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**Division of English**



**THE USE OF THE COOPERATIVE LEARNING TECHNIQUE AS A  
MOTIVATIONAL FACTOR TO ENHANCE THE LEARNERS' ORAL  
PROFICIENCY**

**The Case of:** First year students of English at Biskra University

Adissertation submitted to Mohamed KHEIDHER University of BISKRA in partial fulfillment of the requirements for the degree of Master in Sciences of Language

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## **DECLARATION**

I, BOUTITAOU Ikram, do hereby solemnly declare that the work I represented to present in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work was carried out and completed at Mohamed KHEIDHER University of BISKRA, ALGERIA.

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# Dedication

I have the honour to dedicate my work:

To my family for providing me comfortable circumstances and support during

My studies

To my Mother, I love you and I am proud for being your daughter.

To my Father the best, you are my pride, peace of mind, and my beam of hope. For helping whenever I need you. And for being my father I love you.

To My brothers, Abdejalil, Abdallah ,Abdraouf.

To my sisters, I start with the good heart Ilhem, the over confident Imane as well as her wonderful husband without forgetting her daughter.

To all my friends for their great help and support

My dear colleagues who shared with me the educational life

My teachers and all the staff of the section of English

First and Last name: BOUTITAOU Ikram

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## **Abstract**

This current study aims to investigate the development of the students' oral skill with cooperative learning technique for first-year students of English as a Foreign Language at the section of English, university of Biskra. The present study essentially attempts to create a friendly and relaxed atmosphere as trying to motivate learners to use the English language. It also attempts to use the cooperative technique to improve learners' oral performance and decrease the learners' shyness and inhibition; we have hypothesized that if the teachers use the cooperative learning technique, they would develop their speaking skill in oral expression. The method of this research is descriptive. This research is based on questionnaire administered to the first year LMD students and interview with teachers of Oral Expression to get information about the impact of cooperative technique by motivation the learners' speaking skill. The results gave evidence that cooperative learning is the right technique for developing students' language use. It is effective method to develop students speaking skill; we aim to help learners to increase the level of speaking skill when learning oral expression and to promote the cooperative learning technique.

**Key Terms:** Cooperative Learning Technique, First year students, Interview, Motivation, Questionnaire, Speaking skill.

## **List of Acronyms**

**CLT:**Cooperative Learning Technique

**CL:**Cooperative Learning

**EFL:** English as Foreign Language

**LMD:** License, Master and Doctorate Degree

**STAD:** Student Team-Achievement Divisions.

**TGT:** Teams-Games-Tournament

**TPS:**Think-pair-share

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## **General Introduction**

Teaching a foreign language needs for the teachers to encourage the students to communicate with each other through different methods because it is very important to the learners to practice the speaking skill to acquire a foreign language, so teachers motivate them to use the cooperative learning technique, because when they interact with each other in groups completing a task or learning a content or resolving life issues, they will enhance their oral skill.

### **1. Statement of the Problem**

A great majority of the first year English students at Mohamed Kheidher University Biskra do not practice cooperative learning technique in oral expression session; therefore, they do not produce a sufficient oral production. For these reasons, we decided to conduct a research to encourage students to use the cooperative learning technique to enhance their speaking skill that foreign language.

### **2. Significance of the Study**

This research seeks to use the cooperative learning technique in order to develop the speaking skill level to produce an acceptable performance in the oral expression sessions, so, teachers must motivate the EFL learners to act in a cooperative way.

### **3. Aims of the Study**

In this study, we aim to help learners to increase the level of the speaking skill when learning oral expression and to promote the use of the cooperative learning technique.

#### 4. Literature Review

According to the research topic, the cooperative learning technique is used as a motivational reason to enhance learners' oral skill. There are many scholars and authors who contributed to the view of using the cooperative learning to enhance the students' oral skill Woolfolk(2004) stated that: Cooperative learning is an "arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group" (p.492). Cooperative language learning is a collaborative technique; the most use of cooperative activities represented in pairs and small groups of learners in the classroom.

Most researchers have agreed on the fact that cooperative learning has positive properties on learners' affect. According to Hill and Flynn (2006) " Educators have found that cooperative learning groups foster language acquisition in ways that whole-class instruction cannot" (p.56). Gillies, Ashman and Terwel's(2008) argued for CL as being "a pedagogical practice that Promotes learning, higher level thinking, and prosocial behaviour in students from Preschool to college" (2008, p.1)

CL put emphasis on the social nature of language learning and has considered as a means that offers opportunities for language practice to take place in the classroom, Hilke (1990) point out, "Cooperative learning is an organizational structure in which a group of students pursues academic goals through collaborative efforts. Students work together in small groups, draw on each other's strengths and assist each other in completing a task" (1990, p.8)

Moreover, Motivation is an "internal process that activates, guides, and maintains behaviour over time" (Slavin, 2006, p.317), motivation is considered one of the most powerful driving forces on learning, many researchers agree on the effects of

motivation, also motivation helps us to know our goals, and it is significant for improvement of educational reforms, many researchers found out that the motivation is a major factor in improving oral performance.

Speaking skill is the key element in language learning, speaking is one of the important skill to be acquired and developed since it is very useful in the increase of effective communication, according to Kramersch (1983, p. 367) speaking involves: “Anticipating the listener’s response and possible misunderstanding, clarifying one’s own and the other’s intentions, and arriving at the closest possible match between intended, perceived and anticipated meaning”, speaking skill involve producing language, we speak to communicate with others by expressing all what we have in our mind, or for expressing our feeling using different strategies, Hedge (2000, p. 261) states speaking as “a skill by which people are judged while first impressions are being formed.”

However, research in this area appears to be still fragmentary or far from exhaustive, therefore, this study aims seek to better result about the benefit of the cooperative learning and it is effective on the speaking skill.

## **5. Research questions**

This dissertation relies on the following questions:

1. To what extent is the cooperative learning technique important in enhancing the students speaking skill?
2. Do teachers use the cooperative learning technique to motivate their learners?
3. Do students achieve a well-spoken production when using this technique?

## **6. Hypotheses**

The present research is based on these hypotheses that shall be tested and verified through

1. We hypothesise that if the students learn in a cooperative learning technique, they would develop their speaking skill in oral expression.
2. We do agree that teachers use the cooperative learning technique to motivate the EFL students.
3. We advance that students will achieve a well-spoken production when they interact in cooperative learning technique.

## **7. Research Methodology**

The researchers intend to use descriptive method as an approach to acquire and gather data for this dissertation; Moreover, the researchers plan to derive information from any material relevant to their field of interest which is a new and a fresh area in their section as far as they are concerned. In addition, they will use other data collection methods do cater for both theoretical and applied research. The results of the questionnaire and the interview will be included in the thesis.

## **8. Data Collection Tools**

The following tools are used to gather the data: A questionnaire for students and an interview with teachers.

## **9. Research Scope**

The research will deliberately focus on:

1. Finding out the factors /causes leading to overcome the students difficulties in speaking skill productions.
2. Finding and providing solutions to cater for making students to communicate with each other and to enhance their speaking skill.
3. Encouraging students to be able to use the foreign language fluently in different situations

## **10. Population**

Since this study is about the use of cooperative learning in the speaking skill, we selected the first Year students of sciences of the language as a population (886 students) at the section of English at Mohamed Kheider University of Biskra.

## **11. Sample**

Choosing 80 respondents among the students of first year LMD as a sample of study. They have been chosen randomly and their responses to the questionnaire were anonymously. In addition, we selected 5 Oral Expression teachers from the population.

## **12. Structure of the Dissertation**

This section has a theoretical and a practical one. In the first chapter, we tried to define the concept of cooperative technique, and present the basic elements of this technique, its methods, its advantages and disadvantages, in addition to the definition of the motivation and we describe its theories and its types. The second chapter is about

the speaking skill, its definitions, its elements. In addition, we explained the characteristics general and its features that contribute to improve speaking performance and speaking skill. Finally, the third chapter is concerning the field work and the data analysis the research tools.

# **CHAPTER ONE: COOPERATIVE LEARNING AND MOTIVATION**

## **Introduction**

The teaching process requires the teachers to use the cooperative learning technique in the classroom as a motivational reason for the students to make them enjoy their learning process ,so, in this chapter we will emphasise cooperative learning as a motivational reason; first, we will offer the definition of the cooperative learning, its elements, and Methods and it is advantages. Moreover, we will look at the definition of Motivation and its different types, and its theories.

## **1.1 Cooperative learning**

### **1.1.1 Definition of cooperative learning**

It is an educational Method which aims to arrange classroom activities, helping students to accept each other and work together, so when they work together, all group members take advantages from each other and share information. Johnson et al (1994; in Richards & Rodgers, 2001) believe:

“Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other’s learning. It may be contrasted with competitive learning in which students work against each other to achieve an academic goal such as a grade of «A»”.  
(p. 195)

It aims to encourage learners to interact with each other and share their ideas; they produce and receive knowledge at the same time. According to Johnson and Johnson

(2005), cooperative learning is “*the instructional use of small groups such that students work together to maximize their own and each other’s learning*” (p.117), so in cooperative learning all members share their thoughts and work together, each one shares the responsibility to solve the problems which they face through discussion and exchanging information, and they also transfer their ideas to each other, asking and answering questions; cooperative learning students interact to understand and master new knowledge.

### **1.1.2 Cooperative learning Methods**

Cooperative learning have several methods which give the opportunity for teachers to choose what is suitable to use and what they need, Student Teams Achievement Division (STAD), and Team Game Tournament (TGT) jigsaw, Think-Pair-Share (TPS), and Inside-Outside Circle.

#### **1.1.2.1 Student Teams Achievement Division (STAD)**

In this Method, the teacher explains the lecture to the class, and he tests his students individually, but they are not allowed to help each other in this test, the students has assessed individually on what they have studied together, and they has encouraged to study to work together to improve the overall performance of the group.

#### **1.1.2.2 Team Game Tournament (TGT)**

Here students work in small group to study and prepare a trivia game. In TGT Method students tournament against participants who perform similarly and they engage in playing games with participants of the same level. In TGT, students have some fun learning in this case, students are not evaluated on the basis of individual texts. TGT Method facilitates the learning process.



### **1.1.2.3 Jigsaw**

Jigsaw is a cooperative learning method; it is used to develop the skills effectively in group activities, trying to help students understanding from different sources and experts. Students have separated into small groups. An expert sheet is given to the students that include different topics for each member of group. After research and reading, an expert group was established by students with same topic and from different groups to discuss their topics. Then each expert returned to his group and explained to his colleague.

### **1.1.2.4 Think-pair-share (TPS)**

T: "Think" Teachers start by asking a specific question about the text. Students "think" about what they know about the topic.

P: "Pair" Each student should be paired with another student.

S: "Share" Students share their thinking.

Think-Pair-Share (TPS) is a collaborative learning strategy. Learning strategy in which students work together to solve a problem, posed question or problem silently, and share ideas with a classmate. Discussing an answer with a classmate to maximize participation, focus attention and engage students in comprehending the reading material; TPS enhances students' oral communication skills as they debate their ideas with one another. These strategy advantages students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions.

### **1.1.2.5 Inside-Outside Circle**

In this strategy, students form two concentric circles, in the first circle students facing out while the second one forms a circle around them facing in; to answer or discuss the teacher's questions, the first step of this strategy is decide which students will be in each circle (inside or outside), the second step is Put a question on the board, the third step is to give students at least ten seconds to think on their own, the fourth one is asking students in the inside circle to share their answer with the classmate facing them in the outside circle. When they have done this, ask them to say "pass", at which point the students in the outside circle will share their answers with the classmate facing them in the inside circle, the last one has the outside circle move one step to the left and debates the same question with the new partner. This method can used to gather a variety of information.

