

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Mohammed Kheidher University of Biskra  
Faculty of Arabic Language Arts &  
Foreign Languages  
Department of Foreign Languages  
Branch of English



# **Optimizing Learners' Speaking Fluency through Cooperative Learning**

A Case Study of Second Year LMD Students of the English Branch at Mohammed kheither  
Biskra University

A dissertation submitted in partial Fulfillment of the requirements for the Master Degree in  
Applied Language Studies.

**Supervisor:** Mrs. MEBARKI Amina Zohra

**Presented By:** Miss. FDAL Samah

**Broad examiners**

Dr. BASHAR Ahmed

Mrs. RABEHI Ayache Salima

Mrs. HASSINA Nachoua

June, 2015

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## **Dedication**

*I dedicate my work to*

*My loving and inspiring parents who have supported me through all the way. My father Abd Alaziz and My mother Fatima Zohra who switch candles of hope around me, and devoted their lives to see me succeed.*

*To my cute brother Aness Mahfouth*

*My two sisters Chaima and Widjan*

*My aunt Hanan and her sweet family especially the little daughter Nada Rayhane*

*Those who provide me with an incessant infinite support and encouragement*

*My uncles Salah, Ossama*

*My uncle Samir for his incessant infinite care and support.*

*My leaders in the scout Soulaï Chatti and Azdine Boukhezza*

*My friends Israa, Abir and Zineb*

*My campus friends who have always been there for me to share my ups and downs in completing this dissertation.*

*Smahane and Meysoun*

*To all my beloved*

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*Without forgetting second year students (2014-2015), especially groups 06 and 10.*

## **Abstract**

Learning a language means being able to use it appropriately especially communication. EFL students should be good communicators and that is by developing their speaking ability. The present study aims at enhancing second year LMD students speaking fluency through the use of cooperative learning activities (pair and group work) in their oral classes. The proposed hypotheses is if teacher at Biskra University use and design appropriate classroom techniques based on cooperative learning approach, then EFL students will use English fluently and spontaneously. The researcher adapts a descriptive method, in which a classroom observation and students' questionnaire are the main tools for collecting the appropriate data, the administration of the questionnaire and classroom observation occur in three classes of the second year LMD at Mohammed Kheither-Biskra university. The research findings reveal that learning cooperatively the oral activities optimize students' speaking fluency when it is used, arranged and controlled efficiently because cooperative learning provides a sufficient time for speaking thereby increasing students' speaking ability.

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## List of Abbreviations

1. **ALM:** Audio Lingual Method
2. **DM:** Direct Method
3. **EFL:** English as a foreign language
4. **%:** Percentage
5. **CLT:** cooperative Language Teaching
6. **TLT:** Traditional Language Teaching

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**CHAPTER ONE**  
**An Overview of**  
**The Speaking Fluency**

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## **General Introduction**

### **Introduction**

Nowadays, the teaching process is an effective domain on which other domains (such as psychology, sociology...) are based. This process should over ameliorated by time to fit students' needs, the recent educational laws declared the cooperation between teachers and students during the occurring of teaching process. Whereas, what it is observed in real situations is that the teacher centered approach i.e., he is the one who comes to class and starts giving information and learning tasks whereas students are just listening and taking notes with minor participation.

Teaching the foreign language is a very interactive proces by its nature it involves active participation between teachers and learners. the predomeinante view is that language is best learned when students are interacting with each other in groups, accomplishing a task, learning a content or resolving real life issues where the attention is not oriented to the language it self that leads to propose the cooperative activities as a method for involving students in active interaction.

### **Statement of the Problem**

In reality students are suffering from various difficulties in using the English language, so, the poor students' speaking abilities in the that language leads the researcher to propose the speaking skill in the other hand, the limited time for the speaking in english leads to the choice of cooperative learning activities. The main aim of learning English is to be able to use it effectively in appropriate socio-linguistic situation.

### **Significance of the Study**

Previous studies dealt with cooperative learning as a motivational factor of speaking whereas, the present study explores it as a method for producing fluent English. Since only few students can speak fluent English in the classroom, teachers should apply certain methods in class that allow students to talk more, Cooperative learning may be an efficient method due to the strong results it may create. Johnson and Johnson (1999) state

that the primary purpose of cooperative learning groups is to make each member a strong individual.

This research motivates English teachers to include the cooperative learning and gives students more time to talk in their lectures in order to fulfill their students' main goal of learning a foreign language, which is using English perfectly. This great factor helps in growing competent students.

### **Aim of the Study**

The study focuses on the students' weak performance while speaking the English language. It also aims at convincing teachers to involve the cooperative learning approach in their lectures in order to encourage students to speak and give them more time to use the English language. This research is conducted in order to optimize and improve the students' speaking fluency by involving them in pair and group work.

The present study examines whether cooperative learning is an effective approach to untie students' tongue while producing English language.

### **Research Questions**

The present study deals with one of the important issues related to the field of teaching English as a foreign language. Educators have proved that the use of group and pair work has been commended as effective way to develop students' achievements in English. Therefore, the present research answers the question of: Do the right organization, usage and understanding of cooperative learning activities and principles have a positive impact on the students' speaking fluency? In order to extend our understanding of cooperative learning technique and how it can be effectively implemented in teaching speaking skill, it is important to ask the following research questions:

- How can EFL students' speaking fluency be enhanced through integrating pair and group work in their oral expression sessions?

## **The Research Hypothesis**

Cooperative learning can be an efficient technique to help overcoming the students' shyness and lack of confidence, thus improving their speaking competency. It can be hypothesized that if teachers at university of Biskra use and design appropriate classroom techniques based on cooperative learning approach, then EFL students will use English fluently and spontaneously to produce and negotiate their intended meaning.

## **Methodology**

The current study investigates the nature of cooperative learning and its role on speaking skill. It is conducted also to see whether the teachers are aware of the benefits they may get from the use of cooperative learning approach. In such case, two variables are interrelated: The independent variable, which is the cooperative learning approach and EFL students' speaking fluency as a dependent variable. So, a descriptive method has been chosen for conducting this research, which describes the relation between the implementation of group work and the speaking skill.

## **Population**

### **Students**

This research targets the second year LMD and their teachers at Mohammed Kheiter-Biskra University; in this level the students are more familiarized with their classmates in order to formulate groups whereas students in the first year LMD come from different regions no one knows the other, which hinders the process of group and pair work. In addition, they mainly grasped an acceptable package of English vocabulary that enables them to interact within the group by using English language. The third year and master students are not suitable because the expected benefits from the cooperative learning are needed in an early level to build a perfect ground for the student' speaking so the appropriate level is second year LMD. The student will be chosen randomly.

## **Data Collection Tools**

The impact of using cooperative learning on EFL students' speaking fluency, teachers' and students' questionnaires as well as classroom observation has been chosen as

suitable descriptive tools for gathering data. Observation and questionnaire are more useful in helping to better understanding students' needs and to achieve reliable and comprehensive data.

### **Limitations of the Study**

The researcher uses a descriptive study in which classroom observation with teachers' and students' questionnaires should be used as data collection tools whereas the used tools are only classroom observation and students questionnaire, due to the time limitation researcher find that there is no sufficient time to deal with the teachers' questionnaire and its analysis, so it has been quitted.

### **Structure of the Study**

The dissertation is divided into two parts. The first is the theoretical one which deals with the relevant overview of the study's variables, this part consists of two chapters. Chapter one is the review that scaffolds the speaking fluency. It discusses the different definitions of speaking skill, its various functions, what makes this skill important, and the process of producing the speech and specific explanation to speaking fluency, and then the chapter provides some activities that help enhancing. The second chapter deals with the relevant overview on cooperative learning, it provides a general definitions of cooperative learning technique, highlighting its significant in language learning, its characteristics and explains its different tasks and activities. At the final part researcher add the difference between the cooperative learning and the collaborative learning. The second part is the field of investigation which contains two sections. Section one in the practical part reports the data gathered from the classroom observation and its analysis. The second section in the second part provides the obtained data from the students' questionnaire and its analysis. Finally, some pedagogical suggestions and recommendations based on the research findings for students' questionnaire and the classroom observation concerning how to help students optimizing their English fluency through the right use and implementations of the cooperative learning activities (group and pair work).

## 1 Definition of Speaking Skill

In the recent history of foreign language teaching and learning, speaking has always been considered as an essential skill to be mastered. The approaches and methods for teaching speaking have long been the major focus of language teaching researches and conferences and the huge number of conversation and other speaking course books, audios and videos are continuously published; all those are evidences for the wide consideration focused in developing the speaking skill. In addition, many foreign language students regard speaking ability as the measure of knowing a language.

Speaking skill is a complex process of producing and receiving information by using verbal expressions or non-verbal symbols like gestures and facial expressions. Speakers should give as much as possible attention to their speech because it reflects their thoughts and personalities. Hedge (2000:261) defines speaking as “a skill by which people are judged while first impressions are being formed.” By this quote researcher claimed that people judge the speaker from his or her way of speaking, speaking accuracy, and fluency of speaking for example when a teacher gives a lecture, students will judge him or her from his or her speech.

Speaking is the process of transmitting ideas and information orally in different situations. Having speaking skill involves producing and delivering messages with attention to intonation, articulation, and nonverbal signals. In order to be a competent speaker, one should be able to compose a message and provide ideas and information fitting the topic, purpose and audience. Delivering messages orally is more complex than its written form that is the reason that yields researchers to throw considerable light on the complexity of spoken language. For example, Luoma (2004:1) cites some of the following features:

- Composed of idea units (conjoined short phrases and clauses)
- May be planned (e.g., a lecture) or unplanned (e.g., a conversation)
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers, and hesitation markers
- Contains slips and errors reflecting online processing

- Involves reciprocity (i.e., interactions are jointly constructed)
- Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context.

## **1.1 Speaking in EFL Learning**

Speaking for EFL learning is not a simple skill that can be easily achieved; this is due to the several rules that should be followed while speaking. Mastering the speaking skill in EFL learning requires some experiences and practice, Luoma (2004). In the learning framework students have to consider grammar, vocabulary, pronunciation and the clear message with the right intonation, thinking about all those rules prevent students from being fluent speakers, speaking in EFL learning is a very complex skill that need a special focus.

Teachers of oral expression should fulfill students' main aim of learning speaking which is: using English language as natives. They have to take into consideration the fact that EFL learners need to know about language by putting it into practice. Otherwise, students may feel frustrated because they lack the appropriate tools to perform oral communication such as self-confidence. In order to avoid this negative experience, it is important to give students specific grammatical instruction, vocabulary and pronunciation in a practical oral conversation such as exchanging personal information, that will enable them to participate actively and make them feel secure at the moment of expressing the ideas, asking question or participating in a conversation.

## **1.2 Methods for Teaching Speaking Skill**

According to Hughes (2002), the spoken form of language used to be ignored in traditional language method of teaching. Much reconsideration in recent language studies have the great emphasis particularly during the last few decades, when some language teaching methods that insist on the importance of speech in language teaching have emerged as a reaction to the drawbacks of grammar translation methods. These methods contain the natural or direct methods that located speaking the language at the front position of their pedagogies; they base the language lessons on speech-based interactions between students and teacher. In addition to the natural methods, other methods give the vital emphasis to speaking emerged, such as the situational and audio lingual methods in

which the pedagogy of teaching insist on teaching and learning through the medium of speech.

### **1.2.1 The Direct Method (DM)**

Schank (1998) (cited in Djouimaa & Ben Makki, 2012:23) states that the direct method emerged as a reaction to the Grammar Translation Approach and its ignorance to the spoken language. Teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language. The principles of this method are:

- Language is primarily speech
- No use of the mother tongue is permitted;
- Lessons begin with dialogues and anecdotes in modern conversational style;
- Actions and pictures are used to make meanings clear;
- Lessons should contain some conversational activity—some opportunity for students to use language in real contexts. Students should be encouraged to speak as much as possible.
- Learning another language also involves learning how speakers of that language live.
- The teacher must be a native speaker or have native like proficiency in the target language;
- The reading skill will be developed through practice with speaking.
- The purpose of language learning is communication.
- Pronunciation should be worked on right from the beginning of language instruction.

### **1.2.2 The Audio Lingual Method (ALM)**

The Audio-Lingual Method, like the Direct Method, is also an oral-based approach. However, it is very different in that the Audio-Lingual Method drills students in the use of grammatical sentence patterns. Audio-lingual methodology owes its existence to the

Behaviourist models of learning using the Stimulus-Response-Reinforcement model, Schank (1998) (cited in Djouimaa & Ben Makki, 2012:23) summarizes the principles of the audio-lingual method in the following slogans:

- Language is speech not writing.
- Language is a set of habits.
- Teach the language not about the language.
- Language is what native speakers say not what someone thinks they ought to say.
- Languages are different.

As a result, classroom drills focus on the listening and speaking skills and a great importance is given to precise, native-like pronunciation.

In this procedure the teacher introduces a situation which contextualizes the language to be taught. The students now practice the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills.

### **1.2.3 The Situational Method**

It appeared as a reaction to the Reading Approach and its lack of emphasis on oral-aural skills; it was dominant in Britain during the 1940's, 1950's and 1960's; It draws from the Reform Movement and the Direct Approach but adds features for the emerging of a professional field of language pedagogy. Its principles are summarized in the points below:

- The spoken language is primary;
- All language material is practiced orally before being presented in written form;
- Only the target language should be used in the classroom.
- Efforts are made to ensure that the most general and useful lexical items are presented;
- Grammatical structures are graded from simple to complex. (*ibid*)

- New items are introduced and practiced situationally (e.g., at the post office, at the bank, at the dinner table)

### **1.2.4 The communicative Language Teaching Method**

Schank (1998) (cited in Djouimaa & Ben Makki, 2012:23). The birth of the communicative language teaching was in 1980s. Traditional approaches were replaced by communicative ones that have a large consideration on the function, notion, dexterity, fluency. This later is the main goal for speaking courses. The basic characteristic of Communicative Language Teaching is the focus on learning to communicate by providing opportunities for the students to interact in the target language. Moreover, the desired goal was no longer accuracy but rather fluency and comprehensible pronunciation.

Speaking for communication means the ability to express ideas and reflections clearly, make contact with others quickly, and provide feedback. To achieve the communicative goals, one should be skilful in speaking, that means being able to produce the accepted patterns of specific discourse situation. Thus, the speaker should decide what to say in certain situation, saying it clearly and fluently. Learning a speaking skill is much challenged when the foreign language is not the communicated language in society because students have few opportunities to use that language outside the classroom so; learning to speak in this situation requires teachers' and students' efforts. In order to master the speaking skill McCarthy (1991) suggested two specific items students have to learn:

1\_Mastering grammar rules, memorizing large vocabularies and learning where, when and how to use them.

2\_Mastering phonology, the appropriate use of gestures and facial expressions, intonation (the tone of the voice) and duration. Also knowing how to connect speech in a smoothly way.

## **2 Functions of Speech**

Many studies have been done in order to classify and categorize the functions of speaking in human interaction. A very logical distinction has been made by Yule and Brown (1983); they attempted to divide speaking function into three main parts,

transactional function, interactional function and performance function. In designing speaking activities or instructional materials for second language or foreign-language teaching, it is necessary to recognize the different functions speaking performs in daily communication and the different purposes for which the students need speaking skills. Each of these speech functions requires different teaching methods and activities.

## **2.1 Transactions (pragmatic)**

This function of speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than how the speaker and audience interact socially with each other. Transactions involve exchanging information or goods and services as an example, seeking information about a job or classroom group discussion. Richard (1990) claims that there are features of this function summarized below:

- It has a primarily information focus.
- The main focus of the message and not the participants.
- Participants employ communication strategies to make themselves understood.
- There may be frequent question, repetitions, and comprehension checks.
- There may be negotiation and digression.
- Linguistic accuracy is not always important.

## **2.2 Interactions (Interpersonal)**

Interactions involve creating and maintaining social relationships. Some of the skills involved in using talk as interaction involve knowing how to do the following things: Opening and closing conversations, choosing topics, making small talk, joking, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to others, using an appropriate style of speaking) . Richard (1990) suggests some example to those cases; they are listed in the following points:

- Chatting to a school friend over coffee (casual conversation).

- A student chatting with his professor while waiting for an elevator (polite conversation).
- Chatting to an adjacent passenger during a plane flight.
- Telling a friend about an amusing weekend experience, and hearing him or her recount a similar experience or she/he once had.

## **2.3 Performance**

Richard (1990) refers to public speaking that transmits information to audience, such as classroom, presentation, public announcement and speeches. It tends to be in the form of monolog rather than a dialogue. Performance function of speech is closer to written language than conversational language, for instance, giving welcome speeches, lectures and the like.

The main features of speaking as performance are:

- Focus on both message and audience.
- Predictable organization and sequencing.
- Importance of both form and accuracy.
- Language is more like written language.

Other researchers have divided speaking functions into different types: interactive, partially interactive and non-interactive

**Interactive**, refers to face-to-face conversation, telephone calls (interlocutors are alternately listening and speaking, in this type speaker have the opportunity to ask for clarification, repetition, or slower speech.

**Partially interactive**, giving the speech to a live audience, where the conversation is that the audience does not speak, the speakers check comprehension from audiences' faces.

**Non-interactive**, it occurs when recording a speech for radio broadcast, performing a play, reciting a poem or singing.

### 3 Importance of the Speaking Skill

For most students there is a supposition that speaking does not have to be learned. They have, after all, been using it to communicate in all their sessions, and nobody had to teach them how. Geof (2004), states that “Reading and writing demand special time and attention, they are important skills that should be learned, but for speaking skill anybody can speak.” Therefore, second language students should give the speaking skill much more interest because it is obvious that speaking a language is more required than writing it. When someone asks about whether someone else knows a language he/she will ask about the ability to speak it rather than to write it, the question will be “Do you speak English, French?” Rather than “Do you write in English or French?.” when people hear someone speaking, they pay attention to what the speaker sound like and they make tentative and possibly subconscious judgments about the speaker’s personality, attitudes, home region and native /non-native speaker status.

Speaking skill can provide second language students by many language functions: greeting, requesting, expressing feeling and ideas, it also allow them to memorize a large amount of vocabulary, phrases and grammar rules that may be useful in written tasks. Baker (2003), Supports that student, who can speak English well, may have greater chance for further education, finding employment and gaining promotion, simply, companies and organizations usually look for well English speakers rather than well writers, readers and listeners, tourist guides are speakers, in addition when visiting English-speaking countries visitor will face a lot of native speakers rather than native writers. The importance of the speaking skill is summarized in the points below as suggested by Ishrat Aamer Qureshi(2010) states that the importance of Speaking Skill for EFL Learners summarized in the following points:

- Language is a tool for communication, communication take place where there is speech. Without speech, we cannot communicate and without communication language is reduced to a mere script.
- For a smooth running of any system, the speakers of language need to be trained especially and purposefully in the skill of speaking.

