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**THE ROLE OF COOPERATIVE LEARNING IN ENHANCING STUDENTS
SPEAKING SKILLS**

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD
Master in English Language and Communication

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Declaration

We hereby declare that the substance of this dissertation is the result of our investigation, and that due reference of acknowledgment is made, when necessary to the whole of other researchers.

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Abstract

In foreign language context, students are in continuous investigations for better methods that would help them to master language skills especially speaking. The present study aims at discovering how cooperative language learning can be utilized to develop English as a foreign language students' speaking skill in the English branch, at Djilali Bounaama University, Khemis Miliana. The major question of this study is whether the implementation of the cooperative learning would lead to better achievement concerning students' speaking skill. Based on the research questions, we expected that effective implementation of the cooperative learning would result in making students interact more and show their true oral capacities; students would develop their oral fluency and accuracy and be engaged in meaningful interaction that would sustain their speaking skill. For the verification of our hypotheses, we opted for the descriptive method and used two different data collection tools: students' questionnaire and classroom observation to gather data from third year students. Through the analysis of the data, we discovered that students in oral tasks showed acceptance concerning the work cooperatively, they discussed topics in groups and in pairs. Students interacted more with each other and attempted to practice aspects of language including grammar, vocabulary and pronunciation. Students also practiced oral language with less hesitations and with speed. Since students were able to practice their oral accuracy and fluency, one can understand that they were engaged in meaningful interactions that helped them sustaining their speaking skill. Therefore, our hypotheses are confirmed. However, for future research, this study will be more significant and accurate, if it is experimental.

Keywords: speaking skill, cooperative learning, group work, pair work, developing speaking skill.

List of Acronyms

FL: Foreign language.

L1: First language.

L2: Second language.

EFL: English as a Foreign Language.

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General Introduction

Students learning English as a foreign language should perform real communicative situations to become skilled at expressing their own thoughts and develop their oral fluency and accuracy since they are the main pillar of the spoken language. The study focuses on the importance of constructing pairs or small groups to maximize students' oral productions in order to develop their speaking skill. It attempts to highlight the importance of establishing a comfortable and welcomed environment through cooperative work as an endeavor to get students to use the language in different situations. This current issue has called many researchers to investigate the importance of cooperative language learning in developing students speaking skill.

CHAPTER One: Introduction

1. The Background of the study

Speaking is an interaction process between speaker and listener. Speaking as an exchange of thoughts and ideas about one or more topic between two or more speakers. Speaking need to be able to progress language on their own heads, to involve a good deal of listening, and to understand of how the other participants feeling. In this situation, Tarigan said that the main point of speaking is for communicating. We have to convey thinking and feeling effectively and the speaker must understand the meaning to be communicated, in order to make other people understand with what they are talking about.

2. Statement of the problem

Students learn a foreign language to be able to master it with other, yet they face a lot of difficulties which inhibit them from achieving this desire and in the long run they may not develop their speaking skill. Enhancing students' speaking skill requires mainly overcoming these obstacles. Teachers have to provide students with useful methods that would increase opportunities of language use. Managing the class into groups seems to be one of the finest ways to increase students' oral productions and communications. Therefore, the present study attempts to highlight the role of cooperative learning enhancing students speaking skills.

3. Rationale of the study

The present study would offer assistance to the language teaching field. Since the method used by the teacher has an impact on teaching, this study seeks to show that the implementation of cooperative learning may contribute in the development of students' speaking skill in the branch of English at Djilali Bounaama University of Khemis Miliana.

4. Aims of the Study

The present study aims at discovering how cooperative language learning can be utilized to improve EFL students' speaking skill in the English branch.

It also aims at highlighting the importance of

- Assigning cooperative groups to maximize the oral productions in order to optimize students' speaking performance.
- Increasing the students' talking time to practice their oral fluency and accuracy.
- Improving the oral production to enhance speaking communication skills

5. Research Questions

The study aims to answer the following questions:

1. What is cooperative learning?
2. Is cooperative learning crucial in the learning process?
3. How can teachers implement cooperative learning effectively in oral classes?
4. Does the implementation of the cooperative learning boost students' engagement in oral tasks?
5. Does the implementation of cooperative language learning in the classroom lead to a better achievement in speaking?

6. Hypotheses

The researcher hypothesizes that:

If cooperative learning is effectively implemented in oral classes, students will develop their speaking skill.

Sub-hypotheses

If teachers use cooperative learning in oral classes, students will:

1. Develop oral fluency and accuracy.
2. Interact more and show their true oral capacities.
3. Be engaged in meaningful interactions that would sustain their speaking skill.

7. Methodology and Data collection tools

The study is based on a descriptive method, and to obtain data two samples are dealt with from the whole population (around 160 students divided in 4 groups). Concerning data collection, one questionnaire was administered to third- year LMD students. In addition to the questionnaire, classroom observation would be of a great importance to provide a clear image about the student's real reaction with the cooperative learning.

8. Sample

Two groups from Third-year LMD students in the branch of English at Djilali Bounaama University of Khemis Miliana. (Total number is 80 students; each group contains 40 students).

CHAPTER TWO:

Literature Review

Introduction

This chapter consisted of two sections, the first section provides a general theoretical background about cooperative learning which in this area need to understand before moving to speaking skills. The concentration is on both providing a general background and discussing definitions related to cooperative learning and its types. The general background includes the history of cooperative learning, definitions of cooperative learning, Types of cooperative learning, Advantages of cooperative learning, aims of cooperative learning, the role of teacher and the student cooperative learning, and how can cooperative learning be used to enhance student's speaking skills. Besides that, the second section of the chapter includes The Speaking skills which were divided into Definitions, Characteristics, The relation between Speaking and other Skills, and other perspective of the target skill.

1. History of Cooperative Learning

Cooperative Learning has a long history which might be dated back to the first century under the name of peer work. However, the real development appeared many centuries after that especially in the 18th century as schools were opened to teach the students depending on peer learning groups. One of these schools is opened by Joseph Lancaster and Andrew Bell in England (Johnson, Johnson, & Smith, 1991)¹. This school later opened branches in different countries which considered as a landmark for the group work learning especially in the beginning of the 19th century in the United States.

Cooperative learning in the 1960s was not in the attention of the scholars as the individualistic and competitive learning were the dominating teaching methods. Nowadays, cooperative learning is a crucial method in the educational field not only in the elementary and secondary schools but also in the universities as well (Johnson & Johnson, 2008)².

Traditional teaching methods make the classes teacher-centred which does not help the students to improve themselves (Yassin & Razak, 2017)³, and might cause uncomfortable attitudes because the students do not practice language with their peers (Razak, Yassin & Maasum, 2017). However, cooperative learning made the process of learning student-centred and this instructional approach can be achieved by splitting the students into small groups (Machado & Coimbra, 2015)⁴. In cooperative learning each group is responsible for its own

¹ Johnson, D. W., Johnson, R. T., & Smith, K. A. 1991. *Cooperative learning: Increasing college faculty instructional productivity (ASHE-ERIC Higher Education Report No. 4.)* Washington, DC: School of Education and Human Development, George Washington University.

² Johnson, D. W., & Johnson, R. T. (2008). *Social interdependence theory and cooperative learning: The teacher's role. The teacher's role in implementing cooperative learning in the classroom, p9-37.*

³ Yassin, A. A., & Razak, N. A. (2017). *Investigating The Relationship Between Foreign Language Anxiety In The Four Skills and Year of Study Among Yemeni University EFL Learners. 3L: Language, Linguistics, Literature*®, 23(3).

⁴ Machado, I., & Coimbra, N. (2015). *USING COOPERATIVE LEARNING IN A GRAMMAR WORKSHOP: A CASE STUDY*

learning as well as the learning of all the members of the group in the sense that students can share knowledge with each other and every student can explain what s/he has learned to the other students. Thus, students in each group make discussions with each other in order to complete a task, solve a problem or achieve a specific goal given to them by the teacher.

Cooperative learning does not ignore the role of the teacher as he should be available in order to design the lesson's plan such as the activities, monitoring the classroom and divide the students into small groups. Leaving the students alone without guidance might not help them to achieve the desired goals of learning (Kagan 1989)⁵. The main goal of cooperative learning is to increase the level of benefit among all the students through cooperation between the students as those whose level is better than the other students can help their classmates by guiding them to understand the lesson or fulfil the given task (Johnson et al. 1993)⁶.

One of the figures that have a great influence on group learning is Colonel Francis Parker. He was the superintendent of public schools in Massachusetts (1875-1880). He advocated the use of group learning and could attract thousands of visitors to observe the use of group learning in the public schools (Campbell 1965, as cited in Johnson et al. 1991).

Another figure that contributed to the development of peer learning is John Dewey (1963) as cited in (Johnson et al. 1991). He used a peer learning method in his project which gained its reputation in the American schools especially at the end of the century (Johnson et al. 1991).

ON STUDENTS' PERCEPTIONS. Advances in Social Sciences Research Journal, 2(3)
⁵ Kagan, S. 1989. *The structural approach to cooperative learning. Educational leadership 47(4): 12-15*
⁶ Johnson, D. W., Johnson, R. T., & Smith, K. A. 1991. *Cooperative learning: Increasing college faculty instructional productivity (ASHE-ERIC Higher Education Report No. 4.) Washington, DC: School of Education and Human Development, George Washington University.*

The idea of peer learning entered a new phase in the field of research as some researchers started to compare individualistic, competitive and peer learning and their effect on the students. This effort is attributed to Turner in England and Triplett (1897) in the United States which was followed by similar efforts in the 20th century in Germany by the scholar Mayer and in France by the scholar Ringelmann (Johnson et al. 1998).

The first major study in peer learning and competitive learning was carried out by Miller (1929) and it is considered one of the first studies on cooperation which used a lab. This major work followed by the work of May and Doob's work which was a literature review on competition and peer learning from the beginning until 1937 (Johnson et al. 1998).

The interest in peer learning died out in the 1930s in the United States after its flourishing in the late 19th century and the beginning of the 20th century because the focus was turned into the interpersonal competitive learning. In the 1960s the schools were integrated and there was a need for social integration inside the classroom between the majority and minority students. The only solution from the perspective of the educators at that time was the peer work to help the minority students improve their performance in schools (Olsen & Kagan 1992)⁷.

In the 1970s, the researchers started to work on cooperative learning method and improve cooperative learning techniques (Slavin 1991)⁸. The beginning was with Elliot Aronson and his associates in the University of Texas Austin, who developed the Jigsaw method. This

⁷ Olsen, R. E., & Kagan, S. 1992. *About cooperative learning*. In C. Kessler (Ed.). *Cooperative language learning: A teacher's resource book* pp. 1-30. Englewood Cliffs, NJ: Prentice Hall.

⁸ Slavin, R. E. (1991). *Synthesis of research on cooperative learning*. *Educational Leadership* 48: 71-82.

effort is followed by David Johnson and Roger Johnson in the University of Minnesota who developed the technique Learning Together, and David DeVries, Keith Edwards and Robert Slavin at the University of Johns Hopkins who developed two cooperative learning techniques which are Teams-Games-Tournament and Student Teams-Achievement Division.

The use of cooperative learning before 1970 was limited to colleges and then secondary school teachers paid attention to this and later it was used even in the elementary schools. Only after 1990s the educators once again paid attention to the use of cooperative learning at the college level (Johnson et al. 1998).

2. Cooperative Learning Definitions

Specialists defined cooperative learning in many ways that keep it similar to each definition. According to Brown (1994)⁹, Cooperative Learning is a tool in which students work together with materials that the teacher provides to achieve the desired goal from the task. Johnson and Johnson (2002) argued that cooperative learning is an instructional method which includes some characteristics like the responsibility of each student for his understanding, not only that but also the understanding of the whole group.

According to Olesen and Kagan (1992)¹⁰, cooperative learning is a classroom activity in which the exchange of information is socially structured between the students and in which each student is responsible for his/her understanding for the materials. Vermette (1998) defined cooperative learning as a team activity which include students with heterogeneous

⁹ Brown, A. L. (1994). *The advancement of learning. Educational Researcher* 23(8), 4-12

¹⁰Op.Cit

levels working together to master a body of knowledge. Also, Smith et al. (2007)¹¹ stated that learning can be cooperative when the students work together to accomplish specific tasks.

