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Mohammed Khider University of Biskra
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Enhancing Students' Interaction through Cooperative Learning in Oral Expression Courses

Case study: second year LMD students, Department of
English. University of Biskra

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fulfillment of the requirements of Master degree in English language: in Sciences
of Language

Supervisor: Dr. Betka Nadia

Candidate: Mrs. Nezzal Iman

Board of Examiners:

- Dr. Betka nadia
- Mr. Laala Youcef
- Mrs. Bakhouch Rime

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Dedication

I dedicate this dissertation to:

My family, my dear parents, especially my mother and a special dedication
for my husband.

Acknowledgements

I would like first to thank ALLAH for giving me strength and capacity to
complete this work.

My deepest gratitude to my supervisor Dr Betka Nadia for having provided
me for guidance needed to accomplish this research during the whole
process of my work

Thanks for the teachers of Oral Expression and second year LMD students
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Abstract

The present work, aims to investigate the significance of cooperative learning in enhancing second year LMD students' interaction and to improve the students' level and to develop their learning, the most of all the teachers observed a lack of interaction between the learners and between the learners and their teachers; cooperative learning is the suggestion to increase the learners' interaction.

And we have hypothesized that if teacher proposed group work and merge students in active and cooperative work, the learners' interaction will appear.

To reach the objectives, we have used classroom observation as a tool for second year LMD students to collect valid data in addition to interviews held with five teachers of Oral Expression in the department of English.

The results prove that students find that when they work cooperatively they were motivating and enjoyable; they feel a strong desire to learn and to practice the English language, also cooperative learning increase the learners' interaction, motivation and communication. These findings support numerous investigations show that cooperative learning is a powerful teaching method which enhance the students' interaction and their achievement.

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List of Abbreviations

STAD: Student Teams –Achievement Division

TGT: Teams-Games-Tournament

CIRC: Cooperative Integrated Reading and Composition

CL: Cooperative Learning

TFL: Teaching Foreign Language

TEFL: Teaching English as Foreign Language

L1: First Language

L2: Second Language

FL: Foreign Language

LMD: License Master Doctorate

TF: teacher feedback

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General Introduction

The process of learning and teaching was and still a problematic issue that scholars researched, in order to develop the educational outcomes and improve learners' learning ability.

On the other side and because the educational system is the most important system that takes responsibility of the society to develop and achieve certain level and be educated people.

And the university is an important educational institution that takes part in society in comparison with the other educational establishment which imposed on in the same time to take the responsibility to create responsible educational and cultural people.

In this research, we specify the teaching English as a foreign language field to increase and develop the student's level in how to learn, and teacher's level in how to teach, and here the predominant view is that language will be learned best when students are interacting and communicating with each other in groups in order to learn a content or resolving a real life issues or completing the task where their attention is not just in solving an issue on understanding course but also is in learning more vocabulary and phonetics in language use... etc from each other and create the interaction from active students.

1. Statement of the Problem

It is remarkable that in the foreign language classroom context, teachers face problems to make students take part in discussion, ask Questions, answer the teacher's questions in oral expression, the students' lack of interaction means that the learners stay inactive, quite, and do not take a part in classroom discussion and without effectiveness in classroom.

So to solve this problems and help students of second year English foreign language, must search for a strategy to enable the teacher to work with students in classroom easily, a learning strategy was established in teaching named Cooperative Learning, to facilitate teaching and studying, the present research investigates a learning strategy through which the participant interact with each other and with teacher through cooperative learning and the importance of interaction between teacher and student and between student and other classmates, and its types, also the importance of cooperative learning in English Foreign Language classroom through motivating each student to participate, giving them experiences necessary for healthy social relations, and the most important thing, is accepting the differences of students' levels, because the students are not in the same level.

2. Problematic (Main Questions)

This thesis relies on the following questions:

- What is a cooperative learning, and what makes it work?
- Which interaction can happen during the cooperative task?
- Why involving students in cooperative learning is necessary in EFL classroom?
- How to enhance the students' interaction?
- How can the cooperative learning develop the students' classroom interaction?

3. Significance of the Study

The significance of this study is to:

- Make students learn a strategy which improves their achievement in oral expression.
- The capability to learn cooperatively helps the students in their future life.
- Encouraging students to learn, and have more information.
- Making learning stimulating and enjoyable.

4. Aims:

- Improve the students' levels.
- Create an active learner who participates with others.
- Helps to build positive relationships among students.
- Physiological and cognitive development.
- To repair the weaknesses and disabilities.
- The learner involve himself in the language class.

5. Key Terms:

- Cooperative learning.
- Students' Interaction.
- Teaching English as foreign language.
- Classroom Management

6. Hypotheses (Expected Answers)

In the present study it is hypothesized that

- If teacher proposes the group work and merge students in active and cooperative work, the learners' interaction will appear.

7. Research design and Methodology

In order to explore this research, we have chosen the appropriate method which will help us to investigate the different angles of this topic, the method is the descriptive-qualitative method.

7.1 Sample

The sample of our research is from one group, the number of observed students is thirty, and they are studying in the University of Biskra in the department of English, their ages are from 19 to 25 years old.

7.2 Population

The population under study is second year L.M.D, there are four hundred forty five (445) students who are divided into ten (10) groups, each group contains forty –forty seven (40-47) student.

7.3 Data Collection Tools and Procedures

This study will be based on classroom observation to collect data, it gives us a valuable opportunity to see what is actually happening in classes, with being close to the learners, and to collect valid data in real classroom situation with observing their behavior, skills, attitudes, performance, interaction, cooperative skills...etc, and secondly we have used the interview with five teachers of oral expression in the department of English.

8. Organization of the Study

The research divided into two parts, theoretical part includes two chapters and practical part includes one chapter.

The first chapter talks about cooperative learning, it discusses its definitions, elements, types, strategies...etc, and the second chapter talk about classroom interaction, its definitions, types , components...etc, and the final chapter analyses the collected data.

Chapter One

Cooperative Learning in Second

Language Classroom

Management

Introduction

Many scholars today has considered cooperative learning for students as a mean of interaction and communication in the classroom, to make the course active, not boring and interesting, McCafferty et al (2006:3) claimed that cooperative learning is created especially for the problems of communication in the classroom and to facilitate students-students interaction, also Harmer (1998) said that cooperative learning has become one of the tools in communicative learning teachers' toolboxes because it gives to the students the chance to communicate, listen speak, read and write. (cited in McCafferty et al 2006:3)

This chapter focuses on the importance of cooperative learning to the students and the teachers, in addition, cooperative learning definitions, elements, types, characteristics, advantages and disadvantages.

