Enhancing Students' Speaking Skill through Cooperative Group Work Technique

A Case Study of Third Year LMD Students of English at the University of Biskra

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in English: Sciences of the Language.

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Dedication

I have the honor to dedicate my work:

To the memory of my **father**

To my family for their love and support

To my lovely sisters **Louiza** and **Wassila** whom I loved so much and I wish

to them the happiness and success in their life.

To my lovely nephews and nieces: **Meriem**, **Sara**, **Ahmed**, **Anas Islam**, **Lamis**, and **Sami**.

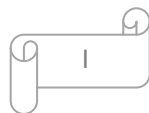Special thanks are due to the sympathetic brother **Brahim Douida**

To my best friends: **Tarek Guettaf Tamam, Yahya Djodi, and Mohamed Lhadi Khadraoui.**

To all my friends for their great help and support

My dear colleagues who shared with me the educational life

My teachers and all the member of the English Department

Alimi Brahim

Acknowledgments

Abstract

The present study aims to investigate the significance of using cooperative group work on improving students' speaking production and communicative skills in EFL classes. The present work is mainly attempts to shed some light on the importance of establishing a friendly and relaxed atmosphere as an attempt to motivate learners to use the English language. It also attempts to make use of small structured groups to improve learners' oral performance and decrease the learners' shyness and inhibition. The present study is based on one main hypothesis that if teachers use cooperative learning technique in the oral expression course; then learners will feel more comfortable to use English spontaneously and their speaking skill will be enhanced. The method of this research is descriptive. That is, it aims to describe two aspects: cooperative learning as the independent variable, and its benefits in developing learners' oral proficiency as the dependent variable. To carry out this research and confirm our hypothesis, we administered two questionnaires, one for third year LMD students and another one for oral expression teachers in the English Department of Biskra University during the academic year (2014-2015). The findings from this research provide evidence that cooperative group work is the right technique for developing students' language use and increasing their classroom oral participation in interactional environment. The main conclusion drawn from this study has shown that using cooperative learning help third year LMD students in developing their self-confidence and reducing their classroom anxiety and inhibition. Finally, this study recommended some suggestions for teachers to guide them for effectively implementing this technique, and others for students that may help them to improve their speaking skill.
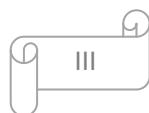
List of Abbreviations

C.L: Collaborative learning**.**

C.L.L: Cooperative Language Learning.

EFL: English as foreign language.

LMD: License Master and Doctorate.

STAD: Student Team-Achievement Divisions.

PI: Positive interdependence.

TAI: Team Accelerated Instruction.

TEFL: Teaching English as a foreign language.

TGT: Teams-Games-Tournament.

TLT: Traditional language teaching.

ZPD: Zone of proximal development.

List of tables

List of figures

Table of contents

General introduction………………………………………………...1

Chapter one: The speaking skill

Chapter two: Cooperative Language Learning

Chapter three: The field work

General introduction

It is generally accepted that knowing a language and being able to speak it are not synonymous because speaking is a skill which has to be developed and practiced inside and outside the classroom. Unfortunately the majority of students of English have many difficulties to speak it and use it whether inside or outside the classroom and this weak production may be a result of many reasons but the most important one is because of the lack of practice of the language. Teachers of English as a foreign language are in a constant search of what may help their learners increase their level of language proficiency because using the language in class frequently should be through active participation techniques and procedures, by using the appropriate method to enhance the learners level of language fluency, because teaching a foreign language is an interactive process, which involves active participation of both teachers and learners since language is learned best when students interact with each other in groups. Teachers of EFL may face situations in which students are unwilling to speak, because many reasons such as; shyness and anxiety, fear of making mistakes, and lack of self-confidence. Therefore, we will propose cooperative learning as suitable solution for teachers to create communication environment and successful learning atmosphere in the classroom in order to give more opportunities to the learners to speak and improve their proficiency level by developing their self-esteem and reducing their inhibition.

1. Statement of the problem

The main objective of learning a foreign language is to be able to communicate in that language. The majority of EFL students in Algeria have many difficulties when they communicate in the English language. Improving the learners speaking ability in English is one of the most important challenges that the Algerian teachers try to achieve. The problem we are confronted with here is that the importance of classroom participation is almost neglected and of little interest and the learners are just passive consumers of the knowledge.

Thus, teachers have to create an active atmosphere in the classroom in order to motivate all learners to speak and express their opinions without any kind of hesitation, and the preferable effective technique will be through cooperative learning group work that helps students to interact with each other and construct knowledge to communicate effectively. Therefore, we will try to investigate the effectiveness of this technique in developing learners' speaking ability.

2. Significance of the Study

The significance of this study is to enhance the students' oral performance, and to help them feel more comfortable to speak the English language in the classroom through group work technique, and the most important we will try to motivate them to use it outside the classroom. A special focus will be placed on developing students' self-confidence and reducing their classroom inhibition and anxiety to make them speak and participate easily without fear of making mistakes. Furthermore, we will try to make teachers more aware of the effectiveness of using cooperative learning techniques in EFL classes to create a successful learning atmosphere in the classroom in order to improve the students' speaking performance.

3. Aims of the study

The overall aim of this study is to advance an understanding of the effectiveness of cooperative learning strategies in the classroom to enhance third year LMD students' speaking skills in the department of English. In order to achieve our overall aim, the following objectives have been identified:

- Examining the students speaking difficulties in EFL classes.

- Encourage students to speak, participate and overcome their fear and hesitation.

- Encourage teachers to implement the cooperative learning strategies in the classroom.

4. Research Questions

The study relies on the following questions:

1. Why do the majority of learners have difficulties in speaking English in the classroom?

2. What is meant by cooperative learning?

3. Are teachers aware of the role of using cooperative learning?

4. How can cooperative learning technique affect the learners' speaking skill?

5. Hypothesis

We hypothesis that: If teachers use cooperative learning in the classroom; then learners will feel more comfortable, and their speaking skill will be enhanced.

6. Research Methodology

The research method consists of a wide review of relevant literature about the cooperative learning and the speaking skill coupled with collection and the analysis of the questionnaires. The method of this research is descriptive. That is, it aims to describe two variables, group work technique as the dependent variable, and its role in developing the students' speaking skill as the independent variable. In order to test our hypothesis and to obtain the information required from our subjects, we have decided to use two questionnaires for both teachers and students as a research tool that will be useful in collecting and analyzing the gathered data. The questionnaires results are very important for the research. The analysis of both the teachers and the students questionnaires will show us to what extent could the use of cooperative learning in the classroom affect the learners' speaking skill.

7. Population

We have decided to choose third year LMD students at the Department of Foreign Language Division of English at Mohamed Kheider University.

8. Sample

Third year LMD students of English at the University of Biskra are the whole population; we will deal with thirty (30) students out of the total population about 372 students divided into twelve (12) groups. In addition we have selected five (5) teachers of oral expression module to help us accomplish this work.

9. Research instrument

The questionnaire is chosen as an instrument of research due to the fact that the questionnaire saves time and efforts; one can gather a large amount of data in a short time. In this respect, we will use two questionnaires. The first is for students and the second is for teachers.

10. Limitations of the study

There are limitations to this study in an environment where one is employed. The result of this study cannot be generalized to the wider research community. Indeed the result of this research cannot be even generalized to represent the university under study; therefore another study may produce different findings.

11. Structure of the dissertation

This thesis has two main parts, the theoretical and the practical part. The first part contains two chapters. In chapter one, we are going to deal with some theoretical issues related to the nature of the speaking skill; Various definitions of speaking, elements of speaking, the speaking processes, as well as the relationship between speaking and the other skills. Then, we will discuss some reasons of students' inability to speak English, and the most important we will discuss the various types of speaking as well as the speaking skill assessment. The second chapter provides a historical background of the cooperative learning, its different definitions and origins, its theoretical background (foundations). Moreover, this chapter highlights the differences between cooperative and collaborative learning and how

can be used to reduce students' anxiety and inhibition as well as how it increase students' motivation. Finally, we will shed some light on its principles, methods, and its benefits. In the second part, we are going to analyze and interpret the data gathered from both learners' and teachers' questionnaires.

Chapter one: The speaking skill

Introduction

Teaching English as a foreign language (TEFL) requires learners' exposure to what is called the foreign language skills: reading, speaking, writing and listening. The main aim of acquiring such language skills are to achieve a high development of abilities of receiving and producing the second language either in oral or written form. Speaking skill has always been considered as the most essential skill to be mastered and developed because it is necessary for displaying the language proficiency, learners are going to be put in situations where communication in English is needed, that is why the emphasis is mainly on speaking. So that it is the teacher job and responsibility to develop learners' oral proficiency to allow them effectively use their background knowledge to respond coherently in a given communicative situation.

The central theme of this chapter is to discuss the place of speaking skill in foreign language teaching context with general issues about speaking; its various definitions, elements, the speaking processes, as well as the relationship between speaking and the other skills. Then, we will discuss some reasons of students' inability to speak English, and the most important we will discuss the various types of speaking as well as the speaking skill assessment.

1. The Skill of Speaking

Speaking is one of the four macro skills in addition to listening, reading and writing that are necessary for effective communication language in both first and second language learning contexts. As it was noted at the beginning of this work, the main objective of learning any foreign language is to be able to speak and communicate in that language. So speaking is very important since it provides learners with the opportunity to hold successful conversation as well as manage interaction.

1.1. Speaking Definitions

Speaking has been extensively defined by many authors in the literature from different perspectives. Harmer (1998) defines speaking as the process by which students try to use any and all the language forms at their command to perform some type of oral tasks. Nunan (1999, as cited in Nazara, 2011, p. 31) argues that: ''*Speaking is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes*''. We usually speak to accomplish some personal needs, as well as conducting or carrying out some social or any other transactional reasons. Spratt, Pulverness, and Williams (2011) reports that:

> Speaking involves a lot more than just using grammar and vocabulary accurately in speech. When we speak we constantly have in mind the person we are speaking to and our wish to communicate our meaning successfully to them. We use interactive strategies to help us achieve this. These include using body language such as gestures, eye contact, facial expression and movement to put our message across more strongly and clearly, and functions such as clarifying our meaning (…), asking for opinions (…), agreeing (…) to keep the interaction (communication) going and check that is successful. (p. 48-49)

Speaking involve producing language rather than receiving it. We usually speak to communicate with others by expressing all what we have in our mind using different strategies. It also involves producing words to ask and answer questions, ask for information and repetition, self correct, turn-taking in a conversation, greet people, tell stories…etc, (Spratt, Pulverness, and Williams, 2011). Also, Boonkit (2010, p. 1305) claims that:

> Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community.

Speaking is one of the most important skills to be acquired and developed since it is very useful in the development of effective communication. Along the same lines, Hadfield and Hadfield (2008) pointed out that speaking require from learners to be confident enough and think first about what they are going to say. Then, they need to put words, expressions, phrases, and sentences together in logical order, to express their ideas and thoughts fluently to be clearly comprehended by others. Obviously, it is not just put them together, because interactional conversation involves responding to other people, by being appropriate and relevant, and the most important to show interest by carful listening on one hand, and then take turns to speak, ask questions, or ask for clarifications on the other hand.

Furthermore, Luoma (2004, p. 1) argues that: "*speaking is also the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate*." Speaking skill is an important part of the curriculum in language teaching, and the majority of teachers considered it as the most difficult skill to be mastered since it is an interactive process that requires the ability to corporate in the management of speaking turns and the more practice you get, the more likely you will be able to speak it fluently.

1.2. Elements of speaking

In order to achieve success and become a fluent speaker in the process of learning a foreign language, learners need to master some necessary elements for spoken production. Harmer (2001) suggests two fundamental elements which are language features and the mental/social processing.

1.2.1. Language features

EFL learners need to know the following language features:

1.2.1.1. Connected speech

Intelligent EFL learners know how and when to modify, omit, and add in connected speech. In other words, they produce not only separated phonemes of English (as in saying I would have gone), but also a connected speech (as in saying I'd've gone) (Harmer, 2001).

1.2.1.2. Expressive devices

English native speakers employ certain phonological rules that include the pitch, stress, volume, and speed with the use of non verbal means. It is necessary for learners to have an idea about those devices since they are very helpful and useful to intend the real meaning, and learners will not be effective communicator if they are not aware about those suprasegmental features and devices.

1.2.1.3. Lexis and grammar

Since the majority of EFL learners use the same lexical structure when they produce some language production, it is the teacher responsibility to offer a variety of phrases which include different functions such as agreeing, disagreeing, expressing shock, or surprise..etc. In this sense, students will use those phrases in various stages of communication with others when they are involved in a specific speaking context (Harmer, 2001).

1.2.1.4. Negotiation language

Language negotiation can play a major role in the process of learning a foreign language since learners often used it to ask for more clarification, explanation, and repetition when they are listening to others speech through the uses of polite expressions phrases such as

(I'm sorry) I didn't quite catch that.

(I'm sorry) I don't understand.

Could you explain that again, please?

Learners need to well perform their utterances if they want to be clear and precise especially if other interlocutors did not comprehend them. The teachers' role is then; to help

their learners by providing the necessary explanations and expressions in order to use it when they ask for more clarification and explanation from other speakers (Harmer, 2001).

1.2.2. Mental / social processing

To have an effective speaking EFL Learners should know the following necessary features:

1.2.2.1. Language processing

EFL learners should be able to process language mentally and reflect it through in a coherent order in order to be clearly understood by other interlocutors. Language processing also involves retrieving words and phrases from their memories in order to use them appropriately when they are talking to someone else (Harmer, 2001).

1.2.2.2. Interacting with others

Since speaking is interactive process between two or more participants, EFL speakers should be able to carefully listen and clearly understand what others are saying and feeling, and knowing how linguistically to take turns or let other to do so .

1.2.2.3. (On –the spot) Information Processing

As well as interacting with others, effective speakers also should quickly process the information in mind, because the more time you take to process the information, the less effective your respond to others talk will be (Harmer, 2001).

1.3. The Process of Speaking

In his attempt to investigate in the process of teaching speaking, Thornbury (2005) claims that the nature of the speaking process indicate that the grammar of spoken language is totally different from the grammar of the written language. Speaking is more than just a communicative ability of producing and receiving information, so that speaking is a complex skill which needs a real practice to be developed.

1.3.1. Speech production

The main goal and objective behind the investigation of the speaking process is to know the processes involved in creating and expressing meaning through language. Thornbury (2005) found that the natural speech production is characterized by three main features. First, speech production is linear because it typically takes place in real time words follow words and phrases follow phrases. Second, it is contingent because the speech is produced utterance by utterance; word by word in response to the person we are talking to. Finally, it is spontaneous because the speech produced by the listener in a conversation depends and closely related to what has been said by the speaker. Within the spontaneity feature, Thornbury (2005) ensures that speech is naturally planned just the limitation of time, and the possibility that the production of a planning utterance may overlap with the production of the preceding ones. Those features my help us in understanding the characteristics of spoken language in order to involve successfully in conversation

1.3.2. Conceptualization and formulation

Conceptualization is where speech production begins. According to Thornbury (2005), speakers need to conceptualize what they wish to communicate in terms of the discourse type, topic and purpose. Speech is initially conceptualized when the speaker use new concepts in order to take turn. For example, in a face to face interaction or natural discussion about "Junket" story, one of the speakers use the term "Kedgeree" just to take the floor since he already conceptualizes the story by changing the topic.

Formulation is a process by which the ideas that exist in the speaker's mind during conceptual preparation are mapped on to specific words in the speaker's mental lexicon and strung together (Garman, 1990: as cited in Goh and Burns, 2012, 37). Formulation is much easier to describe than conceptualization, because speakers often use strategic choices at the level of discourse, syntax and vocabulary. At the level of discourse, stories have a script and

of course an introducing, middle as well as end. Scripts which are part of peoples shared background knowledge can be very useful in preserving the formulation time and facilitating the listener load. The appropriate syntax is selected according to the speaker's intention that is responsible for the order of the utterance elements (Thornbury, 2005).

1.3.3. Articulation

Now we need to formulate what we have been articulated by using the organs of speech to produce sounds (Thornbury, 2005). This process occur when a stream of air is produced in the lungs transfer through the vocal cords and shaped among other organs such as movements of the tongue, lips and teeth. Speakers of English can produce a series of phonemes. Along the same lines, Goh and Burns (2012) argue that articulation can be a challenging stage in language learners' speech processing, because if second language learners gives too much importance to the articulation process, they feel more anxious, and they start making doubt about their pronunciation if it is understood by others or not. Thus, they lose their self-confidence and feel more inhibited and avoid any speaking opportunity.

1.3.4. Self-monitoring and repair

According to Thorunbury (2005), self-monitoring is the process that takes place within the conceptualization, formulation, and articulation stages, while repair occur in response to self-monitoring or to the messages conveyed by one's interlocutors, and takes place when the speaker repair sequences, because we all make mistakes in a conversation and of course we will use some kinds of self correction to repair it. Furthermore, Levelt (1983) states that making self-repair in speech proceeds in three aspects. The first aspect through the monitoring of one's owns speech and the interpretation of the speech movement when problems occur. The second aspect is characterized by hesitation, pausing, and the use of so-called editing terms which is related to the nature of speech. The third aspect consists of making the appropriate repair. The linguistic well-formed repair is depending on the structural relation

between original utterance and that repair rather than the speaker honesty and commitment of constituents. It is suggested that the speaker in the three cases follow certain structural commitments taken from original utterance.

