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**Impact of Cooperative Learning Strategies on Developing
Learners' Oral Proficiency**

A case study of the Third Year LMD Students of English at Mohamed Boudiaf

University of M'sila

Dissertation submitted in partial fulfillment of the requirements for the Degree of
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DEDICATION

This modest work is fondly dedicated to

My beloved mother “**Nacira Rahali**” who has always encouraged me and has surrounded me with love and care.

My deep love and thanks to her for all her sacrifices.

My beloved father “**Moussa Diab**” who has believed in me and has worked hard for my success and to whom I owe a great debt.

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“Shall I compare you to a candle that
Kept on enlightening the path of knowledge for me...
You are more generous, you are much greater”

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Abstract

The present study aims at investigating the impact of cooperative language learning on developing EFL students' oral proficiency. Indeed, this work is done so as to show the importance of integrating cooperative learning strategies in teaching English in oral expression classes in order to motivate students and improve their speaking proficiency. The study has been built on the hypothesis that if oral expression teachers appropriately implement cooperative learning strategies in teaching English, students' motivation would be increased and their level of speaking would be improved. The problem of the study showed that there was a general weakness in oral communication as well as social skills among third year LMD students in the University of Mohamed Boudiaf of M'sila. This study was significant for EFL teachers since it provides practical solutions to the English language teaching problems in general and teaching oral communication in particular. It is done to change the competitive and individual learning style to cooperative learning style. This study aimed to investigate the impact of cooperative language learning on developing student's oral communication skills as well as to promote and improve students' self-management, and problem solving skills. The method of research used is descriptive and the data was gathered using classroom observation and also questionnaires for both oral teachers and students of third year at the division of English at M'sila University. The obtained result showed that using cooperative learning strategies promoted students levels in oral communication. Thus, English teachers should develop their students' oral communication and social skills by giving them enough time to interact with each other cooperatively and freely. Finally, the results have shown also that cooperative learning is a very useful teaching strategy which helps to create suitable situations where EFL students can use English language without hesitation and, therefore, develop and enhance their oral production.

List of Abbreviations

CL: Collaborative Learning

CLL: Cooperative Language Learning

EFL: English as a foreign language

LMD: License Master Doctorate

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Résumé

General Introduction

Foreign language teaching and learning is a reciprocal process that requires active participants (teacher and learners). Teachers play an important role in helping learners to produce a language and develop language skills they will need in the future. Language teachers also need to vary techniques and strategies to improve learners' oral proficiency and to fit the different learning styles learners might have.

Cooperative learning is one of the teaching strategies that have been proved to be effective and useful in developing the English as a foreign language (EFL) level mainly the speaking skill. The urgent need for more fruitful, productive and dynamic ways in the discipline of EFL learning lead many experts to believe that languages are very best learned and can be beneficial within cooperative learning settings.

It has been agreed upon that EFL classroom is the most anxiety provoking situation and is considered as one of the main causes of the low proficiency with EFL learners. Anxiety is one of the internal factors that hinder the EFL learners from accomplishing the process of their learning. The implementation of cooperative learning strategies in EFL classroom as a pedagogical strategy practically contributes to ameliorate the learners' oral production. EFL learners need many opportunities to talk in a linguistically rich and safe environment. Researchers have found that EFL learners learning is enhanced when they have many opportunities to elaborate on idea through talk (Pressley, 1992).

The researcher noticed that encouraging EFL learners to participate actively in speaking activities is difficult due to many factors that affect learner's self-confidence when they communicate an idea, answer a question or give a presentation. Also, there are a major psychological speaking difficulties encountered by EFL learners which are shyness, anxiety, lack of motivation and fear of making mistakes. For that, the researcher needs to analyze, select, and put in practice cooperative learning strategies that are suitable and

can provide EFL learners with effective tools to help them interact with each other successfully to develop oral communication. Evidently this would lead to a dynamic classroom that promotes a practical learning.

1. Statement of the Problem

Speaking is a very important skill in the process of acquiring foreign language (FL). Yet, it is the show case of the user of FL. The very first skill that a foreign language learner is asked about is whether he/she speaks the language or not, not whether he/she writes or reads it. So, a focus should be placed on it without neglecting the other skills. What has been noticed is that despite the teaching that is taking place, the efforts that the language teachers provide and the different teaching methods and techniques used, EFL learners still show difficulties and a lack of proficiency even at advanced level at the university when it comes to the speaking skill.

2. Aims of the Study

The main purpose of this research is to determine the role of the use of cooperative learning strategies in the development of EFL learner's speaking skill, and to explain which kinds of cooperative learning strategies might be useful to ameliorate EFL learner's oral proficiency.

This main purpose comprises sub purposes or aims which are:

1. To Increase opportunities for EFL learner's talking time (STT).
2. To encourage EFL learner's to participate actively in oral classroom to ameliorate their oral proficiency.
3. To enhance EFL learner's motivation and develop their sense of challenge and competition.
4. To improve learner's oral skill in English.

5. To Increase teacher's awareness about the positive use of cooperative learning strategies to motivate EFL learner's and ameliorate their oral performance.
6. To suggest some pedagogical recommendations for both EFL learner's and teachers.

3. Significance of the Study

The significance of the present study could be summarized in the fact that this research will provide language teachers with an efficient way to help EFL learner's develop their speaking skill. Teaching speaking skills has become more and more important in EFL classes due to powerful position of English as a language for interaction. It has become clear that EFL learners consider themselves good and successful learners if only they can communicate fluently and effectively in English. Speaking has a great importance for the EFL learner's; is the show case of the user of EFL. It will also enable them to exteriorize the possible potential hidden in them. A potential that was oppressed because of the unhealthy atmosphere the teaching/ learning process is taking place in. Thus, the present research will provide a better setting for better achievement for both EFL learner's and language teachers.

4. Hypothesis

We hypothesized that if oral expression teachers appropriately implement cooperative learning strategies, EFL students can ameliorate their oral language proficiency.

5. Research Questions

This research attempts to answer the following questions:

1. What role does the use of cooperative learning strategies play in the development of learners speaking skills?

2. What kind of cooperative learning strategies can be useful to improve EFL learner's oral production?
3. To what extent do oral expression teachers implement cooperative learning in their courses? And to what extent implementing cooperative learning strategies is effective in developing learner's speaking skill?

6. Research Methodology

6.1. Method

In the present study, we followed a descriptive method because it depends on the nature of the problem and it is more practical in terms of time and tools. The choice of this method can be justified by the fact that this research methodology will provide us with comprehensive information and valid results. However, the issue in question needs an experimental study; time constraints will not allow the researcher to investigate the topic through an experimental study.

6.2. Population and Sampling

The population of the present study is third year LMD students at the division of English at M'sila University. The whole population contains 140 students divided into (04) groups. Since, it is difficult to work on the whole population. The researcher selected two groups randomly as the sample of the study. The researcher chose to work with this sample 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. As well for their awareness and experience about the speaking skill and its difficulties. We are also interested in teachers of oral expression (5 teachers) at the same department because they have experienced teaching oral skill and can supply us with the necessary information concerning the implementation of cooperative learning strategies in teaching the speaking skill.

6.3. Research Tools

In tackling this study, we used the questionnaire and classroom observation as data gathering tools. "Classroom observation provides direct information rather than self-report accounts and thus it is one of the three basic data sources of empirical research" (Dörnyei:2007). These tools are more useful in helping to better understanding students' needs and to achieve valid data.

6.3.1. Questionnaire: This research follows qualitative method because it is the most suitable tool for gathering valid data for our research problem and the responses are gathered in a standardized way makes questionnaire more objective. We will use the questionnaire technique for both third year LMD students and oral expression teachers. It helps us know the common speaking difficulties that are faced by learners and noticed by teachers. Also, we will know the attitudes of both learners and teachers toward cooperative learning strategies.

6.3.2. Classroom observation: We use observation checklist with third year LMD in oral sessions in order to have a clear image about the problem. The study took a period of three weeks (from March 27, to April 17), because we need to become accepted as a natural part of the environment in order to assure that the observations are of the natural phenomenon. Therefore, we will observe all the changes according to various conditions in order to realize the exact reasons beyond learners 'speaking difficulties.

7. Structure of the study

The present study is divided into two main parts. A theoretical part comprised two chapters and the practical one, including one main chapter. Chapter one and two are devoted to the literature review and chapter three is concerned with the analysis of third year LMD students' and oral teachers' questionnaires as well as classroom observation.

Chapter one tackles the skill of speaking; including speaking basic elements, techniques to teach speaking, the importance of speaking skill, and the relationship between speaking and other language skills, EFL students' major speaking problems, and some communicative activities that contribute to develop EFL students' oral proficiency. Chapter two discusses the concept of cooperative learning; it highlights its importance, aspects, benefits, elements, strategies and advantages for EFL students. Chapter three represents the practical side in this study. It provides a detailed analysis of teachers' and students' and questionnaires as well as classroom observation. The general conclusion concludes the entire study.

Chapter One

Speaking Skill

Introduction

English today is regarded as a powerful mean of bridging the global communication. A sizable proportion of EFL learners in the world learn English in order to communicate with native speakers. Therefore, learning English as a foreign language (EFL) involves language skills of listening, speaking, reading and writing. However, among the four skills, speaking is believed to be the most direct way to talk to people, many language teachers consider speaking as the most efficient way of obtaining correct speech, fluent reading knowledge and good writing. Therefore, to a language teacher, teaching oral skills in a good way is a highly valued issue in the field of EFL.

However, it is not an easy task for EFL learners to speak English in the desired way; one can be competent in knowing the language rules, but it is complex when it comes to speaking. EFL Learners encounter many difficulties especially psychological ones due to the lack of exposure, practicing, and other aspects; they face those difficulties whenever they are asked to speak English. For that reason, Language programs should focus more on that skill and provide EFL learners with more speaking tasks, activities, and more exposure to the target language. The speaking skill needs more attention from applied linguists and teachers because EFL learners need to overcome their difficulties in order to communicate and convey their messages more effectively.

1.1. Definition of speaking skill

According to many researchers, speaking is considered to be one of the four macro skills needed for effective communication in any language. Rizvi (2005:91) however, maintains that “speaking is the purposeful behavior through which individuals using audible and visible symbols, communicate meaning in the minds of their listeners”. Discussing the same point of view, Florez (1999:01) added that speaking is an

Chapter One: Speaking Skill

“interactive” process, which consists of three main stages “performing, receiving and processing information.” That is to say, linguistic competence (grammar, vocabulary or pronunciation) is not sufficient for EFL learners to achieve communicative competence in the target language, but they would also need a range of sociolinguistic competence which will help them to recognize when to say what and to whom in the performing relevant social roles of different attitudes.

Moreover, speaking is the process of transmitting ideas and information orally in various situations. Acquire speaking skill requires producing and delivering messages with the focus on intonation, articulation, and para linguistic signals. In order to be a competent speaker, one should be able to compose a message, provide ideas and information fitting the subject, purpose, and audience i.e. (appropriacy). Delivering messages orally are more complicated compared to written form that is the reason that yields researchers to spotlight on the complexity of spoken language. For example, Luoma (2004:1) cites some features that should be taken into consideration while speaking.

- Composed of idea units ((combined short sentences as well as clauses).
- Maybe planned (e.g. a classroom lecture) or unplanned (e.g. a conversation).
- Employs vaguer (unclear) or generic words compared to written language.
- Utilizes fixed phrases (routines), fillers, and hesitation markers.
- Contains slips of the tongue and errors (e.g. mispronounced words, mixed sounds).
- Demonstrates variation (e.g. between official and casual speech).

These are some of the features that oral language can cover, they can also be used to planned activities depending on the learning purpose, for example, to understand those patterns, the language teacher can use a planned activity at which EFL learners can

produce polite expressions and formal language etc, however, unplanned speech has specific characteristics which are extremely distinct from designed speech or writing such as repetition, hesitations or incomplete sentences which are actually features of informal speech. Where, the primary focus will be on oral production, without paying so much consideration to accuracy. Therefore, language teachers have to facilitate the learning process rather than restrain the learners' progress in oral communication classes. So, EFL learners should be given the best opportunities to express themselves orally in English.

In the language learning process, speaking is considered as a skill to be applied and mastered. In this light, Nunan (2007:67) describes speaking as "the productive oral skill. It consists of producing systematic verbal utterances to transmit meaning." Also regarding speaking as a skill, Hedge (2000:261) demonstrated that speaking is "a skill by which they [people] are judged while their impressions are being created." Put it differently, speaking is a fundamental proficiency which reflects people's personalities when they express themselves.

In brief, speaking means the mode through which, language learners can communicate with others to achieve certain goals or to express their thoughts, ideas, opinions, and viewpoints. It is concerned to put the ideas into words to make other people understand the message that is conveyed. In this study, the term speaking will be used to refer to a skill related to language teaching and learning.

1.2. Elements of Speaking

Accuracy and fluency are two factors which determine the success of EFL learners in the future. Therefore, in recent teaching, much attention has been paid to designing relevant and efficient classroom activities that create a kind of harmony between the need to achieve fluency and to maintain accuracy.

1.2.1. Accuracy

Accuracy is one of the most significant criteria in measuring one's linguistic capacity and to prevent language users from communication breakdowns. According to Richard (1992:31) accuracy concerns " the ability to produce grammatically correct sentence ". In other words, it refers to the linguistic competence that deals with the correction of the utterances in order to get correct communication.

According to Thornbury (2000) speaking English accurately implies doing or performing with or without few errors upon not only sentence structure but also vocabulary and pronunciation. Besides, he established a clear scale for assessment of accuracy:

- Grammar: learners use correct words order, right tenses, tense agreement, and so on. Learners should not leave out articles, prepositions, or even difficult tenses. For Thornbury, mastering the grammar knowledge will help learners in speaking through knowing the right arrangement of words in a sentence and what appropriate tense will be used.
- Vocabulary: learners possess a range of vocabulary which matches with the syllabus year list and employs words you have taught. In other words, vocabulary is considered the core of any language because it is impossible to speak a language without knowing its vocabulary. Accordingly, mastering vocabulary is actually the initial step in order to be able to communicate.
- Pronunciation: learners speak and the majority of people understand. Therefore, a comprehensible pronunciation of speech is essential and it is considered as a key to avoiding pronunciation errors that frustrate successful communication.

In general, accuracy refers to how correct language learners use the language includes their use of grammar, vocabulary, and pronunciation. In other words, it is the

ability to speak or write without making grammatical, punctuation, vocabulary and other errors. It means that one's speaks English with a high level of correct style with few mistakes. That is why language teachers have asserted that accuracy is the key factor for helping EFL learners to produce written and spoken English with zero mistakes.

1.2.1. Fluency

Seemingly, fluency indicates a level of proficiency in any communication. It is the ability to speak confidently and spontaneously without pauses or a breakdown of communication. It is used as a criterion to measure one's speaking competence; especially for those who pursue higher education.

One of the most comprehensive definitions of fluency related to automaticity of speech production is stated by Lennon's (2000:26) who viewed fluency as "the rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of online processing". Lennon's definition provides us with the variety of factors oral fluency is based on. Likewise, Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable, and accurate way without too much hesitation; otherwise, the communication will break down because listeners will lose their interest. In achieving this target, teachers should train EFL learners to practice the language freely to express their own ideas.

Additionally, Richards (1992:141) defines fluency as " the features which gave the speech the qualities of being natural and normal ". More precisely, Thornbury (2000:4) pointed out the criteria for assessing fluency, they are as follow:

- a. Lack of hesitation: learners talk smoothly and spontaneously, at a natural speech.

They do not hesitate long and it will be easy to follow exactly what they are saying.

- b. Length: learners can put their thoughts and ideas jointly to constitute a message or an argument. They can produce not just the simplest of sentence pattern but also complex types to accomplish the task.
- c. Independence: learners have the ability to communicate and express their own ideas in a number of ways, maintain speaking and ask questions and much more to keep the conversation ongoing.

According to Thornbury, speaking fluently is the ability to practice the language spontaneously and effectively with high confidence while communicating with others. However, in the communicative language classroom teacher should provide a balanced approach that gives EFL learners opportunities to build their oral proficiency, while at the same time tending to the accuracy of their language.

1.3. The Relationship between Speaking and other Language Skills

Learning a foreign language demands from the learners to build up their four language skills; speaking, writing, listening, and reading. The primary mission of language teachers is to develop EFL learners' skills using various methods and techniques. Generally, these language skills are practiced separately during language courses, the teacher concentrates on speaking skill in one course, and the other course will concentrate on writing skill and so on. However, they are taught separately but they are related to one another. Accordingly, the following figure demonstrates the relationship between the four language skills:

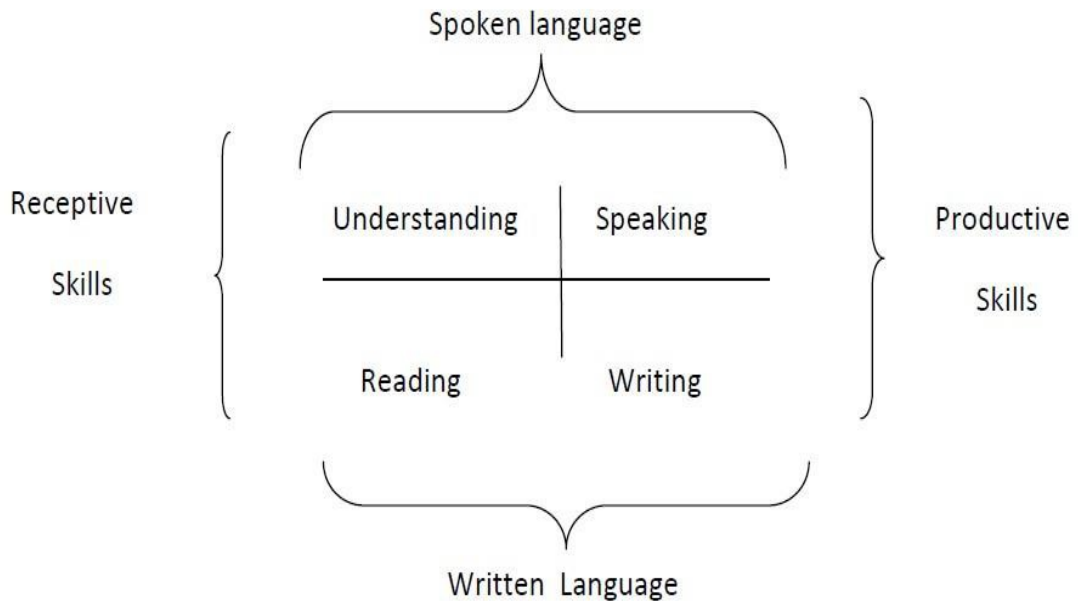


Figure 1: Interrelationship of the Four Skills, (Byrne 1976)

Figure 1 demonstrates the fact that the four language skills are integrated, in the same time categorizes into two major types. Listening and reading labeled “receptive skills”; because with those skills we store knowledge into our minds (memory) and after that we try to comprehend the message contrived by other speakers or writers. And the other two called “productive skills”; because a language user provides an instructional feedback to the teacher whenever s/he speaks or writes. Through this feedback, the teacher would be able to determine to what extent the learner is qualified in the given language as well as this will help him or her to choose the relevant tasks and activities that would best fit the learners’ level.

1.3.1. Speaking vs. Writing

Speaking and writing are both productive skills that vary in several ways. In fact, speaking is much more spontaneous and tends to be less organized as well as unplanned compared to writing. It requires more use of conversation patterns and lexical phrases.

However, the writing process is more premeditated in terms of planning, organization with sufficient cohesive, and coherent.

Accordingly, Harmer (2001: 255) emphasizes the fact that: “written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, words and text formation, manifested by handwriting, spelling, layout, and punctuation”. Moreover, Crystal (2005:2) states the main distinction between speech and writing in seven points:

1. Speech is time-limited, dynamic, and temporary. It is part of an interaction by which both participants are normally present, and the speaker has a specific addressee (or perhaps several addressees) in mind. Whereas the writing process is space-bound, constant and permanent, this usually takes place in a situation in which the writer is independently from the reader.
2. Speech is faster and spontaneous involving repetition, paraphrasing and comment clauses ('you know', 'mind you', 'as it were') in which too many pauses and unclear sentences make listener lose the real meaning, whereas in writing, units of discourse (sentences, paragraphs) are easy to identify and readers have the opportunity to re-read and analysed what they have already read.
3. Since speech generally occurs face to face interaction, which is characterised by the usage of paralinguistic signals including facial expression and gesture such as (deictic expression, such as 'that one', 'right now'). While the lack of visual contact in writing unable participant to use any kind of deictic expression (or deixis) such as (this, these, those, then, now) which are likely to be ambiguous because they require contextual information to convey meaning.

4. Speech is characterised by a unique feature which is the use of prosodies for example intonation, loudness, speed, rhythm, and other tones of voice that cannot clearly write down while writing includes lines, pages, capitalization, spatial organization and various kind of punctuation, and prosody does not exist too much.
5. Speech seems to be more informal in which lengthy coordinate sentences tend to be regular, normal, and are often of considerable complexity, and nonsense words usually not written down, whereas writing is characterised through several instances of subordination in the same sentence, elaborately balanced syntactic patterns...etc., and items of difficult vocabulary are never spoken like the longer names of chemical compounds.
6. Speech involves more phatic functions such as, passing the time of a day and conveying any kind of social relationship or personal opinions, rather than used to convey meaning. On the other hand, writing involves more the communication of ideas, tasks, and facts, and seems to be easier since people can read a text, fast or slowly, according to their capabilities.
7. In speech, the speaker can modify an utterance while it is in progress (starting again, adding a qualification) and must be responsible for their mistakes; Speaking and writing are both productive skills that vary in several ways. In fact, speaking is much more spontaneous and tends to be less organized as well as unplanned compared to writing. It requires more use of conversation patterns and lexical phrases. However, the writing process is more premeditated in terms of planning, organization with sufficient cohesive, and coherent.
8. Accordingly, Harmer (2001: 255) emphasizes the fact that: “written text has a number of conventions which separate it out from speaking. Apart from differences

in grammar and vocabulary, there are issues of letter, words and text formation, manifested by handwriting, spelling, layout, and punctuation". Moreover, Crystal (2005:2) states the main distinction between speech and writing in seven points:

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14. Speech involves more phatic functions such as, passing the time of a day and conveying any kind of social relationship or personal opinions, rather than used to convey meaning. On the other hand, writing involves more the communication of ideas, tasks, and facts, and seems to be easier since people can read a text, fast or slowly, according to their capabilities.
15. In speech, the speaker can modify an utterance while it is in progress (starting again, adding a qualification) and must be responsible for their mistakes; however the writing process enable persons to exclude errors in later drafts and all kind of pauses will disappear.
16. Eventually, spoken discourse is actually less durable compared to the written one. Despite the differences between the two language skills, writing can be an essential part in some circumstances, but speaking well with others is much more significant. Through well communicating with others, one can maintain good relationships and increase his/her working performance the writing process unable persons to exclude errors in later drafts and all kind of pauses will disappear.

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communicating with others, one can maintain good relationships and increase his/her working performance.

1.3.2. Speaking and Listening

Speaking and listening are two fundamental skills which are essential in the development of communicative competence of any given language since there is a natural connection between speaking and listening language skills.

Typically, listening skill refers to the ability to decode and infer what speakers are saying. As Osada (1994:55) have pointed out that “Speaking does not of itself constitute communication unless what being said is comprehended by another person”. Listening and speaking skills are closely related to each other and both skills are significant for learners to accomplish the learning process.

In the same vein, Cole *et al.* (2007:55) have found that “Being able to listen attentively is just as important as being able to speak clearly and informatively”. Correspondingly, Field (2008:5) has also emphasized this point as he reported, “it is listening which is arguably the more important since it is listening which enriches the learner's spoken competence with new syntactic, lexical, phonological and pragmatic information”. Listening cannot be isolated from speaking since they are complementary to each other. Both skills are primordial for EFL learners since both are major skills that mostly occur in face to face communication.

Therefore, language teachers should be aware of the integration between listening and speaking. For this purpose, they should give enough importance to the listening skill in order to encourage EFL learners to have the chance to speak and express their thoughts. When learners try to listen, they are likely to acquire more vocabulary and try to improve

their pronunciation through being exposed to authentic accent, which in turn helps them to build their confidence to speak.

