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**The Impact of Cooperative Learning in Developing EFL Students'
Speaking Performance: Case of Third Year EFL Students at the University of
Tlemcen**

*Dissertation submitted to the Department of English as a partial fulfilment of the
requirements for the degree of Master in English Language Teaching (ELT)*

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Dedications

My thanks go to my mother and father, the source of my happiness and success in life, and to my brothers and sisters.

To my friends with whom I shared the university life in prosperity and adversity.

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Abstract

The role of English as a foreign language cannot be denied. It became a part of every sector of life as a lingua franca even in those countries where English is not their official language. This affected the field of foreign language learning and teaching. EFL students are learning the language and at the same time they willing to enhance it. Therefore, students of EFL are in continuous investigations for best ways that can help them to develop their speaking skill, as a results of many studies CLL has come to the scene as a helpful technique that gives the students the opportunity to develop their oral production. The present study aims at discovering the impact of CL in developing EFL students' speaking proficiency. A case study was conducted as a research in the department of English University of Tlemcen. The data gathered from students' questionnaire and teachers' interview were analyzed using both quantitative and qualitative approaches. The results obtained from the analysis show clearly that students are willing to develop their speaking skill, also confirmed the stated hypothesis which is if the teachers create better interaction between students will lead them to use the target language inside the classroom beside that they will discover their speaking errors and will try to improve that in the future.

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List of Acronyms

CL: Cooperative Learning

EFL: English as a Foreign Language

ESP: English for Specific Purpose

FL: Foreign Language

STAD: Students Team Achievements Division

SPSS: Statistical Package for Social Science

TGT: Team-Games-Tournament

TEFL: Teaching English as a foreign language

ELF: English as a Lingua Franca

General Introduction

General Introduction

General introduction

Without any doubt, language is a means of communication. The human being uses the language to communicate with other people and express his thoughts and ideas, the only way that human being can express himself is by speaking, the production of sound. As the result of globalization, the English language is increasingly in demand; it became the first language of the world. This affects every sector of life: medicine, business, economy...etc. It has also affected the context of foreign language and teaching, many companies are searching for fluent speakers to work as interpreters. Thus, the speaking skill has become increasingly important for EFL students. However, students of EFL are always seeking to develop this skill since it enables them to express themselves effectively in the target language.

Regarding. Foreign language context, students are learning the language to be good speaker of it, inside and outside the classroom. However, they face a lot of difficulties when trying to reach this goal, mentioning that developing and mastering such skill requires a careful attention of both students and teachers. In addition to that, EFL students need the opportunity to practice the language inside the classroom; they need to be somehow motivated. More interaction between them will push them to use the language. These factors motivated the researcher to do this study and to investigate into the main factors that hinder the students from developing their speaking skill.

Speaking about teachers and their role in helping students to develop their speaking skill, it is important to speak about the technique that they use in order to help their learners develop their oral skill. As a result of many studies, cooperative learning has been suggested as a technique to help teachers during teaching the oral skill. It is the best way that can create interaction between students that can help them gain more opportunity to develop their oral skill. Therefore, this study aims at discovering the impact of cooperative learning in developing students' speaking proficiency.

From this point the researcher has proposed three research question:

1. In what ways can CL help students?

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2. Are teachers aware of the role of CL in developing the students' speaking performance?

3. Does CL contributes to the development of the students' speaking performance?

The above research questions led to formulate these hypotheses:

1. Cooperative learning may help students to develop their speaking skill
2. Teachers are may be aware of the role of Cooperative Learning
3. If teachers effectively apply CL in their classes, students' speaking proficiency will be enhanced.

As this work seeks to answer the above research questions, it is divided into three chapters: Chapter one reviews the literature about speaking and CL, what the previous studies have provided about the two main elements of this research, speaking and the problems related to it with some techniques which may promote speaking skill, then next general definition of CL and how this technique can be applied in the classroom.

Chapter two deals with the research design and procedures, it strives to give a general overview of the case study, research approach and data collection process. It also includes the procedures of both quantitative and qualitative approaches which are both used to analyze the data.

Chapter three which represents the practical phase of this study deals with data analysis and interpretation, both quantitate and qualitative methods were used in analyzing the data to answer the stated questions. Furthermore, this chapter is intended to provide some suggestions and recommendations that may help students in the future.

Chapter One

Chapter One: Review of literature about Cooperative and Speaking

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1.1. Introduction

Language is a means for communication. We communicate, to express our ideas and feelings by using the language. Speaking is an essential skill that need to be developed and mastered, since it enables students to speak and express themselves effectively in the target language.

The central theme of this chapter is to discuss some speaking issues; starting by providing a general definition of speaking, and its important to EFL students with the difficulties encountered with such skill, followed by some practical techniques to promote such important skill. However, cooperative learning is also defined in this chapter, its benefits, and methods, mentioning the problems of implementing such technique in teaching oral expression.

1.2. Speaking Defined

EFL learners are engaged with improving their speaking skill than any other skill. Speaking is the most important skill in communication process, in foreign language context learners are learning the language so they can be able to speak and communicate in that language, speaking has been widely defined by many different scholars and authors. Bygate (1987:57) defined speaking as:

Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning.

Learners of second language need to pay attention to the speaking skill, they need to be fluent speakers in order to convey clear messages. They will be judged by this skill, it is the most needed skill in every section of life. All human being uses the

language to accomplish some personal needs, most of second language teachers argued that speaking is the most difficult skill because it involves real-time interaction. As Luoma (2004:1) states that: **“Speaking is also the most difficult language skill to assess reliably. A person’s speaking ability is usually judged during a face to-face interaction, in real time, between an interlocutor and a candidate”**. Speaking is crucial part of second language learning and teaching, it is more complicated than just pronouncing words.

1.3. Functions of Speaking

Speaking performance have been divided into three functions and each function requires certain type of teaching approach, according to Richards (2006) he provides three different functions to speaking:

First, speaking as interaction it refers to what we normally mean by “conversation” it occurs when two people are engaged in a dialogue. When people meet they exchange greetings, small talk and so on...because the focus is more on how they express themselves to each other not on the message. Second, speaking as transaction in this function the focus is more on the message and what is said and done also focuses on achieving a goal or service, this is the main focus of transactional function. Furthermore, this function requires students to be skilled in explanation, ordering things, asking questions or justifying an opinion.

Finally, speaking as performance this is the final type of oral functions, which focuses on both message and audience. The main features of this type are; the Speech is monitored for accuracy, the message is predictable organization and sequencing it reflects organization and sequencing, this type is evaluated according to its effectiveness on the listener.

1.4. The Importance of Speaking Proficiency for EFL Learners

Nowadays English has become an international language or in other word the global language. It serves as the lingua Franca among or ‘English as a lingua franca’ (ELF) which refers to the use of English as a means of communication for speakers from deferent nationalities, all the nations even on those countries where English is

not their language. English has become a major part of many life sectors including medicine, education, business, technology...etc. it is undeniable that English language became an essential part of our daily life and specially EFL learners.

Harmer (2007:344) mentioned **“if students are involved in spontaneous face to face conversation outside the classroom with competent English language speakers, they probably need to be exposed to more than just the kind of questions that are commonly found in course books”**. Learners of foreign language uses English in numerous of situations; in their work places or study or at home when chatting in internet. So they supposed to speak correctly and even effectively in any situation they given in order to understand each other, that is why many second language learners and teachers gives the speaking skill the priority rather than any other skill.

According to Ur (1996:120) regarded speaking as the most important skill and he claimed: among of all the four skills speaking seems intuitively the most important skill, people who mastered a language are considered as ‘speakers’ of that language. Since English is the first international language of the world and with the economic globalization of today, many companies and organizations look for fluent English speakers, a peoples who can use the language correctly and effectively when communicating with others. That is why most of the English language learners considers speaking as the most important skill that need to be developed so they can be fluent speakers. Speaking skill becomes the important part of language learning, for the teachers it is their responsibility to help learners develop their speaking proficiency, by selecting the effective classroom activities that would make the learners more comfortable to speak and helps them to overcome their fears and hesitations to speak.

1.5. Speaking Difficulties in Foreign Language Context

For many years teachers have taught English and at the same time they emphasize on helping students develop their speaking skill by using different techniques to help learners mastering the oral skill. Teachers of foreign language are teaching oral skill to enhance their learners’ speaking skill so they be able to

communicate effectively in any situation or environment they meet. According to Ur (1996) claimed that there are four main problems in getting students speak in the foreign language in the classroom which are: inhibition, nothing to say low or uneven participation, and mother-tongue use.

