

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
University of MOULAY Tahar, Saida
Faculty of Letters and Languages and Arts
English Department



The Effectiveness of Cooperative Learning Strategy in Enhancing EFL Student's Motivation to Learn Grammar

The case of 2nd year English students at the University of Saida

**A Dissertation Submitted in Partial Fulfilment of the Requirements for
the Master Degree in Didactics**

Presented by:

Miss. HAMRI Raouia Imen

Supervised by:

Dr. SELLAM. L

BOARD OF EXAMINERS

Mrs: SELLAM. L **Supervisor**
Mrs: MAROUF..... **Inspector**
Mrs: ADNANE..... **President**

Academic Year: 2019-2020

Dedication

I dedicate this work to almighty God for his everlasting blessings, strength, spiritual support and guidance to accomplish this research successfully.

As I dedicate this research paper to my parents whom I love the most who have supported me continuously and pray for me, specially my mother who have waited for this moment like nobody else would ever have.

This work is also dedicated to my brothers, sisters, aunts and uncles for their whole-hearted support and encouragement.

To all my friends with whom I shared the university life with its lights and shadow especially my dear friend Houari who have helped me unconditionally. To all those who have been helpful, loving and tolerant, for me, I dedicate this simple work.

Acknowledgement

We would like to express my tremendous gratitude to my supervisor Mrs. Sellam who helped me achieve this work. We sincerely appreciate the time we spent with her and we want to thank her for her great patience.

We would like to show our sincere thanks to the members of the jury; Mrs. Sellam, Mrs. Marouf and Mrs. Adnane for reading and evaluating our work.

We are most grateful to all the teachers and students who participate in this research that without their contribution this work will not have been achieved.

Words fail to express my gratitude to the most wonderful and kind teacher I have ever met Mr. Hadji for his help and priceless instruction.

Abstract

The objective behind this research paper is to determine the effectiveness of cooperative learning strategy in enhancing EFL students' motivation to learn grammar at Dr Moulay Tahar Saida University. Since grammar is considered as the core in mastering any language, the teachers are required to find an appropriate method to teach this module and at the same time make students more interested and motivated to learn it. Among all the methods and strategies that existed, cooperative learning is considered as a new strategy which has a beneficial effect on both learners and the learning process. Based on what we have discussed, we hypothesized that the appropriate implementation of cooperative learning strategy makes students more motivated to learn grammar. Both qualitative and quantitative approaches were used in order to investigate this study. To verify the validity of our hypotheses, two tools were used mainly two questionnaires for both students and teachers and a classroom observation in order to collect data about teachers and students' attitude towards the use of CL in teaching/learning grammar and record information about materials that teachers use. The discussions of the results obtained show that if teachers use a well-structured cooperative learning strategies they will help in increasing their students' grammar understanding and if students are aware of the importance of learning strategies it will motivate them to learn better as well as enhancing their grammar competence and social skills. Concerning the findings, the researcher provides some recommendations for both teachers and students to better use cooperative learning strategy in grammar classes.

TABLE OF CONTENTS		Pages
• Dedications		I
• Acknowledgement		II
• Abstract		III
• Table of Contents		IV
• LIST OF TABLES		V
• List of Figures		VI
• LIST OF Abbreviation		VII
• List of Appendices		VIII
• General Introduction		1
Chapter One The Literature Review		
1) Introduction		4
2-Grammar		4
2-1) Conceptual definition		4
2-2) the role of grammar in language teaching		5
2-3) Approaches and methods to teach grammar		6
2-3-1) Deductive versus inductive approach		
2-3-2) Descriptive and prescriptive rules		
2-3-3) Explicit and implicit knowledge of grammar		
3) Cooperative learning		7
3-1) Conceptual definition		7
3-2) Cooperative learning versus collaborative learning		8
3-3) Theoretical background of cooperative learning		9
3-3-1) The behavioral learning theory		
3-3-2)The cognitive theory		
3-3-3) Social interdependence theory		
3-4)Types of cooperative learning		10
3-4-1) Informal cooperative learning group		
3-4-2) Formal cooperative learning group		
3-4-3) Base learning group		
3-5) The basic elements of CL		11
3-5-1) Positive interdependence		
3-5-2) Individual accountability		
3-5-3) Face-to-face promotive interaction		
3-5-4) Social skills		
3-5-5) Group processing		
3-6) Cooperative learning activities for EFL classroom		12
3-6-1) Jigsaw		
3-6-2) Think-pair-shares		
3-6-3) Numbered heads together		
3-6-4) Student team achievement divisions (STAD)		

Conclusion	13
Chapter Two Research methodology and data analysis	
Section one	14
1) Introduction	
2) The population:	
3) Description of the research tools:	
3-1) Questionnaire	
3-1-1) Students' questionnaire	
3-1-2) Teachers' questionnaire	
3-2) Classroom observation	15
Section two: Tools analysis and discussion	
1) Tools results' analysis	16
1-1) Teachers' questionnaire analysis	
1-2) The students' questionnaire analysis	26
1-3) Classroom observation analysis	39
• Part one: An overall observation of classroom environment	
• Part two: Students' behaviors regarding cooperative work and how they react to it	
• Part three: The attitude of teachers and their use of CL	
• Part four: The difficulties or problems faced by teachers	
Conclusion	40
Chapter Three: Interpretation, Pedagogical Recommendations and Limitations of the Study	
1-) Introduction	42
2-) Interpretation of the results	
2-1) interpretation of teachers' questionnaire	42
2-2) Interpretation of students' questionnaire	43
2-3) Interpretation of classroom observation	44
3) Suggestions and pedagogical recommendation	45
3-1) Suggestion for teachers	
3-2) Suggestions for students	46
4) Limitation of the study	47
General conclusion	48
Bibliography	50
Appendices	54
• Appendix A: Students' questionnaire	55
• Appendix B: Teachers' questionnaire:	58
• Appendix c: Classroom observation	60
Résumé	
المخلص	

<i>LIST OF TABLES</i>		Pages
Table 1: Widodo's advantages of deductive and Inductive approaches of teaching grammar (P.122-141)		06
Table 02: The teaching experience of teachers		16
Table03: Difficulties which teachers face while teaching		17
Table04: Students' level at English		18
Table05: Students' enjoyment of learning grammar		19
Table06: The methods used in teaching		20
Table07: The grammatical spoken problems that teachers face		21
Table08: The extent of students' motivation		21
Table09: the improvement of students' language skills through learning grammar		22
Table10: The frequency of using group work in teaching grammar		23
Table11: The extent of students' motivation when working cooperatively		24
Table12: grammar competence enhancement through using cooperative learning		25
Table13: the students' gender		26
Table14: Students' level in English		27
Table15: Problems which students face while learning English		29
Table16: Students' dealing with grammar		30
Table17: Grammar importance		30
Table18: The students' level in grammar		31
Table19: The students' preferable method to learn grammar		32
Table20: The extent of students' enjoyment when learning grammar		33
Table21: The way grammar lessons are taught		34
Table22: Students' working in group		35
Table23: The frequency use of group work		35
Table24: The preferable way to students when doing activities		36
Table25: The influence of CL on students' knowledge		37
Table26: Problems which students face when working in group		38

<i>List of Figures</i>	Pages
Graph 01: Teaching experience of teachers	17
Graph 02: difficulties which teachers face while teaching	17
Graph 03: Students' level at English	18
Graph04: Students' enjoyment of learning grammar	19
Graph05: The method used in teaching	20
Graph06: The grammatical spoken problems that teachers face	21
Graph07: The extent students' motivation	22
Graph08: the improvement of students' language skills through learning grammar	23
Graph09: The frequency of using group work in teaching grammar	23
Graph10: The extent of students' motivation when working cooperatively	24
Graph11: grammar competence enhancement through using cooperative learning	25
Graph12: the students' gender	27
Graph13: students' level in English	28
Graph14: Problems which students face while learning English	29
Graph15: Grammar importance	31
Graph16: The students' level in grammar	32
Graph17: The students' preferable method to learn grammar	32
Graph18: The extent students' enjoyment when learning grammar	33
Graph19: The way grammar lessons are taught	34
Graph20: Students' working in group	35
Graph21: The frequency use of group work	36
Graph22: The preferable way to students when doing activities	36
Graph23: The influence of CL on students' knowledge	37
Graph24: Problems which students face when working in group	38

List of abbreviations:

CL: cooperative learning

EFL: English as a foreign language

FL: foreign language

NHD: numbered heads together

Q: question

SL: second language

STAD: student team achievement division

Y.O: years old

%: percentage

<i>List of Appendices</i>		Pages
Appendix A: Students' questionnaire		55
Appendix B: Teachers' questionnaire:		58
Appendix c: Classroom observation		60

General introduction

Due to the globalization that the world is witnessing, English language has become the first language in all over the world. Therefore, learning and teaching English as a second language of a foreign language has met a huge demand but this is not an easy task, there are some difficulties that both teachers and learners face especially in grammar field which is one the main aspects in learning any language and mastery of grammar give rise to an effective communication and writing production enhancement. In this respect, teachers need to have an idea about their students' attitude towards grammar; it would be so helpful for them in order to come up with some effective and suitable strategies to increase students' interest in learning English in general and grammar in particular because it is viewed as a difficult and an exhausting aspect of the English language. These bad feelings and thoughts may affect the teaching/learning process. Cooperative learning is one strategy that is considered as an important element of most recent approaches and theories to teach English as second or a foreign language. It gives the students the chance to interact more than traditional method do since it changes the process of learning from teacher-centered into learner-centered process. The implementation of cooperative learning method in classrooms finds its roots years ago in some countries involving USA. And it is now applied in almost all school, and increasingly in college and university contexts all over the world. Despite this fact, little

attention is given to the application of this latter in Algerian educational sectors, especially in the public ones where we notice that students are passive and less motivated and this result for them in a poor grammatical knowledge and lack of communicative competency. Therefore, the present research aims at highlighting the effects of cooperative learning strategy on students' motivation during grammar classes since it has been noticed that there are a kind of inequality of motivation among them, at this point, teachers were confused about using whether the individualistic or the cooperative learning approach. To achieve that, the following research questions are asked:

- 1- To which extent is CL strategy affective in enhancing students' social skills and grammar competence?
- 2- Does the implementation of a well-structured CL increase the students' motivation to learn grammar?

In the light of these questions, the following hypotheses are formulated:

- 1- Students who work in cooperative group have a higher grammar competence and are more socially skillful than those who work individually.
- 2- If the EFL teachers use a well-structured cooperative techniques, their students become more motivated to learn grammar in an effective way.

In this study, the researcher relied on the descriptive study by using two different tools; two questionnaires and a classroom observation, for the sake of collecting data. The first questionnaire will be addressed for grammar teachers in the department of English at Saida University, the second questionnaire will be delivered to second year EFL students at the same department. The results obtained from the quantitative and qualitative data analysis will approve or disapprove the two hypotheses. This work is divided into three main chapters. The first one is the literature review which is considered at the theoretical part, it tackles first, the definition of grammar and the approaches to teach it. Second, it includes the definition of cooperative learning, its elements and theories as well as its types. Then, it deals with a general view of motivation referring to many approaches and theories linked to it. After that, we create a relation between cooperative learning and motivational theory. The second chapter is the practical part of this study. This introduces the methodology used. First of all, it describes the research design and the sample population. Then, it defines the research

instruments used to collect data. And finally, it gives the detailed analysis of the gathered data. The third and last chapter is mainly concerned with the interpretation of the results obtained in order to figure out whether the hypotheses mentioned at the beginning of this work are approved or disapproved. It also offers some suggestions and pedagogical recommendations to use the cooperative learning technique effectively during the grammar classes.

Chapter One

The literature review

1) Introduction:

During the last years, teaching English as a FL or SL has known a great evolution since it is an international language and almost countries implement it in their curriculum, but the problem is in the teaching method which was traditional. The classroom was teacher' centered where he was the only source provider while the students were passive recipients of information. For that reason, a new effective method was needed in order to increase the learning process and make the classroom student' centered. In other words, the information should be constructed by both the teacher and the learner. This method is called cooperative learning which is the topic of so much literature; so many scientific journals and instructional materials discuss CL as being a useful approach to teaching (Johnson, 2008). Cooperative learning creates a great motivation among learners, they learn how to communicate and exchange knowledge about a given subject or language itself so they consequently will gain new communicative skills and social skills.

