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**The Effect of the Implementation of the Cooperative Learning on the
Students' Speaking Skill Development**

The case of the second year LMD English students at the university of Mostaganem

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Dedication

With gratitude, this work is dedicated to the dearest people to my heart

My dear parents, my two adorable sisters: Naïma and Hadjira

My two best friends and classmates: Abed kawther and Maazzouz Aicha.

To all my friends and classmates that shared this great experience with me.

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Abstract

Recently, great attentions have been oriented towards the communicative properties of language. However, teaching and learning the speaking skill represents a great challenge for both teachers and learners. and this is seen in the students' low achievement at their oral performance. Moreover, the teaching of foreign language by its nature is an interactive process that involves an active participation of both teachers and learners. This research investigates the effect of the cooperative learning on the students' speaking skill. It explores the effectiveness of implementing the group work method in developing the students' speaking skill during the oral expression classes. The study was conducted with teachers and L2 students from the English department of the university of Mostaganem. Based on some assumptions three hypotheses were build up. Then, both qualitative and quantitative data were gathered through a questionnaire, audio-recordings, observations, and a semi- structured interview. The different tools were used to know the students' attitude towards the group work method from the questionnaire, to investigate the oral classes through observations, and a semi-structured interview to get insights into how oral expression teachers implement the cooperative learning. The results obtained confirmed that the group work method helps developing the students' oral proficiency and other communicative and social skills. However, it has some issues. It is used differently but not frequently by teachers of oral classes. That is why at the end, some guidelines and strategies are proposed.

Keywords: speaking skill, interaction, communicative competence, cooperative language learning, group work.

List of Abbreviations

CALLA: Cognitive Academic Language Learning Approach

CIRC: Cooperative Integrated Reading Composition

CL: Cooperative Learning

CLL: Cooperative Language Learning

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

L2: Level Two

LMD: License Master Doctorat

PBL: Problem Based Learning

PPDS: Primary Professional Development Service

PPP: Presentation Practice and Production

SCM: Self-Confrontation Method

SCT: Socio-Cultural Theory

STAD: Students-Team-Achievement Division

TEFL: Teaching English as a Foreign Language

TGT: Teams-Games-Tournaments

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General Introduction

English has become the universal language used for communication. This fact led to the increase in demand of learning and teaching the target language and it is sure that the main pre-requisite of mastering the language, is to speak accurately and fluently. Moreover, since the appearance of the communicative language teaching (CLT) approach and other communicative methodologies that focus on improving the communicative skills and abilities of the learners, the interest of communication in the classroom has been developed. In the light of this idea, cooperative learning was emerged for the sake of facilitating learning through interactions. Unlike the traditional ways of teaching, cooperative learning is more a learner-centered approach. Kagan (2009) recognize that the cooperative learning gives students a chance to interact and explore their different learning styles so that they get interested into the task. Generally Algerian English learners practice the language only inside the classroom, so the teacher's methodology has a great influence on the learners' language development. Thus, teachers should provide their learners with methods that increase the amount of language use. The group work method is a way of simulating communicative situations. The present research investigates the effect of using the group work method during the oral expression classes on the students' speaking proficiency.

The classroom interactions involve the active participation of both teacher and learners. However, teachers should consider that is the task of the students to do most of the talk to activate their speaking skill since the latter requires experience and practice to be developed. Hence, as Ellis & Fotos (1999) defend engaging all the learners in the interactive activities is the main job of all language teachers. This research explores the L2 oral classes at the university of Mostaganem. It aims at knowing the teachers' attitude toward the group work method and its effect on the students' speaking skill.

Recently, great attentions have been oriented towards the communicative properties of language. Therefore, speaking is the major skill to develop in teaching/learning a foreign language. Researchers such as Mackey (2007) and Ellis (2003) suggested that interaction is advantageous to language development, that is why the conducted research seeks to know the effect of group work method on the L2 students' speaking skill. Is the group work an effective method? Does the it help the learners to develop their speaking skill? This study tries to investigate the effectiveness of this method in developing the learners' oral proficiency. Based on the previous information and after a reflection, the

following hypotheses have been build up: The cooperative group work method develops the students' speaking skill, the group work helps to enhance the students' turn-taking and to reduce the teacher's monopolization of the talk, and the group work can serve as a source of motivation for learners.

In order to conduct this research and then to validate or cancel the hypotheses, both qualitative and quantitative data will be gathered. The researcher will use four different tools of data collection, which are: The questionnaire, the interview, audio-recordings, and the observations. First, a class will be exposed to a lesson that includes a group work activity. For this experimental class, students will be recorded and observed while cooperating, then they will be asked to answer a questionnaire. Second, the interview will be conducted with oral expression teachers. Third, observation of oral classes will be carried out. From the questionnaire, the researcher seeks to know the students' attitude toward the group work method and their awareness about the cooperative learning. Moreover, by the interview the researcher tends to know the teachers' attitude toward this cooperative method and how they manage it. Finally, the aim of the observations is to spot the differences between the experimental class and the other classes.

The present research is split into three chapters. The first chapter is devoted to the theoretical part. It outlines some definitions and the reviews the related literature to the teaching of the speaking skill and the communicative competence. It tackles the speaking, difficulties and the integration of different skills in the language classes. Moreover, it discusses the cooperative learning and the language teaching.

The second chapter, is dedicated to the field of investigation. It describes the methodological procedures including the experimental class, the questionnaire and the observational grid. Then It analyses the results obtained and presents a discussion of the outcomes.

Finally, based on the findings of the second chapter analyses. The third chapter will be devoted to some suggestions and pedagogical recommendations. It provides activities and strategies concerning the implementation of the cooperative leaning in language classrooms. It provides also advices for students and some solutions to rich the effectiveness and avoid distinct issues.

Chapter One

LITERATURE

REVIEW

1 Introduction:

The first chapter will be devoted to the theoretical part. The first section is dedicated to the speaking skill, the teaching of speaking and the communicative competence. It introduces first the definition of speaking, its different elements, its characteristics, its relationship with other skills, and its major difficulties. Then, it tackles the teaching of the speaking skill where some models of teaching speaking will be presented. Afterward, the Communicative Language Teaching (CLT) approach will be provided followed by a definition of the communicative competence and its models. Moreover, the integration of different skills in the language courses will be discussed. The second section is consecrated to the cooperative learning. It gives its definition, element and advantages, followed by some methods and approaches. Besides that, a comparison between the cooperative learning CL and the collaborative learning (CLL) will be displayed.

1.1 Speaking, Teaching Speaking and Communicative Competence

1.1.1 Definition of Speaking:

According to the Oxford Dictionary of current English (2016) speaking means “*the action of conveying information or expressing one’s thoughts and feelings in spoken language indeed, speaking is the most commonly used form of communication, both in everyday life and in the classroom setting.*” The most common aim behind learning a language is to speak and communicate in the target language in order to express feelings, exchange information with other people. It is a productive or active skill. As Richards (2002) claimed: “*Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening, the passive/ receptive skills.*” (p.293)

When learning a foreign language, speaking is as a difficult skill to develop and this is due to two reasons. First, unlike reading or writing, speaking happens in real time so there is another person waiting for a reply. Second, in contrary to writing, when speaking we cannot edit or revise or correct what is desired to be said. According to Snow Burns and Griffin (1998) Oral language is identified as a complex system that relates sounds to meanings made up of three components: “*Phonological awareness, semantics and syntax*” (p. 105).

As said by Florez (1991) Speaking also “*consists of producing systematic verbal utterances to convey meaning in other words it is an interactive process of constructing meaning that involves producing, receiving and processing information..... it is often*

spontaneous, open-ended, and evolving” (as cited by John Coming, 2006, p. 124), but it is not completely unpredictable. Speaking is obviously the most commonly used form of communication. It is a productive aural/oral skill. Speaking consists of producing systematic verbal utterances to convey meaning. Its form and message depend on the context in which the speech occurs, it can be spontaneous, open-ended and evolving. It is an important skill to develop and Bygate.M (2003) defends this saying:

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

Speaking is a fundamental skill that language learners need to master. Hedge (2000) defines speaking as *“a skill by which people are judged while first impressions are being formed.”* (p. 261) i.e. speaking is an important skill which needs attention because it reflects people’s thoughts. That is to say, it is an active and productive skill. It is that complex process of exchanging messages in both verbal and non-verbal form. The following figure resumes the previous description of the communication process:

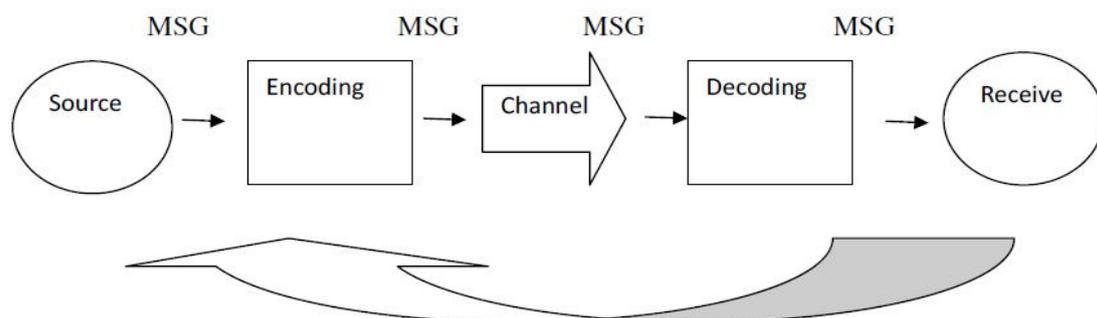


figure 1.1: The Communication Process (mindtools.com, 2014)

Speaking a foreign language requires not only knowing how to produce specific points of the language i.e. having the linguistic competence, but also understanding the

when, why, and what to produce, the sociolinguistic competence. According to Burns & Joyce (1994) a good speaker is supposed to be able to anticipate and then produce the appropriate and expected patterns of a specific discourse situation with managing fundamentals such as rephrasing, turn-taking, feedback or redirecting. In other words, a good speaker should know the usual pattern in different interaction situations, chooses the relative vocabulary and establishes clarity with the use of body language i.e. appropriate gestures, facial expression. In addition to that, employing grammar structures correctly, generate sounds, stress patterns, and intonation appropriately with considering the topic, the audience, the shared knowledge, selecting understandable and appropriate vocabulary are important features and skills that made a good speaker successful in a given speech act.

1.1.2 Elements of Speaking:

According to Harmer (2001) for a successful speaking there is a set of features. The language features and the mental/social processing. First the language features in one hand are: The connected speech, expressive devices, lexis and grammar and negotiation language. The Connected speech are used to maintain fluency when some sounds are modified, omitted or added due to some stress patterns or contractions. The expressive devices are the changes in the pitch, stress, volume and speed with the use paralinguistic features such facial expression to express feelings or convey meaning. Also, the lexis and grammar is concerned with the lexical structures with different functions that are important for an effective language performance. Then, the negotiation language in which the speaker attempt to seek clarification and perform his/her utterances effectively. In other words, he/she seek for clarity, to understand and to be understood while communicating.

Second, the mental/social processing on the other hand embodies: The language processing, interacting with others and information processing. Language processing requires the speaker to be able to process the target language in their brains. He/she needs also to establish order to be comprehensible and to convey the desired meaning. Interacting with others refers to the process of interaction that involves the participation of more than a member. It is an effective way of establishing a good contact where each member listens, understands, expresses and exchanges meanings with the use of some linguistic-turn takings. Then the Information processing necessitates the speaker be able to process the given information instantly while interacting. The more this process is quick the more the communication is affective.

1.1.3 Characteristics of Speaking Performance:

The communicative language teaching focuses on the communicative aspects rather than on the structures and forms of the language. Therefore, Richards and Rodgers (2001) mention that “*Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract, but in context*” (p. 157). Hence, Fluency and accuracy are very important in accomplishing the learning outcomes and are complementary.

1.1.3.1 Accuracy and Fluency:

Fluency may be defined as the ability to link words to form sentences by using the appropriate stress and intonation with the right pronunciation. Hedge (2000) said that “*The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with the facility and without strain or inappropriate slowness, or undue hesitation.*” (p. 54)

Fluency is also known as the ability to speak continually and coherently. That is why many language learners consider fluency as the ability of speaking quickly without making mistakes. In the same context Thornbury (2005) argues that speed and pauses are important, and suggests some production strategies called “tricks” which are means of filling the pauses. The most common pauses fillers are: “uh” and “um”, a speaker can also use some expressions such as “I mean”. In the TEFL, teachers seek to achieve fluency through engaging the students into activities where they are encouraged to interact freely. Most of language learners seek to acquire the fluency while the accuracy is neglected. Skehan (1996) defines accuracy as referring “*To how well the target language is produced in relation to the rule system of the target language.*” (cited by Ellis, 2005, p. 139). Thus, to be comprehensible or to produce accurate sentences a learner needs to master the grammar structure of the target language. However, the grammatical structures in speaking are slightly different from those in writing. Thornby (2005) suggests the following features that characterize the spoken grammar:

- *The clause is the basic unit of construction.*
- *Clauses are usually added (co-ordinate)*
- *Head+ body+ tail construction.*
- *Direct speech favored.*
- *A lot of ellipsis*
- *Many question tags.*
- *Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends)* (p. 220)

1.1.4 The Relationship Between Speaking and Other Skills:

Teaching a language is generally defined as teaching the four skills: reading, writing, listening and speaking. They are divided into two categories, listening and reading are called the receptive skills and the two others are the productive skills. There is a rational relationship that exist between the four, they are actively related. The diagram below shows the link between the receptive and productive skills:

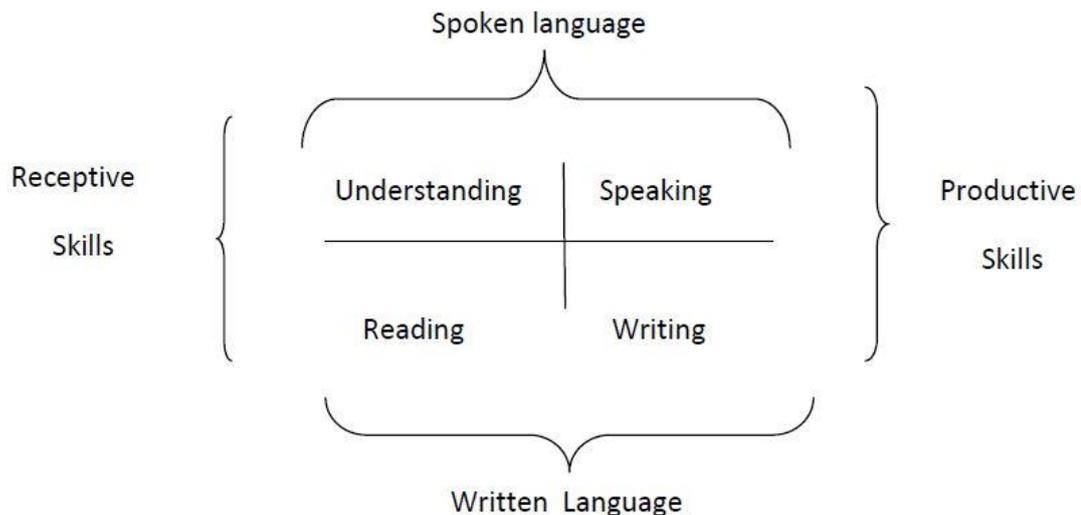


Figure 1.2: Inter-Relationship of the Four Skills (Donn Byrne, 1976)

With regard to the relationship between speaking and listening, Ahmed Azemey and hassani (2012) claimed that speaking and listening are two skills that play a crucial role in making a good presentation. Richards (2016) argues that: “*listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse.*”. According to guechen (2010) the two skills are essential for the acquisition of the communicative competence. There is a logical link between the two since they occur in the same time, we usually listen to something which is spoken and we speak to listen to others.

