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**EFL Teachers' Attitudes towards Implementing Cooperative Learning
Strategy in EFL Speaking Classes: The Case of Oral Expression
Teachers at the University of 8 Mai 1945, Guelma**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for Master Degree in Language and Culture**

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DEDICATIONS

This work is dedicated to my beloved parents for their endless love and Support.

To my beloved and sympathetic husband Bilal,

To my lovely son Anes and my lovely daughter Oumaima,

To my beloved brothers :Abdenour ,Abderrahim,and Choaib,

To my intimate friend Hanene,

Special thanks go to my teachers and my friends. Thank you all.

Somia

This work is dedicated to my dearest parents,

To my beloved husband Mohamed who always encouraged me,

To my lovely son Mouatez and my lovely daughter Takwa.

To my sweet sisters : Nahla, Chaima and Asma.

To my wonderful brothers : Mohamed, Sohayb and Salah Adin.

To my intimate friend Somia

To my dear teachers and my friends who helped me

Thanks, a billion of times for your support and encouragement.

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III

Abstract

The purpose of this study is investigating teachers' attitudes towards the impact of cooperative learning strategy on students' speaking skill. The basic hypothesis adopted in this study sets out that teachers have positive attitudes towards implementing cooperative learning strategy on students' speaking skill. To test this hypothesis, a quantitative descriptive method has been used through administering questionnaire to 16 teachers of oral expression at the department of English language, 8 Mai 1945 University-Guelma.. After gathering and analysing data from teachers' questionnaire, the results show that teachers of oral expression are interested in the use of cooperative learning strategy and they are aware of the effective use of this strategy in teaching the speaking skill in English as a Foreign Language classrooms. More importantly, they have positive attitudes towards using cooperative learning strategy in teaching speaking skill.

Keywords: Cooperative learning strategy, Teachers' attitudes, speaking skill, English as Foreign Language teachers.

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List of Abbreviations

CL: Cooperative Learning.

CLS: Cooperative Learning Strategy

EFL: English as a Foreign Language.

ESL: English as a Second Language.

SIT: The Social Interdependence Theory.

STAD: Student Teams Achievement Divisions.

ZDP: Zone of Proximal Development.

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GENERAL INTRODUCTON

Learning a foreign language requires mastering its four basic skills: reading, writing, speaking, and listening. All of them are significant, but speaking is regarded as the most difficult and complex skill. This necessitates a lot of practice and work from both teachers and students. Many factors including shyness, lack of self-confidence, and fear of making mistakes can cause English as a Foreign Language (EFL) teachers to encounter situations where students are reluctant to speak and not to participate in class. Therefore, using the cooperative learning strategy (CLS) can help teachers establish a positive learning environment and provide opportunities for students to speak and improve their oral proficiency by boosting their self-esteem and lowering their inhibitions.

1. Statement of the Problem

Communicating proficiency is the main goal of learning a foreign language. It has been noted that EFL students experience difficulties communicating in the English language. Each student has a different set of reasons for why he struggles to speak properly including anxiety, a lack of confidence, a lack of motivation, and a fear of making mistakes. In this regard, teachers are asked to foster a dynamic learning environment in which all students are equally encouraged to express their opinions without inhibition or fear.

2. Aim of the Study

The aim behind this research is to explore teachers' attitudes towards the use of CLS in enhancing EFL students' speaking skill.

3. Research Question

What are teachers' attitudes towards the use of CLS in enhancing EFL students' speaking skill?

4. Research Hypothesis

The current study tends to investigate teachers' attitudes towards implementing CLS to enhance EFL students' speaking skill, hence it is Hypothesized that:

EFL teachers' have positive attitudes towards implementing CLS to enhance EFL students' speaking skill .

5. Research Methodology and Design

5.1 Research Method and Data Gathering Tool

Since the study aims to explore teachers' attitudes towards the use of CLS in enhancing EFL students' speaking skill, the quantitative descriptive method is adopted to gather information from the sample through administering a teachers' questionnaire which helps us to confirm or reject the research hypothesis.

5.2. Population and Sampling

The target population involves oral expression teachers in the department of English language at the University of 08 Mai 1945, Guelma. The work was accomplished thanks to the participation of a sample consisted of 16 teachers of oral expression because they were not large in number.

6. Structure of the Dissertation

The current dissertation is composed of three chapters:

Chapter one is entitled “cooperative learning strategy”, it sheds light on cooperative learning strategy definition, theories underlying cooperative learning, its types, elements, methods, and benefits.

Chapter two is entitled “speaking skill”. It explores the definition of speaking skill, the function, types, and the importance of speaking skill. It also discusses the factors and difficulties influencing EFL students’ speaking skill and provides practical activities and techniques for promoting oral proficiency. Additionally it emphasises the role of the teacher.

Chapter three is about the field investigation and data analysis. It introduces the population as well as the reason behind choosing the sample chosen, it describes the data collection tool; the questionnaire. Moreover, it provides data discussions and presentation i.e. interpretation and analysis of the findings. The data is presented quantitatively which enables the researcher to summarize the results of the study.

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Cooperative Learning Strategy

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Introduction

The term “Cooperative learning” which is usually used interchangeably with “cooperative learning strategy” has become the new standard for classroom instruction during the past ten years. This happens as a result of EFL teachers' perception that students need to learn and acquire language more effectively in an interactive class than they would in a traditional whole-class setting. In this chapter, we shed light on cooperative learning definition, theories underlying CL, types, elements, and methods. Then, we suggest some benefits of CLS.

1.1 Definition of Cooperative Learning Strategy

CLS has been given several definitions. According to Gillies and Boyle (2010), CLS is a classroom strategy in which students work in small groups. It is made up of a number of organized techniques or systematic teaching methods that can be applied at all academic levels, from elementary school to higher education.

CLS is described by Johnson, Johnson, and Smith (1991) as "the instructional use of small groups so that students collaborate to maximize their own and each other's learning" (p.5). This means that utilizing small groups in the classroom can maximize both the individual and the group learning of the learners.

Jolliffie (2007) claims that “cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of other”(p.3). To put it another way, when students work in groups, they support and encourage one another by exchanging ideas, asking questions, and receiving various responses to their questions.

These definitions imply that CLS gives students the chance to cooperate and share knowledge to inspire them and possibly aid in the development of others' learning.

1.2 Theories Underlying Cooperative Learning

Different theories of learning emphasize the value of using the cooperative approach. The behavioural learning theory, the cognitive development theory, and the social interdependence theory are some of these theories.

1.2.1 The Behavioural Learning Theory

The behavioural learning theory is found on the belief that learning is guided by Skinner's and Bandura's (1971) stimulus/response strategy. Skinner (1971) defines learning as a relatively permanent change in behaviour in reaction to stimuli, whereas Bandura (1977) concentrates on imitation. It is generally assumed that students exert twice as much effort for tasks for which they receive rewards; however, they frequently fail to complete tasks for which no rewards or punishments are promised (Bandura, 2000). In other words, CL was developed to inspire learners to add to the overall groups final common goals. cooperative reward systems have the greatest impact on the learning process (Slavin, 1994).

The importance of extrinsic motivation in the learning process is highlighted in this theory. It motivates learners to assist one another and put forth more effort. For example, if we reward a group of students for successfully completing a particular learning assignment, that group will be encouraged to perform well in other tasks. in this regard, Slavin (1990, p. 14) states the following: “rewarding groups based on group performance (or the sum of individual performances) creates an interpersonal reward structure in which group members will give or without social reinforces (such as praise and encouragement) in response to group mates’ task-related efforts.”

The behavioural learning theory contributes in the development of CL by the provision of rewards. For the behavioural view, motivation plays a crucial role in promoting learning cooperatively leading to successful learning.

1.2.2 The Cognitive Perspective Theory

Cognitive theory aims to define mental processes and describe how the human mind contributes to learning and thought. The founding members of the cognitivist movement, Piaget and Vygotsky, have developed enduring theories about how cognitive perspectives evolve. According to their theories, students' ability to process information, new ideas, and critical thinking skills can be improved through mutual interaction between them in an academic setting. (Slavin, 2011).

1.2.2.1 The Piagetian Perspectives

Piaget promoted the active role of the child in the construction of knowledge, stating that the process of active exchange between the individual and his or her environment is how knowledge is constructed. Piaget believes that the development of knowledge is a constructive process (Salkind, 2008).

According to Piaget ,the same developmental process happens in all children, when cognitive disequilibrium is caused by conflicting ideas that may be expressed in collaboration with a partner (Johnson et al., 1998) .The learner is compelled to create meaning by trying to resolve the internal conflicts as a result of this disequilibrium. CLS therefore encourages social contact where collaborative dialogue takes place. In this way, motivating students to acquire new knowledge and skills will be successful (Salkind, 2008). In other words, CL teaches students how to cooperate to resolve conflicts and solve issues. To achieve this, teachers must take extra care to plan classroom tasks for individual and small groups of students rather than the entire class (Salvin, 2006).

1.2.2.2 The Vygotskian Perspectives

According to Vygotsky (1978) and other related theorists, knowledge is a social phenomenon that is created through shared efforts to learn, comprehend, and solve issues (Johnson & Johnson, 1998).

One of the most important concepts in Vygotsky's perspective is the zone of proximal development (ZDP), which is the area between what an individual can accomplish on their own and what they can accomplish when working cooperatively with more experienced people or competent peers. It is: "the distance between the actual developmental levels as determined independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (Vygotsky, 1978, p. 86).

Vygotsky argues that individuals cannot develop mentally unless they collaborate, so the amount of time they spend working alone should be kept to a minimum. He emphasizes the value of collaboration because, in his opinion, an activity that involves children working together to achieve a common goal (ZDP) is more successful than an activity that involves children working independently (Slavin, 2000).

To sum up, Piaget and Vygotsky's cognitive theories are found primarily in the idea that people learn and acquire knowledge through cooperation, or more specifically, through social interaction.

1.2.3 The Social Interdependence Theory

One of the most important theories of the 20th century, which is the social interdependence theory, emphasizes cooperation and views it as a result of positive interdependence among individual objectives. (Johnson, Johnson & Stanne, 2000). This theory also known as "social cohesion theory" focuses on how people learn in social settings. It was first put forth by Koffka and his followers, including Lewin (1935), who claims that interdependence occurs when members of one group are brought together by a shared learning objective. It can be applied when each person achieves his or her objectives while being influenced by the actions of others. (Johnson & Johnson, 2005) .According to Deutsch (1962) social interdependence theory occurs most often when people have shared objectives and each person's performance is influenced by the actions of the others. He went further to argue that interdependence can either be positive when students support one another and the group as a whole, when they work together, or it can be negative when students compete with one another to win. (Johnson & Johnson, 1989).

1.3 Types of Cooperative Learning Groups

Three different cooperative learning approaches have been developed . Cooperative base groups may be used to provide on-going support and assistance, formal cooperative learning may be used to teach specific content, and informal cooperative learning may be used to ensure active cognitive processing of information during direct instruction. (Johnson & Johnson, 1999)

In their classification of the various types of CL, Johnson and Jonson (1999) highlight the importance of the teacher in each type.They mention that CL groups are used for a variety of activities, including the instruction of particular concepts as well as the encouragement and support of academic procedures.

1.3.1 Informal Cooperative Learning Groups

In this type, students engage in cooperative tasks such as starting a debate for a short while or for several hours. Informal CL can be used in a lesson to help the teacher to identify any misunderstandings regarding the topic, to help students understand what has been taught, and to think about a specific question.(Gillies & Boyle n.d)

According to Johnson and Johnson (1999), the teacher's key focus in informal CL is to engage students effectively in the learning process. The teacher may have a tough time making sure that students engage in the intellectual work of organizing, clarifying, and synthesizing the material before integrating it into the pre-existing conceptual structures while using this type of CL.