1.1 Definition of Cooperative Learning

There are various definitions of cooperative learning, it is to set a group of students and work together, as the definition of Jonson, Jonson and Holubec (1993:9)

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning

(cited in McCafferty et al 2006:3)

This means that when students work in groups, they benefit from each other by exchanging ideas or information so they develop their own learning and each other's learning.

Also cooperative learning is to learn through small groups in a certain conditions like to work together and must know that they can learn more vocabularies, improve their achievement orally when just work together, Cottell and Millis (1992:95) said that

Cooperative learning, a structured form of small group work based on positive interdependence, individual accountability, appropriate team formation, group processing, and social skills, can help university and college faculty achieve a number of important results.

In other words Cooperative learning requires small work groups on mutual positive interdependence, individual accountability, the formation of the right team and social skills could help students to get good results.

1.2 Types of Cooperative Learning

According to Macpherson (2000:10), there are three basic types of cooperative learning:

1.2.1 Base or Home Group

These groups are states to a longue time may be to the last of the year with the same members each time, and the members are chosen in a way which students can complete and support each other and perform well during the cooperative work, in this way they can help each other and act as one person.

1.2.2 Informal Cooperative Learning

These groups are temporary, they stay just few minutes, the members are chosen randomly in each group two or three or four members using Ad hoc arrangement, their goal is to learn such lesson, they can use it in any time.

1.2.3 Formal Cooperative Learning

These groups can stay several minutes or may be sessions, to complete a specific task such as writing report, understanding a story...etc.

1.3 Elements of Cooperative Learning

In order to get a cooperative classroom, there are some elements are required, because it is more than dividing the classroom into groups , Roger and Johnson (1994:2) suggest these elements:

1.3.1 Positive Interdependence

In fact, positive interdependence is element that make students work together to succeed, Johnson et al (1991:10) said that group members have to know that they must "*sink or swim together.*" This element link student together, the student cannot succeed unless the whole group succeeds, they have to work together, and students have two responsibilities: 1) learn the assigned material, and 2) ensure that all members of the group learn the assigned material. With these conditions each group member's efforts are required and indispensable for group success, each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities.

There is a number of ways of structuring positive interdependence within a learning group as we can see below:

1.3.1.1 Positive Goal Interdependence

Students perceive that they can achieve their learning goals if' and only if all the members of their group also attain their goals. Johnson et al (1991:10)

1.3.1.2 Positive Reward -- Celebrate Interdependence

Each group member receives the same reward when the group achieves its goals; this increases the students' success and motivates them to work cooperatively. Johnson et al (1991:10)

1.3.1.3 Positive Resource Interdependence

Each member of the group has a part of resources for the task to be completed these resources have to be combined for the group to achieve its goals. Johnson et al (1991:10)

1.3.1.4 Positive Role Interdependence

Each member has its role in the group maybe recorder, leader, summarizer...etc; these roles can be exchanged between the learners. Johnson et al (1991:10)

1.3.2 Face-to-Face Promotive Interaction

Students must be talented but even that, they cannot work alone; John et al (1990),(cited in Roger and Johnson 1994:3) claimed that

In an industrial organization, it's the group effort that counts. There's really no room for stars in an industrial organization. You need talented people, but they can't do it alone. They have to have help

In other words to have a good cooperative work, it needs talented students, but it is the group efforts that counts, they cannot do it alone they need help.

But students in cooperative learning must help and support each other to achieve the whole group's goal, Li and Lam (2005:4), said that

Some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging, reasoning and conclusions, and perhaps most importantly, teaching, helping, supporting,

applauding and encouraging one another in order to reach the group's goal.

In other word they must help each other to reach their goals, or complete the task.

1.3.3 Individual Accountability/Personal Responsibility

“What children can do together today, they can do alone tomorrow”.

(Vygotsky, 1962),(cited in Johnson et al 1991:12).

Li and Lam (2005:4), said that all students in group must be responsible for contributing their own share of the work and mastering all of the material to be learned to the group's success, and Johnson et al (1999:12) claimed that each individual student must do efforts and the results returns back to the whole group and individual.

And to check each member' active participation, the teacher has to:

- Integrate each student either orally or in a written form.
- Once the groups' size is small, the individual accountability will be great.
- Choose one of the participation to present the final work in front of his teacher and classmates.
- Students share and exchange their knowledge through learning each other what they have acquired.

1.3.4 Interpersonal and Small-Group Skills

“I will pay more for the ability to deal with people than any other ability under the sun”. (Johnson et al 1991:13).

In this element student have to use social skills in order to work cooperatively and to reduce the need of teacher's help, Li and Lam (2005:4), said that students are

encouraged and helped to develop and practice trust-building this when students praise each other and not criticize each other but the ideas, leadership one who check the points before presenting the final work, decision-making, communication and exchanging the help and pay attention the speech and opinion of other members, conflict management skills by asking questions to their colleagues to clarify the ideas that are not clear.

1.3.5 Group Processing

The main idea of cooperative work is to be one hand by sharing everything with the other members like information, capacity, energy, and everything is important for the task, Willi Unsoeld, Renowned Mountain Climber (1991) claimed that

Take care of each other. Share your energies with the group. No one must feel alone, cut off, for that is when you do not make it.

(Cited in Roger and Johnson (1994:13)

So students have to pay attention to each other and share all what they know and they have to be as one hand.

Johnson & F. Johnson (1991) said that

Effective group work is influenced by whether or not groups reflect on how well they are functioning. A process is an identifiable sequence of events taking place over time, and process goals refer to the sequence of events instrumental in achieving outcome goal.

(Cited in Roger and Johnson 1994:13)

In other word must review the whole process of cooperation, when students work well cooperatively it effects in the whole group work.