1.5.1. Inhibition

Inhibition in speaking performance is one of the main factors that hindering students during their language production. According to Ur (1996:121), inhibition is condition in which someone or students are shy of the attention that their speech attracts, and worry about making mistakes. Inhibition will make the student afraid of making mistakes and that will lead the student to be self-control in speaking, and make the student cannot do anything, teachers have to participate to solve this problem and help their students to reduce their inhibition.

1.5.2. Nothing to say

As EFL teacher you may often hear your learners complain that they have nothing to say or they cannot think of anything. Ur (1996:121) states that **“even if they are not inhibited, you often hear learners complain that they cannot think of anything to say.”** Because they think that the others are better and if they participate they will look like idiots, this is often another problem that makes students unmotivated to speak and will drive them to be more silent.

1.5.3. Low or uneven participation

Another speaking problem in the class which related to students' talking time which allow some students to dominate, while others speak very little or even no.

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. (ibid: 121)

This often happens when the students are working together in groups, and among them students who do not have inhibition or shyness, probably they will participate most of the time while others who have inhibition or those who does not prefer to

participate at all they will be neglected in somehow. Teachers have to be aware of this and they have to find smart ways to deal with it.

1.5.4. Mother tongue use

Sometimes EFL learners use the mother tongue inside and outside the classroom because it easier and serves rapidly, and also they feel less stressed when they use it.

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel 'exposed' if they are speaking their mother tongue. (ibid)

This is often is a problem because if the learners are using the mother tongue in their discussions they may lose their chance to learn the target language correctly.

1.6. Practical Activities for Promoting Speaking

Developing the ability of students to express themselves through speech seems to be an important component of the language course. It is important for EFL teachers to design an effective classroom speaking activities that may help the students to develop their oral production; discussions, role plays, and also storytelling and retelling seems to be one of the successful speaking activities.

1.6.1. Discussions

This activity gives the learners the opportunity to use the language and exchange ideas and opinions inside the classroom, and also share their views. Discussion, therefore, give the teachers the opportunity to check the students' oral skill. On other hand the students at the end or even at the beginning of the course can share their ideas or opinions about an event or find solution or end for story. At the same time the teacher is observing the process of each group, and sometimes participate in case of misunderstood. This type of activity is somehow neglected in course teaching, so it is useful for teachers to include such activity in their teaching. The teacher can start the discussion by getting his/her students involved in agree/disagree discussion, for this type of discussion the teacher can give them a controversial sentence, and divide them into groups then let each group work with their topic in a period of time, and at

the end they will present their work orally to the class. Sometimes discussions fail may be because the students have some speaking problems, or they are not interested to give opinions, at the same time the teacher can avoid such difficulties by choosing the best discussion activities to encourage students to speak.

1.6.2. Role plays

Another great way to involve students into speaking inside the class is role-playing. According to Ur (1996:131) defined role-play as;

Role play, in the above context, is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate to this new context.

Role-plays are considered as a great opportunity for the learners to practice real-life language inside the classroom Ur (1996:133) “**this is virtually the only one way we can give our learners the opportunity to practice improvising of rang of real-life spoken language in the classroom**”. In role-play activities the teacher can give each group of learners a different role, for the rest they watch their classmates’ performance and by the end they receive feedback from the teacher so they can react upon their performance.

1.6.3. Storytelling and Retelling

The idea of sharing stories seems to be one of the techniques that can be employed with learners to increase their fluency. This is because stories is great opportunity for learners to practice the language in longer discourse.

Givón (1997:162) suggests that when learners share their stories and experiences it can motivate them when they meet with prompts and collaboration from their audience, learners can tell stories from their previous experiences, or summarize a story. This technique is great way to expand the learners’ thinking by pushing them to generate new meaning. Another technique which is slightly different from storytelling is retelling which is based on memorizing and retelling stories.

1.7. The Role of EFL Teachers

EFL teachers can participate on enhancing the learning process by playing different roles during classroom speaking activities. However, Harmer (2007:347) states that; **“as with any other type of classroom procedure, teachers need to play a number of different roles during different speaking activities”**. And he mentioned three different roles:

1.7.1. Teacher as a Prompter

Sometimes students get lost, and their thinking stop they cannot think what to say next, or they forget words. Here comes the role of the teacher as prompter he may let them struggle to get out from the situation on their own, or he can help them by offer discrete suggestions, and this can be done supportively without disrupting the discussion to stop the sense of frustration that students feel (Harmer, 2007).

1.7.2. Teacher as participant

The teacher can participate during oral discussions or role-plays not as a teacher but as participator. By introduce new information to help the activity along, and ensure that the engagement of learners is still continue. However, in such circumstances they have to be careful that they do not participate too much thus dominating the speaking and drawing all the attention to themselves (Harmer, 2007).

1.7.3. Teacher as Feedback Provider

Feedback is information, it takes the form of correction either immediate or delayed teachers should be very careful when and how to give feedback during speaking activities, so they can avoid the misuse of feedback. Teacher have to avoid feedback in the middle of speaking activity. Harmer (2007:348) **“over-correction may inhibit them and take the communicativeness out of the activity. On other hand, helpful and gentle correction may get students out of difficult”**.

1.8. Cooperative Learning Defined

The technique that teacher adopts inside the classroom have great effects on the students' achievements, in the field of foreign language great effort have been made to make the learning process more workable and more effective. few interaction inside the classroom will not enhance the students' speaking proficiency, on other

hand researchers and practitioners have found that when students work in small groups they develop social interaction that can foster their thinking ability. As a result, cooperative learning has come to scene.

Many definitions have been formulated to define cooperative learning. According to Slavin (1995:2) who states that:

Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in the gaps in each other's understanding.

Cooperative learning can be characterized as the students working together to complete a specific goal. As Gillies (2007:4) states that: **“cooperative learning involves students working together in small groups to accomplish shared goals”**.

When students work in groups they will interact with each other which enable them to complete the task or any activity they given, and before the students finish the task they discuss it with each other and they evaluate each other's knowledge.

1.9. Cooperative Learning Advantages

Cooperative learning is characterized as students working together to achieve common goal, it is obvious that when students working together their achievements and productivity are higher than does working alone.

According to Cohen (1994:6) states that working together can help students to learn academically. And easily they acquire the content of the subject, in addition to that it encourage students to find out solutions for problems. Therefore, they form opinions and ideas and learn how to give feedback.

As Cohen (1994:15) points out: **“In the group setting, one's thinking is monitored by others and has the benefit of both the input of other people's thinking and their critical feedback”**.

Another advantage of cooperative learning is social affective learning. Since students are learning they can learn how to support each other, how to accept each other and work in team. Furthermore, they learn how to listen to each other which make them less stressed and more motivated to learn. As Sapon Shavin (2004:3) demonstrates: **“Cooperative learning encourages mutual respect and learning among students with varying talents and abilities, languages, racial, and ethnic backgrounds”**. Moreover, working in groups can develop the learners’ personality it makes them more confident in their own abilities, which will lead them to be more motivated to work. (Slavin, 1995:42)

Cooperative learning is an effective strategy for teachers to start implementing such technique in the classroom, because such technique is somehow neglected.

1.10. Cooperative Learning Methods

Many educational researches have indicated the great effects of cooperative learning on students’ learning achievements, the experiments have shown the positive impact such method on the students’ achievements. According to Slavin (1995), there are four major methods that have been developed and evaluated such methods are like: Student Teams-Achievement Divisions, Teams-Games-Tournament, Group Investigation and Jigsaw.

1.10.1. Student Teams-Achievement Divisions (STAD)

Student Teams-Achievement Divisions (STAD), Students are working together in four-member learning teams, and the teacher presents the lesson the aim is to make sure that all team members have mastered the lesson together. After students practice the lesson, students take individual quizzes and at the same time they are not allowed to help each other. This will encourage them to explain to each other, so they are equally have the chance to master the material. Finally Students’ quiz scores are compared to their previous average and points are given according to each student level achievement and performance. Studies by Slavin have shown that students who had experienced STAD for period of time, have gained more cross-racial friendships. STAD is one of the cooperative learning methods that commonly used. Studies have

indicated that students working in STAD method had a higher achievement rather than students working in traditional method. (Slavin, 1994).

1.10.2. Teams-Games-Tournaments (TGT)

TGT (Teams-Games-Tournaments), is the same as STAD in method, in TGT the quizzes and improvement score technique is replaced with academic game tournaments, in which student are supposed to compete with other team members who are similar in “past performance and level” students who had the average before will compete with those have succeeded earlier.

