

COOPERATIVE LEARNING IN EFL CLASSES: A STUDENTS' GRAMMAR COMPETENCE ENHANCEMENT PROCESS

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ABSTRACT

As teachers decide what learning goals students should achieve, what content should be taught to students, and what prior knowledge students have already acquired; parallel decisions should be made regarding how to operate within the whole teaching/learning process, and what teaching methods and techniques teachers should adopt. Presently, teaching is built on the premise that students are just as responsible as their teachers in the process of education. They are required to search, discuss, ask and answer, and participate in problems' solving situations; rather than only passively receiving the new assigned academic knowledge. One of the methods in which all the previous criteria are believed to merge and positively affect the process of education is cooperative learning. An Implementation of Cooperative Learning in EFL classes seems to be worth trying; for it is admitted that this method of teaching influences both social and academic outcomes of students, in a positive way. Accordingly, the present paper describes an action research process that has been conducted with second year LMD students of English at Tlemcen University; for the sake of enhancing their grammar competence through cooperative learning. The results have been analysed both qualitatively and quantitatively, and reflected in a significant manner how influential cooperation was.

Keywords: Cooperative learning, method of teaching, social and academic outcomes, action research.