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MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF ABDLHAMID IBN BADIS MOSTAGANEM
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DEPARTMENT OF ENGLISH LANGUAGE



MASTER
Didactics and Applied Linguistics

**The Impact of Using Cooperative Learning Strategies
in Enhancing EFL Learners' Grammar Achievement**

The case of first year scientific students at secondary school.

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Academic Year: 2016-2017

Dedication

To the precious people to my heart

My dear parents

To My dear brothers, my sisters and especially my nephew Aya

*To all my friends with whom I shared the university life with its lights
and shadows.*

To people who attempt to read this thesis

Acknowledgements

My gratitude goes first to my supervisor Dr, Aissat Djamilia , for her advices and encouragement in time of need from the first step to the last word of this research.

My gratitude also goes to both Ms. Elochdi and Ms. Derraz for accepting to be in the board of examiners and for carefully reading the present research.

Last and not least, I would like to thank all teachers and students who participate and attempt to answer the questionnaires.

Abstract

The purpose of this study is to explore the extent of using Cooperative Learning as an effective method to enhance students' grammar achievement in EFL secondary school and its implementation in teaching grammar; it aims also to know whether student's grammar will be developed by this strategy. In the data collection, we used both quantitative and qualitative research method. Teachers' questionnaire, students' questionnaire and classroom observation were used as tools together data in order to reach our aim. The aim behind using the questionnaires and the observation is to collect data about teachers and students' attitudes to use Cooperative Learning strategy in teaching and learning grammar, collect data about students' grammar level and teachers' methodology and record information about materials that teachers use. The results have shown that Cooperative Learning is an effective strategy that enhances students' grammar achievement. In addition, the results obtained from analysing data tools have confirmed our hypotheses that say; using cooperative learning strategies may enhance the learners' grammar competence, if teachers use cooperative learning strategies they will help their students to increase their grammar understanding and if students are aware of the importance of learning strategies it will motivate them to learn grammar.

List of Abbreviations

CL: Cooperative Learning

EFL: English as foreign language.

FL: Foreign language.

L2: Second language

STAD: Student team achievement divisions

TGT: Team games tournament

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General Introduction

Thanks to globalization English becomes the first language all over the world, thus it becomes a necessary to have at least a general background knowledge about it. As a result teaching English as a second language or as a foreign one has known a speed development process. In fact teaching English as foreign language focus more in making students able to use appropriate correct English that is why much importance was given to the integration of grammar in EFL teaching because, grammar is considered among the difficult subject in teaching because good grammar leads an effective communication and enhance their writing production. The educators were trying to find out some useful strategies to enhance teaching English in general and grammar in particular.

Cooperative learning is one strategy that is considered as an important element of most recent approaches and theories to teaching English as second or a foreign language (L2/FL). It gives the students the chance to interact more than traditional method do since it change the process of learning from teacher-cantered into learner-centred process.

Therefore, the present work is carried out to examine to what extent teachers of English at Algerian secondary school use cooperative learning in their classrooms to enhance their learners' grammar competence. It also aims to provide the readers with the key characteristics of both grammar and cooperative learning, describe the positive side of cooperative learning in EFL grammar classes and to encourage EFL teachers to apply this strategy in their grammar courses to enhance students' grammar level.

Away from all these, this paper was carried out from attending a grammar session at El Shahid Katrossi Ahmed secondary school at Chlef when we realise that EFL's learners face difficulties towards grammar lessons maybe because of the lack of knowledge , the lack of motivation or because it seems not interesting because of the teacher's method . Therefore, some students show a positive impression to work cooperatively because they think in may develop their grammar achievement in contrast teachers show an anxiety of using this method because it consumes time and because the large number of students.

This research paper will examine the extent of using cooperative learning strategies in teaching grammar and whether it helps students improve their grammar competence, especially most of them avoid learning grammar because of its difficulties. The researcher tries to find an answer for to what extent can cooperative learning strategies be effective in grammar classes. Do grammar teachers implement the cooperative learning strategies in

teaching grammar? Moreover, are the cooperative learning strategies considered as motivational factor in learning grammar?

To answer the questions above, we hypothesize that using cooperative learning strategies may enhance the learners' grammar competence, if teachers use the cooperative learning strategies they will help their students to increase their grammar understanding and if students are aware of the importance of learning strategies it will motivate them to learn grammar.

The present study relies on the descriptive method through using two questionnaires as primary tool for the sake of collecting data; the first questionnaire will be addressed for teachers at Katrossi Ahmed secondary school, the second one is administrated to first year scientific stream students at the same school. A qualitative data will be gathered through classroom observation, teachers' questionnaire and students' questionnaire.

This research paper is divided into three chapter, a theoretical chapter that is focused on the literature review, which is divided into three sections; in the first section we dealt with grammar in general by defining it, mentioning its role and its method and approaches for teaching. In the second section, we dealt with defining concepts and approaches linked to cooperative learning in addition to its types. In the third section, we dealt with cooperative learning in EFL classroom, its methods and the teacher's role.

A second chapter that is the practical side deals with describing the population, the research design and the research tools to be used, this chapter also concerns with the analysis of both questionnaires and the classroom observation. A third chapter that is mainly concerned with the interpretation of results and suggesting some pedagogical recommendation.

CHAPTER ONE

Literature Review

Teaching Grammar through Cooperative learning strategies

Introduction

Over the last years, teaching English as a second language or as a foreign one has known a great evolution; the educators were trying to change the role of students from passive learner to active one by giving them the chance to interact with each other. In addition to that, they give more importance to the techniques and methods teachers use in the classroom because it increases the learning process. Cooperative learning is among those methods and techniques that helps both the teacher and the learner because it facilitates the face-to-face interaction and put the learner in the center of the learning process.

In this chapter, we are going to define grammar, identify its role in language teaching and deal with approaches and methods to teach grammar. In this chapter, we will draw the reader's attention to an overview of the concepts and approaches linked to cooperative learning in addition to its types. The present chapter also attempt to give.

1. Grammar

Each Language has unique grammar; grammar has always been the main discussed topic among educators that is make defining it looks such a difficult task.

1.1. Conceptual definition of grammar

Grammar has been defining in different ways according to many different linguistic perspectives as result to that finding a clear definition to the concept "grammar" is difficult to achieve. According to Penny Ur (1988), grammar is "the way a language manipulates and combines word (or bits of words) in order to form longer units of meaning" (p.4), that is to say: grammar is the formation of words and sentences in order to have a correct meaningful product.

Traditionally speaking, grammar has been always linked with the analysis at the level of the sentence. But recently other scholars such as (Penny Ur, 1988), (Thornburg, 1999), (Harmer, 2001) consider grammar as a branch which contains morphology which deals with the system of word forming elements and processes in a language and the syntax which is the arrangement of those words to create well-formed sentences and utterances in a language. However, for other linguists grammar refers just to syntax Greenbaum et al (2002).

Moreover, it describes the rules that govern how sentences are formed. Radford (1997) states "Grammar is seen as the study of the syntax and morphology of sentences. Syntax is the

system of rules that cover the order of words in a sentence. It describes how rules are arranged in terms of their position and distribution. Morphology on the other hand is the system of rules that cover the formation of words” (P.1).

Additionally, other scholars and grammarians associated the concept of grammar into several components as phonetics, phonology, morphology, syntax and semantics, those components make grammar plays a very important role in the study of the language Musumeci (1996) claims: “Language does not exist without grammar, because all languages are characterized by these components”. (p.1). Simultaneously, grammar will help the learners to express their ideas correctly and lead them to producing correct meaningful sentences and utterances in both written and spoken form “that science which treats the principles and rules of spoken and written language” (Woods,1995,p.1). Penny Ur (1998) defines it as; “The way words are put to gather to make correct sentences” (p.76) it means that he considers grammar as a set of rules that governs a language.

To sum up, defining grammar is a hard task to accomplish because;

“Grammar is not the kind of concept that can be given a correct definition, even professional grammarians cannot agree, and have no prosper of even finding some kind objective facts which would push us to an agreed definition. This doesn’t mean that grammar itself is vague and subjective...but simply that it has no natural boundaries waiting to be discovered” (Purpura, 2004, p.42).

1.2. The role of grammar in language teaching

As human beings, we cannot live without the language because it is involved with everything in our life and grammar is considered as an important principle of that language because we need it to speak in clear way and to transmit our thoughts effectively. Hedge (2000) claims that many teachers give grammar teaching their great attention in their classroom methodology, that importance comes from the inevitable role of grammar. Thornbury (1999, p.15) claims: “Grammar; (...) provides the learner with the means to generate a potentially enormous number of original sentences” i.e.: grammar helps learners to produce an infinite number of sentences and utterances with limited words. In the same line Pacheler (1999) states: "the rules of grammar facilitate communicative economy" (p.94).

In addition to that, Nunan (1991, p. 297) says that grammar helps learners to perform in the target languages better. He also states that students could not communicate well if they did

not have a fundamental level of grammar. To acquire a language we have to know grammar of that language Ur (1980) argues that units of the language can only be used successfully if and only if we know how to combine them appropriately. In addition, Williams (2003) states that who emphasises the fact that the effects of grammar is essential for writing since it provides information about forms and functions of the words.

Widodo (2006, pp .122-141) cites that the role of grammar go beyond the sentence and utterance level affect the four skills: listening, speaking, reading and writing. In listening and speaking in order to know the relationship between the parts of discourse, we must have a basic knowledge of grammar. In speaking and writing producing understandable meaningful sentences depends on large extent of grammar. Moreover, grammar has many applications on many aspects of the language such as punctuation, interpreting literally (or non-literally) texts and understanding discourses, Greenbaum and Nelson (2002). For instance if we do not know where and when to put an appropriate punctuation this will change the real meaning of the sentence into other meanings. For Ur (1994), grammar is “essential for the mastery of a language”. (p.14).

1.3. Approaches and method to teach grammar

Teaching English language has been a frequent topic and a matter of discussion subject for longue years, specially teaching grammar because it is central to teaching and learning languages. In addition, it is important to teach grammar because it prevents learners from making mistakes whether in the spoken form or in the written one, because of such importance some grammarians prevailed some methods and approaches namely: descriptive and prescriptive rules, explicit vs implicit knowledge of grammar and deductive vs inductive approaches.

1.3.1. Descriptive and Perspective Rules

Each language has two types of rules, which are different from each other. The first one describes the language as it is used and not focusing on how it should be used, it orders how words are put together and describe the combination between those words, these rules called “descriptive rules”. Simultaneously, Swan (2005) says that descriptive rules are simply accounts of linguistic regularities. That is to say descriptive rules allow people judging if the sentence can be possible to say or not in a language, for instance, he speaks English language very well is acceptable however, language very he English well speaks is unacceptable.

The second type in the other hand is the perspective rules which based on the fact that there is one “correct” way to use the language i.e. how the language should be used. They put rules for the language uses as acceptable or unacceptable according to the standard’s English speakers to split the infinitive like in “to actually feel”. Swan (2005, p.66) defines prescriptive rules as “linguistics regulation rules which individuals devise in the belief that their languages need regulating, tidying up or protecting against change”. Therefore, they are used in particular conditions as in formal writings.

1.3.2. Explicit versus Implicit Knowledge of Grammar

According to Klein (1986), there are two kinds of knowledge: Explicit and Implicit knowledge of grammar. Explicit grammar is a cognitive approach, which helps learners, understand the language rules consciously. It begins with a general explanation of those rules, for example, it explains where we use a given verb with providing sentences that shows how to conjugate that verb.

According to Brown (2002), “a person with explicit knowledge knows about language and the ability to articulate those facts in some way” (p.285). It is acquired according to Pachler (1999) through "form-instruction" (p. 67). That is to say, we acquire it in an academic setting like classrooms by focusing on grammar rules. Additionally Widodo (2006) explains: “Explicit grammar is the conscious knowledge that has the advantages of facilitating input and the benefit of monitoring the output” (p. 125). It demands the use of grammatical terminology so that grammar can be pointed in clear way.

In contrast to explicit, implicit approach suggested that learners should be exposed to grammatical structures in meaningful context to help them acquire grammar as naturally as possible. According to Brown (2002), unconscious internalized knowledge of language that is easily used during spontaneous language tasks similar to written or spoken conscious learning process. For example, a native speaker would speak his mother tongue correctly without knowing the rules that govern his spoken or written language.

1.3.3. Deductive versus Inductive Approach

Deductive grammar approach is teaching grammar starting with representation of the target language’s rules followed by examples; giving the rules and structures then ask the students to use with examples. According to Thornbury (1999), deductive approach is defined as the way in which the grammar is taught where the students are involved with a general rule

then apply it to specific language examples. However, inductive grammar approach (or the bottom up approach) is teaching grammar starting with giving examples of the target language then leading them to figure out the rule in the same line Thornbury (1999) notes that in inductive approach learners are provided with samples, which include the target grammar that they will learn.

More over both the deductive and inductive approach have a set of advantages according to Widodo (2006) who gives five advantages for both approaches:

Advantages	
Deductive approach	Inductive approach
The deductive approach goes straightforwardly to the point and can, therefore, be time-saving.	Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples	Learners' greater degree of cognitive depth is "exploited".
A number of direct practice/application examples are immediately given.	The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.
The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.	The approach involves learners' pattern-recognition and problem solving abilities in which particular learners are interested in this challenge.
It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.	If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.

Table 1: Widodo's advantages of deductive and indicative approach of teaching grammar

He highlights that deductive approach help solving time since they can quickly explain the rules .Similarly the inductive approach gives them the opportunity to discover the rules.

Despite of the advantages they present, both of them have some disadvantages for example in deductive approach: "Learners might feel that they are getting too many lectures

from the teacher which bear little relationships to their needs to be able to use the language”. (Thornbury, 1999, pp.54-55) that is to say they will be demotivated so the teacher should be aware about the use of both approaches in order to facilitate the learning process.

2. Cooperative Learning

Cooperative learning is considered as a frequent researched topic in education over the last years; it has become an effective approach for teaching a foreign language .Because it is a distinguishable topic, it has been define in various ways.

2.1. Conceptual Definition of Cooperative Learning

Olsen &Kagan (1992) defined cooperative learning as a group learning activities organized so that learning is dependent on the socially structured exchange of information to increase the learning of others. It is considered as an effective techniques rather than an approach because it gives students the opportunity to be an active element by interacting to each other and sharing their knowledge, “is an instruction in which in which the students work to gather as a team by sharing ideas and information.” (Brown 2001, p. 47).

In addition, it has been defined as “part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals” (Alice Macpherson, 2007, p. 1). That is to say cooperative learning involves students to help each other by interacting through acquiring and practicing the language to reach one common goal which is developing their learning.