1.4. The relationship between speaking and other skills

1.4.1. Speaking and listening

Speaking and listening are two basic skills and are essential in acquiring communicative competence in language learning since there is a natural link between speaking and listening. Dawes (2011, p. 44) claims that: "*Through a speaking and listening approach children can naturally achieve literacy without being burdened with ridiculous learning intentions*." Also, Pourfarhad, Ahmad Azmey, and Hassani (2012) suggested that speaking and listening skills can play a crucial role for power point presentation. Without having these skills a good presentation could not be achieved. Along the same lines, Richards (2008) argues that: "*listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse*."

Very simply, speaking is an integral part of listening and there is a natural and logical link between them since they happen together in the same time in the sense that we usually listen to something being spoken and we rarely speak without listening to others (Gueche, 2010, p. 9).

1.4.2. Speaking and writing

Speaking and writing are both productive skills that differ in many ways (Harmer, 2001). Speaking is more spontaneous and seems to be disorganized and unplanned than writing since it involves more use of conversational patterns and lexical phrases, while the writing process is more organized, cohesive, and coherent because the uses of phrases do not exist too much in writing. Harmer (2001: 255) ensures that: "*written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and*

vocabulary, there are issues of letter, words and text formation, manifested by handwriting,

spelling, layout and punctuation".

Crystal (2005: 2) summarizes the main distinction between speech and writing in seven points:

1. Speech is dynamic and guided by time since it is temporary, takes place in situation where participants usually present, while the writing process is stable, permanent, and space-bound, which usually takes place in a situation in which the writer is separately from the reader.

2. Speech is faster and spontaneous involving repetition, paraphrasing, in which too much pauses and unclear sentences make listener loose the real meaning, whereas in writing, units of discourse are easy to identify and readers have the opportunity to re-read and analyses what they have already read.

3. Since speech usually takes place in face to face interaction, it is characterized by the use of Para-linguistic features such as eye – contact, and deictic expressions such as 'right now', while the lack of visual contact in writing unable participant to use any kind of deictic expression which are likely to be ambiguous.

4. Speech is characterized by a unique feature which is the use of prosody such as intonation, loudness, tempo, rhythm, and other tones of voice that cannot clearly written down, while writing include pages, lines, capitalization, spatial organization and different kind of punctuation, and prosody does not exist too much.

5. Speech seems to be more informal in which lengthy coordinate sentences are normal, and are often of considerable complexity, and unimportant words usually not written down, whereas writing is characterized by multiple instances of subordination in the same sentence, elaborately balanced syntactic patterns…etc, and items of vocabulary are never spoken.

6. Speech involves more phatic functions such as, passing the time and conveying any kind of social relationship or personal opinions, rather than used to convey meaning. On the other hand, writing involves more the communication of ideas, tasks, and facts, and seems to be easier since people can read a text, fast or slowly, according to their capabilities.

7. In speech, the speaker can modify an utterance while it is in progress, and must be responsible for their mistakes, while the writing process unable persons to exclude errors in later drafts and all kind of pauses will disappear.

1.5. Characteristics of Speaking Performance

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy.

1.5.1. Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. According to Segalowitz (2003, as cited in Knapp and Antos, 2009, p. 409) the term fluency defines as "*an ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately*". Also, Thornbury, (2005) postulates that speed and pausing can be an important factor in fluency, because if someone want to become fluent he needs to speak rapidly, while pauses is a human being failure, since we all need to pause to draw breath, but too much pauses clearly indicate lack of fluency.

Luoma (2004, p. 89) states that: "*One central part of fluency is related to temporal aspects of speech, such as speaking rate, speech–pause relationships, and frequency of dysfluency markers such as hesitations, repetitions and self-corrections*". Very simply, fluency is the speaker ability to speak naturally, smoothly, rapidly, and easily without too much hesitation or pauses.

1.5.2. Accuracy

Most second language teachers nowadays emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Goh and Burns (2012, p. 43) defines accuracy as "*speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms*". The priority is to express meaning, so that learners should not only know the grammatical rules, but also to use them correctly and appropriately. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency.

1.6. The importance of speaking skill

Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Nazara (2011, p. 29) regard speaking as the most important skill that EFL learners need to acquire and she claims:

> Along the history of foreign language teaching and learning, speaking has always been considered as the most essential skill to be mastered for several reasons. First, approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences. Second, a huge number of conversation and other speaking course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language.

Along the same lines, Egan (1999, p. 277) stated: "*Speaking is at the heart of second language learning. It is arguably the most important skill for business and government personnel working in the field.*" The importance of speaking is more revealed with the

integration of the other language skills, so that English speaking skills should be developed along with the other skills to ensure success in the communication process (Boonkit, 2010).

Nowadays, Speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Tokoz-Goktepe (2014, p. 1879) stated that: "*speaking is the most undeveloped part of the language leaning. It is surely one of the most important elements of communication that needs to be taken into careful consideration by EFL teachers*." Globalization is an important factor in the necessity to speak fluently in the process of learning a foreign language, so that many companies and organizations look for people who speak English correctly and easily for the purpose of communicating with other people, consequently most English language learners regard speaking as an important factor that needs to be mastered in order to become fluent and achieve success in spoken communication (Barakat & Mohammadi , 2014; Moradi & Talebi, 2014). Speaking seems to be the most important skill, if it is not of course, since language exists for the purpose of communication, and without speech we cannot communicate with others, thus we are supposed to speak correctly and effectively in-order to communicate well with others and it is the teachers job and responsibility to help learners' developing their speaking skill by selecting the effective classroom activities and strategies that make learners more comfortable to speak and overcome their fear and hesitation.

1.7. Speaking Difficulties in Foreign Language Learning

The goal of teaching the oral skill is to enhance the learners' communicative efficiency, but when they try to express themselves there is always hesitation, repetition, and too much pauses. Learners often find some difficulties when practising the speaking skill due to a lack of interest in the subject, lack of self confidence…etc. Ur (1991) claim that there are four main problems in getting students speak in the foreign language in the classroom which are: inhibition, nothing to say, low or uneven participation, and mother-tongue use.

1.7.1. Inhibition

This problem which occurs more when EFL learners attempt to participate in the classroom, make them unfortunately face many difficulties that decrease the students' ability to speak confidently in front of their classmates, so that Guiora et all (1980; as cited in Brown, 2000: 148) concluded after designing an experiment, that there is a direct relationship between inhibition and pronunciation ability in second language. Ur (1991) states that "*learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts*" (p. 121). In other words, inhibition make learners just passive observers, they rarely participate, express their opinions, feeling, or ideas, because of fear of making mistakes, being laughed, or being criticized by both teachers and students.

1.7.2. Nothing to say

The common expressions EFL Learners employ when they are imposed to participate in a given topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. Ur (1991, p. 121) confirmed that when he states "*even if they are not inhibited, you often hear learners complain that they cannot think of anything to say*". Monath and Kase (2007) share the same idea, since they believe that people often feel nervous when they have to talk in public meeting, and the lack of self confidence and preparation make them think that they have nothing to say, and they are going to look like idiots.

1.7.3. Low or uneven participation

This problem refers to the amount of each student's talking time. Ur (1991, p. 121) states that:

> Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

Those kinds of students found everywhere, because there are always some students who want to talk all the time, they want to be dominant and they have no inhibition or shyness to speak in front of their friends, while others specially in groups don't prefer to participate only if they are obliged, while others don't speak at all and keep silent all the time. Pleuger (2001) argues that speaking in a foreign language is difficult task not only for young learners, but even for adults since it is not a matter of intelligence, but depends on how much we have spoken in our lives, so that it is teachers job and responsibility to help learners reduce their anxiety and decrease their self confidence for more practice of the language. Goh and Burns (2012, p. 234) share the same concern expressed so far when stated that "*speaking lessons should not be limited to simply asking learners to complete a speaking tasks. There is more that teachers can do to help them gradually improve their speaking.*" Teachers should be careful by designing and selecting the appropriate classroom techniques, skills, strategies, and the most important emphasizing repeated tasks so that learners have further language resources for improving their first performance.

1.**7.4**. **Mother Tongue Use**

EFL Learners of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. Ur (1991, p. 121) confirmed that by stating:

> In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel 'exposed' if they are speaking their mother tongue.

Therefore, learners will never be able to use the foreign language correctly if they keep using their mother tongue. Harmer (2001, p. 131) states that "*it is an entirely natural thing to do; when we learn a foreign language we use translation almost without thinking about it, particularly at elementary and intermediate level.*" Unconsciously learners use their mother tongue, but Harmer (2001) ensures that this is not only learner's responsibility; rather it seems to be an example of failure for both learners and teachers. In other words, teachers should be aware if they frequently use the learner's language in the classroom, because learners also will feel more comfortable to use their mother tongue in the classroom, and this of course may not help them to improve their proficiency level.

1.8. Types of speaking

Brown (2000) summarizes six kinds of oral production that student are expected to carry out in the classroom.

1.8.1. Imitative

Many students when they are exposed to authentic materials tend to imitate native speakers in there speech. It is simply the ability to imitate a word or phrase or even a phrase, and pronounce them in the same way they heard them, it is a kind of human tape recorder speech where learners are supposed to point a certain vowel sound, and this kind of imitation is not for the purpose of understanding or conveying meaning or participate in interactive conversation, but rather it takes place to focus on some particular element of language forms since we are interested just in what has been pronounced before, and these may help learners to improve their speaking skill (Brown, 2000).

1.8.2. Intensive

The second type goes one step beyond imitative to include any speaking performances that are designed to practice some phonological, lexical, or grammatical aspects of language.

Intensive speaking requires learner's interaction through pair work activities or it can be individually through learner's internal motivation.

1.8.3. Responsive

Students can be responsive in the classroom when they replay teachers or other students' questions or comments in a given situation, with brief and simple answer to create more interactional atmosphere in the classroom. For example:

T: How are you today?

S: pretty good, thanks, and you?

S1: So, what did you write for question number one?

S2: Well, I wasn't sure, so I left it in blank (Brown, 2000).

1.8.4. Transactional Dialogue

Transactional dialogue accomplished for the purpose of conveying or exchanging very specific information and it could be a part of group or pair work. Unlike responsive language, transactional dialogue may have more negotiative nature to achieve agreement through discussion. For example:

T: What is the main idea in this essay?

S: The united nation should have more authority.

T: More authority than what?

S: Than it does right now.

T: What do you mean?

S: Well, for example, the UN should have the power to force a country like

Iraq to destroy its nuclear weapons (Brown, 2000).

1.8.5. Interpersonal Dialogue

Interpersonal dialogues are carried out first to maintain social relationship rather than for the transmission of facts and information. In interpersonal conversation, it is very

complicated for learners to deal with oral production, because they need to speak in a casual register and use colloquial language, slang, ellipsis, sarcasm, humor, and other sociolinguistic conventions, which are not easy to be used by learners. . For example:

Amy: Hi Bob, how's going on?

Bob: Oh, so-so

Amy: Not a great weekend, huh?

Bob: Well, far bit from me to criticize, but I'm pretty miffed about last week.

Amy: What are talking about?

Bob: I think you know perfectly well what I'm talking about.

Amy: Oh, that…how come you get so bent out of shape over something like
            that?

Bob: Well, whose fault was it, huh?

Amy: Oh, wow, this is great, wonderful. Back to square one. For caring out
           loud, Bob, I thought we'd settled this before. Well, what more can I say.

1.8.6. Extensive Monologue

Finally, students are supposed to provide extended monologue in the form of oral reports, summaries, or short story telling, in which the language style here is more formal and planned (Brown, 2000).

1.9. Assessing speaking

In foreign language teaching, it is important to assess all learners speaking skill. Luoma (2004, p. 170) stated that "*The development and use of speaking tests is a cyclical process. It starts from a need for speaking scores and finishes with the use of the scores for this purpose.*'' It usually takes place to help teachers making judgments about his students' oral performance. Brown and Yule (1983, p. 103) considered that the assessment of the oral language is a very difficult task for English teachers from an early time, and they argued that

"*the teacher should continue to assess these features, not in isolation, but as part of his assessment of the student's ability to communicate effectively in the spoken language*" In other words, teachers may assess their learner's pronunciation and fluency but not separately from learner's ability to communicate effectively in speaking, since the main objective of English teachers is to make their students able to communicate effectively within the foreign language process.

Furthermore, Thornbury (2005) states that speaking assessment can occur at the beginning or at the end of language courses and of course during the course itself to check the learners understanding, and it can be formal or informal. Assessment is the process of analyzing and measuring knowledge and ability, in this case, the learner's knowledge of the language and ability to communicate. Testing can have a significant influence on how a teacher works with his learners and also influences how learners learn. However, when designing a written test for grammar for example is not complicated, testing speaking is not an easy task because of the complexity of the skill, because in case we involve oral components in a test, the testing procedure will be complicated in terms of practicality and the way assessment criteria can be reliably applied. For example, if learners are supposed to be tested individually through interviews, teachers expect a lot of obstacles in addition to the wasted time, which makes it seems to be unimportant.

Conclusion

To conclude this chapter; we have attempted to provide an overview about speaking process in EFL classes, Which is considered as the most difficult skill among the others (listening, reading and writing). We shed some light on various speaking definitions, elements and processes of speaking, characteristics of speaking performance. Moreover, we try to figure out some difficulties behind student' inability to speak in English. We concluded the chapter by introducing the process of assessing speaking. As a productive skill, speaking is a

very important process that helps to evaluate learner' proficiency in the target language. It should be one of the basic curriculum designs of second or foreign language teaching, in addition of course to other skills.

Chapter two: Cooperative Language Learning

Introduction

In the last few years, great efforts have been made by educators and instructors to make the learning process more learner-centered and increase the amount of interaction inside the classroom in which teacher and learners exchange ideas during interaction, they produce and receive information and knowledge about the content and the forms of the language at the same time. Unlike traditional classes where teacher is responsible for everything related to the learning process learners nowadays are not just passive observers, but rather play a central role in the learning environment whereas the teacher role is just as a facilitator.

We all gives much importance on how teachers should interact with their students, but how students should interact with one another is almost ignored. Many, if not most, classroom activities can be performed better when students are working together in groups, because working in this way means that more students are directly involved; more students are talking, interacting, participating, discussing ideas, while the teacher talks less, and the learning process will be more relaxed. Cooperative language learning (CLL) is one of the most popular and effective learning strategies implemented by EFL teachers to provide students with the opportunity to use the language in meaningful interaction.

In this chapter we are going to spot the light on cooperative learning (CL) as an important technique that can be applied in the classroom situation, its different definitions and origins, its theoretical background (foundations). Moreover, this chapter highlights the differences between cooperative and collaborative learning and how can be used to reduce students' anxiety and inhibition as well as how it increases students' motivation. Finally, this chapter aims to shed light on its principles, methods, and its benefits.

2.1. Definitions

2.1.1. Definition of cooperative learning

Cooperative Language Learning (CLL), sometimes also called Collaborative Learning (CL) takes many forms and definitions; each of them emphasizing a particular aspect, but all definitions shed lights on its' importance.

Generally speaking, Shindler (2010, p. 227) states that *''Cooperative learning refers to any form of instruction in which students are working together for a purpose.''* Of course the purpose will be in one way or the other academically. Gomleksiz (1991, p. 1, as cited in Gokkurt, Dundar, Soylu, and Akgun, 2012, P. 3432) postulates that

> Cooperative learning is a learning approach that, they are helping each other learn about academic subjects, creating small mixed groups of students in the classroom in accordance with a common purpose and the groups success is rewarded in different ways.

The application of cooperative learning over the last decades has emerged as a leading approach to teaching and learning (Motaei, 2014 & Ruengtam, 2013), and nowadays is widely applied in almost all the educational institutions, schools, colleges, and universities (Azizinezhad, Hachemi, and Darvishi, 2013 & Othman, Asshaari, Buhaludind, Tawil, and Ismail, 2012).

Along the same lines, Sapon-Shevin (2004), pointed out that cooperative learning strategies has emerged over the last ten years, as one of the best practices in education. It is helpful for both teachers and students, in the sense that it facilitates the learning process and makes it more comfortable, so that it is largely supported by educators who motivate teachers to design and implement courses that emphasize the cooperative learning, through effective classroom structuring to ensure positive interaction between students (Olivers and Reschly, 2007). Norland and Pruett-Said (2006, p. 21) share the same expression expressed before when they say *''An interactive approach refers to language learning that is authentic and*

genuine and takes place between two or more people, and cooperative learning is the most frequent application of this approach''. That is to say, cooperative learning provides students' with the opportunity to work together in interactive process to create meaningful learning experiences that may help students develop genuine fluency in another language. Also, Jolliffie (2007, p. 3) asserts that we should first establish exactly what we mean by cooperative learning and he said *''cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of other''*. That is to say, when children work together on group tasks, they help each other in interactional classroom situation. They often explain, discuss ideas, re-read texts, ask questions, and receive different answers for their questions.

Furthermore, Olivares (2007) recognized that cooperative learning is a social process concerned with developing both social and academic outcomes, in which teachers are supposed to divide students in small groups to interact and work together to achieve success and gain desired results. Successful learning depend on successful classroom organization (Dean, 2000), so teachers can use cooperative learning strategies as a powerful tool for fostering language acquisition, because working in small groups make learners more comfortable to speak in the classroom in ways that whole class instruction cannot (Hill and Flynn, 2006), and through students interaction in a collaborative environment, there is always something new created that could not have been created otherwise (Wathins, Carnell, Lodge, 2007). Cooperative learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994, as cited in Motaei, 2014, p. 1250). There are four basic elements for cooperative learning which are:

1. Positive Interdependence- occurs when gains of individuals or teams are positively related.

2. Individual Accountability- occurs when all students in a group are held accountable for doing a share of the work and for mastery of the material to be learned

3. Equal Participation- occurs when each member of the group is afforded equal shares of responsibility and input.

4. Simultaneous Interaction- occurs when class time is designed to allow many student interactions during the period (Kagan, 1994, as cited in Motaei, 2014, p. 1250).