### **1.1.3 The elements of cooperative learning**

#### **1.1.3.1 Positive interdepends**

for an effectively structured cooperative lesson is that students believe that they are "sink or swim together ", This means the group has a clear goal, so everyone knows they sink or swim together. The efforts of each person benefit not only the personal, but also everyone else in the group. The key to positive interdependence is committing to personal success as well as the success of every member of the group.

Positive interdependence exists when students perceive that they have linked with group mates in such a way that they cannot succeed unless their group mates do (and vice versa) and/or that they must coordinate their efforts with the efforts of their group mates to complete a task.

The goals of the element are should be carried that all group member are swimming together.

There are some ways of structuring positive interdependence within a learning group:

-positive goals inter-dependence: students realize that they can make their learning goals, because the group has united around a common goal, to make sure that students believe they sink together and care about how much each other learns.

**-Positive reward-celebrate interdependence:** here the teacher reward equally, each group member receives the same reward when the group achieves its goals .if a group succeeds the teacher motivates them by different ways. For example, sometimes he gives them a group grade for the overall production or bonus points, regular celebrations of group efforts and success to enhance the quality of the cooperation.

**-positive resource inter-dependence:** each group member has only a part of the resources, information necessary for the task have been completed so that they have to combine them to reach their shared group aim.

**-positive role inter-dependence:** each member has assigned complementary and connected roles that specify responsibilities that the group needs to complete the joint task.

### **1.1.3.2Face to face promotive interaction**

In this element, team members promote each other's productivity by helping and encouraging efforts to produce. Members explain, discuss, and teach what they know to teammates, (Gillies et al., 2008, p 23-4) believe that “*individuals encourage and facilitate each other’s efforts to accomplish the group’s goal*” This means that students

encourage each other's success by sharing resources. They help and praise each other's efforts to learn, both academic and personal support are part of this mutual goal.

### **1.1.3.3 Individual Accountability / personal responsibility**

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

The third essential element of cooperative learning is personal accountability it exists when the performance of each student has been assessed; the results are given back to the person and the group; the group knows who needs more help, and encouragement in completing the assignment.

In the cooperative group, students link their abilities and work together for the benefit (progress / of all the members). If learners perceive that their performance will affect the group's outcomes, they will produce more efforts to realize their aims; the contributions of members in the group have been evaluated separately, and the result is used to decide who is in need of more help, support and encouragement.

Individual accountability is the key to ensuring that all group members are, in fact, strengthened by learning cooperatively.

### **1.1.3.4 Appropriate use of collaborative skills**

The fourth essential element of cooperative learning is the right use of interpersonal and small-group skills; Groups cannot function effectively if members do not have and use the needed social skills. Instructors emphasize these skills as purposefully and precisely as job performance skills. Collaborative skills include trust-building, leadership, decision-making, communication, and conflict management skills.

Where Teachers have to teach teamwork skills just as purposefully and precisely as teachers do academic skills. Since cooperation and conflict are inherently related, the procedures and skills for managing conflicts constructively are especially important for the long-term success of learning groups.

### **1.1.3.5 Group processing**

The fifth essential part of cooperative learning is group processing; Group members need to feel free to communicate flexibly with each other to express fears as well as to celebrate activities. They should discuss how well they are achieving their aims and maintaining effective working relationships among members.

Team members must set goals for the group; periodically assess what they are doing well as a team, and show changes they will make to work more effectively in the future.

### **1.1.4 Advantages of cooperative learning**

Cooperative learning technique have many benefits, it is helpful technique that helps to build positive relationships among students. It is used successfully in different levels of study. By using the cooperative learning all students participated however their mentalities and all the skills area could be integrate. Its fun – students interact with their classmates in a low-stress environment, other benefits of Cooperative Learning make the students higher self-esteem, increased retention, and they use target language in meaningful ways. More you learn about cooperative learning more you practice your skills better and more benefits you will experience. Other added benefits of cooperative learning that it is very adapted it means you can use any topic you want.

### **1.1.5 Disadvantages of cooperative learning**

Cooperative learning have two negative sides the first one the teacher needs prep time to research a topic and create a lesson, the second negative side is: in a mixed class, native speakers tend to dominate the interaction.

## **1.2 Motivation**

### **1.2.1 Definition of motivation**

William and Burden (1997, p.120) suggests that motivation is “*a state of cognitive and emotional arousal that leads to a conscious decision to act*”. Motivation is necessary to sustain both short term and long term goals; Motivation is the most important cause in student’s success or failure.

According to Slavin, Motivation helps us to know our goals; according to (Slavin, 2006, p.317) motivation is most powerful driving forces on learning. Motivation operates within a broader contest of social and cultural influences.

### **1.2.2 Theories of Motivation**

#### **1.2.2.1 Behaviourist theory**

According to Brown (2007), the behavioural perspective links motivation to a large extent to external factors. Behaviourists’ theory motivation in a scientific way in the sense that they carried out some experiments on animals to comprehend how humans are motivated to learn (slavin, 2003, p.140), the behavioural view of motivation maintains on the nature of rewards would determine the kind of the behaviour and how often it would happen again.

### **1.2.2.2 Cognitive approach**

In this approach should be use all one's mental process, so it focuses on the role of our thought, "centers around individuals making decisions about their own actions" (Williams & Burden, 1997, p. 119), as cited in (Feldman, 1997) cognitive views emphasis on the role of our thought, expectations and understanding of the world.

#### **1.2.2.2.a Attribution theory**

In this theory aims to find justification individual explanations to their success and failure in accomplishing a given task.( Slavin,2003,Dornyei,2001,William and Burden ,1997) they show attribute theory in terms of four explanations for success and failure: ability ,effort the perceived difficulty of a task ,and luck , so in attribution the cause can be external or internal,consequently when a person performs good in a given activity, they relate their success to their own efforts ,and when they fails, they relate their failure to external factors.

#### **1.2.2.2.b Expectancy theory**

In this theory the learners are motivated by how much they expect to achieve the benefits and by the value of that benefit, slavin (2006, p.325) "on the belief that people's efforts to achieve depend on their expectations of reward", so students with different goals are motivated if they believe that there is a positive relation between efforts and performance.

#### **1.2.2.2.c Goal theory**

According to Brophy (2004), this theory focuses on deciding about the goals and structuring strategies to achieve them rather than looking just for what learners need, an

early view of goal theory hypothesized that goals diverge in relation to “a performance mastery dichotomy” emphasize on doing better than others when performing a given task.

#### **1.2.2.2.d Self-schemas theory**

Self-schemas theory argues that students’ believe about themselves is an part that should be careful in explaining motivation. Brow (2007) point out that people get their self-esteem, which is evaluation people make about themselves and their self-worth, from past experiences and from valuation of the world around them.

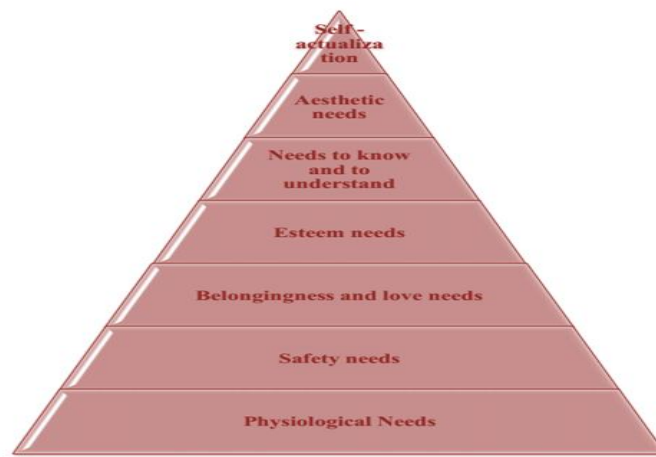
#### **1.2.2.2.e Humanistic approach**

Humanistic approach of motivation examine the inter relationship of the diverse human, humanistic views of motivation perceive the individual as a whole and examine the interrelationship of the diverse human needs Humanistic -approach includes many theories, among Maslow and Needs theory and self Determination theory.

#### **1.2.2.2.f Maslow and Needs theory**

Maslow classified the Human Needs in a pyramid from the lowest to the highest, so this theory suggests that motivation comes from the inside of the human, and that cognitive in pyramid the lowest level concerns the physiological needs ,then safety needs level ,followed by belongingness needs , self -esteem ,cognitive needs, to highest level self -actualisation needs.





**Figure 01:** Maslow Hierarchy of Needs( Salkind, 2008)

### **1.2.2.2.g Self Determination theory**

According to Salkind (2008, p.889) self -determination theory is “the experience of choice and endorsement of the actions in which one is engaged”, He noted that self-determination theory establish on three, factors: autonomy, competence, and relatedness; SDT examines human behaviour as an attempt to satisfy internal psychological needs and develop one’s personality traits (Ryan A Deci, 2000a)

### **1.2.3 Types of motivation**

#### **1.2.3.1 Intrinsic motivation**

Is doing “something because the act of doing is enjoyable in itself” (Williams & Burden, 1997, p.136), intrinsic motivation comes from within the individual and might for example result from the pleasure or enjoyment a learner feels when learning. According to (Vallerand et al,1989), intrinsic motivation contains three main domains, the first one for acquiring a knowledge they define it as the feeling of satisfaction, the second domain is achievement and, the third one is concern emotions. Ryan &Deci (2000a, p.56) stated that intrinsic motivation has an internal personal dimension and an external context related dimension.

### **1.2.3.2 Extrinsic motivation**

Is a second type of motivation, it comes from outside the learner who might wish to gain reward or avoid punishment. Ryan & Deci (2000a, p.60), identify extrinsic motivation as “a construct that pertains whenever an activity is done in order to attain some separable outcome”, so this type is very often related to the presence of external factors.

### **Conclusion**

In this chapter we approach cooperative learning as a motivational factor that can be used in teaching language, CLT is an approach that was found to have many benefits as developing students' motivation and self-esteem, reducing their anxiety, and the most important one is helping students to develop their levels. Cooperative language learning technique allows students classroom to interact each other and to be more close; they learn from their groups as well as evaluate themselves, it help student to reduce their shyness .

## **Chapter Two: The SPEAKING SKILL**

### **Introduction**

Speaking is one of the language skills which have considered have been a powerful mode of communication. The speaking skill has always been considered as the essential skill have been mastered and developed because it is necessary for displaying the language skill; learners are going to be put in a situation where communication in English has needed, that is why the emphasis is mainly on speaking. Teachers should develop learners' oral proficiency, without speech we cannot communicate with one another. The first and the last aim of acquiring a language skills is to make a high development of abilities to receiving and producing the second language either in oral or written form.

In this chapter, we mention at speaking in general, general issues about speaking; definitions of speaking, characteristics, and elements of speaking performance, in addition to its importance. And other sides of speaking skill.

### **2.1 Speaking as a skill**

Speaking is a one of the four skills, and it so basic that Language Learners must master it with the other language skill, also the speaking skill is the most difficult skill.

Luoma (2004, p.1) argues that *“speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop.”* Speaking is very important since it provides learners with the opportunity to hold successful conversation as well as manage interaction.

To be a competent speaker, you have to own the tendency to acquire the amount of knowledge. According to MacCarthy (1972) if students learning language they are concerned two rules, the first one is understanding the meaning of words and phrases to be able using it at any conditions, the second one concerned the ability to saying and performing the required action, also the movement is important for speak aloud.

