

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA



Ministry of Higher Education and Scientific Research



University of MOULAY Tahar, Saida

Faculty of Letters, Languages, and Arts

English Department

The Application of Co-operative Group Work in EFL Classes to Enhance the Learners' Speaking Skills

Case Study : Second Year LMD Students
at Dr. Moulay Tahar Saida-University

A Dissertation Submitted in Partial Fulfilment of the Requirements for the
Master Degree in Didactics

Presented by :

Miss. GACEM Asmaa

Supervised by :

Dr .C. MOURI

MEMBRES OF JURY

M^F LAKHDARI..... President

Dr. L. SELLAM Examiner

Academic Year: 2018-2019

Dedications

To my beloved parents for their constant love and unparalleled support.

To my brothers Aziz ,Abd Rahman and my sister Manel

To my current and previous teachers and supervisors

To my dear and close friends :A.Sabah,

S. Rachedia ,B.Manel , A.Soumia , A.Hadjer and M.Salima

“ especially Sabah ” .

Acknowledgements

First of all, I would like to thank Allah for his countless blessings he bestowed upon me.

And thanks for all the people who have encouraged me to complete this study in one way or another.

I wish to express my sincere gratitude to my supervisor Dr. MOURI Chahrazed For her constant help, precious suggestions and valuable advice.

My sincere thanks to Mrs. ADNANE Tahia , for her kindness and supportive attitudes .

I would like to express my appreciation and thanks also to all teachers and students of the English department at DR.MOULAY Taher university to my beloved family for their love and encouragement, which have enabled me to meet all the challenges and occasionally to turn what I perceive as impossible into a possible one.

I am grateful my Friends for their love and support and to the jury members who dedicated their time and effort to read and evaluate this work.

To all, my thanks again, for the assistance and encouragement.

Abstract

Speaking skill in a foreign language is a complex skill for learners because teachers do not implement appropriately the –up-to date teaching methods such as cooperative learning . This dissertation aims to explore the effects of cooperative group work on enhancing 2nd year LMD students of English department at Dr. Moulay Tahar University- Saida oral proficiency and create interaction within the classroom . The present work is mainly dedicated to give a better understanding to the use pair or small group method to maximize learner’s oral production. It also attempts to highlight the importance of creating a relaxed and friendly environment as an attempt to make learners comfortable and willing to use the language . The main hypothesis adopted in this work states that the use of cooperative group work strategy creates a relaxed and motivational atmosphere that helps learners be more productive and develop their speaking skills faster. It is believed that promoting this approach to English teaching will help provide students with deep language use and classroom oral production. This descriptive work aims to portray two main variables: cooperative group work approach as the independent variable and its role in enhancing English learners’ oral proficiency . The data was gathered through a self-completion questionnaire administered to second year LMD learners and an interview to teachers (a sample of 05 teachers who are teaching or have taught Oral expression to 2nd year learners)of oral expression module at the department of English University ,DrMoulay Taher- Saida . The results show that cooperative group work is an effective technique that maximize the learner’s language use and classroom participation which affects learners’ oral proficiency. As a result, the hypothesis was confirmed in that students need to be provided with an adequate technique to develop the speaking skill needed and to create suitable situations where they can use the language without hesitation. This study has certainly its limitations, but its findings revealed interesting implications. Thus, future research should be done experimentally to test out the applicability of the findings to a larger population of subjects.

Keywords: Cooperative learning , English speaking skills ,attitudes, interaction ,oral proficiency.

TABLE OF CONTENTS

❖ Statement of Originality	I
❖ Acknowledgements	II
❖ Abstract	III
❖ List Of Acronyms	VII
❖ List Of Tables	VIII
❖ LIST OF Charts	IX
• General Introduction	2

CHAPTER ONE : THE SPEAKING SKILL

1.1 Introduction	6
1.2 Definition of speaking	6
1.3 Characteristics of speaking skill	6
1.4 Importance of The Speaking	7
1. 5 The relationship between speaking and the other skills	8
1.5.1 Speaking vs. Writing	9
1.5.2 Speaking vs. listening comprehension	10
1.6 Student's psychological problems	11
1.6.1 Lack of interest in the topic	11
1.6.2 weak listening practice	11
1.6.3 fragmental vocabulary	12
1.6.4 Lack of self confidence and the fear of making mistakes	12
1.7 oral proficiency teaching techniques	12
1.7.1 co-operative Group Work	13
1.7.2 Role-play	14
1.7.3 Problem solving	15
1.7.4 Discussion	17
1.8 Teachers' role	18
1.9 Assessing speaking	19
1.10 Conclusion	21

CHAPTER TWO : Literature Review

2.1 Introduction	23
2.2 Cooperative Language Learning: An Overview	23
2.3 An introduction to CLL	24
2.4 Definitions	26
2.5 Cooperative Language Learning Methods	26
2.5.1 Students team-achievement division (STAD)	27
2.5.2 Jigsaw II	27
2.5.3 Group Investigation	28
2.6 Characteristics of CLL	28
2.6.1 Positive interdependence of CLL	30
2.6.2 Group formation	30
2.6.3 Individual accountability	31
2.6.4 Social skills	31
2.6.5 Structuring and structure	31
2. 7. Goals of CLL	31
2. 8. Teacher roles	32
2.9. Learner roles	33
2. 10. Benefits and pitfalls of CLL	33
2.11 Conclusion	36

CHAPTER THREE : FIELD OF INVESTIGATION

3.1 Introduction	38
3.2 Students' questionnaire	38
3.2.1 Aim of the questionnaire	38
3.2.2 Administration of the questionnaire.	38
3.2.3 Description of the questionnaire	38
3.2.4 Data collection and analysis:	40
3.2.5 Discussion	49
3.3 Teachers' interview	50
3.3.1 Aim of the interview	50

3.3.2 Administration of the interview	51
3.3.3 Description of the interview	51
3.3.4 Interview Analyses	52
3.3.5 Discussion	59
3.4 Suggestions and Implications	60
3.5 Conclusion	61
• General Conclusion	63
❖ Reverences	66
❖ Appendices	69
❖ Appendix A : Student’s Questionnaire	70
❖ Appendix B : Teacher’s interview	73

LIST OF ACRONYMS

C.L.T: Communicative Language Teaching

C.L.L: Cooperative Language Learning

E.F.L: English as Foreign Language

E.S.P: English for Specific Purposes

F.L: Foreign Language

M.T: Mother Tongue

T.L: Target Language

T.T.T: Teacher Talking Time

L2/SL : Second Language

LMD: Licence, Master, Doctorat

%: Percentage

List of tables

Table 1.1: The four skills	9
Table 2.1: Possible students' role in cooperative learning groups	29
Table 3.1: gender	40
Table 3.2: Students' attitude towards speaking	40
Table 3.3: Students' evaluation about their level in English	41
Table 3.4: Students' attitudes toward oral expression courses	42
Table 3.5: Confidence in the use of English	43
Table 3.6: Reasons of the inability to speak	43
Table 3.7: Kinds of techniques used for teaching	45
Table 3.8: Students' preference	46
Table 3.9: Difficulties encountered in group work	47
Table 3.10: Understanding the specific skills of successful group work	47
Table 3.11: Students' evaluation of cooperative group work.	49
Table 3.12: Experience in teaching	52
Table 3.13: Teachers' concern on the oral skill	52
Table 3.14: Students' level of oral proficiency	53
Table 3.15: Teachers' perception of students' motivation in speaking	54
Table 3.16: Teachers' perception of the most needed item of speaking	55
Table 3.17: Teachers' use of teaching techniques	55
Table 3.18: Teachers' use of cooperative learning	56
Table 3.19: Teachers' perception of the value of cooperative work	57
Table 3.20: Teachers' perception of students' problems in groups	57
Table 3.21: Teachers' evaluation of cooperative learning	58

LIST OF CHARTS

Pie –chart 3.1: Students' evaluation about their level in English	42
Bar-chart 3.2: Students' attitudes toward oral expression courses	42
Pie-chart 3.3: Reasons of the inability to speak	44
Bar-chart 3.4: kind of techniques used for teaching	45
Pie-chart 3.5: understanding the specific skills of successful group work	48
Pie-chart 3.6: teachers' evaluation of students' level of oral proficiency	53
Pie-chart 3.7: Teachers' use of cooperative learning	56
Pie-chart 3.8: Teachers' evaluation of cooperative learning	58

General Introduction

1. General introduction:

The development of the speaking skill and oral proficiency is the major concern of most English language learners . However, although the frequent exposure to the language learners still find speaking difficult For that reason ,classroom interaction is highly recommended .

Foreign language teaching is known for being an interactive process that involves both learner and instructor participation .It has been careworn that foreign language teaching methodologies are a dynamic resource for creation interaction and communication within the classroom .

With a growing need for much effective ,successful ways of foreign language learning innovation within the language field has been inspired learning through small cooperative groups . this approach promotes interaction that makes learners be more comfortable and willing to speak since the focus is not only on the learner himself but on the hole group . Cooperative language learning is a learner-centered approach of teaching and is said, when effectively used by teachers, to create an affective learning classroom. In general, research results are in favor of CLL (Slavin, Baloche; in Richards& Rodgers, 2001.n.p).

Such approach has many productive outcomes .one of its main outcomes is cooperative group work technique provides motivation and comfort to learners that plays a major role in creating interaction and communication between learners that results in enhancing the learner's oral performance .

Many researchers have called into question the importance of investigating the impact of cooperative language learning on learners oral proficiency .

2. Aims of this study :

This dissertation attempts to shed lights on the importance of using cooperative language learning strategy as a motivational tool that helps students develop their speaking skills and gives them the opportunity to achieve oral proficiency and be effective speakers .

It also aims to help instructors use CLL as effectively as possible to create a convenient atmosphere that motivates learners ,lowers their anxiety level and boosts their confidence .

3. Research Questions and Hypotheses :

Developing a good level in speaking skill is the concern of both teacher and learner .This study is going to check the teachers true understanding of the concept of learning in cooperative group work and its effectiveness in motivating learners and creating interaction in the classroom. moreover ,to explore the learners point of view on the use of CLL and its psychological effects on them the following questions are asked :

1. Does the true understanding of the elements and practice of cooperative language learning lead to eventually enhance learners' oral performance ?
2. What effect does the use of cooperative language learning approach have on learners' attitudes ?

Accordingly , we hypothesize that :

1. If the teachers are aware of the true practice of CLL and apply it appropriately will lead to positively affect learners and enhance their speaking skill and oral proficiency.
2. If learners are working in groups they would feel more relaxed and motivated to achieve a better oral production .

4. Research methodology :

In this study , a descriptive method is used to examine the fallacy or the truth of the previous hypothesis and to analyse the quantitative that we have gathered through a questionnaire of 13 questions to 33 2nd year English students at Dr. MoulayTahar University - Saida .

In addition , to a 10 question interview to 05 oral expression teachers at the department of language at Dr. MoulayTahar University -Saida.

The significance of the study comes out of the fact that CL is an essential role in language learning settings. The present research seems to validate this view that cooperative learning increases interaction and communication among students. University teachers will benefit from this study through using the up-to-date teaching methods used in the study, i.e. cooperative learning. English language classroom should no longer be teacher centered but should be more student-oriented with the instructor adopting the role of facilitator. By doing so, it adds variety and fun to the teaching and learning process which leads to improve the learners speaking skills. Moreover , to our knowledge, there are no enough studies, to explore the effect of cooperative learning on improving university students' speaking skills

and attitudes in Algeria. There is insufficient research effort, particularly in Algeria, to give any firm conclusions on the centrality of cooperative learning in the teaching and learning process of English.

Chapter One

THE SPEAKING SKILLS

1.1 Introduction

Of all foreign language skills (listening, reading and writing) speaking appears intuitively the most critical one. As a system of getting to know and making use of the abilities of oral English are so intently related, classroom need to be an area in which the use of spoken language is highly supported because it enables university learners to make connections between what they know and what they're getting to know, and it's miles the only via which they're going to be judged even as the primary impressions are being formed.

In the classroom , newcomers find it very hard to communicate and interact using the goal language. They find that speaking a foreign language with a proper pronunciation fluency is complex task to fulfill .

1.2 The Speaking Skill's Definition

Speaking is the group of sounds that humans produce in order to communicate effectively within the society. This group of sounds are related based on certain rules that all the speech community approve about them in order to convey their messages and thoughts. Speaking is one of the four skills that language users need to be competent in, since it is the most used way to communicate. Different criteria should be associated within the produced speech in order to be a competent speaker.

The speaking skill entails a communicative ability of producing and receiving information. Byrne stated that Oral communication was a tow-way process between speaker and listener (or listeners) and involved the productive skill of speaking and the receptive skill of understanding (or listening with understanding).(Byrne 1986,P.8)

1.3 Characteristics of Speaking Skill

The linguistic code is not sufficient to make the speaker of the English language an effective speaker. Other aspects should be required in order to attain the competency in speaking English language.

As it is noted in Unrban 's book (2007,p.5-6) the characteristics of an effective confident speaker are :

1. The effective speaker listens to himself critically. He has the ability to recognize his mistake , correct it on the spot and finishes his speech .

2. A dynamic speaker knows how to control the strength and clarity of his voice in a proper breathing.
3. An effective speaker speaks clearly; to enunciate the words completely, opening his mouth enough to articulate every syllable of every word in a normal speed and avoids making vocal mistakes that can be seen as a barrier and cause a misinterpretation of the message.
4. An effective speaker uses dynamics; not to drone on and on a monotone voice, varying the pitch, volume, pace and speed of speech. He also adds different pauses in different places to allow thoughts and concepts to be shaped, and understandable to the audience.
5. A good speaker has a strong vocabulary that allows him to incorporate words into his speech that denote intelligence and an active mind.
6. A wise speaker controls his body language. He should be careful and knows exactly how to pose, how to maximize his voice's tonal quality, he should also smile and make eye contact with his audience.
7. A clever speaker should keep the presentation clear and interact with the audience to keep it interesting to what he is saying.
8. A dynamic effective speaker understands all the features to be a good performer and accepts all the critics and uses them in his favour and keeps improving himself.
9. An effective speaker knows that while speaking; We're delivering a verbal message, we're delivering a vocal message and we're delivering a non-verbal message.

As a result, we can notice that Being an effective speaker does not relate only to the knowledge of the grammar and vocabulary but it is also to the ability of choosing the right words in the right situations using the right way.

1.4 The Importance of Speaking Skills

People speak to express and exchange ideas, feelings and emotions. Without speech and communication we cannot interact with one another. The importance of speaking skills, hence is important for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is a task which takes place within the confines of our community. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-

order to communicate well with each other. Any gap in communication can lead to misunderstandings and problems.