2.1.2. Definition of group work

Traditionally, teachers have ignored the importance of group norms in the classroom. They have focused their attention more on individuals, and have considered that teaching students to behave appropriately depends only on the teacher and the individual student (Rothstein-Fisch and Trumbull, 2008). Group work is considered as one of the important factors to improve students' classroom communication and collaboration (Richards and Lockhart, 1996). Different individuals have created varied approaches to group work over the last time. Harmer (2001) pointed out that there are some classroom tasks for which pair work is not sufficient and seems to be ineffective. Thus, it will be better to organize them in groups through which students in a situation of five students can write a group story or role-play, they can also write, perform, or watch a video sequences, or concluding a group judgment after discussing some academic issues. Larger groups seem to be ineffective or inappropriate sometimes, and small groups activities help students in creating more interactional environment. Similarly Ur (2000) postulates

> In group work, learners perform a learning task through small group interaction. It is a form of learner activation that is of particular value in the practice of oral fluency: learners in class that is divided into five groups get five times as many opportunities to talk as in full-class organization. (p. 232)

The use of group work improves learning outcomes, because it fosters learner responsibility and independence, as well as creating interactional classroom atmosphere in the

classroom. Through participating in group, learners will practice more the language, since they do not just listen to their teachers', but rather speak, interpret, and discuss academic issues together.

2.2. Roots of Cooperative Learning

The starting point of cooperative learning approach has been made in the basis of different underplaying psychological theories, and has its roots in social psychology, developmental psychology, and cognitive psychology.

2.2.1. Social psychology

According to MacCaferty, Jacobs, and DaSilva iddings (2006) cooperative learning approach came to existence in the 1970's by Aranson and his colleagues based on the sociologists Alpor's work (1954) on how to facilitate group dynamics among people from different racial groups who come to live together and he puts three conditions which seems to be essential for interaction to reach practical relations. First of all, interlocutors must share the same status; they should have common goals and finally their classroom collaboration should be officially authorized. These three conditions were applied later on to the classroom by Aranson and his colleagues (Aranson, Blaney, Stephan, Sikes and Snapp 1978) to improve students' relationships inside classrooms in the Southwestern in the United States at integrated schools where students are characterized by racial diversity in teaching different matters including second language teaching in a form of activities like Jigsaw using print and spoken texts, noting that the teacher job is not just selecting and designing activities, attitudes, and so on, but also as a facilitator that guides the learners for successful learning environment.

2.2.2. Developmental psychology

In addition to the influence of social psychology on the formation of cooperative learning, its development has been affected by the work of the two most notable

developmental psychologists of the twentieth century: Jean Piaget and Lev S. Vigotsky (MacCaferty et al, 2006).

2.2.2.1. Piaget's Views

Piaget believes that individuals build their own personal knowledge of world surrounding them through a search for balance between current schemas (how the world works) and what is experienced. Piaget's ideas received the interest of many educators like Doise and Mugny (1995) and Murry (1982) on the value of social contexts in raising the productive cognitive conflicts that can be applied to classroom situation to get learners involved in their own learning, playing active roles and engaged in realistic tasks as well as to get them discover how cooperation among students can help them deal with tasks in which they fail individually. Similarly, Gillies and Ashman (2003, p. 12) stressed that Piaget's theory (1932) of sociocognitive conflict is very crucial for group learning, and they stated that *''interacting with peers is a primary impetus for change because children are very forthright when stating their ideas. They speak directly to each other in a ways that can be understood easily.''* In this way, children feels more comfortable and less threatened, and they easily reflect on their understanding and keep looking for more information to clarify any contradictions that they may face when they interacting with others.

2.2.2.2. Vygotsky's View

Vygotsky's theory has been found to support the use of cooperative learning strategies in which learners work together to support each other. According to Gillies and Ashman (2003) students interact more with capable adults that help them to accomplish activities that they could not do individually. When students express their ideas to others, they often need to recognize their understanding by developing better comprehension of the problem so that it can be easily comprehended by others. MacCaferty et al (2006) reports:

> For Vygotsky, there is a very definite role to be played by actively directing learning, both in the cognitive development of individual human beings and in the history of human culture. Vygotsky called the theoretical construct that enables this process the zone of proximal development. (p.11)

Zone of proximal development is one of the major aspects of Vygotsky's theory, in which he introduced to criticize the psychometric-based testing in Russian schools. ZPD refer to 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, p. 86. as cited in Fani & Shaemi, 2011, p. 1550). It is the distinct between what a learner can achieve individually in one hand, and what he can achieve in interactional social environment on the other hand (MacCaferty, et al, 2006). Following Fani and Shaemi (2011), Full development of the ZPD depends upon full social interaction, and collaboration with peers or adult guidness offer the opportunity to develop a range of skill that cannot be developed.

3. Humanist psychology

Among the ideas which educators relied on in the development of cooperative learning approach are those of humanist psychologists like Maslow and Rogers. Maslow (1968) proposed a hierarchy of needs; maintenance needs and growth needs. The fulfillment of these needs is necessary for survival and growth. These later includes the needs to know and understand, aesthetic needs, to actualize one's potential and the need to connect with something beyond one self. Also, Rogers (1979, as cited in MacCaferty et al., 2006)) pointed out that learners have to develop interpersonal relations for their psychological growth since cooperative learning and speaking skill are based on interpersonal interaction and ideas like those of Maslow and Rogers of individual development. These ideas were considered in

developing cooperative learning approach because they go with cooperative learning in attempt to achieve the purpose of making learning dependent on individuals and peers.

2.3. Cooperative Learning versus Collaborative Learning

Cooperative language learning and collaborative language learning are two concepts which are often used interchangeably to mean working in groups; however, each term has some distinctive features which make it different from the other (Olivares, 2007). The Office of Instructional Consultation at the University of California, Santa Barbara Web site (2006) states:

> Collaborative learning is the umbrella term encompassing many forms of collaborative learning, from small group projects, to the more specific form of group work called cooperative learning. Cooperative learning is a type of Collaborative learning developed by Johnson and Johnson in the 1960s, and is still widely used today. (As cited in Olivares, 2008, p. 22)

They are closely related to each other, so that many researchers used them interchangeably. However, some authors have made a distinction between cooperative and collaborative learning. Johnson et al (1998, as cited in Olivares, 2007) indicate that cooperative learning is a very organized process that contains a huge amount of individual accountability, positive interdependence, and social skill development. However, collaborative learning is disorganized process that shares the general aim of cooperative learning to create new knowledge through a social context. Olivares (2005, as cited in Olivares, 2007, p. 27) summarizes the key differences between cooperative and collaborative learning in the table below:

Characteristic	Cooperative Learning	Collaborative Learning
Knowledge	Foundational	Nounfoundational : a social artifact
Epistemological Orientation	Structured Instruction	Social Construction
Process	Achievement-Oriented	Course of Action
Group Structure	High/Positive Interdependence	Low/Laissez Faire/Individualistic
Teacher's Role	Micro Manager Hands-on/Director	Moderator/Facilitator/Guide
Student's/Participant's Role	Cooperative/Agreeable	Dissident/Independent
Goals	Develop Social Skills and Learning for All Members	Knowledge Construction through Conversation : concern for problem solving

Table 1: Differences between cooperative and collaborative learning

Bruffee (1995, as cited in Gillies and Ashman, 2003) sustains that cooperative learning is more suited for elementary schoolchildren, because they are not ready to work in groups since they do not have the enough social skills needed, whereas collaborative learning is more appropriate with college and university students, since they already have the necessary social skills as well as a strong desire to achieve academic objectives. Along the same lines, Watkins et al, (2007, p. 88) postulates that cooperation and collaboration are two distinct terms when they stated that ''*people are cooperating when they adjust their actions so that each person achieves their individual goals, whereas people are collaborating when their actions are adjusted in order to achieve a shared goal*.'' Students may cooperate with each other to complete individual tasks on one hand, and they collaborate to complete general tasks.

2.4. Cooperative Language Learning versus Traditional Language Teaching

Cooperative language learning seems to be considerably different from traditional language teaching methods. Thus, comparing cooperative language learning with traditional language teaching will illustrate the main characteristics of language learning. The Table bellow summarized the main distinctions between cooperative language learning and traditional language teaching (based on the research of Johnson and Johnson, 1991; Nunan, 1989; as cited in Zhang, 2010: 81).

	Traditional language teaching	Cooperative language teaching
Independence	Non or negative	Positive
Learner roles	Passive receiver and performer	Active participator, Autonomous learners
Teacher roles	The center of the classroom, controller of teaching pace and direction, judge of students'right or wrong, the major source of assistance, feedback, reinforcement and support	Organizer and counselor of group work, facilitator of the communication tasks, intervener to teach collaborative skills
Materials	Complete set of materials for each student	Materials are arranged according to purpose of lesson. Usually one group shares complete set materials

Type of activities	Knowledge set recall and review, phrasal or sentence pattern practice, role play, translation, listening etc	Any instructional activity, mainly group work to engage learners in communication, involving processes like information sharing, negotiation of meaning and interaction
Interaction	Some talking among students, mainly teacher-student interaction	Intense interaction among students, a few teacher-student interactions
Room arrangement	Separate desks situation or students placed in pairs	Collaborative small groups
Student expectation	Take a major part in evaluating own progress and the quality of own efforts towards learning. Be a winner or loser	All members in some way contribute to success of group. The one who makes progress is the winner
Teacher-student relationship	Superior-inferior or equal	Cooperating and equal

Table 2: Distinctions between CLL and CLT.

Traditional language teaching refers to the teacher-centered method, through the use of Grammar-translation Method and Audio-Lingual Method components, in order to make

students aware of certain aspects of the code without providing the necessary practice, and as we noted from the table, almost all interaction in the classroom takes place between teacher-to-student, because the teacher is responsible for everything related to teaching, while Student-to student communication and interaction is almost neglected, since they were seen as passive students arranging in separate desks to complete individual activities, only to acquire new information rather than active participators through interactional environment. On the other hand, cooperative learning, which seems to be closely connected to the communicative language teaching, create more opportunities to develop interaction and communication between students-to-teachers, and the most important between students-to-students interaction, because they are considered as active participators who interact and communicate together for general academic goals, whereas the teachers' job is just as a guider, facilitator, and mediator to increase students motivation (Zhang, 2010).

2.5. Cooperative Learning Basic Elements

As an approach, cooperative learning has been developed under certain principles. Social interdependence theory provides a foundation for cooperative learning, on which the success of the cooperative lesson depends on, such as positive interdependence, individual accountability and personal responsibility, promotive interaction, the appropriate use of social skills, and group processing (Johnson and Johnson, 2008).

2.5.1. Positive Interdependence

Positive interdependence is the heart of collaboration tasks. Johnson et al (1998, p. 4-7, as cited in Laal, 2013, p. 1434) defines PI as "*Positive interdependence is linking students together so one cannot succeed unless all group members succeed. Group members have to know that they sink or swim together.*'' Through student's cooperation, the success of the whole group would depend on the success of each member and vice versa. Richards and Rodgers (2001) assert: "*Positive interdependence occurs when group members feel that what*

helps one member helps all and what hurts one member hurts all." (p.196). Without the help of each member, the team is not able to reach the desired goals.

Positive interdependence is an element of cooperative learning that was defined by Lewin and Deutsch as resulting from mutual goals. Johnson & Johnson (1989, 2005 & as cited in Johnson and Johnson, 2008) divided interdependence into three parts: outcome, means, and boundary. First, outcome which is considered as the general goal and aim behind any cooperation process to achieve academic tasks or whatever. Secondly, the shared outcomes finished successfully include the required actions on the part of group members, because means interdependence contain related elements that cannot separated from each other such as resource, role, and task interdependence. Third, the boundaries between individuals and groups clearly determine who is interdependent with whom.

Social interdependence theory believes that cooperation is a result of positive interdependence among individuals' goals. Positive interdependence according to Johnson and Johnson (2008) can be found only in cooperative environments where individuals perceive that they can reach their goals only if the other individuals with whom they are working cooperatively also reach their goals. They therefore promote each other's efforts to achieve their goals. However, positive interdependence is often absent in competitive classroom where individuals perceive that they can obtain their goals only if the other individuals fail to obtain their goals to be replaced by negative interdependence.

2.5.2. Individual Accountability and Personal Responsibility

Individual accountability involves both individual and group performance (Richards & Rodgers 2001). It is the belief that each member in group is responsible for his/her performance as well as the work of their teammates (Laal, Geranpaye, & Daemi, 2013, p. 288). Each student will be accountable for his/her learning as well as the group learning and performance. Johnson and Johnson (2008) found that positive independence is designed to

create responsibility forces that may help teammates to develop sense of responsibility and accountability and simplify the teammate's tasks. This sense of responsibility motivates students to work harder to reach their goals. Individual accountability exists when the performance of each individual member is assessed, the results given back to the individual and the group to compare against a standard of performance (Johnson and Johnson, 2008, p. 22-23). If individual accountability is highly organized students cooperation will achieve more academic tasks (Hooper et al, 1989, as cited in Johnson and Johnson, 2008). The lack of individual accountability decrease feelings of personal responsibility. If students may feel that their shared outcomes will not be reached, because of the lack of team cohesiveness, members' contributions and responsibility; consequently, they start reduce their contributions to their teams. However, if there is high individual accountability and group cohesiveness, each student will be responsible for the final outcome and make their efforts as much as possible for the team project contribution, because each individual will be accountable for.

2.5.3. Promotive interaction

Another important principle of cooperative learning is the emphasis of small group interaction to promote students cooperation rather than competition to one another (Richards and Rodgers, 2001). Johnson and Johnson (2008, p. 23) state that ''*promotive interaction occurs as individuals encourage and facilitate each other's efforts to accomplish the group's goals*''. For effective communication, students need to cooperate with each other to achieve the shared outcomes. Promotive interaction help students in providing assistance, efficient information and materials, feedback, higher quality decision, influencing students each other's efforts to reach mutual tasks, and the most important students trusting and trustworthy (Johnson and Johnson 1999, as cited in Johnson and Johnson, 2008). According to Jolliffee (2007) face-to-face interaction, which is preferably used for effective communication, can take place in two aspects; the physical closeness or eye-to-eye contact. The latter develops

students thinking skills, since they are expected to help each other, collaborate, explain and teach what they know to class mates, through all forms of oral exchange.

2.5.4. Appropriate Use of Social Skills

Another important principle of cooperative learning is the appropriate use of social skills, which clearly identify how students interact with each other as groups (Richards and Rodgers, 2001). A student does not know how to interact effectively with his classmates, and social skills like other skills should be taught and reinforced. According to Johnson and Johnson (2008) interpersonal and small group skills shape the individuals' necessary connection. As a result, individuals must have the interpersonal and small group skills that are very necessary for effective cooperation and motivation, in order to be able to work productively and overcoming together any kinds of pressure. According to (Johnson and Johnson, 2008):

> The more socially skillful participants are, the more social skills are taught
> and rewarded, and the more individual feedback participants receive on their
> use of the skills, the higher tends to be the achievement and productivity in
> cooperative groups. (p. 25)

Social skills are needed to ensure successful interaction, and the necessary individual feedback promoted the highest achievement and productivity in interactional environment.

2.5.5. Group Processing

According to Johnson and Johnson (2008, p. 25) ''*Group processing may be defined as reflecting on a group session to: (a) describe what member actions were helpful and unhelpful and (b) make decisions about what actions to continue or change*''. Group processing involves students' reflecting on the group's work and the way they interact with each other by focusing on members' contribution and eliminating ineffective group activities, in order to help them work effectively and efficiently to reach the group's academic tasks. Furthermore, Richards and Rodgers (2001, p. 196) maintain that group formation is an

important factor in creating positive interdependence, and many factors can be included in setting up groups:

- Group size: generally group size is from two to four students. This depends on the nature of the learning tasks, learners age, and the available time.

- Assigning students to groups: groups can be, random, students-selected, or teacher-selected, which seems as the favorably one.

- Selecting student's role in groups: each student has its particular role to play such as noise monitor, recorder, summarizer, or turn-taker monitor.

2.6. Cooperative Language Learning Methods

There are many quite different forms of cooperative learning, but all of them involve having students work in small groups or teams to help one another learn academic material (Salvin, 1991, p.88). It is now possible for teachers to select from a wide variety of cooperative methods to achieve different teaching outcomes. Generally there are four methods which have been extensively researched and widely used in teaching. Those methods are Student team-Achievement Division, Teams-Games-Tournament, Jigsaw, and Team Accelerated Instruction.

2.6.1. Student Team-Achievement Divisions (STAD)

In STAD, the simplest of the Student Team Learning methods, students are supposed to work in teams of four- or five-member. Each team represents a sample of the whole class, made up of students of different gender, level of intelligence, racial or ethnic backgrounds (Salvin, 1991). When designing groups, teachers should pay attention to gender, ethnicity, and performance level, and the most important teachers should weekly introduce new materials to the lecture so that students discuss it in group as a worksheet material to make sure that all team members have mastered the lesson. After a period of team practice, all students take individual quizzes. Although, students study together, they are not allowed to help each other with

the quizzes. This individual accountability motivates students to do their best by explaining to each other as the only way to ensure team success is for all team members to master the information and the skills being taught. The success is based on improvement points; that is, students' quiz scores are compared to their own past average, and points are given to each team based on the degree to which students work harder and perform better than their own earlier performance. Student Teams-Achievement Divisions is one of the simplest of all cooperative learning methods, that help teacher to create a procedural change in the classroom in the sense that students begin to see the teacher as a knowledge source more than just a boss, classroom learning activities as funny and social phenomenon more than boring and isolated, and the most important they start making sense of camaraderie atmosphere in the classroom because they need to interact with each other and this interaction exceed all the racial, gender, or ethnic barriers to create new friendships.