- The ability to speak skillfully (the capacity to express one's thought, opinion and feeling, in the form of words put to gather in meaningful way) provides the speaker with several distinct advantages.
- Speaking skill is important for career success.

## 4 Speaking Fluency

EFL students choose to learn English for various reasons, the main and the common reason is to be able to communicate the language effectively, understand the others and make them understand their speech. The earliest language teaching approaches focused on its form whereas the new teaching approaches emphasize more on communicating the language competently. In order to achieve the emphasis of those approaches and fulfill the students' need from learning English, students and teachers have to develop fluency dexterities more than accuracy ones.

### 4.1 The Process of Producing Speech

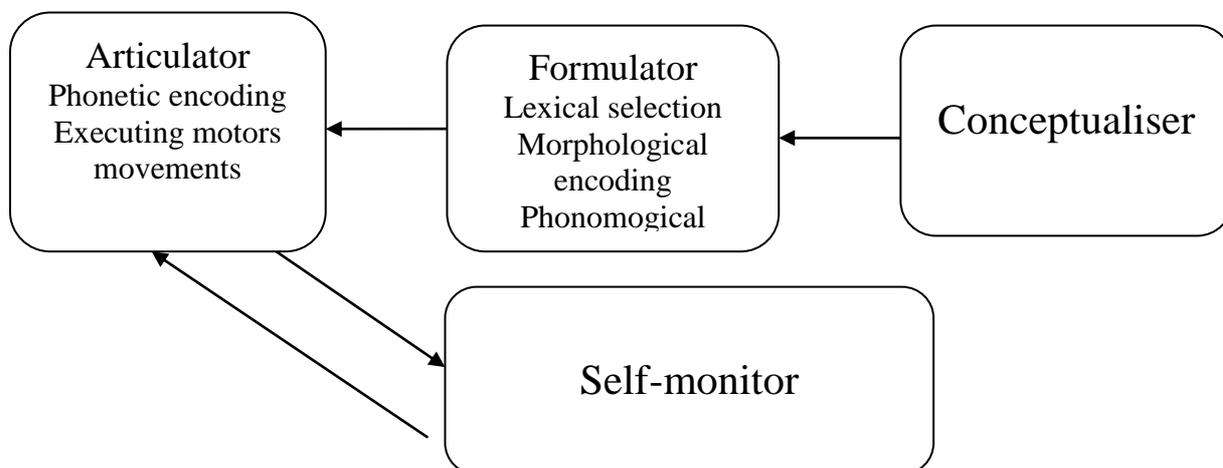
Producing the language goes throughout variety of steps that are related to the brain and the articulated organs, each steps has its specific role in that process. Students when start speaking they follow automatically and unconsciously four steps: conceptualization, formulation, articulation, and self-monitor. Those actions work very fast so one cannot recognize them. (Bygate, 1987)

**4.1.1 Conceptualization:** understanding the topic that they tend to speak on and generating knowledge about that topic; this happens in the mind (monitor) which checks what happen in the communication.

**4.1.2 Formulation:** this stage considers the useful words and put them in the appropriate grammatical markers (auxiliary, articles) and rules (plural form) also preparing the sound pattern of the words.

**4.1.3 Articulation:** After speech is formulated, hence it needs to be articulated. Articulation as stated by Thorunbury (2005) refers to the process of using the organs of speech to produce; in English language, the organs used for articulating are lips, tongue, teeth, alveolar, palate, velum, glottis, mouth cavity and breath.

**4.1.4 Self-Monitor:** it is a self-correctness of the mistakes occurred during the speaking of English language.



**Figure 01: Steps of Articulating the Spoken Language.**

According to Thorunbury (2005), the production of the speech is one of the chief focuses in the study of speaking. He described speech as linear, contingent as well as spontaneous in nature:

- Linear, it takes place in real time; words follow words and phrases follow phrases and likewise at the utterance level.
- Contingent, speech is the production of words by words and utterances by utterances responding to another speaker's production.
- Spontaneous, each utterance we utter depends on the preceding one.

## **4.2 Fluency**

Speaking skill is generally defined as students' mastery of the needed language to meet their basic communicative tasks. Brumfit and Johnson (1979) identify two aspects of the language speaking which are accuracy and fluency. According to them accuracy is required when the teacher and students are mainly concerned with 'getting the language right' that is to get students say the sounds right, to use the vocabulary, to express the meanings or to construct their sentences in a way that sounds acceptable. Courses that call for accuracy competences are the teaching of pronunciation, vocabulary and grammar.

Fluency on the other hand is interested with the communication of meanings as defined by the same authors.

One of the main goals in teaching the speaking skill is fluency. Fluency is the ability to express oneself intelligibly, reasonably accurately and to speak without too much hesitation, (otherwise communication may break down because the listener loses interest or gets impatient). When students exhibited to spoken activities in the classroom, they start hesitating; start a sentence then stop it, try to think in a missing word or completing the sentences by saying uh...uh, mmm...mm, this, it. Even if students complete the sentence, they fail starting another one; in that case, students have no fluent English. Usually students find themselves with no opportunity to learn how to use the language freely and spontaneously that may lose their interest in learning the language Glover, (2011). EFL speaking classes reveal that primary focus of EFL teachers is on reading and writing skills, rather on speaking and listening ones. It is possible, that a lack of instruction focused on fluency development can cause problematic matters for students in EFL classes. Derwing *et al* (2008).

In terms of language teaching methodology, the communicative approach proposes that tasks should provide opportunities for students to use language in order to communicate meaning without focusing on accuracy, this will encourage fluency and lead student to explore creatively ways for expressing their knowledge of the language.

The definition of fluency as suggested by Hughes (2002) is the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation. Among this definition Hughes mentioned three features of fluent communication: clear words and sentences in order to give chance to the listener to understand. Then he said that the produced language should be comprehensible. Finally, he claimed that those previous features should be presented in an accurate way.

Fluency is the ability to use language freely, smoothly and spontaneously. Castaneda and Roderquez-Gonzalez (2011) have defined EFL speaking fluency as the ability to speak smoothly, continuously and at an effective speed when the speaker does not always have to stop to think of the right word.

Koponen (2000 qtd in Aly Diyyab 2013) in his definition of fluency includes the following aspects: flow and smoothness, absence of disturbing hesitation markers, length

of expression and inter connection between them. That means that fluency is the ability to speak English language spontaneously and eloquently with no extensive pauses or repetition and responding coherently within the turns of the conversation, using linking words.

Thorunbury (2005) claimed that being fluent speaker in EFL does not mean being speed in speaking that language but being aware of some factors that cause the fluency. For instance, the right place of pauses in conversation, he tends to say that fluent speaker needs to stop from time to time only to make his/her message clear for the listeners. Hedge (2000: 54) claims “The term fluency relates to the production and it is normally reserved for speech. It is the ability to think about unit of speech together with facility and without strain or inappropriate showiness, or undue hesitation.” This is another evidence that fluency is speaking without hesitation and pauses.

### **4.3 Advice for Students to be Fluent Speakers**

To attain the goal of learning English, we need to bring the students from the point where they are mostly imitating a model, or responding to cues, to the point where they can use the language freely to express their own ideas. These are five rules that will help students accomplishing their goal of speaking English fluently:

Don't study grammar too much focusing too much in grammar may confuse the students. Students think about the rule when creating the sentence they tend to produce instead of speaking naturally. EFL teachers want students to be fluent speakers rather than reciting definition and structures. Tumova (2002, p. 15) states that speaking fluency means that the speakers speak the language freely even if they make mistakes in order to express their own ideas in real-life situations.

Do not translate to the mother tongue because that may lead students to produce incorrect sentences after spending a long time; languages differ in many elements for instance the use of the tenses and the order of the words. So, translating sentences inhibit students from being automatic.

Practice speaking what you hear, Teachers always advice students to read and listen in order to learn the language better and effectively whereas, reading and listening are not

enough , students should practice speaking what they listen to until their brains and mouths can speak without any effort.

Submerge yourself, students should surround their selves by an English environment; they have to practice speaking English for example, chatting with English speakers on the internet this may teach them several times faster. One teacher said to his students that EFL students should speak English with him/her self at least for three moments each day. That will tie students tongue in speaking the language.

Study correct material, Students study English materials that they can trust, that is commonly used and that is correct. Some sources and material may not be official as well, and that will minimize students' benefits from them.

## **5 Problems that Impede Students' Speaking Fluency**

Knowing about the language does not mean the ability to practice it, Echevarria et al. (2008) says that the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process most of students face difficulties when practicing the language and those difficulties may put off their learning process as well as it may encourage them to try to reduce the maximum of them. Ur (2000) in the following points explains the main difficulties:

### **5.1 Inhibition**

Ur (2000) says “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about; making mistakes, fearful of criticism as loosing face or simply shy of attention that their speech attracts”. (111)

Ur, in that passage states that students often get inhibited when they try to practice the foreign language in front of others because they lack their self-confidence so they worry about making mistakes and they fear from the others criticism. They think about a silly appearance and linguistic inferiority. Also students when they will speak to critical audience they will worry if their speech will attract them or they will get bored of them. Researchers confirm that inhibited students are often those who are self-conscious and afraid of making fools of them, being laughed at or bullied. Fear of speaking is very closely connected to fear of exposure since fear of speaking is often triggered by the

surroundings. Those specific features in addition to stress and anxiety impede EFL students to practice the speaking skill.

## **5.2 Missing Ideas and Vocabulary**

This problem may occur on two ways, first one, when a teacher gives students a topic to discuss in the foreign languages then students find no ideas about it or they have a little knowledge about the idea but they cannot express them. So, students say the famous expressions "I have nothing to talk about" or "no comment" or they choose to keep silent. The other way of Nothing to say, is when students are exposed to familiar topics which they have plenty of ideas but they do not know how to express them due to the lack of vocabularies or jargon of the topic, from that point, another difficulties mentioned which is deficient vocabulary.

Students when speaking the English language or expressing themselves they struggle to pick up the appropriate words, they have to choose from limited packages of expression in that case students are imposed to use childish, simple and daily language which makes them frustrated or uncomfortable.

## **5.3 Mother Tongue Use**

Students inside the classroom have a tendency to use their mother tongue because they produce it naturally and easily, therefore; most of students are not disciplined in using the foreign language during the learning operation. Harmer (2001) declares that if students are not using English everyone is wasting their time, as an example students use their mother tongue in order to explain a pedagogical task to each other. This is a habit that will be occurring without teachers' encouragement.

## **5.4 Non Balanced Participation**

Some students are compounded of some learners to dominate, while others speak very little or not at all. Those who have only very little talking time are inhibited to use the language in the classroom and that decreases their opportunities to speak the English language.

The general problems summarized briefly in the following points:

- Fail to sustain spoken interaction beyond short segments.
- Frequent communication breakdowns and misunderstandings.
- Lack of vocabulary needed to talk about a specific topic.
- Lack of communication strategies.
- Slow speaking and too long to compose utterances.
- Fail to participate actively in conversation.
- Spoken English does not sound natural.
- Poor grammar.
- Poor pronunciation.

## **6 Reasons behind the Problems that Impede Speaking Fluency**

EFL students suffer a lot from poverty in speaking the foreign language, which refers to many reasons; minister, teachers and students themselves are responsible in, the main reasons presented in the coming list:

- Lack of curriculum emphasis on speaking skills.
- Limited teachers' English proficiency.
- Class conditions do not favor oral activities.
- Limited opportunities outside classes to practice the language.
- Examination system does not emphasize oral skills.

Students should feel at ease with their teacher that is to help softening the classroom, involving students into practicing the language easily, and be mentioned to develop their dexterities especially in speaking skill.

When these kinds of problems occur teachers should train their students to use English every day in hour class and encourage them to use it outside also, they have to teach their students" learning by doing" it is really important in learning English process. In the coming part of this chapter, techniques and methods provided to oral expression teachers in order to help EFL students enhancing speaking skill. Also one important factor, if students master they will erase their problems and their speaking fluency can be enhanced.

## **7 Communication Strategies**

The best way to overcome the previous problems of communication is through using communicative strategies. According to Hughes (2002) the term communicative strategies is the students' ability to manipulate a conversation and negotiate interaction in an effective way. Such strategies are particularly important where there are problems of expression and communication. Ellis and Barkhuizen (2005: 170-71) define communicative strategies as "Speakers-oriented; that is they are used by students to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have." These strategies help students to avoid the breakdown of the oral communication. Bygate (1987) classifies two main types of communicative strategies, achievement and reduction strategies:

### **7.1 Achievement Strategies**

With this strategy, students attempt to find a manner to express their messages without losing or changing it. Achievement strategies include the following sub strategies.

- Guessing Strategies, student creates a new foreign language word based on his knowledge of the language, such as using air ball to mean balloon.
- Paraphrase Strategies, student can use a synonym or a more general word; this is called a lexical substitution strategy.
- Cooperative strategies, student requires help from the other classmate. He/she may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the foreign language, or through indicating the object that he means.

### **7.2 Reduction Strategies**

This strategy occurs when students reduce their communicative objectives, through changing the topic or abandoning a specific message, it has one sub strategy called avoidance strategy:

- Avoidance Strategies, 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.

## **8 Activities for Teaching Speaking Skill**

In order to increase student's communication and make them aware of their language use, teachers cannot achieve that by only providing input to students. They have to arrange situations where students have opportunities to speak and communicate with each other. According to several teaching theorists, enhancing speaking skill is through the communicative activities which comprise an information gap, a jigsaw puzzle, games, discussion, and Role-playing. In addition, Hedge (2000) supports this idea that the activities that can assist better speaking skills are free discussion and role-playing. Harmer, (2001) states that the language activities are important factors in teaching language for communication. The activities should create interaction and discussion space among the students in the classroom and also with the teacher. Additionally, Oradee (2012) adds that "communicative activities can stimulate the students and establish good relationships between the teacher and the students as well as among the students thus, encouraging a supportive environment for language learning."(533).

Speaking activities in the classroom are the significant ingredients of teaching English because they help students to develop their language and fluency during interaction. Ur (2000) argues that the speaking skill is the most important one since foreign language students are most of all interested in becoming actual speakers of a language. Therefore, activities that develop students' speaking skills are an important part of a language course. Some of those activities that can be applied in the classroom explained in the coming passages:

## **8.1 Discussion**

Teacher in that activity chooses a topic and asks students to start discussing it. practicing discussion on a further topic may cause a mass classroom, therefore; teachers should manage the class in order to gain the maximum of benefits, for example, teachers divide the class into groups for 4or5 students then, write the following sentences in the board” people learn best when they read Vs people learn best when they travel”. Then give chance to students to express the agreement or disagreement with justification of course orally. According to Hedge (2000), this type of activity 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.

## **8.2 Role-Play**

According to Ladousse (1987), another way to encourage students to speak is role-play role play is a concept made of two words “role” and “ play”; the first word indicates that students take a part in a specific situation whereas, the second word means that the students take the role on creative and playful manner within a safe setting. In this activity students play different role that allow them to speak as an example, teacher asks his/her students to choose a job then try to perform it as he/she is working it in reality, teacher in this activity can ask students to work in pairs. Students will appear as doctors, nurses, teachers, pilots, taxi drivers and architectures. This activity will give them knowledge about jargons.

According to Hedge (2000), role plays are variety of activities in which students are provided with information presented in role cards that guide them to simulate real world given the freedom to choose the language they use and develop the personalities and the situations as they wish to make the activity enjoyable and successful as much as possible.

## **8.3 Simulations**

Following Hedge (2000), simulations are activities which share common features with role play. She claims that in simulations students simulate real life situations as if they are doing it in real world like a business meeting. The use of simulations encourages students’ performance and makes learning enjoyable and effective. For success in simulations, Jones has suggested some key conditions. First, there must be a reality of function that is students must think of themselves not as students but as real participants

and they should also think of the classroom as it is a simulated setting. Another important condition for the success of simulations is that the structure of the activity must be organized and students are given sufficient information about the real participants. Harmer (1998)

The distinction between simulation and role play are summarized in the point that simulations are lengthy, more complex than role play, relatively inflexible and they often include role play elements.

#### **1.9.4 Storytelling**

The story telling activity fosters creative thinking in students and helps them express their ideas in front of others, developing and ending including characters and setting the story has to have. Teacher can also ask divide students into groups than ask them to tell a joke and develop it in a story or try to collect various words then ask them to combine in an imaginary story, this activities also encourage students to participate and speak because they like such interactive practices.

There are many other activities that can help students improve their speaking skill, the most effective ones are those listed before. Several researchers investigate in that issue and emphasis on their effectiveness in training students' tongue to be fluent in English language.

#### **1.9.5 Jigsaw Activities**

Jigsaw activities are elaborated activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

### **1.10 Importance of Communicative Activities**

Speaking activities are very important in teaching and learning the foreign language. Littlewood (1981) summarizes this importance under four main headlines:

- They provide whole task practice: An actual practice of language is provided through these various kinds of speaking activities.
- They improve motivation: One of EFL students' goals is to use English to communicate with others and not just to learn structures. If the language is learned with variety of activities, students desire to learn it will increase.
- They allow natural learning: Learning the foreign language through communication gives students the opportunity to use the language in a natural way especially that many aspects of language learning cannot take place except through natural processes.
- They can create a context: which supports learning. Speaking activities maintain relationships inside the classroom among students and between teachers and students. An interactive language-learning environment makes both learners and teachers reach a stage of being comfortable with each other and interested in each other that support learning.

## **Conclusion**

Throughout this chapter, the researcher provides an overview of the speaking skill which conveys that it is very important skill that needs much efforts in order to be developed. Speaking is the core of communication whether in or outside the classroom, EFL students and teachers should give particular focus to that skill in order to be competent in communicating in the English language.

Among the elements related to the speaking skill, a great focus given to fluency, the process of speech's production, what makes fluent speakers, and some activities that may help the teachers enhancing their EFL students speaking fluency like, discussion, role play, simulation and storytelling. The concluding element was the role of the speaking activities in EFL speaking fluency. The next chapter is devoted to cooperative language learning, its underlying principles and classroom implications.

**CHAPTER TWO**

**An Overview of**

**The Cooperative Learning**

## CHAPTER TWO: AN OVERVIEW TO COOPERATIVE LEARNING

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## **Introduction**

Cooperative learning is a method that had been applied in almost all school content areas and, increasingly, in colleges and universities contexts all over the world Johnson and Johnson (1989), it is claimed by scholars abroad (Johnson & Johnson, 1999; Kagan 1990; Slavin, 1985) to be an effective teaching method in foreign/second language education; they assert that cooperative learning is the best option for all students because it emphasizes active interaction between students of diverse abilities and backgrounds and demonstrates more positive student outcomes in academic achievement, social behavior, and affective development. (Arendale, 2005) claimed that students retain more knowledge when actively engaged in cooperative learning.

