

Using Cooperative Learning as a Strategy for Mastering Grammar
Among Second year English students Taref University

A Thesis

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Abstract

The purpose of this study is to explore the effectiveness of using Cooperative Learning (CL) as a strategy to enhance students' level in grammar. And to motivate them to work cooperatively. The case study was second year students of English as a Foreign Language (EFL). At Department of English, university of El-Taref. In order to check this correlation, we have posed two research questions. Whether CL is a helpful strategy and to what extent it can be an effective technique. To answer these questions, we have conducted a questionnaire for students which composed of nine questions to know their attitudes towards using CL in their grammar lectures. And administered to 40 students during the academic year 2019-2020. The results which have been analyzed quantitatively and qualitatively revealed that cooperative learning is a successful and a helpful strategy to enhance the level of second year students Chadli Bendjedid university El-Taref. And helped them to boost their language and speak English correctly. Through the study and the results gained, we offered some suggestions for students and teachers to apply cooperative learning method during learning and teaching process since it can help the teachers to solve and control the difficulties in implementing CL and aid Foreign Learners to interact with others.

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List of Abbreviations

CL.....Coooperative Learning.

CLT.....Communicative Language Teaching

EFL..... English As Foreign Language

GTM.....Grammar Translation Method.

STAD.....Student Teams Achievement Division.

TGT..... Traditional Grammar Teaching.

ZPD..... Zone of proximal development

Chapter 1

Introduction

In this chapter , we are going to mention the background of using cooperative learning to teach grammar according to many studies (Johnson and Johnson,2000),(Safia,2017),(Gaith and Yagli,1998),... Then we are going to state the problem which is teaching grammar through cooperative learning after that we will mention the research questions and the main objectives of this study.

Background of the Study

Many researchers Hajilari (2001) and Behjet (2011) ...etc, have looked for The importance role of This method in ameliorating and extending the knowledge scale in grammar.

The first study was conducted by Gokhall(1995) who carried out a study to check the effectiveness of CL in enhancing learners' skills in critical thinking, he made a comparative test between individual learning and collaborative learning, the latter got higher score than the individual one. Another ancient study was conducted by Ghaith and yagly (1998) through their studies they claimed that using cooperative learning in English and moreespecifically for enhancing grammar use is more efficient than learning individually. Furthermore, Johnson and johnson (2000) make a research with 158 learners to investigate the effeciency of using CL method can bring good résulte comparing to individual method. Moreover, Hajilari(2001) carried a comparaisn Study between CL and TL, he conducted a study with a group of high scool of CL in boosting grammar scores, the study claimed that CL is an effective method.

Another study was conducted by Gomlehz(2007) which aimed at ensuring whether CL is a useful method or not,So, he made a comparaisn Study between two groups the first group was the treatment group who used CL and the controlled group who used a T method. The study showed that CL got higher scores than the tradirional one. Finally, a similar study was conducted by Beljat(2011) who carried also a

comparaison between two groups, an individual reading comprehension and collaborative reading comprehension, his study showed that using collaborative Study is more successful than individual one. Cohen and Kulik(1981) carried out a 65 cooperative learning studies, 87 these studies showed the usefulness of cooperative learning method in learning English generally .

Another study conducted by Safia (2017) with 60 students of first year scientific on secondary school. The results from the study claimed that if teachers use cooperative learning in their grammar lectures they will help their students to increase their grammar understanding.

Statement of Problem

The teaching of grammar is a complex task, and, therefore , teachers need to focus on various types of strategies which can help improve the grammatical understanding of the students.(Mandlhazi, 2001). EFL teachers of El-Taref university especially, of second year English found a difficulty in teaching grammar and adapting new strategies. So many researchers indicated that cooperative learning could be an appropriate strategy to teach grammar.

Objectives of the study

The major aim of this study is to explore the effectiveness of using cooperative learning as a strategy to master grammar among EFL classes. It also attempts to motivate learners to work cooperatively. Moreover, this study aims at enhancing EFL learners' level in grammar through using the strategy of cooperative learning

Research questions

The present research aims at finding answers to the following questions:

- 1-Can cooperative learning be a successful strategy for second year English students to master grammar at Chadli ben djdedid university El teref
- 2-To what extent can cooperative learning be used as an effective for second year English students in EFL classrooms at Chadli bendjedid university?

Chapter 2

Review of The Literature

In this chapter , we are going to define the concept of Grammar according to many researchers (Nacas and Sama, 2017),(Hartwell , 1985),(Mart, 2013),(Haussam et al, 2003). Then we will talk about the role of teaching grammar in English language.After that we will mention some methods and approaches of grammar.In the second section of our study which is cooperative learning.we are going to focus on the definition by some scholars (Johnson and Johnson,1985),(Yassin and Razak,2018).And identifying the main theories and methods.After that we will mention the interaction between the student and the teacher.Also the interaction between student and student.and we will end this chapter by the goal ofcooperative learning in Grammar and the effectiveness of using cooperative learning to teach grammar.

Grammar

Conceptual Definition of Grammar

The concept of grammar has two broad definition; narrow definition and broad definition.

According to Navaz and Sama (2017),

“The narrow definition of grammar teaching as the traditional grammar teaching (TGT) that involves presentation and practice of discrete grammatical structures... the broad definition of grammar teaching as the one that... involves any instructional technique that draws learners’ attention to some specific grammatical form in such way that it helps them either to understand it metalinguistically and /or process it incomprehension and /or production so that they can internalize it. “(p.654)

It is a set of words and patterns in which they are related to each other in order to convey a meaning. According to the view of Hartwell (1985), “ Grammar is the set of formal patterns in which the words of a language are arranged in order to convey larger meaning “ (p. 109).

Also Mart (2013), stated that grammar:” is a description of rules for forming sentences, including an account of the meaning that these forms convey.”(p.124)

Grammar has two kinds of knowledge, subconscious and conscious. According to the view of Haussame et al (2003), the term grammar refers to two kinds of knowledge about language. One is subconscious Knowledge, the language ability that children develop at an early age without being taught. As children begin to talk, as they become able to form sentences, their brains are forming their “grammar circuits” automatically, the other kind of knowledge is the conscious knowledge, understanding of sentences and texts that can help students improve their reading and writing abilities by building on that subconscious knowledge.(p.×iii)

Thornbury (1999), argued that grammar is the study of structures and forms in a language through years, grammar has been concerned with the analysis in the sentence.

The Role of Teaching Grammar in English Language

Grammar is the base of English language and foreground in second language teaching. Newby defines grammar as a sub-system in a network of other linguistic and sub-skills in the language class .

Grammar competence is part of communication competence that includes the ability to use the language effectively in order to communicate in the classroom environment and practice grammatical rules. The teaching of grammar is the teaching of the rules of grammar as part of language education(Singh 2008,p.98). In addition, teaching grammar helps students to use the language grammatically correctly in which the understanding of language structure is the key part of teaching grammar that will provide students opportunities to see the grammatical structure.

Moreover, to highlight the importance of grammar in language teaching, Azar wrote " I observed that students in my writing class who had experienced grammar instruction had an advantage over those students who had not. Student with a good grammar needed only to be reminded" (p. 125) . It means that students need to study grammar to organize words and messages and form sentences in speaking

and writing , "The chief usefulness of the grammar is that it provides a convenient and, indeed, as English is taught today ,and almost indispensable set of terms to use in talking about language" (Tablette, 1984,p.40)

Direct and Indirect Presentation of Grammar in The Classroom

Grammar teaching is still an important and a difficult issue in the field of foreign and second language instruction . many researchers (Nazari 2013,Ling 2015,Khan 2016,Correa 2019)found many approaches to teach grammar , which are: Implicit and explicit , deductive and inductive, descriptive and perspective grammar teaching.