1.10.3. Jigsaw

Jigsaw is a cooperative learning technique that have studied by a number of researchers and teachers in classes. Jigsaw technique, originally developed by Elliot Aronson in 1971 in Austin, Texas, groups are consists of six-members teams each team should be diverse in terms of gender, ethnicity, and ability The teacher assign a leader for each group, the task is divided into sections each member was given a section so they can earlier discuss it in "expert groups" finally students return to their Jigsaw groups and start discuss their section.

The second version of Jigsaw is Jigsaw 2 which developed and introduced by Slavin (1986). In this method students work together is small groups consists of four-to five-member teams. All students are assigned to read a story or a chapter, different topics are given to each team member they should be an “expert”, finally student discuss their topics in expert groups to return at the end to their original Jigsaw groups to teach them what they have learned. The deference between the previous version of Jigsaw and Jigsaw 2 is that in second version student’s individual achievement and scores will be counted the same as STAD method. Generally speaking Jigsaw is one of the most flexible methods of the cooperative learning, it is one way to make sure that all students are learned the material.

1.10.4. Group Investigation

In this method, students form their own group members according to common interests in a topics, students collaborate to product their own presentation. First they

divide the work among themselves and each student is responsible for researching on his/her topic. Second students come together to share their information with the group members, and finally they introduce their own final work to the class. Group Investigation is one way to grow individual interest, it also reflect each student's contribution.

1.11. Implementation of Cooperative Learning

Basically there are three ways to use cooperative learning in university classroom, and each way is used to teach a specific content. The three types of cooperative learning are; formal cooperative learning, informal cooperative learning, and cooperative base groups (Johnson, Johnson and Holubec: 2008).

1.11.1. Formal Cooperative Learning

Formal cooperative learning, in this type of group students are working together to accomplish a task, for one class period to several weeks, having students working together can help them to learn the material (Jonson et al, 2008). Also Johnson (2008) see the course assignments should be structured cooperatively, and the teachers' role should include first:

- ✓ Make a number of pre-instructional decisions. Teachers has to specify the course objectives and decide the size of the group, the method of assigning the students and also each students' role in the group.
- ✓ Explain the task and the positive interdependence. Next the teachers need to explain the assignments clearly to the students and provide them with required concepts, specifies the positive interdependence and structure individual accountability.
- ✓ Monitor students' learning and intervene within the groups. While students are doing the task, teacher role is specified on monitoring the learner's performance. Teacher observe and collect data about each group providing help when it is needed.
- ✓ Assess students' learning and helping students process how well their groups functioned. Finally students' learning is assessed, the teacher evaluate their

performance and achievements, the members of the groups discuss their achievements and criticize their work.

1.11.2. Informal Cooperative Learning

In informal way the teacher will have students to work together to achieve a joint learning goal for temporary, students work for a few minutes inside the classroom. Informal cooperative learning aims to drive learners' attention to the material, teacher should ensure that all learners have learned the material and rehearse it. When using informal cooperative learning teachers should make the task explicit for students to keep students actively engaged on doing the task (ibid).

1.11.3. Cooperative Base Groups

During the previous manners the primary responsibility for each member of the group is to work together to develop leaning product, Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership (Jonson, et al., 2008). In this cooperative way the members' primary responsibility is to ensure that all members are encouraged with support and assistance to complete the assignments. The aim behind using Base group is to improve the quality and quantity of learning. Positive improvement is enhanced when base groups are given responsibility (ibid).

1.12. Problems with Cooperative Learning

What was confirmed by many researchers, is when students work together their achievements and performance level are higher and better than student who works alone. Teachers fear when they are try to implement the cooperative learning technique is "luck of training", teachers feel unsatisfied with the results of using cooperative learning without any previous training or experience. Another problem within the implementation of cooperative learning is on the students itself, there are students who prefer to work alone because this is the way they grow up since they started study.

However, since cooperative learning involves students to work together this will create noise inside the classroom, because students are engaging doing the task, this

is often a serious problem for the teacher. During cooperative learning all group members should participate during the task, teacher's fear is that dominant students will take over the group and for the rest they may not participate, cooperative Learning is considered as one of the appropriate and useful teaching techniques depending on the teacher's experience

1.13. Conclusion

This chapter was devoted to literature review underlined all the aspects of speaking, providing general definition of speaking proficiency, its difficulties and activities, and also the teachers' role. This chapter also discussed the role of cooperative learning started by its definition, its benefits and methods, the implementation of such method encountering its problems. It is thus concluded that cooperative learning is very effective way of teaching which enables the students to practice interaction inside the classroom. Cooperative learning contributes to the language learning in EFL classroom not only for learner's achievement but also contributes to the development of oral skill which is considered an essential skill that must be developed and mastered, implementing cooperative learning technique in teaching oral skill will help students to overcome those speaking difficulties. In order to improve learners' oral production, teachers will have to let students to practice the target language inside the classroom, cooperative learning technique seems to be one of the powerful and successful ways to get learners interact with each other.

Chapter Two

Chapter two: Research Design and Procedures

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2.1. Introduction

This research is aiming at discovering the impact of using cooperative learning as a technique to enhance the students' speaking proficiency, thus this chapter discusses the research design, research approach and also presents the research instruments used in this investigation, semi-structured interview with teachers and questionnaire with students.

2.2. Research Design

This research adopted a case study research, and both qualitative and quantitative approaches have been applied. Case study is a type of research that enables the researcher to study and understand the phenomenon within it is real life situation. As Yin (2009:18) states that **“a case study is an empirical study that investigates a contemporary phenomenon in a depth and with it is real life context.”**

In similar context, Merriam (1988:21) defines case study as **“an intensive, holistic description and analysis of a single instance phenomenon, or social unit.”** Case study is the best plan for answering the research questions, its strengths outweigh its limitations. The case study offers a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon within the real life situation.

In the same lines, case study have several hallmarks. Hitchcock and Hughes (1995: 317) mentioned that case study have several hallmarks:

- ✓ It is concerned with rich and vivid description of events relevant to the case.
- ✓ It blends a description of events with the analysis of them.
- ✓ The researcher is integrally involved in the case.
- ✓ It provides a chronological narrative of events relevant to the case.

The present study carried out to study the impact of using Cooperative Learning as a technique to enhance the students' speaking proficiency, the researcher follows the case study method, first by identifying the problem and stating the hypotheses. The second step is data collection, the researcher began by questionnaire with

students and interview with teachers for the sake of gathering information. The second step is data analysis, the researcher used both mixed approaches to analyze the data; quantitative and qualitative.

2.3. Research Approach

In this study, the investigator opted for a mixed methods approach quantitative and qualitative approaches, the reason behind such decision is in the fact that the strength of one approach is relies on the other approach, and improving more understanding of the topic.

2.3.1. Quantitative Approach

The research methodologies are divided into two paradigms, the interpretivist paradigm and the positivist paradigm. Qualitative approach is related to positivist paradigm, it is based on the process of collecting and analyzing the results of the study. As Creswell (1994) defined quantitative approach as an approach based on testing objective theories among variables, that can be measured in numbers and analyzed using statistical procedures in order to generalize the finding.

2.3.2. Qualitative Approach

On the other hand qualitative approach is associated with the interpretivist paradigm. According to Creswell (1994) states that qualitative approach is associated with the human problems and the data is collected from the real world setting, and analyzed inductively which enable the researcher to gather reliable data to help better understanding of the topic, and gives more opportunities for better treatment of the situation. Patton (2001:39) states **“qualitative designs are naturalistic to extent that the research takes place in the real world setting and the researcher does not attempt to manipulate the phenomenon of interest.”** In this study the research questions that is raised will be answered qualitatively and others quantitatively.

2.4. Data Collection

The process of data collection is an essential element for the researchers to start collecting the necessary information for their research purposes, it is an important

process and at the same time it is a hard task to do, it consume a lot of time to capture the information.

According to O'Leary (2004:150) mentioned that:

You may be surprised at just how many issues and complexities are associated with any particular method of data collection. Collection credible data is a tough task, and it is worth remembering that one method of data collection is not inherently better than another.

Data collection is an important step in any educational research it is used to gather information from different sources using instruments tool to obtain data from the respondents. The various data collection include either observation, interviews, questionnaires... etc. choosing the right method depends on the type of the study, the investigator can use combination of two methods in order to provide a rich of data.

In this study, two techniques will be used in order to collect information: semi-structured interview with teachers and questionnaires with third year EFL students the use of both techniques of data collection is likely to be necessary for rich data.

2.4.1. Setting

The present study has been conducted in the English Department at the University of Tlemcen. The purpose of this research is find out whether Cooperative Learning technique can enhance the learners' speaking proficiency.