2.6.2. Teams-Games-Tournament (TGT)

Teams-Games-Tournament seems to be identical to STAD, since it uses the same teacher presentation, teamwork, instructional format, but TGT replaces the quizzes with weekly tournaments, in which students play individual academic games to show their personal understanding of subject matter. Students compete with members of other teams to contribute points to their team scores and strive to be better than the rest of the groups. Students compete "tournament tables" at three-person against other team. For example, the Fantastic Four high achiever might compete with Pirates and Superstars high achievers. Another competition can be made between average achievers of the different teams as well as low achievers, and the winner at each tournament table brings the same number of points to his or her team. After weeks from competition, the top-scoring team will be the winner (Salvin, 1991).

2.6.3. Jigsaw

The original Jigsaw was first developed by Elliot Aranson and his students in 1978 at Texas and California University at Santa Cruz (Salvin 1991). The Jigsaw method requires students to work on mixed teams of six students with five sections of academic material. At the beginning, each team member is supposed to read his particular section, and then students of different teams who share the same section discuss it in expert groups. Later on students go back to their teams and start explaining the discussed section to their colleges who need to pay attention and carefully listen to another's work. Johns Hopkins University developed later on Jigsaw to become Jigsaw II, which seems to be easier for teachers than the old one, because teachers are not supposed to rewrite for each curriculum. In Jigsaw II students are supposed to work in teams of four to five students as in STAD and TGT, but here all students share the same section through reading a book chapter, a short story, or other units to read. In expert groups, students who share the same topic discuss it together and share later on the whole information with their team members. Then, through the improvement score system of STAD, students tested individual quizzes about the curriculum to select the highest-scoring teams and individuals.

2.6.4. Team Accelerated Instruction (TAI)

Team Accelerated Instruction (TMI) is a combination of individualized instruction and team learning. As in STAD, TGT, and Jigsaw, students are supposed to work together in teams. However, in TAI students need to work on their own levels and rates, because they are placed in individualized mathematics materials from addition to algebra, in which team members' help and check each other's achievement against answer sheets. Final unit tests are taken without teammate help and are scored by student monitors. Teachers need to total each week the number of units completed by all team members and give certificates or other team rewards to teams that exceed a criterion score based on the number of final tests passed. The

teams and the monitors are responsible for managing the learning atmosphere, so that teachers feel more comfortable to work with individuals and homogeneous math groups (Salvin 1991).

2.7. Cooperative Language Learning Benefits

Cooperative learning is nowadays the most preferably instructional method adopted at all levels of education, from schools to universities and everywhere, because very simply it is one of the best success stories of both psychology and education ((Johnson and Johnson, 2008). In effective classroom group, the learning environment will be more pleasant (Dornei and Murphy, 2003) through which students will be more motivated (Dornyei, 2001) to help each other and work harder to discover more than they do when they perform individual tasks, and they need to do their best when they are working in groups, because they cannot reach any academic tasks unless the whole group does (Jolliffe, 2007). Erwin (2004) notes that fan is an important factor in getting students motivated, and cooperative learning create a humorous and funny atmosphere through which students enjoy and develop friendship in an interactional classroom situation between students of different gender, performance, race, ethnicity (Good and Brophy, 2008). Furthermore, McGroarty (1989, as cited in Richards & Rodgers, 2001, p. 195) identify six learning benefits for ESL students in CLL classrooms:

1. Increased frequency and variety of second language practice through different types of interaction.

2. Possibility for development or use of language in ways that support cognitive development and increased language skills.

3. Opportunities to integrate language with content-based instruction.

4. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.

5. Freedomfor teachers to master new professional skills, particularly those emphasizing communication.

6. Oportunities for students to act as resources for each other, thus assuming a more active role in their learning.

Norland and pruett-said (2006, p. 23) states his belief ''*When students are interacting in groups, they are required to use authentic and fairly fluent communication skills, which prepare them for the actual communication skills they will need in real life*.'' In other words, students feel more comfortable when they work together in teams in real classroom life that emerges from interaction (Wright, 2005). Thus, they speak, discuss, ask, and answer easily and fluently without fear of making mistakes. Thus, they will develop their self confidence, and they will not face many difficulties in their future communication life. Furthermore, Kagan (2009, p. 215) pointed out that students taught with cooperative learning have a more enjoyable learning experience, have a high self-esteem, more motivated to continue learning beyond school, they become more helpful, construct meaning and make learning more relevant.

In addition to that, Hill and Flynn (2006) ensure that cooperative learning technique can be used by teachers as a powerful instrument for fostering language acquisition. Through cooperative classroom situation, students have more opportunities to speak in ways that whole-class instruction cannot. Actually, cooperative learning groups requires classroom speech and communication, in which each student modifies and improves their language to be understood by other teammates. According to Hill and Flynn (2006, p. 56) Small groups offer the following benefits:

- They allow for repetition of key words and phrases: repetition allows the ELL to move the content she hears from short-term comprehension to long-term acquisition (Kagan, 1995).

- They require functional, context-relevant speech: Speech that is personally relevant and related to "real-life" situations is more likely to add to an ELL's fluency (Kagan, 1995, as cited in Hill and Flynn, 2006).

- They are feedback-reach: real interaction in small groups helps students to receive comprehensible feedback and correction.

- They can greatly reduce student anxiety: Because small groups are supportive and interdependent, ELLs feel more comfortable to speak. Negative emotions (such as anxiety and lack of self-confidence) can impede language acquisition.

Crandall (1999, as cited in Celink et al, 2013, p. 1854) likewise points to the efficacy of cooperative language learning in reducing learner anxiety, fostering positive attitudes toward language learning and improving self esteem. Along the same lines, Watkins et al (2007, p. 89) believed that there is a dependent link between collaboration and effective learning, since all students, either with high or less ability, may understand meaning by other teammates explanation. The key process which links collaboration and learning is well expressed by Annie, a 10 year-old talking with Caroline Lodge:

> You learn more [when working with others] because if you explain to people what to do you say things that you wouldn't say to yourself, really''. So you learn things that you wouldn't know if you were just doing it by yourself. (p. 89)

Dialogue context often offer students with opportunities to figure out new information and master new skills, and the most important we sometimes speak new things that we have not said before.

Conclusion

To conclude, CLL is an approach that was found to have many benefits in different domains: sociological and psychological, and academic achievement. Socially in the sense, that it helps students to work in teams by designing interactional classroom environment.

Psychologically, in developing students' motivation and self-esteem, as well as reducing their inhibition and anxiety, and the most important in helping students to develop their performance and achievement to reach academic tasks. It is influenced by the work of different psychologists such as Piaget, Vigotsky, Maslow, and has its roots in social, cognitive, and developmental psychology. Unlike most traditional language teaching techniques in foreign language teaching, cooperative language learning tends to develop individual performance and classroom productivity, by creating more opportunities for classroom communication and interaction, in which learners get responsible for their own learning as well as for the learning of others. Teachers can choose from a wide variety of cooperative techniques and activities, the suitable for their students to achieve different purposes and academic goals. Many educators and researchers use group work activities as a powerful educational approach in improving learners' oral proficiency, and if they used it effectively, this may help students become more comfortable, independent, confident and responsible, since they overcome their inhibition and anxiety and express their opinions easily in front of their classmates.

Chapter three

The field work

Introduction

In the theoretical part (chapter one and two) we have presented some literature review about speaking skill and cooperative language learning. Now we need to move on to the practical part. This study aims to elicit from both teachers' and students' views the effect of cooperative language learning in developing the speaking skill, and since they are the basic variables of this research, perhaps addressing a questionnaire to both of them seems to be the most appropriate tool that helps us to investigate the stated hypothesis and achieve the research goals.

This chapter is devoted to the analysis and presentation of the questionnaires results, and of course presenting our research findings about the effectiveness of cooperative language learning in developing students' speaking skill.

1. The population

1.1. Students

The whole population is third year LMD students of English at the Department of English at the University of Biskra during the academic year 2014-2015. We will work with thirty (30) students who selected randomly from the whole population about 372 divided into Ten (10) groups. The selection of such sample is based on the consideration that third year LMD students have already known each other since they study together in previous years - first and second year- so that , teachers are supposed just to design the appropriate methods to teach and help them improve their oral performance. Furthermore, those students will be teachers in the near future since they will graduate this year. Consequently, they obviously know about the value of speaking as an important skill, and they will be strongly motivated to use and practice more the language.

1.2. Teachers

Teachers of English at Biskra University are the total population. We will deal with sample of five (5) teachers of oral expression from the whole population of English teachers. The selection of such sample will be based on the consideration that oral expression teachers will benefit us more than other teachers since their module can only be taught orally, and their general goal is to help students develop their speaking performance which are our concern.

2. Students' questionnaire

2.1. Administration of the questionnaire

The students' questionnaire was administered to third year LMD students. We select randomly a sample of thirty (30) students from group 6 and 7, since it is difficult to work with the whole population. Students were given identical instructions and explanations that may help them to complete the questionnaire. It is important to declare that the questionnaire took place in Sunday morning, 19 April 2015 in Bettaibi, and it took the students nearly fifteen (15) minutes to complete it. Almost all the questions were clear enough in order to help the students understand and thus provide us with the most appropriate response.

2.2. Description of the questionnaire

This questionnaire consists of sixteen (16) questions which are organized in a logical order. They are closed questions requiring from the students to pick up the appropriate answer from a number of choices, or to choose 'yes' or 'no' answers followed by brief justification whenever necessary.

2.2.1. Section One: General questions (Q1 –Q2):

This section is devoted to students' background information. The students were asked to indicate their age first in (Q1), and then to specify their gender in (Q2).

2.2.2. Section two: Students' Perception of the Speaking Skill (Q3-Q16)

This section seeks information about the speaking skill. In (Q3), students are asked to say whether they find speaking very easy, easy, difficult or very difficult. In (Q4), students are supposed to pick up the most important skill that needs to be improved most: speaking, listening, reading or writing and then they had to explain their choices. In (Q5), students are asked about their participation in the classroom without being asked by their teachers, followed by brief justification. Then, in (Q6) they are supposed to identify the reasons behind their fear of classroom participation. In (Q7), they are asked to say whether they feel comfortable in their classes or not. Then, students who feel uncomfortable in classroom are supposed to justify their answers by selecting the appropriate choices in (Q8). The last question of this section (9) is about the degree of agreement in learning the language and speaking it.

2.2.3. Section three: Students' perception of their teachers' implementation of cooperative learning (Q10-Q16)

The first question of this section seeks information about students' awareness of cooperative learning (Q10). In (Q11), students are asked to choose the technique they prefer in oral expression, whether group work, peer work, or individual work and then they had to explain their answers. Later on, in (Q12) students are supposed to declare if they find it difficult to work cooperatively with their classmates or not. Then, (Q13) is designed to figure out information about the learners' most problems that they may face when working cooperatively. Later on, we select (Q14) to know to what extent students are motivated or not when they work in small groups. In (Q15), students are asked to state their attitude toward a number of advantages concerning cooperative group work technique, by selecting the appropriate response. Finally, in (Q16) we investigate the students' evaluation of cooperative

work whether it helps in improving their speaking skill or not, and then they are required to explain why.

2.3. Analysis of the Results

Section I: General Information on the Students

Q1. Students' Age:

Age	20	21	22	23	24	25	Total
Participant	1	10	13	4	1	1	30
Percentage	3%	34%	44%	13%	3%	3%	100%

Table 3: Students' Age
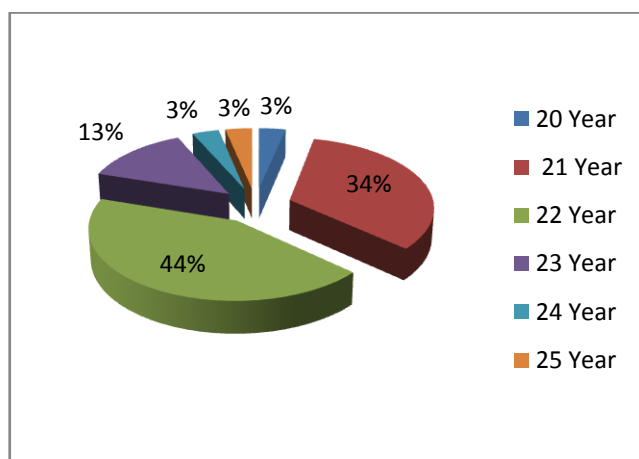
Figure 1: Students' Age

In this table there are (6) age groups in our sample. Students' ages vary between 20 and 25 years old. Out of the total number of the sample (30), we have only one girl (3%) who is (20) years old. This may mean that she had started early her primary education than others. 21 Years old (10) represent (34%), 22 Years old (13) students represent a majority (44%) which is the normal age of third year LMD students. Besides, 23 years old (13%), 24 years

old (3%), and 25 years old represent (3%). The result from the table above shows great diversity concerning the age of the students in our sample.

Q2. Students' gender:

Gender	Participant	Percentage%
Male	3	10%
Female	27	90%
Total	30	100%

Table 4: Students' gender
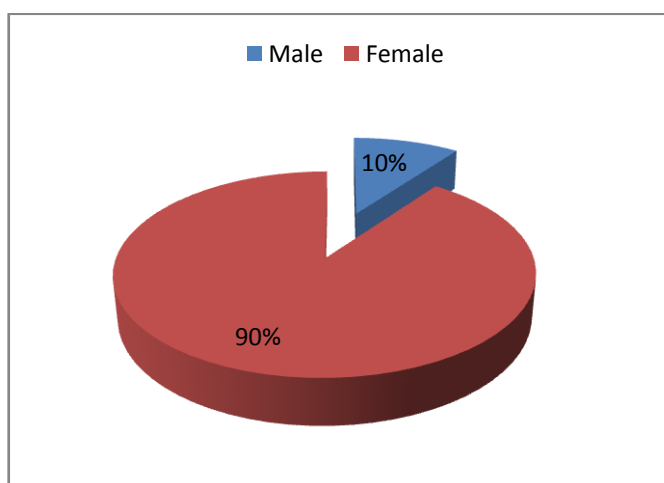
Figure 2: Students' Gender

A quick look at the table above will reveal that females students are numerous than males. In fact, we have recorded just 3 male who represent (10%) out of total of thirty. Whereas; 27 female making up (90%) of the whole population. This result shows that girls are more interested in studying foreign languages and English language particularly since they are more successful than boys.

Section II: students' Perception of the Speaking Skill

Q3. How do you find speaking in English?

Option	Response	Percentage %
Very easy	1	3%
Easy	10	34%
Difficult	18	60%
Very difficult	1	3%
Total	30	100%

Table 5: Students' Attitude towards Speaking.
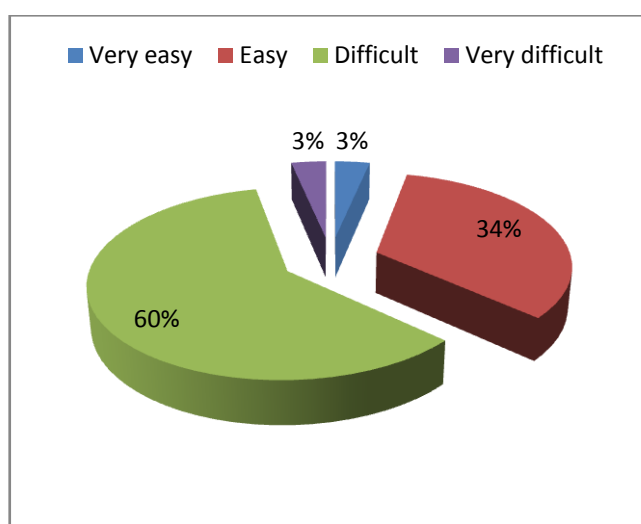
Figure 3: Students' Attitude towards Speaking.

It is clear from the graph that only one participant (3%) find speaking very easy, while 10 students (34%) believe that English is easy. However, this does not necessarily mean that they are good enough or fluent speakers. Only (3%) find English very difficult, whereas; the majority of respondents 18 or about (60%) believe that English is difficult. Those students maybe rarely participate or communicate in English either inside or outside the classroom and they need to practice more the language to develop their oral performance.

Q4. Which skills do you wants to develop most?

