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**University of Tlemcen**  
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**The Effects of Individual and Cooperative Work on  
Students' Motivation with Close Reference to Grammar:  
The Case of Second Year EFL Students at Tlemcen  
University**

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Fulfillment of the Requirements for the Master's Degree in Language  
Studies**

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## **Abstract**

The present dissertation aims at studying the effects of individual and cooperative learning on second year students' motivation in learning grammar at the English department at Tlemcen University. Due to the inequality of motivation during grammar lectures, teachers are confused about the appropriate methods in teaching the module. In order to investigate this issue, the researchers hypothesised that most EFL grammar teachers do not make use of cooperative learning technique, and the students are more motivated to learn grammar while working cooperatively rather than working individually. To validate these hypotheses, 42 questionnaires were given to second year students to know their attitudes towards learning grammar in both individual and cooperative learning methods. On the other hand, 6 questionnaires were addressed to grammar teachers at the same department. Additionally, the investigators conducted classroom observation. The results which have been analyzed quantitatively and qualitatively revealed that the learners are more motivated when working cooperatively. However, the teachers neglect the use of this technique. Regarding the findings, the researchers offer some suggestions for both teachers and students to apply cooperative learning technique during teaching/learning process.

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# List of Acronyms

**CL:** Cooperative Learning.

**CLT:** Communicative Language Teaching.

**EFL:** English as a Foreign Language.

**GTM:** Grammar Translation Method.

**L2:** Second Language.

**SDT:** Self-Determination Theory.

**ZPD:** Zone of Proximal Development

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# General Introduction

## General introduction

As a consequence of globalization, English language becomes an important language in the world because it is widely used. For this purpose, teaching English as a foreign language is considered as one of the most moveable and important processes. In fact, it is not an easy task since it requires teaching many aspects and fields. Although the learners feel motivated when using English, they may show some difficulties in different areas, for example in grammar.

Grammar is the core of every language. So, teaching grammar is very important. It keeps the learners away from the misunderstanding because the more grammar is superior, the more communication is successful. Grammar has been the matter of many debates among scholars because of its importance in teaching a language. This causes a great confusion for teachers about what are the best methods to teach grammar.

The present dissertation aims at investigating the effects of individual and cooperative work on students' motivation during grammar lessons. The issue is that in most EFL classes, it has been noticed that there is inequality of motivation during grammar lectures; this makes teachers in confusion about using whether the individualistic or the cooperative learning approach. To achieve that, the following research questions have been proposed:

1. Do grammar teachers use individual or cooperative learning activities in EFL grammar classrooms?
2. Are EFL grammar learners who work in cooperative groups more motivated than those who work individually?

The above research questions led to the formulation of the following hypotheses:

1. Most of EFL grammar teachers use individual activities rather than cooperative ones.
2. Students who work in cooperative group are more motivated to learn grammar than those who work individually.

The examination of the above hypotheses guides the researchers to select the case study of second year EFL students at Tlemcen University in the department of English as well as EFL grammar teachers at the same department. Two different instruments have been used; the questionnaire and the classroom observation. The results obtained from the quantitative and qualitative data analysis will approve or disapprove the two hypotheses.

This work is divided into three main chapters. The first one is concerned with the literature review, its first part tackle the definition of grammar and the approaches to teach it. The second part is devoted to introduce the individual learning and the individual differences as well as the cooperative learning and its elements, theories and types. Additionally, it highlights the concept of motivation and its relation to individual and cooperative learning. The second chapter introduces the research methodology used in this study. First of all, it describes the research site, research design and the sample population. Then, it defines the research instruments used to collect data. And finally, it gives the detailed analysis of the gathered data. The third and the last chapter is considered with the interpretation and the discussion of the obtained results. The aim is to validate the hypotheses guided this thesis. It also offers some suggestions to use the cooperative learning technique effectively during the grammar classes.

# **Chapter One**

## **Literature Review**

# Chapter One: Literature Review

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## **1.1. Introduction**

Teaching English as a foreign language is not an easy task, it requires teaching many domains and areas. Grammar is one of these domains; it has been and is still the topic of many discussions among scholars. It is the core of every language. Many teachers are confused about what is the best method to motivate their learners for learning grammar.

In this chapter, the researchers are going theoretically to address the reader to brief definitions of concepts related to grammar and to two important techniques used in the classroom which are individual learning and cooperative learning.

In the first part of this chapter, the investigators will tackle a brief definition of grammar and approaches to teach it. However in the second part, they will introduce the individual learning, the cooperative learning and its elements, theories as well as its types. Additionally, we will highlight the concept of motivation and its types and theories and also its relation to individual and cooperative learning.

## **1.2. Definition of Grammar**

Grammar is regarded as one of the most heated topics in the field of language education. Without learning grammar it is not possible to use language correctly. In fact grammar was a subject for debate among many scholars about what is actually meant and how it is taught.

### **1.2.1. General Grammar**

According to the online etymology dictionary, grammar is the “Art of letters”, the word comes from Anglo-Norman “gramere”. Also the Longman dictionary of contemporary English defines grammar as “the study of use of the rules by which words change their forms and are combined into sentences”. In fact the term ‘grammar’ means different things to different people, to the general public “grammar is the correct and incorrect language”. To a student it is “the analytical and terminological study of sentences”. While to a linguist it means “the total set of signals by which a given language expresses meaning”.

There have been many definitions expressed by different scholars concerning grammar. The linguist Thornbury (1990:13) argues that “grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey”. That is to say, the learners’ attention needs to be focused not only on the forms of languages, but also on the meaning that these forms convey. Another definition stated by Harmer (1987) in which he claims that grammar is the way which words change themselves and group together to make sentences. In fact, the grammar of language is what happens to words when they become plural or negative, or what order is used when the person makes questions or joins two clauses to make one sentence. On the whole, the grammatical study seeks to understand language structures, and the different set of rules that are used to make an infinite amount of sentences.

### **1.2.2. Formal vs. Functional Grammar**

In order to fully understand how the structure of language works, it is worthily to know about the two different approaches of describing grammar: formal and functional. To distinguish between the two approaches, Graham Lock (1996:1) states that a formal approach:

Sees grammar as a set of rules which specify all the possible grammatical structures of the language. In this approach, a clear distinction is usually made between grammatical (sometimes called well-formed) sentences and ungrammatical sentences. The primary concern is with the forms of grammatical structures and their relationship to one another, rather than with their meaning or their uses in different contexts.

On the other hand, he argues that a functional approach:

Sees language first and foremost as a system of communication and analyzes grammar to discover how it is organized to allow speakers and writers to make and exchange meanings rather than insisting on a clear distinction between grammatical and ungrammatical forms, the focus is usually on the appropriateness of a form for a particular communicative purpose in a particular context. The primary concern is with the functions of structures and their constituents and with meaning in context.

(ibid: 1)

For instance, formal grammar is used to describe the structure of individual sentences. However, functional grammar focuses on the communicative function of grammatical structures.

### **1.3. Ways of Teaching Grammar in Language Classrooms**

Grammar teaching has always been a controversial topic in the field of language education. This controversy led to the development of many theoretical approaches that helped students in acquiring grammar rules. According to Ellis (2006), there have always been a lot of debates and controversies among many scholars about the effective approach to teach grammar instructions.

#### **1.3.1. Deductive and Inductive Approaches of Grammar Teaching**

In teaching English as a foreign language, there are two main approaches that can be applied in grammar teaching: deductive and the inductive methods. However, the question that poses itself is: How to teach grammar?

In order to make a distinction between the two approaches, Scott Thornbury (1999, 779), states that:

There are basically two ways in which a learner can achieve understanding of a rule: the deductive (rule-driven) path and the inductive (rule-discovery) path. In the former, the grammar rules is presents and the learner engages with it through the study and manipulation of examples. In an inductive approach, on the other hand, without having met the rule, the learner studies examples and from these examples derives an understanding of the rule until applying it becomes automatic.

For instance, in deductive classroom, the teacher provides his students with a representation of grammatical rules followed by a set of exercises in order to clarify the grammatical point. Once learners understand rules, they are told to apply them to various examples of sentences. However, in the inductive classroom, the teacher starts with some examples from which the rule is derives, i.e. the learners workout the rule for themselves by tapping into the grammar knowledge they already have buried in mind. In addition, the approach encourages a learner to develop her/his

own mental set of strategies for dealing with tasks. In other words, it attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher.

### **1.3.2. Explicit and Implicit Grammar teaching**

The ongoing debate about how to help EFL learners in gaining grammatical proficiency goes around the implicit versus explicit dichotomy. According to Scott (1990)

"an explicit approach to teaching grammar insists on the value of deliberate study of grammar rule in order to recognize linguistic elements efficiently and accurately" whereas "an implicit approach suggests that students should be exposed to grammatical structures in a meaningful and comprehensible context in order that they may acquire, as naturally as possible, the grammar of the target language" (p. 779).

Explicit grammar teaching refers to the traditional approach which focuses primary on linguistic form. Purpora (2004, 42) states that, explicit grammar knowledge "refers to a conscious knowledge of grammatical forms and their meaning". This knowledge helps to intake and the development of implicit language and it is useful to monitor language output. With this teaching method, most of students can make grammatical and correct sentences, but cannot use the target language for simple daily communication. On the other hand, implicit grammar teaching is based on the theory of second language learning of Krashen (1992) in which he claims that grammar can only be acquired naturally and unconsciously. It is also known as a suggestive method, mainly adopting the inductive thinking method, and inducing the grammar rules through communicative use of language.

## **1.4. Grammar in Traditional and Communicative Approaches**

Grammar translation method (GTM) and communicative language teaching have both played essential roles in teaching grammar in EFL context. The grammar translation method is regarded as the most traditional method dating back to the late nineteenth and twentieth century. Richard (2006:6) claimed that:

Traditional approach to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling.

In this method, grammar was taught through a deductive approach, where the teacher presented the new grammatical item with the rule and the explanation of form and meaning. Then students were given a chance to study and practice the rules through some controlled exercises. Therefore, this teaching method is teacher-centered; since the majority of the classroom time is spent on the teachers' explanation of grammatical rules, while all the students are either listening or taking notes.

As a reaction of grammar translation method, the communicative approach was advocated language teaching. Brown (1994) mentioned that GTM “does virtually nothing to enhance a student’s communicative ability in the language.” And this approach, which is also called communicative language teaching (CLT), suggests that grammatical structure might be better understood “within various functional categories” (Brown, 2007, p. 242) . So the main focus of this new approach is to emphasize on communicative proficiency rather than mastering the grammatical system.

About the status of grammar in the communicative approach, Scott Thornbury (1999) mentioned that the purpose of the introduction of CLT is to give emphasize on experimental learning and purely communicative goals. In case of CLT, there is tendency to equate grammar with accuracy. That is. In a communicative classroom both accuracy and fluency should be taken into consideration in language teaching, but the aim is to build fluency. However, fluency should not be built at the expense of clear communication (Brown, 2007). For instance, Scott argued that without paying attention to grammatical form, the learners could not reach the basic level of communication. However he also explained that grammar should not be the goal of teaching and the focus of form alone is not enough. Also he claimed that “communicative competence is best

achieved through communicating, through making meaning and that grammar is a way of tidying these meaning up” (Scott, 1999:25).

The communicative approach is the most influential language teaching methodology in many countries around the world. Contrary to the teacher-centered approach in which teachers are regarded as knowledge-givers and learners are receivers. CLT reflects a more social relationship between the teacher and learner. This approach gives the learners more responsibility and involvement in the learning process. In other words, learner-centeredness takes priority over teacher-centeredness. According to Brown (1994 cited in Ming Chang 2011) this learner-centered approach gives students a greater sense of “ownership” of the learning and enhances their motivation to learn English.