Moreover, to highlight the importance of cooperative learning, Dornyei (2001, p.101) states: “cooperation is motivating because the knowledge that one’s unique contribution is required for the group to succeed increases one’s effort”. It means that students are working together and helping each other to get progress then increase their motivation to achieve their goals. Jacobs and McCafferty (2006) state that thanks to cooperative learning approach students try to voice their ideas without any anxiety and take the risk of the uncertainty of their answers whether it is correct, coherent and meaningful. Through cooperative learning, the students will have the right to ask for others’ help and in contrast, they will have the duty to help others (Cohen et al, 1994).

2.2. Theoretical Background of CL

Various theories have lead research on Cooperative Learning; each theory tries to provide evidence for the effectiveness of implementing cooperative learning in classroom namely: Behavioral learning theory, social interdependence and cognitive theory.

2.2.1. Behavioral Theory

Johnson, Johnson and Smith (1998) state that students are likely to participate when they are rewarded for this participation, it helps students to learn and participate in groups which leads to rate their anxiety. According to Slavin and other scholars, rewarding individuals or groups based on individuals accomplishment who participate in reaching the assigned academic goals. This method of rewarding will make students more motivated and engage them in the learning process by pushing them to help each other (Slavin, 1995, Slavin et al, 2003).

2.2.2. Cognitive Theory

According to Cohen et al (2004, p. 167) : “ The cognitive theory view learning as a process of constructing knowledge through cognitive process like reflective abstracting recognition and so on” ,it means that understanding of the meaning is built through the active participating in the learning process. This theory based on two main views; Piaget’s view and Vygotsky’s view. Piaget theory focuses on learning in social interaction and that the cognitive development leads to learning. This theory gives the chance to student to move from passive element to an active one, it is student-centered theory. Student’s interaction and curiosity about meaning helps him to increase his comprehension that makes its role effective in encouraging students to communicate and negotiate meaning. However, Vygotsky theory focuses on cooperative learning’s effects on the learning process. He states that learning in peers or in small groups help the students getting knowledge in which the learners; argue, explain, listen, etc. In addition, he promotes his understanding to develop his way of thinking. Slavin(2006). The Vygotsky view emphasis on the social nature of learning.

2.2.3. Social interdependence

According to Johnson, Johnson and Smith (1998) social interdependence theory consider cooperation as a result of positive interdependence among the students. It means that an individual goal is affected by others actions and goals. Slavin et al (2003) call this theory as “social cohesion theory” and they agreed that the effectiveness of cooperative learning is

related largely to the cohesiveness of group. According to Later, Morton Deutch (1962) there are two types of interdependence; positive when the learners help each others taking into consideration all group members or negative when each student try to show that he is the best “over-challenging”.

2.3. Types of cooperative Learning

According to Johnson, Johnson & Hulbec 1998 there are three types of cooperative learning groups: Formal cooperative learning, informal and base groups.

2.3.1. Formal Cooperative Learning Groups

It consists of students working together for one class period over several weeks to achieve shared learning goals and complete jointly specific task and assignments (D.Johnson ,R.Johnson &Hulbec 1998b) . It means from limited (few minutes) time to unlimited time to achieve common learning goals and to complete the task work for example, problem solving, writing a report, reading a story or a chapter, conducting an experiment. In Formal cooperative learning, the interaction take a long duration moreover the members of the group are carefully chosen and more structured to maximize learning and minimize group think.

2.3.2. Informal Cooperative Learning Groups

It involves students working in small groups for limited time for instance, ten minutes to help students capitalize what they have been taught which help them to ask question. Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary, ad, hoc groups that has from a few minute to one class period. (Johnson, Johnson& Hulbec, 1998a, Johnson, Johnson, Smith 1998). In informal cooperative learning, the groups have little structuring and not planning. In addition, Johnson et al, 1998 state that informal cooperative learning is used to focus students’ attention on the materials used in learning, and create an expectation set; it helps to break down the routine and make the student more interested in the lesson. Here the members of groups are chosen randomly.

2.3.3. Base Learning Groups

Cooperative base groups are long-term, heterogeneous cooperative learning groups of 3-4 members with stable membership. (Johnson, Johnson & Hulbec, 1998a; Johnson, Johnson, Smith 1998). It helps encouraging, give supports and assistance each member needs to make academic progress; students provide support to each other which helps them being progressed

in their academic achievement. Moreover, it improves both the quantity and the quality. Base groups are useful when the class's member is large because in a large classroom the learning will get harder, the members should be constant. Gillies, Ashman and Terwel state that cooperative base group is heterogeneous in membership, meet regularly, and last for the duration of the class (a semester or year) and sometimes for several years (p.31).

Integrating those three types together can enhance the learning process. According to Johnson and Johnson, the class begins with base group then followed by informal cooperative, which is used on short lecture class then it is followed by formal one and last with the base learning groups.

3. Cooperative Learning and EFL teaching

Over the last decades, cooperative learning has been evidenced to be useful teaching strategy because it match the teacher's aim with the learner's aim to increase the learning process. In successful classroom, every student would learn how to work cooperatively with others. Cooperative learning is considered as an important factor of the new approaches of teaching English as a second or as a foreign language.

3.1. Cooperative Learning in EFL Classroom

Cooperative Learning a non-threatening learning environment that encourages EFL learners to overcome their comprehension in communicating and expressing their point of view in FL (Slavin, 1995). Cooperative classroom is when students help each other ,working together in small groups to achieve goals they shared by giving each member of a group a specific role ; they believe on the idea of sink or swim together . Cooperative learning at classroom should be characterized by five important element that leads to increase producing .According to David Johnson and Roger Johnson 1989 they are: Positive interdependence, individual accountability, face-to-face interaction, social skills and group processing.

1. Positive interdependence: means that the members of group should rely one on the other (sink or swim together) to achieve the common goals, in order to have a successful group it must be that every single member have to succeed. Students must confirms that every members understand the materials used and learn it, if any member fails the whole group will take the responsibility. In the same line Johnson et al, 1991 claimed: "To implement positive interdependence [...] students must believe that they are linked with others in a way that one cannot succeed unless the other

members of the group succeed (and vice versa): that is they sink or swim together” (p6). That is to say, positive interdependence help the student being aware about the need of sharing their knowledge, resources and materials. In addition to encouraging each other.

2. Individual Accountability and Personal Responsibility: each group’s member is responsible for learning what has been assigned to be learned that is why make teachers implement cooperative learning; students can learn in groups and increase their learning individually more than learning alone. Johnson et al 1994:“Individual accountability is the key to ensuring that all group members are, in fact, strengthened by learning cooperatively”. Teacher should give feedbacks to both individuals and group. According to Johnson and Johnson 1994, individual accountability should be structured by: limiting the group member, giving an individual test to each student, randomly examining student orally by representing the group work, student explain to each other what they have learned.
3. Face-to-face interaction: it encourages the student to be an active element in the success of the whole group. Personal interaction allows students to support each other and share personal knowledge and information. The face-to-face interaction leads to positive effecting student achievement through cooperative learning, and helps students reach advanced levels of accomplishment than students learning in a teacher-centered classroom.
4. Social skills: is the ability to match efforts to achieve common goals. Students are supposed to interact in an intrapersonal level I.e. they must have the skill of trusting each other , communicating correctly, being flexible and resolving problems (Johnson et el 1990,1991). Putting students who are not socially skillful will not resulting effectively because the social skill are the key of group success (Johnson &F.Johnson1991)
5. Group processing: group’s members set group goals what they are doing. And why? In addition, identify changes they will make to function more effectively in the other lessons. In this element they are able to evaluate and assessing themselves and identifying the strengths and the weaknesses of the whole group.

Figure 1. Outcomes of cooperation

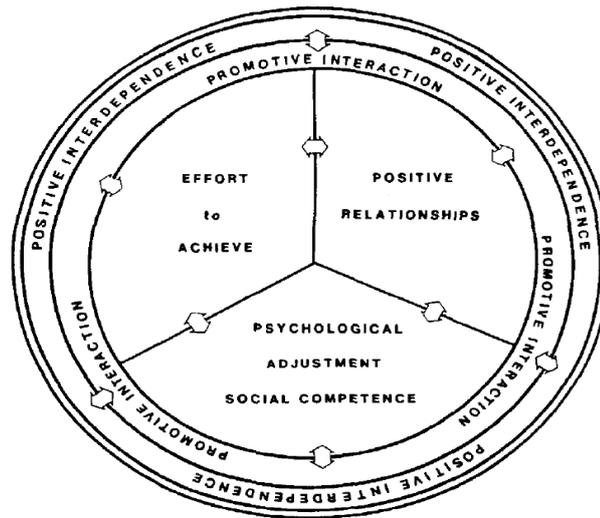


Figure 1. The relationship between positive interdependence and cooperative learning characteristics. Adapted from “Making Cooperative Learning Work” by Johnson and Johnson, 1999, p. 72

3.2. Cooperative learning activities to be used in EFL classes

In order to implement cooperative learning in teaching English as a foreign language teacher can use several activities to help student working together. EFL teachers can choose among several activities to teach according to Slavin 1995 and Kagan 1994, among them:

1. Jigsaw II: in which the class is divided into groups , each group member is supposed to learn materials then teach the whole group what he or she has learned. In this method, students are learning how to share information with each other. Slavin 1995 stated that Jigsaw’s way is a useful strategy to social studies because mostly there is an answer of any question. It helps developing reading skill and reach the vocabulary .Slavin 1995 confirmed that this method positively increase the scores.
2. Think/Pair/Share: it is among the most useful activities that increase working together. It involves three important steps: in first step, the mentor posed a question then the individuals think silently about it, during the second step, they will interchange their ideas, the third step the pairs share their answers with the other pairs, other groups, and the whole class.
3. Round table / Round Robin Brainstorming: Supported by Kagan 1994, in this activity, the class will be divided into small groups with one person who is called recorder pose a question the groups will think about then they share their answers with one another round Robin style the recorder will write down the group’s answers. In the round table

they are supposed to pass the answers in a sheet of paper however, in round Robin they answers are passed orally. This activity helps giving answers, providing information, sharing ideas.

4. Group investigation: supposed by (Sharan & Sharan), group from two to six, group members are responsible for planning, carrying on the study, reporting the answers to the class. Each group choose a topic from topics, which are planned for the whole class then present it.

3.3. The teacher's Role in Cooperative Classroom

Since the traditional classroom differs from the cooperative one, the role of the teacher also differs. According to Zhang (2010) in a cooperative learning class, teachers are considers as facilitators who guide their students to achieve their educational aims and objectives. In the same line, Johnson et al state that the role of teacher in cooperative classroom is to create structured and well-organized environment in the classroom, set aims and goals, plan structure task, identifying each student's role and managing the time, observing the member of group, offering supports, facilitating the process of learning, evaluating student's outcomes, assessing and giving feedbacks.

Johnson and Johnson supporte others important teacher's role in cooperative classrooms. First role is making pre-instructional decision: formulate the academic and social objectives, decide on the size of groups, and choose method for assigning the room, arrange the materials students need to complete the assignments; it means the teacher role is more than a source of knowledge, is to plan the students' role and verify both materials and seating arrangement. All those roles increase the interpersonal and social group skill. A second important role is explaining the instructional task and cooperative structure: teacher explains the academic assignment to students, providing them with examples to help them understanding the task's instruction, explains the steps for successful learning and focusing on developing both positive interdependence and clarify the social skills behaviors such negotiating meaning, communication and interaction students are supposed to use. Teachers should also highlight intergroup cooperation in order to reduce the negative challenge between students. Another important role is monitoring student's learning and intervening to provide assistance: here the role of teacher is to intervene when he relies that the task need to be more explained and the teamwork is not going that successful , also he tries to make the students more interacting and getting engaged in the learning process.

According to Johnson and Johnson, the fourth role is assessing students' learning and helping students process how well their groups functioned; the teacher here is supposed to make students aware about how they were working together, evaluate the quantity and the quality of the task work, decide if the group achieved its goals and objectives or not. In the same line Jacob (2006) states that teacher talking time should be less than student talking time, it means that the leaning should be learner-centered. Teachers also are required to provide their learners with example of answers to encourage advance learning (Harel, 1992).

3.4. Teaching Grammar through Cooperative learning

According to Slavin (1991), there are three main techniques teachers can use to implement cooperative learning in their EFL classroom. These techniques are Jigsaw's method, Student Team Achievement Divisions (STAD), and Team Games Tournament (TGT). Jigsaw's method can develop students' reading and vocabulary, however; STAD and TGT can be implemented in teaching grammar. Those methods share the outcome of equal opportunity of participation and success, raise positive group competition and increase face-to-face interaction among group members. The choice of cooperative learning methods depends on the teacher objective and goal also; it depends on the students' level.

Some Examples of using TGT in teaching grammar could be: teacher divide the class into small groups of three to four students for instance he give each group four sentences and ask them to form a paragraph with sentences using the right tense. Then he will add extra point to the group who wins. This will raise their concentration and leads to positive competition among all groups.

For STAD the teacher may give rules and ask them to practice them, and the students will choose the content. For instance, the students can play a role ; each member is given a specific role to act, the dialogue will focus on the use of grammatical rules, tenses after that each student will make a game of the use of each rule by asking the entire group about his rule.

Conclusion:

This chapter was concerned with defining the key concepts used in this work; it also reviews the main elements needed to know before implementing cooperative learning in their classroom. This chapter focus more on the relevance of cooperative learning in EFL grammar classrooms. As it was mentioned in the literature, cooperative learning is not just putting learners together but to have all the information in order to match student's goals, measuring groups, verifying each member's role

The next chapter will focus on the description of the different tools that the research will deal with in order to gain more information about the impact of using cooperative learning. By describing the observation and both the samples and the questionnaires then analyzing the answers.

CHAPTER TWO

Methodology and Data Analysis

Introduction:

In the literature chapter, we dealt with cooperative learning from theoretical views by defining key concepts and approaches linked to both grammar and cooperative learning, identifying grammar's role in language teaching. Also, it describes the role of teacher in cooperative classroom and give the main characteristics of cooperative learning in EFL classroom. This chapter is the practical side of the present research work; first, it will describe the research design, population by identifying the profiles of both teacher and students, in this chapter, we are going to analyze the data tools used to collect data, which are namely; students' questionnaire, teachers' questionnaire and the classroom observation.

1. Research design

This study has a descriptive design. In order to achieve the research's objectives we choose more than one research tool because it is proved that such variation in reasoning research tools investigate the work. These tools are namely; a classroom observation and two structured questionnaires for both teachers and students (first year scientific stream) in secondary school and the classroom observation was done in secondary classroom for many sessions. This research is quantitative since it required the form of closed questions, which has particular answers and qualitative since it required the classroom observation.