Language teachers also need to be aware of the type of listening they use in the classroom. They should attract EFL learners' attention to focus more on words as White (1998:13) claimed " listening well involves motivation as well as concentration and you can listen badly if you are not interested in the subject, or it is one that you do not know much about, or there are a lot of distractions which make it difficult to focus on listening ".

It means that language teachers should provide a good variety of teaching strategies and select the appropriate listening comprehension type in the classroom according to the learners' level in order to avoid their boredom. For that, Speaking and listening skills are important in all contexts in which learning takes place.

1.4. Importance of Speaking Skill

Speaking is an essential method for interacting, communicating knowledge and expressing ideas. Being able to communicate successfully with other individuals is very effective in school, business life as well as our personal life.

Accordingly, Ur (1996 :120) declares that " of all the four skills [listening, speaking, reading and writing], speaking seems to be the most important : people who know a language are referred to a 'speakers' of the language, as if speaking included all other kinds of knowing. " Thus, one can say, the practice of language in actual life situations is considerably more significant than knowing about it and its rules.

EFL teachers should focus more on developing their learners speaking skill because it is the most desired one for communication. They should develop motivational, sympathetic and supporting surroundings that enable EFL learners to communicate and express themselves. As Willis (1996:7) suggests: " learners need chances to say what they

think or feel and to experiment in a supportive atmosphere using the language they have heard or seen without feeling threatened. "

Furthermore, speaking can supply EFL learners with numerous language functions such as greeting, requesting, expressing feelings and ideas. Also, it enables them to memorize a sizable amount of vocabulary, phrases and grammar rules which may be helpful and beneficial in written tasks. In support of this, Baker (2003) recommended that language learners who are able to speak English perfectly might have greater opportunity for further education, finding employment and gaining promotion.

Typically, whenever visiting English speaking countries the visitor will encounter a lot of native speakers rather than native writers. Thus, Qureshi. (2010) states that the importance of speaking skill for EFL learners summarized in the following points:

- Language is a tool for communication; it takes place where there is speech, without speech one cannot communicate and without communication language is reduced to a mere script.
- For a smooth running of any system, the speakers of language need to be trained specially and purposefully in the skill of speaking.
- The ability to speak skillfully (the capacity to express one's thought, opinion and feeling, in the form of words put to gather in meaningful way) provides the speaker with several distinct advantages.
- Speaking skill is important for career success.

All in all, speaking skills are very important. Thus the ability to communicate well, clearly and efficiently in English contributes to the success of EFL learners in school and success later in every phase of life.

1.5. Teaching Speaking

The mastery of the oral skills is a preference for many EFL learners. They often evaluate their success in language learning as well as the productiveness of their English course on the basis of how much they have ameliorated in their spoken language. In the line with this, numerous linguists as well as language teachers concur on that EFL learners quickly learn to speak in a foreign language by interacting. Thus, both of communicative language teaching and collaborative learning fulfill most beneficial for this aim. According to Chan, Chin, & Titima (2011:279) "most language students need more opportunities to practice their language skills in a variety of situations so that they can understand and experience how a language works".

Communicative language learning depends on real life situations that necessitate communication. Therefore, by applying this method in EFL classes learners will have the chance to interact with each other within the focus on communication in the foreign language. In essence, EFL teachers need to establish a classroom environment where learners develop their speaking proficiency by giving them authentic activities and meaningful tasks that promote oral language to prepare them for genuine communication situations. By the same token, Richards (2006: 16) declares that there are three kinds of practice that can be used within language classroom whenever teaching speaking namely mechanical, meaningful, and communicative practice.

1.5.1 Mechanical Practice

Refers to a controlled practice activity in which learners may successfully perform without necessarily comprehending the language they are using. Such kind of these activities requires repetition and substitution drills designed to practice use of specific grammatical or other items. Therefore, language learners take into account the form much

more than the meaning. As regards advantages, mechanical testing drills not only supply feedback for the EFL teacher, however, they also aid learners to arrange and classify the information they have already learned about the language. For example, Learners who have drilled “I am” separate from “He is” may never realize they have the same structure. Likewise, without a testing drill, learners will never realize that “I am walking” and “I am going to walk” are dissimilar grammatical structures.

However, the difference between a mechanized memorizing drill and a mechanical testing drill lies in the capacity of learners to reply, depending on how well they have memorized certain language patterns; but realizing what s/he is saying is not a necessary requisite. Therefore, the expected behavior of such drills is the habitual use of manipulative language patterns and is similar to the assumption that language learning is a habit formation (Paulston, 1976:6)

1.5.2. Meaningful Practice

Refers to activity in which language control is still provided and learners are needed to make a meaningful decision about what to use whenever doing practice. For example, EFL learners may be provided with expressions as apologizing, requesting, thanking and congratulating exercise the use of appropriate way to react based on various social situations. For instance, in exercising object pronouns, a language teacher might ask “Where does Richard put his files?” The reply is previously recognized by everyone since they can see the files on the shelf on Richard’s desk. Hence, the answer should be “He sets them on his desk.” So, the answer is totally controlled as well as it can also be expressed in more than one way. There is a right answer and the learner is provided with the information needed for answering by his/her instructor. At this point, there is still no real communication happened yet (Paulston, 1976: 7).

1.5.3. Communicative Practice

Communicative practice refers to totally free language practice that includes those activities in which language is not ‘totally predictable’. Hence, EFL learners may choose the language they will use and the meanings they will express without their teacher’s control. These choices typically depend on knowledge and skills acquired in earlier presentation and practice activities. Basically, the output at this stage is more authentic and spontaneous since the negotiation of meaning happens within a genuine communicative context where the actual information is interchanged. Communicative drills require learners to also provide information that is not known before to the drill. So, in a communicative drill, there is no wrong or right response except in terms of grammatically well-formed sentences.

Communicative drills are the most time consuming and the hardest to arrange. It should be stressed that these drills do not include free communication and if that is the objective of the course, then these drills should be accompanied by interaction activities, situation or structured that the learners acquire through free communication with their classmates (Paulston, 1976 : 10).

In brief, Richard’s classification of language classroom practices shows that he is in approval of an approach that starts with habit formation activities that are first mechanical and then meaningful before allowing EFL learners to use the language for oral communication purposes. So, he suggests that practices will give EFL learners a help to practice the learned language naturally in oral communication.

1.6. Strategies for Teaching Speaking

Speaking is considered a crucial part of FL learning and teaching. Despite its importance, teaching speaking for EFL learners is one of the most significant tasks for oral

teachers. Thus, they should know the effective way to make EFL learners inspired and motivated to communicate in English. They should use appropriate and attractive techniques in order to ensure EFL learners involvement in the communication process.

Accordingly, Oradde (2012:533) adds that " communicative activities can stimulate the learners and establish good relationships between the teacher and the learners and establish good relationships between the teacher and the learners as well as among the learners thus, encouraging a supportive environment for language learning ". Consequently, these communicative activities should be designed to promote oral communication and to encourage spontaneous oral interaction between learners or between a teacher and a learner.

However, Staab (1992) provided some speaking activities that can be applied in EFL classroom settings in order to teach EFL learners to communicate effectively in the best way. They comprise Group Work, discussion, role play and storytelling.

1.6.1. Group Work

The idea of integrating learners in pairs or groups for the sake of achieving a learning aim has been widely researched and strongly supported by many teachers and researchers in the field of education. For that, group work is viewed as one of the practical teaching technique aiming to obtain better learning outcomes.

According to Brow (2001:117) group work is " a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. It implies small group work, that is, students in groups of perhaps six or fewer. ". It represents a good way of teaching by which learners from different background, experiences and performance levels interact collectively in small sized groups toward a shared objective. Learners will learn to listen carefully to

various viewpoints and to react appropriately and respectfully to other's ideas. They will feel happy to discuss new topics using the EFL; within that, they will have a desire to learn the EFL further. Also, they will show greater involvement and enthusiasm in learning the process. It will be an effective way to motivate shy learners to take part and become involved in the learning process too.

According to National Academy for Integration of Research & Teaching and Learning Annual Conference " findings acknowledge that active learning in groups, peer relationships, and social skills are important in engaging learners " (2011:79). It promotes a learner-centred approach through more learning and practicing.

Additionally; it is one of the main factors that help learners to develop their critical-thinking and their oral production in a successful way. However, it should be planned consciously and carefully in order to avoid discouraging learners. Yet, EFL teachers need to use these propositions to perform group work successfully and efficiently in their oral classrooms.

1.6.2. Discussion

Discussions are classified as the most significant activities in language learning that can be best applied in EFL classroom. These activities are the key that would help learners in developing their communicative abilities to practice the language in various realistic situations. It aims to bring out learner's interests, arguments, histories, points of view and experiences; it is a chance for EFL learners to speak about things they really care about (Carbonara, 2005:101).

Many language teachers declare that the ideal discussions for EFL classes are those which arise spontaneously via interesting topics for learners, they recommended to do not form large groups because passive learners withdraw from adding within large groups.

However, the group members could be allocated either by teachers or by learners; may well figure out this on their own. Yet, the groups need to be arranged in each discussion activity in order to assure that learners can work together cooperatively with different members.

Eventually, in classrooms discussion activity and whatever the purpose is, the teacher mission is to motivate and encourage EFL learners to be able to ask questions, provide or paraphrase ideas, look for more clarification and so forth. It is the most successful method for teaching speaking skill and the most useful for them in ameliorating their oral proficiency through interaction with their classmates.

1.6.3. Roleplay

Roleplay is an effective academic activity in which learners are asked to adopt and perform an imaginary role of characters in specific situations. Through this activity learners may adopt other people's personalities, habits, gestures and behaviors that are distinct from themselves. According to Sellers (2002:498) role play is "spontaneous, dramatic, creative teaching strategy in which individuals overtly and consciously assume the roles of others ". Similarly, Ladousse (2004:7) asserts that "role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation."

In the light of these definitions, roleplay is a beneficial strategy to practice the English speaking skill in an enjoyable environment, because learners will easily learn inside a little pressure and nervousness situation. It fosters learners' creative thinking by creating the motivation and engagement needed for authentic learning to occur, encourages learners to speak confidently in English in a variety of oral situations. Consequently, roleplay is the most interesting, preferable, amusing and beneficial activity for EFL learners because it

indicates the daily living and reinforces learner's self-confidence that will lead them to improve their academic performance. Also, through roleplay, learners are motivated to perform and talk in the foreign language to achieve their communicative needs.

Additionally, Brown (2001:183) argues that "role play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish." He suggested that roleplay activity could be performed by a single person, in pairs or in groups when each individual can assign a role in order to achieve an aim. In this type of activity, teacher role will be less controlled compared to other traditional activities. So, oral expression teacher role is to guide and help their learners to be creative during their performance. In light of this, Adriyati (2009: 222) illustrates some teacher role during roleplay activities which are:

- Facilitator: learners may demand a new language that should provide by the teacher. Whenever the rehearsal time is suitable to do that.
- Spectator: The teacher observes the role play and gives comments and suggests pieces of advice at the end.
- Participant: It is sometimes appropriate to become involved and take part in the role play himself.

Roleplay is an effective technique in the EFL learning process. It gives a chance for learners to produce their personal language and improve their oral proficiency through interaction. Thus, it will supply learners with the necessary grammatical and socio-cultural knowledge which will allow them telling the appropriate thing in the proper time and place.

1.6.4. Storytelling

Storytelling is an effective instructional technique that can be applied in language classroom to develop learners speaking skill. It is a speaking activity where language and gesticulation are used in an appropriate way to create scenes in a sequence. Accordingly, Strauss (2006:4) defines storytelling as " the act of using voice and body language to communicate a narrative directly from one person to another. " similarly, Barnes (1997:1) points out that " storytelling is the art of telling a story that includes telling a story with the use of song, acting, mime, dance and other mediums " Based on previous definitions, in telling stories learners can use gestures, movements, sounds and words to convey thoughts, feelings, and viewpoints. It is a spontaneous process used to build up learners' awareness and knowledge.

However, Schank (1990) argues that "Storytelling has demonstrable, measurable, positive and irreplaceable value in teaching." He supported the use of storytelling as an effective technique for learning the process. For the reason that, Stories are motivating, enjoyable, very interesting and bring fun that can best catch the attention of the listener and encourages verbal exchanges. In addition, many EFL teachers recommended that storytelling is one of the effective activities for better improvement for EFL learners. For that, language teachers can apply storytelling technique in language instructing for many factors.

In the case of supporting the use of storytelling as a powerful technique in teaching EFL speaking skill Andrus (1913) listed eight reasons for that:

- 1) To give familiarity with good English
- 2) To cultivate the power of sustained attention
- 3) To establish a friendly relationship between learner and storyteller (teacher)

- 4) To cultivate a literary standard by which a learner may judge other stories
- 5) To develop a right sense of humor
- 6) To cultivate imagination
- 7) To develop sympathy – an outcome of imagination
- 8) To give a clear impression of moral truth

Actually, storytelling is one of the effective entertaining learning techniques that can be used by EFL learners in order to develop their oral proficiency. Indeed, it attracts language learner's attention and concentration; it provokes expectation and prediction of events. Thus, those results create deeper comprehension, happiness, fun and enjoyment. Hence, it transforms the classroom atmosphere from dull and lifeless one to a sympathetic environment full of learners' concentration, cooperation and production which will facilitate the process of learning.

1.7. Psychological Speaking Difficulties

Oral performance has become an essential part of the current field of teaching, especially in EFL classes. However, language learners suffer from many difficulties when speaking spontaneously in English; psychological difficulties are from the most faced ones. Those difficulties make an obstacle for EFL learners in obtaining oral language proficiency. In the same vein, Schwartz (2005) claimed that difficulties such as fear of making mistakes, anxiety, shyness, lack of motivation, lack of self-confidence, and lack of interest in the subject commonly prevent learners from speaking.

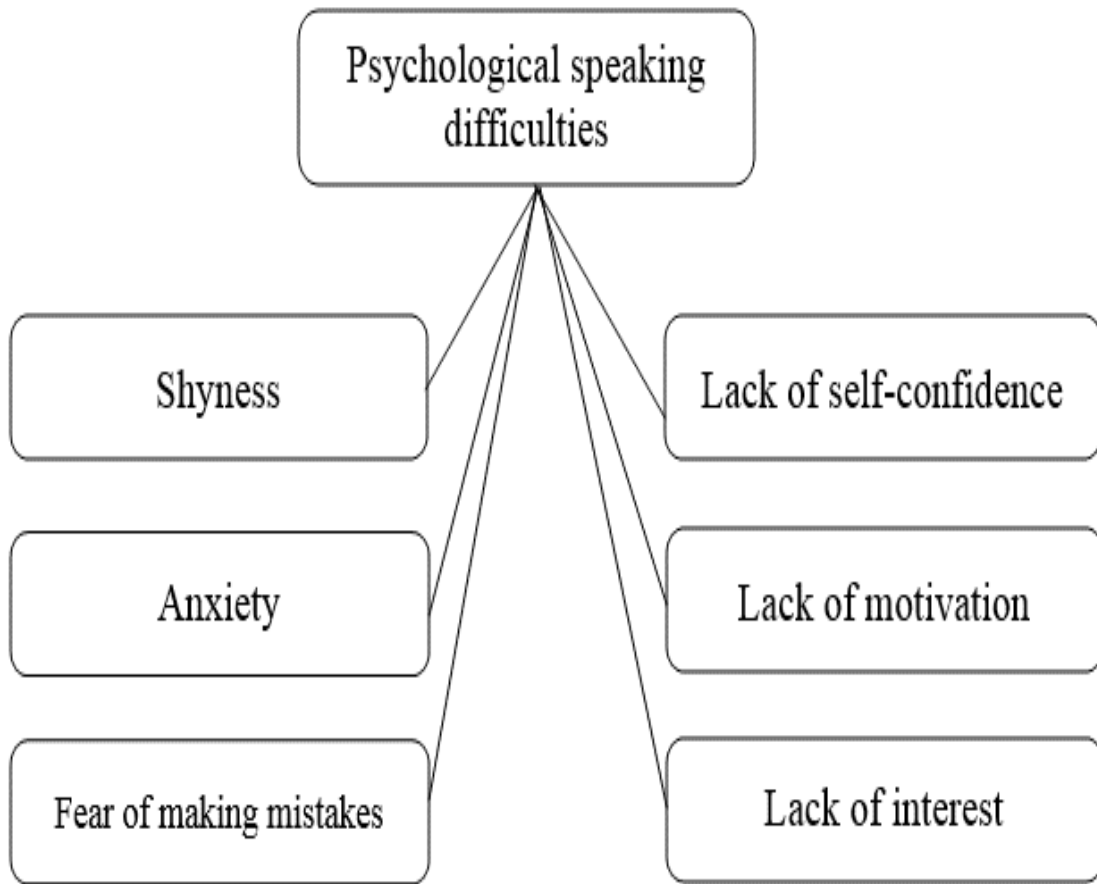


Figure 02: Psychological Speaking Difficulties Based on Schwartz (2005).

1.7.1. Shyness

Shyness is the tendency to feel awkward, worried or anxious in social situations. According to Payne (2015), shyness is a feeling of discomfort and inhibition in interpersonal or social situations that prevent individuals from pursuing his/her objectives whether personal or professional. It results into extreme self-focus and worry, frequently preoccupied with ones' thoughts, emotions and even physical reactions. It may vary from mild social awkwardness to totally inhibit social phobias.

Besides, Buss (1986) defined shyness as "anxious self-preoccupation and behavioral inhibition in social contexts due to the prospective of being negatively evaluated by others ". Based on previous definitions, Shyness is the feeling of fear and awkwardness in private

or social situations in ways that interfere with our capacity to enjoy ourselves to perform at the level we are able to or, that trigger us to keep away from social and interactive situations. It is a natural feeling that experienced by all people, but its degree differs from one to another.

1.7.2. Anxiety

Among the various effective factors that affect the foreign language learning in general and speaking in particular, anxiety emerges as a significant psychological factor which usually influences learners' oral production when they are required to use English as a foreign language.

Anxiety is a negative internal feeling of tension, fear, apprehension, uneasiness and nervousness which precisely linked with the case of learning EFL. The fact that anxiety plays a significant role in EFL learners' learning is shared by different educational researchers as Horwitz (1991) who believed that anxiety in speaking a specific language can greatly influence learners' speaking performance. It can also affect the quality of oral language production and make learners seem less fluent compared to what they are in the reality.

Aforementioned, anxiety affects learners speaking performance and can also lead them to other difficulties. Based on that, EFL learners in Texas University proposed some troubles caused by anxiety and how can they affect the language learning. According to Howitz *et al* (1986) the principle cause of EFL anxiety is speaking. Alike, these are some difficulties that suggested by Texas learners:

- Difficulty in speaking in the classroom is the principal concern of EFL learners. They said that they will feel at ease if they have a chance to prepare their talk in advance before coming into the classroom. In contrast, they will feel anxious and

their hands will be trembling if they were not ready for the free talk in the classroom.

- Difficulty in understanding the content of oral comprehension input. They argued that they should receive the required input and preparation before they get engaged in the speaking tasks. Thus allowing them to communicate and progress in using EFL.
- Talk in a test situation is a serious difficulty for some EFL learners; they fail to remember what they have already learned because they are feared of negative evaluation, however, from that fear they may encounter troubles in concentrating during such test.
- Most EFL learners escape from speaking situations to avoid anxiety. Anxious learners show avoidance behavior because they perceive it as threatening situation, rather than a chance to improve their oral proficiency.

Eventually, in relation to speaking, anxiety is a crucial difficulty in the EFL context which needs to be treated by language instructors. However, teachers should understand that the positive emotion will surely make EFL learners study in an efficient way. Additionally, teachers need to create a comfortable studying environment for EFL learners in order to make them feel at ease and enjoy when performing oral tasks. So, they can easily develop their oral proficiency too.

1.7.3. Fear of Making Mistakes

As agreed by many EFL teachers, fear of making mistakes considered as one of the fundamental factors of learners' reluctance to communicate in English in the classroom. As Tusi (1995) pointed out that " students tend to be afraid to express in the target language for fear of making mistakes because making mistakes and being corrected by the teacher

were face threatening ". Indeed, fear of making mistakes refers to a specific case when EFL learners are afraid to express themselves due to the fact that they are feared of negative assessment and teacher criticism or being laughed at by their classmates. They do not want to look incompetent, weak, and stupid in front of their classmates. So, they avoid taking part in any interactive classroom activities in order to escape from these awkward situations.

Therefore, language teachers need to modify their learner's viewpoint of making mistakes from negative to a positive side. Also, they should make them believe that making mistakes is not a big problem, but it is just a way of learning simply because all of us learn from our mistakes.

1.7.4. Lack of Self-confidence

One of the main factors which encourage EFL learners to engage and take risks in the learning process without fear of making mistakes is self-confidence. It is an important feature that EFL learners should possess. When EFL learners have confidence in their capabilities, they will engage in different speaking tasks without any obstacles which may impede their overall performance. As Cole *et al.* (2007:20) declared that " confidence was as important as competence in speaking and listening". In accordance with this issue, Kakepoto (2012:71) assert that "Confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively". However, EFL learners with high self-confidence will be more innovative and very successful in their overall oral performance. Thus, they have the chance to have others attention and to have more possibility to develop their oral proficiency and achieve improvement in their learning the foreign language.

Therefore, lack of self-confidence represents a crucial problem for learners that prevent them from achieving oral proficiency. Accordingly, He and Chen (2010) stated that learners' low ability to speak English is the main cause of their lack of self-confidence. Therefore, EFL teachers should provide their learners with more encouragement and opportunities to practice their spoken English in the classroom in a better way.

1.7.5. Lack of Motivation

Motivation is one of the essential key factors for language learning success. As in concerning with the issue of motivation in learning, Nunan (1999) stresses that motivation is very important, it can influence learners' reluctance to speak in English. In this regard, motivation is a key consideration in determining the willingness of learners to communicate in English inside the classroom; it is a basic element that pushes learners to perform in better ways.

Besides, many educational studies proved that EFL learners with high motivation to learn English tend to be more successful and less frustrated in learning compared to learners with low motivation. According to Piccioli (2014), there are two types of motivation:

- **Intrinsic motivation:** refers to internal motivation, it comes from the desire to learn something due to its innate interests regarding self-fulfillment and desire to gain a mastery of the subject matter.
- **Extrinsic motivation:** refers to External motivation; is a motivation to perform and achieve success for the sake of fulfilling a particular external outcome such as; getting a job, immigration or avoid punishment...etc.

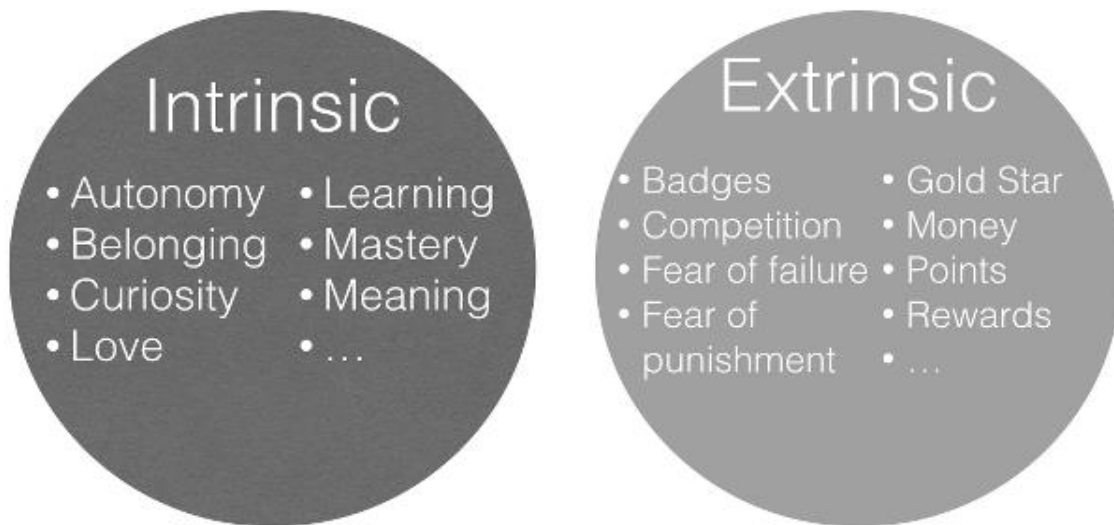


Figure 03: Types of Motivation (Piccioli, 2014)

Typically, intrinsic motivation tends to be more advantageous for language learners because it is strongly associated with curiosity, spontaneity and creativity that help language learners to be able to solve problems in their life like increased work performance, self-esteem, the quality of life, and the chances to self-actualize, will be more effective motivators. Many educational studies assert that this type of motivation has a great importance in encouraging learners to have long-term success. Intrinsic motivation strengthens the learners' responsibility for the consequences of their doings and makes him/her willing to devote all his/her energy to education tasks.

