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The Role of Cooperative Learning in Enhancing Students' Speaking Skill
The Case of Third Year LMD Students at the Department of English Language and Literature / Saida University

Dissertation Submitted to the Department of English Language and
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Dedications

To my parents as supporters of my life and studies.

To my brother and sisters.

To all my family.

To all my friends.

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Above all, I thank Allah, the Almighty for having given me the

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Abstract

The primary concern and purpose of this research is to provide some data about the role of cooperative learning in enhancing and improving students' speaking skill. Then, the main objective of this work is to suggest some guidance for the use of cooperativelearning methods and activities in oral expression courses in the EFL classroom, mainly through presenting certain ways and means that can make students' oral performance improvement relevant to cooperative learning as an approach. Besides, concerning our research, we have prepared two main targeted research tools in order to explore whether teachers use of cooperative learning enhances their students speaking skill in teaching or not, and the main ways that can make cooperative activities enhance students' level of oral performance. The former is a Questionnaire that is addressed to third year students, whereas the latter is an interview which is directed to oral expression teachers at the Department of English language and literature. The results of this research have revealed that teachers make use of cooperative learning as a teaching approach that can assist raising students' oral performance fluency and accuracy. The outcomes have also shown that teachers use cooperative learning methods and activities that are related to the subject matter in order to make learning cooperatively relevant to students' speaking skill enhancement.

Key Words: Cooperative learning, approach, Speaking kill, Oral performance.

List of Pie-charts.

List of Abbreviations and Acronyms

CL: Cooperative Learning

EFL: English as Foreign Language

LMD: License, Master, Doctorate

N: Number

%: Percentage

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General Introduction

General Introduction

Teachers of English as a foreign language are in a constant search of what may help their learners increase their level of language proficiency because using the language in class****(s) frequently should be*** through(based on) active participation techniques and procedures by***(removed) using the appropriate method to enhance the learners' level of language fluency and accuracy. Unfortunately, the majority of students of English have many difficulties to speak it as well as use it whether inside or outside the classroom**(,) and this weak production may be a result of many reasons,considering the most important one as the lack of practice of the language itself.

Teachers of EFL may face situations in which students are unwilling to speak, because***(of)many reasons such as; shyness and anxiety, fear of making mistakes, and lack of self-confidence. Therefore, we will propose cooperative learning as suitable solution for teachers to create communication environment and successful learning atmosphere in the classroom in order to give more opportunities to the learners to speak and improve their proficiency level by developing their self-esteem and reducing their inhibition. The use of English as second language or foreign language***(a second or a foreign language) in oral communication is,undeniably, one of the most common but highly complex activities necessary to be considered when teaching the**(removed) English language particularly.**(moreover), We live at a time where the ability to speak fluent English became a must, especially who wants to advance in certain field of human endeavor.

Cooperation as an approach has been, and still being, considered as one of the most significant and useful pedagogical methods in language teaching and learning in recent decades, since it supplies specific ways for learners to get specific language usages and offers authentic communication opportunities in EFL classrooms.Furthermore, Interactions**(interaction) and cooperation are vital social activities for students through which they not only construct knowledge, but also build confidence and improve their speaking skills as competent language users. ***in addition, Cooperative learning is necessary because not only it supplies non –native speakers with an opportunity to obtain exchange capabilities through negotiation, but also this interaction provides non-native

speakers with more chances to modify their speech for another learner so that the output is more comprehensible.

(Hence),*****(it)is considered as a productive teaching technique, whereby classroom language learning is managed; it can now be seen as not just offering language practice, nor just learning opportunities, but as actually constructing speaking skills and competences as well.

Additionally, numerous studies and scholars have tackled the paramount importance of cooperative learning as an approach in fostering and enhancing students' speaking skill, and that must be traced to the essential role it plays in developing students speaking capacity level.

Moreover, this study turns around that topic and adopt this major question:

➢ To what extent does cooperative learning improve students' speaking skill?

These questions assume the following hypotheses:

➢ If students are regularly engaged and dealt with using cooperative methods, then their speaking skill would be highly improved; individually and collectively as well.

➢ If teachers are aware of the actual worth of cooperative learning as an approach and they give it much practice in the classroom, students' oral production and social interaction would be improved.

As far as this research work investigates the likely influence of cooperative learning in improving students' speaking skill and their oral performance, its main objectives are to diagnose the extent to which students speaking skill can be developed based***(relying) on such approach amongst third year students of University of Saida. ,through diagnosing the roles and guidelines that teachers can adopt so as to reinforce their teaching the speaking skill in the EFL classroom and meet their students' needs.

This dissertation consists of three chapters.The first chapter deals with descriptive area of the teaching and learning situations;it presents some data about the population upon which the study will be raised. The second chapter provides the theoretical review of the main concepts and the main studies devoted to them, whereas the third chapter outlines the

practical area of this research study ;it focuses on the data collection ,its analysis and discussion of the findings.

While working on this research paper, we have encountered some difficulties. On the one hand,regarding the students'answers to the questionnaire, their responseswere not clearly enough and under some speed circumstances; this influences the analysisoftheobtaineddatain a way or another. On the other hand, it can be, explicitly, revealed that during the accomplishment of this research, some difficulties have been faced, but the final outcomes must be worth it.

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1.1. Introduction:

Educational researchers, politicians and teachers all pressed for a change and accentuated the need for a more critical, social, and cooperative approach to study work in order for learners to be able to solve difficult problems, examine circumstances critically, weigh alternative opinions and make thoughtful informed decisions (Donough, 2004).

Learning a language is learning how to communicate in culturally, socially and academically in appropriate ways consistent with the norms and customs of the target language users. Communication is a process of making meaning through interactions between people. The more interactions among students as well as between the teacher and students, the better the language learning achieved by students. Teachers play a critical role in promoting interactions among students and engaging them in the learning process. Cooperative small-group learning is widely accepted as one way in which teachers can promote this interaction to benefit all students (Tan, 1999).

In a cooperative learning approach, students and teachers are in a state of dynamic interaction in the classroom (Mahran, 2000). When students interact in cooperative groups, they learn to give and receive information, develop new understandings and perspectives, and communicate in a socially acceptable manner. It is through interacting with each other in reciprocal dialogues that students learn to use language differently to explain new experiences and new realities and, in so doing, construct new ways of thinking and feeling (Gillies, 2004).

Donough (2004) declared that several theoretical approaches to L2 acquisition state that pair and small group activities generate learning opportunities through various interactional features that occur when learners engage in the communication of meaning.

The benefit of interaction in EFL is to improve comprehension and enhancing communicative competence of students. Morell (2004) stated that in the specific context of

the investigation, the students have limited possibilities of putting their linguistic knowledge into practice, in many cases this practice occurs within university classrooms.

1.2. Questions of the Study

This research hunts for answering the following two main question:

What is the effect of cooperative learning approach on developing some oral performance skills of the third year students, at the department of English language and literature at Saida University?

To what extant is cooperative learning approach effective on developing the oral communicationskills of the thirdyear students, in the department of English language and literature at Saida University?

1.3. Hypothesis of the Study

If teachers adopt cooperative learning approach in teaching students oral expression, they will improve students' social interaction, and will elicit an effective quality in students' engagement in classroom activities.

If students rely more in cooperation in learning when dealing with oral expression situations, they will gain new social and interactional reliabilities; in and out of the classroom as well.

1.4. Research Objectives

As far as this research work investigates the role cooperative learning approaches on developing some oralcommunication skills of the third year at the department of English language and literature at Saida University, its main objectives are tofind out the extent to which students acquire and develop their oral communication skills through cooperative learning approaches, explaining how teachers contribution can be required as well as essential in a particular tasks successful accomplishment in the EFL classroom. Mainly, through presenting some ways and means that can make cooperation in learning more relevant to students speaking skill-acquiring progress.

1.5. Research Validity and Reliability

To fulfil the validity of the research, the researcher followed the following criteria proposed by Burns (1999:161-162):

1.5.1. Democratic Validity, which is related to the extent to which the research istruly collaborative. To fulfill this validity; the researcher, the English teacherand the students were given some chances to express their opinions, ideas, and suggestions toward the problems faced to look for the solution of theproblems.

1.5.2. Outcome Validity, which is related to the notions of actions leading tooutcome that are "successful" within the research context. This research had apurpose that is to improve the students' speaking skills through cooperativelearning. When their speaking skills improved, this research could beconcluded successful.

1.5.3. Process Validity, which raises questions about the process of conducting theresearch. To get the process validity, this research was done according to theresearch procedures decided. This research was done firstly by identifying theproblems. Then the pre testwas applied and soon the actions were done afterthat. The observation was also done while the action was applied. After that,the actions were reflected and the revision was done in the next cycle to revisesome weaknesses which occurred in the previous cycle. Finally, the post test was applied to measure the success of this research.

1.5.4. Catalytic Validity, which is related to the extent to which the research allowsparticipants to deepen their understanding of the social realities of the contextand how they can make changes in the teachers' and learners' understandingof their role and the action taken as a result of these changes. To theresearcher, this research could improve her understanding and knowledge inaction research both theoretically and practically. It also gave meaningful experience in teaching and learning English, especially in speaking. To theteacher, this research could give inspirations and solutions to problems whichoccurred in teaching and learning English. To the students, this research couldhopefully improve their motivation in practicing speaking English, as thefunction of learning a language was to be able to communicate each other inthe target language.

1.5.5. Dialogic Validity, This validitywas fulfilled by doing some dialogues among the researcher, the Englishteacher and the students to improve the next action. To look for the strengthsand weaknesses in the research, the teacher and the students were givenchance to

express some critiques and comments related to the action done bythe researcher. This validity was also fulfilled by doing some dialogues withparticipants who were not included directly in this research like lecturers,teachers and so on.

1.6.Research Procedures

To avoid the subjectivity in analyzing the data and to get thetrustworthiness, the research used triangulation through interview andobservation. To obtain trustworthiness, Burns (1999:163) suggests fourtriangulation techniques. They are time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. The triangulation technique used in this research was the "Theoretical triangulation"by which data were analyzed from more than oneperspective. The researcher involved more than one source in gathering thedata. The researcher involved the English teacher and the students. Theresearcher also referred to many theories in conducting this research andconsulted with her lecturers.For this study, two main research tools are used as research procedures to test the validity and reliability of the two hypotheses. These research instruments encompass two tools: questionnaire, and teachers' interview. They are used in order to guarantee the consistency of the collected data.

1.6.1.Questionnaire

Questionnaire is one of the research tools that are used in this research project to collect the quantitative and qualitative data. It may help to provide the researcher with a good and expanded picture of the role of cooperative learning approach in enhancing students speaking skill during English language acquisition as a foreign language. Patton (2002: 60) states: *The questionnaire is paramount in any study because it can allow the collection of both quantitative and qualitative information.* It is addressed to fifteen students of third year studentsat the department of English language at Saida University. It encompasses twelve questions that are designed to diagnose the point of view of the sample towards the studied phenomenon. These questions are classified into two types only, to avoid confusing and irrelevant answers; closed and open-ended questions. The respondents usually are asked to reveal their opinions and attitudes through making a tick in the appropriate box and making full statements if they think it is necessary, regardless of the questions nature. Furthermore, in view of the fact that the respondents' decisions to

complete the questionnaire are important, simple words are highly used in this questionnaire to avoid any kind of ambiguity. However, the questionnaire included three sections; each section consistsof number of questions.

The first section consists of two questions that aims at investigating students' oral expression development through cooperative learning activities, this may determine whether students are aware about their oral expression development through cooperative learning activitiesor not. Students are asked to express their opinions about the relationship between their oral expression development and cooperative learning activities in oral expression courses.

The second section reveals the students image about cooperative learning activities in EFL classroom. It integratesfour questions as indicators to students' attitudes towards the impact of cooperative learning activities in students speaking skill enhancementin EFL classrooms. The question deals with: if students consider cooperative learning as an important factor in progressing their speaking skills or not, if teachers make use of cooperative activities in the classroom or not, the frequency of cooperative learning activities use, the cooperative learning methods are adopted by teachers in the lesson, and students' own preferences of cooperative learning activity methods.

Whereas, the third section covers the impact of cooperative learning activities in students speaking skill enhancement. It is exhibited in the shape of six questions that aim at investigating how cooperative learning as a teaching approach can develop students' oral performance in the classroom. It contends with students' attitudes towards: the influence of cooperative learning teaching methods on their speaking skill performance. In addition, this section explores the students' attitudes about teachers' use of a certain cooperative activity in the classroom, and its affection on the concentration in the classroom.

1.6.2. Teachers' interview

Interview is the second research tool that is used in this study in order to dive deeply around the role of cooperative learning in improving students' speaking skill and to find out new data as well as the phenomenon that are not embedded. It stands as a personal form of research since the researcher will interact directly with the participants by asking, commenting, and posing questions. McNamara (1999) affirms that interviews are

particularly useful for getting the story behind a participant's experience. In this dissertation, well-structured form of interview took place with two oral expression teachers in the department of English language and literature at Saida University. The interviews with teachers were conducted after the observations, following the lesson. It was mind recorded for later transcription and analysis.

