

COOPERATIVE LEARNING: TOWARDS A NEW OUTLOOK IN ALGERIAN UNIVERSITIES

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ABSTRACT

Research about education has unveiled solutions to numerous problems and provided educators with respectful methodologies to consider. Likewise, teaching languages through cooperative groups received so much interest by scholars in the field. Though this method of teaching is discussed in so many books, articles, conferences and workshops; and though an enhancement in the learners' social and academic outcomes has been proved, teachers still neglect this method and rely on traditional ways. Well, relying on traditional ways means either structuring classrooms that are purely competitive or individualistic, or simply putting students to work in traditional groups; without any consideration of the basic elements and characteristics of true cooperative learning. In this article, the researcher aims at demonstrating to teachers and policy makers that cooperative learning is still misunderstood and mistreated. Being a case study, its purpose is to provide teachers with the necessary knowledge about the real cooperative method. The researcher selected a sample composed of six teachers of grammar at the English department of Tlemcen University, and made use of an interview as a data collection instrument. The data gathered were analyzed both qualitatively and quantitatively, and the results showed that teachers prefer traditional classrooms, i.e. competitive and individualistic classrooms, and that even if they try to structure cooperative groups, they most of the time miss the real essence of cooperative learning. Thus, this article provides the reader with the basic concepts of cooperative learning, and proposes solutions and recommendations to the current educational situation.

Keywords: Cooperative learning, grammar, teaching, traditional classrooms.