1.4 Cooperative Learning Methods

There are a lot of methods and models that have been developed and put into actual practice in the classroom, Li & Lam (2005:5) categorized them into two main categories which are organized in the following table:

Categories	Methods
Structured Team Learning	<ul style="list-style-type: none"> - Student Team Achievement Division (STAD) - Team-Games-Tournament (TGT) - Cooperative Integrated Reading And Composition (CIRC)
Informal Group Learning	<ul style="list-style-type: none"> - Jigsaw II - Learning Together - Think-Pair-Share - Group Investigation

Table -1- cooperative learning methods

1.4.1 Structured Team Learning

1.4.1.1 Student Team Achievement Division (STAD)

STAD is appropriate to use in a wide variety of subjects including mathematics, language art and social studies, it is most appropriate for teaching well-defined objectives, such as mathematical computations and applications, language usage and mechanics, geography and map skills, and science facts and concepts, Li & Lam (2005:5) it consists of four steps:

- Whole class presentation
- Group discussion
- Test
- Group recognition

1.4.1.2 Team-Games-Tournament (TGT)

TGT uses the same teacher presentations and teamwork as in STAD, but replaces the test with weekly tournament game which does not use the system of improvement score, Li & Lam (2005:5), it has four steps:

- Whole class presentation
- Group discussion
- tournament
- Group recognition

1.4.1.3 Cooperative Integrated Reading and Composition (CIRC)

Developed by Slavin, CIRC is designed for use with specific materials for teaching reading and writing in the upper elementary grades, Li & Lam (2005:5), it comprises three major language activities:

- Basal-related activities
- Direct instruction in reading comprehension
- Integrated language arts/writing

1.4.2 Informal Group Learning Method

1.4.2.1 Jigsaw II

It was originally designed by Elliot Aronson and his colleagues in 1978, it is appropriate to use in subjects like language, literature and social studies in which the learning materials are in the written narrative mode, Li & Lam (2005:5), it have five steps:

- Reading
- Expert group discussion
- Home group reporting
- Testing
- Group recognition

1.4.2.2 Learning Together

Students work on assignments sheet, the group work in a single sheet and their praise based on their results. Li & Lam (2005:5)

1.4.2.3 Think-Pair-Share

Kagan (1989) develop it, students think with each other about a question that it given by the teacher until founding the answer and share their answers with their whole class, Li & Lam (2005:5).

1.4.2.4 Group investigation

It developed by Shlomo Sharan and Yael Sharan 1992, students work in small groups using cooperative inquiry, group discussion and cooperative planning and projects; students have much freedom to choose their topics of interest for investigation,

plan and carry it out, present and evaluate the results, Li & Lam (2005:5), it has six stages:

- Determining subtopics and organizing into groups
- Planning investigation
- Carrying out investigation
- Planning a presentation
- Giving a presentation
- Evaluating achievement

1.5 Characteristic features of a group

There some characteristic features that distinct groups from other and make as say that this is a good group, according to Dornyei and Murphey.(2003:13):

- There is some interaction among group members
- Group members perceive themselves as a distinct unit and demonstrate a level of commitment to it.
- Group members share some purpose or goal for being together.
- The group endures for a reasonable period of time (i.e not only for minutes)
- The group has developed some sort of salient “internal structure” which includes:
 - The regulation of entry and departure into/from the group.
 - Rules and standards of behavior for members.
 - Relatively stable inter personal relationship patterns and an established statues hierarchy.
 - Some division of group roles.

Final, as a direct consequence of the above points, the group is held accountable for its members' actions.

1.6 Group norms that facilitate cooperative learning behavior

There are such norms to facilitate the behavior when learning in groups as Ehrman and Dornyei(1998:264) (cited in Dornyei and Murphey.2003:38) found that the norms are:

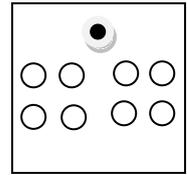
- Be responsive to the needs of your group.
- Encourage others.
- Praise helpful actions.
- And good ideas.
- Share your opinion with your peers.
- Take turns.
- Ask for help if you need it.
- Ask others for their ideas.
- Pay attention to and respect other people's opinions.
- Consult your team-mates before making a decision.
- Do not be impatient with the others.
- Be brief in discussions.
- Do not dominate.
- Make sure everybody participates.

1.7 The Arrangement of the Furniture

The teacher and students are free to choose the sitting in classroom to be comfortable, according to Dornyei and Murphey.(2003:80.82) there are 4 sitting:

1.7.1 Traditional Teacher-Fronted Seating Structure

It is a traditional arrangement involves columns and rows of desks and chairs with students facing the teacher.

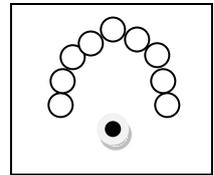


1.7.2 To Have or Not to Have Desks

Teachers and students can use desks or not, depending on the tasks you want to do.

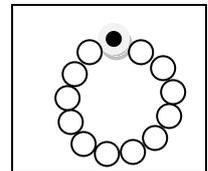
1.7.3 Semi-Circular Seating Structure

It is the most common for small groups; the teacher sitting in the middle the open end of the U-shape, the students can contact each other directly.



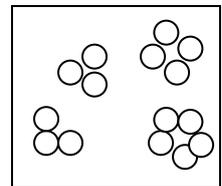
1.7.4 Circular Seating Structure

The position of this arrangement has no leadership even if the teacher included in the group, this position make students with their teacher friendlier more than other arrangements, and it is believed that this position is the ultimate solution to special equality.



1.7.5 Ad Hoc Clusters Of Chairs/Desks

This arrangement builds student's autonomy and responsibility because the teacher is not sitting with them.



1.8 The Teacher and Students' Role in Cooperative Learning

1.8.1 The Teacher's Role

Teachers has great role in helping groups to function well, the teacher have to be a facilitator and guider, McCafferty et al (2006:3), claim that, the teacher as facilitator have to help the groups' members to do the task, also while students work cooperatively, and as a monitor the teacher have to check the students if they go about the task, understanding it and using the target language well, also teachers have to give extra help to students who have special difficulties, but before this, students have to try work in their difficulties alone before the teacher help them.

According to Harel (1992:169) there is difference between the teacher's role in cooperative learning and the teacher's role in traditional teacher-fronted lesson, the teacher during this time interacts, teaches, refocuses, ask questions, clarifies, supports, expands, celebrates, empathizes, he must create a well organized learning environment, setting goals, facilitate the learning, and moves around the students to help them, encouraging them to solve their own problems.