Lack of motivation characterises another common difficulty for EFL learners in many classrooms. Language learners may sometimes lose their enthusiasm and interest towards lesson, which puts a significant barrier in front of efficient language learning. As Gardner (1994) (in Nunan, 1999) suggested that there are three main causes which lead to learners' lack of motivation such boredom, tedious way of teaching, lack of relevant materials, and lack of awareness towards the aims of the program being taught. Thus, learners'

motivation depends on the performance of the teacher which is a fact that language teachers should consider.

1.7.6. Lack of Interest on the Subject

In EFL classroom, the learner may often prefer to stay silent since s/he has ‘nothing to say’ in that moment. This silent refers to the case when EFL learners are exposed to topics that they do not have much knowledge about or they just see it as boring topics to discuss.

As Rivers (1968:192) claimed that: “The teacher may have chosen a topic which is uncongenial to him/her (the learner) or about which s/he knows very little, and, as a consequence, he has nothing to express, whether in the native language or the foreign language”. So, language teachers should supply their learners with familiar and interesting subjects in order to inspire and encourage them to speak, unfamiliar and uninteresting topics prevented language learners from speaking English because they simply do not have something to express; as a result, they remain silent. However, well-chosen subjects by the teacher which fits learners’ knowledge and interest have a great positive impact on learners’ engagement on speaking activities inside the classroom.

Furthermore, language teachers should realize the importance of helping language learners to achieve their full potential. This can nevermore be achieved by simply presenting learners with the knowledge to be learned. Rather, it is teachers’ mission to facilitate the learning process. The aim is to create autonomous learners who not only know how to get learning but additionally possess a desire to learn new things.

There are other psychological difficulties. Yet, the previous difficulties are the most common ones encountered by EFL learners according to many psychologists. Those difficulties required being treated so learners can express themselves easily and successfully in English, so based on the problems above, the solutions of those difficulties,

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learners should master basic element of speaking (grammar, vocabulary and pronunciation) and should motivate themselves to to build their selfconfident.

Conclusion

By the end of this chapter, we have seen that speaking is indeed a significant skill for EFL learners and one of their important concerns because it is the primary skill of communication. Therefore, developing speaking skill is a major priority for EFL learners. We have also tackled the main psychological difficulties that encounter the EFL learners when performing speaking tasks and activities, and how they hinder them from achieving oral proficiency. The role of the teacher is truly central in helping and showing learners how to overcome these difficulties by using different motivational techniques and strategies.

Chapter Two

Cooperative Learning Strategies

Chapter Two: Cooperative Learning Strategies

Introduction

In the last few years, great endeavors have been made by language instructors to make the learning process much more learner-centered in order to increase the quantity of communication inside the oral class in which both teachers and learners exchange ideas, opinions and viewpoints during the interaction. Within this way, language learners will obtain and acquire knowledge about the content and the form of the language at the same time. This approach emphasizes a number of various kinds of techniques that shifts the role of teachers from givers of the information to facilitating learners learning process. In contrast to traditional classes where the instructor takes the responsibility for everything linked to a learning process, they focused more on what they did, and not on what the learners are learning. However, learners nowadays are not just passive observers, but instead play a main part role in the learning process.

Most Researchers in the field of education give much importance on how language teachers should interact with EFL learners, but how EFL learners should communicate and interact with each other is almost ignored side. Many, if not most, classroom learning activities can be performed much better whenever learners are working together in teams due to the fact that working in this way ensures that more learners are directly involved; more learners are talking, interacting, and discussing ideas, while the language teacher talks less, and the learning process will be more beneficial. However, Cooperative language learning (CLL) is considered as one of the most popular, successful and effective learning strategies implemented by EFL teachers in order to provide learners with the opportunity to use the language in daily meaningful interaction.

In this chapter, we are going to focus on CLL as a significant teaching strategy which can be applied in EFL classroom and used by language teachers in order to encourage learning and that by displaying its different concepts, how it works and implemented in EFL

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oral classes, its basic elements, types, goals and benefits to the learning / teaching process. Besides, this chapter highlights the differences between traditional group work and Cooperative group work and how can be used to reduce learners' anxiety and inhibition and more importantly how it maximizes language learners' participation.

2.1. Cooperative Language Learning Overview

The idea of CLL has first emerged in the United States on 1806 in New York City; it had been brought from the United Kingdom to a school of Lancastrian origin (Johnson and Johnson, 1987). For the reason that learners of this institution were distinct nationalities, ethnicities, and backgrounds, the main reason for adopting this strategy for this school was to increase American socialization (Marr, 1997). Since then, it has got much attention and has constantly been a debated topic in education.

From the 1960s till today great importance has been devoted to the term "cooperative language learning" that has been recognized on the work of Vygotsky (1962) Followed by Piaget (1965). Their particular theories for CLL provide a significant value to the use of conversations, problem solving activities, and the role of social interaction in the learning process. It is a successful and effective model of communicative language teaching. As asserted by Putnam (1995) "CLL is embraced within a communicative language learning frame".

Nevertheless, CLL has become a familiar learning strategy that it is no more consider as a new idea in teaching. This can be seen in the middle of the twentieth century where the applications associated with CLL drew its improvement to sociology and precisely to Gordon Allport's Social Contact Theory. This continues on, as CLL is believed to make learning effective and beneficial in a uniquely way. It developed over time and today it became one of the most common strategies to learning EFL for its effectiveness in the learning /teaching processes.

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2.2. Concepts of Cooperative Learning

CLL has been defined by many researchers and each one of them views CLL from a different side. But, they share the same concern for showing its effect and significance. In their overview of the topic, Johnson and Johnson (1990:69) define CLL as an "instructional use of small groups so that learner's work together to maximize their own and each other's learning". This teaching strategy encourages learning to take place and allow communication skills to foster among EFL learners. It aims to use small groups from diverse academic and English proficiency levels to further improve learner's learning, increase motivation and develop their confidence.

Therefore, there is no way to better learn a language than using it spontaneously in different realistic situations. Consequently, teachers often considered as a model language, but sometimes may hamper learners through not providing them with the desired opportunities to practice the language. However, CLL provides the needed opportunity for them to master the language skills required to succeed in various academic subjects. The objective of this effective strategy is each member of the group is responsible for not only learning what is taught but also, assisting their teammates to learn too. It creates a good environment of community and achievement.

In each group, there are jobs allocated to each member. The commonest jobs are: the materials; is the one who assured that the group has all the materials required for the actual assignment. The checker; is concerned by making sure that all members of the group understand the assignment and they do not have any kind of unanswered inquiries, while the manager; works on checking if all members of the group are on task and are doing the assignment which will be presented to the class on time, and the summarizer; is the one who makes sure that the group is discussing the assigned topic, not other subject matter (Dyson, 2016).

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In addition, CLL has been recognized as the best pedagogical practices for teaching and learning that improve communication, and interaction among learners in the EFL classroom. In this strategy, language learners incorporate the same basics of communicative language teaching and learning. Accordingly, Christison (1990:140) clarify the concept CLL as "... a strategy for the classroom that is used to increase motivation and retention, to help learners develop a positive image to self and others, to provide a vehicle for critical thinking and problem solving, and to encourage collaborative social skills". In the same vein, Britton (1990) pointed out that in spite of the topic issue, language learners working cooperatively in groups to learn further about what is taught and keep it for a longer time than when the same content is presented in other instructional modes, i.e. in competitive and individualistic learning process.

It is proved that CLL has a great result in increasing learners' academic achievement especially beneficial for EFL learners to build their English vocabulary, have conversations with their classmates in English that will help them to develop their oral proficiency. It also encourages active engagement in learning and collaborative behavior by developing both social and academic skills. So, for the aim of this study, Johnson and Johnson's ideas of CLL are applied. In this research, CLL considers teaching learners to study collectively by giving thoughts and suggestions, seeking clarification and aid from each other.

2.3. The Benefits of Implementing Cooperative Learning

CLL is considered as a positive learning experience for EFL learners. This way of learning requires learners to be actively engaged and involved in their groups to learn from their peers and to practice their oral language skills in different realistic situations. It ensures that every learner has an equal chance to learn and participate in the learning process which lowers the affective filter for learners who lack the language or confidence to be successful in the classroom. It can maximize the rapid acquisition of English as it provides EFL learners

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with comprehensible input in English in a supportive setting. However, if clearly structured and monitored by language teachers, this strategy will supply EFL learners with many different benefits. Some of the benefits are suggested by many academic scholars as follow:

2.3.1. Enhances Learners' Communicative Skills

Within the real globe, human beings work collectively to preserve their social lives. They need to cooperate with their family, friends and in their workplace in order to accomplish shared benefits. In the case of education, successful teamwork is focused more on beneficial verbal exchanges and a commitment to the activity. All members in the group need an equal chance to practice communicating in a positive way. Hence, CLL strategy provides many opportunities to face-to-face interaction among EFL learners to minimize social isolation (Dorney: 2001). Consequently, communication skills are a necessary to become successful in 21st century due to the fact that a good communicative skill is a quality of a well-educated learner. For that, the ability to communicate information clearly and correctly as intended is a vital life skill and something that should not be ignored. However, CLL not only improves learning but also has shown to develop learners' communicative as well as social skills.

2.3.2. Creates Opportunities to Appreciate Differences

Learners from a multicultural society should work harder to overcome their discrimination against others who have different backgrounds such as age, gender, religion, culture and learning style (Slavin, 1994). In relation to this Dorney (2001:100) claimed that: When learners work together, they tend to like each other regardless of ethnic, cultural, or class differences. This is, because, in CLL situations learners are dependent on each other and share common goals, which in turn, creates a feeling of solidarity and comradely supportiveness. Consequently, it encourages EFL learners to respect each other, make new friends and learn by interacting cooperatively with each other. Besides, it supplies them with many chances to further develop inter-ethnic relationships as well as learns to appreciate

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variations as their focus of attention is getting involved in the various group activities conducted in the classroom.

2.3.3. Enhances Individualization of Instruction

It is known that a traditional classroom highly emphasizes a lecture method and a whole class discussion; teachers have to provide their way of teaching to the standard. If a few learners cannot keep up with the class, the teacher cannot always stop the class to help them. In contrast, there is potential for the learners to receive individual's assistance from a teacher and from their mates in CLL groups (Widdowson, 2007). However, assistance from mates increases understanding for both the learners being helped as well as for those giving the help. In other words, for the learners being helped, the assistance from their mates enables them to move away from dependence on teachers and gain more opportunities to enhance their learning. For the learners giving help, the CLL groups serve as opportunities to increase their own performance.

2.3.4. Maximizes Learners' Participation

Ellis (2003:267) argued that " in a teacher-centered class, the teacher speaks about 80% of the time." This cannot enable learners who are average and low achievers to participate adequately in their learning. Learners have to be involved in the learning process because they are not passive learners who just absorb the information and authority. Instead, they should be active participants to construct knowledge by activating their own schemata (Brown, 2001).

To apply this, CLL groups should be organized carefully in order to provide more opportunities for EFL learners to engage in various group activities. If this is maintained, It will encourage teamwork and maintain mutual support; it could create a competitive dimension to learning which may stimulate learners to strive harder for better results and, perhaps most importantly of all, it exposes them to other people's thinking processes and

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problem solving capabilities that help them to improve their own reasoning skills and to develop their oral proficiency too.

2.3.5. Reduces Anxiety

EFL Learners often feel anxious to speak spontaneously in front of the whole class. This can be minimized if learners are involved in CLL actively and practice first in their smaller group what to say. It reduces classroom anxiousness which created by new and unfamiliar situations that experienced by EFL learners. Accordingly, Brown (2001:178) says «in group activities, the security of the learner will be improved and each individual is not entirely on public display". This enables them to be a confident contributor in various group activities.

However, in the traditional classroom when a language teacher asks a learner, s/he becomes the particular focus of attention of the whole class. Thus, any kind of mistakes or incorrect answers becomes a subject to critique by all the class. In contrast, in a CLL situation, when learners work in a small heterogeneous group, the focus of attention is usually diffused among the group. Then, the group produces something that its members can review prior to presenting it to the entire class, reducing the probability that mistakes will occur at all. But once a mistake is made, it becomes a teaching tool rather than a public criticism of specific learner.

2.3.6. Increases Motivation and Positive Attitude towards the Class

In a traditional classroom, a language teacher continues his/her lesson too slowly to precede some learners and too fast for others. Besides, all the ideas are from the teacher only. This has caused difference among the learners to see one another as smart or lazy. In contrast to this, in CLL group learners adjust the speed of their communications to the understanding level of their peers. Besides, in CLL groups, learners can encourage and help one another. It is considered to be the best strategy that employs a variety of effective motivational strategies in

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order to make learning more relevant and language learners more responsible. Genuinely speaking, the cooperative atmosphere of working in a small group helps learners to develop friendship among them. This, in turn, greatly increases motivation and positive attitude towards their class (Dornyei, 2001; Ellis, 2003).

2.3.7. Increases Self-Esteem and Self-Direction

One of the aims of language teachers is to enable their learners to become life-long learners, i.e. they can think and learn without a teacher telling them what to do every minute. It can be achieved through CLL if it is managed carefully. Moreover, it can shift learners from teacher dependent to autonomous learners, in which they take the responsibility for their learning and work in partnership or in groups with their classmates. It involves risk taking by all concerned. It is about learning to learn and developing assessment for learning that reflect on their experiences and are able to create their own meanings and challenge ideas/theories. (Dorney,2001). Even if it has different benefits, it possesses huge problems if it is not carefully directed.

All in all, CLL is a great way for ELL learners to build their English vocabulary, have conversations with each other in English, and become an active part of a group. It permits learners to work collectively to solve problems and difficulties faced in the learning process, increases learners' self-esteem, helps them to become self-sufficient, self-directed learners and stresses the importance that each learner has an equal chance to take part and everyone has a role to play in various learning activities. Additionally, it provides an environment by which learners with different abilities could work with each other in a positive way that helps to improve essential interpersonal and social skills that will assist learners in their aptitude to function independently, as a member of a group, which will benefit them socially as well as in their future careers.

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2.4. Difference between Group Learning and Cooperative Learning.

Traditional group work and CLL, despite the fact that in both cases, a group is required; there is some difference between them while they are distinct in their own ways. Group work can be described as accomplishing a given task together while cooperative learning as a learning/teaching approach which is highly structured and purposefully planned. Although in both cases a group is required, CLL varies itself from group work due to its great focus toward improving skills of learners individually and group. Consequently, it also supplies many learning opportunities for its participants while traditional group work is goal-oriented (Evans, Juchau & Wilson, 2012).

Even so, some teachers might claim that they applied CLL in their class, but the outcomes were not positive. Thus, the secret is in the differentiating features between cooperative language learning and group learning. This is shown below as adapted from Johnson & Johnson referred in Liang (2002:18) the difference between CLL and traditional group learning are represented in the following table.

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N°	Cooperative Learning	Group Learning
1	Positive interdependence with structured goals.	No positive interdependence.
2	A clear accountability for individual's share of the group's work through role assignment and regular rotation of the assigned role.	No accountability for individual share of the group's work through role assignment and regular rotation of the assigned role.
3	Heterogeneous ability grouping.	Homogeneous ability grouping.
4	Sharing of leadership roles.	Few being appointed or put in charge of the group.
5	Sharing of the appointed learning task(s).	Each learner seldom responsible for others' learning.
6	Aiming to maximize each member's learning.	Focusing on accomplishing the assignments.
7	Maintaining good working relationship, Process-oriented.	Frequent neglect of good working relationship, product-oriented.
8	Teaching of collaborative skills.	Assuming that students already have the required skills.
9	Teacher observation of students' interaction.	Little, if any at all, teacher observation.
10	Structuring of the procedures and time for the processing.	Rare structuring of procedures and time for the processing.

Table 01.Differences between Cooperative Learning and Group Learning (Liang. 2002:18)

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The traditional group work in comparison to CLL group is often disorganized. While small group methods may use cooperative task framework by which learners interact collectively to accomplish a certain task or a project, the reward structure is either competitive or individualistic (Jacob & Mattson, 1995: 231). The fact of involving learners into groups does not necessarily imply that they are working cooperatively. Often, just one learner from the group does the work. With the absence of a clearly defined task and designated group task, small group work may flounder. While in CLL group, the task is clearly structured to ensure that learners are independent and individually accountable. The goals of the task are carefully explained (Slavin, 1996:20).

Thus, CLL group is ideal for mainstreaming: it is more than just putting learners in groups and assigning task, but it requires them to work together toward a common goal in which every member of the group is included. This principle encourages mutual helpfulness and the active participation of all members. While CLL shifted the focus from individual seat work to group work, it still requires personal responsibility that can be established through positive interdependence among the learners and individual accountability (Johnson *et al.*, 2000: 207). In addition, the following figure that adapted from Jolliffe (2007:4) illustrates the main elements of CLL.



Figure 04 : Elements of CLL

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In order to be truly cooperative, learning should consist of these two vital elements which provide a sense of responsibility and an understanding of the importance of cooperative among learners. Accordingly, group mates should discuss work together and help each other to understand it. This is achieved gradually through a clear teaching program of small group and interpersonal skills in addition to teaching techniques and tasks that stimulate interdependence. To conclude, in group work learning simply puts language learners to sit and work in groups without having additional help or careful structure to make group work become cooperative. Whereas, in CLL learners are carefully and purposefully arranged in groups to have much better understanding and assisting one another.

2.4.1. Collaborative Learning vs Cooperative Learning

The difference between CLL and collaborative learning has been viewed from different angles, while O'Donnell (2006:781) views CLL as one form of learning that includes other forms of learning such collaborative and peer learning. However, Roberts (2004:207) argue that although the two terms have different meaning as adjectives, they are often used interchangeably. They maintain that while the term collaborative should be used for learning techniques that emphasize learner to- learner interaction in the learning process, the term cooperative should be used where learners are to work in small groups under the guidance of the instructor. In other words, learners are individually accountable for their own work, but also rewarded for their participation in the group work and contribution to others' learning. In contrast with collaborative learning, group members are individually accountable for their own work, but not rewarded for their participation to other's work.

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2.5. Basic Elements of Cooperative Language Learning

Johnson *et al.*, (1991) pointed out that not all groups tend to be cooperative ones. Putting groups together in a classroom does not imply that CLL is taking place. So, in order to make the classroom activities cooperative, the following five basic elements are needed.

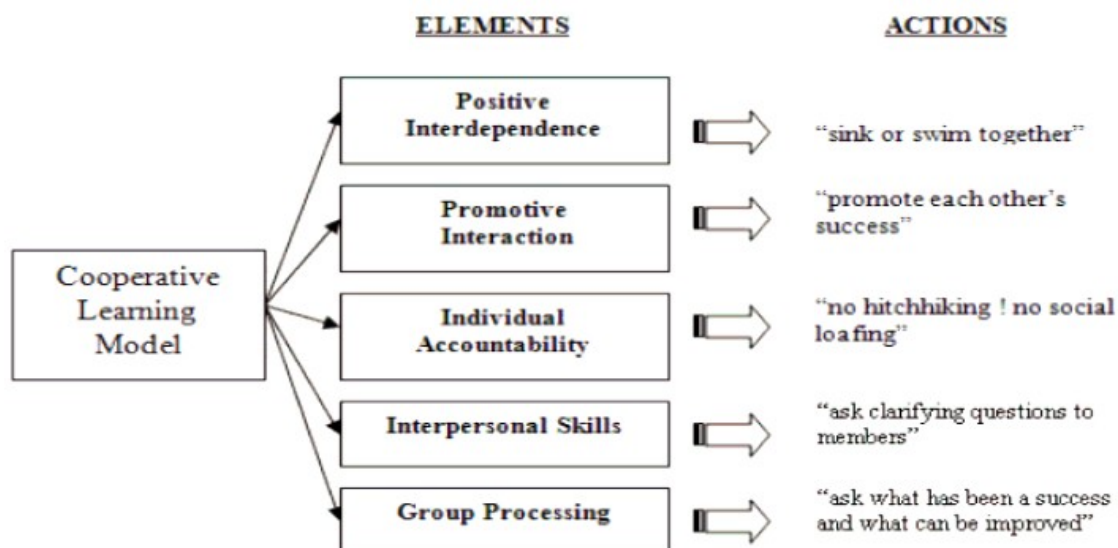


Figure 05: Elements of CLL Based on Johnson and Smith (1991, in Neo *et al.* 2012)

2.5.1. Positive Interdependence

The fundamental principle of CLL is the development of good interdependence among the members of the learning group. According to Gillies and Ashman (2003), in CLL, each learner is required not only to complete their part of work but to ensure that others do likewise. Actually, whenever good interdependence is understood, any member’s efforts are indispensable towards the success of the group. Positive interdependence is creating the thought that “we sink or swim together”. It is the idea of working cooperatively to accomplish a common goal and caring about each other’s learning. Thus, without the aid of one member, the group is not able to attain the desired goal. Thus, each group member has his/her unique contribution in which it is joint to other members’ effort because of his or her resources, knowledge, role and responsibilities.

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Again, Gillies and Ashman (2003:37) state “without positive interdependence, learners from time to time fall into the trap of “hitchhiking”, where they let one learner do all the work for them or being “off task”. When, groups are not considered truly co-operative. According to Jacobs *et al.*, (1996), activities which ask learners to work individually first and then discuss and compare answers do not promote positive interdependence because in these activities each person is required to do something, but there is no explicit need for group members to interact. Therefore, good positive interdependence is realized only if all members of the same group work together and motivate each other to learn.

2.5.2. Promote Interaction

One of the core interaction principles of CLL suggested by Johnson and Smith is “promotive interaction”. It is also called “Face-to-face interaction”. It offers abundant oral, face-to-face interaction, where learners clarify, explain, argue, elaborate and link present material with what they have learned previously is important in CLL. Face-to-face oral interaction is referred to as the physical set up of the learning group. Learners should be clustered jointly in a tight team, facing each other, in order to be able to possess a type of interchange required to achieve a learning task. Indeed, face-to-face verbal interaction results in promoting members success. Which, in turn, leads to high achievements as well as it enables the learners to better know each other in both personal and professional levels (Johnson and Smith, 1991).

Similarly, Alderman (2004:219) argues that: “grouping structures affect how learners interact become friends, and influence each other in engagement in learning”. Promotive interaction is a crucial condition to realize learners’ social skills; friendship, leadership, trusts, communication, and resolve conflicts.

2.5.3. Individual Accountability

Individual or group accountability is a significant element of CLL, which provides each learner with important materials to learn. Any group member feels in charge of his/her own and her/his group mates' learning and makes a good contribution to the group. Hence, there is no 'freeloading' or 'hitchhiking' for anyone in a group everyone contributes. According to Kagan (1989), accountability is not only left for learners, but also for the teachers. Therefore, the teacher must have a way of shaping what every learner has learned, as well as what the group has achieved.

Individual or group accountability exists if the performance of each particular learner is assessed and the answers are returned to the group and the individual in order to determine who needs more help, support, assistance and encouragement in completing the assignment. There are also a number of techniques to realize individual accountability: random selection of learner's papers if each learner is doing within the group, random oral quizzes of learners, or written quizzes or examinations at the termination of the work. Learning activities that enhance individual accountability, assign rotating roles as learners complete a set of questions or exercises. As, one learner completes item 1. Thinking as they do so, their partner acts as a coach. The roles are reversed for each subsequent item (Jacobs *et al*: 1996).

