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Enhancing the Learners' Oral Performance
Through Cooperative Learning Strategies
Case of Second-Year Students of English
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Dedication

To my precious father and mother

Noureddine

Zahira Hamdi

To my siblings

Hind, Wafa, Madjda, Wissam & Mohamed Amer

To **Mr. Belaid Anis**

To my best friends

Kenza Kourdjani

Wafa Kecita

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and examine my thesis.

Abstract

The mastery of a foreign language often implies adequate speaking competency and communication. However, it has been noticed that the Algerian students' oral performance is affected by the lack of language practice opportunities. The present study aims at investigating the impact of cooperative learning strategies on the learners' oral performance through integrating some learning strategies in oral expression classes. Thus, a quasi-experimental study with one group pretest-posttest design was conducted. A convenience sample of 27 second-year students of English from the University of Jijel/ Algeria, during the academic year 2018/2019, were taught through cooperative learning activities in conjunction with regular language instruction in oral expression classes for three successive weeks. Regarding data collection, the study makes use of students' questionnaire, a semi-structured interview with the teachers of oral expression, and orally scored pre-posttest. While the students' questionnaire aims at exploring the learners 'speaking difficulties and attitudes towards the implementation of the strategy, the semi-structured interview aims at revealing the teachers' instructional practices and attitudes toward the integration of CL activities. Finally, the oral tests were conducted before and after the intervention to measure the effect of the strategy on the learners' oral production. The findings showed that the experiment group scored higher in the posttest. Cooperative learning promotes not only the learner's oral performances, but also motivation and social skills. Consequently, its implementation in the oral expression classes is validated and recommended.

Keywords: Cooperative Learning, Interaction, Oral Performance, Teaching Strategies, Teaching

List of Abbreviations

CL   Cooperative Learning

CLG   Cooperative Learning Group

EFL   English as Foreign Language

ESL   English as a Second Language

L2   Second Language

L1   First Language

OE   Oral Expression

SPSS   Statistical Package for Social Sciences

STAD   Student Team-Achievement Divisions

TEFL   Teaching English as a foreign language

ZPD   Zone of proximal development.

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General Introduction

1. Background of the Study

Throughout the years, English has evolved to become a worldwide language. Therefore, proficiency in English communication has been highly required in many domains, and several countries has become interested in the significance of this language acquisition, hence, stimulating their citizens to achieve a sustainable level of English. Either as a second language (ESL) or a foreign language (EFL), non-natives incorporated the English language in their educational system as a compulsory study subject.

Teaching the foreign language has always been a controversial issue raised over time. Even with the unlimited teaching paradigms, reaching an effective instructional strategy seems unreachable goal. For decades, educators around the world were attentive to modeling the most useful teaching instructions; however, most of them were teacher-centered and neglected learners who are the real target. Conventional classroom usually creates a boring learning environment where teachers dominate the floor. These classes often focus on language itself instead of language learners, students tend to be passive receivers of language input with no active participation. Oral classes seemed to be more lecture-based because of the implementation of media instead of real communication.

Recently, educationalists' opinions of what is effective teaching shifted to learner-centeredness (Richards & Rodgers, 2001). In the early 80s, the Algerian educational reforms adopted the communicative paradigm. The implementation of this latter stresses developing the content material, focuses on the learners' needs, and follows a regular assessment. Despite the long exposure to English, the obtained results did not meet the expectation. It was widely approved that teachers fail to put into practice the principles of the communicative teaching approach which focus on creating

situations for meaningful communication because of various reasons including time constraints, large classes, lack of motivation, and limited knowledge. The conventional teaching method always creates a win-loss situation where students rush to score high grades regardless of their understanding of the material. Teaching English in general and speaking skills, in particular, is tricky and very demanding. At the university level, teachers have often struggled with motivating and actively engaging students in the classroom. In the light of the faced problems, a possible solution may be the intervention of cooperative learning where both Students and teachers are in a state of dynamic interaction in the classroom

Even though cooperative learning has been validated as an effective strategy in teaching foreign language; it was partially neglected by language teachers. It is a classroom technique in which learners work in small groups, learn, and reward students for their performance as a group (Slavin, 1990). Among a variety of teaching strategies, cooperative learning is considered as one of the most frequently searched areas of teaching strategies. In an average of forty years of research, cooperative learning has been considered as one of the most effective methods for students that helps to maximize their learning as well as the academic achievements of their classmates (Johnson & Johnson, 1994). The rationale for selecting cooperative learning rather than any other strategy is explained through the previous research findings and accomplishments. Accordingly, it is important to consider its implication to solve educational problems.

2. Statement of the Problem

Although the Algerian educational reforms were working very hard to develop an effective EFL teaching approach that is learner-oriented, only a little has been achieved in university context. Through observation and a pre-questionnaire, it was noted that students of English lack oral

proficiency; mainly, because the Algerian universities still embrace some notions of the traditional teaching strategies. These teaching paradigms restricted language practice opportunities during the oral expression classes which embedded the learners' speaking ability. Thornbury (2005) confirms by stating that speaking failure is highly linked to a shortage of practice opportunities which refers to interactive speaking instead of vocabulary and grammar. This deficiency results in a lack of self-esteem and speaking anxiety (p.28).

It is revealed that there is a lot of teachers' talking time comparing to the student talking time. In a foreign language classroom that opts for a communicative approach, students are supposed to practice the contextual language through interactive tasks which are not the case in most classes. All the previously mentioned facts and despite the successive years of exposure to the foreign language, students still lack oral proficiency.

In order to get a holistic view of the current teaching/learning situation, an informal interview (see appendices 1) was conducted with bot teachers of oral expression and students at the department of English, University of Jijel. Teachers stated that they have noticed the student's low level of oral proficiency, especially during oral tests and exams. According to them, this can be linked to multiple reasons and most of them claimed the need for new methods to challenge the old traditions which will help learners to improve their oral performance.

On the same line, the majority of the students at the department expressed disappointment concerning the way the skill is taught as well as its ambiguous objectives. Accordingly, the teacher does not use enough interactive activities. They attend these sessions because they are obliged to without consistent motivation. In the present EFL classroom, the teachers' speaking time exceeds the norms and mostly focuses on writing. The organization of typical classrooms gives only one person at a time the chance to speak; according to scientific statistics, the speaker is the instructor from 60% to 70% of the time devoted (Pica& Doughty, 1985a in Holt, 81p.38).

In the end, students speak about their high expectations and desire to change the situation so that they can develop their speaking ability. While considering, the cooperative learning approach was recommended and received acceptance as a new teaching/ learning strategy to be applied. The small organized learning groups will provide extensive language practice and oral production.

3. The Significance of the Study

Any conducted research attempts to achieve a certain goal, the significance of this study is to enhance the learner's speaking ability and social interaction. Cooperative learning (CL) has been described as one of the 'greatest educational innovations of recent times' (Slavin, 1999, cited in Gillies *et al*, 2008, p. 1). Back to the literature, Extensive studies claimed its benefits, the effects of cooperative learning on students' speaking skills and attitudes have been repeatedly demonstrated and confirmed by studies conducted on foreign language learning.

The implementation of this approach is considered as a challenging shift from the traditional way of teaching into a new age of modern education. On the part of teachers, they claim to use the communicative language teaching (CLT) approach but fail to realize its principles. In the Algerian context, the majority of instructors prefer sticking to one activity instead of updating their knowledge. They may not have the time or desire to think about something new; however, a simple change in delivering the information can have an unexpected impact on the students' performance.

In Algeria where English is perceived as a foreign language, the classroom is the only place to practice English. Consequently, focusing on clues of how to improve speaking skills will give birth to a generation of true bilingualism. As Algeria now has become more open to the international markets which require good and confident communicators, the application of group work at universities will serve as preparatory classes. In other words, student's social skills will certainly

witness a radical change and will equip them with the necessary knowledge to take part in any conversation in future endeavors.

The majority of studies on cooperative learning have taken place in elementary and secondary schools (Johnson & Johnson, 1989). Hence, the present study on cooperative learning is the first of its kind conducted on Algerian university students. The work will be added to existing literature and hoping to significantly contribute to it. Within the Algerian framework, several studies have been conducted in the speaking skill area; however, most of them targeted speaking difficulties and problems. Some suggested practical solutions and recommended some strategies while others focused on reporting facts and capturing the learning environment. There has been little research on the impact of interactive practice as a feature of CL on EFL learners 'oral performance. Thus, there is a need to examine the implementation of cooperative learning strategy in the Algerian Universities.

Because only few empirical studies were conducted on CL activities, the present study aims at implementing a variety of strategies such as three steps interview, jigsaw, round table, fishbowl, talking sticks, and Think-Pair-Share to increase the learners' oral proficiency. The study will examine the effectiveness of a wide range of CL techniques which will set the floor for future implementation and support further researches in the area. The EFL dimension is gigantic and changeable, thus; relying on the same old principles is not appropriate for to date problems. As non-native speakers, educators work more on what is beneficial and useful for language acquisition.

Pedagogically speaking, CL is a useful tool to organize both time and space. Instead of the typical classroom setting, the new sitting arrangement can create a motivating environment that may push the learners to work harder and go through a new experience. Classroom management is

successfully accomplished through the organization of space that CL results in. Despite noise and interruption during these kinds of activities, disruption reflects the learners' social skills and use of English for communicative situations. Additionally, motivation as a key factor for successful language learning, English majors must be attentive to learn the language. CL is regarded as positive stimuli that raise motivation and maintain a contributing climate in the classroom. It creates a supportive learning environment and learners become more tolerant to receive criticism from their peers rather than the teacher. Additionally, students work in a competitive environment which pushes them to contribute to the group work and achieve the goal.

By carrying the present investigation, the researcher hopes to expend the circle of cooperative learning to involve more participants, educators, researchers of EFL. CL may gain additional popularity because of the successful results and the impact that it has on students and the educational system as a whole. This research motivates teachers to adopt cooperative learning activities for the sake of fulfilling the main goal of learning foreign languages which is communication.

4. Aim of the Study

Considering the above-mentioned reasons, our study aims at investigating the effectiveness of cooperative learning strategies in developing the student's oral performance and interaction. In other words, it is believed that cooperative learning will improve the learners' oral proficiency. It offers more opportunities for students to interact for communicative situations, be familiar with each other as classmates, and build the learner's self-esteem and social acceptance. Oral interaction is an important element in language learning. Therefore, language teachers should provide learners

with chances to practice the language for meaningful communication about various topics by focusing on learner-learner interaction.

The designed settings will encourage learners to be involved in a face to face interaction and express their opinions. Since social skill is key elements of successful communication, this approach will make students more tolerant and more open to receive any criticism either on part of teacher or students. In other words, group work will create a comfortable environment for students to share ideas and thoughts without boundaries.

Cooperative Learning is considered one of the most valuable learning methods used in students' active learning which is characterized by high self-esteem, social skills, and advanced level of English. The study intends to provide more information about learning and teaching using the aforementioned strategy. Because the teaching norms were highly teacher-centered, little attention was given to the individual needs and differences. The steps taken in this approach will lead the learners to discover their abilities and maximize their learning. The findings are expected to extend researches in the area of foreign language learning/teaching in general and the Algerian educational context in particular.

The main objectives of the study include:

- To find out the effect of cooperative learning on the improvement of the learners' oral performance
- Encourage teachers of oral expression to implement CL activities
- Encourage students to actively participate in the classroom and overcome speaking difficulties
- To contribute to the improvement of the learners' speaking skills

5. Research Questions & Hypotheses

In order to conduct our study, the following questions have been formulated:

1. To what extent can cooperative learning develop the students' speaking ability?

2. Does cooperative learning help to foster oral interaction among learners?

It is worth noting that CL creates interactive learning surroundings which contribute to oral language development by providing practice opportunities. In light of the investigation and the literature review, we hypothesize that the implementation of cooperative learning in EFL classrooms would enhance significantly the learners' oral performance.

The following hypotheses have been formulated;

H_1: The implementation of cooperative learning strategies would enhance the learners' oral Performance

H_2: The implementation of cooperative learning strategies would foster the learners' oral Interaction

6. Research Methodology

The study is quasi-experimental with a one-group pretest-posttest design where the convenience sample is used as the experiment group. At the beginning, an oral test is used to measure the current level of the student's oral proficiency. The experimental group join a designed program for three weeks in which cooperative learning activities such as jigsaw, three minutes interview, fishbowl, and think-pair-share are integrated into the regular oral expression classes. Students are enrolled in six oral expression classes with an average of 90 minutes for each session. At the end of the treatment, the participants take a post-test, with the same level of difficulty, to the learners' gain

in speaking performance. The obtained results are compared to the pretest in order to measure the impact of cooperative learning techniques on enhancing the speaking skill. The results are analyzed using descriptive statistics and SPSS (Social Package for Social Sciences) that best calculate frequency, mean, standard deviation, and cutting edge paired-t-test.

6.1. Population and Sampling

The Population of the study is the LMD second-year students of English at Jijel University (218 students) during the academic year 2018-2019.

The convenience sample includes 27 second-year students of English. The subjects are all Algerians studying English as a foreign language and have the same educational background. Second-year students are chosen because they are familiar with each other which facilitates group formation and teamwork during the intervention whereas freshmen still in the early stages of getting used to university. Third-year students are focused on completing written tasks and future endeavors while master students do not have oral expression classes anymore, hence, second-year is the perfect match.

7. Research Instruments

In order to answer the research questions, we need to investigate and collect data. The research instrument used in the study include:

1. A questionnaire addresses second-year students of English. The main purpose is to explore their speaking deficiencies and examine their attitude toward cooperative learning

2. A semi-structured interview with oral expression teachers, aiming at supporting the learners' answers and exploring their attitude toward the implementation of the strategy.

3. The experimental study includes three steps:

- An oral test with a scoring rubric (pretest)

- Administering the treatment to the experimental group which takes six sessions.

- Oral test as a post-test

The students' questionnaire is designed with reference to the literature. It consists of nineteen items targeting the student's speaking problems, learning situations, attitudes toward cooperative learning. The study instruments are validated by experts in the field and piloted before the actual use, it was piloted with 10 students before the final version is delivered. The designed questionnaire aims at spotting the learners speaking deficiencies and their attitudes toward the implementation of cooperative learning strategies.

The semi-structured interview is conducted with five teachers of oral expression at Jijel University during the academic year 2018/2019. The aim is to collect more information and reveal the reality of the learning/ teaching situation. It consists of ten (10) predetermined questions that subject to modification and change. The questions target the teachers' background, academic performance, teaching practices, and attitudes toward the implementation of cooperative learning strategies to teach oral expression.

The English oral test is used to measure both the participant's current level of English speaking performance and their gains after the intervention. The test consisted of three tasks: introducing oneself, expressing one's opinions about a topic, and a follow-up discussion related to the topic. Students are graded based on the scoring rubric which consists of four grading criteria; vocabulary, grammar, pronunciation, and fluency. Each criterion is given from 1point to 5 points

the same test is used as a pretest and a posttest that was administered before and after the cooperative learning intervention. In order to determine the effect of cooperative strategies scientifically, a t-test is conducted by SPSS software.

In order to ensure the content validity of the test; the items were validated and evaluated by four experts who showed approval. Concerning the test reliability, the test was given to a number of students belonging to the same population.

The research procedures can be summarized in the following steps:

- Students will actively participate to answer the addressed questionnaire

- A semi-structured interview will be conducted with oral expression teachers

- Students take the oral test before the intervention

- The study is conducted during the second semester of the academic year 2018/2019

- A volunteered teacher of oral expression agreed to join the research and help to implement cooperative learning activities.

- The researcher prepared the lesson plan taking into account the principles of cooperative learning strategies

- Students will take a posttest with the same level of difficulty

- To measure the effectiveness of the intervention, a t-test will be conducted through SPSS

The results will be analyzed through descriptive and inferential statistics. The descriptive statistics provide clear information that can be understood from first glance. Graphs and tables will be used to present and summarize data. For an in-depth study, the central tendency of data (mean, mode, medium...) and distribution of data (variants, standard deviation...) will be calculated by the SPSS. Finally, a t-test will be conducted to test the significance of the hypotheses in terms of the difference between the mean scores of both time conditions.

8. Limitations and Delimitations

8.1. Limitations

Any research has limitations that the researcher encounters during the process. In the field of human sciences, the results cannot be always generalized. Hopefully, the research findings add some insights and will be considered as a reliable reference for future research.

As foreign language learners, if we have access to the western (USA) schools applying this technique, we may have introduced the approach in a better way.

The study was limited to the second-year students of English at Jijel University. It also focuses on particularly the effect of cooperative learning on the students' oral performance that challenges the traditional instructions. In addition to that, the research used a convenience sample that might not be representative of the population. It was selected due to the availability of resources.

Because of unexpected events in Algeria, strike, the intervention period was reduced to three weeks instead of six weeks. Longer exposure may have attained a greater difference between the pretest and the posttest.

8.2. Delimitations

Unlike the uncontrolled obstructs that limit the research, delimitations are deliberately put to frame the study and focus on given related aspects. First, the study addresses the effect of cooperative learning on improving the learners' oral interaction at the department of English, University of Jijel. Second, the population and sampling are second-year students of English and the teacher is part of the English department. Finally, the conclusions of the study are drawn from the results of the English

department, Jijel University and can not necessarily be generalized to other populations.

9. Structure of the Thesis

The thesis consists of two main parts which are theoretical and practical. The thesis starts with a general introduction that summarizes the entire work; it describes the background of the study, the statement of the problem, the significance of the study, the aim, research questions and hypothesis, methodology, instruments, limitation and delimitation, the structure of the thesis, and definition of key terms. The theoretical part consists of two chapters; Literature review on speaking skill and cooperative learning. The First part contextualizes the study and provides a sound basis for the research. It discusses previous works and studies related to oral interaction and cooperative learning.

The second part is the implementation phase, it consists of two chapters. The chapter of methodology designs how the research was conducted step by step whereas the last chapter, data analysis and findings, reports and discusses the results in the light of the research problem. Finally, the study ends with a general conclusion and pedagogical implications that summarize the reached conclusions, provides solutions, and makes recommendations.

10. Terms & Definitions

- **Operational Definition of Oral Performance**

In this study, oral performance refers to the speaking ability; it is the capacity to be engaged in a conversation, discussions, debates, and instruction. It is the spoken form of foreign language used by EFL learners in the classroom. Oral performance consists of two major elements: fluency and accuracy. This latter includes three aspects: vocabulary, pronunciation, and grammar.

Due to the confusion between oral performance and interaction, within this context, interaction is linked to types of language activities, learners' disposition to communicate with others, learning preferences that affect interaction, and group dynamics (Oxford, 1997, p. 449).

- **Cooperative Learning**

It can be defined as a collection of concrete teaching and learning techniques rather than an approach. It is the structured, systematic instructional technique in which small groups work together to achieve a common goal (Slavin, 1991). CL strategies include: think Pair Share, Jigsaw, Reciprocal teaching, student-teams-achievement divisions, three-step interview, roundtable, numbered heads together, pairs check. All these techniques improve language skills, academic achievements, thinking and problem-solving skills, attitude, aptitude, interdependence, and interpersonal skills.

Chapter One

Speaking Skill: A General Overview

Introduction

Learning a foreign language implies the mastery of the four skills: speaking, listening, reading, and writing. So far, speaking is the most important ability because it displays immediate proficiency in the target language. In EFL classroom, success in language learning and effectiveness of the oral expression course is measured by the students' proficiency in spoken language. The purpose of this chapter is to highlight the key elements of speaking skill; where major headlines will be discussed in relation to the research problem. The review will discuss briefly the nature of the speaking skill, indicators of speaking, L1 Vs L2 speaking skill, teaching methods and speaking, teaching speaking, speaking and other skills, speaking activities, the speaking process, functions of speech, notion of competence and performance, testing the speaking skill, speaking challenges, the status of EFL speaking skill in Algeria.

1. The Nature of Speaking

Foreign language learning, or second language, is generally linked to speaking due to its significant role and importance throughout the history of language teaching, and begun to flourish as a branch of, learning, teaching, and testing on its own (Bygate, 2001). In defining speaking, Bygate (1987) stated that,

> Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conductive for learning (p.57).

Brindely (1995) defines the oral language as the ability "to express oneself intangibly, convey the intended meaning accurately with sufficient command of vocabulary, use the language appropriate context, interact with other spakers fluently" (quoted in Kurniawati , 2011, p.6). It is a process of constructing and sharing meaning that can be both verbal and non -verbal (Chaney, 1998, p.13).

Clark and Clarck (1997, p.223) define speaking as the operation of uttering meaningful words, phrases, and sentences through oral language in order to provide information or ideas (in Ngadiso, 2015, p. 891). It is a greatly multifaceted and lively skill that involves the usage of some simultaneous processes: physical, cognitive and socio-cultural – and both the speaker's knowledge and skills must to be activated quickly in real-time (Goh & Burns, 2012, p.166).

More recently, Hedge (2000) considers speaking a defining skill by which people are judged and usually first impressions is formed (p. 261). Similarly, Cameron (2001, p. 46) states that speaking is expressing meaning through active use of language which makes the others understand the message.

In the EFL classroom, students are taught to speak the foreign language through a module called Oral Expression. The term was defined by Bygate (1987) as the appropriate selection language forms, with the right order, sounding like native speakers, and produced with appropriate meaning. Accordingly, speaking is an interactive skill that must be enhanced in order to be able to speak fluently in the classroom situation. English is a universal mean of communication especially on internet. The speaking skill should be integrated with the other language skills: listening, reading and writing. This will result in fruitful communication either with native-speakers or bilinguals (Boonkit, 2010, p. 1305).

Due to the confusion between oral communications, speaking and interaction, defining each term becomes a necessity. In defining Oral communication, Byrne (1986) defines oral

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communication as two-way process between the interlocutors which involves the act of producing and receiving with understanding (p.8). On the same line, in defining oral interaction, Bygate (1987) stresses the importance of being a good communicator at first. In other words, interaction takes place when the speaker is able to say what is on mind and the listener understands.

The terminologies: oral interaction, speaking and oral communication are exchangeable but introduced differently by several scholars. Although there have been some misunderstanding of what each term refers to, many educators stressed the similarities rather than the slight differences. In the current study, the three terms were standardized and introduced as the speaking ability.
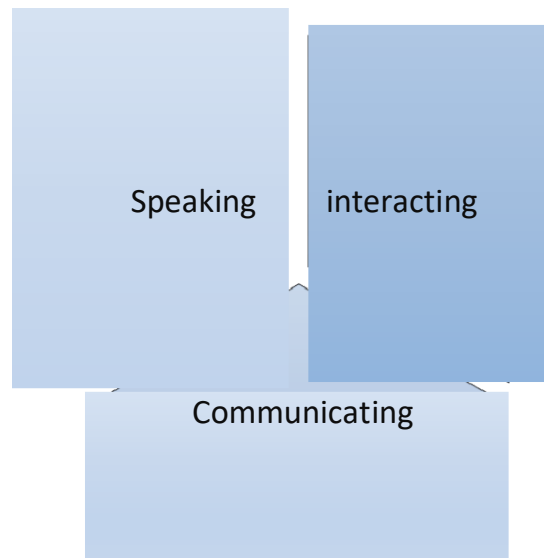
Figure 1.1.The Wheel of Oral Performance

Underlying language forms, oral language is an important form that realizes the value of languages (Liu, 2013, p.13); its significance is demonstrated by the ongoing research and studies in the area. Lately, Wolf (2010) described English language users who can write and read in English but fail to orally communicate with others as Mute English. Simply, because unlike speaking performance and listening, skills like writing and reading can be improved individually (in Dinçer et al., 2012, p.98).

In elaborating more in the research area, Richards and Renandya (2002) add that speaking a language is a challenge for EFL learners because it demands the ability to use language in social interaction, that is; the paralinguistic features such as pitch, intonation, and stress. In EFL classroom, particularly at the university level the speaking is introduced as a module called oral expression. Bygate (1987) define this latter as the appropriate selection of language forms, put them in the right order, speaking with a native accent, and producing the intended meaning that a speaker wants the hearer to get; together refer to successful speaker.

A good speaker demonstrates some features and characteristics. Unrban (2007) states that the confident speaker recognizes his own mistakes and corrects them immediately. He has the ability to monitor the clarity and the strength of his own speech properly. The speech speed is self-monitored, little or no hesitation and no vocal mistakes that make the listener feel at ease and receive a clear message. Additionally, a clear speech in term of the production of letters and a clear articulation. In appropriate speech, the speaker uses dynamics of pitch, volume, pace and speed of speech. Also, the use pauses which allow thoughts and concepts to be shaped, and understandable. Besides, language package includes powerful vocabulary, intelligent and active use of words that reflects an active mind. In addition to linguistic competence, a speaker needs an appropriate use of body language; the selection of posture, tone quality, eye contact with the audience, smiles, shows warmth and sincerity with limited use of hands. An effective speaker maintains the audience attention, interest and tries to keep the presentation clear. Putting it all together; an effective speaker understands the features of dynamic speech, works to include all elements together regardless of the situation, and seeks improvement in his oral performance but realizes that promotion and improvement can happen but never will achieve perfection (In Mahmoud, 2014, p. 41).

2. Indicators of Speaking

Several researchers categorized the speaking elements in different ways, however, most go under the umbrella terms of accuracy and fluency. Harmer (2001) notes down that, from the communicative point of view, speaking has two major categories – accuracy, including the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities-and, fluency considered as speaking spontaneously.

2.1. Accuracy

According to, Harmer (2007), accuracy includes the correct use of vocabulary, grammar, and pronunciation:

(1) Vocabulary

Vocabulary is a core component of speaking ability which supports speaking, listening, reading, and writing (Richard & Renandya, 2002).Vocabulary can be defined as the words of the foreign language to be taught, but it is better to call it vocabulary items more than words because of the multi-word idioms (Ur, 1991). It is more important than grammar especially for communicative purposes, particularly in the early stages of learning where students are motivated to learn and enrich their language bank of words (Gower et al. 2005, p. 142).

For teaching vocabulary, Nunan (2003) proposes some principles. First, teachers should introduce the most used vocabulary that any language learner needs. Second, teachers should distinguish between high frequency and low frequency words with a focus on high frequency. Third, learners should learn to take responsibility for their learning.

(2) Grammar

The term has multiple meanings. Ur (1991) defines grammar as the words put together to make correct sentences. It is a reference to both the subconscious users of the internal system and the linguist attempt to describe that system. It can be universal or language specific. Linguists made a distinction between formal and functional grammar. While the first is concerned with the structure of language, the second explains the use of linguistic forms in particular communicative context (Freeman, 2001, p.34).

(3) **Pronunciation**

Pronunciation in language learning points out the production and perception of the significant sounds of a given language in order to reach meaningful communication in any context (Seidlhofer, 2001, p.56). It is concerned with how to articulate utterance in correct manners. The concept of pronunciation may include: the sounds of language or phonology, stress and rhythm, and intonation (Ur, 1991). Although achieving a native like mastery of the sound system is difficult, learners can make a remarkable progress through the consistent practice of listening and speaking.

Genc and Ozkan (2011) assert the importance of pronunciation by stating that learners "compete with limited time to recall words, and also take care of their pronunciation Speaking is often dealt with at pronunciation level" (p. 122). Having a native-like pronunciation of the language can help in ordinary communication, particularly intelligibility (Derwing and Munro, 2005, in I. S. P. Nation and Newtonl, 2009, p.75)

According to Nation and Newton (2009), learning another sound system may be effected by different factors. First, there is a relationship between age and having accent; there is a physical change in the brain that disables producing given sounds. However, it is not invariably apply to everyone. Second, the interference of the learners 'first language, hence, teachers should identify

the similarities and differences to bring out the changes. Third, the learners' developments and learning styles. Their pronunciation changes as the developmental process increases which shows flexibility. Fourth, learners bring different life experiences and attitudes. Students may have different background such as living in a foreign country or being taught by a native speaker. Finally is the conditions of teaching and learning; the way sound system is introduced has an impact on the learners production (p. 78).

2.2. Fluency

According to Hedge (2000), Fluency is the act of responding coherently with respect to the turns of the conversation, conjunction words, and phrases, using correct pronunciation and intonation without hesitation. He claims that "the term fluency relates to the production and it is normally reserved for speech. It is the ability to think about unit of speech together with facility and without strain, inappropriate showiness, or undue hesitation" (p. 54).

Similarly, Castaneda and Roderquez-Gonzalez (2011) defines speaking fluency as the ability to speak smoothly, nonstop and at an effective speed without taking time to choose the perfect words. There are four types of fluency; the ability to participate in a conversation without remarkable hesitations, the ability to construct sentences, the ability to use the right word in the right context and the ability to be creative in using the language (Fillmore, 1979, in Brumfit, 1984, p. 54). In order to develop this sub-skill, EFL teachers should plan lessons that provides more speaking opportunities and get them work in pairs or groups.

According to Nations and Newton (2009), improving the learners' fluency requires the following conditions:

- Meaningful focused activities: learners focus on meaningful communicative messages in various context

- Language items introduced in every activity should belong to the learners' experience.

- Activities with fluency boosting goals should push learners to preform higher than ordinary. Students understand faster, hesitate less, and use a wide range of language chunks (p. 153).

Both Accuracy and fluency are important in communicative language teaching. While fluency is the initial goal in language learning, accuracy can be achieved to a given level through developing phonology, grammar and discourse (Brown, 2001, p.268).

Among the language four skills, "speaking seems institutively the most important: people who know a language are referred to as 'speaker' of the language, as if speaking included all other kind of knowing" (Ur, 2000, p.12). It deserves attention either in first or second language, students need speaking with confidence in multiple contexts. Speaking is the skill by which they are judge and through which friendship is made. It is a symbol social acceptance, social ranking, professionalism and the medium of language learning (Bygate 1987, p.57).

3. L1 Vs L2 Speaking Skill

The concept of second language acquisition (SLA) is explained as the processes through which humans acquire additional languages (Nunan, 2001, p.87).Distinguishing between tongues is vital. Cognitively, both are alike; they share the same process of speech production. What is significantly different is the language bank of L2 speakers including vocabulary and grammar, particularly, the structure and order. Foreign language speakers may construct the sentence in their mother tongue then translate it translated into target language. They are self-monitoring to avoid any embarrassing situation especially fluency (Thornbury, 2005, p.28). The failure in achieving a satisfying level in language proficiency can be linked to linguistic and non- linguistic factors

L1 is characterized by natural acquisition which takes place outside the typical educational setting. The unconscious use and storing of the target language facilitate the process of teaching which not the case of L2. The second language featured the deliberate focus and intention to learn usually in an academic setting (classroom) which makes the process even harder. Learners are consciously using the language and spotting errors. This type of acquisition takes time and effort to both parties; teachers and students.

In L2 classroom, interaction is linked to types of language activities, students' willingness to participate in a conversation, learning styles, and finally group dynamics (Oxford, 1997, p. 449). For a real-time exposure, teachers should vary interactive activities to achieve the goal such as role-play, debates, role cards, simulation, and group work.

4. Teaching Methods & Speaking

Years ago, several teaching methodologies were shaped for pedagogical purposes to teach English. They are pointed to as traditional or old fashioned methods. They are known as less students centered, less interactive and release an immersive learning context. By the end of the nineteenth century, humanized pedagogies came to birth in the field of English language learning and teaching (Lin & Chien, 2010, p.24). The teachings of speaking and listening skills have undergone remarkable changes in the recent years due to their prominent place in language mastery. Regarding the teaching of speaking skill, one affirms that it has evolved over time from nearly invisible to a focused matter.

4.1. Grammar Translation Method

It is the first method developed in the eighteenth century. The classical method emphasizes grammar rules, memorization of vocabulary and translation of written passages. The aim was to

develop the reading proficiency rather than the oral communication skills. It has the following characteristics:

- The use of the mother tongue in the classroom

- Vocabulary is introduced in a form of lists

- Elaborated and detailed grammar rules

- Focus on the form of language only

- Classical reading texts are taught

- The content of the text is rarely emphasized

- Translation from the target language to the mother tongue

- Little or no attention to the pronunciation (Brown, 2001, p.18).

Based on the characteristics, it is apparent that the speaking skill was entirely ignored. There was no intention to teach it or attribute its existence. The ultimate aim was reading and translating books from and into the target language. From their perspectives, language is a vehicle of grammar structures which explains the focus on the writing skill. This era viewed a total absence of oral language production and use.

4.2. The Direct Method

The natural approach to language stressed the importance of learning as children first language. It rejected the use of the mother tongue, translation, and the analysis of grammar rules. Richard & Rogers (1986, pp.9-10) summarized it in the following statements:

- The target language is the medium of instruction.

- Only everyday vocabulary and grammar are taught.

- Oral communication is built around question answer exchange between the teacher and student. Usually initiated by the teacher.

- Inductive teaching of grammar.

- Teaching point are introduced in models and practiced

- Concrete vocabulary is explained through demonstration and others through association of meanings.

- Both listening and speaking were taught.

- Accuracy is emphasized

Unlike the antecedent method, the direct method starts to give substantial attention to other skills of language rather than focusing on grammar and translation. In spite of that, the use of the spoken language was limited and first initiated and oriented by the teacher. The guided speaking embodied the speaking abilities and creativity of foreign language learners (Brown, 2001, p. 21).

4.3. The Audio Lingual Method

Grounded in theory, the method was rooted in the theories of linguistic and psychology. The models of learning fell in love with drills and pattern practice. It can be described as:

- Learning content is introduced in a form of dialogue

- It depends on repetition, memorization of patterns over and over.

- Language structures are identified through contrastive analysis and introduced at once

- Use of repetitive drills

- Through inductive approach , little of no grammar rules are introduced

- Use of media and focus on pronunciation

- Reinforcement and control of language errors

-   Manipulation of language (CelceMurcia, 1979, in Brown, 2001, p. 23).

This method stresses the speaking and listening activities, however, students are restricted to certain forms and functions of language. They are provided with language models and they have to repeat several times until it becomes unconsciously produced in similar situations. Even if the method develops their speaking ability, there is no creativity or spontaneous construction of spoken language. Elliot (2001) disagrees and states that stresses the importance of working in pairs or small groups, with the teacher serving as a helpful observer when needed instead of a controller .Moreover, instructors are requested to "go beyond simple language drills to create opportunities for meaningful interaction in the classroom by using activities in which students employ natural language examples in actual language situations" (Elliot et al, 2001, p.8).

Inspite the efforts, speaking skill is not taught appropriately. It stresses the importance of accuracy, hence, structural errors cannot be tolerated and can lead to fossilization. As result, immediate error-correction is highly demanded to avoid fossilization. This approach focuses on replication of newly introduced grammatical forms in speech (Willerman, 2011 in Dincer et al, 2012, p. 100).

4.4. Communicative Language Teaching

CLT is the most acknowledged approach to language teaching around the world and it has been clearly defined by various authors such as H. Douglas Brown, Jeremy Harmer, Jack Richards and Theodore Rogers. The main objective of the approach is emphasizing authenticity, student-centered learning, interaction, task-based activities, and meaningful communication. Unlike the audio-lingual method that focuses on the repetition of vocabulary and drills, CLT focuses on communication in a real situation, the exchange of information, and giving opinions.

CLT can be defined as a set of principles about the goals of the language teaching, appropriate activities, language acquisition, the teacher and students' role in the classroom (Richard, 2006, p.2). It is one of the most theoretically based approaches that have a set of features:

- Focuses on all the component of communicative competence

- Learners are engaged in the use of language for meaningful communication

- Both accuracy and fluency are stresses. Sometimes, more importance is given to fluency to keep student in the pace of engaged learning.

- Learners use language productively and receptively in various contexts either inside or outside the classroom.

- Provides opportunities for learners to focus on their learning process, be aware of their learning styles, and develop learning strategies.

- Teachers play the roles of facilitator and guide only and never the only source of knowledge (Brown, 2001, p.43).

In describing the principles of CLT, one important element must be highlighted is the communicative competence. It refers to:

- The ability to use the language for various purposes and functions.

- The ability to use the language in various context and different participants.

- The ability to produce and comprehend various texts

- The ability to maintain a conversation even with limited knowledge of the language (Richards, 2006, p. 4).

The art of teaching can be performed in different ways by the same teacher or different teachers. It is a process of sequential steps, but not randomly set actions. The communicative

activities require speaking and listening to other people to achieve the aim breaking the ice, exchanging information and learning more about culture. Since educators are in a dynamic research for improvement, they always attempt to modify and update exciting knowledge for non-native English speakers. In addition to knowledge in the field of EFL, the approach emphasizes authentic materials that realize real communicative situations.

Communicative approach is regarded as fluency-oriented which considers that grammatical or pronunciation errors insignificant, particularly in the early phases of learning and correction can obstruct learners' speaking. It is a natural approach that tolerates errors as indicators of natural language development (Dincer et al, 2012, p. 100). According to Nunan (2003), it is important for language teachers to be aware of how much they talking in class so they do not dominate the language classroom, instead; give students time to talk. Team based activities are designed to increase the language practice time that encourage learners to speak in the target language during lessons. Littlewood (1981, p.17) states that the purpose of communicative activities is to provide whole task practice, improves motivation, allow natural learning, and creates a context which supports learning

Lately, the Algerian education system adopted the communicative approach in which students are introduced to the essence of English. Nevertheless, though there is an effort to produce competent speakers, desired objectives are not always obtained. To some extent, foreign language teachers still use the traditional methods that focus on accuracy and structure.

5. Teaching Speaking

Any teaching instruction has an effect on learning especially for second language speakers whose ability comes only from language classroom and supplemented perhaps by a limited language practice outside (Littlewood, 2004, p. 512). According to Nunan (2003), teaching the

speaking skill to EFL learner's aims at producing English speech sounds and patterns, uttering words associated with foreign word stress, intonation patterns and the rhythm, selecting matching words with the social context, audience, topic, and situation, organizing ideas in meaningful and logical sequence, using language to express value and judgment, and talking fast and confident, known as fluency (in kayi, 2006)

Selecting appropriate activities is considered a part of teaching speaking which is of equal importance to the teaching materials, Brown (2001, p. 275) suggests some principles for a good selection. First, teachers should select techniques that cover a diversity of learner needs focus on accuracy, interaction, meaning, and fluency. Activities such as jigsaw group technique, play game, or discuss solutions to the environmental crisis. Second, teachers should use motivational techniques that appeals to students' goals and interest, need of knowledge, status, achieving competence, and being all that they can be. Third, teachers are required to use authentic and meaningful language in context, give strategic feedback and correction. Speaking cannot be taught in isolation; hence, teachers of oral expression should tie and develop speaking and listening together. Finally, teachers should let students take the initiative in speaking and encourage them to develop speaking strategies

To teach oral language, English language teachers work to maximize language practice opportunities for students to speak the target language. They should try to involve all students in speaking activities and in parallel reduce their speaking time. In EFL classroom, teachers should use positive signs when commenting on a student's response and ask eliciting questions. Additionally, they are required to provide written feedback and avoid correcting students and pronunciation mistakes. They are required to offer both inside and outside classroom activities. In everyday classes, teachers maintain classroom management through circulation around classroom. In teaching speaking, teachers should provide the vocabulary beforehand so students can use during

the activity. Finally, teachers are responsible for diagnosing problem areas of the student's oral performance and provide solutions (Kayi, 2006, in Sekti Sari, 2014, p. 21)

Similar to any class, teachers of oral expression may face difficulty in teaching. Ur (1991) suggested that instructors should use group work, it increases the learners talk in the limited period and lowers the inhabitation of students. The assigned activities should be built on easy language which can be easily produced and remembered by students. Next, topics should be carefully selected and capture attention. To keep students involved in the activity, teachers should give clear instructions that make them busy. Finally, language classroom should be fully in the target language with no interference of mother tongue (pp.121-122).

The stages of a speaking lesson can be summarized in a format of; before, during and after. Brown (1994) set the typical speaking lessons in a pattern of preparation, presentation, practice, evaluation, and extension. First, teacher establishes a context for the speaking task including the place, the time, the reason and the audience that introduces the speaking skill to explain, to emphasize ideas, and to use language reduced forms). In next stage, presentation , the instructor provides a language sample that can help understanding and using the target language. Next, language practice involves learners in reproducing the forms learned, often in a skillful manner; evaluation through examining and asking students to monitor and consider their progress. Finally, extension involves activities that makes the learners rehearse the strategy or skill in different situations or accompany it with a previously acquired strategy or skill (in Florez, 1999). An effective speaking class displays:

1- Students talk a lot during the speaking activities: they are actively engaged and speak as much as possible.

2- High motivated learners: they are excited and like to do the speaking activities.

3- Language is of an acceptable level: a good balance between accuracy and fluency.

They can interact with each other skillfully (Brown, 2001).