To establish a meaningful and successful conversation, the speakers of the language need to be well trained in the skill of speaking. In order to become a smooth communicator one needs to be proficient in each of the four language skills (listening, speaking, reading and writing) however the ability to speak skillfully, offers the speaker several advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense. When we speak to others we come to have a better understanding of our own selves. Undoubtedly, the clarity in speech reflects clear thinking.

An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.

1.5 The relationship between Speaking and The Other Skills

The aim of language teaching is usually defined in terms of the four skills: (speaking, listening, reading and writing). The instructor focuses interest on each skill at a time. Thus, in some courses the teacher can show more interest towards the speaking skill and in other courses towards writing skill and so on. This sometimes reflects the apparent needs of the learners the objective of the course, and the method followed by the teacher. Although, often treated separately, the four skills are actively related.

The four skills are categorized into two kind of skills receptive and productive skills. the receptive skills are listening and reading, whereas, speaking and writing are productive skills. The first two are useful sources of experience, but active participation in- and feedback on- speaking and writing the target language is essential to foster progress and reinforce learning. the diagram below shows how the four skills are related :

Table 1.1: The four skills (Widdowson 1978 ,P.57)

	Productive /Active	Receptive/Passive
Aural medium	Speaking	Listening
Visual medium	Writing	Reading

1.5.1 Speaking vs. Writing

The nature of speaking has been discussed amongst many researchers to distinguish spoken language from written language. Brown and Yule (1983: 20) highlighted that for most of its history language teaching has been concerned with the teaching of written language. This language is characterized by well-structured sentences which are integrated into paragraphs. Unlike written language, spoken language consists of short language, often fragmentary utterances, in a range of pronunciation. There is often a big amount of repetition and overlap between one speaker and to another.

In addition, until the end of the second world war spoken language was not considered as a subject for language teaching. Four relevant distinctions between speaking and writing were made by Brown (2001).

The first difference is **permanence**; the written language the reader has the chance to read what he has written before and that is what makes written language permanent and everlasting whereas; The oral production is temporary and it fades as one finishes speaking. The second difference is **orthography**. In writing, we have graphemes, that are punctuation, pictures and charts; however, in speaking, we have phonemes, stress, intonation, pauses, volume and nonverbal cues. The third difference is **complexity**. Both speaking and writing represent modes of complexity, and the difference between the two is in the nature of clauses. In the spoken language, the speaker produces short sentences connected with coordinate conjunctions while in the written language, the writer writes longer subordinating sentences. The fourth and last difference is **vocabulary**, the speakers use a simple and limited vocabulary in everyday life because it is easy to understand each other. Differently, writers

write complicated vocabulary and variety of lexical items; the learners utilize dictionaries to clarify unknown words.

1.5.2 Speaking vs. Listening Comprehension

Listening and speaking skills complete one another and are closely related. The listening skill is as important as the speaking skill, since both the speaker and listener need each other to create a conversation. Thus, communication necessitates the exchange of information between two or more individuals which requires the use of both listening and speaking skills. Obviously, in any kind of verbal interchange, when the first person starts speaking the other should be listening or vice versa. Although, speaking can be seen as a less difficult skill to master than listening.

It is not essential that learners that master listening skill have better pronunciation than learners with weak listening skills.

In this context, Celce-Murcia and others (1996) saw that it was true in some cases that a learner who cannot recognize the difference between words that contain similar sounds such as *correct* and *collect* may still be hard to produce such distinction in speaking. However, learners who were able to distinguish such sounds may not be able to produce such difference systematically.

This can be seen in the instance provided by Brown (2001) about the three people on a train in England that they all speak English; however, when one of the travelers asked the question "Is this Wemberly station?" The second interpreted it as "Is it Wednesday?" and he answered "it's Thursday." which was interpreted by the third as the word *thirsty*. Although, the frequent exposure to English language the big importance given to speaking skill made English learners less interested in listening and consider it as difficult skill to master.

In addition, poor understanding often results in nervousness which will probably in turn inhibit speech. The reason behind this is simply not sufficient to expose the learners to those samples of spoken language (dialogue or teacher talk) in order to provide the students with models of oral production. Byrne (1976: 9) gives two main reasons why this is inadequate:

- The learners' ability to understand need to be considerably extensive in order to be „comfortable“ in a foreign language and therefore to communicate effectively. Thus, the teacher has to provide learners with a broad receptive base.

- The learners need suitably varied models of natural speech. Thus, the listeners have to be taught to listen as well as to speak.

In the communicative movement, both the listening and the speaking skills should receive a special attention.

To conclude, the listening skill is as important as the speaking skill because to communicate face to face has to be developed in tandem.

1. 6 Student's Psychological Problems

The aim of teaching the oral skill is to enhance interaction and communicative efficiency. However, when learners try to express themselves. There is hesitation; cliché expressions which fill in pauses, much repetition and frequent indefiniteness as the speaker seeks the most convenient combination of element to express his intended meaning (Rivers, 1968: 192-8). These difficulties are due to a lack of interest in the topic, weak listening practice, fragmental vocabulary, or lack of self confidence and the fear of making mistakes.

1.6.1 Lack of interest in the topic

In a foreign language courses, the learner may often keep silent if he has „nothing to say“ in that moment. The teacher may have chosen a topic which is uncongenial to him or about which he knows very little, and as a result he has nothing to express in English. As well as having something to say, the student must have the desire to communicate and interact with his teacher and his classmates. The teacher should create a comfortable atmosphere so his learners feel confident and free to express his ideas and interact with his classmates. However, the learner may be very aware of his limitations in the foreign language and feel that, by expressing himself in it, he is laying himself open to criticize or ridicule. For these reason he remains silent.

1.6.2 Weak Listening Practice

Since speaking is essentially an interaction between two or more individuals, listening comprehension plays a major role. The student may have acquired skill in expressing himself in the foreign language, but he has little practice in understanding the oral language when spoken at a normal speed of delivery in a conversation situation. The student therefore does not comprehend sufficient elements in the message to be able to make further contribution to

the discussion. Students need much practice in listening to the target language functions which will provide them with the breathing space necessary for oral performance.

1.6.3 Fragmental Vocabulary

In an attempt to use the foreign language to express their ideas, learners find themselves struggling to find appropriate vocabulary where their choice of expression is severely limited. When students are learning a foreign language, they are unable to express their thoughts in orally mature vocabulary. Thus, finding themselves now limited to expressing themselves in childishly simple language, they feel frustrated and uncomfortable. The teacher must be aware of this psychological factor and conscious of his own contribution in the process of teaching. He must be aware of the fact that, although they are limited in their powers of expression, they are not really the immature persons this deficiency might make them appear to be.

1.6.4 Lack of Self Confidence and The Fear of Making Mistakes

In many courses, some students prefer to keep silent since they feel afraid to be criticized or ashamed. However, student's mistakes must be corrected, but when the student is attempting to encode his thoughts he should be interrupted as little as possible. Instead, the teacher should note one or two errors of pronunciation or grammar which would affect communication or be unacceptable to a native speaker, and bring these to the attention of the whole class for a later practice.

Developing oral proficiency in the foreign language can be done only in a relaxed and friendly atmosphere where students feel at ease with the teacher and with each other. The teacher must adopt a motivating attitude in such a way that all students are involved in the learning process.

1.7. Teaching Methods for Oral Proficiency

Effective teachers should use techniques-group work, role-play, problem solving and discussion-which encourage students to take communicative initiatives. Thus, they can provide them with a wide and richer experience of using the language as much as possible.

1.7. 1 Co-Operative Group Work

Regardless of the need for whole-class teaching and individual work in language classroom, the use of group work has been highlighted as another interactional dynamics of language classroom. A group work is a classroom situation where students are working within smaller units or groups. Through interacting with each other in groups, students can be given the opportunity to oral exchange. For example, the teacher might want students to predict the content of reading a text of five paragraphs. Then, they are divided into five groups. Each group selects a paragraph of the text just reads and prepares to answer the questions put by the other groups. Each group has to scan a paragraph of the text for detailed comprehension and formulate questions to test the comprehension of the other groups. The aim is to get the students involved in oral interaction: asking and answering questions, agreeing and disagreeing certain points of paragraph and proposing modifications. Indeed, it is through this kind of tasks that researchers believe many aspects of both linguistic and communicative competence are developed (Bright & McGregor, 1970,n.p).

Oral interaction, in group, is based on a real attempt to find a collective solution to problems. Group work is a meaningful activity because the students need to focus on meaningful negotiation and information exchange.

For this reason, students should be familiar with the discussion topic. The main concern of the teacher is, of course to get the students to talk and to stimulate their interest and imagination. In addition to the benefits of group work activities, it has a number of additional advantages:

- It reduces the dominance of the teacher's talk (TT) over the class (Mackay & Tom, 1999: 26).

It increases the opportunities for students to practice and to use new features of the target language.

- It increases the opportunities for authentic negotiation.
- It promotes collaboration among students. They do not simply throw words to each other; they interact orally with a purpose.

Group work does not only have advantages, it has also disadvantages, like:

- It may kill the spirit of self-reliance.

- From the student's point of view, the value of help from the colleagues is less than the teacher's.
- It may bring potential risks, too, because some learners resent being corrected by other members of the group.

To conclude, the use of group work technique is important in teaching speaking skill and communication as it offers the learner the opportunity to interact and exchange ideas in order to develop his oral proficiency .

1.7.2 Role Playing

Many students derive a great benefit from role-play. It can be used either to encourage general oral proficiency or to train students for specific situations especially where they are studying English for specific purpose (ESP). Role-play is an authentic technique because it involves language use in real interactive contexts. It provides a format for using elements of real-life conversation and communication (Forrest, 1992) Revel (1979), sees role-play as: "an individual's spontaneous behavior reacting to other in a hypothetical situation." (p.16) This implies that role-play invites students to speak through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing them. Role-play involves an element of „let's pretend“; it can offer two main choices:

- a) They can play themselves in an imaginary situation.
- b) Or they can be asked to play imaginary people in an imaginary situation. (Byrne, 1976: 117-8)

Students usually find role-playing enjoyable, for example, they might be given the role of an angry father awaiting the late return of his middle school son from football game. Another student could be given the role of the son. Therefore, students have to prepare a dialogue for their presentation. Because role-play imitates real life, the range of language functions that might be used expands considerably. The role relationships among students call for practicing and developing sociolinguistic competence to use the language skills that are appropriate to the situation and to the characters.

Role play went through a period of relative unpopularity; yet this pity since it has a distinct advantages. In the first place, it can be a direct interactive method. It is an authentic technique for language use in interactive contexts to train students for specific interactive

skills of arguing, information, persuading, discussing, or complaining...etc. It promotes spontaneous oral exchanges between participants instead of reciting already memorized stretches. Indeed, as Dickson (1981: 382) puts it: "learners say what they want to say and not what someone has told them to say."

Second, role play allows hesitant students to be more forthright in their opinions and behavior than they might be when speaking for themselves, since they do not have to speak the responsibility for what they are saying. Third, by broadening the world of the classroom to include the world outside, role play allow students to use a much wider set of language use. Role-play is an effective technique when it is open-ended so that different people would have different views of what the outcome should be and consensus has to be reached.

There is a dynamic movement as the role-play progresses with students who lack self-confidence or have lower proficiency levels. To succeed with role-pay, the teacher has to give each student who does not play his role appropriately a card that describes the person or the role played. The teacher needs not only to identify the situation which will stimulate the discussion but also give them the role that matches the requirements of their personalities.

Topics for role play should be taken from students' current interest and anticipated experiences. This will contribute to increase the student's self-confidence as a speaker and his motivation to participate more.

1.7. 3 Problem Solving

A problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings. The problem tasks range from the imaginary to the more realistic.

Barker and Gaut (2002: 160) defined problem solving as follow: The label has been used to group together a range of activities which require the learners to find solutions to problems of different kinds.

The latter requires processes which have some kind of realistic application in which the students become involved in an effort to achieve a goal. In problem solving, students are involved in pooling information to solve a problem through oral expression and negotiation of meaning. For instance, the teacher describes the task to the students: „you are stranded on a desert island a long way from anywhere.

There is a fresh water spring on the island, and there are banana trees and coconut palms. The climate is mild. Make a list of eight to twelve things which you think are necessary for survival. Apart from the activities focusing on the likes and dislikes of individual learners, which therefore need a initial phase where each student works on his own, most of the problem-solving tasks require pair or group work throughout. Thus, students can be asked to solve the problem individually or collectively.

The latter is calling for cooperative negotiation. Problem solving activities demand that the learners themselves make suggestions, give reasons, accept, modify or reject suggestions and reasons given by others.

Problem solving can be of two kinds: short-term task and long-term task or project.

The former can be done in course of one class session while the latter is more time consuming that may take many sessions and longer. An example of a short-term problem-solving task includes putting items in categories.

For this kind of activities, the students have either to classify items according to categories giver by the teacher or to identify them by themselves. The students are given a list of 10-15 items, such as occupations (bank clerk, truck driver, policeman teacher lawyer, etc ...) and asked to locate them under heading according to different features. Like, physical / mental work, indoors / outdoors, with people / alone etc... Such short-term activities are task-centered and can be presented in a relatively simple way (i.e. they do not require a lot of explanation in order to set up; nor do they generally need any support materials).

It can be comfortably done in one class session of 20 -30 minutes. However, some teachers regard any activity which involves individual or group research over a period of time as project work. Very often this kind of activity is topic-centered and results in the productionof a piece of written oral report or both. For example, the teacher often asks students to develop a presentation on a particular historic period and to generate written products appropriate to the period. Students might conduct diagrams or realia to support the project. This example shows that teachers attach more importance to activities which get the learners out of the classroom, particularly those that involve the collection of data through information search, information exchange and information synthesis.

In some way, these activities provide a framework language use in a range of communicative function that is likely to occur. Learners also develop greater skills for managing the interaction, e.g. signaling disagreement or interrupting without offence.

1.7.4 Discussion

Discussion is any exchange of ideas and opinions either on a class basis with the teacher's role as a mediator and to some extent as participator, or within the context of a group, with the students talking among themselves. It may last for just a few minutes or it may continue for a whole lesson (in case of advanced learners who have a good command of foreign language). It may be an end in itself; a technique for developing oral expression through exchange of ideas, opinions, arguments and points of views. We can say that this technique is student-directed and teacher-guided discussion. (Hill and Ruptic 1949; in Byrne, 1976).

For example, all students can be asked to read a single book or story which can be discussed in one session upon completion of the reading. Discussion groups (also called literature circles and book clubs) can last from one to two or three session depending on the length of the book.

While discussion has many advantages, some benefits for second language learners include: increased comprehension levels; opportunities to improve listening skills and develop spoken language proficiency; increased participation of quiet and shy students and more time for teacher observation of students learning.