2.5.4. Interpersonal (Social) Skills

Interpersonal skills are the key to group development and successful cooperative learning group, in which group members need to promote and improve linguistic and social skills which facilitate group interaction, create trust, and promote communication, leadership and problem solving.

In fact, placing socially unskilled learners in a group and ask them to cooperate will not assure they have the capability to do effectively Johnson and Johnson (1991). According to Gilles and Ashman (2003:38)

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The interpersonal skills that facilitate communication include: actively listening to one another during group conversations, taking into consideration the other Persons' perspective on issues, stating ideas freely without fear of offensive Comments, being responsible for one's own behavior and constructively critiquing the ideas presented.

EFL Learners must learn these skills to carry out the group activities smoothly. They might intuitively know these group skills like taking turns to present ideas and share resources, sharing group activities fairly among group members, resolving differences of opinion, conflict, and ensuring decisions that affect the group are decided democratically. Consequently, they must be educated explicitly how to cooperate with others. Moreover, Christison (1990) suggests that social skills are strong foundation for building and maintaining a stable group of friends.

2.5.5. Group Processing

The last essential element in CLL is group processing. It takes place when group members discuss how to provide effective leadership, develop decision-making, trust-building, communication, and conflict-handling skills. Group members discuss and observe how well they accomplish their desired targets which members' actions are helpful and unhelpful as well as make decisions about what behaviors to continue or change (Johnson, 2013).

This involves members carried out what they have done well and what they will need to do to reach the group's targets; put simply, providing group members the opportunity to reflect on the learning process has clear academic and social benefits. The processing of group interaction assists group mates learns how to collaborate more effectively to achieve the

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group's objective. Consequently, learners should be provided time to discuss how effectively members worked together in group work activities.

Those were the five essential components that CLL recommended by Johnson and Smith (1991). Whenever these basic components are found jointly within groups of EFL learners, they enable learners how to work collectively in an ideal way. Additionally, it allows the teachers to apply CLL in his/her classroom with its full advantages for the learners which, in turn, can enhance the learning process, making them more capable of performing educational tasks, and it can also give rise to improve the academic and interpersonal development for language learners.

2.6. Types of Group Formation

Cooperative learning groups can be structured in different forms, the three main types of CLL groups identified by Johnson *et al.*, (1998) seem the most widely used in CLL involving a combination of unplanned informal CLL groups, formal CLL groups, and base groups. They are presented as follows:

2.6.1. Formal Cooperative Learning

Formal CLL groups last from one class period to several weeks or several class sessions to complete a specific task or assignment. Teachers can plan and structure any academic assignment or course requirement for formal CLL. The key of formal CLL is to 'ensure that learners are actively involved in the intellectual work or organizing materials, explaining it, as well as integrating it into current conceptual structures' Johnson *et al.*, (1998:7). Moreover, the instructor in formal CLL provides five basic roles:

- Designate the targets of the lesson.
- Make decisions concerning the number of learners of each group, learners' roles in their teams, and organizing the classroom.
- Explain and simplify the purpose of the lesson or the assignment for the learners.

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- Monitor Learners' learning as well as assist them by responding their questions and showing them how to use their own interpersonal skills.
- Assess the performance of the learners and explain to them how well they performed and how well they collaborate with each other. (Holubec, 1998).

2.6.2. Informal Cooperative Group

The informal CLL groups are the second main type proposed by Johnson and Johnson. They are known as groups with special purpose or temporary learning groups that last only for one discussion or one class period whose purposes are to focus learners' attention on the material to be learned, set a mood to conduct learning (Johnson *et al.*,1998).

They mentioned that teachers can use them during direct teaching (lectures, demonstrations, films, videos) to focus learners' attention on the material they are to learn, help set expectations as to what class will cover, ensure that learners cognitively process the material the teacher is teaching and provide closure to an instructional session.

2.6.3. Cooperative Base Groups

Cooperative base groups are long term, heterogeneous cooperative learning teams with stable membership whose responsibility is ensuring that all members are making good academic progress (i.e., positive goal interdependence) and should provide support, encouragement, and assistance for making learning progress. Base groups supply learners with long term, committed relationships. Base groups meet regularly (for example, daily or biweekly) to discuss academic progress of each member, and last for the duration of the class (a semester or year). It includes academic support tasks (such as ensuring all members have completed their homework and understand it or editing each other's essays), personal support tasks (such as getting to know each other and helping each other solve nonacademic problems), routine tasks (such as taking attendance), and assessment tasks (such as checking

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each other's understanding of the answers to test questions when the test is first taken individually and then retaken in the base group) (Johnson *et al.*,1998).

However, these three types of CLL may be used together (Johnson *et al.*, 1998). A typical class session may begin with a base group meeting, which is followed by a short lecture in which informal cooperative learning is used. The lecture is followed by a formal cooperative learning lesson. Near the end of the class session another short lecture may be delivered with the use of informal cooperative learning. The class ends with a base group meeting.

2.7. Some Class activities that use Cooperative Learning to develop speaking

According to Arends (2004) there are many various types of CLL, however, all of them require having learners work in small teams or even groups to assist each other learn the educational material. In fact, it is now possible for instructors to choose from a wide variety of cooperative learning strategies to attain different teaching benefits. Generally there are five basic strategies which have been extensively researched and broadly used in teaching oral skills. Those learning strategies are the following:

2.7.1. Three-step Interview:

The three-step interview is a strategy that is efficient when learners are resolving problems that have no particular right response. Every member of a team selects another member to be his or her partner

In step one, each individual start interviews their partner by asking some clarifying questions. Then, in the second step, the two members exchange their roles and interviewing each other about the discussed topic. Finally, at the end of the activity, learners share their partner's answers with the rest of the group. This step promotes equal participation, where only one person in the whole group is talking at once. This learning activity is a cooperative

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construction that encourages language learners to express themselves in the EFL, as well as it represents one of the great learning activities for language oral classes (Arends, 2004).

2.7.2. Round Robin Brainstorming or Rally Robin

Round robin brainstorming is another CLL activity where learners perform a brainstorming process with round robin style that builds team spirit. It takes place when learners sit in a circle while doing an activity collectively. The instructor divides the learners into small groups; from four to six members with one learner selected as a leader to enunciate a question or a problem. Then, groups should be informed that their job is to brainstorm as many responses as they can, obviously linked to the discussed topic.

They must follow particular guidelines in answering, for instance, the group members must take turns writing answers on a piece of paper, passing the paper counterclockwise to the next learner until the piece of paper passes by all group members. Lastly, groups must stop writing when time is called. Roundtable learning activity offers learners the opportunity to express ideas, feelings and opinions while learning more about their teammates (Arends, 2004).

2.7.3. Thin Think-Pair-Share

Thin Think-Pair-Share is another effective learning activity that enables learners to engage in individual and small group thinking before they are asked to respond questions in front of the whole class. It has three basic steps; first of all, learners listen while the tutor proposes a question, second: they are given time to think of a reply, then each member of a group chooses a partner in order to exchange ideas and opinions about the discussed topic. Finally, they are invited to share their responses with the whole group. Besides, they should be responsible and listen attentively to their partners because, during the share time, they are called to share the response they heard from their partner. A time limit is set for all steps in the process. The teacher also can use signals such as bells or body language to make learners move through the cycle (Arends, 2004). Thus, this CLL activity helps learners to develop

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their oral communication skills as they discuss their opinions and ideas with each other to become active participants in learning.

2.7.4. Numbered Heads

Numbered Heads Together is a CLL activity that holds each learner accountable for learning the material. Learners are put in small groups of four or five members and each member is given a number (from one to the maximum number in each group). Then, the tutor poses a question and learners "put their heads together" to figure out the response. Finally, the tutor calls a particular number to answer as a spokesperson for the group. By having learners work collectively in a group, this activity ensures that each member recognizes the response to problems or questions asked by the tutor. Because no one knows which number will be called, all group members must be prepared (High & Kagan, 1993).

This CLL activity promotes positive interdependence while increasing individual accountability. It also gives the confidence to lower achievers learners because they know they will have the right reply.

2.7.5. Circle the Sage

Circle the sage is a learning activity that specifically integrates learner knowledge sharing and engagement within the classroom experience. Each group of learners represents a sage. In the first step, the tutor makes a survey to discover which learners have a particular knowledge to share; someone with an expertise in a specific area is considered a sage. After that, the tutor asks the learners to surround a sage (a group of learners) in which the sage does not include two learners from the same team .Then, the learner discuss and explains what s/he knows while the classmates are listening, asking or clarifying questions and learning some information about the discussed topic. The tutor after that asks each member to return to their teams and gives an explanation of what they learned to their teams and compare their new knowledge which may include disagreements. As each learner has gone to a different sage,

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they learn how other members think, share ideas and practice oral language skills inside the teams. Lastly, the whole class discusses those disagreements and attempts to find solutions for them (Arends, 2004).

2.8. Principles for an effective Cooperative Learning

Several principles have been proposed for CLL through history, yet the following are the key conditions to obtain an effective CLL and also it guided our pedagogical intervention throughout the research process.

2.8.1. Heterogeneous Grouping

The first main principle for an effective CLL is the heterogeneity of team members. This condition consists of integrating and mixing the learners of the teams including members of different genders, backgrounds, abilities, age, social class, and language proficiency (Slavin:1991). Generally, the teams composed by four or five learners who can interchange ideas and give different viewpoints in order help each other and get a common objective. Accordingly, Larson *et al.*, (1984) pointed out that when the groups are heterogeneous, low ability learners get the opportunity to be in touch with high ability learners and which enables them to benefit from them in terms of academic achievement and learning strategies. Therefore, the way the teacher organize teams will impact within the learners' self-discipline, classroom management as well as the successful of the learning activity.

2.8.2. Interdependent Reward Structure

A reward structure is the second requirement of CLL to be productive. The success of CLL depends on the kind of reward structure (Slavin *et al*, 1984). Reward structure has three key kinds that are: individual rewards that affect the individual learner, group rewards that involve the group's work, and group rewards that are associated with individual academic accomplishment. The latter kind is recognized as interdependent reward structure that regarded as the most efficient reward structure. Whenever the interdependent reward structure

Chapter Two: Cooperative Learning Strategies

is applied, the success of individual learners is reliant on the success of his/her team members. Accordingly, if cooperative principles are considered and respected, learners can attain their desired goals only if their team members obtain the same goal. This will motivate and encourage the learners to work collectively and make sure that each member of the team has learned the material (Johnson *et al.*, 1985).

2.8.3. Task Structure

The last condition that makes CLL powerful is selecting the relevant task structure. There are two models that can be implemented in CLL: learners are assigned to a team study or they required accomplishing individual tasks. In the first model of; learners are asked to work collectively to learn a given material, find solutions to particular inquiring, or resolve problems. Whereas in the second model; learners are asked to study independently a specific information or part of the material and explain it to their team members. Those two models of task structure are considered to be the most efficient task structures compared to the individual methods (Klimovien & Statkevičienė, 2006).

2.9. Learner's and Teacher's Roles in Cooperative Learning Classroom

2.9.1. Learner's Roles

CLL is the existence of common goals, mutual rewards, shared resources, and complementary roles among team members. Thus, learners play practical roles during CLL activities. As Richards and Rodgers (2001) declare that learners are taught to be self-dependent, they are conscious and responsible for monitoring, planning and assessing their own studying considering their learning as a process that requires learners direct and active integration of groups works and participation in the learning activities. On the other hand, Pair grouping is the ideal CLL format; it assures the maximum amount of time that both learners spend involved in learning tasks. For instance, Pair task in which learners exchange roles, involving partners in the role of tutors, recorders, as well as information sharers.

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Hence, some roles of learners regarding when they working in groups are to discuss the material to be learned with their classmates, assisting each other to obtain a better understanding of the topic discussed, and motivate their partner to work hard to eventually obtain a common goal.

In the same vein, Kagan (1994) reported that in a cooperative group work activity, learners need to be provided with specific roles to perform in order to make all of them engaged in accomplishing their desired group goal. He suggests some central roles that learners can perform within CLL activities which are listed in the following table:

Role	Description
Encourager	Encourages shy learners to participate and do well.
Praiser / Cheerleader	Shows appreciation of teammate's contribution and appreciate the accomplishment.
Gate keeper	Equalizes participation and makes sure how one dominates.
Coach	Helps teammates with the academic content, explains difficult concepts.
Question commander	Make sure all learners' questions are asked and answered.
Taskmaster	Keeps the group focused on task.
Recorder	Writes down team's answers to make sure they get recorded.
Reflector	Keeps teams aware of progress (or lack of progress).
Quiet captain	Monitors noise level.
Materials monitor	Picks up and returns materials.

Table 02: Different roles for students in a cooperative learning class. (Kagan, 1994; in Hoy, 2004:496).

Eventually, a CLL role is an assigned task for a learner to accomplish. Gambits are what learners say or perform to satisfy their roles. Cooperative learning roles facilitate and

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improve learners' autonomy. While learners achieve their roles, they are practicing important social skills. As roles are exchanged, learners get the possibility to perform various CLL roles and are introduced to a range of significant skills. Additionally, the roles that learners play develop teamwork and make CLL more productive.

2.9.2. Teacher's Roles

The teacher's roles during CLL activity is very significant in assisting team members to function effectively. Thus, it is relevant to specify the instructor's roles in CLL activities, because making learners working in teams required them to help each other it is not the excuse for them to leave the class and neglect their tasks, due to the fact that in CLL activities, learners are the main participants while instructors are no longer the most important member of the class.

However, an authentic tutor is a person who serves as guide and facilitator at the same time that s/he motivates learners to be interdependent. Accordingly, Larsen-Freeman (1986) declares that tutors role is more than teach language, but additionally, they teach cooperation and beside of this, they are viewed as beneficial tools for guidance that always are present to make of CLL a successful strategy to use in class, rather than are seen like judges who distribute grades. Johnson *et al.*, (1998) reveal that tutors need to stipulate obvious objectives regarding aspects for example academic and social skills.

Other roles of instructors are to decide group size considering factors like time limits, learners' age, learners' experience working in groups, and the easy access towards the appropriate material. Additionally, tutors can arrange the working teams using random procedures to make them heterogeneous that is (one of the main principles of CLL) because whenever learners possess the possibility to choose their own partners, they usually tend to form homogeneous teams that are always composed of the same members. Moreover, while conducting a lesson, tutors should monitor checking continuously every learning team,

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intervening when their learners need to improve their task work as well as teamwork and provide a sufficient closure to the lesson. Likewise, it is necessary that educators observe the interaction among members of every team in order to assess learners' improvement along with the appropriate use of communicative language skills. Also, it is important that tutors be sure that from the development of the cooperative learning activities suggested for the oral classes, learners can benefit and enjoy the face-to-face interaction.

Lastly, another essential function of teachers is assessing and evaluating both the quantity and quality of learners' learning. It is also vital to engage them in assessing each other's level of learning. Concerning team processing, they should ensure that all learners acquire feedback on their work, analyze the information upon team working, set an improvement goal, as well as update the learning tasks to enhance CLL activities and guarantee more effective learning.

2.10. Advantages and Disadvantages of Cooperative Learning

CLL creates a classroom community that involves learners in a sort of interdependence where all are working towards a learning shared goal. Initially, it is known that it motivates EFL learners to be able to learn independently, instead of always depending on an authority of their teachers, within this strategy, EFL learners get the possibility to work cooperatively with other members of the class, discussing topics learning to be responsible for their own learning, as well as it promotes team spirit, and motivate them to learn to work collectively under an atmosphere associated with achievement and solidarity.

Other advantages comprise improved communicative skills, better usage of higher-level thinking abilities, positive relationships, increased both self-esteem and psychological adjustment. Besides, a CLL activity can reduce EFL learners' anxiety and stress to be able to speak spontaneously and confidently since it provides the opportunity for them to rehearse

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with their partners before producing a performance or giving an answer in front of their teacher and classmates.

Additionally, when a learner represents the group members and reports to the whole class, they feel optimistic and more confident because the answer is not from one learner alone, but from the whole group members giving the opportunity for learners to feel more motivated as well as encouraged to work under this effective strategy. As Glasser (1986) says learners motivation to work in class is great whenever their fundamental psychological and emotional needs are fulfilled as well as CLL boosts learners motivation by providing peer support.

Nevertheless, there are some disadvantages of CLL, for instance, most EFL learners do not like doing work in cooperative learning teams. They do not want to show and expose their lack of knowledge to other learners. Furthermore, they have been skilled to be competitive and perform independently, so they lack CLL skills. In addition, smart learners may attempt to take the control of any activity and find it hard to share knowledge with their classmates. Concerning teachers too, the main problem will be the disorder inside the classrooms, due to a large number of learners, some teachers worry that the noise and turbulence may be higher than the normal during CLL activities. Also, whenever learners are working in their teams might be difficult and sometimes possibly for the teacher get the class attention (Johnson, 1984).

Finally, CLL seeks to be a promising approach by which teachers can obtain both educational and socio-moral objectives concurrently. This strategy can create supportive environments that enable learners to attain academic success, and also improve their interpersonal relationships, focus on communicative skills, assist them to get better performance in oral communication because they feel more confidence working in small teams at the same time they reinforce their knowledge and built their self-esteem too.

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Conclusion

Cooperative language learning is definitely one of the most successful and productive strategies for both learners and instructors. It supplies learners with many opportunities to communicate and interact with each other using EFL as well as enhances their productiveness and learning achievement. It also teaches them how to communicate and interact together to resolve problems and to fulfill specific targets that can be an essential skill inside and outside the classroom. Additionally, it requires a wide range of various educational strategies that can improve the four language abilities and that enables the instructors to choose and decide the appropriate one that matches with his/her objectives. Learners generally favor CLL strategies because it makes them feel responsible for their performance, and makes learning more effective, interesting and enjoyable.

Chapter Three

Findings of the Study

Chapter Three: Findings of the Study

Introduction

This chapter considered to analyze the findings obtained through investigating the impact of cooperative learning strategies on developing EFL student oral proficiency. The objective of this study is to prove our hypothesis which that if oral expression teachers implement appropriate cooperative learning strategies. Then, learners' oral proficiency will ameliorate. Our findings will depend on the student as well as teachers' opinions and attitudes that are very important to investigate our hypothesis. The suitable tool for gathering adequate data about the research is through making a classroom observation besides to administering two questionnaires one for oral expression teachers and one for third year LMD students. Collecting data from their opinions, knowledge, and attitudes concerning EFL speaking difficulties and cooperative learning strategies can help the researcher to find practical solutions to the research problem

3.1 Research Design

A descriptive design was implemented in this study. The main tools implied in the research were two questionnaires which were administered in the second semester. The questionnaires were submitted randomly to both oral teachers and third year LMD students of the English department of Mohamed Boudiaf University of M'sila to benefit from their experience and knowledge.

3.2. Sampling and Population

In order to gather valuable information for our study, we worked on a representative sample randomly selected from a whole population. Our sample included 50 students from the Department of English at Mohamed Boudiaf University of M'sila. The respondents answered the questionnaire in the classrooms. We have also 7 teachers who teach oral expression in the same department. We would have involved more teachers as

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well as learners, and more questions but by fear of not assigning our work in time, the number was restricted.

3.3. Description of Teachers' Questionnaire

The teachers' questionnaire consisted of fifteen (15) questions including 'yes' 'no' and multiple choice questions divided into four sections as follows:

Section One: Background Information.

In this section, we asked teachers some personal questions in order to seek general information about the teachers' gradation and teaching experience.

Section Two: Teaching Speaking.

This section seeks information about teachers' insights about teaching speaking skill, and the different difficulties they face in teaching that skill.

Section Three: Teachers' Incorporation of Cooperative Learning.

In this section, we looked for information about how oral teachers' use cooperative learning strategies and to check whether they think that this strategy will help EFL learners ameliorating their oral proficiency or not.

Section Four: Suggestions and Comments.

In this section, teachers were asked to make suggestions and comments in the available space.

3.4. Description of students Questionnaire

The students' questionnaire consists of eleven 18 questions that are divided into four sections. In the first section we have 02 questions, asked learners in order to indicate their gender, and why they choose English. In the second section, we have 08 Q. At the beginning, we ask them about their perception of the importance of speaking, how they evaluate their oral proficiency, what difficulties encounter when they speak and

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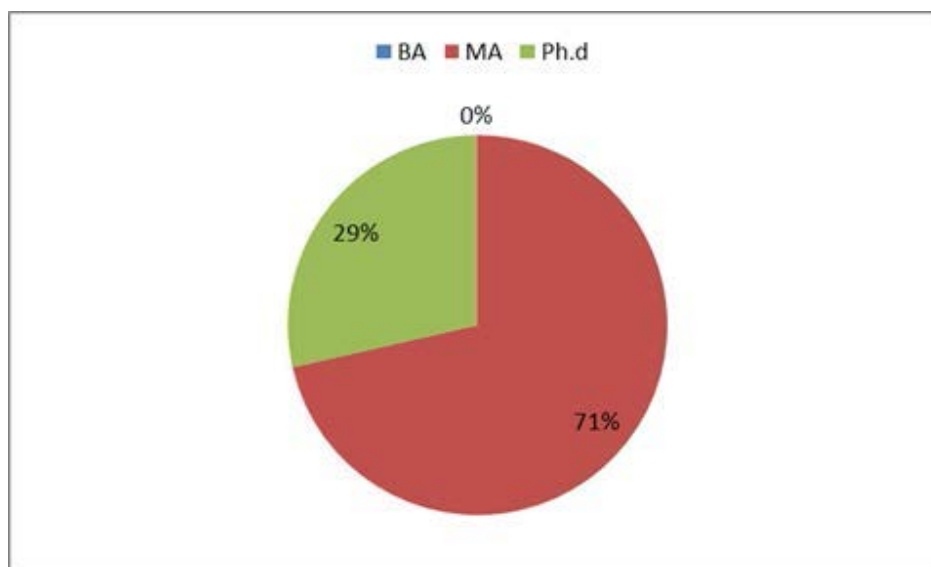
helpfulness of oral classes for them. After that, we asked 05 Q, about their awareness of cooperative learning and their attitudes towards it. The last section, it composed of 02 Q. about weather cooperative learning helps EFL students' to develop their oral proficiency and overcome speaking difficulties.

3.5 Analysis of Teachers Questionnaire

Q1. Degree(s) held.

Options	Number	Percentage
B A	0	0
MA	5	71
P H	2	29

Table 03: Teachers Academic Degree



Graph 01: Teachers' Academic Degree

Table 3 shows the academic degrees of the selected sample who answered our questionnaire. The majority of the respondents (71%) have a magister degree in English language studies. While (29%) of teachers have a doctorate degree and none of them (0%) have a license degree (Bachelor of Arts). We notice that most respondents have finished

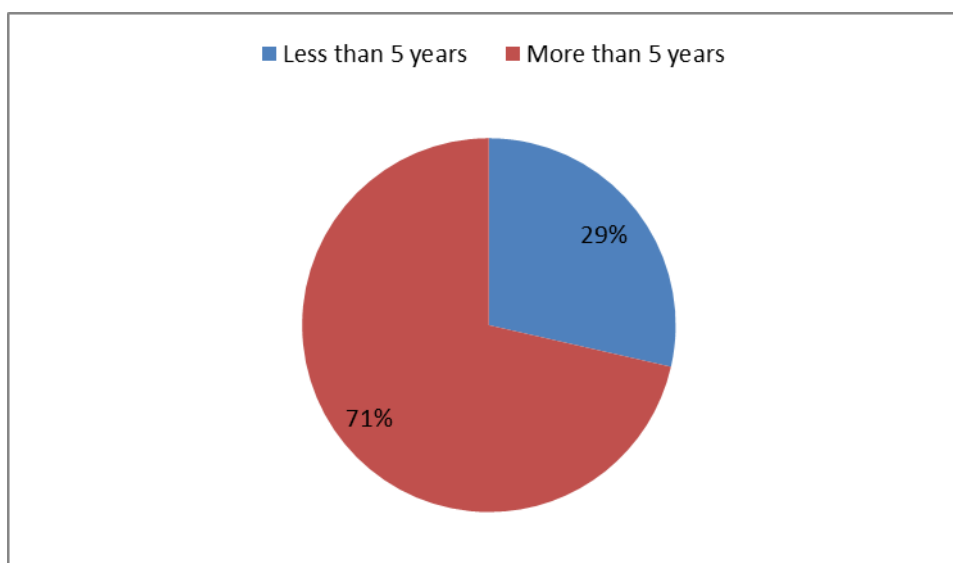
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their further studies. This means that our respondents tended to be qualified and be able to ameliorate students' oral proficiency which would help us in investigating the objective of this research.