To support the previous, Hyland (1991; in Richards, and Lockhart, 1996: 102-3), said that the teacher's roles is to take the responsibility with the group members to manage interaction and learning, make the groups to start doing the task, Choose the appropriate classroom tasks, clarify the task to the students and motivate them.

Rechards and Rodgers (2001:199)

1.8.2 The Student's Role

The students have a lot of roles in cooperative learning, Rechards and Rodgers (2001:199) believe that the students play a role as a member of group who work

cooperatively with other group members, they have to learn the team work skills, they are directors, taught to plan, monitors, and evaluate their own learning, each member take an important roles while working such helping the other members, guide them and clarify the information for them.

The members of the group can perform so many roles to reach their goals, McGourty and DeMeuse (2001:50) said that each member can play different roles while working together, McGourty and DeMeuse categorize the roles into four main types of roles:

- Task roles: if the task role is clear, the members can perform the task well, when each member of the group knows his task role, they will develop a sense of cohesion and team spirit, one of them can be a developer of a particular knowledge, the other can take notes, or analyse data, or prepare presentation.
- Functional roles: the students in the group must find ways to interact with each other to perform as a team, and it helps the group to achieve their goals, each one can be goal setter, planner, gives opinions, who asks the what if...? Questions, clarifier, evaluator...etc
- Maintenance roles: it helps the group grow and strengthen, in these roles, personal skills make themselves encourage his friends, and volunteer offers the other what they need, listen to the others, the person who helps the others to eliminates the negative feelings and who makes sure that each one has the chance to talk.
- Dysfunctional roles: there is such roles which are negative, make the group cannot achieve their goals, such as being aggressive, telling jokes during the task, discourage the members or blaming...etc

1.9 The Advantages and Disadvantages of Cooperative Learning

1.9.1 The advantages of cooperative learning

- Research indicates that cooperative learning can have positive effects on student achievement, multiethnic relationships, self-esteem, student retention, and attitudes toward course content, using cooperative learning may foster a sense of community and cooperation. Cooperative learning reaches the learning experiences. Cottell and Millis (1992).
- Cooperative learning is probably one of the most –if not the most- useful sub disciplines in the social sciences for language teachers, it is still, virtually unknown in 2nd language (l₂) research. Dornyei and Murphey(2003:1).
- Cooperative learning is an excellent way to scaffold instruction because it provides instructional support while increasing student’s responsibility for learning, cooperative settings are also useful for identifying students’ background knowledge of a strategy or topic. Chamot et al (1999:41).
- Cooperative learning enhances thinking, learning, reading, writing skills and social skills of students. Lord (2001:31).
- It maximize their own and each other’s learning, learners work together to achieve shared goals, also they work for the success of the whole group. Macpherson (2000:2).
- Cooperative learning a method that make students take over the role instructor, it can used to add variety into their lessons, and handled effectively. Knight (2009:3).

- Cooperative learning make students complete a multitask project, learning a defined body of information and sharing the work in researching a topic, also it is a time-consuming and requires an excellent classroom management skill; the students can obtain efforts from the other members of the group, they have the opportunity to participate and the possibility of increased learning, and acquire a knowledge. McLeod et al (2003: 146).

- Cooperative learning is useful for increasing achievement, encouraging students' involvement, and enhancing motivation for learning. Cohen et al (2004:3).

- Cooperative learning make students interact and communicate with each others, and this will lead to improve students achievement, and they will learn from each other. Richards and Rodgers (2001:193).

- Help the teacher build positive relationship with students, raise the achievement of all students, it enhances the learners interaction, reduce learners stress and create positive effective climate, it increased frequency and variety of practice through different types of interaction, it develops the cognitive and language skills and gives the opportunity for students to act as recourses for each other. (Johnson, Johnson, and holubec 1994:2,192,193,195)

1.9.2 The disadvantages of cooperative learning

- If students do not work together to complete a task may be because a lack of ownership, they display a negative attitude about working with others, or demonstrating that cooperative learning not effective for them. Or a member feel the failure to learn, that may cause the failure feeling to the whole group; But in this case the teacher acts as a monitor and solves this problem. McLeod et al (2003:151).

- If the group members are not active and not motivated, it will be a group failure, they will not do the task well, but the teacher decide and choose the members in each group to balance them, because he knows the motivated students who can help the group to succeed. McLeod et al (2003:151).

Conclusion

As a conclusion, and through this chapter, it is clear that cooperative learning is an important strategy to develop the capability of learning the language through groups, the students learn more vocabularies, but it has certain conditions for the successful of cooperative learning using certain methods, in an organized arrangement furniture, and it is clear that in cooperative learning, both students and teacher has their roles in the classroom, also we found that cooperative learning has so many advantages in learning the language.

The next chapter talks about classroom interaction, definition, types, principles and strategies.

Chapter Two

Classroom Interaction in Second

Language Classroom

Introduction

Students in classroom interaction can learn more than in other classes, Pica et al (1987) claimed that learners who were allowed to interact with the teacher to clarify what they understand from a difficult listening text, achieved higher scores than those who heard simplified listening text but could not interact with their teacher. Lynch (1996:4).

This chapter focuses on the importance of classroom interaction to the learners, in addition to that, the definition of classroom interaction, its types, strategies are laid out.

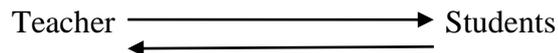
2.1 Definition of classroom interaction

It is a conversation or communication or exchange between students or students-teacher, Pica (1994, 494) defines classroom interaction as

The modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility. As they negotiate, they work linguistically to achieve the needed comprehensibility, whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways.

In the classroom interaction the teacher and the students affect on each other, Dagarin (1994, 128) Said

We might define classroom interaction as a two-way process between the participants in the learning process. The teacher influences the learners and vice versa.



