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**Implementing Cooperative Learning to Develop  
EFL Learners Speaking Skill  
The Case of Second Year LMD Students at Mohamed  
Kheider University of Biskra**

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## Implementing Cooperative Learning to Develop EFL Learners Speaking Skill

### **Dedication**

*As always, first thanks to ALLAH for giving me the chance for better education.*

*I would like to dedicate this modest work to:*

*To my lovely parents: Amar and Saida*

*To my lovely sisters: Yousra and Douaa*

*To my lovely brother Hicham, Soufiane, Mouataz, Yaekoub and Souhib*

*To all teachers at Mohamed Kheider University – Biskra, especially my supervisor Dr.*

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### Abstract

Cooperative learning or group work is one of the most significant teaching technique to acquire knowledge in all the fields, and plays an important role in improving your learners level. Therefore, this aspect should not be neglected because without interacting with each other using cooperative learning students find it difficult to acquire the foreign language. In addition, working in small groups is effective in enhancing student's oral production because it provides them with the opportunity to use the target language in secure atmosphere . Moreover, a cooperative learning gives learners a chance to use the language naturally and to play a greater role in building students oral abilities through exchanging ideas and thoughts with each other. Accordingly, in our study we hypothesize that EFL learners need to work in groups which will help them certainly to develop their speaking skills. So, in order to verify our hypothesis, we conducted our study using a qualitative method. we used two data gathering tools :A questionnaire that was administered to second year students and an interview was addressed to teachers at the department of English at Biskra University. Moreover this study aims at showing the impact of cooperative learning on developing the learners' speaking skill. Our present study is divided into two main parts a Theoretical part that includes two chapters in which we made a general overview about cooperative learning and some important elements that include it. We also, discussed the different aspects of the speaking skill, and gave a detailed description of the difficulties that EFL learners face during their oral production. Moreover the analysis of the questionnaire showed that both learners and teachers consider group work as an important factor in enhancing the speaking skill. So, EFL learners need the implementation of cooperative learning in foreign language classroom that helps them to find the suitable atmosphere in order to get their speaking weaknesses and enhance learning in general.

**Key words:** Cooperative Learning, EFL learners, Speaking Skills, Teaching Technique.

**List of Abbreviations and Acronyms**

**EFL:** English as a Foreign Language

**LMD:** License Master Doctorate

**M,K,U:** Mohammed Kheider University

**OE:** Oral Expression

**FL:** Foreign Language

**L1:** First Language

**TL:** Target Language

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## **General Introduction**

Implementing cooperative learning can be an effective tool in foreign language learning. Therefore, using cooperative strategies for developing fluency of the English language can help students to enhance their oral proficiency. Speaking is an essential skill in any language to develop learners' abilities to communicate easily. Consequently, all the English learners have to develop their speaking to interact effectively with others through cooperative work. It is very important to experience real communicative situations in which they will learn how to express their own views and opinion.

Many studies have shown that cooperative learning can be an effective and helpful tool to promote learners' speaking skill; as Kagan (2009) for example says that teachers should implement cooperative learning in order to give students a chance to interact and vary their learning styles so that they get interested in the learning task. Moreover the concept of cooperative learning plays a significant role in the process of learning second language. Soit can be an educational strategy to enhance learners' speaking skill, also cooperative learning involves the verbal exchanges between learners with each others; however, teachers should be aware that the learners need to do most of the talk to activate their speaking, since this skill requires practice and experience to be developed. Teachers should give learners cooperative activities in the classroom to enhance their speaking by sending and receiving messages, exchange ideas with others.

## **2. Statement of the Problem**

In Algeria, English is considered as a foreign language. When learning this language, there are four skills that must be mastered by learners which are listening, speaking, reading and writing. Speaking skill is important for students to be mastered. According to Thornbury, S. (2005,p.21) "Speaking is the active production skill use of oral production. Speaking skill is a crucial part of foreign language teaching and learning". This actually shows the great importance of this skill in foreign language classes. Through speaking, we can share our

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ideas and thoughts with other people. In that way, a smooth cooperative between people can take place. Students prove not to be highly motivated when dealing with the classroom speaking tasks. They encounter a lot of problems at different levels shyness, anxiety, fear of making mistakes, and fear of negative feedback. As a result, looking for adopting remedial is a priority. There are many ways to improve students' speaking one of them is to teach English by using cooperative learning.

Using cooperative learning in EFL classroom can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students' anxiety and motivating them to learn the target language.

In the present study, we will be talk about the English branch at Biskra University. We will investigate the effects of implementing cooperative learning on students speaking skill and how they work to improve the learners' speaking performance and the problems faced by learners during speaking tasks, because this skill is one of the most difficult problematic skills in language learning and teaching. Learners have deficiencies in speaking and communicating fluently in target language. Even English Foreign Language teachers have faced many problems on how to teach the speaking skill in good and effective way to make learners more motivated and interested in classroom particularly in oral expression courses and create a suitable interaction among learners. So, researchers such as Ellis (2003,p.101) suggested that “cooperative learning is beneficial to language development overall, but whether it is beneficial to develop all the skills of second language learning is not known. From what is said we can see that we have noticed that students who enjoy cooperative activities and speak in the classroom achieve better in Oral Expression in most cases than those who always keep silent”.

### **3. Significance of the Study**

Our research focuses on the importance of implementing cooperative learning in developing speaking skill .It also sheds the light on solving the problems that teachers face

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inside the class, and how teachers introduce their capacities to reduce the difficulties that students suffer from when improving their speaking skill and how to create useful tools to help students to interact together. This study is designed to examine if using cooperative learning as a supplementary activity to promote students' performance in the speaking skill and students can practice more the language. It would help teachers to see cooperative learning as an effective tool to make students happily participate in class and get more motivated.

Cooperative Language Learning is a method used to teach foreign language, which aims at creating a more learner-centered environment in which students' learning is developed by them. Speaking, which is one of the skills in English language learning, is challenging for learners because they are required to cope with new vocabulary.. According to Har, (2013,p.56) "Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which small group of students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal"

It is clear that cooperative learning making students enjoy and relax and they will be motivated in learning English and memorize the lesson easily. So, they can master their speaking fluently.

### **4. Aims of the Study**

This study is meant to contribute to the improvement of learners' poor oral productions in English through cooperative learning in the EFL classroom. Thus, our main aim is to contribute to our understanding of how and to what extent is implementing cooperative learning in the classroom could help the second year LMD students at Mohamed Kheider University – Biskra to activate their speaking skill. In addition, presenting new strategies and methods would be useful for English teachers and productive for students also, we will

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try to identify which strategies are the most effective in the English class and can be applied by English teacher in Algerian classrooms.

### **5. Research Questions**

Throughout this research we attempt to investigate implementing cooperative learning inside the classroom and how they can help learners to progress in their speaking skill. We propose three main questions that summarize the aims of developing the importance of our topic.

- 1- How do cooperative learning strategies contribute to develop the students' speaking skill?
- 2- What are the major weaknesses that most of EFL students facing during their oral class?
- 3-What type of cooperative learning strategies should be applied for students to develop speaking skill in the English class?
- 4- Do oral expression teachers at Biskra university use group work in their sessions?
- 5- What are the challenges that EFL teachers face in teaching speaking skill?

### **6. Research Hypothesis**

The classroom is the context in which students learn English and give a lot of opportunities for natural language use. It enables the students to interact and speak fluently where the majority of them can show their true oral capacities and communicate with others through cooperative learning. This leads us to hypothesize that:

If the students are given their capacities in cooperative learning in the classroom, then their speaking skill will be develop.

### **7. Research Methodology**

In fact, the type of the research methodology that will be used in this study is qualitative. Therefore, for the present study ,we will adopt an approach which we think is the most appropriate regarding the nature of this issue. We will probe teachers and students perceptions in the implementation of the Cooperative Learning following this , we will

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administer questionnaire for learners and an interview for teachers .

### **7.1. Data Gathering Tools**

In order to ensure the validity of the research, we will use two main tool: a questionnaire for learners and an interview with teachers. The questionnaire will be administered to the 2<sup>nd</sup> year students at the English division in order to investigate their standpoints towards the topic. The interview will be directed to teachers of oral expression at the English division as they have been exposed to various teaching, in order to examine their views and attitudes about implementing cooperative learning in developing EFL students speaking.

### **7.2. Population and Sample**

Since the aim of this study is to confirm about the importance and the efficiency of implementing cooperative learning in helping the EFL learners to progress their speaking skill, so here both students and teachers of English department are concerned by this study. It is defined that the population of research is all the members of research will be generalized. The population will be the 2<sup>nd</sup> year LMD students of English at Biskra University. We will deal with forty (40) students out of the total population which is about (471) we choose them randomly. This sample of the study is already been introduced to the course of oral expression and has an experience with its nature. The teachers' interview, intended for the teachers of Oral Expression, aims at investigating the teachers' opinions about applying cooperative learning as a pedagogical strategy to enhance the learners' speaking skill. We will deal with the sample of four (04) teachers of oral expression.

## **8. Structure of the Dissertation**

The present dissertation will consist of three main chapters. The first two chapters constitute the literature review and the full explanation. Chapter one represents a review of cooperative learning. The main focus of this chapter is on its definition, main types, aspects, principles and aims. Chapter two will be devoted to the skill of speaking, its definition, and importance, aspects of speakers' performance, difficulties and speaking activities to be

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practiced in the classroom. The last chapter concerns the analysis of the collected data by means of both the teachers' interview and the students' questionnaires that contains their opinions.

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## **Introduction**

We do believe that Cooperative Learning is a very significant element in the teaching process; it opens the door of being motivated get knowledge and enriches the mind with a wide range of information through the interaction among students. Generally, people learn to gain information that serves their need. Academically, cooperative takes an essential part of learning English as a foreign language since it enables students to improve their oral proficiency in general, and expands their cultural features in particular. We also believe that, the purpose of implementing Cooperative Learning is to determine the way we want to enhance our communication of that target language. Usually, learners need to improve their oral performance, which is a basic principle that learning provides, and the learning process proposes many criteria to enhance it one of these criteria is cooperative learning.

In the present chapter, we will first deal with the definition of Cooperative Learning. Then we will discuss the importance of cooperative learning in addition to its elements, and other effective aspects that highlights cooperative learning such as anxiety, motivation, self-confidence and self-esteem. We will conclude talking about cooperative learning activities followed by the teachers' role.

### **1.1. Defining Cooperative Learning**

Cooperative Learning is a useful strategy that has been used in the field of teaching the English language in general and oral performance skills in particular through working on groups. Therefore, it is considered as a way that the teacher applies it during the course in order to find interaction between students. This can help them to benefit and participate in cooperative working groups. In addition , though this method the learners get how to send and receive knowledge and make discussion in English. For that, most EFL learners prefer cooperative learning to enhance their understanding and communicate in an acceptable

social way. To show the importance of cooperative learning Trianto, (2007, p. 46) affirms that:

"Cooperative gaining knowledge of is college students reading collectively in small companies of four or five college students who are identical however heterogeneous, ability, gender, ethnicity/race, and every different assist every different with a purpose to giving possibility to all college students to be actively worried with inside the questioning method and gaining knowledge of activities "

As a result, cooperative will increase a learners really well worth-primarily based totally and efficacy-primarily on motivation. From this cooperative learning plays a major role as an element that rise student's perception and enhance the abilities of oral performance as it motivates students to shape and preserve relationships that confirm identities.

In the same path "Cooperative learning is a gaining knowledge of version that emphasizes gaining knowledge of in heterogeneous companies assisting every different, running collectively to resolve problems, and bringing collectively reviews to benefit finest achievement each companies and person cooperative learning" (Majid, 2013,p36)

It is clear that, Cooperative Learning is a technique used to train English language which ambitions at developing the learner targeted surroundings which push them to work with college students` to gain knowledge and required new vocabulary.

Furthermore, Richards & Rodgers (2001) claim that "Cooperative learning is group work tasks organized, therefore, learning is dependent on the socially structured exchange and gain of knowledge between learners in group, so that learner hold accountable for his or her own learning and being motivated to develop the learning with others" (p. 192).

Cooperative learning is not a brand new coaching method. However, it seems these days within the subject of coaching and gaining knowledge. In addition, Cooperative gaining knowledge is offering possibilities to have interaction and it is superficial to college students from exceptional ethnic backgrounds.

Similarly, Cooperative Learning is defined by Lotan (2004)

“as a powerful technique to motivate students due to the fact it is miles each an powerful pedagogy and a compelling philosophy and global view which are not observed in any shape of groups paintings, Cooperative Learning is collaborative learning standards which might be regularly used interchangeably to intend running in peers; however, every time period has a few unique features which make it exceptional from the different” (p.23).

It seems from the above point of view that cooperative learning is gaining extra information through working on groups, which can reduce students' difficulties which gives powerful techniques and systems to broaden novices feel of obligation and competencies of collaboration and cooperation.

According to Brody (1998) Cooperative Learning is a successful framework, which depends on group working processes that involves more connection and interaction among educators for suitable practices to implicate in the EFL classroom.

In the same context , Barfield (2016) defines cooperative gaining knowledge of as “figuring out desires collectively with others, sharing duties, and running collectively to obtain extra knowledge than can be achieved through a person on their own” (p. 1).

From the above statements, we can deduce that cooperative learning is simply based on smooth grouping works that needs competencies to do, take movements and take duties of understanding and making the gaining knowledge significant and interesting. So, cooperative learning focuses on learner-centered and increases the amount of interaction inside the classroom by adopting cooperative learning approach.

### **1.1.1. Cooperative Learning Approach**

Many researches has claims that implementing Cooperative Learning approach can be a kind that motivates to master language. The following scholars explain the importance of cooperative approach in the acquisition of foreign language, According to Johnson (1991),

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“Cooperative approach is the instructional method used to support students working with small groups in order to maximize their own capacities and learning from each other, so students show effort through interaction with others and gaining to proofread in learning process” (p. 97).

From the explanation above it is clear that, the cooperative approach is an educational method focuses on group work for the purpose of mastering language learning. In the same context Richards, (1992) says that , “ both teaching and learning process need cooperative Learning approach in the EFL classrooms which organize , educate , and help students to work together in small cooperative teams for the aim to enhance many language skill”.