2. The Population

In order to check our hypothesis that examines the use of cooperative learning as a strategy to enhance grammar competence and to reach the aim of our research work, we worked on two population: teachers and students.

2.1. Teachers

The teachers who responded to this questionnaire are teachers of El-shahid Katrossi Ahmed Secondary school, the number of teacher were seven informants,(three 3) of them were randomly selected however four (4) of them were non randomly selected because they are teaching first year scientific stream which is the sample of our work. The instructors were three males and four female and most of them have experience of more than 10 years.

2.2. Students

In the current work, the total number of students' population is one hundred ninety two (192) divided into five classes. We choose 60 students from the whole population at El Shahid Katrossi Ahmed secondary school. The reason behind choosing first year secondary school lies in the fact that they are already familiar with English since they studied it for four years before so they can communicate with each other and because they are new in the secondary , and because the lessons they will deal with are cooperative lesson working.

3. Description of the research tools

The researcher in this work, in order to convince the validity of his research, attempts to use more than one tool to investigate which are : two questionnaires and classroom observation.

3.1. Questionnaires

The questionnaire were selected to collect data from students and teachers.

3.3.1. Teachers' Questionnaires

This questionnaire is structured one since it consists of 14 structured questions; most questions were close-ended for example yes/no question, multiple-choice questions. Five questions are open-ended as a request for supporting suggestions, mentioning some problems they face when teaching grammar cooperatively, reasons behind the success of cooperative learning, how it enhances grammar and weather if they allow their student using the mother language or they emphasize using English. The questions are divided into 3 sections. It takes one week to answer all questionnaires because some teachers want to answer it at home.

The aim of this questionnaire is to collect data about teachers' attitudes and teaching methodology, also to identify the role of cooperative learning in teaching grammar.

3.3.2. Students' Questionnaires

The questionnaire involved 14 in general 13 close-ended questions and one open-ended question , it is divided into three sections it is well-structured one. It was distributed randomly and it takes one week to collect all answers.

The objective of this questionnaire is to obtain data about student awareness, attitudes to use cooperative learning strategies in learning grammar and their learning strategies, also to figure out the problems and difficulties they face.

3.2. Classroom observation

To identify how the procedures are going on and record information about the lessons content and the teaching materials; we chose observation as a second research tool. It took place at Daalouz El-Hadj Secondary School at Chlef during the second semester at the academic year 2016-2017.

In the present research, the class was observed for a number of three weeks two hours a week to make the informants familiar and make them behaving normally. The number of informants were 36 pupils (22 males/14 females), it took place at the secondary of Daaloz El-hadj At Chlef . The observers had resource to note taking by sitting in the end of the class and taking notes about the following details: students' interaction, teacher's methodology, materials used, classroom environment, students' attitudes towards cooperative work, teachers' competence in controlling cooperative work, and participation in classroom. More over to find out problems that both teacher and students face when working cooperatively and whether cooperative learning help teacher transforming information to his students and students to develop their grammar competence or not. Since the classroom observation was devoted to understand how EFL teachers use and facilitate cooperative learning in grammar lessons and how EFL students respond to and participate in cooperative learning in grammar lessons we divided the observation into four parts which are the following:

Part one: General observation of classroom environment in which we described the siting arrangement, physical management, the groups and the group number and the appropriateness of using cooperative learning.

Part two: Students' attitude towards cooperative learning in which we described the students' engagement and respond to cooperative learning such as the social skill they used for example, if they accept each other's opinions, and how they are using cooperative learning to develop their grammar knowledge.

Part three: Teachers' attitude and implementation of cooperative in grammar lessons; how they maintain cooperative learning social skill, how they control the groups and prepare cooperative works for instance, the methodology they use, moving around groups, assessing and giving feedbacks.

Part four: Some problems that face EFL teachers in cooperative classes such as the less concentration among students, lack of motivation, and time management.

4. Analysis of data tools

After data collection, the obtained results have been interpreted as the following.

4.1. Questionnaires

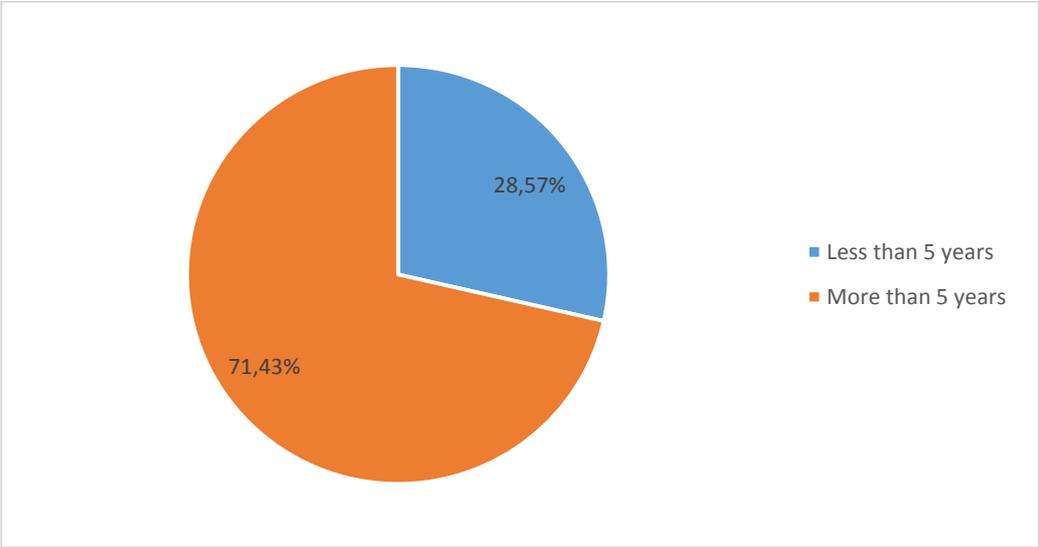
4.1.1. Teachers’ questionnaire

Section one: General information

Question 1: Your Teaching Experience is:

Option	Number	Percentages%
Less than 5 years	2	28.57%
More than 5 years	5	71.43%
Total	7	100%

Table 2: Teachers’ teaching experience.



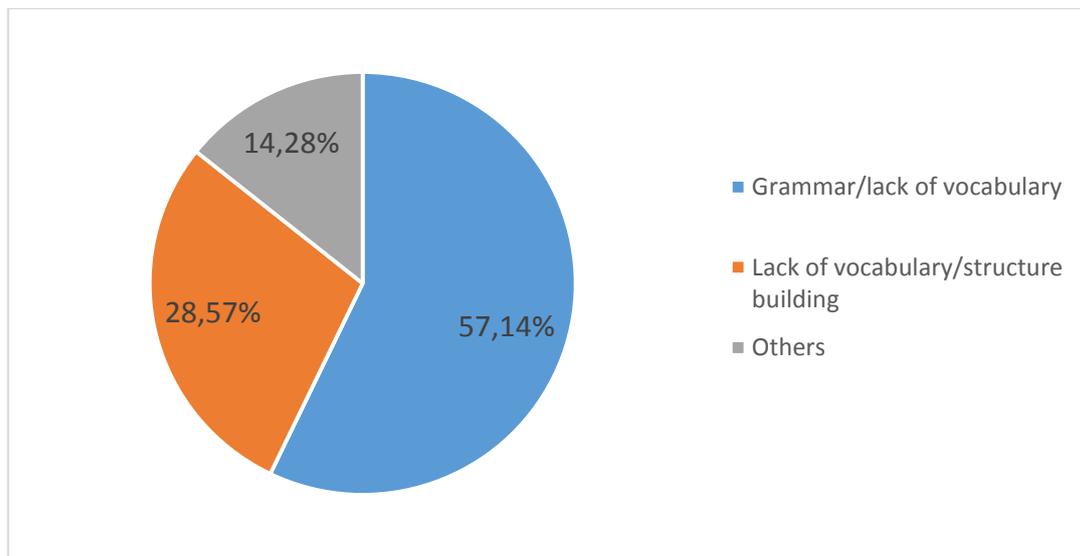
Graph 1: Teachers’ teaching experience.

This question aims to know to what extent the teacher are experienced which help us reaching the aim of the work .From seven teachers, 5 teachers (71.43%) inform that they have been teaching for more than 5 years and 2 teachers (28.57%) teach less than 5 years . that is to say the majority of teachers have experience .

Question 2: What kind of difficulties you face while teaching (students' level)?

Option	Number	Percentages%
Grammar/lack of vocabulary	4	57.14%
Lack of vocabulary/structure building	2	28.57%
Others	1	14.28%
Total	7	100%

Table 3: Problems that face teachers in teaching.



Graph 2: Problems that face teachers in teaching.

The results show that the majority of teachers 57.14% choose two choices that are both grammar and the lack of vocabulary teachers inform that their students have weak level especially at grammar however, 28.57% of them inform that their students have lack of vocabulary and structure building problems . Only 14.28% choose the answer others and he say that he face other problems such as pronunciation, bad handwriting and less use of punctuation.

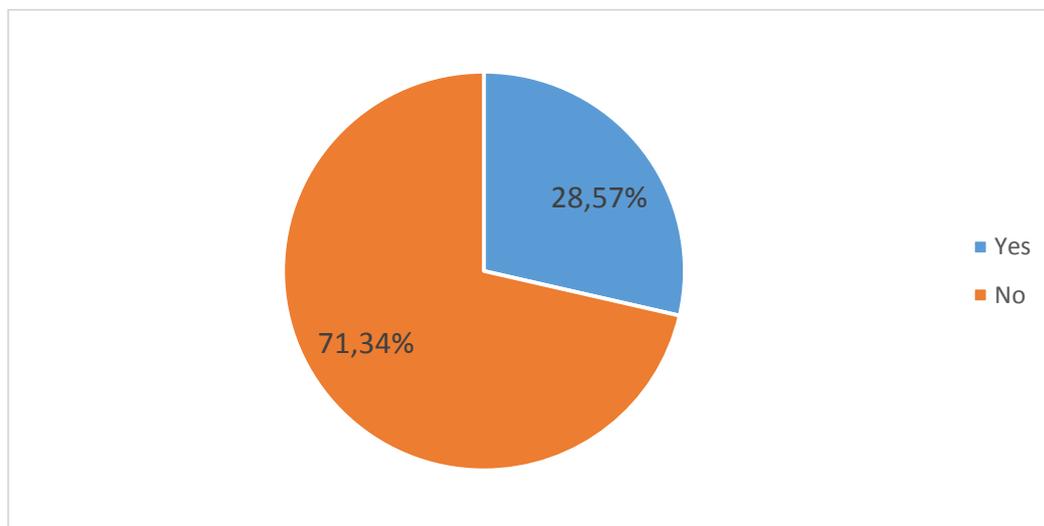
Section two : Grammar information

Question 3: Do you think that your students are aware of grammar importance in learning a foreign language?

Option	Number	Percentages %
Yes	2	28.57%

No	5	71.43%
Total	7	100%

Table 4: Students' awareness of grammar importance.



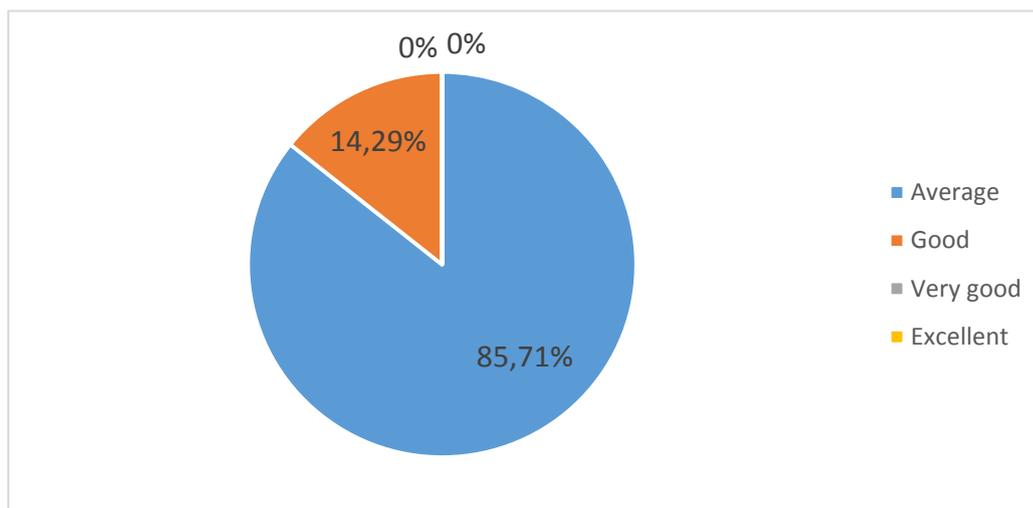
Graph 3: Students' awareness of grammar importance.

The aim of this question is to know to what extent students are motivated at grammar courses. According to the majority (71.34%) of teachers, students are not aware about grammar importance however, 28.57% of teachers inform that their students are aware about grammar and its importance.

Question 4: how would you qualify your students' level?

Option	Number	Percentages%
Average	6	85.71%
Good	1	14.29%
Very good	0	00%
Excellent	0	00%
Total	7	100%

Table 5: Students' level at English.



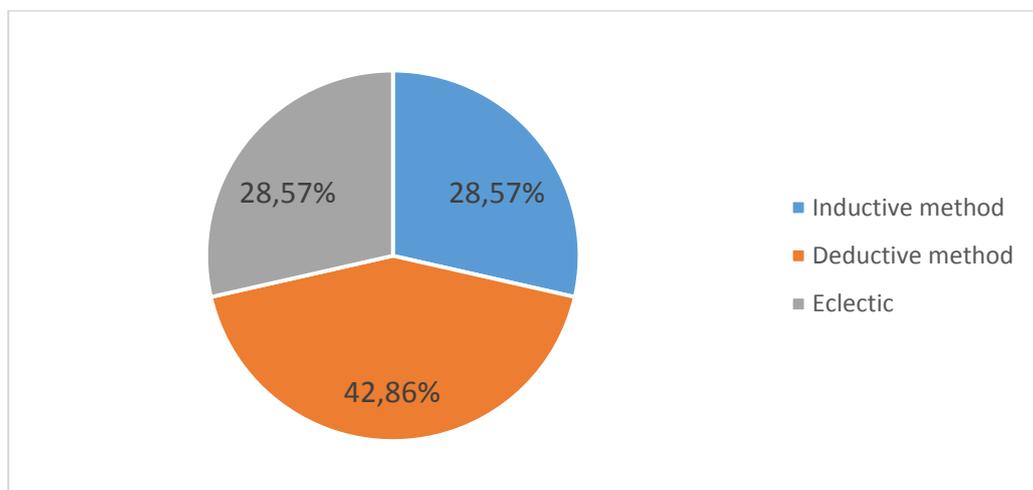
Graph 4: Students’ level at English.

