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**Cooperative learning strategies in Enhancing students  
Reading proficiency**

The case of first year LMD students at Moulay Tahar University

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# Dedication

In the Name of god, most gracious, most merciful all the pries is bin to god alone, the sustainers of all the worlds.

I would like to dedicate this work to my parents who helped me to finish this project.

To my grandparents

To my dear brothers khaled, amine

To my lovely sisters Fatima, Sarah, chourouk.

Special thanks to my supervisor, “Mrs. Sallow”, without forgetting our head of department “M<sup>rs</sup>. Meskine khadidja” , and all the teachers .

To my beautiful butterflies: koka, kami, larbi, rahaf.

Whoever happens to read this dissertation .

# Acknowledgment

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I wish to express my sincere gratitude to our parents, brothers, sisters, and friends for their moral help and financial encouragement .

Finally ,I will not forget ,of course ,to express my gratitude to all the teachers and students who filled in the questionnaires.

# Abstract

The purpose of any experiment was to find out the problems which make learners struggle with reading. Several different models might help identify the components that have the largest effect on reading.

Common instructional practices can create barriers to engaged reading.

The present investigation aims to extend earlier research through the hypothesis.

The study compares and discuss students and teachers questionnaires which analyses the opinion of each one. The results from this study imply that there is reason to suggest that, cooperative reading in classroom is important and necessary for both the learners and teachers

# List of abbreviations and acronyms

**EFL** : English as a Foreign language

**ELLS**: English language learners

**CSR**: Collaborative strategic reading

**CL**: Cooperative learning

**BA**: License

**MA**: Magister/Master

**PHD**: Dotorate

**N**: Number

**Q**: Question

**%**: Percentage

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## **General introduction**

English becomes important language in the world since it is used as international language, everyone recognizes that it has an important role in cooperating with others in this universe, English holds important part in human life and contributes to all aspects, such as; social, politic, culture, technology, economic education, and so on .

There are four English basic skills, to be able to communicate, they are listening, speaking, reading and writing. Reading holds the important rule because reading is one activity which can not be released from our live to search some information or knowledge from printed text. Thus; the students should have good reading skills.

In the fact most of students still have low competence in those skills and language components. For them English is difficult and boring lesson. And it makes students less motivation to learn English especially in class. One reason is the technique in teaching English. Teaching English needs some method which suitable with the purpose of leaning to built up the motivation of students.

There are the lot of methods in teaching language such as, discussion, role playing; number head together, story mapping and discovery, but sometimes the teacher doesn't think whether it is matching to learning goals. So it makes the method useless.

We need give students a reason to read. There is little point in asking the students just to read a text, for example; when native speakers read, they know that they are reading and why. There are different kinds of reading. For example, the way we find a number in a telephone book is very different from the way we read a newspaper. So the students need to be given some purpose for their reading.

It is important for students to study reading text not just they use language. The members of paragraph, they contain and how many times they use relative clause but just as important if the student must give a chance to respond the message. The students should allow expressing their feeling about the topic.

One of the purposes of reading is to comprehend the text and respond he text after we have read by giving our opinion, telling the text material to the other or answer some of question based the topic of the text.

# **Chapter one**

## **Research methodology**

## **1.1 Introduction**

Reading is one activity in order to get the information from printed text. The reading demands of university study are not easy. Unfortunately, however, it is all too common for students to pay little attention to their own approaches to reading, that is, how they read, and how they can improve the effectiveness and speed of their reading.

Remember reading is one of the most important activities any successful student does in any course of study.

It is important to note that reading is an active process you need to apply strategies that will you make sense of what you read.

A good way of getting started on developing your reading skills is to think about how you read a text or passage. There are three main reading techniques that you can use: scanning, skimming, and focused reading.

Teachers of oral expression try to use various methods, one of them is teaching reading in cooperation because they think that, if students work in small groups together in classroom can enhance student's reading skill and motivate them to interact with each other.

## **1.2 Identification of the problem**

The reason why I choose to discuss this research is because I examined that students who learn foreign languages face difficulties and less motivation is reading, especially in reading long text and they are still difficult to find the passage in the printed text. Lack of vocabularies is other problem of learners to understand the passage; in the other side, learners have some weakness in their reading, as one of cooperative learning model.

Based on the background above, I identify some problems that influence learners reading mastery, such as :

- To inform the English teachers how to use cooperative learning to the learners in classroom.
- To increase the learners reading skills.
- To apply cooperative learning to the learners in classroom.

Therefore , the teacher should be able to divide students into some group to reach the learning goals in cooperative learning.

Can cooperative learning develop reading skill in classroom environment ?

If learners interact with each other in classroom they will be able o enhance their reading skill more than working individually.

### **1.3 Aim of research**

To enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help un familiar authentic texts, at appropriate speed, silently and with adequate understanding.

Inevitably this seems too general to be helpful, but if we examine each part of it, we shall discover that it carries source fairly specific implications for teaching.

- **To enable students**

The teacher can only try to promote an ability in the student; she can not pass on the ability itself. This applies particularly to comprehension, which is a private process, Even the reader himself has no red control over it, although he can certainly improve it by well-directed effort. In a reading lesson, it is what the student does, not what the teacher does, that counts .

To enjoy (or at least feel comfortable with) : A great deal is about the hard work of reading, which can rarely be avoided by people who need to read for study or professional purposes. But the best teaching does not neglect the delight and interest that can be derived from reading. That is one reason why a good deal of apace is devoted later in the book to the importance of an enjoyable extensive reading program, and why we also emphasize the need to choose interesting material for classroom use.

- **To read without help**

We can seldom expect help with the reading tasks we undertake in real life outside the classroom; the teacher does not stay at outside. Therefore, your responsibility as a teacher is to make your support unnecessary .

- **Unfamiliar text**

Being able to read the texts studied in class is not enough; part of the work of extracting the message was done by the teachers or fellow students. You have to equip students to tackle the texts they have never seen before. This implies that it is more useful to read two texts once than once text twice (though frequent rereading may be needed in the process of studying a text).

It also implies that if you want to test reading ability (as opposed to memory), you should use a text that is not familiar to the students.

- **Authentic texts**

The reading skill is of no practical use unless it enables us to read texts we actually require for some real life purpose. At least some of the practice should be with target texts. Are the sort of texts the students will want to read after they have completed their course.

If the needs of a single class are very varied, the practice material ought to be varied too. However, the stage at which target texts are introduced has to be decided according to the students' command of the language. Where this is seriously below the level demanded by the target texts, problems are predictable.

- **Appropriate speed**

A flexible reading style is the sign of a competent reader. Instead of plodding through everything at the same careful speed, or always trying to read as fast as possible, students must learn to use different notes for different materials and different purposes, and must have practice in assessing what type of reading is appropriate in various circumstances. Unless you encourage them to skim and scan and treat source texts with a degree of irreverence, they may never learn to make these risks, which are a necessary step towards becoming a more effective reader.

- **Silently**

We have already noted that people seldom need to read aloud except in the classroom. Reading aloud is useful in the early stages, but it commonly persists far longer than is desirable. This usually means that too little time is given to silent reading; yet all readers need this skill, and most would benefit from help in developing it. (For teachers and others who do need to be able to read aloud well, specific training is necessary; but it should not be equated with the teaching of reading nor the teaching of pronunciation: it is a distinct skill and not an easy one.

- **With adequate understanding**

It may cause surprise that I do not say with total understanding. As in the case of reading speed, however, flexibility is required. We need to understand enough to suit our purpose, and this means that we frequently do not need to read or understand every word. Sometimes complete understanding is necessary, but it is wasteful to read with the same amount of care for every purpose. This implies that various kinds of reading task must be given, not all of which require the precision of careful study reading.

But I must not give the wrong impression: understanding is central to reading and is the focus of this book. If we settle for less than complete understanding in certain reading tasks, the reasons must be clear (to us and to our students). It must result from a conscious decision, not from incapacity to understand.



## **1.4 Organization of the research**

This dissertation is divided into two main sections; a theoretical part that is concerned with literature review and a practical part that concerns with the investigations and the analysis of the questionnaires. That after, representation of the introduction which contains the reasons behind choosing this study, the hypotheses and research questions, the statement of the problem.

In the first, we start by a chapter about the literature review composed of two parts. In the first part, we dealt with cooperative learning in general as technique that can be used in order to teach any subject. The second part, we dealt with cooperative reading as a strategy used to enhance reading skill. The third part, we have the practical parts of the present study; it consists of questionnaires submitted to both teachers and students in the department of English .

The research end with small discussion and some proposals to his investigation.

## **1.5 What is the research about**

Cooperative learning is enhancing students reading proficiency what it is about and how to do it. Here is what it contains.

The first chapter in general state the problem behind reading objective and the learners interact with each other to be able to increase their reading ability.

That after, the introduction which consists the aims after choosing this article.

After that the research question and hypothesis .

The second chapter, divided into two parts; the first part, suggests the literature review. I discuss cooperative learning definition and its theoretical of foundation then, I move to elements in cooperative learning.

After that, I lay down types of cooperative learning.

Finally, I describe the class activities that use CL.

The second part, I enlist the definitions of reading and collaborative reading with learner and teacher roles, and strategies to facilitate CL in classroom that after provided introduction.

Chapter three holds questionnaires for teachers and learners as a study in the department of English.

The research end with small discussion and some proposals to his investigation.

# **Chapter two**

## **Literature review**

## **2. Cooperative learning**

### **2.1 Introduction**

Cooperative learning involves having students work as teams . It creates peer pressure and support for mastering skills, it develops interpersonal and small group skills, it encourages individual accountability, and it creates an environment in which to learn and practice social skills. The ability to work cooperatively is a vital skill that is often neglected in the education process.

### **2.2 Definition of cooperative learning**

Cooperative learning involves students working together in small groups to accomplish shared goals (Gillies , R.,2007). Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. The idea is simple.