2.2 Types of Classroom Interaction

2.2.1 Teacher to Student

When the teacher interact well with his students, he will create a positive atmosphere in the classroom, the eye contact when answering, great students when entering to the classroom and the position of desks in circle with you, this encourages the interaction and discussion and make them feel the involvement. Jahankhah and Mohseny (2014:94)

2.2.2 student to student

The teacher gives the students idea, and the students think together and find a conclusion or solution to the problem, the students interact with each other in groups with or without the teacher. Jahankhah and Mohseny (2014:94)

2.3 principles of classroom interaction

The interaction inside the classroom helps the students in his language outside the classroom; it gives them the basis and principles to interact must learn them to facilitate the use of language, and here some of principles of McCarthy (1991), as the following:

2.3.1 Adjacency pairs

It is referred to pairs of utterances dependent and produced by the speakers, such as hello-hello, thanks-you are welcome... etc

2.3.2 Exchanges

They are utterances performed by speakers, they contains three moves, the opening move or initiation, the answering move or response, and the follow up move.

2.3.3 Turn Taking

The learners organize themselves to take apart in talking; learners take turns with little interruption and brief silence between the turns.

2.4 Creating the Conditions for Interacting

Sometimes students find it hard to interact especially in front of the whole class because they are frightened of making mistakes, according to scrivener (2012:179.180), to get students interact well with each other and with teacher as much as possible must:

- Build atmosphere where student want to say things: must make them feel like it is a great chance for students to give their ideas, must keep the mood the mood relaxed.
- Create reasons to speak: such framing your topics as questions, puzzles or problems.
- Listen to what students say: because students speak most when they feel really listened to.
- Train students to listen to each other.

- Let students make a few notes: allow a short time for students to tell each other what they think before feeding back because you must not expect the student to answer immediately because they are not all fast.
- Do not work just on mistakes: if your main aim is to get students speak, do not focus on errors, because students become more nervous so they do not interact.
- Scaffold where helpful: support speaker by using conversational techniques to help them interact more, by interesting, asking, suggesting words.

2.5 Strategies for Helping Students to Interact

2.5.1 Teacher's help

Teacher can help students to develop their interaction skills in foreign language learning, Dagarin (1994, 133) sets ways of teacher's help and these are some:

- Asking questions: It is hard for students to initiate a conversation, so the teacher asks them questions to answer, and other additional questions to create a conversation.
- Body language: The teacher can help the students to express themselves using their body language
- A topic: The teacher can make the students interact by choosing appropriate topics, students prefer to talk about sport, others about computer...etc, and students can talk about topics they know and like more than topics that they do not know, and the teacher can help them by:
 - Using familiar words.
 - Immediate repetition.
 - Slower, clearer talk...etc.

2.5.2 communication strategies

Students must have self-confidence to use a variety of communication strategies as cooperative strategy when the student need help to translate from the mother tongue, or paraphrase strategy, by using skills for successful interaction.

2.6 Teacher's role in classroom interaction

The teacher' role in the past was dominant in classroom, he just filled students' empty heads with knowledge, but now his role change; teacher has now got a lot of roles depending on different classroom situation, new methods of learning for better understanding, Dagarin (1994, 133) said that the teacher can be a facilitator of learning, overseer, manager, instructor, consultant, adviser, communicator, ask questions...etc, these roles encourage classroom interaction.

Conclusion

Because knowledge must receive it actively, interaction and students interaction are the active the active way for English foreign language learners to learn the language skills especially the spoken skills.

This chapter dealt with classroom interaction, the active way of learning, its definitions, in addition to its types, principles, strategies.

Chapter Three

Analysis and Interpretation of the Research Findings

Introduction

The goal of this research is to improve the effectiveness use of cooperative learning in the teaching process, and check if cooperative learning can enhance the students' interaction or not; so to raise the students' interaction, the teacher must manipulate some of the students problems such as shyness, anxiety, fear, feeling boring...etc; to solve these problems, merging the learners in cooperative learning groups is the solution to overcome their obstacles, because they will be more relaxed when working.

Classroom observation and teacher's interview are used to collect valid data, the classroom observation is used along second semester six sessions are attended with a group of second year L.M.D students, and to support the classroom observation, it is believable that the use of teachers' interview is necessary and useful.

3.1 Classroom Observation

3.1.1 The sample

The sample chosen was from 445 members of second year L.M.D English students; this research should be applied in a class of 40 students, but there are just 25 who attend always, the selection of this sample of second year L.M.D students is because they are the suitable students to this case, and because the Oral Expression is the module which we can use cooperative learning and individual learning and we can observe the presence of the interaction.

3.1.2 Description of the Classroom Observation

To confirm the role and the importance of Cooperative learning we must observe the students how they perform while working cooperatively, according to this research classroom observation is the used procedure to collect valid data from second year L.M.D students, and it is the helpful tool that permit as to be closer to the subject chosen, and gives as the chance to observe what happens in real settings, which takes place in the classroom with the students and their teacher, one month from March 2015 to April 2015, we attended five (5) sessions of Oral Expression with one class of second year students at Mohammed Kheider University in Biskra.

The observation was recorded by taking notes from what was remarkable through the behavior, reactions, interaction, and responses during working cooperatively, in addition to a schedule which was helpful to set the results about the importance of cooperative learning in enhancing the students' classroom interaction.

3.1.3 analysis of classroom observation

TABLE 01 : Observation Checklist

	Individual learning		Cooperative learning	
	Yes	no	Yes	No
Topic discussion	√		√	
Simulation		√	√	
presentation	√		√	

According to the Topic Discussion

The teacher selects the topic; she decides whether to use individual learning or cooperative learning according to the selected topic, sometimes question to discuss, role play, speech...etc, she explains the topic well to the students and ask them if there is a question.

According to Simulation

The teacher gives them the time to discuss, but in individual work they do not even ask the teacher, the majority of them work alone.

But in cooperative learning they ask each other, and from time to time, they call the teacher and ask her if they are in the right way or not, also the teacher walk between the groups to see if they need any help.

According to the Presentation

In individual learning, not all the students have the opportunity to present his work, because there are a number of students cannot pass all of them because the lack of time.

But if the work is in groups all the students pass and present their work, each group contains of 3 or 4 students and sometimes 5.

TABLE 02 : Observation Checklist

Learner	Attendance /5	Individual learning work				
		Asking questions	TF	Answering questions	TF	Learner interaction with teacher
1	5			√	√	
2	3			√	√	√
3	5			√	√	√
4	5			√	√	√
5	5					
6	5					
7	5					
8	5					
9	5					
10	5					
11	5			√	√	
12	5					
13	4					

14	5					
15	5					
16	5					
17	5			√	√	
18	5					
19	5					
20	5					
21	5					
22	5			√	√	
23	5			√	√	
24	4					
25	5					

According to the Attendance

In the first time we thought that this class is contained just 25 students, but in fact must be 40 students, the other 15 students are always absent, along our attendance they were absent, this is because of some reasons, maybe they are workers, sick, or not interesting.