6. Speaking and Other Skills

6.1. Speaking Vs Writing

As a matter of fact, the history of language teaching has been always concerned with the written language. It is characterized by the well-formed sentences and paragraphs. Spoken language, on the other side, consists of short utterances where there is a lot of repetition and overlaps. In term of structure, in speaking we use the term utterances; short phrases or closes joint together with conjunctions whereas the written language is organized into sentences, paragraphs, section, etc.

Durability is a differentiating point, spoken language is uttered and lives for a few moments whereas the written language can be recorded and live for centuries and decades. Harmer (2005) adds more and states that the written language requires the inclusion of all the information as the audience is unknown. However, the spoken language provides the chance of modifying the content according to the coparticipant's reaction.

Ur (1991) summarizes the difference between the spoken and the written language in term of: permanence, explicitness, density, detachment, and organization, slowness of production and speed of reception, standard language, a learnt skill, sheer amount and importance. In understanding more about the differences between the written and the spoken language, Crystal (2005, p.2) lists them as the follows:

1. The dynamic nature of speech in comparison to the written language which is more consistent and stable in term of space and time.

2. Spontaneous flow of speech that involves repetition and redundancy, whereas the written language consists of clear discourse that can be re-read and analyzed.

3. Intonation, stress, rhythm, and tone are specific elements of speech while written language has lines, pages, and paragraphs.

4. Facial expressions, body language, and eye contact can add more information to what is meant to be said whereas written language is ambiguous and suspicious.

5. Speech is said to be more informal and involves the use of simple sentences whereas the written language varies in genres and tend to be more formal.

6. Speech is used mostly to function more in interpersonal relationships, however, written language is used to communicate ideas and facts.

7. The speaker cannot control his mistakes while interacting, but in writing, one can add and delete any error.

To describe the spoken language, Luoma (2009, p.9) stated the following:

- Spoken language has speech sound which makes it distinct and clear

- Spoken language emphasizes the message itself and not the structural rules (grammar); but not necessary neglecting grammar

- The structure of spoken language is shorter than the written one as it uses reduced forms

- It uses both planned spoken grammar and unplanned spoken grammar. The first is very structured and need to be carefully constructed such is in public speech and lectures whereas the second is spontaneous and uses the simplest form of language to convey the message.

- Spoken language stresses the message in two different way: Topicalisation is used to emphasize the topic and tails to stress opinion ,reaction, or comment

- Spoken language reflects the speakers understanding of a given topic and level of language proficiency through the selected words they use in a conversation

- Speakers often forget the information they want to convey

6.2. Speaking Vs Listening

According to Byrne (1976), "the listening skill is an important skill as the speaking skill, because both the speaker and listener have a positive function to perform" (p.8).The act of speaking is a reaction to external stimuli. Individuals speak to answer a question, a request, an offer, an inquiry …etc. The ability to produce distinctive and meaningful sounds which represents a given systematic code or language is acquired through listening to other speakers. Hence, paying attention to what we hear makes any individual respond appropriately.

Despite the massive research in the area of language teaching and learning that asserted the strong relationships between the four skills, apparently, speaking is related to reading and writing in general and to listening in particular. Thornbury (2005) confirmed by stating that speaking cannot live outside the circle the other skills which make few speech events exists individually. A speaker always needs a partner who is assumed to understand the speech and respond appropriately.

7. Speaking Activities

In order to enhance the speaking ability, foreign language learners need occasions to practice the language with one another. This makes conversations very important which require attentiveness and involvement. By conversing, they can practice through adapting vocabulary and

grammar to a given situation to reach comprehension (Elliot et al., 2001, p.8). To design any speaking activities requires knowledge of some its features, teachers should be aware of its properties which are;

- **Face to face**

The majority of speaking activities take place as face to face interaction. Hence, it involves more than the linguistic knowledge such as gestures, body language, facial expression, intonation, and discourse markers. Widdowson (1989) added one additional characteristic that is occurring at the present time which facilitates learning.

- **Interacting**

Whether face to face or on the phone, the interlocutors are engaged in a smooth conversation and contribute without unnecessary gaps or overlaps of speech (Bygate, 1998).

- **Real Time**

Producing foreign language output is stressful because it must be produced in due time. This results in false starts, uncompleted sentences, long pauses, and hesitation. For foreign language speakers to become fluent in foreign language and cope with recent changes, they are required to use: formulaic expressions, hesitation expressions, self-adjustment, rephrasing and repetition can help (Bygate, 1987).

Unlike teachers of other subjects, the oral expression have enough resources to extract from. Nevertheless, during oral expression classes often teachers stick to one activity or two due some unwise reasons such as teaching style and personal interest. Hundreds of activities are available and satisfy all the learning styles. The most applied activities are listed below:

- **Information Gap**

The information gap is a leading activity that ameliorates interaction as well as participation in communication (Harmer, 2001). In typical classroom, the instructor starts with an audio

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recording followed by filling gaps activities. It enhances the cognitive skills including thinking and problem solving; however, it neglects speaking. Teachers apply for this type of activities to produce a well-structured lesson without wasted time. It aims at understanding the gap between the learners' present competence and the desired competence (Thornbury, 2005, p.58)

- **Simulation or Role play**

In a role play, students activate their imagination outside the classroom context, experiencing a real-life situations (Thornbury, 2005, p.96).In this activity, students are required to perform the assigned roles. They can develop their linguistic knowledge and relive stress. Additionally, shy students will be able to engage in active learning and get support from their classmates. Many students benefit from stimulating real life encounter by taking on a role of a character different from themselves and it is used to enhance fluency (Harmer, 2001, p. 274).

It is used to: remind learners of a particular context, provide the opportunity to use language recently learned in the classroom, enhance the learners fluency through engaging in various situations and interact with different speakers, reveal the students weaknesses and strengths of English (Gower et al., 2005, p.105).

- **Group Work**

Instead of organizing whole class discussion, it is better to divide learners into small groups. At the end of the session, all students come together to compare conclusions in which each group select a reporter to represent them (Gower et al., 2005, p.98). Group activities provide a friendly and a relaxed environment which motivate students to work and to be creative. Usually, four to 6 students sit together around a table and discuss the tasks assigned. This activity promotes interaction and social relationships but characterized by the unequal participation of the group members. Only the physical arrangement casts back the concept of group work is structure-free because every individual works solo.

- **Games**

The most preferred form of speaking activities are called games, "a game is an activity carried out by co-operating or competing decision-makers, seeking to achieve, within a set of rules , their objectives" (Rixon 1981 in Zhu, 2012, p.802). The Funny and exciting atmosphere make the learners unconsciously opened to the foreign language input. It facilitates the storage and the retention of the information smoothly. Teachers frequently use games to teach vocabulary items or to break the ice at the beginning of the school year or class. Examples of games include: mime, debate, jigsaw games, and role plays.

- **Conversations and Dialogues**

In EFL classrooms, conversation is the context in which learning actually occurs (Thornbury, 2007 in Aleksandrzak, 2011, p. 44). Frequently, teachers ask students to read or write down a dialogue and switch roles. It pushes the learners to use the target language which involves grammar, vocabulary, and pronunciation. Assimilation of real world situation is best practiced through conversations.

- **Listening to Recordings**

It is generally agreed that it is the commonly adopted activity. The teacher asks students to listen to a recording or watch a video that usually contains authentic language produced by native speakers. Students' listening task is divided into pre-listening, while-listening and post listening. In the first stage, the teacher may provide background information related to the topic, then student start the task by listening carefully and take notes. In the last stage, students do the follow up activities that can be direct questions, filling gaps or discussions.

- **Drilling**

A basic element of the audio-lingual method; Students are provided with a language model that contains the target language structure or functional language. Drilling involves imitating and repeating words, phrases as well as utterances which works to transfer input from working memory to long term memory (Thornbury, 2005, p.63). Students listen to the model and repeat, it is very useful to introduce phrasal verbs and idioms but restrict spoken language to given contexts, particularly in oral expression classes.

- **Presentation or Oral Reports**

The instructor start the lesson with a suggested topic or ask students about their interests to prepare, then orally present it before the entire class. In case of oral reports, students select, organize and present the information in appropriate manner to specific audiences. The speech context will determine vocabulary, and message delivery. Oral presentation can be both unplanned or planned (Department of Education, 2013, p. 64).

For students to benefit from doing prepared talks, teachers need to invest time in the procedures and processes. First, students need time to prepare their presentations, then give them a chance to rehearse with their classmates. At the end, teachers should give feedback that enables learners to evaluate their work (Harmer, 2007, p.371).

- **Discussions and Debates**

In discussions, the instructor states a problem or introduce a trending topic that makes learners actively share opinions and fined possible solutions. Discussions focus on the quality of the message, the meaning or message and ideas instead of words pronunciations and grammar rules. It supports the natural production of language rather than involving the cognitive skills in speech. The failure of the activity is linked to learners are fear to share their ideas with their classmates due

to their lack of language or have low self-esteem which hinder language use and active participation in conversation (Harmer, 2001, p.272).

According to Dakowska (2005), this popular and useful form of interaction can be realized only if there is a controversial topic, learners can select the topic which make them more autonomous, the topic is interesting enough and learners have enough background information, discussions can be done in pairs, group, and open-class or panel forms of interaction. Discussions are considered as less formal, a more formal form is called debates. When students start discussing a topic from opposing points of views, it is becomes a debate (Dakowska, 2005, in Aleksandrzak, 2011, p. 45).

Considering all the previously mentioned oral activities, all share one common feature that is unequal participation of learners. Each activity guarantees little participation during the entire semester or the academic year. Students may feel the obligation of speaking once they do their shares in oral reports or pair work. Students are given limited opportunities to speak which is not convenient or meet the objectives of the scheduled module.

According to Hadfield and Hadfield, learners acquire the speaking ability when they are given enough communicative situations to discuss different topics. This means providing opportunities that get learners work in pairs or in groups rather than teacher-learner interaction (2008, p.107). The speaking tasks are selected based on two categories: the level and the learners' interests. First, the selected tasks should be at the students' level by carefully choosing the content. Second, students' interests plays a crucial role in developing the oral performance; teachers should select motivating and joyful activities. Instructors can organize discussions about different topics, social conversations, interpersonal talks, factual information, and transactional language (Hadfields, 2008, p.109).

8. The Speaking Process

The importance of teaching Speaking urges the need to understand how the operation takes place to reach the final product. Thorunbury (2005, pp.1-8) claimed the complexity of this skill and enlisted important steps:

1. Speech production: speaking is linear, contingent and spontaneous. Linear because it happens in real time. Contingent because it produces word by word and phrase by phrase. Spontaneous because it is the natural fellow of speech.

2. Conceptualization the ability to change the discourse or the topic of a conversation and introduce a new concept.

3. Formulation: it is the deliberate selection of syntax, discourse, words, grammar, pronunciation, and vocabulary based on commonly shared background knowledge of the interlocutors.

4. Articulation: the biological production of speech by the speech organs. It refers to the movement of lungs, lips, throat, and tongue. It is the articulation of consonant and vowels.

5. Self-Monitoring. It takes place during the three previously mentioned phases. In the first stage; it takes the form of pauses and re-phrasing the utterances. In the second stage, speakers and even natives may correct the mispronounced utterances. So, the Repair happens immediately.

6. Atomicity : It allows the speaker to focus on the speaking task during the four stages

7. Fluency: the appropriate use of pauses in conversation i.e. the length of pauses

8. Interaction: Often speech is governed by social status and culture. It involves also aspects of turn-taking, opening and ending a conversation.

In order to master the speaking skill, there are some specific elements that should be retained. Harmer (2001, p.269) summarized those elements in language features and social processing. The first element is Language features, language is a vehicle of connected speech which gives the speaker the ability to produce utterances such as I've got instead of I have got. It has expressive devices which enables speakers to use phonological rules (stress, pitch, speed volume) appropriately; the paralinguistic elements contribute to the meaning. Additionally, it is a set of lexis and grammar that produces a variety of lexis with different functions in various contexts. Language can be used for negotiation in order to explain, clarify or repeat utterances.

The second element is the mental / social processing, language is a process in which speakers retain language when communicating with others in various situations. It is an Interactive act in which performers need a good listening ability and enough knowledge to respond appropriately. Moreover, language is information processing in which the interlocutors need instant response and reach a successful communication.

9. Functions of Speaking

Brown and Yule (1983, p.10) distinguished three functions of spoken language: talk as interaction, talk as transaction, and talk as performance;

9.1. Talk as Interaction

It refers to the substitution of the word conversation that serves social functions. Interlocutors usually exchange greeting, information, and share experience to establish a friendly environment. The personal presentation is more important than the message. According to Brown and Yule (1983), interactional language has mainly a social function, reflects relationships and the individual's

identity, can be formal or informal, uses certain conventions and implies degree of politeness, uses generic words and registers, jointly constructed.

Richard (1990) lists some cases in which interactional language takes place including: chatting with friends, a student having a formal chat with his teacher, a person chatting to a passenger during a flight, and even telling a friend about a weekend experience.

9.2. Talk as Transaction

The focus is on the message transmitted or what is said rather than who is involved in a conversation; producing a fairly clear and accurate message is more important. A simple example is the shared talk in the classroom where teachers provide knowledge and students try to infer the maximum. Other examples include: classroom group discussion, designing activity, asking for direction or booking flight ticket, ordering food or buying from shops (Brown & Yule, 1983).

Features of transactional language can be said to focuses on the information itself , not the interlocutors, uses communicative strategies, frequently to ask questions, repetitions and checking understanding. It is the language of negotiation and digression and accuracy is not emphasized as long as the meaning is communicated. It involves; describing, explaining, asking questions and clarifications, confirming information, justifying, suggesting, comparing, agreeing and disagreeing (Richards, 2008, pp. 24-26).

9.3. Talk as Performance

It refers to the public talks; transmitting information before an audience such as oral reports, speeches, public announcement, and lecturing. It is closer to the written language than speech because it comes in the form of monologs and has an impact on the listener. It is characterized by

focus on message and listener , organization and sequence of the information , both form and accuracy are important , use a variety of skills such as appropriate format and presentation, correct punctuation, vocabulary, and grammar, maintain the listeners engagement and create an impact on them, closing and opening language (Richards, 2008,p.27).

10. Notion of Competence and Performance

Language is built on the communicative competence. It consists of two types of knowledge: the knowledge of what constitutes an appropriate and correct language behavior and the knowledge of what constitutes the language behavior linked to different communicative goals (Ellis, 1994).

10.1. Speaking Performance

Speaking performance is not about how to construct correct sentences as isolated linguistic unit but also how to use sentence appropriately to achieve the communicative purpose in various situations. In other words, not just setting the word grammar but also setting up pronunciation and the context in which the words are used. Widdowson (1978) defines performance as the manifestation of abstract knowledge (p. 3).

Speech production can vary from one to another according to the situation. Teachers may vary according to the learning objectives. Brown (2001, p.271) provided six kinds of speaking classroom performance:

(1) Imitative :imitating authentic materials being produced by native speakers

(2) Intensive: carefully designed materials to practice particular elements such as phonology and grammar.

(3) Responsive: replying to a question or comment produced by the teacher or another student.

(4) Transactional Dialogue: with a negotiate nature, it has the purpose of conveying and exchanging the information.

(5) Interpersonal Dialogue: produced to maintain interpersonal relationships rather than transmission of facts.

(6) Extensive Monologue: the individual production of reports, summaries, and presentations.

10.2. Speaking Competence

By definition, speaking competence is the ability to speak; it is the knowledge that can be developed and evaluated whereas performance is the physical manifestation of the ability. While comparing the two notions, one comes into conclusion that both elements must be compatible. Knowing a language is often associated with grammar rules and structure but this knowledge is one drop in the ocean and cannot stand on its own; it has to be linked with the appropriateness of use. The meaning of a sentence differs in context from that in isolation (Widdowson, 1978). Consequently, teachers of foreign language should cover both areas to achieve success in language acquisition.

11. Testing the Speaking Skill

EFL learners speaking performance can be assessed in two ways. First, by encouraging students to speak such as being interviewed, describing something or someone, and being involved in a discussion. Second, their oral production is assessed by using rating scales or grading parts of an outcome (Nation and Newton, 2009, p. 171). Test is an activity in which the main purpose is to

convey how well testees know or can do something. Usually, it is used for assessment to define the level of knowledge (Ur, 1991, p. 33).

Any language skill needs to be tested for the sake of evaluation and development. According to Madsen (1983), speaking test is regarded as the most challenging task in all language exams to prepare, administer, and score. However, most educators do not know how to start or what to measure. He states that some reasons that explain the hardship in measuring this skill. First, the gloomy nature of the speaking skill itself; the constituting criteria are not well defined in oral evaluation. Grammar, vocabulary and pronunciation are highly involved as well as fluency and appropriateness of expressions. Second, the ambiguity in rating each factor, the scores that must be given to each criterion. Third, Test must be taken individually and never in groups (p. 147).

For Thornbury (2005, p.124), speaking is assessed either formally or informally. The informal test takes place at the beginning and at the end of the course and on any occasion. On the other side, a formal test is known as placement, diagnostic, progress test. Despite its complexity, based on the results obtained, teachers determine the speaking difficulties and work on those deficiencies.

The nature of the speaking skill makes it the most difficult to assess. Often, it is measured by a face-to-face interaction instantly, between an examiner and a candidate" (Luoam, 2004), in this context, teachers tend to conduct a face to face interview with each learner. The most common way of testing is interviews and scales. Every learner is interviewed individually and the teacher has to keep the same typical questions for all the students. Interviewees are scored on rating scales from 1 to 5.

Thornbury (2005) provides four criteria of assessment .First, grammar and Vocabulary in which teachers assess words choice and forms that correspond to the speaking task. Second, pronunciation; as foreign language learners, students are not expected to achieve a native-like level,

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hence, pronunciation refers to the correct articulation of consonants and vowels. Third, discourse management; the ability to produce a coherent speech. Finally, effective Communication: Involves responding appropriately with a speech to achieve communication (pp. 127-146).

Ur (1991) provides a scale to test the speech orally:

Accuracy	Fluency
Little or no language produced	Little or no communication
Poor vocabulary, mistakes in basic grammar , strong foreign accent	Hesitation, difficult to understand
Appropriate but not rich vocabulary ,obvious grammar mistakes, flight foreign accent	Get ideas across but some hesitation
Good vocabulary, occasional grammar slips and slight foreign accent	Effect communication in short turns
Wide range of vocabulary, no grammar mistakes, native like	Easy and effective vocabulary uses long turns

Table 1. 1. Speaking Assessment Scale

Speaking assessments can be done in various forms and covers multiple aspects. It can be standardized tests such as the oral proficiency test or more detailed assessments such as progress checklists, analysis of taped speech sample. In fact, the assessment instruments should go in parallel with instructions given from in beginning stages of lesson planning. For example, if a lesson stresses on producing signals for turn-taking in a group discussion, the corresponding assessment tool might be a checklist to be completed by the teacher or learners in the course the assessment criteria should be clearly defined and understandable to both the teacher and learners (Florez, 1999, p.4). Thorunbury (2005) lists the most commonly used speaking tests:

- **Interviews**

Easily adopted, in a separated classroom, students are called one by one to be interviewed. It is considered a more formal test in comparison to conversational speaking styles. If the interviewer is the assessor, it is hard to maintain an objective judgment. However, having a third party can increase objectivity. In order to put students at ease, the teacher may start with a casual talk, joke or even give some time to prepare themselves (Thorunbury, 2005, p.125).

- **Live or Recorded Monologues**

If students learn English for specific purposes such as business and law, then this type is the most appropriate. Giving presentations will help teachers to measure the learner's interactive abilities. The test eliminates the effect of the teacher and includes question-answer exchange between the student and the audience.

Recorded monologue is less successful and less formal but practical in another way. Students can take turns recording their talk on a given topic in adjusted room with no or little interruption. One advantage is that they can be rated later and the results can be compared to others and standardized (Thorunbury, 2005, p.126).

- **Role Play**

A role play is when learners take the part of a particular person such as: a client, manager, salesperson in a given situation to act out a conversation (Gower et al, 2005, p.94). Students should perform at least one simple role in which the language and the situation should not be sophisticated but grounded in daily context such as booking a flight ticket or buying something (Thorunbury, 2005, p.126).

- **Collaborative Talk or Discussion**

It creates a friendly environment where they can be themselves. Given a topic, students may share their opinion or answer questions. Although there will be an influence of the interlocutors, their interactive abilities will come to light (Thorunbury, 2005, p.126).

- **The CESL Test of Speaking**

They refer to formal examination like the Cambridge Certificate in English Language Speaking Skill test, IELTS, TOFL. These examinations are well recognized worldwide and approved by most institutions and governments (Thorunbury, 2005, p.126).

- **Imitation**

In this exam, learners listen to tape recorded sentences with different structures and lengths. Next, students try to repeat the sentences without errors (Nation and Newton, 2009, p. 175). The test is extracted from EFL classroom that adopts drilling as the main activity.

12. Speaking Challenges

The mastery of a given language refers to the acquisition of all language skills; however, Ur (2000) disagrees and stresses the importance of speaking because bilingualisms equals speaking the language which infers that speaking includes all the other aspects. Despite interests and sweats, the improvement of this skill witnesses numerous obstacles which slow down the learning/ teaching process. The most commonly voiced frustration by learners is that they have spent years studying English, but still cannot communicate (Thornbury 2008, p.208).

Every language has its own features and characteristics, some of which makes it very difficult to acquire. Brown (2001, p.270) lists specifics of English language that hinders speaking as follows:

- Clustering : fluent speech is a phrase rather than a word

- Redundancy: can be very helpful to catch the meaning.

- Reduced forms: Ignorance of colloquial contraction makes learners produce a bookish language.

- Performance variable: the thinking time is produced in a form of hesitation, pauses and correction.

- Colloquial language : the use of non-academic language such as idioms and slangs

- Rate of delivery: the speakers speed or rate of fluency.

- Stress, Rhythm & Intonation: these elements are the defining features of English pronunciation.

- Interaction: the interlocutors taking parts in a conversation

In addition to linguistic barriers, there are many psychological factors that hinder language development. Thonbury (2005, p. 24) states that the psychological obstacles of EFL students in oral performance are the psychological negative feelings that prohibit their foreign language mastery such as lack of self-confidence, anxiety, shyness and fear. Learners may be under pressure and be vulnerable to anxiety once they are required to communicate through English in the classroom (Oxford, 2002, in Akkakoson, 2016, p. 64). 'It is a distinct complex of self-perceptions, beliefs, feelings and behaviour related to classroom language learning arising from the uniqueness of the language learning process' (Horwitz et al, 1991,p.31). In order to reduce the psychological factors that hinder the development of the speaking skill, teachers should create an anxiety-free atmosphere and use different activities such as games, role playing, pair, and group suggested under communicative teaching methods (Dincer & Yesilyurt, 2017, p.3).

The affective factor is a key element that most influences language learning success or failure (Oxford, 1990, in Dinçer, 2012, p. 101). In addition to anxiety, motivation is another

psychological influencer that affects language learning. Gardner (1985, p.11) defines it as the product of both efforts and desire to achieve a learning goal in addition to attitude toward language learning. Moreover, self-esteem is another affecting element, Brown (2000) defines it as personal judgment of worthiness which is displayed through their actions and attitudes. It is generally agreed that self-confidence plays an important role in enhancing the speaking skill. The teachers 'reaction to the student's mistakes can either build or destroy the learners self-confidence. Hence, instructors should give an immediate positive feedback taking into account the psychological being of the learners.

Another obstacle is inhibition, it is the defense system that every individual has to protect the ego (Brown, 2000).Students who have low inhabitation tend to work with others and can build social ties. They are more opened to criticism and able to learn from their own mistakes, such learners can use language for communication and build a suitable personality. Ur (2000) supports by stating that students are often inhibited about speaking in a foreign language classroom. They are afraid of making mistakes, criticism and loosing face because speech attracts attention (p. 111).

Empathy is considered one of the challenges too, Guiora in Brown (2000) defined empathy as "a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of another" (p. 153). In other words, empathy is "the process of putting yourself into someone else' shoes" (Brown 2000, p. 153).Any speaker must have this characteristics to engage in conversation in order to identify, understand and respond to others.

To avoid speaking problems, Department of education (2013, pp.154-158) of Education stated some speaking strategies which help understanding and constructing speech:

- Predicting: It can help speakers and listeners to recall their prior knowledge of a topic and link it to the new information.

- Self-talk: effective speakers and listeners may use self-talk in their thinking process.

- Questioning: successful speakers and listeners may ask a lot of questions before, during, and after speaking so they can understand and get the meaning

- Visualizing: good speakers and listeners use their imagination to make prediction, infer and interpret information, and comprehend.

- Code switching: speakers can switch codes when they fail to find words in target language or express an idea

- Determining importance: speakers can highlight the most important content, text form and conventions that match the goal and audience

- Paraphrasing or summarizing: effective speaker and listeners restates the essence of spoken text in a concise form which is meaningful and clear

- Connecting: good speakers and listeners connect their previous knowledge to the information they speak about or listen to

- Comparing and contrasting: this strategy is related to connecting strategy, speakers and listeners first recall than start comparing with the newly received information

- Inferring: speakers and listeners add their ideas to the meaning of spoken language , they predict, draw conclusions and even judge to make their personal interpretation

- Synthesizing: Like a jigsaw, speakers and listeners join different pieces of information from different sources to compose or comprehend a text

- Self-monitoring and self-correction: effective speakers and listeners reflects on the language they produce or receive to confirm their understanding.

13. The Status of Speaking Skill in Algeria

For an effective teaching of speaking and listening, teachers need to offer meaningful language practice for students in various contexts (Department of Education, 2013, p .2). Brown &Yule (1983) state that the main objectives of teaching speaking as: enabling students to express themselves in the foreign language, enabling students to use fundamental interactive skills, for example: greetings, expressing gratitude, apologizing and conveying the needs. In addition, Similarly, Hughes (1989) states that the goal of teaching oral language is to improve the learners ability to interact successfully in the target including both processes of language comprehension and production. Consequently, the teachers are required to form an attractive environment, themes, and teach using conducive techniques in the EFL classroom that may help pushing learners to work hard and achieve the goal.

Communicative Language learning was the most dominant approach since 1970. Its principle was rooted in the notion of communicative competence. The birth of the prominent approach contributed to the development of some sub-branched methodologies. Richards (2006) stated that CLT keeps building up new approaches and methodologies referring to CLT and that take unique paths for the sake of developing the learners ' communicative competence. The Algerian educational authority adopted this latter as a remedy to the shortcoming of previously implemented approaches. Targeting the learner's needs and interests, this is how the subject was introduced. Despite of the efforts to maintain effective teaching learning situation, little is achieved in promoting the oral skills. "In order for teachers to instruct effectively in the modern multi-ability classroom, new methods and ideas must be found "(Lyman, 1981, p. 112)

In early 2001, the Algerian educational reforms announced new changes concerning the teaching of the foreign language. More emphasis was given to the compulsory subject of study in

the sense that it will be covered in seven years. The new upgraded system involves syllabus design, content material as well as methodologies. Within this view, the study of English was fully academic for exams purposes. It is generally agreed that the main focus was developing the writing skill at the expense of other language skills, particularly speaking. Educators, teachers and even students are aware of their own deficiencies in the communicative use of language. Mostly, the top ranked students that are used to score the highest grades in the foreign language fail to carry a simple conversation in English.

Rather than selecting the items to be taught, the presentation of the learning content is the most important. Teachers find the means of conveying the message more complicated and demanding than the information itself. Each language skill has its playground; hence using the same strategy is not welcomed nor approved by the educators. The teaching of speaking involves the linguistic knowledge as well as the non-linguistic knowledge

It is generally agreed, among the Algerian English teachers, that learners face many obstacles during learning a foreign language. Despite their efforts to balance learning and building a strong personality for future survival, teachers find themselves unable to create a capable bilingual generation. Today, the educational reforms pay more attention to the individual's effective behaviours such as learning preferences, motivation, and self-esteem. Reaching satisfactory results in teaching depends to a large extent on the degree of the learner's interests in learning. Classroom atmosphere is a crucial factor and greatly realized through the integration of less serious activities and more serious learning content. Games, songs, puzzles should be integrated. The active tool enables and facilitates free oral production since it is learner-centered and little teacher-control is observed (Broughton et al, 1980).

For previously mentioned reasons, cooperative learning strategies are highly recommended. Classic classroom gives only one person at a time the chance to speak; most observational studies claimed the teacher speaks 60 to 70% of the time during teacher-centered interaction (Pica & Doughty 1985a, 1985b). In contrast, in cooperative learning classroom, one fourth to one half of learners can speak at any given time, based on the activity if it is pair work or group work (Holt, 1993, p. 28).

Conclusion

This chapter offers an extensive overview of the speaking skill. It includes speaking definitions, types, process, its relationship to other skills, speaking lesson, speaking difficulties and the significance of speaking in the Algerian context. Speaking is a productive skill that best enhanced through practice either inside or outside the classroom. Both teachers and learners are responsible for a successful learning/teaching process; however, a big portion is achieved by learners. Teachers help with offering targeting and useful activities while students make efforts to engage in the active learning and be responsible for their own progress. One of the most suitable activities to enhance speaking are cooperative learning strategies, they provide equal speaking opportunities for all students which enhance the learners speaking performance.

Chapter Two

Cooperative Learning Strategies

Introduction

Following the emergence of CLT, extensive academic works in the domain of foreign language teaching and learning were conducted to best implement its principles in the EFL classroom. Multiple techniques were proposed for the sake of improving learning/teaching situation. Among which, a well- recognized technique is called Cooperative Learning. This chapter demonstrate the theoretical framework of the study. It highlights the most important aspects of cooperative learning and develops knowledge of the topic area. It is the building block that provides in-depth information about its nature, common core, CL vs collaboration ,history, traditional vs modern teaching paradigm ,levels of CL, grouping, theoretical perspective, learning models, guidelines for successful application, considerations, back draws, assessment in CL, and research on CL.

1. Definition of Cooperative Learning

Many scholars set definitions for the word cooperative learning, however, all share the same foundations and principles. According to Johnson, Johnson, & Smith (1991) Cooperative learning is a unique teaching strategy that composes small groups in which learners work in group and be responsible for their learning and the others learning too. It leads to high achievements, positive relationships, and healthier psychological state (p. III). Likewise, Slavin (1990) defines CL as a kind of classroom teaching techniques that cheers students in form of groups to achieve the tasks, simplify learning and rewards students as a group, boosts all kinds of interaction, and develops the learners' skill to perform cooperative learning activities efficiently.

Cooperative learning is an instructional intervention in which students are divided into small groups. They are responsible for their learning as well as the others' learning (Johnson, Johnson, & Smith,1998).The generic term refers to a number of methods for organizing and

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conducting classroom instruction by means of carefully structured group interaction, for example: Jigsaw, three numbered heads together, two minutes talk, rally robin, and round table.

According to Kessler (1992), cooperative learning is a within-class grouping of students who usually have distinctive levels of foreign language proficiency. They learn how to work together on given tasks or projects as an interactive experience. Olsen and Kagan (1992), stated that Cooperative learning is an organized group learning activity in which learning is based on the socially structured exchange of information between group members and each learner is accountable for his or her own learning as well as increasing the learning of others (in Richard and Rodgers, 2001, p.192).

Many think that Cooperative learning is a modern instructional in education, however, it has been used in many fields others than the ESL/EFL. CL has debuted two decades ago in the field of the foreign language classroom (Poel et al. as cited in Servetter, 1999, p. 109). Originally, CL can be rooted in both theories of language and learning. It reflects on language as a social tool that serves the aim of communication. In learning, CL emphasizes authentic materials that appear for communicative situations. Despite the clear combination of words, the term was widely defined by different scholars. The following diagram may provide a clear demonstration of the term:
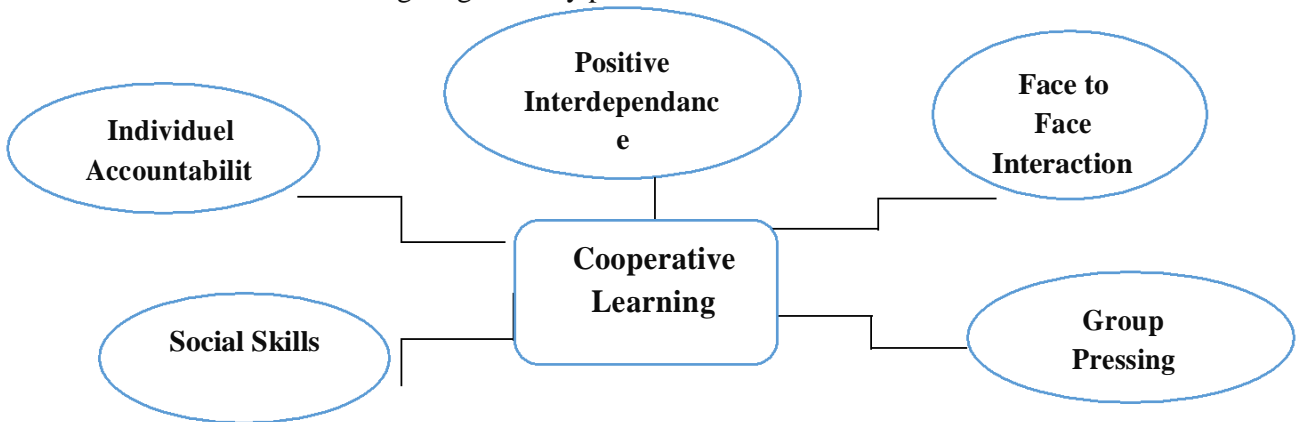
Figure 2. 1.The Core Elements of CL

Cooperative learning strategies can be applied in different levels to teach a variety of subjects that allows student with mixed abilities to work together in a small group. It is a type of active learning in which students are divided into different groups with assigning roles for each individual to accomplish a task (Keyser, 2000, p.2)

Jacobs et al (2002) defines CL as a set of effective principles and techniques for helping learners to work together. The vital point is not gathering students and forming groups but help to maximize peer interaction in the classroom. The aim is more than learning how to cooperate but cooperate to learn (Wong & Wong, 1998 as cited in Killen, 2006, p 181)

One working definition of cooperative learning can be summarized as a modern teaching/learning technique that switched from teacher focused to student-centered. Instead of being passive receivers of knowledge and teacher oriented, students enjoy being active agent in their learning process who are responsible for their own learning as well as guarantee the others learning. The unique and conducive properties of the approach usually satisfy a wide range of educators and learners.

Any educational strategy is not haphazardly set, but with explicit and implicit intentions. Likewise, Cooperative learning activities are set with given structures dominating the teaching practices to achieve predetermined objectives. According to Richards and Rogers (2001, p.193) cooperative learning activities are implemented to:

- Provide practice opportunities which helps developing second language acquisition through group or pair interaction.

- Establishing classroom management, CL activities provide teachers with methodology that can be applied in different educational levels to teach different subjects,

- Interactive tasks define the content materials to be taught and draw attention to particular lexical items, language structures, and communicative functions,

- Ensuring opportunities for learners to reach successful learning and communication strategies

- Reducing anxiety, enhance learner's motivation through creating a comfortable learning environment

To sum up, cooperative learning is a structured group work in which all the members try to achieve a specific goal. The implementation of this strategy is believed to increase the learners' knowledge, social intelligence, and academic achievements. It differs from old group in which less able students benefit from the work of others to get grades and recognition.

2. The Five Pillars of Cooperative Learning

Second language acquisition is expected to improve through the structured interaction between peers (Long, 1985) which cooperative activities provide. Cooperative learning entails more than gathering students around a table, a poorly structured group leads to free-ride behaviour. In contrast, a well-structured group can reach the minimum rate of success. The binding elements of cooperative learning are known as:

2.1. Positive Interdependence

Positive interdependence is accomplished when individual and group success are positively correlated (Kagan, 1992).the aim is to make students feel that they are parts of a chain and they are aware of their importance to each other. It can be established only when the instructor sets a mutual goal to be reached. Students will signify their understanding of the concept if they are aware of

each other's unique contribution and role to accomplish the goal. For a successful step, the teacher should give joint rewards, divide resources and assign roles (Johnson, Johnson, 1999, p.26).

Positive interdependence can be established in number of ways, Kluge (1999, p. 17) identifies the following:

- Positive Goal Interdependence: the group hand in a single report but each contribute with a percentage

- Positive Resource Independent: one pencil, one paper, one handout

- Positive Reward Interdependence: shared rewards and prizes

- Positive Identity Interdependence: every group gets a pseudo, flag, or logo.

- Positive Role Interdependence: every member has a role to fill

- Positive Outside Enemy Interdependence: the group competes against the other groups. This study applies all the aforementioned methods through engaging in multiple cooperative learning activities. Group members have to submit one report, they share same resources, they share all the prizes, every group gets a distinctive identity, every group member has to perform a certain role each activity, and finally all the groups compete against each other. Consequently, the teacher could accomplish positive interdependence in cooperative learning classroom.

2.2. Individual Accountability

Learners are assigned roles that should be fulfilled according to their duty and everyone has to perform his share of work. Individual accountability takes place when each student is assessed and the result is the average score of both, the individual and the group. Via identifying the group weakness and provide solution, Students will grow strong individuals and become accountable. In

addition to that, the group members should know who needs more assistance, motivation and orientation. Common methods to achieve this latter is to give individual tests, randomly ask students, or use peer-teaching (Johnson & Johnson, 1999, p.27).

Johnson, Johnson and Smith (1991, p. 20) states some of the key elements that help achieving individual accountability:

- Small group sizes. The smaller the best

- Individual testing policy

- Calling students randomly to present in front of the group or the class

- Observing the groups' activity and the members contributions

- Assigning a checker in every group to ask the students about the rational under the group's answers

- Establishing simultaneous explaining: students teach each other.

In the current study, the teacher divides students into small groups and assigns roles that will be switched in every new activity. This allows students to take different responsibilities and work with all the team members. The teacher also uses random calling in some activities and assigns a checker in each group. Some activities adapted such as gimme the short version establish simultaneous explaining between students which encourages interaction in EFL classroom. According to which, a teacher evaluate the groups 'performance.

2.3. Face to Face Promotive Interaction

The learning environment will brace the language production of the learners through encouragement, help, and tolerance of the other members. In a given task, students can ask, discuss and explain to each other. CL encourages silent students to contribute the whole group and develop

their performances. In order to attain promotive interaction, the group size must be small; a group of four is enough (Johnson & Johnsons, 1999, p.27).

According to Johnson, Johnson, and Smith (1991), interaction can be realized in the form of offering assistance to each other, exchanging resources such as information and materials, providing feedback to each other; it helps identifying the weaknesses and overcome them.

2.4. Interpersonal Skills

It is inconvenient to establish a cooperative learning group with socially unskilled students. In CL classroom, social skills are taught as an academic skill. The strategy helps in developing or even constructing the student's social skills. These abilities are considered one of the most important in peers collaborating to achieve a certain goal (Johnson & Johnsons, 1999, p.27). Composing a social unified group may not be possible all the time. Often, students face difficulty melting within the group which creates conflicts throughout the learning process. For such reason, the strategy emphasizes the interpersonal relationships and encourages acceptance and tolerance policies among the members.

According to Gillies (2003, p. 39), interpersonal skills can be improved through taking turns in sharing ideas, resources and tasks. Students will be more tolerant and able to resolve differences in views and conflicts. Also, students will gain social skills through the practice of democracy when making decisions. Arnold (1999) supports by stating that CL develops skills of negotiation as well as interaction skills through participation in turn taking, listing, encouraging, helping, disagreeing"(p. 3)

2.5. Group Processing

To Johnson and Johnson (2008) "Group processing may be defined as reflecting on a group session to: describe what member actions were helpful and unhelpful and make decisions about what actions to continue or change" (p. 25). In other words, it is picturing, describing, and analyzing

what is helpful and what is not, then modifying or avoiding actions. The detailed examination of how the learners are working together will help to improve the learning process. The given learning opportunities will train the learners how to work together in one pace. They try to achieve the goal step by step through a continuous evaluation such as a listing to what has been well so far and what can be improved to be more successful. It helps the learners to focus on group maintenance, facilitate learning, and provide immediate feedback (Johnson & Johnsons, 1999, p.28).

Maintaining group processing requires the creation of group of two to four members based on the learning environment. It also involves assigning group members through teacher or student selection in which every student must play a certain role, however; they switch roles every session or cooperative activity (Richards and Rodgers, 2001, p. 196)

Recently, Jacobs (2004) adds more principles: heterogeneous grouping, collaborative skills, and cooperation as a value to the five exciting pillars due their contributions to the success of the strategy. Cooperative learning is much more than a simple arrangement of students next to each other. These five pillars compose a well-structured cooperative group work. If the language lesson devoids of any of those elements, it could be considered as a non-cooperative learning lesson

3. Cooperation VS Collaboration

Up to Date, there is a problematic confusion between collaborative and cooperative learning. The distinction is initiated by their definitions. Collaboration is examined as a philosophy in interaction and life style in which every person is responsible for his own action including learning whereas cooperation is a structured interaction toward achieving a particular goal through a group of individuals (Panitz, 1999, p.3).