Learners are organized into small groups after receiving instructions (orally, on paper, and/or online) from the teacher. They then work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefit so that all group members:

- Gain from each others efforts (your success benefits me and my success benefits you ).
- Recognize that all group members share a common fate (we all sink or swim together here ).
- Know that one's performance is mutually caused by one self and one's team members (we can not do it without you ).
- Feel proud and jointly celebrate when a group member is recognized for achievement (we all congratulate you on your accomplishment).

## 2.3 Theoretical foundation of CL

There are at least three general theoretical perspectives that have guided research on cooperative learning: cognitive developmental, behavioral, and social interdependence. The cognitive developmental perspective is largely based on the theories of Piaget and Vygotsky, which is based on the premise that when individuals cooperate in the environment, social cognitive conflict occurs that creates cognitive disequilibrium, which in turn stimulates perspective taking ability and cognitive development.

The work of Vygotsky and related theorists is based on the premise that knowledge is social, constructed from cooperative efforts to learn, understand and solve problems. The behavioral learning theory perspective focuses on the impact of group reinforcers and rewards on learning.

Skinners focused on group contingencies, Bandura focused on initiation; and Homans, as well as Thibaut and Kelly, focused on the balance of rewards and costs in social exchange among interdependent individuals. Which the cognitive developmental and behavioral theoretical orientations have their followings, but for the theory dealing with cooperation that has generated the most research is social interdependence.

Social interdependence exists when individuals share common goals; and each person's success is affected by the actions of the others. It may be differentiated from social dependence (i.e. individuals' outcomes are unaffected by each other's actions). There are two types of social interdependence: cooperative and competitive. The absence of social interdependence and dependence results in individualistic efforts. Social interdependence is one of the most fundamental and ubiquitous aspects of being a human being and it affects all aspects of our lives).

Theorizing on social interdependence began in the early 1900s, when one of the founders of the Gestalt school of psychology Kurt Lewin, proposed that groups were dynamic wholes in which the interdependence among members could vary. One of his colleagues, Kurt Lewin, refined Lewin's notions in the 1920s and 1930s which stating that: (a) the essence of a group is the interdependence among members (created by common goals), which results in the group's being a "dynamic whole", so that a change in the state of any member or subgroup, and (b) an intrinsic state of tension within group members changes the state of any other members motivates movement toward the accomplishment of the

desired common goals. For interdependence to exist, there must be more than one person or entity involved, and the persons or entities must have impact on each other in that a change in the state of one causes a change in the state of the others. From the work of Lewin's students and colleagues, such as Oviaskiou, Lisner, Mahler, and Lewin, it may be concluded that it is the drive for goal accomplishment that motivates cooperative and competitive behavior.

In the late 1940s, one of Lewin's graduate students, Morton Deutsch, extended Lewin's reasoning about social interdependence and formulated a theory of cooperation and competition. Deutsch conceptualized three types of social interdependence: positive, negative and none. Deutsch's basic premise was that the type of interdependence structured in a situation determines how individuals interact with each other, which, in turn largely determines outcomes, positive interdependence tends to result in promotive interaction; negative interdependence tends to result in oppositional or conflict interaction; and no interdependence results in an absence of interest in each other's goal accomplishment, there is substitutability, cathexis, and inducibility. The relationship between the type of social interdependence and the interaction pattern it elicits is assumed to be bidirectional. Each may cause the other. Deutsch's theory has served as a major conceptual structure for this area in psychology for the past 45 years.

## **2.4 Elements of C.L**

### **2.4.1 Positive interdependence**

In the first and most important element in structuring cooperative learning positive interdependence is successfully structured when group members perceive that they are linked with each other in a way that one can not succeed unless every one succeeds.

### **2.4.2 Face to face group interaction**

According to slaving in this activity students promote each other success and that through explaining how to solve problems, teaching one's knowledge to others, the understanding, discussing concepts being learned, connecting present with past learning .

### **2.4.3 Group processing**

Group processing exists when group members discuss how well they are achieving their goals and main-training effective working relationships.

### **2.4.4 Individual and group accountability**

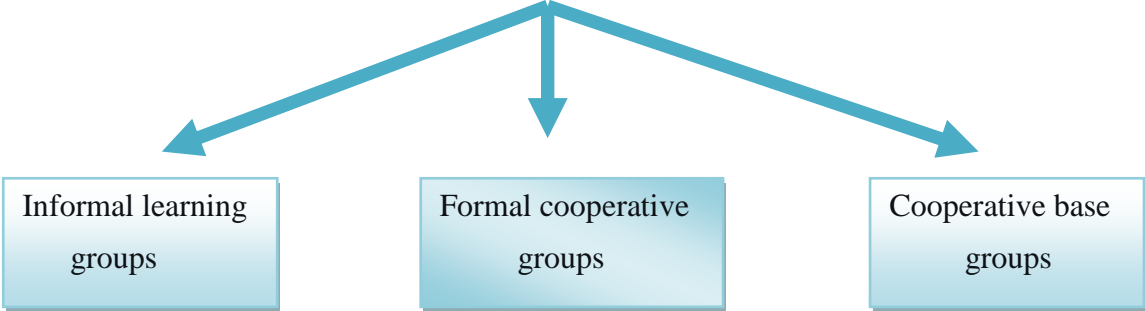
Two levels of accountability must be structured into cooperative lessons. The group must be accountable for achieving its goals and each member must be accountable for contributing his or her share of the work. Individual accountability exists when the performance of each individual is assessed and the results are giving back to the group and the individual in order to ascertain who needs more assistance.

### **2.4.5 Development of small group social skill**

Cooperative L is inherently more complex than competitive or individualistic learning because students have to engage simultaneously in task work (learning academic subject matter) and team work (functioning effectively as a group). Social skills for effective cooperative work do not magically appear when cooperative lessons are employed. Instead, social skills must be taught to students just as purposefully and precisely as academic skills.

## 2.5 Types of CL

### Types of cooperative learning:



Short-term less Structured Turn to your Neighbor	Story together until The task is done Structure facilities 5 critical elements heterogeneous or homogeneous	Long-term peer Support Heterogeneous
-In any class size - Focus attention prior To lecture-set - To break up lecture- "reset", check for Understanding, review What was said, Summarize the main points	- review home work - work through a Problem together - review for a test - perform a lab Experiment. - write areport - doa project	- academic support Study for test, make Sure ail one acheiving - routine taskes. Home work, attendance - personal support. Sympathetic listeniiiLL Trust-building Cross-cultural relationship building.

Smith, Johnson & Johnson (1992), collaborative learning.

There are three commonly recognized types of cooperative learning groups. Each type of group has its own purpose and application.



### **2.5.1 Informal cooperative learning groups**

These ad-hoc groups may be organized “on-the-fly” as an aid in direct teaching. Informal groups are particularly useful in breaking up a lecture into shorter segments interspersed with group activity. While this method leads to less time for lecture, It will increase the amount of material retained by students as well as their comfort working with each other.

### **2.5.2 Formal cooperative learning groups**

This type of group forms the basis for most routine uses of cooperative learning.

Groups are assembled for at least one class period and may stay together for several weeks working on extended projects. These groups are where students learn and become comfortable applying the different techniques of working together cooperatively.

### **2.5.3 Cooperative base groups**

Cooperative Base groups are long term cooperative learning groups with stable member ship. Learners are chosen for base groups in a member that will guarantee good levels in the group, so responsibilities are to help students provide each other with support, encouragement and assistance.

The group members make sure everyone is completing their work and hold each other accountable for their contributions.

Implementing cooperative base groups in such a way that students meet regularly for the duration of a course completing cooperative learning tasks can provide the permanent support and caring that students need “ to make academic progress and develop cognitively and socially in healthy ways “

## 2.6 Class activities that use cooperative learning

Most of these structures are developed by Dr. Spencer Kagan and his associates at Kagan publishing and professional development. For **resources** and development information on Kagan structures.

**2.6.1 Jig saw** : groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub. Section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.

**2.6.2 Think-pair-share** : involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

**2.6.3 Three-step interview** : Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles.

For the final step, members share their partner's response with the team.

**2.6.4 Round Robin brainstorming** : class is divided into small groups (4 to 6) with one person appointed as the recorder.

A question is posed with many answers and students are given time to think about answers. After the "think time", members of the team share responses with one another round Robin style. The recorder writes down the answers of the group members. The person next to the records starts and each person in the group in order gives an answer until time is called.

**2.6.5 Three minute review** : teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

**2.6.6 Numbered heads together** : A team of four is established. Each member is given numbers of 1,2,3,4. Questions are asked of the group. Groups work together to answer the

question 00 that all can verbally answer the question teach calls out a number (two) and each two is asked to give the answer.

**2.6.7 Team pair solo** : students do problems first as a team, then with a partner, and finally on their own.

It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

**2.6.8 Circle the sage:** First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework questions, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room.

The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned.

Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

**2.6.9 Partners:** the class is divided into teams of four.

Partners move to one side of the room. Half of team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set partners teaching the other set. Partners quiz and tutor team mates. Team reviews how well they learned and taught and how they might improve the process.

## **Conclusion**

Cooperative learning was an effective strategies for teaching educational technology course to preservice teacher in the initial teacher training programme. Students studying with cooperative learning strategies scored significantly higher than students studying with a traditional whole class direct instructional approach. It can be shown by the higher achievement scores in practical tests and individual assignments and he more frequent use of media. This was consistent with many of the research studies that cooperative learning condition was more elective than traditional individualistic learning condition.

## **2.2 Cooperative reading**

### **2.2.1 Introduction**

Reading is a complex developmental challenge that we know to be intertwined with many other developmental accomplishments: attention, memory, language, and motivation, for example: reading is not only a cognitive psycholinguistic activity but also a social activity.

Being a good readers in English means that a child has gained a functional knowledge of the principles of the English alphabetic writing system. Young children gain functional knowledge of the parts, products, and uses of the writing system from their ability to attend to and analyze the external sound structure of spoken words.

Understanding the basic alphabetic principle requires an awareness that spoken language can be analyzed into strings of separable words, and words, in turn into sequences of syllables and phonemes within syllables.

Beyond knowledge about how the English writing system works, though, there is a point in a child's growth when we expect "real reading" to start. Children are expected without help, to read some unfamiliar texts, relying on the print and drawing meaning from it. There are many reasons why children have difficulty learning to read. These issues and problems led to the initiation of this study.