Thus the role of teacher in CLT classroom could be regarded as the facilitator that help the learners to conduct effective communication, manager of classroom activities and a co-communicator who engages in communicative activities with the students (Larsen-Freeman, 2000). Also the teacher acts as analyst, counselor, and group process manager (Richards & Rodgers, 1986). Students, on the other hand, are more responsible of their own learning, they are regarded as communicators who should participate in classroom activities cooperatively rather than individualistically, they need to be comfortable with listening to their peers in group or pair work activities. Celce-Muricia (1991) claimed that students regularly work in group or pairs to transfer (if necessary to negotiate) meaning in situation where one person has information that others lack. The most common activities used in this approach are role play, interviews, information gap and games. However, classroom group and pair work should not be considered as an essential feature used all the time, and it may be inappropriate in some context.

## **1.5. Individual Learning**

The individual learning is a method of learning in which the students do the tasks individually i.e. each student work by himself to achieve his goal. In this context Johnson et al. (2014: 87) said that individualistic learning refers to a situation in which the student works individualistically to reach his objectives without caring for the other students' achievements. Yet, the individuals must avoid interaction with their classmates.

### **1.5.1. Individualistic Classroom**

Relying to Johnson et al. (2014: 87) definition of individualistic learning, the individualistic classroom can be defined as the class where the individual or the learner is a passive participant while the teacher is the main player in the room. He transmits the knowledge and gives instructions and activities to his students. Each student listen to the teacher attentively and then he does his activities and tasks individually without caring about his classmates' achievements.

This classroom can be described as teacher centered classroom. In this context, Huba and Freed (2000 cited in Mohamed Zohrabi, 2012: 20) state that the idea of teacher-led is competitive and individualistic. So the learner cannot express and share his thoughts or communicate with his friends.

Weimer (2002) in her book *Learner-centered teaching* identifies that in the traditional approach, the teacher spend the class time explaining the lecture and his students listening. She adds that the learners do their tasks individually while cooperation is discouraged.

### **1.5.2. Individual Learning and Individual Differences.**

There are varieties of learners within the same classroom regarding the individual differences. According to Willing (1994 cited in Lillian LC Wong and David Nunan 2011: 145), there are four major styles: communicative, analytical, authoritative-oriented, and concrete learners.

- 1) Communicative learners: are those students who prefer to gain knowledge through watching and listening to native speakers. Additionally, they like



talking to their friends and watching television in English, as well as communicating out of the class and learn new vocabulary by hearing.

- 2) Analytical learners: are those students who prefer to study by reading English books and newspaper. They also like studying grammar. This type of learners chooses to work individually, do the tasks given by the teacher and find their own mistakes.
- 3) Authoritative-oriented learners: this type of students prefers the teacher to clarify everything, they like to have their own textbook, write every detail and study grammar. Besides, they learn new vocabulary by reading
- 4) Concrete learners: they have preference to learn through games, pictures, films, videos, talking in pairs as well as using English outside the classroom.

There are also two other types of learners who are introverted and extroverted learners. In this context, Susan Cain (2012: 51) said that introverts have preference to do activities at a time and more slowly. Extroverts, on the other hand, tend to work quickly, deal with many tasks and take risk.

The introverts feel comfortable with less stimulation while extroverts enjoy more stimulation (Susan Cain 2012, 50). For example, introverts like to be alone or in small familiar groups of people unlike extroverts who wish to be with many people.

As a consequence, introverts, most of time, choose to work individually, in a quiet environment unlike the extroverts who would rather have a stimulated and populated environment. As Cain (2012: 48-49) said: “introverts recharge their batteries by being alone; extroverts need to recharge when they don’t socialize enough”.

## **1.6. Cooperative Learning**

Cooperative learning was the important study of many scholars. It was defined from many perspectives. Slavin (1987:8) said that “cooperative learning refers to a set of instructional methods in which students work in small, mixed ability learning groups”. The groups are usually formulated with students having different levels and each one of them is accountable for his learning and for helping

his teammates as well (ibid: 8).

Johnson et al (2014: 87) have also defined cooperative learning as: “the instructional use of small groups so that students work together to maximize their own and each other’s learning”. The groups should be characterized by positive interdependence with individual accountability. Each interaction should be accepted by the group to reach a shared goal on which they will be rewarded. The group members should be responsible for their learning as well as for the group success otherwise; it will be an individual learning with talking. In addition, the groups have to be structured and controlled by the teacher (Johnson et al, 2014: 93).

As a consequence, the group-working and cooperative learning groups are very different from each other as Woolfolk (2001 cited in Folake Abass, 2008: 17) notes:

The terms group learning and cooperative learning are often used as if they meant the same. Actually, group work is simply several students working together—they may or may not be cooperating. Cooperative learning is an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group.

To conclude, the important point of cooperative learning is that it should be well structured in order to help student making a successful experience (George Jacobs, 2004: 1).

### **1.7. Elements of Cooperative Learning**

An effective cooperative learning is related to five essential elements and principles (Johnson and Johnson, 1999: 70).

The first and the most important element is positive interdependence. It exists when each student of the same group understand that he is linked to the others so that he succeed only if they succeed. Positive interdependence can be promoted by establishing some principles. First, creating mutual learning goals, that is, the teacher should confirm that each member of the group learn the material. Then, he uses joint reward by giving each student bonus points if the entire group succeed. In addition, he has to divide resources and assign part of the task to each

student. Finally, complementary roles can be also used depending on the nature of the task (reader, checker, encourager...) (ibid: 70-71).

The second element is the individual accountability which means that every member of the group is responsible for accomplishing the given task. The purpose is to ensure that each student can perform highly as individual. For this, there are some activities to keep all learners involved including testing each student, selecting randomly a member to explain the group work and asking him to summarize what he has learned (Johnson and Johnson, 1999: 71).

The third element is face to face promotive interaction. It occurs when individuals help and encourage each other to learn by explaining orally the problems and discussing the results (ibid: 71).

The fourth element is social skills. This element emphasizes on teaching students the interpersonal and small group skills because when putting unskilled learner in a group, he cannot probably cooperate effectively. So, the individual must know how to function in his group (ibid: 71).

The fifth and the final element is group processing. This element help student to reflect on how well they are cooperating, discuss the appropriate actions that help them and decide which behaviours should be changed (ibid: 71).

## **1.8. Theoretical Perspectives Underlying Cooperative Learning**

There are at least four theoretical perspectives that have guided research on cooperative learning these are: the social interdependence theory, the cognitive development theory, the behavioural learning theory and the social learning theory.

### **1.8.1. Social Interdependence Theory**

The origin of the social interdependence theory traced back to the early 1900's , when one of the founders of the Gestalt School of psychology ,koffka, submitted that groups were dynamic wholes in which the interdependence among members could vary. By the 1930's his colleague ,Lewin, clarified Koffka's conception in which he claimed that the essence of a group is the interdependence among members (created by common goals) which results in the group being a

“dynamic whole”, so that a change of any member of the group changes the state of other members.

Later, Morton Deutch and his students David W. & Roger Johnson developed this theory. They claimed that social interdependence exists when the accomplishment of each individual’s goals is affected by the action of the others (Deutsch, 1949, 1962; Johnson, 1970; D. W. Johnson & R. Johnson, 1989).

According to Deutch (1949) there are two types of social interdependence: positive and negative. It may be positive when individuals cooperate with each others to accomplish their shared goals, and it may be negative when they compete against each other. Positive interdependence results in promotive interaction as individuals encourage and facilitate each other’s efforts to learn. Negative interdependence results in oppositional interaction as they discourage and hamper each other’s efforts to achieve.

### **1.8.2. Cognitive Development Theory**

The cognitive development theory is largely based on the work of Jean Piaget and Lev Semenovich Vygotsky. The basic premise of this theory is that interaction among children while performing appropriate tasks facilitates learning of critical concepts.

From Piaget’s idea cooperation is viewed as a striving to attain common goals while coordinating one’s own feelings and perspectives with a consciousness of other’s feelings and perspectives. Thus the interaction among students on learning task will lead itself to improve students’ knowledge.

Piaget’s theory assumes that cognitive development occurs through social interaction among learners. From this perspective comes the premise than when students work cooperatively sociocognitive conflict occurs. As a result of this conflict cognitive disequilibrium is created, which in turn stimulates their cognitive development.

Piaget, also, argues in his theory that knowledge, values, regulations, morals, and system of symbols may only be learned effectively through interaction among

participants.

The work of Vygotsky is based on the premise that knowledge is a social phenomenon, constructed from cooperative efforts to learn, understand and solve problems. The central concept of his theory is The Zone of Proximal Development (ZPD), which he defines it as:

the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

(Vygotsky, 1978: 86)

This means that, students must interact with a person who is more expert than themselves to develop their knowledge and learn better than working alone.

### **1.8.3. Behavioural Learning Theory**

The behavioural view of learning is concerned with how human behaviours are influenced and modified by the external environment. The basic premise of this theory is that actions followed by extrinsic rewards (for example grade) are repeated.

Many behaviourists such as Skinner (1968), Homans (1961), Thibaut & Kelly (1959) argued that group rewards and extrinsic reinforces influence students learning and motivate them to accomplish their common goals. In other words, group rewards are essential to the effectiveness of cooperative learning.

### **1.8.4. Social Learning Theory**

The social learning theory was introduced by Albert Bandura in 1971. It is centered on the idea that learners can develop their knowledge by observing, imitating and modelling others 'behaviours and attitude. Bandura (1977:22 cited in Kendra cherry) states that:

Most human behaviors is learned observationally through modelling: from observing others one forms an idea of how new behaviors are performed; and on late occasions this coded information serves as a guide for action.

The social learning theory, also called the social cognitive theory, is originally connected with the behavioural and cognitive learning theories by taking into consideration how the imitable behaviours are affected by cognitive construct, such as attention, retention, production and motivation.

Since the main principle of the social learning theory states that students learn better through observing and imitating others behaviours, a strong relation can be found between this theory and the use of cooperative learning in classroom. So actions of active students tend to be observed and modeled by other students through the interaction between observed behaviours, cognitive factors and external environment.

## **1.9. Types of Cooperative Learning**

Learner may face many difficult problems in the class which make them frustrated and powerless. To avoid these feelings among student, teachers may think of organizing cooperative groups because “all students perform higher academically than they would if they worked alone” (Johnson and Johnson, 1999: 68). Cooperative learning groups may be used as formal groups, informal groups or base groups.

### **1.9.1. Formal Cooperative Groups**

They include students working cooperatively on specific structured task for one class period or for several weeks in order to achieve a common goal. The tasks should be organized to be cooperative (ibid: 68).

In formal cooperative groups, the learners are motivated and active. They are accountable for their learning and for their teammates' learning. The teacher also has responsibility in structuring the groups. His role lies in four steps. First of all, he should organize the teams as well as arrange the classroom. He has to decide the size of the group, the method of classifying students, the role of each member and the necessary materials. Secondly, the teacher should explain the assigned task and

give every student the responsibility for one part. Then he identifies the positive interdependence and explains the social skills needed as well as presents the norms for success. Thirdly, the teacher has to observe and control the groups during the session and interfere to help them when necessary. Finally, he should assess and evaluate the students' accomplishment and guide them to discuss the effectiveness of their cooperation and how they can ameliorate it (ibid: 69).

### **1.9.2. Informal Cooperative Groups**

This kind of groups consists of students cooperating to achieve a shared goal in one session or few minutes. Its purpose is to make students concentrate on the assigned task as well as to change the environment in order to break the routine.

In informal cooperative groups, teachers have to ensure that their learners are cognitively active by making them organizing and explaining the material as well as summarizing it. This gives them the feeling of responsibility and builds positive relationships (Johnson and Johnson, 1999: 69).

### **1.9.3. Cooperative Base Groups**

They are heterogeneous consisting of 3 or 4 students having different educational levels. Their membership should be stable and last for one year or more. This kind of groups is beneficial for large number classes and appropriate for the complicated tasks.