2.4.2. Participants' profile

In this study the sampling included both students and teachers from the English Department at the University of Tlemcen, twenty students who responded to the questionnaire and five teachers from Oral expression who responded to: semi-structured interview.

This study concerns third year EFL students, they were studying English as a foreign language at the University of Tlemcen for three years. For this study twenty (20) students were chosen randomly for the aim of this study, all of them Arabic natives and Bacca-laureates holders and their ages range from 20 to 23. The selection of such population was based on the consideration that third EFL students are

considered to be experienced students they have experienced a mixed of teaching techniques.

In addition to that, teachers also are involved in this study, the participating teachers are five (5) teachers from Oral Expression. They are full time teachers they have a long experience in teaching English that varies from 7 to 15 years, they specialized in TEFL and Literature.

2.5. Instruments

In this study semi-structured interview with teachers and questionnaires with third year EFL students were used to investigate the research questions, and to test the stated hypotheses.

2.5.1. Teachers' Semi-Structured Interview

For collecting the data semi-structured interview has been used as an instrument tool, this type of interview is flexible because it allows more interaction between the interviewee and provides richer results. As Nunan (1992:149) states that **“because of it is flexibility, the semi-structured interview has found favour with many researchers.”** The use of such type of interview allows more discussions between the investigator and the interviewee.

2.5.1.1. General Objectives

As mentioned before, semi-structured interviews is favoured by many researchers as well as for the informants it give them the chance to prepare the answers, and the freedom to change rather than fixed questions. According to Karin Klenke (2016:131) states that **“an interview protocol than developed around a list of topics without fixed wording or fixed ordering of questions.”**

The strengths if this instrument is summarized according to Karin Klenke (2016:132):

- ✓ Positive rapport between the interviewer and the interviewee.
- ✓ Result in high reliability.
- ✓ Addresses and clarifies complex issues.

- ✓ Reduce pre-judgment on part of the interviewer. Researcher predetermining what will or will not be discussed due to few predetermined questions.

The objectives of using semi-structured interviews as an instrument in the present research is to answer the research questions that is raised in this study and to test the stated hypotheses.

2.5.2.2. Procedures

The interview with teachers is another procedure used as data collection instrument to provide the researcher with more support, the purpose of this interview is to know about the teachers' opinion about Cooperative Learning and more about the techniques that is used in teaching Oral expression.

The interview was held in the Department of English, it consists of eight (8) questions divided into two (2) rubrics; the first rubric covers the teachers' profile that is designed to get background information about the chosen sample of teachers. And the second rubric is designed to get an idea about the teachers' perception about Cooperative Learning since they are experienced in teaching Oral expression, teachers here are requested to give their opinion about CL with encountering the difficulties that they face when applying such technique.

At the beginning of the interview the researcher uses tape recording or note taking to report the interview, the purpose of the tape recording is to help the researcher to check out the opinions of the interviewees again.

2.5.2. The Questionnaire

As a part of data collection, Questionnaire is used in many researches as instrument tool to gather data. As an attempt to define questionnaires Bill Gillham (2007:2) states that **“Questionnaires are just one of a range of ways of getting information from people usually by posing direct or indirect questions.”** Simply questionnaires are just tools of collecting data that give the researcher the advantage to gather divers of data within a short period of time.

2.5.2.1. Strengths of using the Questionnaire

Questionnaires are widely used as an instrument tool in research studies, the strengths of this type of instrument is summarized as following Clive (2012:182)

- ✓ Questionnaires can be sent and returned by post or Email and they can be handed directly to the respondent.
- ✓ Questionnaires are cheap to administer. The only costs are those associated with printing or designing the questionnaire.
- ✓ No time consuming.
- ✓ The respondent can finish it and return it back quickly.
- ✓ Using Questionnaires will reduce biasing error that is caused by the characteristics of the interviewer and the variability in interviewers' skills.

2.5.2.2. Types of Questionnaire

In designing the questionnaire it is important to consider the reliability and validity of the questionnaire among the priorities of the study, designing the questionnaire is a hard task to achieve. In fact there are two types of questions that can the researcher use in order to get information from the respondents, the common types are: open-ended and closed-ended questions.

2.5.2.2.1. Open Ended Questions

This type of question is used to ask for opinions, it make the participants feel free when they expressing their opinions, in addition to that, this type makes the participant formulate his own answer and write free responses on their own choices.

2.5.2.2.2. Closed Ended Questions

In contrast this type of question give the participants a set of choices to choose, in closed question the respondents are given a set of fixed predetermined answers and they have to choose, in this type questionnaire the answers are limited.

In this study, both types were used to get information from the informants; open ended and closed ended questions that is to insure the reliability and validity of the questionnaire and to extract more answers from the respondents.

2.5.2.3. Questionnaire Design

Concerning the questionnaire great careful has been made to ensure the reliability and validity of the information. Designing the questionnaire is not an easy task, it requires from the researcher to highlight the objectives of the study.

The current questionnaire is designed to investigate whether Cooperative Language Learning can be implemented as a technique to help third year EFL students develop their speaking proficiency. The questionnaire is divided into two rubrics:

Table: 2.1 Questionnaire Design

| Questions | Description of the main questionnaire |
|-------------------|---|
| Rubric one | The first rubric is about students' perception toward speaking skill, it consists of six (6) questions. |
| Q1 | The students were asked to specify their gender. |
| Q2 | Students were asked to say whether they find speaking easy, average, difficult or very difficult in English. |
| Q3 | Students are asked about their level low, average, good or very good. |
| Q4 | Students are supposed to pick up the most important skill that they need to develop among the four (4) skills and they had to explain their choice. |
| Q5 | Students were asked to say whether they feel afraid when they talk in classroom or not. |
| Q6 | Students who feel afraid they followed by "if yes it because" question and they had to pick up the right reason. |

| | |
|-------------------|--|
| Rubric two | The second rubric is about the students' perception of Cooperative Learning, it consists of five (5) questions. |
| Q7 | The first question of this section seeks to find out whether students are aware of Cooperative Learning or not. |
| Q8 | Students are requested to define Cooperative Learning. |
| Q9 | Students are asked to choose the technique that they prefer to work, whether in groups, in pairs or individually and they had to justify their answer. |
| Q10 | Students were asked to pick up the right choice about the ways that Cooperative Learning can help them followed by justification. |
| Q11 | Investigates the students' opinion of Cooperative whether it is helpful or not and they had to give their opinions later. |

2.5.2.4. Procedures

Concerning the administration of the questionnaire, the researcher arranged a meeting with 20 students from third EFL students have been chosen randomly among the total number of the third year EFL students' population, the selection of such population is based on the consideration that third year EFL students are considered experienced students.

2.6. Data analysis process

After collecting the necessary data it is the time for the investigator to start analyzing the data, either adopting quantitative or qualitative approach. According to Yin (2003:109) definition of data analysis **“consists of examining, categorizing, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence to address the initial propositions of a study.”** Data analysis represents the practical phase of the study where the research after collecting the data starts examining and categorizing the data for the goal of finding useful information.

2.6.1. Qualitative data analysis

The process of qualitative data analysis consists of words and observations it is far away from numbers. As Lodico (2006:15) states that “**qualitative research approaches... summarize the findings primary through narrative or verbal means.**” analyzing data qualitatively provide ways of examining and interpreting meaningful patterns, it is a simple process and does not require to follow universal rules. However, in attempt to summarize the process of qualitative data analysis, Miles and Huberman (1994) have developed simple framework to explain the steps of this method.