Fundamentally, both imply the notion of sharing and grouping as a teaching strategy, however, they are remarkably non-identical. The strategies were extracted from group-based

dynamic but with some dissimilarity. Cooperative learning is regarded as the most carefully structured than collaborative learning. They are distinct in terms of the structure they provide and the degree of the constructed knowledge (Goodsell, 1992).

Ingleton et al. (1969) supports the social nature of both approaches. That is, Learning is a social skill. The slight difference is the structural nature of face to face interaction organized by the teacher in cooperative learning, whereas in collaborative learning groups are assigned according to the student's interest and desires. Both concepts define language learning as a means of communication in a social context.

In order to elaborate more in distinguishing cooperative from collaborative learning, Oxford (1997, p. 444) noted key differences in the following table:

Aspect	Cooperative Learning	Collaborative Learning
Purpose	Enhances cognitive and social skills	Acculturates learners into knowledge communities
Degree of Structure	High	Low
Relationships	Individuals are accountable for the group and vice versa. The teacher is a facilitator	Learners engage with more capable others. Teacher provides guidance
Activities	High	Low
Key terms	Positive interdependence, accountability, roles, structure	Cognitive , acculturation, scaffolding, reflective inquiry

Table 2. 1. Cooperative Learning Vs Collaborative Learning

In conclusion, the two practices are best applied and managed when the teacher gathers supporting ideas and data through observation and communicating with students or feedback from

students themselves. A successful teacher identifies the weakness and the deficiencies and select the best remedial intervention strategies (Brody et al, 2004, p. 38), in a way or another, both provide structured activities for learners and promote their social skills as they work together.

In addition to the confusion with collaborative learning, it is generally mixed with ordinary group work. Johnson, Johnson, & Holubec (1984, p.9) distinguished between the two concepts as:

- CL groups are based on positive interdependence and individual accountability

- CL groups are typically heterogeneous

- In CL groups, all students take turns to perform leadership actions; whereas in traditional groups, only one student is assigned as the leader.

- CL group members care about the others understanding and provide support to achieve the task which in not common in traditional groups

- CL group focuses on maximizing learning and maintain good relationships while traditional group focuses on completing the assignment

- In CL group, teachers observe and provide an immediate feedback whereas in traditional groups, teacher's interventions seldom take place.

The only goal of collaborative learning gets students to take substantive responsibility to work together which requires shifting learning from teacher to students. Another goal of collaborative learning is building knowledge as a group through interacting with each other. (Davidson, 2014, p. 23)

4. The Emergence of Cooperative Learning

The appearance of CL was a little before its introduction by Johnson & Johnson in the education conference 1981, first Morton Deutsch's pivotal article (Deutsch, 1949). In the same year, Karl published an article entitled "Structuring learning goals to meet the goals of engineering

education" in the Journal of Engineering Education on cooperative learning with David and Roger Johnson (Johnson, Johnson, and Smith 1981). Later in 1982, Harold Goldstein and Karl Smith conducted the first cooperative learning workshop. The newly introduced concept continues to receive interest in 1989 when three students were self- driven to incorporate the strategy.

The early nineties were the turning point in the history of cooperative learning, the triples Johnsons and Smith published two books in 1991 which addressed the implementation process of the strategy in college. The growth and the interest in the field led to flourishing writings about the subject. The following table (adapted from Johnson, D. W., & Johnson, R. T. (1992). Implementing Cooperative learning. Contemporary Education, 63(3), 173-181) highlights the most important turning points in the history of cooperative learning:

Date	Events
Early 1800.s	Lancaster School established in the United States (Joseph Lancaster and Andrew Bell used cooperative learning groups extensively in Europe and brought the idea to the United States in 1806, New York)Common School Movement in the United States: Strong emphasis on cooperative learning
Late 1800.s	Colonel Frances Parker: Promoted cooperative learning, democracy, devotion to freedom in the public schools
Early 1900.s	Progressive Education Movement: John Dewey and others; Dewey promoted cooperative learning groups as apart of his famous project method of instruction. Social Interdependence Theory & Group Dynamics: Kurt Koffka & Kurt Lewin, Gestalt Psychologists
1940.s	Theory and research on cooperation and competition: Morton Deutsch
1950.s	Cognitive Learning Theory: Jean Piaget, Lev Vygotsky Applied Group Dynamics Movement, Deutsch, National Training Laboratories Deutsch research on trust, individualistic situations; Naturalistic studies
1960.s	Stuart Cook research on cooperation Spencer Kagan research on cooperation and competition in children Inquiry (discovery) Learning Movement: Bruner, Suchman

	B. F. Skinner, Programmed Learning, Behavior Modification
	David and Roger Johnson began training teachers in cooperative learning at the University of Minnesota
1970.s	David Johnson wrote Social Psychology of Education
	Robert Hamblin: Behavioral research on cooperation/competition
	First Annual Symposium of APA (Presenters included David and Roger Johnson, Stuart Cook, Elliot Aronson,
	Elizabeth Cohen, and others)
	David and Roger Johnson research review of cooperation/competition
	Robert Slavin began development of cooperative curricula
	Shlomo and Yael Sharan, Small Group Teaching (Group Investigation)
	Elliot Aronson, Jigsaw Classroom
	Cooperation issue of the Journal of Research and Development in Education
	First International conference on cooperative learning, Tel Aviv, Israel
1980.s	David and Roger Johnson, Meta-Analysis of Research on Cooperation
	Elizabeth Cohen, Designing Groupwork
	Spencer Kagan developed Structures Approach to Cooperative Learning
	David and Roger Johnson wrote, Cooperation & Competition: Theory & Research
1990.s	Cooperative learning gains popularity among educators in higher education
	First Annual Cooperative Learning Leadership Conference, Minneapolis
	David and Roger Johnson and Karl Smith adapted cooperative learning to the college classroom and wrote:
	Active Learning: Cooperation in the College Classroom

Table 2. 2. The History of Cooperative Learning

5. Cooperative Learning & Teaching Paradigm

According to Johnson, Johnson and smith (1995, p.6), the traditional teaching methods focus on transferring knowledge from teacher to learner who are empty passive vessels. They classify students into categories and establish personal relationships between students and teachers. These methods establish a competitive learning environment where grades are more important than learning for good. Johnson & Johnson & Smith (1998) set some key points while comparing the new and the old teaching practices. The following table summarizes the most important concepts of teaching and learning:

Element	The Old View	The Modern View
Objectives	Classify students	Develop the students' competencies
Knowledge	Faculty to Students	Jointly constructed by students and faculty
Student	A passive receiver of Knowledge	Active learner& transformer of his own knowledge
Content Material	Knowledge set by The faculty	Cooperatively constructed by the learner and the faculty
Relationships	The restricted interaction between student-faculty And teacher	Well developed impersonal relationships students-teacher-faculty
Context	Competitive individualism	Cooperative learning in the classroom & cooperative work in the faculty
Assumption	No specific requirement	A complicated process that requires training or awareness

Table 2. 3. Cooperation Vs Collaboration

For a better understanding of the learning environment that both practices can provide, a comparison of EFL classroom that adopts traditional English classes and the one that adopt, CL approach is a necessity. The classical teaching traditions were the only applied methods until it proved to be not effective (Johnson, Johnson and smith, 1995, p.8). According to Johnson, Johnson & Smith (1991), traditional classrooms requires even educated, intelligent auditory learner to carefully listen to lectures. , average learners can have serious problems in retention of knowledge. Additionally, students tend to dislike lecturing; it is built on a set of assumptions; the cognitive skills, the auditory learning style, a strong active memory, learning strategies (note taking). Besides other obstructs such as the learners' centered barriers to lecture, lecturing becomes less effective

On the other hand, the new teaching methods are student-centered. A typical cooperative learning classroom is characterized by:

- Students work in groups to achieve a mutual goal

- Heterogeneous grouping in term of: level, sex, abilities, weakness, age, ethnicity.

- Reward system for both individuals and group (Arends, 2012, p. 361)

On important element of CL as instructional strategy is assessing the learners. According to Johnson & Johnson (1999, pp.167-173) the main reasons of assessment is to verify if learning is taking place and to improve the effectiveness of the instruction. Cooperative learning presents unique opportunities and can be assessed through different ways:

A. Checking Homework: As every member has a role to fulfill, the runner brings the correct form of the answer from the teacher and starts comparing their answers. The explainer and the accuracy checker follow step by step to complete the task with the group members. They can shift the roles and handle different responsibilities.

B. Observational Procedure: the teacher can use a checklist or rating scale for regular assessment. It is concerned with the learner's behavior and makes judgment about the learners' competence and the strategy itself. CL provides the opportunity for an immediate feedback, on spot remedy, and diagnoses their understanding of the subject.

C. Assessing the Quality of the Social Skills: it is used when a given social skill is stated as the main objective of cooperative activities

D. Interview: Students are given a set of questions and time to discuss the answer. At the end of the lecture, the teacher chooses randomly any member and gives an oral test.

E. Paper and Pencil Achievement Test: cooperative learning works well with traditional assessment tools. Students can review the materials prior to the test. They can check their understanding and build the same background knowledge as their peers.

F. Peer Editing of Composition: students are asked to write their own compositions. All the group members must verify each other's production and make sure that it meets the criteria set by the teacher. They will receive grades on the quality of the individual work and

G. *Oral Presentation*: every group is given a topic to work on and present. All the members must master the content and able to present it. After that, students get into expert groups and are the icon of the home group through presenting the assigned topic.

H. Academic Controversy and critical thinking*:* every group is divided into pairs and assigned opposing positions. Students will discuss, refute, defend, and synthesize

6. Levels of Cooperative Learning

Cooperative learning activities are well structured to achieve different goals. There are three basic formed groups which Johnson & Johnson (1999, p.29) explains in details what, when, why, and how to implement;

6.1 . Formal Cooperative Learning Group

In a formal cooperative group, the members work together for one class period to many weeks in order to achieve a learning goal or complete a mission such as solving problems, conducting a study, and doing research or assignments. It is the most structured grouping type that embraces all cooperative learning principles as well as oriented toward achieving predetermined goals. Both learners and the learning process are evaluated while the strategy is functioning. Formal group guides the instructor in numerous aspects;

- Teacher set clear objectives to be achieved

- The instructormakespre-instructional decisions including a number of students in each group, the methods of division, the materials, students' role and physical environment of the classroom.

- An instructor introduces and explains the assignment, positive interdependence and individual accountability, lists the criteria for success and the desired social skills.

- An instructor monitors the students' learning through observing and collecting data on each group. When needed, the teachers can intervene to assist and guide learners.

- An instructor as an assessor and evaluator, grades the learners' performances which will reflect the success of the strategy (Johnson, Johnson, 1999, p. 29).

6.2 . Informal Cooperative Learning Group

The informal cooperative learning group is temporary and formed only for one time class or activity to complete a given task. It is useful when the teacher wants to focus on the learning content, increase motivating in the classroom, defining objectives, and organize an instructional

session. It can be formed either at the beginning or at the end of the session for three minutes meanwhile provides sets the floor for discussion and debates (Johnson, Johnson, 1999).

Informal cooperative learning can be initiated to break the ice, prepare students prior to the lecture, review understanding or summarizing the main points tackled in a lecture (Johnson, Johnson, and Smith, 1991).

6.3 . Cooperative Base Group

The base group is formed to work together for a period of one semester or year in which the members are well defined and consistent. Learners are expected to offer assistance and encourage each other to develop their academic accomplishments and interpersonal skills. Outside the classroom, they are socially close in the sense that students may exchange their phone numbers and emails to keep in touch. They are care for each other if one is having trouble, missed a class, have questions, or enquiring about something, they can rely on and account for each other. In everyday classes, the base group prepare the study materials for each course and file in the group folder (Johnson, Johnson, 1999, p.30).

The three kinds of cooperative groups complement and support each other and can be incorporated within the same academic year (Johnson, Johnson, & Smith, 1998).CL groups can be used to teach specific content and problem solving skills (formal group), support cognitive process through the informal group and provide long lasting encouragement by the use of base group (Johnson, Johnson, & Smith, 1991, p. ibid).Evidently, the effectiveness of cooperative learning strategies is based on the appropriate implementation done by the teacher and student willingness to participate in the activity. Because CL techniques are flexible and well-structured, they can be integrated to teach anything and any level. This instructional strategy will provide learning opportunities for students and updates teaching practices.

7. Homogenous vs. Heterogeneous Grouping

One important element that must be considered during the process of dividing groups is similarities and differences. This principle means that the group is mixed on one or more variable such as social class, ethnicity, age, gender, language proficiency (Jacobs et al., 2008). A typical choice could be a homogenous group that ensures satisfaction among members to a given point. However, other possible opinions can be a deliberate selection of heterogeneous groups. In such a context, students interact more and help to develop their tolerance of the others' point of views, feelings and seek more clarification of the others' positions (Stahl, et al., 1992).

In distinguishing and describing the two types of grouping, Jacobs et al (2008, p.105) list the following:

Heterogeneous	Homogeneous
More peer tutoring	Less peer tutoring
Different perspectives	Similar perspectives
Appreciate the value of Diversity	Less opportunities to appreciate the value of diversity
Meet distinctive people and collaborate with them	Fewer opportunities to meet distinctive people and work with them
Know larger number of classmates	Be surrounded by the same individuals
Feel more confident to work with others	Less self-confident to work with other because of no experience
Initial group conflicts because they don't know each other	Initially work together because they are friends

Table 2. 4. Homogeneous Vs Heterogeneous Grouping

Jolliffe (2007) suggested random selection. It is very practical at the beginning of the school year to help students to know each other; teacher can give those numbers and ask students who has the same number to form a group. Jacob (2002) suggest using playing cards or distributing cards with different categories such as animals , countries…etc. then students find each other and form a group . The second type is pupils 'selection. This type can result in off-task if they select their friends. Instead, they can select based on a shared interest such as a pop band, TV shows, football team, etc. The third type is Teacher selection. It is considered as the most effective method because the teacher can vary with regards to age, sex, abilities, level that ensures heterogeneous grouping (p.50).

Regarding the size of the group, Jolliffe (2007) believes that the group should consist of four to five member, when the class members cannot be divided into four than it is perfectly divided into three. A group of six can be problematic when it loses cohesion. A sensible point can be having the students work in pairs and then join another pair.

8. Theoretical Perspectives on Cooperative Learning

The essence of any study can be revealed in the subsequent results of its implementation. The creativity of the various scholars through time and the reached conclusions should be tested, hence approved to be effective. The feasibility of any study is the link between theory and practice. A study without a solid foundation cannot be considered reliable. Most of the world wide studies were raised questions, a gap, and a curiosity existed in the literature. Therefore, without a grounded theory, a research is described as a subjective opinion or undefined knowledge. In the field of language learning, Cooperative learning is based on human developmental theories and second language acquisition.

8.1. Human Development Theories

(1) The Cognitive Developmental

Psychologists, Vygotsky and Piaget, emphasized the importance of interaction between a social, affective and cognitive state in the learning process. Vygotsky summarizes his view introducing the term; Zone of Proximal Development. According to him, learning takes place when students acquire skills and knowledge beyond what they can actually grasp which can be achieved through interaction within the student' zone of proximal development. Put it in another words, Vygotsky defines this latter as the gap between the student's current achievement level that is gained through his/her own efforts and the desired achievement level that can be reached with the help of a partner (Slavin,1995).

Unlike Vygotsky (1978) who conditioned cognitive development to social interaction, Piaget gives the priority to the cognitive developments. Knowledge is not passively received but constructed by the learner because the mind is not an empty vessel. Piaget (1976) claimed that learning takes place when the child acts on the object because the action provides information. In such case, the learner is active rather than the empty vessel that needs to be filled. Although Piaget's views were contradictory of those of Vygotsky, both are complementary and stress the importance of cooperation and interaction.

Piaget's divided learning into different stages; in each, the child develops his cognition step by step. The movement from one another requires certain abilities; hence, the child is not able to learn what is beyond his level. As a part of his concerns, he suggested the active learning environment that involves both assimilation and accommodation. Thus, there is an urgent need for more opportunities that the teachers create in the shape of discussions and debates (Slavin, 1995).

These beliefs had a great impact on the educational concerns. Vygotsky believes that human learning is naturally equipped with a social dynamism which makes children be familiarized with the intellectual life of those surrounding them (Vygotsky, 1978). His theory of the development of language learning established a reliable foundation that goes with the new trends in language learning and teaching. It gives less interest to the structured language and supports more the natural and communicative approaches that emphasize the role of interaction in language learning (Slavin, 1995).

(2) Social Interdependence Theory

The social interdependence theory is one of perspectives which guided researches on cooperative learning. The concept first appeared in 1900 by Kurt Koffkis based on two notions. First, team work is based on the interdependence among group members to achieve a common goal, this results in group dynamism in which any change is considered. Second, tension among the group members pushes them to work hard and achieve the results. The main premise that the type of interdependence structure determines the level of interaction and in turns affects the outcomes. Positive interdependence lead to positive interaction while negative interdependence results in oppositional interaction; simultaneously, no interdependence creates any interaction Social interdependence is realized when the individual gains or losses has an impact on the others' loss and gains. This theory is one of the most successful social psychology to education based on which teachers promote learning and teaching, defines teachers' roles, set guidelines for lesson plans, can be used as a mean to solve group problems (Johnson and Johnson, 1998, pp.10-12).

(3) Motivational Perspective

Motivational perspectives on cooperative learning stress the reward and/or goal structure of the learning environment. The unique structure of CL conditions achieving personal goals to the

group success. Hence, students must help their group members through encouraging them to maximize efforts. This stimulating structure of cooperative learning will create a consistent behaviour that the reward is only received when the group members work as one (Slavin, 1995).

Based on the motivational perspectives, the traditional classroom encourages individual rewards which place negative goal interdependence among students. There is only one possible winner which makes students selfish, less supportive of their peers, and rush to score higher. CL uses criterion-based evaluation which requires the average score of all the members to be rewarded. The theory presumes that other processes like planning and helping the others are driven by motivated student and self-interest. Consequently, teachers are aware of the importance of motivation with regard to extrinsic motivation brought to the classroom as well as intrinsic motivation that is generated through the use of activities (Ellis, 2004, p. 536)

8.2. Second Language Acquisition Theories

Cooperative learning is also grounded in the research of second language acquisition which gives more validity and credibility to its practices. First, the input hypothesis found by Krashen (1985); it equals the equation $I + 1$, where 'I' is the information or linguistic competence one has acquired before and '1'refers to the new knowledge or 'an extra linguistic competence' to be acquired (Krashen, 1985, p.2). His views emphasizes the natural learning process and learners who can make progress understanding the structures beyond their current level. The input is comprehensible when it is tuned to the learner's level of proficiency.

The input hypothesis implies that students can acquire languages through "comprehensible input" when they have the desire to take that input. Krashen (1991)'s assertion was that: only comprehensible input is consistently effective in increasing proficiency; more skill-building, more

correction, and more output do not consistently result in greater proficiency. The theory received criticism due to the ambiguous nature of 'incomprehensible input 'and the distinction 'learning/acquisition is not clear.

The Affective filter hypothesis is the last part of Krashen's language learning model. The hypothesis "states how affective factors relate to the second language acquisition process" (Krashen, 1982, p. 29). Psychological factors such as motivation and confidence can have influences a person's ability to learn new languages. He assumed that students who have a high affective filter receive language input but cannot become a part of their acquisition, even if they understand the input (Krashen, 1982).

Later, Long (1996) was not convinced with the work of Krashen and stressed the importance of interaction leading to the foundation of interaction hypothesis. According to whom there are three ways to provide a comprehensible input: simplifying it, using verbal and non-verbal linguistic features and modifying the interactional conversation. The negotiation of meanings provides the opportunity to develop a comprehensible input, thus, interaction is a crucial key element of language acquisition.

Finally, the output hypothesis, Swain (1985) theory of language acquisition was based on her research on French immersion programs in Canada. Despite of the massive inputs in the foreign language, students could not achieve native –like grammatical performances due to the lack of opportunities for output to be produced. It is noticed that the students talk very little in the classroom. Thus, in stressing the importance of language opportunities, the notion of comprehensible output came to light. Swain defines comprehensible output as the necessity for the learners to be 'pushed toward the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently and appropriately' (p. 249). In her view, learners will be able to notice the gap between what they want to say and what they are capable of saying, which will

encourage them to try out the language and modify their output , as well as reflecting on their own language production.

Cooperative learning is used as an instructional approach which fosters second language acquisition; every model stresses a given language property. It enables learners to use language input through experiencing various opportunities as well as producing the new language by interacting with others (Holt, 1993, p.26).

9. Cooperative Learning Models

Several cooperative learning models were generated and implemented in the foreign language classroom. Scholars made remarkable efforts in defining the most effective method in language teaching and learning. The existence of CL strategies can be traced back to centuries ago as a method to increase the learners' motivation, change attitudes, and improve academic achievements. Since that time, these strategies embraced the principals of cooperative learning; well-structured and goal oriented. Because of the multiple varieties, teachers have the chance to select appropriate activities based on the importance of the topic, the teaching objectives, and students' academic level, and interests. CL gained popularity mainly because it is undoubtedly theory-based, validated by research, and realized through structured procedures that instructors can easily adopt (Johnson, Johnson, and Stanne, 2000, p. ibid).

Cooperative learning activities can be structured in different ways based on the objective of the lesson, the students' level, the learning conditions and other considerations. Kagan (1994) categorized the cooperative activities into four types. First, team building activities includes all the activities that are based on brainstorming such as Round Robin, Corners, and Match. Second, mastery activities involve the comprehension of the learning items and the full understanding of the lesson. It includes Numbered Heads Together, Color-Coded Co-op Cards, and Pairs Check.

Third, concept development involves developing the existing knowledge and concept through discussions and problem solving. It includes three structures, Three-Step Interview, and Think-Pair-Share. Last, multi-functional activities are used to ensure classroom management and successful presentation of the lesson with positive outcomes in any learning situation. It includes five structures, round robin, inside-outside circle, partners, jigsaw, and co-op co-op. considering all the types of activities, the current study adopted all different types to cover all language aspects.

- **Jigsaw**

The jigsaw technique was first established by Elliot Aronson and his colleagues in 1978. It was widely accepted abroad and explored in various ways by different researchers. In a jigsaw method, learners are assigned to be a specialist in a given area. The teachers play the role of a facilitator who will structure the group, explain and ensure the smooth process. The method said to build subject-specialists.

Jigsaw can be a little confusing when using for the first time. After dividing students into small groups (usually group of 4 is good), every student is required to master a piece of material, and then becomes an expert as he teaches to other group members. In the second phase, students will form new groups containing one member from each home groups. Each student is required to teach the new group about the subject learned in the original group. The members take tests and then accumulative scores will be calculated based on the individual scoring (Gomleksiz, 2007).
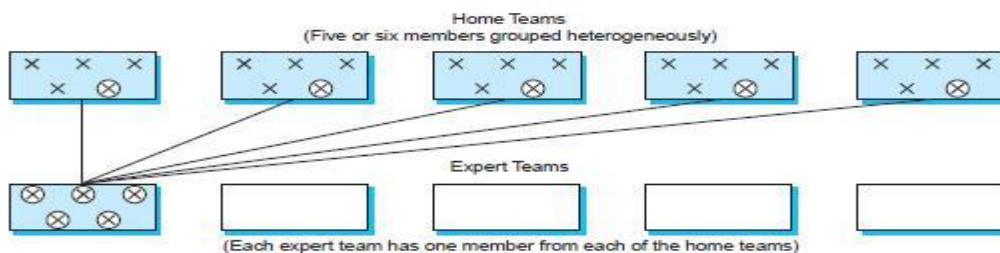
Figure 2. 2. Jigsaw Structure (Arends, 2012, p. 369)

- **Think-Pair-Share**

As the name implies, students can work either individually or in groups and think about possible answers before presenting them in front of the whole class. Lyman (1992) lists the three steps as follow:

1. Think: The instructor starts with asking a question, stating a problem, reporting a fact or an experience

2. Pair: students listen carefully and form a group in which they can exchange ideas, discussion, share opinions, then select the best answer

3. Share: In the final stage, the instructor calls the pairs to share their thoughts with their classmates

This technique helps students to speak and share their ideas. It gives them the floor on which they can be creative in presenting their ideas. Arends (2012) explains through the following diagram:

Thinking   Pairing   Sharing

Figure 2. 3. Steps of Think Pair Share (Arends, 2012, p. 370)

- **Three Steps Interview**

Three steps interview as the name implies achieved in three steps. Firstly, the teacher poses a set of questions that have no definite answers but multiple opinions. The provoking question can

be a trending issue or a controversial topic. Then, students form pairs as interviewee and interviewer, after the interview, students switch the roles. The last step, students restate their interviews to the class. The results of the various interviews are summarized in one report (Kagan, 1992).

In this activity each person is supposed to produce and receive language. Both equal participation and individual accountability are achieved through listening and then sharing what he or she has heard. For the first two steps students are required to interact in pairs, which make half of the class instead of the fourth involved in language practice (Holt. 1993, p.11,)

- **Round Table or Rally Robin**

Unlike the aforementioned methods, round table focuses on the learning content, supports teamwork, and involves the writing skills. The teacher asks questions that have multiple answers. Every group member writes his answer on a piece of paper and passes it counterclockwise to the rest of the group. Once all students write their answers, the highly scored group wins the challenge and get a reward (Kagan, 1992).

Rally robin, similar to the previous activity with an additional role, can be constructed with a small group of students (usually four) and a member is the recorder. First, the teacher provoke a question that has multiple answers, during that, students take time to think. The recorder marks all the answers; then student sitting next to the recorder (clockwise) provides answers and so on until the end of the allowed time.

- **STAD (Student Teams-Achievement Divisions)**

Student Teams-Achievement Divisions was developed by Robert Slavin as a strategy to be used in various learning areas such as art, language, mathematics, and science. Students are divided

into a mixed group in term of ethnicity, level, and gender. It has five main component which are team study, class presentation, quizzes, individual scoring, and team recognition. During the activity, teachers start with giving clear instruction about what they are going to learn. Students work cooperatively on a given topic, discuss, or solve a problem. Students receive answer worksheets and make sure that all the members understand the materials. Then each takes a quiz on which everyone will be ranked. Later, the teacher forms group scores based on the individual grades. The groups will gain good, great, or excellent group certificate (Slavin, 1982, p.8).

This method works like magic when students are having a test. A group of four or five students who are supposed to revise all that was taught by the teacher in order to improve their academic achievements. It is the most appropriate choice when trying to achieve well defined objectives with only one right answer such as language usage and mechanics. It is a method where every student must know the material, since the team scores depends on the achievement of every member, students will motivate and encourage each other to do their best (Slavin, 1982, p.8).

- **Three Numbered Heads Together**

Three Numbered Heads Together was designed by Kagan (1998) to measure the learners understanding in four phases:

1. Numbering: Every group member is given a number

2. Questioning: the instructor asks questions

3. Heads together : students discuss together as a group to find answers and assure that everyone has the answer

4. Answering: finally, the teacher calls a random number from every group to answer infront of the class (Arends, 2012, p. 371).

- **Group Investigation**

After choosing a sub-topic from a given unite studied by the whole class, every group further divided the selected sub-topic into individual tasks and search about it. The work is divided on the members and they mast master their piece of work. The group synthesizes the collected information and presented in front of the class (Slavin, 1982, p.14).Kagan (1989) updated the strategy and named it Co-Op-Co-Op (Slavin, 1992, p.28)

According to Kagan, co-op-co-op has ten steps: students centred class discussion, selection of teams, team building, selecting a topic and subtopics, presentation of mini topics, team presentation, and evaluation (Kagan, 1985, p.74).

- **Problem Based Learning**

The problem plays the role of a learning stimulus. Students are introduced to a given problem and asked to solve it. The issue can last for more than one session as the learners become more curious and willing to find the solution. First, students analyze the problem by sharing their knowledge of the topic as brainstorming. Through this process, students can determine what is needed to solve the problem. After the student sets the plan and assigns roles, now, they can work individually and gather more information. The next step is meeting and sharing the results in order to test the hypothesis.

- **Role Play**

Ladousse (1987) states that role play takes place when students play a part (either their own or somebody else's) in a specific situation. "Play means that the role is taken on in a safe environment in which students are as inventive and playful as possible" (Ladousse 1987, p. 5). The activity is directed towards developing the speaking performance and helps the learners to face

their fears. It can be applied to large classes and involve as many students as possible based on the teachers' lesson plan, teaching materials, media, and the time allocated.

Due to different roles, students can experience various situations and characters. They have the chance to be actively engaged in the classroom and use the foreign language for communicative purposes.

- **Timed-pair-share (Kagan, 1992)**

Timed-pair-share is based on four steps in which both parties are involved in interaction. First, every partner is assigned time to speak, then when partner A is peaking, partner B keep listening to him without interruption except to respond or ask a question if the first speaker didn't use the time allocated. In the third step partners switch roles and repeat the process. Finally, randomly selected partner is asked to share the conversation with the group or the class (Kagan, 1992).

- **Talking Chips**

This activity was developed by Kagan and Kagan (2009). It provides an equal opportunity for every individual. First every group is asked to discuss a topic, as every student talks he/she asked to put the chip in the center of the table. When the student ends his speech, he doesn't have the right to speak until all the chips are in the center. Once all the chips are down, students are allowed to start over.

To sum up, all the strategies go under the same umbrella of cooperative learning. The mentioned methods are based on five principles and share the same goal which is improving the academic achievements, social relationships, critical thinking, self-esteem and motivation.

10. Rational for Cooperative Learning

Cooperative learning techniques are considered the most reliable alternatives to classical instruction that schools adopt today (Slavin, 1990) .Its significance and popularity is reflected by

the extensive researches in the area and the encouraging outcomes. Johnson & Johnson (1975 in Johnson & Johnson, 1984, p. 2) notes some of the advantages of cooperative learning strategies which students often display:

- Long term memory: the information is transferred from being an output to an intake. This happen because CL activities require sharing and teaching knowledge to others which is scientifically approved to be effective for a strong memory.

- It leads to good psychological health: students are mature and shape their identity.

- Better academic performance: students do well on exams and get good grades. Their performance measures the effectiveness of the teaching approach.

- Acquiring reasoning, problem-solving, and critical thinking skills: learners explore diverse insights on the discussed topics and improve their abilities particularly in finding solutions.

- Students will develop positive attitudes toward their classmates and the study subject: the comfortable environment will create a positive image which makes learners opened to receive output.

- Students will be more motivated because CL activities comply with their learning styles, they are more productive and participate in the classroom.

- CL improved the learners interpersonal and communication skills: CL targets the learners' social skills through the involving them mainly in student-student interaction and partially student-teacher interaction. Gillies (2016) states that students promote their social interaction through actively listening to their peers, sharing ideas and resources, commenting on the other's ideas, accepting the others' behavior, make democratic decisions (p.42).

- It increases self-confidence: academic achievements depends to some extent on the learners' self-esteem. Because learners become familiar with their classmates, they are more tolerant and opened to criticism either on the part of their peers or teacher.

- CL method encourages heterogeneous grouping in which students with different characteristics accept and work with each other. Learners from different races, gender, abilities and backgrounds work together to achieve a common goal.

Cooperative learning is strongly supported by thousands of works in the subject area, the results showed its countless advantages. Since the object is always the learner, the strategy pushes to learn on their own and stop being just recipients. On the same scale, Smith (1996) added that cooperation often results in, better academic achievements and productivity, close and worthy relationships, stable psychological health, social skills, and high self-confidence. Establishing social relationships can have a great effect on the learner's future carrier.

Giving credits to cooperative learning, McCaslin and Good (1996) enlists some of the benefits; it increases the subject matter knowledge which will be valued by students, students can manage their own and others resources, it develops corresponding disposition toward tasks, it gives the impression of homework. Additionally, Group members develop the character of language learning model for others and the ability to understand self and others differences, personalities, and styles (in Good et al., 2008, p.199).

Recently, Hill and Flynn (2006, p. 56) emphasized the advantages of small groups by stating that it allows frequent use of language for long term acquisition . Cl activities often require functional, context-relevant speech (Kagan, 1995, as cited in Hill and Flynn, 2006).Additionally, working in group help students to receive feedback from their peers and reduce student anxiety Because of the supportive environment

According Stahl (1992, p.10), each of the cooperative learning methods has specific characteristics which will be implied in a given context. Nevertheless, some elements are essential for the successful integration of cooperative learning. In order to clear any misunderstanding, not all cooperative learning groups are effective; only group work who meets the guidelines of cooperative label can achieve positive results. Cooperative learning is not against competition: to achieve the mutual goal, students must demonstrate the highest level of performance. They compete against their own learning capacity and the other groups. The implementation of CL should not neglect the other instructional strategies; Teachers can opt for the most appropriate strategy based on defined criteria. Cooperative strategies are instructional approaches and not curriculums: the learning/teaching content are already decided and it is up to the teacher to select the corresponding strategy.

Cooperative learning strategies are independent from the course materials and the outcome, the textbook, and handouts. These strategies are structured: based on the topic, grade, content, academic emphasis, teacher can opt for activities such as Jigsaw, STAD, think pair and share. It requires a well-structured format rather than any type of group work as well as an appropriate behavior; we cannot expect the learners to bring appropriate attitudes and behavior to the group. Hence, the teacher should teach them how to contribute to the group.

Cooperative learning guidelines are neither easy nor difficult to follow; it is time consuming and requires more efforts. Later colleagues will join the movement. CL works when the teacher using it is the only one at the department: Teachers should be encouraged to use cooperative activities. Teachers can use alternative assessment when apply cooperative activities in foreign language classroom such as oral presentation, group processing, peer composition, observation, and individual quizzes (Ghaith, 2002).The success of the strategy usually depends on the presence of given criteria.

Johnson & Johnson (1984, p.1) summarized what does not represent cooperative learning in order to avoid any kind of misconception. Accordingly, cooperative learning is not merely a classroom setting; making students sit next to each other in a table and ask them to do individual assignments. It is not giving assignments that will be done by one or given students and then handed under the name of all the members. It is not completing tasks individually and helping the slowest students to finish.

Calderon (1990) adds that "Cl is not playing games" and not a strategy specific for students only but requires a redefinition of the teachers role (p.3) In fact, CL is much deeper and much targeting then being a physical classroom arrangement or a discussion of learning materials; a representative modal of CL must have five components.

11. Considerations before Application

Despite the uncountable benefits of cooperative learning strategies, the implementation of this latter is a carefully made decision. Certain aspects must be respected including: verifying if time allocated is sufficient for CL classroom or not, teachers should check if the students' level can handle cooperative strategies, they should measure the complexity of tasks, and set objectives such as improving oral production through the use of CL methods. If most of these conditions are met, then there is a need for cooperative learning.

The reason behind ensuring the presence of these obstacles is the back up the selection of this particular strategy and not the other. It is generally approved that the more causes and conditions we have the more validity the corresponding strategy will gain. Therefore, sorting out the various conditions of a given situation will lighten up the path for the perfect strategy.

- **Teacher/ Student Role in Cooperative Learning**

The role of the teacher in the learner-centered classroom differs from that of traditional instruction (Richards & Rodgers, 2001).During the intervention of cooperative learning, teachers should consider several aspects to ensure the success of the strategy. As a matter of fact, the process of learning and teaching requires teachers to accommodate their roles in favor of the teaching approach. Consequently, their attitudes and perception are drawn upon the chosen teaching approach which in turn shapes the learner's reaction to learning. In the communicative approach, much interest is given to the learners' needs and wants. The US Department of Education (1990, p. 23) noted how the teacher is expected to behave;

- Set the objectives of the lesson: the teacher should set the academic objective based on which concepts, strategies, and procedures are selected as well as the skills to be emphasized

- Plan the content materials and practicing swim or sink together through giving a to single copy to each group.

- Monitor: Objectively, the teachers observe and take notes on the group's performances. When it is needed, teachers can assist students to finish the tasks without interfering with their learning.

- Evaluator: teachers should consistently evaluate the learner through written exams. Teachers may ask them to list what was positively developed while working together and the things that were difficult to improve. Another way can be asking students about their contributions to the group and what they can do better next time.

- Assign Roles: Reach instructional decisions, they should decide the size of the group, materials, method, space, and organization of the classroom, the role of students and the

duration of the strategy. It may seem easy to decide but actually, it should be carefully designed. The smaller groups are, the better results are achieved especially in the beginning. Best groups consist of 4 members in order to keep the sense of accountability and interdependence. Second, random assignments said to be more effective since allowing them to choose the group may end with groups of friends and some students are left out. Third, the members should be committed to their group until the end of the task. Fourthly, select the consistent roles for the students that fit the task as well as help the group processing.

-   Explain the task and the positive interdependence: To avoid ambiguity and frustrations, teachers should give clear instructions, set matching strategy and specify interdependence. Positive interdependence can be realized by asking students to prepare a single product.

Similar to teachers, students play a different role in a cooperative learning environment. During the ordinary classes, students are busy working individually and trying to impress their teacher as the main objective is obtaining the highest grades and be ranked on the top list. In CL, the objective is to work hard for the sake of the group rather than the ego. The structure of cooperative learning and its principles lead learners to be good organizers and goal oriented.

Generally, the role of students is linked to their attitude toward the implementation of the strategy in the teaching/learning process. A wide range of studies was conducted to discover this latter and its relationship with the success of the intervention. Kagan (1994, in Woolfolk, 2004, p. 496) provides a list of some possible roles that could be played by students during a cooperative learning activity as follows:

Role	Description
Supporter	Encourages shy students
Praiser	Displays appreciation of the contributions of the other
Gate keeper	Ensures equal participation
Coach	Explaining academic concepts
Question commander	Ensure that all the student's questions are asked and answered
Taskmaster	Keep students on task
Reflector	Keep the group aware of the progress
Quiet captain	Maintain silence and prevent noise
Material Monitor	Picks up and returns material
Recorder	Write down decisions and plans

Table 2. 5. Students Role in Cooperative Learning Groups

Similarly, teachers using the cooperative approach must perform certain roles, Hyland (1991) states that teachers are responsible for interaction and learning, they have to structure the learning environment and form groups, produce interactive language, carefully select interactive activities, coordinate with the groups, provide feedback, support, guidance, and motivation (in Richards, and Lockhart, 1996, pp. 102-3)

12. Troubleshooting of Cooperative Learning

Similar to any teaching methods, CL is not perfectly designed and applied. Despite the endless efforts to best implement the strategy, teachers face several drawbacks. First, time is not in the teacher's favour. The time devoted for each lesson is within the average of 1h30 minutes. Since

teachers are always required to finish the tasks, little attention is given to how the materials should be presented.

Despite the potential benefits of CL, It has also some problems. Students may build misconception about the academic content, they may be peer-dependency instead of teachers. Additionally, toward achieving a goal and getting the rewards, students may value the product more than the process. They may give too much attention to the group processing more than the academic objectives and may contribute differently; high achievers may get the work done on their own for the whole group. While the others become indebted. In some cases, some students may be ignored and get feedback that underestimate their skills, hence, group accountability is not always at hands (Good et al., 2008).

Smith (1979, p. 25) elaborates more and state that the first barrier against the use of cooperative structure is that students refuse to work together which makes the task very difficult. The second pressure against its implementation is the competitive myth. Learning is not purely competitive and individualistic; it doesn't increase motivation or the self-esteem. The third barrier is the time constrains and the must to cover a given amount of curriculum. However, non-traditional teaching of all the content material can guarantee a long retention of knowledge

Slavin (1991, p.61) highlighted some of the troubleshooting of students team learning: group members may not get along, students may misbehave, uncontrolled noise, unplanned absences, lacks of time management, problems in implementing some activities such as jigsaw, teachers may find it difficult to evaluate and give scores, and finally it can be very demanding on the teacher 's part.

In discussing what holds cooperative learning activities back, several myths come across:

1. Schools should emphasize competition because it is a dog eats a dog world: this is cannot be true; the external world is based on cooperation of human being in every

aspect of life. Society, family, economy and education system are based on cooperation and achieving mutual goals

2. High achieving students are punished by working in heterogeneous groups: they score higher on retention tests more than working individually and they develop collaborative skills and friendship.

3. Every member has to do the same work in the same rate: every student is given a new learning material, assigned to new roles.

4. A single grade for every group and shared by all the members is not fair: students receive first individual grades and then the group gets the average grade.

5. Cooperative learning is simple: changing the classroom form individual and competitive learning to cooperative is a complex process.

6. Schools can change overnight: transforming schools into places where students care about each other takes time (Johnson, Johnson and Holubec, 1984, p.74).