## **2.2 Definition of the speaking skill**

Speaking has always been considered as an essential skill to be mastered. The method for schooling speaking have long been the main emphasis of language teaching the enormous number of conversation, cooperative learning is one of the most evidence for focused in developing the speaking skill. Speaking skill is the process of transmitting ideas and information orally in different situations. According to the Oxford (2009) pocket dictionary speaking is *“the action of covering information or express ones thought and feeling in spoken language”*

Speaking skill involves producing messages with attention to tone; it is a complex process of producing and receiving information by using verbal expressions or non-verbal symbols like gestures and facial expressions. According to Chaney (1998, p.13) defines speaking skill as *“the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”*

People produce many words without making any remarkable effort .So; Speakers should give as much as possible attention to their speech because it reflects their thoughts and personalities. Hedge (2000, p.261) defines speaking as *“a skill by which people are judged while first impressions are being formed.”* so people evaluate the speaker from his way of speaking, Spratt, Pulverness, and Williams (2011) report that:

“Speaking involves a lot more than just using grammar and vocabulary accurately in speech. When we speak we constantly have in mind the person we are speaking to and our wish to communicate our meaning successfully to them. We use interactive strategies to help us achieve this. These include using body language such as gestures, eye contact, facial expression and movement to put our message across more strongly and clearly, and functions such as clarifying our meaning (...), asking for opinions (...), agreeing (...) to keep the interaction (communication) going and check that is successful ” (pp. 48-49)

We usually speak to communicate with others by expressing all what we have in our minds.

Conveying messages orally is more difficult than it is written, that is the reason that pushes researchers to throw considerable light on the complexity of spoken language.

Speaking requires from learners to be confident enough and think first about what they are going sayingthen, they need to put words together in logical order, to express their ideas fluently to be clearly comprehended by others

Luoma (2004, p. 1) argues that: “speaking is also the most difficult language skill to assess reliably. A person’s speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate.”

### **2.3Elements of Speaking**

The speaking skill involves linguistic forms of language and knowledge of how, when, and to whom it is right to use these forms. The speaking skill relies on connected speech fluency, to speak the language fluently;the learners should master the linguistic elements of the language in order to express their ideas, and thoughts.

Learners need to master some necessary elements for spoken production. Harmer (2001) suggests two fundamental elements which are language features and the mental/social processing.

### **2.3.1 Linguistic features**

The following features are necessary for effective speaking.

#### **2.3.1.1 Connected speech**

In this part, learners need to be competent to produce more connected sounds, not only separated phonemes; these sounds may be modified (assimilation), omitted, added or weakened Harmer (2001) believes that “*in connected speech sounds are modified*” In other word using the right combination of sounds which should be interrelated together

#### **2.3.1.2 Expressive devices**

English native speakers employ the right phonological rules which refer to the pitch, stress, volume, speed and the use of these devices helps them in the successful delivery of the intended message and they express what they want to say. It helps them to become effective communicators.

#### **2.3.1.3 Lexis and grammar**

Learners use the same lexical structure when they produce some language production, the teachers’ role is to provide with the same phrases which carry different roles so that they can use them in the different stages of communication with others,when they are involved in a specific speaking context.

### **2.3.1.4 Negotiation language**

Learners often use negotiation language to ask for more clarification, explanation, and repetition when they are listening to others speech through the uses of polite expressions and phrases. In other words, they use negotiation language to show the structure of their thoughts, or reformulate what they want to say in a clearer manner. So, teachers have to provide their learners with the necessary and appropriate expressions that may help them when they seek clarification, for example, (I am sorry) “I do not understand”, and could you explain that again, please? Moreover, teachers also should help them to structure the discourse to be successfully clear and understood by the others.

### **2.3.2 Mental / social processing**

The necessary processing skills of speaking are described as follows:

#### **2.3.2.1 Language processing**

Learners should be able to process the language in their minds through putting it into coherent order, so that the interlocutors can understand and get the intended meaning perfectly. Furthermore, they have to be able to retrieve words and phrases from their memories to use them appropriately when they are communicating with others.

#### **2.3.2.2 Interacting with others**

Speaking needs interaction with two or more participants. This means that effective oral communication requires a good deal of listening. Also, the speaker should be able to carefully listen and clearly understand what others are saying, and understanding of

how the other participants are feeling and the knowledge of how they take turns in communication.

### **2.3.2.3 Information Processing**

This rule is related to the ability of processing the information in the mind quickly; the speakers should catch information, they should be aware to respond to the others' talk because the more time taking to process the information, the less effective your respond to others (Harmer, 2001)Consequently, the English teacher should consider these elements of speaking in teaching speaking to his/her students so that they will have a good ability in it.

## **2.4 Characteristics of Speaking Performance**

In recent teaching context, attention has been paid to design activities which focus more on tasks that are stable between the need to achieve fluency and accuracy.

In the communicative approach, fluency and accuracy are of important features of this approach, and they are seen as complementary in accomplishing a given task. Richards and Rodgers (2001, p.157) mention that "*Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context*", and this is an evident point since the emphasis of Cooperative learning technique is on the communicative process between learners or teachers-learners, rather than mastery of the language forms.

### **2.4.1 Fluency**

The ultimate aim teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the important characteristic of the speakers' performance.



According to Lennon's (2000) (cited in Munoz (2006)) viewed fluency as "*the rapid, smooth, accurate, lucid and efficient translation on thought or communicative intention into language under the temporal constraints of on line processing*" (p.65). This means that their learners be able to express one in an intelligible, the communication will break down because hearers will lose their attention. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own thoughts and then avoid imitations of a model of some kind. Hedge (2000, p.54) argues that: "*the term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation*". Most of the learners assume that fluency is the ability to speak fast, without pauses, fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, and doing all of these quickly.

Thornbury suggests" a production strategies or what is called „tricks“, i.e. the ability to fill the pause. The most common pause fillers are “uh” and “um”, vagueness expressions such as “short of” and “I mean” ,(2005, p.6-7). Another trick for filling the pauses is the repetition of one word when there is a pause.

Luoma (2004, p. 89) states that: "*One central part of fluency is related to temporal aspects of speech, such as speaking rate, speech–pause relationships, and frequency of dysfluency markers such as hesitations, repetitions and self-corrections*". Fluency is the speaker'ability to speak naturally, smoothly, rapidly, and easily without too much pauses.

## **2.4.2 Accuracy**

In accuracy, most of second language teachers include the term accuracy in their teaching because learners are concerned to be more fluent and they forget about being accurate. Without structuring accurate speech, interlocutors cannot understand the speaker and they will lose awareness if they perform incorrect utterances. Skehan (1996, p. 23) defines accuracy as referring “*to how well the target language is produced in relation to the rule system of the target language.*” The importance is to express meaning, so that learners should not only know the grammatical rules, but also to use them appropriately. Speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency.

### **2.4.2.1 Grammar**

According to Harmer (2001), the grammar of language can be defined as “*the description of the ways in which words can change their forms and can be combined into sentences in that language*” (p.12) Thus, the grammatical accuracy in appropriate use of the learners’ grammatical structure that includes the complexity of the utterances in addition to the ability to use the subordinating clauses.

### **2.4.2.2 Vocabulary**

It means that if one who has an ultimate number of vocabulary, she/he can go beyond the limit of conversation and vice versa. Thus, student has to be able to use words and expressions accurately, Wilkins (1972) supported this idea by stating that “without grammar very little can be conveyed, without vocabulary nothing can be

conveyed” (cited in Thornbury, 2002, p.13). In other words,realising accuracy in terms of vocabulary states to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary. Students then have to be able to use words and expressions accurately.

### **2.4.2.3Pronunciation**

English language is known for its difficulty in terms of pronunciation. Learners who want to develop their speaking skill in English should practise pronunciation overall. They should be aware of the different sounds and their features and where they are made in one’s mouth, and they should be aware of all aspects of speech which ease understanding the flow of speech, including segmental articulation, rhythm, phrasing and intonation.They have also to be aware of where the words should de stressed, when to use raising intonation and when to use a falling one. All thisknowledge gives them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English.

Redmond and Vrchota (2007, p.104) argue that *“It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.”*

## **2.5 The importance of speaking skill**

We should give consideration to this skill; if learners master this skill then they will be considered as if they have mastered all of the other skills. Nazara (2011, p. 29) states that:

Along the history of foreign language teaching and learning, speaking has always been considered as the most essential skill to be mastered for several reasons. First, approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences. Second, a huge number of conversation and other speaking course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language.

The speaking skill can help students to improve writing skill, and then to increase their production ability in terms of language vocabulary and grammar rules. Goh (2007) states that: “ *as an essential tool for language teaching and learning speaking can facilitate language acquisition and development*” (p.1); in addition, speaking is what gives the learners a chance to express, explain their personal beliefs, feelings, and opinions which denotes consistently that the speaker has the ability to use all language rules.

English speaking skills should be developed along with the other skills to ensure success in the communication process, because speaking is more revealed with the combination of the other language skills. Without speech, we cannot communicate with others. Nunan (1991) argued that “*The most people, master the art of speaking is the single most important factor of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.*” (p. 39). Thus, we are supposed to speak correctly and effectively in-order to communicate correctly with others and it is the teachers’ responsibility to help learners to improve their speaking skill by selecting the effective classroom activities and strategies that make learners more relaxed to speak and overcome their anxiety.

Qureshi(2010) states that the importance of Speaking Skill for EFL Learners can be summarized in the following points:

- Language is a tool for communication; communication takes place where there is speech. Without speech, we 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, especially and purposefully in the skill of speaking.
- Speaking skill is important for career success.
- The ability to speak skilfully (the capacity to express one's thought, opinion and feeling, in the form of words put together in a meaningful way) provides the speaker with several distinct advantages.

When people listen to someone speaking, they concentrate on what the speaker sounds like and they make possibly subconscious judgments about the speakers' personality, attitudes, and native /non-native speaker status. Speaking is not only for classroom communication, but also for further purposes such as companies which search for people who speak very well in because many organizations look for people who speak English correctly and easily for the purpose of communicating with other people. Consequently, most English language learners regard speaking as an important factor that needs to be mastered in order to become fluent and achieve success in spoken communication. Baker (2003) Supports that the student, who can speak English well, may have chance for further education such as gaining promotion; companies and organizations usually look for well English speakers rather than well writers.

## **2.6 Types of Classroom Speaking Performance**

Brown (2001, pp.271-272) mentions six types of classroom speaking performance that the learners are supposed to achieve in the class:

### **2.6.1 Imitative**

Sometimes Students are put in situations in which they are exposed to use authentic listening materials; they tend to imitate native speakers in their speech; they also tend to pronounce the words in the same way that they heard them, in other words, it is the aptitude to imitate a word or phrase, and pronounce them in a similar way. This kind of imitation is not for the purpose of conveying meaning or participate in interactive conversation, but it takes place to emphasise on some particular element of language forms since we are interested just in what has been pronounced before. These help learners and increase their speaking skill.

### **2.6.2 Intensive**

The second type of classroom speaking performance is Intensive; in this type the students are subject to the intensive practice of the language focusing on the words or sentences stress and rhythm, Intensive speaking requires learner's interaction through pair work activities or it can be individually through learner's internal motivation.

### **2.6.3 Responsive**

Learners in a language class are often responsive; when they answer teachers' or other students' questions or give comments in a given situation, with short-term and simple answer to make more interactional atmosphere in the classroom; however, it cannot be extended to dialogue. Their speech might be "meaningful and authentic".

### **2.6.4 Transactional Dialogue**

Transaction Dialogue is "an extended form of responsive language", accomplished for the goal of transmission or exchanging very specific information and it could be a

part of group work or pair work; transactional dialogue may have more negotiation nature to realise agreement through discussion.

### **2.6.5 Interpersonal Dialogue**

Interpersonal Dialogue is the fifth type of classroom speaking performance. Interpersonal dialogues are performed for the sake of maintaining social relationships; in other words. Interpersonal dialogues are carried out in order to maintain social relationship more than for the transmission of facts and information. Students may encounter difficulties in performing these dialogues since they include colloquial language, slang, ellipses which are not easy to be worked by the students.

### **2.6.6 Extensive Monologue**

In this type, students are supposed to provide extended monologue in the form of oral reports, summaries, or short story telling; the language style that is used in this type of speaking is more deliberative and formal for extensive tasks. They are also given the opportunity to negotiate what they say. It could be part of pair work as it can be part of group work, such as group discussion, or role play.