Option	Response	Percentage %
Speaking	17	56%
Listening	6	20%
Reading	2	7%
Writing	5	17%
Total	30	100%

Table 6: Emphasis on learning the four skills
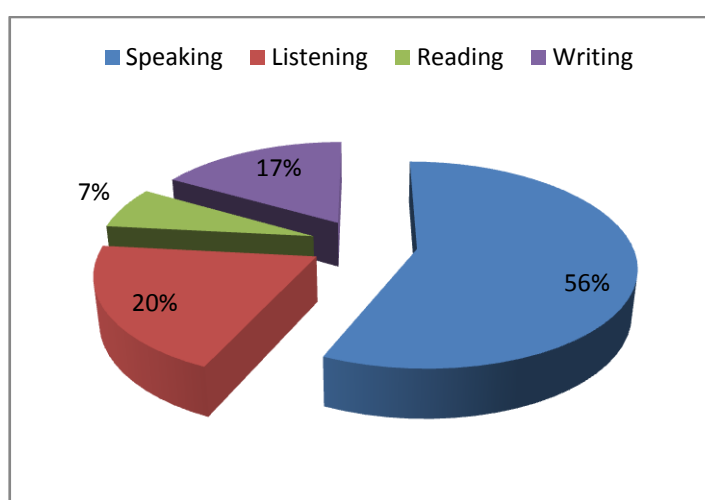
Figure 4: Emphasis on learning the four skills

The speaking skill is considered to be the most difficult one for many students, so that (56%) considered it to be the most important one need to be developed, because to communicate effectively they need to speak fluently first. Some students said that speaking is important as a productive skill used in real communication to express ideas and thought, so that it should be developed as well as other skills. However, (20%) picked the listening skill as an important one also, since we need first to listen before any oral or written production. Unlike the other skills, just (7%) believe that reading should be developed before any other skill, because they think that it provides us with a large amount of vocabulary. Concerning the writing skill, (17%) think that writing skill needs to be developed first because of its' importance, and students' level usually assessed by the writing process.

Q5. How often do you participate in the classroom activities without being asked by the teacher?

Option	Response	Percentage %
Frequently	4	13%
Sometimes	16	54%
Rarely	6	20%
Never	4	13%
Total	30	100%

Table 7: Students' participation
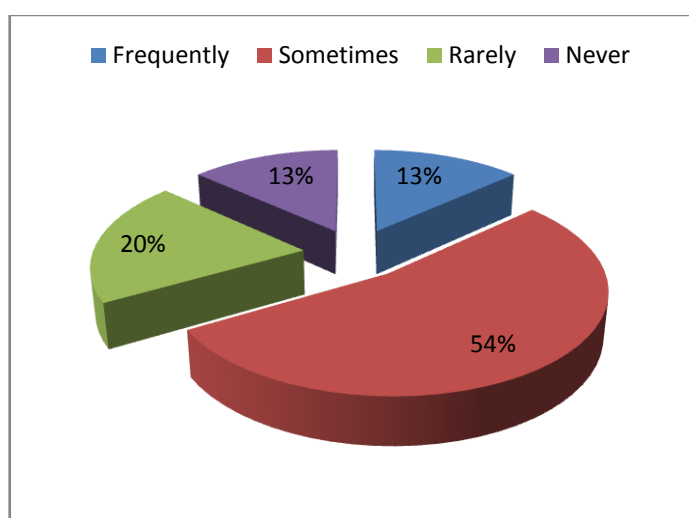
Figure 5: Students' participation

As it is shown by the table, (4) Participants making up (13%) state that they frequently participate because they are highly motivated, while the majority of the students (54%) claimed that they sometimes participate in the classroom. They believe that they do not need to participate frequently, but whenever necessary they have to participate for many reasons:

➤ To correct mistakes.

➤ To assess their level in English.

➤ To develop self-confidence and overcome anxiety.

However, 6 participants representing (20%) and 4 participants representing (13%) state that they rarely or never participate because of many reasons:

➢ Anxiety and fear of making mistakes.

➢ Lack of motivation and self confidence.

➢ They feel shines and afraid in front of their teachers and friends.

➢ I participate only when i have the right answer.

Q6. If you are afraid to talk in the classroom, is it because?

Option	Response	Percentage %
A. Fear of making grammatical mistakes	12	40%
B. Fear of making pronunciation mistakes	7	23%
C. Having deficient vocabulary	4	14%
D. Lack of self-confidence	6	20%
E. Fear of teachers' negative feedback	1	3%
Total	30	100%

Table 8: Reasons for students' inability to speak
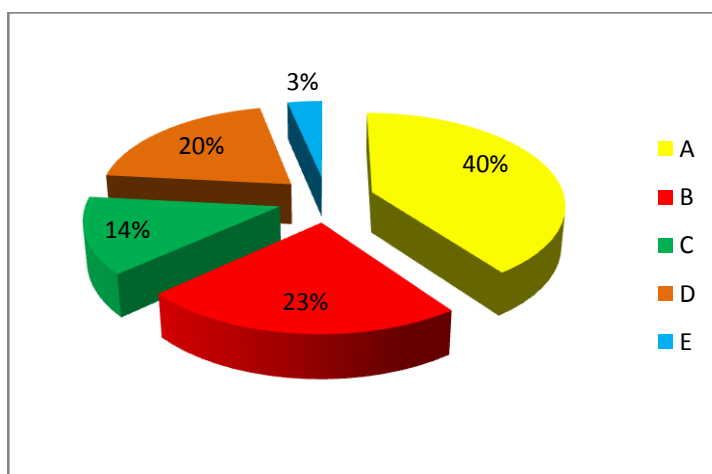
Figure 6: Reasons for students' inability to speak

Students are asked why they do not participate in the classroom, and are provided with a set of possible choices from which they have to choose those which best describe their reasons of inability to speak. From the result, the majority of students about 12 students or (40%) have indicated that they are afraid of making grammatical mistakes. Whereas 7 or (23%) of the participant stated that they do not participants in classroom because of their fear to make pronunciation mistakes. Besides, 4 or (14%) of the participants said they are not talkative because they have deficient vocabulary. Also, 6 or (20%) mentioned that they have lack of self-confidence, while teachers' negative feedback is not a problem since only one participant represents (3%) face it in the classroom. All this difficulties may hinder the students' classroom participation, and they cannot overcome all of these difficulties alone, so that it is teachers' responsibility to create a friendly atmosphere that pushes them to speak.

Q7. How do you feel when you participate in an oral class?

Option	Response	Percentage %
Comfortable	19	63%
Uncomfortable	11	37%
Total	30	100%

Table 9: Students' feeling when participating in oral class
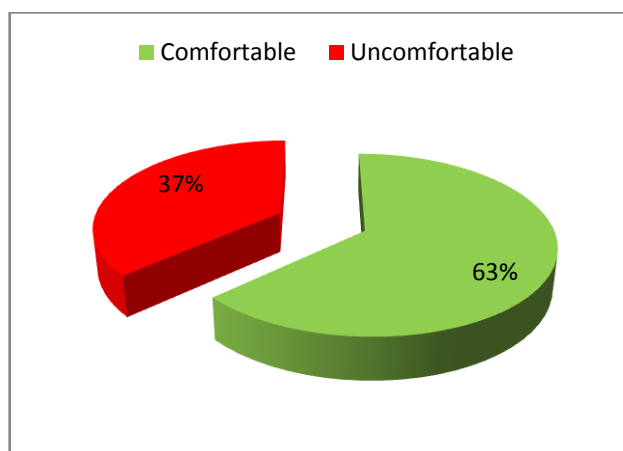
Figure 7: Students' feeling when participating in oral class

As is illustrated by the table, the majority of the participants (63%) indicate that they feel comfortable when they participate, while the rest of the participants (37%) reveal that they feel uncomfortable. Those who are comfortable obviously are talkative, with high self-confidence and do not feel inhibited at all. On the other hand, students who feel uncomfortable are usually silent, they are shy, afraid, have low self-confidence, and they are inhibited from their teachers and their classmates

Q8. If you feel uncomfortable, what makes you feel so?

Option	Response	Percentage %
The teacher	3	27%
Your classes	2	18%
The different classroom activities	6	55%
Total	11	100%

Table 10: The Reasons behind Students' Feeling Uncomfortable in Oral Class
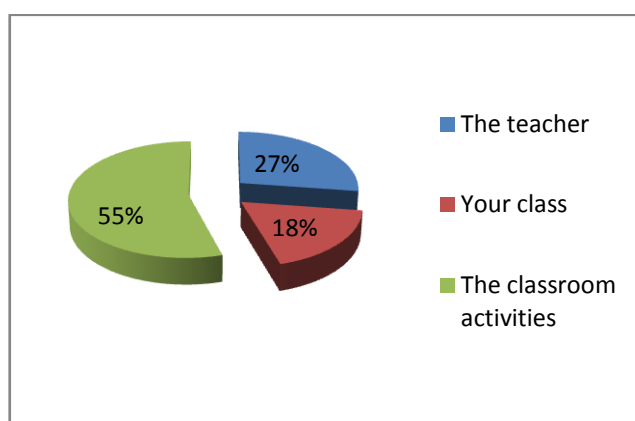
Figure 8: The Reasons behind Students' Feeling Uncomfortable

The total number of the population changes here. (11) Participants, the equivalent of (100%), stated that they feel uncomfortable during oral session. The majority of them 6 or (55%) admitted that they feel so because of the different classroom activities implemented by

teachers. Students obviously feel bored and loose interest if the teacher keeps using the same techniques. However, 3 participants' makes up (27%) confirmed that the reason behind their feeling uncomfortable is their teachers. While only 2 participants represent (18%) declared that their classmates is the reason behind their feeling.

Q9. Do you think that in order to learn the language you have to speak it?

Option	Response	Percentage %
Strongly agree	15	50%
Agree	12	40%
Disagree	2	7%
Strongly disagree	1	3%
Total	30	100%

Table 11: Learning a Language means speaking it.
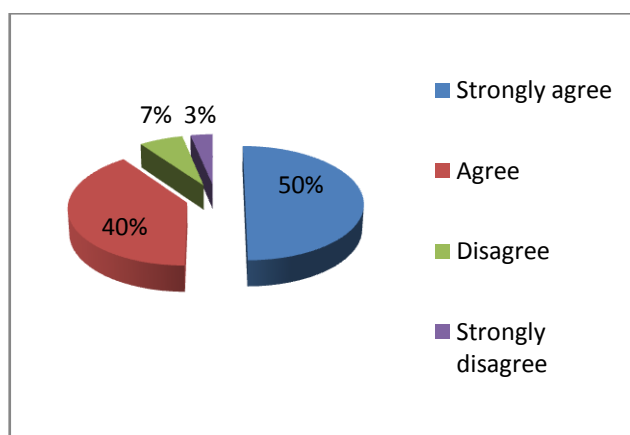
Figure 9: Learning a Language means speaking it.

The majority of students 15 or (50%) strongly agree that any one wants to learn the language he has to speak it first since it is a signal that he is aware of its importance and are capable enough to learn it. Others just say that they agree (40%). However, 2 participants making up (7%) and one participant making up (3%) say they are disagree and strongly disagree since speaking a language is not necessarily learn it.

Section three: Students' Perception of their Teachers' Implementation of CLL.

Q10. Have you ever heard about cooperative language learning?

Option	Response	Percentage %
Yes	24	80%
No	6	20%
Total	30	100%

Table 12: Students' familiarity with cooperative language learning
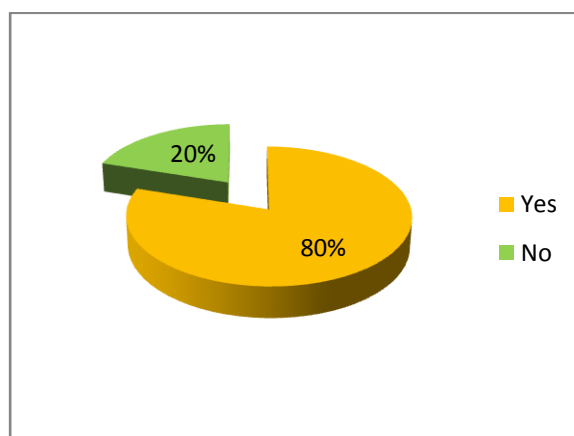
Figure 10: Students' familiarity with cooperative language learning

The statistics shows that the majority of participants 24 represent (80%) have heard of cooperative learning, against 6 represent (20%) who have not. In other words, it is an indication that CLL is widely adopted and most our respondents are more likely to have a positive belief toward CLL technique and this surely will affect their learning outcomes.

Q11. In oral expression session, what do you prefer?

Option	Response	Percentage %
Individual work	6	20%
Pair work	11	37%
Group work	13	43%
Total	30	100%

Table 13: Students' preference in oral courses
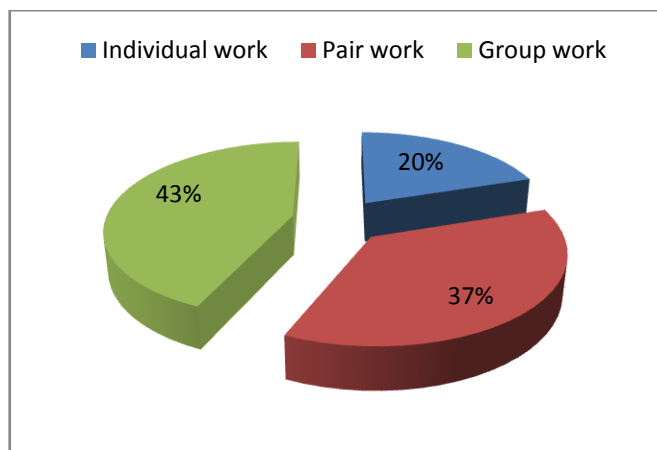
Figure 11: Students' preference in oral courses

The majority of participants 13 making up (43%) have indicated that they prefer having group work instead of individual and pair work for many reasons:

➢ I'm more relaxed and comfortable in groups.

➢ Help each other by discuss, exchange ideas, and take advices and information.

➢ Correcting each other's mistakes and acquires new vocabularies.

➢ EFL students feel more motivated to speak the language appropriately specially shy and silent students, by overcoming their anxiety and developing their self-esteem.

On the other hand, 11 participants say that they prefer working in pair group translating into (37%). They are also likely to be sociable. However, 6 participants making up (20%) indicated that they prefer working individually because of many reasons:

❖ I prefer to work on my own.

❖ Group member's noise.

❖ We do not have the same level.

If a student feel that he has a higher level, it will be difficult for him to be involved with another partner especially if he was weak students. Consequently, he feels more relaxed or secure to work individually more then with a partner.

Q12. Do you find it difficult to work with your classmates in groups?

Option	Response	Percentage %
Yes	7	23%
No	23	77%
Total	30	100%

Table 14: Difficulties encountered in group work classes
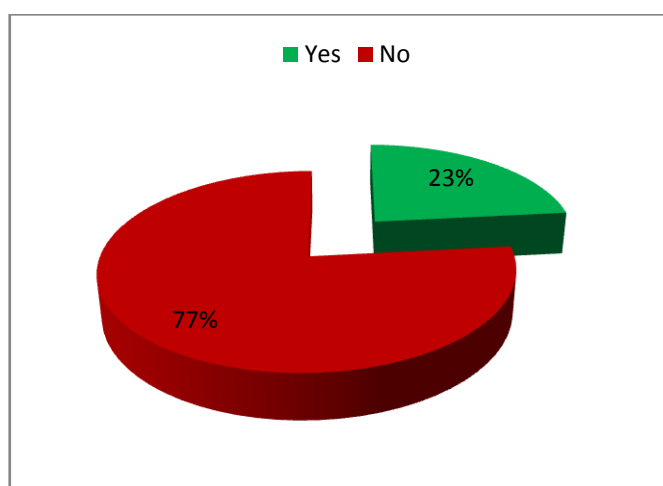
Figure 12: Difficulties encountered in group work classes

As the table shows, we have recorded a majority of 23 respondents translating into (77%) who has declared that they do not have any difficulties when they work together with their classmates. They have high self-esteem and can be classified among students who would prefer working cooperatively for the communication of their thoughts. However, 7 respondents translating into (23%) indicated that they have problems when working together. One possible interpretation is that they are in favor for individual work.

Q13. Which of the following problems do you usually face when working in groups?

Option	Response	Percentage %
A. Fear of making mistakes	5	17%
B. I find it difficult to express	3	10%

my ideas to the group members		
C. I don't like when students in my group correct my mistakes	2	7%
D. Imposing points of view	11	36%
E. Group members noise	9	30%
Total	30	100%

Table 15: Students' problem when working in groups
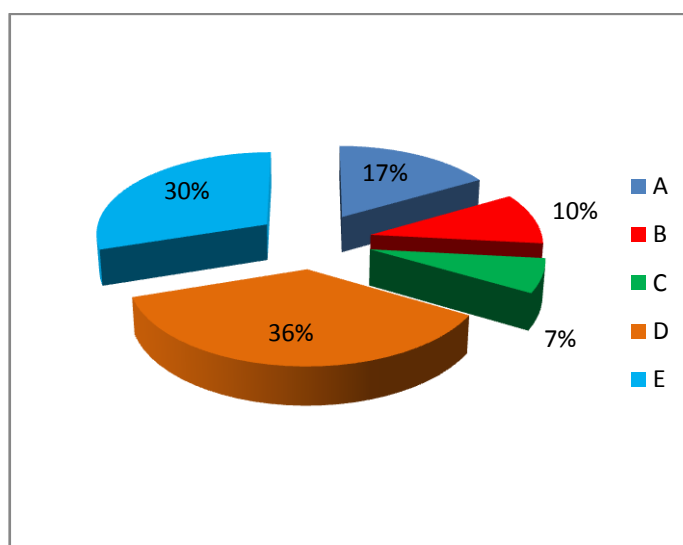
Figure 13: Students' problem when working in groups

In this question, students are asked to say what problems they usually face in group work. A quick glance at the table above will reveal that imposing points of view and groups' noise considered as the most problems students suffer from when working in groups. A total of 11 participants represent (36%) indicated imposing points of view, while 9 participants represents (30%) indicated group members' noise. Different ages and personalities lead of course to disagreement and misunderstanding and even to personal conflicts. Also, (17%) said that they are afraid of making mistakes, others find it difficult to express their ideas directly to their teammates (10%), while two respondent (7%) indicated that he/she do not want to be putted in a situation where another teammates correct his/her mistakes.

Q14. When you work in small groups, do you feel that you are?