Q2. How long have you been teaching English at University?

Options	Numbers	Percentage
Less than 5 years	02	29
More than 5 years	05	71
Total	07	10

Table 04: Experience in Teaching



Graph 02: Experience in Teaching

Question 2 seeks to investigate teachers experience in teaching English at University level. The results reveal that more than the half of the respondents (71%) taught English for more than 5 years; whereas novice teachers who taught it less than 5 years represent a percentage of (29%). These results denote that the English department of M'sila University comprised a satisfactory number of competent teachers who in fact will

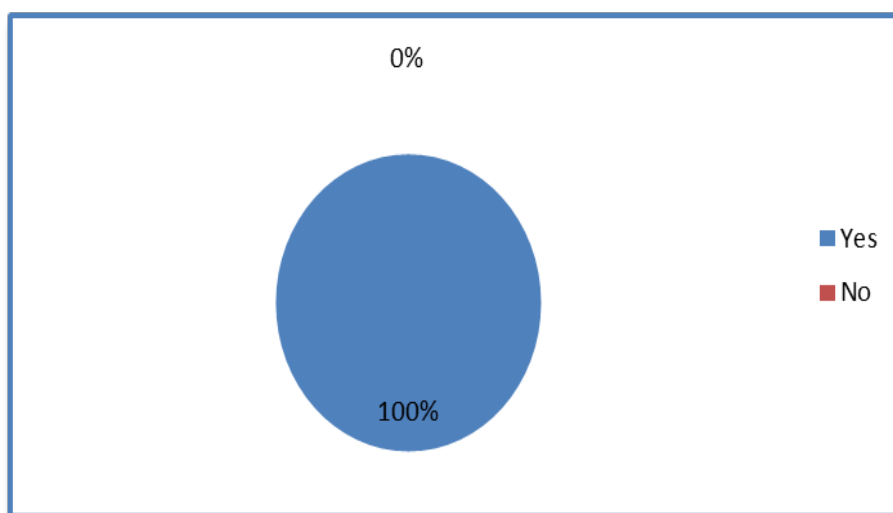
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contribute positively to develop the quality of teaching/ learning by applying the appropriate instructional strategies.

Q3. Are the oral / aural skills your major teaching concern?

Options	Numbers	Percentage
Yes	7	100
No	0	0
Total	7	100 %

Table 05: Teachers Major Teaching Concern.



Graph 03: Teachers Major Teaching Concern

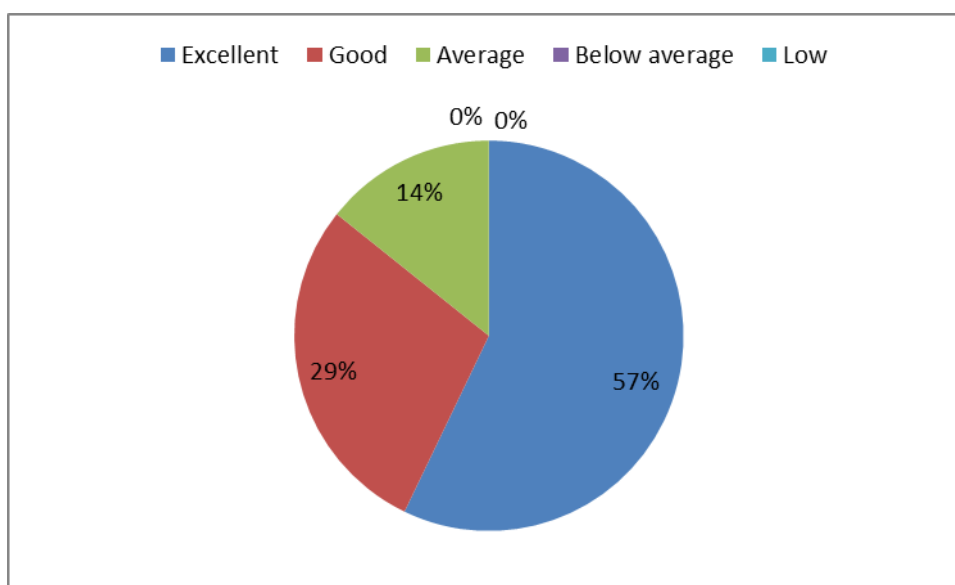
What is noticeable in table 3 that all respondents replied positively to the question; this indicates that the oral skills are necessary in teaching EFL, and teachers must focus on it. This implies that teachers are aware enough of learners' needs in terms of developing their oral proficiency; and this will also assist us to obtain specialized knowledge which is beneficial for this investigation.

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Q.4. How would you judge your students 'oral proficiency'?

Options	Numbers	Percentage
Excellent	0	57
Good	4	29
Average	3	14
Below average	0	0
Low	0	0
Total	7	100

Table 06: Teachers' Evaluation of Students level of Oral Proficiency



Graph 04: Teachers' Evaluation of Students level of Oral Proficiency

It is clear from table 6 that the majority (57%) of the respondents agreed that their learners' level of oral proficiency as a result of implementing CLL strategies is actually good. This consequence illustrates that students have a good mastery of the language, probably because they are inspired and interested in learning English or they are motivated to use the language to achieve a task objective. Whereas, 3 respondents who represent

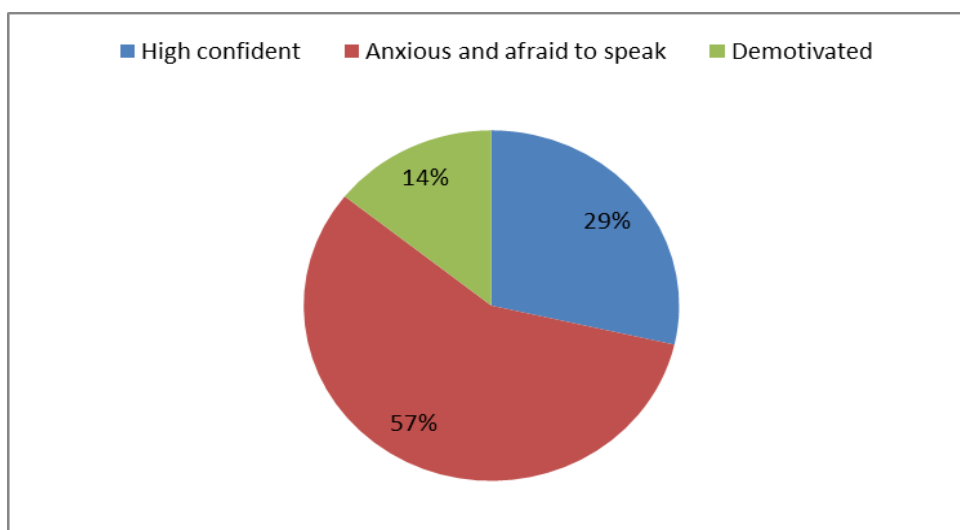
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(14%) say that their students have an average level of speaking ability. While, no one (0%) opted for the other choices. This indicates that learners need more opportunities to practice speaking to be able to ameliorate their oral proficiency as well as the role of the tutor is to provide them with the suggested strategy i.e. CLL.

Q5. How do your students feel about their abilities to speak English?

Options	Numbers	Percentage
High confident	2	29
Anxious and afraid to speak	4	57
Demotivated	1	14
Total	7	100

Table 07: Students' Abilities to Speak English



Graph 05: Students' Abilities to Speak English

The respondents' reply to this question illustrates what they think about their student's motivation to speak spontaneous English. The results show that more than a half (57%) of teachers view that their students are anxious and afraid to speak, perhaps due to the poor and insufficient preparation and background or they fear of appearing nervous in

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front of their classmates. While (29%) of the respondents claimed that their students are highly confident and motivated to ameliorate their oral proficiency, maybe because they are aware enough of the advantages of being able to speak English well. However, only one teacher said that students are not motivated to speak at all, because the majority of them suffer from some psychological problems as lack of self-esteem; when they believe that they are not capable to succeed, they do not perceive the classroom climate as supportive or they may suffer from mental, physical or other personal problems that will affect their motivation and enthusiasm.

Teachers provided us with different techniques applied in their classrooms to motivate their students to speak which can be summarized in the following points:

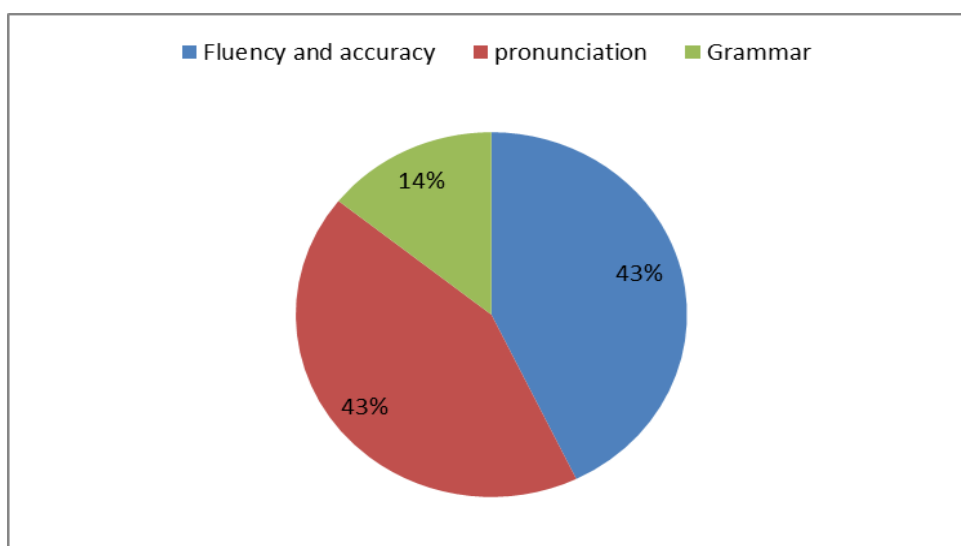
- Decrease Teacher Talking Time (TTT)
- Selecting advantageous as well as interesting learning topics and activities that inspire learners to use the English language.
- Creating a friendly, motivating and ambience learning atmosphere where learners feel comfortable and at ease to use the language in front of their classmates and teachers.
- Offering authentic context that fits learners' level, interest and needs.

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Q6 what is the skill that you find the most difficult in teaching?

Options	Numbers	Percentage
Fluency and accuracy	3	43
pronunciation	3	43
Grammar	1	14
Total	7	100

Table 08: Student's Difficulties in Speaking



Graph 06: Student's Difficulties in Speaking

This question is intended to discover the difficulties encountered in teaching speaking proficiency which in fact varied from one teacher to another. Most of the surveyed teachers claimed that their students' needs in speaking English correctly are in terms of fluency, accuracy and pronunciation (43% for each category). This means that these 3 main language features play a fundamental role in determining the success of students' oral proficiency in the future. Also, (14%) from the respondents say that their learners have many difficulties concerning grammar structure, since ambiguous communication is the biggest issue caused by incorrect grammar when speaking. In

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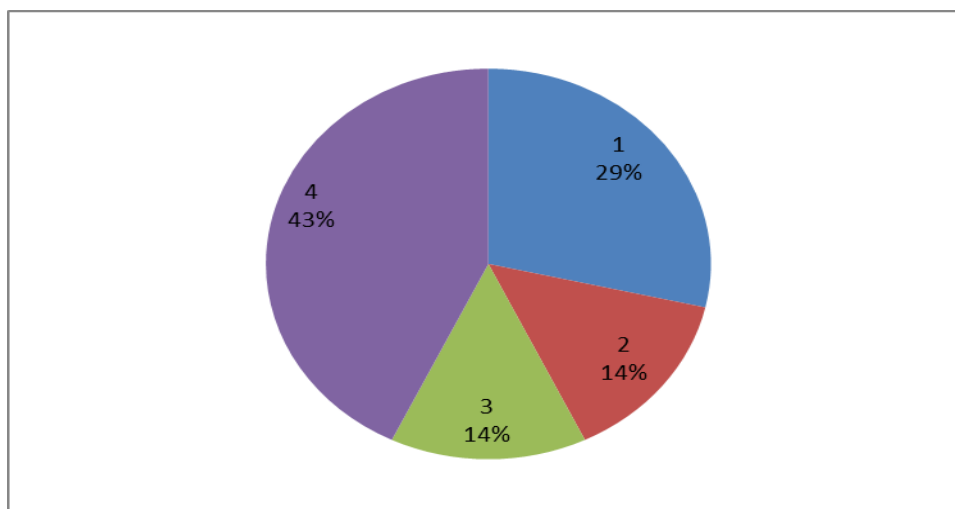
addition to creating communication misunderstandings, wrong sentence structure also makes a poor first impression. The results showed that many of the mistakes that learners frequently use seemed to originate in transfer from their first language, such as sentence fragments (lack of a subject or a verb), run on sentences (join two or more complete thoughts without the suitable punctuation between clauses) and the most common one is using two negatives in one sentence to point out the opposite. As a result, the more learners practice, the better language proficiency they get. For that, the teacher mission is creating better learning conditions to enhance students 'oral proficiency level and improve their overall performance.

Q7. Pick up the difficulties faced by EFL students when speaking English?

Options	Numbers	Percentage
1- Anxiety	/	/
2- Fear of making mistakes	/	/
3- Lack of motivation and interest	/	/
4- Lack of self-confidence	/	/
5- Shyness	/	/
1+3+5	2	29
2+3+4	1	14
1+2	1	14
All of them	3	43
Total	7	100

Table 09: Students' Main psychological Speaking Difficulties

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Graph 07: Students' Main psychological Speaking Difficulties

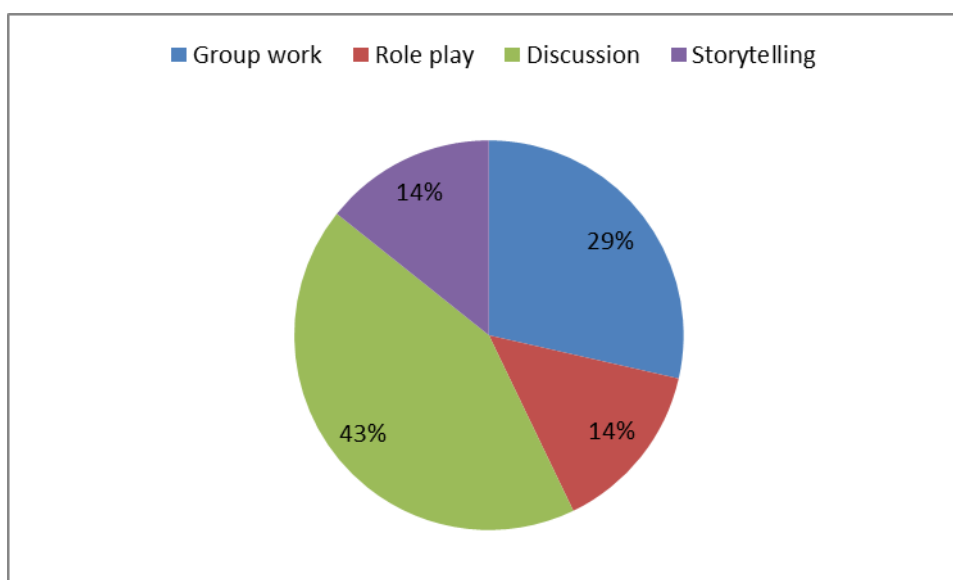
In this question, we have attempted to know the main psychological difficulties that impede learners from developing their oral proficiency. The obtained results show that 3 respondents (43%) point out that students are suffering from all the suggested psychological problems. While other respondents (14%) agree that students are suffering from fear of making mistakes, lack of motivation and interest as well as lack of self-confidence. However, another teacher whom represents equal percentage (14%) claims that both anxiety and fear of making mistakes considered as main difficulties that hinder learners to develop their speaking skill. Then the last respondents (29%) think that anxiety, lack of motivation, interest and shyness are the major problems that prevent learners from communicating as required. So, it is clear that no respondent chose only one problem; consequently, all teachers share the same viewpoint that learners face various psychological difficulties at once when speaking English as a foreign language.

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Q8. In your oral classes, which of the following techniques you apply most:

Options	Numbers	Percentage
Group work	2	29
Role play	1	14
Discussion	3	43
Storytelling	1	14
Total	7	100

Table 10: Most Used Teaching Techniques



Grp08: Most Used Teaching Techniques

This question is developed to know which technique is frequently used by EFL teachers in teaching speaking skill. 3 respondents representing (43%) say that they rely on discussion technique in teaching oral skill, due to the fact that this technique gives a chance to all students to discuss and express their ideas and opinions as well as it enhances student academic knowledge, language skills and mainly their confidence in speaking. While, (29%) of the surveyed teachers opted for group work as an effective teaching technique. Respondents who prefer this way of teaching possibly because, speaking is a social act in which learners are encouraged to communicate in English cooperatively, it

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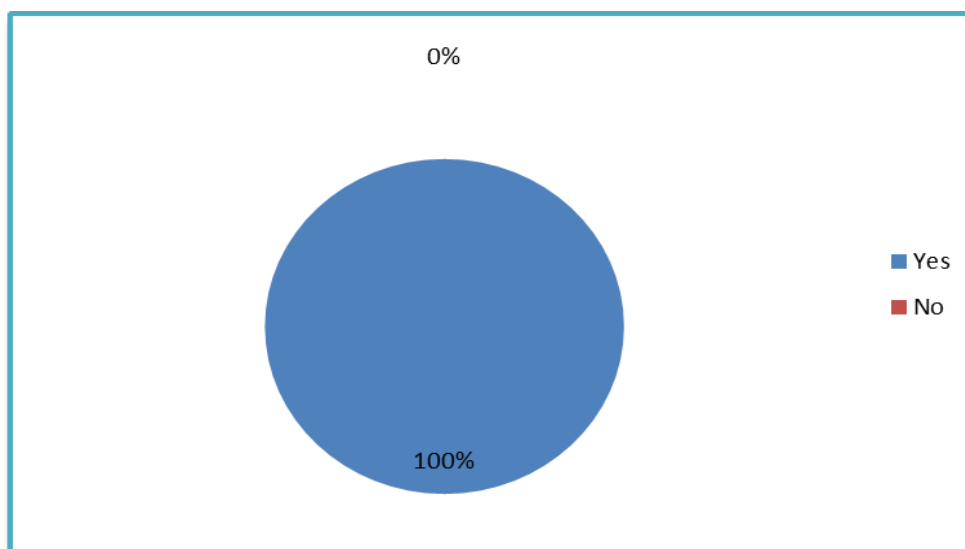
also offers both support and challenge between students. However, another respondent (14%) insists on role play as an effective technique in mastering the oral skills, may be because it provides a possibility for students to assume roles of others and thus appreciate another viewpoint, introduces problem situation dramatically that create a motivating environment in oral classes. The last one who represents (14%) chooses storytelling as a way to ameliorate students' oral proficiency, since it promotes a sense of well-being and relaxation, encourage active participation as well as the use of creativity and imagination. It also gives a motivating reason for EFL students to speak. Consequently, the respondents who opted for these choices believe that students may obtain considerable benefits from these activities if it matches students' needs and interests.

Q09. Do you assess your students speaking skill?

Options	Numbers	Percentage
Yes	7	100
No	0	0
Total	7	100

Table 11: Teachers Assessment of Students' Oral Production.

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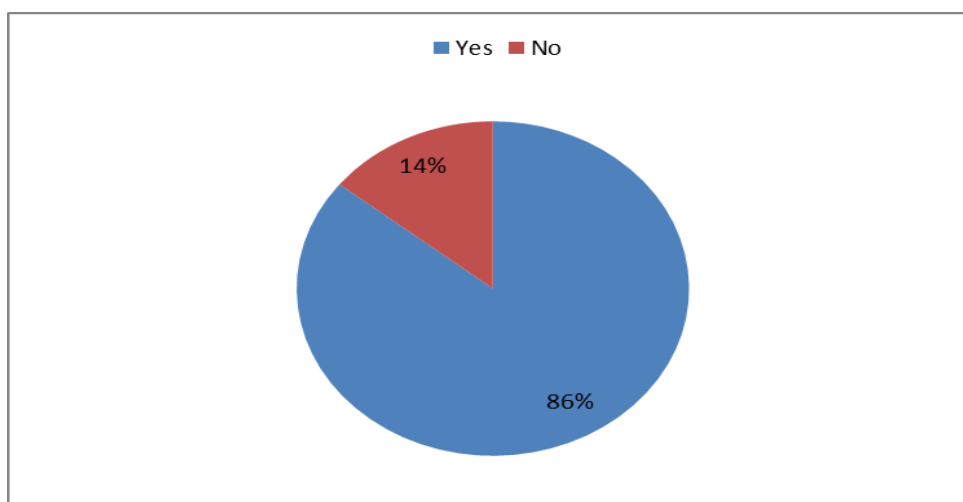
Graph09: Teachers Assessment of Students' Oral Production.

Oral assessment is recognized by several teachers to be a necessary aspect in EFL teaching. Along the analysis of the results, we discover that all respondents (100%) share the same idea. They all agree that they provide reliable evaluation criteria for oral production as demonstrated in table 11. It is worthy to mention that respondents differ in terms of their focus when assessing student's oral production. Some emphasised on accuracy whereas others prefer fluency. The way instructors' correct oral mistakes will depend on the sort of mistake the student makes. Yet, our opinion is that all language factors affecting speaking competence should be taken into consideration when assessing learner's oral proficiency.

Q10. Do you implement cooperative language learning in your class?

Options	Numbers	Percentage
Yes	6	86
No	1	14
Total	7	100

Table 12: Teachers' implementation of cooperative language strategy.



Graph 10: Teachers' implementation of cooperative language strategy.

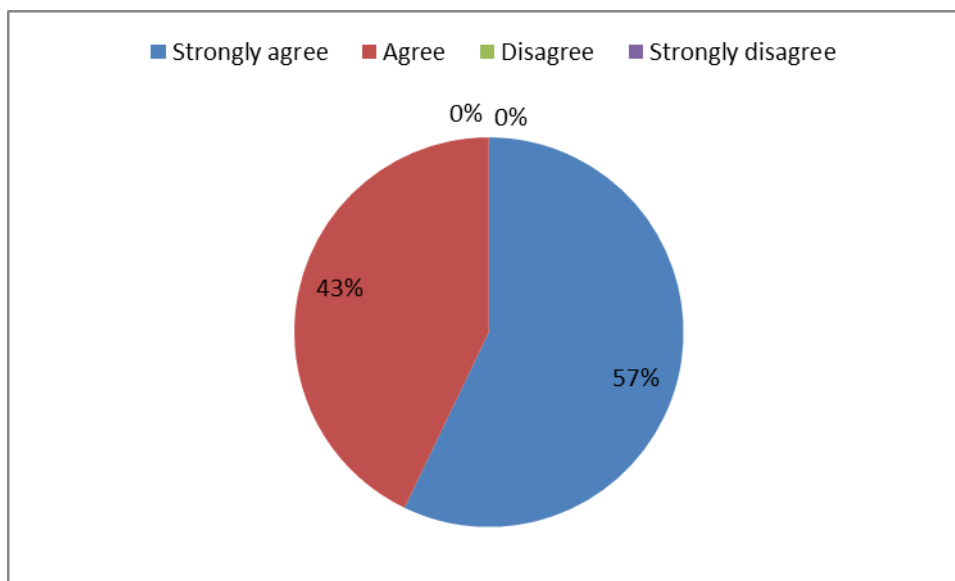
The statistics related to this question indicate that cooperative learning is a common strategy among oral teachers. Thus, the majority of teachers (86%) report that they implement cooperative strategies during their speaking classes. This denotes that our chosen sample is aware of its various advantages and benefits. However, only one respondent who represent (14%) answered negatively, s/he does not prefer implementing such strategies in their oral classes, maybe due to the fact that this way of teaching create a level of noise inside the classroom that the instructor might not be comfortable with, or know how to control.

Q11. Do you think that cooperative language learning enhances student speaking sub-skills?