The view of Johnson and Johnson (2002)¹² also focused on the social skills which is one of the principles of cooperative learning. They stated that it is important for the students to believe that every individual is important for the group in order to make the cooperative learning groups cooperative in nature. They added that the students in each group should use the appropriate social skills needed for cooperative learning. This point of view is supported by Johnson et al. (1998)¹³ who argued that in cooperative learning the students are divided into groups of four or five students in order to achieve academic content and social skills.

To conclude with, Cooperative learning is one of the most effective methods in the process of learning and it has gained its popularity in the field of education and research. Cooperative learning has its own principles as not all the group work can be considered cooperative learning. Cooperative learning aims to make the process of learning student-centered rather than teacher-centered. Positive interdependence is one of the principles of cooperative learning as each group member should be responsible for his own learning and the other group members learning. Moreover, cooperative learning should be goal-oriented as the students should work together to achieve a specific task. Equal opportunities of participation among the students is an essential element in the process of cooperative learning.

¹¹ Smith, J., & Spindle, R. M. (2007). *The impact of group formation in a cooperative learning environment. Journal of Accounting Education* 25(4): 153-167.

¹² Johnson, D. W., & Johnson, R. T. (2002). *Cooperative learning and social interdependence theory. In Theory and research on small groups pp. 9-35. Springer US.*

¹³ Johnson, D. W., Johnson, R. T., & Smith, K. A. (1998). *Cooperative learning returns to college what evidence is there that it works? Change: the magazine of higher learning* 30:(4), 26-35.

3. Cooperative Learning Types

Cooperative learning is divided into 3 types as Johnson, Johnson, and Smith(1998) said. Which are: formal cooperative learning, informal cooperative learning, and cooperative base groups.

3.1. Formal Cooperative Learning

This type increases from one session to several weeks in order to achieve common goals and finish a precise task. The teacher can use this to teach any topic or course after putting the goals for the students and explaining the principles of cooperative learning in order to make the cooperative learning method successful. In formal cooperative learning, the groups are formed from 3 to 5 students and they should be diverse and the students can start studying according to the cooperative learning strategy assigned to them by the teacher who shall be there to supervise them (Almuslimi 2016)¹⁴.

3.2. Informal Cooperative Learning

This type of cooperative learning lasts from few minutes to a class. Teachers use this type to enhance direct instruction such as presentation, discussion and summarizing. The teacher can ask the students to discuss a question the teacher gives them or to summarize the main points of the lesson. Consequently, it is momentary and does not last for an extended period (Almuslimi 2016)¹⁵.

3.3. Base Group Cooperative Learning

This type of cooperative learning can last for one year or more. The students should show a kind of commitment and they should provide support and encouragement to the other students. This type is also helpful when the learner wants to master a course.

Almuslimi (2016) argued that base group is helpful for socially isolated students who are

¹⁴ Almuslimi, F. K. A. (2016). *The Effect of Cooperative Learning Strategy on English Reading Skills of 9th Grade Yemeni Students and Their Attitude Towards the Strategy*. *International Journal of Research in Humanities, Arts and Literature* 4(2): 41-58.

¹⁵ *IBID*

chosen carefully and then divided into groups. According to Almuslimi (2016), this type of cooperative learning is mainly used to improve social skills among the students.

4. Advantages of Cooperative Learning

The use of cooperative learning methods in the process of language teaching inside the classroom has many advantages to the students. These advantages include increasing motivation towards learning, lowering the level of anxiety and improving the language skills in addition to the improvement of the social skills and maximizing the level of benefit.

4.1. Lowering Anxiety

The interpersonal competition between the students inside the classroom is another source of anxiety. The traditional classes create a kind of competition between the students which raises the level of anxiety and causes communication apprehension among the students. Cooperative learning is considered a remedy for such anxiety because the competition in cooperative learning is intergroup and this makes the students have the sense of belonging to the other members of the group which in turn raises self-confidence among the students. Moreover, the level of anxiety in interpersonal competition followed in the traditional classes becomes high because the aim of each student is to win while in intergroup competition the focus is on success (Johnson & Johnson 1994)¹⁶.

4.2. Self – Confidence

The interpersonal competition between the students inside the classroom is another source of anxiety. The traditional classes create a kind of competition between the students which raises the level of anxiety and causes communication apprehension among the students. Cooperative learning is considered a remedy for such anxiety because the competition in

¹⁶ Johnson, D. W., & Johnson, R. T. (1994). *Learning together. Handbook of cooperative learning methods* 51: 65.

cooperative learning is intergroup and this makes the students have the sense of belonging to the other members of the group which in turn raises self-confidence among the students. Moreover, the level of anxiety in interpersonal competition followed in the traditional classes becomes high because the aim of each student is to win while in intergroup competition the focus is on success (Johnson & Johnson 1994)¹⁷.

4.3. Motivation

One of the principles of cooperative learning is assisting the other members of the group to understand the materials and achieve the shared goals. Every student in cooperative learning method is responsible not only for his/her understanding but also for the understanding of the other members of the group. The support of the students for one another help them to get rid of some demotivating aspects such as shyness and insecure, and the level of motivation increases (Crandall 1999, Dörnyei 1997)¹⁸.

4.4. Equal Participation

The central goal of cooperative learning is to make each student strong in the objectives being studied and this cannot be achieved without the participation of all the group members. When the students have a specific responsibility and at the same time the students have to make sure that the other group members have understood the material. This creates an atmosphere of engagement because all the group members have responsibilities which require them to engage and participate. The students in cooperative learning will not be passive participants as they have to benefit from one another and share their skills and knowledge with the others which creates a chance for each student to participate and learn (Faryadi, 2007)¹⁹.

¹⁷ *IBID*

¹⁸ Crandall, J. J. 1999. 14 Cooperative language learning and affective factors. *Affect in language learning*, 226, Dörnyei, Z. (1997). *Psychological processes in cooperative language learning: Group dynamics and motivation. The Modern Language Journal*, 81: 482-493.

¹⁹ Faryadi, Q. (2007). *Enlightening Advantages of Cooperative Learning. Online Submission.*

5. Cooperative Language Learning Aims

A purpose of cooperative learning is to make each group member a stronger individually and there is considerable group-to-individual transfer. Students learn together so that they can subsequently perform higher as individuals. Hence, aims that cooperative learning wants to reach and establish are: academic learning, social-affective learning and personality development (Fehling.n.d).

5.1. Academic Learning

Cooperative Learning is considered to be applicable mainly in education. As Cohen (1994)²⁰ asserts, cooperative learning can assist students learn academically. He put forward that students, for academic purposes, need to acquire and attend the content of the subject on the one hand, and sustain some competences including problem solving and decision making on the other hand. Therefore, they have to discuss, form ideas and opinions and have to give feedback. Group discussions encourage each member's knowledge through recurrent oral summarizing, explanation, and elaboration.

5.2.Social - Affective Learning

Another objective for cooperative learning can be social-affective learning (Fehling. n.d). Students can learn to support each other, to address the variety in a group, to work in a team and to deal with the perspective of others. A further intention is that students are capable of discovering ways to listen to each other and to resolve problems collectively. For a general benefit, teachers can integrate high and low achieving students, allowing them to support and help each other collectively in the group.

5.3.Personality Development

At the psychological level, Cooperative Learning can be motivating for the students in

²⁰Elizabeth G. Cohen, *Designing Group work: Strategies for the Heterogeneous Classroom*, 1994.

the sense that it can reinforce the confidence in the abilities they possess. Additionally, students must be given the chance to make their own decisions in the one hand. The teacher in the other hand must prepare the students for their role in the adult world (Cohen1994)²¹. Consequently, establishing learning aims would be of a great importance for the success of any method. Such aims of cooperative learning would academically affect student's achievements.

6. Improving Language Skills

When the level of anxiety is low, the self-confidence and motivation become high. Also, the low level of anxiety makes the level of participation inside the classroom high which helps the students to improve their language skills. Cooperative learning depends on interaction which gives the students more opportunities to listen, talk, discuss, and express their opinion which have a positive effect on the language skills (Crandall 1999; Richards & Rodgers 2014).

Cooperative learning improves the communication and speaking skills among the students and it has a positive effect on the academic achievement the students (Bejarano 1987; Tsay & Brady 2012)²². Similarly, Jacob et al. (1996)²³ stated that cooperative learning has a great influence on the improvement of the language skills as well as acquiring academic language since the students observe the pronunciation of the other group members and their usage for the language.

²¹ Cohen, E. G. (1994). *Designing Group work: Strategies for the Heterogeneous Classroom* (2nd ed). New York: Teachers College Press.

²² Bejarano, Y. (1987). *A Cooperative Small-Group Methodology in the Language Classroom. TESOL Quarterly* 21(3):483-504.

²³ Jacob, E., Rottenberg, L., Patrick, S., & Wheeler, E. (1996). *Cooperative learning: Context and opportunities for academic English. TESOL Quarterly* 30: 253-280.

In summary, cooperative learning has many advantages that foster the process of learning by improving the learner's speaking skills. Thus, cooperative learning helps the students to lower the level of anxiety inside the classroom which has a positive effect on the learner's learning process. It also helps the students gain more confidence in their skills and motivates them to spend more time in reading. Speaking skills are enhanced when cooperative learning is used inside the classroom in comparison with the traditional teaching methods.

7. Roles in Cooperative Learning

7.1. The Teacher's Role

The role of the teacher in cooperative learning includes the following according to Almuslimi (2016)²⁴:

- To decide the goals of the lessons.
- To set the number of the group's members.
- To split the students into different groups taking with considering the level of the students.
- To make a positive environment.
- To plan the materials used inside the classroom in order to make the process of learning interdependence.
- To give each student a role in order to make the process of learning interdependence.
- To explain the academic work to the students.
- To create positive objectives to make the process of learning interdependence.
- To evaluate the students.
- To encourage the groups to work cooperatively.
- To explain the process of study to the students.
- To determine the helpful behaviors for success.

²⁴ *Op.Cit*

- To guide the students in terms of behavior.
- To finish the session or the lesson.

7.2. The Role of the student

In Cooperative Learning, the role of the student according to Almuslimi (2016) can be one from the following:

- Facilitator: he is the responsible for keeping the students on tasks.
- Recorder: he is the student who writes the decision of the group and their answers.
- Summarizer: he is the students who responsible for summarizing the answers of the students.
- Reporter: he is the student who provides the ideas of the group to the other groups.
- Time-keeper: he is the student who is responsible for keeping the time of the tasks.
- Questioner: he is the student who asks questions.

8. Applying Cooperative Learning for Effective Speaking Skills

One way to facilitate speaking is creating an atmosphere filled by support and “interdependence”. With this regard, cooperative learning when applied to language teaching can benefit the development of speaking. When learners are assigned to work to gather, speaking then becomes less threatening. Teacher can maintain this atmosphere by assigning activities of cooperative learning since they are considered as an effective preparation for real interactions. In addition, they have fixed mechanisms to reduce common communication issues in a foreign language classroom (Safontand Campoy, 2002)²⁵. It is important to ensure that speaking is productive and not off task. Allocating cooperative learning opportunities may guarantee that students speak and interact purposefully and they are on the task. Students

²⁵Safont . P & M.C. Campoy, *Oral skills: ressources and proposals for the classroom*,(2002).

have to speak with each other to succeed in the task since it is interdependent (Jolliffe, 2007)²⁶

9. Speaking skill definitions

In the history of language teaching, speaking is a branch of teaching a foreign language and has a crucial role. According to the Oxford Dictionary of current English (2016) speaking means the action of conveying information or expressing one's thoughts and feelings in spoken language indeed, speaking is the most commonly used form of communication, both in everyday life and in the classroom setting. In defining speaking, Bygate (1987)²⁷ stated that, Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages. our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning.

In addition, Clark and Clarck (1997)²⁸ define speaking as the operation of uttering meaningful words, phrases, and sentences through oral language in order to provide information or ideas. It is a greatly multifaceted and lively skill that involves the usage of some simultaneous processes: physical, cognitive and socio-cultural – and both the speaker's knowledge and skills must to be activated quickly in real-time (Goh & Burns, 2012)²⁹.

²⁶ Jolliffe, W. (2007). *Cooperative learning in the classroom: Putting it into practice*. London: Paul Chapman.

²⁷ Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press p57.

²⁸ Clark, H. & Clark, V. (1997). *Psychology and language*. Hartcourt: Hartcourt Brace Jovanich, In Ngadisoa, C. (2015). *Developing a Model for Teaching Speaking Using Cooperative Learning*.