In base groups, learners communicate, help and encourage each other in order to work hardly and make progress to achieve their common goal. The member of base groups can meet even outside the classroom and prepare for the task they will deal with it. The purpose beyond this type is to increase the quality and quantity of students' performance and to improve their attendance as well as enhance the school and class management (ibid: 69).

## **1.10. Motivation**

In the late 60's and early 70's, it had been noticed that there was a development in the fields of psychology and education. Each field has been

established as a separate science. Motivation was one of the most recurrent topics considered in these two fields.

In education, motivation is one of the most powerful terms in language learning. For this reason, many scholars have been interested in it and have defined it in different ways. Slavin (1997: 345) defined this term in a general sense as: “...motivation is what gets you going; keeps you going and determines where you are trying to go”. It stimulated human comportment and offered it guidance to his aim (Dornyei, 1998: 117).

Brown (2000: 160) tackled the issue of motivation and defined it after years of research according to the historical schools of thought. In the behaviouristic school, motivation is seen as an anticipation of reward. The more we have positive reinforcement; motivation is more likely to be increased. However in the cognitive school, motivation is associated with the individual’s decisions and necessities to achieve its goal. The constructivist school defined motivation that is attached to social context for the purpose of achieving essential concrete requirement as well as accomplishing community needs, security, identity and self-esteem (Brown, 2000: 161-162).

### **1.10.1. Types of Motivation**

The levels and types of motivation vary from one learner to another, this leads to many orientations. D. Brown (2000: 162) said that the studies of motivation refer to the distinction between intrinsic and extrinsic impetus of the learner, and also between his integrative and instrumental orientations.

The earliest studies of motivation were accomplished by R. Gardner and W. Lambert (1972). They suggested that students’ motivation could be divided into two types which they called the integrative-instrumental dichotomy. The integrative motivation means learning a language with the purpose of being integrated in the culture of that language. In other words, being a member of the second language group. However, the instrumental motivation, as Brown (2000: 162) points out: “referred to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth” That is,



learners who have instrumental motivation learn a language because of practical reasons (such as getting a job).

Motivation is also influenced by other forces which can be internal or external. D. Brown in his book said that it may be argued that the most important aspect of motivation refers to if the learners are intrinsically or extrinsically motivated to succeed. Edward Deci (1975: 23) defined intrinsic motivation:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward.... intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

So, according to Deci, intrinsic motivation is based on the innate curiosity of the individual. The intrinsically motivated learners do their activities and participate without any rewarding. He is internally enthusiastic to work.

As opposed to intrinsic motivation, extrinsic motivation is based on external factors. As Brown (2000:164) said: “Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback”

As a consequence, in EFL classrooms, the extrinsic learners engage in tasks to get rewarded or avoid punishment. This type is seems to be like instrumental orientation (S.J. Nicholson, 2013: 278).

### **1.10.2. Motivation in Individualistic and Cooperative Classrooms**

There are variety of individual learners in terms of how they learn best and how they prefer to learn (D.E Murray and M.A Christison, 2011: 190). Teachers of L2 learners made an experiment with pair work, cooperative work and also individual work in order to classify different learning styles and to motivate some student for interactions. There have been positive results with cooperation when

compared with individualistic efforts (D. Johnson et al. 1981: 51).

Johnson and others have found that students become more motivated when they are engaged in their learning. The individual learning is not effective for the inclusion of students however, when using cooperative learning; each member is responsible for reaching a shared goal. So they become involved and active when seeing their interactions accepted by the group. These interactions not only raise the attentiveness of learners but also encourage critical thinking (Johnson and Johnson, 1999: 72). Cooperative learning is different because the students work together rather than working alone and being in competition (Folake abass, 2008: 17).

### **1.10.3. Motivational Theories**

This section discusses the most important contemporary motivational theories which include: expectancy-value theory, attribution theory, self-efficacy theory, goal theory and self-determination theory.

#### **1.10.3.1. Expectancy-value Theory**

“Expectancy-value theory has been one of the most important views on the nature of achievement motivation...” (Wigfield, 1994: 49)

The individual motivation depends on both expectancy of success and the value of performing the task (ibid: 50).

This theory emphasizes that the learners’ expectation of achieving a goal and the value of that goal would motivate them.

#### **1.10.3.2. Attribution Theory**

According to Weiner (2000: 4), the attribution theory claims that the learners link their success or failure to many reasons such as luck, mood, and difficulty of task. These reasons were classified in three aspects namely: locus, stability and controllability. Locus is concerned with whether the cause is internal (within the learner) or external (outside the learner). Stability, on the other hand, is interested in the duration of the cause. Some causes are stable and fixed however others are unstable and temporary. The last aspect is controllability which focuses on the

control of causes. Some of them can be controlled and changed (ibid: 4).

### **1.10.3.3. Self-efficacy Theory**

This theory was introduced by Bandura in 1993. It focuses on two kinds of expectancy beliefs; outcome expectations and efficacy expectations. Outcome expectations refer to the learner who trust that certain actions lead to certain scores. Efficacy expectations, on the other hand, are concerned with the ability to perform these actions. (Eccles; Wigfield, 2002: 111)

### **1.10.3.4. Goal Theory**

This theory was proposed by Edwin Lock and Gary Latham. It explains that there is a relation between the goal and performance. Difficult goals lead for higher performance than easy ones (Lock and Latham, 1990: 9). Ames has distinguished between two types of goals; performance goals and mastery goals. Students with performance goals, focus on having the best grades among others, they prefer to carry out tasks they know that they are capable of doing it. However, learners with mastery goals look for challenging and difficult tasks. Their aim is related to their own progress rather than competing others (Eccles; Wigfield, 2002: 115-116).

### **1.10.3.5. Self Determination Theory**

It is a theory of individual motivation that investigates a lot of event through gender, culture, age and socioeconomic status. In motivation, SDT classifies the factors that stimulate the learner's behavior and encourage him to do actions (Deci and Ryan, 2001: 486).

In SDT, Deci and Ryan differentiate between many types of motivation on the basis of various goals and reasons that move the learner to perform. The most essential difference was between intrinsic and extrinsic motivation. Intrinsic motivation means that the individual perform the action because it is inherently pleasant and amusing. However, extrinsic motivation indicate that the made activity guide for distinct results (Deci and Ryan, 2000: 55).

**1.11. Conclusion:**

This chapter was basically concerned with explaining the key-concepts used in our work. It discussed about the individual learning and cooperative learning as well as their relation to motivation according to many scholars. It also highlighted an overview of grammar and the approaches to teach it.

As a consequence to this part, individual learning can be effective for some students with specific individual differences. However, others cannot achieve their goals alone. They need to work cooperatively. Teachers should know every student differences and then establish a plan in which they integrate the cooperative learning.

Additionally, the cooperative learning should be well applied in the classroom. For this purpose, the teachers should be experienced and knowledgeable about the principles of this technique.

# **Chapter Two**

## **Research Design and Data Analysis**

## Chapter Two: Research Design and Data Analysis

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## **2.1. Introduction**

This chapter represents the methodology used in this study. It starts by describing the research setting, research design and the sample population. It also provides a clear representation of the research tools that were used for gathering data, namely: questionnaires for teachers and learners as well as classroom observation. Finally, the collected data were analyzed both quantitatively and qualitatively.

## **2.2. A Brief Description of the Study Setting**

As it is mentioned previously, the purpose of this study is to examine the effects of both individualistic and cooperative learning on EFL students 'motivation to learn grammar. This study was carried out in the department of foreign languages at Abou Bekr Belkaid Tlemcen University. In fact this department was opened in 1988, after five years it was divided into two separate sections, namely French and English.

In the academic year 2010-2011, the department of foreign languages at Tlemcen University included another section which is Spanish. Therefore, this university is based on LMD (Licence/Master/Doctorate) system which has been implemented in Algeria since 2004.

Recently, the English department has become an independent section involving translation. At the English section, students study three years (common core including a variety of modules such as grammar, civilization, study skills, oral production) to get their "Licence" degree. Then, they are required to choose one of the specialties of master's degree (language studies, English Language Teaching, Didactics and assessment in English language education, Literature and civilization and ELC). Each specialty has a diversity of modules. Once students are graduated from Tlemcen University (English department), they are able to work as teachers either in the lower levels of education (middle or secondary schools) or to carry on their research projects after passing a doctorate examination.

### 2.3. Research Design

The research methodology used in this investigation is “a case study”. Yin defined it as: “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context.” (1984, 23). A case study is considered as a useful research method which enables the researcher to closely examine the data through different research instruments such as: surveys, interviews, documentation review and observation.

Thus, the primary objective of this study is to investigate students’ motivation to learn grammar when they work individually and cooperatively. And to examine how much cooperative learning is used by EFL grammar teachers. To achieve that two different research instruments have been used: the questionnaire and the classroom observation research tools.

### 2.4. The Sample

The whole population of this research consists of second year students of English at Tlemcen University, and grammar teachers at the same department. The total number of the students’ population is four hundred and forty five students divided into 10 groups. Thus any research requires selecting a sample. According to Prabhat and Meenu Mishra Pandey (2015: 41) “*Sampling means selecting a given number of subjects from a defined population as representative of that population*”. In this study, sampling includes the selection of 6 grammar university teachers and 42 EFL university students.

#### 2.4.1. Learners’ Profile

Among four hundred and forty five EFL second year students, 42 are randomly chosen from different groups. This sample population is mainly selected for two reasons. First, they have already experience working in groups in their first year. Second, grammar courses in second year consist of more practice rather than the first one. Consequently, teachers may have more opportunities to implement cooperative learning approach during their lectures.



### 2.4.2. Teachers' Profile

In this investigation six grammar teachers are selected (five females and one male). The reason behind this sampling is that all teachers have a previous experience in teaching grammar.

## 2.5. Data Collection Instruments

As it is mentioned previously, two different instruments are used to undertake this research, namely two questionnaires (for teachers and learners) in addition to classroom observation.

### 2.5.1. Questionnaire

Questionnaire is the most commonly research instrument used for collecting data. According to Ranjit Kumar (2011: 138) *“a questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers”*. He also claimed that *“It is important that the questions are clear and easy to understand. Also, the layout of a questionnaire should be such that it is easy to read and pleasant to the eye and the sequence of questions should be easy to follow”*. (ibid)

In the present study, questionnaires were used to obtain data relevant to the research objectives as well as the research questions.

#### 2.5.1.1. Learner's Questionnaire

This research tool was addressed randomly to forty-two EFL second year students. The purpose of this questionnaire is to know students' attitude toward grammar and investigate their motivation in both individual and cooperative learning techniques.

The present learners' questionnaire consists of eleven questions which can be classified as follow:

- Learners' attitudes toward grammar. (questions 1 and 2)

- Students' feelings when they work individually and in cooperative groups. (question3 and 5)
- Students' previous experience of working cooperatively. (question4)
- Learners' choice between cooperative and individual learning techniques in learning grammar.(question6)
- Students' attitudes toward the frequency of using cooperative learning by their teachers.(question7)
- Student' attitude towards using cooperative learning in their grammar activities.(question8)
- Difficulties that learners face during group and individual activities.(questions 9 and 10)
- Learner's choice between cooperative and individualistic learning as the best pedagogical technique. (question11)

The learners' questionnaire also consists of three kinds of questions:

1. Close-Ended Questions:

For example: Do you find grammar difficult?

Yes  No

2. Open-Ended Questions:

For example: What are the problems that you face when working alone?

3. Mixed-Questions:

For example: Do you prefer to have more group activities rather than individual ones? Yes  No

Why?

.....

