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Teacher's Attitudes Towards Cooperative Learning in Higher Education

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Presented by:

Mrs. FADELA DRISS

Supervised by:

Dr. N. GHOUNANE

Board of Examiners

President: Mr. M. HADJI

Supervisor: Dr. N. GHOUNANE

Examiner: Dr. C. MOURI

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DECLARATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Date: 28/08/2019

Name: Driss Fadela

Signature:.....

Dedications

This memoir would never have been possible without the support of my family members that I want to thank.

I dedicate this modest work, first of all to:

My mother, the flame of my life, the light that has always guided me to the good path. To the one who did everything for my success, with her presence, her sacrifices and her encouragements.

My father, to whom I owe all the respect and love, for his support, his tenderness, his help and above all his confidence in the most difficult moments where I lost confidence in myself.

To you, the two most expensive being in the world, I say: Thank you

To my grandparents

To my dear brothers: Islam and Aimen.

To my husband

To all my uncles, aunts and cousins

To my dear friends: Aicha and Bouchra who always extended my hand when I needed it.

To all those who are dear to me

Thank you.

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My recognitions go, likewise, to all persons (friends and family) who supported me throughout my studies.

Finally, I want to thank everyone who helped me closely or far in the development and finalization of this work.

... To all of you thank you.

Abstract

The effects of cooperative learning on students' motivation, attendance, and achievement were investigated in the University of Dr. MoulayTahar SAIDA, department of English Language and Literature. Teachers had a questionnaire in the same university; from the questionnaire, we tested their attitudes towards cooperative learning. As well as, learners had a questionnaire, a pre-test and post-test to assess the effect of cooperative learning on students' motivation through grammar. Teachers are familiar with cooperative learning even if they use it rarely. They state that most students feel motivated when learning grammar cooperatively. Student attendance was analyzed before and after the implementation of cooperative work. Students exhibited more positive motivation and higher achievement after the implementation of cooperative learning. Most students prefer to work in pair and groups, there were only a small number of students who disagree with learning grammar in groups and agree with individual work.

Keywords: Attitudes, achievement, Cooperative Learning, grammar

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List of Abbreviations

%: Percentage

CC: Communicative Competence

CL: Cooperative Learning

CLL: Community Language Learning

ELLS: English Language Learners



General Introduction

The main aim of using new methods is to develop Communicative Competence(CC) which is a mixture of many competences (Social culture competence, Discourse competence and strategic competence. (Pachler & Field, 2001). Grammatical competence is important in foreign languages learning.

According to Pachler (1999), grammar has allowed us to handle the vocabulary well when we need to communicate. However, grammar allows us to form longer statements and written sentences. To integrate grammar we should consider the different ways to introduce knowledge according to external aspects, like the level of students, the objectives of teachers, and the quality of activities that should be a key of motivation.

According to Brown (2007), motivation is the heart of any process. However, Thornbury (1999) argues that motivation is the basis of learning grammar and grammar learning cannot take place in any condition if there is a lack of motivation. Thornbury (1999) also claims that is the job of the teacher in the choice of activities and in choosing materials that attract students.

Our aim in this study is to explore the attitudes of teachers towards cooperative learning in higher education and also to see whether cooperative learning motivate students to learn grammar or not and what is its effects on students motivation.

To achieve that we ask the following research questions:

- a) What are the attitudes of teachers towards cooperative learning?
- b) How can cooperative work impacts on student's motivation when learning grammar?
- c) What are the learner's attitudes toward cooperative learning?

To answer the research questions mentioned earlier, we suppose that:

- a) Teachers may share positive attitudes towards the use of Cooperative Learning.
- b) If Second Year students learn grammar through cooperative work twice a week the impact will be positive.
- c) Students will be well motivated if they study grammar with cooperation.

In this study, we are looking for the effect of cooperative work on student's motivation when learning grammar.

We use a Questionnaire, and experiment followed by pre-tests with individual work and cooperative work as a tool. The questionnaire will be delivered to Second-Year students of English at Saida University. In the same University, we will do a pre-test and post-test before and after the presentation of active and passive voice lesson in individual and cooperative work and we will compare the results of the tests.

This dissertation is divided into three chapters, chapter one is devoted to the theoretical background which is the literature review, we divided it into three titles, the first title for the cooperative learning, the second one for grammar and the third one for motivation, then chapter two is devoted to the practical study and the last chapter for suggestions. During this research work, we found only one difficulty, which is; teachers did not cooperate in answering the questionnaire.



Chapter one

1.1 Introduction

In the first part of this chapter, we are going to talk about cooperative work as a method, presenting its definition, comparing it with other methods and giving its theoretical background. In the second part, we are going to tackle grammar with its definition, make a comparison between written grammar and spoken one and giving its theoretical background. In the last part of the chapter, we are going to speak about the theoretical background of motivation and its relation with cooperative work, and also the attitudes of teachers towards cooperative learning.

1.2 Cooperative Learning: An overview***1.2.1 Definition***

Cooperative learning is one of the most striking and productive areas of theory, research and practice in education. It is considered as a system of efficient and powerful of teaching and learning techniques, rather than an approach, in which students actively participate in the learning process through small group structures, as long as they support each other in mastering the assigned academic content. They go through the process of discussion and discuss one another, evaluate each other's knowledge and fill gaps in mutual understanding (Slavin, 1995).

Slavin (1995) thinks that cooperative learning is a mixed method of teaching in which it helps students to learn in groups the academic content. As well as, Johnson & Johnson (2005) argue that cooperative learning is the educational use of small groups so that students work together to maximize their own learning and that of everyone.

Hill & Flynn (2006) state that because of cooperative learning students use interaction to understand and master new knowledge. There are two major characteristics of the cooperative learning method proposed by Brown (2001), the first is the responsibility and input that all the learners have in their groups, the second is the interaction where the students help each one. However, according to Steven (2008), the major characteristics of cooperative work is the responsibility of students taken from their teachers on their learning and learning from their classmates, and how they gradually lead the directive given by their teacher.

In CL, students work together in small groups on a structured activity to achieve shared learning objectives. CL and working in a group are not the same but two very different situations as Woolfolk (2001) points out that the term group learning and cooperative learning are often used as if they mean the same thing. Actually, group work is various students working together-they may or may not be cooperating. Therefore, Cooperative learning is an arrangement in which students work in groups of varied abilities and are rewarded on the basis of the group's success. According to Johnson & Johnson (1986), there is a difference between students who work together and students who work individually the ones who work in groups achieve a higher level of thinking and keep information for a long time rather than students who work individually, it means students help each other to grasp information and memorize it.

1.3. Cooperative vs Collaborative Learning

Cooperative learning is considered as a synonym of collaborative learning and sometimes is used in the same direction (China & China, 2009). However, according to Pantiz (1996), the aim of collaborative learning is building the responsibility of students for actions including learning and respecting the abilities and contributions of their colleagues, the purpose of cooperative learning is the achievement of specific goals through working together. Pantiz (1996) also states that collaboration is a personal way of life of exchange and cooperative work is a way of structuring an exchange

Smith &Gregor (1992) define collaborative learning as the supper ordinate concept of mutual help in the educational field either between students and students or students and teachers and cooperative learning is one of the approaches of structuring and organizing this approach. However, Bruffee (1995) thinks that collaborative learning and cooperative learning vary in two main aspects which is the level of students with whom each one is more effectively implemented and the type of knowledge that is focused on when using this method. Moreover, Bruffee (1995) thinks that it is preferable to use cooperative learning with elementary and secondary schools, whereas collaborative learning gets along more with adults and adolescent students like those in college and faculty.

1.4 Theories Supporting Cooperative Learning***1.4.1 Cognitive Theory***

According to Cohen et al., (2004), cognitive theory leads to construct knowledge through abstraction and other processes. This means that to build a meaning it needs active participation in the learning process.

1.4.2 Social Interdependence Theory

According to Johnson, Johnson & Smith (1998), social interdependence theory believes that cooperation is necessary to achieve individual goals. For Slavin et al. (2003), the social interdependence theory is cohesion and views that learning in groups needs this later for students in helping each other to learn (O'Donnell, 2002).

1.4.3 Behavioural Theory

Johnson, Johnson & Smith (1998) suggest that what makes students working is the reward for both the individual and the group work. It is probably to help students to learn. Slavin (1995) and Slavin et al (2003) name this theory as motivational theory. According to the motivational perspective, individual and learning group reward is based on the sum of individual achievement because benefits are attained when the group and individual goals are achieved when using cooperative learning. This would lead to making students more motivated to help each other and to do more efforts (Slavin, 1995; Slavin et al, 2003).

1.5 The Effectiveness of Cooperative Learning

Studies show that students, who applied cooperative learning, have usually gained a big achievement than learners who use traditional groups work (Gambrell, 2007). Hoynes (2007) states that English language learners (ELLS) achieve their academic goals via cooperative work by asking and answering and both are important to learn the language. Therefore, Hill & Flynn (2006) find that building knowledge is based on interaction.

Brown (2001) highlights that to be secure of criticism, you need cooperative learning, for example when we correct someone's mistakes among the group he feels secure, this feeling has a great effect on the effectiveness of cooperative learning, in this way the shy learners become active ones. According to Johnson

& Johnson (2005), the responsibility of the students in group work decreases their Disruptive and Off-task behaviour.

1.6. Grammar

1.6.1 Definition

Grammar is the study of the structures that are possible in a language. Traditionally, grammar has been concerned in the analyses of the sentence, it is also a description of a sentence component and how the rules govern the language, it is the study of the syntax, the morphology of sentences, linguistic and the way that words are linked to each other's (Harmer, 1999). Harmer also argues that grammar is the capacity for recognizing the sentence elements.

According to Harmer (1999), there are two kinds of meaning and these later have two purposes of language. The first purpose is representing the world, as we experience it; the second is how things influence the world, especially in our relations with other people. These two purposes are called, language representational and its interpersonal functions. Representational role language reflects the way of things happening in the world and these events or processes are conveyed by verbs. These events take place in particular circumstances (adverbials), the second interpersonal role is the way we use grammar (Harmer, 1999).