## **2.7 Speaking Difficulties in Foreign Language Learning**

The main purpose of teaching the speaking skill is to enhance the learners' communicative efficiency, because most of students face different problems and difficulties while performing orally; those difficulties may put off their learning process they may encourage them to try the maximum of them. Ur (2000) in the following points explains the main difficulties:

### **2.7.1 Inhibition**

Students often get inhibited when they try to practice the foreign language in front of others. Ur (1991, p.121) states that *“learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts”*

That there is a relationship between inhibition and pronunciation ability in second language, and this may refer to some factors such as the feeling of shyness and fear of making mistakes because they lack their self-confidence; students, when they speak to critical audience, they will worry if their speech will attract them or they will get bored of them, in addition, they think about a silly appearance and linguistic inferiority.

### **2.7.2 Missing Ideas and Vocabulary**

EFL students have a common expressions when they are forced to participate in a given topic or task which is «I have nothing to talk about”, “I do not know”, “no comment”; or they keep silent because their culture language is poor. Ur (1991, p. 121) states that “even if they are not inhibited, you often hear learners complain that they cannot think of anything to say”. So these expressions are due to the lack of motivation, and vocabulary or the unfamiliarity with the topic they should discuss. From this point, other difficulties mentioned in the speaking tasks.

### **2.7.3 Mother Tongue Use**

SL learners have a tendency to use their mother tongues outside and even inside the classroom because they produce it naturally and easily and they feel comfortable and less exposed to the target language. Ur (1991, p. 121) confirmed that by stating:



*In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel exposed if they are speaking their mother tongue.*

Therefore, sometimes lack of vocabulary of the target language leads learners to take some words from their mother language; learners will never be able to use the foreign language correctly if they keep using their mother tongue, and this of course may do not help them to improve their proficiency level, so teachers should be aware if they often use the learner's language in the classroom, and try to teach the most used vocabulary of the Target language that help them to interact and speak freely.

#### **2.7.4 Non Balanced Participation**

It mentions to the amount of each student's time of talking, some learners who tend to be dominant and take almost the whole students' talk time, while others speak very little or not at all, Ur (1991, p. 121) states that:

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

And this refers to the some problems which are frequent communication breakdowns and misunderstandings, fail to sustain spoken interaction beyond short segments, lack of vocabulary needed to talk about a specific topic, lack of communication strategies, slow speaking and too long to compose utterances, also fail to participate actively in conversation, Spoken English does not sound natural, poor pronunciation.

Another factor which can create a problem of participation is the classroom arrangement that may not be helpful for students to perform different speaking activities.

## **Conclusion**

In this chapter, we have talked about speaking skill. We presented different definitions, elements; we speak on Characteristics of Speaking performance which contains: fluency, accuracy, grammar, vocabulary, pronunciation. In addition, we presented the importance of the speaking skill which consists in helping EFL learners in strengthening their abilities; we presented types of classroom speaking performance, types of classroom speaking performance, and the last element which is speaking difficulties in foreign language learning, that we find the problems face learners when they try to acquire foreign language; all of these to improve and develop students oral skill.

## **Chapter Three: FIELD WORK AND DATA ANALYSIS**

### **Introduction**

Chapters one and two were theoretical because we presented a review about the cooperative learning technique with motivation and the speaking skill. Now, we need to move on to the practical part to determine our study. This study aims to elicit from both teachers and students opinions on the influence of the cooperative learning technique in enhancing the speaking skill, since the teacher and the learners are the basic variables of this research; their opinions are very important. The most appropriate tool to study that is through questionnaire with students and interviewing teachers.

This chapter included the questionnaire, the methodology and the tools used to gather data briefly; we also will speak about the population and the sample, and finally we will see the analysis of the questionnaire and present our research results about the effectiveness of the cooperative language learning in developing students' speaking skill. We will also see the analysis of the interview. The study was conducted during the academic year 2016/2017 with students of English at university of Mohamed kheider Biskra.

### **3.1 Methodology**

The method adopted in this dissertation is the descriptive method because it can determine the facts about the actual situation in enhancing oral proficiency, and it is used to provide an accurate description of the research phases, and thereby to clarify the use of the cooperative learning technique which can enhance students' oral proficiency.

## **3.2 Population**

The population of the study consists of first year students of English as a foreign language at Mohamed kheider university of Biskra during the academic year 2016/2017. The total number of the student population is 886 divided into fifteen 15groups; the students have different gender (male, female), and different background, and they are also from different geographical regions in Algeria.

We have chosen the teachers from the same section, the teachers' population is 5 and they have different years of work experience. The reasons behind choosing first year as a population for our study that this is the first year in their specialization, so the results will be clearer on them, and their first experience in university.

## **3.3 The sample**

The sample selected was eighty (80) members; each member of the population under study has an equal chance of being selected and among the fifteen (15) groups, we chose one group to administer to them the questionnaire in order to collect data.

This sample is very important because it is a sensitive category in the university; the selection of such sample is based on the consideration that the first year is the basis of the students in their studies; they should know the importance of this skill to develop it, so, their start must be strong to get perfect results.

The teachers' interview was conducted with eight 5 teachers of first year level at the university of Mohamed kheider biskra, They were oral expression teacher. In this interview, we need the opinions of teachers and they help us with their experience with this technique because their goal is to help learners develop their oral proficiency which is our concern.

## **3.4 Students' Questionnaire**

### **3.4.1 Aim of the questionnaire**

The questionnaire is designed for first year students to gain the possible information about how the cooperative learning activities take place in the oral activities from the students' view.

The students' questionnaire aimed at finding out whether they give value to the cooperative learning that takes place inside the classroom in improving their speaking skill, and to establish the students' consciousness of cooperation in speaking activities in the English language classes.

### **3.4.2 Description of Research Tools**

In our study, we used different data gathering tools; the fundamental aim of the questionnaire is to investigate the use of the cooperative learning technique to enhance students' oral proficiency. The students' questionnaire consists of fifteen (15) questions; the questionnaire includes different questions, it aimed to obtain data concerning the students' opinions about the use of CLT to enhance learners' oral proficiency. The questionnaire contains multiple choices where the participants have to tick in the box the best answer, it included open ended questions requiring from students to choose, or to pick up the appropriate answer from the suggested answers, the questions were divided into three sections:

The section one is from the question (1) to question (3); it was devoted to students general information; this section allows us to know general information about the students and the students were asked to specify their gender in (Q1), and in (Q2)

were indicated their age, in (Q3) were asked if the choice of English language branch was their own choice or parents' choice.

Section two is about the cooperative learning and motivation, from (Q4) to (Q12) this section seeks information about the cooperative work, in (Q4) students are asked to say if in groups motivate them, yes / no /not really; in (Q5) students are asked about how often they participate in the classroom, in (Q6) the students are asked about their feeling when they learn in groups, in (Q7) students are asked to tick the suitable box in order to answer the question if they agree, disagree, neutral that the cooperative technique is a simple practice that develops communication skills, (Q8) is about students' opinion on the teachers use of the cooperative technique it means the students' motivation and interest, to help students to improve their vocabulary, to facilitate learning, or give an opportunity for students to practice their language, in (Q9) the students are asked to say whether the classroom environment influences students motivation to learn, in (Q10) they are supposed to choose the technique that can motivate them more in oral expression, (Q11) is put to know if students feel that the CLT is motivating students in the classroom, the last question (Q12) is about the preparation for the oral session, then they are supposed to justify their answers by selecting the appropriate choices.

Section three is about the speaking skill; from (Q13) to (Q15), in (Q13) the students are asked if they like the oral expression sessions or not, (Q14) is about the difficulties that face them in speaking skill (Vocabulary, Grammar or pronunciation), Finally, (Q15) attempted to search the main reason behind students' feeling of anxiety and uncomfortable when they speak in front the whole class.

### 3.4.3 The students' questionnaire

#### Section One: General Information

##### Item 1: Students Gender

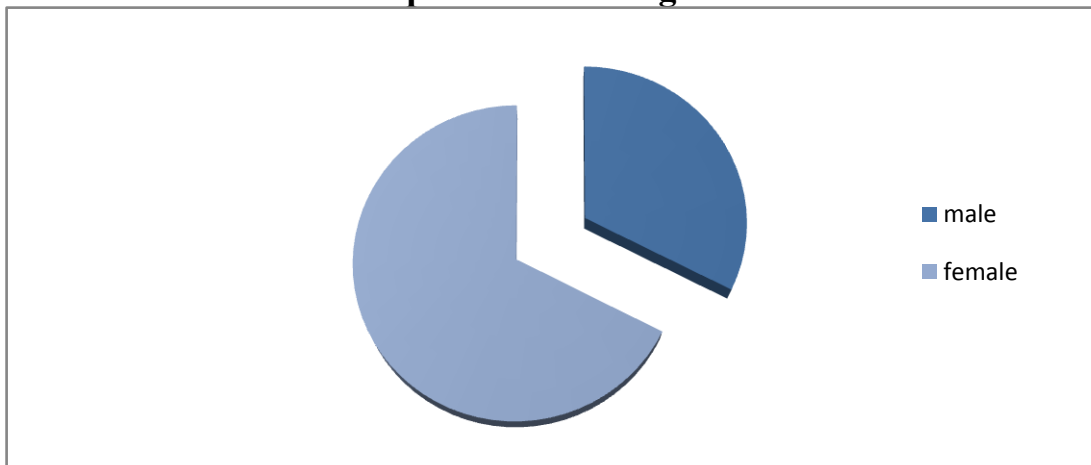
A. Male

B. Female

**Table 1: Students' gender**

gender	male	Female
Number of students	26	54
percentage	32.5%	67.5%

**Graph 1: Students' gender**



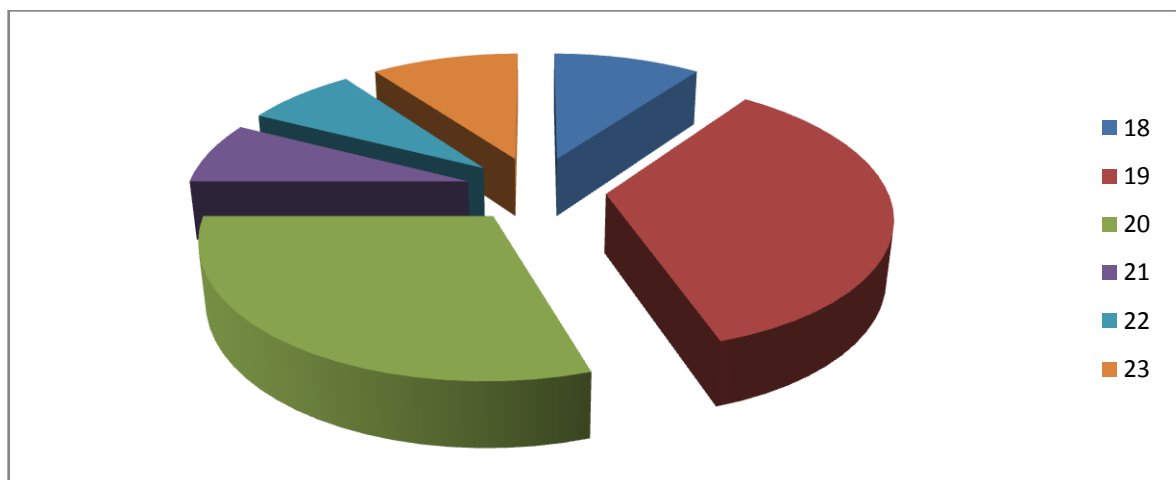
As shown in the table the majority of students are females (67.5 %) from the total sample; whereas, the males' gender represented (32.5%), this may call attention to the fact that females are more interested to study English as a foreign language than males.