The result shows that 6 teachers among 7 (85.71%) inform that their students have average English level maybe because they are not concerned with English subject in the other hand only one teacher (14.29%) inform that his students have good level at English language.

Question 5: which method do you use while teaching grammar?

Option	Number	Percentages %
Inductive method	2	28.57%
Deductive method	3	42.86%
Eclectic	2	28.57%
Total	7	100%

Table 6: Teachers’ method in teaching



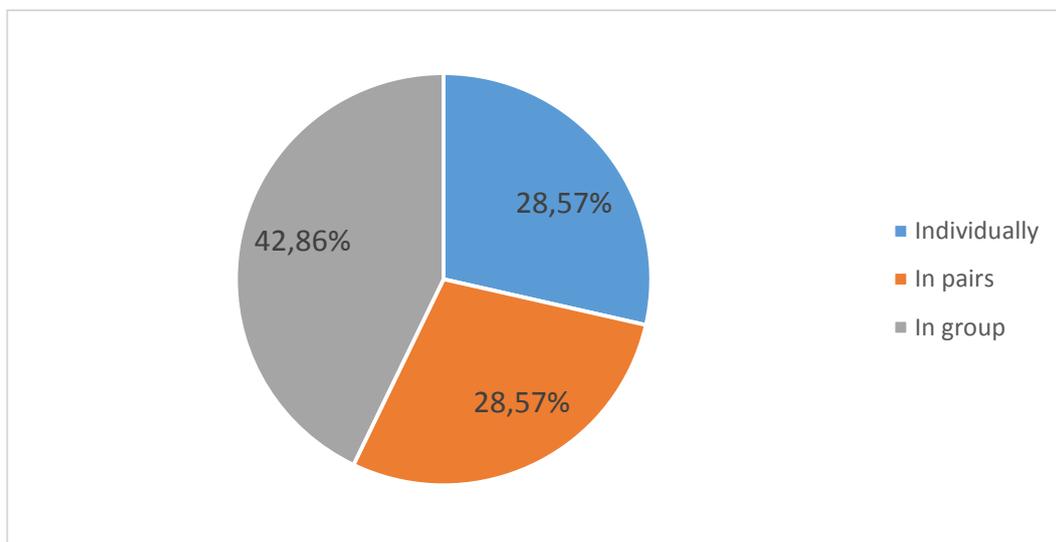
Graph 5: Teachers’ method in teaching

The aim behind this question is to know which is the preferable method that students can understand from teachers' angel. Three teachers among 7 inform that they prefer using deductive method because they observe that students understand more through this method however only 2 teachers inform that they use the inductive one in order to make their students more active and the two other teachers say that they prefer the eclectic method.

Question 6: While doing activities do you encourage students to work

Option	Number	Percentages %
Individually	2	28.57%
In pairs	2	28.57%
In group	3	42.86%
Total	7	100%

Table 7: Teachers' preferences of task working.



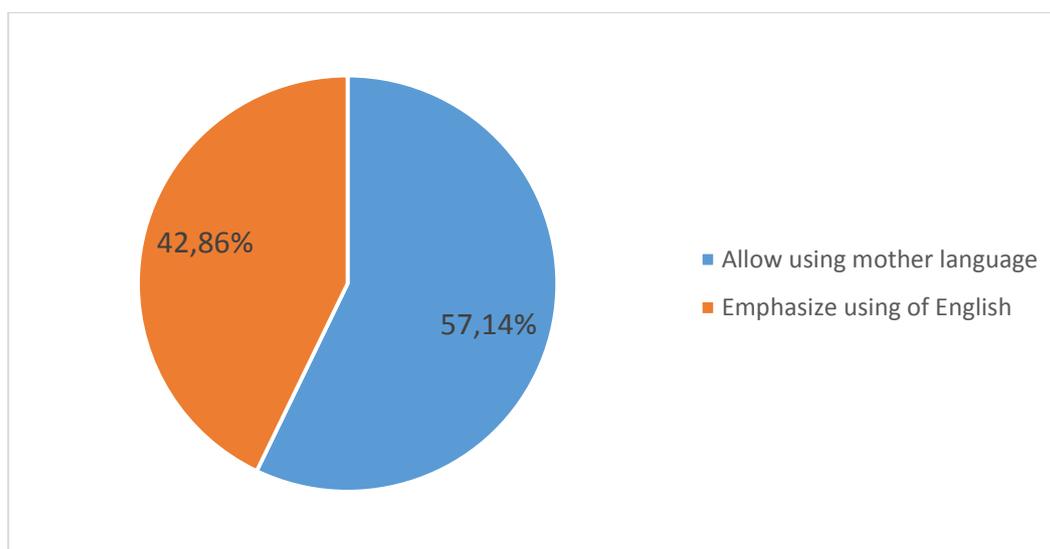
Graph 6: Teachers' preferences of task working.

This question aims to know which kind of strategies that help teacher teaching grammar. The result shows that most teachers (42.86%) encourage their students to work in-group to support each other however, 28.57% ask their students to work individually to avoid noise and the other 28.57% prefer to encourage their students working in pairs.

Question 7: Do you allow them use the mother language /or you emphasize the use of English language?

Option	Number	Percentages %
Allow using mother language	4	57.14%
Emphasize using of English	3	42.86%
Total	7	100%

Table 8 : Students' classroom language.



Graph 7: Students' classroom language.

The aim of this question is to know if cooperative help student using English language with their classmate or not. The result shows that 4 teacher among 7 allow their students to use the mother language for deferent purposes for example ask them to translate some concepts in order to check their understanding. However, 3 teachers inform that they emphasize the use of English to know their weaknesses and to enrich their vocabularies.

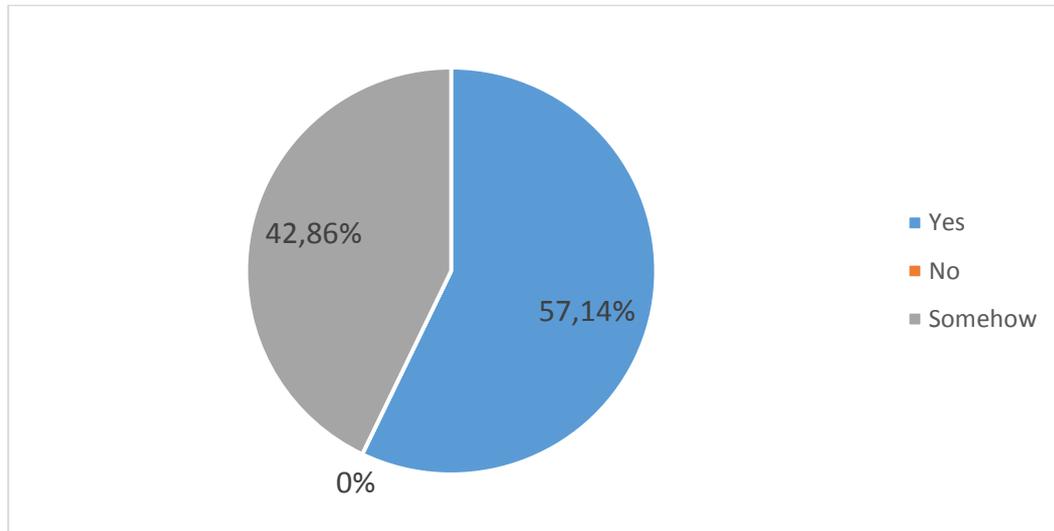
Section three: Cooperative learning information

Question 8: When they work on groups, do you observe that they face problems?

Option	Number	Percentages %
Yes	4	57.14%
No	0	0%

Somehow	3	42.86%
Total	7	100%

Table 9: Teachers' Opinions about students' problems in cooperative work.

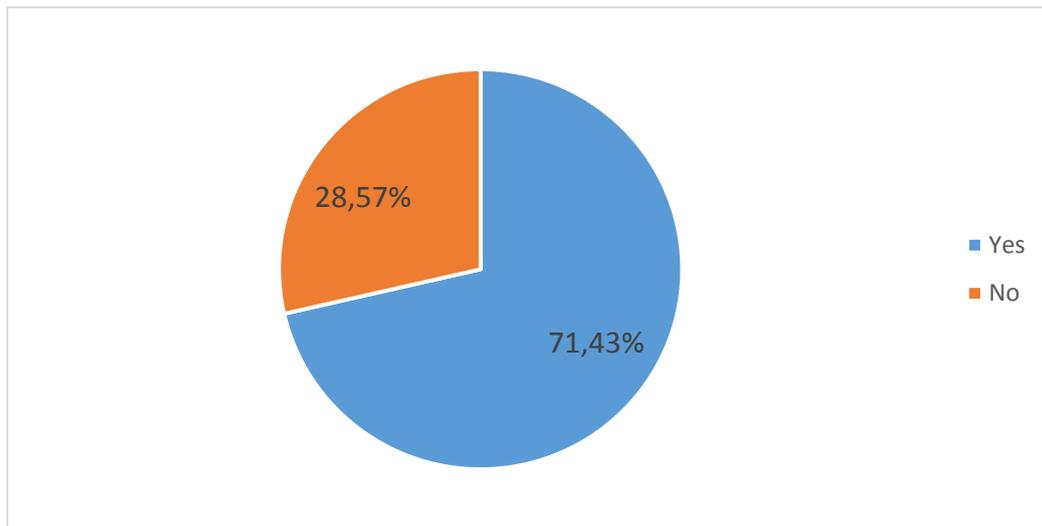


Graph 8: Teachers' Opinions about students' problems in cooperative work.

The aim is to know which problems the students face in grammar courses from teacher angles. The result shows that all teacher inform that they observe that their students face problems when doing Group/pair work four teachers answers yes and three answer with somehow. Since this question is open-ended, the teachers report some problems they remarked during the grammar course some of them are the following:

- Discipline problems such as making much noise and respecting each other.
- Some students do not work but laying on other's work.
- Imposing ideas problems; students are expressing their ideas in the same time.

Question 9: Do you think that cooperative learning strategies helps you solve such problems?



Graph 9: Teachers' opinion about cooperative learning outcomes.

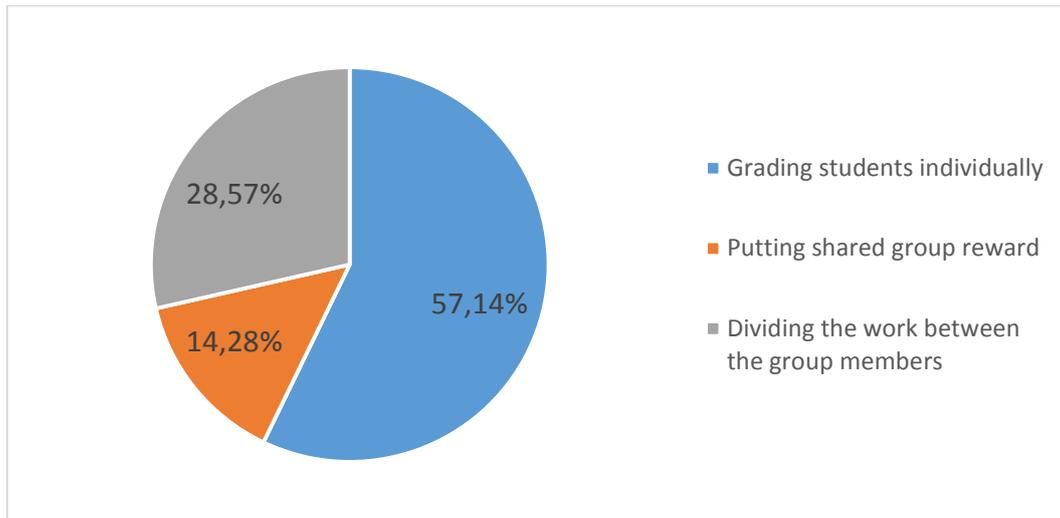
The aim of this question is to know if cooperative learning is a facilitator for teaching grammar and what are the benefits they have after using this strategy. A large number of teachers 71,43% respond to this question with the answer yes it helps them solve some learning problems however only 28,57% inform that they do not suggest this strategy because it adds nothing for teaching grammar. We open the question for those who choose yes by asking them to mention how it helps them and the answers are the following:

- It enhances the students' participation.
- They have the opportunity to develop their speaking by discussing with their classmates
- It creates a competitive atmosphere where all groups' member try to share their ideas as possible as they can.
- It motivates them by being more involved in the learning process.

Question 10: When rewarding cooperative work do you:

Option	Number	Percentages %
Grading students individually	4	57.14%
Putting shared group reward	1	14.28%
Dividing the work between the group members	2	28.57%
Total	7	100%

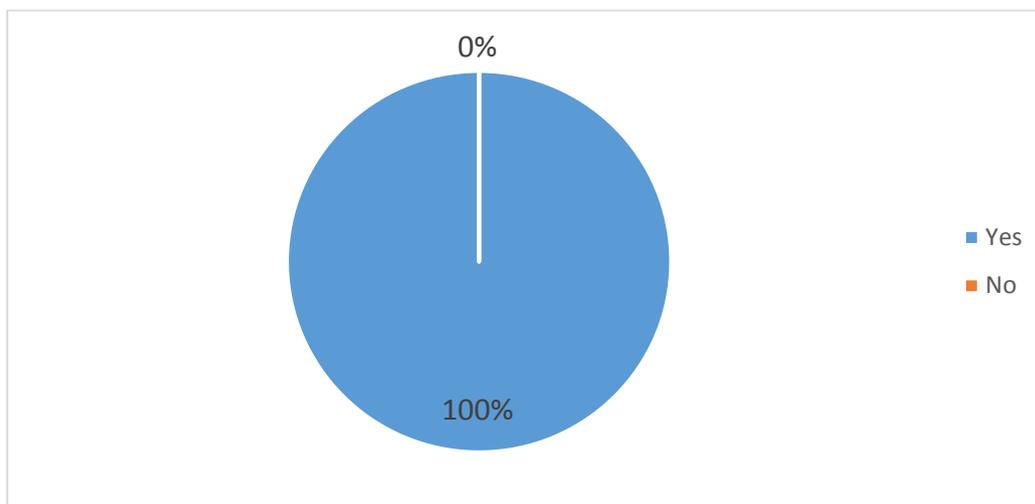
Table 10: Teachers’ reward for cooperative work



Graph 10: Teachers’ reward for cooperative work

This question aims to discover if rewarding cooperative works has to do with its role in enhancing student level or not. the result shows that nearly 57.14% of teachers rewards their students individually however 28,57% putting shared mark between group’s members and only 14,28% of them divide the work between the group members

Question 11: Do you make your students aware about cooperative learning?