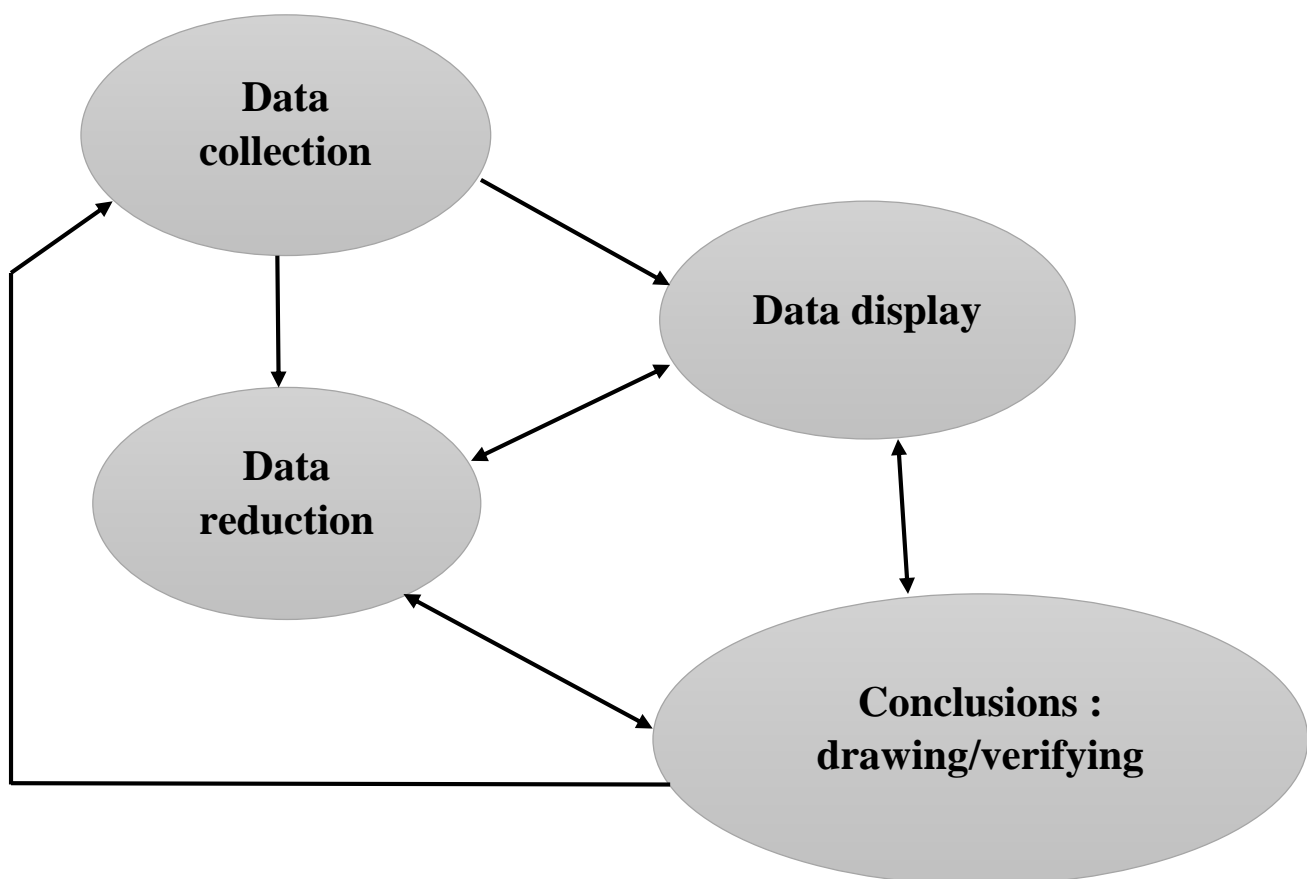


Figure: 2.1 Process of Qualitative Data Analysis adopted from (M&H 1994)

The steps that Miles and Huberman have provided for qualitative method depends first on the collected data, after the researcher have gathered the data the next step in qualitative method is data reduction which refers to the process of selecting and simplifying of the data that appears in the written field. The second step is data

display, it refers to the ways of arranging and display data such graphs, diagram...etc. The final step is concluding the finding and assessing their results these also include verifying and checking the data many times.

2.6.2. Quantitative data analysis

On other hand quantitative data method deals with numbers instead of words, in this type the data is analyzed using statistics, the data can be nominal or ordinal and interval. Nominal data describes gender, categories. Ordinal data represents ranked questions such natural order. However, the interval data comes in the form of values and measurement. The researcher can facilitate the work by using software data analysis such SPSS (statistical package for social science) to analyze the data, after analyzing the data it can be characterized in a form of graphs or diagrams.

2.7. Conclusion

This chapter is devoted to give a rational behind using the case study as a research design in this study, provided with definition and explanation of the case study. Both research approaches quantitative and qualitative are presented in this chapter. Finally the methods of data collection that is used to collect the data is also included, and the procedures were also described in this chapter and at the end the process of data analysis is explained.

Chapter Three

Chapter three: Data Analysis, Discussions and Future Directions

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3.1. Introduction

This chapter represents the practical side of this research, the researcher at this stage strives to analyze the gathered data from two data resources, questionnaire with students and interview with teachers. Both methods quantitative and qualitative will be used to analyze the data, to ensure the reliability and validity of the finding.

Besides, the data interpretation, the present chapter will provide some suggestions and recommendations based on the findings of the research for further research.

3.2. Data Analysis

This part concerned with the analysis of the collected data from students' questionnaire and teachers' interview.

3.2.1. Results of the students' Questionnaire

Rubric One: Students' perception of the speaking skill

Question 1: Gender

a- Male

b- Female

Table: 3.1: Students' gender.

| Options | A | B |
|--------------|----|----|
| Number | 8 | 12 |
| Percentage % | 40 | 60 |

A quick look at the table above will reveal that the number of male students are less than female students. In fact the recorded number shows that eight (8) male subjects out of total twenty (20), whereas the rest of them are female which represents twelve (12) from the whole sampling. The results shows that the girls are more interested in studying foreign languages.

Question 2: How do you find speaking in English?

Easy average difficult very difficult

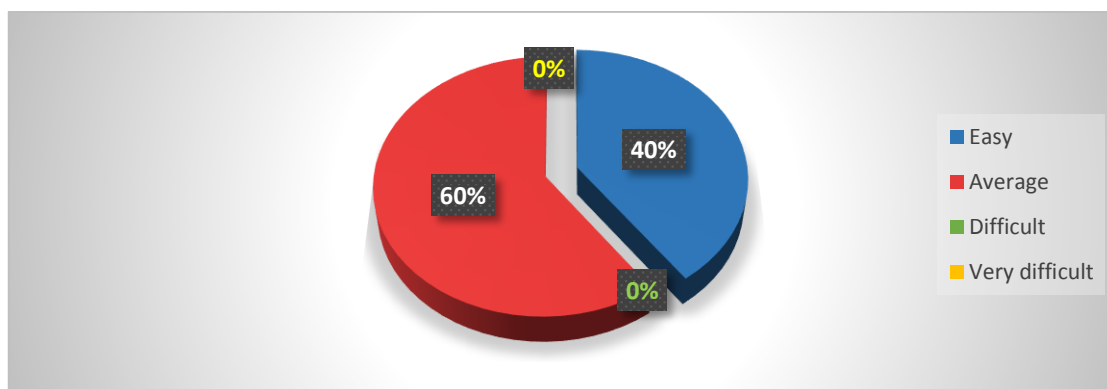


Figure: 3.1: Students' Attitudes towards Speaking

The aim of this question was to test the students' speaking level, it is clear from the graph that the majority of the students (60%) consider speaking not difficult and not easy that is average, while (40%) believe that speaking is easy, whereas no one consider speaking difficult or very difficult may be because they are competent students so they choose average level. The majority (40%) believe that speaking is easy, this does not reveal that they are fluent speakers.

Question 3: Is your present Level in English?

a- Good b- Average c- Low d- Very good

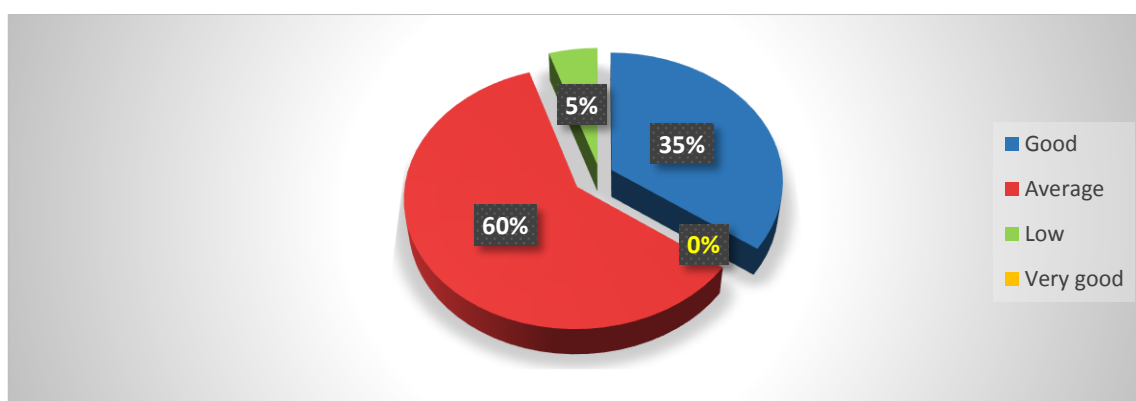


Figure: 3.2: Student's opinion about their English level

The results recorded in the graph shows that the majority (60%) of the students consider their level in English average, while (35%) of them consider it good, and the other (5%) percent of the students said that their level is low, may be because

they are not interested in learning English. No student has a very good level since they are still third year student.