One of the reasons that discussions fail is that students are reluctant to give an opinion in front of the whole, especially if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely exposed classroom in discussion (Barnes and Todd, 1977: 81). Teachers have to keep in mind that topics for discussion are not selected at random. The first step toward successful discussion is that the teacher has to respect the following:

- Provide the students with a variety of sources of input (both topical information and language forms), newspapers, video-recording, or simply text so that they can have something to say and the language with which to say it.
- Offer choices relevance to professional / educational level of the students to feel comfortable with the topic chosen from several choices. Discussion does not always

have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs rather than how to combat pollution.

- Set a goal or outcome of discussion as group product, such as a letter to the editor.
- Use small groups instead of large groups or whole class discussion as, large groups can make participation difficult.
- Give 8-15 minutes, for discussion. Allow them to stop if run out of things to say.
- Allow students to participate in their own way. Do not expect all of them to contribute to the discussion, some students may feel uncomfortable to talk about certain topics.
- Do „report back“ session to report the main results of their discussion.
- Do linguistic follow-up at the end of the discussion; give feedback on grammar or pronunciation problems.

Through well-prepared discussion, the teacher's role is not to force his opinions on the students but rather to encourage them to express theirs. The teacher's opinion, if offered at all, should only serve to stimulate further ideas on the part of the students, not to inhibit them. Secondly, the teacher should appear more interested in the ideas at least in the beginning. Sometimes, of course, the teacher may have to help students to get their message across, or make their meaning clear. Also the teacher also has to keep the channels of communication open not of course by doing all the talking himself, but by stimulating students talks through questions which server as stimuli for discussion as long as they generate controversial opinions amongst the students.

1.8 The Teachers' Role :

The major role of the instructor is to create a comfortable atmosphere in the classroom . The teacher needs to play a number of different roles during classroom procedures. However, Harmer (2001: 275-6) suggests three roles if the teacher is trying to get students to speak fluently:

- Prompter: the teacher should become a prompter when students get lost, stuck and cannot think of what to say next, or in some other ways lose the fluency the teacher expects of them. The teacher, in this role, should be very careful not take initiative away from the students. He can leave them to struggle out of such situations on their own, and indeed sometimes this way is the best option. However the teacher may offer

discrete suggestions. This will stop the sense of frustration that some students feel when they come to a „dead end“ of language or ideas.

- Participant: in any part of the lesson there is always a chance for the teacher to participate in discussions, as an equal not as a teacher. In this way the teacher can prompt covertly, introduce new information to help the activity along, ensure continuing students involvement, and generally maintain creative atmosphere. However, the teacher should be very careful of participating too much, thus dominating the speaking and drawing all the attention.
- Feedback provider: the teacher should be very careful of when and how to give feedback in the speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, positively and encouragingly correction may get students out of difficult misunderstanding and hesitations. Everything depends upon teacher tact and the appropriacy of the feedback provided.

1.9 Assessing Speaking

The term assessment does not only refer to tests and grades ,it refers to much more than that. Actually, Haley and Austin (2004: 117) state that “[it] involves development of materials, processes, activities and criteria to be used as tool for determining how well and how much learning is taking place . In speaking, assessment involves the learners“ knowledge of the language items and the ability to use this knowledge to communicate in that language.

Thornbury (2005: 124) states that speaking assessment can be done either formally or informally. Informal assessment can take place at the beginning and at end of the language courses as well as at various occasions during the course itself-by asking questions to check whether the learners have understood or not. On the other hand, format assessment can be done through tests-using placement, diagnostic, progress or development tests - and examinations like the Cambridge Certificate in English language Speaking Skills (CELS), the International English Language Testing Service (IELTS) examination, and the examinations offered by Cambridge ESOL.

Testing can have a significant influence on how a teacher works with his learners and also influences how learners learn. It may seem easier to prepare a grammar test. However, testing speaking is not an easy task due to the complexity of the skill.

The problem, however, with including an oral assessment in the process of analyzing and measuring knowledge and ability, in this case, the learner's knowledge of the language and ability to communicate.

Component in a test is that it complicates the testing procedure in terms of practicality and the way assessment criteria can be reliably applied. Setting and making a written test of grammar is relatively easy and time-efficient. A test of speaking, on the other hand, is not. As an example; we may use an oral interview which forms a common kind of foreign language tests. During the test, all the learners of a class have to be interviewed individually, the stress caused, and the time taken, may seem to be greater than the benefits. Moreover, the teacher may have different criteria or standards for judging speaking

Thornbury (2005: 125) Language teaching program that prioritizes the speaking skill but does not assess it cannot be said to be doing its job properly.

Testing plays a major role in foreign language learning, both as a motivational factor to „do more speaking“ in class and as tool for the teacher to determine what skills and knowledge the learners already have and what areas need more focus. Testing oral production means testing what the learner does with the foreign language, ability to comprehend the spoken language, ability to frame a ready response, and the ability to express his ideas intelligibly with correct structure and appropriate lexical items. Then, teachers might also be interested in articulation of sounds, stress, intonation, etc...

It may be difficult for the teacher to be objective in grading his learners. The teacher may use a variety of rating systems. A holistic rating when the teacher is interested in the students' overall performance. On the other hand, analytic rating captures the learners' performance on only one aspect, say fluency, accuracy, pronunciation, stress, etc... (Lindsay and Knight, 2006: 124). So, the use of this element will be taken into account when the teacher finally gives a final grade. There are other times when speaking skills can be assessed. Almost any activity designed to test speaking are generally the same as the kinds of activities designed to teach speaking, e.g. role-play, pair work, information-gap exchange, discussions, etc...

Although fear of bad marks can sometimes be motivating, it is surprising to find the amount of power that learners feel when assessing themselves. It can be a real awareness raising activity

1.10. Conclusion

The speaking skill has a paramount importance with regard to the other skills . It is a fundamental skill that foreign language students should master in addition to the other language skills and due to its importance we tried in this chapter to shed light on true meaning of the speaking skill and how can instructors teach it in an effective way that lead to enhance the learners oral performance .We tried also in this chapter to highlight that teachers use a variety of techniques .

The next chapter will be devoted to one of the most common language teaching methods which is cooperative group work and we are going to explore its underlying principles and classroom implications.

Chapter Two

Literature Review

2.1. Introduction

Cooperative language learning is one of the main effective recent learning approaches that has energized interaction and communication within foreign language classrooms . In foreign language courses , Cooperative language learning offers learners the opportunity to apply the language in genuine life situations. It recently became a motivation generator and an essential element of classroom guidance .

This chapter is going to provide a general overview of cooperative language learning ; it encompasses a historical overview about it, conceptual definitions , different cooperative learning methods , followed by the characteristics, and the goals of CLL . The roles of both learners and instructor , and it includes also its benefits .

In this chapter, the focus is given to two main points . The primary one is to give a clear understanding of cooperative language learning, and the second gives guidance and instruction on how to use this approach to create interaction and competitiveness among foreign language learners .

2.2.An Overview of Co-Operative Language Learning:

Language teaching has been characterized by hunt for more productive ways of foreign language learning. For more than hundred years, the shift within language teaching profession emphasized the role of the learner in the process of learning and teaching. As a result, recently some noteworthy improvements started to take place and effective cooperative learning came to surface .

The history of cooperative learning can be traced back hundreds of years and longer as far as the early twentieth century (Slavin, 1995,p.9). Some forms of cooperation were held by the U.S educator John Dewey as an essential learning technique . He is ordinarily credited with promoting the concept of building cooperation in the classroom as a regular and systematic basis .

Cooperative language learning is basically based on the works of both Jean Piaget's (1965) and Lev Vygotsky's (1962) developmental theories which emphasize the significance of communication and joint problem solving among peers. Both of them highlight the importance of social interaction in learning.

A basic premise of CLL is that "learners develop communicative competence in a language by conversing in socially and pedagogically structured situations".

Social interdependence theory of Morton Deutch (1949; in Slavin, 1995: 16) explores the impact of social interdependency on individual communication within a particular

circumstance. He demonstrates that in cooperative groups, learners want to achieve better since their classmates need them to do so.

Pioneers in CLL, such as David and Rodger Johnson at the University of Minnesota, Robert Slavin at Johns Hopkins University, and Elizabeth Cohen at Stanford, have dedicated many years of detailed investigation and analysis on cooperative, competitive and individualistic efforts to learning (Slavin, *ibid*: 3).

Cooperative language learning now exists for virtually imaginable instruction purpose. Other studies show that cooperative learning raise students confidence which leads to better production . although Cooperative language learning is not frequently used it has been practiced several years .

2.3. An introduction to CLL

In foreign language teaching, cooperative language learning and communicative language teaching (CLT) share approximately the same principles .

As Richards and Rodgers (2001: 151) stated that Cooperative language learning originated outside of language teaching, but because it was compatible with many of the assumptions of communicative language teaching. It became a popular and relatively uncontroversial approach to the organization of classroom teaching.

This strategy has been known as the instructional approach to teaching that encourage communicative interaction in the classroom. Different to the traditional methods of language teaching and learning such as Grammar Translation Method and Audio-Lingual Method...etc, cooperative language learning is seen as one of the „learner- centered“ methods of language teaching.

Usually ,In EFL classes the most used methods are „teacher-centered“ in which the teacher plays the main role in the teaching process . In these classrooms, the teacher is the director and the information provider and the learners are required to listen and apply the knowledge provided by the instructor of his learners (Harmer, 2005: 114).

This kind of instruction is characterized by the teacher is the knowledgeable part in the classroom (Scrivener, 1994:1).

As opposed to traditional methods, cooperative language learning focuses on the learner and provides him the opportunity to be active in class (Nunan, 1988,n.p). He states that learners themselves are expected to be responsible of their own learning but it does not mean that the teacher has no role in the class .

Cooperative language learning originates outside of language teaching, but because it is compatible with many of the assumptions of communicative language teaching. It has become

a popular and relatively uncontroversial approach to the organization of classroom teaching. In learner-centered instruction there was a shift in viewing the teacher's role as a facilitator. In his role as facilitator, "it is necessary to provide questions to challenge thinking, give directions, explain activities, clarify procedures students should use on an activity, and check students' understanding" (Slavin, 1995: 132).

This view to teaching does not necessarily mean that the role of teacher is passive while learners act as leaders. Moreover, the teacher's role is to create a suitable atmosphere for his learners .mostly ,the majority of the teachers prefer using individual work , and whole-class instructional methods more often than others.

Chaudron (1988:51) finds that 70% of the classroom time is taken up by teacher talking time (TTT). Research assumed that whole-class instruction methods seem to have serious effects than its benefits.

Although it is not always true but the instructors may feel that all the students have an equal opportunity to participate in class. Again, Richards and Lockhart (ibid) argue that "such instruction is teacher-dominated, with little opportunity for active student's participation.." (Richards & Lockhart, ibid, 148)

The teacher usually starts a lesson by reviewing prerequisite material, then presents and develops new concepts or skills, then the group supervised practice and apply , and eventually instructor the assigns seatwork or homework for students to do on their own . Although the need for whole-class instruction and individual work, teachers should include other types of teaching in their classes to provide learners with a variety of communicative opportunities .

In recent years various alternatives that promote the use of pairs and small groups in the classroom such as Cooperative Learning, Collaborative Learning and Communicative Language Teaching have been proposed .

Through communicating with each other in pairs or groups, many researchers (e.g. Ellis, 2003) declared that both linguistic and communicative competencies are developed. Making learners work in groups is effective in that "certain capacities of an individual are not brought out expect under the stimulus of associating with others" (Dewey, 1916, in Richards & Lockhart, ibid, 266).

Group work has also been challenged on the grounds that it does not guaranty the conditions required for collaborative work to achieve satisfactory task outcomes or language acquisition. Recently, some noticeable changes have started to take place in this age-old instruction. This shift was from teacher-oriented to learner-centered instruction, and from

whole-class instruction to group work learning. In this sense, great attention was given to CLL as one possible way to achieve the predefined goals.

2.4. Definitions

Cooperative Language Learning (CLL) has several definitions each of them emphasizing a particular aspect, but all definitions, more or less shed light on the same spot. Johnson et al (1994; in Richards & Rodgers, 2001), in fact, have drawn the attention to cooperation as a distinguished principle of CLL, rather than competition in learning. In cooperative learning, they point out; learners benefit more from sharing each other's thoughts rather than working alone.

As for Olsen and Kagan (1992; in Richard and Rodgers, 2001), CLL is that: This definition implies that CLL entails learners learn from each other in pairs or small groups. CLL in this context emphasizes learner accountability in which each member of the group is responsible for his own contribution to activity.

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

Regardless of the definition taken or how it is used, the goals are the same. Thus, CLL is an approach to language teaching that aims to foster cooperation rather than competition, to develop communicative competence through the use of interactive group activities, and to increase opportunities for learners to use the target. CLL is one teaching method among many that its objectives will derive from the context in which it is used.

2.5 Cooperative Language Learning Methods

Cooperative Learning is not new to teaching. Since 1920, teachers have been used to encourage their students to work together on occasional group projects, discussion or debate groups and so on. However, until 1970, some significant research on specific applications of cooperative learning to classroom setting began to take place. As a result, many cooperative learning methods are available. It is now possible for teachers to select from a wide variety of cooperative methods to achieve different teaching outcomes. Some of these methods which have been extensively researched and widely used are Student team-Achievement Division, Jigsaw and Group Investigation.

2.5.1 Students Team-Achievement Division (STAD)

In STAD, teams should be assigned in groups of four or five which are mixed in academic performance, sex and race or ethnicity. The major goal of the team is “to make sure that their teammates have learned the material.” (Slavin, 1995: 78). After a period of team practice, the students take individual quizzes. Although, students study together, they are not allowed to help each other with the quizzes. This individual accountability motivates students to do a good job by explaining to each other as the only way to ensure team success is for all team members to master the information and the skills being taught.

The success is based on improvement points; that is, students’ quiz scores are compared to their own past average, and points are given to each team based on the degree to which students work harder and perform better than their own earlier performance. These points are then summed to obtain team scores. Some teachers provide some kinds of recognition or reward to students on „Great team“ or „Super team“ (Slavin, 1995: 5).

In cooperative learning methods, STAD is the most appropriate technique for teaching every imaginable subject. In foreign language classrooms, this may be useful for teaching vocabulary and grammar forms. In this type of cooperative learning, students would be learning specific grammatical feature; then, they would be given the opportunity to ensure that team members have mastered the rule in communicative contexts. STAD is one of the simplest of all cooperative learning methods, and it is a goal model to begin with for teachers who are new to the cooperative approach.

2.5.2 Jigsaw II

The Jigsaw method was developed by Elliot Aronson (1978). A more practical and easily adapted form of Jigsaw, Jigsaw II is provided by Slavin.