²⁹ Goh, C.C.M. & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge University Press

Oral Expression is module in EFL were students practice their speaking skills using foreign language. The term was defined by Bygate (1987)³⁰ as the appropriate selection language forms, with the right order, sounding like native speakers, and produced with appropriate meaning. Accordingly, speaking is an interactive skill that must be enhanced in order to be able to speak fluently in the classroom situation. English is a universal mean of communication especially on internet. The speaking skill should be integrated with the other language skills: listening, reading and writing. This will result in fruitful communication either with native-speakers or bilinguals (Boonkit, 2010)³¹.

Another definition provided by Bailey (n.d) sees that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning.

Eventually, Hedge (2000)³² considers speaking a defining skill by which people are judged and usually first impressions is formed. Similarly, Cameron (2001)³³ states that speaking is expressing meaning through active use of language which makes the others understand the message.

10. Characteristics of Speaking Skills

Scholars categorized the speaking aspects in numerous points but most of the scientists classify it in the terms of fluency and accuracy. Harmer (2001)³⁴ notes down that, from the communicative point of view, speaking has two major categories – accuracy, including the correct use of vocabulary, grammar and pronunciation practiced through controlled and

³⁰ *Op.Cit*

³¹ Boonkit, K. (2010). "Enhancing the development of speaking skills for non-native speakers of English". *Procedia - Social and Behavioral Sciences* 2, (2). 1305-1309.

³² Hedge, T. (2000). *Teaching and Learning the Language Classroom*. New York: Oxford

³³ Cameron, L. (2001). *Teaching Languages to Young Learners*. New York: Cambridge University Press.

³⁴ Harmer, J. (2001). *Practice of Language English Language Teaching (3rd Ed)*. London: Longman.

guided activities-and, fluency considered as speaking spontaneously.

10.1. Fluency

Second language learners eager to be fluent in using the target language in order to communicate appropriately with others in the classroom. However, fluency stands for “being able to communicate your ideas without having to stop and think too much about what you are saying” (BBC WORLD SERVICE)³⁵.

Besides that, Castaneda and Roderquez-Gonzalez (2011)³⁶ defines speaking fluency as the ability to speak smoothly, nonstop and at an effective speed without taking time to choose the perfect words. There are four types of fluency; the ability to participate in a conversation without remarkable hesitations, the ability to construct sentences, the ability to use the right word in the right context and the ability to be creative in using the language (Fillmore, 1979, in Brumfit, 1984)³⁷. EFL teachers can improve the sub-skill by offering the learners opportunities to work in pairs or groups and practice their speaking skills.

Fluency also defined by Hedge (2000)³⁸ in which he said that the term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with the facility and without strain or inappropriate slowness, or undue hesitation.

10.2. Accuracy

³⁵ *BBC World Service, Learning English: A Guide to Improving Your Spoken English.*

³⁶ *Castaneda, M., & Roderquez-Gonzalez, E. (2011). “L2 speaking self-ability perceptions through multiple video speech drafts”. Hispania, 94(3), 483-501.*

³⁷ *Brumfit, C. (1984). Fillmore (1979) Communicative Methodology in Language Teaching: The Roles of Fluency and Accuracy. Cambridge: Cambridge University Press.*

³⁸ *Hedge, T. (2000). Teaching and Learning in the Language Classroom: A guide to current ideas about the theory and practice of English language teaching. OUP Oxford.*

Most of language learners seek to acquire the fluency while the accuracy is neglected. As a result, some researchers addressed the role of accuracy for EFL to develop their speaking skill. Skehan (1996) defines accuracy as referring to how well the target language is produced in relation to the rule system of the target language. (cited by Ellis,2005)³⁹.

Oral accuracy refers to the correct use of grammar rules and structures and the appropriate use vocabulary. Accuracy is evaluated as well but by the “amount of error” (I. S. P. Nation& Newton, 2009)⁴⁰.

10.3. Vocabulary

Richard & Renandya, (2002)⁴¹ defined vocabulary as a core component of speaking ability which supports speaking, listening, reading, and writing, in other hand, Harmer (2007)⁴² reported that students need to see words in context in order to recognize how they are used. Finally, there are some principles to teach vocabulary. According to Nunan (2003)⁴³ He proposed some principles. First, teachers should introduce the most used vocabulary that any language learner needs. Second, teachers should distinguish between high frequency and low frequency words with a focus on high frequency. Third, learners should learn to take responsibility for their learning.

11. The Relationship Between Speaking and Other Skills:

³⁹ Ellis, R. (2005). *Planning and Task Performance in a Second Language*. Amsterdam: John Benjamin Publish Company.

⁴⁰ Nation, I. S. P., Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge, Taylor & Francis.

⁴¹ Richards, J. C. & W. A. Renandya (Eds.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.

⁴² Harmer, J. (2007). *The Practice of English Language(4ed)*. Pearson: Longman.

⁴³ Nunan, D. (2003). *Practical English Language Teaching. International Edition*. New York: Mc Graw Hil.

In fact, speaking needs to be in combination with other skills because many real world situations and tasks may involve also listening and writing. Also when EFL are engaged in conversation, they are obliged to listen as well as to speak, and sometimes to write.

11.1. With writing

Speaking and writing are two different skills. Speaking is unexpected and spontaneous unlike writing which is coherent and organized. The language teaching is related with the well-formed sentences and paragraphs. Harmer (2001)⁴⁴ adds more and states that the written language requires the inclusion of all the information as the audience is unknown. However, the spoken language provides the chance of modifying the content according to the participant's reaction. And he also argues that "written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, words and text formation, manifested by handwriting, spelling, layout and punctuation" (Harmer2001). On the other hand, Ur (1991)⁴⁵ summarizes the difference between the spoken and the written language in term of: permanence, explicitness, density, detachment, and organization, slowness of production and speed of reception, standard language, a learnt skill, sheer amount and importance.

Finally, Crystal (2005)⁴⁶ also added his summary of the seven points that illustrate the distinction between the speaking and writing skill:

- Speech is dynamic and temporary and happened when participants are present, while writing is constant, permanent and space-bound, generally the writer is separated from

⁴⁴ Harmer, J. (2001). *Practice of Language English Language Teaching (3rd Ed)*. London: Longman.

⁴⁵ Ur, P. (1991). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

⁴⁶ Crystal, D. (2005). *Speaking of Writing and Writing of Speaking*. In: Pearson Education

the reader.

- Speech is done faster with the use of repetition, paraphrasing, pauses. Whereas in writing the discourse is clear, moreover the reader can re-read.
- Speech involves the use of para-linguistic features and deictic expressions. Whereas in writing the use of such patterns is not possible.
- Speech involves the use of prosody (intonation, loudness, rhythm...). Whereas in writing, a writer uses lines, special organization and different kind of punctuation.
- Speech is generally informal and writing is more elaborated and balances with the use of syntactic patterns.
- Speech involves more phatic functions. Whereas writing involves the communication of ideas and is easier since the reader can read according to his/her capability.
- Speech can be modified while its progress and the speaker is responsible of the mistakes, while the writing process unable persons to exclude errors in later drafts and all kind of pauses will disappear.

11.2. With Listening

With regard to the relationship between speaking and listening, Ahmed Azemey and hassani (2012) claimed that speaking and listening are two skills that play a crucial role in making a good presentation. According to Byrne (1976)⁴⁷, “the listening skill is an important skill as the speaking skill, because both the speaker and listener have a positive function to perform”. Besides that, since years ago the area of language teaching and learning witnessed many and varied researches that asserted the strong relationships between the four skills, apparently, speaking is related to reading and writing in general and to listening in particular. To confirm that, speaking cannot live outside the circle the other skills which make few speech events exists individually. A speaker always needs a partner

⁴⁷ Byrne, D. (1976). *Teaching Oral English*. London: Longman.

who is assumed to understand the speech and respond appropriately Thornbury (2005)⁴⁸. And also Richards (2016)⁴⁹ argues that listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. On the other hand, Guechen (2010) stated that these two skills are essential for the acquisition of the communicative competence. There is a logical link between the two since they occur in the same time, we usually listen to something which is spoken and we speak to listen to others.

12. Teaching Speaking Skills

Through language teaching process, speaking skill is widely recognized among teachers and language learners. Concerning speaking skill, teachers should create chances for students to enable them to express their thoughts, and themselves in real-life tasks. In other words, students are not going to focus and practice only the linguistic features in this stage. Because teaching speaking purpose is to prepare FLL to produce orally the target language through the opportunities provided by the teacher in the classroom. According to Littlewood (2004)⁵⁰ Any teaching instruction has an effect on learning especially for second language speakers whose ability comes only from language classroom and supplemented perhaps by a limited language practice outside.

Moreover, Nunan (2003)⁵¹ added that teaching the speaking skill to EFL learner's aims at producing English speech sounds and patterns, uttering words associated with foreign word stress, intonation patterns and the rhythm, selecting matching words with the social context,

⁴⁸ Thornbury, S. (2005). *How to teach speaking*. Harlow, England: Longman

⁴⁹ Richard M. Felder and Rebecca Brent. (n.d). *Cooperative Learning*. N.C. State university

⁵⁰ Littlewood, W. *Second Language Learning*. In Davies, Alan and Elder, Catherin (Ed). (2004). *The Handbook of Applied Linguistics*. Uk: Blackwell Publishing Ltd.

⁵¹ Nunan, D. (2003). *Practical English Language Teaching. International Edition*. New York: Mc Graw Hil.

audience, topic, and situation, organizing ideas in meaningful and logical sequence, using language to express value and judgment, and talking fast and confident, known as fluency (in kayi, 2006).

Selecting appropriate activities is considered a part of teaching speaking which is of equal importance to the teaching materials, Brown (2011)⁵² suggests some principles for a good selection. First, teachers should select techniques that cover a diversity of learner needs focus on accuracy, interaction, meaning, and fluency.

On the other hand, Speaking cannot be taught in isolation; hence, teachers of oral expression should tie and develop speaking and listening together. Finally, teachers should allow students take the initiative in speaking and encourage them to develop speaking strategies. In order to develop the oral production, English language teachers work to maximize language practice opportunities for students to use the target language. They should try to involve all students in oral tasks and in parallel reduce their speaking time. Finally, teachers are responsible for diagnosing problem areas of the student's oral performance and provide solutions (Kayi, 2006)⁵³.

Teachers of oral's sessions may face certain difficulties in teaching English learners. Ur (1991)⁵⁴ proposed that instructors should use group work, it increases the learners talk in the limited period and lowers the inhibition of students. The assigned activities should be built on easy language which can be easily produced and remembered by students. Next, topics should be carefully selected and capture attention. To keep students involved in the activity,

⁵² Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed). New-York: Longman.

⁵³ Kayi, H. (2006). "Teaching Speaking: Activities to Promote Speaking in a Second Language". *The TESL Journal*. Vol. XII, No. 11, November 2006

⁵⁴ *Op.cit*

teachers should give clear instructions that make them busy. Finally, language classroom should be fully in the target language with no interference of mother tongue.

To sum up, referring to Harmer (2007)⁵⁵, the successful classroom is a result of productive skills that is the appropriate teachers' management of tasks and their feedbacks on student's work. In the Lead-in stage, teachers through useful ways participate and involve students in the topic to make them familiar with the context and make it clear for them, through useful ways such as asking them if they have any basic knowledge about the topic, or by creating related ideas to the context. After setting the task, teachers should make students aware about what they supposed and asked to as far as the task is concerned. If the teacher wants students to work in pairs or groups, then the instructor must show the procedures as being a participant with the providence of any needed information to accomplish the task well. After students have started, teacher's role then is to monitor the task. The teacher may go around the pairs and groups with in case of solving difficulties that he's students face while doing the task. When the students accomplish the task, the teacher will give feedback from which students can know their level and see how well they have done. The teacher should consider the positive aspects of the achieved work not the failings. Finally, the teacher could move on from the task with a task related follow-up.

13. First language and Second Language Speaking Skill

The concept of second language acquisition (SLA) is explained as the processes through which humans acquire additional languages (Nunan, 2001)⁵⁶. Distinguishing between tongues is vital. Cognitively, both are alike; they share the same process of speech production. What is significantly different is the language bank of L2 speakers including vocabulary and

⁵⁵ Harmer, J. (2007). *The practice of English language teaching (5th edition.)*. Longman

⁵⁶ Nunan, D. *Second Language Acquisition*. Nunan, D. (2001). *Teaching English to Speakers of Other Language* (pp. 87-92). Cambridge: Cambridge University Press

grammar, particularly, the structure and order. Foreign language speakers may construct the sentence in their mother tongue then translate it translated into target language. They are self-monitoring to avoid any embarrassing situation especially fluency (Thornbury, 2005)⁵⁷. The failure in achieving a satisfying level in language proficiency can be linked to linguistic and non- linguistic factors.

