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THE ROLE OF COOPERATIVE LEARNING IN IMPROVING ENGLISH PRONUNCIATION

A CASE STUDY OF THIRD YEAR PUPILS AT MOUHAMED BOUSBIAAT SECONDARY SCHOOL BISKRA

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Dedication

This dissertation is dedicated:

To the two persons whose support, kindness, love, persistence and encouragement have made my efforts worthwhile to accomplish my work.

To my beloved parents: **Djelloul** *and* **FatimaZahra***, May Allah the Almighty bless them.*

*To people who drew my way to the path of success, my brothers,***Khaled** *and* **Hichem***.I'd like to thank my lovely sisters* **Hana** *and* **Anfale.**

I will not deny the role of my other sisters **Asma** *and* **Sinsabella***.*

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Abstract

The present research aims to investigate the significance of using cooperative learning method to improve pupils' pronunciation of English. This research mainly aims to find a method that creates a good relationship among pupils while learning pronunciation. From the current research we seek to recommend an original atmosphere full of motivation and to provide pupils with interesting tasks to induce them to learn English pronunciation. The method of this research work is descriptive, which aims to establish a relationship between our variables. We investigated cooperative learning as a first variable, followed by its role in improving English pronunciation as a second variable. The data were gathered through two questionnaires distributed to (15) teacher and (88) pupil of third year of secondary school. Hence, the results obtained were analysed quantitatively where responses to questions were represented according to their frequency and percentage. Besides, the role of the textbook '*New Prospects*' as an instructional material used for pupils in third year of secondary school was analysed in terms of some criteria. Accordingly, the analysis of the textbook was based upon qualitative method, where we analysed the content devoted to pronunciation. Subsequently, based on the results derived from the analysis of the textbook, we can state that one of the useful methods is cooperative learning, which is not found in the textbook. Finally, the main conclusion derived from this study is that using cooperative learning contributes to enhance pupils' pronunciation of English as we put forward in the hypothesis of our research.. Last but not least, this investigation was concluded with several recommendations and suggestions to help teachers and pupils alike

List of Abbreviation

ALM: Audio Lingual Method

CLL: Community Language Learning

CLT: Communicative Language Teaching

CPH: Critical Period Hypotheses

DM: Direct Method

ESL: English as Second Language

GA: General American

GTM: Grammar Translation Method

RP: Received Pronunciation

STAD: Students Team Achievement Division

TGT: Team Games Tournaments

ZPD: Zone of Proximal Development

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Introduction

The fundamental objective of the teacher is to assess students' skills, needs, abilities, and so on. The teacher in this case will be in front of a challenge to find an ideal path to reach those goals successfully. In this regard, any teacher has to find a suitable method for his/her learners to make a comprehensible lesson.

English teachers attempt to help their students to improve English pronunciation by taking into account all multiple strategies that might be found in single classroom. The teacher has to choose from several methods to facilitate student learning. In addition to the four skills of listening, speaking, reading and writing, pronunciation can be considered as important as these skills, which makes it as a basic goal in teaching English, and one of the common and useful methods that may improve English pronunciation is cooperative learning which is prevalent method used by teachers

In the present research, we will discuss cooperative learning besides to the competitive or individualistic learning, and we will mention the effects CL on pupils taking into account the elements of this method. So, in this research we will see what Cooperative learning is and to what extent can it is useful to improve pupils' English pronunciation and how teachers can organize their lesson by using this method.

1. Statement of the Problem

The issue of improving English pronunciation is one of the difficulties that may face both teachers and students. Some teachers thought that cooperative learning is one of the methods which help learners as much as possible to improve their English pronunciation, moreover many practitioners involved in foreign language teaching and research have argued about the benefits may range from highlighting pronunciation. There are authors were positively agreed about the use of cooperative learning in improving learners' English pronunciation (Ovando, Combs & Collier , 2006) claimed that cooperative learning benefits English language learners

in various aspects such as constructive peer interaction and active learning. Besides Dörnyei (1997) suggested that achieving success goes only through Cooperative learning.

So this research has been tackled to identify the main advantages and disadvantages encountered by English teachers and pupils at secondary school in using cooperative learning to master English pronunciation.

2. Research Questions and Hypotheses

2.1. Research Questions

The research is aimed to answer two main questions:

Q1- What is cooperative learning and what is the role of the role of using this method?

Q2- To what extent cooperative learning improves learners' English pronunciation?

Q3- How can teachers manage to use cooperative learning to enhance their learner' English pronunciation?

2.2. Hypotheses

- The use of cooperative learning may improve learners' English pronunciation. In other words, when teachers choose cooperative learning as a method in teaching, learners will have more opportunities to develop their pronunciation capacities by interacting with each other.
- If teachers use cooperative learning, they will create a motivated atmosphere unlike the individualistic learning, which means that cooperative learning method inspires information exchange likewise, improves pronunciation by conversations, which by turn make learners aware how the word should be pronounced correctly.

3. Significance of The Study

The significance of this study is to know the importance of cooperative learning and its role as a method in improving English pronunciation in secondary school and to help them to feel comfortable to speak English language by interactional conversation which can reduce several difficulties and obstacles. Besides it will set the difficulties that may face the student when it comes to pronunciation in which they will be aware about the importance of cooperative learning and to make the teachers aware more about the positive effects of this method

4. Aims of the Study

There are several purposes of this study such as to clarify the positive effects of cooperative learning in improving English pronunciation, besides to encourage teachers to use it as a method in teaching in order to facilitate comprehension as much as possible. Also as central aim of this study it to make both teachers and pupils aware about the importance of improving English pronunciation by using cooperative learning and special concern will be placed on developing learners' self-confidence and reducing their classroom inhibition and anxiety to make them speak and participate easily without fear committing errors in front of others. Last, but not least, to set list of pupils' attitudes that resulting from using cooperative learning.

5. Research Methodology:

The descriptive method is the most suitable, that sets the aims of the present research because the basic objective of this study is to illustrate to what extent does Cooperative learning affects on improving English pronunciation besides what are the reaction of using this method according to both pupils and teachers.

To reach the main aims of this study we have used both qualitative and quantitative method. Where quantitatively, a survey questionnaire were distributed and answered by teachers and pupils of third year secondary school. These questions allow them to choose the appropriate answer according to their points of view and can add their own comments; they contain items in form of multiple-choice questions and open questions. The responses from the questionnaire will be analyzed in term of frequency and converted in percentage to indicate the pupils' and teachers' attitudes toward Cooperative learning. Then qualitatively, that dealt with textbook analysis concerning pronunciation section.

6. Structure of the Study

This research, which is under the title of **«The Role of Cooperative Learning in Improving English Pronunciation** », divided into three chapters. The first theoretical chapter devotes to give an overview on cooperative learning; where it gives a definition of cooperative learning from several writers and authors, and then it moves to the purposes of this method, also, to what extent it affects pupils' attitudes positively, besides it deals with the elements of this method. This chapter highlights the differences between cooperative and collaborative learning. The second chapter talks about how the method of cooperative learning can help pupils to improve their English pronunciation, after that it moves to the factors that may control learning pronunciation. The last chapter will be practical part, where the secondary school teachers' and pupils' questionnaire are analysed in addition to the textbook analysis.

CHAPTER ONE

AN OVERVIEW ON COOPERATIVE LEARNING

Introduction

It is important to give pupils more opportunities to practice as much as possible to use language skills in the classroom. Doubtless, teaching depends on methods in which the teacher chooses. Recently, some new methods of teaching appear were about spoon- feeding teaching method which is individualistic, the latter from previous researchers pointed out that teacher-centred method, in another word, depends on the information given by the teacher and let each pupil works individually and independently from classmates. On the other hand, by contrast, new methods appeared to delete this conventional method, in which the pupils should be in charge of their learning, which means that the teacher is considered as a guide for students. Many authors tackle cooperative learning as a subject with different points of view

In this chapter, we will look at the importance of cooperative learning and how it impacts on pupils' attitudes

1.1. Definitions of Cooperative Learning

In recent, supporters of cooperative learning method managed to create several new classroom strategies by forming small groups or pair works in order to disband the session's activities actively and motivating. This method can be defined as a path to be followed to organize the lesson which depends on group work where pupils learn together and may be rewarded by the teacher for their collective performance.

Generally speaking, cooperative learning has multiple definitions by several authors nevertheless they all agreed that this method is one of the methods which can be useful in teaching. We take Shindler (2010, p. 227) as an example where he defined cooperative learning as follows "cooperative learning refers to any form of instruction in which students are working together for a purpose."

In the same path, we find Slavin points out that cooperative learning has a great positive impact on learners in terms of self-esteem, conflict management, and so on.

We find as well Jolliffe (2007, p. 3) he defined it as "cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of other", which means that cooperative learning method as a way to gain as much as possible information by exchanging ideas and while working together they automatically help each other by interactional classroom atmosphere.

Similarly, Brody and Davidson (1998) point out that cooperative learning strategy is one of the useful and effective strategies that can be used in teaching because it is helpful for both of learners and teachers, especially in simplifying the lesson and create a pleasant atmosphere which motivates learners more in their learning.

Moreover, successful learning relies on effective classroom association (Dean, 2000), so teachers can utilize cooperative learning method as a tool for teaching language acquisition, in light of the fact that working in groups make learners more agreeable to talk in the classroom in ways that entire class direction cannot (Hill and Flynn, 2006), and through students connection in a community oriented condition Olivares (2007) perceived that cooperative learning is a social procedure that deals with academic and social outcomes, in which teachers should organize students to small groups to interface and cooperate to make progress and increase target outcomes.

1.2. Elements of Cooperative Learning

According to Johnson and Johnson (2008), cooperative learning as a method was based on several elements and essentials that can be considered as foundations that it depends on such as   positive interdependence, face to face promotive interaction, individual

accountability and personal responsibility, interpersonal and small group skills, group processing.

1.2.1. Positive Interdependence

Social interdependence theory believes that cooperative learning is a result of positive interdependence among individuals' goal. Johnson and Johnson (2008) divide positive interdependence into three major sections: outcome, means, and boundary. First of all, outcomes this can be considered as a guide to achieve an academic task or activity. In other words, it is the reason behind the success of any cooperative activity. Second, means which contains related elements that cannot be separated from each other (role, resource, task interdependence) and that what makes the shared goal achievement successfully possible. Finally, the boundaries between members of the group determine the interdependence among individuals.

Positive interdependence is one of the basic elements in cooperative learning method in which studying depends on group working where all members of the group work together to reach particular and shared goal, according to Johnson et al this element means that even if it basis on group working but each member of this group who shares common goals understand that working together is individually beneficial, and to make a successful activity needs the participation of all members of the group

According to Johnson et al (1998, pp. 4-7) positive interdependence is the core of cooperative learning who defined it as "positive interdependence is linking students together so one cannot succeed unless all group members succeed. Group members have to know that they sink or swim together"   in other words success of the individual depends only on the success of the whole group because they are like a chain one pearl falls the entire chain tumbles down.

In the same path, we find Richards and Rodgers (2001) who claimed that the desired goal cannot be successfully reached only by group working, which means according to them that without the help of each member the team is not able to extend required aim

1.2.2. Face to Face Promotive Interaction

According to Richards and Rodgers (2012), Face to face promotive interaction based on the interaction among members in order to reinforce collaboration between them instead of competition. Johnson and Johnson point out those learners need face to face interaction for better outcomes. In another word, for an efficient communication between members of the group, because the latter improves reasoning skill by exchanging information, materials, feedback, and supply pupils assistance, and most important is to reach the aim of a successful academic task. Joliffe stated that to achieve an effective communication during classroom face to face interaction it is one of the suitable methods to enhance thinking skill and create collaboration spirit between interlocutors besides they help each other and each one gives what he knows in each activity. Joliffe divided it into two aspects, physical and eye to eye contact. As Johnson and Johnson (2008, p. 23) states that "promotive interaction occurs an individual's encourage and facilitate each other's efforts to accomplish the group's goal".

1.2.3. Individual Accountability

According to Richards and Rodgers (2001), individual accountability element includes both group and individual performance. It deals with the achievements of each one in the group, besides the work of their teammates, in another word; each member is responsible of what he/she learns as well as all group learning achievements. Johnson and Johnson claimed that individual accountability based on the assessment of each member in the group and the results of individual reflects the whole group achievement. During cooperation, the lack of individual accountability will decrease feelings of responsibility, instead, if there is high

individual accountability in group work this will create the spirit of responsibility and cohesiveness among students and motivates each one to contribute in the academic task. Hooper et al, (1989) tackled that if individual accountability was well organized then the cooperation process will be well achieved, by turn the academic tasks will be successful.

1.2.4. Social Skills (Appropriate Use of Social Skills)

Sharan (1980) stated that social skills are needed to guarantee a successful interaction, improve productivity. The element of social skills are an important principle to reach the target of an academic task during cooperative learning, Johnson and Johnson claimed that interpersonal and social skills are interrelated, because the more the individual member production is improved the more group interaction is successful. By turn, the target is achieved. In same path, Richards and Rodgers (tackled teachers' role is far from spoon feeding method, it is actually based upon teaching learners how to be decision makers, leaders, problem-solving, self-esteem and so on. The appropriate use of the social skill is one of the elements which facilitate this process. Johnson and Johnson (2008, p .25) say,

> "The more socially skilful participants are, the more social skills are
> Taught and rewarded, and the more individual feedback participants
> receive on their use of the skills, the higher tends to be the achievement
> and productivity in cooperative groups"

1.2.5. Group Processing Skills

Another element of cooperative learning is group processing skills, which includes the individual's reflecting on the group work, as Johnson and Johnson (2008) claimed that this element is based on the individual production which has an important impact on the group.

In other words; it focuses on how the members of the group contribute and to what extent does it affect group interaction. Besides all, group processing skills seek to evaluate each members' capacities, functions, and contributions and the way it affects the group production, as Johnson and Johnson (2008, p. 25) stated,

> "Group processing may be defined as reflecting on a group session
> to (a) describe what member actions were helpful and unhelpful
> and (b) make decisions about what actions to continue or change".

Group processing skills help to enhance learners' learning and build their reasoning skills when interacting with each other. According to Johnson and Johnson, this element tends to teach learners how to be responsible in order to help them work efficiently to reach the group's academic goals.

1.3. Methods of Cooperative Learning

Cooperative learning, acording to Slavin (1991) has multiple forms but all of them seek to make learners during cooperative learning help one another learning academic courses by working in small groups. Cooperative learning can be considered as a method that contains other sub-methods in which the teacher can choose in order to achieve successful academic tasks. So, the teacher has the freedom to choose from the variety of methods of cooperative learning to achieve different teaching outcomes, there are generally seven (7) methods of cooperative learning such as Student team achievements division, team games tournaments, group investigation, jigsaw, learning together, cooperative scripting, cooperative integrated reading, and composition.

1.3.1. Student Team Acheivements Division (STAD)

In STAD, students are asked to form groups that contain four to five members, each team stands for a pattern which represents the whole class. Teachers during applying this method

are supposed to take into account ethnicity, gender, the level of performance. Also, the teacher has to provide new academic material each week and to give his/her pupils the opportunity to discuss the whole material during group work in order to ensure that his/her lesson was well done. After this step, all the formed groups are asked to answer some quizzes, but each member needs to answer individually and not allowed to help each other even if they were in the same group, and the aim behind this quiz is to assess and encourage all members of the group to do their best to understand the lesson. Besides it motivates them to exchange information to explain to each other the given task.

According to Slavin (1991), when practicing this method weekly during cooperative learning, it would be easy to compare the results of the members to the previous ones and to improve the whole group scores.

1.3.2. Team Games Tournaments (TGT)

It is one of the cooperative learning methods, and it is similar to STAD method, since it uses the same teacher's presentation, teamwork, instructional format. But TGT replaces the quizzes using tournaments each week. Learners play games in which they gain points and these games are challenging to the groups as an attempt to explain how far they know about the academic material. The games are all about scores and the latter is classified as the highest score is six points, the middle score is four points, and the lowest score is two points, and members can earn extra marks for the team. Tournament's tables are designed according to the level of the groups. As Salvin (1991. P,73). said, "students compete at three-person 'tournament tables' against others , from different teams, with similar past records"

1.3.3. Group Investigation

Group investigation, according to Yeal Sharan and Shlomo Sharan (1992), is a method which is based on organizing the lesson by forming small groups using cooperative

realization, argumentation between groups. It is a method in which learners receive information and analyze what they learnt so far and then exchange and interact with their classmates about the academic material. According to Nancy Galle Stein (1999) group investigation depends on forming groups which may range from two to six members which is called cooperative inquiry which is the first step of group investigation. Then, choosing a sub-topic among the whole unit after those members of the group divide the latter into individuals, which is the second step of group investigation. The last step is cooperative planning and projects that is based on communicating and exchanging the findings to the whole class and to the other groups.

1.3.4. Jigsaw

In this method, according to Jacob et al (1996), learners are asked to form groups about six members in each group in order to work on an academic material that members can break it into divisions then to distribute regularly. Then, each one reads his/her part of the division and then turn to other members of other groups to discuss the same part in order to become "an expert". In the same path, Slavin (2003) believes that jigsaw assists learners to break the materials into parts that can be controlled and easier to be learnt then rebuild it to a meaningful piece. The main idea of jigsaw, according to Holt (1993), is to teach each learner how to become an "expert" in a specific part of the class activities, who by turn teach other members about this task.

1.3.5. Think-Pair-Share

Like STAD, TGT and Jigsaw, Think-Pair-Share is based on forming groups which contain two to six members in each group. Whereas in this method according to Kagan (1992) think-pair-share is a simple method in the group working, which is when a teacher asks a question to his/her learners and gives them time to think carefully about the answers, after that

they need to exchange and discuss the answers with their classmates. The goal behind this method is to give learners opportunities to organize their ideas in terms of "thinking" and when it comes to "pairing" and "sharing" it is a way to compare the findings and answers of learners among each other.

1.3.6. Numbered Heads Together

Kagan (1990, p.12) stated that "the creation, analysis, and systematic application of structures, or content- free ways of organizing social interaction in the classroom". So, according to Kagan (1990), this method is based on working in groups which consist of four members in each group, these members are classified as: one is top level achieving member, two of them are average and one of the four is low level. So each member is nominated a number from one to four. In numbered heads together method, according to Kagan (1992), a teacher gives a task to each member of the groups and then ask questions in which they discuss it between each other in order to make sure that all members know the right answer after that the teacher calls a number from a group and only the called number is allowed to answer. Most importantly, the high achievers are allowed to share their information with other members because they already know that their number may not be called and by turn, the low level should listen carefully and concentrate very well because they know in advance that their number will be called by the teacher

1.4. Cooperative Learning and Collaborative Learning

Cooperative language learning and collaborative language learning are two terms which are regularly used conversely to mean working in gatherings. Nonetheless, every term ha some components which make it not quite the same as an alternate. According to Olivares (2007. P,22),

"Collaborative learning is the umbrella term encompassing many

forms of collaborative learning, from small group projects to the

more specific form of group work called cooperative learning.