Speaking and writing, for these two productive skills that differ from each other. Speaking is spontaneous and unplanned while writing is organized, cohesive and coherent. Harmer (2001) argues that “*written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, words and text formation, manifested by handwriting, spelling, layout and punctuation*” (p .255). Crystal (2005) also added his summary of the seven points that illustrate the distinction between the speaking and writing skill:

- Speech is dynamic and temporary and happened when participants are present, while writing is constant, permanent and space-bound, generally the writer is separated from the reader.
- Speech is done faster with the use of repetition, paraphrasing, pauses. Whereas in writing the discourse is clear, moreover the reader can re-read.
- Speech involves the use of para-linguistic features and deictic expressions. Whereas in writing the use of such patterns is not possible.
- Speech involves the use of prosody (intonation, loudness, rhythm...). Whereas in writing, a writer uses lines, special organization and different kind of punctuation.
- Speech is generally informal and writing is more elaborated and balances with the use of syntactic patterns.
- Speech involves more phatic functions. Whereas writing involves the communication of ideas and is easier since the reader can read according to his/her capability.
- Speech can be modified while its progress and the speaker is responsible of the mistakes, while the writing process unable persons to exclude errors in later drafts and all kind of pauses will disappear.

1.1.5 Speaking Difficulties:

Scholars agree on the fact that the main goal of the language teaching is to develop the learners' communicative efficiency. However; while practicing the language; learners often show hesitation, repetition and pauses. They frequently face some difficulties and this is due to many reasons. (Canal, M & Swain, M, 1980) (Ur, 1996). The inhibition is directly related to the ability of pronunciation. It makes learner passive observers and the fear of facing the classmates and making mistakes prevent them from expressing themselves. As Ur (1991) states "*learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts*" (p. 121).

Nothing to say is describes as the expression that a learner use when s/he has a lack of self-confidence and preparation. This is what makes him/her think that S/he cannot think or say something. Moreover, the low or uneven participation, is a problem that refers to the amount of each student's time of talking. As stated by Rivers (1968) some personality factors affect the participation and involvement of the students, i.e. some learners prefer to dominate and take place while some others perform only when they are obliged to. In this case, it is the job of the teacher to select the appropriate activity, technic and strategy that

best motivate the learners. Then the mother tongue use, naturally a learner uses his/her mother tongue unconsciously.

As Baker and Westrup (2003) state: “*barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.*” (p. 12) Therefore, the use of the first language has a great influence on the learners’ use of the target language, it can prevent them from developing their efficiency. Furthermore, learners encounter some psychological barriers, i.e. those psychological negative emotions such as lack of self-confidence, anxiety and fear. Students are generally shy and are afraid of making mistakes and this is due to the lack of self-confidence. In other words, anxious students, are those who manifest visual signs of fear of expressing oneself orally.

1.1.6 Models of Teaching Speaking Skill

Over the years many theories have been developed to investigate the learning processes. There are at least three theories of language learning relevant to the teaching of speaking skill. According to Thornbury (2005), the three theories are: Behaviorism, cognitivism, and socio-cultural theory.

1.1.6.1 Behaviourist Model

According to thornbury (2005) The behaviorist is a worldview that functions on a principle of stimulus-response (to each stimulus there is a certain response). According to behaviorism, learning goes through three main stages that were called: presentation, practice and production. These three steps “PPP” aim at developing automatic habits through classroom processes of modeling and repetition. This was applied first to the field of teaching grammar then it has been used in teaching the language skills as well, including speaking. A typical teaching sequence might involve listening to, and imitating, a taped dialogue, followed by repetition of features of the dialogue, and then performance of the dialogue in class. The behaviorist belief that through a persistent repetition of a task combined with feedback from the teacher, an appropriate behavior can be taught. In fact, the positive feedback contributes in encouraging and reinforcing success and strengthens the desired response to a given stimulus. On the other hand, negative feedback discourages the repetition of an unacceptable behavior.

1.1.7 Cognitive Model

“The brain is a computer that process”. According to thornbury (2005) It focuses on how to think, receive, store and apply knowledge, and emphasizes on human cognition or

intelligence that enables man to form hypotheses and develop his critical thinking. Cognitivism involves examining: learning, memory, problem solving skills, and intelligence. The cognitivist believes that the brain is a parallel and simultaneous processor and that the search for meaning is innate. Moreover, learning engages the whole physiology and involves focused attention and perception using the conscious and unconscious system. The cognitive model of language learning rejects the behaviorist view concerning the fact that learners are virgin pages waiting to be fulfilled. According to this model, learning a skill; like speaking; is seen as movement from controlled to automatic processing. In teaching terms, cognitive theory progress from awareness-raising to autonomy. Moreover, the cognitive model prioritizes mental functions over social ones.

1.1.7.1 The Socio-Cultural Model

As cited by According to Thornbury (2005) and Based on “Vygotskian” thought, Socio-Cultural Theory (SCT) is a theory about the development of human cognitive and higher mental function. It claims that the cognitive and communicative functions are fostered through a participation in social interactions and activities. Lantolf and Thorne (2007) support that the principles of the SCT can also apply to Second Language Acquisition. It defends the idea that learning is engraft within a social event and is conducted in individual interactions with people and the environment. Thus, learning a foreign language is then mediated through a social and cultural activity.

To achieve autonomy in a skill, learners need to experience the mediation of a better other either parent, peer or a teacher. This takes the form of assisted performance, where the learners gain new knowledge and can extend their competence so that they will be able to operate independently in a shape of self-regulation. That is why the society and the culture are important for the learners’ knowledge construction.

1.1.8 Communicative Language Teaching (CLT) Approach

English is now known as the universal language used in many areas. To make teaching the target language more interesting. English teachers use different methods and by time communicative language teaching CLT approach dominates the EFL classes. The last was initially proposed in the ESL class in the 1970s Richards also amplified that CLT creates an agitation in language learning because the purpose of language teaching is to develop the communicative competence.

CLT is generally considered as a philosophy characterized as a broad approach to language teaching rather than a method. It is about how learners learn a language, what role should the teachers and the learners undertake and what are the classroom activities

that help promoting learning. That is why language teachers cogitated on the adjustment of the traditional curriculum and turned the light to the meaning instead of the linguistic features and grammar structures via selecting and stimulating interaction situations where students are given opportunities to practice the target language. In this approach, the teacher plays the role of a guide, a motivator that facilitates communication. On the other hand, the learners are supposed to be interactors and negotiators. They must be engaged in the learning process in an independent way

1.1.9 Communicative Competence

After a lexico-semantic analyses of this word combination, we get the meaning of competence to communicate. According to Chomsky (1965) Competence refers to “*the speaker/hearer’s knowledge of his language*” (p. 4). In language teaching, the EFL learners are taught to master the use of sounds, words and grammar patterns in order to succeed in communication situation, which means, developing a communicative competence.

As said before, the aim of the CLT approach is to evolve the learner’ communicative competence i.e. to promote the learner’ ability of using the language correctly and appropriately in favor of a successful achievement of communicative goals. Dell Hymes (1972) introduced “communicative competence” in (1966) on the basis of Chomsky’s (1965) competence and performance:

“...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others.” (as cited by R.A. Hudson, p. 224)

Canale and Swain (1980) also defined it as composing competence in four areas: Words and rules, appropriacy, cohesion and coherence and use of communication strategies. So, the desired outcome of the language learning process is not the ability to use the language exactly as a native speaker does, but is to develop the ability to communicate competently.

According to what has been said, the aim behind learning a foreign language is not to know its grammatical system only but to develop the communicative competence, which is the ability to communicate and exchange meaning. According to Canal and Swain (1980)

there are several models of communicative competence including the following: The *Grammatical Competence*, the linguistic competence, sociolinguistic competence, discourse competence and strategic competence. The Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. Canal and Swain (1980) stated: “*it encompasses knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics, and phonology*” (p. 29). (Goldschmidt, 2008) also adds that the grammatical competence has not only to do with the recognition and mastery of the grammatical rules, but also with the ability of using them correctly.

The linguistic competence can be understood as the unconscious system of grammar and linguistic knowledge possessed by native speakers of a language. Generally, the question raised in linguistic competence is: What words do I use and how putting them into phrases or sentences? Thus, linguistic competence is knowing how to use grammar, syntax and vocabulary of a language.

The Sociolinguistic competence, According to Brown (1983) sociolinguistic competence is “*An understanding to the social context in which language is used: the role of the participants, the information they share, and the function of the interaction.*” (as cited by Kaburise, p. 41). Sociolinguistic competence refers to the socio-cultural rules of the language, it imposes register, effective lexical choice and style shifting. In other words, it concerns knowing how to interact appropriately in a given circumstances with the right choice of linguistic varieties and social meaning for communication situation.

Canal and Swain (1980) broke sociolinguistic competence into two pragmatic categories: Illocutionary competence which deals with sending and receiving intended meaning and sociolinguistic competence which has to do with politeness, formality, register and their relationship with culture. In the EFL context learners are supposed to learn how to respond suitably. According to Freeman (2004) it is about how “*to produce and understand language in different sociolinguistic contexts, taking into consideration such factors as the status of participants, the purposes of interactions, and the norms or conventions of interactions.*” (as cited by Simon, 2015, p. 345)

Discourse competence According to Brown (2007) discourse competence is “*the ability to connect sentences [...] and to form meaningful whole out of a series utterances.*” (p. 220). It tackles the relationship that exist between words, phrases, utterances and written texts. In language learning process, learners are supposed to learn how to relate different types of discourse in a way that it is comprehensible for the reader/hearer.

Likewise, learners should also be able to relate information and make them coherent to the reader/hearer. To sum up, discourse competence refers to the ability of connecting sentences in stretches of discourse in order to make meaningful utterances.

Finally, the Strategic competence. According to Canal and Swain (1980) strategic competence is (Hedge, 2000) “*how to cope in an authentic communicative situation and how to keep the communicative channel open*” (as cited in Hedge, 2000, p.25). In strategic competence, the questions raised are: How do I know when I have misunderstood something or when someone has misunderstood me? How do I react then? What do I say then? How can I express my ideas if I don’t know the name of something or the right verb form to use? Which means, it is knowing how to repair communication breakdowns, it refers to the verbal and non-verbal communication strategies. With developing the communicative proficiency as the main goal of language learning, learners should be able to understand and to make themselves understood by trying to avoid confusion and offend.

1.1.10 Integrating Skills

Perogy and Boyle (2001) states that in a natural experience, the oral and written languages occur together and are integrated in a specific communication situation. What lead them to the conclusion that the language teacher should provide learners with opportunities to respond verbally as they read. They suggest that writing, reading, speaking and listening should be integrated in the language classroom because all of them interact with one another. According to Kijai (2009), the term integrated means language learning where the four skills are present simultaneously. Brown (2001) added that the integrated skill approach is a whole language approach that involve all the language skills in one course. It focuses on the communicational aspects by exposing the learners to the richness and complexity of the language.

Oxford (2001) compared language teaching to the tapestry where stand should interweave in order to achieve the goals. In other words, there are three key factors. First, the consideration of diversity of the learners’ learning styles. Second, the learners’ motivation and attitude towards language learning. Third, the setting that should provide resources and authentic materials that support the language teaching.

According to Eric Digest (2001) there are two types of integrated-skill instruction. The content-based language instruction and the task based instruction. The first one is based on learning a content through language. For instance, the Cognitive Academic Language Learning Approach (CALLA) proposed by Chamot and O’Malley (1994) is an

example of learning a language and a content simultaneously. The second one tresses on doing tasks that require communicative language use and involve the learners to collaborate. The common thing between the two types of instruction is that both benefit from a diverse range of materials and technologies for the EFL classroom.

the use of more than one skill. In addition to that, the approach has many advantages. It gives the language learners opportunities to develop these skills at the same time. It exposes them to “*authentic language and challenges them to interact naturally in the language*” (Oxford, 2001). Moreover, it promotes the leaning of the real content and is highly motivating.

Developing the communicative competence is the main goal of the EFL leaners. According to Brown (2000) this aim is best achieved only by considering the language use not just usage, to fluency and not accuracy, to authentic language and context and the learners’ need. He also adds that the environment of the classroom need to be as open as possible to a meaningful cultural learning. As said by Damen (1997) culture can be accorded as the fifth skill.

1.2 Cooperative Language Learning CLL: an overview:

According to Salvin (1995) The history of cooperative teaching appeared in the early twentieth century. It was build up on the work of Jean Piaget (1965) and Lev Vygotsky’s (1962), theories that emphasize on the social interaction in learning. Due to the integration of the public schools in the united states, it was more developed there. John Dewey; a U.S educator; adopted some aspects of cooperation among students as essential to learning (Rodgers 1988).

CLL is a constituent of the Collaborative Learning (CL) which is known as a more general instructional approach that focuses on the use of cooperative activities implying students’ work in pairs or small groups. James (2008) defines cooperative learning as working on group to achieve shared goals. Salvin (1996) claims that cooperative learning is an effective instructional method that depends on exchanging information among pairs or small group members and each learner assumed the learning process individually. In other words, learners work together in pairs or groups by using their intellectual abilities to reconstruct knowledge. Thus, perform the task successfully Olsen and kagan (1992) state:

“Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others” (Richards, J. C & Rodgers, 2001)(As cited in Richard and Rodgers, 2001, p. 192).

For Olson and Kagan, cooperative learning entails students learn from each other in small groups. It focuses on the responsibility of the contribution of each member in the accomplishment of a given activity.