Despite the pitfalls, CL strategies aim at providing occasions for natural acquisition of second language through involving learners in pairs or group interaction. It aims at providing a reliable methodology for teachers which facilitates achieving the goal of language learning. It is very flexible and can be used to focus on a given language lexis or structure through interactive tasks. Furthermore, it aims at developing the learner's communicative strategies, increasing motivation, reducing stress and creating a positive learning environment. It is ng is an approach that crosses both domains education and second and foreign language teaching. The goals are directed toward achieving pro- academic norms among students (Richards and Rodgers, 2001, p.193).

13. Research on Cooperative Learning

The effectiveness of cooperative learning strategy as a teaching practice is proven and validated by the successful conducted studies overtime. The volume of studies, findings, journals, international conferences and published books provide the empirical evidence of its fundamental importance and efficiency. The majority of research findings stressed the positive effect of the strategy on developing academic achievements, critical thinking, social skills, and motivation.

The strategy was frequently implemented in various educational levels starting from the kindergarten to higher education worldwide. The popularity and the spread of the strategy invaded all the educational levels and led to satisfactory results. Johnson & Johnson (1989 in Kluge, 1999, p. 19) stated that a meta-analysis study was done on 352 study related t cooperative learning. By categorizing the results, CL is found to develop high level reasoning strategies (Spurlin, Dansereau,Larson, & Brooks, 1984; Larson, Dansereau, O'Donnell,Hythecker, Lambiotte,& Rocklin, 1985), high scores (Lambiotte,Dansereau, Rocklin, Fletcher, Hythecker, Larson, & O'Donnell,1987),better social relationships (Cooper, Johnson, Johnson, &Wilderson, 1980), high self-esteem(Slavin, 1983), self-directed strategies (Johnson,Johnson, Johnson, & Ander-son 1976), and motivation (Kulik & Kulik, 1979).

Nastasi & Clements (1991), in reviewing previous studies, assert that the positive effect of the strategy is universal and proved through the research finding of psychologists and educators. It is the most appropriate teaching practice that can be applied from elementary to collage level regardless of sex, age, ethnicity, covering different subjects such as art, mathematics, languages, and science. Engaging learners in cooperative activities will enhance cognitive growth, academic achievements, motivation, and positive attitude toward learning, social and interpersonal skills. However, the success is related to the structure of the activity and the personal characteristics (p.111). Research in Cooperative Learning was varied in term of theory, subjects, levels, and

targets. It appeared as a modern teaching approach that dares the norms. Various studies were conducted worldwide and cross the academic levels. It approved its reliability through the consistent results achieved in different areas.

In China, Lin (2009) conducted a research to explore the effect of cooperative learning strategies the oral performance, conversation analysis, and overall proficiency of chinses students during the Academic Year 2007-2008. As a quasi-experimental study, for 15-weeks, the experimental group participated in CL activities in conjunction with regular oral classes whereas the control group received traditional instructions. The results revealed its effects on the students' interactive communication and conversation analysis; however, showed no improvement in overall proficiency.

Pattanpichet (2011) investigated the effects of using CL in promoting students' speaking achievement, Bangkok University. The subjects were enrolled in English classes and taught through a cooperative learning approach. Additionally, a student diary, semi-structured interview and a questionnaire were used to explore their attitudes toward CL. Data were analyzed and proved the effectiveness of the strategy in improving the speaking skill as well as positive attitudes.

Ning (2008) conducted an experimental research aiming at investigating the effect of cooperative learning as a method that offers language practice opportunities for Chinese learners learning English as a second language. The results showed superior performances in speaking, listening and reading to those who received traditional instructions.

Talebi and Sobhani (2012) conducted a research that investigates the effect of CL on speaking performance. A sample of 40 students was enrolled in a speaking course at an IELTS Center in Mashhad, Iran. The subjects were divided into control and experimental group; the

control group received the traditional teaching practice while the experimental group was taught through CL activities. The results showed that the experimental group performed significantly higher than the control group.

Given the supportive arguments to our research, in the field of foreign language learning, theorists list numerous advantages of cooperative learning which helps promoting student talk, provide relaxed environment, boost motivation, enables negotiation of meaning, and improves input comprehension (Olsen & Kagan, 1992 in Jacob, 2002, p. 52). Within the framework of applicable studies, Cooperative learning strategies were also investigated in Algerian educational system.

Boussiada (2010), University of Constantine, department of English, examined the impact of cooperative learning strategies on the learner's oral production. He hypothesized that foreign language learning is acquired through using it in communicative situations, thus, English should be taught through maximizing language practice and classroom participation. Because the study was descriptive the researcher adopted two questionnaires administered to third-year learners and teachers of Oral expression. The findings revealed that the implementation of the technique increases language practice opportunities and the learners' involvement in the class which develops learners' speaking.

In 2013, Benfatah at Mohammed Kheidher University of Biskra, investigated the influence of CL activities applied by teachers on the learners speaking ability. The study was purely qualitative which used classroom observation, interview with students and an interview with the teachers in order discover how the technique is implemented and how students react. The findings

showed that the strategy improved the learners' oral production, but listed some of its shortcomings such as noisy classroom and conflicts in groups.

On parallel, Kribaa (2013), University of Biskra, explored the impact of cooperative learning on enhancing the learners' oral proficiency and communicative skills. Accordingly, successful language learning takes place when it is used in communicative context. For data collection, two questionnaires were administered to third-year students and oral expression teachers. The results confirmed CL to be a good strategy that promote learners' speaking ability and participation in the classroom through interactive activities.

Lasnami (2015), Abderrahmane Mira University of Bejaia, conducted a research to identify problems related to the integration of CL strategy known as Think-Pair-Share as well as its influence on interaction among second year students of English .He believed that using CL activities will increase classroom interaction opportunities. The qualitative study adopted observation checklist of oral expression, a questionnaire, and an interview with teachers. The outcomes showed that learners were actively involved in learning because of the unlimited speaking opportunities.

In the same year, Alimi (2015), Mohammed Kheidher University of Biskra, investigated the effect of cooperative group work on developing students speaking production and interactive skills classroom. The descriptive study demonstrated how cooperative classes encourages students to speak and at the same time help eliminating shyness and inhibition .He hypothesized that the integration of the instructional strategy in oral expression classes will create a comfortable environment to use the foreign language. The researcher used two questionnaires; one for third year students and the other for oral expression teachers. The findings showed its effectiveness in improving speaking, increasing participation and self-confidence, and decreasing anxiety.

At Mohammed Kheidher University of Biskra, Fdal (2015) conducted a study that aims at improving second year students speaking fluency through cooperative activities. The researcher believed that CL instructional approach will help students to speak fluently and spontaneously. The exploratory study used classroom observation and a questionnaire administered to second year students. The results displayed that CL tasks activities augmented students' speaking fluency because of adequate language practice opportunities.

More recently, a descriptive research was conducted by Chabani (2017), Kasdi Merbah Universit of Ouargla, to discover the importance of CL strategies in enhancing the speaking performance and communicative abilities. The qualitative study adopted classroom observation of second year secondary school students and an interview with teachers of the Foreign Languages stream at Jilali Liyabes secondary school of Hassi-Messaoud. The findings confirmed the efficiency of CL in improving the oral skills and captured some troubleshooting.

All the Algerian studies confirmed CL activities to be effective in enhancing academic achievements in general and learners speaking ability in particular. This implies the reliability and the validity of the approach in addressing language speaking skill more than the others. Hence giving credit to the selection of this method over the other in teaching oral expression classes.

Conclusion

Cooperative learning is a well-developed approach that speeds up learning and respects the addresses the learners needs. It differs from collaborative learning mainly in the structure. Previous findings proved its efficacy in increasing the student's academic achievement, motivation, and social skills. On the other scale, it decreases anxiety, and low self-esteem. This chapter reviewed the nature of CL, its principles, CL vs collaboration ,history, traditional vs modern teaching ,levels of CL, grouping, theoretical perspective, learning models, guidelines for successful application,

considerations, back draws, research on CL on international and national level. It discussed the key element and summarizes the most important concepts that frame our problem. The primary aim of the chapter is to place the study within a theoretical framework. The next chapter will deal with how the research how is conducted to address the research problem

Chapter Three

Methodology & Design

Introduction

This chapter presents the practical phase of the study. It entails the various steps taken to achieve the objectives as the prior goal is investigating the impact of cooperative learning on the students' oral performance. First, it provides some key concepts about the research framework that justifies the choice of the methods and a full description of a quasi-experimental design. Additionally, it provides a detailed description of population and sample. Next, data collection instruments including the students' questionnaire, semi-structured interview with the oral expression teachers, and the experiment are explained, followed by a detailed description of the intervention and data analysis methods. Finally, the chapter ends with a discussion of research validity, reliability, and ethical considerations.

1. Research Design

Any type of research follows scientific guidelines, research design is defined as the guidance which sets the steps taken to construct and carry out a research (Balnaves, 2001).

1.1 .Theoretical Considerations

The selection of any research strategy or method is based on the adopted approach which can be quantitative, qualitative or mixed. Creswell (1994) defines qualitative research as an "inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures" (p. 2).The approach claims knowledge that was already constructed based on given perspectives or advocacy perspectives. In Ethnographic or narrative designs for example, the investigator seeks the participant's view of a given phenomenon through observation and participation in the study or through collecting individual experiences via

interviews. The qualitative studies are concerned with the quality especially investigating the human behavior as a way of identifying the motives behind a certain action (Kothari, 2004, p. 3).

According to Creswell (2003, p. 21), in quantitative research, the investigator uses postpositive claims for enhancing knowledge in which he employs experiments, surveys, and collect data. In this case, the researcher tests the theory through a narrowed hypothesis and start collecting data that either support or refute the proposed hypothesis. It is based on the measurement of the quantity or amount i.e. expressed through numbers (1, 2, 3…etc).Quantitative designs are well-established, with the best known typologies describing experimental, quasi-experimental, correlation, and survey research which have evolved over the past fifty years (Campbell and Stanley, 1963).

Mixed approach is used as a linking bridge between the two approaches for a better understanding of the research problem and finding the appropriate solution. A triangulated research describes any single study that uses two different approaches. It is about crossing the norms by combining outstanding methods drawn from entirely different models. Data sources triangulation helps the researcher to check the findings of one tool against the other (Denscombe, 2007, p. 107). Consequently, Data gathered can be both numeric (questionnaires) and text (interviews) which makes the database both quantitative and qualitative (Creswell, 2003, p.21).

Similarly, Tashakkori and Creswell (2007) define the mixed approach as "a research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry" (in Creemers et al, 2010, p.116) .Thus, triangulation increases trustworthiness through the validation of the findings. It results in better knowledge in terms:

- Improved accuracy (a mean of validation) through checking the corroboration of findings resulted from different tools.

- Fuller picture (a source of complementary data) provides the completeness of the findings. It helps the researcher to get a full version of the subject under study and can open the door or a new line of enquiry (Denscombe, 2007, p. 108).

For these reasons, the current study adopted a mixed method approach. A diagram of mixed method research (Adopted from Creemers et al, 2010, p.117) summarizes the most important points:
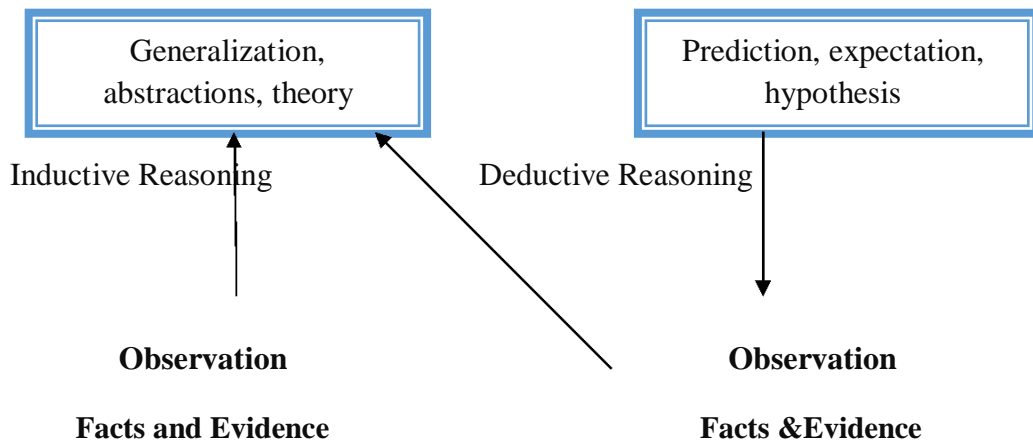
Figure 3. 1. Mixed Method Approach

The present mixed approach study uses both logics of discovery and justification that is exemplified by testing of theories (the hypothesis) and exploring new knowledge (research questions). This type of research belongs to educational effectiveness research that typically involve some hypotheses related to a theoretical position- in this case refers to learning in a social context , in addition to a questionnaire about aspects of schools and or of teacher behavior (Creemers et al, p.126, 2010).

Mixed approach is highly recommended due to the following facts:

- Addresses confirmatory as well as exploratory questions through the use of qualitative and quantitative approach,

- It provides a stronger meta-interferences due to its different data sources,

- Offers an opportunity for a greater assortment of divergent views,

- It often much engaging than mono-methodological approach (Creemers et al, 2010, p.129)

The study under investigation adopted the mixed method design, a procedure that involves both quantitative and qualitative data at some stage of the research process for the sake of understanding a research problem more completely (Fraenkle, Wallen & Hyun, 2012).

1.2 .The Quasi-Experimental Research

A match between the research problem and the selected approach is a must. The rationale for choosing the quasi-experimental study is that research questions require examining the effect of CL strategies on the learners' speaking performance in educational setting. Quasi-experimental research designs can be employed in case participants cannot be selected randomly from a population or cannot be assigned to experimental and control group (Martella, 2013, p. 150). In this study, first the researcher intended to use control-group design, however, due to the unequal number of students in the convenience sample (a group of 17 students and a group of 27 students); the researcher was obliged to adopt one group pre-posttest design. The experimental group consists of twenty seven students who were available for the study.

Among a variety research types, it is widely agreed that in educational research, it is almost impossible to undertake true experimental research (Cohen et al., 2007, p. 282). Alternatively, quasi-experimental designs are extremely valuable because they enable researchers to conduct representative research. They are best applied when conducting a representative study (Martella et al, 2013, p.160). Such designs were generated to examine causality in context where control over the

subjects is not accessible. Their internal validity is powerful and exerts matching instead of randomization. Thus, quasi-experimental designs lack at least one of the other two properties that feature true experiments, known as a control group and randomization (Singh, 2007, p 67).

Experimental Validity is an important element of research: there are internal and external validity. According to Best & Kahn (2006), internal validity refers to the extent that the manipulated factors or independent variables have a significant effect on the noticeable consequences or dependent variables in the experimental context. The external validity refers to the extent to which reached relationship can be generalized to other population, setting, treatment and measurement variables (p.171).

The following diagram better explains the quasi-experimental design under investigation:
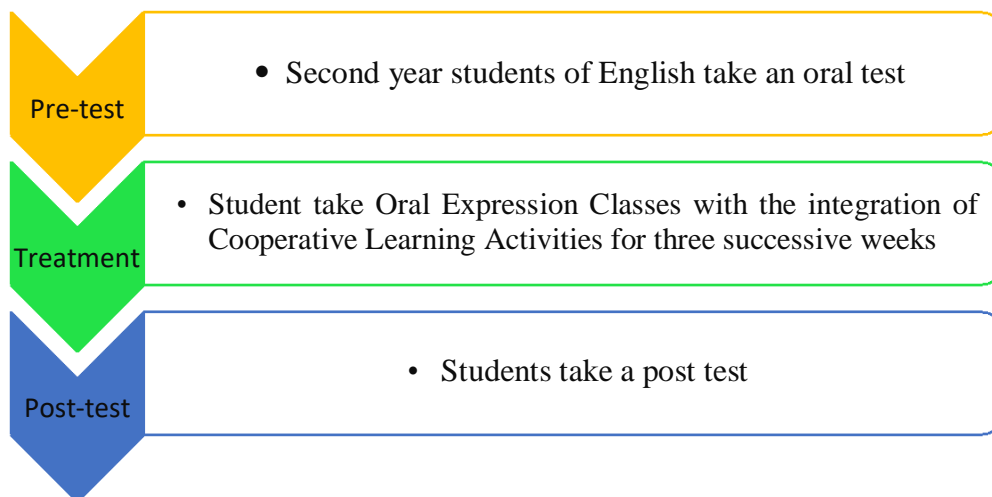
Figure 3. 2. Quasi-Experimental Design

According to Creswell (2003) "the basic intent of an experiment is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might control that outcome" (p. 154). Consequently, the current design aims at investigating the impact of cooperative learning activities on boosting the EFL learners' speaking skill. Other sub-concerns

also include its effects on learning motivation, social skills and self-esteem. In one group pretest–posttest design, the pretest is administered at the beginning of the intervention and the influence of the independent variable is determined by comparing the group scores of both the pretest and the posttest (Martella et al, 2013, p. 157).

$$O_1 \quad x \quad O_2$$
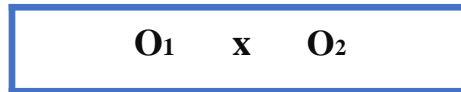
- O means a period of time in which students were assessed (or observed). O_1 means the first time students were assessed while O_2 the second time. It referred to as the dependent variable that is controlled (in this case : the speaking skill)

- X means the received treatment or the intervention , the manipulated independent variable (in this case: oral performance)

In this study, as shown below, the independent variable is the cooperative learning strategies and the dependent variable is learners' oral performance that covers: grammar, vocabulary, pronunciation, and fluency.

Independent Variable	Dependent Variable	
Cooperative Learning Strategies	Overall oral Proficiency	Grammar
		Vocabulary
		Pronunciation
		Fluency

Table 3. 1. The Quasi-Experimental Study

As it was mentioned previously in the rationale of the study, the research set out to investigate the effect of cooperative learning on the learners speaking ability. For this purpose, a quasi-experimental study is designed to answer the following questions

1. To what extent can cooperative learning develop the students' speaking ability?

2. Does cooperative learning help to foster oral interaction among learners?

Sub-questions include:

1. What are the speaking difficulties that hinder the enhancement of EFL learners' speaking ability?

2. What are the attitude of both students and teachers toward the adaption of cooperative learning activities?

Based on the stated problem and the relevant research questions, the researcher hypothesize that integrating cooperative learning strategies may enhance the learners speaking performance.

2. Research Settings

2.1. Target Population

The term population is defined as the group to whom the results can be generalized. It must be set at the beginning of a research; from which the representative sample will be drawn (Gorard, 2003, p58,). The population of the present study consists of second year students at the University of Jijel, during the second semester of the academic year 2018/2019. Prior to investigation, the researcher requested access to the university and got permission.

2.2. Sample

By definition, a sample in a research study is the group on which information is obtained (Frankel et al, 2012 p.91). Sampling techniques can be classified under two main categories

"random" and "non-random". The current study opted for convenience sampling; it is a group of individuals who conveniently are available for study (Fraenkel et al, 2012, p.99).The rationale is the availability of naturally formed groups (Creswell, 2003). Denscombe (2010) supports by stating that "an element of convenience is likely to enter into sampling procedures of most research because researchers have limited money and limited time at their disposal "(p.37).

Regarding the students questionnaire, the researcher used simple random sampling. It ensures "that each and every member of a population has an equal and independent chance of being selected for the research" (Mackey, 2005, p. 120). This type of sampling is used when the entire share the same characteristics in all cases (Walliman, 2006, p.77). Second year students of English at the department have the same background and share the same features. Since all students are alphabetically ordered and numbered, the researcher called random numbers to be included in a sample of seventy (70) students.

Concerning the semi-structured interview, the random sample consists of five teachers out of nine teachers of oral expression who agreed to participate in the study. They were selected because they deal directly with the speaking skill which is the goal of the study.

For the experiment, a convenience sampling technique is used. Two groups out of six groups (the whole population) were available for the study; however, the two groups did not have an equal number of students. Consequently, the researcher was obliged to work only with one group which consists of 27 students (male & female). The One class is assigned as the experiment group that eventually fit the research design. The main reason for the selection of second-year students of English is that they are familiar with the oral expression classes and have a good understanding of the subject. Additionally, students are familiar with their classmates which facilitates the process of grouping during the treatment program.

Regarding the size of the sample, Kothari (2012) states that it should be optimum; neither is excessively large, nor too small. The appropriate sample fulfills the requirements of efficiency, representativeness, reliability and flexibility. While deciding the size of sample, researcher must determine the desired precision as also an acceptable confidence level for the estimate (p.56). In certain studies, covering more instances reduces the risk of a biased sample. According to (Denscombe, 2010) large sample assures that:

- All aspects of relevance to the research question will be covered and included in the findings;

- Some balance between the proportions within the sample (p. 41)

2.3 .Variables

(1) Dependent variable

According to Creswell (2012, p.115) a dependent variable is an attribute or characteristic that is dependent on or influenced. Within this context, the dependent variable is oral performance that involves vocabulary, grammar, pronunciation, and fluency. In others words, it is the student's ability to express their ideas smoothly and without breakdowns which usually result from the lack of language practice occasions. In this case, Cooperative learning is the teaching strategy that is estimated to have a positive impact on speaking performance.

(1) Independent Variable

Creswell (2012) stated that an independent variable in an attribute or characteristic that influences or affects an outcome or dependent variable. The Independent variable of the study is cooperative learning strategies. It involves consolidating a variety of cooperative activities including: jigsaw, three minutes interview, and round table integrated in oral expression classes.
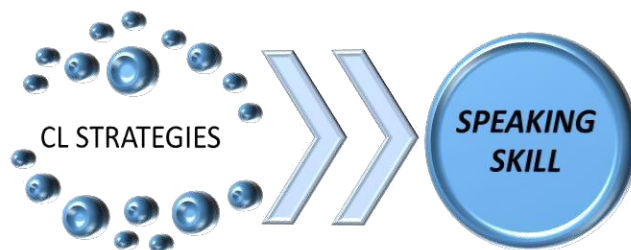
Figure 3. 3. Cause Effect Relationship

3. Data Collection Instruments

To benefit from the strength of the tools and minimize their weaknesses in data collection and analysis, mixed-methods research is highly recommended (Johnson & Onwuegbuzie, 2004). Consequently, data were collected from students and teachers by using questionnaire, semi-structured interview and oral tests. The informants' behaviors and answers will help capturing the problem and drawing conclusions. The instruments used were self-completed with reference to literature. While the questionnaire was conducted to better explain the research problem and examine the students learning situation, the semi-structured interview was conducted to examine the teachers' opinion toward the use of the novel learning strategy. The instruments were divided into sections to addresses different concerns.

The third instrument is the oral speaking test that measures the learner's oral proficiency before and after the treatment period. The test evaluated the learners' oral performance through measuring four criteria: pronunciation, grammar, vocabulary, and fluency; each of the elements was given five points scores before and after the treatment. The instructional method of CL was integrated in the regular oral expression classes in an average of 180 minutes a week. Since oral expression teachers were not provided with any curriculum, the materials were carefully selected based on specific criteria and served the research objectives.

3.1. The Students' Questionnaire

A questionnaire is a set of questions that participants answer to gather data about the research understudy. It is widely used to collect effective information, real and convenient (Adams and Schvaneveldt, 1991). It is any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from existing answers (Brown, 2001, in Dorney, 2003, p. 6).

Questionnaires are highly structured data collection tools. They dig deeper and collect very specific information such as the personal information and offers a wide range of possible answers such as ticking in the box, yes or no, and frequency. This makes questionnaire data particularly suited for quantitative, statistical analysis (Dorney, 20003, p.14). Moreover, Questionnaires allow the selection of a large representative sample that adds to the validity of the research. Studies have shown that the willingness of the participant to provide information has a great impact on the research validity (Singh, 2006, p.108).

In the current study, the questionnaire addresses second year students of English to obtain information about the speaking deficiencies and their views toward the use of cooperative learning activities as a challenging strategy to overcome those obstacles. The questionnaire titled *speaking deficiencies cooperative learning as a remedy* was delivered aiming at identifying the present conditions, problematic areas and pinpointing future needs. The questionnaire was self-completed with reference to the literature and previous studies in the area. It contains a variety of questions: multiple choices, dichotomous, open-ended questions. All the items were set to collect as much accurate information as possible to answer the research questions.

The questionnaire was administered to second-year students of English at the department of foreign languages and letters. Since the population is too large to work with, a randomly selected

sample of 70 students were asked to complete the questionnaire. It consisted of 19 items divided into two major sections, the first dealt with a variety of speaking problems, learning environment, motivation while the second tended to examine the student's perception of cooperative learning as a remedial strategy. In order to ensure a well-organized process, the researcher planned to meet the participants in the auditorium. The informants were given 20-25 minutes to answer the questions which were clear and targeting. In order to insure a smooth process, the researcher piloted the questionnaire with ten students as well as oral expression teachers.

- **Section One: Speaking Ability and Educational Setting:**

The first part gathered information about the learners' speaking ability. Students were asked about their attitudes toward speaking (Q1), Language skill that needs development (Q2), their self-assessment of the speaking proficiency (Q3), the importance of oral expression classes (Q4), the effectiveness of the current oral expression class (Q5), their participation frequency in oral classes (Q6), causes of low participation (Q7), motivation in oral expression classes (Q8), their social interaction (Q9), the role of social skill in enhancing speaking (Q10).

- **Section Two: Students' Perception of Cooperative Learning**

The second part of the questionnaire sheds light on the teachers' practices inside the classroom and the educational context. It aimed at discovering the learner's awareness and attitudes toward implementing cooperative learning activities in oral classes. Their answers will determine to what extent they are open to the various changes. Students were asked about their attitude toward the current teaching method (Q11), their preferred type of activities (Q12), their favorite activities (Q13), their awareness of cooperative learning (Q14), the effectiveness of CL in enhancing the speaking ability (Q15), Their attitudes toward the integration of CL (Q16), their attitudes toward

working in groups (Q17), their readiness to work in group (Q18), and finally their agreement or disagreement of some statements.

The following table summarizes the objectives of the raised questions in relation to the research goal:

Research Questions	Themes	Questions
Research Questions 1/2	Perceptions toward English	Q1_Q5
	Motivation	Q6_Q8
	Social Context	Q9_Q10
	Learning preferences	Q11_Q13
	Awareness of the group work	Q14_Q15
	Attitudes towards Group Work	Q16_Q19

Table 3. 2. The Aim of the Questionnaire

- **Piloting the Questionnaire**

Any scientific research ought to follow scientific procedures. Before handing the questionnaire, a sample was administered to a number of students from the same population to ensure its validity and clarity. The feedback was very useful, the researcher reviewed all the comments and modified those lacking areas including spelling mistakes, punctuation, clarity, and redundancy.

The researcher first distributed eighty questionnaires; however only seventy participants returned the questionnaires.

Number of Distributed Questionnaires	Number of Returned Questionnaires	Number of missed questionnaires
80	70	10

Table 3. 3. Handed Vs Returned Questionnaires

3.2 .Teachers Semi Structured Interview

Types of interviews in this investigation, the researcher used semi-structured interviews with pre-determined questions that were asked to five oral expression teachers. Semi-structured interviews are qualitative tools that consist of open ended questions and the responses are usually different of what is expected, they do not have a fixed predetermined answers (Fraenkle et al, 2012).In addition to pre-determined objectives, the discussion can lead to other related topics and important information.

The interview is the most convenient method to access informants' perceptions and insights, construct meanings and realities, a potent tool to understand (Punch, 2005). Apart from students, teachers are considered a source of information in terms of assessing the learner's speaking skills and pinpointing their faults. For such reasons, a collection of pre-determined questions were asked to clarify some point such as the learners' speaking problems, the teaching context, syllabus, teaching approaches as well as their perception of cooperative activities. The aim is to uncover the teachers' attitudes toward group work and their own views of the effect of the strategy on fostering the speaking skill.

Five teachers of oral expression joined the investigation and agreed to participate in the study. Because the door is sometimes more important than the action, the teacher's attitude was measured through targeting questions before being enrolled in the experiment. The reason behind

the selection of oral expression teachers rather than any other subjects is that they work directly on the speaking skill. Collecting data from teachers is a method to cover the subject understudy from different angles. They provide useful information about the speaking difficulties, teaching conditions as well as their own insights of cooperative learning.

The participants' personal information such as name is kept confidential. Transcribed and recorded data were also confidential and used for the research purposes only. The interviewees were five teachers of oral expression at the department of English, University of Jijel during the academic year 2018/2019. In a very calm place (language laboratory), the researcher conducted a face to face semi-structured interview with teachers of oral expression, each took about forty minutes. Teachers were very comfortable and had time to sit and answer the question. The interview started with ten predetermined questions and ended with eighteen questions. Before starting the interview, teachers were informed about the research goals and the targets.

The semi-structured consisted of 18 questions. Teachers of oral expression were asked about their The academic degree (Q1), their teaching experience at higher education establishments (Q2), their attitudes toward teaching Oral Expression classes (Q3), their evaluation of the learners' oral performance (Q4), the major difficulties that hinder the developments of the speaking skill (Q5), the most important language skill (Q6), types of activities adopted (Q7), learners' participation during oral expression classes (Q8), motivation in oral expression classes (Q9), frequently used activities in oral expression classes (Q10), their evaluation methods adopted (Q11), their role in the classroom (Q12), their awareness of cooperative learning (Q13), their use of CL activities (Q14), their likelihood of CL activities (Q15), the use of cooperative learning to enhance speaking (Q16), CL and social skills (Q17), their attitudes toward CL (Q18).

The following table demonstrates the aim of each question through categorizing them into themes;

Research Questions	Themes	Questions
RQ1/ 2	Background information	Q1_Q3
	Students' level	Q4_Q5
	Assigned activities	Q6_Q8
	Motivation	Q9
	Teaching style	Q10_Q12
	Awareness of group work	Q13_Q15
	Perceptions of group work	Q16_Q18

Table 3. 4. The Aim of the Semi-Structured Interview

3.3 .The Oral Tests

According to Luoam (2004) "Speaking scores express how well the examinees can speak the language being tested. They usually take the form of numbers, but they may also be verbal categories such as excellent or fair" (p. 59). An oral test was given as a pretest for experiment group before the treatment; the test is conducted as face to face interaction. It was 8 minutes long for each individual and consisted of three phases: introducing one-self, giving an opinion on a given topic (forty strips of paper each with a given subject, students mix and select one), and discussion questions related to the selected topic.

In a very calm and relaxed language laboratory where students used to study, the teacher of oral expression along with the researcher conducted an oral test. The entire test lasted for more

than six hours. Considering the psychological state of the students, the teacher was very helpful and tried the maximum to raise their self-esteem and make them feel comfortable. Since it was the last exam on the schedule, the teacher chose to break the ice through asking them how they feel, how the exam was and asked them to expresses themselves. The teacher here, even played the role of a psychologist; preparing the students to take the test.

In the first phase, with the instructor's role as a facilitator, students shared their thoughts, fear, dreams and hopes. They felt safe to talk about anything. The oral teacher tried to create a safe environment that reduces their anxiety and stress, So that their performance will not be affected. One observed inconvenient aspect is their shift to native language whenever they cannot find the equivalent in the target language. A number of students failed to express their thoughts in English and shifted to Arabic. Kindly, the teacher asked them to use English and sometimes tolerate. This part aims at assessing the learner's ability to talk about personal details smoothly.

In the second phase, a container of forty strips of paper; each holds a quote, an open ended statement, or questions. The prompt topics were varied and interesting; they were at the students' level and already discussed in the previous classes. First, students were afraid that the questions may not be easy and clear; however, they were very surprised by the simply set questions. Individually, the students mixed that bunch of the forty strips of paper and picked up one of them, read the content aloud and took one minutes to think and organize their thoughts, then argued and gave their own opinion freely whether from a personal experience or perspective in life.

Finally, the third step was followed by discussion questions related to the topic selected. The aim was to create an interactive situation where conversation is easily examined. In describing the rating scale, the assessor gave marks based on four criteria: pronunciation, grammar, vocabulary, fluency. Each of the evaluated elements was scored out of five giving a full mark of

20 points. The aim of the pretest is to measure the learners' speaking skill before being enrolled in the experiment.

After the treatment, three successive weeks, all the participants took the post-test to measure the effect of the intervention in comparison to the initial ones. The level of difficulty for the pretest and the posttest were similar and identical in every aspect.Also,the evaluator made sure to provide similar environment. In the same language lab, students were called one by one and interviwed for 8 minutes. The purpose of conducting a post-test is to find out whether there is a difference in scores before and after the training programme for each student.The period between the two tests were long enough to exclude any possible testing threats such as familiarization with the test content. A paired sapmle t-test results is calculated to align the findings with the goal of the reseach which is determining the impact of the strategy on the learners' oral production.

Test allowed for the testing of the influence of a treatment on an outcome

The following table summarizes the research goals:

Research Questions	Data Collection Instruments
What are the speaking difficulties that hinder the enhancement of EFL learners speaking ability?	-Students 'questionnaire -Teachers 'Semi-structured Interview
What are the attitudes of both students and teachers toward the adoption of cooperative learning?	Students' questionnaire -Teachers 'Semi-structured Interview
What is the effect of cooperative learning activities on developing the learner's speaking ability	Oral pretest Oral posttest

Table 3. 5. Research Goals

- **Pilot Testing of the Oral Test**

In addition to pilot testing of the questionnaire, the designed intervention was tested too. For two sessions during the first semester of the academic year 2018/2019 where second year students of English experienced CL activities. The Teacher of oral expression introduced CL gradually including structure, duration, and complexity of the activity. Their ambiguous image of group work was cleared through simplified explanations and exemplifications. The rehearsal tasks included minimum work as the learners were requested to work in pairs and exchange knowledge. Step by step, learners were accustomed to CL activities which gave teachers more freedom to design CL lessons. Students first were cautious and lost, however, teacher's guidance help them to keep on the track.

During the testing period, teacher of oral expression faced some difficulties in grouping the participants. Nevertheless, the instructors communicated his expectations and intentions of CL implementation which persuade them to accept it. Another problem was deciding the size of the group. First, the teacher divided students into group of six assuming that reducing the group number makes it easier for classroom management. However, students did not get equal chances of participation and created more noise. As managing a classroom full of groups is not easy, the teacher assigned a leader for each group in order to ensure optimal learning.

Concerning the activities used, the trial session showed that the time frame did not allow the integration of several activities at once especially when students lacked team-work experience; an average of two to three activities are advised .The pilot study provided an opportunity for the researcher to observe the situation and collect feedback from teacher. The modifications have been

made to assure the smooth pace of the process and guarantee success. By taking into account all the remarks, the program was ready to be put into practice

4. Research Procedure

According to Mutch (2005), "The process of a quasi-experimental research starts with establishing the baseline data; implementing the intervention; and measuring the findings" (p. 117).Before getting enrolled in the treatment program, a pilot study was conducted with a different group. For one week, students experienced cooperative activities that carry carefully structured lessons. The main purpose is to test the instrument and modify it if there are any breakdowns and unsatisfying aspects. Based on classroom observation and the teacher's claims, some activities were time-consuming and required revision. The researcher noted that the time constraints limit the application of several CL activities in a single session. One hour and half can be devoted for maximum three activities especially if the activities are detailed.

Students were enrolled in a program for three successive weeks from February to March 2019. At the beginning of the intervention, the researcher explained the purpose and the researcher's intentions. Once it was done, the researcher met the teacher and assures the capability of the target group as well as her desire to do the experiment. Prior to every oral session, the researcher met the teacher and planed the lesson together in order to clear up any ambiguity. Some activities were complicated and needed more focus and exemplification. Since the teacher seldom applies CL activities, it was necessary to provide help, explanation, and assistance. The experimental group was selected through convenience sampling. The group was already formed by the administration and named Cooperative Learning Group CLG. the research was scheduled as the following:

Item	Pre-test	Treatment	Post-test
Date	07.02.2019	10.02.2019_07.02.2019	07.03.2019

Table 3. 6. Treatment Time Frame

- **Group Formation and Role Assignment**

Before joining oral expression classes, second year students of English were informed of the designed learning situation. The teacher communicated her expectations of using CL activities. The researcher used formal group method which was set to be a stable group for the entire semester. Each group needed to perform together as unit and establish good communication skills. As a team, they must participate, share information, and develop tolerance. Each member takes part in the group's success; hence they must play their roles appropriately and encourage active learning

Large classes make CL even more valuable, because in a teacher-fronted mode, the larger the class is, the less chance each student has to participate (Jacob et al., 1997)**.** Students were divided by the teacher rather than the student's self-selection in order to ensure heterogeneous grouping in term of academic level, skills, abilities, age, and sex. Giving the chance to students may result in group of friends who may have the same skills and opinions, which in turn will add nothing to the groups' progress. Since small groups require little management, it is more convenient if the group does not exceed 4 members. They can work either in pairs or together.

A total of 27 students were divided into 7 small groups, each group consisted of four members. The researcher organized the groups taking into account the individual differences and

assures diverse grouping as much as possible because the teacher is familiar with the class and keeps observing her students, she could distinguish and arrange them according to their academic level, weaknesses, strengths, and personalities. Students were actively engaged in 90 minute class, twice a week for three successive weeks. Throughout the study duration, learners formed formal cooperative groups and worked cooperatively in various activities. At the end of the intervention, an oral performance test was given to the learners.

Every group was given the chance to personalize the group through giving them the opportunity to agree on a name for instance: flowers, Moon, Lions…etc. The experiment was divided into seven small groups, each consists of four members: flowers, fighters, diamonds, stars, lions, warriors, and kings. Brown (2001, p. 187), in planning the group work, stated some steps to be followed when engaging the learners in small group work:

1. Introduce the technique: teachers should give information about the technique and its objectives.

2. Justify the selection of a particular strategy: the teacher for instance explains that working in groups produce a safe environment especially for those who feel anxious and shy to speak in front of whole class.

3. Modeling: if the technique used is complex or needs more attention, the teacher can explain and model the technique for better understanding.

4. Clear instruction: the teacher should give appropriated and detailed instructions. It saves efforts and time.

5. Composing groups: factors like age, proficiency levels, and personality and learning styles must be taken into account.

6. Checking understanding: rather than asking common questions; did you understand? , the teacher may move around

7. Set the task into motions: the teacher gives the green light to start the activity.

In order to obtain good results, both the learner and the teacher should fulfill certain roles. Unlike the conventional method that encourages teacher's dominance, cooperative learning adopts the learner-centredness approach. The uniqueness of the strategy relies in its concerns to develop the sense of responsibility of their own learning. Instead of passive learners, they are given roles to be fulfilled. Johnson and Johnson (1991b) suggested some roles:

- Team leader: the one who leads the group

- Recorder: the one who takes notes and responsible for the final product then be presented

- Reporter: Orally presents the groups 'activities and conclusions. Also, helping the recorder with the final presentation

- Checker: the one who monitors' the others' understanding and has the right to stop discussions for clarifications when a member is confused

- Timer: he is responsible for keeping the group' awareness of time during any activity

- Facilitator: smoothen the groups 'activity and discussions. Also, keep the group on the track for every assignment.

Each student had the chance to perform all the roles throughout the treatment period by participating actively in team-based activities designed according to the principles of cooperative strategies.

- **Seating Arrangements**

In a classical classroom, the physical arrangement of desks is not important. However, in a cooperative learning classroom, the way students' seat makes a big difference. In the Algerian universities, oral expression classes are taken in language a lab which makes the realization of cooperative groups' context troublesome. As a solution, the teacher requested an available classroom from the administration. The response was positive and provided her with a suitable classroom (projection room).

Joined desks enables teachers to interact with each group, at the same time it fosters student-students interaction that gives them language practice (Hadfield, 2008, p. 146). The following figure represents the cooperative sitting arrangement (Adapted from Arends, 2012, p. 375)

Four-Cluster Seating
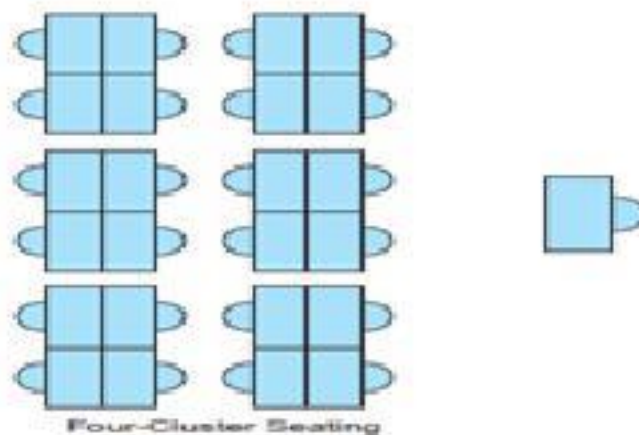
Figure 3. 4. Students 'Seating Arrangement

- **The Selection of the Themes**

In any language learning setting, the topic of discussion can predict the learning outcomes. Student may have the desire to work if the topic is interesting and exciting. For this purpose, teachers should carefully design the materials that catch the learners' interest in the classroom. A simple trick is asking the learners to agree on given topics, and then selecting the most voted ones. Another way is to conduct a quick survey on trending topics based on recent events. Teachers can select topics that encourage creativity and activate their imagination; this may lead to a variety of breathtaking sub-topics. Regarding this point, in the current study, the researcher informally interviewed students through asking about the trendiest topics. Students shared their thoughts and listed some topics. By doing so, the researcher ended up with six general themes: job interview, shopping, superstition, education, Idioms, technology and social media.