1.3.2 Formal Cooperative Learning Groups

In this type of class, students collaborate in groups to complete a specific academic assignment, like writing a letter, in order to reach the shared objective they are aiming for. To maximize learning, instructors encourage students to work in diverse groups (Macpherson, 2007). It can last anywhere from one lesson to several weeks, and teachers are required to play a variety of roles (Johnson & Johnson, 1999). Johnson (2008) believes that cooperative assignment design is the best, and that the roles of teachers should start with:

- **Making Pre-Instructional Decisions:** The course objectives must be clearly stated by the teacher, who must also choose the group size, the method of assigning students, and the roles that each student will play in the group.
- **Explaining the Instructional Task and Cooperative Structure:** The teachers must then properly explain the assignments to the students, give them the necessary concepts, outline the benefits of interdependence, and set up individual accountability.

- **Monitoring Students' Learning:** As students complete the activity, the teacher's responsibility is to watch over their progress. As each group requests assistance, the teacher observes and records the information.
- **Assessing Students' Learning:** The teacher assesses the learners' learning after which the group members debate and criticize each other's achievements.

1.3.3 Cooperative Base Groups

Cooperative base groups are stable, long-term, heterogeneous cooperative learning groups that last at least a year and maybe until every member has graduated. According to Johnson, Johnson, and Holubec (1984) and Johnson, Johnson, and Smith (1991), these groups give students the long-term committed relationships they need to help each other work hard in school, make academic progress (attend class, complete all assignments, learn), and develop in cognitively and socially healthy ways. This type of group has diverse learning groups with stable membership that are long-term, lasting at least a year, and whose main goal is to enable members to provide one another with the support, aid, encouragement, and assistance they need to succeed academically.

1.4 Elements of Cooperative Learning

Johnson and Johnson (1990) identify the following five fundamental elements for effective CL. individual accountability, positive interdependence, face to face interaction, interpersonal and small-group skills, and group processing. The following section will cover each of these five components.

1.4.1 Individual Accountability

In CL, individual accountability means that everyone in the group is jointly responsible for achieving the predetermined goals. Students collaborate but perform individually. In other

words, this highlights the need for everyone in the team to take responsibility for their part in completing their task. The teacher will ask each member of the group to demonstrate the knowledge they learned from the group task at the conclusion. Giving each learner a specific task to complete can help promote individual accountability (Slavin, 1994).

According to Jones and Jones (2008), when students are working together, they are given various parts to play that they carry out to make sure the group achieves its goal. The student is then held responsible for their participation in the group. Knowing their responsibilities as both a person and a group is easily achieved for learners by having clearly defined roles.

1.4.2 Positive Interdependence

Students develop a feeling of belonging and take ownership of their actions when working in a group. The idea that "we are in this together" encourages this. As a consequence, students learn that they are all responsible for the group's grade (Jones & Jones, 2008).

To complete the group task, each student makes a crucial contribution. To achieve their common objective, the team members are dependent upon one another. In CL, where pupils "sink or swim together," positive interdependence is a key component (Johnson & Johnson, 2009).

1.4.3 Face to Face Interaction

According to Arnold (1999), face-to-face interaction denotes group eye contact. In other words, students will be near enough to one another that they can discuss a common subject and everyone in the group can hear them. There are several methods to improve face-to-face interaction. One is to create a comfortable physical environment in the classroom by positioning the desks so that no one is sitting at the head of the table or on a raised platform.

Jolliffe (2007) believes that there are two aspects of face-to-face interaction: the first is the physical proximity required for successful communication, or 'eye-to-eye and knee-to-knee. The second is that it encourages critical thinking skills through increased discussion and active participation in the task. Important verbal interactions include oral summarizing, providing and getting explanations, and elaborating (connecting what is learned to prior learning). Face-to-face interaction therefore entails supporting one another's success by giving oral explanations of how to solve problems, talking about the nature of the ideas being learned, and making connections between current learning and prior knowledge.

1.4.4 Social Skills

According to Dishon and O'Leary (1984), the extent to which students can collaborate effectively in small groups depends on their ability to master particular sets of social skills. Some academics, including Ransdell and Moberly, claim that certain abilities aid students in working cooperatively fruitfully, expressing their views freely, and respectfully opposing the ideas of their teammates. So that they can practice them while working in their groups, teachers can teach students these various sets of social skills, such as taking initiative, taking turns, taking risks, and making decisions. (Freeman, 2000). This means developing these social skills enables learners to participate in social interactions and work toward shared goals.

1.4.5 Group Processing

Group processing entails providing students with the chance to evaluate the efforts of their team and assess the effectiveness of CL teams (Johnson & Johnson, 2009). They also recommend that teachers set aside some time at the ending of each class to allow pupils the opportunity to: “(a) describe what member actions were helpful and unhelpful and (b) make decisions about what actions to continue or change.” (as cited in Gillies et al., 2008, p. 25).

For Crandall (1999), when students debate their work, give feedback to one another, and describe which behaviors of other members were beneficial and which behaviors were not, they are engaging in group processing as a useful assessment method. He states “through this processing learners acquire or refine metacognitive and socio-affective strategies of monitoring, learning from others, and sharing ideas and turns. In that reflection, they also engage in language use” (p. 229).

1.5 Cooperative Learning Methods

Teachers use some CL techniques to improve pupil collaboration and get an effective learning process. Slavin (2003) recommends using "Jigsaw" for reading, "Round Table" for writing and "Think-Pair-Share" to improve oral skills in the classroom as examples of methods for CL.

1.5.1 Think -Pair –Share

The main goal of this method is to get students to participate more actively in the learning groups that the teacher has created. The first step is to come up with a question or a problem that the teacher or students will ask or bring up. The teacher may then give the class some time for reflection and mull over what they had written collectively. Finally, everyone in the class had the opportunity to share their responses and engage in discussion (Mc Candlish, 2012, as cited in Retnowati & Ngadiso, 2018, p. 165).

1.5.2 Jigsaw

One of the most crucial teaching methods in CLS which aims to encourage students' interaction and collaboration while reversing the negative impact trend of competition (Slavin, 1994). Aronson (1978) and his colleagues creates Jigsaw at first. In Aronson's Jigsaw method, students are divided into teams of six and given academic content that has been divided into sections to work on. (Slavin, 1994). Giving each student in a learning group

access to material that represents just one section of a lesson encourages interdependence among the students. Following that, students are responsible for passing along that learning to the other Jigsaw group members. Additionally, before trying to teach the material to the students in their Jigsaw groups, the students from the various groups, each of whom has the same material to learn and meet in counterpart groups to discuss and learn their respective portions of the lesson. In this manner, students' cooperation takes place (Knight & Bohlmeyer, 1990).

1.5.3 Three Step Interview

Three Step Interview is a CLS method that can be used as an icebreaker for team members to become acquainted with one another. It aids in the improvement of students' attentive listening abilities. Students use this technique in groups, with one acting as the interviewer and the other as the interviewee. The interviewer actively listens to the interviewee's comments and thoughts as the students first interview one another in pairs about a predetermined subject. The interview procedure is then repeated as they switch roles. The final stage involves each pair joining another pair to create a group of four, and they then begin sharing what each partner had to say about the subject at hand using a round robin format (Kagan, 1994).

1.5.4 Roundtable and Roundrobin

Kagan (1994) creates two activities called roundtable and roundrobin in which students provide responses alternately. In Roundtable, students answer the question by taking turns writing on the same piece of paper, as opposed to Roundrobin, where spoken comments. "These activities are excellent for capturing ideas in brainstorming, for developing common background information, and for identifying possible directions for future activities." (Crandall, 1999, p. 231).

1.5.5 Student Teams Achievement Divisions (STAD)

CLS method places students on four or five-person learning teams that are diverse in performance level, sex, and race as needed. Students work within the lesson after the teacher presents it. Prior to taking individual quizzes on the subject, all students work independently (Slavin, 1990).

According to Slavin (1986), STAD is made up of five main components: quizzes, teams, presentations in class, individual improvement ratings, and team recognition. Students work within their teams to make sure that each team member has understood the lesson after the instructor presents it. Then, each pupil takes a quiz on the subject.

STAD's primary goal is to improve learners' efficiency. CL courses, according to the researchers, increases achievement, attitude, self-esteem, and social relationships (Edwards et al., 1972). In other words, STAD is one of the most basic CL methods, as it creates an active environment in which students can better demonstrate their skills.

1.6 The Benefits of Cooperative Learning Strategy

The use of CLS has been proven to be an effective strategy with many advantages for students' academic and social performance as well as their psychological well-being. (Kagan, 1994). Due to the improvement in students' success and the increased chances for interaction and communication that CLS provides, it is regarded as an effective educational strategy. According to MC Groarty (1989), CL environments have six benefits for learners:

- Increased diverse practice of foreign languages through various forms of communication.
- The potential for language use or advancement that promotes cognitive and language skills' improvement

- Possibilities for integrating language learning into instruction that is focused on content.
- Possibilities for incorporating a wider range of curriculum resources into language and concept learning.
- The ability of the teacher to learn new skills for their job, especially those that focus on communication.
- Possibilities for students to serve as resources for one another, thereby taking a more active part in their learning.

CLS also has other psychological advantages. Learner-centered teaching raises students' self-esteem and improves their satisfaction with the educational process. Furthermore, CL lessens classroom tension. Students are encouraged to take ownership of their education through CLS, which also enables them to stop viewing instructors as their primary source of knowledge (Pantiz,1996).

Conclusion

In this chapter we shedded light on CLS definition and we provided some theories underlying CL in addition to some of its types. Along with attempting to understand how CLS functions, we also listed a few advantages of CL as we concluded the section.

Chapter two : Speaking Skill

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Introduction

One of the primary goals of English as Foreign Language (EFL) teachers is to help their students master the four language skills, which include reading, writing, speaking, and listening. This will help students to have a strong command of productive and receptive skills. Speaking is the primary ability essential for demonstrating language proficiency and because learners will be put in circumstances where English communication is required. In this chapter, we shed light on the speaking skill; its definition, function, types and we will also clear up the importance of speaking skill and its approaches. In addition, we discuss the factors and difficulties influencing EFL students speaking skill. As well, we demonstrate the practical activities and techniques for promoting oral proficiency and the role of EFL teachers during classroom speaking exercises.

1.1 Definition of Speaking Skill

Speaking is a topic that many linguists have studied and is covered in numerous dictionaries. According to Chaney (1998), Speaking is described as the process of creating and expressing meaning in a variety of contexts by using verbal and nonverbal signals. Thus, speech may be divided into two parts: verbal language, which is represented via words, and nonverbal language which is expressed through gestures, body language, and symbols. They are both utilized to share meaning or to express a particular message. Speaking is also defined as participatory process of producing meaning (Brown. 1994; Burns & Joyce. 1997). It is a kind of social communication that allows for a variety of interactions between individuals. According to Burns and Joyce (1997), the context, the participants, and the surrounding physical environment all influence the speech's shape and meaning. Furthermore. The Oxford Dictionary of Current English (2009) defines speaking as the act of conveying information or expressing thought and feeling via spoken words. Speaking is a skill that requires equal attention to other language abilities in both first and second language. Teaching speaking in

EFL classrooms is crucial for learners' success in oral communication. Bygate (1987) states that speaking is the best tool for fostering social cohesion, establishing social standing, advancing one's career, and conducting business. It is also a common way to study languages, and for many people, it is very conducive to learning. So perhaps greater consideration should be given to speech instruction. Hence, it serves as a medium for interpersonal communication.