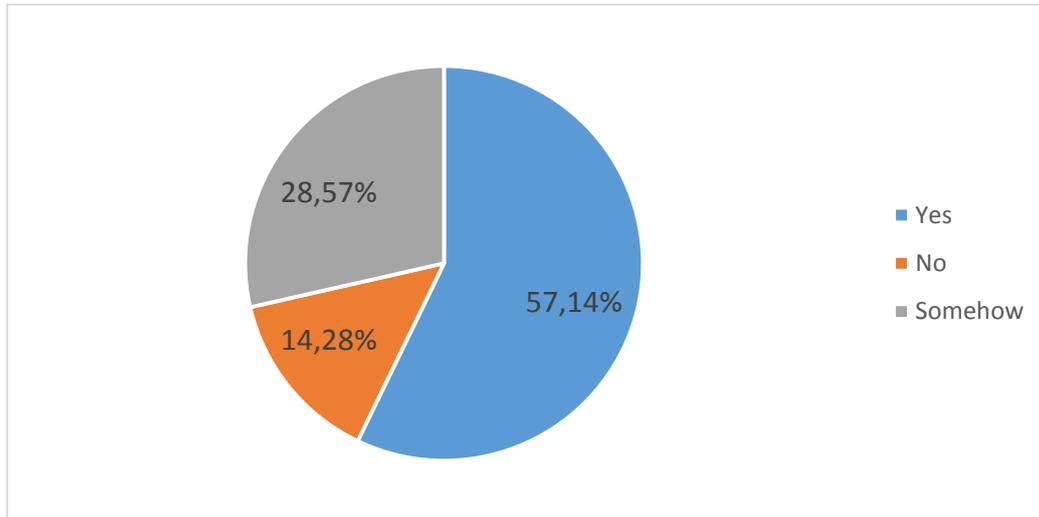


Graph 11: Teachers’ role in making students aware about cooperative learning.

The aim of this question is to know if the students are aware about cooperative learning in order to use it effectively. The whole number of teacher inform that they make their

students about cooperative learning by giving them some instructions that guide them working effectively.

Question 12: Do you think it enhances their grammar competence? how?

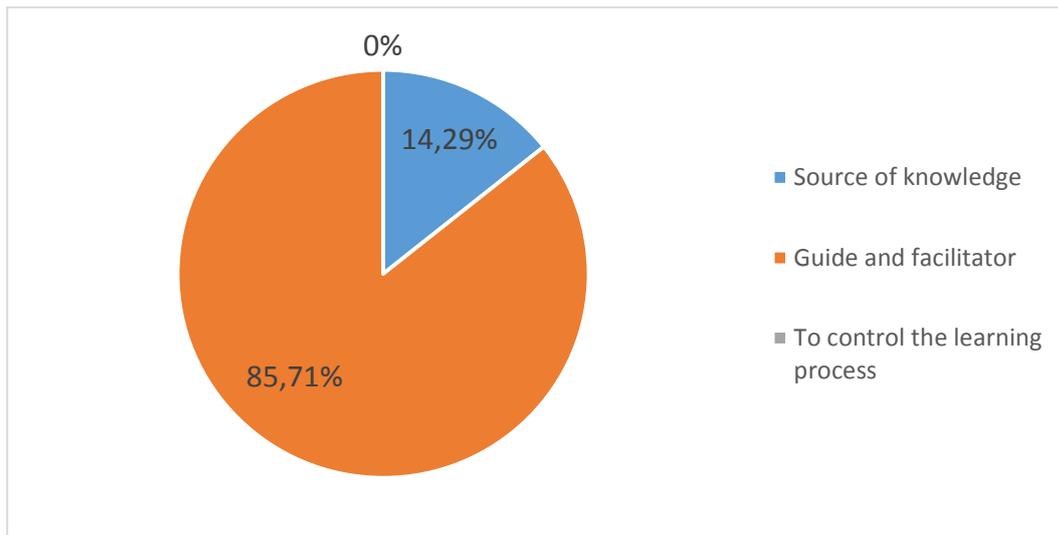


Graph 12: Teachers assessment of cooperative learning' role in enhancing students' grammar

The aim of this question is to figure out how cooperative learning enhances students' grammar level from teachers' angel. Four teachers among 7 (57.14%) inform that it enhances students' grammar level however only one teacher (14,28%) report that it does not help at all and the two other teachers (28.57%) answer that it enhances grammar to some extent. some explanations are mentioned bellow:

- It encourages the students to interact with each other.
- It helps them to apply grammar through discussing with their classmates.

Question 13: How would you consider your role?



Graph 13: Teachers' role in cooperative classroom.

The aim of this question is to decide if cooperative learning strategies change the role of teacher in the classroom. The result shows the majority of teachers 85.71% consider their role as a guide and facilitator since the students are more active and involved in the learning process, however 14.29% consider themselves as a source of knowledge since that they speak all the time, and no one answer that he control the learning process.

Question 14: Would you any suggestions concerning using cooperative learning in EFL grammar classes?

We open this question for teachers to collect some suggestions and opinions that would make cooperative learning works effectively in grammar courses. Six among seven teachers answer this question, they state that:

- As a teacher, I think that the number of students should be reduced because it is hard to control a class of 40 students, it will work effectively with small number classes.
- I suggest that students should be aware about they are no more passive learner they should work with their classmate in order to gain more knowledge.
- I suggest to plan a lesson to teach the students how to work cooperatively especially in grammar courses because it is the most appropriate lesson that students can cooperate with each other.

- It is more beneficial to ask students to prepare some grammar exercises related to the lesson and ask them to work in pairs or in-group and in the next session, they will present it in order to check their understanding.

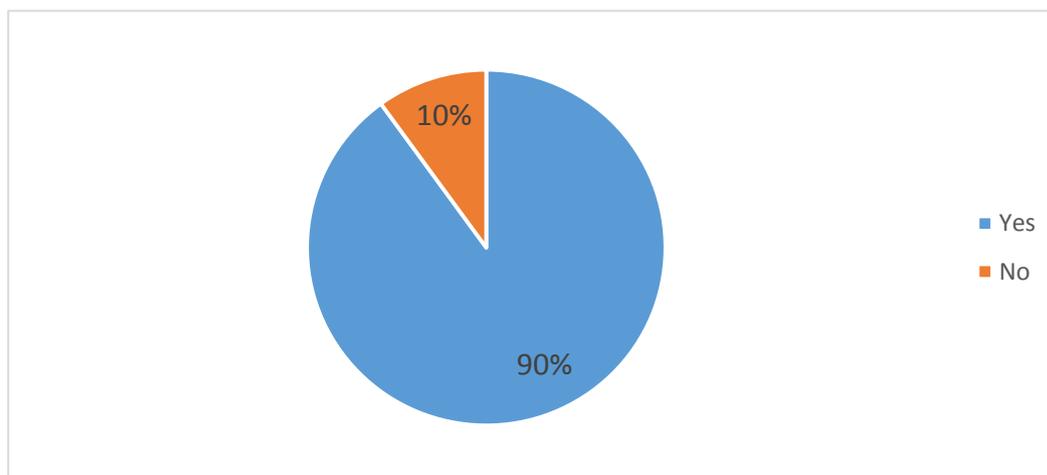
4.1.2. The Students' Questionnaire

Section one: General information

Question 1: How would you describe your level?

Option	Number	Percentages %
Yes	54	90%
No	6	10%
Total	60	100%

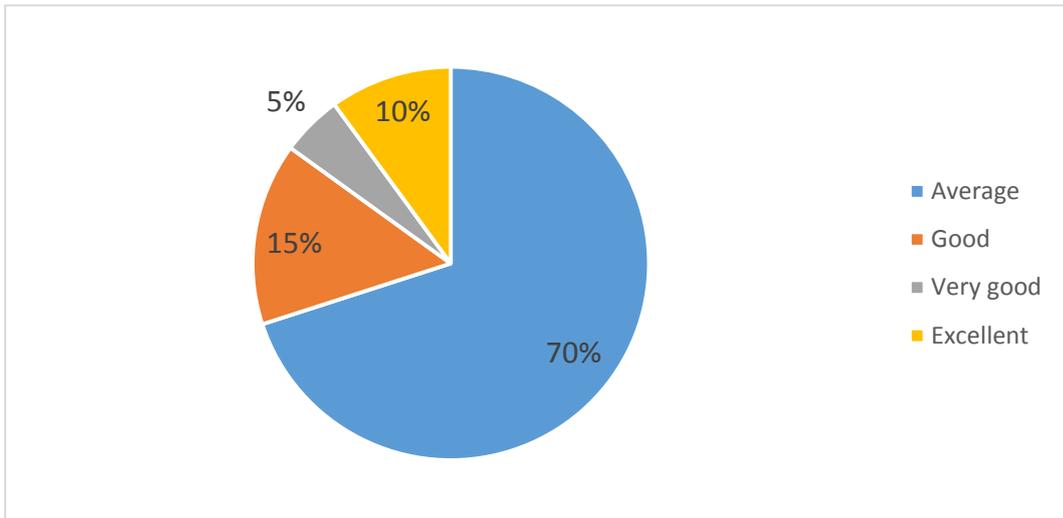
Table 11: Students' impression about English language



Graph 14: Students' impression about English language.

The aim of this question is to know to what extent students are interested in English language. We noticed that most students (90%) like English language because it is the first language in the world however only 10% of them do not like it because for them it is useless and hard to study.

Question 2: How would you describe your level at English?



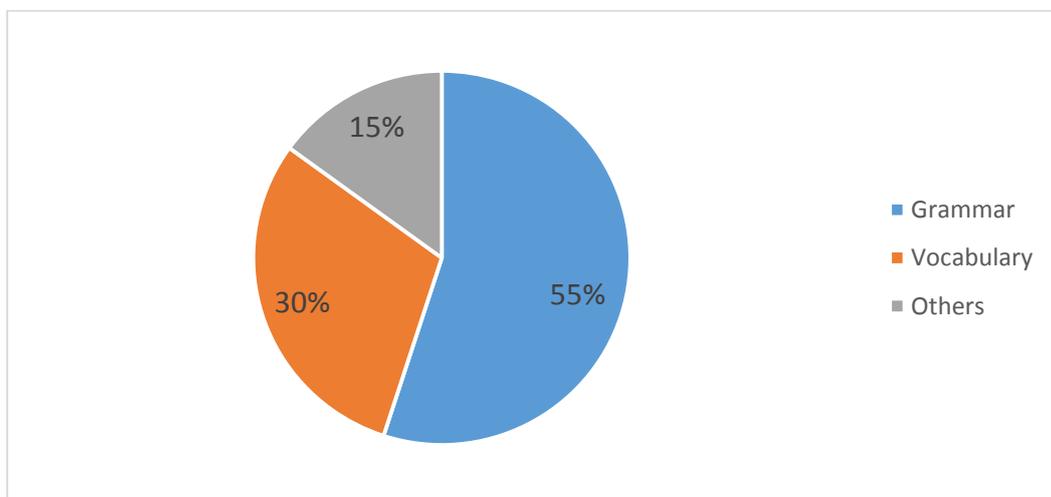
Graph 15: Students’ level at English.

Most students 70% claim that their English level is average however, 15% of them consider their level at English as good one .Only 5% describe their level as very good and 10% describe it as excellent .

Question 3: Which problems do you usually face in learning English?

Option	Number	Percentages %
Grammar	33	55%
Vocabulary	18	30%
Others	9	15%
Total	60	100%

Table 12: Problem students face while learning English

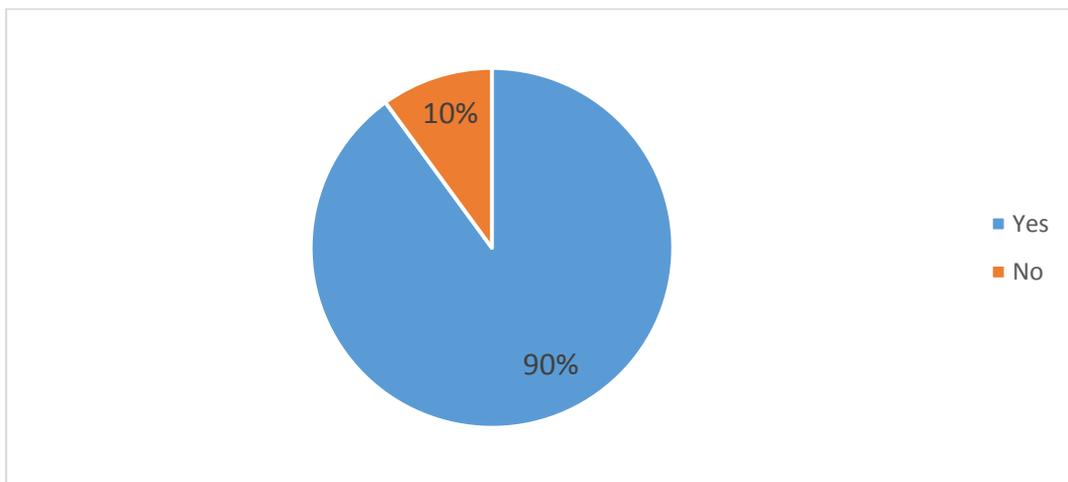


Graph 16: Problem students face while learning English.

The result shows that most students 55% face problem in learning grammar, however 30% of them face difficulties with the vocabulary because of the new words and only 15% face problems in other aspects.

Section two: Grammar information

Question 4: Do you think learning English grammar is important?