According to the Johnson & Johnson model (1994), cooperative learning is done under seven conditions:

- 1- Positive interdependence: Participants are relied, each member depends on each other to accomplish a shared goal. The failure of any member in his part affect the rest. Positive interdependence is providing the atmosphere for a better cooperation. Therefore, they can succeed when everyone does so. They believed that positive interdependence is the process of thinking together.
- 2- Individual accountability: All the members are held accountable for doing a shared work and for the mastery of the material to be learned.
- 3- Face-to-face promotive interaction: The work need to be done interactively with the members of the group by providing feedback, teaching and encouraging each one another.
- 4- Appropriate use of collaborative skills: participants are encouraged to develop trust-building, leadership, decision-making, communication and conflict management skills.
- 5- Group processing: The participants of the group set their goals and assess their work periodically in order to bring changes for a better effectiveness.

1.2.1 Communicative Language Teaching and Cooperative Learning:

According to Richards and Rodgers (2001): *“Cooperative language learning originates outside of language teaching, but because it is compatible with many of the assumptions of communicative language teaching. It has become a popular and relatively uncontroversial approach to the organization of classroom teaching. (p. 151)*

As opposed to traditional language teaching methods, CLL is considered as a learner-centered one. The teacher then plays the role of a facilitator, a guide whom create a

successful and effective learning environment. According to Slavin (1995) *“It is necessary to provide questions to challenge thinking, give directions, explain activities, clarify procedures students should use on an activity, and check students’ understanding”* (p. 132)

In the ESL/EFL teaching context, cooperative language learning shares the same principles as the communicative language teaching (CLT). That is why CLL has been considered as an instructional approach to teaching that stimulates communicative interaction in the classroom. Many researchers such as Ellis in 2003 defended the idea that working in small groups (cooperative learning) is beneficial for learners in promoting the linguistic and communicative competence. Hatch also argues (1996): *“one learns how to do conversation, one learns how to interact verbally, out of this interaction syntactic structures are developed.”* (as cited in Richards & Lockhart, 1996, P. 152), also Dewey claims (1916): *“certain capacities of an individual are not brought out expect under the stimulus of associating with others”* (ibid, p. 266).

Communicative language teaching and cooperative learning share some characteristics, they both consider that good relationships among learners is affective for fostering learning process. According to the pyramid of learning, retention rates increased with the amount of the student involvement. i.e. the existing methods of lecturing are in need of teaching methods that involve more the students’ participation like cooperative learning. In figure 1.3 the rates become highest with the discussion group: 50%.

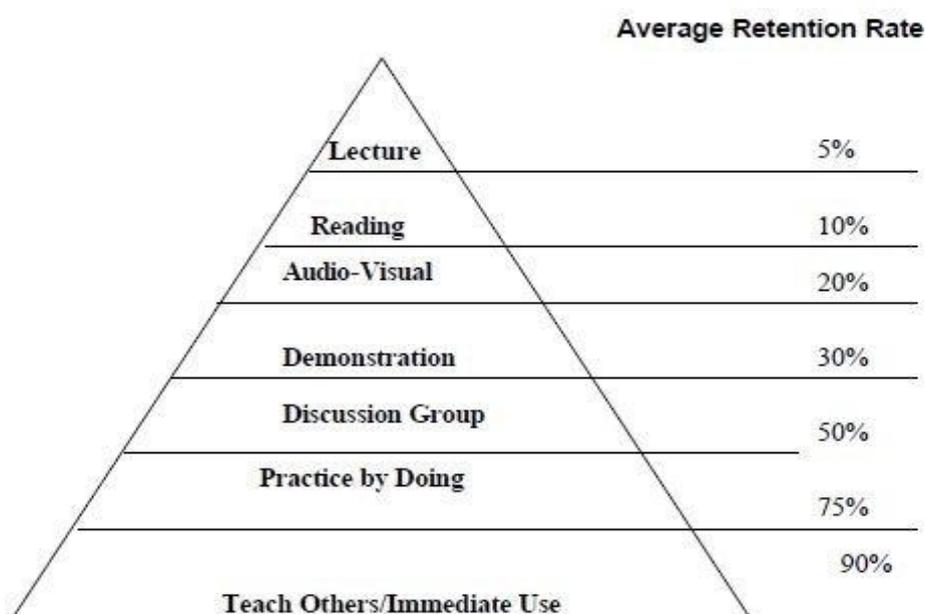


Figure 1.3: (Manion,Keith & Morrison,2004, p. 175)

It follows that, cooperative language learning is an approach to language teaching that seeks to develop the communicative competence through cooperation and interaction in order to foster the use of the target language. It represents a system of teaching and learning techniques where students are active. It reduces the anxiety and increases the language use and communication. According to Kagan (1995), the two major components of communicative language teaching are socially oriented lessons and small group interaction, elements that are essentials of cooperative learning. He also mentioned that communicative language teaching and cooperative learning were naturally related to each other in foreign language teaching. Richards and Platt (1992) claimed that cooperative activities were often used in communicative language teaching.

1.2.2 Cooperative Language Learning Methods and Approaches:

Around the 1970, some specific researches concerning the cooperative learning in language classes and several methods were provided. Ovejero (1990) presented an interesting work concerning the implementation of the cooperative methods. Some of the well-known and widely used methods, there is the students-team achievement division (STAD), jigsaw, group investigation, and CIRC cooperative integrated, teams-games-tournaments TGT, leaning together, cooperative Scripting.

First, the STAD which means the Students team-achievement division. According to the Salvin (1986) in STAD learners are divided into heterogenous groups composed of four or five members. The teacher provides them with the needed instructions “*to make sure that their teammates have learned the material.*” (Slavin, 1995, p. 78). After a period of team practice, the teacher starts to assess the students individually then by means of the system of performance in divisions”, s/he transforms the individual qualification into in group qualification. In foreign language classrooms, STAD is more appropriate and useful for teaching the vocabulary or grammar forms. In this case, students would be learning a specific grammatical feature, then; in a communicative context; they ensure that the members of the cooperative group have mastered the rule.

Second, Jigsaw II. According to Salvin, the jigsaw method was developed first by Aronson and collaborators in 1978 then adapted by Salvin. This method needs two types of grouping, one is heterogeneous and the other is homogeneous. The members of the first group proceed the same as in the STAD method. Then after a period of practice, each member of the first group will meet another from the second group (experts or specialist) which have the same knowledge area. The two discuss their topic. Once they finished the activity, the students prepare the way they will explain what they have learned to the other

members of their groups. In this method, the assessment may be done in teams or in the most extreme case it can be done individually, it allows for the contribution of all the students, including those students in most need of help, to be equally valued. In language learning this method is seen to be very conducive to interactions and negotiation of meanings.

Third, the group investigation This method was developed first by John Dewey (1970) then has been developed and redefined by Shlomo and Yale Sharan. Slavin (1976). assumes that “*cooperative interaction and communication among classmates are best achieved within the small group, where exchange among peers and cooperative inquiry can be sustained.*” (ibid, p. 112). In this method, the students form their own heterogenous groups composed of two till six members. The subtopics are chosen on the basis of the students’ interests or aptitude. Which means all the class is working on the same general topic and each group is responsible of a subtopic. In this method, students develop a written plan and fix the objectives with the help of the teacher. After that the students synthesize and presents the project result of their work to the other groups. The group investigation exposes the students to a constant evaluation by both the teacher and the classmates i.e. Teacher and students together assess the paper and the presentation in group. Moreover, this method promotes motivation and autonomy. In the EFL context is offers opportunities for meaningful language use.

Fourth, the CIRC cooperative integrated reading composition. According to Stevens and slavin (1986) the CIRC is a method used as a model for teaching reading and writing. The main purpose is to use cooperation in order to help students learn reading comprehension integrate writing. In this method, the groups are heterogeneously balanced, the teacher gives the discourse/clipping and the learners work together based on the teachers’ instruction to complete the task. After that they present and read the product. This method contributes in the improvement of the student’s skills in problem solving, reading and writing.

According to Devries and Edward (1970) on the other hand, the teams-games-tournaments TGT is a method in which the teaching and the study procedure starts first like in the STAD method. The teacher presents the material to the whole class then the students are divided into heterogenous groups composed of four members to work cooperatively the given material. After that, students are group homogenously and each group will receive a game with questions in relation to the material studied. The points

gained by each student will be taken back to his/her first team. Teams' scores are totaled and the teacher reports the averages. TGT is recognized as a good method for the achievement of a positive relationships and self-esteem.

moreover, the Learning together method. it was developed first by Johnson, then by Slavin (2006) It proceeds in a way of dividing students heterogeneously into groups of four or five. Students then work together and complete the task and when they finish, they are rewarded according to the outcomes they have presented. This method is a way to build positive relationships and a good self-esteem in students.

Finally, the cooperative Scripting. This cooperative method was developed by Danserau and his colleagues after they had noticed that the students benefit from discussing a material together (Slavin, 2006). According to the last, in cooperative scripting students work in pairs, they summarize parcels of a given material. After that they exchange the roles. In this way, each student will listen to his/her partner with a complete attention. It promotes the language skills and communication. Moreover, it helps to promote a higher academic success.

1.2.3 Collaborative Learning and Cooperative Learning: what makes the difference?

Dillenbourg (1999) “*a situation in which two or more people learn or attempt to learn something together*” (p. 1). Collaborative learning is generally described as a mean by which learning takes place, and where participants are involved into a mutual exploration of a given topic by means of social interactions. (Swain. 1997,2000). In other words, collaborative learning is an approach where learners work together to accomplish a common goal or to solve a problem. It is based on the believe that knowledge is a social construct, as believed by Gerlach (1994), “*Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves*” (p.8)

Roschelle and Teasley define collaboration more specifically as “mutual engagement of participants in a coordinated effort to solve a problem together,” (as cited in Dillenbourg et al, 1996, p. 2). It represents a space where knowledge is shared to support a problem solving. It is characterized by shared goal, negotiation of meaning, interactivity and interdependence. It demands skills such as coordinative, communicative and decision-making skills.

The cooperative and collaborative learning have close meanings and are often used interchangeably when it is about working in groups; However, each concept has its distinctive features. Both are from two different frameworks and are used in different subject areas. The Office of Instructional Consultation at the University of California, Santa Barbara Web site (2006) states:

“Collaborative learning is the umbrella term encompassing many forms of collaborative learning, from small group projects, to the more specific form of group work called cooperative learning. Cooperative learning is a type of Collaborative learning developed by Johnson and Johnson in the 1960s, and is still widely used today.

(As cited in Olivares, 2008, p. 22)

Both cooperative and collaborative learning are based on the social construction of knowledge and the development of learning skills. The difference lies in the highly structured with a face to face interaction in the cooperative learning; whereas, it is less structured in collaborative learning (Ingleton et al. 1969). Furthermore, Bruffee (1995) assumed that cooperative learning is more appropriate for schools for fundamental knowledge, while collaborative learning is more suitable for adults and non-fundamental higher order knowledge.

Olivares (2007, p. 27) summarizes the differences between cooperative and collaborative learning in a table:

Characteristic	Cooperative Learning	Collaborative Learning
Knowledge	Foundational	Nounfoundational : a social artifact
Epistemological Orientation	Structured Instruction	Social Construction
Process	Achievement-Oriented	Course of Action
Group Structure	High/Positive Interdependence	Low/Laissez Faire/Individualistic
Teacher’s Role	Micro Manager Hands-on/Director	Moderator/Facilitator/Guide
Student’s/Participant’s	Cooperative/Agreeable	Dissident/Independent

Role		
Goals	Develop Social Skills and Learning for All Members	Knowledge Construction through Conversation: concern for problem solving.

Table 1.1: Differences between Cooperative and Collaborative Learning

Collaborative learning shares some characteristics with cooperative learning. They stress the importance of the active learning and believe that the teacher needs to act as a facilitator. They emphasize on the students' responsibility of his/her learning process and seek to develop the learners' social and teambuilding skills through involving them into situations where they negotiate meaning and communicate into small groups. Despite the similarities, they have differences. In the cooperative learning, students receive training for the social skills and activities are structured on the basis that each member has a specific role. The teacher observes, listen, and intervenes when necessary. After that, their work or product will be submitted and evaluated. On the other hand; in the collaborative learning; students have already the needed skills including the social ones. Build on their actual competencies, the students work to reach a shared goal. The activity is not monitored by the instructor and students retain draft to complete further work. Moreover, Watkins (2007) contends that cooperation and collaboration are distinguishable terms and stated that: *"people are cooperating when they adjust their actions so that each person achieves their individual goals, whereas people are collaborating when their actions are adjusted in order to achieve a shared goal"* (p. 88) In other Words, cooperation aims at completing individual tasks whereas collaboration aims at competing general tasks.

1.2.4 Advantages of the Cooperative Learning (CL)

Cooperative learning is an effective educational approach because it contributes in the improvement of the students' achievement and productivity. According to Kagan (1994) cooperative learning has numerous positive effect on the students' academic and social achievement and also on the psychological well-being. Many researchers, including Johnson (1994), Arnold (1999), Slavin (1983) and Roberts (2005) have carried researches concerning the group work and came up with a summary of the main benefit of the cooperative learning in nine point. These lasts are: reducing anxiety, fostering higher order and critical thinking skills, increasing students' retention, promoting interaction, developing communication skills, elaborating social interaction skills, increasing

motivation, building student self-esteem and self-confidence, and promoting higher academic achievement, class attendance, and positive attitudes. Students are generally anxious inside a traditional classroom when they are asked to answer to a question with being under the whole class intention. That is why, it is better to put the learners into a cooperative environment. It helps reducing anxiety and increase the students' participation.

Moreover, Panitz (1996) defends the idea that students in pairs o small groups interacting develop problem solving skills. Furthermore, Crandall and Cohen (1994) note the group work gain more elaborate order thinking skills as well as cognitive and metacognitive strategies. Richard and Rodgers (2001) assert that CL is an appropriate way of promoting communicative interaction i.e. through discussing, explaining, listening, providing constructive criticism and defending opinions. This environment helps to build a good interpersonal and small group skills.

McGroatry (1989) offers the following potential advantages for ESL students in CLL classrooms:

- 1. Increased frequency and variety of second language practice through different types of interaction.*
- 2. Possibility for development or use of language in ways that support cognitive development and increased language skills.*
- 3. Opportunities to integrate language with content-based instruction.*
- 4. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.*
- 5. Freedom for teacher to master new professional skills, particularly those emphasizing communication.*
- 6. Opportunities for students to act as resources for each other, thus assuming a more active role in their learning. (cited in Richards & Rodgers, 2001: 195)*

The cooperative learning increases the development of language use in ways that supports the cognitive progress. It provides opportunities to integrate skills and language with content-based instruction. Slavin (1995) found that the CL influences the psychological side of the learner, more precisely on his self-esteem. It enables them to act as resources and instructors for each other, thus being more active in the learning process.