Another point of view from Elizabeth, (2004) deduces that, “Cooperative learning approach is a technique used by EFL teachers as a philosophical position to teach different strategies that can be a useful for more effective input”

From those two points of view we can say that, using cooperative learning approach is to support students collectively in small cooperative groups in order to solve many problems that EFL learner face inside that classroom and lead them to discover their abilities. Additionally it facilitates to bring a mutual product of their operating organization.

Jordan, (2010) declares that, “Cooperative learning, is an effective educational training of language in different situations that decrease educational learners difficulties in speech.”

To conclude, cooperative learning is an essential teaching and learning approach that support groups of learners apply a different learning activities to enhance their cognitive level of abilities in any topic. In addition, through cooperative learning students can work together in members of small teams in order to learn in collaborating with them to achieve their learning objectives

### **1.1.2. The Importance of Cooperative Learning**

From many researchers, the method of cooperative learning is included with the aid of using groups in order to coach learners interacting together to achieve oral proficiency. In

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addition teacher's implementing cooperative learning method in the classroom because they know that it is important which create a motivational atmosphere among the learners and it help learners to enjoy the course. Furthermore cooperative learning strategies satisfy students to grow up their self confidence and practice more, this can be a useful step to reduce their problems and learn correctly in the course.

According to Har, (2013,p. 46) claims that ,

“Cooperative learning method is a student-centered, instructor-facilitated instructional strategy that a small group of students is responsible for its own learning abilities and the learning of all group members abilities . In addition learners interact with each other in the same group to acquire and practice the topic in order to solve problems they face during the activity and reach their aims”.

It is clear that the learners learning aim can be achieved trough promoting cooperative, competitive, or individualistic efforts. Thus in EFL classroom, teachers use cooperative learning through small groups in section activities for the aim to accomplish the goals of learning. In the same way Johnson ( 2013) affirm that

“ In cooperative learning you evaluate student efforts on a criteria-referenced basis while in competitive learning you grade students on a norm referenced basis. While there are limitations on when and where competitive and individualistic learning may be used appropriately, any learning task in any subject area with any curriculum may be structured cooperatively” (p.56).

Most EFL learners need to practice tasks in a good way in order to develop and gain their potential in learning, therefore, cooperative learning becomes an important factor to progress in learning and perform better the English language through a making student's working in small groups of teams. in addition according to the fact that cooperative learning has a reference to many different aspects, teachers can observe sure techniques to fulfill their

students for working effectively with each other and inform them about the situation that this element play and help them to deduce difficulties and be more motivated to learn effectively during the course.

According to Brophy (2010,p.315), EFL learners can fight worry , anxiety and other kind of psychological problems in the classroom through cooperative learning which help them to gain knowledge of surroundings and being encouraging this important in responding to the lecture and achieve wishes for self confidence”.

Moreover, cooperative learning influences student’s oral expression achievement. It becomes essential in learning English, which depended on encouraging them to show their own capabilities and oral ability productions exchange ideas, opinion, and learning new vocabulary from each other in cooperative activist. In addition excessive self esteem is crucial for the spoken language rookies` educational achievements and acquiring a great stage of learning.

To conclude cooperative learning is a useful aid that can be used in fighting worry and shyness, thus teachers should pay great interest to the importance of cooperative learning in influencing second language learning.

## **1.2. Types of Cooperative Learning**

Cooperative learning is a factor that should be the concern of many research, Moreover, the concept is affective factors is learning process or in other words are an educational elements in raising students performance in learning English as a foreign language, so, cooperative learning work as an effective strategy that should be implemented by the teachers in order to recognize learners capacity to attain learning objectives. The researcher Johnson D. W (2017,p.65-66), affirms in his studies that when we categorise cooperative learning there are three levels which have been defined in the literature as following:

**1) Formal Cooperative Learning Groups:** In this type, it effective for learning in teams in order to reduce EFL learners’ problems, in addition it may last for one class period in weeks

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for the aim to complete some specific activities and assignments like solving problems, completing a curriculum unit, writing a report or theme, conducting an experiment, or reading texts.

**2) Informal Cooperative Learning Groups:** The following type focuses on informal learning in groups which is temporary and ad-hoc teams, in addition it last just in a few minutes to one class period during the course, this type is essential to be used for getting student attention on the material to be learned, explaining them, set a mood conducive to learning, help set expectations as to what will be covered in the course. So, this type focus on students organised to be engaged in five or six minute in the classroom.

**3) Cooperative Base Groups:** This present type of cooperative learning supports to shape a base group through controlling , helping , encouraging , and assisting the learners needs and style in specific tasks for each member in order to enhance and progress learning process , in addition developing cognitively and socially in healthy ways. Base groups may also be responsible for letting absent group members know what went on in class when they miss a session, thus each member interact every day within and between classes, discussing assignments, and helping each other with homework.

### **1.3. The Benefits of Cooperative Learning for Learning the English Language**

The process of education is one of the most important and complex of all human endeavours. A popular notion is that education is something carried out by one person, a teacher, standing in front of a class and transmitting information to a group of learners working in cooperation who are all willing and able to absorb it.

Furthermore, cooperative learning plays a major role for being the best strategy that has been used for the purpose to encourage learners to work together. According to Zecha A , cited in Brown ,(2000,p.45) One of the benefits of cooperative learning on students learning progress are :

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- The students who cooperate with each other also tend to understand and like each other more.
- They have more opportunities for developing critical thinking skills and show a significant improvement in those thinking skills.
- They improve their oral communication skills. (p.478)

In the same path, Schunk, D, H, claims that “Learning process provide acquiring and modifying information about skills, strategies, beliefs, attitudes, and behaviours. Thus , students work in groups in order to learn cognitive, linguistic, motor, and social skills, and these can take many forms” . (2012, p2)

It is clear that, Cooperative learning can be an efficient method which used by the teachers to help students to solve problems such as shyness, lack of confidence, and inhibition, thus EFL teacher should apply cooperative learning during the task and design appropriate classroom techniques based on cooperative learning approach, these can be an effective for EFL students to use English fluently and spontaneously. In addition implementing cooperative learning approach, it increase learners motivation and facilitate learning to have enough fluency, which is a very important in English language for learners to understand, and be able perform correct logical conversations in the classroom.

According to Alayah (2017, pg. 25) affirms that,

“Students, who study the language using cooperative learning, manage to train many different components of communicative competence. Strategic competence is used in the negotiation of meaning that takes place in the endeavour to be understood by others; pragmatic competence concerns the use of speech-acts that otherwise do not occur all that frequently in teaching situations such as praising, giving advice, asking clarifying questions. Discourse competence is at the very center of inside and outside-circle, both when they are listening to the structure of the presentation and when giving feedback to it, and when discussing the structure in teams. All aspects of at least the oral side of communicative competence are involved when one works through cooperative learning.”

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It is clear that cooperative learning is easy to describe, however it is hard to achieve it among your students during the course. Thus, it is difficult task for EFL teachers, in other words cooperative learning creates a suitable environment which allows learners to lose inhibition and anxiety, so, it free them to express themselves more openly, and unbridles the learners creative capacity. Therefore, cooperative learning tasks help EFL students to be engaged with the activity with open minded it also helps them to create a good atmosphere for successful learning. Thus, cooperative learning is related to the change in behaviour, or in the abilities of how to behave in a given task with your group work, which results from practice or other forms of experience.

In addition Cooperative Learning in general make learning enjoyable, it can also serve the process of learning it can help learners to show their hinder capacities while dealing with tasks and work on them in cooperation as basic for better performance. Another positive point on using cooperative learning for learning process in the classroom, it also can unifying the students in general and specific groups, it create challenging climate in a formal classroom environment. Thus, cooperative learning tasks can benefits learners in the creation of the language classroom and rise students' self-confidence, help inhibited earners to express themselves, and understand how curriculum may be in proved in learning. The teacher should know how he/she help the students by engaging them with cooperative activities in learning for the aim to discover learners of foreign languages scored lowest on a battery of tests concerning motivation.

To conclude, Cooperative learning is a successful teaching and learning method which support using small teams, each with students of different levels of ability, use a variety of learning tasks to improve their understanding of a topic. Each member of a team is responsible not only for learning what is taught but also for helping teammates to learn, thus creating an atmosphere of improvement inside the classroom.

### **1.4. Cooperative Learning and Affective Factors**

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Cooperative learning play a major role to learn an L2, because it is unique, even within motivational psychology, due to the multifaceted nature and roles of language itself, and describing its nature and its core features requires particular care, cooperative learning was the first focus of many research in learning foreign languages successfully. As argued that earlier teacher use skills is through cooperative learning as central to teaching effectiveness and raising many affective factors as following:

### **1.4.1. Cooperative Learning and Anxiety**

Most EFL students suffer from the fearing of making mistakes during learning process, this may hinder their progress, in addition these emotions refer to as anxiety, according to Brown (2001,p.51) suggests that there are: “trait anxiety” which is permanent feeling; so students always feel anxious about anything in life and “state anxiety” that is not temporary according to such situation and circumstances. In the same path, Crandall (1999) defines anxiety as the feelings of fear to fail in learning process, especially for the students who cannot answer such kind of difficult questions posed by their teacher.

In the same context Wilson (2006 cited in Judith A et al ,2019,p02 ) affirms that , Anxiety in Learning English as a Foreign Language can be scribed as an extremely related to oral performance , hence it provokes learners of being anxious when they perform the target language”. So , anxiety is very famous and familiar in EFL classroom however implementing cooperative learning can reduce this factor , also it can be seen that anxiety is when the students are not satisfied about her/ his self or her/his work this may block their learning

### **1.4.2. Cooperative Learning and Motivation**

In learning second or foreing language, motivation is an important factors espacilly for cooperative learning tasks , In addition, the scholar Gottfried (1999) defines motivation as the following, states that academic motivation as “enjoyment of school learning characterized by a mastery orientation ;curiosity ; persistence ;task-endogamy; and learning of challenging, difficult ,and novel tasks” (p.525). Academic motivation consist many

characteristics .For example, enjoyment, mastery orientation, curiosity, persistence, task-endogamy and learning of challenging.

According to Shunk D and Zimmoun B , (1989 p.14) affirm that , the term motivation is complex , therefore motivational processes contains different levels which must be reached , the high level of motivation covert a psychological side if the students which control actions , this actions , related to the value and the expectancy that help them to enhance a specific aim.

In another view, Guay et al define (2010) , motivation as term that refers to “the reason underlying behavior” motivation as term originated from the Latin word “moveo-movere” means to “move” in English . In the same path, Walker (2011), states that motivation is the element that moves humans to decide taking certain choice to be engaged and to be able to continue a behavior. Therefore, motivation is the key that guide humans to decide behaviors. Homala (1972), the word motivation is “the common name for all impulses that lead to behavior ,or as the case may be to certain behavior”(p.11) .

Another definition Gee (2003), argue that “motivation is the most important factor that drives learning” (p.3).Therefore, motivation remains the important element that helps learning process. Brown (2000), proposed three definitions of motivation according to different schools of thoughts (behaviorist, cognitive psychology, and constructivism) summarized in the following table:

<b>The behaviorist school</b>	<b>Cognitive school</b>	<b>Constructivist school</b>
Motivation is seen as the anticipation of reward. The more we have reinforcement; motivation is more likely to be increased.	Motivation is related to the individuals decision and underlying needs to reach a given goals.	Motivation is linked to social context in order to satisfy fundamental physical necessities and also to fulfill needs, security, identify, and self-esteem.

**Table 01: Brown’s Three Definition of Motivation (2000), p.160-161**

Williams and Burdens' frame work of L2 motivation (1997), they considered that L2 motivation to be complex, multi-dimensional construct, but the grouping of the component followed different principals, thus, motivation in foreign and second language learning. Similarly, Williams (1994), surveyed motivation role in foreign language learning and proposed that motivation involves choice about actions and behaviors including decision (p.77), so, the term of motivation in second language acquisition is complex process and constantly evolving, for that, motivation is complex in the acquisition of foreign language.

Moreover, Teachers' duty is to show their students accurate ways to develop their learning and thoughts, thus; the principles or the resources that could make that happened is the teachers' motivation to their students' through applying cooperative learning method .From this; motivation is the main issue that teachers do in order to develop students' ability of learning process. Thus, Motivation is a simple term to understand but it is a complex term that covers a variety of meanings. To conclude, motivation is the energy that moves you to reach a goal or a task , it is internal drive which pushes someone to do things in order to achieve something.

#### **1.4.3. Cooperative Learning and Self-Confidence**

Self-confidence is one of the important factors that help in creating a suitable atmosphere of cooperative learning in the English classroom. In addition self-confidence as a method is an excellent effect in gaining information at the fulfillment of inexperienced student. It is taken into consideration as one of the number one affective elements due to the fact language gaining knowledge of relies upon at the quantity of the learner`s mind-set and perception in his skills.

The learner does now no longer want to simply have positive skills, however he need to be successful to apply those skills in actual school room settings while he interacts together along with his instructor and classmates. In addition learner have to practice the language, therefore , they need self confidence for working in cooperation for certain tasks, The

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following step are essential which will constructed self confidence of inexperienced persons to gain their gaining knowledge of and display their skills in performance :

- Appropriate instructor behaviours and appropriate courting with the students.
- A fine and supportive school room atmosphere.
- A cohesive learner organization with suitable organization norms. (Dornyei, 2001, p. 31)

It is apparent that, Self-confidence is largely private attitudes closer to the self who permit the man or woman to have a fantastic and sensible notion of himself and his skills, such attitudes as pride, trust, optimism and affection.

“our high-quality education for an evolving society is supporting kids face the destiny with self confidence of their very own skills and with a religion that they're profitable and vital contributors of something they may locate themselves in” (Williams and Burden, 1997, p.98). So, self confidence is associated with the perception of one`s self and skills which in flip result in the improvement of private characteristics.

Similarly Fontana (1995,p.148), “the instructor can assist to offer kids self confidence of their very own skills via way of means of giving them possibilities for success, via way of means of encouraging in preference to censuring them while they're faced via way of means of failure, and via way of means of demonstrating private perception of their competence.”