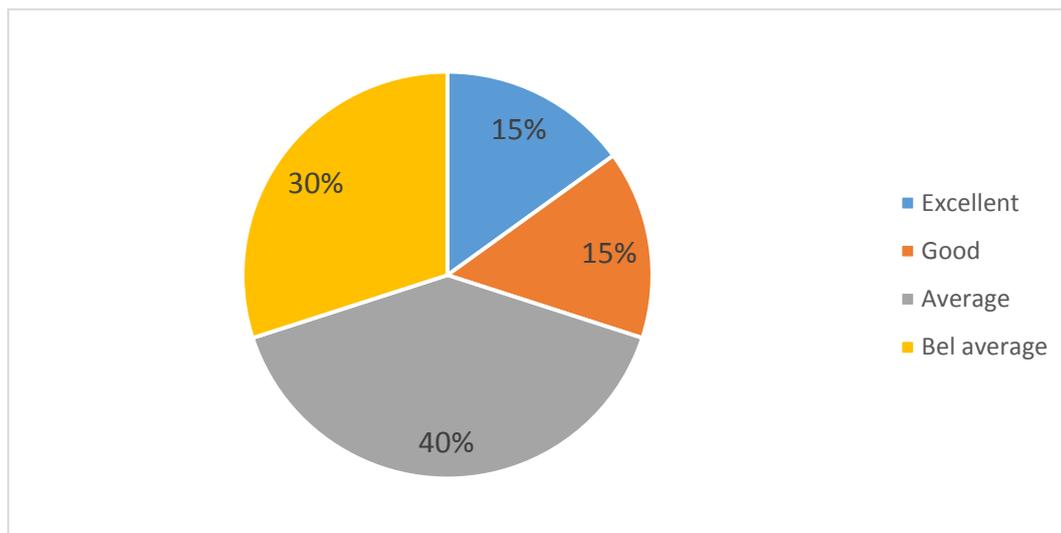
Graph 17: Grammar importance

The question aims at discovering the degree of importance of grammar among students. The result shows that 90% of the students believe that grammar is important in learning English language .Only 10% of them consider grammar not important in learning English perhaps because they make grammatical mistakes while communicating. It means that the students are aware of the importance of grammar.

Question 5: How would you describe your level at grammar?

Option	Number	Percentages %
Excellent	9	15%
Good	9	15%
Average	24	40%
Below average	18	30%
Total	60	100%

Table 13: Students’ level at grammar



Graph 18: Students' level at grammar.

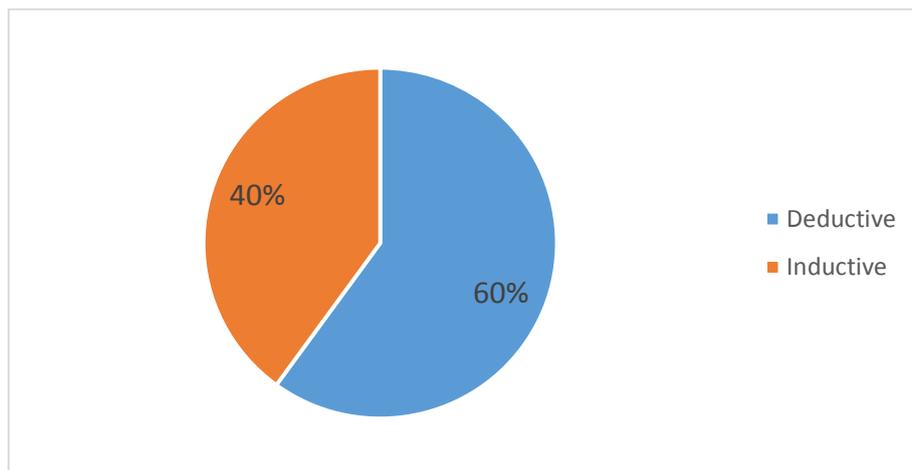
The table shows that 40% of students consider their level at grammar as average however, 30% claim that their level is below average maybe because they find it hard to understand. In addition, 15% consider that they have excellent level and the same percentage 15% for the students who have good level.

Question 6: You learn grammar:

1. The teacher gives rules then explains with the examples (Deductive)
2. The teacher gives examples then you figure out the rules (Inductive)

Option	Number	Percentages %
Deductive	36	60%
Inductive	24	40%
Total	60	100%

Table 14: students' learning preferences of grammar



Graph 19: students' learning preferences of grammar.

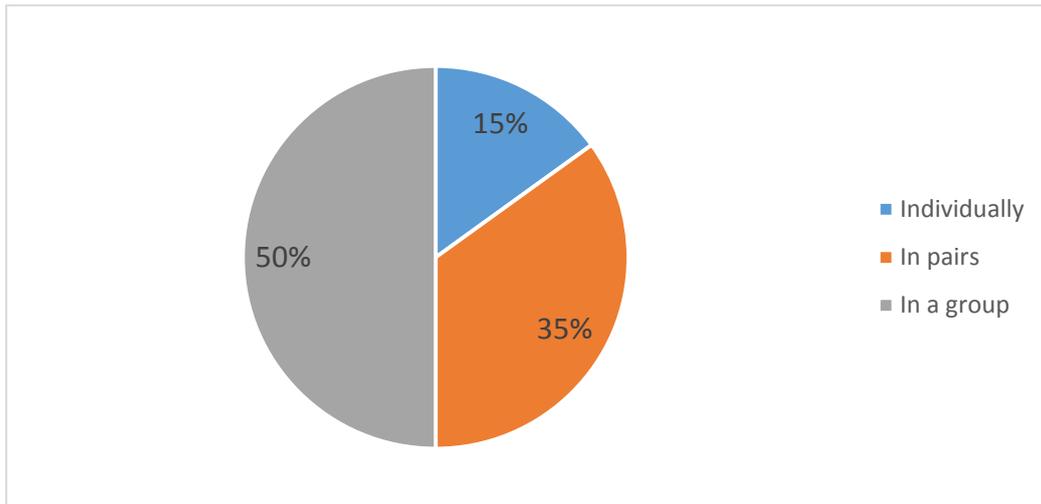
The question aims to figuring out which is the most suitable method for understanding grammar rule. The result shows that the majority of students 60% prefer the deductive method when the teacher gives them the rules then provides them with examples however, 40% of them prefer to be given some examples than they figure out the rules by themselves.

Section three: Cooperative learning information.

Question 7: When doing activities do you prefer working:

Option	Number	Percentages %
Individually	9	15%
In pairs	21	35%
In a group	30	50%
Total	60	100%

Table 15: Students' preference of grammar process



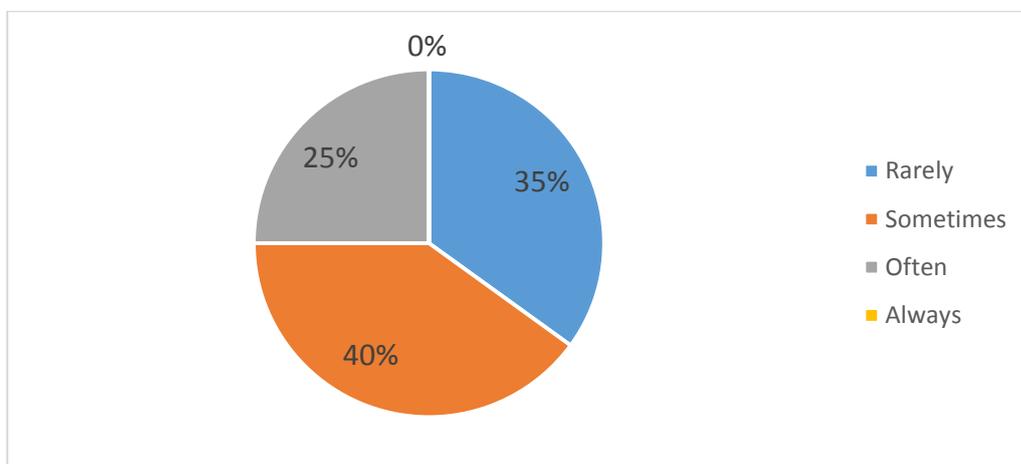
Graph 20: Students’ preference of grammar process.

The aim of this question is to know the orders students’ preferences, we ask students whether they prefer to work individually, in pairs or in a group. Over 50% of students prefer to work in-group others prefer working individually 15% of students in the other hand 35% like work in pairs.

Question 8: How often does your teacher ask you to work on groups?

Option	Number	Percentages %
Rarely	21	35%
sometimes	24	40%
Often	15	25%
Always	00	0%
Total	60	100%

Table 16: Teacher’s instructions for group work

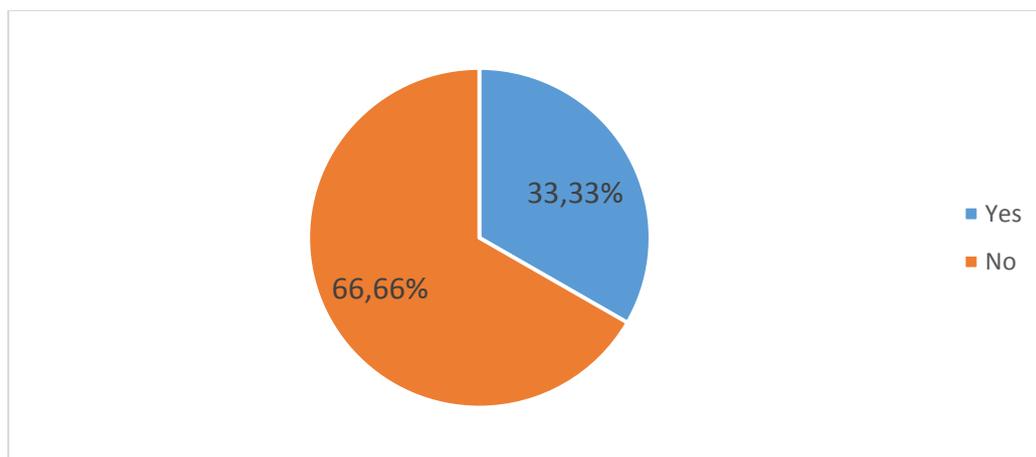


Graph 21: Teacher's instruction for group work.

The aim of this question is to know the frequency of using cooperative learning in teaching grammar by teachers. The result shows that most of teachers sometimes ask their students to work in-group according to 40% of students' answers. However, 35% of them say that their teachers rarely ask them to do group work and the rest of teachers 25% often ask their students working collectively and no one answer with the options always .

Question 9: Do you face any difficulties while working in-group?

Option	Number	Percentages %
Yes	20	33.33%
No	40	66.66%
Total	60	100%

Table 17: Students' problems in Group/Pair work problems**Graph 22:** Group/Pair work problems for the students.

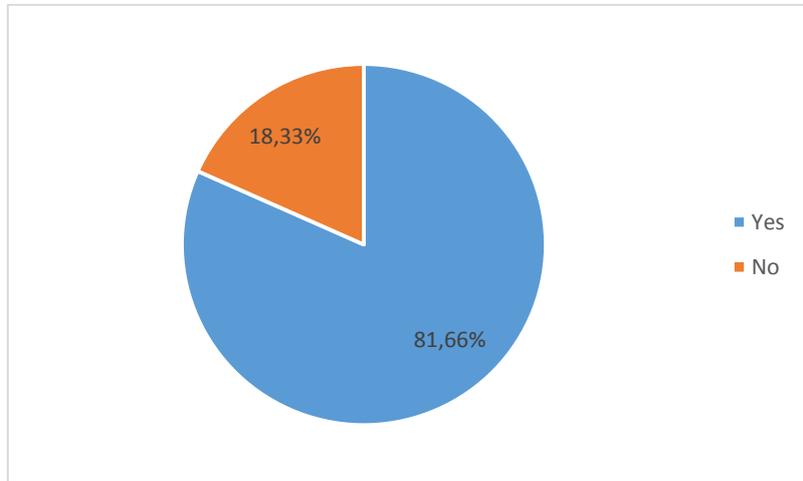
We asked this question to know if the students face any problems while working cooperatively. Among the whole number of students only 33.33% of them inform that they face problems when working in group/pairs however, the majority 66.66% say that they do not have any problems working in group/pair.

Question 10: Does the teacher help you solve those problems immediately?

Option	Number	Percentages %
Yes	49	81.66%

No	11	18.33%
Total	60	100%

Table 18: Teachers’ response to group work problems



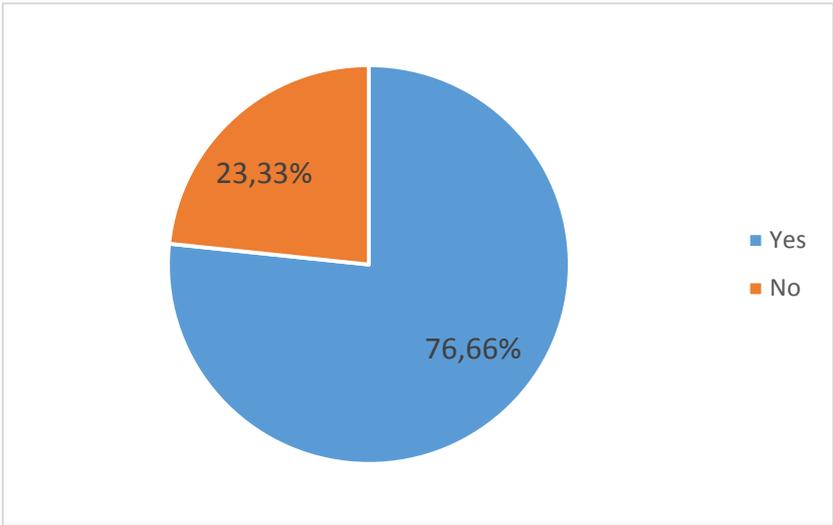
Graph 23: Teachers’ response to group/pair work problems.

Our aim behind this question is to know whether controlling cooperative works help students to voice their problems. The result shows that almost 81.66% of students inform that their teachers control group/pair work and try to solve any problems the students face. Only 18.33% say that their teachers do not solve group/pair work problems because they do not control at all, maybe because the time is not sufficient for the teacher to control all the groups/pairs.

Question 11: Are you aware about cooperative learning?

Option	Number	Percentages %
Yes	46	76.66%
No	14	23.33%
Total	60	100%

Table 19: Students’ awareness about cooperative learning



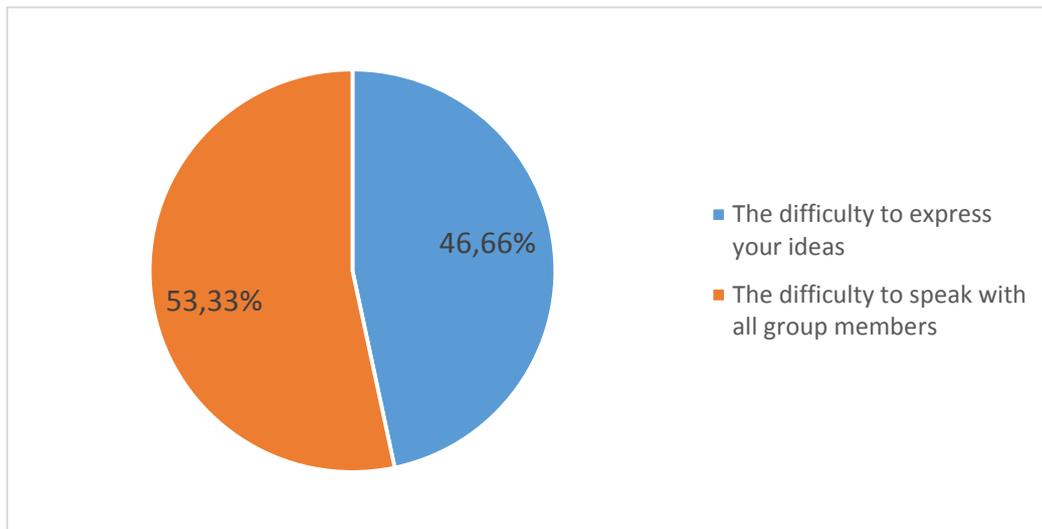
Graph 24: Students’ awareness about cooperative learning.