Option	Response	Percentage %
Strongly motivated	8	27%
motivated	15	50%
Less motivated	6	20%
Not motivated	1	3%
Total	30	100%

Table 16: Students' feelings when working in groups

Figure 14: Students' feelings when working in groups

As the table shows, 8 participants making up (27%) and 15 participants represent (50%) indicate that they feel motivated and strongly motivated when they work in groups. They feel more confident and comfortable to speak, in which they help each other in interactional classroom environment. However, 6 respondents state that they feel less motivated (20%) maybe because they prefer to work individually, and one participant said that he do not feel motivated at all.

Q15. Do you feel that cooperative group work helps you to?

Option	Response	Percentage %
A. Ask and respond to more questions	6	20%
B. Learn to listen to different opinions	10	33%

C. Evaluate your peers' performance	3	10%
D. Arguing your ideas to convince others	2	7%
E. Feel more comfortable	6	20%
F. All of them	3	10%
Total	30	100%

Table 17: Cooperative group work benefits
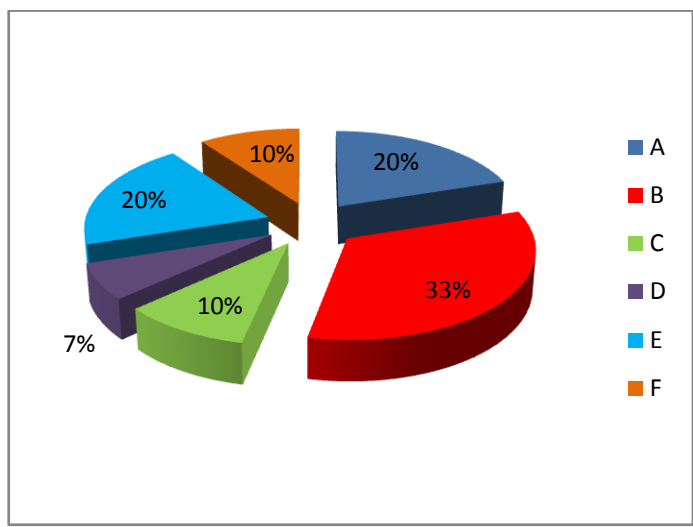
Figure 15: Cooperative group work benefits

Students are asked to say what group work helps them to do. As can be seen from the graph, (33%) from our sample believes that group work helps them to listen to different opinions and these have placed this skill in the first position, since each team member has its own time and role to speak. Also (20%) from our participants find that group work helps them to ask and respond to more questions in interactional situation, whereas (20%) find that cooperative group work make them feel more comfortable since it develop their self-confidence in which all students have the opportunity to speak. In addition to that, (10%) said it helps them to evaluate their peers' performance, and (7%) think it helps them to argue their ideas to convince others, and the rest (10%) believes that group work may help them with all the above advantages, and this is another evidence for the effectiveness of group work.

Q16. Do you think that cooperative group work technique helps you to improve your speaking skill?

Option	Response	Percentage %
Yes	28	93%
No	2	7%
Total	30	100%

Table 18: Students' Evaluation of CLL in improving their speaking skill
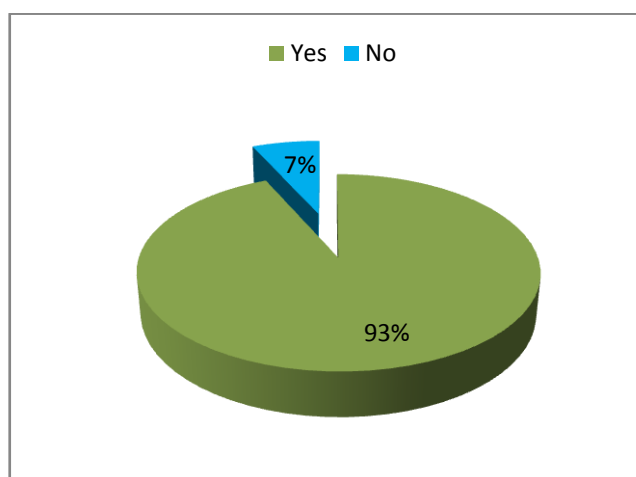
Figure 16: Students' Evaluation of CLL in improving their speaking skill

As the table reveals in answering the above question, only 2 students represent (7%) has indicated that cooperative group work does not help them to improve their oral proficiency, because they prefer to work individually and avoid any conflict or imposing points of view. On the other hand 28 students making up (93%) value the importance of cooperative group work technique and its helpful can strongly improve their speaking performance because many reasons:

➢ Cooperative group work helps EFL Learners to develop their speaking skill because it gives them the chance to communicate and exchange ideas and information with each other.

➢ Develop students' confidence and decrease their inhibition.

- ➢ Cooperative group work offers the opportunity to correct each other mistakes.

- ➢ Students have more opportunities to speak, get new experiences, and reach their vocabulary.

2.4. Discussion of Students' questionnaire

The analysis of the students' questionnaire reveals that girls are more interested than boys to learn English. As well as developing other skills, students give more importance to speaking since it is the first means of communication, and the most important learning the speaking skill will reinforce the learning of the other skills. Some students seems to be comfortable and highly motivated to participate in the classroom while others not, because they feel shy and afraid to make grammatical or pronunciation mistakes, or lack of self-confidence. In addition to that, the collected answers about students' preference indicate that the majority of students are willing to work in groups or pairs to help each other and exchange ideas, while others prefer to work on their own to avoid group members' noise or any other problems. The teachers' role is to increase students' participation by designing the appropriate strategies which depends on the nature of tasks and students level. Finally, the majority of our participants agree that cooperative learning helps them to improve their oral performance though several benefits such as; exchange ideas and information, it gives them the chance to practice the language and used it appropriately, develop their self-esteem and reduce their shines.

3. Teachers' questionnaire

3.1. Administration of the questionnaire

The teachers' questionnaire was administered to five (5) teachers among nine (9) third year teachers of oral expression in the department of English, University of Biskra during the

academic year 2014/2015. Almost all the teachers have co-operated with us and we feel very grateful to their assistance and comprehension.

3.2. Description of the questionnaire

This questionnaire consists of eighteen (18) questions which are organized in a logical order and classified under three sections. They are closed questions requiring from the teachers to pick up the appropriate answer from a number of choices, or to choose 'yes' or 'no' answers followed by brief justification whenever necessary.

3.2.1. Section one: General information

This section is devoted to the teachers' background information. The first question (Q1) seeks information about the teachers' degrees (license, magister/master, or doctorate). In second question (Q2), teachers are asked to state the numbers of years they have been teaching oral expression module (years' experience).

3.2.2. Section two: Teaching speaking skill

The second section, which is about teachers' insights about teaching speaking skill, consists of nine (9) questions. In (Q3), teachers are asked to state their attitude about their students if they value the importance of speaking in English. In (Q4), teachers are asked to indicate their students' level of oral performance in English. In (Q5), teachers are supposed to declare if their students' are motivated to speak the English language, and what they can do to motivate them. After that, teachers are asked to indicate how far their students participate in the oral classes (Q6). The (Q7) is designed to figure out the reasons behind students 'less participation, whether because their shines, classroom activities, the overcrowded classrooms, or specifying any other reasons. In (Q8), teachers need to select the most difficult aspect for teaching speaking. The (Q9) is designed to know if teachers evaluate their students' oral production or not, and then to state their preferable technique in their evaluation (Q10). The

(Q11) is designed to figure out the teachers' attitude about the degree of agreement in learning the language and speaking it.

3.2.3. Section three: Teachers' Incorporation of Cooperative Language Learning

The third section consists of seven (7) questions. In (Q12), teachers are asked to identify the technique they use most. The next question (Q13) teachers are asked to declare if they have ever used cooperative learning in classrooms. After that, teachers supposed to state how far they use group work in oral sessions (Q14). The next item (Q15) aims to investigate the effectiveness of CLL in enhancing students' classroom participation. In (Q16), teachers are asked to state if they increase their students' awareness toward the importance of CLL. The (Q17) is designed to figure out whether their students face difficulties when working in groups or not, and to specify them briefly later on if there are of course. The final question (Q18) investigates the teachers' evaluation of cooperative work whether it helps in improving their speaking skill or not, and then they are required to explain why.

3.3. Analysis of the Results

Section I: General Information (Q1-Q2)

Q1. Teachers' degree:

Option	Response	Percentage %
BA(License)	1	20%
Master/Magister	4	80%
PhD (Doctorate)	0	0%
Total	5	100%

Table 19: Teachers' academic degree
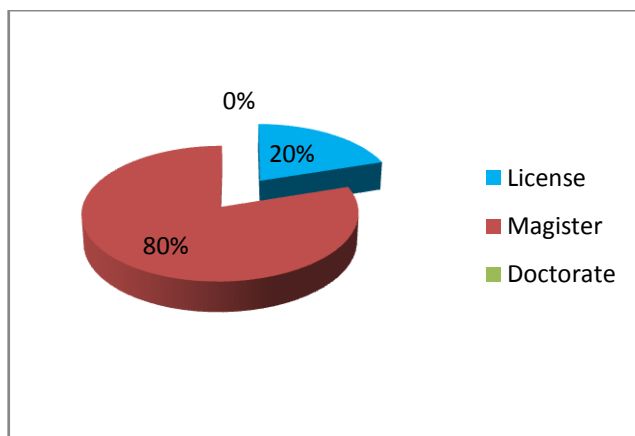
Figure 17: Teachers' academic degree

As the table indicates, four teachers representing the highest percentage (80%) is that of the teachers who have got a magister, and only one teacher or about (20%) have got a license, noting that there is no teacher has a doctorate degree.

Q2. How long have you been teaching English at University?

Years	Participant	Percentage %
1 year	1	20%
4 Years	1	20%
5 Years	1	20%
8 Years	1	20%
9 Years	1	20%
Total	5	100%

Table 20: Experience in teaching
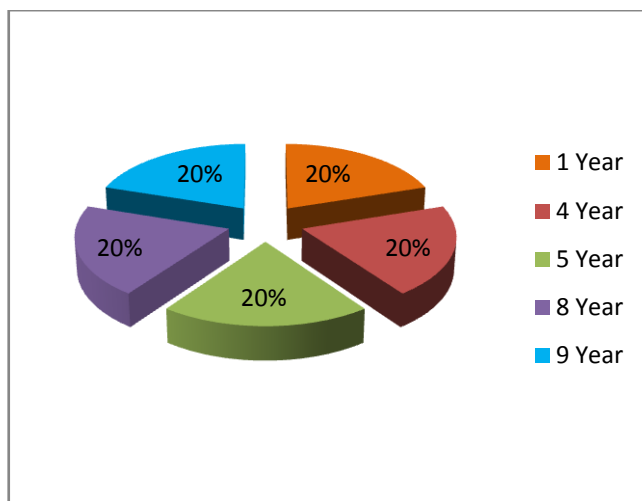
Figure 18: Experience in teaching

As can be seen from the graph, the five teachers have no more than 10 years experience in teaching English. The most experienced teacher have been teaching for 9 years (only one teacher), one teacher for 8 years, one teacher for 5years, another one for 4 years. We can notice that one of the participants affirmed that she is at the beginning of her teaching career since this her first year in teaching.

Q3. . To what extent do you think your students value the importance of speaking in learning a foreign language?

Option	Participant	Percentage %
Very much	2	40%
Much	2	40%
Little	1	20%
Not important	0	0%
Total	5	100%

Table 21: Teachers Opinions about Students' awareness of the importance of
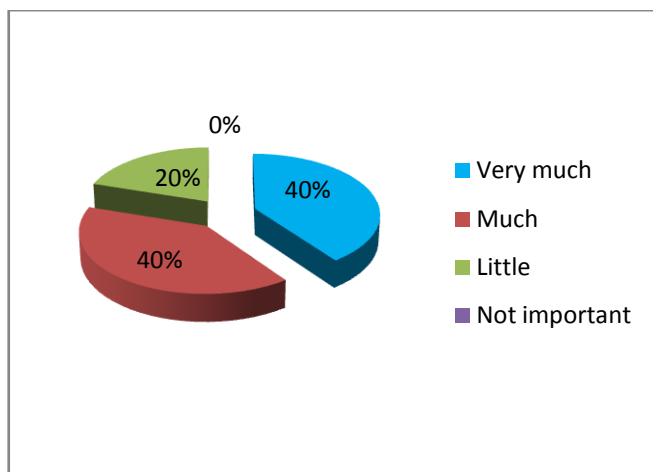
speaking

Figure 19: Teachers Opinions about Students' awareness of the importance of speaking

It can be seen from the graph, that the majority of teachers believe that their students are aware of the importance of speaking in learning English as a foreign language. Two teachers representing (40%) believe that their students value the importance of speaking to a very large extent, while two other teachers making up (40%) think that their students consider speaking important in EFL classes. Only one teacher (20%) report that their students believe that speaking is of a little importance in learning English as Foreign language.

Q4. Which of the following describes your students' level of oral proficiency in English?

Option	Response	Percentage %
High	0	0%
Above average	2	40%
Average	2	40%
Bellow average	1	20%
Low	0	0%
Total	5	100%

Table 22: Teachers' Evaluation of Students' Level of Oral Proficiency
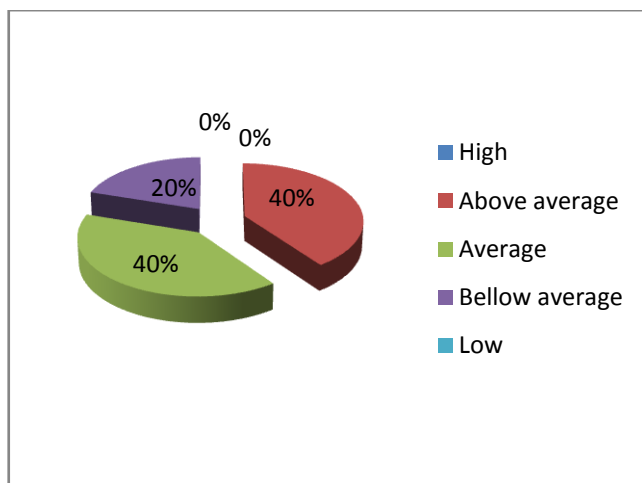
Figure 20: Teachers' Evaluation of Students' Level of Oral Proficiency

As is illustrated by the table, the majority of the teachers agree that their students' level in oral proficiency is between average (40%) and above average (40%). However, only one teacher (20%) chosen 'below average' and no one teacher has opted for the 'high' or 'low 'option. it seems that the majority of students do not have a good command of English, probably, because they are not motivated enough to use the language inside or outside the classroom on one hand, and lack of practice of the language on the other hand. We believe that students can develop their poor production and improve their speaking skill if they have more opportunities to speak and increase their talking time, and this can be done with the suggested technique (CLL).

Q5. Can you say that your students are motivated to speak in English?

Option	Response	Percentage %
Yes	3	60%
No	2	40%
Total	5	100%

Table 23: Teachers' opinion of Students' Motivation in Speaking
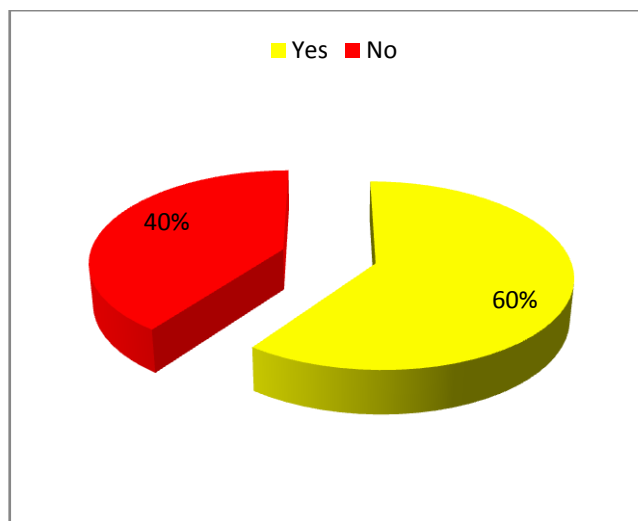
Figure 21: Teachers' opinion of Students' Motivation in Speaking

As can be seen from the graph, the highest percentage (60%) have indicated that their students are motivated to speak in English, while two out of five teachers say that their students are not motivated (40%). Students who are not motivated to speak can be due to many problems, such as fear of making grammatical or pronunciation mistakes, anxiety, lack of self-confidence…etc. Teachers can improve students' oral performance if they design the suitable activities and techniques that may increase students' motivation and develop their classroom participation. Consequently, they suggested the following techniques:

❖ Praising students and use some language games.

❖ Present some audio-visual materials.

❖ Selecting interesting and varying topics and activities (or let them choose).

❖ Providing a friendly/relaxed atmosphere by getting them express themselves freely.

❖ Use group work and authentic materials.

Q6. How often your students' participate in the oral expression module?

