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The Significance of Using Cooperative Group Work Technique to

Improve Learners' Speaking Skill in EFL Classes.

A Case Study of Third Year LMD Students of English

at Mohamed Kheider University of Biskra.

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the Master's Degree in Sciences of Languages

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Dedication

I dedicate this modest work to:

My Mother and my Father

My father, brother, and my dear uncle -AKRAM-

My Brothers and Sisters

My uncles and aunts

My Nieces and Nephews

All the extended Family and Friends

All my teachers

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All the praise is due to God alone, who guides
helps and gives me the capacity for doing this work

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I am indefinitely indebted to my mother who devoted all her time for me during the preparation of this work, God bless her now and forever.

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I am grateful to any person who contributed this research.

Abstract

The present study aims to explore the significance of using cooperative group work technique on improving learners' speaking skill and communicative skills in EFL classes. The current work is mainly concerned with making use of small groups or group work to maximize learners' oral production and minimize the learners' anxiety and threat. It also attempts to shed the light on the importance of establishing a comfortable and friendly environment as an attempt to get learners to use the language appropriately. In order to check this relationship, we have hypothesized that if teachers use cooperative group work technique in teaching the oral expression course, it would be helpful for English as foreign language' Learners to use English spontaneously. The method of this research work is descriptive. That is, it aims to describe two aspects: cooperative group work and its benefits in improving learners' speaking proficiency. The data were gathered through self-completion questionnaires administered to third-year LMD (License, Master and Doctorate) students and to teachers who have taught Oral Expression at the Department of English in the academic year (2012/2013). The results have shown that cooperative group work is the appropriate and the right technique for improving learners' language use and classroom oral participation which in turn affects learners' oral proficiency. On the basis of these results, the hypothesis was confirmed in that students need to be provided with an appropriate technique which is Cooperative Language Learning (CLL) to enhance the speaking skill and to create suitable situations where they can use the language without hesitation. The discussion of the results has shown that using cooperative learning motivates third year English students and when used in oral expression, well-structured cooperative group work helps third year English students to improve it. Some suggestions have proved their necessity to guide the teachers for implementing this technique within their classes appropriately to get the set objectives and better the situation.

List of Abbreviations

C.L.T: Communicative Language Teaching

C.L.L: Cooperative Language Learning

E.F.L: English as Foreign Language

F.L: Foreign Language

T.L: Target Language

T.T.T: Teacher Talking Time

OE: Oral Expression

=: Percentage

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1. Introduction

The teaching of foreign language is an interactive process which involves participation of both the teacher and the learner. Many researchers have investigated about classroom communication that involves interaction: they showed the importance of interaction in building knowledge and improving skills. For Allright (1984) it is important to keep learners active in the classroom which means reducing the amount of the teachers 'talk in classroom and increasing the learners' talk time, naturally, they will talk to each other through pairs / groups where each learner gets his time to talk. For that reason a great opportunity of classroom truly demanded.

One teaching strategy that is considered an important component of the recent approaches to teaching a second language or a foreign language (L2/FL) and that would simultaneously be implemented for all levels in all subjects is cooperative learning. In this research project, we are going to check the impact of using cooperative group work as a technique to develop third year LMD students' speaking skill and communicative abilities.

2. Statement of the Problem

The main objective of learning a foreign language is to be able to communicate in that language. We have studied English language for five years in university and we have noticed that learners at the department of English at university of Biskra do not use the language frequently and they claim that they have facing many difficulties in use the target language appropriately. The problem we are confronted here is; when the students exhibit a lack of interaction-which can be presented through their poor production, lack of participation in the classroom and poor student teacher relationship-learning a foreign language and its components (pronunciation, vocabulary, and grammar) become extremely difficult to develop their oral proficiency. Thus, teachers have to provide learners, with a method of increasing those opportunities of language use. Organizing the class into groups is one of the surest paths to provide learners with extensive oral production.

In this study, we try to investigate the effectiveness of this method (cooperative group- work technique) in developing learners' speaking proficiency.

3. Research Questions

The precise questions we would ask here is:

- Does cooperative group work technique help students to develop their speaking proficiency?
- Are the EFL Learners able to improve their speaking skill through interacting inside the classroom with each other?
- Does cooperative group work technique lead to a better achievement in speaking?

4. Assumptions and Hypothesis

To answer our questions, we assume that:

- The English language learners' desire is to achieve a high degree of speaking proficiency.
- The development of speaking is not only to learners to talk but also to teacher in using such method.

Under these assumptions, we hypothesis that:

If teachers use cooperative group work technique in teaching the oral expression course, it would be helpful for EFL Learners to use English spontaneously.

5. Aims of the Study

The present study aims to investigate how cooperative group work technique presented via cooperative language learning can be employed in enhancing third year LMD students' speaking skills in the department of English. This study aims at:

- Improve learners' poor productions in English language.
- Increase opportunities for students talking time.
- Make use of pair and small groups to maximize learners' oral production.
- Draw the teacher's attention towards the effectiveness of adopting cooperative language learning as a technique in their oral courses to fully improve their learners' speaking.

6. Literature Review

Oral skills have been hardly neglected in EFL/ESL courses. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g. turn-taking, questioning strategies.....) to indirect approaches which create condition of interaction through group work.(Richards,1990).

In the present study, we will focus on one technique, which is cooperative group work and its development on speaking skill. Many researchers have agreed on the fact that cooperative learning has positive effects on learners' speaking skill. According to Thornbury (2005) in his book: "How to teach speaking" has been written for all teachers of English who wish to improve their knowledge and to develop their classroom skills, and considers that speaking is interactive and requires the ability to co-operate in the managements of speaking turns. Yet, Jack C Richards and his contributors(McCafferty, Jacobs, DaSilva.....) in his book "Cooperative learning and second language teaching" which provide a useful introduction to the field of cooperative learning for teachers wishing to better understand how its group-based learning principles can be successfully used in second and foreign language teaching and he stated that; the approach known as cooperative learning has long been of interest to practitioners of communicative language teaching since it offers a body of widely tested classroom procedures for implementing group-based activities in the language classroom. For this reason, we are interested in investigating its role (group work) to improve EFL Learners' speaking skill.

7. Significance of the Study

The mastery Learners consequently evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency (Richards 1990).

The main principle of recent approaches is communicating in the classroom. When we choose one word to symbolize the changes in second language teaching over the years, it would be communicative the idea that the surest path to engagement in learning a second language lies in students communicating in that language. Indeed, if asked to describe their teaching methodology, many teachers today would say they use communicative language teaching (Richards & Rogers, 2001, p, 192). Group activities (pairs are included herein) have become one of the key tools in communicative language teachers' tool boxes because

groups provide so many opportunities for students to communicate and because groups provide a means of integrating speaking, listening, reading, and writing (Crookall & Thiyaragarajali 1997; Harmer 1998; Jacobs 1998).

In this study, we aim to focus on the degree of importance of using cooperative group work technique in developing EFL Learners' communicative ability.

8. Research Methodology

The method of this research is quite descriptive. That is, it aims to describe cooperative group work and its significant role in improving learners' speaking proficiency through using a questionnaire as a tool by which we gather the data for the study. For the needs of the present study, two forms of questionnaire will be used; the first questionnaire will be delivered to third year oral expression teachers at the department of English at the University of Biskra; the second is administered to third year LMD students of English at the same department.

One main reason for not adopting the experimental method as a tool of research, though it would be more appropriate for such a study, is the constraints of time. The short time allocated for undertaking this research does not allow for designing the experiment.

9. Research Tools

Population and Sampling

The study will take place at the university level with third year LMD students of English (Ten groups about 387 students) and third year LMD teachers of oral expression module. To obtain information, we will deal with two samples chosen from the whole population:

- ✓ The third year LMD students of English. Since it is difficult to work on the whole population; I have chosen a representative sample of 100 students.
- ✓ All Teachers of oral expression at the department of English (Licence, Magister degree) (eight Teachers).

We have chosen to work with this sample of students because they are expected to have a good level in English then they will graduate from university and have a license degree with a good oral proficiency. But, they face many problems in speaking in English and this

study will provide learners as they are future teachers with the appropriate technique which is cooperative group work to develop the speaking skill. .

Concerning the data collection, we will use a questionnaire to achieve a more reliable and comprehensive picture. In this sense, we would direct two main questionnaires; one to the teachers of oral expression at the department of English, Mohammed Kheider University of Biskra, to make sure that their responses and suggestions are the product of interaction with language learners during the years. Students' questionnaire would be directed to third year LMD students in the department of English at the University of Biskra, it aims at investigating the students' attitude towards the present teaching situation, and we also want to investigate the students' evaluation of their speaking skill and the awareness of cooperative group work technique.

10. Structure of Dissertation

The present research is divided into two main parts, a theoretical part which includes two chapters and a practical part which concerns the investigation and the analysis of the results.

The first chapter is devoted to highlight the skill of speaking; Definitions of speaking, elements of speaking, the importance of speaking, the relationship between speaking and listening. Then we will discuss the difficulties of students' inability to speak well in English also activities used for teaching speaking. In this chapter, different activities for developing speaking proficiency are presented. Finally, the roles of the teacher in the process of teaching and assessing speaking,

The second chapter provides a better understanding of cooperative language learning in small groups; it includes the nature of cooperative learning, the definition of cooperative learning, theoretical background of CLL, characteristics of CLL, followed by different models about learning in small groups and the goals of CLL will be discussed. The roles of the teachers and the learners, and also benefits of CLL are considered.

Chapter I: The Speaking Skill

Introduction

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Introduction

In teaching, today's professional interest is on the development of students' speaking proficiency in a foreign language class, because in general success is shown through the speaking ability. Speaking is one of the four skills namely listening, writing and reading, which is the more favorable skill by students than the other language skills. But in teaching this skill, the learner confronted with many problems which prevent them from communicating using this skill.

In this chapter; we will be mainly discussing some details about the speaking skill, namely, definition of speaking, elements of speaking, the importance of speaking , the relationship between speaking and listening and characteristics of speaking. Then we will discuss the causes behind the difficulty of speaking for learners, the activities used to teach speaking. In addition to that, the roles of the teacher and assessing speaking are also considered.

I.1. The Skill of Speaking

Second Language Learners speech is characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004, p. 1) argues that “*speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop.*” The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing. Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury, 2005).

1.1. Definitions of Speaking

There are many definitions presented by different scholars. According to (Petrie 1987 as cited in John Lyons, R, & Coates et al, p. 336) who sited that “*speaking is an activity which most of us spend a great deal of time engaged in, apparently without any efforts and with not very much thought*”. Of course, people all over the world, produce thousands of words without making a great effort.

Also, Chaney (1998) defines speaking as “*the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context*” (p.13). So Speaking is a basic skill that Language Learners should master with the other language skills.

I.1.2. Elements of Speaking

To speak the second language fluently and accurately, learners need to be able to know such elements which are very important to improve and develop the speaking skill. Harmer (2001) mentions these elements which refer to the language features that learners should have knowledge about. In addition to the processes of the language and information in the same time when an interlocutor interacts with them.

I.1.2.1. Language Features

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

●Connected Speech

EFL Learners need this ability to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech.

●Expressive Devices

Native speakers of English employ effectively the phonological rules which refer to their memories such as the pitch, stress, volume, and speed with the use of non verbal means. These devices help them to convey their intended meaning. The use of these devices contributes to the ability to convey the meaning. Students, then need to have this ability of using such devices if they want to be fully effective communicators.

●Lexis and Grammar

Learners produce some language functions; they often use the same lexical structures. The teacher’s role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others (Ibid.).

●Negotiation Language

EFL learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others talk. So, the teachers have to provide learners with the important and necessary expression and a variety of phrases for different function such as agreeing or disagreeing...etc they need when they ask clarification from other speakers. Also Learners need to perform their utterances very well if they seek to be comprehended and clear especially when they can see that the other interlocutors did not understand them.

I.1.2.2. Mental/ Social Processing

The importance processing skills of speaking are the following:

●Language Processing

This refers to the ability of the learners/ speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended meaning of messages (understand it). Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

●Interacting with others

Most speaking involves interaction between two or more participants, this means that effective speaking also involves a good deal of listening, comprehending of how the other participants are feeling, and knowing how linguistically to take turns and keep the other to do so.

● (on –the spot) Information Processing

This relates to the ability of processing the information in the mind rapidly, i.e. the time speakers get information; they should be ready to response to the others' talk (Ibid).

I.1.3. The Importance of Speaking

In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other

people. Moreover, the teachers' talk will be reduced; that is to say learners are having the occasion to speak / talk more and more in the classroom.

