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The Impact of Cooperative Learning Strategy on English Vocabulary Acquisition in the Oral Sessions

a Case Study of Second Year LMD Students of English at Mohamed Kheidher University of
Biskra

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DEDICATION

In the name of Almighty God

I dedicate this modest dissertation to:

my dearest mother who supported me and trusted my choices

the soul of my beloved father

my beloved sisters, brothers, nephews and nieces

my friends who shared me the wonderful moments and helped me to

achieve this work



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ABSTRACT

Vocabulary acquisition is a crucial element for communication and interaction among people. Teachers at the University do not focus on teaching the English Vocabulary sufficiently. As consequence, students do not acquire this aspect. Cooperative Learning strategy may be a tool that enables them to learn new words. The purpose of this study is to investigate the impact of Cooperative Learning as a strategy to improve Vocabulary Acquisition also the aim is to report to what extent this strategy is beneficial to students to enhance their foreign language vocabulary. To investigate this issue, the researcher has conducted a descriptive study that seeks to study the impact of Cooperative Learning strategy a as a motivational tool to acquire English Vocabulary. The researcher opted for a qualitative methods approach by selecting two types of data collecting tools: students' questionnaires, and a classroom observation. A sample of 25 second year LMD students of English at Mohamed Kheider University of Biskra to comment on the subject matter. The analysis of the results revealed that Cooperative Learning strategy is an effective tool that enables second-year LMD student to acquire new English Vocabulary and to enhance their English vocabulary Knowledge. Indeed, the findings have shown a positive attitude towards Cooperative Learning as a teaching tool. Therefore, the hypothesis stating that if Cooperative Learning strategy is implemented at least one session, students may acquire at least 10% of new Vocabulary to which they are exposed to. At the end the stated hypothesis was positively confirmed and the research questions were answered.

Key words: cooperative learning strategy, interaction, vocabulary acquisition, impact, effectiveness.

LIST OF ABRIVIATIONS

CL: Cooperative Learning

EFL: Foreign Language

LMD: License, Master, Doctorate

L2: Second Language

RH: Research Hypothesis

RQ: Research Questions

STAD: Students Team-Achievement Division

Z PD: Zone of Psychological Development

%: Percentage

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General Introduction

1. Background Study

Over the years, the teaching process has known a several number of effective strategies that facilitate the learning process. One of these strategies is Cooperative Learning strategy that appeared in the 17th century. This concept plays an important part in improving the language learning skills such as reading, writing, listening, speaking, and even the acquisition of a language vocabulary. The latter used to be a neglected aspect of language teaching. However, it is one of the most challenging obstacles that language learners must overcome. Vocabulary is a main component for any language proficiency. Thus, it is important to learn language lexis because learning a language without lexis would be impossible; being the first or second foreign language. The aim of this investigation is to focus on the impact of Cooperative Learning strategy on the English Vocabulary Acquisition Process and to show to what extent this strategy is beneficial in the oral sessions.

The current research undertakes to study the impact of cooperative learning on vocabulary acquisition. As the title puts forward, the focus will be on examining vocabulary acquisition through the strategy known as Cooperative Learning. The latter refers to a teaching strategy where students work collaboratively. It is believed that vocabulary acquisition is better acquired in a social context.

2. Statement of the Problem

Learning a foreign language requires mastering its main aspects such as learning more vocabulary and expressions or having adequate knowledge to use them properly in socio-cultural situations. It seems that, the majority of EFL students strive to learn new vocabulary to be able to communicate efficiently in the target language. In order to fill this gap we have

opted for practical, effective and pedagogical activity such as Cooperative Learning that may enable students to interact together and develop their vocabulary knowledge.

3. Research Questions

This study aims to determine the role of the Cooperative Learning strategy on the Vocabulary Acquisition of students. Specifically it seeks to answer the following questions:

RQ1.What is a Cooperative Learning strategy?

RQ2.How Cooperative Learning is implemented in oral classrooms?

RQ3.In what ways can this strategy help students to acquire new Vocabulary?

4. Research Hypotheses

Based on the above questions, this researcher proposes the following hypothesis:

RH1. If the Cooperative Learning strategy is properly implemented at least one session of 90 minutes/ a week in the oral classrooms, students may be able to acquire at least 10% of all new Vocabulary to which they are exposed.

5. Research Aims

This research seeks to answer questions raised above. It is conducted to report to what extent this strategy is beneficial to students to enhance their foreign language Vocabulary knowledge. It also attempts to come out with some pedagogical implementations in Algerian University that can be valuable for both teachers and students. It is also hoped that the findings of this study will contribute to the understanding of the Cooperative Learning role in interacting and enhancing Vocabulary knowledge.

6. Research Methodology and Tools

This study is descriptive in nature. It seeks to describe a pedagogical act, which is the use of Cooperative Learning strategy. In this research, a qualitative approach consists of qualitative methods of collecting data. To answer the research questions, the researcher opted for classroom observation in oral sessions and students' questionnaire that has been administered to a sample of second year LMD students of English at Mohamed Kheider University of Biskra. Data have been interpreted and discussed in a descriptive manner.

7. Population and Sample

In order to fulfil this study, the researcher worked with second year LMD students of English at Mohamed Kheider University of Biskra. The population represents 365 students. The researcher selected one classroom that comprises 40 to 45 students to work with for the classroom observation.

The sample has been then restricted to 25 students of English at Mohamed Kheider University to answer a questionnaire in order to gather their views about the subject under investigation.

8. Research Delimitations

This study is delimited in the following ways: Second year LMD students of Mohamed Kheider University of Biskra are used as a case study. Classroom observation will be employed in an oral session with Dr. Bacher. This class will be mixed gender as well as mixed abilities in the academic year (2018/2019).

The first and second chapters will be reviewed from October to February and from March to April (2019) will be devoted to the field work.

9. Research Limitations

This investigation is expected to face some limitations. It has been conducted with second year LMD students of English which means this researcher may face an uncooperative attitude of some students due to a large number of students. The results of questionnaires could be dishonest and subjective, and it cannot be generalized to all EFL students in all educational institutions. Time lines also may not enable for more data gathering tools.

10. Dissertation Structure

This dissertation is organized into three chapters. The first chapter reviews relevant literature of various studies relevant to this study. The second chapter is concerned with reviewing students' Vocabulary Acquisition process however; the third chapter will be devoted to the field work and data interpretations. Finally, this researcher suggests some recommendations concerning the implementation of Cooperative Learning strategy.

Chapter One: Cooperative Learning

Introduction

Language is a social phenomenon that requires people to interact. Since it allows them to communicate and learn from one another. This chapter tackles the concept of Cooperative Learning which is one of the most effective strategies that promotes the learning process of students. The researcher is trying to give a general overview of the Cooperative Learning notion and its correlated themes; Distinguishing it from other learning groups seems necessary. The researcher reviews the theoretical perspective of the Cooperative Learning concept, elements, methods and strategies implemented within cooperative learning. The advantages of cooperative learning and how it is implemented in large classes also will be discussed in this chapter.

1.1 Definition of Cooperative Learning

Cooperative language learning is a pedagogical strategy that has been implemented for many years. It refers to an instructional method in which a small group of students work together and assist each other to achieve an academic task. In this sense, Richards & Rodgers (1986) defined it as “a group of learning activity organized so that learning is dependent on the socially structured exchange of information between learners in a group and in which each learner is held accountable for his or her learning and is motivated to increase the learning of others”(p.192). So, the process of learning occurs throughout a purposive exchange of ideas and knowledge between the learners.

Cooperative Learning insists on sharing and discussing knowledge between the students. Woolfolk (2004) viewed this learning strategy as: "arrangement in which students work in mixed ability groups are rewarded on the basis of the success of the group"(p.492). Also, cooperation is described as a collective task in which formal and informal knowledge plays an

important role (Nijhof & Kommer, 1985, p.127). This strategy is based on group work and the collaboration of students and even the teacher.

It seems that Cooperative tasks are appropriate for language enhancement and development. In 1992, Nunan considered cooperative tasks are suitable for language development because students are required to negotiate meanings among themselves in the course (p.4). In this sense, O'Maly and Chamot (1990) classified learning strategies as metacognitive, cognitive and social effective strategies. The latter type includes questioning for clarification, cooperation, and self-reinforcement. Thus, they consider cooperation as working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on an oral or written performance (p.13).

Cooperative Learning enables students to develop their social, linguistic as well as cognitive and metacognitive skills while interacting and negotiating in the classroom. Millis, 2012, p.205) states that cooperative learning is a term used to describe a situation where students work together in small groups to help each other to learn. However, Oxford (1990) discussed that students use three sets of social strategies (asking questions, cooperating with others and empathizing with others). Furthermore, she divides cooperation with other categories: cooperation with peers or with proficient users of the new language. Cooperation is a social indirect strategy which students use in their learning process and the following diagram illustrates the position of Cooperative learning according to Oxford's classification:

Language learning strategies

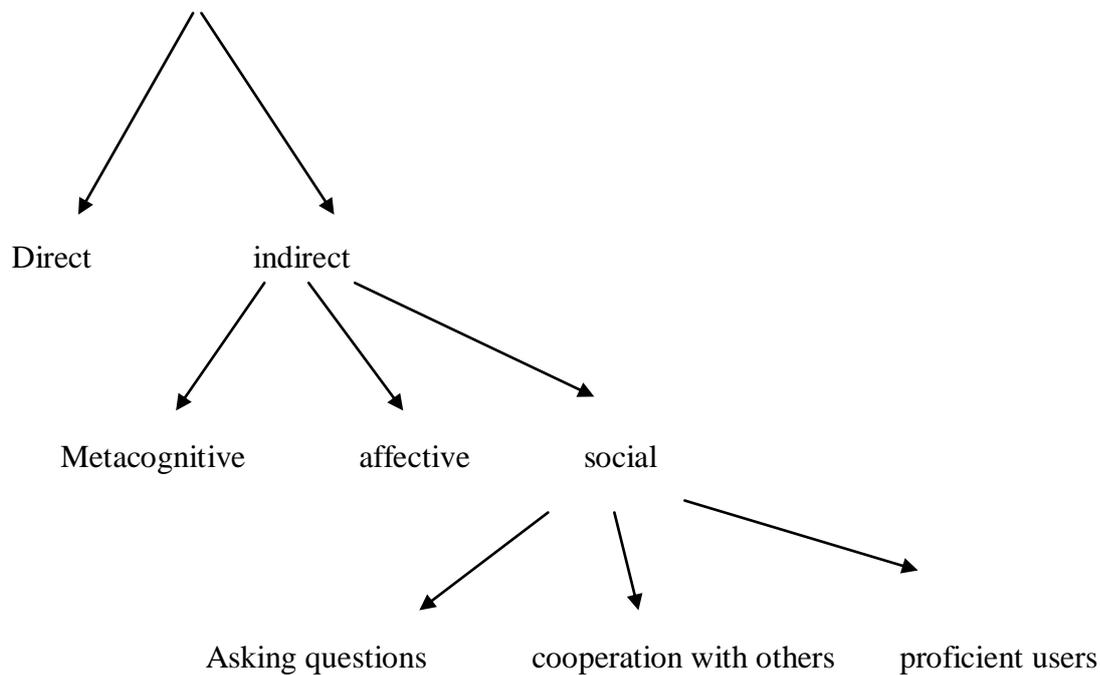


Figure 1.1: language learning strategies (as classified by Oxford)

1.2 Historical Background to Cooperative Learning

The cooperative learning concept has a long history. According to Johnson and Smith's work (1991), the concept of cooperative learning is described first by the peer learning concept. It is introduced as early as the first century by Marcus Fabius Quintilian. The latter advocated that students benefit better in peer learning. One should highlight that the idea of cooperative learning was suggested in the Bible and the Quran which states the importance of having a partner to facilitate and help each other.

In the 17th century, the well-known figure in this era is the Czech educational reformer and religious leader John Amos Comenius who emphasized on educational cooperation on his writings. In the late 18th century, Joseph Lancaster and Andrew Bell opened schools and implemented peer learning in England. The development of these schools marked a shift for

peer learning and was crossed the Atlantic Ocean, not long afterward, when Lancasterian school was established in New York City.

In the early 19th century, cooperative learning was emphasized in the United State during the common school movement. Colonel Francis Parker, the superintendent of public schools in Quincy, Massachusetts (1875-1880) strongly advocated the use of cooperative learning groups in class while the last three decades of the 19th century. (Al Mashjari, 2012, p.21). In the early twentieth century, John Dewey is probably the well-known figure that advocated a cooperative learning strategy in education.

This concept dominated education until a competitive approach to learning appeared in the 1930s. In 1949, the idea of cooperation was revived by Morton Deutsch. The latter compared a cooperative learning environment with a competitive environment and found that subjects are more successful in cooperative classes (Compton, 2015, p.12).

1.2.2 Supporting Theories

In order to understand the historical development of cooperative learning and its significance to the teaching of the second language, here are some foundational, cognitive psychological, and language acquisition theories:

1.2.2.1 Social Psychology

According to Gordon Allport, social psychology is " a discipline that uses scientific methods to understand and explain how thoughts, feelings, and behavior of individuals are influenced by the actual, imagined, or implied presence of other human beings"(cited in Kendracherry,2018,p.25) Allport(1954) worked on the idea of group dynamics . The latter was described as: "A group is a dynamic whole in the sense that the interdependence between the members can change. As has been said, first, the nature of a cooperative group is the

interdependence of the members that leads to the group becoming "a dynamic whole", in which any member's change will lead to other member's change; Second, the nervous inner condition of the members can encourage the group to reach expected purpose. (Johanson1993, cited in AlMashjari 2012, p. 23). Furthermore, Alport's investigations led him to drive three conditions that he believed essential for interaction: 1) members must be of equal status, 2) they must have common goals 3) their collaboration must be sanctioned.

In the 1970s, Aronson and his colleagues implemented the above conditions in classrooms and invented the well-known strategy "jigsaw". As well as they were working to improve racial relations among students in the Southwestern United States. (Aronson, Blaney, Stephan, Sikes & Snapp 1978, cited in Christina, George & Steven, 2006, p.9). Since 1954 there were notable developments in understanding each of Alpert's conditions. For example," it is highly unlikely that any two students are really of equal status in any real sense; that is, how they are treated by other class members- both by individuals and groups within the class as well as by the teacher- is bound to differ despite being in the same classroom and following the same behavioral guidelines"(P.10).

1.2.1.2 Developmental Theory

The fundamental claim of the developmental theory is that interaction among students around a given task increases their mastery of critical concepts. In one hand, Vygotsky (1980) defined the zone of proximal development as: "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (cited in schunk, 2012,p.243). In his point of view, cooperative activities promote intellectual growth because students of similar age are likely to be operating within one another's proximal zones of development, modeling in cooperative group behavior more advanced than those they perform individually.

On the other hand, Piaget (1972) argued that cognitive development depends on four fundamental factors: equilibration, biological maturation (assimilation), experience with the physical environment and experience with the social environment (schunk, 2012, p. 236). Equilibration is the "process of balance between assimilation and accommodation in a biological sense" Duncan, 1995(mentioned in Lioa, 2006, p.15). The latter involves two complementary activities: assimilation, in which students construct a theory or schema; and accommodation, in which they change the original schema to fit the new experience or piece of information.

Similarly, Bruner is one of the supporters of Piaget and Vygotsky. He considered learning and interaction as imperative. Bruner claims that language acquisition requires communication." Language is acquired not in the role of the spectator but through use". He insists that using and practicing a language in a cooperative group is a better choice to facilitate language learning than to listen passively to a teacher in order to develop language skills completely (Bruner:1990). The main stress of Bruner theory is that language is acquired and in a social context where people acquire things and use them in their lives. The figure below demonstrates how human learning occurs:

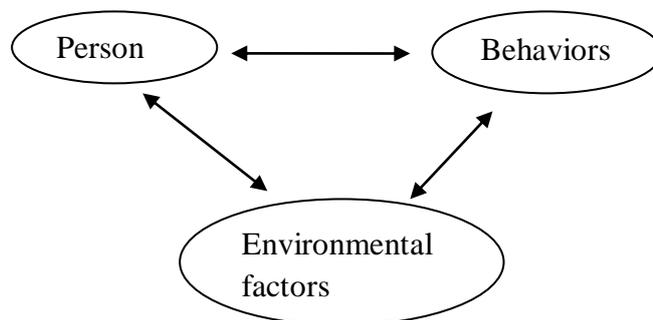


Figure 1.2: the Acquisition Process

1.2.1.3 Constructivist Theory

This theory had a considerable impact on the development of language pedagogy (Kaufman, 2004, p. 303). Constructionists consider students as recipients of knowledge then they construct their own knowledge through experience or problem-solving. This approach marked a shift from teacher-centered to learner-centered approaches simply because students are responsible for their own knowledge of the target language. This means that students should use the available resources and adding them to the knowledge they have in order to form new knowledge about grammar rules of the Vocabulary of the target language namely, (associative processes) (cited in Ārnadottir2014, p. 22).

1.2.2.4 Social Cognitive Theory

According to Slavin's model(1995) of cooperative learning, the latter facilitates the learning process not only because it motivates the students with the shared goals but also it further prepare them for social context situations and achievements. This provides a stage for cognitive development through elaborated explanations, peer modeling, cognitive elaboration, peer practice, peer assessments and correction as illustrated in the figure below (cited in Liao2005, p. 25):

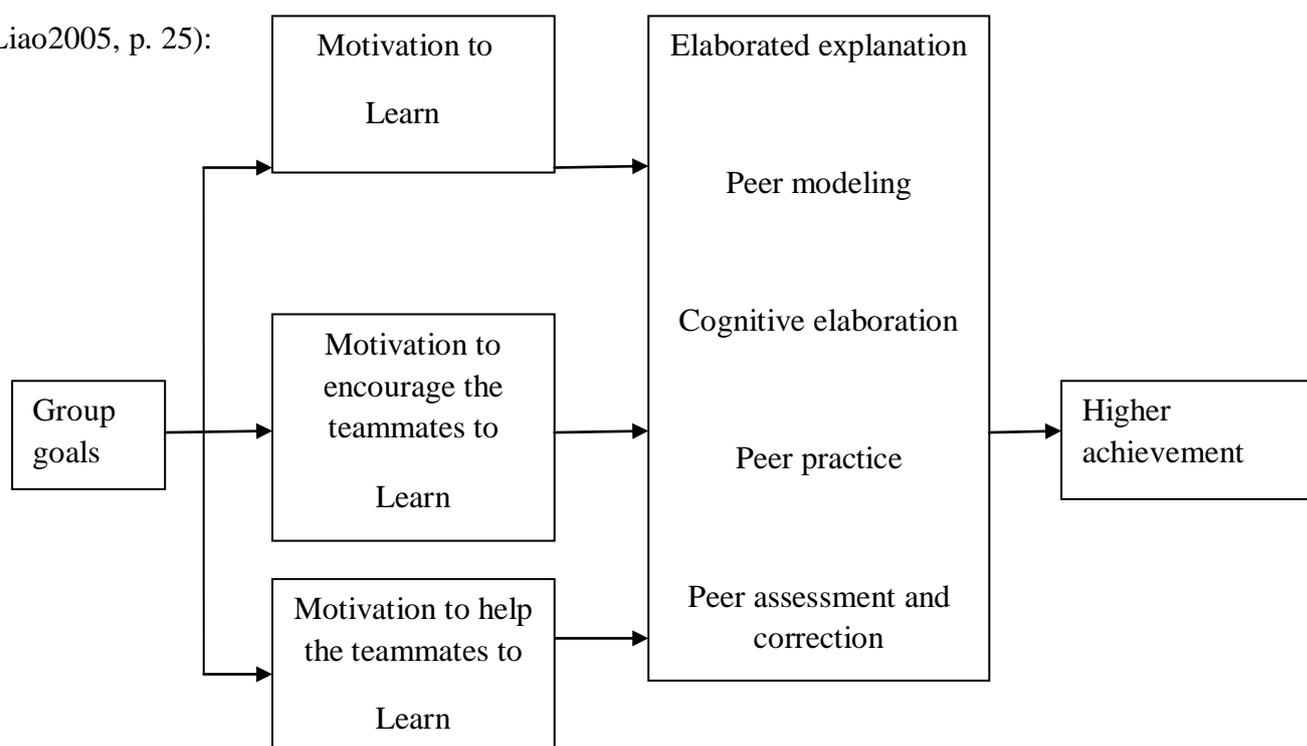


Figure 1.3 Slavin's Model of Cooperative Learning

These supporting theories stress a common point that is interaction among students on learning tasks that it improves students' knowledge, students will learn from one another because in their discussion of the content, cognitive conflicts will arise and higher quality of understandings will emerge.