Question 4: Which skill you need to develop more?

a- Listening

b- Speaking

c- Reading

d- Writing

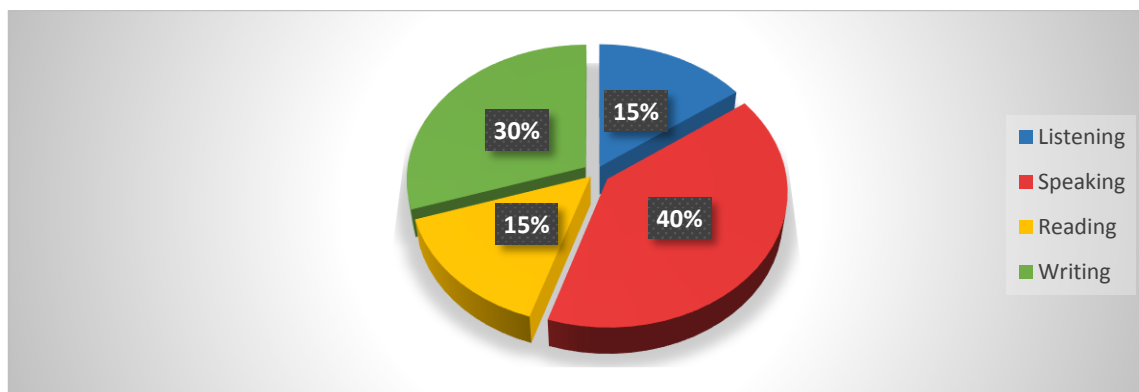


Figure: 3.3: students' attitudes towards learning the four skills

Because speaking more difficult skill, so that (40%) of the students emphasize on developing speaking more than any other skill, while (30%) said that they need to develop writing skill because it assesses their English level, (15%) of the students picked up listening since they find difficulties when trying to listen to native speakers. However, (15%) believe that reading is important skill because it enables them to gain more knowledge, the results show more clearly that students want speaking skill to be developed more than any other skill.

Question 5: Do you feel afraid when you talk in classroom?

a- Yes

b- No

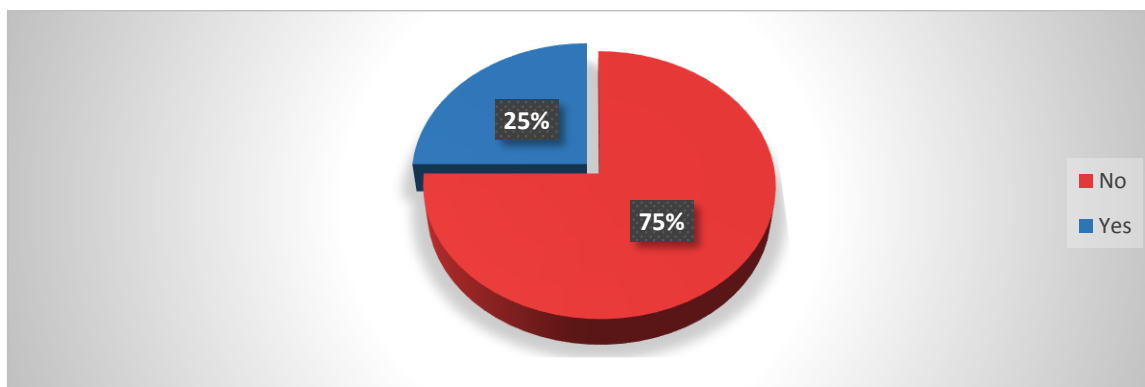


Figure: 3.4: Students' feeling while speaking in classroom

The aim of this question was to figure out whether students are motivated to speak or not and whether they feel afraid when they talk, most of the students (75%) answered with no, it means they are not afraid to talk in the class. (25%) admitted that they feel afraid when they talk, this may confirm that they have psychological problems or they are less motivated to speak.

Question 6: If “yes”, is it because:

- a- Fear of making grammatical mistakes
- b- Having deficient vocabulary
- c- Afraid of teacher’s negative feedback
- d- Lack of self-confidence

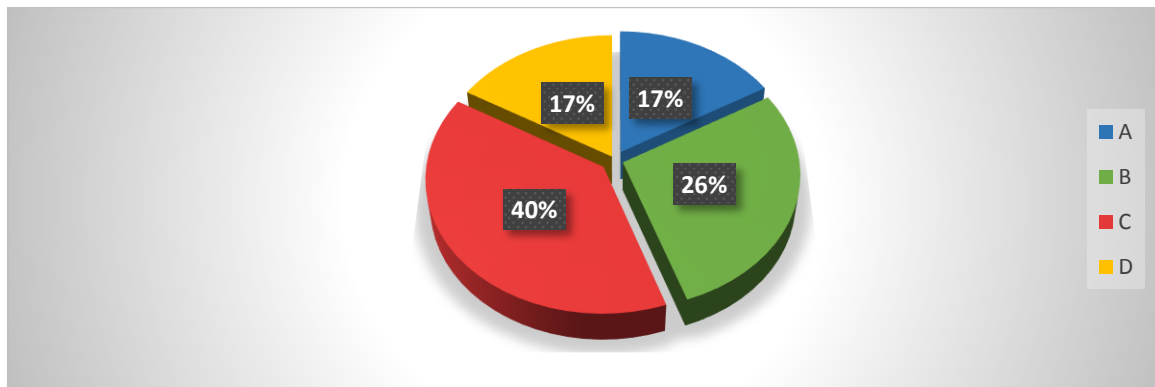


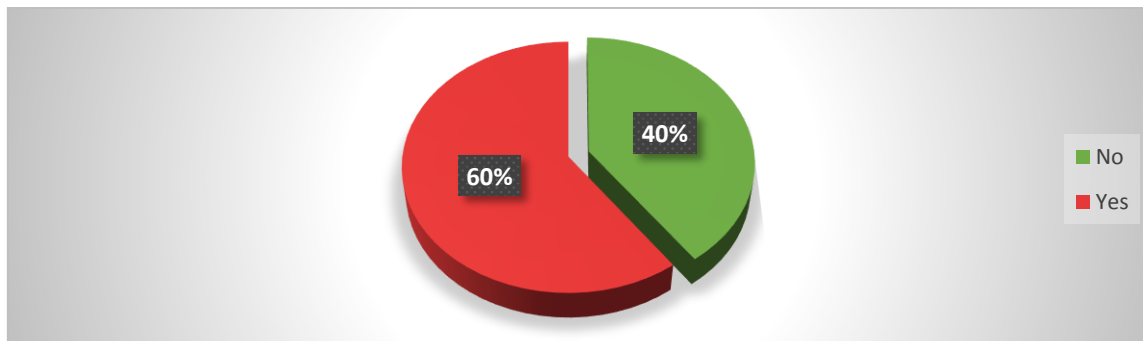
Figure: 3.5: Students’ feeling while speaking in classroom

Students were asked about their feeling in the classroom, and they were provided with a set of possible choices that describe their reason behind being afraid, the results show that the majority of the students (40%) chose that they are afraid of teachers’ negative feedback, and (26%) of the respondents state that they have deficient vocabulary. While (17%) for the lack of self-confidence and (17%) chose fear of making grammatical mistakes.

Rubric two: Students' Perception of Cooperative Learning**Question 7: Have you ever heard of Cooperative Language Learning?**

a- Yes

b- No:

**Figure: 3.6: Students' familiarity with Cooperative Learning**

It is clearly noticed from the figure that the majority (60%) of the students are familiar with Cooperative Language Learning and they have defined it, it is clear from their answers that CLL is widely known and adopted. (40%) of participants answered with no maybe because they are familiar with the traditional method.

Question 9: Can you define it?

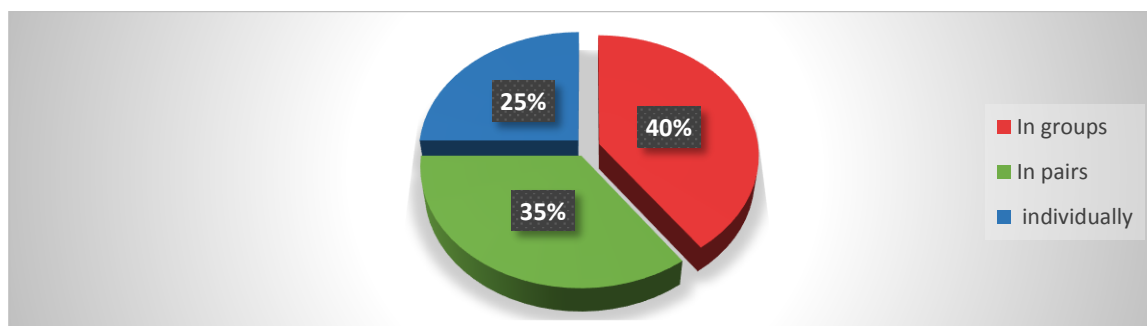
According to those to students who responded with yes they were provided with extra question; they were asked to define Cooperative Learning if they can, and most of them were able to define it. Which reflects the core of this study; it indicates that CLL is widely used and commonly known by the students because they were able to define it correctly.