In this method, students work in heterogeneous teams, exactly as in STAD. The students are assigned chapters, stories, or other units to read, and are given “expert sheet” that contains different topics for each team member to concentrate on while they read. When everyone has finished reading, then students from different teams with the same topic meet in an „expert group“ to discuss their topics. The experts then return to their teams and take turns teaching their team members. However, it is important that the teacher distributes quizzes and allow enough time of every one to finish. Team scoring for Jigsaw II is the same as scoring for STAD. Also, as in STAD, success full team may earn certificates or other rewards. Aronson’s original Jigsaw resembles Jigsaw II in most respects, but it also has some important differences. In the original Jigsaw, students read topics different from those read by

their teammates. “This has the benefit of making the experts possessors of unique information, and thus makes the team each member’s contribution more highly.”

(Slavin, 1995, 126).

The advantage of Jigsaw II is that all students read the material, which may make unified concepts easier to understand. Jigsaw is one of the most flexible of the cooperative learning methods. In second language acquisition, this method would be very conducive to discussion and negotiation of meaning in the target language.

2.5.3 Group Investigation

Group investigation is a form of cooperative learning that dates back to John Dewey (1970, in Slavin, *ibid*: 11), but has been redefined in recent years by Shlomo and Yael Sharan at the University of Tel Aviv.

In this method, group composition is based on students’ interest, and it is heterogeneous. Students form their own two-to-six groups. Slavin (*ibid*: 112) believes that “cooperative interaction and communication among classmates are best achieved within the small group, where exchange among peers and cooperative inquiry can be sustained.” The teacher and students need to experience a variety of communicative and social skills that establish norms of appropriate cooperative behavior in the classroom.

Group investigation requires the learners to gather information from a variety of sources inside and outside the classroom. In group investigation, groups choose topics from a unit studied by the entire class. A central role to group investigation is students’ cooperative planning of the learning task. Each group members takes part in determining what they want to investigate in order to solve the problem, which resources they need, which will do what and how they will present their project to the class as a whole. Usually there is a division in the group that enhances „positive interdependence“.

Group investigation exposes students to constant evaluation by both classmates and by the teacher more than traditional whole-class instruction. This kind of evaluation is more appropriate for advanced levels. In second language acquisition, group investigation offers many opportunities for meaningful language use.

1.6 Characteristics of CLL

Cooperative language learning differs considerably from traditional language teaching methods. Thus, comparing cooperative language learning with traditional language teaching will illustrate the principal characteristics of language learning.

the following table summarizes the main differences between cooperative language learning and traditional language teaching (based on the research of Johnson and Johnson, 1991; Nunan, 1989; in Zhang, 2010: 81).

Table 2.1: Comparison of cooperative language learning and traditional language teaching.(Zhang, 2010: 82)

	TRADITIONAL LANGUAGE TEACHING	CO-OPERATIVE LANGUAGE TEACHING
INDEPENDENCE	Non or negative	Positive
LEARNERS ROLE	Passive receiver and performer	Active participator, Autonomously learners
TEACHERS ROLE	The center of the classroom, controller of teaching pace and direction, judge of students' right or wrong, the major source of assistance, feedback, reinforcement and support	Organizer and counselor of group work, facilitator of the communication tasks, intervener to teach collaborative skills
MATERIALS	Complete set of materials for each student	Materials are arranged according to purpose of lesson. Usually one group shares complete set materials
TYPE OF ACTIVITIES	Knowledge set recall and review, phrasal or sentence pattern practice, role play, translation, listening etc	Any instructional activity, mainly group work to engage learners in communication, involving processes like information sharing, negotiation of meaning and interaction
INTERACTION	Some talking among students, mainly teacher-student interaction	Intense interaction among students, a few teacher-student interactions
ROOM ARRANGEMENT	Separate desks or students placed in pairs	Collaborative small groups
STUDENT EXPECTATION	Take a major part in evaluating own progress and the quality of own efforts towards learning. Be a winner or loser	All members in some way contribute to success of group. The one who makes progress is the winner
TEACHERS RELATIONSHIP	Superior-inferior or equal	Cooperating and equal

Cooperative language learning represents the systematic and carefully planned use of group-based procedures. It seeks to overcome some of the weaknesses of traditional group work.

It was typically informal, unstructured, and only used on rare occasions (Slavin, 1995,n.p). Macaulay and Gonzalez (1996,p.2) characterize it as follow:

The instructional use of small groups so that learners are able to work together in a manner that enhances both group and individual learning. The key to cooperative learning is the careful structuring of learning groups. There are many ways to structure such groups, but some of the key elements are building interdependence, the designing of interactive processes, and accountability ... the building of social skills around such areas as decision making, communication, and conflict management is also fundamental to cooperative learning.

Similarly, Olsen and Kagan (1992; in Richards & Rodgers, 2001, p. 196) propose the following characteristics for the success of group-based learning in CL.

2.6.1 Positive interdependence of CLL

The essence of the cooperative group is the development and maintenance of positive interdependence among group members. Richards & Rodgers (ibid), state that: “Positive interdependence occurs when group members feel that what helps one member helps all and what hurts one member all.” (p.196). It means each group member depends on each other to accomplish a shared goal. Without the help of one member, the group is not able to reach the desired goal. For cooperative groups to be effective, group members should engage in team building activities that deal explicitly with the development of mutual support within the group. Students need access to activities in which they learn from each other as they ask for help and receive help from one another.

The instructional use of small groups so that learners are able to work together in a manner that enhances both group and individual learning. The key to cooperative learning is the careful structuring of learning groups. There are many ways to structure such groups, but some of the key elements are building interdependence, the designing of interactive processes, and accountability ... the building of social skills around such areas as decision making, communication, and conflict management is also fundamental to cooperative learning.

2.6.2 Group formation

Group formation is an important factor in creating positive interdependence. Richards and Rodgers (2001: 196) state that while the teacher breaks down his classes into pairs and small groups, many factors should be considered:

- Considering group size: typically group size is from two to four. This will depend on the tasks the students have to carry out, students’ age, and time division.
- Assigning students to groups: groups can be teacher-selected, random, or students-selected.

- Suggesting student's role in groups: Each group member has a specific role to play, such as noise monitor, recorder, or summarizer.

2.6.3 Individual accountability

In cooperative learning, each group member is held accountable for success of the cooperative group, because it places responsibility for action and progress on each of the group member. Individual accountability takes into account both group and individual performance, for instance, by assigning a grade for his own contribution of the team project or by or by calling on a student at random to share with the whole class (Slavin, 1995: 42). Learner accountability can be reached by giving each group member a specific role to perform.

The effectiveness of individual accountability is in providing learners with the opportunity to help each other and to motivate each other to achieve a shared outcome .

2.6.4. Social skills

The learner does not know how to communicate effectively with his pairs . Social skills similar other skills should be taught and reinforced, because it determines how students should interact with each other as teammates. Larsen-Freeman (2000: 164) states that “in cooperative learning, teachers teach students collaborative skills so that they can work together more effectively”.

Usually some explicit instruction in social skills is needed to ensure successful communication . In cooperative activities , students need to enhance “skills in negotiating (clarifying seeking clarification, checking for comprehension, problem for more information) as well interaction skills in turn taking, listing, encouraging, helping, disagreeing” (Arnold, 1999 : 3).

2.6.5 Structuring and structure

While it is clear that, all the other characteristics (e.g. individual accountability, social skills, etc...) enhance the achievement outcomes of cooperative learning, there is some evidence that carefully structuring interactions among learners in groups can be also effective. Richards and Rodgers (2001: 196) states that “structuring and structure refer to ways of organizing student interaction and different ways students are to interact such as three-step interview or Round Robin.”

2.7 Goals of CLL

In foreign language teaching, the aim of cooperative language learning is communicative interaction. There is a great deal of support for the idea that communication among learners on learning task will eventually lead to improve student performance .learners

will exchange information and learn from each other Richards and Rodgers (2001: 193) believe that CLL goals are:

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

Thus, these constitute the main goals of cooperative language learning in language teaching. Clearly, cooperative goals create pro- academic norms among students, and proacademic norms have important effects on students' achievement.

2.8 Teacher's roles

The role of the teacher in language learning differs considerably from the role of the teacher in traditional teacher-directed teaching. The teacher's role changes from a deliverer of information to a facilitator of learning. The teacher has to create highly structured and well-organized environments for classroom instruction. Harel (1992: 169) defines the teacher's role in the classroom as follow:

During this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, and empathizes. Depending on what problems evolve, the following supportive behaviors are utilized.

Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its problems, extending activity, encouraging thinking conflict, observing student and supplying resources.

With CLL, Hyland (1991; in Richards, and Lockhart, 1996: 102-3), states that the teacher's role is to:

- Share the responsibility for managing both interaction and learning and with students.
- Structure the learning environment so that student cooperates to obtain learning goals.

- Stimulate interactive language use through group work and collaborative problem solving.
- Choose classroom tasks which involve information sharing, cooperative reasoning, opinion sharing, and values clarification.
- Coordinate group activities.
- Provide clarification, feedback, and motivation support.

In classroom activities, the teacher models a variety of roles, each of them is learned by practice over time. While conducting to group work, the teacher serves as a resource person and a facilitator. The instructor circulates among the groups, observes and helps out with any difficulties they encounter in group interaction.

2.9.Learner roles

In CLL, the essential role of the learner is as a group member who must work with other group members to make certain that everyone in the group has mastered the content being taught. In CLL, the student plays the major role. Slavin (1995) believes that in order to ensure participation among students, “[they] are expected to help each other, to discuss and argue with each other to assess each other’s current knowledge and fill in gaps in each other’s understanding.” (p. 2).

Through CL, students become responsible for their own learning. As Richards and Rodgers (2001) put it, learners “are taught to plan, monitor, and evaluate their own learning” (p.199).

In this context, this does not mean that the teacher has no role to perform. Instead, he is there as a counselor, educator, friend and facilitator of learning; his job is more than handing out grades and marking papers with red ink. Richard and Rodgers (2001) report that within CL work, “each group member has a specific role to play in a group, such as noise monitor, turn-taker monitor, recorder or summarizer.”(p.197). Similarly, Kagan (1994; in Woolfolk, 2004: 495) states that the teacher must assign a variety of roles for each group member, to make sure that everyone in the group is involved in a specific role in accomplishing an overall group task.

2.9 Benefits and pitfalls of CLL

Cooperative learning is a powerful educational approach principally because of its contribution in enhancing students’ achievement and productivity and providing more opportunities for communication. From the perspective of second language teaching,

McGroatry (1989; in Richards & Rodgers, 2001: 195) offers the potential advantages for ESL students in CLL classrooms:

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

Slavin (1995: 60) found that the most important psychological outcome of cooperative learning is its effect on students' self-esteem. Students' beliefs that they are valuable and important learners are of critical importance for their ability to be confident decision-makers, and ultimately to be productive individuals. In cooperative classroom, motivation found to have great effect on enhancing students' performance Slavin (1995: 16) states that: The role of CLL in enhancing students' motivation has proved to be a major one. Focuses on the fact that students want one another to succeed and that is why they help one another.

This view represents the social cohesion perspective. In cooperative activities, students need to develop "social skills such as acknowledging another's contribution, asking others to contribute, and keeping the conversation calm need be to be explicitly taught."

(Larsen-Freeman, 2000, p.168).

The main difference between the motivational and social cohesion perspectives lies in the fact that the former emphasizes that group members help each other because they benefit themselves as well, whereas the second holds that group members help each other because they care about each other. The third major benefit is that "interaction among children around appropriate tasks increases their mastery of critical concepts

(Damon, 1984; in Slavin, 1995, p. 17).

From this view, cooperative learning on achievement would depend on the use of cooperative tasks. They argue that interaction among students on learning tasks will lead in itself to improved students' achievement (Slavin, *ibid*: 42).

Rewarding groups based on group performance (or the sum of individual performances) creates an interpersonal reward structure in which group members will give or withhold social reinforces (such as praise and encouragement) in response to group mates' task-related efforts.

While many potential benefits arise when CL is used, there are some important pitfalls that must be avoided if cooperative learning is to be instructionally effective. For example, some "students may not like the people they are grouped or paired with" (Harmer, 2005: 21). However, not all learners are positively disposed towards working collaboratively on tasks. Nunan (1989), for instance, states that the ESL learners often tend to favor „traditional“ over „communication“ activities, showing a preference for teacher-centered over learner-centered participatory structures.

In cooperative tasks, some students find it more humiliating to make mistakes in front of their peers than in front of the teacher. In fact, to solve this problem, the teacher has to set up the groups on the basis of students' preferences. There are other pitfalls that make cooperative learning may be less effective.

Slavin (ibid) states that "if not properly constructed, cooperative learning methods can allow for the "free rider" effect, in which some group members do all or most of the work while aggressive students go along for most of the ride." (p.19). Such a problem is most likely to occur when the group has a single task, for example to hand in a single report, complete a single worksheet, or produce one project.

Such assignments can also result in a situation in which students who are perceived to be less skillful are ignored by other group members. To solve this problem, the teacher assigns each group member responsible for a unique part of the work.

Finally, there are various problems associated with the organization of cooperative work that can create a negative effect on the outcome of the task. The physical characteristics of the classroom, in particular the arrangement of the furniture can go a long way toward encouraging communication. For the teacher, the biggest problem may be the crowded classrooms. Because of the number of the students, group discussion can become noisy and disruptive. There is also the risk of that students will engage in off – task talk.

To sum up, CLL is an approach that was found to have many advantages and benefits. However, many teachers emphasize the right decisions of conducting cooperative learning, otherwise, the benefits of CLL would not be obtained.

2.10 Conclusion

Unlike most traditional language teaching method in foreign language teaching, cooperative language learning tends to promote productivity and achievement and more opportunities for classroom communication.

Furthermore, it shares approximately the same essential set of principles with communicative language teaching. We know a great deal about the effect of cooperative learning on students and the conditions necessary to make cooperative learning more effective for achievement outcomes. It is now possible for teachers to select from a wide variety of cooperative methods to achieve different purposes and to use cooperative learning as the main organizing scheme for classroom instruction and not just as an occasional activity.

Chapter Three

FIELD OF INVESTIGATION

3.1 Introduction

Within the past chapters we have displayed a literature review of both speaking skills and cooperative language learning. The next step of any research design is to move to something more practical. As long as our research is concerned, the most suitable method is the descriptive one. However, the researcher may have to draw on range of different procedures for collecting needs data, such as: observations, interviews, tests and questionnaires. It is really necessary to employ all these procedures and the choice will obviously depend on the aim of the research work, the sample under investigation, the time available and the nature of the data collected.

The questionnaire and the interview are perhaps the most widely used for eliciting information from some target informants relative to their goals, attitudes and backgrounds. In this study, we designed a questionnaire for students and an interview for learners to see their opinion and convictions about the use of CLL in teaching speaking skill .Throughout this chapter, clarifies the research design in terms of the aim, the administration and the description. Moreover, it also contains the analysis of student's questionnaire and the teacher's interview .