In this chapter, we are going to define grammar and cooperative learning as well as its role in language teaching. In addition to that, we will provide an overview about the types of CL and the main concepts or approaches linked to it.

2-Grammar:

2-1) Conceptual definition:

Grammar has always been one of the main discussed topics among educators that's why providing a clear definition seems like a difficult task since it was defined differently by many scholars.

According to Penny(1988) "Grammar is the way a language manipulates and combines words or bits of words in order to form longer units of meaning" which means that grammar is the construction of words and sentences with the intention to have a correct meaningful product. Whereas, Patrick Harwell defined grammar as the branch of linguistic science which is concerned with the description, analysis, and formulation of formal language patterns, which means that grammar is linked with the analysis and well-formed words or sentences that are used in formal utterances.

Additionally, other scholars and grammarians associated the concept of grammar into several components as phonetics, phonology, morphology, syntax, and semantics

which make grammar plays a very important role in the study of the language. M Musumeci (1996) claims: "Language does not exist without grammar, because all languages are characterized by these components." (p.1)

2-2) the role of grammar in language teaching:

Language has a very important role in human life; one cannot live without it since it is involved in all the aspects of life. Therefore, studying any language allows us to make better use of it. One of the key aspects for using a language fluently and appropriately is grammar because it is considered as the heart of any language.

AS Ur (1994) stated that Grammar is essential for the mastery of a language." (P.14) Canal and Swain (1980) stated that grammatical competence was integral part of communicative competence. One cannot communicate effectively without having the knowledge of grammar. Hedge (2002) said that many teachers give grammar teaching their attention in their classroom methodology. Grammar gained such importance due to its obligatory role. Thornbury (1999) claimed: "Grammar;provides the learner with the means to generate a potentially enormous number of original sentences." (P.15); that is to say learners can produce an infinite amount of sentences and utterances with a limited number of words thanks to grammar. In the same line, Pacheler (1999) stated: "The rules of grammar facilitate communicative economy." (P.94). Ur (1980) stressed that units of the language can only be used successfully if and only if we know how to combine them appropriately; knowledge of grammar is useful for language acquisition because proper grammar keeps you from being misunderstood while expressing your ideas and thoughts as well as improving one's script. In addition to what has been said, the role of grammar is not restricted to the level of the sentence however it affects different longer discourses. This is argued by Williams (2005) who emphasized the fact that the effects of grammar are essential for writing since it provides information about forms and functions of the words. While Greenbaum and Nelson (2002) think that grammar has many applications on many aspects of language, such as punctuation, interpreting literally (or non-literally) texts and understanding discourses, for instance if we could not recognize a particular sentence or clause and its type, we will not be able to put the appropriate punctuation markers because it will change the real meaning of the sentence or the combined clauses into other meaning.

2-3) Approaches and methods to teach grammar:

2-3-1) Deductive versus inductive approach:

According to Thornbury (1999) deductive approach is defined as the way in which grammar is taught through supplying the rules first, and then learners are requested to apply them in some meaningful examples. Whereas inductive approach is defined as the way in which grammar is taught by providing examples the learners are asked to figure out the rule. Both approaches have a set of advantages which were suggested by Widodo (2006) who gave five advantages for each approach:

ADVANTAGES	
DEDUCTIVE APPROACH	INDUCTIVE APPROACH
1-It is time saving since it goes straight-forwards to the point which it the rule	1-It enhances learning autonomy and self-reliance by training learners to discover the rules
2-Certain direct practices and applications are immediately given which will make learners find themselves at ease when learning	2-In learning process, learners are more active rather than being only information recipients
3-Rules can be taught clearly and easily than elicited from examples in order not to confuse the learners	3-Learners' greater degree of cognitive depth is exploited
4-It takes into consideration the degree of intelligence and maturity of many learners and respect their cognitive process when acquiring a language	4-It involves the learner' cognition and problem solving abilities since some particular learners are interested in
5-Some learners have an analytical style therefore deductive approach confirms many learners' expectations about classroom learning	5-Learners will get opportunities for extra language usage when they solve problems collaboratively

Table 1: Widodo's advantages of deductive and Inductive approaches of teaching grammar (P.122-141)

2-3-2) Descriptive and prescriptive rules:

All languages have two types of rules descriptive and prescriptive. The first type describes how language is used without focusing on how it should be used. It regulates the way words are put together and describes how those words are combined; whether it can be acceptable or not. Swan (2005) said: "descriptive rules are simply accounts of linguistic regularities." (P.66). which means the descriptive rules are agreed on among linguistics and it allows people to judge if a sentence can be said in a language or not, For example, "She has a nice voice." Is acceptable to say however, "nice she a voice has" is unacceptable. The second type states how language should be used and whether

it is acceptable or unacceptable to say by putting rules according to the English speakers' standards. Swan (2005) defined prescriptive rules as: "Linguistics regulation rules which individuals devise in the belief that their language needs regulating, tidying up or protecting against change." (P.66). They are then used in particular situations such as formal writings.

2-3-3) Explicit and implicit knowledge of grammar:

Two kinds of knowledge were suggested by Klein (1986) which are explicit and implicit knowledge of grammar.

Explicit knowledge is a cognitive approach in which learners consciously understand the rules by giving a general explanation of those rules, for example, explaining where to use a given adverb with providing sentences that shows its function. According to Brown (2002): "A person with explicit knowledge knows about language and the ability to articulate those facts in some way." (P.285). Pacheler (1999) thinks that it is acquired through formal instruction; Which means that explicit knowledge is acquired in formal (academic) settings through the emphasis on grammar rules.

Implicit knowledge on the other hand was defined by Brown (2002) as: "unconscious internalized knowledge of language that is easily used during spontaneous language tasks similar to written or spoken conscious learning process." That is to say, learners acquire grammatical knowledge when they are engaged in natural communicating activities or in other words; grammar is naturally acquired when learners are exposed to meaningful contexts.

3) Cooperative learning:

3-1) Conceptual definition:

Olsen and Kagan (1992) defined cooperative learning as "Group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is accountable for his/her own learning and is motivated to increase the learning of others." (P.08)

CL is an 'arrangement' in which students work in mixed ability groups and are rewarded on the basis of the success of the group (Wool Kolk, 2004, p.432). Similarly, Brown (2001) has defined CL as: "an instruction in which the students work together as a team by sharing ideas and information." (P.49)

Another definition was introduced by Alice Macpherson (2007) who said that CL is a part of group teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goal (P.01)

From all these definitions we can understand that cooperative learning include different instructions and techniques in which students work in small groups and are required to interact, help each other and contribute in enhancing their learning and each other understanding in order to achieve and reach their shared academic goal.

Furthermore, Brown (2001) suggested two main characteristics of the cooperative learning method. The first is the responsibility and the contribution that all learners should have in their groups and the second is the interaction whereby students help each other. While Stevens (2008) thinks that the major characteristic of CL is the way students take responsibility from their teachers over their learning and the learning of their group mates and how they gradually lead the instructions given by their teachers.

3-2) Cooperative learning versus collaborative learning:

Cooperative learning and collaborative learning are often considered as synonyms and used in the same sense. In fact, there are major differences between the two. According to Pantiz (1996) who determined collaboration as “a philosophy of interaction and personal lifestyle whereas cooperation is a structure of interaction designed to facilitate the accomplishment of an end product or goal.”(P.01) which means that collaboration is a personal way of life exchange while cooperation is a way of structuring an exchange. Pantiz (1996) noted that the aim of collaborative learning is to create responsibilities for the students’ actions including learning and respecting peers abilities and contributions, In contrast, the aim of cooperative learning is to achieve specific goals by working together. This means that collaboration is described as a set of beliefs that that people have as to how they can help others and be helped when needed while cooperation is the strategies structured and employed with others in order to achieve shared objectives. Pantiz considered that CL is more structured than collaborative learning in terms of its purpose and its instructional processes. Smith and Macgregor (1992) think that CL is an umbrella term for a variety of educational approaches involving joint intellectual effort by students or students and teachers together. They also think that CL represents the most carefully structured end of the collaborative learning continuum. In the same vein, Bruffee (1995) says that

collaborative learning and cooperative learning differ in two main aspects; the first is the level of students with whom each is executed efficiently and the second is the sort of information that is centered on when using this strategy. So, according to Bruffee (1995) “Cooperative learning is best utilized with elementary and secondary schools, whereas collaborative learning fits more adults and adolescents like in college and university.

3-3) Theoretical background of cooperative learning:

Cooperative learning is supported by many theories, namely: behavioral learning theory, cognitive theory and social interdependence. These theories managed with the effectiveness of implementing CL in classroom.

3-3-1) The behavioral learning theory:

The focus of this theory is on the impact of group reinforcers, rewards and also punishment in learning. Slavin (1995) and Slavin et al (2005) called it “the motivational theory”; students will make more efforts and participate in the classroom when they are rewarded and reinforced on their positive attitudes which will consequently motivate them to learn better and to achieve their common goals and push them to help each other.

3-3-2) The cognitive theory:

Cohen et al (2004) said:”The cognitive theory views learning as a process of constructing knowledge through cognitive processes like reflective abstracting, recognition and so on.” That is to say that the active participation during the learning is the way to build and understand meaning.

This theory is based on two different views which are Piaget’s view and Vygotsky’s view. The first one which is Piaget’s view is concerned with learning in social communication which is led by the cognitive development. This theory makes the students more dynamic since it is learner-centered. So, the more learner is curious about meaning and interacts effectively, the more his understanding and comprehension of meaning will increase. Meanwhile, the second theory which is the Vygotsky’s theory emphasizes the impact of CL on the learning process where he stated that it is important to let students work in pairs or small group of mixed abilities where more competent learners will help less able ones in which they listen, argue, explain, and get knowledge from each other.

3-3-3) Social interdependence theory:

This theory's nature is cooperative, competitive and individualistic. It indicated that cooperation achieve great results compared with competitive and individualistic efforts and also more positive relationships where the actions and objectives of learners influence the individual and have great outcomes. Slavin et al (2003) named this theory "Social cohesion theory", they agreed that the efficacy of CL is primarily linked to the cohesiveness of the group (cohesiveness is the situation where students help each other to learn and carrying about al the group members. Deutch (1962) suggested two types of interdependence; Positive one where the learners help each other and take into account all group members and negative one where each student try to how that he is the best (over-challenging).

3-4) Types of cooperative learning:

There are three types of CL that were suggested by Johnson, Johnson and Hulbec (1998):

3-4-1) Informal cooperative learning group:

This type is time-limited and not well structured (for few minutes). Informal groups are generally small chosen randomly. It fits more quick activities like brainstorming, checking understanding, problem solving, etc where students are given few minutes to solve or discuss a concept with the group members. It s beneficial o break down the routine and change the format of lessons, this will make students more interested in the lesson.

3-4-2) Formal cooperative learning group:

This type tends to be more structured than the previous one where the group members are joined together to accomplish a given task and stayed together until it is complete. It is not time-limited since the students are obliged to achieve shared goals and complete the task given by the teacher such as writing a report, reading a story or chapter and conducting an experiment.

3-4-3) Base learning group:

This type is long-term and quit different from the two previous types since it can last for a semester or even a year. Typically this type become more than problem-solving, students can often encourage, give support, build trust and strong relationships during the CL process which will help them to be progressed in their academic achievement. According to Johnson, the class can start with base group then followed by informal CL group then followed by formal one and finishes with base learning group. It means

that it is acceptable to implement all the three types at a time since integrating them can enhance the learning process.

3-5) The basic elements of CL:

According to Johnson and Johnson (1991) there are five important elements that should be present in structuring CL classrooms. These elements are:

3-5-1) Positive interdependence:

It means that all the members of the group have to make efforts and work together in accomplishing a particular task, so, they have to share interests, depend on one another and be all responsible for the group success because if one member fails the other members will take the responsibility. Therefore, they have to keep in mind that they are linked together where one cannot succeed unless all the other members succeed and the opposite.

3-5-2) Individual accountability:

Each member should be accountable for supplying a fair share of the work, it means that all for one and one for all. The teacher here must assess the performance of each member and then gives feedback to both individuals and the group.

3-5-3) Face-to-face promotive interaction:

Students in the group must interact verbally with each other when doing a task. This interaction allows students to provide one another with feedback, sharing resources, support, encourage and praise each other's efforts, but most importantly is that the atmosphere should be motivating and helpful in order to help students to be more positive motivated and learn better.