According to Johnson *et al.*, (1989) the first research study on cooperative learning was published in 1898, there have been over 600 experimental and over 100 correlational studies conducted on cooperative, competitive, and individualistic efforts. These studies demonstrate that cooperative learning has a number of positive outcomes. The results typically show: academic gains, positive relationships among students, and improved social and affective development (Johnson *et al.*, 1998 & Kagen, 1994). This chapter presents an over view of the element related to the cooperative learning; definition, principles, types, and related activities.

### **1 Definition of Cooperative Learning**

Cooperative learning is defined as a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group or pair-work structures so that students work together to maximize their own and each other's learning.

Salvin also provides a definition to cooperative learning by saying that is “ an instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content” ( 1991:344).

Kagan(1990) states that cooperative learning is a team learning tasks organized so that learning is dependent on the socially-structured exchanging of information between learners in group and in which each learner is held accountable for his or her own learning.

This saying supports cooperative learning conditions' to achieve a common goal and individual accountability. In addition, Vermette (1998) defines cooperative learning as a classroom team which is a relatively permanent, heterogeneously mixed, small group of students who have been assembled to complete an activity, produce a series of projects. The spirit within the team has to be one of positive interdependence, that is, a feeling that success for any one is tied directly to the success of others." For more clarification, cooperative learning method explains the class as heterogeneous groups, it is organized in groups from two to six students aim to accomplish a learning assignment cooperatively. The learning assignment is based on interaction and mutual interdependence among the members of group. In this educational method, students and teachers are in a state of dynamic cooperation and together build up an intimate learning and social atmosphere in the classroom.

While dealing with cooperative assignments, learners attempt to reach outcomes that are advantageous to them and useful to all group members. Cooperative learning is based on learning in groups, so students unite their efforts to make their own learning and all group members learning arrive at the maximum.

Cooperation is working together to accomplish shared goals.

Within cooperative situations, individuals seek outcome beneficial to themselves all other up members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. It maybe contrasted with competitive learning in which students work against each other to achieve an academic goal such as a grade. (Johnson *et al* (1994); in Richards & Rodgers, 2001p.195).

That is why Brandt (1990) considers cooperative learning as an effective way of teaching and a hopeful progress. Cooperative learning aims to make learners participate effectively and strain themselves for mutual benefit, so that all group members take advantages from each other's interaction.

## 1.2 Cooperative Learning versus Traditional Methods

In traditional language teaching methods, students were facing difficulties to communicate as natives even though they begin to study English in an early grade, this failure has a direct relation with the weaknesses of the teaching methods themselves. It has been observed that in the traditional methods classrooms atmosphere was teacher-centered, students sitting in rows facing the teacher and spend all class time listening, repeating and discussing activities and tasks in the textbook. Students in such classrooms could read texts correctly with beautiful intonation, could memorize a lot of words and expressions, but they rarely learned how to make use of this stored knowledge in an organized or creative way. Cooperative learning differs considerably from traditional teaching methods. Thus by comparing them, we will illustrate the effectiveness of cooperative learning. What can we add to the language teaching/learning by applying it?

The table below lists the main different points between traditional approaches and cooperative learning taken from the researches undertaken by (Johnson and Johnson, 1999; Nunan, 1989)

	Traditional approach	Cooperative learning
Independence	Non/ negative	Positive
Students' role	passive receiver and performer	Active participants and autonomous students
Teacher's role	The center of the classroom, controller of teaching pace and directions, judge of students right and wrong, the major source of assistance, reinforcement and support.	Organizer and controller of the group work, facilitator of the communication tasks, intervener to teach cooperative skills.

Material	Complete set of materials for Each student	Materials are arranged according to purposes of lesson. Usually one group shares complete
Type of activities	Knowledge set recall and review, phrasal or sentences pattern practice, role-play, translation, listening.	Any instructional activity, mainly suggests engaging students in communication, involving processes like information sharing, negotiation of meaning and interaction.
Interaction	Always teacher-students interaction.	Extreme interaction among students, a few teacher-students interaction.
Room arrangement	Separate desks or students placed in pairs.	Cooperative small group

**Table 01:** Comparison of Cooperative Language Learning and Traditional Language Teaching.

## **2 Principles of Cooperative Learning**

Johnson, Johnson, and Smith (1991) claim that cooperative learning is more than the idea of students working together in teams; they listed five essential elements that ensure cooperative learning work. In certain references, cooperative learning principles abbreviated in the word “pies” **P**ositive **I**nterdependence, **I**ndividual **A**ccountability, **E**qual **P**articipation and **S**imultaneous **I**nteraction because they are the main principles.

### **2.1 Positive Interdependence between Students**

Team members should take the responsibility to accomplish shared goals of the group, they should work together, help each other and be convinced that the team should appear as one body or unit has a common goal, all members work towards achieving it. Richards & Rodgers, state that: “Positive interdependence occurs when group members feel that what helps one member helps all and what hurts one member hurts all.”(2001: 196), which means that positive interdependence, occurs when team members realize that they need each other in order to fulfill the group’s task. For example, group members study together and insure that all have mastered the assigned material. In short; Students need access to activities in which they learn from each other as they ask for help and receive help from one another. Some researchers categorize positive interdependence as follows:

#### ➤ Weak Forms

The success of each team member is likely to contribute to success of others in other words; the success of teams is likely to be facilitated by success of individual members.

#### ➤ Intermediate Forms

The success of each team member contributes to success of all teammates, but a team member could succeed on own that means the success of a team is facilitated by the success of each member, but team could succeed without success or contribution of every member.

➤ **Strong Forms**

The success of every team member is not possible without success/contributions of each in other words; success of a team is not possible without success or contribution of each member.

## **2.2 Face to Face Interaction**

When a classroom is engaged in a simultaneous structure, students interact and discuss their assignments by sitting together, Face-to-face interaction referred to the physical set up of the group. Students needed to be clustered together in a tight group, facing each other, in order to have the kind of interchange necessary to accomplish the task. They cannot cooperate with each other if individuals are in separate place., for example ‘pair discussion’, then active participation is occurring for all students at the same time. All students engage in choral response and students can ask a teammate and receive immediate help. In contrast, in traditional classrooms, one person at a time speaks teacher/student. Teachers on the average do almost eighty percent of the talking in a traditional classroom (Goodlad, 1984). The time left for student talk is less than twenty percent because some time is taken for management.

## **2.3 Individual Accountability**

Inside the common goal of the team, each member has specific goals he/she aimed to fulfill by the cooperative work, so individual accountability should take a bit interest. Each member’s contributions are assessed and results are given to the individual and the group. Student accountability can be reached by giving each member a specific role to perform, “the importance of this accountability is in providing students with incentive to help and motivate each other to accomplish a shared outcome.” (Slavin, 1995: 43)

Each team member feels in charge of their own and their teammates’ learning and makes an active contribution to the group. (Kagan, 1990).

## **2.4 Equal Participation**

During cooperative learning, students learn by interacting with the content and their peers. Each student contributes equally to the process and final product of an activity. Participation is an essential part of the learning process and an important element for student success.

### **3 The Right Implementation of Cooperative Learning**

According to Johnson and Johnson (1999) not all groups are cooperative, certain types of learning in cooperation facilitate student learning and increase the quality of life in the classroom. Other kinds impede student learning and create disharmony and dissatisfaction.

To use cooperative learning effectively, teacher must know what is and is not a cooperative group. Cooperative learning is not:

#### **3.1 Pseudo Learning Team**

Students asked to work together but they are unwillingly to do so. They think that they will be evaluated from the highest to the lowest, in that case they keep their ideas to themselves and each one hides his/ her own information. Also they try to mislead or confuse the other. This cannot be called cooperative learning and students will never get the entire benefits.

#### **3.2 Traditional Classroom Learning Team**

It is the case when the students accept to work in groups, then the teacher states that they are evaluated and rewarded as individuals, obviously students keep their own information without any desire to share or explain to their team mate(s).

Johnson and Johnson (1999), states that the coming items are what can be called cooperative learning in accordance to the students and teachers' behavior within the team and the result.

#### **3.3 Cooperative Learning Team**

Students discuss the task with each other and encourage their selves to work hard, individual performance checked regularly to ensure that all students are integrated on the work, so students perform higher than they would if they work alone.

#### **3.4 High-Performance Cooperative Learning Team**

This grouping should meet all the expected benefit from cooperative learning. Students teach each other, groups' and pairs' success is highly fulfilled. This level of working in cooperation is rarely achieved.

In that element the authors state that:

How well any small group performs depends on how it is structured. Seating people together and calling them a cooperative group does not make them one. Study groups, project groups, lab groups, homerooms, and reading groups are groups, but they are not necessarily cooperative. Even with the best of intentions, teachers may be using traditional classroom learning groups rather than cooperative learning groups. To ensure that a group is cooperative, educators must understand the different ways cooperative learning may be used and the basic elements that need to be carefully structured within every cooperative activity.(Johnson and Johnson 1999:68)

## **4 Cooperative Learning Types**

Cooperative learning is a versatile formula and can be used for a diversity of purpose. Cooperative learning may be used to teach specific content (formal cooperative learning), to ensure active cognitive processing of information during a lecture or demonstration (informal cooperative learning), and to provide long-term support and assistance for academic progress (cooperative base groups).

### **4.1 Formal Cooperative Learning**

Formal cooperative learning occurs when students are working together, for one class session in several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (Johnson, Johnson, & Holubec, 1998a cited in Johnson and Johnson 1999:69) in formal cooperative learning groups, the teachers' role includes:

- Making pre-instructional decisions, decide on the size of groups, choose a method for assigning students to groups, decide which roles to assign group members, arrange the room, and arrange the materials students need to complete the assignment.
- Explaining the instructional task and the cooperative structure, teachers explain the academic assignment will be giving to students and the criteria for success by the cooperative activities.
- Monitoring students' learning, while implementing the cooperative learning activities, teachers check each group and get involved when students need an improvement in task work and teamwork. Teachers get specific data on promotive interaction, the use of targeted social skills, and the engagement in the desired interaction patterns. This data is used to intervene in groups and to guide group processing.
- Assessing students' learning and helping students process (how well their groups functioned), Teachers should bring closure to the lesson, assess and evaluate the quality and quantity of student achievement, ensure students carefully discuss how effectively they worked together.

## **4.2 Informal Cooperative Learning**

Informal cooperative learning is when students working together to achieve a joint learning goal in temporary, groups work only for few minutes to one class session. (Johnson, Johnson, 1999) During a lecture, demonstration, or film, informal cooperative learning can be used to spotlight student awareness on the material to be learned, set an atmosphere favorable to learning, ensure that students cognitively process and rehearse the material being taught.

Informal cooperative learning ensures that students are actively involved in understanding what is being presented. It also provides time for teachers to move around the class listening to what students are saying. Listening to student discussions can give instructors direction and insight into how well students understand the concepts and material being taught as well as increase the individual accountability of participating in the discussions.

### **3.3 Cooperative Base Groups**

Cooperative based groups are Permanent/stable learning groups that provide long-term support, encouragement and assistance, heterogeneous cooperative learning groups with stable membership to ensure all members make academic progress (Johnson, Johnson, 1999). In order to ensure the base groups function effectively, teachers should sometimes teach students the needed social skills and give the groups' process how effectively they should functioning.

- Provide support, encouragement and assistance in completing assignments
- Hold each other accountable for striving to learn

The three types of cooperative learning can integrated in one session. That is by beginning with a base group meeting, which is followed by a short lecture in which informal cooperative learning is used. The lecture is followed by a formal cooperative learning lesson. Near the end of the class session, another short lecture may be delivered with the use of informal cooperative learning. The class ends with a base group meeting(*Ibid*).

## **5 Effectiveness of Cooperative Learning**

In the latest years, there has been an upward interest among EFL teachers in using cooperative learning activities. With cooperative learning, students work mutually in groups of two to six. Nevertheless, cooperative learning is more than just forming students into groups and giving them tasks and activities to do. Cooperative learning principles and methods are tools that teachers use to encourage reciprocal helpfulness. Strong agreements of researchers exist in the association of cooperative learning with several benefits such as self-esteem, liking for school, and interethnic relations (Johnson and Jonson. 1999). In foreign language learning, theorists propose several advantages for cooperative learning: increased student talking time, more relaxed atmosphere, greater motivation, more negotiation of meaning, and increased amounts of comprehensible input (Kagan 1990). The following points explain certain advantages students may gain from working cooperatively:

## **5.1 Interpersonal Relationship**

Promoting constrictive relationship among heterogonous students is one of the main objects of ideal education. Students who join forces on their studies develop significant commitment and caring for each other no matter what their feeling and attitudes towards each other.

## **5.2 Perspective Taking**

It is the ability to understand and catch up how a situation appears to another teammate and how he/she react cognitively and emotionally. In their cooperative learning experiences, (Johnson and Johnson, 1998) observed that cooperative learning tends to promote greater cognitive and affective viewpoint taking. That is to say, those students who work in groups try to understand from the different understanding of the other teammates; they may interact and discuss points from various perspectives than they achieve a perfect and appropriate understanding.

## **5.3 Creativity**

Creative thinking appears more in cooperative learning due to the increasing numbers of ideas that emerged from the team members. Students usually are triggered by the other's ideas, in some case when a student initiate an idea many other ideas comes in the rest students' minds then, a competition starts among them each one refresh his/her thinking and try to produce and come up with the better and the most creative idea.

## **5.4 Self-Esteem**

Cooperative learning provides higher levels of self-esteem than the individual learning. According to individuals:

- Have low productivity due to the judgments they put on themselves, lacking confidence in their ability, and assuming that they will fail no matter how hard they try.
- Are critical of others as well as themselves by looking for flaws in others and trying to "tear them down."

- Avoid others because they feel awkward and vulnerable to rejection.
- Are highly persuadable, and highly influenced by criticism.
- Develop psychological problems such as anxiety, nervousness, insomnia, depression, and psychosomatic symptoms. (Johnson and Johnson, 1998)

Within cooperative situations, individuals tend to interact, promote each other's success, form multidimensional impressions of each other's competencies, and give accurate feedback. Such interaction tends to promote a basic acceptance of oneself as a competent person.

#### **4.5 Peer Editing**

When teams give oral presentations, the usual procedure is for the instructor to do the critiquing and grading. A powerful alternative is peer editing, in which pairs of groups do the critiquing for each other's run-throughs. The groups or the pair then revise their presentations taking into account the critiquing teams' suggestions and then present to the teacher. This activity lightens the grading load for instructors, who end up with much better products to grade than they would have without the first round of critiquing (Richards & Rodgers, 2001).

#### **4.6 Understanding Interdependence**

Cooperative learning provides students with the positive understanding of interdependence and the notion of "the constructive". Students who exposed too much to cooperative learning will have opportunities to work cooperatively with students who vary in abilities, ethnicity and gender. Learning to work in groups is a life skill and the students will learn to accept, they will not always get the choice of whom they work with, but the quality of work should still be the same. McGroarty (1989; in Richards & Rodgers, 2001: 195) offers the potential advantages for ESL students in cooperative classrooms:

- Emphasized regularity and variety of second language practice through different kinds of interaction.
- Develop and use language that supports cognitive development and enhances language skills.

- Provide opportunities to integrate language with content-based instruction.
- Provide opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.
- Help teachers to master new professional skills, particularly those emphasizing communication.
- Provide opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

In short, cooperative Learning is a teaching strategy that allows students to take over the role of teacher. Usually, because cooperative learning is an entirely an interactive learning process, it can be more engaging than even outstanding lectures. Cooperative Learning is also a method that teachers can use to bring in variety into their lessons, and, handled effectively; it provides a setting for students to learn important social skills.

## **6 Cooperative Learning Forms**

It is important to point out that in number of cases, researchers in methodology, Nunan and Claire (1996), Byrne (1991), do not discriminate between group and pair work and involve both cooperative forms under the term cooperative work and simply discuss their specifics together. Those two forms meet the requirements needed for the effective use of interactional activities and thus development of speaking.

### **6.1 Group Work**

According to Harmer (2001) group work is a method that allow students work together as a team, the team may contains from three to five students whose asked to do certain tasks which require a group decision like writing a group story, role play, or discussing a given topic.

Lotan (2004) pointed out that successful and effective group work requires students' cooperation and support to understand the learning task and be active participants and have equal participation to achieve their goal as a group. In addition, Students need to learn how to engage in meaningful conversations about the subject, and how to reduce group conflicts.

## **6.2 Pair Work**

According to Harmer (2001) Pair work is a form of learning with partner to accomplish a task such as writing a dialogue. Pair work has various advantages in enhancing students' language fluency. Two heads are better than one. For example, it increases students' amount of speaking in the classroom, it establishes student's autonomy and develops students' speaking fluency. Also, it allows the teacher to discuss with pairs and doesn't take more time in its management.

Byrne (1991) divides pair-work into three kinds: open pairs, fixed pairs, and flexible pairs. During 'open' pair-work, learners talk to one another across the class under the teacher's control. While working in 'fixed pairs', learners work with the same partner in order to complete a task, for example, dialogue. Finally, working in 'flexible' pairs presupposes that learners keep changing their partners as an example, interviewing other classmates.

## **7 Forming Cooperative Class**

Group formation is an important factor in cooperative learning because it is not only sitting around a table studying together or group projects with one or two students doing all the work. Richards and Rodgers (2001) state that while the teacher divides his class into pairs and small groups, two main factors should be considered:

### **7.1 Group Size**

typically group size is from two (pair-work) to four students within the group, this will depend on the tasks the students have to carry out and time division. In small size of groups students can be involved more in the task and have enough opportunity to talk and discuss and can be observed by the teacher easily; whereas, in larger groups the participation is particular to some students at others' expense.

### **7.2 Mixed Ability/Heterogeneous Grouping**

According to Lewis (2015), heterogeneous groups are groups that include students with a wide variety of instructional levels. They are groups stem from the education

precept that a positive interdependence can arise from students with varied learning levels working together and helping each other to reach an instructional goal.

Forming a group with only weak students is obvious unfairness; also group with only strong students is undesirable. The members of such teams are likely to divide up the work and communicate only cursorily with one another, avoiding the interactions that lead to most of the proven benefits of cooperative learning. In heterogeneous groups, the weaker students gain from seeing how better students approach problems, and the stronger students gain a deeper understanding of the subject by teaching it to others.