Self confidence of the persons will increase their strength in gaining knowledge of the foreign language and the fantastic emotions closer to the self skills and competence. Self confidence is one of the powerful factors which the teacher can use to enhance students working in teams to achieve learning acitivities, show their abilities and the students will rely upon themselves and be recommended which will gain preferred desires if you want to result in better instructional fulfillment.

#### **1.4.4. Cooperative Learning and Self-Esteem**

Self esteem play a major role as an element that rise students' perception and enhance the abilities as it motivates students to shape and preserve relationships that confirm identities among each other in cooperative learning.

The scholar Burke (2002, p. 42) defines the concept of self esteem as a “the maximum usually to an character`s typical effective assessment of the self. It consists of wonderful dimensions, competence and really well worth. The competence dimension refers back to the diploma to which human beings see themselves as successful and efficacious. The really well worth dimension refers back to the diploma to which people experience they're individuals of value”.

From this point of view it is clear that the concept self-esteem is associated with a person`s typical emotional assessment of his self or an mindset closer to the self this can be helpful for hands on learning. Furthermore the primarily focus of self esteem is on the values including beliefs, attitudes or interests. It displays the learners to feel of self esteem or self-photograph manifested in such emotions.

Self-esteem is a vital affective factor which is controlled to know the system of learners` emotions that have a incredible impact on their instructional achievement in the learning process in general and oral performance in particular. To support this point of view Brown (2007, p.154) affirms that, “Self-esteem might be the maximum pervasive issue of human behaviour. It may want to without difficulty be claimed that no a hit cognitive or affective interest may be executed without a few diploma of self esteem , self-confidence, information of yourself and self- efficacy notion on your very own capacities to efficaciously carry out that interest”.

To sum up, Learners` self esteem in overseas language training has a relation with the cooperative learning performance of the students , it help them to make of themselves in sure conditions and the critiques in their language getting to know cap potential in general.

## **1.5. Elements of Cooperative Learning**

Cooperative learning elements is commonly composed of four main elements explained as following: positive interdependence, face-to face/ promote interaction, individual accountability they are mentioned by Tufail (2017)

**1.5.1-Positive Interdependence:** for successfully organized cooperative activity in this element of cooperative learning, the EFL students have been engaged with two main responsibilities: first responsibility is to learn the allocated topic/material; and the other responsibly is to ensure that all the group members learn the same as one person. The aim of positive interdependence in the cooperative group is to make students perceive the feeling that they are interconnected with their group members companions in such a way that their success depends on their group mates' success; for that , students are required to coordinate their exertions with their group mates' efforts to complete a task . (Tufail, 2017, p. 300)

Also , the element positive interdependence described Johnson (2008,p26) “as a spectral element founded in cooperative climate where students perceive that they can reach their aims only if the other member of the group working cooperatively also reach their aims , this can help them to promote each other's efforts and obtain their objectives.

**1.5.2-Face to Face/ Promote Interaction:** In this element is not only related to the verbal interaction of students in cooperative learning. It also promoting interaction, that promote more and more interaction in different ways such as exchange of verbal knowledge, aid that learners to be encouraged and concrete the stuff member such as materials required to complete the task (Tufail, 2017, p. 301)

In the same context, Brody (1998) affirms that face to face interaction is can be enhanced when members of the group help, share, assist, encourage, and support each other's efforts to achieve and produce the given task.

**1.5.3- Individual Accountability:** this element requires students' understanding that they will be held accountable for their individual contributions to the whole group member they

work in, that freeloading will not be tolerated and that everyone must contribute in this activity. (Tufail, 2017, p. 301)

Smilarely , Kagan (2009,p45) claims that , this element happen when all group members in the team task participate and make their efforts as much as possible is by making each individual accountable for his contribution to the team task.

#### **1.5.4- Development of small group social skills**

in this element the development of small group social skills, Kagan (2009) affirms that mentioning some of social skills is good to be effective team member, in addition helping students how to request, be good leader, and participate, also this can be essential on training students to take turns, be politely disagree, resolve problems , and reach harmony.

So, the successfully cooperative groups teams requires facilitating takes of the teamwork, create trust and confident between students to enhance communication, leadership, solving difficulties and decision making in group interaction , thus the individuals need to learn how to work together as a unit to reach their common objectives.

#### **1.6. Regarding Students' Needs and Styles in Cooperative Learning**

EFL Teachers should highlights the needs and learning styles of their learners which can be a useful to enhance their learning and rely on cooperative learning as strategy in order to achieve better in their performance.

Any EFL learner has his/her weaknesses and its strengths; they target to learn some skills, knowledge he/ she need it. This is why the teacher has to be intelligent in responding to what their students are eager to learn. In other words, when the students find their needs answered and their learning styles takes into consideration they will feel at ease and they will use hands on learning that push them to be motivated and learn more.

Moreover students have different needs that help them to enhance specific weakness, according to Hitomi Masuhara ( 2011) presented three type of learners needs:

LEARNER NEEDS	
Kinds of o needs	Where the needs come from
Personal needs	Age gender culture background interests educational background motivation
Learning needs	Learning styles Past language learning experience Learning gap ( i.e. gap between the present level and the target level of language proficiency and knowledge of target culture) learning goals and expectations for the course learner autonomy availability of time
Professional needs (future)	Language requirements for employment, training or education

**Table 02: Students’ Needs adopted from Sparrt, Pulverness and Williams (2005,p.57)**

Masuhara (2011) showed in this table that needs differ from one another, for example one it comes to personal needs learners have different needs according to their age ( adult student differ from young students ),also those needs are differ in term of goals each one want to learn language according to their objectives of cooperative learning tasks , Moreover teachers have to take in their consideration that they should know their students’ needs to facilitate the learning process.

Also Willing (1987) suggests four main learners' styles which are presented in this table:

Learners' styles	Explanation
Coveragers	These are students who prefer to work individual and avoid interacting with groups. Also they trust on their own abilities.
Conformists	These are students who have competence on learning about language to use it. They prefer to work in calm and silent atmosphere.
Concrete students	These are students who prefer to learn from direct experiment and conclude results from their own experiment; they enjoy working in groups in the classroom.
Communicative students	These are students who learn from communication, they are comfortable out of the class and they have confidence on their abilities. They are interested in speaking in the class because they do not have any difficulties when they are speaking.

**Table 03: Learning Style Based on Willing (1987), (Cited in Harmer 2001, p. 88)**

### 1.7. Cooperative Learning Activities

Cooperative learning method helps in enhancing students' abilities and performance in English Language. In order to get the best results from implementing cooperative learning in the classroom, effective teachers use different tasks and activities that can encourage EFL students to engage in the task with their group or teams. Harmer (2007, p.87-88) sees that 'if all students are participating fully- and if the teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it.' So these activities can help the teacher to determine the different weaknesses of their students

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through using cooperative learning activities that create interaction, motivation, and high self-esteem to achieve communication beyond that of practicing the language itself.

### **1.7.1-Role -Play Activity**

It is a useful activity which supports cooperative learning because it involves language use in real interactive contexts and helps learners to enhance both communication and show their hidden abilities. To support this point the scholar Revel (1979, p.16) affirms that role-play is a cooperating learning spontaneous behavior reacting to other teams in a hypothetical situation. From that role-play allows students enjoy the activity through a fictitious identity in an imagined situation to present the view of a group team in the EFL classroom.

In other words, applying cooperative learning through role play can animate the teaching and learning atmosphere, and get the learners' attention. This adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun among the group members.

### **1.7.2-Jeopardy Activity**

This kind of activity is important for cooperative learning, according to Erica Loop (2018) claims that, "Jeopardy is a game such as Jeopardy as a learning tool which increases learners' engagement used as a cooperative learning type of activities. Also, it helps the learners to introduce material which supports effective learning challenge content.

### **1.7.3-Jigsaw Activity**

Jigsaw is a type of activity which is used by EFL teachers in learning a foreign language that functions in cooperative learning among learners. For that, Crandall (1999) defines this activity as one of the famous cooperative learning activities which has been used in order to create a real gain of knowledge from each other that helps the learners to encourage to discuss and communicate fluently.

Another view by Kagan (2009) classifies jigsaw into two types: the original jigsaw which is implemented in the classroom, it focuses on dividing the given task among the team members

and each student is asked to have access to a particular part of this activity, so they will have a successful cooperation learning shared the whole knowledge within the group after that each student will have a short quiz to check their information about the topic. The second type of jigsaw which supporting students to assign and expert the topics to read from a particular text or materials, after sharing that knowledge in expert groups to master the material, and then returned to their teams to report on their topic.

#### **1.7.4- Board Game Activity**

This kind of game support the learners to work in cooperation , thus Putri (2015 cited in Judith A et al ,2019,p 05 ) claims that , a board game is a game that provides students to move or place on a premarket surface or "board", depends on a set of rules guide them . This helps the students to interact with each other and communicate the language without hesitation. In addition it improved students' performance in teaching oral production.

#### **1.7.5-Think/Pair/Share Activity**

Another well known cooperative learning activity is think/pair/share, this kind of activity focus on students to be divided into pairs in order to engaged in the activity, according to The E-Mints center staff (2001) explain that think/pair/share activity enable students to be provided by a specific topic which they are asked to pass three stages : think about the topic understand it then try to discuss it in pairs to prepare it after that share the results or the preparation. One example to understand how think/pair/share activity is happens , think, each student take thirty seconds to think of his or her response to the question. Then , pair the Spokes share their answers with the Kirks. The Kirks actively listen because they will need to know what their partners have said. When the Spokes finish, the Kirks respond. Share After each member of each pair has answered.

To conclude, MacCafferty et al (2006) show that, Think/pair/share is a useful activity used from for different aims such as, starting a class, introducing a new idea or new concept during a lesson, to get students involved in the lesson and to get them improve their self

confidence in order to participate in a effective manner. Also it help learners to practices formulating and responding opportunity to listen and share ideas with their teams members.

### **1.8. Teachers Role in Using Cooperative Learning in the Classroom**

EFL Teachers have a significant roles to promote students learning process by encouraging students with hands on learning and motivate them for the best conditions for learning successful, all those tasks related to teachers responsibility . Thus teachers need to play a numbers of different roles during lecture to help students in learning process mentioned by Harmer. (2001,pp 60-62) , teachers as a controller is to take the care about of their students and the classroom materials in teaching and learning process . Harmer (2001) suggests that teachers are responsible here to transmit knowledge to the learners. So teachers are most responsible in giving decision about all the things that happen inside the classroom.

In addition, teachers as an organizer have to guide learners about all the point that they are going to do in order to answer easily the activities. According to Harmer (2001) the teachers acts in the classroom where may things must be set up such as organizing pair-group work, in giving learners instruction about how will they interact in order to have desired success and involves students in the activity. Teachers as a resource should answer all the student's questions and facilitate their ambiguity in order to rise hands on learning in the classroom for example in any activity students may not understand how to work , or answer , the teachers play the role of source to avoid misunderstanding.

Another path ,Spartt et al (2005,p.145) see that when the teachers make an observation method , they do not focus only on observing the students progression but they also the focus on observing the validity of the equipments that have been used in supporting the course. The following table gives other roles that EFL teachers have to play in applying cooperative learning approach:

<b>Roles</b>	<b>The teachers</b>
Planner	Prepare and think through the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in the class.
Informer	Gives the learners detailed information about the language or about an activity.
Manager	organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines (i.e. things which are done regularly) for behavior
Monitor	Goes around the class during individual, pairs and group work activities, checking learning.
Involver	Makes sure all the learners are taking part in the activities.
Parent/ Friend	Comforts learners when they are upset or unhappy.
Diagnosticien	Is able to recognize the cause of learners' difficulties
<b>Resource</b>	Can be used by learners for help and advice.

**Table 04: Teachers' roles adopted from Sparrt et al (2005 ,p.145)**

### **Conclusion**

This chapter provides a main element in language teaching and learning that has been studied for recent years which is cooperative learning. Thus teachers can use many strategies

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to implement cooperative learning activities and help their learners to perform better among the group teams of the class as a unique. The present study suggests cooperative learning as a motivational technique in teaching that might raise students' awareness towards oral performance in classroom.

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## Chapter two: The Speaking Skill

### **Introduction**

Concerning learning the four skills, the speaking skill plays a major role in language to improve learners' learning abilities and to be able to communicate fluently. Therefore, all learners who are studying English have to develop their speaking skill and try to decrease their linguistic and psychological problems to speak freely with others. So, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions in front of their classmates. A lot of researchers shed light on using different strategies and tools to promote learners speaking skill. Thus, the speaking skills is considered to be the most essential and useful part by EFL learners' oral participations and presentations.

In the present chapter, we will start by defining the speaking skill, and see its importance among students. The other point that we will discuss is the importance of speaking and the relationship between speaking and the other skills. Moreover, we will deal with student s' speaking difficulties while practising the speaking skill in classroom, we also will focus on types of speaking performances, and the characteristics of the speaking skill. The other point, of our concern will be speaking skill methods, the types of speaking skill activities and the contribution of co-operative learning in the speaking skill achievement followed by a conclusion.

### **2.1. Definition of the Speaking Skill**

Most second language learners' speech is characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004, p. 1) argues that "speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop." The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones

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involved in reading and writing.

Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury 2005). Hedge (2000, p. 261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed.” That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people’s thoughts and personalities.

According to Brown (2000, p. 13), speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. In the whole, speaking is to express, every day, occurrence for most of us, and it’s usually requires little thoughts, efforts or preparation. In the same path, Burns & Joyce (1997) cited in Luoma (2004, p. 2) claims that,

“Speaking as an interactive process of constructing meaning that involves producing, receiving and processing information, its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking”.

