962).

What can I use it for?

As English teachers, we can structure timed pair share through some define procedures for English lessons to be held in classroom environment.

We can structure some tips

It is necessary to provide at least 5 seconds thinking time to students, before starting the English group activities.

English teachers will remind their students to listen carefully to their partners in pairs or in groupwork.

³⁷ Deutsch, M. (1962). Cooperation and Trust: Some Theoretical Notes. In M. R. Jones (Ed.), Nebraska Symposium on motivation, pages (275-319). Lincoln, Nebraska: University of Nebraska Press. (Accesso nel giugno 2022).

Use a timer, so that pupils will see how much time they have left to speak.
As English teachers, we will have to write positive and motivating feedbacks continuously to all our students. English teachers will have to provide and displaying positive feedbacks in the classroom aiming at encouraging students to appreciate their huge efforts they make to learn English through the planning of English group activities in the classroom environment.

It is necessary to make a regular change among pairs in the classroom environment.

Use open-ended questions that pupils use so as to spend their time to have an oral discussion on different English topics to be dealt with in classroom environment.

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Teamwork interview questions

In each teamwork interview, one student will stand up to get an interview in the classroom environment. Teammates are interviewed by their standing student in each teamwork to be there for a pre-set time available that needs to be specified by the English teacher in classroom environment.

Once the time is over, those teammates who are sit, will provide their answers and the next students will wait through standing up in order to be interviewed.

The English teacher will introduce the specific topics available aiming at creating English oral discussion among students. The English teacher will specify the time limit that each teamwork members will need to observe.

Student A stands up and will ask his or her classmates for a few questions that he or she chooses from some topics assigned by their English teachers in classroom.

When the time is over, students will thank all their teammates in teamwork that had to answer the questions about the English topics.

The next student stands up and the interview in each teamwork will continue until the overall students in the group have been interviewed.

What kinds of benefits from the English achievement of students?

Students are given their opportunities to get into practice with communicative skills. They will also develop an interview approach, so as to raise their levels for listening and oral competences in English.

Tips to follow:

All the students are allowed to write their questions and their subsequent answers in the teamwork interview, before the beginning of the English interview.

³⁸ www.thebalancecareers.com (Accesso nel maggio 2022).

³⁹ www.2Fresources.workable.com (Accesso nel maggio 2022).

Make sure that the interviewers will actively participate in teamwork equally, taking their turns to answer to the questions.

Students who are interviewed, will stand up to give answers to the several questions.

They are focusing on the peers of their teamwork, and also helping the English teacher to see if students follow the correct planning of English group activities, and whether they observe the rules for taking their turns and then providing their answers in the teamwork interview didactic activity.

What can I use it for?

This methodological activity reveals effective methods for the building of teamwork interviews to introduce and creating in the classroom environment.

Students will answer to questions about English themes with reference to their free time, for example of what they usually do for the weekend, or how they often plan a summer or winter holiday.

All groupwork components will have to give their oral presentation concerning their group English written projects, through an oral and a written text in English.

This is a useful and meaningful didactic activity that intends to increase the communicative and written production for students in English.

Students will have the possibility to be fluent in English through an effective oral presentation and also to achieving the mastery of morphosyntactic and syntactic elements needed to build the English sentences correctly.

Mix and match

What is it?

Each student receives a card. Every card will be matched with another one.

These processes will include a word and a picture to match them one another, for example English teachers should present words and pictures with reference to adult and baby animals. Then, pupils are asked to match the correct words with the pictures provided and also their definitions in the chronological order.

With their card in hand, students will stand up and work in pairs each other.

Students will create a game involving questions through some quizzes to their partners, to ask them for answering a few questions and changing their roles in pairs.

At the end, pupils will play with trade cards and continue to quiz one another in mix and match game, quizzing and trading cards with a new partner each time, up to the English teacher says stop.

Students will have to find those that have the cards to match one another in the game.

With their card to their hands, students will stand up and raise one hand to show they are free. They will keep their cards up, until they find a partner.

Student A makes quiz game to student B.

Student B will answer to quiz game questions from student A.

If the answer is correct, student A will give praise and positive feedbacks to student A. If the answers provided by student B are not correct, student A will tell the correct answers to student B.

Finally, student A will coach student B to remember the correct answers with useful strategies.

Students will exchange their roles in the Mix and Match didactic activity.

Students will get their trading cards, then they will thank each other and say goodbye.

Students will raise their hands again to look for a new partner.

They will repeat their steps from 1 to 6 number from time to time.

The teacher will say Stop! So, pupils will freeze each other, looking at their cards and think about their match.

Students will find their appropriate match and pairing up.

What are the benefits?

Mix-a-match is fitting as a class builder, where students are given the right opportunities to interact one another among different classmates in classroom environment.

Mix-a-match is a methodological activity developed with an active planning structure, so as to allow pupils moving around their rooms.

This step aiming at letting them empowering their English language learning processes in all the English skills.

Tips:

English teachers plan these didactic activities for the first time to their students in classroom environment.

Students will have five of their new partners to pair up in this activity.

Whether English teachers have a mixed-level classroom, they will prepare a colour code to the different cards and students will have those trading cards which have the same colour.

What can I use it for?

Mix-a-match uses suitable techniques for making students getting into practice to acquire new English vocabularies.

Every student will have a word and a definition to match with the pictures.

Once students have mastered the English topics, is possible to be proficient in English syntactic structures to use the correct structure of sentence with regard to English grammar.

Students that will not be adequately motivated, will get their English improvements with regard to lexical and grammar skills, making their great efforts to complete the English sentences in the exercises provided.

Students assimilate perfectly in English groupwork activities, as they are given the concrete opportunities to interact positively with their classmates.

Oral expositions of students will achieve higher levels through active participation and the raise of their motivation in classroom environment. As a result, English language learning process will become more playful and more interactive.

Five Basic Elements of Cooperative Learning⁴⁰ (Europass Teacher Academy, 2020).

There are five fundamental elements in cooperative learning. In fact, these five elements will distinguish the cooperative learning from the traditional and passive approaches for English teaching and learning in classroom environment.

When all of these five elements are presented in an English teaching and learning situation, the following result shows the possible forms of cooperative learning groups to structure in classroom.

The five basic elements of cooperative learning are the ones as follows:

- A. POSITIVE INTERDEPENDENCE.
- B. INDIVIDUAL AND GROUP ACCOUNTABILITY.
- C. INTERPERSONAL AND SMALL GROUP SKILLS.
- D. FACE-TO-FACE PROMOTIVE INTERACTION.
- E. GROUP PROCESSING.

⁴⁰ Europass Teacher Academy, Florence, Italy (2020). What is Cooperative Learning? Five Strategies for Your Classroom. (Page 1). (Accesso nel giugno 2022).

Positive Interdependence

- Students have two responsibilities:
 - learn the assigned material
 - ensure that all members of the group learn the material
- Each student should see his or her contribution as essential for group success.
 - each student makes unique contribution
- Interdependence occurs when students cannot succeed unless all their group members also succeed.
- Structuring interdependence: common goal, joint rewards, divided resources, complimentary roles

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Positive Interdependence

We talk about the positive interdependence when the success of each individual member is the benefit for the other peers within positive interdependence groups.

Pair and groupwork individual members will experience



themselves as a teamwork and a pair work to be placed on the same side and working all together toward the same goals to accomplish.

To ensure positive interdependence while working with cooperative learning, two requisites must be met: students should feel on the same side and the task should require working together.

The five elements of positive interdependence groups consist of individual members who will have to work all together in the same English tasks within groups to achieve common positive interdependence objectives in each groupwork.

Positive interdependence will make all group participants to reach common group goals successfully, only when all the English group activities are completed effectively by each student through a strong commitment and a full involvement.

Everyone in the groupwork “is going to sink or swim each other together”.

Positive interdependence English group activities will include individual and collective parts to execute by each individual member. Each individual member is required to fulfil his or her roles to complete the positive interdependence English group activities.

The essential benefits to achieve for each positive interdependence group are to be successful with the execution of both individual and collective parts for the English activities, through the development of an active and cooperating relationship among all students.

The beneficial key to implement an effective didactic approach through the positive interdependence educational activities, is connected with both the correct fulfilment of individual and collective roles to be successful in the development of English group activities.

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Individual and Group Accountability

The groupwork is accountable for their degree of achievement for their groupwork objectives, and each individual member will have to be responsible for the level of his contribution for the English projects in the positive interdependence groups.

Each individual member must not create any obstacle throughout positive interdependence English group activities.

The performance of each individual is assessed and each positive interdependence group member active participation,

INDIVIDUAL AND GROUP ACCOUNTABILITY

- Each group is accountable for achieving its goals and each member is accountable for contributing his/her share of the work.
- Individual accountability exists when the performance of each individual is assessed and the results are given back to the group and individual.
- Students learn together so that they can gain greater individual competency.

⁴¹ www.tutori-als.istudy.psu.edu (Accesso nel maggio 2022).

⁴² slidetodoc.com (Accesso nel maggio 2022).

⁴³ www.slideplay-er.com (Accesso nel maggio 2022).

motivation, collaborative and cooperative attitudes are specific elements to calculate the average with regard to positive interdependence English group activities final marks.

Interpersonal and Small Group Skills

Interpersonal and small group skills are required to create efficacious functioning on the English positive interdependence group.

Group members will have to be motivated, collaborating and cooperating for the successful outcomes of all the members in the positive interdependence groups.

Each individual member will need to assume his or her leadership to make collective group decisions to complete English tasks.

All group participants will have faith in one another to fulfil their different roles and also to avoid conflicts in the groupwork.

An effective communication among members is fundamental to achieve success in the English tasks.

It is possible to enlist some basic tips in order to develop effective positive interdependence English group activities, as follows:

- A. COMPLETING TASKS.
- B. COMMUNICATING.
- C. DECISION MAKING.
- D. MANAGING CONFLICT.
- E. APPRECIATING GROUP MEMBERS IDEAS.

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⁴⁴ www.usa.edu (Accesso nel maggio 2022).

ORAL COMMUNICATION SKILLS

Discussion skills and Presentation skills

The course is designed to improve students' speaking skills in English by:

- activating and extending students' linguistic competence
- increasing students' confidence in using spoken English
- developing students' ability to analyse and evaluate spoken performance
- sharpening students' strategic competence in face-to-face interaction.



⁴⁵ www.slideplayer.com (Accesso nel maggio 2022).

⁴⁶ www.inc.com (Accesso nel maggio 2022).

⁴⁷ www.tutorials.istudy.psu.edu (Accesso nel maggio 2022).

Face-to-Face Interaction

This didactic activity consists of students to concentrate on the appreciation and promotion of their English successful levels to be accomplished in the English groupwork activities.

Each individual member will share the valuable resources in English groupwork activities.

Individual member will help, support, encourage, and praise one another to execute their huge efforts on English language learning processes, so as to achieving the pre-set common objectives in groupwork for English tasks.

Mutual support and mutual understanding will be the essential strategies to rely on oral communication to achieving common group and pairs goals in face- to – face English interactions.

Group Processing

Group members will need to rely on spontaneous oral communications with one another to express concerns about problem- solving tasks and also to celebrate their accomplishments all together.

They discuss the different English topics each other, in order to accomplish the common group objectives by means of oral interactions to enhance informative and decision-making processes within English group activities.

To help pupils to comprehend the English cooperative learning tasks a little better, some effective didactic techniques are provided to help all team members to develop and raise all their English skills in cooperative learning group activities in classroom environment.

What is Cooperative Learning?

Cooperative learning is an instructional methodology, in which students work in small groups to accomplish common English language learning goals, under the guidance of the teacher.

Cooperative learning strategies will offer to all students the appropriate strategies to learn English, by acquiring knowledge and all the linguistic skills in classroom environment.

All students will need to be fluent in English to undertake their job career someday.

English teachers will have the suitable opportunities to work on English core competencies, strengthening the oral communication and the soft skills to all students in classroom environment.

Cooperative learning strategies are of content-free structures that can be reused in different school contexts, and we will have to learn how to use some of them specifically.

Effective cooperative learning techniques are implemented both in planning for pairs and groups English activities in classroom environment.

The essential element of Positive Interdependence ⁴⁸ (Scorzoni, 2007).

In general, we talk about positive interdependence, so as to make all group participants to achieving specific English common group objectives through the establishment of a valuable English learning path among all students through the positive interdependence English group activities.

Pairs and group members will experience the performance of their English tasks in effective pairs and teamwork conditions.

Each individual member is placed on the same side within each group, in order to accomplish common group English learning objectives through the development of positive interdependence English tasks.

To ensure positive interdependence and the cooperative learning effectiveness, first of all, two necessary requisites will have to include on the positive interdependence and the cooperative learning English groups activities.

⁴⁸ Scorzoni, P. 2007. POSITIVE INTERDEPENDENCE : DIFFERENT APPLICATIONS (Pages 1-9). (Accesso nel giugno 2022). Creative Commons Lindbergh, 2007 www.abilidendi.it

Students should feel on the same sides and the several English tasks will require students to be able to work together in teamwork activities collaboratively.

Active participations, a high level of motivation, social and communicative discussions will be the needed methodological and educational tools to make everyone to be responsible of fulfilling correctly his or her roles, in order to complete each positive interdependence English group activity all together for the English projects in classroom environment.

In the cooperative learning classroom environment, students collaborate all together in English teamwork activities to develop their effective strategies that will be useful to reinforce their English competences for listening, communicative and written didactic approaches.

Every student is responsible of his or her own English skills.

Individual group accountability as a didactic task, is linked to both positive interdependence and cooperative learning methodological aspects.

Students are provided with their time available for time to think activity, and also for planning their communicative interactions among peers.

In this way, autonomy and cooperation aptitudes are going to be improved among students in classroom environment.

Equal Participation

Pairs and groupwork activities are very well welcomed by students.

Cooperative learning didactic strategies make sure that every student in each team work or pair group will have to demonstrate an equal contribution, an equal participation, active fulfilment of English task commitments.⁴⁹ (Slavin, 1983).

It is possible to place them to provide their equal contribution to develop their English achievement for common equal participation levels.

The didactic methodology that concerns on the Equal participation, devised the development of oral interaction among students, in order to involve everyone actively to fulfil his or her specific roles to perform English tasks within group.

Simultaneous Interaction

Simultaneous interactions will take place when all the students are engaged actively one at a time by English teachers, so as to provide the beneficial occasions to their students about talking twice for each time.

When the English teacher is the most active participant in the classroom environment, students are certainly not engaged actively.

Cooperative learning strategies on the contrary, design a new method of producing interactions in classroom environment, so as to engage actively as many students as possible simultaneously.

Cooperative Learning and Classroom Management

Teachers will observe the Cooperative learning and Classroom Management regulation processes, so that it is possible to select and identify the specific aims that pupils need to achieving for the development of English activities.

All group participants must have a helpful attitude to work collaboratively through active participation, active involvement, high level of motivation to fulfil his or her roles through the cooperative learning methodological strategies in classroom environment.⁵⁰ (Smith, 1996).

⁴⁹ Slavin, R. E. (1983). When does cooperative learning increase student achievement? *Psychological Bulletin*, 94(3), New York, NY: Longman. Pages (429–445). (Accesso nel maggio 2022). www.doi.org www.psycnet.apa.org

⁵⁰ Smith, K. A. University of Minnesota, Minnesota (1996). "Cooperative Learning: Making 'Group work' Work" In Sutherland, T. E., and Bonwell, C. C. (Eds.), *Using active learning in college classes: A range of options for faculty*, New Directions for Teaching and Learning No. 67. (Pages 71-82). (Accesso nel giugno 2022).

This point will offer students to get their suitable chances to get acquaintances of their classmates suitably in classroom context, and understanding the importance of working together one each other cooperatively in effective ways.

It is also useful to create a cooperative community of learners so as to develop an enjoyable English language learning atmosphere in classroom environment.⁵¹ (Sapon-Shevin, 1991). These psycho and emotional benefits will avoid anxiety and the fear of negative judgements by their peers and teachers. In this way, the high level of motivation, the active participation, collaboration and availability are increased to all students during their oral and written production in English.

The essential needs are intended to enhance social and communicative interactions to all students, instead of contrasting them.

This didactic process will also minimize the range of classroom management issues for English teachers. Furthermore, cooperative learning strategies, will remove the passive roles of students, as it happens in the traditional lessons.

The introduction and the creation of innovative English teaching and learning methodologies in the didactic fields, are related to plan an effective approach for teaching and learning English in the process.

The planning of active, dynamic and interactive approaches in English lessons, will give pupils the possibility to move they around the classroom, through the empowerment of a fluent oral exposition in English.

“Schools on the move” – The Finnish programme

The Finnish programme and its title “Schools on the move”, includes 90 percent of Finnish school students. This educational project contains also short active breaks, throughout the English lessons in classroom environment.

The increasing level of student motivations, interest, curiosity, the pleasure of learning process for English, will result as the reinforcement of psycho – emotional aptitude for students and also to ensure them a well-being condition, so as to achieve their school enjoyment in a dynamic process of English language learning in classroom environment.

Cooperative learning strategies create and develop great opportunities to actively engage students through the execution of fitting English teaching and learning didactic methodologies, involving also dynamic movement for oral and written presentations of students to held their discussions with classmates, as well.

Using effective techniques for English teaching and learning in a dynamic process in classroom environment, will allow all students to be fluent in English speaking. As a result, each student attending the third - year classroom in the middle school, is going to feel the English language learning processes more interesting, attractive, meaningful and more fun. ⁵² (Van Ryzin, Mark J, Roseth, Cary J., 2018).

Communication competences aims and objectives focus on making students to create and develop their thought process and their decision- making process, through the metacognition and critical thinking in cooperative learning groups.

Cooperative learning and positive interdependence groups will be useful and appropriate didactic methodologies, so as to place students have to get used to the importance of cooperating and collaborating in group-work activities.

These types of didactic tasks are fundamental to make students to be well prepared for their job careers in the future.

Teachers should plan and structure a multidisciplinary school curriculum for all the subjects, indicating the benefits and the high level of effectiveness, usefulness and appropriateness for learning in cooperative learning and positive interdependence in classroom environment for English teaching and learning dynamic process.

English teachers need to create and maintaining an effective and active participation to all the students in the classroom environments.

⁵¹ Sapon-Shevin, M. (1991). Cooperative learning in inclusive classrooms: Learning to become a community. Cooperative Learning, Santa Cruz, California. 12(1), pages (8-11). (Accesso nel giugno 2022).

⁵² (See Van Ryzin, Mark J, Roseth, Cary J. (Journal of Educational Psychology), Vol 110(8), Nov 2018, pages (1192-1201). Cooperative learning in middle school. (Accesso nel giugno 2022).

English teachers will have to plan, to structure and check the didactic methodologies of the English course in the process of teaching and learning English in classroom environment.

The social, communicative and interactive English group tasks aiming at placing pupils on learning how to start with and how to reinforce suitably their oral discussions and social skills, through the role plays, role – making, role – taking and the development of certain drama techniques.

Are Cooperative Learning Strategies difficult to implement?

Is the time consuming?

Cooperative learning strategies are not only very scalable but most of the time, they require very little time to no preparation.

Strategies like Think-Pair-Share or Circle-The-Sage, for example, are not to provide time-consuming at all, and they will not require long preparations either.⁵³ (Heath, 2020).

⁵³ HEATH.A. (2020). Easier with Practice, Bank of Knowledge What are examples of cooperative learning strategies? www.easierwithpractice.com. (Page 1). (Accesso a maggio 2022).

Think-Pair-Share

Think-Pair-Share represents those didactic solutions, where the English teachers deal with such educational situations, with the same students. Those specific students answer at every single time to take it in turns.

The majority of students are not to feel challenged about thinking of their potential answers, consequently they do not speak up in classroom.

Likeable situations happen for many reasons in classroom environment, probably due to a lack of knowledge of students for the English topics to be prepared for discussions throughout the lessons.