3-5-4) Social skills:

It is the ability to make efforts. In order to do so, they need some basic teamwork skills such as providing an effective leadership, communicating correctly, listening attentively, making decisions, respecting each other, building trust and managing conflicts. All these points are the key of group success and goal achievement.

3-5-5) Group processing:

In this element, the group members can evaluate themselves and identify the strengths and weaknesses of the whole group. In other words, they can decide what actions were helpful or unhelpful and what action to continue with or change in order to work effectively in the next task or lesson. The students, here, are assessed by the teacher who examined the group task, gives feedback on their work and participation as

well as reinforces the positive behaviors of the group members and let them celebrate the success.

3-6) Cooperative learning activities for EFL classroom:

EFL teachers can implement many activities to teach which can help students work together and achieve their common objective. Among these activities there are:

3-6-1) Jigsaw:

It is a CL technique which was arisen by Eliot Aronson in 1971. It has a positive impact on the learning process. In this technique students have their original group and go to “expert group” in which students who have the same segment get together, discuss the main points of their segment and then try to find the best way to teach it to their peers in the original group. After accomplishing this task, the teacher provides feedback and students correct each other’s sheets. In this technique, students learn how to share information with each other, it encourages critical thinking abilities and it maximizes students’ corporation.

3-6-2) Think-pair-shares:

It is a CL technique developed by Lyman in 1978. It is considered as one of the most beneficial activities that increase group work in which the teacher gives a question to his students, gives them time to think individually and silently about it, then they can discuss and exchange their ideas with each other in pairs then other groups and then with the whole class.

3-6-3) Numbered heads together:

This activity was developed by Kagan in 1989. NHD has four procedures:

- 1-The teacher gives a number to each student from 1 to 4.
- 2-The teacher asks a question and gives time to answer.
- 3-Students put their heads together to make sure that the entire group knows the answer.
- 4-The teacher calls a number at random, and the students with that number are supposed to answer the question and earn points for their groups.

3-6-4) Student team achievement divisions (STAD):

It is a cooperative learning activity and it is considered as one of the simplest and straight forward strategy of all the CL. According to Slavin (1995) STAD consists of four steps:

- 1-Class presentation: the teacher presents the lesson to the entire class with the help of technology and students should pay attention to better work in the quiz.

2-Team discussion: students work in a mixed ability group of four to five students and with certain points of differentiations such as level, ability, gender, background, ethnicity and race. In this step, students of STAD group have to make sure that all the members understand the lesson and to be able to do the quiz.

3-Quiz (test): in this step, students' understanding of the lesson is assessed using quizzes where they take the test individually and they are not allowed to help each other.

4-Group recognition: the students' marks of the test will be added to team score where the group with the highest improvement score will be rewarded.

Conclusion:

This chapter was concerned with defining and explaining the key concepts in this work, it also provides an overview about the most significant elements that the teacher should be familiar with before using cooperative learning strategy in their class. This chapter is more concerned with the importance of implementing CL in EFL classroom which requires teachers who have enough knowledge about it and are more experienced since CL is not just joining students together.

The next chapter is the practical side of this research work. It starts by describing the research design, the population chosen then the results obtained for both students' questionnaire and teachers' questionnaire and also analyze the tools mentioned in addition to classroom observation.

Chapter two

Research methodology and
data analysis

Section one:**1) Introduction:**

The aim of this research work is to investigate whether CL is an effective strategy to motivate learners to learn grammar. In order to achieve the research's objective two research tools were selected namely; classroom observation and two questionnaires for teachers and students. In this chapter, we will talk about the results of the data collected and introduce the analysis of the tools. After that, we move to the discussion and the interpretation of the results

2) The population:

The population of the study includes second year English students (EFL) at Dr Moulay Tahar university of Saida. The total of students' population is one hundred forty three students divided into five groups. These students are aged between 18 to 36 years old, we have worked with forty students of two classes; twenty nine of them were females while eleven were males chosen randomly. There are two reasons behind choosing second year students; the first is that their grammar syllabus includes more practice than the third year syllabus since the second part requires the implementation of cooperative group work and the second reason is that second year students have already experienced group work at least twice in grammar courses or even other subjects, therefore they would have an attitude toward it.

3) Description of the research tools:

In order to prove the significance of this research work two tools were used namely; classroom observation and two questionnaires.

3-1) Questionnaire:

This tool is so helpful for collecting data from both students and teachers.

3-1-1) Students' questionnaire:

This questionnaire consists of 18 questions divided into three sections; the first was background information which involves 06 questions, the second one was checking the importance of grammar and it consists of 06 questions and the last section was cooperative learning in motivating learners to learn grammar also involves 06 questions. It was distributed randomly and it took almost one week to collect all the answers.

3-1-2) Teachers' questionnaire:

This questionnaire consists of 14 structured questions; most of them were close-ended. Teachers were asked about the strategies they used while teaching grammar and the problems they face when teaching cooperatively as well as other questions related to the topic. This questionnaire took almost two weeks to collect all the answers because most of the teachers do not have time therefore they answered at home.

3-2) Classroom observation:

It was chosen as a second tool in order to note the procedures and the ways of teaching as well as to identify the lesson content and the materials used. It took place at Dr Moulay Tahar university of Saida during the first semester. In this research work, we attended only three sessions. The students behaved normally during the course, we sat at back of the class and took notes about many details such as classroom atmosphere, teachers' methodology, students' behavior and their reaction towards CL and also figure out the difficulties faced by both teachers and students when implementing cooperative learning and whether it develops their grammar competence or not. Classroom observation was divided into four parts:

-Part one: an overall observation of the classroom environment; the sitting arrangement, the group number and management and the use of CL.

-Part two: students' behaviors regarding cooperative work and how they react to it for example, if they use CL appropriately or not, if they accept each other's points of view and if their skills and knowledge are developed through this strategy.

-Part three: the attitude of teachers and their use of CL during the lessons, the methodology they use, the way of controlling the groups, how they assess their students' work and if they move around tables when presenting the course or checking the students' activities.

-Part four: the difficulties or problems faced by teachers when implementing the cooperative learning strategy in their EFL classes.

Section two: Tools analysis and discussion:

2) Tools results' analysis:

2-1) Teachers' questionnaire analysis:

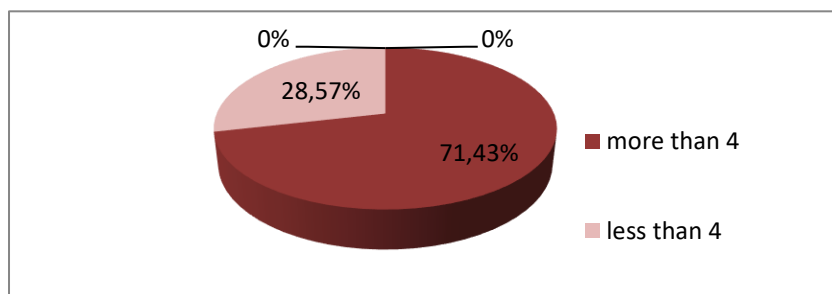
Question 01: proficiency degree

There were seven teachers; three of them were from Dr Moulay Tahar university of Saida. Among them, two teachers have doctorate degree, three of them have a master degree and the rest two teachers have a magister degree while no one have a licence degree. These answers show that our sample consists of different degrees.

Question 02: The teaching experience:

Options	Number	percentage
More than 4 years	05	71,43%
Less than 4 years	02	28,57%
Total	07	100%

Table 02: The teaching experience of teachers



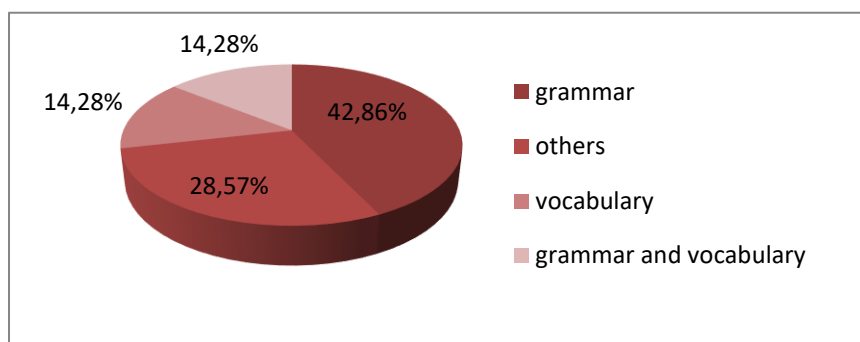
Graph 01: Teaching experience of teachers

The aim behind this question is to know the teachers' level of experience where five teachers from seven with a percentage of 71.43% said that they have been teaching for more than four years while two teachers with a percentage of 28.57% have been teaching for less than four years. That means that most of teachers are experienced.

Question 03: Which kind of difficulties you face while teaching?

Options	Number	Percentage
Grammar	03	42.86%
Grammar and vocabulary	01	14.28%
Vocabulary	01	14.28%
Others	02	28.57%
Total	07	100%

Table03: Difficulties which teachers face while teaching



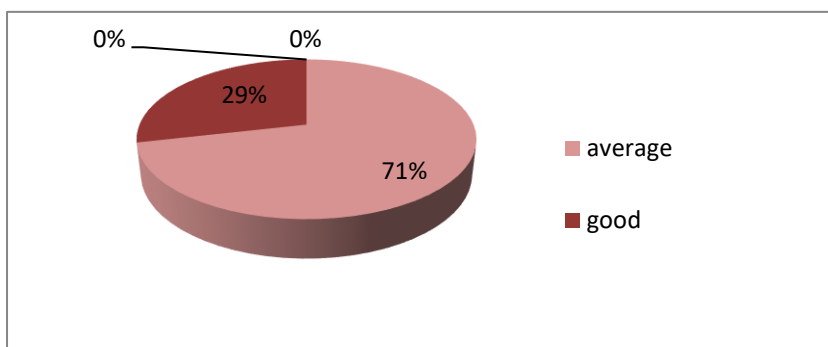
Graph 02: difficulties which teachers face while teaching

The results obtained denote that the majority of teachers (42.86%) choose grammar as the main problem however 14.28% of them choose two choices which are both grammar and lack of vocabulary; they said that their students make many mistakes when it comes to grammar since they do not understand some rules. 28.57% of teachers choose the answer others and they said that they face other problems like students' low concentration and motivation and also lack of discipline. Only 14.28% choose vocabulary and they said that students have lack of vocabulary.

Question04: How would you rate the level of your students?

Options	Number	percentage
Excellent	00	00%
Good	02	28.57%
Average	05	71.43%
Weak	00	00%
Total	07	100%

Table04: Students' level at English



Graph 03: Students' level at English

The results show that five teachers among seven (71.43%) said that their students' level at English is average probably due to many factors; some learners were obliged to study it therefore they think that it is a difficult subject while others have limited opportunities to use English outside the classroom and unavailability of materials that facilitate learning.

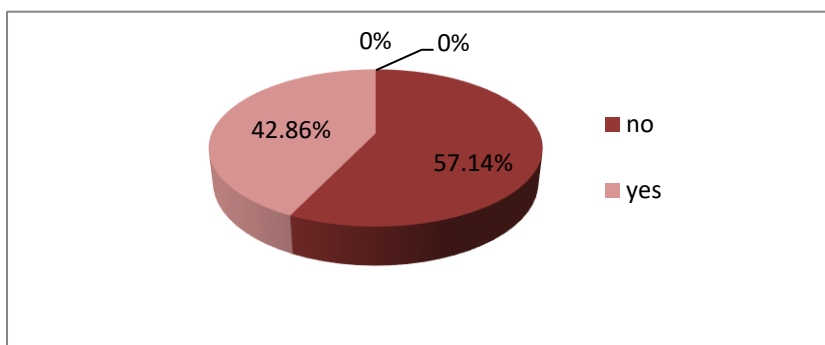
The two other teachers (28.57%) claimed that their students have a good level at English.

Question 05: Do your students enjoy learning grammar?