Ur (2000) declares that:

Of all the four skills [listening, speaking, reading and Writing], speaking seems intuitively the most important: people who know a language are referred to as “speakers” of the language, as if speaking included all other kinds of knowing (p.12)

Recently, many EFL/SL learners give more importance to the speaking skill in their learning because if they master/ develop this skill then they will be considered as if they have mastered all of the other language skills. In addition to, the principle question often given to EFL Learners is “do you speak English?” but not “do you write English?” We understand that most of people take speaking and knowing a language as synonyms. Celce-Murcia (2001, p. 103) argues that for most people *“the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication”*

The importance of speaking is more revealed with the integration of the other language skills. For example, speaking can help learners to enhance their vocabulary and grammar and then developing their writing skill. Also with this ability, learners can express their feelings, opinions or thoughts as well as informing our listener or reader, we may hope to amuse, entertain or mislead for example.

I.1.4. The Relationship Between Speaking and Listening

According to (Brown, 2001) who stated that there is *“a natural link between speaking and listening”*(p.275) this means that teachers should pay attention to and should not hesitate to relate this two skills in the teaching process. Logically, both of them (speaking and listening) happen together; when teachers focus/ center their attention on speaking listening, listening is always there. So, the relationship between them is clear in almost all the activities used to teach speaking skill; both of them strengthen one another.

I.2. Characteristics of Speaking Performance

Fluency and accuracy are of the main characteristics of communicative approach, and they are seen as complementary in accomplishing a given task. Though, Richards and Rodgers (2001, p. 157) mention that “*fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context*”, and this refers that is the focus often the communicative language teaching (CLT) is on the communicative process between learners or teachers-learners, rather than mastery of the language forms. There are many questions which have been raised about the role of accuracy in CLT theory.

Hedge (2000) makes the important point that

The communicative approach somehow excuses teachers and learner from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary (p. 61).

Learners they should improve a communicative competence via classroom practice; however, simultaneously they should know how the language system works in appropriate way.

I.2.1. Fluency

The main objective of teachers wish to achieve in teaching the productive skill of speaking is fluency; which is the main characteristics of the speaker performance.

Hughes (2002) defines fluency as the ability to express oneself in a comprehensible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. To investigate this aim, the teachers then should train learners to use their personal language freely and automatically to express their own ideas, opinions and feelings. Hedge Tricia (2000) adds also that

The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness or undue hesitation (p.54).

Here, we can say that fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and

intonation, i.e. doing all of these quickly. Also Hughes (2002) supports that fluency and coherence refers to the ability to speak in a normal level of continuity, rate and effort in addition to connect the thoughts together in a coherent path. Speech rate and speech continuity are the key indicators of coherence.

Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. Thornbury, (2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, making frequent pauses is an indication that the speaker has obstacles in speaking. In such cases Thornbury suggests what is called “tricks” or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are “uh” and “um”, vagueness expressions like “short of” and “I mean”.

Another device for filling the pauses is the repetition of one word when there is a pause.

I.2.2. Accuracy

Nowadays, second language teachers focused the term accuracy in their teaching process because learners seek more to be fluent and they forget about being accurate, speakers should pay attention to correctness of language form because it is very important for speaking proficiency. To define accuracy (Skehan 1996 ,p. 23 as cited in Ellis and Barkhuizen 2005,p. 139) as referring “*to how well the target language is produced in relation to the rule system of the target language.*” So EFL learners should emphasize on a number of components in their production of the spoken language which are; the grammatical structure, vocabulary and pronunciation.

I.2.2.1. Grammar

According to (IELTS, 2001, p.15 cited in Hughes 2002) the accuracy of grammar means to the range and the appropriate use of the learners’ grammatical structure that involves the length and the complexity of the utterances in addition to the capacity to use the subordinating clauses. Also the grammar of speech differs from the grammar of writing. Thornbury (2005) lists the following features of spoken grammar:

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).

- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

I.2.2.2. Vocabulary

Achieving accuracy in terms of vocabulary refers to the use of appropriate selection of words/ terms during speaking. EFL Learners often find difficulties when they try to express thoughts or opinions and what they want to say, they have a lack of choosing the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all situations. Students then should be able to use words and expressions in accurate way (accurately). According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

I.2.2.3. Pronunciation

Pronunciation is the most difficult part or characteristic by native speakers or EFL Learners in English language should practice pronunciation accurately. Also they should be aware of the words should be stressed. According to Thornbury (2005) native speakers for example, identify the Non-Native like the use of stress, rhythm, and intonation and when to use them bar to intelligibility and stronger marker of accent, than the way individual vowel and consonant sounds are pronounced. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English.

Redmond and Vrchota (2007) argue that

It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are Generally accepted or understood (p. 104).

However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved.

I.3. Speaking Difficulties in Foreign Language Learning

Practicing the speaking skill of the foreign language is not as knowing about this language. Echevarria et al. (2008) support that the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. Learners often find some difficulties when practicing the speaking skill, even those who know about the system of the foreign language. Parrott (1993) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantages of the classroom opportunities in order to speak English effectively. According to Ur (2000) there are four main problems in getting students speak in the foreign language in the classroom.

I.3.1. Inhibition

This problem occurs more when EFL learners attempt to participate in the classroom but many factors stop them to do so. Littlewood (1999) argues that “*it is too easy for a foreign language classroom to create inhibition and anxiety*” (p. 93).

Such factors refer to the lack of self confidence, the feeling of shyness and fear of making mistakes and all these are due to the ill development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience. Ur (2000) states that

Learners are often inhibited about trying to say things
in a foreign language in the classroom. Worried about,
making mistakes, fearful of criticism or loosing face, or
simply shy of the attention that their speech attracts (p. 111).

This view is supported also by Bowman et al. (1989) who argue that in teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities. To conclude, stress and anxiety are two factors that also can stop the students to speak with self confidence in front of their classmates.

I.3.2. Nothing to Say

The common expressions EFL Learners employ when they are imposed to participate in a given topic is “I have nothing to talk about”, “I don’t know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about may be those subjects are difficult or ambiguous. Rivers (1968) says that

“The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language” (192).

In addition to, the poor practice of the second language can contribute to create this problem. Backer and Westrup (2003) support that many students find it very difficult to answer when teachers ask them to say anything in the target language. The EFL learners may have just some ideas to talk about; they may not know how to use some vocabulary (deficiency of vocabulary) or they are not sure of the grammatical correctness. Also, EFL could not carry out the discussion on such subjects that are not interesting for them.

I.3.3. Low Uneven Participation

This problem refers to the amount of each student’s time of talking. Rivers (1968) claims that some personality factors can impact participation in a FL and teachers then should recognize them. Also there are some kinds of students who tend to be dominant and take almost the whole students’ talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Harmer (2001) suggests streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman et al. (1989, p. 40) support the idea by saying that “*traditional classroom seating arrangements often work against you in your interactive teaching.*”

Low participation in the classroom is due to the ignorance of teacher’s motivation too. Because if the teacher does not motivate his learners, the talkative ones also will show

no interest. So, one of the major responsibilities of any teacher is to increase and direct the motivation of their students.

I.3.4. Mother Tongue Use

EFL Learners of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003, p. 12) “*barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.*” Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Deficiency of the vocabulary of the target language and poor production usually leads learners to extract words from their native language.

I.4. Activities Used to Teach Speaking

Oral expression activities are conducted with group work to stimulate learners’ interest and to defeat their feeling of shyness and fear, as they are helpful in giving each learner, especially for overcrowded classes, the chance to participate within the group. They are conducted through separating the class into groups, with a chief for each group and then give them the task. After a limited period of time, all learners meet again and debate what they found as results.

The teacher organizes his learners in the classroom according to two shapes, the first one is that learners sit roundly to see each other and to ease their contributions; and the second one is that learners are put into a group of two learners, and ask them to converse between each other one asks and the other one replies. As he can help students with vocabulary and expressions necessary for the exercises as well as offering students the chance to contribute orally through paying the students’ attention to ask questions that need long answers, as he must correct just students’ errors that cause misunderstanding among them.

According to Thornbury (2008) Theorists, in relation to their schools of thought, suggested three different stages that learners pass through when they are learning to speak. The first stage here is awareness. By awareness it is meant that students are in need to be aware of the characteristics of the language under study. Appropriation makes up the second stage. Appropriation is the “integration” of the language characteristics into the students’ existing knowledge. The last stage has to do with autonomy (usually used with

automaticity). When students are able to use the new language on their own, they are said to be autonomous.

According to Thornbury (2008), theorists have designed several activities for all the stages mentioned above in order to an effective teaching to take place. All these activities urge the students to participate since they bring interest into the classroom and, thus endeavor motivation.

I.4.1 Awareness

The awareness activities focus on language features, social cultural rules, effects, communication strategies, speech acts, features of spoken grammar (repetition, ellipsis...etc), discourse markers (well, I mean, any way... etc), vocabulary, lexical chunks and stress and intonation.

I.4.1.1. Using Recordings and Transcripts

one way to raise learners' awareness of features of spoken language by teachers should expose them to audio-recorded material that can be scripted, semi-scripted or authentic conversations and dialogues also an alternative source of spoken data for example Radio or TV.

I.4.1.2. Using Live Listening

By listening to the teacher or a guest speaker since it opens the doors of interactivity.

I.4.1.3. Using Noticing the Gap Activity

Students are asked to perform an oral task, then they listen to a competent speaker performing the same task and then they denote the characteristics of the language that they have not used in the same way. Students re-produce the oral task as the competent speaker did. (ibid).

I.4.2. Appropriation

the term appropriation, rather than either controlled practice and restructuring, it is used for the second stage because it captures better the sense that learning a skill is not simply a behavior (like practice) or a mental process (like restructuring) but one of collaborative construction. And once students are aware about the language features, they have to appropriate this awareness in order to be used. Appropriateness offers the learners the opportunity to do a better control over their oral production (Ibid.).

I.4.2.1. Drilling and Chants

Drilling

By drilling it is meant the repetition of key words, sentences or entire expressions after hearing them (as in dialogues, conversations, TV...etc).

Chants

Chants are very entertaining for students. Listening to songs or playing computer games help students pick up many words and idiomatic expression and remember them easily. (ibid)

I.4.2.2. Milling Activities

Milling activities are one way of providing repetitive practice of formulas language in a more communicative group work is to set up a milling activity. In such activities, the learners are asked to collect the different points of views of their classmates by asking them specific questions to complete a survey or to find what the students have in common (in order to know how funny the class is, every student asks his/her classmates three or four questions that work in this “would you ever...etc”

I.4.2.3. Writing Tasks

It may seem strange to talk about writing in speaking. But writing plays a significant role in the appropriation of newly uncounted language for speaking-learning process. Here are some activities that explain more the role of writing in teaching speaking.

a. Dictation

In dictation process, the teacher dictates useful expressions (such as ways of giving advice) and learners write them down, and then compare. Alternatively, the teacher dictates a mixed set of expression such as way of giving requests, gratitude...etc) then dividing the students in two groups from formal to informal. After that the students have to use them to write dialogues.

b. Paper Conversation

This kind of activities, students are asked to write a conversation on a shared paper (pair/ group work) and that the teacher correct while talking in the classroom around them (Ibid.).

c. Computer-Mediated Chat

This type of activities means chatting with a person on Internet means exchanging short sets of words or sentences. Chatting is noticed to be very effective since it enriches the learners' language.

d. Rewriting

Another effective writing activity is rewriting. In this activity, teachers ask their learners to “adapt” or “modify” the written dialogues to learn what has been newly introduced. (e. g. the direct/indirect speech or the passive voice) (ibid.).

I.4.2.4. Reading Aloud

Reading aloud is a step that can be classified between writing and speaking. It helps learners focus on pronunciation without feeling stressed of what to say next. According to Thornbury (2008), Mark Powell suggested a four step technique for reading aloud that he called “sound scripting” which is the following.

- 1) Teachers give the learners a text and ask them indicate where pauses fall.
- 2) Students highlight the stressed words.
- 3) Then, they (i.e. students) come to a decision about the sequences of words that are slower or deliberate.
- 4) Finally, practice reading the text they have been through.