3.2 Students' questionnaire**3.2.1 Aim of the questionnaire**

This questionnaire is mainly designed to diagnose the students' evaluation of their skills and the awareness of cooperation in group work in the English language. Second, it also attempts to investigate their actual state of learning in terms of the use of cooperative group work.

3.2.2 Administration of the questionnaire

Given the impossibility to conduct the research on the whole population under investigation, we have administered the questionnaire to second -year LMD students. It is worthy to mention that the questionnaire took place in February 2019, at MoulayTahar University. The questionnaire was administered to fifty (50) students for one hour. Among them only 33 students handed back the questionnaire. It was administered in a friendly and relaxed environment. The questions were clear enough in order to help the students' understand and thus provide appropriate answers.

3.2.3 Description of the questionnaire

In designing the present self-completed questionnaire for research purposes, the items required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, or open questions asking the students to give their opinions or

to explain their choices. The questions revolve around four headlines each one of which covers the variables selected and each particular aspect of our study.

Section One: General Questions (Q1 –Q2)

In this section the students were asked to indicate their gender in (Q1). In (Q2), students are asked if they find speaking in English: five 05 rating options were proposed ranged from, very easy, easy, difficult or very difficult.

Section Two: Students' Perception of The Speaking Skill (Q3 –Q8)

This section seeks information about some aspects of the speaking skill . The first question seeks information about how the students rate their oral performance in English whether it is high, above average, average, below average or low (Q3). In (Q4), students are asked if they consider that the oral expression courses help them to improve their oral performance very much, somewhat, don't know, not very much, or not at all .

Then, in (Q5) they are asked to say whether they feel afraid to talk or not. In (Q6) they asked to identify the reasons which lie beyond their answers from a set of options. In (Q7), students are asked to state the main reasons behind their weakness in speaking skill .Then in (Q8) they are required to pick the activities they enjoy best: multiple-choices were given, group work, role-play, problem solving, discussion, or any other techniques they had to specify.

Section Three: Students' Perception of their Teachers' Implementation of Cooperative Work (Q9-Q13)

The first question investigates the students' preferences for individual work, pair work or group work (Q9) and then they are required to justify their choices . In (Q10), students are asked if they find it difficult to work cooperatively with their classmates or not . After that, students are asked to say whether group work helps them to: ask and respond to morequestion? learn to listen to different opinions? Evaluate their peers'' performance or develop social skills for getting along with others? (Q11)

The next question (Q12) investigates the students' evaluation of cooperative work whether it helps in improving their speaking skill or not, and then they are required to explain why.

The last question is an open -ended in which we gave the learners the opportunity their opinion about what may help them develop their speaking skill .

3.2.4 Data collection and analysis

3.2.4.1 Section One: General Questions

Q1 .Gender

Table 3.1: Gender

gender	Subjects	%
male	4	12 .12
female	29	87 .87
Total	33	100

A quick glance at this table will reveal that female students outnumber male. In fact, we have recorded just four 4 male subjects out of total thirty three 33 (12,12 %), where as the rest is of a female sex, that is twenty nine 29 (87,87%) are female subject. This adds nothing to work except that girls are expected to be more interested in collaborating .

Q2. How do you find speaking in English?

Table 3.2: Student's attitude towards speaking skills

Options	Subject	%
Veryeasy	3	9.09
Easy	24	72.72
Difficult	5	15.15
Verydifficult	1	3.03
Total	33	100

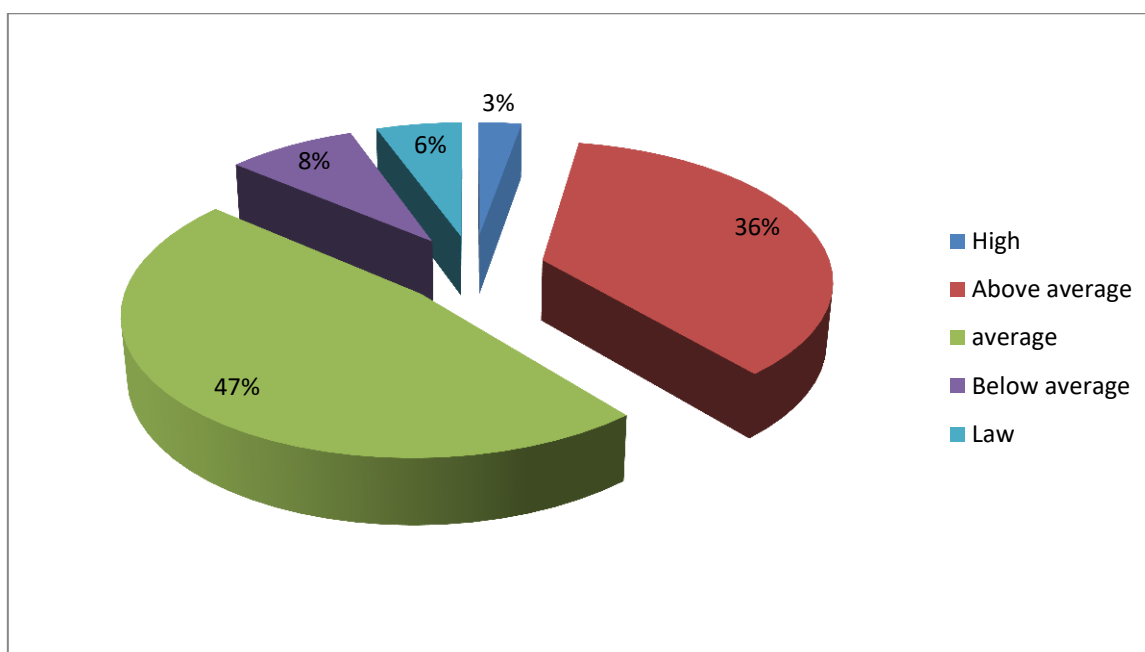
Subjects, here, are asked to say whether they find speaking easy, very easy, difficult or very difficult. The majority of respondents 24 or about (73%) believe that speaking in English is easy, about (9.09%) said it is very easy, against (15.15%) who find it difficult and only (3.03% who find it very difficult. For ranking speaking by difficulty, most students (73%) find that speaking is easy. This, however, does not necessarily mean that they are good speakers. Those who find speaking difficult and very difficult might represent the proportion of students who never participate in the classroom.

3.2.4.2 Section two : Students' Perception of the Speaking Skill

Q3 .How can you describe your level of oral performance in English?

Table 3.3: Students' evaluation about their level in English

Options	Subjects	%
High	1	3.03
Aboveaverage	10	39.39
average	17	51.51
Belowaverage	3	9.09
Low	2	6.06
total	33	100



Pie chart 3.1: Students' evaluation about their level in English

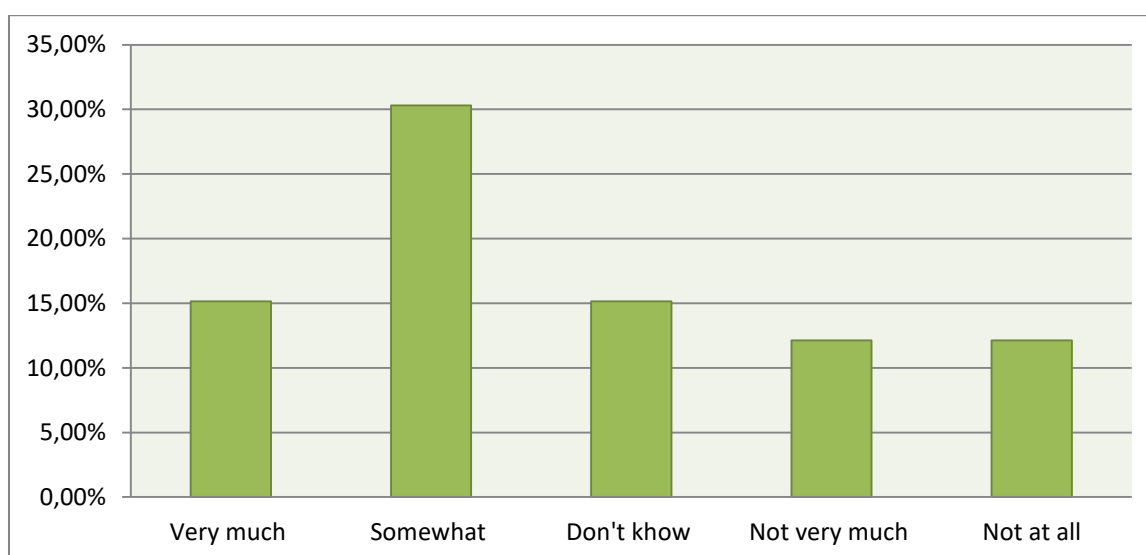
This question acts as a support to the one just preceding (pick the most important skill that needs to be developed most?). Subjects, here, are asked to describe their speaking ability in the language class. In answer to this, they are expected to rank themselves from high to low.

We have recorded 17 respondents (51.51%) who have admitted that their level of oral performance is average. About (40%) said that their level is above average; against about (10%) and (6.06%) who confess that their level is below average or low. Therefore, these are not likely to participate verbally in the classroom. And if they stay silent without any attempt to participate, then they will not advance any further.

Q4.To what extent did the oral expression courses help you enhance your speaking skills?

Table3.4: Students' attitudes toward oral expression courses.

Options	Subjects	%
Verymuch	5	15.15
Somewhat	10	30.30
Don'tkhow	5	15.15
Not verymuch	4	12.12
Not at all	4	12.12
Total	33	100



Bar-chart 3.2: Students' attitudes toward oral expression courses

This item of information sheds light on subjects' attitudes toward the whole teaching process. Five respondents (15.15%) have indicated that the oral courses help them improve their oral performance; (30.30%) of the subjects said that they improve somewhat their oral performance. A number of subjects have opted for the reverse situation in that (24.24%) respondents do not actually find their teachers' courses helpful, (12.12%) of the subjects say that they are not helpful at all also, we have recorded (15.15%) subjects who have opted for don't know.

Many students do not contribute to language input partly because the courses are not interesting enough to stimulate their verbal participation and communication. It goes without saying that if the courses are motivating enough, students are seen struggling to express themselves using the language to express their ideas

Q5 .Do you feel afraid while speaking in English ?**Table 3.5:** Confidence in the use of English

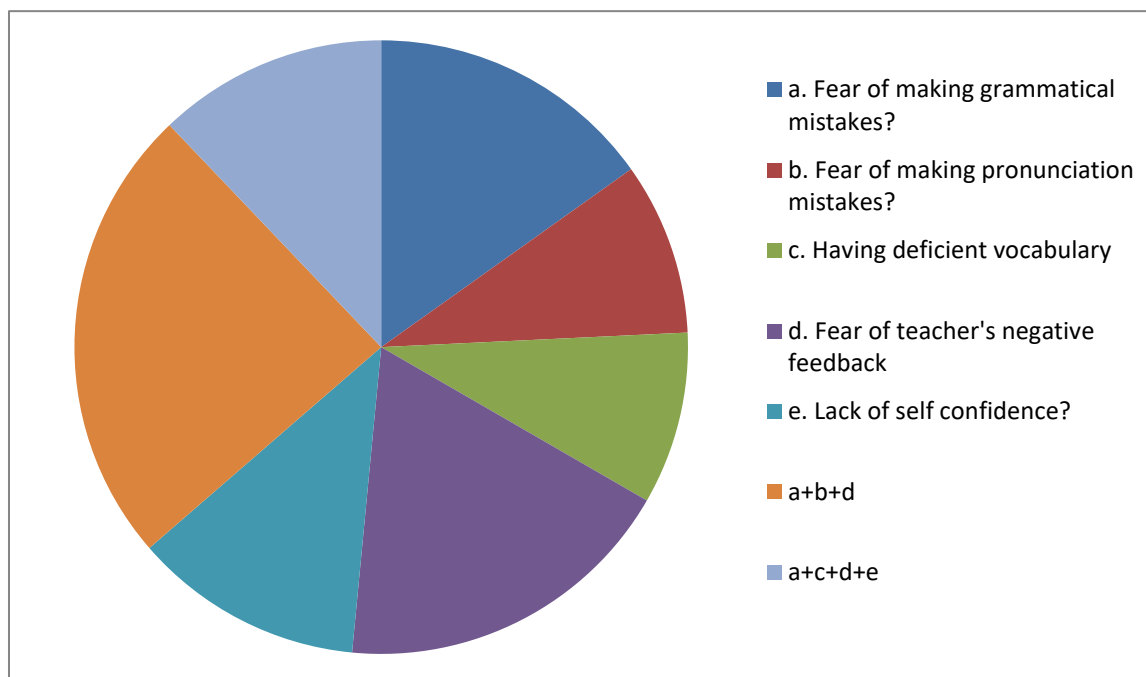
Options	Subjects	%
Yes	20	60.60
No	13	39.39
Total	33	100

This question aims at determining whether subjects are afraid to speak or not. An examination of the table above will reveal that the majority of respondents 20, or (60.60%) do not feel at ease to speak (they remain silent), while about (40%) who consider themselves as talkative or able to participate. Yet, things not always light i.e. not all subjects actually are motivated to speak in English language.

This might have several reasons; one possible reason is that respondents might be uninterested in the topics themselves. Another interpretation is that the subjects are not motivated enough to speak. However, we cannot always consider their non-speaking to lack of motivation, although motivation can play a major role to initiate speech. The next question gives us a clear idea of some possible factors which may prevent students from speaking in a foreign language.

Q6 .If your answer is "yes", is it because you:**Table 3.6:** Reasons for the inability to speak

Options	Subjects	%
a. Fear of making grammatical mistakes?	5	15.15
b. Fear of making pronunciation mistakes?	3	9.09
c. Having deficient vocabulary	3	9.09
d. Fear of teacher's negative feedback	6	18.18
e. Lack of self confidence?	4	12.12
a+b+d	8	24.24
a+c+d+e	4	12.12
Total	33	100



Pie-chart 3.3: Reasons for the inability to speak

Having discussed the issue of students being afraid to talk, it seems wise to see just what makes students unwilling to use the language for oral communication. Subjects are, therefore, asked why they do not participate in the classroom, and are provided with a set of possible choices from which they have to choose those which best describe their case. Whereas 5 subjects (i.e. 15.15%) have indicated that they do not participate because they are afraid of making grammatical mistakes and that their classmates make fun of them, 3 (or 9.09%) say it is because they have deficient vocabulary as they are not talkative, and 3 subjects out of the total sample do not participate as they are afraid of making pronunciation mistakes. In fact, this problem may prevent communication and slow down learning. Closely related to this is the fear of teachers' negative feedback; we have recorded 4 subjects, or (12.12%) who are reticent to speak in the classroom since they lack self-confidence; this might keep them from making their way toward native speakers. So, it is the teacher role to create friendly and relaxed atmosphere that pushes them to speak.

