

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen



Faculty of Letters and Languages
Department of English
Section of English

The Impact of Collaborative Learning and Teacher's Role in Improving the Speaking Skill: Case of First-Year EFL Students in the Department of English at Tlemcen

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Language Studies.

Presented by:

Ms. SALHI Soumia

Supervised by:

Dr. ADDER Fatima Zohra

Board of Examiners:

Prof. BENMOSTEFA Nawel

Professor

President

Dr. ADDER Fatima Zohra

MCA

Supervisor

Dr. BELKHIR Fatima Zohra

MCA

Examiner

Academic Year: 2023

Dedication

I dedicate this work to my mother **KHADIDJA** who was there for me during my journey at university, who supported me with her words and her prayers, who wiped my tears when I felt that I am not going to finish this work.

Thank you dear father **BOUMEDIENNE** for being there for me too, who helped, supported and believed in me and always told me that this specialty was made for me.

I thank my two brothers **MOHAMED** and **OMAR** and my lovely sister **ASMA** who always said that there is nothing hard I cannot do.

Special thanks go to my cousin **IMANE** who always pushed and rushed me to finish my work early. Thanks to my family for always being there for me.

Acknowledgments

Firstly, I would like to thank and say how much I am grateful for my teacher and supervisor **Dr. ADDER Fatima Zohra** for her wise guidance and her help during this whole year, and for always believing in her prior student, and without her supervision, this work was not going to be successfully accomplished.

Also, special thanks go to **Dr. Nawel BENMOSTEFA**, who lightened my path at first when I was lost.

Deepest appreciation to **Dr. BELKHIR Fatima Zohra** for accepting to evaluate and examine my work.

Last but not least, huge thanks go to all the students and teachers who answered my questionnaires, so that the work can have its reliability.

Abstract

English has become the first used language in different fields for different purposes in different parts of the world, and its importance cannot be denied anymore. This importance has affected the field of teaching and learning English as a foreign language too. So, EFL learners are willing to learn and enhance their level of English due to its universality. They are willing to use it for different objectives; learning, travelling, and communicating. Consequently, this research aims to provide evidence of how the teacher's role and the implementation of collaborative learning (CL) in Comprehension and Oral Expression (COE) sessions will help to enhance the EFL learners oral skills.

To achieve this goal, a mixed method approach was adopted to collect quantitative and qualitative data through questionnaires distributed to the 1st year EFL students and COE teachers at the English department in the University of Tlemcen. The results showed to what extent the students feel at ease with the use of CL to develop their speaking skill and how teachers see that their role has an impact on their students' speaking proficiency.

Table of Contents

| | |
|---------------------------|------|
| Dedication..... | II |
| Acknowledgements..... | III |
| Abstract | IV |
| Table of Contents..... | V |
| List of Acronyms..... | VI |
| List of Tables..... | VII |
| List of Pie Charts..... | VIII |
| General Introduction..... | 1 |

Chapter I: Literature Review

| | |
|--|----|
| I.1 Introduction..... | 5 |
| I.2 Speaking Skill..... | 5 |
| I.2.1 Definition of Speaking | 5 |
| I.2.2 Types of Speaking..... | 6 |
| I.2.3 Teaching Speaking..... | 8 |
| I.2.4 Speaking Difficulties EFL Learners Face..... | 9 |
| I.2.5 The Importance of Speaking Skill in the EFL Classroom..... | 10 |
| I.3 Collaborative Learning | 12 |
| I.3.1 The Methods of Collaborative Learning | 12 |
| I.3.2 The Advantages of Collaborative Learning | 13 |
| I.4 The Teacher's Role | 15 |
| I.5 Types of Teacher's Role | 15 |
| I.6 The Effectiveness of Collaborative Learning in Teaching and Improving the Speaking Skill | 17 |
| I.7 The Effectiveness of the Teacher's Role in Teaching and Improving the Speaking Skill..... | 18 |
| I.8 Conclusion..... | 20 |

Chapter II: Data Analysis and Interpretation

| | |
|--------------------------------|----|
| II.1 Introduction..... | 22 |
| II.2 Research Methodology..... | 22 |

| | |
|---|-----------|
| II.3 Sample Population..... | 22 |
| II.4 Data Collection | 23 |
| II.4.1 Questionnaire..... | 23 |
| II.4.1.1 Description of Students' Questionnaire..... | 23 |
| II.4.1.2 Description of Teachers' Questionnaire..... | 24 |
| II.5 Data Analysis | 25 |
| II.5.1 Students' Questionnaire Analysis | 25 |
| II.5.2 Teachers' Questionnaire Analysis | 33 |
| II.6 Data interpretation..... | 38 |
| II.7 Suggestions and Recommendations..... | 39 |
| II.8 Conclusion..... | 42 |
| General Conclusion..... | 44 |
| Bibliography..... | 47 |
| Appendices | 53 |

LIST OF ACRONYMS

CL: Collaborative Learning.

CLT: Communication Language Teaching.

COE: Comprehension and Oral Expression.

EFL: English as Foreign Language.

JAM: Just A Minute.

LMD: Licence-Master-Doctorat.

LIST OF TABLES

| | |
|---|----|
| Table II.1: Students' Profile. | 26 |
| Table II.2: Students' Favourite Skill..... | 27 |
| Table II.3: COE Sessions with/without CL | 30 |
| Table II.4: CL Helps to Improve Speaking or not. | 30 |
| Table II.5: Teachers' Profile..... | 33 |
| Table II.6: Teachers' Reasons to Use CL | 35 |
| Table II.7: Students' Difficulties with the Use of CL. | 36 |
| Table II.8: Teachers' Methods to Improve Speaking Skill..... | 36 |
| Table II.9: Teachers' Roles..... | 37 |

LIST OF PIE CHARTS

| | |
|---|----|
| Pie chart 2.1: Students' BAC Stream. | 26 |
| Pie chart 2.2: Students' English Level. | 26 |
| Pie chart 2.3: Like or Dislike COE Sessions. | 28 |
| Pie chart 2.4: Students' choice About Topic Discussions | 28 |
| Pie chart 2.5: Students Facing Speaking Difficulties or not. | 29 |
| Pie chart 2.6: Students' Opinions on CL. | 29 |
| Pie chart 2.7: Using CL or not to Improve Speaking. | 31 |
| Pie chart 2.8: Students' Opinions about Teachers' Way of Teaching | 31 |
| Pie chart 2.9: Teachers' Controlness. | 32 |
| Pie chart 2.10: Teachers' Roles | 32 |
| Pie chart 2.11: Teachers' Knowledge of CL..... | 34 |
| Pie Chart 2.12: Students' Feelings about Using CL..... | 34 |

General Introduction

General Introduction

Due to limited exposure to real-world situations where the target language is spoken and a lack of practice opportunities, English as a Foreign Language (EFL) learners frequently struggle to improve their speaking ability. Speaking skill can be improved through Collaborative Learning (CL), which fosters a communicative setting where students can communicate meaningfully and share ideas. By encouraging active participation in the learning process, this method helps students become more fluent speakers.

Students working in groups or pairs to achieve common academic goals are called collaborative learning (CL). This method gives students the opportunity to work together or collaborate, share ideas, exchange information, and support each other to improve their speaking skill. Role plays, group discussions, and debates are ways to implement this learning strategy.

The teacher's role is very crucial in implementing CL to enhance his/her students' speaking skill. The teacher needs to create a very supportive atmosphere in the Comprehension and Oral Expression (COE) session so that the students feel at ease to make mistakes and enjoy the session with the objective of developing their speaking abilities. Additionally, with the teacher's guidance, the students can improve their self-confidence and develop their communication skills through the use of the English language.

Since speaking is the most used skill among all four skills of learning English, EFL learners and teachers need to find a strategy to improve it. Teachers have a great impact on enhancing such a skill by implementing CL in their teaching methods since many studies have been done to determine the effectiveness of the mentioned method on the improvement of the oral skill of EFL learners.

The research is done to answer the following research questions:

1. What are the speaking difficulties that EFL learners face?

General Introduction

2. How can Collaborative Learning help COE teachers improve their students' speaking skill?
3. To what extent is the teacher's role important in developing the EFL learners' speaking abilities?

The above research questions led to the formulation of the following hypotheses:

1. COE teachers can have a high level of English, while their students may not have the confidence to show it and may have difficulties using the language.
2. Collaborative learning can be a beneficial strategy used when teaching to improve EFL learners oral skills.
3. Teachers have an influence on the enhancement of their students' oral abilities.

The present work is divided into two parts that provide the reader with the appropriate information about the studied issue. The first chapter defines the main concepts of CL, its different methods, its effectiveness, and the use of such a method in COE sessions. It focuses on speaking, its types, teaching speaking, and the speaking difficulties EFL learners face. Additionally, the definition of the teacher's role and its impact on the development of speaking abilities. The second chapter is about the procedures and the tools used to conduct the study, including the students and teachers questionnaires in order to provide the informants' point of view in implementing CL and the impact of teachers' role in developing speaking skill during the COE sessions, the suggestions and recommendations of using such a method while teaching oral sessions, and the different activities that can be practised collaboratively with the guidance of the teacher to achieve better speaking skill.

Chapter I: Literature Review

I.1 Introduction

I.2 Speaking Skill

I.2.1 Definition of Speaking

I.2.2 Types of Speaking

I.2.3 Teaching Speaking

I.2.4 Speaking Difficulties EFL Learners Face

I.2.5 The Importance of Speaking Skill in the EFL Classroom

I.3 Collaborative Learning

I.3.1 The Methods of Collaborative Learning

I.3.2 The Advantages of Collaborative Learning

I.4 The Teacher's Role

I.5 Types of Teacher's Role

I.6 The Effectiveness of Collaborative Learning in Teaching and Learning the Speaking Skill

I.7 The Effectiveness of the Teacher's Role in Teaching and Improving the Speaking skill

I.8 Conclusion

I.1 Introduction

The most commonly used skill between EFL learners is the speaking skill, where they communicate via the target language to accomplish several objectives, like expressing their opinions, explaining academic concerns to each other, describing their feelings and ideas, etc.

This chapter discusses the main concepts of such a skill, its definition, its types, the speaking difficulties that the learners face during their oral sessions, and the importance of such a skill in the EFL classroom. Also, it provides that Collaborative Learning is a method that can be implemented in oral sessions, the importance and the impact of the teacher's role so that the speaking skill can be enhanced.

I.2 Speaking Skill

Speaking is the art of communication and one of the most productive skills that must be mastered in learning foreign languages. It is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994). Speaking is the most attractive skill that EFL learners aim to improve during their language learning process. So learners need to concentrate on the learning of such a skill in order to convey clear messages during their interactions, and with no proper language, communications cannot be clear and understood.