I.4.2.5. Dialogues

Dialogues have been used for ages and still are used today in language classes. Dialogues give the learners the opportunity to focus on grammatical and lexical structures.

a. Items on Board

The teacher writes some expressions (e.g. have you seen...? It's really funny to...etc) in an attempt to make the students imagine a situation and then speak.

b. Chunks on Cards

In this point learners work in pairs to have a dialogue and each one has a set of cards with useful expressions on them, such as by the way...etc. The idea is to include as many of these features into conversation as naturally as possible (Ibid.).

c. Disappearing Dialogue

The teacher writes the text of the dialogue on the board. Then she or he asks the students to read it loudly in pairs. After that the teacher removes the sections of the dialogue one after the other. By such doing, the learners memorize the dialogue and rewrite it all over again.

d. Dialogue Building

The teacher sets up a situation using drawings (e.g. drawing two persons in a grocery store) and asks the students questions (like who are they? Are they friends?) And then the students are asked to imagine the whole situation. By so doing, the students construct a complete dialogue which they perform on the spot. It is the opposite of disappearing dialogue

I.4.2.6. Communicative Tasks

This kind of activity focuses more on the importance of fluency rather than accuracy. Teachers believe that the students' oral production is better developed when they are focusing on what to say in a given situation rather than how to say it. They also believe that communicative tasks get the learners ready to use the language in real life situations which improve automaticity on them.

A classic communicative task is the information gap activity; this activity provides extensive talks among the learners. In information gap, the learners are given different information that the other students may not have. This gap cannot be completed only if the learners use the language. Every learner has an important role in this activity because the activity cannot be achieved unless all the participants give the piece of information they have.

a. Jigsaw Activity

This type of activity involves many participants. In such an activity, the teacher arranges four flashcards and tells the learners about the general idea that these cards uphold. Then, s/he distributes the cards for four subgroups (one per each). After a moment the teacher asks the members of all the subgroups number one, for instance, to describe what s/he has seen. Later on, the teacher and subgroup number one members decide upon the idea that this card upholds (Ibid.).

c. Surveys

The students are asked, in this type of activities, to confirm or disconfirm the claim a hypothesis that the teacher suggested. To do so, students collect their classmates' opinions about this issue then one student should be chosen to report what the group's members found. Finally, the whole class comes to a decision whether what they reported confirms or disconfirms the truthfulness of the issue.

d. Guessing Games

Like who am I? Or what am I? Where every student thinks of a famous person, an object or an animal and his/her classmates make guesses until what was thought is found.

I.4.3. Autonomy

Automaticity is defined by Thornbury (2008, p. 90) as being "*the capacity to self-regulate performance as a consequence of gaining control over skills that were formally other-regulated.*" The activities that are used to enhance automaticity in the learners are described as follow.

I.5.3.1. Presentations and Talks:

Teachers ask the students to present the following activities in front of their classmates and get ready for a real life communication.

a. Show and Tell:

Students are asked to talk about a picture or an object that is important to them, and then answer the questions that their classmates ask.

b. Did You Read About?

Students are asked to speak about something they may have heard about on the radio or that may have read in the newspaper. After that, all the students give their opinions.

c. Academic Presentations:

This type of activity gets the learners (individually, in pairs or in groups) present academic presentations with formal characteristics (e.g. language and gender).A discussion takes place when the students finish their presentation.

I.4.3.2. Stories, Jokes and Anecdotes

Storytelling has been used for decades and still is used now. Through storytelling, students are given the opportunity to practice their oral skill as well as to know each other. Jokes and anecdotes have the same aim (Ibid.).

a. Guess the Lie

In this activity, students are going to take turns. One of them tells three short anecdotes; two of them really happened to him/her, but the third is false. The other students are going to guess the lie.

b. Insert the Word

The teacher gives all the students cards with different words or expressions. After that, they start telling anecdotes one after the other and the other learners guess the „secret item“ that the anecdote entail.

c. Chain Story

The students turn take to build a story (one sentence per student).

d. Party Jokes

Students exchange jokes in pairs or groups. Then the class should vote for the best one.

I.4.3.3. Role Play

Speaking activities including role plays which involve the learners in real life communication and help them reduce their fears of performing in front of people. A very popular role play activity is “**the soap**”. In the “soap” learners “plan, rehearse, and perform” a short passage from a soap opera. The other students, later on, are free to give their opinion about the participants’ performance and about the message they transmit.

4.3.4. Discussion and Debate

The most used activities in oral classes usually are discussion and debate, actually, “**Panel discussion**” is what teachers prefer. Usually used in pairs or in groups; students on the panel give their arguments about a given issue, and those students (from the audience) either agree or disagree. This activity is very effective that is helps learners emphasize more on what they say rather than how to say (fluency rather than accuracy) (Ibid.).

According to Richards (1990) different speaking activities like; conversation, group discussion, and speeches make different types of demands on learners. They require different kinds and levels of preparation and support and different criteria obviously have to be used in assessing how well students carry them out.

I.5. The Roles of the Teacher

The basic role of the teacher is to create the best conditions for learning process and comfortable classroom. The teacher needs to play a number of different roles during

classroom procedures. However, Harmer (2001) suggests three roles if the teacher is trying to get students to speak fluently:

Prompter

the teacher should become a prompter when students get lost, stuck and cannot think of what to say next, or in some other ways lose the fluency the teacher expects of them. The teacher, in this role, should be very careful not take initiative away from the students. He can leave them to struggle out of such situations on their own, and indeed sometimes this way is the best option. However the teacher may offer discrete suggestions. This will stop the sense of frustration that some students feel when they come to “a dead end” of language or ideas.

Participant

Teachers should be in any part of the lesson there is always a chance for the teacher to participate in discussions, as an equal not as a teacher. In this way the teacher can prompt covertly, introduce new information to help the activity along, ensure continuing students involvement, and generally maintain creative atmosphere. However, the teacher should be very careful of participating too much, thus dominating the speaking and drawing all the attention (Ibid.).

Feedback provider

The teacher should be very careful of when and how to give feedback in the speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, positively correction may get students out of difficult misunderstanding and hesitations (easier) everything depends upon teacher tact and the appropriacy of the feedback provided (Ibid.).

I.6. Assessing Speaking

Thornbury (2005) states that speaking assessment can be done either formally or informally. Informal assessment can take place at the beginning and at end of the language courses as well as at various occasions during the course itself-by asking questions to check whether the learners have understood or not. However, formal assessment can be done through tests-using placement, diagnostic, progress or development tests - and examinations like the Cambridge Certificate in English language Speaking Skills (CELS), the International English Language Testing Service (IELTS) examination, and the examinations offered by Cambridge ESOL.

Assessment is the process of analyzing and measuring knowledge and ability, in this case, the learner's knowledge of the language and ability to communicate.

Testing can have a significant influence on how a teacher works with his learners and also influences how learners learn. It may seem easier to prepare a grammar test. However, testing speaking is not an easy task because of the complexity of the skill. The problem, however, with including an oral component in a test is that it complicates the testing procedure in terms of practicality and the way assessment criteria can be reliably applied. Setting and making a written test of grammar is relatively easy and time-efficient. A test of speaking, on the other hand, is not. As an example; we may use an oral interview which forms a common kind of foreign language tests. During the test, all the learners of a class have to be interviewed individually, the stress caused, and the time taken, may seem to be greater than the benefits. Moreover, the teacher may have different criteria or standards for judging speaking Thornbury (2005).

Conclusion

Speaking is very important process that helps to evaluate learners' proficiency in the target language. Through this chapter we have attempted to shed some light on the speaking skill; definitions of speaking, its importance characteristicsetc and this proficiency should be one of the basic curriculum of second or foreign language teaching in addition to the other language skills. Learning to speak a foreign language refers to learning engagement in communicative situation so that they will activate their speaking ability. So the development of speaking skill requires students to make active use of the language that is correct in grammar, use of vocabulary and pronunciation which means that fluency and accuracy are two necessary aspects to be developed in group work technique.

The next chapter will include cooperative group work technique and its benefits in developing speaking skill.

Chapter II: Cooperative Language Learning

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II.1.1. Definitions Cooperative Language Learning

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Conclusion

Introduction

The main principle of recent approaches is communicating in the classroom (Richard & Roger, 2001). One central component of communication, according to Brown (2001) is interaction between learners. The reason is that teacher and learners exchange ideas during interaction; they produce and receive knowledge about the content and the forms of the language at the same time. This will give them greater opportunity to learn L2/FL using the target language itself (Finkbeiner, 2004).

Moreover, practice is considered one of the effective strategies of learning. Gilbert (2002) argues that “the best way of learning anything is to teach it to others” (p.54). This principle can be applied in teaching and learning L2/FL using a method that gives a great chance for L2/FL learners to apply their teaching and learning strategies (Finkbeiner, 2002; Finkbeiner, 2004), in addition to putting in practice the target language in small groups; this method is cooperative learning.

Cooperative Language Learning (CLL) also known as Collaborative Learning (CL) has emerged over the past ten years as one of the learner-centered methods of language teaching (Richards & Rodgers, 2001).

In this chapter we are going to spot the light on cooperative learning (CL) as an important technique that can be applied in many academic subjects through presenting its different definitions, its theoretical background (foundations), its methods, its goals, the roles of both (the teacher and the learner) , and its benefits.

II.1. Definitions

II.1.1. Cooperative Learning

According to Ravich (2007, p .60), Cooperative learning is a teaching method in which students of differing capacities work together in groups on an assignment and receive a common grade and each student has a specific responsibility within the group. Advocates believe that cooperative learning enables students to acquire both knowledge and social skills and that student try harder because they are members of a team. They also contend that students have more opportunities to ask questions and clarify confusions than they do in the whole-class setting.

As for Olsen and Kagan (1992; as cited in Richard and Rodgers, 2001), CLL is that: Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which

students work together to maximize their own and each other's learning. It may be contrasted with competitive learning in which students work against each other to achieve an academic goal. This definition implies that CLL entails learners learn from each other in pairs or small groups. CLL in this context emphasizes learner accountability in which each member of the group is responsible for his own contribution to activity.

Furthermore Slavin (1995) has identified Cooperative Learning as the “*variety of teaching methods in which students work in small groups to help one another learn academic content*” (p.2). In other words, cooperative learning includes different instructional techniques in which students work in small groups and emphasize on achieving their shared academic goals. For Johnson and Johnson (2005), Cooperative learning is “*the instructional use of small groups such that students work together to maximize their own and each other's learning*” (p.117). That is to say, all members have to contribute in improving their learning and each others' understanding when using Cooperative Learning. Hill and Flynn (2006) think that it is by using cooperative learning that students use interaction to understand and master and new knowledge.

Cooperative learning is a form of indirect teaching in which the teacher sets the problems and organizes the students to work it out collaboratively. (Kenneth Bruffee, 1984) Cooperative learning means more than merely putting students in groups for discussion or completion of tasks. Johnson and Johnson (1984), two of the most prominent researchers on cooperative learning, have defined the four elements crucial to effective cooperative activities:

1. Positive interdependence among learners in respect to resources, task accomplishment, or reward;
2. Face-to-face interaction in small groups (although computers and computer networks may allow cooperation that is not face-to face.);
3. Individual accountability for participation or internalization of the relevant knowledge or skills; and
4. Use of interpersonal and small group skills in the learning process. But notice that cooperative learning involves more than just working in small groups. The elements of group reward and individual accountability are crucial to the success of a cooperative learning task. In a Meta analysis of 46 studies that compared cooperative and competitive learning strategies carried out over an extended period of time in elementary and high school classrooms, 63 percent reported significant differences in favor of the cooperative

structure. However, when only those studies which included group rewards for individual achievement were considered, 89 percent resulted in superior performance under the cooperative mode (Slavin, 1983).

II.1.2. Group Work

Group work is considered one of the important factors to improve learners' communication. Different individuals have developed many approaches to group work over the last time. Group work is defined by Johnson, Johnson and Smith (1991, p.15) as "group work, in language class, is a co-operative activity, during which students share aims and responsibilities to complete a task assigned by the teacher in groups or in pair".

According to Nunan and Lamb (1996, p, 142) group work is designed as any classroom activity in which learners perform collaborative tasks with one or more speakers. It has been considered one of the main changes to the dynamics of classroom interaction wrought by students-centered teaching

Also, it is said that, in group work, students learn to listen to different thoughts, opinions, learn to discuss and to negotiate. They take part in equally and sometimes they feel comfortable to experiment and speak the language. Every member has more opportunities for independence and they can have some learning decisions.

Conclusively, group work is the best way to have success in learner - centered approach. This kind of speaking activities has had more and more emphasis in language classroom and it is used in encouraging learners' oral practice. Participating in group, learners can join actively in the learning process. They do not have to sit passively and listen to their teacher.