## Item 2: Students' Age

**Table 2: Students' Age**

Ages	18	19	20	21	22	+23
Number of students	8	28	24	6	6	8
percentage	10%	35%	30%	7.5%	7.5%	10%

**Graph 2: StudentsAge**



The table above shows that students' age, is divided into 6 classes, students ages vary between (19) years old and (23), we have (10%) who are 18 years old, we have 19 years old which represent (35%) which is the majority of our sample, and (30%) students who are 20 year old, and 21 year old which represents (7.5%), and the fifth group is 22 old years which represents (7.5%), (10%) of students are believed to be older participants in our sample who are (23) years old which means that they may have repeated at least one year in their education.



### Item 3: The choice of English branch?

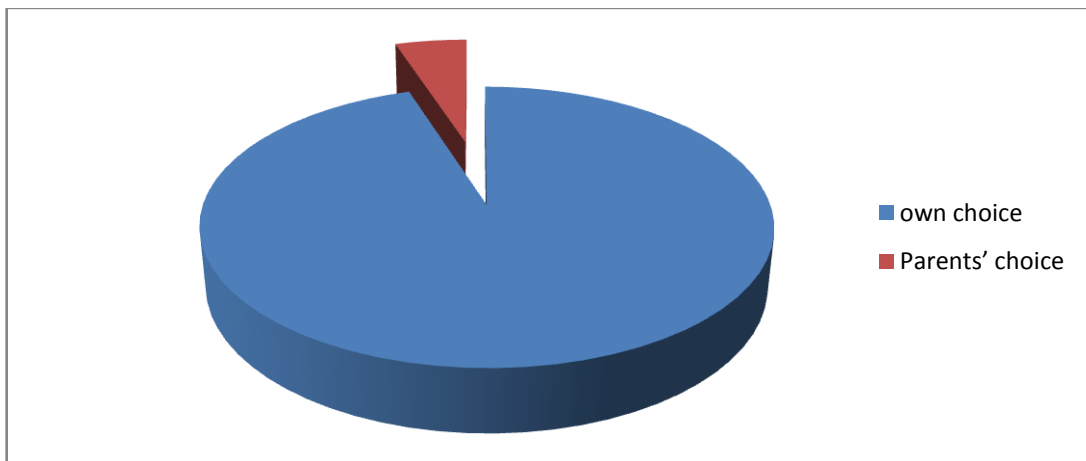
a. Your own choice

b. Parents' choice

**Table 3: Students' Choices for Studying English**

Option	Own choice	Parents' choice
Number of students	76	4
percentage	95%	5%

**Graph 3: Students' Choices for Studying English**



As is illustrated by the table; (95%) of the students have English as their own choice; whereas, (5%) of the students was parents' choice. This answer is one reason why the majority of students are ready to improve their level.

## Section two: The Cooperative Technique and Motivation

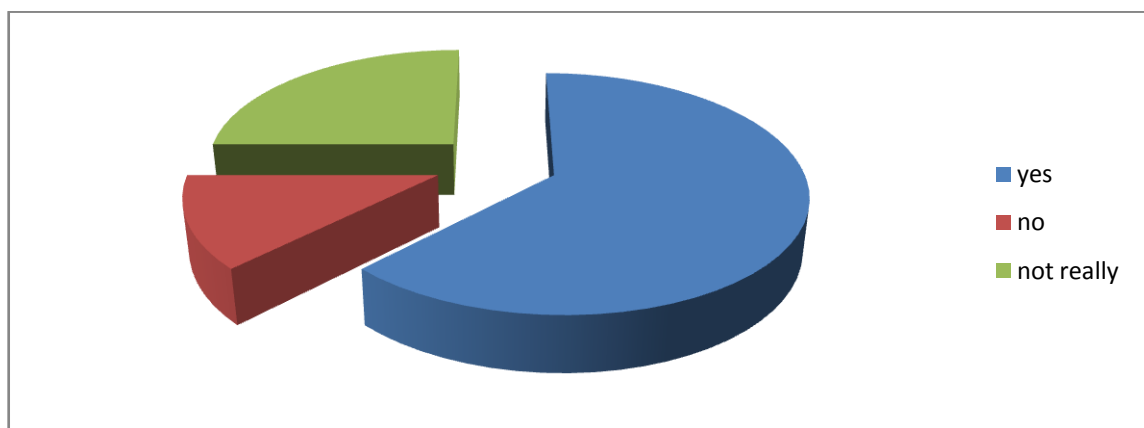
**Item4: When dealing with classroom activities, does working in groups motivate you?**

- a. Yes
- b. No
- c. Not really

**Table 4: students' attitudes towards working in groups**

option	Yes	No	Not really
Number of students	50	10	20
percentage	62.5%	12.5%	25%

**Graph 4: students' attitudes towards working in groups**



The table above demonstrates that most of the participants (62.5%) claimed that working in groups contribute to increase their motivation in learning. While other respondents (25%) asserted that they did not really get motivated whenever they participated in working groups, the rest (12.5%) they claimed that the group work does

not motivate them. From these results, we notice that the group work is helpful for learning, whereas, the rest who said No they think that group work does not motivate them and does not help them to improve their English.

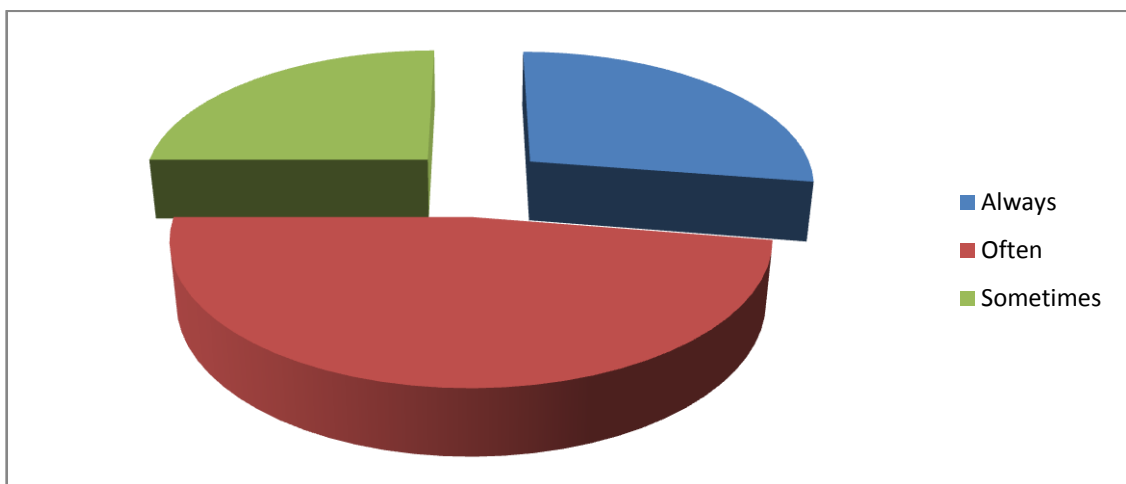
**Item5: How often do you participate in the classroom?**

- a. Always
- b. Often
- c. Sometimes

**Table 5: Frequency of students’ participation in the classroom**

option	Always	Often	Sometimes
Number of students	22	38	20
percentage	27.5%	47.5%	25%

**Graph5: Frequency of students’ participation in the classroom**



According to the table above, (27.5%) of students argue that they always participate, meaning that they are highly motivated and they are enjoying the learning tasks, and they are trying to develop self-confidence and overcome they feel uncomfortable.

The answers “often” and “sometimes” go back to several reasons, including that students feel inhibited and worried about making mistakes, and suffer from self-distrust.

**6. What do you think about the student’s feeling when they learn in groups?**

A. Very interested

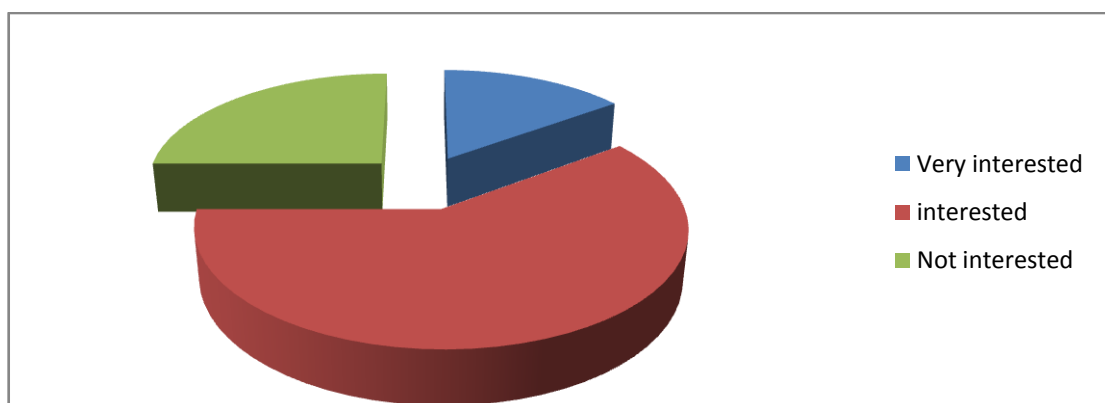
B. interested

c. Not interested

**Table 6: The student’s feeling when they learn in groups**

Option	very intereste	interested	Not interested
Number of students	12	48	20
percentage	15%	60%	25%

**Graph6: The student’s feeling when they learn in groups**



As is illustrated by the table,(15%) participants indicate that they feel very interested when they learn in groups; they feel more confident and comfortable to speak; they help each other in interactional classroom environment, (60%) of participants answered they are interested, this maybe refer to the fact that they feel comfortable when they learn in group, less stressed. Also, they prefer to participate and exchange their ideas with theirs classmates;

Whereas, (25%) of the respondents state that they do not feel interested; they prefer may to work individually and they do not like to participate their ideas with their classmates.

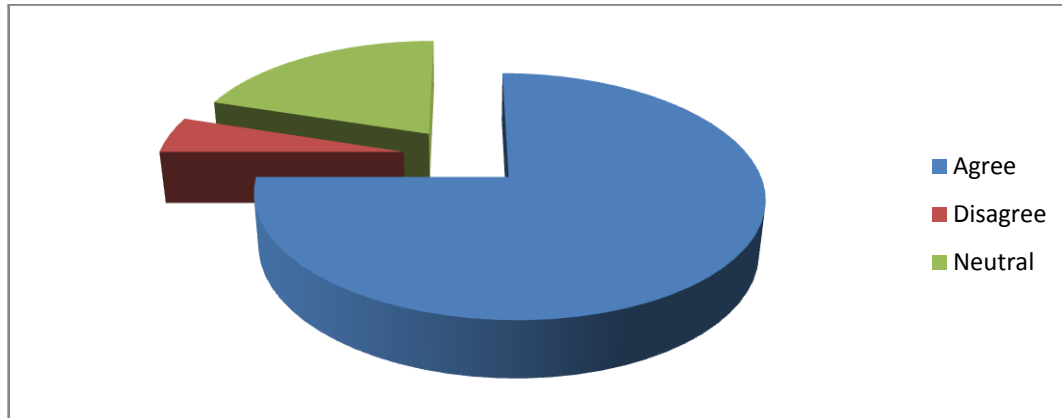
**7. Do you agree that the cooperative technique is a simple practice that develops communication skills?**

- a. Agree
- b. Disagree
- c. Neutral

**Table 7: the students’ attitude towards the cooperative technique as a simple practice that develops communication skills**

Option	Agree	Disagree	Neutral
Number of students	60	4	16
percentage	75%	5%	20%

**Graph 7:the students' attitude towards the cooperative technique as a simple practice that develops communication skills**



As we can observe from the table above, (75%) of the students think that the cooperative work helped them to improve their speaking skill, (5%) of the participants said that CLT does not help them to improve their speaking, and (20%) of them considered that the use of CLT not to be an adequate strategy.