Even though quite accurate estimates can be made on the basis of known risk factors, it is still difficult to predict precisely which young children will have difficulty learning to read. We therefore propose that prevention efforts must reach all children. To wait to initiate treatment until the child has been diagnosed with a specific disability is too late.

However, we can begin treatment of conditions associated with reading problems, for example, hearing impairments .

### 2.2.2 Definition of reading

Reading is one activity in order to get the information from printed text. Tengan said that reading is a process which done by the reader to get the message or information from the author through his/her written . it means that reading is part of language process because in reading is occurred the communication between the reader and the text.

Byrnes says “ Reading is a transaction between the text and the reader ” . And Harmer (1991:190) defines reading as an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out of the significance of these messages.

Furthermore Brown (2001:264) states “ Reading is a process interrelated with thinking and with other communication abilities listening, speaking and writing. Reading is the process of reconstructing from the printed pattern on the ideas an information intended by the author “.

Meanwhile, Geoffrion (1985:11) define reading as follows:

Reading is the cognitive process of inferring meaning from the visual symbol commonly called print.

Reading can assure many forms and serves a diversity of personal and social process. Reading is more closely tied thought and language that to motor or perceptual process. Training the mind, not eyes or hand learning reading based on the opinion above. There are some principals that we have to mention with definition of reading

**Reading aloud:** used to be of normal method for giving student language practice

**Reading silent:** being able to read rapidly to one self is an essential skill for all student of foreign language.

### **2.2.3 Definition of collaborative reading**

Collaborative strategic reading (CSR) is a research based instructional practice in teaching reading comprehension to students to enhance content area learning. CSR teaches students reading comprehension while working in small cooperative groups. It is mostly used with expository text, but can also be used with narrative text.

CSR strategies are:

- Preview the text
- Click and clunk
- Get the gist
- And wrapup

### **2.2.4 Role of the learner**

The role we have assigned to the teacher implies a reciprocal role for the student.

- **Taking an active part in learning**

\_first and for most , we have said that reading is learnt rather than taught ,and only the learners can do the learning . so their first responsibility is to be active and take charge of what they do.

- **Monitoring comprehension**

Like teacher , though to a lesser degree , students need to understand how texts work and what we do when we read .and they must be able to monitor their own comprehension able , for instance , to recognize that they do not understand a text , find out why and adopt a strategy that will improve matters . this ability to think about what is going on in your own mind is often termed metacognition and is recognized as a key factor in people's capacity to develop as readers . we shall frequently use words like aware, conscious, alert to describe a good reader ; students can learn to develop these qualities and teachers can help them to do so.

- **Learning text talk**

We have seen that a good reader carries on a dialogue with the text . students have to learn how to do this.

An effective way to promote their skill is to talk about texts in class; teachers can plan activities for this purpose, and model the text talk , but it is the students who have to make the most of the opportunities by joining in.

- **Taking risks**

Joining in means that they have got to take the risk of making mistakes. They won't learn much if they don't do this . the sooner students realize that a mistake is our opportunity to learn , the better . similarly , they need to be prepared to admit when they do not understand . of course they will only do this if the classroom atmosphere encourage it ; it is up to the teacher to see that it does .

- **Learning not to cheat our self**

Learning to read is learning to give yourself an enormous advantage in life . it may lead to better jobs ; it certainly leads to personal development ,interest and enjoyment . students who don't want to learn to read can easily cheat on many of the activities suggested in this book . but they are only cheating themselves. Nobody else will suffer , but they are wasting their opportunities . so students have responsibilities which teachers must help them to understand and accept . Teachers also have to examine what they themselves do in the classroom .

## **2.2.5 The role of the teacher**

Some people would go so far as to say that reading can not be taught , only learnt . certainly the measure of the teacher's success is how far the student learns to do without her help . Does this mean that there is nothing for their teacher to do? On the contrary: there is a great deal.



The teacher's responsibilities include these:

- Enjoying and valuing reading ourselves , and showing that we do so by reading a lot at times when the students can see us.
- Helping students to enjoy and value reading, including making sure there is an attractive extensive reading program
- Understanding what reading involves, how language conveys meanings and how texts are put together
- Finding what the students can and can not do , and working out a program to develop the skills they lack
- Choosing suitable texts to work on
- Choosing or devising effective tasks and activities
- Preparing the students to undertake the tasks
- Making sure that everyone works productively and to their full potential by encouraging students, promoting texts, focused discussion and providing, scaffolding to enable them to interpret the text themselves, rather than having to rely on the teacher.
- Monitoring progress to make sure that everyone in the class improves steadily according to their own capabilities .

### **2.2.6 Strategies for facilitating CL in classroom for language learning**

Cooperative learning has been proven to be effective for all types of students, including academically gifted, mainstream students and English language learners because it promotes learning and fosters respect and friendships among diverse groups of students. In fact, the more diversity in a team, the higher the benefits for each student. Peers learn to depend on each in a positive way for a variety of learning tasks.

Students typically work in teams of four. This way, they can break into pairs for some activities, and then get back together in teams very quickly of others. It is important, however, to establish classroom norms and protocols that guide student to:

- Contribute

- Stay on task
- Help each other
- Encourage each other
- Share
- Solve problems
- Give and accept feed back from peers

a simple way to start cooperative learning is to begin with pairs instead of whole teams. Two students can learn to work effectively on activities as the following:

Assign a math work sheet and ask students to work in pair.

One of the students does the first problem while the second acts as a coach.

Then, students switch roles for the second problem. When they finish the second problem, they get together with another pair and check answers.

When both pairs have agreed on the answers, ask them to shake hands and continue working in pairs on the text two problems.

## **Conclusion**

Cooperative reading open the door to many positive, affective that encourage language learning, because with reading we can promote our writing skill.

In this chapter I have presented few informations on the use of cooperative learning to enhance Reading skill. I explain some strategies to facilitate cooperative learning and to enhance learners in Reading, and the different roles that teacher and students play in the classroom.

# **Chapter three**

## **Teachers' and students' questionnaires**

### **3.1 Introduction**

The present research is about eliciting teachers' and students' opinion about the effect of classroom interaction on developing the reading skill, since the teachers and the learners are the variables of this study. That is through addressing questionnaire to both learners and teachers.

The students' questionnaire aims at finding out problems that face them when they learning English language. Also aims to see if students give important to classroom interaction.

The teachers questionnaire is intended to investigate the teachers' opinions about ways of helping students enhancing their reading skill.

### **3.2 Students' questionnaire**

The twenty students who answered to the questionnaire were students of the third year LMD students' at the university of Saida. That because, third year students experienced the interaction between the four skills such as; listening, speaking, writing and reading.

Moreover, they can state the difficulties when working in pair or in group and the importance of such cooperative reading in classroom.

#### **3.2.1 Description of questionnaire**

This questionnaire divided on 8 questions. All of them discuss cooperative reading and effectiveness of reading comprehension.

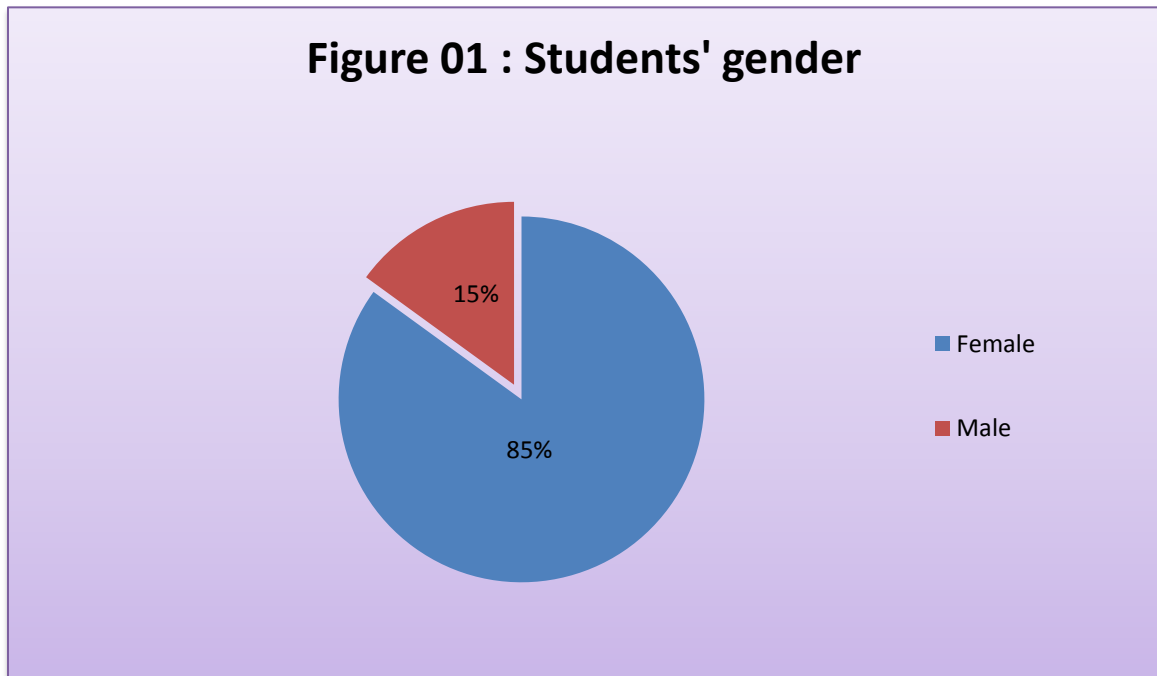
The first fist one was about the gender, the second was about the enjoyment of learning English. The third is to know many years have they been learning English. The next, if they like read English. The fourth is about the main factor that affective reading comprehension. The fifth is about the motivation for reading according to the students. The sixth, is about the tips to improve reading ability. Question seven is to choose yes/no to answer if motivational factors having great importance to enhance the reading ability. After that, the question is to discuss if working with other motivates the learner. Finally , the last question was about the difficulties when working in pair or group.

