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MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

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Faculty of Letters and Langues

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Department Of Letters and English language

قسم الاداب واللغة الانجليزية



Enhancing Students' Speaking Skill Through Cooperative Learning.

The case study of third year LMD Students, Guelma
university.

A dissertation Submitted to the Department of letters and English language in partial
Fulfilment of the Requirements for Master Degree in Anglophone languages Literature
and civilisations.

Submitted by

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Dedication

I dedicate this modest work to :

The Memory of my mother Alhadja Laila

To my source of power, my father Ahmed.

To My husband Nacereddine

To My little girl Khadidja

All my family: particularly my sisters Sara, Meryem and Amina

My brothers Bilel, Okba and Oussama

My second family my mother in law MAMA Nadia Siaci

My brother in law Dr. Telaidjia Djamel and his little family

My sister in law Abla and her little family .

Acknowledgments

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Thank you all

Abstract

This Study tends to investigate the importance of using collaborative learning in enhancing learners' speaking skill. Accordingly we hypothesized that ; if teachers use cooperative learning technique in the oral expression course; then learners will feel more comfortable to use English spontaneously and their speaking skill will be enhanced. The study was carried out in t the English Department of Guelma University during the Academic year (2017-2018).To test our hypothesis. The research work administered two questionnaires, one for third year LMD students and another one for teachers from the department. The method of this research is descriptive. That is, it aims to describe two aspects: cooperative learning as the independent variable, and its benefits in developing learners' oral proficiency as the dependent variable .The findings from this research provide evidence that cooperative group work is the one of the most appropriate technique for developing students' language use and increasing their class room oral participation in interactional environment. The main conclusion drawn from this study has shown that using cooperative learning help third year LMD students in developing their self-confidence and enhancing their speaking skill. Finally, this study recommended some suggestions for teachers to guide them for effectively implementing this technique, and others for students that may help them to improve their speaking skill.

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List of Abbreviations

- AMEP : The Adult Migrant English Program
- CLL : CooperativeLanguage Learning
- GW : Group Work
- L.M.D: License Master Doctorate.
- SLA: Second Language Acquisition.
- EFL : English as ForeignLanguage.
- STAD: Students Team Achievement Division.
- TGT: Teams-Games-Tournaments.

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General Introduction

Mastering a second language requires mastering its main four skills : Listening, Speaking ,Reading and writing. All of them are important , yet the speaking skill would be considered as more important within the context of the present study. It's also considered as the most difficult and complex skill compared with the other skills.

Thus, it requires great efforts and practices of both teachers and students. Sometimes EFL teachers face situations in which students are unwilling to speak and participate in the classroom for many reasons such as shyness,anxiety,lack of self confidence and fear of making mistakes.

Consequently, Cooperative Language learning technique is a solution for teacher to create a comfortable and successful learning atmosphere and give the apportunities for learners to speak and develop their oral profeciency level by developing their self-esteem and reducing their inhibition.

1. Statement of the problem

The speaking skill plays a crucial role in academic context, which makes it a very important and central skill in teaching a foreign language. However, students in different academic setting, especially in Algerian schools and universities, find it a complex process. Because of the complexity of this skill, learners find it difficult to master all aspects of speaking. Thus, they do not produce acceptable oral contexts.

Although learners have received instruction about the speaking skill with different tasks for many years, they still make a lot of mistakes and they do not use the language appropriately.

So, the main problem that can be raised is that students lack the strategies that can help them speak in an effective way. In fact, learners need to be provided with certain speaking strategies to overcome all the obstacles that they face when they speak. Cooperative learning is one of the most effective strategies that can help students to improve their speaking skill.

To sum up, what is important in this investigation is not to see whether learning has taken place or not, but rather look to the contribution of cooperative work in language development and how it does influence students' speaking abilities.

2. Aims of the Study

The present study is about the improvement of the speaking skill in foreign language Learning .This study aims at understanding how and to what extent cooperative work (cooperative learning) in the classroom could help the Third year LMD students at Guelma University to improve their speaking abilities. To explore such an issue,many questions should be asked at the beginning of the study

3. Research questions

1. Why do the majority of learners have difficulties in speaking English in the classroom?
2. What is meant by cooperative learning?
3. Are teachers aware of the role of using cooperative learning?
4. How can cooperative learning technique enhance the learners' speaking skill?

3. Hypothesis

In order to answer these questions we have hypothesized that: If teachers use cooperative learning; then learners will feel more comfortable, and their speaking skill will be enhanced

4. Research methodology

The method of this research is descriptive. That is, it aims at describing two variables, group work technique as the dependent variable, and its role in developing the students' speaking skill as the independent variable. In order to test our hypothesis and to obtain the information required from our subjects, we have decided to use two questionnaires for both teachers and students as a research tool that will be useful in collecting and analyzing the gathered data.

The questionnaires' results are very important for the research. The analysis of both the teachers and the students' questionnaires will show us to what extent could the use of cooperative learning in the classroom affect the learners' speaking skill.

5. Population and sample

We have decided to choose third year LMD students at the Department of English 08 mai 1945 university of Guelma. Third year LMD students of English at the University of

Guelma are the whole population; we will deal with one hundred (100) students out of the total population. They are male and female, and they were chosen randomly. In addition we have selected twenty (20) teachers to help us to accomplish this work.

6. The structure of the study

The present research is divided into three main chapters. The first and second chapters review the related literature. The third chapter is the practical part of the study.

The first chapter started with some definitions of speaking skill. It also deals with the importance of the speaking skill. Then, we discussed the components of the speaking skill. In this chapter, we talked also about the objective of teaching speaking, The roles of the teacher in the process of teaching and common problems in speaking classroom are also considered, and finally we mentioned some activities to promote the speaking skill

The second chapter provides a better understanding of cooperative language learning and learning in small groups; it includes definitions of cooperative language learning, followed by different component of CLL, some of the types, then we discussed CLL and teacher in addition to CLL and learners, and also some of the benefits and limitations of CLL are also considered.

The last chapter deals with data analysis. It provides a detailed analysis of both teachers and learners' questionnaires. It will help us to see whether the results go in the same direction of our hypothesis.

This study will end with a general conclusion in which we will try to answer the research questions and whether to confirm or disconfirm the hypothesis.

Finally we concluded with some pedagogical implications and suggestions for future studies in addition to the confirmation of the hypothesis, and some limitations.

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CHAPTER ONE :THE SPEAKING SKILL

Introduction

The English Language plays an important role used in the field of education and in every day life. Thus, the ability of students to be competent to speak easily in English is one of major goals language teachers would like to achieve in classrooms.

In this chapter, we will deal with the speaking skill with detailed explanation, starting with the definition, then the importance of speaking skill, and after that we will explore the components of the speaking skill, focusing on the different objectives of teaching speaking and activities to enhance speaking skill. Afterwards we will shed light on the speaking difficulties in foreign language learning that may delay the speaking proficiency. Finally we will present some techniques for teaching the speaking skill in addition to the roles of both teachers and students in EFL classrooms.

1. Definitions of the speaking skill

According to Jeremy Harmer (1991), the speaking skill is the capacity to talk fluently, and it is not only about background knowledge of language aspects, but also the capacity to deal with information and language immediately.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or

vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence") (Nunan,1999)

According to Febriyanti Emma (2014), Speaking is an essential skill that language learners have to master with some language skills. It is described as a compound process of sending and receiving messages through the use of vocal terms .However ,it can be verbal or non verbal symbols such as gestures and facial expressions in various situations

“Speaking is about using experience and linguistic knowledge to design an oral message that will be significant for a certain audience. Thus speaking is unconscious process in which taking thoughts and putting them into words and finally saying them in very quick time”.
(Kenneth Chastain, 1976)

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns& Joyce,1997).

2 .The importance of the speaking skill

Speaking skill is the productive skill. Alike to the other skill, speaking is more difficult that appears at first and contains more than just pronouncing words. Speaking skill come to be the main feature of language when learning the language.

Turk, C (2003) states that if we need to increase speaking skills first we must be conscious of ourselves, our motivations, performance, and expected mistakes. From that speech we can be decided that our own motivation and also our environment are the importance issues in enhancing speaking skill. If the learners have a high motivation to increase their speaking skill, they will do their best and discover numerous sources about speaking skill. The environment is the following essential aspect that effects learners speaking skill, because if people around the learners are able to speak well it will be simply for the learners to imitate their way to speak.

Nazara (2011) regard speaking as the most important skill that EFL learners need to acquire and she claims: “Along the history of foreign language teaching and learning, speaking has always been considered as the most essential skill to be mastered for several reasons. First, approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences. Second, a huge number of conversation and other speaking course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language.”

The importance of speaking is more shown with the combination of the other language skills, so that English speaking skills should be established with the other skills to approve achievement in the communication development (Boonkit, 2010).

3. The components of speaking

Since speaking is the action of delivering language through the mouth by using different parts of our body, including the vocal cords, vocal tract, and tongue, students should practice speaking in English as much as possible.

However, there are some speaking components that are about the aspects which affect the success of the learners in producing the language namely grammar, vocabulary, pronunciation and fluency and which are needed for effective communication.

3.1. Grammar

According to Jeremy Harmer(2004), the grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer, although, creating a good grammar rules is extremely difficult.

Penny Ur argue that grammar is the way of using elements of speech together to formulate phrases and sentences, in order to transmit significant utterances and messages to others .

Sidney Greenbaum (1996) claims that grammars differ in their covering .that they are sometimes limited to syntax, the manners in which words join into structures of phrases, and sentences. However grammars can also comprise explanation of one or more other features of language: i.e morphology (the study of words, how they are formed, and their relationship to other words in the same language),word formation(the creation of a new word i.e the ways in which new words are made on the basis of other words or morphemes.), phonetics (the possible sounds and sound models),phonology(the distinctive sounds and sound models), orthography (the usual spellings),vocabulary, semantics (the meanings of words and sentences), and pragmatics (the understanding of utterances in different contexts).this grammar discusses all these aspects of language.