II.2. Theoretical Background of Cooperative Learning

Cooperative learning is supported by many theories; each one of them attempts to give argument for the significance of using cooperative learning. Among these theories, we are going to talk about behavioral learning theory, cognitive theory, and social interdependence.

II.2.1. Behavioral Learning Theory

Johnson, Johnson and Smith (1998) assume that students are likely to work hard when there is any kind of reward; since cooperative learning emphasizes on individual and

group rewards, it is more probably suggested to help students to learn. Slavin (1995) and Slavin et al. (2003) called this theory “motivational theory”. According to the motivational perspective, individual and learning group reward is based on the sum of individuals’ achievement because benefits are attained when group and individual goals are achieved when using cooperative learning. This would lead to make students more motivated to help each other and to do more efforts (Slavin, 1995, Slavin et al., 2003).

II.2.2. Cognitive Theory

According to Cohen et al. (2004) the cognitive theory views learning as a process of constructing knowledge through cognitive processes like reflective abstraction, recognition and so on (p.168). This is to say, meaning is built through actively participating in the learning process. There are two ways of constructing this knowledge, either according to Piaget’s theory or Vygotsky’s theory.

II.2.2.1. Piaget’s Views

Piaget gives the learner an active role in the learning process, because according to Bentham (2002), Piaget thinks that when the learner is provided with situations where he can face “dis-equilibrium”, he will have cognitive conflict that would lead to learning new knowledge. Interacting activity is a good example of such situation. Cognitive conflict would happen when the learner realizes that other learners have different opinions and points of view. Then, he would compare his old knowledge and the one he is facing in exchanging situations to build new knowledge based on cognitive processes. Stevens (2008) argues that cooperative learning either with peers or with small group is a helpful technique for such contradictory views to occur. When learners interact in cooperative learning activity, they at the same time, compare the knowledge they have with different information their group mates have. This situation causes cognitive conflict. When they agree on one opinion and view, the conflict is resolved. Through this way the new knowledge is built and constructed.

II.2.2.2. Vygotsky’s View

O’Donnell (2002) suggests that it is when the learner is put in contexts like cooperative learning one that he can use more beneficial learning processes. When learning with peers or in small groups, learners argue, explain, and listen; this would be a good source for them to get knowledge. One of the important key elements of Vygotsky theory

is his emphasis on the social nature of learning (Slavin, 2006). Cooperative learning can be a valuable example that adds social characteristic to the learning activity.

Hence, Vygotsky's theory has been found to support the use of cooperative learning strategies in which learners work together to support each other (Slavin et al., 2003). In his theory, Vygotsky emphasizes the importance of more competent peers when they help less able students because what can be done once with help from more able students, can be done another time by oneself (Bentham, 2002). This implies that during learning in a cooperative heterogeneous group, all levels benefit; this state is known as "cognitive apprenticeship" (Stevens, 2008).

II.2.3. Social Interdependence Theory

According to Johnson, Johnson and Smith (1998), Social interdependence theory believes that cooperation is a result of positive interdependence among individuals' goals. In other words, the way goals and individuals relationships are structured in a group work determines the way individuals are going to interact with each other and have great outcomes on the group goals. Slavin et al. (2003) called this theory social cohesion theory and they assume that the effectiveness of cooperative learning is related to a large extent to the cohesiveness of the group. Cohesiveness is the situations where students help each other learn. It results from caring about the group and its members. Social psychological approaches identify social interdependence as an outcome of helping the groups' members each other (O'Donell, 2002, p.489).

II.3. Cooperative Language Learning Models

Locatis identified four representative models for cooperative learning (Slavin, 1995, as cited in Locatis, 2000; King, 1993; Millis, 1990, as cited in Locatis, 2000):

II.3.1. Student Team-Achievement Divisions (STAD)

Students are assigned to four-member teams that are mixed on the basis of gender, ethnicity, and performance level. Courses are introduced in a traditional manner, but students work together to ensure that all team members develop the materials. Moreover Students are tested individually and each individual student's score is compared to his or her past average and Team points are awarded based on the degree to which members exceed their earlier performance.

II.3.2. Teams-Games-Tournaments (TGT)

TGT approach is identical to STAD, except students compete with those in other teams who are at the same performance level. Low and high achievers from each team

compete with their counterparts, and the top scorers in these “tiered” tournaments win points for their teams.

II.3.3.Jigsaw II

The Jigsaw approach is like STAD except that each student is assigned expository material and each team member is randomly assigned to become expert in some aspect of the assignment. If the topic is a country, for example, one member might specialize in history, another in geography, another in economics, and so on. Students interact with members of other teams who have the same specialization and then return to impart the content that they have gathered to their teammates.

II.3.4. Team Accelerated Instruction (TAI)

Students study individually but are assigned to teams whose members check and help each other. Students are tested individually, but team rewards are given based on the number of individual assignments and tests that members complete. The method is useful in highly structured subjects where success depends on mastering pre-requisites.

II.4 .Goals of CLL

In second language teaching, the most important goal of cooperative language learning is communicative interaction. There is a great deal of support for the idea that interaction among students on learning task will lead to improve student achievement. Students will learn from each other contribution to classroom discussions Richards and Rodgers (2001: 193) believe that CLL goals are:

To provide opportunities for naturalistic second language acquisition through the use of interactive pairs and group activities.

- ❖ To provide teachers with the appropriate to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g. content-based, foreign language classrooms, mainstreaming).
- ❖ To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.
- ❖ To provide opportunities for learners to develop successful learning and communicative strategies.
- ❖ To improve learner motivation and reduce learner stress and to create a positive affective classroom climate.

Thus, these formulate the main goals of cooperative language learning in language teaching.

II.5. The Roles of Both (the Teacher and the Learner)

II.5.1. The Roles of the Teacher

“Teacher roles in cooperative learning classrooms are quite different from those of traditional classrooms; along with the changed social structure comes a changed pattern of teacher attention, expectations, and discipline. The need for discipline especially individual discipline is reduced, and the ability of teachers to consult with individual students is increased.”

Spencer Kagan (1986) and Frank Smith (1986) suggest that teacher’s model collaboration for their students by writing with them: brainstorming, composing, and editing together. This doesn't mean that teachers ask for ideas from students with a set of acceptable answers already in mind, but that they actually work through the process of a new writing task with the students. Teachers are often hesitant to do this, thinking that they shouldn't put themselves in the position of being tentative, of starting and backing up, of rethinking and revising in front of their students. They are afraid they will be seen as not fully capable in their own language skills. But this is how all writers really write. When students do not have a model of how advanced writers work, they tend to assume that good writers never falter, never make mistakes, never change what they have written. Judging their own efforts against this impossible goal, they see little chance of ever becoming good writers.

Also, collaborating with students provides them with a model for collaboration. They learn how to create the kind of give and take necessary for good collaboration. They learn how to negotiate differences in terms or concepts.

II.5.2. The Roles of the Learner

Cooperative Language *Learning* "promotes learning through communication in pairs or small groups."(Richards & Rodgers, 2001, p. 174), and its major concern is to enable students to learn from each other through their contribution to the group. In this regard, each student would take the role that goes with his/her personality. As Crandall reports:"For example, in an activity requiring individual roles, an extroverted or more confident student who likes to speak in class may be assigned the role of Reporter, while

one who prefers to write may be called the Recorder.". In his turn, Cohen (1994 as cited in Dörnyei & Malderez, 1999) claims that in group work, students are assigned the roles traditionally done by the teacher. They, therefore, take charge of the learning process and check that all the group members are on task. In CLL, learners are responsible for their own learning. This does not mean that teachers have no role to perform; rather, they delegate their authority to students who attempts to solve their own problems, and correct each other's mistakes (Ibid.).

II.6. Benefits of Cooperative Language Learning (Advantages)

Cooperative learning is a powerful educational approach principally because of its contribution in enhancing students' achievement and productivity and providing more opportunities for communication. From the perspective of second language teaching, McGroarty (1989; as cited in Richards & Rodgers, 2001, p. 195) offers the potential advantages for ESL students in CLL classrooms:

1. Increased frequency and variety of second language practice through different kinds of interaction.
2. Possibility for development or use of language in ways that support cognitive development and increased language skills.
3. Opportunities to integrate language with content-based instruction.
4. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.
5. Freedom for teacher to master new professional skills, particularly those focusing communication.
6. Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

. In addition to that, Carol Ames (1984) has elaborated on the motivational processes that underlie the effectiveness of different learning situations as follows:

1. When learners receive some indication of success, they feel more successful and capable. The indication of success or failure is usually a grade or other external evaluation, comparison with previous performance, or comparison with others' performance. Competitive situations, by their nature, reduce the number of learners who can be given "successful" external evaluation, or who can see their performances as superior to others,

thus limiting the number of learners who will feel competent and will rate their own performance as successful. Cooperative settings, on the other hand, increase the possibility for success as it is measured by completion of the group task, allowing more learners to feel competent.

2. Success in competitive settings tends to result in exaggerated inflation of self-esteem while failure results in exaggerated deflation. Self-esteem and feelings of competence strongly influence the individual's motivation to engage in an activity, so cooperative learning, by providing more learners an opportunity for success, motivates the majority to engage in further learning, while competitive learning motivates only the few who receive high evaluations.

3. The perception of failure in cooperative settings depends on the group outcome. Those who are in successful groups perceive their own performance as successful even though they may have low abilities, but those in unsuccessful groups may see themselves as unsuccessful and experience feelings of low self-esteem. For that reason, it is important that the teacher structures the task and monitor group performance to provide the support needed to make the experience successful for everyone.

4. Cooperative settings reduce the perceptions of differences among individuals. Students who have participated in cooperative groups tend to see other students as more similar to themselves than students in competitive settings. The result is that cooperative learning results in higher achievement levels for all students, not just those top few who would also be successful in competitive settings. Naturally enough, cooperative learning helps students develop better interpersonal skills. Perhaps most importantly, cooperative learning has been shown to be an extremely effective way of mainstreaming handicapped, minority, and LEP students. Study after study shows better acceptance of these students by the majority after cooperative learning experiences. Some male students express a greater willingness to work with female students after a cooperative experience as well. The authors of *Classroom Instruction that Works* cite research showing that organizing students in cooperative learning groups can lead to a gain as high as 28 percentiles in measured student achievement (Marzano, Pickering, and Pollock, 2001).

Other researchers report that cooperation typically results in higher group and individual achievement, healthier relationships with peers, more meta-cognition, and greater psychological health and self-esteem (Johnson and Johnson, 1989).

When implemented well, cooperative learning encourages achievement, student discussion, active learning, student confidence, and motivation. The skills students develop while collaborating with others are different from the skills students develop while working independently. As more businesses organize employees into teams and task forces, the skills necessary to be a "team player" (e.g., verbalizing and justifying ideas, handling conflicts, collaborating, building consensus, and disagreeing politely) are becoming more valuable and useful. Using cooperative groups to accomplish academic tasks not only provides opportunities for students to develop interpersonal skills but also gives them authentic experiences that will help them be successful in their future careers.

Also Dörnyei & Malderez (1999, p. 156) summarize the advantages of group work on many levels stating that this approach is mainly responsible for:

- The participants' attitudes toward 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).

❖ **Benefits of Using Group Work Activities in Language Teaching**

There are many sorts of activities in speaking lesson which are; discussions, dialogues, etc. These activities are often used in group work and have a lot of advantages.

Firstly, students' responsibility and autonomy are promoted through group work activities.

All students work together, share their thoughts, and always want to reach the goal in group activities. In addition, one of their main tasks is being in charge of their group activities. Every learner is in charge of his own and each others' speaking, so there is a friendly help and high personal interdependence between them. Doff states: Group work and pair work encourage students to share ideas knowledge. In a reading activity, students

can help each other to explore the meaning of a text, in a discussion activity; students can give each other new ideas". (Doff, 1988). Secondly, learners' participation, talking time and oral fluency are improved through group.

As for Ur (1996), students can have a learning task during small interaction in group work and it is considered as a kind of their activation and is very valuable for practicing of fluency in speaking. There are 5 groups in a class; students can get 5 times as some chance to speak as in a big class.

Finally, the students' motivation is improved through group work activities. Group-work activity can allow participants to use the language. Moreover, it is one of the most effective ways to motivate participants to become more involved. Richards and Lockhart (1994) point out that, students not only play more active roles in the learning process but also get the benefits of sharing ideas with their team member through taking part in groups. Doff (1988, p.141) states "*students fell less anxiety when they are privately than when they are on shown in front of the whole class. Pair work and group-work can help shy students, who would never say anything in a whole class activity*". The source of benefits of group-work can be seen in many different fields, consists of improving students speaking skill. In the best group-work activity in a language classroom, the participants of a learning group can benefit in several ways. By dividing the class into group, a new social context in created whereby learners get the opportunity to share individual cognitions with their group mates and decide on a conclusion based on the sum of these cognitions.