Options	Numbers	Percentage
Strongly agree	4	57
Agree	3	43
Disagree	0	0
Strongly disagree	0	0
Total	7	100

Table 13: Cooperative Learning Enhances Student Speaking Sub-Skills.

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Graph 11: Cooperative Learning Enhances Student Speaking Sub-Skills.

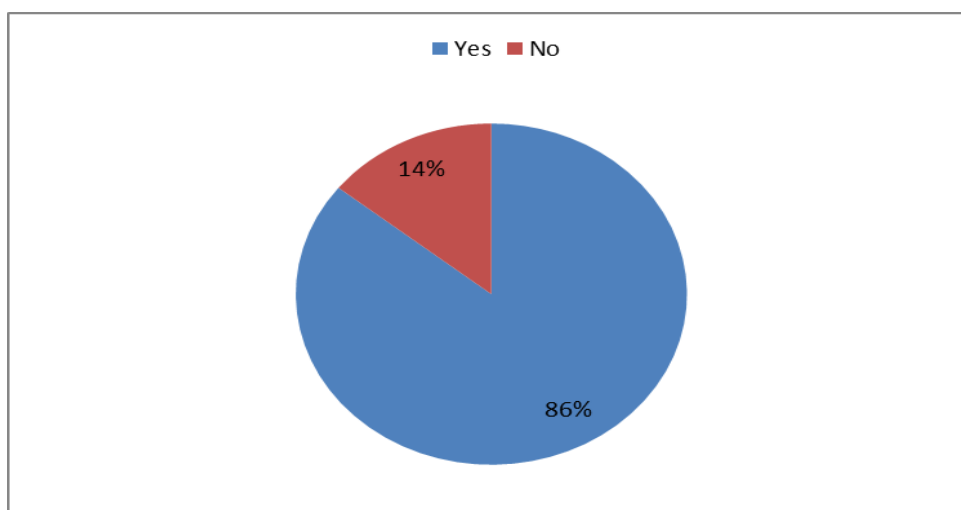
This question is intended to discover whether the implementation of cooperative language learning in oral classes helps learners ameliorate their language communicative oral sub- skills or not. The result obtained demonstrates that the majority (57%) of the respondents strongly agree that cooperative language learning plays a significant role in enhancing students speaking sub-s kills. Also (43%) of them agree that in oral classes students need to be able to pronounce correctly and to use the right words and structures to hold an understandable conversation, for that many oral teachers give many chances to students to speak in English by providing them with a rich classroom environment that contains authentic tasks that based on communication. While none (0%) opted for disagree and totally disagree.

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Q12. Do you raise your learners' awareness towards the value of cooperative language learning?

Options	Numbers	Percentage
Yes	6	86
No	1	14
Total	7	100

Table 14: Teachers' Perception of the Value of Cooperative Learning.



Graph12: Teachers' Perception of the Value of Cooperative Learning.

The purpose of this question is to investigate whether or not the respondents help their learners to recognize the positive value of cooperative learning work. As illustrated in table 14, all teachers share the same idea. They (100%) answered positively. They all make their efforts to show the effectiveness of working cooperatively. This result indicates that our chosen sample is totally aware of the necessity of engaging students in the process of learning. Thus, learners are likely to maintain a positive attitude towards learning.

In order to reach that, certain teachers provided us with some ways which the following:

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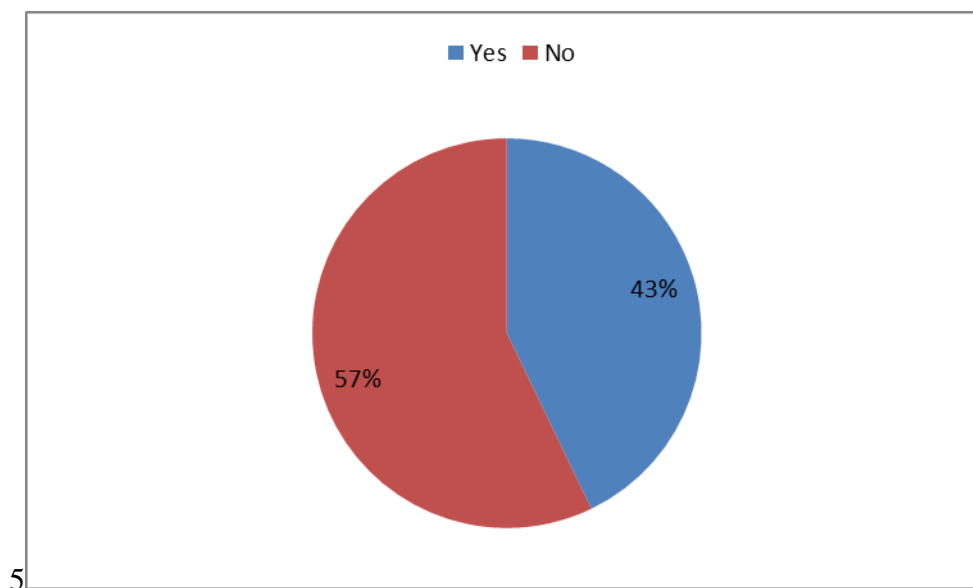
1. By permitting them working in groups and then compare the result when working in individually to show them to what extent are improving their oral proficiency.
2. By convincing learners that sometimes they learn from their classmates better than they do with their teacher.
3. By asking them to take maximum profit from the various learning situations, i.e. to collaborate with each other, exchange information, ideas and viewpoints to improve their learning process.
4. By choosing the appropriate tasks that suit learners level to show the importance and benefits of cooperative work.

Seemingly, raising learners' awareness of the value of cooperative language learning is a great benefit to learners since this way of work will motivate and encourage them to participate more in different learning tasks. Hence, it will give satisfactory results in improving their educational level and mainly their oral proficiency.

Q13. Do your students encounter problems when working in groups?

Options	Numbers	Percentage
Yes	3	47
No	4	53
Total	7	100

Table 15: Students' Major Speaking Problems.



Graph13: Students' Major Speaking Problems.

As shown in table 15, more than half of the respondents (53%) pretend that their students do not encounter any problems in working cooperatively in form of groups. In contrast, 3 teachers who represent (47%) claim that their students suffer from certain problems when they are required to work in groups. Due to the nature of working in group, students can sometimes find that they are not working efficiently as needed, that adversely influences their progress, and their ability to achieve success.

Accordingly, some teachers provide us with the main difficulties that learners face while working in groups.

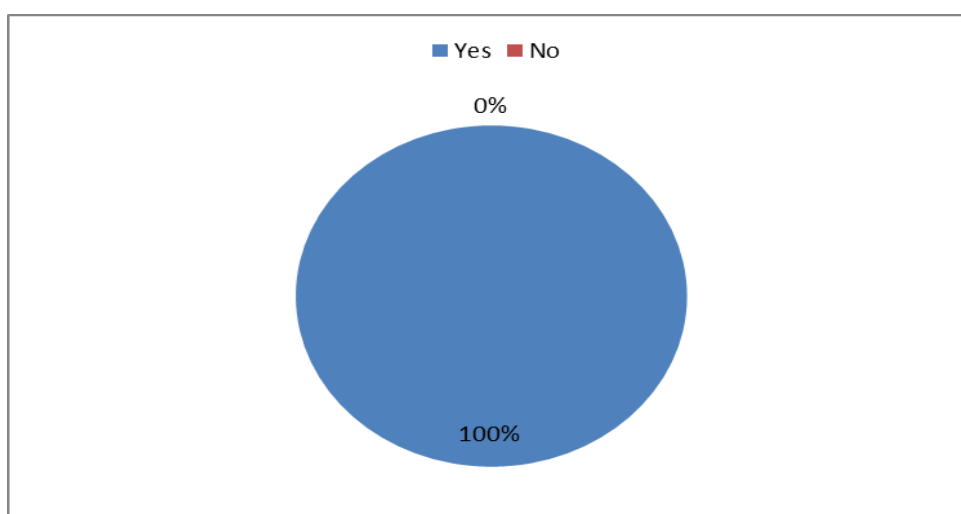
- Conflict between group members occur when there are disagreements about the content of the tasks being performed, including differences in opinions, ideas, goals and viewpoints.
- Lack of organization and responsibility; usually learners do not know the way to guide the group work, they do not make a boss, or divide the work that is why they fail to accomplish the task.

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Q14. Do you think that cooperative learning technique improves learners' speaking skill?

Options	Numbers	Percentage
Yes	7	100
No	0	0
Total	7	100

Table 16: Effectiveness of Cooperative Learning



Graph14: Effectiveness of Cooperative Learning.

The examination of the last question reveals that all teachers (100%) share the same belief that cooperative learning is an effective strategy that ameliorates students' oral proficiency. They all agree that this way of learning is considered relevant for all classes as the experience said that the learner-centered approach as well as working cooperatively with groups create a comfortable and pleasant environment which makes learners reduce anxiety and fear of participating in class. Thus, the respondents agree that cooperative learning has many positive outcomes and great benefits; they justified their answers as follow:

- It is the best way for learners to get rid of anxiety and shyness.

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- It provide more time for learners' oral production.
- It increases learners' motivation and willingness to participate successfully in their oral classes.
- It motivates learners to speak and to interact cooperatively.
- It builds learners self-esteem and advances their success. .
- It increases social skills among group members.
- It promotes friendliness and value of sharing and caring.
- Interdependent relationship is strengthened and reinforced when group cooperation is rewarded.
- Enhancements in overall performance among learners with learning disabilities.
- The group members obtain the necessary skills of cooperation through experience.

For that, cooperative learning includes various effective activities which may be applied in many different ways in oral classrooms. These kinds of activities provide ways for learners to become more engaged in learning, also to develop improved skills in working with others.

Q15. What can you recommend about the use of cooperative language learning in EFL oral classes?

This question was a space for the respondents to provide us with suggestions that they consider they are beneficial to make cooperative learning strategy works better in EFL classes.

They proposed the following suggestions:

- The teacher should be the guider and facilitator, not the authority around which all learning revolves.
- Teachers need to develop activities and tasks that really reflect the learners' needs and interest.

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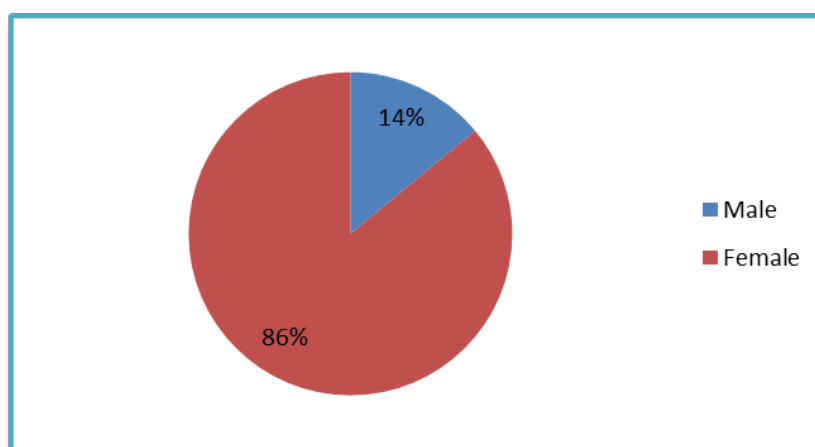
- Teachers should encourage and motivate their learners to talk and participate.
- Teachers should know the appropriate way to reduce their learners' anxiety.
- Teachers should make tasks fun.
- Teachers should provide their learners with opportunities for practicing more speaking skills to improve their overall performance.
- This practical strategy should not be dismissed because of its effectiveness.

3.6 Analysis of Students' questionnaire

Q1. Gender:

Options	Numbers	Percentage
Male	7	14
Female	43	86
Total	50	100

Table 17: Students' Gender



Graph15: Students' Gender

The statistics related to this question shows that the majority of the population under investigation is female students who represent (86%); yet, the male population represents only (14%). This can be interpreted by the fact that females have a tendency to select literary streams at the university more than males. Additionally, the process of learning foreign languages attracts more females than males because they guessed that it

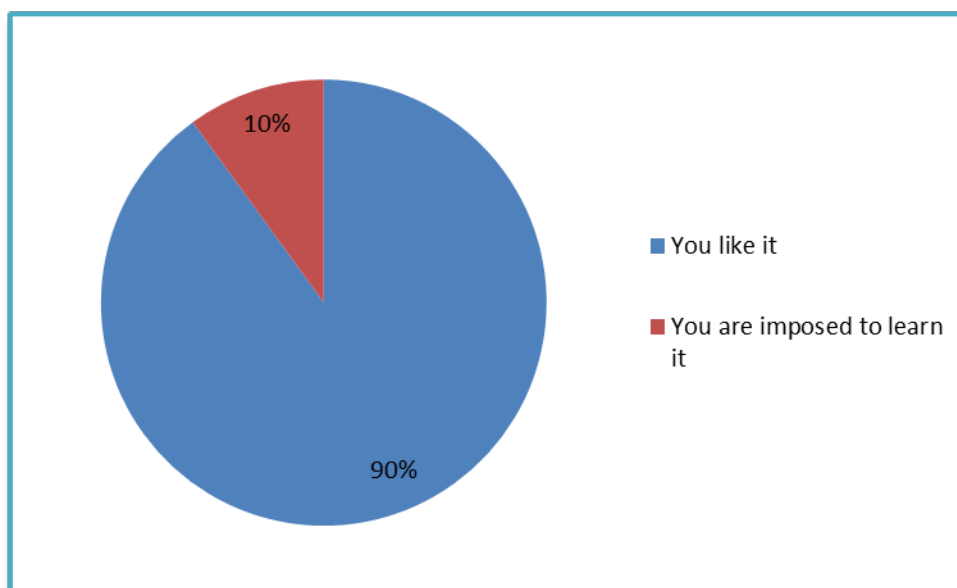
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can help them, after graduation, to obtain a job as a teacher which is not the case for males. Besides, females decide to study foreign languages for many prestigious purposes i.e. they like to show off how competently they master English or even French not only at the university but also, throughout their daily communication with their mates. However, that result will not affect our study since we are focusing on learners responses to the questionnaire rather than their particular gender category.

Q2. Your choice of English was:

Options	Numbers	Percentage
Personal	45	90
Imposed	5	10
Total	50	100

Table 18: Students' Choice for English Studies



Graph 16: Students' Choice for English Studies

This question intended to discover whether students choose English as their major or not. The high proportion of respondents who represent (90%) answered positively; they choose to study English by their own desire. However, only 5 students (10%) answered

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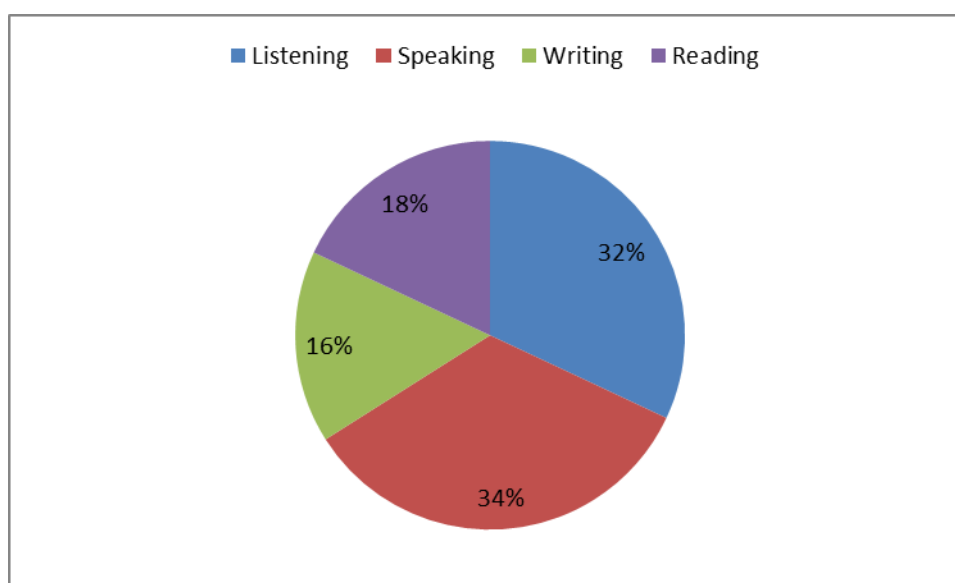
negatively; they do not choose to learn English by their free will. We assume from these decisions that the baccalaureate average of those students who declare that English was not their free will; does not allow them to study the stream they want, or maybe they are automatically oriented because their English mark was perfect that is why they were directed to study it.

Section two: Cooperative learning in enhancing writing skill

Q3. Classify the skills that you prefer to master from the most important to the least important.

Options	Numbers	Percentage
Listening	16	32
Speaking	17	34
Writing	8	16
Reading	9	18
Total	50	100

Table19: The preferable Language Skill



Graph 17: The Mastery of the Most Desired Language Skill

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The development of this question is an attempt to discover which skill EFL learners think is the most essential to develop. The results obtained show that the majority of respondents who represent (34%) prefer speaking as the most important skill they want to master. According to the fact that good speaker is actual good listener; (32%) opted for listening, since it paves the way for ameliorating their level of speaking, while reading and writing were given (09 %) and (08%) out of the sample . The learners' justifications their choices are summarized as follow:

- Learners, who preferred speaking skill, believe that speaking a language means knowing about that language.
- Learners, who liked to develop listening skill, presume that in order to acquire a language they have to understand it first.
- Learners, who choose to master writing skill, want to ameliorate their written productions.

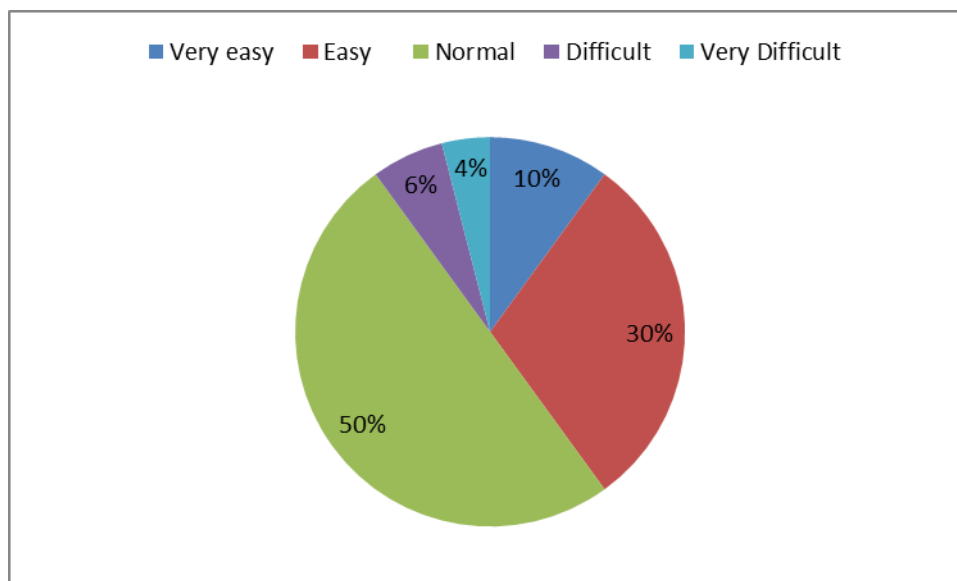
Learners, who wished to enhance reading skill, think that in order to be able to understand the English as a foreign language they have to possess adequate vocabulary which can be obtained through reading.

Q4. Is speaking English for you:

Options	Numbers	Percentage
Very easy	5	10
Easy	15	30
Normal	25	50
Difficult	3	06
Very Difficult	2	04
Total	50	100

Table 20: Students' Attitude towards Speaking English

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Graph18: Students' Attitude towards Speaking English

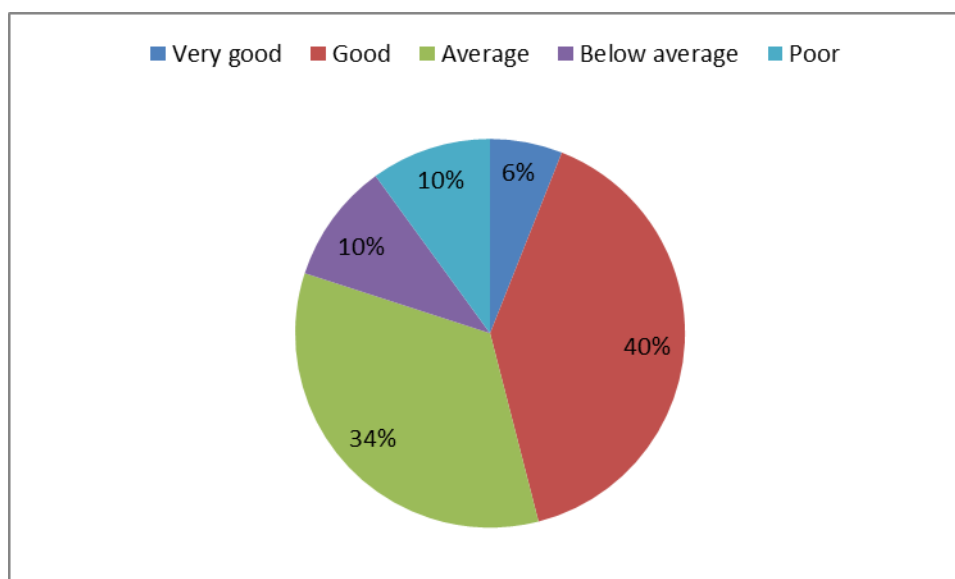
The results obtained from table 20 show that half (50%) of the subject respondents pretend that speaking in English is a normal process i.e. neither easy nor difficult, maybe they have self-confidence when they speak. While (15 %) of the sample said that English is easy for them and (5 %) sharing the same view, demonstrating that they have an ample knowledge about the nature of the language and its structure. Lastly, the two rest choices 'difficult 'and 'very difficult' opted approximate percentage (3%) and (2%) respectively mainly due to the fact that students face some difficulties in speaking English. Those students maybe rarely participate or communicate using English either inside or outside the classroom for that reason they should practice more to develop their overall oral performance.

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Q5. How do you describe your level of oral performance in English?

Options	Numbers	Percentage
Very good	03	06
Good	20	40
Average	17	34
Below average	05	10
Poor	05	10
Total	50	100

Table 21: Students' Evaluation of Their Level in English



Graph19: Students' Evaluation of Their Level in English

This question is continuation of the preceding one that attempt to describe learners' oral performance level. The majority (40%) of the respondents say that they have a good level, they can perform well in various EFL tasks and they will be comfortable in most social situations. Meanwhile (34%) stated that the level is average; they can maintain simple conversations on a different of familiar topics and perform routine tasks with relative comfort. However, (20%) divided equally between the two choices 'Below

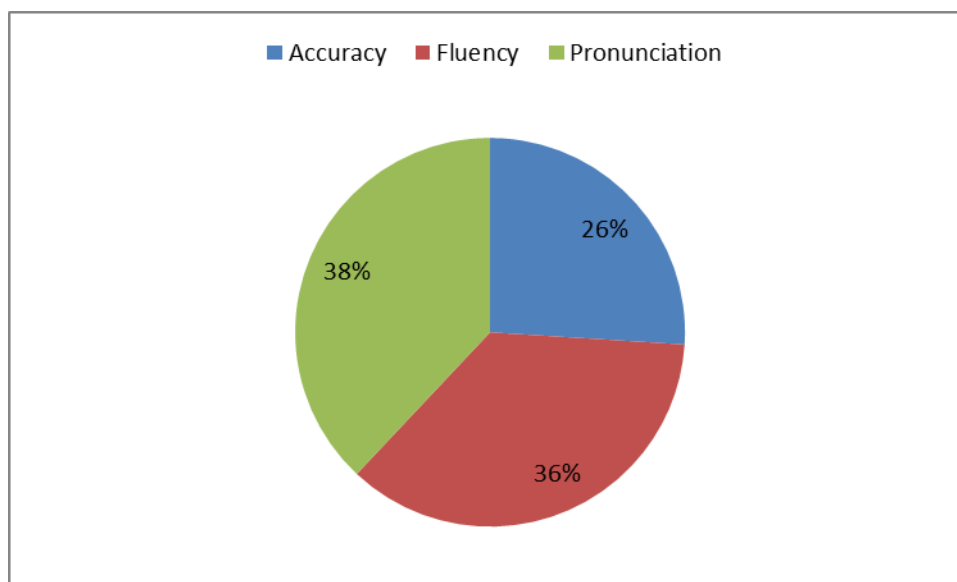
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average' and 'Poor'; maybe because their communication is limited by saying few memorized words or greetings also they often answer with silence or by using their first language. and the rest (03%) of respondents opted for the first choice 'Very good'; that due to fact that they can use complex language on familiar, general, and specific topics. They demonstrate a high level of fluency in syntax and vocabulary.