Although Cooperative learning activities are confirmed to be effective, structured, and valuable, one cannot deny the difficulty in ensuring a fruitful learning environment that goes in hand with learning conditions. Hence, the researcher put forward some rules to be respected during the intervention period.

- Students are requested to share their ideas, try to be more opened and tolerant as they listen to other group members. Also, speak freely even with incorrect grammar and pronunciation

- Give everyone in the group a chance to speak, take turns and let all be engaged in the discussion.

- Students are required to switch roles so that, every member will have the opportunity to perform all the roles.

- Students are requested to respect the others differences and deal with them

5. Treatment

The main intent of an experimental research is to test the effectiveness of a stimuli on a given variable with controlling for all other possible interfering factors that might influence that outcome (Creswell, 2003, p. 154) .It is a set of conditions under which experimental and control groups perform (Kothari, 2012, p.35). In the current study the treatment was the scheduled instruction "cooperative learning strategies" designed for the experimental group. The target group was enrolled in 90 minutes cooperative instruction in every session for three weeks during which students were exposed to a variety of activities integrated in regular oral expression classes.

5.1. Lesson Plan

The treatment begun with the planning of six lessons using cooperative activities to cover a period of three weeks (six sessions) as the aim is to enhance the learners' speaking abilities. The content materials were carefully selected and constructed based on multiple educational resources such as the IETLS book. Since oral expression teachers were not provided with any curriculum, the themes were chosen according to the learners' wants and interests. Each lesson set goals and objectives that are expected to be achieved at the end of each session taking into consideration the integration of cooperative activities into each lesson. To ensure a full understanding of the situation and provide valuable learning experience, both the teacher and the researcher met before every session and decided together every step. The collaboration ended successfully and was notably fruitful.

Lesson plans were divided into major headlines: objectives, skills, materials, methods, warm ups, introduction, presentation, practice, and evaluation. First, the teacher of oral expression set clear objectives and tried to create a supportive learning environment including the materials,

activities, and the settings including grouping students and assigning roles. Second, the teachers opened each lesson with a warming up of 10 minutes in which she stimulated the learner's interests and prepare them to receive the language input. Third, the teacher provided each group with handouts containing the learning content and asked them to work together. While students complete the tasks as they are engaged in cooperative activities, the teacher monitored and guided learners. In the last stage, the learners' performance was evaluated by giving individual and group scores. Grades are the most common example of formal extrinsic motivators which provides a visual representation of the completion of an activity or the evaluating quality of a performance (Shindler, 2010, p.106).This type of motivation is the most prevalent not only inside classrooms but also in the world at large (Erwin, p.6, 2004).

A variety of cooperative strategies such as jigsaw, three numbered heads together, and three minutes interview were intentionally used. The variation of the activities aimed at satisfying all the tastes, addressing the learners' differences, and learning styles. While some activities focused on the language learning, others helped promoting social relationships. Lastly, the oral teacher evaluated the learners individually and then got the mean score for each group. The highly scored group received praise and prizes at the end of the lesson.

In order to check the validity and the reliability of the lesson plans, teachers in the same domain were handed all the lessons before the experiment for a check. Only few changes have been made and the final version was available.

5.2. The Cooperative Activities

The cooperative oral classes took three successive weeks with an average of two sessions a week. In order to avoid any extraneous variable, neither the research did not deliberately select the

experimental teacher; among the five teachers of oral expression who volunteered to participate in the semi-structured interview, one teacher agreed to do the experiment. The following table provides a summary of each planned lesson with integrated CL activities:

THEME	Experimental Group
Lesson No.1 **Self-introduction and Job Interview**	Students are provided with worksheet, they discuss together. CL Activities are : **Three minutes interview**: students were split into pairs. Each person interviews the other, with students taking turns (15 minutes) **Gimme the short version:** each pair introduce one another to their group (15mins) **Three numbered heads together**: Imagine that you are applying for a job position in any field you like, cooperatively, every group must create a CV and imply its elements. As every student in the group is given a number (1-4), the teacher calls out a number. Then the student present it in front of the class (in this case the CV is divided into small section, however, all the members should have a full understanding of the subject. Evaluation: Every group must create a CV- the best one receives prize
	Students are provided with handouts:

Lesson No.2 **Technology, Social Media and Communication**	**Round table:** The teacher lists some common problems related to the topic and ask students to discuss together and find reasons and solutions **Find & Discuss** – first, the oral expression teacher should create postcards that contain an open-ended question. Next, divide students into small groups and have each group draw one question or postcard. Participants should be given a designated amount of time to discuss. Finally, the one who finish first whether Pairs/groups may be allowed to return their card and take another. **Two-minute Talks:** Being able to speak for extended periods of time (at least 2 minutes) is a skill that is essential for foreign language learner. Each student is asked to speak for 2 minutes about the social media (anything that comes to mind). Every student is given a mark, then the group mark will be the mean score of all group members. The highest score will receive prize.
Lesson No.3 **Education**	Students are provided with handouts: **Knotty Problem**: students were divided into small groups. One student in each group has two minutes to explain the obstacle he/she has encountered concerning his own education. He/ she is the only speaker and others listen carefully, no one is allowed to interrupt with comments or ask questions. After that, each of the other group members has two minutes to share ideas and try to find possible

solutions. After the first person's problem has been discussed, another student will do the same thing, repeating the same steps until all student had a chance to reveal and discuss their obstacles (time permitting).

Think-Pair-Share is an active task that allows students to engage in individual and small-group, they have time to think before they are asked to answer questions in front of the others. There are four steps to this method. The first step, groups of four students listen to a question asked by the teacher of oral expression (about education in Algeria). Secondly, individual students are given time to think and then record their responses. Finally, pairs of students share and discuss their responses. Then, few students are called randomly or systematically by the teacher to share their thoughts and ideas with their classmates. (15mins)

The Fishbowl: The teacher writes a collection of debatable questions or problems related to the topic on piece of paper and put all in a bowl. Each group pick up a strip of paper and discuss

Evaluation:

Teacher states problems related to the theme and ask each group to find solutions. Each representative tries to make a small speech stating the selected problem and its possible solutions. The most

	coherent, expressive, grammatically correct speech will win the challenge.
Lesson No.4 **Shopping**	Students are given handouts **Jigsaw**. Each group is given a category of shopping items. First each home group is divided into a hosting groups, they must master the topic understudy in order to teach it to the home group members. Every member of the home group will be an expert in a given area. Each is responsible for teaching the others. (20mins) **Timed-pair-share** is based on four steps in which both parties are involved in interaction. First, every partner is assigned time to speak, then when partner A is peaking, partner B keep listening to him without interruption except to respond or ask a question if the first speaker didn't use the time allocated. In the third step partners switch roles and repeat the process. Finally, randomly selected partner is asked to share the conversation with the group or the class. Students may use the following topics: **Role Play:** Teacher provides a scenario, and a specific character or role to play such as salesperson and client. students act out the scenario together using realistic speech and gestures each group practice the following dialogue, playing the role of a client and a salesperson (25mins)

	Evaluation Each group should write a dialogue involving the client and the sales person in a given area. The best dialogue will be selected and awarded (20mins)
Lesson No.5 **Superstitions**	Students watch a video containing the theme **Tea Party**: students are facing each other in two opposing lines, the instructor first asks an interesting question to the class, then have students facing each other in the lines discuss it for a minute or more. After, the teacher asks another question but this time with new partners in the opposing line by moving one line to the right. Instead of lines, this activity can be applied in concentric circles, where one circle moves to the right or left when a new question is posed. **The Talking Chips** In order to give all an equal opportunity to speak, break students into groups and assign a discussion leader (for each discussion question the leader can change). The discussion leader's job is to give each student within the group three plastic chips (or as many as you want). Then the teacher poses a question to all of the students, and if a student would like to respond or contribute to the conversation, they must place one of their chips into a plastic cup that is in the middle of the table. Each student is

	not allowed to speak unless they have placed their chip in the cup. The group that gets more talking chips is the winner
	Students can use a talking chip to give an idea, ask a question, express a feeling, respond to an idea, or ask for clarification.
	Evaluation
	Every group is require to write down all the members contributions in the discussion through the use of talking Chips. The winner is the one who collect as many chips as possible. (20mins)
Lesson No.6 **Idioms**	Students watch a video expressing the theme **Jigsaw**: each group is given a category of idioms: Money, body parts, weather. Using the worksheet, students of the same group discus together and try to explore the real meaning of each. Next, using random selection, each member forms the expert group. Each student must teach the hosting group all what he learned. Then students have to return to their home groups. **Talking Chips**. First every group is asked to discuss a topic (idioms associated with nations, fruits, body, colors, seasons, animals), as every student talks he/she asked to put the chip in the center of the table. When the student ends his speech, he doesn't have the right to

	speak until all the chips are in the center. Once all the chips
	are down, students are allowed to start over.
	Evaluation
	The teacher can do a quiz at the end of the session by randomly asking the students the meaning of any idiom. Each group is scored according to their answers
	Prepare a variety of idioms that are previously studied for each group and ask them to state the meaning and give an example

Table 3. 7. Implemented Cooperative Learning Activities

All the lessons were tailed to foster and promote oral interaction through engaging the learners in a variety of challenging activities. Students had equal chances of participation and sharing ideas as well as contributing to the success of the group. The cooperative activities were structured based on CL principles already discussed in the previous chapter. Considering evaluation as an important aspect of the learning process, students were first evaluated individually then the groups' mark is the average score of all the members.

6. Method of Data Analysis

After collecting data from all the instruments: the questionnaire, semi-structured interview and the oral test, it is convenient to analyze and start drawing conclusions. The numerical data were analyzed through descriptive statistics and will be visualized through graphs and diagrams. Kothari (2012) explains this process in few steps:

- **Editing:** It involves examining the collected raw data and manages to detect errors, omit, and modify where is needed. The researcher carefully secures the completed questionnaire. This level ensures accurate and consistent data. In addition to that, the information should be arranged in a way to facilitate the next operation.

- **Coding:** it involves assigning data (numbers, symbols) to answers. Then, arranging the information into categories or classes with reference to the research problem posed.

- **Classification:** it is the act of squeezing the raw data into homogenous groups in order to establish meaningful relationships. Based on common or shared characteristics (pp.122-123).

The data gathered from the pretest and the post-test were coded and transferred to the computer for data analysis. The Software called The Statistical Package for Social Science (SPSS) was used to serve the purpose; it is believed to enhance reliability, validity, and objectivity of the outcomes. The software provided valuable quantitative data in the form of statistical tables. The scores of the cooperative learning group obtained from the two tests were compared in term of the mean and standard deviation. For a deep analysis, a paired t-test was conducted to display the significant difference between the Pre-test and the post-test of the same group. It is used to determine if the means are significantly different from one another (Mackey, 2005, p. 272)

The steps taken to analyze the data gathered from the oral tests are summarized as follows:

- The researcher calculated the mean of the pretest score and post-test score

- The researcher calculated the standard deviation of pre-test score and post-test score

- In order to find the difference, the researcher calculated the t-test of pretest and posttest scores.

The investigation used a mixed-approach, hence adopting two data analysis paradigms explained as follow:

Students' Questionnaire	Teachers' Questionnaire	Oral Test
Speaking Deficiencies and Educational setting	Background information and educational setting	Pretest measures the learners' level before the integration of group work activities
Attitudes toward team-based active learning	Attitudes toward the use of team-based active learning	Post test measures the impact ofCL on the learners's oral performances

Figure 3. 5. Types of Data Analysis

7. Research Validity and Reliability

Reliability and validity are associated to what extent the audience can trust the researcher's honesty involving the methods of data collection, analysis and results (Bryman, 2016). While Reliability indicates the degree to which a research tool results in stable and consistent findings when the collection and analysis of findings are repeated, validity refers to the extent to which a test measures what it is supposed to measure (Cohen et al., 2011).

These concepts are often associated with quantitative studies that seek objectivity and clarity. Internal validity indicates that "the findings must describe accurately the phenomena being researched" (Cohen et al., 2011, p. 183) which is ensured through the design of methodology. The current study uses a quasi-experimental design with one group pretest-posttest. The Content validity

is achieved through a paired t-test which determines the difference in scores of the pretest and posttest of students.

External validity refers to "the degree to which the results can be generalized to the wider population, cases, settings, times or situations" if a similar study is conducted by another person in similar circumstances (Cohen et al., 2011, p. 186). The pretest demonstrates that the group has no advantage in background knowledge that may result in high scores in the posttest, on the same line, numerical studies are built on the concept of reliability; it is believed to give consistent results (Fraenkel et al, 2012, p.141).

Since the study adopted one group pretest posttest design, ensuring internal validity is a priority. In order to control maturation and history, the time interval between the two tests was only three weeks which excluded any other change or producing events that may occur in addition to the intervention. During the treatment, students were engaged in their regular study schedule as an ordinary daily experience. For the threat testing, the researcher kept the same measurement criteria but used different topics to avoid familiarity with the test. The setting was entirely identical for both tests. The statistical regression is controlled because the mean score of the pretest is not high and increased in the post test. Avoiding another threat called instrumentation or "instrument decay" (Campbell, 1957), the same instructor used the same test and measured the same criteria that is ensuring « Equivalence of Forms ». Selection is another threat that is completely controlled but working on only one group, no prior distinction between the control and the experiment group.

Validity is very crucial, "If a study is not conducted with careful attention to internal validity it clearly does not make sense to try to generalize the findings to a larger population "(Mackey, 2005, p. 119). Additionally, Triangulation validates the outcomes as wll as the study by verifying the same information in different ways. In this study, the researcher used source and method triangulation to show the research study's findings are credible.

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8. Ethical Consideration

Any research should respect ethical standards. Prior to the start of the investigation, the researcher asked for permission from the department of English, Mohamed Seddik Benyahia University of Jijel during the academic year 2018-2019.To protect the informants' private information, before administering the questionnaire or the treatment, the subjects were not asked to give their names or any personal information in order to maintain their anonymity. Statistics confidentiality is a vital factor that is anticipated by the respondents of any research (Oliver, 2010). Concerning the semi-structured interview, the teachers' names were confidential and the transcript of the interview is joined in the appendices were destroyed at the end of the investigation.

Conclusion

This chapter has generated in details all the steps taken to conduct a quasi-experimental design from the theoretical perspective to the practical implementation. It leaves a finger print in the educational researched areas, studies, and contributes to the development of educational system and practices. The research aims at demonstrating the impact of cooperative strategies on the learners speaking performance. Following the headlines, this section justified the described research design, setting, instruments, treatments, data analysis procedures, reliability and validity, finally ethical considerations. The study put into practice the strategy in the Algerian higher education context. The following chapters will explore the results of the intervention regarding the learner's oral production.

Chapter Four

Analysis of the Questionnaire &

Experiment

Introduction

It is believed that the nature of research determines the methods used. In our research, there was a need for, first, a descriptive study that accurately described the teaching /learning problem regarding the learners' oral performance, furthermore, testing a well-grounded strategy that has been proved to be effective in previously conducted studies. While the previous chapters set the floor by introducing and framing concepts, this chapter reports the collected information and analyzes them to reach informative conclusions. It describes the analysis of data followed by a discussion of the findings as the researcher used student questionnaires, a semi-structured interview with teachers of oral expression, and an oral test before and after the intervention of cooperative strategies. The data obtained is put to serve the aim of answering research questions and accepting or refuting the hypothesis. Gradually, the findings display the relationship between the variables under investigation and acknowledge the proposed solution.

1. The Students' Questionnaire

The addressed population was second-year students at the department of English, at the University of Jijel during the second semester of the academic year 2018-2019. The study targeted second-year students instead of other levels because they have already experienced oral expression classes and they are familiar with each other which facilitates grouping during the designed program. Concerning the sampling technique, the researcher used simple random sampling; seventy students out of two hundred eight were selected randomly. Since students are alphabetically ordered and numbered in every group, the researcher called random numbers to form the desired sample.

The students' questionnaire was designed to gather complete and accurate information about the teaching situation of the speaking skill at the English department, Mohamed Saddik Benyahia University of Jijel. It attempted to back up the research problem that says "students lack language-speaking opportunities which embedded their speaking skill. They are less motivated and lack self-esteem". It collects information about their speaking difficulties, needs, and attitudes toward the suggested strategy named Cooperative Learning.

The Questionnaire was administered to seventy second-year students of English who represent a good portion of the targeted population. It consists of two main sections. First, speaking deficiencies and educational setting which consists of (1-10) questions aiming at capturing the learners' speaking problems and the learning environment. Second, Cooperative learning strategies which consist of (11-19) questions that attempt to examine the learners' attitudes and perception of team-based activities.

Section One: Speaking Deficiencies and Educational Setting

Q1-The students' attitudes toward speaking

Item	Frequency	Percentage
Easy	33	47%
Difficult	32	46%
Very Difficult	5	7%
Total	**70**	

Table 4. 1. Students' Attitude towards Speaking

In the first question, students were asked about their views on the speaking skill. 46% of students believe that speaking is difficult and 7% as very difficult. On the other hand, 47% of students believe that speaking is easy. Their responses do not necessary refers that they are good speakers.
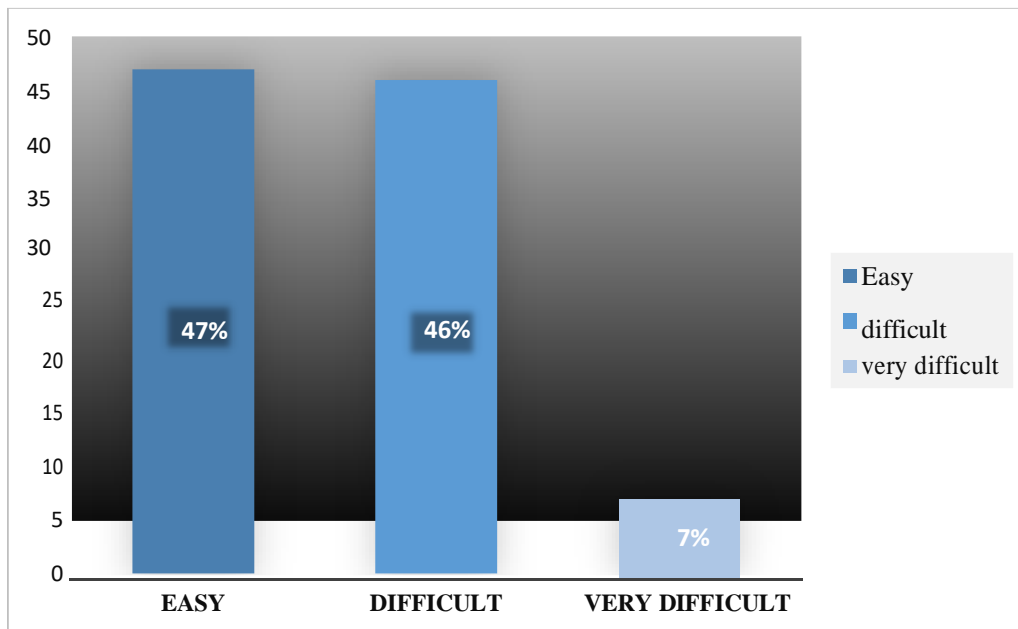
Figure 4. 1. Students' Attitude toward Speaking Skill

Students who said speaking is difficult linked it primarily to lack of vocabulary, fear of making mistakes in front of others which leads to low self-esteem and low motivation, limited practice opportunities, pronunciation mistakes, and lack of fluency. This portion may represent quite students in the class. On the other side, students who replied with an easy task shared their success secrets as having a good accent, self-confident, motivated to learn, and practicing through watching movies and interacting in English with others.

Q2-Language skill that needs development

Skill	Frequency	Percentage
Listening	10	14%
Speaking	38	54%
Reading	7	10%
Writing	15	22%
Total	70	100%

Table 4. 2. Language Skill Needed to Be Developed

The second question aimed to analyze the learners' needs regarding language skills. The majority of participant (54%) claimed the need to develop the speaking skill, (22%) emphasized the writing skill, listening was ranked in the third place (14%), and finally reading was the last skill to be developed according to their answers (10%).
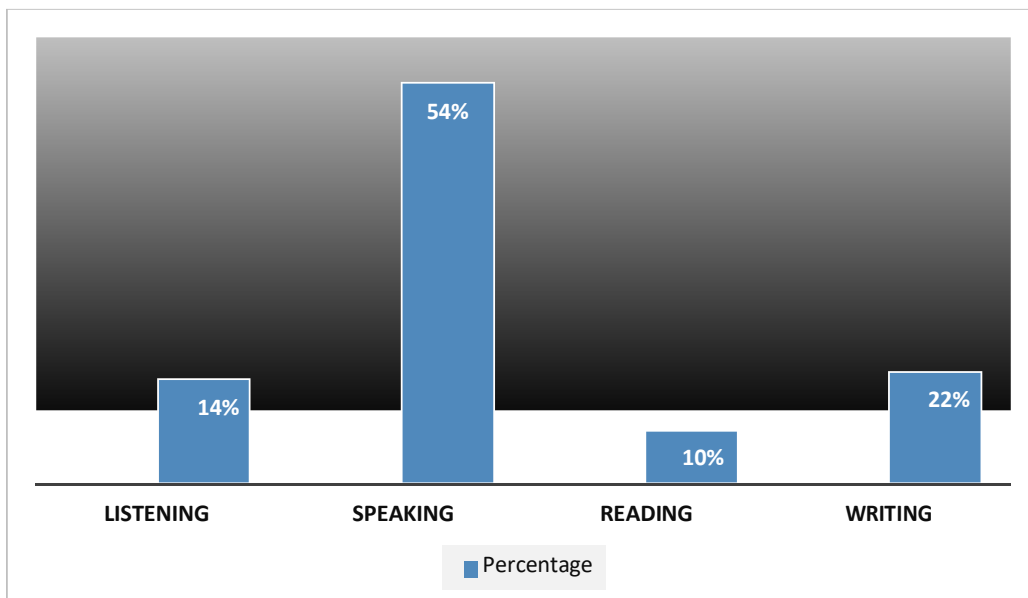
Figure 4. 2. Language Skill Needed to Be Developed

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The answers implied that the teachers of oral expressions failed to achieve the objectives of their module. Otherwise, they wouldn't claim the need for enhancement. On the same level, their answers indicated that speaking English is very crucial in comparison to other skills which made it top-ranked. Reading and writing can be easily practiced and developed in other classes or even outside whereas speaking is practiced only in oral expression classes.

The majority of students selected speaking as the most needed skill to develop. This implied that students are aware of its importance and successfully identified their area of foreign language deficiency. English majors can improve reading, writing, and listening through attending regular classes that teach linguistics, grammar, literature, civilization…etc. Such classes do not require students to speak, or at least, does not involve all students.

Q3-The Learners' Self-assessment of the Speaking Proficiency

Item	Frequency	Percentage
I am not a good speaker	37	53%
I am a good speaker	19	27%
I am average	12	17%
I don't know	2	3%

Table 4. 3. Learners' Speaking Proficiency.

In the third question, students were asked to evaluate their speaking ability, if they are good speakers or not. 53% of students stated that they are not good speakers, 27% believed to be good speakers, 17% said to be average speakers, and 3% failed to evaluate their speaking ability. Self-assessment can be very useful because it quickly spots their weaknesses and strengths. Students who stated to be not good speakers can be a result of psychological barriers such as fear of making

mistakes, shyness, and anxiety. As foreign language learners, they need to practice more and activate their existing abilities.
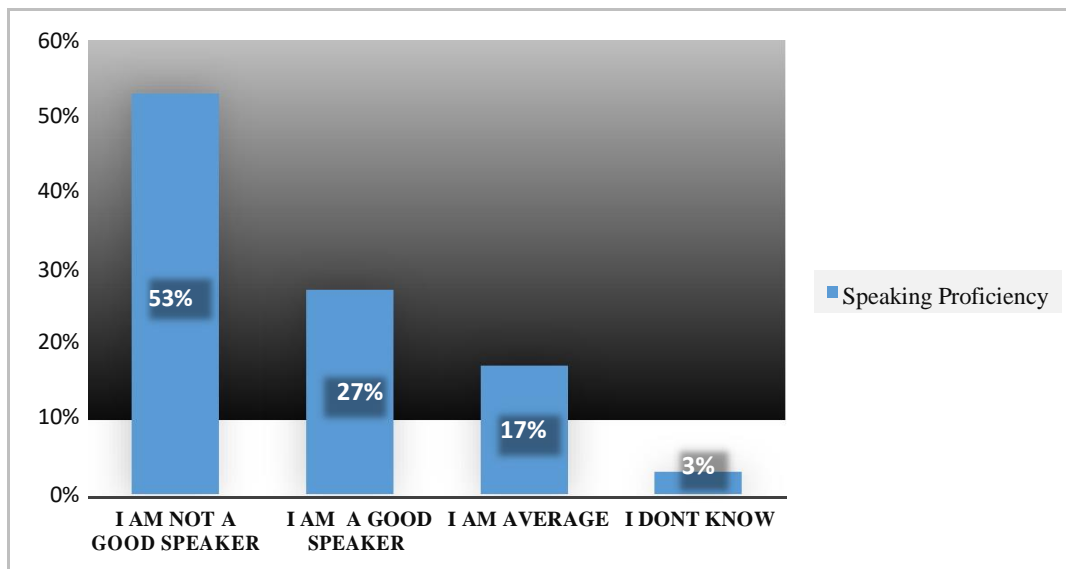
Figure 4. 3. Learners' Speaking Proficiency.

Q4-The importance of oral expression classes

The importance of oral expression classes	Frequency	Percentage
Yes	70	100%
No	0	0%

Table 4. 4. The Importance of Oral Expression Classes.

Unsurprisingly, all the participants asserted the importance of Oral Expression classes and none disagreed. The answers indicated their awareness of the importance of the skill and confirmed their answers to the previous question (Q2). Accordingly, students are willing to cooperate with

the teacher and achieve their desire of being good speakers. The open-ended question stimulated some participants to elaborate more and justify their answers as:

- It is very helpful, I cannot miss it.

- It is the only module that allows us to speak

- It helps to overcome the fear of speaking in front of others

- The only scheduled class that enhances our speaking ability
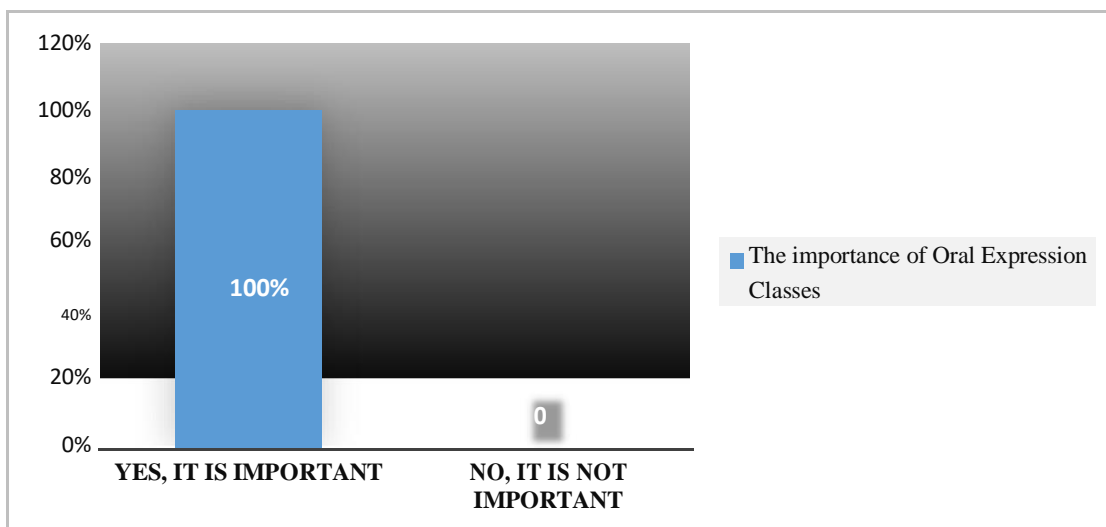
Figure 4. 4. The Importance of Oral Expression Classes.

Q5-The effectiveness of the current oral expression class

Effectiveness of Oral Expression Classes	Frequency	Percentage
No	37	53%
Yes	33	47%

Table 4. 5. The Effectiveness of the Current Oral Classes.

In collecting data about the effectiveness of the oral classes under practice, 53% of students were not satisfied whereas 47% expressed their satisfaction. This indicates a gap in the teaching approach, method, topic, or psychological factors affecting the teaching/ learning process. There must be a reason behind their frustration and dissatisfaction. Although they expressed the importance of language skills, still the current situation did not meet the expectations. Therefore, teachers should communicate with their students to diagnose and solve the problem. An effective way can be conducting a survey or organizing a group discussion.
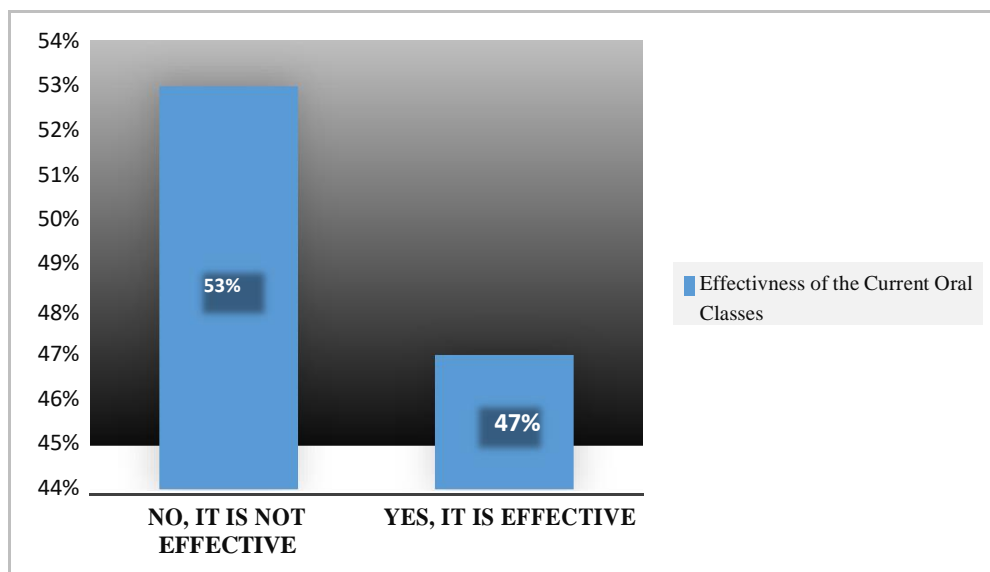
Figure 4. 5. The Effectiveness of the Current Oral Classes.

Q6-The Students participation frequency in oral classes

Item	Frequency	Percentage
Always	16	23%
Often	15	21%
Sometimes	32	46%
Rarely	7	10%

Table 4. 6. The Learners 'Participation Frequency.
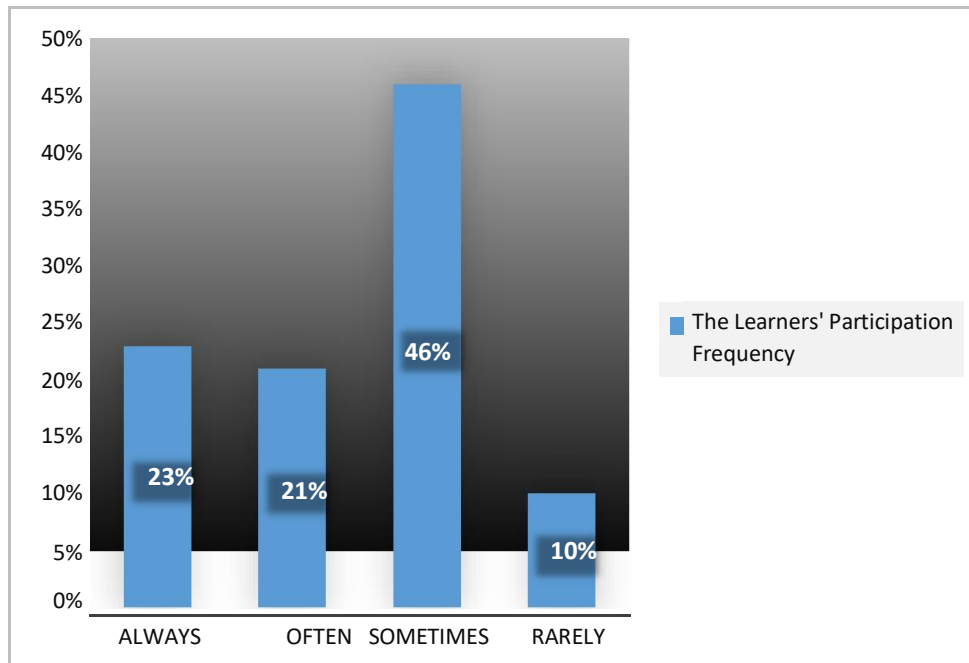
Figure 4. 6. Learners' Participation Frequency

As a matter of fact, the participation rate reflects the practice opportunities provided and the learners' motivation and willingness to take part in the lesson. As foreign language learners and based on their previous answers (Q4), oral expression classes are essential to the development of speaking skill. It is the only subject that focuses on developing this area. The results showed that only 21% participate regularly and 23% are active learners. However, the majority (46%) participate from time to time. They are active in an average of approximately once in every 2 sessions. Despite the small percentage, 10% is not acceptable in a learning classroom designed for enhancing their oral proficiency for English majors. Based on the analyzed data, the current oral classes does not make a remarkable difference in comparison with existing competence.

Q7- Causes of low participation

Item	Frequency	Percentage
A. Lack of speaking opportunities	13	33%
B. Limited vocabulary	16	41%
C. Fear of making grammar mistakes or pronunciation	3	8%
D. Low self-esteem	3	8%
E. Inappropriate teaching style	4	10%
F. A+B+E	0	0%

Table 4. 7. Causes of Low Participation.
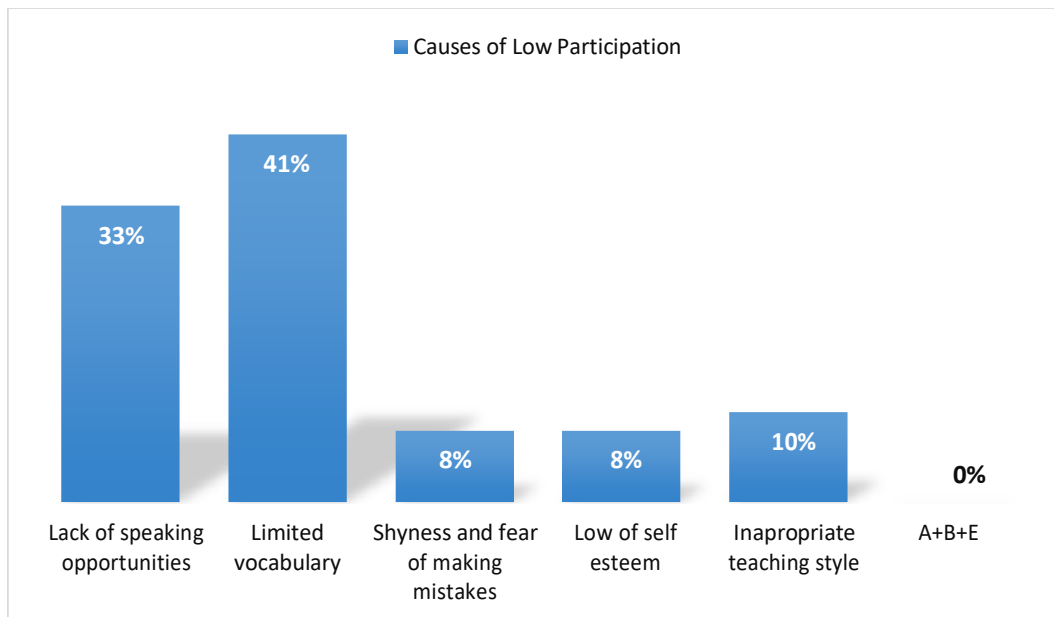
Figure 4. 7. Causes of Low Participation

In trying to understand the reasons affecting the learners' behavior which is the unbalanced participation in the oral expression classes, 33% of students complain about the lack of language practice opportunities. 41% explained their low participation with their poor vocabulary, 10% does not participate because of the unfavorable teaching style. In parallel, 8% linked their low participation to fear of making mistakes, with the same scoring 8% of lack self-esteem which blocks their desire to participate. The last suggested criteria (A+B+E) scored nothing. Identifying the gap in classroom participation can help teachers modify and get the teaching situation on the right track.

Q8- Motivation in oral expression classes

Motivation in OE classes	Frequency	Percentage
Yes	32	46%
No	38	54%

Table 4. 8. Motivation in Oral Expression Classes
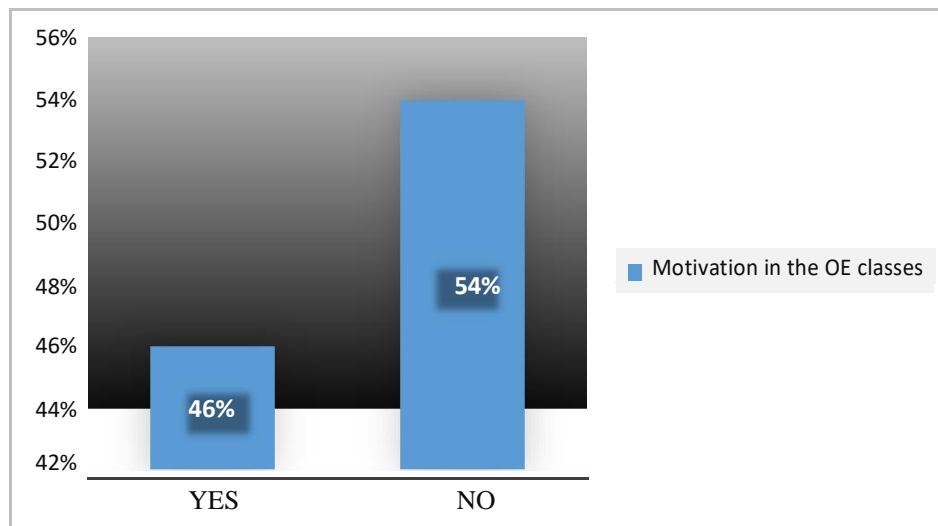
Figure 4. 8. Motivation in Oral Expression Classes

Concerning the learner's motivation in oral expression classes, 54% of students were neither satisfied nor motivated to attend. On the other side, only 46% reported being motivated to attend Oral classes. It is quite disappointing, learning is motivation-driven if students do not have the desire to learn, little progress can be achieved. In suggesting some possible remedies, students answered as the following:

Item	Frequency	Percentage
a- A change in the teaching style	13	34%
b- More opportunities to speak	7	18%
c- Selecting interesting topics	13	34%
d- All	5	13%

Table 4. 8. 1. Suggestions to Increase Motivation

In order to increase motivation, the researcher provided some alternatives. The majority of students opted for a change in the teaching style as well as selecting interesting topics (31%). 18% selected for providing more speaking occasions while 13% believed that increasing motivation demands all aforementioned elements.