### 2.5.1.2. Teachers ‘Questionnaire

Teachers ‘questionnaire was formed to include eight questions which can be classified as follows:

- Question one requires from the teacher to choose the between cooperative and individual work according to learners ’preference.
- Question two asks teachers about their attendance of any conference related to cooperative learning.
- Question three concerns with teacher’s attitudes toward the best technique for learning grammar (cooperative or individual). With justification of their answers.
- Question four deals with teachers’ background knowledge of cooperative learning.
- Question five and six concern with the way of setting the group in terms of structure and group numbers.
- Question seven asks teachers about the different roles that they act during individual and cooperative groups.
- Question eight attempts to show if teachers face any difficulties when implementing cooperative learning techniques

Therefore, this questionnaire covers three types of questions which are:

1. Close-Ended Questions: in which the participants are required to choose only one answer, simply by choosing between ‘yes’ and ‘no’. These questions provide quantitative data. For example: Have you ever attended any conference that spoke about cooperative learning?

Yes  No

2. Open-Ended Questions: which require more thought and more than a simple one-word answer. This kind of questions provides the researcher with

qualitative data. For example: how familiar are you with cooperative learning?

.....

.....

3. Mixed Questions: which consist of both close and open ended questions. They require a brief explanation of the answer. For example: Do you face certain problems when you use cooperative learning technique?

Yes

No

If yes, please identify some of them.....

.....

### 2.5.2. Classroom Observation

The second instrument employed by the researchers in order to collect data was “classroom observation”. It is considered as a qualitative research strategy for gathering information concerning the elicitation of events and interactions happening in the classroom. Good (1998:337) states that “*one role of observational research is to describe what takes place in classroom in order to delineate the complex practical issues that confront practitioners*”. There are various types of observation that can be classified into many categories. According to Umar Farooq (2013) the following two types are the major ones:

- 1) Participant/ non-participant observation: this category relies on the degree of involvement of the researcher. In participant observation the observer takes part in the activities under investigation. Whereas, in non-participant observation the researcher does not participate in the observed situation.
- 2) Structured / unstructured observation: this category depends on the organization of observation. In structured observation in which the researcher studies everything in advance as opposed to unstructured observation in which the researcher does not involve a specific plan.

In the present study, the researchers specifically employed non-participant

and structured observation. The observation was conducted with three second year grammar teachers. Each teacher was observed two times.

The reason behind using classroom observation is to investigate how much cooperative learning method is used by grammar teachers. (See appendix C). Teachers were not informed of the objective of the study in order to not change their teaching methods. Therefore, the researchers also attempt to observe both students and teachers' behaviours by observing only one teacher. This teacher was teaching two groups at the same time. In fact, the two groups study grammar lessons with different teachers while the observed teacher was doing with them only the activities.

## **2.6. Data Analysis**

It is argued that data analysis is the most important chapter since it announces the results on which the investigators deduce conclusions and suggests recommendations. The examiners tried to present the data collected as well as analyse it through quantitative and qualitative methods.

- **Quantitative Data Analysis**

It is the convert of the data collected to numerical forms and analysing it using statistics. In this context, Dornyei said: "the single most important feature of quantitative research is, naturally, that is centered around numbers" (Dornyei, 2007: 32 cited in Kebiri Asma's dissertation). The quantitative data is very easy to collect information and useful to generate to other contexts.

- **Qualitative Data Analysis**

Qualitative data analysis involves characterising, testing and interpreting manners and matters in textual data and marks how these manners and matters help the researcher to approve or disapprove the hypotheses leading its study. In this context, L. Cohen et al (2007: 461) said: "Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes,

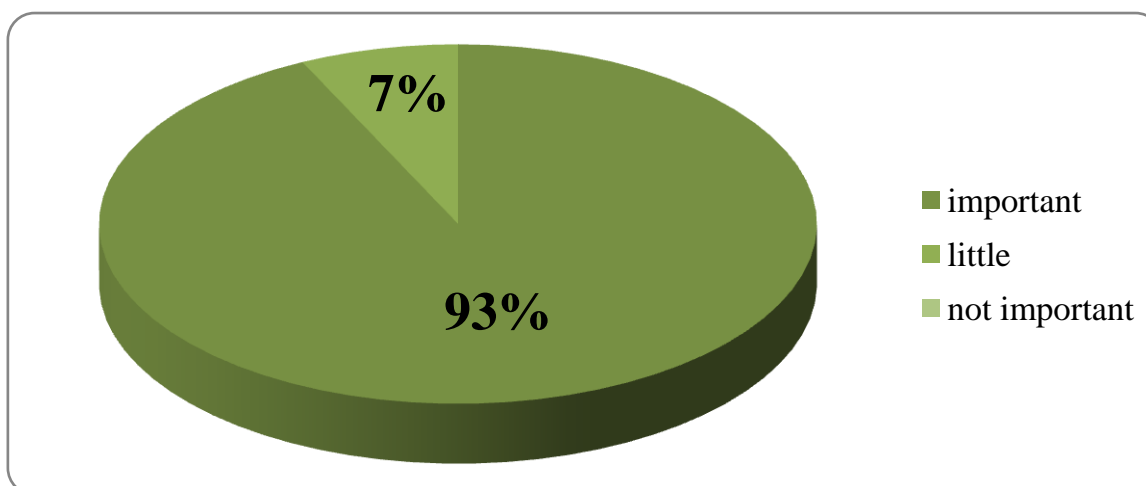
categories and regularities”.

### 2.6.1. Learners’ Questionnaire Analysis

This section is devoted to analyse the data collected from the questionnaire given to second year students. The aim behind this questionnaire is to know the learners’ attitudes towards the use of cooperative learning method during grammar classes as well as to uncover which is the best method to learn grammar for them; the individual learning method or the cooperative learning method.

**Question 01:** According to you, learning grammar is: very important, important or not important?

The aim of this question is to know students’ attitudes towards grammar. The students’ answers show that the majority of them consider the grammar as an important module in English learning. In other words, there is a proportion of 93% namely 39 students out of 42 who see grammar important. However, three students representing 7% who believe the grammar has a little importance. The following pie- chart illustrates the above information:

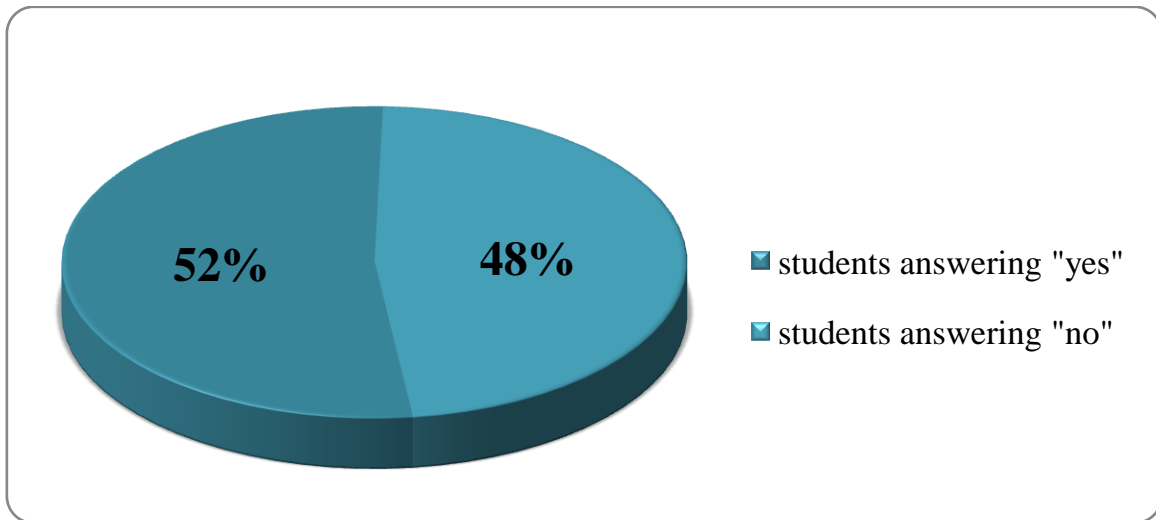


**Pie chart 2.1: Students’ Attitudes towards Grammar**

**Question 02:** Do you find English grammar difficult?

This question was targeted toward identifying students’ attitudes towards the difficulty of grammar. The responses of this questions give convergent results that is there is 22 students out of 42 who confirm that grammar is difficult in contrast

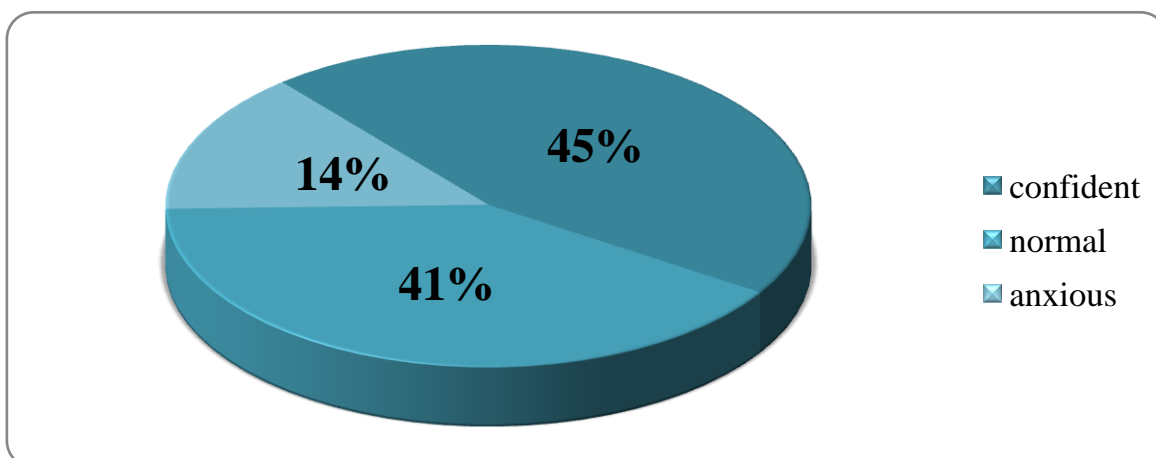
with 20 students namely 48% who believe the opposite. The following pie-chart summarizes the above information



**Pie-chart 2.2: The Difficulty of Grammar**

**Question 03:** When working alone, do you feel: Confident, Normal or Anxious?

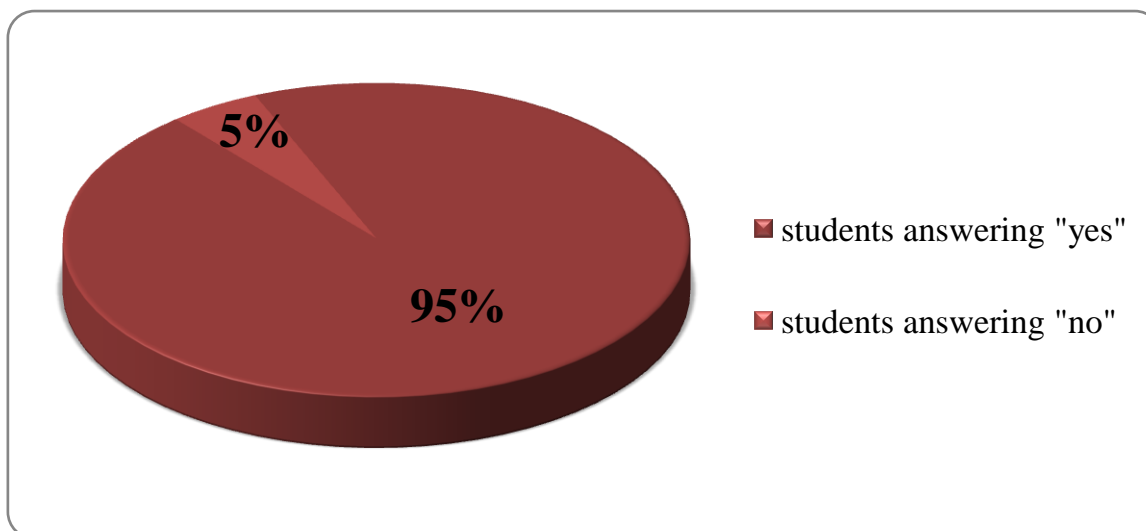
This question aims to know the feelings of students when working individually. A ratio of 45% that is 19 students out of 42 appeared to be confident when working alone in contrast with 17 students representing 41% who feel normal. The remaining proportion which is 14% (6 students) feels anxious during the individual learning. Details occur in the following pie-chart:



