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The Impact of Cooperative Learning on Developing EFL Students' Speaking Skill

The Case of Third Year EFL Students of English Division at University of Mohamed Khider Biskra

A Dissertation Submitted to the English Division in Partial Fulfillment of the Requirements for the Master's Degree in Sciences of Language

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Dedication

I dedicate this work to:

The dearest people to my heart

I am extremely grateful to my mother ASSIA DAHMANI and my father

NOUREDDINE ADAIKA for their love, prayers, caring and sacrifices to

educate and prepare me for my future.

My lovely sisters MOUFIDA, FAIDA, HANANE, SAMAH, and RADJA

My little cute niece MAYA

All the teachers of the English Division at the University of BisKra who

devoted most of their time in providing us with valuable knowledge, and pieces

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To my close friends SONIA, RYM, SARA and SAFAA with whom I have

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forward with his great motivation and help.

All the people who love me everywhere.

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Abstract

The present study aims to explore the impact of cooperative learning on developing EFL students' speaking skill. The present work is mainly concerned with making use of pair or small group to enhance students' speaking skill. It also attempts to shed some light on the importance of creating a motivating environment to get learners to use the language. Again, this research is carried out to confirm our hypothesis, which is: if teachers use cooperative learning method, the students' speaking skill will be enhanced. To gather the necessary data, two questionnaires are administered, one for 10 teachers of oral expression and another for the 60 third year students from the English division at Biskra University to identify and explore their attitudes about the speaking skill and cooperative learning. The method of this work is descriptive and its aim is to describe two variables: cooperative learning as the independent variable and its impact on developing EFL students' speaking skill as the dependent variable. The results have shown that cooperative learning is the appropriate technique for increasing and improving EFL students' speaking skill.

List of abbreviations and acronyms

CL: **C**ooperative **L**earning

EFL: **E**nglish as **F**oreign **L**anguage

ELT: **E**nglish **L**anguage **T**eaching

FL: **F**oreign **L**anguage

L1: **F**irst **L**anguage

LMD: **L**icense, **M**aster, **D**octorate

N: **N**umber

OE: **O**ral **E**xpression

Q: **Q**uestion

SL: **S**econd **L**anguage

SLA: **S**econd **L**anguage **A**cquisition

%: Percentage

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General introduction

Introduction

This study investigates the impact of cooperative learning on EFL students' speaking skill development. The speaking skill in English language is a very complicated skill to master. EFL learners usually encounter many obstacles while developing their speaking skill. Teachers use different ways and methods to improve their students' performance of speaking, in fact, the use of those methods are differing from one teacher to another. Nevertheless EFL learners face many difficulties when trying to do an oral activity because of several factors, such as: shyness, anxiety, and the fear of making mistakes.

Statement of the problem

The main objective of learning a foreign language is to be able to communicate the language fluently using that language. Yet, it has been noticed that EFL students have difficulties in communicating in English such as: the lack of vocabulary, anxiety, lack of self-confidence, poor grammar, and pronunciation problems. The role of the teacher in the classroom is to help them overcome those difficulties in order to improve their speaking skill. The main issue that will be investigated throughout this research is the relationship between cooperative learning and EFL students' speaking skill development.

In the present study at the English division at the university of Biskra, is an investigation which is going to be conducted on the impact of cooperative learning on students' speaking skill and to what extent EFL teachers are able to implement it to develop their students' speaking skill because speaking is generally considered as the most fundamental skill to acquire.

Significance of the study

This study is important as it investigates the cooperative learning impact on students' speaking skill at the division of English at the University of Biskra. More specifically, the analysis explores the tools, techniques, and mechanisms that improve students' speaking capacities to use cooperative learning as an instructional strategy for being successful

Aim of the study

The current study seeks to achieve the following objectives: first of all, to shed the light on the nature of cooperative learning in improving and developing EFL Students' speaking skill. Secondly, to know the importance of cooperative learning for the sake of teaching English as a foreign language and also to be aware of how teachers can organize their classes through the interaction of small groups in the learning process. Thirdly, to give students opportunities to work together toward one common goal. In addition to the previous goals, this study aims to:

- Motivate teachers to focus on using cooperative learning as a necessary technique in the classroom.
- Create a well-organized atmosphere to encourage students improve their oral speaking.

Research questions

The main questions of this study are:

Q1: To what extent is cooperative learning a beneficial strategy in enhancing EFL students' speaking skill?

Q2:What are the types of problems encounter in the speaking skill?

Hypothesis

In the present study, we hypothesize that:

- If teachers use cooperative learning in teaching, students' speaking skill will be developed.

Research methodology

Method

In this study we are going opted for the descriptive research by using the qualitative method to collect data. The descriptive research is the method of researches which explores and describes the data or characteristics needed for the research. It has several advantages; some of them are collecting a large amount of data for detailed study, in addition, it can identify further area of study.

Data gathering tools

In order to achieve our objectives and aims from this study we used one main tool which is the questionnaire. One for the 3rd year students at the English division in order to see to what extent does cooperative learning develop their speaking skill. Another questionnaire is designed for teachers to provide us about their views and stand points about cooperative learning and whether or not they use it during their lectures.

Structure of the study

The current dissertation consists of three chapters: the first two chapters are concerned with the theoretical part and the third one is devoted to the field work.

Chapter one

This chapter deals with the nature of cooperative learning and learning in small groups doing activities that promote positive interaction. The chapter also presents an overview of cooperative learning, definitions, elements, and advantages of using cooperative learning. In addition to the opportunities given to students by teachers in implementing cooperative learning technique in the classroom.

Chapter two

This chapter concerns itself with the speaking skill as an essential skill for communication; it deals also with the importance of speaking, functions and its difficulties.

Chapter three

This chapter deals with data analysis and interpretation in which to give details of both teachers and students questionnaires. Finally, we conclude our dissertation with a general conclusion and some recommendations.

Chapter one: Coopertive learning

Introduction

Students are differing in their capacities and abilities from one student to another. Therefore, they are required to work and interact with their peers to complete any common task. Again, cooperative learning is a pedagogical use of small groups which enable students to maximize both their own learning and the other's one.

This chapter focuses on the nature of cooperative learning and it includes an overview about it. Also, it provides some of its definitions suggested by some researchers. After that, some of its elements are clarified and discussed using some examples. In addition to that, the roles of both teachers and learners are given in brief, besides the major advantages of cooperative learning.

1.1. The nature of cooperative learning

Cooperative learning (CL) has been defined by many scholars and researchers differently because each one of them looks at it from another angle. However, all of them share one common goal which is creating a healthy atmosphere for learners to avoid anxiety.

Johnson and others (2003) define CL as a student-centered, instructor-facilitated instructional strategy in which a small team of students is responsible for its own learning and the learning of all team members. So, what they mean here is that CL is much more than placing students in teams and expecting them to discuss the chapter and then report back to the class. Therefore, CL holds each of the team's outcomes several essential characteristics must be present for a team to be called "cooperative". Even though the instructor structures the majority of the activities, it is the role of the team and each of its members who are responsible for the learning process. They (ibid) added that a team must exhibit interdependence; support one another's learning where learners will hold each other in the

team's process and outcomes; exhibit acceptable interpersonal skills and process team dynamics.

According to the previous definitions, we can say that CL is an important strategy in which students are working cooperatively in group works exchanging information and knowledge for the sake of achieving a common objective.

1.2.   An Overview of Cooperative Learning

Even though cooperative learning is considered by many as a useful learning strategy, there are others who consider it as a non-motivating way of learning/teaching manner. So, they think that this strategy was developed as a means to reduce competition in American schools. As Coleman (1959) identified it as a negative component of the educational system, he wanted to stress on its negative side. In a two-year study of students at nine high schools in the Midwest, he developed what he called a "climate of values" for the "adolescent society". Based on his findings, he suggests that instead of encouraging competition in the academic setting, "which effectively impedes the process of education," schools should introduce a more collaborative approach to teaching.

Based on the work of Coleman, Slavin (1994) conducted another research on the form of cooperative learning where he described it as "Student Team Learning." and defined cooperative learning as "instructional programmers in which students work in small groups to help one another to master the academic content." Here, they want to say that when students work together, they may encourage weak learners to participate in the lecture even with a very small amount of information they provide to the group they belong to. Also, he suggests that cooperative learning has the potential to capitalize on "the developmental characteristics of adolescents in order to harness their peer orientation, enthusiasm, activity, and craving for independence within a safe structure." So, according to him students feel safe when learning

in groups. Again, he explains that there are various methods for implementing cooperative learning techniques into classes of all subject areas and grade levels; however, the underlying concept requires all students to work together and be responsible for each other's learning.

1.3.   Definitions of cooperative learning

Cooperative learning defines by many scholars and researchers; each one of them regards CL from a different angle. However, all of them share one common goal

Johnson, Johnson, and Holubec (1993:9), leaders of cooperative learning since the 1970's, as stated by Richards (2006: p3), offers the following definitions: (1) "Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning". This means that working in teams allows students to share knowledge, ideas, and exchange information in which to make an effort to maximize their own and other members of the group learning. (2) "If we are to maximize the benefits of groups, we need to understand the complexities that are involved in collaborative interactions". Here, it is essential to manage students' group work in which they work together cooperatively to know the difficulties and obstacles behind the collaborative interactions to create and achieve a good results.

(3) Also, cooperative learning is to learn through small groups in certain conditions like to work together and must know that they can learn more vocabularies, improve their achievement orally when just work together. Here, it is a necessary to know that working in groups creates a suitable atmosphere for learners in order to provide more vocabularies and also develop their performance orally.

Another definition given by Neo (2005) argues that cooperative learning generates conversation, discussion, debate, and relationship-building among the students in the group and encouraging them to work well collectively. So, teachers should encourage their students

to work together collectively in debate groups, speech or discussion topics in order to exchange thoughts, opinions, information, and knowledge in which each member of the group shares his/her efforts and competencies with other members and tries to accomplish a common learning goal by working together

According to the previous definitions, we can say that CL is an important strategy in which students are working cooperatively in small group works exchanging information and knowledge for the sake of achieving a common objective.

1.4. Elements of cooperative learning

Hence cooperative learning is considered as an effective strategy to enable students in different circumstances in order to share information and knowledge, in that way Cooperative learning can subdivided into five basic elements which are:

1.4.3. Positive interdependence:

Interdependence is considered as the most important element. Deutsch (1949; 1962) as stated by Richards (2006: 4-5), the perception among group members that what helps one group member helps all group members, and what hurts one group member hurts all of them. Students believe that they "Sink or Swim together". That is to say, the efforts of each person benefit not only the individual, but also everyone who participated in the group work. So, students have two responsibilities: 1) learn the assigned material, and 2) ensure that all members of the group learn the assigned material.

Students in such a way are linked with group mates and cannot succeed unless their group mates do (and vice versa). In other words, both students and group mates benefit from each other in which to work together with a given support and encouraged for the sake of success to accomplish a common goal.

1.4.4. Face-to-face promotive interaction

Positive interdependence results in promoting interaction. It is defined as encouraging individuals and facilitating each one effort in order to achieve, and complete tasks to reach the group's objectives. In other words, promotive interaction is symbolized by individuals in which to exchange information and materials, being motivated and participated in order to provide each other with feedback for which to perform well in the classroom to reach the group's outcomes.

