# Applying Cooperative Learning in Language Teaching and Learning at Ha Tinh University

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**Abstract:**

This research explores the integration of Cooperative Learning (CL) techniques into English as a Foreign Language (EFL) classes at Ha Tinh University, Vietnam. The study investigates the effectiveness of CL in enhancing language learning outcomes, particularly in speaking skills development. A mixed-methods approach is employed, combining a quantitative and qualitative type of research (heuristic/synthetic) in which data were collected by means of questionnaires and interviews of both teachers and students, and an experimental study. The subjects were 64 undergraduate students, majoring English. Despite challenges, CL shows promise in promoting communicative competence and fostering a supportive learning environment. This study contributes to the discourse on innovative language teaching methodologies and underscores the importance of student-centered approaches in language education.

**Keywords:** CLT, SLA, cooperative learning, classroom research, experimental research.

## I. INTRODUCTION

Language teaching methodologies have evolved over the years, adapting to the changing needs and preferences of learners in diverse educational contexts. In recent decades, there has been a growing emphasis on communicative language teaching (CLT) as a pedagogical framework that prioritizes the development of learners' ability to communicate effectively in real-world contexts (Richards & Rodgers, 2001). Within the broader spectrum of CLT, Cooperative Learning (CL) has emerged as a promising approach to fostering collaborative learning environments and promoting language acquisition (Johnson & Johnson, 1999).

Two following tables present the taxonomy of the task-types for the study.

**Table 1: An overview of the taxonomy of task types for the study**

| PEDAGOGIC TASKS (PTs) | | | | REAL-LIFE TASKS (RLTs) | | | |
|---|---|---|---|---|---|---|---|
| Co-operative tasks (A) | | Non-cooperative tasks (B) | | Co-operative tasks (C) | | Non-cooperative tasks (D) | |
| Numbered | Labeled | Numbered | Labeled | Numbered | Labeled | Numbered | Labeled |
| A1 | Shared tasks | B1 | Independent tasks | C1 | Shared tasks | D1 | Independent tasks |
| A2 | Experience tasks | B2 | Experience tasks | C2 | Experience tasks | D2 | Experience tasks |
| A3 | Guided tasks | B3 | Guided tasks | C3 | Guided tasks | D3 | Guided tasks |

**Table 2: A taxonomy of the Task-Types for the study**

| A1/C1 | A2/C2 | A3/C3 |
|---|---|---|
| 1.Information rearranging<br>2. Jigsaw<br>3. Role play/ Simulation<br>4. Peer tutoring<br>5. Story telling<br>6. Co-operative presentation<br>7. Consensus reaching<br>8. Strip story. | 1. Topic discussion<br>2. Problem- solving<br>3.Decision marking<br>4. Idea exchange<br>5. Negotiating<br>6. Discovering<br>7. Planning<br>8. Student-community contact<br>9. Written work | 1.Interviewing<br>2. Survey<br>3. Questionnaire<br>4. Vocabulary- based talk<br>5. Opinion poll<br>6. Multimedia-based task<br>7. Relaxation-based task<br>8. Art-based task<br>9. Realia-based task |
| B1/D1 | B2/D2 | B3/D3 |
| 1. Individual presentation<br>2.Information rearranging<br>3. Story telling<br>4. Information referring<br>5. Individual project | 1. Topic discussion<br>2. Problem- solving<br>3.Decision marking<br>4. Idea exchange<br>5. Debates<br>6. Discovering<br>7. Planning<br>8. Student-community contact<br>9. Written work | 1.Interviewing<br>2. Survey<br>3. Questionnaire<br>4. Vocabulary- based talk<br>5. Multimedia-based task<br>6. Relaxation- based task<br>7. Art- based task<br>8. Realia- based task |

[Source adapted from Long (1990) and Nunan (1989, 1990)]