1.3 Cooperative Learning Vs Collaborative Learning Vs Group Work

Cooperative Learning involves a set of carefully structured activities prescribed under the teacher's supervision. This strategy emphasizes individual accountability, positive interdependence, and heterogeneous grouping. The creation of this technique aims to provide unique information to all group members of equal status to share it with one another to achieve a common goal. Spot the difference tasks, script stories, and information gap are examples of cooperative learning strategies (O'Donnell 2006, p. 780). He views cooperative learning as one form of peer learning that includes other forms of learning such as collaborative learning, peer tutoring, and cross-age tutoring...etc(pp.781).

On the other hand, collaborative learning is an instructional technique in which students with different levels work together in small groups to solve the problems, complete a task, or to create a product. CL is quite different from collaborative learning because the latter, emphasizes the students' autonomy. Thus, the student is responsible for his own learning as well as one another's learning so, the success of one helps or leads others to be successful. In this method the teacher sets the goal and students decide how things should be done (Gokhale1995, cited in Al Mashjari, 2012, p. 17). On another side, Collaborative learning should be used for learning techniques that emphasize student-to-student in other words, the student is responsible for his colleagues' learning by helping and guiding them without the teacher's intervention. The teacher here just observes the learning process.

Another way of grouping is group work. This strategy is a traditional unstructured method where students are individually accountable for their own work and rewarded for their participation. The fact that putting students into small groups does not necessarily mean that they work cooperatively. Sometimes, only one of them works seriously (Habi, 2010, p. 47).

1.4 Elements of Cooperative Learning

Cooperative Learning comprises five basic elements that distinguish it from other forms of group learning, heterogeneous grouping, positive interdependence, individual and group accountability, interpersonal and small group skills, and group processing.

1.4.1 Heterogeneous Grouping

The first step in Cooperative Learning is the creation of a heterogeneous learning group. The formation of this element can be divided into two types; teacher-assigned grouping and interest grouping. The latter is based on achievement level, gender and adopted by tutoring-oriented Cooperative Learning methods, however, the former is adopted by a task or project-oriented (Johnson, Johnson & Smith1991; Olsen& Kagan1992). While forming this element, the first time the teacher gives the students the freedom to select their group mates. Consequently, they choose their friends to feel comfortable. However; the next time he introduces a new form of grouping based on students' abilities to make achievement in accordance with the variety of capacities.

1.4.2 Positive Interdependence

Structuring positive interdependence is a crucial step in the cooperative group since it guarantees the success of this group (Johnson, et al, 1991). This element indicates that all members in the group should perceive that they need each other as the efforts of each person are rewarded individually, but also everyone in the group. The key is committing to personal success as well as the success of all the group members (Johnson, Johnson & Smith 1998). The creation of positive interdependence can be established by taking into consideration these

two essential elements; outcome interdependence and process interdependence and will be illustrated as follows:

Outcome interdependence	Group goals
	Group rewards or celebration
Process interdependence	Role interdependence
	Resource interdependence

Table 1.1 Ways to Create Positive Interdependence within Cooperative Group

1.4.2.1 Outcome Interdependence

There are two ways to accomplish outcome interdependence. One is to set up group goals; the other is to create reward or celebrations. Group goals should be always assigned as a crucial part of the lesson, and the teacher should make the students aware that they have to master the assigned materials to assure that all the group members master the assigned materials. After assigning the goals, the teacher should give an overall grade to the assignment to make students achieve better results (Liao, 2006, p. 37).

Veenman, Denessen, Van Den Akker, and Van Der Rijt (2005) indicate that “the group goals of Cooperative Learning can create a disposition for students to help each other to succeed in order to achieve one’s personal goals. Johnson, et al, 1991; Matsui, Kakuyama, & Onglatco, (1987) estimate that the combination of group goals and reward /celebrations promote achievement rather than group goals alone.

1.4.2.2 Process Interdependence

Process interdependence involves two different types; role interdependence and resource interdependence. Johnson, Johnson, & Smith, 1991; Olsen & Kagan,(1992) assist that the

teacher can assign complementary roles for members of the group such as checker, elaborator, taskmaster, and recorder in order to establish role interdependence. Otherwise, to create resource interdependence in which limited materials should be provided, for example, one copy per two. It should be noticed that the combination of role interdependence and resource interdependence is required because higher achievement is linked to both of them.

1.4.3 Individual and Group Accountability

The third essential element of the cooperative learning strategy is individual accountability. In this phase, each member of the group must be accountable or responsible for contributing a fair share to the group work outcome (Johnson, et al, 1998). In Slavin's research on cooperative learning (1995), individual accountability is found to be the central key to Cooperative Learning performance. Consequently, this element attempts to assess the quality and quantity of each individual's contribution then it gives results to the member and the whole group.

1.4.4 Interpersonal and Small Group Skills

According to Olsen and Kagan (1992), group skills include acknowledging group members' contributions, asking group members to provide input, praising and valuing group member's contributions, keeping the group on task, keeping conversations quiet, and reconciling discrepancies. Johnson (1990) suggests steps teach students group skills. Initially, the teacher is to use the rationale for using group skills. Second, the teacher is to exemplify how and when to use group skills then he asks students to replay these skills with each other. Then, students are required to use the social skills they learned constantly (Johnson 1990, cited in Liao, 2006, p. 40).

1.4.5 Group Processing

According to Johnson(1996), group processing is defined as “reflecting on a group session to describe what actions of the members were helpful and to decide what actions to

continue or change". As a consequence "to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group's goals (p.22). Various studies argued that students in cooperation with group processing achieve better than students in the cooperation without group processing (Johnson, Johnson, Stanne, & Garibaldi, 1990; Yager, Johnson, Johnson, & Snider, 1986 cited in Liao, 2006, p. 41). When these elements are present the result is a Cooperative Learning group.

1.5 Strategies of Cooperative Learning Classes

Cooperative learning has three main assumptions. First, Cooperative Learning skills must be learned. Students need long-term training to know how to cooperate with each other. The second assumption is that the cooperative work is affected by the special and physical arrangement of the classroom; the groups have to be arranged and structured in a way in which students can interact face-to-face. The third one indicates that peer support and group dynamic make successful group work (Christison 1990, cited in Zourez, 2010, p. 72).

Grandall (1999) offers four strategies in order to carry out cooperative learning. He stated that "if cooperative language learning is to be successful, both teachers and learners need to be adequately prepared and interesting relevant topics and materials must be available" (p: 242). In this framework, he insists on preparing learners for cooperative tasks. The teacher has to be aware when to move from teacher-centered to cooperative classroom and learner should know how to provide feedback and work with other peers in groups. Furthermore, learners have to be accommodated with meaningful tasks in order to make them motivated and interested. In this sense, he argues that "the quality of the tasks is central to the success of the cooperative activities" (pp. 243). choosing suitable assignments necessarily leads to the success of cooperation.

Then, "debriefing learners on their experiences with cooperative learning, reflection on what was learned whether social, cognitive, or linguistic is an essential step in learning

(Zourez, 2010, p. 74). The final strategy is training students on how to evaluate their contribution to the group. Grandell (ibid) proposes that "involving learners in assessment and evaluation can lead to a sense of shared responsibility for the learning in the classroom, but it is a new experience for many students and may not be fully appreciated at first". One of the aspects that make a cooperative strategy achieve the required goals is making the students able to evaluate themselves.

Approximately, Christison (1987) also proposes six strategies for implementing cooperative learning. One of them is restructuring. The latter is described as designing new activities that provide interaction between students in the classroom. "These activities help students adjust to a future small group, cooperative experiences by breaking down student expectations for the traditional teacher-controller class" (Christison, 1990, p.141). This strategy involves developing a sort of activity that consists of cooperation in order to make students familiarized with cooperative strategy even for future positions.

1.6 Building Successful Groups for Cooperative Learning

Forming cooperative groups requires some instructions that should be taken into consideration in order to make the learning experience more effective and beneficial. The guidelines involve group size, whether to formability groups and the difference between homogeneous and heterogeneous groups. First, the teacher should make students work as pairs before increasing the group number. Most experts assure that groups should consist of a maximum of four members because groups with too many students lead to uncooperative behaviors and may also end the task. Also, it is possible to divide responsibilities among each group's members and students may discuss and heard each other's views easily (Johnson and Johnson, 1995). He also advocated that a group of four students offered each member more time to speak and achieve in the target language than a group of six would do.

Ärnadottir (2014) stated that when introducing cooperative learning for the first time, it would be better if the teacher gives the students the freedom to choose their group mates. As a consequence students will team up with people they know in order to be motivated to work together. Then the teacher may introduce a new way of grouping, this way may allow them to work with different students (p. 21). Second, grouping students in accordance with their abilities and levels will result in a great gap in the end. It has been shown that combining students with different abilities in one group will be beneficial for all abilities whether strong students or weak ones. In this sense, Ärnadottir pointed also that "taking students of different abilities to work together in small groups during language learning can be very successful for all parties involved". Most students will have some knowledge of the language that they can share with the rest of the group, some may have excellent knowledge of grammar and syntax while others may be good spellers. This employment enables students to learn about different aspects of the target language from the other group members (p. 22).

Johnson and Johnson (1994) confirmed that there are three types of groups; formal, informal, and cooperative base groups. Informal groups are used for assignments that take a short period of time. This type is recommended to focus students' attention on the matter being discussed. On the other hand, formal groups are longer than one class, they have a more specific purpose. It can be implemented in language teaching; for example with project-based work or tasks centered on specific reading materials. In contrast to formal groups, cooperative learning groups can last a long one semester. This type is heterogeneous and structured in parallel with cooperative learning guidelines. In other words, the group members are selected carefully and chosen from different abilities (Johnson and Johnson1994, cited in Ärnadottir, 2014, p. 23).

1.7 Cooperative learning Methods/ Techniques

Adopting a cooperative learning strategy requires careful implementation of methods and techniques. Jigsaw, students' team-achievement division, and group investigation are the most common techniques used in the cooperative strategy.

1.7.1 Jigsaw I

The jigsaw technique is developed by Aronson in the 1970s. During this task each student in a group of five is given unique information, they meet up students from other groups working on the same information and discuss together after they return to their groups where they have to share the findings with their group mates (Aronson 1978, cited in Margulus, 1992, p. 12). It has become very popular because it is simple and easy to implement. It may be also applied to different kinds of tasks. This technique automatically provides the group with positive interdependence because it cannot be completed without the contribution of every group member. There is a different variation to the jigsaw, some might be suitable for young children and others more suitable for teenagers. It depends on the teacher experience to choose what suits his/her students. The jigsaw method may not suit all the assignments unless those ones that are related to target language, namely grammar, and vocabulary (Kagan 1992, cited in Arnadottir, 2014, p. 28).

1.7.2 Jigsaw II

Jigsaw II structure is developed by Slavin. It is based on Jigsaw I but it is more easily adopted form (Slavin 1995). As the original Jigsaw students become experts in their topics because they are given certain information and meet other members work on the same information and debate together, then they return to their groups and share the findings. Slavin insists that jigsaw II was designed to teach narratives thus it should be adopted in second language learning literature (1995, p. 22). This structure is suitable for any task in

which students are exposed to explore written texts as well as it is possible to apply it in other tasks in language teaching such as teaching syntax (Árnadóttir, 2014, p. 28).

1.7.3 Student Team-Achievement Division

The student team-achievement division is developed by Slavin. This structure is a bit complicated than Jigsaw because it needs preparation of time and it is based on five components; class presentations, teams, quizzes individual improvement scores, and team recognition. STAD is an effective way to motivate students as it involves individual and group progression. It may be excellent in tasks that are based on the form of the target language because of its structure, as it is more suitable for learning vocabulary, syntax, and spelling (Árnadóttir, 2014, p. 28).

1.7.4 Group Investigation

A group investigation is an approach that gives students over their studies. Students work in small groups but each group takes different tasks and they are responsible for gathering, organizing data as they decide how to present this data for their group mates (Margulus, 1992, p.13). In this sense, Arnadóttir advocates that group investigation is the best way for incorporating student's autonomy in the classroom because students are responsible for their own learning (2014,p.30). Otherwise, it gives the students the opportunity to assess themselves and others.

1.8 Benefits of Cooperative Learning

Woolfolk points out that "cooperative group has positive effects on student's empathy, tolerance for differences, feelings of acceptance, friendships, self-confidence, and even school attendance (1999, p. 498). It gives the students an opportunity to establish relationships, expand their confidence and trust themselves. Similarly, Oxford (1990, p. 146), demonstrates the utility of cooperative learning even outside the learning atmosphere.

Dorney and malderez (1999, p. 156) argued that cooperative group can be responsible for:

- The participants' attitudes towards and affective perception of the learning process (Ehrman & Dörnyei 1988).
- The quantity and quality of interaction between group members (Levine & Moreland, 1990)
- The extent of cooperation between students and the degree of individual involvement (Johnson& Johnson 1995).
- The order and discipline in the classroom (Jones & Jones, 1995).
- Students' relationships with their peers and the teacher (Ehrman & Dörnyei 1998).
- A significant proportion of student's motivation to learn the L2 (Dörnyei in press).
- Student and teacher confidence and satisfaction (Dörnyei & Malderez, 1997).

In conclusion, Cooperative Learning has many advantages and benefits, not in the learning field but also in social life. This strategy has been supported by various studies and researchers because it is originated from a theoretical and scientific basis. As it may be adopted in different tasks and assignments because of the wide range of methods and strategies that may suit almost learning tasks.

1.9 Using Cooperative Learning Strategy in Large Classes

Basically, CL is used the same way in large classes as in small ones. We just have more groups. However, large classes need more preparation and include establishing criteria for group behavior and for content understanding. The teacher needs to help students understand the criteria of the assignment and material content and monitor their achievement.

Kagan (1994) advocated that implementing cooperative learning strategy requires various steps such as:

- Establishing routines early in the semester, so that students get into groups quickly and quietly.

- In a traditional classroom, most students' attention wanders while they "wait" as the teacher asks for individuals to "perform"; in CL students are much more active and thus more likely to be on task for the duration of the activity.
- Large classes make CL even more important, because in a teacher-fronted mode, the larger the class, the less chance each student has to participate.
- Teachers need to find ways to help students be more independent, not necessarily a bad habit, but definitely a challenge. Large classes push teachers to take that challenge.
- Because large classes make it more difficult for teachers to control groups, more time should be spent on helping students develop collaborative skills and more efforts should be given to having students monitor their own groups, for example; appointing students to be task-master in each group by giving them certain responsibilities to be done(p.5).
- Students can be divided into base groups that stay together for a whole term, year, or more. These help the students' attendance, catching up absent or newly admitted students, and homework. Students also join more temporary groups, but the base groups remain as a support network so that students do not feel "lost" in a large class.
- Rather than each group coming to the front of the class to do a presentation, use a CL technique such as Three Stray - One Stray in which three members of a group of four moves to different groups, and the remaining member who has stayed gives the group's presentation to three classmates who have strayed over from other groups.

These strategies may lead the cooperative learning strategy implemented properly, in small classes as well as in large ones (pp.6).

Conclusion

The previous review presents different aspects of a Cooperative Learning concept. Especially, from its theoretical foundation, essential elements, and the different strategies and methods that a teacher can use to make the Cooperation applied properly. Through this chapter, this researcher defines the concept of Cooperative Learning, distinguishes it from other groups of learning and lists some strategies that make Cooperative Learning succeed even in large classes. The benefits of Cooperation also presented in this chapter.

Chapter two: Vocabulary Acquisition

Introduction

Vocabulary is a vital aspect of a language because it plays an important role in the language learning process. In order to highlight the importance of learning and teaching vocabulary, this chapter will discuss the definition of the vocabulary aspect and its importance. Then it looks for the different aspects of it and distinguishes its types. As it also distinguishes between the different kinds of vocabulary and looks for the effective strategies for teaching vocabulary. Finally, this chapter spots light on some tasks and activities that focus on vocabulary.

2.1 Definition of vocabulary

Vocabulary is a crucial component in language acquisition. Learning a new language requires knowing its vocabulary. Vocabulary is defined in different ways; According to Richard & Rodgers (1986, p. 255), "vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, read, and write". Vocabulary is considered a bridge to accomplish the language four skills. Nation and Newton argued that vocabulary is "knowing a word meaning, knowing how often it occurs, the company it keeps, its appropriateness in different situations, its syntactic behavior, its underlying form, derivation, its word associations, and its semantic features"(1997,p. 241). The knowledge of word requires the ability to use this word in different contexts and knowing its meaning, and its spoken and written forms. Similarly, in 2000, Schmitt defined vocabulary as

a list of different kinds of knowledge that a person must master
in order to know a word: the meaning of the word, the written form of
the word, the spoken form of the word, the grammatical behavior
The word, the collocation of the word,
The register of the word, and the frequency of the word (p. 5).

Therefore, vocabulary is a basic constituent of language proficiency which consists of knowing lists of words with their forms, features, pronunciation, and spelling as being able to use them in different contexts. Many linguists such as Mc Carthy and Schmitt prize the role of vocabulary in second language acquisition. Mc Carthy (1990, p. 140) stated that “without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way”. Meaning that without vocabulary Communication process cannot occur.

2.2 Historical trends in second language vocabulary instruction

Vocabulary learning occupies critical importance in language teaching and learning. Thus it is valued in the field of second language acquisition. Over the years, vocabulary is incorporated into different language teaching techniques and methods. (the Grammar Translation Method, Direct Method, the Reading Method, the Audio-Lingual Method, Communicative Approach, and finally Lexical Approach). This part demonstrates how vocabulary was taught through the history of second language acquisition.