1.4.5. Individual accountability/personal responsibility

Slavin (1987: 5) defines individual accountability as being present when "[T] his team's success depends on the individual learning of all team members." To accomplish this, groups encourage all members to participate and to meaningfully demonstrate their knowledge and skills. It means that, students are aware of their individual responsibility to contribute to the group therefore; they believe that they are responsible for achieving their own learning objectives.

1.4.6. Group processing

Johnson, Johnson, & Smith (1998) believe that groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. So, the members of the group discuss how they are achieving their objectives and also how to control their behavior about their decisions to be continued or to change them.

1.4.7. Interpersonal social skills

Groups cannot function effectively if members do not have and use the needed social skills. Instructors emphasize these skills as purposefully and precisely as job performance skills. Collaborative skills include instructorship, decision-making, trust building,

communication, and conflict-management skills. Here, students are able to work in teams by interacting with each other effectively; therefore, social skills provide students with opportunities to be aware about how to communicate, how to perform well, how to build trust between the members of the groups, how to be decision makers, and how to be effective leaders.

As a conclusion of what has been mentioned above, the link between the five key elements of cooperative learning is very important and effective; those principles help teachers who use cooperative learning strategies in the classroom for achieving their learning objectives.

1.5. The role of teacher in cooperative learning

A teacher often has many roles to play in the classroom; some of them are presented by the following scholars:

As Edge (1993:70) points out, "the teacher is not asked to give up control in order to use pair work and group work. The teacher is asked to exercise control in order to use pair work and group work" (cited in Richards, 2006: 38). In other words, the teacher in this case is not acting as a controller, but the major important role is to be a controller for their control.

Gudu (2015: 60) Teachers should facilitate the learning process by providing learners with knowledge. In other words, the role of the teacher here is to provide their learners with extra knowledge in order to perform well, in addition to reach their background information to facilitate the learning task.

In addition, teachers should also be fair in error correction so that they do not overcorrect a student (Borg 2006). That is to say, teachers should be sure about their knowledge and information, so they avoid consult over and again a students' errors; this makes students' error correction to be a natural part of the learning process (Alharbi 2015). Teachers should provide learners with authentic language in context (Alharbi, 2015; Hosni, 2014).

Achmad and Yusuf (2014: 153): In speaking class, teachers are required to create communicative and interactive activities by giving students a great deal of opportunities to practice the target language. Essentially, the class manifests student-centered backdrop rather than teacher centered.

Teachers also carry the burden of knowing how learners from specific communities learn so that the teaching styles are uniform with the learners' learning styles in order to enhance learning (Talley and Hui-Ling, 2014). In other words, the teacher uses different styles of teaching in the classroom in order to promote students' learning. Tsui (1996) identified six speaking strategies to be employed by teachers when teaching, speaking skills lesson for instance, which are: 1) lengthen wait time between question and answer, 2) to improve questioning techniques, 3) focus on content 4) Establish a warm rapport with the students5) to accept a variety of answers, 6) To allow for student rehearsals. The light shed here on the previous important speaking strategies that teachers are utilized during their teaching speaking skills.

In addition, learners also expect their teachers to give them feedback on their performance, the teacher role in this case is to correct their students' mistakes, not all the time, but only when there is a problem because this will create many problems, maybe the flow of conversation, destroy the purpose for the speaking activity, demotivate students and learners may become afraid to speak fluently and accurately. Thus a teacher should endeavor to correct mistakes positively and with a lot of encouragement (Tuan and Mai, 2015).

In cooperative learning class, according to Zhang (2010: 81) teachers are facilitators who should guide their learners on how best to achieve educational objectives. In other words, being a facilitator in a classroom means being a successful teacher. Teacher talking time should be less than student talking time (Jacob (2006:30-46). Also, teachers are required to provide their learners with a model answer to encourage further learning (Harel, 1992:153).

1.6. The role of learners in cooperative learning

Learners also lay a necessary role in speaking skills lesson. First, students should be ready to interact with the curriculum being provided. In other words, this requires learners who have internal motivation in which to interact easily with the curriculum or the program being submitted, as a consequence, this helps learners to raise their self esteem, to be motivated, to be an active participant, and willingness to communicate (Alharbi 2015). The learners then develop long-term self motivation and determination which will enable them to put more effort by participating actively in classroom activities and speaking in English outside the classroom.

Archmad and Yusuf (2014) recommend that when a teacher is using the uncontrolled classroom activities, it is important to take cognizance of culture of the learners as it impacts on their learning outcomes. Talley and Hui-ling (2014) observe that learners are expected to agree to initiate, respond, manage and negotiate their part in the speaking skills lesson. In addition, they should select, sequence, and arrange words and sentences and utterances in order to have unified have spoken English. Talley and Hui-ling (2014: 40) propose four strategies in classroom communication interaction. A learner should: Think of what they are going to say, think about the structures they are using but do not let them interfere with what they want to say, do not be afraid to make mistakes (mistakes are normal as you are learning a language) and when you are not understood, use repetition, gestures, synonyms, definitions, acting out, whatever comes naturally as you begin to feel more proficient in the language (cited in Gudu 2015: Ibid).

Role	*Description*
Encourager	Encourages reluctant or shy students to participate.
Praises	Shows appreciation of the other's contribution and recognizes

/cheerleader	accomplishment.
Gatekeeper	Equalizes participation and makes sure how one dominates.
Coach	Helps with the academic content, explains concepts.
Question commander	Make sure all students' questions asked and answered.
Taskmaster	Keeps the group on task.
Recorder	Writes down, decisions and plans
Reflector	Keeps group aware of progress (or lack of progress).
Quiet captain	Monitors noise level.
Materials monitor	Picks up and return materials.

Table 1: Possible students' role in cooperative learning groups

(Kagan, 1994; in Woolfolk, 2004 :496)

1.7. Advantages of cooperative learning
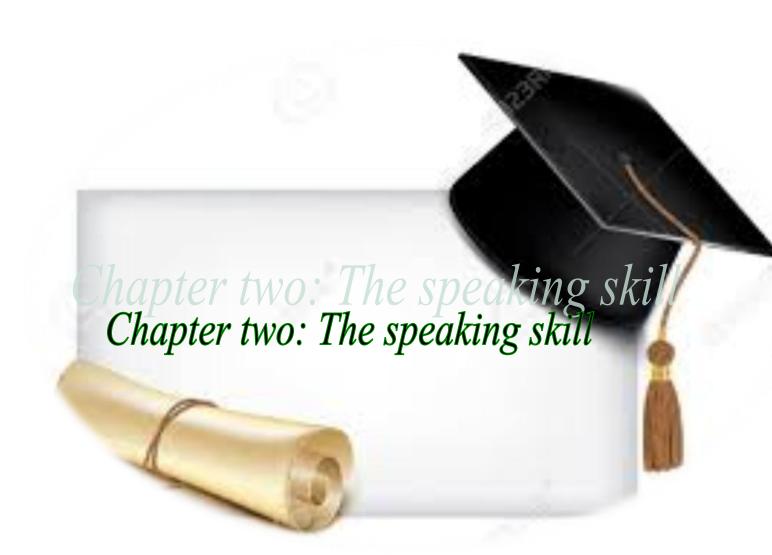
The basis of this definition is that students with high self-esteem are involved in the classroom; they are active participants for the sake of expressing their learning outcomes. As Ormrod (2004: 417) stated "Students have a higher self-efficacy about their chances of being successful, express more intrinsic motivation to learn school subject matter, participate more actively in classroom activities, and exhibit more self-regulated learning."

On his turn, Cloud (2014:8) claims that cooperative learning is not just group work; but, a very dynamic teaching strategy that is not as simple as it may seem. He added that here are many advantages of cooperative learning which are: firstly, social interaction, individual work has its useful applications, but it cannot match the advantages of group work, especially when it comes to social interaction. Social interaction between members of a given group helps dissolve nervousness and insecurity. In other words, the social interaction is the way in which

people understand each other in order to exchange principles, cultures, and mind thinking. Another advantage of cooperative learning is idea transfer. In group work, the interactions between members allow for an exchange of ideas much quicker and more effectively. In addition, group interaction allows for the more knowledgeable students in the group to help those less understanding of the material. In other words, working in groups allows students to exchange points of view, ideas, knowledge in order to communicate easily, quickly, and effectively. Therefore, they feel more comfortable to interact with their classmates than with their teachers because they tend to develop their speaking skill easier and quicker. Last but not least, cooperative learning helps in developing leadership skills. To manage many different tasks at once, and keep everyone on the track, takes strong leadership skills. In other words, leadership skills are the strengths and abilities individuals demonstrate because each person is held accountable by the other.

Conclusion

To conclude, cooperative language learning is considered as one of the most successful strategies for both learners and teachers. It provides learners with opportunities to communicate with each other and increases their productivity and achievements. It shows them how to work together to solve problems and to accomplish certain goals which are an important skill inside and outside the classroom. Generally, learners usually prefer cooperative language learning strategies because they make them feel serious and responsible for their work, as well as making learning more entertaining and interesting. Consequently, and most importantly, cooperative learning within EFL classes may develop the students' speaking skill with a noticeable progress.

Chapter two: The speaking skill

Introduction

Language is a means of communication. We communicate with others using language in order to express our ideas, as well as to know others' ideas. Speaking is considered as the heart of any foreign language learning. So, the role of the teacher here is that he/she should be present in order to support his/her students to be effective communicators as well as, to improve their competence to practice the language successfully.

This chapter will attempts to define speaking; first of all we attempt to confirm the importance of speaking skill, its definitions, functions, position among the other language skills, and sub-skills of speaking. Then, it will discuss the difference between speech and writing, difficulties facing students, and some strategies for developing their speaking skill. Finally, it identifies the teachers' role in enhancing students' speaking skill.

1.1. The importance of speaking skill

The major reason of learning English language is to be able to speak it because the ability to speak is the most essential skill since it is the basis for communication, which means that the speaking skill has acquired a very important place in communication skills. In that way, Thornbury (2005: 1) claims that speaking as a part of daily life that we take it for granted." That means that, it is an important skill that uses in everyday life. Therefore, speaking is one of the main aspects of communication.

Speaking skill is the most important and essential skill in EFL classes the other skills according to Richards (2008) many EFL students consider the mastery of the speaking skill a priority. Besides, they evaluate their success according to their spoken language proficiency. Thus; the students in EFL classes expect to do the speaking skill more than to do the other skills, because speaking is language in use.

Speaking skill is considered the key element in language learning, as Renandy and Richards (2002: 201) states that "a large percentage of the world's language learners study English in order develop proficiency in speaking." So it is considered a helpful skill to build up other language skills. According to Hedge (2000: 261) declares that " for many students, learning to speak competently in English is a priority, they may need this skill for a variety of reasons, for example to keep up a report in relationships, influence people, and win or lose negotiations." So speaking is a fundamental medium used to convey messages, knowledge, emotions, feelings, ideas directly in an interaction with the other.

That fact led many researchers to consider the importance of speaking while teaching and learning the foreign language (FL) Nunan (1991: 39) writes "the most people, mastering the art of speaking is single most important factors of learning a second or FL and success is a major item of the ability to carry out a conversation in the language."Therefore, it is the vehicle and medium through which successful learning languages. In addition to that, Baker and Westrup (2003: 5) said "as students who are speaking English well may greater chance for further education of finding employment and gaining promotion." As a result, speaking plays a significant role inside and outside the classroom and speaking opens the door for those students who have the ability and the capacity to speak English fluently and accurately in order to go further in their career goals.