In general, group work has had a lot of focus in language classroom and its activities are taken place in some ways of the second language instructions, especially in encouraging learners' face to face practice. However, group activities still have got many problems when some students control the group a lot and make others uncomfortable, so how to organize group work effectively is the big question for educators and language teachers, who consider group wok as one of the best ways to improve students' speaking skill.

Conclusion

To conclude, CLL is an approach that was found to have many advantages and benefits on many levels: sociological and psychological, and academic achievement. When applied effectively, CLL can play a good part sociologically in the sense that they would learn how to interact with each other, as well as learn from other peers. Equally, CLL can raise students' self-esteem, increase their motivation, improve their self-confidence, and create an affective social context of learning. We know a great deal about the importance and the effect of cooperative learning on students and the conditions necessary to make cooperative learning more effective for achievement outcomes. It is now possible for teachers to select from a wide variety of cooperative methods to achieve different purposes and to use cooperative learning as the main organizing plan for classroom instruction. All these elements put together can motivate students to learn; thus, increase their academic achievement. In sum it is not a new idea to use group work activities in improving learners' speaking ability. In many educators' opinions, this speaking proficiency no doubt gives big and necessary benefits not only teachers but also learners.

Using group work effectively can help students become more independent, confident and responsible. This is very good because they can have and use many suitable learning strategies in their studying for a long time and it contribute to develop a lot of skills like using cooperative work in writing and speaking.

Introduction

In the theoretical part (first and second chapters), we have presented a literature review about the significance of using cooperative group work technique to improve learners' speaking skill in EFL classes. In these chapters, we take into consideration different views from various books. To determine this work it is high time to look at something more practical, by the latter we mean our investigation which is undertaken on a specific population.

This chapter is devoted to the presentation and analyses of data obtained through the implementation of the present research. The analysis concerns the data obtained from two different questionnaires, namely, students' questionnaire and teachers' questionnaire.

First, the situation design will introduce the population to whom the questionnaires were administered. Second, we will describe, analyze and interpret the questionnaires. These analyses will allow us to build our points of view about our hypothesis, about whether the role of cooperative work improves foreign language speaking ability. We will then provide two sections, the first one will be about students' results analyses; and the second one is about teachers' results analyses.

We will also introduce our suggestions and recommendations concerning the significance of using cooperative group work technique for better performance of the foreign language speaking.

The Population

The whole population of the study consists of third year LMD students of English as a Foreign Language (EFL) at Department of English at the University of Biskra during the academic year 2012-2013 and is composed of all oral expression teachers at the same department. The total number of the students' population is (387) three hundred and eighty seven students divided into 10 groups and the teachers' population is 08 teachers. The students are from different socio-economic background and from different geographical regions in Algeria and different genders, male and female. The teachers have different degrees and different years of work experience at the Department of English at University of Biskra.

III.1. Students' Questionnaire

III.1.1. Aim of the Questionnaire

The students' questionnaire mainly aims at finding out whether the EFL learners give importance to cooperation in group work and interaction that happen inside the classroom through practicing the language and participating with their peers/group members or teachers using their speaking skill. It also attempts to investigate the students' perception of group work which used by their teachers, and whether contributed in developing their speaking proficiency.

III.1.2. Administration of the Questionnaire

We have administered the questionnaire to third -year LMD students belonging to different options: sciences of language, and civilization and literature

The students' questionnaire was administered to three groups gathered together, making up 100 students (for the study, only 21 questionnaires were randomly selected). Students were given identical instructions, before they complete the questionnaire, on how to do so and for what reason it was designed. They were noticed that: it is an important component in our study, their participation is going to be really appreciated, and the answers they will provide would remain completely confidential (even though they were not asked to write their names). The questionnaire took the students nearly three days (Wednesday, Thursday and Sunday of the next week) and we take only half or forty five minutes from their time to answer the questionnaire. Among them ninety seven (97) were returned in the same days and three (03) few days later. The questions were clear enough in order to help the students' understand and thus provide appropriate answers in few times. With what mentioned above we can say that, the questionnaire was administered in a friendly and relaxed environment also in good conditions because we have found our friends and teachers of last year's who helped us in administering the questionnaire.

III.1.3. Description of the Questionnaire

This questionnaire is given to third year LMD Students to know their opinions about the nature of speaking and the kind of activities and techniques they need to perform in the classroom in order to develop their speaking skill. In addition, this questionnaire helps us to get an idea about the benefits of working with each other (groups) through

different justifications. Learners are asked to answer by 'Yes' or 'No' with brief justification whenever necessary. Sometimes, they choose the right answer from different options. The students' questionnaire was composed of (21) questions composed of four sections;

Section I: General Information (Q1 –Q2)

In this section the students were asked to indicate their gender in (Q1). In (Q2), students are asked to present their age.

Section II: Students' Perception of the Speaking skill (Q3 – Q15)

This section seeks information about the speaking skill. In the first place, students are asked to pick the most important skill that need to be improved most: speaking, listening, reading or writing and then they had to explain their choices (Q3). This question seeks information about how the students rate their oral performance in English whether it is high, above average, average, or low (Q4). In (Q5), students are asked about the participation in the classroom. Then, in (Q6) they are asked to say whether they feel afraid to talk in their classes or not. In (Q7) they asked to identify the reasons which lie beyond their answers from a set of options. In (Q8), they are asked about the most of the talk in oral expression module. In the last question of this section, students are asked given the opportunity to evaluate their oral production or not (Q9). They are asked to say whether they feel comfortable in oral expression section or not (10) student's are asked to justify if they feel uncomfortable they have many choices to select the appropriate answer (11) they are asked to answer if their teacher's motivate them to speak or not (12) this question seeks to know if the teacher care about their learner's when they answer correctly.(13) they are asked about which activity they like to use most. The last question of this section (14) which is about the degree of agreement in learning the language and speaking it.

Section III: Students' Perception of Their Teachers' Implementation of Cooperative Work (Q15-Q20)

The first question of this section seeks information about students' awareness of cooperative learning (Q15). The next question investigates the students' preferences for individual work, pair work or group work (Q16) and then they are required to justify their choices (Q17). In (Q18), students are asked if they find it difficult to work cooperatively with their classmates or not. Finally, students are asked if the teacher tries to solve the problems encountered when they are working with their peers, is considered in question (Q19).

Section IV: Students' Evaluation of Cooperative Work (Q20-Q21)

The two last questions (Q21 and Q22) investigate the students' evaluation of cooperative work whether it helps in improving their speaking skill or not, and then they are required to explain why if they answered with "Yes".

III.1.4. Analysis of the Results

Section I: General Information on the Students

Q1. Gender:

Sex	Participants	Percentage (%)
Male	22	22%
Female	78	78%
Total	100	100%

Table III.01: Students' Sex Distribution

A quick glimpse at this table will reveal that female students outnumber males. In fact, we have recorded just 22 or (22%) male subjects out of total one hundred, whereas the rest is of female sex, that is 78 represents (78%) female subjects. Girls are more expected to be more interested in collaborating also successful than boys.

Q2. Students' age

Age	20	21	22	23	24	25	26	27	Total
Subjects	03	50	21	13	09	01	01	02	100
Percentage	03%	50%	21%	13%	09%	01%	01%	02%	100%

Table III.02: Students' Age Distribution

In this table there are (8) age groups in our selected sample. Students' ages between 20 and 27 years old. Out of the total number of the sample (100), we have only three subjects who (3%) are 20 years of age; this may refer that they start their primary education early. (21) Years old subjects (50) represent (50%) a majority. (22) years old represent (21) or (21%) students. Besides, 24 years old (9) participants, 25 and 26 years old are just one student in the two years, and 27 years old (2) are believed to be older subjects who either have repeated years or not having started early their primary education.

This interpretation being related to the table, results may reflect the young sample we deal with and its readiness to be adapted to the new suggested technique which is CLL.

Section II: students' Perception of the Speaking Skill

Q3. Pick the most important skill that you need to improve most:

Options	Participants	Percentage
Speaking	79	79%
Listening	09	9%
Reading	04	4%
Writing	08	8%
Total	100	100%

Table III.03: Focus in Learning the Language Skills

In this second section the important question was to ask subjects to rank language skills in terms of importance and preference. The majority of respondents (79) making up (79%) picked the speaking skill first while (9) Students or (9%) put the listening skill, then it is followed by writing skill (8%) and reading (4) subjects or (4%). The aim of this question is to determine the participants' needs to the different language skills; therefore we have asked the students to pick the most needed skill (speaking, listening, reading or writing).

First of all, we notice that the speaking skill came first in the students' choices, as we have seen in the table above. According to those participants, speaking skill is considered more difficult than the other language skills. Also they need to develop this proficiency may be poor speakers and need to communicate using the language to become fluent speakers and those subjects are aware about the preference of this skill to succeed in learning. Through their responses they prefer to develop the speaking skill first. Which means that our sample shows a readiness to accept the technique which is (CLL).

Q4. Do you find speaking in English?

Options	Participants	Percentage
Very easy	6	06%
Easy	35	35%
Difficult	55	55%
Very difficult	04	04%
Total	100	100%

Table III.04: Students' Attitudes towards Speaking Difficulty

Students here are asked to say whether they find speaking in English easy, very easy, difficult or very difficult. The majority of (55) respondents (55%) believe that speaking in English is difficult this means that those subjects have problems when they participate in the classroom Like the fear of making mistakes and shyness.35 students (35%) who find it easy, about(6) students (6%) said it is very easy and only four subjects (4%) who find it very difficult.

Most of the subjects find that speaking in English difficult. This does not necessarily refer that they are not good speakers but those who face many problems so they should follow some techniques like; CLL.

Q5. How often do you participate in classroom?

Options	Participants	Percentage
Frequently	11	11%
Sometimes	60	60%
Rarely	16	16%
Never	13	13%
Total	100	100%

Table III.05: The Students' Frequency of Participation

By this question, we wanted to know the students frequency of using the language and their participation to speak. Teachers in general focus that only motivated students always take the initiative to participate even when are not asked to do so. This table

represented only 11 students (11%). The majority of students 60 making up (60%) claimed that “sometimes” participate in oral class. While (16) of them or (16%) rarely participate in the classroom. This means that those students who are interested in the subjects being discussed. 13 participants (13%) opted for never; that is a sign the lack of motivation or lack of interest of the topic.

Q6. Do you feel afraid to talk?

Options	Participants	Percentage
Yes	67	67%
No	33	33%
Total	100	100%

Table III.06: The Students’ Confidence in the Use of Language

This question aim at determining whether participants are afraid to talk in classroom or not. The table above shows that the majority of students 67 or (67%) feel afraid to speak however 33 represent (33%) consider themselves as talkative or are able to speak and participate in oral class. That is to say student who feel afraid when participate in classroom faced many problems this does not mean that the lack of some motivation but the next question gives us a clear idea of some factors which many inhibit students from speaking a foreign language.

Q7. If your answer is “yes”, is it because

Options	Participants	Percentage
Fear of making grammatical mistakes	6	8.95%
Fear of making pronunciation mistakes	6	8.95%
Having deficient vocabulary	3	4.47%
Lack of self confidence	2	2.98%
All of the above	50	74.62%
Total	67	100%

Table III.07: Causes for the Inability of Speak

We have discussed the issue of students being afraid to talk, now we want to see just what makes students unwilling to use the language for speaking, participants are, therefore asked why they do not participate. A biggest number of participants (50) or (50%) have chosen (All of the above) which means that our students are unable to participate because of many weaknesses at different levels: (accuracy, pronunciation, vocabulary...etc) and some psychological problems like: (the lack of self confidence...etc) still the remaining parties being related to the total number (17) they kept sticking to one problem:

- (6) Among them have chosen the fear of making grammatical mistakes and the same number have opted the fear of making pronunciation mistakes. Actually, this problem may prevent communication and learning in general.
- (3) Participants have opted deficiency of vocabulary as they are not talking enough in the classroom and only two students have chosen the psychological problem which is the lack of self confidence so the teachers' role is to create a relaxed atmosphere that pushes them to use the language and speak appropriately.

Q8. Who does most of the talk in oral expression?