2.2.1 The Grammar Translation Method

The grammar translation method appeared at the end of the Eighteen Century. It was first introduced to teach the classical languages in public schools, Latin and Greek. In this method students are provided with detailed explanations of grammar in their native language, bilingual vocabulary lists to learn in order to be prepared to translate long passages (Richards, 1986, p. 270). Also, the student's native language is maintained as a reference system in the acquisition of the second language. Similarly, Krashen (1987) claimed that the Grammar Translation Method provides scraps of comprehensible input. The sentence models are usually comprehensible but the focus is on the form, not the meaning and students are forced to read word by word and rarely focus completely on the message. In this method, exercises

are designed to provide conscious control of structure through the practice of grammar and vocabulary of the lesson (p.128).

As far as vocabulary is concerned, in GTM students learn many foreign language words that are determined by great stories. Lessons typically consisted of a reading selection, two or three long columns of new vocabulary items with native –language equivalents and test (Rivers1981, cited in Zimmerman, 1997, p. 5). According to him, the exercises used in that method are designed to provide a conscious control of structure through providing lists of Words with their translations.

2.2.2 The Direct Method

In the early twentieth century, the direct method was a radical change from GTM by the use of the target language as a means of instruction and communication in the language classroom with avoidance of the use of the first language and translation technique. In this method, words are not combined with first language equivalent but with pictures and actions (Richards; Rivers 1983 & Rodgers 1986).

In 1997, Zimmerman advocated that “concrete vocabulary was explained through with pictures and demonstrations, while abstract vocabulary was taught through the associating of ideas". In other words, students are provided with everyday vocabulary as they do not associate these words with their first language but they combine them with the pictures and objects (p.9).

2.2.3 The Reading Method/ Situational Language Teaching

The primary thing in learning a language is the acquisition of vocabulary and practice in using it. The 1920s and 1930s saw the birth of the Reading method in the United States and Situational language teaching in Great Britain. The reading Method aims at the development of reading skills; however, the situational method insisted on the need of facilitating reading skills through improving vocabulary skills (west 1930, cited in Zimmerman 1997, p. 9).

Many students do not have enough vocabulary even after years of learning a foreign language, simply because they were not learning useful words as they were not fully mastering the words they have learned (West, 1930, p. 511). As a consequence, he recommends the use of word- frequency lists as the basis for the selection and order of vocabulary in the teaching materials. In this sense, Plamer and Michael West led to the development of principles on vocabulary control as their attempts to present a scientific basis for vocabulary selection were the first efforts to create principles of syllabus design in language teaching (Richards & Rodgers 1990).

2.3.4 The Audio-Lingual Method

The structural approach as it was called by its founders is developed by American structural linguists during World War II. It was introduced as new approach to pedagogical grammar rather than merely a new method. This approach advocates that most of the problems experienced by foreign language students are concerned with the conflict of different structural systems, with a belief that language learning is a matter of habit formation process (Zimmerman, 1997, p. 10).

Rivers recommended the practice with morphological variations and syntactic structures using well known vocabulary so that students would not be confused in the target structures. As well as she recommended that introducing new vocabulary first in oral tasks in order to be reused and retained (p.11). The audio-lingual method is introduced with a major objective of language teaching being the acquisition of structural patterns, vocabulary items are selected according to their simplicity and familiarity, new words are introduced through the drills, but only enough words in order to make drills possible.

2.2.5 Communicative Approach

Under the influence of British applied linguists, sociolinguistic works, and some philosophy works the communicative method was advocated in language teaching. It viewed

the need to focus on communicative proficiency rather than on mere mastering structure. Communicative method aimed to bring language learners into closer contact with the target language and promotes fluency over accuracy; in this sense, Wallace (1982) insists that if foreign language students have enough vocabulary it will be possible for them to communicate easily. In the point of fluency over the accuracy, he prompts the language educators to pay more attention to words, considering how to help them communicate meanings.

2.2.6 The Lexical approach

This method of teaching was introduced by Michael Lewis in the early 1990s. The basic concept of this approach is that an important part of a language consists of being able to comprehend and produce lexical phrases as chunks. When students are taught in this way they are able to perceive patterns of language (grammar) as well as have meaningful set uses of words at their disposal.

In the lexical approach, instruction focuses on fixed expressions that occur frequently in dialogues, which Lewis claims make up a larger part of discourse than unique phrases and sentences. Vocabulary is prized over grammar in this approach. The teaching of chunks and set phrases have become common in English as foreign or second language though this is not necessarily primarily due to the Lexical Approach (Lewis 1993:89).

2.3 Types of vocabulary

(Laufer, 1998; Laufer & Paribakht, 1998; Henriksen, 1999; Nation, 2001; Read, 2000; Schmitt, 2014 agreed to divide vocabulary within the scope of its use. Thus they divide vocabulary into a productive and receptive vocabulary. On the other hand, Harmer (2001) classified knowledge of vocabulary to active vocabulary which refers to words that students can use them orally, and passive vocabulary that consists of words known by learners through recognition but they cannot use and produce them when writing.

2.3.1 Receptive vocabulary

Receptive vocabulary knowledge refers to words known and understood by learners when reading or listening to a text, in this case, learners know and recognize the meaning of words that lead to understanding the whole text. However, they cannot produce or use these words when writing or reading. Learning receptive vocabulary knowledge usually occurs in a form in which the teacher will usually give the meaning of a word, using it in a sentence, or by just ask them to spell or pronounce only (web, 2009, cited in Maskor, 2016, p. 23).

2.3.2 Productive vocabulary

Webb (2005) regarded productive vocabulary as the process of the active word because learners can generate words to express their thoughts and feelings understood by others. In contrast with receptive vocabulary, productive vocabulary refers to words that can be understood and pronounced by learners in speech as well as in writing. It is also the ability to recover the structure and meaning or to pass on the word as in the learner's language. Laufer (1998) divided productive vocabulary into a controlled and free vocabulary as it is demonstrated in the table below:

<ul style="list-style-type: none">• Controlled Productive Vocabulary	<ul style="list-style-type: none">• Indicates the capacity to construct words when cue is given.
<ul style="list-style-type: none">• Free Productive Vocabulary	<ul style="list-style-type: none">• Represents the ability to use words spontaneously without any encouragement to produce certain words, such as writing independently

Table 2.1: Laufer's Types of Productive Vocabulary

Nation (2001) determined the construction of vocabulary knowledge in a broader perspective by combining form (pronunciation, spelling and the words), meaning (structure or meaning of words, ideas, and preferences, a combination of words) and use (syntax,

collocation, constraints in use). He also views in detail all aspects of vocabulary knowledge which can serve as guidelines in the construction of measurement instruments and define vocabulary. However, vocabulary knowledge model highlighted by Nation's (2001) categorized by some scholars as complex and detailed (Webb, 2013) and complicate the construction of an instrument for measuring vocabulary knowledge (Milton, 2009).

2.4 Importance of vocabulary knowledge

Since vocabulary is a bridge to master a language, it is impossible to learn a language without its vocabulary. Many researchers such as Read and Wilkins advocate that vocabulary plays a significant role in foreign language achievement and success. Read (2000) persuaded the necessity of valuing vocabulary at the central of language teaching with permanent tests to check student's improvement in vocabulary learning (pp. 1-2).

Furthermore, Wilkins indicates that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (1972, p. 13). Vocabulary is a crucial item to convey messages and without vocabulary nothing can be expressed.

2.5 Strategies for vocabulary teaching

Due to the fact that vocabulary is a necessary element in the learning and teaching process, it is important to opt for different strategies of teaching this material. These are some strategies for vocabulary teaching:

2.5.1 Self-Collection Strategy (VVS)

The self-collection strategy is an interactive-learning strategy introduced by Haggard (1982). In this phase, students are supposed to identify important words from their readings and share with their classmates. Manzo, Manzo & Thomas (2005) describe this strategy as: "a cooperative structure that provides practice in identifying important terms and using context to predict meaning (pp.174-175). In this strategy, students are proposed to work cooperatively in order to predict words' meaning in accordance to their context. Furthermore, Ruddell

explains that VVS “specifically addresses content words that are important to students and about which they expressed interest and curiosity” (2008, p. 171). In VVS strategy the students are exposed to deal with abstract words that they can convey meaning.

Many researchers in this field argued that Self Collection strategy suits best in Cooperative classrooms where students are expected to assist each other, to discuss issues with each other, to assess each other's understanding of the topic, and to fill in gaps in each other's learning. The use of VSS in cooperative learning contexts investigated by Fisher, Blachowicz, & Schmitt (1991) in the context of literature discussion groups where one student in each student group was assigned the role of a vocabulary researcher. As vocabulary researchers, the students in this role are required to identify five to six words and explain them to the rest of the group. (Fisher et al, 1991) reported that students in the roles of vocabulary researchers are able to select challenging words, derive acceptable meanings of the words, and learn new words. Moreover, Graves (2006) illustrated the steps of Self-control Strategy as follows.

- ❖ Teachers introduce the purpose of VSS to students.
- ❖ Teachers model how to select and nominate important words from the readings.
- ❖ Teachers demonstrate how to use context and other resources to learn the meaning of the word.
- ❖ Teachers write the word, the context in which it was used; its meaning, and the reason for selecting the word on chart paper.
- ❖ Teachers engage students in the process of vocabulary self-selection.
- ❖ After students are familiar with the strategy, teachers provide guided practice to support the use of VSS during reading.
- ❖ Students in small groups discuss the words they wish to nominate and share with their mates (cited in Dalal, & Imen, 2016, p. 12).

2.5.2 Word Mapping Strategy

The Word Mapping Strategy is an instructional vocabulary strategy developed to help students learn how to predict the meaning of unknown words. Specifically, it helps students who (a) have not learned the meaning of a large number of words, (b) do not know how to identify parts of words that have meaning, (c) do not know the meaning of word parts, and (d) do not know how to use the meaning of word parts to predict the meaning of whole words (Harris, Schumaker, & Descher, 2008). Similarly, Graves (2008) indicates that the word mapping strategy is developed to make students learn how to predict the meanings of unknown words as it involves students to think about word relationships. The following steps demonstrate how the word mapping strategy is implemented:

1. Select words for vocabulary instruction.
2. Project a blank world map on the screen.
3. Write the keywords on the world map.
4. Use a think-aloud to model how to explore relationships between words.
5. Record ideas that have been used to explore the word meanings and relationships.
6. Students are directed to use the word maps during and after reading to add information about the keywords.
7. Students share their maps with others (Graves 2005, as cited in Dalel, & Imen, 2016, p.14).

2.5.3 Graphic Morphemic Analysis strategy

Graphic morphemic analysis strategy is a systematic approach that deconstructs a word into its meaningful parts (morphemes) to figure out its meaning through the use of graphics. A morpheme is the smallest unit of meaning within a word. Most of us know morphemes as root words and affixes or prefixes and suffixes. When teachers employ morphemic analysis,

they help students see more than just the parts of words. Rather, they lead students to examine the word for its meaningful parts, which will lead them to discover the word's meaning.

Successful Morphemic Graphic analysis strategy requires the following steps:

1. Select a word from the assigned readings for teaching the strategy.
2. Engage students in a discussion on the purpose of the strategy.
3. Use a think-aloud to demonstrate how to divide a word into its parts.
4. Demonstrate how to examine each word part for its meaning.
5. Guide students through the process of using the graphic organizer to analyze a word and determine its meaning.
6. In the appropriate box, write the sentence that contains the target word.
7. Show students how to figure out the meaning of the word.
8. Check the meaning of the word with the dictionary definition. (Grave2005, cited in Dalel & Imen, 2016, p. 16).

2.5.4 The Interactive Word Walls

This strategy was introduced first by Dr. Julie Jackson. It refers to an organized collection of words suspended on classroom walls. It helps students to memorize words and use them in their own reading and writing. As it includes helping young children learn high-frequency words. An interactive word wall requires that a teacher instruct students through consistently referring to the word wall display. In addition, the teacher must teach interactively from it, using multiple modalities for the various students. Word walls are excellent tools for creating an atmosphere that is conducive to learning, and the visual reminders that are inherent to word walls are beneficial. However, word walls provide much more than a visual reminder of information learned; they provide an opportunity for student interaction (Cunningham, 2000).

Graves (2005) established these supporting steps for the interactive word wall strategy:

1. Establish a purpose for using the word wall.

2. Select the words that are targeted for instruction.
3. Before reading, teach the words.
4. After reading, students may post words to the word wall.
5. Initiate activity around the word wall (pp. 106-107).

2.5.5 Vocabulary Journals Strategy

Vocabulary Journals help students to collect a great number of vocabulary terms and discover the meanings of these words they come across while reading. In addition to recording the word and definition, vocabulary journals also ask the students to enter additional information such as an illustration, example of use, and synonyms/ antonyms to deepen their understanding of the word as well as to ensure that students will use them in their speaking or writing (Pop, 1997pp. 1-2).

2.6 Aspects of Vocabulary Knowledge

Ur (1996) states the various items of vocabulary that are needed to be taught. These are; Form: (pronunciation, spelling, and word parts), meaning (form and meaning, concept and referents, and associations), and use (grammatical functions, collocations, and constraints on use). The table 2.1 lists the different aspects of word knowledge

Form	Spoken	-What does the word look like? -How is the word written and spelled?
	Written	-What parts are recognizable in this word? -What word parts are needed to express the meaning?
	Word Parts	-What meaning does this word form signal? -What word form can be used to express this meaning?

Meaning	Form and Meaning	-What is included in the concept? -What items can the concept refer to?
	Concept and Reference Association	-What other words does this make us think of? -What other words could we use instead of this one?
Use	Grammar	-In what patterns does the word occur? - In what patterns must we use this word?
	Collocation	-What words or types of words occur with this one? -What words or types of words must we use with this one?
	Constraints of use (register, frequency)	-Where, when, and how often would we expect to meet this word? -Where, when, and how often can we use this word?

Table2.1: Aspects of Knowing a Word

2.6.1 Form

In 2000, Nation advocated that the most important aspects that the student has to recognize when encountering a word for the first time are: How the word is articulated or resonated (pronunciation) as he has to know its spelling. In other words, being able to

recognize a word when it is heard and being familiar with its spelling form. Also the student has to know the parts that a word made up and relate them to its meaning. For example the word under-develop-ed(p. 41).

2.6.2 Meaning

Word knowledge involves having information about the form of word and the particular meaning it has (form and meaning). Also the students have to know what a word means in a particular context in which it occurred (concept and reference). In addition to these aspects, he has to know the concept behind the word which will facilitate understanding the variety of concepts (concepts and referents). These features are fairly evident, and one or the other will be known by the student when confronting the item for the first time (Nation, 2000, p. 41).

2.6.3 Use

Nation (2000) stated that the students need to know the general grammatical rules of the new item. Thus an item may have an unpredicted change of form in certain grammatical contexts as it may have some characteristics with other words in sentences. It is significant to provide students with this information at the same time when they taught the base form. For example, when teaching a new verb, the learner must know its past form, if it is irregular (bring, brought). Similarly, when teaching nouns, teachers must present its plural form, if it is irregular (foot, feet), or draw learners' attention to the noun having no plural at all (advise, information). As presenting verbs such as want and enjoy with the verb form that follows them (want to and enjoy-in) (p.73).

In another position, collocations are the sequential probabilities of a language item that a student has to know. They are considered as alternative factors that make a certain combination becomes "right" or "wrong" in a given context. For example, "make mistake not do mistakes" and do "homework not make homework". Words for example; "decision" and "conclusion", the teacher may not awake that he/she takes or makes one (Nation, 2000, p 74).

Otherwise, being able to decide to use or not use the word to suit the degree of formality of the situation (constraints of use) also required to be known by the students. The latter, is a consequence of the ways the word is translated in the first language or from the context in which the word is used (Nation, 2000, p. 75).

2.7 Activities for vocabulary learning

In 2000, Nation pointed that the aspects of what is involved in knowing a word using a process model, which emphasizes the relations between the parts. Learning a new word involves various activities.

2.7.1 Spoken form

Nation advocates that attention is a very essential element that enables learners to recognize a word when they hear it and makes them capable to pronounce it correctly (p. 128). In order to develop word fluency; he states the following factors as illustrated in the table below:

<ul style="list-style-type: none"> • Pronounce the Word 	<ul style="list-style-type: none"> • The teacher puts the words that the students encounter during the week. Then he pronounces them and students repeat after him. After that the students take turns pronouncing the words without the teacher's model and gets feedback on their attempts.
<ul style="list-style-type: none"> • Read Aloud 	<ul style="list-style-type: none"> • The students read words aloud from a text and get feedback.

Table 2.2: elements of learning a spoken form

2.7.2 Written form

In spite of the fact that English has a very irregular spelling system, there are patterns and rules which can facilitate learning. Some learners may require particular attention to writing the letter shapes if their first language uses a different writing system from English (Nation, 2000, p.128). This activity can be divided into:

a- Word and sentence dictation:

The learners write words and sentences that the teacher introduces to them. This can be easily marked if one learner does her writing on the blackboard, the teacher corrects that and the other learners use that to correct their own work or their partner's work.

b- Finding spelling rules:

The learners work cooperatively with a list of words to see if they can find spelling rules.

2.7.3 Word parts

Nation (2000) points that attention to word units permits learners to make full use of the word families they know, and make them remember new complex words as possible. In order to complete this task the learners have to:

a- Filling word part tables:

The learners work in pairs to fill in tables that consist of nouns, verbs, adjectives, and adverbs. They check their work with another pair before the teacher provides the answers.

b- Cutting up complex words

The learners are provided with a list of words that they divide into parts. They can be asked to give the meaning of some of the parts.

c- Building complex words

The learners are given word stems and make negatives from them, or make vague words (using ish, -y, -like).

d- Choosing the correct form

The learners are given sentences containing a gap and a word stem in brackets. They have to replace the stem to the appropriate form to complete the sentence.

I went to the doctor for a _____ (consult) (pp.129-130).

2.7.4 Strengthening the form-meaning connection

Nation stated another aspect of learning a word is trying to separate recognizing the form and knowing a meaning from being able to connect a particular form to a particular meaning. This aspect involves having to recall a meaning when seeing or hearing a particular word, or having to recall a spoken or written form when wanting to express a meaning. As it involves these aspects:

a- Matching words and definitions:

The learners are given a list of definitions or even synonyms and they are supposed to match them with a list of words they have met before. An alternative is to get the learners to find out the words in a reading text in order to match the definitions.

a- Discussing the meaning of phrases:

The learners are given a list of phrases containing words that they have already encountered before and have to decide on the meaning of the phrase.

b- Drawing and labeling pictures:

The learners read or listen to descriptions containing words they have recently experienced and draw and label pictures.

c- Peer teaching

In this stage the learners work in pairs, one learner has to teach the vocabulary in his list to the group mates. The learner who plays the role of the teacher has the word and a picture illustrating its meaning.

d- Riddles

Riddles help the learners to remember the meaning of a word is easy. (Sen, 1983; Kundu, 1988, cited in Nation, 2000, p.131) pointed out that:

When it is new it is full of holes. (a net)

It has a head but cannot think. (a match)

What is the longest word in the world? (smile - because there is a mile between the first and last letters)

2.7.4 Concept and reference

This aspect of word knowledge involves having a clear idea of the underlying meaning of an item that runs through its related uses, and also involves being aware of the range of particular uses it has, that is, what it can refer to. This knowledge contributes to being able to understand a word when it is used in a new situation and be able to use a word in creative ways (Nation, 2000, pp. 131-134). This involves:

a- Finding common meanings

A successful technique for helping learners see the underlying concept or core meaning of a word is to see the different uses of the word. For example;

He was expelled from school.