1.7 The Role of Grammar in English Language Learning

Hedge (2000) maintains that many teachers give full attention to the grammar teaching methods in their classrooms. Pecheler (1999) claims that because of grammar rules the communication becomes easy. This means that grammar facilitates the production of an unlimited number of words and sentences. Moreover, UR (1980) states that language can be used with success only if we

can combine its unit's appropriately, that is why acquiring a language needs grammar rules. Widodo (2006) also stresses that the roles of grammar go hand in hand with the sentence and utterance level to affect listening, speaking, reading and writing skills. In listening and reading, we cannot grasp the information or make the interrelationship between the discourse's parts if we have not basic knowledge of grammar. The speaking and writing skills produce the meaning and comprehension of sentences. In their part, Greenbaun & Nelson(2002) think that there are many applications of grammar on many aspects of the language.

1.7.1 Written and Spoken Grammar

Townend & Walker (2006) observe that written language and spoken language are both closely interdependent. They believe that spoken language is used to express ideas and information while written language is a means to represent the spoken form. Cook (2004) reveals that there are similarities between oral and written forms. Although, there are many differences, for example, written language shows a variety of words by various spelling. Biber (1986) also demonstrates that the linguistic differences between speaking and writing skills have been attributed to different treatment constraints and to differing processing constraints and to different situational characteristics.

Horowitz & Samuels (1987) say that in writing skills people use complete sentences, but in speaking skills, they use incomplete sentences. For example, people can say, just going to check the reserve stock out of the back. Won't be a minute.

According to Leech (1998), communication, which is the most important type of spoken language, takes place in realtime. This means that communication is

the key to language and without communication, we cannot build a spoken language.

1.7.2 Written Grammar

Harmer (2001) maintains that grammar facilitates the production of a written language. The grammar of written texts insists on expressing ideas in full sentences, in addition to avoiding repetition and unnecessary details (Estwood, 1994). In his part, Swan (2005), observes that written discourse is produced as “monologue“, where there is no instant clarification or correction. Similarly, Horowitz & Samuels (1987) show that written language is generally related to the language of books like that found in schools. The written language is formal, academic, and striped; it is based on the past and reconstructed so that it can be treated by diverse readers.

1.7.3 Spoken Grammar

Eastwood (1994) thinks that in spoken grammar there are many words used in spoken grammar and few structural clauses. Therefore, Harmer (2001) argues that spoken grammar has its own constructional principles and organization and it has its own discourse markers like interjections (ah, oh, wow) hesitators (er, um) and so on.

According to Harmer(2001), spoken grammar is totally different from the writing one. Moreover, Swan (2005) states that spoken grammar is used in informal situations where construction is permitted and speakers can interrupt and complete each other utterances. Conrad et al., (2002) have given six characteristics of functional grammar in conversation which is the main form of spoken language. These characteristics include contexts, interaction, uncomplicated meaning, self-involvement, occurrence in realtime, using a vernacular range of expressions like informal usage of grammar. However,

Carter, Hughes, & Mccarthy (2002) argues that spoken grammar is much more (flexible) than written grammar.

1.8. Motivation

1.8.1 Definition

Motivation is generally the most important thing that students come within the classroom. Corder (1967) says: “given motivation, it is inescapable that a human being will learn a foreign language if he is exposed to the language data” (p.164). However, In Mcdonough’s words (1981) “The most teachers agree that motivation is the most important factors that influence the success or failure of students in learning foreign languages” (p.142).

1.8.2 Cooperative Learning and Student’s Motivation

According to Hancock (2004), motivation is the force that energizes, directs, and sustains the behaviour of learner toward a goal, Deci (1971) mentions two types of motivation: Extrinsic and Intrinsic. Extrinsic comes from external sources and intrinsic arrives from within is usually in the form of personal satisfaction. Students motivated by extrinsic factors for grades and praise from their teachers and parents as rewards for the achievement. As far as students, who are intrinsically motivated, enjoy the subject matter they are studying (Nichols & Miller, 1994) Extrinsic motivation work more quickly than an intrinsic one. Although intrinsic works slower to motivate (Lowman, 1990) however, intrinsically motivated students are more interested in the subject matter, they are creative, explorers, and they enjoy the difficult activities that challenge them. Also, they take more risks in learning, and they have good efficient and logical strategies to learn (Lepper & Hodell, 1988). Bandura & Schunk(1981) argue

that extrinsic motivations are important to produce learning when students do not find some activities interesting.

According to Slavin (1984), the most important factor that impacts the success of cooperative work is the positive effect of peer encouragement for learning.

Pantiz (1999) states That one benefit of cooperative learning by saying that it enhances student's self-esteem, which in turn, motivates students to participate. Slavin (1984) says that the result of cooperative efforts among groups of students is a higher degree of accomplishment for all.

1.9. Cooperative Learning and Teachers' Attitudes

Teachers' attitudes are a key element for the correct application of cooperative learning and one of the main reasons to differentiate the effectiveness of cooperative learning or not (Hijzen, Boekaerts & Vdder, 2007; Webb, 2009), since only teachers who can take up a positive attitude can boost and use it in class (Dweck, 2012).

Thus, it seems important for teachers to know how to apply cooperative learning in their classes. Although some teachers perceive that their role is to guide students so that they take responsibility for their learning. Thus, prior to the implementation of the CL in the classroom, it is important for teachers to question their vision of teaching, so as to perceive the benefits of cooperation (Sharan, 2010; Shimazoe & Aldrich, 2010). Empirical evidence on this point reveals that teachers in initial training (Koutselini, 2008) and practising (Abrami et al., 2004) feel unconvinced about their ability to implement CL. In addition, the low sense of professional competence of teachers limits the use of CL in the

classroom (Abrami et al., 2004). This lack of confidence would be due in particular to the fact that teachers perceive certain shift between the promising theory of CL and the reality of school environments. Indeed, several teachers are thought that CL will require a lot of time and will cause many problems of indiscipline, thus reducing the expected positive effects on students (Abrami et al., 2004; Gillies & Boyle, 2008; Koutselini, 2008; Sharan, 2010). In the end, cooperation is often seen as a secondary approach to formal teaching, whose usefulness is underestimated (Abrami et al., 2004; Shimazoe & Aldrich, 2010).

1.10 Conclusion

In this chapter, we talked about what scholars said on cooperative work, grammar, motivation, and teacher's attitudes. Thus, we move to cooperative work as a motivational element. Some researchers claimed that learners, who work together, are not the same as learners who work alone. They also declared that cooperative learning and collaborative learning are similar. However, grammar is one of the basic components of the language. Since we use the language to communicate, grammar is important in forming meaningful sentences. Therefore, there are two kinds of grammar: the spoken and written grammar, the spoken one helps students to be fluent in the language, and the written grammar helps them to write with formal language. The relation between motivation and cooperative learning as Slavin (1984) states that motivation is the most important factor that influences the success of cooperative learning, and without motivation, there will be no achievement.



Chapter Two

2.1. Introduction

This chapter includes the practical study and describes the method used and the research tools. First, we will talk about the population, the questionnaires with full explanation, the methodology used in more details, followed by the explanation of the experiment. We will also talk about the comparison of the two groups that have participated in the experiment, and the way in which the two experiences were conducted.

2.2. The Population

The population of the study includes second-year students and teachers of English as a foreign language at the department of English at DrMoulayTahar University of Saida during the academic year 2018-2019.

The number of students is two hundred and sixty; they are males and females with different ages and different regions of Algeria. This population has been chosen because the students have studied Grammar during the first and second-years at the University and they may have experienced the group work, while the number of teachers was seven.

2.3. The Pilot Work

The pilot study is presented in the form of questionnaires adopted from (Athmani, 2009) and experiment followed by a pre-test and a post-test. Our aim from these experiences is to see the attitudes of teachers towards cooperative learning and have a look on student's thinking about learning grammar through cooperative work and to compare between the results of individual work and group work.

2.3.1 Students' Questionnaire

The questionnaire consists of eleven direct questions and two open and ended questions where the students gave their suggestions and opinions. The questionnaire is divided into three sections, the first section contains four questions that concern students' perceptions about learning grammar, the second section composed four questions concerning the students' perceptions about the teachers' supervision of group work and the last section consists of five questions about students' attitudes when using cooperative work.

The questionnaire was done by fifty students of the second year, and the time was limited in fifteen minutes. The learners were asked to answer the questions using the English language. There were no questions from the participants and the explanation of some technical words was oral.

2.3.2 The Results and Interpretation of the students' Questionnaire

The number of participants in the pilot study was fifty students as it is mentioned earlier. In the first question of the first section: 26 students agreed that learning grammar is very much important, 21 students thought that it is important and the left 3 students saw it a little important.

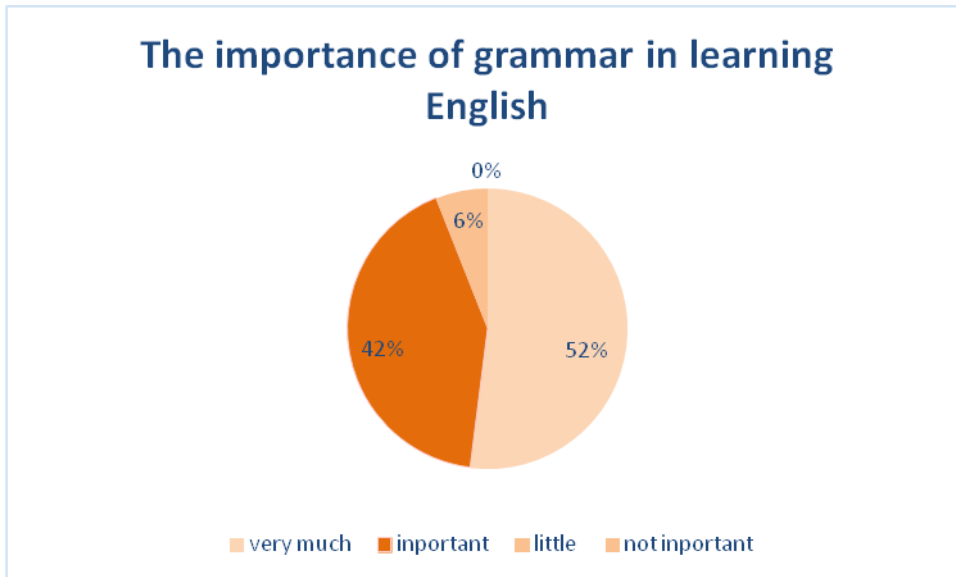


Figure.2.1. The degree of importance of grammar

The second question was about the level of students in grammar, 10 of them saw that their level is excellent, 29 saw it good, 9 averages and only 2 students believed that their level is poor in grammar.