Option	Teacher	Student	Total
Number	65	35	100
Percentage	65%	35%	100%

Table III.08: The Amount of Talking Time in EFL Classroom

The aim of this question is to increase opportunities for students talking time. The results obtained denote that 65 Participants (65%) state that is the teacher who does most and the talk in oral expression class. While 35 student say that the teachers is the one who talk in the class that is to say those kind of student who does not like speaking in their classes just listen to what the teacher present.

Q9. Do you feel comfortable in the oral expression class?

Options	Participants	Percentage
Yes	43	43%
No	57	57%
Total	100	100%

Table III.09: Students' Feeling in Oral Expression Class

This table reveals that the majority of (57) participants (57%) affirm that they feel comfortable while the rest of them 43 or (43%) students results that they feel uncomfortable. Usually talkative learners do not feel inhibited when they participate and use English language in the classroom, however learners who are always silent and avoid talking risks may be they fear from the reaction of their classmates and negative reaction on the part of the teacher.

Q10. If uncomfortable, what makes you feel so?

Options	Participants	Percentage
The teacher	14	24.56%
Your classmates	18	31.57%
The different activities/Subject treated/Classroom management.	25	43.85%
Total	57	100%

Table III.10: The Cause behind Student’s Feeling Uncomfortable in Oral Class

By this question we wanted to know the causes behind student’s feeling uncomfortable in oral class. The total number of the population here (57) participants admitted that they feel uncomfortable. The majority of them 25 or (21%) student declare that they feel so because of the activities the teachers uses in classroom (may be the same activities are always repeated) this lack of variety (activities) does not provide interaction in the class and thus the teachers is the reason behind this feeling and they may be interesting or exceed the level of language proficiencies students they do not participate all the time seeking for the information and teachers they are talkative and they consider the teacher to be the main source of input and students all the time silent because of or the nature of the topic(may be the teacher does not present an interesting subjects).

Q11. Does your teacher encourage you to speak?

Options	Participants	Percentage
Yes	68	68%
No	32	32%
Total	100	100%

Table III.11: Whether Teacher Encourage Their Students to Speak

The biggest proportion (68%) is the one who said “yes” which means that the teacher in an oral class tries to encourage and motivate his learners to speak. Still 32 respondents or (32%) confirmed that their teacher does not do so.

According to the results of the table above a teacher is not considered to be a factor that hinders the learners participation.

Q12. Does your teacher praise you when you answer correctly?

Options	Participants	Percentage
Always	13	13%
Sometimes	71	71%
Never	16	16%
Total	100	100%

TableIII.12: The teachers’ Frequency of Praise for the Students’ Correct Answers

Our aim of this questions whether the teachers praise their students when answering correctly.

It is a confirmation for the positive role a teacher plays in his oral class. Since the biggest proportion of 84 students (84%) confirm that they are praised by their teacher whether only (13) or sometimes 71 making up (71%). While the rest 16 making up (16%) of them opted for “never” that is to say that those participants answered negatively to that question.

Q13. Which activity does your teacher use most?

Options	Participants	Percentage
Discussion	80	80%
Role-play	20	20%
Language games	0	0%
Others	0	0%
Total	100	100%

TableIII.13: The Activities most Used in EFL Classes

Students responses vary to include different types of activities, the majority of 80 participants or (80%) have opted “discussion” which means that the majority of teachers use the same activity in their classes that is to say discussion always makes this routine explains the lack of interest, participation, and motivation on the side of students and they have a certain burden because the same activities are repeated. While 20 of respondents or (20%) answer with “role-play” activity. So teachers should use different and a variety of activities to increase students’ motivation.

So our learners lack creativity from the part of the teacher, i.e. a suggested new technique to break this routine (CLL) would be very helpful for them to fully develop their speaking skill.

Q14. Do you agree that in order to learn the language you have to speak it?

Options	Participants	Percentage
Strongly agree	72	72%
Agree	28	28%
Disagree	0	0%
Strongly disagree	0	0%
Total	100	100%

TableIII.14: Learning a Language Refers Speaking It.

Several studies revealed that in order for one to learn a language she/he has to speak it.

A big proportion of students 72 or (72%) strongly agree that any one wants to learn the language she/he have to speak it this is a confirmation that learners are aware about the importance of speaking. Others (28) or (28%) say that they agree while the other options (disagree and strongly disagree) are left.

Section Three: Cooperative Group Work in the Classroom

Q15. Have you ever heard about cooperative language learning?

Options	Participants	Percentage
Yes	80	80%
No	20	20%
Total	100	100%

TableIII.15: Students' Familiarity with CLL

This table shows that the majority of participants 80 or (80%) have heard of cooperative learning, against 20 or (20%) who have not. That is to say some of respondents are more likely to have a positive belief toward cooperative group work technique and this surely will impact their learning outcomes.

Q16. In oral expression session, do you prefer?

Options	Participants	Percentage
Individual work	15	15%
Pair work	25	25%
Group work	60	60%
Total	100	100%

TableIII.16: Students' Preference in Oral Class.

In this item, students are asked to say they prefer to work in class whether individual work, pair work or group work. The majority of participants 60 or (60%) have indicated that they prefer having group work instead of individual and pair work. (25) Subjects or (25%) have chosen to work in pairs and only fifteen students prefer to work individually

The results show that the participants are aware about the importance of this technique for the following reasons.

Q17. Please whatever your answer is, Justify?

According to the students' answers for the main reasons are summarized as following:

Group work

- Group work gives the learners' opportunities to share and exchange ideas (learning new things and correcting their mistakes).
- They said that the most you interact the most you discover new experience and they makes them more comfortable.
- It helps students to communicate very well and motivate them to work very hard.
- Also cooperative group work help introvert student to get read of their shyness and psychological barriers.
- It develops collaboration and cooperation.
- By group work learners can reduce their shyness and increase their lack of self-confidence. So they can participate in the classroom freely.
- Finally, it improves EFL Learners to speak the language appropriately, to acquire new vocabularies and allows them to get an experience from the other.

To sum up, all of these views indicate that in the first place, EFL Learners are aware of this technique (GW) and secondly those extroverts who find group work enjoyable are motivated when they set to work in groups.

Pair Work

- as for pair work students likely to be sociable (it develops social skill)
- They said that it makes them feel free and they have the occasion to communicate with his/ her classmates very well
- They prefer pair work because they feel free and they like to work with their classmates to avoid any problem

Individual work

- Some students prefer to work individually because it makes them feel comfortable when they work alone

-individual work helps the learners to improve their language proficiencies, have self confidence, showing their individual skills and knowing your level

-Individual work is better because they have a total responsibility on the whole work and may be they faced many problems when they work in groups.

Q18. Do you find it difficult to work with your classmates in group?

Options	Participants	Percentage
Yes	35	35%
No	65	65%
Total	100	100%

Table III.17: Difficulties Encountered in Group Work.

As shown in the table above, the majority of (65) respondents (65%) have answered “no” indicating that they do not have any problems or difficulties when they working within the groups and with their classmates. This refers that those participants like working with each other cooperatively for the communication of their ideas/ opinions.35 of the students (35%) have find many problems when they work with others. May be those participants do not benefit when working with each other.

Q19. Does your teacher try to solve the problems encountered?

Options	Participants	Percentage
Yes	72	72%
No	28	28%
Total	100	100%

TableIII.18: Teachers’ Attitudes towards the Problems

The aim of this question is to see whether teachers help their students to solve the problems faced while working with their group members. The majority of participants 72 or (72%) have chosen “yes” who are characterized by extroverts or believed to be socially with their peer However, 28 subjects/ the minority out of total 100 or (100%) who are

likely to be characterized by silent students , who believed that they are not improving their abilities and who are not sociable ones.

Section VI: students' evaluation of cooperative work

Q20. Do you think that cooperative group work technique helps you to improve your speaking skill?

Options	Participants	Percentage
Yes	72	72%
No	28	28%
Total	100	100%

Table III.19: Students' Evaluation of Cooperative Group Work Technique

A quick look at this table will reveal that a big proportion of students (72) represent a numerical majority (72%) has opted “yes” which refers that cooperative group work technique with its benefits and its helpful can strongly improve their speaking proficiency. In contrast, 24 students have chosen the opposite situation. So, a high portion of the sample recognizes the importance of CLL (group work) in enhancing their speaking skill.

Q21. If “Yes” why?

In this question we wanted to know the reasons behind the benefits of using cooperative group work technique in improving students’ speaking skill which are the following:

- Cooperative group work technique helps EFL Learners to develop their speaking skill because it gives them the chance to communicate and to share, to exchange ideas with each other
- it gives the student the trust to participate in the classroom
- it encourages them to speak within the group members so they can express their opinions freely practicing this proficiency

- GW makes the learners discover their mistakes in different levels (grammar, pronunciation and vocabulary)
- through discussion (issues, opinions...) in groups, learners gain new experience and learning more in vocabulary, pronunciation and grammar.
- It makes them feel comfortable when they speak and express their ideas orally
- finally when there is cooperation in the group there is an interaction and discussion within the members so it helps them to improve their speaking ability and makes them speak fluently with each other

Conclusion

On the basis of the analysis of the students' results, we conclude that learning a foreign language is to speak and to communicate in that language not only transforming knowledge, but one which creates situations where students interact with each other and express their ideas using the target language because the majority of the students express their needs in terms of speaking skill concerning the other language skills (i.e. writing, reading and listening), so learning the speaking skill will reinforce the learning of the other language skills. Although some EFL Learners may be motivated to learn English language, but they feel afraid to speak it for their inability to interact with others because of the many psychological problems (lack of self confidence...etc) students have, teachers need to encourage students' talk inside the classroom to be a good speakers in English by using group work technique. Most of the participants agree that CLL helps them to improve their speaking skill though several benefits such as; it gives them the chance to speak and use the language appropriately and assist each other in the case of misunderstanding the nature of the topics.

III.2. Teachers' Questionnaire

III.2.1 Aim of the Questionnaire

We believe that in order to investigate effectively the students' needs in terms of their speaking English ability. It is necessary to consider the teachers' attitudes toward the use of group work as presented by cooperative language learning. It also aims at investigating the teachers' thought of how language is being taught and the problem being encountered with teachers in their teaching process (oral expression session).

III.2.1. Administration of the Questionnaire

Our target population consists of all teachers of oral expression in the department of English at the University of Biskra. There is no possibility of covering the whole population. As such we have reduced the sample to (8) teachers, who do have similarities with the whole population. The questionnaire was handed out to (8) teachers and all of them have handed back their questionnaire. In the light of these circumstances, all the teachers have co-operated with our work and we feel very grateful to their comprehension.

III.2.2 Description of the Questionnaire

The whole questionnaire is made up of (20) items and classified under four sections each one emphasizing on a particular aspect. It involves different types of questions: Closed questions require the teacher to answer by "Yes" or "No" or to tick up the right answers from a set of choices and open-ended questions which require from them to give their personal opinions or background information about subjects. The teachers' questionnaire was composed of (20) questions composed of four sections;

Section I: General Information (Q1, Q2)

The first section aims at collecting items of information on the sample. The first question (Q1) seeks information about the teachers' degrees. In (Q2), teachers are asked to give the numbers of years they have been teaching oral expression (teachers' experience in teaching).

Section II: Teachers' Perception of the Speaking Skill (Q3-Q09)

In this section, teachers are required to state whether they like teaching oral expression module or not (Q3). In (Q4), teachers are asked to describe their students' level of speaking in English; whether it is high, above average, average, or low. This question seeks information whether teachers motivate their learners to speak in English language or not (Q5) and to explain how in case they give a positive answer (Q6). After that, teachers are asked to pick the most difficult aspect for teaching speaking: grammar, pronunciation, vocabulary or sentence structure or all the aspects (Q7). In (Q8), respondents Then, they

are required to state whether or not they evaluate their students' oral production and to specify the appropriate answer, in case of positive answer, from a set of options: whether they prefer, self-evaluation, peer- evaluation, teacher-evaluation, or all of them(Q9).

Section III: Teachers' Incorporation of CLL (Q10-Q18)

In this section, teachers are required to state if they have ever used cooperative language learning (Q10). (Q11) respondents are asked to pick the technique they use most: multiple-choices were given; group work, role-play, problem solving or discussion. In (Q12) teachers are required to indicate how far they use cooperative group work when teaching oral expression with some statements characterizing, always, often, rarely or never. The next question (Q13) teachers are asked to indicate the number of learners in each group.(Q14) teachers are required to indicate the type of setting in groups whether gender, proficiency or others. This question aims at investigating the role of the teacher in terms of helping students see the value of cooperative work (Q15) and then they have to justify their answer (Q16). In (Q17) teachers are required to indicate whether their students face problems working in groups or not and the last question of this section is (Q18) teachers are required to state the problems briefly.