Grammar plays a great role in improving speaking skill. Learners, who know grammar rules, will be able to communicate and achieve their goals better than others who think that studying grammar is not something essential, in which they do not care about the use of language which is a necessary in learning (Dash)

3.2 Vocabulary

Vocabulary refers to the words we should know to communicate efficiently and which are, words in speaking (expressive vocabulary)and words in listening(receptive vocabulary) thus, teaching vocabulary should be more than identifying or organizing words. Rather , it should be about aiding children to make word meaning and the concepts that these words symbolize. Thus, out of the words comprehension and their relations to significances and facts, children can shape skills that will help them in understanding text. (Neuma & Dwyer, 2009).

3.3 Pronunciation

According to “the AMEP Fact sheets”, pronunciation is the creation of sounds that we use to make meaning.it needs concentration to the specific sounds of a language (segments), and

features of speech further than the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental aspects), and how the voice is designed (voice quality). i.e. it is about awareness to gestures and individual expressions in detail that is linked to the way we speak a language.

A.S Hornby (1980) and others in their dictionary define pronunciation in general as: “a way in which a language is spoken”. the way in which words are pronounced and uttered. learners can easily get the TL pronunciation through listening either to native speakers of the TL or to teachers, then imitate them to acquire the similar native pronunciation.

3.4. Fluency

According to Simensen Marit, a professor at the Department of Teacher education and School Development, the concept fluency, consisting of the variant ‘fluent’, is frequently used to describe high language proficiency. that is it normally used to describe ability to speak in a foreign or second language, not in a mother tongue.

Simensen Marit claims that the concept fluency has several perceptions. However his concentration is on two types, one type involves the features of being fluent in language performance such as speed and effortless, smooth and native-like use of language and using the spoken language without pauses. second type involves other features which mean that the grammatical correctness is not an important feature of fluent language use. as showed in the following quote: “Fluency refers to the ability to produce rapid, flowing, natural speech, but not necessarily grammatically correct speech”.

Leo Jones claims that, fluency is not about speaking really quickly without hesitating. it is being knowing to express yourself despite the gap in your background information, and regardless of the mistakes you are producing, nevertheless of not recognizing all the vocabulary you might need. Thus, it refers to hesitancy in a manner that others continue listening, rather than they stop you to finish your sentences.

3.5 Accuracy

Leo Jones argues that , accuracy refers to not making too many mistakes .thus , teachers surely want their students to become fluent, but also want them to become more accurate. while an inaccurate speaker could be a disturbing participant. i.e. learners most of the time focus on the aim of being fluent speakers and they neglect the importance of being accurate. that in some cases, EFL learners' can speak fluently but they make errors in grammar, vocabulary and Pronunciation as well .as a result, the message will be ambiguous ,and will not be understood, moreover, the listeners will lose interest because the message contains a lot of errors.

4. Teaching speaking

David Nunan (2003) describes teaching speaking as teaching the second English students the creation of English speech sound and sound patterns and using word and sentence stress,intonation patterns and the rhythm of the second language.Moreover, choosing suitable words and phrases according to the proper social environment, listeners,places and subject matter ,and organize their thoughts in a significant sequence; with using language as a tool to share principles and ideas.

Noor Malihah argues that English language teachers teach speaking only with repetition of drills or remembering of conversations.So we can say that the objective of teaching speaking is not simply to oblige students to talk or speak the English utterances but it should focus on the mastery of students' communicative skills, and learners could express themselves and study how understand the social and cultural rules successfully in each communicative condition.

4.1 Objectives of teaching speaking

Nowadays, many linguists and English foreign language teachers agree on that learner study to speak in the foreign language by cooperating .Thus, communicative language

teaching and collaborative learning gain best for this objective. And communicative language teaching is centered on real- life situations that need communication and by using this approach in English foreign language classroom; students will have the opportunity of speaking with each other in the target language.

In brief, EFL teachers create a classroom atmosphere where learners receive real-life communication, authentic activities, and significant tasks that involve oral language. And this only occurs when learners work together in groups to reach a goal or to finish a task (Febriyanti Emma, 2014).In the classroom, the important role of teacher's is to present and show the language to students in order to use it later. Thus, the objective of the classroom is not to change the external world, but to encourage the learners to use the external world for extra achievement.

4.2 The role of teachers in EFL speaking classroom

There are many roles that can be adopted by teachers in EFL classrooms, Jeremy Harmer points out three basic roles that teacher has to play if he or she wants to make their students speak fluently:

4.2.1 Promoter

According to Jeremy Harmer (1988,p.275-276) , Students sometimes get lost, and lose the fluency, the teacher expects from them, he or she leaves them to struggle out of situation on their own and rely on their knowledge without his help, he can only offer discrete suggestions i. e, If pupils lose the thread of what is going on or they are lost for words, we may pushed them forward in a discreet and supportive way. We want to help, but not to take over. Balance between taking the initiative away from the pupil and – if too careful – not giving the right amount of encouragement

4.2.2 Participant

According to Jeremy Harmer (1988,p.276) teachers must be excellent stimulants when asking learners to speak the language, sometimes this could be reached by starting the activity obviously and with passion. At further times, teachers may want to involve themselves in discussion or role-plays. That they can prompt ,by providing them new ideas which could help the activity along, ensure progressing learner engagement, and normally build an motivated atmosphere. However, in such conditions teachers should be cautious that they do not participate too much, and controlling the speaking activity.

4.2.3 Feedback provider

For Jeremy Harmer (1988,p.276) giving feedback in speaking activities is an essential role of teacher .Thus, when learners are centered speaking activity, teachers should not over corrected them this may hinder them and take the communicativeness out of the activity. on the other hand, useful and kind correction can reduce learners' hard misunderstanding and unwillingness. Everything relies upon on teachers' evaluation and the appropriacy of the feedback they give in particular circumstances. Furthermore when learners have finished the activity, it is very important that teachers let them evaluate what they have done and that they should tell them what , in their opinion. Also , teachers will reply to the content of the activity as well as the language used .However, feedback for oral fluency depends on teachers' feedback whether it is positive or negative in particular situations.

4.3 Common problems in speaking session

There are various speaking problems that can be occurring during the speaking class and which act as reasons for the miscommunication in relation to the difficulties in learning to speak English as second or foreign language.

4.3.1 Fear of making mistakes

Fear of making errors is often a cause of the perceived quietness and passivity during the speaking class, and this anxiety factor is linked to some features, such as the desire to be correct and ideal in speaking the language with a fear of losing face. Thus, learners feel afraid of making mistakes and they worried that their classmates will laugh at them and receive negative evaluations from the teacher. Thus, it is very essential for the teachers to prove to their learners that they should not worry about their mistakes since they study a foreign language it is natural if they make mistakes (Juhana, 2006)

4.3.2 Shyness

Speaking in front of people is the most frequent phobias that learners face in their learning activities. Furthermore, feeling of shyness forces their mind to be blank or that they can forget the words when speak. Thus, shyness is an effective thing that many learners suffer from when they are wanted to speak in the classroom. that is to say ,shyness can be a reason of errors and mistakes of in learners speaking performance. Thus, paying attention on this problem is very crucial so that the learner should do their better in the speaking presentation in the classroom.(Juhana)

4.3.3 The luck of opportunity for practicing English outside the class

Arrafet Hamouda (2013) argues that, lacking the opportunity to practice English outside the classroom is a serious barrier in the improvement of their communicative skill,which is disturbing for foreign language students when they are wanted to talk.

4.3.4 Use of Mother Tongue

According to Isa Spahiu (2013) ,one of the problems that teachers face with learners who are communicate the same native language is that they all use their native language rather than English to do their tasks.and this is because they would like to speak about something important , and so they use language in the the perfect way they know. Furthermore, usually

they are surely found speaking in their native language a simple than struggling with speaking English.

4.3.5 Size of the class

If the classroom is full-size, for instance contains 30 or 40 students, it is obviously that the learners forcefully do not a chance to perform the language , and cannot speak in front of the large class, then, hard for them to inquire and obtain individual care they need and so difficult for the teacher to make contact with students at the back , to manage active and inspired teaching and learning setting (Febriyanti)

Blatchford et al (2007), agree that, class size is a big problem, because students in large classes were found to have a more inactive responsibility is speaking with the teacher . Therefore,there are two related behaviors were frequent in large classes. Firstly, times when the student is just listening to the teacher. Secondly, times when they are not selected by the teacher, either on a one –to-one base or in a group or entire class situation. Thus, both explained a passive role in communication with the teacher. On the other hand, in smaller classes, students were more liable to collaborate in successful way with teacher.

4.3.6 Luck of interesting topic

Arafat Hamouda (2013) agree that , luck of interest in topics plays a significant role in students speaking in classroom activities. Thus, when the course subject is not interesting, the majority of students are not willing to speak about it, though students can speak if only they are interests .However, many learners feel uninterested in the English topics in the classroom discussion and they do not participate since the course topic is boring.

Leo Jones notes that , if teachers presents an interesting topics, learners are more liable to be motivated .But, not everyone is similarly interested in the same topic.Thus,topics like holidays ,food stuff, hobbies ,and relations cultivate can interest most learners; rather topics like ability ,narrative, arts cannot interest few learners. Knitting ,astronomy ,gardening , and

swimming possibly cannot interest a lot of learners, although some of them may have an enjoyment for such topics and want to share them with everyone.