They were expelled from their villages.

The breath was expelled from her body.

b- Choosing the right meaning

The learners at this step are given a list of words in a reading text and have to choose the appropriate meaning from the dictionary. Instead of using a dictionary, the teacher can provide a set of possible meanings that should be possible meanings for the word, but only one would appropriate to the context. For example; they were scrubbing the flags in front of the house. Here flags mean flagstones.

c- Semantic feature analysis

Numerous writers (Channell, 1981; Stieglitz and Stieglitz, 1981; Rudska, Channell, Putseys and Ostyn, 1981; Stieglitz, 1983) suggest that learners should fill in grids to refine their knowledge of related words. This type of activity has the potential for interference to occur, causing interference between related items. It is important that this kind of activity is used

when the learners are already familiar with most of the items being compared and is thus used for revision (cited in Nation, 2000).

d- Answering questions

The learners are required to answer questions that contain words that they have recently faced. These questions help them instantiate and apply the words (Winn, 1996). Such as, when do you like to work with a **partner**?

e- Word detectives

Here learners look for words they have already experienced in class and report back to the class about where they found them and the information they gathered about the word (Mhone, 1988). In this activity, learners brought back evidence that they had seen or used a target word outside the classroom.

2.7.6 Associations

Knowing a range of combinations for a word helps understand the full meaning of the word and helps learners recall the word form or its meaning in appropriate contexts. The associations of a word to a large degree are a result of the various meaning systems that the word fits into. These include, for example, synonyms, opposites, family members of the same general headword, words in a part-whole relationship, and super ordinate and subordinate words (Nation, 2000, p. 134). The latter is exemplified as follows:

a- Finding substitutes

The learners choose words from a list to replace underlined words in a text.

b- Explaining connections

The learners work in pairs or small groups to explain the connections between groups of related words:

Analyze criteria exclude justify classify

c- Making word maps

The learners work in groups or with the teacher to make a semantic map based on a target word.

d- Classifying words

The learners are given lists of words that they classify into groups according to certain criteria, for example classifying words according to whether they have positive or negative connotations, or whether they are living or non-living. Dunbar (1992) suggests getting learners to classify the new vocabulary they are working on as a way of integrating vocabulary knowledge with subject matter knowledge. Such activity is likely to lead to generative processing, particularly when the learners explain and justify their classification. The examples Dunbar provides are in the form of tree diagrams.

e- Finding opposites

The learners are given a list of words or words from a text and find opposites for the words.

Suggesting causes or effects

Sokmen (1992), in an article rich in suggestions for vocabulary development, describes a useful activity where learners are given words or phrases which they then have to see as the causes or effects. They have to then think of causes to go with the effects or effects to go with causes. So, a phrase like medical consultation could get learners to think of the cause's illness, pain, tiredness, and the effects of medicine, hospital, reassurance, etc.

f- Suggesting associations

The learners are given four or five words. They work in small groups to list associates for those words. They then scramble the words and give them to another group who has to classify them under the same words. The two groups compare and discuss their classifications.

g- Finding examples

The teacher provides the learners with a list of categories like food, numbers, jobs, etc. Each one chooses or is given one category. The learner then has to write as many words as possible

under the category heading on a piece of paper. So, food should contain items like bread, meat, etc. The learners should write known words, not look up unknown words. After a set time, a learner passes their paper to the next learner who then tries to add words not already stated. Then the paper is passed on until each learner has their original sheet of paper. The learner has to check the spelling with a dictionary and then these sheets become a class dictionary that is added to as new words are met (Nation, 2000, p. 135).

2.7.7 Grammar

Knowing a word involves knowing how to use it in sentences. There is continuing debate about the relative roles of vocabulary and grammar in determining how words are used (Sinclair, 1991).

a- Matching sentence halves

The learners are given sentence halves containing vocabulary they have met before and they have to match the halves to make complete sensible sentences.

b- Ordering words

The learners put words in order to make sentences. They may need to supply some of the function words (Sinclair, 1991, cited in Nation, 2000, p. 136).

2.7.8 Collocation

In 1974, Brown argued more information about collocation that is becoming available with the development of large corpora and the means to get information from them. Knowing what words can occur in other words helps language use and contributes to the fluency with which language can be used.

a- Matching collocates

The learners are given word lists and they are supposed to match. It may be possible to make several pairs with the same words.

b- Finding collocates

The learners look in dictionaries, draw on their experience, and use parallels with their first language to list collocates for given words (cited in Nation, 2000 p.136).

2.7.9 Constraints on use

Nation advocated that most words are not affected by constraints on use. In other words, they are neutral regarding constraints like formal/informal, polite/impolite, child language/adult language, women's usage/men's usage, American/British, spoken/written. When these constraints occur, it is usually important to be conscious of them because they can affect the interpretation of communication.

a- Identifying constraints

Woodward (1988) proposes using codes like F for formal, I for informal, N for neutral to put next to words to classify them when they are put up on vocabulary posters in the classroom.

b- Classifying constraints

The learners are given lists of words that they must classify them according to a given constraint on use, for example, American usage vs. British usage (p.137).

2.8 Using cooperative Learning tasks to focus on vocabulary

Nation indicates that learners are particularly affected by cooperating activities that make them explore a range of meanings of a word and a range of elements of meaning it contains. Here are two examples of banking activities. The first one concentrates on the word cancel and the other on instruction.

On the one hand, cancel: The team is supposed to play in a game on Saturday. List the reasons why the game might be canceled and rank them according to how likely they are to happen. The vocabulary to be used can be included in the items to rank. instruction.

On the other hand, instruction: it is about to start studying at university for the first time. Before the university year begins the learner has a chance to receive instruction in a variety of skills. Rank them in order of value to you for university study: 1)Instruction in writing

assignments2)Instruction in taking lecture notes3)Instruction in using the library4)Instruction in organizing and planning your time 5)Instruction in making use of university clubs and facilities(2007, p. 210).

The two examples are ranking activities, but problem-solving activities, classification activities, and brainstorming activities can also be used with a focus on a particular word.

Notice that the speaking activity can explore the meaning of the word or it can provide opportunities for the word to be repeated. Here are some more activities based on a reading text about an immigrant studying to become a nurse (New Voices, July 1997).

- 1-Why do people become refugees? List the causes as possible you can.
- 2- Group these jobs according to the skills they involve. nurse, teacher, shop assistant, builder, computer programmer, factory worker, taxi driver
- 3-A group in your community has decided to sponsor a refugee family. List all the things that the sponsorship will involve.
- 4-Using the text and your experience, list and group things you would need to do to become a registered nurse. Which one would you find the most difficult?

While the activities are being done, the teacher would look for the number of repetitions of the target word, the number of generative uses, and direct questions and statements about the meaning of the word. These activities which focus on a word are easy to make and can be very effective in helping learn the word. Learners should be told of the learning goal of the activity (Nation, 2007, pp.211-213).

Conclusion

Vocabulary acquisition is the most important element in the language learning. Hence this chapter has explored the different views about what are vocabulary and the importance of its acquisition. This researcher also reviews the historical trends of this aspect and illustrates

the different types of vocabulary in order to opt for effective strategies for learning it. At the end, he enumerates the different aspects of vocabulary and highlights some Cooperative Learning tasks and activities that emphasize on vocabulary.

Chapter three: Field Work

Introduction

This chapter reports the field work, its methodology, design, tools, and results. The current investigation attempts to investigate the impact of Cooperative Learning on Acquiring Vocabulary; by addressing a questionnaire to students and attending classroom observations to gather information as much as possible in order to test the stated hypothesis in general introduction. This part provides a detailed interpretation of data from both student's questionnaire and classroom observation.

1. Research Methodology

This section consists of a detailed outline of the research approach, strategies, and data collection methods in order to explain how data will be collected.

2. Research approach

In this research, qualitative approach is opted to investigate the impact of Cooperative Learning strategy on Vocabulary Acquisition in the oral sessions at Biskra University through their views. This researcher relies on the qualitative approach, in order to obtain the desired goal which is, to describe to what extent this strategy is beneficial to students to develop their foreign language Vocabulary knowledge.

Moreover, through qualitative approach, we seek to explore answers to the problem raised in the research questions.

Since qualitative approach studies things in their natural settings and focuses in understanding a research inquiry as a humanistic or idealistic approach. As it understands a phenomena in terms of meanings that people bring to them.

3. Research Strategies

This study, attempts to use the case study as a research strategy to emphasize on a limited number of EFL students, and cover the basis for the application of the research topic to be investigated within its real life context.

4. Methodology

The choice of the method is determined by the nature of the study. This work opts for the descriptive methods because they aid the research community's understanding of the initial. In addition it can determine the facts about the actual situation (the impact of Cooperative Learning strategy on Vocabulary Acquisition).

3.1.1 Classroom Observation Procedure

Wrag (1999) claimed that observation refers to data gathering procedure that is based on watching, listening, recording rather than asking. This tool helps getting:

- Clear ideas about the behaviors of the teacher and students during assurance of Cooperative Learning strategy.
- The language boundaries they had.
- Reaction of both teacher and students towards language used while discussion.
- How Cooperative Learning principles implemented in the Oral Sessions to help students acquire new Vocabulary.

3.1.2 Classroom Observation

Thanks to this data collection procedure, the researcher has been able to observe actual language lessons or tutorial session. In order to gain a full understanding of a particular context and provide a detailed description of a particular setting and interactions. This tool has helped to obtain clear ideas of students and teachers and their language, reactions towards

language used while discussing within groups and how Cooperative Learning strategy has been implemented in oral classes to develop learner's Vocabulary.

The classroom observation was been undertaken in February 2019 during the second semester of the academic year 2018-2019. It took place in four second-year LMD sessions at Biskra University, Division of English. This observation was not been recorded, it was structured observation. The researcher sat at the back of the classroom without interfering in the teaching and learning process. The observation was presented in the form of a checklist which consisted of three sections. The first section is designed to observe group management, the second section is devoted to observing the teacher's role and directions, and the third one is designed to observe the group's processing.

3.1.3 Aims of this Classroom Observation

This researcher has opted to implement classroom observation as a method in order to accomplish certain three major goals. The first goal is to check the way of implementing a cooperative learning strategy to develop students' vocabulary. The second goal is to see the extent of implementing this strategy and its principles significantly by the oral expressions teachers at Mohamed kheider University of Biskra. Finally, the classroom observation has intended to examine the effectiveness of Cooperative Learning strategy in enhancing students 'ability to acquire new Vocabulary.

3.1.4 Section One: Observation of the Group Management

The first section attempts to obtain data about the whole population, classroom environment, and selection of the group. The table bellow represents some information about the whole population, number of students in the classroom, the number of members in a group, and number of sessions they have per a week

Options	Total number
Whole population	365
Students' number in the class	40-45
Group size while Cooperation	3-4
Number of sessions	160 min per week

Table 3.1 Statistics Concerning the Students' Management

Population

The whole population of second-year LMD in Biskra University is 365 students, divided into ten groups; groups are from 40 to 45 students. Oral expression sessions are scheduled for two 1h30 min-sessions per week. The researcher attended different classes with the same teacher within the same level (second-year students of English) but due to time constrains, our emphasis shifted from general observation to one precise group (G:10); oral expression course) in order to pursue students' acquisition of new Vocabulary. During the observation, the researcher was a passive observer; she did not intervene or interact neither with students nor the teacher. The observation has been carried throughout a period of two weeks (from February 4th to 11th) in the second semester of the academic year 2018-2019 at Mohamed Kheider University of Biskra.

Group Size

Most of the group work activities involve three to four members within the groups due to the number of the whole class. The teacher has required four students per group, as Gillis, 2003, p. 41) advocated that the optimum Cooperative Learning groups seem to be three to four students. In small groups, students will easily be engaged in the task because they have the opportunity to discuss and acquire more. Also, they can be observed by the teacher easily and we can avoid some uncooperative behaviors.

Classroom Environment

During the attendance of the target class, this observer noticed that the classroom was not appropriate as well to suit cooperative groups; it was full of needless tables that make an obstacle for the teacher to move around groups. As well as students find difficult to move and arrange the groups to create a cooperative environment. Another factor was the physical condition of the classroom which has known the absence of any developed materials that can facilitate the learning and teaching process.

3.1.5 Section Two: Teacher's Role

The teacher plays a vital role in cooperative classroom. This section introduces the position of the teacher with the groups.

3.1.5.1 Teacher's Encouragements

An effective factor that has been noticed most during the observation that the teacher tries to create a beneficial effective learning atmosphere in the classroom. That motivates the students to learn and work harder by encouraging them to participate and discuss to create a Cooperative class. As well as implementing a variation of teaching techniques such as texts translating or short passages in which can help them catch new words and expressions. At the beginning of the session, the teacher gave the student a text and they are required to read it. Later on, they discuss the content of this text with the teacher, the last minutes of the sessions they try to translate a short passage into Arabic or French. The teacher plays an active role to create this positive atmosphere that can foster students and motivate them to acquire new Vocabulary as possible they can.

3.1.5.2 Teacher Training and Timelines

The first thing that the teacher did after forming the groups is distributing the text to the students (one copy for two). After that, he starts writing a number of questions on the board about the text content and gave them a simple clarification about what the text will be. The observer noticed the teacher gave them the time they have to read (45min) but he did not remind them by the remaining time. It seems that he lost control because students were discussing other topics far from the task. Whenever the teacher asks them to start discussions and answering the questions, they demand extra time to read as fast as possible they can and when discussing some meaningful sentences. Here are two texts sample that the teacher gave them:

Scene
Guatemala City, Guatemala

Street Kids Find A Friend

Pounding pavements by night, an American offers hope

Buses spew diesel fumes at the all-night bars and seedy hotels along Guatemala City's Avenida Nueve, as Mark Connolly, a gangling American, greets two barefoot street urchins outside a cheap eatery. "Marco Marco," the boys shout gleefully. One flings thin arms around the man's neck and wraps his legs around the man's waist. "Marco," he asks, "where have you been?"

Squatting on the sidewalk with Saul and Byron, the two homeless twelve-year-olds, Connolly answers their many questions and slips in a few of his own. From a shoulder bag that contains first-aid equipment, he draws two color photographs taken on a previous encounter with the boys. "Look," says Byron, "there I am. But my eyes are closed."

Connolly knows scores of Guatemala City's (pop. 2 million) 1,000 to 1,500 hard-core street children. For five years, he has been pounding downtown pavements by night, offering help, encouragement and, for those who want it, another way to live. His first contact with the world of street children was in Bogota, Colombia, where he was doing fieldwork for a degree in Latin American studies. In Guatemala City, Connolly, 27, has helped set up a shelter for street children and has become program and policy coordinator for Childhope, a locally based international organization devoted to helping the 100 million children worldwide that UNICEF estimates are street children. The vast majority live in the Third World, cast out into the streets by the same forces of industrialization and urbanization that produced the Oliver Twist of Dickensian England. "The numbers can only grow," says Con-

olly. "And the growth will be in those societies that can least afford to do something about it."

Despite a heavy schedule for the organization, Connolly still works the streets. By getting out here, I am constantly reminded of the conditions these children live under," he says, as Saul and Byron follow him to a quiet spot in the railroad station. Under a dim light, Connolly daubs iodine on cuts on Saul's hand while gently chastising him for inhaling paint thinner, evidence of which hangs on the boy's breath. As many as nine out of ten

is why some of them don't want to go or won't stay."

In fact, many children prefer the freedom of street life, particularly those who have fled abuse at home. Some of the older ones drift into picking pockets or prostitution; the younger children live by begging and, sometimes, stealing. Whatever their age, there is a camaraderie, a willingness to share. Connolly has helped enough of the youngsters make good—60 or 70, he guesses—to know his effort is worthwhile. Luis Ramos Castro, a neatly dressed 16-year-old, greets him. Luis once passed through La Novena, Connolly's shelter, and is now off drugs and working. "You helped me, Marco, and I want to thank you," he tells the American, obviously proud of his newly found place in the mainstream.

Perhaps the best testimonial to Connolly's work is the near universal recognition he enjoys on the strip. 17-year-old Billi, a shoeshine boy, gives him an elaborate handshake. Jorge, 15, a sheet of green plastic hiding his bare shoulders but not his glazed eyes, flashes a grin as Connolly passes by. "The important thing," says Connolly, "is to be out here and available. They need to know that there is someone who cares about them, that they have a place to go to whenever they want." The work is not without danger. Connolly has been abused, even threatened, at gunpoint as he has gone about befriending the street children. "This night is no exception. Outside Emilio's Chinese restaurant, where he is accosted by three drunks who accuse him of trying to show Guatemala in a bad light," one keeps repeating "Yankee scum," with another, prodding Connolly's chest. When the American steps off the sidewalk to pass, the accuser kicks him. Connolly carries a canister of Mace for such encounters, but the assailant is restrained by a friend, and Connolly manages to calm the other two. So successfully, in fact, that the man who kicked him eventually apologizes. "Marco is our friend," says Saul. "Our very good friend."

—By John Burrell

"The important thing is to be out here and available. They need to know that there is someone who cares."

TIME, OCTOBER 24, 1988

Figure 3.1: Street Kids Find a Friend



Figure 3.2 the Over-25 Set Moves In

3.1.6 Section Three: Student's Management

In a Cooperative classroom the students are required to pivotal of attention. And this section introduces how they deal with cooperative assignment.

3.1.6.1 Selecting the Group Members Process

Based on what has been observed, forming a group process has been a random selection for the members. Generally, every two or four students sitting next to others they work as a group or pairs. However, some students choose their friends to work with in order to feel more comfortable. Also, it has been noticed that in one group you can find mixed abilities, gender but nearly the same age that increases student's desire to work in Cooperation that makes the learning process more fun and productive.

3.1.6.2 the Groups while Cooperation

When the teacher told the students to form groups to work, they seemed comfortable as if they used to work in cooperation. They started directly managing the classroom and forming their groups without complaining which means that they are motivated to work cooperatively. This reaction indicates a positive attitude and acceptance for the activities that involve partnership because the students feel that their partners will help them and correct their mistakes as they may learn and acquire new things from them.

3.1.7 Observing Cooperation among Students

After the text is distributed and clarified by the teacher, the students started skimming and scanning it. The observer notices that cooperation was effectively succeeded because whenever a student found a difficulty he asks for help from another member of the group. It has been also observed that the students were involved in Cooperative Learning strategy because each member of the group accepts and ready to give his assistance for others. However, the observer noticed that there were some careless students that show irresponsibility toward the task and that may make other members unmotivated also

Thus, Cooperation concept appeared more in pairs; the researcher noticed that when students were working in pairs their Cooperation was more accurate and effective and they will benefit from each other and accomplish their learning process.