I.2.1 Definition of Speaking

Experts have provided numerous definitions of speaking. According to Bailey (2000), speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts (Chaney, 1998). Moreover, Nunan (2003, p.48) presumes that speaking consists of producing systematic verbal utterances to convey meaning. Ramelan (1992, p.13) says that “all human beings, wherever they live, always speak a language, although they do not have any writing system to record their language”. From the previous quote, it may be inferred that speaking is crucial to learning a

foreign language, like English, for example. Speaking ability can therefore be used to determine whether or not a foreign language learner is making progress. Furthermore, mastering speaking skill can be seen not only in the performance of learners in spoken English but also in their proficiency in using the language. Overall, these definitions collectively emphasise that speaking is a complex process that involves active participation, comprehension, the use of verbal and nonverbal symbols, and the conveyance of meaning. They also highlight the significance of speaking skills in language learning and proficiency assessment.

I.2.2 Types of Speaking

According to Brown (2004), speaking is a process of building and sharing meaning through the use of verbal or oral form, which describes the basic categories of speaking skill. Those categories are explained as follows:

- A. **Imitative:** This category comprises the capacity to work on tone and the ability to concentrate on specific linguistic aspects that merely constitute word, phrase, or sentence imitation. Concentrating on pronunciation is crucial in this situation. Drilling is a training method used by the teacher. And the reason behind using such a method is to give the students the opportunity to listen and orally repeat words.
- B. **Intensive:** The speaking performance is where students practise certain phonological and grammatical elements of language. They are typically assigned tasks in pairs (group work), such as reading aloud, which involves reading paragraphs, reading conversations aloud with a partner in turn, reading data from charts, etc.
- C. **Responsive:** Interaction and test comprehension are included in responsive performance, but only to a degree that is confined to brief exchanges of greetings, small talk, requests, and remarks. This sort of brief response, which includes instructions and directions, is made in response to inquiries or comments from the teacher or students. Typically, those responses are adequate and meaningful. “Responsive assessment tasks include interaction and testing comprehension, but at the somewhat limited level of very short conversations,

standard greetings and small talk, simple requests and comments, and the like”. (Brown, 2004) “The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts:

A. Mary: Excuse me, do you have the time?

Doug: Yeah. Nine-fifteen

B. T: What is the most urgent environmental problem today?

S: I would say massive deforestation.

C. Jeff: Hey, Stef, how's it going?

Stef: Not bad, and yourself?

Jeff: I'm good.

Stef: Cool. Okay, gotta go” (Brown, 2004. P, 141-142).

D. **Interactive:** “The difference between responsive and interactive” is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the form of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. (In the three dialogues cited above, A and B were transactional, and C was interpersonal.) In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humour, and other sociolinguistic conventions” (Brown, 2004,p. 142).

E. **Extensive (monologue):** Students are given lengthy monologues by the teacher in the form of oral reports, summaries, storytelling, and brief speeches. The aforementioned idea leads to the conclusion that there are some things to keep in mind while evaluating speaking. The students should at the very least be familiar with the pronunciation, vocabulary, and language functions they will be using. Students can use the language properly after they are prepared and ready for the activity. (Brown. 2004,p. 142).

I.2.3 Teaching Speaking

Teaching speaking skill to EFL learners can be challenging, but it is an essential part of language learning. Speaking is one of the four main language skills, along with listening, reading, and writing. It is also the most interactive and communicative of the four skills. Therefore, it is important to provide EFL learners with opportunities to practise speaking in meaningful contexts.

One effective way to teach speaking skill to EFL learners is through communicative language teaching (CLT). CLT emphasises communication and interaction between learners rather than just memorising grammar rules and vocabulary. In CLT, students are urged to use the language in authentic contexts and have meaningful conversations. Another important aspect of teaching speaking skill is providing feedback to learners. Feedback can help learners identify their strengths and weaknesses in speaking and improve their performance. This feedback can be provided in various forms, such as peer feedback, teacher feedback, or self-assessment.

In addition to CLT and feedback, there are other strategies that can be used to teach speaking skill to EFL learners. These include using authentic materials, such as videos or podcasts, to expose learners to real-life language use; incorporating games and activities that promote speaking; and creating a supportive classroom environment where learners feel comfortable practising their speaking skill.

Overall, teaching speaking skill to EFL learners requires a combination of strategies that promote communication and interaction, provide feedback, and create a supportive learning environment. By using these strategies, EFL teachers can help their students develop their speaking skill and become more confident communicators in English.

Speaking is a significant oral ability. Yet speaking a language other than our own is a difficult task that requires employing all the direct levels of language. Hence, at this level, teachers must experiment with a variety of methods for assisting language learners in speaking the target language (Nunan, 2003, p. 64).

Nunan (2003, p. 55-56) offers at least four principles for teaching speaking, which are as follows:

- Give students practise with both fluency and accuracy.
- Provide opportunities for students to talk by using group work or pair work and limiting teacher talk.
- Plan speaking tasks that involve negotiation for meaning.
- Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

I.2.4 The Speaking Difficulties EFL Learners Face

English language learners who are learning it as a second language (EFL) frequently experience speaking issues. Several factors, including lack of exposure to the language, a small vocabulary, grammatical faults, pronunciation problems, and nervousness, might contribute to these challenges. We will henceforth go into great depth about these challenges in the following lines:

First of all, **pronunciation**: among the most frequent obstacles EFL students have is pronunciation. Learners may have trouble producing sounds that are absent from their native language or separating similar sounds in English. (Derwing & Munro, 2015).

Secondly, **vocabulary**: this issue is also frequently seen. EFL students may struggle to comprehend and use new words, especially ones that are unrelated to their own experiences or culture. (Nation & Webb, 2011).

Thirdly, **grammar**: EFL students may have difficulty understanding the language, especially with more sophisticated structures like phrasal verbs and conditionals (Larsen-Freeman & Anderson, 2011).

After that, **fluency** _is the ability to talk fluently and without hesitation_ is another difficulty for many EFL students. This could be brought on by a lack of experience or self-assurance with English. (Skehan, 2014).

Further, **sociocultural factors**: EFL learners may also encounter challenges due to sociocultural factors, such as variations in communication norms or styles between their own culture and cultures speaking English. (Kramsch & Sullivan, 1996).

Furthermore, while speaking English, especially in front of others, many EFL students suffer from **anxiety**. This may be the result of a fear of making errors or receiving criticism. (Horwitz et al., 1986).

Moreover, due to **lack of confidence**, EFL students may lack self-assurance in their speaking ability, especially if they have had unfavourable previous experiences or have not had enough chances to get experience speaking (Skehan, 2014).

In addition, because of **limited exposure to English** and the absence of opportunities for practice and exposure to actual language use, learners with limited contact with English outside of the school context may struggle with their speaking abilities (Lightbown & Spada, 2013).

Cultural differences: EFL learners may encounter issues relating to cultural variations between their own culture and cultures that speak English. Variations in interpersonal styles, body language, and societal standards might be examples of this (Kramsch & Sullivan, 1996).

Last but not least, **lack of motivation**: some EFL students may have trouble communicating because they are uninterested in studying English. This is particularly relevant to learners who do not recognize the value or significance of English in their own lives. (Dörnyei & Ushioda, 2011).

I.2.5 The Importance of Speaking Skill in the EFL Classroom

The teaching of speaking in English as a Foreign Language (EFL) classes is crucial. Effective communication in both personal and professional settings depends on one's ability to speak the language with confidence and fluency. The following lines will show the importance of this skill.

First and foremost, successful communication depends on speaking abilities. Students who speak English fluently and with confidence are better equipped to express their opinions and thoughts. This is essential in professional settings because effective communication is crucial for achievement. Furthermore, proficient speakers are more likely to participate actively in class discussions, which can improve students' learning outcomes. Speaking ability is crucial for boosting confidence, and students who can speak English with assurance are more likely to feel certain in other facets of their lives. Their academic success as well as their personal and professional growth may benefit from this. Also, speaking skill is crucial for promoting cultural awareness, and students who learn to speak English effectively will have a greater knowledge of the traditions and culture of English-speaking nations. As a result, they may become more open-minded and have a more global viewpoint. Another point, the speaking skill can have an impact on the improvement of the listening skills of EFL learners; students are required to pay close attention to what is being said in order to answer correctly when they converse with their peers or teacher. They may learn to listen more carefully as a result, which is another crucial ability for effective communication. Another reason why speaking skill is important is that it can assist in the growth of their vocabulary and grammar. Learners are exposed to new terms and grammatical structures during speech that they would not learn in written literature. Over time, this can help with their language input and grammatical development. And students' social skills can also be developed by improving their speaking skill.

Students are learning how to communicate with people in a courteous and suitable way when they have interactions with their peers or teacher. They may benefit from developing excellent interpersonal skills as a result, which will aid them in both personal and professional settings.

Finally, speaking skill is essential for encouraging imagination and creativity. Where students are forced to think creatively and develop original ideas when they participate in discussions or debates. In the end, this may help individuals become more innovative thinkers and improve their capacity for imagination.

While developing speaking skill remains important, it is equally essential to explore different approaches to enhance overall learning experiences. One such approach is collaborative learning (CL), which emphasises teamwork and knowledge sharing among students.

I.3 Collaborative Learning

A method of teaching and learning known as collaborative learning (CL) emphasises teamwork and achieving shared objectives. In collaborative learning, students are urged to communicate with one another, exchange ideas, and cooperate to complete tasks or solve problems. By offering chances for engagement and conversation, encouraging learner autonomy and responsibility, and fostering a supportive learning environment, this strategy can be successful in helping English as a Foreign Language (EFL) students improve their speaking abilities.

I.3.1 The Methods of Collaborative Learning

Many methods are used in CL to motivate students to cooperate in order to accomplish shared objectives. Its strategies are intended to encourage active engagement, critical thinking, and problem-solving abilities. Students may benefit from one another's experiences, share their expertise, and gain a greater comprehension of the subject matter by working in groups. But since educators have realised how effective this approach can be in raising student engagement and enhancing learning outcomes, it has become increasingly prevalent.

Think-Pair-Share: Using this method, students discuss a subject or question in pairs before presenting their findings to the entire class. This approach may be successful in encouraging dialogue and engagement between students. (Lyman & Associates, 1981).

Jigsaw: This technique involves dividing students into small groups and assigning each group a certain job or piece of information to investigate. After accomplishing their assignment, students reassemble to present their results to the entire class. This approach

may be successful in encouraging learners to work together and cooperate. (Aronson et al, 1978).

Group investigation: With this method, students examine a subject or issue in small groups before presenting their findings to the class. This approach may help students develop their critical thinking and problem-solving abilities. (Sharan & Sharan, 1992).

Peer tutoring: In this method, students work in groups of two or three, with one serving as the tutor and the other(s) serving as the tutee(s). The tutor assists the tutee(s) in developing their abilities and knowledge by offering advice and criticism. This approach may be successful in encouraging student independence and accountability. (Topping, 1996).

Collaborative Writing: With this strategy, students compose a text or document together while exchanging ideas and critiques. This approach may be useful for developing writing abilities and giving students chances to participate and communicate. (Wigglesworth & Torch, 2007).