L1 is characterized by natural acquisition which takes place outside the typical educational setting. The unconscious use and storing of the target language facilitate the process of teaching which not the case of L2. The second language featured the deliberate focus and intention to learn usually in an academic setting (classroom) which makes the process even harder. Learners are consciously using the language and spotting errors. This type of acquisition takes time and effort to both parties; teachers and students.

In L2 classroom, interaction is linked to types of language activities, students' willingness to participate in a conversation, learning styles, and finally group dynamics (Oxford, 1997)⁵⁸. For a real-time exposure, teachers should vary interactive activities to achieve the goal such as role-play, debates, role cards, simulation, and group work.

14. Speaking Difficulties

Scholars agree on the fact that the main goal of the language teaching is to develop the learners' communicative efficiency. However; while practicing the language; learners often show hesitation, repetition and pauses. They frequently face some difficulties and this is due

⁵⁷ *Op.cit*

⁵⁸ Oxford, Rebecca L. (1997). "Cooperative Learning, Collaborative Learning, and Interaction: Three Communicative Strands in the Language Classroom". *The Modern Language Journal*, 81, iv

to many reasons (Canal, M & Swain, M, 1980)⁵⁹. In addition, As Ur (1991)⁶⁰ states that learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

Lack of confidence and preparation have a strong relationships with students participation in classroom because they effect on his thinking and the proper use of time .As stated by Rivers (1968)⁶¹ some personality factors affect the participation and involvement of the students, i.e. some learners prefer to dominate and take place while some others perform only when they are obliged to. In this case, it is the job of the teacher to select the appropriate activity, technic and strategy that best motivate the learners. Then the mother tongue use, naturally a learner uses his/her mother tongue unconsciously.

In other statement of Baker and Westrup (2003)⁶² they said that barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language. Therefore, the use of the first language has a great influence on the learners' use of the target language, it can prevent them from developing their efficiency. Furthermore, learners encounter some psychological barriers, i.e. those psychological negative emotions such as lack of self-confidence, anxiety and fear. Students are generally shy and are afraid of making mistakes and this is due to the lack of self-confidence. In other words, anxious students, are those who manifest visual signs of fear of expressing oneself orally.

⁵⁹ Canal, M & Swain, M. (1980). *Theoretical Basaes of Communicative Approaches to Second Language Teaching and Testing. Applied Linguistics.*

⁶⁰ *Op.cit*

⁶¹ Rivers, W. M. (1968). *Teaching Foreign-language Skills. University of Chicago Press*

⁶² Baker, J and Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers. London: Continuum International publishing.*

15. The Speaking Process

The importance of teaching Speaking urges the need to understand how the operation takes place to reach the final product. Thorunbury (2005)⁶³ claimed the complexity of this skill and enlisted important steps:

- Conceptualization the ability to change the discourse or the topic of a conversation and introduce a new concept.
- Speech production: speaking is linear, contingent and spontaneous. Linear because it happens in real time. Contingent because it produces word by word and phrase by phrase. Spontaneous because it is the natural fellow of speech
- Articulation: the biological production of speech by the speech organs. It refers to the movement of lungs, lips, throat, and tongue. It is the articulation of consonant and vowels.
- Formulation: it is the deliberate selection of syntax, discourse, words, grammar, pronunciation, and vocabulary based on commonly shared background knowledge of the interlocutors.
- Atomicity: It allows the speaker to focus on the speaking task during the four stages.
- Self-Monitoring. It takes place during the three previously mentioned phases. In the first stage; it takes the form of pauses and re-phrasing the utterances. In the second stage, speakers and even natives may correct the mispronounced utterances. So, the Repair happens immediately.
- Interaction: Often speech is governed by social status and culture. It involves also aspects of turn-taking, opening and ending a conversation.
- Fluency: the appropriate use of pauses in conversation i.e. the length of pauses

⁶³ *Op. cit*

Functions of Speaking.

16. Functions of Speaking

Brown and Yule (1983)⁶⁴ addressed three functions of spoken language concerning speaking skills: talk as interaction, talk as transaction, and talk as performance;

16.1. Talk as Performance

It refers to the public talks; transmitting information before an audience such as oral reports, speeches, public announcement, and lecturing. It is closer to the written language than speech because it comes in the form of monologs and has an impact on the listener. It is characterized by focus on message and listener, organization and sequence of the information, both form and accuracy are important, use a variety of skills such as appropriate format and presentation, correct punctuation, vocabulary, and grammar, maintain the listener's engagement and create an impact on them, closing and opening language (Richards, 2008)⁶⁵.

16.2. Talk as Transaction

The focus is on the message transmitted or what is said rather than who is involved in a conversation; producing a fairly clear and accurate message is more important. A simple example is the shared talk in the classroom where teachers provide knowledge and students try to infer the maximum. Other examples include: classroom group discussion, designing activity, asking for direction or booking flight ticket, ordering food or buying from shops (Brown & Yule, 1983)⁶⁶.

Features of transactional language can be said to focuses on the information itself , not the interlocutors, uses communicative strategies, frequently to ask questions, repetitions and

⁶⁴ Brown, G., Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge

⁶⁵ Richards, J.C. (2008). *Teaching Listening & Speaking: from Theory to Practice*. Cambridge: Cambridge University Press.

⁶⁶ *IBID*

checking understanding. It is the language of negotiation and digression and accuracy is not emphasized as long as the meaning is communicated. It involves; describing, explaining, asking questions and clarifications, confirming information, justifying, suggesting, comparing, agreeing and disagreeing (Richards, 2006)⁶⁷.

16.3. Talk as Interaction

Talk as interaction refers to the substitution of the word conversation that serves social functions. Interlocutors usually exchange greeting, information, and share experience to establish a friendly environment. The personal presentation is more important than the message. According to Brown and Yule (1983)⁶⁸, interactional language has mainly a social function, reflects relationships and the individual's identity, can be formal or informal, uses certain conventions and implies degree of politeness, uses generic words and registers, jointly constructed.

Richard (1990) lists some cases in which interactional language takes place including: chatting with friends, a student having a formal chat with his teacher, a person chatting to a passenger during a flight, and even telling a friend about a weekend experience.

17. Competence and Performance of Speaking Skills

17.1. Speaking Competence

Language is built on the communicative competence. It consists of two types of knowledge, the knowledge of what constitutes an appropriate and correct language

⁶⁷ Richards, J. C. (2006). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press

⁶⁸ Brown, G., Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge

behavior, and the knowledge of what constitutes the language behavior linked to different communicative goals (Ellis, 1994)⁶⁹.

According to (Widdowson, 1978)⁷⁰, speaking competence; is the knowledge that can be developed and evaluated whereas performance is the physical manifestation of the ability. While comparing the two notions, one comes into conclusion that both elements must be compatible. Knowing a language is often associated with grammar rules and structure but this knowledge is one drop in the ocean and cannot stand on its own; it has to be linked with the appropriateness of use. The meaning of a sentence differs in context from that in isolation (Widdowson, 1978)⁷¹.

17.2. Speaking Performance

Speaking performance is not about how to construct correct sentences as isolated linguistic unit but also how to use sentence appropriately to achieve the communicative purpose in various situations. In other words, not just setting the word grammar but also setting up pronunciation and the context in which the words are used. Widdowson (1978) defines performance as the manifestation of abstract knowledge. Speech production can vary from one to another according to the situation. Teachers may vary according to the learning objectives. Brown (2001)⁷² explained six types of speaking classroom performance:

- Imitative: imitating authentic materials being produced by native speakers
- Intensive: carefully designed materials to practice particular elements such as phonology and grammar.

⁶⁹ Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press

⁷⁰ Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press

⁷¹ *IBID*

⁷² *Op.cit*

- Responsive: replying to a question or comment produced by the teacher or another student.
- Transactional Dialogue: with a negotiate nature, it has the purpose of conveying and exchanging the information.
- Interpersonal Dialogue: produced to maintain interpersonal relationships rather than transmission of facts.
- Extensive Monologue: the individual production of reports, summaries, and presentations.

18. Testing The Speaking Skills

EFL learners speaking performance can be assessed in two ways. First, by encouraging students to speak such as being interviewed, describing something or someone, and being involved in a discussion. Second, their oral production is assessed by using rating scales or grading parts of an outcome (Nation and Newton, 2009). Test is an activity in which the main purpose is to convey how well testers know or can do something. Usually, it is used for assessment to define the level of knowledge (Ur, 1991). Any language skill needs to be tested for the sake of evaluation and development. According to Madsen (1983), speaking test is regarded as the most challenging task in all language exams to prepare, administer, and score. However, most educators do not know how to start or what to measure. He states that some reasons that explain the hardship in measuring this skill. First, the gloomy nature of the speaking skill itself; the constituting criteria are not well defined in oral evaluation. Grammar, vocabulary and pronunciation are highly involved as well as fluency and appropriateness of expressions. Second, the ambiguity in rating each factor, the scores that must be given to each criterion. Third, Test must be taken individually and never in groups. For Thornbury (2005), speaking is assessed either formally or informally. The

informal test takes place at the beginning and at the end of the course and on any occasion. On the other side, a formal test is known as placement, diagnostic, progress test. Despite its complexity, based on the results obtained, teachers determine the speaking difficulties and work on those deficiencies. The nature of the speaking skill makes it the most difficult to assess. Often, it is measured by a face-to-face interaction instantly, between an examiner and a candidate (Luoam, 2004), in this context, teachers tend to conduct a face to face interview with each learner. The most common way of testing is interviews and scales. Every learner is interviewed individually and the teacher has to keep the same typical questions for all the students. Interviewees are scored on rating scales from 1 to 5. Thornbury (2005) provides four criteria of assessment. First, grammar and Vocabulary in which teachers assess words choice and forms that correspond to the speaking task. Second, pronunciation; as foreign language learners, students are not expected to achieve a native-like level, hence, pronunciation refers to the correct articulation of consonants and vowels. Third, discourse management; the ability to produce a coherent speech. Finally, effective Communication: Involves responding appropriately with a speech to achieve communication.

Conclusion

In this chapter which contains two sections about Cooperative Learning and Speaking Skills, the researchers defined cooperative learning as instructional method in which students interact with each other to solve a given practice. On the other hand, Speaking was defined as an interaction process between speaker and listener. Speaking as an exchange of thoughts and ideas about one or more topic between two or more speakers. Speaking need to be able to

progress language on their own heads, to involve a good deal of listening, and to understand of how the other participants feeling through the cooperative learning.

CHAPTER THREE:

Research design and Procedures

Introduction

Based on the literature review and its content, the role of cooperative learning was discussed to highlight how it can be used to improve the student's speaking skills. In addition, speaking skills are what foreign language learners seek to develop through cooperative learning in the classroom. In this chapter, a conducted a study aiming at examining the students speaking skills was done to illustrate the crucial role of cooperative learning. To accomplish this process, two different tools were used concerning collecting data, questionnaire and attending orals sessions that helped in making classroom observations. Then, the results were discussed.

1. Questionnaire:

1.1 The purposes from the questionnaire

The given questionnaire is a data collection tool were created to indicate the way of how cooperative language learning can be an appropriate solution to develop the 3rd year LMD students' speaking skills. Furthermore, the purpose of this questionnaire is to test student's performance toward the cooperative learning skills in oral's sessions.

1.2. The piloted questionnaire

1.2.1. The structure

In a response of questionnaire purposes, a 14 questions were handed over to 3rd year LMD students. 10 clear and concise questions to respond only with yes/no and agree or disagree. The rest 4 questions were given with a justifying space to make the ability of explanation by the students. The piloted questionnaire was divided into two parts ; the first part focused on

students speaking skill by 7 questions and the second one with the rest 7 questions was about student's perception of cooperative learning during the oral sessions. The purpose of piloting phase is to test the content of the questionnaire and check students understanding about this research tool, and avoid misunderstanding of the main questionnaire. As a result, a group of 4 students of 3rd year LMD students was selected to check and underline any incomprehensible questions or difficult terms in case to explain or change them.