The meta-analysis examined the effectiveness of cooperative learning in language acquisition. The study found consistent evidence supporting the positive impact of cooperative learning on language learning outcomes. Students engaged in cooperative learning demonstrated higher levels of language proficiency compared to those in traditional instructional settings. Additionally, cooperative learning fostered a supportive environment for language practice and skill development. The findings suggest that integrating cooperative learning strategies into language instruction can enhance students' language acquisition experiences. (Johnson, D. W., Johnson, R. T., & Smith, K. A.,1998)

Ha Tinh University in Vietnam, like many institutions worldwide, faces the challenge of enhancing English language proficiency among its students, particularly in speaking skills. The traditional, teacher-centered approach to language instruction prevalent in Vietnamese educational settings may not fully meet the communicative needs of learners or prepare them for the demands of the globalized world. In response to these challenges, educators at Ha Tinh University have begun to explore innovative teaching methodologies, including CL, as a means of enhancing language learning outcomes and promoting student engagement.

This research seeks to investigate the integration of CL techniques into EFL classes at Ha Tinh University, with a specific focus on the development of speaking skills. By examining the effectiveness of CL in facilitating language acquisition and promoting communicative competence, this study aims to provide insights into the potential benefits and challenges of adopting CL in EFL contexts. Through a comprehensive analysis of classroom practices, student performance data, and pedagogical implications, this research contributes to the ongoing discourse on effective language teaching methodologies and offers practical recommendations for language educators.

## II. METHODS

This study employed a mixed-method. It was conducted at Ha Tinh University to investigate classroom interaction and the use of task types (TTs) in English language classes.

For the interview, twenty students at four classes were interviewed to learn about their learning habits, their self-awareness, the topics they are most concerned with the way they organize their self-study. Five teachers were interviewed for information on their experience and their awareness of CL.

For the questionnaires, ten teachers were invited to respond to the questionnaire.

For the student test, forty students at four different classes were invited to answer the test.

In the experimental study, sixty – four intermediate-level EFL students in two different classes were selected. The study aimed to assess the impact of CL techniques on language learning. The experimental class was chosen specifically to evaluate the effectiveness of CL in improving speaking skills. Five experimental lessons were conducted, each lasting 45 minutes, with CL techniques applied to selected tasks, while the same topics were taught without CL techniques for comparison. These CL techniques facilitated interaction among students, and data were collected to evaluate their impact on language learning outcomes.

## III. RESULTS AND DISCUSSIONS

### Results

This section discusses the findings of the study. It was divided into two sub-discussions. The first was about the task - types can most facilitate CL in language lessons of EFL classes. The second part was about to what extent CL works in EFL classes at Ha Tinh University.

### *The task - types can most facilitate CL in language lessons of EFL classes*

According to Davidson (1990), CL involves tasks geared towards group completion, discussion, and ideally, resolution. Within a Communicative Language Teaching (CLT) framework, language teachers should consider several pedagogical purposes when implementing cooperative learning tasks. These include ensuring the task aligns with real-world contexts, contributes to communicative goals, and engages students in genuine interaction.

As highlighted in the literature review, CL stands apart from what is commonly referred to as "group work." Nevertheless, several TTs listed in Table 2 are recognized to be widely utilized and advantageous for CL. These include Games, Role-play and simulations, Drama, Projects, Interview, Brainstorming, Information gap, Jigsaw, Problem solving, Decision-making, and Opinion exchange. These TTs are featured in the textbook, with some falling under the A1/C1 (Role-play and simulations, Brainstorming, Information gap) and A2/C2 (Problem solving, Decision-making, and Opinion exchange) categories. These particular TTs are deemed pedagogic, cooperative, and interactive. They have been instrumental in guiding discussions and selecting TTs that can effectively promote CL within EFL classes at Ha Tinh University.