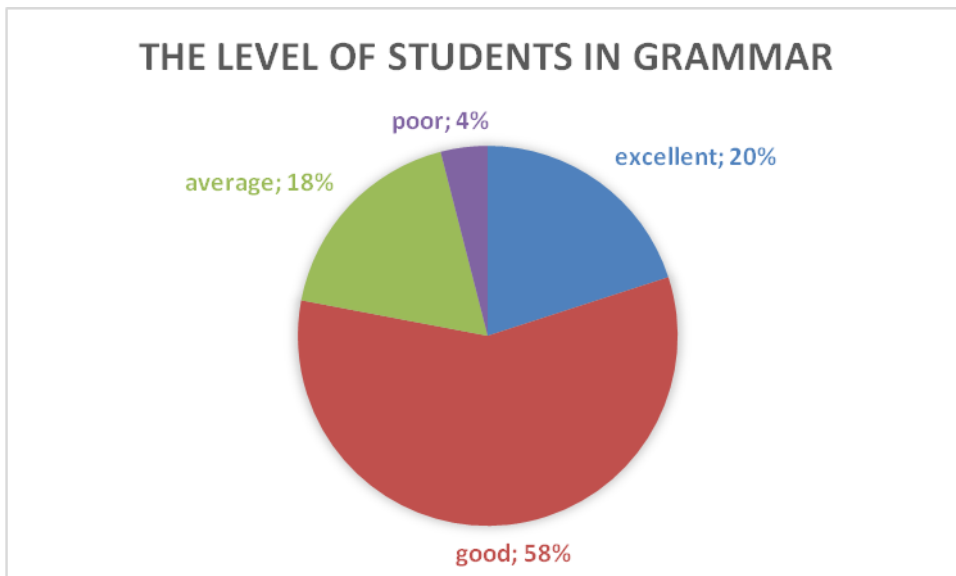


Figure.2.2. Students' level in grammar

However, forty students thought that they know most of the grammar rules, but they still make mistakes when using the language 80% and only ten students thought that they do not do so 20%.

In the fourth item eleven (22%) students learn grammar better when the teacher does not give the rules but guides the learners to get the rules by themselves through activities, twenty-eight (56%) of them learn grammar better when the teacher gives the rules, explains them, and then gives activities, and only eleven (22%) students thought that is better when the teacher combines the two methods.

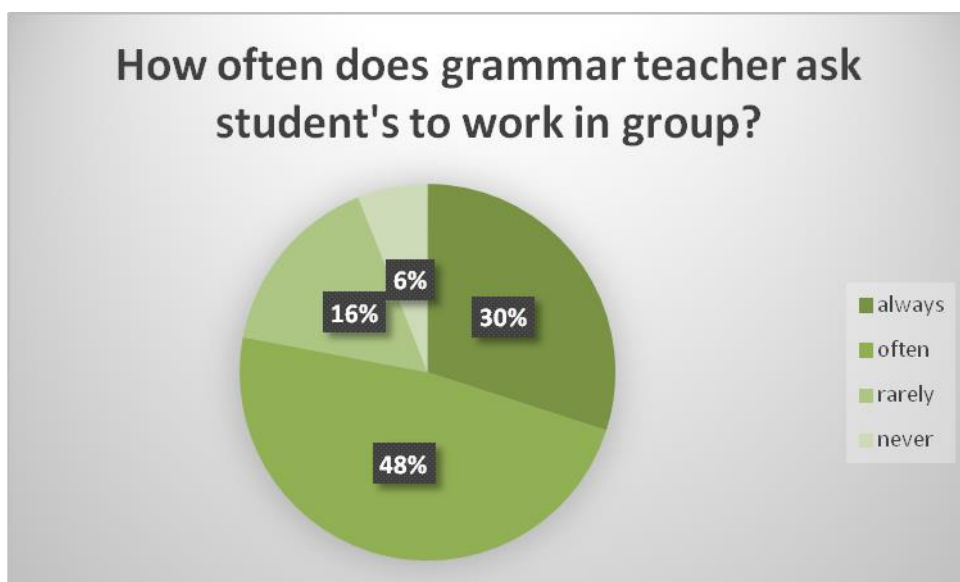


Figure.2.3. How often the teacher asks students to work in groups

The second question contains the basis of students who are usually grouped when working in groups, eight of students claimed that they are usually grouped with the same level, seventeen of them said that the groups contain one excellent student among average, seven students maintained that the students choose their

partners, eleven said that they have mixed levels and seven students answered that the selection is random.

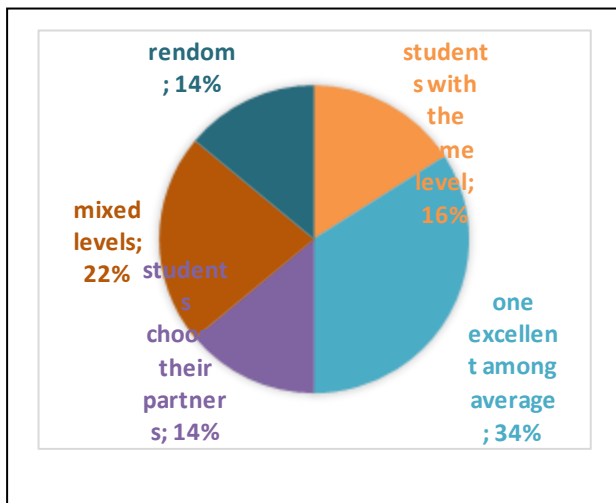


Figure. 2.4. Basis of grouping students

The third question contains four skills that the teacher focused on when working in small groups. Forty-nine (98%) of students answer with yes, they saw that the teacher focuses on building good relationship among students, respecting each others' ideas, listening to others' arguments and arguing ideas to convince others, and only one (2%) student among fifty thought that the teacher focuses only on respecting each others' ideas.

The fourth question was about facing problems when working in groups, forty-four (88%) students answered with no, they do not face problems when working in small groups and only six (12%) students find problems and mentioned these problems saying that: their colleagues do not want to share knowledge with them, they do not take others' opinions of task, and they do not respect others' ideas. However, one student said that he cannot focus much when working in a group, and the other one argued that working in a group, took too much time just with one activity.

In the first question of section three, eleven students preferred to work individually, twenty of them liked to work in pair and nineteen students preferred to work in small groups.

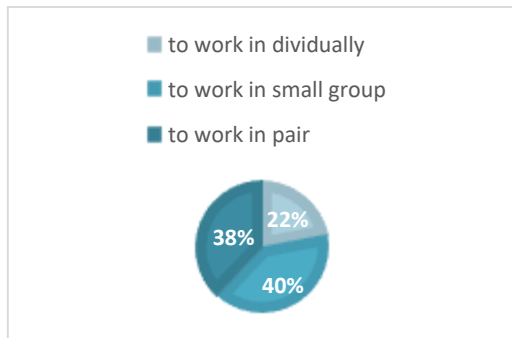


Figure.5.Students’ choice to the way of working

In the second question, thirteen students felt that they are strongly motivated when working in small groups, twenty-six of the students felt that they are motivated, six of them claimed that they are less motivated and only five students answered that they are not motivated at all.



Figure. 2. 6.Students’ feeling when working in groups

In the third question, twenty (40%) students thought that cooperative learning helps them to learn to respect others, fifteen(30%)students believed that this way of learning helps them to learn to express themselves and 10 (20%) of them

observed that cooperation helps them to learn how to speak English correctly, and the last five (10%) students saw that it helps them to learn how to speak fluently.

In the fourth item, fifteen students learn very much from group work, twenty-three students learn much from working in groups and eight of the students learn little and only four students thought that they learn nothing from group work.

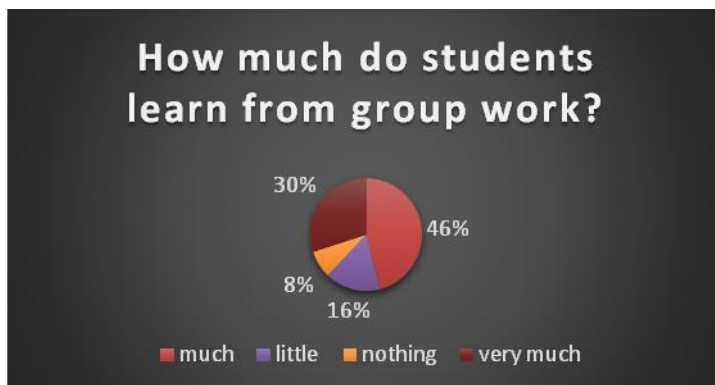


Figure.2. 7. Student's learning from group work

The fifth and last question was about the comparison between the group work and the individual work. According to eleven students, the group work is excellent than individual work, thirteen students thought that it is very good, twenty-two students saw it good compared to individual work and only four students said that group work is poor in comparison to individual work.



Figure. 2.8. Comparison between group work and individual work

2.5 The Experiment

In our research, we used the experimental method with two classes. Each class consists of 30 students. As the subject of our research is cooperative work, we want to compare it with the individual work. To compare the two methods, we will teach both groups a grammar lesson which is passive, and active voice as we want to examine what method is the most effective and motivational one. Before teaching the lesson, we will give them a pre-test and after doing it we will give them a post-test, Both tests were about 10. These tests were a crucial part of our research.

2.5.1 Pre-test and Post-test of the First Class

In this class, we gave each student his test sheet to work individually before and after doing the lesson. So, the results were as follows: twenty-one students had under 5 in the pre-test, two of them had 0, eight students got 1, 25, seven of them had 3, 75 and the last four students got 2, 5.

We have also nine students who had more than five and the marks were as the following: two students got 5, the same number of students got 6.25 and the other two students got 7.5, only one student got 8.75, and the last excellent student got 10 as it is in the Graph.

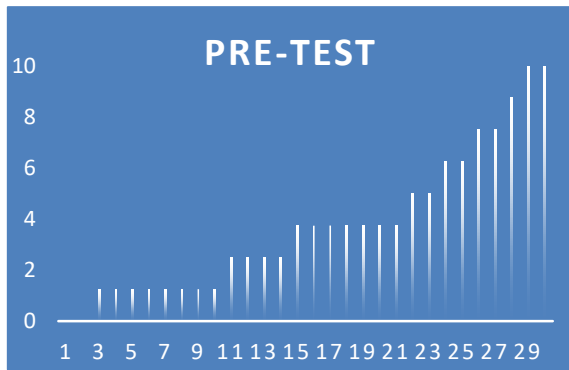


Figure. 2.9. Pre-test

In the post-test, ten students got under five, one of them got zero, three students had 1.25, only two of them got 2.5 and the last four students got 3.75.