Q6. Pick up the most important speaking micro-skills that need development:

Options	Numbers	Percentage
Accuracy	13	26
Fluency	18	36
Pronunciation	19	38
Total	50	100

Table22: The Most Important Speaking Micro-skills



Graph20: The Most Important Speaking Micro-skills

By this question we want to know about the most important micro-skills that students need to develop. According to the table 22, there are approximate percentage between pronunciation and fluency (38% and 36%) for the reason that fluency is related to

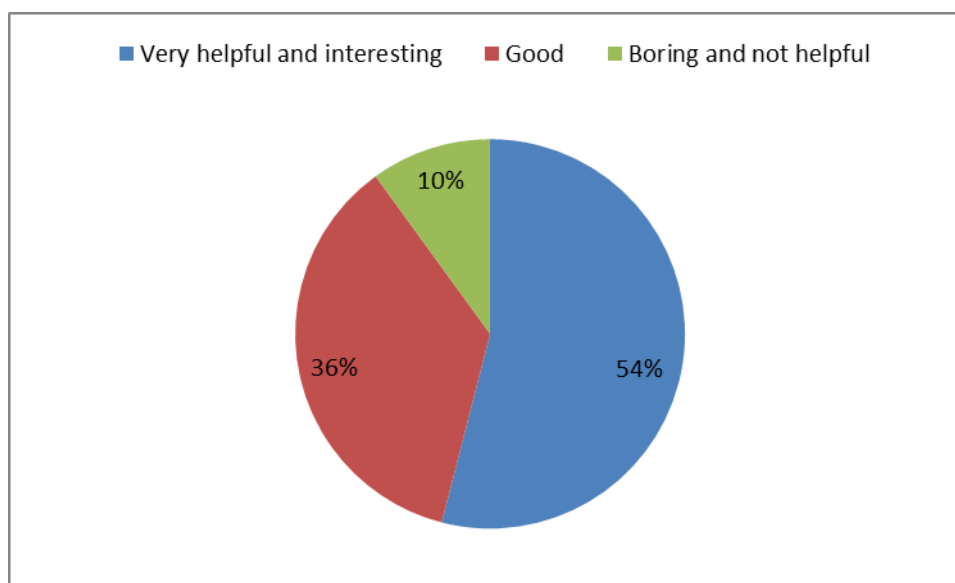
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responding coherently within the turns taking in the conversation, connecting words and phrases by using clear pronunciation and appropriate intonation without hesitation. Unlike, (26%) opted for the first choice accuracy; they believe that speaking is a matter of developing the ability to produce correct sentences grammatically and syntactically.

Q7. How do you find the oral session:

Options	Numbers	Percentage
Very helpful and interesting	27	54
Good	18	36
Boring and not helpful	5	10
Total	50	100

Table 23: The Effectiveness of Oral Expression Course



Graph21: The Effectiveness of Oral Expression Course

This question aimed to check the students' perception of Oral courses and its impact on the development of their oral proficiency. More than half (54%) of the subject respondent think that oral expression course is very helpful and interesting in ameliorating their oral proficiency because it stimulates critical thinking by helping students to clarify

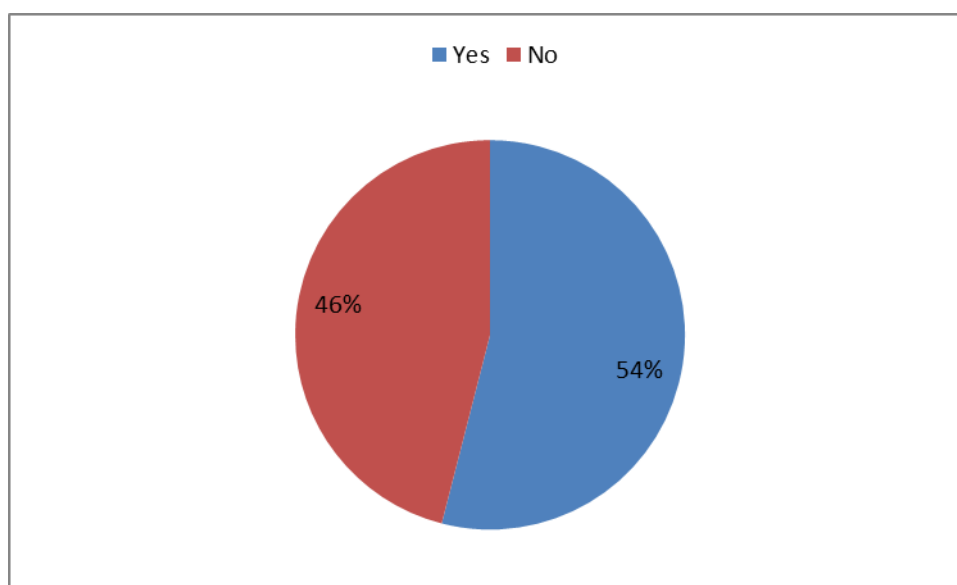
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and share ideas through discussion ,as well as it creates positive environment of active involved learning. While (36%) from the population believe that oral classes are good, whereas only (10%) declare that oral classes are boring and not helpful at all, due to the fact of the topics repeated and not interesting.

Q08. During the learning process, do you encounter difficulties to speak in English?

Options	Numbers	Percentage
Yes	27	54
No	23	46
Total	50	100

Table 24: Students' Perception of Facing Speaking Difficulties



Graph 22: Students' Perception of Facing Speaking Difficulties

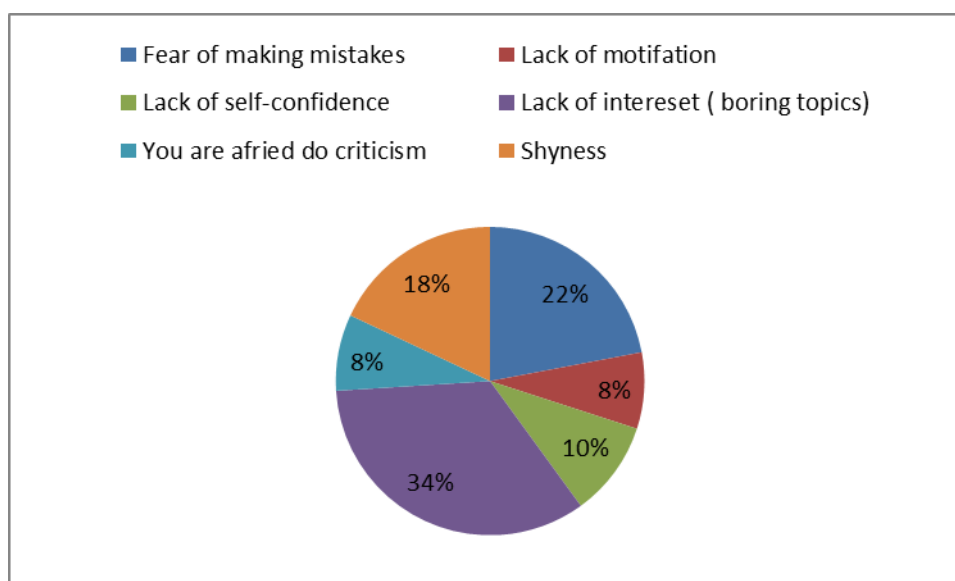
According to this closed-ended question, the high proportion of students who represent (54%) agreed that they encounter difficulties when they speak in English. While, (46%) of the participants answer by 'no'; pretend that they do not face any problems when communicating in English. They speak it easily without any difficulties; considering themselves as native speakers.

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Q09. If your answer is "yes" Is due to (arrange them from the most to the least)?

Options	NUMBERS	(%)
Fear of making mistakes	11	22
Lack of motivation	04	08
Lack of self-confidence	05	10
Lack of interest (boring topics)	17	34
You are afraid of criticism	4	08
Shyness	9	18
Total	50	100

Table25: EFL Students Speaking Difficulties



Graph 23: EFL Students Speaking Difficulties

This question is a follow-up question. The results obtained from this question indicate what learners may encounter speaking difficulties when they speak in English. Only 26 respondents answered this question, and the rest did not answer because they pretend that they do not face any difficulties when communicating in English. According to students who answered this question, 17 learners who represent (39%) opted for lack of

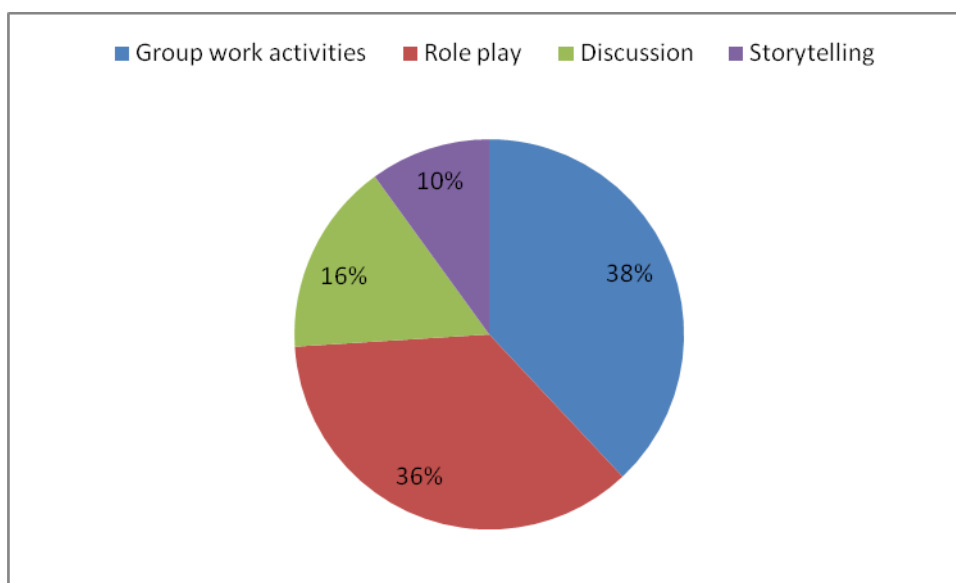
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interest (boring topics) as a major difficulty. Maybe they get bored because they need change. I think it is important for oral teachers to vary instruction by using group work, individual work, educational games, etc. When all of these things are utilized students will not get bored. While, (22%) from the correspondents consider fear of making mistakes as their first difficulty inhibiting their spoken English; learners who lack confidence, or who are afraid of making mistakes than they are of missing out a great opportunity to ameliorate themselves. Whereas, (14%) choose shyness as their worst obstacle to reaching success. Their biggest fear is that when they speak they will sound silly or will not be understood. So, many English teachers advice using simple sentence structures, using phrases that are very basic and familiar. While both choices 'lack of motivation' and 'fear from criticism' share the same percentage; so instead of they being able to optimize their creativity and come up with innovative ideas and thoughts, self-criticism gets in the way of performing their best. Whereas, just 5 respondent who represent (10%) opted for lack of self-confidence as their primary speaking difficulty.

Q10. Which technique did you like and enjoy most in oral expression sessions?

Options	Numbers	Percentage
Group work activities	19	38
Role play	18	36
Discussion	8	18
Storytelling	05	10
Total	50	100

Table26: Students' Preferable Techniques



Graph 24: Students' Preferable Techniques

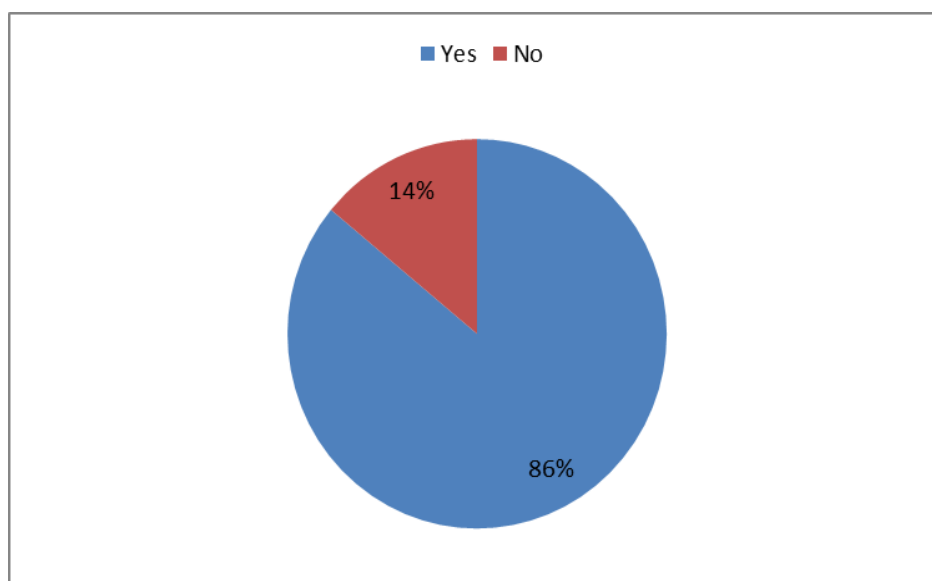
This question aimed to discover which technique is preferred by students during oral expression module. Group work activities and role play were generally most chosen techniques. 19 of the respondents who represent (38 %) picked group work activities while (36 %) picked role play because both techniques provide a chance to students to learn from hearing the language from other members and their motivational level increased. While (18 %) choose discussion as their preferred technique.

Q11. Have you heard of cooperative language learning?

Options	Numbers	Percentage
Yes	43	86
No	07	14
Total	50	100

Table27: Students' Knowledge of Cooperative Language Learning

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Graph 25: Students' Knowledge of Cooperative Language Learning

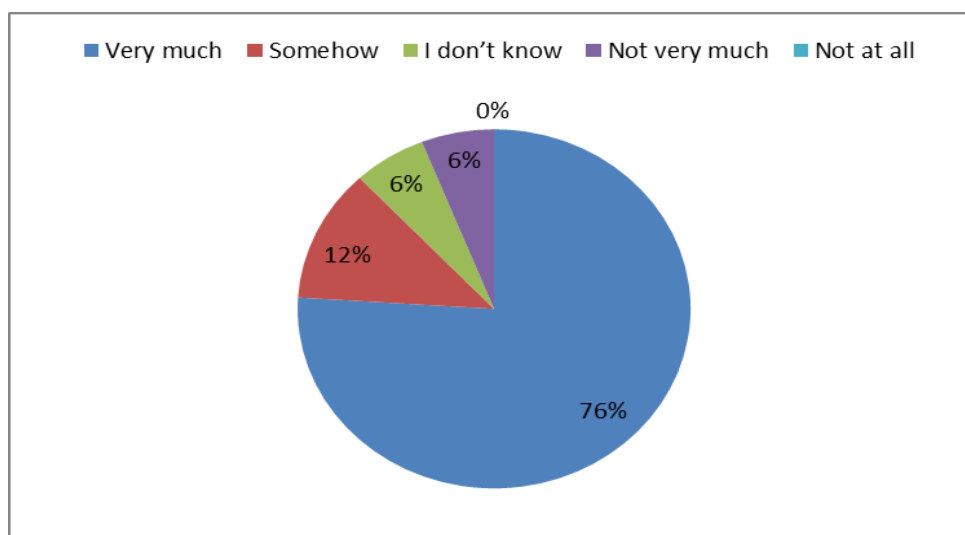
Table 27 displays learners' knowledge of CLL. High proportion of learners (51.67%) answered positively. They are aware of this teaching and learning approach. While the rest of them who represent (48.33%) answered negatively, they never heard of cooperative language learning before.

Q12. Do you find cooperative learning interesting and makes learning enjoyable?

Options	Numbers	Percentage
Very much	38	78
Somehow	6	12
I do not know	3	06
Not very much	3	06
Not at all	0	00
Total	50	100

Table28: Group Work Benefits

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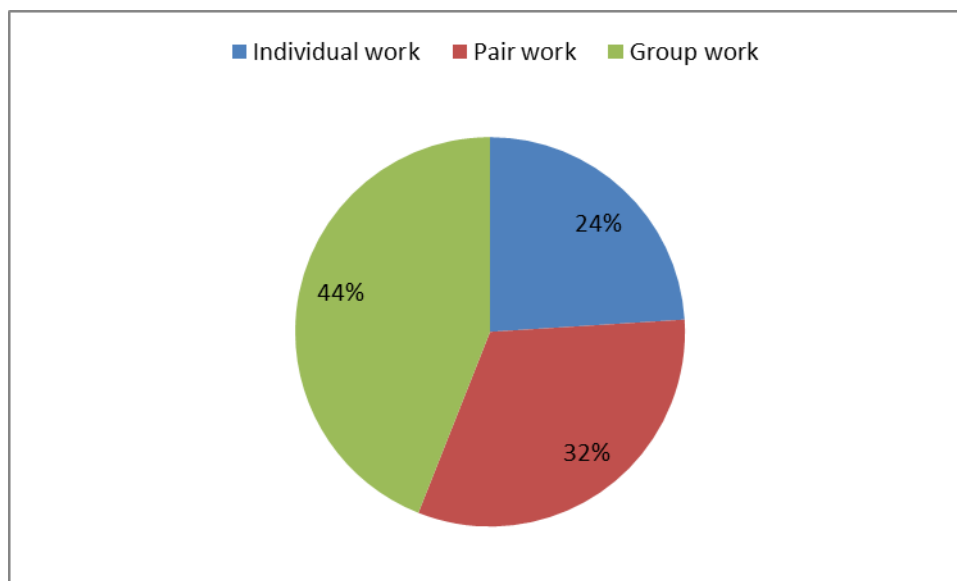
Graph 26: Group Work Benefits

The examination of that question reveals that more than half (78%) of the students find cooperative learning a very rewarding technique that makes learning interesting. This technique allows discussions and critical thinking so it will be a great opportunity for them to learn more about different interesting topics. While, 6 learners who represent (12%) opted the second choice. However a balanced percentage shared by learners who agree that cooperative learning technique does not make learning interesting. They argue that cooperative learning strategy tends to be used for routine skills and information transmission. It is used for fact mastery, neglecting higher order thinking, while no one opted for the last choice.

Q13. In oral expression session, do you like?

Options	Numbers	Percentage
Individual work	12	24
Pair work	16	32
Group work	22	44
Total	50	100

Table 29: Students' Preferable Strategies



Graph 27: Students' Preferable Strategies

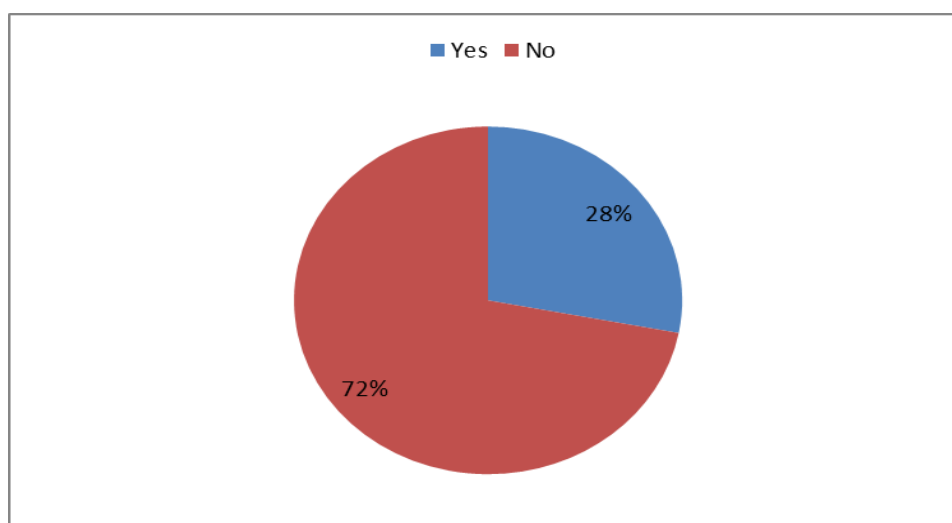
It is clear from table 29 that most of the respondents (44%) preferred group work during oral expression course. They argued that this way is more important to practice oral fluency; more students can contribute ideas to a discussion task although collaborative works do not suit the learning style of some students. For many, group work is very motivating. Whereas (32%) from the population choose 'pair work as their preferred strategy because it gives students a degree of privacy and allowing them to try ideas in a less public environment. It helps shy and reserved students gain confidence in their ability to take part in oral lessons and it provides learners a cooperative, enjoyable and friendly work environment. While less than the half (24%) of the respondents they like 'individual work' i.e. they prefer to work alone due to the fact that they have difficulties to work with others, or they prefer to rely on their own knowledge. In fact, students, who are able to work with a group of persons or in a team, tend to communicate well with others.

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Q14. Do you have problems working in groups?

Options	Numbers	Percentage
Yes	14	28
No	36	72
Total	50	100

Table30: Learners' Perception of Facing Difficulties while Working in Groups



Graph 28: Learners' Perception of Facing Difficulties while Working in Groups

Students were asked in this question to say whether they face difficulties while they are working in groups or not. Forty two students (70%) who represent the majority answered 'no', they do not face any difficulties. While eighteen students (30%) answered 'yes', they do face difficulties when they work in groups and they specified them. These difficulties can be summarized in the following:

- Different points of view; it is hard to agree.
- Some students stick to their ideas and do not accept to cooperate.
- Some students find it hard to express their opinions.

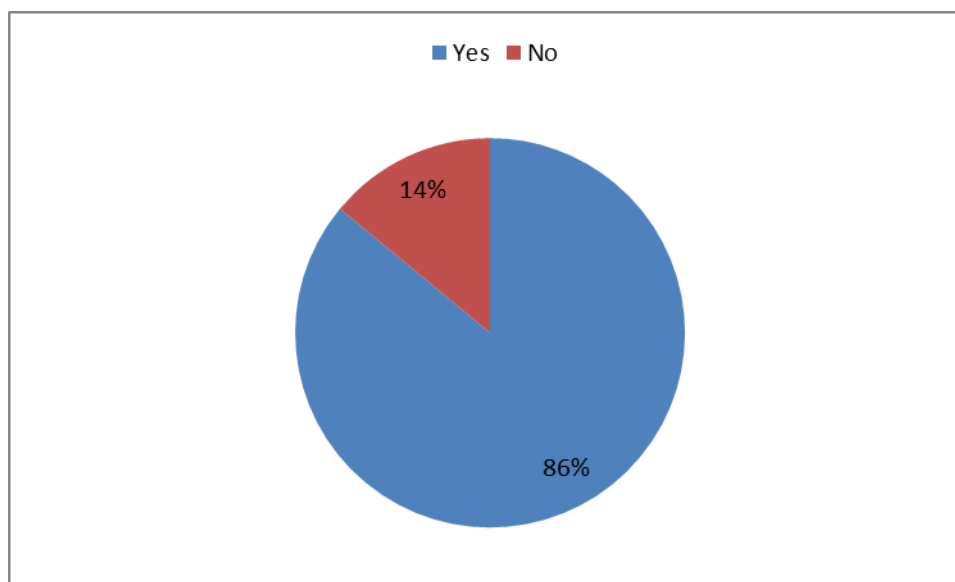
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- Some students dominate the work; they do not give others a chance to express themselves.

Q15. Do oral teachers solve the problems faced during cooperative learning?