The questions consisted of open-ended and closed- ended questions. It comprises of nine questions. The interview is divided into two sections, the first section deals with Teachers' attitudes towards teaching speaking. It comprises four questions that investigate teaching years of the interviewees, their attitudes towards speaking practice importance, their emphasis onspeaking practice frequencyduring the lessons, and their opinions about the difficulties their students encounter when dealing with the oral performance side. Whereas, the second section is related to Teachers' Attitudes towards cooperative learning activities in speaking courses. This section is composed of four questions as well; it delves into teachers' opinions about cooperative learning activities as a teaching approach, appropriate cooperativeactivities, the appropriateness of those activities determination, and teachers point of views about the role of cooperative learning activities in enhancing their students' speaking skill.

1.7. Background of the Problem

Learning to speak a foreign languagerequires more than knowing its grammatical and semantic rules. Learnersmust also acquire knowledge of how native speakers use the language inthe context of structured interpersonal exchange, in which many factorsinteract.Cooperative learning is beneficial and the resulting learned skillswill be reflected in future work on the job through project teams andgroup work (Mcardle, 2005).

It must be taken into consideration that with the focus on language andcommunication in the major criteria for foreign language learning,foreign language developersalways keep searching and enhancing betterways for achieving more effective teaching objectives, accessing genuinematerials and presenting techniques that benefit their students' knowledgeand enhance their skills.

Teaching oral and speaking skills in a foreign language context is not an easy task; rather it puts heavy demands on both the teacher and the students who should learn these oral skills to communicate with the target language. It is necessary, therefore, to give these skills more attention and more consideration (Sayed, 2005).

In order to provide effective guidance in developing competentspeakers of English, it is necessary to examine the factors affecting adultlearners' oral communication, components underlying speaking proficiency and specific skills or strategies used in communication.

Shumin (1997: 8) stated that "through cooperative learning strategiesteachers can help adult learners to develop their abilities to communicatein the target language".

We know that language is learned well when learners haveopportunities to use it. Cooperative learning approaches can helpteachers to let more learners participate actively in the class.

In cooperative activities, everyone talks sometimes to peers in small group, sometimes to the whole groups to report a group'sfindings. According to Abdullah, (2002: 9) "cooperative learning ischosen for implementation at the class in order to increase the amount ofinteraction among students in English and other classes. By interactingwith peers, it is hoped that students would increase their oral skills, helpeach other learn and become less dependent on teachers".

One of the most difficult tasks of the teacher of English is helpinghis/her students reach the level of free communication in spite of the factthat the ultimate goal of teaching English should be to enable students tocommunicate and to be capable of participating in the social life of thecommunity in which they deal with (Nazir, 1989: 6). By doing so, theycan help their students be able to transfer knowledge learned inside theclass to real life situations.

1.8. Statement of the Problem

People do not communicate by justcomposing sentences, but by using sentences to make statements ofdifficult kinds, to record, to describe, to classify, to give and ask forinformation, to ask questions, make requests, etc. Therefore, studentsacquire the

language by using it. Some of English language students areunable to communicate in English, because they are not given theopportunity to practice what they have learned.

In the department of English language and literature third Year LMD students at the department of English language and literature at Saida University are ,hypothetically, supposed to be able to communicate with eachother inside and outside the classroom after being trained in the fourlanguage skills. Yet, they have little or no opportunity to use the languageorally out of their learning environment as they oral expression lessons end. In fact, they are giventraining in reading, writing, and listeningskills, while speaking or oral communication is given less importance.

Hence, Conversational English is rarely heard by LMD students at the department of English language and literature at Saida University.It hasbeen confirmed by lecturers who teach oral communication skills to the LMD third year students;whichmost of the graduates are poor in this field. Therefore, the research tried to investigate the effect of using cooperative learning approaches on developing speaking skills of LMD third year students at the department of English language and literature at Saida University.

1.9. Population of the Study

As far as the study deals with investigating the role of cooperative learning in enhancing students speaking skill, it takes place at the level of Sadia University, with third year LMD students and teachers at the department of English language and literature. LMD students of third year level are selected in this research because of the level they are supposed to have acquired as a basic ground of communicational skills to be able to participate in the cooperative learning groups' project examining the validity of the hypothesis through looking to their views and experiences. That is to say, the study is built on the bases of cooperative learning activities use.

1.9.1. English Language Teachers of Oral Expression

As the department of English language and literature starts working in 2004, it involved only a few teachers, most of them are temporary teachers, and they had Bachelor degree. Over the years,the department had to raise the number of teachers and shifts progressively to new staff, as the number of students was continuously increasing. Most of

them are specialized in Literature and Civilization, Didactics, and Sociolinguistics; profession grade, and working hours vary considerably from teacher to another, and in this study it was necessary to deal with oral expression teachers, since they are familiar with students speaking skills enhancement using all the available materials during which cooperative learning methods can be involved.

1.9.2. Students' Identification

The participants of this small research project are third year students at the department of English language and literature at Dr, TaharMoulay University of Saida. Furthermore, third year LMD students ,usually, take the necessary subjects that can boost them to enlarge their English language speaking competence.

1.10. Conclusion

The first chapter presented explanations are providedabout theresearch tools that are used in this research project, including the questionnaire that was addressed to the targeted population of students, and the interview that was addressed to the two oral expression teachers.

Therefore, it is necessary to know that cooperative learning as an approach can meet students' needs in the 21st century to develop their speaking and communicative skills, since it can go through many creativities teachers can adopt during the teaching processes, and changes. An important issue that is remarked is that oral teaching and learning are complex processes, as they require many psychological or affective factors such as encouragements, intelligence, and classroom management and so on. So, it is important for the administration to look for learners and teachers' needs in English language learning and teaching, and to seek for the best ways of the learning process.

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2.1.Introduction

The effective teaching of speaking skill has become increasingly important in EFL setting because of the strengthening significance of English as a language for international communication. A great number of EFL learners study English just for the sake of using it for their interpersonal communication. Therefore, helping learners to become fluent and accurate despite of the problems they face seems to be a challenge for EFL teachers. In fact, it is interesting to study the difficulties of EFL learners in the speaking skill and, eventually, to suggest a number of effective teaching methods and strategies to enhance this skill. In the last few years, great efforts have been made by educators to make learning more learner-centered and increase the amount of interaction inside the classroom by adopting cooperative learning approaches. This chapter provides a brief introduction to cooperative learning, including some of its various definitions, theories, and origins in social and developmental psychology. Moreover, this chapter highlights the role of cooperative learning in enhancing students' foreign language speaking skill. Hence, it tries to explain the definition and the importance of the speaking skill, in addition to its main characteristics and prerequisites.

2.2. Definition of Cooperative Learning

Educators put various definitions for cooperative learning. Johnson, Johnson andHolubec (1993) recognized that cooperative learning is the structured use of small groups inclassrooms to direct teaching and make learners benefit from each other in the learning process.

Cooperative learning can be defined,also, as students learning together in groups,which are structured so that group members have to cooperate to succeed. Students work together to learn and are responsible for their team-mates learning as well as their own. Today, many teachers all over the world are reconsidering traditional practices that emphasized competitionover cooperation in the classroom. Teachers are rethinking whether it makes sense to encouragestudents to work by themselves, often hiding what they know from other students in order toprevent cheating. They are discovering that cooperative learning allows more students to beactively engaged in learning.

Classrooms are very social places but often when teachers think about learning the focus is on individual learning and the social aspects are often viewed as a distraction or

anannoyance. If, however, teachers were able to make positive use of this social aspect and the social arrangement ofthe classroom then more learning would take place. Cooperative Learning improves students'communication skills and enhances their ability to be successful in the world of work and to livein the society.

Moreover, effective cooperative learning is dependent on the sort of talk, which takes place in the group between students.Talking about a question helps create meaning andunderstanding; humans make meaning about thingsthrough talk. Many studies have shown that by having to explainanswers to problems to a peer that the act of having toclarify and communicate is an enhancement of the studentsunderstanding, taking into account that it is the fact of having conversation itself that matters, regardless of the answers validity.

During cooperative learning activities, each member of a team is responsible not only for learning what is taught, but also for helping team-mates learn, thus creating an atmosphere of achievement until all group members successfully understand andcomplete it.

2.3. Reasons Affecting Cooperative Learning Recommendation

To first understand the purposes of cooperative learning, it is essential to comprehend how such methodology could work effectively. There are basically four main reasons why Cooperative Learning is to be recommended:

2.3.1.More students actively learning

Cooperative learning helps to actively engage more students in learning than teacher-centered or lecture-oriented methodologies do. In using the latter, it is usually only possible to actively engage, at least, one or two students in active learning at the same time. By using more cooperative methodologies in which students work together in groups, all students are actively engaged on a learning task. Consequently, Students become more active participants in their own learning, as opposed to passive recipients of knowledge who only; listen, observe, and take notes.

2.3.2. Students Learn to Help One Another

Cooperative learning encourages students to support their classmates in a group rather than to compete against one another. In this way, students can combine their talents and help one another better understand taught materials.

2.3.3. Student -to-Student Learning Support

Cooperative learning provides the opportunity for higher-achieving students to help students who are slower learners. These higher achieving students can probably communicate more easily with their peers than the teachers themselves. The help of these students also increases the amount of explanation that occurs in the classroom overall.

2.3.4. Improved Motivation through Success

Cooperative learning helps to improve the motivation of many students by offering the opportunity to more students to experience the joy of winning (in the case of cooperative activities that require games) and academic success. In classrooms where students are only allowed to compete individually, only the few high-achieving students will likely have this experience. In classrooms where the students are divided into cooperative teams, each with its high- and low-achieving students, the opportunity to succeed is more evenly distributed.

2.4. Aspects of Cooperative Learning.

Several definitions of cooperative learning have been formulated. The one most widely used in higher education is probably that of David and Roger Johnson of the University of Minnesota. According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

2.4.1. Positive Interdependence: everyone suffers consequently, if any team members fail to do their part because of the team members' obligation to rely on one another to achieve the goal.

2.4.2. Individual Accountability: All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

2.4.3. Face-to-Face Promotive Interaction: Although some of the group work may be done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

2.4.4. Appropriate Use of Collaborative Skills: members are motivated to build and rely on trust, leadership, decision-making, communication, and conflict management skills.

2.4.5.Group Processing: students set each group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

2.5.Historical Theories of Cooperative Learning:

There are three general theoretical perspectives that have guided research on CL. Each one of these theories gives pieces of evidence for supporting the uses of cooperative learning in the classroom, which are stated as follow: *Behavioral learning theory, cognitive theory, Social interdependence theory:*

2.5.1.Behavioral Learning Theory

Morgan states that students in classroom will commit to participate in a group if only they are rewarded for participation. Therefore, the reward should be evident in cooperative learning environment for both individual and group (Attle and baker 78). He means that rewarding is important in cooperative learning activity to encourage students to participate in the group.

According to Slavin, Motivational perspectives on cooperative learning focus on the reward or goal structures under which students operate. Cooperative incentive structures create a situation in which the only way group members can attain their own personal goals is if the group is successful. Therefore, to meet their personal goals, group members help their group mates and encourage them to do maximum effort. In other words, rewarding groups based on group performance creates an interpersonal reward structure in which group members will give or withhold social reinforces (praise, encouragement) in response to group mates task related efforts. It means that behavioral learning focus on the impact of group reinforces and rewards on learning, it suggests that students are working hard when others reward them.

2.5.2. Social Interdependence Theory

According to Johnson & Johnson Social Interdependence, exist when the accomplishment of each individual's goals is affected by the actions of others. In other words, Social Interdependence theory believes that cooperation is a result of positive interdependence among individual's goals. It determines the way for persons to interact with each other. There are two types of social interdependence, positive (cooperation) and negative (competition):

2.5.2.1. Positive Interdependence: exists when individuals can reach their goal are cooperate also reach their goals.

2.5.2.2. Negative Interdependence: exists when individual can obtain their goals if other individual whom they are compete fail to obtain their goals (Gillies, Ashman and Terwel 12-11).

2.5.3. Cognitive Theory

This theory is based on the theories of Piaget and Vigosky, it reveals that Interactionlead to better learning and better achievement.

2.5.4. Piaget Views

Piaget focuses on the role of the learning in social interaction, his theory claims that interaction and asking for meaning increase students comprehension and has a positive impact on language learning. For that, cooperative learning offers an effective learning environment that promotes students communication and negotiation for meaning, because students work in the group did not fear from teachers' feedback(Mccafferty, Jacobs, Dasilva 20).

2.5.5. Vigotsky View

Vigotsky Works concentrate on the benefits of collaborative learning and interaction with others during the learning process, he states, also, that observing others and practicing with peer support and dialogue helps learners internalize the cognitive functions they are attempting to master (Ellsworth, Hedley, Baratta 134). Which give us the right to claim that during learning in cooperative group, student can develop his way of thinking and promote his understanding by interacting with others.