1.2. Definitions of speaking skill

The term speaking was defined differently in many English dictionaries, like the Webster's and the Oxford dictionaries. So, the Webster's Online Dictionary, (1828) defines the verb "to speak" as "to say words in order to express your thoughts, feelings, opinions to someone" and "to talk to someone". In other words, to speak means to express your point of view, and your own personal thoughts. Whereas, the new Oxford dictionary of English,

(2010: 756) defines speaking as "to know and to be able to use a language" and "to express the thoughts or opinions of anyone else". That is to say, speaking is an important skill that enables people to communicate and interact in the language in which to express and share thoughts with other persons. According to Richards (2008:19) the mastery of speaking skills in English is a priority for many second language or foreign-language learners. In other words, the use of SL and FL takes an important place to master effectively the speaking skill. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. He added: speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998: 13). This means that the use of symbols, signs, and body language are very essential for which to share meaning between one another. Richards (2008 Ibid) states that speaking is a crucial part of second language learning and teaching. However; today's world requires that the goal of teaching, speaking should improve students' communicative skills, in other words, the four skills are very important in which students can improve their communicative competence, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

According to Torky (2006:30) Speaking is defined operationally as "students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language." In other words, they are required to improve the oral communication skill to achieve their performance well, and to speak fluently, to pronounce words correctly, and to use a simple vocabulary without the doubt of making grammatical mistakes or errors

whenever they speak a language in which to serve both transactional functions in terms of transforming information) and instructional function in terms of maintenance of social relationships function.

1.3. Functions of speaking

The speaking skill has a number of fundamental functions to interact the student according to some researchers' attempts to classify the functions of speaking, as Brown & Yule (1983, cited in Richards, 2008) claimed a distinction between three functions which are: First of all, the instructional function aims to establish and develop social relationships, in other words, it is to share knowledge with other people, to know others' cultures and others' attitudes. Secondly, the transactional functions focus on the exchange of information and it can perform certain tasks. Those functions are classified into three main categories: talk as interaction, talk as a transaction, and talk as performance.

1.3.1. Talk as interaction

The function of interaction refers to what is called conversation. This interaction serves a social function which the speaker's desire to build a friendly relationship and to establish good interaction with others. In this case, the speaker should pay attention more about engaging in small talk with people, they are exchanging greeting, recounting recent experience and so on. Moreover, this interaction may be used in the casual or formal language (Brown & Yule, 1983.) As cited in Richards, (2008)

1.3.2. Talk as transaction

Talk as transaction refers to what is said and done by the speaker; this kind focus to make the message clear and understand rather than the participants and how they interact. Besides for that; there are two types of talk as a transaction, the first is focused on sending and

receiving information where the participants focus on what they said or achieved. The second type is focused on obtaining goods or services. Therefore; that this kind of transaction, such as classroom group discussion, problem solving activities, and making telephone call to obtain information. Richards (2008).

1.3.3. Talk as performance

The talk as performance is the third type of talk, which refers to the normal speaking or public talk which means transmit information in front of the audience. This kind of talk is closer to written language than conversational language and it tends to be in the form of monologue rather than dialogue. For instance; classroom presentation like students role play, public announcements, and speeches Richards (Ibid).

1.4.   The position of speaking among the four language skills

There are four skills that need to be mastered by students, which are listening, speaking, reading, and writing. Nugroho (2010: 1) states that listening and reading are receptive skills, whereas speaking and writing are productive skills. But, almost all the language skills, speaking seem intuitively the most important one. In other words, the four language skills are very important to develop, but, speaking in particular is considered as one of the essential skills in language learning.

According to Rivers (1981: 7) "to teach speaking is necessary to understand the process involved in speech, because through speech one expresses emotions, communication intentions react to the other persons and situations influence other human being". In other words, as his point of view speaking means to process knowledge and involved it in speech because this speech can help everyone react to each other and each one can transmit any message to the other person; speech allows people to express themselves, to communicate easily to understand each other's intentions as well as to guess additional knowledge.

1.5.   The sub-skills of Speaking

Lackman (2010:4-8) suggested the following important sub-skills which are: 1) fluency 2) Accuracy 3) Language functions.

1.5.1. Fluency

Generally, students face obstacles whenever they try to speak a language fluently simply because most of them come with a shortage of vocabulary. Therefore; they fail to express themselves. Moreover, their fear of making mistakes in front of their peers prevents them from speaking in class. The role of teachers here takes an important place, so he/she should ask them to speak for a certain period of time on a specific topic they are very familiar with in order to express what they want to express as well as to improve their vocabulary knowledge and grammar also.

1.5.2. Accuracy

It is very important to think about accuracy before you speak. So, teachers in such a way should encourage their students to motivate as well as to interact with their peers effectively. In addition, he/she should create a healthy atmosphere for learners to do the task by dividing them into groups, then give them a particular or general topic to discuss what grammar, vocabulary, and expressions they need to talk about the topic.

1.5.3. Language functions

It is very necessary to provide students with language functions in order to be involved in a particular situation so students think about the structures that they can use for the function. Moreover; the essence of being done in the class is that the students need to be given a role play to do and the outcome that they must achieve, for example, the role play might involve a someone who asks about the directions of a specific place and the outcomes of it.

1.6. Difference between speech and writing

There are many differences between speech and writing:

Luoma (2004: 12), affirms that the major important difference is that the speakers do not usually speak using sentences. Rather, the speech can be considered to consist of idea units, in other words, some conjunctions are used simply to join or coordinate clauses connected with *and*, *or*, *but* or *that*, or not joined by conjunctions at all but simply spoken next to each other, with possibly a short pause between them. The grammar of these strings of idea units is simpler than that of the written language with its long sentences and dependent and subordinate clauses. This is because the speakers are trying to communicate ideas that listeners need to comprehend in real time, as they are being spoken, and this means working within the parameters of the speakers' and listeners' working memory. Idea units are, therefore, usually about two seconds or about seven words long, or shorter (Chafe, 1985). The units are usually spoken with a coherent intonation contour, and they are often limited on both sides by pauses or hesitation markers. Many idea units are clauses with a verb phrase, a noun phrase and a prepositional phrase, but some of them do not contain a verb, and sometimes an idea unit is started by one speaker and completed by another.

As cited in Richards, (2008: 19) advances in discourse analysis, conversational analysis, and corpus analysis in recent years has revealed a great deal about the nature of spoken discourse and how it differs from writing discourse (McCarthy and Carter, 1997). These differences reflect the different purposes for which spoken and written language are used. Jones (1996:12) comments:

> In speaking and listening we tend to be getting
>
> something done, exploring ideas, working out some
>
> aspect of the world, or simply being together. In

writing, we may be creating a record, committing

events or moments to paper.

Research has also shed considerable light on the complexity of spoken interaction in either a first or second language. For example, Luoma (2004:12) cites some of the following features of spoken discourse**:**

- Composed of idea units (short phrases and clauses are joined and coordinated together).

- May be planned (a lecture) or unplanned (a conversation)

- Employs more vague or generic words than written language (i.e. Generic words are very common in spoken interaction)

- Employs fixed phrases (Fixed conventional phrases are also used for other purposes in talk than creating time. Luema (ibid) continues saying that examples of these include responses like I thought you'd never ask or I'm doing all right, all things considered. The phrases either always have the same form, or they constitute a formula where one or two slots can be filled with various terms (e.g. what a nice thing to say, what a horrible thing to say). According to Fromkin (1973) slips and errors can be considered as units of linguistic performance and an important part of the production of speech. These units can be substituted, omitted, transposed, or added into speech, thus giving oral interaction a more meaningful sense. However, assessors have to be conscious that slips are just a lack of knowledge and even learners are aware of them. (Cited in Cabezas 2015).

- Luoma added: processing and reciprocity. Bygate (1987:40) suggests two important conditions: processing conditions are related with time while the readers can pace their reading to their needs and interest whereas, the writers can take a large period of time in which to produce their text. The processes of speaking and listening are most often

intertwined and happen under the pressure of ever ticking time. The solution to this is reciprocity, by which Bygate (Ibid) means that speakers react to each other and take turns to produce the text of their speech together. This helps the speakers with the processing demands of speech, but it also has a social dimension to that their phrase and turn-taking patterns create and reflect the social relationship between them.

1.7. Strategies for developing speaking skill

Dogar (2011: 39) suggested the following strategies: 1) Using minimal responses. 2) Recognizing scripts. 3) Using language to talk about language. Here are the explanations of each one of them, he provided us with.

1.7.1. Using minimal responses

Language learners who lack confidence in their speaking abilities are anxious about expressing themselves and speak a language fluently. Therefore, those students are not reliable because whenever the teacher asks them to speak; they face difficulties to do so. So, students here are lacking participation, but to give them support, it is very important to guide them in such a way to develop minimal responses that they can use in different types of exchanges. In addition, the use of minimal responses indicates that students are participating all the time; this strategy gave learners chance to improve their level in speaking performance. So, students here should know how to use idiomatic phrases in order to agree with what was said, to show understanding and express an opinion or interest.

1.7.2. Recognizing scripts

This strategy indicates that students are also less motivated, so that they need some support from their teachers in order to improve and develop the speaking competency. So, teachers should provide them with scripts such as: apology, greeting,

compliment, and invitation in order to make them familiar with these types of writings.

1.7.3. Using language to talk about language

The basis of this strategy is to focus on the use of some clarifications phrases in the classroom in case when the speaker has missed most of the meaning or cannot give us the exact idea to be discussed. In this case, it is necessary to utilize such phrases to confirm the message being sending by the speaker to the hearer for example, when you felt that you are unsure of the meaning of such thing the solution is to ask about repeating what you think the speaker said, besides to that to use question in case when missed the whole meaning, in addition to use description when you do not know the exact word, so it is necessary to ask to guess it.

1.8. The speaking difficulties

According to Ur (1996), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use (cited in Tuan 2015:10)

1.8.1. Inhibition

The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. That is to say that they are afraid to express their selves, they are shy whenever they want to participate and motivate; therefore, they are afraid of making mistakes and errors because of the lack of self-confidence.   .

1.8.2. Lack of topical knowledge

Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (1968) believes that the learners have

nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. In other words, according to him learners do not have enough knowledge in order to have a high self-confidence for being participating in the task which is provided by the teacher, in the other hand, maybe the teachers have given unsuitable topics for their learners to discuss. So, in this case they face a huge number of obstacles in speaking; moreover, it is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have a few ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup, 2003).

1.8.3. Low or uneven participation

Another aspect can affect the students in a FL classroom is low or uneven participation, where there are some students in EFL classes who tend to prepare the floor for classmates to speak. But, find the majority of the students keep silent because of fear, anxiety, and shyness. In a large group, each student will have very little talking time because only one participant can talk at a time, so that the others can listen to him/her. In other words, when working in groups, some learners are talking all at the same time and participate in order to explain their ideas, points of view, and thoughts but, the others are less motivated. Also, there is a tendency of some learners to dominate while others speak very little or not at all.

1.8.4. Mother tongue use

Finally, Mother tongue use is one of the aspects of the speaking difficulties which is related to the students who do not prefer to speak English; therefore, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. In other words, the use of mother tongue is effective for learners for the sake of sharing the same objective. Harmer (1991) suggests some reasons why students use mother- tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable

of, if they want to say anything about the topic, they will use their own language. According to him whenever students are in front of any open discussion they feel that they are not capable of being knowledgeable enough in order to use their own language. Therefore, the use of mother tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

1.9. Teachers' role in enhancing students' speaking skill

Harmer (2005: 1) suggested eight major roles of teachers in enhancing students' speaking skill which are: 1) controller 2) organizer 3) assessor 4) prompter 5) participant 6) resource 7) tutor 8) observer. Here are the explanations of each one of them he provided us with:

1.9.1. Controller

Again Harmer (ibid) stated that the first major important role for teachers is to be controllers; this means that, when doing certain activities the role of the teacher is to control everything the whole class and also students' behaviors during the lecture so that everyone has an equal chance in which to participate and express themselves in front of their peers. The teachers here are considered as the source of transmission of knowledge to the students.