4.3.7 Luck of motivation

Motivation is the key factor of learners' communication stresses. Moreover, it is crucial to know that it affects learner's unwillingness to speak in English; this lack of motivation in learning is the reason of learners' unwillingness to speak English in the classroom. Thus, teachers have to give continuous support and assistance likewise they should ask questions that detect the source of learners' problems. (Juhana)

4.4 Activities to promote speaking skill

In order to form classroom speaking activities that will improve the communicative competence, teachers need to combine the objective and information gap and to approve the numerous ways of expression. Here are some activities that could be done in the speaking class in order to reinforce the speaking skill according to Kayi :

4.4.1 Discussion

Hayriye Kayi confirms that, this activity promotes an essential thoughts and fast decision making that learners are acquired how to communicate and defend themselves in respectful manners when conflicting with the others. Thus, for well-organized group discussions, it is always improved not to formulate large groups, because quiet learners may avoid participation in large groups. Moreover, the group members can be either nominated by the teacher or the learners can agree on it by themselves. However, groups have to be known in every discussion activity, so that learners can work with several persons and learning to be open to different ideas. Lastly, in class or group discussions, whatever the goal is, the learners must always be confident to ask questions, summarize ideas, precise help, verify for clarification, and so on.

According to Leo Jones, discussions are appearances of any learner in classroom. Thus, the best discussions engage learner talking about individual experiences and providing his point of view. However, discussion succeed better in pairs or small groups since a lot of people can provide their opinions and ideas. In large groups or in the entire class, when any learner has given his or her view, everybody else can agree or disagree.

4.4.2. Role play

Hayriye Kayi notes that, another way of persuading learners to speak is role playing. Learners play roles about many situations and have a diversity of themes which includes many social roles. In role –play activities, the teacher gives information to the students for instance who they are and what they think or feel. Or, he can just tell the student that you are David, you go to the doctor and tell him what happened last night and he asks him to imagine that.

Leo Jones argues that, some learners feel less self-conscious if they have a role to play, and can run away from being themselves for a while. Furthermore, role plays could engage one learner playing a tourist, or customer, or boss, act with another learner playing a tour guide, or sales assistant, or post office clerk, or employee. While these non-realistic roles could be difficult for some learners, and enjoyable for others.

4.4.3. Story-telling

Hayriye Kayi agree that learners could quickly sum up a tale or story they listened from someone beforehand, or they can produce their own stories to inform their classmates. Moreover, storytelling promotes imaginative thinking. Which also aids the learners to say information in the design of the beginning, development, and ending, consisting the characters and setting should to have. Furthermore, students also can tell riddles or jokes. For example, at the beginning of each class sitting , the teacher can call a few learners to tell short riddles or

jokes as an opening .in this way, the teacher will not only address students' speaking ability; rather also catch the attention of the whole classroom.

4.4.4. Interview

According to Hayriye Kayi, learners could organize interviews on particular topics with a variety of people. Thus, it is an excellent idea that the teacher presents an introduction to learners in order to recognize what kind of questions they could ask or what way should follow, but students have to prepare their own interview questions. Temporarily, managing interviews with individuals gives learners a chance to practice their speaking skill not only in class but also outside, and helps them to become socialized. After interviews, each learner can introduce his or her answers to the class. Moreover, students can interrogate each other and introduce his or her colleague to the classroom.

4.4.5 Picture describing

An additional method to make use of pictures in speaking activity is to provide students just one picture and asking them to explain what is in the picture.for this activity learners can formulate groups and each group is provided by a different picture.Students talk and discuss about the picture between each other, and then a talking head for each group explains the picture to the whole class.this activity enhance the inspiration and the imagination of the students as well as their public speaking skill (Kayi).

4.4.6 Brainstorming

Hayriye Kayi argues that,in particular topic, learners can create ideas in a limited time depending on the situation ,either individually or in groups .Brainstorming is successful method and students create ideas rapidly and generously. Thus , the main feature of brainstorming is that the learners are not evaluated for their ideas so learners will be exposed to involving new ideas.

Conclusion

We conclude this chapter by saying that Speaking is an activity when people use their voice to deliver their opinion, suggestions, information, and views. From all statements that we have mentioned in this chapter we can be concluded that speaking skill is an important skill to be mastered when someone learn about language especially foreign language .This activity make learners more dynamic and active in the learning process and at the same time make their learning process more important and enjoyable.

Many researchers in the field of applied linguistics have focused on the importance of speaking in learning languages, and asked teachers to direct their care to it through permanent assessing and practicing such as engaging learners in different speaking activities to increase their speaking production and performance. To conclude, speaking can be described as the student's profile through which their language development can be judged and thus evaluated.

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CHAPTER TWO: COOPERATIVE LEARNING

Introduction

In this chapter, we try to give a wide picture of cooperative learning definitions, followed by its main components (positive interdependence, individual accountability, and teaching of the social skills). Then, the types of cooperative learning (Students Team Achievement Division, Team Games Tournament and jigsaw) are presented. After that the teacher's and learner's roles in cooperative learning are explored. The present chapter also points out the advantages and limitations of cooperative learning.

1. Defining cooperative learning

Many teachers try to avoid the problems of traditional language teaching methods, in which the teacher plays a central role in class through the use of learner – Centered Instruction, in which the learner is responsible to a large extent for the learning process.

Cooperative learning is a learner - centered approach that considers learning as more effective and active than passive one in traditional language teaching. Through cooperative learning, students have an opportunity to express themselves by sharing thoughts and opinions. In this strategy, students also suggest plans and propose solutions to various problem tasks and discuss different issues. (Johnson and Johnson, 1998).

Therefore, every student achieves his/her learning purposes if the other group members reach theirs.

According to Johnson and Johnson, cooperative learning is grouping students together in order to accomplish their common learning goals. So, learners are responsible for their own and for the group members learning. Similarly; Slavin (1980) describes cooperative learning as students working together in groups and given reinforcement based on the group's performance.

Artz and Newman (1990) define cooperative learning as: “a small group of learners working together as a team to solve a problem, complete a task or accomplish a common goal.” Cooperative learning is a learning strategy which is strongly argued to be the improvement of students’ performance and achievement in different subjects of language and the production of positive social outcomes (Slavin 1995).

2. Elements of cooperative learning

Kagan and Olsen (1992) suggest a group of important elements that are required to facilitate cooperative learning as follows: Positive interdependence, group formation, individual accountability, social skills, structuring and structures.

2.1 Positive interdependence

It is the most important element of cooperative learning. The success of individual learning from a group means a success of the whole group and vice versa. Johnson and Johnson (1999) state that: “it is positive interdependence that creates the realization that group members have two responsibilities: to learn the assigned material and to ensure that all members of their group learn the assigned.”

2.2 Group formation

According to Richards and Rodgers (2001) there are three main factors which should be taken into consideration when grouping students:

2.2.1 Group size

Cooperative learning is more effective when the group size is smaller. Students are usually arranged in groups of two or four members. The group size is based on the type of the task and the limitation of the time of the lesson.

2.2.2 Assigning students to groups

The group members can be selected by the teacher, randomly or some times, by Giving the students the opportunity to choose their team mates.

2.2.3 Students' role in the groups

Each member in the group has a specific role to do. There are different roles including: the monitor, who checks and tests the information regularly, the recorder, who is responsible for writing down group thoughts and answers, and the summarizer, who makes a short description of the main ideas that are necessary.

2.3 Individual accountability

Individual accountability in cooperative learning means the whole group has a common responsibility to achieve the determined objectives. That is to say, students work together, but perform individually. This emphasizes that each member of the group must be accountable for his/her touch in accomplishing the work. At the end, each individual of the group will be asked by the teacher to show the information got from the group task.

Individual accountability can be achieved by giving each learner a certain role to accomplish (Slavin, 1995).

2.4. Teaching of the social skills

The application of cooperative skills is very important, because many students do not know how to interact with one another. Putting socially unskilled students in a group and depend on them to cooperate does not ensure the ability to accomplish the task effectively (Johnson & Johnson, 1994). Teachers teach students the essential social skills and make sure that they are practiced correctly. Social skills should be reinforced because they help the students in the interaction with each other. So, students cannot be expected to achieve goals if they do not know each other, interact effectively, and encourage each other. Teachers must teach trust building, decision-making, communication, and conflict resolution skills just as they would teach academic skills (Slavin, 1995).

2.5 Structuring and structure

Richards and Rodgers state that: “Structuring and structures refer to ways of organizing student interaction and different ways students are to interact such as three-step interview or round robin.” Structuring and structures are considered as one element that has a relation with the tasks that have been done in the classroom, and the way learners interact during the lesson. The teacher should be careful in selecting the suitable method in order to meet the expected goals.

3. Types of cooperative learning techniques

3.1 Students Team Achievement Division (STAD)

In this type, learners take individual tests or quizzes in order to define their mastery Of the material under study. Although the tests are taken individually, students are encouraged to work together to improve the overall performance of the group. Students Team Achievement Division is most suitable in teaching language rules and mechanics of the target language (Slavin, 1991).

3.2 Teams-Games-Tournaments (TGT)

Teams-Games-Tournaments is one of the cooperative learning techniques developed by Robert Slavin. In this technique, instruction is organized into five major components of lesson planning: class presentation, team study, tournament, determining individual improvement points, and team recognition. First, the teacher presents the material under study in a class presentation, then learners work together to continue the work in groups of four individuals. The teacher has to be sure that all team individuals have understood the presented material. After that, a tournament is kept at the end of a unit, in which team typically of similar levels of capacity (high, average, low) try to succeed together to get points for their teams. At the end, the achievement of different groups is defined by calculating the average improvements gained by the individuals of the groups. Slavin believed that, TGT is

not suitable for teaching spelling and rules of language and the mechanics of the target language

3.3. Jigsaw

This technique can be used when the presented material is in a narrative or expository form. Instruction proceeds according to the following stages of a lesson plan: reading the assigned material, expert group discussion, team reporting, and team recognition.