In order to have a satisfactory answer to the question, "What task - types can most facilitate CL in language lessons of EFL classes at Ha Tinh University?" Our

intention was to carry out the experimental study in which we applied some CL techniques versus TTs in the textbook that were different in nature into one experimental class. The result of communication in the experimental class was measured through the total counts of unit acts produced by the individual members and the total number of students engaging in the task. In other words, the main focus of the experimental study was on the distribution of unit acts across the individual members.

The results in Tables 3, 4 and 5 suggested a very positive prospect for a CL trend. The unit acts achieved through Co-operative learning class (One Stay, Two Stray; Three- step interviews; Jigsaw and Cooperative controversy) were much higher than those of pedagogic, non-cooperative TTs (Topic discussion; Story telling; Interviewing; Debate) This is also true for the percentage of the total amounts of students engaging in these TTs Such tables suggest that co-operative learning could have created students interest and prompted genuine communicative interaction among the students.

**Table 3: The framework of Task performances designed for experimental study**

| Number order | Non- cooperative learning class | | Topic | Time (minutes) | Teaching objectives | Co- operative learning class | |
|---|---|---|---|---|---|---|---|
| | Task- type performed | Task characteristics | | | | CL techniques | Size of group |
| 1 | -Topic discussion | - Pedagogic - Independent | Talking about your family | 90 | - Present continuous (vs present simple) | One Stay, Two Stray | 3 |
| 2 | -Story telling | -Pedagogic - Independent | Telling your life story | 45 | - Past simple; (ir)regular endings | Three- step interviews | 4 |
| 3 | Interviewing | - Real-life - Unplanned | Lifestyle | 60 | - Clarifying - Paraphrasing - Summarizing | Jigsaw | 4 |
| 4 | - Debate | - Real-life - Unplanned | Living in capital city | 45 | - Disagreeing politely - Responding to disagreeing | Cooperative controversy | 4 |

**Table 4: Summary of the results of the Task performances in the experimental study**

| Number order | Co-operative | | Non-cooperative | | Time length | Number of students | | Conclusions |
|---|---|---|---|---|---|---|---|---|
| | CL techniques applied | Number of unit acts performed | Task-type performed | Number of unit acts performed | | CL | Non - CL | |
| 1 | One Stay, Two Stray | 22 | Topic discussion | 5 | 15' | 32 | 7 | Co-operative tasks produce more negotiations than non-cooperative tasks. |
| 2 | Three-step interviews | 16 | Story telling | 8 | 15' | 32 | 16 | |
| 3 | Jigsaw | 20 | Interviewing | 16 | 20' | 32 | 16 | |
| 4 | Cooperative controversy | 25 | Debate | 6 | 15' | 32 | 8 | |
| Total ∑ | | 83 | | 43 | 65' | 128 | 47 | |

**Table 5: Summary of the results of the number of students and unit acts from the experimental study (%)**

| CO-OPERATIVE CLASS | | | TIME LENGTH | NON-COOPERATIVE CLASS | | |
|---|---|---|---|---|---|---|
| CL Techniques | % (Sts) | % (Unit acts) | | TTs | % (Sts) | % (Unit acts) |
| One Stay, Two Stray | 100 | 68,75 | 15' | Topic discussion | 21,87 | 15,62 |
| Three-step interviews | 100 | 50 | 15' | Story telling | 50 | 25 |
| Jigsaw | 100 | 62,5 | 20' | Interviewing | 50 | 50 |
| Cooperative controversy | 100 | 78,12 | 15' | Debate | 25 | 18,75 |
| ∑% | 400 | 259,37 | 65' | | 146,87 | 109,37 |

As for non-cooperative class, in examining the nature of the TTs such as B2.1 (Topic discussion, non-cooperative); A1.5 (Story telling, co-operative); B3.1 (Interviewing, non-cooperative) and B2.5 (Debate) the amount of unit acts that the students achieved less than those of CL class. Figures 1 and 2 clarifies such a considerable prominence of CL class. CL could produce more useful negotiation work than non-CL. Free conversations or real-life and unplanned topics such as Lifestyle and Living in capital city are valuated to be attractive the students' attention and participation in communication. As for the planned, pedagogic task with topics in the textbook, the students seemed to be reluctant to work despite of group or pair work. Thus, TTs used in non-CL class in the experimental study, to some extent, created any meaningful things to CL.