Hymes (1972) describes oral skills as the ability to speak successfully within a particular speech group that seeks to accomplish its aims. Speaking is a fundamental ability in the context of English that every foreign language learner should master along with other language abilities. Through the process of speaking, students recognize vocabulary growth, concept development, and understanding the English language structure as crucial learning processes. In addition, using speech as a link between individuals and society as well as a means of communication among people. Nonetheless, it takes considerable expertise and practice. As mentioned by Luama (2004), speaking in a foreign language is quite challenging, and developing speaking proficiency takes a lot of time. In addition, Luama (2004), emphasizes that speaking is the most challenging language skill to reliably assess. A person's speaking skill is often assessed during a face-to-face conversation between a speaker and a listener in real-time. Speaking is an integral part of learning and teaching a second language; it is more difficult than only pronouncing words. Moreover, EFL learners must develop basic skills.

These above definitions reflect that speaking is a tool for students to interact with each other's to achieve objectives or express their ideas, expectations, and opinions, also speaking is an activity in which the speaker generates utterances to express his ideas to exchange information. It is regarded as the most crucial skill that a student should develop

at the beginning of the process of learning a new language and it is the most challenging aspect by which a learner's command of a language may be measured."

1.2 Functions of Speaking

Richards (2008) proposes three functions of speaking skill. They include:

First, speaking interaction, when we speak about interaction, we are referring to conversation. It takes place when two people are engaged in conversation, when individuals first meet, they greet each other and engage in small talking, their concentration is mostly given to how they interact with each other rather than the value of their messages.

Second, speaking transaction the primary focus of the transactional function is on the message and emphasizes the aim or service being provided. Moreover, in this function students provide explanations, organizing information, questioning, and forming convincing opinions.

Finally, speaking as performance which focuses on both message and audience. It has the following main characteristics: the speech is controlled for correctness, the message is predictable, the structure and sequencing it represents are important, and this kind is rated based on how well it affects the listener.

2.3 The Components of Speaking Skill

Harris (1974) states five components of speaking skill pronunciation, vocabulary, comprehension, fluency, and grammar.

2.3.1 Pronunciation

The ultimate goal of oral lessons is to support students in developing precise and proper speech. Thornbury (2005) defined pronunciation as the student's capacity to create understandable utterances to satisfy the task criteria, it is an important part of every linguistic code since it allows us to understand and detect distinctions across languages. As a result, utterances and proper pronunciation are inextricably linked, in addition improper

pronunciation might cause confusion or dissatisfaction (Celce-Muria, 1995). Furthermore, developing good speech habits is essential for improving language learning. Cook (1994) also claims that learning to speak a second language entails the acquisition of new pronunciation habits as well as the absence of bias from the first language.

2.3.2 Vocabulary:

Increasing vocabulary is one of the most important objectives as it forms the foundation of speech. As students become older and have greater exposure to language, their vocabulary naturally expands. Learning new words not only enhances communication but also improves access to information. The ultimate goal of vocabulary development is to enable students to become independent learners who can deduce or discover the meanings of unfamiliar words. Words have two key aspects: recognition and meaning. Harley (2013) states that a word's familiarity and the availability of all the information linked with must be determined to identify anything as being familiar.

2.3.3 Grammar

Grammar, as explained by Harmer (2001), refers to the rules governing how words can change their forms and be combined to form sentences in a language. In addition, "A language's grammar allows for the conversion of words into other forms, which can then be combined to form sentences. Consequently, this enables the organization of sentences to convey their intended meaning. Additionally, grammar is a rule that learners must follow to combine accurate sentences into dialogue in both oral and written forms. Grammar's objective is to facilitate the link between form and meaning, as well as between the boundaries formed around words or phrases and their denotations in the system's world model. Grammar was classified into two types: descriptive grammar, which aims to depict real language usage, and perspective grammar, which instructs readers on which grammatical rules to employ.

2.3.4 Comprehension

Understanding, being aware of, or receiving speaker points (messages) from others is referred to as comprehension (Hornby, 2014). The participants in the oral communication must choose a topic to discuss and must be able to both begin and reply to the speech. It involves actively processing and grasping the meaning, intent, and content of what is being conveyed. In order to engage in effective oral communication, participants need to choose a topic to discuss. This topic acts as the focal point, providing a framework for the conversation. It helps establish a shared context and ensures that the discussion remains focused and purposeful.

3.5 Fluency

It is the capacity to continue speaking on the spur of the moment. That is the main goal of effective communication. According to Fillmore (1979), fluency is the capacity of a speaker to speak with others without having to worry about what to say next or how to structure the speech. Harrell (2007) defines fluency as the simplicity or flow with which sounds, syllables, words, and sentences are linked. According to Zhang (2012), speaking fluently at a regular rate without hesitating over words and sounds while using excellent English to deliver the speaker's message in a simple, clear, and understood manner. The fluent speaker employs simple language that suits the listener's understanding and produces comprehensible sentences with no difficulties and reveals concepts calmly and spontaneously.

2.4 Types of Speaking Skill

Brown (2001) classifies five types of speaking skill. They are imitative, intensive, responsive, interactive, and extensive.

- ❖ **Imitative:** imitative speech performance allows learners to practice the language by focusing on specific parts of the language, such as a word or a sentence. Drilling is a type of imitative speaking performance that provides limited preparation through repetition.

Example: the teacher says, "Hello, how are you?" and the students repeat the phrase after the teacher.

- ❖ **Intensive:** intensive speaking is intended to develop phonological or grammatical aspects of language. Intensive speaking is often self-initiated, although it can also be undertaken in pair work activities to investigate certain types of language. Example: students practice the pronunciation of specific sounds or practice using a particular grammatical structure. They might engage in minimal pair exercises to distinguish between similar sounds like /l/ and /r/.
- ❖ **Responsive:** in the classroom, responsive speech can be defined as brief responses to teacher or student remarks or inquiries. More instances of common greetings, short requests, and so forth are examples of responsive speech. The responses are typically adequate and do not extend into conversations. Example: the teacher asks, "What's your favorite color?" and a student responds with a short answer like, "Blue."
- ❖ **Interactive;** interactive speaking can be simply identified, as a conversation. It consists of transactional and interpersonal dialogue. The goal of transactional communication is to exchange precise information. This manner of speaking is a more formalized version of responsive speaking. Interpersonal speaking is the other sort of interactive speaking. Interpersonal communication is an interaction that fosters social relationships. Some elements that may be present in interpersonal communication include a casual manner, colloquial language, sarcasm, slang, and emotionally charged language. Example of transactional: two students discuss the time and location of a meeting, providing specific details and clarifying information, another example concerning interpersonal: two friends have a casual conversation about their weekend plans, using colloquial language and expressing their emotions.

- ❖ **Extensive:** this is also known as a monologue. This style is often completed by intermediate to advanced pupils. These monologues might be planned or spontaneous, and they typically utilize formal language; extensive speaking can include oral reports, summaries and storytelling. Example: a student gives an oral report about a famous historical figure, providing detailed information, examples, and analysis.

2.5 The importance of Speaking Skill

Rao (2019) reinforces the importance of speaking skill and states that in today's global environment, communication is critical to achieving success in all disciplines. Language is utilized as a communication tool. People cannot communicate effectively unless they use a language. Furthermore, people cannot attain their ambitions, objectives, and goals unless they communicate effectively. As a result, a language is required to communicate with individuals who reside all over the world. Because English is regarded as an international language and is spoken all over the world, it serves the goal of connecting individuals from other areas, states, nations, and continents. Speaking ability is the most critical skill to gain when studying a foreign or second language. So, speaking is regarded as the most crucial of the four major language skills when learning a foreign or second language. Also, Ur (1996) states that speaking is the most significant skill, it appears instinctively the most vital. Those who have mastered a language are referred to as "speakers" of that language. Because English is the first international language of the world, and with today's economic globalization, many companies and organizations need competent English speakers. Speakers are those who can communicate effectively and appropriately in their native language. As a result, most English language learners see speaking as the most crucial ability to cultivate to become competent speakers. The most crucial aspect of language acquisition is speaking. It is the role of teachers to assist learners in developing their speaking abilities by selecting the most effective

classroom activities that will make the learners more comfortable speaking, allowing them to overcome their concerns and hesitation to speak.

2.6 Approaches for Teaching the Speaking Skill

When we examine the development of language teaching and learning techniques, we can see that the ways of teaching speaking skill have reflected prior beliefs and practices approaches to language acquisition (the grammar-translation method, cognitive approaches, and comprehension approach) that have not always promoted speaking as the primary goal (Thornbury, 2005). Thornbury (2005) presents three theories of language learning that are important to the teaching of speaking. These theories are behavior, cognitive, and socio-cultural theory.

❖ Behavior Theory

Language is created through "positive habits and reinforcement". According to behaviorist philosophy Thornbury (2005), The ideas of learning, presenting, practicing, and managing production were used to develop speaking skills. The main purpose was to develop automatic habits. The language was introduced to students by listening to an instructor or watching a video dialogue which was then rehearsed in the classroom through drilling, memory, and performance. This is linked with the behaviorist mental model.

❖ Cognitive Theory

According to cognitivism, language learners' minds are black box with information processing capacity. A challenging skill like speaking is said to develop in stages ranging from controlled to automatic (Thornbury, 2005). Growing awareness of the first stage is followed by employing practice to combine newly learned information with existing knowledge, and lastly, autonomy.

❖ **Socio-Cultural Theory**

The socio-cultural theory emphasizes the socio-cultural context of learning and asserts that learning is mediated by social contact with other people. Learners demand more self-regulation as well as the mediation of someone with more experience and expertise that can provide a framework (scaffold). This interaction helps students experiment with new information until they can utilize it freely (Thornbury, 2005).

2.7 Factors and Difficulties Influencing EFL Students Speaking Skill

Mastering the ability to speak is a difficult process. EFL students should make an effort to practice their English. However, most students struggle to improve their oral skill. In fact, when learners attempt to express themselves. There is hesitation use of cliché expressions to fill pauses, much repetition and frequent indefiniteness occur as the speaker attempts to find the most convenient combination of elements to express his or her intended meaning (Rivers1963).

Ur (1996) shows that there are four main problems in getting students to speak in a foreign language in the classroom which are: inhibition, nothing to say, low or uneven participation, and mother-tongue use.

2.7.1 Inhibition

One of the key reasons impeding students' language production is inhibition in speaking performance. According to Ur (1996), inhibition is a circumstance in which someone or students are afraid of the attention that their speech may draw and are concerned about making mistakes. Inhibition causes learners to be fearful of making errors, which makes them to be self-conscious while speaking and makes them unable of doing anything. Teachers must take part in solving this problem and assisting their students in reducing their inhibition.

2.7.2 No Thing to Say

As an EFL instructor, you may frequently hear your students complain that they have nothing to say or that they cannot think of anything to say. As mentioned by Ur (1996), that even if they are not constrained, you frequently hear learners lament that they cannot think of anything to say. Because they believe that others are superior and that if they contribute, they would appear to be fooled, this is frequently another issue that makes students reluctant to talk and drives them to be more silent.

2.7.3 Low or Uneven Participation

Another issue in class is students' talking time, which allowed certain students to dominate while others spoke very little, just one member may speak at a time if he or she is to be heard, which implies that in a big group, each participant will have very limited talking time.

This challenge is exacerbated by some learners to dominate, while others talk very little or not at all Ur (1996). This frequently occurs when students are working in groups. Students who do not have inhibition or shyness will most likely engage the majority of the time, while those who have inhibition or do not prefer to participate at all will be overlooked in some way if they do not engage in anything. Instructors must be aware of this and devise effective strategies to cope with it.

2.7.4 Use the Mother Tongue

sometimes EFL students practice their mother tongue inside and outside the classroom because it is easier and faster. In classrooms where all or majorities of the students speak the same mother tongue, they may prefer to use it for several reasons: it is simpler, it seems unnatural to speak to one another in a foreign language, and they feel 'exposed' if they use their mother tongue Ur (1996). This is frequently an issue because if learners employ their mother tongue in their speech, they may miss learning the target language correctly.