In quotation below Brown and Yule justifying the opinion of mixed ability grouping in practicing the English language, they say that:

“The opportunities for practice, if teacher is the only ‘senior’ conversationalist available, are obviously limited. Likely that any serious attempt at practicing spoken English would involve mixing learner sat different levels for conversation practice, so that advanced level students would take the senior role in a conversation and support the relative beginner.” (Brown and Yule 1991, 32)

Lynch (1996) states that ‘The greater different between students, the greater the natural need for negotiation.’

### **7.3 Homogeneous Groupings**

Homogeneous groups are groups organized so that students of similar instructional levels are placed together, working on materials suited to their particular level, as determined through assessments. (*ibid*)

When assigning homogeneous groups, teacher should assign the strongest students to one group, the next strongest students to another group, and so on until all of the students are grouped. Assigning groups of homogeneous ability avoids the problem of having some students naturally take over a group, excluding their weaker peers. Groups of stronger students are usually highly productive. Students in weaker groups find that they cannot rely on someone else to do the work and are forced to get involved. The teacher, moving around the classroom, can easily work with many of her/his weakest students at the same time.

## **8 Cooperative Activities that Help Developing Students' Speaking Fluency**

Many studies focused on group and pair work activities in learning English as a foreign language, the researcher concludes that cooperative learning activities are potentially beneficial for foreign language students. The most important thing is that each activity must be well planned and prepared before hands on.

Students working in groups or pairs learn how to speak effectively, how to work out what the instruction mean and how to use important information, how to work well with others and how to reduce language problems in a systematic way. They become skilled at cooperating with others, and express their own opinions, ideas and feelings, guided by the teacher. Concisely, cooperative learning activities help students maximize time of using the language in the English classrooms. Johnson and Johnson, (1999) provide explanation to some of those activities which summarized below:

### **8.1 Pair- Games**

They are games designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Such activities often provide good fluency.

### **8.2 Three-Step Interview**

Every student of a group chooses another person to be his or her co-worker and distribute the roles in order to know who will be the interviewer and who will be the interviewee, second: each individual interview his/her partner by asking clarifying questions. It is a strategy that is effective when students are solving problems that have no specific right or wrong answers. Three problem-solving steps are involved in this process.

- Step One: The teacher presents an issue about which varying opinions exist and poses several questions for the class to address
- Step Two: The students, in pairs, become the interviewer and the interviewee.

➤ Step Three: After the first interview has been completed, the students' roles are reversed.

After all interviews have been done, the students have to report the summery interview results. (Kagan, 1993)

### **8.3 Numbered Heads**

This is an activity that teachers can use for speaking activities and also to develop other skills, in this activity a team of four is formed; each member is given a number from 1 to 4. Then, questions are asked for the group, after that group members answer the question among them. And finally, the teacher calls out a number, then the person who has that number must give the answer.

### **8.4 Circle the Sage**

The teacher asks the class to see which students have a special knowledge to share. For example teacher asks who has visited a particular city. then, those students stand around the room, next to that, the teacher and the rest of the classmates each surround one of the students who has a particular knowledge, with no two members of the same team going to the same sage, then the student explains what he or she know while the classmates are listening, asking questions and learning some information about this topic. After that all students return to their teams. Finally, each one explains what they learned, as each one has gone to a different sage; they learn how others think, share ideas and practice oral language skills inside the groups.

### **7.5 Think-Pair-Share**

Is a method that allows students to engage in individual and small group thinking before they are asked to answer questions in front of the whole class. There are four steps to this method.

➤ Step One: Groups of 4 students listen to a question posed by the teacher.

➤ Step Two: Individual students are given time to think and then write their responses.

- Step Three: Pairs of students read and discuss their responses.
- Step Four: A few students are called on by the teacher to share their thoughts and ideas with the whole class.

## **8 Generalizations to Guide the Use of Cooperative Learning**

- Organizing groups based on ability levels should be done sparingly. Using a variety of criteria will keep student interest high and maximize learning.
- Cooperative groups should be kept rather small in size.

According to Lou (1996) “small teams of three to four members seem more effective than larger groups.”

- Cooperative learning should be applied consistently and systematically, but not overused.

Any strategy can be overused and lose its effectiveness. Cooperative learning is misused if assignments given to groups are not well structured, and students do not have enough time to practice independently the skills and processes that they must master.

## **9 Distinguishing between Cooperative and Collaborative Learning**

The terms collaborative learning and cooperative learning are often used interchangeably. This is because both of them support small-group active student participation over passive, in both situations, student members are required to possess group skills;

The shared similarities features between cooperative and collaborative learning approaches were summarized by Davidson (1994) in the sentences below:

- A common task or learning activity suitable for group work.
- Small-group student interaction focused on the learning activity.
- Mutually helpful behavior among students.
- Interdependence in working together.

- Individual accountability and responsibility for team work outcomes.

However, each term has some distinctive characteristics which make it different from the other. Brody (1998) states that cooperative learning and collaborative learning have arose from different frameworks and used in various topic areas as a separated approaches which have no connection or disagreement until educators started to search for appropriate practices to implicate in the classroom in the 1980s; nonetheless, in recent studies, the terms cooperative learning and collaborative learning overlap.

Rockwood (1995) describes the differences between the two methods as one of knowledge and power:

- Cooperation is an arrangement of interaction planned to facilitate the achievement of a specific end product or goal through students working together. While collaboration is an attitude of interaction and personal lifestyle where individuals are responsible for their procedures and actions, including learning and respect the abilities and contributions of their peers.
- Cooperative learning is the methodology of choice for foundational knowledge (*i.e.*, traditional knowledge) whereas collaborative learning is related to the social constructionist's view that knowledge is a social construct.
- Another difference added to these approaches by the teacher's role: for cooperative learning the teacher is the vital authority in the class, he/she maintains complete control of the class, even though the students work in groups to accomplish a goal of a course. By contrast, with collaborative learning the teacher reduce his or her authority and helping the teams which are often given more complex tasks. (Johnson, Johnson & Smith 1998 cited in Johnson and Johnson, 1990) states that collaborative work's knowledge is constructed, discovered, and transformed by students. Learning is conceived of as something students do, rather than the teacher does it to the students. Students do not passively accept knowledge from the teacher or curriculum.
- According to Cooper and Robinson (1997).cooperative learning is usually more structurally defined than collaborative learning

Brodey (*ibid*) mentions also the varying points between the two methods; they are listed in the coming points:

- Procedures by which students are organized into groups, (e.g., heterogeneous, random, student selected, common interest).
- The use of reflection, processing, or debriefing among students and/or between teacher and students on communication skills, academic skills, or group dynamics.
- Attention to student status by the teacher (identifying competencies of low-status students and focusing peers' attention on those competencies).
- The teacher's role in different phases of the lesson, unit, or process.
- Emphasis on the value of demonstrating equal participation by all students.
- The importance of simultaneous interaction among students in pairs or small groups.

## **Conclusion**

In this chapter researcher reviewed the related element to the cooperative learning method: definitions, types, forms and its principles (positive interdependence, individual accountability, face-to-face interaction and equal participation). through cooperative learning method teachers can teach various element and skills, this chapter provides some activities of cooperative learning which explained in terms of their use and effectiveness such as, think/pair/share, and numbered heads together. They are whether group work or pair-work in which time of interaction among students and with the teacher increase thereby enhancing fluency. The chapter includes the differences between cooperative learning and collaborative learning and that was the concluding point.

# **CHAPTER THREE**

## **Field Work**

## CHAPTER THREE: FIELD WORK

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**Part One**

**Classroom Observation**

### **3. Chapter Three: Fieldwork**

#### **Introduction**

According to academic research design, after offering the literature review of the two variables (speaking fluency and cooperative learning) the researcher has to start the practical part which explains and analyzes the data gathered for this descriptive study. Burns and Grove (2001), state that a descriptive design helps us to identify problems in current practice with an aim to decipher them. The researcher has drawn on diverse procedures for collecting needs data using classroom observation with students' questionnaire. These procedures and the choice to employ them obviously depend on the aim of the research study, the sample under investigation, the time available and the nature of the data collected.

#### **1 Classroom Observation**

Wrag (1999) says that observation refers to related procedures for gathering data during actual language lessons or tutorial session, by watching, listening, recording (rather than by asking). The purpose of the classroom observation in this study was to gain fuller understanding of particular context in which the observable fact occurs, providing a rich description of a particular setting and interactions, and keeping a written record of what happens as well as collecting other forms of data. Classroom observation helps getting clear ideas about the behavior of the students and teachers within the classroom during the occurrence of cooperative learning, the language boundaries that they had, the reaction of them towards language use while discussing within the groups and an important aim is to get an idea about how principles of cooperative learning be implemented in oral classes in order to enhance students fluency of speaking.

The research was specifically interested in recording and measuring the occurrences of how can students allowed speaking more and more. In order to effectively assess the large effectiveness of cooperative learning activities on the speaking fluency, a comprehensive view of students' active interaction and how students engage in the task is needed.

The first part of this chapter represents the field work of the present study which attempts to explore whether EFL teachers at Biskra University implement cooperative learning technique to get insights into how this technique is implemented to develop

students' speaking skill. To do so, three second year LMD classrooms were observed. This chapter provides a detailed description of classroom observation concerning its design, aims, and population and includes the analysis of the data obtained from classroom observation which took place in three second year LMD classrooms at the Division of English. Finally, a summary of the results obtained from the observation is included.

## **2 Aim of the Observation**

Researcher carried out an observation in order to fulfill the study's twofold aim. The first aim is to investigate the extent of using cooperative learning techniques and principles by EFL teachers at the Division of English at Biskra University and the second aim is to obtain current data about the ways they use in implementing this principles and techniques in enhancing speaking fluency.

### **Specific Aims**

- To ensure whether cooperative learning provides a communicative space to develop students speaking fluency.
- To establish the level of students of second year LMD speaking fluency.
- To analyze the effectiveness of cooperative learning strategies on the progress of second year LMD students' speaking skill in students of

## **3 Population**

The students' populations of second year LMD in Biskra University is around 450 students divided into ten groups; groups are from 40 to 50 students in each. Oral expression sessions were twice per week. Researcher found that two teachers (A and B) of oral expression in second year LMD have the most and frequent use of cooperative learning in their teaching methods with its both activities (pair-work and group work); researcher attended in for 3 classes one with teacher B because it is the only class she teaches, and two other classes with teacher A. Researcher observed how cooperative learning process occurs? And how it can help students enhance their speaking skill? One other remark is that the researcher on these two classes acted as a passive observer no integration, no interaction with the students during the class sessions.

## **4 Descriptions and Analysis of Classroom Observation**

According to Dr. Jacobs (1992) researcher in cooperative learning should report the following items in order to reach a significant description and analysis for the data collected during observation:

- The classroom management and the setting.
- Which cooperative model the teacher used, pair-work or group work?
- How did the teacher form the groups?
- What directions and time lines did the group receive?
- What researcher observed about group processing, role of the individuals and the academic achievements of the group and the individuals?
- Reporting the focus of the observation.

Dr. Jacobs provides those items to report an observation of cooperative learning in order to see its effect on students' academic achievements, so researcher tries to shape them and make them useful for reporting the observation of cooperative learning to enhance speaking fluency. The present description was divided into three main headings each one contains relevant subheadings.

- Observation before the occurrence of cooperative learning.
- Observing the groups while cooperative learning occurs.
- Observing the teacher's directions and time lines during the implementation of the cooperative learning.

## **5 Observation before the Occurrence of Cooperative Learning**

### **5.1 Setting**

The observation was carried out in two second year EFL classrooms at Biskra University during the second semester of the academic year 2014-2015.

What the researcher observed generally during the attendance of the target classes is that the settings were not appropriate as well. The classes were full of needless tables in which teacher (room impede the teacher to move around groups to monitor their work) and students find difficulties to move around, setting them and arranging the classroom to fit the cooperative learning atmosphere may take more than five minutes from the time

allocated to the session. Another factor that was noticeable is noise outside the classroom. Noise was everywhere, what made teacher and students not satisfied about their learning process. However teachers in such circumstances tried to reduce problems as possible and that by asking students to form groups without moving tables and chairs, trying to focus on the task and forget about outside events.

## **5.2 Selection of the Groups' Members**

Both teachers (A and B) have random selection for the group members or the pairs, usually it is decided by seating arrangement i.e. each tow students sitting next to each other work as pair and the same for group work whatever the number is. Sometimes students move and change their places in order to sit with friends or classmates in which they feel more comfortable to work with. When students were forming groups did not take long time because all teammates were seating in close tables.

In one group you may find mixed ability, mixed gender students and in another group you may find members of the same age, the same gender and the same ability. on the other hand, it has been proved by Kagan (2009) that teams that include high, middle, and low ability students, gender diversity and a linguistic and ethnic diversity are better in developing positive peer tutoring and aid in managing the classroom and ease the acquisition and introduction of new information and improve students' ethnic and social relations.

No touch from teachers in the grouping of students may be because they think that by giving students the opportunity to choose with whom they want to work helps in creating agreement inside the groups, reduces apprehensiveness, increases students' desire to work in partnership and reduces groups' conflicts.

A further important thing we noticed during the observation of the first classroom in which cooperative learning was implemented in all the three sessions is that in each cooperative lesson the groups' members have been partly changed. This may be because of the seating arrangement and the students find no problems work in cooperation with any members and that refers to students well understanding to the cooperative learning activities, students were accustomed with the principles and how it should work and that entirely help students to get as much as possible advantages in their learning process even though social relation among students.

### **5.3 Group Size**

The majority of group work activities entail three to five members within the groups this is due to the number of students attending the class and the requirement of the activity. Teacher A emphasizes more on four members within the group whereas; teacher B finds that three students in each group is more appropriate for the assigned activities.

Gillies (2003, p. 41) agrees that the optimal size for successful cooperative groups seem to be three to four members, because in small groups of this size students can be involved more in the task and have enough opportunity to talk and discuss and can be observed by the teacher easily. Possibly teachers favor groups of two to four students because they are aware that groups of this size are large enough to swell as possible interaction between group members and small enough to allow each group member to participate and provide the teacher by the opportunity to monitor their behaviors.

## **6 Observing the Groups while Cooperative Learning Occurs**

When the teachers told the students that the assigned work for the session was cooperative learning, students seemed motivated as well and they started managing the classroom in order to fit the method that is for group work whereas for pair-work, teachers gave the lesson first or the extract, then they told the students to work in pairs. the noticeable event was that majority of students accepted cooperative learning activities without any complaining or grumbling, students seemed as if they liked the activity before start dealing with it.

These behaviors indicated the students' positive attitude and acceptance and benefit from the activities that involved cooperative work, because they feel that their mates were present to provide them the necessary help and to correct their mistakes before they present their work in front of the entire class. One of the session, all class were working in pairs unless one students remained without a partner, she was enforced to work individually, while performing, researcher noticed that the students who worked in pairs where helpful to each other and motivated to perform whereas the student worked alone was very shy and she had no support except the teacher who attempted to support her as much as possible, that was a great factor may result students positive attitude towards cooperative learning activities in oral classes.

## **6.1 Cooperation among Students**

After the task is explained by the teacher, the students started discussing the activity, researcher observed that most of students cooperate effectively with their mates, they are involved completely in the task and each one tries to explain and make his/her ideas clear for the others, sometimes students tried to be very tolerated to some problems that was to carry on the assigned activity as well it should be thereby the win of the team. Students who were very quick try to settle down their contributions that is to be in the extension of the slow team members so, the cooperative spirit appears a lot in the majority of the groups in all the classes that have been observed.

This essential spirit (cooperation) appeared more in pair work; the researcher found that when students were working in pairs their cooperation were much more effective and the two students depend on each others. That occurs since two students forced to discuss and cooperate together not as the group work some students may take the entire responsibility and others depend on them.

## **6.2 Members' Responsibility for Team Achievement**

Each student shows his/her responsibility for team success, this factor of winning and achieving were mostly recognized by students. What has been observed in the four classes is that within the groups each student took the responsibility for achieving the team goals, rarely to find students that doing nothing or not caring about what other are doing only with students who were ignoring the module itself or have no curiosity about the English language whereas students who are very motivated to learn the language and really want to be fluent speakers tried to deal proficiently with the speaking activities that adapt the cooperative learning.

This awareness and responsibility reinforce the notion that teachers have given students appropriate understanding for cooperation principles unconsciously, teacher A emphasizes more on students to collaborate with each other in order to ensure their understanding and especially using English language while discussing. Besides the team goals that need fulfillment, individual students need to catch the possible advantages from the group discussion and that what have been observed in teacher A classes; students were

really integrated within the activity and each one tried to give his/her touch in the prepared activities.

Coming to pair work students were aware that both students are responsible about their task no one will complete the task for them and this cannot discuss with his/her own self so, each one is accountable for the team success.

### **6.3 Using English during the Group Discussion**

Exchanging opinion and discussing topics using the English language is the focus of that observation because they provided space for more speaking thereby fluent tongue because everybody know that the more one uses the language the more he/she speaks fluently . The core of the present research is to use English within the groups in order to be fluent speaker, to be honest, researcher found great distinction between the two teachers (A. B) in emphasizing using English within the groups. Teacher A focus a lot in using English while discussing that is by using punishments and rewards in order to encourage students, teacher A never been tolerated about the use of mother tongue inside the groups and students really responded to that by using English for any discussion albeit for demanding a pen, besides to that, students were emphasizing on their mate's use of English and they were helping each other to complete sentences or to detect a missing word.

The more ideas comes and opinions suggested the more discussion exist thereby the more use of the English language within the groups. Students in the two groups of teacher A liked to discuss and express their ideas using the English language what make their tongues move fluently, some of the students seemed really as natives. The researcher heard while moving around the groups' discussions that contain grammatical mistakes whereas they were fluently produced with the right intonation stress and pauses. Students feel at ease when discussing a subject with each other they were less anxious less stressed and as much as they were involved more in the discussion as much they speed their English production and fluent their tongue.

In the other hand, teacher B never paid attention to the students' language, they were using any words that may come in their minds the emphasis of the teacher was on delivering the answer only even if they use their mother tongue. So, discussing within the groups where completely Arabic (dialect), students were translating the task into the Arabic language then try to answer it also in Arabic after that they retranslate the answer

into English language this is by phone dictionaries. The remark is that the teacher noticed those repulsive events but no attempts to reduce or prevent what has been happening inside the groups.

During the cooperative activities, teacher was doing something else in her desk, she comes only if students or group require a help even though teacher explain using English language she never ensure students used English. They get a lot of correction of the grammatical mistakes that hinder students from producing continued statements, and other students produce only the technical vocabularies in English, Arabic dialect was everywhere. Teacher while involving cooperative learning activities should know well how to control each student.

Criticizing and evaluating each other's opinion. In teacher B groups, students were ignoring weak students' integrations, they do not even listen to them expressing or explaining what they want to say whereas this does not exist in teacher A groups in which team members give particular attention to weak students and they help them by trying to discuss and encourage them to be involved in the group. In other hand criticizing the teams and discussing the opinions and the integrations whether it fits the assignment or not. Those students seem that they were really involved in the group processing.