English teachers must identify and implement the suitable techniques, in order to raise the degree of self-confidence among students in classroom.

Cooperative learning strategies engage and include also introspective and slower students in the English language learning procedures.

Pupils will need time available before they feel ready to answer to the questions being assigned.

We are going to ask all our students for some questions to answer in English through oral production in the classroom environment, as this didactic approach will be developed at the beginning or at some point of the English lessons.

As English teachers, we will have to consider the age and the linguistic levels of pupils to plan specific English language learning group activities with regard to the needs, curiosity and interest of all our students in learning English in the classroom environment.

Students will get some alone time to think themselves in the process for the executions of their think-pair-share English group activities to focus on their possible answers to give through their English written productions.

They are to turn toward their classmates sitting next to them, and getting some think-pair-share time to perform their English tasks to think, share and discuss in pairs on the English topics provided by teachers.

These kinds of English pairs activities will place all our students to be able to explain their ability of reasoning, expressing their ideas on what they analyse and get knowledge about the English issues to dealt within their think-pair and share exercises.

At the end of these English activities, we will choose randomly two or three think-pair and share English tasks to make available for all our students so as to develop English pair activities in classroom environment.

These types of didactic methodologies will require all our pupils to briefly think, discuss and share in pairs about their answers to give to their peers in classroom.

Students will show an increased level of their motivation needed to guarantee through the implementation of effective strategies in the process of English language learning, so that mutual interactions are created to make all our students to achieving an optimal acquisition of English in the oral and written production.

Pairs and English group activities are going to be most of the time succeed.

Each student is enacted as active participant in think-pair-share activities in the classroom for the execution of English tasks.

English activities are executed, and every student will make their reflections on specific English topics, through metacognition and critical thinking, as effective didactic tools to enhance their communicative skills aiming at reasoning with respect to the development of the English oral conversation in pairs.

Just if there is not any needed interpretation, it will be developed the simplest and most famous cooperative learning strategy, that is the first one to be implemented.

Circle-the-Sage

Circle-the-Sage is another kind of effective didactic activity in order to engage students actively through answering a question in classroom environment.

The English teacher asks a question in classroom environment, and those students who are able to answer it, will stand up.

All the other students will choose one of their classmates and then listen to their English contents for explanations, through their oral expositions.

Peer tutoring

This methodological activity is very effective for many sides: high achievers that are already familiar with those English contents will have their chances to explain the English contents to their peers, implementing a fluent English conversation.

Students that possibly do not understand some English topics, will have their occasion about listening to those students who are very good at explaining the English contents in think-pair- share activities.

Timed-Pair-Share

Timed- Pair- Share didactic activity aiming at developing the communication competence of students, reinforcing the primary skills in English known as listening, speaking, reading and writing.

Timed-Pair-Share is the fitting methodological activity designed for all students to place them through effective oral interaction to develop in English in classroom environment.

This didactic activity can be used to consider the brainstorming, problem-solving and focus-oriented discussions through information processing and decision – making processes in English.

Students are able to talk, listen, and share all the ideas from their peers, in order to promote all the different perspectives dealing with the themes through the oral discussion in English.

English teachers will provide specific English topics aiming at implementing a focused and an oriented discussion among students.

Students will have some time available to think about the contents to start the oral discussion in English.

The English teacher will ask all the pupils in pairs for pairing up and present their English topics that they will share and promote for one or two minutes in classroom environment.

In pairs, partner A will present and share to the partner B. Then, partner B will listen the English contents of the topic.

This is the effective steps to follow so as to implement the correct procedure for the planning and the development of the Timed-Pair-Share activity for English tasks in classroom environment.

The main objective of the above-mentioned methodological activity will make shy and less talkative students to be able to listen, speak and collaborate actively within pair work for a set of time.

Through this didactic activity, English students improve their listening and speaking skills equally, and they can also get acquainted with their classmates better in classroom environment.

Listening skills does not make students to urge the importance of providing specific answers.

English teachers will help listeners in pair work on focusing to their speakers for listening only to understand the content of the oral discussion from their peers, so as to enhance their active listening approach in English competence.

Timed-pair-share is a didactic activity which provides a few possible topics to discuss in English, depending on the linguistic level of students.

Agree-Disagree Line-ups

English tasks are intended to assign roles to all group participants within English group activities.

Students begin with talking to everybody in the classroom and not only to their neighbours in this didactic task.

This is the suitable starting point for the development of the activity named Agree-Disagree Line-ups.

The English teacher will express a statement, such as, "I feel my opinion matters in this class".

The strongest 'agree' student is stand at one end of the line, while the strongest 'disagree' stands at the other line. The remaining students are stand in between, closer to one another end.

Students listen carefully to their peers in pairs.

Individual members have similar point of views, from those ones standing next to them in the lines, and the teachers will fold the line then.

Pupils listen to all the different perspectives of students in pair work, so as to share and promote every perspective from each individual member in pairs.

Rally Coach

Students will be more sociable and get on well with one another in rally coach didactic activity.

The Rally Coach is a kind of effective cooperative learning methodology involving a peer tutoring in classroom environment.

In pairs, students are taking their turns solving English tasks, while every individual member thinks aloud about possible solutions.

The other classmates will listen their coaches where necessary, and every coach will provide positive feedbacks to the well- done activities in the Rally Coach for English tasks.

Roles are then reversed among peers to do another exercise.

Rally Coach is used to maximize the level of oral interactions and to provide motivating feedbacks to all students, when they do English exercises in classroom environment.

Students will learn how to work autonomously throughout problem solving, information -processing and decision-making process in English.

Students will also learn how to interact each other correctly, giving and receiving feedbacks from a classmate in the Rally Coach activity.

Simultaneous interactions are reinforced within the Rally Coach activity, since everyone is to become an active participant in his or her role at the same time, - either in problem solving or coaching roles.

The students affected by learning disabilities are helped from their peers.

Rally Coach activity allows high - achievers to provide their assistance to the weak classmates, when they do exercises, so that the weak students will learn from the high-achievers in the Rally Coach activity.

The following guidelines are useful suggestions on how to create and maintain collaborative approaches for each individual member in the correct execution of cooperative learning activities within groups.

The effective actional strategies to empower the cooperative learning and also the positive interdependence activities are expressed, as follows:

- A. The group members will have only one pencil, one paper and one book, as for the available materials to use.
- B. Group components write in the paper assigned.
- C. One task is divided into job roles that students will have to fulfil and complete their English group activities. These works cannot be finished, unless all the members will be available to provide the necessary help to their peers in every group work.
- D. Students pass one paper in the group, and each individual member writes a linguistic section.
- E. Everyone has to learn one specific topic, and then it is possible to teach the different topics to the other members in the group.
- F. This didactic methodology is called Jigsaw.
- G. A reward is provided with bonus points if everyone in the group succeed in the English group activity.

Sequential factors to develop individual and group accountability methodology are explained as follows:

- A. Each student does his or her work, before to bring it to the group members.
- B. One student chooses a certain English theme randomly and asks his or her peers some questions, through the English didactic materials that the group components will have to study in classroom environment.

- C. It is required to every individual member in the English groupwork just to write on the sheet of paper provided by English teachers.
- D. The group members check on the accuracy elements from the linguistic elements on the papers.
- E. The English teacher chooses the papers so as to give a final mark to each groupwork.
- F. Students receive bonus points, just if all the group members execute their individual parts appropriately, looking from the precise English assessment parameters for the individual and collective roles to fulfil in the English tasks.
- G. English teachers are going to observe the social, emotional and the communicative variables to each member in the group, while group participants take turns for their English oral exposition.
- H. In conclusion, English teachers assess the English group projects, in order to examine the acquisition level of all students on their English vocabulary to use in the written production.
- I. The choices made by students for the selection, identification and adoption of the correct English vocabulary, become essential ones for the structure of grammar elements in the right order for English sentences.

How to ensure interpersonal and social- communicative skills in small groups?

- A. First of all, it is necessary to be on time for the development of English group activities, and to start the English tasks in the classroom environment not after the scheduled time.
- B. Listen to others. Each individual member should not be too busy with getting into practice to his roles in each groupwork, so as to avoid missing the ideas of other group members and points in the process.
- C. English teachers will not have to mislead the teaching and learning path for students in classroom environment.
- D. English teachers will have to ensure the mutual learning of students, when teachers make students to work with written projects all together correctly.
- E. English teachers will need to avoid the potential speaking interruption of group components during their English oral exposition.
- F. English teachers will have not to use a style of language that students can understand as a personal attack. As English teachers, we will need to create positive and relaxing atmosphere, so as to motivate students to be fluent for the English oral production in classroom environment.
- G. As English teachers, we will have to assure every student to get the suitable opportunities to speak and participate actively one another for the development of English group work activities.
- H. It is necessary to introduce the planning of specific disciplinary aptitudes in cooperative learning groups for students who are impolite.

How to make efficacious the Face-to-Face Interactions in the classroom environments?

- A. One student produces her or his English oral explanation to her or his peers in the cooperative learning groups, on how to use effective strategies to problem – solving tasks, creating information processing and decision-making procedure in English.
- B. One group member will discuss a few concepts with the other peers in English through the enhancement of the oral production.

- C. One component in the groupwork teaches his or her peers the contents for English topics provided for the execution of the English tasks.
- D. Students help each other to create connections about the present and past verbs of English that are in the grammar exercises.

How to ensure group processing?

- A. Group members will describe one another their helpful and also their ineffective behaviours with reference to their active or passive participation, contribution and motivation in order to fulfil their roles in the English group activities provided. This procedure will be important to complete all the cooperative learning and positive interdependence English group activities.
- B. The description of their aptitudes is an essential instrument to make students be able to self- analyse their current approach in English group activities, so as to find the useful strategies to get an improvement of their behaviour to achieving an increased level for their active participation, cooperation and motivation. This is to make them have a strong commitment in the following cooperative learning and positive interdependence English group activities.
- C. As English teachers, we can decide about which kinds of effective aptitudes are needed for students to adopt in the cooperative learning and positive interdependence groups, and which behaviours must be changed to accomplish successful and positive results for the execution of English tasks in classroom environment.

Additional Elements of Effective Cooperative Learning and Positive Interdependence Groups

The effective English team works activities will share the following characteristics:

- A. Full participations: All team members are to contribute actively to spend their time and their energy to the development of English projects.
- B. More importantly, all team individual members participate actively and effectively during the information processing and the decision-making processes through English speaking.
- C. Trust- Members: Individual members trust one another and they will appreciate, share and promote the development of effective English projects.
- D. Individual members will work in cooperative learning and positive interdependence groups to provide their personal contributions and participations. Everyone will have deep appreciation for individual and collective groupwork parts once these are completed.
- E. Open communication: Communicative action in English will represent the core of the concept for unity in the cooperative learning and positive interdependence group members to complete English tasks.

Communication is effective when all individual members:

- A. Will offer their active and direct contributions to express, share and consider valuable the different ideas within cooperative learning and positive interdependence group.
- B. Will provide a positive and constructive feedback to their peers in groupwork.
- C. Will make their clarifications on some potential confusing parts of English tasks.
- D. Will provide frequent updates.
- E. Will listen to one another carefully.

Casual English conversations allow individual members getting to know each other suitably, leading to create better groupwork members relationships in the collective parts of English tasks.

1.4 Didactic methodologies: The implementation of cooperative learning and positive interdependence



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Cooperative Learning with the introduction and reinforcement of the Positive Interdependence didactic element

Cooperative Learning

Students help each other in order to improve their reading and writing skills through understanding, analysing and answering questions with reference to the contents of English written texts.

Cooperative learning and positive interdependence aiming at examining the level of all our students on listening, reading, speaking and writing skills as innovative group activities to execute English tasks in classroom environment.

The planning for reading and comprehension activity on English texts is developed so as to place students explaining, discussing, sharing and promoting their ideas in the English groupwork tasks. This interactive exercise will make students executing their listening, oral and written approach in order to increase their level of all the English competences.

Cooperative learning and positive interdependence are innovative teaching and learning didactic methodologies. The centrality of the person, the personal learning and the mutual help are the core feature of these two didactic methodologies for a successful teaching and learning process for English.

Students play a fundamental role in a multiple understanding, acquiring educational and strategical competence in a lifelong learning in classroom environment.

Students are placed at the core of English didactic activities through the adoption of cooperative learning and positive interdependence. These are two innovative teaching and learning didactic methodologies with the development of an inclusive school for everyone.

A school for everyone is a kind of school which intends to make available the implementation of new and effective methods, strategies and useful techniques in order to create a sort of flexibility for the educational concept of teaching and learning process. This will be focused on the most suitable didactic proposals, needs and interests of students.⁵⁴ (Jorun Buli-Holmberg, 2016).

Students will have the possibility to choose their most accessible paths for English language learning in classroom environment.

⁵⁴ www.encrypted-tbn0.gstatic.com (Accesso nel maggio 2022).

⁵⁵ Jorun Buli-Holmberg University of Oslo, Sujathamalini Jeyaprabhan Alagappa University. Effective Practice in inclusive and special needs education. (2016). International journal of special education. (Pages 119-134). (Accesso nel giugno 2022).

Students will develop and reinforce their communicative competence, through a strong participation and an active involvement with the execution of written production in English.

All students need to be fluent in English speaking, using suitable English words to create an effective oral and written exposition. These didactic units are necessary requirements to develop and raise the level for language competences.

The acquisition of English listening, reading, speaking and written competences, are relevant ones for the appropriate execution of English group activities on reading and comprehension units in classroom environment.

The development of an extensive English repertoire of skills, on the acquisition of language vocabulary with reference to the English language learning, will allow pupils to analyse, to study and memorize the correct meaning of new English words in the written texts.

Students will get familiar with the English language learning didactic sections, with regard to their acquisition of new English words to use in the oral and written production exercises.

Listening, reading, speaking and written exercises will make students to perform their English tasks in classroom, in order to understand and analyse the content to raise the level of their metacognitive and cognitive skills in English.

Students are concentrated on the semantic section and on the inferential comprehension unit of English texts to read and understand the content.

The aim of this didactic process will make students to focus on the implicit meanings in the different texts to read, to understand and provide a written production in English.

The different language syntactic structures will plan a long-term memory in the process for English language learning.

This procedure will enclose a certain number of experimental written texts to be proposed and provided starting from the middle school educational contexts.

Students will have to learn how to decode and how to abstract the different meanings of new English words in the written texts.

Reading and comprehension units.

These kinds of activities involve the visual abilities of students to develop. The acquisition of visual abilities by students, will make them to activate their English knowledge to recognize the semantical meaning of certain English words in the written texts.

There are different backgrounds of meanings for English words to identify in the written texts.

The integration of grammar clues exercises is in these types of didactic units.

These didactic techniques want to make students acquiring their knowledge on many English topics through the reading and understanding of the contents in written texts.

In conclusion, they will have to discuss the different topics in English groupwork activities.

Daniel E. Himes (2007), writes an article entitled "How to Improve Reading Comprehension?"⁵⁶ (Phdessay.com, 2017).

He supported the cooperative learning didactic methodology, as one of the most effective educational methods to make students execute the reading and comprehension exercises to improve their listening, reading, speaking and writing skills in English.

Erly Wahyuni (2006) entitled his article The Effectiveness of Cooperative Learning Techniques in Increasing the Student Comprehension of Literary Texts.

He said that attitude of students to develop their cooperative learning group activities in English literary texts, resulted as positive ones.

This didactic activity was useful, because all students reinforced their listening, reading, speaking and writing skills through the cooperative learning and positive interdependence English group activities.

⁵⁶ . <https://phdessay.com/cooperative-learning-for-positive-interdependence>, (29 May 2017), last updated in 2021. (Three pages).

The term "collaboration" has its Latin root, concerning the process of working together collaborating and cooperating in groupwork activities⁵⁷. (Phdessay.com, 2017).

The root of the word "cooperation" stresses both the cooperating and collaborating process and product of English groupwork activities".

The cooperation is an effective didactic element for the planning and organization of the specific aims to provide to the cooperative learning group members through cooperative and collaborating roles in English group activities.

Cooperative learning is a suitable didactic methodology aiming at making all students to develop their oral production in English groupwork activities.⁵⁸ (Phdessay.com, 2017).

Cooperative learning concerns all students to have been trained in working collaboratively in order to execute their individual and collective parts in English tasks. The full participation, the strong commitment, the motivation and the student engagement are necessary to build effective cooperative learning groups.

Cooperative learning is an appropriate didactic methodology for English groupwork activities, which will emphasise the development of the social interactive skills in learning a foreign language and makes individual members in English groupwork activities to talk about a topic for the oral exposition in English⁵⁹. (Phdessay.com, 2017).

Cooperative learning is the didactic methodology aiming at creating small groups, whereby all students collaborate actively to improve their own English skills and those of their peers in the process of English language learning in the classroom environment⁶⁰. (Phdessay.com, 2017).

Cooperative learning and positive interdependence aiming at making all group participants to fulfil specific individual and collective roles, so as to achieve success in English group activities.

The cooperative learning is strengthened when students are placed into their social and interactive competence to empower for English language learning in classroom environment.

Even though these patterns for social and interactive competences are not equally effective to help students learning many topics in English, it is important that students learn how to suitably interact in one of the social interactive patterns provided. This process will make them to reinforce their oral production in English.

Students will learn on how to face and overcoming concrete real-life situations through the execution of their cooperative learning and positive interdependence group work tasks in English.

All the social interactive patterns will need to be adopted and enhanced, in order to place all the individual members to be fluent in English oral exposition, without the happening of anxiety in speaking and feeling of negative judgments from peers and English teachers in classroom environment.

They also should be able to select and adopting the appropriate interactional patterns for specific English didactic situations.

An individualistic and competitive didactic methodology will result on negative goal interdependence among group work members in English tasks.

On the other hand, the individualistic and competitive kinds of didactic methodologies do not bring the socialization, the active collaboration, cooperation, strong commitment and a high level of motivation among students for the execution of English tasks in classroom environment.

The main concept for individualistic and competitive tasks focused on the victory of a few students, while the others in the classroom lose.

Cooperative learning and positive interdependence ask all students to enhance their contribution effectively, so as to ensure a continuous participation with regard to great success in the English group activities.

The face-to-face interaction, individual and group accountability, positive interdependence and group processing are other effective examples of collaborating and cooperating didactic methodologies to develop English tasks in classroom environment.

Cooperative learning aiming at reinforcing the collaboration and the strong support to all group participants.

⁵⁷ www.phdessay.com (29 May 2017), last updated in 2021. (Three pages).

⁵⁸ www.phdessay.com (29 May 2017), last updated in 2021. (Three pages).

⁵⁹ www.phdessay.com (29 May 2017), last updated in 2021. (Three pages).

⁶⁰ www.phdessay.com (29 May 2017), last updated in 2021. (Three pages).

All students show their classmates a great respect, during the cooperative learning and positive interdependence English group activities⁶¹. (Phdessay.com, 2017).

The cooperative learning is an effective didactic methodology aiming at developing small groups for the execution of cooperating and collaborative attitudes in the process for the execution of English tasks.

Students will learn to work together collaboratively and cooperating one another through an active participation, involvement and a strong commitment to complete the individual and collective parts in English tasks, so as to reach common group objectives⁶². (Phdessay.com, 2017).

Cooperative learning aiming at creating communication, problem solving, and brainstorming group activities. All group participants help each other in English groupwork activities.

Cooperative learning can be implemented in collaborative didactic contexts for English groupwork activities. Cooperative learning wants to make all group participants willing to accept, share and promote the different ideas from their peers in the English group activities.

Cooperative learning is a didactic methodology aiming at placing all students to read, find and understand the meanings of new English words to acquire through the written texts provided.

Each individual member is motivated to actively participating through a strong commitment in order to complete individual and collective parts in cooperative learning English tasks.