### 3.2.2 Analysis of the results

#### 1. Gender

Gender	Number of the students	Percentage
Male	03	15 %
Female	17	85 %

**Table 01 :** Students' gender



#### **Comment N° 1:**

From the table, we noticed that the female number (85%) is more than male number (15%). This means that girls are more interested to learn foreign languages and collaborations.

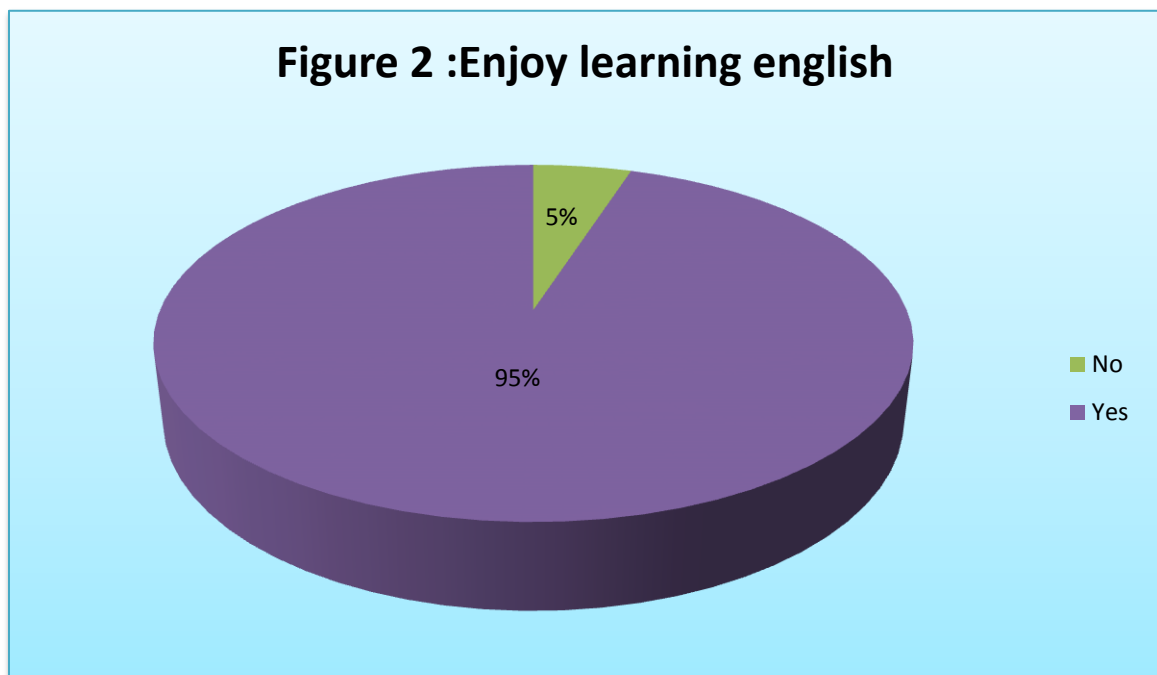
## 2. Enjoy learning English ?

Do you enjoy learning English	Number of the students	Percentage
Yes	19	95 %
No	01	05 %

Why ?

Why ?	Present reasons		Do not present reasons	
		09	45 %	11

**Table 2 :** Enjoy learning English



### Comment N° 2:

From the charts above, I noticed that huge number with 95 % from learners enjoy learning English.

### 3. How long have you been learning English ?

One year  in college

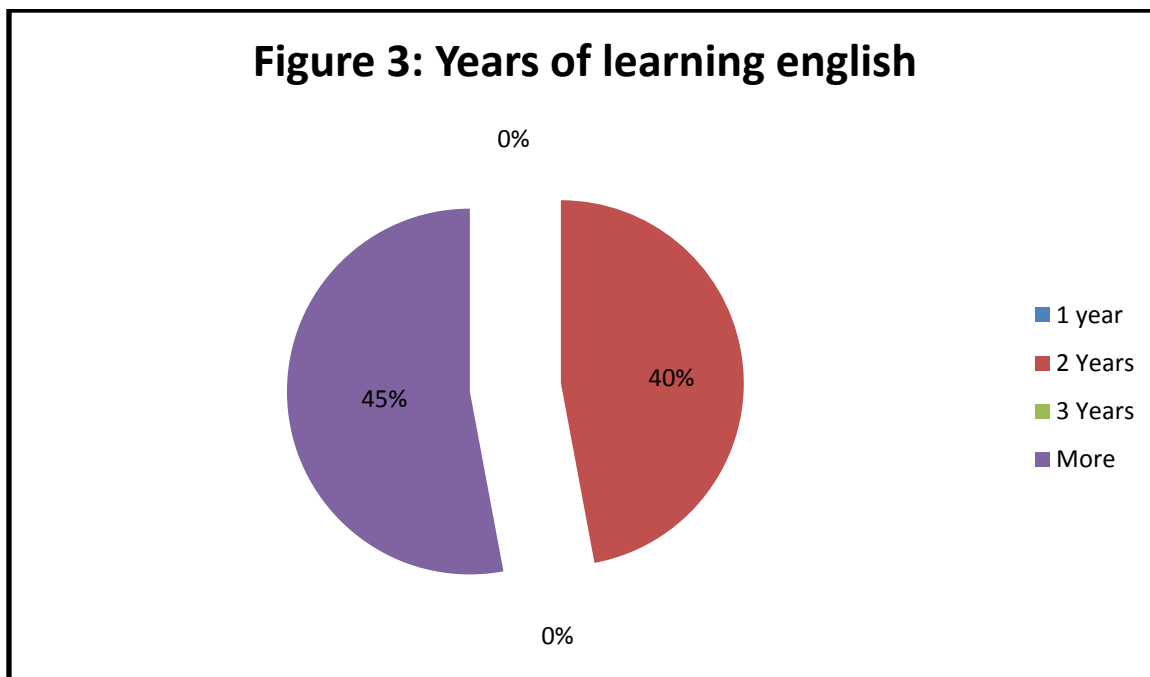
Two year  in college

Three year  in college

More

years	Number of years	percentage
1 year	/	/
2 years	8	40%
3 years	/	/
More	9	45%

**Table 3** : years of learning English.



**Comment n°3 :**

Concerning the 3<sup>rd</sup> question about years they have been learning English.

I have deduced that most of the participant have been learning English more than 9 years , about 45% two of them were excluded .

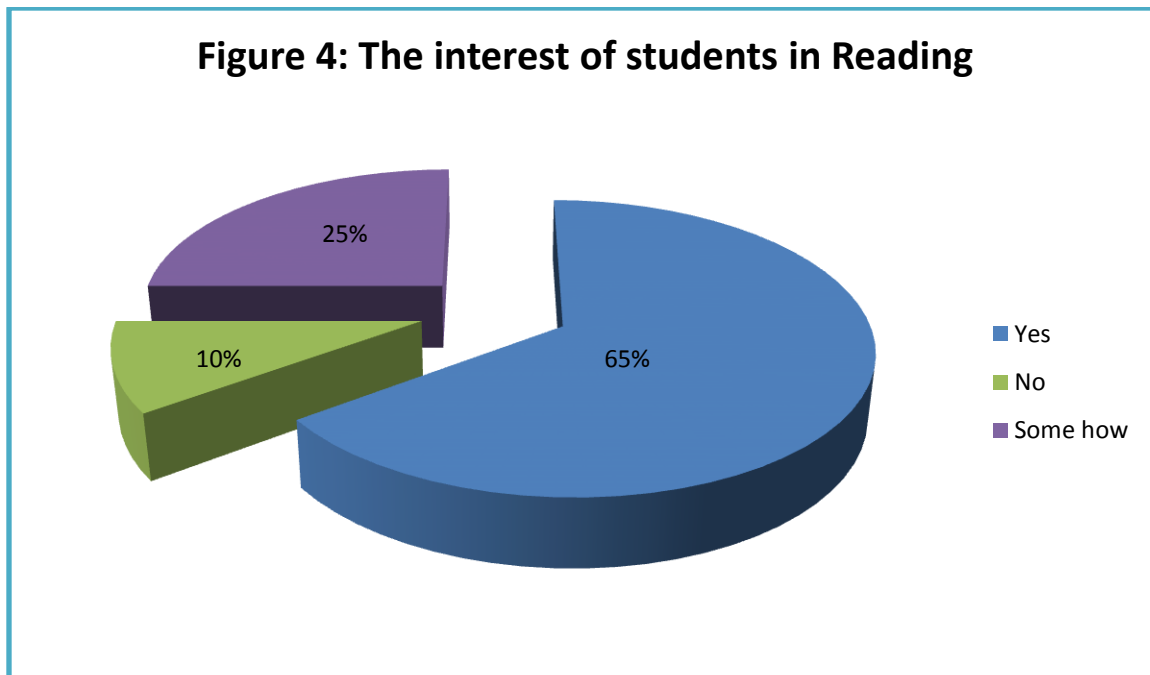
**4. Did you like reading in English?**

Do you like reading in English?	Number of the students	Percentage
Yes	13	65 %
No	02	10 %
Some how	05	25%

**Table 4:** The interest of students in Reading



**Figure 4: The interest of students in Reading**



**Comment n°4 :**

From the previous table , we observed that a most of answers showed that they like reading in English about 65% . Because reading is the successful way to improve our level in English and reading skill is very interesting to increase the English competences.