1.3. The Main Questionnaire

1.3.1 The Questionnaire description

As a result of the presented pilot questionnaire to students, the questionnaire of this research or work was constructed and due to the pilot phase some questions were changed to make this process as easy as possible to 3rd year LMD students. Yet, the 4 questions with justify option were removed because of the lack of information. Consequently, they were replaced by 6 questions. The main questionnaire was constructed of 16 question divided into two parts; the first part focused on students speaking skill by 8 questions and the second one with the rest 8 questions was about student's awareness of cooperative learning during the oral sessions.

1.3.2. The Main Questionnaire Administration

After working on the pilot work for a short period following with correction of what students did not understand. The main questionnaire was submitted to the 3rd year LMD students in oral's classes. This research based on working with only two groups from 3rd year 40 students in each group. As a result, this work was done only with 60 students out of the total number 80 due to the absences of the rest. Students answered the questions of the questionnaire after finishing their oral's activities with their teacher and it took them about 10 min.

2. Classroom Observation

This method to collect data work was applied through dealing with two groups of 3rd year LMD level (60 students) and was observed in 4 oral sessions. The technique used is note-taking combined with examples in some cases. Classroom observation aims is to investigate student's attitude toward cooperative learning and its impact on them concerning speaking skills. The teacher role in the classroom was supervising and monitoring to make sure the students interact with each other and develop their communicative skills using the target language. The attendance to complete the complete the classroom observation took 4 oral sessions divided into twice a week. The teacher separated them into two main goals which are listening in the first two sessions and speaking during the last two ones. During the 4 sessions the teacher presented various oral activities in case to enhance students' ability to speak the target language. Likewise, During the first week of the attendance, the teacher wanted to examine his students listening skills so he brought some materials such as speakers and audio clips about certain topics. The session began and some students showed interactions between them wondering if they were listening to the right words that came to their mind since the audio was performed in British accent. After a second listening, the teacher explained some words to the students and set some activities in which the students started to participate and interact. the teacher asked the students to work in pairs/groups to write a dialogues about the same topic that were listened to, an important notice is that the teacher was not worried about any communication break between the students since they are studying together since 3 years. Additionally, the second week witnessed two oral sessions as well focusing on speaking skills. Meanwhile, the teacher brought a list of general topics such as: social media, depression, sport, education, next generation, movies and similar topics... The students were guided by two options in which they can either choose a topic and speak about it in front of his/her classmates or give the word to his/her classmates to ask personal questions in a

condition of sticking to the topic. through this process of the teacher, a remarkable cooperative work happened between a student and his classmates by asking him personal questions such as clothes color, movies, preferred football player. Also, there were some difficulties while pronouncing some words but the teacher was supportive. Sometimes the teacher let some groups to correct and exchange ideas in the given context to enhance and support the speaking and cooperative work. by the end of the 4 sessions, some positive feedbacks were shown in discussions between the students about the participations they made and they were pleased since they trust in each other's attempts of correcting mistakes so the whole group will benefit from it.

Conclusion

This work consists of two methods. The first one is using questionnaire, which was easy for students and encouraged them to share their ideas and opinions on the topic by answering some questions related to the development of speaking skill through cooperative learning. On the other hand, the second method is classroom observations during oral's sessions. Eventually, the methodology of work made students cooperate to complete this research and understand the idea of enhancing speaking skills through cooperative learning, which they usually do in oral sessions in the classroom.

Introduction

Based on the procedures used to write this research, a remarkable response was submitted by the participants concerning the questionnaire and during classroom observation. Students answer the research tools mentioned above in short period of time due to the accessibility of the questionnaire. In addition, this part dedicated to present and discuss the results. This part is devoted to reviewing and discussing research findings.

1. Results and Interpretations of the Piloted Questionnaire

20 students out of the total number participated in process of answering the piloted questionnaire. According to the answers of the first question, seven active students (35%) agreed that speaking English is not that hard at all. Meanwhile other (40%) students found speaking in English is average and take long time to adopt to it. In the other hand five students (25%) see that Speaking English is difficult. The second question in the first section state the necessity of improving student's speaking skills. And the answers were expected, (65%) votes with yes and (35%) with no against the necessity of improving speaking skills. The third question was devoted to ask about the most crucial skills which are needed to improve English. Half of the students (55%) choose to develop their speaking skills and justify that with: speaking show fluency and accuracy in language and it is a vital component to establish a proper communication. The fourth item in section one tackle the participation of students in oral classes. The majority of students with (65%) assert that they participate in this classes. (30%) of students claim that they sometimes take part in the oral session but only (10%) equivalent of one student find this activity as a waste of time. The last item, three categories were given to see how often student agree or disagree. In the first category 4

students (66.66%) strongly agree that developing speaking skill is important in the process of learning a foreign language. 2 students (33.33%) just agree. In the second category, 4 students (66.66%) agree that oral tasks and expression sessions help students maximize their oral productions. One student (16.66%) stayed neutral and one (16.66%) disagree. In the last category, 5 students (83.33%) agreed that students need more opportunities to speak freely and express their ideas in oral tasks so that they can practice and test their oral fluency and accuracy, and one student (16.66%) strongly disagrees. Eventually, and referring to the last item in the first section, students provided their answers with agree or disagree concerning the development of speaking skill is important in the process of learning a foreign language. The first group contains 10 (50%) students strongly agree with the content of the question, while the second group with (45%) just agree with no justifications. While the rest of the students that shaped 5% (1 student) disagree.

Starting the second section by testing student's perception of cooperative learning during the oral sessions, 8 students (40%) selected the option of pair works to do their oral's tasks and justified their answer that this method helps in exchanging ideas and correct their mistakes. 9 students (45%) preferred individual work, and the rest 3 students (5%) stand with the whole class learning and provide these justifications; they assert that they became able to learn new things, introduce various vocabulary. the third question aimed to check the student frequency toward a 3 categories which are: pair work, group work or individually, the result led to a notice of choosing mostly pair works because of some close friends, they were 4 (20%). Also 12 students (60%) preferred to work in groups and showed some acceptance to the cooperative learning, while 4 (20%) students wanted to do it individually. In the fourth item, a multiple choice question was presented for students to understand their attitude to the cooperative learning, all of the students (100%) choose the three options as it was helpful to them in many ways, exchange information, accuracy and fluency. Concerning the fifth item,

18 students (90%) saw that the cooperative learning is useful through the process of learning a foreign language, and only 2 students (10%) saw the opposites. In the six item, (40%) of students found oral task more useful for them just because it is based on individual work and other (60%) of students preferred group/pair work. Eventually, the last item from the second section in which students' answers varied about the importance of cooperative learning in developing their speaking skills, in which 10 students (50%) find it helpful and other (50%) students position was against. Also, some students provided some justification about their choices about the cooperative learning, while one of those whom disagreed said that the individual work had helped in focusing more and feel free to express his ideas. Based on the given information above, the received answers were done by the majority of students. All the remarks will be considered in the main questionnaire, as the part of justification is removed since students provided less justifications about their answers. the results showed that students will cooperate more, improve their oral fluency and accuracy when working on groups or pairs. These findings; therefore, are in the way of confirming the expressed hypotheses.

1.2. The Findings and Interpretations of the Main Questionnaire

Section one: The perception of the Speaking Skill of students

1. How do you find speaking in English?

Very Easy Very Difficult Average Difficult Easy

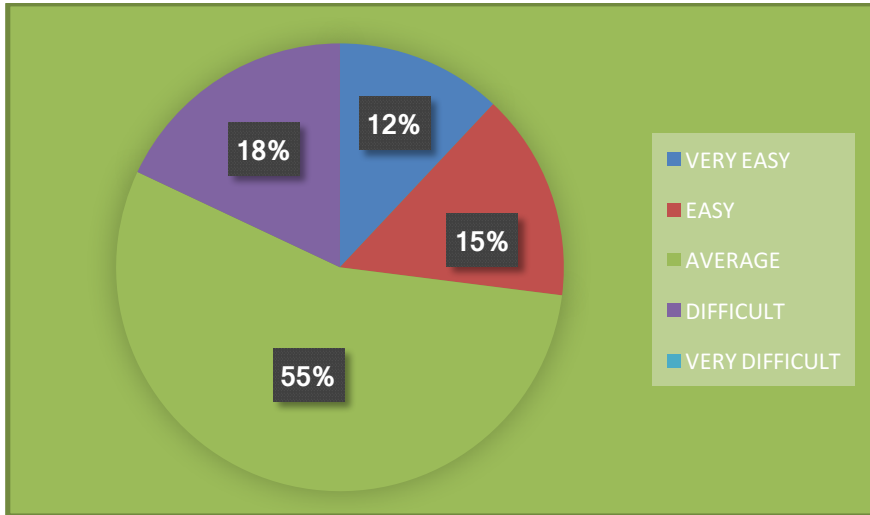


Figure 01: *The Attitude of Students toward Speaking*

The first question eager to test how students react and evaluate themselves when it comes to speaking English (student's perception of speaking skills). The obtained results are expected in which the majority of students voted for average.

2. Do you need to develop your language skills?

Yes No

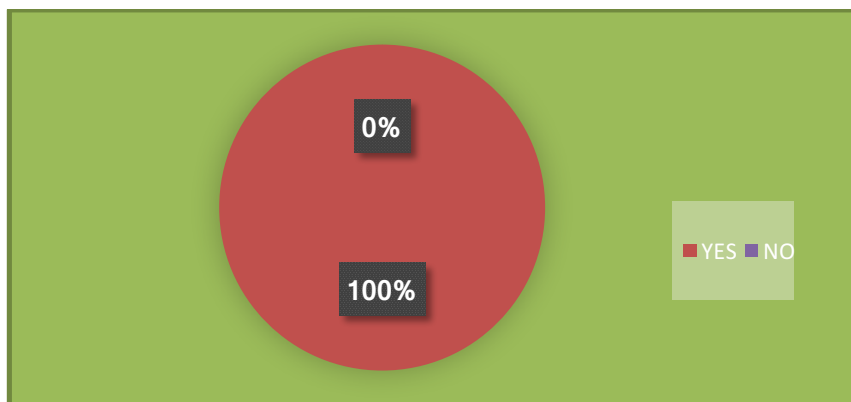


Figure 02: *Students' Perception of the Need to Develop Language Skills*

This question is necessary to make sure that students are aware in case of developing their language skills. The total number of students confirms that 100 %.

3. Which skill you need to develop the most?

Listening Speaking Reading Writing

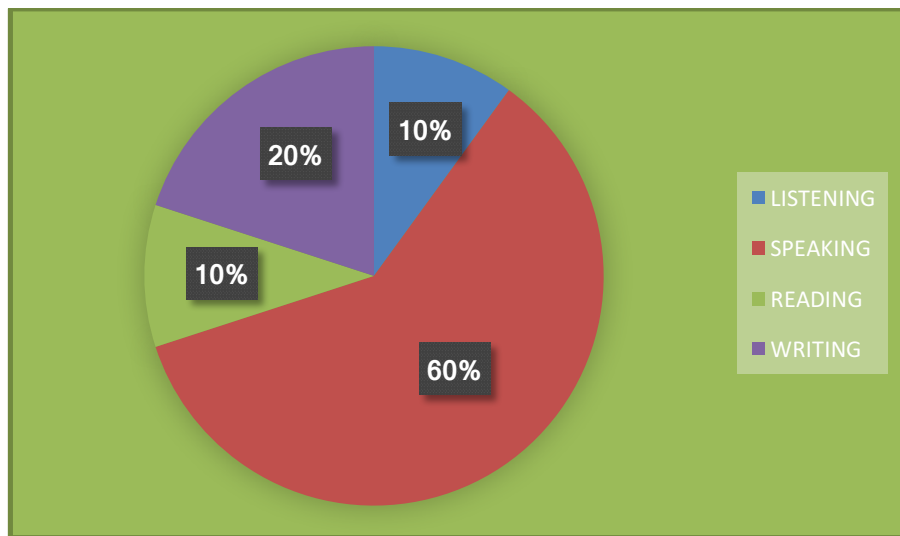


Figure 03: *Highlighting the Most Needed Skill*

This question aims at determining the most needed skill for students to be developed by both the teacher and the students. However, Students with the choice of speaking skill represent the majority. This led to a conclusion that most students found speaking as not an easy task and needs to be developed. Students who opted for listening skill may think that they need to practice listening well in order to produce correct language and so on with the rest of the skills.