Implicit Versus Explicit

Implicite learning is a conscious knowledge related to grammar analysis a so on. According to Ling (2015), it refers to learning the vocabulary and grammar in language materials by dominant means , such as memory, grammar analysis and so on, which is a process conscious and controlled . however explicit learning known as unconscious, according to the view of Ling,(2015), it is a kind of unconscious behavior, namely the learners do not know the content they are learning in the process of learning, also do not know who is learning, which can not be built and verified.

Another view of Rahman and Rashid (2017), stated that: "Implicit grammar teaching occurs more naturally in order for students to achieve second language acquisition and grammar competence "(p. 93). However, "the focus of explicit instruction is to enable the learners to produce grammatically correct speech "(p. 92) Each approach has each aim to the learner. According to Nazari (2013), "Implicit instruction aims to provide learners with conditions under which will be internalizing the pattern without having attention focused on it, and explicit instruction involves teaching a certain rule during the learning process and encouraging the learners to develop metalinguistic awareness of that rule "(p. 157).

Deductive versus inductive. Deductive grammar approach is giving the rules at the beginning of the lesson with some examples and applying grammar translation method (GTM). According to Correa et al (2019), : “Deductive teaching is a traditional method in which information about the target language and rules is given at the beginning of a class and complemented with examples. The principles of this approach are generally used in class where the main target is to teach grammar structure. For instance, these principles are convenient for classes in which grammar translation method is applied. “(p. 227).

On the other hand, in the inductive grammar approach the teacher gives to the learners text or audio in order to analyse some examples to know the rule of that lesson, then they will create their own examples. Correa et al (2019), argued: “In an inductive method, learners analyse examples in a context (e. G. Text or audios) to discover the grammar patterns, they create their own examples, thus practicing the language. “(p. 227). According to Ahmadzai et al (2019),: “students are passive recipient in the deductive method because it is the teacher who elicit the rules and gives information to the students. However, students are more responsible in the inductive approach in order to explore rules for themselves “(p. 1231).

Descriptive versus perspective grammar. Descriptive grammar describes the language as it is used and not focusing on how it should be used. It orders how words are put together and describe the combination between those words (Safia, 2017,p. 5). Khan (2016), claimed that it does not focus on right or wrong in language use.

On the other hand, according to Khan (2016), perspective grammar rely on the distinguish between words of the language. Safia in her dissertation (2017), adds: “descriptive grammar based on the fact that there is one “correct” way to use the language i, e. How language should be used”(p. 6).

Grammar in Traditional and Communicative Approaches

Grammar Translation Method(GTM) versus Communicative Language Teaching (CLT)

The Grammar Translation Method of foreign language teaching is one of the most traditional methods,dating back to the late nineteenth and early twentieth century (Asl et al 2015,p.18).However, Communicative Language Teaching (CLT) came into existence,as a result of dissatisfaction with the Grammar Translation and Audio-lingual Methods(Abbas&Ali,2014,p.126).

Sanjaya (2014) discussed the role of the teacher in GTM and in CLT and claimed that through GTM the teacher gets the students to analyze the language rather than to use it. In contrast,through CLT the teacher has the students use the language rather than analyse it (p.58).

Cooperative Learning

Conceptual Definition of Cooperative Learning

Cooperative learning is one of the most effective methods Which is used

For enhancing the quality of learning English generally and grammar specifically.

According to Yassin and Razak(2018):"The use of cooperative learning before 1970 was limited to colleges and then secondary schools teacher paid attention to this and later it was used even in the elementary schools.Only after 1990s the educators once again paid attention to the use of cooperative learning at the college level"(p.643).

Also,they assume that it helps the student to be centered i,e the learner participate, search, and guide the lesson. Rather than teacher

centered.Cooperative learning is a powerful instructional technique that prospective teachers must learn in order to appropriately foster theinterpersonal and academic growth for students"(D.W. Johnson&R. T. Johnson, 1985.p. 22) .

This means that the teacher have to be awareof the importance of cl in order to make a successful students.Cooperative learning is a helpful teqnique that facilitates the lessons to the students and gives them a chance to work together.Patesan et al(2016)state:"cooperative learning meant to facilitate the accomplishment of specific goal through students working together in groups."(p.480).Moreover, to highlight

the difference between cooperative learning and group work. According to

Yassin and Razak (2018): "Cooperative learning is different from group work as students in cooperative learning should have equal

opportunities to participate and students without distributing the tasks to the whole group "(p.645).that is to say that students in CL have the same

abilities and opportunities to participate together without feeling fail.From all the above definitions of the term cooperative learning.We can say that it helps students to be centered rather than teacher centered.They are working in small groups and have the same opportunities to participate and reach their goals.

Types of cooperative learning. According to Johnson and Johnson (2017) there are three types of cooperative learning which are: Formal cooperative learning groups, Informal cooperative learning, and Base groups.

Formal cooperative learning. Formal cooperative learning occurs when students work together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (such as decision-making or problem solving,...)(D. W. Johnson&K. T. Johnson, 2002,p. 99). Also, Safia(2017)assumes that it is started from limited time to unlimited time i.e few minutes to more in order to achieve common learning goals and complete the task work like:problem solving...

The teacher's role is considered as a monitor since,he helps and supervisor them.According to Yassin and Razak(2018):"The groups are formed from three to five students and they should be heterogeneous and the students can start stying according to the cooperative learning strategy assigned to them by the teacher who shall be there to supervise them."(p. 645).

Informal cooperative learning. Informal cooperative learning groups are temporary , ad-hoc groups that last from few minutes to one class period that are used during a lecture , demonstration , or film to focus student attention on the material to be learned (Y. P. Singh&A. Abraham, 2011,p.3). According to Johnson and Johnson (2013): " Students engage quick dialogue or activities in temporary , ad hoc groups in response to a limited number of questions about what is being learned"(p.3).

Base cooperative learning groups. Base cooperative learning groups are long-term , heterogeneous cooperative learning groups with stable membership in which primary responsibilities are to provide support, encouragement, and assistance to make academic progress (D. W. Johnson&R. T. Johnson, 2013,p. 3).In other words,the members of the group didn't change in order to get the goal.

Base groups are useful when the class's member is large because in a classroom the learning will get harder, the members should be constant (K.G . Safia, 2017,p. 11). This means this type is good when the classroom is large and helps the teacher to control it.

Cooperative Method Theories

The Shared Cognition Approach

The major proponents of this approach are : Suchman (1987), Lave (1788). These researchers claimed that the environment has a great influence for the process and the development of mind cause it has certain social aspect. So this theory based on the social role, context and communication, hence this approach provided some new aspects for both socio cognitive and socio cultural approach. Wertsh (1991) claimed that by using our language we can attain some new knowledge and culture of other communities, for example in a sport room we can select grammar and vocabulary quickly and through these letters we can acquire a combination of social context.

This theory also confronted the way of the previous researches relied on. Roschelle and Teasley pointed out that cooperative work can be seen as the way of getting and keeping a context of problems. So, the difference between this theory and the previous ones is that this theory focused on the social role while the previous ones focused on the individual role.