According to Gaith (2004) jigsaw technique is most appropriate for teaching literature, biography, or a chapter in a book.

4. Cooperative Learning and Teacher

In cooperative learning, the teacher's role is different from that in traditional strategies of the learning process. Although cooperative learning strategy is considered as learner-centered approach, the teacher plays a crucial role to reach effective learning. Grouping students can be a complicated process and must be done with interest.

While Grouping students, the teacher has to make sure that learning process, cultural backgrounds and personalities are taken into consideration. In cooperative learning strategy, the teacher has to create a much more engaging atmosphere in the classroom, building tasks, grouping students and distributing roles to each individual in the group and deciding on materials and time Johnson and Johnson . So, the teacher is considered as a facilitator and controller when the learners are working cooperatively, he has to move around the class and help the students whenever needed .

Harel (1992) states that During this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expends, celebrates, and empathizes. Depending on what problems evolve, the following supportive behaviors are practiced. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, encouraging thinking, managing conflict, and observing students.

Also the teacher asks students to reach the given goals via the building of what is being taught, supplies choices for activities of students' needs and objectives, and encourages students to estimate what they learn. In addition, teachers help their learners to use their own knowledge, care for each other respect, and focus on high levels of comprehension. They help students to listen to different points of view of their group members, engage in critical thinking and participate in meaningful dialogue (Slavin, 2000).

5. Cooperative learning and learner

The learner plays a crucial role in the learning process. The most significant focus of CL is to help students to benefit from each other through sharing and exchanging ideas in the group. Richards and Rodgers (2001) state that: "The primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members". This clarifies that the group members have to help each other and to share the work, and everyone has to be responsible to achieve the goal. In order to make cooperation between students effective and useful, the teacher should give each group member a specific role to do such as turn taker monitor, noise monitor, and summarizer. The following table shows the common roles that learners play in cooperative learning

6. Advantages and limitations of cooperative learning

On the one hand, it is believed that cooperative learning has many positive points in learning process when it is well organized. On the other hand, others claim that sometimes cooperative learning results in some problems which affect negatively on learning process.

6.1 Advantage of cooperative learning:

Cooperative learning is considered as an effective educational strategy because it contributes in the improvement of the students' achievement and gives more opportunities for interaction and communication. MC Groarty (1989) suggests six advantages for ESL students in cooperative learning classrooms:

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

There exist also other psychological benefits of cooperative learning. Learner centered instruction increases self-esteem and enhances students' satisfaction with the learning experience. Furthermore, classroom anxiety is reduced by cooperative learning.

Cooperative learning encourages students to be responsible in learning; it helps them not to consider teachers as the only source of Knowledge. (Pantiz:1996).

According to Falchikov(2001) the development of critical attitude of mind is enhanced through cooperative interaction with peers. Slavin clarifies this more stating that -Interaction between students on learning tasks will improve the student accomplishment. Students will benefit from one another because in their discussion of the content, cognitive conflict will arise, unacceptable reasoning will be exposed, and higher quality understanding will emerge.

From the clarifications of Falchikov and Slavin, it concludes that when students depend on themselves in their learning and involve with materials by themselves then cognitive conflict appears, made more exact statements through interactive engagement with

their group members. Interaction is one of the most important advantages of cooperative learning.

Woolfolk (2004) explains well the importance of students' interaction with the teacher or other students in the classroom. "In order to test their thinking to be challenged, to receive feedback, and to watch how others work out problems". Similarly, Crandall (1999) claims the necessity and value of cooperative learning in creating a much more engaging atmosphere in the classroom. He encourages the role of cooperative learning in developing different features of language learning involving decreasing anxiety and improving self-esteem. He argues that: "cooperative learning, like other group work, creates a more positive affective climate in the classroom, while it also individualizes instruction and raises student motivation".

6.2 Limitations of cooperative learning

In fact cooperative learning had been accepted for language teaching and learning. Yet, there are specific negative points that must be neglected in order to achieve goals effectively. If teachers just organize students into groups to learn and do not structure the positive interdependence and individual accountability, this will lead to discover that the majority of the group members rely on only one member who accepts the responsibility to do all the work and the others just sign or write their names as if they have done the work cooperatively.

According to Turco & Elliott (1990) some cooperative learning techniques such as Student Team Achievement, and Jigsaw do not care about the importance of individual education. In fact, there are some learning tasks which should be practiced individually. Furthermore, Harmer states that: "Students may not like the people they are grouped or paired with." This will reduce interaction and communication among the group members. Consequently, the outcomes will be affected negatively. Teachers with enough experience and patience usually create solutions to deal with such problems.

Conversely, others become disabled to solve these problems lead them to apply the traditional teacher –centered instruction.

Conclusion

Learning the speaking skill is an important step toward learning a foreign language. In the previous years, the speaking skill was given a little interest in many classes; it was believed that learners should acquire first the other skills (writing, listening and reading).

Nowadays, this view has changed since speaking skill is given a greater necessity and considered as an important skill to master a foreign language. Therefore, many strategies and approaches are applied to contribute in helping students to speak in an effective way. Cooperative learning is one of those strategies; it is believed that this strategy is appropriate and it can help students to enhance their speaking abilities.

CHAPTER THREE

FIELD INVESTIGATION

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Introduction

In the first and second chapters we have provided some information about the speaking skill and cooperative language learning. Now we need to move to the practical part. This study aims to investigate the fact that cooperative learning enhance the students speaking skill, and since they are the basic variables of this research, to investigate our hypothesis and achieve the research goal we have to address a questionnaire to both of them.

This chapter progresses the analysis and presentation of the questionnaires results, and of course presenting our research findings about the effectiveness of cooperative language learning in developing students' speaking skill.

1. Sample and population

The population of the present study is Third year LMD students of English at the Department of English at the University of Guelma during the academic year 2016-2017. The sample contains one hundred (100) students who selected randomly from the whole population. The selection of such sample is based on the consideration that third year LMD students have already known each other since they studied together in previous years -first and second year, Furthermore, those students will be teachers in the near future since they will graduate this year. Consequently, they obviously know about the value of speaking as an important skill, and they will be strongly motivated to use and practice more the language.

In addition, We will deal with sample of twenty (20) teachers from the whole population of English departement. Our questionnaire will be based on the consideration that oral expression teachers will benefit us more than other teachers since their module can only be taught orally, and their general goal is to help students develop their speaking performance which are our concern.

2. Students' questionnaire

2.1. Administration of the questionnaire

The students' questionnaire was administered to third year LMD students. We select randomly a sample of one hundred (100) students from different groups. Students were given explanations that may help them to complete the questionnaire. It is important to declare that the questionnaire took place in Sunday morning, 30 April 2017 in Guelma, and it took the students nearly fifteen (15) minutes to complete it. Almost all the questions were clear enough in order to help the students understand and thus provide us with the most appropriate response.

2.2. Description of the questionnaire

This questionnaire consists of thirteen (13) questions which are organized in a logical order. They are closed questions requiring from the students to pick up the appropriate answer from a number of choices, or to choose « yes » or « no » answers followed by brief justification whenever necessary.

The first section is devoted to students' general information. The students were asked to indicate their age first in (Q1), and then to specify their gender in (Q2).

The second section seeks information about the speaking skill. In (Q3), students are asked to say whether that they are an Active or passive participant in classroom discussion. (Q4) students are asked to say whether they find speaking: very easy, easy, difficult or very difficult. In (Q5), students are asked about What is the skill that they want to develop most : speaking ,listening, writing or reading. Then, in (Q6) they are supposed to say if they try to avoid interference of mother tongue while using the English language: always, usually, sometimes, rarely or never. In (Q7), they are asked to say if they get enough opportunities to use English outside the classroom or not, and say why if the answer is 'NO' The last question

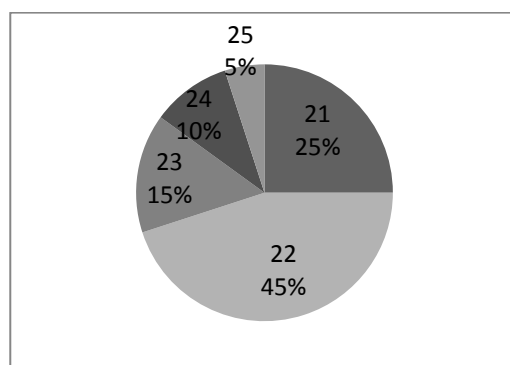
of this section (Q8) is about the cause of feeling afraid when participating in the classroom: the fear of making mistakes, lack of self-confidence, fear of making pronunciation mistakes or fear of teachers' negative feedback.

The third section is about teachers' incorporation of cooperative language learning, the first question of this section is about students knowledge about cooperative learning (Q9). In (Q10), students are asked to choose the technique they prefer in oral expression, whether group work, pair work, or individual work, and give a justification. Later on, in (Q11) students are supposed to declare if they find it difficult to work cooperatively with their classmates or not. Then, (Q12) is designed to figure out information about the learners' most problems that they may face when working cooperatively. Finally students are asked if they think that cooperative learning helps them to improve their speaking skill or not(Q13)

2.4 .Analysis of students' questionnaire :

Section one :general information

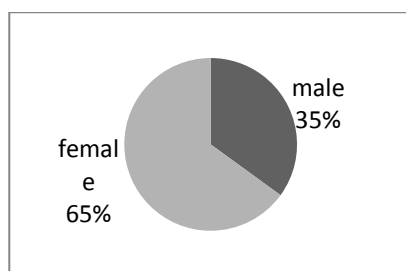
Q 01 :Students' Age



Graphic01 :Students' age

A quick look at the graphic above we see that 45% of them are 22 year old, and 25% of students' are 21 year old this refers to the normal age of third year LMD students. 15% of them are 23 years old, while only 5% from them are 25 years old. The result from the table shows a diversity concerning the age of the students in our sample.