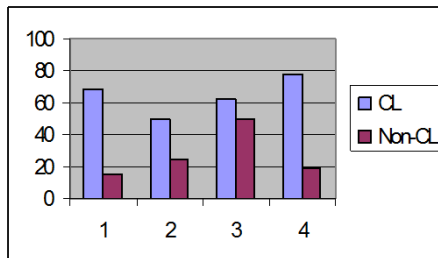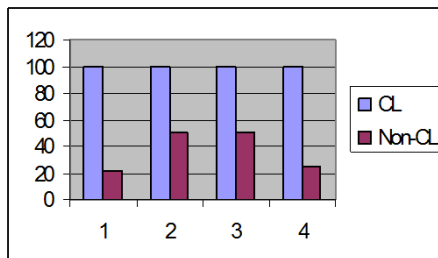**Figure 1: Pattern of unit acts of students in the experimental study**



**Figure 2: Pattern of the amount of students participating in the activities**



In short, a generalization that could be drawn from the experimental study is that any TT which produces poor meaningful negotiation work could be evaluated as being of poor quality and quantity. Such TTs are usually pedagogic, independent, unplanned or one-way tasks. Most of them are in the non-cooperative category. On the contrary, TTs

such as two-way tasks, planned tasks, closed tasks in the co-operative category could elicit more language negotiation work, more feedback and more incorporation. Nevertheless, not only the characteristics or the nature of TTs could decide the success of the teaching but also the grouping, the form of learning in terms of classroom management that could partly contribute to the success of the lesson. And Co-operative learning provides the opportunity for students to maximize their own and each other's learning. Careful structured CL ensures that students are actively involved in constructing their own knowledge while at the same time encouraging each other to achieve their learning goals. In other words, one might come to the conclusions that, in order to get students be acquaint with CL environment in speaking lessons at Ha Tinh University, language teachers should employ more RLTs, especially those of the co-operative category as suggested, such as C1, C2, C3 in Table 1 & 2.

### To what extent CL works in EFL classes at Ha Tinh University?

CL at Ha Tinh University has traditionally been associated with group work and pair work inside language classrooms. This perception is likely because CL is relatively new to Vietnam. Based on the analysis, it is evident that very few TTs involving cooperative shared tasks, experience tasks, and guided tasks have actually been implemented in the real classes at Ha Tinh University.

Despite all these problems happening in reality, we might wonder to what extent CL works there.

Language teachers should be aware that effective CL requires careful planning, preparation, monitoring, and facilitation. Although CL offers many benefits, it is not widely used in Vietnam due to challenges such as noisy classes, off-task behavior, unequal participation, and unfair contributions. These issues typically arise from a lack of distinction between traditional group activities and cooperative learning. In traditional group activities, students are simply given a task without guidance on group processing or task structure. In contrast, CL involves deliberate planning and structuring by the teacher to ensure maximum group effectiveness (Jacobs, 1995). To achieve the potential benefits, teachers should recognize and apply the following basic principles fundamental to cooperative learning: Cooperative Management, Task Structure, Individual and Group Accountability and Teachers' and Students' Roles. Besides, teachers must recognize the importance of bringing the real-life world into the classroom.

CL in the form of group or pair work is commonly practiced at Ha Tinh University. In response to the question "Do you often organize group work or pair work in your class?" 82.35% of language teachers said "yes," while 17.65% said "no" (Table 16). This indicates that CL is a regular part of classroom activities. However, the frequency of organizing such tasks varies: 5.88% of teachers said "never," 23.52% said "very often" or "often," and nearly 50% (47.05%) said "not very often." This highlights the need to consider how frequently cooperative tasks are employed in classes.