Cooperative learning is type of Collaborative learning developed

by Johnson and Johnson in the 1960s, and is still widely used today"

They are related, so that numerous scientists used them mutually. Johnson et al (1998, as referred to in Olivares, 2007) demonstrate that agreeable learning is an extremely composed process that contains a enormous measure of individual responsibility, positive reliance, and social expertise improvement. In any case, community-oriented learning is scattered process that shares the general point of helpful figuring out how to make new information through social settings. According to Olivares (2007) who stated that cooperative learning and collaborative learning are interrelated but different.

Cooperative Learning is an instructional procedure that addresses instructional and social aptitude towards learning by learners. It is an educational procedure that was accounted to be exceptionally fruitful in the classroom as a result of its expanding requirement for a relationship at all levels, giving learners the materials to successfully interact and gain information from each other. They work to reach educational and social ability objectives that are plainly expressed. It is a group method where the accomplishment of the gathering relies on everybody shares his/her knowledge. However, collaborative learning is normally delineated when gathering pupils cooperate to scan for understanding, context, or arrangements or to make result of their learning. Further, collaborative learning reclassifies customary pupil-teacher relationship in the classroom since exercises can incorporate collaborative written work, gather projects, joint critical thinking, study groups, and different exercises in which learners form group together to investigate a huge question or make a significant project.

Warkins et al, (2007, p. 88) stated that "people are cooperating when they adjust their actions so that each person achieves his individual goals, whereas people are collaborating when their actions are adjusted in order to achieve a shared goal" which means that learners may work on an individual task with cooperative, and collaborate in general activities. As Bruffee (1995, as cited in Gillies and Ashman, 2003) maintains that cooperative learning is more suitable for primitive schoolchildren, because they are not prepared to work in group since they do not have enough social abilities, while collaborative learning is more fitting with school and college student since they have important social attitudes and a powerful impulse to accomplish academic tasks.

1.5. Cooperative Language Learning versus Traditional Language Teaching

Traditional language learning indicates to the teacher-centered approach, using the GTM and ALM, to make learners mindful of specific parts of the code without giving the important practice. All associations in the classroom happen between teacher-to-pupil interaction the teacher is in charge of everything identified with teaching, while pupil-to-pupil correspondence and cooperation is practically disregarded. Since they were viewed as detached learners orchestrating in the discrete work area to finish individual exercises just to gain new data as opposed to opposed to active participants through interactional environment. Then again, cooperative learning, which is by all accounts associated with the open language learning which gives more chances to create collaboration and correspondence between pupils-to-teachers. The most critical is between pupils-to-pupils connection, since they are considered as active participants who interface and impart together for general academic objectives, though the teachers' occupation is similarly as a guide, facilitator, and judge to expand prupils inspiration (Zhang, 2010).

1.6. Roots of Cooperative Learning

1.6.1. Social psychology

As indicated by McCaferty, Jacobs and DaSilva (2006) cooperative learning method came to presence in the 1970's by Aronson and his associates in view of the sociologists Alper's work (1954) on the most proficient method to encourage group progression among individuals from various racial groups who come to live respectively and he put three conditions which are by all accounts fundamental for communication to achieve useful relations. These three conditions were connected later on to the classroom by Aronson and his associates (Aronson, Blaney, Stephan, Sikes and Snapp 1978) to enhance learners' connections inside classrooms in the Southwestern of the United States at coordinated schools where learners are portrayed by racial assorted qualities in educating diverse matters incorporating second language learning in a type of exercises like the use of jigsaw, noticing that the aim of a teacher is not simply selecting and outlining exercises, mentalities, et cetera. Additionally as a facilitator that aids the learners for effective learning environment. Above all, they ought to have shared objectives lastly their classroom joint effort ought to be authoritatively approved

1.6.2. Humanist Psychology

Among the thoughts which teachers depended on, on the advancement of cooperative learning method are those of humanist analysts like Maslow and Rodgers. Maslow (1968) proposed a progression of necessities; upkeep needs and development needs. The satisfaction of these requirements is important for survival and development. This latter incorporates the comprehend, requirements, to complete one's potential and the necessity to connect with something past oneself. Additionally, Rodgers (1979, as cited in McCaferty et al., 2006) brought up that learners need to create interpersonal relations for their mental development

since cooperative learning and talking expertise depend on interpersonal connection and thoughts like those of Maslow and Rogers of individual advancement. These thoughts were considered in creating cooperative learning method since they run with cooperative learning in endeavour to accomplish the motivation behind making learning reliant on peers and.

1.6.3. Developmental Psychology

Further to the impact of social psychology on the formation of cooperative learning, its development has been affected by the paintings of the 2 maximum exceptional developmental psychologists of the 20th century: Jean Piaget and Vigotsky (MacCaferty et al, 2006).

1.6.3.1. Vygotsky's View

Vygotsky's hypothesis has been found to support the use of cooperative learning systems in which learners cooperate to motivate each other. At the point when pupils express their thoughts to others, they regularly need to perceive their comprehension by growing a better appreciation of the issue with the goal that it can be effortlessly grasped by others. As indicated by Gillies and Ashman (2003) pupils cooperate more with fit grown-ups that help them to finish exercises that they couldn't do independently. Zone of Proximal Development (ZPD) is one of the significant parts of Vygotsky's hypothesis, in which he acquainted with censure the psychometric-based testing in Russian schools. ZPD allude to the separation between the genuine formative level as controlled by free critical thinking and the level of potential advancement as decided through critical thinking under grown-up direction or in a joint effort with more competent associates (Vygotsky, 1978, p. 86. cited in Fani and Ghaemi, 2011, p. 1550). Taking after Fani and Ghaemi (2011), Full advancement of the ZPD relies on full social communication, and coordinated effort with associates or adults guidance offer the chance to build up a scope of ability that can't be produced.It is the unmistakable

between what a learner can accomplish separately in one hand, and what he can accomplish in interactional social environment.(MacCaferty, et al, 2006)

MacCaferty et al (2006) reported, " For Vygotsky, there is a very definite role to be played by actively directing learning, both in the cognitive development of individual human beings and in the history of human culture. Vygotsky called the theoretical construct that enables this process the zone of proximal development" (p.11)

1.6.3.2. Piaget's Views

Piaget's thoughts got the enthusiasm of numerous instructors like Doise and Mugny (1995) and Murry (1982) on the estimation of social settings in raising the profitable psychological clashes that can be connected to classroom circumstance to get learners involved in their acedamic activities, assuming active parts and occupied with practical studies and also to get them find how participation among learners can help them manage assignments in which they flop independently. Piaget stated that "People construct their very own insight into world encompassing them through a look for harmony between current diagrams (how the world works) and what is experienced". Likewise, Gillies and Ashman (2003, p. 12) focused on that Piaget's hypothesis of sociocognitive clash is extremely pivotal for group learning, and they expressed that interfacing with associates is an essential impulse for change. They talk specifically to each other in ways that can be comprehended easily. So, children effortlessly think about their comprehension and continue searching for more data to clear up any inconsistencies that they may confront during the interaction

1.7. Benefits of Cooperative Language Learning

In active classroom group, the learning environment will be more motivated (Dörnyei and Murphey, 2003) through which learners will be more aroused to help each other and work

harder to find more than they do when they perform individual assignments and they have to give a valiant effort when they are working in a group, since they cannot achieve any acedamic tasks unless the entire group does (Jolliffe, 2007) .Cooperative learning is one of the suitable teaching methods embraced at all levels of learning, from schools to colleges, basically it is one of the best examples of overcoming the adversity of both brain research and instruction. Erwin (2004) thinks that cooperative learning can make an entertaining and amusing atmosphere through which learners appreciate and create correspondence in an interactional classroom circumstance between learners of different levels, race and ethnicity (Good and Brophy, 2008). Norland and Pruett (2006, p. 23) expresse their conviction "When students are interacting in groups, they are required to use authentic and fairly fluent communication skills, which prepare them for the actual communication skills they will need in real life.'' In other words, learners feel more motivated and comfortable when they cooperate in groups in genuine classroom that rises up communication (Wright, 2005). In this way, they talk, examine, ask, and answer effortlessly and easily without dread of committing errors. Besides. Hill and Flynn (2006) guarantee that for encouraging language acquisition, cooperative learning method can be used by teachers as an effective instrument . Through cooperative classroom, pupils will have more chances to talk in ways that entire class direction cannot.

Cooperative learning requires classroom communication, in which every learner alters and enhances his language to be comprehended by different partners. As indicated by Hill and Flynn (2006) Small groups offer the following advantages:

- genuine connection in little groups helps pupils to get better input

- They can incredibly diminish learners' anxiety: Because little groups are steady and associated.

Besides,(McGroarty (1989), as cited in Richards and Rodgers, 2001, p. 195) distinguish six learning benefits for English as a Foriegn Language (ESL) students in Community Language Learning (CLL) classrooms:

- Chances to incorporate language with substance based direction.

- Plausibility for advancement or utilisation of language in ways that support subjective improvement and expanded language abilities.

- Expanded recurrence and assortment of the second language rehearse.

- Chances to incorporate more prominent assortment of curricular materials to activate language.

- Opportunities for learners to be as information sources for each other, in this manner creating more active role in their learning process.

- Opportunity for teachers to gain new expert abilities, especially those stressing interaction.

Conclusion

To sum up, cooperative learning is a method which has many advantages in various areas: sociological and mental, and academic goals achievements. Socially, it helps students to work in groups by planning interactional classroom environment. Psychologically, in creating students' inspiration and self-esteem, and vital to help them to build up their execution and accomplishment to achieve academic objectives. It is impacted by the work of various analysts, for example, Piaget, Vigotsky, Maslow, and has its foundations in social, subjective, and formative research. It is not similar to other language teaching methods, cooperative learning has a tendency to create singular execution and classroom efficiency, by

providing more opportunities for learners to create a motivated interactional atmosphere, where learners get in charge (learners centered approach). Teachers can browse a wide assortment of cooperative methods and exercises, the appropriate for their students to accomplish distinctive purposes and academic objectives. Numerous instructors and scientists use group work exercises as an instructive approach in enhancing learners' oral capability, this may help students turn out to be more harmonious, free, dependable and confident , since they defeat their restraint and uneasiness and express their thoughts in front of others.

CHAPTER TWO

IMPROVING PRONUNCIATION SKILL

CONTENT   *Page*

Introduction

It is important that teachers focus on pronunciation. To be successful in teaching pronunciation, they need a decent knowledge about the teaching method of pronunciation, knowledge about the sound arrangement of the language, and some data about their learners and their experience. This chapter reviews studies of the importance of pronunciation, and a serves as portrayal of the sound arrangement of English will be exhibited, with a detailed account of how sounds and other elocution elements are created. It is of capital significance to the learners to be acquainted with these articulations. It incorporates the place and way of verbalization of the diverse English sounds. Henceforth, it will be simpler for them to comprehend and make the best utilization of them.

2.1. Methods For Teaching Pronunciation

Several methods were included in teaching pronunciation, and these methods are:

2.1.1. Grammar Translation Method

According to Nagaraj (1996), Grammar translation method (GTM) was exceptionally prominent in Europe from the 1840s to 1940s. The GTM method is based on memorisation of vocabulary, grammar rules, and verb ideal models. According to Longman dictionary of language teaching, J.C Richards (2002. P, 252) defined GTM:

> "A method of foreign or second language teaching which makes use
> of translation and Grammar study as the main teaching and learning
> activities. The GTM was the traditional way Latin and Greek were
> taught in Europe. In the nineteenth century it began to be used to tea-
> -ch "modern" languages such as French, German, and English and it is
> Still used in some countries today"

For a long time, there was no essential methodology to teach foreign languages in fact there were few if any hypothetical establishments of language learning. Latin was essential in any advanced education, it was instructed by what was known as the established method as different languages were instructed, the traditional method was summed up to teach modern languages. Later, in the nineteenth century, the classical method came to be known as GTM.

According to Larsen-Freeman (2000, p. 11),

> "Grammar Translation method was called at one time the Classical Method since it was first used in the teaching of the classical languages Latin and Greek."

Freeman (2000, p.12), stated the principles of GTM by attending and observing a class that GTM method was used, and he summarised it as follows:

- It is essential for learners to find out about the type of the target language

- Vocabulary and grammar are accentuated.

- Deductive utilisation of explicit grammar rules is a valuable pedagogical technique.

- The capacity to impart the target language is not an target of foreign languages guideline.

- Learning can be easier through regard for similarities between the native language and the target language.

- The essential abilities to be produced are reading and writing. Little consideration is given to speaking and listening and none to pronunciation.

2.1.2. The Direct Method (DM)

In the 20th century, it was believed that interpretation ought to be avoided in the best conceivable measure; in this manner the Direct Method turned out to be broadly known and honed. It depended on steady oral connection, unconstrained utilization of the target language with no interpretation and almost no investigation of grammatical rules. It was first created as a response to the GTM; as an endeavour to coordinate more utilization of the target language in the classroom. For Stern (1983), the direct method is the utilization of the objective language as a means of directing and interacting in the language classroom, and a way to avoid using the first language. As stated in A-Z of ELT by Scott Thornbury: "In the Berlitz Method, translation as a means of acquiring a foreign language is entirely abandoned. From the first lesson, the student hears only the language he is studying."

DM was otherwise called the Natural Method, which contends that a language could best be instructed by utilizing it effectively in the classroom as if learners would then "pick it up" as children acquire their first language "mother tongue"

Elisabeth (2004, p. 55) summarizes the fundamental standards of the Direct Methods as follows:

- Oral practice is an unquestionable requirement which is the premise of this method.

- Stress is laid on the practical linguistic use and not on hypothetical sentence structure.

- The unit of discourse is a sentence and not a word, accentuation is laid on talking full sentences.

- This method supports the presentation of restricted vocabulary, in the light of requirements and examinations of learners.

- Direct association amongst thought and words. In this method, the learners think and talk by utilizing a similar medium.

Through the investigation of the essential standards of DM specified over, one may believe that this method with an adjust of the four skills is an adequate method of instructing language to some degree. Subsequently, it was criticised for its frail hypothetical establishments. Also, it had some difficulties, and it didn't do well in public education. Verghese's seems to be against the Direct Method and he criticised it as follows (as cited in Methods and Approaches of English Language Teaching in India chapter three p,19) : "arises from its neglect of the language skills like writing and reading because of overemphasis on oral work. This method practically ignores the study of grammar, this is not desirable because the knowledge of grammar is useful to the students to correct errors and strengthen language habits."

2.1.3. The Audio Lingual Method (ALM)

The main characteristics of the Audio Lingual Method are about oral activities with pronunciation and drills. Grammar is instructed by the inductive relationship as opposed to deductive clarification and vocabulary is learnt through context or speech.

Schank (1998) stated that Audio-Lingual Method had strongly affected language learning since it tended to be a solid interest for oral capability and consolidated generally acknowledged speculations of language and learning. He compressed his standards in three primary points which are:

- We can learn from our experiences
- Foreign language learning is identical to other learning.
- Language learning is a matter of mechanical habit formation

The ALM appreciated numerous times of prevalence; however, it was then found that language was not so much obtained through the procedure of habit formation and over learning and that errors were excessive be kept away.

2.1.4. Communicative Language Teaching (CLT)

The CLT was broadly utilised, it extended the production of communicative ability, and went for making a reasonable setting for language obtaining in the classroom. In the 1980s, methodologies started to underscore on communicative properties of language

Richards and Rodgers (2001, p 72), underline three components that describe the CLT classroom:

> "CLT was created by Curran (1976) for teaching second and foreign languages in this strategy, learners sit around a table with a recording tape. The teacher remains behind one of the student , with hands on his shoulder. He requests that students say something in his native language he needs to have the capacity to state in the target language. At that point, the teacher says the expression in the target language , the learner repeats it once and twice until he can produce it fluently."

CLT was created by Curran (1976) for teaching second and foreign languages, in this method; learners sit around a table with a recorded tape. The teacher remains behind one of the learners, with hands on his/her shoulder. He requests that the students say something in his native language he/she needs to have the capacity to state in the target language. Then, the teacher says the expression in the target language; the learner repeats it once and twice until he can produce it fluently. After that, the articulation is recorded one tape. Subsequent to recording few expressions, they are played back and learners connect the new target language with the word –for-word interpretation given by the teacher.

Nunan (1996) clarifies similar standards underlined by Richards and Rodgers and discusses CLT as an approach that accentuates interaction through collaboration in the target language, the utilization of authentic materials In this manner learner's close to experience considered as a critical component in the classroom learning and therefore energised, as an endeavour to associate language learning in classroom with language use outside the classroom.

To sum up, showing mastery was critical and comprehensible pronunciation was viewed as important in oral interaction. The strategies utilized as a part of this latter were: listening and imitating, phonetic training, minimal pair drills, visual aids, tongue twisters, developmental approximation drills, the practice of vowel shifts related by affixation, reading aloud/recitation then recording of learner's production.

2.2. Factors Involved in Teaching Pronunciation

According to Avery and Ehrlich (1992), there are two points of view. One view deals with teaching pronunciation as an important field as it makes learners mindful of the contrasts between the first language and the target language, this way reduces the use of mother tongue using drills. Then again, other view believes that pronunciation cannot be taught taking into account few factors, that are in charge of obtaining good pronunciation, for example, age, and other social and mental elements that we will look at underneath.

2.2.1. The Age Factor

Birdsong (1999, p.01) says, "When the window of this opportunity passes, the ability to learn languages declines". Adults learning a second language have a tendency to have a knowledge about foreign accents, while children prevail by a large knowledge about the native pronunciation. This is known as the "Critical Period Hypothesis" which shows how

languages are acquired differently by children and grown-ups refer to mind capacities. CPH expresses that there is a constrained formative period which is conceivable to obtain a language perfectly.

Additionally, research discoveries propose that it is practically difficult to enhance one's pronunciation after adulthood. This fact is found in previous investigations of Oyama (1976) who inspected the pronunciation aptitudes of 60 Italian immigrants with different ages between (6-20). He discovered that the length of living arrangement impacts less the pronunciation aptitudes instead of the time of landing, consequently, he found that youngsters are influenced by their mother tongue pronunciation; however, the other learners who arrived older than 12 years old, were not affected by their native accents.

To affirm the part of the maturational requirements as significant in the improvement of pronunciation abilities in a second language learning, Celce-Mercia, Brinton, and Godwin (1996) expressed the case given by Scovel (1969, 1988). Who exemplified the absence of grown-up office in procuring second language pronunciation by "Joseph Conrad phenomenon". The Polish-born poet, Joseph Conrad, had a splendid control over the English lexis, language structure, and morphology, which is shown in his scholarly works. In the same path numerous different researchers such as (Krashen et al (1982) and Larsen-Freeman and Long (1991) hold an indistinguishable position from Scovel about the way that it is practically difficult to enhance one's pronunciation in the outside language after adulthood. In this regard, grown-ups can't accomplish an immaculate of native pronunciation in the target language.