But the 25 students, were attend all the 5 sessions because they are interesting, and one student attend 4 sessions because he was sick and other one attend 3 sessions, because of reasons we do not know them.

According to Asking Questions and Teachers Feedback

In fact, it is known that the students do not ask questions a lot, at least, there are one or two students who ask questions, in the individual work we observed that no one ask a question to the teacher because of some reasons:

- They were afraid from their teacher to censure them, because they thought that their question is stupid or misplaced question, afraid from their colleague to laugh on him.
- They are not interesting, because they do not feel the importance of learning, tor they have other interesting, or the teachers do not make them feel the importance of the subject.
- Feeling boring, because the subject is not important, or the teacher is severe, the topic does not serve the interest.
- There is no strong relation with their teacher.

Concerning the teacher's feedback, automatically if the students do not ask questions, there will be no feedback from the teacher, just explaining the task, and no one wants to know the details

According to answering the questions and Teacher's feedback

When the teacher ask the students question, the students do not answer, just if the question is imposed to answer, but generally they do not answer, because is not obliged, but if the teacher select the students, and call by names the majority of them answer the question, but other they give excuses like they do not complete their task, or staying silent, in our observation there just 8 students who answer the teacher's question, because of some reasons:

- Self confidence
- They are sure of their answers
- They like participate
- They are from major students

In this case the teacher ask more and more questions, if there is no response, the teacher answers the question by herself, this feedback is going to the students who answer the question especially, and for the whole class generally, the whole class will benefit from the feedback of the teacher.

According to Learner interaction with teacher

There was a lack of interaction between the students and the teacher, because they do not want to do anything just finish the work, they do not feel that the topic interesting, when the work is individually, the students do not interact with their teacher, and if there is interaction, it will be with shyness, the majority of them stay silent.

TABLE 03: Observation Checklist

Learner	Attendance /5	Cooperative learning				
		Asking questions	TF	Answering questions	TF	Learner interaction with each others & teacher
1	5	√	√	√	√	√
2	3	√	√	√	√	√
3	5			√	√	√
4	5			√	√	√
5	5	√	√	√	√	√
6	5	√	√	√	√	√
7	5			√	√	√
8	5	√	√	√	√	√
9	5	√	√	√	√	√
10	5	√	√	√	√	√
11	5	√	√	√		√
12	5	√	√	√		√
13	4	√	√			√
14	5	√	√			√
15	5					√
16	5	√	√			√

17	5					√
18	5			√		√
19	5					
20	5	√	√			
21	5	√	√	√	√	√
22	5	√	√	√	√	√
23	5	√	√	√	√	√
24	4					
25	5	√	√			√

According to Asking Questions and Teachers Feedback

When the work is cooperatively, the majority of the students asks questions concerning the topic, because they feel comfortable with their colleagues, also the topics of group work, generally are interesting, also in this case, a challenge atmosphere was created between the students, each one wants to do better than the other.

The teacher's feedback was positive, each one asks a question the teacher answer him; explain to him with details to understand more, we did not observe at all that the teacher ignore a student's question.

According to answering the questions and Teacher's feedback

When the teacher asks the students or gives them a work to do, firstly she gives them the time to answer, each group, work together to present well, in the last, when it is time to perform in front of the teacher, all the students have the chance to present his work.

According to Learner interaction with each other & teacher

The first of all, the teacher likes to let them the chance to choose the members of the group, because each one feel comfortable when he works with his friend, but if he do not know him, they will not trust each other, so they will not work together.

The first observable thing, is that when they try to do their work they use the mother tongue, but the teacher ask them to do not use it, and they must benefit and use the English, the most of them try to use English, but from time to time they came back to mother tongue, also each student play a role, there is which writes what the other members said, the other explain, there is who ask questions to the colleagues or teacher, discuss, help each other, share ideas and thoughts, correct the mistakes of each other and clarify the topic to each other, this correction and clarification make them learn from their mistakes, the whole members of the group participate, even if they are not from the same group, they imagine how to perform the topic, they think loudly with each other to clarify the idea.

Another kind of interaction has appeared, students-teacher interaction, that is when they have finished a part of activity, they call their teacher to know if they are in the correct way or not, also the teacher use the role of corrector, guider, supervisor...etc to help the students.

The students start to be active; the whole class is working, during the task they were dynamic, and do their best by asking questions to the teacher and to the members of their group, they were asking for more clarification, asking the teacher if they have progressed or not, the teacher kept the classroom energetic.

The positive points that cooperative learning calls for are:

- they have used the social skills to work
- creates a healthy classroom atmosphere
- they do not criticize their peers but their ideas
- they divide the roles between each other

when the students present their work, sometimes the student could not find the vocabulary, the teacher help him by using hints, or give him the vocabulary, the teacher uses a conversation by asking more question to make the students talk and interact, so the student gain more vocabularies and self-confidence.

In the last of the sessions, the students learn more vocabularies, improve their speaking abilities, because the learners have well interacted and cooperated together, that is means that the more they have worked cooperatively, the better they have interacted.

3.2 Teachers' Interview

3.2.1 The sample

This interview is addressed to four teachers of oral expression in the department of English; this interview held ten (10) questions, through this interview we aim to support the classroom observation and benefit from the experience of the teachers.

3.2.2 Description of the Teachers' Interview

In addition to classroom observation, teachers' interview is the second tool to support this research, to benefit from the experience of oral expression teachers; just four teachers of oral expression module are chosen to held with them the interview because the teachers are busy, ten (10) questions are asked to them, the questions are open questions to give as explanation and suggestions

The first question (Q1) was about how many years they have been teaching oral expression, because have to know whether these teachers are experience or not, the second one (Q2) was how could the teacher make the students interact with each other during the course to know the solutions that the teacher use to make the students interact, concerning the third and forth question (Q3,4) whether the students use and like the student-student interaction and student-teacher interaction is because if they use it and like it they will learn more, the (Q5) which is how to make the silent student interact, designed to help the silent students and push them to interact in the classroom, the (Q6) is to know what the teachers use, individual work or cooperative work, which one prefer, the question (Q7) we design this question to know the importance of cooperative learning, concerning (Q8) to know whether the teacher can make all the students participate or not, through the (Q9) we want to know if cooperative learning

can help the students to learn, the (Q10) aims to know the roles which the teachers play during working cooperatively.