2.6. Cooperative Learning Activities

Cooperative learning activities differ in accordance to what the learning environment demands;they are used in teaching avariety of matters to enhance learners' skills and abilities such as, from which we indicate:

2.6.1. Jigsaw

Two types of jigsaw were identified; the original jigsaw and Jigsaw II. The original jigsaw was coined and applied to the classroom at the first time by Aranson and hiscolleagues (1978). In this type of Jigsaw, the curriculum to be learned is divided among

group members into parts and each individual is asked to have access to a particular part of that curriculum after they have had successful cooperation sharing the whole information within the group and at the end of the activity each individual learner would have a quiz about the whole curriculum. Slavin found that the traditional jigsaw have certain draw backs concerning rewriting the curriculum which takes time and created instead of it jigsaw II in which no rewriting of curriculum is needed. In jigsaw II, students are assigned to experttopics to read from a particular text or curriculum materials, after sharing that information inexpert groups to master the material, and then returned to their teams to report on their topic. Finally, all students took a quiz on all the material.

2.6.2. Think/Pair/Share.

Another most basic cooperative learning activity is think/pair/share. In recent studies, it was pointed out that in think/pair/share activity, students are provided by a particular topic that they are asked to think about following individual reflections and then try to discuss it in pairs. The study found that this structure could help students in various situations such as formulating hypotheses, make reasoning, or preparation for brainstorming.

2.6.3. Three- Step Interview

Students interview each other in pairs during the first step. They then switch their roles as an interviewer and an interviewee. The final step is that membersshare their partners response with the team. Interview is used to gaincompetence in speaking, listening and summarizing.

2.6.4. Team- Pair- Solo

Students do problem first as a team then with a partner, and finally on theirown. It is a good design to motivate the students to solve the problems which are beyond their ability.

2.6.5. Numbered Heads Together

A team of four is established. Each member is given numbers of 1, 2, 3, 4.Questions are asked to the group. Groups work together to answer the questionso that all can verbally answer the question. The teacher calls out a number(two) and each two is asked to give the answer.

2.7. Definition of Speaking

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

It has occupied a significant and delicate rank all the way through the history of language teaching, despiteits importance teaching speaking has been undervalued and just in the last two decades thatit wins its right to be an independent branch of teaching, learning and testing (Bygate.M.in R. Carter & D. Nunan, 2001, p. 14). Different notions have been given concerning thedefinition of speaking skill; according to the Oxford Dictionary of Current English (2009,p. 414) speaking is "the action of conveying information or expressing ones' thoughts andfeelings in spoken languages". However, H. D. Brown (1994), A. Bruns and H. Joyce(1997) as cited in M. A. C. Florez (1999, p. 1) considered speaking as "an interactiveprocess of constructing, receiving and processing information." Whereas A. L. Chaney(1998, p. 13) noted that speaking is "the process of building and sharing meaning throughthe use of verbal or non-verbal symbols in a variety of contexts." In English languageteaching and learning, speaking is considered as a skill that has to be "practised" (M.Finnocchiaro & C. Brumfit, 1983, p. 1440, cited in I. Nurkhasanah, 2011, July) and"mastered" (A. G. Grognet, 1997, p. 136, as cited in Shohib, 2011). It is regarded by thelearners as the measure of knowing a language and the most important skill they canacquire; because "they assess their progress in the terms of their accomplishments inspoken communication" (G. S. Burkart, 1998). Speaking a language is especially difficultfor foreign language learners, because effective oral communication requires the ability touse the language appropriately in social interactions (K. Shumin, 1997, p.8).

2.8. The Importance of Speaking Skill

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in

almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication.

Nowadays, Speaking isbeing given more importance since oral communication involves speech where learners are expected to interact verbally with other people Tokoz-Goktepe (2014, p. 1879) stated that: "*speaking is the most undeveloped part of the language leaning. It is surely one of the most important elements of communication that needs to be taken into careful consideration by EFL teachers.*" Globalization is an important factor in the necessity to speak fluently in the process of learning a foreign language so that many companies and organizations look for people who speak English correctly and easily for 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 (Barakat & Mohammadi , 2014)

Speaking seems to be the most important skill, since language exists for the purpose of communication,thus we are supposed to speak correctly and effectively in order to communicate well with others ,and it is the teachers job and responsibility to help learners developing their speaking skill by selecting the effective classroom activities and strategies that make learners more comfortable to speak and overcome their fear and hesitation.

Developing speaking skills is of vital importance in EFL/ESL programs.Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning alanguage is measured in terms of the ability to carry out a conversation in the(target) language.

Therefore, speaking is probably a priority for most learners ofEnglish (Florez, 1999). Speaking instruction is important because it helps studentsacquire EFL speaking skills thus converse spontaneously and naturally with nativespeakers. Furthermore, if the right speaking activities are taught in the classroom,speaking can raise general learners' motivation and make the English languageclassroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia , 2001). Inaddition, speaking can support other language skills. Recent research hasconsidered oral interaction as an important factor in the shaping of the learner'sdeveloping language (Gass & Varionis, 1994). For instance, it was proved thatlearning speaking can help the development of reading competence (Hilferty, 2005), the development of writing (Trachsel & Severino, 2004) as well as the development of listening skills (Regina, 1993).

Taking into account the importance of developing EFL speaking skills, it isvital to determine the speaking skills SL/ FL learners have to acquire in order toconverse with native language speakers.

2.9. Characteristics of Speaking Skill

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

2.9.1. Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. According to Segalowitz (2003) the term fluency defines as "*an ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately*". Also, Thornbury, (2005) postulates that speed and pausing can be an important factor in fluency, because if someone want to become fluent he needs to speak rapidly, while pauses is a human being failure, since we all need to pause to draw breath, but too much pauses clearly indicate lack of fluency. Luama (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*". Very simply, fluency is the speaker ability to speak naturally, smoothly, rapidly, and easily without too much hesitationor pauses.

2.9.2. Accuracy

Most second language teachers nowadays emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Goh and Burns (2012, p. 43) defines accuracy as "*speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms*". The priority is to express meaning, so that learners should not only know the grammatical rules, but also to use them correctly and appropriately. Without structuring accurate speech, 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.

2.10. Prerequisites of Speaking Skill

2.10.1. Linguistic Competence: This includes the following skills:

📖Using intelligible pronunciation.

📖Following grammatical rules accurately.

📖Using relevant, adequate and appropriate range of vocabulary.

2.10.2. Discourse Competence: This includes the following skills:

- To take longer turns, use discourse markers, and open and close conversations

- To appreciate and be able to produce contextualized written texts in a variety of genres

- To be able to use cohesive devices in reading andwriting texts.

- To be able to cope with authentic texts.

📖Structuring discourse coherently and cohesively

📖Managing conversation and interacting effectively to keep theconversation going.

2.10.2. Pragmatic Competence: This includes the following skill:

- To learn the relationship between grammatical forms and functions.

- To use stress and intonation to express attitude and emotion.

- To learn a scale of formality.

- To understand and use pragmatic rules of language.

📖Expressing a range of functions effectively and appropriatelyaccording to the context and register.

2.10.3. Strategic Competence

It refers to the ability to manage difficulties that may arise in communication.

2.10.4. Fluency

- To deal with the information gap of real discourse

- To process language and respond appropriately with a degree of ease.

- To be able to respond with reasonable speed in 'real time'.

2.11. Ways to Enhance Oral Performance Quality.

English is a language that is indispensable in this modern day world, in every sphere of life. This widely used global language has vast applications in any field one wants to venture. As such in this shrinking world that is getting united with advancement

in technology and communication, English oral communication skills play an important role. You are expected to be able to converse in this language if you wish to take part actively in all the happenings in this advanced and globalised world.

In this modern era, one needs to have the basic skills to communicate in English. However, many people lack the ability to communicate in English and hence, often, suffer from inferiority complex. They fall back, lag behind others in this competitive world, and often fail to reach the pinnacle of their career owing to the lack of oral communication skills. They often retreat from important conversations and events and fail to establish career growth.

2.11. 1. General Ways to Improve Your English Oral Skill:

Though there a number of ways to improve the oral skills in English, there are very few that really works and are highly effective. Some of the effective techniques to improve your spoken skill are listed down below:

> Understanding the fundamentals of oral communication; that is to say, before you step into the reality and advance your oral communication skills, it is quite essential to understand the basics of communication skills. Do not refrain from practicing oral communication in English in the fear of making mistakes and getting embarrassed. Mistakes are the basic part of any learning process. Initially, you might face difficulty, yet with practice and proper guidance, you will definitely improve."

> Frame in words what you think, because the major failure that a person faces during oral communication is incapability to put the words in frame and express what he/she thinks. So, have the courage and confidence to speak your heart out and express what you think. Never mind if you cannot arrange the words properly and frame a sentence. Practice harder!

> Overcome your hesitance, since hesitation and thinking about how people perceive you if you commit mistakes while speaking is the greatest fear that almost everyone, especially non-native English speakers experience. However, this fear will haunt you until the last day of your life, until and unless you start giving a damn to it. On the journey of developing exceptional oral communication skills, these kinds of thinking should not create hindrances.

➢ Practice will make you perfect, as it is the basic learning process. You cannot improve on your oral communication skills unless you interact more with people. In order to bring out your skills and fluency in speaking, you should practice speaking with your families, colleagues and friends in English!

2.11.2. Effective Techniques to Improve Oral Communication Skills

Certainly, you cannot become skillful in communicating in English in a single day. The learning process should be started from the scratch and must be completed successfully.

➢ Read as much as you can to enhance the basic oral communication skills. Reading English literature, newspapers, magazines, novels, fiction, etc. improves vocabulary skills. In addition, this will aid you in developing your thinking process and enhance your sharpness in gathering ideas and expressing them in English.

➢ Check out the dictionaries; Dictionary is a wizard of new words with its synonyms, meanings, adjective and noun forms. Also, dictionary explains the word with in-depth explanation and example, helping the readers to learn the word's usage. In your spare time, you can always look for some uncommon words and their meaning with pronunciation in the dictionaries.

➢ Listen to learn:Listening is another practice that will help you to train yourself for oral communication. Initially, you will be diverted from the listening as most of the words will appear to be unfamiliar and you might not be able to comprehend everything in one go. Moreover, the accent of a native English speaker might also be non-understandable as you might find difficulty in understanding the tone and accent of the spoken words and sentences. However, gradually you will learn, but for that, you need to have lot of patience and perseverance. Listening to slow English songs, speech, presentations, news, debate or watching movies will help you a lot. Dedication will take you far in improving oral communication skills.

➢ Writing the necessary points,while you read, you generally come across some specific words that are tough to spell out. Writing makes it easier to recognize and spell such words properly. Also, writing helps you to become familiar with sentence construction, which will later help you in conversation.

➢ Read out loud; it is indeed a good habit and you need to keep it up. However, murmuring will certainly not help you in getting over your oral communication lags. Read loud so that you can clearly hear your own voice and make out the mistakes while reading. The golden tips for making your communication skills better are to pronounce every word clearly and loudly. Read whatever you get in your hand, whether a torn out page from old book or a column from newspaper.

➢ Ask your guide or teacher, since the communication issues or errors can be corrected at the bud if you approach your teacher or guide who holds expertise in English. Clearing the doubts related to both grammatical and sentence construction issues will significantly help you become skilled at oral communication.

➢ Take help from Google translator, it is one of the most available and the best option for the e-learners, can help you in clearing your doubts. If a particular pronunciation is bothering you, enter the word in Google Translator and click the audio version to listen to the actual accent.

➢ Look out for online dictionary rather than Google Translator, you can take the assistance of Oxford online dictionary or other renowned dictionaries. These dictionaries, not only have wide range of words and their meanings, but there is an audio version available. You can listen to the audio version for every word and can practice on your own. Moreover, you would find the phonetic transcription of each word that will give you a clear idea of the accent and intonation of the given word.

➢ Enhance your vocabulary skills, because a good orator has new words in his or her vocabulary and uses them intelligently while speaking. So, when you are on the way to becoming a good oral communicator, you should augment your vocabulary

skills as well. Learn at least one word every day and try to implement or use it the next day.

➢ Watch movies for learning more.

➢ Attend English-activities going around you.

➢ Enroll yourself in conversation clubs.

➢ Engaging in debates and discussions.

➢ Find out helping materials from the market.

2.12.Conclusion

This chapter highlights the some definitions about cooperative learning and speaking skill as two different concepts. It is clearly illustrated that speaking skill is one of the most essential skills in English acquisition as a foreign language, and that it can be improved and enhanced in relation to the use of certain effective methods, activities, and strategies.In addition, it was reviewed that listening comprehension can be enhanced with the use of cooperative learning as an approach. Further, cooperative learning is one of the methods that focus on EFL students speaking skill enhancement. Additionally, it is known as a group of work that can be shaped in accordance to the teachers and the students desires as well. Furthermore, it is necessary to establish an effective cooperative method and activity that respond to the students' oral performance progress during and after the teaching process. Consequently, it becomes obviously reflected that building a cooperative learning activities contributes to students oral performance skill to the largest possible extant.