The students, who got five and more, were twenty, five students had 5, seven students had 6.25, three of them had 7.5, only two students got 8.75 and the last three students got 10 as it is in the following graph.

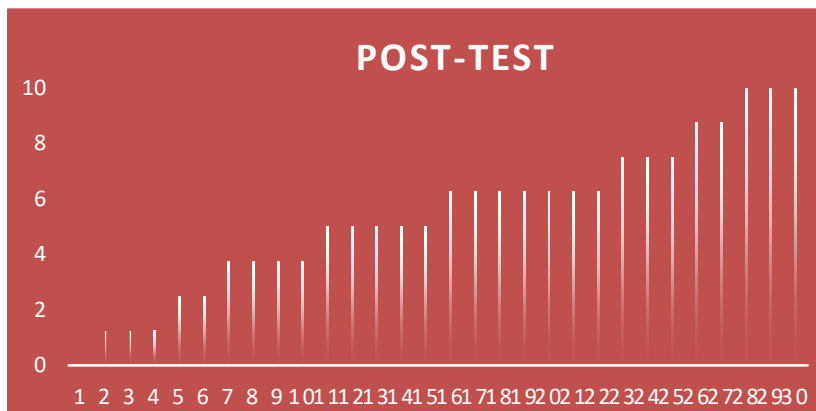


Figure. 2. 10. Post-test

2.5.2 Pre-test and Post-test of the Second Class

In this class, we divided the students into six groups. Each group consists of five students, so they were only 6 marks of the pre-test and 6 marks of the post-test. The Group one got 6.25 in the pre-test and 8.75 in the post-test as it is in the following diagram:

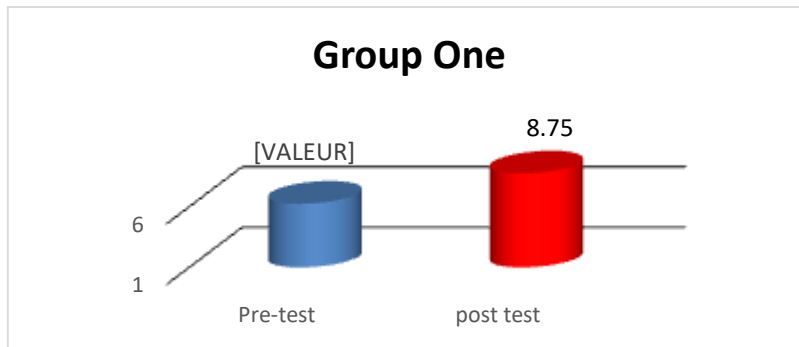


Figure. 2. 11. The first group

In group two, students got 7.5 in the pre-test and 10 the post-test as it is in the following graph:

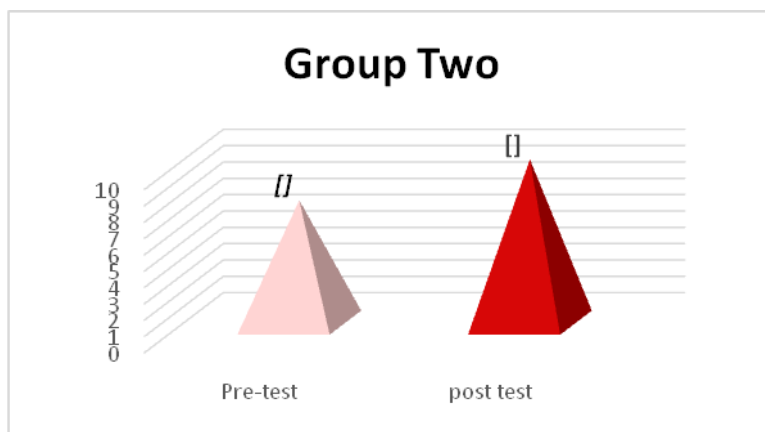


Figure. 2. 12. The second group

In Group three, students had 5 in pre-test and 10 in the post-testas it is in the following graph:

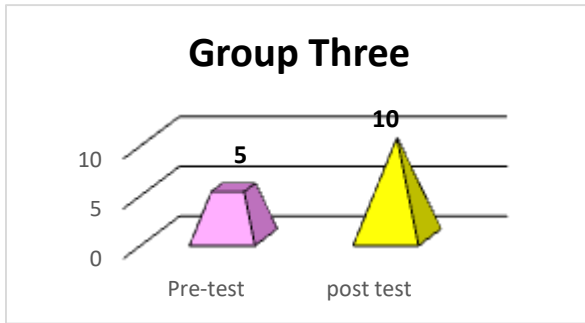


Figure.2. 13. The third group

In group four, students had 3.75 in pre-test and 7.5 in the post-test as it is in the following graph:

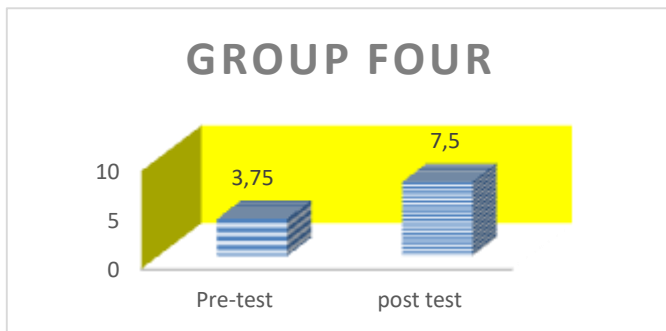


Figure. 2. 14. The fourth group

In Group five, students got 8.75 in the pre-test and 10 in the post-test as it is in the following graph:

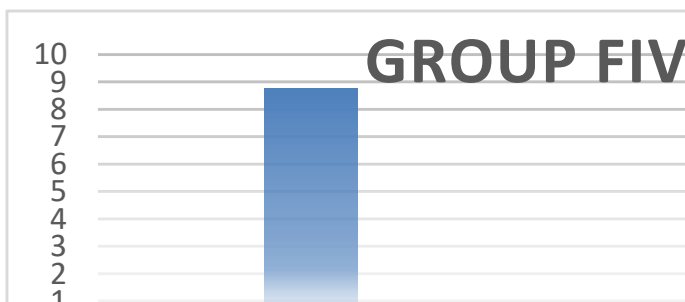


Figure.2. 15. The fifth group

In group six, students got 5 in pre-test and 8.75 in the post-test as it is in the following graph:

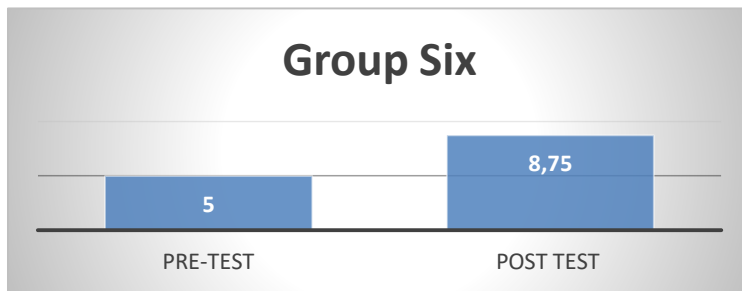


Figure.2. 16. The sixth group

In the post-test students, who had more than five in the group of individual work, got 33%, and in the other class, all the groups got more than five 100% as it is in the following graph:

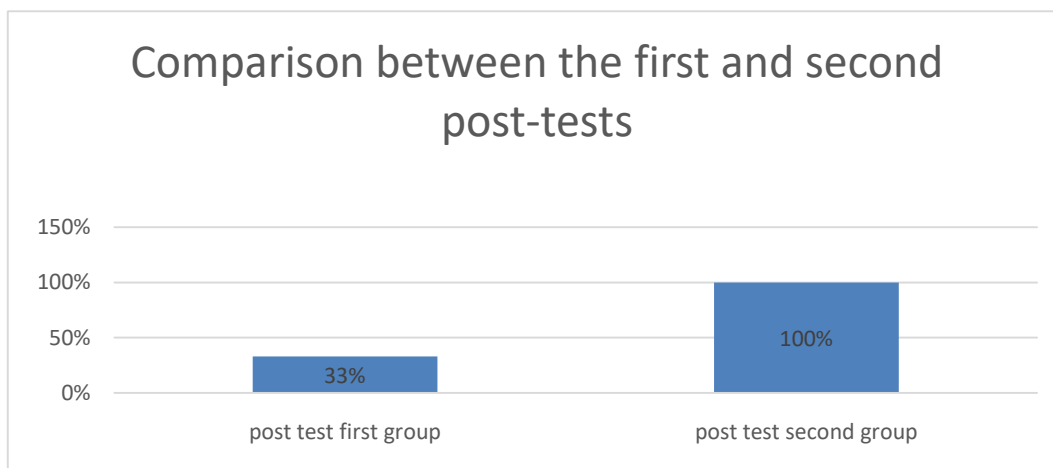


Figure.2. 17. Comparison between first and second post-tests

Depending on the findings, students, who got more than five in the pre-test of the first group, got 30% and students of the second group of cooperation got 83%.

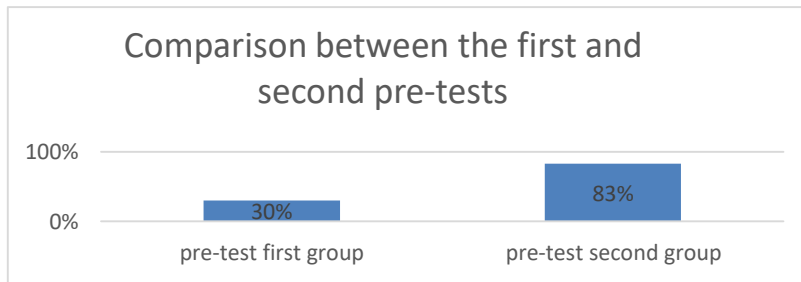


Figure.2. 18. Comparison between first and second pre-tests

These results mean that cooperative work had more achievements than individual work. According to the graphs, it seems that both classes had more marks in the post-test rather than pre-test and the most effective method is the cooperation between students.