That is what is meant by cooperation in cooperative learning, Researcher means that when students help each other within the group that is for group achievement and at same time they ensure individuals' understanding which refers to individual accountability in cooperative learning principles, these elements existed clearly in teacher A classes rather than teacher B classes, researcher noticed that it is the teachers' responsibility to ensure such behavior among students in cooperative activities.

#### **6.4 Roles within the Groups**

The observation of cooperative learning shows that teachers do not assign roles of individuals within the groups; they only ask students to form the groups in a specific size. In some cases the teacher ask groups members to choose a performer, this may result due to teachers thought that limiting students in specific roles may allow various troubles to emerge e.g.; refusing their role and being not satisfied about mates' role.

Teacher does not focus in such divisions to reduce the troubles may occur within the groups students may feel ignored or be dominated by other thus students will not interact effectively and will not be integrated properly so cooperative learning fail to achieve the teacher aims and purposes of implementing it in oral classes. What has been noticed that students are taking roles themselves and automatically (unconsciously).

During the discussion each member took on his/her role. The recorder wrote down what members discussed. The elaborator explained and elaborated important viewpoints. Checkers of understanding made sure each member understood what was discussed. The encourager encouraged group member's participation and contribution to the group. The praiser who cheer members feel better about their contributions to the group. The reporter summarized the discussion and reported to the class. The timer took charge of group process and reminded member to complete the discussion within the time limit. Those roles does not precisely exist in each group or pair the researcher has obtain and generate them from variety of groups that researcher was observing.

Students know each other and what each student can provide to the group in order to reach the entire accomplishment, also they will discuss and choose themselves the role so one will be dominated by other and no one will be ignored, all members will be satisfied about their own divisions. Sometimes students make no divisions within the group that is due to their working together in each element of the assignment, they discuss the relevant solutions.

## **7 Observing the Teacher's Directions and Time Lines During the Implementation of the Cooperative Learning**

The first thing teacher does after forming the groups is giving instructions and guidelines to monitor and direct the work of the teams, this instruction is explained clearly and properly and the teacher receive questions about it. That is to make students ready for the activities assigned to them.

### **7.1 Time Allocated to the Activity**

After stating the instruction, both teachers announced the time allocated to the activities that is to limit student's discussion and make them focus on the task given to them rather than other thing that lost their time, each time teacher A reminded students by

the remaining time, so when students get out of the task or the assignment they will remember that the time is running then they turn back to their work. Reminding students by the time is very effective way to reduce their out task discussion because cooperative learning in its nature give opportunities for students to speak with each others.

In the observation of teacher B class researcher noticed that teacher give the students the time they have to accomplish the activity but she did not remind them by the remaining time. She lost the class control because students were discussing other topics far from the activity and when the teacher told them to perform they ask for extra time and they try to complete as fast as possible, the main thing students loose in such case is discussing in English, they will use Arabic language because there is no time to build sentences and produce them so interaction communication and discussion have been broken thereby no fluency of speaking will exist.

## **7.2 Asking for Clarification**

Asking teachers for clarification and help during the activities, for all the sessions researcher attended to observe how cooperative learning work, students were asking the teacher whether for more clarification or for solving some problems occurs during the discussion as an example when members of the team understand the instruction provided by the teacher differently they ask the teacher for extra explanation, this behavior appear for the entire time of the activity.

Such behaviors emphasis students interaction as well as teacher student interaction, they exchange ideas and thoughts, answer questions using English so, practicing the speaking skill unconsciously and that is what lead to better pronunciation then, fluency of speaking.

## **7.3 Choosing the Topic for Discussion**

Teacher in some activities provide students with the entire topic. They have only to construct the ideas for the performance, what characterized teacher A topics is that students can freely generate ideas about them, they are topics that enable students to be creative. Whereas, teacher B topics are very limited so students have no opportunities for creation and imagination, all the groups output were alike, this add boredom to the class. In other activities teacher A asked students to choose topics theme selves e.g. in a session teacher

asked students to choose a well-known personality and generate its characteristics, then describe them to the other groups without mentioning the name and the other group have to guess who is she or he.

Teacher A aims to see if the students are able to generate ideas about a subject and how can they organize their performance steps in order to fit appropriately the assignment; in other activities she aims to see the innovation to free students' imagination that is by allowing them to choose topic themselves and that in researcher views will reinforce more interaction and discussion among students within the group.

Examples: teacher A: creative topic

1. Asked each group to write four (4) words, any words.
2. The groups exchanged the words i.e., group A give the words to group B and so on.
3. Each group created a story by involving the four words in it.

Teacher B: limited topic

1. Gave the groups a long text divided into paragraphs.
2. Each group took a paragraph.
3. The teacher gave them four words in deferent domains related to the text (family, violence.....).
4. Each group picked out words from the paragraph and related it to the relevant domain.
5. Group members explain the picked word orally.

## **7.4 Teacher's Encouragements**

An effective factor has been observed most during the occurrence of cooperative learning is that teacher A used to motivate students to express their ideas and thoughts by some supporting expressions like "good" and encourage silent students to share their ideas and interact with mates in the group; this may help reducing students' fear and problems while working together. Also she monitors individual student unpleasant behaviors and checks if their attention is focused on the cooperative speaking task because cooperative learning is somehow difficult to manage and to control, teacher should pay attention to that in order to use cooperative learning appropriately in their oral classes and activities.

## **7.5 Problems Occurrence**

Cooperative work is not easy to be applied significantly, team members sometimes cannot prepare for or attend group sessions because of other responsibilities, and conflicts often result from differing skill levels even if this factor did not exist during the researcher observation of the cooperative learning whether pair-work or group work. When teams work and communicate well, they benefit more and help each other to overcome difficulties. One way to improve the chances that a team will work well is to agree beforehand on what everyone on the team expects from everyone else and make students choose their peers, the main thing that make the cooperative learning work and give as much as possible advantages on students' speaking fluency without any problems is controlling the class as well as it should be and ensuring the discussion in English among the group members.

Finally, the researcher found that the two classes which were exposed to cooperative learning ( pair-work and group work) significantly and properly by implementing all the conditions that allow students to speak more and more as ensuring using English within the group, use verity of topics that free students thinking and devote the major time of the session to students talk rather than teachers talk, also one main factor is teacher controlling; if the teacher can manage and arrange the class appropriately like teacher A did, the benefits from cooperative learning will reach the maximum all that will reinforce interaction, discussion and communication among students and with their teacher so students will speak as well as it should be and by the time students will be fluent speakers.

However, students of the other class which were exposed to cooperative learning but teacher B lost the class control as it was mentioned earlier resulted in no use of English while discussing.

## **8 Special Case**

At the beginning of the second semester the administration gave a second year LMD class to the supervisor in order to teach them oral expression; students in this class have been taught by another teacher during the first semester, since those students have never been exposed to any cooperative learning, the supervisor preferred to include that

method in order to see its work on students' speaking fluency. Integrating cooperative learning for this class was very beneficial for the researcher to obtain valid data.

The observation on the first session showed that students truly were not accustomed with working together, they have no understanding to the principles should exist in cooperative learning (for example, positive interdependence or individual accountability i.e., working together to fulfill the task and in the same time each student understand well what others doing). So, the role of the teacher during the first session of implementing cooperative learning was to turn the traditional classroom into a cooperative learning context. The students were also characterized as being unable to express or convey their ideas clearly, lack of confidence, and nervous. They also avoid eye contact with the teacher and their friends. They preferred to look at the wall or tables in front of them or read the text that they had prepared.

Within the groups students find difficulties to use English with each other they feel shy to discuss a task in front of the other they prefer to use the Arabic language even though the teacher insistence. Other students who were motivated to discuss in English, find much difficulties to speak fluently, they produce a sentence or word then stop and start thinking what to say next, this is what break communication in English within the group or between the pairs. In general, the interaction between students and the teacher was very limited. Due to the fact that fluency is the ability to speak quickly avoiding unnatural pauses and excessive use of crutches, during the implementation of cooperative learning researcher realized that the lack of fluency when students wanted to say something was a negative characteristic which prevented the students from showing self confidence when expressing ideas or answering a question.

Based on the observation of this class, it was found that the majority of the students experienced difficulties in speaking the English language. Their ability to speak fluently was very low. The rest were at intermediate level. During the observations researcher noticed that most of the students repeat a lot the words that they use continually but when they needed to express an idea with unfamiliar words they use their dictionaries, researcher also found that those students were not able to speak the language because they used to just listen to the previous teacher speaking about a topic then they prepare something about that topic in order to perform it in front of their classmates. There is no doubt that such activities can help students better speaking. However, language

enhancement is usually effective only when students use it mostly for communication and discussion. Students for this class showed very limited use of English language even though they had a lot of things that they wanted to say.

After around four sessions in which the observation done was on the implementation of cooperative learning activities to encourage communicative spaces, researcher observed that the new teacher implemented some activities which aimed at catching the students' attention which at the same time were funny and appropriate for them. It is important to clarify that at the beginning of each session students manage the groups in a random way, and no roles assigned from the teacher, with the aim to make students interact and help each other, creating communicative environments, teacher and researcher were turning around the groups discussing the topic with the students and ensure that everybody was involved in the discussion also the main aim is to ensure the use of the English language among the members.

Majority of students seemed more relaxed more satisfied and liked the method implicated in their oral sessions, except minor students who did not like the activities because they prefer individual work. Interaction, discussion, motivation, and attempts to use the language appear clearly and mostly in that class. through the implementation of cooperative learning strategies students achieved progressively to express their ideas in a simple and complete way, each session they appear more encouraged to speak and to be fluent as possible that is by discussion among the group members, it seems as a competition each member wants to show his/her ability to use English while discussion, when students made a grammatical or pronunciation mistakes other members tried to correct them, that ensure students awareness of their speaking skill. Researcher sum up that applying cooperative learning in this class have a great deal in improving their speaking level and thereby level of fluency.

### **Conclusion**

Even though classroom observation provided us with the opportunity to observe groups while they were working and real life data, our focus on moving around the groups was superior on observing the teacher because it was difficult for us to observe all the groups and the teacher during the same time. Moreover, because the number of the attended sessions may not be sufficient, it may not be helpful in generalizing the results obtained. Consequently, a students questionnaire is held.

**Part Two**

**Students' Questionnaire**

## **1 Students' Questionnaire**

The questionnaire is possibly the extensively used for eliciting information from students about their goals, attitudes and backgrounds. The present inquiry made use of one questionnaire designed for second year LMD students in order to gather information.

The questionnaire is well prepared, it enables the researcher to realize a more reliable and comprehensive data.

## **2 Aim of the Questionnaire**

This questionnaire is primarily intended to establish the students' attitudes towards their speaking skills and their consciousness of cooperation in speaking activities for the English language.

Researcher wants to take the possible information about how cooperative learning activities happen in the oral activities from the students' opinion.

## **3 Administration of the Questionnaire**

Researcher has administered the questionnaire to second year LMD students which researcher attended with them during the observation of the cooperative learning occurrence, one group with teacher B because it is the only class she has and two groups of teacher A; it is creditable to mention that the questionnaire took place in April 2015 at Bettaibi classes. Since it is quite impossible to deal with whole population under investigation, seventy students required to answer the questionnaire. The questionnaire was administered to fifty five (55) students who were thought by teachers who used the cooperative learning in their sessions frequently. Among fifty (55) administered questionnaires, (50) questionnaires were handed back in the same day.

By introducing the questionnaire researcher insisted on the fact that students are free to use the language it suits them best so they may express themselves in English, Arabic or French, since the important thing is to obtain their answers. To avoid any misunderstanding or misinterpretation, researcher provided them only with the literal explanation of the items to not influence them. For piloting the study,

The questionnaire was administered in a pleasant and relaxed situation. The questions were clear as much as possible in order to facilitate the students' understanding and thus provide appropriate answers.

#### **4 Description of the Questionnaire**

The questionnaire contains sixteen (16) questions which required answers with dichotomies (yes/no question) or picking up the most appropriate answer from a series of options, or open questions asking the students to justify their opinions or to explain their choices. The questions turn around two headlines that cover the variables of the investigation and the combination between them.

Section one in this questionnaire tackled the items of the speaking skill. First question (Q1) asked students to indicate how they find speaking in English: five 05 rating options were proposed ranged from, very easy, easy, difficult or very difficult. Second question (Q2) required students' opinion about their oral expression sessions in helping them to improve their English speaking and if yes, they were asked to rate the extent? Four options they have to choose from, very great extent, great extent, moderate extent, small extent. After that students were asked to indicate the rank that describes their level in speaking English (Q3), high, above average, average, below average, low. The last question (Q4) in the first section is about students' attitude towards speaking in English, they were asked if they feel anxious and what are the reasons causes this fear. Students may choose more than one reason from the following: The fear of making grammatical mistakes, the fear of making pronunciation mistakes, the lack of vocabulary, and the lack of self-confidence.

In section two of the students' questionnaire researcher attempted to collect information related to cooperative learning with its two kinds and its influence on speaking skill of second year LMD students of English. Section two started with question number (Q5) which asked about the enjoyable activities for the students, they had to pick their joyful activities from three options Individual activities, pair- work activities or group work activities, starting from question six (Q6) which investigated whether students facing difficulties when working in cooperation with justification, students were exposed to a range of yes/no questions and. The next three question explored the students' use of the English language within the groups or pairs, wherein (Q7) they are asked whether they use

English while discussing in cooperative work, question (Q8) turns around teachers' ensuring using the English language among the group's or the pair's members, the ninth question (Q9) requires from students to mention the extent of their English use in the cooperative work, they have to opt from a very great extent to a small extent.

Question number ten (Q10) asked about students attitude towards working with their classmates in cooperation, after that students receive a tricky question in order to emphasis if students have problems working in cooperation,(Q11) then, they were asked about teachers' integration in reducing those problems in (Q12). Question number (Q13) asked students whether the teacher raise their awareness towards the skills they may get from cooperative learning, and in (Q14) students had to opt from the benefit they get when dealing with cooperative learning activities: ask and respond to more questions, learn how to listen to different opinions and express yours, and develop speaking ability, all the choices in that question reinforce the interaction and communication within the groups or pairs. Question fifteen (Q15) asked students about their better performance when they work in cooperation, and justification required here. The last question in second section (Q16) allowed students to judge their speaking fluency as a result of cooperative learning: very well, well, or not so well

## **5 Piloting the Questionnaire**

For piloting the questionnaire, researcher handed a sample of the questionnaire to a few number of students in order to test its validity clarity and appropriateness, the students were chosen randomly, the researcher has analyzed those questionnaire deeply and tried to correct the maximum whether in ideas clarity, explanation or spelling mistakes; some questions were dismissed and some changing occurred on others, also the researcher added some explanation to the items.

## **6 Data Collected Analysis**

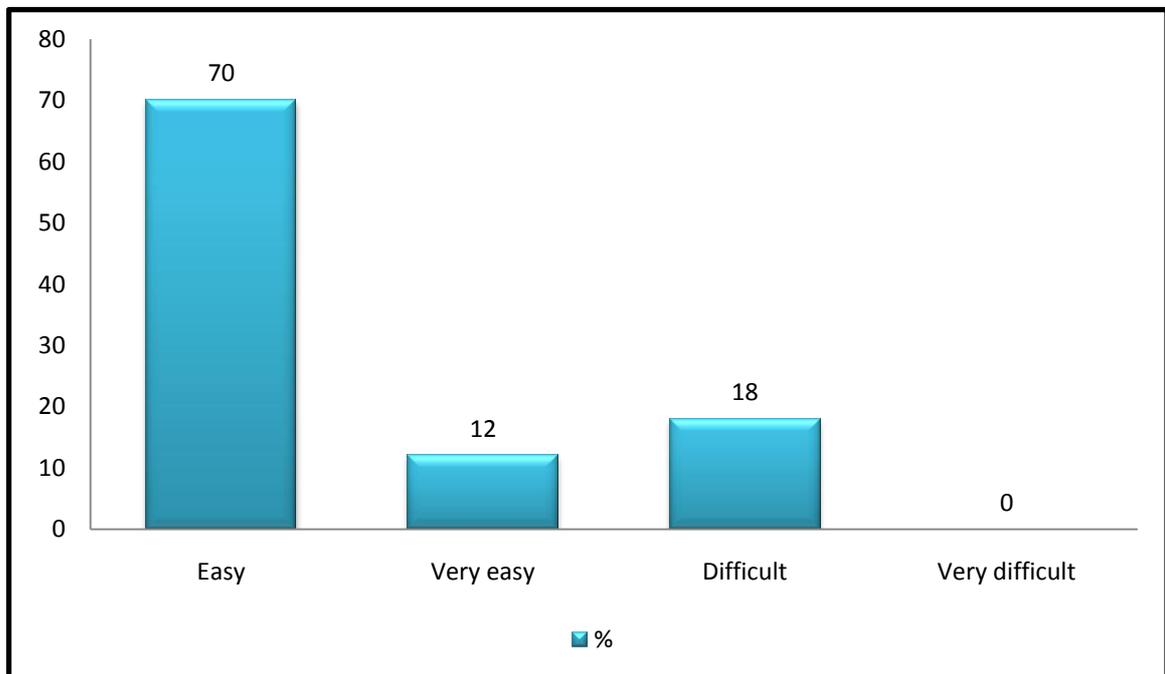
Data will be treated in tables and figures, the information generated from the questionnaire will be represented in percentages. And information will be presented and analyzed according to the obtained rate and not according to the order of items in the questionnaire (e.g. from high to low or the inverse).