Options	Number	Percentage
Yes	03	42.86%

No	04	57.14%
Total	07	100%

Table05: Students' enjoyment of learning grammar



Graph04: Students' enjoyment of learning grammar

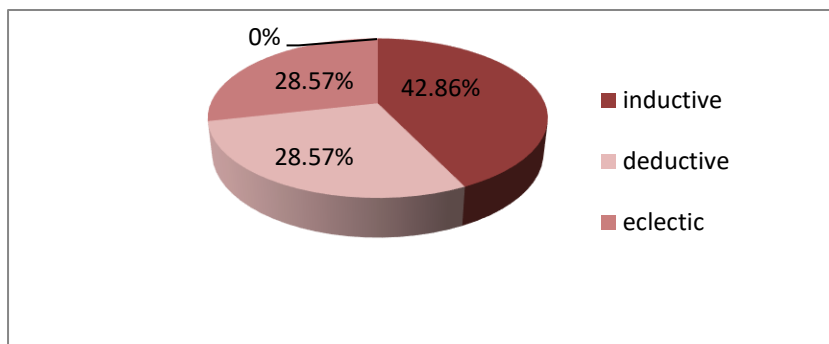
The aim of this question is to know to which extent students enjoy learning grammar.

The majority of teachers (57.14%) said that their students do not enjoy learning grammar because they had a negative experience with a previous teacher or they find it as a difficult subject. However, 42.86% said that their students enjoy learning grammar because they implement some techniques that facilitate learning.

Question06: Which method do you use while teaching grammar?

Options	Number	Percentage
Deductive	02	28.57%
Inductive	03	42.86%
Eclectic	02	28.57%
Total	07	100%

Table06: The methods used in teaching



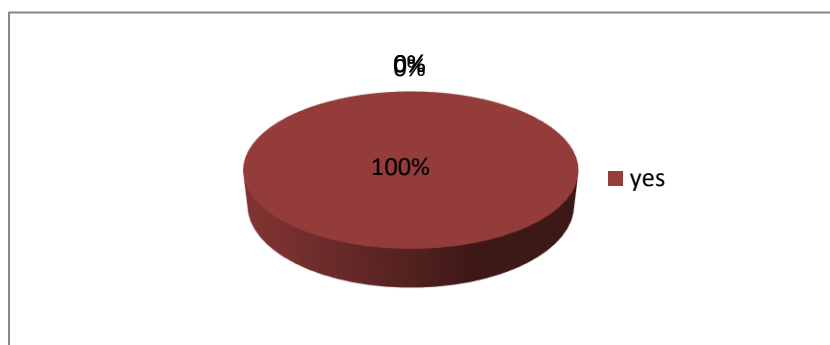
Graph05: The method used in teaching

The objective behind this question is to know the method that teachers use to make the lesson understandable. Three teachers among seven(42.86%) said that they use inductive method to make students more integrated in the course while two of them(28.57%) said that they use deductive method because of time limitation but the other teachers with the same percentage said that they prefer the eclectic method in order to break the routine of teaching.

Question07: Do your students produce sentences that are grammatically incorrect though they know the rules?

Options	Number	Percentage
Yes	07	100%
No	00	00%
Total	07	100%

Table07: The grammatical spoken problems that teachers face



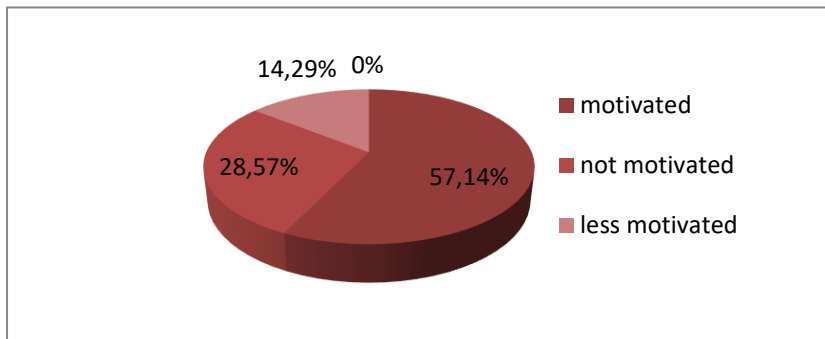
Graph06: The grammatical spoken problems that teachers face

When the teachers were asked about the grammatical level of their students and if they make mistakes despite of knowing the rules, all the seven teachers answered yes, saying that their students have a fine level but still do not learn the rules by heart.

Question08: Do you think that your students are motivated during the grammar class?

Options	Number	Percentage
Highly motivated	00	00%
Motivated	04	57.14%
Less motivated	01	14.29%
Not motivated	02	28.57%
Total	07	100%

Table08: The extent of students' motivation



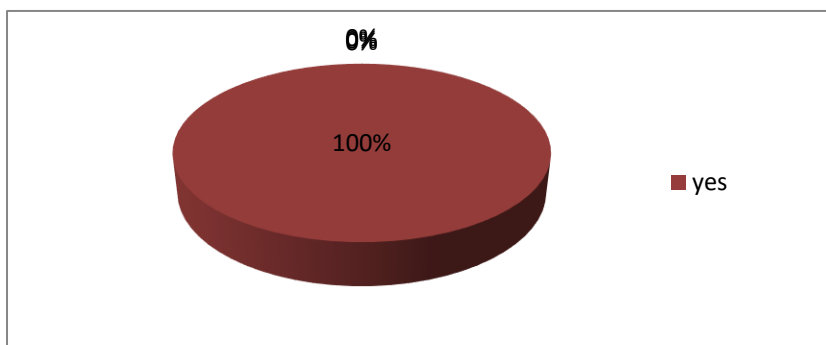
Graph07: The extent students' motivation

The aim behind this question is to know how students react during the grammar course. The results show that four teachers among seven with 57.14% said that their students are motivated during the grammar lesson. While 28.57% said that their students are not motivated because they do not like grammar and they find it somehow complicated. Only 14.29% said that their students are less motivated because they get confused since grammar contains a plenty of rules that need to be learned by heart, but none of the teachers choose the answer highly motivated.

Question09: Do you think that your students' language skills (writing and speaking) are improved through learning grammar?

Options	Number	percentage
Yes	07	100%
No	00	00%
Total	07	100%

Table09: the improvement of students' language skills through learning grammar



Graph08: the improvement of students' language skills through learning grammar

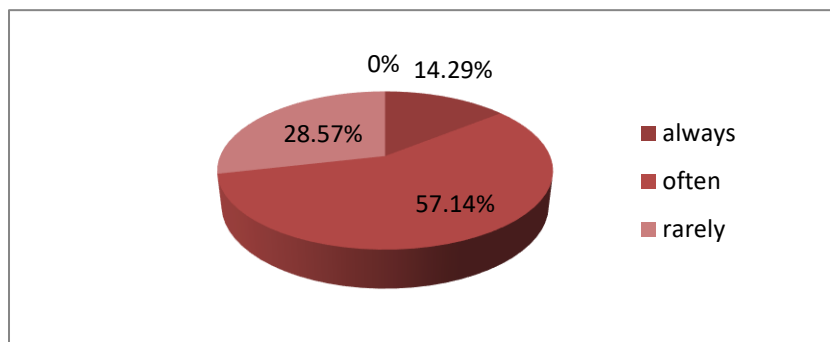
When teachers were asked whether the students' language skills are improved through learning grammar, all of them (100%) choose the answer yes because they started implementing the rules they have learned in their speech and writings.

Question10: How often do you use group work when teaching grammar?

Options	Number	Percentage
Always	01	14.29%
Often	04	57.14%
Rarely	02	28.57%
Never	00	00%

Total	07	100%
-------	----	------

Table10: The frequency of using group work in teaching grammar



Graph09: The frequency of using group work in teaching grammar

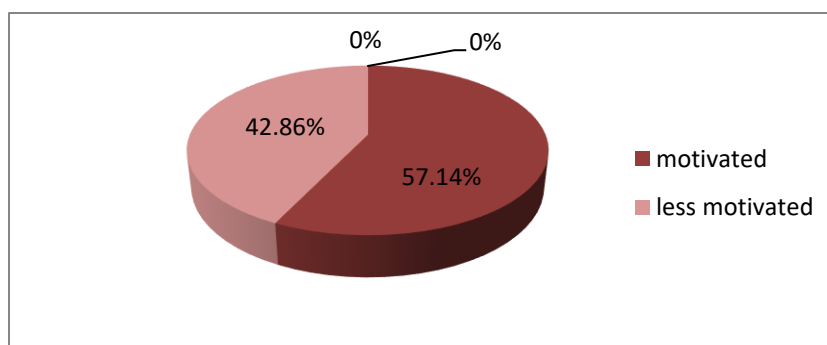
The aim behind this question is to know how many times teachers implement CL in their grammar lessons. The majority of teachers 57.14% claimed that they often use group work in order to make students discuss with each other and solve some learning problems. While 28.57% said that they rarely use group work because it is time consuming and teachers are restricted by a particular curriculum. Only 14.29% claimed that they always use group work in teaching grammar.

Question10: When using cooperative learning, do you think that your students are:

- a)-Highly motivated
- b)-Motivated
- c)-Less motivated
- d)-Not motivated

Options	Number	Percentage
Highly motivated	00	00%
Motivated	04	57.14%
Less motivated	03	42.86%
Not motivated	00	00%
Total	07	100%

Table11: The extent of students’ motivation when working cooperatively



Graph10: The extent of students' motivation when working cooperatively

The objective behind this question is to know if students like to work in groups and if they are motivated when doing so. Four teachers among seven (57.14%) said that their students are motivated when working cooperatively whereas the rest of the teachers (42.86%) said that their students are less motivated when they ask them to work in group.

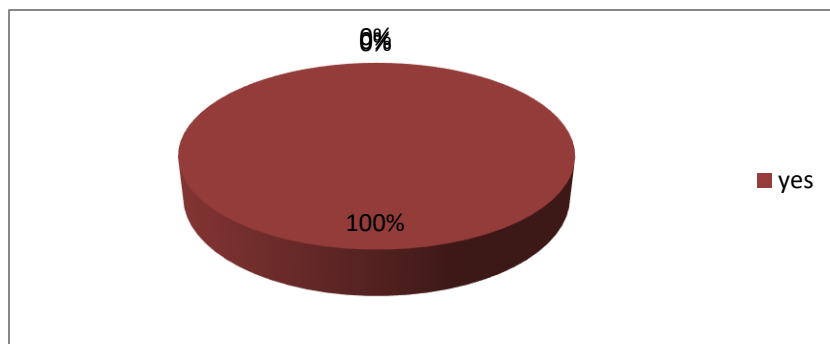
Question12: What kind of difficulties you face when your students work in group?

When teachers were asked about the difficulties, most of them said that students do not concentrate on the task and they talk about other things, others said that students make noise and they do not respect their turn taking where they express their ideas in the same time, while another teacher said that students rely on other's work and they do not contribute in the task.

Question13: Do you think that CL enhances students' grammar competence?

Options	Number	Percentage
Yes	07	100%
No	00	00%
Total	00	100%

Table12: grammar competence enhancement through using cooperative learning



Graph11: grammar competence enhancement through using cooperative learning

The objective behind this question is to know if CL is a useful strategy to enhance the grammar competence of students or not. The results indicate that all teachers answered yes, saying that CL strategy gives them opportunities to discuss and exchange ideas, create a competitive atmosphere between groups and makes them more involved in the learning process.

Question14: Would you provide any suggestions concerning using cooperative learning in EFL grammar teaching?

The main reason was collecting some opinions and suggestions that would make cooperative learning more effective in teaching grammar. The answers were different where teachers said:

1-It is hard to implement this strategy in large classes; therefore, the number of students should be reduced since this strategy fits more small classes.

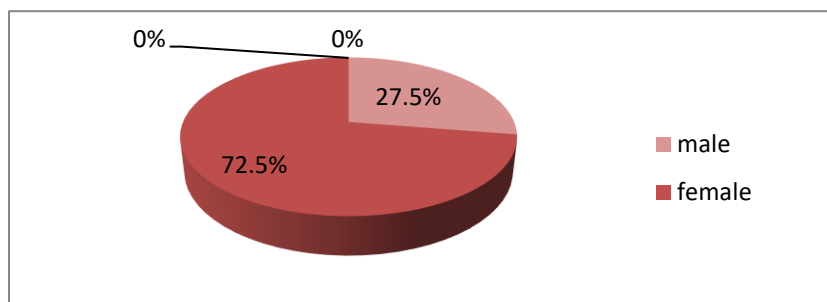
2-Students have to be active learners for example; prepare the next lesson at home and bring some information to the class so that teachers know if his/her students have some knowledge about the lesson or not.

3-Students have to work more with each other in order to exchange ideas, gain more information and enhance their communicative skills.