The cooperative learning, as a didactic methodology, will develop communication in groupwork activities. This is one of the most relevant aspects for English language learning process.

The stimulation of cognitive, psychological and emotional functions of the brain are activated in the process of speaking, by means of a common understanding among group participants. All the members in cooperative learning group will better memorize, fix and storage the contents of English group activities.

All students learn to read and analyse the contents in the written texts. All group participants underline the English key words and also learn how to divide and put the paragraphs in order.

Students will help each other to improve their reading and comprehension skills in English through reading and answering to specific questions on the English texts provided. Reading and comprehension units of exercises are planned and developed as written tests, so as to assess the reading, comprehension and written production of students in English⁶³. (Phdessay.com, 2017).

These kinds of English tasks concerning an educational process that requires students to be able to recognize the meaning of new English words to acquire in the written texts.

These English exercises will make all students to become active readers and to understand the literal comprehension unit, which will place them to concentrate on the explicit meanings with regard to new English words in the written texts through an inferential comprehension unit. This didactic perspective will ask all students for new English words to give an implicit meaning, during the reading and comprehension unit of an English written text.

The development and strengthening of language skills from reading and comprehension unit, will be a long-term process of memory and storage for all students, which depends on language reading and comprehension group exercises.

Students will able to understand and analyse through the written texts, and they will need to experience these didactic group activities from primary and secondary schools.

Students will learn how to identify and how to recognize the different meanings of new English words to acquire in the English texts provided.

Reading comprehension involves the use of visual skills to recognize the meaning of new words in the foreign language, through grammar and semantic clues.

Students will have to adopt their own general knowledge to acquire specific English competences in reading, understanding and analysing the content of the written text.

Students will have to read and understand the content of written text. They will be gradually fluent in the English oral exposition and they will be able to create a suitable written production within cooperative learning group activities.

Cooperative learning will ensure a successful outcome of the English group activities.

⁶¹ www.phdessay.com (29 May 2017), last updated in 2021. (Three pages).

⁶² www.phdessay.com (29 May 2017), last updated in 2021. (Three pages).

⁶³ www.phdessay.com (29 May 2017), last updated in 2021. (Three pages).

All the individual members will take some advantages of working together through a strong commitment, an active collaboration, a direct participation to undertake in the cooperative learning and positive interdependence English group activities.

Students are able to discuss the content of English texts through an active participation, strong commitment and an effective social and interactive attitude in English.

Chapter two

2 Positive Interdependence

2.1 The positive interdependence to develop effectiveness in the execution of English group tasks.

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Positive Interdependence

Positive interdependence is an effective didactic methodology to develop within English group activities.

The English language learning educational methods with reference to make students working together cooperatively and collaborating one another, will be beneficial activities for all group members to execute and enhancing the refine-

ment of English language learning process.

The English tasks will show better results, in terms of all student efforts from their active participation, full motivation and strong commitment among all the members of positive interdependence English group activities.

Positive interdependence aiming at reinforcing the collaborative and the cooperative process to attain improvement and refinement to all students to acquire English as a foreign language in classroom environment. Positive Interdependence is an efficacious didactic methodology to carry out English tasks with cooperative learning activities.

The positive interdependence and cooperative learning didactic methodologies are suitable to place students in English language learning processes in classroom environments.

Positive interdependence and cooperative learning will provide motivating foreign language tasks that will make students to achieving positive results in the English acquisition.

The positive interdependence aiming at creating a relaxing and pleasant classroom atmosphere, so as to reinforce the active participation, the strong commitment of English tasks, the increase of motivation, interest and pleasure through the acquisition of interpersonal and communicative skills in English.

Positive interdependence promotes special attention to all students, becoming the main and core protagonists in the process of English language learning in classroom environment.

Students are working together cooperatively one another to find solutions in order to complete English tasks. Students will be very supportive to encourage and help each other to accomplish their goals of reaching successful objectives in English tasks.

The establishment of an inadequate positive interdependence group activities may create negative approaches among students. This is the reason why as teachers, we must avoid the planning of unfriendly, individualistic and competitive didactic tasks for the execution of English projects in classroom environment.

Positive interdependence enhances active participations, a direct collaboration and cooperation of all students, through the building of cooperative learning groups for the English tasks.

Working in teamwork with cooperative learning and positive interdependence aiming at preparing students for the current workplaces whereby social-communicative and interactive competences are the main requirements for the attainment of fluency in foreign languages.

Social communicative and interactive oral competences are the most important ones to achieving in English as a foreign language for students in classroom environment.

The didactic effective means to provide through the development of positive interdependence and cooperative learning English group activities, aiming at strengthening the improvement of didactic techniques to make available for all students to reach all the educational objectives.

⁶⁴ www.ecoleglobale.com (Accesso nel maggio 2022).

It is needed to create a pre-set of the necessary didactic procedures, so as to place students understanding the relevant educational aspects in the process of learning English as a foreign language in classroom environment.

The positive interdependence creates the effective didactic means to allow English teachers to create beneficial opportunities for students to spend an enjoyable and pleasant English language learning process in classroom environment.



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What is Positive Interdependence?

Positive interdependence encloses two main dimensions.⁶⁵ (Kagan, 2007).

The terms positive and interdependence have an interesting origin.

The word positive refers to the positive factor of students to have achieved the improvement through raising their levels for English language learning outcomes in the classroom environment.

The word interdependence refers to those situations, whereby all students will need to be a great support to their peers in positive interdependence and cooperative learning group activities.

Students will be able to practise themselves through a cooperative learning and positive interdependence approach. The strong commitment, an active participation, an effective collaboration and cooperation, are the main beneficial strategies to carry out by all the students in classroom environment.

All the group members will have to be on the same side, so as to accomplish the common objectives in positive interdependence and cooperative learning teamwork activities for the execution of English tasks.

Positive interdependence represents an innovative didactic methodology for English language learning among all students within English group activities.

As English teachers, it is necessary to create and reinforce a stimulating, a pleasant, a useful and a relaxing English language learning climate in the classroom environment.

Every individual member has to show an active participation, and direct involvement through their listening ability in positive interdependence and cooperative learning group activities for English tasks.

All group participants will have to implement an effective collaboration and a positive support in order to achieve the common group goals for a successful English task.

The final result aiming at being capable of developing a collaborative and a social interactive attitude in English teamwork.

Every member fulfils his or her role to complete the individual and also collective parts in positive interdependence and cooperative learning English group activities.

These are the suitable aspects to conclude the single and collective parts in the English language learning tasks, so as to create the optimal levels for positive and motivating results in oral and written production.

⁶⁵ pt.slideshare.net (Accesso nel maggio 2022).

⁶⁶ Kagan, S. The Two Dimensions of Positive Interdependence. San Clemente, California: Kagan Publishing. Kagan Online Magazine, Fall 2007. (1-2 Pages). (Accesso nel giugno 2022).
www.kaganonline.com

Dimension 1: Positive Aspects of English results to all group participants within positive interdependence and cooperative learning English group activities

The word positive refers to the positive interdependence term, as the development of English language learning contexts aiming at developing effective English learning path within positive interdependence and cooperative learning group activities.

Positive interdependence will represent appropriate efforts of all students to devote their strong commitment through a continuous motivation to complete the English tasks.

We find positive results for successful English tasks when each individual member will show his or her active participation, with the assistance of one another to provide a suitable cooperation and collaboration to reach common group objectives in the cooperative learning and positive interdependence English teamwork.

As English teachers, we will have to test if each individual member level for participation and cooperation increases, through the execution of English group activities.

We will find an appropriate and positive result when every individual component is highly motivated to complete both his or her individual and collective parts for the English tasks through an appropriate collaboration and cooperation in terms of active involvement, and a continuous strong commitment to complete all the individual and collective parts in the English group tasks provided.⁶⁷ (Stainback Susan and Stainback William, 1992).

A positive correlation for the correct execution of the positive interdependence and the cooperative learning group activities, will make aware all group participants to be responsible for their personal attitudes in their individual and collective roles to fulfil in the English group activities.

The level of motivation, commitment, involvement and participation will be all the core elements which English teachers will need to analyse within positive interdependence and cooperative learning English tasks.

We will have to place all our students in the process of English language learning to create fitting foreign language activities with the establishment and reinforcement of the positive interdependence and the cooperative learning English group activities for the execution of English tasks in classroom environment.

Understanding and analysing the degree of effectiveness in positive interdependence English group activities, will be a relevant parameter to be assessed by English teachers concerning the examination of positive interdependence level to all group participants to complete English tasks in classroom environment.

Whenever we put students also in these beneficial positive interdependence conditions, there are positive correlations of English language learning results from all the individual members in teamwork activities.

Students will need to recognize the sacrifice of each group participant aiming at developing suitable methods, so as to help effectively each other both to complete their individual and collective parts in the English tasks and also to have reached successful results through the positive interdependence English group activities.

The positive interdependence English group activities will encourage all pupils to perform one another suitably the individual and collective parts of English tasks.

Students are all actively involved in the running of English tasks with the assistance of one another in the positive interdependence English group activities.

Students become friends one another in the positive interdependence and the cooperative learning English group activities.

These are the appropriate techniques to create an effective collaborative and collaborating process for the development and the strengthening of positive interdependence group activities in English tasks.

Each individual member will need to rely on one another in order to reach the successful attainment for common group goals in the English tasks provided.

We can represent the cooperative learning and the positive interdependence levels of indicators in group activities from every individual member in the development of English tasks.

Each positive interdependence and cooperative learning group consists of five members.

⁶⁷ Stainback Susan and Stainback William, Ed. Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students. (1992), Brookes Publishing Co, Baltimore. (275 Pages). (Accesso nel giugno 2022).

Peer tutoring aiming at transmitting knowledge from peers to one another, creating a valuable educational dimension through a mutual help among learners.

As English teachers, we will have to evaluate all the positive occurring situations in each individual group member in the English group activities.

Negative correlation of individualistic and competitive didactic methodologies:⁶⁸ (Johnson, W. and Johnson, R. ,1978).

As English teachers, we avoided the planning of individualistic and competitive didactic methodologies. This was the main reason why we implemented too many innovative didactic methodologies oriented towards a strong commitment, full participation, a direct involvement and an effective collaboration through the positive interdependence, cooperative learning and also other innovative group and pairs activities. The group activities aiming at making all students played an active role to complete English tasks provided in classroom environment.

On the other hand, ineffective attitudes from students will cause a negative educational approach through individualistic and competitive didactic tasks.

As English teachers, we will need to avoid creating this type of negative behaviours among students.

Individualistic and competitive approaches of students within individualistic and competitive English activities, will show lower levels from the development of peer relationships and of the peer tutoring attitudes.

The negative elements for the establishment of competitive activities refer to those situations whereby students hope that all the other classmates failed in the execution of individualistic and competitive activities. In this case, students will not encourage and help each other.

These are negative factors involving the creation of individualistic and competitive activities in classroom environment.

The failure of the other group individual members in fulfilling their roles appropriately is not an important aspect to achieving common objectives for the successful results in English tasks.

English teachers will need to provide effective interventions to make corrections of ineffective behaviours of students.

Individualistic and competitive activities are against peer tutoring, positive interdependence and cooperative learning regulations to make each individual members to work together with active participation, collaboration, strong commitment, mutual respect, and mutual help, so as to achieving the common goals for group activities.

Individualistic and competitive tasks will cause situations of conflicts among classmates.

English teachers should intervene, in order to adopt specific didactic techniques aiming at reinforcing methodological actions through the collaboration and the full availability within all members in teamwork activities.

English teachers will have to provide useful and fitting educational strategies, so as to improve the psycho-emotional aptitudes of all the pupils in English teamwork activities.

Negative Results from individualistic and competitive activities.

We analyse the social and psychological approaches of students attending a third – year class of a middle school.

As English teachers, we asked all our pupils for a few questions to answer in regard to specific English topics. The English tasks aiming at providing some questions on certain topics to all our students with special educational needs and to those who are affected by some learning disabilities.

A few students raised their hands, whenever they were called to give their answers in the classroom environment.

We asked all our students for some questions to answer on news occurring in England.

⁶⁸ Johnson, W., & Johnson, R. (1978). Cooperative, competitive, and individualistic learning *Journal of Research and Development in Education*, 12, (3-15 pages). (Accesso nel giugno 2022).

Sometimes students with special educational needs and those affected by learning problems caused mini protests and conflicts one another, through making some noises.

There were only a few students who were called on to provide their answers to the different English themes provided.

Some students do not pay attention constantly, while other students show enough motivation, interest and curiosity to follow the discussion of topics in English during the lesson by the English teacher.

Motivated students became animated through raising their hands and showing their happiness to follow the contents of English lessons.

Analysing the approach of all students, there were just a few students that were cooperative and helped one another to answer the questions through an oral production in English.

There were also just a few students who acted out with negative and competitive attitudes, showing their hope for the failure of their classmates in answering the specific questions by the teacher.

In situations of negative interdependence, peer norms are going to turn against achievements and students actually fear appearing too smart.

Only some students showed a helpful approach to their classmates.

Only a few shy students thought that they will not have the opportunity to raise their level of English skills and to show their values to their English teachers.

As English teachers, we decided to place all our students in cooperative learning and positive interdependence English group activities in order to increase their motivation of learning English as a foreign language through the development of their active participation, strong commitment and effective collaboration.

In fact, they were able to improve and enhancing all their competences in English language learning path through the adoption of cooperative learning and positive interdependence group activities for the execution of their English tasks.

Students with special educational needs and those with problems of learning were motivated, showing a positive interest, curiosity and found a pleasant atmosphere in the process of English language learning within positive interdependence and cooperative learning group activities in English tasks.

At the beginning, we also examined some situations of negative social and interpersonal approaches in students that were not accustomed to take their turns in providing their answers to the oral questions by the English teachers.

These kinds of ineffective behaviours provoked a few problems to some students in classroom environment.

As English teachers, we decided to plan some suitable didactic strategies to increase the level of attentions to all students aimed at raising their motivation, their curiosity and their interests in following the content of English lessons.

Individualistic and competitive behaviours of students will need to be avoided in the classroom environment.

Dimension 2: Positive Interdependence

If we place students in the cooperative learning and in the positive interdependence English group activities in every didactic context of a school, active participations and active contributions will be reinforced among all students. This aspect will make everyone in teamwork members to create mutual help and mutual respect within positive interdependence and cooperative learning English group activities.

Peer tutoring will be developed among all students in order to reach effective level for English acquisition to all students in the classroom environment.

Students encouraged one another through asking for some help to the other peers in the English group activities.

The positive results are linked to the correct development of mutual respect, mutual help, active encouragement, and peer tutoring for the execution of English group activities.

Students felt to be actively involved in the positive interdependence and cooperative learning English tasks through a direct and an active involvement, participation, strong commitment, a raise of motivation, interest, curiosity and an enjoyable English language learning environment.

As English teachers, we achieved positive and successful results through the implementation of cooperative learning and positive interdependence English group activities to all our students attending the third - year class in the middle school.

All students showed a positive correlation for both the level of English language learning and also for English acquisition in classroom environment through the positive interdependence and cooperative learning group activities in English tasks.

2.2 The individual and the collective responsibilities to fulfil in performing individual and collective parts in the English tasks.

Positive Correlation of Linguistic Outcomes

As English teachers, we explained to our students the planning and the organization of positive interdependence and cooperative learning group activities.

All students were asked to build cooperative learning and positive interdependence groups composed of five members each.

All students worked all together through an active collaboration, cooperation, a direct participation, an effective involvement aiming at completing both individual and collective parts of each English task in classroom environment.

All students were responsible for the success or failure of the English group projects within positive interdependence English group activities.

As English teachers, we evaluated the individual members for the completion of individual and collective parts in each English group task.

We assessed individual members with regard to their personal contribution, active or passive participation, collaboration, cooperation, and personal motivation through the positive interdependence and cooperative learning English group activities in classroom environment.

It was important to make all students understand the importance of mutual respect and mutual help in positive interdependence English group activities.

Every student was a great support to one another in order to complete each positive interdependence group activities in English.

Students learnt how to take their turns correctly to start the English oral discussion in the positive interdependence English group activities. This was also an effective exercise to develop and reinforcing their oral exposition in a foreign language in the classroom environment.

Each student had to write their observation, their summary about an English article of a newspaper so as to train all group participants in the English written production.

As English teacher, we placed all our students attending the third-year class in the middle school to get into practice with the execution of English tasks through the positive interdependence and the cooperative learning English group activities.

Positive interdependence and cooperative learning tasks were suitable opportunities to come them in friendship each other in discussing, sharing and promoting ideas to complete English group activities through the development of English summaries and written group projects in English.

As English teachers, we asked all our students for English tasks to perform through positive interdependence and cooperative learning groups in order to bring an essay on a country where English is spoken as the main language.

The performance of each student was good both in oral and written exposition to have completed the description of English essay in the positive interdependence and cooperative learning group activities in classroom.

As English teachers, we were pleased with our students progresses in English. They found the right opportunity to increase all their listening, reading, speaking and writing skills in English as a foreign language in classroom environment.

The active and direct contributions, participation, collaboration, cooperation and motivation were all essential and effective attitudes to achieving positive and successful results in a foreign language in classroom environment.

As English teachers, we had to analyse positive correlations of students reinforced level of their motivation, active involvement, active participation, collaboration and cooperation in English tasks.

The peer tutoring was also an effective didactic methodology aiming at encouraging all students one another to work in group activities. The mutual support and mutual respect among students ensured the correct development of English tasks in teamwork.

We found positive correlations for the execution of English written projects and essays in classroom environment.

Students accomplished the common group goals in the positive interdependence and cooperative learning English group activities. Students achieved high levels of active participation, active collaboration, direct involvement and also an increased level of their motivation through the enhancement of positive interdependence and cooperative learning English tasks.

Positive correlations of cooperative learning and positive interdependence group activities in English

All the students attending the third-year class at middle school reached a high level of active participation, active collaboration, strong motivation and commitment through the execution of cooperative learning and positive interdependence group activities in English.

The common group objectives that all students have achieved in cooperative learning and positive interdependence group activities, consisted of making every one of them to fulfil individual and collective roles in English group activities. This effective and relevant approach aiming at becoming each of them responsible for the final results with regard to the project works and essays to bring in English in the classroom environment.

Every student learnt to appreciate, give value, share and promoting the different ideas, observations and point of views from each participant in the positive interdependence and cooperative learning English tasks in classroom.

How do students with special educational needs and with problems of learning felt in classroom environment?

They felt motivated, and actively involved to carry out positive interdependence and cooperative learning English group activities in the classroom environment.

All students felt to have increased their level of motivation through an active participation, collaboration and an active involvement to take part in group activities to complete the English tasks.

Everyone understood that it was important to contribute effectively in order to accomplish the common goals for all the group members.

Positive interdependence and cooperative learning didactic methodologies aiming at ensuring positive results in listening, reading, speaking and written skills.

The development of essay and project works aiming at achieving high marks in the English group tasks.

Every member was a great resource to create mutual help and mutual respect to her or his peers in positive interdependence and cooperative learning English group activities.

The role assumption was the essential core for individual and collective responsibilities of each student to develop positive interdependence and cooperative learning group activities in English tasks.

All the individual members conceptualized their ideas to write then a summary in English and also performing didactic activities through an essay and project work in English.

Each individual member had their responsibility to attach the individual and collective parts of English tasks to the online forum.

As English teachers, we had the suitable opportunity to evaluate all group participants with regard to the effectiveness of motivation, collaboration, cooperation, involvement and commitment to take part in positive interdependence and cooperative learning group activities in English tasks.

When students are all actively involved in these didactic situations, they are placed on the same side, encouraging, giving value, appreciating, sharing and promoting each other ideas to execute the English tasks. These beneficial perspectives aspire to build positive peer tutoring in the English group activities.

Every student became a leader to develop, enhance, appreciating, sharing and promoting the collective ideas of group members in the positive interdependence and cooperative learning English group activities.