The findings indicate that many language teachers have not fully embraced the benefits of CL in the classroom. When asked if group or pair work helps students talk more than individual work, 70.58% of teachers said "yes," while 29.42% said "no." This suggests there are barriers preventing teachers from organizing group or pair work. One major issue is the poor physical condition of EFL classrooms at Ha Tinh University, which have fixed, long tables and benches arranged in rows. This setup hinders the organization and management of CL activities, limiting students' mobility

and interaction. Consequently, despite recognizing the benefits, few teachers actively design CL activities for their classes.

As said previously, the key to successfully implementing CL lies in distinguishing it from traditional group activities. For CL to be effective, teachers must carefully plan, prepare, monitor, and facilitate activities. When these steps are followed, the potential benefits of CL in the classroom can be fully realized.

In classes where CL rarely works, a significant 81.25% of students at Ha Tinh University believe their English proficiency depends primarily on themselves, reflecting an active learning style. Only 18.75% attribute their proficiency to their teachers' help. However, when teachers were asked if they considered their students to be grown-up, only 35.29% agreed, while 64.71% did not. According to Brown (1994), students aged twenty to twenty-four are in a transitional stage between adolescence and adulthood, indicating they are mature in both thinking and behavior, which suggests potential for effective CL if properly implemented.

Most teachers responded positively to questions about student interaction during lessons. When asked how they felt if a student interrupted their explanation to pose a question or offer an opinion, 52.94% felt "pleased," 11.76% felt "good," 11.76% felt "disappointed," and 23.52% felt "bad." Regarding respecting students' viewpoints when they differ from their own, 70.58% of teachers said they respected the students' viewpoints, while 29.42% did not (Appendix 1, Questions 9 and 11).

Examining students' attitudes towards learning and their roles in class reveals several insights. Firstly, 62.5% of students feel confident about their future, while 37.5% do not (Question 15). Secondly, nearly 80% believe they can determine their own learning success, with 21.25% disagreeing (Question 14). Additionally, 81.25% of students think they can make decisions for themselves, while 18.75% do not. Finally, the majority of students (90%) attribute their learning success to their own efforts rather than to teachers' help.

According to a student test suggested by Stevick and Brown (1994), which measured students' attitudes towards learning (Appendix 2), over 60% of students expressed interest in working with groups or other people. Conversely, only a small number of students preferred working alone.

These figures indicate that students possess an active learning attitude, supporting a CL environment in the classroom. Their self-identity and self-awareness, stemming from confidence and self-security, have contributed to significant improvements in their speaking skills both inside and outside the classroom

To facilitate CL, both inside and outside classroom activities are essential. However, at Vinh University, 82.35% of teachers design outside classroom tasks "not very often," and 17.64% have "never" done it (Appendix 1, Question 8). This indicates that PTs have been considered a focus on primary classroom activities and a lack of emphasis on RLTs, potentially limiting students' understanding of the outside world. When asked if students with a better understanding of the outside world learn English better, 52.95% of teachers said "no," while 47.05% said "yes" (Appendix 1, Question 15).

Students at Ha Tinh University expressed a lack of confidence in their knowledge about the real world when asked if it was sufficient for them to communicate with people around them (Appendix 2 & 3, Question 10). However, despite this lack of confidence, the majority (92.5%) still believed that their understanding of the world greatly helped them in learning English, with only 7.5% expressing doubts (Appendix 2, Question 9). These findings suggest a strong awareness among students of the importance of real-world knowledge in language learning. They desire a communicative

language environment where they can maximize their own knowledge and learn cooperatively, rather than competitively, towards their learning goals. However, it appears that current lesson plans in speaking classes have yet to fully meet this requirement.

In summary, CL through group work and pair work has been implemented within language classes at Ha Tinh University, but its widespread recognition and adoption among EFL teachers and students appear limited based on the provided data. Despite distinctions between traditional group activities and CL, the concept of CL in EFL language classes should be emphasized and valued at Ha Tinh University.