The socio cultural approach. The major advocates of this approach are : Vigotsky (1962,1978), Wertsh (1979) and Rogiff(1990), it based on the integration and the interaction between society and individual activities. According to this theory the individual's cognition can be changed through the integration with the others, so Vigotsky claimed that the psychological aspects can happen by the person himself and this evolution occurs in two areas the first one « in the inter psychology » and the second one in « the intra psychological » hence there is a great relationship between both society and individuality. Vygotsky (1978) considered Zone of proximal development (ZPD) as the area between the evolution of problem

solving level and potential evolution of problem solving level within mates and adults control. He also added that the ZPD is the area that any learner can get new knowledge through the help and the interaction with another learners.

The ZpD theory proposed that learners can emphasize on the use of cooperative learning rather than individual learning, and by using this methodology of learning, a learner will be able to know how to integrate with people. Swain (2002) claimed that « engaged in a problem solving and knowledge building»(p.102).

Socio constructiviste approach. This approach was founded in (1970) by a group of psychologists (Mugny and.) it called Genvan School, this school described how an individual cognition can be developed through social and peer interaction.

This approach relied on certain Piaget's concept and some of his basic frameworks and rules and what the development of cognition is based on.

These researchers considered themselves as socio constructivist approach, their major aim is to boost the relationship between an individual and peers, according to this school when an individual interacts with others his /her cognition develop and produce new «individual state», advocates of this approach proved their thesis through some studies, one of these studies was conducted with a group of children aged between five to seven years, its aim is to investigate the effects of cooperative work on individual capacities and how could the child interact with others and get new aspects.

Theoretical Perspectives

Motivational Perspectives

Motivational perspectives is considered as the major essential part that is found during the process of cooperative learning method and the other processes. Salvin (1977) claimed that during the Motivational process they concentrate on the the purposes that the learner operate and perform, Johnson and Johnson (1992) & Salvin (1977) pointed out that during a cooperative work, the group members achieve their own objectives, especially when the members are smart and efficacious and to accomplish their goals, they must assist each other.

The group performance depends on the «group working». Hayes (1976), Litow & Punroy (1975) stated that learner's contact can be very successful at ameliorating learner's goals and acts. Many practical researches uphold the motivational theory, a research was conducted at elementary and secondary school by Salvin (1995), his study proved that the use of peers goals boosts the outcomes of collaborative learning method especially when the group members rely on their capacities.

Social cohesion perspectives. This theory claimed that the impact of cooperative learning method can occur through the collaboration of group members, through this method the learner can be easily interacted within the task and get the assistance from his group mates.

There is certain assimilation between both social and motivational perspective, ie, both concentrate on the emotivational effects rather than the cognitive effects of the cooperative method.

The major purpose of this perspective is that learners should help each others during the learning process cause the goal of their collaboration is for the group and how can they do the activities during their collaboration. Battirish et al (1993) argue that individual accountability is refused during the collaboration and the only purpose from this method is the impact of cooperative work on learner's' outcomes. Cohen (1986) claimed that «if the task is challenging and interesting, and if students sufficiently prepared for skills in group process, student. Will

experience the process of group work itself as highly rewarding...never grade or evaluate students on their individual contributions to the group product» pp69_70 cited in Robert et al. The only problem found in this perspective is that learners have precise« exposure» to material rather than learning individually

Developmental perspective. The basic «assumption» of this perspective is the integration of children within their activities which develop their performing of concepts, so the cooperation between children boost their growth cause children in such age can influence to each other easily. Vygotsky (1978) pointed out that the impact of cooperative task on learning as «Function are first formed in the collective in the form of relations among children and then become mental functions for the individual... Research shows that reflection is spawned from argument.» pp(17) cited in Robert et al. Piaget (1966) had a similar view, he claimed that language, ethics and laws... Can be only learnt through the integration within society and environment.

Hence, the group integration plays an important role in resulting a logical thinking way of children and in giving them feedback about the reliability of the construction.

Role and Social Interaction in Cooperative Learning

Teacher Learner Interaction

The role of the teacher were not absent during cooperatively work because the teacher has to be a monitor in the classroom. Explaining the activities, dividing students to groups and monitoring them. According to Yassin and Razak(2018): "Cooperative learning doesn't cancel the role of the teacher because should be available in order to design the activities, monitor the students and divide them into small group. "(p.642).

Gillies's definition is not far from Yassin's and Razak's definition of the teacher's role who regards that they play an important role in the classroom. Since he structuring the groups and the activities.

"There is no doubt that teachers play a key role in establishing cooperative learning experiences in their classrooms. This includes structuring the

groups and the tasks So that students understand what they are expected to do and how they are expected to behave. It also includes teachers understanding that they have a role in promoting Student interactions during small group discussions. Helping students to interact and work together not only enables students to learn from each other but also to accept responsibility for the tasks they have to complete and the decisions they have to make."(Guillies, p.44)

According to Ahmed et al,2019:"The way a teacher interacts with learners serves as a determining factor in terms of impact. In this regard, personality plays an important role i.e.teachers' personality determines interaction style in the classroom."(p.116).We can say that the structure and the method of the teacher is important to make students interact with each other and also with the teacher. So the role of the teacher here is a facilitator.

Student-student interaction.Students can facilitate each other's learning , obstruct each other's learning, or ignore each other. The way students interact depends on how teachers structure independence in the learning situation (D.W W. Johnson,&R., T. Johnson, 2017,p. 7).

In other words,the positive or the negative effects of cl is relying on the teacher Method.Cooperative learning allows learners to communicate with others in numerous way (R. L. Oxford, 2014,p. 444). This means that cl helps students to communicate and exchange each others thoughts.

The Goal of Cooperative Learning in Grammar

Cooperative learning is a strategy that helps students to participate with other and to assist their classmates in group. Through fostering of a spirit of collaboration between outstanding and weak students by encourage them to overcome their comprehension in communication and expressing their point of view , facilitate the communication with their peers that can the teacher do . The students use cooperative methodologies in which students work together in groups and all students become more active participants in their own learning task .

Cooperative strategy motivates students to work more through the academic success. Kagan supports the cooperative learning that helps students to be active and to work harder than they do in the traditional classroom (Kagan Publishing 2014)

Teaching language needs students to use the language and practice it, cooperative learning is the suitable and effective kind of teaching method in which it offers the opportunity to discover the language, to learn more grammar, to rich vocabulary and to use the language for their purpose. Many teachers argued that cooperative learning is well designed that awards timid students to express their ideas , to be comfortable in speaking , ameliorates listening skill in group, and allows students to communicate while studying as "students to work together to learn and are responsible for their teammates 'as well as their own" (Jacobs, et al , 1997). cooperative learning tend to learn work with friends , learn from their friends and all with contribution.

In This case , cooperative learning helps each other formulates feeling they cannot do alone in which student When working together learners are able to acheive their goals through join effort , existing abilites of the group members and supportive help .

Furthermore , Richards and Rodgers's (2002)were recommended by the teachers in the first session to formulate heterogenous groups , they explained about the rules and purpose of cooperative group , the student were motivated and more cooperative that competitive as traditional classe . They collaborate , respect and encourage each other during limited time . In the cooperative learning the teacher acts as a facilitator and the students as a monitor that provide a feedback to their groupmates in the learning process .