2. 8 Practical Activities and Techniques for Promoting Speaking Skill

Improving students' capacity to express themselves verbally appears to be a crucial component in EFL classes. EFL teachers must provide effective classroom speaking activities that will assist students in developing their oral production; for instance: role plays, storytelling and retelling, group work and oral presentation appear to be beneficial speaking activities.

2.8.1 Role Play

Role-playing is one of the tasks used in the classroom to help students enhance a variety of real-life spoken language skills (Cook, 2001). For example, a teacher may select a discussion from a book and reciting it aloud with students, ask selected students to participate in role-playing. This practice can assist students in overcoming shyness, worries, and anxiety. Learners can listen to and practice phrases used in speeches (Celce-Murica, 2001). According to Ur (1996), role-plays are described as all types of activities in which learners picture themselves in a scenario outside the classroom, sometimes playing the part of someone rather than themselves, and employing language appropriately to this new context.

Role-plays are considered a great opportunity for learners to practice real-life language inside the classroom. This is virtually the way in which we can allow our learners to practice a range of real-life spoken languages in the classroom.

2.8.3 Group Work

Group work can also aid in the achievement of two goals: anxiety reduction and meaningful conversation to improve the speaking skill. According to Tsu's (2001), group work gives greater opportunity for learners to start and manage the interaction, generate a considerably broader range of speech actions, and engage in meaning negotiation. In addition, group work usually produces a sense of security, students are afraid of appearing stupid in front of their peers, despite their desire to improve their English. For example, Doyon (2000)

argues that once students are in a small group and understand their friends are feeling the same way, they will strive to speak more of their target language (cited in Sata, 2003). In addition, Harmer (2007) emphasizes the benefits of group work by stating that it improves the number of speaking opportunities, gives a space for speakers to express their opposing perspectives, promotes cooperation and negotiation skills

2.8.4 Oral presentation

Oral presentations have been demonstrated to be particularly effective in terms of improving second language skills. Girard, Pinar, and Trapp (2011), for example, discover that using oral presentations in classroom engagement and participation increased students' interest in learning. According to King (2002), oral presentations not only facilitate significant improvements in students' communication and presentation abilities but also bridge the gap between language learning and language usage. This technique is regarded as an excellent strategy for encouraging a student-centered approach for students to achieve proficiency in their speaking skills in the target language. Baker (2000) describes the oral presentation as a natural action, formal speaking to a group, delivering an oral presentation that is a formal discussion or activity appears to be a tough to be undertaken for many EFL learners. Furthermore, as claimed by McLion and Thompson (1980), if the presenter arranges and gives a well-structured oral presentation, learners will acquire and grasp new skills to improve their speaking ability.

According to Chivers and Shoolbred (2007), the benefits of the presentations include student-centered learning and involvement, gaining fresh information and insights on a subject, and practicing in a familiar setting or circumstance.

2.8.5 Storytelling and Retelling

In the classroom, telling stories becomes one of the recent methods used for learning a new language. This practice is related to the introduction of new language vocabulary

through story construction. In this regard, Dujmovic (2006) states that storytelling is seen as an essential activity that exemplifies the power of words. Words are used here to help the listener imagine what is being communicated. Furthermore, it employs words to improve verbal expression, understanding, and the formation of a mental image. Fortunately, the storytelling practice teaches students to link their imaginations to the events in the tale and to try to make relationships with their actual settings. As a result, it is a worthwhile method of involving learners in the practice of telling tales. Also, Wang and Lee (2007) reinforced that storytelling is a good linguistic practice for helping students conceptualize and build narratives. It also pushes kids to add information, forecast plots, and develop conclusions. Al-Mansour and Al-Shorman (2011) confirm this argument by stating that stories have a significant influence on enhancing learners' motivation to speak. The learners may comprehend their actual situation as well as relate their real surroundings with the possible happenings in the narrative through stories. Ultimately, the students can mix real-life situations with their imaginations to create new stories. Then, the learners may simply share the story with those around them.

2.9 The Role of The EFL Teachers in Speaking Exercises

EFL teachers can improve the learning process by taking on diverse roles during classroom speaking exercises. Harmer (2007) states that as with any other sort of classroom practice, instructors must perform several functions and role during various speaking activities.

2.9.1 The Teacher as a Prompter

Students often become lost and their thinking stops; they cannot think of what to say next or they forget words. Then comes the teacher's role as a prompter; he may either let students battle to get out of the problem on their own or he can assist them by giving distinct ideas that may be given supportively without disturbing the dialogue and to alleviate students' discomfort (Harmer, 2007).

2.9.2 The Teacher as a Participant

The teacher can participate in oral discussions or role-playing as a participant rather than a teacher, he can present new information to help the activity progress and guarantee that learners' involvement continues. However, in such cases, he must be careful not to over-participate since this might result in the domination of the conversation and pulling all of the focus to himself (Harmer, 2007).

2.9.3 The Teacher as a Feedback Provider

Feedback is an information in the form of correction which might be instant or delayed. Instructors must exercise extreme caution of when and how they provide feedback during speaking activities to avoid feedback abuse. A teacher must avoid providing comments while a student is speaking. According to Harmer (2007), on the one hand, correction may hinder them and detract them from the activity's communicativeness, on the other hand, Helpful and kind correction, may help students get out of difficult circumstances.

2.10 The Impact of Implementing Cooperative Learning Strategies to Enhance Students' Speaking Skill

Jacobs and Hall (2002) states that during the past ten years, EFL teachers have been increasingly interested in cooperative learning activities. Students work together in groups of two to four people during cooperative learning. CL however, it involves more than just dividing the class into groups and giving them a task.

Theories, techniques, and materials in several studies and different fields of education have shown that cooperative learning has advantages in crucial areas like learning, self-esteem, school enjoyment, and interethnic interactions (Johnson, Johnson,& Holubec, 1993). Theorists have proposed several advantages for cooperative learning in the study of second and foreign languages, including more student talk, more varied talk, a

more comfortable atmosphere, higher motivation, more negotiation and increased amounts of comprehensible input (Liang, Mohan, and Early, 1998; Olsen and Kagan, 1992).

CLS as a student-centered strategy enhances the students' speaking abilities and motivation in this study. Teachers in schools should be aware of the advantages and significance of CL, especially those who teach English-speaking skills. As instructors change their practices, beneficial improvements occur. Teaching strategies that emphasize the needs of the students In order to apply the CL method effectively, teachers must be proficient in the many speaking strategies that will be employed. Teachers are encouraged to employ this technique consistently and successfully. The concept that CLS has a strong impact on students' positive motivation for speaking is supported by a lot of research. Ultimately, and in light of the results shown by this study, it is acceptable to conclude that CLS offers a variety of advantages, including raising motivation and speaking abilities. Although there is no "perfect approach," CLS is a teaching strategy that is effective for improving students' motivation and increasing their English-speaking ability (Namaziandost, Shatalebi, & Nasri, 2019)

Conclusion

Speaking is an important process for assessing a learner's proficiency in the target language as a productive skill; it is considered a key to communication. In addition, it should be one of the basic curriculum designs for second or foreign language teaching. As a result, developing oral skills necessitates students actively using language that is correct in grammar and pronunciation. In this chapter, we shed light on various definitions of speaking skill, its definition, function, types and we will also clear up the importance of speaking skill and its approaches. In addition, we discuss the factors and difficulties influencing EFL students speaking skill. As well, we present the practical activities and techniques for promoting oral

proficiency teacher. and we conclude the chapter by presenting the role of the teacher in this process during classroom speaking exercises.

Chapter three : Field Investigation

CHAPTER THREE: FIELD INVESTIGATION

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Chapter Three: Field Investigation

Introduction

The present conducted research attempts to investigate teachers' attitude towards using CLS as strategy to enhance students' speaking skill in classroom. Because of the nature of the subject, the quantitative method was used to better investigate it. So, a questionnaire was distributed to oral expression teachers of the department of English language at the University of 08 Mai 1945, Guelma, in order to answer the research question and confirm or disconfirm the research hypothesis. Accordingly, this chapter is dedicated for the analysis and interpretation of the findings of teachers' questionnaire..

3.1 Teachers' Questionnaire

3.1.1 Population of the Study

The present study targets the sample of EFL teachers of oral expression at the Department of English language at the University of 08 Mai 1945, Guelma. In order to collect the needed data about teachers' perceptions and attitudes towards implementing CLS to Enhance EFL students' speaking skill, a questionnaire was distributed to 16 out of 20 oral expression teachers. The sample was purposively selected to answer the questionnaire.

Certain considerations guided the selection of the sample. Firstly, oral expression teachers will benefit us more than other teachers since their module can only be taught orally and they have access to students' speaking skill, In addition to that, their general goal is to help students to develop their speaking skill which is our concern.

3.1.2 Description of Teachers' Questionnaire

This questionnaire is based on the theoretical part of this study; it consists of 24 questions that are divided into four main sections. The questions are either closed questions, including yes/no and multiple choice questions, or open questions where teachers are requested to give explanation or suggest other alternatives.

The first section, named ‘‘General Information’’, is made up of two (02) questions. It attempts to obtain general information about teachers, asking about their teaching experience as English language teachers in general (Q1), and as teachers of oral expression module in particular (Q2).

The second section, "Teachers’ Attitudes Towards Teaching the Speaking Skill ", consists of eight (08) questions that are related to speaking skill. Q3 aims at exploring teachers’ opinions about their students’ level in speaking. Teachers are asked whether they encourage their students to participate in oral sessions (Q4) and how often they do (Q5) with justifying their answers (Q6). Whether students find the speaking skill difficult (Q7) and the reasons behind this difficulty (Q8). In the next question (Q9) teachers are asked which element they emphasize the most when teaching the speaking skill: fluency, vocabulary, comprehension, pronunciation, or grammar and they have to explain why.

The third section entitled "Teachers Attitudes Towards Cooperative Learning Strategy", comprises seven (07) questions, it deals with the CLS in order to investigate teachers’ attitudes about some aspects of CLS, such as; teachers’ familiarity, usage and frequency of the use of CLS in oral classes (Q11 and Q12) ; whether CLS is beneficial for students(Q13) and the reasons why it is beneficial (Q14). Q15 aims at eliciting teachers’ preferable CLS’ methods and the reason why (Q16); and whether they raise their students' awareness about the value of CLS (Q17).

The last section of the present questionnaire deals with teachers’ attitudes towards the impact of CLS on speaking skill. It contains 07 items. (Q18) deals with teachers’ frequency of the use of CLS’ methods (think, pair, share , jigsaw activities...) to improve students’ speaking skill. Q19 is about their perception whether CLS helps students to perform better in oral sessions, the extent to which they agree that CL activities can improve students’ classroom oral performance better than the individualistic activities (Q20) with explaining

why (Q21). Q22 is designed to get information about how far teachers agree with some statements characterizing the impact of CLS on students' speaking skill using strongly disagree, disagree, agree or strongly agree. Q23 and Q24 are open ended questions for further suggestions about the use of CLS in enhancing the speaking skill or comments teachers can add regarding the subject under investigation.

3.1.3 Administration of Teachers' Questionnaire

Normally the sample of the study consists of twenty (20) teachers of oral expression, but only 16 teachers had answered and returned the questionnaire. Hence, this questionnaire was administered for 16 teachers from the department of English language, Guelma University during a period of three weeks from 24th April, 2023 to 8th may, 2023. It was given to them during the session they teach and they took it home to be answered, however , four of them answered via email.

3.1.4 Analysis of Results and Findings of Teachers' Questionnaire

Section One: General Information

Question One: How long have you been teaching English language at the University ?