## DISCUSSION

The questionnaire and interviews with teachers at Ha Tinh University paint a mixed picture regarding CL. While most of the suggested CL learning tasks have not been widely used, with nearly half rarely implemented, teachers believe that effective teaching is more attributed to students' careful preparation and participation rather than the specific task choice. Among the tasks, 'Topic discussion' and 'Interview' are the most frequently designed for classes.

The data from the test and follow-up interviews indicated that students generally preferred working in groups rather than individually, feeling safer and more supported in this setting. They particularly enjoyed the argumentative atmosphere fostered by debates in speaking classes, viewing them as valuable opportunities to practice their second language. Importantly, students expressed a sense of agency in their learning, believing that their success depended on their own efforts rather than solely on teacher assistance, reflecting active learning attitudes. Despite feeling that their knowledge about surrounding communities was lacking for real-life engagement, they remained confident about the future.

The experimental study primarily focused on analyzing the distribution of unit acts among individual members within different classroom settings. Overall, the findings indicated a promising outlook for CL teaching methods. Classes employing CL techniques, such as topic discussion, storytelling, interviewing, and debate, demonstrated significantly higher levels of unit acts compared to pedagogic and non-cooperative TTs classes.

Furthermore, the study highlighted that smaller group settings facilitated more meaningful language negotiation work than larger groups. It was observed that real-life situations and cooperative techniques fostered increased language negotiation, feedback, and incorporation of language skills.

Importantly, the results emphasized that the success of teaching was not solely determined by the characteristics of the teachers but also by factors such as classroom management, grouping strategies, and the form of learning employed. (See Tables 3, 4, 5)

## CONCLUSIONS AND SUGGESTIONS

In conclusion, this study has shed light on the landscape of CL within English as a Foreign Language (EFL) classrooms at Ha Tinh University. Through a meticulous examination of learning tasks embedded in the textbook and employed by instructors, the research has provided valuable insights into the dynamics of language teaching and learning in this context. The findings underscore the significance of incorporating

cooperative learning techniques to enhance students' speaking skills and foster a communicative classroom environment.

Furthermore, the study has elucidated the pedagogical implications of Cooperative Learning for both students and teachers. Students stand to benefit from increased self-awareness, reduced anxiety, and heightened consciousness of the benefits of collaborative learning. Likewise, teachers are encouraged to adopt a more active and creative role in language lessons, thereby enriching the learning experience for their students.

The implications extend beyond the confines of the classroom, resonating with broader societal demands for communicative competence and cooperative skills. As the study suggests, Cooperative Learning not only cultivates language proficiency but also nurtures essential social and problem-solving skills vital for success in various domains of life.

Moving forward, the study offers concrete suggestions for the implementation of Cooperative Learning techniques, ranging from Student Teams-Achievement Divisions (STAD) to Teams-Games-Tournaments (TGT). These recommendations provide a roadmap for educators seeking to harness the potential of collaborative learning to enhance language teaching and learning outcomes.

In essence, this research underscores the transformative potential of Cooperative Learning in EFL classrooms. By fostering a collaborative and communicative learning environment, educators can empower students to develop not only their language skills but also essential life skills essential for success in an interconnected world.

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## APPENDICES
## APPENDIX 1

QUESTIONS FOR THE INTERVIEW AND QUESTIONNAIRE ON TEACHERS' TEACHING EXPERIENCE

1.Do you see that you have grown up in your teaching?

2.Are you satisfied with the subject syllabus you are teaching?

3. Do you often organize group work or paired works in your class?

4.How often do you organize group work or paired works in your class?

a.Very often b. Often c. Not very often d.Never

5. Do you think that group work or pair work can help your students talk more than individual work?

6.What kinds of classroom tasks do you often design in your class?