Q9- Learners' social interaction

Item	Frequency	Percentage
Good	28	40%
Average	37	53%
Bad	5	7%

Table 4. 9. Learners' Social Interaction

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Since learning a language is communicating with others, social relationships play an important role. To check the classroom atmosphere, students were asked about their relationships with their classmates. Most students (53%) said to have an ordinary relationship, 40% said to enjoy a good relationship with others while 7% seemed to have bad relationships.
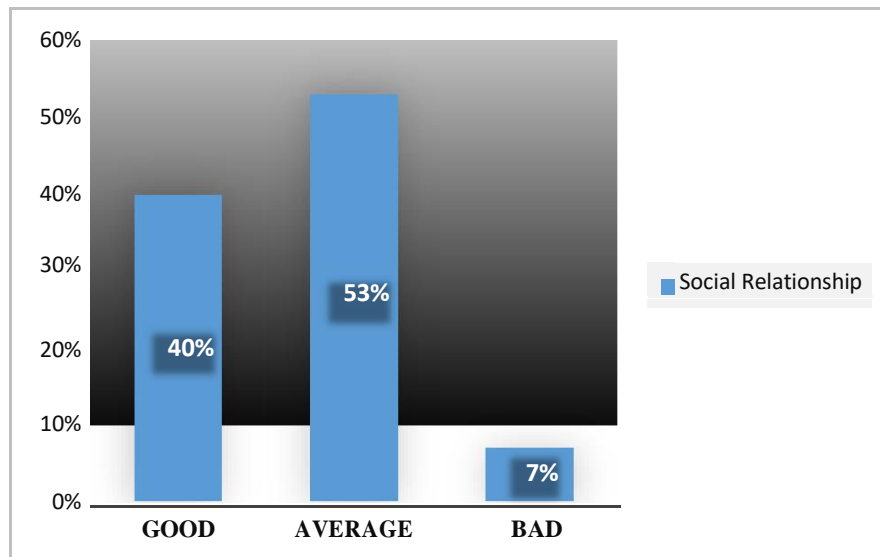
Figure 4. 9. Learners' Social Interaction

Social interaction in this case refers to peers interaction as well as teacher-student interaction. The frequent use of target language extends the circle of practice and grants more opportunities to acquire different language functions and forms naturally.

Q10- Students view of social skill to foster speaking in EFL classroom

Item	Frequency	Percentage
Yes	63	90%
No	7	10%

Table 4. 10. The Role of Social Skill in Enhancing Speaking

To explore their opinion, students were asked if social relationships have a positive impact on the development of the speaking ability in the EFL classroom. 90% claimed the importance of this later while 10% shared an opponent position. This implies that learners are aware of classroom interaction as a booster of language learning, specifically in a community where English is a foreign language.
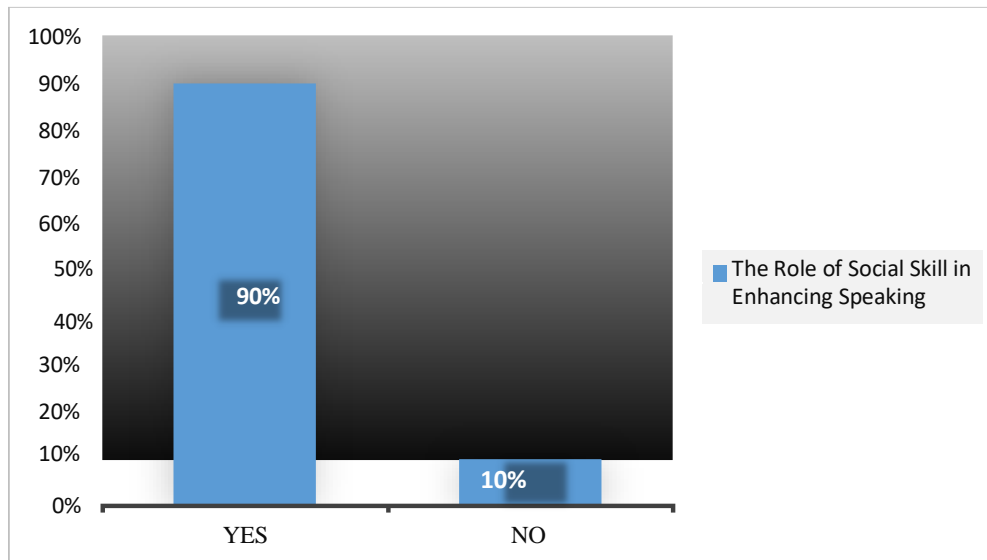
Figure 4. 10. The Role of Social Relationships in Enhancing Speaking

The supporting stream states the following arguments:

- Talking to others relieve stress and generate ideas.

- We can learn new vocabulary and share new ideas.

- We can learn a lot from others

- It facilitates learning and enhances fluency.

- It eliminates fear and builds socializing skills

- It is very important to develop speaking.

- A stage to discover your abilities and practice speaking

- It encourages speaking through providing a comfortable zone

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- The most tricky thing is speaking in front of others

- Speaking more …means a better performance

The opposite side responded as follows;

- No need, we are not native speakers
- We rarely speak English outside the classroom
- The conversation topic is different from that academic content

Section Two: Cooperative Learning Strategies

Q11- Students' attitudes toward the adopted teaching approach in oral expression classes

Item	Frequency	Percentage
No	38 59	54%
Yes	32 11	46%

Table 4. 11. Students' Attitude toward the Current Teaching Method
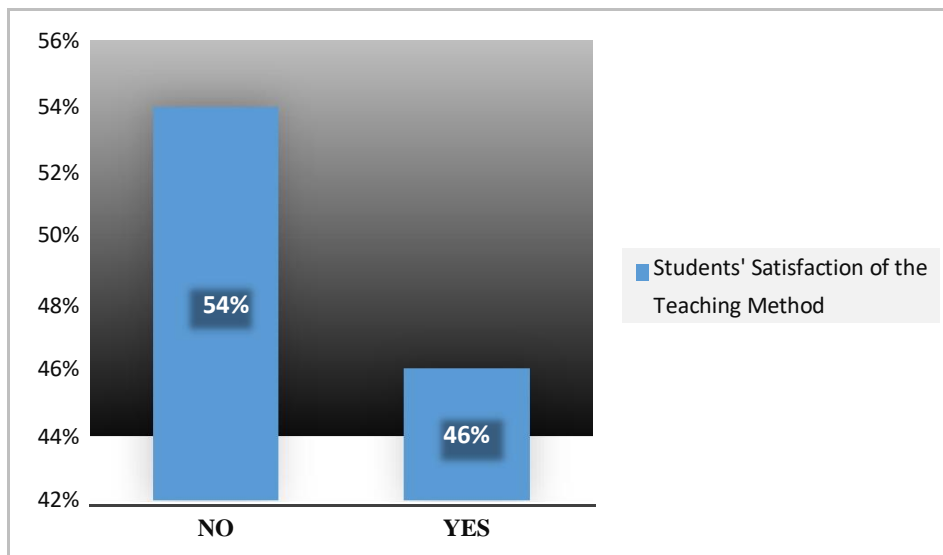
Figure 4. 11. Students' Satisfaction with the Current Teaching Method

The question aims to explore the learners' opinions about the adopted teaching method in oral expression classes. Most of the informants that are 54% showed dissatisfaction while 46% were satisfied with the teaching method. According to them, it is a passive classroom, boring topics, no interesting activities such as games, it does not attract their attention. Moreover, the teacher gives time neither to think nor to speak; an extra dominating factor is a teacher talking time.

Q12- The students' preferred type of activities

Item	Frequency	Percentage
Group Activities	53	76%
Individual Activities	17	24%

Table 4. 12. Students' Learning Preferences

Considering the students' learning preferences, the majority of students 76% prefer group work while 46% like to work individually. To justify their answers, participants who selected group provided several arguments listed below:

- I am more motivated when I work in groups

- Group work allows us to share ideas and information, discover how others think, and develop our thinking skills.

- It helps to get rid of shyness as we work in a more comfortable zone which increases self-esteem

- Your partner can help to identify the words when your vocabulary is limited.

- Because of competition, we will have to speak more and show our abilities

- Group work offers peer correction which is more tolerated than the teachers' remarks

- Group work helps to develop my skills through discussions

- Working in groups encourages everyone to do his best and makes all involved in the activity

- Group work facilitates the task
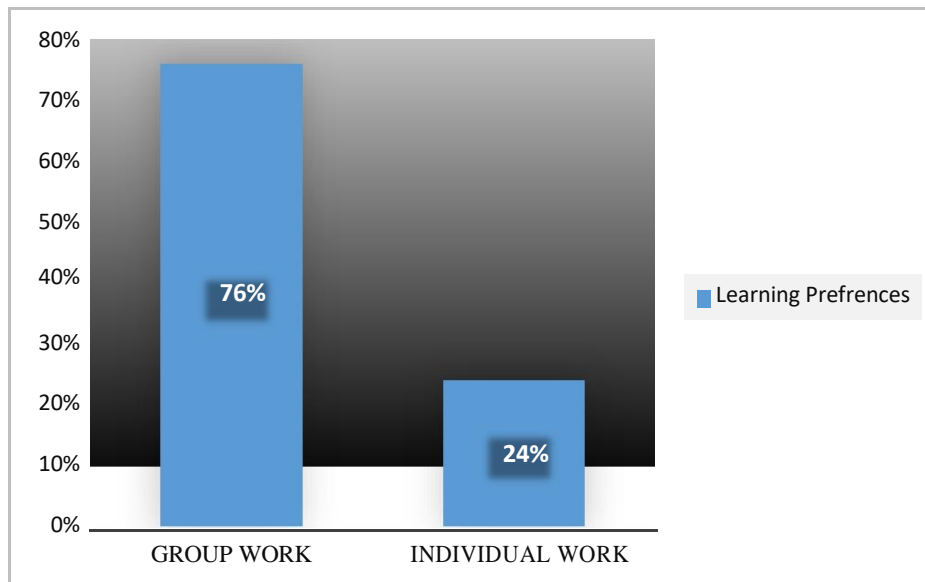
Figure 4. 12. Students' Learning Preferences

The opposing part preferred to work individually because of the following reasons:

- Individual work allows evaluation and measuring improvement

- I am not good at communicating with others

- I feel more comfortable working alone and be creative

- In the group, there is competition and challenges

- I want to work on the topics I select myself

- I can develop my speaking ability by relying on myself instead of seeking the help of others.

- We get scores based on individual work

Students have distinct learning preferences and styles, thus, teachers should vary the teaching methods and also activities. This will provide equal opportunities and satisfy the needs of all students. Language is definitely a mean of communication that serves the social nature of humans. Hence, working in groups is genetically inherited. Students who refused to work with others may lack self-esteem, feel shy and anxious, or value their achievements more than the others. Therefore, teachers should clarify any misunderstanding or misconception regarding team-based learning.

Q13- Students Favorite Activities

Item	Frequency	Percentage
a-Role play	12	17%
b-Discussions	18	26%
c-Oral Presentation	6	9%
d-Listening Activity	3	4%
e-Pair Think Share	31	44%

Table 4. 13. The Most Preferred Activities

Students were asked about their favorite classroom activities during the oral expression module. 44% liked to think share pair, 26% preferred discussion, 17% favored role play while oral presentation 9% and listening activities 4% which scored the lowest rate. This confirms their previous selection of Group work as their preferred learning style (Q12). Think share pair is the most commonly used method of cooperative learning. It was widely used in secondary school and, based on the teachers' interests, higher education. Their answers reflected their dissatisfaction because teachers usually used oral presentation
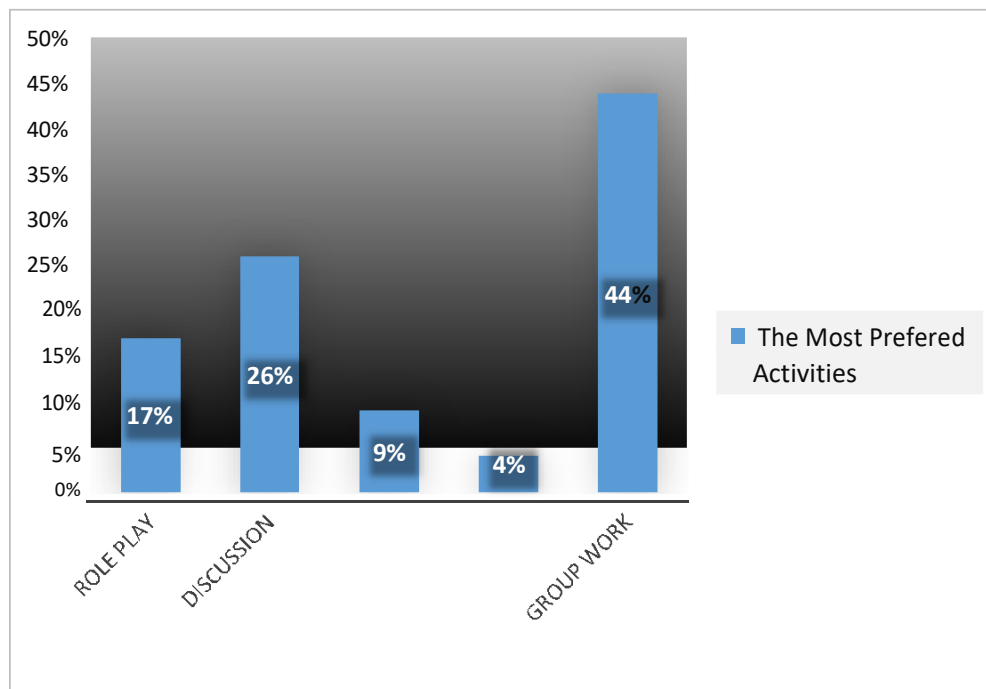
Figure 4. 13. The Most Preferred

Activities Q14- Students' awareness of cooperative learning

Item	Frequency	Percentage
Yes	49	70%
No	21	30%

Table 4. 14. The Learners' Awareness of the Group Work

Regarding the learners' awareness of cooperative learning, 70% said to be knowledgeable and can distinguish it from the other forms of team-based activities. On the other side, 30% do not know what the term exactly refers to. Usually, the cooperative learning group is confused with the ordinary learning group. Students who stated not to know cooperative learning may have an idea but first time hearing the terminology. They are used to participate in cooperative activities such

as pair think share without knowing its root or origin. A deep distinction between the two concepts is provided in the second chapter.
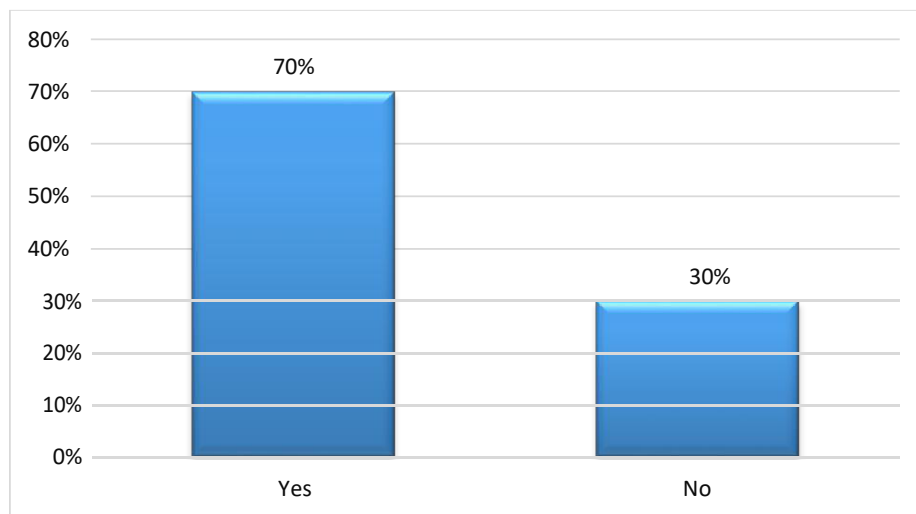
Figure 4. 14. Learners' Awareness of Cooperative Learning Q15-The effectiveness of CL in enhancing the speaking ability

Item	Frequency	Percentage
Yes	61	87%
No	9	13%

Table 4. 15. Group Work to Enhance Speaking

In suggesting cooperative learning strategies to boost the speaking skill, 87% showed positive attitudes and opinions while only 13% demonstrated disagreement. The negative answers can be linked to their lack of knowledge related to the strategy or a misinterpretation of the concept. Another possible factor is their lack of knowledge of how the specific strategy can work on the speaking skill itself.
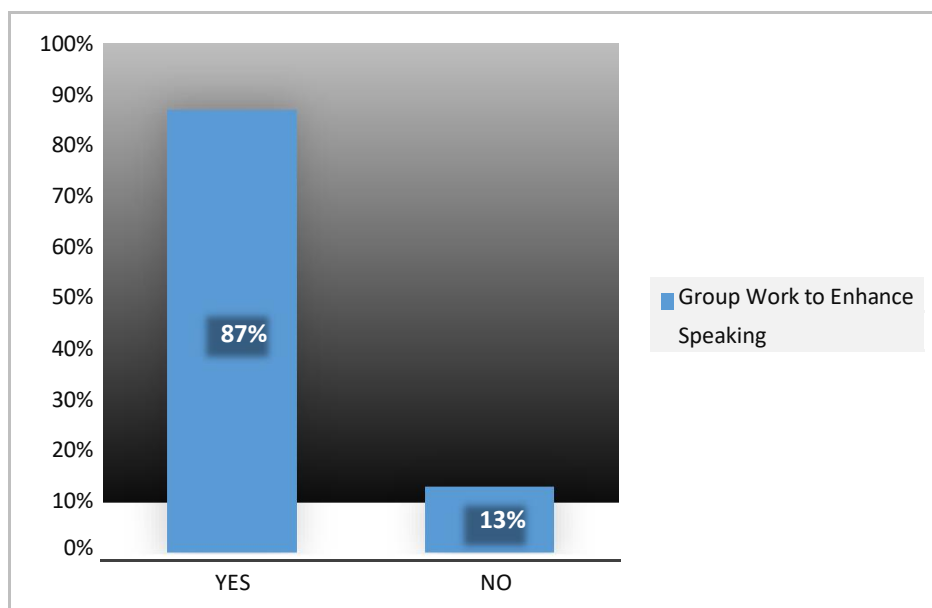
Figure 4. 15. Group Work to Enhance Speaking

Students may change their views if the teacher clearly introduced cooperative activities and explained its principles. One important feature of this teaching approach is that it offers a variety of activities such as games, three minutes interview, jigsaw, fishbowl…etc. Each of these activities is designed to achieve a certain goal but all structured based on the five principles. Teachers can select any task according to teaching/learning objectives.

Q16- The learners' attitudes toward the integration of CL

Item	Frequency	Percentage
Very Satisfied	16	23%
Satisfied	47	67%
Not Satisfied	7	10%

Table 4. 16. The Learners 'attitudes Toward Group Work
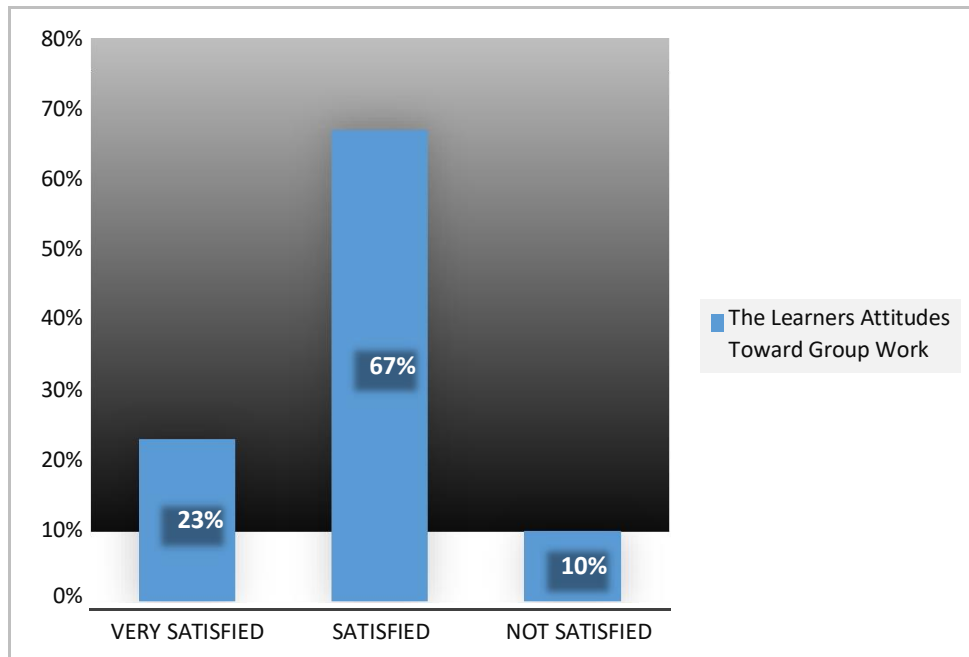
Figure 4. 16.The Learners Attitudes toward CL

To diagnose the learners' reaction toward future implementation of cooperative learning activities in the oral expression class, 29% were very excited, 67% showed satisfaction and only 10% of the participant were against the use of the group work. Teachers can use the results as a reference for the selection of the methods as it can help expecting the outcomes.

Q17- Learners' attitudes toward working in groups

Item	Frequency	Percentage
Easy	53	76%
Difficult	13	19%
Very Difficult	4	6%

Table 4. 17. Learners' attitudes toward working in groups

Working in groups may create some difficulties for particular learners due to their personality traits and learning styles. The question attempts to identify the learner's views of their

abilities to work in groups. 74% stated that working in groups is easy; learning in groups was difficult for 19% and very difficult for 7%. The provided answers can predict how future implementation can be. Accordingly, there will be no problem to work in groups.
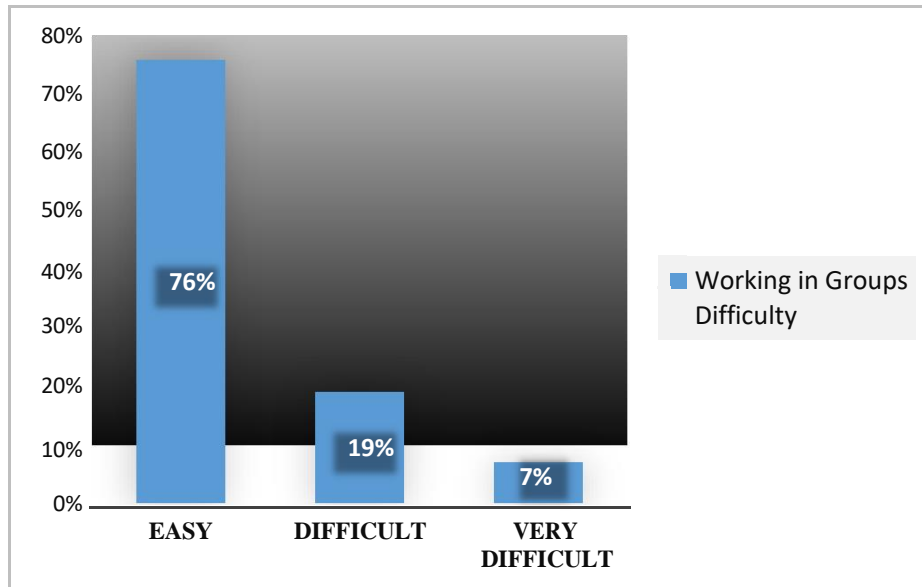
Figure 4. 17. Learners' attitudes toward working in

groups Q18- Students 'readiness to work in a group

Item	Frequency	Percentage
Yes	16	70%
No	54	30%

Table 4. 18. Students Readiness

Often, working with others does not always take a slow pace; it may create problems and conflicts. In asking students whether they are ready to work in a group or not; 70% of the informants expressed willingness and readiness whereas 30% stated the opposite.
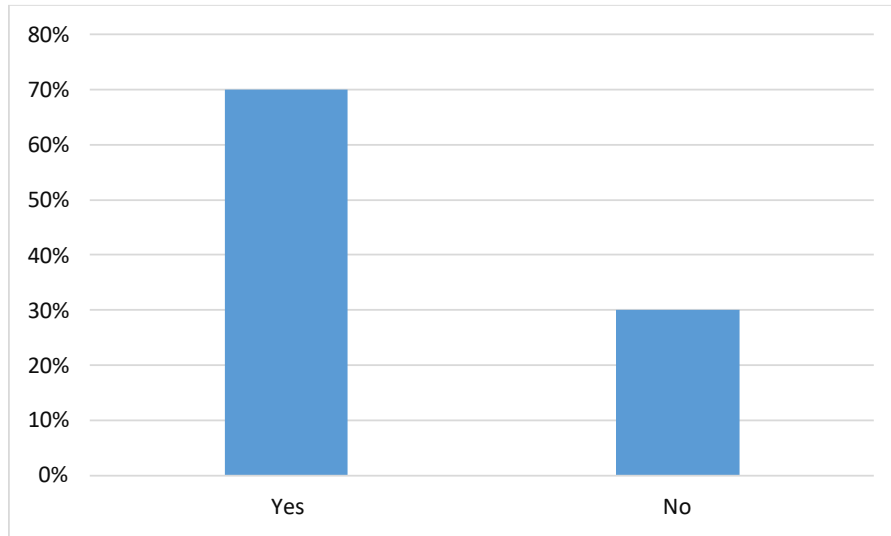
Figure 4. 18. Students Readiness Q19-Please tick the
appropriate box (x) to indicate your choice

In order to measure the learner's attitudes toward cooperative learning strategies, students are provided with seven statements and asked to select the most appropriate answer. The first statements, group work creates a motivating environment, 60% agree; 30% strongly agree; only 7% disagree and 3% strongly disagree. The second statement, Group work creates more opportunities to practice speaking; 43% strongly agree, 31% agree, 23% disagree, and 3% strongly disagree. The third statement, Group work builds my social relationships; 44% agree, 39% strongly agree, 13% disagree, and 4% strongly disagree. The fourth statement, Group enhances self-esteem; 50% agree, 26% strongly agree, 21% disagree, and 3% strongly disagree. The Fifth statement, Cooperative learning enables us to express opinions, ask and answer questions, argue and debate, 57% agree, 33% strongly agree, 9% disagree and only 1% strongly disagree. The sixth statement, the oral expression teacher speaks more than students, 27% agree, 20% strongly agree, 26% disagree, 27% strongly disagree. In the seventh statement, I can develop my oral skills if teachers change their method, 57% agree, 21% strongly agree, 26% disagree, and 10% strongly disagree.

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Item	SSA	ù%	AA	ù%	DD	ù%	SSD	ù%
Group work creates a motivating environment	221	330%	442	660%	55	77%	22	33%
Group work creates more opportunities to practice speaking	330	443%	222	331%	116	223%	22	33%
Group work builds my social relationships	227	339%	331	444%	89	113%	33	44%
Group enhances self-esteem	118	226%	335	550%	115	221%	22	33%
Cooperative learning enables us to express opinions, ask and answer questions, argue and debate	223	33%	440	557%	66	99%	11	11%
The oral expression teacher speaks more than students	114	220%	119	227%	118	226%	119	227%
I can develop my oral skills if the teacher change his method	115	221%	440	557%	118	226%	77	110%

Table 4. 19. Students 'Attitude toward CL
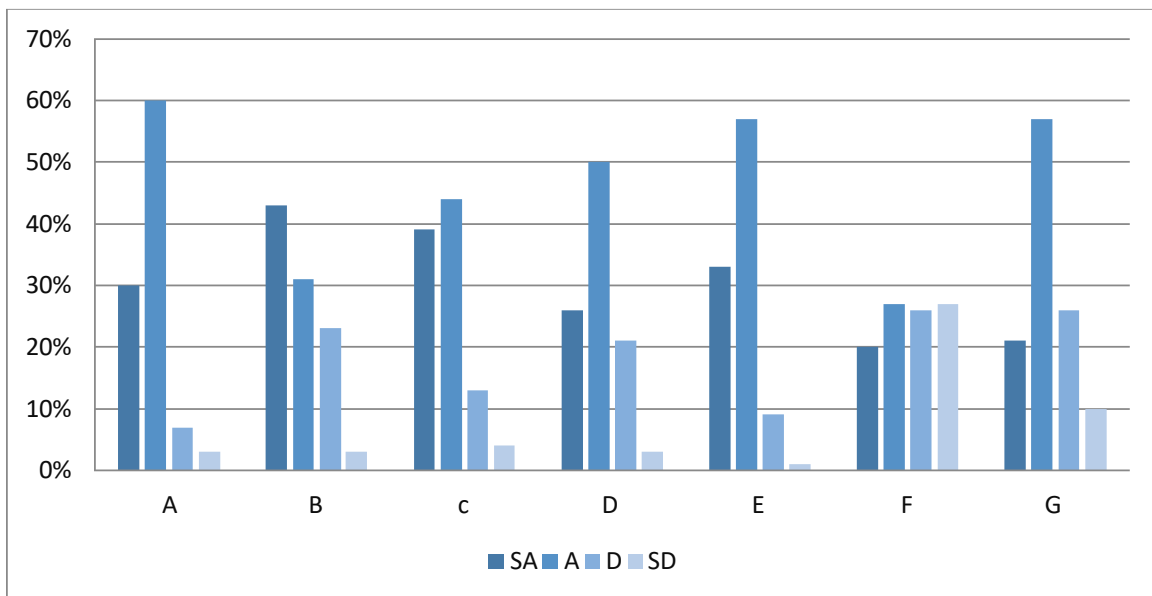
Figure 4. 19. The Learners Attitudes toward Cooperative Learning

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According to the graph above, most students consider cooperative learning activities reliable tools to improve their language learning in general and their oral performance in particular. For all the seven statements, the percentage of agreement is remarkably higher than disagreement which perfectly supports the implementation of this latter in oral expression classes.

1.1. Discussion of the Students' Questionnaire

Based on the results obtained from the questionnaire, learners find speaking a difficult skill to master. Through self-evaluation, they consider themselves less able speakers or lack the features of a good speaker. However, they are definitely aware of the significant role that oral expression classes paly. Due to a number of circumstances, students display dissatisfaction toward the current classes which influences their participation rate throughout the academic year. The majority of students fail to actively engage in the learning process mainly because of the limited language practice occasions and limited vocabulary. These factors, in addition to others, hinder the learners from developing their skill. Consequently, they suggest a change in the teaching approach as well as a selection of interesting topics. Considering the role of social interaction in learning, students have an ordinary relationship with their classmates and demonstrate a positive attitude toward group work as a way to promote learning. For the majority, it relieves stress, generates ideas, develops vocabulary, facilitates learning, encourages, and enhances speaking ability. On the other hand, the minority refuses group work assuming that learners are not native speakers who can help to enhance speaking ability through communicative interaction because English is a foreign language that is useless outside the classroom, and the contents are different from that of the curriculum.

Regarding the learners' perception of the integration of cooperative activities during the oral expression classes, they are very optimistic. Students do not like the teaching practices adapted by the teacher and prefer to work in groups rather than individually. Group work makes them feel more motivated, share ideas and opinions, overcome their shyness, and feel comfortable, reinforce peer correction and interaction, and provide opportunities for discussion as well as self-actualization. Only a few students go against the flow by stating that their personality traits hinder them from building social connections. They prefer to learn alone and be creative because of their fear of competition and challenges. These reasons are weak and unreliable. They have misconceptions and misunderstandings of the nature of cooperation. Group work helps learners to be more opened to others through creating a mini socialized society. Learning in small groups facilitates interaction and helps to build a social network among the members. Moreover, creativity will not disappear in group work, but, it is an opportunity to show unique talents and which give credits and recognition. Although working with other students may infer competition, in cooperative activities, learners will be unified as one body to achieve a common goal. Hence, competition is there, but between the assigned groups. The topics will be varied and stimulate all the learners' interests, with Jigsaw activity for example, students will have more choices to select and work individually.

According to the findings, most of the students like group work activities while others like discussions and role-plays. In fact, these activities go under the umbrella of cooperation. They are minimized, simplified, and focused activities practiced by small groups. To confirm their previous answers, students seem to be aware of group work and believe in its positive impact on the speaking ability which explains their satisfaction and excitement if the teacher implemented it because it is easy to work with others at a smooth pace.

In examining the learners' attitudes toward cooperative activities, the majority believe that it creates a supportive learning environment and more opportunities to practice the target language. It also helps to construct a social network where everyone is accepted and appreciated by the other. Social acceptance formulates self-esteem and decreases anxiety. Through being involved in teamwork, the majority are convinced that they will use a variety of functional language as they are arguing, consulting, defending, explaining, and discussing with others. Due to these high expectations of cooperative strategies, learners favor a change or and updated teaching approach and dare the norms. Their stand is based on their self-directed learning theory.

2. Semi-Structured Interview with the Teachers of Oral Expression

The semi-structured interview was conducted to reveal the reality of the teaching/learning situation in the EFL classroom. Through gathering information from teachers of oral expression at the University of Jijel, the researcher could have a better understanding of the observed problem as well as exploring their attitudes toward the realization of cooperative learning activities.

Part One: Background & Educational Settings

Q1: The academic degree

In asking teachers about their academic achievements and the degrees held, one teacher, answered to has a bachelor degree, two teachers were magister graduates, and two were Ph.D. candidates. The question aimed to find out to which extent the university corresponds to the universal standards of higher education recruitment. It seems that Mohamed Seddik BEN YAHIA University lacks lecturers who are trained to fulfill higher positions.

Q2: Teaching Experience in higher education establishments

The profession of teaching is an art that needs to be crafted. It can be developed either through experience, self-actualization, or the teacher himself is talented and naturally equipped with all the requirements. During the interview, teachers were asked about their professional experience at the university level, two teachers claimed to have been teaching only for one year, one stated that he was teaching for eight years, two teachers stated that they have been teaching for eleven years.

The long period of teaching is supposed to develop the teachers' skills and become more competent. The seniors are expected to master all the language domains and be aware of all the teaching methodologies. As lecturers, they are expected to display high levels of critical thinking, reasoning, evaluation, and decision making. The field of TEFL or TESL is dynamically changing over the years, what is used to be effective cannot guarantee successful outcomes. Regarding the stereotype of time, although professional performance is often linked to time, talented teachers are ought to improve their skills first. Self-development and enhancement can be accomplished through enrolling in various teachers 'training programs, national or international conferences, and seminars.

Q3: Their attitudes toward teaching Oral Expression classes

A successful teaching/ learning process is usually attributed to positive attitudes towards the subject matter. Both teachers and learners are responsible for and contribute to the success of the final product. In questioning the oral expression teachers if they enjoy what they are teaching, all of them displayed enjoyment and satisfaction. They stated that they are pleased to teach the module because:

- It is more interesting for EFL students in terms of enhancing their learning and speaking abilities

- Although the focus is on the learners' speaking skill, other skills are always touched upon, making the session full of fun

- It is the best teaching option because I am not tied to a given syllabus

- I am an extrovert, making the others speak is my cup of tea

- Interaction is essential for EFL students, I want them to practice the language and become fluent.

Often the teachers' attitude toward the teaching module has a great impact on the rate of success. The more love they give, the more results can be obtained. Teachers' devotion and love ensure better students' retention of knowledge and motivating classroom. Hence, if the teacher doesn't like what he is teaching then it is better to stop.

Q4: Teachers' evaluation of the learners' oral performance

English majors are expected to display at least an acceptable level of oral proficiency. Since all the subjects shared the same standard educational background, they are considered advanced learners. They studied English for seven years and were exposed to the same language curriculum. In addition to their learning experience, second-year students of English are familiar with oral expression classes and had the chance to develop their existing language skills. All the teachers believed that their students were average in terms of their oral production. However, they admitted that they did not meet their expectations.

Q5: The major difficulties that hinder the developments of the speaking skill

Any language learning requires commitment and intelligent management of the problem faced. Teaching usually starts with a diagnostic test that determines the learners' strengths and weaknesses. It is the first step that should be taken by the teacher before engaging in the learning/teaching process as a formal entrance test or informal test. Escaping this step may waste time and effort; the teacher may work on given unnecessary aspects and ignore important language elements. An evaluation of the learners sometimes needs to be done as ongoing assessment; their participation, portfolios, exams, and others. Spotting the language gaps will direct the teachers' attention and efforts, hence, accomplishing learning.

In answering the question, the five teachers claimed that the first reason was the lack of practice opportunities. Second, four teachers believed that speaking problems were linked to the students' limited vocabulary and language package. On the same scale, four teachers stated a third reason as low self-esteem; most students felt shy and exhibited high anxiety whenever they were asked to speak. The fourth reason claimed by the teachers was the teaching methodology; some teachers adopted the grammar-translation method or audio-lingual method. Such a learning environment creates boredom and dissatisfaction. Motivation has a leading role in language retention; thus, using the inappropriate methodology to teach oral expression will eventually accomplish nothing. According to the theme, sometimes it is very hard to control all the interfering factors; they can minimize their effect instead of eliminating them.

Q6: The most important language skill

It is widely approved that all language skills are of equal importance, they compose the chain of learning in which they are related to one another. Yet, as previously mentioned in the

review of related literature, speaking is the most important skill to which any bilingual is defined and acknowledged. Teachers' conceptions have a great impact on their teaching practices; their interests are modeled in their teaching style, selection of activities, language focus, and also evaluation criteria. Four informants rated language skills as following: listening, speaking, writing, and reading. One informant ranked language skills like speaking, listening, writing, and reading. The obtained answers showed that all teachers were aware of the importance of speaking skills in comparison to other skills. Speaking is top-ranked because it is deeply rooted in listening. They are very dependable in the sense that in order to speak, one should learn to listen first. Their answers indicate that they are in the direction of the new trends of TEFL, they are aware of the prior need of foreign language learners as well as the goal of a teaching subject.

Q7: Types of activities adopted

An effective teacher is the one who can vary the activities and satisfy all the learning styles and personalities. A mixture of activities decreases boredom and increases motivation in the classroom. As teachers, especially of oral expression, adopting a wide range of activities provides language practice opportunities for all the students. Individual activities can be of value for dry study subjects but not for oral expression that needs interaction and active participation. For such reasons, teachers were asked to uncover their teaching practices, hence, explaining facts collected from the students' questionnaire. Three out of five teachers said that they use individual activities whereas only two teachers claimed to adopt common group activities but not CL methods.

Q8: Learners' participation during oral expression classes

Classroom participation is influenced by multiple factors such as motivation, types of activities, and teaching style. Unlike other study subjects, oral expression classes should be

dynamic and energetic. Since language focus is speaking ability, all students ought to participate regularly through equal opportunities. Because active engagement is crucial during the lesson, teachers are requested to provide language practice opportunities. However, in some cases, the teachers' speaking time exceeds the limits and shortens the students speaking time. Through analyzing the transcript, all teachers stated that some students participate regularly in the oral expression sessions and others participate when they are asked to speak.

Part Two: Teaching and Cooperative Learning

Q9: Motivation in oral expression classes

A leading factor in the learning-teaching process is the level of motivation. Students tend to perform better if they felt comfortable and enjoy the lesson. The affective filter can either contribute to learning or block the operation from reaching the final product. Three teachers were honest enough and respond with sometimes, whereas two teachers said that their students were always motivated. Regarding their evaluation of the current motivation rate, all teachers claimed the need to boost motivation inside and outside the classroom. They believed that increasing intrinsic motivation is highly recommended and guarantees long-lasting results in comparison to extrinsic motivation which is limited to things.

Regarding what can affect motivation, teachers stated that the first factor was the boring topic and at the same time the limited vocabulary. Some topics were less interesting and created no enjoyment. Other topics created a warm learning environment because learners were excited to participate and share their knowledge, opinion, and suggestions. Another affecting factor was the type of activities. Students may like to vary the activities and participate in multiple tasks. According to them, it is convenient to use a different form of activities; however, they claimed to

stick to only three to four activities including listening to videos, do follow up activities (e-book entitled all clear), and individual oral representation. Regarding their views of CL, teachers displayed a readiness to try anything that may boost motivation and excitement.

Q10: Frequently used activities in oral expression classes

Since the type of activity is of vital importance, teachers are required to update their knowledge and take a look at the recent changes in the field of foreign language teaching and learning. The enrichment of technology made it easier to learn and apply new strategies. In addition to participation in international conferences and seminars, the internet provides an unlimited number of reliable resources particularly in the field of language teaching and learning.

Teachers of oral expression claimed to use various teaching activities so; there was a need to understand under which category. The question aims to link their previous answers to the actual fieldwork. There were two basic categories; individual and group work. Three teachers usually used listening activities, discussions, role play, and individual oral presentations. Two teachers said to focus only on discussions in the first semester and role play in the second semester.

Listening activities and oral presentations are individual activities in which the learners either listen to a native speaker without interaction or present a topic in front of the class. For discussions, it is fairly noticeable that only a few students speak and participate in the activity which gives no chance for the others and enables them to hide. On the same line, role plays are effective for small classes where the chance of participation is higher. The specific role play is done once in the whole semester which makes the learners 'participation rate even lower. Concluding that the teachers' perception of group work was not best realized; the activities are collective from the outside but individual in nature.

Q11: Evaluation methods adopted by the teacher

Evaluation is the instrument used to determine how effective the teaching practice is. It is a way to check to understand and ensure learning. The effectiveness of teaching is measured through continuous assessment in which the teacher knows if learners grasp knowledge or not. Due to the new teaching approaches, evaluation can be performed in different methods; it can be done by teachers, peers, or oneself. Peers-evaluation is regarded as more informal, sometimes subjective but targeting and sensibility-free. Teacher evaluations are usually formal, objective, criteria-based; but, sometimes wrong and subjective. Generally, a mixture of evaluation forms is preferred. While discussing the use of this latter, three teachers claimed to opt for teacher evaluation. According to them, it is academic, reliable, objective, and commonly used. Only one teacher opted for peer-evaluation, according to him, it facilitates the process and releases stress. Students accept criticism from their classmates more than the teacher. Additionally, only one teacher said to use self-evaluation. He stated that every person knows his weaknesses and strengths; his evaluations are more accurate and objective.