3.1.8 Roles within the Groups

The observation of cooperative learning strategy denotes that the instructor did not assign the roles within the members; he just asks them to form the groups with a specific number of students. The teacher gave the students total freedom to select a performer as they can respond randomly because if he limited them they may create various troubles and the

concept of cooperation may not achieve its goals. The researcher observes that the members of the group also give options in terms of roles; they just discuss with each other as they may ask questions.

3.1.9 Problems that Occur among the Groups

Cooperative Learning is not that easy task to be implemented significantly regardless with a large number of students in the classroom; it would be too much noise since the groups did not assign each member's responsibility which makes some students frustrated because they had not a specific task to do. It has been noticed also that some students feel anxious when they are required to perform in front of the whole class even when the teacher used different ways to encourage them. The researcher noticed that the major time of the session was devoted to reading the given text rather than sharing and discussing the content which can neglect the maximum goals of Cooperative Learning.

3.1.10 the Language Used during Cooperative Learning

The main focus of this observation is cooperation between students that enable them to learn new vocabulary as possible they can and this cannot happen unless they use only the English language. Honestly, the teacher was the first factor that motivates them to speak only English because he used always a fluent and accurate English; as well as he tried all the time to play with words to make them catch the meanings. In the one hand, the teacher tried to avoid speaking with other languages even when discussing with students personally. As he was not tolerated with those who use their mother tongue; however, at the end of the session he asked them to translate a short paragraph into Arabic or French and he allowed them to speak Arabic or French this, also may be another factor that makes students learn new words even in other languages.

Besides answering the questions about the content of the text, the teacher asked the students to highlight the new words that they had not known before. During the cooperative task, the teacher was turning around the groups to see what they had done.

Students' Questionnaire

Introduction

In this section, the researcher will discuss the results of the students' questionnaire in order to check the validity of the research hypotheses. This questionnaire will be divided into three sections; the first one is devoted to general information about the participants. The second one is concerned with a detailed overview of Cooperative Learning strategy, and the last section is about vocabulary acquisition.

3.2.1 Description of the Questionnaire

This questionnaire aims to give the opportunity to second-year students to reveal their views about the research topic. It contains three sections out of 21 questions. These questions consist of open-ended questions that include multiple-choice and yes/no questions.

Section one: personal information (Q1-Q3): consists of three questions that attempt to gather information about the respondents such as age gender and their level in the English language.

Section two: Cooperative Learning strategy (Q4-Q14): this section holds eleven questions that attend to find out students' attitudes toward Cooperative Learning.

Section three: the Vocabulary Acquisition (Q15-Q21) six questions that deal with the acquisition of vocabulary, and the last question is devoted to express a personal view or comment about the questionnaire.

3.2.2 the Administration of the Questionnaire

The target population of this study is the second-year LMD of English at Mohamed Khidher University of Biskra. 25 students are selected randomly from different groups of the

whole population. The selection of second-year students was based on the consideration that they still beginners and capable to acquire the language vocabulary.

3.2.3 Analysis of students' Questionnaire

Section One: General Information

Q1: the first question is about the gender

Option	Number	Percentage
Male	6	24
Female	19	76
total	25	100

Table 3.2.1 Students' Gender Distribution

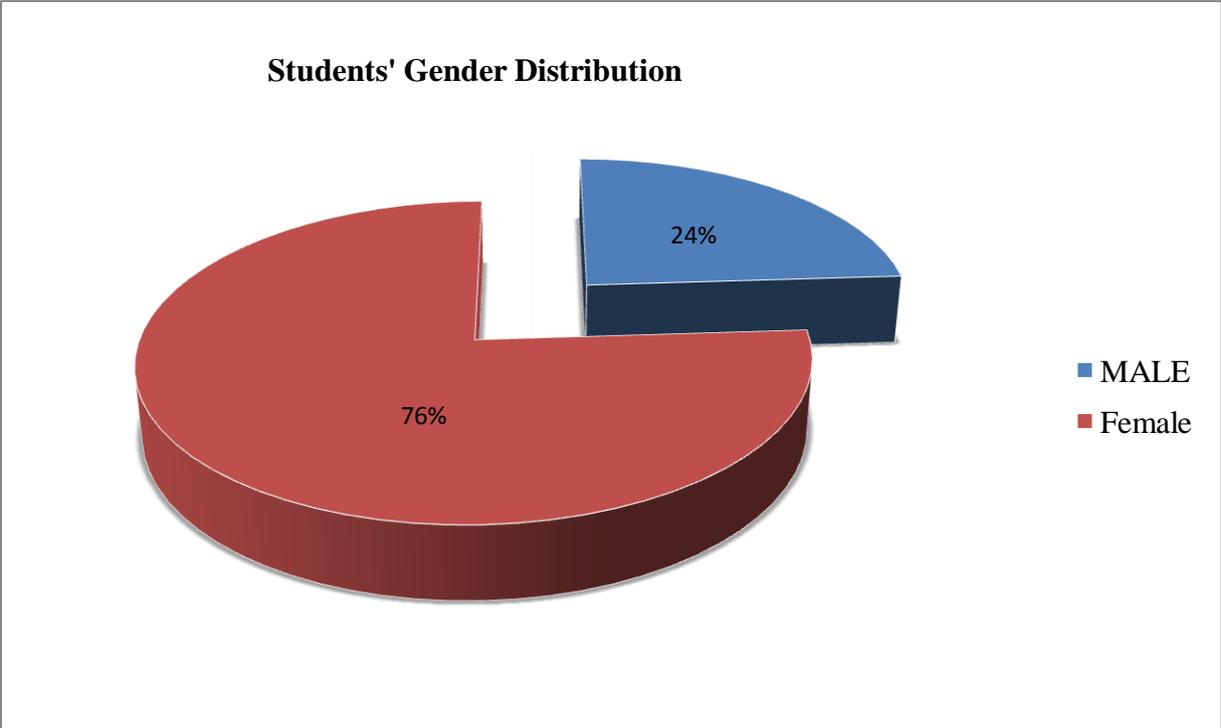


Figure 3.2.1: Students' Gender Distribution

The participants' total number is 25 students; 06 of them are males (24%) however, the number of females is 19 (75%). In this thesis, the researcher does not expect to have a bias gender. But it could be from our experience that female students seem to have more interest in learning foreign languages. This study demonstrates that female students are most appropriate for learning and acquiring languages. Whereas, this is not an alternate reality because there are males that are dominating females in acquiring languages.

Q2: the question is about students' age

Option	Number	Percentage
18-20	5	20
20-25	13	52
More than 25	7	28
Total	25	100

Table 3.2.2: Students' Age Distribution

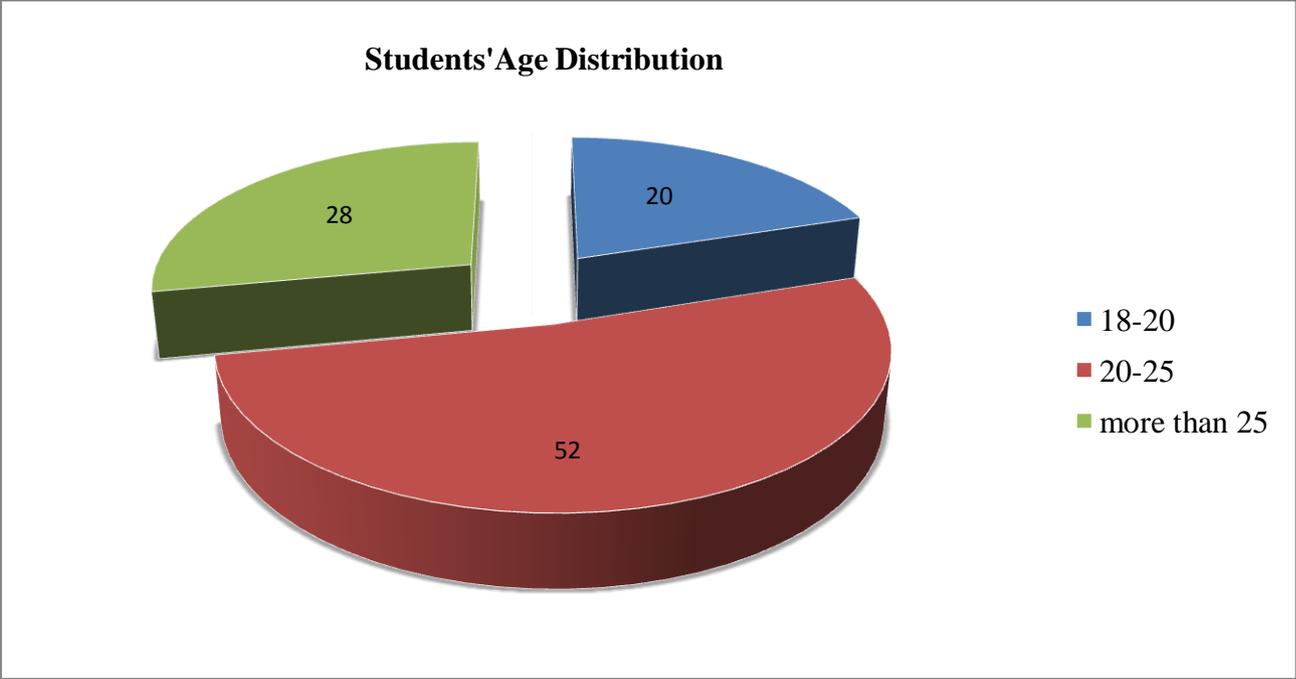


Figure 3.2.2: Students' Age Distribution

According to the given results, the researcher notices that the majority of second-year students are aged between 20-25 years old (52%). In this thesis, the researcher does not expect to have a bias. But it could be from our experience that students of (20-25) years old seem to have life experience. About (20%) of students are aged between (18-20) and (28%) are more than 25 years. This variation may show the learning a second or foreign language will be easy without facing the age constraints.

Q3: This question is about the level of mastering the language

Option	Number	Percentage %
Average	8	32
Good	10	40
Very good	7	28
Excellent	0	0
Total	25	100

Table 3.2.3: Student’s Level Distribution

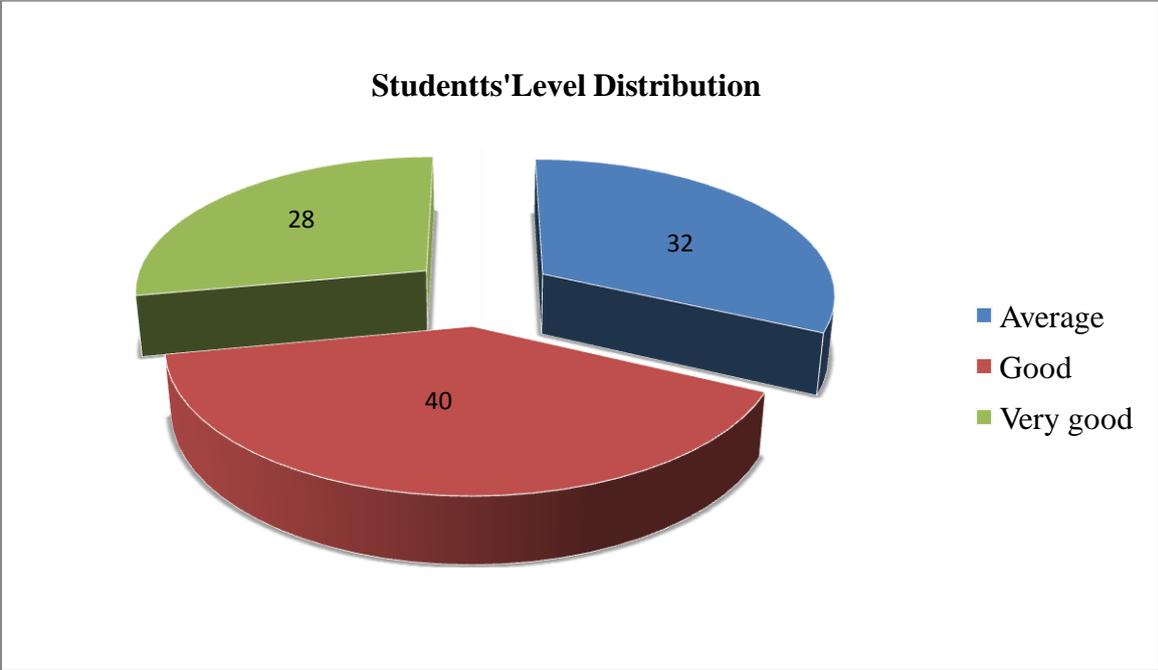


Figure 3.2.3: Students’ Level Distribution

In this thesis, the researcher finds that (40%) of second-year students have a good level in the English language may because it was their own choice and they are working hard for developing their capacities. In another side, we have about (32%) that have an average level.

with (28%) of the students have a very good level which may be resulted from their personal experiences.

Section Two: the Impact of Cooperative Learning

Q4: the question is about if the students have previous knowledge about cooperative learning strategy

Option	Number	Percentage
Yes	10	60
No	15	40
Total	25	100

Table 3.2.4: the Knowledge of Cooperative Learning

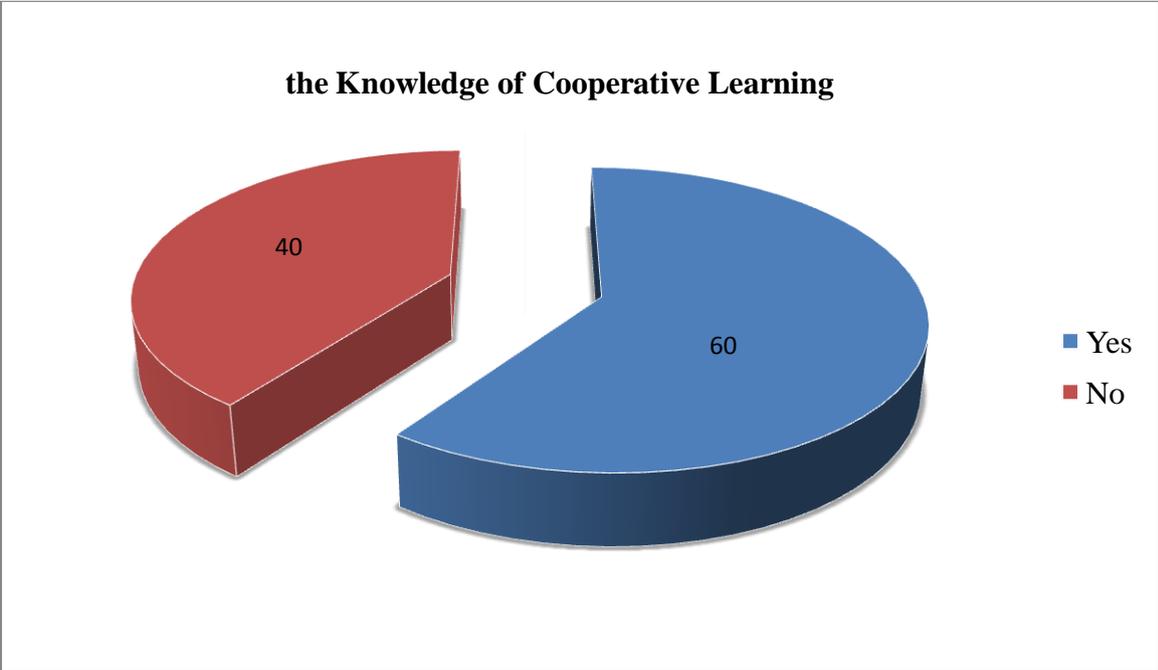


Figure 3.2.4: the knowledge of Cooperative Learning

The questionnaire results show that (60%) of the students or have previous knowledge or background about the cooperative learning strategy. Because they may be faced with this strategy in their learning career. Whereas (40%) answered “No” because they had not faced before.

Q5: the question is what cooperative learning strategy according to the students is and why?

Option	Number	Percentage
A collection of tasks and activities based on collaboration	3	12
An instructional method in which students work in small mixed groups	13	52
A collective task in which teacher and students exchange knowledge	9	36
Total	25	100

Table 3.2.5: Students' Definition of Cooperative Learning Strategy

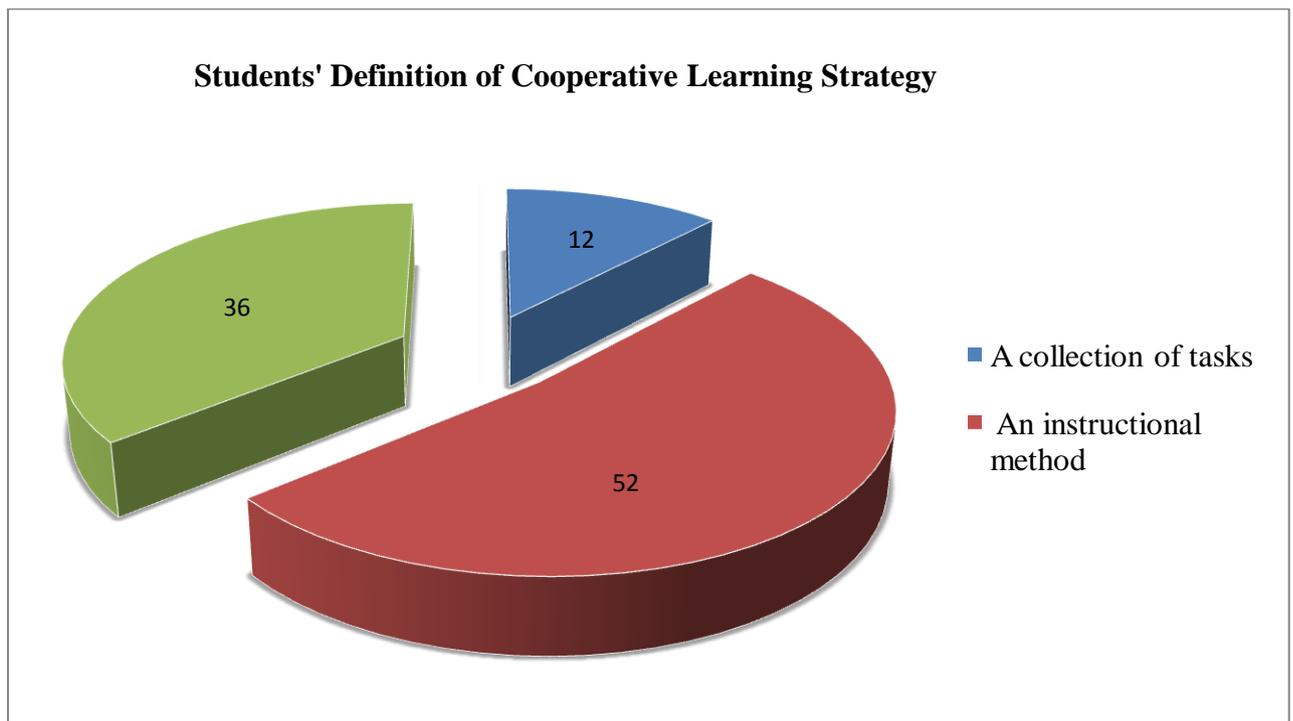


Figure 3.2.5: Students' Definition of Cooperative Learning Strategy

(52%) of the participants define cooperative learning strategy as a collection of tasks and activities based on collaboration. However, (36%) them see it as an instructional method in which students work in small mixed groups and (12%) answer that cooperative learning strategy is a collective task in which the teacher and students exchange the knowledge.