As English teacher, we fulfilled our precise roles as a mediator, guide, facilitator to strengthen the autonomous, the collaborative and the cooperative aspects throughout the positive interdependence and cooperative learning group activities in English tasks.

Situation	Correlation	Results
Grades of students on individualistic tasks.	Negative Correlation	They hope that the other classmates achieved negative results in English tasks.
Grades of students to the execution of competitive tasks.	Negative Correlation	They hope that the other peers obtained negative marks in English tasks.
<p>Positive correlation</p> <p>Positive interdependence and cooperative learning group activities in English tasks.</p> <p>The effective conceptual maps were created so as to structure a conceptual scheme of the English topics.</p> <p>Students developed their individual and collective parts through project work and written essay in English.</p>		<p>The planning of conceptual maps and schemes helped all students to be a great resource for their peers in positive interdependence and cooperative learning group activities in English tasks.</p> <p>Conceptual maps and schemes allowed all students to build an appropriate summary of the topics in English in the classroom environment.</p> <p>The written summary allowed them to report the summary of English topics to the grids.</p> <p>All the students have achieved successful results in positive interdependence and cooperative learning group activities in English tasks.</p> <p>The active individual and collective role assumption for the execution of project works and written essays in English, have raised motivation, strong commitment, active collaboration, active involvement, pleasure and also interest among all our students.</p> <p>These are effective didactic strategies of positive interdependence and cooperative learning English group activities.</p>

2.3 The individual and the collective sections to do in the English group activities.

Positive Correlation

A positive correlation of English tasks through the positive interdependence and the cooperative learning English tasks was to ensure the development of effective didactic methodologies in English group activities. Teamwork activities involved creating conceptual maps and schemes to create a simple synthesis of the English topics. This was a suitable strategy to have made all the students building their project work and essay in English as a foreign language.

To ensure the achievement of successful results, all the students showed the English teachers to have completed many English tasks through the cooperative learning and the positive interdependence group activities.

We placed students on the same sides to make them achieving common goals within group activities. Cooperative learning and positive interdependence increased the effectiveness with regard to the active contribution, active participation, involvement, and the raise of motivation from each student in the positive interdependence and cooperative learning group activities in English tasks.

It was necessary the assumption and completion of individual and collective roles in order to finish the cooperative learning and positive interdependence English group activities.

The positive results of students have showed us that they have been able to create cohesive English teamwork.

Students assumed a passive participation; an ineffective involvement and they showed a low level of motivation when they executed individualistic and competitive tasks.

A positive correlation for English language learning results concerned the high level of effectiveness in the participation of all students in the positive interdependence and cooperative learning English group activities. Students executed their tasks with strong commitment, active cooperation and full participation through the reinforcement of their oral and written exposition in English. These beneficial conditions allowed them to reach successful group results in English tasks.

Each individual mark of all the group members was to calculate the average and then to find the final mark of the English group activities overall.

All the students trusted one another that each peer was to fulfil correctly his or her individual roles with collective parts to complete English tasks through positive interdependence and cooperative learning group activities.

Each peer contribution was fundamental in order to achieve the common setting goals in the positive interdependence and cooperative learning English tasks in classroom environment.

All students learnt to become responsible through the assumption of individual and collective roles in positive interdependence and cooperative learning activities in English tasks.

A positive correlation of English results concerned to the development of active contribution, active participation, strong commitment, the raise of motivation in the execution of English tasks.

Mutual respect and mutual help aimed at appreciating, sharing and promoting all the ideas, the different perspectives among peers within English group activities.

Students learnt to become great resources to support themselves so as to accomplish positive interdependence and cooperative learning English tasks.

A few research forms have represented some data on the written production of students in the positive interdependence and cooperative learning group activities in English tasks.

Each student had to answer to a few questions about English news articles working in cooperative learning and positive interdependence group activities.

There was a positive correlation among students with regard to the active contribution of one another to achieve the common goals in cooperative learning and positive interdependence English group activities.

English project work and English essay placed each student to execute his or her individual parts and to develop a strong commitment, an active collaboration, a suitable involvement aiming at fulfilling individual and collective roles to complete English tasks.

The positive interdependence and cooperative learning didactic methodologies made students to achieve positive results in the execution of English tasks.

Dimension 2: Interdependence

Positive Interdependence made English teachers to focus on all students in the classroom environment. Positive interdependence fostered better relationships among students. This didactic methodology empowered all students to be fluent in the English oral and written production in the third-year class in the middle school. Positive interdependence required a cooperative work to group participants through strong commitment, active collaboration, direct participation and a raise of motivation to create suitable information processing, and decision-making process in the English tasks. Every group member was encouraged to develop the metacognition skills, so as to think about the planning and the organization of ideas to discuss, to share and promote them in English project work and to bring the essay in classroom environment. Positive interdependence was an important didactic tool which made all our students to become active participants, increasing their interest, the motivation and their pleasure to work all together as main protagonists making joint efforts to resolve and complete English tasks in classroom. All the students understood the importance of appreciating, sharing and promote the different ideas, perspective and points of view in positive interdependence group activities in English tasks. Positive interdependence was a valuable didactic methodology which placed all students to work cooperatively each other through the fulfilment of precise roles in order to achieve common group goals in English tasks. The mutual support and the mutual respect were one of the main key words that we could highlight to the important contributions and collaborations offered by our students overall. All students assumed their individual and common group roles, so as to reach the common group objectives in English tasks in classroom environment. As English teachers, we provided different English topics to each positive interdependence group. Every positive interdependence group strengthened an effective oral discussion and a successful English written production in classroom environment. Students used grids in order to write the contents of all their schemes on the English topics provided. Each group member started to include their observations as a whole in every column in the table. This was an effective educational strategy to make all participants aware of rules working cooperatively through a full motivation, active collaboration, active interest and a strong commitment to get involved in English group activities.

What are the main objectives to achieve success in the positive interdependence group activities?

It was important to create and maintain a strong motivation, an effective commitment, an active collaboration, and a direct participation as the core elements to accomplish the common group goals in the positive interdependence English group activities. The enhancement of active listening, the develop of reading, speaking and written exposition aiming at making all group members to learn how better take part in their didactic roles to create mutual support and mutual respect. Students all learnt to get along each other very well. This was an essential aspect to work collaboratively and cooperatively to obtain successful results in positive interdependence group activities for the development of English tasks.

How and what types of positive interdependence in English group activities?

This factor depends on how we implemented the planning and the organization for English tasks. In Timed Pair Share activities, as English teachers, we can also develop timed pair share activities to place students working in pairs and in team work for English tasks. Each student learnt how to take his or her turn to share his or her observations to his or her peers, in order to complete each English task in a pre-set time.

Timed Pair Share, as a didactic activity was also useful to make students planning and organizing written observations to appreciate, share and promoting the different perspectives in pairs from their peers and also to complete English tasks in a pre-set time.

These kinds of English activities were devised in order to allow all our students to train themselves through the development and the enhancement of all their English skills. They were all required to express their opinions and observations in English through an effective oral discussion, strengthening their valuable potentials in cognitive styles and in line of reasoning.

Writing essay and the planning of English project works made all students to be aware of the assumption of individual and also common group roles to complete English tasks in classroom environment.

Every student was encouraged to work in pairs, so as to provide valuable ideas to share and promote each other in Timed Pair Share English tasks.

The different ideas were then collected in English group activities for the completion of all the didactic units in English tasks.

Timed Pair Share is an activity aiming at expressing in pairs the appreciation, the sharing and the promotion of all the different point of view from each individual member.

Students were motivated to execute the English tasks through a process of brainstorming and problem solving activating their English oral discussion through the information processing and decision-making process. The positive interdependence and cooperative learning were essential didactic methodologies suited for all our students attending the third-year classroom of a middle school. These educational strategies aiming at developing and promoting strong motivation, active and direct collaboration, strong commitment and active participation to complete English tasks within group members.

Once students collected their different ideas, they were able to create specific steps to adopt as an effective guide. All our students wrote down an outline of the English topics for the planning process of their English project work and of their English essay to develop through the positive interdependence and cooperative learning group activities in English.

As English teachers, we considered these didactic tasks as essential and effective instruments to make each individual member in group and in pairs to participate actively, through a strong motivation and an active and direct involvement to complete English tasks in classroom environment.

These are all examples of innovative educational methodologies both for teaching and learning process of a foreign language in classroom.

It is fundamental to stress the centrality of students as active learners, strengthening the effectiveness of personal learning, mutual respect and strong support between teachers and students.⁶⁹ (Tariq T. Akmal, Bonnie Ayre-Svingen, 2010).

At the beginning, all students planned logical and visual techniques, using schemes and conceptual maps to develop the topics in English within group activities.

Students used flashcards to study their vocabulary words in English.

The adoption of schemes and the planning and organization of previous knowledge for the English topics, were of great support to students with learning problems and with special educational needs to acquire the English arguments explained by the teacher in classroom environment.

The written summary, the use of timelines, and the implementation of effective illustrations focused on the core of English topics, were all examples of fitting tools to foster the learning process in English tasks.

As English teachers, we also used visual images and textual indexes to create a better learning construction process of students in group activities.

Cognitive processes involved the enhancement of cognitive styles and forms of intelligence that were necessary for information processing, decision making and the achievement of English language learning construction.

Brainstorming and peer tutoring activities were indispensable didactic methods to activate, stimulate and create a class climate aiming at performing cooperative group activities in English tasks.

⁶⁹ Tariq T. Akmal, Bonnie Ayre-Svingen. *Integrated Biographical Inquiry: A Student-Centred Approach to Learning*. The Social Studies (2010) Published online by Taylor & Francis. London. (Pages 272-276). (Accesso nel giugno 2022).

Students developed their individual and collective ideas, perspectives and point of views in the process for the execution of their project work and essay in classroom environment.

As English teachers, we provided Timed Pair Share activity in order to make students listening, discussing, sharing and promoting different observation within group activities.

As English teachers, we enhanced positive and motivating feedbacks to our students so as to make them increasing the level of their self- esteem and self - confidence to execute English tasks.

The collection of positive, motivating feedbacks to all students were put inside research forms by English teachers, so as to analyse the gradual improvement and the raise of all English skills.

Each individual member is also asked to provide positive and motivating feedbacks to his or her peers in the English teamwork activities.

Every student used different didactic tools to give his or her positive and motivating feedbacks to encourage each other to reach common group objectives in the development of English tasks in a relaxing classroom climate.

All group participants gave specific kinds of positive and motivating feedbacks each other in pairs and in teamwork English group tasks.⁷⁰ (Matthews, M., 1992).

There are specific sentences that our students wrote as a useful instrument of a self - analysis with respect to their levels of English skills, as follows:

"What I liked most of English group activities was...."

"The arguments that I need to study better of English grammar in classroom are...."

" What I need to improve in the English writing is...."

" I want to get familiar with English essays and English project works...."

" The mutual support and the mutual help are necessary in"

" I need to be fluent in English speaking through...."

Interdependence positive aspects

Students completed all the English group tasks in the process.

Positive interdependence for English tasks aiming at developing the necessary steps that students followed to show us their raise of motivation, through the execution of suitable collaboration, cooperation, strong commitment and an active involvement to English group activities in classroom environment.

First of all, the assumption of specific individual and collective roles to perform the English tasks are necessary to achieving common group goals and to obtain successful results in the positive interdependence group tasks.

All students acquired all their English skills, enhancing the listening, reading, speaking and writing exposition in classroom environment.

RoundTable.

A sheet of paper was provided to each group.

The classroom was composed of many desks, so as to make students produce oral and written English activities in classroom environment.

Every student learnt how to take his or her turn and studied new English words from their vocabulary through the use of flash cards.

Students would study and acquire new English words from a vocabulary, whereby each student showed English teachers to be able to plan and organize a scheme to acquire new English words from a vocabulary list in the textbook.

The majority of students obtained satisfactory results with a positive correlation found in each cooperative learning and positive interdependence group member in the development of English group activities.

⁷⁰ Matthews, M. (1992). Gifted students talk about cooperative learning. *Educational Leadership*,50(2), ERIC. Pages (48-50). (Accesso nel giugno 2022).

We asked all group participants for English exercises to execute and they all reached positive results through active cooperation, direct involvement, active participation and an increased level of their motivation as the key to accomplish all the common group goals in English tasks.

Students were able to develop their oral and written observations in classroom environment. The creation and the maintenance of a peaceful, interactive and an enjoyable didactic context, allowed all our students to perform their group activities through a raise of motivation which was the engine to carry out positive results in English tasks.

This effective approach to English group activities led students through the reinforcement of metacognition, different cognitive styles and forms of intelligences which were necessary to achieve social communicative competences in English through the oral and also written production in English.

RoundTable

It was introduced to create and maintain a positive interdependence for an effective and suitable didactic context in the process of English language learning in classroom environment.

We implemented RoundTable Consensus as a didactic methodology, whereby each student learnt to take his or her turn suitably. Each student expressed his or her idea, to share and promote. All the ideas expressed by the five group members were then recorded and analysed within group activities.

All the individual member carried out his or her idea to share and promote to complete English tasks.

This was an effective and a beneficial didactic approach aiming at creating and enhancing the level of motivation, pleasure and interest throughout the learning process in the development of English tasks in classroom environment.

Learners created a positive aptitude in the process of English language learning through the reinforcement of positive interdependence and cooperative learning group activities in English tasks.

As English teachers, we gave our students easy to hard English tasks, so as to create the suitable opportunity to increase the levels of all students in English.

It was essential to place all our students to acquire their social, communicative and interactive English competences.

These kinds of language competences were useful and important to make students be fluent in English speaking both in an educational context and also in their job career someday.

Students got into practice with the appreciation, the collection, the sharing and the promotion of different observations, point of view, perspectives and ideas in pairs and group activities.

Students showed English teachers to have improved and raised their levels in English through the enhancement of active listening, reading, speaking and writing exposition in English as a foreign language in classroom environment.

2.3 The individual and the collective parts to perform in the English tasks.

Suitable strategies to create positive interdependence in classroom environment

There were a variety of ways to create effective positive interdependence English group activities.

Match Mine aiming at building a very strong positive interdependence approach among group individual members and making them fulfilling their interdependent roles to complete English tasks.

Partners have identical game parts in their group members to solve all together in English group activities.

Students were seated on opposite sides of a barrier.

One partner who was the sender, planned and organized her game pieces through a specific arrangement on a game board and he or she communicated the layout to his or her partner known as the receiver, in order to develop a match game.

All students were completely positive interdependent; and they could not reach the overall successes, unless everyone carried out an active participation, a strong commitment, a raise of his or her motivation levels and a direct contribution to develop the English teamwork activities.

All group participants need to accomplish successful results in cooperating and collaborating each other through social- communicative and interactive approach to execute English group tasks.

The step-by-step procedures to follow in order to establish positive interdependence group activities included the ones as follows:

- A. Turn Taking (Round-Robin).
- B. The different roles that each student need to assume in Sage-N-Scribe didactic task.
- C. The availability for the access to English materials for each student in English group projects.
- D. Essential and different information was provided to each student in Jigsaw Problem Solving didactic task.
- E. The pre-set of a time limit, so that no one person could complete the task alone in Brainstorming didactic tasks.
- F. As English teacher, we increased the level of difficulty in English tasks gradually, so that students could not complete their tasks alone in English teamwork projects, which also required students to create their cooperative, collaborative aptitude to integrate all their great efforts to develop problem solving, information processing and decision-making process in English tasks.
- G. Students developed their English tasks through an active and continuous contributions within Round Robin Storytelling. This didactic methodology implied that each teammate took his or her turn to add a sentence to the team story.
- H. Students learnt how to teach the English content one each other effectively, through suitable didactic activities named Jigsaw.
- I. "Mini-topics" are provided for a group investigation and presentation.

Positive Interdependence: A Two-Dimensional Concept ⁷¹ (Kagan, 2007).

Positive Interdependence has two dimensions:

1) Is the contribution of one individual member helpful to others within collaborative groups?

2) Is the contribution of one student necessary for the success of the others within groups?

If a contribution of only one student is helpful, we would have an unsuitable positive correlation in the group results.

Active participation, a continuous collaboration, strong commitment and the raise of motivation were developed in all parts of the English tasks by all our students, whereby we created positive interdependence elements within English group and pairs activities.

Favourable Factors to improve the effectiveness of collaborative learning and positive interdependence in English group activities

Social interaction was crucial to strengthen effective collaboration in cooperative learning and positive interdependence English group activities.

The learning results from collaborative-learning group activities depended on the quality levels of student discussions in English argumentation to explain the best way the ideas to one another. All students incorporated their ideas into their school presentation in English.

These English oral interactions among group members were developed and enhanced in order to restructure the thought process of all group participants. All individual members discussed different subject matters, so as to lead all the students through deep understanding, avoiding misconceptions, to match new information processing with the acquisition of early knowledge on English topics.

The core issue aiming at promoting social and interactive attitudes through collaboration and cooperation in the process of English language learning is very essential.

⁷¹ Kagan, S. The Two Dimensions of Positive Interdependence. San Clemente, California: Kagan Publishing. Kagan Online Magazine, Fall 2007. (1-2 Pages). (Accesso nel giugno 2022).
www.kaganonline.com

There have been conducted wide research on group work activities in the last decade. Positive results have showed beneficial didactic factors to have enhanced the effectiveness of cooperative and cooperating approach from all students that have worked in group activities in classroom environment. These appropriate educational didactic methodologies, are called primary factors which are the design characteristics.

Then, we have to define the secondary or mediating educational factors, known as group-process characteristics.

With regard to English group activities, students had to create small groups, that were composed of three to five members each. These didactic strategies aiming at obtaining meaningful interaction among all the students.⁷² (Rachel Hertz-Lazarowitz, Norman Miller, (1992 first published), (1995 first paperback edition).

All group participants had the suitable opportunity to integrate one another in English mixed-ability group levels.

The cooperative learning and positive interdependence aiming at raising the level of a foreign language competence to all the students.

Equal participation was one of the effective techniques to achieve the creation and maintenance of a fitting group composition, because students were actively involved in a strong commitment and full participation to have a great support from one another skills in English group activities.

The social interaction, strong commitment, active participation, and direct contribution were completely reached in English group activities, when all students participated effectively to the same extent.

Heterogeneity dimension developed different perspectives and cognitive styles to promote among group participants.⁷³ (Johnson, D.W., Johnson, H., and Maruyama, 1983).

The raise of motivation levels increased the interest, the pleasure of learning in classroom environment to all students. Working on cooperative learning and positive interdependence groups required all our students to implement their creativity approach to solve the English didactic tasks. These educational English tasks have shown effective and suitable to improve the psycho emotional aspects of all the students in English group activities.

Open and English structured group tasks promoted higher-level interaction and improved the level for verbal reasoning of all the students through the use of metacognition to a great extent.

Furthermore, difficult tasks strengthened deep oral interactions than simple tasks among students.

Positive interdependence was one of the most effective group activities which explained the effective quality of social and interactive attitudes from all group participants in a collaborative process of a foreign language learning. As regards positive interdependence and cooperative learning theory, collaborative and cooperative processes, were enhanced when all the group activity members were able to develop and reinforce active participation, strong commitment, and a direct involvement in the didactic tasks. These English successful group results aiming at executing the active contribution of each individual member in English group activities. This is essential to achieving the common group goals in order to complete the English group tasks effectively in classroom environment.

Positive interdependence as a didactic methodology, enhanced a cooperative learning and individual group accountability approach on the English tasks provided.

Individual group accountability was a didactic methodology to make all individual members to fulfil their personal responsibility to complete individual and collective parts. As an educational task, it promoted a better facilitation of the planning for English group activities, through a different distribution for the role assumptions among group members.