**Pie-chart 2.3: Students' Feeling when Working Individually**

**Question 04:** Have you ever worked in cooperative groups?

This question was targeted to know if students have experienced the cooperative learning. 40 students of the research population declare that they have already worked in cooperative groups. This number represents the majority with 95%. The two remaining students answer with negation. The obtained results are summarized in the following pie-chart:



**Pie-chart 2.4: Students' Experience with the Cooperative Learning Technique**

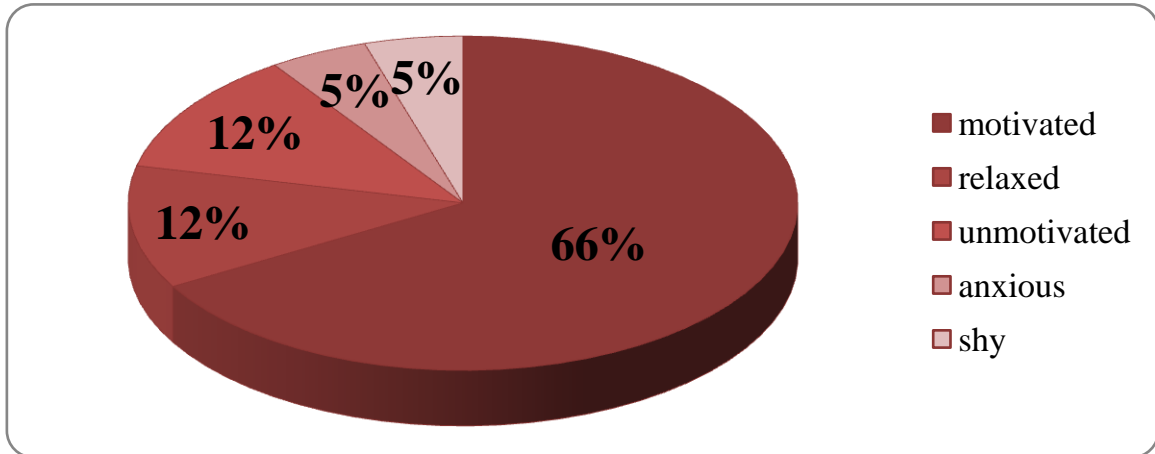
As it has been shown in the above pie-chart, the majority of students have experienced the cooperative learning technique. When asked them in which modules they have worked in groups, they give many answers namely: oral expression, civilization, literature, study skills and linguistics. The aim behind this question is to know if they have worked in groups during grammar sessions before or not. The responses reveal that the students haven't worked cooperatively in grammar before.

**Question 05:** How do you feel when working in a group?

In contrast to question 03, this question attempted to diagnose the learners' feelings when working in groups. The answers reveal that the majority of the sample population representing 66% said that they feel motivated when interacting



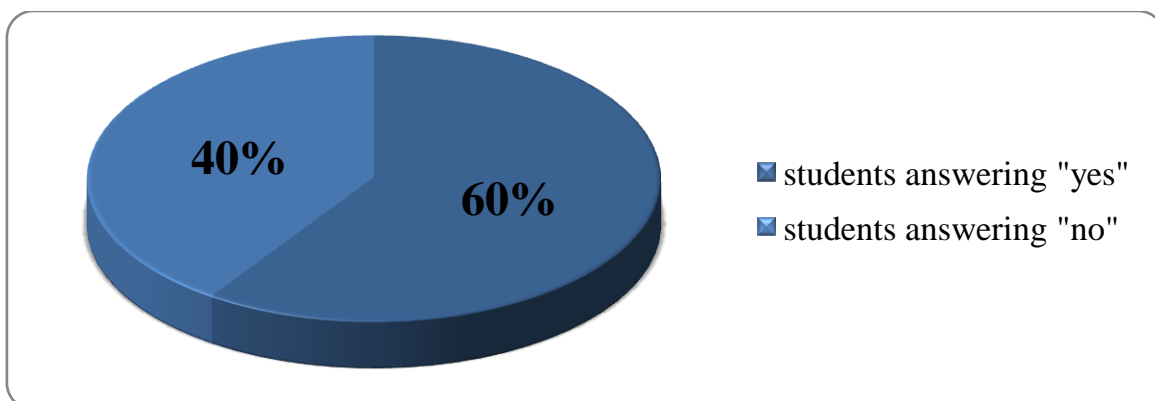
with their classmates while a ration of 12% feel relaxed. 5 other students representing the same ratio as relaxed learners (12%) feel unmotivated. The remaining four students namely 10% feel either anxious (2 students, that is, 5%) or shy. The obtained results are displayed in the following pie-chart:



**Pie-chart 2.5: Students' Feelings when Working in Groups**

**Question 06:** Do you prefer to have more group activities rather than individual ones?

Students answers to this question demonstrated that a ratio of 60% which represent 25 students prefer to do grammar activities in groups. However, the remaining 17 students that is 40% like to work individually. The following pie-chart illustrates the above information:



**Pie-chart 2.6: Students' Preferable Method in Relation to Grammar Module.**

The pie-chart above shows that the majority of students prefer working in groups. These students justify their answers by setting many arguments. Some of them are listed below:

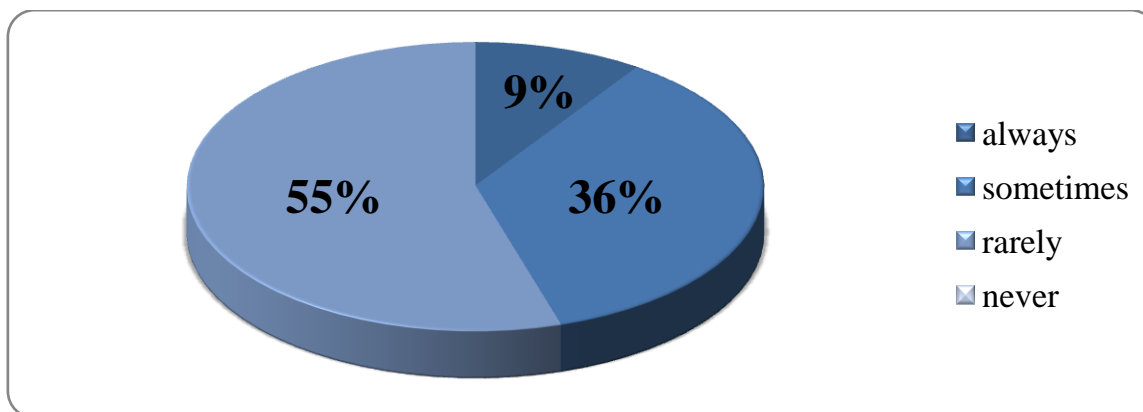
- ✓ They share information.
- ✓ They feel motivated.
- ✓ The group work improves their levels.
- ✓ The group work is funny and exciting.
- ✓ They correct each other mistakes.
- ✓ They learn from each other.

However, the students who admire working alone justify their choices as follows:

- ✓ They face many problems.
- ✓ There are some lazy members with no responsibility.
- ✓ They feel shy and cannot express their ideas.
- ✓ They just prefer to work alone.
- ✓ They cannot express their abilities.

**Question 07:** How often does the teacher encourage groups' interactions?

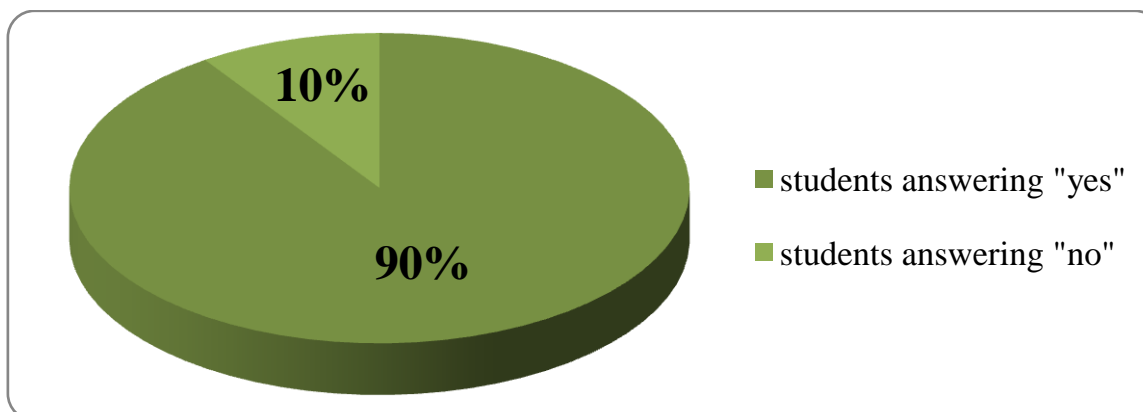
This question aims to discover the frequency of using group work by grammar teachers. The great proportion of learners (55%) declares that they rarely work in groups. However, 15 out of 42 students representing 36% confirm that group work is sometimes used in contrast to 4 students, that is, 9% who said that teachers always use cooperative groups. Details occur in the following pie-chart:



**Pie-chart 2.7: Grammar Teachers' Use of Group Work**

**Question 08:** Does your grammar lesson become more interesting with the cooperative learning approach?

This question was asked as trial to discover the students' attitudes towards grammar when using cooperative learning technique. A great population that is 38 students out of 42 confirm that grammar become more interesting with the cooperative work. However, only 4 students representing 10% said the contrary. The pie-chart below exposes the results:



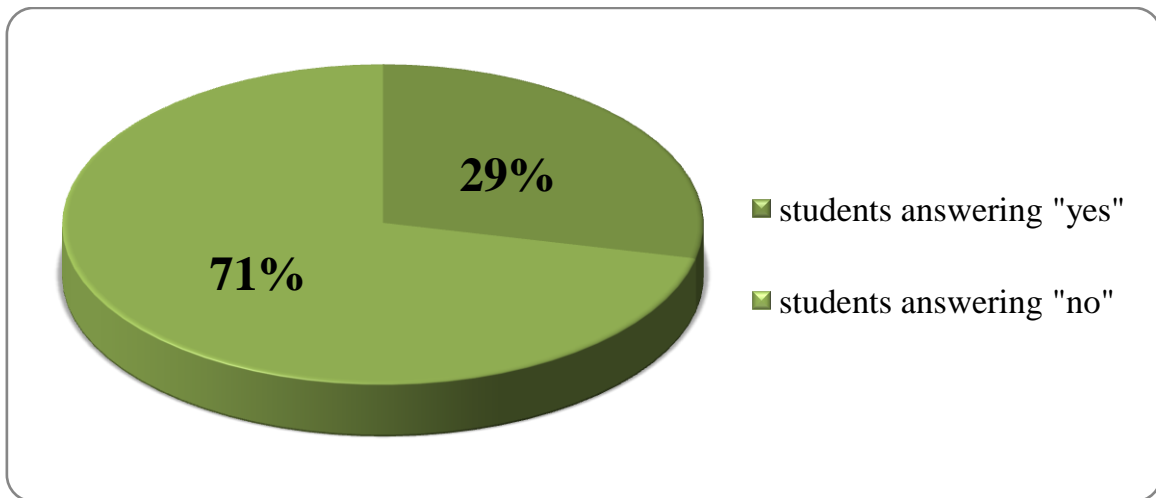
**Pie-chart 2.8: Students' Attitudes towards Grammar when Using Cooperative Learning Technique**

These learners holding negative attitudes towards the use of cooperative learning technique during grammar lessons gave their arguments which are listed below:

- ✓ They concentrate better when working alone.
- ✓ The students should know its level by working alone.