## Section One: The Speaking Skill

(Q1) For you speaking in English is:

Options	Number	%
Easy	35	70
Very easy	6	12
Difficult	9	18
Very difficult	0	0
Total	50	100

**Table 02:** Students' opinion on the difficulty or the easiness of speaking.



**Graph 02:** Students' opinion on difficulty or easiness of speaking

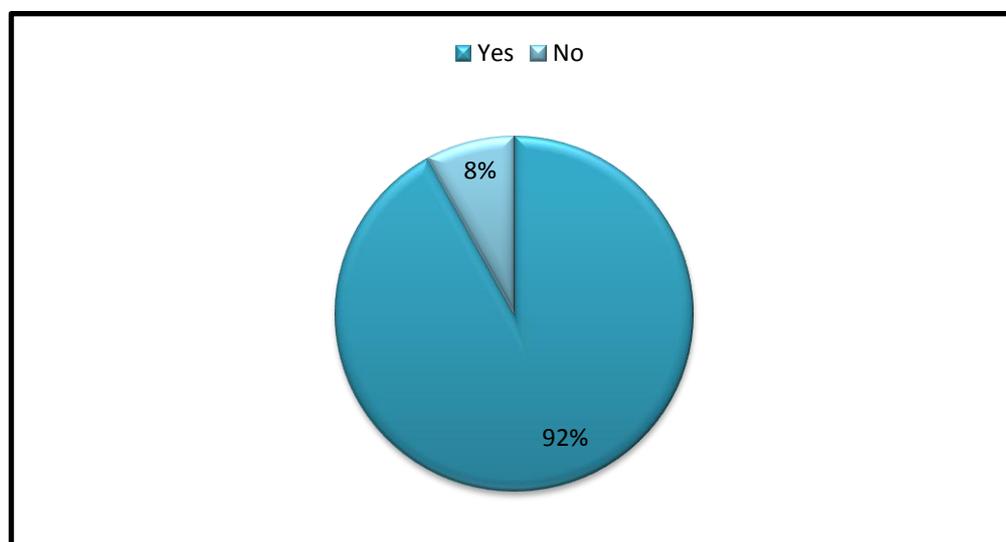
Students are asked to say whether they find speaking easy, very easy, difficult or very difficult. The majority of them which represent 70% think that speaking the foreign language is easy, researcher think that this data does not essentially mean that they are

good speakers but their attitude towards the speaking skill was good. 18% think that is difficult however 12% answer that speaking skill is a very easy one and no one of the students find the speaking a very difficult skill, those who find speaking difficult may represent the section of students who never speak in the classroom, mainly they are teacher B's students because it is noticeable that their level of speaking is low so they refer to it as a difficult skill. Knowing that the students who answered the questionnaire are those who were exposed most to the cooperative learning activities may explain this data.

**(Q2) Do you think that oral expression sessions help you to improve your English speaking:**

Options	Number	%
Yes	46	92
No	4	8
Total	50	100

**Table 03:** Students' attitudes towards oral expression sessions in improving their speaking skill.



**Graph 03:** Students' attitude towards oral expression sessions in improving their speaking skill.

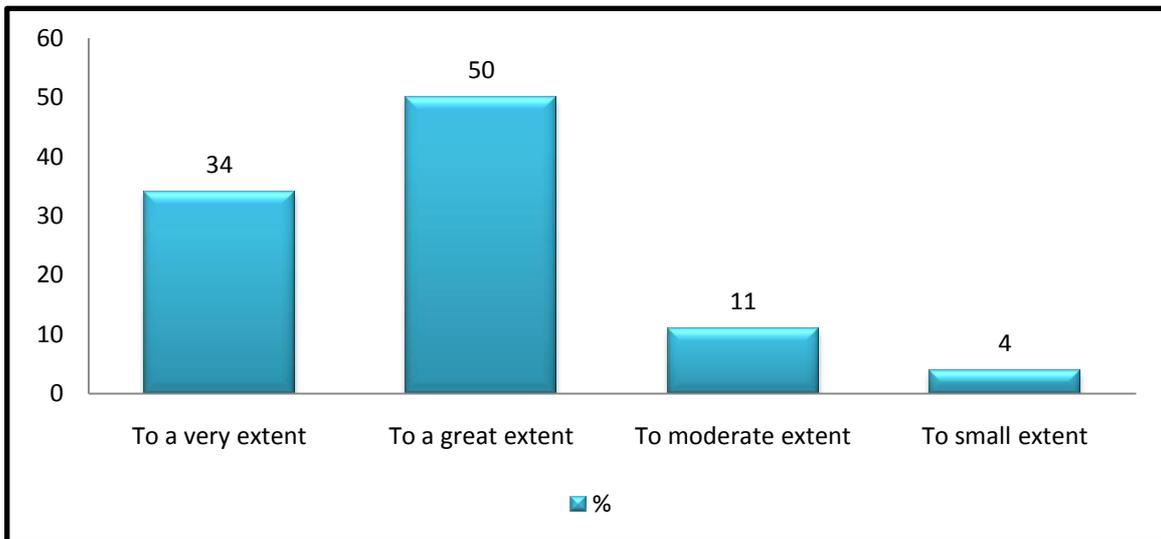
The data shows that the majority of the students which represent 92% agree that the oral expression sessions help them improving their speaking skill. It is due to sufficient time allocated for speaking in these sessions, most of the activities in the oral sessions devoted to the students speaking. Except 8% who think that oral expression has no effects

on their speaking, may be because they are the students who does not participate or utter a word during the session and who does not give importance to their studies.

**If yes, to what extent:**

Options	Number	%
To a very extent	16	34.78
To a great extent	23	50
To moderate extent	5	10.87
To small extent	2	4.35
Total	46	100

**Tables 4:** The extent of the developing the speaking skill in oral expressions sessions.



**Graph 4:** The extent of developing the speaking skill in oral expression sessions.

Students who agree that oral expression help them to improve their speaking are asked to mention the extent, a very great extent, and great extent, moderate and small extent. The half of the population (50%) sees that oral expression sessions help them to develop their speaking skill to a great extent. More than thirty four of the population (34.75%) answer that they get benefit from these sessions to a very great extent, whereas;

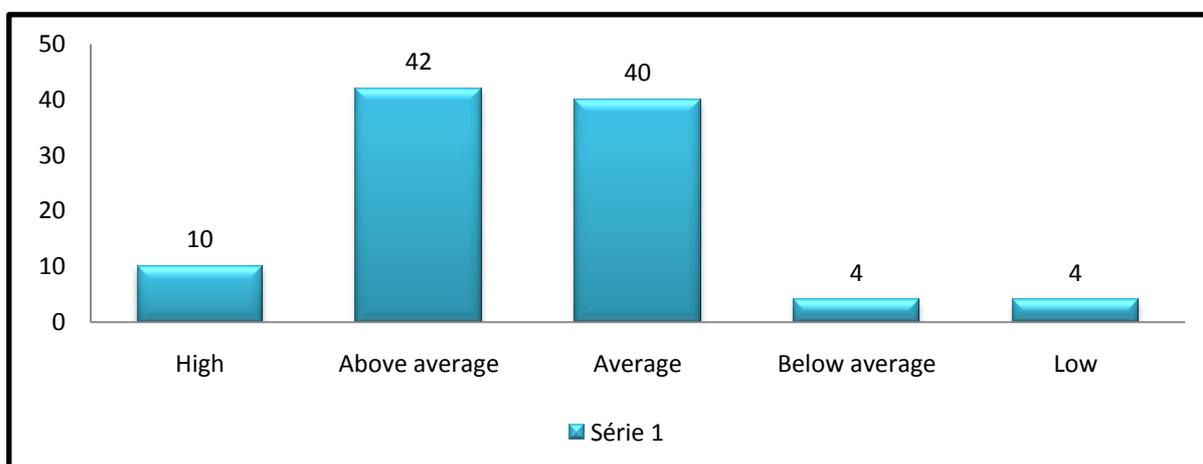
(10.87%) say that oral sessions help them to moderate extent and only (4.35%) from the whole population think that they take benefit to a small extent.

Many students think that by attending their oral sessions they have better opportunities to speak the English language and that is due to the great extent of benefit they get from it and the students who answered by very great extent should be those who concentrate more and really have an aim to be fluent speakers, researcher have observed them during the classroom observation.

**(Q3) which of the following describes your level in speaking English**

Options	Subjects	%
High	5	10
Above average	21	42
Average	20	40
Below average	2	4
Low	2	4
Total	50	100

**Table 05:** The students' level of speaking the English language



**Graph 05:** The students' level of speaking the English language

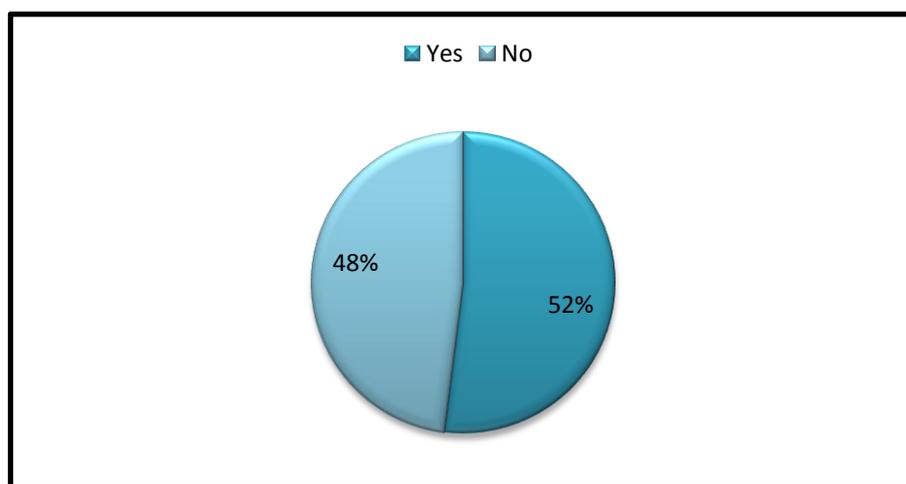
This question act as a support to the preceding question, it asks students to evaluate their speaking level. In answer to this, they are expected to rank themselves from high to low.

The data shows that 21 students which represent 42% of the whole admit that their level in the speaking skill is above the average, and nearly the same population 40% has an average level, moreover 10% for the students describe their level as high. The target population seems very harmonious with speaking skill and oral sessions and their description among the questionnaire hint their proficiency. By contrast around 8% of the whole population goes between, below average and low, again they mainly represent the students who do not like to partake in the classroom and that will not make any further advance, or they are a part of teacher B students who were ignored all the time whether by the teacher or by their mates.

**(Q4) do you feel afraid when you speak English**

Options	Number	%
Yes	26	52
No	24	48
Total	50	100

**Table 06:** The students’ fear when speaking the language



**Graph 06:** The students’ fear when speaking the language

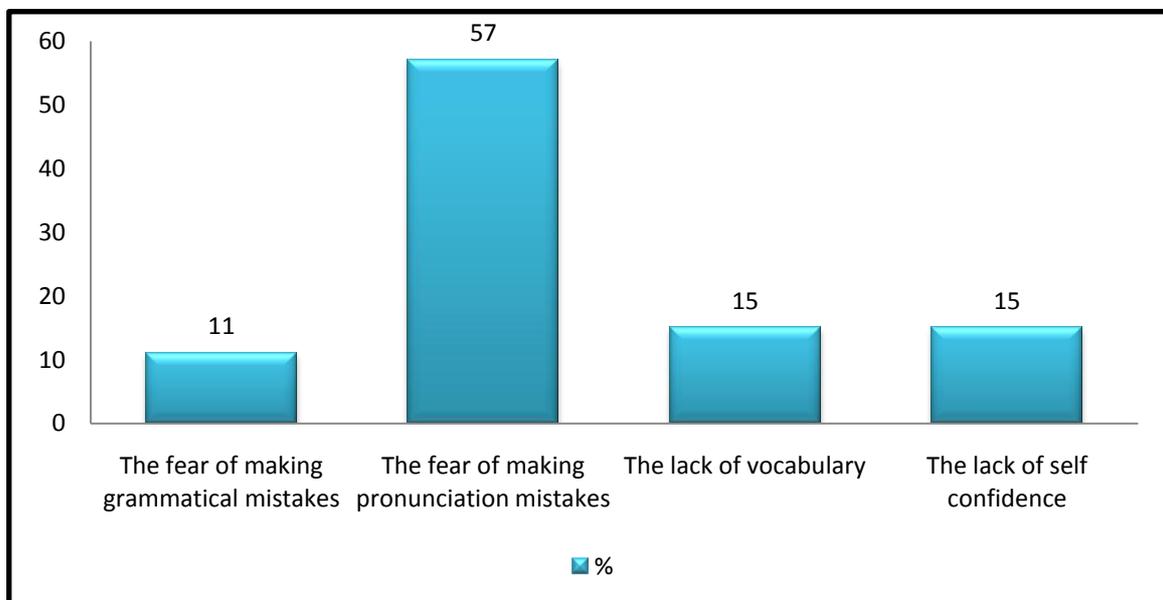
This question aims to see whether students speak in English or not. The statistics related to this item show that (52%) of the students feel afraid when speaking the language, against (48%) who do not. That is to say, it is a about the same population which answers

yes answers no. not all students are actually motivated to speak in the English language even though they have a good level of speaking (see the previous statistics), many of the students who mentioned that they have a good speaking level and oral expression helps them a lot to develop it answer now that they are not confident to speak the language.

**If yes, it is because of:**

Options	Number	%
The fear of making grammatical mistakes	3	11.53
The fear of making pronunciation mistakes	15	57.69
The lack of vocabulary	4	15.38
The lack of self confidence	4	15.38
Total	26	100

**Table 07:** Reasons for the fear to speak in English



**Graph 07:** Reasons for the fear to speak in English

Students' fear of speaking the language might have several reasons; possible reasons are the fear of making grammatical mistakes, the fear of making pronunciation

mistakes, the lack of vocabulary, or the lack of self confidence. This question aims to see the students' concerns while speaking, and to which item they give more attention because students avoid speaking due to their fear to fail in the item they think is important.

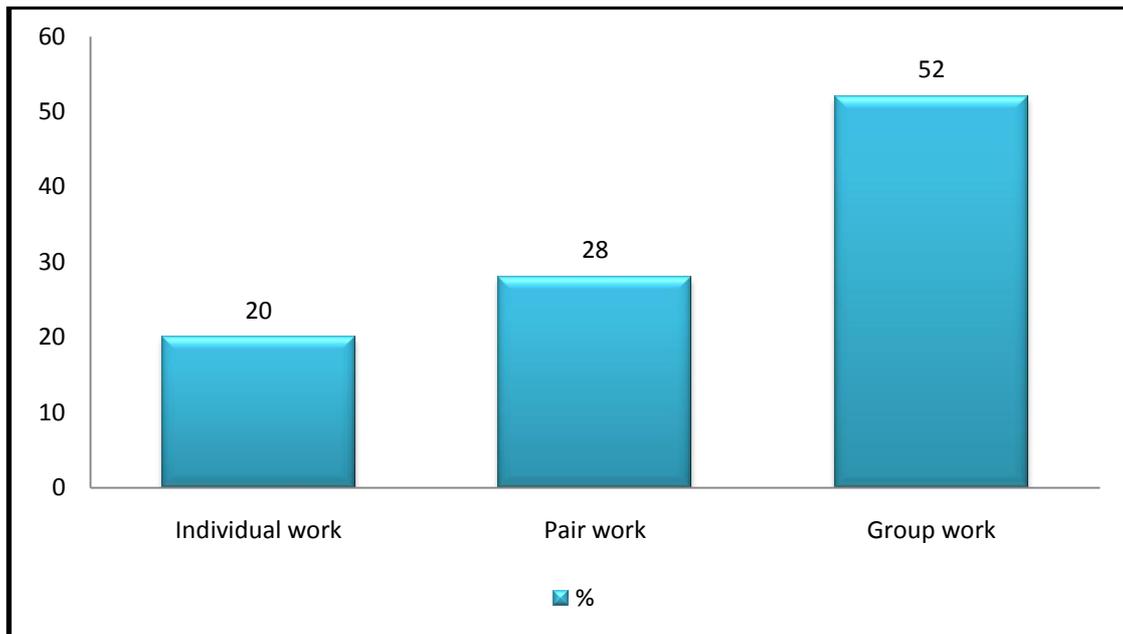
15 students which represent (57.69%) out of the total sample do not speak because they are afraid of making pronunciation mistakes, the majority of the students who have problems to speak the language think that the pronunciation mistakes is the main reason they are afraid of, may be because of lacking fluency which give others the time to evaluate ones' pronunciation thereby they make fun of whom speaking. 3 students (i.e. 11.53%) have indicated that they do not speak because they are afraid of making grammatical mistakes, and 4 (or 15.38%) say that lacking vocabulary hinder them from taking the risk of speaking, also the same population have been recorded 4 students, or (15.38 %) who are reticent to speak in the classroom since they lack self-confidence; this might impede them from processing their way toward fluent English. Definitely, this dilemma may hinder communication and slow down the speaking ability. So, it is the teacher role to create welcoming and comfortable environment that pushes students to speak more and more.

## Section two: The Cooperative Learning

**(Q5) which of the following activities you enjoy more?**

Options	Number	%
Individual work	10	20
Pair work	14	28
Group work	26	52
Total	50	100

**Table 08 :** Students' preferred activity in the oral classes.



**Graph 08:** The students' preferred activities

This question is a problematic one since the students have to pick either individual activities or the cooperative activities, this later is not mentioned directly, researcher preferred to put its types pair and group work as an indicator to the cooperative activities in order to opt the type of task in preference to another, this may help teachers to see the kind of instruction students' prefer. The obtained data shows that the the cooperative learning activities reached (80%) in the students preference and to be more precise students who favour group work are (52%) more than those who favour the pair work activities (28%). (20%)of the whole sample favour the individual work activities.

**Whatever your answer please justify**

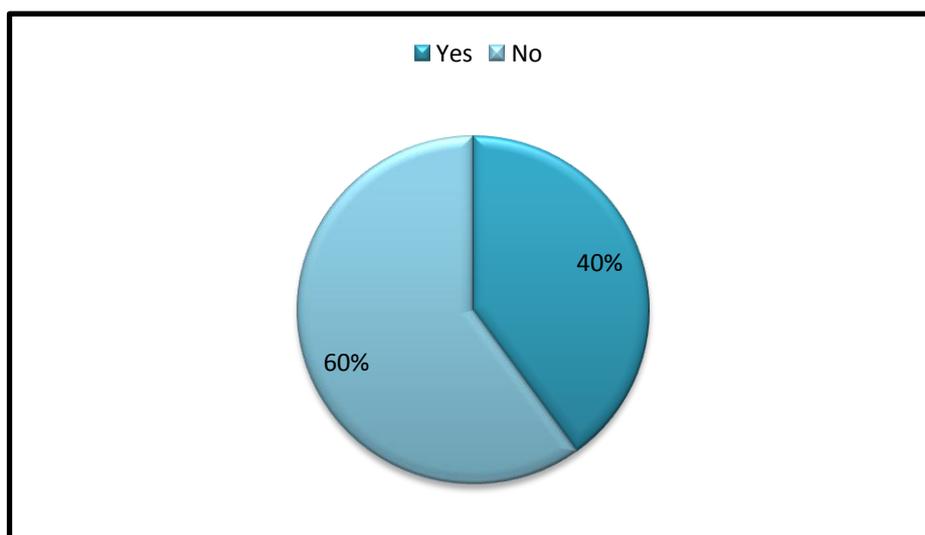
As what students justify their choice researcher sum up as follows, students who preferred group work are the extroverts' ones, friendly students who enjoy sharing and being with others. Students also like the environment that makes them feel belonging to other, they find themselves strengthening their ideas and abilities, and correcting their mistakes together before performing thereby taking risks in speaking. For pair work, the students under investigation are also likely to be sociable whereas the third category is concerned, those students have higher level, they are students who do not like working with weak partners, or probably they feel more secure to work individually. Also some students in teachers B classes do not like the cooperative work because they feel as it is

wasting of time and that due to the teachers' approach in implementing this activities and that may push them to prefer individual work.