2.2.2. Socio-Cultural Factors

The socio-cultural element is another component to which numerous researchers have ascribed achievement or failure in reaching native pronunciation. Guiora et al (1972) presented another idea which is "The Language Ego" which depends on the possibility that

remote language learners ought to take another character. He proposed that adjustments in ego states can enhance pronunciation capacity in a second language. Guiora et al (1972) as cited in Singleton and Ryan (2004, p.186)

> "To learn a second language is to take a new identity…we propose that the most sensitive index of the ability to take on a new identity, i.e. the degree of permeability of language ego boundaries is found in the ability to achieve native-like pronunciation in a second language."

Guiora et al (1972) recommended that great or native pronunciation can be accomplished just if learners of the foreign language take a similar exposure and social attributes of the native speakers.

2.2.3. Personality Factors

Both Avery and Ehrlich (1992) concur that personality of the learner can influence the securing of the sound arrangement of a second language. They think that learners, who are out-going and certain will probably go out on a limb, and presumably have more opportunities to rehearse the second language since they are additionally eager to associate with native speakers. Then again, learners who are withdrawn and depressed are typically unwilling to go out on a limb and hence they need chances of practice. They recommend that ESL teachers ought to know that these personality elements can influence the learning of a second language and they ought to make classrooms non-threatening atmosphere to support their learners' investment. Instead, learners who are not prepared to take an interest ought not to be compelled to do that.

In accordance with the results after examining socio-social, and personality calculates that influence the procedure of pronunciation learning, which may upset the learners from reaching a native pronunciation in a second language, they agree that it is hard for grown-ups

to achieve a native pronunciation. Yet Avery and Ehrlich believe that it is workable for them to enhance their pronunciation. They accept that learners additionally ought to take a portion of the duty in their pronunciation learning of the second language, they ought to know about the parts of pronunciation that may prevent understand ability.

Avery and Ehrlich agree that learners ought to play a dynamic part in the learning of pronunciation; this implies that they are more mindful about the learning procedure. Consequently, the obligation and the familiarity with learners will help the teachers to arrange lessons and outline exercises effectively, so this will help in enhancing learners' pronunciation.

Scarcella and Oxford (1994, p.225)

> Learners can indeed acquire intelligible pronunciation in the second language when they become active participants in their own learning and the teacher supports their efforts by employing a wealth of techniques to aid students in their efforts to improve their pronunciation

2.3. Models of Pronunciation

2.3.1. Traditional native models (Received pronunciation (RP) and General American (GA))

First, Received Pronunciation (RP), as defined by Tom McArthur (1992) "Received pronunciation is a once prestigious variety of British English spoken without an identifiable regional accent. Commonly abbreviated as RP. Also known as British Received Pronunciation, RP, BBC English, the Queen's English, and posh accent...RP has always been a minority accent, unlikely ever to have been spoken by more than 3-4% of the British population" was the most looked for after model of pronunciation in the previous century. It is

thought to be the most prominent model that it was broadly arranged and its materials are immediately accessible (Kirkpatrick 2007, Trudgill 2000). The name 'Received Pronunciation' originates from the emphasise that British children were instructed to use in public schools. RP as connected with British yet it remains territorially independent inside England in correlation with other slangs. In Britain, RP is utilised especially in communicating.

Second, General American (GA) is fairly the American counterpart to RP as it is considered the standard accent of the US and it is typically instructed to foreign language learners of English. Nonetheless, a solitary prestigious emphasise does not exist in the United States and therefore (GA) cannot be viewed as an American equal to RP in all regards (Mesthrie et al. 2000). Despite the fact that the use of the term GA is normal widespread. Rather, it is the assortment of American English that has a minimal number of negative generalisations appended to it. Also, Kirkpatrick (2006) questions the thought of a general emphasise in the US essentially on account of particular assortments in creating an American urban (Kirkpatrick 2006). RP and GA are generally the two "standard" models offered to learners of English. First, according to Remiszewski (2005), it cannot be demonstrated that either RP or GA was better than other accents nor that one of them was less demanding to learn than the other. Second, giving one basic justification to their prevalence, Kirkpatrick (2006) noted that occasionally certain local assortments are respected preferred in light of the fact that they are more established.

2.3.2. Local/Nativised Models and Euro-English

Local/Nativised models of English ordinarily are the varieties of English that are used as a part of nations where English is used as an official language however not really the main one, and where nearby languages are used close by English. According to Crystal (2003), this implies that English is used as a second language in multilingual countries, especially

instruction, work and mass media. Nativised assortments such as Indian English, Ghanaian English and Singaporian English have been impacted by local languages and they may differ from the so-called "standard" or local assortments in a few aspects, pronunciation, vocabulary, linguistic use and social examples of discourse. Modiano (2009) said that the move from native models to local ones spread in few sections of Europe and talks about the adjustments in the national English educational module in Sweden. While British and American English are used to be the main standards for English language educating, as an official approach since 1994 that English is basically used for global correspondence purposes and rather than clinging to the standards of particular standard assortments. So, the attention is at multiculturalism and the development of English speaking world. Modiano (2009) proceeds by expressing that Europe is drawing closer to defining English as a universal language and further from using local models as the beginning stage. Finland as a Nordic nation would normally be a piece of such a move, while the present accentuation still appears to lay on dependability towards the local model.

2.3.3. Lingua Franca Model and The Lingua Franca Core

Holliday (2009, pp. 21-22) describes English as lingua franca as follows:

> "An outcome of the English as a lingua franca movement is the idea that there might be a reduced code which is sufficient for the purposes of communication between 'non-native speakers' in international settings."

Then Jenkins (2000) revealed are research she directed with the point of confining those particular sounds of English that are most pivotal for effective interaction significance. The information was gathered over a drawn out stretch of time using different strategies, and the discoveries were named the Lingua Franca Core.

Since its discharge, the Lingua Franca Core incited various reactions, both steady and basic. For example, Seidlhofer (2011) recognises that no resulting reviews have questioned the center things in that capacity and gives the Lingua Franca Core acknowledgment for not with respect to deviations from the local standard as errors. Additionally, Trudgill (2005) stated that the idea of organising phonological elements is a positive improvement; in any case, he stays unconvinced of the genuine requirement for the use of Lingua Franca Model. Also, he expresses that the sensible decision is to keep using local models for pronunciation while recalling that a flawless charge of local pronunciation is not liable to be gained. Jenkins, instead, views numerous reactions as including misinterpretations of the points of the Lingua Franca Core. For example, she says that the controlling target was never to make learning pronunciation simple. Rather, it was to stick point the most pivotal elements regarding coherence to concentrate on them.

2.4.   Key to pronunciation

According to MacMillan dictionary English pronunciation is not generally predictable from the spelling forms that you see. Words that look the same may have altogether different pronunciations. For instance, cough, tough, through, bough, though, borough all end in ough yet all have an alternate pronunciation

2.4.1.   Consonants

The letters 'b, d, f, h, k, l, m, n, p, r, s, t, v, w, and z' have their typical English values . Different symbols are utilized as follows :

Symboles	Examples
/ g/	**G**et
/tʃ/	**Church**
/ dʒ/	**J**argon

/ x/	Max
/ŋ /	Bring
/ Ɵ /	Think
/ ð /	That
/ʃ /	Show
/ʒ /	Fusion
/j /	Yes

2.4.2. Vowels

Concerning vowels they can be defined as one of a class of speech sounds in the explanation of which the oral piece of the breath channel is not blocked and is not sufficiently contracted to bring about capable of being heard. Vowels are divided into four types: short vowels, long vowels, diphthongs, triphthongs .

2.4.2.1. Short vowels

There are seven different short vowels, as classified in the table below:

Short vowels	Examples
/æ/	Cat
/ e/	Bed
/ ə/	The
/ ɪ/	Kit
/ ɒ/	Spot
/ ʌ/	Done
/ ʊ/	Put

/ ə/	**A**bove/ teach**er**

2.4.2.2. Long vowels

As classified in the table bellow, there are five long vowels.

Long vowel	Examples
/ ɑ:/	D**a**rk/ **a**rm
/ ɜ:/	G**i**rl /b**i**rd
/ i:/	S**ee**n / k**ey**
/ ɔ:/	F**ou**r / d**oo**r
/ u:/	D**o**/ m**oo**n

2.4.2.3. Diphthongs

A diphthong is one unbreakable vowel sound that comprises of two sections. The initial part is the strong section (the nucleus); the second part is short and feeble (the glide). A diphthong is constantly stressed on its first part . A diphthong shapes one syllable. And they can be classified as follows in table follow:

Diphthongs	Examples
/ aɪ/	M**i**ne/ m**y**
/aʊ/	N**ow**/ h**ow**
/ eɪ/	D**ay** /cl**ay**
/ əʊ/	Sh**ow**/ n**o**
/ ɪə/	D**ea**r/ n**ear**
/ ɔɪ/	**Oi**l/ b**oy**

/ ʊə/	**Poor**

2.4.2.4.   Triphthongs

A union of three vowels (letters or sounds) articulated in one syllable. Also, thriphthongs can be defined as three composed vowel characters speaking to the sound of a solitary vowel. The table bellow classifies thriphthongs:

Thriphthongs	**Examples**
/aɪə /	F**ire**/ des**ire**
/ aʊə/	Sh**ower**/ s**our**
/əʊə/	L**ower/** sl**ower**
/ɔɪə/	Empl**oyer**
/eɪə/	Pl**ayer**/ma**yor**

2.5.   The Areas of English Pronunciation

The regions of English pronunciation are ordered into two, they are: segmental (for example English consonant and vowel sounds) and supra segmental (for example stretch, connecting, powerless structures, pitch), Rajadurai (2001). Parker (2000) added rhythm, reduction, and deletion are included as supra segmental features.

The controversial issues about which regions of pronunciation are essential to be educated came emerge. As per Rajadurai (2001) teaching supra segmental is less esteemed than the teaching of segmental regions. In any case, Harmer (2002) cannot help contradicting what Rajadurai expressed. He guarantees that plain teaching of supra segmental ranges especially gives enhanced perception and clearly. Wahba (1998) upheld this announcement, he asserted that that if learners know that there is an anxiety design in English words, and the

pitch of the voice can pass on the significance, they will realize what to focus on and can assemble essential mindfulness. , both of segmental and supra segmental regions of teaching give critical impact in influencing students' pronunciation.

3. Conclusion

Since English is a language that has no consistency between the written codes and its pronunciation, it is essential to know English pronunciation problems with the fundamental concentrate on sounds, word stress, phrase stress, , and intonation. Pronunciation manages how to perceive singular sounds or gathering of sounds that make problems to speakers of specific language, perceive weak and strong structures and word connecting, rehearse and be prepared to hear distinctive sorts of inflection, be exposed to word stress , state stress, and sentence stress (intonation), practiced ordinary English in which importance is ordinarily internationally understood , however in which pronunciation is regularly difficult , for instance saying names of a nation, temperature, time, century, and so forth. In pronunciation we additionally take in the phonemics images and spelling.

CHAPTER THREE

THE FIELD WORK

Introduction

This chapter is devoted to the analysis and presentation of the questionnaires' results. These questionnaires aim to gather information about the use of cooperative learning in improving English pronunciation. Through this review we mean to discover if there is a positive impact of this technique on pupils' pronunciation at the level of secondary school .Besides, textbook analysis is used to display our findings about the adequacy of cooperative language learning in building up pupils' pronunciation aptitudes. The tools used endeavour to highlight both of the negative and the positive sides of cooperative learning method. Moreover, to explore what are the opinions of teachers and pupils about it. Finally, we conclude our chapter with recommendations and implications for teachers and pupils.

3.1. Methodology

This research pursues the descriptive method as it is conducted quantitatively and qualitatively, in which the questionnaires are analysed quantitatively in terms of frequency and percentage. However, the textbook content analysis is done qualitatively.

The first questionnaire was distributed to pupils of third year at secondary school to check their opinions, attitudes and their learning styles towards learning pronunciation. The gathered data were fair-minded since the respondents' answers were confirmed to be anonymous. There are two sections in each questionnaire. The first one investigates students' viewpoints towards cooperative learning and the difficulties they experience and they may face. The second section is about pronunciation; it surveys pupils' personal attitudes, their abilities and practices in addition to the obstacles they come across in learning pronunciation.

The second questionnaire was administered to teachers of secondary school in order to have an idea about their techniques of teaching pronunciation. It covered how they can make pupils motivated in classroom and how they deal with pupils' pronunciation problems. Also, we

asked for additional suggestions, besides cooperative learning, if there are any other methods that can be used to teach pronunciation.

3.1.1 The Population

The population we investigated is a sample of third year pupils in Mohammed Bousbiaat secondary school at Biskra city. The sample population consists of 95 pupils from which 88 answered the questionnaire. These pupils do not have the same level, since not all of them have the same interest to learn English. They should provide us with identical sample as far as instructional input is concerned. During questionnaire distribution, pupils were informed about the role of cooperative learning in improving English pronunciation.

From another regard, 15 teachers who teach third year pupils at secondary school were our population. The selection of such sample was based on the consideration that secondary school teachers could aid us more than other teachers because they deal with pronunciation in their lessons to build pupils' pronunciation and their general goal is to help pupils to develop their pronunciation skills, which is our concern.

3.1.2 Description of Pupils' Questionnaire

Their opinion about the aim of cooperative learning whether it helps one another and to motivate This questionnaire contains fifteen bilingual questions aim to get answers from third year pupils of secondary school. This questionnaire is divided into two sections, the first section starts from question number one (01) to question number eight (08), which is about "pupils' conception of cooperative learning". This section seeks information about cooperative learning, where (Q1) pupils are asked to say whether they use cooperative learning method in classroom activities or not. In (Q2), pupils are supposed to pick up their preferable method, which they apply in their activities either individual work, pair work or cooperative work. In (Q3), pupils are asked to indicate the problems they may face during

working in collaboration concerning expressing thoughts in front of the group, or making mistakes in front of others or if they dislike their mistakes to be corrected by other peers. In (Q4), pupils are asked to say if cooperative learning helps them to improve their English pronunciation or not. In (Q5), pupils are supposed to submit each other or to learn together. Then, in (Q6), pupils are asked to pick up which activity they prefer to use cooperatively in oral or written tasks or grammar activities. In (Q7), our participants are requested to state how much can cooperative learning help them in learning. As a last question in this section, (Q8) is to say whether it is difficult to work in a group or not, and they are asked to justify their answer.

From another respect, from question number nine (09) to question number fifteen (15) is about "pupils' conception of pronunciation". In this section, (Q9) is about how pupils find learning English pronunciation. But in (Q10) pupils are asked to say if they prefer to learn English pronunciation in collaboration, and they have to explain the reasons. Then in (Q11), our participants need to declare which activity is most difficult for them to learn writing, pronunciation or listening, followed by their explanation. In (Q12) pupils are expected to state to what extent pronunciation is related to other four language skills. Afterwards in (Q13), this is about often pupils practice to improve their English pronunciation. In (Q14), pupils are asked to indicate how they prefer to learn English pronunciation either individually, in pair or in a group (cooperatively). For the last question, in our survey (Q15), pupils are supposed to state to what extent the use of cooperative learning helped them to develop their pronunciation.

3.1.3 Analysis of the Results

3.1.3.1 Section One: Pupils' Perception of Cooperative Learning

Question 1: Have you ever used cooperative learning in classroom activities?

Option	Participants	Percentage
Yes	60	68 %
No	28	32%
Total	88	100%

Table 1: Pupils' Responses about the Use of Cooperative Learning
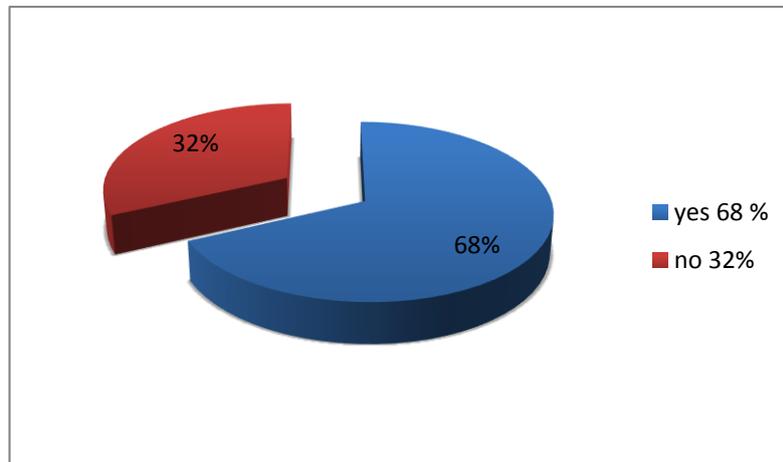
Graph 1: Pupils' Responses about the Use of Cooperative Learning

According to the answers above, we notice that (68%) of the pupils use cooperative learning in classroom activities; instead, (32%) of the pupils said that they do not use cooperative learning method in classroom activities. This high percentage may refer to the fact that most of the pupils prefer using cooperative learning in classroom. However the others may be they prefer working individually or they did not use this method at all. We conclude that most of the pupils like to share their ideas and work in collaboration rather than individual or pair work.

Question 2: In classroom activities what do you prefer?

Options	Participants	Percentage
Individual work	27	31%
Pair work	39	44%
Cooperative work	22	25%
Total	88	100%

Table2: Pupils' Attitudes toward Methods Used in Classroom Activities
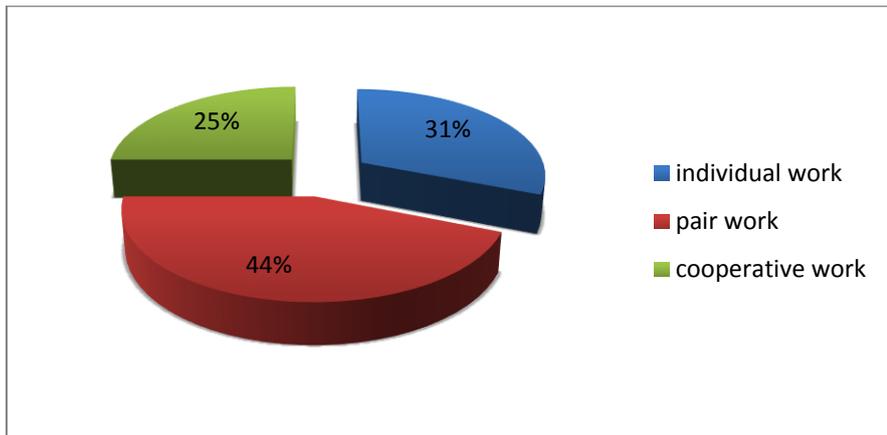
Graph 2: Pupils' Attitudes toward Methods Used in Classroom Activities

In item number two (44%) participants indicated that they prefer using pair work in classroom activities; however, (31%) of pupils like to work individually in their activities and that may refer to their personality or attitudes toward working in groups. We notice that 25% prefer to use cooperative learning method in classroom activities.

Question 3: Which of the following difficulties do you face during cooperative learning?