**5. Did you like to read ?**

In pair

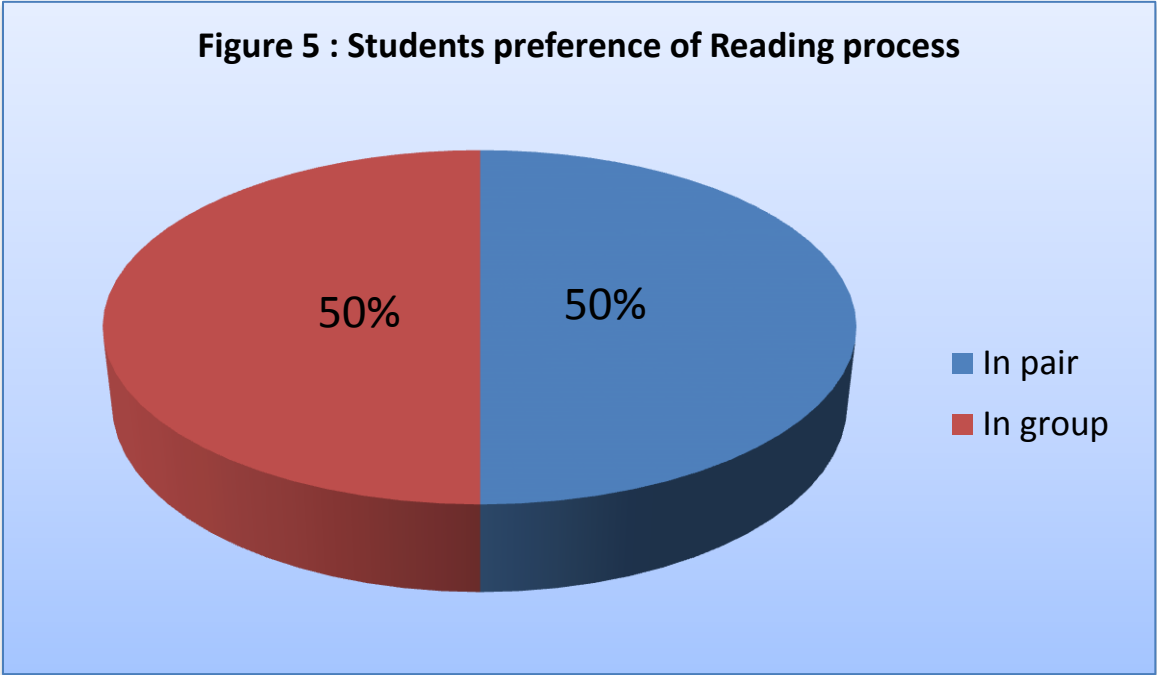
In group

Why ?

Do you like to read ?	Number of the students	Percentage
In pair	10	50 %
In group	10	50 %

Why ?	Number of the students	Percentage
Present reasons	15	75 %
Do not present reasons	05	25 %

**Table 05 :** Students preference of Reading process



**Comment N° 5:**

This question aims to show the role of pair and group work in reading English

In the analysis, we find that 50% to 50% choose between pair and group work in reading.

Students who usually dislike disturbing they prefer reading in pair, otherwise, reading in group is helpful and exchange ideas for the rest of them.

## 6. Q 6,7,8,9 :

Questions	Number of students	Percentage
What are the main factors that affect reading comprehension ?	06	30 %
What are the motivations for reading according to you ?	09	45 %
What are the main tips for you to improve your reading ability ?	08	40 %
Are motivational factors having a great importance enhance the reading ability ?	09	45 %

### Comment N° 6:

First, all students face difficulties to answer the previous questions.

Some of them, focus in the ability of the teacher to pass and interpret the reading message/text to learner in (Q6) and this one can motivate students to read and learn about English (Q7) .

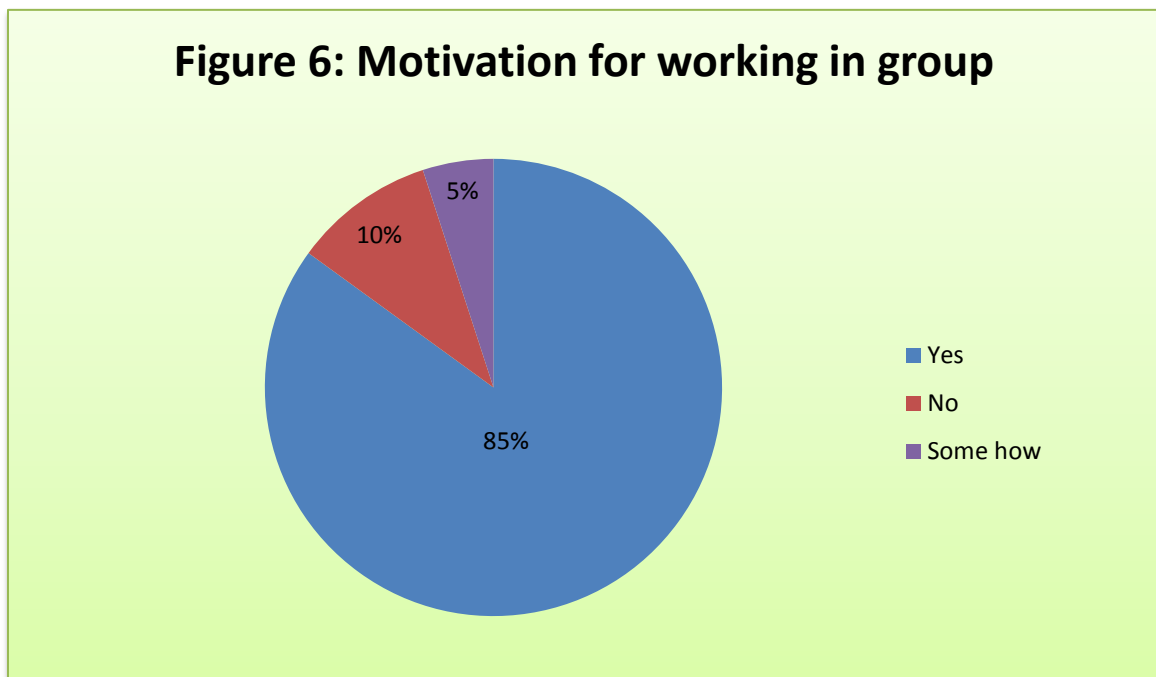
The analysis shows in (Q8) that students interest in reading as a main tip to improve and enlarge their abilities.

The most of students agree in (Q9) that motivational factors increase or further improve the good quality of reading value.

**10. Do you think that working with other motivates you ?**

Do you think that working with other motivates you ?	Number of the students	Percentage
Yes	17	85 %
No	02	10 %
Some how	01	05%

**Table 10 :** Motivation for working in group



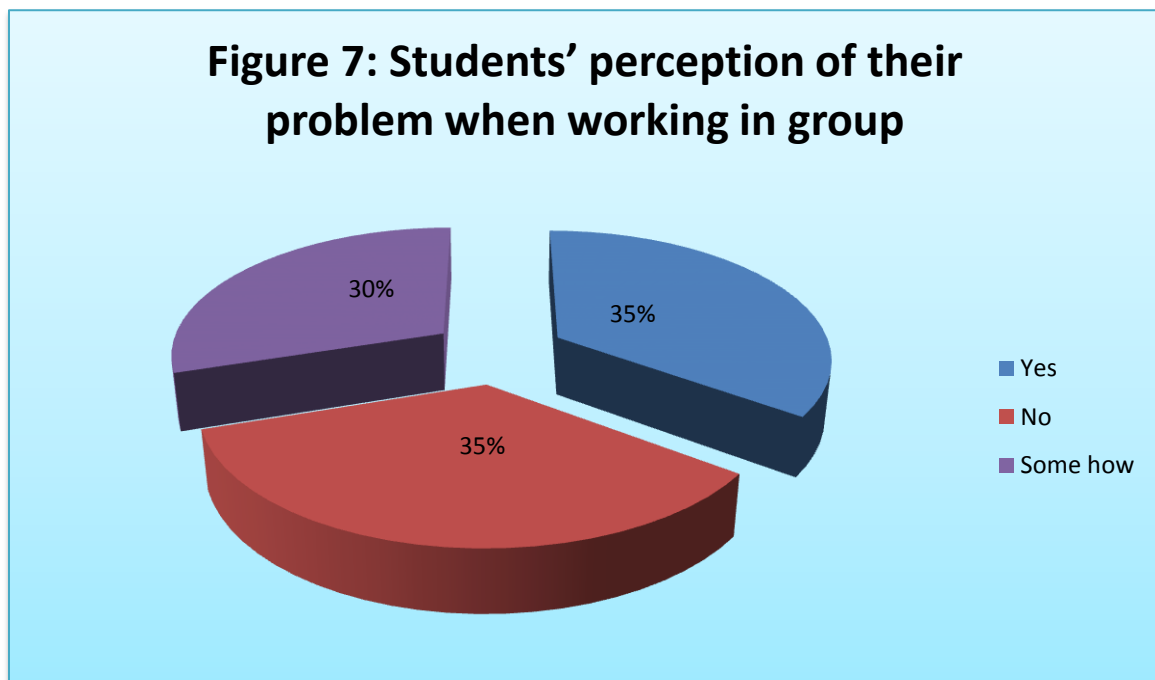
**Comment N° 10 :**

This question is to analyze the students' motivation with each other. 17 students share the same point of view with 85%.

### 11. Do you face difficulties when working in pair or in group ?

Do you face difficulties when working in pair or in group ?	Number of the students	Percentage
Yes	07	35 %
No	07	35 %
Some how	06	30%

**Table 11:** Students' perception of their problem when working in group



#### **Comment N° 11:**

The analyses show that it is not easy to work in pair or group and it needs effort to practice group or pair work . In the other side, 7 students with 35% pointed that group or pair working facilitate interaction and improve English skills.

## 12. What are these difficulties ? Say why please ?

Why ?	Number of the students	Percentage
Present reasons	09	45%
Do not present reasons	11	55%

### Comment N° 12 :

10 students from 20 try to answer these question .

The objectives of these question is to list the important difficulties that face learners in their language achievement, half of them pointed that the lock of exchanging ideas with others can be a fence between students and their final objective.

### 3.2.3 Interpretation of the results

From the previous feedback, I observed that the answers of the students are very important in order to prepare my analyses.

Most of the students answers to my questions in the classroom. To obtain correct answers, I noticed that the female number (85%) is more than male number (15%), this means that goals are more interested to learn foreign languages than boys. The majority of the students read the questions carefully and state their answers with an important way.

### 3.3 Teachers questionnaire

The six teachers who responded to the questionnaire were chosen among the total number of teachers in Saida's university.

This questionnaire is interested in learning about teachers work both in and out of the classroom and their involvement at university improvement efforts.