4. How often do you participate in oral tasks?

Always Often Sometimes Rarely

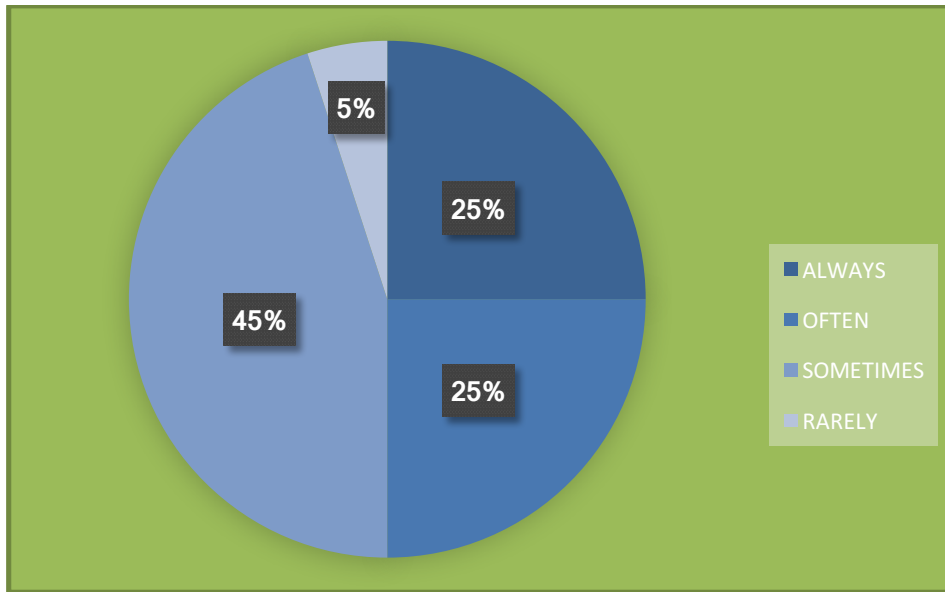


Figure 04: *Frequency of Participation in Oral Sessions*

In this question students are tested in order to discover their ability to use the language in oral tasks. as a result, the majority of answers indicate that students use English sometimes.

5. Did you try to develop your speaking skill?

Yes No

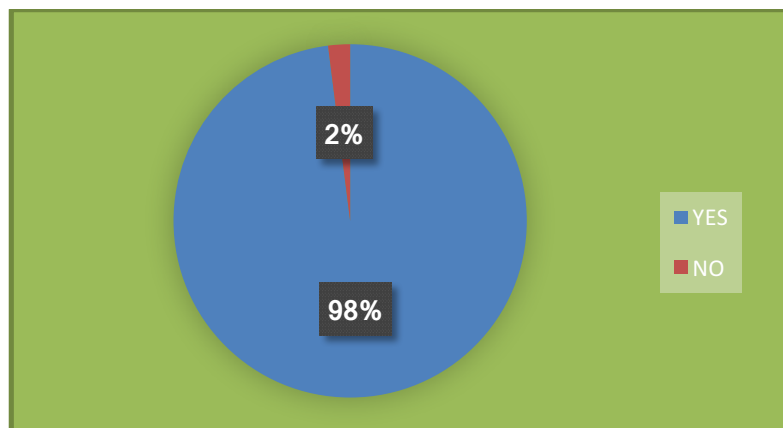


Figure 05: *Students Experience with Speaking Development.*

The purpose behind this question is to expose students desire and willing to develop their oral production capacities. The majority of the students stated that they tried to develop their

speaking skills. Moreover, the minority said that they did not attempt to develop their speaking skills. As a result, most of them hold the desire and the ability to increase their speaking skills.

6. Does the teacher encourage you to speak in the classroom?

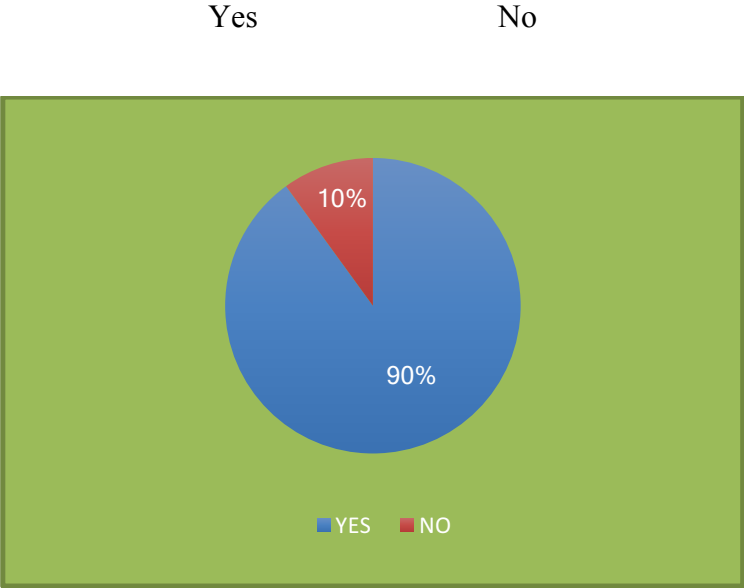


Figure 06: *Students' Perception of Teacher's Encouragement*

The question aims to improve the role of the teacher toward his students through encouragement when they are about to produce language in the classroom. The results as follow: most of the students reply with yes (54 student), while the rest answered with no and think the opposite.

7. Do you think that developing speaking skill is essential in the process of learning a foreign language?

Yes

No

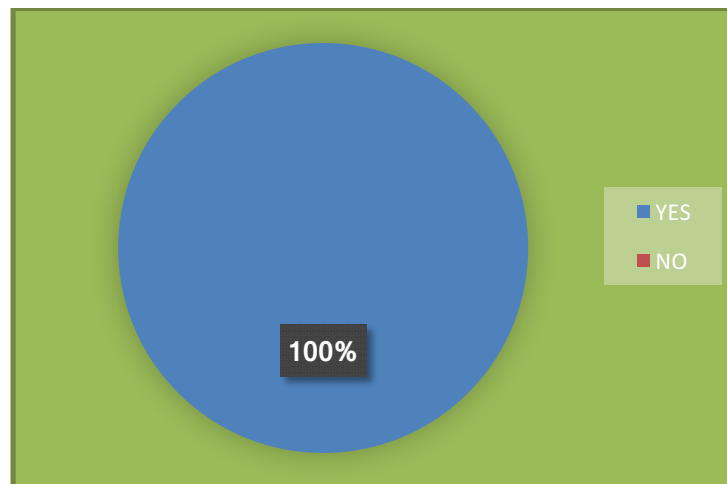


Figure 07: *Students Attitude toward the Need for Speaking Skill Development*

The question exposed the student's behavior toward developing the speaking skill in learning a foreign language. The figure gives a clear image about the student's desire and determination towards the development of their speaking skills in learning a foreign language since all the students (100%) vote in favor of developing the speaking skills.

8. Do you think that oral expression sessions help students maximize their oral productions?

Yes No

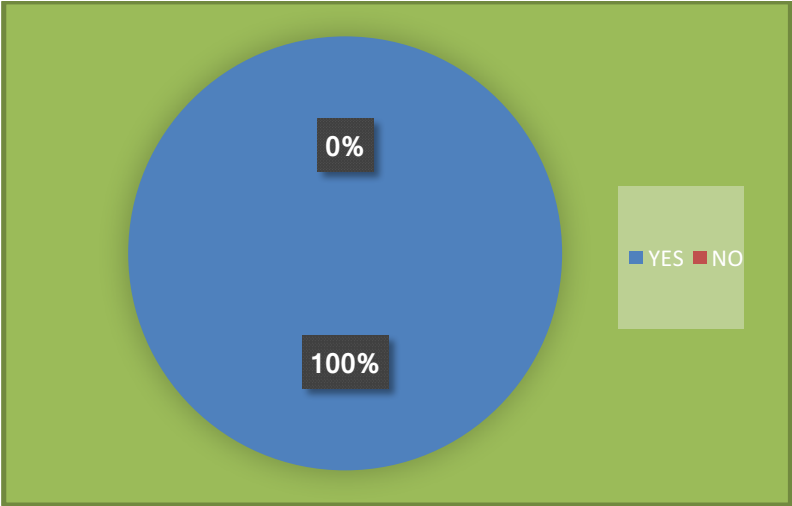


Figure 08: *Students Attitude toward the Importance of Oral Sessions*

This question was devoted to evaluate oral’s session by students and to check if it is important to develop their oral production. All of the 60 students (100%) ensured that oral’s sessions are beneficial.

Section Two: Students Perception of the Cooperative Learning

9. How do you prefer to work in oral expression tasks?

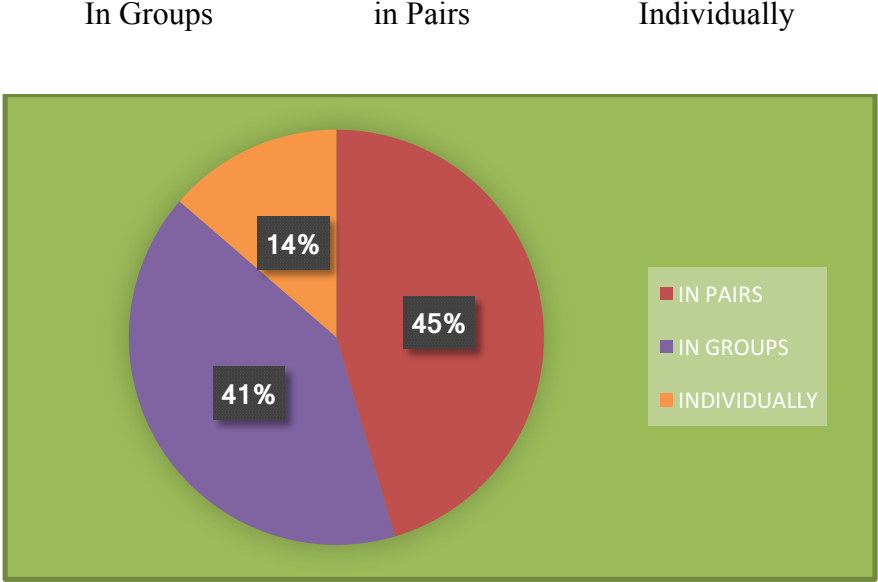


Figure 09: *Students’ Preferences of Working in Oral Session*

The target behind this question was to introduce students’ preferences to do oral tasks, As it can be seen above only (14%) of the students preferred to work individually.

10. Do you engage yourself (participate) in the oral task when you work in groups/pairs?

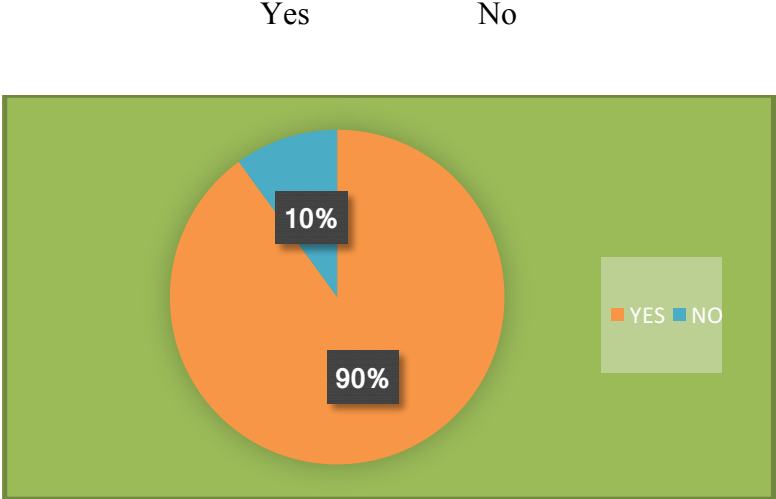


Figure 10: *Students Engagement in Cooperative Work Based Oral Session*

The participation in oral classes as a groups or pairs is the main aspect of cooperative learning. The majority of students (90%) declared that they can engage themselves in this process in the other hand (10%) Percentage of students refused this idea of cooperative learning.