### **2.2. The Speaking Skill and Interactions among Students**

The interactional nature of language was examined by Baygate (1987, p. 5-6) “distinguishes between Motor- perceptive skills, which are concerned with correctly using the sounds and structures of the language and interactional skills which involve using motor-perceptive skills for the purpose of communication. Motor-perceptive skills: are developed in the language classroom through activities such as model dialogues pattern practice and oral drills”. Classroom communication based on involving interaction .For that reason,

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classroom interaction is important in building knowledge and improving speaking skill. According to (Wagner, 1994, p. 8) “classroom interaction is reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events naturally influence one another.” It is clear that interaction in the classroom plays a significant role in developing and acquiring the learned language. Thus, the main role of interaction in the classroom is to push learners to speak and communicate effectively. Therefore; learners will listen and understand each other and help them to produce the second language. According to Thurmond (2010, p. 4) interaction is when:

“The learners engagement with the course content other learners, the instruction and the technological medium used in the course. True interaction with other learners, the instructor and technology results in a reciprocal exchange of information intended to enhance knowledge development in the learning environment.” (Cited in Parker, A, and Parker, S, 2013, p. 5)

From what Thurmond said, we notice that there are four types of interaction, learners-learners interaction, learners –technology interaction, learners- course content interaction, learners-teachers interaction. Other authors such as Ellis and Fotos (1999,p.55) say that “Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output.” So, it is clear that through interaction students could learn more, know new vocabulary, exchange ideas and show your view with others. It helps students to learn and facilitate difficulties of speaking in front of people, and enhancing your oral production.

### **2.3. The importance of Speaking**

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The

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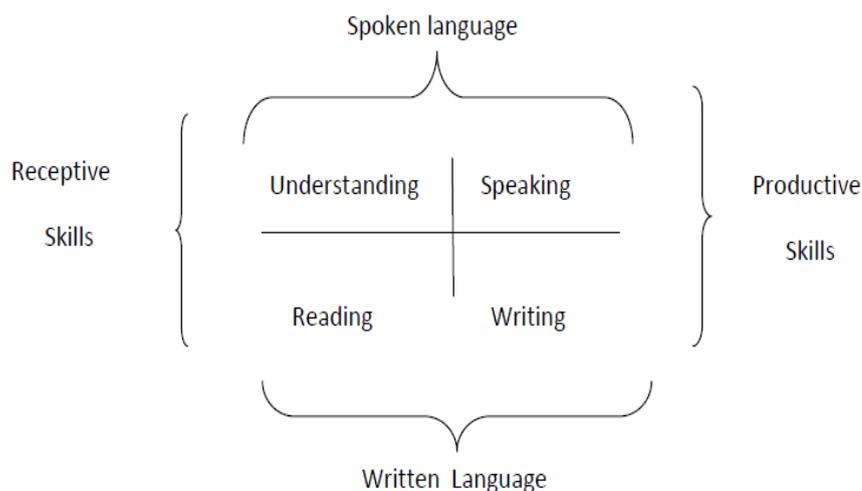
Grammar-Translation method is one example, according to Richards and Rodgers (2001) reading and writing are the essential skills to be focused on however, little or no attention is paid to the skills of speaking and listening.

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feelings, opinions or ideas tell stories inform or explain request converse and discuss, i.e. through speaking, we can display the different functions of language.

In the same context, Baker and Westrup (2003, p. 05) support that, “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion”. Speaking is very important outside the classroom as well many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies.

### **2.4. The Relationship between Speaking and the other Skills**

The main objective of language teaching is to promote learners needs, thus EFL teachers use the four skills depending on the type of tasks in order to enhance student's communication .Thus in one lesson special attention is on speaking, in another is on writing and so on. The four skills speaking, listening, reading and writing are related to each other, from that Byrne (1976,p.87) presents a diagram shows how all the four skills are related:



**Figure 01: Inter-relationship of the four skills Byrne (1976,p.87)**

From what the figure shows we can see that the four skills are divided into two categories the receptive skills which consist of listening and reading, while the other type is productive one which consist of speaking and writing.

### **1) Speaking and Listening**

In fact, both speaking and listening are essential skills to communicate in language learning .So, in order to become a proficient speaker you need to listen to oral language and understand what is said, in this light Redmond and Vrchota (2007,p.120) see that ‘speakers are at the mercy of listeners.’ Therefore, it can be said that the two skills strengthen one another. Moreover listening is the right input for enhancing speaking ,in the same context Harmer (2007,p.133,134) point out that ‘one of the main reasons for getting students to listen to the spoken language is to help them acquire language spontaneously; so that students get vital information about grammar, vocabulary, pronunciation, rhythm, intonation, pith and stress.’ For that, both a speaker and a listen have to take part through interacting.

In many cases, listening should lead naturally into speaking; there is “a natural link between speaking and listening” (Brown, 2000,p.275). That teacher should pay attention to and not hesitate to incorporate these two skills in the teaching process. In fact; both skills

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listening and speaking happen to gather the link is so clear in almost all the activities used to teach speaking they both strengthen each other.

Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reaction to the speakers. Therefore, listening will not occur in isolation as well, there must be a speech to listen to. Finally, for communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output, and the listener pays attention and then tries to process these output effectively.

### **2) Speaking and Writing**

When it comes to productive and receptive skills we can see that they are totally different, each one of them has its role .receptive skills include skills that the learners acquiring knowledge ( input) through them , however productive one include learners output. Moreover, productive skills are speaking and writing; Brown (2001,p.303) states that ‘speaking and writing are different in various ways’. So speaking is different from writing for that each one is specific from the other, the spoken language is dealing with performance using simple vocabulary and it disappears when the conversation is ended .however; in written language, writers have to use complex vocabulary, well organized sentences and paragraphs, Also speaking deal with real audience and real listeners, but in writing, the writer does not know his/her audience; he/she just deal with the paper he/she writes on’.

As Johnson (1995) declares, in speaking and listening we tend to be getting something done, explore ideas, working out some aspect of the world, or simply, being together. In writing, we may be creating a record, committing events or moments to paper.(Cited in Richards 2008,p.19)

The oral production is ephemeral; it disappears as one finishes speaking. However the written language is enduring, one can read what was written centuries ago. The other

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difference is orthography; the spoken language contains phonemes, stress, rhythm, intonation and “verbal cues” Whereas; writing contains only graphemes.

At the same path Harmer (2005) finds it is important to define some differences between speaking and writing for better understanding of their nature. He claims that because the audience to whom we are writing is not always present and most of the cases are unknown audience. When we write, all the information have to be on the page. The reader can not stop and ask a question to make things clearer, whereas in speaking, we have the advantage of interacting with “co-participants”, whether we know them or not. This is, of course, is highly beneficial because the speaker may modify his speech according to his co-participant reactions. Another important difference between the two productive skills lies in the concept of durability. Writing is more durable. However, when we speak, our words just live to few moments. When we write, our words may live for years or even centuries. For this reason, writing is used to provide a record of events.

There are also similarities between writing and speaking. Lindsay and Knight (2006,p. 60) state that we speak differently depending on whom we are speaking to and for what reason. Similarly with written language, the type of writing varies depending on whom it is written for and why.

Furthermore, in spoken language learners have the ability to change the subject that they discuss in one conversation, so you can talk in different topics but in the written language you have to write one subject of the context and rules.

### **2.5. Students Speaking Difficulties**

In learning any language, students need to develop speaking skills to enhance their studies, however, the EFL students face many difficulties within the classroom , those difficulties summarized into three difficulties as following:

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### 2.5.1 Linguistic Difficulties

Is the ability to communicate correctly in English is the main goal of any speaker , and it has two elements , firstly , fluency which the ability to produce speech without hesitation. According to Hedge (2000,p.261),Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation. Through here, we can notice that the most difficult challenge in learning English is speaking fluently following certain features which give the students' speech a sign of being normal and natural with clear logical connection of ideas. Moreover, the proficiency to use the items of the conversation coherently without hesitation, and this is the challenge that most of our students cannot rich it. According to Trunbury(2005,p.93) “fluency is a skill, it is the ability to process the language speedily and easily”. In fact most of students misrepresent and confuse their ideas when they attempt to perform their own practice.

Secondly, accuracy which is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar and vocabulary and other skills. To achieve accuracy the learners needs to devote some attention to the form i.e. “getting it right”. It is often difficult for the learners to focus on the form and meaning at the same time. Accuracy requires attention and this latter needs time. Researchers suggest that learners are more accurate the more time they have available (Trunbury , 2002, p.93).Among other difficulties have a relation with pronunciation; the words that are difficult to pronounce are more difficult to learn. Potentially; difficult words will be those that contain sounds which are unfamiliar to some groups of learners. (Trunbury, 2002,p.27).so intelligible comprehensible pronunciation of speech is important and it's considered as a key to avoid pronunciation errors which frustrate successful communication.

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### 2.5.2. Psychological Difficulties

In fact, these problems are caused by the great diversity of the learners within the same class and inhibition is one of many psychological problems. The problem of inhibition is related to the students themselves because of shyness and fear of making mistakes, this latter will lead to the criticism of their peers, as well as; their teachers and they think that whenever they make mistakes/errors are in their views signs of ignorance. This proves by Ur (1991,p.121) who claims that “ sometimes learners in speaking are often inhibited when they want to express their thoughts and ideas in foreign language in the classroom , they feel fear of errors or being criticism by the teacher or their classmates ”. We can claim that inhibition is a bridge to the psychology of the students to be shy. Another problem is shyness problem during the oral expression module shyness is very famous and familiar among students.

Many students have the ability to show their capacities and make effective efforts during the oral tasks, but they could not participate or express their selves because of shyness. Baldwin (2011) reported that speaking in front of people is as a kind of phobias, that student’s shyness makes their minds go blanks ignoring their thoughts and ideas or they will forget what they will say. In this case Shyness is related to feelings or emotions of fear of falling in mistakes and to be evaluated by others, in other words it is a feelings that can hinder learners to participate, talk, enjoy tasks, and even interact with others in the classroom.

### 2.5.3. Cultural Difficulties

Speaking overlaps with other areas which control and determine our structure of the conversation, According to Harmer (2001) speakers from the same cultural background know how to speak with each other, and kind of language they can use. Such cultural habits that are shared by all people determine behaviours in such conversation situation. It also determine show women and men speak to each other, how conversation is framed when the

## Chapter two: The Speaking Skill

participants are of different social or professional status. This leads to guide our behaviour in number of well recognized speech. Sociocultural rules and habits change overtime but at any a given moment they exist in the public conscious. Through here, we can say that the cultural back ground determines the perspective, personalities, and the conversation style, and attitudes; this leads to find out differences types of students such as; talkative one, silent, and others who feel shyness to speak in front of their classmates.

### **2.6. Practising the Speaking Skill in classroom**

Practising the speaking skill outside the classroom is the role of listening. In a foreign country, the students will hear the spoken language regularly and then without any conscious efforts they will imitate and perform their own utterances on the basis of what they have heard. Progressively, they will come at a stage where they can speak like people around them.

In the mother country, SL students need to practise the language regularly inside the classroom through performing different activities. O'Mlley and Pierce (1996 ,p. 59) assert the American Council of Teachers of Foreign Language (ACTFL) suggests that “different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency.” So, learners should be given sample practice in classroom at all levels to express themselves in situations where they can use spontaneous language.

Practice activities may serve the learning/teaching goal of speaking proficiency. Richards's and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of a given model. For example, dialogues may be used to perform sentence patterns. Richards, Platt and Weber (1985,p.289) add that “the use of variety of different tasks in language teaching is said to make language teaching more communicative[...]since it provides a purpose for classroom activity” (cited in Lee, 2000 ,p.31). Tasks, then, are also used to achieve communication beyond that of practising the

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language itself.

### 2.6.1. Types of the Speaking Performances

Brown (2001,p.271) describes six categories of speaking skill area. Those six categories are as follows:

**a. Imitative:** This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

**b. Intensive:** This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

**c. Responsive:** Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

**d. Transactional (dialogue):** It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

**e. Interpersonal (dialogue):** It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

**f. Extensive (monologue) :** Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can

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be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

### **2.6.2. Aspects of the Speaking Skill**

#### **2.6.2.1. Speaking is Face to Face**

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. “Do listeners understand? Are they in agreement? Do they sympathize (Brown 2001, p. 16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (cited in Hughes, 2002, p.76).

#### **2.6.2.2. Speaking is Interactive**

Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet & Carter, 2001, p.27). Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signalled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages ( cited in Hughes, 2002, p.76)

#### **2.6.2.3. Speaking happens in Real Time**

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000, p. 368). These time constraints affect the speaker's ability to plan, to organize the message, and to control the

## Chapter two: The Speaking Skill

language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001,p.27).

This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Hughes,2002,p.76).Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

### **2.7. Challenges in Teaching Speaking Skill**

Teaching the speaking skill is not an easy task, it needs more concern and focus on student abilities during the lecture, that EFL teachers should take care about their student level, through implementing an effective strategies that help the EFL students to progress in their speaking skill, and perform better in the oral presentation session. In addition students need to practice, the English language regularly through performing different tasks that prepared by the teachers.

Moreover, teaching speaking skill need to achieve many goal of speaking proficiency and help learners to practice speaking skill in the classroom at all levels through expressing themselves in situations where they can use spontaneous language.

According to Brown (2000,p.7) affirmed,“ Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”.

## Chapter two: The Speaking Skill

It is clear that teacher need to use balanced activities approach which help the learner to distinguish between language input, structured output, and communicative output, thus those strategies may help the EFL learners to produce language by themselves and deduce their difficulties.

During the lesson, the teacher should be aware of the problems which occur in the class. The problems which occur may come from the students themselves, their friends or the teacher. There are several problems which occur during speaking activities that influence students' speaking fluency. Lawtie (2004) offers three problems which often occur during speaking class. Those problems are: (1) students do not want to talk or say anything because they are afraid of making mistake or because they are not interested in the topic, (2) when students work in pairs or groups, they just end up chatting in their own language, and(3) when all the students speak together, it will be too noisy and out of hand, and sometimes the teacher loses control of the classroom.

### **2.8. Characteristics of the Speaking Skill**

Learning how to speak is very difficult for second language learners, Brown (2000,p.270-271) identified some problem that May students face in their learning process:

**1. Clustering:** According to Brown the fluent speech is phrasal not word by word, students tends to divide their speech into words phrases; for that reason teachers have to help their students to produce fluent speech.

**2. Redundancy:** The spoken language is redundant which means that it is possible for the learners to repeat, rephrase, and use these expressions such as; "I mean" or "you know" from time to time during their oral performance in order to make their meaning understood.

**3. Reduced Forms:** The spoken language has several reduced forms; it might be phonological, morphological, and syntactic. Such reductions might be hard for students who have been studying "full forms" of the language.