Section VI: Teachers' Evaluation of CLL (Q19and Q20)

The last questions (Q19), teachers are required to say whether they think that cooperative learning improves students' speaking skill or not, and then they have to justify their answer (Q20).

III.2.3. Analysis of the Results

Following now, is the analyses of some precise items of teachers' results

Section I: General Information (Q1, Q2)

Q1. Teachers' degree:

Degree	Participants	Percentage
BA(License)	02	25%
Master	01	12.5%
Magister	05	62.5%
PhD (Doctorate)	0	0%
Total	08	100%

Table III. 20: Teachers' Degree

As the table indicates, the majority of the teachers who have got a magister degree (five teachers) (62.5%). In the second position come those who have a degree of a Masters' degree and only one teacher (12.5). Finally, (2) of the teachers (25%) had a License and there is no teacher have a doctorate degree because in our university, a doctorate teacher have not graduate yet.

Q2. How long have you been teaching oral expression?

Years	10	7	6	5	2	1	Total
Participants	1	2	1	1	2	1	8
Percentage	12.5%	25%	12.5	12.5	25%	12.5%	100%

Table III. 21: Teachers' Experience in Teaching Oral Expression

Teachers, here, are required to give in numbers how many years they have been teaching oral expression module i.e. their teaching experience. The most experienced have been teaching for 10 years (only one teacher). We can notice that have no more than 10 years experience in the field of teaching. Finally, there three teachers who have been teaching for one and two years (1and 2 teachers).

Section II: Teaching Speaking Skill

Q3. Do you like teaching oral expression module?

Options	Participants	Percentage
Yes	8	100%
No	0	0%
Total	08	100%

TableIII.22: Teachers' Preference of Teaching Oral Expression Module

As this table demonstrates, all teachers (100%) confirm that they like teaching oral expression indicating that the oral expression is their major teaching concern and they like teaching it. This refers that teachers are aware of students' needs in terms of improving their speaking skill. These answers consolidate the belief that students need to develop their speaking skill, and that this skill will eventually improve to a certain extent the other skills. Finally there is no one answered negatively.

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

Options	Participants	Percentage
High	0	0%
Above average	1	12.5%
Average	5	62.5
Low	2	25%
Total	8	100%

Table III.23: Teachers' Evaluation of Students' Level of Speaking Proficiency

Teachers, here, are required to describe their students' level of speaking proficiency. It seems to us that a majority of teachers 5 or (62.5%), they believe that their students' level in speaking proficiency is average. However, 2 teachers out of 8 agree that their student's level in oral proficiency is low. Only one teacher has chosen 'above average' and no one teacher has opted for the 'high' option. If we lend ourselves to these results, it seems to us that the majority of students do not have a good command of English, probably, because they have poor speaking habits and practice, not motivated to use the language and interested in English. We believe that the main cause for which students' bad or low level is poor production (reticence). This means that students need practice in talking to be able to increase their speaking skill and the role of the teacher is to provide them with a suggested technique (CLL).

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

Options	Participants	Percentage
Yes	6	75%
No	2	25%
Total	8	100%

Table III.24: Teachers' Perception of Students' Motivation in Speaking

In this item, two aspects will be discussed here. The first aspect is whether or not the teachers are motivating their students to speak in English. The majority has indicated that they motivate their students (six teachers) (75%), while only 2 (25%) out of total (8) do not motivate their students. Students who are not motivated can be due to many problems, such as having deficient vocabulary, lack of self-confidence, or fear of making

pronunciation or grammatical mistakes...etc. The role of teachers in increasing students' motivation has been found to have great impact on improving students' performance in the target language; thus, teachers should find some ways and techniques to motivate their learners like group work technique.

Q6: if your answer is "yes", please how do you do to motivate them?

For the teachers who answered "yes", (6) of them explained that they raise their students' motivation through different ways. In the first place, dealing with topics that interest the students, sharing their problems and trying to overcome their anxiety/shyness and increase their self confidence which stimulates them to use English language. Also, varying the activities (challenging them), giving every student a chance to be involved in classroom activities instead of focusing only on a particular group and using humor. Furthermore, creating atmosphere where they can express themselves freely (giving them more freedom) in which students feel comfortable to use the language in front of their teachers and classmates. One teacher answered that she follows Zoltan Dorneys' motivational strategies another teacher answered that using authentic materials (videos, listening audio tapes...) are good techniques for motivating students to speak well in the classroom. At the end, teachers' awareness of different ways of raising students' motivation can be of great benefits in increasing students' speaking performance and oral participation. Personally, motivation is what keeps teachers teaching and their students learning.

Q7. What do you find most difficult for teaching speaking?

Options	Participants	Percentage
Grammar	3	37.5%
Pronunciation	3	37.5%
Vocabulary	1	12.5%
Sentence structure	1	12.5%
All of them	5	62.5%
Others	1	12.5%
Total	8	100%

Table III. 25: Teachers' Perception of the most needed Component of Speaking

According to this table, (3) teachers (37.5%) claim that their students' needs in spoken English are in terms of grammar and pronunciation (37.5% for each category). They are followed by sentence structure and vocabulary comes in the last position as the least needed item in teaching oral expression and only one teacher have chosen "others" justifying that half of students are not willing to develop their level. The majority of teachers (5) making up (62.5%) have chosen (all of the above) and they agree that the language areas need improvement. To begin with, grammar helps in mastering the language and using it correctly. Also, the more learners practice, the better pronunciation they will get....etc. As a conclusion, we believe that there is a need to create a better learning condition to improve the learners' level in language proficiencies.

Q8. Do you evaluate your students' oral production?

Options	Participants	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

Table III.26: Teachers' Evaluation of Speaking

Evaluation is recognized by many teachers to be an essential aspect of foreign language teaching. Along the analysis of the results, we found that all teachers 8 making up (100%) provide evaluation for oral production as shown in table 26. It is worthy to mention that teachers differ in terms of their focus when evaluating speaking production. Some highlight accuracy, others prefer Fluency; yet, our opinion is that all features must be taken into consideration when evaluating the speaking proficiency because all of them are needed in the improvement.

Q9. If your answer is "yes", do you prefer?

Options	Participants	Percentage
Self-evaluation	0	0%
Peer-evaluation	0	0%
Teacher –evaluation	4	50%
All of them	4	50%
Total	8	100%

TableIII.27: Teachers’ Preference for Evaluation Type

A large number of the teachers (4) expressed their preference for teacher-evaluation. These teachers have a tendency for the belief that the teacher is the only one who can judge the students' production. They believe that it helps students get feedback from more proficient speakers. While (4) teachers out of total (8) have opted for the fourth choice 'all of them'. Teachers' preference for one kind or another depends mainly on teachers' method to teaching.

Section III: Teachers’ Incorporation of CLL

Q10. Have you ever used cooperative language learning in your class?

Options	Participants	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

TableIII.28: Whether Teachers Use CLL in Their Classes

All teachers (8) or (100%) use cooperative learning in their oral classes. This indicates that they are aware of its various benefits, and they are able to use it. One teacher answered that most of their class activities depends on cooperative learning.

Q11. Which of the following techniques do you use most?

Options	Participants	Percentage
Group work	4	50%
Role-play	2	25%
Problem solving	2	25%
Discussion	4	50%
Total	8	100%

Table III.29: Teachers' Use of Teaching Techniques

There are several techniques and ways for teaching the speaking skill. We have suggested four options for teachers to choose among them. Half of population (4) or (50%) the teachers builds confidence in discussion; to state differently, they focus less on grammar mistakes and insist on the communication of ideas. In the second position come those who make use of group work as a teaching technique. (4) Teachers (50%) in favor of this type of technique may have their reasons such as that speaking is a social act in which two or more people are involved in oral exchange of information, and students feel less inhibited and more confident in themselves to speak. The last two categories of teachers have worked on role-play and problem solving for each category). Teachers who opted for these choices believe that students may derive great benefits from such techniques.

In our opinion, speaking begins from interaction, participation and communication.

Q12. How often do you use group work when teaching oral expression?

Options	Participants	Percentage
Always	0	0%
Often	8	100%
Rarely	0	0%
Never	0	0%
Total	8	100%

Table III.30: The Frequency of OE Teachers' Use of Group Work

The results of this question show that; all teachers 8 of oral expression module (100%) claim that they often use group/pair work in the classroom activities and the other options are left. So we notice that this technique (GW) has several benefits and great impact on teaching oral expression or learning in general.

Q13. How many students are there in each group?

Options	Participants	Percentage
Pairs	0	0%
3-4	7	87.5%
5-6	1	12.5%
More than 6	0	0%
Total	8	100%

Table III.31: The Frequency of Oral Expression Teachers' Use of Group Work

Among the (8) teachers who use group/ pair work, only one teacher use (5-6 students) and the majority (7) of them use small groups (3-4 students) , and no one uses pair work and more than six students together, depending on the lecture. The cause behind using small groups of (3-4 students) would be that both are manageable and can be controlled in terms of participation and communication of the members; and at the same time, they help in negotiating ideas and information.

All the teachers who use group/ pair work, form students on the basis of sitting and only one adds the students' choices from time to time. This way of forming the groups would be explained by consuming time and avoiding noise that would be caused especially in large classes.

Q14. Do you set up the groups on the basis of?

Options	Participants	Percentage
Gender	2	25%
Proficiency	2	25%
Others	4	50%
Total	8	100%

Table III.32: Factors of Groups' Setting

As the table reveals that the first choice, that is, gender s only two teachers (25%) select it when they form the groups. As such, some students, girls or boys may detest working that way only because they would feel shy to share their ideas with girls or boys.

Equally, the factor of proficiency. By proficiency, we mean that more proficient students work together and less proficient ones work together. The belief of our teachers can be that setting excellent students apart from weak ones can leave a kind of embarrassment. Therefore, they would less or even not motivated to learn. Their choice can equally be due to the fact that if put together, weak students would not benefit from one another which would lead them to feel bored and that group work would be

meaningless to them. The majority of teachers admit that they leave their students the freedom of choosing their group “friendship”, that is, the peers they prefer to work with. These teachers aim at establishing a relaxed context so that group mates would feel comfortable, thus, be more ready to learn. Moreover, this freedom to choose with whom to work can leave a trace of responsibility in students. Half of teachers (50%) say that they set the groups randomly. In other words, they do not consider sex and proficiency factors, and they do not leave the freedom of choice.

Q15. Do you raise your students’ awareness towards the value of cooperative work?

Options	Participants	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

Table 33: Teachers’ Perception of the Value of Cooperative Work

The aim of this item is to investigate whether or not teachers help their students see the value of cooperative work. As shown in this table, all teachers⁸ making up (100%) answered positively. do actually help their students see the importance of working cooperatively. This means that our teachers are aware of the necessity of involving students in the process of learning and teaching. Thus, students are likely having a positive attitude towards learning. In sum, raising students' awareness of the value of cooperative learning is of great benefits to students because this would encourage them to participate more. Thus, it would give better results in improving their level.

Q16. Do your students face problems working in groups?

Options	Participants	Percentage
Yes	6	75%
No	2	25%
Total	8	100%

Table III. 34: Students’ Most Speaking Problems

As shown in this table, (2) of the teachers say that their students do not have any problems working together. Regarding the (6) teachers (75%) who answered yes, they seem to encounter some problems when their students work together with their classmates. In cooperative classrooms, teachers may encounter many problems. This might have

several reasons; one possible reason is that some students like to work individually. Also some students are not interested at all in learning.

Q17. What are they?

The majority of teachers affirm that students have the problems of inhibition because of shyness, anxiety and stress. On the other hand, some of them confirm that students still use their mother tongue in second language classroom and especially in OE. Other teachers state that some students have nothing to say about the chosen topic. Some other teachers said low participation problem in the classroom. The remaining teachers state the deficiency of vocabulary and other psychological problems.

Section VI: Teachers’ Evaluation of CLL

Q18. Do you think that cooperative group work technique improves learners’ speaking proficiency?

Options	Participants	Percentage
Yes	7	87.5%
No	1	12.5%
Total	8	100%

Table III.35: Teachers’ Evaluation of Cooperative Learning

The examination of the last question reveals that the vast majority of 7 teachers (87.5%) believe that cooperative work improves students' speaking skill. Only one teacher (10%) has answered negatively.

Q19. If “Yes”, why?

Seven teachers, who claimed that CLL has many advantages and great benefits, all of them provide a variety of opinions (answers).