Moreover, CLL plays a major role in increasing students' motivation. It focuses on the fact that the students need each other to succeed. Larsen-Freeman (2000) stated:” *social skills such as acknowledging another's contribution, asking others to contribute, and keeping the conversation calm need be to be explicitly taught.*” (p. 168)

1.3 Conclusion:

The process of language learning is generally described as the acquisition of the four skills which are interrelated. The first chapter tended to discuss in the first section the speaking skill and the communicative competence, and in the second one the cooperative learning. First it presented the main points concerning the speaking skill including its elements, characteristics and difficulties. It highlights the importance of the acquisition of the communicative competence in the language learning process. Afterward, the second section attempted to provide an overview about the cooperative learning. It gives its definition, its elements and its advantages, adding some methods and a comparison with the collaborative learning. As a conclusion, speaking is a productive skill that requires the active use of the target language. Moreover, the cooperative learning appears to be an effective way to integrate different skills and enhance the students' learning proficiency.

Chapter two

RESEARCH

METHODOLOGY

2 Introduction :

This chapter will be devoted to the research methodology. It presents the data collection method and tools and the analyses of the results. It provides a description of the sample and the class studied followed by the questionnaire and its outcomes. Afterward the different observational grids will be examined. Then, the interview of teachers will be as well analyzed. After that, the findings will be discussed and a conclusion will be drawn.

2.1 Data Collection:

The group work is a cooperative method used for motivating learning and increasing the idea of pleasure through learning with others. The current research explores the effect of the cooperative learning on the students' speaking proficiency. It aims at knowing the teachers and students' attitude towards the cooperative learning and discovering the results of using this method on the students' speaking skill. Is it an effective method? Does the group work help the learners to develop their speaking skill? After a reflection, the following hypothesis were build up: The cooperative group work method develops the students' speaking skill, the group work helps to enhance the students' turn-taking and to reduce the teacher's monopolization of the talk, and the group work can serve as a source of motivation for learners

To validate or cancel the hypotheses, both quantitative and qualitative data were gathered through: Observations to spot the difference between other oral expression classes and the experimental one, audio-recordings to listen to each group cooperation, a questionnaire to students to seek for their opinions, and a semi-structured interview with teachers. The chosen population represents the group number 2, which is composed of twenty-two L2 students (4 boys and 18 girls) from the university of Mostaganem.

First, on the twelve march, the class was exposed to an activity of group work. The students were recorded while cooperating before they performed. At the end of the lesson, the researcher administered to them he questionnaire. It is composed of thirteen different questions. they were supposed to answer to some close questions (yes/no questions) and to pick up the appropriate propositions from a series of options for the rest. The questions are divided into three sections.

The section number one is about the speaking skill and interactions inside classroom. In this section, students were questioned about their difficulty in speaking in English (Q1) and about their opinions concerning the oral expression classes, if they find

them helpful or not (Q2). Then, they were asked about the classroom interactions. Starting with how often do they interact (Q3), the reason that prevent them from interacting; In this question, they had the opportunity to tick more than one option;(Q4) The followed question tended to know whether students interacts on their own or only when they are asked to do so (Q5) After that, they were asked if they feel afraid while speaking inside the classroom (Q6).

The Section number two is about the students' attitude towards the activity of group work. In this section, students were asked about the activity of group work they had in the classroom. First, they were asked if they liked to work with their classmates or not (Q7) then whether they faced difficulties or not, while completing the activity together (Q8). After that, they were asked about what they liked concerning the activity and had the opportunity to pick up more than one option or to give their own opinions (Q9). The next question was about their confidence during the activity, whether they felt confident or embarrassed (Q10). Afterward, they were asked to pick up the activity they prefer, and they had the opportunity also to choose more than one option (Q11). The Section number three is devoted to the cooperative learning. In this section, students were asked whether they know what is cooperative learning or not (Q12) and whether the cooperative group work is beneficial for the improvement of the speaking skill of not (Q12).

Another source of data collection was a semu-structured interview composed of fourteen distinct questions about the oral expression classes and the use of the cooperative group work. It was conducted with three different teachers of oral expression at the department of foreign languages at the university of Mostaganem. It aims at recognizing the teachers' attitude towards the use group work as a method to help students improve their oral skills.

In addition to that, the class studied and other oral classes have been observed with the use of an observational grid in order to compare the occurrence of the lessons and to spot or identify the difference. The observational grid tackles different aspects: The general classroom organization and management, the atmosphere of the class, the material used, the type of the activity, the teachers' behavior and instructions, the different interaction patterns, the way mistakes were corrected, and the learners' participation and motivation.

2.2 Data Analyses:

To conduct this research, both quantitative and qualitative data were gathered by means of different tools. The following are the analyses of the different results. First the questionnaire will be studied, then the observational grids will be discussed followed by the analyses of the interview.

2.2.1 Analyses of the Questionnaire:

The questionnaire contains thirteen questions divided into three sections. The section number one is about the speaking skill and interactions inside classroom. Whereas, the second one is about the students' attitude towards the activity of group work. Then, the third one is dedicated to the cooperative learning.

2.2.1.1 Section one:

Question number 1: Do you find speaking in English?

answer	response	Percentage %
easy	17	77%
Difficult	5	33%
Very difficult	0	0%

Table 2.1: Students' Speaking Difficulty.

As shown in the table, the majority of the students find speaking in English easy, whereas only few of them find it difficult. Which means that most of the students do not face difficulty to speak the target language.

Question number 2: Did the oral expression courses help you improve your oral performance?

answer	response	Percentage %
Yes	20	90%
No	2	10%

Table 2.2: The Effectiveness of Oral Expression Classes.

As mentioned in the table, nearly all the students find that the oral classes help them improving their oral performance, twenty said yes and only two said no. This implies that the oral expression classes are helpful and beneficial for the development of the students' speaking skill.

Question number 3: How often do you interact with your classmates inside the classroom?

answer	response	Percentage %
Always	7	32%
Sometimes	15	68%
Rarely	0	0%
never	0	0%

Table 2.3: The Frequency of Students' Interactions.

Concerning the interactions inside the classroom, 68% interact sometimes while only 7% do it always. So, the students' participation is partially frequent.

Question number 4: If you do not interact, is it because

answer	response	Percentage %
You are not talkative	3	12%
The topic is not interesting	12	48%
The teacher does not motivate	2	8%
You fear to make mistakes	8	32%
Others	/	/

Table 2.4: Reasons that Prevent Students from Interacting.

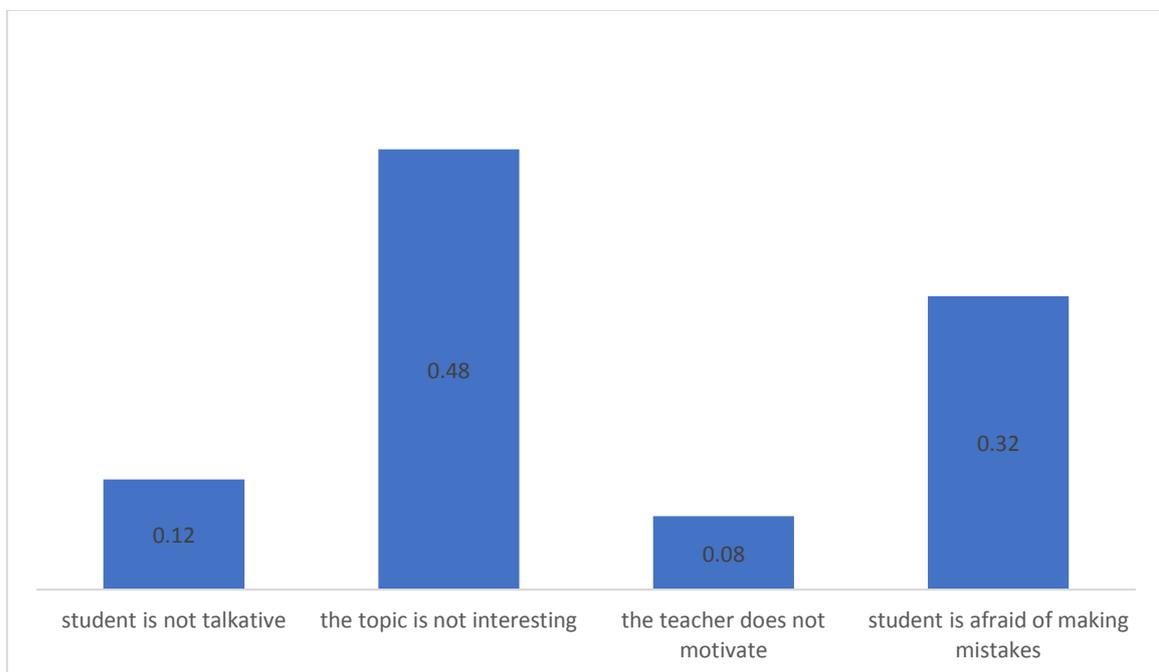


Figure 2.1: Reasons that Prevent Students from Interacting.

From the answers, 48% do not interact because they are not interested in the given subject and 32% because they are somehow anxious. Whereas, 12% stated that they are simply not talkative and 8% declared that the teacher does not motivate them.

Question number 5: When you interact in the classroom. Is it:

answer	response	Percentage %
You who want	20	90%
The teacher who asks you	2	10%

Table 2.5: Students' Participation

The results in the table show that nearly all the students interact on their own, while only two of them do so when they are asked by the teacher.

2.2.1.2 Section two:

Question number 6: Do you feel afraid when you talk in the classroom?

Answer	response	Percentage %
Yes	10	45%
No	12	55%

Table 2.6: Students' Fear of Talking in the Classroom.

According to the table above, approximately half of the group are afraid when they are talking in the classroom. This implies the presence of anxiety inside the classroom.

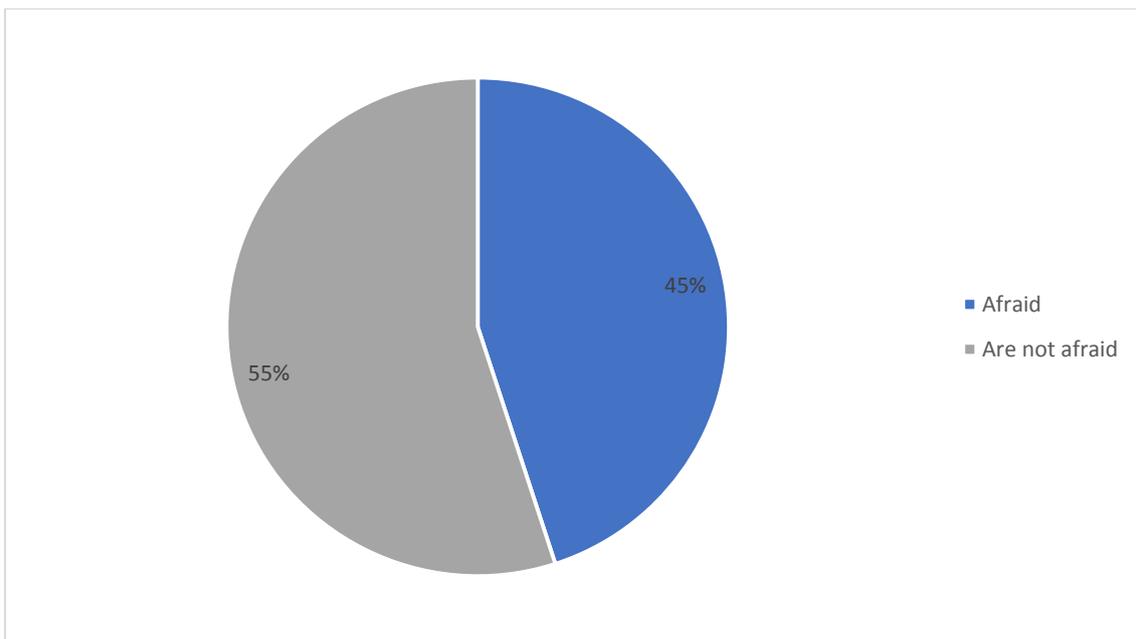


Figure 2.2: Students' Fear of Talking in the Classroom.

Question number 7: Have you liked to work with your classmates in groups?

Answer	response	Percentage %
Yes	19	86%
No	3	14%

Table 2.7: Students' Attitude towards the Group Work.

For this question, 86% of students liked to work with their classmates, whereas 14% disliked it. Which means that the activity was accepted by most of the students.

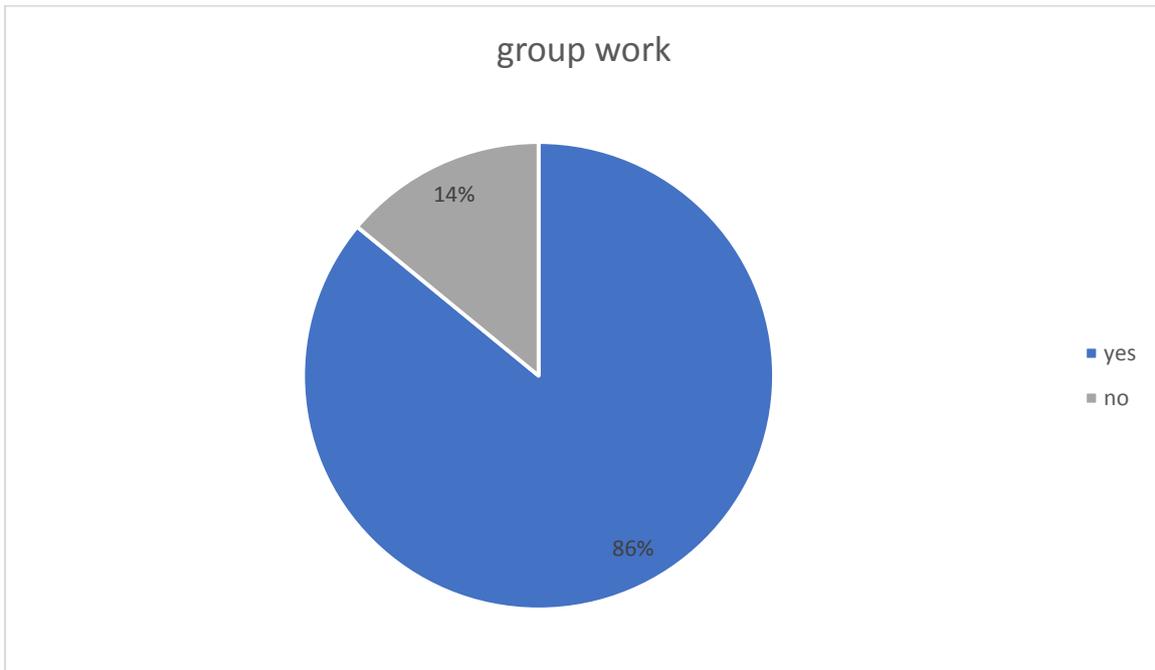


Figure 2.3: Students' Attitude towards the Group Work.