7. What kinds of classroom tasks can help you most to bring about effective teaching?

8. How often do you design outside classroom tasks for your students?

a.Very often b. Often c. Not very often d. Never

9. How do you feel if your student interrupts you during your explanation to pose a question or to give his/her own opinion?

a.Disappointed b.bad c.pleasant d.good

10. How often do you design the following task for your class?Please tick (V) in the most appropriate column for each item:

| Task types | Very often | Often | Not very often | Never |
|---|---|---|---|---|
| Games | | | | |
| Role play and simulation | | | | |
| Drama | | | | |
| Projects | | | | |
| Brainstorming | | | | |
| Information gap | | | | |
| Interview | | | | |
| Jigsaw | | | | |
| Problem-solving and decision-making | | | | |
| Opinion exchange | | | | |

11.Do you respect your students' viewpoint if his/hers is different from yours?

12. Do you think that students learn more from teachers'help than from themselves?

13.Do you think that your students are grown-up?

14. According to you what decides successful teaching?

15. Do you believe that students who have a better understanding about the outside world could learn English better than those who don't?

## APPENDIX 2
## A FORMAT FOR THE TEST ON STUDENTS' LEARNING HABITS AND SELF-AWARENESS

1.I usually like

a.working with people  b.working alone

2.I'm happier when I'm

a. with other people  b.alone

3.I can do something better by

a. talking with others about it b.figuring it out of my own

4. In a classroom situation I prefer

a. group work, interacting with others b.individual work

5. During the lesson, I feel safer and learn more if

a.I work with others in group work b. I work on my own

6. To work out a solution to a problem-solving task, I prefer

a.working with others b.working on my own

7. In class, when taking part in a debate, my purpose is

a.to state what I really want to say  b.just to practice English

8. In class, I prefer

a. a harmonious atmosphere in a discussion than an argumentative atmosphere in a debate

b. an argumentative atmosphere in a debate than a harmonious atmosphere in a discussion 9.I believe that my understanding about real-life world might:

a. help me a lot in learning English    b. not helpful at all in learning English

10. I think my knowledge about the real-life world is

a.enough                b.not enough

11.Talking about the future I often feel

a.confident                b.not confident

12. I think interrupting a teacher during his/her explaining of the lesson is

a.acceptable                b.unacceptable

13.I think my English proficiency is good or bad that mainly depends on

a.myself                b.my teachers' help

14.Being a student

a. I think I can decide everything for myself

b. I don't think I can decide everything for myself

15. According to me,...decide the success of my learning

a.I myself can                b.I myself cannot

## APPENDIX 3
## A FORMAT FOR THE FOLLOW-UP INTERVIEWS ON STUDENTS' LEARNING HABITS AND SELF-AWARENESS

1. Do you usually like working with people or working alone?

2.Are you happier when you are with other people or when you are alone?

3. Do you think you can do something better by talking with others about it or figuring it out of your own?

4. In a classroom situation do you prefer group work to individual work?

5.During the lesson, do you feel safer and learn more when you work with others in group work or when you work on your own?

6. To work out a solution to a problem-solving task, do you prefer working with others or working on your own?

7. In class, when taking part in a debate, your purpose iss to state what you really want to say or just to practice English?

8. In class, do you prefer a harmonious atmosphere in a discussion to an argumentative atmosphere in a debate or an argumentative atmosphere in a debate to a harmonious atmosphere in a discussion?

9.Do you believe that your understanding about the real-life world might help you a lot or not helpful at all in learning English?

10. Do you think your knowledge about real-life world is enough or not enough?

11. Do you think interrupting a teacher during his explaining of the lesson is acceptable or unacceptable?

12. Do you think your English proficiency is good or bad that mainly depends on yourself or on your teachers'help?

13. Being a student do you think you can decide something for yourself or not?

14. According to you, do you think you yourself can decide the success of your learning>

15.Talking about the future do you feel confident or not?