11. It is difficult to work with classmates in groups/pairs:

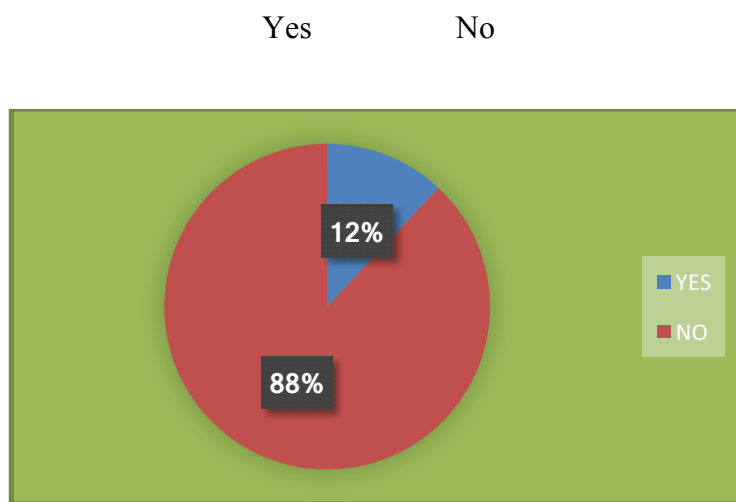


Figure 11: *Students' Attitudes Toward Working in Pairs/Groups*

Through this question, students are tested in order to see if they were facing difficulties when it comes to work with their classmates (group/pair work). Apparently most of them were comfortable and only (12%) faced some communication break situations.

12. Do you think that group/pair work (Cooperative Learning) helps you to interact more and exchange information through more questions and answers?

Yes No

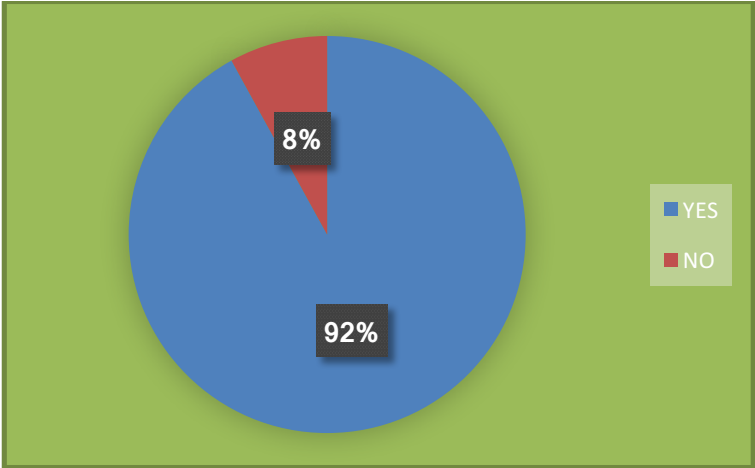


Figure 12: Cooperative Learning Contribution in Increasing Students’ Interactions

Cooperative learning aims to exchange ideas and establish a successful communication. This question exposed the student’s reaction towards working in groups. (92%) of students believed that cooperative learning is a useful method in order to exchange ideas and information. the rest of students (8%) stated that cooperative learning or working in groups or pairs did not contribute in the process of exchange ideas.

13. Do you think that group/pair work (Cooperative Learning) helps you to practice grammar, pronunciation and vocabulary (accuracy) and therefore achieve better in speaking?

Yes No

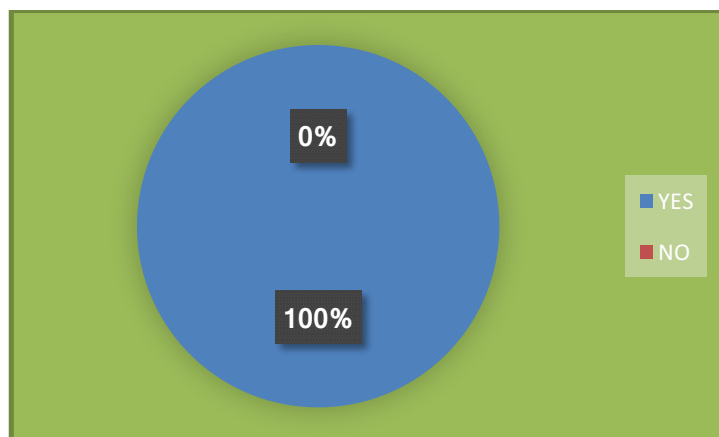


Figure 13: *Students' Perception of Cooperative Learning Effectiveness in Developing Oral Accuracy*

The effect of cooperative learning is the aim of this question, students answered this question to evaluate the effectiveness of the aim in developing student's accuracy. All the students asserted the vital role of cooperative learning as it played a significant role in improving their level.

14. Do you think that group/pair work (Cooperative Learning) helps you to practice oral language in order to perform it fluently (with more speed, less hesitations and pauses)?

Yes No

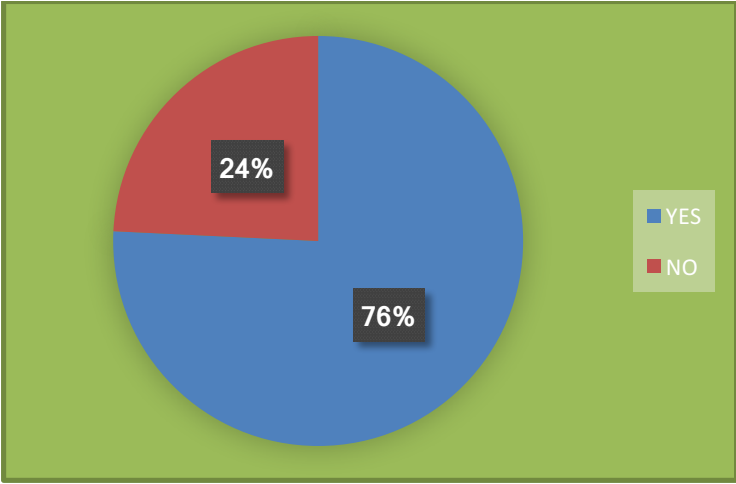


Figure 14: *Students' Perception of Cooperative Learning Effectiveness in Developing Oral Fluency*

The purpose behind this question is to evaluate the effectiveness of cooperative learning in oral fluency. The majority of students (76%) stated that working in groups and pairs can increase their fluency. Besides that, (24%) of students declined this the idea and stated that cooperative learning would never contribute in the development of oral fluency and it may need individual hard work.

15. In oral tasks, do you think that you get more and different ideas when you work:

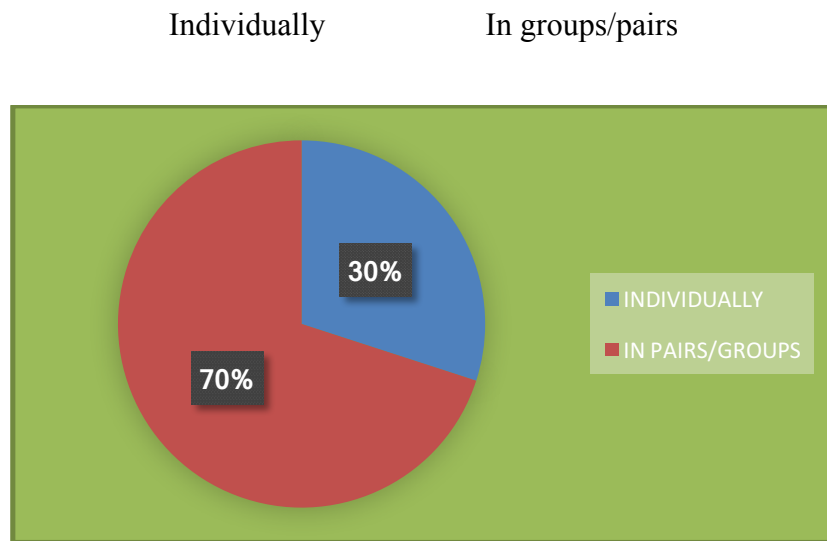


Figure 15: *Students' Perception of Cooperative Learning Effectiveness in Generating ideas*

This question aims to investigate the impact of cooperative learning for students in case to manage ideas through oral classes. The results illustrated the percentage of (70%) from students think that group/pair helps in generating and brainstorming different ideas.

16. Do you think that group/pair work (Cooperative Learning) is an opportunity for students to help each other and develop their speaking skill?

Yes No

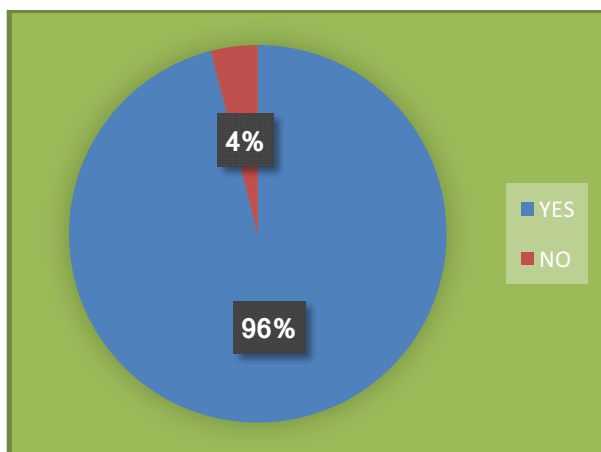


Figure 16: *Students' Overall Evaluation of Cooperative Learning.*

This question discusses and evaluate the instructional method of cooperative learning in both processes teaching and learning. As a result, (96%) of students see that cooperative learning is useful, while the rest (4%) represent the opposite.

1. Discussion of the Results of the Students Questionnaire

The answers to question 2 mean that most students value the need to develop language skills including listening, speaking, reading and writing in learning a foreign language.

The answers to question 1, question 4 and question 3 represent the inadequate level of mastery concerning the speaking skill. Moreover, students confirm that by selecting speaking as the most needed skill to be developed.

The answers to question 5, question 7 and question 8 lead to conclude that students are aware about the importance of speaking skill development in the process of learning a foreign

language. Furthermore, students have a positive attitude toward oral expression sessions and appreciate the help that would offer for them to develop their speaking skill.

The answers to question 9, question 10 and question 11 would mean that students have a positive attitude toward cooperative learning since the majority opt for both group and pair work.

Answers to questions 10, 11 and 15 mean that students can promote their engagement in the oral assignments that are based on cooperative learning. Students believe that participating in cooperative learning based tasks can offer them opportunities to think, discuss and analyze what they have as activities to eventually construct shared knowledge. These finding would lead to answer the question that asks whether the implementation of the cooperative learning boost students' engagement in oral tasks.

The answers to question 11, question 12 and question 15 mean that students have no problem working cooperatively with their classmates; they consider cooperative learning as a way to interact and benefit each other through the exchange of information. The information can be obtained through different questions and answers related to the assigned work. Through the construction of the questions and their answers, students may help each in building suitable and correct forms. These findings to the questions lead to confirm the hypothesis that states that if cooperative learning is implemented effectively, students will be engaged in meaningful interactions and therefore sustain their speaking skill and since students were able to interact and practice the language cooperatively, it can be understood that they were engaged in meaningful interactions.

Responses related to question 13 and question 14 mean that students are able to interact with their classmates. These aspects of student-student interactions benefit the students in the sense that they are able to practice aspects of language including correct use of grammar

rules, the appropriate selection for vocabulary and correct pronunciation (oral accuracy).

Students also benefit concerning the practice to produce oral language with more speed, less hesitations and pauses (oral fluency); this in turn will lead to confirm the hypothesis in the study that students will develop their oral fluency and accuracy.

Answers to the last question 16 lead to deduce that students consider cooperative learning as an opportunity to help each other and develop their speaking skill; the question is like an overall evaluation of the cooperative learning, the result of this question answers the last research question that asks whether the implementation of cooperative learning will develop students' speaking skill.

2. Findings of Classroom Observation

After the students took their places teacher started with presenting the content of the lesson, and then he divided students into groups/pairs.

The teacher gave the students the occasion to choose their partners in order to work in a positive atmosphere and avoid communication breaks. Moreover, some students started to use their mother tongue but the teacher stopped that by a clear instruction about it and obliged the students to use the target language in order to develop their speaking skills. There were some mistakes in grammar but the teacher focus on the fluency more than accuracy. Furthermore, students began to participate and correct each other in the classroom and that showed the desire of students to be involve in the cooperative learning process. In addition, positivity is clearly established since the students accepted to be corrected by their group members; students rely on each other in the sense that they trust each other's ideas and attempts that would eventually benefit the whole group and lead to the appropriate answers. During the 4 sessions the teacher was cautious about the students' use of the mother tongue in their interactions inside the classroom; the recurrent use of the mother tongue would hinder

students from developing their level in the foreign language and thus the target goal will not be achieved. based on the teacher's remark, students became interested on using the English language in the discussions and they enjoyed it even if there were some grammatical mistakes through their oral production. Although the large number of the groups in some sessions, students moved around and worked on the tasks. Students are in a cooperative atmosphere established by the teacher in order for students not to feel stressed when using the language while discussing the class activities. The teacher throughout the four sessions encouraged the students to make some noise in the sense that they are free to move around and gather the group to work with each other to practice and reach the high level of fluency and accuracy.