A sense of mutual respect and mutual support was developed through individual group accountability in order to avoid free riding, which occur when one or more group members did not provide a fair contribution and a suitable sharing to make great efforts in English group activities. It was necessary to promote social

⁷² Rachel Hertz-Lazarowitz, Norman Miller, (1992 first published), (1995 first paperback edition). *Interaction in Cooperative Groups: The Theoretical Anatomy of Group Learning*. Cambridge University Press, Cambridge. (306 pages). (Accesso nel giugno 2022) www.books.google.it

⁷³ Johnson, D.W., Johnson, H., and Maruyama, 1983. (University of Minnesota), Minnesota. *Interdependence and interpersonal attraction among heterogeneous and homogeneous individuals: A theoretical Formulation and a Meta-Analysis of the Research*. *Review of Educational Research*, Vol. 53, Pages (5-54). (Accesso nel giugno 2022).

interaction to encourage and facilitate students one another so as to accomplish common group goals effectively.⁷⁴ (Johnson, D. W., 1993).

This procedure aiming at reinforcing the dynamics of the English group activities.

Positive interdependence and cooperative learning didactic methodologies implied that it was possible to stimulate, and enhance motivation by means of social interaction to all our students through reward on didactic tasks.

Reward-based interdependence was developed in such a way that all the students had the appropriate opportunity to improve their personal marks. All the individual marks of students had a great influence to the English group activity with regard to final marks.

Collaborative group activities were never successful without active participation and direct involvement of each group participant to obtain group rewards.

However, research findings based on the only use of reward-based interdependence tasks to carry out inconclusive aspects. The main aspect referred to the student rewards, so as to create and maintain motivation to all the students in the classroom environment.

Intrinsic motivated students made their great efforts into a focused English task, because they were interested in the task itself, while extrinsically motivated students were interested in the reward or grade.

Strong incentives, such as positive marks on English tasks, steered students towards a reward. This was an effective method to reduce each English task to become a means to an end.

The theory on the rewards of individual group grades in English group activities ⁷⁵ (Johnson. D.W., and Johnson, Roger T. Learning, 1994).

This was to create and maintain a high level of positive interdependence in group activities at the middle school. This was to give the conclusion on the fact that the planning of rewards affected a more focused motivation of students toward final marks, while stimulating all the students into increasing their interest on the tasks.

Rewards were not crucial factors affecting group behaviours. Their research findings showed those situations whereby group members continued to work themselves together even though the reward into group activities was removed by teachers.

On the other hand, the great efforts of students working in individualistic tasks have showed teachers a decreased level of motivation to all students, when the reward was removed from the didactic activities.

Structured task-based interdependence forced students to exchange their information processing and decision-making process. These English educational tasks aiming at assigning to all group members different roles to fulfil with the use of effective didactic resources on English group activities.

Students could also hand in their texts to teachers, which involves giving students a set of instructions on how they should interact and collaborate effectively in English group activities in classroom environment. The positive effects of these kinds of English didactic tasks aiming at planning a collaborative learning.

The results showed that students working in group activities through the fulfilment of given roles plus rewards found a positive significant correlation.

These didactic significant situations occurred more frequently among students working in groups activities so as to accomplish pre-set rewards through the development and the reinforcement of social interdependence roles.

Design Factors

⁷⁴ Johnson, D. W. (1993). *Reaching out: Interpersonal effectiveness and self-actualization* (6th ed.). Needham Heights, Boston: Allyn & Bacon. (Accesso nel giugno 2022).

⁷⁵ Johnson. D.W., and Johnson, Roger T. *Learning Together and Alone. Cooperative, Competitive, and Individualistic Learning*. Fourth Edition. (1994). Allyn & Bacon Needham Heights, Massachusetts. (Pages 292). (Accesso nel giugno 2022).

The concept of autonomy in the fulfilment of individual and collective roles was developed within group members in English group activities. This didactic procedure was to make participants experiencing a sense of responsibility from their level of motivation, involvement, contribution and participation for the achievement of the common group goals in the English tasks provided.

Design factor was an effective technique to apply in all focused English group activities to highlight the importance of this didactic element so as to reach the effectiveness of collaboration in all the group members.

Procedural Aspects

The needs for the building of English teamwork with the aims of specific group task regulation were expressed most frequently in the focus English group discussions. English oral discussion was a fundamental aspect to increase the level of effectiveness among the collaboration of all the students in classroom environment. Students have divided their English tasks with the assumption of specific roles from the team leaders, and they set their own deadlines to complete the English group tasks.

Students have experienced a suitable approach with regard to positive interdependence concerning the need for an active participation among group members. The direct contribution aimed at completing the group activities effectively, so as to achieve common group goals overall.

The degree of responsibility to each individual member in the English group work was discussed within six groups.

As the students said, there were not any students that gave a minimal contribution within English group activities.

The majority of students raised their English levels through an active contribution, direct involvement, and a suitable participation in the English group discussion.

Students showed empathy and emotional intelligence to their peers in the English group activities.

Furthermore, all students said that the variety of English topics aimed at implementing an English oral discussion in cooperative learning and positive interdependence English group activities, this was useful and enhanced their English-speaking skills.

All nine group members showed a continuous effective oral interaction several times, paying attention to the need of creating an English oral discussion focused on the content of English topics to accomplish teamwork goals.

There are enough indicators aimed at developing and strengthening interaction through oral discussions in English group activities.

The exchange of information and arguments, the building of ideas, the different methods used for language explanation of topics and the execution of peer feedback processing, were all relevant didactic techniques to use.

According to the students, these social and interactive discussions helped to enhance their levels for understanding and analysis of English topics through the metacognition, the different cognitive styles and forms of intelligences among all the students in classroom environment.

Students have also learned how to create and maintain social, interactive and interesting oral discussion of English themes by means of voicing their opinion, explaining and listening to others, accepting feedbacks from their peers, examining their own team work activities overall.

Students were enthusiastic about having been a great support and to have been motivated one another in English teamwork activities.

Students made explicit help and talks to their peers in the group. Furthermore, they created a mutual respect and a mutual help one another to have increased the level for the motivation of all their peers, through a self-made group members regulation.

All students showed a suitable approach through positive interdependence and cooperative learning English group activities.

We noticed that they understood the importance of the need to participate actively one another through a strong commitment to take part in positive interdependence and cooperative learning English group activities. All the individual members have to reinforce their motivation as the engine to reach successful results within English group activities in all nine focus groups.

Autonomy allowed all the students to work effectively through English group work activities. This cooperative and collaborative strategy aiming at choosing their own English topics to create and strengthening the oral and written production in English group activities. All students executed their research plans and organized their English group activities themselves. This educational task aiming at creating and strengthening the autonomy in each individual member to fulfil everyone the assumption of role responsibilities. Each positive interdependence group created both individual and collective roles for the autonomy assumption of all the group members to execute English group tasks. All the students have experienced a high level of autonomy in English group activities. Students expressed their personal ideas in the English teamwork activity. They were motivated and actively involved to make decisions democratically in English group activities. The positive results in positive interdependence groups played an important role to make all the students participating effectively by the means of direct contribution, active involvement, strong commitment, a raise of pleasure and interest to complete the English group tasks.⁷⁶ (Cooper. J, Robinson, P., 1997). The successful effects of positive interdependence group activity, aiming at achieving the common group goals as it is well documented on the grids. As English teachers, we analysed the level of student collaboration, motivation and their active or passive cooperation to execute English group tasks. As English teachers, we examined the social and behavioural aptitudes of all the students to focus on the task roles assumption and to observe their level for a strong commitment in English group tasks. All the students were motivated to implement effective oral interactions in English, through the fulfilment of precise positive interdependence roles. Furthermore, the final mark to provide to each group individual member depended on the degree of the active or passive contribution through the effectiveness for the fulfilment of correct positive interdependence roles within group members. This educational attitude on the English tasks, referred to the research findings. Students seemed to value their English language learning process and the final products of their group activities overall. All the students were enthusiastic about speaking of the strategies they implemented to create and strengthening their motivation by means of providing mutual support and mutual respect one another and to regulate the English team work in the development of positive interdependence roles to have fulfilled to complete English group tasks in classroom environment. All the students deployed all the group members techniques available to them in order to perform their English group tasks, through the development of strong self-regulatory processes. Students were autonomous in the planning and regulation of their group work English activities, which they were motivated to follow their own rules in the process of planning and executing their English group tasks. They increased their level of autonomy, through self-regulatory behaviours and self-determination theory in the process of the execution of their English tasks. When teachers put all the students at the centre of a foreign language learning process, students have the possibility to reinforce the English language learning autonomy in classroom environment.⁷⁷ (Johnson, D. W., and Johnson, R. T., 1995). The strong commitment, the active involvement, the direct participation, the increase level of interest and pleasure for a foreign language learning, aiming at creating motivation to all the students. These suitable attitudes of all the students were implemented through the development of useful innovative tools, techniques and strategies to accomplish common group objectives in positive interdependence and cooperative learning English tasks. English teachers evaluated all these psychological, emotional and attitudinal variables that involved a self-regulated motivation among all group participants in English tasks. The self-regulatory social processes were

⁷⁶ National Institute for Science Education (United States). – College Level One. Cooper. J, Robinson, P., (1997). The Scout Report Publications CL1 – More Information: Positive Interdependence. (Accesso nel maggio 2022).

www.archive.wceruw.org

⁷⁷ Johnson, D. W., & Johnson, R. T. (1995). Teaching students to be peacemakers (3rd ed.). Edina, Minnesota: Interaction Book Company. (Pages 417-438). (Accesso nel giugno 2022).

performed by all the students, through a raise of their motivation, strong commitment, interest and pleasure to perform their English tasks. These were all beneficial indicators for both English teachers and students.

As English teachers, we appreciated, shared and promoted the high level for the effectiveness to all our students to have developed and maintained a strong commitment to have taken part in group activities and to have obtained successful results in English group activities.

As English teacher, we provided continuous, positive and stimulating feedbacks to all our students, so as to allow all the students to increase their motivation, their self-esteem, their self-confidence and to trust students one another in English group work activities.

Design Factors and Process Factors

Specific didactic elements that contributed to the effectiveness of the collaboration

There were some specific didactic elements that were found to create a positive effect on the effectiveness of the collaboration within group activities in the development of English tasks.

1) Design Factors: the design factors for the assignment of English tasks. They aiming at developing and strengthening autonomy to all the students, involved the planning of specific types of English tasks, that were suited to the English teaching styles and appropriate to the group size of students in classroom environment.

2) Process Factors: All the students created social interaction and organized their English teamwork activities and established some task regulations for the work process. This social and interactive work process contributed to the success of positive interdependence through the oral discussion, mutual support and mutual respect. The motivation was the engine that made all the students to achieve successful results in positive interdependence and cooperative learning English tasks.

2.4 The cooperation as a key element to strengthen motivation and to reinforce the active participation to all students in each English group activity.⁷⁸ (Slavin, Robert E. ,1987).

The adjective helpful have made us as English teachers to analyse if there were some suitable aspects for an effective positive interdependence that all the students showed us to take part in individual and collective parts of English group activities, by means of an active or passive participation for the execution of their English tasks.

The adjective necessary reflected the need for us as English teachers, to have analysed the degree for positive interdependence level, with regard to the correct fulfilment of student individual and collective roles to complete English group activities overall.

As English teachers we had to evaluate English language learning goals to our students throughout their English language learning path in classroom environment.

We had to make all the students to have developed their English positive interdependence and cooperative learning group tasks.

Students learnt how to take their turns correctly and defined the arguments in pairs and in group activities to develop through English project works.

Group individual members were in need of receiving help one another for the execution of English group tasks in classroom environment.

All the individual members organized their individual and collective project works in English to complete all the parts in English essays.

⁷⁸ Slavin, Robert E. "Developmental and Motivational Perspectives on Cooperative Learning: A Reconciliation." *Child Development*, Johns Hopkins University. Published by Wiley. JSTOR. Vol. 58, no. 5, 1987, pages (1161–1167)., www.doi.org (Accesso nel giugno 2022).

How to establish the concept of the Positive Interdependence in English groupwork activities ⁷⁹ (Laal. Marjan, 2013).

The positive interdependence as a didactic methodology, aimed at creating and improving the classroom climate throughout English lessons.

As English teachers, we made all the students to feel motivated in the execution of their English tasks, so as to avoid the anxiety and the fear of negative judgements from their peers and teachers during their oral and written exposition in English.

⁷⁹ Laal. Marjan Tehran University of Medical Sciences, School of Medicine, Sina Hospital, Tehran, Iran (2013) Positive Interdependence in Collaborative Learning. *Procedia Social and Behavioural Sciences*, ELSEVIER. (Pages 1433-1437). (Accesso nel giugno 2022).

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Class Climate

As English teachers, we build an active process of teaching and learning English in a positive, pleasant and relaxing classroom environment. The implementation of beneficial strategies for an active process of teaching and learning English was possible due to the planning and organization of certain didactic techniques aimed at creating and reinforcing a class building focused on English active learning and teaching approaches to all the students through the development of the teambuilding, Silly Sports and Goofy games in classroom environment.

The classroom climate was improved through the establishment of a positive, relaxing and a pleasant language learning atmosphere. The effective elements were the creation of an active participation, a strong commitment, the implementation of social, interactive and interpersonal skills among students in the process of English language learning through positive interdependence and cooperative learning group activities for English tasks.

The active and direct contribution of all the group participants was fundamental to create enthusiastic, motivating and pleasant English tasks aiming at improving and strengthening the social and psychological approach among students.

The English tasks allowed all our students to raise their interests and their satisfaction in the process of English language learning through positive interdependence and cooperative learning group activities. Positive interdependence and cooperative learning group activities created a pleasant, an encouraging learning environment for all the students in the classroom.

Positive interdependence has empowered students when they were working in groups, through a strong commitment, a direct and an active involvement, a reinforced level of responsibility of all the group participants to have fulfilled both individual and collective roles in positive interdependence and cooperative learning group activities through the development of English tasks.

Teambuilding

As English teachers, we provided an English task for every teamwork.

All the teamwork participants had a specific English activity, in order to work for the execution of English essays, aiming at increasing their level of English written production in classroom environment.

As English teachers, we gave our students many useful English materials available to execute their group activities through an English essay and English project works.

We provided teambuilding activities to our students, in order to make all of them feeling that they are all important to apply themselves consistently in their English teambuilding group activities.

This social, interactive and cooperative didactic methodologies were indispensable to avoid negative approach for students in the common individual and competitive activities, whereby just a few pupils tend to fulfil their roles effectively to complete the English tasks provided.⁸⁰ (Robert E. Slavin, 1980).

To check if each teambuilding group activities were successful, we examined the active or passive contribution to the achievement of common group objectives in English tasks.

Pupils have developed a cohesive cooperative and a collaborating approach to ensure the effectiveness of the English teambuilding activities among group participants.

A strong and a positive interdependence aiming at creating the teambuilding planning for English tasks, so as to attain the pre-set English tasks objectives within teambuilding group members.

Class building

⁸⁰ Robert E. Slavin, (1980). *Cooperative Learning* (Research Scientist, Centre for Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland. 21218. Specialization: Social psychology of education; motivation; field research methodologies. www.journals.sagepub.com (Accesso nel maggio 2022).

According to the class building didactic task, we had to investigate the group participant English attitudes concerning the class designs, so as to improve and raise the student marks throughout the class building English group activities involved executing English projects and essays in classroom environment. As English teachers, we cherry-picked the best student in each class building English group activity to make each group participant to fulfil his or her specific roles as committees in every English groupwork activity. This was the effective strategy to make all students devise the English written projects, through a direct and active contribution among group participants so as to achieve common group goals in English tasks. We decided to make every student to provide an active contribution, a strong commitment and a direct and effective social, interactive participation to perform English written projects in classroom environment. The aims of the class building didactic activity, intend to place all the students to fulfil an active participation and a continuous involvement in groupwork English tasks. This was also an efficient didactic methodology to create the suitable conditions for the successful achievement of English tasks.

Silly Sports

These didactic activities were planned and organized in over 200 Silly Sports and Goofy Games that an English teacher can develop and plan for English group activities in classroom environment. Many of these types of educational games are to ensure the full availability from every group participant, and it was both helpful and necessary to establish positive peer relationships within English group activities. Silly Sports and Goofy Games, are didactic methods aiming at strengthening the active contributions from each student, as they learn to work in pairs and to implement English game strategies. When we introduced Silly Sports and Goofy Games through the establishment of positive interdependence within every group member, we made students reinforcing at least two main powerful methodological actions, that consisted of the Peer encouragement and the peer tutoring. Each student recognized that it was essential to provide an active and direct contribution to develop cooperative and collaborative attitudes through mutual respect and mutual support to their peers in English teamwork. This methodological aspect gave everyone the possibility to become a great resource aiming at supporting one another to complete English group tasks. As a result, this didactic action allowed each student to have reached the common group objectives for English tasks. Each individual member was encouraged to receive mutual support from his or her peers to develop English group activities all together.

Sage-N-Scribe

This educational methodology has represented a fitting planning for English tasks. This designed a new way of organizing the strong positive interdependence in pairs and group activities. Each student carried out his or her proposals on how to solve problem solving tasks through the brainstorming activity. The other peers recorded the possible solutions aiming at solving the English tasks effectively in group and in pairs. Sage – N- Scribe has a similar framework to one used in brainstorming activities. The contribution of each member was fundamental in respect to the achievement of common group and pairs objectives in English tasks. Students have experienced themselves to be on the same side from working together through cooperative and collaborative approach. These effective attitudes aiming at making them to accomplish common group and pairs goals through the fulfilment of individual and also collective parts to take part in the execution of English tasks.

These English tasks were planned by means of cooperative learning and positive interdependence methodological structures, so as to reinforce the strong commitment, the active participation and the raise of motivation level known as the engine for the language learning process.

A strong positive interdependence and cooperative learning group for English activities are similar to the Jigsaw Problem Solving, Pairs Compare, Circle the Sage, and English group presentations.

Thinking and Metacognitive Skills of students

As English teachers, we created an internal database in order to organize the data with regard to English language learning of all our students. This was a useful tool to check the English language learning path from all our students in classroom environment.

We compared both the previous and the following English data of all our students working in English group activities for the execution of English tasks. This was an effective procedure to provide a language learning assimilation and accommodation to analyse previous and following English language learning data in the process.

As English teachers, we add the old data with new ones together. This was a useful way of organizing the English data to reorganize data from performances of all students within groups.

A strong positive interdependence aimed at making a collaborative and cooperative approach to ensure success of all our students in the process of English language learning. This didactic strategy was the outcome of successful results from the cooperation of all our students as a team.

These English tasks made all our students to reach excellent results in the development of English group activities.

These English group and pairs activities have contributed to the increase of motivation to all our students. Metacognitive, cognitive and reasoning process aiming at enhancing the use of different cognitive styles and forms of intelligence from all the students in group and pairs English activities.

Every student gave her or his own helpful and useful contribution about working in English group activities.

All students learnt how to take their turns in collaborative English group and pairs activities.

When all the individual members reached their agreement, all their peer ideas were recorded in order to solve the group activities through the information processing and decision-making process in English pairs and group activities.

Students created their discussions aimed at agreement, so as to develop their internal database of different ideas to collect, share and promote in their written frameworks.

Debate, Partners, and Jigsaw variations are examples of didactic structures, whereby each participant becomes an expert in a different English topic through the positive interdependence and teamwork English activities.

Each student has acquired and mastered all of his or her own English topics within positive interdependence and cooperative English group activities.

A contribution by each classmate is both helpful and necessary for the ensure of group success.

The employment of all the group resources at disposal within group participants

A strong positive interdependence concerned the preparation of all the students for the cooperative and collaborative work in the future.

The implementation of technological instruments aiming at making all the students to train them for their future job careers.

English teamwork activities intend to create cooperative and collaborative attitudes within employees and employer tasks. These procedures are necessary to fulfil correctly both individual and collective duties in a current workplace.