4-Students should be taught in a planned lesson about how to work cooperatively in order to be aware of CL and its importance.

2-2) The students' questionnaire analysis:**Section one:** General informationQuestion01: What is your gender?

Options	Number	Percentage
Male	11	27.5%
Female	29	72.5%
Total	40	100%

Table13: the students' gender**Graph12:** the students' gender

In this research work, the majority of the participants were females with a percentage of 72.5% while males were few with only 27.5%.

Question02: How old are you?

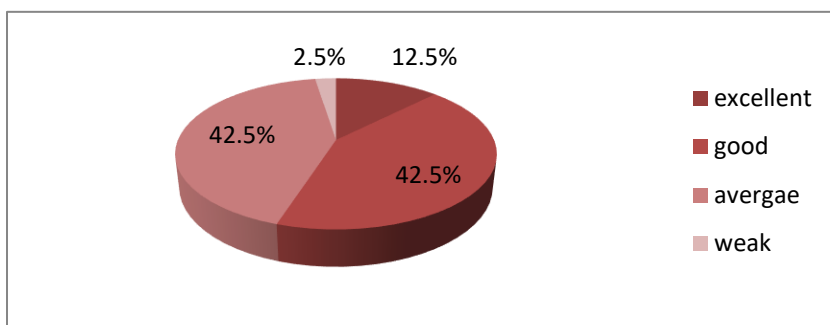
The students' of this research work are aged between 18 and 36 years old; the majority are aged 20 years old but for the age 30 we have just one student and the same for the age 36.

Question03: How would you describe your level in English?

Options	Number	Percentage
Excellent	05	12.5%

Good	17	42.5%
Average	17	42.5%
Weak	01	2.5%
Total	40	100%

Table14: Students’ level in English



Graph13: students’ level in English

The aim behind this question is to make students evaluate their level in English. The results show that most of students (17 one) claimed that they have a good level in English with a percentage of 42.5%. The same percentage was for the students who said that they have an average level while five students among forty with 12.5% claimed that they have an excellent level and only 2.5% confessed that she has a weak level in English.

Question04: What do you think about learning English as a foreign language?

The objective behind this question is to know to which extent students are interested in English language. The answers were different where the majority of students 22.5% said that English is a great language while other 17.5% informed that English is an international language. 15% of students confessed that it is an important language that needs to be learned and the same percentage for the students who said that they love this language and they find it exciting. However 7.5% said that English is a language that people from different countries can communicate with and only few said that they were obliged to study it. The rest of students (17.5%) did not answer this question.

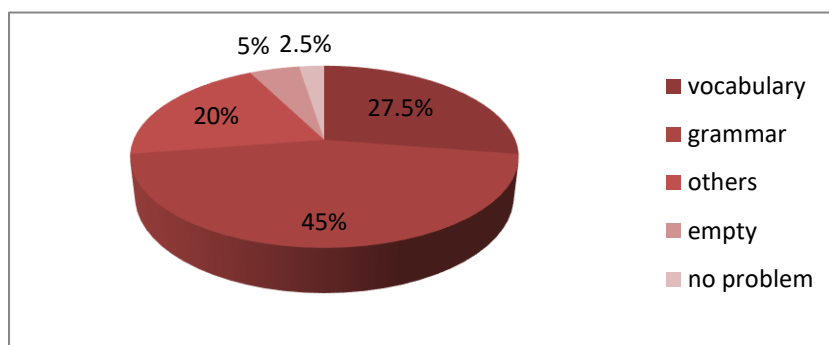
Question05: What is your aim from learning English?

When students were asked about their aim from learning English, the majority of them with 25% confessed that they learn it in order to be fluent speakers and be able to communicate with people from all over the world. 15% of them said that they learn it because they want to be English teachers in future and the same percentage was for the students who said that their aim is to understand and explore its culture. However, 10% claimed that they just enjoy it with no aim in their minds and the same percentage was for those who said that they need it in their life because they want to travel abroad. Only one student said that she wants to be an English writer and the other said that he wants to be an English show hoster, but the rest of the students with 17.5% did not answer this question.

Question06: Which problems you face while learning English?

Options	Number	Percentage
Vocabulary	11	27.5%
Grammar	18	45%
Others	08	20%
Empty	02	05%
No problem	01	2.5%
Total	40	100%

Table15: Problems which students face while learning English



Graph14: Problems which students face while learning English

The aim behind this question is to know the different problems which students face while learning English. The answers show that the majority of them (45%) face problems when learning grammar since it contains plenty of rules while 27.5% of them face problem

in vocabulary and 20% face problems with other things such as phonetics, writing and sometimes the teacher's method is not effective where students cannot understand the lesson. Only one student said that she has no problem and the rest of them have left the answer empty.

Section two: Checking the importance of grammar

Question01: when did you start dealing with grammar?

Options	Number	Percentage
Elementary	03	7.5%
Middle school	20	50%
High school	03	7.5%
University	04	10%
Empty	10	25%
Total	40	100%

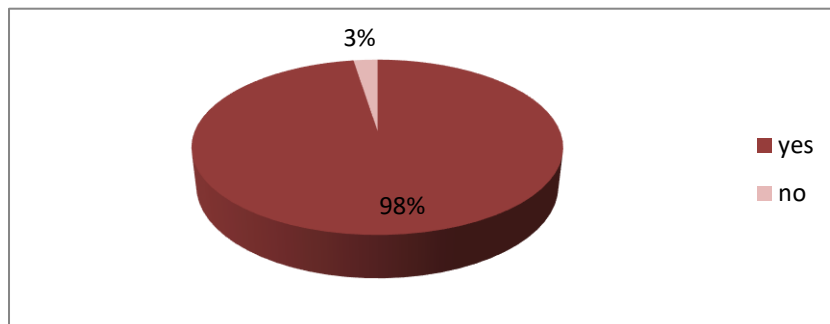
Table16: Students' dealing with grammar

The results show that students gave different answers about their dealing with grammar; the half of participants (50%) assumed that they started dealing with grammar in the middle school while 10% of them said that they practiced it in the university and few 7.5% claimed that they dealt with grammar since elementary school and the same percentage was for those who said that they dealt with grammar in high school and the rest of the participants did not answer (25%).

Question02: Do you think that it is important to learn grammar?

Options	Number	Percentage
Yes	39	97.5%

No	01	2.5%
Total	40	100%

Table17: Grammar importance**Graph15:** Grammar importance

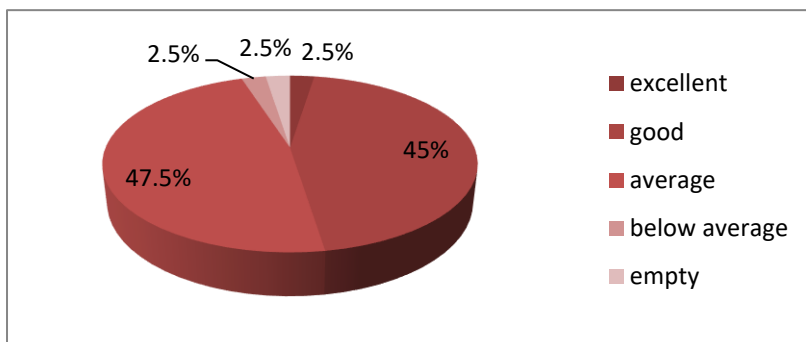
The aim behind this question is to know the students' attitude towards learning grammar. The results show the high awareness of grammar importance in learning English where all the students (97.5%) believe that it is important to learn it and they justified their answer by saying that grammar is the base of any language, it makes any language comprehensible, it helps to build a well-structured speech and to produce correct grammatical sentences when communicating which make the speakers understand each other easily and it also helps in writing, but 2.5% said that they do not need in their life.

Question03: How would you describe your level in grammar?

Options	Number	Percentage
Excellent	01	2.5%
Good	18	45%
Average	19	47.5%
Below average	01	2.5%
Empty	01	2.5%

Total	40	100%
-------	----	------

Table18: The students’ level in grammar



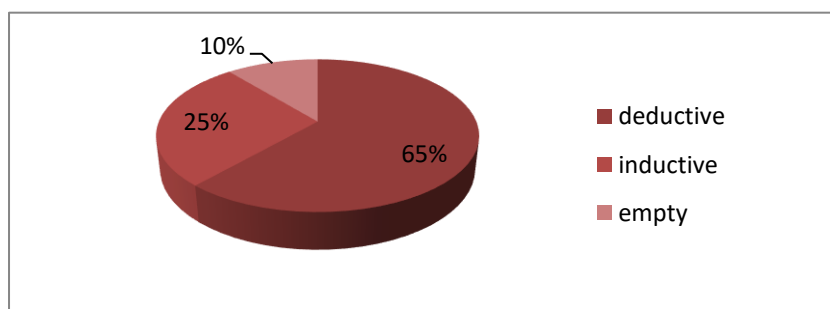
Graph16: The students’ level in grammar

The results indicate that 47.5% of students admitted that they have an average level in grammar while 45% others consider their level as good, however 2.5% said that they have an excellent level and only one said that that her level is below average (2.5%) saying that she find grammar hard to acquire.

Question04: How do you like to learn grammar?

Options	Number	Percentage
Deductive	26	65%
Inductive	10	25%
Empty	04	10%
Total	40	100%

Table19: The students’ preferable method to learn grammar



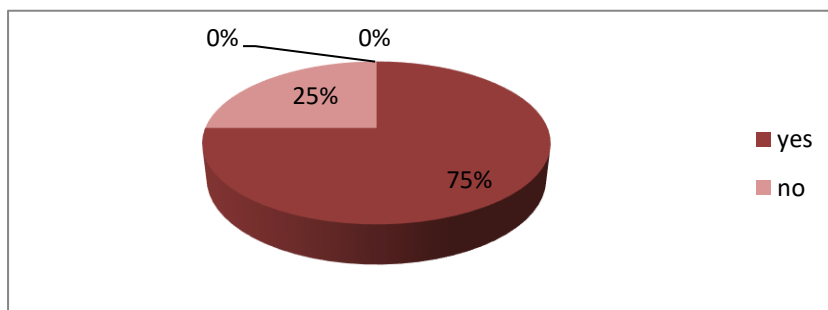
Graph17: The students’ preferable method to learn grammar

The reason behind this question is to know the most suitable method that helps students understand grammar better. The results show that more than half of students’ population with 65% prefer the deductive method because they find it easier where the teachers gives the rule then explains with examples meanwhile 25% of them have chosen the inductive method where the teacher gives examples then students are required to figure out the rule themselves, but 10% did not answer this question.

Question05: Do you enjoy learning grammar?

Options	Number	Percentage
Yes	30	75%
No	10	25%
Total	40	100%

Table20: The extent of students’ enjoyment when learning grammar



Graph18: The extent students’ enjoyment when learning grammar

The answers collected show that a big amount of students with 75% claimed that they enjoy learning grammar saying that it is the base of any language and they find it very important to develop speaking and writing skills and also to produce correct and flawless speech. In contrast, 25% of students said that they do not enjoy learning grammar saying that it is difficult to understand and it contains plenty of rules, while others find it boring.

Question06: What kind of difficulties you are facing while learning grammar?

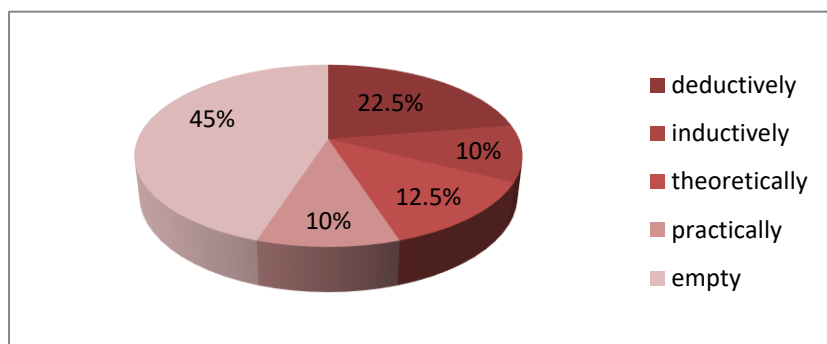
The reason behind this question is to know the problems that face students in learning grammar. There were plenty of answers; the major problem is the tenses of verbs, the second problem was the rules where they said there are many rules that are not easy to apply is a correct sentence, the teacher's method is not useful was the third problem while others said that they have lack of concentration which affect their understanding and only few do not face any problem in learning grammar.