Chapter Three:

Improving Oral Performance via Cooperative Learning: a Case Study

3.1. Introduction

3.2. The Sample of the Study

3.3. Research Instruments' Description

3.3.1. Students' Questionnaire

3.3.2. Teachers' Interview

3.4. Results of the Study

3.4.1 Students' Questionnaire

3.4.2. Teachers' Interview

 3.5. Discussion of the Research Instruments' Results

3.5.1. Discussion of the Questionnaire Results

3.5.2. Discussion of the Interview Results

3.6. General discussion

3.7. Oral Teachers Role in the EFL Class Room

3.8. Approaches to Teaching Speaking In the EFL Classroom

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3.9. Learners and Teachers Classroom Interaction and Speaking Skill Development

3.10. Suggestions and Recommendations

3.10.1. Recommendations for Teachers

3.10.2 Recommendations for Students

 3.11. Conclusion

3.1. Introduction

In the first chapter, it was argued that in a cooperative learning approach, students and teachers are in a state of dynamic interaction in the classroom, and that generating learning opportunities and their different interactional features that occur when learners communicate must be done through pair and small group activities. In addition, it was claimed that cooperative learning refers to something or act that is interpreted as collective. Therefore, as this work targets the role of cooperative learning approach in enhancing students' speaking skill,it seeks to investigate the two hypothesis in which the first one states that If teachers adopt cooperative learning approach in teaching their students oral expression, students would be improved at the level of their social interaction capacities, and, then, more likely to be engaged in classroom activities effectively. Whereas, the second one avers If students rely more in cooperation in learning when dealing with oral expression situations, they would be able to gain new social and interactional dependability; in, and out of the classroom as well. To do so, two research tools are addressed to third year English language students and two teachers at the department of English language and literature at Dr. Moulay Tahar, Saida University.

3.2. The Sample of the Study

The research tool of this study was primarily handed to both teachers and students. Concerning the teachers' profile, the interview was handed to two teachers of oral expression of third year students at the department of English language and literature at Dr. Moulay Tahar, Saida University.Both hold a Magister degree and have different experience in teaching. The teaching experience of the first teacher is nearly seven years, whereas, the teaching experience of the second one is about 5 years. On the other hand, the sample of this work consists of eighteen students of third year at the department of English language and literature at Dr. Moulay Tahar University of saida who were chosen randomly. They are asked to answer the questionnaire to investigate their opinions and attitudes towards the role of cooperative learning activities in raising their speaking skill level during oral comprehension lessons.

3.3. Research Instruments' Description

For this study, questionnaire and interview are the only research tools that are used. They are addressed to third year English language students and teachers at the department of English language and literature at Saida University in order to test the likely research

hypotheses. As the aim of this work is to see the role of cooperation in improving students' speaking skill in learning, each research instrument has its own features, a description for each instrument is provided in detail below.

3.3.1 Students' Questionnaire

The questionnaire is designed to gather information about students' opinions and attitudes towards the role of learning cooperatively in enhancing their speaking proficiency. The questions types vary between close-ended, and open-ended. The participants were asked to answer the questionnaire by making a tick in the appropriate box and giving full-statements where necessary. The questionnaire is composed of three sections: The first section (Questions: one and two) deals with student points of view about the relationship between cooperative learning and their speaking skill development. Section two (Questions: three, four, five, and six,) is about investigating teachers' use of cooperative learning activities in EFL classroom. Whereas, the last section (questions: eight, nine, ten, eleven, twelve, and thirteen) is intended to elicit the impact of cooperative learning activities in students speaking skill enhancement.

3.3.2. Teachers' Interview

The interview was addressed to two teachers of oral expression at the department of English language and literature at Saida University; it was designed to look into the teachers' attitudes and opinions towards the role of cooperative approach in progressing students' oral capabilities and skills. The interview includes two sections; the first one is about general information about teachers' attitudes towards teaching oral comprehension in general, but this section was followed by some questions to give it more specifications and relevance to the section that was about to take place after it ends.Whereas the second deals with teachers' attitudes towards cooperation in learning as an enhancement of students speaking performance in EFL classroom. There were nine questions and are the same for all the participants. They consisted of open-ended and close ended questions for the sake of getting explanations to the study and its aims. The interview took place after attending one lectures with the same two teachersin order to confirm the validity of the collected data.

3.4. Results of the Study

In analysing the collected data, both qualitative and quantitative methods are used. Patton (2002:63) states that both methods are important because they provide ways of analyzing, comparing, and contrasting the subjects in a statistical way. However, after

addressing the questionnaire to fifteen students of third year level, conducting an interview with two of their teachers, the data were collected, and presented descriptively since descriptive statistics is a good way to present quantitative descriptions in a manageable form.

3.4.1. Students' Questionnaire

Section One: students' oral expression development through cooperative learning activities

As the first section investigates the level of interest of students in cooperative activities as an approach of enhancing their speaking skill quality, the first question tries to find out the relationship between cooperative learning approaches and speaking skill development; learners are asked if they believe that oral expression enhancement is highly related to cooperative learning activities.
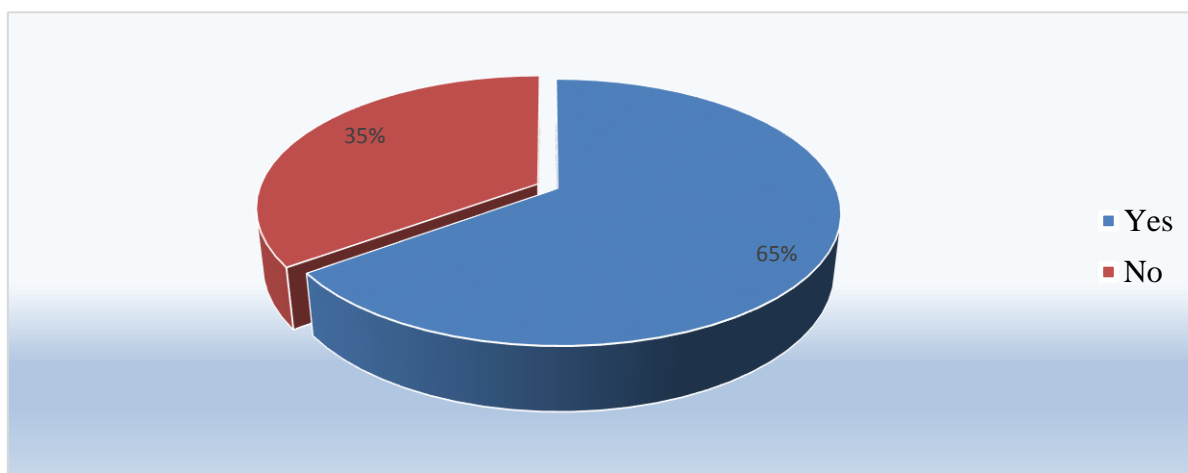
Pie-Chart 3.1: Students' Opinions towards the Relationship between Cooperative Learning and Speaking Skill Enhancement.

The results show that most of the participants (65%), accept the statement of "speaking skill development is related to cooperative learning as an approach" as true. Only 35%of them refuses this assumption. This may indicate that they know the importance of cooperation in learning in the sense that it is one of the most essential factors that they recommend to get their oral performance progressed.

The second question is addressed to students to select one choice that refers to their level of speaking performance. They are asked to select bad, good, very good, or excellent.
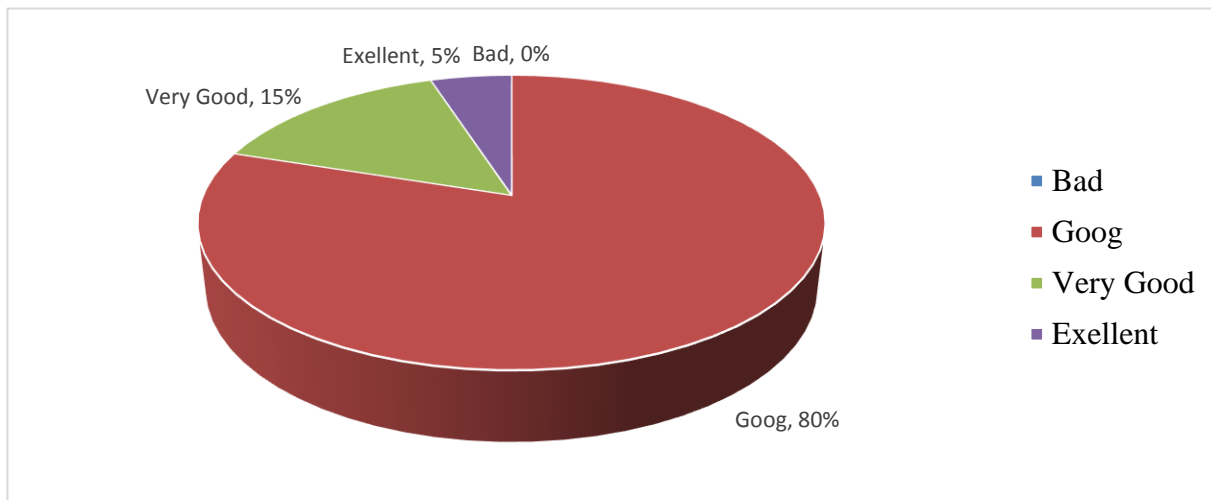
Pie-Chart 3.2: Students' judgment about their speaking skill level in cooperative learning activities

   The vast majority of learners 80% see that their levels of oral performance are good and 15% find their level are very good, whereas only 5% claim that they are excellent. It can assume that their answers reveal that their speaking skill performance is influenced by various reasons such the impact of cooperative teaching method that is adopted by teachers

Section Two: cooperative learning activities in EFL classroom

As far as section two is concerned to investigate the use cooperative learning activities in EFL classroom, the first question is asked to investigate the opinions about whether they think that cooperative learning is of huge importance in EFL classroom or not

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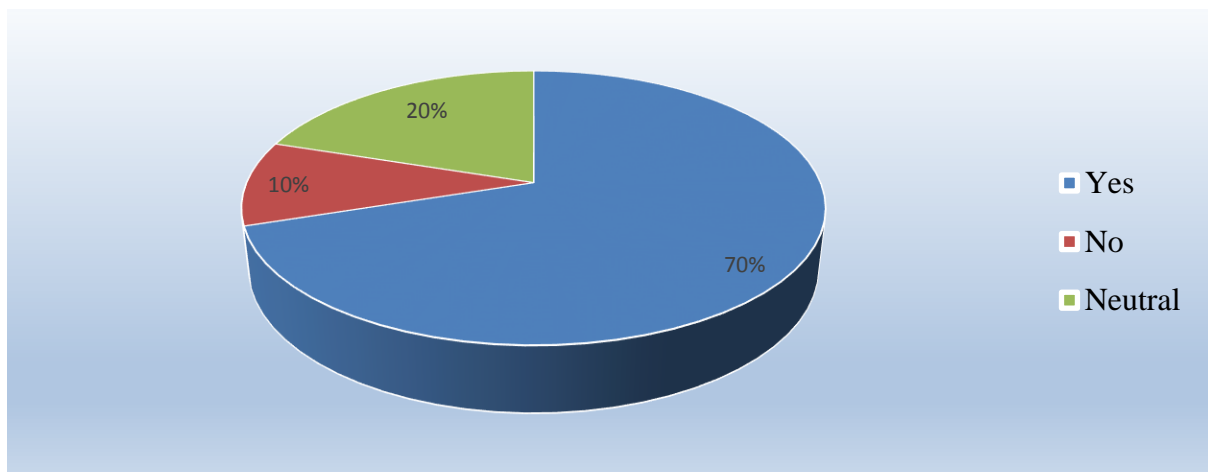
Pie-Chart 3.3: Students' Attitudes Towards cooperative learning activities use in EFL Classroom

The majority of them 70% answered by "Yes", and only 20 % prefer to be neutral, which means that the rest 10% of the students are negatively responding. Considering cooperative activities importance dependent on the teachers' points of view.