Question 9: During oral expression tasks how do you prefer to work?

a- In groups

b- In pairs

c- Individually

**Figure: 3.7: Students' preference in Oral courses**

The figure denotes that the (40%) of the respondent prefer to work in groups and (35%) of them prefer to work in pairs, which reveals that they are sociable and they believe that working with others makes them motivated. While (25%) of them chose individual work because they believe it makes them work freely.

Question 10: In what ways do you think that Cooperative Learning helps you?

- a- To improve your speaking skills.
- b- To practice grammar.
- c- To practice pronunciation and vocabulary.
- d- To interact more and exchange information through.

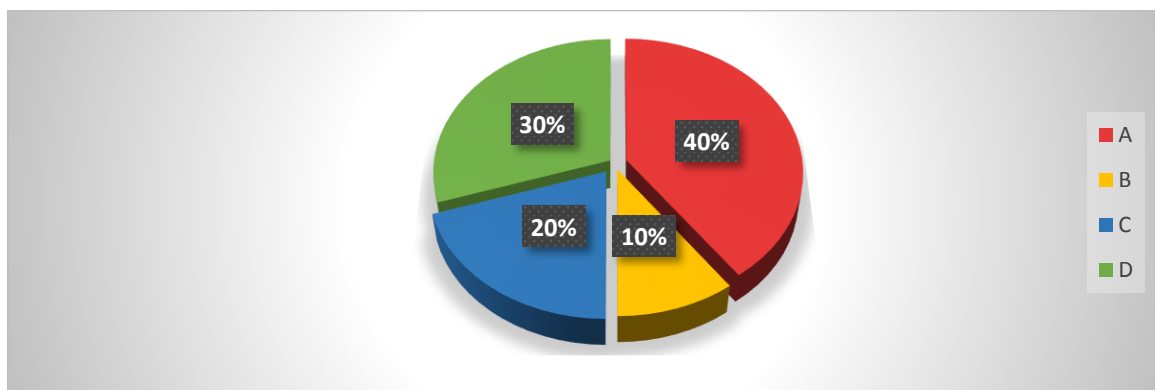


Figure: 3.8: Students' perception about the benefits of CL

In the figure above the results clearly show that the significance of CLL appears at improving the speaking skill, that is (40%) of the total respondents, which shows that they are aware of the role of CLL. Also there are other students who selected the fourth choice which represent (30%) they believe that CLL encourage interaction between them. Other students selected the third choice (20%) chose it because they benefit from the partner and learn new vocabulary. As for the second choice (10%) prefer it because it helps them to practice grammar, the results reflect their interest in developing interaction inside the classroom.

Question 11: Do you think that group/pair work (cooperative learning) is helpful to enhance learners' speaking proficiency?

a- Yes

b- No

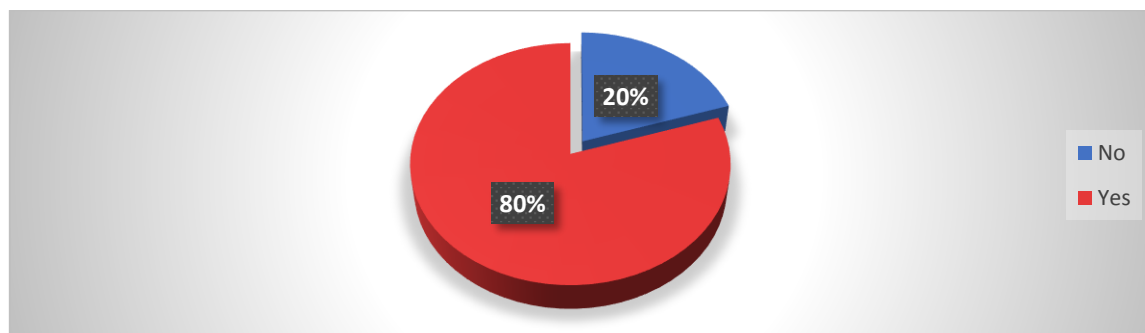


Figure: 3.9: Students' evaluation of Cooperative Learning

The graph shows that the majority of the students (80%) are satisfied with the significance of CLL as a technique to develop the students' speaking proficiency because they believe that CL helps them in many things. In contrast (20%) of them believe that CL is not helpful, may be because they prefer to work alone.

3.2.2. Results of the teachers' interview

Rubric One: Teacher's profile

Question 1: Which degree you have currently held?

Table: 3.2: Teachers' degree

| Teacher one | Teacher two | Teacher three | Teacher four | Teacher five |
|------------------|------------------|------------------|---------------------|---------------------|
| Ph.D.(Doctorate) | Ph.D.(Doctorate) | Ph.D.(Doctorate) | MA(Master/Magister) | MA(Master/Magister) |

The results above show that the majority of the teachers got Ph.D. (Doctorate) degree, and other teachers they have got post-graduated (Master/Magister). Their degree may help the researcher during the investigation.

Question 2: For how long have you been teaching English as a foreign language at university level?

Table: 3.3: Years of experience

| Teacher one | Teacher two | Teacher three | Teacher four | Teacher five |
|--------------------|--------------------|----------------------|---------------------|---------------------|
| 15 years | 7 years | 4 years | 3 years | 2 years |

As can be seen from the table above, all teachers have reasonable years of experience in field of teaching, which may confirm that they have gained more experience in teaching Oral expression.

Question 3: What is you specialism?

Table: 3.4: Teachers' specialism

| Teacher one | Teacher two | Teacher three | Teacher four | Teacher five |
|--|----------------------------|------------------------------------|------------------------------------|--------------------------------|
| English literature civilization | (ESP) Economics | Applied linguistic and TEFL | Applied linguistic and TEFL | literature civilization |

The aim behind this question was to know more about the teachers, more about their specialism. All of them have been teaching Oral expression at university.

Rubric two: The notion of Cooperative Learning

Question 4: Do you have an idea about Cooperative Learning?

According to the teachers' answers, all teachers answered with yes they familiar with this technique, and this was expected because of their years of experience.

If yes, can you define it?

All teachers have provided different definition for CL, all of the definitions were correct and based on their experience. All of them have extracted the definition from their own experience of teaching at university level.

Question 5: Do you use Cooperative Learning technique in teaching Oral Expression?

Regarding the use of Cooperative Learning when teaching Oral expression, all teachers said that they are using this technique to teach Oral expression to third year EFL students.

If yes, why?

Concerning this question these are the following points that the teachers have mentioned during the interview, about why they prefer to use Cooperative Learning during Oral expression courses.

- ✓Yes they love it so much.
- ✓There are some students who prefer to present their oral presentation in groups or in pairs.
- ✓It is a powerful way that makes students interact with each other.
- ✓When students work with each other they feel more comfortable to speak in front of their friends.
- ✓Cooperative learning makes students

Question 6: Do your students feel at ease with Cooperative Learning or individual works?

As for this question, the teachers' answers were very crucial for the study, the aim of this question was to figure out whether students prefer group work or individual work, the teachers have mentioned the following points during the interview:

- ✓It depends on the students and their personality, so there are who prefer to work alone and there who prefer to work in groups.
- ✓The majority of them prefer to work in groups, they prefer to have the help of the team it makes them stronger and motivated.
- ✓They enjoy to work with each other it makes them motivated to speak specially for those who are shy.
- ✓It is an opportunity for them to use the language inside the classroom to communicate.

Question 7: What are the difficulties that you generally encounter when using Cooperative Learning?

During the interview, teachers were asked about the difficulties that they face when using Cooperative Learning, the answers revealed that they face problems and all they are related with the students, these are the main points that have been mentioned by the teachers:

- ✓The huge differences in levels between the students, the students who are more advanced sometimes refuse to work with the others.
- ✓Some students speak more than the others, they are team leaders they speak more than the others.
- ✓Sometimes it is difficult to make the balance, everybody speak at the same time.
- ✓Overcrowded classroom.
- ✓It is difficult to organize the members.

Question 8: What are the speaking problems that the students face during Oral Expression?