1.9.2. Organizer

Harmer added (ibid) that the second role of teachers is to be organizers where they divide their students into pairs or groups to help them know how to organize certain activities and how to do them in order to get students involved, engaged, and ready in doing their tasks effectively. In addition, asking their students how much time they spent in doing their tasks.

1.9.3. Assessor

Again Harmer continues the third and the most important role that the teachers have to play which is "assessor". This is what students expect from their teachers: indications of whether or not they are getting their feedback, correction, and grading students in various ways. In other words, the major part of the teachers' job is to assess the students' work so that they should correct their mistakes and know how to organize their feedback because organizing feedback is an effective way to assess their performance so that they see how well they are doing so. Also, being sensitive to the students' possible reaction and give the appropriate feedback and support.

1.9.4. Prompter

According to him, another fundamental role of the teachers is to be prompters. If students lose the thread of what is going on or they have lost some words, we may nudge (push) them forward in a discreet and supportive way. We want to help, but not to take over. Balance between taking the initiative away from the learners and if much care is not giving the right amount of encouragement. In other words, the teacher' role is to give appropriate prompts to their students in which to facilitate the learning task when they are not sure how to begin an activity, or what to do next, or what to say next. In addition, to allow students to work on their own fluency. That is to say that, they leave students and let them work things out of themselves.

1.9.5. Participant

He stated that the teacher standing back from the activity, letting learners get on with it; later on, giving feedback and/or correcting mistakes. Sometimes, we should join in, not as a teacher, but as a participant in our own right. Enliven things from the inside instead of organizing from the outside. In other words, the teacher actually joins the students in an

activity not as a teacher, but also as a participant for the sake of doing things better from inside instead of always having to prompt or organize from outside the group.

1.9.6. Resource

Harmer (ibid) added in addition to the previous teachers' roles a resource is another vital one. We should be helpful and available, but resist the desire to spoon-feed our students so that they become over-reliant on us. In addition, offering guidance to where they can go and look for the information, and help them to become more independent in their learning generally. In other words, the job of the teacher here is to clarify and to answer students' questions. So, the teachers should provide their students with extra information and give them support, assistance, and guidance in order to help them react effectively in the learning process. Here, students do not need teachers much when they write something or prepare for a presentation. However, they do not know everything, so they need the teacher's help as a resource like teaching grammar or explaining some vocabulary items.

1.9.7. Tutor

Harmer stated the major role of the teacher which is being a tutor in which working with individuals or small groups, combining the roles of the prompter and resource. More personal contact gives the learners a real chance to feel supported and helped. So, the tutor is when the teacher works with students who have long projects, for example, when they are working in small groups or in pairs. Teachers can go around the class, and stay with a particular group or individual for a while and offer the sort of general guidance needed.
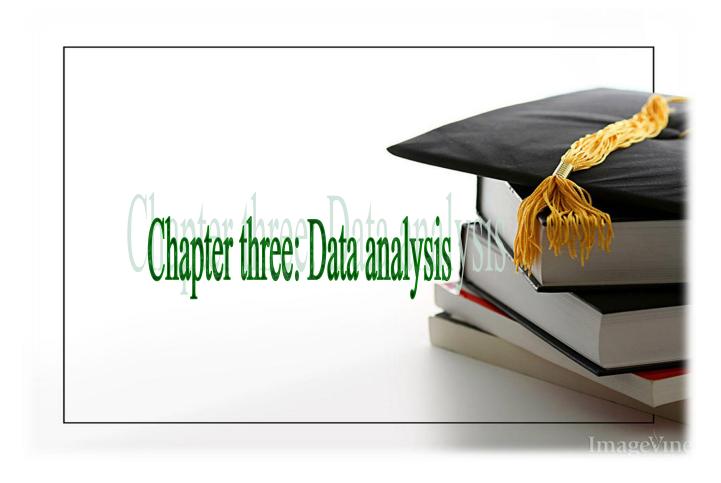
1.9.8. Observer

Harmer added that the teacher should observe what the students do and especially in oral activities in order to be able to give them useful feedback. Be careful not to be too hindering when taking notes on students' performance, have columns not only for what they get wrong, but also of what they do right. Observing for success gives us a different feeling for how well they are doing. In other words, for example, when we have free conversation time in oral communication class, teachers become observers and listen to what students say to assess their ability for later teaching in order to assess success, to give feedback, and to make changes in the future.

As a conclusion, we can say that teachers do not play only one role, but they can do any of these eight roles depending on the situation and the aim of the lecture, because in this case teachers need to think what role they have to adopt when students do something or need their help.

Conclusion

In general, speaking functions as vehicle of producing language as well as practicing it in order to achieve learning outcomes. Many researchers have emphasized on the importance of speaking as an essential skill in learning languages and asked teachers to pay more attention to their students in doing tasks and activities for the sake of achieving successful objectives as well as to improve their speaking production and performance.

Chapter three: Data analysis

Introduction

In EFL classrooms it seems appropriate to give students the opportunity to express their ideas through the use of questionnaires. The current research is about the impact of developing EFL students' speaking skill, the teachers and the learners are the two main variables in this research. So their views and opinions are very important in which to know whether they face obstacles whenever they try to speak or not, In order to do that, we have submitted sixty questionnaires to sixty English third year students at the University of Biskra. The questionnaire is made up of 15 questions classified under sections and each section focusing on a specific aspect. The participants were chosen randomly and they were given half an hour to answer the questionnaires.

The aim of the students' questionnaire is to know whether the learners give an importance to develop speaking as a useful and effective skill in which to cooperate together in the classroom exchanging knowledge.

The purpose of the teachers' questionnaire was to investigate the strategy used by Oral Expression teachers in which to improve their learners' speaking skill.

1.   The students' questionnaire:

1.1.   The sample

The sixty students who responded to the questionnaire were chosen among the total number of the third year LMD student population 450 in the English Division, University of Biskra..

1.2.   Description of the questionnaire:

The questionnaire had been administrated to EFL students, it distributed to sixty students of English of third year at the department of English, university of Biskra to be
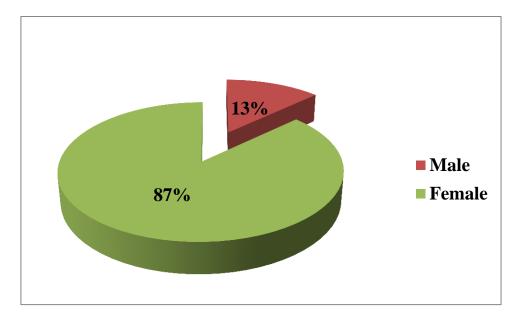
answered in one hour and a half. The questionnaire therefore, was administered in a friendly and a relaxed environment, and the questions were clear with simple vocabulary to help the students comprehend and answer appropriately. Therefore, this questionnaire consists of three sections with fifteen questions, the first chapter is entitled personal information which aims to know some information concerning students of third year, and the second section is entitled the role of cooperative learning in enhancing EFL learners speaking skill, in addition to the third one which is about speaking skill and oral expression. The questions are either closed questions to choose either "yes" or "no" answers, or to pick out the appropriate choice from a number of options, open questions are also included to give an explanation.

1.3. Analysis of the questionnaire:

Section One: Personal Information.

Gender	Number of students	Percentage
Male	8	13%
Female	52	87%
Total	**60**	**100%**

Table 2: Students' Gender
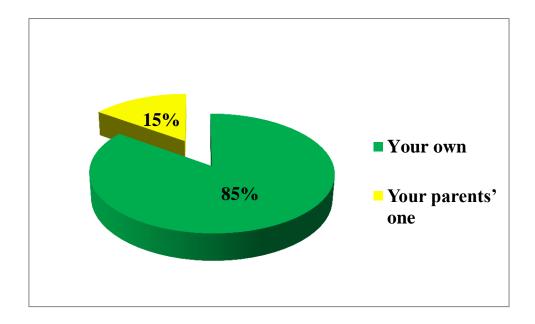
Graph 2: Students' Gender

This question provided the number of females and males, as well as the percentage. As the results show, the number of males was equivalent to 13% and the number of females was (52) about 87%. This denotes that females are more numerous than males.

Q2: The choice of studying English?

Option	Number	Percentage%
Your own	51	85%
Your parents' one	9	15%
Total	**60**	**100%**

Table 3: Students' choice to study English

Graph 3: Students' choice to study English

In this question, learners were asked to explain why they chose English. Fifty one students (85%) choose English by their own, whereas nine students equivalent to 15% did not choose it by their own; they were obliged to choose it by their parents' one. It is noticed that the majority of the learners chose English by their own will. This, normally, motivates them to have a good command of that language.

Section two: the role of cooperative learning in enhancing EFL learners' speaking skill.

Q3: What do you know about cooperative learning?

The majority of the students gave us answers of what cooperative learning is. Their answers are:
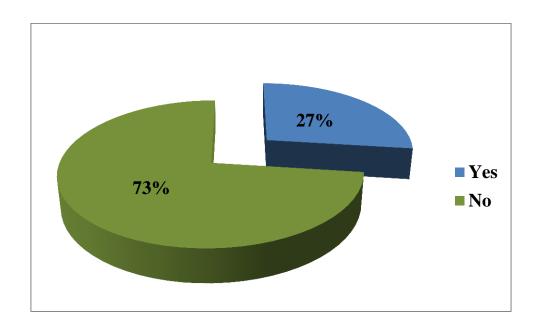
Cooperative learning is a technique that teachers are using in the classroom in which to ask two or more than two students to work cooperatively in groups to exchange information, knowledge, points of view, and thoughts together in order to communicate easily and doing their tasks effectively. Other students who answer that they know nothing about cooperative

learning. In addition, others are not giving us any answer because they have no idea concerning cooperative learning.

Q4: Do you find any difficulties when working with other classmates?

Option	Number	Percentage%
Yes	16	27%
No	44	73%
Total	**60**	**100%**

Table 4: students' difficulties working together

Graph 4: Students difficulties working together

It is obvious from the table above that the huge numbers of students (forty four) 44% are working with their classmates without facing any difficulties. This means that these students see that group work makes them exchange ideas and thoughts; on the other hand, there are only sixteen (27%) among the respondents who have problems when they work

together with other classmates. So, if those learners are supported by their teachers or even by their mates, they may overcome this problem.
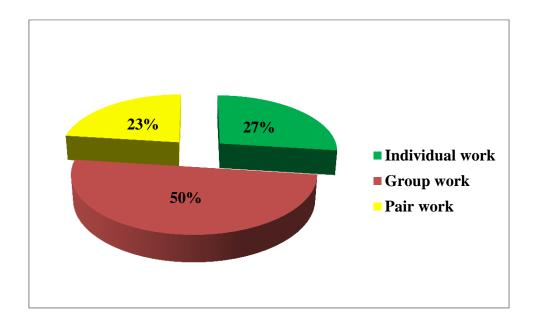
If yes, please name some of them:

- ✓ Different points of view.
- ✓ Each one is responsible for himself.
- ✓ Lack of seriousness.
- ✓ Lack of motivation.
- ✓ Some learners are not accepting of others' ideas, points of view, and thoughts.
- ✓ Some of students do not give a chance to others in order to express their selves in front of the rest.
- ✓ Students' different level (low, middle, and high).
- ✓ Some of them argue that group work creates a conflict between the member of the group.
- ✓ Each student wants to be a leader.