I.3.2 The Advantages of Collaborative Learning

CL raises learners' accomplishment levels in comparison to individualistic learning. With CL, the emphasis has shifted from teacher-centeredness to student-centeredness, creating a learning environment where students attempt to create meaning. Moreover, in addition to the teacher's explanations or presentations, students often conduct group work to choose a product. Collaborative language learning offers significant benefits for language development in a variety of ways.

CL is a very successful educational strategy that may benefit both teachers and students. Learners may improve their critical thinking, problem-solving, and communication skills by participating in group activities. Moreover, **CL** fosters a sense of community and motivates student engagement. This strategy can improve student motivation, academic success, and general learning satisfaction, according to research.

The advantages of CL are numerous. **Improving critical thinking abilities** is one of those advantages where CL gives students the chance to discuss and debate

topics, which can improve their ability to think critically. They can learn to examine material more efficiently and come to wise judgments by understanding other points of view and thoughts. Moving to **increasing motivation**, collaboration with others can promote interest in and commitment to the learning process. Students are more likely to be concerned about the success of the group when they feel like they are a part of it.

Next, **enhancing social skills**: CL gives students the chance to get to know one another and improve their social abilities. They may practise effective communication, conflict resolution, and relationship building by collaborating on projects and assignments.

Then by **increasing retention**, research has indicated that CL might increase information retention. They are more likely to retain information when they collaborate to learn new concepts than when they work independently.

Another point is **workforce preparation**: collaboration is a key ability in many jobs, and collaborative learning may help students get ready for the workforce. They can learn the cooperation skills required for success in many vocations by collaborating with others in a school environment.

Increasing creativity: collaboration with others may promote originality and creativity. Students can develop fresh, original answers to issues when they exchange ideas with one another.

Also, **reducing workload**: CL can relieve pressure on each learner individually. Learners can collaborate on projects and assignments to share responsibilities and complete work faster.

Improving communication skills: CL calls for good group communication. By practising communication skills in a secure and encouraging setting, students can promote their capacity to speak effectively and listen attentively. Last but not least, **personalised learning**: individual learners' requirements can be catered for in CL. Students can receive individualised attention from their peers and professors when they work in small groups.

I.4 The Teacher's Role

Teachers are viewed as sculptures and their students are like their raw materials, which are needed to be sculptured in a beautiful way. A sculptor who does not have the right technique to mould the raw material will not be nice. This is similar to the teacher's job; a teacher without the right techniques, values, strategies, and pedagogies may fail to bring out the best in his/her students. (Kim, 2012, p. 8).

I.5 Types of Teacher's Role

Teachers' roles have evolved from being instructors to becoming constructors, facilitators, coaches, and creators of learning environments. In today's educational environment, teachers are expected to serve as facilitators who assist students in making judgments about the validity and quality of new sources and knowledge, to be open-minded and critical independent professionals, and to act as active cooperators, collaborators, and mediators between learners and the knowledge they need, as well as scaffold understanding for students (Weinberger, Fischer, & Mandl, 2002).

The first role is that as a **facilitator**, who is often defined as a teacher who is democratic rather than autocratic, who facilitates learners' autonomy by utilising group and pair work, as well as acting as a resource rather than a transmitter of information. However, since it is evident that all committed teachers seek to facilitate learning no matter how they accomplish it, it would be more appropriate to describe different teacher roles in greater detail and explain what they are useful for instead of making value judgments about their effectiveness in terms of their 'facilitator' credentials (Harmer, 2007, 108).

The second role is as a **controller**; it is when the teacher is in complete charge of how his/her class processes (Balcescu, 2015). This is the most common role for teachers. According to Harmer (2007), teachers who see themselves as knowledge transmitters are typically at ease in the position of a controller. Giving explanations, reading aloud, planning Q&A sessions, lecturing, announcing, and calling the class to order are all examples of a controller teacher. The above are the characteristics of a

teacher as a controller. The educational process benefits from this leadership; however, it should not restrict the students' opportunities for speaking and experiencing learning or put the emphasis solely on the teacher's delivery of information, which could lead to a lack of variety in the activities taking place in the classroom.

The third role is as a **prompter**; this is where the teacher takes a step back and gives his/her students the chance to manage their learning journey. However, if the teacher gives hints and suggestions to his/her students to know the right backup they are in need of but the students are still not figuring out what they have missed, the teacher can give a hand to his/her students when they have a lack of vocabulary, a loss of words, or some sort of difficulty in any type of their learning activities (Harmer, 2007). “When we prompt, we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant, we risk taking the initiative away from the student. If, on the other hand, we are too retiring, we may not supply the right amount of encouragement”. (Harmer, 2007).

The next role is as a **participant**. It is good when the teacher joins the lesson with his/her students and be part of the activity not as a teacher but as a participant. This kind of role can make the students enjoy the learning and give them the chance to be more creative. However, it is dangerous when the teacher dominates the participation and draws attention to himself/herself because of the knowledge he/she has (Harmer, 2007).

Another role is that of the teacher as an **organiser**; “one of the most important tasks that teachers have to perform is that of organising students to do various activities. This often involves giving students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop” (Harmer, 200, p. 111). This role is to arrange the students by telling them the rationale of the study or activity, giving instructions to the students about the activity before, during, and after it is done, avoiding confusion in the classroom, and acting as a time manager, for instance, when the activity starts, how long it takes, and when it ends (Harmer, 2007).

I.6 The Effectiveness of Collaborative Learning in Teaching and Learning the Speaking Skill

Teachers are becoming more aware of how crucial English language competency is for modern-day communication. Therefore, they are looking for efficient strategies to aid students in developing their English-speaking abilities. The best strategy to satisfy this demand is thought to be communicative language teaching (CLT). It is believed that the most effective approach focuses on the communicative competence of learners (Kaisheng, 2007).

Group discussions, which can be conducted in pairs, groups, or as a class, are one of the communicative activities used in CLT and can help the target language learners participate. The exercises that require pairs or groups of students will also improve the students' abilities to collaborate and communicate.

So, in order to reach all students' objectives effectively, teachers need to use different teaching techniques. Some teachers are still confused about which method is most effective for teaching the speaking skill. There are factors that explain why a method or a technique used by teachers is unsuccessful, such as students' differences, students' motivation, and teachers' role. Those aspects should be taken into consideration before using any method or technique to teach the speaking skill. Since students of English as a Foreign Language (EFL) frequently struggle to develop their speaking abilities, CL is one of the strategies for overcoming these challenges. CL involves having students work in groups to accomplish common objectives. It enhances students' learning outcomes in speaking skill more fluently while showing a confirmed chance of linguistic success (Clark and Gakuru, 2014).

Kagan (1994) asserts that when students work in groups, they are more engaged and motivated and can gain from the various viewpoints and experiences of their peers. Pair work is one method for utilising collaborative learning in speaking classrooms. Students engage in pair work when doing a task in pairs, such as discussing a subject or practising a dialogue. As it gives students the chance to practise speaking in a relaxed setting and receive feedback from a partner, pair work can be highly successful at enhancing speaking abilities.

In a study by Pattanpichet (2011) on the impact of CL on students' English-speaking proficiency, the findings showed positive outcomes in terms of both how the students' English oral performance improved and how they felt about the strategy's use as an instructional strategy in a classroom where English was the language of instruction. "Performing speaking English in small groups can make students feel more comfortable making language mistakes than trying to deliver a speech in front of large groups of students" (Arta, 2018). Dornyei (2002) proposes avoiding competition and encouraging cooperation in order to reduce language anxiety in English language learning courses. Shy students can feel less hesitant to pour their efforts into practising their speaking skill because they believe their classmates will value what they try to contribute (Gregersen, 2017). CL has a great role and has an impact on the psychological side of the students. "Such groups can increase learners' psychological health by providing a nurturing environment" (Kohonen, 1992). Being in a group enables students to develop the required level of trust to express their emotions (Gregersen, 2017). Through CL, communicative difficulty will decrease and fade and will no longer be an obstacle in the EFL learning process. Also, CL can create feelings of solidarity and comradely supportiveness (Dornyei,2002), and this feeling can encourage students to voluntarily participate in the discussion, and disputes can be solved in supportive discussion (Arta, 2018).

I.7 The Effectiveness of the Teacher's Role in Teaching and Improving the Speaking Skill

According to Harmer (2007, p. 107), a teacher is like "a gardener, because he/she plants the seeds and watches them grow." His/her students are the field, and the seeds are the knowledge he/she provides to them. The previous two sentences exemplify to what extent the teacher's role is important.

There are different roles teachers take during teaching speaking, and they are expected to teach effectively because it will help their students improve their vocabulary, grammar, listening, and writing skills too. It has been considered for many years that the audio-lingual method, which involves teaching speaking through repetition and practising sentences, will help improve EFL learners' speaking abilities (Nunan, 2003). Research later revealed that language repetition is not enough to learn

a language. “Actual conversation did not sound like the textbook dialogue” (Nunan,2003,p. 50). Instead, language is best taught through interactions, which is known as communicative language teaching (CLT), and here comes the role of teachers to give their students the opportunity to communicate more in English when teaching speaking, which is more similar to infants when acquiring their mother tongue.

The role of teachers during oral classes is crucial to enhance speaking abilities of the students. According to Harmer (2001,p. 275-6), there are three roles that teachers need to take on so that their students can speak fluently. The first one is to act as a prompter, which is the role of giving a hand, hints, phrase suggestions, and vocabulary to students struggling during speaking. It is the role of pushing the students with a little help to continue discussing and speaking. The second one is to act as a participant; this is the role where the teacher abandons his/her profession and acts as a language learner. This role gives the teacher the chance to explore within the activity and within the context, not through tests or exams, what his/her students are weak at, and what they need to develop, as well as to figure out the strategy that will suit his/her students during the oral sessions. The third role of teachers, according to Harmer, is to act as feedback providers; they should be very careful when giving feedback to their students Harmer (2007,p.348), stating that “over-correction may inhibit them and take the communicativeness out of the activity.

On the other hand, helpful and gentle corrections may get students out of difficulty". Feedback is a very crucial part of effective speaking teaching, and it should be provided in a timely, specific, and constructive manner (Goh, 2017). However, teachers should strive to give constructive feedback; otherwise, it will affect their students' proficiency, which can happen through overcorrection, late correction, and unspecific feedback that may not provide the learner with enough guidance. Interrupting the student's speech to correct or guide can diminish his/her motivation to participate in the discussion. Kumaravadivelu (2003) argues that promoting learner autonomy can help students become more self-directed, motivated, and confident in their speaking abilities.

I.8 Conclusion

To conclude, CL plays an essential role in teaching and improving the speaking skill of EFL learners. Moreover, the teacher's role also has an impact on the development of the oral performance of the students. This chapter has conducted several studies about the influence of CL and the teacher's role on foreign language learning and to what extent they are crucial in teaching the speaking skill in the COE sessions. Speaking is the most used skill among the other English language skills, and it has become crucial since it gives the EFL students the chance to express, communicate, and use the language in and outside the classroom. Therefore, it's been presented in this chapter the difficulties that EFL learners face when speaking and how the proposed method, their teacher's role would help to develop their speaking abilities.