Q02 : Students' Gender

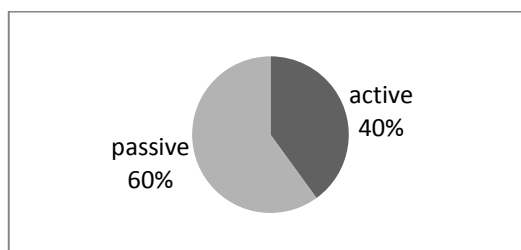


Graphic02 :Students' gender

According to the Graphic 65% of the students' are females, however ;35% of them are males.therefore,we Can Say that females are more than males because of their wishes and tendencies.females Can mastered the foreign language more than males who can mastered the scientific specialties.

Section two: Students perception of the speaking skill.

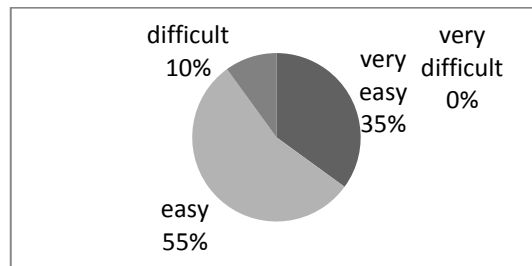
Q03:Do you think that you are an active or passive participant in classroom discussion:



Graphic03: students' type of learning

As the table shows,60% from our sample indicate that they are passive participants in the classroom discussion.However,40% indicate that they are active participants. so we can say that the passive participants are shy, or they have lack in pronunciation, lack of confidence ...,while active participants they are more motivated ,they can master the language and use it easily without fear from the teacher or students.

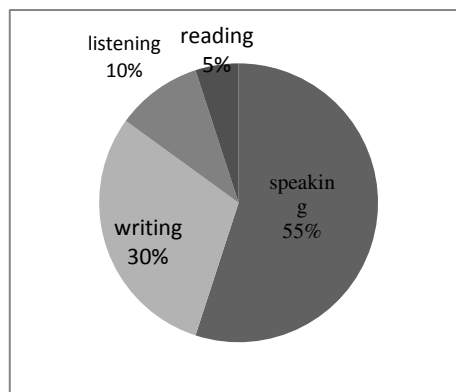
Q04:How do you find speaking in English



Graphic04: students' attitude towards speaking

It is clear from the Graphic above that the majority of the students 55% believe that speaking is easy, while, this means that they are good and fluent speakers, and only 35% find it very easy. 10% believe that speaking English is difficult. Whereas, 0% from the sample find speaking very difficult those students may rarely participate and communicate in English either inside or outside the classroom. So they need to practice more the language to develop their oral performance.

Q05:What is the skill that you want to develop more:

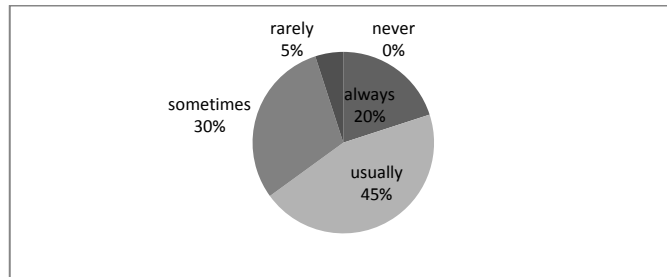


Graphic05: The skill students want to develop most

In the table above 55% of students stated that the skill they want to develop most is speaking, which can imply that the speaking skill is what they lack most. It also points that speaking skill is an important issue in the learning process. While 30% opt for the writing skill this means that listening is important to develop our oral production. In addition to 10% of

the sample have opted the listening skill because it is the skill that provide as with the vocabulary aspects. and only 5% selecting the reading skill.

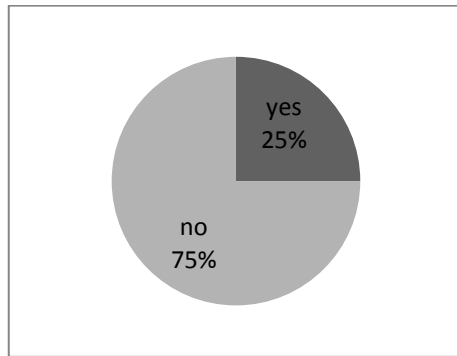
Q06:Do you try to avoid interference of mother tongue while using the English language:



Graphic06: Students' avoiding interference of mother tongue while speaking English

As it is illustrated by the table, the majority of students 45% said that they usually avoid mother tongue interference, which can be explained by the fact that they are not confident when they use English, so the mother tongue is an escape for them in order to communicate the communication, it also be explained by the lack of terminology which necessitate this use. Also it is concerning that only 20% of students always avoid the use of the mother tongue. while 30% have opted for sometimes this may imply that they lack confidence or competence in the English language, and that they try to overcome this lack with the mother tongue utilization. a small minority of 5% have mentioned that they rarely avoid the use of the mother tongue while communicating in English, indicating that this small minority does not have a problem in code switching to their mother tongue.

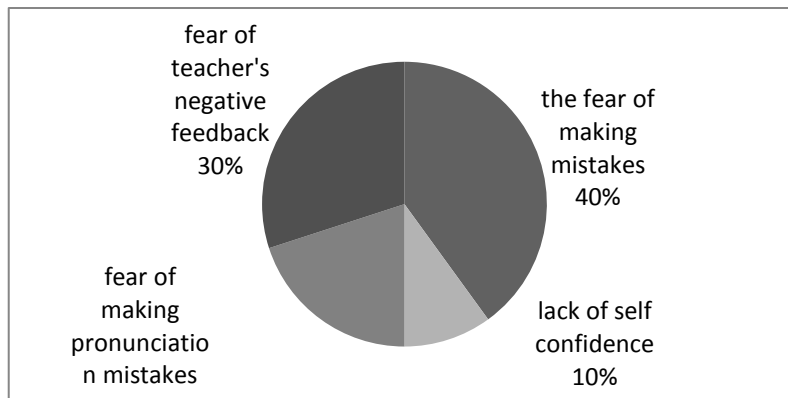
Q07:Do you get enough opportunities to use English outside the classroom:



Graphic07: Students' opportunity to use English outside the classroom

With regard to the question results, the majority of students 75% claim that they do not get enough opportunities to use English outside the classroom ,while 25% of them argue that they have oppotunities to practice English outside the classroom .However; as a part of the question, students asked to explain why they do not get enough opportunities to practice English outside the classroom, the result are that the most of them are taught English as a subject only, not as a medium of communication outside the class where there is no native speakers of English. another cause is that our community do not understand English since their mother tongue is Arabic and the second language in Algeria is French .

Q08: If you are afraid of participating in the classroom, is it because:

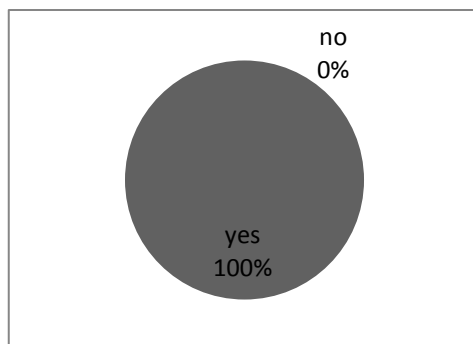


Graphic08: Reasons behind students' inability to speak.

From the results ,40%of the students have indicated that they are afraid of making mistakes ,whereas 30% state that they are afraid from the teacher negative feedback,however;20% montioned that they do not participate in the classroom because of their fear of making pronunciation mistakes. Also 10% mentioned that they have lack of self-confidence. All of these difficulties may hinder the students classroom participation, and they can not overcome all of these difficulties alone, so it is teachers' responsibilities to create a friendly atmosphere that pushe them to speak.

Section three: student's perception of the cooperative learning.

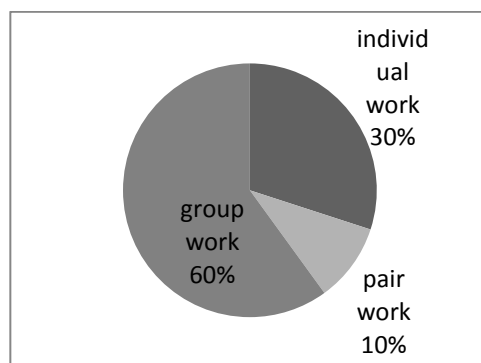
Q09:Have you ever heard about cooperative learning:



Grphic09: Students' familiarity with CLL

The graphic shows that all of the sample 100% have heard about cooperative learning, it is an indication that cooperative learning language is widely adopted and all of our respondents are more likely to have a positive attitude toward cooperative learning techniques and this surely will enhance their learning process.

Q10:What do you prefer in classroom tasks:



Graphic10: Students' preference in classroom tasks

The majority of participants 60% have indicated that they prefer group work for many reasons:

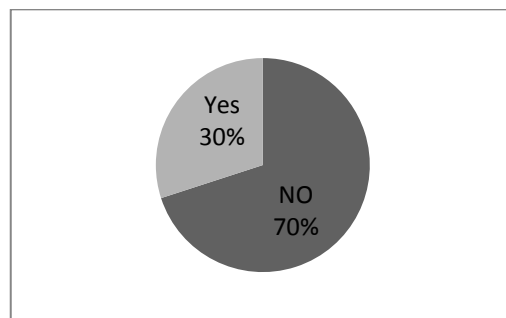
- Students feel more comfortable in group
- Students help each other through discussion, exchange ideas and information's.
- Students can correct each other mistakes.
- CL or group work help shy and silent students to speak the language and develop their self esteem.

Instead of individual work 30% for many reasons:

- They prefer to work on their own
- They hate the group member's noise
- They do not have the same level

However, those who prefer pair work 10% they prefer working in small group to be sociable.