Table 3.1

Teachers' Professional Experience

Years	Number	Percentage
a. More than 9 years	13	81.25%
b. Less than 9 years	03	18.75%
Total	16	100%

Table 3.1 displays that a significant proportion of teachers have extensive experience in teaching English at the university level. The fact that (81.25%) of the teachers have been teaching for more than nine years suggests a high level of expertise and familiarity with the subject matter and instructional approaches related to teaching English. Only a small proportion of teachers (18.75%) have been teaching for less than 9 years. These results

suggest that the majority of teachers have significant experience in teaching English at the university level. Their extensive teaching backgrounds can contribute to the overall quality of English language teaching, bringing knowledge and expertise to their classrooms.

Question Two: How long have you been teaching oral expression at university?

Table 3.2

Teachers' Experience of Teaching Oral Expression

Years	Number	Percentage
01 to 05 years	14	87.50%
06 to 08 years	02	12.50%
Total	16	100%

Table 3.2 shows that the majority of teachers (87.50%) claimed to have taught oral expression module for one to five years. This indicates that they did not have much experience in teaching speaking skill. Only (12.50%) of them taught this module for more than five years. The results show that all teachers have had some experience teaching oral expression module, at least for one or two years, and that they also have a background in speaking skills.

Section Two: Teachers' Attitudes Towards Teaching the Speaking Skill

Question Three: How do you rate your students' levels in speaking?

- a. Very low
- b. Low
- c. Medium
- d. high

Table 3.3

Students' Level of Speaking Skill According to Teachers

Option	Number	Percentage
a.	00	00.00%
b.	01	06.25%
c.	15	93.25%
d.	00	00%
Total	16	100%

Teachers, in this question, are required to describe their students' level of speaking. The results in table 3.3 show that a majority of teachers (93.25%), agree that their students have a medium level in speaking, this suggests that the teachers perceive their students to have a moderate competency in speaking skill, indicating that they possess a certain degree of proficiency but may still have room for improvement. However, only one teacher out of 16 believes that his student's level is low. The fact that no teacher chose the "good" option implies that teachers may have higher expectations or standards for what they consider to be a "good" level of speaking. Alternatively, it could suggest that the students' speaking skill, as assessed by the teachers, is generally not at the level that would be classified as "good" in their judgment. The absence of any teacher selecting the "very low" option suggests that teachers do not perceive their students' speaking skill to be at an extremely low level. It is possible that the teachers might be optimistic about their students' potential or are focused on the progress they have made, even if it is not at the highest level.

Question Four: Do you encourage your students to participate in oral discussions?

- a. Yes
- b. No

Table 3.4

Teachers' Efforts to Encourage Students to Participate in Oral Discussions.

Option	Number	Percentage
a.	16	100%
b.	00	00%
Total	16	100%

The forth question (Q4) is meant to know whether or not teachers do encourage their students to participate in oral discussions and as the table 3.4 illustrates it, there is a total unanimity (16) or (100%). This suggests a positive and supportive attitude among oral expression teachers regarding the promotion of oral discussions in their classrooms. Encouraging students to participate in oral discussions can be beneficial for various reasons,

including the development of speaking skill, increasing student engagement, and fostering critical thinking and communication abilities. To conclude, this result suggests that teachers have a favourable stance towards promoting active participation and oral communication among their students.

Question Five: How often do your students participate in oral sessions?

- a. Frequently
- b. Sometimes
- c. Rarely
- d. Never

Table 3.5

Teachers' Perceptions of their Students' Participation

Option	Number	Percentage
a.	11	68.75%
b.	05	31.25%
c.	00	00%
d.	00	00%
Total	16	100%

According to the results contained in table 3.5, the majority of teachers making up (68.75%) say that their students frequently participate ,however, five or (31.25%) of them state they sometimes do. Clearly, students are motivated enough to develop their speaking skill through participation in oral sessions. As such, no teacher (0%) claimed having student who rarely or never participates.

The results indicate that a significant number of teachers reported observing a high level of student participation in oral sessions, suggesting strong student motivation and active engagement in developing their speaking skills. The consistent and frequent participation reported by the majority of teachers further reinforces the notion that students are consistently involved in oral activities, which can contribute to their speaking skill development. The absence of any teacher reporting rare or no participation suggests a positive level of

engagement among students, indicating their willingness to participate and their motivation to improve their speaking abilities through oral sessions. Overall, these results highlight that teachers observe a high level of student participation in oral sessions, emphasizing the effectiveness of this teaching method in enhancing students' speaking proficiency.

Question Six : Whatever your answer, please justify?

Only five teachers out of 16 provided justifications for this question, their justifications are interpreted as follows:

- "Most students refuse to participate orally due to shyness and lack of information."

This justification suggests that the teachers believe that students may be hesitant to participate in oral activities due to factors such as shyness or a lack of information. It indicates that the teachers recognize the challenges students may face in engaging in oral expression and that their experience in teaching oral expression allows them to understand these obstacles.

- "Students are at the heart of all oral expression activities; their participation is a must."

This justification emphasizes the importance of student participation in oral expression activities. The teachers recognize that the active involvement of students is crucial for effective learning and improvement in oral skills. It suggests that the teachers prioritize creating a student-centered learning environment that encourages and values student participation.

- "Students like to talk orally in oral expression, regardless of their fluency."

This justification highlights the idea that students have an inherent preference for oral communication, irrespective of their level of fluency. The teachers believe that students have a natural inclination to engage in oral discussions and express themselves verbally. This

understanding likely influences the teaching approaches and strategies employed by the teachers to facilitate student participation.

- "Actually, my students participate always because I am using different teaching methods that are made to target learners' engagement and increase it."

This justification indicates that the teacher has implemented various teaching methods specifically designed to enhance student engagement. By employing these strategies, the teacher claims to have observed consistent student participation in oral expression activities. It suggests that the teacher's instructional approach focuses on creating an engaging learning environment that motivates students to actively participate.

- "I noticed that when the teacher provides interesting topics for discussion, students tend to participate in the oral discussion."

This justification highlights the role of topic selection in promoting student participation. The teachers have observed that when they choose interesting and relevant topics for oral discussions, students are more likely to engage actively. It suggests that the teachers recognize the importance of selecting stimulating and meaningful discussion topics to encourage student involvement and enhance their oral expression skills.

Overall, these justifications indicate that the teachers have considered factors such as student motivation, learning environment, teaching methods, and topic selection as key influencers of student participation in oral expression activities. They reflect the teachers' awareness of the challenges students may face and their efforts to create a supportive and engaging learning environment to promote oral communication skills.

Question Seven: Do your students find the speaking skill difficult?

- a. Yes
- b. No

Table 3.6

Students' Speaking Skill Difficulty

Option	Number	Percentage
a.	13	81.25%
b.	03	18.75%
Total	16	100%

As displayed in table 3.6, only three teachers answered with "no" as regard to this question. The converse is that the majority of the teachers (13) or (81.25%) report that their students find speaking skill difficult. These results suggest that a significant number of teachers perceive their students to find the speaking skill difficult. This finding indicates that the teachers perceive a general level of struggle among their students when it comes to developing their speaking ability. The fact that the majority of teachers reported their students finding the speaking skill difficult may imply that students encounter obstacles, such as lack of confidence, limited vocabulary, or difficulties with pronunciation or fluency, which hinder their progress in speaking fluently. The response of only three teachers indicating that their students do not find the speaking skill difficult suggests that there are a few classrooms where students exhibit more confidence or proficiency in speaking. These classrooms might have implemented effective teaching strategies or have students with higher language aptitude or prior experience in speaking English. Overall, the interpretation of these results indicates that the majority of teachers perceive their students to find the speaking skill difficult. This indicates the importance of addressing the challenges students face in developing their speaking abilities and suggests the need for targeted instructional approaches and support to enhance their speaking proficiency.

Question Eight:

Do you think the speaking skill is difficult because of students'?

- A. Inhibition
- B. No Thing to Say
- C. Low or Uneven Participation
- D. Mother Tongue Use
- E. Others, please specify

Table 3.7

Causes of Students' Speaking Skill Difficulty.

Option	Number	Percentage
A.	01	06.25%
B.	01	06.25%
C.	00	00%
D.	02	12.50%
E.	05	31.25%
A + B + E	01	06.25%
B + E	01	06.25%
B + D	01	06.25%
D + E	02	12.50%
A +B +C +D + E	02	12.50%
Total	16	100%

Based on the Table 3.7, the interpretation regarding the difficulties students face in developing their speaking skills can be summarized as follows:

The highest percentage of teachers (31.25%) chose option E. "Others please specify" and specified obstacles such as a lack of practice, anxiety, shyness, low motivation, and fear of making mistakes. This suggests that the teachers recognize various factors beyond the provided options that contribute to students' speaking difficulties. A small percentage of teachers (6.25%) identified inhibition and the lack of things to say as factors contributing to the difficulty. This suggests that some students may feel hesitant or self-conscious when speaking in English, while others struggle with generating ideas or content for their spoken responses. Two teachers (12.50%) mentioned mother tongue use as a challenge affecting

students' speaking skill. This indicates that students may rely heavily on their native language when communicating, hindering their proficiency in speaking English language. Combinations of options were also selected by some teachers, indicating that they recognize the presence of multiple factors influencing students' speaking difficulties. These combinations included options A (inhibition) and B (no thing to say), options B (no thing to say) and E (others), options B (no thing to say) and D (mother tongue use), and options D (mother tongue use) and E (others). the interpretation of these results suggests that the perceived difficulty of the speaking skill is influenced by various factors, including inhibition, a lack of things to say, mother tongue use, and other obstacles such as a lack of practice, anxiety, shyness, low motivation, and fear of making mistakes. This highlights the multifaceted nature of students' speaking challenges and emphasizes the importance of addressing these obstacles to enhance their speaking proficiency.

Question Nine: Which of these elements do you emphasize the most when teaching the speaking skill?

- a. Fluency
- b. Vocabulary
- c. Comprehension
- d. Pronunciation
- e. Grammar

Table 3.8

Teachers' Use of Speaking Elements.

Option	Number	Percentage
a	06	37.50%
b	01	06.25%
c	00	00%
d	00	00%
e	00	00%
a+b	02	12.50%
b+e	02	12.50%
b+c+d	02	12.50%
b+c+d+e	01	06.25%
a+b+c+d+e	02	12.50%
Total	16	100%

The results in table 3.8 show that most teachers (37.50%) prioritize developing fluency when teaching the speaking skill. They aim to help students communicate smoothly and confidently in spoken English. Only one teacher (6.25%) focuses mainly on vocabulary, while none of the teachers selected comprehension, pronunciation, or grammar as the primary element of emphasis for teaching speaking. Some teachers, however, indicated a combination of elements in their teaching approach. Two teachers (12.50%) emphasized both fluency and vocabulary, while another two teachers (12.50%) focused on vocabulary along with grammar or all the elements. One teacher (6.25%) reported emphasizing all the elements in their teaching.

In summary, the results suggest that most teachers prioritize fluency as the main element when teaching speaking. This reflects the importance they place on enabling students to communicate effectively and confidently. However, there seems to be variation among teachers in terms of their instructional approaches, with limited emphasis on vocabulary and no emphasis on comprehension, pronunciation, or grammar.

Question Ten: Please, explain why?

Out of 16 Teachers only five teachers explained their answers as follows:

- The module of oral expression prioritizes fluency, the student's ability to speak with no hindrance.
- All of them because they constitute the basic elements of oral proficiency.
- In fact they are all important.
- Fluency will not be attained from the beginning through time, grammar is totally important.
- Once students have a rich vocabulary and know how to pronounce them correctly they will participate effectively.