2.6 Teacher's Questionnaire

The questionnaire consists of nineteen questions, the first section is about teachers' perceptions of students' learning grammar, it consists of four questions. The second section is about teachers' perception of the affective domain of the learners; it is composed of two questions. Section three is about teachers' incorporation of cooperative group work, it contains eight questions. And the last section is about teachers' evaluation of cooperative learning, which contains 5 questions. There were seven teachers, who answered this questionnaire and they were some teachers who chose more than one possibility in one question.

2.7 Results and Interpretation of the Teachers' Questionnaire

In the first question, we found that 60% of teachers have a magister degree and 40% a doctorate degree.

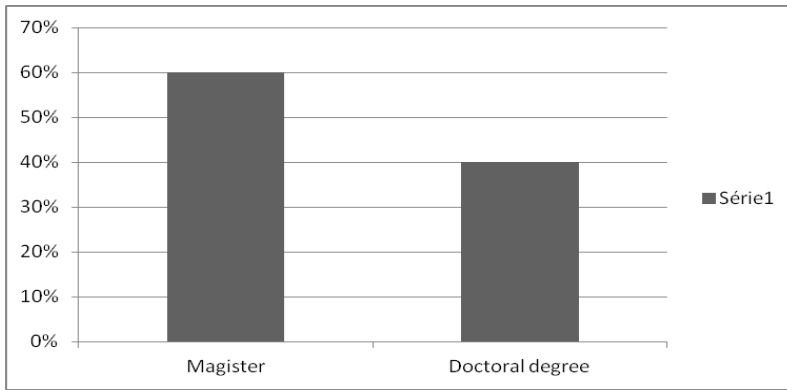


Figure. 2. 19. Teachers’ degree

In the first question of section one, 100% of teachers believed that their students see that learning grammar is a little important.

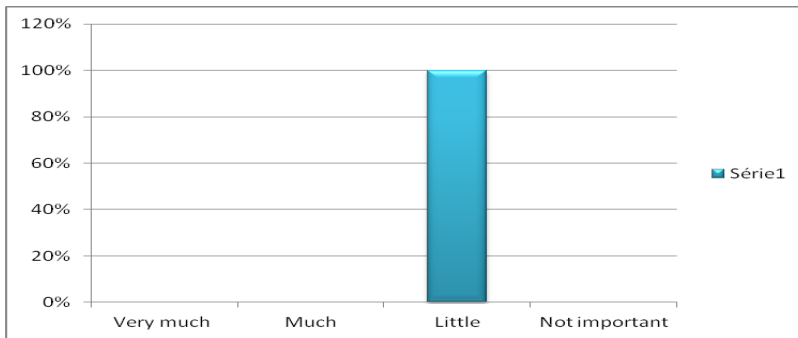


Figure.2. 20. Teachers’ views on the importance of grammar on their students

In the second question, 100% of teachers answered with yes it means that they face situations where students produce sentences that are incorrect grammatically.

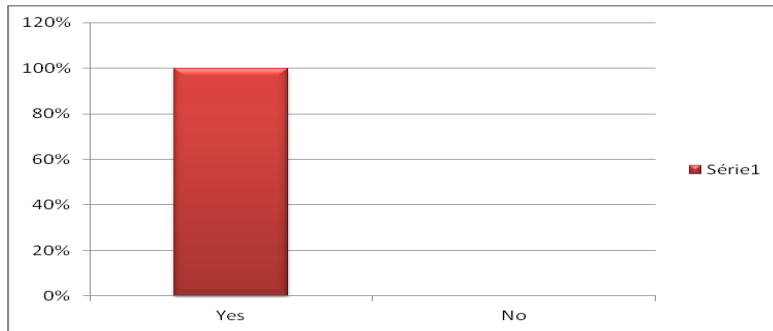


Figure.2. 21. Teachers face situations where students produce sentences that are incorrect grammatically

In the third question, 60% of teachers thought that their students need so much speaking to practice grammar rules, 20% believed that they need much speaking and 20% believe that they do not need speaking at all.

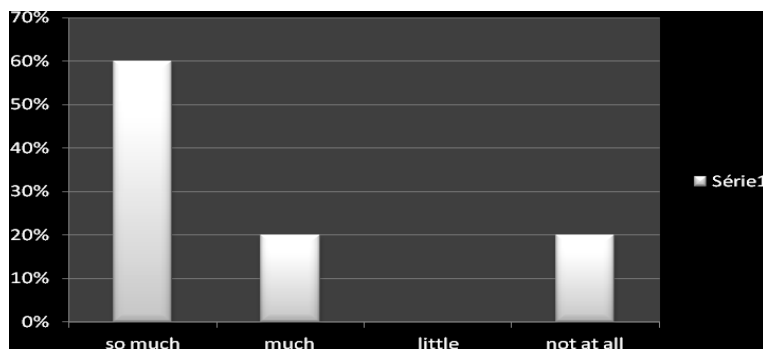


Figure.2. 22. The need for speaking skills to practice grammar rules

In the fourth question, 40% of teachers use the inductive method when teaching grammar, 40% use deductive, 60% prefer to use the eclectic method and some of them use two methods like eclectic and inductive or inductive with deductive.

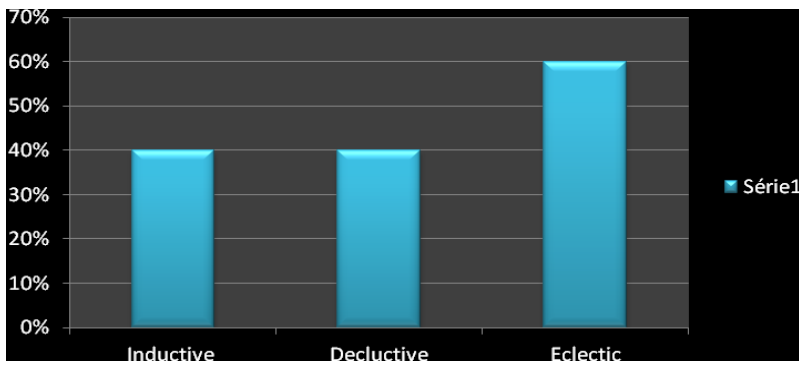


Figure.2. 23. The methods that teachers use when teaching grammar

In the first question of the section, two 80% of teachers say that their students are motivated in grammar lesson and 20% answered with no. It means they believed that their students are not motivated when learning grammar.

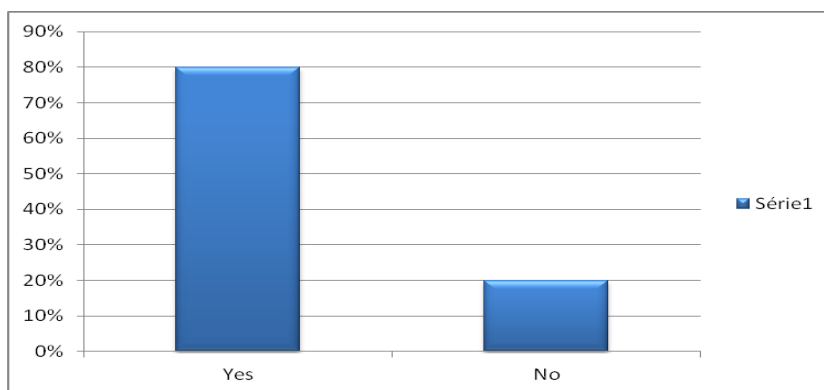


Figure2. 24. Students' motivation in grammar classes

In the second question of the second section, 100% of teachers build self-esteem in students during the grammar class by making positive feedback when necessary, and they were two teachers who they chose the second possibility which is by allowing them to express and argue their points of view.

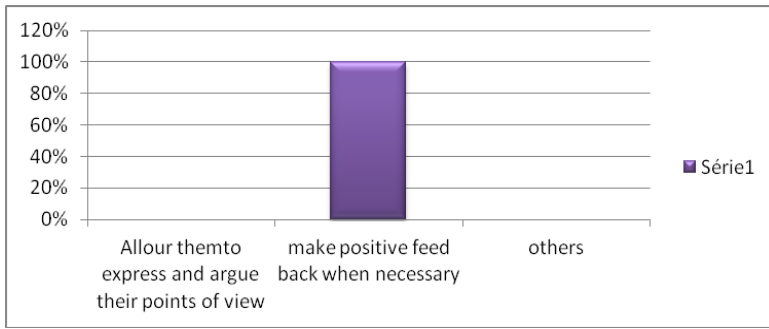


Figure. 2. 25. Building self-esteem in students during the grammar class.

In the first question of section three, 60% of teachers used group work rarely in their class and 40% answered with often.

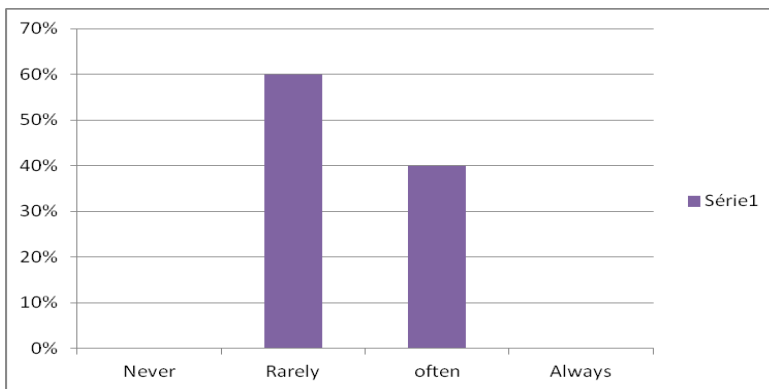


Figure.2. 26. Using group work when teaching grammar

In the second question, 20% of teachers made pairs in each group, 40% made three or four students in each group and 40% made five or six in the group.

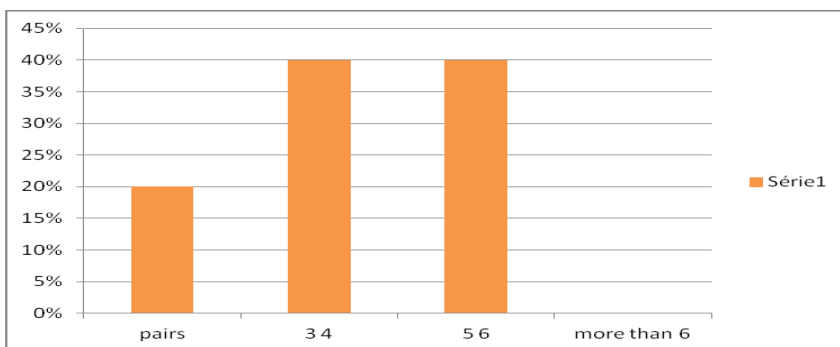


Figure2. 27. The number of students in each group

The third question 100% sets up the group on the basis of students sitting together.