Options	Yes	Percentage	No	Percentage
Difficulty 01	37	42%	51	58%
Difficulty 02	28	32%	60	68%
Difficulty 03	25	28%	63	72%

Table 3: Difficulties of Using Cooperative Learning
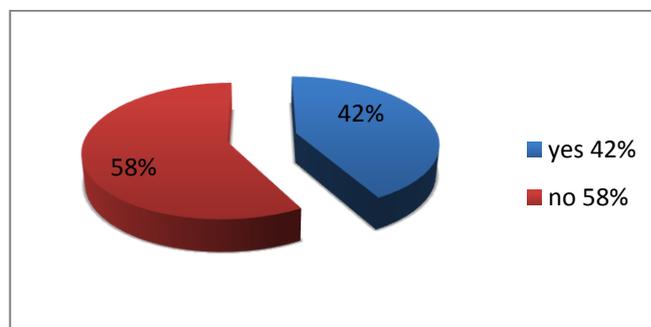
Graph3: (a): Difficulty of Expressing Thoughts

Graph 3, deals with the obstacles that pupils may face in expressing their thoughts in front of the group. So we can see that most of them do not find it difficult to do so, in fact (58%) of them find it easy to express their ideas and thoughts in group work. Instead, only (42%) cannot comfortably think and share their thoughts in group.
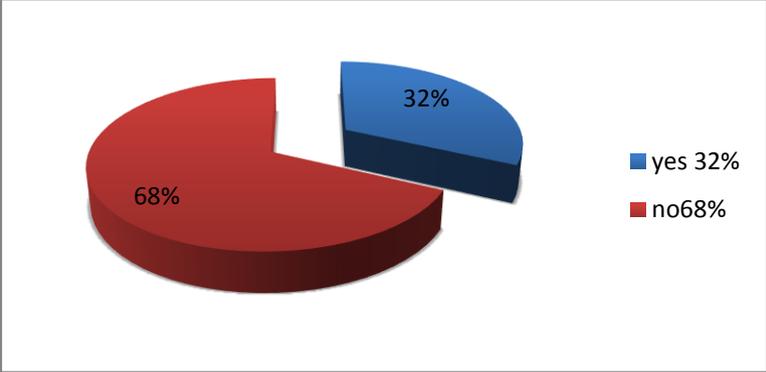
Grapbh3: (b): Fear of Making Mistakes in Front of Others

For the second difficulty, which is the fear of making mistakes during cooperative learning in which we notice that (68%) of pupils do not care about being wrong in their answers in front of the other members of the group and they work comfortably in collaboration. However, only (32%) find it hard to make mistakes in front of others.
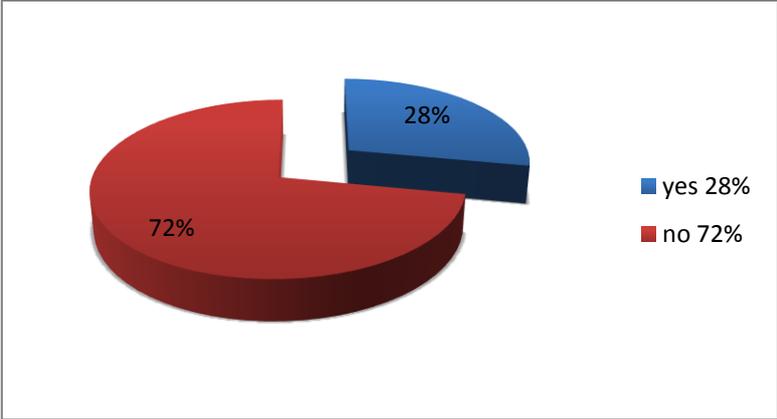
Graph3: (c) Difficulty of Correcting Errors by Classmates

The last difficulty is about correcting mistakes, in which we find that most of pupils have no problem when their classmates correct their mistakes whether pronunciation, grammatical mistakes or other, we notice that (72%) do not find it difficult when others

correct their mistakes, instead only (28%) have another opinion in which they dislike others correct their information even if they are wrong, and that refers may be to their personality.

Question 4: Does cooperative learning help you to improve English pronunciation?

Options	Participants	Percentage
Yes	70	80%
No	18	20%
Total	88	100%

Table 4: Pupils' Opinion about Cooperative Learning Role in Their Pronunciation
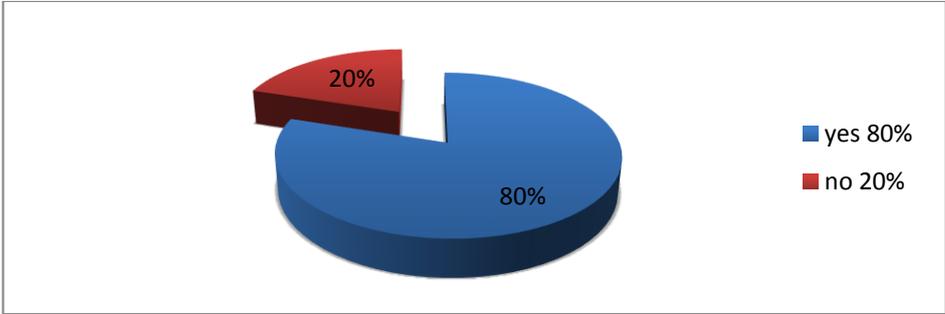
Graph 4: Pupils' Opinion about Cooperative Learning Role in Their Pronunciation

Regarding the item number four, which is about to what extent can cooperative learning method helps pupils to improve their English pronunciation, where (80%) said that is useful and helps them. In the other hand, (20%) do not find it as a useful method in improving pronunciation.

Question5: What is the aim of cooperative learning?

Options	Participants	Percentage
Help one another	25	28%
To learn together	34	39%
Motivate one another	29	33%
Total	88	100%

Table 5: Pupils' Opinion about The Aim of Cooperative Learning
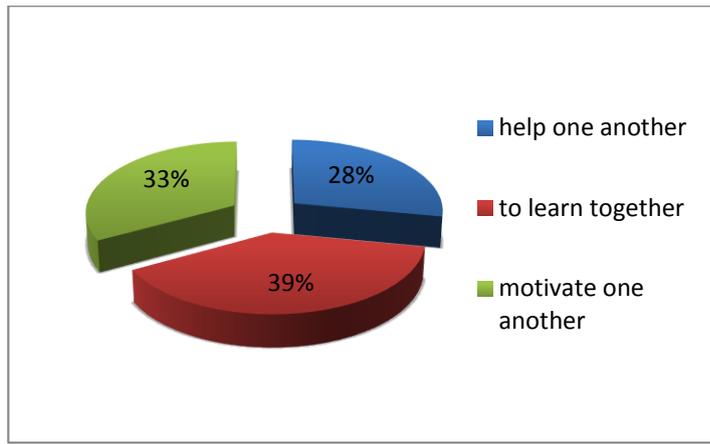
Graph5: Pupils' Opinion about the Aim of Cooperative Learning

Taking into account this item which stated above that the majority of pupils think that cooperative learning is for the sake of motivating each other where (39%) agreed about that, and (33%) of pupils think that the objective of this method is to learn together and exchange ideas and information; however, we find (28%) of them agreed that its aim is to help one another.

Question 6: In which activity do you prefer using cooperative learning?

Options	Participants	Percentage
Oral expression	19	22%
Written expression	37	42%
Grammar activities	32	36%
Total	88	100%

Table6: Pupil's Use of Cooperative Learning in Classroom Activities
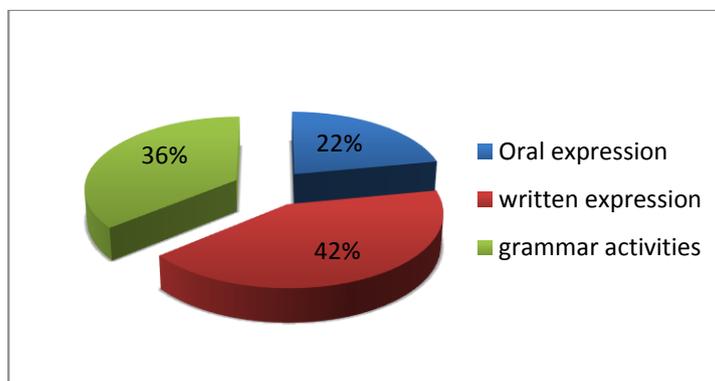
Graph6: Pupil's Use of Cooperative Learning in Classroom Activities

Regarding to the findings of this item, the highest percentage which is (42%) who agreed that cooperative learning can be used better in written expression, this may be because they prefer to discuss their ideas and then translate it into paragraphs. Then, we notice that (36%) prefer to use cooperative learning as a method in grammar activities. Though, (22%) prefer using it in oral expression. So, the use of cooperative learning depends on pupils' personalities and tendencies.

Question 7: when using cooperative learning how much do you think you can learn?

Options	Participants	Percentage
A lot	54	62%
A little	31	35%
Nothing	3	3%
Total	88	100%

Table7: Pupils' Views about Learning Using Cooperative Learning
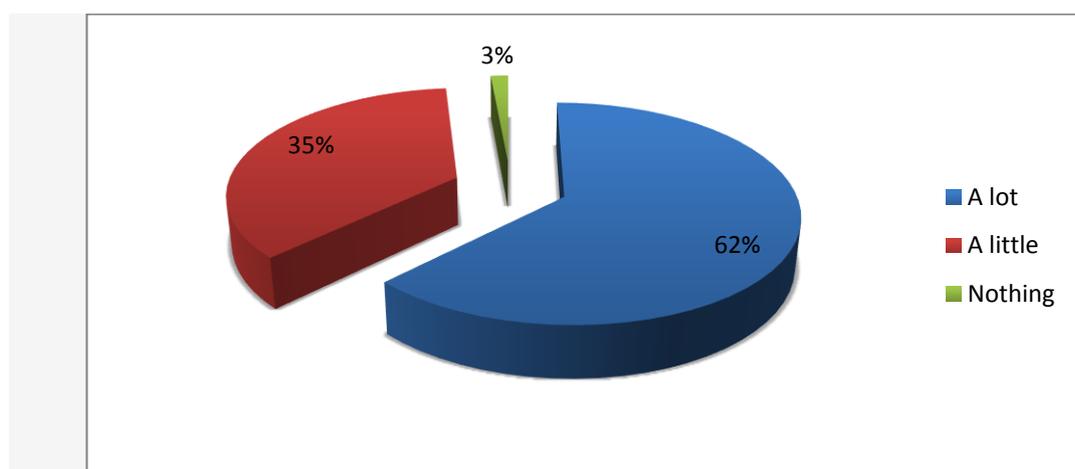
Graph7: Pupils' Views about Learning Using Cooperative Learning

According to these results, the majority of the participants benefit from the use of cooperative learning in which (63%) indicated this. However, (36%) seem to benefit a little

from the use of cooperative learning in classroom activities. Where only (3%) agree that this method does not help them to learn at all.

Question 8: is it difficult for you to work with your classmates in a group?

Options	Participants	Percentage
Yes	17	19%
No	71	81%
Total	88	100%

Table 8: Pupils' Attitudes toward the Use of Cooperative Learning
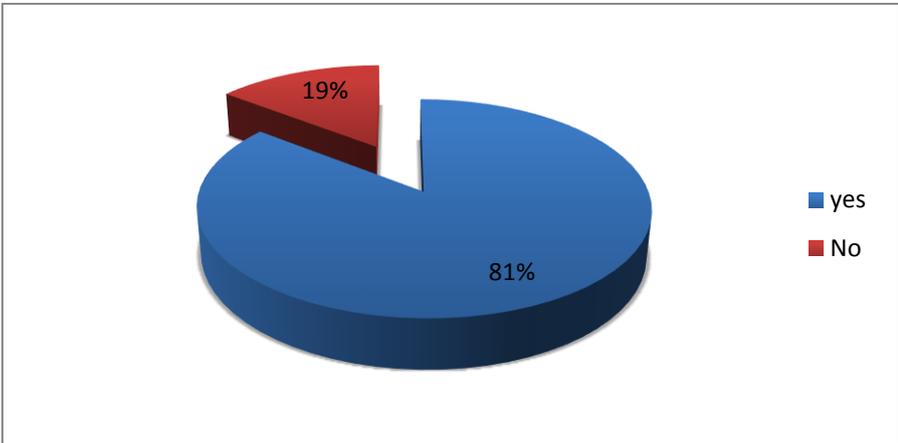
Graph 8: Pupils' Attitudes toward the Use of Cooperative Learning

From the results of this item, pupils agreed that they do not face difficulties during working with their classmates in a group where (81%) indicated that there is no problem in working with collaboration. Excluding, only (19%) of the participants who face some difficulties while using cooperative learning, this may refers to pupils' personality or tendency, and they prefer to work individually rather than among a group to avoid the difficulties that they may face.

As a final remark, according to the results, some pupils agreed that they may face difficulties in cooperative learning with their classmates, regarding to their explanations some of them said that during working in group each member tries to impose his ideas and there

would be a lot of misunderstanding and they may have different ideas. Other views pointed out that working in a group might end with being out of the subject. Others like to keep their information for themselves and dislike to involve in discussion with others.

3.1.3.2 Section two: Pupils' Perceptions of Pronunciation

Question 9: how do you find English pronunciation?

Options	Participants	Percentage
Very easy	11	13%
Easy	46	52%
Difficult	28	32%
Very difficult	3	3%
Total	88	100%

Table 9: Pupils' Attitudes toward English Pronunciation
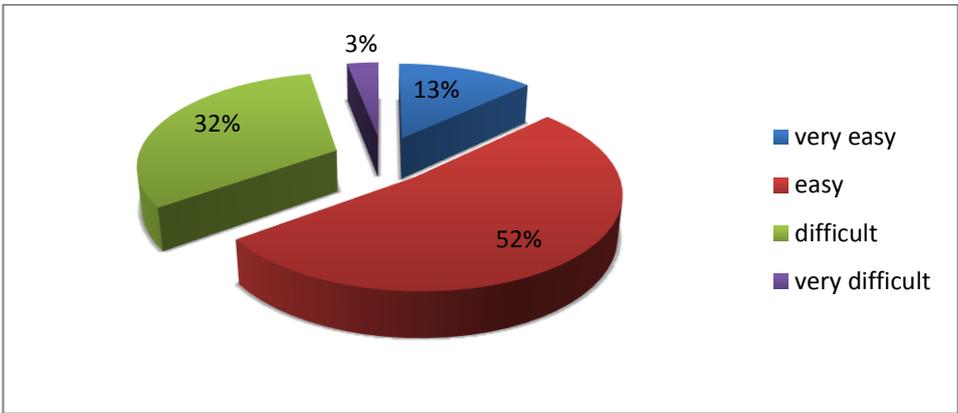
Graph 9: Pupils' Attitudes toward English Pronunciation

Regarding to the findings above, we notice that the majority of participants find English pronunciation very easy to be learnt where (52%) agreed about that. However, (32%) of participants seem to find learning English pronunciation difficult. So, we notice (13%) of participants agreed that it easy to learn English pronunciation. Remains (3%) only who find it very difficult to learn it and this may be due to several reasons.

Question10: do you prefer learn English pronunciation by using cooperative learning?

Options	Participants	Percentage
Yes	81	92%²
No	07	8%
Total	88	100%

Table10: Pupils' Attitudes toward the Use of Cooperative Learning
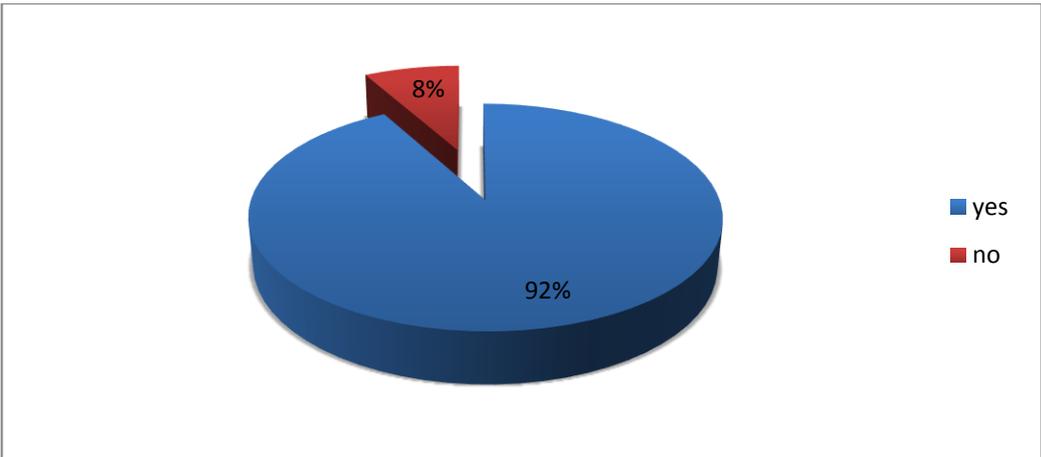
Graph10: Pupils' Attitudes toward the Use of Cooperative Learning

From the answers of this item, the majority of the participants prefer using cooperative learning to learn English pronunciation where (92%) agreed that they prefer this method, and this may refer to the benefits of collaborative work in improving English pronunciation. However, only (08%) said that this latter does not help them to improve their pronunciation and they prefer work individually.

Pupils' justification: regarding to their answers showed that cooperative learning helps them in improving English pronunciation; according to their opinion they consider English as a language that can be easily learned by discussion with classmates during listening to others, on order to enrich their vocabulary, gain information, learn from one another, correct to each other and exchange ideas.

Question11: Which of the following is harder for you to learn?

Options	Participants	Percentage
Writing	25	28%
Pronunciation	39	44%
Listening	22	25%

Table11: Pupils' Views toward the Hardest Skill to be learnt
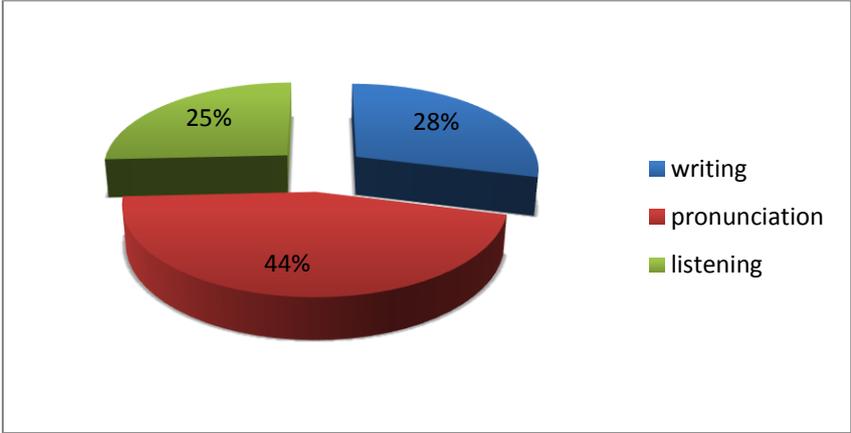
Graph11: Pupils' Views toward the Hardest Skill to be Learnt

According to the results above, we notice that (44%) of the participants agreed that pronunciation is the hardest to be learnt. Where (28%) of the participants agreed that writing is hard to be learnt as well. Instead only (25%) agree about the difficulty of listening, the main reason that makes (25%) of participants declare that listening is the hardest skill because of the lack of concentration.