The teachers have provided various justifications for their emphasis on different elements when teaching the speaking skill. One reason mentioned is that the module of oral expression prioritizes fluency, focusing on the students' ability to speak without hindrance. This suggests that the teachers believe fluency is crucial in enabling effective communication. Another explanation is that all the elements (fluency, vocabulary, comprehension, pronunciation, and grammar) are considered important for developing oral proficiency. This viewpoint reflects the teachers' recognition of the multiple aspects that contribute to effective speaking skills. One teacher highlighted the importance of fluency being developed over time, but also emphasized the significance of grammar in achieving fluency. This suggests an understanding that grammar plays a vital role in facilitating coherent and accurate communication. Lastly, a teacher mentioned that students' active participation in speaking activities is facilitated when they possess a rich vocabulary and accurate pronunciation skills. This perspective indicates the teachers' belief that vocabulary and pronunciation are essential components for effective student engagement. Overall, the justifications provided by the teachers highlight the importance of different elements, including fluency, vocabulary, grammar, and pronunciation, in developing students' speaking skills.

Section Three: Teachers Attitudes towards Cooperative Learning Strategy

Question Eleven: Have you ever used cooperative learning strategy in oral sessions?

- a. Yes
- b. No

Table 3.9

Teachers' Use of Cooperative Learning Strategy

Option	Number	Percentage
a.	16	100%
b.	00	00%
Total	16	100%

As far as question 11 is concerned, we meant to know whether or not CLS implementation takes place in EFL classes. The findings, as displayed in table 3.9 show that all of the informants (100%) make use of it, this indicates that a significant number of teachers who focus on oral expression employ CLS in their classrooms. This widespread implementation suggests that these teachers acknowledge the advantages and effectiveness of CLS in improving students' speaking skills and creating a cooperative learning environment.

Question Twelve: How often do you ask your students to participate in cooperative learning activities?

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

Table 3.10

Frequency of Teachers' Requesting Students to Participate in Cooperative Learning

Activities.

Option	Number	Percentage
a.	06	13.04%
b.	09	56.25%
c.	01	06.25%
d.	00	00%
Total	16	100%

The findings in Table 3.10 indicate that a majority of teachers (56.25%) regularly integrate cooperative learning activities into their teaching practices. This suggests that they consistently provide opportunities for students to engage with their peers, collaborate, and actively participate in group-based learning. The significant percentage of teachers who frequently use cooperative learning activities reflects their recognition of the benefits it brings to students' development of their speaking skill. Additionally, a small percentage of teachers (13.04%) reported they always incorporate cooperative learning, indicating a strong belief in its effectiveness. On the other hand, there was a minority of teachers who rarely used

cooperative learning, indicating a potential difference in teaching styles or preferences. Overall, these results highlight the teachers' commitment to fostering collaboration and active student participation in the development of speaking skills through regular implementation of cooperative learning activities.

Question Thirteen: Do you think that cooperative learning strategy is beneficial for students?

- a. Yes
- b. No

Table 3.11

The Advantage of Cooperative Learning Strategy

Option	Number	Percentage
a.	16	100%
b.	00	00%
Total	16	100%

As far as question 13 is concerned, its relevant data suggests that all teachers (100%) believed that CLS is beneficial for students. This suggests a positive perception and recognition of the advantages associated with implementing CLS in the classroom.

Question Fourteen: if yes, it is beneficial because of:

- a. Raising students' self-esteem.
- b. Improving students' satisfaction with the educational process.
- c. Enabling students to stop viewing teachers as their primary source of knowledge.

Table 3.12

Reasons behind Cooperative Learning Strategy's Benefits

Option	Number	Percentage
a.	03	18.75%
b.	00	00%
c.	02	12.50%
a+b	03	18.75%
a+c	05	31.25%
b+c	02	12.50%
a+b+c	02	12.50%
Total	16	100%

According to Table 3.12, teachers provided their perspectives on the reasons why CLS is beneficial for students. 18.75% out of them mentioned that CLS contributes to raising students' self-esteem, highlighting the positive impact of CL on students' confidence and recognition within a supportive group. None of the teachers selected "improving students' satisfaction with the educational process" as a significant benefit, indicating that CLS may not directly enhance students' overall satisfaction with their learning experience. 12.50% of the teachers believed that CLS enables students to stop viewing teachers as their primary source of knowledge, emphasizing the role of CLS in promoting student autonomy and encouraging them to seek knowledge from diverse sources, including their peers.

When considering the combined options, three teachers recognized the combined benefits of raising students' self-esteem (option a) and improving students' satisfaction with the educational process (option b) through CLS. 31.25% of the teachers saw the value in combining the benefits of raising students' self-esteem (option a) and enabling students to stop viewing teachers as their primary source of knowledge (option c) through CLS. 12.50% of the teachers identified the combined benefits of improving students' satisfaction with the educational process (option b) and enabling students to stop viewing teachers as their primary source of knowledge (option c) through CLS. 12.50% of the teachers recognized the combined benefits of all three options (a+b+c) in CLS.

In total, the results show that CLS, particularly in terms of raising students' self-esteem and promoting student autonomy in seeking knowledge, is perceived as beneficial by teachers. However, the data does not indicate a strong perception of CLS directly improving students' overall satisfaction with the educational process.

Question Fifteen: Which of the cooperative learning strategy's methods, do you use most?

- a. Think -Pair –Share
- b. Jigsaw
- c. Three Step Interview

Table 3.13*Teachers' Use of Cooperative Learning Strategy's Methods*

Option	Number	Percentage
a.	11	68.75%
b.	00	00%
c.	05	31.25%
Total	16	100%

The aim of this question is to know which CLS's methods teachers use most. As it is illustrated in table 3.13, the majority of the informants (68.75%) reported on using the Think-Pair-Share method as the most frequently employed CLS's method. This implies that Think-Pair-Share is the preferred method among teachers when implementing CLS in their classrooms to enhance students' speaking skill. On the other hand, five teachers (31.25%) selected the Three Step Interview method as the most commonly used cooperative learning strategy. It is important to note that none of the teachers selected the Jigsaw method as their most commonly used method. This suggests that different teachers have different preferences when it comes to CLS's methods, and they may focus more on other strategies instead of Jigsaw

Question Sixteen: Please explain why?

Out of 16 Teachers only five teachers explained their answer as follows:

- Think , pair ,share method helps boost students' critical thinking and raises their self – esteem as well as they learn how to share ideas with other colleagues.
- Think-pair-share method because this encourages teamwork and helps students be more confident and comfortable in their oral presentation.
- Three Step Interview and Think-pair-share because when there is the process of action –reaction and when the students receive their friends performance and utter theirs at the same time, it will lead to competition for better performance.
- I often use pair or group activities of different sorts.

- Think-pair-share because it helps students develop skills necessary to work on complex issues.
- Think-pair-share because it promotes the exchange of ideas and thoughts effectively.
- Think-pair-share because it encourages teamwork and helps students be more confident and comfortable in their oral presentations.

According to the teachers, the think-pair-share method is really helpful for students. It improves their critical thinking skills, boosts their confidence, and allows them to share their ideas with their classmates. This method encourages students to actively participate and work together, which helps them express their thoughts effectively. Many teachers mentioned that think-pair-share is effective in developing important skills to handle complex topics. Students engage in thinking, sharing ideas with a partner, and presenting their thoughts to the class, which enhances their critical thinking and communication abilities. Another teacher mentioned that this method promotes the exchange of ideas among students, leading to better oral communication skills and a deeper understanding of the subject. Some teachers also believe that including both the three-step interview and think-pair-share methods can create a healthy competition among students. When students observe and evaluate each other's performances, it motivates them to work towards better results and actively participate in oral discussions.

Overall, teachers agree on the value of CLS's methods, particularly think-pair-share and other similar methods, in promoting teamwork, confidence, critical thinking, and effective oral presentations. They have seen positive results and believe that these methods contribute to the development of students' oral communication skills.

Question Seventeen: Do you raise your students' awareness about the value of cooperative learning strategy?

- a. Yes
- b. No

Table 3.14

Teachers' Contribution to Raising Students' Awareness of the Value of Cooperative Learning Strategy.

Option	Number	Percentage
a.	13	81.25%
b.	03	18.75%
Total	16	100%

The aim of this question is to investigate the teachers' contribution to raising students' awareness of the value of CLS. According to the results in Table 3.14, the majority of teachers (81.25%) answered yes, indicating that they do raise their students' awareness about the value of CLS. These teachers may discuss the advantages of CLS, explain how it helps students learn from each other, and encourage active participation in group activities. The high percentage of teachers who reported positively contributing to students' awareness of CLS shows that they are dedicated to helping students understand its importance. They want their students to actively participate in CL, appreciate the value of teamwork, and see how it can positively impact their learning. On the other hand, a small number of teachers (18.75%) answered no, indicating that they do not raise their students' awareness about cooperative learning. The reasons for this may vary, such as limited time, lack of familiarity with CLS methods, or a focus on other teaching approaches. Overall, these results show that most teachers are actively working to raise their students' awareness about CLS, which benefits students by improving their speaking skill and supporting their overall academic growth.

Section Four: Teachers' Attitudes towards Implementing Cooperative Learning Strategy in Enhancing the Speaking Skill.

Question Eighteen: How often do you use the cooperative learning strategy's methods (think, pair, share , jigsaw activities...) to improve your students' speaking skill?

- a. Almost always
- b. Usually
- c. Sometimes
- d. Seldom

Table 3.15

Frequency of Using Cooperative Learning Strategy's Methods by Teachers to Improve their Students' Speaking Skill.

Option	Number	Percentage
a.	07	43.75%
b.	04	25 %
c.	04	25 %
d.	01	6.25 %
Total	16	100%

In this question, teachers are asked if they use different methods of cooperative learning strategy, such as "think, pair, share" and jigsaw activities, to help their students improve their speaking skills. The results in table 3.15 show that 43.75% of the teachers always use these methods, showing a strong commitment to incorporating CL activities into their teaching. By using these methods, teachers give their students regular opportunities to practice speaking together, which helps improve their communication skills and active participation in class. Additionally, 25% of the teachers mentioned that they usually use these methods. This means that although they may not use them in every lesson, they still make regular use of CLS's methods to enhance their students' speaking skills. These teachers understand the benefits of CLS's methods and actively integrate it into their teaching practice. Similarly, 25% of the teachers reported that they sometimes use these methods. This indicates that they use CLS's activities occasionally, suggesting a less consistent use of these methods to improve speaking skills. These teachers may choose different teaching approaches and selectively use CLS's methods based on their specific learning goals. Only 6.25% of the teachers mentioned that

they rarely use these methods. This suggests that they infrequently incorporate cooperative learning activities to enhance speaking skills. The reasons for their limited use may vary, such as time constraints, lack of familiarity with the methods, or a preference for other instructional strategies. In conclusion, the results show that teachers use CLS's methods to improve students' speaking skill with different frequencies. Some teachers use these methods always or usually, showing a strong commitment to CLS. However, others use them sometimes or rarely. This means that not all teachers use CLS's methods to the same extent when it comes to improving speaking skill. The findings suggest that teaching practices vary across classrooms in terms of how much CLS is used.

Question Nineteen: Do you think that cooperative learning strategy help your students to perform better in oral sessions?

Table 3.16

The Effect of Cooperative Learning Strategy on Students' Performance in Oral Sessions

Option	Number	Percentage
a. Yes	16	100%
b. No	00	00%
Total	16	100%

The results of this question show that all the teachers (100%) believe that using CLS in oral sessions helps students perform better. This means that all the teachers agree that cooperative learning is effective in improving students' oral performance. This shows that teachers strongly believe in the value of cooperative learning and its ability to promote active engagement and interaction among students. The teachers' belief suggests that they have observed tangible benefits, such as improved fluency, better collaboration and communication skills, increased confidence, and a deeper understanding of the topics discussed. In simple terms, teachers think that CLS really helps students achieve better speaking level.

Question Twenty: To what extent do you agree that cooperative learning activities can improve your students' classroom oral performance better than the individualistic activities?