In the last session and because of the practice in groups and pairs, students' oral production showed some progress; they performed oral language with correct grammar, practiced new vocabulary and the way they are pronounced. Also, He established a relaxed environment for students to make them produce the language easily and with confidence. These opportunities are presented in the cooperative learning because most of the students prefer to show their oral capacities when they are working with their classmates.

Conclusion

Following previous study and results, it is clear that teachers and learners agree on the idea of implementing cooperative learning in oral classes, they consider promoting it can have a positive outcome in improving students' speaking skills. Cooperative learning gives the opportunity for students to interact with each other, discuss the material cooperatively, correct each other's mistakes and explain the incomprehensible ideas and items. In doing so, students are practicing aspects of language including grammar, vocabulary and pronunciation as it helps students to produce a fluent oral language. Therefore, through a regular and well

planned cooperative work, students can exchange information in the foreign language as a way to master it especially in the development of their speaking skill.

CHAPTER FIVE:

General Conclusion and Recommendations

Recommendations

Throughout this study, we deduced that:

- Before explaining the concept of cooperative learning, teachers need to have students acquainted with such social skills as helping each other, sharing and exchanging ideas and accepting each other's information.
- In the classroom, there should be a cooperative atmosphere; it can be achieved through the establishments of group-building activities characterized by support and assistance and away from competition. These activities promote the sense of meaningful interactions that would assist the students to benefit and practice the language.
- In cooperative learning assignments, students need to be aware about providing own "fair share" to support and help the whole group achieve a learning goal.
- Students should be given the opportunities to speak and use the language more in the classroom and among each other in order to practice the language more. This practice would benefit the students to achieve better in the use of aspects of the language including the correct use of grammar rules, the appropriate selection of vocabulary and pronunciation.
- Students need to be given enough opportunities to speak the language as a way to practice and perform smooth and fluent language without many hesitations and pauses and with confidence.
- Students need to be told that their efforts are necessary for the joint success of the group.
- Teacher's role is not neglected, the teacher needs to monitor and assist when necessary through moving around the groups.

General Conclusion

Most of the foreign language students seek to master the foreign language and wish to be native like speakers. However, this goal is not easy to be realized, it needs a huge efforts and work from both, the teacher and the students. Teachers who look forward to enhance their students' language skills especially speaking and students who are looking for more than an adequate level in speaking the foreign language should experience and implement different methods in order to realize the aforementioned goals and objectives. The current study is set to investigate the effectiveness of one instructional method among many others. This instructional method is called the cooperative learning.

The present thesis seeks to discover how cooperative learning can be implemented to develop students' speaking skill. The current study is composed of five research questions, but the major one seeks to know whether the implementation of cooperative learning in the classroom lead to a better achievement in the speaking skill. The study is also composed of one main hypothesis and three sub-hypotheses; the main hypothesis assumes that students' speaking skill will develop if cooperative learning is effectively implemented. The sub-hypotheses propose that students will interact more and show their true oral capacities; they will develop their oral fluency and accuracy and be engaged in meaningful interactions that would help them sustain their speaking skill. To address the research questions and for the verification of the formulated hypotheses, the researcher opted for the descriptive method and used two data collection tools: students' questionnaire and classroom observation. The dissertation is a set of three chapters; the first chapter are for the study itself. The second chapter is devoted to discuss Cooperative Learning and Speaking Skills. The third chapter led to discover that oral courses are devoted to make students speak; accordingly, teachers need to be acquainted with issues related to the speaking performance including the different definitions provided and all what is concerned with oral fluency and accuracy with ways of

developments. Additionally, teachers and students should realize the importance and the need for sustaining the speaking or oral performance. With this regard, oral sessions have to include and provide activities that consider not only opportunities for students to speak but also to maintain their oral fluency and accuracy for a successful oral communication.

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APPENDICES

Djilali Bounaama University of Khemis Milliana

APPENDIX I: The Piloted Questionnaire

Dear students

The at hand questionnaire is data collection tool selected for a research that aims at discovering how cooperative language learning can be implemented to improve third-year LMD students' speaking skill in the English branch. You are kindly requested to answer this questionnaire and communicate your thoughts concerning the implementation of cooperative learning in developing students' speaking skill. Your contribution would be of a great help for the completion of this work.

Thank you in advance.

Please, tick the appropriate box (✓) and make full statements whenever necessary.

Section one: Students' Speaking Skill

1. Do you find speaking in English:

- a. Very easy
- b. Easy
- c. Average
- d. Difficult
- e. Very difficult

2. Do you need to develop your language skills (listening, speaking, reading, and writing)?

Yes No

3. Which skill you need to develop most?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

Please, justify

.....
.....

4. How often do you participate in oral tasks in the classroom?

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

5. Did you try to develop your speaking skill?

Yes No

6. Does the teacher encourage you to speak in the classroom?

Yes No

7. Please, answer the following questions according to the scale:

(A) Agree

(SA) Strongly agree

(D) Disagree

(SD) Strongly disagree

(N) Neutral

- a. Developing speaking skill is essential in the process of learning a foreign language
- b. Oral expression sessions help students maximize their oral productions.
- c. Students must be given opportunities to speak freely in oral tasks so that they can practice their oral fluency and accuracy.

Section two: Students' Perception of Cooperative Learning

8. How do you prefer to work in oral expression tasks:

- In groups
- In pairs
- Individually
- As a whole class

Please, justify your selection

.....
.....

9. Do you engage yourself (participate) in the task when you work in groups/pairs?

Yes No

10. Please, answer the following questions according to the scale:

(A) Agree

(SA) Strongly agree

(D) Disagree

(SD) Strongly disagree

(N) Neutral

a. Working in pairs/groups (cooperative learning) can help students raise their engagement in oral tasks.

b. It is difficult to work with classmates in groups/pairs.

c. Teachers should raise students' awareness towards the skills of cooperative learning.

11. Do you feel that group/pair work (cooperative learning) helps you to:

Interact more and exchange information through more questions and answers?

a. Be involved in meaningful interactions to sustain correct grammar, vocabulary and pronunciation (accuracy)?

b. Perform oral language with more speed, less hesitations and pauses (fluency).

12. Do you think that working in groups/pairs (cooperative learning) is:

Beneficial

Not Beneficial

13. Do you think that speaking activities are better when they are based on:

Individual Work

Pair/Group Work

Whatever your answer, please

justify.....

.....

14. Do you think that the implementation of cooperative learning in oral expression sessions helps you develop your speaking skill?

Yes No

Whatever your answer, please justify

.....
.....
THANK YOU VERY MUCH FOR YOU SINCERE COLLABORATION

APPENDIX II: The Main Questionnaire

Djilali Bounaama University of Khemis Milliana Branch of English

Dear students

The at hand questionnaire is data collection tool selected for a research that aims at discovering how cooperative language learning can be implemented (used) to improve third-year LMD students' speaking skill in the English branch. You are kindly requested to answer this questionnaire and communicate your thoughts concerning the implementation of cooperative learning in developing students' speaking skill. Your contribution would be of a great help for the completion of this work.

Thank you in advance.

Please, read the following questions and then TICK (✓) the appropriate box.

Section one: Students' Perception of the Speaking Skill

1. Do you find speaking in English:

- a. Very easy
- b. Easy
- c. Average
- d. Difficult
- e. Very difficult

2. Do you need to develop your language skills (listening, speaking, reading, and writing)?

Yes No

3. Which skill you need to develop most?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

4. How often do you participate in oral tasks in the classroom?

a. Always

b. Often

c. Sometimes

d. Rarely

5. Did you try to develop your speaking skill?

Yes

No

6. Does the teacher encourage you to speak in the classroom?

Yes

No

7. Do you think that developing speaking skill is essential in the process of learning a foreign language?

Yes

No

8. Do you think that oral expression sessions help students maximize their oral productions?

Yes

No

Section two: Students' Perception of Cooperative Learning

9. How do you prefer to work in oral expression tasks?

A. In groups

B. In pairs

c. Individually

10. Do you engage yourself (participate) in the oral task when you work in groups/pairs?

Yes

No

11. Is it difficult to work with classmates in groups/pairs?

Yes

No

12. Do you think that group/pair work (cooperative learning) helps you to interact more and exchange information through more questions and answers?

Yes

No

13. Do you think that group/pair work (cooperative learning) helps you to practice grammar, pronunciation and vocabulary (accuracy) and therefore achieve better in speaking?

Yes

No

14. Do you think that group/pair work (cooperative learning) helps you to practice oral language in order to perform it fluently (with more speed, less hesitations and pauses)?

Yes

No

15. In oral tasks, do you think you get more and different ideas when you work:

Individually

in groups/pairs

16. Do you think that group/pair work (cooperative learning) is an opportunity for students to help each other and develop their speaking skill?

Yes

No

THANK YOU VERY MUCH FOR Your SINCERE COOPERATION

APPENDIX III: Classroom Observations Notes

Classroom Observation 1:

Level: third year

Number of students: 30

Duration: 1 hour

Notes:

- The teacher presented the lesson followed with the necessary instructions for students, and asked for silencer in order to listen to the audio clips.
- students listened carefully the audio clip, then they divided into groups or pairs in order to answer the given questions
- After the listening part, students started asking the teacher individually about the content, although some students made some grammatical mistakes but the teacher gave advantage to the fluency in case to no confuse his students
- during asking questions, students of each group work together and help each other in completing the sentence or the question.
- Collaborative work was applied, where students helped each member tried to give answers even if he's belong to another group or pairs.
- In the beginning, students used their mother tongue language to discuss the activity but the teacher asked them to use the target language.
- As a result of the teacher's remark, students were aware of the impact of using English through their discussion in front of the teacher
- during the process the teacher allowed students to move and changed their place in order to work with other classmates.
- Concerning oral's production students' performance were accepted as they produce correct sentences.

Classroom Observation 2:

Level: third year

Number of students: 30

Duration: 1 hour

Notes:

- The teacher deliberately gave the students the instruction in order to be followed through the session, students were asked to listen the audio carefully.
- After the listening part, the teacher asked students to make groups each group contained 4 students in order to do the tasks related to the audio.
- Teacher received individual questions from students about the topic in the target language. The teacher focused more on the fluency to not make students confuse when they made mistakes.
- Next step, the teacher asked students to work together to do tasks.
- Students touched the content of the topic and started discussing it. They showed the value of teamwork because they tried to help each other in order to pose questions or provide answers
- Students from same group correct their group members concerning grammatical mistakes
- The teacher allowed students to use their mother tongue in case to make questions clear, but stopped while the teacher gave his remark.
- In order to make the session more interesting, and despite the number of groups the teacher allowed students to change their places in purpose to help each other.
- Students did well concerning the oral's productions, where they provided correct grammar and learn new vocabulary, in addition to the well pronunciation.

Classroom Observation 3:

Level: third year

Number of students: 30

Duration: 1

Notes:

- According to the teacher's instructions, students were supposed to deal with oral production through the session.
- The teacher divided students into pairs and asked them to select the topic they want to discuss.
- The teacher gave his students time to think bring ideas concerning their topic and to divide their work.
- The process started and the teacher asked students to present their ideas through producing sentences.
- Teacher allowed students to choose the criteria to do their work in presenting the topic as a dialogue or discuss individually.
- During this process, the teacher focused on fluency by correcting some syntax mistakes rather than grammatical mistakes.

Classroom Observation 4:

Level: third year

Number of students: 31

Duration: 1 hour

Notes:

- Students were asked to form groups or pairs to discuss various themes and generate ideas.
- Students were asked to select topics for their oral's production.
- The teacher divided students into pairs to make the process easy and clear.
- Time was in favor of students to think about what they are going to say about the selected topic.
- The teacher started asking his students to present their ideas through speaking.
- Students presented their topic in any form they prefer as a dialogue or individual work.
- teacher facilitated and helped students in using the academic language rather than the informal language.
- Students took the teacher instructions into consideration and successfully accomplish the speaking stage with less mistakes.