Question number 8: Do you find it difficult to work with your classmates in groups?

Answer	response	Percentage %
Yes	4	18%
No	18	82%

Table 2.8: Students' Difficulty in Working with Classmates.

As shown in the table, only 18% of the students found difficulties while working with their classmates and 82% did not.

Question number 9: What did you like about the group work?

Answer	response	Percentage %
Ask and respond to more questions	8	20%
Learn to listen to different opinions	18	44%
Evaluate your peers' performance	8	20%
Develop social skill for getting along with others	7	16%
Others	/	/

Table 2.9: What Students Liked in the Group Work.

According to the result, most of the students (44%) liked most to listen to the different opinions. They also liked the fact of asking and responding to more questions, and evaluate their peers. 16% also find the activity beneficial for developing their social skill.

Question number 10: During the activity, have you felt

answer	Response	Percentage %
Free and confident	17	77%
Guided and embarrassed	5	33%

Table 2.10: Students' Feeling during the Group Work.

As show in the table, the majority of the students (77%) felt free and confident during the activity, whereas 33% of them felt guided and embarrassed.

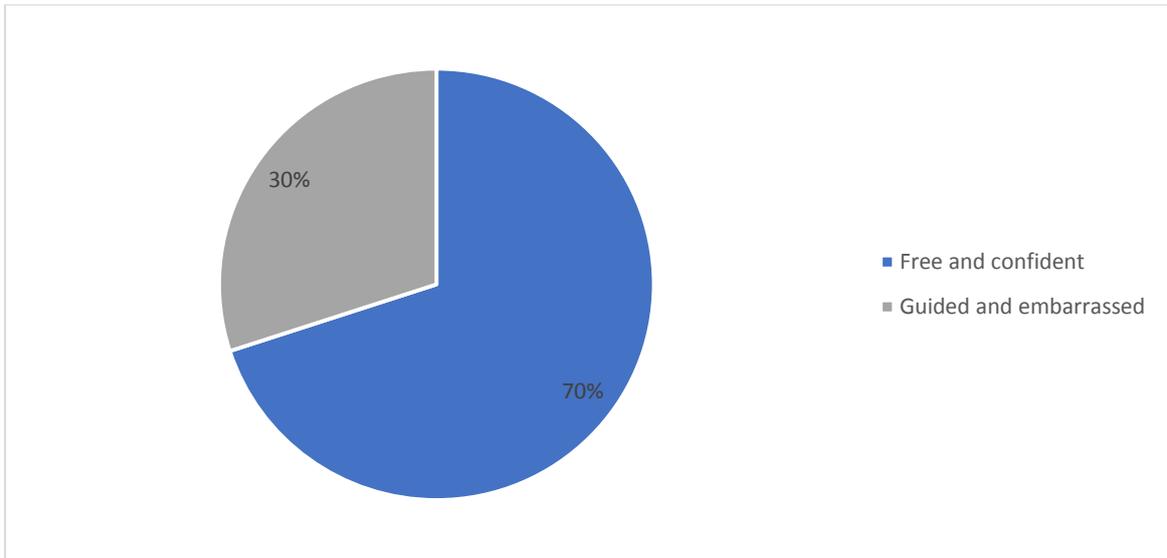


Figure 2.4: Students' Feeling during the Group Work.

Question number 11: Which of the following technics do you enjoy best

answer	response	Percentage %
Group work	7	28%
Role-play	4	16%
Discussion	14	56%

Table 2.11: Students' Preferred Technic.

Concerning this question, students generally prefer to discuss together (56%). 28% chose the group work and 16% the role play

2.2.1.3 Section three:

Question number 12: Have you ever heard of cooperative language learning

answer	response	Percentage %
Yes	13	59%
No	9	41%

Table 2.12: Students' Awareness of the Cooperative Learning.

As the table indicates, the majority of the students know what is the cooperative learning or have at least heard about it, while 9 of them do not know it.

Question number 13: Do you think that cooperative group work helps you improve your speaking skill

answer	response	Percentage %
Yes	21	95%
No	1	5%

Table 2.13: Is Cooperative Learning Helpful According to the Students.

As it appears in the table, approximately all the classroom (95%) think that the group work is helpful for the improvement of their speaking skill.

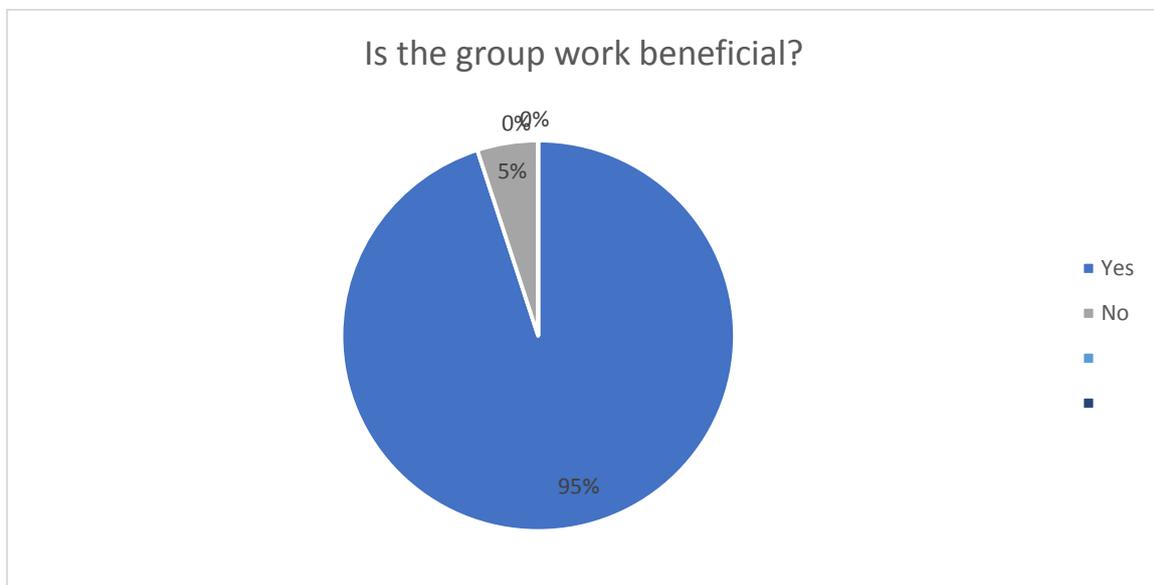


Figure 2.5: Students' Attitude Towards the Effect of the Cooperative Learning on their Speaking Skill.

2.2.2 Analyses of the Observational Grids:

To investigate more on the effect of using the group work method on students. The researcher used another source of data collection which is the observation. Therefore, four different oral classes; including the one which experienced the group work method; were observed with the use of an observational grid. This last, is divided into three sections: The first one focuses on the general classroom management, the second one emphasis on the interaction patterns and the third one is devoted to the students' participation and motivation. The aim behind this procedure is to notice the differences between the use of the cooperative method and other activities and to spot the advantages.

2.2.2.1 First class observational grid:

Date and place: 12 of march / room 38

Group: 02

Teacher: Researcher

a- Section one: general classroom management

Physical environment	Spacious ✓ Organized ✓ Narrow
Physical sitting	Rows Horse-shoe Separate groups ✓
The class atmosphere	Funny ✓ Boring Active ✓ Noisy ✓ Calm Motivating ✓
Material used	Computer, video, board
Type of the activity	Role-plays Group work ✓ Class discussion story telling

b- Section two: the teacher

Teacher's behavior	Funny ✓ Very strict	
Teacher's talk	Talkative not talkative ✓	
Teacher's instruction	Clear and simple ✓	Long and complicated

c- Section three: interaction and cooperation

Interaction	Frequency			
	Never	Rare	Often	Always
S/S			√	
TS	√			
SS/SS	√			
T/SS	√			
T/material	√			
SS/material			√	
Teacher's correction of mistakes	Students correct each other √		The teacher corrects √	

d- Section four: student's involvement

Students' participation	All participated	
Students' motivation	Motivated √	Not motivated

Table 2.14: First Observational Grid

On the twelve of march, a class of L2 students was exposed to a lesson in which they had to work in groups and discuss different topics using some expressions. The twenty-two students were divided into five homogenous groups. The topics provided are: Are video games containing violence appropriate for children? Is Television an effective tool for building the minds of children? Should the homework be banned? The chosen topics aim at raise controversy in order to create a debate and make the students use the given expressions. One group discussed the topic of video games and the other four groups dealt with the two other topics. They have been recorded while discussing and performing. At the same time the researcher carried out an observation. According to the observational grid of this class, the room was spacious and organized in the form of separated groups. The atmosphere was active, noisy and motivating. The teacher was soft and not talkative. The material used was a video tape and the board. The given instructions were clear and simple. Concerning the interaction patterns, the students/students, student/student, teacher/student, students/material patterns were frequent. On the other hand, the teacher/material pattern was rare. All the class members participated and performed. They were motivated and corrected each other mistakes.

In addition to the general observations of the experimental class, students were recorded while cooperating. After listening to those records the researcher came out with

some comments. There was in fact some noise, but the students talked freely and did not care about making mistakes. They seemed interested, they followed the instructions used the given expressions. They asked questions, expressed opinions, helped each other. They also supported each other and some of them used the first language (native language) to do it. In order to demonstrate the previous comments the researcher selected some sequences that are presented below.

- The freedom in their speech : in one group one talked and did not care about making mistakes he said: *“well, I’m disagree with you I play video games with violence since my younger age and I learn a lot from the game like thinking fast and hum it is good to play games”* In another group student said: *“ no no no this is no you know I am sorry but I watch cartoons of boys and I don’t mean I am a boy I watched TV a lot of hours but it don’t affect me”*
- Express opinions and ask questions: In this passage, a student asked his friend about his opinion by saying: *“but don’t you think these games affect this hum these children when they hum they act outside?”* In another group one said: *“I don’t agree with you, homework is helpful”*
- Help each other: in this passage, a student had difficulty to find the word so another one helped him

“A: for example, hum for example hum/ I don’t know

B: like you mean killing with violence

A: yeah! in Japan someone repeated all the actions of GTA

C: I think that this is due to the excessive amount of playing and thinking that they are actually in that game

A: yeah

C: that’s why you should not let them play you should let them play but do not let them get into that stuffs.

B: that’s true but also there is the fact that a kid needs to think for himself....”

- Support and help each other: within the same group a student displayed struggling in trying to express himself so his mates helped him.

D: *well let's not talk about violence let's talk about hum*

C: *something else*

D: *something else like hum, if I have children I will I would learn hum prepare them to buy to waste for video games.*

A: *not to waste*

D: *not to waste it's like to hum/hum*

B: *yeah yeah continue*

D: *not to waste it's to buy"*

In this second passage of another group they supported and correct each other's mistakes using the dialect:

"A: *imen but I don't think tso because I think that the home work is like a revision when you want to reveaje (revise) when you want a revision*

B: *revise*

C: *ygoulo revise*

D: *normale normale kemli kemli*

B: *well personally I don't like the homework but I think ..."*

D: *yeah, I think that home work is very important in order to understand*

B: *kemli*

C: *to understand what you ..."*

- Respect the others and develop turn-taking skills: in this passage, a student consulted the others about what and how to discuss

"A: *So, the question is: Is TV an effective tool for building the minds of the children? So, there must be two points: negative point and*

B: *positive points*

A: *positive point so ae we hum goanna talk about the positive or the negative?*

C: *actually, it has both negative and positive*

B: *in the middle*

A: *so how are we're gonna start our discussion?*

D: *first of all, let's talk about the programs children watch*

A: *okay*"

2.2.2.2 Second class observational grid:

Date and place: 12 of march/ 37

Group: 1

Teacher: benosmane

a- Section one: general classroom management

Physical environment	Spacious ✓ Organized Narrow	
Physical sitting	Rows ✓ Horse-shoe Separate groups	
The class atmosphere	Funny ✓ Boring Active Noisy ✓ Calm Motivating	
Material used	The board	
Type of the activity	Role-plays Group work	Class discussion story telling ✓

b- Section two: the teacher

Teacher's behavior	Funny ✓ Very strict
Teacher's talk	Talkative ✓ not talkative
Teacher's instruction	Clear and simple ✓ Long and complicated

c- Section three: interaction and cooperation

Interaction	Frequency			
	Never	Rare	Often	Always
S/S	✓			
T/S			✓	
SS/SS	✓			
T/SS			✓	
T/material			✓	
SS/material			✓	
Teacher's correction of mistakes	Students correct each other		The teacher corrects ✓	

d- Section four: student's involvement

Students' participation	Some of the students participated	
Students' motivation	Motivated (few)	Not motivated ✓

Table 2.15: Second Observational Grid.

On the same day, another class with another teacher has been observed. According to the observational grid, the room was spacious but not organized. The atmosphere was funny and very noisy. The teacher used the board to write a statement saying: "bad choices make good stories". The activity was a kind of story telling in which each student had to comment or to narrate a personal experience. The teacher was funny and talkative and provided the students with clear instructions. Concerning the interaction patterns, there was no communication between the students while the teacher/students and teacher/student was very frequent. Only the teacher corrected the students' mistakes. Not all the students

participated and due to the noise, the students couldn't listen or interact with each other. Thus, they were not motivated.

2.2.2.3 Third class observational grid:

Date and place: 2nd April / room 37

Group: 1

Teacher: Benosmane

a- Section one: general classroom management

Physical environment	Spacious ✓ Organized ✓ Narrow
Physical sitting	Rows ✓ Horse-shoe Separate groups
The class atmosphere	Funny ✓ Boring Active Noisy ✓ Calm Motivating
Material used	board
Type of the activity	Role-plays Group work Class discussion ✓ story telling

b- Section two: the teacher

Teacher's behavior	Funny ✓ Very strict
Teacher's talk	Talkative not talkative

Teacher's instruction	Clear and simple√ Long and complicated
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c- Section three: interaction and cooperation

Interaction	Frequency			
	Never	Rare	Often	Always
S/S	√			
TS			√	
SS/SS	√			
T/SS			√	
T/material			√	
SS/material			√	
Teacher's correction of mistakes	Students correct each other		The teacher corrects	√

d- Section four: student's involvement

Students' participation	Not all the students/ victimized	
Students' motivation	Motivated Only few	Not motivated √

Table 2.16: Third Observational Grid.

On the second 2nd of April, the same class, was observed a second time. Along with the observational grid the researcher came up with the following results. The room was spacious and the sitting was organized in the form of rows. The atmosphere was very funny and noisy. The teacher used the board and wrote on it: "it takes a minute to have a crush on someone, an hour to like someone, a day to love someone, but and it takes a lifetime to forget someone". She was funny and talkative and gave clear and simple instructions. She asked student to comment on the statement and show agreement or disagreement. There was no interaction between students, while the teacher/student, student/material and teacher/material interactions were frequent. The mistakes were corrected by the teacher only. Not all the students participated and only few of them surface that they were interested and motivated.