To see if cooperative methods are used in the oral expression courses, the participants are asked to admit whether their teachers make use of those or not.
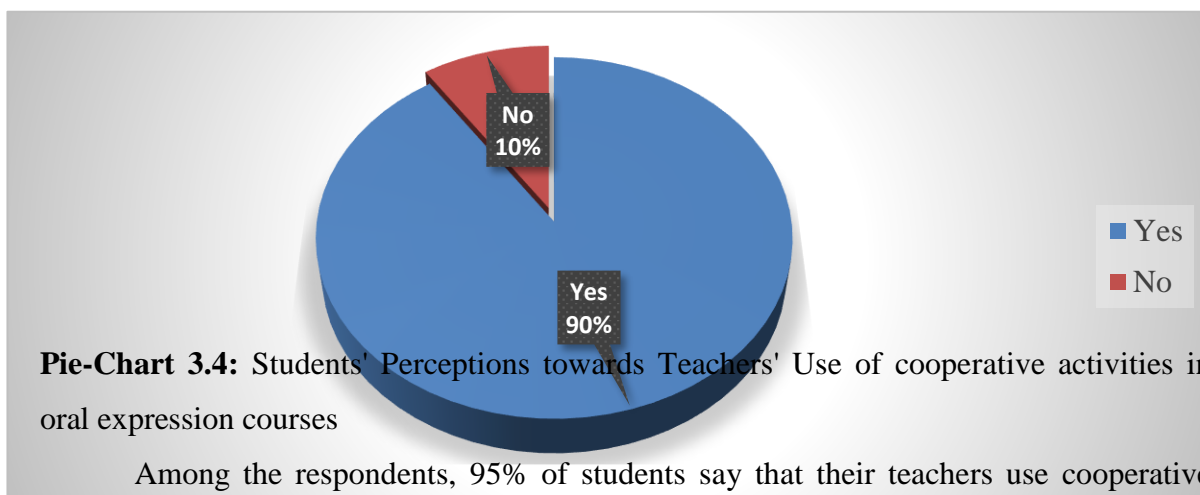
Pie-Chart 3.4: Students' Perceptions towards Teachers' Use of cooperative activities in oral expression courses

Among the respondents, 95% of students say that their teachers use cooperative activities in the classroom during the lesson process, whereas 5% only declare that they do not use it. Regarding these answers, teachers' use of the cooperative learning activities is related to their teaching background and the experiences about dealing with students during oral expression courses as students of English as a foreign language. The very little respondents that are represented by that small remaining percentage might lack the conscious about cooperative learning as an independent concept, even if they were passing through it unknowingly.

In the following next question is addressed to participants to identify cooperative methods that are used by teachers in oral expression courses. Students are asked to select one of the methods that are usually implemented by their teachers. The methods are: Think/pair/share, Team- Pair- Solo, and Jigsaw.
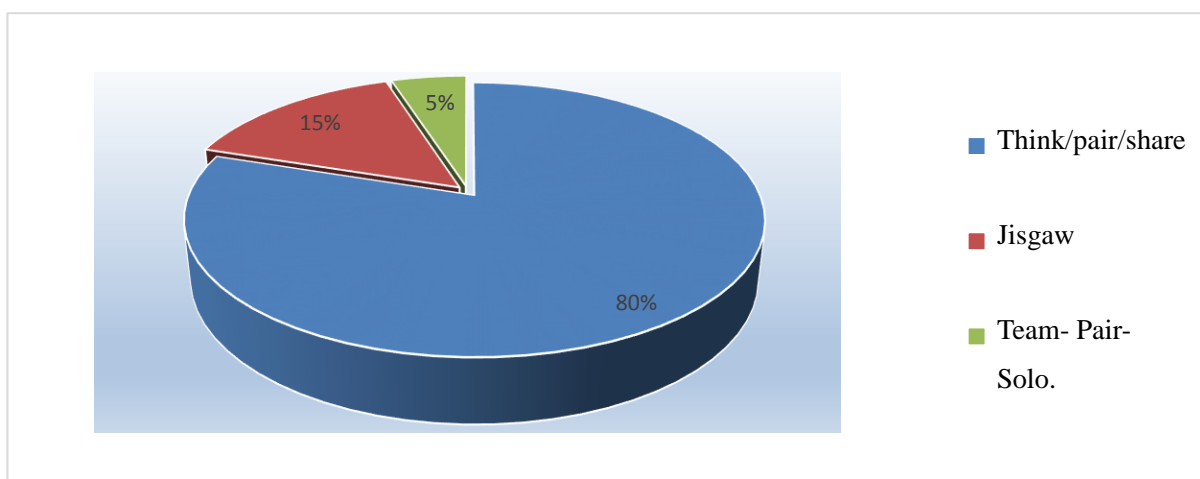
Pie-Chart 3.5:cooperative learning methods teachers usein oral expression courses

Out of all the respondents, 80 % answer Think/pair/share, 15% say Jisgaw, whereas, 5% refer to Team- Pair- Solo. This can be considered as consequence of both teachers and students awareness about the critical process of choosing the most appropriate method that fit all the classroom environmental components, including the teacher himself.

This question is similar as the previous one; however, the purpose of this question is to know the favorable method for students to be implemented in the oral expression course. They are asked to select one of these methods:. : Think/pair/share, Team- Pair- Solo, and Jigsaw.
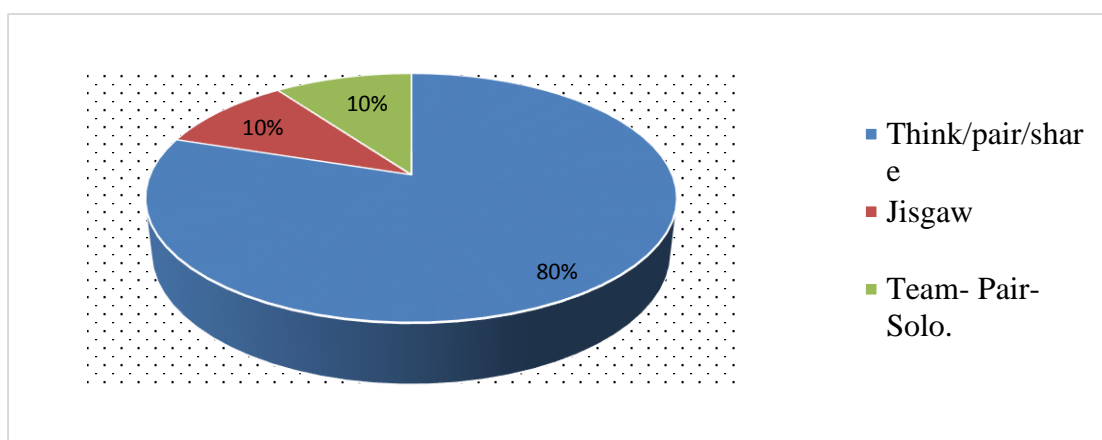
Pie-Chart 3.7: Learners' Preferences of cooperative Teaching Methods

The results show that 80% of students favour Think/pair/share, 10% prefer Jisgaw, whereas, 10% revealed Team- Pair- Solo as their favourite method . These answers are in line with the results of the previous question, and thus, demonstrates teachers' knowledge and experience in meeting what their students need.

Section Three: the impact of cooperative learning activities in students speaking skill enhancement

The last section aims to identify the cooperative learning activities leave in students' speaking skill side. However, for the sake of knowing students' viewpoints and attitudes, they are asked to answer either positively or negatively if their oral performance is affected by the teaching method that their teachers make use in the oral expression courses

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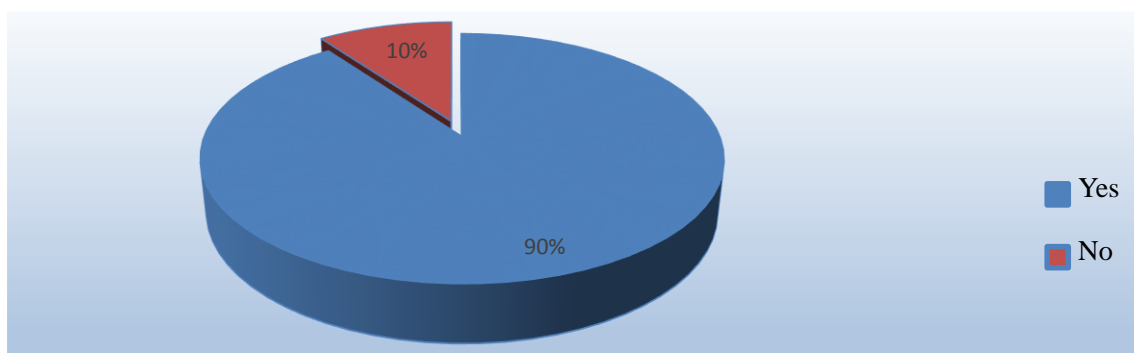
Pie-Chart 3.8: Students' Opinions about the impact of cooperative methods in their speaking skill quality

As it is illustrated above in the pie-chart, all students 90% say that the selection of teaching method by teachers can influence their oral performance. It can assume that teachers are aware about their roles in attaining students' successful speaking.

This question is dressed to participants to give their attitude about the teacher uses a cooperative learning activity during the lesson, and that ifit obstacle their speaking performance or not.They are given three choices: yes, no, and neutral.
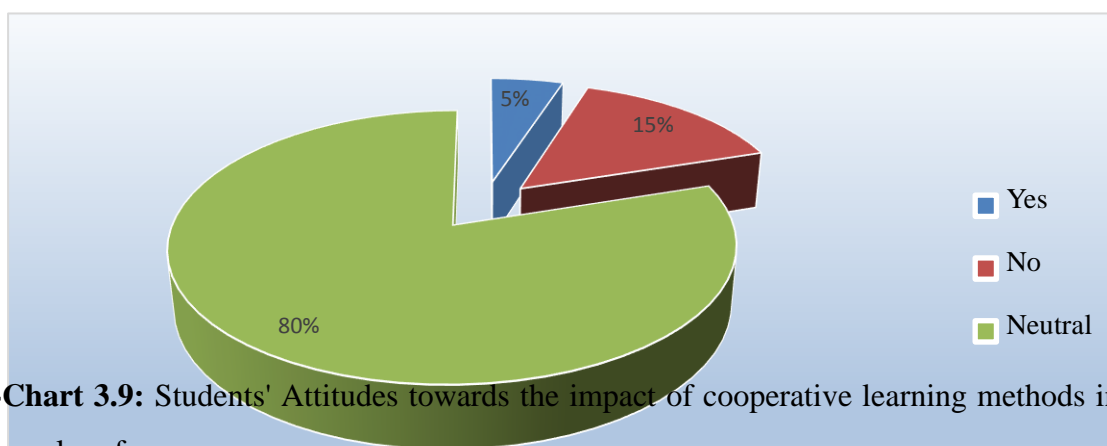
Pie-Chart 3.9: Students' Attitudes towards the impact of cooperative learning methods in their oral performance process.

The pie-chart shows that the majority of students 80% was neutral in revealing their answers about the studied phenomena. in the classroom. Whereas 15% select "no", and

only 5% say "yes". This may reveal that the use of cooperative methods has its effects whenever it is used in appropriate/inappropriate way.

This question is designed to explore the role of using cooperative learning activities during the lesson in increasing students stress and confusion that affects their oral performance negatively. The students are asked to make a tick in one of these boxes: yes, no, and neutral in order to answer if they about the revealed phenomena.
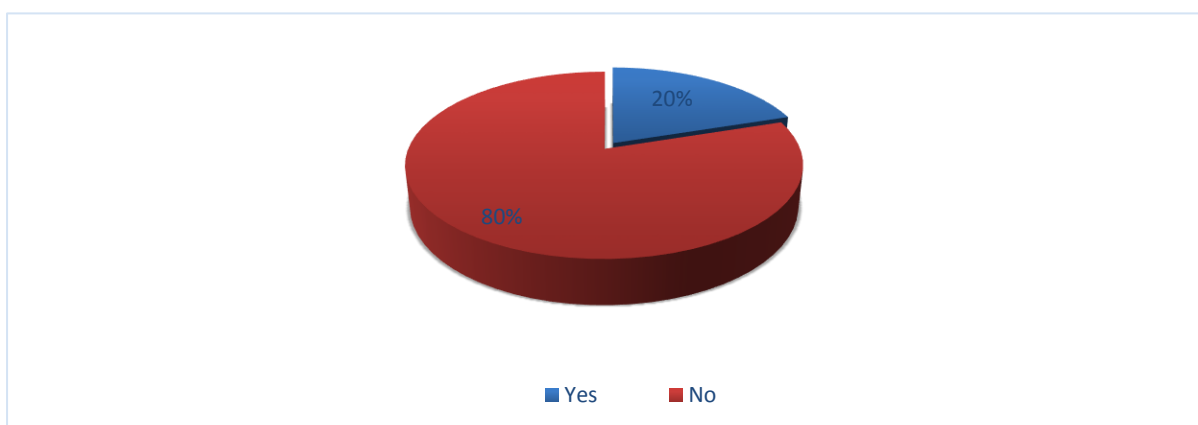
Pie-Chart 3.10: Students' Opinions about the Role of cooperative activities in increasing their confusion level during the oral performance process

Students' views on this question differ;20% of them respond by "Yes", and 80 % said "No". This question aims at knowing students' attitudes and opinions toward their partners' critics, they are asked to declare whether their oral expression is positively affected by the critics of the other students or not.
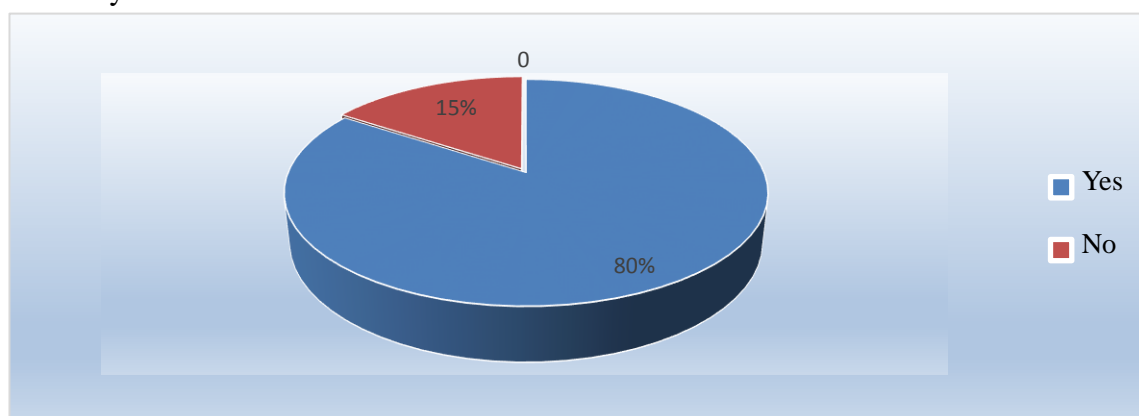
.**Pie-Chart 3.11:** Students' Attitudes towards their partners' Critics

As far as the results are concerned, the vast majority of students 20% say that other students' critics have a negative influence on their performance , whereas, the rest

huge80% state that they have a positive influence. This may confirm the influence of criticising on their oral expression performance since criticism is unconstructive technique of teaching.