Q12: Teachers' role in the classroom

Every teacher has particular roles to play that go with the teaching approaches. Grammar teaching method for example requires the teacher to dominate the floor, provide knowledge, correct errors, and design activities according to his desires. In the audio-lingual method, teachers decide the content materials, guide students, control the class. Because the Algerian education system declared the adoption of the communicative approach, teachers are expected to perform certain roles. In deciding which roles, all teachers claimed to be a guide and monitor instead of controller and knowledge provider. This implies the teachers' understanding of the principle of

communicative language teaching. Their performed roles reflect their awareness of the teaching principles related to learner-centeredness. This positive engagement contributes to the teaching methodology as well as the anticipated outcomes.

Q13: Teachers' Awareness of cooperative learning

The field of foreign language learning/teaching is in dynamic change, this urges self-actualization especially on the part of teachers. Several teaching strategies were put forward to serve the aim of educational enhancement and globalization. Since the world of knowledge suggests various strategies regularly, it is up to the teacher to decide and apply the most appropriate one. Educational authorities may provide raw materials but give the chance to the instructor to shape the lesson. Basically, it is up to the teachers to present and introduce knowledge. The teachers' answers indicate their willingness to update their practices. All teachers are aware of the cooperative learning strategies. They were not surprised at all; however, they were not aware of their specific grounded rules and principles. They considered it a form of ordinary group work.

Q14: The teachers' use of CL activities

Theoretical knowledge of a given method or strategy is not enough. Teachers should put into action these words and examine their effectiveness. In some cases, the theory is best understood through testing and retesting. As stated before, all teachers are aware of the conceptual definition of the term but none recognized its specificities. Based on their answers, all teachers adopted think-pair and share. The second activity is three minutes interview but not three minutes. Their description of the activity covers two minutes to talk about a given topic. It is a random activity that is used sometimes.

When suggesting activities such as jigsaw, three numbered heads together, and fishbowls; teachers looked surprised and wondered what each activity refers to. The terms seemed to be heard for the first time. Teachers started to predict the meaning of each activity by generating ideas and guessing. Based on what they said, we conclude that the oral expression teachers are aware of the strategy but lack real practice. All focus on the two common strategies and neglect others. Considering the frequency of use, three teachers said to use the previously mentioned activities sometimes. One teacher stated that he always uses CL activities while one teacher rarely uses them.

Q15: Examining the likelihood of CL activities

The Efficiency of any teaching strategy is linked to the teacher's behavior, perception, and tolerance. Although CL is well structured and easy to apply; teachers' knowledge and willingness to implement are also crucial. According to the provided answers, all teachers favored cooperative learning strategies and agreed to integrate it in oral classes. This implies that teachers acknowledged the strategy and ready to make any changes that may help to improve the learners' oral proficiency.

Q16: Cooperative learning to improve speaking

Several strategies were designed to enhance the speaking skill, however, each focuses on developing certain sub-skill or corresponds to a given learning style. Recently, team-based activities received interests and attracted attention. These activities are not randomly designed but they are the products of second language learning theories such as interaction hypothesis and constructivism. Numerous learning theories emphasized the importance of social interaction to initiate learning, particularly language, as the main goal is communication. Within this context,

all teachers believed that CL activities are theory-based activities that help to enhance the learners' oral performance.

Q17: CL and social skills

It is quite common that working with others is not easy due to different personalities, attitudes, and beliefs. Working in a group of four or more indicates dealing with all characters that require social skills in addition to linguistic competence. The educational system focuses on developing the linguistic ability of the learners but ignores social cleverness. All teachers stated that group work helps students to build their social skills and promote their personal views. Students may go into conflicts for the first time but get along while engaging in learning and achieving mutual goals. This structure may be the most difficult for introvert students, however, working with their peers will weed out shyness and anxiety. Students will develop tolerance and gain the ability to accept others' opinions and criticism. All teachers agreed on CL as a social enhancer instrument in the EFL classroom; it activates the learners' social intelligence through participation in various tasks.

Q18: Teachers' attitudes toward CL

To measure the teachers' attitudes towards the integration of CL activities during oral expression classes, they were asked few interrelated questions. Teachers summarized their answers as:

- All teachers strongly agree that CL creates a motivating environment
- All teachers agree that CL creates more language practice opportunities
- All teachers agree that CL helps building social relationships conducive to leering.
- All teachers agree that CL enhances self-esteem

- All teachers agree that CL is a good example of communicative language teaching activities

- All teachers agree that a change in the teaching approach has become a necessity and leads to positive outcomes.

Regarding the disadvantages, teachers admitted to lack knowledge in adopting team-based activities and managing a CL classroom. Classroom size also can provoke problems; however, the structure of the strategy is quite useful in such situations. Despite the huge number of students, the organization into small groups makes all learners involved and encourages them to participate. Another negative aspect is the lack of resources. Most teachers complained about the limited resources and the lack of technology. However, for a well-structured strategy like CL, human interaction is more important and effective than media. The social environment contributes to the cognitive process and facilitates learning, based on face to face interaction. Overall, teachers' positive outlooks were stronger than the CL drawbacks. Oral expression teachers are expected to have a better teaching performance than the others and be creative in designing oral activities.

2.1. Discussion of the Semi-Structured Interview

The semi-structured interview with the teachers of oral expression revealed many facts related to teaching style, assessment, motivation, and attitudes toward the integration of CL philosophy. Based on the answers provided, most teachers have a good academic background and teaching experience. Since attitudes affect the outcomes, teachers displayed the likelihood of the subject matter and willingness to improve their professional skills. The teachers' admiration gives the impression of an expectedly bright future. It exhibits their desire to enhance their teaching skills and be good models. To a given extent, disliking the teaching material has a negative effect on the

learning outcomes; in the sense, teachers have no desire to make any effort. They fulfill the duty of teaching without respecting the consciousness.

Evaluation is an important aspect of any teaching/learning process. It is the mean by which the teacher measures the effectiveness of a teaching approach. Unlike students, teachers can provide an objective assessment of the learners' ability, taking into account continuous participation during the class, portfolios, and test scores. According to their method of assessment (teachers' assessment), all teachers claimed that their students are average speakers, but, fail to meet the expectations as English language majors. They believe that students face many speaking difficulties; linguistic and non-linguistic that need to be solved in a way or another. In their opinions, the most commonly shared difficulties are language practice opportunities, limited language package (vocabulary), low self-esteem, and teaching style (activities adopted). Additionally, all teachers were aware of the importance of speaking skills and ranked on the top of other language skills. When being asked about the types of activities used, the majority stated that they use individual activities (listening to videos and answering follow up activities, oral presentations) whereas two teachers stated that they use group activities (role play, discussion). This indicates that teachers usually opt for individual tasks. Regarding group activities adopted, they were not well structured. Role plays gives the opportunity of participation just once a year due to a large number of students, similarly, the whole class discussion does not involve all the learners. Notably, some students participate frequently whereas others participate only when the teacher asks.

Regarding Classroom participation, teachers asserted that some learners participate regularly and some participate once in a while. This was explained by the low rate of motivation witnessed by teachers in the classroom. They believe that learners are not motivated enough, on

the same line, they welcome the use of CL as provoking stimuli because using the aforementioned activities did not achieve the objectives. Every teaching approach requires teachers to fulfill certain roles, Teachers demonstrated an understanding of these requirements through playing the role of a monitor and guide instead of controller and knowledge provider. To dig deeper, teachers also demonstrated some basic knowledge of CL but miss its basic principles as it is considered an ordinary group work. Although they claimed the use of its methods, the only corresponding form is share think pair. Consequently, teachers can be said to lack appropriate knowledge but open to the idea of developing awareness and integrating the strategy. In their views, it can help enhancing the learners' speaking ability as well as building social skills through face to face interaction with others. Finally, all the teachers, without exceptions, believe that CL creates an energetic environment that provides language practice occasions, helps developing social skills through which self-esteem is unconsciously lifted, and offers a good a practical example to the CLT approach.

3. The Experiment

The quasi-experimental study aims to determine the impact of CL activities on the learners' oral proficiency measured by the significant difference in mean scores of the pretest and the post-test, then scientifically approved by the paired t-test.

3.1 .The Oral Pre-test

The Pre-test was carried on the seventh of February 2019 with twenty-seven (27) second-year students of English, Mohammed Seddik Benyahia University of Jijel. The test was conducted in a language lab where students used to study. The aim of conducting a pre-test is to measure the

students' oral proficiency level before the treatment. It determines the effect of the intervention once it is compared to the post-test.

ID	Scores of pretest
EG 1	8
EG 2	10
EG 3	10
EG 4	10
EG 5	10
EG 6	9
EG 7	10
EG 8	11
EG 9	10
EG 10	9
EG 11	11
EG12	13
EG 13	11
EG 14	11
EG 15	6
EG 16	11
EG 17	9
EG 18	10
EG 19	9
EG 20	11
EG 21	11
EG 22	11
EG 23	11
EG 24	10
EG 25	9
EG 26	9
EG 27	8
Total participants (N)	**Total Scores**
27	**268**
Mean	**9,92**

Table 4. 20. Oral performance Pre-test Scores

Before the enrollment in oral expression classes featured the implementation of cooperative activities, participants took an oral Pre-test. The evaluation criteria of the test were: pronunciation, vocabulary, grammar, and fluency. Each with five points, making a total of 20 points. The sum of the pretest scores is 268 divided by N (the number of the students) which is 27, the mean score of the pretest is 9, 92.

3.2 .The Oral Post-test

At the end of the designed program, the integration of cooperative activities during the session of oral expression, participants took an oral post-test.

ID	Posttest	ID	Posttest
EG1	11	EG15	10
EG2	11	EG16	14
EG3	12	EG17	11
EG4	12	EG18	12
EG5	12	EG19	13
EG6	11	EG20	12
EG7	12	EG21	12
EG8	13	EG22	13
EG9	12	EG23	11
EG10	11	EG24	13
EG11	13	EG25	12
EG12	14	EG26	11
EG13	13	EG27	11
EG14	12		
Total Participant		**Total Scores**	
27		**324**	
Mean		**12,00**	

Table 4. 21. Oral Performance Post-test Scores

The sum of the post-test scores is 319 divided by N (the number of the students). The mean scores of the post-test are 12. Based on the results shown in the table above, there is a significant difference in the mean score of the two tests.

- **Paired T-test**

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Students' scores before the intervention (CL strategies)	9,9259	27	1,35663	,26108
	Students' scores after the intervention (CL strategies)	12,0000	27	1,00000	,19245

Table 4. 22. Paired Sample Statistics

The table displays the descriptive statistics of the two conditions (pretest and posttest). According to the findings, the mean, participants scored higher in the post-test (mean=12, 00) than the pretest (mean=9, 92). Again, there appears to be a significant difference between the tests before and after the treatment. Accordingly, the hypothesis stated: CL activities have a positive impact on the learners' oral performances is accepted.

Paired Samples Test		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	N	Sig. (2-tailed)
					Lower	Upper			
pair 1	Students' scores before the intervention (Cl strategies) - Students' scores after the intervention (CL strategies)	-2,07407	,91676	,17643	-2,43673	-1,71141	-11,756	26	,000

Table 4. 23. Paired Sample Test

Based on the obtained results, the t-test is significant because the p-value is less than 0.05. This is reported as: **t (27) = -11,756** and **p < 0.000.** The value of p (0.000) is less than 0.005 indicates that a very small probability of this result occurring by chance.

There is strong evidence (t = -11,756, p = 0.000) that the teaching intervention improves the students' scores. Together this suggests that CL strategies may affect the learners' oral proficiency which supports our hypothesis. By observing the data set, CL activities improved the marks, on average, about 2 points. If we are going to conduct this experiment 100 times, 95 times the true value for the difference would lie in the 95% confidence interval. In our case, the 95% CI is from -2 to 1. This confirms that, although the difference is small, it is definitely statistically significant. Taking into account the short treatment period which lasts for three weeks, the difference is remarkable and worth considering.
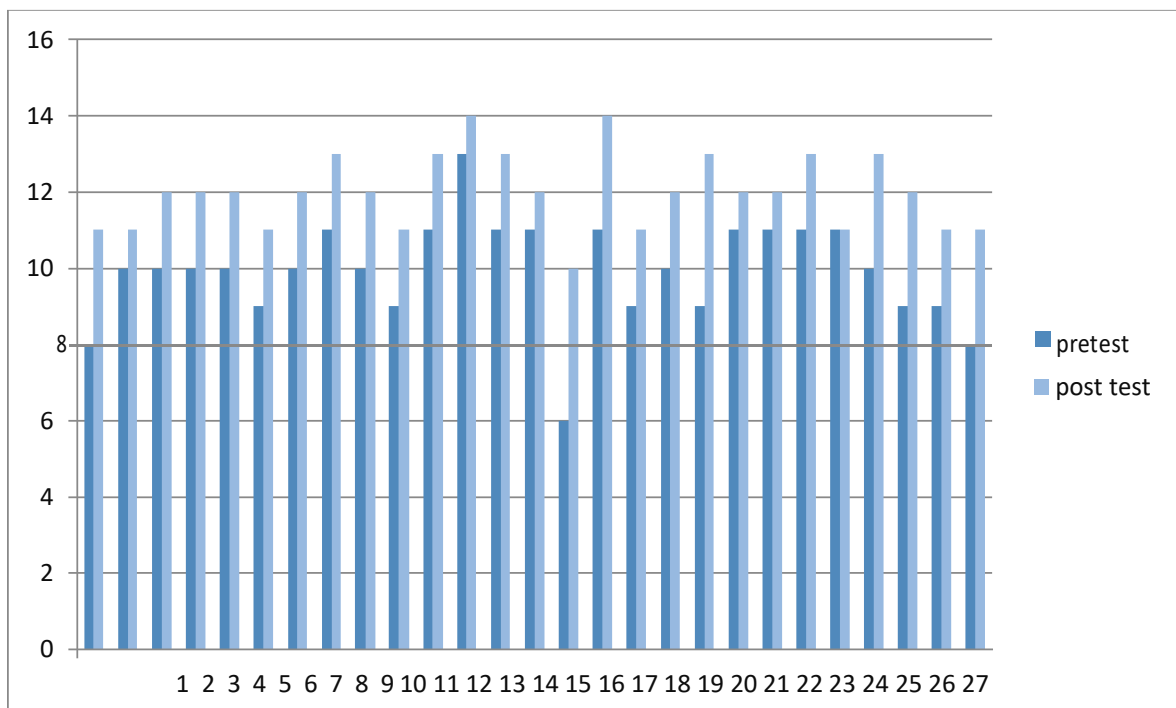
Figure 4. 20. Oral Test Scores Before and After Treatment

Since the obtained alpha value .000 is less than the standard value; 005, we're able to reject the null hypothesis which asserts there is no significant difference between the oral performance scores in pretest and posttest conditions. In other words, the notable difference is unlikely to have occurred merely due to chance, rather an influence of a stimulus

- **The validity of Paired (Related) T-Tests**

We can check the validity of the paired t-test through normality distribution displayed on a histogram or pp plot. An ideal normality distribution around the mean should be symmetric and bell-shaped, the mean is 2, 07 appears to be reasonably symmetric.
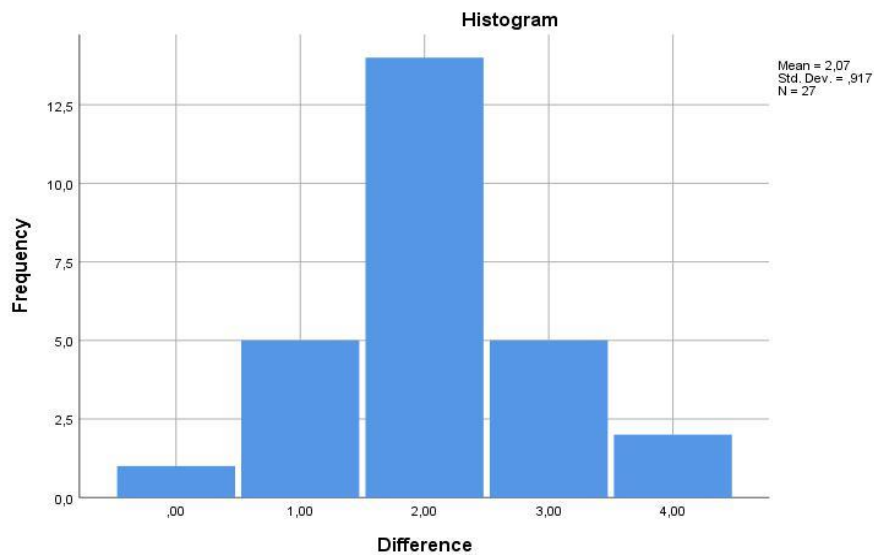
Figure 4. 21. Normality Distribution

A perfect pp plot should display close dots. As shown, the PP plots are reasonably close to the diagonal and hence support the assumption that differences between the oral performances scores are normally distributed.
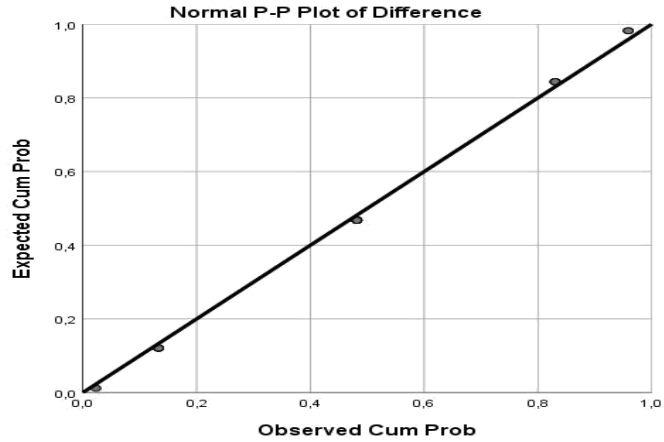
Figure 4. 22. PP-Plot

3.3 .The Effect of CL on Speaking Elements

- **The Effect of CL on Pronunciation**

To examine the effect of cooperative activities integrated into oral expression classes on the learners' pronunciation, a comparison of scores was made between pretest and posttest in the following table:

ID	Pretest	Posttest	Diff	ID	Pretest	Posttest	Diff
E1	2	2	0	E15	1	2	1
E2	2	2	0	E16	2	3	1
E3	2	3	1	E17	2	3	1
E4	2	3	1	E18	2	2	0
E5	2	2	0	E19	2	3	1
E6	2	2	0	E20	3	3	0
E7	2	2	0	E21	3	3	0
E8	4	4	0	E22	3	4	1
E9	4	3	-1	E23	2	2	0
E10	2	3	1	E24	2	3	1
E11	3	3	0	E25	2	3	1
E12	3	3	0	E26	2	2	0
E13	2	2	0	E27	1	2	1
E14	2	2	0				

Table 4. 24. Pronunciation Scores Before and After the Treatment

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Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pronunciation scores before the intervention	2,2593	27	,71213	,13705
	Pronunciation scores after the intervention	2,63	27	,629	,121

Table 4. 25. Pronunciations Paired Sample Statistic

According to the descriptive statistics provided by the SPSS analysis, the mean score of the learners' pronunciation after the intervention (M=2, 62) is higher than their scores before the intervention (M=2, 25). Although the difference is 0, 38; it is significant and shows that CL activities actually could improve the learners 'pronunciation. In order to determine the effect of the independent variable on the dependent variable, a paired t-test is conducted;

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pronunciation scores before the intervention Pronunciation scores after the intervention	-,37037	,56488	,10871	-,59383	-,14691	**-3,407**	26	**,002**

Table 4. 26. Pronunciations Paired Sample Test

Based on the obtained results, the t-test is significant because the p-value is less than 0.05.

This is reported as: t (27) = -3,407 and p < 0.000. The value of p (0.002) is less than 0.005 indicates

that a very small probability of this result occurring by chance. There is strong evidence (t = - 3,407, p = 0.002) that the teaching intervention does have a statistically significant influence on the students 'pronunciation scores. This suggests that CL strategies succeeded in affecting the learners' oral proficiency

- **Effect of CL on Vocabulary**

According to the results obtained from the overall oral performance test, students showed insufficient language packages which back their answers in the previous questionnaire. In order to examine the effect of cooperative activities integrated into oral expression classes on the learners' pronunciation, a comparison of scores was made between pretest and posttest in the following table:

ID	Pretest	Posttest	Diff	ID	Pretest	Posttest	Diff
E1	2	4	2	E15	1	2	1
E2	2	3	1	E16	3	4	1
E3	3	3	0	E17	1	2	1
E4	2	3	1	E18	2	3	1
E5	2	3	1	E19	2	4	2
E6	1	3	2	E20	2	3	1
E7	2	4	2	E21	2	3	1
E8	1	2	1	E22	2	3	1
E9	1	3	2	E23	2	2	0
E10	1	3	2	E24	2	4	2
E11	1	3	2	E25	2	3	1
E12	2	3	1	E26	1	3	2
E13	2	3	1	E27	1	3	2
E14	2	3	1				

Table 4. 27. Learners 'Vocabulary Before and After the Intervention

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Vocabulary Scores before intervention	1,7407	27	,59437	,11439
	Vocabulary scores after the intervention	3,0370	27	,58714	,11299

Table 4. 28. Vocabulary Paired Sample Statistics

According to the descriptive statistics provided by the statistical analysis, the mean score of the learners' vocabulary after the intervention (M=3, 0370) is extremely higher than their scores before the intervention (M=2, 25). The remarkable difference is 1, 30; it is significant and confirms the assumption that CL activities successes in improving the learners 'vocabulary. In order to determine the effect of the independent variable (team-based activities) on the dependent variable (vocabulary), a paired t-test was conducted;

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	td. Error Mean	Lower	Upper	t	df	
Pair 1	Vocabulary Scores before intervention Vocabulary scores after the intervention	-1,29630	,60858	,11712	-1,53704	-1,05555	-11,068	26	,000

Table 4. 29. Vocabulary Paired Sample Test

Based on the results, the t-test is significant because the p-value is less than 0.05. This is reported as: t (27) = -11,068 and p < 0.000. The value of p (0.000) is less than 0.005 indicates that a very small probability of this result occurring by chance. There is strong evidence (t = -11,068, p

= 0.000) that the teaching intervention improves the students' vocabulary. This suggests that CL strategies succeeded in affecting the learners' oral proficiency in general and vocabulary in particular.

- **The Effect of CL on Grammar**

Taking into account the results of the questionnaire and oral performance pretest, students seemed to have a good level of grammar. As the intervention aims to address those lacking areas of oral performance, the researcher focused on including only learners' needs in the designed program; thus, expecting no outcomes. In addition to the above-stated reason, students attend grammar classes as a principle module in which grammar elements are covered in detail.

Students learn English grammar three times a week with an average of 270 minutes. Time devoted to this latter is enough to master not only rules but also practice the materials learned. Since language structure is already introduced, the researcher chose to focus on the other aspects that need improvement, thus, selecting matching activities.

ID	Pretest	Posttest	Diff		ID	Pretest	Posttest	Diff
E1	3	3	0		E15	3	4	1
E2	4	4	0		E16	5	5	0
E3	3	3	0		E17	4	4	0
E4	4	4	0		E18	4	4	0
E5	4	4	0		E19	3	4	1
E6	4	4	0		E20	4	4	0
E7	4	4	0		E21	4	4	0
E8	4	4	0		E22	4	4	0
E9	4	4	0		E23	5	5	0
E10	5	4	-1		E24	4	4	0
E11	5	5	0		E25	3	3	0
E12	5	5	0		E26	4	4	0
E13	5	5	0		E27	4	4	0
E14	5	5	0					

Table 4. 30. Grammar Scores Before and After the Intervention

Paired Samples Statistics					
		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 1	Grammar Scores before the intervention	**4,0741**	27	,67516	,12993
	Grammar scores after the intervention	**4,1111**	27	,57735	,11111

Table 4. 31. Grammar Paired Sample Statistics

According to the descriptive statistics provided, the mean score of the learners' grammar after the intervention (M= 4, 1111) is slightly higher than their scores before the intervention (M=4, 0741). The small difference is 0, 03.

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	**Std. Deviation**	**Std. Error Mean**	**Lower**	**Upper**	**t**	**df**	**Sig. (2-tailed)**
pair 1	Grammar Scores before the intervention - Grammar scores after the intervention	-,03704	,33758	,06497	,17058	,09651	-,570	26	,574

Table 4. 32. Grammar Paired Sample Test

The statistical analysis showed that the t-test is not significant because the p-value is higher than 0.05. This is reported as: t (27) = -, 570 and p <, 574. The value of p (0.000) is higher than 0.005 indicates that a big probability of this result occurring by chance. There is weak evidence (t =-, 570, p =, 574) that the teaching intervention improved the students' grammar. However, this failure is explained by the researchers' intention to focus on the other elements during the treatment period. As previously mentioned, learners displayed good ability in grammar skills in comparison

to other measured criteria hence, focusing on developing their weaknesses rather than their strengths.

- **The effect of CL on Fluency**

Another aim of the intervention is to enhance the learners speaking fluency. Remarkably, students hesitate and fail to carry a spontaneous conversation. To some extent it is quite normal for foreign language learners; however, it may become problematic for future endeavors. The effect of team-based activities on the learners' fluency is displayed through a comparison of scores before and after the treatment in the following table:

ID	Pretest	Posttest	Diff	ID	Pretest	Posttest	Diff
E1	1	2	1	E15	1	2	1
E2	2	2	0	E16	1	2	1
E3	2	3	1	E17	2	2	0
E4	2	2	0	E18	2	3	1
E5	2	3	1	E19	2	2	0
E6	2	2	0	E20	2	2	0
E7	2	2	0	E21	2	2	0
E8	2	3	1	E22	2	2	0
E9	1	2	1	E23	2	2	0
E10	1	1	0	E24	2	2	0
E11	2	2	0	E25	2	3	1
E12	3	3	0	E26	2	2	0
E13	2	3	1	E27	2	2	0
E14	2	2	0				

Table 4. 33. Learners English Fluency Before and After the Intervention

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Fluency scores before the intervention	**1,8519**	27	,45605	,08777
	Fluency scores after the intervention	**2,2222**	27	,50637	,09745

Table 4. 34. Fluency Paired Sample Statistic

According to the paired sample statistics, the mean score of the learners' fluency after the intervention (M=2, 2222) is extremely higher than their scores before the intervention (M=1,8519). The remarkable difference is 0, 37. It is significant and confirms the assumption that CL activities successes in improving the learners 'speaking fluency. In order to determine the effect of the independent variable (team-based activities) on the dependent variable (Fluency), a paired t-test was conducted;

Paired Samples Test									
		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair 1	Fluency scores before the intervention - Fluency scores after the intervention	-,37037	,49210	,09471	-,56504	-,17570	-3,911	26	,001

Table 4. 35. Fluency Paired Sample Test

Based on the obtained results, the t-test is significant because the p-value is less than 0.05. This is reported as: t (27) = -3,911and p < 0.000. The value of p (, 001) is less than 0.005 indicates that a very small probability of this result occurring by chance. There is strong evidence (t = -3,911,

p =, 001) that the teaching intervention improves the students' fluency. This suggests that CL strategies succeeded in affecting the learners' oral proficiency.

3.4 . Discussion of the Oral Tests

Students are expected to develop their speaking skills through enrolment in the new experience. Although the module is designed and subject to the learners' needs; it fails to prepare them academically and professionally. The created environment should be conducive to learning in the sense that it provides opportunities for interaction. Given the classroom context, students were exposed to a learner-centered approach in which self-reliance is a vital factor for successful learning. The team-based activities require them to work together as a unit. Activities such as Three minutes interview get students to talk and take turns in various situations.

The study aims to display the effect of cooperative strategies on the growth of the learners' oral proficiency. At the beginning of the research, the learners took a pre-test to measure their 'speaking skill before engaging in the treatment. Afterward, students were involved in three weeks program using CL activities such as jigsaw, three numbered heads together, three minutes interview, etc. The activities were carefully selected and crafted to serve the aim of the study. Each lesson contains focus, materials, medium, and evaluation. Along the way, the teacher of oral expression gave the floor for students to speak and participate actively. CL saves time and doubles results through getting all the learners to work at the same time. Despite the noisy classroom, there was a chance for everybody to speak their minds and free theses tied tongues. Activities were structured according to the principle of cooperation toward achieving a mutual goal. Students were very motivated and enjoyed the session which weeks ago was a waste of time and a burden.

At the end of the intervention, students took the posttest to measure the improvement of their speaking skill. The quantitative data obtained from the oral tests demonstrated numerically the gap between the two conditions. CL succeeded to influence all the sub-elements of oral performance to a given level. All the elements (vocabulary, grammar, fluency, and pronunciation) seemed to be improved after the intervention. The mean scores of the posttest **(mean= 12.00)** were remarkably higher than the mean scores of the posttest (**mean=9; 92**). The results confirm the hypothesis states that CL has a positive impact on the learners' oral production.

Conclusion

This chapter has presented facts about foreign language learning and teaching, pedagogical practices, perceptions of both parties toward the use of cooperative strategies, as well as the concrete impact of this latter on the learners' oral performances through a comparative study between the pretest and the posttest. The results obtained from the student questionnaire and semi-structured interview with oral expression teachers gave a full picture for a better understanding of the research problem. Overall, the experiment showed notable progress after the test, demonstrated by the posttest mean scores as mean=12, 00. On the whole, the treatment succeeds in developing their sub-skills including vocabulary, pronunciation, grammar, and fluency. This study described a unique experience related to the field of language learning and teaching and extending the bobble to a bigger population may display more benefits and consequences.

Language learning is a dynamic production that may be affected not only by the aforementioned incentives but also by the assigned curriculum, socio-cultural factors, and learning/ teaching conditions including media and facilities. Like any study, perfection is not possible to attain, there are some shortcomings resulted such as noisy and less-controlled classrooms.

However, it is fairly impossible to avoid disruption and negativity in any experimental project, what is more, important is to transform these drawbacks into elements conducive to learning.

A major contribution of the investigation is confirming the limited interactive opportunities of foreign language learners and the positive impact of CL on the learners' oral production. Consequently, CL could be viewed as a reliable approach that could benefit university students in particular and EFL learners in general.

General Conclusion &
Pedagogical Implications

1. General Conclusion

Closing the study, this section provides an overall overview of the entire research starting from the fundamental theoretical perspectives to the results of the concrete implementation. The reached conclusion supports the hypothesis of the study that says cooperative learning activities improve EFL learners' oral performance. There is a notable difference in the mean scores of the students' time measure 1 and the time measure 2, concluding that the findings are supported by previous studies in the field and validated by the present attained results.

Most of the non-native speaking countries of English are attentive about the teaching and learning theories of the foreign language. Speaking the foreign language is considered the most difficult skill to be acquired due to its nature and unique component. Recently, the Algerian educational authority adopted communicative language teaching which focuses on the learners' needs. Following the student-centered approach, teachers of oral expression employed a variety of activities but failed to comply with its principles. It was noticed that little language practice opportunities are given to students while teachers spend a quarter of the time speaking. The designed activities encouraged individual participation and they are not equally distributed among students. That is, some students participated once in a while whereas others seem to participate frequently.

Oral expression teachers at the University of Jijel seem to adopt the communicative language approach; however, not fully applying its principles. The learner-centered approach exerts contextual interaction and use of language including both the form and function. According to the obtained results, both teachers and learners are aware of the cooperative learning strategy but fail to properly

use due to certain reasons. The observed situation shed light on the extensive and unreasonable use of tape recording and oral presentations.

The present study aims at examining the effect of cooperative learning strategies on the oral performance of second-year students of English at the English department, Mohamed Seddik Benyahia University of Jijel. Based on the obtained results from the questionnaire, semi-structured interview, and the experiment, both teachers and students are aware of CL strategies and their uncountable advantages; however, a misinterpretation of the concept is captured.

The present study consists of four chapters. The first chapter highlights the most important aspects and theme-related details about the speaking skill. The second chapter tackles cooperative learning from different angles; its nature, principles, elements, roots, advantage, and its relation to teaching and learning of the foreign language. The third chapter draws the map on which the objectives can be achieved. It states all the steps taken to reach the goal of the investigation including notions and procedures. The fourth chapter discusses the results obtained from the questionnaire, semi-structured interview, and experiment. It reports the finding in the form of numbers and graphs as well as objective interpretation of this latter. Eventually, the outcomes confirmed the existence of such a relationship and demonstrated the significant impact of the intervention on the development of the speaking ability.

This quasi-experimental study aims at revealing the effect-cause relationship between the two variables- speaking skill and cooperative learning strategies. To set the stage, a questionnaire was carefully designed to spot the learners' deficiencies, learning preferences, and attitudes toward team-based activities. On the other side, backing up their answers with more precise descriptions provided by a semi-structured interview with teachers of oral expression at the department of English ,

University of Jijel. The ultimate aim of the tools is to establish a sound basis for testing the hypothesis and raise positive expectations of its occurrence.

The analysis of the students' questionnaire defined the learning problems and stressed the lack of practice opportunities and vocabulary as major problems. Regarding their views of group work, learners showed interest in adopting group work activities. Supportively, they believe that working in groups will help them develop their oral skills, motivation, and even social skills. Additionally, students believe that working in groups raises their self-esteem and desire to learn. Their answers imply that a change in the teaching style can resolve many psychological and pedagogical problems that go in line with the rational adoption of CL strategies.

On the same scale, the teachers' semi-structured Interview supported the students' answers and revealed remarkable gaps between the learners' wants and the teaches' in field teaching practices. Consequently, the positive attitudes of the two parties helped the researcher deciding whether implementing the strategy is convenient or not as awareness and acceptance play a vital role in any teaching-learning situation.

As mentioned in the previous chapters and based on the semi-structured interview with the teachers of oral expression, most of the lessons are designed to achieve one particular goal that is memorizing some phrases and expressions. On the same line, they neglect the use of such expressions in meaningful contexts. Most teachers focus on language forms only without asking students to implement their understanding of concrete examples. CL activities, on the contrary, emphasize both form and functions. The structured tasks first have all the members to work together and understand the topic then use that knowledge while performing their roles. Through discussions and communication, students absorb knowledge in both states; structure and use

Based on the attained results, both teachers of oral expression and second-year students of English at Mohamed Seddik Benyahia University misunderstood the denotation of cooperative learning. Although students gave positive answers when they were asked about the term, they usually link it to ordinary group work. Given that, learners sit around a table but work individually. It is a form of physical formation rather than instructional policy. On the part of the oral teachers, although they claimed their knowledge of CL, they were very astonished by the new terms describing related activities. Their surface understanding excluded all the primary principles and the unique structure of the strategy. Only one activity was very popular among teachers, perhaps because it has been used frequently in secondary schools, which is pair-think-share.

Teachers of oral expression at the department of English, University of Jijel, admire teaching the module and are aware of the importance of the speaking skill. They vary the classroom activities but put too much focus on videos and oral presentations. On the topic of group work, all teachers showed agreement and support the integration of the strategy during oral classes. However, their understanding of CL seemed to be generalized and ambiguous. Unlike their views, CL activities are well structured and designed in a given manner to serve given purposes. Most teachers confuse CL activities with traditional group activities, making it an illusion instead of reality.

In the final stage, through analyzing the test scores, SPSS (the Statistical Package for Social Science) demonstrated the learners' oral performance before and after the integration of CL activities for three successive weeks, the mean score of the posttest (mean=12, 00) is significantly higher than the mean score of the pretest (mean = 9, 92). In other words, the integrated technique

could enhance the learners' speaking ability. Overall, an advancement of 2 points in the learners' scores was achieved by almost all the participants. This remarkable accomplishment was done in three successive weeks.

Through small group interaction, the experimental group demonstrated a significantly better oral performance at the end of the intervention. The notable improvement in the learners' oral performance is based on pretest mean score (mean=12, 00) and the T-test; t (27) = -11,756 and p < 0.000. The findings were obtained through an intensive program of three weeks in which students were exposed to the contextual language and equal language practice opportunities. The teachers' speaking time was reduced to 10% and directed her role in increasing the students' speaking time. A variety of activities were purposefully implemented to work on those speaking deficiencies and foster oral communication.

The findings showed that the experimental group performed better and scored higher after the intervention period. CL had a positive impact on the learners' oral production displayed through the scores of the final posttest. This study was rooted in the positive findings of previous studies and followed their recommendations for future research. CL improved the learners' oral performance through adopting a triangulated approach, results gained approved reliability and validity. The suggested hypothesis was confirmed and declared positive based on the marked difference found in the mean score of before and after the intervention.

During the intervention. Participants were divided heterogeneously; Students with different abilities, learning styles, personalities were arranged into groups. The results showed its efficiency in enhancing the speaking skill including; pronunciation, grammar, vocabulary, and fluency; each to a given extent without exceptions. Students are aware of their responsibility toward the group

and work together. Less able students benefited from the direct interaction with bright students and acquired learning strategies unconsciously. By performing certain roles in every session, less interactive students were obliged to participate while bright students were obliged to listen to others and appreciate their work.

Throughout the research journey, the researcher has to be very selective, careful, academic, and knowledgeable before taking any action. Every single action should be built upon theory, learners' needs, existing problems, and teachers' guidelines. The treatment was carefully designed with respect to the time frame, available participants, materials and classroom, and the volunteering teacher. CL activities were integrated into oral expression classes embedding all the linguistic and non-linguistic knowledge. Before any session, the researcher meets the teacher and discusses together the content, clarifies the procedures, and ensures understanding. By doing so, the teacher saves time and effort, avoiding distraction, and maximizes learning. Despite the multiple learning styles and preferences, the researcher varied the corresponding activities to satisfy all the tastes.

In addition to the notable improvement in the quality of speaking output, students became more motivated, less stressed, remarkably self-confident, and less disqualified. It provides more opportunities to speak and naturally interact with others. The safe learning zone encouraged learners to share ideas and exchange opinions without the burden of making language errors. They learned unconsciously how to talk freely and acquire non-linguistics skills such as turn-taking and body language.

Despite some uncontrolled factors such as noise and disruption, CL is highly qualified to be integrated into the EFL classroom where little opportunities are given to speak. It sets the stage for the learners to develop their oral skills and practice the spoken language. Among numerous

teaching approaches, CL succeeded in standing out and making a difference. It encourages interaction and communication which learning a language is all about. It facilitates the acquisition of the target language in a non- native speaking environment.

The new teaching and learning process succeeded in attracting the participants' attention because it was notably different from ordinary. They enjoyed joining such classes after they were a waste of time and a must. CL s joyful activities provided sufficient exposure to foreign language by interacting and communicating with others. The created environment had students to work as a unit and acquire problem-solving skills as well as decision making. Gaining social acceptance and be appreciated by others, undoubtedly, raises the learner's self-esteem and encourages active learning.

Students enrolled in CL activities are now more motivated and focused, they used to be dissatisfied and disappointed. Shy students are more self-confident to speak in front of others, share ideas, and even criticize when needed. The students speaking time reached the peak when all students perform their roles and contribute to the group's success. All had equal chances to participate and improve the output quality. Elements of speaking were highly practiced indirectly by engaging in discussions and debates. Peer correction helped to guide and directs the learners toward the correct form and usage of English.

Social ties are very important for a stable learning environment, loving friends have a great impact on the psychology of the learners. Educational psychology has been always concerned with the creating of a supportive learning context especially for those who need more focus and effort. CL strategies teach learners how to give and receive love from the others, they are more cultivated

to receive criticism and. Due to given principles, teachers do not feel stressed and overloaded to provide knowledge, they only guide and monitor.

Generally, Students used to take traditional oral classes which were not purely classic but to some extent teacher-dominant. With the interference of cooperative learning strategies, many language practice opportunities were given to students. The active tasks got the learners engaged in learning and increases enthusiasm. All students are encouraged to speak and share their knowledge. The planned activities with the allocated roles, all students are expected to perform a certain role and contribute to the success of the entire home group. The new approach reduced the teachers' speaking time, on the other hand, provided multiple language opportunities for students. A variety of methods were used to address all the learning styles and preferences such as three minutes interview, fishbowl, and jigsaw. Cooperation didn't develop their linguistic competence but also their social skills as they were obliged to work with others and communicate with them. In addition to linguistic knowledge and social skills, learners' psychological state has been improved. They became more self-confident and self-reliant.

Furthermore, classroom management can be achieved through CL activities which are highly recommended for large classes. The small divided groups give the teacher a chance to get everybody involved. Time and space are manipulated according to the topic and the settled objectives. In the absence of technology and other means of teaching, CL requires nothing but sitting around a table and start a lively interaction. Disruption and noise were notable elements of the intervention, however, the researcher considered it as a sign of interaction and communication between students. Since all the learners take the chance to perform various roles, it will be logical for the classroom to be noisy but creates a supportive learning environment.