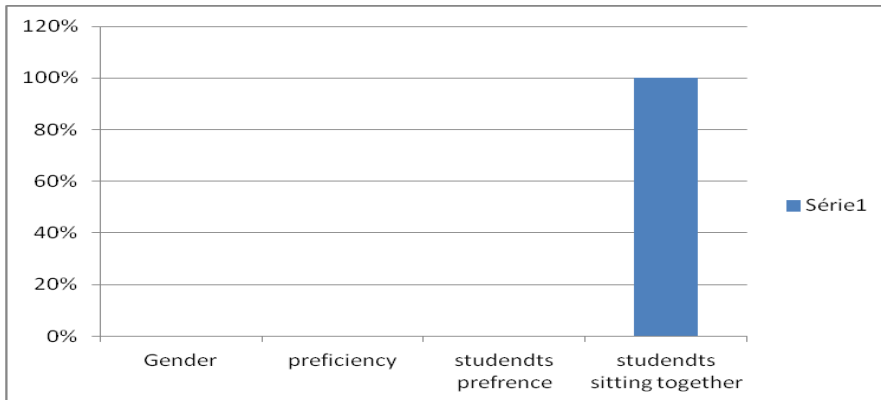


Figure. 2. 28. Bases of selecting students in the group

The fourth question was about how much the teacher checked his students if they are doing the activities or not, 60% answered with often and 40% said always.

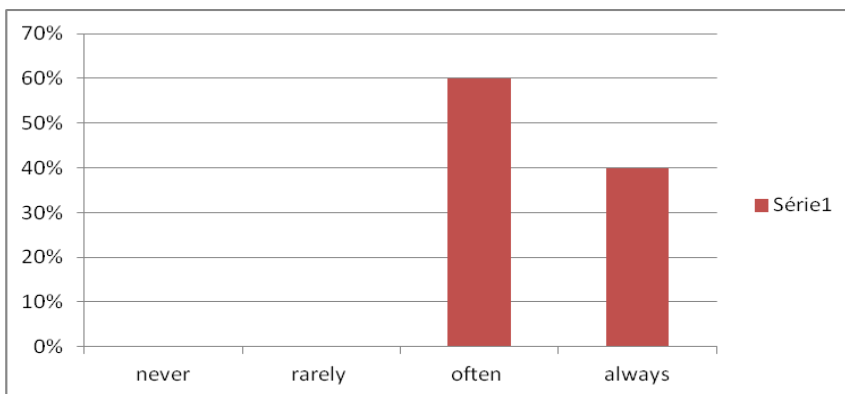


Figure. 2. 29. Times that teachers checked their students

This question was about if the teacher emphasizes the use of English when his students are interacting within the same group, 80% said yes and only 20% of them did not.

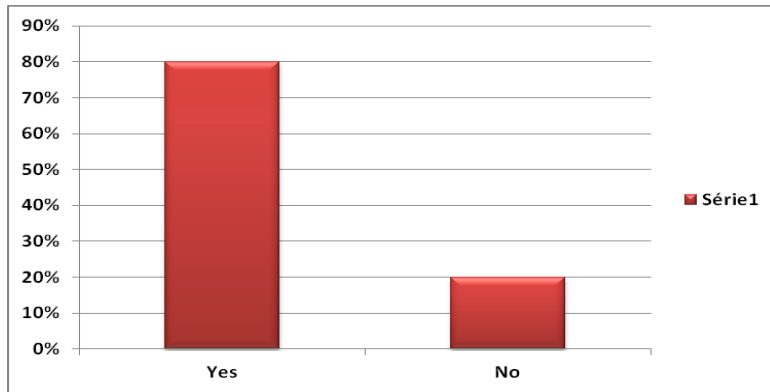


Figure. 2. 30. Emphasizing the use of English when the students are interacting

In the sixth question, when using cooperative group work 20% of teachers focused on respecting others, 40% selected the second choice and 80% focused on equal opportunities for participation.

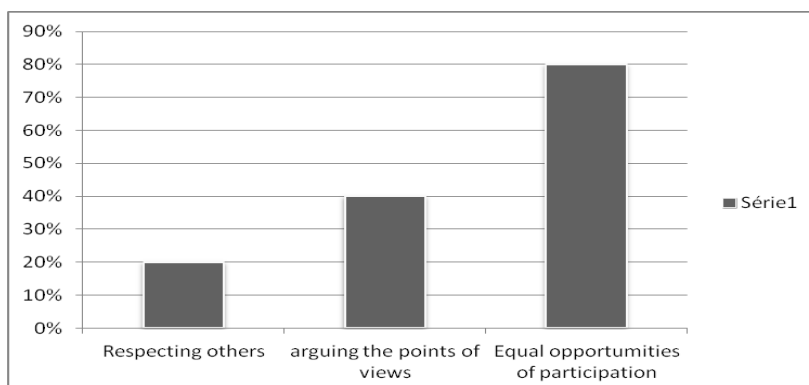


Figure. 2. 31. The skills that teachers focused on when using cooperative work

In the seventh question, 100% of teachers set up practice situations for the skills necessary for cooperative learning.

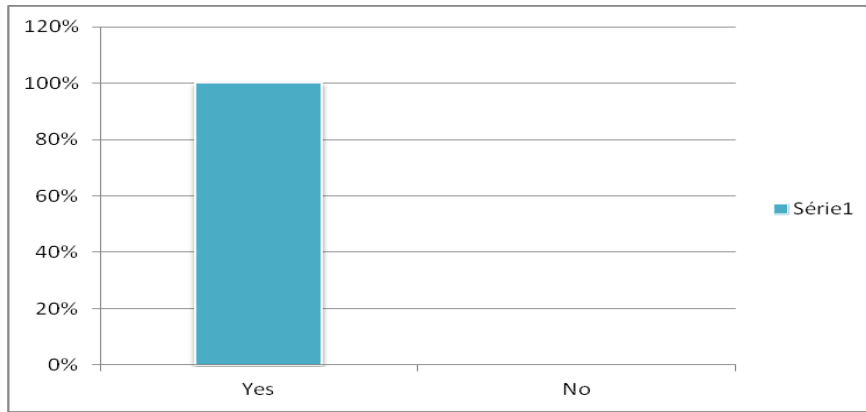


Figure. 2. 32. Teacher’s set up practice situations for the skills necessary for cooperative learning

In the eighth question, 80% of teachers helped students to see the value of cooperative work and 20% of them do not do it maybe because they believe that students already know the value of cooperative learning.

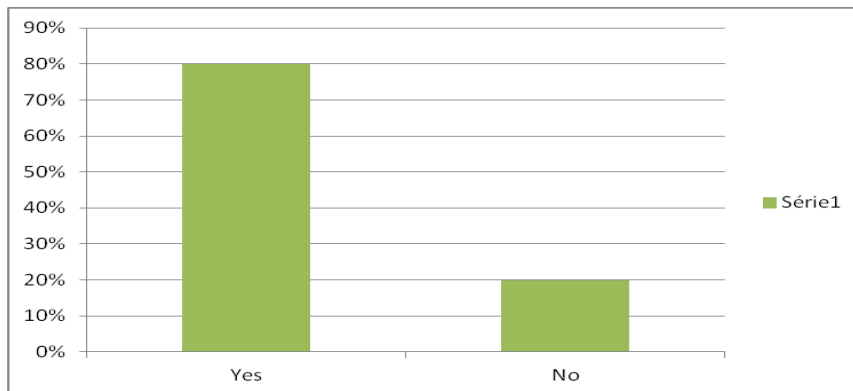


Figure. 2. 33. Helping students to see the value of cooperative work

In the first question of section four, 80% of teachers saw that their students face problems when working in groups and these problems are unequal participation of the learners and social skills problems. However, 20% of teachers thought that their learners do not face problems.

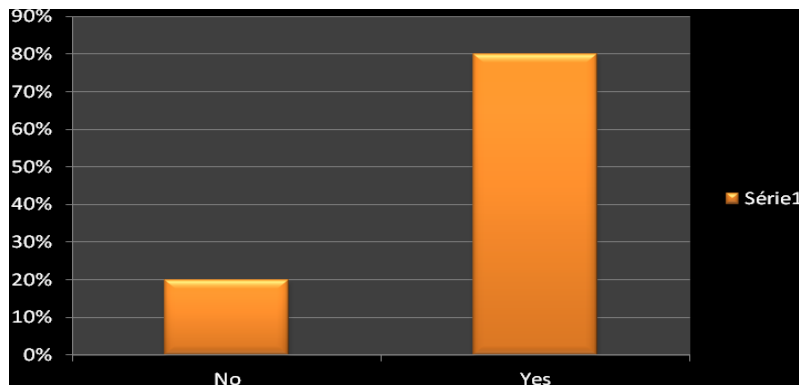


Figure.2. 34. Problems that students facing when working in groups

In this question, 20% of teachers saw students, who face problems, are the good students, and 40% of teachers thought that the average students, but 60% of teachers believed that those who face problems when working in groups are the less able students.

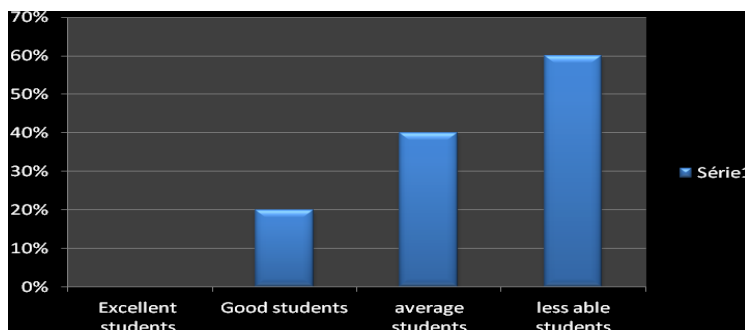


Figure. 2. 35. The students who face problems when working in groups

In the third question of the last section, 20% of teachers tried to solve problems by grading students individually, 20% of them solved problems by putting shared group reward, and 60% of teachers solved problems by dividing the work between the group members.