According to the data, students give a variety of reasons that make them choose to a suitable definition:

- It refers to tasks based on exchanging and sharing knowledge.
- It refers to the collaboration between teachers and students to benefit from each other and have better results.
- Based on its name.
- Because the students work in the form of groups.

Q6: the question is whether Cooperative Learning strategy encourages students to learn the English language and why?

Option	Number	Percentage%
Strongly agree	6	24
agree	17	68
Strongly disagree	4	1
Disagree	4	1
Total	25	100

Table 3.2.6: the Motivation of Cooperative Learning to Learn English

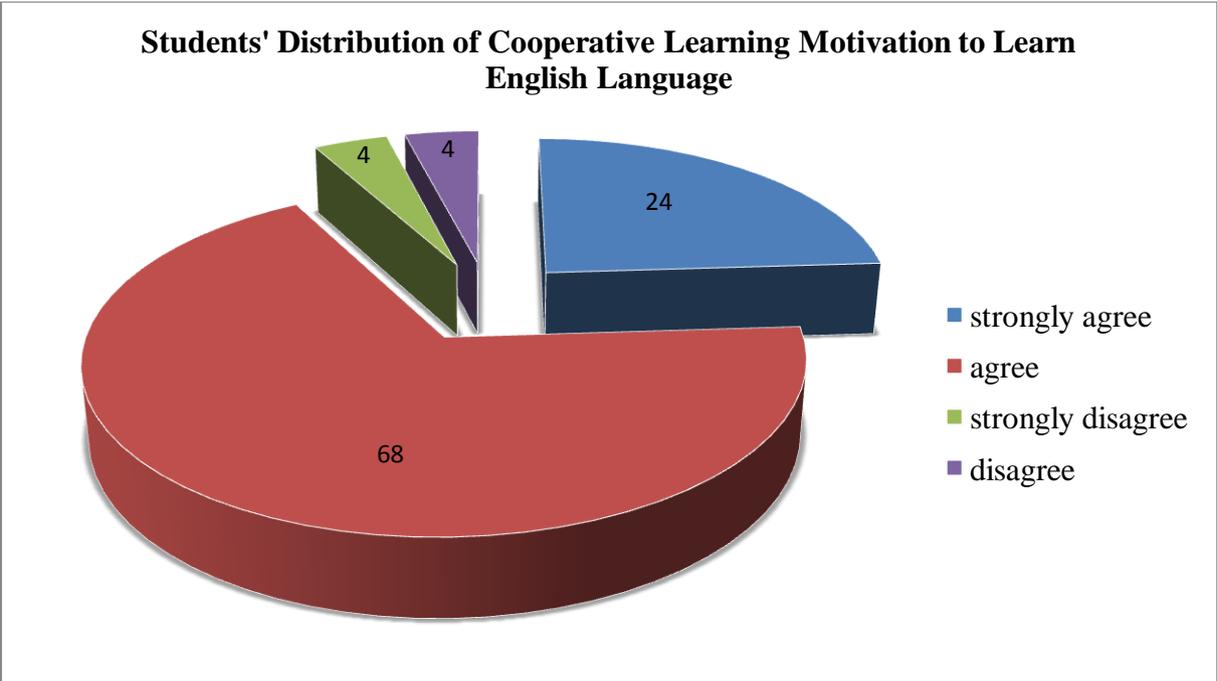


Figure 3.2.6: Students' Distribution of Cooperative Learning Motivation to Learn English Language

The data obtained reveal that (68%) of the participants strongly agree that cooperative learning strategy encourages them to learn the English language. also, (24) agree also that it motives them to learn English may because of their own experiences. However, only (4%) strongly disagree and do not accept that it could help them. And another (4%) disagree also. This variation of responses gives the following reasons for selecting the appropriate choice:

- It creates an atmosphere of challenging each other.
- It makes the teacher help the students to learn more.
- It is an efficient tool to express themselves.
- It makes them self-confident and encourages them.
- It leads them to use the language by exchanging information and improve their vocabulary and pronunciation as well.

Q7: the question is about students' desire to find this strategy in the learning tasks of oral sessions and why?

Option	Number	Percentage
Yes	20	92
No	2	8
Total	25	100

Table 3.2.7: Students' Desire to Find Cooperative Learning Strategy in Oral Sessions

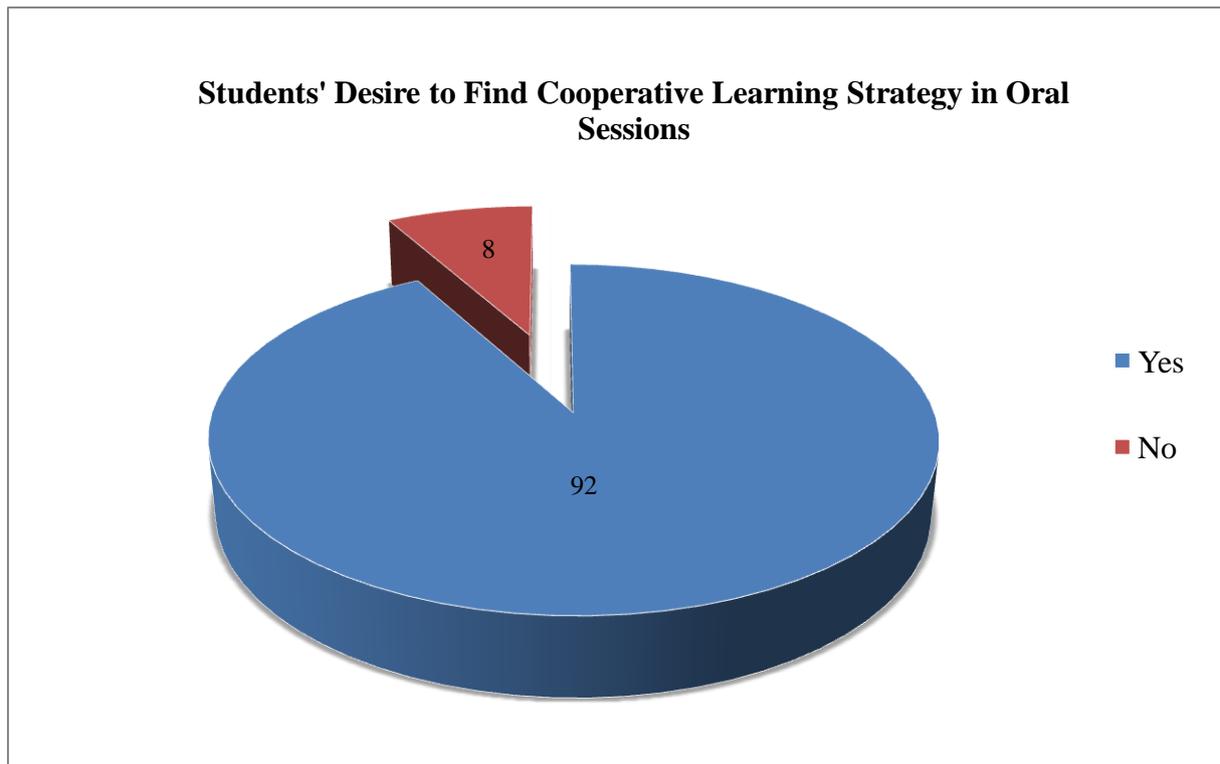


Figure 3.2.7: Students' Desire to Find Cooperative Learning Strategy in Oral Sessions

This figure shows that (92%) of the participants answered "Yes". They hope for a teaching system where they can find the implementation of cooperative strategy in the oral sessions because of its advantages in learning a second or foreign language. And only (8%) of them do not hope for this strategy. The participants give the following reasons:

- It improves the students level of vocabulary and language skills.
- In order not to make the lecture boring.
- It provides a chance to show their abilities without shininess issues and obstacles.
- It provides them to use and perform the language not just in the classroom but also outside.
- Students need a new system because they feel frustrated.

Q8: the question is whether the teacher of oral expression implements this strategy in the classroom, how and why?

Option	Number	Percentage
Yes	16	64
No	9	36
Total	25	100

Table3.2.8: Teacher’s Implementation of Cooperation Learning Strategy in Oral

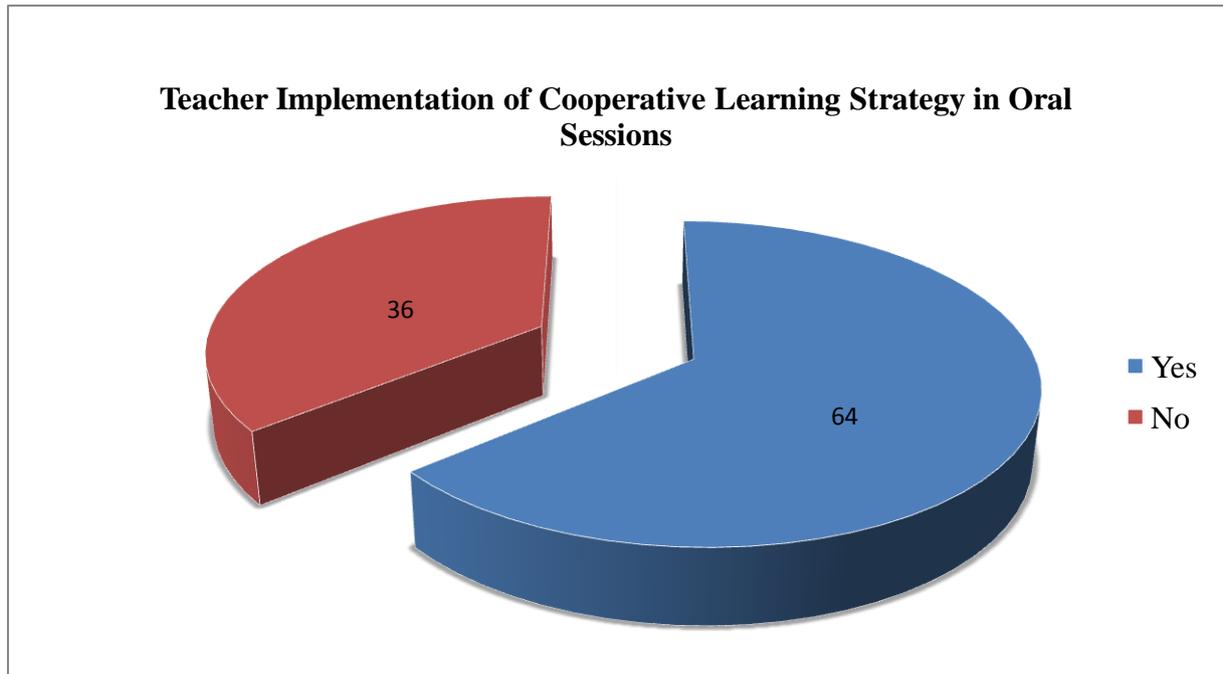


Figure 3.2.8: Teacher Implementation of Cooperative Learning in Oral Sessions

As is demonstrated, the majority of the participants (64%) respond that their teacher of oral expression creates a cooperative atmosphere. Only (36%) answered "No" because their teacher does not implement this strategy. The following ways of how their teacher implement this strategy:

- Asking the students to make roleplays, classroom discussions, presentations, and dialogues.
- asking them to form small groups and work on

Q9: the question is whether the teacher makes sure that all members are doing the assignment and how?

Option	Number	Percentage
Yes	21	84
No	4	16
Total	25	100

Table3.2.9: Making Sure if the Members Are on Assignment

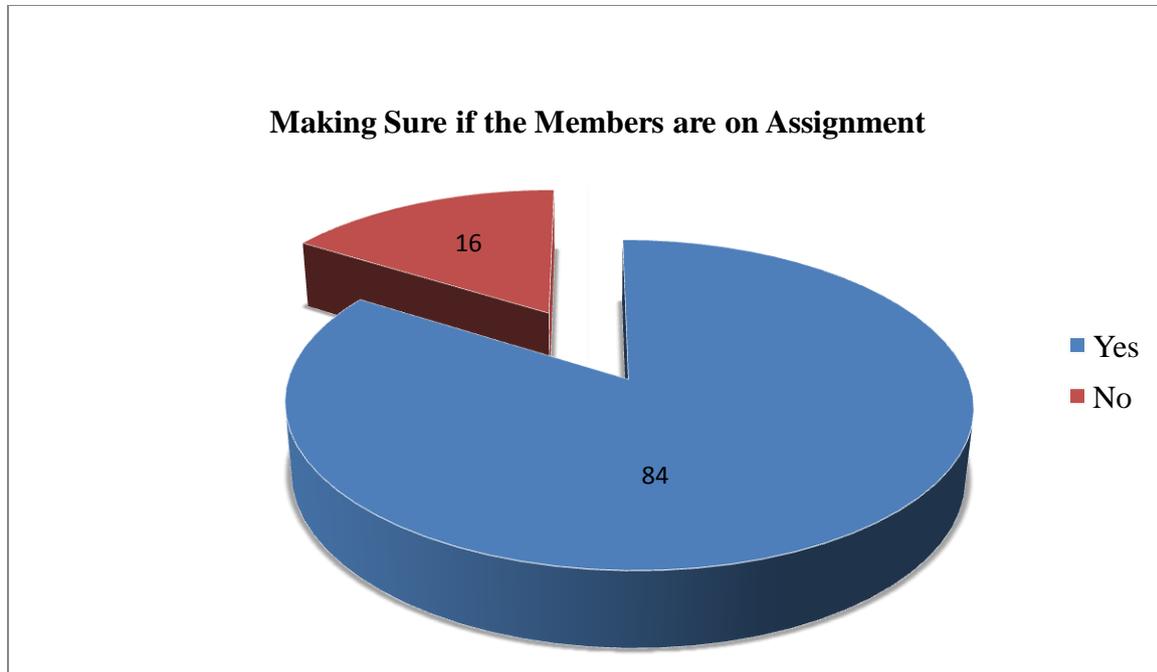


Figure 3.2.9: Making Sure that the Members are on Assignment

The above table (09) shows that that most teachers(84%) make sure that all members are working on the assignment during the cooperation and help each other. By

- (44%) participating with the groups
- (28%) Making a post-evaluation for each member
- (28%) Checking the groups without intervening

However (16%) indicate that their teacher does not use the cooperative may be because of the classroom environment or the time constraints.

Q10: the question is about whether this strategy gives an opportunity to practice the language and how?

Option	Number	Percentage %
Sometimes	18	72
Always	6	24
Rarely	4	1
Never	0	0
Total	25	100

Table 3.2.10: Practising the Language throughout the Cooperative Learning Strategy

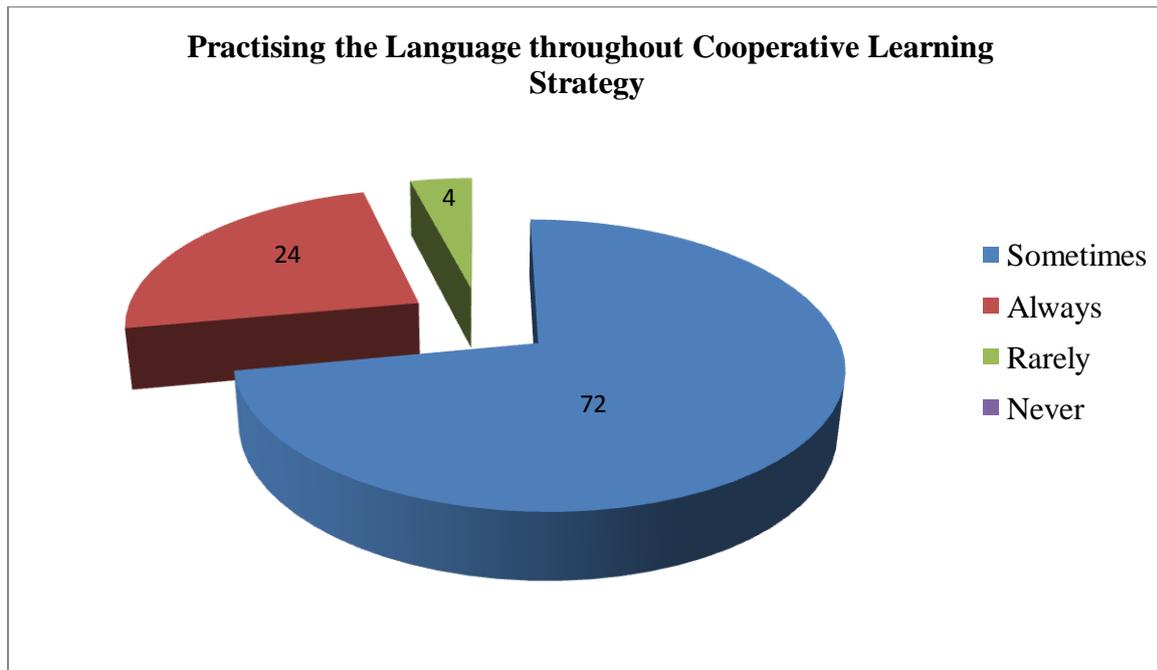


Figure 3.2.10: Practising the Language throughout Cooperative Learning Strategy

The majority of the respondents show an acceptance that cooperative learning strategy sometimes gives them an opportunity to practice more the language because when they communicate with each other they use the language. While (24%) respond that they always practicing the language. And only (4%) rarely use their mother tongue while cooperation.