Q5: do you prefer?

Option	N	Percentage%
Individual work	16	27%
Group work	30	50%
Pair work	14	23%
Total	**60**	**100%**

Table 5: strategies preferred by learners

Graph 5: Strategies preferred by learners

As it is noticed from the above table the result of this question indicates that students were asked to choose which strategy is the most appropriate for him to follow; sixteen students (27%) prefer individual work i.e. they prefer to work alone because of they are introvert and shy students. In addition, thirty (50%) they prefer group work, maybe because they are extrovert and sociable students. While, fourteen (23%) of them prefer to work in pairs. All these students gave their reasons:

1- For those who prefer to work individually argued that individual work gives them the opportunity to express their ideas freely and without any intervention from other students. It also enables them to evaluate themselves, discover their real level, and ask the teacher to correct their mistakes, if any. Moreover, these students add that they are not always satisfied with their peers' ideas and suggestions especially, when some of their peers are not serious and less motivated. One student explains his choice saying that working individually teaches students not rely on others' ideas and thoughts.
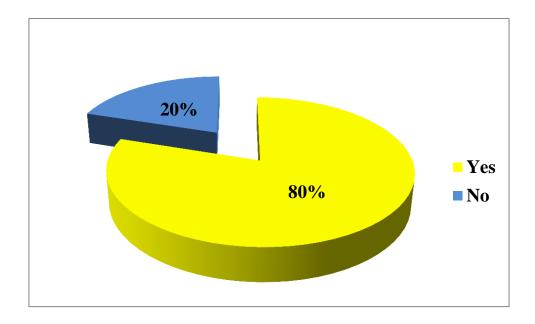
2- For those who prefer to work in groups argued that group work teaches them how to respect different ideas and opinions and also how to ask and respond to more questions. They added that, they acknowledge the importance of group work in giving them the opportunity to discuss their ideas with their peers', and learn from each other how to use these ideas, how to improve the four language skills, how to avoid shyness, and to learn from others how to be more confident. Finally, one student states that in such a way of working, they are less dependent on their teacher, and thus would feel more comfortable in learning.

3- For those who prefer to work in pairs argued that this allows them to exchange ideas, information, and correcting mistakes among one another.

We can conclude by saying that, this result signifies that almost half of respondents enjoy working in groups to better exchanging ideas, thoughts, and points of view with each other. In contrast, those who prefer individual work i.e. working alone perhaps they find some freedom and concentration rather than working in groups.

Q6: Have you dealt with cooperative learning in Oral Expression Sessions?

Option	Number	Percentage%
Yes	48	80%
No	12	20%
Total	**60**	**100%**

Table 6: students' knowledge of cooperative learning
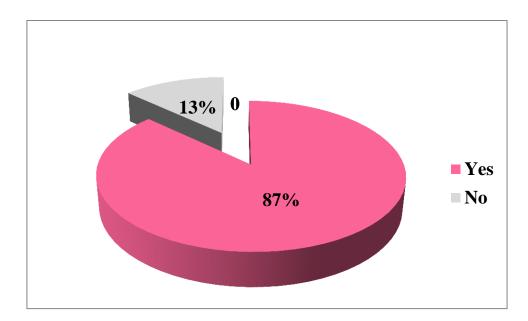
Graph 6: Students knowledge of cooperative learning

This question designed to know whether or not students are dealing with cooperative learning in oral expression sessions. The highest percentage has been given to the option yes about 80%, in the other hand; the results revealed that only 20% for the rest of students who do not deal with cooperative learning as a strategy in oral expression sessions. This is really a good thing to find out a large number of students prefer cooperative learning because they believe that it is way to learn in a cooperative atmosphere.

Q7: Do you find the use of cooperative learning beneficial for you?

Option	Number	Percentage%
Yes	52	87%
No	8	13%
Total	60	100%

Table 7: Students' beneficial use of cooperative learning
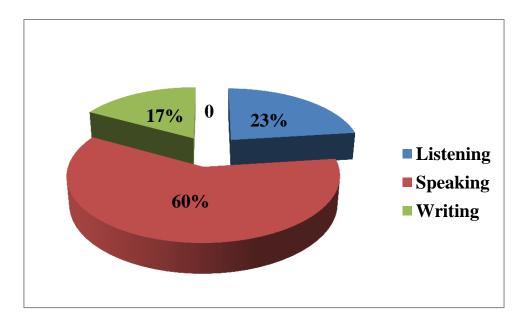
Graph7: students' beneficial use of cooperative learning

Approximately the majority of students about fifty two (87%) is agreed that the use of cooperative learning is a beneficial technique, and only eight of them about 13% think that this strategy is not beneficial to follow it. The conclusion we can draw is that CL is preferable by students who are aware of its importance and advantages.

Q8: Do you think that group/pair work helps you develop other skills?

Option	Number	Percentage %
Listening	14	23%
Speaking	36	60%
Writing	10	17%
Reading	0	0%
Total	60	100%

Table 8: students' development skills
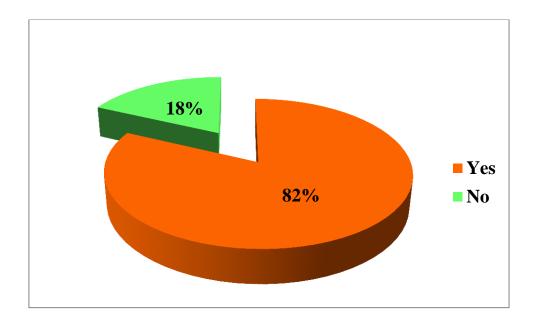
Graph 8: students' development skills

The results indicates that the majority of students, thirty six (60%) are answering speaking, they argue that speaking considered as one the important skill to be improved, others students fourteen opted the first option which is listening about twenty three percent; in addition, only ten students (17%) from the huge number of them who said that group/pair work help them to develop the writing skill. Finally, none of them choose the last skill which is reading.

Q9: Do you learn extra knowledge when working in pairs or groups?

Option	Number	Percentage %
Yes	49	82%
No	11	18%
Total	**60**	**100%**

Table 9: students' knowledge working in pairs/ groups

Graph 9: students' knowledge working in pairs/groups
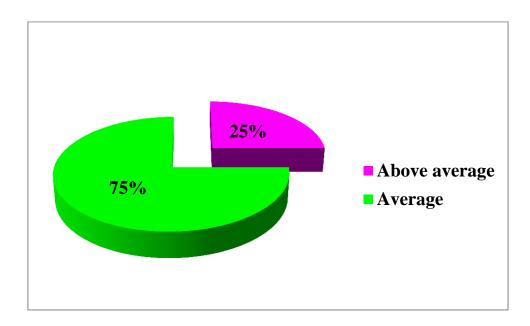
The aim behind asking this question is to know whether students learning extra knowledge when working cooperatively in groups or pairs, the results reveal that the majority of them forty nine (82%) stated yes; while, the rest of them about eleven (18%) who answered with' No'.

Section three: Speaking skill and oral expression

Q10: Your level in English is?

Option	Number	Percentage %
High	0	0%
Above average	15	25%
Average	45	75%
Bellow average	0	0%
Total	**60**	**100%**

Table 10: Students' level in English
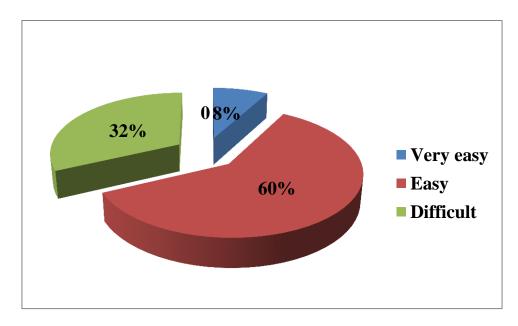
Graph 10: Students' level in English

The table above reveals that (15) participants considered their level in English as above average making up (25%) from the total sample. While the majority of the participants (45) students state that their level in English is average making up (75 %) from the total sample, and none of the participants considered their level to be below average or high.

Q11: Do you find speaking in English?

Option	Number	Percentage %
Very easy	5	8%
Easy	36	60%
Difficult	19	32%
Very difficult	0	0%
Total	**60**	**100%**

Table 11: Students' attitude toward speaking
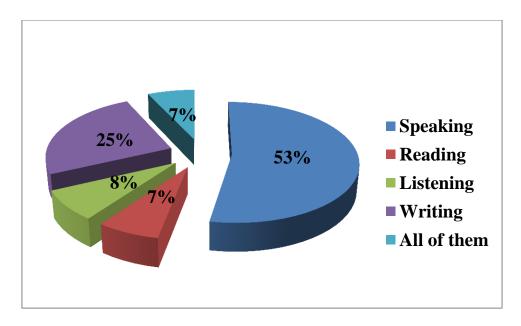
Graph 11: Students' attitude toward speaking

From the above results, one may notice that the increased proportion is given to the option number two with 60%. Whereas, 8 % was given to option one in which that speaking is an easy skill. In addition, 32% were given to the third option which confirms that speaking is a difficult skill because learners face some difficulties speaking fluently and accurately the language. Finally, no one choose the last option.

Q12: which skill do you think is the most important in EFL classes?

Option	Number	Percentage %
Speaking	32	53%
Reading	4	7%
Listening	5	8%
Writing	15	25%
All of them	4	7%
Total	**60**	**100%**

Table 12: Emphasis on learning the four skills
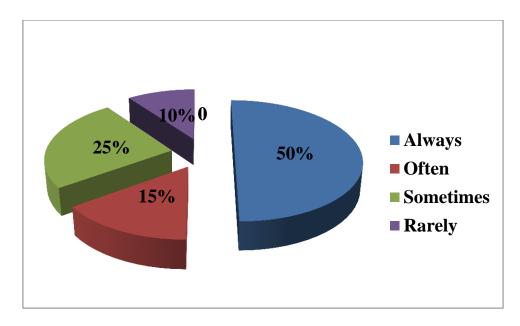
Graph 12: emphasis on learning the four skills

From the question above, we notice that the speaking skill came first in the students' choices, is about thirty three students (53%). Writing came with fifteen (25%); in addition, listening is followed by five (8%), in addition, reading with four (8%) as we have seen above. Finally, four students about 7% are clarified that all the four language skills are very important in EFL classes.

Q13: How often do you participate in oral tasks in the classroom?

Option	Number	Percentage %
Always	30	50%
Often	9	15%
Sometimes	15	25%
Rarely	6	10%
Total	**60**	**100%**

Table 13: students' frequency of participation
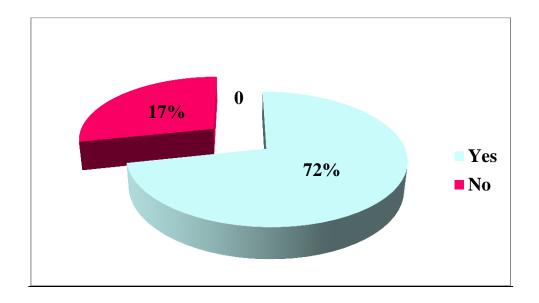
Graph 13: students' frequency of participation

The aim of this question is to know the frequency of the students' participation in oral tasks in the classroom. (9) Participants making up (15%) state that often participate maybe because they are motivated, the majority of the participants in our sample (30) students which represent (50%) state that they participate always in the oral class. While (6) students represent (10%) of our sample state that they are rarely participate. This is because of many reasons such as; they are not risk takers or maybe not motivated and inhibited. Finally, 15 students (25%) participate sometimes.