The aim of this question is to know the degree of awareness of cooperative work among students so that we can know if they are familiar with in the classroom or not. The majority of students (46 among 60students) 76.66% inform that they are about cooperative learning because they are doing cooperative task in their classes however only (14students) 23.33% report that they are not aware about it.

Question 12: Which problems do you face when working cooperatively?

Option	Number	Percentages %
The difficulty to express your ideas	28	46.66%
The difficulty to speak with all group members	32	53.33%
Total	60	100%

Table 20: Problems students face when working cooperatively.



Graph 25: Problems students face when working cooperatively.

This question aims to figure out the most common problem among students. 53.33% of students find difficulties to express their ideas because they do not like when they are corrected by their classmate, 46.66% inform that they find it difficult to contact each member in the group because of the less seriousness of some elements.

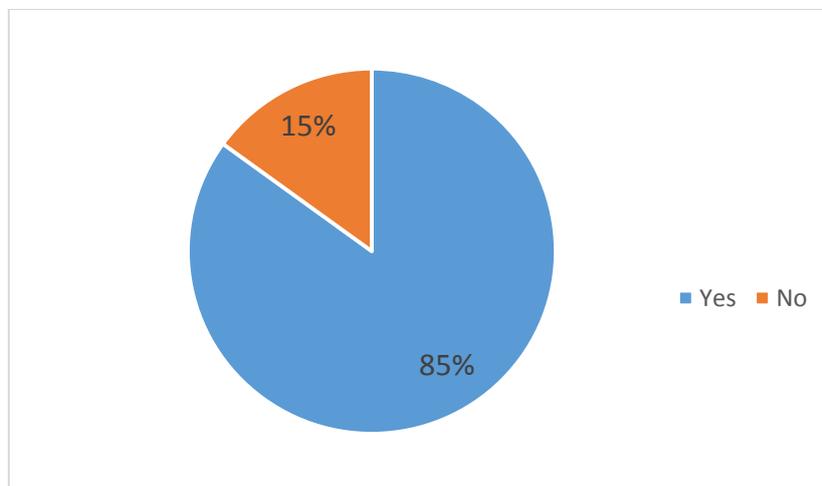
Question 13: Do you feel that this kind of learning helps you :

Option	Number	Percentages %
To learn to respect others	12	20%
learn to express your thoughts	33	55%
to learn how to speak English correctly	15	25%
Total	60	100%

Table 21: Students' benefits from cooperative learning.

This question aims to figure out what are the outcomes the students gain from cooperative learning. We find that 55% (33 students) of students think that cooperative learning helps them to express their learning, and 25% (15 students) inform that it helps them developing their speaking since they have the opportunity to discuss with their friends. Only 20% (12 students) inform that cooperative learning make them learn how to respect others' opinion.

Question 14: Do you think that learning grammar cooperatively raise your grammar knowledge?



Graph 26: Students' evaluation of cooperative learning to be used in teaching grammar.

The majority of students 85% say that cooperative learning enhances their grammar knowledge however only 15% of them report that it does not enhances their grammar because they learn better when they work individually. We open the question for student in order to know how it enhances their grammar level. Some answers are mentioned in the following:

- Sometimes I learn better when my friends explain because our levels nearly the same.
- When we work in groups, I feel myself more active I learn the rules quickly because I learn it by games.

3.1. Classroom Observation Analysis

This section meant to give a picture for what is going on in EFL classes, it will also carry together data from classroom observations to help us to reach the aim of our research work and answer the questions of the present work. As we have mentioned in the description of classroom observation we have four parts, which are analyzed as the following:

Part one: General observation of classroom environment

In most sessions we have attended, we have remarked that the rooms are organized, there was no extra chairs and tables which helps a lot moving tables to create groups, but the problem was when moving tables and chairs it took time from seven to ten minutes to

organize groups and some noise were was remarked in this period. The teachers could easily move around tables to monitor and control the groups' works. Another important remark we have noticed is that the teacher had the contact to group students it means that sometimes he choose the group numbers to avoid first students' conflict and to modulate the group abilities for example putting student with average level with those who have good level. In the six sessions we have attended, we have remarked some absences especially in the afternoon, the time was well managed because the students showed big responsibility to manage the time and give back the work on time. There was four students in each group the number was limited by the teacher to keep the groups member in touch with each other and because groups with small seize, students can interact with each other easily and all of them can participate and voice their ideas. However, the group members is not the same in the next session maybe to change the routine.

Part two: Students' attitude towards cooperative learning

After grouping, each student started to cope with the group's members we noticed that all students were participating in the task. In one attended session the teacher asked each group to produce sentences using an adverb of manner, we have noticed that each student produced more than one sentence to collect as possible as they can for the group's success. In some sessions some students showed the preferences to work in pairs maybe because they feel themselves comfortable working with one classmate because they had the chance to correct their mistakes before read it to the whole class, it was acceptable from teacher's part they give them the opportunity to work in group/pairs. One important remark is that some students had negative attitude to cooperate with their classmates mostly because they were not interested in the topic or with the subject in general or they do not work with some elements in the same group. In addition, we noticed that some group members were not interacting, they were talking all the time about their social life, laughing and whispering using the mother language as a result, they disturbed the other members who were showing concentration of the task

work and find themselves doing the work alone. One positive remark has been observed is that students were correcting each other's grammatical mistakes and show flexibility of those remarks also accept others' criticizing. In this case, they were using Arabic language maybe because they are afraid to not being understood and because they feel themselves comfortable in their native language because, they do not have the full English vocabulary packages to express their ideas.

Part three: Teachers' attitude and implementation of cooperative learning.

In all sessions, cooperative learning was implemented (three from 6 sessions); we remarked that the interaction between the teacher and the students is present. For example in one session, the lesson was about adverb of manner; the teacher prepared some notecards in the form of letter and ask some students to create group the take one notecards read what is written down silently then perform the action in order to let the others guess what was the adverb . Students showed a great interaction to this task they were working to gather and discussing the answers. The teacher try to bring other worksheet games in other sessions and in each time, she explained the instructions and try to facilitate things. Another important point is that the teacher tried to control the groups during the task, moving around groups/pairs to provide extra explanation, defining difficult concepts, evaluating the work individually and the entire group. The teacher tried to make the feedbacks positive as much as he can in order to motivate those who were working well and criticize those who were non interested to push them to work more.

Part four: Some problems that face EFL teachers in cooperative classes.

Lack of motivation: is one issue that has been remarked in scientific classes, the teacher fined that a great number of students are not interested in the subject maybe because the low coefficient of English language .In traditional teaching when the teacher take a dominate role, full teacher talk time; the students feel bored because they are having passive role . Another problem is that some students were not motivated to work with others because they are shy to express their thoughts and they refuse being corrected by their classmate. Large number of classes: teachers cannot control classes with large number; it will consume time to organize the groups and controlling them all. In addition to time management.

Conclusion:

This chapter has been devoted to describe the research design and both the samples, which are teachers and student and the questionnaires, classroom observation and the methodology implemented for this study. It has covered as well the quantitative and qualitative analysis of the data obtained by the questionnaire, and the classroom observation analysis using. In the next chapter, we are going to set our finding, interpretations of findings and some recommendations.

CHAPTER THREE

**Interpretation of the Results and
Pedagogical Recommendations**

Introduction

This chapter is devoted to the interpretation and discussion of the results we obtained from the analysis of data in the previous chapter in order to check the validity of our hypotheses with an attempt to answer the research questions and test whether the results of the analysis confirm the hypotheses or not. The present chapter will also provide some suggestions and pedagogical recommendations for both teachers and learners to help them use cooperative learning in EFL grammar classes, in addition to the limitation of the study.

1. Interpretations of Results

After analysing the results, we are going to interpret the findings obtained from teachers' questionnaire, students' questionnaire and classroom observation.

1.1. Interpretations of teachers' questionnaire

Overall, the results of the teachers' questionnaires show that all teachers answered the majority of questions. Based on the analysis of teachers' questionnaire, our interpretations are built.

The results show that the majority of teachers have more than five years of teaching experience; this indicates that they know more about teaching strategies, techniques and methods that help them making the learning process more effective. In addition, they have background knowledge about students' weaknesses and strengths so they are aware of useful techniques and methods to develop their students' level.

According to the results, teachers' answers of students' problems at English show that the most common problems that students face in learning English are grammar problems, lack of vocabulary and structure building, however, the majority of the students have problems at grammar maybe because they are not interested in grammar lectures. From the results, we can say that teachers are supposed to consider those problems and try to fix them by using multiple methods and new to increase students' motivation in English subject on general and grammar lecture in particular. In addition(to that), the results of the question that hold students' awareness of grammar from teachers' angles show that the majority of students are not aware of the importance of grammar maybe because they are not motivated to learn it. It is confirmed in teachers' answers about students' level at grammar that the majority of teachers report that the level of students at grammar is average this refers to their less

awareness of grammar that is to say this less awareness effective their level at grammar negatively.

The findings show that the majority of teachers prefer the deductive method in teaching grammar,(no comma) because it is direct and timesaving. That implies also that the teacher who prefers this method takes into consideration the students' preferences, if we link this answer to the students' answers to question six; we found that the majority of them feel comfortable to learn through this method. That would explain that it is easier for the students to know the grammatical rules than apply it. However, the choice of the inductive method can be explained by the teachers' desire to make the students more active and interactive in the grammar lessons and the choice of the eclectic method show that teachers want to use more than one method to make the learners understand.

The majority of teachers prefer the group work this shows that teachers want to get their students engaged in the learning process because this kind of group create motivation and interaction among the students through communication using English in which teachers could realise the difficulties they face. However, the choice of preferring individual and pair work indicates that the kind of cooperative groups changes according to the kind of task.

The results show that teachers emphasise the use of English language in group/pair work, this can be explained by the teachers' need to help their students in practising the language and give them the opportunity to use grammar correctly by showing the weaknesses in order to correct it. From another hand, there are teachers who allowed the use of the Arabic language this would explain that they want their students to understand the lecture more by discussing in Arabic, raising question since they cannot express themselves because of the lack of vocabulary.

Most teachers think that their students face problems when working in group/pairs such as noise making, no equivalence for the time of speaking. These results signify that all teachers face problems when applying cooperative learning but those problems can be solved by making students aware of some social skills like respecting others' thought and making the equivalences in participation. To solve these problems most teachers grading their students individually, dividing the work between the group's members this means that teacher who has experience is more able to control cooperative class. However, teachers think that cooperative

learning help to solve some grammatical problems by enhancing the participation, increase interaction and give them the chance to develop speaking skill and as a result to develop the spoken grammar. That is to say that cooperative learning enhances grammar, which will clearly confirm our first hypothesis of the present work.

The majority of teachers inform that they make students about cooperative learning that means that teachers are aware of its importance also implies that it helps them teaching grammar, it shows also that students are aware of cooperative learning because they have experienced it during grammar lectures, this will confirm the second hypothesis of the research paper.

From the finding obtained, we found that most of the teachers inform that cooperative learning do enhance grammar through encouraging them to interact with each other and exchanging their grammatical knowledge , this show that cooperative learning gives them the chance to discuss and transform messages using grammatical rules they know in order to pass the messages correctly. Additionally, nearly the whole number of teachers consider themselves as guides and facilitators, this means that CL change the role of the teacher from a source of knowledge into a guide and facilitator also it turns the learning process from teacher-centred into learner-centred . Other teachers consider themselves as a source of knowledge this shows that they do not use cooperative learning in their classroom, we can say that teachers' role changes according to the kind of lecture's content. From teachers' suggestions, we can say that teachers have some useful ideas that could help developing students' grammar through cooperative learning.

1.2. Interpretation of students' questionnaire

The findings show that most students like the English language, this means that they are motivated to learn it, however, the majority of them consider their English level as average this can be explained by the less concentration in English subject since they belong to scientific stream. The rest of students describe their level as good, very good and excellent this means that they give importance to English subject as the same as the other subject.

The students' answers for problems they face show that most of them find difficulties at grammar, however; the others find it at vocabulary this could explain that they are less motivated during grammar lecture. In addition, they inform that they are aware of grammar

importance; these results were not confirmed by teachers' answer who report that the majority of students do not give grammar any importance. Which may explain that students do know grammatical rules by they do not use it.

The majority of students answer that their level at grammar is average; this means that students are unable to use grammar effectively, as a solution teacher may ask them for spoken activities in group/pair work this may help them to figure out their grammar weaknesses. In the other hand, the majority of them prefer the deductive method of teaching grammar because it seems easier for them to know the rule then apply it since they do not have a background knowledge about it. Others prefer the inductive one because they want to think and guess because when they figure out the rule by themselves they will not forget it, that means they are more active than the other students are, they prefer to be in the centre of the learning process.

Students prefer group work because they find it easy to express their thought to express their thought without having any anxiety of making mistakes and they can share the grammatical knowledge .From the results, we can say that cooperative learning enhances the grammar; this would confirm our third hypothesis. Simultaneously, they inform that their teacher asks them sometimes for group/pair work, which means that teacher use cooperative work according to the kind of tasks. However, the rest of student report that their teacher rarely asks them to work in group/pairs this would explain that their teachers prefer the traditional method of teaching.

From the analysis of the results, we find that the majority of students do not face problems when working in-group this indicates that they are aware of cooperative learning and they have social skills that allow them to work with others however, for those who have problems with others could explain that they cannot contact all the group's members. This means that group's size should be limited by the teacher to facilitate the interaction between students. However, the other difficulties such as the difficulty of express their ideas could explain that they do not have the chance to voice their ideas because there is no equivalence time of participation, so the teachers' control can solve this problem by dividing the work between group's members. In relation with to this question, we asked the students if their teacher interprets to control and solve these problems, they inform that, they do control group/pair work by trying to solve problems students face when working cooperatively. This

explains that the teacher has the competence to control cooperative work and they are aware of cooperative learning.