The responses of the participants show that CLT is a suitable technique for them to improve their level; it is evident that this CLT is helpful for learning and improving learners speaking skills, whereas, those who disagree may think that the CLT is not a helpful technique.

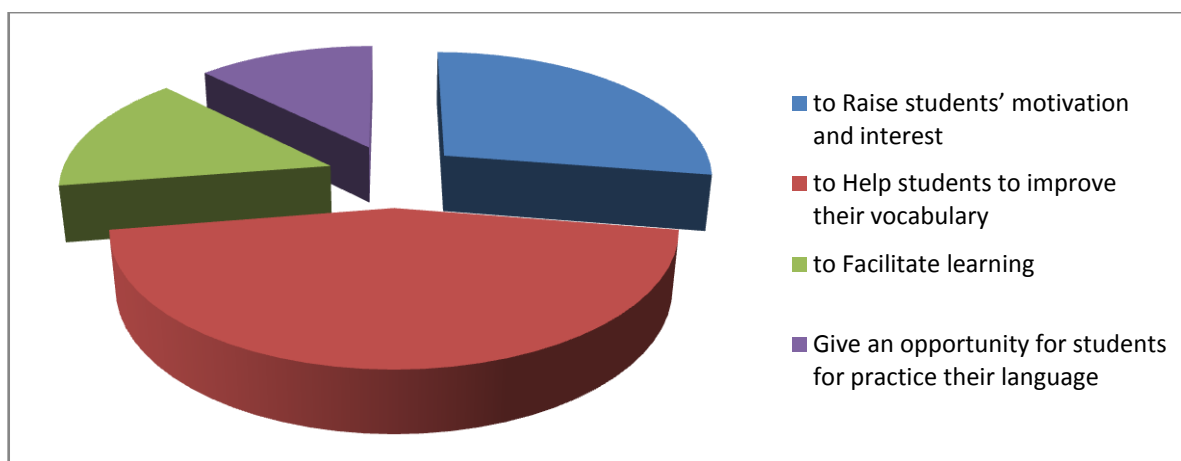
### **8. Why do you think your teachers use the cooperative technique for?**

- A. to raise students' motivation and interest
- B. to help students to improve their vocabulary
- C. to facilitate learning
- d. Give an opportunity for students for practice their language

**Table 8: The reason behind the teachers' use of the cooperative learning technique**

Option	to Raise students' motivation and interest	to Help students to improve their vocabulary	to Facilitate learning	Give an opportunity for students for practice their language
Number of students	22	36	12	10
percentage	27.5%	45%	15%	12.5%

**Graph8: The reason behind the teachers' use of the cooperative learning technique**



As the table reveals in answering the above question, (27.5%) of participants think that the teachers use the cooperative technique to raise students' motivation and interest, the greater rate (45%) think that the teachers use it to help their students to improve their vocabulary, this because there is a lack of vocabulary, and this indicates how

much vocabulary is important, (15%) state that to facilitate learning, and (12.5%) state that they give an opportunity for students to practice their language.

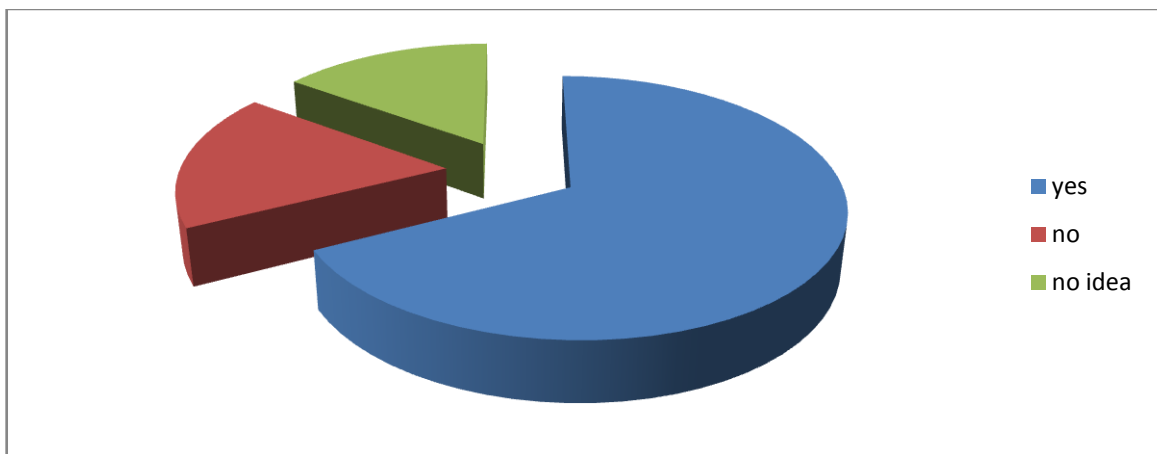
**9. Does the classroom situation impact Students' motivation to learn?**

- a. Yes
- b. No
- c. No idea

**Table 9: The impact of the classroom situation on the students' motivation to learn**

option	Yes	No	No idea
Number of students	54	14	12
percentage	67.5%	17.5%	15%

**Graph9: The impact of the classroom situation on the students' motivation to learn**



As show in the results, (67.5%) or the majority of students answered “yes” the classroom environment impact students' motivation to learn because they think that the



classroom is the source of their concentration, so any noise can affect their concentration, and (17.5%) answered “No” the classroom does not impact on them; they are not impressed, they have a good focus, and the rest (15%) opted for “No idea”; they have no idea about this question.

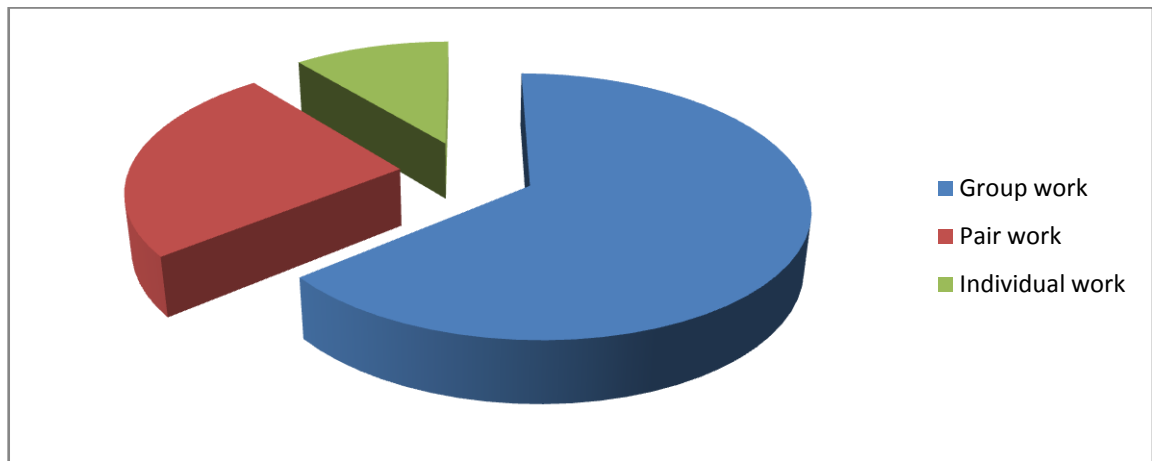
**10. Which one of the three techniques motivates you more in oral expression?**

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

**Table 10: The appropriate technique that motivates students in oral expression**

option	Group work	Pair work	Individual work
Number of students	56	12	12
percentage	70%	15%	15%

**Graph10: The appropriate technique that motivates students in oral expression**



In this question, the researchers want to know the students feeling when they learn cooperatively, if they are satisfied and prefer the cooperative learning activities, as we can see from our results (70%) of students opted for group work; this greater rate refers to the fact that they feel comfortable in cooperative work and they benefit from this technique, (15%) form the participants state that they are motivated to work in pair work, (15%) of the students opted for individual work; this is because they feel comfortable and relax when they work individually, but the data ensure that most of students feel interested in group work and prefer this technique.

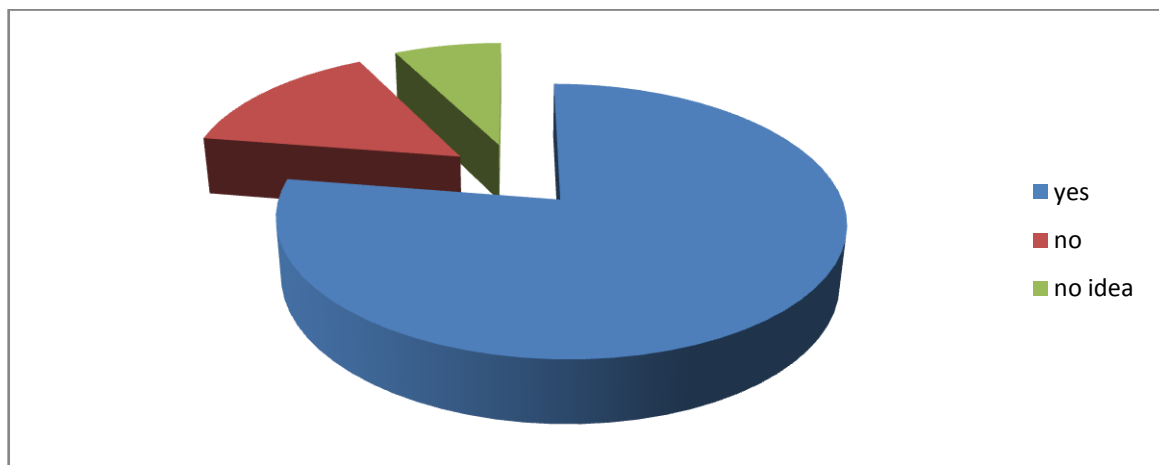
**11. Do you feel that the cooperative technique is motivating you in the classroom?**

- a. Yes
- b. No
- c. No idea

**Table 11: Students’ feeling about the cooperative technique in the classroom.**

option	Yes	No	No idea
Number of students	38	22	20
percentage	47.5%	27.5%	25%

**Graph11: Students’ feeling about the cooperative technique in the classroom.**



We notice that the majority of learners (47.5%) feel that the cooperative technique is motivating them in the classroom; this means they like to work cooperatively; moreover, (27.5%) feel that the cooperative technique does not motivating them in the classroom. Maybe, they feel uncomfortable in group work, the rest (25%) answered “No idea” maybe they think there is another technique that can motivate them.

**12. Does the preparation for the oral session motivate you?**

- a. Yes

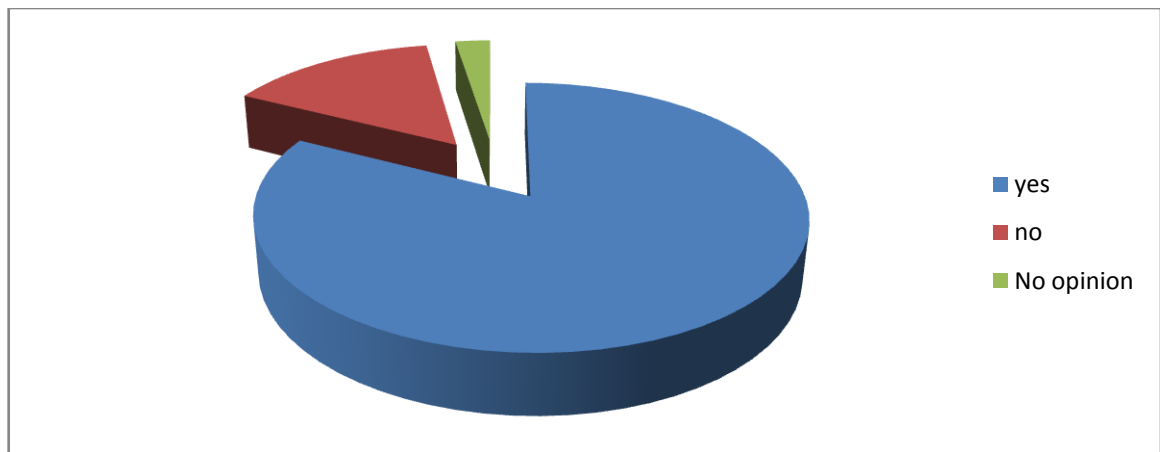
b. No

c. No opinion

**Table 12: Students' preparation for the oral session**

option	Yes	No	No opinion
Number of students	62	12	6
percentage	77.5%	15%	7.5%

**Graph12:Students' preparation for the oral session**



It is clear from the graph that the rate (77.5%) of participants think that preparation for the oral session motivates them; whereas, (15%) from our sample opted “No” the preparation for the oral session does not motivate them, the rest answered for “No opinion”. Maybe, they have no idea about this question. The students who said “Yes” justified their answer by arguing that:

- ✓ When they prepare they feel less afraid and they become confident.
- ✓ They feel comfortable, confident, relax, and no fear.
- ✓ When they prepare well they do it well.
- ✓ They can speak fluently without stress and shyness.