Q14: Do you hesitate when you want to express yourself in Oral Expression Sessions?

Option	Number	Percentage %
Yes	43	72%
No	17	28%
Total	60	100%

Table 14: students' problems to express themselves in OE
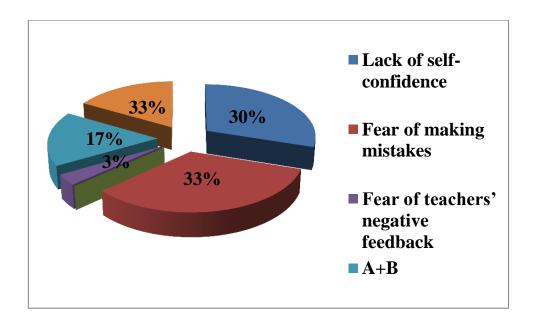
Graph 14: students' problems to express themselves in OE

The table above illustrates that forty three (72%) students hesitate when they want to express their selves. Whereas, seventeen (28%) of them are fell comfortable. As a conclusion we can say, learning English as foreign language creates a fear and reluctance among students. So, the role of teacher here takes an important place.

If yes, because of:

Option	N	%
Lack of self-confidence	18	30%
Fear of making mistakes	20	33%
Mispronunciation	0	0%
Fear of teachers' negative feedback	2	3%
A+B	10	17%
A+C	10	17%
Total	**60**	**100%**

Table 15: students' reasons of the inability to express themselves in OE
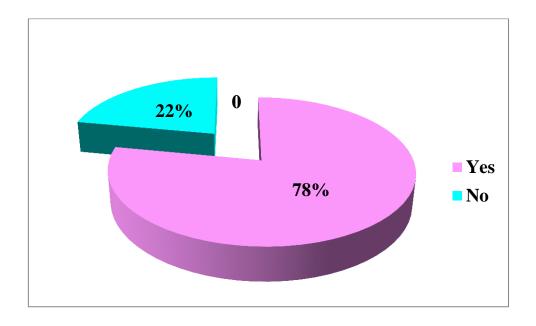
Graph 15: students' reasons of the inability to express themselves in OE

The above results clarifies that Sometimes students in their classrooms find themselves unable to express themselves in front of other peers because of many reasons. However, in the question asked earlier, (18) students about 30% mentioned that they lack of self-confidence, 20% because of making mistakes. In the other hand, (2) students about 3% who claim that are hesitate to express themselves in oral expression sessions because of teachers' negative feedback. In addition, ten students equivalent to 17% who clarify that lack of self- confidence and the fear of making mistakes are two reasons behind the hesitation of students. Finally, ten students (17%) are because of two reasons which are: lack of self-confidence and mispronunciation.

Q15: Do you think that classroom environment is suitable for developing the speaking skill?

Option	Number	Percentage %
Yes	47	78%
No	13	22%
Total	60	100%

Table 16: classroom environment of developing the speaking skill

Graph 16: classroom environment of developing the speaking skill

A quick look at the table above shows that forty seven (47) students equivalent of seventy eight percent (78%) are finding the best place for learners to develop the speaking skill is the classroom this from one hand. On the other hand, thirteen of them (22%) is answering 'No'.

2. The teacher's questionnaire:

2.1. The sample

In addition to the student's questionnaire, we found it necessary to obtain another one for teachers. The questionnaire is administrated to ten teachers of OE in the department of English, University of Biskra. Therefore, the main objective besides obtaining this questionnaire is to investigate the impact of cooperative learning on developing EFL students' speaking skill.

2.2. Description of questionnaire:

The questionnaire is divided into three sections with fourteen (14) questions, the questions are either closed questions, requiring from the teachers to choose either "yes" or "no" answers, or to tick out the suitable answer from a different number of options, in addition to open questions where teachers are requested to provide us with justification and explanation.
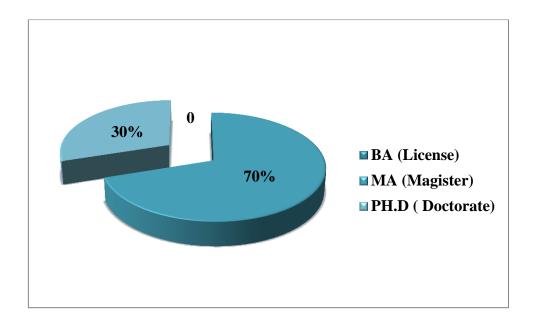
2.3. Analysis of the results:

Section one: personal information

Q1: Degree (s) held:

Option	N	%
BA (License)	0	0%
MA (Magister)	7	70%
PH.D (Doctorate)	3	30%
Total	10	100%

Table 17: teachers' Academic Degree
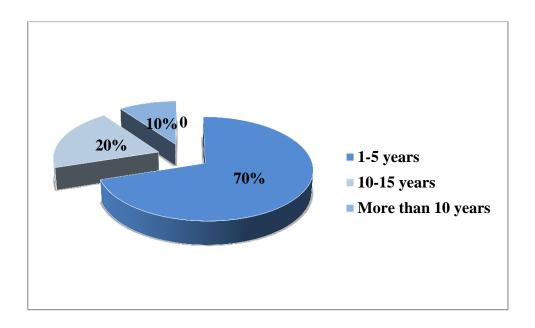
Graph 17: teachers' Academic Degree

Teachers who were given the questions have been teaching OE module; however, according to teachers' previous experiences in teaching EFL learners at the University we can notice the impact of EFL learners speaking skill. So, their opinions, suggestions, and recommendations can be so useful and reliable for us in investigating our dissertation.

Q2: How long have you been teaching oral expression module?

Option	N	%
1-5 years	7	70%
10-15 years	2	20%
More than 10 years	1	10%
Total	**10**	**100**

Table 18: Teachers' experience in teaching
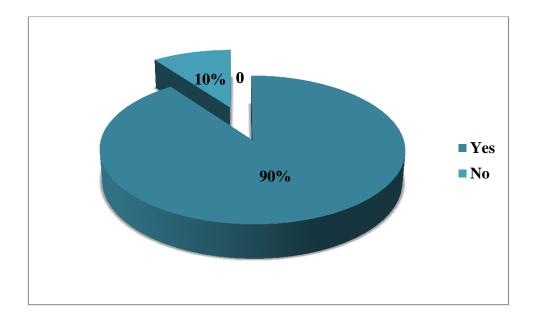
Graph 18: Teachers' experience in teaching

One can notice from the results have been showed above that (2) teacher have a long teaching experience in OE since they have spent from 10-15 years. However, (7) teachers have a short experience in teaching oral expression between1-5 years. Moreover, only one of them who have more than 10 years in teaching Oral Expression.

Q3: Do you think that oral expression is a difficult module to teach?

Option	N	%
Yes	9	90%
No	1	10%
Total	10	100%

Table 19: Teachers' evaluation of teaching oral expression

Graph 19: Teachers' evaluation of teaching oral expression

The table above describes that the majority of teachers, nine (9) equivalents to 90% are considered that oral expression is a difficult module to teach. However, (1) about 10 percent of them state that it is not a difficult module to teach. (9) Of teachers among those who say 'yes' give justifications as follows**:**

- Most of the time students come with a shortage of vocabulary; therefore, they fail to express themselves. Moreover, this fear of making mistakes in front of their peers prevents them from speaking in class.

- It is not easy to make people get out of their shyness to talk easily, fluently, and accurately a foreign language.

- Teaching oral expression requires accuracy, fluency, and good preparation.

- The matter of the testing student's oral and listening skills seem too difficult with the lack of materials and the large numbers of students, what makes oral module a hard task to do.

- Teaching oral expression needs more efforts.

- The choice of the syllabus that suits students' needs the evaluation.

Only two (2) teachers who state that OE is not a difficult module to teach because of:
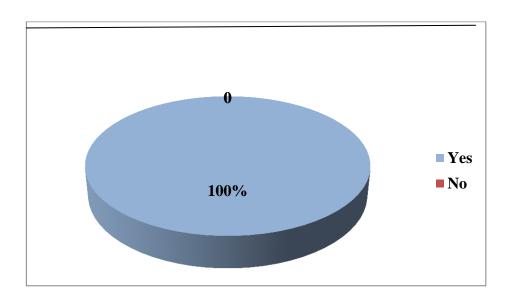
+ It is all about the teacher's method, techniques, and the way he handles the students.

+ To teach people how to speak correctly the foreign language is not an easy task to do, because students do not have the same level of understanding.

Section two: the role of cooperative learning in enhancing EFL learners speaking skill.

Q4: Have you ever used cooperative learning when teaching?

Option	N	%
Yes	10	100%
No	0	0%
Total	10	100%

Table 20: Teachers' use of cooperative learning
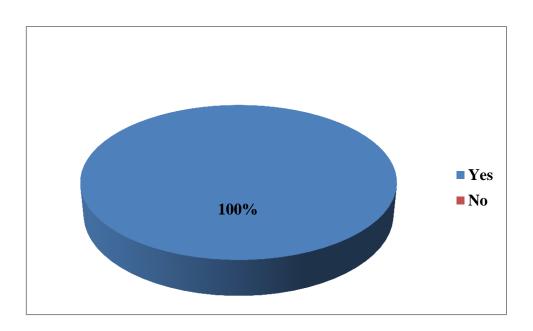
Graph 20: Teachers' use of cooperative learning

The statistics reveal that all the teachers 10 (100%) answer the question 'yes' because they found that Cooperative learning is a good strategy to develop EFL learners speaking skill. It enables students to work together and exchange information cooperatively.

Q5: Do you use group work in oral expression classes?

Option	N	%
Yes	10	100%
No	0	0%
Total	10	100%

Table 21: Teachers' use of group work
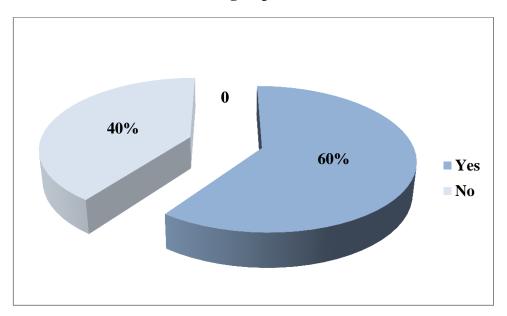
Graph 21: Teachers' use of group work

From the table above, we can notice that all the teachers (10) are using group works in oral expression classes, and no one answer with no.

Q6: Do your students face obstacles whenever they work in groups?

Option	N	%
Yes	6	60%
No	4	40%
Total	10	100%

Table 22: Teachers' opinions about students' obstacles facing when working in groups

Graph 22: Teachers' opinions about Students' obstacles facing when working in groups
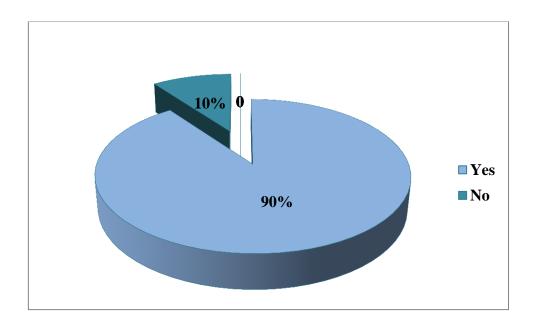
A clear majority of teacher six of them about (60%) claim that whenever their students working in groups they face obstacles. Whereas, (40%) who answer with no. (4) Of them answer that unequal participation is one of the obstacles facing by students when

working cooperatively in group work. Whereas, (2) of them stated that both unequal participation and social skill problems are the two major obstacles facing by students whenever they work in groups. Only four (40%) of the teachers are answering with 'No'.