Chapter II: Data collection and interpretation

II.1 Introduction

II.2 Sample Population

II.3 Research Methodology

II.4 Data Collection

II.4.1 Questionnaire

II.4.1.1 Description of Students' Questionnaire

II.4.1.2 Description of Teachers' Questionnaire

II.5 Data Analysis

II.5.1 Students' Questionnaire Analysis

II.5.2 Teachers' Questionnaire Analysis

II.6 Data Interpretation

II.7 Suggestions and Recommendations

II.8 Conclusion

II.1 Introduction

This chapter represents the practical part of the research. It aims to analyse the opinions of COE teachers and first-year EFL students at the University of Abu Bakr Belkaid-Tlemcen. The investigation was done to either confirm or reject the research hypotheses. The research instruments used to collect data were two questionnaires, distributed to Oral Expression teachers and first-year English students. The objective behind this research is to explain the implementation of CL and the impact of the teacher's role on the enhancement of EFL students' speaking skill.

II.2 Research Methodology

The research methodology employed is a mixed-methods approach to investigate the impact of collaborative learning and the role of teachers in improving the speaking skill, case of first-year English students. The questionnaire, comprising both quantitative and qualitative sections, serves as the primary data collection instrument. The data analysis involves descriptive statistics for quantitative data and thematic analysis for qualitative data. The findings will contribute to the understanding of effective collaborative learning and the role of teachers in enhancing speaking skill.

II.3 Sample Population

A sample is a collection of people chosen by the researcher from a larger population so that his study can be conducted with comprehensible data. "The two main advantages of sampling are the faster data collection and lower cost" (Ajay & Micah, 2014, p. 3). The sample is chosen to represent a larger population to make sure that the final results of the study can be generalised to the whole population (Turner, 2020).

The population chosen to conduct this research is 60 English first-year students (2 groups) out of 446 students and 7 COE teachers, both of whom were selected randomly from the department of English.

II.4 Data Collection

According to the article "What is Data Collection?" on Simplilearn (n.d.), data collection is defined as the process of gathering, measuring, and analysing accurate data from a variety of relevant sources to find answers to research problems, answer questions, evaluate outcomes, and forecast trends and probabilities. Accurate data collection is necessary to make informed business decisions, ensure quality assurance, and maintain research integrity. A questionnaire was the only research instrument used to collect data from both first-year EFL students and COE teachers.

II.4.1 Questionnaire

A questionnaire is a research instrument consisting of a set of questions about a certain topic and given to informants to collect their opinions about the studied issue. The questionnaire was designed to have different points of view from first-year EFL students and their COE teachers about the impact of CL and the teacher's role in the development of speaking abilities.

II.4.1.1 Description of Students' Questionnaire

The students' questionnaire was designed to know the students' opinion about CL as a method to be used in their oral sessions and to know about the different roles they want their teachers to perform besides their profession so that their speaking skill can be improved.

The questionnaire consists of **sixteen** questions, which are both closed-ended questions to select either a **Yes** or **No** answer or to select the suitable answer and open-ended questions to give their reasons, opinions, and suggestions.

The questionnaire was designed to be distributed to **60** students of first-year to provide the researcher with their honest answers and opinions about CL, their speaking problems during their COE sessions, their perspective about CL as a method to be used to improve their speaking level, their ways of using the mentioned method, and lastly, their opinions about their teachers of COE and the different roles they prefer them to perform. The first two questions were to know more about their profiles. The third question was about their level of English, from average to excellent or bad. The

next question was to select their favourite skill in learning English and explain the reason behind their choice.

The fifth question was asked to find out if they liked or disliked their COE session. The sixth question is to know what they prefer to discuss during the session, one topic or several topics. The seventh question will confirm or reject the first hypothesis, which was to know if the EFL students face speaking difficulties, and if they answered yes, they should mention those difficulties. The eighth question was like an introduction to collecting data about CL; the question was if they wanted to improve their speaking skill or not. Now, the ninth question was to know if they see CL as a useful method or not in the learning process. The tenth question was to know if they agreed or not to use such a method in the process of developing their speaking level. The next two questions were to know their opinion on whether they want to implement CL in their COE sessions, whether it will help them enhance their speaking abilities or not during the sessions, and also provide reasons why this method is helpful. The thirteenth question was about whether they use such a method to improve their speaking skill or not, and if they answered yes, they were asked to mention the ways of using it. The fourteenth question was to know if the way of teaching oral sessions that their teacher uses helps them in the enhancement of their speaking skill by providing three options to them: yes, it helps, no, it does not help, and not much with asking them to state the reason behind their choice. The next question was to know their opinion on whether they wanted their teacher to be more or less dominant during their COE and the reason behind that choice. The last question was to select the roles they want their teacher to perform besides his/her profession or to mention others. (See Appendix A.) The following table describes the above:

II.4.1.2 Description of Teachers' Questionnaire

The teachers' questionnaire was designed and distributed to 7 COE teachers to know their interests in their first-year EFL students' speaking skill level and their needed steps and actions to enhance this skill. The questionnaire consists of **ten** open-ended and closed-ended questions.

The first three questions were to know about their degree, specialty, and language teaching period. The fourth question was to know if they have an idea about CL, and if yes, they were asked to mention a brief definition of it. The next question was about whether they use CL in their COE sessions or not and for what reason. The sixth and seventh questions were about whether their students feel comfortable or face difficulties with the use of CL and, if there are difficulties, they were asked to mention them. The eighth question was about whether they use other methods besides CL to improve their speaking skill level. The last two questions were about whether there are other roles they take to help their students enhance their speaking ability and to what extent the teacher's role is crucial in the development stage of their students' speaking skill. (See Appendix B).

II.5 Data Analysis

Data analysis is the process of analysing, summarising, interpreting, and reporting the collected data. It includes qualitative and quantitative data. Quantitative data is the use of numerical data and statistics to interpret the data. According to Dey and Ian (1993), qualitative data refers to the descriptive and non-numerical way of analysing data and is based on the researcher's explanation and understanding of the findings.

II.5.1 Students' Questionnaire Analysis

Question 01: identify your gender

Male

Female

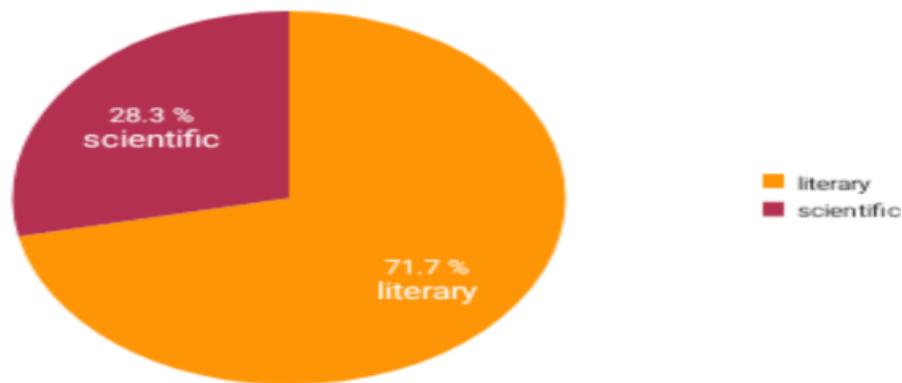
The question above revealed that the number of female students is higher than the number of male students. There were **26.7%** of males and **73.3%** females out of **100%** of students. And this can reveal that there are fewer male students who are interested in learning English than females.

| | Male | Female | Total |
|------------|--------------|--------------|-------------|
| Number | 16 | 44 | 60 |
| Percentage | 26.7% | 73.3% | 100% |

Table II.1: Students' Profile

Question 02: Was your Bacculaureate scientific or literary?

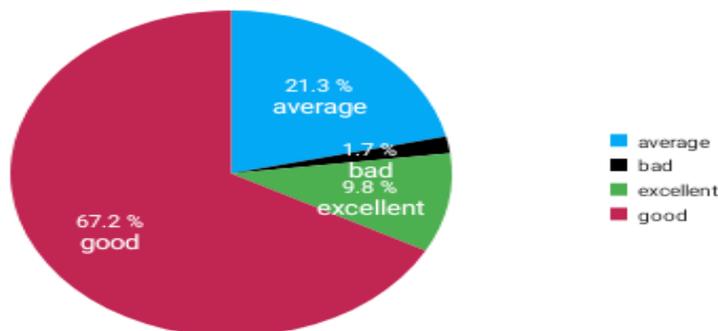
The question results revealed that for **71.7%** of students, their BAC certificate is literary, and **28.3%** of students are scientific. Pie chart 2.1 represents the findings:



Pie chart II.1: Students Bacculaureate Stream

Question 03: how do you assess your level of English?

The answers to this question vary greatly. The first option is an average level, which **21.3%** students select. The second option is a good level and **68.3%** of students selected it. The third option is an excellent level, but only **9.8%** of students selected it. The last option is a bad level, and only **1.7%** chose it. The following pie chart will represent the descriptive results:



Pie chart II.2: Students' English Level

Question 04: What is your favourite skill in learning English?

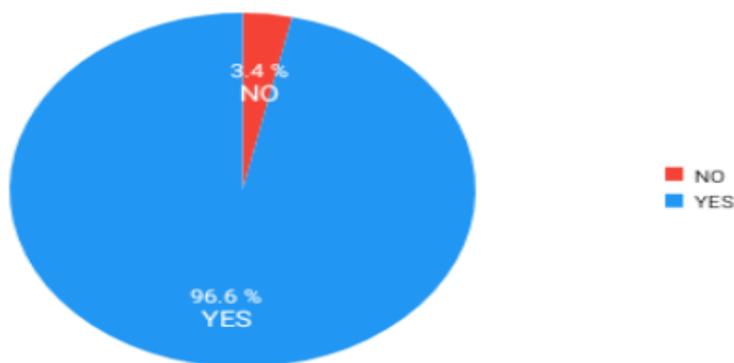
In this question, the answers vary between speaking, reading, writing, and listening. Speaking was the most chosen skill by first-year EFL students, making up **46.7%**. Their reasons behind such a choice are their enjoyment and their confidence; others explain their choice because it helps them reduce anxiety. So they prioritise speaking over other skills. Reading took second place, with **28.3%** of students choosing it. For the students who chose this skill, the only reason behind it is that reading is an entertaining method to improve vocabulary. The third chosen skill is writing, which **15%** of students select for the common reason that it is a skill that gives time and no pressure to express your ideas. The last skill is listening, which **20%** of students chose because they are not social enough to speak and they understand more of what their mates produce than engaging. The following table represents the above:

| Skill | speaking | reading | Listening | Writing |
|------------|----------|---------|-----------|---------|
| Number | 28 | 17 | 12 | 9 |
| Percentage | 46.7% | 28.3% | 20% | 15% |

Table II.2: Students' Favourite Skill

Question 05: Do you like your COE sessions?