**Question 09:** Do you face problems when working in groups?

The chief concern of this question was to discover if students find difficulties when working in groups. The responses show that 30 out of 42 students which represent the majority with 71% answer with “no”. In contrast to 29% of the whole who answer that they face problems when working cooperatively. The obtained results are summarized in the following pie-chart:



**Pie-chart 2.9: Students' Attitudes towards the Difficulties of Cooperative Learning Technique.**

The students who faced problems when working in groups mentioned some cases which are:

- ✓ They feel nervous when they communicate with others.
- ✓ They feel nervous when the other members don't work.
- ✓ They feel afraid to ask help from their classmates.

**Question 10:** What are the problems that you face when working alone?

Concerning this question, the majority of students representing 83,33% face problems when working alone. Among these problems there is:

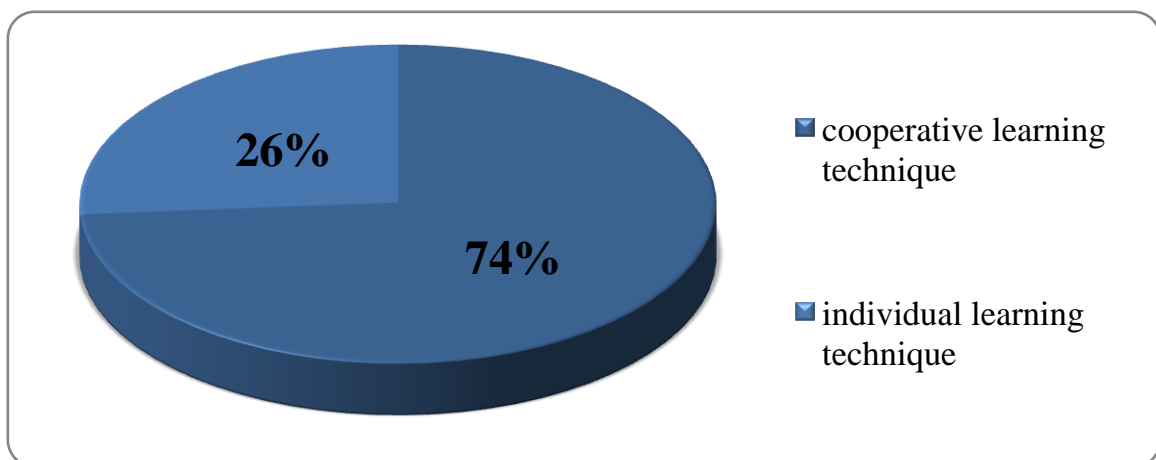
- ✓ They don't know how to organize their work.
- ✓ They don't understand the lessons, the activities and even the new words.

- ✓ They miss ideas and information.
- ✓ They feel less confident.
- ✓ They feel afraid of making mistakes.
- ✓ They feel bored and not motivated.
- ✓ They cannot finish their work in the specific time, they are always late.

However, the 7 remaining students confirm that they have no problems when working alone.

**Question 11:** According to you, which is the best pedagogical technique?

With regard to the last question, the students were asked to choose the best pedagogical technique for them. The results summarize that 31 students that is 74% prefer to use cooperative technique in the class unlike 11 students representing 26% who would rather working individually.



**Pie-chart 2.10: Students' Attitudes towards the Best Technique to Learn Grammar**

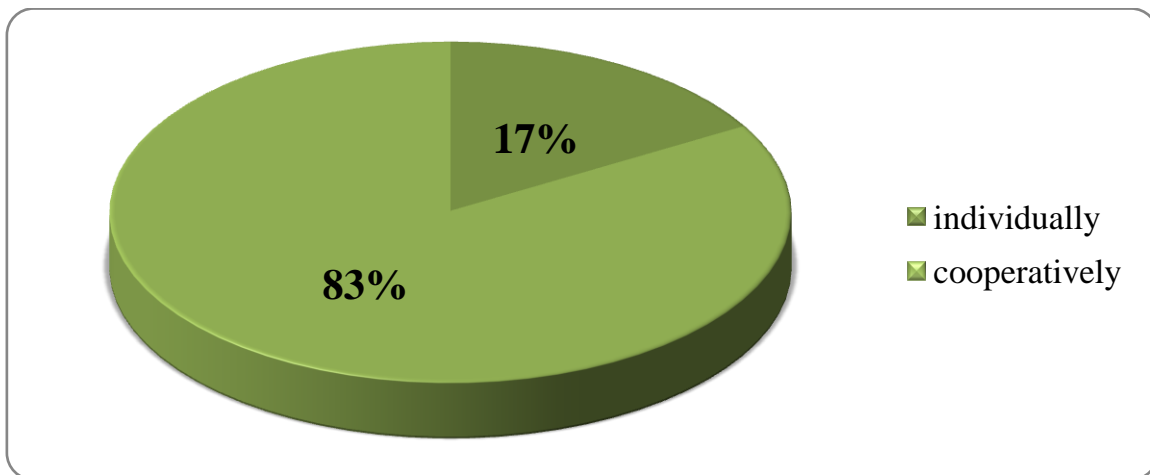
### 2.6.2. Teachers' Questionnaire Analysis

This section is devoted to analyse the data collected from the questionnaires given to Grammar teachers. The aim behind this questionnaire is to know the teachers' attitudes towards the use of cooperative learning technique during

grammar classes as well as to uncover how they apply this technique and what difficulties hinder its use.

**Question 01:** According to you, do students prefer to work individually or cooperatively?

This question aims to know the students preferable method in learning grammar according to their teachers. The majority of teachers, that is, 5 out of 6 (83%) said that students prefer to work cooperatively. The results are shown in the following pie-chart.



**Pie-chart 2.11: Students' Preferable Technique**

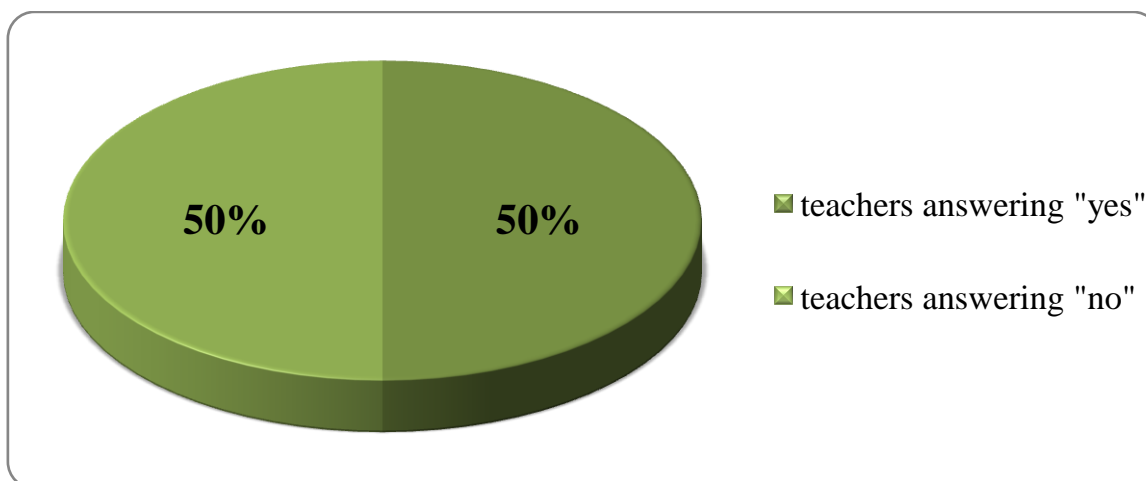
The pie-chart drawn above show that the majority of teachers agree that their learners' prefer to work cooperatively and they listed some reasons which are:

- ✓ Students lack self confidence.
- ✓ They are afraid of making mistakes.
- ✓ They help each other.
- ✓ They exchange information and give more explanation for better understanding.

However, one teacher said that learners prefer to work individually to avoid conflicts within group work.

**Question 02:** Have you ever attended any conference that spoke about cooperative learning?

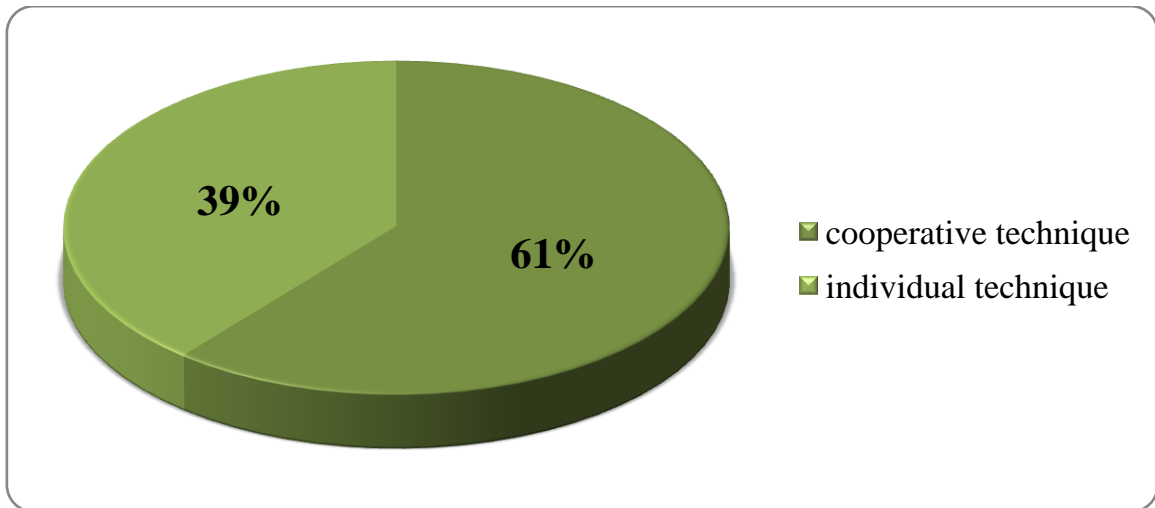
This question was targeted to know if teachers have already attended any conferences which spoke about the cooperative learning. The responses of this question give equal results, that is, 50% of teachers have attended conferences about cooperative learning in contrast to 50% who have not attended any conference. The following pie-chart summarizes the above information:



**Pie-chart 2.12: Teacher' Attendance in Conferences Where Cooperative Learning Was Tackled.**

**Question 03:** According to you, what is the best technique for teaching/learning grammar? Cooperative learning technique or individual learning technique

The purpose of this question is to know the teachers attitudes about the best technique for teaching/learning grammar. According to their answers, the majority of teachers, that is 61%, believe that the cooperative learning is the best technique. Details occur in the next pie-chart:



**Pie-chart 2.13: Teachers' Attitudes towards the Best Technique for Learning Grammar.**

Those teachers holding positive attitudes toward the use of cooperative learning as the best technique summarized some reasons which are listed below:

- ✓ Cooperative learning helps poor, shy and unskilled learners.
- ✓ It develops more self confidence and more interaction in classroom.
- ✓ Students are more motivated in going through the process of learning.
- ✓ It enhances learners' interest especially in foreign language learning.
- ✓ Students exchange ideas and correct others' mistakes.

One of the teachers expressed his opinion using two proverbs which are:

- ✓ "Two heads are better than one"
- ✓ "The more, the merrier"

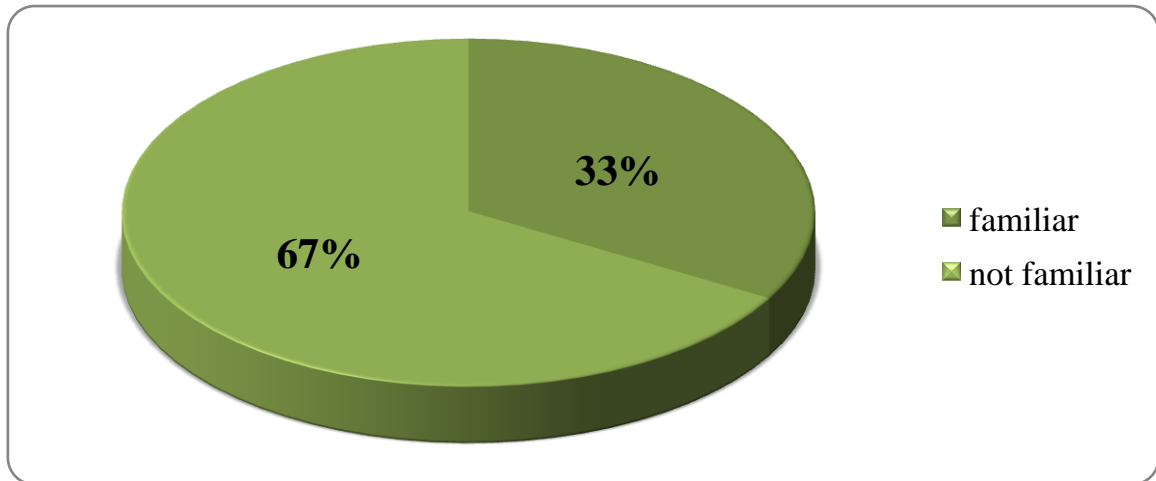
The teacher who saw the individual learning as the best technique justifies his answer by saying that:

- ✓ Students are aware of their own level and drawbacks.
- ✓ They focus on their own lacks.