In addition to their Johnson and Johnson (1999) the students in cooperative learning were active and positive interdependent , they support each other, and all the groupmates interact with the theme for both gifted and poor students by respecting teachers' rules , social skills . Moreover , the teachers allow student to do the drills cooperatively .

At the end of the first session , the student in cooperative learning class were infomally asked about their attitudes toward cooperative learning , they were satisfied

from the opportunities that are given express, participate and provide them more interest and enthusiasm in cooperative group .

Learning Grammar Through Cooperative Method

Cooperative method has been considered as the most effective tool to learn grammar and to collect a good grammatical knowledge score, many theorists and researchers supported learning grammar with pairs or within group work even they have different grammatical levels. Schmidt (1990) claimed that explicit learning grammar helps learners to enhance their knowledge during a given area of time, hence getting new aspects and knowledge in their language background. Moreover, teaching grammar can be very effective by making interaction between learners in the classroom, Vygotsky (1978) and Dndura (1977) pointed out that integration between learners in the classroom provides them with different chances to share ideas, arguments and react to different opinions. So, during the cooperative activity learners should use their grammatical background to connect and share their ideas with their peers and to discuss different subjects during a learning activity, this means that learners are obliged to use the grammatical knowledge in both of writing and speaking skills at every learning activity and this process can easily produce effective results. Many studies supported learning grammar through cooperative method, Watanabe and Swain (2007) claimed that learning grammar within collaborative method brings many useful results during language learning, moreover, Hanafiah (2011) pointed out that group work activities seem to be so beneficial to be optimized as an effective strategy of teaching and learning grammar. Then, Yassi (2009) carried out a similar research in which he shed light on learning grammar, he organized a peer group at faculty of letters at Hasanuddin, his research proved that learning grammar within cooperative group has good results for learning grammar.

Using cooperative strategy can really boost any EFL learner to enlarge their grammatical knowledge. Storch (2007) conducted another study to prove the effectiveness of learning grammar through collaborative method, his study attempted

to emphasize on the role of pair work in enhancing the grammatical accuracy.

To add , cooperative learning results a.great score of integration between learners and their mates to understand and study many activities and subjects through a common purposes, ie, learner to learner communication can be a vital element to enhance the feedback of any group. When learners share different ideas and thoughts with each others to fulfill the purposes of the given activity they will be able to talk and practice speaking skill. Hence, learners will be able to use the other skills like listening and writing, this method of learning has many useful impacts and advantages on learning process. Then, for the basic of such result, Salvin used this method to learn grammar. Since grammar is a necessary part of the English language and with an insufficient knowledge of language rules, learning the laguage can not occur, a research was investigated in order to prove the effeciency of STAD model of cooperative method in studying grammr. Salvin (1995) claimed that during the use of STAD model learners are separated into small groups or pairs,the teacher presents the course and learners consider it, present their ideas then an evaluation wi be given to them individually to assess their understanding, these results will be compared to the previous score of the previous sessions. So Salvin inducted that this method of learning can bring a positive results in teaching and learning grammar.

Chapter 3

Method

Participants

The population chosen for this study is second year EFL learners at Chadli Ben Djedid universite El-Tarerf during the academic year 2019-2020. The 40 learners who participated in this study are aged between 20 to 25 years old. They were randomly selected from different groups.

The reason behind the selection of the second year LMD learners in this research study is because they are in a stage that requires them to have a huge amount of English grammar. In addition, second year English learners seem to be appropriate to work as they are familiar with English language.

Last but not least, this study might enhance them to learn more English grammar via cooperative learning and achieve better grammar score results.

Data collection tools. In order to gain the goals of this research, we used one tool which is students' questionnaire.

Students questionnaire. This research tool was addressed randomly to 40EFL second year students on the social media facebook. It taken one week to get the whole answers. The purpose of this questionnaire is to know students attitudes toward using cooperative learning to teach grammar. The questionnaire consists of nine questions which are divided into two sections. The first section is grammar knowledge which composed of three questions about the level of the students in grammar and the method which helped them on the learning process and also the main method which they preferred to learn grammar. the second section is cooperative learning knowledgewhich composed of seven questions about their attitudes towards using cooperative learning in grammar lectures and the importance of this kind of learning.

The questionnaire is also consists of two kinds of questions. The First kind id close-ended questions. for example:

Which method do you prefer while learning grammar?

Inductive method deductive method

The second kind is WH-questions. for example:

what is your level in grammar?

Good Average Below average

Chapter 4

Results

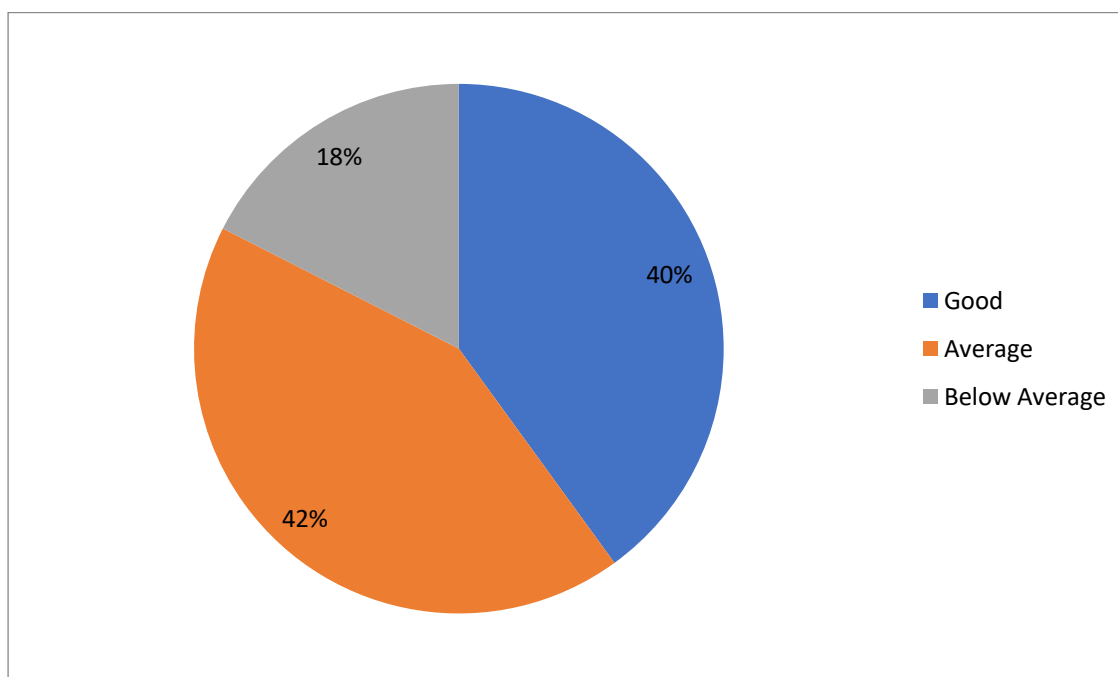
Section one: grammar knowledge

Question 01: what is your level in grammar?

Table 1

Students' level in Grammar

Options	Good	Average	Below Average
Numbers	16	17	7
Percentages	40%	42%	18%



*Figure 1:*The Students ' Level in Grammar.

It is illustrated in both Table 1 and Figure 1 above, 42% of the students rated their own level in grammar as average. However, (40%) of them stated that their level is Good and only (18 %) evaluated their level as below average.