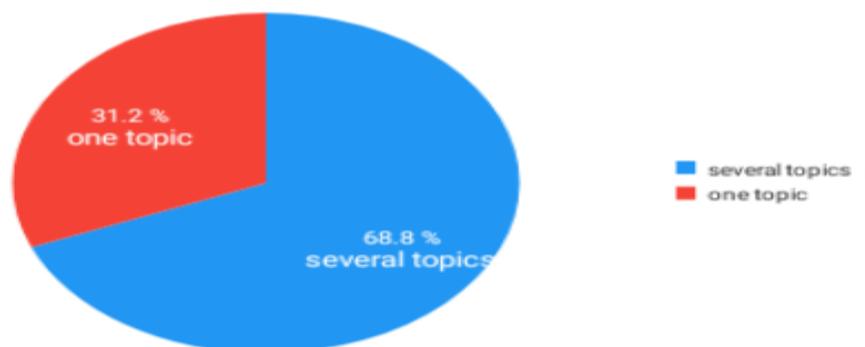
The question was a Yes/No answer, where the majority of the students answered with a YES equivalent to **96.6%**, and only **3.4%** of students answered with a NO. The results show that the majority of the students are willing to speak and improve their skills. Pie chart **2.3** represents the above results:



Pie chart II.3: Like or Dislike the COE Session

Question 06: Do you like discussing one topic or several topics during COE session?

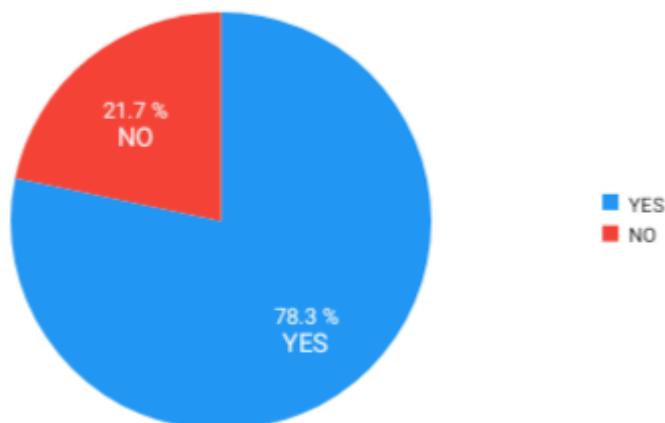
70% of students chose to discuss several topics during their COE session, which means that the majority of students have an interest in engaging in broader conversations, exploring different topics, and practising their English in different contexts so that their vocabulary and their speaking abilities can be improved. The 30% of students who select to discuss one topic during their oral class show that they are interested in digging deep into the conversations, especially if this latter was about a certain issue that needs to be discussed and solved. The following pie chart represents students' choice:



Pie chart II.4: Students' Choice about Topic Discussion

Question 07: Have you faced difficulties when speaking in English?

78.3% of students answer YES, and the repeated difficulties of the students are a lack of vocabulary and a mispronunciation of words. 13 students answered with NO; they do not face any difficulty when speaking. The following pie chart represents the above:



Pie chart II.5: Students Facing Difficulties when Speaking or Not

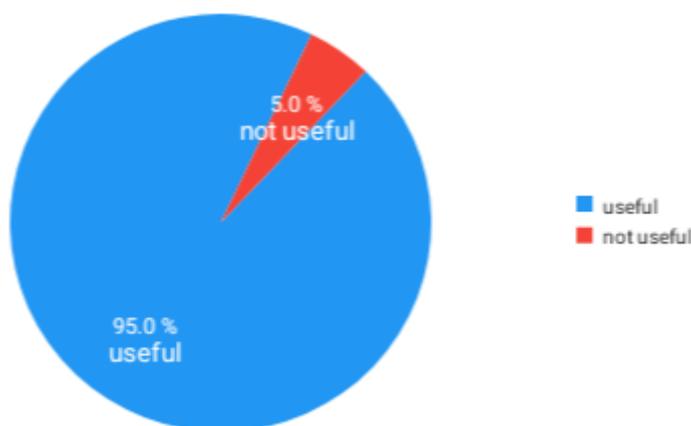
Question 08: Do you want to improve your speaking skill during your 3/5 years journey in studying English?

All students answered with YES which means they are willing to improve their speaking skill with the appropriate method that can be used when learning English, which means that they recognize the importance of developing their oral communication.

Question 09: What do you think about the Collaborative Learning method? Is it useful or not useful ?

Collaborative learning is an approach involving students working together in order to have a shared understanding of a certain topic, idea, lesson, concerns...etc.

95% of students see that this method is useful to learn a language because they learn from each other, and only 5% of students see the opposite. The following pie chart represents the above idea:



Pie chart II.6: Students' Opinion on CL

Question 10: Do you agree or disagree that the collaborative learning method should be used so that the process of improving the speaking skill succeeds?

All students agreed to use CL to improve their speaking skill which means that even the students in Q9 who saw that CL is not useful to learn a language agreed to use it to see how CL would help improve their speaking skill.

Question 11 & 12:

- Which is better, COE classes with collaborative learning or without?
- Do you think collaborative learning (CL) can help in improving the speaking skill during your COE?

The majority of the students, equivalent to **96.7%**, agreed to use CL in their COE sessions, and they see it as a helpful method to improve their speaking skill. The following tables represent the findings of the two questions:

| | Number | percentage |
|---------|--------|------------|
| with | 56 | 93.3% |
| without | 4 | 6.7% |

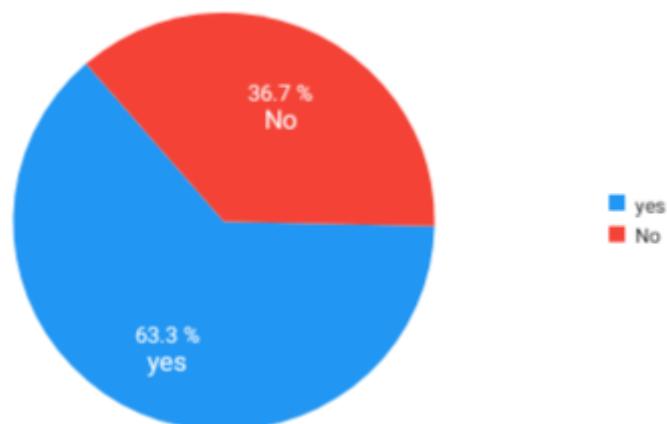
Table II.3: COE Sessions with/without CL

| | Number | percentage |
|-----|--------|------------|
| YES | 58 | 96.7% |
| NO | 2 | 3.3% |

Table II.4: CL Helps to Improve Speaking or Not

Question 13: Do you use the collaborative learning method during the development stage of your speaking skill? If yes, mention how?

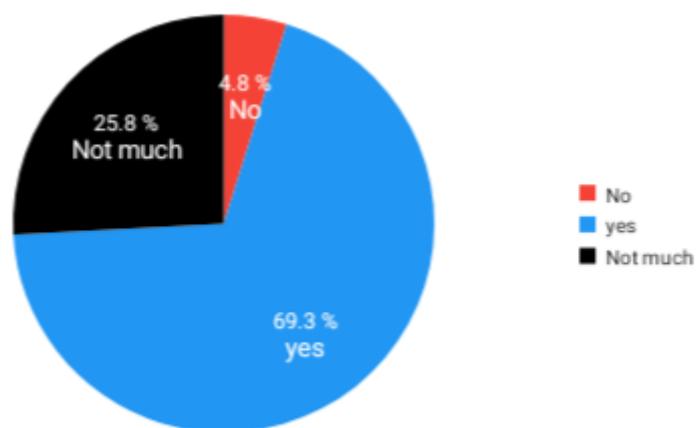
This question showed that **63.3%** of the participants use CL to improve their speaking skill in an unstructured way: via study groups between their friends to share knowledge, speak, share ideas, and share opinions, and through learning with natives. And **36.7%** of the participants do not use CL to improve their speaking skill. The results are represented in the following pie chart:



Pie chart II.7: Using CL or Not to Improve Speaking

Question 14: Does the COE teacher's way of teaching help you to improve your speaking skill?

The options for this question were Yes ,No, and Not much; **71%** said Yes, it helps, **3** participants said No, it does not help, and 16 participants said that their teacher does not help them that much. And the reasons vary; for the ones who say yes, it helps, they agree that their teacher gives her students the chance to participate, correct each other's mistakes, and provide an entertaining atmosphere for her students. The ones who say No, agree that they do not talk much and there is no creativity in the class. For the ones who said Not much, the repeated reason is their anxiety, the fear of being corrected in front of the class. The results are displayed in the following pie chart:

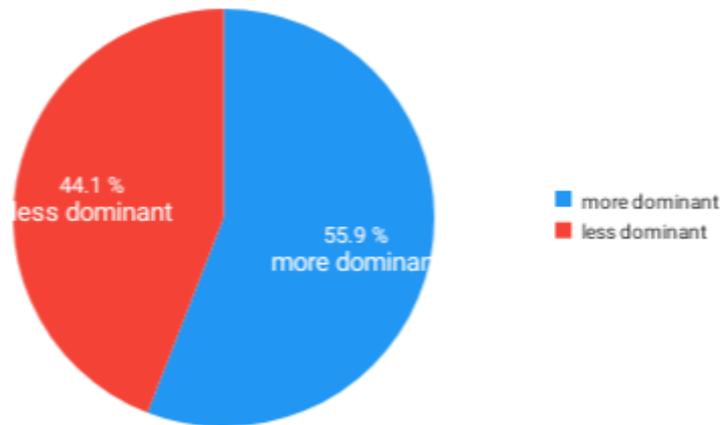


Pie chart II.8: Teacher's Help in Improving Speaking Skill

Question 15: Do you prefer your oral course teacher to be more or less dominant?

More than half of the participants, equivalent to **55.9%**, chose their teacher to be more dominant so that the learning process can be organised and the speaking skill level

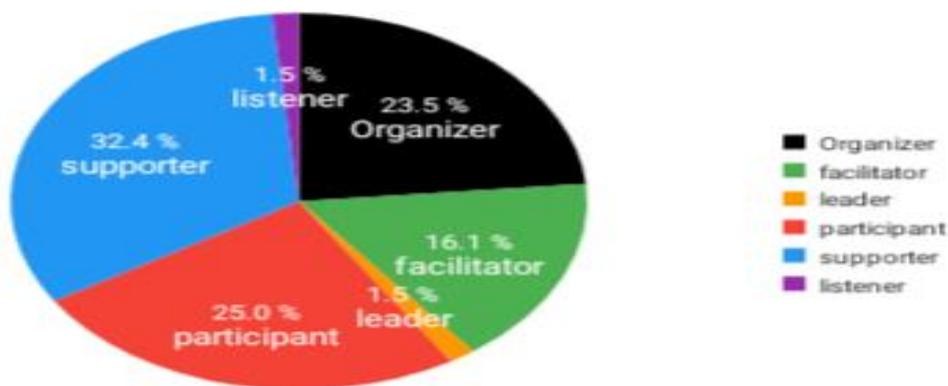
improves. For the participants, equivalent to **44.1%**, who chose their teacher to be less dominant, it is because they agreed that each student should have the chance to speak and not be stressed or forced to participate. Pie chart 2.10 represents the above idea:



Pie chart II.9: Teacher's Controlness

Question 16: What are the roles you think that your teacher should take or perform during his/her class besides their profession?