#### 3.3.1 Description of the questionnaire

The teacher's questionnaire consisted into two sections, in the first section, the answers are about the years they have been teaching English in and out university. Also, the undergraduate major field of study either educational on English language, then the years they spent in teaching oral expression.

The section two splits into 9 (nine) questions. They are concerning about teacher's opinions in their students level and major problems in teaching. Moreover, the questions show the instructions used by teachers and which approaches they follow to plan their lessons.

#### 3.3.2 Results of teacher's questionnaire:

##### 1. How many years have been teaching?

Number of years

Number of teachers	Number of years
Teacher N° 01	15
Teacher N° 02	Not mention
Teacher N° 03	Not mention
Teacher N° 04	Not mention
Teacher N° 05	Not mention
Teacher N° 06	Not mention

**Table 1:** Years of teaching.

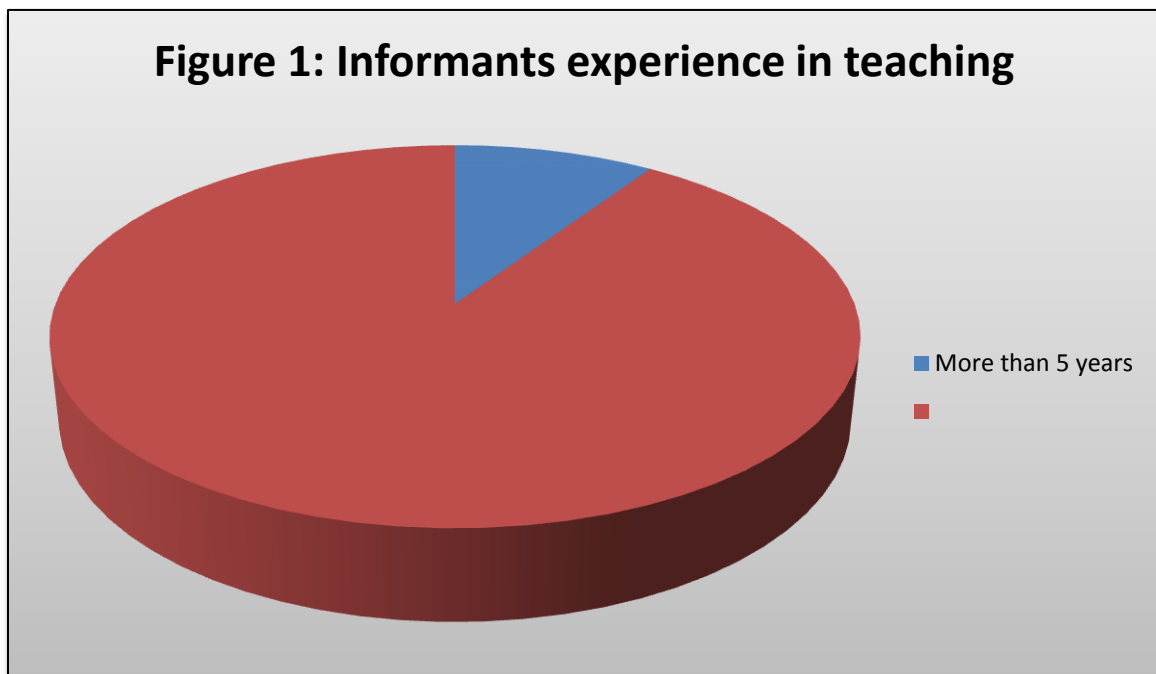
## 2. How many years have you been teaching English at university ?

Less than 5 years

More than 5 years

Number of years	Number of the teachers	Percentage
Less than 5 years	/	/
More than 5 years	02	33.33 %

**Table 2 :** Informants experience in teaching





**Comment N° 1:**

The questions show that the teachers have experienced more than 5 years at university in Q 1-2

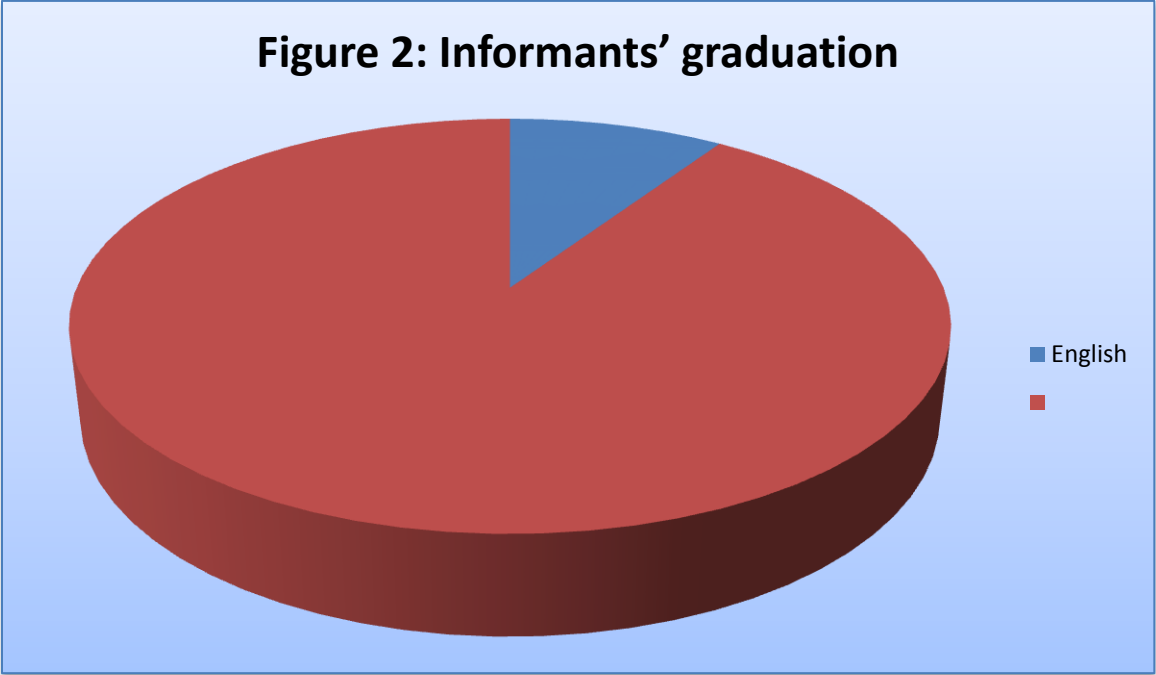
**3. What was your undergraduate major field of study ?**

Education

English

Undergraduate major field	Number of the teachers	Percentage
Education	/	/
English	02	33.33 %

**Table 3:** Informants' graduation



### Comment N° 02:

The analysis show that English influence the major field of study with 33,33 %

### 4. Degree (s) held :

Number of the teachers	Ba (license)	Ma	PHD
Teacher N° 01		+	
Teacher N° 02	+	+	

**Table 4:** The degree held

### Comment N° 03:

The teachers who participated in the investigation, held master degree.

### 5. Do you teach oral expression subject matter ?

Yes

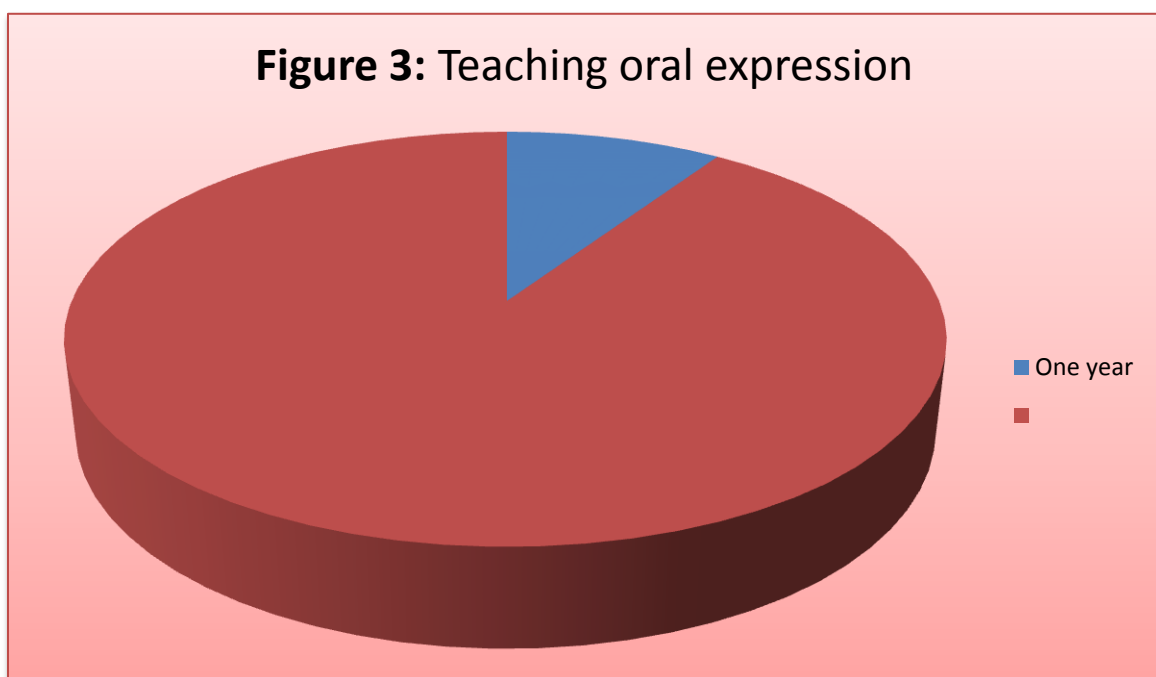
No

Teach oral expression	Number of the teachers	Percentage
Yes	02	33.33 %
No	02	33.33 %

**Table 5:** Teaching oral expression

### How many years ?

Number of the teachers	Number of years
Teacher N° 01	One year
Teacher N° 02	One year



### Comment N° 04:

This question aims to show the ability of teachers and how many years they have experienced in teaching oral expression. The results show that 2 teachers experienced one year in teaching oral expression with 33.33 %

**6. The level of your students is :**

- High
- Above average
- Average
- Below average
- Low

Levels	Number of the teachers	Percentage
High	/	/
Above average	/	/
Average	02	33.33 %
Below average	/	/
Low	/	/

**Table 6 :** Level of students

**Comment N° 05:**

This question aims to show the point of view of teachers about the level of their students.