Pupils' justification: according to the results, pupils who found pronunciation hard to be learnt they said that it is so because of native speakers' accent variations and their speed speech rate. As well as the amount of time devoted to practice pronunciation in the classroom is not sufficient and more time would be needed. They find it difficult to differentiate between pronunciations of vowels. However, those who face difficulties in writing they find it hard

since they usually have spelling mistakes; they think that it is easy to listen and speak but hard to remember vocabulary and ideas during writing. While the noise in the classroom is the

Question 12: to what extent do you think that pronunciation is related to other language skills?

According to the results we notice that the majority of pupils think that there is a tight relationship between pronunciation and the other four language skills specially speaking, listening and reading and it is integration relationship. As to their explanations, pronunciation cannot be learnt unless they learn the other four language skills. Some of them declare that pronunciation reflect the ones level in English and their capacity to express their thoughts.

Question 13: how often do you practice to improve your English pronunciation?

Options	Participants	Percentage
Rarely	45	51%
Usually	32	36%
Always	11	13%

Table 13: Pupils' Practice to Improve their English Pronunciation
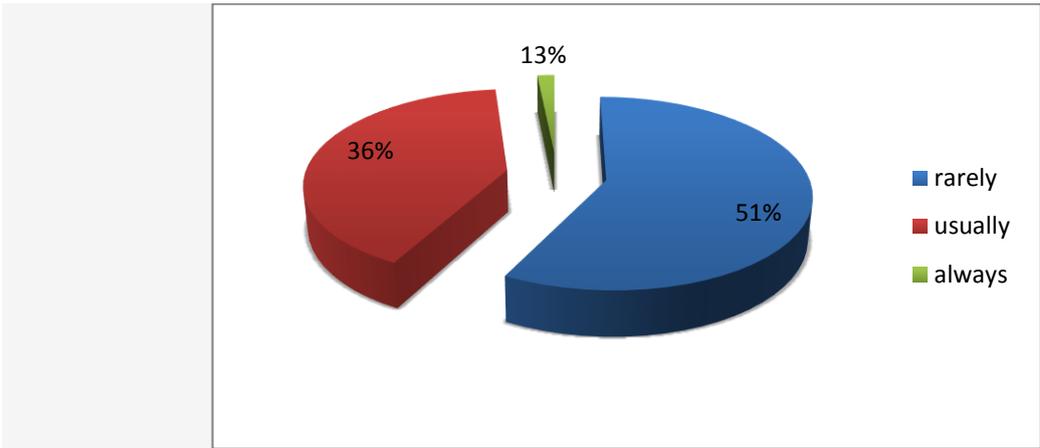
Graph 13: Pupils' Practice to Improve their English Pronunciation

From the results shown in the table above, one can notice that the majority of the participants do not practice English pronunciation where (51%) of them declare that they rarely practice pronunciation. However, (36%) of participants state that they usually practice in order to enhance their English pronunciation. While only 13% of them practice always for improving their pronunciation skill. This due to the pupils' wills and capacities.

Question 14: how do you prefer to learn English pronunciation ?

Options	Participants	Percentage
Individually	37	42%
Pair work	27	31%
Group work	24	27%
Total	88	100%

Table 14: Pupils' Preferences in Learning English Pronunciation
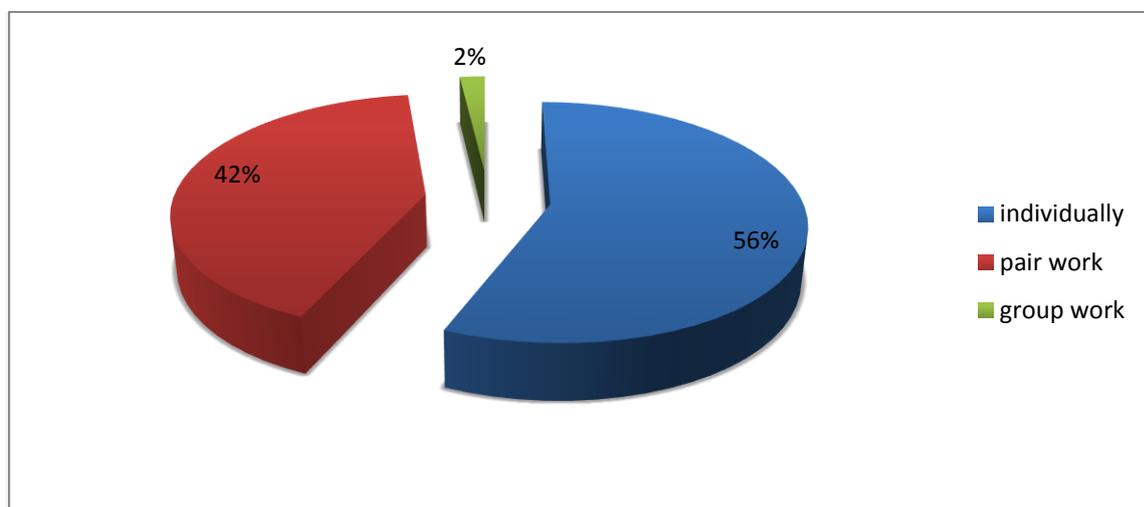
Graph 14: Pupils' Preferences in Learning English Pronunciation

Regarding the findings, we notice that the majority of participants prefer to work individually where (42%) like to work and learn by their own rather than involving in group discussion. Whereas, (31%) prefer pair work, exchanging ideas among two members no more.

Only (27%) like to work in a group and that maybe due to their personalities, they do not support the idea of being part of collaboration team.

Question15: *to what extent has the teachers' use of cooperative learning helped you to improve your English pronunciation?*

Options	Participants	Percentage
A lot	33	38%
A little	39	44%
Not at all	16	18%
Total	88	100%

Table 15: Pupils' Attitudes toward the Benefits of Using Cooperative Learning
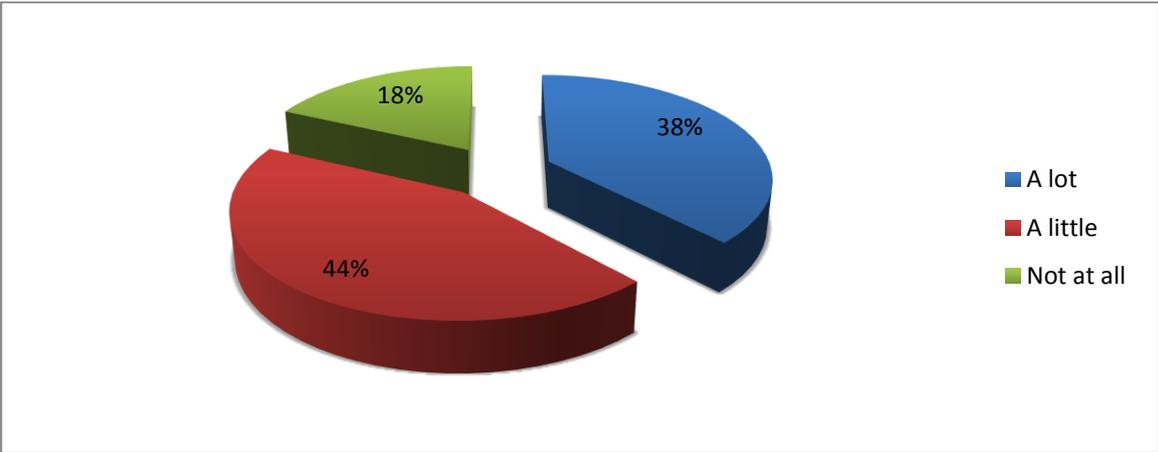
Graph 15: Pupils' Attitudes toward the Benefits of Using Cooperative Learning

We notice from the results of this item that (38%) from participants found it very helpful when the teacher apply cooperative learning method in improving their English pronunciation. However, (44%) of them think that cooperative learning helps them just a little to enhance their English pronunciation. Finally (18%) of participants find it not helpful at all in their capacity of pronouncing words

3.1.4. Discussion of the Results

The main objective of this study is to indicate the role of cooperative learning in improving English pronunciation. Based on cooperative learning as a method, the present work study gives materials to the teacher to build up the practice of oral abilities, which would enhance the part of pronunciation and to upgrade the belonging sense, being included and collaboration among the other members of the group. Subsequently, on the premise of the analysis of pupils' questionnaires, we can notice that:

➢ Foreign language teaching is not simply a procedure to mutate learning, but rather it makes circumstances where pupils associate and express their ideas utilizing the target language. That is to say, learning a foreign language is to talk and to communicate in that language.

➢ Though few pupils might be spurred to learn English, they feel hesitant to talk because they are afraid of failure to interact with others. Also, absence of self-confidence, dread of working foolish when mistakes are made (syntactic or pronunciation errors) and dread of teachers' criticism and negative feedback. As a result of the numerous psychological problems stated above, teachers need to empower pupils' discussion in English inside the classroom.

➢ Concerning teaching pronunciation, pupils sound to have different stances toward various teaching methods. Most of the pupils are attentive with interacting with others and group work. The teachers' role is to adjust the method with motivating more pupils' participation.

➢ Pupils' answers indicated diverse inclinations for classroom lessons, activities and methods that might be applied. Whereas teachers need to incorporate the method of teaching that furnishes pupils with an assortment of chances for informative interaction and better language use.

> ➤ Pupils' viewpoints concerning the participation in the oral group work were distinguished, which incorporate pupils' energy and inspiration, commitment, sense of belonging and also the significance of peer correction between group members.

3.2. Analysis of Teachers' Questionnaire

3.2.1. Description of teachers' questionnaire

This questionnaire consists of fifteen questions which are organized in a logical order and classified under three sections. The teachers' questionnaire was administered to fifteen teacher at Bousbiaat Mouhamed secondary school in Biskra city.

3.2.1.1. Section one: teachers' perceptions of cooperative learning

The aim behind the questions of this section is to collect information about cooperative learning according to teachers' points of view, in which (Q1) teachers who participated in our study are asked to state if they use cooperative learning in teaching or not. Then (Q2), teachers are supposed to pick up which method they prefer the most to apply in classroom activities; individual work, pair work or cooperative work. After that, in (Q3), teachers are asked to point out the negative sides in which they can face while using cooperative learning concerning organising the classroom, creating a noisy atmosphere or maybe the active learners would dominate the inactive ones. Then, in (Q4), our participants are supposed to say if applying cooperative learning helps their pupils to improve their English pronunciation or not. Followed up by (Q5), where teachers are asked to indicate the aim of cooperative learning according to their opinion, whether it is to help one another, to motivate each other or to learn together. In (Q6) our participants should pick up where they prefer to use cooperative learning method, in oral, written expression, grammar activities or reading activities. In (Q7), teachers are asked to assert how much cooperative learning can be useful in teaching. Concerning (Q8), this is to report if it is difficult to use cooperative learning method or not,

followed by a justification of their answers. For the last question, in this section (Q9), teachers are given three statements and they are supposed to be strongly agree, agree, or disagree.

3.2.1.2.   Section two: teachers' perception of pronunciation

The first question in this section is (Q10) which is about the degree of difficulty concerning teaching English pronunciation. Then (Q11) teachers should say whether they prefer to teach English pronunciation by using cooperative learning method, besides to their explanation of their reasons. After that, in (Q12), teachers who participated in our investigation have to report which activity is most difficult to teach for them. Followed by (Q13), where teachers are asked to declare to what extent pronunciation is related to other four language skills. In (Q14), which is about to what extent cooperative learning helped their pupils to improve their English pronunciation, and they have to choose from.

3.2.1.3.   Section three: further suggestions

For the last section, teachers who participated in our investigation are asked to provide us with more suggestions and other methods or recommendations that can be used to teach English pronunciation effectively. The answers of these questions were analysed in terms of frequency and percentage.

3.3.   The Analysis of Teachers' Questionnaire

3.3.1. Section One :Teachers' Perceptions of Cooperative Learning :

Question 1 : Have you ever used cooperative learning in classroom activities?

Options	Participants	Percentage
Yes	10	67%
No	5	33%
Total	15	100%

Table 1: Teacher's Use of Cooperative Learning
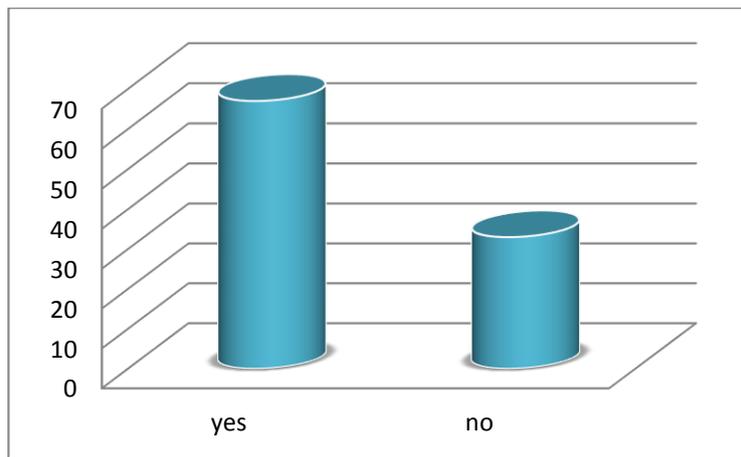
Graph 1: Teacher's Use of Cooperative Learning

This question aims to know if teachers usually use cooperative learning method or not, and as it is illustrated by the graph above, we can notice that the majority of teachers use cooperative learning in their classroom activities, where (67%) of them declared that they use cooperative learning, most of the teachers who participated in this study think that this method can be useful in teaching that's why their answers supported this latter, and this maybe because all positive effects of cooperative learning in teaching. However, some teachers do not use cooperative learning where we find according to the table above (33%) of the participants do not like using this method in their classroom activities, this maybe because of the difficulty to organise or control the whole class while using it.

Question 2: In classroom activities do you prefer using:

Options	Participants	Percentage
Individual work	3	20%
Pair work	6	40%
Cooperative work	6	40%
Whole class tasks	0	0%
Total	15	100 %

Table 2: Teachers' Preferences in Classroom Teaching Activities
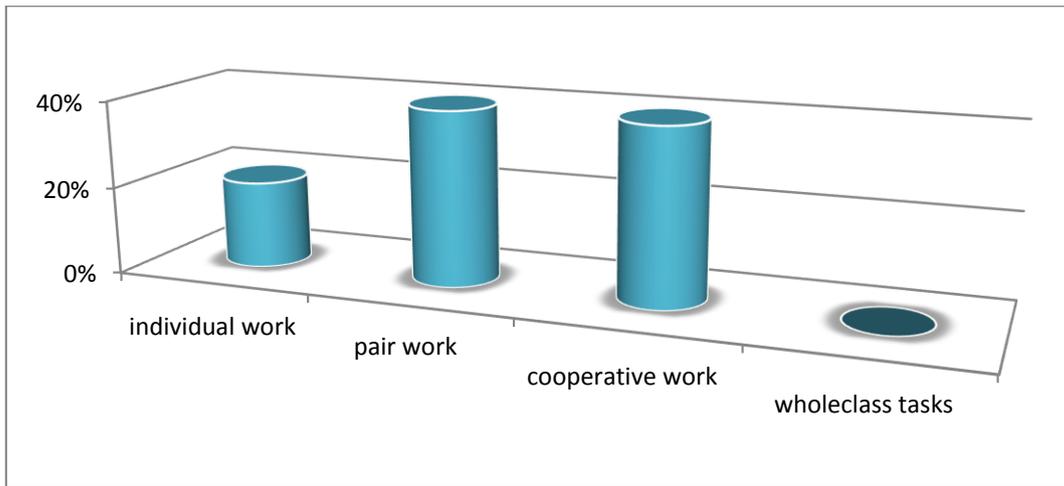
Graph 2: Teachers' Preferences in Classroom Teaching Activities

According to the table above, we notice that the majority of teachers who participated in our research of about (40%) prefer both methods, pair and cooperative work, and that's due to the good outcomes from their pupils while working together. Whereas (20%) of participants prefer to use individual work in their classroom activities, perhaps these teachers afraid to create a noisy atmosphere, or they want their pupils to improve themselves each one alone.

Question 3: Which of the following negative sides do you face during using cooperative learning?

a- It is difficult to organize your session while using cooperative learning

Options	Participants	Percentage
Yes	3	20%
No	12	80 %
Total	15	100%

Table 3 (a): Difficulty of Organising Classroom while Using Cooperative Learning
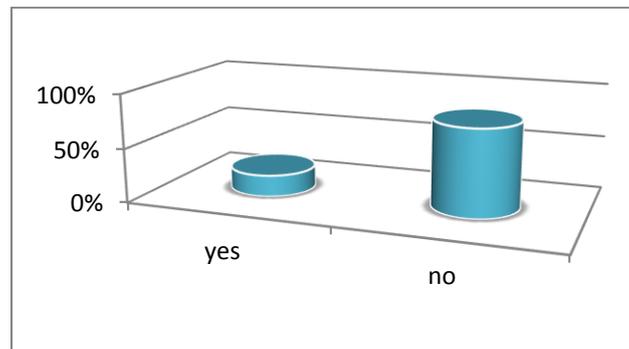
Graph 3 (a): Difficulty of Organising Classroom while Using Cooperative Learning

The results from the table above, show that most of the teachers do not face any difficulties in organizing their classroom activities while using cooperative learning where we find (80%) of teachers who participated in our study do not find it hard to organise their sessions using cooperative learning and this due to the teachers' personality, some teachers are controllers, sever and strict where they can control the whole class even when they use cooperative method. However, only (20%) of participants find it difficult to organise the classroom while using collaborative learning, this kind of teachers tends to keep the class calm.

b- You are afraid of creating a noisy atmosphere.

Options	Participants	Percentage
Yes	3	20%
No	12	80%
Total	15	100%

Table 3 (b): Dread of Creating a Noisy Atmosphere
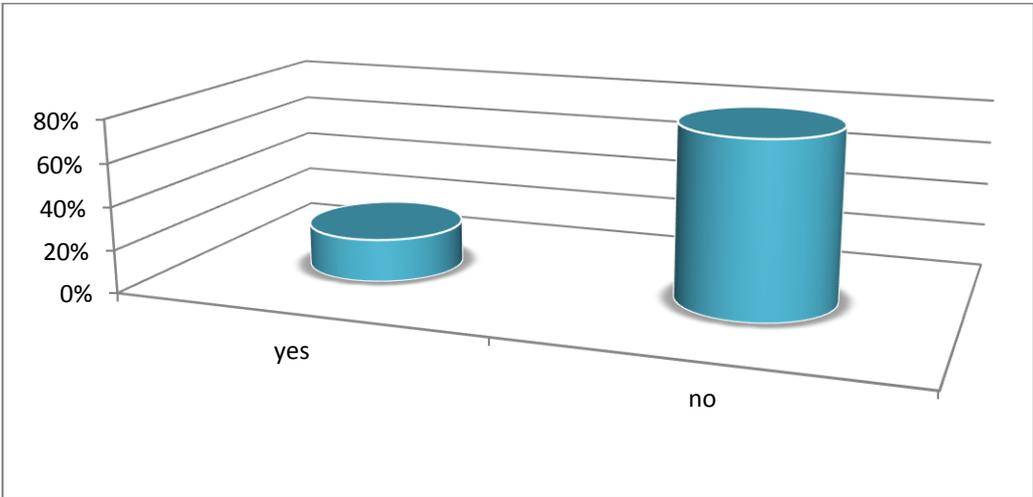
Graph3 (b): Dread of Creating a Noisy Atmosphere

The majority of our participants go for (no) option, which indicates that they are over control in their classes and working with cooperative learning, is not a big challenge for them. While only (20%) go for (yes) option since they lose control and afraid to create a noisy atmosphere because most of pupils tend to discuss subjects out of the topic that they are asked

to talk about, and that is why the majority of them afraid to use cooperative learning. Therefore, these obtained results confirmed our findings in the previews question.

c- The good pupils dominate the bad ones.