Section three: Cooperative learning in motivating learners to learn grammar

Question01: Would you describe how the grammatical lessons are taught?

Options	Number	Percentage
Deductively	09	22.5%
Inductively	04	10%
Theoretically	05	12.5%
Practically	04	10%
Empty	18	45%
Total	40	100%

Table21: The way grammar lessons are taught



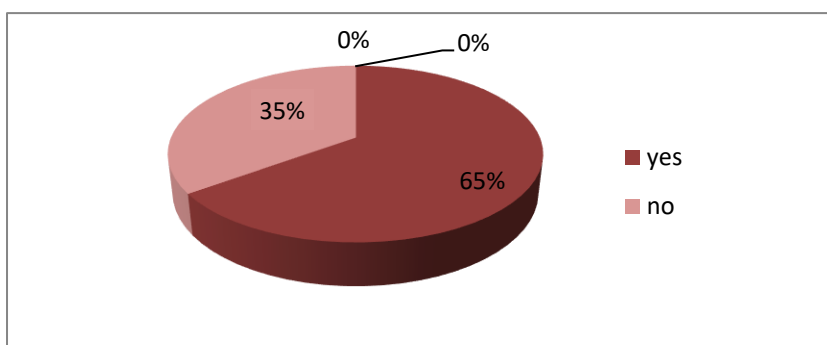
Graph19: The way grammar lessons are taught

The results show that grammar is taught in different ways where 22.5% said grammar is taught deductively; the teachers gives the rule and explains with examples, whereas, 10% claimed that it is taught inductively; the teachers gives examples and expect students to extract the rule and the same percentage for those who said that the lessons are taught practically saying that the teacher asks many questions and gives many exercises ,but 12.5% confess that they do not like the way of teaching grammar where they said that the teacher keeps speaking in his desk without explaining or simplifying the lesson. The rest of students 45% have left the answers empty.

Question02: Do the teacher asks students to work in groups?

Options	Number	Percentage
Yes	26	65%
No	14	35%
Total	40	100%

Table22: Students' working in group



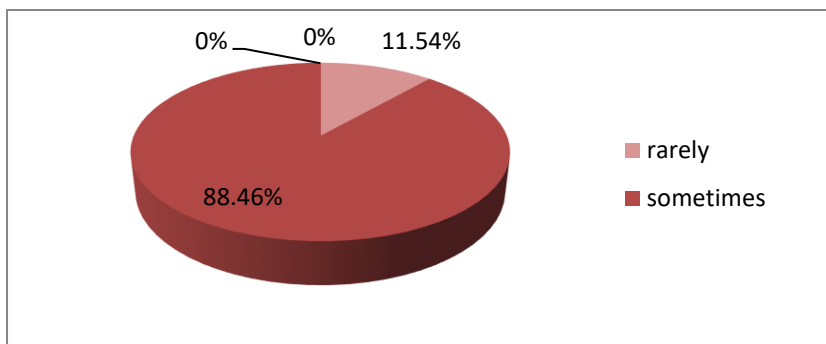
Graph20: Students' working in group

In this question, we asked students if their teachers ask them to work in groups or not. 65% of the participants answered “yes” while 35% others said “no”

Question03: If yes, how often they do that?

Options	Number	Percentage
Rarely	03	11.54%
Sometimes	23	88.46%
Always	00	00%
Total	26	100%

Table23: The frequency use of group work



Graph21: The frequency use of group work

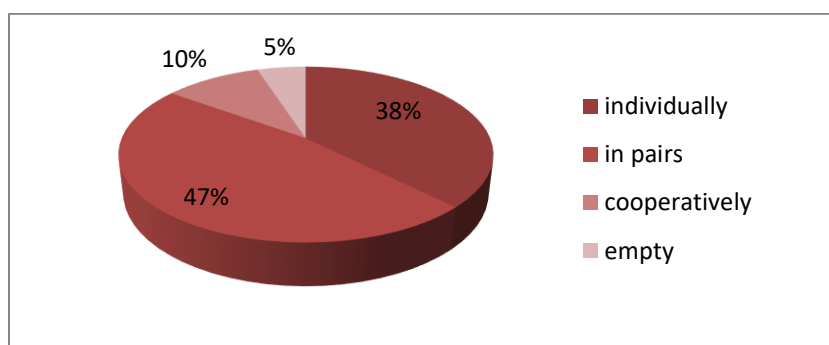
Through this question we wanted to know how many times teachers use cooperative learning when teaching grammar. According to the results obtained, 88.46% of students confessed that their teachers sometimes ask them to work in group while 11.54% said that their teachers rarely ask them to work in group, but no one answered with the option always.

Question04: When doing activities, you prefer working:

- a- Individually b- In pairs c- Cooperatively

Options	Number	Percentage
Individually	15	37.5%
In pairs	19	47.5%
Cooperatively	04	10%
Empty	02	05%
Total	40	100%

Table24: The preferable way to students when doing activities



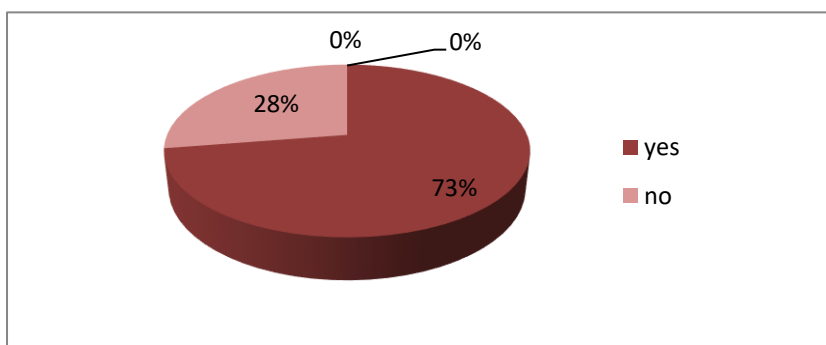
Graph22: The preferable way to students when doing activities

The aim of this question is to know the students' opinion about the way they like to learn in grammar lessons. 47.5% of them like to work in pairs while 37.5% in the other hand like to work individually and only 10% who prefer working in groups.

Question05: Do you think that learning grammar cooperatively raises you knowledge?

Options	Number	Percentage
Yes	29	72.5%
No	11	27.5%
total	40	100%

Table25: The influence of CL on students' knowledge



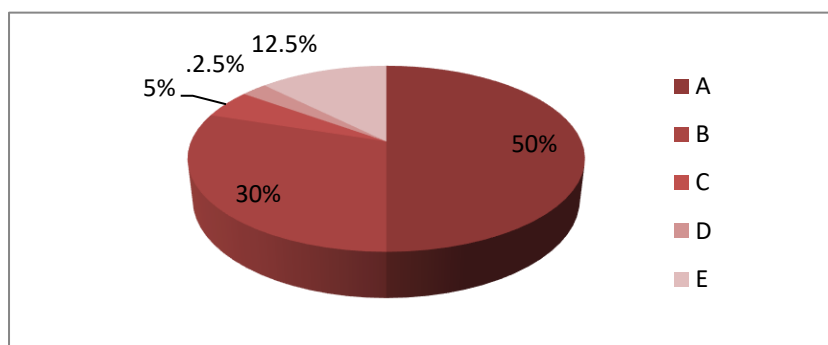
Graph23: The influence of CL on students' knowledge

In this question, we wanted to know if working cooperatively enhances the students' knowledge. More than half of the sample (72.5%) confessed that working cooperatively raises their knowledge, saying that they exchange ideas, benefit and learn from each other, correct each other's mistakes, and they also said that sometimes a classmate can explain better than the teacher. In contrast, 27.5% of them said that working cooperatively do not enhance their knowledge, saying that they like to depend and keep their ideas for themselves, others said that they want to know their own level when learning such an important subject which is grammar, few said that they do not like to be corrected by their classmates.

Question06: Which problem do you face when working cooperatively?

Options	Number	Percentage
Difficulties to express your ideas	20	50%
Difficulties to communicate with the group members	12	30%
You do not like when students in your group correct your mistakes	02	05%
Others	01	2.5%
No problem	05	12.5%
Total	40	100%

Table26: Problems which students face when working in group



Graph24: Problems which students face when working in group

Through this question, we gave students a chance to mention the most common problems they face when working cooperatively. Half of the population (50%) find difficulties to express their ideas since they do not have the same way of thinking while 30% of them claimed that they find difficulties to communicate with the group members because some of them are not serious, 5% do not like when they are corrected by their peers and only one student have mention another problem saying that she do not like when their peers rely on others and do not help in doing activities. The rest of students (12.5%) assumed that they have no problems when working in group.

2-3) Classroom observation analysis:

Classroom observation is helpful to reach the objective of our research work which is the effect of cooperative learning on students' motivation to learn grammar. This classroom observation consists of four parts as it was mentioned before which are analyzed as follows:

Part one: An overall observation of classroom environment

In the sessions we have attended, we observed that classrooms were not organized; tables were close to each other, the back of the room was empty and there were extra chairs which caused problems in forming groups since they had to move tables and chairs so consequently they wasted time in addition to some noise. After that, the groups were formed of five students randomly, the number was limited so that students can interact easily, exchange their ideas and participate in the session.

Part two: Students' behaviors regarding cooperative work and how they react to it

After forming groups, the students started to discuss about the task where they were asked to form active and passive forms, we noticed that each student gave a sentence for each type. Whereas in the other session some students preferred to work in pairs since they feel comfortable when working with only one classmate and others have worked individually probably because they are introvert students. We noticed that some students have a negative attitude to cooperate with their classmates, in addition, we observed that some group members were not contributing in the task, they kept whispering and talking using the mother language as a result, they disturbed their classmates who were concentrating and doing the activities. Another remark is that some students were correcting each other's grammatical mistakes because they lack vocabulary and they even benefited from each other and gained some knowledge while others did not accept the fact that their peers are criticizing their ideas or correcting them.

Part three: The attitude of teachers and their use of CL

In all the attended session, the teachers have implemented CL strategy. The communication between teacher and students was present where the teacher explained the lesson then he gave them some activities and asked them to form groups of 5 students. They show a great interest in the task where they started discussing. We noticed that the

teacher is controlling the groups, he gave them time to think before correcting the task but he just sat at his desk without moving around the groups. After that, he asked students to give their examples and invited the ones who provided good examples to write them on the board which was considered as a motivational action and encourage other to participate.

Part four: The difficulties or problems faced by teachers

During the sessions, the major problem faced was large number of classes that are difficult to control and it will consume time in order to organize the groups. In addition, the students were passive, they did not show interest in the subjects and they kept talking about their lives. Lack of motivation is another problem since grammar is considered as a difficult subject and students find problems in learning and saving the rules.

Conclusion:

This chapter was basically devoted to describe the population of the study; both teachers and students. In addition to describing the research tools used to gather data; teachers' questionnaire, students' questionnaire and classroom observation. This chapter also consists of both quantitative and qualitative analysis of the data obtained from the mentioned tools. In the next chapter, the researcher will provide an interpretation of the results in order to approve or disapprove the hypothesis as well as proposes some suggestions and recommendations that can be useful for both teachers and students when implementing CL strategy in teaching/learning process.

Chapter Three

Interpretation, Pedagogical Recommendations

1-) Introduction:

This chapter is concerned with the interpretation of the results gathered from the analysis in the previous chapter in order to answer the research questions and to check the validity of our hypotheses whether they are confirmed by the results of analysis. This chapter will also contain some suggestions and pedagogical recommendations for both teachers and learners to be familiar with cooperative learning and the right way to implement this strategy in EFL classrooms. At the end we will mention the limitations of this research work.

2-) Interpretation of the results:

In this step, we are going to interpret the analyzed results which were obtained from teachers' questionnaire, students' questionnaire and classroom observation.

2-1) interpretation of teachers' questionnaire:

First of all, the results obtained from this questionnaire show that the majority of teachers have more than four years of teaching experience; this means that they are more familiar with the methods and strategies that make the learning process effective, smooth and improve their students' English level. The results also show that grammar is the most common struggle teachers face while teaching in addition to low concentration of students and lack of vocabulary where all the seven teachers but two confessed that their students' level is average which will negatively affect their learning. According to teachers, 2nd year students have a negative perception about the value of grammar and they are not motivated during the session even though teachers use some helpful techniques and strategies to increase their students' motivation.