Option	Response	Percentage %
Frequently	3	60%

Sometimes	2	40%
Rarely	0	0%
Never	0	0%
Total	5	100%

Table 24: Teachers' Perception of Students' Participation in the Oral Session
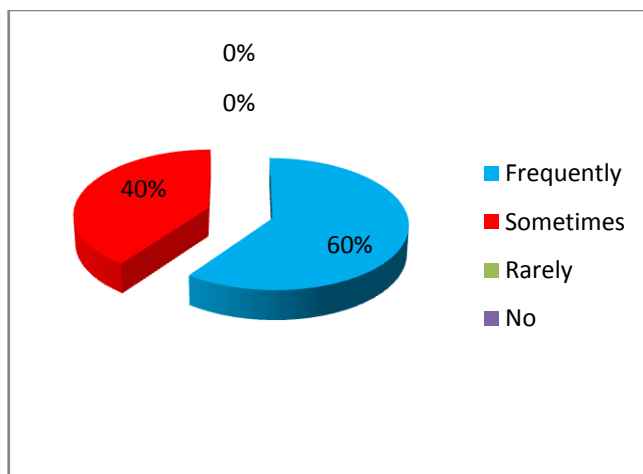
Figure 22: Teachers' Perception of Students' Participation in the Oral Session

As the graph reveals, the highest percentage of our sample 3 participants translation into (60%) affirmed that their students are frequently participating during the oral session. Obviously, they are interested in the different classroom activities proposed by the teacher, and the most important they motivated enough to develop their performance level through classroom participation. On the other hand, two teachers the equivalent of (40%) stated sometimes and none of teachers stated rarely and never.

Q7. Do you think that students do not participate because?

Option	Response	Percentage %
A. They are shy	1	20%
B. They are not interested in the classroom activities	1	20%

C. The overcrowded classroom	1	20%
A+B+C	2	40%
Total	5	100%

Table 25: Teachers' Opinion behind Students' inability to participate
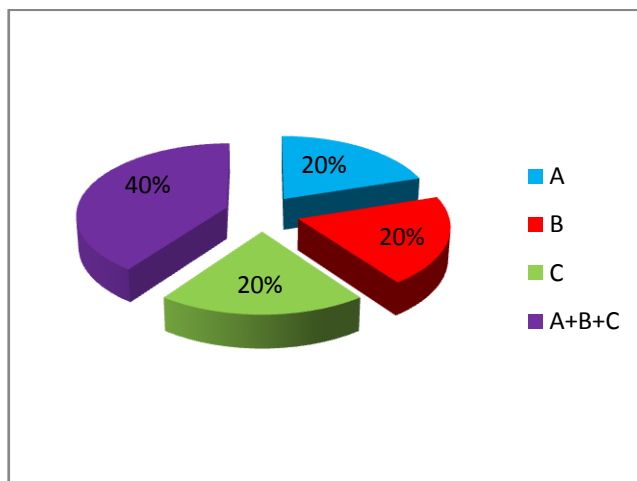
Figure23: Teachers' Opinion about Reasons behind Students' inability to participate

A quick look at the table above shows that the reasons behind the students' refusal to participate varied from one participant to another. One teacher making up 20% stated that they are shy. Another one affirmed that they are not interested in the classroom activities proposed by teachers while another teacher translating into 20% stated that the overcrowded classroom is the main reason behind the students' lack of participation. However, two teachers making up (40%) ensures that all the mentioned reasons affect students' participation. Very simply, they are inhibited, they have nothing to say (not enough background information about the topic), they do not master the target language, consequently; they are afraid of public mistakes, being laughable, or being subjects of their peers' criticism.

Q8. What do you find most difficult for teaching speaking?

Option	Response	Percentage %

Grammar	1	20%
Pronunciation	1	20%
Vocabulary	2	40%
Sentence structure	1	20%
Total	5	100%

Table 26: Teachers' Perception of most common Difficulties in Teaching Speaking
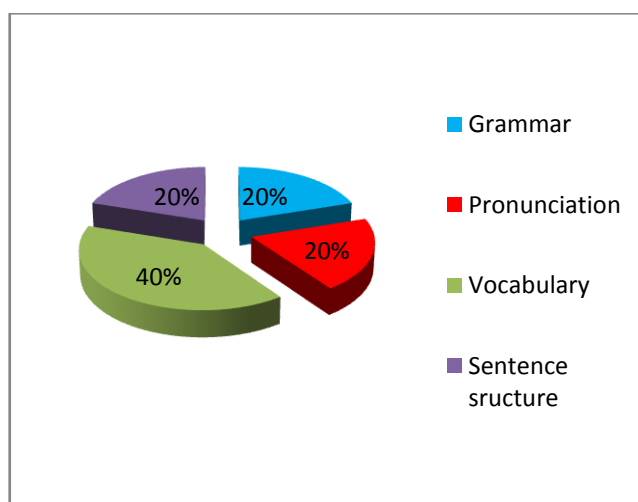
Figure 24: Teachers' Perception of most common Difficulties in Teaching Speaking

As is illustrated by the graph, difficulties encountered in teaching speaking varied from one teacher to another. Three teachers making up (60%) claim that their students needs in spoken English are in terms of grammar and pronunciation and sentence structure (20% for each). In other words, the majority of students have difficulties in grammar since they often repeat the same mistakes; pronunciation is one of the most items need to be developed for effective speaking as well as sentence structure. Also, two teachers representing (40%) confirmed that students have many difficulties in vocabulary. Thus, it comes as the most important item in mastering the foreign language and using it appropriately. Furthermore, one of our participants suggests that student find many difficulties in the cultural context, and idioms for example, cannot be easily toughed to students because of the cultural difference.

Q9. . Do you evaluate your students' oral production?

Option	Response	Percentage %
Yes	5	100%
No	0	0%
Total	5	100%

Table 27: Teachers' Evaluation of Oral Performance.
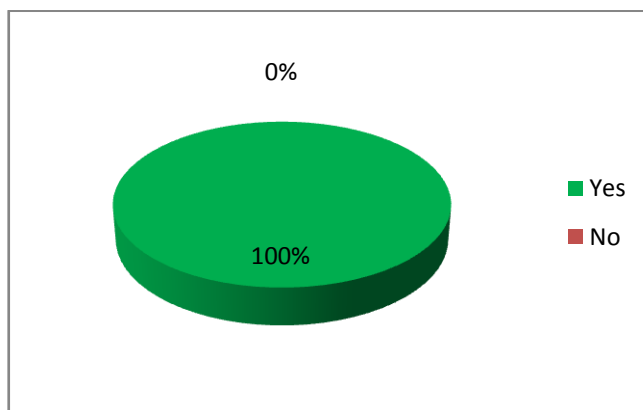
Figure 25: Teachers' Evaluation of Oral Performance.

Along the analysis of the results, we found that all the teachers (5) provide evaluation for students' oral production as shown in table 27 (i.e. 100%). Therefore, we assume that the evaluation process is considered by the majority of teachers to be essential part for teaching English as a foreign language.

Q10. If your answer is "yes", do you prefer?

Option	Response	Percentage %
Self-evaluation	0	0%
Peer-evaluation	0	0%
Teacher-evaluation	2	40%
All of them	3	60%
Total	5	100%

Table 28: Teachers' Preference for Evaluation Type
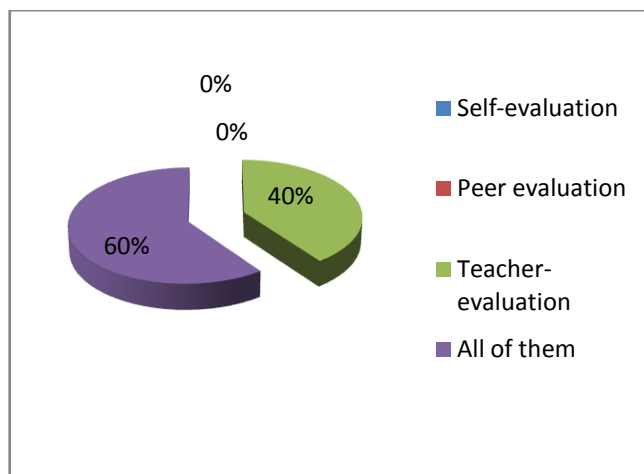
Figure 26: Teachers' Preference for Evaluation Type

As is illustrated by the graph, two teachers making up (40%) expressed their preference for teacher-evaluation. They believe that only teachers who can assess and judge the students' oral production. While three teachers representing the highest percentage (60%) opted for the fourth option 'all of them'. Obviously, different teachers have different personalities and strategies, consequently; each teacher differs in terms of their priority when evaluating the students' oral performance.

Q11. Do you agree that in order to learn the language, students have to speak it?

Option	Response	Percentage %
Strongly agree	3	60%
Agree	2	40%
Disagree	0	0%
Strongly disagree	0	0%
Total	5	100%

Table 29: Learning a language means speaking it
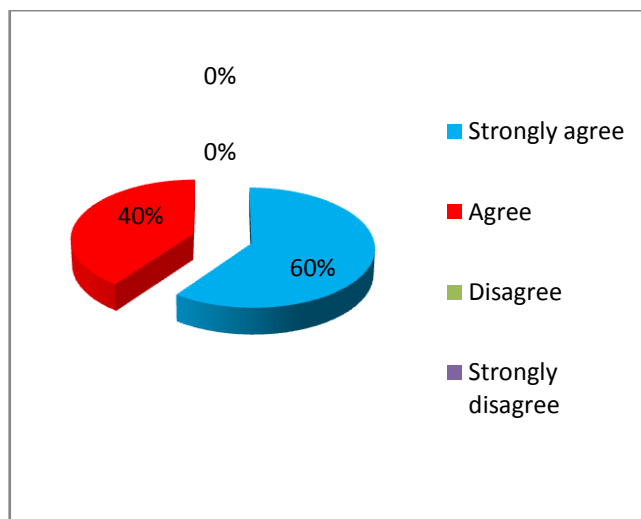
Figure 27: Learning a language means speaking it

A glimpse at the above table, we note that all our participants value the importance of speaking in learning a foreign language. Three teachers representing (60%) strongly agree that students must speak the language first in order to learn it. Two teachers representing (40%) opted the choice agree while none (0) opted for 'disagree' or 'strongly disagree'.

Section three: Teachers' Incorporation of Cooperative Language Learning

Q12. Which of the following techniques do you use most?

Option	Response	Percentage %
Group work	2	40%
Role- play	0	0%
Problem solving	1	20%
Discussion	1	20%
All of them	1	20%
Total	5	100%

Table 30: Classroom Techniques that Teachers Use Most.
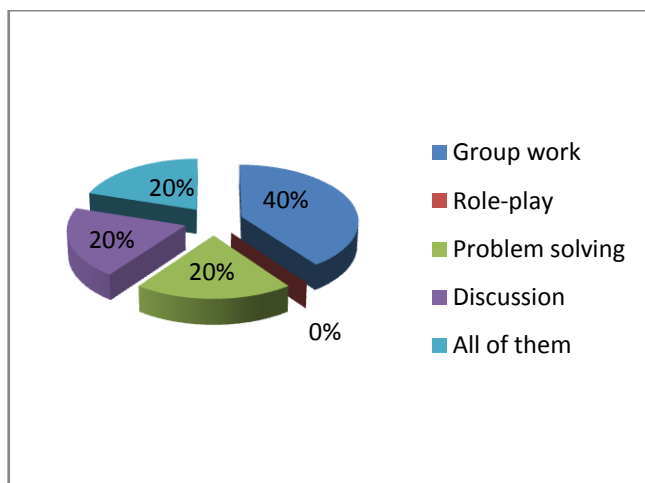
Figure 28: Classroom Techniques that Teachers Use Most.

Teachers imply different techniques for teaching speaking. We have offered four techniques four teachers to choose among them. Two teachers representing (40%) prefer group work as a teaching technique. They think that speaking is interactional process in which two or more participant involved in interactional environment to exchange information and ideas, and students feel more comfortable and less inhibited to speak. Two categories of teachers have worked on problem solving and discussion (20% for each category), and problem solving is totally ignored. However, one teacher represent (20%) assumes that he/she imply all of them to ensure a variety of activities and topics.

Q13. Have you ever used cooperative language learning in your class?

Option	Response	Percentage %
Yes	5	100%
No	0	0%
Total	5	100%

Table 31: Teachers' Use of CLL in Their Classes
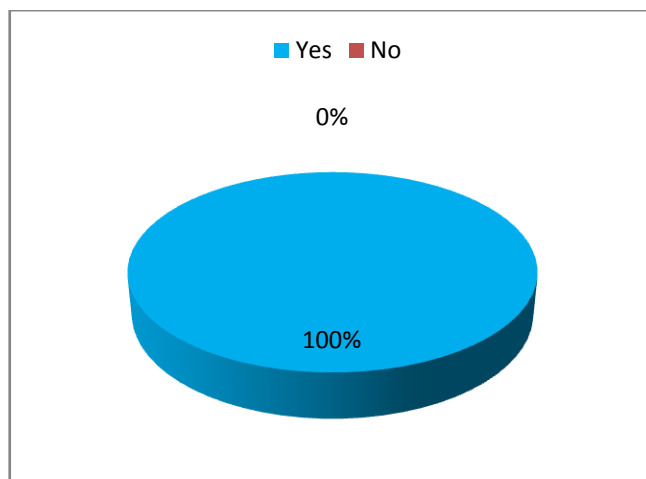
Figure 29: Teachers' Use of CLL in Their Classes

It is clear from the table that all our participants (100%) indicate that they use cooperative learning while no one have opted the choice 'no' and mentioned that they do not use it. They are aware about its benefits in teaching. Although teachers are not obliged to use cooperative learning, but most of them actually take it into consideration when teaching.

Q14. How often do you use group work when teaching oral expression?

Option	Response	Percentage %
Always	2	40%
Often	3	60%
Rarely	0	0%
Never	0	0%
Total	5	100%

Table 32: The Frequency of Teachers' Use of Group Work in oral expression
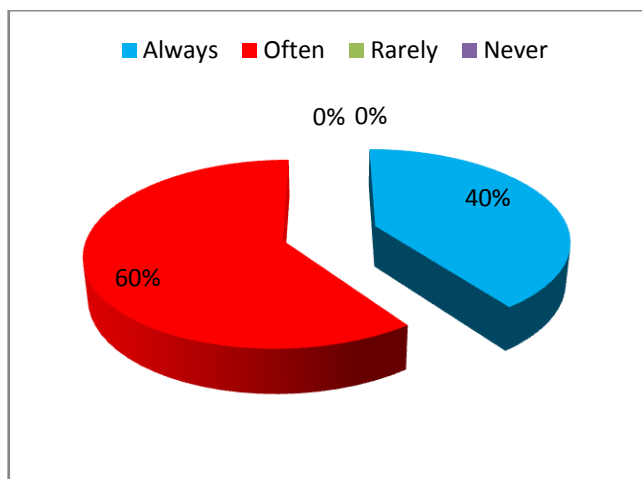
Figure 30: The Frequency of Teachers' Use of Group Work in oral expression

A quick look at the table above reveals that teachers value the importance of group work in teaching oral expression or learning in general. Two teachers making up (40%) state that that they always use group work in the classroom activities and the other three teachers representing (60) claim that they often use group work in the classroom. No one have opted the choice 'rarely' or 'never', and this is evidence about group work benefits.

Q15. Does cooperative language learning enhance your students' participation?

Option	Response	Percentage %
Yes	5	100%
No	0	0%
Total	5	100%

Table 33: Teachers' Evaluation of the value of CLL in enhancing students' participation
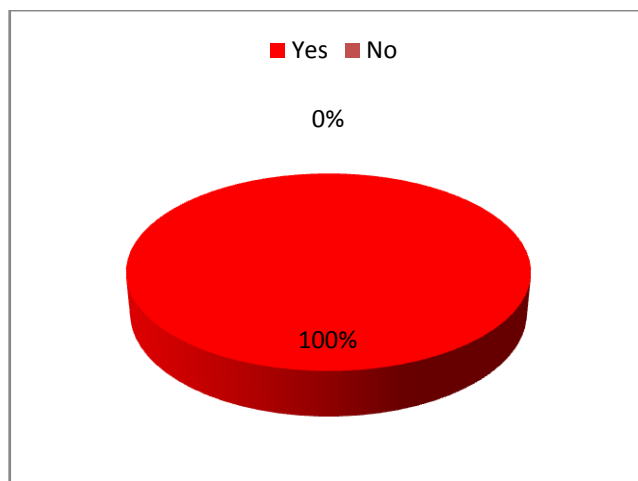
Figure 31: Teachers' Evaluation of the value of CLL in enhancing students' participation

As is shown by the graph, our teachers (100%) confirmed that CLL enhances their students' participation. Obviously, they already experienced the effectiveness of working in interactional situation through group work technique to overcome their inhibition and anxiety and develop their self-confidence and their personal motivation in general.

Q16. Do you raise your students' awareness towards the value of cooperative learning?

Option	Response	Percentage %
Frequently	3	60%
Sometimes	2	40%
Rarely	0	0%
Never	0	0%
Total	5	100%

Table 34: Teachers' Perception of the Value of Cooperative Work
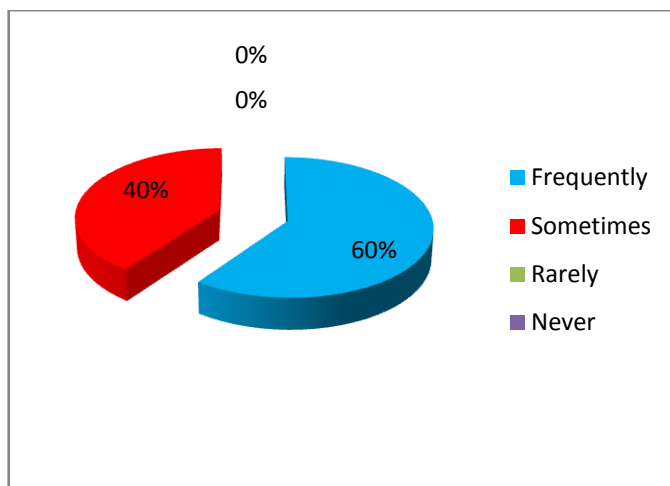
Figure 32: Teachers' Perception of the Value of Cooperative Work

A quick look at the table above indicates that all the teachers answered positively. Three teachers making up (60%) confirm that they frequently help their students when interacting with each other to show for them the effectiveness of cooperation when working in groups, while two teachers representing (40%) state that they sometimes help their students see the importance of working cooperatively. Thus, our teachers are aware of the benefits of cooperative work in encouraging students to speak and express themselves for more practice of the language.