3.2.3 The Analyses of Teachers' Interview

1. How many years have you been teaching oral expression?

Teacher (1)

According to the first teacher, he has been teaching oral expression since seven (7) years ago.

As we can see, this teacher has a longue experience, he can benefit us.

Teacher (2)

Since two (2) years ago.

Teacher (3)

Since six (6) years ago.

Teacher (4)

Since seven (7) years ago

2. How could you make students interact with each other during the course?

Teacher (1)

According to him, he asks them to work in pairs or in groups.

As we can see this teacher prove as that working with others creates the interaction in the classroom, and this prove the aim of our research.

Teacher (2)

Also this teacher uses group work to make the students interact with each other

Teacher (3)

By choosing motivating activities and topics attract their attention.

She gives as a new way to make the students interact with each other, because if the topics are attractive they feel comfortable and try to work in the topic because they like it.

Teacher (4)

Discussion, by choosing a topic, asks some questions and tries to engage them in the debate. It can be a class discussion or group discussion. In addition, a small interview would be affective motivation to courage students to collaborate in the class.

In general the discussion, the group work and small interviews and especially asking oral questions help the student's involvement, so automatically they interact.

3. Do students use and like the students-students interaction? How?

Teacher (1)

He believe that it depends on the learning different strategies that students use, he said that some students like this type of interaction because it is informal and without teacher's control, however, other students do not trust in the other members and they prefer students-teacher interaction.

As we can see that in the classroom there are students who like this kind of interaction because it is not formal and they do not like to ask the teacher so they use student-student interaction, because they do not want to interact with teacher

Teacher (2)

Yes, they do

Students like this type of interaction, because it enhances their self-confidence.

Whoever this teacher, she observed that all his students like this kind of interaction, because it strengthens their self-confidence.

Teacher (3)

Yes, most of the time, because they feel comfortable.

Also this teacher observed in her students that they like this kind of interaction, when they use it they feel comfortable, because they deal with their classmates, or friends.

Teacher (4)

Students like when they interact with each other because they feel comfortable, less anxious, less stressed, and they don't feel shy from each other as much they feel with their instructor. Let's say that there is no wall between them.

Feeling comfortable is the most thing the students want, and this kind of interaction makes them comfortable.

4. What about the teacher-students interaction? How?

Teacher (1)

Some students are anxious when they interact with the teacher because they are afraid of making mistakes, but the majority feels at ease with it, because they receive teacher's feedback and comments.

As it is known the majority of students do not like this kind of interaction, it is hard for them, they do not want the teacher to criticize them in front of the other students

Teacher (2)

Some students do not prefer this type of interaction due to many reasons like low self-esteem, fear from the teacher.

She observed that students do not like teacher-students interaction, because of their low self-esteem; they feel shy if the teacher interrupts him.

Teacher (3)

Teachers should build a strong relationship with students in order to enhance the teaching and learning process.

Another important thing, is the strong relationship between the teacher and the students, it is important to create a good relation, this built comfortable atmosphere in the classroom.

Teacher (4)

It depends on student's personality; some feel stressed and maybe fearful from the teacher. If the students make mistakes like misspelling or mispronunciation, Students

try to be perfect and gain teacher's attention and that is why the fear decreases. While there are other students who like interaction with teacher to prove their self-esteem even if they make errors and mistakes, all what is important to them is to show they are capable to engage and learn.

There are some students who like to gain the teacher's attention and prove their self-esteem, just to show that they can learn.

5. How could you make the silent students interact?

Teacher (1)

This teacher found that the solution is:

- Working in groups pushes silent students to speak and communicate.
- Creating a comfortable and secure atmosphere, no severe comments, no imposition.

This kind of students must put him in group to talk, and do not be severe with the students.

Teacher (2)

It is very hard to do that and most of the time I fail as a teacher to do it, but I use asking questions, and detailed questions to make him talk.

Despite the difficulty of this case, but always there is a solution, like asking questions to the student.

Teacher (3)

She said by:

- Asking him/her questions.
- Rewording him/her
- Encouraging him/her
- Asking him/her to be surrounded by active students

She confirmed the previous point that it must ask questions, reword him, because this gives him self-confidence and encourage him to do the best.

Teacher (4)

Asking direct questions, but in smooth way like saying “what about you, what do you think of this and this.....”

Direct questions like what about you, what do you think...? helps the silent students to interact and participate.

6. When you assign a task, do you prefer cooperative learning work or individual work? Why?

Teacher (1)

Cooperative learning works are the best, especially in Oral Expression class, because it brings all students to share and interact with each other with less-teacher’s control.

This teacher confirms as that cooperative learning is the best way to learn, because the students benefit more, by sharing ideas, interact with each other.

Teacher (2)

She said that it depends on the type of activities and my objectives, but generally she preferred cooperative learning.

Another observable thing is that not with all the topics we can use cooperative learning or individual learning, but she said generally she preferred cooperative learning.

Teacher (3)

She said that it depends on the activity

It is the same thing with this teacher.

Teacher (4)

Although cooperative learning is a little bit a hard task to do and to control because of the noise of students, but I prefer it because students cooperate more than in the individual work and the course pretty much vital and alive.

The noisy that the students do while working cooperatively, the teacher must play as a controller to make this noisy reduces.

7. Do you think that cooperative learning enhance students' classroom interaction?

Explain how and why?

Teacher (1)

The teacher was sure by saying "of course", it does via sharing each other's ideas, communicating and peer-feedback.

She was sure that cooperative learning enhance students' classroom interaction and this was by sharing the ideas and communicating with each other

Teacher (2)

She said yes

She justified that students benefit from each other's experiences and develop the ability to express their opinions and feelings without fear.

Furthermore, the student share the experiences, their background, and the most important thing is that it develops the self-confidence when expressing their opinions and feeling without fear

Teacher (3)

Of course yes, because it is an effective way which help students to get rid of many factors such as shyness, anxiety...etc

Also, it reduces shyness, anxiety...etc

Teacher (4)

Yes, I do. Because students collaborate and try to prove themselves through the different strategies like peer work, group work, games, it decreases their self-esteem and breakdown the shyness in order to teach how to give an affective presentation in the future such as on the viva day ;).