2.2.2.4 Fourth class observational grid:

Date and place: 16th April/ 38

Group: 2

Teacher: Tegua.C

a- Section one: general classroom management

Physical environment	Spacious ✓ Organized ✓ Narrow
Physical sitting	Rows ✓ Horse-shoe Separate groups
The class atmosphere	Funny ✓ Boring Active ✓ Noisy ✓ Calm Motivating ✓
Material used	Passage of a story dictated
Type of the activity	Role-plays Group work Class discussion story telling ✓

b- Section two: the teacher

Teacher's behavior	Funny ✓ Very strict
Teacher's talk	Talkative ✓ not talkative
Teacher's instruction	Clear and simple ✓ Long and complicated

c- Section three: interaction and cooperation

Interaction	Frequency			
	Never	Rare	Often	Always
S/S		√		
TS			√	
SS/SS		√		
T/SS			√	
T/material		√		
SS/material		√		
Teacher's correction of mistakes	Students correct each other √		The teacher corrects	

d- Section four: student's involvement

Students' participation	All of the students	
Students' motivation	Motivated √	Not motivated

Table 2.17: Fourth Observational Grid.

On the 16th of April, the first class which experienced previously the group work was observed again. according to the observational grid, the room was spacious and organized in the form of rows. The atmosphere was very funny, active, noisy and motivating. The teacher was very funny and talkative, he dictated a passage to the students: “my story, When I was a kid, my father wanted me to be a doctor and my mother wanted me to be an architect. I grow up with the idea of being a doctor or an architect. When I went to the primary school the teacher asked us “what do you want to be in the future?” my answer was almost the same answer all pupils gave which was a doctor. When time came and I got my baccalaureate exam, I didn't need to think; my mind was set on one and only one thing” Then, he explained and gave clear instructions. The students had to imagine and finish the story, each one had to participate by giving a sentence to complete the previous one. Concerning the interactions, the teacher/students, students/students and teacher/student patterns were very frequent whereas the teacher/material and students/material was rare. Most of the students displayed motivation and participated and corrected each other's mistakes.

2.2.3 Analyses of the Interviews:

The interview contains semi-structured questions around the teaching of oral expression and the group work method. It was conducted with three teachers of different groups from the English department of the university of Mostaganem. According to their answers to the first question, the first and second teacher are teaching the oral expression for at least six years while the third one is teaching it for the first time.

For the second question, none of them received a special training. The first teacher said that the training he had was when teaching other modules, he stated: “the training I had was when teaching it’s a kind of training when you teach hum you teach grammar or civilization or something like that it’s like oral expression but when you talk about special training we’ve never had something like that”. After hearing that, they were asked whether they have a common syllabus to follow. All the teachers said no, one said: “no no we hum we are assigned to teach the oral expression/ sometimes we meet to agree on somethings to do but there is no specific syllabus or document”. Then, they were asked to state words that first come to their minds after hearing: Oral expression or speaking skill, the first teacher mentioned freedom and fluency and the second said listening and speaking, while the third one answered the way words are pronounced, vocabulary and repertoire. For the next question, the first and third teachers assumed that writing is more difficult to teach whereas the second considers that speaking is much more difficult to.

After that, they were interrogated about their objectives. The first teacher stated that he wants to make his students to speak freely and express themselves without any barrier and the second one is to increase the students’ participation and make the silent one talking whereas, the third one replied that she wants her students to a have a potential of expressing themselves. Afterward, they were questioned whether they are talkative during oral expression classes or not. The first one assumed that he is talkative; while the second and third teachers declared that they tend to give the time for students to speak. After that, they were interrogated about their strategies to make silent students participate. The first one uses interested topics related to the actuality and relevant to their ages, while the second one tends to convince the students that it is acceptable to make mistakes and the third one uses stimulation and diverse activities.

Then, they were asked how often do they invite their students to interact with each other. The first one said that he invites them to do it quite often and the second one claimed that it depends on the level of the students that activities are chosen. While, the third one

replied that she invites them as much as possible. All the teachers assumed that they use various activities such as group discussion, role-plays, and storytelling. After that, they were asked different questions about the use of the group work method. All the teachers used this method but they do not always use it and manage it differently. The first one forms homogenous groups with mixed-abilities and selects the best students as the leader. Then he gives them the instructions and the topic. On the other hand, the second teacher generally do not select the groups but rather let the students to group themselves. Then, she provides them with the necessary instructions. The third teacher, splits the class into groups and gives each group an activity to be done. Then, she creates a competition between the groups.

For the followed question, they were asked whether students are free or guided during the activity. The first revealed that he gave the total freedom to the students, whereas the second one replied that the beginning of the activity is guided then the students are given a kind of freedom, while the third one replied that thee students are semi-guided. According to the first informant, the role of the teacher is to create a link between students and for the second and third ones, it is to control them with giving help and without any influence. For the two next questions, all agreed on the effectiveness of the group work method. The first one claimed that it makes the shy students talk and the second one stated that it is helpful in the sense that is gives confidence and make the students gain self-esteem. Whereas the third one believes that it is a successful technic. Concerning the question about the difficulties, the first teacher points at the problem of time while the second and third ones assumed that they never faced a problem with it.

2.3 Discussion of the Results:

To investigate on the effect of using the group work method on the L2 students' speaking performance, the researcher used different tools to collect data. First, observations have been carried out in four different classes of oral expression including the experimental class with the audio records. Second, a questionnaire was administered to the students of the investigational class. Finally, a semi-structured interview was conducted with teachers of oral expression at the university of Mostaganem.

The aim behind the observations of the experimental class is to spot the advantages of the implementation of the cooperative learning in the oral expression classes In addition to that, audio record have been registered to listen to the students cooperation. Moreover,

the observations of the other classes were carried out to notice the differences between the use of the group work method and the actual oral expression classes. The questionnaire on the other hand, aims at obtaining the students' view concerning the oral class and the group work method. Finally, the purpose of the interview is to know the teachers' opinions concerning the teaching of speaking and the use of the group work method. Along the analyses of the data gathered, the researcher came out with some conclusions.

According to the outcomes, most of the students find speaking the target language easy and the oral expression classes beneficial. However, nearly half of them feel afraid when talking in the classroom which is attributable to anxiety and shyness. The teachers attempted to vary activities. Still, the students state that they do not interact because most of time the topics are not interesting or they are afraid of making mistakes. Again, this is due to the absence of motivation and lack of self-confidence.

According to the teachers' answers, the shared goal of teaching the oral expression module is to make students talk and express themselves. Nevertheless, through the observation of the different classes, it has been noticed that not all the students are participating. For example, according to the observational grids, when students were asked to discuss and comment on a statement, few students displayed motivation and the teacher had to victimize. Whereas when they worked into groups, all participated and completed the given task. Moreover, during the activity the students displayed confidence, which is confirmed in the audio records and in their answers to the question number ten. Furthermore, the students enjoyed the activity and liked the fact of listening to others' opinions. Teachers also agreed; as mentioned in the first chapter; that the group work method is effective for the communicative development, the elaboration of social and interactional skill, and the building of self-esteem and self-confidence. So, the effectiveness of the group work method has been confirmed through the different outcomes. However, it has also been noticed that it has its issues, such as the time and the noise.

The teachers admitted that they do not use the group work method frequently. Concerning the role of the teacher during the activity of group work, all the teachers agreed on the fact that he should be just a facilitator that gives instructions, guides the beginning, and then help if needed. Still, each teacher proceeds differently and implement this cooperative method differently.

2.4 Conclusion:

This chapter held the methodological procedure. it presented the description of the data collection and presented the analyses and discussions of the results. After studying the data, the researcher came up with some conclusions. First, the outcomes confirmed the effectiveness of the group work method on the development of the students' skills. In fact, it motivates and provides a safe environment in which students feel confident and gives them the opportunity to talk more, express themselves, and interact with their classmates. Moreover, it helps them overcome their fear and shyness and develop their social skills. which confirms the previous hypotheses. Second, the teachers admit using the group work method, but they do not use it frequently and each teacher manage it differently. Based on the previous ideas, the next chapter is going to present some recommendations and suggestions concerning the implementation of the cooperative learning in the oral classes.

Chapter Three

PEDAGOGICAL SUGGESTIONS AND RECOMMENDATIONS

3 Introduction:

Cooperative learning is recognized as an effective approach to language teaching. However, regarding some circumstance; such as the difference in the students' learning styles; the use of the group work method can have some obstacles. This chapter will present some activities and strategies in relation to the use of this cooperative method. In addition to that, based on the results obtained through the study of the collected data some additional recommendations for both teachers and learners will be provided.

3.1 Cooperative Learning Activities and Strategies:

The results obtained from analyses of the data collected confirmed the effectiveness of the implementation of the cooperative learning in the oral classes. In fact, it helps students feel confident and increases the amount of the language use. However, they revealed also that it causes some noise inside the classroom. Besides that, teachers do not use the group work frequently and each teacher manage it differently. That is why, the following marches are proposed. According to Foyle and Lyman (1988) the basic steps involved in successful implementation of cooperative learning activities are:

- 1. The content to be taught is identified, and criteria for mastery are determined by the teacher.*
- 2. The most useful cooperative learning technique is identified, and the group size is determined by the teacher.*
- 3. Students are assigned to groups.*
- 4. The classroom is arranged to facilitate group interaction.*
- 5. Group processes are taught or reviewed as needed to assure that the groups run smoothly.*
- 6. The teacher develops expectations for group learning and makes sure students understand the purpose of the learning that will take place. A time line for activities is made clear to students.*
- 7. The teacher presents initial material as appropriate, using whatever techniques she or he chooses.*
- 8. The teacher monitors student interaction in the groups, and provides assistance and clarification as needed. The teacher reviews group skills and facilitates problem-solving when necessary.*

9. *Student outcomes are evaluated. Students must individually demonstrate mastery of important skills or concepts of the learning. Evaluation is based on observations of student performance or oral responses to questions; paper and pencil need not be used.*

10. *Groups are rewarded for success. Verbal praise by the teacher, or recognition in the class newsletter or on the bulletin board can be used to reward high-achieving groups. (as cited by Jane K. Doty, Gregory N. Cameron, Mary Lee Barton, 2003, p.62)*

Furthermore, based on the Primary Professional Development Service PPDS tip sheet for teachers (<http://ppds.pdst.ie>) and the article of cooperative learning strategies (<http://courses.coe.asu.edu/dbclark/CoopLearn/CL%20strategies.htm>) some activities and strategies concerning the successful implementation of the cooperative learning are provided below. To implement the cooperative learning in the language classroom, it is preferable to start with pair work then move on to the group work. One of the proposed activities is the Think-pair-share. First, in this activity the learners are asked to think about a topic or something for a short period of time, then they share their ideas with a partner. A more developed version of the previous one is the Think-pair-share-square. It is similar to the previous except that in addition to it, each pair will join another one to share their learning. It is a way to expand the sharing environment and increase the amount of interactions.

To make students work cooperatively, there are also: The two minute papers, the two-minute recap, and the muddiest point and clearest point. These activities are done at the end of a lesson in order to make students explain to each other what they have learned so far. The two-minute paper is an activity where learners have two minutes at the end of the lesson to write a summary of what they have understood and then share it with a mate. Or, the two-minute recap where students share their learning to their mates in a short period of time, then they switch the roles. Moreover, at the end of the lesson also, a learner can be asked to illustrate his response to the lesson and share it with his mate. This is called: The doodle it activity where each student displays the interpretation of his own understanding of the lesson. In the muddiest and clearest point activity, each three or four students are grouped. They have to write the clear points about lesson and the muddiest (not clear ones) in two separate piece of paper. These activities can be used to assess the learners and check their understanding. Another activity that helps assessing and provides a better comprehension of the lesson is the STAD student teams-achievement divisions.

The students are divided into groups of four or five members, they discuss together the lesson conducted for a higher level of achievement.

Place mat is also an activity that involves students working together. In this activity, a piece of paper is divided into sections; depending on the group members number; with a square or a circle in the center. This paper is placed in the middle of the group. Each member write on his allocated section his ideas then the different results will be gathered in the center. An additional activity is the group investigation in which students work to produce a project. Another activity is the problem-based learning (PBL) where the students are given a specific issue to deal with. They activate their previous knowledge, analyze and discuss. Then, they build up hypotheses that will be tested to come up with the new information. In this activity, students develop their critical thinking, their previous knowledge, and strategies to work in groups. Finally, the jigsaw II method where each student is responsible for learning a given part. It is used when the material can be segmented. It promotes the individual accountability and the positive interdependence of the learners.

The previous technics were developed in order minimize some problems such as students' resistance or dysfunctional teams. Moreover, Richard M.Felder and Rebecca Brent (2006) proposed the following strategies for a better implementation of the cooperative learning approach in classrooms: Forming teams, promoting interdependence, providing individual accountability, and help students develop teamwork skills. First, the students self-selecting may lead to the isolation of the weaker elements. That is why, it is highly suggested for the instructor to form the groups homogenously and to assign the roles. For an effective cooperation, the groups should contain 3 or 4 members. Richard M.Felder and Rebecca (2006): *“when students work in pairs, the diversity of idea and approaches that leads to many of the benefits of cooperative learning may be lacking. In teams of five or more, some students are likely to be inactive...”* (p.7). They also pointed at the homogeneity in the ability levels. Groups should be composed of students with mixed-abilities in order to give the weak element the opportunity to interact and benefit from the strong ones. According to the Primary Professional Development Service PPDS, the large groups provides the children with opportunities of interactions and contribution. Moreover, the larger is the group the more skillful are the children. The available time and nature of the material and task are two major factor that may affect the size of the group.