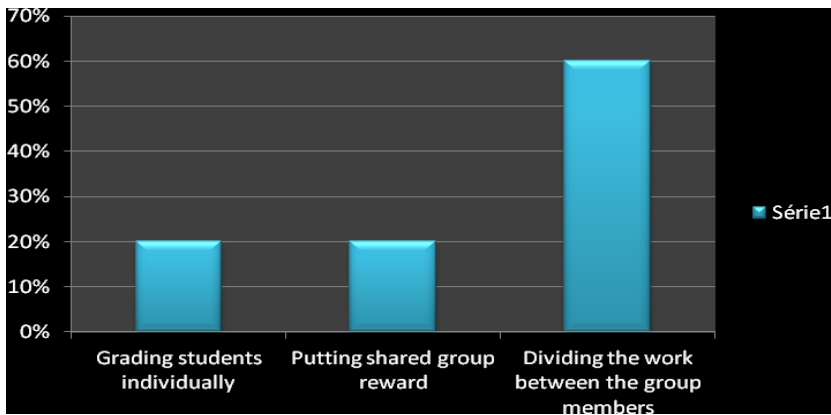


Figure. 2. 36. Solving problems

100% of teachers thought that cooperative work enhances students' participation in the fourth question.

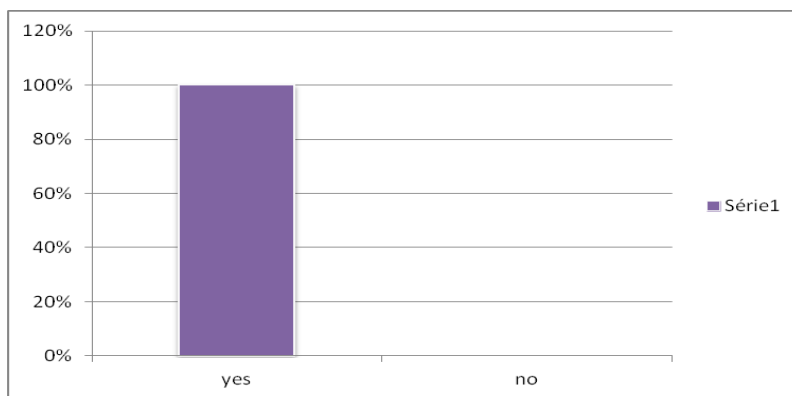


Figure. 2. 37. Cooperative work enhances the motivation of students

In this last question, 20% of teachers say that students are highly motivated when using cooperative work and 80% of them believed that their students are highly motivated when working with cooperation.

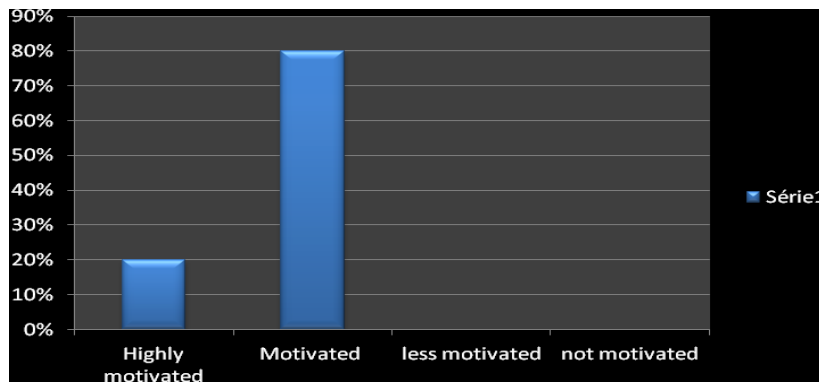


Figure.2. 38. Student's motivation when working in groups

2.8 Conclusion

From the findings, it could be seen that there were improvements in the students' achievements between the pre-tests and post-tests marks and between the results of cooperative work when compared to individual work. It is concluded that cooperative work has a positive effect on students' motivation when learning grammar. Thus, most students prefer to work in groups rather than individually. However, teachers help students to see the value of cooperative work, they always try to solve problems that students face when working together. As well as, they believe that cooperative work enhances students' participation and motivates them.



Chapter Three

3.1. Introduction

Most of us agree that there is a difficulty in motivating the new generation of students to learn and gain knowledge. If the student does not have enough motivation, whether internal or external the learning will not be achieved, in this study we used cooperative learning as a motivational factor in learning grammar. Thus, In this chapter, we are going to give some suggestions and recommendations for both teachers and learners and we will speak briefly about the analysis and interpretation of the results.

3.2. Analysis and Interpretation of the Results

Results' interpretation has confirmed that even if not all the students see the grammar important but most of them are motivated when learning grammar through cooperation. Forty-four students (88%) do not face problems when working in groups. This means that cooperative work has a positive impact on students. Besides, 38% of students preferred to work in pairs rather than individually, and 40% preferred to work in a group, which means that the majority of students preferred to learn through cooperation.

Furthermore, 52% of students feel motivated when they work cooperatively, and 26% feel strongly motivated. However, 46% of learners learn much from cooperative work, and 26% learn very much. These results show the positive impact of cooperative learning on students' motivation.

In addition, even if only 40% of teachers use cooperative learning when teaching grammar, they are familiar with. 100% of teachers set up practice situations for the skills necessary for cooperative learning. 80% of teachers help their students to see the value of cooperative work. When students face such problems when working in groups, 60% of teachers solved these problems by dividing the work between the group members.

3.3. Recommendations**Teacher's role in motivating students**

The teacher can play a pivotal role in encouraging and motivating his students despite the difficulty of the task. So the successful teacher is the one who tries to develop himself and improve the level of his classroom. Hence, he needs some ideas to motivate his students.

Sensitize Student Responsibility

Let learners control the way they learn and let them choose the tasks and homework they want, also do not forget that the classroom is a small community. (It is good for the student to feel important in class.)

Setting Objectives

It is necessary to define goals from the tasks assigned to each student clearly, he needs to know what is expected from him to complete the task in the best way, so the teacher has to try to list short and long term goals and a set of rules that everyone has to achieve or respect.

Creating a Secure Environment

Students need to learn in full safety. Fear of failure is the cause of failure. Therefore it is advisable to encourage students and faith in their abilities to overcome difficulties and retry at failure with their psychological and social support if necessary.

Change the Learning Space

Teachers cannot take a sit behind their desk and wait for a dazzling result in the classroom. They can take field trips, see documentaries or just do a group search in the school library ...etc, all of this can motivate the learner and create an atmosphere.

Creating an Atmosphere of Honest Competition

Competition within the classroom can be positive if it is used in an educational way that serves the pre-test goals. In some cases, students can be motivated to make a greater effort and excel through educational applications for example, or traditional group games only.

Provide Simple Rewards

It is one of the most important ways to motivate Student. You do not need a huge budget, a beautiful pencil or a small chocolate box may do the trick. Praise words may be more effective at the time.

Encouraging Group Work

Group work is one of the means that we agree on its effectiveness and importance, especially for students who are defaulting and shy. Everyone is eager to cooperate, help the group and complete the tasks, and this is a good method for learners of foreign languages

Identify Students

It is not intended to know the name of each student, but to identify his hobbies and achievements, likes and dislike, etc this gives him higher confidence in

himself and positively affect his behaviour in the classroom and therefore the process of learning.

Dialogue and Discussion

Some classes can be used to discuss some of the weaknesses and weakness that may create some frustration among learners. Standing and looking for ways to overcome them, they will give everyone a sense of hope and success.

Use of Technology

Not necessarily to dispense with the teacher paper and pen, but to try to benefit from technology whenever the opportunities provided in this area of programs and tools and educational application such as icebreakers in the classroom.

The importance of Motivation in Education

- Helps the active participation of the learner.
- Helps to achieve the precious needs of the learner.
- Helps to increase the relationship between the learner and the teacher.
- Helps to improve and develop creative ideas.
- Helps increasing motivation and learning ability.
- Helps to increase the creation of an atmosphere of excitement and competition among learners.

General Principles to Stimulate the Learner

- Focusses on the goals and objectives of education and allows learners to choose activities to reach these goals.

- The scientific material should be linked to previous experiences and current interests of learners as much as possible.
- The focus on self-motivation emanating from within individuals is the most motivation and motivation continuity and survival.
- The incentives do not conflict with religious and social values.
- Providing the teacher with various useful educational conditions.
- Encourage learners when they fail through their forgiveness and understand their excuses.

Suggested Features that enable the teacher to stimulate

- To be a lover of his work and his students, and be compassionate in dealing with them.
- Be humanistic in his tendencies, take care of the students and their circumstances, and be able to direct their behaviour for the better.
- To be an in-depth subject of his speciality able to relate the reality and the needs of students.
- To be able to use educational means and methods of teaching interesting and useful.

How cooperative work benefit you and your group?

Cooperative work helps you to:

- Raise your achievement
- Build a good relationship among your colleagues

- Provide experiences that help you to develop your learning skills
- Help you to produce a higher self-esteem
- help you to produce good attitudes toward both teachers and students
- help you to produce higher intrinsic motivation

3.4. Implications

3.4.1. Cooperative Learning Strategies

Using cooperative learning strategies such as think-pair-share, and the jigsaw technique encourages peer teaching and brainstorming, as well as the open exchanging of ideas. In think-pair-share and other variations, you could pose an open-ended question to the whole class of which the whole class contemplates silently. Then have individuals pair up to discuss and exchange thoughts and ideas. The pairs could share their responses with their team, other pairs, or the whole class.

The jigsaw method has students form groups of five, and each member of the group is assigned some unique material to learn and then teach to their group members. Once assigned their topic, each student who has been assigned the same sub-section work together in a group to decide what is most important and how to teach it. After practice in these “expert” groups, the students re-assemble into their original groups to teach each other.

Once the students have all taught their group members their section, the teacher could open it up to the whole class as a discussion of each section to make sure that all students have learned and retained the correct information.