Options	Participants	Percentage
Yes	11	73%
No	4	27%
Total	15	100%

Table 3 (c): The Negativity of Dominating the Active Pupils
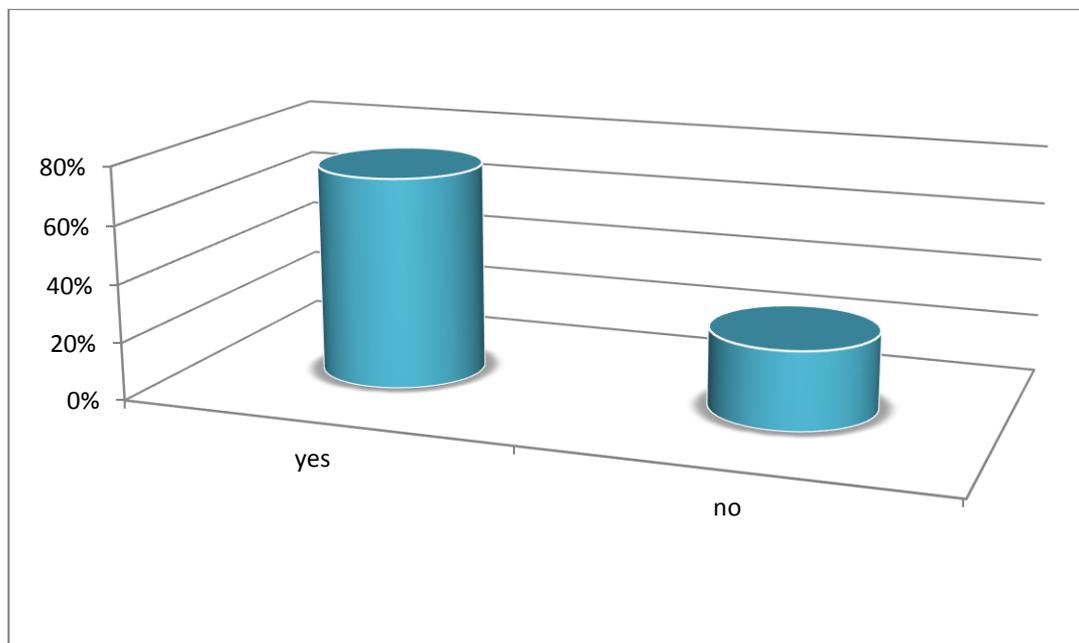
Graph 3 (c): The Negativity of Dominating the Active Pupils

Most of the teachers know that the aim of cooperative learning is to improve learners' capacities and knowledge, but according to the table above we can conclude that they are afraid to make the good learners dominate the bad ones so that (80%) of them answered by yes, because while formulating a group, this latter can be multiple levels and skills and the good pupil can do all the work instead of low-level pupils will not work at all and this can be a negative side of cooperative learning. On the other hand, (20%) of teachers who participated in our study think that active learners will not dominate the inactive one

Question 4: Does cooperative learning help your pupils to improve English pronunciation better than individual learning?

Options	Participants	Percentage
Yes	9	60%
No	6	40 %
Total	15	100%

Table 4: Teachers Opinion on the Effect of Cooperative Learning and Individualistic
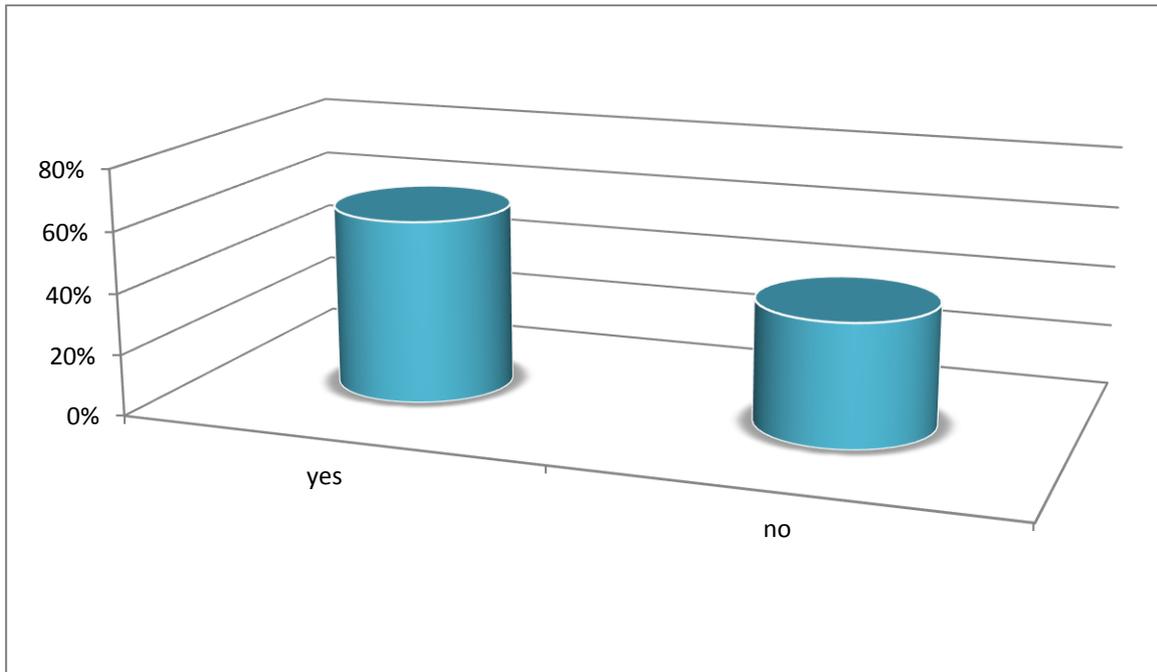
Graph 4: Teachers Opinion on the Effect of Cooperative Learning and Individualistic

We notice from the results above, the majority of our participants find cooperative learning useful better than individual work concerning improving their pupils' pronunciation where (60%) of them support the collaboration to improve pupils' pronunciation. However, (40%) of teachers who participated in our investigation think that cooperative learning is not better than individualistic method in improving English pronunciation.

Question 5: Do you think that the aim of cooperative learning is to:

Options	Participants	Percentage
To help one another	2	13%
To learn together	11	73%
Motivate one another	2	13%
Total	15	100%

Table 5: Teachers' View about the Goal of Using Cooperative Learning
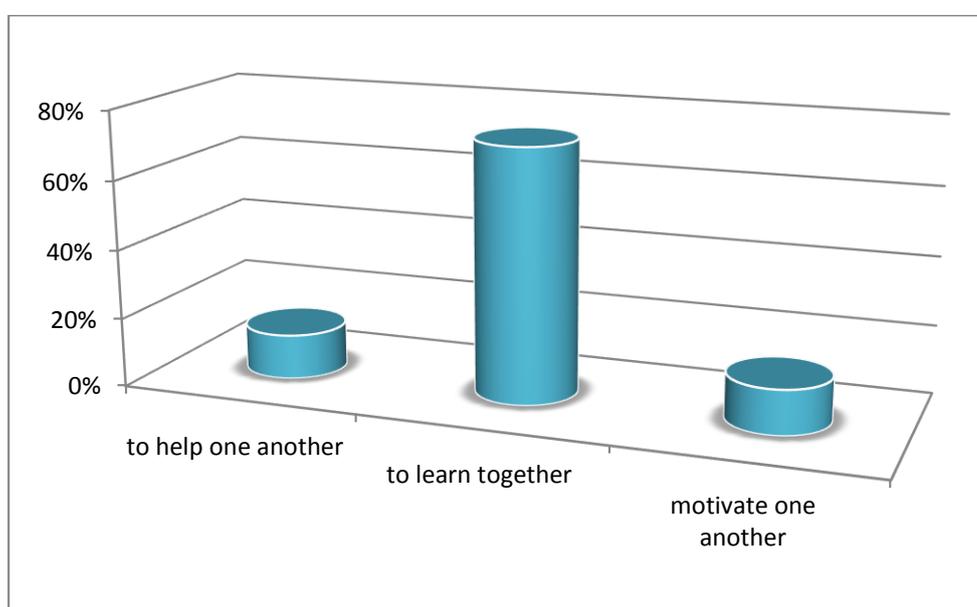
Graph 5: Teachers' View about the Goal of Using Cooperative Learning

The purpose beyond this question is to investigate the aim of cooperative learning and from the obtained results, one can notice that the majority of our participants declared that the aim of cooperative learning is to learn together where (73%) of our participants supported the idea that the main objective of this method is to learn together and gain information from each other. While (13%) confirmed that the aim of cooperative method is to help one another. In the same path (13%) of teachers go for the aim of cooperative learning is to motivate one another.

Question n6: In which activity do you prefer using cooperative learning?

Options	Participants	Percentage
Speaking activities	4	27%
Writing activities	9	60%
Grammar activities	2	13%
Reading activities	0	0%
Total	15	100%

Table 6: Activities that Teachers Prefer to Apply Cooperative Learning In
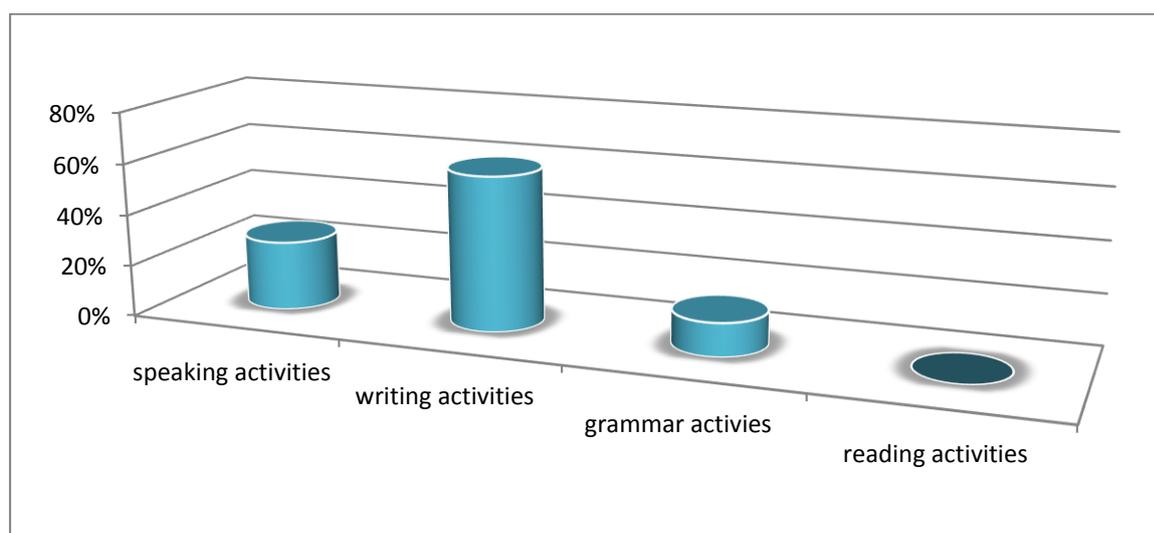
Graph 6: Activities that Teachers Prefer to Apply Cooperative Learning In

The results in the table above show that the majority of our participants as (60%) of them prefer to use cooperative learning in writing activities because they think that pupils together can produce better results. However, we notice (27%) of our participants confirmed that cooperative learning can be used in speaking activities in order to improve their speaking skills better than using individual work. While (13%) of teachers prefer to apply cooperative learning in grammar activities, maybe they think that grammar can be taught through collaboration when their pupils learn it together better than each one alone. Furthermore, we notice that none of them prefer to use cooperative learning in reading activities, perhaps it is because reading is an individual skill.

Question 7: How much do you think that cooperative learning could be useful in teaching?

Options	Participants	Percentage
A lot	9	60%
A little	3	20%
Not at all	3	20 %
Total	15	100 %

Table 7: Teachers' Opinion about Cooperative Learning Usefulness in Teaching
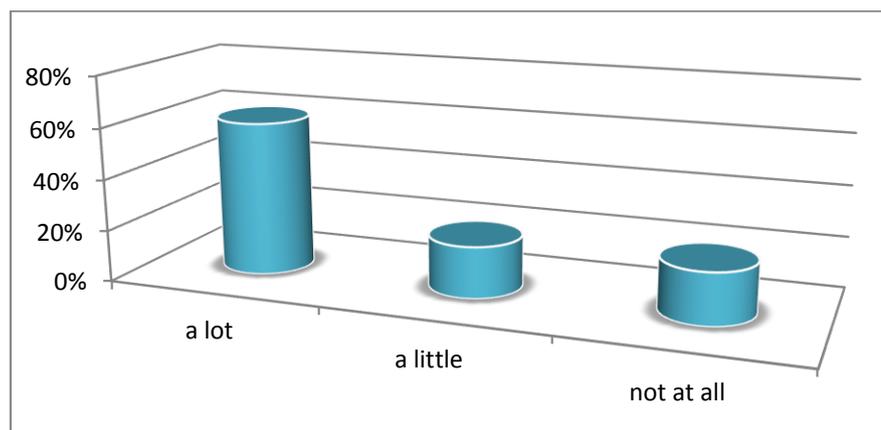
Graph 7: Teachers' Opinion about Cooperative Learning Usefulness in Teaching

According to the results above, we notice that the majority of our participants find the method of cooperative learning useful a lot where (60%) confirmed that, which shows the benefits of this method. However, (20%) think that cooperative method is useful a little only. The same share for the participants who think that collaborative method is not useful at all; this may indicate the negative sides of this method.

Question 8: Is it difficult for you to use cooperative learning

Options	Participants	Percentage
Yes	11	73%
No	4	27%
Total	15	100 %

Table 8: Teachers' Opinion Concerning the Difficulty of Using Cooperative Learning
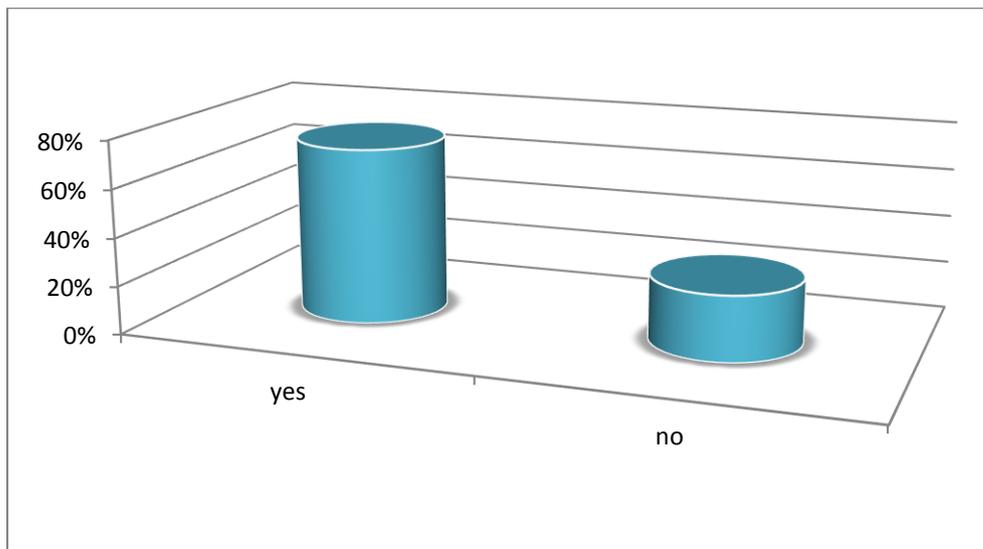
Graph 8: Teachers' Opinion Concerning the Difficulty of Using Cooperative Learning

According to the teachers' views, we notice that the majority of participants go for "yes" option concerning the difficulty of using cooperative learning in classroom activities where (73%) confirmed that, and all of that is maybe due to the noise which this method may create during sessions, or they cannot control the whole class while using cooperative learning method. Whereas (27%) go for no option where they do not face difficulties when they apply collaborative learning.

Teachers' Justifications

Teachers who confirmed that there is no difficulty while using cooperative learning they stated that it is up to the teachers' personalities. In fact, some teachers are controllers and they are responsible to lead the whole class in an organised way that is why they confirmed that they do not find it hard to use cooperative learning. However, teachers who declared that it is hard to use it, their reasons were all about how to organise the session and hard to control their pupils to discus only the activity they were asked to answer, they confirmed also that forming groups may waste time more than working individually.

Question 9: Please, read the statements and tick the answer according to your point of view about cooperative learning

Statement a- Cooperative learning is a valuable instructional approach.

Options	Participants	Percentage
Strongly agree	9	60%
Agree	4	27%
Disagree	2	13%
Total	15	100%

From the results shown above, one can notice that the majority of our participants (9) and (4) teachers making up (60%) and (27%) of the whole sample confirmed that they are strongly agree and agree that cooperative learning is a valuable instructional approach. While (13%) of our participants totally disagree with the statement above.

Statement b- Cooperative learning places more emphasis on developing students' social skills.

Options	Participants	Percentage
Strongly agree	13	87%
Agree	2	13%
Disagree	0	0%
Total	15	100%

Table 9.b The Impact of Cooperative Learning on the Pupils' Social Skill

According to the results above, we notice that the majority of the participants strongly agree that cooperative learning places more emphasis on developing pupils' social skills where (87%) of them stated that. While only (13%) agreed and none of them disagreed with the statement above.

Statement c- Using cooperative learning is likely to create many disciplinary problems among learners.