Q7. What are the main causes behind your weakness in speaking skills?

The students were asked to state some reasons that staid behind their weakness in speaking .the sample of learners justified their weakness in speaking by the following reasons:

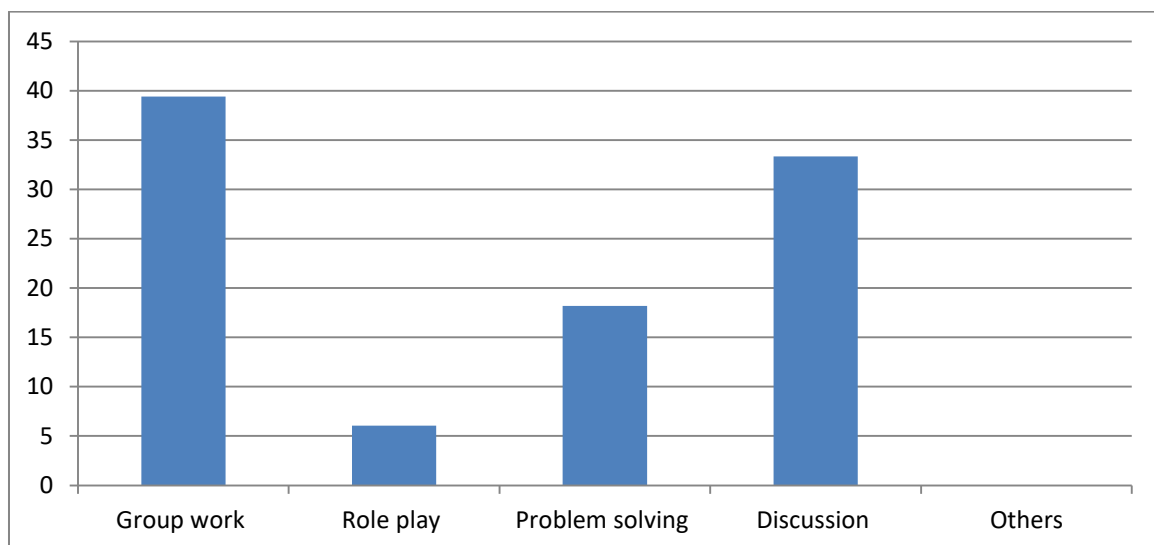
- Students are poor readers which leads eventually to poor vocabulary, first language interference and lack of back ground knowledge about the language learned.
- Lack of practice and language use.
- Lack of self-confidence and the fear of speaking in front of the hole classroom
- Students find speaking difficult, plus, they are not motivated to speak.
- Learners are affected by the limited time dedicated to teaching speaking.

From the above statements which explain student’s weakness in speaking, the majority of learners agreed on two main causes of their weakness in speaking skill: the students lack confident and are afraid of speaking, second they are not provided with enough chances to practice speaking.

Q8 .Which of the following techniques you enjoy most in oral classes ?

Table 3.7: Kinds of techniques used for teaching

Options	Subjects	%
Group work	13	39.39
Roleplay	2	6.06
Problemsolving	6	18.18
Discussion	11	33.33
Others	0	0
Totale	33	100



Bar-chart 3.4: Kinds of techniques used for teaching

The present item of information is intended to ask subjects about the technique they enjoy best. The table above summarizes the most frequent techniques that teachers can use in order to carry out a speaking activity. As can be noticed in table N°8, there are no major differences between

The percentages of group work and discussion. In the first place comes group work with (39.39%) followed by discussion with (33.33%). Not surprising, we have recorded 6 cases of subjects who consider problem solving as the technique that enjoys best and only (6.06%) answers opt for role play. This indicates that in the first place, subjects are aware of these techniques and secondly those who find group work enjoyable are motivated when they set to work in groups.

Q9 .what do you prefer in oral expression?

Table 3.8: Students' preference

Options	Subjects	%
Individualwork	5	15.15
Pair work	10	30.30
Group work	18	54.54
Total	33	100

In this item, subjects are invited to say whether they prefer individual work, pair work, or group work. Our aim is that opting for one type of task in preference to another may help us to see the kind of instruction students' prefer.

The majority has indicated that they prefer having group work instead of other types of tasks. These are 18 subjects translating into (54.54%). Ten subjects, however, are opted for working in pairs (i.e. 30.30%), and only five (or 15.15%) prefer to work individually.

Whatever your answer is, please justify

In all likelihood, those having opted for group work are of extroverts, sociable students who enjoy sharing and being with others. Students also like to feel that the space in which they meet belongs to them and strengthen their feeling to take risks in speaking. As for pair work, the subjects under investigation are also likely to be sociable or trying to be. As far as the third category is concerned, those students have a higher level students who may not want to work with a weak partner, or probably they feel more secure to work individually instead of in the company of others.

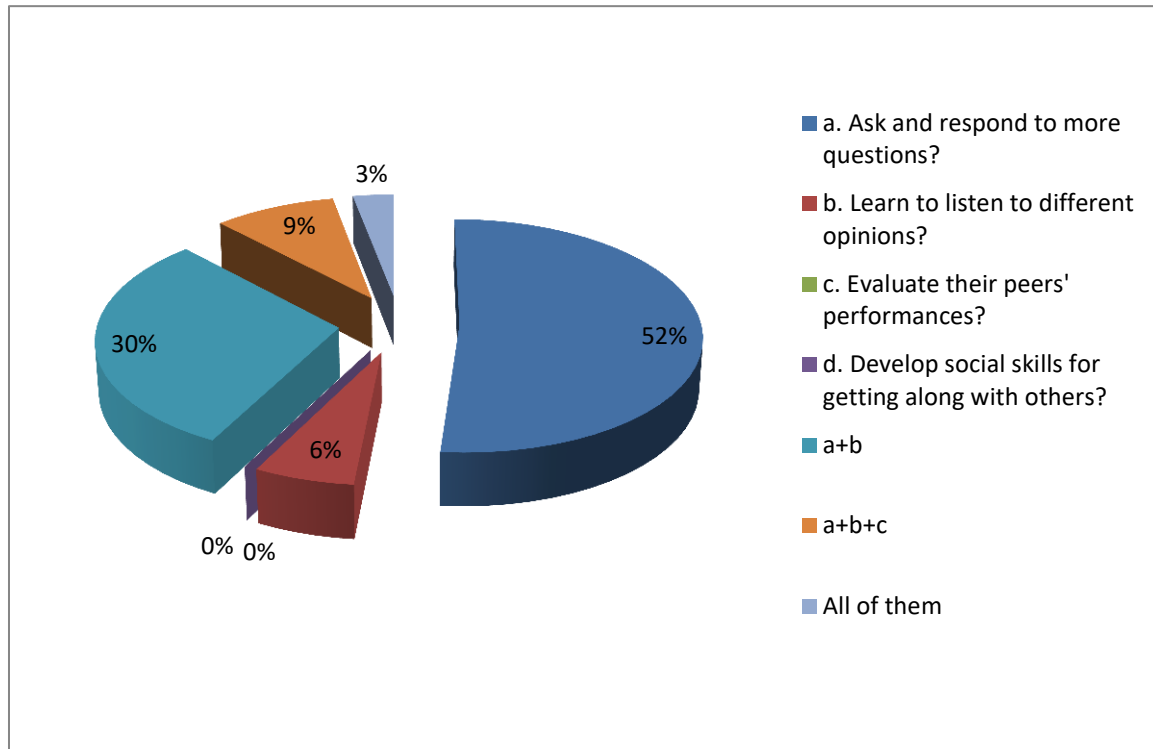
Q10 .Do you find it difficult to work with your classmates in groups?**Table 3.9:** Difficulties encountered in group work

Options	Subject	%
Yes	8	24.24
No	25	75.75
Total	33	100

In this question, we have recorded a majority of 25 respondents, or (75.75%), who has indicated that they do not have difficulties when they work together with their classmates. This means that they are among students who would prefer working cooperatively for the communication of their thoughts. Eight or (24.24%) of the respondents have problems when they work together with other classmates. One possible interpretation is that these subjects are in favor for individual work. There are also other factors that teachers should be aware when setting cooperative work in order to get its substantial benefits.

Q11 .Do you think that cooperative group work helps you develop your speaking skills?**Table 3.10:** Understanding the specific skills of successful group work

Options	Subjects	%
a. Ask and respond to more questions?	17	51.51
b. Learn to listen to different opinions?	2	6.06
c. Evaluate their peers' performances?	00	00
d. Develop social skills for getting along with others?	00	00
a+b	10	30.30
a+b+c	3	9.09
All of them	1	3.03
Total	33	100



Pie- chart 3.5: Understanding the specific skills of successful group work

In this question, subjects are asked to say what group work helps them to do. As has been noted in the previous question, only 9 subjects have reported that their teachers raise their awareness toward the skills needed for group work. A quick glance at the table above will reveal that 17 respondents out of (54.54%) find that group work help them to ask and respond to more questions, these have placed this skill in the first position. The second position is opted for by just 2 subjects (i.e. 6.06%) who believe that group work help them to listen to different opinions. Furthermore, we have recorded no subjects opting for the second skill and no respondents have opted for the fourth skill which is developing the social skills for getting along with others. As for the 15 subjects, when asked about these skills, 6 subjects (i.e. 18.18%) have opted for the first and second skill, and 9 subjects (i.e. 27.27%), have opted for the first, second and third skill.

Of the four skills we presented above, „ask and respond“ to more questions is the only one that teachers teach their students how to do it. But what we really find surprising is that almost all the teachers are aware of the need for these skills, but skills do not want to bother themselves teaching them.

Q12 .Do you think that cooperative work helps you improve your speaking skill?**Table 3.11:** Students' evaluation of cooperative group work.

Options	Subjects	%
Yes	29	87.87
No	4	12.12
Total	33	100

In answer to the above question, a numerical minority of 4 respondents (12.12%) has indicated that cooperative work does not help them to improve their speaking skill. In comparison, 29 subjects have opted for the opposite situation. This translates into (87.87%); yet, it communicates a deep fact that a high portion of the sample recognizes the benefit of cooperative work in improving their speaking skill.

13. In your opinion, what may help you enhance your oral performance ?

The purpose of this question is to detect the learners point of views on what can be beneficial and help enhance their speaking skill . The sample answered that their level can be ameliorated through:

- Teachers should give time to practice , encourage learners to speak and reward them .
- Teachers should create a relaxed and enjoyable classroom atmosphere for learners .
- Teachers should combine reading and speaking sessions together to enrich the learners vocabulary.
- The student should be given an opportunity to express them selves.

Some learners suggested that in order to enhance their speaking skills English students should read as much as they can to learn new vocabulary ,grammar rules and new sentence structure .however, Other mentioned that motivation (rewards ,extra marks ...) can be a key element to the learners willingness to speak .

To sum up ,each learner differs from others so each student should use the technique which he feels that will improve his speaking skill.

3.2.5 Discussion

On the basis of the analysis of the students' questionnaire, we note that:

Foreign language teaching is not merely a process of transforming knowledge, but one which creates situations where students interact and express their thought using the target language. That is to say, learning a foreign language is to speak and to communicate in that language.

1. With speaking, the majority of the students express their needs in terms of speaking skills. Concerning the other skills (i.e. reading, writing, and listening) students do not seem to understand that they are interrelated. Thus, learning the speaking skill will reinforce the learning of the other skills.
2. Although some students may be motivated to learn English, they feel afraid to speak it for their inability to interact with others; lack of self-confidence, fear of operating foolish when mistakes are made (grammatical or pronunciation mistakes) and fear of teachers' negative feedback. Because of the many psychological problems (listed above) students have, teachers need to encourage students' talk inside the classroom to be exclusively in English.
3. As for teaching speaking, students seem to have different attitudes toward different teaching techniques. The majority of the students are interested in discussion and group work. The teachers' role is to adapt the technique with encourages more students' participation.
4. The students showed different preferences for classroom arrangements (i.e. group work, pair work individual or seat work). However, teachers need to include the type of teaching that provides learners with a variety of opportunities for communicative interaction and language use.
5. Concerning the implementation of cooperative group work, students do not seem aware of the skills they can adopt for a successful functioning of group work. We believed that teachers should raise their students' awareness towards the importance of these skills
6. Students' evaluation of cooperative group work as a technique for teaching speaking implies student's readiness for such a technique.

3.3 Teachers' interview

3.3.1 Aim of the interview

We believe that in order to investigate effectively the student's needs in terms of their oral English skills . It is necessary to consider the teacher's thought and attitudes toward the use of group work as presented by cooperative language learning. So, we used an interview as a second data collection tool as It aims at investigating the teacher's opinions about how language is being taught and the problem being encountered with teachers in their teaching tasks.

3.3.2 Administration of the Interview

Our target population consists of all teachers of oral expression in the department of English at the University of Moulay Tahar -Saida. There is no possibility of covering the whole population. As such we have reduced the sample to (10) teachers, who do have similarities with the whole population.

The interview was sent to (10) teachers however, only (5) teachers have responded. In the light of these circumstances, only 5 teachers have co-operated with our work and we feel very grateful to their comprehension.

3.3.3 Description of the Interview

The whole interview is made up of (10) items and classified under (02); sections each focusing on a particular aspect. It involves a mixture of different types of questions: “open ended” and “closed” questions. Closed questions require the teacher to answer by „Yes“ or „No“ and open-ended questions which require from them to give their personal point of views and share their background information about subjects.

3.3.3.1 Section 1: General Question & The Teachers' Perception of The Speaking Skill (Q1-Q6)

The first section aims at collecting items of information on the sample. The first question (Q1), teachers are asked to give the numbers of years they have been teaching English; i.e. their teaching experience.

In this section also, teachers are required to state whether or not the oral skills are their major teaching concern (Q2). In (Q3), teachers are asked to describe their students' level of oral proficiency in English; whether it is high, above average, average, below average or low. This question seeks information whether teachers motivate their students to speak in English or not (Q4) and to explain how in case they give a positive answer .

After that, respondents are asked to state the most difficult aspect for teaching speaking: grammar, pronunciation, vocabulary or sentence structure or any other aspects they had to specify (Q5). In (Q6), are teachers asked to mention the technique they use most: multiple-choices were given; group work, role-play, problem solving or discussion.

3.3.3.2 Section 2: Teachers' Implementation of CLL (Q7-Q10)

In this section, teachers are required to state if they have ever used cooperative language learning (Q7). The next item (Q8) aims at investigating the role of the teacher in terms of helping students see the value of cooperative work. In (Q9) teachers are required to indicate whether their students face problems working in groups or not.

The last questions (Q10), teachers are required to say whether they think that cooperative learning enhances student’s oral performance or not, and then they have to justify their answer.