By:

- giving the opportunity to speak freely, committing mistakes will be corrected
- exchanging ideas and oral interaction
- communicating with others makes them practice more the language

Q11: the question is about the way of selecting the group members

Option	Number	Percentage
Gender	3	12
Proficiency	13	52
Randomly	9	36
Total	25	100

Table 3.2.11: students' Distribution of Selecting Group Members

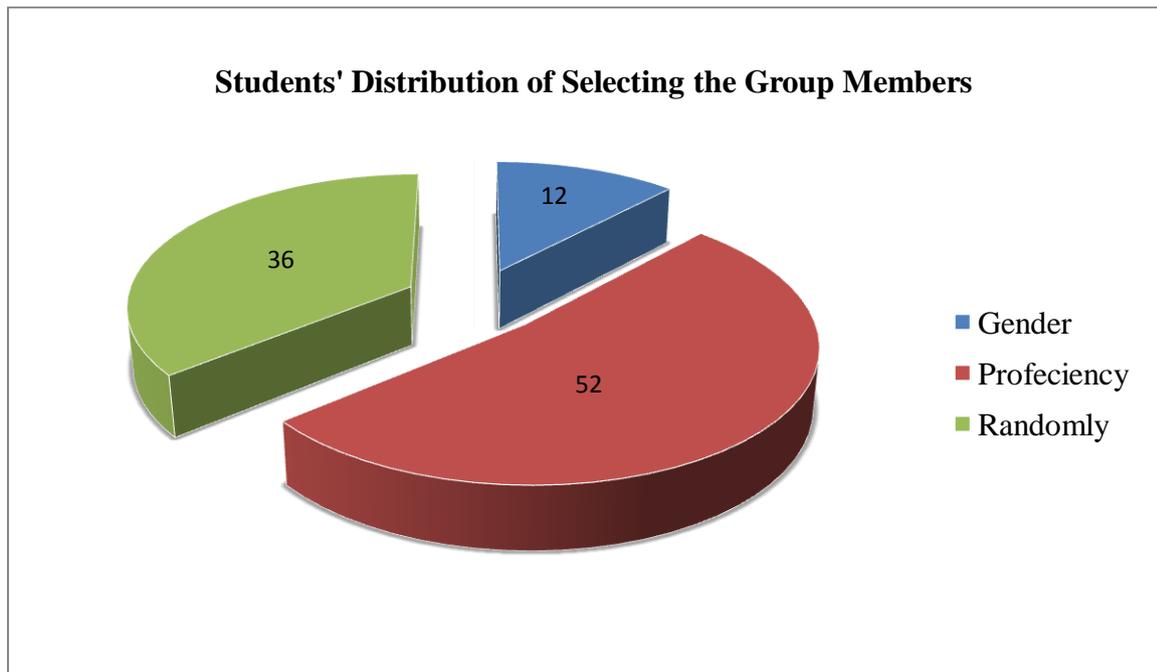


Figure 3.2.11: Students Distribution of Selecting the Group Members

The data here reveal that (52%) of the participants select their groups based on proficiency because:

- it gets the assignment done better and faster.
- It creates more insights and a variety of aspects.
- Working with active students avoids some laziness behaviors of some students.
- It makes them improve their level.

Whereas, (36%) of the participants choose their colleagues randomly because each one will share his idea without thinking of gender nor proficiency. And only (12%) select their mates based on gender to feel more comfortable.

Q12: the question is whether cooperative learning strategy helps the students to overcome the problems of second or foreign language and how?

Option	Number	Percentage
Sometimes	18	72
Always	6	24
Rarely	1	4
Never	0	0
Total	25	100

Table 3.2.12: Students' Distribution about Overcoming the Language Problems by Cooperative Learning Strategy

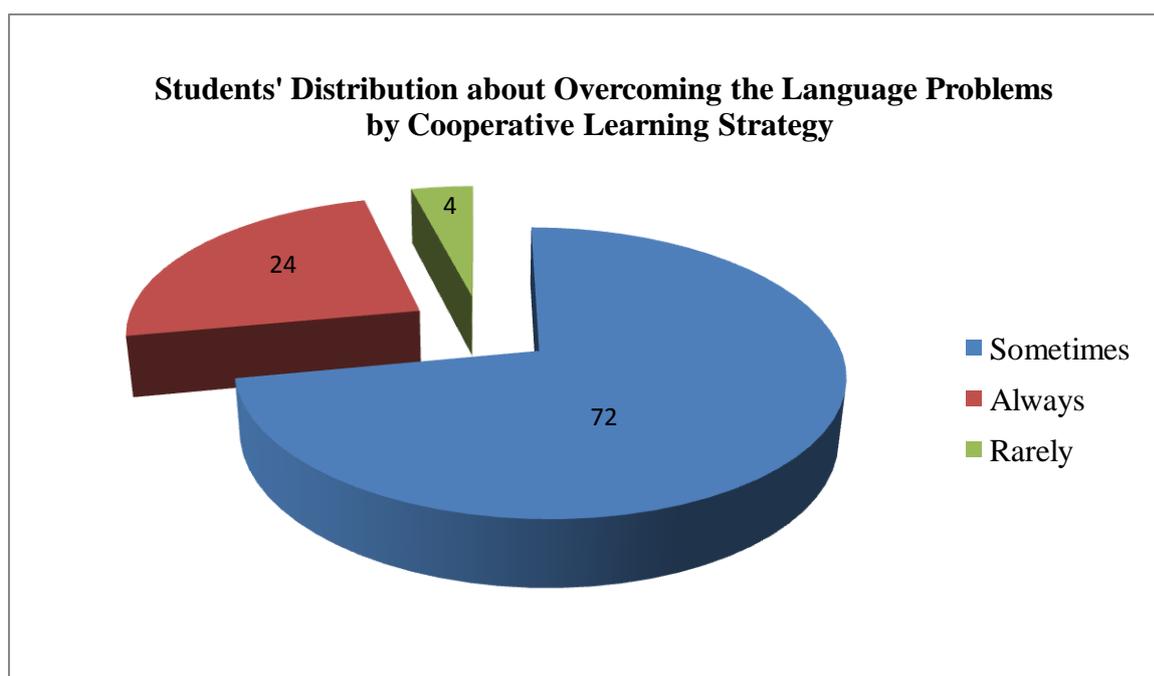


Figure 3.2.12: Students' Distribution about Overcoming the Language Problems by Cooperative Learning Strategy

The majority of the participants reveal that cooperative learning strategy sometimes makes them overcome language problems. By discussing the errors and mistakes, and learn from them. Similarly, (24) argue that this strategy also makes them pass some problem which

they face in learning a language. However, only (4%) they indicate that they rarely overcome their problem by this strategy

Q13: the question is about whether students depend on others to accomplish the assignment

Option	Number	Percentage
Sometimes	10	40
Always	0	0
Rarely	9	36
Never	6	24
Total	25	100

Table 3.2.13: Students' Distribution about Depending on Other Members

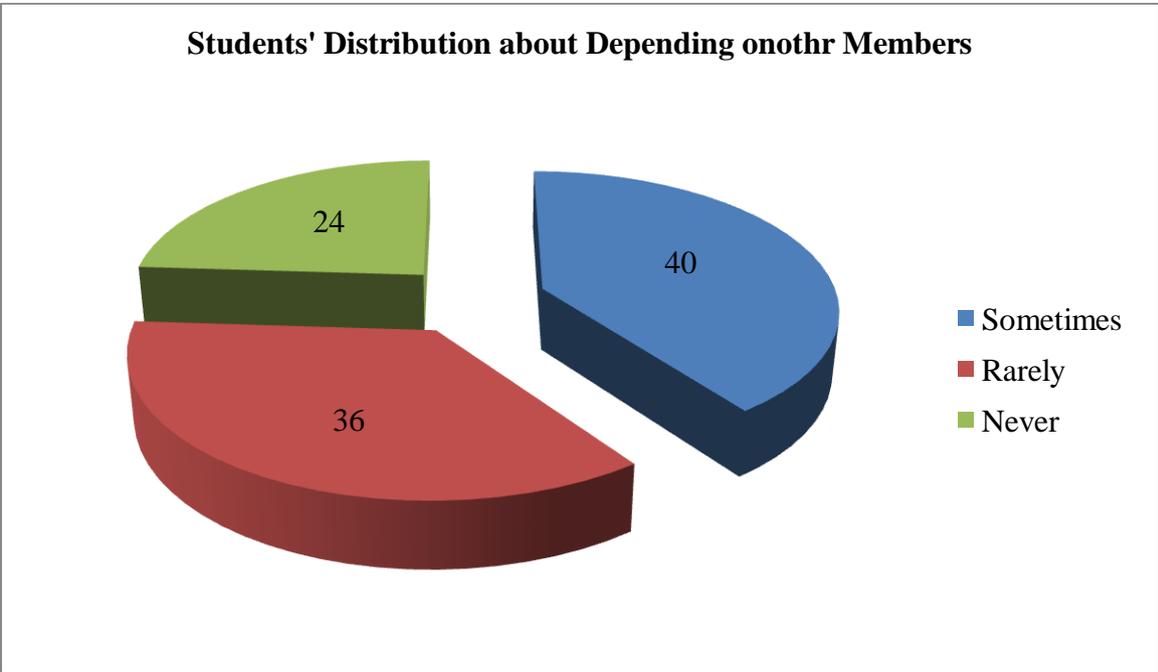


Figure3.2.13 Students Distribution about Depending on Other Members of the Group

As far as this question is concerned, the majority of the participants(40%) advocate that sometimes they depend on other members of the group because other contributions may benefit others or they are not interested in the topic. In the other hand (36%) of respondents are rarely depend on others because they prefer relying on themselves to make mistakes and learn more. Also,(24%) of the answers that they never rely on others.

Q14: this question is whether a cooperative learning strategy makes learning more interesting and why?

Option	Number	Percentage
Yes	25	100
No	0	0
Total	25	100

Table 3.2.14: Making Learning more Interesting

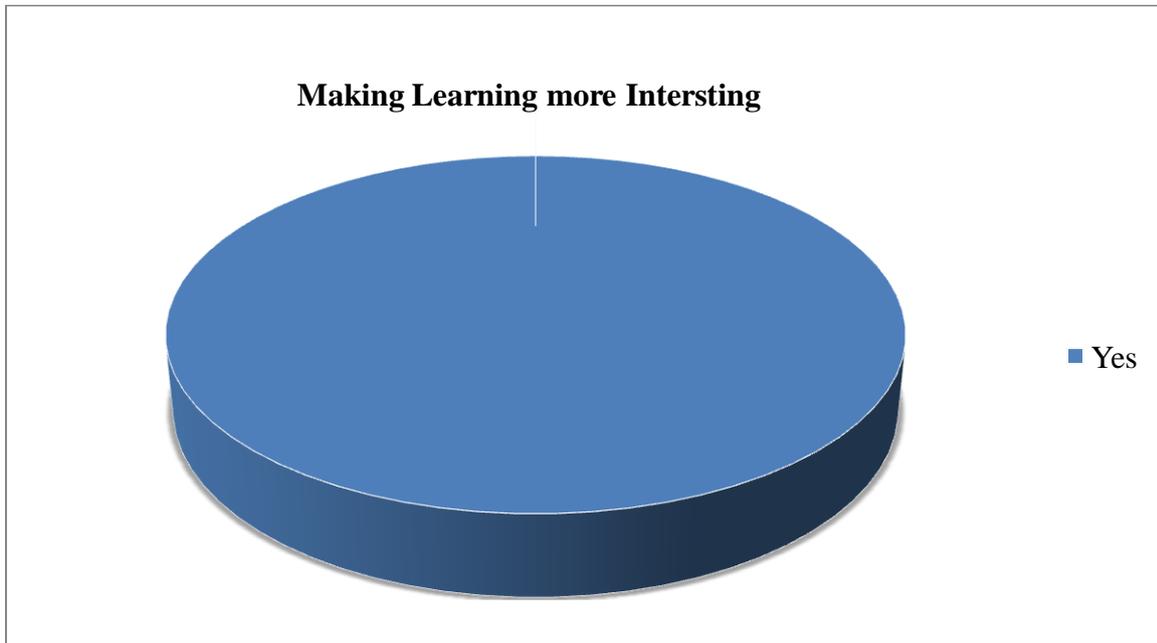


Figure3.214: Making the Language More Interesting

As it is demonstrated in the table (14) all the participants(100%) agree that Cooperative learning strategy makes the learning process more interesting because:

- (48%) of the respondents view that it enhances the ability to practice the language.
- (44%) indicate that it enables students to enrich their vocabulary knowledge.
- (8%) advocate both of them the above reasons make learning more interesting.

Section Three: Vocabulary Acquisition

Q15: this question is whether Vocabulary is crucial in second language Acquisition and why?

Option	Number	Percentage
Yes	21	84
No	4	16
Total	25	100

Table 3.2.15: the necessity of vocabulary in the second language

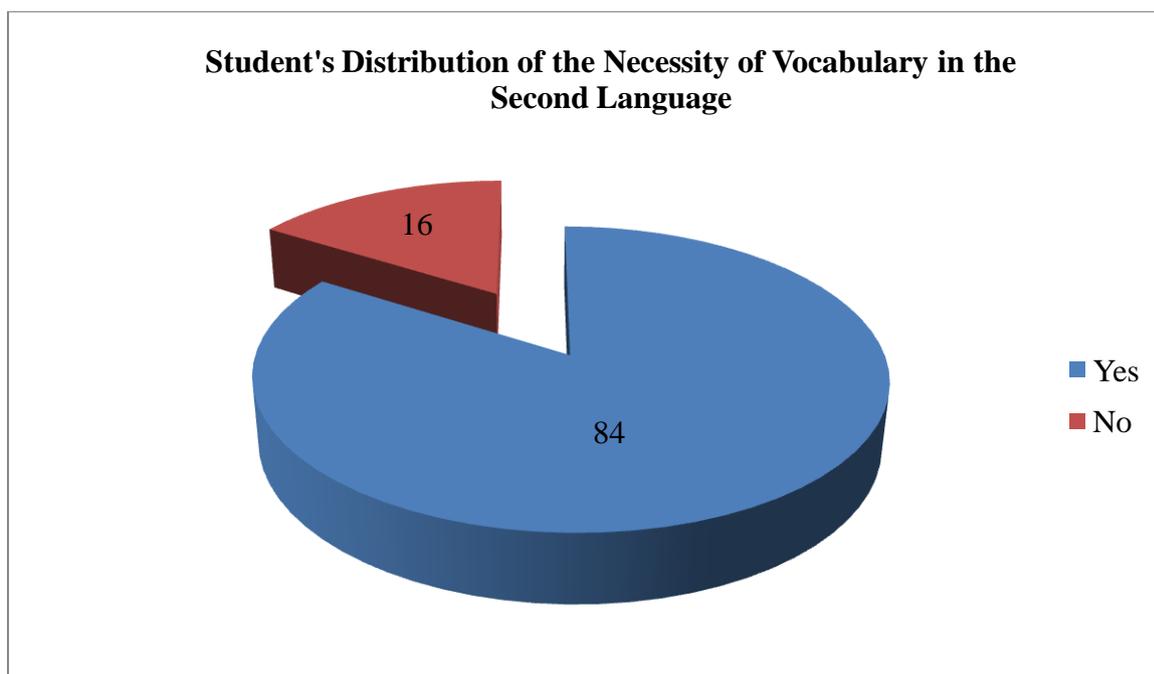


Figure 3.2.15: Students' Distribution the Necessity of Vocabulary

(84%) overall the participants agree that the acquisition of vocabulary is a crucial aspect in language learning due to its importance.

Reason:

- It facilitates the process of communication and language skills.
- It enables them to develop their second or foreign language.

However,(16%) argue that vocabulary is not important may be because they do not need the vocabulary to learn.

Q16: this question is whether students have deficiencies in mastering the English vocabulary

Option	Number	Percentage
Yes		84
No		16
Total	25	100

Table 3.2.16: Students' Distribution of Language Deficiencies

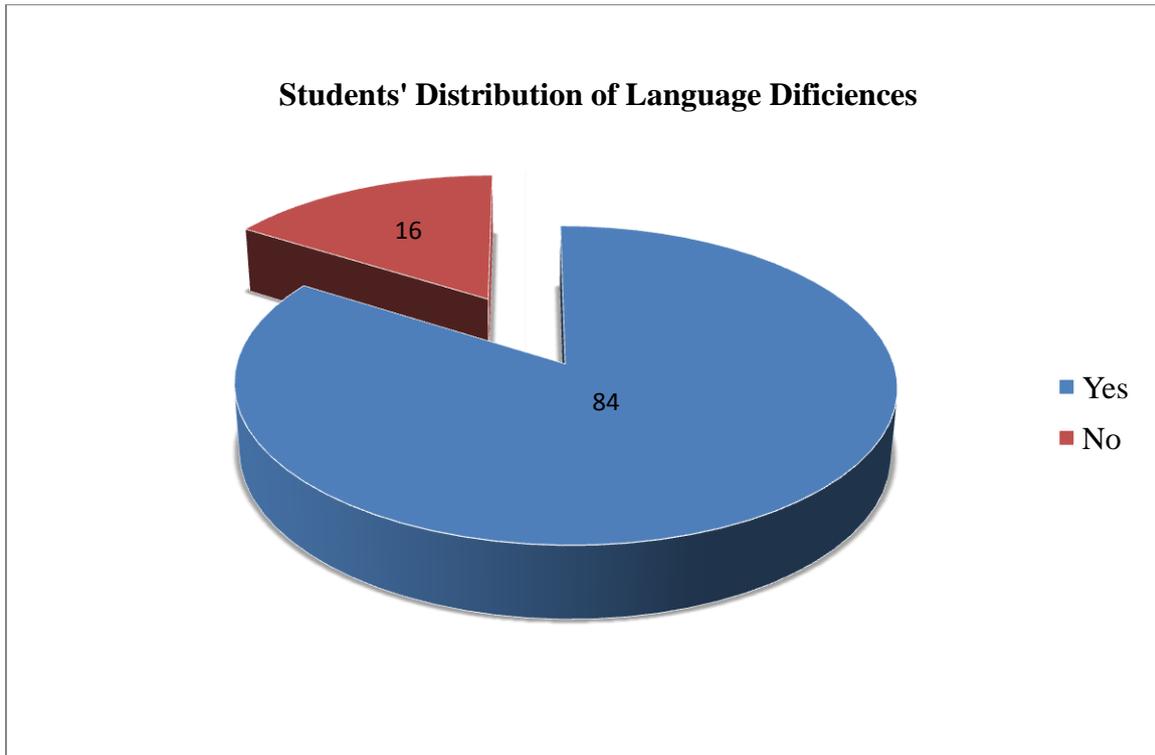


Figure 3.2.16: Students' Distribution of the Language Deficiencies

Most of the participants (84%) answered that they have problems in mastering the second or foreign language. The following are some deficiencies in mastering a language:

- (16%) pronunciation problems
- (28%) different meaning that a word may have
- (64%) memorization problems

Whereas (16) of them answer have do not report that they have deficiencies in learning the second language.