## Chapter two: The Speaking Skill

**4. Performing Variable:** Second language learners are subject to hesitation, false starts, correction, teachers should help their students to think at the same time of their oral performance using (uh, um...etc.).

**5. Colloquial Language:** It is very difficult for students to get used to the colloquial language (idioms, slang, and cultural knowledge.) the role of the teachers is to get his students communicate using these forms.

**6. Rate of Delivery:** Another problem which may face second language learners is to communicate fluently using the target language, here, the teacher have to speak the language rapidly and fluently

**7. Stress and Rhythm and Intonation:** These are characteristics of English pronunciation and they are considered to be very important to convey meaningful speech.

**8. Interaction:** Interaction helps the student to develop their language when they are negotiating meaning. (Giving feedback, asking for explanation) they learn new words and structures.

### 2.9. Speaking Skill Methods

The ultimate aim of learning a second language in classrooms should be the acquisition of the oral communicative competence, i.e. the ability to speak appropriately and confidently. However, learners may find difficulties in taking parts in interactions. So, the best way to overcome these problems of communication is through using communicative methods.

According to Ellis and Barkhuizen (2005,p.170-71) define communicative methods as “Speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have. These methods help learners to avoid the breakdown of the oral communication” .

Hughes (2002) also defines this term as the ability of the learners to manipulate a

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conversation and negotiate interaction in an effective way. Such methods are particularly important where there are problems of expression and communication.

Also Bygate (1987, p.98) classifies two main types of communicative methods . First, achievement methods which include: guessing, paraphrase and co-operative methods , second, reductions methods which involve avoidance methods.

### **2.9.1 Achievement Method**

Learners use such methods to compensate for language gap by using a substitute; they try to find a way to convey their messages without losing or changing it. Achievement strategies involve the following sub methods.

1. Guessing method: There are different types of guessing strategies the speaker might use. He can foreignism his mother tongue word and pronounce it as it belongs to the target language like a Frenchman who is speaking English and who uses the word, manoeuvre as it is an English word. The speaker might also use a word from his mother tongue without changing it hoping that the interlocutors will understand them. For example, an English speaker says „il y a deux candles sur la cheminée. A last guessing strategy can be used to coin a word, i.e. a learner creates a new target language word on the basis of his knowledge of the language, such as using „air ball“ for balloon.

2. Paraphrase method: This mainly involves looking for an alternative to the word or the expression that the speaker needs in the target language. He might use a synonym or a more general word; this is called a lexical substitution strategy. The speaker can explain a concept or a word by making some sort of phrases to express his meaning, this is also called circumlocution. For example, a mixing of beige and brown: light brown.

3. Co-operative method: These are used when the speaker gets help from the other interlocutors. He may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the target language, or through indicating the object that

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he means.

### **2.9.2 Reduction Method**

Learners reduce their communicative objectives through giving up the topic or abandoning a specific message. Avoidance methods: The learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, in English some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown or unsure for them. In using this kind of method, the learners may sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinions too, because of the lack of vocabulary, so, they avoid some of the message content and look for something else to talk about or simply they keep silent.

### **2.10. Types of Speaking Skill Activities**

In the EFL classroom, teachers apply various tasks which can be motivational and encourage EFL learners to show their abilities and for well performance. According to Platt and Weber (1985, p. 289) add that ‘the use of variety of different tasks in language teaching is said to make language teaching more communicative [...] since it provides a purpose for classroom activity’ (cited in Lee, 2000, p. 31). We can say that, speaking activities used by the teacher in order to achieve EFL learners’ communication beyond that of practicing the language itself. The following activities used as an effective strategy to practice the target language in the session:

#### **2.10.1 Role -Play Activities**

This type of activity is important technique to animate the learning climate, in addition through using this activity learners can focus more and can acquire language easily. Implementing role-play into the classroom also can give a chance to students showing their opportunities for a lot of language performance and also a lot of fun because it involves real

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interactive contexts to enhance speaking skill. According to Revel (1979, p.16) sees role-play as: “an individual’s spontaneous behaviour reacting to other in a hypothetical situation” role-play is challenging task which allows learners to talk and present their views and emotion with each other . Also role-play help students to promote their oral proficiency, Scrivener (2005, p.159) defines it as ‘a large scale role-play, role cards are normally used, but there is often quite a lot of other printed and recorded background information’.

### **2.10.2 Classroom Discussion Activities**

This kind of activity can be useful tool for improving speaking skill through exchanging ideas and thoughts among students , According to Hedge (2000,p.277), when it comes to discussion activities it makes students require interpersonal communication strategies such as how to take and hold turns, introducing a topic or shifting to a new topic, and encouraging responses and other contributions”. It is clear that discussion is one of the most important activities in language teaching which can lean pronunciation and vocabulary within a context of a group.

### **2.10.3 Story Telling Activities**

Story telling is an effective in teaching language function; this type can encourage learners to state a clear idea, which they want to address to their classmates. For that Harmer (2007,p.129) suggests that ‘it is a universal function of language and one of the main ingredients of casual conversation –narration- that has always been one of the main means of practicing speaking. Students need to tell stories in English as a beneficial way to develop their speaking.” The maim propose of storytelling is discover learners' own imagination, also it lead students to interact fluently in the classroom , so this activity is useful for teaching EFL oral classes.

### **2.10.4 Information Gap Activities**

This other kind of effective activity that concern on grouping students into groups and

## Chapter two: The Speaking Skill

give them information about any topic, then students have to find the gap between the data presented by the teacher to them and complete the story or the event in order to get the whole information. According O'Malley and Pierce (1996) define information gap activity as 'the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner.' (Cited in Kouicem, 2010,p. 40), in this activity teachers use interesting materials that can raise the EFL learner's imagination and creation of their own thoughts

### **2.10.5 Drama and Simulations**

Both of them is strongly related to oral activities, they are essential in language teaching and learning, thus simulation is a stronger step for learners to show their scenes in real life situation. According to Bygate (1987,p.81) says that' they are not performed for audiences, the participants work together within an imaginary setting ,therefore Students often engage in another identity like drama and simulations activities, where their anxiety is reduced and their motivation will be increased", so EFL learners speaking skill will be enhanced.'

### **2.10.6 Problem Solving Activities**

This kind play a major role in teaching speaking skill, it leads learners to engage directly during an oral expression course , moreover problem solving can help EFL learners to reduce their problems . Thus, it involved them to speak fluently the language, also it demand that the learners themselves make suggestions, give reasons, accept, modify or reject suggestions and reasons given by others. Barker and Gout (2002,p.160) defined problem solving as follow "a problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings"

### **2.10.7 Dialogues Activities**

Using dialogues to improve oral communication is very helpful technique especially in

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presentation task, thus , practicing this kind of activity help students to know the grammar structure or lexical area that are characterized in dialogues, in this point Thornburg (2005,p.72) sees that “dialogue practice can be a helpful way to show the rest of the class; how subsequent students’ pair-work is to be performed. The teacher may, for instance, ask a student to read aloud one of the roles of a dialogue”.

### **2.10.8 Students’ Presentation Activities**

Presentation is effective in enhancing oral skill, it make students communicate effectively and produce speech correctly through practicing the language in natural place , presentation task allow the learner to speak in front of their colleagues during an oral expression course for authentic speaking this can rise their confidence and motivation for better performance, Thornburg (2005,p. 71) ‘ presentation activities is considered as a sign to open a huge interaction during the course through asking questions for more information or suggesting new thoughts.”

### **2.11. The Contribution of Co-operative Learning in Speaking Skill Achievement**

Generally, the classroom is the experimental lab when the EFL learners introduce their abilities and show their thoughts among their classmates. Therefore, the EFL learner spend a major part of time and formative years at schools and universities working in cooperation in order to achieve their communication between each other.

Moreover co-operative learning or we can say working in small groups is important for student to built experience and success in learning, thus teachers should focus more on preparing activities and tasks in speaking skill which support the use of co-operative learning, and create a positive climate in the classroom that help the students to perform and enhance their oral production. Co-operative learning is essential and effective step for learning, especially for pupil to decrease the major problem of speaking during the lecture. In fact, co-operative learning has virtual role in the extension of the learning process in

## Chapter two: The Speaking Skill

general and for speaking skill in particular, because the learners need to share their ideas and thoughts for better communication among students. “co-operative learning is a strategy which widely supported by EFL teachers and learners in order to enhance learning skills and it is usefull for the students to follow the program and practice acitivities working in teems ” (Doyle, 1986, p. 396). Through this the student can take well the input, so they will be able to communicate fluently.

To conclude, teachers must prepare, plan, reflect, and apply effective co-operative learning strategies, just as their students need, because cooperation creating a better place for learning the foreign language naturally.

### **Conclusion**

Overall, we have attempted through this chapter to shed some light on the speaking skill. As a productive skill, speaking is a very important process that helps to evaluate students’ proficiency in the foreign language. Teachers have to follow certain aspects to teach speaking for the students, since it is the skill through which people evaluate your level in the English language. Oral expression course is an important module because it aims to provide for the students the best space to practice and develop their speaking abilities. In fact ,the students have to participate and speak as well to achieve high level of proficiency in oral skill. However, many EFL students do not participate because of the above discussion problems that we have discussed with more detail in this chapter such as linguistic barriers, psychological barriers, and others.

## **Chapter Three: Fieldwork and Data Analysis**

### **Introduction**

This chapter is developed to the analysis of the results obtained about the research under investigation “Implementing Cooperative Learning to Develop EFL Learners Speaking Skill”. Our aim from conducting this study is to test the validity of our hypothesis. Since the teachers and learners are the main variables of this study. Their views and opinions are very significant to test the stated hypothesis and the most appropriate and useful tool to investigate that is through making questionnaire students and interview with teachers. For that, we have opted to work on second year LMD students of the English division at Biskra University. At the end we will analyze the resulted obtained to investigate our topic.

### **3.1. Review of Research Methodology**

#### **3.1.1. Research Method**

In order to undertake this study, we believe that descriptive method is the most convenient method according to nature of the investigation of our research. For that Singh and bajpai (2008,p. 203) claim that “a descriptive study describes and interprets the results obtained from the research tools . Thus, it is concerned with conditions or relationships that exist between the variables”. Furthermore we choose descriptive method because it serves our main purpose which is to describe the obtained results about “Implementing Cooperative Learning to Develop EFL Learners Speaking Skill”.

#### **3.1.2. Approach**

In this research, we used a descriptive method as a suitable way to explore our hypothesis. We have chosen this method to investigate our topic which is “Implementing Cooperative Learning to Develop EFL Learners Speaking Skill”. At the same time we target to discover reasons behind learners paucity in speaking and teachers’ strategies in using group work to reduce learners difficulties.

### **3.1.3. Sample and Population of the Study**

From a population of 480 students, a sample of forty (40) students from second year students at the division of English in Biskra University was chosen who represent 30 % of the whole population for the academic year 2021-2022 is randomly selected in order to conduct our research through administering a questionnaire with them, Also four (04) teachers of oral expression module in the division of Biskra University provide as with information concerning if they use cooperative learning in EFL classroom to help students improving their oral performance.

### **3.1.4. Data Gathering Tools**

The research tool used in this study is a semi-structured questionnaire. It has been handed for second year English students at the department of English at Biskra University in order to collect their opinions and attitudes about our research topic and interview done with teachers in the division of Biskra University to provide us with full explanation how and when they apply small group work to enhance students speaking.

### **3.1.5. Data Procedures Analysis**

In this research, we used questionnaire and interview as a suitable way to explore our hypothesis. We have chosen this kind to understand the problem of the poor of speaking performance of second year students, thus they rely to use cooperative learning as an effective method.

## **3.2. Students' Questionnaires**

### **3.2.1. Aims of the Questionnaire**

The students' questionnaire is mainly designed to find out whether peers work help the EFL students to enhance speaking skill or not. Second, it also attempts to investigate the actual state of learning in relation to cooperative learning in Algerian education.

### **3.2.2. Description of the Questionnaire**

This questionnaire is addressed to second year English students at the department of English at Biskra University for the academic year 2021-2022, the participants of this questionnaire are 40 students from different groups, thus they are chosen randomly to explore the efficiency of implementing cooperative learning to develop EFL learners speaking skill. It also consists of 18 questions which are arranged in a logical way. They involve two type of questions “Closed questions” and “open-ended questions”. Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and or open questions demand the students to give their personal opinions about the subject or to explain their choices. The questionnaire is divided into three sections:

#### **Section One:** Background information

This section is about student background information. It contains five items, the students’ gender and age, their choice to study the English language, students’ consideration of their level in English, and how they find speaking in English language.

#### **Section Two: Cooperative Learning**

This section consists six (6) items (item6-to item 11) which seeks information about cooperative learning ( peers , group work) in foreign classroom as an important factor in this research .

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

This part is composed of seven (7) items (item12- to item18) attempting to obtain information about the students’ attitudes towards their oral performance in the classroom, and the difficulties they suffer while improving it.

### **3.2.3 Administration the Questionnaire**

This questionnaire was administrated to second year students of different groups at the

### Chapter Three: Data Analysis and Interpretation of the Results

end of oral expression sessions , in addition around 25 students were present in each group and questionnaires were rendered back at the same place after they finished answering it .We received a good amount of participation with the questionnaires.

#### 3.2.4. Piloting of the Questionnaire

It should be noted that this questionnaire was piloted with 10 students of second year before to its administration; we did not change the questions because it was not ambiguous, in addition, the students answer the questionnaire and they confirm that all the questions suit our research.

#### 3.2.5. Analysis of the Results

The procedure of analyzing data from the questionnaire is as follows:

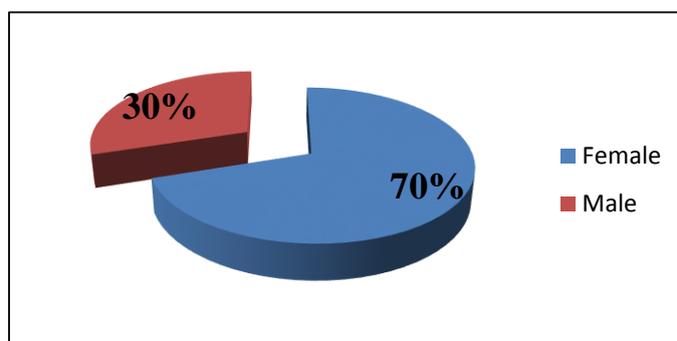
- Statement of the questionnaires as they appear.
- The results of the questions are presented in the form of tables and figures.