When working together, their self-esteem decreases, the shyness reduces.

8. Do you think that you can make all the students participate? Explain how?

Teacher (1)

He answered “No”, he said that it is because some students are not self-motivated and they have not self-confidence, they have psychological issues like shyness, anxiety...etc.

If the students are not self-motivated and without self-confidence, shyness, anxiety, they will never like to participate, but we can reduce these factors by using cooperative learning.

Teacher (2)

No, I do not some students are not willing to speak no matter how hard the teacher tries to convince them of the importance of participation.

Also this teacher find it hard to make them participate, whatever she explains the importance, because these students do not like to learn.

Teacher (3)

In some cases yes, some learning activities create motivation in classroom, hence they can all participate and be engaged.

But this teacher said yes, because she knows that choosing the appropriate activities play a good role in making students motivates, so they participate.

Teacher (4)

No, I don't think so. Even we try to motivate the students but there are some kind like non talkative at all. Who doesn't like to speak so much.

The non talkative students, could not make them talk

9. Do you think that cooperative learning helps the students to learn? Explain

Teacher (1)

Yes, it creates a sense of a team work in which every contributor to have the task completed, but in some cases, students depend on one or two elements to do the task.

He was agree that cooperative learning helps the students learn, he said that it creates a sense of a team work

Teacher (2)

She was agree, she justified that they can lean vocabularies, speaking, new ideas, self-confidence...etc.

Learning vocabularies helps the students to talk fluency, and new ideas make him able to use them when he needs them.

Teacher (3)

Cooperative learning helps learners to enhance their learning because they can benefit from each other.

It enhances their learning by benefit from each other.

Teacher (4)

Yes, I do. It enhances their listening and speaking skills. It enriches their kingdom of knowledge. Students are able to gain a lot of vocabularies, terms, and ideas.

Cooperative learning could enhances the students listening, speaking skills, gain vocabularies, ideas...etc

10. What are the roles that you play during cooperative learning work?

Teacher (1)

Guiding, supervising, organizing...etc

Teacher (2)

She said that she takes roles such, guider, facilitator...etc.

Teacher (3)

Guide, advisor, instructor...etc

Teacher (4)

I play a role of a leader, guider, and listener

What is remarkable is that all the teachers share common points and sometimes they give the same answers, even if they have been separately questioned.

All the teachers prefer to work cooperatively, because they observe that while working cooperatively, students learn more and participate better, they can share their ideas or learn more ideas, benefit from the other's experiences, develop their self-confidence and the expression of their opinion without fear, reduces shyness and anxiety, creates sense of team work and helps them to learn more vocabularies, terms and speaking, listening skills, in addition to that, teachers believe that we cannot use cooperative learning with all the kinds of topics, so must choose a topic which provide to use cooperative learning.

The majority of the teachers have more than five years experience in teaching, so their opinions are experimenter, and from their answers, the majority of teachers prefer to use cooperative learning to make the students interact in the classroom, and the others believe that the kind of the topic or the activity which makes the students interact, we can also say that if we merge students and work cooperatively and give them a good topic or activity that they prefer, so the students work better.

Concerning the kinds of classroom interaction, teachers find that students prefer students-students interaction because they feel comfortable; they do not embarrass or interrupt each other but they help each other, in contrarily they do not prefer teachers-students interaction because they have not self-confidence, they are afraid of doing mistakes.

Teachers know how hard is to make the silent students talk, but in fact they are agree that if they ask him questions, encourage him by reword, or surround him by active students using cooperative learning, but to make all the students participate, three teachers said no, they cannot, because they are note self-motivated in nature and they have not self-confidence, they are shy, anxious, others are not talkative at all, they do not like to participate, in other side one teacher said “yes”, by choosing activities which motivates the students to engage to participate.

As the teachers’ opinions, the teacher in the classroom takes various roles such as Guiding, supervising, organizing, facilitator, advisor, instructor, leader, listener...etc

Conclusion

As conclusion, we can say that our research findings support our hypothesis which states that “If teacher proposes the group work and merge students in active and cooperative work, the learners’ interaction will appear” also the analysis confirms the positive role of cooperative learning in developing and enhancing classroom interaction, it is believed that cooperative learning creates comfortable atmosphere and learn speaking and listening skills...etc

General Conclusion

In order to develop our student's interaction, we have provided firstly Cooperative Learning as a helpful teaching method.

In this research , the results prove that Cooperative Learning creates a healthy environment ,where students can exchange information and ideas , support , provide each other with sufficient help and praise each other's efforts, actually, the previous points show a development in the students' language skills, performance...etc

The classroom observation gives us vivid data; they permit us to be in a direct contact with the learners when working together, the learners were so motivated and ready to learn more and more.

The importance behind conducting this research is to show that working cooperatively is valuable mainly for less gifted students, it helps them to work more and reduce their shyness, anxious and their fear while asking them questions by their teacher or group mates.

Finally, the Cooperative Learning can be developed by applying different strategies for helping students to interact, then give a new and a special method to teaching and learning process.

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Appendices

Teacher's interview

This questionnaire helps us to know how cooperative learning could enhance students' classroom interaction of second year English in the University of Biskra.

I would very much appreciate if you could 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.

Thank you very much in advance.

1. How many years have you been teaching oral expression?

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2. How could you make students interact with each other during the course?

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3. Do students use and like the students-students interaction? how?

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4. What about the teacher-students interaction? how

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5. How could make the silent students interact?

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6. When you assign a task, do you prefer cooperative learning work or individual work? Why

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7. Do you think that cooperative learning enhance students' classroom interaction? Explain how and why?

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8. Do you think that you can make all the students participate? explain how

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9. Do you think that cooperative learning helps the students to learn? Explain

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10. What are the roles that you play during cooperative learning work?

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TABLE 01: Observation Checklist

	Individual learning		Cooperative learning	
	yes	No	Yes	No
Topic discussion				
Simulation				
Presentation				

TABLE 02: Observation Checklist

Learner	Attendance /5	Individual learning work				Learner interaction with teacher
		Asking questions	TF	Answering questions	TF	