Question 02: Does your grammar knowledge increase when working:

Table 2

Students' method in learning grammar.

Options	Individually	Competitively	Cooperatively
Numbers	14	6	20
Percentages	35%	15%	50%

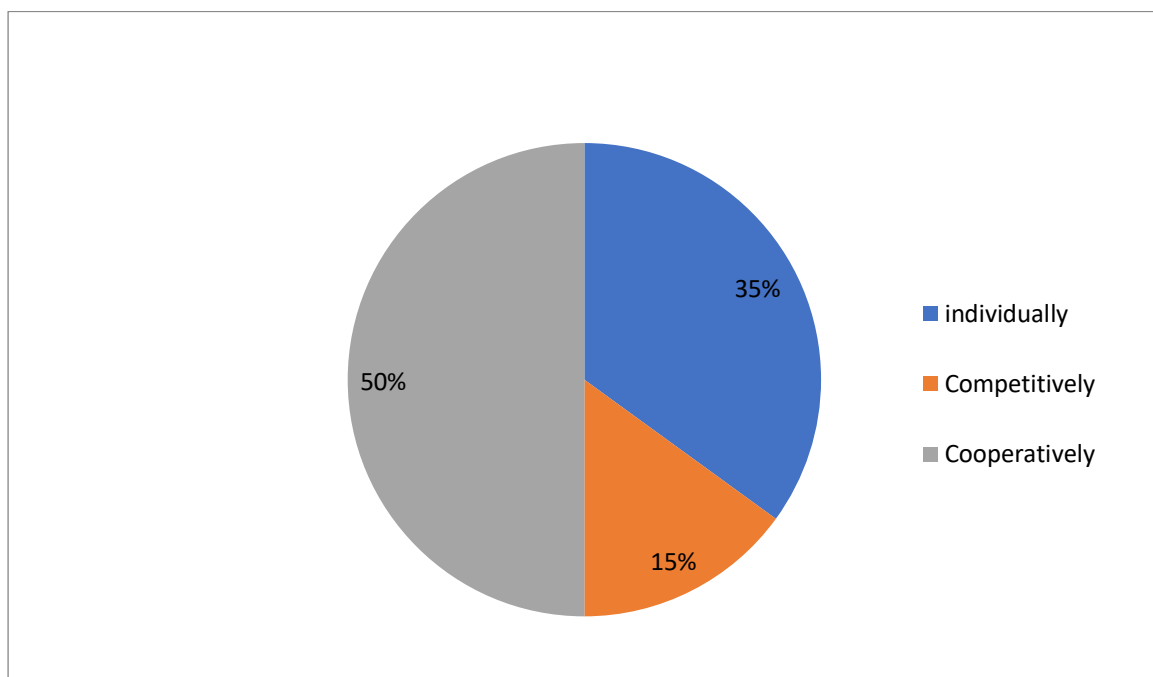


Figure 2: students' method in learning grammar.

Table 2 and Figure 2 above reveals that half of the participants prefer working cooperatively. Others (35%) claimed that their grammar knowledge increased when worked individually. However, only (15%) declared that their grammar increased when working competitively.

Question 03: which method you find helpful in the classroom?

Table 3

students' learning preferences of grammar.

Options	Inductive method	Deductive method
Numbers	7	33
Percentages	16%	84%

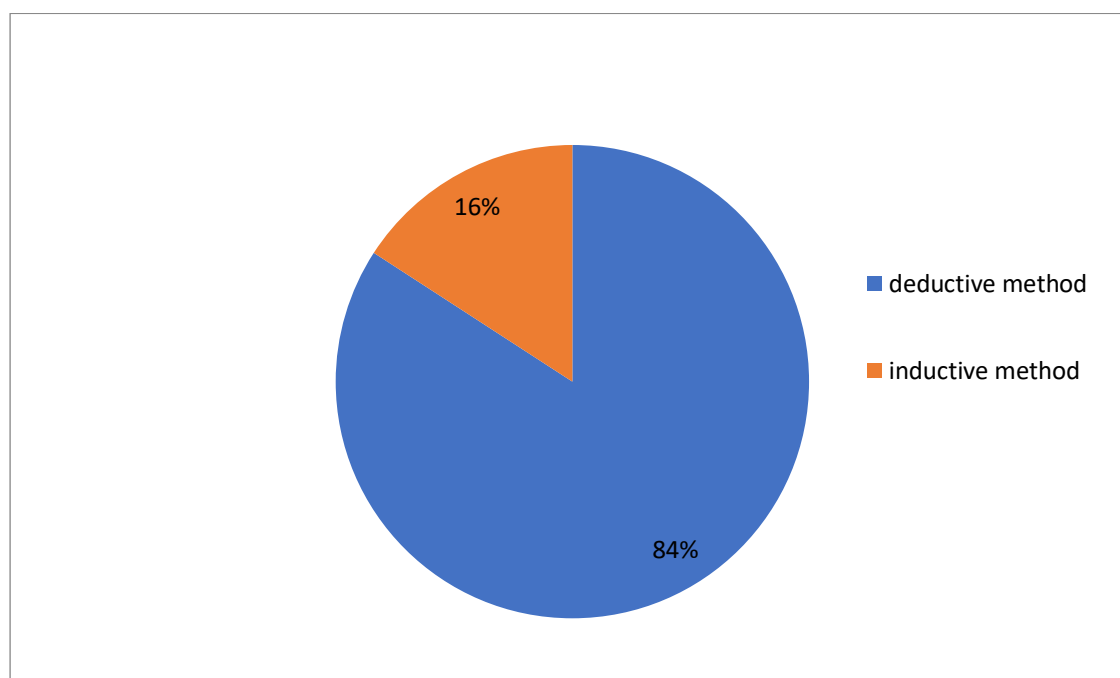


Figure 3: students' learning preferences of grammar.

We noticed from Table 3 and Figure 3 above that most students (84%) preferred the Deductive method compared to others (16%) who choose the inductive method.

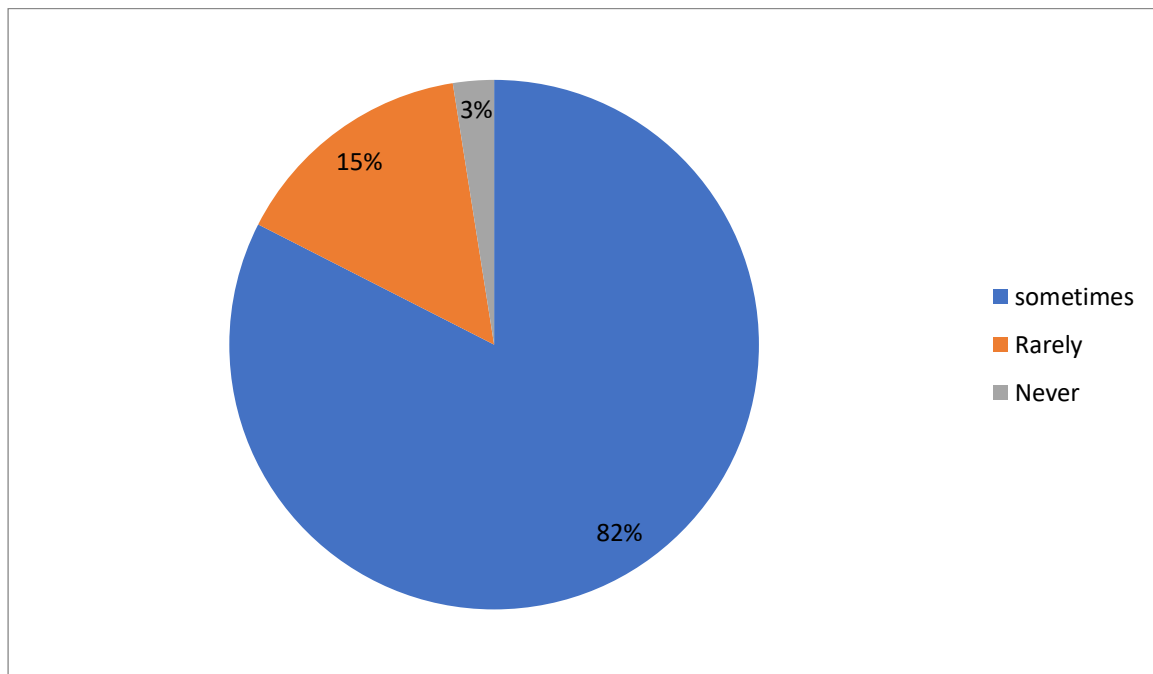
Section Two: cooperative learning knowledge