#### Section One: Background Information

##### Q1. Gender?

Gender	Number	Percentage
Male	12	30%
Female	28	70%
Total	40	100%

*Table 01: Students' Gender*



*Figure 01: Students' Gender*

The results displayed in the table above show that the majority of students are girls (70%)

who study English as a foreign Language in the second year , and only (30%) that represent boys from the rest. Also as shown in the table, females (28) are about three times the number of males (12).

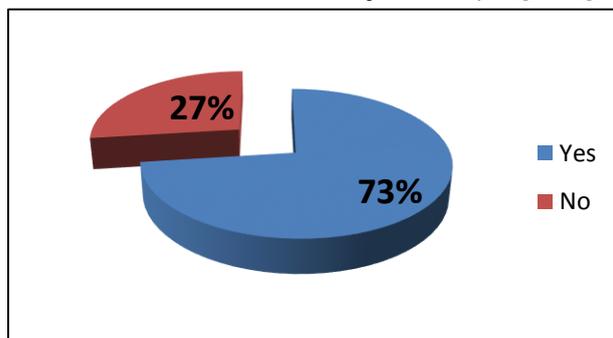
**Q2.Students’ Age**

As it is shown in the table students’ age are varying from 20 to 24 and more years old. It shows that the majority (57%) is 22 years old. The second part (25%) represents the students at the age 20 .the third one (13%) shows the learners who might repeat one or two years, they are 24 years old. Finally (5%) represents the aged students who may be repeat more than twice, changed their field of study or they get their Baccalaureate later on, or they study English as additional diploma (24 and more).

**Q3. Was the Choice to Study English Your own Choice?**

Options	Number	Percentage
Yes	29	73%
No	11	27%
Total	40	100%

**Table 02: Students’ Choices for Studying English**



**Figure 02: Students’ Choices for Studying English**

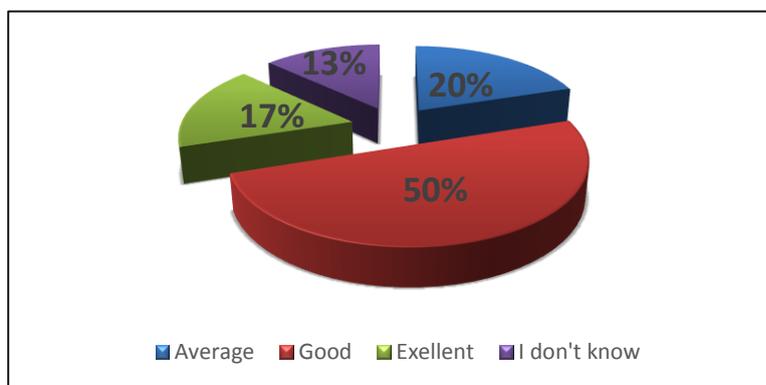
From the above table, we can see clearly the choice to study the English language was the choice of the vast majority of students (29) making up (73%) say that it’s their own choice. This means that they found the good atmosphere and techniques for learning effectively. However, the rest of the sample which consists of (11) students- making up (27%)-opted for ‘No’. We suggest that their baccalaureate level did not give them the

opportunity to study the specialty they wanted to follow.

**Q4. How Would You Assess Your Present Level at English?**

Option	Number	Percentage
Average	8	20%
Good	20	50%
Exellent	07	17%
Ido not know	5	13%
Total	40	100%

*Table 03: The Students' Consideration of Their level in English*



*Figure 03: The Students' Consideration of Their Level in English*

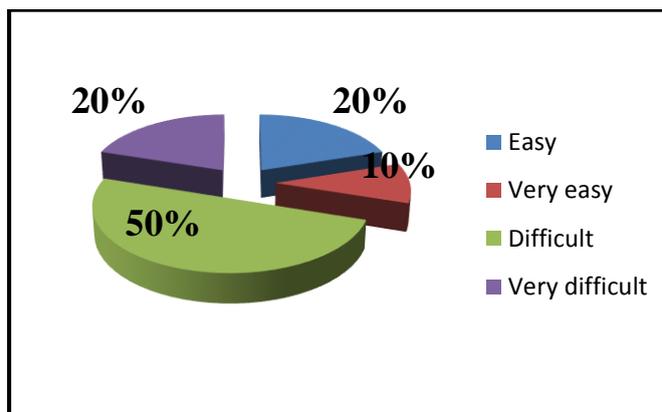
We can notice from the table above that half of students (50%) claim that their level in English is good. Others (20%) show that they are very good in English. Some of them (17%) say that they are average in English. The least percentage (13%) of students shows that they have a poor level in English.

**Q5. How Do You Find Speaking English?**

Options	Numbers	Percentage
Easy	8	20%
Veryeasy	4	10%
Difficult	20	50%
Verydifficult	8	20%

Total	40	100%
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**Table 04: students' attitude towards speaking**



**Figure 04: Students' Attitude Towards Speaking**

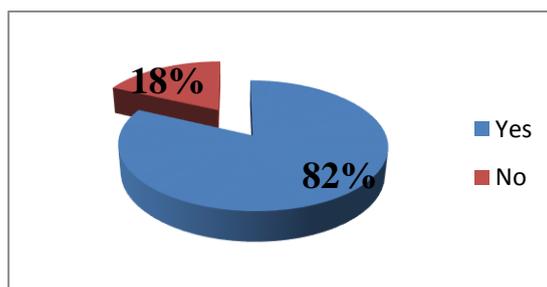
These results represent the evaluation of the level of students in English .Half of students (50%) found speaking in English is very difficult .the second part(20%) they found that it is so easy to talk, but others (20%) they found it very difficult .the last part(10%) few students speak the English fluently because they found it very easy.

**Section Two: Cooperative Learning**

**Q6. Have You Ever Heard about Cooperative Learning?**

Option	Number	Percentage
Yes	33	82%
No	7	18%
Total	40	100%

**Table 05: Students Opinion about Cooperative Learning**



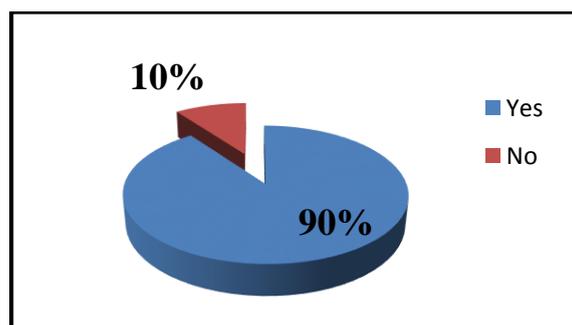
**Figure 05: Students Opinion about Cooperative Learning**

It can be seen from the table above that (82%) from the EFL students know what is meant by cooperative learning i.e. they know some techniques and activities which support working in small groups or peers, However; about (18%) from the rest of the respondents believe that they do not know .

**Q7. Do You Feel Motivated to Work with Peers or within a Group in Oral Expression Session ?**

Option	Number	Percentage
Yes	36	90%
No	4	10%
Total	40	100%

**Table 06: Students Motivation Towards Working with Peers or Within a Group**



**Figure 06: Students Motivation Towards Working with Peers or Within a Group**

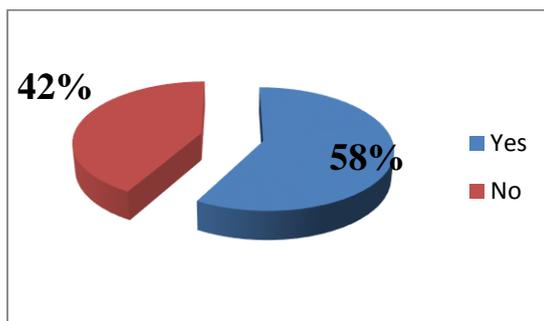
The results obtained from the above question show that (90%) of students state that they feel motivation when they work with peers of small groups in oral expression course, because they can be self confident and perform better , in addition decrease many psychological problems like shyness , anxiety .On the other hand, (10) students say that they do not feel motivated in cooperative learning they prefer individual work .

**Q8. Does Your Teacher use Group Work Learning Technique?**

Option	Number	Percentage
Yes	23	58%
No	17	42%

Total	40	100%
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**Table 07: Students View about Teachers' Group Work Techniques**



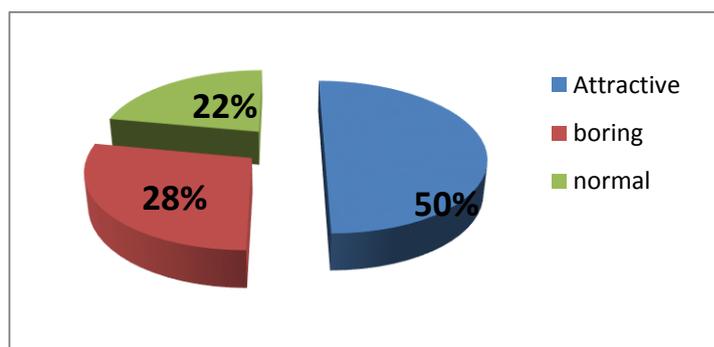
**Figure07: Students View about Teachers' Group Work Techniques**

It can be seen from the table above that (58%) of students argue that their teachers' use group work techniques which help them to achieve their learning process, but the rest (42%) opted for 'no'.

**Q9.If Yes, How Do you Describe Your Classroom Atmosphere During Cooperative Learning?**

Option	Number	Percentage
attractive	20	50%
boring	11	28%
normal	9	22%
Total	40	100%

**Table08: Classroom Atmosphere During Cooperative Learning**



**Figure08: Classroom Atmosphere During Cooperative Learning**

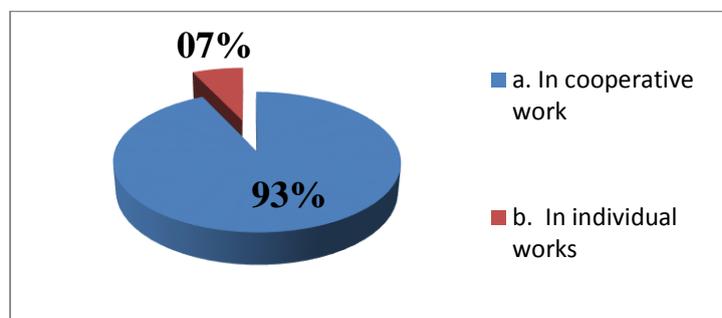
Half of the questioned students (50%) said that their classroom atmosphere in cooperative learning is 'attractive', so we deduce that the majority of students enjoy working

with peers in learning a foreign language . in addition , they feel relaxed during the learning process as results of group work atmosphere. (28%) of the students, see that the classroom atmosphere is boring’. And the least part (22%) they see that classroom atmosphere is ‘normal’ because of the method used by their teacher in cooperative learning.

**Q10. Do You Show more Willingness to interact and speak in the course?**

Option	Number	Percentage
a.Incooperative work	37	93%
b. In individual works	3	07%
Total	40	100%

**Table09: Student Willingness Towards Interaction and Speaking**



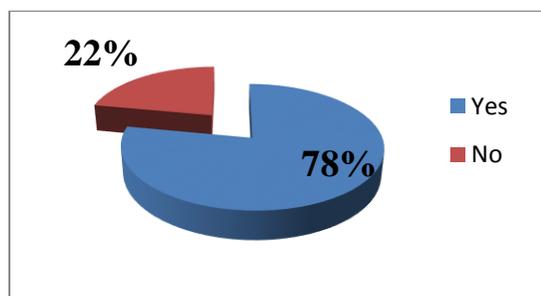
**Figure09: Student Willingness Towards Interaction and Speaking**

It can be seen from the table above that (92%) of students argue that they show more willingness towards interaction and speaking within the cooperative work (group work). , but the rest (07%) opted for’ in individual work ’, and this because they prefer to work relying on themselves to be freely to communicate.

**Q11. Do your peers in cooperative learning encourage you to participate?**

Option	Number	Percentage
Yes	31	78%
No	9	22%
Total	40	100%

**Table10: Students’ Opinion About Encouragement to Participate Through Peers**



**Figure10: Students’ Opinion about Encouragement to Participate Through Peers**

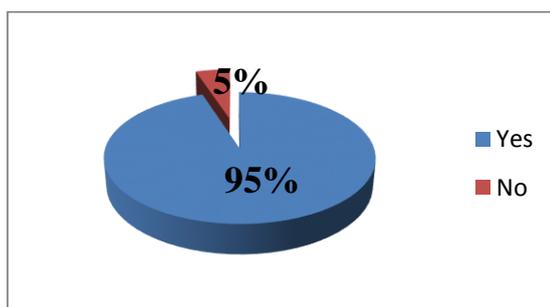
The results as shown in the table above reveal that (78%) of the respondents claim that their peers always encourage them to participate and engage with task or activity proposed by the teacher. However, (22%) opted for students, who claim that peers confuse them to show their abilities rather than encouraging participating or focusing on the task.

**Section three: Speaking Skill**

**Q12. Do you think that cooperative learning can help you to improve your speaking skill?**

Option	Number	Percentage
Yes	38	95%
No	2	5%
Total	40	100%

**Table 11: The Effect of Cooperative Learning on Students’ Speaking Skill**



**Figure 11: The Effect of Cooperative Learning on Students’ Speaking Skill**

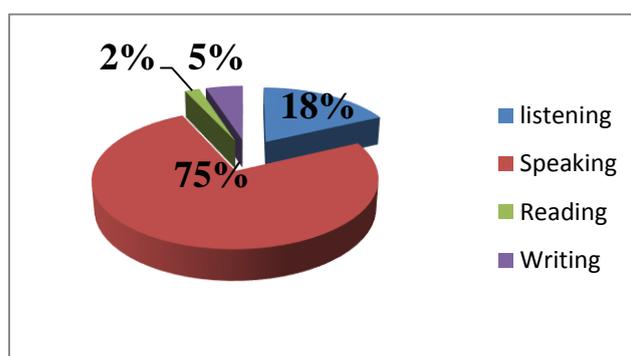
We can notice that the highest percentage of students (95%) claim that through cooperative learning is effective and they can learn better and achieve their speaking skill,

while others (5%) said no, because they look at their failure due to another factors. In addition the answer to that correlation revealed that many EFL learners do not emphasize that working with peers is a way for achieving their speaking skill, in this case he/ she cannot progress their speaking skill, so they look for another ways to achieve their speaking skill.