- ✓ To build confidence, and help them to develop their language.
- ✓ Help them to understand more the lessons, and give them chance to improve their selves.
- ✓ Improve their vocabulary, and speak easily.

Justification of those “No”:

- ✓ It is good to test with no preparation.
- ✓ They do not like the oral session, therefore they do not prepare for this session.

### **Section Three: The Speaking Skill**

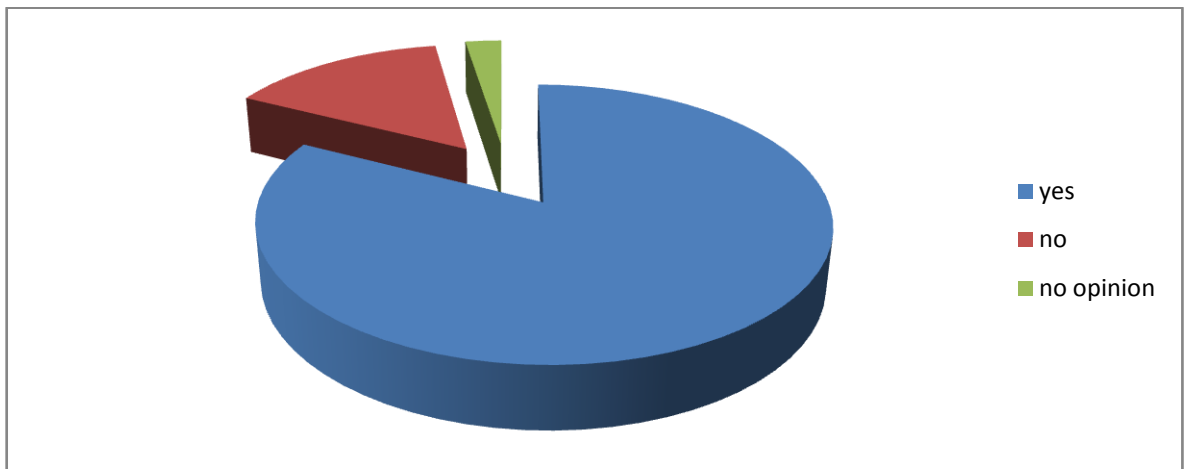
#### **13. Do you like the Oral expression session?**

- a. Yes
- b. No
- c. No opinion

**Table 13: Students' feeling towards oral expression**

option	Yes	No	No opinion
Number of students	66	12	2
percentage	82.5%	15%	2.5%

**Graph 13: Students' feeling towards oral expression**



As shown in the table above, (82.5%) of the respondents “Yes” like the oral expression session, (15%) of participants say “No”, (2.5%) opted for “No opinion”

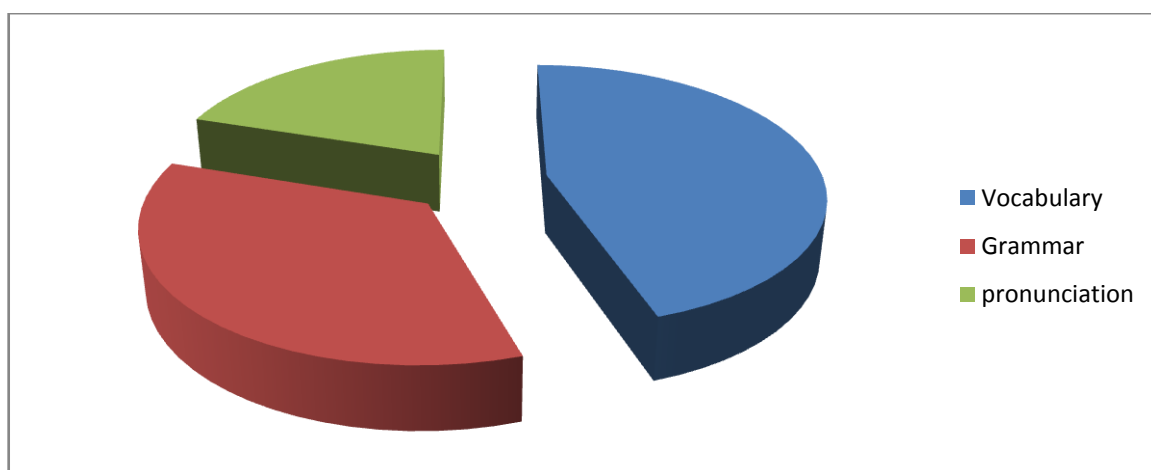
**14. What are the difficulties that face you in speaking?**

- A. Vocabulary
- B. Grammar
- C. Pronunciation

**Table 14: The difficulties that face students in speaking**

option	Vocabulary	Grammar	pronunciation
Number of students	36	28	16
percentage	45%	35%	20%

**Graph14: The difficulties that face students in speaking**



Throughout the table above, (45%) of the students argued that vocabulary is the main speaking problem; this is a result of the lack of knowledge of the language structures and they have no in-depth knowledge of the phonetics and phonology of English, (35%) of students argued that the main speaking difficulty that faces them is the use of grammar; this can be a result of the lack of practice; which does certainly hinder the learners from developing their speaking skill, the third difficulty that may face students in speaking is pronunciation, it represents (20%), it means the learners did not hear different pronunciations of English, also learners' educational background and the uselessness of English language in the previous years influenced on pronunciation practice, or They do not listen to the media to get correct pronunciation from the native speaker and lack of using the pronunciation dictionary, all of these difficulties that could not develop their speaking skill.

### **15. Why do most of students become Uncomfortable when they are speaking in front of the teacher and their classmates?**

In the last question, we have asked the students about the reason behind their feeling when they speak in front of the teacher and their classmates. Most students

considered that fear, shyness, lack of courage, self-distrust, anxiety, the main reasons of this feeling.

They feel shy because they are stressed and confused in their mind, they fear making mistakes; also the lack of practicing language and having not enough vocabulary, they feel nervous because they have never experienced

### **3.4.4 Summary of the Questionnaire Findings**

Of the eighty (80) students who participated in the students' questionnaire, 54 (67.5%) girls were interested in learning English; the majority of the participants were in the age of (19-20) old years (65%); moreover, the choice of (95%) of students to study English language was their own choice.

In the second part which is devoted to cooperative learning and motivation, the majority of students argued that working in groups motivated them; on the other hand, they do not always participate in classroom activities, (60%) of the participants indicated that they are interested in learning in groups to share their ideas, a high percentage of students agreed that cooperative learning helps them to develop their communication skills, also they thought that their teachers use this technique to help students improve their vocabulary, and another rate thought that it is used to raise students' motivation and interest. The students' answers showed that the classroom environment impacts their motivation to learn, besides that the participants selected group work as the perfect technique to motivate their oral expression, and preparation for oral sessions motivated them more, because they felt comfortable, confident, and they can speak fluently without stress and shyness and have a harmony idea.



Concerning part three which is about speaking skill, the results showed that the majority of students liked the Oral expression session; the question about the difficulties that faced them in speaking (vocabulary, Grammar, Pronunciation), revealed that the vocabulary was the most important difficulty, and also the grammar. Finally, most of the students become uncomfortable when they are speaking in front of the teacher and their classmates, may be due to the weak of language, the problem of pronunciation, fear and shyness.

### **3.5 The Teachers' Interviews**

#### **3.5.1 Description of the teachers' interview**

Since the teacher plays the main role in enhancing students' oral proficiency, their opinion about the use of the CLT as a motivational factor to enhance the learners' oral proficiency is very important and their experience helps us so much in this study.

The interviews were administered to (5) teachers of the oral expression course from the Department of English at Mohamed KHEIDER University of Biskra. They have different years of work experience.

The aim of this interview is to find out their opinions about the importance of cooperative work in helping the students' oral proficiency and to collect teachers' attitudes towards using this technique as a teaching method; the interviews conducted with to five teachers, they were asked (8) questions, the first question is about general information, the second one is about teachers' opinion in oral session, the third one is about the difficulties that students face in speaking, question six is about how much they think cooperative learning helps students to speak fluently, but in questions

(4,5,7)we received short answers from the participants, the last one is about if they have any suggestions.

### **3.5.2 Analysis of teachers' interviews**

#### **Years of teaching oral expression**

Item1.How long have you been teaching oral expression?

*T1: "20years"*

*T2: "10years"*

*T3: "10years"*

*T4: "3years"*

*T5: "3years"*

The first question is about general information of the teacher, the Results show that there are three categorized of teachers oral expression, two teachers have answered their experience is above three years, and there is one answer more than "20" years teaching oral expression, and the rest is more than ten years, this aims to know their experience in this course; because when they have a long-term experience in teaching this module we can benefit from their answers more, also the skill of the teacher can be measured by his experience.

#### **Teachers' opinion in oral expression course**

Item 2: What do you think about the oral expression course?

*T1: "Relevant to language learning"*

*T2: "An interesting course"*

*T3: "It is amazing and lively"*

*T4: "Mostly it goes well, it is really important to give the students more of them"*

*T5: "It is a necessary since in EFL studies it equips students with oral skills that improve their communication abilities"*

In asking this question, we have recorded different opinions. All the teachers gave positive responses to this question. The first teacher depended it to language learning, and T2, T3, T4 described it as well, amazing, and interesting, the last teacher said it is necessary to improve their communication abilities in EFL. This question intended to know the teachers views in this module from their experiences, and if this module effect on students level.

### **The main difficulties that students meet in speaking**

Item 3: From your experience in teaching the oral expression course, what are the main difficulties your students meet in speaking?

*T1: "Lack of vocabulary and deficiency in grammar in addition to fluency problems. Also, many students have psychological problems, mainly anxiety and stress"*

*T2: "Structures, vocabulary, pronunciation, inhibition, stress"*

*T3: "Motivation, linguistic difficulties"*

*T4: "Shyness, lack of vocabulary, poor grammar, absence of technology"*

*T5: "Shyness, lack of vocabulary, fear, Anxiety, lack of interest"*

Results show the teachers' responses, who absolutely confirmed the difficulties that face students during speaking English, all of the responses concentrated on "lack of vocabulary" as the major one, poor grammar and pronunciation, linguistic difficulties, and the psychological problems (shyness, anxiety, inhibition, stress), this question aims to develop students' levels and solve their problems which vary from one to another.

### **.if the teachers apply the cooperative learning technique**

Item 4: Do you apply the cooperative learning technique in your daily teaching?

T1: "Yes, I try to most sessions"

T2: "Yes"

T3: "Yes, sometimes among other techniques"

T4: "Yes, I do"

Almost all the participants affirmed that they apply the cooperative learning technique in their daily teaching, the answers were positive "Yes", and T3 said that sometimes he used other techniques, T5 did not answer the question at all. The teachers use the CLT because they know it is an effective technique and helpful method to develop students' language level.