32.4% have chosen that a teacher should act as a supporter because they believe to achieve better learning, the teacher should support his/her students, not just evaluate, while **25%** select that a teacher should act as a participant, to get rid of their anxiety and stress from their teacher. **16.1%** of students selected their teacher to be a facilitator because if a teacher is strict, the classroom atmosphere will be tense, and **23.5%** of students chose a teacher as an organiser because they see that a structured classroom leads to better achievements. At last, **1.2%** of students choose their teacher to be a listener and a leader. Pie chart 2.11 represents the answers:



Pie chart II.10: Teacher's Roles

2.5.2: Teachers' Questionnaire Analysis

Question 01: what degree do you hold?

Question 02: what is your specialty?

Question 03: for how long have you been teaching English?

The teachers who participated in answering the questionnaire hold different degrees with different specialties, and the majority of the teachers have a long experience of teaching English in general and COE in particular. The following table represents the above:

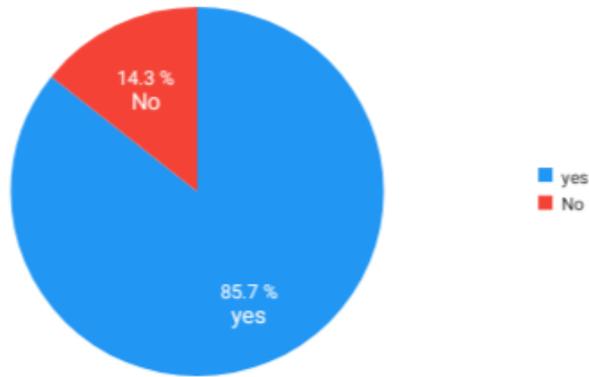
| Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 | Teacher 5 | Teacher 6 | Teacher 7 |
|------------------|--------------------|--------------------|------------------|-----------|---------------------------------|-----------|
| PHD | PHD | PHD | Lecturer | Magister | Master 2nd year Doctorate | MCA |
| Sociolinguistics | Linguistic and COE | Applied linguistic | Sociolinguistics | ESP | Language studies | ESP |
| 15 years | 15 years | +25 years | 14 years | 10 years | one year | 26 years |

Table II.5: Teacher' Profile

Question 04: Do you have an idea about Collaborative Learning?

If yes, would you please provide a brief definition?

All of the teachers (85.7%) have an idea about collaborative learning, and their similar definitions that were about involving students to work in groups to accomplish a certain activity collaboratively stated that. See pie chart 2.11:



Pie chart II.11: teachers' knowledge of CL

Question 05: Do you use CL in your COE sessions?

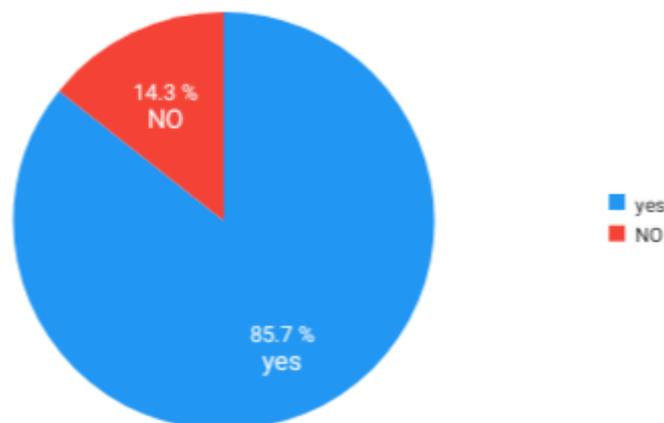
If yes, for what reason?

85.7% of the teachers say YES they use CL in teaching COE. Their reasons were to make their students confident enough to use the language, to make their students help one another, and to improve their communication skills in a friendly atmosphere since CL is a student's-centered technique. Table 2.6 represents the above idea.

Question 06: Do your students feel comfortable with the use of Collaborative Learning?

The results of this question have shown that the majority of the teachers, about **85.7%** of them, say that their students feel at ease with the use of such a method.

The following pie chart represents the above:



Pie chart II.12: Students' Feelings about Using CL

| Teacher | Yes/No | Reasons if Yes |
|---------|--------|---|
| 01 | NO | /// |
| 02 | YES | -To improve their communication skills. -To create a good atmosphere in the classroom. -To build their self confidence. |
| 03 | YES | -To make them feel at ease and reduce anxiety. |
| 04 | YES | -To create a confident and collaborative environment for learning. |
| 05 | YES | It helps in the progression of students' learning. |
| 06 | YES | -Sharing ideas -No barrier between students -Friendly atmosphere |
| 07 | YES | -To enhance collaborative work -To encourage students to learn from one another -Students can explain and simplify tasks to each other -To make students feel free, and different class atmosphere |

Table II.6: Teachers' Reasons to Use CL

Question 07: Do your students face difficulties with the use of CL?

57.1% of the teachers answered that their students face No difficulty with the use of CL, while 42.9% of them say that their students have difficulties with the use of CL during their oral expression sessions. The reasons differ between the teachers who answered that their students face difficulties with the use of CL, which are lack of motivation, feeling shy to practise, and their different levels of speaking English that

prevents them from working collaboratively. The following table provides the reasons why teachers said that their students face difficulties:

| | |
|-------------|---|
| Teacher one | Students are afraid of making mistakes. Others are shy. Others are less motivated to participate. |
| Teacher two | different levels make some students feel insecure. Some students are not collaborative and rely on others. |
| Teacher 03 | Most students are unmotivated. |

Table II.7: Students' Difficulties with the Use of CL

Question 08: Do you recommend other methods to improve EFL learners' speaking skill?

Each teacher provides methods according to their experience in the field that would help their students practise speaking in the English language during the oral expression sessions. The following table shows the different methods teachers have mentioned:

| Teachers | Methods |
|----------|---|
| 01 | -Integrate ICT in the classroom : the use of video lessons, pictures, PPT.... -Listening activities. |
| 02 | -Individual talks and presentations, playing games to smoothen the class atmosphere. |
| 03 | -Simulation, and role plays. |
| 04 | -Any method that motivate the student is the right one |
| 05 | -Speech shadowing, and role plays. |
| 06 | -Individual tasks can sometimes enhance autonomy. |
| 07 | -Listening activities , comments, discussions. |

Table II.8: Teachers' Method to Improve Speaking Skill

Question 09: Do you commit to your profession only when teaching speaking, or do you take other roles? mention those roles and state why?

Since the teachers have provided different roles, it means they take roles that suit the situation of their class and the topic discussed. And they mix between different roles to comfort, help, and guide their students during their speaking sessions. Table 2.10 represents the results:

| Teacher | Roles |
|---------|---|
| 01 | Facilitator |
| 02 | Facilitator, monitor, planner, and manager |
| 03 | Materials' provider, mentor , motivational, role model and facilitator |
| 04 | Facilitator, supervisor. |
| 05 | Guider and organiser |
| 06 | PLEFTER: planner, linguistic model, evaluator, facilitator, team member, educator, researchers. |
| 07 | Monitor, guide, advisor, and corrector. |

Table II.9: Teachers' Roles

Question 10: To what extent do you see the teacher's role has an impact on the improvement of EFL learners' speaking skill?

The teachers' answers can be summarised in the following lines:

The teacher serves as a flexible model, and his/her interaction is the cornerstone of good learning. Teachers can improve students' outcomes by responding to their needs and resolving their deficiencies. They are essential to inspiring students because of their enthusiasm and positive attitude. They cultivate a friendly environment and improve the speaking abilities of students through a variety of instructional techniques. Teachers now mentor and support students, who are urged to take a greater responsibility for their education.

II.6 Data Interpretation:

The topic of this research, as the impact of CL and the teacher's role in improving EFL learners' speaking skill, was investigated through the use of a questionnaire as a research instrument, administered to both first-year English students and COE teachers. The results of the collected data have confirmed the three hypotheses.

The first hypothesis was the students' speaking difficulties they face while using the English language; it was confirmed through the answers of the students on the seventh question in the questionnaire given to them, where they mentioned various difficulties such as lack of vocabulary, grammar mistakes, and mispronunciation of difficult words as the types of difficulties they face due to different reasons such as glossophobia, which is the fear of public speaking, nervousness, lack of confidence, and atelophobia, which is the fear of making mistakes.

The second hypothesis was that CL can be a beneficial strategy to be used when teaching oral expression to improve EFL learners' speaking skill. The hypothesis was confirmed in both questionnaires; in the students' questionnaire, in the answers to questions 10-11-12, students agreed on the usefulness of CL in COE sessions, and they provided several reasons why this strategy can help shy, anxious, and nervous students learn from those who are not and make the learning process entertaining. For the teachers' answers in question number 5, they provide reasons why the use of CL would be beneficial: to develop communication skills, to enhance collaborative work, to create a friendly atmosphere so their students feel comfortable to speak, and to build their confidence. This confirmation shows that the psychological side of the student helps in the learning process, so the more the student feels at ease, the more improvement in learning increases.

The third hypothesis was that teachers have influence over the enhancement of their students' oral performance. This hypothesis was to confirm the importance of the teachers' role in learning a language in general and the improvement of speaking skill in particular. So, the teachers' answers on the last question of their questionnaire confirmed that their role has a great impact on the enhancement of

EFL learners' speaking skill, where they mentioned that the teacher is responsible for the classroom atmosphere and is the one to encourage the students to practise and use the language regardless of the mistakes made. The teacher-student relationship is a good basis for better learning; this means that the teacher's control of his/her class can achieve good results and ameliorates his/her students' speaking ability. Through guiding, correcting, encouraging, and participating with students in different speaking activities, the students' speaking performance will get better. For the students' answers, they provide reasons why the teacher's role can have an influence on their speaking level; those reasons can be summed up in those three reasons: giving the students the chance to speak will improve their confidence to speak and participate in different topics, positive feedback encourages them to develop and learn more and motivates them to involve more in the session, and for the last reason, the entertaining teacher with a little strictness leads to better results when having fun and achieving objectives simultaneously.

From the collected data and their interpretations, it is confirmed that students agree on using such a technique to improve their speaking skill and are aware of its effectiveness. Furthermore, the teachers are acquainted with their role in the development of the speaking skill of their learners.

II.7 Suggestions and Recommendations:

Based on the research results and the research topic where the researcher wanted to see the impact of CL and the teacher's role in improving EFL learners' speaking skill, here are a few techniques that can be practised collaboratively in the oral sessions to develop the speaking skill.