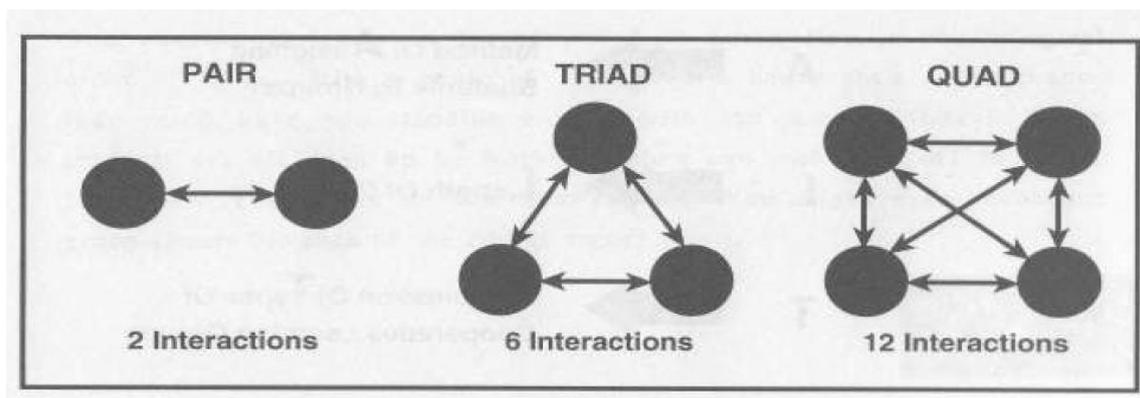


Figure3.1: interactions in different group sizes. (Primary Professional Development Service)

The second strategy is providing positive interdependence. By assigning different roles and giving bonus on tests, every student will feel the importance of his/her presence among the group. The Primary Professional Development Service PPDS presents the following table which displays the distinct roles of the different members of a group. It also important to notice that is not necessary that all the groups should contain all the roles. the main ones are: The manager, the encourager, the record keeper and the reporter.

Role in co-operative group	Function
Manager	Keeps the group on task and ensure contributions from all and guide discussion or activity.
Encourager	Encourages speakers and to promote tolerance within the group
Record keeper/ Data gatherer	Takes notes or summarizes ideas and clarifies them. Reads aloud from some materials when appropriate
Spokesperson/Reporter	Acts as spokesperson when reporting to the class
Secretary	Gathers/distributes resources that the group may need
Evaluator	Keeps notes on the group process (how well individuals in the group are working together) to lead any evaluation at the end of the session.

table 3.1: Bennet and Dunne's key role (as cited in www.ppd.s.ie)

It is important to consider that those roles are not permanent, it is advised to switch the roles so that every student will contribute differently in each given task. It is also recommended to give a bonus on tests, Richard M.Felder and Rebecca Brent stated: *“linking the bonus to the team average grade gives all team members an incentive to get the highest grade they can and motivates the stronger students to tutor their teammates”* (p.8) A very possible technic to use is the jigsaw, in which each student is in charge of fulfilling a role. All the members are motivated because of the bonus. As a consequence, everybody contributes and function effectively among the group.

Another strategy is providing individual accountability. A teacher should impose a certain policy for the non-contributors in the groups and rates the students differently. S/he can give a group bonus when on member of the team did not get the average in the individual exam. Or s/he can use individual tests about the whole material given to the group in the assignment. Moreover, s/he can use the peer rating to provide feedback to the members concerning the skills and attitudes and alert in case of the existence of a problem. Another way of providing individual accountability is to choose a monitor that is responsible of ensuring the understanding and the appropriateness of the members' cooperation. The students should be responsible of spotting the non-contributor or the hitchhiker and to announce it to the instructor. In case of persistence of the spotted member, the policy of firing is executed on him/her.

Moreover; as another strategy; a teacher can help the students develop their teamwork skills. this can be done by establishing some policies and clarify the expectations. If the teamwork skills are not developed the task then will not be completed properly. That is why, clear instructions should be given, such as: everybody will have a chance to express his/her opinion, everybody listen to the other, talk quietly, encourage each other and keep on the task. In this way, students will respect each other and interact and cooperate appropriately. Moreover, Richard M.Felder and Rebecca Brent (2006) suggested to *“keep groups intact for at least a month. It takes at least that long for teams to encounter problems”* (p.9) in this way the students will learn how to work through the problems, which is an important step in the teamwork skill development. Furthermore, the teacher should give students tools to deal with the different conflicts such as the active listening and quick intervention. A periodic self-assessment for students can be also implemented with questions such as: How are we meeting our goals and expectations, what

needs improvement. So that the learners identify the lacks and consequently improve their cooperation.

In addition to the previous strategies and based on the Zone of proximal Development ZPD theory of Vygotsky which defends the idea of social construction of knowledge. Miriam Clifford (2011) believes that learners can do better when they interact with others. She proposed also several strategies and practices for a better implementation of the group work and that are provided below. First, she suggests establishing group goals. According to her, it keeps the students on task and save time. Second, keep groups mid-sized. She stated that small groups do not bring diversity and large ones creates “freeloading” where some learners will not participate, consequently it is preferable to keep the size of the groups moderated. Third, establish flexible group norms, for better effective interactions and avoiding intolerance or dysfunctional sub-groups. Fourth, build trust and promote open communication. Miriam claimed that it is very important to build trust among the group members and advised to focus on the interpersonal communication. Fifth, she also suggests assigning different roles to the group members. When the task is divided, time is gained.

As a sixth proposition, she advises to assess the groups by creating a pre-test and a post-test. She believes that the debriefing helps to survey and reflects on the way the groups function and to spot lacks in order to bring some changes if needed. Moreover, consider the learning process as a part of the assessment and value the interaction. It motivates the students to learn how to behave effectively among the group. For the eighth suggestion, Miriam instructs to use the different strategies like the jigsaw technique which supports diversity and improve social interactions.

Furthermore, it is advised to allow the groups reduce anxiety. Sometimes tasks are difficult that is why it is advisable to let the members of the group use some stress-reducing strategies in order to make it funny and learn in a relax atmosphere. Miriam also recommends providing the students with a model of what is a successful group. She stated that: they “*should work together on the task and maintenance functions. Task functions includes:*

- *Initiating Discussions*
- *Clarifying points*
- *Summarizing*
- *Challenging assumptions/devil's advocate*

- *Providing or researching information*
- *Reaching a consensus*

The maintenance is concerned with the members' feeling. Students should know how to encourage each other and compromise their teammates.

To increase the amount of interactions and motivates students, teachers should vary the topics and includes distinct types of learning scenarios that enrich the students' knowledge and produces higher order reasoning. Moreover, the teacher can use real world issues with open-ended questions. It is highly recommended to involve them into problem-solving activities and enhance their critical thinking skill. Mark Alexander explains one generally accepted problem-solving procedure:

- Identify the objective
- Set criteria or goals
- Gather data
- Generate options or courses of action
- Evaluate the options using data and objectives
- Reach a decision
- Implement the decision

Furthermore, teachers should focus on the homogeneity of the groups. There should be a variety concerning the level, learning styles, talents, and backgrounds. So that each learner will benefit from the other. Miriam claims that the gender groups that are equally balanced are the best. When students understand better the norms and the way cooperation functions, a teacher should use scaffolding and serves as a facilitator only. This increase their responsibility.

In her article, Miriam pointed at the use of technologies in the group work. It increases the learning opportunities and make it easier. She mentioned also to keep in mind the critics. Some studies criticized the group work for not giving time for individuals, that is why students should be given short time individually to write some notes before start working into groups.

3.2 Some Suggestions to Manage the Groups

The cooperative learning activities involve the students' engagement into social interactions. However, those activities may cause some noise. That is why, in addition to the previous strategies, teachers should also know how to keep the students engaged into the task and to maintain them quiet. The Primary Professional Development Service (PPDS) presents some hints to keep the calm inside classroom during a cooperative activity. First, the quiet signal, which is a sign which has been agreed on among the classroom. It is used whenever the teacher wishes calm, it could be a clap, a bell or a card with a symbol. When it is used, learners should understand that the teacher wants calm and claims for their attention. Furthermore, a teacher can use team stop signs to manage the noise. If a group become too noisy, s/he should intervene and use the stop sign to make the team silent for a moment. In additional to this, it is preferable to keep the groups small and manageable.



3.3 Additional Recommendations:

In the TEFL field, the aim behind teaching a language is training a learner to become communicatively competent. Thus, it is important to create communication inside the classroom, not only between the teacher and his students but between students themselves also. That is why the teachers should use the cooperative learning more. The group work method is appropriate for making the students use the target language and for the integration of different skills. It is also recommended to take into consideration that the teacher's role is to guide and facilitate. He should be present in case they need help and also to make them aware that he is observing and consequently they increase their efforts. Hyland (1991) states that the teacher's role is to:

1. *Share the responsibility for managing both interaction and learning and with students.*

2. *Structure the learning environment so that student cooperates to obtain learning goals.*
3. *Stimulate interactive language use through group work and collaborative problem solving.*
4. *Choose classroom tasks which involve information sharing, cooperative reasoning, opinion sharing, and values clarification.*
5. *Coordinate group activities.*
6. *Provide clarification, feedback, and motivation support.* (cited in Richards, and Lockhart, 1996, p. 102-3)

In addition to that, teachers can make cooperation attractive by making them aware about its benefits. Moreover, he can use it as a source of motivation by creating challenges and competition between the different groups. It is also highly recommended for the teacher to take into account the different learning styles and change their way of grouping students. A teacher can give the learners the freedom to group themselves, because some like to work with their friends. Or, he can divide them homogeneously so that it develops more their social skill and get the weak learners benefit from the good ones.

Furthermore, teachers should meet and collaborate frequently to discuss the different issues and build a common syllabus. A highly-advised strategy would be the self-confrontation method, also known as SCM. This method is based on the valuation theory (1995) and dialogical self-theory (2010) of Hermans. It is a systematic theory that allows people to in-depth self-investigation and consequently the desired changes and aims are determined. In other words, teachers record themselves then meet and watch each other's videos and discuss the lacks and collaborate to come up with some solutions.

For the students on the other hand. It is advised to develop their interpersonal relationship in the classroom and accept to work with different persons. The students can also create a team identity by giving a specific name so that they feel as a team and support more each other. Moreover, the members of the group should support each other using some motivating expressions. It is also recommended to reduce noise and work seriously in order to complete the given task with respecting the time.

3.4 Conclusion:

The previous chapters and the results obtained confirmed the effectiveness of the group work method on the students' skills development. However, it revealed also that it has its issues. Moreover, concerning the teachers of the university of Mostaganem, they do not use the cooperative group work frequently and they manage it differently. Based on those ideas, the third chapter presented some activities of group work, suggestions for an effective implementation of the cooperative learning in the language classrooms, and some hint and general recommendations for teachers and learners.

General Conclusion

It is sure that the main goal of learning a foreign language is to speak it accurately and fluently. However English students display a low achievement in their oral proficiency. As a possible strategy to address the problem would be the implementation of cooperative learning. This research investigated the implementation of the cooperative learning in the oral expression classes at the university of Mostaganem. It explored the effect of using the group work method on the second-year students' speaking skill. It investigated the effectiveness of this method on the students' skill development.

Three hypotheses were build up: The cooperative group work method develops the students' speaking skill, the group work helps to enhance the students' turn-taking and to reduce the teacher's monopolization of the talk, and the group work can serve as a source of motivation for learners. To confirm or reject the hypotheses, the researcher followed the following procedure to collect both quantitative and qualitative data. First, a class of second year students at the university of Mostaganem was exposed to a lesson which contains a cooperative group work activity. The same experimental class was observed by means of an observational grid and students were recorded then were administered a questionnaire. Second, four different oral classes have been observed by means of the same observational grid. Third, a semi-structured interview has been conducted with three different teachers of oral classes.

Through the analyses and discussion of the results obtained, the researcher came out with some deductions. the outcomes confirmed the effectiveness of the use of the group work on the students' skills development including the speaking skill. The cooperative learning is a practical teaching method that puts communicative approach into action. It creates a friendly and supportive learning environment in which students can enjoy freedom and practice the target language. Moreover, it fosters communication in an interactive context through which each student will listen to different opinions and ask more questions. The teamwork encouraged the students to get engaged in a high-level of thinking skill such as synthesizing, analyzing and elaborating, which confirms the hypotheses. Students participated, felt confident and displayed motivation. However, it caused some noise.

Furthermore, the researcher realized that each teacher teaches the oral expression according to his/her presumption. Besides, they attempt to use the cooperative learning, but they do it differently. On the basis of those interpretations and referring to various articles

concerning the implementation of the cooperative learning, some activities, pedagogical strategies and recommendations were provided at the end. Finally, the groups' heterogeneity, size, the time management, and teachers' guidance are the main factors for a successful cooperation.

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Appendix

Lesson Plan

- Level: L2
- Lesson: Listening/speaking
- Time: 1h :30
- Objectives:
 - ✓ The students will learn how participate effectively in a discussion in English.
 - ✓ The students will have the opportunity to practice their English language and communicate with their classmates.
 - ✓ They will develop their social skill and critical thinking.

Steps	procedure	Objective	material	time	interaction
Warm up	-Expose to students a sample of a discussion about: “is it better to study online or in a regular classroom?” -Students are asked to listen carefully the to spot any special expression that is used in the video.	-Learners will see how a group discussion is done effectively. -They will practice their listening skill. -They will distinguish special expressions that are used in a discussion.	Video	20 min	Teacher-students
presentation	-Review and discuss briefly the expressions and explain their functions.	-Students will learn the use of some expressions. (such as” I think” to express an opinion or “yes, but” to show disagreement.	Video	10 min	Teacher-students
activity	-Divide the students into small groups and give each group a subject to discuss and ask them to use the given expressions.	-students will express themselves, think and work collaboratively.	/	50 min	Students-Students

Students' questionnaire

Dear student

You are kindly requested to fill in this questionnaire to express your attitude toward the impact of group work (cooperative learning) on developing EFL learner's speaking skill. Your answers are very important for the validity of this research. I hope that you will give your full attention and interest.

Please read carefully and tick (X) the choice that corresponds to your answer. May I thank you in advance for your collaboration.

1. Do you find speaking in English?

- easy
- difficult
- very difficult

2. Did the oral expression courses help you improve your oral performance?

- Yes
- no

3. How often do you interact with your classmates inside the classroom?

- Always
- Sometimes
- Rarely
- Never

4. If you do not interact, is it because:

- You are not talkative
- The topic is no interesting
- The teacher does not motive
- You fear to make mistakes
- others

5. When you interact in the classroom. Is it:

- You who want
- The teacher who asks you

6. Do you feel afraid when you talk in the classroom?

- Yes
- No

7. Have you liked to work with your classmates in groups?

- Yes
- No

8. Do you find it difficult to work with your classmates in groups?

- Yes
- No

9. What did you like about the group work? (you may choose more than one answer)

- Ask and respond to more questions
- Learn to listen to different opinions
- Evaluate your peers' performance
- Develop social skills for getting along with others
- Other.....