**Question 04:** How familiar are you with cooperative technique?

This question is targeted as trial to know if teachers use the cooperative learning technique in their classrooms during the grammar lessons. The results show that the majority of teachers, that is, a ratio of 67% are not familiar with cooperative learning technique i.e. they don't use it. The results are shown in the following pie-chart.



**Pie-chart 2.14: Teachers' Use of Cooperative Learning Technique.**

**Question 05:** How do you set up the group members?

The chief concern of this question is to know how the teachers set up the group members. The answers are listed below:

- ✓ Skilled and unskilled students.
- ✓ Students ask permission to work with their friends or with skilled students.
- ✓ Students sitting next to each other
- ✓ Students who have different levels.

**Question 06:** When implementing group work, how large are the groups?

When asking the teachers about the number of group members, 3 teachers said that the group should include no more than 4 students. However, the other 3 teachers said that it can include 5 learners.

**Question 07:** What are the roles that you play during individual and cooperative work?

This question aims to know the roles of teachers during individual learning and cooperative learning.

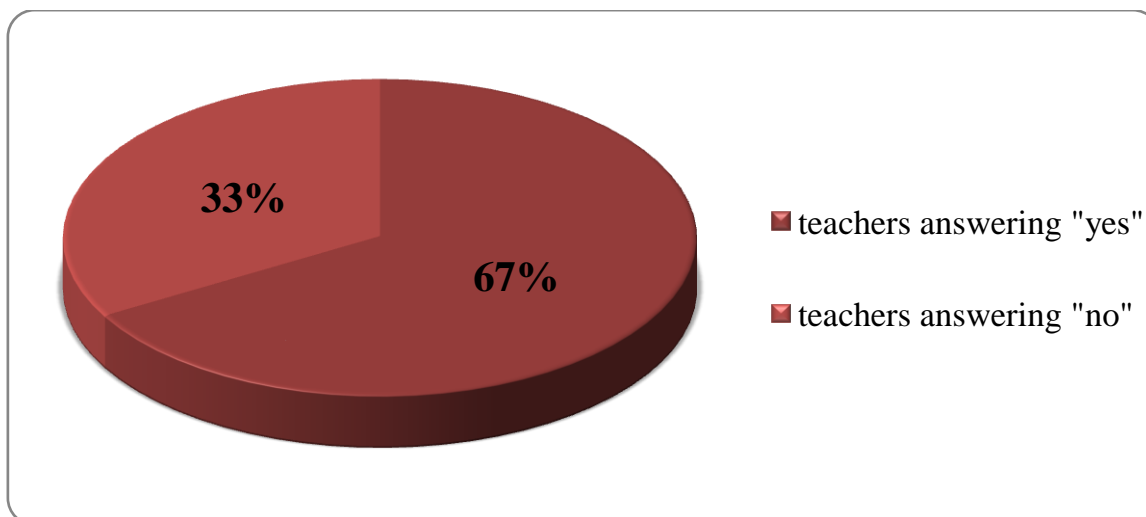
Concerning the cooperative learning, the teachers listed the following roles:

- ✓ To keep students concentrated
- ✓ To help them by clarifying and answering questions.
- ✓ To act as guider.
- ✓ To support students' autonomy.
- ✓ To act as supervisor
- ✓ To create a friendly atmosphere
- ✓ To act as facilitator and orchestrator.

However, in the individual learning, just one teacher of them who answered the question and said that she acts as advisor.

**Question 08:** Do you face certain problems when you use cooperative learning technique?

Concerning this question, the researcher aims to know if the teachers face problems during cooperative learning technique. A great proportion of the whole, that is 67%, said "yes". However, the remaining two teachers said "no". Details occur in the pie chart drawn below:



**Pie-chart 2.15: teachers' Attitudes towards Facing Problems during Cooperative Learning**

Teachers holding negative attitudes towards the cooperative learning technique give some problems which are:

- ✓ The group is dominated by just one member.
- ✓ Some students cannot express themselves freely in a group.
- ✓ A lot of noise.
- ✓ Weak students rely on good ones.

### **2.6.3. Classroom Observation Data Analysis**

The present work is about the effects of both cooperative and individual work on students' motivation to learn grammar: The case of second year students at university of Tlemcen English department. The goal of using classroom observation is to set how much cooperative learning activities are used by grammar teachers. In fact this was an issue introduced before in the research question. The following observation checklist summarizes what has been observed by the researcher:

**Table 2.1: Checklist Classroom Observation about the Frequency of Using Cooperative Learning by the Teachers.**

Use of CL teachers	Satisfactory		Unsatisfactory	
	Session one	Session two	Session one	Session two
Teacher one			✓	✓
Teacher two			✓	✓
Teacher three			✓	✓

According to the results obtained from the researcher's observation checklist, all the observed teachers did not use cooperative learning in their grammar sessions.

Therefore, the researcher also attempts to investigate teacher and learners behaviors during two other sessions. The observation was done by taking notes about what was remarkable through their behaviours.

In both sessions the researcher observed all what was happening in classroom. He aimed to remark students' participation, behaviours and interactions as well as observing how the teacher behaved with them. The following notes give a sum about what was remarked:

**Teacher's behaviour:**

- ✓ Teacher did not ask her/his students to do the activity cooperatively.
- ✓ Teacher gave them few minutes before starting to correct the activities.
- ✓ After correcting each activity the teacher dictated the correct answer.
- ✓ Teacher encouraged students to participate. She/he also made a remark for students who were sitting alone and did not follow with the class, as well as for the late comers.

**Students 'behaviours:**

- ✓ The majority of students were sitting in pairs while few of them were sitting alone.
- ✓ The students answered the questions orally with the help of their teacher.
- ✓ May students were working in pairs, discussing the activity together.
- ✓ Most of pairs, who were working cooperatively, participated during all activities and answered correctly.
- ✓ The majority of students who were sitting alone did not participate. They were just following and writing down the answers.
- ✓ Some pairs were just chatting during all lectures and teacher made a remark for them.
- ✓ Only two students who were sitting alone participated, however both of them gave wrong answers.
- ✓ Some students asked their classmates about more explanation.

**2.7. Conclusion:**

This chapter was basically concerned with the description of the English department at first. Then, it introduced the sample population including the teachers and learners' profiles. Besides, the instruments used to gather data namely: the students' questionnaire, the teachers' questionnaire and the classroom observation. Additionally, the researcher aimed to present and analyse the data collected.

In the next chapter, the researcher tries to interpret the results to approve or disapprove the hypotheses as well as proposes some suggestions which can help both; the teachers and the learners when implementing the cooperative learning technique.

**Chapter Three**  
**Data Interpretation and Suggestions**  
**for Improvement**

## **Chapter Three: Data Interpretation and Suggestions for Improvement**

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### **3.1. Introduction**

The previous chapter summarized and presented the data analysis and results. In this chapter, the researchers interpret the data gathered to approve or disapprove the hypotheses as well as he spotlights on some recommendations that can be helpful for both teachers and learners to be familiar with cooperative learning. It also offers some suggestions for teachers about how to implement this method in their educational settings.

### **3.2. Data Interpretation of Students' Questionnaire**

To sum up then, the results obtained from this questionnaire show that the students believe that grammar is very important in English learning despite its difficulty. The learners confirm that they rarely work cooperatively in grammar lessons but they work in groups in other different modules.

The results obtained from the questions 3, 5, 6 and 8 confirm that the majority of students prefer to have more cooperative activities rather than individual ones because they feel motivated, they share information and correct their mistakes. Moreover, students declare that grammar lessons become more interesting with cooperative learning technique. They add that the process of working together is funny and exciting. So the second hypothesis guiding this dissertation is approved.

Some students said that they feel confident when working alone. However, they listed some problems which hinder their learning such as misunderstanding the courses and difficult words, making a lot of mistakes, and lacking ideas. So, for this reasons, they would better work cooperatively.

The last question of the questionnaire summarizes that the cooperative learning is regarded as the best technique for learning grammar. To conclude, all what have been said elucidate that the students' preferable technique in learning grammar is the cooperative learning.



### **3.3. Data interpretation of Teachers' Questionnaire**

The interpretation of the teachers' questionnaire results confirm that the teachers prefer the cooperative learning technique to teach grammar. They believe that their students like better work cooperatively rather than individually. However, when asking them about the frequency of using this technique in their classrooms, most of them said that they don't use it for many reasons such as: a lot of noises, the weak students rely on good ones, the group is dominated just by one member and some students cannot express themselves freely.

Referring to the reasons of neglecting the cooperative learning technique by the teachers and according to the responses of the questions 5, 8, 9 and 10, the researchers can deduce that the assigned instructors of this study have not enough knowledge about the cooperative learning method.

To sum up, the teachers neglect the cooperative learning technique in their classes which approve the first hypothesis of this study.

### **3.4. Interpretation of Classroom Observation**

This section focuses on discussing the main results which emerged from the classroom observation. Regarding the first hypothesis which provides that Algerian EFL grammar teachers do not use cooperative learning activities, the data collected from classroom observation revealed interesting results. First, the researchers remarked that all the observed teachers did not encourage their students to work on cooperative groups. Therefore, the researchers investigate both the behaviour of teacher and learners during two grammar activities lectures. It was obviously stated that during the two lectures the teacher did not ask the students to work in groups but she/he encourages all of them to participate. Indeed, the majority of students were working in pairs and they were highly motivated as opposed to those who were sitting alone and working individually. So the first and the second hypotheses of this study are approved.

### **3.5. Suggestions for Better Implementation**

Regarding the results obtained from this study some suggestions are recommended for teachers to apply cooperative learning in their classrooms. As well as, the researchers offer some suggestions for learners to have a clear understanding about this new learning technique.

#### **3.5.1. Conferences for Cooperative Learning**

The general goal behind organizing a workshop on cooperative learning is to provide both experienced and novice teachers with the basic background for implementing cooperative learning in their teaching. Thus, teachers' attendance in such conferences will:

- Help them to learn the main advantages of cooperative learning;
- Explain to them the basic principles when implementing cooperative learning method;
- Develop a greater understanding and appreciation of this method;
- Provide them with more opportunities to explore ways of involving and training students in cooperative learning in and outside classroom;
- Provide them with strategies to overcome the difficulties faced when implementing cooperative learning.

#### **3.5.2. Teacher Training on Implementing Cooperative Learning**

The first and the most essential thing that teacher could do in order to implement cooperative learning successfully is to encourage participation among each other. It is very important for teachers to establish a common goal in cooperative learning through interdependence and interaction among them. This means that, a successful implementation of cooperative learning depends on establishing a professional support group in which teachers collaborate and provide to each other help and assistance. According to (Little, 1981) the three key activities of professional support group are:

- **Professional discussion:** For an effective implementation of cooperative learning, teachers must discuss with each other about the use of cooperative learning procedures. Through such discussion, they build a concrete and coherent shared language in order to clearly understand the use of this method and integrate it with other teaching practices they already use.
- **Curriculum design:** teachers may considerably plan, design and evaluate curriculum materials together in order to implement cooperative learning in classroom. Teachers have to share the decision of developing materials needed to conduct cooperative lessons and provide the machinery for each other to use cooperative learning procedures.
- **Reciprocal observation:** It is necessary for teachers to frequently observe each other when they teach a lesson structured cooperatively, and then provide each other with useful feedback about their strength and weakness in implementing this method. As a result of this reciprocal observation, teachers will learn from each other and will share some experiences and teaching strategies.