The first technique is **group discussions**, where the teacher divides his/her class into small groups and assigns them a topic to discuss. After a period of time, each group can share their thoughts, ideas, and opinions about the topic sequentially. This activity promotes participation and helps in developing both speaking and listening skills. Vygotsky (1978) emphasises the role of social interaction in language development. According to his sociocultural theory, participating in group discussions provides learners with opportunities to engage in dialogue, negotiate meaning, and co-

construct knowledge, ultimately enhancing their speaking skill. Kim and Kim (2019) conducted a study examining the impact of small group discussions on English-speaking proficiency. They found that group discussions promoted speaking fluency, accuracy, and confidence, leading to improved overall speaking skill among language learners. Few topic suggestions to be discussed during COE class like current events where discussing recent news articles or current events encourage participants to stay informed and express their opinions. Also, Social Issues; topics such as climate change, poverty, gender equality, or human rights can spark meaningful discussions and help develop persuasive speaking skill. Another example is discussing topics such as arts and entertainment; exploring literature, film, music, or visual arts can be an enjoyable way to improve speaking skill while analysing artistic expression.

The second technique is **role-plays**, where the students are supposed to perform different roles or scenarios, and this activity helps to improve fluency, pronunciation, and the ability to think on their feet. Rivers (1968) emphasises the value of role plays in language learning, stating that they create a purposeful and enjoyable learning experience. According to the author, role plays allow learners to step into different roles and explore various social and linguistic contexts, thereby fostering the development of speaking skill. Baran (2015) suggests that role plays are particularly effective in language learning classrooms as they create a low-stress environment where learners can practise speaking without fear of making mistakes. Role plays provide opportunities for learners to use target language expressions and develop their oral communication skills. For this technique, the teacher can write random words on pieces of paper then divide the class into small groups and each group takes a paper to try and perform a play from only those words.

The third technique is **JAM (Just A Minute)**, the teacher challenges his/her student to speak about a certain topic within a minute but with no hesitation, repetitions, or deviations. Thornbury (2005) highlights the benefits of the "Just a Minute" activity in promoting fluency, accuracy, and confidence. He argues that the time constraint and the requirement to speak without hesitation or repetition push

learners to communicate more effectively. Thornbury sees this activity as a valuable tool for developing speaking skill. Ur (1996) discusses the benefits of the "Just a Minute" activity in her book *"A Course in Language Teaching."* She states that this activity helps learners develop their fluency and accuracy. Ur sees it as an effective way to encourage learners to use the target language spontaneously and confidently.

The next technique is a **jigsaw activity** where the teacher divides a topic into different parts and assigns each group a part where they do research and prepare their parts for presentations. This activity encourages collaboration, research skills, and oral presentation skills. Aronson and Patnoe (2011) discuss the benefits of the jigsaw activity for promoting cooperative learning and improving speaking skill. They argue that by working collaboratively in small groups and sharing information to complete a larger task, students engage in meaningful discussions, practise active listening, and developing their oral communication skills. Slavin (1995) suggests that the jigsaw activity develops students' speaking skill through active participation and interaction. By assigning different pieces of information to individual students and then having them share and teach their findings to their peers, the jigsaw activity encourages students to communicate and articulate their thoughts effectively.

Another technique is called **problem-solving discussions**. This activity helps the students engage in discussions to explore possible solutions. It also helps in encouraging students to express their thoughts, propose ideas, and debate different perspectives. This will help in developing critical thinking, negotiation skills, and collaborative problem-solving abilities. Simon and Tzur (1999) argue that problem-solving discussions foster the development of speaking skill by promoting communication, collaboration, and the sharing of ideas. Through discussing and analysing problems, students learn to articulate their thoughts, listen to and respond to others, and present their solutions, ultimately enhancing their oral communication abilities.

A technique named **dictogloss** can be a very beneficial activity to be practised collaboratively to improve speaking. Dictogloss is a learning and teaching technique

where the teacher chooses a passage or a short text to read aloud at a moderate pace, then the students take notes and form small groups to reconstruct the text collaboratively and discuss their text with the original one. This activity develops the students' listening comprehension, note-taking skills, and communication skills. According to Thornbury (2005), the benefits of dictogloss as a speaking activity are highlighted. According to him, dictogloss allows learners to focus on listening comprehension, note-taking, and reconstructing the text. Through the process of collaborative reconstruction, learners practise oral production, negotiate meaning, and develop their speaking skill.

The last technique to be practised collaboratively in COE sessions to improve speaking skill is **debate**. Teachers can organise debates on various topics where his/her students argue their viewpoints and present their arguments persuasively. This activity helps to improve public speaking and the ability to express opinions clearly. O'Hair, Friedrich, and Dixon (2015) suggest that debates are an effective means of improving speaking skill. They emphasise that debates require students to research, analyse evidence, construct logical arguments, and communicate their ideas. Engaging in debates promotes critical thinking, effective communication, and the development of oral presentation skills.

Those were a few activities that can be utilised during COE sessions with the organisation of the teacher to improve speaking skill.

II.8 Conclusion

The second chapter is considered the practical part of this research, where the researcher has gathered data, analysed it quantitatively and qualitatively, and then interpreted it. Also, the researcher provided a few suggestions for EFL learners to improve their speaking skill. The results of the collected data revealed that learners agree that CL is effective to be used during COE sessions, teachers also explain how CL is effective for their learners and how their role is important during oral class, where the mentioned technique is crucial to improving the speaking skill of EFL learners and overcoming their speaking difficulties.

General Conclusion

Learning English means giving importance to all four of its four skills (reading, writing, listening, and speaking). EFL learners at the department of English at the University of Tlemcen use the four skills in different situations for different objectives. The most used skill among them is the speaking skill for the sake of communicating with each other, explaining certain things to their peers, and discussing different topics; generally, they do several communicative tasks.

This research has aimed to investigate how to improve such a skill, with the objective of showing the impact of CL and the teacher's role in improving EFL learners' speaking skill.

This work is divided into two chapters. The first chapter is considered the theoretical part of the research, where the researcher identifies the different concepts that the research's title holds, previous studies of how CL is effective to improve the speaking skill, and to what extent the teacher's role was seen as important in the development of EFL learning in general and the speaking skill in particular. The second chapter is considered the practical part of the research, where the researcher has chosen a questionnaire as a research instrument to collect quantitative and qualitative data from both first-year EFL learners and COE teachers. As well as a full interpretation of the research results. Finally, the researcher has proposed suggestions and recommendations for different activities that can be practised collaboratively during the COE session with the influence and instruction of the teacher.

Also, the findings have shown that Collaborative Learning can have an impact on the improvement of the speaking skill of first-year EFL students in the department of English. Teachers have approved that CL can be a very beneficial strategy that would help the students develop their speaking skill, and students who work in pairs or groups will find assistance to reduce their anxiety, nervousness, and shyness so that they can participate during the COE sessions. For that, the implementation of such a technique with the creativity of the teacher when teaching speaking will lead to better results, and the speaking skill will be improved.

General Conclusion

The three research questions were asked with the formulation of three hypotheses so that the researcher could explain the problem. The first hypothesis, which was about the speaking difficulties EFL learners face, was mentioned and gathered from the students' questionnaire, and it was confirmed. The second hypothesis, which concerned the implementation of CL when teaching speaking to EFL learners may help improve the speaking skill, was confirmed too. The third hypothesis, which was about the impact of teachers' role on improving speaking, was confirmed by students' and teachers' answers.

To conclude, this work has provided different information and valuable insights into the use of CL and the impact of the teacher's role in improving speaking skill.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Adnan Salih, F. & Abdelameer, Z. (2022). The Value Of Collaborative Learning In Developing Student's Speaking Skills. *Route Education & Social Science Journal*,9 (5), 144-165. https://www.ressjournal.com/Makaleler/1865819338_9.pdf
- Ajay, S., & Micah, B. (2014). Sampling Techniques and Determination of Sample Size in Applied Statistics Research: An Overview. *International Journal of Economics, Commerce and Management*, 2, 1-22. Retrieved from <https://ijecm.co.uk/wp-content/uploads/2014/11/21131.pdf>
- Al-Shehri, M. (2012). The Effect of Collaborative Learning on Enhancing Speaking Skills of Saudi English as Foreign Language Learners. *Journal of Language and Literature*, 3(1), 107-116.
- Aronson, E., & Patnoe, S. (2011). *Cooperation in the Classroom: The Jigsaw Method (3rd ed.)*. Pinter & Martin Ltd. Retrieved from <https://www.perlego.com/book/2841634/cooperation-in-the-classroom-the-jigsaw-method-pdf>
- Arta, B. (2018). Multiple Studies: The Influence of Collaborative Learning Approach on Indonesian Secondary High School Students' English-Speaking Skill. *English Language Teaching Educational Journal (ELTEJ)*,1(3), 149-160. <https://files.eric.ed.gov/fulltext/EJ1288197.pdf>
- Ayine,R.,Tumwine, R.F. & Kabumbuli, R. (2016). The Challenges to Refugee Food Self-reliance in Kyangwali Refugee Settlement as an approach to Refugee Self-reliance in Uganda. *International Journal of Humanities and Social Science* 6 (8), 78-84. https://www.ijhssnet.com/journals/Vol_6_No_8_August_2016/9.pdf
- Ayustina, K.P.P., Batan, I.G., & Mahayanti, N.W.S. (2018). A Study of the Teachers' Roles in the Implementation of Scientific Approach in Teaching English at SMP Negeri 1 Singaraja.. *International Journal of Language and Literature* ,2 (2), 108-116. Retrieved from [https://www.researchgate.net/publication/329757708_A_STUDY_OF_THE_TEACHERS' ROLES IN THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH AT SMP NEGERI 1 SINGARAJA/link/5c192d6b299bf12be388ce85/download](https://www.researchgate.net/publication/329757708_A_STUDY_OF_THE_TEACHERS'_ROLES_IN_THE_IMPLEMENTATION_OF_SCIENTIFIC_APPROACH_IN_TEACHING_ENGLISH_AT_SMP_NEGERI_1_SINGARAJA/link/5c192d6b299bf12be388ce85/download)

BIBLIOGRAPHY

- Baker, J. & Westrup, H. (2003). *Essential speaking skills*. New York: Continuum. Retrieved from <https://www.perlego.com/book/394158/essential-speaking-skills-pdf>
- Baran, B. (2015). *Role plays in language learning classrooms: Promoting low-stress speaking practice*. *Language Teaching Research*, 19(4), 469-488.
- Bohari,L.(2019).Improving Speaking Skills Through Small Group Discussion at Eleventh Grade Students Of SMA Plus Munirul Arifin NW Praya. *Journal of Languages and Language Teaching*, 7 (1), 68-79. Retrieved from <https://doi.org/10.33394/jollt.v7i1.1441>
- Brown, H. D. (1994). *Teaching By Principles: An Interactive Approach To Language Pedagogy (2nd ed)*. Pearson Education. Retrieved from <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>
- Brown, H.D. (n.d). *Language Assessment; principles and classroom practices*. Retrieved from https://www.academia.edu/26575645/H_Douglas_Brown_Language_Assessment_Principles_and_Classroom_Practice
- Brown,H.D. (2007). *Teaching by principles: An interactive approach to language pedagogy (3rd ed)*. Pearson Education. Retrieved from <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>
- Brown, H.D. & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy (4th ed.)*. White Plains, NY: Pearson Education. Available at <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>
- Chaney, A. L. (1998). *Teaching Oral Communication*. In: *Grandes K-8*. Boston: Allyn and Bacon.
- Dagmawit,T.,& Mendida,B.(2022). Teachers' Role in Enhancing the Students' Skills. *International Journal Of Academic Multidisciplinary Research*, 6 (3), 51-59. <http://ijeais.org/wp-content/uploads/2022/3/abs/IJAMR220308.html>
- Dey, I. (1993). *Qualitative Data Analysis: A User Friendly Guide for Social Science*. London: Routledge. Retrieved from <https://doi.org/10.4324/9780203412497>