Question04: How often does your teacher ask you to work in small groups?

Table 4

Teacher's instructions for group work.

Options	Sometimes	Rarely	Never
Numbers	33	6	1
Percentages	82%	15%	3%



*Figure 4:*Teacher's instructions for group work.

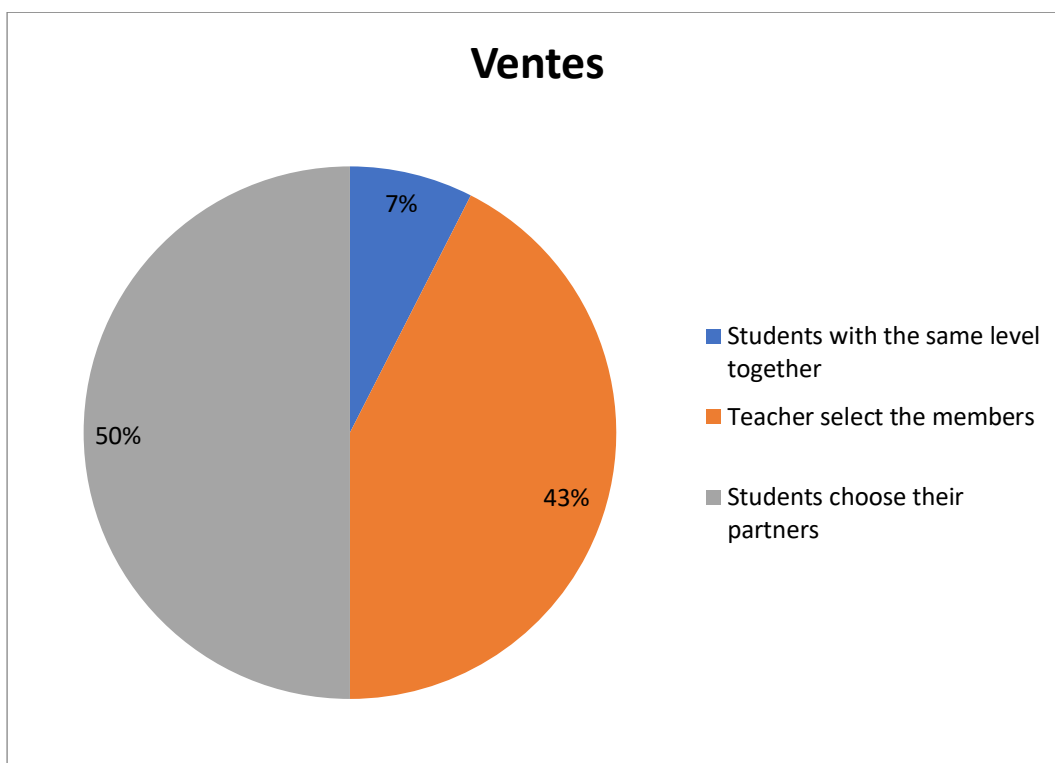
We notice from Table 4 and Figure 4 above that most learners (82%) work sometimes in group. However 15% said that they get involved in group work. Only 3% stated they never use cooperative learning.

Question 05: which basic principles did you prefer to work a collaborative strategy?

Table 5

The basic principals to work in collaborative strategy

Options	Students with the same level together	Teacher select the members	Students choose the partners
Numbers	3	17	20
Percentages	7%	43%	50%



*Figure 5:*The basic principals to work in collaborative strategy.

The table above reveals that (50%) prefer to choose their group mates while only (43%) admitted that they prefer the teacher selects the members to work in group, However only (7%) were in favor of grouping students in the same levels together .

Question 06: Does cooperative learning help you in:

Table 6

The outcome of cooperative learning

Options	Learning to respect others	Learning to express yourself and your ideas	learning to speak English correctly
Numbers	3	12	25
Percentages	7%	30%	63%

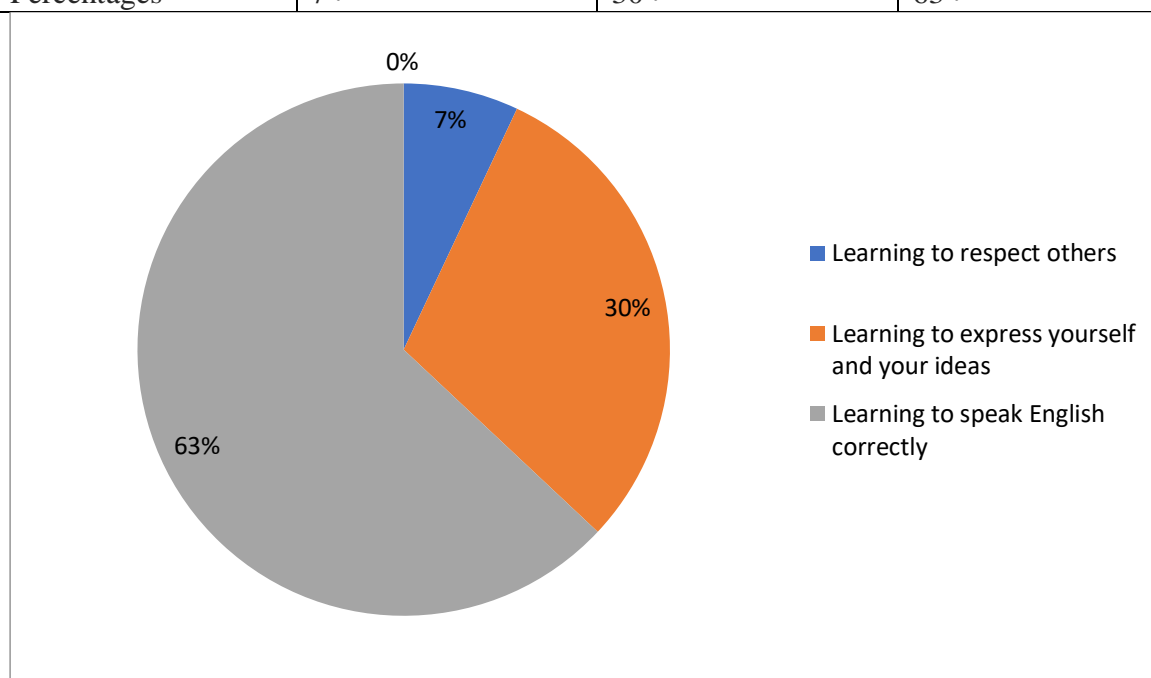


Figure 6: The outcome of cooperative learning

According to results shown in Table 6 and Figure 6 above (63%) of participants claimed it helping them to speak English correctly, However, (30%) of them claimed that CL is useful to learn to express themselves and their ideas. And finally only (7%) admitted of learners work in small group to learn how to respect others.