Q17: this question is throughout what vocabulary is best acquired

Option	Number	Percentage
Social Media	4	28
Television Programs	7	36
Discussion with Classmates	16	20
Books and Dictionaries	1	4
Reading books	1	4
All of them	1	4
Discussions with Natives	1	4

Table 3.2.17: Students' Distribution of the Acquisition of Vocabulary

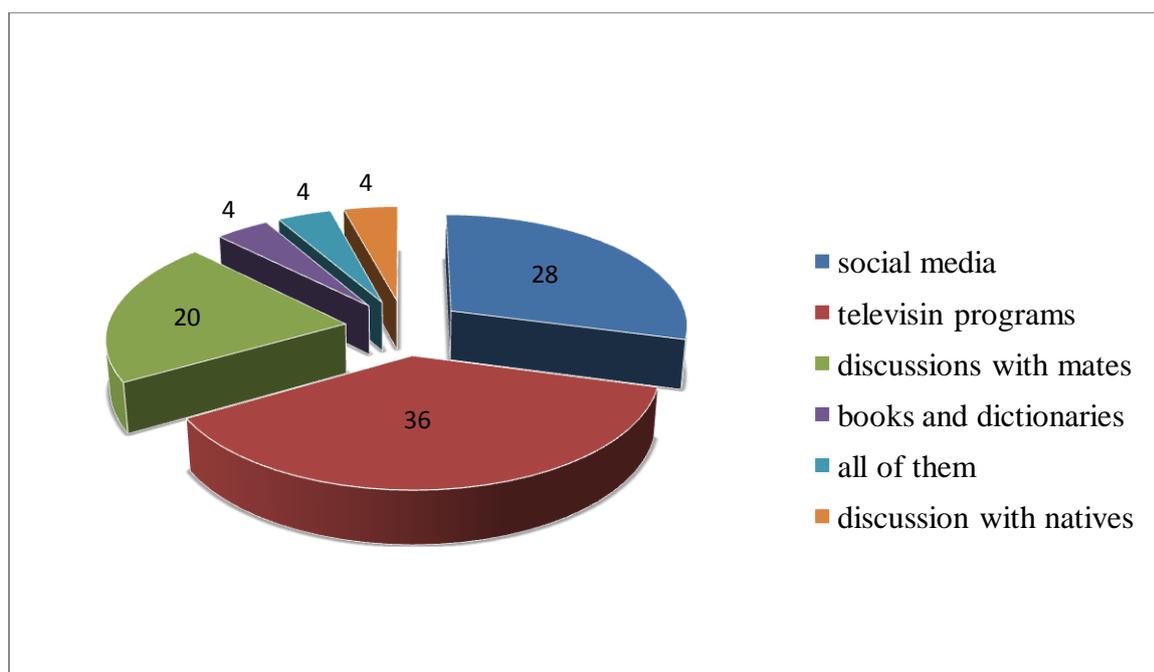


Figure 3.2.17: Students' Distribution of the Acquisition of vocabulary

As it is demonstrated in the above table (17), the majority of the participants (36 %) argue that they acquire vocabulary from television programs. However, (28%) indicate that the use of social media is the best solution to acquire language vocabulary because of the sequential use of this technology. In another position (20%)advocate that the best way to

acquire more Vocabulary is a discussion with mated that enables them to catch new words as possible they can. Also (4%) argue that discussion with natives is beneficial. Another (4%) of the respondents argue that books and dictionaries are important in the Acquisition process of Vocabulary. Whereas (4%) of the respondents view that all the above tools are helping factors for the acquisition of new words

Q18: this question is whether students introduce new word during the group assignment

Number	Percentage
18	72
2	8
4	16
1	4
25	100

Table 3.2.19: Students' Distribution of Introducing New Vocabulary

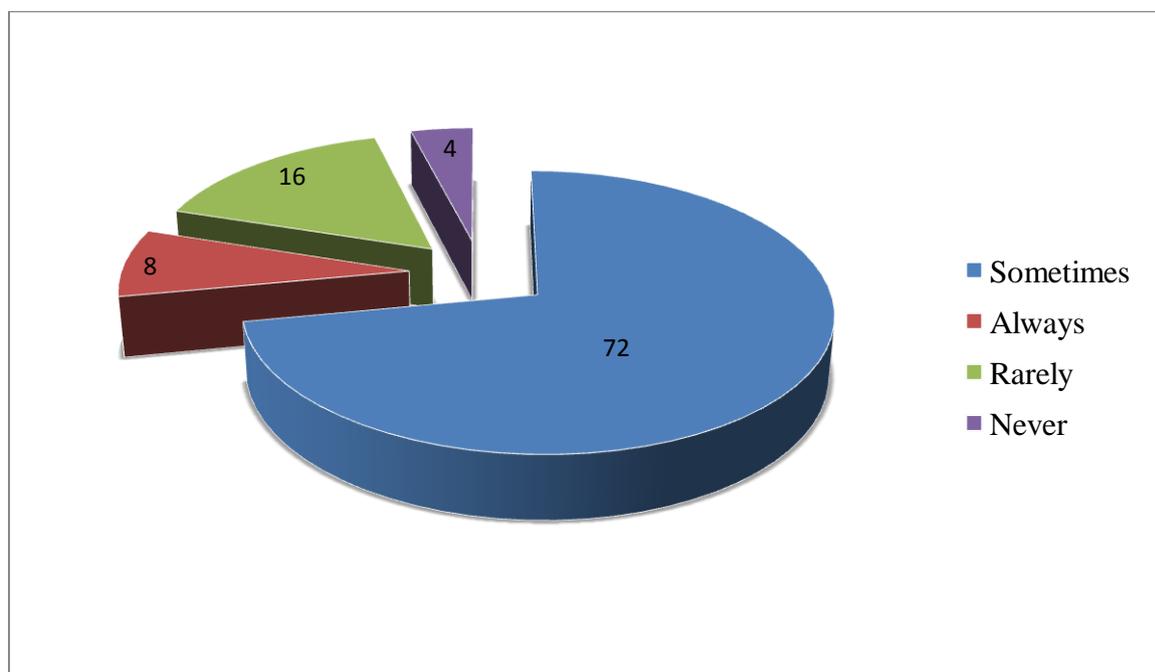


Figure 3.2.18: students' Distribution of New Vocabulary

The given data indicate that the majority of the students(72%) sometimes introduce new item while cooperative activities. Because they are not motivated to give more within the assignment. However,(16%) indicate that they rarely do. But,(8%) of the participants really

do introduce new words because they want to make another benefit.in another position, (4%) of them never introduces new Vocabulary.

Q19: this question is when students acquire more Vocabulary

Option	Number	Percentage
Word games	4	16
Pictures	7	28
Definitions	3	12
Antonyms and synonyms	7	28
Reading books	1	4
Movies, series and tv shows	2	8
Depend	1	4
Total	25	100

Table 3.2.19: students' Distribution of Ways of Acquiring Vocabulary

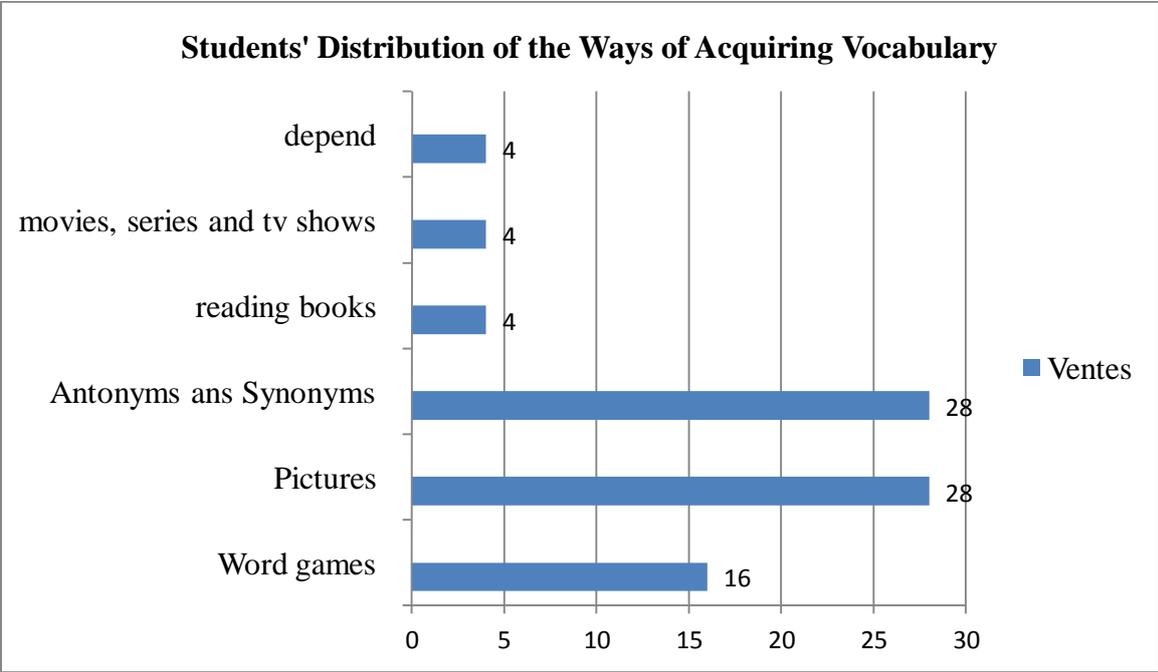


Figure 3.2.19: Students' Distribution of Ways of Acquiring Vocabulary

As mentioned from the above data (28%) of the participant argue that the acquire vocabulary through pictures. Also, another (28%) of them advocate that they do acquire new

words from antonyms and synonyms because they are dealing with them in the classroom. However,(16%) of the respondents indicate that they best acquire vocabulary throughout word games. whereas the other percipients are divided into movies and series(4%) and others to read books(4%) and the (4%) of them argue that it depends on the context

Q20: this question is about sessions where students acquire more Vocabulary

Option	Number	Percentage
Themes and Versions	5	20
Oral Expression	10	40
Written Expression	9	36
Literature and phonetics	1	4
Total	25	100

Table 3.2.20 Students’ Distribution of Sessions where they Acquire Vocabulary

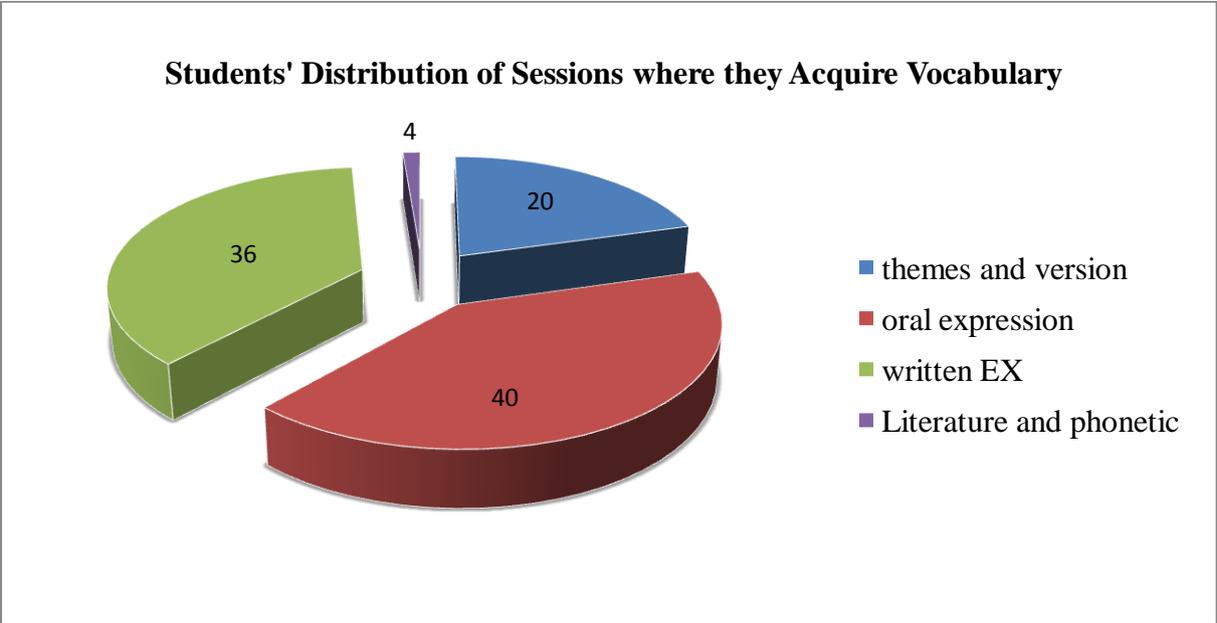


Figure 3.2.20: students’ Distribution of Sessions where they Acquire Vocabulary

According to the table (20), the majority of the participants (40%) insist that they learn more vocabulary and new words in the oral sessions. However, (36%) of them advocate that

written expression sessions are the best place where they learn new words and expressions because they are dealing with texts. also (20%) pointed out that they learn more from themes and versions sessions because they are expected to translate different passages that are a fruitful source of words.

Q21: this question is whether they have comments on the content of the questionnaire.

At the end of this questionnaire, the comments of the overall content argue that the majority of the participants wish luck for this researcher as they show an intention to find this strategy in our institutions with careful use of it because it is an interesting topic to be implemented. And some of them argue that the researcher includes too many questions.

Conclusion

This chapter attempts to describe a pedagogical phenomenon which is the impact of Cooperative Learning strategy on acquiring new vocabulary in the oral sessions. In this investigation, this researcher uses two qualitative methods; classroom observation and students' questionnaire that revealed insightful information about the students' attitude toward the implementation of this learning strategy. The obtained data indicates that Cooperative Learning strategy has an effective impact on the students' Vocabulary in the oral sessions. As they consider this strategy as a way to enhancing their capacities and improving their achievements.

Recommendations

This study aims to contribute to the existing body of knowledge in the notion of Cooperative Learning by investigating the impact of Cooperative Learning strategy on Vocabulary Acquisition in the oral sessions. Since Cooperative Learning and current teaching approaches are used more and more in today's foreign language classrooms, it is necessary to investigate its effectiveness to improve their Acquisition of new Vocabulary. This researcher suggests these following recommendations:

For teachers:

- It would be beneficial if teachers implement this learning strategy in other sessions such as, written expression or phonetics to develop the students' achievements.
- It would be better if teachers be conscious of the proper implementation of Cooperative Learning strategy in order to get effective results.
- It would be better if the teacher makes some crucial decisions such as the size of the group, the methods of assigning the group members, the role of the students, the materials needed to be used, and the arrangement of the classroom.
- It would be better if he encourages the individual responsibility by assessing how much each member contributes to the group.
- The teacher should make sure that all members are on assignment and they facilitate one another participation

For students:

- It would be better if the researchers adopt Cooperative Learning strategy in high and middle schools system also.

- This study is descriptive in nature so that it is based on generalizations; however, it would be better if future researchers implement the quasi- experimentation which is based on treatments.

General Conclusion

As a basic aspect of language learning, vocabulary can be learned in various ways. However, the teachers should know how to opt the effective methods and strategies that have a positive effect on students' achievement. The interaction among students may be an effective factor that enhances the process of acquiring new vocabulary for them. Cooperative Learning strategy helps the students to discuss meanings. So, that they are exposed to learn new concepts from each other. Most of the learning from others and receiving feedback from both teacher and group mates helps the students to exchange and enrich information and enhance learning.

This study investigates two main aspects. The first one is concerned with the environment where the Cooperative Learning strategy is implemented. Accordingly, classroom observation includes an overview of whether this strategy has an impact on the students to acquire new vocabulary. The results showed that although the physical environment but Cooperative Learning strategy has a positive outcome in the learning achievements. Nevertheless, some students show some uncooperative behaviors that may prevent effective interaction. The second part is the students' attitudes towards this strategy. To a certain extent, this investigation confirmed some benefits of the Cooperative Learning strategy. In addition, it gives an overview of how it is implemented by the oral expression teachers at the department of English at Mohamed Kheider University.

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APPENDICES

Appendix A: Students' Questionnaire

Dear students,

This questionnaire is instrumented to investigate the impact of cooperative learning strategy to improve vocabulary acquisition. Thus, it is necessary to involve our Second -year English students at Mohamed Khaider University in this investigation in order to include their views concerning the subject. Please, make a tick (√) in the corresponding box and make full statements whenever necessary

Thank you for your time and collaboration

Section one: General information

Q1- Gender: Male Female

Q2- Age: 18-20 years old 20-25 years old More than 25 years old

Q 3- Do you consider your level in mastering the English language?

Average Good Very good Excellent

Section two: the impact of cooperative learning

Q4-Do you have previous knowledge about cooperative learning strategy?

Yes No

Q5-What does a cooperative learning strategy refer according to you?

a-A collection of tasks and activities based on collaboration

b- An instructional method in which students work in small mixed groups

c- A collective task in which teacher and students exchange knowledge

d- Other concepts

Justify please,

.....
.....
Q6-Does this strategy encourage you like students to learn the English language?

Strongly agree Agree Strongly disagree Disagree

Justify please,

.....
.....
Q7-Do you hope for a new teaching system that incorporates cooperative learning tasks in oral sessions?

Yes No

In your opinion,

.....
.....
Q8-Does your teacher of oral expression create a cooperative atmosphere in the classroom?

Yes No

How?

Why?.....

.....
.....
Q9-Does your teacher make sure that all members are on assignment?

Yes No

By: a- participating with the groups

b- Making a post-evaluation for each member

c- Checking the groups without intervening

Q10-Does cooperative group gives you a chance to practice the target language?

Sometimes always rarely never

Justify please,

.....

.....

Q11-Do you prefer working in a group on the basis of?

Gender Proficiency Randomly

Why?.....

.....

.....

Q12-Does cooperative learning helps you to overcome the problems of the acquisition of the second or foreign language?

Sometimes always rarely never

How?.....

.....

Q13-Group work makes you depend on other group members?

Sometimes always rarely never

Justify please,.....
.....
.....

Q14- Does a cooperative learning strategy make learning English more interesting?

Yes No

Because it: a- enhances the opportunity to practice more the language

b- Enables students to enrich their language and vocabular

c- Others

Section three: Vocabulary Acquisition

Q15-Do you consider vocabulary acquisition a crucial task in the second or foreign language?

Yes No

Justify please,
.....
.....

Q16-Do you have deficiencies in mastering English vocabulary?

Yes No

-If yes choose one or more from these ones:

a- Pronunciation problems

b- Different meanings that a word may have

c- Memorizations problems

d- Others

Q17-through what is vocabulary best acquired?

- a- Social Media c- Discussions with classmates
b- Television programs d- Others

Q18-Do you introduce new words in group tasks?

- Sometimes Always Rarely Never

Q19-How do you acquire a new word?

- a- Word games (crosswords)
b- Pictures
c- Definitions
d- Antonyms and synonyms
e- Others

Q21- In what session do you feel you acquire more vocabulary?

- a- Themes and versions
b- Oral expression
c- Written expression
d- Other sessions

Q22-Should you have any comments on the content of the questionnaire or suggestions, this researcher will be all ears:

.....
.....
.....
.....

Thank you indeed

المخلص

تهدف هذه الدراسة الوصفية الى البحث على مدى تأثير العمل التعاوني كإستراتيجية لاكتساب المفردات و كذلك تحدد مدى كسب المفردات الخاصة باللغة الاجنبية. استعمل الباحث في هذه الدراسة استفتاء للطلبة و مراقبة الفصول الدراسية كوسائل لمعرفة رد فعل الطلاب تجاه هذه الاستراتيجية.

نظرا للنواحي المرتكز عليها تم طرح نظريتين الاولى تنص ان اذا طبقت استراتيجية العمل التعاوني بصورة صحيحة لمدة 90 دقيقة في الأسبوع يمكن اكتساب على الأقل % 10 من المفردات الجديدة.

اما بالنسبة للفرضية الثانية فهي ان التفاعل بين الطلاب يؤدي الى تحسين لانجازاتهم العلمية و جعلهم يتعلمون من بعضهم البعض لان مناقشتهم للمحتوى ينشأ نوعية سامية من الادراك. في هذه الدراسة تم جمع البيانات من خلال مساعدة طلاب السنة الثانية ليسانس في جامعة محمد خيضر بسكرة. و في النهاية تم تأكيد النظريتين المطروحتين.