This question is the last area of the students' questionnaire; it was intended to extract a noticeable idea concerning the relationship between cooperative learning activities and oral expression ability improvement. The participants are asked to select either yes, no, or neutral to respond if they agree that cooperative learning activities will help them improve their oral expression ability.
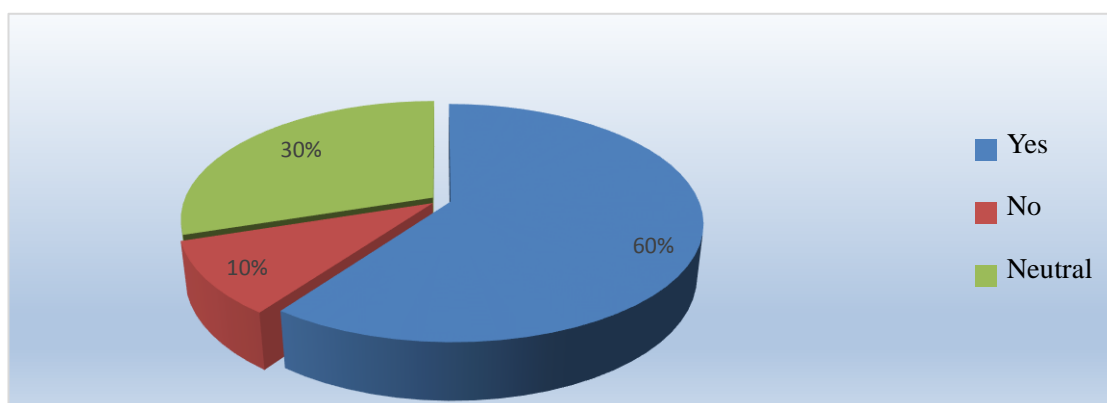
Pie-Chart 3.12: Students' Opinions about the Relationship between cooperative learning activities and oral expression improvement

The results affirm that the nearly 60% of students answered by "Yes", and 30 % said "neutral", whereas, only 10% of students respond by "No". The answers of this question support the impact ofcooperative methodsin students oral performance.

3.4.3. Teachers' Interview

The analysis of teachers interview have revealed many facts on their attitudes towards teaching speaking skill in EFL classes, the importance of cooperative approaches and activities to enhance students oral expression performance, their attitudes towards students level and classroom participation in oral courses, their students oral production, classroom difficulties, as well as their perception of cooperative group work as an effective technique to achieve the main academic goals.

In general information, the teachers who were involved in this research have magister degree; this very simply means that oral expression module is of more importance for the students of English as a foreign language. Teachers experience in teaching speaking

varied from one teacher to another (4-7 years). For teaching speaking skill, teachers believe that their students are aware enough of the importance of speaking in English. Rather, theyaffirmed that the majority of their students are really motivated to speak and participate since they are able to use the language appropriately, while others are not motivated enough to speak and they suggest some strategies that may increase their motivation. Furthermore, they are all in favor of the idea that students must be engaged in the oral expression courses, and they expressed no exceptions in that case. They, also, stated that the more they devote their students to participate during the lessons; the sooner students remove and overcome the psychological as well as the productive difficulties they may face in and out of the EFL classroom environment. In addition, the problems that the students, according to their teachers, vary from psychological to interactional ones, in accordance to the situation in which the oral expression skill must be put under practice.

For the sake of knowing students speaking skill enhancement during oral expression courses, teachers are asked about their own points of view about adopting cooperative learning activities to teach students speaking. The two of them showed a great fascination about using cooperation amongst their students in learning, stating that their students witness a great, but at different levels, progress when getting engaged in such activities, revealing, at the same time, that the only obstacle is that the students oral expression development differs from one student to another according to the student own capacity level no matter how effective those activities" use can be.

As far as the as we are still listing the second section analysis, the sixth question aims at investigating about the most appropriate cooperation tool teachers use to make their students practice speaking properly. The one of 4 years' experience was dealing with less, but enough, basic background in that domain, exhibiting that the use of these activities depends on many factors; student's readiness, the oral expression lesson nature, and the level of his motivational and interactional psychology. Whereas, the teacher of 7 years' experience shows less interest to that field of study, insisting in the bare circumstances dependence. Moreover, and according to him, it all has to do with the students desire to choose what is more suitable for them to get the most of the lesson, which may affect which cooperative activity to put under use ignoring the adopted cooperative activity nature.

As this question is designed to know the types of cooperative activities that are used by both teachers, those latter are asked to declare the cooperative most efficient technique

that may find appropriate to make their students practice speaking during oral expression lectures as the seventh question of this section. Both of them said that "Jisgaw" is the most useful and accurate method that includes many techniques to make students really practice speaking as an important skill, because the Jigsaw method requires students to work on mixed teams of students with five sections, more or less, of academic material. At the beginning, each team member is supposed to read his particular section, and then students of different teams who share the same section discuss it in expert groups. Later once students get back to their team and start explaining the discussed section to their colleges who are supposed to pay attention of what they are hearing from the other teams. They said also the use of these techniques in the classroom does not depend only on the teacher but also on students, affirming that students' background of using any activity must be taken into consideration.

The purpose of the eighth question is to get an idea about the materials that are adopted by teachers and that they think are beneficial for students to enhance their cooperation competencies in cooperative activities. Both teachers are asked to announce the materials they use to enhance students' speaking skill in oral expression courses. Both of them stated that they used the amplifiers to make students know how to improve their pronunciation cooperatively as they hear native speakers' talks and conversations in addition to some rare data show exhibitions methods, during which students are asked to illustrate some teaching materials to their group and classmates to encourage cooperation amongst them. They are, also, asked to give their opinions towards implementing technology in their lectures. They both implicitly expressed that they use technology whenever they found it important to fulfill students' comprehension and expression, perception, and production as well.

The last question is complementing to the previous ones, and the purpose behind designing it is to know teachers attitudes towards the role of cooperative learning activities in improving students speaking skill. The first teacher proclaims that as cooperation in learning plays a major role in creating a positive atmosphere in classroom, it can be used to develop students' oral performance quality in a specific task. On the other hand, the second teacher insists that cooperative activities and techniques in teaching oral expression can be used as one of the methods that can improve , in a way or another, students' speaking skill since it encourages them to speak and overcome their common psychological, interactional, and social communicative deficiencies.

3.5. Discussion of the Research Instruments' Results

Admitting the positive impact of the research instruments on the validity and reliability of the research hypotheses, the analyses of the research tools seem have insights about teachers' and students' attitudes and opinions towards the role of cooperative learning strategies in raising students' speaking skill level in oral expression. After collecting and analyzing the collected data, the findings of each procedure will be discussed accordingly.

3.5.1. Discussion of the Questionnaire Results

The major purpose of this research project is to show the importance of cooperative learning in enhancing students' speaking skill. It was first hypothesized that if both teachers and students emphasize at the use of cooperative learning as teaching and learning method to improvethe speaking skill, students' social interaction and reliabilities would be increased effectively; in and out of the classroom environment as well.

After analyzing the questionnaire, the findings revealed this assumption such as students' responses to the question (11) where the majority of them 60% argue that learning cooperatively can help them to better interact and, then, to improve their oral expression capability. The assumption can also be proved through the participants' responses to the question (9) where they are asked if the teachers' confirmation about adopting cooperative learning activities during the lesson can influence their oral performance negatively. The majority of them (70%) reflect no negative effects. This as well can be observed in question (8) when they are asked whetherthe teachers use of a cooperative learning activity during the lesson will mean any kind impediment for them to speak or not. Almost the majority implicitly said that it depends on the focus about which their talk will be concerned, and that was clearly revealed in the percentage of neutral box's"ticks" percentage; (80%). In addition, most of them; (80%) in question (2) see that their level of oral performance level is good in cooperative learning activities, and that must be traced to the interactional way that takes place during any cooperative activity during which students make their best to show their speaking skill quality , most of all, in a competitive way.Furthermore, The majority of them (70%) who said that cooperative learning is indispensable to enhance their speaking skill in oral expression courses in question(3), are nearly the same percentage (65%) that agree about the strong relationship between oral expression enhancement and cooperative learning activities in the question(1).

Concerning questions (4, 5, and 6), it can be confirmed that the majority of students were all aware of the importance of the use of cooperation in learning speaking, (95%) of them state explicitly that their teachers do use cooperative activities when teaching them oral expression. While the rest (5%) argue that teachers do not use cooperative activities during the oral expression courses. Their negative answers must be traced to the unawareness of cooperative activities in learning as a concept, even if they already witnessed such approaches unknowingly. Even so, the use of a certain cooperative method by teachers, according to the students' answers, differs from one teacher to another. (80%) of students said that their teachers are so familiar with the use of think/pair/share as a method adopted by their teachers when teaching speaking, revealing at the same time the same percentage (80%) that it is their favourite activity in learning speaking cooperatively. This is probably a result of the anxiety-free nature of this method since it relies on the discussion in pairs about a topic that they already were given some previous data aspects about, and they feel less stress when sharing what they have learned with each other as they are all involved equally. The question (7) was answered by (90%) of the students to which the questionnaire was addressed positively, and the majority of them show a great interaction and acceptance of the methods their teachers follow when adopting teaching speaking using cooperative methods. In fact, that can be possible when taking into consideration the teachers well-chosen activities and making their students a part of the decision making process before being engaged within such strategies. The minority of them (20%) affirm that they negatively get embarrassed when some of their classmates criticize their speaking manner, which makes their level of performing orally decrease negatively. Whereas, the rest (80%) of them confirm that they do not feel any kind of embarrassment that may affect their speaking quality or quantity. That is possibly available if we take in account the pride some of them might feel as they practice speaking a foreign language, especially when having a good accent and capacity in front of usual, or simple, class/group mates.

3.5.3. Discussion of the Interview Results

The interview that is addressed to both teachers encompasses 9 questions. The interview is conducted after having a background about the lectures both teachers deal with. The objective behind designing this interview is not only to conduct the teachers'

attitude and opinions towards the two research hypotheses, but also to guarantee the validity and reliability of these hypotheses.

Concerning whether or not both teachers give importance to the use of cooperative in learning as an approach to develop students speaking, it seems that they give it much importance. This can be deduced from their response to the last question. When they were asked about the role of cooperative learning activities use in developing students' speaking skill, they both showed a great positive response. In addition, as both teacher are oral expression teachers that have no less than 4 years of effective experience, they both claimed from their response to question (2) that they focused in teaching speaking because of the essential role it plays in comparison to the other three rest skills; (reading, listening, and writing). Their response to question (3) revealed a new similar opinion because almost both are aware of the importance of making students practice speaking as much as possible to remove stress and become familiar with speaking whenever asked. This may prove that students are strongly required to talk during oral expression courses; individually, and cooperatively as well. It can be better for teachers to establish the most fitting cooperative method for they student to avoid any kind of anxiety or unwillingness to participate, or even to attend, amongst students during oral expression courses presentation. This can confirm teachers' answers to question (4) about their opinions towards the difficulties their students face during practicing speaking in the classroom. Both of them, almost, presented the same answers; exhibiting that all the beneficial cooperative methods can face some impeding obstacles at the beginning; but students can overcome any kind of problems as they get motivated and boosted positively by both; their teachers form a side, and their group or classmates for another.. These answers, in return, prove the research's hypotheses.