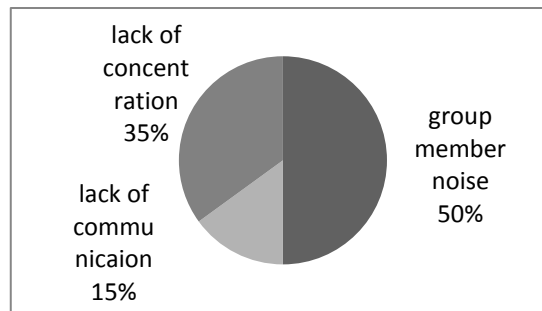
Q11:Do you find difficulties when you work with your classmates in group:



Graphic 11: Difficulties encountered in group work classes

As the graphic shows,we have recorded a majority of 70% who have declared that they have not difficulties when they work in group,this refer to those students who have high self-esteem and they prefer working cooperatively.However,30%indicate that they have problems when working in group,one possible explanation is that they are in favor to work individually.

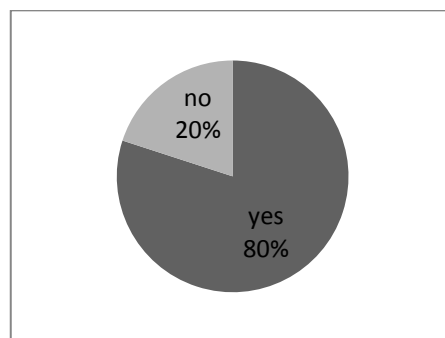
Q12:Which of the following problems do you usually face when working in group:



Graphic12: Students' problem when working in groups

In this question, students are asked to say what are the problems they usually face in group work ,a quick look at the table above will show that 50% indicate that group member noise is the most important problem students suffer from.while 35% indicate that lack of concentration is the problem and this later may be a result from the group member noise .However,15% claims that the problem is lack of communication, this means that the group member are not ok between each other and bother their classmates.

Q13: Do you think that CLL helps you to improve your speaking skill



Graphic13: Students' evaluation of CLL in improving their speaking skill

As the table reveals in answering the above question only 10% of the students have indicated that CLL does not help them to improve their speaking skill, because they prefer individual work and avoid any conflict or imposing point of view .on the other hand 90% of students show the importance of CLL technique for many reasons:

- it helps them to develop the speaking skill
- CLL offers the opportunity to correct each other mistakes.

-it helps them to be more sociable and minimize the public fear of speaking.

2.5 General Summary of Students' Questionnaire:

Following the analysis of the learners' questionnaire, the most important findings are summarized as follows:

- The sample under examination was randomly chosen from third year students of English at Guelma's University for the academic year 2016/ 2017.

- Through students' replies, more than half of the students (56%) avoided answering the open ended questions, in fact many respondents avoid this kind of questions; consequently, it is not surprising to find a lack in the open ended 'answers'. Another explanation to this lack is the fact that they do not actually know the answer.

- (60%) of the respondents indicated that they are passive participants in the classroom discussion, this may refer to their lack of confidence, or lack of knowledge. however, 40% of them said that they are active participants, they are confident and motivated more

- Regarding the most important skill that they want to develop (55%) of them choose "speaking" because it is what they lack most, in another hand, speaking is the skill of communication in oral expression.

- Results have shown that (75%) of the respondents answered that they do not have opportunities to use English language outside the classroom, specifying that their community do not speak English because the second language is French.

- Through students' answers, all of them (100%) indicated that they heard about CLL.

- The reported results revealed student' work preferences; (60%) of the participants display a very positive attitude to group works, since group works allow students to cooperatively employ their points of strengths to overcome their weaknesses, which enhances their self confidence and motivation.

- (70%) of the students emphasized that they well work in group and they do not have difficulties when they work in group; although (30%) of them admitted that they have some problems

- A concerning minority of (10%) of the students said that CLL do not help them to enhance their oral performance; when (90%) answered that CLL help them to develop their oral performance.

3. Teachers' questionnaire

3.1. Administration of the questionnaire

The teachers' questionnaire was administered to twenty (20) teachers among all third year teachers in the department of English, University of Guelma during the academic year 2016/2017. Almost all the teachers have co-operated with us and we feel very grateful to their assistance and comprehension.

3.2. Description of the questionnaire

This questionnaire consists of Fifteen (15) questions which are organized in a logical order and classified under three sections. They are closed questions requiring from the teachers to pick up the appropriate answer from a number of choices, or to choose « yes » or « no » answers followed by brief justification whenever necessary.

The first section is devoted to the teachers' background information. The first question (Q1) seeks information about the teachers' degrees (license, magister/master, or doctorate). In second question (Q2), teachers are asked to state the numbers of years they have been teaching oral expression module (years' experience).

The second section is about Teachers' Perception of the Speaking Skill, teachers are required to state whether they taught oral expression or not (Q3). In (Q4), teachers are asked if they taught oral expression, which skill they focus on. In (Q5), teachers are supposed to declare if their students' face difficulties in speaking performance or not, if yes; it is because of: miss pronunciation, shyness, or lack of motivation (Q6). After that, teachers are asked to tell us if there are some students who talk more than others? and say why (Q7). The (Q8) is designed to figure out if they are the same ones or not. In (Q9), teachers asked they think that the active participants are engage in speaking tasks because; they are motivated, extroverted learners or they like the type of tasks used in the classroom. The (Q10)

is designed to know if teachers prefer self-evaluation, pair-evaluation, teacher-evaluation or all of them.

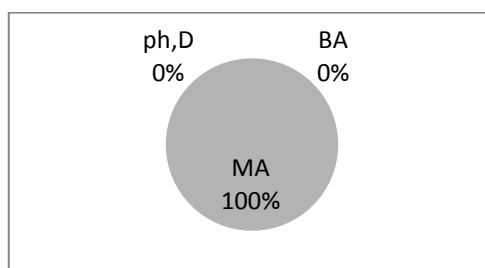
The Third section consists of five (5) questions. In (Q11), teachers are asked if they are strongly agree, agree, disagree, or strongly disagree that cooperative learning helps students to speak fluently. The next question (Q12) teachers are asked how often they use group work when teaching oral expression; always, often, rarely, or never. (Q13), teachers are required to say whether they think that cooperative learning enhances students participation or not. (Q14) is designed to figure out whether their students face difficulties when working in groups or not, and to specify them briefly later on if there are of course.

The final question (Q15) investigates the teachers' evaluation of cooperative work whether it helps in improving their speaking skill or not, and then they are required to explain why.

3.4. Analysis of the results:

Section one: General information

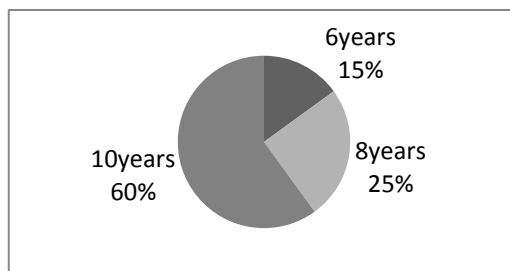
Q01: Degree(s) held:



Graphic 14 : Teachers' degree

As shown in the table above, all the teachers' answered that they have MA (Magister/ Master) degree.

Q02: How long have you been teaching English?

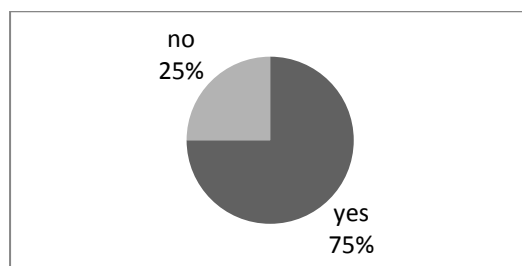


Graphic15 : Experience in teaching

The present item of information is intended to ask teachers about the number of years, they have been teaching English, 15% of them answer 6 years, 25% said 8 years, and 60% replies 10 years.

Section two: Teaching speaking skill

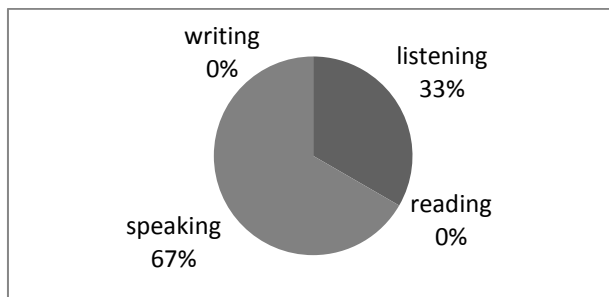
Q03 : Have you taught oral expression :



Graphic 16 : Teachers' who taught oral expression

The graphic above, reports that 75% of the teachers have taught oral expression, however ; 25% of them have not, this means that they are teaching another modules.

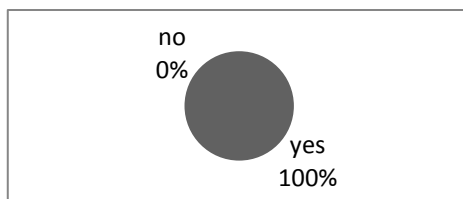
Q04 :If yes,which skill do you focus on



Graphic 17 : The Most important skill Teachers' focus on.

The statistics related to this item have revealed that the majority of teachers' 67% have choose speaking skill,because it is the skill that most teacher have lack on them,and speaking is the most important issue must to develop in oral expression module.While 33% have select listening,this means that generally students are better with visual and writen composition.so that is to say they work and remember information better if it is written and illustrated Besides, most of the lessons are dictated or just explained and students have to write down notes,so students' will remember more informations and listening skill will be developed. However ;no one 0% choose the reading and writing skill.