Two teachers with 33.33 % pointed the average level of their learners.

**7. Do you think that your students face problems when they work in group ?**

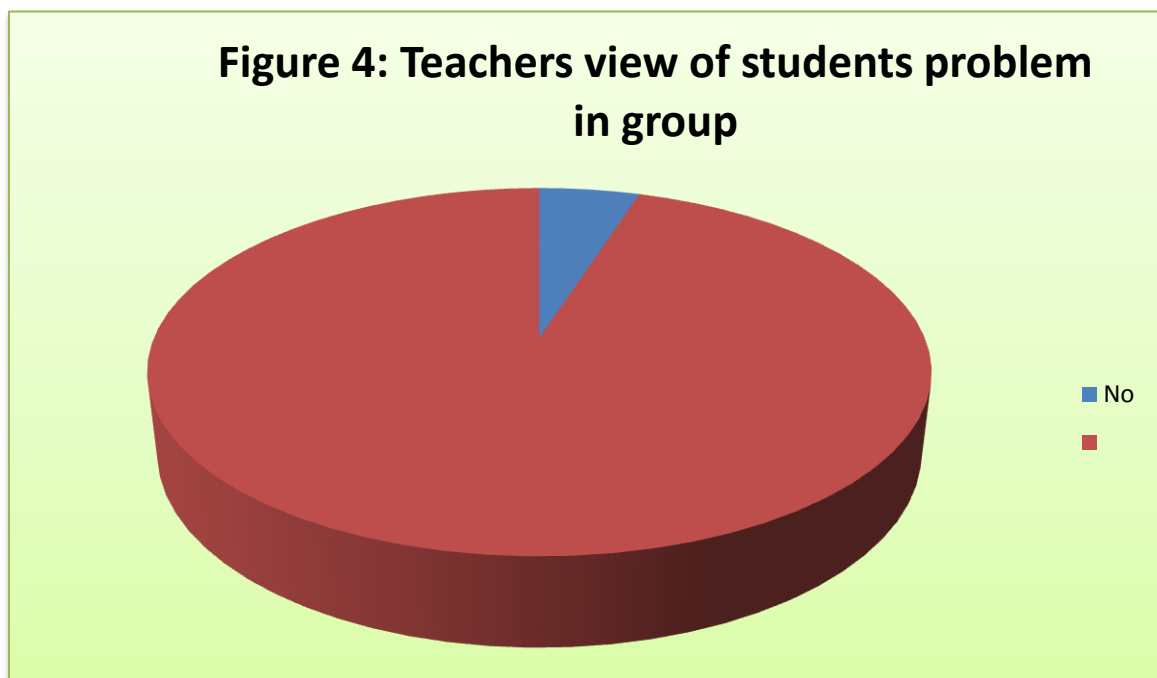
Yes

No

Some how

Do you think that your students face problems when they work in group ?	Number of the teachers	Percentage
Yes	/	/
No	01	16.66 %
Some how	/	/

**Table 7:** Teachers view of students problem in group



**Comment N° 7:**

The teachers did not provide answers concerning Q 6-7-8

**9. Do you consider your role in class is ?**

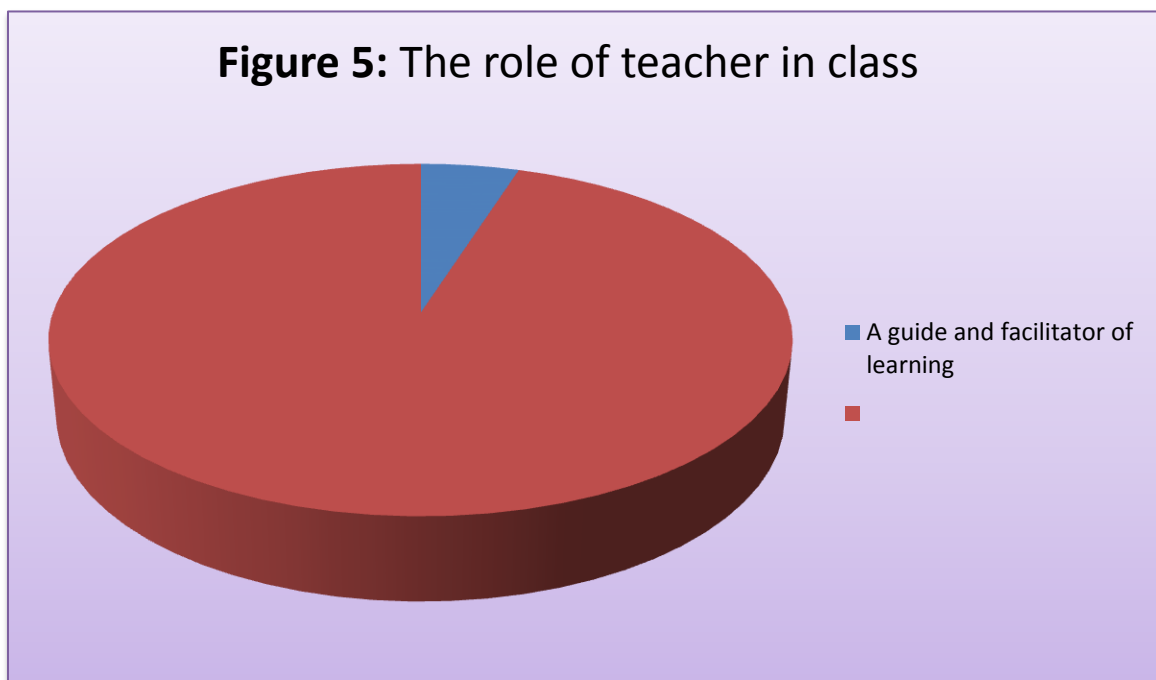
A source of knowledge

A guide and facilitator of learning

Controller

Role in class	Number of the teachers	Percentage
A source of knowledge	/	/
A guide and facilitator of learning	01	16.66 %
Controller	/	/

**Table 9:** The role of teacher in class.



## **Comment N° 9 :**

The teacher is a guide and facilitator. His or her objective is to facilitate learning for learners and to provide the way to students in their learning process.

### **3.3.3 Interpretation of the results:**

To discuss the previous questionnaires and translate the results above, it is clearly that the teachers answers are very important in their analyses .

Tow teachers from six have few details about the questionnaires. 33% of answers from 100% were not enough to achieve my purpose.

The minority of teachers state their interests in the simple information and don't focus in the important role of teacher as a guide and controller or source of knowledge to shine the way for beginner learner .

# **Chapter four**

## **Recommendations and suggestions**



## **4.1 Introduction**

In today's education, reading proficiency is the most important challenging element. It is considered as a parameter to determine the students' academic ability.

Due to the increasing demand of English language in jobs, English has become the most spoken language in the world. The ability of students to communicate efficiently both in spoken and written is called the English language proficiency.

A long time ago English used to be taught as any other subjects like maths or biology and didn't use English at school or outside school. Nowadays, English is needed everywhere to achieve higher English proficiency and complete with the needs of globalization. To achieve this task which is proficiency English the student should begin by improving his needs in grammar, this is the basis step to pave the way for a strong ground upon which proficiency in English must stand. To achieve this goal, various steps are suggested to improve one's level in English comprehension, written and reading skills.

Self-study is very important to improve the reading and comprehension skills. Moreover, engaging students in group discussion can be very useful to enhance language skills.

The best teachers have generally cobbled together from their own experiences working with students conceptions of human learning that are remarkably similar to some ideas that have emerged in the research and theoretical literature on cognition, motivation and human development.

## **4.2 The role of teachers in classroom**

The teacher should be the leader that mentors these students by modeling strategies and facilitating the tasks in order to make it easier for the students to learn.

A teacher's role goes beyond standing in front of the classroom and lecturing. An effective teacher knows that teaching is not static, it is dynamic. A teacher should wear multiple hats to ensure that his learners receive a quality education by

- Planning
- Instructing

- Interacting with students and other professional duties

- **Planning**

Many teachers interact with each other, they are constantly attending professional development sessions to learn the latest best strategies for effective teaching and gain new ideas by regularly collaborating with one another and planning grade-level instruction to combine subjects and enhance the learning experience. They analyze test results and other data to help and determine the causes of success or failure and make changes in the classroom. The teacher should also take into consideration each student's interest and instructional needs, to design lesson plans and provide activities according to each student's ability.

- **Instructing**

The teachers not only lecture in the classroom, they are also facilitators of the learning process. They provide their students with necessary tools needed to master a subject at the same time, they should act like tutors, should work in small groups of students or individual students within the class to assess and better know each student's lacuna. He is an evaluator that assesses constantly the students through formal and informal tests and assigning grades that help students being aware of their mistakes and correct them.

The teacher should use many diagnostic tools to determine the real needs of the students by observing them as they respond and act to identify the confusion avoiding completing the work for students and give them the chance to practice independently.

- **Interacting with students**

Communication between students and teachers is often difficult to achieve. There are class sessions where the teacher receives minimal feedback from his students in spite of following a lesson plan that had elicited a great discussion in a previous class. To avoid this ambiguity, the teacher must give his students some ground rules for discussion and engage them with simple topics and tasks for discussion early in the semester and gradually as the class rapport is established, more challenging topics are given to the students, which will help the students prepare at home and interact more often effectively.

The teacher should ask all the students to interact by calling those who do not participate, have them write out an answer to a problem or a question, watch facial and body gestures as asking or answering questions and developing a language of respect so that students are not alienated when the teacher disagrees or misunderstands them, providing them with interactions and mainly student learning .

### **4.3 The role of students in the classroom**

The basic role of students in the class, is to be an independent learner and community contributor. Moreover, the student should be an active participant in the class. This means, he should participate in the classroom discussions, answer and ask questions asked by the teacher or by his peers. They should also be motivated about their learning and manage to think correctly.

When the teacher uses visual aids or teaching materials, the student should be responsible for it and put it back when the lesson is finished.