Regarding the second section that cooperative activities must be included and used as methods to teach students oral expression, from the question (5), it can be concluded that both teachers supports the use of cooperative learning methods that are effectively contributing factors to increase students oral performance quality. Bearing in mind that the 7 years' experience teacher was insisting in the students' right to determine which method they want to go through cooperatively, and he considers students as the focus to which these activities are made and to which their outcomes return. They both had a great deal of

teaching experience -7 and 4 years - that made them teach oral expression in a way they manage by themselves effectively. They use any kind of available materials, traditional or modern one, and they follow any beneficial strategy (pairs, groups, individual works, participating by turns, dividing classmates into teams,…etc.) as long as they keep the same principals in mind in addition to the desired objectives they aim at by the end of any certain teaching process. This was their response to questions (7) and (8). However, it seems that their students speaking skill enhancement has to do with the accurate choice of the adopted cooperative methods. So, the teachers listed a variety of methods they follow during the courses to make their students get the most of the lesson, dividing them into small groups whenever necessary, and keeping them share the feedback hey reached individually or collectively when recommended as well as a response to question(6). The two teachers; nevertheless, have a tendency to use the traditional materials. This does not mean that they are not aware of the available teaching materials that have the potential in teaching their subjects. The fact is they are well aware of them but the selection depends on the studied subject and the needs of students.

3.6. General Discussion

Nowadays, the main concern of teachers is to establish a comfortable classroom; they make use of strategies, ways, and procedures to counteract students' negative behaviors and reactions to the lesson. This can be shown in teachers' adoption of cooperative methods in learning and teaching processes, which can help learners to learn at ease, assist each other, and increase their belonging to the class as classmates. However, the main purpose of this study is to show the role of cooperation learning in enhancing students speaking skill. Therefore, the finding of this study are based on the views of students and experiences of teachers, which are analyzed and discussed accordingly.

In the first hypothesis, it is assumed teachers adopt cooperative learning approach in teaching students oral expression to improve their social interaction, and to elicit an effective quality in their engagement in classroom activities. The obtained results from the students' questionnaire and the teachers' interview support this assumption. The results exhibit the validity of this hypothesis, making them so remarkable and easy to be aware about, even if some considerable amount of the students make no attention when these methods take place in their EFL classroom.

However, cooperative activities and approaches, mostly, rely on teachers' creativity in the classroom. Creating creativity by teachers is related to the adoption of effective

learning methods cooperatively and avoiding individual works as possible when teaching speaking as an important skill.

In addition, it was observed that the large practice of any skill of the four skills disturbs students, and hence do not make practice speaking individual task to help them relax and feel comfortable to express themselves. Thus, the role of teachers is to divide the classroom into pairs, groups, or sub groups, and provide students by each other or teacher assistance and feedback from time to time.

In the second hypothesis, it is supposed that students rely more in cooperation in learning when dealing with oral expression situations to gain new social and interactional reliabilities; in and out of the classroom as well. Both teachers and students have approximately similar responses concerning the use of cooperative methods and strategies because they see that those two elements can enhance oral expression amongst students in the classroom. Providing students with new methods and strategies in learning can stimulate their competence of speaking, they motivate them to practice their oral expression skill as it can enable them to remove stress and anxiety when dealing with any future possible obstacle. Moreover, the role of the teacher is not only to create cooperative learning activities, but also to take into consideration the readiness and the acceptance that is revealed by students to deal with these adopted strategies. Using methods that are related to the lesson is the most technique that is preferred by students and teachers as it was found in the results of the research instruments.

Putting unsuitable cooperative methods under practice may contribute to the creation of obstacles in classroom especially at the level of the relationship between students and their comrades, that may affect the desires to learn, and thus they do not attend oral expression courses at all. Constructing good relationship with students through using the most appropriate activities and methods has its role in engaging emotions, encouraging the achievement of high quality of students speaking and maximizing their oral expression fluency and accuracy.

Briefly speaking, what was obtained from the data collection, reveal that cooperative learning as an approach increases students speaking skill through using the activities and the methods that are more effective and related to students interactional abilities and acceptance.

3.7. Oral Teachers Role in the EFL Class Room

Many colleges in China have opened oral English classes in English teaching so that students have more chances to speak English. Compared with the dumb English classes before, oral English classes improve students' enthusiasm and interest in learning English. They can also improve students' impression of oral English. However, it is still great far away from the tasks established. Generally speaking, the following mistakes exist in modern oral English teaching. First, the English classes are organized in a dumb way. Because some of the English teachers are relatively old or they have been teaching English in a dumb way for a long time, their oral teaching still focuses on explaining grammars, idioms, memorizing, and reciting. Some of the teachers adopt the methods of reading and writing, spending more time on input. Some even play a monodrama so that students have less time to exercise. Although some teachers have realized that oral teaching should be student- centered, their teaching effects are still not ideal due to the reason that they have not found their right role. Therefore, the oral English of students has not improved obviously. Second, some teachers allow students to take activities freely, making themselves bystanders so that the classes are in the state of complete freedom and the activities lack specific purposes, let alone teaching effects. Third, oral teaching contents are not consistent with students' reality. The purpose of study is to guide students' life and work, so the study contents should be close to the life and work as much as possible. Because there are problems in the material of oral teaching, students' awareness of participation is hard to be aroused and the classes turn out to be deserted. Fourth, the lack of interaction is still the obstacle in oral English teaching. In some oral English classes, students practice individually and communicate unidirectionally. Although some communication seems to be two-way, there is still no inherent connection in their communication, which does not belong to significant interaction due to it not based on listening. For example, teachers raise questions and the students answer them, during which process one says a sentence, while another says another one. Without interaction and cooperation, oral communication loses its essence, let alone to be significantly used.

Besides, oral classes have problem that there are some students who participate actively while the majority act as bystanders. Some teachers do not perform their duties properly, ignoring their roles as organizers and guides. In this way, the classes cannot be extended deeply. Some chaos will occur to reduce the efficiency of classroom teaching. The existence of the above errors influences the effectiveness and quality of teaching of oral English. Therefore, the roles that teachers play are very important.

➢ Correct Positioning

So, how do the teachers position themselves in oral teaching? First, teachers should bear in mind that the protagonists of classroom teaching are students, and not teachers. Therefore, teachers should avoid too much input during the course of teaching, which will affect students' output. At the same time, teachers should be aware that they are also the organizer and implementer in classroom teaching besides being a participant. They can provide advice to students and teach them knowledge and ways of learning, but they should remember that students are the main subject of study. Students' input and output positively are the reflection of excellent teaching results, as John and Morrow 1981 said ''The teacher can help, advise and teach, but only the learner can learn.'' Besides, teachers should play the following roles well—demonstrators, conductors, directors, and commentators.

➢ Demonstrators

In the eyes of students, teachers are their models and tasks to be imitated. Therefore, teachers should be aware of their status in the eyes of students, undertaking responsibilities actively and demonstrating themselves positively.

Oral teaching consists of listening and speaking in simple terms. Besides, it also involves body language, rapid response capabilities, and language organization abilities. In oral teaching, teachers should require themselves strictly to correct their pronunciation to make sure they do not pronounce mistakenly. Students mainly listen to the teachers. So teachers are the demonstrators in oral teaching. They should play this role well by developing their oral English levels, pronouncing like native speakers, and training their language. In this way, they can create a better atmosphere for students. By listening, teachers should summarize some effective ways in teaching. They should try their best to speak English in classes by adopting the method of from easy to difficult and from simple to complex. By being taught in English, students can learn more actively. They should also ask students to answer questions in English. In this way, students can learn gradually without notice. They will listen naturally, just like staying in English-speaking countries. Body language is essential during interaction between teachers and students. Sometimes, students may not understand some sentences, but if teachers give some guidance and encourage them to listen carefully, they will tend to understand gradually. As a result, the sense of language

will be developed. The gradual transition from listening to speaking will be beneficial for the improvement of students' listening and speaking skills.

➢ Conductors

Conductors in bands play roles of expressing their understanding of music. A good conductor is like a doctor who can point out the band's shortcomings and come up with some improvement. They make the whole band reach the ideal state by adjusting the band. Likewise, for students, teachers are the conductors in classes, while the class is a symphony. Before conducting, teachers should bear in mind the teaching purpose, teaching method and any steps, key points, and difficult points of teaching. For some topics, the key function of conductors is to provide guidance to students on the activities carried outdialogues between two or group discussion, scenario performance or debate, when to carry out the activities, what activities should be carried out, how to carry them out, and so on. In this way, teachers can activate students' initiatives to expand the variety of teaching activities. The ideal teaching effectiveness can be achieved. At the same time, as a conductor in classes, the teacher should fully understand students' English levels, knowing their interest and focus. They should also be clear about who does well or poorly in study to activate the atmosphere of the whole class. As a result, students will find their own value and be confident about their further study.

➢ Directors

Conductors grasp the general situation of classroom teaching, while the roles of directors are shown in different activities of teaching. Oral classroom teaching is different from writing and reading. It requires students to take part in various activities to achieve different purposes. So how to design activities and how to carry them out have been the questions for teachers to act into the role of directors, arranging roles according to different teaching activities. For example, in Spoken English Course Volume III Unit 3 Part-time Job, teachers can design an activity of finding a job and doing interviews, with two students being the interviewers and some being the interviewees. Students should be divided into groups. Finally, the best

group should be selected. In this activity, teachers act as directors, assigning roles, designing situations, and solving problems occurring during the activity. In this way, students' ability to express themselves orally in English can be improved.

As directors, teachers should also discover and develop roles besides organizing and coordinating. They should discover the advantages and shortcomings of students so that they encourage students to develop advantages and overcome shortcomings, which can help students to develop themselves comprehensively.

- ➢ Commentators

The task of conductors is to coordinate students in a macro way, while the job of directors is to grasp the situation in a micro way. It is the task of commentators to evaluate all the teaching activities in a summative way. They should evaluate the advantages and shortcomings comprehensively during students' oral expression to make students more confident. They should let students understand their shortcomings and provide guidance for them so that the same mistakes can be avoided. In order to be more objective and reasonable, commentators should take part in different activities to discover problems and solve them in time. To be a good commentator, teachers should follow one principle. That is, they should not point out the errors during the process of students' expression, which will interrupt their thinking and discourage their confidence. For some simple slip of the tongue, teachers should pay less attention, while for some big mistakes especially those in thinking and being made easily by the majority of students, teachers should point them out in front of all students. In this way, students will pay more attention to the problem. Besides summarizing the past experience, commentators should also predict the future and provide guidance for students. Teachers should know the employment situation in the industry and the trend of future development of oral English talents as well as how to win in the future employment competition. They should guide and develop their students according to the situations above.

3.8. Approaches to Teaching Speaking In the EFL Classroom

According to Applegate (1975:271) "communication can only be effective when the student is sensitive to the social and cultural aspects of language use and how these differ between his first and second language." However EFL classes must be guided by the

elements of conversation and the means to generate genuine conversation. In other words to succeed in EFL classes, the uses of correct approach, interesting activities, proper equipments, and high motivation are necessary. There are three well known approaches to teaching speaking in a second or a foreign: the indirect approach, direct approach and indirect approach plus.

3.8.1. The Direct Approach

Is based on" information about a systematic program of micro skills, communication strategy, language input, and processes that lead to fluent speaking, which is informed by speaking analysis, second language acquisition and discourse analysis" (Dornyei &Thurrell , 1994:40).This approach includes recording speaking to recognize student deficiencies in observing real speaking transcripts, good speaker, and the differences between non-native and native speaking (McCarthy, 1991:121). However, this approach seems to over-rely on skills and strategies at the expense of linguistics and the teaching of unnecessary functional language in particular contexts (as cited in Thornbury &Slade)

3.8.2. The Indirect Approach

This approach is a part of some language teaching methods, such as the Audio-lingual Method and Communicative Language Teaching. It is assumed that the interactions carried out in class should be meaningful for students speaking proficiency to grow (Brown, 2001:276). The indirect approach is considered less structured and more appropriate for upper level EFL students. All the same, this approach is able to meet the student's desire to practice the speaking skills they already master.

3.8.3. The Indirect Plus Approach

This approach Thornbury (1998:110) remarks that classrooms and textbooks are still widely grammar-driven, and that makes the conversational approaches difficult to apply in classrooms. Is a combination of learner-centered training, language exposure, interactional activities and teaching speaking as a spoken discourse (Thornbury &Slade, 2006:295). Seeing from its elements, this approach looks similar to the principled communicative approach„(Celce-Murcia et al, 1997:148) and Willis" Task-based approach. They are characterized as highlighting specific language input and exposure to real speaking with consciousness-raising time in systematically sequenced activities. In addition to the right approach, speaking classes also require a variety of facilities (textbooks and audiovisual media), activities, adequate training, and opportunities to interact with the target language.

3.8.4. The Communicative Approach

The Communicative approach is firmly grounded into two main methods, a weak one and a strong one. Using English for communicative purposes and designing activities for the same purpose is the first method. The second method is based on the acquisition of the FL by its direct use. The main characteristics of CLT approach are summarized in the following:

- Language is a system for expressing meaning.

- The primary functions of language are interactions and communication.

- Language structure reflects its functional and communicative usage. - The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. (Richards & Rodgers, 1986:71).