From the results, we notice that most students are aware of cooperative learning this will confirm the teachers' answers about if they make their students aware about CL or not. Again, this means that CL can help develop students' level at grammar in particular and English in general. The majority of students inform that CL help them respecting others, learn to express their ideas and learn how to speak English with less grammatical mistakes, it means that CL develops the social skills and the individual accountability; moreover it develops their grammar through both speaking and writing. This would confirm the third hypothesis of the present work.

1.3. Interpretation of classroom observation

We have attended six sessions, just three sessions in which cooperative learning was implemented, we remarked that the rooms were organised this means that the classroom environment is appropriate for implementing cooperative learning. However, moving tables and chairs cause noise and consume time, in order to avoid such problems teacher can keep the same order of sitting by asking them to form a group of three or four students also he may ask them to prepare the room before. From classroom observation, we notice that the teacher control the group's number and members. It means that she want to avoid students' conflict since some students do not want to work with other students and to put students with average level with others who have a good level, this mixed abilities would develop and improve the group work in general and individuals in particular, also it would. develop both social skills and individual accountability. From this, we can say that cooperative learning is considered as a useful strategy that helps students learning grammar effectively.

From cooperative sessions, we observed that students are engaged in group/pair task more than individual work, they were participating, interacting this means that CL create a kind of positive competition between the students through correcting their own mistakes and others' mistakes, listen to each other and exchanging knowledge. This confirms the third hypothesis of the present research paper. On the other hand, some students were behaving negatively like talking, not interacting and sometimes they keep silent all the time, and this means that they are not aware of CL importance, or they are not interested in the topic. We can say that teacher is supposed to give interesting topic that draw all students' attention and

not only control if the work is done on time or not but also to check each student's role in the work. The observation reveals that students were showing flexibility towards others' opinions and critics. This shows that CL develop critical thinking in students, respect each other and take the responsibility of the group success. The classroom observation of students' attitude confirms what has been said in the hypotheses.

The observation of teacher's attitude of using CL indicates that the teacher interacts with all students; she also tried to bring some new ideas in which she could implement CL. This shows when the teachers try to modify their way of teaching from traditional method into CL method to break the routine and to make students being more excited to work with their classmates. Teacher's control and monitor shows that she has a dominant role in cooperative learning classroom.

Our classroom observation shows that teacher may face some problems when implementing CL such as students' lack of motivation, time management and large number of students. We can say that these problems with time by teachers experience, training teachers to use CL and making students aware about CL.

2. Summary of the interpretations

Our interpretation can be summarised as the following:

- Both teachers and students confirm that grammar has an importance in teaching English as a foreign language.
- The deductive method of teaching grammar seems more effective for both teachers and learners since it is direct and save time.
- The teachers do use cooperative learning in their classrooms even if it seems sometimes hard to imply it.
- Teachers do their role by controlling cooperative works but students still have some problems that could not seem clear for the teachers but it can be solved by the learner's individual accountability.
- Students show a flexibility to work with each other, moreover they interact more in cooperative works more than the individual one.
- When applying Cooperative Learning teacher face some problems such as time, class size and students lack of motivation.

- The teacher has an important role in developing students' grammar achievement by guiding and controlling. His role change according to the kind of activity.
- Classroom environment allows implementing Cooperative Learning easily.
- Cooperative Learning develops both student's social skills and individual accountability.
- Classes when teachers use Cooperative learning seems active than the traditional one.
- Cooperative Learning facilitates for students to use grammar in both spoken and written form.
- Cooperative learning enhances students' grammar achievement and this is confirmed by both teachers and students' answers.

The analysis of results and the interpretation confirm the hypotheses of the research work.

3. Limitations of the study

The results and interpretation imply that the hypotheses mentioned in the beginning of the work are confirmed; however, the research paper has some limitations.

The first limitation is time, which was not sufficient, the large time you have the more tools you will use, in the observation we need time to attend more than six sessions but unfortunately, we were supposed to sit for the third semester for both lectures and exams.

The second limitation is collecting data from research tools, it took time to collect all the questionnaires answers especially those who were disturbed for students.

As a third limitation, being an inexperienced researcher make some difficulties to cover all the missing points.

Finally, we have to work on our dissertation and being asked for some other works such as training, classroom presentation.

4. Suggestions and pedagogical recommendations

Since teachers still face problems in implementing cooperative learning in their classrooms, we try to suggest some pedagogical recommendations to help teachers to solve and control the difficulties in implementing cooperative learning strategy and could help students to interact with each other, benefits from others' knowledge.

4.1. Suggestions and recommendations for teachers

After interpreting results, we remarked that teacher faces problems in implementing cooperative learning, providing some suggestions and recommendations seems helpful to help them reduce those problems.

4.1.1. Training teachers for cooperative learning

Training teachers for using cooperative learning by preparing some lectures would make teachers more prepared to use it in their classrooms. According to Y. Sharan and S. Sharan (1987) the training should develop skills for organising cooperative learning as well as skills for analysing and evaluating the lessons taking in account its effect on student's behaviour and learning. Based on this, teachers need to be:

- Trained to the concept of cooperative learning, by knowing what it meant by cooperative classroom, characteristics of cooperative learning and its elements.
- Teachers should support and exchange ideas about cooperative learning.
- Trained to structure cooperative tasks effectively which would help students become more active in the lectures.
- Provided with the main benefits of this educational method of teaching.
- Trained to set the objectives behind every cooperative work such as students decide on goals, how they will reach these goals and decide on students' rule.

4.1.2. Teaching interpersonal and social skills

Teachers should train their students toward cooperative learning because trained group show a high level of interaction and providing good explanation. In addition, students should be trained to know how:

- To respect each other's ideas and thoughts.
- To solve group's conflicts and problems.
- To make equivalence in participation.

4.1.3. Steps for reaching effective cooperative learning in EFL classrooms

After reading about implementing cooperative learning, we find some useful steps and ways for teachers that would help them deal with cooperative learning in their classes. These

steps are published in by Miriam Clifford ,2011 “**teach thought**” and “**TeacherVision**” websites, the steps are summarised as the followings:

- **Establish group goals:** teachers should establish the groups' goal to make cooperative learning effective also for individual accountability, this would help the group to keep on work, and it is preferable to state the objectives and goals before starting the task because it will help students to know what they are going to reach.
- **Keep group midsized:** means that teacher should make the group's members limited of three or four students because the group with a large number of members causes lack of participation.
- **Establish flexible group norms:** since cooperative work is built on interactivity, negotiation and interaction, teachers should establish norms that can be changed with situations this would avoid having intolerant group.
- **Build trust and promote open communication:** strong interpersonal communication is needed for the group's success; teachers cannot move on without saving some problems, he need to build trust between group members.
- **Create roles:** teacher can divide the task into parts in order to not consume much time , then create a clear role for each student ,some roles are :
 - Organiser: to inform the members about the group structure.
 - Recorder: to write down important information.
 - Checker to make sure that each member understands the task.

Chapter Three Interpretation of the Results and Pedagogical Recommendations

- Questioner: to create questions in order to involve students in the task.
- Timekeeper: to remind members for time of the task.
- Spokesperson: to represent both the group and the group's work.
- Summariser: to summarise the group answers.
- Team facilitator: to ensure that work is completed by all members, to make sure that all members have the chance to participate.
- Assessor : to evaluate and assess the progress of working.
- **Consider using different strategies like the Jigsaw technique:** using a strategy like the one if Jigsaw would develop social interaction and support diversity
- **Allow groups to reduce anxiety:** teacher could allow students to use stress-reducing strategies from time to time.
- **Focus on enhancing problem-solving and critical thinking skills:** teachers here is supposed to use step-by-step for problem solving, students are supposed to think, concentrate then criticize positively the mistakes or the problems.
- **Keep in mind the diversity of groups:** it is preferable to implement mixed abilities, different learning styles and different thoughts in one group because here they are supposed to learn from each other.
- **Using technology:** it would make cooperative learning easier to implement.
- **Instruction:** is considered as an important element of the task, the teacher should clarify the task instruction, it should be based on concrete and clear content because students need to understand the objectives, instructional task, criteria for success.
- **Assessment :** teacher could assess each member performance and the whole group performance, let them discuss the interpersonal social skill that guide their performance , give them the efficient time to explain their work for the entire group this will help teacher to decide how he will assess the group's work.

The steps above are some of the unlimited steps that would help teachers to implement cooperative learning effectively. We would add other suggestions namely:

- We suggest that teachers would make time for helping them by re-explain the task instructions for all groups, explain words that they are not familiar with , and why not help them with useful ideas, give them key steps to achieve work goals.
- We recommend that it is preferable for teachers to vary the kind of grouping students by not giving all the time choice for students to choose with whom they want to work.

Because this will develop the students' social skills with all students not only with the ones they are working with.

- We suggest that teacher should decide how long the group will work each other, for example if he will keep the same members in each group or he is going to change the routine, this will give the students the opportunity to work with a large number with their classmate.
- We recommend also for the teachers to prepare some materials like note cards, bring some pictures , things that would help them guessing what will the task about , and avoid long texts because it would make them feel bored , they will lose concentration, as a result, they will talk about other subjects.
- We suggest for the teacher to keep his role as a guide and facilitator because if he reinforces controlling each group they will not feel them self free to express their ideas, thoughts and knowledge, so the teacher in cooperative learning is no more just a source of knowledge.
- For grading groups, we suggest that teacher should evaluate for first group performance how they interacting with each other , how they correct each other , and second for individuals performance, if the student interacts with the group or he just stands and waiting for the others to do the work.
- We suggest for teachers to provide their students with a detailed report about cooperative learning benefits and outcomes, and ask them to think for more ideas that they can use to raise their performance cooperative work.

4.2. Suggestions and recommendations for students

Depending on students' results in both questionnaire and observation, it could be helpful to suggest some suggestions and recommendations to help students solve problems they face in learning within cooperative groups.

- We suggest for students to read about cooperative learning in order to have background knowledge about the conditions in which cooperative learning occur.
- We suggest for students to develop their social relationship with all classmates by working with different students from time to time this would increase interaction and create groups with mixed abilities.
- We recommend for students to support each other, correct each other's; express their ideas without feeling any anxiety of making mistakes.

Chapter Three Interpretation of the Results and Pedagogical Recommendations

- We suggest students to remind each other with the norms of group and to reduce the noise by speaking quietly.

Conclusion

In this chapter, we have interpreted the analysis of the finding by describing the result then interpret it. To make it clear we summarised the interpretation in some key points. On the light of interpretation, we found that our hypotheses are confirmed by the results. After that, we set some limitations and problems that face us when conducting this research paper. In the end, we have included some suggestions and pedagogical recommendations to help both students and teachers overcome their problems when using cooperative teaching .

General Conclusion

This study aims to examine the use of Cooperative Learning strategies in teaching EFL in general and grammar in particular. The objective was to explore to what extent are group/pair work used in teaching grammar at Secondary schools and whether both teachers and students are aware about cooperative learning approaches to enhance grammar achievement, and to give students the chance communicate with each other using English.

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 our hypotheses, we divided the research work into three chapters; a theoretical part composed basic definitions of concept and approaches concerning both grammar and cooperative learning. Then mentioning cooperative learning's type and theories, by the end, we focus on its characteristics in EFL classroom in general and grammar in particular to see how it can be implemented to enhance grammar.

The second chapter addressed the methodology, data analysis then we described; the population and samples, data collection, procedures that are namely; teachers' questionnaires, students' questionnaires and classroom observation then we analysed the results.

The Third chapter attempted to interpret the findings obtained from research tools that is 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. The findings of the research tools that were used to gather data confirmed our hypothesis that say cooperative learning help students enhance their grammar.

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Appendix (A)

Teachers' Questionnaire

Dear teachers,

We would be so thankful if you could answer the following questions about teaching grammar and describing your role with mentioning your attitudes in cooperative classroom. Your answer will be helpful for the research paper we are working on.

1. Your teaching experience is :

Less than 5 years More than five years

2. What kind of difficulties you face while teaching?

Grammar lack of vocabulary structure building others

3. Do you think that your students are aware about grammar importance in learning a foreign language?

Yes no

4. How would you qualify your students' level?

Average good very good excellent

5. Which method do you use while teaching grammar?

Inductive method deductive method Eclectic

6. while doing activities do you ask/encourage students to work :

Individually in pairs in group

7. Do you allow them use the mother language (or you emphasize the use of English language)?

.....

8. When they work on groups, do you observe that they face problems?

Yes No somehow

If yes please mention those problems

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

9. Do you think Cooperative Learning helps you solve such learning problems?

Yes no

How?.....
.....

10. When rewarding cooperative work , do you :

Grading students individually putting shared group reward dividing the
work between the group members

11. Do you make your students aware of cooperative learning?

Yes no

12. Do you think it enhances their grammar competence?

Yes no somehow

Please explain how

.....
.....

13. How would you consider your role?

Source of knowledge guide and facilitator to control the process of
learning

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

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

Appendix (B)

Students' Questionnaire:

Dear students,

I am 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 help improving this research work, pay attention and concentrate please. Thank you for your help.

1. Do you like English subject?

Yes no

2. How would you describe your level at English?

Average good very good excellent

3. Which problems do you usually face in learning English?

Grammar Vocabulary others

4. Do you think learning English grammar is important?

Yes no

5. How would you describe your level at grammar?

Excellent good average below average

6. You learn grammar better when:

The teacher gives rules then explains with the examples

The teacher gives examples then you figure out the rules

7. When doing activities do you prefer working:

Individually in a pair in a group

8. How often does your teacher ask to work on groups?

Rarely sometimes often always

9. Do you face any difficulties while working in-group?

Yes no

10. Does the teacher helps you solve those problems immediately?

Yes no

11. Are you aware of cooperative learning?

Yes no

12. Which problems do you face when working cooperatively?

The difficulty to express your ideas the difficulty to speak with all group members

13. Do you feel that this kind of learning helps you :

To learn to respect others to learn to express your thoughts to learn how to speak English correctly

14. Do you think that learning grammar cooperatively raise your grammar knowledge?

Yes no

Please mention how

.....
.....

Note cooperative learning is teaching strategy in which small groups consists of students working together to improve their understanding of a subject for example pairs work or teamwork .

Appendix (C)
Classroom Observation

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

Sections	Notes
General observation of classroom observation: sitting, number of students, number of chairs and tables, number of groups	
Teachers' attitudes to use cooperative learning: teacher's methodology , assessments, interpretation and control of cooperative work	
Students' attitude to use cooperative learning: students' motivation to work with each other, respect of time and groups members.	

Problems that face teachers when using cooperative learning.	