Q7: Do you think that cooperative learning (group work) enhances students' speaking skill?

Option	N	%
Yes	9	90%
No	1	10%
Total	10	100%

Table 23: Teachers' evaluation of cooperative learning

Graph 23: Teachers' evaluation of cooperative learning

According to teachers' answers, the results shows that about (90%) of them state that cooperative learning enhance student's speaking skill. However, (1) from ten of teachers said 'no'. All of the teachers give a justification as follows:
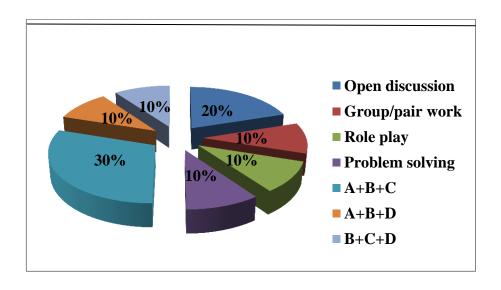
- When learners work together in one group, this will create a sort of intimacy among what boosts them to participate; they also learn from each other new words, grammar, pronunciation, rectify their mistakes whether spelling or pronunciation mistakes, and the main issue is their reaction. In addition group works teach learners to learn with joy.

- To learn new vocabulary, to be self confident (i.e. Overcome the psychological problems) and learn the correct pronunciation.

- It is more motivating and challenging for students to ameliorate their level of speaking skill.

- Students push each other; it builds competencies somehow among one another.

- Simply because working in groups improves the students' self esteem, so they get involved in the work.

- When students work in groups, they help each other to do tasks by asking and answering questions to one another, arguing, agreeing or disagreeing, exchanging ideas and experiences, and learning new vocabulary from each other. All this helps students overcome some psychological problems (anxiety, fear of making errors, and shyness. They feel more comfortable to interact with their classmates than with their teachers; therefore, they tend to develop their speaking easier and quicker.

- Cooperative learning enhances students' speaking skill, because it gives challenge to poor students to exchange their abilities with good ones.

Cooperative learning is an effective strategy which enables students to learn from each other exchanging knowledge and information.

The teacher who said "No" stated that, in most of the case, cooperative learning is refer to first language when left to their own devices.

Q8: From the following techniques, which one(s) you use most?

Option	N	%
Open discussion	2	20%
Group/pair work	1	10%
Role play	1	10%
Problem solving	1	10%
A+B+C	3	30%
A+B+D	1	10%
B+C+D	1	10%
Total	10	100%

Table 24: Teachers' use of teaching techniques

Graph 24: Teachers' use of teaching techniques
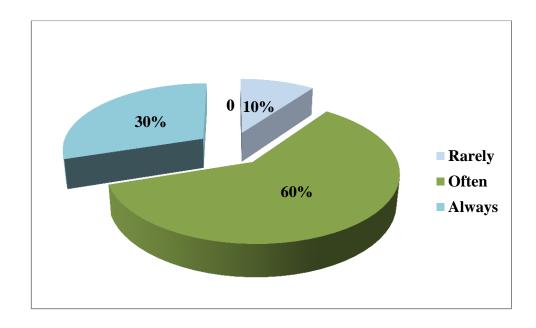
There are different ways the teachers use for teaching EFL learners in oral expression sessions, in this question we have suggested four options and teachers in this case are

obliged to choose one or more than one choices, as results shows in the table above the answers are varied; two teachers (20%) are using open discussion, one of them (10%) use group/ pair work, in addition, one of them (10%) use role play, in the other hand, only one of the teachers (10%) who use problem solving activities as one of the suitable technique which use most, three of them (30%) are using three techniques which are: open discussion, group/ pair work, and role play; only one of the teacher (10%) who use those three methods in the class: open discussion, group/ pair work, and problem solving. Finally, only one (10%) who said that group/pair work, role play, and problem solving are three important techniques using most in the classroom.

Q9: How often do you use group work in oral expression sessions?

Option	N	%
Never	0	0%
Rarely	1	10%
Often	6	60%
Always	3	30%
Total	**10**	**100%**

Table 25: Teachers' frequency of using group work
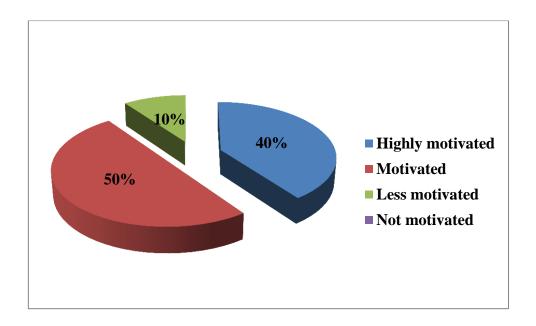
Graph 25: Teachers' frequency of using group work

Referring back to the above table, none of the teachers claimed that they were not often using group work in oral sessions, initially, 10% of them are rarely use group work, additionally, the majority of the teachers equivalent to 60% who often use group work in oral classes, finally, 30% claimed that they are always using group work in their classes.

Q10: When using cooperative learning, what do you think your students are?

Option	N	%
Highly motivated	4	40%
Motivated	5	50%
Less motivated	1	10%
Not motivated	0	0%
Total	**10**	**100%**

Table 26: Teachers' evaluation of students' motivation
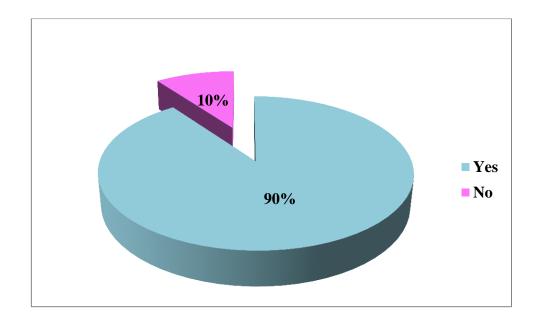
Graph 26: Teachers' evaluation of students' motivation

According to the above results, 40% of teachers considered that their students are highly motivated, while 50% of them argue that their students are motivated when using cooperative learning. 10% of teachers stated that their students are less motivated, in the other hand none of them answered that students are not motivated at all.

Q11: Does cooperative learning enhance your students' participation?

Option	N	%
Yes	9	90%
No	1	10%
Total	10	100%

Table 27: Teachers' evaluation of students' participation

Graph 27: Teachers' evaluation of students' participation
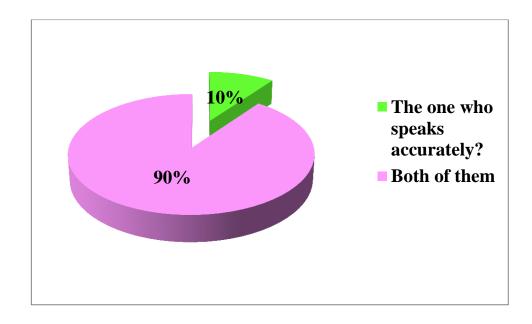
This table identifies whether or not cooperative learning enhance students' participation, as the rates show the majority of teachers about 90% believed that group work enhance students' participation. Conversely, only one of them (10%) revealed that cooperative learning cannot enhance students' participation.

Section three: Speaking skill and oral expression

Q12: What does a good speaker of English mean to you?

Option	N	%
The one who speaks accurately?	1	10%
The one who speaks fluently?	0	0%
Both of them	9	90%
Total	**10**	**100%**

Table 28: Teachers' opinions of a good speaker of English
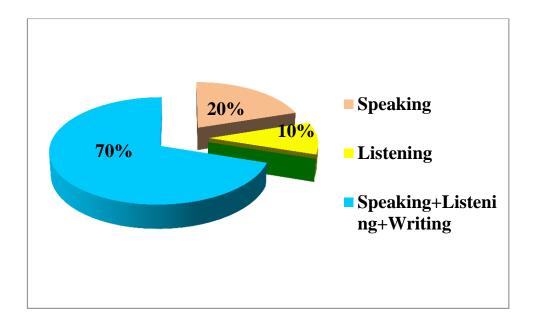
Graph 28: Teachers' opinions of a good speaker of English

This sub-question was designed to identify precisely what a good speaker of English mean, the results indicates that only 10% of the teacher reported that a good speaker is the one who speaks accurately, however, none of them answered that a good speaker is a fluent one. Finally, the majority of teachers argues that a good speaker of English is both the one who speaks accurately and fluently a language.

Q13: Which skill does cooperative learning develop in oral expression?

Option	N	%
Speaking	2	20%
Listening	1	10%
Writing	0	0%
Reading	0	0%
Speaking+Listening+Writing	7	70%
Total	**10**	**100%**

Table 29: Teachers' opinions of the most important skill to develop in OE
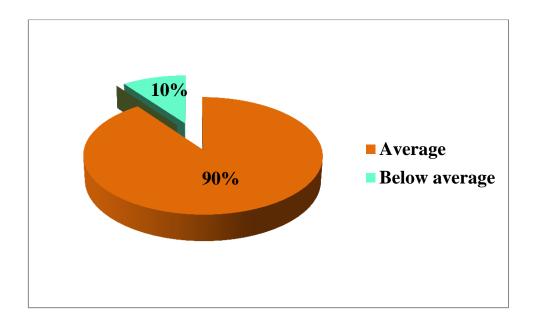
Graph 29: Teachers' opinions about the most important skill to develop in OE

This question sought to identify teachers' opinions about the most important skill which cooperative learning develops most in oral expression classes, among four options, 20% choose speaking as one of the important skill, however, 10% who gave much importance to listening. Moreover, no one of them chooses reading skill. Finally, the majority teachers representing the higher rate for (70%) reported that speaking, listening, and writing is more important than other language skills.

Q14: Your students' level of speaking skill in English is:

Option	N	%
High	0	0%
Average	9	90%
Above average	0	0%
Below average	1	10%
Low	0	0%
Total	**10**	**100%**

Table 30: Teachers' evaluation of students' level in speaking skill

Graph 30: Teachers evaluation of students' level in speaking skill

This question aims to identify the students' level of speaking skill; the percentage revealed that 90% of teachers claimed that the students' level in English was average; however, 10% reported that their students' level is below average. On the other hand, 0% for high, above average, and low.

Conclusion

To sum up this chapter, the collected results from both students' and teachers' questionnaire indicate that cooperative learning is an effective strategy to develop students' speaking skill. The analysis has been interpreted for students' and teachers' questionnaire allows us to be aware that cooperative learning enables students' to participate, interact, motivate each other, and raise self-confidence. Besides, it provides students with more opportunities to use the target language and puts its students in positions where they have the ability to practice the speaking skill; moreover, it allows students to cooperate with each other in order to express themselves, exchange knowledge, promote confidence, and prepare them for real life communication.

General conclusion

In order to develop our students' speaking skill, we have provided firstly cooperative learning as a helpful teaching strategy.

The current conducted research highlights the impact of cooperative learning on developing EFL students' speaking skill that has proved its importance of teaching and learning foreign languages. Consequently, in this research it was hypothesized that in order to develop EFL students' speaking skill, cooperative learning is highly recommended to open the doors for many students to practise and use their language.