Crossword puzzles are a valuable teaching tool that can be used to introduce and practise grammar points and structures. It is a pedagogical significance as it

helps learners enlarge vocabulary and deepen their mastery of the English lexis. Thus, it has many benefits and it is not just seen as a “busy-work” for students. First of all, crossword solving involves several useful skills including vocabulary, reasoning, spelling, and word attack skills. To solve any crossword puzzle, a person must be able to identify and understand the terms being used. This often involves acquiring new vocabulary or terminology. It can also involve making differentiations between similar words or phrases. Correctly deciphering a crossword also requires exact spelling, which for students may mean practising dictionary skills. Other important skills required for completing these puzzles include making inferences, evaluating choices, and drawing conclusions. Another benefit of using crossword puzzles in the classroom is that they are associated with recreation, and can be less intimidating for students as review tools.

3.5. Conclusion

In this chapter, the researcher hopes that these suggestions and recommendations may include information that could be useful to the English teachers, Educators, and future students in this field.



General Conclusion

The main goals of this study are to achieve the outcomes of cooperative work in learning grammar besides to motivate students to learn grammar and to know the attitudes of teachers towards this teaching method.

We begin our dissertation by a chapter of theoretical background concerning cooperative work: its definition, its benefits, and its outcomes, moving to grammar, its definition, its role in the language and the kinds of grammar (spoken, written) in the last part of the first chapter we spoke about motivation, its definition and its relation with the cooperative work.

In chapter two, we spoke about the population, the research tool: questionnaires and experiment. We analyzed and compared the results of the pilot work. Finally, we concluded our dissertation by chapter three, giving suggestions and recommendations to teachers and future researchers.

The analysis of the different findings have led to the following conclusions: Teachers are familiar with cooperative learning. What is more, the impact of cooperative work on students' motivation is positive. In the end, the results of the present investigation show learners' preferences to work either collaboratively or in pairs when learning grammar rather than working individually because they feel motivated when learning in groups.

Doing so, it is advisable for the teachers to use pairs or small groups when teaching grammar, especially at the beginning, to be able to manage well the students and to help them to master working in a cooperative way with a small number of students first, then move to a larger number of groups. Moreover, they can give the opportunity for students to choose their partners instead of the teacher imposing on them group combination.



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Appendices

Appendix A: Pilot Study Questionnaire

Dear Students,

We would be so grateful if you could answer the following questions about your opinion concerning learning grammar and your attitudes concerning the use of cooperative work.

Your answer will be very helpful for the research project we are undertaking.

Section one: student's perceptions about learning grammar.

1) When learning the English language do you think that learning grammar is?

- Very much important
- Important
- Little
- Not important

2) Do you think your level in grammar is:

- Excellent
- Good
- Average
- Poor

3) Do you often think that you know most of the grammar rules but you still make mistakes when using the language?

- Yes

- No

4) Do you learn grammar better?

- When the teacher does not give the rule but guides the learners to get the rules by themselves through activities?
- When the teacher gives the rules explains them and then gives the activities?
- When the teacher combines the two methods?

Section two: student's perceptions about the teacher supervision of group work.

1) How often does your grammar teacher ask you to work in a small group?

- Always
- Often
- Rarely
- Never

2) When you work in a small group on what basis students are usually grouped?

- Students with the same level together?
- One excellent student among average students?
- Do students choose their partners?
- Mixed levels?

- Random?

If there are others can you specify
please.....

.....

.....

..... 3)

Which skills does your teacher focus on when working in small groups

Skills	Yes	No
---------------	------------	-----------

- Building good

relationship among
students

- Respecting each
other's ideas

- Listening to other's
arguments

- Arguing your ideas
to convince others

4) Do you face problems when working in groups?

- Yes

- No

If yes what are these problems?

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

Section three: student's attitudes about using cooperative work.

1) When learning grammar in class do you prefer?

- To work individually

- To work in a pair

- To work in a small group

2) When you work in a small group do you feel that you are?

- Strongly motivated

- Motivated

- Less motivated

- Not motivated

3) Do you think that this way of learning helps you?

- To learn to respect others

- To learn to express yourself
- To learn how to speak English correctly
- To learn how to speak English fluently

If there are other benefits from working in groups please specify

.....

.....

.....

How much did you learn from group work?

- Very much
- Much
- Little
- Nothing

5) According to your group work if compared to individual work is:

- Excellent
- Very good
- Good
- Poor

Thank you for your help

Appendix B: pretest

Turn the following into passive voice.

Ex: Workers are building a new fun park in town \rightarrow fun park is being built in town.

1. He is going to publish a new book

➤ A new book
.....
.....

2. We have to sign all the documents.

➤ All the documents
.....

3. My grandfather built this house in 1943.

➤
.....

4. The garage services my car every six months.

➤
.....

5. We will prosecute all shoplifters.

➤
.....

6. Somebody should do the work.

➤
.....

7. The management has offered the workers a pay rise

➤
.....

8. Someone has fitted this car with an alarm.

➤
.....

Appendix c: post-test

Turn the following sentences into passive voice.

1. At six o'clock someone was telling a story.

➤
.....

2. Tourists take many pictures of the Eiffel Tower.

➤
.....

3. Coffee boosts my energy level in the morning.

➤
.....

4. The witness calmly explained the circumstances leading to the fight between the men.

➤
.....

5. The students wrote a letter to the Head Master regarding the bad condition of their classroom.

➤
.....

6. The judge will read out the names of the winners in alphabetical order.

➤
.....

7. The manager offered the customer a refund.

➤
.....

8. Candidates must answer all the questions.

➤
.....

Appendix D: Teachers' questionnaire

Dear teachers,

We would be so grateful if you could answer the following questions about your opinions concerning teaching grammar and your attitudes concerning the use of cooperative group work when teaching grammar.

Your answers will be very helpful for the research project we are undertaking.

Thank you.

Personal information

1. University /college.....
2. Degree
 - Magister
 - PhD (doctorate)

Section One: Teachers' Perceptions of Students' Learning Grammar

3. To what extent do you think your students value the importance of grammar in learning a foreign language?

- Very much
 - Much
 - Little
 - Not important
4. Do you face situations where students produce sentences that are incorrect grammatically, though they sometimes know the rules
- Yes
 - No
5. To what extent do you think your students need more speaking to practice grammar rules?
- So much
 - Much
 - little
 - Not at all
6. Which method do you use when teaching grammar?
- Inductive
 - Deductive
 - Eclectic

Section Two: Teachers' Perception of affective domain of the learners

7. do you think that your students are motivated* during the grammar class

- **yes**
- no

8. How do you try build self-esteem* in your students during the grammar class?

- Allow them to express and argue their points of view
- Make positive feedback when necessary
- If there are others, can you specify please

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

Section three: The teachers' Incorporation of cooperative group work

9. How often do you use group work when teaching grammar?

- Never
- Rarely
- Often
- Always

10. How many students are there in each group?

- Pairs

- 3-4

- 5-6

- More than 6

11. Do you set up the groups on the basis of

- Gender

- Proficiency

- Students' preference

- Students sitting together

- If there are others can you specify please

12. How often do you check if your students are doing the activities

- Never

- Rarely

- Often

- Always

13. Do you emphasize using English when students are interacting within the same group

- Yes

- No

14. What are the skills you focus on when using cooperative group work activities

- Respecting others
- Arguing the points of views
- Equal opportunities of participation

If there are others, can you specify please

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

15. Do you set up practice situations for the skills necessary for cooperative learning?

- Yes
- No

16. Do you help students see the value of cooperative learning

- Yes
- No

Section Four: Teachers' Evaluation of cooperative Learning

17. Do your students have problems when working together

- Yes
- No

If your answer is yes, what are these problems?

- Unequal participation of the learners
- Imposing points of view
- Social skill problems

If there are others, can you specify, please

18. Are the students who face such problems

- Excellent students
- Good students
- Average students
- Less able students

19. How do you try to solve such problems

- Grading students individually
- Putting shared group reward
- Dividing the work between the group members

20. Does cooperative group work enhance your student's participation

- Yes
- No

21. When using cooperative learning do you think your students are

- Highly motivated

- motivated
- Less motivated
- Not motivated

Thank you for your participation in this questionnaire

Résumé

Les effets de l'apprentissage coopératif sur la motivation des élèves, leur assiduité et leurs résultats ont été examinés à l'Université du Dr. MoulayTahar SAIDA, département de langue et littérature anglaises. Les enseignants avaient un questionnaire dans la même université; À partir du questionnaire, nous avons testé leurs attitudes envers l'apprentissage coopératif. De plus, les apprenants disposaient d'un questionnaire, d'un pré-test et d'un post-test pour évaluer l'effet de l'apprentissage coopératif sur la motivation des élèves par la grammaire. Les enseignants connaissent bien l'apprentissage coopératif même s'ils l'utilisent rarement. Ils déclarent que la plupart des étudiants se sentent motivés pour apprendre la grammaire de manière coopérative. La présence des étudiants a été analysée avant et après la mise en œuvre du travail en coopération. Les élèves ont montré une motivation plus positive et des résultats plus élevés après la mise en œuvre de l'apprentissage coopératif. La plupart des étudiants préfèrent travailler en binôme et en groupe. Seul un petit nombre d'étudiants est en désaccord avec l'apprentissage de la grammaire en groupe et en accord avec le travail individuel.

Mots-clés: attitudes, réalisation, apprentissage coopératif, grammaire

الخلاصة

تم فحص آثار التعلم التعاوني على تحفيز الطلاب ، والحضور ، والنتائج في جامعة الدكتور مولاي طاهر سعيدة ، قسم اللغة الإنجليزية وآدابها. كان لدى المعلمين استبيان في الجامعة نفسها ؛ من الاستبيان ، اختبرنا مواقفهم تجاه التعلم التعاوني. بالإضافة إلى ذلك ، كان لدى الدارسين استبيان ، قبل الاختبار ، وبعد الاختبار لتقييم تأثير التعلم التعاوني على تحفيز الطلاب من خلال القواعد. المعلمون على دراية بالتعلم التعاوني ، رغم أنهم نادراً ما يستخدمونه. يذكرون أن معظم الطلاب يشعرون بأنهم متحمسون لتعلم القواعد بشكل تعاوني. تم تحليل وجود الطلاب قبل وبعد تنفيذ العمل التعاوني. أظهر الطلاب حافزاً إيجابياً ونتائج أعلى بعد تنفيذ التعلم التعاوني. يفضل معظم الطلاب العمل في مجموعات ثنائية. لا يوافق سوى عدد قليل من الطلاب على تعلم القواعد في مجموعات وفقاً للعمل الفردي.

الكلمات المفتاحية: المواقف ، التحصيل ، التعلم التعاوني ، القواعد