Options	Numbers	Percentage
Yes	43	86
No	07	14
Total	50	100

Table31: Teachers' Attitude toward Group Work Problems



Graph 29: Teachers' Attitude toward Group Work Problems

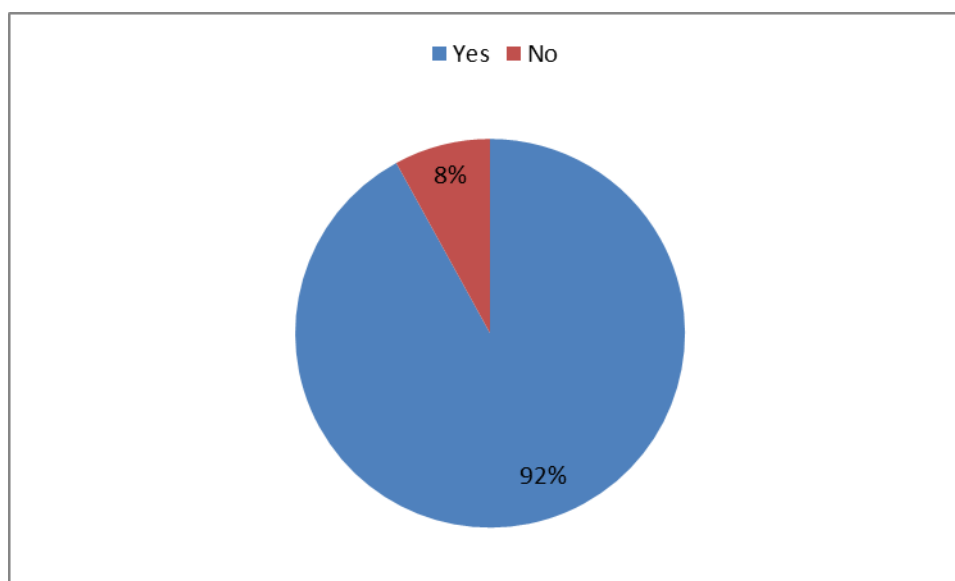
The aim of this question is to check what learners think of their oral teachers, whether they think that they solve their problems when they work in groups or not. The majority (86%) answered positively; they think that their oral teachers help them facing the difficulties they encounter in group work activities. Whereas only 7 learners who represent (14%) answered negatively, they think that their oral teachers do not help them to solve problems encountered during group work.

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Q16. Do you think that cooperative learning help you to develop your speaking skills?

Options	Numbers	Percentage
Yes	46	92
No	04	08
Total	50	100

Table32: The Effectiveness of Group Work



Graph 30: The Effectiveness of Group Work

This question aims to discover whether cooperative learning strategy help EFL to develop their speaking skills or not. The majority of students (80%) answered positively; because of different reasons which are summarized as the following:

Q17. What can you suggest about the use of cooperative learning strategies in oral classes?

This question allows students to give any suggestions about the use of group work strategy in their oral classes. Their suggestions can be summarized as follows:

- Group members must be serious when working.
- The size of the group have to be limited, it should not exceed five members.

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- The group should contain a variety of students' levels so they can help each other.
- Members should choose each other by their free will.
- The teacher should select interesting and amusing topics.
- The teacher should create competitions between the groups.
- Each member should be given a specific role in order to engage all the students.
- The teacher should use this strategy more often because most of students find it enjoyable to work with their friends.

3.7 Discussion of teachers' questionnaire

On the basic of the analysis of teacher's questionnaire, the findings demonstrate that:

- The majority of teachers have a high level and a long experience in teaching oral expression module. This implies that they are aware of developing students' oral proficiency.
- Oral teachers think that their learners encounter many difficulties when they intend to speak English, they believe that the majority of their learners have some problems in pronunciation, lack of vocabulary, fluency and accuracy; in addition to other psychological problems such as anxiety, shyness and lack of confidence. For that oral teachers should take in to consideration these difficulties and work hard in order to solve them by using some effective techniques that help them to develop their oral proficiency such as discussion, group work and role plays.
- The results demonstrate that the majority of oral teachers share the same idea that cooperative learning is an effective strategy for developing students' oral proficiency in English and promoting interaction between learners.

Oral teachers provided some useful suggestions about the use of cooperative language learning in EFL classes to develop oral proficiency. They agree that this strategy should be

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well organized, guided and frequently used by teachers to maintain discipline and provide help.

3.8. Discussion of students' questionnaire

The analysis of the students' questionnaire reveals the following:

- The findings demonstrate that female students are more interested at languages than males, and most of them chose to learn English by their free will.
- We notice that the majority of students like to speak in English; this means that they find oral classes interesting and helpful. Such a finding is very encouraging, and the teacher has to get learners more motivated to practice the language.
- From the analysis of this questionnaire, students showed different views about their interest and preferences in classroom interaction in oral expression session. For that, the teacher should choose the appropriate techniques in order to provide learner with many opportunities to speak and interact cooperatively in the classroom.
- Many students confirm that cooperative learning strategy has an important role in motivating and developing learners speaking in classroom. They state that through this effective strategy, they will have the chance to exchange ideas, and to develop their oral proficiency.
- From the analysis of the questionnaire, some of the students state some suggestions to be introduced in oral expression classes about the use of cooperative learning strategies that can be used to encourage discussion and to develop oral language activities.

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3.9. Classroom Observation

In order to get a further comprehension of the situation beneath study, and to obtain a clear ideas about the behavior of the students and teachers within the classroom during the occurrence of CLL, the reaction of them towards language use while interacting with teams or groups in oral classes, and a related essential purpose is to get a view about how principles of CLL are applied in oral classes in order to develop students oral proficiency. The researcher has employed classroom observation to elicit information and evidence on the impact of cooperative learning strategies on the development of students' oral proficiency. Classroom observation is the procedure of analyzing and evaluating the teaching /learning phenomena where the observer sits in one or more classroom setting, records the teacher's pedagogy training practices as well as student's actions.

Accordingly, Nunan (1992:249) pointed out that “a classroom research explores learning inside actual classroom setting». It provides the observer the possibility to gather a live data coming from a naturally occurring situation. Despite its effectiveness as a tool, Wajnryb (1992: 1) referred to the action of observation in the classroom as “Being in the classroom as an observer opens up a range of experiences which can become part of the raw material of a teacher’s professional growth.” From this citation, we realize that classroom observation is beneficial for the training teachers which can assist them with their future teaching career.

The first part of this chapter describes the field work of the existing study that aims to investigate whether oral teachers at M’sila University use CLL strategy to obtain insights into how this strategy is actually implemented to develop students’ oral proficiency. To accomplish this, two third year LMD classrooms were observed. That chapter provides a detailed and a comprehensive explanation of classroom observation regarding its design, purpose and population. It comprises also the analysis of the data

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obtained from classroom observation and the summary of the results obtained is included too.

3.9.1. Aim of the Observation

Researcher implements the observation as a way to fulfill the study's twofold goal. The first aim is to check out the extent of using CLL strategy and its principles by oral teachers at the Division of English at M'sila University. While, the second goal is to get reliable information concerning the various ways they will use in implementing these principles in developing students' oral proficiency.

3.9.1.1. Specific Aims

- To check whether CLL provides a communicative space to develop students oral proficiency or not.
- To examine the effectiveness of CLL strategies on developing third year LMD students oral proficiency.

3.9.2. Population

The whole populations of third year LMD in M'sila University is 140 students divided into four groups; groups are from 30 to 35 students in each Oral expression sessions were twice per week. In the beginning of the observation, the researcher attended with 2 teachers in different classes of the same level (Third year students of English) but because of time constraints, our emphasis shifted from general observation to one precise group (G:01; oral expression course) in order to follow the students' development at the level of spoken performance. However, during the observation, the researcher acted as a passive observer no integration; no interaction with the students in the class sessions. The observation has been carried out throughout a period of three weeks (from March 27 to 17 April) in the second semester of the academic year 2015-2016 at Mohamed Boudiaf University of M'sila.

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3.9.3. Descriptions and Analysis of Classroom Observation.

In view of that, Dr. Jacobs (1992) suggested that a researcher in CLL should report the following items in order to reach a substantial description and significant analysis for the information gathered through the observation:

- The classroom organization and the setting rules.
- Which CLL type the teacher used, pair work or group work?
- How did the teacher form the groups? (*how* students will be physically arranged in *groups*).
- What instructions as well as time lines did the group receive?
- What researcher noticed about group processing, role of the individuals and also the Academic achievements of the team and the individuals?
- Reporting the emphasis of the observation.

Generally, Dr. Jacobs suggests those items to report an observation of CLL in order to realize its positive impact on students' academic achievement; therefore, the researcher attempts to make them useful for reporting the actual observation of CLL to develop student's oral proficiency. Thus, the present description was split into three main headings each one consists of related subheadings.

- Observation before the occurrence of CLL.
- Observing the groups while the occurrence of CLL.
- Observing the teacher's directions and time line during the implementation of CLL.

3.9.4. Observations before the Occurrence of CLL.

3.9.4.1. Classroom organization

What the researcher observed generally during the attendance of the target classes is that the settings were clean, spacious, and free from noise that come from surroundings and

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student desks are organized in such way that fit the cooperative learning atmosphere which motivate learner's involvement and encourage teachers to move around groups to monitor their work. So, the physical condition of the classroom was conducive to learning that best facilitate student learning and make them satisfied about their learning process. Besides, the teacher was sitting in strategic place where he could be seen and heard by everyone, such way makes learning more convenient for the students. Based on these reasons, teachers need to pay more attention to the classroom organization before starting teaching in order to maintain interest in different learning activities that facilitate the exchange of information between students in cooperative way.

3.9.4.2. Classroom Atmosphere

As has been observed, the teacher attempts to establish a good, beneficial and pleasant learning atmosphere in the classroom that motivate students to learn and help them to get a positive results on their academic achievement by encouraging them to take part in different oral communication activities, as well as he implement a number of teaching techniques which can help them to think creatively and find innovative solutions for current and future problems. This kind of classroom atmosphere is definitely a positive and affective aspect in learning that can foster student's motivation in order to reduce anxiety level and do better in oral tasks. Hence, in the existence of such atmosphere, students exhibited a low level of inhibition and they tend to take an active role in the learning process.

3.9.4.3. Selection of the Groups' Members

Based on our observation, in the process of forming groups, the teacher has random selection for the pairs or team members; generally each two students sitting next to each other work as pair and the similar thing for group work. However, During CLL activities most students prefer to sit with their intimate classmates in which they feel at ease to work

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with. This familiarity can be a positive factor for team dynamics. When creating groups, they did not take long time because all teammates were sitting in close tables. In one group formation one may find diverse gender, age, learning abilities, perspectives, native language and culture. In contrast, in another group formation one may find students share the same age, gender, interest, mother tongue and the same learning abilities and styles. In this respect, Kagan (2009) proved that small groups that comprise high, middle, and low ability students, age, gender diversity and a cultural and linguistic mixture are better in developing a good and positive peer education, appreciating differences and improve students' ethnic and social relationships. Consequently, by giving students the chance to select with whom they like to work benefits in creating agreement inside the teams, diminish apprehensiveness, and increases students' desire to work in a corporation which makes learning more fun as well as productive.

3.9.4.4. Group Size

The majority of group work activities involve three to four members within the groups this is due to the number of students attending the class and the requirement of the activity. The Teacher A emphasises more on four members within the group. As Gillies (2003:41) agrees that the ideal size for effective CLL groups seem to be four members, because within small groups of that size passive students can engaged more in the task and have enough opportunity to talk and discuss and can be observed by the teacher easily.

3.9.5. Observing the Groups while Cooperative Learning Occurs

When the teachers told the students that the given work for the session was CLL, they seemed motivated and familiar with that way of work, and then they started managing the classroom in order to match this strategy that is for group work. However, the majority of students in the observed class accepted CLL activities without any complaining, they give the impression as if they liked the activity before starting dealing

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with it. These types of actions indicated the students' positive attitude to benefit from different communicative activities that involved CLL in oral classes. This learning way avoids isolates, repetitive and boring learning, it builds activities which ignite classroom discussion.

3.9.5.1. Cooperation among Students

After the task is clarified by the teacher, the students started discussing the given activity; the researcher noticed that the majority of students cooperate successfully with their mates, they are engaged completely in the learning process and each one of them attempts to explain and make his/her ideas and viewpoints clear for the others. Sometimes they tried to be very tolerated to some problems that was to carry on the assigned activity as well it should be thereby the win of the team. They need to develop psychological defenses that reduce the existence of anxiety in order to concentrate more on making them feel more comfortable and relaxed about the process of learning.

Thus, The cooperation spirit appeared more in team work; the researcher found that when students were working in groups their cooperation were effective and they will depend on each other's to fulfill different learning tasks; i.e. They will integrate within the suggested activity and each student will attempt to give his/her touch. Thus, this kind of awareness and responsibility strengthen the thought that teachers have given students convenient understanding for cooperation principles unconsciously. The observed teacher insists much more on students to collaborate with each other in order to ensure their understanding and particularly using the English language while communicating.

Chapter Three: Findings of the Study

3.9.5.2. Teachers' Language

During the attended sessions, the researcher observed that the teacher was very competent and proficient language user, well informed and their articulation of pronunciation was clear. He used simple, clear, comprehensible language that understood by all students, because the clarity of his/her language is the one of the main reasons which facilitates students learning and inspire them to develop their oral proficiency too. Generally, the teacher should have the good knowledge about student's development in order to recognize their interests, needs, and abilities, as well as the different difficulties they face in the EFL learning process. The researcher noticed that a good relationship exists among students and their teacher. They speak spontaneously, freely and they feel at ease when interacting with him. This implies that he established a supportive and sympathetic rapport with their students.

3.9.6. Observing the Teacher's Directions and Time Lines during the Implementation of CLL

The first thing the instructor does after forming the teams is providing directions and to monitor and manage the work of the teams, this guidance should be explained clearly and properly and the teacher receives questions or queries regarding it. That is to make students prepared for the activities designated for them.

3.9.6.1. Time Allocated to the Activity

The allocated time was usually 40 minutes, the teacher used the time as he allocated in his lesson plan. He completed the speaking activity by giving input, assisting and controlling the students and at the same time giving opportunities to present what they had done in their groups. The observed teacher was always announced the time allocated to the speaking activities to limit student's discussion and make them concentrate on the assignment given to them instead of other thing that lost their time. Thus, Reminding

Chapter Three: Findings of the Study

students by the time is an extremely efficient way to overcome their out task discussion since CLL in its nature give opportunities for students to speak with each other's. However, during the observed sessions, the teacher chooses to implement discussion activities, role plays and oral presentations in order to provide an equal chance for all students to involve in the communicative activities.

3.9.7. Learners Speaking Problems

In regards to the communicative aspects of learning, students confessed to having some psychological difficulties whenever using language in its context. As has been noticed, students feel anxious and uneasy when are required to give oral presentations in front of the whole class. Students admitted to being timid and lack self-confidence; hence, they were worried about making mistakes even if their teacher encourages them. While others were frightened of being laughed at this can occur perhaps due to the lack of linguistic competence, or unfamiliarity with the task.

Actually, the researcher found that the observed class that exposed to CLL implementing all the required conditions that allow students to improve their speaking abilities. Hence, the teacher provides their students with different situations that support the improvement and progression in all areas of their language learning.

3.10. Limitation of study

The present study was carried in Mohamed Boudiaf University of M'sila with third year LMD students in branch of English where oral expression is taught. Our study has some limitations one of these limitations is the time because we do not have enough time to investigate the situation more thoroughly, for that we encourage future research to carry on this research using an experiment by choosing a large sample and test them through several exercises.

Chapter Three: Findings of the Study

Conclusion

Throughout the attended sessions, we have remarked that even though the desired learning atmosphere is created and the chances of production are given the by the teacher, students' contribution in the oral classroom varies from one student to another based on their own motivation and background knowledge. However, this classroom observation focused more on observing whether oral teachers implement CLL strategy with its main principles in teaching speaking and whether students feel comfortable with it. Moreover, the obtained results are the same as obtained result from both teachers and students' questionnaires.

General Conclusion and Recommendation

General Conclusion

Through this dissertation, the researcher highlighted the importance of integrated cooperative learning strategies in oral expression sessions, to increase EFL students' motivation and to develop their speaking abilities. Beforehand, it has been hypothesized that if oral expression teachers implement CLL strategies in teaching English in their classes, students' oral proficiency will be improved; they should provide their students with more opportunities to get the practice they need to develop their oral proficiency and increase their involvement too. The researcher considers that the existing application of CLL strategies to the field of EFL learning is essential to ameliorate students' speaking skill.

This study comprised both a theoretical and a practical part. The theoretical part comprised two chapters. The first and the second chapter review the related literature about speaking skill and cooperative learning strategies. The third chapter that constituted the practical side of this work reported the findings of the study and their analyses.

The field of investigation regarding study was carried out by classroom observation and two questionnaires, one for oral teachers and the second for third year LMD students at Mohamed Boudiaf M'sila University in order to describe and report their attitudes towards the implementation of CLL strategies in teaching English as a foreign language.

Overall, the obtained results supported our hypothesis that there is a positive relationship between CLL and students oral proficiency development. The positive findings discovered in that research show that well planned and organized CLL activities is an effective strategy for developing EFL student's oral proficiency.

In line with the results of that research, the following propositions should be emphasized. First; EFL students need to be provided with efficient and successful

instructional strategies for developing their oral proficiency. Second, oral expression teachers should be aware of their responsibility to create a comfortable, friendly and pleasant atmosphere that inspires EFL students to speak spontaneously without hesitation. Thus, EFL oral teachers have to take into consideration the value of these points in ameliorating EFL students speaking skill.

RECOMMENDATIONS

The results achieved from classroom observation and both students' and oral teachers' questionnaire confirmed that using CLL teaching strategies helps in developing learners' oral proficiency; nevertheless, the results shown also that the procedure for applying CLL strategies in the EFL oral classroom encompasses certain difficulties like groups' conflicts or getting some groups lacking focus on the task. The researcher suggests some effective pedagogical implications to overcome problems in applying CLL strategy in EFL classroom depending on the research findings.

- Oral teachers should give more emphasis to group work lessons and give feedback after it in order to maintain what the students performed well and learn from their mistakes.
- Oral teachers should design a simple, attractive and pleasant activity to keep EFL students motivated and interested.
- Oral teachers need to vary the students' speaking activities which ameliorate their speaking abilities such as discussion, role-plays, storytelling and debates.
- They need to give more opportunity for EFL students to participate through giving them the chance to choose the discussed topic.
- They should train the students on the benefits of CLL and convince that all the group members in a group are equally beneficial by working with each other.

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Appendix One

Teachers' Questionnaire

Dear teachers,

The present questionnaire serves as a data collection for a research work that aims to examine how cooperative learning strategies can be used in developing third year learners' oral proficiency at the Department of English, University of M'sila. I would be really thankful if you could take the time and the energy to share your experience with us by answering the following questions. Your answers are very important for the validity of the research.

Please tick (✓) to choose your responses.

Thank you for your collaboration.

Section one: General Information

1. Degree (s) held:

- a. BA (license)
- b. MA (Magister/Master)
- c. Ph.d (Doctorate)

2. How long have you been teaching English at University?

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Section two: Teaching speaking skill

3. Are the oral / aural skills your major teaching concern?

- a. Yes
- b. No

4. How would you gauge your students' oral proficiency?

- a. Excellent
- b. Good
- c. Average
- d. Below average
- e. Low

5. How do your students feel about their abilities to speak English?

a. Highly confident

b. Anxious and afraid to speak

c. Demotivated

6. What is the skill that you find the most difficult in teaching?

a. Fluency and accuracy

b. Pronunciation

c. Grammar

7. Pick up the difficulties faced by EFL students when speaking English? (You can choose more than one option)

a. Anxiety

b. Fear of making mistakes

c. Lack of motivation and interest

d. Lack of self confidence

e. Shyness

8. In your oral classes, which of the following techniques you apply most:

a. Group work

b. Role play

c. Discussion

d. Storytelling

9. Do you assess your students speaking skill?

a. Yes

b. No

Section three: Teachers' Incorporation of Cooperative Language Learning

10. Do you implement cooperative language learning in your class?

a. Yes

b.No

11. Do you think that cooperative language learning enhances students speaking sub-skills (fluency, accuracy, pronunciation)?

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

12. Do you rise your students' awareness towards the value of cooperative language learning?

a. Yes

b. No

- If yes, how?

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13. Do your students' face problems working in groups?

c. Yes

d. No

- If yes, what are they? (Briefly)

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Section Four: Suggestions and Comments

14. Do you think that cooperative group work technique improves learners' speaking skill?

e. Yes

f. No

- Whatever your choice please, explain.

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15. What can you recommend about the use of cooperative language learning in EFL oral classes?

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**Thank you for your
collaboration**

Appendix Two

Students Questionnaire

Dear Students,

You are kindly requested to answer this questionnaire in order to express your attitude toward the impact of cooperative learning strategies on developing learners' oral proficiency. Your answers are important for the validity of our research. As such, we hope that you will give us your full attention and interest. Please tick (✓) beside the option (s) you choose and make full statements whenever necessary.

I would greatly appreciate your collaboration.

Thank you so much.

Section one: General Information

1. Specify your gender:

a- Male

b- Female

2. Your choice of English was:

a- Personal

b- Imposed

- Whatever your choice please, explain.

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Section two: Students' Perception of the Speaking Skill

3. Classify the skills that you prefer to master from the most important to the least important.

a- Listening n-

b- Speaking n-

c- Writing n-

d- Reading n-

4. Is speaking English for you:

a- Very easy

b- Easy

c- Normal

d- Difficult

e- Very difficult

- Please, justify your choice.

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5. How do you describe your level of oral performance in English?

- a- Very good
- b- Good
- c- Average
- d- Below average
- e- Poor

6. Pick up the most important speaking micro-skills that need development:

- a. Accuracy
- b. Fluency
- c. Pronunciation

7. How do you find the oral session:

- a- Very helpful and Interesting
- b- Good
- c- Boring and not helpful

- If your answer is option **C** please, explain.

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8. During the learning process, do you encounter difficulties to speak in English?

- a- Yes
- b- No

9. If your answer is "**yes**" Is due to (arrange them from the most to the least)

- Fear of making mistakes.
- Lack of motivation.
- Lack of self-confidence.
- You are afraid of criticism.
- Lack of Interest (boring topics).
- Shyness.

10. Which technique did you like and enjoy most in oral expression sessions:

- a- Group work activities.
- b- Role plays.
- c- Discussions.
- d- Storytelling.

Section Three: Learners' Perception of their Teachers' Implementation of Cooperative Learning.

11. Have you heard of cooperative language learning?

- a- Yes
- b- No

12. Do you find cooperative learning interesting and makes learning enjoyable?

- a. Very much
- b. Somehow
- c. I don't know
- d. Not very much
- e. Not at all

13. In oral expression session, do you like?

- a. Individual work.
- b. Pair work.
- c. Group work

- Please, justify your answer:

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14. Do you have problems working in groups?

- a-Yes
- b- No

- If yes, what are they?

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15. Do oral teachers solve the problems faced during cooperative learning?

- a-Yes
- b- No

16. Do you think that cooperative learning help you to? (You can choose more than one answer)

a-Yes

b- No

Section Four: Suggestions and Comments

17. What can you suggest about the use of cooperative learning strategies in oral classes?

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**Thank you for your
collaboration**



Appendix Three

Classroom observation Checklist

a. Factual Information

Group:

Time:

Teacher:

Room:

The lesson focused:

Title of the topic:

Number of students:

Pair/group work:

b. Observation Checklist

Before cooperative learning occurs	
While cooperative learning occurs	
Observing the oral teacher implementation	

Notes:

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Résumé

Cette étude a pour objet d'examiner l'apprentissage coopératif des langues sur le développement de la compétence orale des étudiants EFL. La problématique montrée par cette étude et la faiblesse générale à la communication orale ainsi que les aptitudes sociales chez les étudiants de la troisième année LMD à l'université Mohammed Boudiaf de M'sila. Cette étude est importante tant qu'elle a fourni des solutions pratiques en l'enseignement de la langue anglaise en générale, et l'enseignement de la communication orale en particulier. Elle est établie pour changer la compétitivité et le style d'apprentissage individuel au style d'apprentissage coopératif. Cette étude a visé de promouvoir et améliorer l'autogestion des étudiants et l'aptitude de résolution de problèmes. La méthode de recherche utilisée est purement descriptive, et les données sont recueillies à travers l'observation des classes et des questionnaires donnés des enseignants de l'expression orale et aux étudiants de troisième année LMD au département d'anglais à l'université Mohammed Boudiaf de M'sila. Les résultats obtenus ont montré que l'utilisation des stratégies de l'apprentissage coopératif a amélioré le niveau des étudiants en la communication orale. Donc, les enseignants de l'anglais doivent développer la communication orale et les aptitudes sociales de leurs étudiants en leur donnant le temps suffisant pour interagir avec eux d'une façon coopérative.