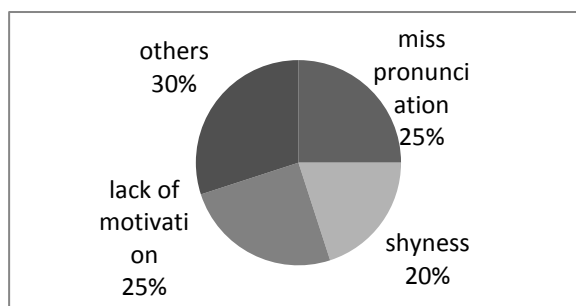
Q05 :Do your students face difficulties in speaking performance :



Graphic 18 : Teachers’ opinion of students’ difficulties in speaking performance

As the table show,all the teachers 100% affirmed that their students face difficulties in speaking performance.that is to say they have problems in speaking skill and need more tasks and activities to develop it and decrease those difficulties.

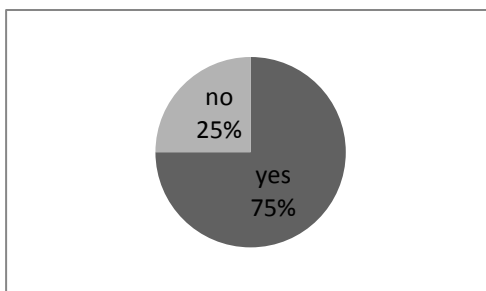
Q06 :If yes,do you think it is because of :



Graphic19 :Teachers’ perception of the most difficulties in speaking performance

As can be seen from the graphic,25% of the teachers said that miss pronunciation is the major problem that their students face in speaking and also 25% of them claims that it is because lack of motivation, while 20%answered that it is because of shyness. However ; 30% suggest annother problems such as feer of making grammatical mistakes,anxiety, lack of self confidence....

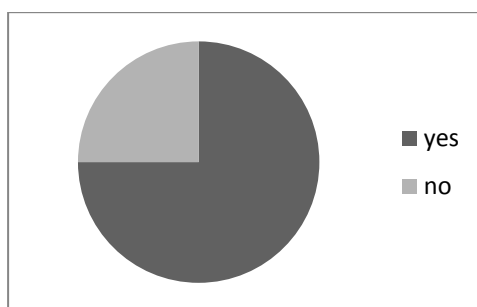
Q07 :Do you find that some students talk more than others :



Graphic 20 : Teachers' perception about students participation

A quick look at the graphic above shows that 75% of teachers indicated that « yes » there are some students talk more than others,while 25% said « No » ,this may refer to students ability and knowledge to participate in the classroom.

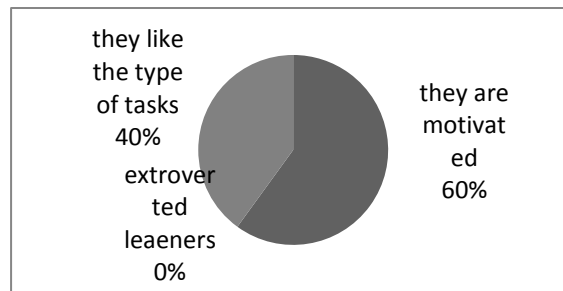
Q08 :Are they always the same students :



Graphic21 : Teachers' perception about students participation

As the graphic above reveals,the highest percentage of our sample 75% affirmed that always the same students who are participating,obviously,they are interested in the different classroom activities,and they are motivated enough to develop their performance level.on the other hand,25% of teachers said that no they are not the same students.

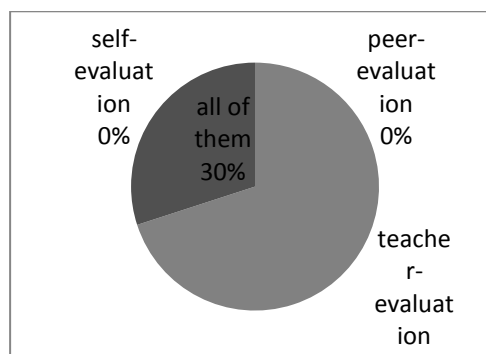
Q09 :Do you think that they engage in speaking tasks because :



Graphic22 : Teachers' opinion behind students' ability to participate

It is clear from the graphic that the majority of teachers 60% said that students are engaged in speaking tasks because they are motivated, while 40% of them affirmed that they like the types of tasks that teachers use in the classroom, however, no one chooses extroverted learners.

Q10 :What do you prefer :

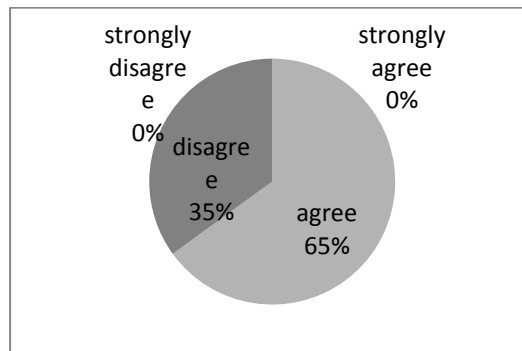


Graphic 23 : Teachers' preference for evaluation type

As it is illustrated by the graphic, 60% of teachers expressed their preference for teacher-evaluation. So they believe that only the teacher who can evaluate and guide the students' performance. While 40% of them claims that they prefer all of them and it depends when they use it. They opted for all of them. Obviously, teachers have different strategies and methods in teaching. Consequently, each teacher differs in their priority when evaluating the students' performance.

Section Three :Teachers' incorporation of CLL

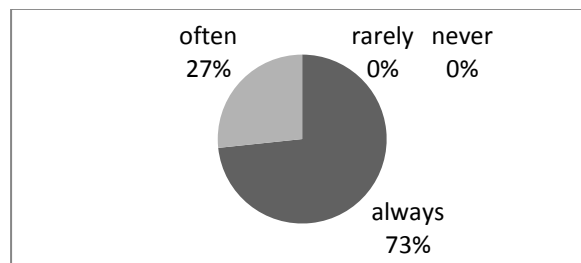
Q11 :Do you agree that CL helps students to speak fluently :



Graphic24 : Teachers’ opinion about CLL if helps students to speak fluently.

As the graphic above,we notes that 60% of teachers are agree that CLL help students to speak fluently,so that they prefer and use CL teaching techenique.however, 40% of them are disagree that CLL help students to speak fluently,that is to say they prefer individual learning and do not support group work techenique.

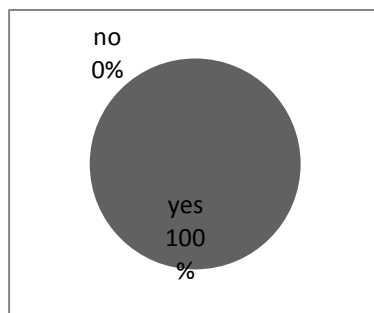
Q12 :How often do you use group work when teaching oral expression :



Graphic 25 : The frequency of Teachers’ use of Group work in oral expression.

A quick look at the graphic above reveals that only 15 teachers who taught oral expression show the importance of group work in teaching.73 % of them state that they « always » use group work in class activities.and the other 27% claims that they « often » use group work,and no one have opted the choice rarely and never.and this refer to an evidence about GW benefits.

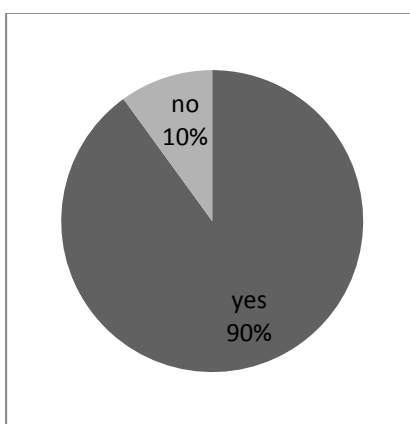
Q13 :Does CLL enhance your students’ participation :



Graphic26 : Teachers’ Evaluation of the value of CLL in enhancing students participation

As it is shown by the graphic all our teachers 100% confirmed that CLL enhance their students’ participation. Obviously , this effectiveness of working in group overcome the students inhibition, anxiety and develop their self-confidence and motivation and then their oral performance in general.

Q14 :Do your students face problems when working in groups :



Graphic27 : Teachers’ awareness of students’ problems in groups.

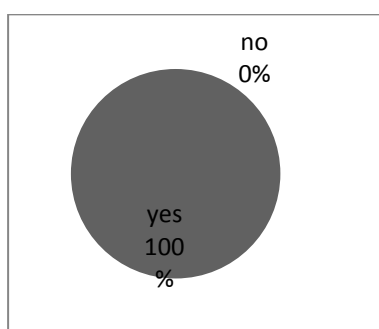
From the results of the graphic below,10% say that their students do not have any problems when working in groups,this can be explained by the teacher over control,teacher designs effective groups by taking into considiration students gender,level,number and give them interesting topics to be discussed.while the majority of teachers 90% indicated that they face problems when their students working together,as a part of our question, teachers proposed some of this problems :

-Noisy groups,create incomfortable climate for effective learning.

-Some students' prefer individual work,so that they will be disagree on ideas with others.

-Some students are not interested in learning at all.

Q15 :Do you think that Cooperative group work techenique improves learners' speaking skill :



Graphic 28 : Teachers' Evaluation of the value of CLL in enhancing students' speaking skill

It is clear from the graphic that the last question indicated that all of ours ample 100% said « yes » that CLL can enhance students' speaking skill.teachers give us some justifications about the benifits of CLL :

-Students learn from each other better than learning from the teacher.

- CLL Reduce students anxiety and develop their self confidence.

-CLL gives students the chance to exchange ideas and informations and get rid of shyness at least

3.5. General Summary of the Teachers' Questionnaire

-Following to the analysis of teachers' questionnaire, Results have shown that all teachers held a Magister degree having a long experience in teaching English.

-75% of our sample are taught oral Expression , and 67% of them they work and focus more on speaking skill more than the other skills.