Q17. Do your students' face problems working in groups?

Option	Response	Percentage %
Yes	4	80%
No	1	20%
Total	5	100%

Table 35: Teachers' Awareness of Students' Problems in groups
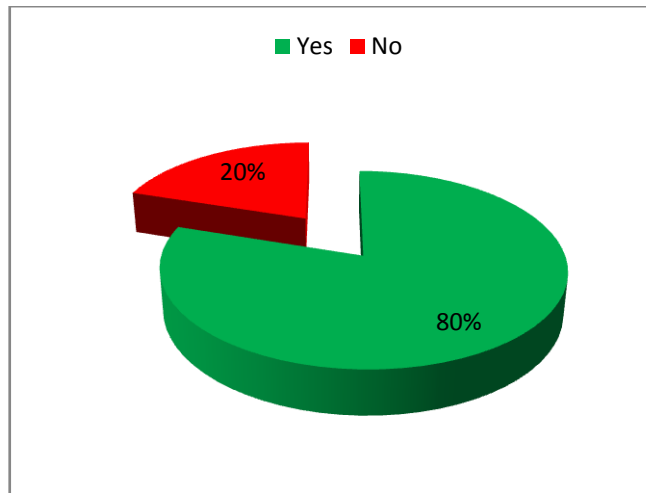
Figure 33: Teachers' Awareness of Students' Problems in groups

From the results of the table below, one teacher representing (20%) say that their students do not have any problems working together. However, the majority of the teachers (4) out of (5) representing (80%) indicate that they face problems when their students work together with their classmates and this may due for them to many reasons;

➢ There will be will be no individual work since the expert one in each group will do everything, while the others still passive.

➢ Noisy groups and full of trouble makers and this will never create encouraging climate for effective groups.

➢ Some students prefer to work individually, so that that there will be always disagreement on ideas and answers.

➢ Some students unfortunately are not interested in learning at all.

Actually, all this problems can be eliminated easily if the teacher designs effective groups, taking into account students' gender, level, number of students in each group, and interesting topics to be discussed.

Q18. Do you think that CLL technique improves learners' speaking skill?

Option	Response	Percentage %
Strongly agree	2	40%
Agree	3	60%
Disagree	0	0%
Strongly disagree	0	0%
Total	5	100%

Table 36: Teachers' Evaluation of the value of CLL in enhancing students' speaking skill
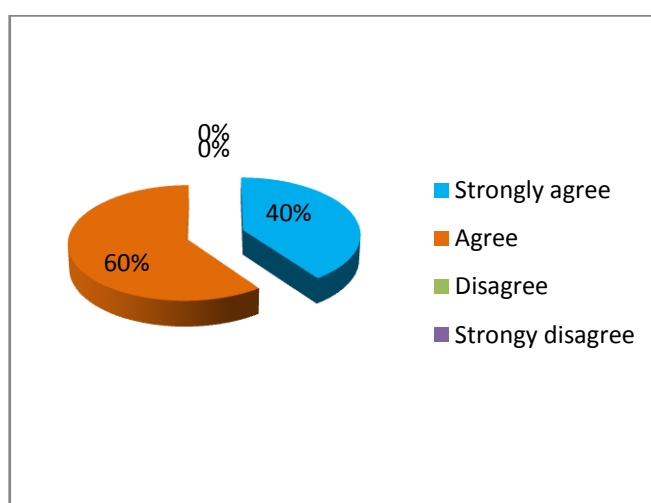
Figure 36: Teachers' Evaluation of the value of CLL in enhancing students' speaking skill

It is clear from the graph that the examination of the last question indicates that two teachers represents (40%) strongly agree that cooperative language learning can enhance students' oral production. However, three teachers making up (60%) believe that cooperative learning enhanced students' oral production. Every teacher of the five who believe in the benefits of cooperative work justifies their answers differently, and they offer the following answers about the benefits of cooperative learning:

❖ Provides more opportunities for students to help each other.

❖ Unable students to interact more with each other.

❖ More practice of the language.

❖ Increase students' motivation, which has a great effect on enhancing students' performance in English.

❖ Reduce students' anxiety and develop their self-confidence.

❖ Cooperative work gives students the chance to exchange ideas and opinion, and get rid of shyness at least.

3.4. Discussion of Teachers' Questionnaire

The analysis of teachers' questionnaire have revealed many facts on their attitudes towards teaching speaking skill in EFL classes, their attitude towards students level and classroom participation, their oral production, classroom difficulties, as well as their perception of cooperative group work as an effective technique to achieve the main academic goals.

In general information, the majority of teachers who responded to our questionnaire have magister degree; this very simply means that oral expression module is of more importance especially for foreign learners. Teachers experience in teaching English varied from one teacher to another (1-9 years). For teaching speaking skill, the majority of teachers believe that their students are aware enough of the importance of speaking in English. Some teachers affirme that the majority of their students are really motivated to speak and participate since they are able to use the language appropriately, while others consider their students not motivated enough to speak and they suggest some strategies that may increase their motivation. Furthermore, the evaluation process is considered by the majority of teachers to be essential part for teaching English as a foreign language. In the third part, the collected answers show that the majority of the teachers answered positively and they used cooperative groups in oral expression since they are aware of its benefits in enhancing students' participation through classroom interaction and in teaching in general.

Conclusion

To conclude this chapter, the collected answers from both teachers' and students' questionnaires show that cooperative learning is an effective technique to improve students' speaking skill. It encourages students' participation in interactional environment, develop self-confidence and reduce classroom inhibition. All in all, we understand that there is a positive relationship between cooperative group work and oral performance. The positive results that we revealed in this study have confirmed our hypothesis.

Suggestions and Recommendations

Recommendations for teachers:

- ➢ Since speaking seems to be the most important skill, teachers should reduce their speaking time in the oral session to give more opportunities for students to practice more the language.

- ➢ Encourage students to speak and express their opinions by rewarding them.

- ➢ Teachers should provide more opportunities for students to interact and communicate in real classroom situation.

- ➢ Develop students' self-confidence and reduce their anxiety by avoiding direct and harsh comments' (negative feedback).

- ➢ The majority of students prefer to interact with each other, so help them work in groups.

- ➢ When arranging them, take into consideration students' gender, level, and even their personalities, to avoid noise, imposing points of view, or any kind of students' personal conflicts.

- ➢ While students working together, take notes by keeping circulating around the classroom to check their performance or any encountered difficulties, if there are of course.

Recommendations for students:

- ✓ Try to practice more the language inside or outside the classroom.

- ✓ Whether you prefer to work individually or in groups, you should tell your teacher about that not your friends.

- ✓ Try to participate more in the classroom not only when you have got the right answer, because mistakes are part of the learning process.

- ✓ Even if you are intelligent do not be shy to ask for clarification when needed either from your teacher or your classmates.
- ✓ Believe in your abilities, be patient, and do not think negatively.

General

conclusion

General conclusion

The present study has dealt with the relationship that exists between speaking skill and cooperative learning. Its main concern was investigating whether the use of cooperative group work motivates students and improve the oral performance of third-year LMD students of English at the University of Biskra. Through this study, we hypothesized that if we are going to develop the students speaking skill, we should provide them with more opportunities to interact and get the practice they need to use the English language easily without any kind of shyness or fear of making mistakes.

The present study is a total of three chapters. The first chapter mainly highlights some of the theoretical issues related to the nature of speaking as an important skill that needs to be developed as well as its elements, processes, benefits, and the most common speaking difficulties. The second chapter provides a deep and true understanding of cooperative language learning as an important technique in learning and its roots, basic elements, methods, and benefits. The third chapter which is the practical part is concerned with analysis of the obtained results gathered from students and the teacher's questionnaire. The obtained results from the existing research has provided a valuable insight into language and confirmed our hypothesis that there is a strong relationship that exists between cooperative learning and oral performance.

The analysis of teachers' questionnaire confirmed that EFL teachers are aware of the effectiveness of using cooperative learning. The analysis of students' questionnaire indicates that the majority of students show a great deal of willingness and ability to participate in oral sessions to improve their level by more practice of the language, and they agreed that cooperative learning is very effective strategy that helps the students to develop their speaking skill as well as other skills of course. It is not surprising that our research show that well planned, organized, and effective cooperative groups may help students become more

comfortable, independent, confident and responsible, since they overcome their shyness and anxiety and express their thoughts easily in front of their classmates. Less talkative students who feel inhibited and afraid of making mistakes will never develop their performance individually. Consequently; Teachers need to provide more opportunities for students to collaborate with each other in interactional classroom situation, in which all students have the chance to speak and participate in order to improve their oral production.

As a final point, the research finding confirmed that the implementation of cooperative learning may comprise some negative aspects like students noise in groups or student's conflicting ideas. Both teachers and students should help each others to avoid such difficulties. This study is significant because we believe that the present application of cooperative group work to the field of language learning is very important for developing students participation and communication in EFL classes because it creates interactional atmosphere where learners are expected to help each other, correct each other mistakes, exchange ideas and information in a situation that everybody feel comfortable to speak and participate.

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Appendixes

Appendix I : Students' Questionnaire.

Appendix II: Teachers' Questionnaire.

University of Biskra

English Department

Student's Questionnaire

Dear students,

We are preparing a research on The Significance of Using Cooperative Language learning strategies in enhancing Learners' Speaking Skill in EFL Classes. We would be grateful if you could answer these questions to help us in our research. Your answers are very important for the validity of this research we are undertaking.

Please, tick the appropriate box (×) to indicate your choice, and specify your answer when needed.

Section one: **General Information**

1. Age: …..

2. Specify your gender:

                a. Male   ☐

                b. Female ☐

Section two: Students' Perception of the Speaking Skill

3. How do you find speaking in English?

        a. Very easy   ☐

        b. Easy   ☐

        c. Difficult   ☐

        d. Very difficult ☐

4. Pick the most important skill that you need to develop most:

        a. Speaking   ☐

        b. Listening   ☐

        c. Reading   ☐

        d. Writing   ☐

  Because…………………………………………………………………………………..............

    ………………………………………………………………………………………………..

5. How often do you participate in the classroom activities?

      a. Frequently   ☐

      b. Sometimes   ☐

      c. Rarely   ☐

      d. Never   ☐

 Please, justify your answer:

……………………………………………………………………………………..……
………………………………………………………………………………………....

6. If you are afraid to talk in the classroom, is it because of:

      a. Fear of making grammatical mistakes   ☐

      b. Fear of making pronunciation mistakes   ☐

      c. Having deficient vocabulary   ☐

      d. Lack of self-confidence   ☐

      c. Fear of teacher's negative feed back   ☐

7. Do you feel comfortable in the oral class?

      a. Yes   ☐

      b. No   ☐

8. If uncomfortable, what makes you feel so?

      a. The teacher   ☐

      b. Your classes   ☐

      c. The different classroom activities   ☐

9. Do you think that in order to learn the language you have to speak it?

      a. Strongly agree   ☐

      b. Agree   ☐

      c. Disagree   ☐

      d. Strongly disagree   ☐

Section three: Students' Perception of their Teachers' Implementation of Cooperative Learning.

10. Have you ever heard about cooperative learning?

    a. Yes   ☐

    b. No   ☐

11. In oral expression session, do you prefer?

    a. Individual work   ☐

    b. Pair work   ☐

    c. Group work   ☐

Please, justify your answer:

…………………………………………………………………………………………………..……
…………………………………………………………………………………........................…

12. Do you find it difficult to work with your classmates in groups?

    a. Yes   ☐

    b. No   ☐

13. Which of the following problems do you usually face when working in groups?

Problems	Yes	No
Fear of making mistakes		
I find it difficult to express my ideas to the group members		
I do not like when students in my group correct my mistakes		
Imposing points of view		
Group members noise		

14. When you work in small groups, do you feel that you are?

    a. Strongly motivated   ☐

    b. Motivated   ☐

c. Less motivated ☐

d. Not motivated ☐

15. Do you feel that cooperative group work helps you to:

Ask and respond to more questions	
Learn to listen to different opinions	
Evaluate your peers' performance	
Building good relationships among students	
Arguing your ideas to convince others	
Feel more comfortable	

16. Do you think that cooperative learning helps you to improve your speaking skills?

a. Yes ☐

b. No ☐

Please say why?

………………………………………………………………………………………...……
………………………………………………………………………………………………

Thank you for your collaboration

Alimi Brahim

University of Biskra

Department of English

The Teachers' Questionnaire

Dear teachers,

We are preparing a research on the Significance of using cooperative language learning strategies in enhancing learners' Speaking skill in EFL Classes. We would be grateful if you could answer these questions to help us in our research. Your answers are very important for the validity of this research we are undertaking.

Please, tick the appropriate box (×) to indicate your choice, and specify your answer when needed.

Section one: General Information

1. Degree(s) held:

    a. BA (License) ☐

    b. MA (Magister/Master) ☐

    c. Ph.D (Doctorate) ☐

2. How long have you been teaching English at University?

…………………………………………………………

Section two: Teaching speaking skill

3. To what extent do you think your students value the importance of speaking in learning a foreign language?

    a. Very much ☐

    b. Much ☐

    c. Little ☐

    d. Not important ☐

4. Which of the following describes your students' level of oral performance in English?

    a. High ☐

    b. Above average ☐

    c. Average ☐

    d. Bellow average ☐

e. Low   ☐

5. Can you say that the majority of your students are motivated to speak in English?

     a. Yes   ☐

     b. No   ☐

     What do you do to motivate them?

     ……….
……

6. How often do your students participate in the oral expression session?

     a. Frequently   ☐

     b. Sometimes   ☐

     c. Rarely   ☐

     d. Never   ☐

7. Do you think that students do not participate because?

     a. They are shy   ☐

     b. They are not interested in the classroom activities   ☐

     c. The overcrowded classroom   ☐

     Others, please specify

     ……
……

8. What do you find most difficult for teaching speaking?

     a. Grammar   ☐

     b. Pronunciation   ☐

     c. Vocabulary   ☐

     d. Sentence structure   ☐

     Other, please specify

     ……
……

9. Do you evaluate your students' oral production?

a. Yes ☐

b. No ☐

10. If you answer yes, what do you prefer?

a. Self-evaluation ☐

b. Peer-evaluation ☐

c. Teacher-evaluation ☐

d. All of them ☐

11. Do you agree that in order to learn the language, students have to speak it?

a. Strongly agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly disagree ☐

Section three: Teachers' Incorporation of Cooperative Language Learning

12. Which of the following techniques do you use most?

a. Group work ☐

b. Role-play ☐

c. Problem solving ☐

d. Discussion ☐

13. Have you ever used cooperative language learning in your class?

a. Yes ☐

b. No ☐

14. How often do you use group work when teaching oral expression?

a. Always ☐

b. Often ☐

c. Rarely ☐

d. Never ☐

15. Does cooperative language learning enhance your students' participation?

    a. Yes   ☐

    b. No   ☐

16. Do you rise your students' awareness towards the value of cooperative learning?

    a. Yes   ☐

    b. No   ☐

17. Do your students' face problems working in groups?

    a. Yes   ☐

    b. No   ☐

What are they? (Briefly)

…………………………………………………………………………………………...

…………………………………………………………………………………………...

18. Do you think that cooperative group work technique improves learners' speaking skill?

    a. Yes   ☐

    b. No   ☐

Please, justify

………………………………………………………………………………………

………………………………………………………………………………………

Thank you for your collaboration

Alimi Brahim

ملخص

يهدف هذا البحث الى دراسة اهمية استعمال التعليم الجماعي التعاوني كإستراتيجية فعالة لتطوير مهارة الكلام لطلبة السنة

الثالثة ل. م. د. لغة انجليزية بجامعة محمد خيضر بسكرة. كما يهدف الى تسليط الضوء على اهمية توفير الظروف الملائمة

والمريحة للمتعلمين كمحاولة لتحفيزهم من اجل استعمال اللغة الإنجليزية وأفضل طريقة لتحقيق ذالك تكون بمساعدة الطلبة

بالعمل في جماعات صغيرة لتطوير مهارة التعبير الشفوي والتخفيض من نسبة ترددهم وخجلهم . وقد بني هذا البحث على

الفرضية التالية : اذا استعمل الاساتذة تقنية العمل التعاوني في جماعات صغيره فإن الطلبة سيشعرون بارتياح اكثر

لاستعمال اللغة بعفوية مما يساهم في تطوير مهارة الكلام . وللتحقق من فرضيتنا اعتمدنا في دراستنا على استبيانين الاول

موجه لطلبة السنة الثالثة لغة انجليزية والثاني الى اساتذة التعبير الشفهي بقسم الانجليزية بجامعة محمد خيضر بسكرة خلال

السنة الدراسية (2014-2015). النتائج التي توصلنا اليها من تحليل اراء الاساتذة والطلبة بينت انهم واعون وبأهمية

استعمال هذه التقنية التي قد تكون من افضل الوسائل لتطوير مهارة التعبير الشفهي ومضاعفة نسبة مشاركتهم في الحصص

من خلال زيادة مستوى ثقة الطلبة بأنفسهم والتقليل من خوفهم وترددهم في الكلام . وفي الاخير يقدم هذا البحث اقتراحات

للأساتذة لمساعدتهم في تطبيق هذه التقنية بشكل صحيح واقتراحات اخرى للطلبة قد تساعدهم في تحسين مهارة الكلام .