**Q13. Which of the four skills would you consider the most important?**

Option	Number	Percentage	
Listening	7	18%	
Speaking	30	75%	
Reading	1	2%	
Writing	2	5%	
Total	40	100%	

*Table 12: Emphasis in Learning the Skills*



*Figure 12: Emphasis in Learning the Skills*

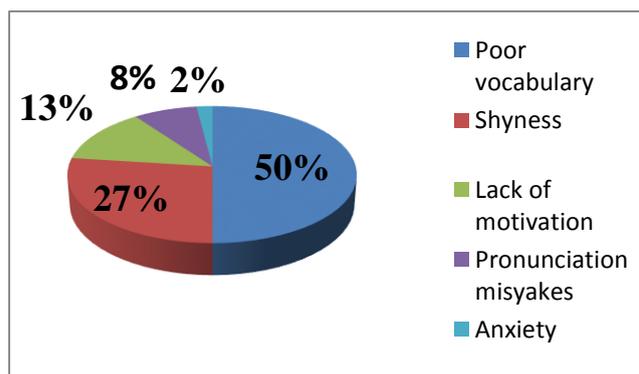
The table above indicates that (30) respondents (75%) prefer the speaking skill that is most important skill because if you want to learn a language you have to speak it, other (7) respondents (18%) state that the listening skill is the important one; while some others (2) respondents (5%) wish to master the writing skill. The remaining (1) respondents (2%) like to master the skill of reading.

**Q14. Which kind of problems do you face during your oral expression sessions?**

Option	Number	Percentage
poor vocabulary	20	50%

Pronunciation mistakes	3	8%
Lack of motivation	5	13%
Shyness	11	27%
Anxiety	1	2%
Total	40	100%

**Table13: Students Speaking Difficulties**



**Figure13: Students Speaking Difficulties**

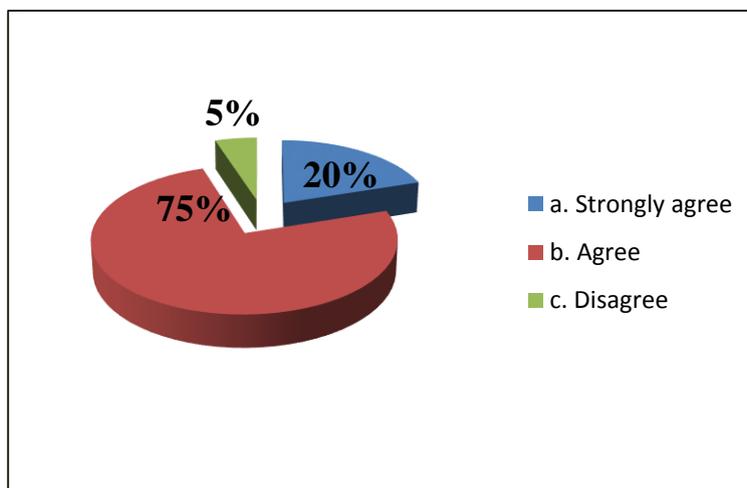
The choices come to discuss the learners’ problems toward practicing speaking skills, and here the majority of the students (50%) who are suffering from the poor vocabulary that takes the first place among speaking difficulties ,in addition to that about (27% ) from the students who suffering from shyness , they are not comfortable when they want to say something, also (13% ) represents students who feel not motivated during their oral classes and here it could be as reason from the teacher method of presenting his /her oral courses to the students. In addition, (8%) Who are suffering from their pronunciation mistakes, finally (2%) EFL learners feel anxiety on what they want to say.

**Q15. Do you agree that in order to speak the language fluently you have to interact with your classmates in learning?**

Option	Number	Percentage
a. Strongly agree	8	20%
b. Agree	30	75%

c. Disagree	2	5%
Total	40	100%

**Table 14: Students Opinion about the Effect of Interaction with Peers in Speaking Skill**



**Figure 14: Students Opinion about the Effect of Interaction with Peers in Speaking Skill**

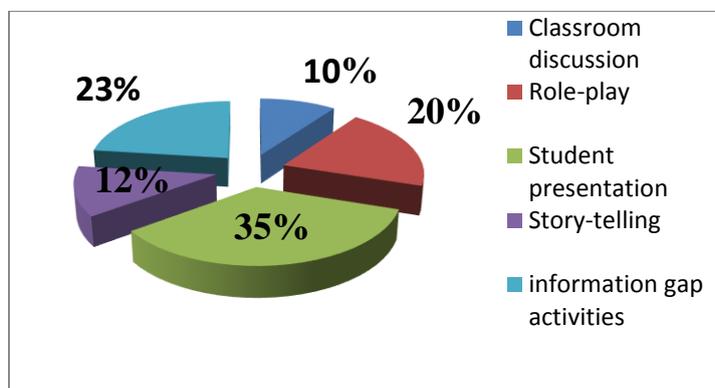
The table above indicates that (30) respondents (75%) they are agree with the fact that interaction with peers in cooperative learning can be helpful for enhancing speaking , other (8) respondents (20%) state that they are strongly agree with this assumption , because it is the important one; while few number (2) respondents (5%) they are disagree.

**Q16. What is your favorite activity that helps you to improve your speaking in oral classes?**

Option	Number	Percentage
Classroom discussion	4	10%
Role-play	8	20%
Student presentation	14	35%
Story-telling	5	12%
Information gap activities	9	23%

Total	40	100%
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**Table 15: Activities Students Prefer more in Speaking Skill**



**Figure 15: Activities Students Prefer more in Speaking Skills**

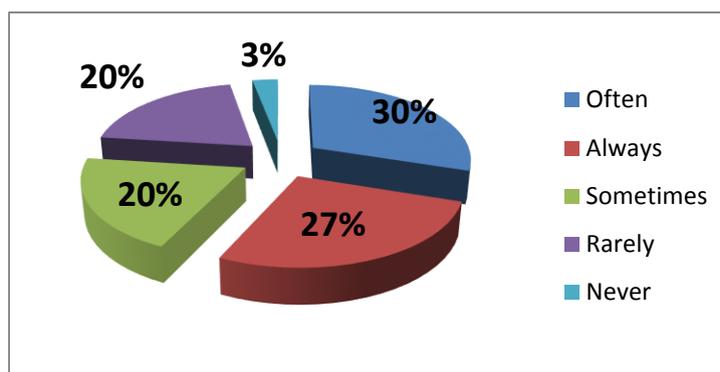
The table above summarizes the choices of student’s activities that teachers can use oral presentation course. It is noticed that, (35 %) of students who prefer the use of presentations in the sense that they feel comfortable when they present their works , also (23%) is given to the information gap activities that will help them to reach their vocabulary by getting new words , the (20%) represents they use of role play and only (12%) from students who prefer to tell stories, this latter enhance their speaking English, and finally (10%) is given only for classroom discussion

**Q17. How often does your teacher give you the turn to speak?**

Option	Number	Percentage
Always	11	27%
Often	12	30%

Sometimes	8	20%
Rarely	8	20%
Never	1	3%
Total	40	100%

**Table16: The Students and the Teachers' Amount of Speaking**



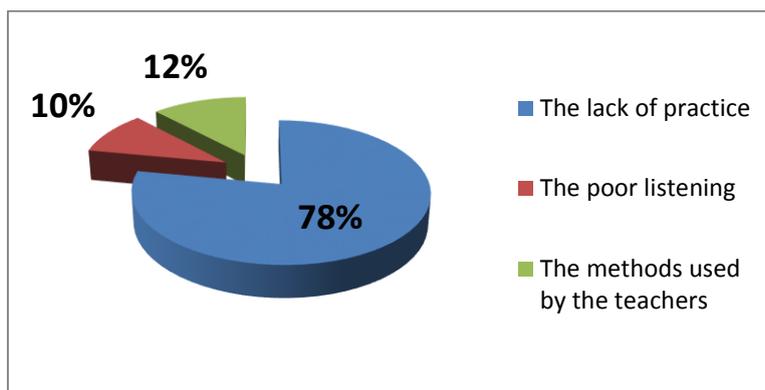
**Figure16: The Students and the Teachers' Amount of Speaking**

The results as shown in the table above reveal that (30%) of the respondents claim that they are often encouraged to speak by their teachers. (27%) opted for 'always'; (20%) is the percentage obtained by the participants who opted for 'sometimes' and 'rarely'. However, the rest of the students (3%) opted for 'never', because the teachers always guide the learners.

**Q18. Do you think that your weaknesses in speaking are due to?**

Option	Number	Percentage
The lack of practice	31	78%
The poor listening	4	10%
The methods used by the teachers	5	12%
Total	40	100%

*Table 17: The Causes Behind the Students' Difficulties in Speaking*



*Figure 17: The Causes Behind the Students' Difficulties in Speaking*

As we notice in the table, (78%) of the students declare that their difficulties are due to the lack of practice, because their teachers did not give them much activities in order to fulfill the answers, others (12%) found that the methods used by the teachers is the most weak point. the least point (10%) it represents students said that their weaknesses due to the poor listening.

### **3.2. Teachers' Interview**

#### **3.2.1 Aims of the Interview**

The teachers' interview is intended to investigate the teachers' opinions about the applying cooperative learning in foreign language classroom to foster students speaking skill. It also aims at investigating the teachers thought of how speaking is being taught and the problems being encountered with teachers in their teaching career.

#### **3.2.2. Description of the Interview**

The teacher's interview was distributed to four (04) teachers. The questions were divided into two types either closed questions, requiring teachers to say yes" or "no answers and open

questions where teachers are requested to give explanation to their answers. The teachers interview consists of (13) questions.

### **3.2.3 Administration the Interview**

The interview was done with (4) teachers who teach oral expression module, they were in different places such as teachers room, EFL classrooms , in the faculty ....., all the teachers were very cooperative in that some of them handed back the answered copies in three days and others they answer the interview directly .

### **3.2.4. Piloting of the Questionnaire**

It should be noted that the interview was piloted before to its administration with three teachers, all the teachers did not do any modifications; they answered the questions without any ambiguities or misunderstanding.

### **3.2.5. Analysis of the Interview**

#### **Q1. What degree do you hold?**

Concerning this question, the teachers have been asked about their highest degree they hold. Three teachers claim that they have Magister degree in Applied Linguistics, and one teacher hold Doctorate degree in the same specialty.

#### **Q2. How long have you been teaching oral expression module at Mohamed Kheider University of Biskra?**

The aim of this question is to elicit the teacher's teaching experience in teaching oral expression module at Mohamed Kheider University of Biskra. The three first teachers claim that they have been teaching oral expression module for ten years and from this we can notice that they are experienced teachers. While one teacher affirms that he teaches English since five years, so he is a novice teacher.

#### **Q3. Do you use group work in teaching oral expression module?**

This question aims at asking about if they use group work in teaching oral expression module. The findings of this question reveal that all the teachers said that they sometimes

### Chapter Three: Data Analysis and Interpretation of the Results

found themselves in situations which obliged them to use group work, or working in peers which suit the type of activities and support students need and style, in addition group work is necessary in many cases such as: doing a presentation, make dialogue, classroom discussion and other situations. Also, it promotes all types of students to get involved in the learning process. As a matter of fact, group work enable flexibility for students while speaking, also, permits the teacher to open the doors for more creativity in his job through varying is group work activities.

#### **Q4. Does the use of cooperative learning encourage your students to participate?**

This question is designed to ask the teachers if cooperative learning can encourage students to participate. Three teachers claim that cooperative learning encourage student to participate in oral expression module, in which they enhance their speaking skill in particular and language proficiency in general, in addition, students are in a dire wish to lead more and learn from each other because cooperative learning is good for interacting together. So, our duty is facilitate for them speaking and taught them sufficient quantity of words through cooperative learning activities and making assessments that support group work. Also , one teacher claim that make students working in small groups students can encourage each other to speak and contribute because sometimes group works need cooperation among group mates in order to succeed in learning .Also, student will encourage each other because they feel that they are responsible to do so in order to finish the work on time.

#### **Q5. When you implement cooperative learning, do you use group work or pairs?**

This question aims at asking the teachers when they implement cooperative learning whether they use group work or pairs. The three teachers confirm that they divide students in small groups to work together and share their ideas exchange thoughts and opinions. In addition working in small groups is good then pairs , because group increased more interaction when she/he work with four to five members maximum unlike in pair the opportunity to observe all the pairs is less and it cannot be possible because of time

limitation.

However, one teacher said that he use pairs in order to limit noise in the session, it is useful for students to work in pairs rather than groups.

**Q6. Do you change the arrangement of your classroom when you apply cooperative learning?**

This question asks the teachers if they change the arrangement of students when they apply group work, all the teachers give different seating arrangement we summarise them as following :

-Semi-circle or U shape which helps students to make eye contact and communicate with each other.

-Tipped U which helps student to feel more informal, yet still provide desk space.

-One large table putting tables together to form a large table, and learners sit around it, So it increase learners feeling to cooperate together on a single task.

-Zones: this type works well in large classes, so you can arrange different areas within the room alone of seats up front , facing the board , others around tables at the back , a share open discussion /mingling area in the middle in certain stages of a lesson , students are able to move from zone to zone depending on what they need to do .

-Full circle, this kind is very democratic arrangement it allow students to see each other, notice the learners expectation that you will sit in the front most seat .it lead student to interact and discuss together in cooperation.

**Q7. Do you think that cooperative learning is effective for enhancing EFL students speaking skill?**

This question asks about if cooperative learning is effective for the speaking skill improvement. The four teachers affirm that cooperative learning is useful in enhancing students speaking skill it help them to be motivated and encouraged to speak in front of their classmates , and reduce many psychological problems such as lack of confidence , shyness ,

anxiety . So, group work and peers are essential two elements in oral expression module for the progression of students' level in speaking performance. In addition ,working in small groups develop their speaking fluency and improve their oral performance because they learn from each other new vocabulary, acquire pronunciations of new words, learn from teammates' mistakes.