Question 07: Do you consider cooperative learning as a helpful strategy?

Table 7

students' evaluation of cooperative learning

Options	Yes	No
Numbers	38	2
Percentages	95%	5%

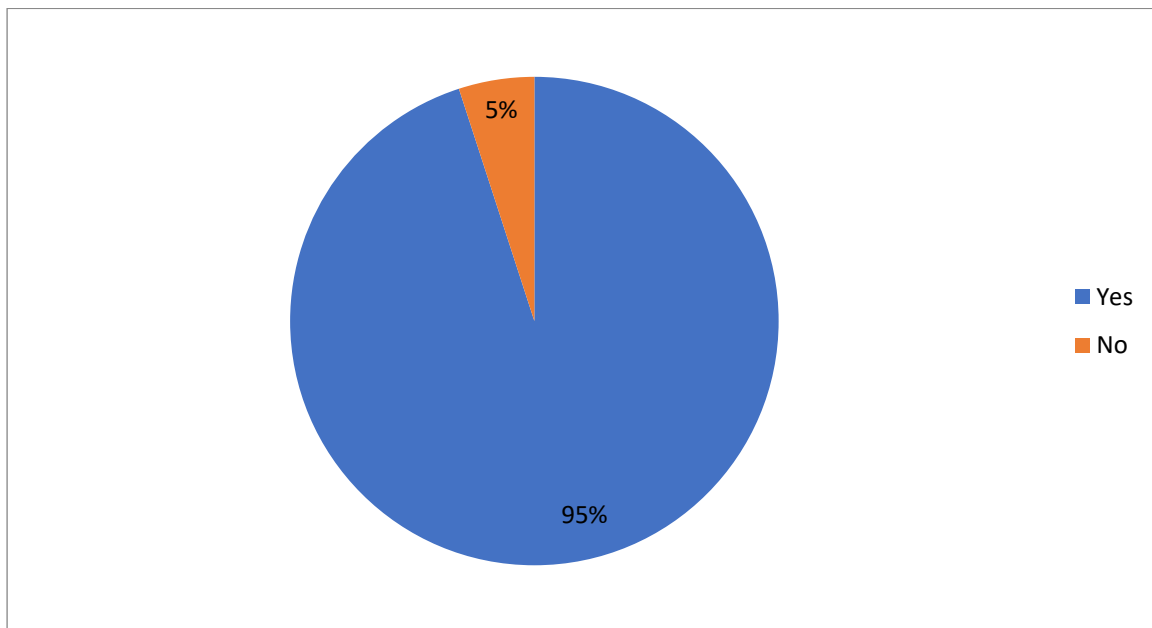


Figure 7: students' evaluation of cooperative learning.

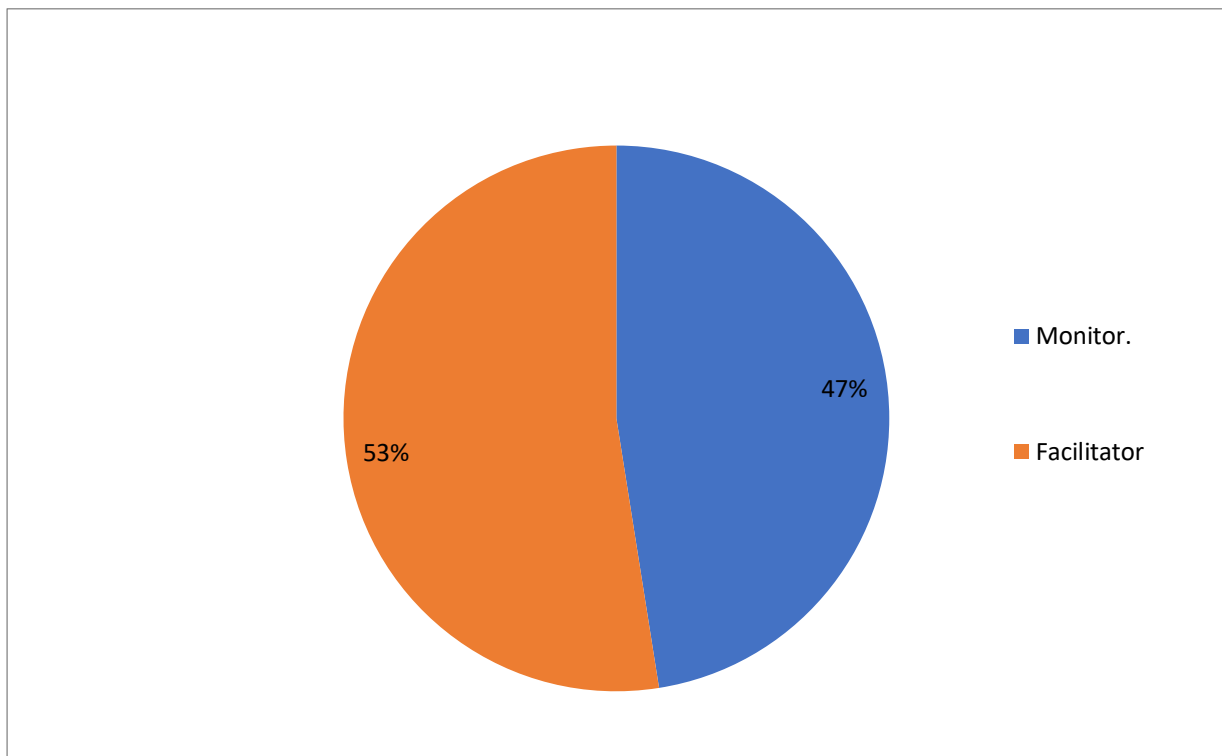
As it is shown from Table 7 and Figure 7 that the majority of the respondents (95%) agreed that cooperative learning is for boosting grammar, However only (5%) reject this evaluation.

Question08:what is the role of the teacher during cooperative learning?

Table 8

The teacher's role during cooperative learning

Options	Monitor	Facilitator
Numbers	19	21
Percentages	47%	53%



*Figure 8:*The teacher's role during cooperative learning.