**(Q6) is it difficult to work in cooperation?**

Options	Number	%
Yes	20	40
No	30	60
Total	50	100

**Table 09:** The students' attitude towards the difficulty of working in cooperation



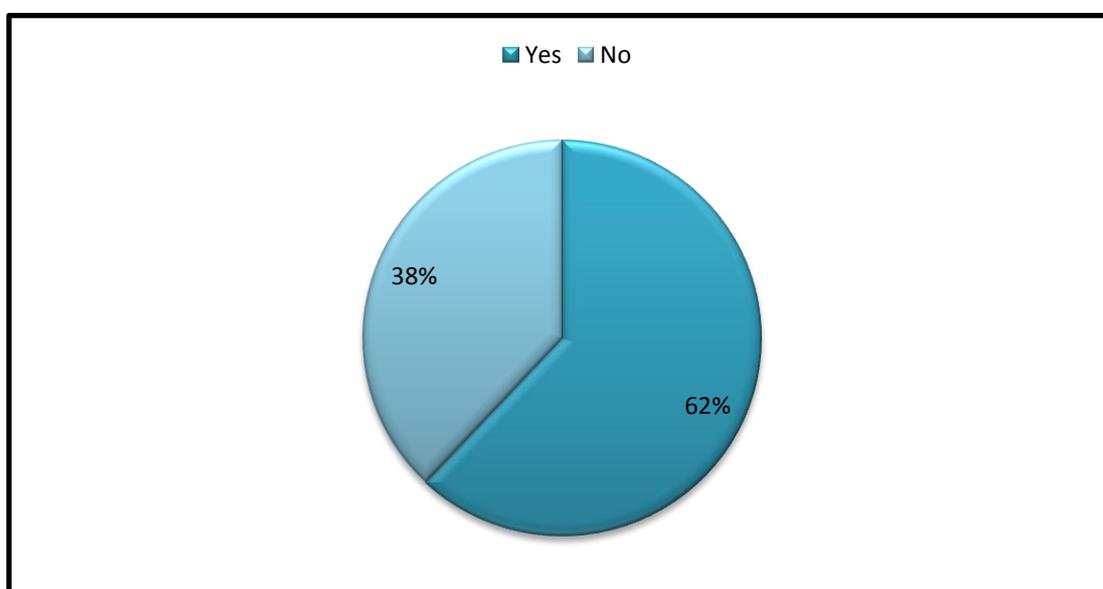
**Graph 09:** Students' attitude towards the difficulty of working in cooperation

Answers in this questions show that 30 respondents which represent (60%) indicate that they do not have difficulties when they work together with their classmates i.e. in cooperation. This means that they are among the students who would prefer working cooperatively in the previous question. In the other hand 20 students or (40%) of the respondents have problems when they work in cooperation. Researcher's interpretation is that among these students there are students who are in favor for individual work. There are also other factors that teachers should focus on and be aware when arranging cooperative work in order to get the entire benefits from the activities.

**(Q7) Within cooperative work, do you use English while discussing?**

Options	Number	%
Yes	31	62
No	19	38
Total	50	100

**Table 10:** Students' use of English language while discussing in the cooperative activities



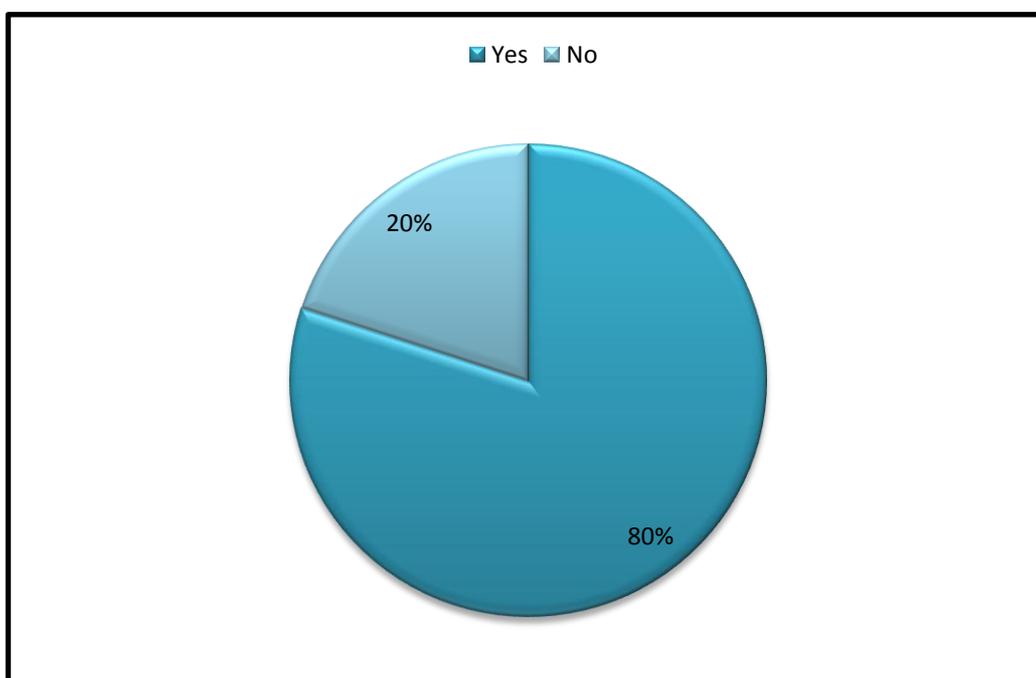
**Graph 10:** Students' use of English language while discussing in the cooperative activities

In this question, researcher wants to investigate whether students use English when they are discussing the task with their team mates in cooperative learning activities. 31 students among 50 stated that they use English, this is may be due to the teachers' insistence and students' awareness about using the language will enhance their speaking ability. Furthermore, only 19 students which represent (38%) do not use English within the team discussion, the reason behind that is: feeling shyness and fearing from mistakes than being laughed from their peers, also among them, students who are unwilling to work in cooperation thereby they are not engaged in the discussion and interaction. The researcher can ensure that the (38%) students who answered No, they did not use English while discussing are those who were thought by teacher B while the observation.

**(Q8) Does your teacher insist on using the English language among the members of the team?**

Options	Number	%
Yes	40	80
No	10	20
Total	50	100

**Table11:** Teachers' insistence on using English among the team members.



**Graph 11:** The teachers' insistence on using English among the team members.

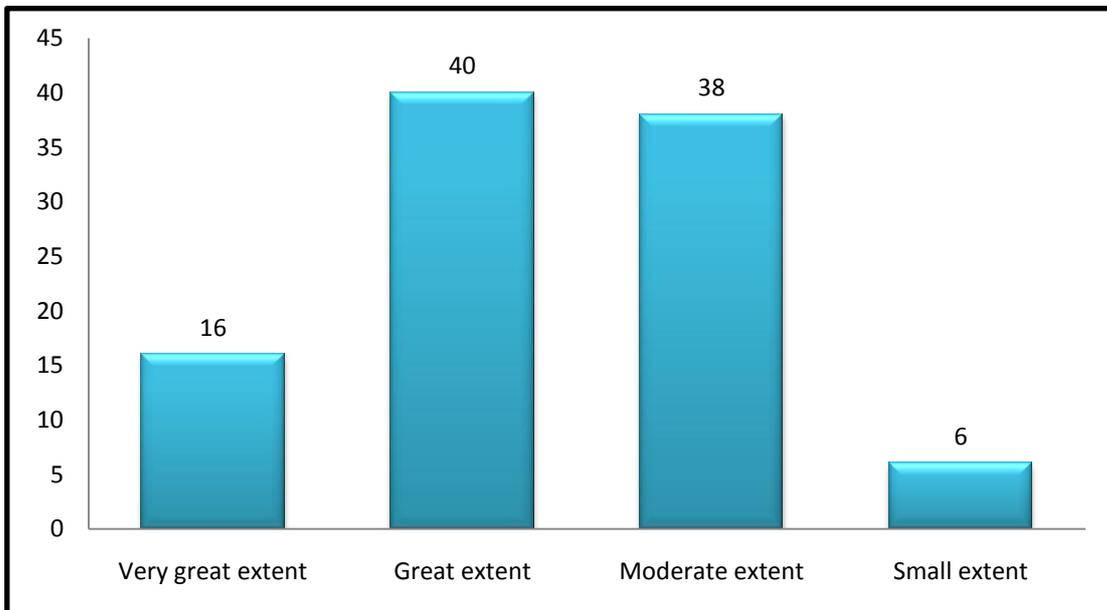
In the previous question the researcher interpreted the use of English language within the teams by teacher's insistence, so this question aimed to check the interpretation; also aimed to ensure whether teachers encourage their students to use the English language or not. The obtained data shows that (80%) for the students were encouraged and their teachers insist on them to use English, whereas only (20%) said that they get no insistence from their teachers in that issue. Researcher is not sure about students' truth in that question because what the researcher observed is more than 10 students do not use English

within the groups of teacher B. in the same time researcher ensure teacher A insistence of using English in her classes. The result provides evidence that oral expression teachers who use cooperative learning activities are aware about the importance of using English within the team.

**(Q9) To what extent you used to speak in English within the cooperative work?**

Options	Number	%
Very great extent	8	16
Great extent	20	40
Moderate extent	19	38
Small extent	03	6
Total	50	100

**Table12:** The extent of using the English language within the teams' discussion.



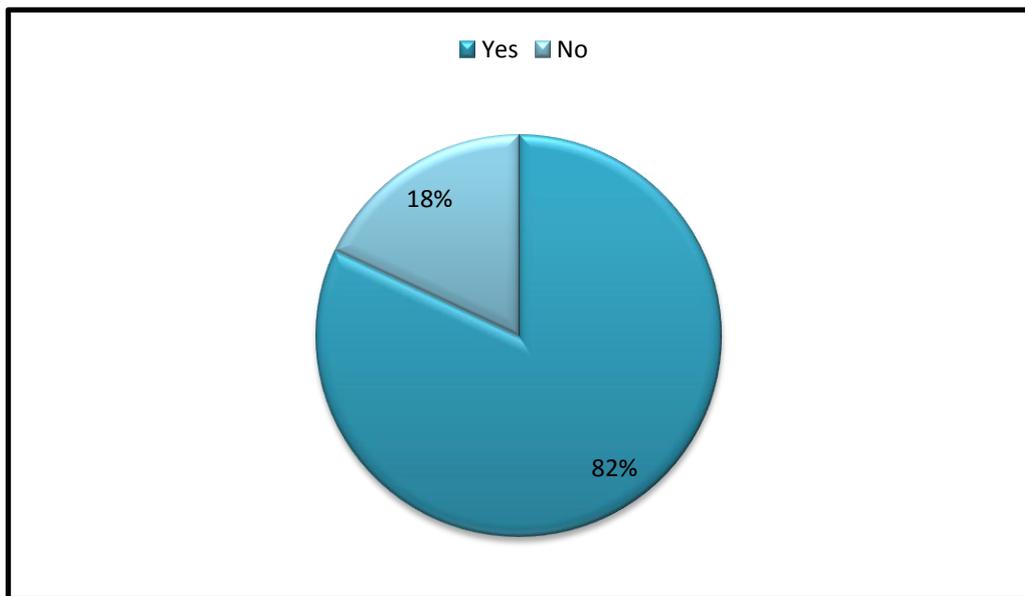
**Graph 12:** The extent of using the English language within the teams' discussion.

This item of information sheds light on students' extent of using English within the cooperative work. Students who use English to a very great extent were (16%) they are 08 students which may have good speaking level and great confidence to speak in front of others, so they always speak the language. In addition, 20 students who represent (40%) use English to a great extent and around the same percentages for students who use English to moderate extent (38%), those students also are aware of the importance of using the language in developing their speaking abilities. Only 03 students which represent (06%) use English to moderate extent, mainly they are students who feel shy or those who do not like speaking activities.

**(Q10) Do you feel at ease while working in cooperation (group work or pair work)?**

Options	Numbers	%
Yes	41	82
No	9	18
Total	50	100

**Table13:** Students' feeling when working with their mates.



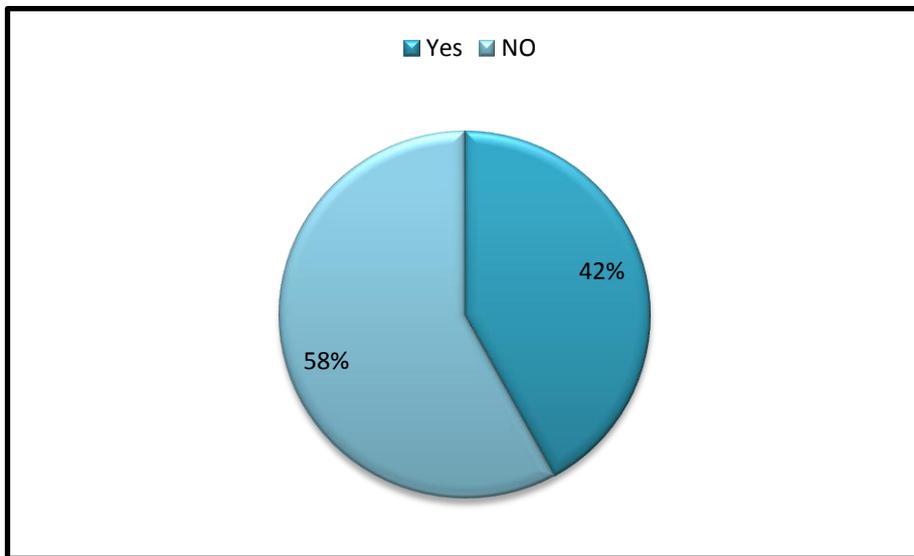
**Graph13:** Students' feeling when working with their mates.

Question number (Q10) investigate the students feeling when they are exposed to cooperative learning, researcher wants to know if they are satisfied and like the cooperative learning activities. This question will give an idea of the students' attitudes towards the work with their mates as groups or pairs. (82%) from the whole population state that they feel comfortable in cooperative work; moreover (18%) indicate their negative feelings towards it. The data ensure that most of students feel at ease in cooperative work.

**(Q11) Do you face problems when you work in cooperation?**

Options	Number	%
Yes	21	42
No	29	58
Total	50	100

**Table 14:** Problems occurrence when working in cooperation.



**Graph 14:** Problems occurrence when working in cooperation.

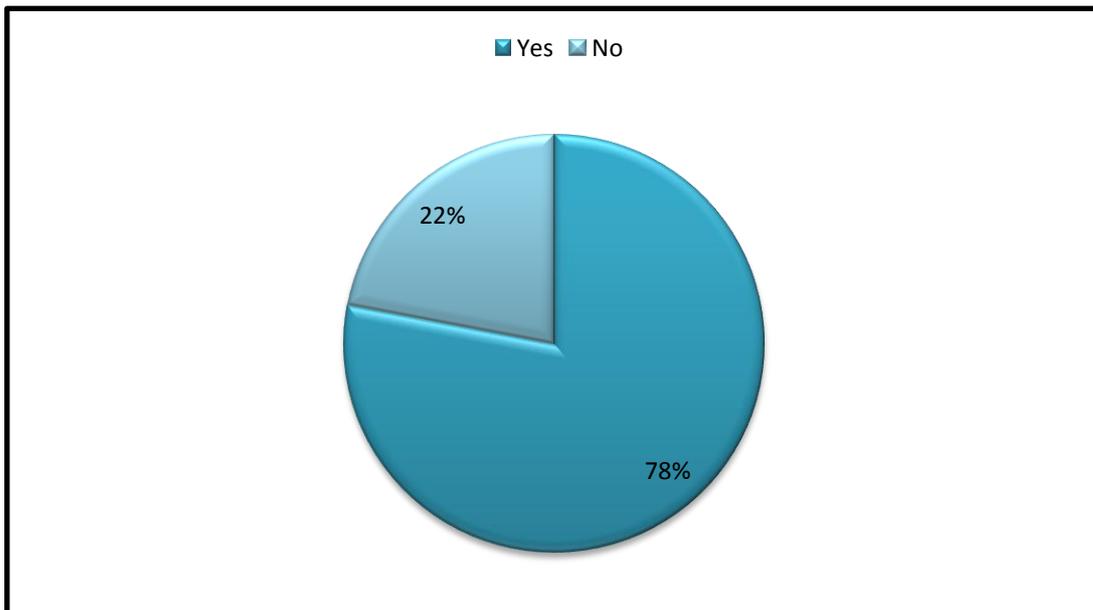
This question is a support to the aforementioned one, researcher in that question ensures students attitudes towards cooperative activities by asking them about the problems occur within the teams. (42%) answered yes, they face problems, whereas (58%) answered no, they face no problems when working together. The different opinion and

students dislike sharing their ideas create many troubles among the team members but if student interact, discuss and organized their roles and work in order to accomplish both group or pair and individual success, problems will disappear completely. Also teacher should interpose in order to lessen as much troubles.

**(Q12) Does your teacher attempt to reduce the problems occur?**

Options	Number	%
Yes	39	78
No	11	22
Total	50	100

**Table 15:** Teachers’ attitudes towards the problems occurring.



**Graph 15:** The teachers’ attitude towards the problems occurring.

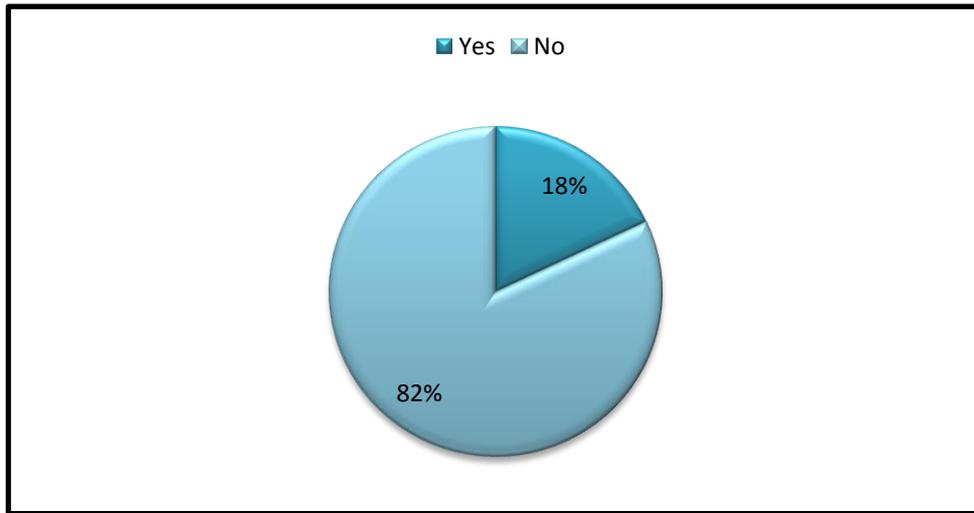
This question aims to see whether teachers help their students lessening the problems encountered while working with their team mates. (78%) of the students state that their teachers interfere in order to decrease troubles as much as possible, in the other hand, only( 22%) answered that the teacher does nothing or do not trying to drop off the

problems happen. the data shows that the teachers are paying attention and trying to make their cooperative activities appropriate and significant.