The results also show that students keep making mistakes when speaking although they know the rule but they do not follow the instructions. When teachers were asked if students' language skills are improved through learning grammar, all of them have answered yes confirming that the right implementation of rules is the key to better produce language. The findings also show that teachers differ in the methods which they use in teaching; few of them use deductive approach because it's time saving and it is easier for students, however others use inductive method in order to make students more integrated

and active during the lesson while the aim of the teachers who prefer the eclectic method is to make learners understand better and do not get bored.

Concerning the implementation of cooperative learning, in one hand, the majority of teachers prefer to use CL strategy rather than individual learning because they think that CL enhance the students' speaking skills and reduce some grammatical problems as well as make them benefit and exchange ideas with each other which will clearly confirm our first hypothesis of this work. In the other hand, teachers face problems when asking students to work in group such as noise, expressing ideas at the same time and so on. As for teacher who do not implement CL according to their answer signify that they have not enough knowledge about how to use this method, but these problems can be solved if the teachers are more experienced and can use a well structured CL strategy, they will make their students more motivated, familiar with cooperative learning, respect each other's opinion and respect their turn to speak which will confirm our second hypothesis of this work. At the end, we can understand from the suggestions that teachers have some useful opinions that could help enhancing the students' grammar knowledge through implementing cooperative learning strategies.

2-2) Interpretation of students' questionnaire:

First of all, the chosen sample in this research work shows that females (72%) are dominant over males (27%), probably because females are more interested to study foreign languages and English language specifically than males who are more interested in scientific studies. The current level of the majority of participants in English is between good and average while few have an excellent level. The results obtained from the fourth and fifth questions reveals that all the students are interested in English language from different perspectives and they have different aims behind learning it; being a future teacher, communicate with people around the world, travelling ...etc. The students' answers to the sixth question demonstrate that most of students find difficulties at grammar while others find it at vocabulary and only few of them face problems in writing. The results obtained from the second section shows that second year university students value the importance of grammar and they consider it as an important element to learn foreign languages where they believe that it is the base of any language and they need it in order to speak fluently or to write correctly despite its difficulty. Moreover, the half of participants claimed that their level is average and they cannot understand easily or use

grammar effectively while the others have a good level in grammar. The answer to the forth answer show that more than half of students prefer to learn grammar deductively since it is much easier to apply the rule than figure it out but there are some learners who prefer to learn inductively because they like to think and extract the rules by themselves, this means that they are more active and want to contribute in learning process. The results of the question five reveal that the majority of students enjoy learning grammar though they face difficulties in it such as verbs, the amount of rules which make them confused and so on. Concerning the cooperative learning section, the results obtained demonstrate that the answers of the fourth and fifth question are not in harmony since in question four, where a large number of students prefer to work in pairs but the half of the sample like to work individually and only few students who chose to work cooperatively even though teachers sometimes ask them to work in group while in question five students said that learning grammar cooperatively raises their knowledge, it means that students have a positive attitude toward pair and group work but due to the problems they face (difficulties to express their ideas and difficulties to communicate with the group members) they chose individual work to better avoid these problems. From these answers we can confirm the validity of our first hypothesis which is the implementation of CL techniques may enhance the learners' grammar knowledge and speaking skills.

2-3) Interpretation of classroom observation:

We have attended three sessions where cooperative learning was implemented. We observed that rooms were not organized; students had to move table and chairs to form groups so they cause some noise and time waste therefore students have to prepare the rooms before or form groups of just three students that are sitting next to each other. We also remarked that teachers control the group members that were formed from mixed abilities students, this would improve both group work and social skills and raises students' knowledge because cooperative learning strategy is effective but some students do not like to work in groups and they preferred to work individually. From the CL session, we observed that students who worked in group/pair work were more engaged and highly motivated as opposed to those who were sitting alone and worked individually. This shows that CL creates a kind of competition among students; they were interacting, participating, respecting their turn taking, correcting their mistakes and each other's mistakes and gain knowledge from each other. This would confirm our first hypothesis of the present

research paper. On the other hand, some students were miss-behaving all the time; they kept talking about things that have no relation to the task, they did not help their classmates in doing the activity this means that they are not aware of cooperative work importance or they are not interested in grammar even though their teacher made a remark for them and kept drawing their attention to follow. During all the attended sessions the teacher tried each time to change the way of teaching to break the routine and make students more excited to work and show more interest during the courses and the way he behave shows that he has a dominant role in both normal lessons or cooperative ones. Concerning students, they were flexible and accepted their classmates' critics in a positive manner which means that CL develops their critical thinking and the responsibility of group success. At the end, both of teachers and students face problems when implementing CL but with the teachers experience and students' awareness and seriousness these problems will be reduced or even solved.

3) Suggestions and pedagogical recommendation:

After conducting this study, we will propose some suggestions and recommendations for both teachers and students to implement the cooperative learning strategy effectively in EFL classes.

3-1) Suggestion for teachers:

- Organizing conferences about cooperative learning for both novice and experienced teachers in order to make them familiar with what is cooperative learning classes, its characteristics and the basic principles for implementing this strategy, develop a greater understanding and provide with strategies to overcome the problems faced when implementing CL.
- Teachers must share ideas and discuss with each others about the use of CL procedures, they can frequently observe each other when teaching a lesson structured cooperatively and then give their feedback about their strength and weakness in implementing this method, this will help them benefit from each other and share their experience without taking into consideration their educational level or teaching experience.

- Teachers should train their students about cooperative learning where they train them to respect each other's ideas, to contribute in the group success, to make equivalence in participation and to be active and competitive with each other.
- Teachers should make the group members limited of three or four students in order to increase students' participation and each one could express his ideas appropriately.
- Teachers should evaluate first each group performance based on how well they worked together, they way the discussed, how they correct each other and completed the task and make sure that each and everyone was integrated in it. Second, they should evaluate individual performance based on how each student helped in group success.
- Teachers should vary the kind of grouping; the group should consist of mixed abilities students, different gender and different thought. This way will make students interact more, know how their classmates think and learn from each other. The teacher can also ask each student to explain what he/she has learned at the end of achieving the task.
- Teachers should clarify the task instruction which should be based on concrete and clear content, they should also explain words that students are not familiar with because students need to understand the objectives, instructional task and criteria to achieve the goal of the activity or task.
- The role of the teacher must be kept as a facilitator and a guide in order to make students feel themselves free to express their ideas and knowledge. They should also encourage them to think for more ways that can help them to raise their cooperative work performance.

3-2) Suggestions for students:

- Students need to have background knowledge about cooperative learning strategy; what does it mean, its characteristics, its conditions as well as its importance in enhancing their knowledge.
- Students must develop their critical thinking skills and know how to function in the group, interpret, predict, infer and solve problems, most importantly, they should learn how to criticize ideas not people.

- Students are supposed to develop their social relationship with their classmates; especially those who like to work individually. They also need to get used to work with other students and experience working in different groups of mixed abilities; this will consequently increase their interaction and friendship.
- Students must learn to respect and support each other, get rid of anxiety which make them make mistakes as well as reduce noise by speaking quietly and do all their best for the sake of achieving the shared goal.

4) Limitation of the study:

The results and interpretations of the data gathered indicated that the hypotheses mentioned in the beginning of this research work are confirmed. Nevertheless, this study has some limitations.

The first limitation is the non-collaboration of both students and teachers; most of the students have answered only two questions of the first section and left the rest of the questionnaire empty while some teachers refused to make an interview with us and didn't allow us to distribute the questionnaire in their class.

The second limitation is time constraints, shorter time was not sufficient to use different tools such as tests, take a larger sample of population and attend more than three sessions. This would give our results more dimensions.

The third limitation is the severe healthy conditions that our country is experiencing; it was not possible to move to libraries in order to enrich our work with more abundant sources, not being able to complete the practical side of the research work and most importantly not being able to meet the supervisor where the contact was rare.

The fourth limitation is being an inexperienced researcher caused some difficulties in covering all the missing points in the research work.

Finally, despite of all these limitations the results of both questionnaires and classroom observation have confirmed our hypotheses.

General conclusion:

This study aims to examine the correlation between well-structured cooperative group/pair work in grammar class and students' motivation to learn grammar among second year EFL students at Dr Moulay Tahar Saida University. It also aims to know whether both teachers and students are aware about cooperative learning nature and approaches.

The present study attempted to answer our research questions and confirm the hypotheses, which say that using CL will enhance students' grammar, if teachers use CL in their grammar lectures they will help their students to increase their grammar understanding.

To investigate the research work and confirm these hypotheses, we divided our work into three chapters. Chapter one which is the literature review was primary concerned with the theoretical framework of this dissertation; it provide an overview of what is grammar, its role in language teaching and what place it has in language learning/teaching through a brief overview of language methods and approaches. Then, provide an overview of what is cooperative learning as well as an overview of its theoretical background, its types, models, implementations and benefits. The second chapter includes the practical part of the research work. It presents a description of the research design, the research methodology carried out in this study and the description of research tools; teachers' questionnaires, students' questionnaires and classroom observation as well as data analysis of the collected data. The Third chapter attempted to interpret the findings obtained from research tools that are presented in the second chapter. In the light of the results, we tried to help teachers and learners with some suggestions and pedagogical recommendations to help them overcome problems they face during using cooperative learning method. By the end, we concluded the chapter by confirming the research work's hypotheses that say cooperative learning help students enhance their grammar understanding.

It is necessary to mention that the researcher conducted this investigation because of the importance of cooperative learning on students' motivation in grammar classrooms. However, this research has some limitations. The findings cannot be generalized on the whole population because it is limited to 27% of second year students which do not represent all the characteristics of the population. In addition, the process of observation

was not applied in all sessions during the whole academic year because the investigators were limited by time, and there was a kind of contradiction between the questionnaire and classroom observation.

Despite of these limitations, the present study opens the door for other researchers to make a further exploration about the difference between individual and cooperative work in teaching as well as learning grammar or other skills.

Bibliography:

1. Greenbaum, S. and Nelson, G. (2002). *An Introduction to English Grammar*. (2nd Ed.). Pearson Longman
2. Cohen, L. Manion, L. & Marrison, K. A. (2004). *Guide to Teaching Practice*. (5th Ed). Routledge: Taylor & Francis group.
3. Dornyei, Z. (2001). *Motivational Strategies in Second Language Classrooms*. Cambridge: Cambridge University Press.
4. Harel, Y. (1992). Teacher talk in the cooperative learning classroom. In C. Kessler (Ed), *Cooperative language learning: A teacher's resource book* (pp.153-162). New York: Prentice Hall.
5. Jacobs, G. M. and McCafferty, S. G. (2006). Connections between cooperative learning and second language learning and teaching. In: McCafferty, S. G, Jacobs G. M. & DaSilva, A. C. (Edit). *Cooperative Learning and Second Language Teaching*. Cambridge: Cambridge University Press.
6. Johnson, D.W. Johnson, R. & Holubec, E. (1998b). *Cooperation in the classroom*. (7th Ed). Edina, MN: Interaction Book Company.
7. Broughton, G., et al. (1980). *Teaching English as a Foreign Language*. 2nd ed. London & New York: Routledge, Taylor and Francis.
8. Attle, S. and Bqker, B. (2007). *Cooperative Learning in a Competitive Environment Classroom Application*. *International Journal of Teaching and Learning in Higher. Education*, 19(1), 77-83.
9. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. 5th Ed. White Plains, New York: Pearson Education.
10. Hewings, A. & Hewings, M. (2005). *Grammar and context: an advanced resource book*. London and New York: Routedge Taylor & Francic group.
11. Johnson, D.W et al. (1984) *Circles of learning: cooperation in the classroom*. North Washington St. Alexandria: Association for Supervision and Curriculum Development.