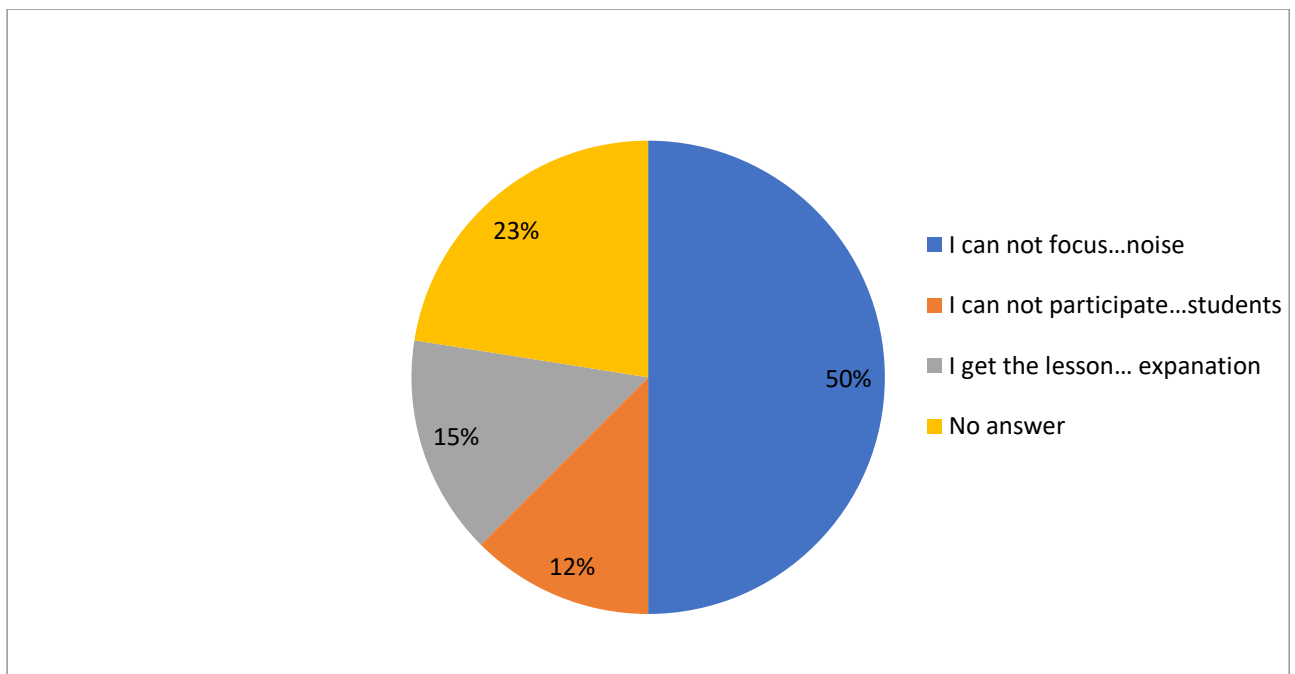
As can be seen from Table 8 and Figure 8 above (53%) considered the role of the teacher to be a facilitator in cooperative learning cooperative learning. On the other hand, (47%) of the participants considered the teacher's role to be a monitor.

Question09:what is the problem facing you when working cooperatively?

Table 9

Problems that face students when working cooperatively

Options	I can't focus because of the noise.	I can't participate because i don't like some of the students	I get the lesson just from the teacher explanation.	No answer.
Numbers	20	5	6	9
Percentages	50%	12%	15%	23%



*Figure 9:*problems facing students while working cooperatively.

The table above reveals that (50%)of the respondents can't focus because of the noise. However,(23%)of them didn't answer the question .Just (15%)of students get the lessons just from the teacher explanation.Only (12%)can't participate in the group because they do not like some of the members.

Chapter 5

Discussion

This study aimed to explore whether cooperative learning serves as a successful strategy to enhance the level of second year English students in grammar, and to know to what extent can be CL an effective strategy. The findings from this study suggest that cooperative learning is a successful strategy to enhance the students' of second year English in grammar according to the answers of question seven. Also, CL is an effective strategy for students of second year Taref university since it helped them to speak English correctly according to the answers of question six. The answers from the students' questionnaire provided that the level of the students is average. They prefer the deductive method, this means that they prefer teacher centered. In order to help them and get the right information. The majority of them interact cooperatively. This can be explained by the importance of cooperative learning. Also they consider the teacher role as a Facilitator. This means that the teacher facilitates the lessons. So that they work in groups as a helpful strategy. They cooperate in mixed to master grammar and speak English correctly. Most of learners face the problem of the noise, this can be explained by the large of the classroom and less controlling. Although this problem the majority of them describe cooperative learning as a successful and a helpful strategy to enhance their level in grammar.

Second year English students are positive toward using cooperative learning as a strategy to enhance their level in grammar and this kind of learning helped them to speak English correctly. This is consistent with results reported by a number of previous studies. The first study is by Hajilari (2001) who carried a study with a group of high school of using CL in boosting grammar scores. The study claimed that cooperative learning is an effective method. Another study by Johnson and Johnson (2000) who made a research with 158 learners to investigate the efficiency of using CL method comparing to individual method. The findings of the study showed that cooperative learning can bring good

results. Also, Safia (2017) who carried a study with 60 students of first year scientific at secondary school. The study claimed that if teachers use cooperative learning in their grammar lectures they will help their students to increase their grammar understanding.

Limitations of the study

Although the research has got its objectives and goals, there were some limitations. The main limitation is that we've questioned only forty of the total numbers of the students of second year English because of the health crisis Corona virus. The other limitation is the difficulty of navigating and finding references due to the closure of libraries. Also the lack of sources affected this study to be small.

Suggestions for further researchs

This study is conducted to investigate the effectiveness of using cooperative learning for mastering grammar. Another study can be conducted to master grammar rules, which the focus is on the rules of grammar and also on the productive skills such as: improving writing skill and enhancing the oral skill.

Moreover, learners should be aware of the importance of cooperative learning which will encourage and motivate them work on it. After that, social relationship is necessary and important to get the successful of that strategy. So, we suggest for them to develop it.

Cooperative learning strategy is not the only strategy that can be used in the classroom. especially in grammar, there are many strategies that should be looked for by students to improve their level in grammar. Furthermore, this study focused on the learners' attitudes towards using cooperative learning for mastering grammar. Another research can concentrate on teacher attitudes towards this strategy for teaching grammar.

Finally, this study conducted with second year learners, if similar studies will conduct, they may focus on using cooperative learning for mastering grammar in secondary schools and middle schools.

Implications and recommendations

Teaching grammar via cooperative learning is used for the teaching of modern English grammar class. So, through the study and the result gained, it appeared that cooperative learning can be implemented in EFL classroom, this implication can help teachers to solve and control the difficulties in implementing cooperative learning strategy and aids foreign learners to interact with others.

By considering that technique as a new way to learn grammar can allow students to be careful about the necessity of cooperative learning to enhance their grammar. The use of group work can help and effects strongly on learning grammar rather than other skills because the members work together in order to benefit from others' knowledge.

This research revealed a higher and a sharp increase in the success of collaborative group in raising learners' grammar score for the most of the participants and these results may ensure the implication of cooperative learning in education.

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Appendix
Students' Questionnaire

Dear colleagues;

We are students of master degree making a dissertation about the effectiveness of using cooperative learning to master grammar. Please help us by answering this following questionnaire honestly.

1)what is your level in grammar?

Good Average Below average

2)Which method do you prefer while learning grammar?

Inductive method deductive method

3) deos your grammar knowledge increase when working in group

Individually Competitively Cooperatively

4)How often does your teacher ask you to work in groups?

Sometimes Rarely Never

5)what are the basic principles to work in collaborative strategy?

Students with the same level together Teacher select the members students choose the partners

6)In what learning grammar through cooperative learning help you?

To learn to respect others To learn to express yourself and your ideas To learn to speak English correctly

7) Does you consider cooperative learning as a helpful strategy?

Yes

No

8) What is the role of the teacher during cooperative learning?

Monitor Facilitator

9) What is your problem during the cooperative work?

I can't focus because of the noise I can't focus because I don't like some of the

team members I get the lessons just from the teacher explanation

Thank you for your collaboration.