Johnson et al (1984) proposed a number of important guidelines that teachers can follow to observe each other. These guidelines can be listed as follows:

- Realizing that they can learn from each other without taking into consideration their educational level, their experiences and even their personal characteristics;
- Ensuring that observation and feedback are reciprocal;
- Commenting on what was presented and the way it was presented by the teacher not on his personal competence;
- Being practical in their discussion about how cooperative learning procedures was implemented;
- Respecting each other along the process of observation.

### 3.5.3. Principles to Apply Cooperative Learning Technique

Cooperative learning is not about making students in groups and assign tasks to them; however, it is based on some principles among which the implementation of cooperative learning elements and the teaching of cooperative skills. Applying the elements of cooperative learning helps the teachers to solve many problems and to adapt their students' behaviour. Additionally, "Cooperative skills must be taught, and the classroom can be an optimal environment in which to acquire these skills if the teacher understands cooperative learning principles" (D.E Murray and M.A Christison, 2011: 191).

#### 3.5.3.1. Implementing Cooperative Learning Elements

Cooperation can be beneficial if the elements of cooperative learning are well implemented otherwise, it causes many problems among the students which are difficult to solve. So the teachers must be aware of these elements and the students too. In this context Jonhson and Jonhson (2001: 110-111) said:

In order to use cooperative learning effectively, teachers must: (a) Understand the nature of positive interdependence, individual accountability, promotive interaction, social skills, and group processing, and (b) Develop skills in structuring them. This allows teachers to adapt cooperative learning to their unique circumstances, needs, and students and fine-tune their use of cooperative learning to solve problems students are having in working together

As mentioned in chapter one, the first element is positive interdependence. The teachers could structure the groups on the basis of one message which is the individual can succeed if only the entire group succeed. According to Jonhson and Jonhson (1999: 71), there are some suggestions to raise the positive interdependence:

- ✓ The teachers could be sure that every member learns;
- ✓ The teachers can give a reward for each student if the group succeeds;
- ✓ The teachers allocate roles to each individual of the group;

- ✓ The teachers divide resources, that is, give each member a part of the assigned task.

Secondly, the teacher could make attention to the individual accountability. Each student has to participate in the assigned task and should be responsible of his learning and his teammates learning. To keep all members involved in the learning process, Jonhson and Jonhson (1999: 71) propose that the teachers could:

- ✓ Make test for each student individually when the task is accomplished;
- ✓ Select randomly a student to present the group results;
- ✓ Ask each student to explain what he has learned.

Thirdly, the teachers could improve the students' face-to-face interaction by Encourage them to:

- ✓ Help each other;
- ✓ Discuss about their goals' achievement;
- ✓ Teaching one's knowledge to classmates;
- ✓ Solve their problems;
- ✓ Connecting the present and the past learning.

Fourthly, the teachers may make attention to the social skills. According to Johnson and Johnson (1999: 71), "Placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively". Accordingly, teachers may organize lessons in which they teach their students different social skills. The students have to promote each others' success, listen to each others, show patience, discuss the concepts learned, solve problems and respect each others' ideas. In other words, they could know how to function in the group. In addition, the individual has to be taught the leadership, decision-making, trust-building, communication, and conflict-management skills (ibid: 71). The social skills are very important for making the process of cooperation successful.

Therefore, the students must be well-cultivated critical thinkers. They need to be taught critical thinking skills so that they learn how to interpret, formulate hypotheses, predict, decide, infer and solve problems.

Finally, the teachers may encourage student to process their group by:

- ✓ Think about how well are cooperated;
- ✓ Discuss about what activities are helpful and what are not helpful;
- ✓ Decide about what behaviour will be changed.

### 3.5.3.2. Teaching Students Cooperative Skills

The first experience that most teachers go along when structuring students to work cooperatively is that their students cannot easily collaborate with each other. As a result, teaching cooperative skills becomes very necessary for academic learning since achievement will improve when students become more effective in working with each other. According to Johnson and Johnson (1975), there are four levels of cooperative skills that teachers can focus on. These skills can be categorized as follows:

- **Forming skills:** are those skills needed in order to organize the group and establish behavioural norms. For example, members move into the groups quietly without bothering the others and stay with their groups for the duration of the activity. However, if teacher claims that the cooperative group is too noisy or working with students with other groups, the group members are not mastering the forming skill.
- **Functioning skills:** are those skills involved in managing the group's efforts to complete their tasks and maintaining an effective relationship among group members. For example, giving direction to the group, encourage participation and sharing ideas.
- **Formulating skills:** are cognitive skills which stimulate the use of higher quality reasoning strategies, and to build deeper understanding of materials being studied. These skills involve: summarizing the ideas aloud, seeking accuracy by correcting other member's summary, seeking elaboration by to relate studied materials to things they already know, developing ways to remember ideas and planning how they teach materials to other students.

• **Fermenting skills:** are the most complex and the most difficult to master. They ensure that intellectual challenge and disagreement take place within the learning groups. For example students should learn how to criticize ideas not people.

Therefore, it is important that teachers translate these skills into language and images that their students can understand and identify with. Ann (1990:183) points out that setting up practice sessions is the chief responsibility of the teacher in the cooperative learning and what cooperative skills teachers choose for practice will depend on what skills students have not mastered. Thus, to teach cooperative skills the teachers take into consideration the following guidelines:

- Ensure that students have an idea about what the skill they need and when they use it and how to perform it.
- Set up practice situations and encourage mastery of these skills.
- Ensure that students process their use of the skill in which student reflect and discuss with each other on their use of the skill in order to perform effectively on their task.

#### **3.5.4. Teachers' Roles when Implementing Cooperative Learning**

The teacher is the first responsible of implementing the cooperative learning techniques during the lessons. He plays many roles in structuring the groups as well as in guiding students during the learning process. So, the teachers could:

- ✓ Identify educational goals;
- ✓ Decide on group size;
- ✓ Arrange the classroom;
- ✓ Design materials;
- ✓ Allocate roles to the group members;
- ✓ Explain the task by demonstrating the procedures and giving examples;
- ✓ Test individual members to promote individual accountability;

- ✓ Observe and control the students' behaviour while cooperating;
- ✓ Help students to understand a task;
- ✓ Interfere when it is necessary;
- ✓ Help students to solve their problems;
- ✓ Assess the group as a whole as well as the individual members.

### **3.6. Conclusion**

This chapter was concerned at first with interpreting the data gathered then proposing some suggestion for improvement. The conclusion gained from the interpretation of the data collected is that most EFL teachers neglect the use of cooperative learning technique in their classes even though their students are more motivated when working with this technique and also they always prefer it rather than working individually.

Accordingly to the conclusion deduced from the data interpretation, the researcher tries to give some suggestions to help the students and the teachers to implement the cooperative learning technique effectively in the classroom.



## **General conclusion**

## **General conclusion**

Keeping students motivated in grammar classrooms is one of the biggest challenges that teachers may face. For instance, it has been noticed that most EFL students at Tlemcen University have a lack of motivation in learning grammar. This gave an insight for teachers to apply others techniques to make their students more motivated. To achieve that, the present dissertation has primary aimed to study the effects of both individual and cooperative work on motivating second year LMD students to learn grammar.

In order to clearly understand this issue the researchers used a case study research design, and made a combination between both quantitative and qualitative methods for collecting as well as analyzing data.

In fact, this research was divided into three main chapters: Chapter one was primary concerned with the theoretical framework of this dissertation. It gave an overview of grammar and its different approaches, and then the researchers attempt to define individualistic learning and spotlight on some individual learner differences. Therefore, they defined cooperative learning, its elements, theories, and its types. Thus they spoke about motivation, its types, theories and its relation to cooperative and individualistic learning. Chapter two presents a description of the research design and research methodology carried out in this study, the description of research tools as well as data analysis of the collected data. The last chapter dealt with the discussion and interpretation of the main results in addition to some suggestions and recommendations.

The main aim of the study carried out in this dissertation was to answer two research questions. The first one investigated whether EFL grammar teachers use individual or cooperative learning activities in their classrooms. The researchers hypothesized that the instructors neglect the cooperative activities. The second question examines if EFL students are more motivated to learn grammar cooperatively rather than individually. The hypothesis related to this question state that learners who work in cooperative groups are more active than those who work

individually. The results obtained revealed that the two hypotheses were confirmed. Therefore, regarding that most grammar teachers at the English department of Tlemcen University neglect the use of cooperative learning, the researchers gave some suggestions for them to be familiar with this new instructional strategy.

It is worthily to mention that the researcher conduct this investigation because of the importance of cooperative learning on students motivation in grammar classrooms. However, this research has some limitations. The findings cannot be generalized on the whole population because it is limited to 10% of second year students; this population may not be representative. In addition, the process of observation was not applied in all sessions during the whole academic year because the investigators were limited by time. Also they found some contradiction in students' questionnaire.

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

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# **Appendices**

## Appendix A: Students' Questionnaire

Dear student,

You are kindly required to fill the following questionnaire, which is designed to investigate the effects of individual and cooperative work on students' motivation in grammar. Your answers will be so helpful for the present research.

1- According to you, learning grammar is:

- Very important
- Important
- Not important

2- Do you find English grammar difficult?

- Yes
- No

3- When working alone, do you feel:

- Confident
- Normal
- Anxious

4- Have you ever worked in cooperative groups?

- Yes
- No

If yes, would you tell us in which module? .....

5- How do you feel when working in a group?

- Motivated
- Relaxed
- Unmotivated
- Anxious
- Shy

Others, Please specify.....

6- Do you prefer to have more group activities rather than individual ones?

- Yes
- No

Why?.....  
.....  
.....

7- How often does the teacher encourage groups' interactions?

- Always
- Sometimes
- Rarely
- Never

8- Does your grammar lesson become more interesting with the cooperative learning approach?

- Yes
- No

If no, why? .....  
.....

9- Do you face problems when working in groups?

- Yes
- No

If yes, which of the following problems do you usually face when working in groups?

I feel nervous when I have to communicate with others		
I feel afraid to ask help from my classmates		
I do not like to share my ideas with others		

10- What are the problems that you face when working alone?

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

11- According to you, which is the best pedagogical technique?

- Cooperative learning technique.
- Individual learning technique.

**Thank you very much for sharing your opinions.**

## Appendix B: Teachers' Questionnaire

Dear teachers,

We are preparing a research about the effects of individual and cooperative work on students' motivation in grammar and we would be so grateful if you could answer the following questions to help us in the accomplishment of our research. Please, make a tick to indicate your answer and justify why where necessary.

1- According to you, do students prefer to work:

- Individually
- Cooperatively

why?.....  
.....  
.....

2- Have you ever attended any conference that spoke about cooperative learning?

- yes
- no

3- According to you, what is the best technique for teaching/ learning grammar?

- Cooperative technique
- Individual technique

Why?.....  
.....  
.....

4- How familiar are you with cooperative technique?

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

5- How do you set up the group members?

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

6- When implementing group work, how large are the groups?

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

7- What are the roles that you play during individual and cooperative work?

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

8- Do you face certain problems when you use cooperative learning technique?

yes

no

If yes, please identify some of them.

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

**Thank you very much for sharing your opinions**



### Appendix C: Checklist Classroom Observation

Use of CL Teachers	Satisfactory		Unsatisfactory	
	Session one	Session two	Session one	Session two
Teacher one				
Teacher two				
Teacher three				