BIBLIOGRAPHY

- Ha, T. Y. N., Nguyen, T. B. N., Nguyen, N. L. D., & Tran, T. N. (2022). The Effects of Collaborative Learning on Young ESL Learners' L2 Anxiety and Speaking Performance. *International Journal Of Asian Education IJAE*, 3(2), 125-134. <https://files.eric.ed.gov/fulltext/ED622777.pdf>
- Hussain, S. (2017). Teaching Speaking Skills in Communication Classroom. *International Journal of Media, Journalism and Mass Communications (IJMJMC)*, 3(3), 14-21. Retrieved from <http://dx.doi.org/10.20431/2454-9479.0303003>
- Kamala, R., & Abdul Aziz, A. (2020). Systematic Review: The Use of Collaborative Learning to Develop Students' Guided Writing and Oral Performance in Poetry. *International Journal of Academic Research in Progressive Education and Development*, 9(2), 544-573. https://hrmars.com/papers_submitted/7663/systematic-review-the-use-of-collaborative-learning-to-develop-students-guided-writing-and-oral-performance-in-poetry.pdf
- Kathleen, M. Bailey. (2000). *Practical English Language Teaching Speaking*. New York. McGraw.
- Kessler, G. (2018). Collaborative Learning and Second Language Teaching. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1-7). John Wiley & Sons, Inc.
- Kim, J. H., & Kim, M. (2019). The impact of small group discussions on English speaking proficiency. *Journal of Language Education and Applied Linguistics*, 7(1), 58-74. Retrieved from <https://files.eric.ed.gov/fulltext/ED610953.pdf>
- Kim, M. S. (2012). Cultural-historical activity theory perspectives on constructing ICT-mediated metaphors of teaching and learning. *European Journal of Teacher Education*, 1-14. Retrieved from https://www.researchgate.net/publication/254254727_Cultural-historical_activity_theory_perspectives_on_constructing ICT-mediated_metaphors_of_teaching_and_learning

BIBLIOGRAPHY

- Kishor, M. K., & Jadhav, P. R (2020). A Review on IoT Based Smart Healthcare Monitoring Systems. *International Journal of Scientific and Research Publications*, 10(4), 1-5. <https://www.ijsrp.org/research-paper-0420/ijsrp-p10031.pdf>
- Laal, M., & Ghosdi, S.M. (2011). Benefits of Collaborative Learning. *Procedia - Social and Behavioral Sciences*, 31 (2012) 486 – 490. <https://www.sciencedirect.com/science/article/pii/S1877042811030205>
- Laal, M., & Laal, M. (2011). Collaborative Learning: what is it?. *Procedia - Social and Behavioral Sciences*, 31 (2012) 491 – 495. https://www.researchgate.net/publication/224766528_Collaborative_learning_What_is_it?enrichId=rgreq-3879698a2c7ad4a19fab9e71fea952f3-XXX&enrichSource=Y292ZXJQYWdlOzIyNDc2NjUyODtBUzoxMDQyMjA2MTk0NDQyMzFAMTQwMTg1OTU0MDQ0OA%3D%3D&el=1_x_2&esc=publicationCoverPdf
- Lee, J., & Kim, H. (2017). Effects of Collaborative Learning on Speaking Ability of Korean EFL Learners: Focusing on Group Dynamics and Gender Differences. *Journal of Pan-Pacific Association of Applied Linguistics*, 21(2), 117-137.
- Le, H., Janssen, J., & Wubbels, T. (2018). Collaborative learning practices: Teacher and student perceived obstacles to effective student collaboration. *Cambridge Journal of Education*, 48(1), 103-122. <https://doi.org/10.1080/0305764X.2016.1259389>
- Li, Y., & Li, Y. (2019). The Effectiveness of Collaborative Learning on EFL Speaking Performance: A Meta-Analysis. *English Language Teaching*, 12(1), 1-11.
- Madjid, M. (2019). Improving Speaking Skill by Using Group Work Method. *JLA Journal Lingua Applicata*, 3(1), 1-9. Retrieved from https://www.researchgate.net/publication/342238178_Improving_Speaking_Skill_by_Using_Group_Work_Method
- Naeni, J., & Ghaemi, F. (2015). The Effect of Collaborative Learning on Speaking Skill of Iranian EFL Learners. *Journal of Applied Linguistics and Language Research*, 2(6), 131-141.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill. Retrieved from <https://dergipark.org.tr/tr/download/article-file/90220>
- Ramelan. (1984). *Introduction To Linguistics*. Semarang: IKIP Press. Retrieved from <https://www.scribd.com/document/417508360/3104155-Bab1#>

BIBLIOGRAPHY

- Rao, P.S. (2019). The Importance Of Speaking Skills In English Classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2 (2), 6-18. Retrieved from https://www.researchgate.net/profile/Parupalli-Rao/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS/links/5d21b2db458515c11c18dbf3/THE-IMPORTANCE-OF-SPEAKING-SKILLS-IN-ENGLISH-CLASSROOMS.pdf
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press. <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language>
- Rivers, W. M. (1968). *Teaching foreign-language skills*. University of Chicago Press. Retrieved from https://books.google.dz/books/about/Teaching_Foreign_language_Skills.html?id=mz1LqyPf4YAC&redir_esc=y
- Sakale, S. (2019). The Important Role of Teachers' Feedback during Speaking Activities in Moroccan Classes. *Arab World English Journal*, 10 (3) 344-351. retrieved from <https://dx.doi.org/10.24093/awej/vol10no3.24>
- Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*. (3rd ed.). Oxford: Macmillan Education. Available at https://www.ircambridge.com/books/Learning_Teaching.pdf
- Simon, M. A., & Tzur, R. (1999). Explicating the Role of Mathematical Tasks in Conceptual Learning: An Elaboration of the Hypothetical Learning Trajectory. *Mathematical Thinking and Learning*, 1(2), 91-119. Retrieved from https://pure.uva.nl/ws/files/2254332/122421_16.pdf
- Slavin, R. E. (1995). *Cooperative Learning: Theory, Research, and Practice (2nd ed.)*. Allyn and Bacon. Retrieved from https://www.researchgate.net/publication/267247317_Instruction_Based_on_Cooperative_Learning

BIBLIOGRAPHY

- Thornbury, S. (2005). *How to teach speaking*. Harlow, England: Longman. Retrieved from https://www.academia.edu/38359051/Howto_Teach_Speaking
- Turner, D. P. (2020). *Sampling Methods in Research Design*. *Headache*, 60, 8-12. Retrieved from <https://headachejournal.onlinelibrary.wiley.com/doi/10.1111/head.13707>
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge, England: Cambridge University Press. Retrieved from <https://sacunslc.files.wordpress.com/2015/03/penny-ur-a-course-in-language-teaching-practice-of-theory-cambridge-teacher-training-and-development-1996.pdf>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press. Retrieved from <https://doi.org/10.2307/j.ctvjf9vz4>
- Zhang, L., & Zhang, D. (2019). The Effectiveness of Collaborative Learning in Improving Chinese EFL Learners' Speaking Skills: A Meta-Analysis. *Journal of Language Teaching and Research*, 10(2), 250-258.

APPENDICES

APPENDICES

Appendix “A”: Students’ Questionnaire

You are kindly requested to answer this questionnaire and to express your opinion about the use of collaborative learning and the teacher's role in improving the students' speaking skill. Please provide sincere answers.

- 1. Identify your gender:
 - ✗ Male
 - ✗ female

- 2. Was your Bacculaureate Certificate Scientific or Literary?
 - ✗ scientific
 - ✗ literary.

- 3. How do you assess your level of English?
 - ✗ average
 - ✗ good
 - ✗ excellent
 - ✗ bad

- 4. What is your favourite skill in Learning English?
 - ✗ speaking
 - ✗ writing
 - ✗ reading
 - ✗ listening

Why have you chosen this skill?

.....
.....

- 5. Do you like your COE sessions?
 - ✗ YES
 - ✗ NO

- 6. Do you like discussing one topic or several topics during the COE sessions?
 - ✗ One topic
 - ✗ Several topics

APPENDICES

7. Have you faced difficulties when speaking in English?

YES

NO

If yes, mention those difficulties

.....
.....

8. Do you want to improve your speaking skill?

YES

NO

9. What do you think about Collaborative Learning (CL): it is an approach involving students working together in order to have a shared understanding of a certain topic, idea, lesson, and concerns...etc.

Useful

Not useful

10. Do you agree or disagree that CL should be used so that the process of improving the speaking skill succeeds?

Agree

Disagree

11. Which is better, COE session with or without CL?

With

Without

12. Do you think that CL helps in improving the speaking skill during COE sessions?

YES

NO

state why?

.....
.....

13. Do you use CL during your development stage of the speaking skill?

YES

APPENDICES

NO

If yes, state how?

.....

14. Does your COE teacher's way of teaching help you to improve your speaking skill?

YES

NO

NOT MUCH

State why?

.....

.....

15. Do you prefer your oral teacher to be more or less dominant?

Less dominant

More dominant

State why?

.....

.....

16. What roles do you think that your oral teacher should perform besides his/her profession?

participant

facilitator

organiser

supporter

others

.....

Thanks for your collaboration

APPENDICES

Appendix “B”: Teachers’ Questionnaire

Dear oral teachers,

I am kindly asking you to answer my questionnaire about the impact of the Collaborative Learning method and the teacher's role to enhance the EFL learners' speaking skill during their COE sessions.

- What degree do you hold?

.....

- What is your speciality?

.....

- For how long have you been teaching English?

.....

- Do you have an idea about the Collaborative Learning method?

✗ YES

✗ NO

If yes, would you please provide a brief definition?

.....

- Do you use CL in your COE sessions?

✗ YES

✗ NO

If YES, for what reason

.....

- Do your students feel comfortable when using such a method?

.....

APPENDICES

- Do your students face difficulty with the use of this method?

✗ YES

✗ NO

If yes, would you mention those difficulties?

.....

- Do you recommend other methods to improve EFL learner's speaking skill?

.....

.....

●

- Do you commit to your profession when teaching speaking or do you take other roles?

Mention those roles?

State why?

.....

.....

.....

- To which extent do you see that teacher's role has an impact on the improvement of EFL learners' speaking skill?

.....

.....

.....

Thanks for your collaboration