**(Q13) Does your teacher raise your consciousness towards the skills of cooperative learning work?**

Options	Numbers	%
Yes	9	18
No	41	82
Total	50	100

**Table 16:** Raising students’ consciousness towards cooperative learning skills



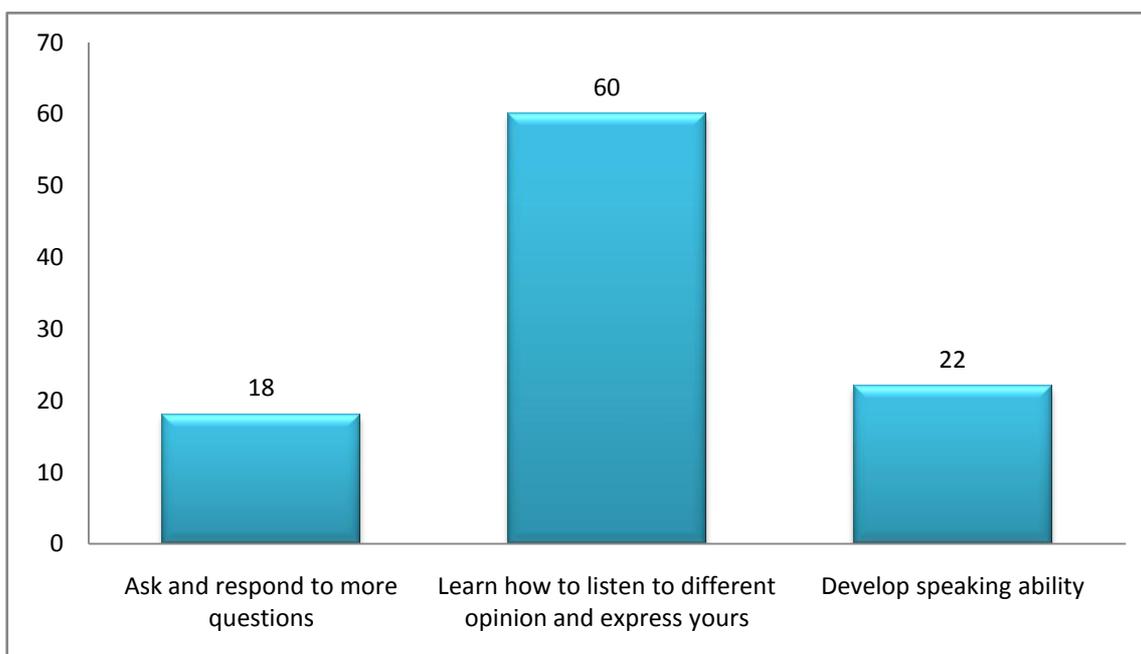
**Graph 16:** Teachers trying to raise students’ consciousness towards cooperative learning skills

The data in the tables indicates that nine students which represent (18%) their teacher insist cooperative skills whereas the majority of them (82%) state that they receive no insistence from their teachers. This can only be interpreted in terms of their ignorance of the necessary skill they should possess or their confusion with traditional team work which is putting students in groups. Rather, involving them in the team spirit.

**(Q14) Does cooperative work helps you to:**

Options	Numbers	%
Ask and respond to more questions	9	18
Learn how to listen to different opinion and express yours	30	60
Develop speaking ability	11	22
Total	50	100

**Table 17:** The obtained benefits from cooperative learning.



**Graph 17:** The obtained benefits from cooperative learning

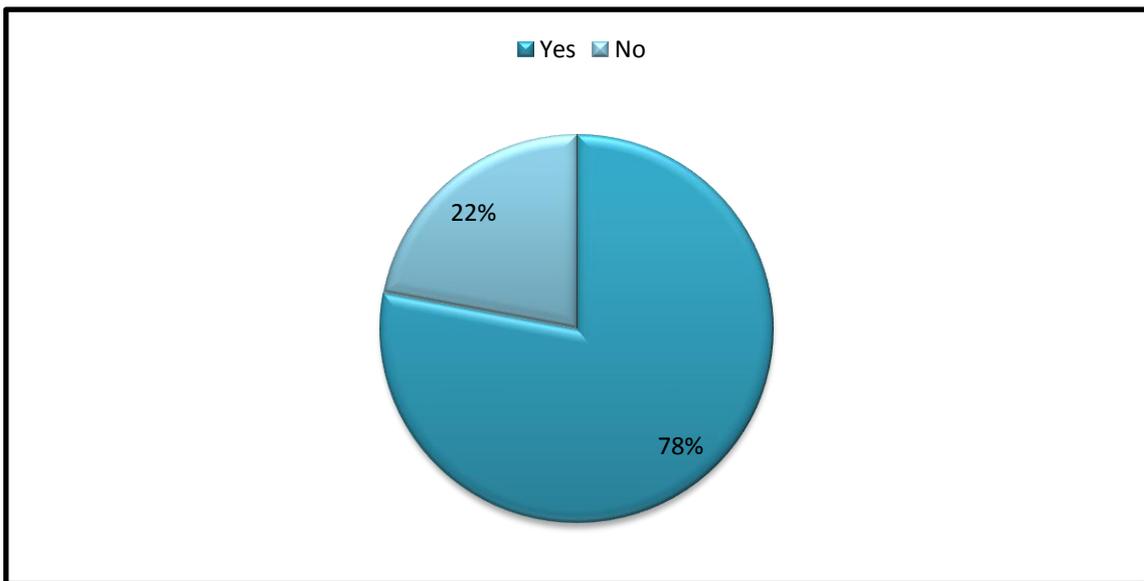
Options in this question lead to a common result which is developing speaking skill, by exchanging opinions and questions, there will be a time for discussion. The question aims to see the students' awareness about the benefits they may obtain from cooperative work. Informed that they can choose more than one answer, the remarkable notes is that most of students' ( 96%) picked the third options which states that cooperative activities help students' by providing more time to speak the language. 11students which represent (22%) choose the first option that indicate that cooperative work helps them ask

and respond to more questions whereas, (60% ) choose learning how to listen to different opinion and express theirs, this answers ensure students’ much discussing and interaction in the English language when they are exposed to cooperative learning activities.

**(Q15) Do you think that you perform better when you work in cooperation?**

Options	Number	%
Yes	39	78
No	11	22
Total	50	100

**Table 18:** Students’ judgments of their performance in cooperative activities.



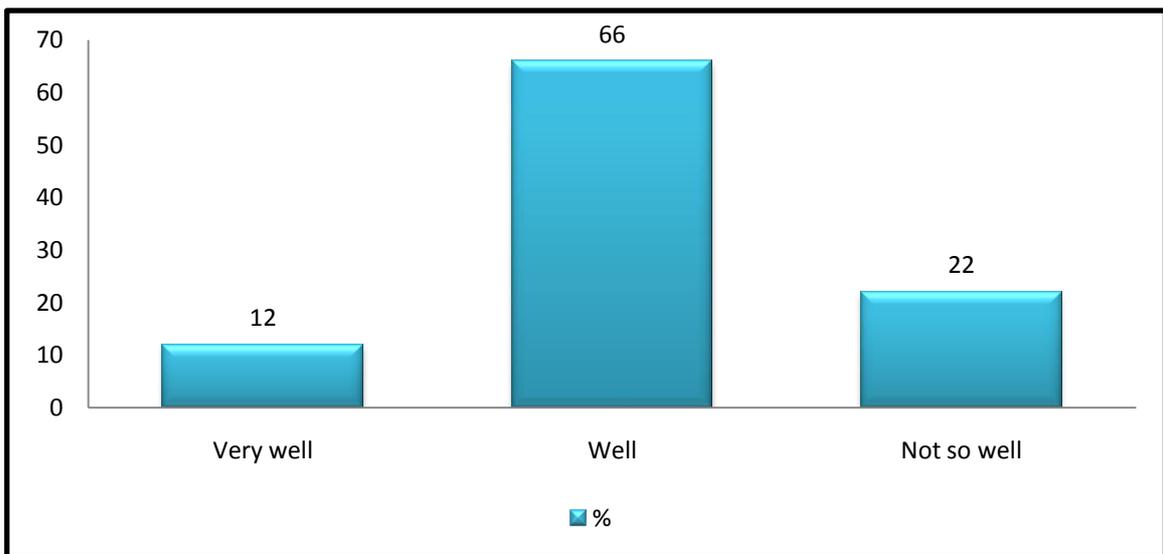
**Graph 18:** Students’ judgments of their performance in cooperative activities.

The aim is to see students’ evaluation of their performance when dealing with cooperative activities. The number of yeses in that question is (78%) which represent 39 students. This amount indicates the great benefits cooperative learning activities provides by facilitating the process of speaking and performing is the oral expression. 11 students (22%) answered “No”; they are students which do not like to be integrated in the cooperative activities or those who feel shy and unwilling to speak the language.

**(Q16) How do you judge your speaking fluency as a result of cooperative learning?**

Options	Number	%
Very well	6	12
Well	33	66
Not so well	11	22
Total	50	100

**Table19:** Students' evaluation of their speaking fluency in the cooperative activities.



**Graph19:** Students' evaluation of their speaking fluency in the cooperative activities.

Researcher in that question wants to ensure students' judgments of their speaking fluency when they were exposed to cooperative learning activities; they have three options to choose from. 6 students representing (12%), mainly they are the higher level students; judge their performance as very well and 33 students representing (66%) describe their performance as well? The noticeable point is that the students who answered "no" in the previous question are the ones who answered "not so well" in this question (11students 22%). So, they ensure their frustration in cooperative learning activities.

## **7 Discussions**

Foreign language students express their needs in terms of speaking skills. Teachers need to encourage students' speaking inside the classroom to be exclusively in English because students feel afraid to speak the language due to their inability to interact with others; they fear of appearing foolish when mistakes are made (grammatical or pronunciation mistakes). And they lack self-confidence.

The majority of the students are interested in pair and group work more than individual work because it helps them overcome their shyness and allows them to correct their mistakes in an early time, so teachers need to adapt these types of activities in order to provide and vary the opportunities for communicative interaction and language use.

In cooperative learning activities, most of the students use the English language while discussing and exchanging opinion with each other; also teachers' insistence helps students develop their speaking by providing much time to speak.

Teachers seem unaware of the importance of explaining the cooperative learning skills to the students; it can lead to better and successful functioning of its activities. So, teachers should raise their students' awareness towards the importance of these skills.

Students' evaluation of cooperative learning as a technique for enhancing speaking fluency implies students' readiness for such activities.

## **Conclusion**

As a conclusion, the researcher can say that this research deals with getting a new method that helps students' in speaking the English language fluently. This method is cooperative learning. Cooperative learning is a method that helps students in acquiring and developing the English language by practicing it in real contexts through interaction with each other. The analyses of the classroom observation and the students' questionnaire allowed the researcher to confirm the hypothesis and highlight that optimizing EFL students' speaking fluency through cooperative learning is by providing more time to use the English language thereby students exposed to more language pronunciation, intonation, and stress, by the time the often existence of those factors will accommodate students' tongue in using the language freely without hesitation and much pauses, so that is what enhances students' speaking fluency.

## **Recommendations**

In order to get the entire advantages of cooperative learning activities and ensure their influence on developing students' ability to speak, the researcher provides some suggestions and recommendations for oral expression's teachers who prefer to make use of pair and group work activities in their courses.

The teachers should give students free topics in order to provide opportunities for students' creativity and innovation thereby enrich the discussion and interaction between the pairs or among the team members.

They must ensure that students are using English within the discussion in groups or pairs in order to achieve the most important aim of using cooperative learning in the oral classes.

They also should make students aware about the cooperative learning skills and encourage their interpersonal relationship and social skills that is to soften the atmosphere where cooperation occurs and to reduce as much as possible problems and conflicts among the students. Also, an important point is students' awareness about the goals of cooperative learning activities which are individual and group accomplishments and success, so students cannot make total success over the individuals' success, this is break the cooperation and students will reject the cooperative activities.

They should give his/her touch from time to time especially when the problems develop that is to be able to control the pairs or the groups because students always prefer to choose their mates themselves but this is not always effective for the cooperative learning success,

Cooperative learning activities may cause a lot of noise and unpleasant behaviors inside the class, thus the teacher should know as well how to control by moving around the teams and see their cooperation in fulfilling the assignments and manage the class that is to allow cooperative learning activities work perfectly.

A main factor that may help cooperative learning success is providing identities for the teams that is to make learning joyful and get students interest and satisfaction.

## General Conclusion

In this thesis the researcher highlights the relation that relates students' speaking fluency mainly in English as a result to the implementation of cooperative learning activities (group and pair work) in oral expression sessions.

The study occurs in order to test (reject or accept) the hypothesis that states; If teachers at Biskra University use cooperative learning method, then students' speaking fluency will be enhanced, for that reason the researcher attempts to ask the following question: Do the right organization, use and understanding of cooperative learning activities and principles have a positive impact on the students' speaking fluency. The research question is divided into two sub ones; first question is how can EFL students' speaking fluency be enhanced through integrating pair and group work in the oral expression sessions? Second, to what extent implementing cooperative learning techniques is effective in developing the students' speaking fluency.

The enquiry is divided into three chapters, two chapters scaffold as theoretical part. First chapter provides a wide explanation of speaking in general and speaking fluency as a specification that is by mentioning the important elements that are related to this needed skill. The second chapter is divided to the overview of cooperative learning in which all its element are explained. After that the researcher provides the third chapter which is divided into two parts, the first one, reports the classroom observation held by the researcher on second year LMD oral classes and the second one presents the students' questionnaire which was administrated to the sample and the questions were clear, understandable and valid.

The data obtained from the students' questionnaire revealed that the implementation of group work and pair work is quite acceptable from the students' side. Different students' opinions on that issue surely depend on their teacher implementation and their control over the groups or pairs.

The results of the classroom observation reveal that using cooperative learning is not grouping the students for pairs or more in order to complete whatever activities, cooperative learning is the students' cooperation in order to achieve a team goal and individual achievements in the same time. The present study involves cooperative learning in the oral classes due to the time of using the language it provides. If the teacher just

groups the students without ensuring the cooperative learning principles, his/her implementation is a waste of time. Whereas when the teachers organize and use cooperative learning appropriately (i.e., significant grouping, organized classroom, teacher control, and free and creative topics) students will expose to interaction and discussion for a sufficient time that optimize the students' speaking fluency. The study reinforces the research hypothesis which is the students' speaking fluency can be optimized through the use of cooperative learning.

As a conclusion, this researcher gives certain advice for oral expression sessions concerning the effective use of cooperative learning in the enhancing speaking fluency. Also for further investigation the researcher suggests more specific dissertation topic which is the use of pair work in developing speaking abilities.

# Appendixes

## Appendix (A)

Biskra University  
Department of English

### Students' Questionnaire

#### Dear students,

You are gently requested to fill in this questionnaire to state your attitude towards the use of cooperative learning in developing your speaking fluency in English language.

Your answers are very important for the validity of the undertaking research. As such we hope that you will give us your full attention and interest.

Please tick the appropriate answer and justify it whenever necessary.

#### Section one:

1. For you, speaking in English is:

Easy  Very easy  Difficult  Very difficult

2. Do you think that oral expression sessions help you to improve your English speaking?

Yes  No

If yes, to what extent?

To a very great extent

To a great extent

To moderate extent

To small extent

3. Which of the following describes your level in speaking English?

High  above average  average  below average  low

4. Do you feel anxious when you speak English?

Yes  No

If yes, it is because of:

The fear of making grammatical mistakes

The fear of making pronunciation mistakes

The lack of vocabulary

The lack of self-confidence

#### Section two:

5. Which of the following activities you enjoy more?

Individual activities

Pair-work activities

Group work activities

6. Is it difficult to work in cooperation?

Yes  No

Justify.....

7. Within cooperative work, do you use English while discussing?

Yes  No

8. Does your teacher insist on using the English language between the members of the group?

Yes  No

9. To what extent you used to speak in english within the cooperative work?

To a very great extent

To a great extent

To moderate extent

To small extent

10. Do you feel at ease while working with your classmates in cooperation (group work or pair work)?

Yes  No

11. Do you face problems when you work in cooperation?

Yes  No

12. Does your teacher attempt to reduce the problems occur?

Yes  No

13. Does your teacher raise your consciousness towards the skills of cooperative work?

Yes  No

14. Does cooperative work helps you to: ( you may choose more than one answer)

➤ Ask and respond to more questions?

➤ Learn how to listen to different opinions and express yours?

➤ Develop your speaking ability?

15. Do you think that you perform better when you work in cooperation?

Yes  No

Justify.....

16. How do you judge your speaking fluency as a result of cooperative learning?

Very well  Well  Not so well

**Thank you**

Researcher: Fdal Samah

**Appendix (B)**

**Classroom observation sheet**

Group:

Time:

Teacher:

Room:

Pair/group work:

Topic:

Before cooperative learning occurs	
While cooperative learning occurs	
Observing the teacher implementation	

**Notes:**

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## المخلص

تعلم اللغة يعني قدرة الطالب على استعمالها استعمالا مناسباً، خاصة أثناء التواصل، هذا ما يستوجب على طلبة اللغة الإنجليزية عن طريق تطوير مهاراتهم الكلامية. تهدف هذه الدراسة إلى تطوير القدرة الكلامية لدى طلبة السنة الثانية ل م د بجامعة محمد خيضر بسكرة من خلال تطبيق أنشطة العمل التعاوني في حصص التعبير الشفوي. الباحث استعمل المنهجية الوصفية حيث اعتمد على الملاحظة الميدانية للفئة المذكورة سابقاً أثناء تطبيق الأساتذة لأنشطة العمل التعاوني بالإضافة إلى استبيان خصص لنفس الفئة (طلبة سنة ثانية ل م د). خلصت النتائج إلى أنه بإمكان العمل التعاوني أن يطور مهارات الطلبة الكلامية في حالة ما إذا أُستعمل ونظم تنظيماً مناسباً و استطاع الأستاذ التحكم في القسم و السلوكيات الناتجة عن هذه التقنية.