3.3.4 Interview Analyses

3.3.4.1 Section 1: General Question & Teachers' Perception of the Speaking Skill

Q 1: How long have you been teaching English?

Table 3.12: Experience in teaching

Number of years	Subjects	%
10 years	02	40
9 years	01	20
7 years	01	20
6 years	01	20
Total	5	100

Teachers, here, are required to give in numbers how many years they have been teaching English i.e. their teaching experience. The most experienced have been teaching for 10 years for each (40). We can notice that (60%) have no more than 10 years experience in the field of teaching.

Q2: Are the aural / oral skills your major teaching concern?

Table 3.13: Teachers’ concern of the oral skill

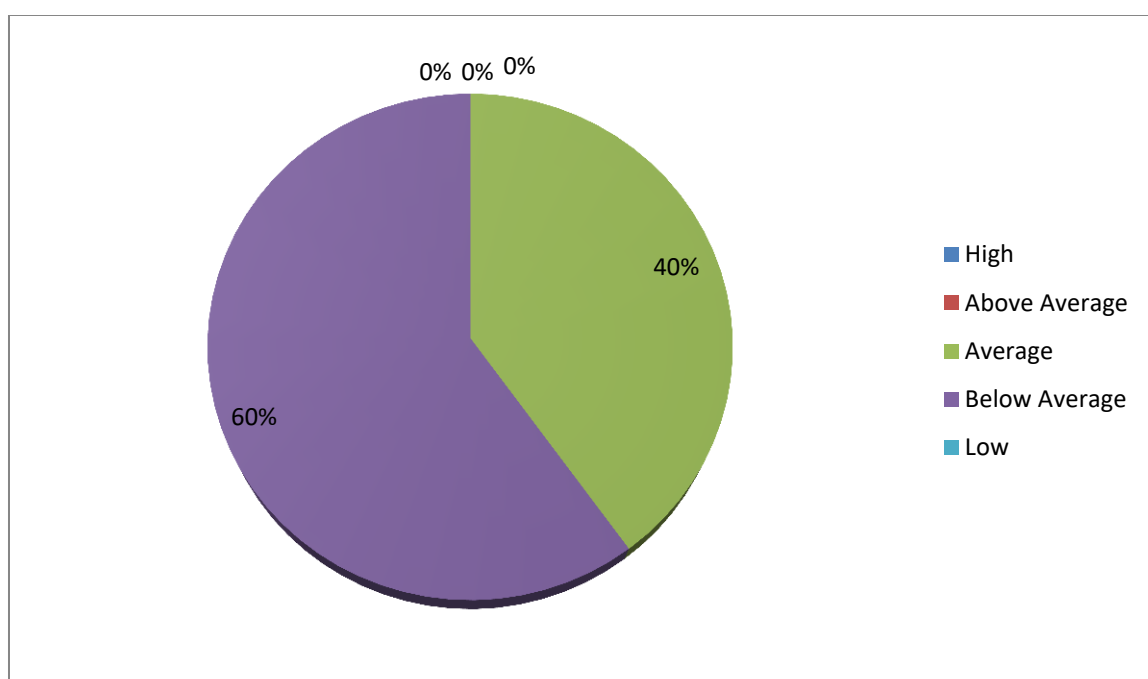
Yes	4	90
No	1	10
Total	5	100

As shown in this table, expect one questioned teacher, i.e. (10%) answered negatively. Four of the teachers (90%) who answered positively the question, indicating that the oral skill are their major teaching concern. This shows that teachers are aware of students’ needs in terms of enhancing their oral proficiency. These answers consolidate the belief that students need to develop their speaking skill, and that this skill will eventually enhance to a certain extent the other skills.

Q3: Which of the following describes your students' level of oral proficiency?

Table 3.14: Teachers' evaluation of students' level of oral proficiency

Options	Subjects	%
High	0	0
AboveAverage	0	0
Average	2	40
BelowAverage	3	60
Low	0	0
Total	10	100



Pie- chart 3.6:Teachers' evaluation of students' level of oral proficiency

Teachers, here, are required to describe their students' level of oral proficiency. It seems to us that a majority of 3 teachers, translating into 60%, agree that their students have a below average in oral proficiency. However, 2 teachers out of 5 believe that their student's level in oral proficiency is average. No one teacher has opted for the 'high', 'above average' or 'low' options. If we take these results into consideration, it seems to us that the majority of students do not have a good command of English, probably, because they have poor speaking habits and practice, not interested in using the language. We believe that the main reason for which students' bad level is reticence. This means that students need practice in talking to be able to develop their speaking skill.

Q4: Do you motivate your students to speak in English?**Table 3.15:** Teachers' perception of students' motivation in speaking

Options	Subjects	%
Yes	02	40
No	03	60
Total	10	100

Turning now to motivation, two aspects will be discussed here. The first point is whether or not the teachers are motivating their students to speak in English. The great majority has indicated that they do not motivate their students (a total of 3 teachers or 60%), while only 2 out of 5 (i.e. 40%) motivate their students. Unmotivated students can be due to many factors, such as lack of self-confidence, lack of interest in the speaking subjects, fear of making grammatical mistakes etc....

The role of teachers in enhancing students' motivation has been found to have great effect on enhancing students' performance in the target language; thus, teachers should find their ways to motivate their students.

Q4: If your answer is "yes", how do you do to motivate them?

Only 1 teacher (out of 2) who answered "yes" did not provide any justification for his answer. For the other teacher who answered "yes", he explained that he raise his students' motivation through different ways.

In the first place, selecting topics of students' interest which stimulates them to use English. Also, organizing classroom debates about current topics and bringing in interesting activities encourage students to exchange ideas. Moreover, creating a relaxed and friendly environment in which students feel comfortable to use the language in front of their teachers and classmates. He also mentioned that role-play and language games are an excellent ways of motivating students to speak. In sum, teachers' awareness of different ways of raising students' motivation can be of great benefits in increasing students' oral participation.

Q5: What do you find most needed item of speaking?**Table 3.16:** Teachers' perception of the most needed item of speaking

Options	Subjects	%
Grammar	02	40
Pronunciation	01	20
Vocabulary	01	20
Sentence structure	01	20
Others	00	00
Total	05	100

According to this table, the majority of the teachers (40%) claim that their students' needs in spoken English are in terms of grammar and pronunciation, sentence structure and vocabulary took the same percentage of (20% for each category) as needed items in teaching oral expression.

All the teachers agree that all the language areas need improvement. To begin with, grammar helps in mastering the language and using it correctly. Also, the more learners practice, the better pronunciation they will get. As a conclusion, we believe that there is a need to create a better learning condition to help learners to acquire better.

Q6: Which of the following techniques do you use most?**Table 3.17:** Teachers' use of teaching techniques

Options	Subjects	%
Group work	02	40
Role-play	01	20
Problemsolving	0	0
Discussion	02	40
Total	05	100

There are several ways for teaching the speaking skill. We have suggested four options for teachers to choose among them. (40%) of the teachers build confidence in discussion; to state differently, they focus less on grammar mistakes and insist on the communication of ideas. In the same position come those who make use of group work as a teaching technique. Teachers in favor of this type of technique may have their reasons such as that speaking is a

social act in which two or more people are involved in oral exchange of information, and students feel less inhibited and more confident in themselves to speak.

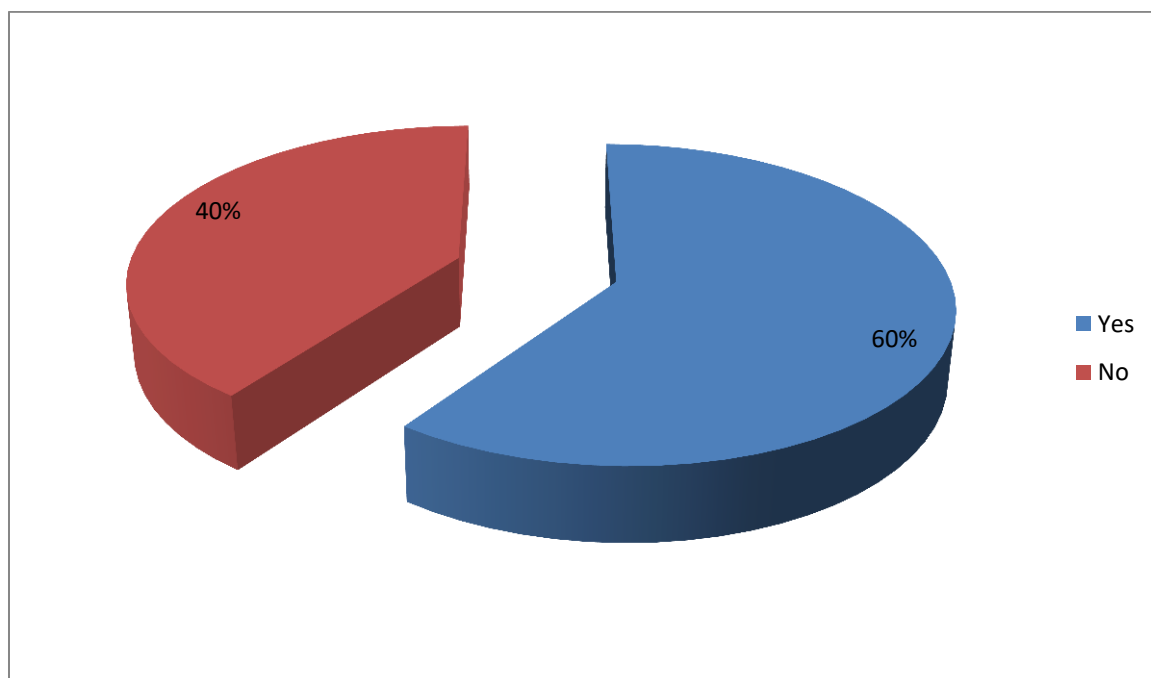
The last category of teachers have worked on role-play (20% for each category). The teacher who opted for this choice believe that students may derive great benefits from such techniques. In sum, teachers realize that simply training students to produce sentences will not yield good speakers. In our opinion, speaking begins from participation and interaction .

3.3.4.2 Section 2: Teachers' Implementation of CLL

Q 7: Have you ever used cooperative language learning?

Table 3.18: Teachers' use of cooperative learning

Options	Subjects	%
Yes	03	60
No	02	40
Total	10	100



Pie-chart 3.7: Teachers' use of cooperative learning

As the table indicates, most teachers (40%) say that they have never used cooperative learning. This can be due to teachers' unwilling to use it and they have little or no knowledge about its implementation. The other teachers (60%) however, use it. This indicates that they are aware of its substantial benefits, and they are able to use it. Although not all teachers have used cooperative learning, most of them do actually take it into account when practicing teaching.

Q 8: Do you raise your students' awareness towards the value of cooperative work?**Table 3.19:** Teachers' perception of the value of cooperative work

Options	Subject	%
Yes	02	40
No	03	60
Total	5	100

The aim of this item is to investigate whether or not teachers help their students see the value of cooperative work. As shown in this table, a high proportion of teachers (60%) answered negatively. It means that when they set students to work collaboratively in pair or group work, they do not try to make their students aware of the potential benefits of this technique. A minority has opted for the reverse situation in that 2 teachers (40%) do actually help their students see the importance of working cooperatively. This implies that our teachers are aware of the necessity of involving students in the process of learning and teaching. Thus, students are likely having a positive attitude towards learning. In sum, raising students' awareness of the value of cooperative learning is of great benefits to students because this would encourage them to participate more. Thus, it would give better results.

Q 9: Do your students face problems working together?**Table 3.20:** Teachers' perception of students' problems in groups

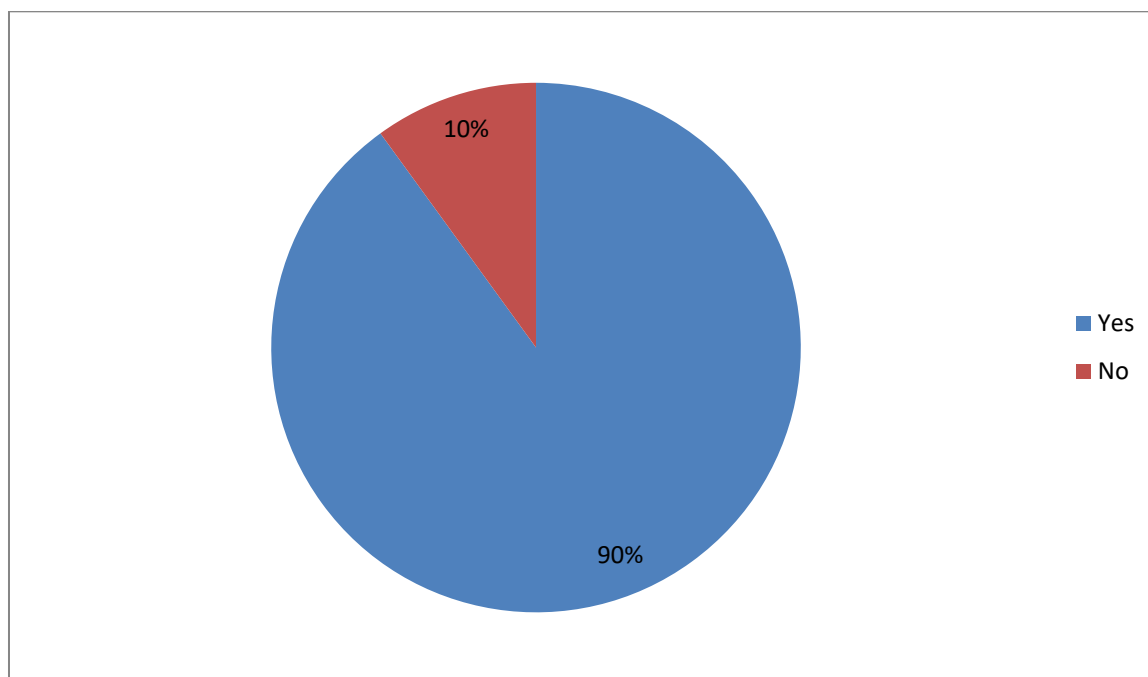
Options	Subjects	%
Yes	02	40
No	03	60
Total	05	100

As shown in this table, (60%) of the teachers say that their students do not have any problems working together. Regarding the 2 teachers who answered yes (40%), they seem to encounter some problems when their students work together with their classmates. In cooperative classrooms, teachers may encounter many problems. This might have several reasons; one possible reason is that some students prefer to work alone. Another possible interpretation is that some students are not interested at all in learning or they are lower in status for participating. In sum, cooperative learning demands constant control from the teacher in order to avoid problems.

Q10: Do you think that cooperative work enhances students' oral production?