CL is an instructional strategy that brings together different abilities, personalities, and qualifications to accomplish a mutual goal. The well-planned activities outline the role of teachers and learners aside. Dividing the class into small group forces everyone to work and contribute to the group. All learners will have equal chances to speak and use contextual language.

By enrolling such research, the researcher confirmed the scholars' claims that speaking is the most difficult area of language so far. It was very hard to select appropriate materials especially university teachers are not provided by any curriculum. It was a great challenge for a non-native speaker of English, offering a perfect model was such a big responsibility. Students were less motivated and barely speak in the classroom. Hence, the researcher organizes the activities from the less difficult to the most while stressed establishing a comfortable social context.

2. Pedagogical Implications

Any research has its findings and future implication. The present study recommends that Algerian lecturers should work on their teaching style; sticking to one methodology is not reliable. As they teach and experience different situations, they develop professional perspectives and insights. To improve higher education, the researcher examined the feasibility of the strategy particularly, to teach oral expression. It's widely agreed that teaching speaking is not an easy task as it is very demanding on the part of the teacher in terms of proficiency level, experience, creativity, and even interest in the subject. On the same level, students need more focus, motivation, efforts, and involvement. These criteria cannot be realized without the mutual correspondence of both sides.

Knowledge is vital and placed at the top of the education hierarchy, however, transmitting and exchanging that knowledge is much more important. The received knowledge in the classroom

should be linked to the outside world; hence, teachers should provide realistic practice opportunities. In such views, Teachers are recommended to adopt forms of cooperative activities in their classes through which teachers can design real-life situations and create assimilation in the classroom.

Higher education decision-makers are addressed to offer a training program or pedagogical workshops for teachers in cooperative learning strategies. Without a doubt, CL activities also have some shortcomings such as time constraints, noisy classes, lack of materials, designing meaningful activities, grouping, group conflicts, and objective evaluation, however, professional developments come with challenging the norms and upgrading the educational system. Teachers are recommended to be aware of the recent changes in the field of foreign language teaching and select the most appropriate strategy for students. Although the realization of cooperative tasks is time-consuming and needs more effort, students will experience contextual language use, more motivated as they learn in a safer and comfortable zone. The utilization of Cooperative learning techniques demands teachers to feel comfortable and convinced.

Considering the findings of our study which is directly related to teaching speaking at the Algerian university, it seems necessary to suggest some pedagogical recommendations:

- Teachers are requested to reconsider their teaching styles and update their approaches. More emphasis should be put on the communicative function of the target language used in context and neglecting traditional methods. This trending model is structured to be used in various fields to address various levels with no exception.

- Teachers should undergo an in-service training program in CL and become experts through exchanging visits with matter specialists, observing CL classrooms, attending seminars and conferences, receiving certificates, participating in workshops.

- Speaking is concluded to be one of the most important skills; consequently, teachers of oral expression should increase time exposure to the contextual language. They are required to decrease their speaking time and give the opportunity to their students.

- When applying some cooperative activities such as jigsaw, teachers should consider the time available and students' comprehension of the instructional strategy. They can schedule and plan the lesson based on the available teaching materials and respecting the time frame.

- Teachers of oral expression classes are requested to provide topics that stimulate the learners' interests. A simple way can be asking students to choose a free topic from time to time or conduct a small survey on the most trending topics

- Teachers are recommended to provide regular practice of the spoken language so that learners' performance will be improved. This can be achieved through carefully planned lessons and setting objectives.

- Negative emotions like anxiety, stress, and fear should be kept at the door of the classroom, rather, teachers are asked to surround learners with positive energy and a safe learning environment. Team-based activities will establish such an environment automatically.

- Teachers are requested to provide immediate feedback and use rewards. Opting for external motivation, stimuli enhance the learners' self-esteem and push them to work

harder. In CL, the instructor can use concrete rewards and praise such as additional points for the group or chocolate. Teachers can use rewards for the best performing group in terms of interrelationships, group solidarity, and most active learning agent.

- In order to avoid disruption, noise, conflicts; the teacher should organize short and interesting CL activities especially for disobedient students.

- In a foreign language classroom, students usually prefer peer correction rather than a teacher's correction. Mostly because teachers fail to communicate without truly embarrassing the learners or criticizing them in front of others. Team-based activities will offer a comfort zone in which learners are happy to receive criticism and develop their tolerance.

- It is very important to consider the learners' level, personality, and learning styles. Educational psychology seems to be one of the most influencing factors for the success of the learning/teaching process. Teachers are requested to survey at the beginning of the academic year; their answers will help teachers to plan sessions according to the obtained data.

- Learning in the responsibility of students, they should not rely only on the classroom opportunities but promote their language output by creating a communicative situation outside the educational setting. Now, technology offers a variety of communication channels around the world. They can participate in debates, organize English café, and organize seminars and workshops.

- Students are recommended to speak their minds. If learners don't like the teaching style or have any suggestions, they are requested to ask the teacher directly in an appropriate way.

- Higher education should invest interests and efforts to implement modern teaching methods in several fields through the customizing the principles according to the necessities and obligations.

- The present research looked at the impact of cooperative activities on developing the oral skills; researchers are invited to examine its effect on other variables such as learning outcomes, the acquisition of a given skill, stress, and anxiety.

- In addition to cooperative strategies, educators are recommended to explore the effect of cooperative strategies on possible influencing factors that facilitate and hinder learning such as motivation, social skills, and shyness.

- Teachers should undergo a training program in cooperative learning and organize workshops with connection to old known institutions in the domain

- Experimental studies (quasi-experimental studies in education) are highly recommended to test a given theory or reach a particular conclusion. These studies can assess the effectiveness of the strategies in various domains and cover various levels

- Before conducting any formal experimental study, the testing is very important. It provides a reliable source of information. The researcher can work on a similar sample to test the feasibility of the study, set clear objectives, and identify the needs.

For future implementation, the present research adds to existing literature and supports the application of the strategy. The obtained results encourage educators to dig deeper through examining its effectiveness in different fields and levels.

Due to restricted time, the researcher implemented only some of the strategies in three weeks. Future works, researchers are advised to run long periods of exposure in order to better

evaluate its effectiveness and maybe discover interrelationships and its interaction with other variables.

Even with the success of research in answering all the questions, some limitations tied our study. We highlight some implications for future research:

Future studies should take the initiative in applying cooperative learning strategies in different institutions starting from primary school to higher education. As was aforementioned, Algerian researchers were only interested in capturing facts, categorizing conceptions, and discovering attitudes without actually experimenting Hence, The applied strategy should be practiced outside University.

For educational goals, the study focused on formal cooperative groups inside the EFL classroom. Further research may include informal cooperative groups outside the classroom such as assigning projects or organize informal events that help to build social relationships.

Regarding other possible clues, CL activities should be practiced for longer periods. Because of time constraints, to avoid any external variables, the implementation took only three weeks. To reach a notable impact, instructors should devote time and effort during the academic year and expand the exposure period. For an extended experiment, the researcher should schedule the program and prepare content that should cover that period.

The current investigation focused only on the learners' oral performances. Future studies should deal with other variables such as other language skills (writing, reading, and listening), retention, motivation, cognitive skills and processes, academic achievement in multiple areas, and even social skills for future endeavors. The strategy is not limited to a specific area nor a group of participants.

Administrators should back up teachers and provide the necessary materials to ensure an appropriate teaching process. They should support the implementation of new strategies and organize workshops for teachers. Training in the area will have a big impact on the anticipated outcomes and achievements in the long run. They are the linkage between teachers and students, hence, gain more knowledge of the teaching/learning situations.

The present study focuses on improving the performance of teachers of oral expression, future research is requested to replicate the same study or investigate the effect of CL strategies on other language skills; writing, reading, and writing. Additionally, CL should be testes at a deferent level in various disciplines.

A major contribution of the study is confirming that providing meaningful interaction opportunities in the EFL classroom enhances the learners' oral performance. For future research, CL links many research domains including foreign language teaching, learning theories, language acquisition, and educational psychology. Intensive research in the area is recommended

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Appendices

Appendix A

Students' Questionnaire

Dear Student,

You are kindly asked to complete this questionnaire which aims at investigating the speaking deficiency and attitudes toward the use of cooperative learning activities in Oral Expression Classes. Your answers are very important for the validity of the study under investigation. Please, tick the appropriate box (×) to indicate your choice, and specify your answer when needed.

Section one: Speaking Deficiencies and Educational Setting

1. Based on your experience in learning, speaking is:

   Easy ☐   Difficult ☐   Very Difficult ☐

   Why…………………   ……………………………………..

2. Which language skill that needs development?

   ☐ Speaking   ☐ Listening   ☐ Reading   ☐ Writing

3. Do you think that you are a good speaker?

   Am Not Good ☐   Am Good ☐   Am Average ☐   I don't Know ☐
……………………………………………………………………………………………………..

   4. Do you think that oral expression classes are important?

   Yes ☐   No ☐

   5. Does the current oral expression session help you to develop your speaking ability?

   Yes ☐   No ☐

   6. How often do you participate during oral expression class?

   ☐1. Always   ☐ 2.Often   ☐ 3.Sometimes   ☐ 4. Rarely

7. If you opt for 3 & 4 , Your low participation is caused by: (you can select more than one)
   a. Lack of Speaking opportunities
   b. Limited vocabulary
   c. Shyness and fear of making mistakes
   d. Low self-esteem
   e. Inappropriate teaching style
   f. A+B+E
8. Motivation is a crucial factor in Language Learning, are you motivated enough in oral expression classes?

   Yes ☐   No ☐

   If not, please circle the suggestions that will increase your motivation :(you can circle more than one)

   a. A change in the Teaching Style
   b. More Opportunities to speak
   c. Selecting interesting topics
   d. All

9. How can you describe your social relationship inside the classroom :

   Good ☐   Average ☐   Bad ☐

10. In your opinion, can social relationships help enhancing your speaking performance?

   Yes ☐   No ☐

Why…………………………………………………………………………………………

Section Two: Cooperative Learning Strategies

11. Are you satisfied with the current teaching method in oral expression classes?

   ☐ Yes   ☐ No

If not, can you state the reason?
…………………………………………………………………………………………….

12. In Oral Classes, do you prefer:

   Group activities ☐   Individual activities ☐

Can you explain why?
………………………………………………………………………………
13. Circle the activities you enjoy most (you can circle more than one)

a. Role play
b. Discussion
c. Oral presentations
d. Listening activities
e. Pair Think Share

14. Are you aware of group work?

Yes ☐   No ☐

15. In your opinion, will group work enhance your speaking performance?

Yes ☐   No ☐

16. If the teacher adopts group activities , will you be :
Very satisfied ☐   satisfied ☐   not satisfied ☐

17. How do you find working in groups?
Easy ☐   Difficult ☐   Very Difficult ☐

18. Does working with others creates problems to you?
☐   Yes   No ☐

19. Please, tick the appropriate box (×) to indicate your choice:

N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Group work creates a motivating environment				
2	Group Work creates more opportunities to practice speaking				
3	Group work builds my social relationships				
4	Group work enhances self-esteem				
5	Cooperative learning enables us to express opinions, ask and answer questions, argue, and debate.				
6	The oral expression teacher speaks more than students				
7	I can develop my oral skills if teachers change their methods				

Thank You

Appendix B

People's Democratic Republic of Algeria Ministry of Higher Education and Scientific Research University Kasdi Merbah University Faculty of Arts and Languages Department of English

The Teachers' Semi-structured Interview

This study attempts to suggest cooperative learning as an instructional strategy to enhance the speaking performance of second year students at the University of Jijel

Section One: Background Information

1. What degree do you hold?
2. Do you have any teaching experience at University?
3. Do you like teaching Oral Expression?
4. How do you evaluate the learners' oral performance?
5. What are the major difficulties that hinder the developments of the speaking skill?
6. In your opinion, what is the most important language skill?
7. What Types of activities do you adopt?
8. Do Learners' participate during oral expression classes?

Part Two: Teaching and Cooperative Learning

9. Are students motivated in oral expression classes? Why?
10. How frequently do you use your preferred activities?
11. Do you use teacher evaluation, self-evaluation, or peers evaluation?
12. What roles do you perform in oral expression classes?
13. Have you ever heard of cooperative learning strategies?
14. Which kind of CL activities do you usually opt for?
15. Do you like using CL activities?
16. Does cooperative learning enhance the learners' oral performance?
17. In your opinion, does CL help improving the learners' social skills?
18. Do you agree with the following statement :
    o CL creates a motivating environment
    o CL creates more opportunities to practice speaking o CL builds my social relationships
    o CL enhances self-esteem
    o Cooperative learning enables us to express opinions, ask and answer questions, argue, and debate.
    o The oral expression teacher speaks more than students
    o A change in teaching style can enhance the learners' oral skills **Thank You**

Appendix C

Teachers Semi-Structured Interview Transcripts

Q1. What degree do you hold?

Teacher 1: Well….I am a bachelor graduate (hesitated to answer, maybe she felt embarrassed)
Teacher 2: I have magister degree
Teacher 3: I am a master graduate and currently I am a PhD Candidate
Teacher 4: I have magister degree
Teacher 5: For the time being am perusing my studies, I am a PhD Candidate

Q2: Do you have any teaching experience at higher educational establishment?

Teacher 1: Umm… you can say that I have a small period teaching at the university …. Umm … One year.
Teacher 2: Well … it is almost eleven years now
Teacher 3: Since I was busy perusing my studies, you can say that I taught only this year ... honestly, as a part of graduation process
Teacher 4: Well... I still remember my first day of teaching, it has been eight years now (deeply thinking of old days)
Teacher 5: Yes, i was teaching for so long…Umm eleven years now… time flies so fast (with a smile full of memories)

Q3: Do you like teaching Oral Expression?

Teacher 1: I do like teaching oral expression because it is more interesting for EFL students in term of enhancing their learning and speaking abilities (looks very satisfied)
Teacher 2: Well … it is not my favorite module but I enjoy teaching it.Although the focus is on the learners' speaking skill, other skills are always touched upon, making the session full of fun.
Teacher 3: I couldn't be happier …I love this module. You know am an independent person who loves creativity. It is the best teaching option because I am not tied to a given syllabus.
Teacher 4: Well... I am an extrovert, making the others speak is my cup of tea. Oral expression classes are the most convenient
Teacher 5: I admire teaching oral classes. In my opinion, Interaction is essential for EFL students, I want them to practice the language and become fluent (with a face full of motivation)

Q4: How do you evaluate the learners' oral performance?

Teacher 1: I may consider them average… they are EFL learners, so I can't be judgmental especially in term of speaking ability (I felt that he was not objective enough) *Teacher 2*: Hmm …Evaluation…honestly, I say that they are average speakers. *Teacher 3*: As foreign language learners …I may say that they are average. Despite of the long exposure to the English … I mean in middle and secondary school, they don't actually meet the expectations.

Teacher 4: In my opinion, most of students are average. Taking the foreign language into account, the level is acceptable.

Teacher 5: well … based on my evaluation, they are neither good nor bad. A level that must be enhanced since they speak more than write

Q5: What are the major difficulties that hinder the developments of the speaking skill?

Teacher 1: Concerning this point…I would say lack of practice whether inside or outside the classroom. Some students don't have the words or can't express their thoughts. Also, I can add one significant aspect… the type of instructions that teachers use…or let's call it method. For many years, teachers adopted grammar translation method, audiolingual method, direct method …etc. the selection of the method can absolutely predict the outcomes. Consequently, choosing inappropriate method will lead nowhere. Indeed, it decreases motivation in the classroom.

Teacher 2: In my opinion…language practice is very important to master the material which is not the case for our students. The majority lack self-esteem which affects their speaking ability. There are many obstacles that can't be controlled, rather try to minimize their negative impact.

Teacher 3: There is always a reason why students are not competent enough… they practice less than it should be. Some students keep asking their classmates how to name things. I think that they should be more confident and willing to make mistakes.

Teacher 4: In my opinion, students do not speak enough…because of shyness, lack of confidence and fear of making mistakes. Another difficulty is their limited vocabulary. They often can't find appropriate words. However, teachers also have an impact on the learners level…teaching methodology and methods are very important to achieve the goal. *Teacher 5*: well …Not speaking (with a smile) … students feel burden whenever I ask them to speak. Self-esteem is a crucial factor for language success which is unfortunately absent. Umm ... another thing… Honestly, I get very angry when I hear them speaking in Arabic whenever they can't find the word in English.

Q6: In your opinion, what is the most important language skill?

Teacher 1: Well… we can't favor one language skill over the other. They are equally important but I would say: listening, speaking, writing, and reading.
Teacher 2: It is a hard task (laughing)….Hum (taking few seconds to answer) …well, for me listening and speaking are principle skills while writing and reading come next
Teacher 3: All the skills are important, however, I say speaking, listening, writing and reading. A bilingual is often defined by his speaking ability.
Teacher 4: successful language learning requires the mastery of the four skills. However, their importance can be measured based on the learners' needs. Therefore, I am gonna put listening, speaking, writing, and reading.
Teacher 5: In fact all the skills are a part language that need to be acquired but there is a small difference …let's say…the most needed skill. In my opinion, any foreign language learners is expected to master listening, speaking, writing, and then reading.

Q7: What Types of activities do you adopt?

Teacher 1: Well… I use listening activities and follow up questions
Teacher 2: Well…in the first semester, students listen to audios or videos then do the activities while in the second semester I adopt oral presentation.
Teacher 3: Every session, I select a trending topic to discuss in the class. You can call it classroom discussion.
Teacher 4: I focus a lot on individual activities such as listening and answering related questions. I have never thought of an alternative.
Teacher 5: Most of the oral expression sessions are group discussion. I suggest a topic and provoke the learners' interests.

Q8: Do Learners' participate during OE classes?

Teacher 1: I think they are quite active in most sessions
Teacher 2: Well…honestly, only few students participate regularly. The rest just listen
Teacher 3: I will not say that they are hyper active but…They often participate.
Teacher 4: Umm… (Thinking deeply)… it may not be the best but not the worst. Some students are very active while others only participate when they are asked to
Teacher 5: Classroom participation is very crucial especially in Oral expression session. However, only few recognize its importance and do well

Part Two: Teaching and Cooperative Learning

Q9: When speaking about participation, are students motivated in oral expression classes?

Why? Would you adopt Cooperative learning activities?

Teacher 1: Humm… frankly speaking, they are not motivated the way should be. I believe that increasing this factor will lead to good results. Sometimes I try to boost their extrinsic motivation but unfortunately lasts for short period of time. I can link it to the learner's limited vocabulary. Concerning CL activities… yes I don't mind using them

Teacher 2: I would say …not motivated enough. We should work on this part. The reason may be the topic. It is very difficult to meet all the learners' needs including the type of adopted activities. CL activities may be a good choice for all learners

Teacher 3: In my opinion, they are motivated that's why they are active learners. I think I can use such activities for a change

Teacher 4: Yes…they are motivated to some extent. I do my best to increase the positive energy inside the classroom. Although, I put to much emphasis on individual activities, I am willing to adopt CL activities

Teacher 5: Honestly…sometimes I feel bored, the silence kills my motivation and enthusiasm. I think they are not motivated enough (sad face). Since I use classroom discussions, CL is a more detailed activity with the same objective.

Q10: How frequently do you use preferred activities?

Teacher 1: Usually I use listening activities and follow up questions. In some occasions, I adopt individual oral presentations

Teacher 2: up to day, I am using videos and audios in the first semester whereas in the second I usually use oral presentations

Teacher 3: I always use classroom discussion. I suggest a topic, then we start discussing and sometimes I adopt role play (frequently in second semester)

Teacher 4: Well I prefer individual activities which helps the learner to develop his own ability such as listening and answering the questions or individual presentation about a given topic.

Teacher 5: Most of the time I adopt classroom discussion through selecting a trending topic in the first semester whereas in the second, I frequently use role play.

Q11: Do you use teacher evaluation, self-evaluation, or peers evaluation?

Teacher 1: I evaluate students myself. I prepare the test for every semester. It is more academic, objective and reliable.

Teacher 2: Well… I do it myself. I prepare and deliver the test twice every semester.

Teacher 3: I think students feel more comfortable in front of their peers that's why I often adopt peers-evaluations. it facilitates the process and releases stress and Students accept criticism from their classmates more than the teacher

Teacher 4: Well…in my opinion, teacher evaluation is the best option. I know my students and am aware of their abilities, participations as well as level.

Teacher 5: Actually, I like involving learners in the process of evaluation. They know themselves more than anyone else. Every person knows his own weaknesses and strengths; self-evaluations are more accurate and objective.

Q12: What roles do you perform in oral expression classes?

Teacher 1: I am a guide, monitor, and sometimes knowledge provider

Teacher 2: Since we use modern teaching approaches, I am no longer knowledge provider…I guide students and monitor my class

Teacher 3: I used to search for information related to foreign language then summarize and give students handouts, but recently I became a guide who can help students to improve their skills.

Teacher 4: Old fashioned classes don't exist anymore…especially in higher education. Now what I do is providing guidance to facilitate learning and keep my class under monitor *Teacher 5*: I guess my role is related to my teaching approach. Lately, we witnessed notable changes in the field of foreign language teaching…and because of student centeredness approach, I am only a guide, consultant, and monitor.

Q13: Have you ever heard of cooperative learning strategies?

Teacher 1: Yes …of course

Teacher 2: Yes, It is about small groups working together

Teacher 3: Definitely yes…I assign group work from time to time

Teacher 4: Yes… it is not new…it existed long time ago

Teacher 5: are you kidding me (smiling)… sure I do. I used group discussion many times.

Q14: Which kind of CL activities do you usually opt for?

Teacher 1: I always use pair think share.

Teacher 2: sometimes I use pair think share and sometimes individual talk about a particular topic or provoke a trending problem

Teacher 3: many times think pair share

Teacher 4: I used think pair share

Teacher 5: the most common activity I guess is pair think share and sometimes I ask students to talk about a given topic in two minutes…if we can consider it one of CL activities (smiling)

Q15. Do you like using CL activities?

Teacher 1: Yes I do

Teacher 2: I like adopting CL activities

Teacher 3: Yes...for sure

Teacher 4: Yes!

Teacher 5: I like team based activities

Q16. Does cooperative learning enhance the learners' oral performance?

Teacher 1: Several strategies were designed to enhance the speaking skill, however, each focuses on developing certain sub-skill or corresponds to a given learning style. I believe that CL enhances speaking skill

Teacher 2: I can say that CL activities are not randomly designed but they are the products of second language learning theories, so they are effective

Teacher 3: Yes …It help enhancing the speaking skill

Teacher4: I believe that it can help promoting the speaking skill

Teacher 5: Language learning needs interaction… which CL activities
provide **Q17. In your opinion, does CL help improving the learners' social skills?**

Teacher 1: Language needs more than linguistic ability…there is a need for social interaction….yes CL develops these connections

Teacher 2: Yes it does but students may go into conflicts because of different personalities *Teacher 3*: Working with others may push shy students to participate and feel more comfortable to speak

Teacher4: For sure...working in groups encourages students to interact with each other
Teacher 5: I think that it is a good option because usually curriculum focuses on developing the linguistic competence

Q18. Do you agree with the following statement?

All Teachers agree that CL creates a motivating environment
All Teachers agree that CL creates more opportunities to practice
speaking All Teachers agree that CL builds my social relationships
All Teachers agree that CL enhances self-esteem
All Teachers agree that Cooperative learning enables us to express opinions,
ask and answer questions, argue, and debate.
All Teachers agree that the oral expression teacher speaks more than students
All Teachers agree that a change in teaching style can enhance the learners' oral
skills

Appendix D

Learners' Oral Proficiency Pretest Scores

ID	Pronunciation	Vocabulary	Grammar	Fluency	Total Score
E1	2	2	3	1	8
E2	2	2	4	2	10
E3	2	3	3	2	10
E4	2	2	4	2	10
E5	2	2	4	2	10
E6	2	1	4	2	9
E7	2	2	4	2	10
E8	4	1	4	2	11
E9	4	1	4	1	10
E10	2	1	5	1	9
E11	3	1	5	2	11
E12	3	2	5	3	13
E13	2	2	5	2	11
E14	2	2	5	2	11
E15	1	1	3	1	6
E16	2	3	5	1	11
E17	2	1	4	2	9
E18	2	2	4	2	10
E19	2	2	3	2	9
E20	3	2	4	2	11
E21	3	2	4	2	11
E22	3	2	4	2	11
E23	2	2	5	2	11
E24	2	2	4	2	10
E25	2	2	3	2	9
E26	2	1	4	2	9
E27	1	1	4	2	8

Appendix E
Learners' Oral Proficiency Posttest Scores

ID	Pronunciation	Vocabulary	Grammar	Fluency	Total Score
E1	2	4	3	2	11
E2	2	3	4	2	11
E3	3	3	3	3	12
E4	3	3	4	2	12
E5	2	3	4	3	12
E6	2	3	4	2	11
E7	2	4	4	2	12
E8	4	2	4	3	13
E9	3	3	4	2	12
E10	3	3	4	1	11
E11	3	3	5	2	13
E12	3	3	5	3	14
E13	2	3	5	3	13
E14	2	3	5	2	12
E15	2	2	4	2	10
E16	3	4	5	2	14
E17	3	2	4	2	11
E18	2	3	4	3	12
E19	3	4	4	2	13
E20	3	3	4	2	12
E21	3	3	4	2	12
E22	4	3	4	2	13
E23	2	2	5	2	11
E24	3	4	4	2	13
E25	3	3	3	3	12
E26	2	3	4	2	11
E27	2	3	4	2	11

Appendix F

Class N: Date:

Lesson 1: Self-introduction & Job Interview

Objectives:

1) Students will be able to introduce themselves appropriately and talk about their own interests and dreams.
2) To teach some useful phrases for opening and closing a Conversation.
3) Students will be able to pass job interviews.
4) Students will be able to write their Curriculum Vitae successfully.

Language Skills: Listening and Speaking. Vocabulary, grammar, and writing.

Speaking strategies: paraphrasing and summarizing,

Vocabulary: opening and closing phrases

Life Skills: Break the ice and gain the ability to introduce themselves either in social or academic life. They will gain skills to pass job interviews and blend in the workplace.

Methods: Three minutes interview, Gimme the short version, and three numbered heads together

Stages of the Lesson

Introduction: Today, we are going to learn how to introduce oneself effectively and concisely. This is useful for starting friendships, building rapport with your growing network, and coming across as friendly and approachable with coworkers or employers.

1. **Warm up:**
   o Teacher asks students about what would they do first when invited to unfamiliar environment.
   o Moving to a new place, school, or workplace? How to get the other to know you? o The teacher may ask some volunteers to introduce themselves (10mins)
2. **Procedure**
   1- Students are provided with worksheet examples of job interview and curriculum vitae, they are asked to work cooperatively and explore the materials .As a group, they have to make sure that all the members master the piece of knowledge and clearly understand and use the learning materials (15 mins)
   2- Three minutes interview: Have students split into pairs. Each person interviews the other, with person takes turns introducing his or her partner and a summary of his/her responses to the group (15 mins)

3- In every group , Gimme the short version: each pair introduce one another to their group (15mins)

4- Three numbered heads together: Imagine that you are applying for a job position in any field you like, cooperatively, every group must create a CV and imply its elements. As every student in the group is given a number (1-4), the teacher calls out a number. Then the student present it in front of the class (20 mins)

5. Evaluation

- Competition of groups against each other for the best curriculum vital. The winner will be awarded and receive stamp of honor. (15mins)

P.S: stamp of honor is used to replace grades or scores, throughout the treatment period students tries to collect as many stamps as possible. At the end of the interventional instruction, the group that has many stamps wins the challenge. The reason for using such strategy is that it offers the chance to manipulate and change the final results during the process as well as creating a challenging environment for students. Learners will be more motivated to work as they get to know the group's members.

Appendix G

Class: Date:

Lesson 2:   Technology, Communication & Social-Media

Objectives:

1- Students will develop their vocabulary related to communication and social media
2- Students will express their opinions and views concerning a variety of subject-related problems.
3- Students will suggest solutions and develop problem solving skills and critical thinking.

Language Skills: Listening and Speaking

- Vocabulary: communication, internet, social media, and technology, expressing opinion and points of views, expressing advice and suggesting solutions.

Life Skills:

- In a world of conflicts and opposing ideas, building self-esteem and learning how to support your point of view is very important. It creates the individuals' identity and unique character.

Methods: Round Table, Find & Discuss, 2 minutes talk.

Stages of the Lesson

Introduction: who doesn't have a phone, fb account, Ingram or twitter? Today let's discuss together the age of technology and social media.

1- **Warm up:**
- The teacher point to students and ask them kindly about their fb account name , twitter or any kind of social network.
- The teacher may start by sharing his personal Facebook account and reporting a funny accident happened to him because of the social media. (10mins).

2- **Presentation**
1. *Round table***:** On a piece of paper, the teacher lists some common problems related to the topic and ask students to discuss together and find reasons and solutions:
    - ✓ Divorce because of a male/female friend on Facebook
    - ✓ No trust between married couples
    - ✓ Family members live in the digital rather than the real world
    - ✓ How is communication changing between people?
    - ✓ It used to be common to talk to strangers. Do you think it's okay to talk to people you don't know?
    - ✓ How has communication changed through human history? (30mins) (Source: Internet)

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2. **Find & Discuss** – first, the oral expression teacher should create postcards that contain an open-ended question. Next, divide students into small groups and have each group draw one question or postcard. Participants should be given a designated amount of time to discuss. Finally, the one who finish first whether Pairs/groups may be allowed to return their card and take another.

✓ What's the most popular social media site?

✓ Do you upload photos onto Facebook, Instagram? Why?

✓ What do you use the Internet for? How often do you~ go online/connect to the Internet?

✓ What's your favorite's website? Do you usually bookmark the websites you like?

✓ Do you ever write or comment on blogs?

✓ Have you ever bought something online?

✓ Do you download music/eBooks illegally?

✓ Have you ever worked via Internet? Do you see yourself working via Internet in the future?

✓ Do you have a laptop, a tablet or a desktop? Are they protected with a password? Do You tend to Forget it? (30mins)

(Source: Internet)

3. Evaluation

Two-minute Talks (20 mins)

Being able to speak for extended periods of time (anything from 2 minutes to an hour) is a skill that is essential for foreign language speaker. A randomly selected student from each group is asked to speak for 2 minutes about the social media (anything that comes to mind). Every student is given a mark that also compose the groups 'mark. The highest score will receive prize.

- Again, the highest scoring group will receive the stamp of honor

Appendix H

Class: Date:

Lesson 3: Education

Objectives:

1. Students will be able to build enough knowledge concerning education.
2. Students will be able to identify obstacles or roadblocks to solve complex problems or assignments by giving them opportunities to learn from one another.
3. Students will be able to give advice, offer help and provide solutions.

Language Skills: Listening and Speaking.

Language Focus: Giving advice, modals, Functional language

Methods: knotty problem, think pair share, and fish bowl

Stages of the Lesson

1. **Warm up:**
- What is the first thing that comes to your mind whenever you hear the word Education?
- What do you know about the educational system around the world? (10 mins)

❖
Knotty Problem: Divide students into small groups. One student in each group has two minutes to explain the obstacle he/she has encountered. During this time no one is allowed to interrupt with comments or questions. Then each of the other group members has two minutes to share ideas about possible solutions. After the first person's problem has been discussed, another student can go next, and then another, repeating the same process until each student has had time to discuss their obstacles (20mins)

❖
Think, pair and share (20mins)
- What is a good education?
- Is the level of education in Algeria good?
- What would you like to change about the education system in Algeria?
- Would you like to work in the field of education?
- What comes to mind when you hear the word 'education'?
- How important do you think education is, particularly in Algeria?
- Do you think the quality of education is slipping?
- What do you think of online courses, have you ever took a course online?
- What will happen if everybody is educated?

- In which country do you think you can receive the best education award? (Source: Internet)

❖
The Fish Bowl: The teacher writes a collection of debatable questions or problems related to the topic on piece of paper and put all in a bowl. Each group pick up a strip of paper and discuss. Topics such as:

- Do you have any regrets about your education?

- Should there be stricter requirements to enter university?

- Do you think it's unethical to buy diplomas on the Internet?

- If you could go back in time, what advice would you change regarding your education?

- Would you recommend studying English in first educational levels? Please explain your answer.

- What is your view concerning the university online classes? Explain please

- What would you change about your country's education system?
(20mins) (Source: Internet)

3. Evaluation

Teacher states problems related to the theme and ask each group to find solutions. Each representative tries to make a small speech stating the selected problem and its possible solutions. The most coherent, expressive, grammatically correct speech will win the challenge. (20mins)

- As usual, the winner will be awarded the stamp of honor.

Appendix I

Class: Date:

Lesson 4:   Shopping

Objectives:

4. Students will be able to expand their vocabulary in the shopping area.
5. Students will be able to communicate with each other about shopping using the right expressions
6. To discuss different people's shopping habits

Life Skills:
- ✓ Students will acquire a good package of vocabulary associated with shopping. This will enable them to communicate freely and express their needs

Language Skills: Listening and Speaking. Vocabulary, Grammar

- Vocabulary: shopping and colors
- Grammar: politeness expressions and asking for help, phrasal verbs **Methods:** jigsaw, think-pair-share, role play

Stages of the Lesson

1. Warm up:

   The teacher starts noticing and praising student "X" clothes and asking about the price. Then the teacher can start asking student reporting any undesirable shopping situation that happened to them. Their favorite shopping stores for instance. (10mins)

2. Presentation

1. *Jigsaw*. Each group is given a category of shopping items. First each home group is divided into hosting groups, they must master the topic understudy in order to teach it to the home group members. Every member of the home group will be an expert in a given area. Each is responsible for teaching the others. (20mins)

- **Timed-pair-share** is based on four steps in which both parties are involved in interaction. First, every partner is assigned time to speak, then when partner A is peaking, partner B keep listening to him without interruption except to respond or ask a question if the first speaker didn't use the time allocated. In the third step partners switch roles and repeat the process. Finally, randomly selected partner is asked to share the conversation with the group or the class. Students may use the following topics:

- Problems related to shopping
- About how much did you spend on presents last year?
- Are you a price conscious shopper?
- Are you good at saving money?
- Do you compare prices at different stores when you shop?
- Have you ever bought second-hand things?
- Do you sometimes buy something you don't need? Give examples.
- If you won the lottery, what would you do with it?
- What do you spend most of your money on?
  (Source: Internet)

2. ***Role Play****:* Teacher provides a scenario, and a specific character or role to play. students act out the scenario together using realistic speech and gestures each group practice the following dialogue, playing the role of a client and a salesperson (25mins)

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3. **Evaluation**

➢
Each group should write a dialogue involving the client and the sales person in a given area. The best dialogue will be selected and awarded (20mins)

Best dialogue will receive stamp of honor

Appendix J

Class: Date:

Lesson 5: Superstition

Objectives:
- ✓ Students will be introduced to the term superstation
- ✓ To develop students' communication skills.
- ✓ To extend the learners' word bank and cultural background.

Language Skills: Listening and Speaking. Vocabulary, Grammar, build relationships, enhance self-esteem

Life Skills: Cultural awareness and understanding the others

Methods: Tea Party, Talking Chips

Stages of the Lesson

1. **Warm up:**
The teacher may start with a joke…uttering a local well known superstition such as black cats (10mins)

2. **Presentation**
Students are provided with worksheet that contains information about superstitions and some examples.

- **Tea Party**: students are facing each other in two opposing lines, the instructor first asks an interesting question to the class, then have students facing each other in the lines discuss it for a minute or more. After, the teacher asks another question but this time with new partners in the opposing line by moving one line to the right. Instead of lines, this activity can be applied in concentric circles, where one circle moves to the right or left when a new question is posed.

1. Do you believe in luck (bad or good)? , justify your answer
2. In your opinion, are there certain people who are lucky or unlucky?
3. What is the most strange, unbelievable superstition you have ever heard?
4. Can you state some of the superstition you know about any country? (30mins)

- **Talking Chips**

The Talking Chips strategy positions the students so that each student within the group gets an equal opportunity to speak. Break students into groups and assign a discussion leader (for each discussion question the leader can change). The discussion leader's job is to give each student within the group three plastic chips (or as many as you want). Then the teacher poses a question to all of the students, and if a student would like to respond or contribute to the conversation, they must place one of their chips into a plastic cup that is in the middle of the table. Each student is not allowed to speak unless they have placed their chip in the cup. When students run out of chips, they must just sit and listen quietly until all of the chips are in the cup. Once all of the chips are in the cup the discussion leader can pass them out again and the discussion can continue. Students can use a talking chip to give an idea, ask a question, express a feeling, respond to an idea, or ask for clarification. (30mins)

For Example:

- State some of Algerian superstitions that you know?
- Have you ever experienced a superstition?
- What was your feeling when you saw a black cat or when you broke a mirror?
- Do you believe in superstitions? Justify
- Do you know any weird superstition related to any country?

Evaluation

Every group is require to write down all the members contributions in the discussion through the use of talking Chips. The winner is the one who collect as many chips as possible. (20mins)

Appendix K

Class: Date:

Lesson 6:   *Idioms*

Objectives:
- ✓ Students will be able to comprehend and use various idioms
- ✓ Students will be able to communicate easily using idioms

Language Skills: Listening and Speaking, Grammar

Vocabulary: idioms

Methods: jigsaw, talking chips

Stages of the Lesson

Introduction: Today our focus will be on idioms

1. **Warm up:**

The teacher can start the lesson giving an idiom that students can understand or commonly used and ask them to explain (10mins)

2. **Presentation**
   - ❖ **Jigsaw**: each group is given a category of idioms: Money, body parts, weather. Using the worksheet, students of the same group discus together and try to explore the real meaning of each. Next, using random selection, each member form the expert group to form hosting groups. Each students must teach the hosting group all what he learned. Then students has to return to their home groups (30mins)

   - ❖ **Talking Chips**. First every group is asked to discuss a topic (idioms associated with nations, fruits, body, colors, seasons, animals), as every student talks he/she asked to put the chip in the center of the table. When the student ends his speech, he doesn't have the right to speak until all the chips are in the center. Once all the chips are down, students are allowed to start over. (30mins)

3. **Evaluation**

- The teacher can do a quiz at the end of the session by randomly asking the students the meaning of any idiom. Each group is scored according to their answers
- Prepare a variety of idioms that are previously studied for each group and ask them to state the meaning and give an example (20mins)

ملخـص

ينعكس إتقان لغة أجنبية ما في كفاءة التحدث وبراعة التواصل ولكن لوحظ أن الأداء الشفهي لطلبة اللغة الانجليزية من جامعة جيجل متأثر بنقص فرص ممارسة اللغة. تبعا لذلك ، تهدف الدراسة الحالية إلى التحقيق في مدى تأثير استراتيجيات التعلم التعاوني على الأداء الشفهي للطلبة من خلال دمج هذه الاستراتيجيات في منهاج التعبير الشفهي. لتحقيق ذلك, قمنا بدراسة ميدانية حيث تم تدريس عينة تضم سبعة وعشرون طالبًا في السنة الثانية من جامعة جيجل عن طريق دمج أنشطة التعلم التعاوني جنبًا إلى جنب مع تعليم اللغة خلال حصص التعبير الشفوي لمدة ثلاثة أسابيع متتالية. فيما يتعلق بجمع البيانات ، استخدمت الدراسة استبيانا مقدما للطلاب ، ومقابلة مع أساتذة التعبير الشفوي ، كما تم إجراء الاختبار الشفهي قبل و بعد التطبيق. يهدف استبيان الطلبة إلى استكشاف صعوبات التحدث لدى الطلبة ومواقفهم تجاه تبني الإستراتيجية ، بينما تهدف المقابلة إلى الكشف عن أساليب التدريس المتبعة و وجهة نظر الأساتذة في استخدام أنشطة التعلم التعاوني. في الأخير، أجريت الاختبارات الشفوية لقياس مدى تأثير الاستراتيجية المقترحة على الأداء الشفهي للطلبة. أظهرت النتائج أن العينة المدروسة سجلت درجات أعلى في الاختبار الذي تم إجراءه بعد تطبيق الاستراتيجيات. يمكن القول أن التعلم التعاوني لا يعزز الأداء الشفهي للمتعلم فحسب ، بل يعزز أيضًا الحافز والمهارات الاجتماعية. ومنه ، تم التحقق من نجاعة هذا الأسلوب من التعلم في حصص التعبير الشفهي, ولذلك نوصي باعتماده في التدريس.

الكلمات المفتاحية: التعلم التعاوني ، التفاعل ، الأداء الشفهي ، التعلم ، استراتجيات التعلم