Students became themselves active participants in collaborative and cooperative English teamwork activities. Their group successes represented the effectiveness of their social and communicative English competences so as to make their great efforts all together in classroom environment.

All students have experienced teamwork practice in secondary schools, through the use of a wide range of English tasks so as to establish a strong positive interdependence among all the group participants.

All the students acquired their interpersonal, social and communicative skills which demanded the cooperative and collaborative approach that all the students will be able to use in the workplace.

Students have prepared themselves for their job career that raised their oral, social, communicative and written competences in English.

Teamwork English tasks concerned the achievement of all the students listening, reading, speaking and writing skills.

Students have learnt to listen actively all the different ideas from their peers and to have fulfilled their roles correctly within English group activities.

All the students have learnt how to create mutual respect and mutual support to their peers in teamwork English tasks.

Everyone had to assume his or her individual and collective roles to complete all the parts in the English tasks.

Toward a Cooperative Approach

As English teachers, we created appropriate English language learning situations through the reinforcement of positive interdependence group activities among our students in classroom environment.

We planned English tasks to develop the suitable learning conditions for an effective community of English language learners in the society. This educational choice involved students to become more responsible learners, assuming appropriate attitudes to be better employers or better employees in their future job career.

An effective and a strong positive interdependence aiming at increasing the social orientation of all students in the development of English group activities.

The collaborative and cooperative attitude was to build a social and interactive perspective among all the students in English group activities.

All the students get acquainted better with their classmates throughout the execution of English group activities in classroom environment.

They asked questions as follows: "How can we work together? How can we enhance each other outcomes?"

As English teachers, we have created a social, interactive and a cooperative learning approach to all our students through an innovative style for teaching and learning English in the process.

Group work: How to build effective cooperative learning groups?

Cooperative learning

Ensure that all group participants complete the assignment by coming to agreement on the answers and ensuring that everyone can explain each answer. To assist in doing so, each member takes one of the following roles: Reader, Recorder, Checker. Expected Criteria for Success: Everyone must be able to explain the English topics within English group activities.

Instructors often turn to small groups, working to capitalize on the benefits of the peer-to-peer instructions. These types of English tasks are formally going to be indicated as the cooperative learning groups, and are going to be defined as the instructional methodological uses to implement for each individual member.

Creating small cooperative groups to promote students working together, can maximize their own and each other level in the process of English language learning.

The cooperative learning was characterized by the positive interdependence, whereby all our students perceived those better linguistic performances by everyone, that produced better linguistic performance overall by the entire group.

The intervention of the English teacher was just to maximize the student interactions for the English language learning processes.

It was suitable working in an adequate number of active participants, that was of four to five members for each cooperative learning group, in order to realize the appropriate planning for English language learning group activities, implementing the most efficacious English teaching didactic approaches.

How were the English outcomes resembling towards the perspective of middle school pupils?⁸¹ (Van Ryzin, Mark J, Roseth, Cary J., 2018).

What was concerned on the theoretical aspects for the English uses?
Which were the English results from the performance of all group participants?
Were these didactic tasks valuable for English group activities?

Informal cooperative learning groups

As English teachers, we planned and organize English tasks through informal cooperative learning groups. We developed informal cooperative learning groups with small, temporary, and ad-hoc English activities. Every informal cooperative learning group was composed of three to five students each. Each group participant had to answer to the English teacher questions on specific English topics, in order to stimulate the social, interactive attitude of all students through the oral and written exposition in English. This English task was also effective to create a strong commitment, an active and a direct participation of all group participants to their roles assumption to complete English tasks.

Additional Examples of effective ways on the planning of informal English group work

Think-pair-share

As English teachers, we asked all our students for some questions to answer on some concrete English themes, in order to start with the oral production of all our students in English. This didactic task aiming at making all our students to be fluent in English. It was important to begin with the development and the reinforcement of the oral exposition in English.

Furthermore, this educational English task allowed us to check continuously the level of English proficiency from all our students in classroom environment.

Think- pair – share as didactic methodology, has contributed to the increase of motivation to all our students, through the raise of a strong commitment, active participation and the role assumptions within English group tasks.

Think- pair – share has been also an innovative didactic strategy with regard to achievement of all our students in the use of their different metacognitive and cognitive styles to argue with themselves in English.

The production of the think-pair-share English activities involved giving group presentations with technological devices, specifically through PowerPoint slides and projector in classroom.

Students are encouraged themselves to reason with their own and also with the different ideas from their peers in English group activities. This didactic technique aiming at developing their English possible answers to the questions of specific English topics provided.

Finally, each group member had to discuss, share and promote her or his group answers about the English topics through an effective English oral presentation in the classroom.

Peer Instruction

The group answered to the English topic questions. All group participants answers were posted by means of conceptual maps and through specific multiple-choice questions.

⁸¹ Van Ryzin, Mark J, Roseth, Cary J. (Journal of Educational Psychology), Vol 110(8), Nov 2018, pages (1192-1201). Cooperative learning in middle school: A means to improve peer relations and reduce victimization, bullying, and related outcomes. Published online by Semantic Scholar, and developed by Allen Institute, Seattle). (Accesso nel giugno 2022). www.psycnet.apa.org

Students developed their thought process focusing on the possible answers to provide. Everyone has made the possible response to English topic provided by English teacher. Then, group participants turned to their classmates so as to implement the English oral discussion processes on specific English topics in classroom environment.

Group participants may have changed their answers to the English themes in the process and also when their oral discussions in classroom were finished.

The oral discussion, the sharing and the promotion of the different ideas on English topics were beneficial process for all the students to have acquired different English topics in classroom environment.

The planning of individual and collective parts aiming at making all the group participants to have accomplished the common group objectives through the help of a resource known as the instructor.

All the student responses were shown in the table, so as to use this assessment tool as the current representation of all the group participants levels for motivation, active involvement and strong commitment to have taken part in group activities through oral discussion in English.

These kinds of English didactic tasks were fitting for our students attending the third-year classroom at the middle school.

Formal cooperative learning groups

In formal cooperative learning groups, group participants have worked together cooperatively within one or more class periods to complete a joint operation through a combined or shared English group project.

There are several types available to implement a formal cooperative learning group activities aiming at helping individual members to work suitably:

- A. The English teacher has defined the English language learning group objectives for the English group activities to work on the topics provided.
- B. The formal cooperative learning groups are typically heterogeneous.
- C. As English teachers, we have built students formal cooperative learning groups, considering the English level of all our students in the classroom to perform the group activities provided.
- D. We have planned specific English group activities to all our students so as to give a group representation of all the participants through a table.
- E. The level of motivation, the strong commitment, the active or passive involvement are specific parameters to have been evaluated from all group participants within formal cooperative learning English tasks.
- F. Formal cooperative learning groups aiming at making all the students to have fulfilled specific roles to perform English tasks.
- G. The English teacher represented the needed aspects to give a specific representation of successful group activities with regard to the accomplishment of positive results among group participants in English tasks.

- H. Pupils have acquired social, interactive, communicative, reading and writing skills within the English group activities.⁸² (William D.; Pinnell, Gay Su., 1979).
- I. It is also important that the group participants have continued to play their active role assumption, in the process of English group activities. Group participants will have to check if the correct procedures are structured suitably in the development of English tasks.
- J. Finally, the English teacher has evaluated the linguistic level of all students concerning both the individual and collective role assumptions, with reference to their active or passive group participation in cooperative learning group activities in the performance of English tasks.
- K. As English teachers, we encouraged each group participant on how to plan effectively an oral interaction, in order to be fluent in English speaking and writing.

There are many more specific types of English group activities to be given as follow, including: team-based learning, problem-based learning, and process-oriented and guided inquiry learning.

2.4 The cooperation as a key factor to strengthen motivation and to reinforce the active participation in each group.

2.4.1 Active learning and student engagement

How to build cooperative learning groups effectively?⁸³ (Cooper, J., Prescott, S., Cook, L., Smith, L., Mueck, R., and Cuseo, J., 1990).

English teacher has had to explain the content of cooperative learning group activity for English tasks. These English tasks aiming at making all the group participants to reach common group goals effectively.

All the students had their possibility to start with English oral discussion, enhancing their level of social and interactive skills, through an active participation and a strong commitment with regard to the roles assumptions to complete English tasks.

As English teachers, we had to create the orientational, educational and a personalized learning and teaching process to our students attending a third-year classroom in the middle school. These were innovative forms of learning and teaching methodologies in order to create an inclusive concept for all the students in the classroom environment during their English language learning process.

The implementation of cooperative learning group, positive interdependence group and the individual group accountability aimed at reinforcing the direct involvement of all students in the group activities. These useful didactic techniques have allowed English teachers, support teachers and cultural mediators to accomplish their goals of planning and creating a motivating, an inclusive and a satisfying English language learning atmosphere.

The roles assumption and fulfilment for all the group participants were suitable tools to make themselves jointly responsible for the future success of their English group projects.

⁸² National Council of Teachers of English, Urbana, Illinois.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Illinois. Page, William D.; Pinnell, Gay Su. (1979). Pages 135. (Accesso nel maggio 2022).

⁸³Cooper, J., Prescott, S., Cook, L., Smith, L., Mueck, R., and Cuseo, J. (1990). Cooperative learning and college instruction: Effective use of student learning teams. ERIC. Authoring Institution: California State University Foundation, Long Beach, California. (Pages 56). (Accesso nel giugno 2022).

These appropriate didactical tools have been valuable to strengthen the cohesiveness among group participants. Every student stucked together so as to create and maintain mutual respect, mutual help and to develop a social, an interactive discussion in English leded on to successful and motivating results in the English tasks.

How to manage all the students in the classroom environment during their English group activities?

As English teachers, we observed and analysed psycho – emotional variables with respect to all our students through the development of cooperative learning and positive interdependence group activities so as to evaluate all the students listening, reading, speaking and written exposition in English.

The development of English project work, essays and also other types of written description, were all suitable methods to train them to be fluent in English as a foreign language.

These didactic English tasks allowed us to check all the students throughout their English language learning progresses.

As English teachers, we assessed the situation in the process of English language learning to all our students in classroom environment.

The execution of English tasks aiming at enhancing the listening, speaking, reading and writing skills to all the students.

The effective planning and development of oral discussions in English group activities were also to share and promote the different perspectives among group participants.

As English teachers, we implemented the peer tutoring as an active didactic methodology to develop a mutual help and mutual respect technique to all the students.

The mutual help and the mutual respect were effective strategies to establish and maintain an inclusive English language learning and teaching process between teachers and learners in classroom environment.

Appropriate techniques to assess the thought process in group activities

In addition to provide positive and stimulating feedbacks to all students to their English tasks, it was also useful to require students to build an auto analytical grid that allowed them to write what they appreciated to do and what was also important to improve throughout English language learning path in classroom environment.

Cooperative Learning in teaching English ⁸⁴ (Vu Kieu Hanh Thai Nguyen, 2020).

Cooperative learning is known as one of the effective didactic methodologies which aim to teach and learn foreign languages in the process. Cooperative learning leads all the students to play their experimental roles. These experimental roles placed all the students to be completely focused when they are collaborating and cooperating so as to complete English group tasks. These English group tasks require students to develop an effective strong participation and contribution to accomplish common group successful results in English tasks.

It is important that English teachers start with the building of cooperative learning groups through prearranging specific roles assumption to all the students. Everyone needs to fulfil correctly his or her role to ensure a good execution of individual and collective parts in the English tasks provided.

Cooperative learning and positive interdependence are effective didactic methods to create and maintain motivation through a strong commitment and a full participation to all the group participants.

Cooperative learning and positive interdependence are educational, oriented and motivational techniques which allow everyone to take part in the English group activities in classroom environment.

⁸⁴ Vu Kieu Hanh Thai Nguyen University of Agriculture and Forestry, Thai Nguyen University, Vietnam, Vol-6 Issue-3 2020. COOPERATIVE LEARNING IN TEACHING ENGLISH: THEORY & PRACTICE. (Pages 665-669). (Accesso nel giugno 2022). www.ijariie.com

Cooperative learning and positive interdependence emphasise the importance of an inclusive learning and teaching process between students and teachers.

The motivation is the engine to allow all the students to assume effective attitudes aiming at achieving English acquisition in cooperative learning and positive interdependence group activities.

Key words: cooperative learning, motivations, attitude of all students, language acquisitions, methods

All the students are actively motivated and interested to complete English tasks in group activities.

Group participants are immersed in a foreign language learning process by means of a relaxing and an enjoyable learning atmosphere in classroom environment.

The main objectives concerned on placing all the students to collaborate in a small English teamwork activity aiming at executing English project works and essays to bring in classroom. All the group participants were able to give an oral presentation in English.

All the students increased their English levels in speaking and writing production.

Cooperative learning is known as an essential didactic methodology for English language learning process, whereby all the students work all together in groups so as to "master all their English competences through specific English materials provided".

As English teachers, we made our students to come to an agreement concerning the effective strategies to attain common group goals in cooperative learning and positive interdependence English tasks.

All students were actively stimulated and motivated to create an English oral discussion, to reinforce a mutual support and a mutual respect to appreciate, share and promote their own ideas through brainstorming, information process and decision-making process in their English activities.

The common group goals that all our students have achieved through the cooperative learning and the positive interdependence were to create and strengthening the active participation, the strong commitment, the direct and effective contribution to complete individual and collective parts in the English tasks provided. Cooperative learning and positive interdependence didactic methodologies required our students to give and receive also beneficial aspects with respect to the mutual support and mutual respect among group participants.

Cooperative learning is used by teachers so as to develop an educational methodology aiming at building small number of group participants so that learners are working together in an inclusive concept of learning English through the execution of cooperative and positive interdependence English group activities.

The roles assumption were effective techniques to feel all the students at the centre of learning English by means of innovative methods in the learning and teaching process in classroom.

The cooperative learning is a didactic methodology aiming at creating heterogeneous groups with different language levels among group participants. The purpose in cooperative learning and positive interdependence was to develop and enhance a classroom climate oriented to the mutual respect and mutual help among all the students.

Students learnt how to work together cooperatively and collaborate each other on specific English tasks. Project work, essay and other types of writing to given articles in English were essential to improve their writing exposition.

Initially, students were in difficulty to develop a foreign language conversation to a native speaker, but then all students realised that cooperative learning was necessary to improve all their English skills.

Research findings have explained the cooperative learning in language teaching and learning process aiming at improving and reinforcing all the foreign language skills to all students in classroom environment.

The implementation of innovative methodologies for teaching and learning English through the cooperative learning are essential to strengthen all foreign language skills to all students.

The importance of cooperative learning has been talked in Western and also in Asian countries such as Japan, Thailand, Hong Kong and South Korea.

The research findings on the cooperative learning showed those benefits on the planning of cooperative learning for teaching and learning foreign languages in classroom environment.

Cooperative learning to learn a foreign language through group activities, allowed all our students to improve all their English skills, and also, they were about to feel more motivated and interested in the process of learning a foreign language.

The English oral production in small heterogenous cooperative learning groups, aiming at making all the students to develop their social and interactive skills in English.

Cooperative learning ensured the effectiveness of English language learning, in order to raise and maintain the language motivation of all our students. This was possible through the establishment of an inclusive learning and teaching process between students and teachers.

As English teachers, we have strengthened the effective approach of all our students to learn English as a foreign language in classroom environment. This aiming at ensuring the educational success of all our students by means of English acquisition through cooperative learning and positive interdependence English group activities.

The Cooperative learning theory and the enhancement of motivation to all group participants ⁸⁵ (Sharan, Shlomo, 1994).

Motivational attitudes on the implementation of cooperative learning English group activities, mainly focused on the achievement of English language learning objectives by means of rewards so as to provide the successful outcomes to all our students in the English group activities.

The planning of the cooperative learning procedures ensured successful outcomes with respect to the foreign language learning and teaching process between students and teachers.

Cooperative learning group activities created useful educational contexts whereby individual and collective responsibilities were fulfilled among group participants in English tasks.

Every cooperative learning group accomplishes its common group objectives only if all the group participants develop an active involvement, a strong commitment and an effective collaboration to complete all the individual and collective parts in English tasks.

The positive rewards were effective tools on all the group participants as good performances in cooperative learning English group activities.

As English teachers, we wrote positive, stimulating and encouraging feedbacks to all our students in the completion of their English tasks. This was an effective approach to make all our students to perceive a high level of their self-esteem and an increased level of praise, so as to reach their English proficiency.

This English language learning effective procedure led to an increase of motivational levels to all our students in order to acquire English in classroom environment through cooperative learning group activities.

Therefore, the positive interdependence aiming to conduct the cooperative learning group members with respect to the creation and maintain group participants motivations.

Motivation is the engine to learn a foreign language in an inclusive classroom environment.

Some research findings also explained the effective use of cooperative learning group activities in classroom environment.

Some foreign language researchers choose English teamwork for the development of English activities so as to conduct the foreign language research. The cohesiveness of the teamwork members is an important factor in the development of English language learning motivation through the cooperative learning.

Social cohesion of all our students was an effective approach to raise the level for English language learning motivation to group participants, by means of English oral interactions within cooperative learning group participants.

Many other scholars have proved the foreign language learning effectiveness within cooperative learning in regard to increased level of motivation concerned all our students.

As English teachers, we noticed that all our students were glad, interested and felt actively engaged to take part in English cooperative learning tasks in classroom environment.

The motivations level was increased intensively to all our students, because they have great opportunity to reinforce their English oral production in classroom environment.

⁸⁵ Sharan, Shlomo, Editor., (1994). "Handbook of Cooperative Learning Methods." Greenwood Press, West-port, Connecticut. (Pages 374). (Accesso nel giugno 2022).

The development of effective oral discussion in English allowed all the group participants to learn English through appropriate innovative didactic techniques rather than the traditional approach for learning and teaching a foreign language whereby students often have fulfilled a passive role to listen English lessons in classroom. Cooperative learning and positive interdependence English group activities aiming at creating innovative English lessons.

Both learners and teachers have assumed motivating didactic roles in the classroom.

Cooperative learning and positive interdependence ensure English acquisition through successful outcomes within English group activities.

The attitudes of students toward cooperative learning ⁸⁶(Brame, 2015).

Cooperative learning methodology provides more benefits for learners in the processes of a foreign language learning, through the achievement of common group objectives in English tasks.

Some research findings concerned cooperative learning and its beneficial aspects on a foreign language group activity.

All the students liked the challenge that cooperative learning English tasks offered.

Cooperative learning group activities created and maintained motivation in the English language learning, whereby all the learners were actively involved to solve all the individual and collective parts in English tasks, through the achievement of common group goals in classroom environment.

Cooperative learning and positive interdependence have been one of the most important didactic methodologies suited to our students in the middle school.

Students fulfilled motivating attitudes by means of mutual respect, mutual support, active collaboration and strong commitment to complete all the English tasks within group activities in classroom environment.

The positive, motivating and stimulating effects of cooperative learning methodology in the process of a foreign language learning, are very effective for learning and teaching English.

We used research forms and grids as appropriate tools to evaluate all our students in the execution of English tasks within cooperative learning and positive interdependence English group activities. These research forms and grids showed a good performance of all the group participants through the cooperative learning and the positive interdependence to perform English tasks.

Students have had great opportunities to be fluent in their English-speaking presentation of project works and written essay in classroom environment.

As English teachers, we created and maintain a relaxing atmosphere in the process of English language learning, so as to avoid anxiety and fear of negative judgements between teachers and students.

All the students developed appropriate attitudes within cooperative learning and positive interdependence to execute their English group activities.

Students felt more satisfied through the English language learning process through English group activities in the classroom environment. This effective approach led all of group participants to achieve the common group goals to complete English tasks.

Some research findings have explained that cooperative learning is an effective didactic methodology for foreign language teachers in order to organise group activities suitably.

Cooperative learning and positive interdependence lead all the group participants to English acquisition, through the development of English group tasks.

Cooperative learning includes a lot of foreign language group activities.