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

Table 3.17*Comparative Assessment of Cooperative Learning Activities versus Individualistic Activities*

Option	Number	Percentage
a.	07	43.75%
b.	06	37.50%
c.	02	12.50%
d.	01	06.25%
e.	00	00%
Total	16	100%

The received responses as shown in table 3.16 indicate that the majority of the respondents (43.75%) acknowledged the effectiveness of CL activities in enhancing students' classrooms oral performance better than the individualistic activities. This indicates a strong conviction among these teachers that cooperative learning provides a more effective approach to enhance oral performance in the classroom.. Another considerable portion of teachers (37.50%) were undoubtedly convinced that CL activities are more operative to develop their speaking performance; they still acknowledge the advantages of CL and its positive impact on students' speaking skills. Others (12.50%) were uncertain of which type of activities can improve their classroom oral performance. They may have lack a clear understanding of the specific benefits of CL compared to individualistic activities. Further exploration or clarification may be needed to address their uncertainty. However, a small percentage of respondents (6.25%) disagreed with the idea that CL activities can improve students' oral performance. They have their own reasons for this disagreement, which could include a preference for individual work or a belief in the effectiveness of other teaching methods for improving oral skills. It is

important to note that none of the respondents strongly disagreed with the idea, indicating that most teachers are open to the potential benefits of CL activities in enhancing students' speaking skill. In simpler terms, while a few teachers disagree, most teachers are willing to consider the benefits of CLS for improving students' speaking skill.

Question Twenty-One: Whatever is your answer, please explain.

Out of 16 Teachers only five teachers explained their answers as follows:

- I think that cooperative learning activities and individualistic activities complete each other in the oral session and both are equally important and necessary.
- Individual performance is very important for evaluation stating diversities between students supporting everyone aside.
- Cooperative strategy is always successful because of the existence of very shy, under average students.
- Classroom interaction raises self-esteem and motivation .students will gain more courage and audacity as they perform.
- Cooperation enables students to have positive attitude towards learning it also increases their aptitude and their self-esteem.

The explanations provided by the five teachers regarding the question on the difficulty of speaking skill shed light on different perspectives. One teacher believes that both cooperative learning activities and individualistic activities are essential in the oral session. He/she views these activities as complementary to each other, with each has its own importance and necessity. Another teacher emphasizes the importance of individual performance for evaluation purposes. He/she acknowledges the diversity among students and the need to support each student individually, taking into account their unique abilities and characteristics. One teacher points out that the cooperative learning strategy is successful in

the presence of shy or below-average students. This suggests that cooperative activities provide a supportive environment where these students feel more comfortable participating in oral discussions. Classroom interaction is highlighted by another teacher as a factor that boosts students' self-esteem and motivation. The teacher believes that as students actively participate in oral activities, they gain courage and become more confident in expressing their thoughts and ideas. The fifth teacher highlights the positive effects of cooperation on students' attitudes towards learning; he/she suggests that cooperative learning not only increases students' aptitude but also enhances their self-esteem, leading to a more positive outlook on the learning process.

Overall, these explanations demonstrate various factors that teachers consider when assessing the difficulty of speaking skill. They recognize the value of both individual performance and CL in fostering student participation, self-esteem, motivation, and positive attitudes towards learning

Question Twenty-Two: Please, indicate the extent to which you agree or disagree with the following statements stated in the box:

(SD =Strongly Disagree; D =Disagree; N =Neutral; A=Agree; SA =Strongly Agree)

The statements:

a. Cooperative learning strategy is an opportunity for students to help each other and develop their speaking skill.

b. Using cooperative learning strategy makes speaking more enjoyable for students.

c. Cooperative learning strategy helps students to practice oral language in order to perform it fluently (with less hesitations and pauses).

d. Cooperative learning strategy helps students to practice grammar, pronunciation and vocabulary (accuracy) and therefore achieve better in speaking.

e. Cooperative learning strategy helps students to interact more and exchange information through more questions and answers and therefore practice their speaking skill

Table 3.18

Teachers' Attitudes towards the Impact of CLS on students' Speaking skill.

The statements	SD	D	N	A	SA	Total number of teachers and percentage
a.	00 00%	00 00%	01 6.25%	07 43.75%	08 50%	16 100%
b.	00 00%	00 00%	01 6.25%	06 37.50%	09 56.25	16 100%
c.	00 00%	00 00%	02 12.50%	08 50%	06 37.50%	16 100%
d.	00 00%	02 12.50%	03 18.75	07 43.75%	04 25%	16 100%
e.	00 00%	00 00%	00 00%	07 43.75%	09 56.25%	16 100%

As it is shown in the table above, each statement in Q22 is separately analysed.

a. Cooperative learning strategy is an opportunity for students to help each other and develop their speaking skill. All 16 teachers, accounting for 100% of the respondents, agree (A) or strongly agree (SA) with this statement. This indicates that the surveyed teachers believe that CLS provides a valuable opportunity for students to collaborate, support each other, and enhance their speaking skills through cooperative interactions.

b. Using cooperative learning strategy makes speaking more enjoyable for students. 37.50% of teachers agree (A), 56.25% strongly agree (SA), and 6.25% selected a neutral response (N). This indicates a majority agreement among the teachers that CLS enhances students' enjoyment of speaking activities, making them more engaging and motivating.

c. Cooperative learning strategy helps students to practice oral language in order to perform it fluently (with fewer hesitations and pauses). 50% of teachers agree (A), 37.50%

strongly agree (SA), and 12.50% selected a neutral response (N). This suggests a general consensus among the teachers that CLS supports students in practicing oral language, leading to improved fluency and reduced hesitations or pauses during speaking activities.

d. Cooperative learning strategy helps students to practice grammar, pronunciation, and vocabulary (accuracy) and therefore achieve better in speaking. 43.75% of teachers agree (A), (25%) strongly agree (SA), 18.75% selected a neutral response (N), and 12.50% disagree (D). This indicates a varied response among the teachers regarding the extent to which CLS contributes to improving grammar, pronunciation, vocabulary, and overall speaking accuracy. While a majority agrees or strongly agrees, some teachers remain uncertain or hold a different perspective.

e. Cooperative learning strategy helps students to interact more and exchange information through more questions and answers and therefore practice their speaking skill. 56.25% of teachers strongly agree (SA), 43.75% agree (A), and no teachers disagree or selected a neutral response. This indicates a strong consensus among the teachers that CLS facilitates increased interaction, exchange of information, and practice of speaking skills through active participation in asking and answering questions.

These results demonstrate a generally positive attitude among the surveyed teachers towards the impact of cooperative learning strategy on students' speaking skills. They believe that CLS provides opportunities for students to support each other, enjoy speaking activities, practice oral language for improved fluency, and enhance interaction and information exchange. While there may be some variation in responses regarding the impact on grammar, pronunciation, and vocabulary, the majority of teachers recognize the benefits of CLS in fostering students' speaking skills

Question Twenty-Three: Would you make any suggestions concerning using cooperative learning strategy in enhancing the speaking skill?

The responses to this question were very few, only (N=5) teachers have answered it.

- What is very important is that the teachers need to acknowledge their students very well about this teaching learning strategy in order to make it easy for them to achieve their needs.
- Allowing and asking students to give feedback on their colleagues presentations allow for a kind of discussion among the students themselves.
- Teachers should vary the type of the tasks used in oral sessions.
- I think that teamwork is one of the most important methods as students become more engaged and raise competition between them
- I think it is essential to use it CLS in oral classes along with individual activities.

Five teachers provided suggestions regarding the use of cooperative learning strategies to enhance the speaking skill. One teacher emphasized the importance of familiarizing students with this approach to meet learners needs effectively, this indicates that the teacher has to recognize the need to provide clear instruction and guidance to ensure students' understanding and successful implementation of CLS. Another suggestion was to encourage students to give feedback on their peers' presentations, promoting discussion and interaction among them. This recommendation can be seen as a response to the desire for increased student interaction and collaboration, aiming to foster a supportive learning environment where students actively engage with each other's work. Teachers were also advised to diversify the types of tasks used in oral sessions indicating recognition of the importance of task variety in maintaining student engagement and motivation. Another teacher highlighted the significance of teamwork, as it boosts student engagement and fosters healthy competition. Lastly, it was suggested to combine CL with individual activities in oral classes acknowledging the value of both approaches in developing students' speaking skill. These suggestions emphasize the value of

implementing CLS to improve speaking skill, focusing on clear instruction, student interaction, task variety, teamwork, and a balanced integration of individual and cooperative activities

Question Twenty-four: If you have further recommendations or suggestions regarding the subject under investigation, please feel free to share.

One teacher out of sixteen provided a suggestion concerning the topic, in which, s/he Stated that teachers should consider CLS because it aims to offer students more opportunities for language production yet teachers should be more knowledgeable about this strategy. This recommendation highlights that teachers should consider incorporating CLS into their teaching practices. However, it also emphasizes the importance of teachers in receiving proper training or professional development to enhance their understanding and skills in effectively implementing CLS.

3.1.5 Summary of Results and Findings from Teachers' Questionnaire

The findings from the teachers' questionnaire were used to uncover teachers' perceptions of the importance of implementing a CLS in the process of teaching speaking skills. The data drawn from the analysis of the first section "General Information" presented that most of the teachers have considerable years of teaching experience and had experience in teaching the oral expression module. Furthermore, based on the data gathered and analysed from the second section "Teachers' Attitudes Towards Teaching Speaking Skill" we noticed that teachers from the English department of Guelma University are highly interested in developing students' speaking skill and all teachers are interested in what benefits their students by encouraging them to speak. Also, they commented on their students' level of speaking in general with a mixture of medium and low levels, Teachers motivate their students enough to develop their speaking skill through participation in oral sessions and providing interesting topics for discussion, students tend to participate in the oral discussion.

In fact, most of teachers consider fluency as a complementary aspect while teaching speaking skills and others opted for the combination of vocabulary fluency, comprehension, grammar and pronunciation; this possibly means that some teachers focus on different elements while teaching speaking skill because they want their students to be successful language users. This implies that teachers are aware of students' needs in developing speaking skill. When teachers were asked about the use of CL all teachers confirmed the use of CLS in their practices. As far as their implementation of CLS as part of their instructions, most of teachers show the importance of these skills for optimal and more productive learning to take place. In addition, when teachers are asked about the main challenges students face in developing their speaking skills, the majority of them identified a combination of factors, including inhibition, having nothing to say, low or uneven participation, and reliance on their mother tongue. However, some teachers also mentioned additional obstacles such as lack of practice, anxiety, shyness, low motivation, and fear of making mistakes. This indicates that EFL students encounter various difficulties when it comes to speaking.

Additionally, based on the findings obtained from the third section on "Teachers' Attitudes towards Cooperative Learning Strategy," one may deduce that all teachers have a good perception towards implementing CLS. The majority of teachers confirm that they extensively utilize CLS methods, with Think-Pair-Share being the most commonly employed strategy. To consolidate their teaching and promote active engagement, teachers actively encourage student participation and involvement in CL activities., Consequently, they recognize the significance of CLS and view them as essential techniques within their instructional practices.

Regarding the last section, "Teachers' Attitudes Towards Implementing Cooperative Learning Strategy in Enhancing Students' Speaking Skill". Teachers' answers show that they widely confirm the importance of implementing CLS in oral expression to increase students' speaking skill. Most of the respondents strongly agree that CLS helps students to interact

more and exchange information through more questions and answers and therefore practice their speaking skill. We noticed from teachers' views and opinions that they have a strong belief in the importance of CLS in teaching speaking skill through making speaking enjoyable for students. Furthermore, when asked about their attitudes towards the impact of CLS on EFL students' speaking skills, teachers in the department of English at Guelma University, show a positive reaction and they validate the positive relationship between CLS and improving EFL students' speaking skill.