The student should also take the role of a coordinator, facilitating the job for their teachers by taking part in cleaning up and maintenance of the class.

According to “ the north central regional educational laboratory “ there is a strong consensus on the role of the student in the classroom and the importance of engaged learning that should start from the early year of student’s academic career and should continue to the later year.

In their article “Turning teaching into learning: the role of student responsibility in the college experience”, told M.Duris and Patricia Hillman advice that student responsibility is the key to all the development and learning. They indicate that research has shown college outcomes are tied to the effort students put into their work and the degree in which they are invested or engaged with their studies and campus life. They go on suggesting that “institutional policies and practices must be oriented toward developing a climate in which students’ responsibility and active participation in their own learning experience are promoted. They also argue that policies that stress the importance of student achievement and in-class and co-curricular challenge and support are required.

that stress the importance of student achievement and in-class and co-curricular challenge and support are required.

## **4.4 Suggestions**

### **4.4.1 Group work**

Working in group is extremely interesting. As many say: “More hands make for lighter work” or “Two heads are better than one”.

Group projects can help students develop more skills that can be very important and contribute to student learning. However, it can be stressful; not everyone works in the same way or at the same pace. To avoid these misunderstandings, the students should first agree on some basic organization and how the group will work and communicate together. For example, where to meet, when and how. They must share emails and phone numbers and agree the easiest way to communicate working in groups allow students to learn interactively. It gives the students the chance to work on a large project or complex one. It also gives the chance to students to teach each other and speak freely, give more confidence to the students and help them overcome the anonymity and passivity of a large class.

Group work can be more benefic if every member has a chance to make strong contributions to the discussion and the work of the group project.

Brainstorming is a good method to encourage creative thinking and avoiding that ideas become closely associated o the individual who suggested them. When a group work is successful, the work is well done and constructive. This will create a positive atmosphere by being encouraging and responsive to others, allow every member to get into discussion, smile, make eye-contact and wait till the other finish his idea. Funny remarks and humor can also be very effective to provide a break from concentration.

### **4.4.2 Motivation**

Motivation is defined as the act or process of giving someone a reason for doing something or the influence that causes someone o do something. It is what causes us to act.

“The term motivation refers to factors that activate, direct and sustain goal- directed behavior... Motives are the “whys” of behavior, the needs or wants that drive behavior and explain what we do. We don’t actually observe a motive, rather, we infer that one exists based on the behavior we observe” (Nevid 2013)

Psychologists have proposed a number of different theories of motivation, including: drive motivation, instinct theory and humanistic theory. In fact there are many different forces that guide and direct the student motivations.

Drive theory suggest that people have basic biological drives and our behaviors are motivated by the need to fulfill them. Whereas instincts means that behaviors are motivated by instincts. Some psychologists like William James, Sigmund Freud and William Mc Dougal have proposed a number of human drives that motivate our behavior such as fear, cleanliness and love .

As for the students, they are motivated by their teachers’ approval and positive reinforcement, and are more likely enthusiastic about learning if they feel their work is recognized and valued. Encouraging free thinking and open communication make the students feel important. Also praising the students’ work and recognize them for their contribution makes them more enthusiastic and specially if the students find themselves in a friendly environment, where they feel heard and respected, which will make them more eager to produce. There are many ways to get the students motivated: they want to be encouraged, get involved in the classroom, by giving them responsibilities and a sense of ownership.

### **4.4.3 Manage the classroom**

Classroom management can e explained as the actions and directions that teachers use to create a successful learning environment. To ensure all students receive the best education, more time and efforts are required to make educators and instructors well versed in classroom management. Once the teacher loves the control of his classroom it’s the end. Teachers don’t focus on learning classroom management; indeed, the focus is on creating a conducive learning atmosphere for the student .

From the students perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.

Good class management involves a good teacher-student relationship in the classroom and the appropriate levels of dominance, cooperation and awareness of students' high needs. Group work, seating arrangement, the use of equipment and materials.

“Assertive behavior can be achieved y using erect posture, appropriate tone of voice depending on the current situation, and taking care not to ignore inappropriate behavior by taking action”.

#### **4.4.4 Reading comprehension**

Learning is a lifelong process. The more we learn, the more we will want to know. At university, the student will realize that they must learn more things by their own. Reading can make student improve, no matter how much practice we have had. It's vital to become acquainted with the academic resources if a student wants to succeed, because self-study is the key to this success. The student should adopt many strategies to cope with the new situation of the university reading comprehension.

Reading comprehension is the ability to read a text, and understand its meaning. It is not really easy to read and understand from the first reading. There are numbers approaches and strategies that can help the student improve reading comprehension as well as improving one's vocabulary and reading.

Reading means interacting with the written works and the understanding of the message they convey.

“Comprehension is a creative, multifaceted process” dependent upon four language skills: phonology, syntax, semantics, and programmatic [Tompkins, g.e 2011]

Tompkins also sees comprehension as determined by an individual's cognitive development, which is the construction of thought process, where some people learn through education or instruction and others through direct experience (p, 5, 7) reading comprehension involves two levels of processing : shallow or low level and deep or high level .

The first level involves structural and phonetic recognition and their associated sounds.

Whereas the second involves semantic processing which happens when we encode the meaning of a word and relate it to a similar one. This theory was first identified by Fergus i.m Craik and Robert S.Lockhart

(Cain, Kate; Oakhill, Jane (2009))

Reading comprehension and vocabulary are linked together the ability of to decode and pronounce words is very important, but understanding the words or misunderstanding it can make the difference. a student can misinterpret a whole passage because he doesn't know the meaning of a word, so, student with smaller vocabulary comprehend less than the one with a richer vocabulary, to improve one's vocabulary that leads to a better comprehension, in structural conversation are suggested these discussion can create high level thinking opportunities for students by promoting critical thinking about the text, class discussion also can help the student acquire new ideas and new vocabulary.

The student has to understand the written text by knowing certain genre like folktales, historical fiction biographies or poetry. the understanding of these genres make the texts easier to understand even visualization helps a lot in acquiring new vocabulary and new ideas that helps to understand a text and creates a "mental image" .

There is a wide range of reading strategies that it is not possible to develop them all in this research paper.

## **Conclusion**

Using cooperative learning strategies help in the improvement and the achievement of the students considering the results of the present study, it is clear that cooperative learning is more effective in improving the reading comprehension skills of learners who study English as a foreign language, when compared with the traditional teaching methods. Moreover students are very satisfied with it. They express that they don't get bored, they had fun, get to know their classmates more and foster friendship. There are a lot of benefits of cooperative learning like the use of interaction in English between the peers, taking away the burden of running large classes, for the teacher who changes his role to be a guide aside, a motivator or problem solver. The students who miss the class are updated by their group member which makes them feel that they are supported and not isolated or alienated.



## **General conclusion :**

Cooperative Learning strategies will continue to be utilized by educators. Student achievement and content literacy are paramount in a world of global competition and educational reform driven groups in the United States. If teachers are going to use cooperative learning strategies to increase student achievement and content literacy , teachers must identify an effective cooperative learning strategy with attention to positive interdependence , face to face interaction , individual accountability , group processing and social skills .

Teachers that success fully incorporates the foundations of cooperative learning methods can expect a positive effect on student achievement and content literacy.

Worksheet, quizzes, tests and other types of assessment.

The students must be empowered with the necessary environment and structure in order to reach higher levels of achievement and content literacy. Cooperative learning methods with the guidance of an informed teacher will have a positive impact on student achievement .

# Appendix 1

## Teachers' questionnaire

Dear teachers : this questionnaire is for all teachers in the university we are interested in learning about teachers work both in and out of the classroom and their involvement at university improvement efforts.

Your responses are voluntary confidential. If here is a question you do not wish answer, simply skip it. We hope you will answer as many questions as possible.

### Section 01:

**Question 01:** How many years have you seen teaching ?

Number of years

**Question 02:** How many years have you been teaching English at university ?

Less than 5 years

More than 5 years

**Question 03:** What was your undergraduate major field of study ?

Education

English

Social or behavioral sciences (economic, history, sociology, psychology)

**Question 04:** Degree(s) held

a/ BA (license)

b/ MA (Magister/Master)

c/ PHD (Dcorate)

**Question 05 :** Do you teach oral expression subject matter ?

Yes

No

How many years ?

**Section 02:**

**Question 01:** The level of your student is it :

/ High

b/ Above average

c/ Average

d/ Below average

e/ Low

**Question 02:** On typical day, how many do you teach reading ?

**Question 03:** When teaching your target reading class, how often do you use the following approaches to group students for instruction ?

Question 04: To what extent do you agree or disagree with the following statements about how you prepare reading lessons for your target reading class ?

Question 05: Do you think that students face problems when they work in group ?

Yes

No

Some how

**Question 06:** If yes, what are these problems ?

**Question 07:** Do you try to solve these problems ?

**Question 08:** If yes, how do you solve them ?

**& Do you consider your role in class is ?**

A source of knowledge

A guide and facilitator of learning

Controller

## Appendix 2

### Students' Questionnaire

Dear students: in this questions you will find questions about yourself. Some questions ask for facts while other questions ask for opinions.

Read each questions carefully and answer as accurately as possible.

You many ask for help if you do not understand something or are not sure to respond. So please put (X) in the bow which express your answer.

#### Section 01:

**Question 01:** Are you female or male ?

Female

Male

**Question 02:** Do you enjoy learning English ?

Yes

No

**Question 03:** How long have you been learning English ?

#### Section 02:

**Question 01:** Did you like reading in English ?

Yes

No

Some how

**Question 02:** Did you like to read ?

In pair

In group

Why ?

**Question 03:** What are the main factors that affect reading comprehension ?

**Question 04:** What are the motivations for reading according to you ?

**Question 05:** What are the main tips for you to improve your reading ability ?

**Question 06:** Are motivational factors having a great importance enhance the reading ability ?

**Question 07 :** Do you think that working with other motivates you ?

Yes

No

Some how

**Question 08 :** Do you face difficulties when working in pair or in group ?

Yes

No

Some how

What are these difficulties? Say why please .

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