The impact of cooperative learning creates a healthy environment where students with different genders, abilities, and capacities can exchange ideas and information and also support each other with sufficient help. The present work consisted of three chapters. The first and second chapters are devoted to the theoretical part which is purely descriptive, reviewing literature for that work. Whereas, the third chapter was concerned with the practical part through administrating questionnaires to EFL students of third year and teachers' of OE of Mohamed Khider Biskra University. The first chapter then, presents valuable issues about cooperative learning, its nature, elements, the roles of both students' and teachers', and the advantages of cooperative learning. The second chapter discusses the importance of speaking skill, some definitions, the sub-skills, and so on. However, the third chapter dealt with the analysis and interpretation of the data gathered from students and teachers' questionnaires.

The major objectives behind conducting this dissertation is to show that working cooperatively in groups is a suitable technique for students to improve speaking skill in order to kill shyness, anxious, and the fear of making mistakes whenever they speak a language.

On the light of these findings, this entire work can be illustrated in the following two main points: (1) EFL students need their teachers to be motivators as well as correctors to provide them with a healthy environment to feel that they have freedom in presenting themselves and must encourage them to interact and speak. (2). Teachers need to teach their students with the use of cooperative learning technique where learners interact in pairs or groups, to create a sense of belonging, and they need to provide them with more opportunities to interact with them since they enjoy this type of interaction as the most appropriate one.

Findings

Considering the impact of cooperative learning on developing EFL students' speaking skill, and according to both teachers' and students' questionnaires we got to the following findings:

- ✓ Through the analysis of the gathered data, we found that cooperative learning is an effective and important strategy for EFL students' speaking development.

- ✓ Also, we have found that some third year EFL students' in the English branch of Biskra University are finding cooperative learning a good and important strategy in which they cooperate with each other in order to exchange knowledge and information. On the other hand, the rest of them are facing some difficulties because of the lack of self-confidence.

- ✓ Most of the learners agreed that using cooperative learning gives them support and challenge in which they react effectively and enhance their speaking skill development.

- ✓ Teachers are totally aware of the importance of cooperative learning strategy and their impact on the students' speaking skill in order to improve their students' level in English.

- ✓ Both teachers and students confirmed that the use of cooperative learning is a beneficial strategy in which students can work in groups or pairs in order to exchange extra information as well as to learn new vocabulary; this will help them develop their speaking skill and allow them to overcome the psychological problems.

Recommendations

Throughout this study, we have primarily focused on the impact of cooperative learning on developing EFL students' speaking skill. In other words, this dissertation is conducted to find out to what extent EFL teachers can help their students to be proficient in developing their speaking skill. Depending on what we have found and based on the analysis of the results obtained from the questionnaires of both teachers and students, we can assume that EFL learners need the assistance of their teachers in order to be competent communicators. Consequently, we suggest some recommendations for the teachers to develop their learners' speaking skill through the use of cooperative learning as an effective strategy.

- Teachers should motivate their students to learn how to cooperate with each other in order to exchange knowledge and information from each other.
- Teachers should provide a variety of materials that can be used when performing lessons, especially during oral expression sessions.
- Teachers should create a well-organized and suitable environment for their students for giving them much support to do their tasks in a good manner.
- Teachers have to use different pedagogical visual-aids and conduct interviews with native speakers in order to create an entertaining atmosphere for their learners to react effectively to do their tasks successfully.
- Teachers' roles must vary according to the given situation, but they must be all directed to the goal of enhancing the EFL students' speaking skill.

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Appendices

Students' Questionnaire

Dear student,

 You are kindly requested to fill in this questionnaire to express your attitudes toward the use of cooperative learning in developing students' speaking skill in English. Your answers are very important for the validity of this research we are undertaking. Do not hesitate to ask for help whenever you do not understand a given question .Please, read carefully the questions then put a tick (√) in the appropriate box. Thank you very much in advance.

Section One: Personal information

    1. Gender:

a- Male ☐   b- Female ☐

    2. The choice of studying English was

a- Your own? ☐   b- Your parents' one? ☐

Section Two: The role of cooperative learning in enhancing EFL learners' speaking skill.

    3. What do you know about cooperative learning?

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

    4. Do you find any difficulties when working with other classmates?
    a- Yes ☐   b- No ☐

If yes, please name some of them: …………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

    5. Do you prefer?

                                    b- Group work ☐

    a- Individual work ☐
    c- Pair work ☐

Please, justify…………………………………………………………………………………………

…………………………………………………………………………………..

Have you dealt with cooperative learning in oral expression sessions?

a- Yes ☐   **b-** No ☐

6. Do you find the use of cooperative learning beneficial for you?

b- No ☐

a- Yes ☐

Please, justify……………………………………………………………………………

………………………………………………………………………………………………

……………………………………

7. Do you think that group/pair work helps you to develop other skills?

a- Listening ☐   **c-** Writing ☐
b- Speaking ☐   **d-** Reading ☐

Please, justify……………………………………………………………………………

………………………………………………………………………………………………

……………………………………………………………

8. Do you learn extra knowledge when working in pairs or groups?

a- Yes ☐   **b-** No ☐

Section Three: speaking skill and oral expression

9. Your level in English is?

b- Above average ☐

a- High ☐

d- Below average ☐

c- Average ☐

10. Do you find speaking in English?

b- Easy ☐

a- Very easy ☐

d- Very difficult ☐

c- Difficult ☐

11. Which skill do you think is the most important in EFL classes?

b- b- Reading ☐

a- Speaking ☐

d- d- Writing ☐

c- Listening ☐

12. How often do you participate in oral tasks in the classroom?

b- Often ☐

a- Always ☐

c- Sometimes ☐   **d-** Rarely ☐

13. Do you hesitate when you want to express yourself in oral expression sessions?

       a-   Yes   ☐   **b-** No   ☐

          If yes, is it because of:

a- Lack of self-confidence?   ☐   **b**- Fear of making mistakes?   ☐

c- Mispronunciation?   ☐   **d-** Fear   of   teachers'   negative feedback?   ☐

14. Do you think that classroom environment is suitable for developing the speaking skill?

       a- Yes   ☐   **b-** No   ☐

THANK YOU VERY MUCH FOR YOUR SINCERE COLLABORATION

Teachers' Questionnaire

Dear teachers,

This questionnaire serves as a data collection tool for a research work which aims to show how cooperative learning can be used in enhancing third-year students' speaking skill at the English Division, University of Biskra. We would be so grateful if you could answer the following questions.

Please, read carefully the questions then put a tick (√) in the appropriate box. Thank you very much in advance.

Section One: Personal Information

1. Degree (s) held:
   a- BA (License)
   b- MA (Magister)
   c- PH.D (Doctorate)

2. How long have you been teaching oral expression module?
   ………………………………………………………….

3. Do you think that oral expression is a difficult module to teach?

   a- Yes   b- No

   Please, justify……………………………………….....................................
   ……………………………………………………………………………………
   ……………………………………………

Section Two: the role of cooperative learning in enhancing EFL learners' speaking skill

4. Have you ever used cooperative learning when teaching?

   a- Yes   b- No

5. Do you use group works in oral expression classes?

   a- Yes   b- No

6. Do your students face obstacles whenever they work in groups?

a- Yes   **b-** No

If yes, what are these obstacles?

a- Poor help-giving   □   **c-** Social skills problems □
b- Unequal participation   □

7. Do you think that cooperative learning (group work) enhances students' speaking skill?

a- Yes □   **b-** No □

Whatever your answer is, please, justify……………………………………………...
………………………………………………………………………………………………

8. From the following techniques, which one (s) you use most?

a- Open discussion □   **c-** Role play □
b- Group/pair work □   **d-** Problem solving □

9. How often do you use group work in oral expression sessions?

a- Never □   **c-** Often □
b- Rarely □   **d-** Always □

10. When using cooperative learning, what do you think your students are?

a- Highly motivated □   **c-** Less motivated □
b- Motivated □   **d-** Not motivated □

11. Does cooperative learning enhance your students' participation?

a- Yes □   **b-** No □

Section Three: Speaking skill and oral expression

12. What does a good speaker of English mean to you?

a- The one who speaks accurately? □

b- The one who speaks fluently? □   **c-** Both of them □

13. Which skill does cooperative learning develop in oral expression?

a- Speaking □   **c-** Writing □
b- Listening □   **d-** Reading □

Please, justify……………………………………………………………………..
………………………………………………………………………………………………
………………………………………………………………………………..

14. Your students' level of speaking skill in English is:

a- High □   **b-** Average □

c- Above average ☐

e- Low ☐

d- Below average ☐

THANK YOU VERY MUCH FOR YOUR COLLABORATION

Résumé

La présente étude vise à explorer l'impact de l'apprentissage coopératif sur le développement des compétences parlantes des étudiants EFL. Le présent travail concerne principalement l'utilisation d'une paire ou d'un petit groupe pour maximiser les compétences parlantes des élèves. Il tente également d'éclairer l'importance de créer un environnement détendu pour amener les apprenants à utiliser la langue. Encore une fois, cette recherche est réalisée pour confirmer notre hypothèse, qui est: 'si les enseignants utilisent une méthode d'apprentissage coopératif, les compétences parlantes des élèves seront améliorées'. Pour recueillir les données nécessaires, deux questionnaires sont administrés, un pour 10 enseignants d'expression orale et un autre pour les étudiants de la troisième année de la division anglaise de l'Université de Biskra afin d'identifier et d'explorer leurs attitudes à l'égard des habiletés parlantes et de l'apprentissage coopératif. La méthode de ce travail est assez descriptive et son but est de décrire deux variables: l'apprentissage coopératif en tant que variable indépendante et son impact sur le développement de la compétence parlante des élèves EFL en tant que variable dépendante. Les résultats ont montré que l'apprentissage coopératif est la bonne technique pour augmenter et améliorer la capacité d'expression des élèves de l'EFL

ملخص

تهدف الدراسة الحالية الى استكشاف أثر التعلم التعاوني على تنمية مهارات الطلاب في اللغة الإنجليزية كلغة اجنبية ، كما تهدف كذلك للبحث عن مدى استيعاب أساتذة اللغة الإنجليزية للأسس و التطبيقات التي يقوم عليها تطوير تقنية التعبير الشفهي بطريقة العمل الجماعي التعاوني. كما تسلط الضوء على أهمية خلق بيئة ملائمة للطلاب لإستخدام اللغة ، مرة أخرى تم اجراء هذه الدراسة لتأكيد فرضيتنا و هي:" اذا استخدم معلمي التعبير الشفهي تقنية العمل الجماعي، سيتم تعزيز مهارة التحدث لدى الطلاب لجمع البيانات اللازمة اجتهدنا. في دراستنا على استعمال استبيانين الأول موجه إلى أستاذة التعبير الشفهي لجامعة بسكرة و الثاني إلى طلاب السنة الثالثة من نظام (ل.م.د) اختصاص اللغة الإنجليزية لنفس الجامعة وذلك لسبرارائهم حول مهارة التحدث و التعلم التعاوني. طريقة هذا العمل وصفية و هدفه هو وصف متغيرين التعلم التعاوني كمتغير مستقل و تأثيره على تطوير مهارة الكلام في اللغة الإنجليزية كلغة أجنبية كمتغير تابع. النتائج التي توصلنا إليها أثبتت أن التعلم التعاوني هو الأسلوب المناسب لزيادة و تحسين مهارات الطلاب في اللغة الإنجليزية كلغة أجنبية