Options	Participants	Percentage
Strongly agree	5	33%
Agree	7	47%
Disagree	3	20%
Total	15	100%

Table 10.c Teachers' Views toward Problems Resulted from Cooperative Learning Use

From this item, we wanted to know if cooperative learning has a negative impact on the classroom atmosphere since it creates many disciplinary problems among learners. As it is shown in the table above, we can notice that (47%) of the participants agreed. Whereas (33%) of them strongly agree. While, only (3) teachers disagree, they believe that interaction between pupils using the target language inside the classroom would improve their pronunciation as well as their oral performance.
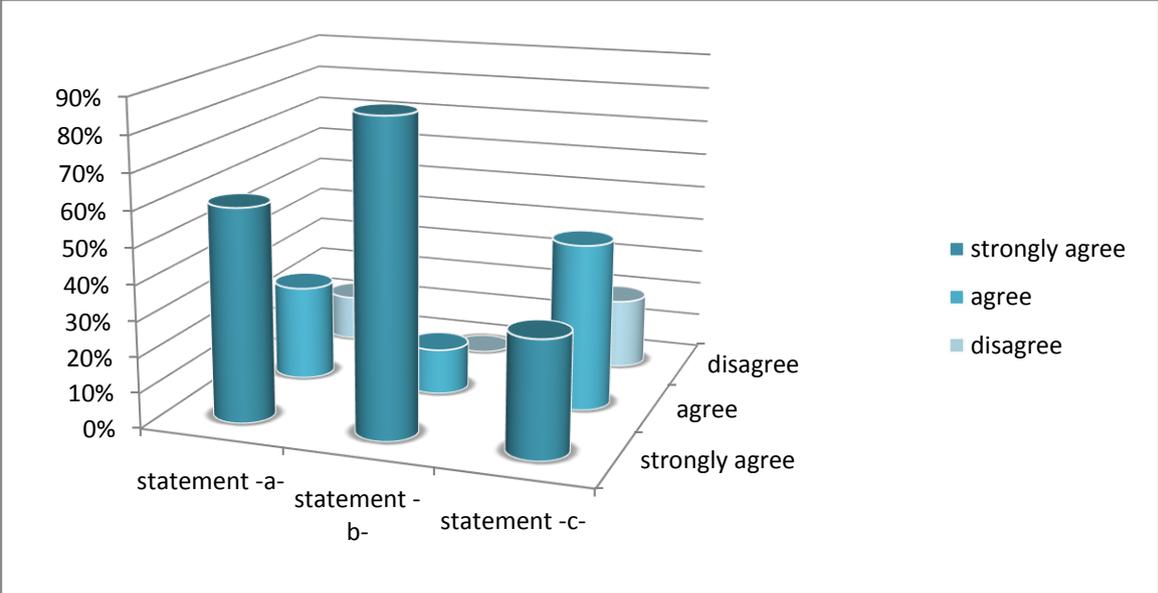
Graph10:Teachers' Views toward Problems Resulted from Cooperative Learning Use

3.3.2. Section Two: Teacher' Perceptions of Pronunciation:

Question 10: How do you find teaching English pronunciation?

Options	Participants	Percentage
Very easy	2	13%
Easy	11	73%
Difficult	2	13%
Very difficult	0	0%
Total	15	100%

Table 10: Teachers' View toward Teaching English Pronunciation
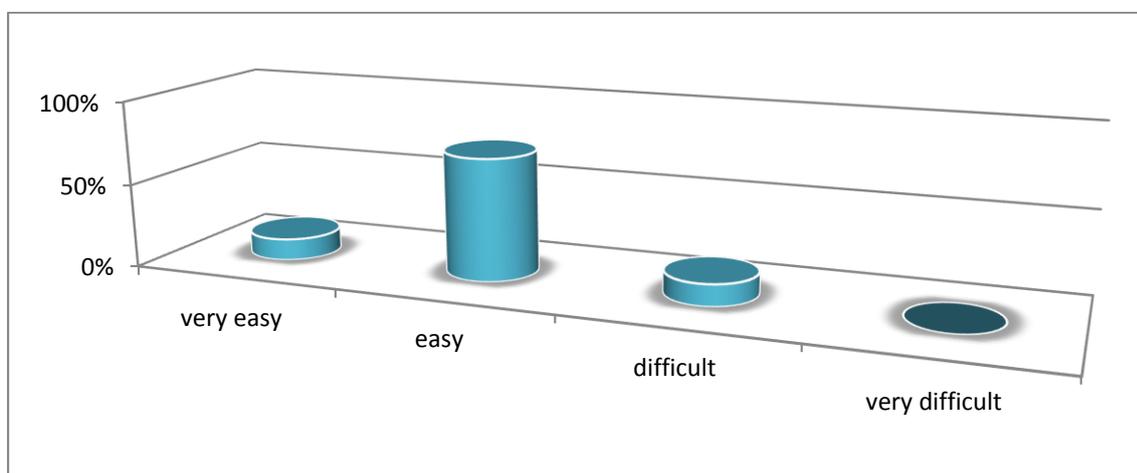
Graph 10: Teachers' View toward Teaching English Pronunciation

The purpose of this question is to investigate the degree of difficulty concerning teaching English pronunciation, and according to the results above, we conclude that the majority of our participants go for "easy" option, in other words they find it easy to teach pronunciation where (73%) of them confirmed that. However (13%) of teachers who participated in our investigation go for very easy option, the majority go for these two options because they stated that pupils like to learn pronunciation and they find a good interaction during lessons. Whereas (13%) also go for ''difficult'' option and this because not all of pupils concentrate during learning pronunciation. None of them chose "very difficult" option.

Question 11: Do you prefer to teach English pronunciation by using cooperative learning?

Options	Participants	Percentage
Yes	12	80%
No	3	20%
Total	15	100 %

Table 11: Teachers' Preference of Using Cooperative Learning in Teaching Pronunciation
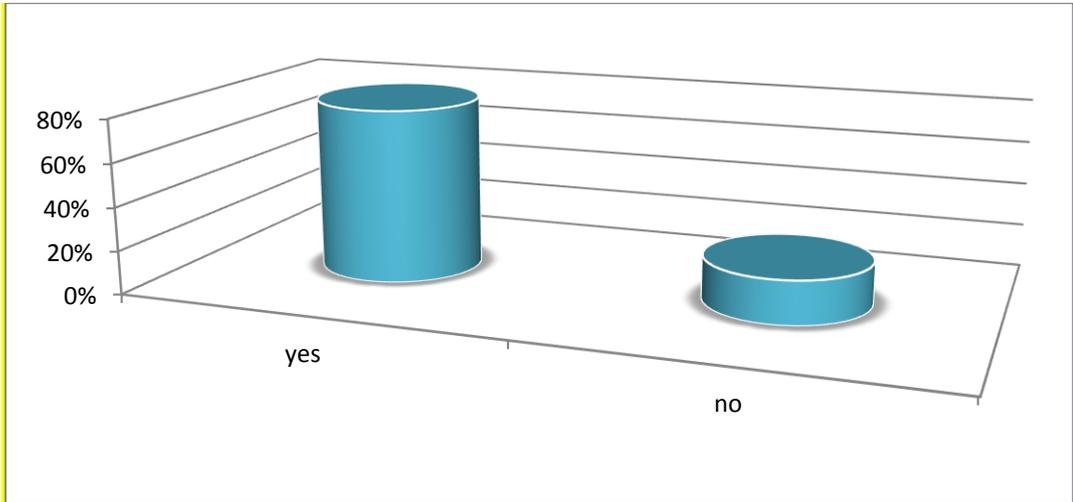
Graph 11: Teachers' Preference of Using Cooperative Learning in Teaching Pronunciation

A quick look at the table above reveals that the majority of the participants (12) (80%) of them prefer to use cooperative learning in teaching English pronunciation and according to their points of view while using this method pupils can interact better among each other and with teacher as well, teachers confirmed that applying cooperative learning in pronunciation teaching make pupils concentrate better than using individualistic method. Instead only (20%) of teachers who participated in our study do not prefer to use cooperative learning to teach English pronunciation avoiding any negative effects of this method.

Question n12: Which of the following is harder for you to teach?

Options	Participants	Percentage
Writing	6	40%
Pronunciation	7	47%
Listening	2	13%
Total	15	100%

Table 12: Difficult Skills to be Taught
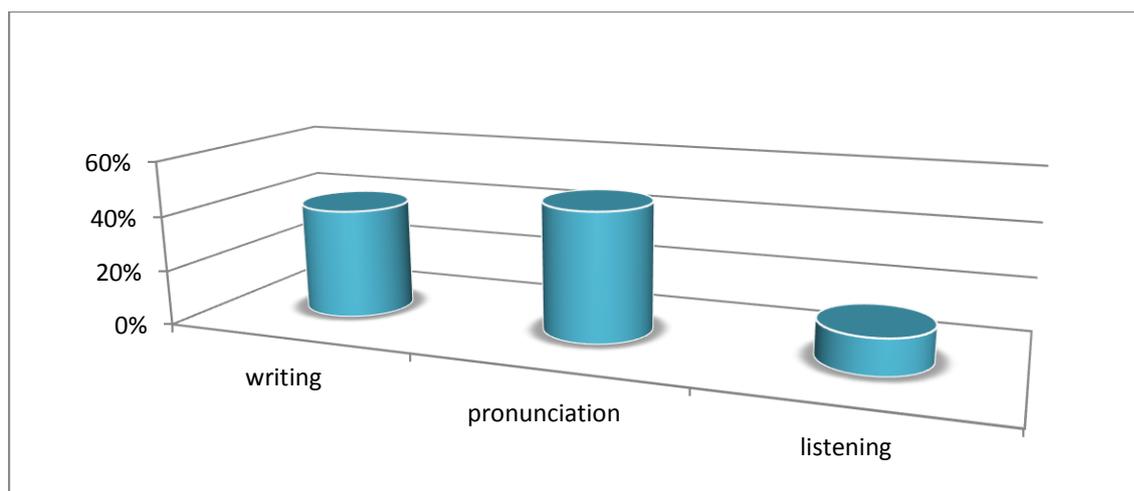
Graph 12: Difficult Skills to be Taught

The results above shows how difficult pronunciation can be taught and that is according to teachers' points of views in which we find that (47%) of our participants stated that pronunciation is the hardest to teach and this due to the difficulty to explain how to pronounce the words correctly. Second, we find that (40%) of our participants stated that writing is harder to teach. Then listening which took (13%) of teachers who participated in this investigation, perhaps because listening is not a productive skill.

Teachers' Justification

According to teachers' points of view, participants who go for pronunciation is the hardest to teach confirmed that pronunciation based on listening and speaking, pupils need to listen carefully to how words are well pronounced. Besides, they need to concentrate on the stress, intonation, diphthongs, and vowels and so on.

Question13: To what extent do you think that pronunciation is related to the other four language skills?

We have designed this question to collect the different teachers' views about the relationship between pronunciation and the other four language skills. After analysing the teachers' questionnaire we can conclude that there is a total agreement (100%). The total numbers of teachers 15 reported that pronunciation is related to speaking, reading and even listening. Specially speaking and reading as they are both productive skills, and they are based on well pronounced words. Moreover, it is highly related to the listening skill since the more pupils listen to the target language the more their pronunciation competences will be improved.

Question 4: To what extent has the use of cooperative learning helped you to improve your pupils' pronunciation of English?

Options	Participants	Percentage
A lot	5	33%
A little	9	60%
Not at all	1	7%
Total	15	100%

Table 14: Teachers' Views on the Positive Impact toward Cooperative Learning
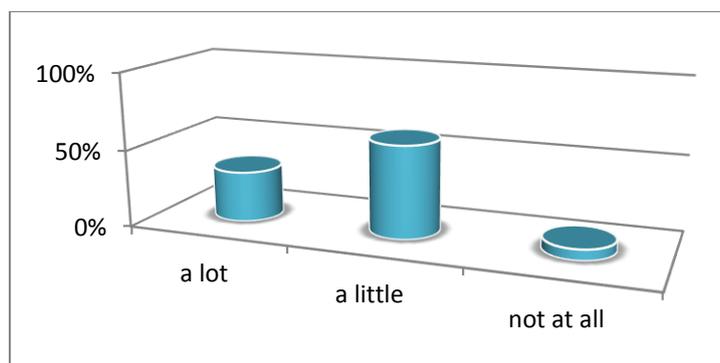
Graph14: Teachers' Views on the Positive Impact toward Cooperative Learning

Obviously, more than half of our participants (60%) of the whole sample, pick "a little" option. Whereas, (33%) of them think that cooperative learning is of great help for the development of their pupils' pronunciation. While only (7%)refrain its effectiveness.

3.3.3. Section Three: Further Suggestions

Question 15: Would you please suggest any ideas or recommendations on how to teach pronunciation effectively?

After analysing the teachers' questionnaires, we can conclude that there are other effective and beneficial methods to teach pronunciation. The majority of our participants suggested that audio visual aids can be considered as another beneficial technique besides cooperative learning, because audio-visual aids help pupils to improve their pronunciation, as they help them to get rid of their shyness and hesitation while speaking since they increase their self confidence to speak the target language fluently.

3.4. Discussion of Teachers' Questionnaire

The analysis of teachers' questionnaire revealed several results about their attitudes toward teaching pronunciation in their classes, their oral production skills, their attitudes toward pupils' level and classroom participation, classroom problems and difficulties, in addition to their perceptions toward cooperative learning as an effective method for teaching and for achieving the academic goals.

The majority of teachers to be essential part for teaching English pronunciation. Besides, the analysed answers show that the majority of the teachers answered positively about the method of cooperative learning but they cannot use it whether in oral expression or any other teaching activities since they admit that the use of this method has some negative sides in controlling the whole class.

From another regard, after analysing teachers' answers, we can assume that the pupils could be more motivated when applying cooperative learning during teaching, more specifically pronunciation. Nevertheless, teachers may face some difficulties to make their pupils interested and to avoid being out of the subject. Teachers have a positive point of view towards this method.

According to the results of teachers' answers, cooperative learning is one of the useful methods, and they suggested audio-visual aids as a helpful one as well to be used during teaching pronunciation.

Teachers admitted the positive effects of cooperative learning; however, they apply pair work more than the latter, because working in pairs can be well-ordered according to teachers' points of view.

3.5. Textbook Analysis

The data gathered from the textbook 'New Prospects' are analysed by an assessment checklist, which is utilized as the evaluation criteria to establish strengths and weaknesses of the material that is used and whether they meet the objectives of the course and syllabus.

Textbook is the essential material to prepare any course in middle and secondary levels. Textbooks are used as a guide for teachers to plan their lessons where the majority of the exercises or projects are done in the class or assigned as home works. In "New Prospects" course book, there is a part in each unit which is called "Listen and Speaking" which in turn contains a title of "Pronunciation and Spelling"

The textbook was defined according to Richards & Schmidt (2002)as " is a book on a specific subject used as a teaching/learning guide .For English as second or foreign language learning, textbooks are usually part of a graded series covering multiple skills as listening, speaking, reading, writing and grammar. The term "textbook" is used in its broad sense of an organized and pre-packaged set of teaching/learning material. It is commonly referred to as course book. We shall use the terms interchangeably".

3.3.1 Criteria for Evaluating 'New Prospects' in Terms of Pronunciation:

These criteria are adopted from different resources. As stated in the dissertation of Aounali (2014, p. 38):

> Since any checklist needs adaptation to fit the local requirements and situation of teaching leaning process. We have set a composite systematic list of criteria for evaluating the TG of the textbook *New Prospect*. We adopted the most relevant criteria from the checklists … to elaborate one list of criteria to be used in our evaluation of the TG.

The following criteria are used to check the extent to which the textbook New Prospects offers comprehensive content in terms of pronunciation with special focus on group work:

1.Does textbook activities help pupils to acquire a range of speaking skills like accuracy in pronunciation, fluency to produce a reasonable normal speed?

2.Does textbook contain listening materials as real life situations?

3. Does textbook provide pupils with exposure to authentic English pronunciation?

4. Does textbook include multimedia resources for teachers and pupils?

5. Does textbook offer pupils with sufficient practice to learn about English pronunciation?

6. Does textbook cooperative tasks for pupils to rehearse to their English pronunciation?

3.3.2. Analysis of Textbook in term of Pronunciation:

To transmit the section of pronunciation in lessons there are several parameters and basics, first, skilled teachers, authentic materials, sufficient presentation to good models and consistent rehearsing. Nonetheless, the issue that the course book does not give clear direction to taking this phonetic component. Moreover, no cassettes are accessible for listening and pronunciation practices since they are extremely valuable for teachers and pupils who will avoid referring to the dictionary each time they check the exact pronunciation of some infrequent words. Accordingly, for most pupils there is a need to correct their mispronunciations and even for self-study.

In unit one which is under the title of "**Exploring the Past**", concerning pronunciation, pupils are supposed to learn about intonation in requests and questions, as mentioned in the textbook. They learn to pronounce the auxiliary "**to be**" conjugated in the past as in:
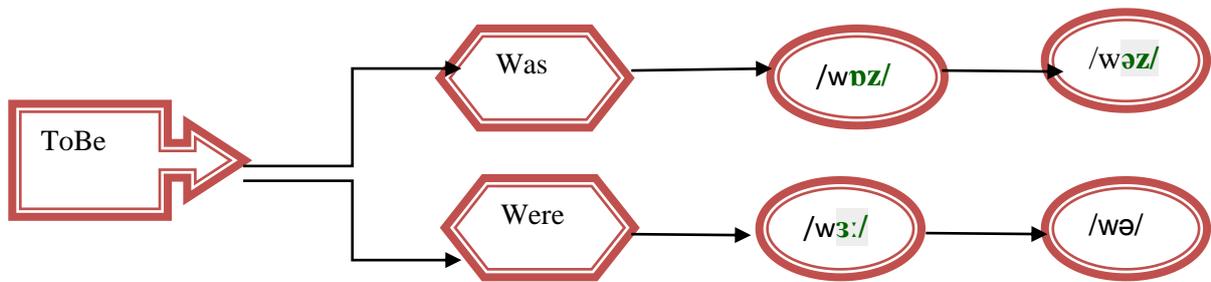
Figure 1: Pronunciation of Weak Forms 'to be' (From *New Prospects*, 2007, p.20)

Then pronunciation goes deeper in this unit, where we find about the pronunciation of the past "**ed**" morpheme in regular verbs conjugated in the past and past participle, in which there are three pronunciations as follows:
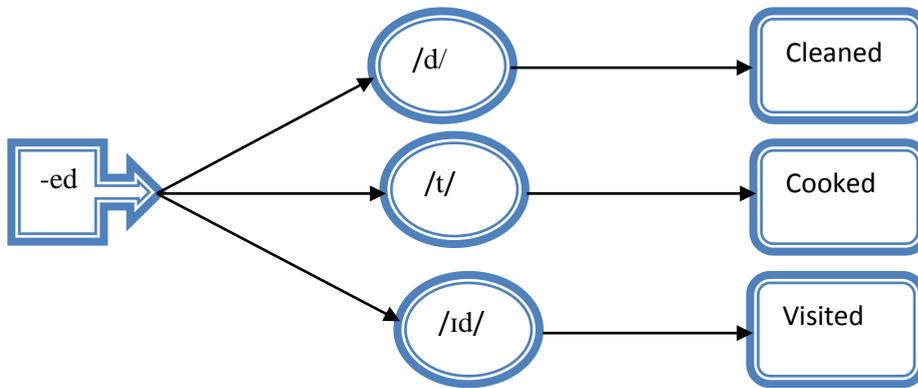
Figure 2: Pronunciation of the Final '-ed' (From New Prospects, 2007, p.28)

As a follow-up, in the same unit, the ways of (**ch**) pronunciation is mentioned as in:
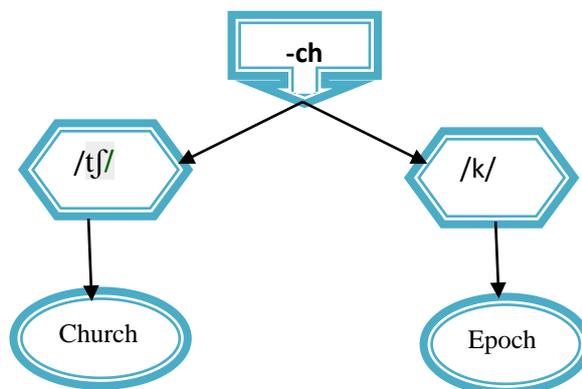
Figure 3: Pronunciation of the Letters 'ch' (From New Prospects, 2007, p. 28)

In unit two, "**ILL-GOTTEN GAINS NEVER PROSPER**", pronunciation exercises appear also in unit two, which deal with stress in complex words. Where stress mark is put on the syllable changes before the suffix added

In unit three, which is entitled "**SCHOOLS: DIFFERENT AND ALIKE**", the exercises of pronunciation deal with the way pupils can pronounce the final "s", the rules are not mentioned in the textbook, they provide a table with examples and pupils follow this latter then the rule will be derived and there are three pronunciations. According to the sound that precedes the "s" as classified in the diagram below:
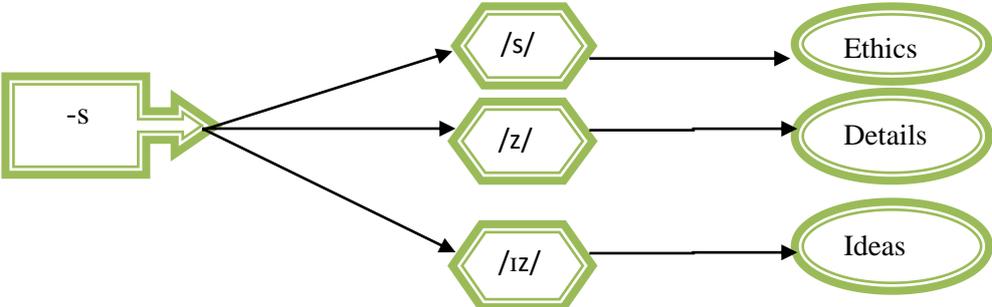
Figure 4: Pronunciation of the Final '-s' (From New Prospects, 2007, p. 88)

Then pronunciation is indicated also in unit four, "**SAFETY FIRST**", in this unit pupils are asked to distinguish between stressed words from the unstressed ones. They learn that sentences contains for the most of the time stressed words, but concerning the content words instead on function words (pronouns, modals ... etc). They learn also about the main stress which can be only in key words of the sentences.