Because the aim of this study is to enhance the learners' speaking proficiency, teachers were asked about their students' speaking problems, because they have been dealing with them during the whole year. According to them the problems included "gloss phobia" which is the fear of speaking in front of the audience. Moreover, they are not aware of grammar, they do not monitor their speech, also the lack of linguistic competence, they lack also confidence and interest. Beside that they feel shy when they try to speak, they also fear of making mistakes. These were the main problems that have been gathered from the interview which may help the investigator to determine the main problems behind the students' speaking difficulties.

3.3. Discussion and Interpretation of the main Results

Through students' questionnaire and teachers 'semi-structured interview that both were used as an instrument tool to investigate into the impact of Cooperative Learning in enhancing students' speaking proficiency, this led the investigator to check whether both teachers and students are aware of the role of Cooperative Learning or not, and also in what ways this technique can help students. What has

been noticed is that the majority of the students have average level in speaking, most of them are females, which reveals that they are more interested in learning foreign language than males do, what has been also noticed is that both students and teachers are familiar with CL which revealed that this method is widely known and adopted. Concerning speaking skill it has been noticed that the majority of students are willing to develop this skill since it enables them to express themselves freely in any situation they may be given.

Regarding the obtained results, the researcher was aiming at discovering the ways that Cooperative Learning can help students. From the obtained results and based on what the students and teachers have said, the results revealed that the majority of the students agree that this method helps them to develop their oral skill and more to develop interaction inside the classroom which keep them more motivated to speak. This confirms the first hypothesis that says that Cooperative learning may help students to develop their speaking skill. This confirmation was deduced from the students' questionnaire number four and ten.

Regarding teachers, the interview with them revealed that most of them have Ph.D. and Magister degree and they are all experienced in teaching Oral expression. They were asked if they are familiar with Cooperative Learning or not and if they sometimes apply it in their classroom, they stated that they use it when teaching the Oral expression, and their students enjoy working with it. Students also had the chance to answer this question, and the majority of them admitted that they prefer to work in groups or pairs. This confirms the second hypothesis which says that Teachers are may be aware of the role of Cooperative Learning.

The basic element of CL is that students develop social interaction among them that leads them to use the language in order to communicate, by using the language students will start using deferent forms in order to speak. The main objective of using this technique is to help students to develop their oral production that is why the students were asked to state their opinions on this. The results revealed that the majority of the students are satisfied with the significance of CL in developing their

speaking proficiency. This totally confirms the third hypothesis that says if teachers effectively apply CL in their classes, students' speaking proficiency will be enhanced.

From the obtained information, the present study revealed that students are aware of the significance of CL in enhancing their Oral proficiency which confirms their satisfaction when adopting such technique in teaching Oral language.

3.4. Suggestions

Developing speaking skill requires careful attention from the teachers, they need to help their students develop their speaking proficiency: as a part of this study these are some suggestion for teachers while teaching Oral expression:

- ✓ Teachers need to provide their students with much opportunity to use the target language inside the classroom through using authentic material from real life.
- ✓ Try to involve students into every speaking activity to make him active and let him use the language.
- ✓ Teachers need to maximize the students' speaking time and minimize their speaking time.
- ✓ Provide students with conversational activities which enables them use the language to communicate.
- ✓ Explain to the students the role of group work in order to make them motivated to work with each other and to give them an idea about how cooperative learning works.
- ✓ Positive feedback will encourage the students to speak rather than being afraid of negative feedback.

3.5. Recommendations

After being part of this study the researcher concluded that:

- ✓ Teachers need to be acquainted of how Cooperative Learning can be applied in order to create comfortable atmosphere that can help them avoiding noise inside the classroom.
- ✓ Speaking skill is regarded to be more important skill it requires more interaction between students in order to be enhanced.

- ✓ Teachers need to be aware of their roles during Oral expression courses they need to provide positive feedback whatever necessary, and observing student when they doing their group work.
- ✓ Teachers need to reconsider of CL technique because somehow is neglected in our courses.

3.6. Conclusion

At the end of this chapter the results obtained from questionnaire and teachers' interview shows clearly that both students and teachers are satisfied with the influence of Cooperative Learning as a technique to enhance students' speaking proficiency. The study also revealed that the majority of students are familiar with this technique which confirm that CL is widely known and adopted.

General Conclusion

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General Conclusion

To speak as a native speaker is not an easy task. For EFL learners it is considered as their primary concern; their goal is to be fluent speakers in that language in order to express themselves freely in any situation they may encounter. Another concern which cannot be ignored is the role of English as international language of the world, the state of English as a first language expected us to establish intellectual and social commercial with the rest of the world, exchanging knowledge, business, traditions...etc. It has affected the field of foreign language context. Nowadays, many companies are looking for fluent speakers to work as interpreters that is why teachers and learners are always seeking to find ways to develop their speaking skill, mastering such skill requires more efforts from both teachers and students.

The present study, which aims at discovering the impact of using CL to enhance the students' speaking skill, is divided into three chapters: the first chapter was the theoretical phase of this work which was about the speaking skill and C L. The second chapter dealt with giving a general overview of the case study that is adopted in this study. Finally, the third chapter which is devoted to data analysis. Data have been gathered and analyzed using quantitative and qualitative methods. For further information the investigator has provided some extra suggestions and recommendations as a part of this study.

The data that have been gathered and analyzed in this research reflect the core of this study. The study revealed that the majority of EFL students are females. They are more interested than males and they are all have average level in speaking, the study also revealed that all of the students are willing to enhance their oral skill. What has been also noticed is that CL is widely known and adopted in Oral classes as most of the students prefer to work in groups which lead them to develop social interaction in the classroom.

After what has been mentioned above, the researcher should mention that this study has limitations, such as the small number of participants because this study represents only a few number of students who are studying at the faculty, in addition to that there are some factors which contributed to the limitation of data including the

General Conclusion

nature of this study, the different personalities and abilities of each participants, difficulties when trying to access some internet documents.

To conclude the present research is just a beginning of further investigation based on the limitation of the findings of this study. Therefore, it would open the door for further investigation such as classroom interaction, student's shyness, group work activities, classroom speaking activities.

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Appendix A

Appendix A
STUDENTS' QUESTIONNAIRE

Dear students,

The present questionnaire, aims to discover the impact of Cooperative Language Learning as an educational element to enhance learners' speaking proficiency. You are kindly requested to answer the following questions to help us in our research.

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

Rubric One: Students' Perception of the Speaking Skill

1. Gender

a- Male

b- Female

2. How do you find speaking in English?

a. Easy

b. Average

c. Difficult

d. Very difficult

3. Is your present level in English?

a- good

b- Average

c- Low

d- very good

Appendix A

4. Which skill you need to develop more?

a. Listening

b. Speaking

c. Reading

d. Writing

Explain why

.....

.....

.....

.....

5- Do you feel afraid when you talk in classroom?

a- Yes

b- No

6- If “yes”, is it because:

a- Fear of making grammatical mistakes

b- Having deficient vocabulary

c- afraid of teacher’s negative feedback

d- Lack of self-confidence

Rubric two: Students’ Perception of Cooperative Learning

7. Have you ever heard of Cooperative Language Learning?

a- Yes

b- No

8. Can you define it?

.....

.....

.....

.....

Appendix A

9. During oral expression tasks how do you prefer to work?

a- In groups

b- In pairs

c- Individually

Please, justify your answer:

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

10. In what ways do you think that Cooperative Learning helps you?

a- To improve your speaking skills

b- To practice grammar

c- To practice pronunciation and vocabulary

d- To interact more and exchange information through

Please, justify your choice

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

11. Do you think that group/pair work (cooperative learning) is helpful to enhance learners' speaking proficiency?

a- Yes

b- No

Please, give your opinion

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

Thank you for your collaboration

Appendix B

Appendix B

TEACHERS' INTERVIEW

Dear Teacher,

This interview is mainly designed to investigate the impact of Cooperative Learning on students' speaking proficiency and whether this technique could be helpful to improve the speaking skill among university students. We would be grateful if can you answer the following questions, and please make comments when necessary.

Rubric 1: Teacher's profile

1. Which degree you have currently held?

2. For how long have you been teaching English as a foreign language at university level?

3. What is you specialism?

Rubric 2: The notion of Cooperative Learning

1. Do you have an idea about Cooperative Learning? If yes, can you define it?
.....
.....

2. Do you use Cooperative Learning technique in teaching Oral Expression? If yes, why?
.....

3. Do your students feel at ease with Cooperative Learning or individual works?
.....
.....

Appendix B

4. What are the difficulties that you generally encounter when using Cooperative Learning?

.....

5. What are the speaking problems that the students face during Oral Expression?

Thank you for your collaboration