The aim behind this question is to know the value of the cooperative learning technique, and if the teachers are interested in this technique.

## **The use of Cooperative learning technique to overcome students speaking problems**

Item 5. Do the teachers use the Cooperative learning technique to overcome the students problems?

*T1: "I use to engage students together in meaningful tasks that develop their skills sharing and exchanging information"*

*T2: "It may work with some and not with some others, that is why I do diversify technique"*

*T3: "Yes"*

*T4: "Yes"*

*T5: "Yes, I do, it is really effective"*

All the teachers absolutely agreed that the cooperative learning is effective to overcome learners speaking skill, they answered all "yes", in their views they use it to develop their skills sharing and exchanging information in meaningful tasks, unless T2 used other techniques because it work with some and not with some others.

The students do not get bored easily when they are given opportunities to participate in the learning process.

## **The cooperative learning helps students to speak fluently**

Item 6. How much do the teachers think cooperative learning helps students to speak fluently?

*T1: "The interaction I see among student in pairs and groups really helps in bringing down those problems"*

*T2: "Very much, since it makes students more achieve and more motivated"*

*T3: "It is motivating"*

*T4: "It helps to certain extent, cooperative learning is meant to help shy student to feel more confident and get involved in class activities fluency can developed via other ways"*

*T5: "To a far extent because it breaks barriers of inhibition and allow student to overcome shyness"*

By asking this question, all the interviewed teachers found that the cooperative learning helps students to speak fluently and makes them more achieve and motivated, and helps to solved problems,T5 thought that it break barriers of inhibition and shyness.In the other side, T4 believed that it helps in certain extent, there are other ways to help shy students to feel more confident and get involves in class activities fluency.

### **The cooperative learning as a suitable tool for the teaching of the speaking skill**

Item 7.Have you found the use of cooperative learning as a suitable tool for the teaching of the speaking skill?

T1: "Yes"

T2: "Yes"

T3: “It is suitable for the simple reason that it helps students until their tongues and develops interaction”

T4: “Yes I have most of the activities in oral expression are cooperative in nature: role plays, stimulation, group work, close debate”

T5: “Yes that had proven to me so many times”

In asking this question, we have recorded the same opinion in general. The teachers said that the cooperative learning is a suitable tool for teaching of the speaking skill. So, the answer was “yes”, and an appropriate technique for language learning, the teachers argued that it is suitable for the simple reason which is to help students until their tongues and develops interaction, in cooperative learning technique the students have the opportunity to express their ideas and show their talent, also it make the class lively, in this tool the activities emphasize on students active participation, students learn better when they learn from their peers, and become more interaction.

### **The Teachers’ Suggestions**

Item 8. If you have any suggestions, please mention them?

*T 1: “It is very useful, but it cannot be used always with all tasks”.*

*T 2: “Using cooperative learning appropriately”*

*T 3: “Cooperative learning should be one of the tools to develop students’ oral proficiency”*

By asking this question, we think to open the choice for the responses to add any suggestions and comments about the use of the cooperative learning technique as a motivational factor to enhance the learners’ oral proficiency and to encourage the

teachers to raise other matters they felt relevant to the study, two teachers did not add any comments. Whereas, the others commented as follows. T 1 admitted it useful, but we cannot use it in all tasks, T 2 reflected to use it appropriately in meaningful tasks in the right way, T 3 considered that cooperative learning is a good method, to improve level of students; it should be one of the tools to develop students' oral proficiency. Finally, from the teachers' views we conclude that the CL is a successful method when it is use appropriately.

### **3.5.3 Summary of the Interview Findings**

The interview based on the statement given by the English teacher, Cooperative learning provides positive effects on academic achievement, and develop students ability level.

The interviewees based on the teachers' opinion about the CLT, in this study, the teachers have a several experienced years in teaching oral expression, they all agreed that the oral expression was amazing, lively and interesting course, Also it is necessary for EFL learners to improve their communication abilities and destroyed the difficulties mission. In the view of the teachers the difficulties is mentioned in the lack of vocabulary, poor grammar, linguistic difficulties and psychological problems, to solve this problems they should applied the CLT in classroom, the CLT is an effective technique to solve the students problems, the teachers use it to engage students together in meaningful tasks.

The CLT help students to speak fluently, it makes them more achieve and motivated, brings down those problems, and it helps shy students to feel more confident because it breaks barriers of inhibition.



The CLT is a suitable tool for teaching speaking skill, It helps students until their tongue and develops interaction, the most activities of oral session depends on CL like role play and close debate. The teachers suggestions that must use CL appropriately, and it should be one of the tools to develop oral skill but it cannot be used in all tasks.

## **Conclusion**

This chapter presented the collection answers and the results gained from students' questionnaire, and the teachers' interview, It showed that the use of the cooperative learning technique to enhance the learners' oral skill, It explained primarily the aim of the research, the method, and the participants. Then, we obtained the results from the students' questionnaire, which is presented by percentages, and the teachers' interview,

The result that is obtained from cooperative learning is developing self-confidence and reduces classroom inhibition and shyness; we understand that there is a positive relationship between cooperative learning technique and oral performance.

## Recommendations

After the analysis of the findings obtained students' questionnaire, we suggest the following recommendations:

- the participation in the classroom activities is necessary for student even if the answer wrong
- students should have confident in their abilities
- do not feel shy either you are intelligent or you are not, because the language acquired
- the students should improve their vocabulary and grammar
- the students must create a friendly atmosphere in the classroom, because it impact their motivation

-For the teachers:

- solved the psychological problems of students such as the anxiety, shyness, stress, self-distrust, by using a good comments(positive feedback)
- the teachers more chance to the students to participate and talk in the classroom by reducing their speaking time
- raise the students self-confident by encouraging them to express their opinions about different topics
- the CLT overcome students' difficulties and help them to speak fluently because they felt relief when they work together

## **General conclusion**

The present study aims the use of CLT as a motivational factor to enhance learners' oral proficiency, at the English department of university of Biskra; and the relation among them.

Cooperative learning can enhance first year students speaking skill of English we hypothesis that if the students learn in a cooperative learning technique, they would develop their speaking skill in oral expression.

The research is a total three chapters, in the first chapter we concerning the CL and the motivation, the CL is the technique in which the students working together as groups to exchange information, therefore there is many methods for this technique including STAD, TGT, TPS, and IOC. We introduce the elements, advantages and disadvantages of the CLT. In addition, we defined motivation as the most important cause for students' success and failure. Meanwhile, we mentioned different theories and types of motivation.

The second chapter major highlights speaking skill and its element which illustrate in the linguistic features, the social processing. When we move to describe the characteristics of speaking performance, we distinguished the importance of speaking skill, moreover, we mentioned types of classroom speaking skill and speaking difficulties in foreign language learning.

The third chapter is specialized to the field work. It is consisted students questionnaire and teachers interview. The obtained results from this research has affirmed that our hypothesis that the CL is an important technique to develop the level of students and motivated them. CL is very effective strategy that helps the students to

develop their speaking skill, and our study show that well organized cooperative work may help students become more comfortable. In the other hand, the teachers agreed that the CL is a good method to overcome the students' psychological problems, and gave the solution to the different difficulties that faced them to speak fluently. Both students and teachers should help each other's to develop learners speaking skill.

Finally, we hope this study to be useful for the students and teachers to understand some lights on the importance of using CL as a motivational technique to improve learners speaking skill.

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## Appendices

### Appendix 1: Students' questionnaire

People's Democratic of Algeria

Mohamed Kheider University of Biskra

Faculty of letter and foreign languages

Branch of English

Dear students,

You are kindly invited to answer the following questionnaire that aims to investigate and explore the use of the cooperative learning technique as a motivational factor to enhance learners, oral proficiency. Your answers are very important for the validity of this work. Thus, we hope that you give us your full attention and interest.

NB: Please answer by ticking in the appropriate boxes and justify it whenever it is possible.

#### Section One: General Information

1. Gender:

a. Male

b. Female

2. Age

3. The choice of English branch?

a. Your own choice

b. Parents' choice

**Section two: The Cooperative Technique and Motivation**

4. When dealing with classroom activities, does working in groups motivate you?

a. Yes

b. No

c. Not really

5. How often do you participate in the classroom?

a. Always

b. Often

c. Sometimes

6. What do you think about the student's feeling when they learn in groups?

a. Very interested

b. interested

c. Not interested

7. Do you agree that the cooperative technique is a simple practice that develops communication skills?

a. Agree

b. Disagree

c. Neutral

8. Why do you think your teachers use the cooperative technique for?

a. to Raise students' motivation and interest

b. to Help students to improve their vocabulary

c. to Facilitate learning

d. Give an opportunity for students for practice their language

9. Does the classroom environment impact Students' motivation to learn?

a. Yes

b. No

c. No idea

10. Which one of the three techniques motivates you more in oral expression?

a. Group work

b. Pair work

c. Individual work

11. Do you feel that the cooperative technique is motivating you in the classroom?

a. Yes

b. No

c. No idea

12. Does the preparation for the oral session motivate you?

a. Yes

b. No

c. No opinion

Please, justify your answer.....

**Section Three: The Speaking Skill**

13. Do you like the Oral expression session?

a. Yes

b. No

c. No opinion

14. What are the difficulties that face you in speaking?

a. Vocabulary

b. Grammar

c. pronunciation

15. Why most of students become Uncomfortable when they are speaking in front of the teacher and their classmates?

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**Thank you very much for your cooperation.**

## Appendix 2: Teachers' interview

People's Democratic of Algeria

Mohamed Kheider University of Biskra

Faculty of letter and foreign languages

Branch of English

Dear teachers;

I will be very appreciative if you help me to answer these questions which aim to gather information about the use of the cooperative learning technique as a motivational factor to enhance the learners' oral proficiency.

Your costly help is mostly appreciated.

Thank you in advance

1. How long have you been teaching oral expression?

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2. What do you think about the oral expression course?

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3. From your experience in teaching the oral expression course, what are the main difficulties your students meet in speaking?

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4. Do you apply the cooperative learning technique in your daily teaching?

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5. Do you use the Cooperative learning technique to overcome their speaking problems?

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6. How much do you think cooperative learning helps students to speak fluently?

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7. Have you found the use of cooperative learning as a suitable tool for the teaching of the speaking skill?

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8. If you have any suggestions, please mention them?

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**Thank you for your cooperation**

تهدف هذه الدراسة إلى التحقيق في تنمية المهارات الشفوية للطلاب بمعقنية التعلم التعاوني لطلاب السنة الأولى وللمن اللغة الإنجليزية ك لغة أجنبية

### فيق سما اللغة الإنجليزية

لجامعة بسكرة. تسع هذه الدراسة أساسا لخلق جو وديومر يحفمحاولة لتحفيز المتعلمين لاستخدام اللغة الإنجليزية.

كما أنها تحاول استخدام التقنية التعاونية لتحسين أداء الشفوي للمتعلمين وتقليل خجلهم وتثبيطهم؛ لقد افترضنا أنها إذا استخدمت الطالبات

نية التعلم التعاوني، فإنها تطور مهاراتهم في التعبير الشفوي. طريقة هذا البحث وصفية.

ويستند هذا البحث على استبيان لطلاب السنة الأولى وللمقابل مع معلمي التعبير الشفوي للحصول على معلومات حول لتأثير تقنية التعاونية عن طر

يقتحيز مهارة التعبير لطلاب المتعلمين.

وقد دللتنا النتائج التي توصلنا إليها على أن التعلم التعاوني هو الأسلوب الصحيح لتطوير استخدام اللغة.

وهي طريقة فعالة جدا لتطوير مهارات التعبير، ونحن نهدف إلى مساعدة المتعلمين على زيادة مستوى مهاراتهم التعبيرية وتعزيز تقنية التعلم

عاوني.