3.9. Learners and Teachers Classroom Interaction and Speaking Skill Development

It's known that the main aim of learning any language is communication. Classroom interaction is the key to reach that aim. According to Angelo (1993), classroom interaction comprises teacher-learner and learner-learner interaction, which is one of ten principles of effective teaching.

Create an active learning environment; focus attention; connect knowledge; help students organize their knowledge; provide timely feedback; demand quality; balance high expectations with student support; enhance motivation to learn; encourage faculty- student and student-student interaction and communication; and help students to productively manage their time. Learners will get more knowledge from the lessons when they actively participate in their learning.

A good teacher encourages his or her students to speak English as much as posible inside and outside the classroom .Also to use it for social interaction in the classroom with him/her or their peers. Brown (1994.n.p) advocates that if students get enough opportunities to practice the language it will help them acquire the language in a more natural contexts. Interaction allows learners to build their own EFL conversations and meanings that they understand and this is considered of a great support and help for them. Krashen & Terrel (as cited in Lightbown & Spada, 1999) find that "communication provides students with opportunities to focus on using the language rather than learning the structure of the language". So, Teachers" emphasis according to many experts should be on making meaning, capturing their attention and encouraging them to take initiatives and

interact more with each other and not strictly on error correction. The strategies that teachers use can be fun and enjoyable, and at the same time achieve academic goals. Teachers should choose activities that enhance students learning, and avoid ones that are a waste of teachers" and students" time. According to Brown (1994), if strategies are intrinsically motivating and appeal to students" goals and interests then it can have a positive impact on their speaking. Murphy adds "Teachers should design "activities that provide students opportunities for improving oral fluency through interpersonal communication" (Murphy, 1991 p.51).

3.10. Suggestions and Recommendations

3.10.1. Recommendations for Teachers

- ➢ Since speaking seems to be the most important skill, teachers should reduce their speaking time in the oral session to give more opportunities for students to practice more the language.
- ➢ Encourage students to speak and express their opinions by rewarding them.
- ➢ Teachers should provide more opportunities for students to interact and communicate in real classroom situation.
- ➢ Develop students" self-confidence and reduce their anxiety by avoiding direct and harsh comments" (negative feedback).
- ➢ The majority of students prefer to interact with each other, so help them work in groups.
- ➢ When arranging them, take into consideration students" gender, level, and even their personalities, to avoid noise, imposing points of view, or any kind of students" personal conflicts.
- ➢ While students working together, take notes by keeping circulating around the classroom to check their performance or any encountered difficulties, if there are of course.

3.10.2 Recommendations for Students

- ➢ Try to practice more the language inside or outside the classroom.
- ➢ Whether you prefer to work individually or in groups, you should tell your teacher about that not your friends.

➢ Try to participate more in the classroom not only when you have the right answer, because mistakes are part of the learning process.

➢ Even if you are intelligent, do not be shy to ask for clarification when needed from either your teacher or your classmates.

➢ Believe in your abilities, be patient, and do not think negatively.

3.11. Conclusion

To conclude this chapter, the collected outcomes from both teachers' interview and students' questionnaires show that cooperative learning is an effective technique to improve students' speaking skill. It encourages students' participation in interactional environment, develop self-confidence and reduce classroom inhibition. Overall, we understand that there is a positive relationship between cooperative learning methods use and oral performance capacity acquisition. The positive, the results obtained from the participants' answers to the research instruments (questionnaire and interview) allows us to confirm the research hypotheses that were claimed.

$$\boxed{\textbf{General Conclusion}}$$

General Conclusion

With the ever growing need for being communicatively competent in the English language, teachers can play an important role in promoting their students oral expression abilities and providing useful implications and ideas that can help creating a real learning atmosphere in their classrooms; such as, there are many interactive methods that can be useful in constructing intellectual capacities for example cooperative learning as an approach. In this study, enhancing students' speaking skill in oral expression courses is attributed to the use ofcooperative learning methods, as well as to its effective use by teachers in the EFL classrooms.

The present study has dealt with the relationship that exists between speaking skill and cooperative learning. Its main concern was investigating whether the use of cooperative learning methods and activities motivates students and improve the oral

performance of third-year LMD students of English at the University of Saida. Through this study, we hypothesized that teachers use pf cooperative learning activities properly can improve students oral performance; personally and socially, individually and collectively.

The analysis of teachers' questionnaire confirmed that oral expression teachers are aware of the effectiveness of using cooperative learning. The analysis of students' questionnaire indicates that the majority of students show a great deal of willingness and ability to participate in oral sessions to improve their level by more practice of the language, and they agreed that cooperative learning is very effective strategy that helps the students to develop their speaking skill as well as other skills of course. It is not surprising that our research show that well planned, organized, and effective cooperative methods and strategies may help students become more comfortable, independent, confident and responsible, since they overcome their shyness and anxiety and express their thoughts easily in front of their classmates. Less talkative students who feel inhibited and afraid of making mistakes will never develop their performance individually. Consequently, Teachers need to provide more opportunities for students to collaborate with each other in interactional classroom situation, in which all students have the chance to speak and participate in order to improve their oral production.

In addition, the research finding confirmed that the implementation of cooperative learning might comprise some negative aspects like students' noise in groups or students' conflicting ideas. Both teachers and students should help each other to avoid such difficulties.

This study is significant as we believe that the present application of cooperative learning activities to the field of language speaking is very important for developing students participation and communication in EFL classes.

Furthermore, it should be noted that the present research almost confirms the validity and reliability of the hypotheses. However, the use of cooperation in learning is not only limited to its influence on the students speaking skill development, but also to their encouragement to share , talk, and speak independently in any expected environment.

Our study shed the light on one of the most difficult obstacles that learners face while speaking in groups. We aimed to demonstrate the impact of this issue on EFL

students' oral performance. Enhancing EFL learners speaking skill while performing is not an easy task and it is in most cases connected to anxiety that face the learners at every level, and no one can deny that. Well, the purpose of teaching oral expression is to develop communicative purposes as to empower students to investigate, articulate, and directly share their ideas with their teachers and classmates.

Therefore, teachers in schools, especially teachers who teach English speaking skills need to be aware of the benefits and importance of CL. There are positive changes taking place when teachers change their teaching methods towards a more student-centered approach. Teachers need to master the types of speaking techniques to be used and plan how to implement them with the CL method. Therefore, teachers are encouraged to practice this method regularly and effectively. There is overwhelming evidence corroborating the notion that CL has a positive effect on the formation of positive attitudes towards speaking among students. Finally and on the basis of the evidence provided by this research, it seems quite reasonable to state that CL has many benefits, such as improving speaking skills and attitudes. Although, there is no 'perfect methodology', CL is an instructional method which is effective in enhancing the acquisition of English speaking skills and improving students' attitudes.

Finally, this research that attempted to investigate the role of cooperative learning in developing students' speaking skill, confirmed that teachers often use cooperative activities and methods that are related and more appropriate during the oral expression courses in the EFL classroom.

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Glossary

Glossary

Approach: an act of communicating with another person or group in order to ask for something. It can reflect other meanings according to the context in which it is being used; like, a way of considering or doing something, or the fact of getting nearer in distance or time.

Appendices

Students' Questionnaire

Dear students,

For the sake of gathering information about **the role of cooperative learning activities in speaking skill enhancement**, we would be so grateful if you could answer the following questions by making a tick (√) in the corresponding box.

Section One: students' oral expression development through cooperative learning activities

1. **Do you agree that oral expression enhancement is highly related to cooperative learning activities?**

Yes ☐   No ☐

2. **How do you judge your speaking expression performance in cooperative learning activities?**

Bad ☐   Good ☐   Very good ☐   Excellent ☐

Section Two: cooperative learning activities in EFL classroom

1. **Do you think that cooperative learning is indispensable in EFL classroom?**

Yes ☐   No ☐   Neutral ☐

2. **Do your teachers use cooperative learning activities in oral expression courses?**

Yes ☐   No ☐

3. **Which one of the following cooperative learning methods do your teachers use?**

a) Think/pair/share. ☐

b) Team- Pair- Solo. ☐

c) Jigsaw. ☐

1. **Which kind of these cooperative learning activities do you prefer your teacher to use?**

a) Think/pair/share.　　□

b) Team- Pair- Solo.　　□

c)   Jigsaw.　　□

Section Three: *the impact of cooperative learning activities in students speaking skill enhancement*

1. **Do think that your speaking skill can be improved by the cooperative learning activity your teacher use?**

Yes N□　　　　　　　　　　　　　□

2. **Do you agree that when your teacher uses a cooperative learning activity during the lesson he will impede your speaking performance?**

Yes N□ral　　　　　　　□　　　　　　　□

3. **Do you agree that when your teacher uses cooperative learning activity during the lesson, s/he will make you more confused and that can decrease your oral performance level?**

Yes □　　　　No □　　　　Neutral □

4. **If your partners criticize you, will that affect your oral performance?**

Positively? □　　　　　　　Negatively? □

5. **Do you agree that cooperative learning activities will help you improve your oral expression ability?**

Yes □　　　　No □　　　　Neutral □

Thank you

Teachers' Interview

Section One: *General information about Teachers' attitudes towards teaching oral expression*

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

2. How important (in terms of percentage) is, in your opinion, speaking in teaching English in comparison to other skills (Listening, Reading, Writing)?

3. How much time do you devote to practicing speaking in your English lessons?

4. What are the frequent problems/difficulties that your students encounter or face during practicing speaking (communicating) in the lesson?

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Section Two: *Teachers' Attitudes towards cooperative learning activities in oral expression courses*

5. What do you think about cooperative learning activities as a teaching approach?

6. What are the kinds of cooperative learning activities you may find appropriate in teaching speaking?

7. What is the most efficient (technique) in making your students speak?

8. What do you think about technology materials?

9. Do you think that cooperative learning activities can enhance students' oral performance?

Teachers' Protocols Answers
The First oral Expression Teacher
Section One: *General information about Teachers' attitudes towards teaching oral expression*

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

   I have been teaching it for more 4 years, more or less.

2. **How important (in terms of percentage) is, in your opinion, speaking in teaching English in comparison to other skills (Listening, Reading, Writing)?**

Well, I think it is 80% more important that all the rest of language skills, thanks to the role it plays in every single situation students may go through; when getting involved in classroom activities, and when traveling all over the world as well.

3. **How much time do you devote to practicing speaking in your English lessons?**

All the time, whenever possible.

4. **What are the frequent problems/difficulties that your students encounter or face during practicing speaking (communicating) in the lesson?**

They seem stressed and anxious, and I think those two factors are the reasons behind any other difficulty that may appear during the lesson.

Section Two: *Teachers' Attitudes towards cooperative learning activities in oral expression courses*

5. **What do you think about cooperative learning activities as a teaching approach?**

I think cooperation inlearning in general can contribute to students' self-confidence, and by time,to increase their level of oral performance as well.

6. **What are the kinds of cooperative learning activities you may find appropriate in teaching speaking?**

It depends on the learning and teaching situation through which students are engaged, but all the cooperative activities are always an option.

7. **What is the most efficient (technique) in making your students speak?**

Form my side; creating a suitable atmosphere for them to share what they have orally, in an interactional way is the best techniques to make them speak. As well as ordering them in groups taking into consideration, the group mates intimacy.

8. **What do you think about technology materials?**

They are secondary tools, although they offer some new developed techniques and strategic methods to deal with the teaching process for whom has some skills to make them work properly.

9. **Do you think that cooperative learning activities can enhance students' oral performance?**

Yes, and I am talking from experience.

The Second Oral Expression Teacher

Section One: *General information about Teachers' attitudes towards teaching oral expression*

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

    For 7 years.

2. **How important (in terms of percentage) is, in your opinion, speaking in teaching English in comparison to other skills (Listening, Reading, Writing)?**

    You can say it is 60% of importance in comparison to the other three skills.

3. **How much time do you devote to practicing speaking in your English lessons?**

    Whenever possible.

4. **What are the frequent problems/difficulties that your students encounter or face during practicing speaking (communicating) in the lesson?**

    Most of time, they seem to be having a deficiency in the phonological side, as well as the grammatical one when they talk without making account of what they are going to

talk about previously. However, the only way to remove that obstacle is to make them practice speaking as much as possible.

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Section Two: *Teachers' Attitudes towards cooperative learning activities in oral expression courses*

5. What do you think about cooperative learning activities as a teaching approach?

Very useful.

6. What are the kinds of cooperative learning activities you may find appropriate in teaching speaking?

Any kind that can improve my students' speaking skill, mostly, Think/Pair/Share.

7. What is the most efficient (technique) in making your students speak?

Enable them to choose the topic we are going to talk about during the lesson.

8. What do you think about technology materials?

I do not depend on such materials as the teaching process takes place; they are so useful and motivating for both students and teachers as they allow them to engage in the process with less effort.

9. Do you think that cooperative learning activities can enhance students' oralperformance?

That is out of question, but the positive results are based on the way teachers use them, and the students' acceptance and reliability in such activities.