Table 3.21: Teachers' evaluation of cooperative learning

Options	Subjects	%
Yes	04	90
No	01	10
Total	05	100



Pie-chart 3.8: Teachers' evaluation of cooperative learning

The examination of the last item reveals that 4 teachers (90%) believe that cooperative work enhanced students' oral production. Only one teacher (10%) has answered negatively; i.e. denied any benefits from CLL in making students' oral production enhanced.

Because...

Of the four teachers who claimed that CLL has great benefits, only one teacher did not say why. The rest of the teachers provide a variety of answers. To begin with, one of the teachers claims that cooperative group work offers an effective technique of communicative interaction. It is believed that interaction and negotiation of meaning between students are of great importance for successful language learning. He adds saying that through cooperative learning, teachers provide more opportunities for each student to take part in the classroom and make his contribution. In fact, two teachers discussed the effect of CLL on the affective side of students.

They claim that cooperative work can be used to increase motivation. This latter has a great effect on enhancing students' performance in English. In cooperative classroom, students feel at ease to speak when they are allowed to work together. It is further claimed by another teacher that CLL promotes cooperation between students rather than competition. They are encouraged to help each other succeed. Thus, it provides a healthy atmosphere in which students learn from each other rather than compete to one another.

The teachers acknowledge the role of cooperative group work as a way of teaching which reduces anxiety and encourage students to take risks.

3.3.5 Discussion

Analyzing the teacher's interview has revealed many facts on teachers' attitudes towards teaching speaking, their behavior in the classroom, and their perception of the principles underlying cooperative and their practices as far as cooperative group work is concerned.

1. In fact, approximately all teachers consider the aural / oral skills as their major concern while teaching. This implies that teachers are aware of students' needs in terms of developing oral proficiency.
2. For teaching speaking, most teachers opted for group work. As such, teachers would provide Students with language use and help them in increasing their oral proficiency.
3. Teachers need to better understand meaningful ways of assessing students' oral production. It is suggested that negative evaluation might inhibit students' future participation.
4. When teachers were asked the use of cooperative learning, some teachers confirmed about the use of cooperative group work in their practices.
5. As far as their implementation of cooperative group work as part of their instructions, some teachers admit that their teaching does not consist in making students aware of the skills they adopt for effective learning. However, other teachers show the importance of these skills for an optimal and more productive learning to take place.
6. When asked about possible problems encountered while teaching, teachers did not seem to notice any problem. This finding urges the need for teachers to be attached with students' problems and how to solve them.
7. Finally, teachers' evaluation of cooperative group work as a technique for improving students' oral proficiency reveals their recognition of the effectiveness of such a technique.

3.4 Suggestions and Implications

From the second chapter and the analysis of the questionnaire and the interview, we firmly trust that there are certain things that need to alternate in our educational system, and specifically in our English classes of oral expression. Instructors and administration should take these significant changes into consideration, and apply them in our classes to enhance the students' oral performances.

We firmly propose and encourage the organization of workshops and conferences to complement knowledge, and the implementation of new teaching & learning techniques. Also, we recommend the interchange of experiences with teachers from other universities.

- We suggest that teachers should get training courses, to get more experience. exchange ideas, knowledge, and experience of teaching with other teachers who have long experience.
- Teachers should contact other instructors in foreign countries and should try to incorporate more didactic aids such as tape recorders and videos in their lessons that help the learners relax and enjoy.
- Teachers should try to understand the principles of cooperative learning, its strategies, and its benefits in order to overcome any possible challenges that may happen during its application.
- We also strongly support cooperation and interaction among learners, they should be given a proper amount of time to express themselves and exchange their ideas between each other.
- Furthermore, instructors should create a relaxed learning atmosphere for students to reduce their fear and anxiety and encourage them to speak and interact with the teacher and with each other.

To conclude, the application of co-operative group work strategy in EFL classes will help both teacher and student enjoy the lesson and create interaction and communication within the classroom.

3.5 Conclusion:

We conclude from the students' questionnaire that students are motivated to learn English.

But in most of second year classes of English, cooperative learning is not applied in instruction as it should be, even though group work is being used from time to time. Despite that, teachers and students are somehow satisfied. In a way, students have an appreciation to cooperative learning and understand its importance and role in improving their communicative and social skills as well.

In addition to that, through the teacher's interview we have reached that most of them are not completely aware of the practical application of cooperative learning. So, this urges a strong need to have everybody involved and adequately trained to face students' difficulties in learning EFL and improving their oral production.

All in all, the positive results revealed in this study concerning the influence of cooperative group work on improving students' oral production have confirmed our hypothesis. This means that there is a positive relationship between cooperative group work and oral proficiency.

Cooperative group work is one way of teaching which according to many years of research and practical application by hundreds of thousands of teachers, now exist for virtually every imaginable instructional purpose.

Furthermore, we now know a great deal about the effects of cooperative groupwork on students and the condition necessary for effective group work, especially for teaching speaking.

General Conclusion

General Conclusion

The main concern of this dissertation is to affirm the research hypothesis which proposed that there is a solid need to implement cooperative group work strategy in English language teaching particularly oral Expression classes . Typically since CL plays a major part improving their social skills and advancing learners oral production , as well as creating a comfortable environment for them to communicate and behave ordinarily and without any kind of stress or fear . in result , the students learn way faster and better when they are brought together and have the same objective .

Mainly , the teachers point of view and the needs and requirements of the learner differ, but the answers of both questionnaire and interview revealed some agreements between the teachers and learners such as, the awareness of weak learning status and the need to make adjustment mainly within the oral expression sessions. In order arrange to test all of that, we prepared a questionnaires to second year LMD English students and an interview to Molay Taher English teachers.

The main objective behind designing such a information gathering apparatus is to find out students' and teachers' opinions and point of views of the use of cooperative group work strategy in English oral expression classes .

Furthermore, the results obtained uncovered that the use of such strategy in oral expression classes require motivation and instruction of the teacher to his students in order to encourage learners classroom interaction and oral production.

In addition , cooperative language learning demand a relaxed ,friendly and enjoyable atmosphere that the teacher is fully responsible for providing and that offers the students the opportunity of using the target language without any fear or hesitation .

The other actualities are the need of materials and administrative support and consideration which would make the work much easier for instructors to use their different methods and exercises to raise fulfillment of all sides. We have also revealed that cooperative learning can be used, since it creates a kind of good relationship between the teacher and his students which helps in enhancing classroom interaction and create competition between learners .

In the end in this work, we aim to stimulate teachers to use cooperative learning in teaching English, because the role of the teacher and the type of activities are essential to make a perfect-like environment for students to come together and learn better in cooperative groups. So, the old atmosphere of individualism and competitiveness inside classes change, and learning the language becomes an easy and enjoyable task for everybody.

References

References

- Arnold, J. (1999). *Affect in Language Learning*. Cambridge: Cambridge University Press.
- Avery, P., & Ehrlich, S. (1992). *Teaching American English Pronunciation*. Oxford: Oxford University Press. Barker, L.L., & Gaut, D.R. (2002). *Communication*. (8th). Boston: Allyn and Bacon.
- Barnes, D., & Todd, F. (1977). *Communication and Learning in small Groups*. London: Routledge & Kegan Paul.
- Bright, J.A., & McGregor, (1970). *Teaching English as a Second Language*. London: Longman.
- Brown, G., & Yule, G. (1983). *Teaching the Spoken Language*. New York: Cambridge University Press.
- Brumfit, C.J, & K. Johnson (1979) *Communicative Approach to Language Teaching*. Oxford: Oxford university press.
- Byrne, D. (1976). *Teaching Oral English*. London: Longman. _____ (1986). *Teaching Oral Communication: Longman Handbooks for language teachers*. Cambridge: Cambridge University Press
- Chaudron, C. (1988). *Second Language Classrooms: Research on teaching and Learning*. Long, M.H., and Richards, J.C. (Eds). Cambridge: Cambridge University Press.
- Dickson, L. (1981). *Have you got Mr. Bum the Bake: Problems and Solutions in the use of Games. Role play and simulation*. *E.L.T. journal* Vol xxx, July, p 382.
- Ellis, R. (2003). *Task-based language Learning and Teaching*. Oxford: Oxford University Press.
- Finocchiaro, M. & Brumfit, C. (1983). *The Functional Notional Approach from Theory to Practice*. New York: Oxford University Press.
- Haley, M.H., & Austin, T.Y. (2004). *Content-Based Second Language Teaching and Learning: An Interactive Approach*. New York: Allyn and Bacon.
- Harel, Y. (1992). *Teacher Talk in the Cooperative Learning Classroom*. Kessler, C(ed). *Cooperative Language Learning: A teacher's Resource Book*. New York: Prentice Hall.

- Harmer, J. (2001). *The Practice of English Language Teaching*. (3rd Ed). London: Longman. _____ (2005). *How to Teach English: An Introduction to the Practice of Language Teaching*. Addison Wesley: Longman.
- Isaacs, B. V. (2008). *Cooperative learning: implementing an alternative teaching and learning strategy in a grade 7 Technology class* CPUT Theses & Dissertations. Cape Peninsula University of Technology
- Johnson, D.W., & Johnson, F. (2009). *Joining together: Group theory and group skills (10th ed.)*. Boston: Allyn & Bacon.
- Johnson, D., Holubec, E., & Johnson .R. (1994). *Cooperative learning in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, D. W., & Johnson, R. (1999). *Learning Together and Alone: Cooperative, competitive, and Individualistic learning (5th ed.)*. Boston: Allyn & Bacon.
- Kramsch C. (1983). *Language and Culture*. Widdowson, H.G (ed). Oxford: Oxford University Press.
- Larsen-Freeman, D. (2000). *Learning Strategy, Training, Cooperative learning and Multiple Intelligence*. Campell, R.N., and Rutherford, W.E (Eds). *Techniques and principle in Language Teaching: teaching Techniques in English as a Second language*.
- Oxford: Oxford University Press. Lindsay, C., & Knight P. (2006). *Learning and Teaching English: A course for Teachers*. Oxford: Oxford University Press.
- Littlewood, W. (1986). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Macaulay, J. & Gonzalez, L. (1996). *Cooperative Learning for Higher Education*. Millis, B.J. & Gottel, P.G. (1988). *The IDEA CENTER #38*
- Mackay, H., & Tom, A. (1999). *Teaching Adults Second Language Learning*. Cambridge: Cambridge University Press.
- Nunan, D. (1988) *The learner-Centered Curriculum*. Cambridge: Cambridge University press. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

- Revel, J . (1979). *Teaching Techniques for Communicative English*. London: Macmillan.
- Richards, J.C., □ Lockhart, C. (1996). *Reflective teaching in second language Classroom*. Cambridge: Cambridge University press.
- Richards, J.C □ Rodgers, T.S (2001) *Approaches and Methods in Language Teaching*. Cambridge: University press.
- Rivers, W.M. (1968). *Teaching Foreign-Language Skills*. Chicago: The University of Chicago press.
- Slavin, R.E. (1995). *Cooperative Learning: Theory, Research and Practice (2nd Ed)*. London: Allyn and Bacon
- Scrivener, T. (1994). *Learning Teaching: A Guidebook for Language Teachers*. MacMillan: Heinemann.
- Shakhbagova, J. (2008). *Correcting errors in pronunciation*. Los Angeles: Figueroa Press.
- Slavin, R. E. (1995). *Cooperative Learning: Theory, Research and Practice*. (2nd ed.).London: Allyn and Bacon.
- Slavin, R. E. (1990). *Cooperative Learning: Theory, Research, and Practice*. London: Allyn and Bacon.
- Thornbury, S. (2005). *How to Teach Speaking*. Harmer, J. (Ed). London: Longman.
- Widdowson, H.G. (1978). *Teaching Language as communication*. London: Oxford University press.
- Woolfolk, A. (2004). *Educational Psychology*. London: Longman.
- Yalden, J. (1983). *The Communicative Syllabus: Evolution, Design and Implementation*. Oxford: Pergamon Press.
- Zhang, Y. (2010). *Cooperative Language Learning and Foreign Language Learning and Teaching*. *Journal of Language Teaching and Research*, Vol. 1, No. 1, January 2010, PP 81-83.

Appendices

Appendix A :Students' Questionnaire

Dear student,

The aim of this questionnaire is to gather data for a study designed to assess the application of co-operative group work in EFL classes to enhance learners speaking skills .The data gathered will be confidential and will not be used for any other purposes than this study .

Thank you in advance.

Please, tick (✓) the choice that corresponds to your answer. Thank you very much in advance.

Section one :

1. Gender:

a.Male

b.Female

2. How do you find speaking English?

a.Very Easy

b.Easy

c.Difficult

d.Very Difficult

Section two:

3. How can you describe your level in English oral performance ?

a.High

b.Above Average

c.Average

d.Low

4. To what extent the oral expression courses helped you enhance your speaking skills ?

- a. Very Much
- b. Some How
- c. Neutral
- d. Not at All

5. Do you feel afraid while speaking in English ?

- a. Yes
- b. No

6. If your answer is "Yes", is it because:

- a. Fear of making grammatical mistakes?
- b. Fear of making pronunciation mistakes?
- c. Having insufficient Vocabulary?
- d. Fear of teachers' negative feedback?

7. What are the main causes behind your weakness in speaking skills ?

.....

.....

.....

.....

.....

8. Which of the following techniques you enjoy most in oral classes?

- a. Group Work
- b. Role Play
- c. Problem Solving
- d. Discussions

Section three :

9. what do you prefer in oral expression ?

- a. Individual Work

b. Pair Work

c. Group Work

Whatever your answer is, please justify why

.....
.....

10. Do you find it difficult to work with your classmates in groups?

a. Yes

b. No

11. Do you feel that group work helps you to?

a. Ask and respond to more questions

b. Learn to listen to different opinions

c. Evaluate peers' performance

d. Develop social skills that help you interact with others

12. Do you think that cooperative group work helps you develop your speaking skills?

a. Yes

b. No

Why?

.....
.....
.....

13. In your opinion, what may help you enhance your oral performance ?

.....
.....
.....
.....
.....

Thank you very much for your cooperation

Appendix B :TEACHERS INTERVIEW:

This interview serves as a data collection tool for a research work that aims to propose how group work presented via cooperative language learning can be used in improving second year students' oral proficiency" at the Department of English, University of Saida. I would very much appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the complete of this work.

- 1). How long have you been teaching English?
- 2). Are the oral / aural skills your major teaching concern?
- 3). How can you describe your students' oral proficiency?
- 4). Can you say that your students are motivated to speak in English? And how do you keep them motivated?
- 5). What do you find most challenging in teaching speaking?
- 6). What are the teaching techniques you use most in your lessons?
- 7). Have you ever used cooperative language learning?
- 8). Do you raise your students' awareness towards the value of cooperative work?
- 9). Do your students face problems working in groups? Why?
- 10). Do you think that cooperative group work enhances students' learning proficiency? Why?

Thank you.