3.1.6 Pedagogical Implications and Recommendations

This study revealed teachers' attitudes towards the implementation of CLS in enhancing students' speaking skill. Thus, the following implications and recommendations are hereby presented:

- Teachers should be provided with practical guidelines and resources for incorporating CLS into their instructional practices. This can support them in creating an interactive and collaborative classroom environment that fosters speaking skill development.
- Teachers should inform students about the crucial role of speaking skill, and they should encourage them to speak more. Also they should find more effective ways of teaching to develop speaking in classroom.
- Teachers should make students aware of the values of CLS and that by stating the benefits and the effectiveness of this strategy to promote learning and enhance students speaking.
- Teachers should provide more opportunities for students to interact and communicate in real classroom situations by designing activities that encourage active participation and interaction..

- The implementation of effective strategies like CLS by teachers is necessary to assist students in overcoming the numerous speaking challenges that they encounter as learners.
- Teachers should create an atmosphere that enables learners to work and achieve their goals.
- CLS should be implemented on a large scale in classrooms.
- Teachers need to be knowledgeable of how CLS can be applied in order to create comfortable atmosphere that can help them avoiding noise inside the classroom.

3.1.7 Limitations of the Study

Although the current research has been completed, it cannot be carried out without running into certain serious obstacles and research constraints.

- 1) This study is limited in the number of oral expression teachers' sample at the Department of English language at Guelma University. As a result, the findings can only be generalized to the targeted population and not to a larger one.
- 2) Some informants lack of interest in answering the questionnaire limited our chances to collect more usable data as some follow-up questions were left unanswered.

Conclusion

In this chapter, the sample who takes part in the present study and the tool used for collecting data are described. This chapter represents the results obtained from analyzing teachers' questionnaires. The results confirmed the hypothesis and reached answers for the research question through teachers' questionnaire, which attempted to reveal their perspectives towards the role of using CLS in enhancing learners' speaking skill. The statistical analysis of the questionnaire showed that oral expression teachers in the department

of English language university of Guelma are aware about the fundamental role of CLS in improving the speaking skill, and they see CLS as a very effective strategy which have the ability to ameliorate one's speaking skill .So, they have positive attitudes towards using it in EFL classrooms.

GENERAL COCLUSION

Speaking is one of the four skills that is given emphasis in second language learning and it is a complex and difficult skill. Many students find it difficult to master and teachers need to use the necessary strategies that help their students speak without difficulties and to create an environment where they can connect and communicate with one another effectively.

Teaching speaking skill in EFL context requires using many strategies and techniques and CLS is one of them. This study aims to investigate EFL teachers' attitudes towards the impact of CLS on students' speaking skill and hypothesizes that EFL teachers hold positive attitudes regarding the effectiveness of CLS in improving students' speaking skill.

The present study is made up of three chapters. The first one mainly outlines some of the theoretical issues related to speaking skill. The second one provides a better understanding of CLS.

For the third chapter, we have administered a questionnaire for teachers of oral expression at the department of English language, 8 Mai 1945 University-Guelma by which the validity of our hypothesis was confirmed and proved, the research question is answered. The analysis of teachers' questionnaire confirmed that EFL teachers are aware of the effectiveness of using CLS, most teachers agreed that CLS is very effective strategy that helps students to develop their speaking skill.

The analysis of teachers' questionnaire confirmed that oral expression teachers from the English department of Guelma University are highly interested in developing learners 'speaking skill , they are interested in what benefits their students by encouraging them to speak ,motivating them enough to develop their speaking skill through participation in oral sessions and providing interesting topics for discussion.

Oral expression teachers are aware of students' needs to develop their speaking skill ,they focus on different elements such as vocabulary, fluency, comprehension, grammar and

pronunciation while teaching speaking skill to help their students to be successful language users .In addition ,they encourage their students to participate and to be part of CL tasks in order to consolidate their teaching, also they raise their awareness of the value of CLS by considering it as a fundamental strategy in their teaching.

Throughout the research, the results show that EFL teachers of oral expression are aware of the effectiveness of using CLS; most teachers agreed that CLS is very effective strategy that helps students to develop their speaking skill. In other words, their positive attitudes towards implementing it in teaching the speaking skill have been confirmed.

The findings and results deduced from this investigation can push teachers and students at Guelma University to pinpoint the position of CLS and to include it in their assessment instead of using only the individual activities. Also, it can be a key strategy for students' success in foreign language acquisition.

To conclude, the importance of implementing CLS to enhance students' speaking skill and EFL teachers' perspectives towards it have generally been clarified by the current dissertation. Additionally, more research may be used to support it in order to enhance university-level teaching and learning.

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APPENDICES

Appendix A: Teachers' Questionnaire

Teachers' Questionnaire

Dear teachers,

You are kindly invited to answer the following questionnaire which is a part of a Master dissertation research. It aims at investigating your attitudes towards implementing cooperative learning strategy to enhance students' speaking skill, at the Department of English language at the University of 08 mai 1945, Guelma .We would be thankful if you could take time to answer these questions. Your responses are going to be treated with great confidentiality and care. Please, tick (x) the answer (s) in the corresponding box, and make a full statement whenever necessary.

Thank you for your collaboration and for the time devoted to answer the questionnaire.

Mrs. Mechaali Somia and Mrs. Hamzaoui Hanene

Department of English

Faculty of Letters and Languages

University 8 Mai 1945-Guelma, Algeria

2023

Section One: General Information

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

.....

2. How long have you been teaching oral expression at University?

.....

Section Two: Teachers' Attitudes Towards Teaching the Speaking Skill

3. How do you rate your students' levels in speaking?

- a. Very low
- b. low
- c. Medium
- d. High

4. Do you encourage your students to participate in oral discussions?

- a. Yes
- b. No

5. How often do your students participate in oral sessions?

- a. Frequently
- b. Sometimes
- c. Rarely
- d. Never

6. Whatever your answer, please justify?

.....

.....

.....

7. Do your students find the speaking skill difficult?

a. Yes

b. No

8. Do you think the speaking skill is difficult because of students'?

A. Inhibition

B. No Thing to Say

C. Low or Uneven Participation

D. Mother Tongue Use

E. Others, please specify

.....

.....

9. Which of these elements do you emphasize the most when teaching the speaking skill?

a. Fluency

b. Vocabulary

c. Comprehension

d. Pronunciation

e. Grammar

10. Please, explain why?

.....

.....

.....

Section Three: Teachers Attitudes Towards Cooperative Learning Strategy

11. Have you ever used cooperative learning strategy in oral sessions?

a. Yes

b. No

12. How often do you ask your students to participate in cooperative learning activities?

a. Always

b. Often

c. Rarely

d. Never

13. Do you think that cooperative learning strategy is beneficial for students?

a. Yes

b. No

14. If yes, it is beneficial because of :

a. Raising students' self-esteem

b. Improving students' satisfaction with the educational process

c. Enabling students to stop viewing teachers as their primary source of knowledge

15. Which of the cooperative learning strategy's methods, do you use most?

- a. Think -Pair –Share
- b. Jigsaw
- c. Three Step Interview

16. Please explain why?

.....

.....

17. Do you raise your students' awareness about the value of cooperative learning strategy?

- a. Yes
- b. No

Section Four: Teachers' Attitudes Towards Implementing Cooperative Learning

Strategy in Enhancing the Speaking Skill.

18. How often do you use the cooperative learning strategy's methods (think, pair,share , jigsaw activities...) to improve your students' speaking skill?

- a) Almost always
- b) Usually
- c) Sometimes
- d) Seldom

19. Do you think that cooperative learning strategy helps your students to perform better in oral sessions?

a. Yes

b. No

20. To what extent do you agree that cooperative learning activities can improve your students' classroom oral performance better than the individualistic activities?

a. Strongly agree

b. Agree

c. Uncertain

d. Disagree

e. Strongly disagree

21. Whatever is your answer, please explain.

.....

.....

.....

22. Please, indicate the extent to which you agree or disagree with the following statements by checking the appropriate box:

(SD =Strongly Disagree; D =Disagree; N =Neutral; A=Agree; SA =Strongly Agree)

The statements	SD	D	N	A	SA
a. Cooperative learning strategy is an opportunity for students to help each other and develop their speaking skill.					
b. Using cooperative learning strategy makes speaking more enjoyable for students.					
c. Cooperative learning strategy helps students to practice oral language in order to perform it fluently (with less hesitations and pauses).					
d. Cooperative learning strategy helps students to practice grammar, pronunciation and vocabulary (accuracy) and therefore achieve better in speaking.					
e. Cooperative learning strategy helps students to interact more and exchange information through more questions and answers and therefore practice their speaking skill.					

23. Would you make any suggestions concerning using cooperative learning strategy in enhancing the speaking skill?

.....

.....

.....
.....

24. If you have further recommendations or suggestions regarding the subject under investigation, please feel free to share.

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

Thank you for your collaboration

ملخص

يهدف هذا البحث إلى استكشاف آراء الاساتذة تجاه أثر استراتيجية التعلم التعاوني في تعزيز مهارة التحدث لدى الطلاب. تتمثل الفرضية الأساسية التي تم اعتمادها في هذه الدراسة في أن لدى الاساتذة آراء إيجابية تجاه تنفيذ استراتيجية التعلم التعاوني لتعزيز مهارة التحدث لدى الطلاب. لاختبار هذه الفرضية ، تم استخدام منهج وصفي كمي من خلال تنفيذ استبيان للأساتذة ، وشمل الاستبيان 16 استاذًا للتعبير الشفهي في قسم اللغة الإنجليزية بجامعة 8 ماي 1945-قائمة. يهدف الاستبيان إلى استكشاف مدى تنفيذ استراتيجية التعلم التعاوني من قبل الاساتذة الذين يدرسون هذه المهارة. بالإضافة إلى ذلك ، تم استكشاف آراء الاساتذة تجاه تنفيذ استراتيجية التعلم التعاوني لتعزيز مهارة التحدث لدى الطلاب. بعد توزيع وتحليل استبيان الاساتذة ، أظهرت النتائج أن اساتذة التعبير الشفهي مهتمون باستخدام استراتيجية التعلم التعاوني وأنهم على دراية بالاستخدام الفعال لهذه الاستراتيجية في تعليم مهارة التحدث في صفوف اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك ، لديهم آراء إيجابية تجاه استخدام استراتيجية التعلم التعاوني في تدريس مهارة التحدث. الكلمات الدالة: استراتيجية التعلم التعاوني، آراء المعلمين، مهارة التحدث، معلمي اللغة الإنجليزية كلغة أجنبية.

Résumé

Cette étude vise à examiner les attitudes des enseignants à l'égard de l'impact de la stratégie d'apprentissage coopératif sur l'amélioration des compétences en expression orale des étudiants. L'hypothèse de base adoptée dans cette étude stipule que les enseignants ont des attitudes positives envers la mise en œuvre de la stratégie d'apprentissage coopératif pour améliorer les compétences en expression orale des étudiants. Pour tester cette hypothèse, une méthode descriptive quantitative a été utilisée en administrant un questionnaire aux enseignants, soit 16 enseignants d'expression orale du département de la langue anglaise de l'université 8 Mai 1945-Guelma. L'objectif du questionnaire est d'investiguer dans quelle mesure la stratégie d'apprentissage coopératif est mise en œuvre par les enseignants qui enseignent cette compétence. De plus, les attitudes des enseignants à l'égard de la mise en œuvre de la stratégie d'apprentissage coopératif pour améliorer les compétences en expression orale des étudiants ont été explorées. Après la distribution et l'analyse du questionnaire des enseignants, les résultats montrent que les enseignants d'expression orale sont intéressés par l'utilisation de la stratégie d'apprentissage coopératif et qu'ils sont conscients de son utilisation efficace dans l'enseignement de la compétence en expression orale dans les salles de classe d'anglais langue étrangère. De plus, ils ont des attitudes positives envers l'utilisation de la stratégie d'apprentissage coopératif dans l'enseignement de la compétence en expression orale.

Mots-clés : Stratégie d'apprentissage coopératif, attitudes des enseignants, compétence en expression orale, enseignants d'anglais langue étrangère