In unit five "**IT'S A GIANT LEAP FOR MANKIND**", concerning pronunciation in this unit, pupils learn about the pronunciation of initial "h", which can be classified as follows:
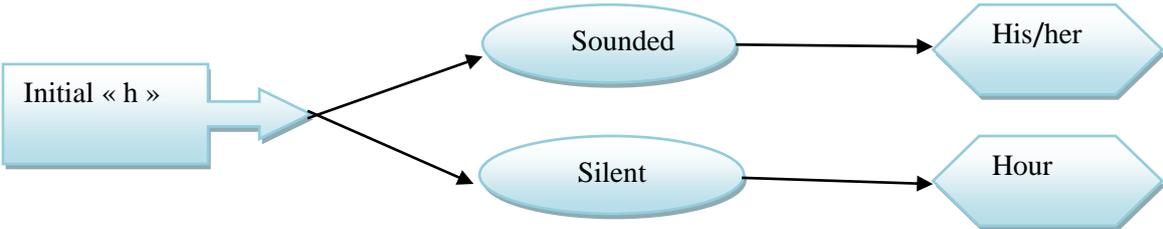
Figure 5: Pronunciation of the letter 'h' (From New Prospects, 2007, p. 171)

In each unit, next to the passages, there are transcriptions of several words which the pupil is asked to learn. Then it goes deeper to learn the rules, for example in unit five page 140 in Pronunciation and Spelling section, pupils are provided with a table that contains verbs (rotate, believe, transmit, begin, occur, revolve) and they are asked to transcribe these verbs taking into account the stress mark where appropriate.

Conclusion

To conclude this chapter, the gathered data from both teachers and pupils' questionnaires demonstrate that cooperative learning is one of the useful methods to enhance pupils' oral skills and pronunciation. We shed light on teachers' use of cooperative learning, and to what extent does it help them to facilitate teaching pronunciation besides the negative sides that they may avoid using this method for. Then we dealt with pupils' view concerning learning pronunciation and how do they prefer to learn it whether individually or in a group work. Also, we shed light on the difficulties that may face pupils' while using cooperative learning. We had a clear perception on teachers' and pupils' view. After that we analysed the **New Prospects** textbook in term of pronunciation, where we found some deficiencies, pronunciation had a small part in the textbook, and there is no additional materials to teach it effectively such as "CD". Besides, the rules are not well provided, in another word, in each unit there is activities in Pronunciation and Spelling followed by list of questions. Finally we provided several recommendations that might be helpful for teachers, pupils and further suggestions for the textbook that should be considered.

3.6. Recommendations and Pedagogical Implications

3.6.1. Recommendations for Teachers

➢ Teachers should reduce their talking time in order to give more opportunities for pupils to practices more pronunciation of the English language.

➢ The majority of pupils prefer to learn in groups to create interaction with each other. Thus, teachers should design more cooperative tasks.

➢ English teachers should provide more materials to facilitate learning pronunciation.

➢ Teachers should reduce pupils' anxiety and enhance their self confidence.

➢ Teachers while using cooperative learning and when forming groups they should take into consideration the members' level, age, gender, personalities and other factors.

➢ During cooperative learning, teachers should observe all groups and take notes about the level of performance of each member taking into account the difficulties that face the members while interacting.

➢ Teachers should motivate their pupils to communicate in English while working in a group

➢ Teachers should take into consideration pupils' reception as much as their production

➢ Teachers should never stop practicing pronunciation

➢ Teachers should make pronunciation exercises simple, fun, accessible and motivate the whole class to be involved

➢ Teachers should provide other materials to teach pronunciation effectively even if it does not exist in the textbook

3.6.2. Recommendations for Pupils

➢ Pupils should practise pronunciation more inside and outside the classroom.

➢ Pupils should participate as much as possible in classroom activities, regardless of the mistakes they may make.

➢ Pupils should speak up and try to break all the obstacles that may interrupt their learning process.

➢ Pupils should not be afraid or ashamed when committing pronunciation errors while working cooperation

➢ Pupils should talk in English when they are asked to work in a group

➢ Pupils have to be aware about the positive impact of cooperative learning

➢ Pupils should pupils should have self confidence to express their thoughts in front of other members of the group

➢ Pupils should consider pronunciation as important as the other sections in the textbook

3.6.3. Pedagogical Implications for Textbook Writers

➢ The course book should contain a CD to facilitate pronunciation learning.

➢ Textbook should provide more examples and activities concerning pronunciation.

➢ Textbook writers should focus more on providing rules before activities

➢ Textbook should be attractive for learners

➢ Textbook should contain some educational games to have a motivated atmosphere during teaching

➢ Textbook must provide attractive activities concerning pronunciation to gain pupils' concentration such as CD

➢ Textbook writers should make the cover and the content photos more attractive

➢ Finally, textbook writers are responsible for the level of performance for both teachers and pupils that is why they should spare no efforts to create the best

General Conclusion

The present study consists of two parts, theoretical and practical part which illustrates the impact or the role of cooperative learning to improve English pronunciation. The main concern is to investigate to what extent cooperative learning can be useful method to motivate pupils of third year in secondary school to enhance their pronunciation capacities. Through this investigation we hypothesised that if we tend to improve pupils' English pronunciation we should provide them with opportunities to express their thoughts and interact with one another, which by turn by turn reduces shyness and they would not be afraid to commit mistakes in front of others.

The present investigation divided into three chapters. The first theoretical chapter provided an overview on cooperative learning, we expanded this range to go through multiple definitions of this method, and we shed light on the elements and methods of cooperative learning. Then we compared between cooperative learning and traditional language teaching. After that we stated the roots of this method, taking into account its benefits. The aim behind this is to clarify the importance and effectiveness of cooperative learning.

Concerning the second theoretical chapter we dealt with pronunciation, where we had a list of methods to teach it, with full explanation about models of pronunciation, and then we skipped to its areas. The main objective of this overview it to determine the importance of pronunciation. Overall we can conclude the positive effects of cooperative learning to enhance English pronunciation performance.

The third chapter which is the practical part consists of two sections; the first one is about the analysis of results that we obtained from teachers' and pupils' questionnaire. The collected data from the present investigation supplied a valuable results for our research. The analysis of teachers' and pupils' questionnaire confirmed the effectiveness of cooperative

learning and indicates that the most of pupils agree that it is a helpful method which motivates them to develop their pronunciation performances. Then as a second section of this chapter, we head for the content of "New Prospect" textbook, where we attempt to analyse it in terms of pronunciation, we concluded that textbook does not provide additional and helpful materials. It consist several activities concerning pronunciation under the title of "Pronunciation and Spelling" section. We assume that textbook writers should have another consideration about deficiencies to transmit the lessons efficiently.

As a final point, the obtained results derived from our investigation confirmed our hypotheses that there is positive effects of cooperative learning on pronunciation performance. The present study revealed that pupils ought to be motivated and provided with effective instructional methods in order to improve their pronunciation. Besides, teachers are responsible to create a motivated atmosphere and comprehensible lessons. Last, but not least, textbook content is responsible of how teachers transmit the lesson efficiently and how pupils receive and learn effectively.

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APPENDICIES

Appendix 1

Teachers' Questionnaire

Dear teachers,

We are conducting a research on "**TheRole of Cooperative learning in Improving English Pronunciation**". Case study of third year pupils at Mouhamed Bousbiaat, Biskra secondary school. We would be grateful if you could answer these questions to help us in our research. Your answers are essential for the research we are undertaking.

Master Researcher: **Mghezzi Chaa Ferdaous**

Thank you in advance.

Section One :Teachers' Perceptions of Cooperative Learning :

1. Have you ever used cooperative learning in classroom activities?

   - Yes ☐
   - No ☐

2. In classroom activities do you prefer using :
   - Individual work ☐
   - Pair work ☐
   - Cooperative work ☐
   - Whole class tasks ☐

3. Which of the following negative sides do you face during using cooperative learning?

Negative sides	Yes	No
It is difficult to organize your session while using cooperative learning.		
You are afraid of creating a noisy atmosphere.		
The good pupils dominate the bad ones.		

4. Does cooperative learning help your pupils improve English pronunciation better than individual learning?

- Yes ☐
- No ☐

5. Do you think that the aim of cooperative learning is to:

- Help one another ☐
- To learn together ☐
- Motivate one another ☐

6. In which activity do you prefer using cooperative learning?

- Speaking activities ☐
- Writing activities ☐
- Grammar activities ☐
- Reading activities ☐

7. How much do you think that cooperative learning could be useful in teaching?

- A lot ☐
- Little ☐
- Not at all ☐

8. Is it difficult for you to use cooperative learning?

- Yes ☐
- No ☐

If yes, please explain why ?

....

....

....

9. Please, read the statements andtick the answer according to your point of view about cooperative learning

Statement	Strongly agree	Agree	Disagree
Cooperative learning is a valuable instructional approach.			
Cooperative learning places more emphasis on developing students' social skills.			
Using cooperative learning is likely to create many disciplinary problems among learners.			

Section Two: Teacher' Perceptions of Pronunciation:

10. How do you find teaching English pronunciation?

- Very easy ☐
- Easy ☐
- Difficult ☐
- Very difficult. ☐

11. Do you prefer to teach English pronunciation by using cooperative learning?

- Yes ☐
- No ☐

Please, explain why ?

....

....

....

12. Which of the following is harder for you to teach?
- Writing ☐
- Pronunciation ☐
- Listening ☐

Would you please, explain more why?

....

....

....

13. To what extent do you think that pronunciation is related to the other four language skills ?

....

....

....

14. To what extent has the use of cooperative learning helped you to improveyour pupils'pronunciation of English?

- A lot ☐
- A little ☐
- Not at all ☐

Section Three: Further Suggestions

15. Would you please suggest any ideas or recommendations on how to teach pronunciation effectively?

....

....

....

Thank you for your collaboration

Appendix 2

Pupils' Questionnaire

Dear pupils,

We are setting up a research on "**The Role of Cooperative learning in Improving English Pronunciation**". Case study of third year pupils at Mouhamed Bousbiaat, Biskra secondary school. We would be grateful if you could answer these questions to help us in our research. Your answers are essential for the legitimacy of this research we are undertaking.

Master Researcher: **Mghezzi Chaa Ferdaous**

Thank you in advance.

Section one : pupils' perceptions of cooperative learning :

3. Have you ever used cooperative learning in classroom activities ?   هل قمتم باستخدام العمل الجماعي كوسيلة في حل تمارين القسم ؟

- Yes   نعم
- No   لا

4. In classroom activities do you prefer :   في أعمال القسم هل تفضل :
   - Individual work   العمل الفردي
   - Pair work   العمل الثنائي
   - Cooperative work   العمل الجماعي

16. Which of the following problems do you face during cooperative learning?

3.أي من الصعوبات التالية تواجه أثناء العمل الجماعي؟

Difficulties/ الصعوبات	Yes /نعم	No /لا
Do you find it difficult to express your thoughts in front of the group?		

		هل تواجه صعوبة في التعبير عن أفكارك أمام المجموعة؟
		Are you afraid of making mistakes in front of others in the group? هل تخاف من ارتكاب الأخطاء أمام الآخرين في المجموعة ؟
		You dislike classmates when they correct your mistakes? لا تحبذ أن يقوم أحد زملائك بتصحيح أخطائك ؟

17. Does cooperative learning helps   هل يساعدك العمل الجماعي على تطوير نطق اللغة الانجليزية ؟
    you to improve English pronunciation?

- Yes   ☐   نعم
- No   ☐   لا

18. .Do you think that the aim   ما هدف العمل الجماعي حسب رأيك ؟
    of cooperative learning is to :

- Help one another بعض ☐   ليساعد الأعضاء بعضهم
- To learn together ☐   للتعلم معا
- Motivate one another ☐   لتحفيز الأعضاء بعضهم بعض

19. In which activity do you   في أي نشاط تفضل استخدام العمل الجماعي ؟
    prefer using cooperative learning?

- Oral expression ☐   التعبير الشفوي
- Written expression ☐   التعبير الكتابي
- Grammar activities ☐   تمارين القواعد

20. When using cooperative learning,   باستخدام العمل الجماعي، كم تعتقد أنك تستطيع التعلم ؟
    how much you think you can learn?

- A lot　　　▢　　　الكثير
- Little　　　▢　　　القليل
- Nothing　　▢　　　لا شيء

21. Is it difficult for you to work　　　. هل تجد صعوبة في العمل مع زملائك عملا جماعيا ؟
    with your classmates in a group?

- Yes　　　▢　　　نعم
- No　　　　▢　　　لا

If yes, please explain why ?　إذا نعم ، يرجى منكم التعليل لماذا ؟

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Section Two: Pupils' Perceptions of Pronunciation:

22. How do you find English pronunciation? كيف تجد نطق اللغة الإنجليزية ؟
- Very easy　　　▢　　　جد سهلة
- Easy　　　　　▢　　　سهلة
- Difficult　　　▢　　　صعبة
- Very difficult　▢　　　جد صعبة.

23. Do you prefer learn English　　هل تجد أن العمل الجماعي يساعد على تطوير نطق اللغة الانجليزية ؟
    pronunciation by using cooperative learning?
- Yes　　　▢　　　نعم
- No　　　　▢　　　لا

Please, explain why ؟ لماذا الشرح منكم يرجى

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24. Which of the following is harder for you to learn تعلمها في صعوبة تجد الآتية النشاطات من أي

- Writing [ ] الكتابة
- Pronunciation [ ] النطق
- Listening [ ] السمع

Explain more why? Please . ؟ لماذا التعليل منكم يرجى

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25. To what extent do you think that إلى أي مدى ترى أن النطق مرتبط بالمهارات الأخرى ؟

pronunciation is related to other skills ?

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26. How often do you practice to improve your English Pronunciation ?

كم مرة تتمرن لتطوير نطق اللغة الانجليزية ؟

- Rarely ☐   نادرا
- Usually ☐   عادة
- Always ☐   دائما

27. How do you prefer learn English pronunciation ?

كيف تفضل تعلم نطق اللغة الانجليزية ؟

- Individually ☐   فرديا
- Pair work ☐   عمل ثنائي
- Group work ☐   عمل جماعي

28. To what extent has the teacher's use of cooperative learning helped you to improve you english pronunciation ?

إلى أي مدى ساعدك اسنخدام الاستاذ للعمل الجماعي على تطوير النطق لديك ؟

- A lot ☐   كثيرا
- A little ☐   قليلا
- Not at all ☐   معدم

Thank you for your collaboration

الملخص

يهدف هذا البحث إلى تبيان أهمية استخدام العمل التعاوني أو الجماعي لتحسين نطق التلاميذ للغة الإنجليزية. يهتم هذا البحث أساسا إلى إيجاد طريقة تخلق علاقة جيدة بين التلاميذ و في نفس الوقت تقوم بتطوير النطق. نسعى من هذا البحث إلى تزويد التلاميذ بمهام مثيرة للاهتمام لحثهم على تعلم النطق باللغة الإنجليزية و توفير مجال مليء بالحيوية و التفاعل. طريقة عمل هذا البحث هذا وصفية، تهدف إلى إقامة علاقة بين متغيراتنا. كجزء أول قمنا بأخذ نظرة شاملة عن العمل الجماعي و يليه دوره في تحسين نطق اللغة الإنجليزية. وجمعت البيانات من خلال استبيانين وزع على كل من المدرسين والتلاميذ في السنة الثالثة من المرحلة الثانوية. وبالتالي، تم تحليل النتائج التي تم الحصول عليها حيث كانت الردود على الأسئلة ممثلة وفقا للتردد والنسبة المئوية. وبالإضافة إلى ذلك، تم تحليل دور الكتاب المدرسي "آفاق جديدة" كمواد تعليمية تستخدم للتلاميذ في السنة الثالثة من المرحلة الثانوية من حيث بعض المعايير. وبناءا على ذلك، فقد استند تحليل الكتاب المدرسي إلى الطريقة النوعية، حيث قمنا بتحليل محتوى الكتاب المدرسي فيما يتعلق بالمحتوى المكرس للنطق.و استنادا إلى النتائج المستمدة من تحليل الكتاب المدرسي، يمكننا أن نذكر أن طريقة العمل الجماعي هي واحدة من التقنيات المفيدة، والتي لم يتم العثور عليها في الكتاب المدرسي. وأخيرا، الاستنتاج الرئيسي المستمد من هذه الدراسة أظهر أن استخدام العمل الجماعي يساهم في تعزيز نطق التلاميذ للغة الإنجليزية كما طرحنا في فرضية بحثنا. وبالمثل، فإن هذه الطريقة يمكن أن تعزز الثقة بالنفس وتقلل من القلق وتثبيط المعنويات لدى التلاميذ. وأخيرا وليس آخرا، تم الانتهاء من هذا التحقيق مع العديد من التوصيات والاقتراحات لمساعدة المعلمين والتلاميذ على حد سواء. في هذا الصدد، اقترحنا الاستفادة من المواد المتاحة بطريقة أفضل مع التركيز بشكل خاص على العمل الجماعي في تحسين النطق عن طريق استكمال الكتاب المدرسي من أجل الوصول إلى مبتغى الدرس