12. Murray, D.E. □ Christison, M.A. (2011). What English language teachers need to know: understanding learning (vol.1). New York and London: Routledge.
13. Pandey, P.M. & Pandey.M. (2015). Research methodology: tools and techniques. Romania: Bridge Center.
14. Aronson, E., Blaney, N., Stephan, C., Sikes, J. & Snapp, M. (1978). The jigsaw classroom. Beverly Hills, CA: Sage.
15. Ballantine, J., & Larres, P. M. (2007). Cooperative learning: a pedagogy to improve students' generic skills? *Education and Training*, 49(2), 127-137.
16. Brewer, E. W., & Burgess, D. N. (2005). "Professor's role in motivating students to attend class". *Journal of Industrial*.
17. Cohen, E. G., Brody, C. M., & Sapon-Shevin, M. (2004). Teaching cooperative learning: The challenge for teacher education: Suny Press.
18. David, A and Roger, J. (2001). Cooperative learning. Retrieved on 1st January, 2011 from <http://www.oclcrc.com/pages/cl>.
19. Carter, R., Hughes, R. & McCarthy, M. (2000). Exploring grammar in context: Grammar Reference and Practice. Cambridge University Press.
20. China, C. A., & China L.M. (2009). Collaborative Learning. In Eric M. Enderman, and Lynely H.
21. Anderman (Edts), Psychology of classroom Learning, an Encyclopedia. Macmillan Reference, USA.
22. Conrad, S., Biber, D., & Leech, G. (2002). Students' Grammar of Spoken and Written English. Longman: Pearson Education Limited.
23. Eastwood, J. (1994). Oxford Guide to English Grammar. Oxford: Oxford University Press.
24. Finkbeiner, C. (2004). Cooperation and collaboration in a Foreign Language Teacher Training
25. Program: The LMR- Plus Model. In Elizabeth G. Cohen, Celaste M. Brody and Mara Sapon (Edts). Teaching cooperative learning: The challenge for Teacher Education. New York: State University of New York Press. 111-128.
26. Gardner, S. (2008). Changing Approaches to Teaching Grammar. *ELTED*, 11, 39-44.

27. Greenbaum, S. and Nelson, G. (2002). *An Introduction to English Grammar*. 2nd Ed. Pearson Longman.
28. Hill, J. D. & Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners*. Association for Supervision and Curriculum Development, USA.
29. Johnson, D. W. & Johnson, R. T. (2003), Students' motivation in cooperative groups: social interdependence theory. In Robyn M. Gillies and Adrian F. Ashman (Edts). *Cooperative Learning: The social and intellectual outcomes of Learning in groups* London and New York: RoutledgeFalmer, Taylor & Francis Group. 136-176.
30. Johnson, D. W., Johnson, R. T. (2005). Cooperative learning. In Stevens W. Lee (Editor), *Encyclopedia of School psychology*. 283-289. Thousand Oaks, California: Sage Publication, Inc.
31. Moore, N. (1983). *How to Do Research*. The Library Association, London.
32. Nunan, D. (1996). An Organic Approach to the teaching Of Grammar. *Hong kong Journal of Applied Linguistics*, 11, p. 65-87.
33. O' Donnell, A, M., Eds, (2002). Promoting thinking through peer learning. *Special Issues of theory into practice*, 61(1).
34. Oxford, R. (1990), *Language Learning Strategies: what every teacher should know*. Heinle & Heinle Publishers, a division of Washington, Inc.
35. Pachler, N. (1999). Teaching and Learning Grammar. In Pachler, Norbert (Edit). *Teaching Modern Foreign Language at Advanced Level*. Routledge, London: Taylor & Fancis Group.
36. Pantiz, T. (1996). Collaborative Learning: a definition of collaborative learning versus cooperative learning. In *Deliberations in teaching and learning in higher education*. Last updated, July 25th, 2005. Retrieved April 04th 2010.
37. Slavin, R. E. (1995). *Cooperative Learning : theory, reseach and Practice*. 2nd Ed. Allyn and Bacon, USA.
38. Slavin, R. E., Hurely, E.A.,& Chamberlain, A.(2003). Cooperative Learning and Achievement: Theory and Research. In William M. Reynolds, Gloria E. Miller, *Handbook of Psychology: Educational Psychology*. V 7. Hoboken, New Jersey: John Wiley & Sons, Inc.

39. Weimer, M. (2002). *Learner-centered teaching: five key changes to practice* (1st ed.). San Francisco: Jossey-Bass.
40. Thornbury, Scott. (1999). *How to teach grammar*. Essex: Pearson Education Limited.
41. Arnis, S. (2010). Deductive and inductive grammar teaching: *Applied linguistics*, 24,126-145.4
42. Dat, V.T. (2013). Theoretical perspectives underlying the application of cooperative: *Learning in Classrooms*, 2(4), 101-110.
43. Heydari, E.A. (2015). Comparative study of grammar translation method (GTM) and communicative language teaching (CLT) in *Language teaching methodology: Ijsrm.Human*, 1(3), 17-24.
44. Johnson, D.W. et al. (1981). Effects of cooperative, competitive, and individualistic goal structures on achievement: a meta-analysis. *Psychological Bulletin*, 89 (1), 476-2.4
45. Jonhson, D. W. & Jonhson, R. T. (2001). Learning together and alone: an overview. *Asia Pacific Journal of Education*, 22 (1). 95-105.
46. Johnson, D. W., & Johnson, R. (2014). Cooperative learning in 21st century: *Anales De Psicología*, 30(3), 841-851.
47. Johnson, D. W., & Johnson, R. T. (2015). Theoretical approaches to cooperative learning. In R. Gillies (Ed.), *collaborative learning: Developments in research and practice* (pp. 17-46). New York: Nova.
48. Nicholson, S.J. (2013). Influencing motivation in the foreign language classroom. *Journal of International Education Research*, 9 (3), 277-286.
49. Sudhkar, M. & Syed, F.F. (2015). *International journal for scientific research: the importance of grammar in English*, 4(6), 121-123.
50. Tessema, T.A., Manjula, L.D. (2012). The role of instructors in implementing communicative language teaching methodology: *Research on Humanities and Social Sciences*, 2(3), 52-54.
51. Widodo, H. (2006). Approaches and procedures for teaching grammar: *English Teaching Practice and Critique*, 5, 122-141.
52. Hongkham, V. (2013). *The Implementation of communicative language teaching (CLT) in English department in A Lao Higher Educational Institution. (Master thesis)*. Unitec Institution of Technology, New Zealand.

53. Jacobs, G. (January 2004). Cooperative Learning: Theory, Principles, and Techniques. ResearchGate website.
<https://www.researchgate.net/publication/254097701>. (6 November 2016).
54. Umar, F (2013). Different types of observation. Study Lecture Notes.
55. Killen, R. (2007). Effective Teaching Strategies: Lessons from Research and Practice (4th ed.). Melbourne: Thompson Social Sciences Press.

Appendices

Appendix A: Students' questionnaire

Dear students,

I'm working on this research paper in order to know your level of grammar and figuring out whether it is improved after using cooperative learning in grammar teaching. Your answers will be very helpful for this research we are undertaking, we hope that you will answer with full attention, honesty and interest.

Be sure that any information you will provide us with in this questionnaire will remain strictly anonymous.

Thank you

Section one: Background information

1) What is your gender? Male Female

2) How old are you?

3) How would you describe your level in English?

Excellent Good Average Weak

4) What do you think about learning English as a foreign language?

.....
.....

5) What is your aim from learning English?

.....
.....

6) Which problem you face while learning English?

a- Vocabulary b- Grammar c- Others

.....

Section two: Checking the importance of grammar

1) When did you start dealing with grammar?

2) Do you think that it is important to learn grammar?

a- Yes b- No

Justify.....

.....

.....

3) How would you describe your level in grammar?

Excellent Good Average Below average

4) How do you like to learn grammar?

a- The teacher gives the rule then explains with examples (deductive)

b- The teacher gives examples then you figure out the rule (inductive)

5) Do you enjoy learning grammar?

a- Yes b- No please justify

.....

.....

6) What kind of difficulties you are facing while learning grammar?

.....

.....

Section three: Cooperative learning in motivating learners to learn grammar

1) Would you describe how the grammatical lessons are taught?

.....
.....

2) Do the teachers ask students to work in group?

a- Yes b- No

3) If yes, how often they do that?

Rarely sometimes always

4) When doing activities ,you prefer working :

a- Individually b- in pairs c- cooperatively

5) Do you think that learning grammar cooperatively raises your knowledge?

a- Yes b- No (justify)

.....
.....

6) Which problem do you face when working cooperatively?

- a- The difficulties to express your ideas
- b- The difficulties to communicate with the group members
- c- You do not like when students in your group correct your mistakes
- d- If there are others please site them

.....

Thank you for your participation in this questionnaire

7. Do your students produce sentences that are grammatically incorrect though they know the rules?

a- Yes

b- No

8. Do you think that your students are motivated during the grammar class?

a- Highly motivated b- motivated c- less motivated d- not motivated

9. Do you think that your students' language skills (writing and speaking) are improved through learning grammar?

a- yes

b- no

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

a-Always

b- often

c- rarely

d- never

11. When using cooperative learning, do you think that your students are:

a-Highly motivated b-Motivated c-Less motivated d-Not motivated

12. What kind of difficulties you face when your students work in group?

13. Do you think that CL enhances students' grammar competence?

a-Yes

b- No

14. Would you provide any suggestions concerning using cooperative learning in EFL grammar teaching?

Thank you very much for sharing your opinions

Appendix c: Classroom observation

Observer:	Classroom:
Course:	Date and time:
Session:	Academic year:

session	notes
An overall observation of the classroom environment; the sitting arrangement, the group number and management and the use of CL	
Students' behaviors regarding cooperative work and how they react to it	
The attitude of teachers and their use of CL during the lessons	
The difficulties or problems faced by teachers when implementing the cooperative learning strategy in their EFL classes	

Le résumé

La présente étude vise à étudier l'effet de motivation d'employer le travail coopératif bien structuré de groupe dans l'enseignement de la grammaire aux étudiants de deuxième année d'Anglais comme Langue Etrangère au Département de d'Anglais, Université de Saida. A fin de vérifier cette corrélation, nous avons présumé que l'étude bien structurée de coopérative aurait comme conséquence la motivation des étudiants et que si elle était employée dans l'enseignement de grammaire, elle aurait aidé des étudiants à apprendre la grammaire. Pour vérifier la validité de ces hypothèses, nous avons conduit une étude préliminaire, par laquelle nous avons examiné la compréhension des questions par les étudiants et la pertinence de leurs réponses avec notre étude. Après, nous avons effectué la recherche principale, c'est-à-dire, alternativement, divisé en deux genres de questionnaire ; le questionnaire des étudiants et le questionnaire des professeurs. Le premier se compose de dix-huit questions et administré à quarante étudiants d'anglais de la 2eme année au département de d'Anglais, Université de Saida. Le deuxième questionnaire se compose de quatorze questions données aux sept professeurs de grammaire de deuxième année parmi sept professeurs au même département pendant l'année scolaire 2019-2020. La discussion des résultats a prouvé qu'en utilisant l'étude coopérative, elle motive les étudiants d'Anglais de deuxième année et une fois utilisé dans l'enseignement de la grammaire, le travail coopératif bien-structuré de groupes aide les étudiants d'Anglais de la à mieux apprendre cette matière.

المخلص:

تهدف الدراسة الحالية إلى تقصي الأثر التحفيزي لتوظيف العمل الجماعي التعاوني المنظم بشكل جيد في تدريس القواعد لطلاب السنة الثانية من اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية ، جامعة صيدا. من أجل التحقق من هذا الارتباط ، افترضنا أن التعلم التعاوني المنظم بشكل جيد سيؤدي إلى تحفيز الطلاب وأنه إذا تم استخدامه في تعليم القواعد ، فسيساعد الطلاب على تعلم القواعد. للتحقق من صحة هذه الفرضيات، أجرينا دراسة أولية، حيث درسنا فهم الأسئلة من قبل الطلاب ومدى ملائمة إجاباتهم لدراستنا. بعد ذلك ، قمنا بالبحث الرئيسي ، أي بالتناوب ، تم تقسيمه إلى نوعين من الاستبيان ؛ استبانة الطلاب واستبانة المعلمين. يتكون الاستبيان الأول من ثمانية عشر سؤالاً ويتم إدارته على طلاب السنة الثانية والأربعين من طلاب اللغة الإنجليزية في قسم اللغة الإنجليزية بجامعة صيدا. يتكون الاستبيان الثاني من أربعة عشر سؤالاً وجهت إلى سبعة مدرسين لقواعد السنة الثانية من بين سبعة مدرسين في نفس القسم خلال العام الدراسي 2019-2020. أظهرت مناقشة النتائج أنه باستخدام الدراسة التعاونية ، فإنها تحفز طلاب السنة الثانية من اللغة الانجليزية وعند استخدامها في تعليم القواعد ، يساعد العمل الجماعي التعاوني المنظم الطلاب على اللغة الإنجليزية لتعلم هذا الموضوع بشكل أفضل.