**Q8. Do your students face difficulties in speaking English language? If yes, identify some of them.**

The aim of this question is to ask teachers about the difficulties that students face in English language. All the interviewees answered that the majority of students face many difficulties that may hinder their progression in speaking tasks such as pronouncing difficult words, spelling, lack of vocabulary knowledge, grammatical difficulties, inhibition, lack of self confidence, and un-motivation. Thus they need more practice on group work and peers for achieving oral production.

**Q9. Do you motivate your students to express their ideas and thoughts by the cooperative speaking activities?**

The four teachers stated that they always motivate their students to engage with the speaking activities, and show their ideas, their point of view, express themselves through designing effective group work or peers speaking activities, that take the attention and be attractive for the learners to have high level in motivation.

**Q10. When you use cooperative learning, do you assess according to the individual or the group work?**

Three from the teachers affirm that that they use both types of assessment to check each student work , participation , checktheir progress, but one teachers confirms that he assess according to each individual in the group in order to be fair withstudents through observing how each individual within different groups is participating andprogressing, check each student work, participationwhen observing them from near or far, but I rely more on

individual assessment and check their abilities .

**Q11. Does the variety of cooperative activities contribute to the improvement of students' speaking skill?**

The interviewees answered that most of students enjoy small group work to do speaking activities because they feel comfortable, relaxed, selfconfident, excited and ready to participate and speak when they work with mates. In addition, cooperative learning activities creating competition, students who are interested in competitive learning and struggle when they working in groups come to participate as well as shy or reluctant students become motivated learners because they will enjoy learning more and will have a desire to get their groups to win.

**Q12. If you have further suggestions or comments concerning“Implementing Cooperative Learning to Develop EFL Learners Speaking Skill in Mohamed Kheider University of Biskra”, please indicate them.**

-Different answers derive from this Q we summarize them as follows:

1. Group work is certainly an effective component in FL mastery.
2. Give more time and space in TEFL (Teaching English as a Foreign Language) programs especially in oral expression module.
3. Students should be aware about their speaking difficulties which give them a good opportunity to correct and avoid fail.
4. Teachers should advise their learners to practice more the speaking skill.
5. Teachers have used different speaking techniques in teaching speaking skill.
6. The EFL learners should have a wide range of vocabulary and become familiar with a variety of speaking strategies in different context and this help them to practice and speak the language.
7. Teachers role is crucial to the improvement of the speaking skill and help students to reduce their weakness for developing strong and confident language learners.

8. Both students and teachers should know about the value and effectiveness of cooperative learning or working in small groups, peers, for better performance of the speaking.

### **Discussion**

Based on the analysis of the teacher's interview and student's questionnaire, we obtained data about their attitudes towards the relationship between cooperative learning in improving speaking skill, throughout these results of data collection tools, we find answers of our research questions.

This study indicates that the relationship between the two variables is strong, group work affect positively the speaking skill. The results show that cooperative learning is an essential component of learning any language in the world, its significance should be highlighted in the case of learning English as a foreign language, especially for second year students at Biskra University. These students are in a dire need to enhance their speaking proficiency, and construct a strong base in English as much as they can in order to speak effectively and communicate appropriately. For that, teachers should employ skilful group work and peers activities to increase speaking instruction because, the use of effective strategies for valuable speaking lead to fruitful oral performance. In fact, we observed that second year students have a serious lack of speaking because of a serious gap of group works that support cooperative thus they provides positive attitude towards speaking in which that large exposure of speaking materials in a long duration will certainly improve students' learning. At the end of the research, we expect to have a clear and comprehensive view about the importance of cooperative learning on speaking English language proficiency.

### **3.6. Pedagogical Implications**

Participating English as a Foreign Language classroom is an over whelming responsibility; Teachers of English as a Foreign Language should pave the way to promote the process of acquiring a second language. One of the tools that teachers should use effective group work activities to facilitate the process of learning a second language in

### Chapter Three: Data Analysis and Interpretation of the Results

general and speaking skill in particular . Algerian English teachers believe that cooperative among students in small group work play a major role in enhancing speaking skill and achieve level of students in English.

#### **Conclusion**

From the analysis of the teachers interview and learners questionnaire ,all in all, students and teacher show a high awareness about the value of cooperative learning that leads them to be encouraged and motivated in practicing the speaking skill .So through the interpretation of the result ,we conclude that the teacher use group work or pairs in oral expression module that help students to correct their mistakes and be more familiar with many types of grammar rules ,pupils also they tried to solve most difficulties in speaking performance ,however; most of time the teacher use different speaking activities in different classes designed according to the learners level and need .Thus, the teachers encourage them to speak in order to be engaged and participate effectively .

### **General Conclusion**

Enhancing the foreign language is a difficult task in teaching and learning process .It requires directing the teachers' attention to the significant affective factor namely, 'cooperative learning and the role it plays in boosting students to practice the speaking skill. The present study has dealt with the strong relationship that exists between cooperative learning and students 'speaking skill proficiency. The main concern in our research was investigating whether the group work helps students to achieve their speaking production or not. The present study is composed of three chapters, the first one is an over view of cooperative and its main characteristics that built a good basic in learning a foreign language , and its vital role in the learning process in general and for developing speaking skill in particular. Then, the second chapter investigates the learners speaking skill, its main role and objectives in teaching a foreign language; moreover, it highlights some speaking difficulties and methods then it focus on the difficulties of teaching speaking skill .Finally the third chapter is devoted for the analysis of the data obtained from the teachers interview and students questionnaire, as a matter of fact; cooperative in group work and pairs is a crucial element that helps learners to come over the difficulties they face in speaking during the course. As a result, they develop their abilities in speaking proficiency. This is confirmed after the analysis of the interview and questionnaire we use it. Cooperative learning gets learners engaged in the various activities and taking pleasure in doing so,because they will know more about their mistakes and pronunciation of words from each other while speaking with each other in group work. This provides them with more opportunities to practice the language and use it. The results obtained from the analysis of the results show also that teachers are aware of using group work or pairs in fighting student's reluctance to speak in the foreign language by providing them with opportunities to speak effectively.

## **Recommendations**

In our present study, we suggest that in order to develop students' speaking skill, it is quite important to focus on giving them the right cooperative learning activity for learning better the language, well prepared lessons and activities. In addition to that we have to provide the learners with, grammar rules, punctuation, interaction which help them to perform better in speaking tasks, teachers also from time to time should encourage them to speak in Oral Expression module in order to achieve their weakness in speaking.

### **1. Recommendations for EFL Teachers at MKU of Biskra**

- Teachers should focus more on implementing group work that reduce many difficulties which could hinder their progression in speaking skill.
- They should play the role of guider and controller who encourage them to take part in their lectures.
- Teachers have to encourage students to speak in English in order to contribute in their learning success.
- Teachers have to prepare different cooperative activities that will motivate students to speak.
- Teachers must give the chance to their students to know their weakness in speaking and avoid using them.

### **2. Recommendations for EFL Students at MKU of Biskra**

- Students should practice more speaking skill in oral expression course so this will help them to increase their ability and enhance learning a foreign language.
- students should understand the important of group work or pairs that will help them to reduce their difficulties and practice more the language.
- The students' role is to focus more on teachers' instruction and take it as a facilitating step to achieve their speaking proficiency.

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## Appendices

### Appendix I: Students' Questionnaire

The People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Mohamed Kheider University – Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages  
Branch of English



### The Students' Questionnaire

**Dear students,**

You are kindly invited to fill in the following questionnaire as a part of a master dissertation entitled “Implementing Cooperative Learning to Develop EFL Learners Speaking Skill in Mohamed Kheider University of Biskra”. Your answers and opinions will help us to accomplish this research project. Please put a tick (√) for the appropriate choice or full answer whenever it is necessary.

**Thank you for your cooperation**

#### Section one: Background Information

##### Q1. Gender?

- a. Male?       b. Female?

##### Q2. Age ? .....

##### Q3. Was the choice to study English your own choice?

- a. Yes       b. No

##### Q4. How would you assess your present level at English?

- a. Average       b. Good       c. Excellent       d. I do not know

## Implementing Cooperative Learning to Develop EFL Learners Speaking Skill

**Q5. How do you find speaking English?**

- a. easy       b. very easy       c. difficult       d. very difficult

### **Section two: Cooperative Learning**

**Q6. Have you ever heard about Cooperative learning?**

- a. Yes                       b. No

**Q7. Do you feel motivated to work with peers or within a group in oral expression session ?**

- a. Yes                       b. No

**Q8. Does your teacher use cooperative learning technique?**

- a. Yes                       b. No

**Q9. If yes, how do you describe your classroom atmosphere during cooperative learning?**

- a. Attractive       b. Boring       c. Normal

**Q10. Do you show more willingness to interact and speak in the course ?**

- a. In cooperative work                       b. In individual works

**Q11. Do your peers in cooperative learning encourage you to participate?**

- a. Yes                       b. No

### **Section three: Speaking Skill**

**Q12. Do you think that cooperative learning can help you to improve your speaking skill?**

- a. Yes                       b. No

If no because of:

.....  
.....

**Q 13. Which of the four skills would you consider the most important?**

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

**Q14. Which kind of problems do you face during your oral expression sessions?**

- a. Lack of vocabulary       b. Pronunciation mistakes       c. Lack of motivation   
  
d. Shyness               e. Anxiety

**Q15. Do you agree that in order to speak the language fluently you have to interact with your classmates in learning?**

- a. Strongly agree               b. Agree                       c. Disagree

**Q16. What is your favorite activity that helps you to improve your speaking in oral classes?**

- a. Classroom discussion?               b. Role play?               c. Student presentation?

## Implementing Cooperative Learning to Develop EFL Learners Speaking Skill

d. Story-telling?  e. Information gag activities?

**Q17. How often does your teacher give you the turn to speak?**

a. Always  c. Sometimes  d. Rarely  f. Never

**Q18. Do you think that your weaknesses in speaking are due to?**

a. The lack of practice

b. Poor listening

c. The methods used by your teacher

**Thank you for your collaboration**

**Appendix II: Teachers' Interview**

The People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Mohamed Kheider University – Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages

Branch of English



**Teachers' interview**

Dear teachers,

This Interview is an attempt to collect information for the accomplishment of a Master's dissertation about "Implementing Cooperative Learning to Develop EFL Learners Speaking Skill in Mohamed Kheider University of Biskra". Therefore, you are kindly requested to answer the following questions. Your contribution is of a great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

**Thank you for your time and cooperation**

Q1. What degree do you hold?

Q2. How long have you been teaching oral expression module at Mohamed Kheider University of Biskra?

Q3. Do you use group work in teaching oral expression module?

Q4. Does the use of cooperative learning encourage your students to participate?

Q5. When you implement cooperative learning, do you use group work or pairs?

Q6. Do you change the arrangement of your classroom when you apply cooperative learning?

Q7. Do you think that cooperative learning is effective for enhancing EFL students speaking skill?

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Q8. Do your students face difficulties in speaking English language? If yes, identify some of them.

Q9. Do you motivate your students to express their ideas and thoughts by the cooperative speaking activities?

Q10. When you use cooperative learning, do you assess according to the individual or the group work?

Q11. Does the variety of cooperative activities contribute to the improvement of students' speaking skill?

Q12. If you have further suggestions or comments concerning "Implementing Cooperative Learning to Develop EFL Learners Speaking Skill in Mohamed Kheider University of Biskra", please indicate them.

### ملخص العربية

يعد التعلم التعاوني أو العمل الجماعي من أهم عناصر اكتساب المعرفة في جميع المجالات ، وأهميته في تحسين مستوى التعلم الخاص بك ، وبالتالي لا ينبغي إهماله لأنه بدون التفاعل مع الآخرين أثناء التعلم التعاوني سيكون من الصعب الحصول على لغة أجنبية. بالإضافة إلى ذلك ، فإن العمل في مجموعات صغيرة فعال في تعزيز الإنتاج الشفهي للطلاب لأنه يمنحهم الفرصة لاستخدام اللغة الهدف بطلاقة. بالإضافة إلى ذلك ، يمنح التعلم التعاوني المتعلمين فرصة لاستخدام اللغة بشكل طبيعي ولعب دور أكبر في بناء قدرات الطلاب الشفوية من خلال تبادل الأفكار والأفكار مع بعضهم البعض. وفقاً لهذه الدراسة ، نفترض أن متعلمي اللغة الإنجليزية كلغة أجنبية بحاجة إلى العمل في مجموعات ستساعدهم بالتأكيد على تطوير مهارات التحدث لديهم. لتأكيد هذه الفرضية ، قمنا بالتحقيق في هذه الدراسة من خلال استبيانات لطلاب السنة الثانية ومقابلة مع معلمي التعبير الشفهي في قسم اللغة الإنجليزية بجامعة بسكرة. علاوة على ذلك ، تهدف هذه الدراسة إلى إظهار تأثير التعلم التعاوني في تنمية مهارة التحدث لدى المتعلمين. تنقسم دراستنا الحالية إلى جزأين رئيسيين ، الجزء النظري الذي يتضمن فصلين قدمنا فيهما لمحة عامة عن التعلم التعاوني وبعض العناصر المهمة التي تتضمنها. ناقشنا أيضاً الجوانب المختلفة لمهارة التحدث ، وقدمنا وصفاً تفصيلياً لل صعوبات التي يواجهها متعلمي اللغة الإنجليزية كلغة أجنبية أثناء إنتاجهم الشفهي. علاوة على ذلك ، أظهر تحليل الاستبيان أن كلاً من المتعلمين والمعلمين يعتبرون العمل الجماعي عاملاً مهماً في تعزيز مهارة التحدث. لذلك ، يحتاج متعلمي اللغة الإنجليزية كلغة أجنبية إلى تنفيذ التعلم التعاوني في فصول اللغة الأجنبية التي تساعد على إيجاد الجو المناسب من أجل الحصول على نقاط ضعفهم في التحدث وتعزيز التعلم بشكل عام.