All the students take part in teamwork English tasks, so as to work in pairs or in groups enhancing their English language learning process.

⁸⁶ Brame, C.J. & Biel, R. (2015). Setting up and facilitating group work: Using cooperative learning groups effectively. Vanderbilt University Centre for Teaching. www.cft.vanderbilt.edu (Pages 1-5). (Accesso nel giugno 2022). www.files.eric.ed.gov

All the students work all together effectively in cooperative learning and positive interdependence English tasks. All the teamwork members have different English topics at work on their group activities in classroom environment.

Cooperative learning and positive interdependence group activities aiming at working on students to the English tasks through a continuous oral exposition and a written production in English.

As English teachers, we gave specific English articles whereby all the students wrote a summary, an essay and a project work in the cooperative learning and positive interdependence English tasks.

Students were required to discuss their opinions so as to share and promote all the different ideas to complete individual and collective English tasks.

All the group participants had to apply themselves consistently, in order to reach all the common group goals through positive interdependence and cooperative learning English tasks.

Cooperative learning and positive interdependence stimulated and encouraged all the group participants to create a mutual support, a mutual respect, a strong commitment, an active participation and a direct involvement to execute individual and collective English tasks.⁸⁷ (Sapon-Shevin, M., 1990).

Cooperative learning and positive interdependence were effective didactic methodologies aiming at allowing all our students in the middle school to their English acquisition in the classroom environment.

Many foreign language researchers have debated cooperative learning and the traditional methods for teaching and learning foreign languages.

Foreign language teachers only used to transmit knowledge to their students in the past.

As a result of this ancient teaching methodology, students played a passive role. All the students did not have their appropriate opportunity to get into practice with oral and writing production by means of English language learning process.

By comparing cooperative learning with traditional didactic methods, this showed that students in the cooperative learning groups, acquired more foreign language vocabularies, rather than what they have learnt in traditional didactic methods.

The English vocabulary uses were increased with the cooperative learning educational methodology.

As a result, all pupils have reinforced the level of their four basic English skills in listening, speaking, reading and writing exposition.

⁸⁷Sapon-Shevin, M. (1990). Student support through cooperative learning. In W. Stain-back & S. Stain-back (Eds.), *Support networks for inclusive schooling: Interdependent integrated education* (pages 65-79). Baltimore: Paul H. Brookes Publishing Co. (Accesso nel giugno 2022).

Chapter three

3 The research and the instrument for assessment.

3.1 The target of learners: The following grid represents 21 students attending English lessons in a third-year classroom in a middle school.

The sample

The present sample consists of twenty - one students in a third-year classroom attending English lessons in a middle school.

This sample represents seven students affected by hyperactivity, other seven ones are affected by problems of writing, and the remaining seven students are affected by dyslexia.

As English teachers, we evaluated all the English skills of our students through specific English tasks in classroom environment.

This sample consists of students with special educational needs (BES) and the other students are affected by specific learning disabilities (DSA).

This assessment tool aiming at testing both the students with special educational needs and also those affected by specific learning disabilities.

The students affected by hyperactivity have had difficulty to continue paying attention during the English lessons.

Students with special educational needs received low English marks through the traditional methodology of a foreign language teaching only aiming at transmitting the knowledge in classroom environment.

As a result of low marks to some of our students, we decided to build cooperative learning and positive interdependence groups in order to allow all the students to take part in English tasks through an active involvement and a direct inclusion.⁸⁸ (Trubisky, M., and Seymour, A., 1991).

As English teachers, all our students showed an appropriate strong commitment, a direct collaboration, a raise of motivation and an effective contribution to complete all the individual and collective English tasks in positive interdependence and cooperative learning in classroom environment.

Students who are affected by dyslexia, were those ones who have showed us some difficulties in the process of reading, and understanding the meaning of English words in the written texts in the classroom environment.

Both the students with special educational needs and those with specific learning disabilities have been affected by writing problems and have not still acquired the correct writing styles and the suitable methods for writing vowels and consonants in their English written production.

Cooperative learning and positive interdependence group activities leded on to improve the English language learning process to all our students through the oral exposition and written production in English.

As English teachers, we introduced effective didactic actions aiming at reinforcing listening, reading, speaking and writing skills to all our students through the implementation of positive interdependence and cooperative learning English tasks.

As English teachers, we planned positive interdependence and cooperative learning, so as to allow students with special educational needs and those affected by different problems of learning to improve their concentration and increase their level of motivation and interest on English language learning process.

HYPERACTIVITY	WRITING PROBLEMS AND	DYSLEXIA	DIDACTIC ACTIONS	THE DIFFERENT COGNITIVE
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⁸⁸ Trubisky, M., and Seymour, A. (1991). Cooperative Learning lessons which promote full inclusion of students with disabilities. Syracuse, New York: Teacher Leadership In-service Project, Syracuse University. (Accesso nel giugno 2022).

	LEARNING PROBLEMS DUE TO CONCENTRATION AND ATTENTION DIFFICULTIES		TO IMPROVE EDUCATIONAL ASPECTS THROUGH THE COOPERATIVE LEARNING AND POSITIVE INTERDEPENDENCE GROUP ACTIVITIES IN ENGLISH TASKS ⁸⁹ (Hibbard, K. M., 1992).	STYLES OF STUDENTS AND THEIR DIFFERENT FORMS OF INTELLIGENCE TO EXECUTE IN ENGLISH TASKS.
Pupils were placed in an effective didactic learning and teaching English environment, whereby all the students played an active role through a strong commitment, an active participation through the positive interdependence and cooperative learning group activities in the classroom environment. Cooperative learning and positive interdependence were the innovative didactic methodologies, so as to increase their motivation level and their active contribution to the assumption of their specific roles needed to complete indi-	As English teachers, we planned specific English language learning activities to all our pupils to be affected of writing problems and to specific learning difficulties. We implemented some written English tasks, in order to make students reinforcing their English skills, on how to write adjectives, nouns and verbs correctly, in a few grids that were completed by them. We created fitting grammar exercises to these students that led them to English grammar achievement with rational grammar units. All these students showed to us to attain the morphosyntactic and syntactic English	As English teachers, we made our students to do listening, oral and written exercises in classroom environments, focused on the improvement of the English pronunciation of nouns, adjectives and verbs. Each pupil performed specific reading and comprehension units of English articles. All the students had to read and analyse the content of English texts. We asked our students for a summary and a short description to write as a metacognitive, cognitive and reflective process of writing in the English production.	As English teachers, we had to establish a peaceful and a relaxing atmosphere in the English learning process in the classroom environment. We explained all our students that a single mistake is the natural process of a foreign language learning, so as not to provoke anxiety to them. All students understood that every English mistake in the oral and written exposition is useful to achieve their goals of mastering English. As English teachers, we started with specific oral production English exercises to assign the English tasks concerning the role-play, role-making and role	As English teachers, we had to consider the effective didactic methodologies concerning positive interdependence and cooperative learning English group activities. They were effective didactic techniques to implement an inclusive, educational and oriented process for an active learning and teaching of English to all the students in the classroom environment. As English teachers, we integrated the students with special educational needs and all the students with learning problems in the classroom environment through

⁸⁹ Hibbard, K. M. (1992). Bringing authentic performance assessment to life with cooperative learning. *Cooperative Learning*, 13(1), pages (30-32). (Accesso ad aprile 2022).

<p>vidual and collective parts in the English tasks. Specifically, English tasks concerning the execution of written essay, project works and other types of exercises focused on writing an English description to English articles. All these students have had some difficulties with concentration and attention when teachers transmitted their knowledge in classroom environment. Positive interdependence and cooperative learning group activities, allowed them to become very rational and motivated with regard to the execution of their project works in classroom environment. As a result, students with special educational needs, and also those ones affected by specific learning disabilities, have increased their self-esteem level and became more responsible to accomplish</p>	<p>rules that have been necessary to compose the English sentence in the execution of grammar exercises. As English teachers, we required our students to match English words with the ones to be enlisted in the grammar exercises. All the students have acquired new English words, showing us to be able on selecting, choosing and employ the right words in the suitable contexts. These kinds of English words concerned English verbs, nouns and adjectives about pattern drills. Students had to complete with the suitable English nouns, adjectives and verbs in order to finish the sentences provided.</p>	<p>These exercises were effective and useful strategies to make all our students to be fluent in the written exposition. They had their great opportunities to develop their different forms of intelligence and cognitive styles so as to perform the English tasks through group activities. As English teachers, we work in cooperation with support teachers, in order to introduce appropriate English topics suited to their English level, that was an A2. We assigned English newspapers to read and understand the content. At the beginning, all students had to underline the key words, so as to find out the suitable words and sentences to write a short summary in English. This was an effective exercise, because all students have had the ability to</p>	<p>taking to all students. These oral production exercises aimed at making all students to be fluent in English speaking. The continuous oral production allowed all of our students to avoid the fear of speaking and negative judgements from their group peers and also from their English teachers. Positive interdependence and cooperative learning group activities were beneficial to do the English tasks for all students, because we have had the great opportunities to empower students to strengthen their social and interactive attitudes in classroom environment. Role play, role making and role taking aimed at making students to be fluent in English speaking through specific roles assumption connected with real life.</p>	<p>the positive interdependence and cooperative learning group activities. We worked in collaboration with all our colleagues in order to satisfy the needs of all our students through the stimulus for a continuous attention and concentration by means of visual, auditory, tactile and kinaesthetic innovative tools. These were effective instruments to enhance the learning and teaching process of English as a foreign language in classroom environment. As English teachers, we had to provide slides, blackboards, and video projections, as suitable didactic instruments to strengthen the degree of effectiveness in the learning and teaching process of English. The implementation of a relaxing and enjoyable learning atmosphere raised the motivation to all</p>
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<p>common group objectives in the English tasks. Positive interdependence and cooperative learning group activities aiming at developing and strengthening the social interactive attitudes to all the students in the process of listening, reading, speaking and writing exposition in the English tasks provided.</p>		<p>think critically and to synthesize information in the written texts. All our students were able to read and analyse English articles of newspapers so as to write a summary in English. As English teachers, we created fitting processes to make all our students to be fluent in the English written production. We employed specific arguments that aimed at raising their interest and to create an enjoyable learning process to all of them. We allocated each group a list of words concerning free time activities. All our students had to write a description dealing with music and sport activities. We gave a specific outline of topics to each group, in order to ensure a pleasing learning process in their English written exposition.</p>		<p>students in classroom environment. These didactic methods created an active and a direct involvement of all students in the process of English language learning. Positive interdependence and cooperative learning group activities enhanced the strong commitment and the direct contribution to all the group participants in the execution of their English tasks in classroom environment. All students understood the importance of roles assumption to complete individual and collective parts in the English tasks, so as to accomplish the common group goals.</p>
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		<p>Each group of students made a choice of their themes so as to write a description concerning their free time activities.</p> <p>This was also a useful tool to get acquaintance with preferences of all our students about what they do during the free time.</p> <p>Other list of English topics that were available to our students to write an English description were about music and film genres.</p>		
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Chapter Four

4.1 The presentation and the interpretation of positive interdependence and cooperative learning marks to all group participants with regard to their level concerning five specific English skills.

A RESEARCH FORM INDICATING THE LEVEL OF FIVE SPECIFIC SKILLS CONCERNING ALL OUR STUDENTS ATTENDING ENGLISH LESSONS IN A THIRD YEAR CLASSROOM IN THE MIDDLE SCHOOL

Marks	Listening Skills	Speaking skills	Reading skills	Writing skills	Cooperative learning and positive interdependence to execute English tasks.
10	<p>The group participants have showed us to have acquired all their English listening skills to a maximum level. All the students reinforced their listening attitudes through the oral discussion aimed at appreciating, sharing, and promoting all the group participants ideas.</p> <p>All students developed an effective approach aimed at creating the suitable methods to start with the social and interactive communication in English in the classroom environment.</p>	<p>All students mastered the social-interactive conversations in English. All students were fluent in English speaking.</p> <p>All students showed us to be a great support to their peers in their individual and collective group activities through the positive interdependence and cooperative learning English tasks.</p> <p>They implemented a series of effective procedures aimed at planning and organizing the English tasks by means of strong commitment, active participation, a direct involvement and an increased level of motivation to perform positive interdependence and cooperative learning English tasks.</p> <p>As a result of their real bond, they accomplished the common group objectives effectively in the execution of their project works.</p>	<p>All students mastered their English skills in reading, understanding all the content of articles in some English newspapers provided.</p> <p>All the group participants showed a full cooperation, a strong commitment, an active participation and a direct involvement to execute individual and collective roles in positive interdependence and cooperative learning group activities.</p> <p>All students approached English tasks in a suitable way.</p>	<p>All students mastered their English written exposition through the development of English essays and project works to perform in positive interdependence and cooperative learning group activities.</p> <p>All the group participants accomplished common group goals in the English tasks.</p> <p>As a result, they were able to plan and develop an effective description concerning the English literary texts and the English articles of some newspapers provided.</p> <p>They showed us to had abilities</p>	<p>All group participants developed the appropriate strategies to carry out effective positive interdependence and cooperative learning group activities in English.</p> <p>Positive interdependence and cooperative learning English tasks aimed at raising their level of motivation, self-esteem and self-confidence to achieve listening, reading, speaking and writing skills effectively in English in the classroom environment.</p>

			<p>All of them were able to read, understand the content of articles in the English newspapers provided. Furthermore, they were highly skilled in the English texts of reading and writing a description through a summary. All group participants had abilities to synthesize information and to think critically through the development of a self-analysis and a thought process in the English written exposition. All students achieved high levels with regard to a fluent rhythm of the reading process in the English texts.</p>	<p>to synthesize information with regard to the English texts given in classroom environment. The writing of an English summary was a useful didactic task that allowed students to put their acquired knowledge to the English tasks through the positive interdependence and cooperative learning group activities. All the group participants had a cooperative approach through a strong commitment, an active collaboration, a direct involvement focused on the English tasks provided. Every group participant aimed at appreciating, sharing and promoting the different ideas in the teamwork.</p>	<p>Positive interdependence and cooperative learning allowed all the students to take part in an inclusive English learning and teaching process. All students were placed in an active learning of English in the classroom. All group participants fulfilled their individual and collective roles through a strong commitment, a direct involvement and an increased level of motivation in the development of English project works and essays. All group participants acquired social and interactive skills in English by means of oral exposition. All students were fluent in English speaking and they learnt to hone one's skills effectively within positive interdependence</p>
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					<p>and cooperative learning English tasks. All group participants were able to create and reinforce an English group oral discussion. The different ideas were collected, shared and promoted so as to complete the English activities that asked all students to develop their written exposition. Each group participant was a great resource to their peers in the execution of English group activities through the mutual help and mutual respect. Positive interdependence, cooperative learning and peer tutoring were innovative didactic methodologies aimed at accomplishing common group objectives in English tasks.</p>
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9	<p>Group participants have showed us to have reinforced their listening skills through the appreciation, promotion and sharing of the different ideas from their peers in the positive interdependence and cooperative learning group activities. The approach of all our students was effective, so the conversation became easier.</p>	<p>All students had a lot of knowledge about the English articles of some newspapers provided. All group participants were fluent in the English oral production. All students were highly proficient to manage the English tasks, through speaking English very well. The morphosyntactic and syntactic competences were necessary so as to compose the English sentences using the words correctly.</p>	<p>All students had a positive and an effective attitude in the process of reading, understanding and analysing the English literary texts provided. They were familiar with social- and communicative approach in their English oral production.</p>	<p>All group participants trained their different metacognitive, cognitive styles and also developed different forms of intelligence through an active process of learning in positive interdependence and cooperative learning English tasks. All the students reached a grammar proficiency with successful results with respect to their English written exposition. All group participants made great efforts to develop appropriate summary concerning English articles of some newspapers and English literary texts provided. The positive interdependence and cooperative learning group activities aimed at executing English project works through a strong commitment, an active participation, and a direct involvement to complete indi-</p>	<p>Students managed English tasks effectively. All group participants employed the suitable procedures to develop positive interdependence, cooperative learning and peer tutoring English group activities. All our students showed us a high level of effectiveness with regard to full involvement, active participation, strong commitment, and a raised motivation to complete individual and collective parts of English group activities. Project works, essays and writing of summary concerning English articles of some newspapers allowed all students to enhance their written exposition through an optimal collaboration.</p>

				<p>vidual and collective parts in the English tasks.</p> <p>All the group participants achieved an educational success through the development of specific English group activities in classroom environment.</p>	<p>Positive interdependence , cooperative learning and peer tutoring were innovative didactic methodologies intended to foster better relations between all students.</p>
8	<p>Group participants have acquired knowledge to the oral and written tests in the English tasks.</p> <p>They were able to listening actively, in order to give value, share and promote the different opinions from their classmates within English group activities.</p> <p>There were just only few aspects that need to be improved in the English language learning process.</p> <p>The integration, the appreciation, the sharing and the promotion of all the ideas within group activities, allowed to increase self-esteem and self-confidence to all students</p>	<p>All students showed us to have managed the social interactive skills that were necessary to develop individual and collective parts to complete the English tasks provided.</p> <p>All group participants fulfilled their roles through a strong commitment, an active involvement, a direct participation and a raise of their motivation levels in the process of the oral exposition in English in classroom environment.</p> <p>All the students showed us to be self-confident, increasing their level of self-esteem during the English conversation among their peers.</p> <p>No one were anxious anymore owing to the fear of negative judgments from their classmates and also from their English teachers.</p> <p>Every student made great efforts to be proficient in English speaking, so as to strengthen their effective attitudes to complete positive interdependence and cooperative learning English tasks in each teamwork.</p>	<p>Pupils increased their English skills through the reading and comprehension exercises.</p> <p>They were able to reading effectively the literary texts and the articles of some English newspapers provided.</p> <p>All group participants were able to implement a suitable oral discussion, in order to establish an active participation, a direct involvement and a strong commitment to read, analyse and writing an English essay.</p> <p>The positive interdependence and cooperative learning group activities were</p>	<p>Students attained a medium high level of their morpho-syntactic, syntactic and lexical competences in English.</p> <p>They showed us a good preparation to compose English sentences using the words available.</p> <p>All group participants also showed us to develop their metacognitive and cognitive styles necessary to complete individual and collective parts of the English tasks provided.</p> <p>Positive interdependence and cooperative learning group activities allowed teachers to assign effective didactic materials aimed at raising the writing skills in English.</p>	<p>All group participants developed a medium high level of skills in regard to social, interactive English exposition in classroom.</p> <p>All students executed an effective commitment, a good degree of active involvement and a suitable contribution to the planning and the organization of the positive interdependence, cooperative learning, peer tutoring and teamwork English project works and essays.</p> <p>They showed us to be able to listen actively, appreciating, sharing</p>

	through positive feedbacks.		intended to empower students to develop their critical thinking in English tasks.	All the group activities were filled with full student engagement.	and promoting all the different ideas from their classmates in the execution of positive interdependence and cooperative learning English group activities.
7	<p>Group participants were delighted by the appreciation shown for their opinions on English tasks. All students showed us to have developed effective strategies so as to improve their listening skills. All group participants had a great appreciation for the different ideas. The difficulty of the attention and concentration was too much for some of the students.</p>	<p>Students were almost familiar with the English oral production. All of them showed us to be fluent in the use of the correct English words to develop an oral communication for positive interdependence and cooperative learning group activities. Some group participants had some difficulties with English pronunciation.</p>	<p>Students acquired a suitable knowledge to the literary English texts through a continuous attention during the reading and comprehension process of literary texts and English newspapers. A certain group of students made some mistakes with respect to the pronunciation of a few English nouns.</p>	<p>All group participants made a discovery that significantly contributed to the body of English literary texts knowledge. Some group participants acquired a sufficient knowledge of the English grammar. A few students made some mistakes to compose the right order of grammar elements in the English sentence.</p>	<p>Students implemented suitable methods to create and maintain a fitting cooperation to accomplish common group goals in the execution of English tasks provided. They improved themselves their level of listening, speaking, reading and writing English competences through positive interdependence and cooperative learning. As a result, all group participants had the great opportunity to be proficient in all English main skills.</p>
6	Group participants made a sufficient effort,	Students were sufficiently able to compose the English sentence, using the correct order of the grammar elements.	Group participants showed us to be able enough to	Students acquired just a sufficient syntactic knowledge to complete and	The majority of students had a sufficient approach