-All the teachers agreed that their students face some difficulties in speaking performance such as miss pronunciation, lack of motivation, shyness, anxiety, and lack of self-confidence.

-Results have shown that 75% of the respondents claimed that there are some students are participating more than others, and this because those students are motivated enough and they want to develop their speaking skill much more.

-60% of our teachers are prefer CLL this result came from their answers that is “YES” CLL helps students to speak fluently.

-The whole sample maintained the necessity of using CLL techenique in classroom and they are all agreed and confirm that CLL can enhance and develop students speaking skill.

Conclusion

The present chapter has introduced the results generated by the two research instruments that were employed in the research i.e. the questionnaires for both Third year students and teachers from the department. We can say that most students frequently evaluate their success in Language Learning as well as the efficiency of their English course on the principle of how much they feel improved in their speaking proficiency .That is why teachers’ efforts should be focused on improving students’ ability to speak since learning to speak is considered as the best challenge for all Language learners’. In the same context , teachers’ have to give more opportunities to their students to express themselves by providing them with speaking activities that enable them to speak English, motivating them and moreover removing all psychological factors from the students such as shyness and anxiety which are considered as the main cause of students’ problems in speaking.

To conclude this chapter, the collected answers from both teachers' and students' questionnaires show that cooperative learning is an effective technique to improve students' speaking skill. It encourages students' participation in interactional environment, develop self-confidence and reduce classroom inhibition. All in all, we understand that there is a positive relationship between cooperative group work and oral performance. The positive results that we revealed in this study have confirmed our hypothesis.

4. Pedagogical Implications:

4.1. Implications for the Teachers:

1. Encourage the students to engage with native speakers.
2. Build the students' self-confidence by trusting them and increasing the belief that they will reach their goals through: Encouragement, reinforcement.
3. Decrease students' anxiety by developing a helpful learning atmosphere in the second language classroom.
4. Take the role of facilitator in order to create a good relationship with the students.
5. Provide regular opportunities to students to practice proper pronunciation and intonation, and to speak freely.
6. Build a relevant syllabus of the lessons by concentrating on students needs.
7. Increase students' interest and participation in the tasks by selecting varied activities and adopting new and different interested topics.
8. Use some supportive learning techniques by including group work in the classes in which the group work can evaluate the whole rather than individual work.
9. Support the improvement of group work solidity and enhance the relationship between members by designing classroom situations in which students could know each other and share personal information's e.g. emotions ,fear, desires , needs, etc....

4.2. Implications for the Students:

1. Second language learners' should have a contact with native speakers in order to develop their speaking skill for instance they should listen to Radio, TV, records, movies.etc.
2. Study with other individuals, because when they were practicing with other peers , students' could get their feedback and interaction which help them to be better acquiring the second language.
3. Students' should be aware that making mistakes is not the end of the world; they should not be stressed out if they committed mistakes in front of their classmates, because mistakes are a positive part of learning and are absolutely necessary in order to learn.
4. Students' should surround themselves with positive people, because they were motivated and more active participant.
5. Students' should stop caring about being laughed by other students or being criticized by the teacher.
6. Try to practice the language inside and outside the classroom.

5. Suggestions and recommendations:

After the presentation of the collected results and their analysis, we propose the following suggestions for further research:

- 1-The teachers of English Language have to create a healthy environment by using the appropriate strategies and techniques according to the students' needs.
- 2-Within the university level, the teachers have to adopt the cooperative learning strategy with different English language skills (Speaking, Listening, Reading and writing)
- 3-Extra research should be done to investigate the effect of cooperative learning strategy on students' other skills (Reading, listening and writing).

4-While the learners work cooperatively in speaking skill, the teacher should take into consideration the role of each member of the group.

5-Teachers should provide more opportunities for students to interact and communicate in real classroom situations.

6. Limitations of the study:

In our investigation about the effect of cooperative learning strategy to enhance the students speaking skill, we faced different problems and limitations which are the following:

1-This study was carried out within a short time which may have affected the results positively or negatively.

2-The number of the subjects was not enough to check the validity of the results, because in any investigation or research, large number of population indicates better study and valid results.

3-Additionally, during the delivery of our questionnaires ,learners' did not give much interest to answer because they were in the period of tests.However,we tried to convince them that this questionnaire will help us to finish our study.

General conclusion

Our study dealt with the relationship between the speaking skill and cooperative learning. This research aims to investigate whether the use of cooperative learning or group work motivates students' and improve the oral performance of Third-year LMD students' of English at the university of Guelma. We hypothesized that if teachers use cooperative learning in the classroom, then learners will feel more comfortable, and their speaking skill will be enhanced.

The present study is contains three chapters, The first chapter we highlights some theoretical issues related to the nature of speaking skill as an important skill that need to be developed. The second chapter provides information about cooperative learning techniques .The third chapter, we have administered two questionnaires one for teachers and one for Third –years students and concerned with their analysis that we are gathered from teachers and the students.

Finally, the gathered results confirmed our hypothesis that there is a positive relationship between CLL and speaking skill. The positive findings revealed that cooperative learning is an effective technique for improving EFL learners' oral performance.

Résumé

Cette recherche a pour but d'étudier l'importance d'utiliser l'enseignement coopératif et collectifs pour améliorer les compétences linguistiques des étudiants du 3^{ème} année L.M.D dans l'université de Guelma département d'anglais depuis l'année universitaire 2017-2018. et pour mettre en valeur l'importance de fournir aux étudiants les moyens nécessaires pour les motiver à utiliser l'anglais couramment et facilement ; et on a constaté que la meilleure méthode pour atteindre ce but est d'organiser des groupes de travail entre les étudiants dans lesquelles on discute sur des sujets d'actualité sans complexe de faire des faits linguistiques (orthographiques grammaticales) ; Et sans être intimidé par le grand nombre d'étudiants présent dans une classe ordinaire.

Et pour examiner notre hypothèse ; nous avons travaillé par le type de questionnaire ; le premier pour les étudiants et le deuxième pour les enseignants ; et les résultats obtenus suite à ce questionnaire indiquent que les étudiants et les enseignants sont conscients de l'importance de cette méthode pour élever le niveau des étudiants, et à la fin de cette recherche nous avons cité quelques propositions pour améliorer la méthode et pour aider les étudiants à mieux s'impliquer.

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Appendixes:

-Students' Questionnaire

-Teachers' Questionnaire

University of Guelma

Department of English

The Teachers' questionnaire

Dear teachers,

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

Please, tick the choice that best represents your answer and give full answer where necessary. Thank you very much in advance.

Section one: General Information

1. Degree(s) held:

- a. BA (License)
- b. MA (Magister/Master)
- c. Ph.D (Doctorate)

2. How long have you been teaching English at University?

.....

Section two: Teaching speaking skill

3. What is the skill you have most concentrated on the session of oral expression?

- a. Listening
- b. Reading

c. Speaking

d. Writing

4. Do your students face difficulties in speaking performance?

a. Yes

b. No

5. If yes, do you think it is because of:

a. Miss pronunciation

b. Shyness

c. Lack of motivation

If there are other ; please mention

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

6. Do you find that some students talk more than others?

a. Yes

b. No

Whatever your answer, say why?

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

7. Are they the same students who are always seem to be active?

a. Yes

b. No

8. Do you think that they engage in speaking tasks because?

a. They are motivated

- b. Extroverted learners
- c. They like the type of tasks used in the classroom
- 9. What do you prefer?
 - a. Self-evaluation
 - b. Peer-evaluation
 - c. Teacher-evaluation
 - d. All of them

Section three: Teachers' Incorporation of Cooperative Language Learning

10. Do you agree that cooperative learning helps students to speak fluently?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

11. How often do you use group work when teaching oral expression?

- a. Always
- b. Often
- c. Rarely
- d. Never

12. Does cooperative language learning enhance your students participation?

- a. Yes
- b. No

13. Do your students face problems working in groups?

- a. Yes
- b. No

What are they? (Briefly)

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

14. Do you think that cooperative group work technique improve learners' speaking skill?

a. Yes

b. No

Please,justify.....
.....
.....

Thank you for your collaboration

Mrs BOUNAR Zeyneb

University of Guelma

English department

Student's questionnaire

Dear students

This questionnaire is part of a research work carried out at the department of English in Guelma university. Its aim is to investigate the impact of cooperative learning on enhancing students' speaking skill.

You are kindly requested to answer the following questions, and thank you for your collaboration.

Section one: general information

1. Age:

2. Specify your gender: Male Female

Section two: Students perception of the speaking skill

3. Do you think that you are an Active or passive participant in classroom discussion:

a)Active b)Passive

4. How do you find speaking in English?

a) Very easy

b) Easy

c) Difficult

d) Very difficult

5. What is the skill that you want to develop most :

a) Speaking

b) Writing

c) Listening

d) Reading

6. Do you try to avoid interference of mother tongue while using the English language?

a) Always

b) Usually

c) Sometimes

d) Rarely

e) Never

7. Do you get enough opportunities to use English outside the classroom ?

a) Yes

b) NO

If **NO**, tell me why

.....

.....

.....

8. If you are afraid of participating in the classroom, is it because:

a) The fear making mistakes

b) Lack of self confidence

c) Fear of making pronunciation mistakes

d) Fear of teacher's negative feedback

Section three: Student's perception of the cooperative learning

9. Have you ever heard about cooperative learning?

a) Yes

b) No

10. What do you prefer in classroom tasks?

a) Individual work

b) Pair Work

c) Group work

Justify.....

.....

.....

11. Do you find difficulties when you work with your classmates in group?

a) Yes b) No

12. Which of the following problems do you usually face when working in groups?

a) Group member noise

b) Lack of communication

c) Lack of concentration

13. Do you think that cooperative learning helps you improve your speaking skill?

a) Yes b) No

please say why?.....