To begin with, some of the teachers claim that cooperative group work offers an effective technique of communicative interaction. In fact, two teachers discussed the benefits of CLL on the affective side of students. They claim that cooperative work gives them the chance to exchange ideas and opinion/ get rid of shyness (introversion) develop their speaking as well social skills, it helps them to accept ideas, to learn from each other, to listen to others’ point of view to make a good relationship, to be open-minded, to learn how to evaluate each other (encouraging the shy one to get out of their shells). In cooperative classroom, good students may support and motivate their peers to speak, they learn decision making and critical thinking, they appreciate the value of learning in teams

as being the social aspect of learning, they break the routine of individual learning and create enjoyable learning atmosphere and they learn new vocabulary, expressions and structures from the interaction with others also they learn from each other to improve their negotiation skills hence, improve their own communicative competence so students feel easy to speak when they are allowed to work together. Finally, the eight teachers believe that cooperative work develop students' speaking skill.

Conclusion

The analysis of the results of teachers' questionnaire have revealed that many facts on their attitudes towards teaching speaking skill in EFL classes and their perception of the principles underline cooperative group work and their practices in the classroom.

In general information, most of teachers who responded to our questionnaire have MA (Magister degree) this mainly means that the module of oral expression is of more importance. The results are interesting too because the majority of teachers have a long experience in teaching oral expression (5-10 years) so their responses will be of great importance in a comparison with the other teachers (only three teachers) who have a short experience. For teaching speaking skill, approximately the whole population likes teaching oral expression module, this refers that teachers are aware of students' needs of increasing speaking proficiency and the majority of them agree that CLL could progressively help their learners to improve their speaking skill as well as social skills only one teacher has answered negatively. So, we notice that the majority of our sample answered positively about the great benefits of using this technique in developing the speaking skill through the interaction that happen in the classroom between them(like exchanging ideas, learning from each other and it reduce the shyness) .

All, the positive results revealed in this study concerning the importance of using cooperative group work in improving students' speaking skill have confirmed our hypothesis. This means that there is strong relationship between cooperative group work and oral proficiency.

With respect to teachers' answers, a large number of responses were quite positive, in the sense that they strengthened more our thoughts. It is reasonable to think that, the participating experienced teachers are noticeably well aware of the importance of such technique (CLL), in particular, in enhancing speaking achievement in the foreign language classroom.

Part II: field of Investigation

Chapter III: Students and Teachers' Results and Analysis

Introduction

III.1. Students' Questionnaire

III.1.1. Aim of Questionnaire

III.1.2. Administration of the Questionnaire

III.1.3. Description of the Questionnaire

III.1.4. Analysis of the Results

Conclusion

III.2. Teachers' Questionnaire

III.2.1. Aim of the Questionnaire

III.2.2. Administration of the Questionnaire

III.2.3. Description of the Questionnaire

III.2.4. Analysis of Results

Conclusion

General Conclusion

The present study has dealt with the relationships that exist between speaking skill and interaction that happen in group work. Its main concern was investigating whether the use of cooperative group work technique motivates EFL Learners to perform better in oral expression module on third year LMD students of English at the University of Biskra.

Through this research, we hypothesized that if we are going to improve the students' speaking proficiency in the classroom, we should provide them with more opportunities to get the practice they need to use the language and speak it fluently without any hesitation or fear of making any kind of mistakes. We believe that the present application of cooperative group work to the field of language learning is very important for promoting participation and communication in the EFL classes because it creates a situation where learners are expected to assist each other, to discuss and exchange ideas with each other;

The present study is a total of three chapters. The first and the second chapters are the theoretical part which is review a related literature. As for the third chapter which is the practical part, we have administered a self-completion questionnaire one for students and another one for teachers. The first chapter mainly outlines some of the theoretical issues related to the skill of speaking. The second chapter provides a better understanding of cooperative language learning and its underlying principles and its benefits. The third chapter is concerned with analysis of the obtained data gathered from students and the teacher's results.

The analysis of students and teachers' results showed that the majority of the students (extroverts) show a great deal of interaction, motivation and willingness to participate in oral expression lectures for the sake of enhancing and developing their speaking skill and all teachers of oral expression module, agreed upon the idea that cooperative group work is a very motivating technique that helps the learners develop their speaking skill, this is confirmed after the analysis of the students and the teachers' results. Also, the obtained results confirmed our hypothesis that there is a positive correlation between cooperative group work technique and speaking skill. The positive findings revealed in this study show that well structured and organized cooperative group work is an effective technique for enhancing EFL learner' s speaking ability. The analysis also revealed that learners must be forced to interact with each other in order to master the art of talk which is difficult, since learners who keep always silent in the classroom will feel at a loss for words when they find themselves in situations that require talk for interaction.

As a final point, the present dissertation has shed some light on the significance of using cooperative group work technique in increasing motivation and participation in learners for improving the learners' oral performance. And that it may be supported by further research for the sake of improving teaching/learning at the level of university.

Suggestions and Recommendations

After analyzing the students' results and teachers' points of view and results too, we are going to give some suggestions for using cooperative group work effectively and practicing it very well in oral expression classes which are the following:

- ❖ To learn a language is not to focus on the structural patterns or communication. But the two should be used correctly in order to develop the speaking skill and communicative competence.
- ❖ learners need to be provided with an effective instructional technique such as cooperative group work technique for improving the quality of learners' oral production which used by the successful teachers;
- ❖ Cooperative learning helps students negotiate meaning, come up with a diversity of ideas, feel less inhibited about speaking out, develop certain communicative techniques (such as turn- taking, arguing in response to others, polite interrupting, etc), and last but not least, provide learners with more opportunity to practice their English among themselves without having to worry about the too many mistakes they make;
- ❖ Teacher's responsibility is to create a relaxed environment and friendly situation where the learners can use the target language without hesitation and speak English language spontaneously;
- ❖ Both teachers and learners should be aware of the necessary skills for effective learning to take place. All in all, this study is useful not only for the learners helping themselves to improve their speaking and to teachers contributing to their understanding of the rules for effective learning and the use of the appropriate methods.

So the role of the teacher is to provide his students with the appropriate and successful method to develop the learners' learning process in general and oral production in specific.

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Appendixes

Appendix I

The Student's Questionnaire

Dear students,

We are preparing a research on The Significance of Using Cooperative Group Work Technique to Improve Learners' Speaking Skill in EFL Classes. We would be grateful if you could answer these questions to help us in our research.

Please, use a tick (✓) to indicate your option, and specify your answer when needed.

Thank you very much in advance.

Salmi Ibtissem

Section of English

Faculty of letters and languages

Department of foreign languages

University of Mohamed kheider , Biskra

Section I: General Information

1. Sex

_Male

_Female

2. Age

Section II: Students' Perception of the Speaking Skill

3. Pick the most important skill that you need to improve most:

a_ Speaking

b_ listening

c_ Reading

d_ Writing

4. Do you find speaking in English?

a_ Very easy

b_ Easy

c_ Difficult

d_ Very difficult

5. How often do you participate in classroom?

a_ Frequently

b_ Sometimes

c_ Rarely

d_ Never

6. Do you feel afraid to talk?

_Yes

_No

7. If your answer is “yes”, is it because

a_ Fear of making grammatical mistakes

b_ Fear of making pronunciation mistakes

c_ Having deficient vocabulary

d_ Lack of self confidence

e- All of the above

8. Who does most of the talk in oral expression?

a_ Teacher

b_ Students

9. Do you feel comfortable in the oral expression class?

_ Yes

_ No

10. If uncomfortable, what makes you feel so?

a_ The teacher

b_ Your classes

c_ The different activities/Subject treated/Classroom management.

11. Does your teacher encourage you to speak?

_ Yes

_ No

12. Does your teacher praise you when you answer correctly?

a_ Always

b_ Sometimes

c_ Never

13. Which activity does your teacher use most?

- a_ Discussion
- b_ Role play
- c_ Language games

14. Do you agree that in order to learn the language you have to speak it?

- a_ Strongly agree
- b_ Agree
- c_ Strongly disagree
- d_ Disagree

Section III: Students' Perception of Their Teachers' Implementation of Cooperative Work

15. Have you ever heard of cooperative language learning?

- _ Yes
- _ No

16. In oral expression session, do you prefer?

- a_ Individual work
- b_ Pair work
- c_ Group work

17. Whatever your answer, please justify

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.....

18. Do you find it difficult to work with your classmates in group?

- _Yes
- _No

19. Does your teacher try to solve the problems encountered?

_Yes

_No

Section IV: Students' Evaluation of Cooperative Work

20. Do you think that cooperative group work technique help you to improve your speaking skill?

_Yes

_No

21. If "Yes", why?

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The Teachers' Questionnaire

Dear teachers,

This questionnaire serves as a data collection tool for a research work that aims to propose how Group Work presented via Cooperative Language Learning can be used in Enhancing Third-year LMD Students' Speaking Proficiency in EFL Classes at the Department of English, University of Biskra.

I would very much appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work. Please read the questions carefully then answer the questions by putting a tick (✓) in front of the most suitable answer for you

May I thank you in advance for your collaboration

Salmi Ibtissem

Section of English

Faculty of letters and languages

Department of foreign languages

University of Mohamed kheider, Biskra

Section I: General Information:

1. Degree(s) held:

- a. BA (License)
- b. MA (Magister/Master)
- c. Ph. D (Doctorate)

2. How long have you been teaching oral expression?

.....

Section II: Teaching Speaking Skill

3. Do you like teaching oral expression module?

- a. Yes
- b. No

4. Which of the following describes your students' level of speaking proficiency in English?

- a. High
- b. Above average
- c. Average
- d. Low

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

- a. Yes
- b. No

6. If your answer is "yes", please how do you do to motivate them?

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

- a. Grammar
- b. Pronunciation
- c. Vocabulary
- d. Sentence structure
- e. Other, please specify

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8. Do you evaluate your students' oral production?

- a. Yes
- b. No

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

- a. Self-evaluation
-

- b. Peer-evaluation
- c. Teacher –evaluation
- d. All of them

Section III: Teachers' Incorporation of CLL

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

- Yes
- No

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

- a. Group work
- b. Role-play
- c. Problem solving
- d. Discussion

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

- a_ Always
- b_ Often
- c_ Rarely
- d_ Never

13. How many students are there in each group?

- a_ Pairs
- b_ 3- 4
- c_ 5_6
- d_ More than 6

14. Do you set up the groups on the basis of

- a_ Gender
- b_ Proficiency
- c_ Others

15. Do you raise your students' awareness towards the value of cooperative work?

- a. Yes
- b. No

16. How?

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17. Do your students face problems working in groups?

- c. Yes
- d. No

18. What are they? (Briefly).

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Section VI: Teachers' Evaluation of CLL

19. Do you think that cooperative group work technique improves learners' speaking proficiency?

- a. Yes
- b. No

20.Ifyes,Why?

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Thank you very much for your collaboration

ملخص

تهدف هذه الدراسة إلى أهمية استعمال العمل الجماعي التعاوني في تحسين مهارة الكلام لطلبة السنة الثالثة ال. أم. دي في اللغة الإنجليزية بجامعة بسكرة، بنينا بحثنا على الفرضية التالية: أن العمل الجماعي التعاوني يساعد الطلبة في تطوير مهارة الكلام في مجال التعبير الشفهي لتحسين استعمالهم اللغة الإنجليزية باستمرار وللتحقق من هذه الفرضية، اعتمدنا في دراستنا على استعمال استبيانين: الأول موجه لطلبة السنة الثالثة ال. أم. دي (ليسانس- ماستر- دكتوراه) اختصاص لغة إنجليزية والثاني إلى أساتذة التعبير الشفهي لقسم اللغة الإنجليزية جامعة بسكرة لمعرفة آرائهم حول تطبيق العمل الجماعي التعاوني وأهميته في تطوير مهارة الكلام في أقسام اللغة الإنجليزية كلغة أجنبية. ومن خلال مناقشة وتحليل النتائج التي توصلنا إليها قد وضحت لنا أن الطلبة والأساتذة وابعين عن أهمية استعمال هذه التقنية كما يبدو أن الطلاب بحاجة إلى تقنية أوسع وأكثر فعالية لتطوير مهاراتهم اللازمة وخلق فرص مناسبة لتمكينهم من استخدام اللغة دون تردد أو خوف. ولقد أثبتت هذه النتائج صحة الفرضية وهو ما يؤكد لنا أن استعمال تقنية العمل الجماعي التعاوني له أهمية وأثر تحفيزي على الطلبة وأنه يساعدهم على التحصيل المعرفي في التعبير الشفهي إذا طبق باحترام كل شروطه اللازمة.