	<p>in order to improve their listening skills. The marks of each group participant were adequate, but they needed to work jointly, if they had wanted to achieve successful results with regard to English tasks.</p> <p>Not all the students understood that it was essential to play an active role to support all their peers in the execution of English tasks before provided. However, as English teachers we implemented positive interdependence and cooperative learning group activities, so as to make all our students have a specific role.</p> <p>Not all students still have understood the importance of appreciating, sharing and promoting the different ideas in group activities for the development of English tasks.</p>	<p>However, they were not self-confident enough to be proficient in English group conversation.</p> <p>Positive interdependence and cooperative learning were innovative group activities to raise their level of motivation and their self-esteem level, in order to empower students to fulfil active roles to complete English tasks in classroom environment.</p>	<p>read and understand an English written text.</p> <p>They were enough fluent in the process of reading the articles in some English newspapers provided. The majority of students had many difficulties with the English pronunciation.</p>	<p>build English sentences in the pattern drills exercises.</p> <p>All group participants had a moderate vocabulary with regard to the use of the correct nouns, adjectives and verbs to write a summary concerning English articles of some newspapers in the written production.</p>	<p>on listening, reading, speaking and writing skills through positive interdependence and cooperative learning English group activities.</p> <p>When students did individualistic and competitive English tasks, they received insufficient marks.</p> <p>Positive interdependence and cooperative learning group activities allowed most of these students to take part in active roles to fulfil in order to complete jointly the English tasks provided.</p>
5	Students did not show a con-	Most of students in each group were not able	Pupils did not achieve their	All the group participants were not able to	Students did not learn

	<p>scious involvement so as to ensure their group success in their project works.</p> <p>All the group participants showed a weak commitment, a passive participation, a low level of motivation in the fulfilment of their roles to execute English tasks.</p>	<p>enough to develop a speech in English fluently. Furthermore, the majority of students made too many grammar mistakes to compose English sentences, throughout their oral exposition.</p>	<p>goals of reading and understanding correctly the content of articles in the English newspapers provided.</p> <p>They were not self-confident enough to be fluent in the process of reading English written texts.</p>	<p>use the right vocabulary in order to build clear sentences in the written exposition.</p> <p>Most of students did not have any sufficient knowledge concerning the English topics of some newspapers provided.</p> <p>Students were not able to paraphrase a short English poem in the classroom.</p>	<p>to appreciate, share and promote the different ideas and perspectives from their classmates during the execution of English group activities.</p> <p>These group activities aimed at making students to write short summary in English concerning some articles of English newspapers provided.</p> <p>As a result, nobody fulfil effectively neither individual nor collective roles in the completion of English tasks. This was the reason why all these group participants received a low mark.</p>
4	<p>Each group participant did not have a relationship of mutual support, so when someone needed some help, no one was quick to provide it.</p> <p>No one student was actively motivated and</p>	<p>Pupils were not willing to develop an English oral production in classroom environment.</p> <p>The anxiety and the fear of negative judgements were the main reasons concerning their English inaccuracy.</p> <p>All the students perceived that their unsuitable efforts were of no use in the</p>	<p>Students made too many mistakes in the pronunciation of English words, throughout the reading process in the classroom environment.</p>	<p>All the group participants were not sufficiently prepared to perform neither individual nor collective parts in the English tasks provided.</p> <p>As English teachers, we decided to implement</p>	<p>Students were not able at all to fulfil sufficiently neither individual nor collective roles to complete English tasks.</p> <p>As English teachers, we decided to implement</p>

	interested to contribute cooperatively towards the execution of the English group activities.	process of English speaking.	All the students were not at all able to read and understand the content of English texts provided. As a result, all group participants were not good at reading, understanding and finding out the suitable key words to write a summary concerning English literary texts and some articles of English newspapers provided.	positive interdependence and cooperative learning group activities to execute English tasks. All students had many difficulties to choose and use the suitable English vocabulary.	positive interdependence, cooperative learning, teamwork and peer tutoring as effective group activities, so as to make these students to learn how to plan English tasks by means of an emotional tie.
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⁹⁰ (Missouri University, Columbia. Coll. of Education, 1987).

⁹¹ (National Centre for Fair and Open Testing, Fair Test, 1992).

⁹² (Collazos, C., Guerrero, L., Pino, J., Ochoa, S, 2002).

⁹⁰ Missouri Univ., Columbia. Coll. of Education. Measuring and Evaluating Student Progress. Missouri LINC Module. (1987). Missouri University, Columbia. Coll. of Education. Columbia, (25 pages). (Accesso nel giugno 2022).

⁹¹ What Is Authentic Evaluation? National Centre for Fair and Open Testing (Fair Test), Cambridge, Massachusetts. (1992). Pages 4. (Accesso nel giugno 2022).

⁹² Collazos, C., Guerrero, L., Pino, J., Ochoa, S.: Evaluating Collaborative Learning Processes. In: Haake, J.M., Pino, J.A. (eds.) CRIWG 2002. LNCS, vol. 2440, Santiago, Chile. pp. 203–221. Springer-Verlag Berlin Heidelberg 2002. (Accesso nel giugno 2022).

5. CONCLUSION

Positive interdependence, cooperative learning and also all the other English group activities proved to be effective with respect to the improved level of motivation to all our students, the development of a strong commitment and a full participation to fulfil both individual and collective roles to execute English tasks.

All group participants were all responsible for their behaviours throughout the execution of English group activities through positive interdependence and cooperative learning English project works and essays.

As English teachers, we implemented innovative didactic methodologies, such as positive interdependence and cooperative learning in order to create and maintain an inclusive English language learning environment, so that no student felt on the margins of the classroom environment.⁹³ (Cullen, B., and Pratt, T., 1992).

Every student within cooperative learning and positive interdependence has to solve English tasks, whereby everyone is responsible for his or her roles assumption.

The creation of a small group participants was an essential way to plan and reinforce the English language learning processes, in order to strengthen the cohesion, the collaboration and the strong commitment among all the students through cooperative learning and positive interdependence group activities.⁹⁴ (Sapon-Shevin, M., 1991).

Students have been able to listen the different opinions, perspective and point of view from their group work peers. These effective educational approaches made all students to learn suitably how to acquire listening, social and interactive skills in English.

On the other hand, in a traditional educational environment, pupils play their passive roles aiming at listening only their teacher to transmit knowledge. In this way, all the students spend more time only to listen the explanation of their teacher on the topics, rather than to be actively stimulated to provide their own active and direct contribution through an English oral discussion in classroom.

Cooperative learning and positive interdependence as didactic methodologies, strengthen common group goal achievement through the development of social and interactive attitude among all the group participants.

English teachers, support teachers, cultural mediators aimed at reinforcing the social positive interdependence in group activities, so as to raise the level of all students in English oral and written exposition.

Cooperative learning and positive interdependence are innovative didactic methodologies to develop in educational contexts.

Cooperative learning and positive interdependence group activities made all the students to accomplish upper level with regard to a foreign language acquisition.

The cooperative learning and positive interdependence group activities are effective didactic procedures also to increase the language level to all students in the classroom environment.

Research forms and grids were to be used for testing the levels of all students on English acquisition through defined and ranged from lower-to higher level within English group activities that required all the group participants to have implemented their different cognitive styles and forms of intelligence to complete English tasks.

The higher level of English group participants aimed at placing those students to have developed and reinforced more and more their different cognitive styles and forms of intelligence in the English tasks.

Our research forms and grids showed an increased level of motivation, including self-esteem and positive attitudes on all the students during their English language learning process.

Cooperative learning and positive interdependence are instructional methods in which students work in small groups to accomplish common group goals.

⁹³ Cullen, B., & Pratt, T. (1992). Measuring and reporting student progress. In S. Stainback & W. Stainback (Eds.), *Curriculum considerations in inclusive classrooms: Facilitating Learning for All Students* (pages 175—196). (Accesso nel maggio 2022).

⁹⁴ Sapon-Shevin, M. (1991). *Cooperative Learning in Inclusive Classrooms: Learning to become a community*. Cooperative Learning, Santa Cruz, California. 12(1), pages (8-11). (Accesso nel giugno 2022).

Cooperative learning and positive interdependence strategies offered all our students the possibility to learn by applying knowledge in an environment more similar to the one they will encounter in their future work. As English teachers, we got the chance to work on core competencies and on communication and soft skills to all our students, which are valuable for the success of all students in their life and in their work. Cooperative learning strategies can be reused in different school contexts and students can learn how to use them effectively in group activities.

The use of cooperative learning groups in educational contexts is based on the principle of constructivism, with regard to the contribution of all our students to the development of social interactions, in order to complete English tasks in classroom environment.

Constructivism rests on the idea that learners get into practice through oral and written exposition in English, to make all learners to have had a profound knowledge of English topics provided in the classroom environment.

The different roles assumption for all the students, aimed at developing a strong and continuous social interdependence theory within group participants. The strong social interdependence was intended to reinforce oral interaction in English.

The didactic methodology of positive interdependence aimed at creating a positive correlation between common group goals achievement and cooperative approach in positive interdependence group activities.

The relationship between cognitive styles processes and social activities, aimed at developing the sociocultural theory of a foreign language acquisition.

The sociocultural theory suggests that foreign language learning takes place when all the students perform their problem -solving activities in a foreign language level that is higher than their current foreign language competence.

English teachers have a scheduled plan for these English group activities through the development of peer tutoring as a suitable resource for the didactic support provided.

All the students built their goal – reaching abilities and cognitive development in English teamwork to complete all the English tasks in classroom environment.

⁹⁵ (Balboni Paolo E., 2015). The idea of a zone for a proximal brain development, a fitting and a motivating didactic task to provide to all the group participants, aimed at creating and reinforcing a strong and positive interdependence among all the students in classroom environment.

These were the effective aspects to develop and enhance motivation to all our students through a pleasant and a relaxing atmosphere in the cooperative learning groups.

Cooperative learning group activities aiming at establishing a cohesive concept through the direct collaboration and the active participation to carry out English tasks.

Every student within cooperative learning and positive interdependence had to solve English tasks, whereby everyone was responsible for his or her roles assumption.

The creation of a small group participants was an essential way to plan and reinforce the English language learning processes, in order to strengthen the cohesion, the collaboration and the strong commitment among all the students through cooperative learning and positive interdependence English group activities.

Students have been able to listen the different opinions, perspective and point of view from their group work peers. These effective educational approaches made all our students to learn suitably how to acquire listening, social and interactive skills in English.

On the other hand, in a traditional educational environment, pupils play their passive roles aiming at listening only their teacher to transmit knowledge. In this way, all the students spend more time only to listen the explanation of their teacher on the English topics, rather than to be actively stimulated to provide their own active and direct contribution through an English oral discussion in classroom.

Cooperative learning and positive interdependence as didactic methodologies, strengthened common group goal achievement through the development of social and interactive attitude among all the group participants.⁹⁶ (IT Learning and Development, 2017).

⁹⁵ Balboni Paolo E. *Le sfide di Babele, Insegnare le lingue nelle società complesse*, (2015). (257 Pages), UTET UNIVERSITA', De Agostini Scuola Spa, Novara.

⁹⁶ IT Learning and Development, Penn State University. (2017), (1-18 pages). (Accesso nel giugno 2022).

English teachers, support teachers, cultural mediators aimed at reinforcing the social positive interdependence in English group activities, so as to raise the level of all our students in English oral and written exposition.

The results of cooperative learning group activities were compared with the individualistic and competitive activities.

Cooperative learning and positive interdependence are innovative didactic methodologies to develop in educational contexts.

Cooperative learning and positive interdependence group activities made all our students to accomplish upper level with regard to English acquisition.

The cooperative learning and positive interdependence group activities are effective didactic procedures also to increase the language level concerning every foreign language educational context.

English teachers have to explain the correct guidelines to each positive interdependence and cooperative learning group, so as to ensure the correct implementation of English group activities in classroom environment.

All students need to accomplish common group objectives, through cooperation, collaboration and also an active participation within the cooperative learning and the positive interdependence English tasks.

The active participation, the direct involvement, and a strong commitment allow group participants to develop and strengthening their social, communicative and interactive English skills.

The cooperative learning and the positive interdependence are intended to create and maintain an effective method with respect to English teaching and learning processes. These innovative didactic methodologies aimed at planning English group activities to all students by means of continuous collaboration and cooperation to complete the English tasks provided.

Cooperative learning and positive interdependence are didactic methodologies which aimed at creating small groups to develop English tasks through the active participation, the strong commitment, oral discussion by means of a raised level of motivation to all group participants in the process of English language learning.

All students felt to play an active role, because they were all responsible for their individual and collective roles to fulfil so as to reach the common group goals through positive interdependence and cooperative learning in classroom.

Positive interdependence and cooperative learning allowed all our students to take part in the English group activities.

All group participants had to be dynamic in order to complete the challenging English tasks.

All students were in charge of both individual and collective roles to fulfil within positive interdependence and cooperative learning English group activities.

All students learnt how to work effectively in positive interdependence and cooperative learning English group activities.

The strong commitment, full participation, direct involvement and the continuous contribution from all group participants are essential elements that lead to accomplish common group objectives to execute English tasks successfully.

All students have the great opportunity to be proficient in English. This is an effective methodology to make all students to be fluent in English speaking.

All group participants need to develop their reasoning through decision-making process in the cooperative learning and positive interdependence group activities.

All our students strengthened their social, communicative, interactive and writing skills in the English tasks provided.⁹⁷ (Rachel Hertz-Lazarowitz, Norman Miller, (1992 first published), (1995 first paperback edition).

The different roles assumption for all the students, aimed at developing a strong and continuous social interdependence theory within group participants. The strong social interdependence was intended to reinforce oral interaction in English.

⁹⁷ Rachel Hertz-Lazarowitz, Norman Miller, (1992 first published), (1995 first paperback edition). *Interaction in Cooperative Groups: The Theoretical Anatomy of Group Learning*. Cambridge University Press, Cambridge. (306 pages). (Accesso nel giugno 2022) www.books.google.it

These cooperative learning and positive interdependence were planned and developed to complete all the English tasks by means of full participation, active collaboration, effective involvement and a raised level of motivation among all group participants. Every group participant was stimulated to reach the common group goals through positive interdependence and cooperative learning English tasks.

English teachers have a scheduled plan for these English activities through the development of peer tutoring as a suitable resource for the didactic support provided.

All the students developed their different cognitive styles and forms of intelligence to perform English group activities in classroom environment.

The idea of a zone for a proximal brain development, the support as a fitting didactic resource to provide to all the group participants, aimed at reinforcing positive interdependence among group participants.

Cooperative learning and positive interdependence aiming at establishing a cohesive concept through the direct collaboration and active participation to carry out English group activities.⁹⁸ (Salisbury, C., Palombaro, MM., and Hollowood, TM, 1993).

Every student within cooperative learning and positive interdependence has to solve English tasks, whereby everyone is responsible for his or her roles assumption.

The creation of a small group participants was an essential way to plan and reinforce the English language learning processes, in order to strengthen the cohesion, the collaboration and the strong commitment among all our students through cooperative learning and positive interdependence English group activities.⁹⁹ (Collazos, C.A., Guerrero, L.A., Pino, J.A., Ochoa, S.F., 2003).

Students have been able to listen the different opinions, perspective and point of view from their group work peers. These effective educational approaches made all students to learn suitably how to acquire listening, social and interactive skills in English.

Cooperative learning and positive interdependence as didactic methodologies, strengthened common group goal achievement through the development of social and interactive attitude among group participants.

English teachers, support teachers, cultural mediators aimed at reinforcing the social positive interdependence in English group activities, so as to raise the level of all our students in English oral and written exposition.

Cooperative learning and positive interdependence are innovative didactic methodologies to develop in educational contexts.

Cooperative learning and positive interdependence group activities made all our students to accomplish upper level with regard to English acquisition.¹⁰⁰ (Salisbury, C., Palombaro, MM., & Hollowood, TM., 1993).

Each cooperative learning and positive interdependence group was composed of three to five students.

All the students were required to actively take part in a cooperative learning and positive interdependence group of three students at least. Cooperative learning and positive interdependence group activities revealed the best performance in problem-solving to execute English tasks.¹⁰¹ (Brandt, Ronald S., 1991).

It was necessary to give all the students English group activities so as to have a specific roles assumption.

As English teachers, we made all our students to have fulfilled their specific roles. Students fulfilled individual and collective roles in cooperative learning and positive interdependence English group activities.

⁹⁸ Salisbury, C., Palombaro, MM., & Hollowood, TM. (1993). On the nature and change of an inclusive elementary school. *Eric. Journal of The Association for Persons with Severe Handicaps*, 18(2), University of Illinois, Chicago. Pages (75-84). (Accesso nel giugno 2022).

⁹⁹ Collazos, C.A., Guerrero, L.A., Pino, J.A., Ochoa, S.F. (2003). Collaborative Scenarios to Promote Positive Interdependence among Group Members. Santiago, Chile (Pages. 356–370). (Accesso nel giugno 2022). www.link.springer.com

¹⁰⁰ Salisbury, C., Palombaro, MM., & Hollowood, TM. (1993). On the nature and change of an inclusive elementary school. *Eric. Journal of The Association for Persons with Severe Handicaps*, 18(2), University of Illinois, Chicago. Pages (75-84). (Accesso nel giugno 2022).

¹⁰¹ Brandt, Ronald S., Ed. (1991). Cooperative Learning and the Collaborative School: Readings from "Educational Leadership." (Pages 219). Authoring Institution: Association for Supervision and Curriculum Development, Alexandria, Virginia. (Accesso nel giugno 2022).

Finally, all the students learnt how to work suitably in teamwork activities to develop English tasks, through a direct involvement, a strong commitment and a continuous contribution.¹⁰² (Barton, Thomas L., 1979).

In a team-based learning task, there were also effective approaches and methods that all the students have developed through positive interdependence and cooperative learning group activities.¹⁰³ (Johnson, D.W., and Johnson, H., 1989b).

All the students took an individual test for a reading assessment, then they read the different English topics provided in cooperative learning groups. All students completed their English projects and essays together in teamwork activities.¹⁰⁴ (Cooper, J., Prescott, S., Cook, L., Smith, L., Mueck, R., and Cuseo, J., 1990).

All group participants received a final mark with regard to their English group projects and essays. The group scores have taken into account the active involvement, the direct or passive participations, the low or high level of motivation and the correct role assumptions among group participants.

All group participants developed positive interdependence and cooperative learning group activities to execute English project work and essays in the written production.

Students learnt also how to perform problem – solving English activities through information processing and decision-making process to complete English tasks.

¹⁰² Barton, Thomas L. Textbook Selection, Support for the Learning and Teaching of English. A publication of the NCTE/SLATE Steering Committee on Social and Political Concerns. Collected Works Serials, (022), Viewpoints (120). (1979). National Council of Teachers of English. Urbana, Illinois. (Pages 1-3). (Accesso nel giugno 2022).

¹⁰³ Johnson, D.W., & Johnson, H. (1989b). Leading the cooperative school. Edina, Minnesota: Interaction Book Company. (Pages 273). (Accesso nel giugno 2022).

¹⁰⁴ Cooper, J., Prescott, S., Cook, L., Smith, L., Mueck, R., and Cuseo, J. (1990). Cooperative learning and college instruction: Effective use of student learning teams. ERIC. Authoring Institution: California State University Foundation, Long Beach, California. (Pages 56). (Accesso nel giugno 2022).

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