10. During the activity, have you felt:

- free and confident
- guided and embarrassed

11. Which of the following techniques do you enjoy best?

- Group work
- Role-play
- Discussion

12. Have you ever heard of cooperative language learning?

- Yes
- No

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

- Yes
- No

Observational grid

Date and place:

Group

Teacher:

Section one: general classroom management

Physical environment	Spacious Organized Narrow
Physical sitting	Rows Horse-shoe Separate groups
The class atmosphere	Funny Boring Active Noisy Calm Motivating
Material used	
Type of the activity	Role-plays Group work Class discussion story telling

Section two: the teacher

Teacher's behavior	Funny Very strict
Teacher's talk	Talkative not talkative
Teacher's instruction	Clear and simple Long and complicated

Section three: interaction and cooperation

Interaction	Frequency			
	Never	Rare	Often	Always
S/S				
TS				
SS/SS				
T/SS				
T/material				
SS/material				
Teacher's correction of mistakes	Students correct each other		The teacher corrects	

Section four: student's involvement

Students' participation			
Students' motivation	Motivated		Not motivated

Questions of the interview:

- How many years have you been teaching the oral expression module?
- Have you been trained to teach the oral expression module?
- When I say: Oral or speaking skill, what comes to your mind
- According to you, which skill is more difficult to teach: speaking or writing?
- What are the objectives that you tend to achieve during the oral expression classes?
- During the oral expression classes are you talkative?
- How can make silent student talk?
- How often do you invite your students to interact with each other?
- What kind of activities do you usually use?
- Do you use group work?
- How do you manage it?
- During the activity are the students free and totally autonomous or guided and supervised?
- What is the role of the teacher during the activity of group work?
- Do you think it is an effective method for students?
- Have you noticed a difference after using this method?
- Have you faced difficulties in the implementation of the cooperative group work?

Interviews' scripts

Interview 1:

Interviewer: *Good morning.*

Interviewed: *good morning euh good afternoon*

Interviewer: *thank you euh for your collaboration.*

Interviewed: *ah it's my pleasure!*

Interviewer: *okay, I have several questions let's start*

Interviewed: *okay*

Interviewer: *the first question is how many years have you been teaching the oral expression module?*

Interviewed: *oral expression, I started teaching the oral expression in 2011 euh I taught it for like two or three years then last year I did not I didn't have the chance to teach it but this year I'm back teaching oral expression so it's euh four to five years.*

interviewer *okay, have you been trained to teach the oral expression module?*

Interviewed: *never, the training I had was when teaching it's a kind of training when you teach euh you teach grammar or civilization or something like that it's like oral expression but when you talk about special training we've never had something like that*

Interviewer: *okay, when I say oral or speaking skill what comes to your mind?*

Interviewed: *oral or speaking skill*

Interviewer: *yeah*

Interviewed: *euh do you want one word free words?*

Interviewer: *free words*

Interviewed: *freedom, fluency those are the first words that come in my mind.*

Interviewer: *According to you, which skill is the more difficult to teach writing or speaking?*

Interviewed: *writing writing is way too difficult to teach*

Interviewer: *okay, what are the objectives that you want to achieve in the oral expression classes?*

Interviewed: *to make my students hum able to to make them able to speak to express themselves without any constraints or boundaries.*

Interviewer: *during the oral classes are you talkative or not?*

Interviewed: *pff more than that I talk too much*

Interviewer: *and how do you make the silent students talk?*

Interviewed: *well I tend to choose the topics they are interested in I try to speak about nowadays events anything that is related to the news anything related to music movies I try to focus on their age the things they are interested in I try to use them in my sessions.*

Interviewer: *how often do invite your students to interact with each other?*

Interviewed: *in oral classes?*

Interviewer: *yes*

Interviewed: *hum quiet often, not always but quiet often it depends on the topic we are tackling yeah*

Interviewer: *okay, so what are the kind of activities that you usually use?*

Interviewed: *to.*

Interviewer: *role-play or group work*

Interviewed: *both*

Interviewer: *discussion*

Interviewed: *well I've got class discussion I've got role play I've got also pair work it depends hum I euh well hum do you want me to give you example*

Interviewer: *yeah if you want*

Interviewed: *yeah there was for example hum the class discussion we can talk like the first time I met my students those you met yesterday hum I teach them oral expression in this second semester, so the first session we had we started talking about Donald Trump it was the period of the American elections then you know Donald Trump when we started talking about Donald Trump*

Interviewer: *actuality*

Interviewed: *yeah, they knew much about him and they had all some kind of knowledge about the American civilization elections and so on and once the students took part in in in the discussion is he a good president a bad president a good husband a bad husband a good father a bad father and so on is he a model or a bad example so it was a class discussion there were different views hum there was also one time I gave my students there was a part of dictation I dictated part of hum personal euh experience when when I started talking about hum my parents wishing me to be a doctor or an architect or something like that so I gave them the beginning said okay when I was a kid my parent hum dreamed euh well they used to tell me you'll be a doctor my son will be a doctor an architect and so on and through time you know I went to college euh no before going to college I went to middle school and had good grades then went to high school my grades started to decrease and then that was the end of the first part and then I said ok so imagine imagine this is someone's hum story or life and try to imagine what happened to him and everyone was giving just a part and then we had to finish his part and then and then in the end we had a different story and every one was participating with the little he had to share but it was something in which all of them participated I sometimes ask them for example to to hum choose a a series of a movie a scene and to acted in from of their friend just to work together or sometimes I used to tell them ok imagine situation you're the father you're the mother you that is your kid he has troubles and problems and you are fighting because of the problems your so is creating and try to imagine that scene and act in front of your friends so it depends on the activity*

Interviewer: *the activity okay*

Interviewed: *yeah*

Interviewer: *do you use the group work?*

Interviewed: *hum do I use group work?*

Interviewer: *yeah*

Interviewed: *Also, not always but often*

Interviewer: *and when you euh do it how do you manage it?*

Interviewed: *well.*

Interviewer: *how do you form groups, how to select a leader.*

Interviewed: *yeah, the leaders are most of the time the best ones and I tend to the class includes many good students I try to hum well in each group I try to put one excellent student in one group and try to add weak students with medium levels so that.*

Interviewer: *mixed-abilities you mean.*

Interviewed: *yeah so that the excellent one would be euh.*

Interviewer: *help.*

Interviewed: *yeah would help them and the others maybe they feel frustrated when talking to me but when they talk to one of their friends they don't see any kind of barrier between them and their leader.*

Interviewer: *during the activity are the students free and totally autonomous or guided?*

Interviewed: *no they are free like I said I want them to express themselves and with no boundaries and sometimes you need to guide them I tend to let them speak without any constraints so that they don't feel sometimes when you give something to follow they don't feel that kind of freedom when speaking what you did yesterday was excellent good I mean you gave them something to use in regular basis but it was excellent I used it after that but when you speak in general when we find the right topic to tackle I let them speak without any kind of boundaries*

Interviewer: *okay*

Interviewed: *this is the way I I use it*

Interviewer: *so, what is the role of the teacher during this activity, according to you?*

Interviewed: *hum he is not well if I say he guides this is too strong. I manage to hum create the link I it's like you know to create hum the communication I'm not the one whom controls everything I make the links between students I let one speak I'm the one who allows for example my students one student to speak then I allowed another person to share or to oppose ideas to express different ideas I make contact hum I make it easy between I create kind of hum easy communication between students because if I don't do that the class there will be much noise and no one will share no one will make himself heard because everyone is speaking I am like a policeman you know who takes care of the traffic you know I let people talk other so that there will be some kind of communication so that everyone will listen to the other one understands and shares ideas*

Interviewer: *okay, do you think that it is an effective activity for the students*

Interviewed: *can you repeat?*

Interviewer: *Do you think that the group work is an effective activity for the students?*

Interviewed: *it is effective but, it does not work alone, you cannot use it isolated because sometimes you need someone to work alone and sometimes you need him to work with a group right it depends like I said on the kind of topic right so like yesterday it was excellent you brought discussion, you gave them expression and you make them discuss some elements and some agreed some disagreed it was excellent, right? But like the example of Donald Trump I don't need group work to make my students talk I need I give them ideas and we discuss it all together right?*

Interviewer: *yeah, hum have you noticed a difference in the students' oral proficiency after using the group work?*

Interviewed: *through time? Well I noticed is that there are students who are shy but when they work in groups they tend to lose that their shyness and they tend to at least talk yeah*

Interviewer: *talk*

Interviewed: *yeah*

Interviewer: *okay, have you faced difficulties while using this activity?*

Interviewed: *the difficulty would face is well the difficulty I face when making my students work*

Interviewer: *in groups*

Interviewed: *in groups I don't think, it's a matter of time may be cause we don't have enough time and sometimes the activity needs more time and then you have one hour and thirty minutes you have to manage to make them work faster so that they will present because we don't have one or two groups sometimes we got more than four or five groups or six groups so one hour and thirty minutes is not enough so you don't get to make them work properly right so this is I think time is a problem*

Interviewed: *is that all*

Interviewer: *yeah thank you*

Interviewed: *hope it was helpful*

Interviewer: *it was, thank you.*

Interview 2:

Interviewer: *good morning*

Interviewed: *good morning*

Interviewer: *well thank you for your help*

Interviewed: *you are very welcome*

Interviewer: *I'll start directly with the first question, how many years have you been teaching oral expression module?*

Interviewed: *ah! Oral expression it's since hum at university or elsewhere?*

interviewer: *At the university*

Interviewed: *university well since two thousand and hum and ten let's say two thousand and ten approximately.*

interviewer: *okay, have you ever been trained to teach the oral expression?*

Interviewed: *no never! No one is trained I think.*

Interviewer: *yeah, I think so hum okay, hum when I say speaking or oral skill what comes into your mind?*

Interviewed: *of course, listening and speaking*

Interviewer: *hum okay and according to you, which skill is more difficult to teach is it writing or speaking?*

Interviewed: *well I most of the time I think that speaking is much more difficult*

Interviewer: *okay what are your objectives when you euh that you want to achieve when you are teaching oral expression?*

Interviewed: *objective or objectives well first I would like to have more and more students to participate never mind the level they have never mind what kind of mistakes they can make*

interviewer: *you mean participation*

Interviewed: *my first and main objective is to make them speak simply as possible because there are many silent*

interviewer: *students*

Interviewed: *student so why are they silent? Because they don't know or they don't dare*

interviewer: *or afraid*

Interviewed: *okay?*

interviewer: *okay hum during the oral classes are you talkative?*

Interviewed: *well I try to be talkative but I prefer to give much more time to my students to talk*

interviewer: *and how can you make a silent student talk?*

Interviewed: *ah well, it is not that easy but at least I try to convince them that the most important thing is to speak I mean don't take into consideration your mistakes they hum you can speak with mistakes and through time we'll try to get rid of those kinds of mistakes*

interviewer: *okay hum how often do you hum invite your students to interact with each other?*

Interviewed: *well how often I always ask them to interact with each other*

interviewer: *and what kind of activities do you usually use?*

Interviewed: *well there are many activities euh it depends here on the level of the students for example the L1 are not confident they don't know each other so we cannot start with some activities like the role-plays now I prefer some hum let's say topic discussion in the beginning and then we move to the not the harder ones but the ones in which they feel more confident for example the role-plays topic discussions eh listening activities.*

Interviewer: *story-telling*

Interviewed: *story telling with gaps and so on.*

Interviewer: *and do you use the group work?*

Interviewed: *hum here I prefer to have group work, but there are some students who don't so I cannot invite every time my students to work in groups. I always let them the choice individual pair work or group work but when I can let's say provide an activity in which they have to sit together and work together why not.*

interviewer: *okay hum and when you do it how do you manage it? How to form the groups, how to select a leader and so on?*

Interviewed: *well generally I don't select the groups I don't select a leader*

Interviewer: *so, you let them free*

Interviewed: *I let them free to choose the once they can work together with and the leader of course hum we cannot say the leader in this case I may be the spokesman (laugh) or the women or students but generally speaking they choose their own groups and the one*

interviewer: *who speaks*

Interviewed: *but even within the group work I try to hum invite more students to speak in the group not simply to have a leader*

Interviewer: *hum during the activity are the students free of guided?*

Interviewed: *group?*

interviewer: *yeah*

Interviewed: *well generally in the beginning it's guided. I give instructions what they are expected to do and then they we can move to the freedom so the beginning is guided.*

Interviewer: *okay, so the role of the teacher in this activity*

Interviewed: *sorry sorry can you repeat?*

interviewer: *what is the role of the teacher in this activity?*

Interviewer: *well he he doesn't have to influence the the let's say the hum how can I say the hum flow of what how things are going within the group it means he has to control. if they ever need his help he is there he has to turn over the classroom to see if they have to ask questions or to clarify things*

Interviewer: *okay*

Interviewed: *to guide them in case they don't understand something with his instructions or help*

Interviewer: *okay, do you think it is an effective activity for the students?*

Interviewed: *effective or affective*

Interviewer: *effective effective, is it helpful or not?*

Interviewed: *effective so can you repeat do you?*

Interviewer: *do you think it is an effective activity?*

Interviewed: *yeah of course, well it can be effective for those who are shy for those who think they are weaker than the others. It means they may find a kind of hum a support or assistance or*

Interviewer: *help*

Interviewer: *or help from those they believe they are better than them, it means sometimes in fact they are not better than them they are more hum confident*

Interviewer: *confident*

Interviewed: *or they can dare to say something so when they work they each other they can confirm that they were right and it's helpful this is the way it can be effective.*

Interviewer: *hum have you noticed a difference in their oral proficiency after using this activity?*

Interviewed: *hum well generally speaking it's helpful, it means it's helpful in the sense that I told you it can make them confident it make them gain kind of self-esteem and this is the most important. But we have to remind that it's not the only activity but it's helpful activity with a mixture of activities it's very very helpful.*

Interviewer: *and have you faced difficulties while using this activity?*

Interviewed: *difficulties in what?*

Interviewer: *while using this activity?*

Interviewed: *well generally speaking I've never faced any kind of difficulty because generally speaking I give instruction I introduce the topic or what the activity is about and then if they don't understand and this is the benefit of group work they can help*

Interviewer: *explain to each other.*

Interviewed: *yeah explain to each other what the hum let's say the aim or objectives of the activity within the group work.*

Interviewer: *that s it.*

Interviewed: *that's all?*

Interviewer: *yeah thank you.*

Interviewed: *hope you the best.*

Interview: 3

Interviewer: *hello*

Interviewed: *hello*

Interviewer: *thank you for your collaboration*

Interviewed: *welcome*

Interviewer: *well hum my first question is how many years have you been teaching the oral expression module*

Interviewed: *it's the first time I'm teaching it so it's my first year.*

Interviewer: *and have you been trained to teach it?*

Interviewed: *no not at all.*

Interviewer: *okay hum when I say oral or speaking skill what comes to your mind?*

Interviewed: *heu when you say oral skill it's how you pronounce words your vocabulary your repertoire everything that is in relation to speaking simply*

Interviewer: *and according to you, which skill is more difficult to teach speaking or writing?*

Interviewed: *no hum I think that writing is hum much more difficult to teach.*

Interviewer: *hum what are your objectives that you? The objectives that you want to achieve during the oral expression classes?*

Interviewed: *hum I simply want my students to have this potential to speak anything in mind and to share their ideas their hum / anything they want to say they have that potential to reach it that's all.*

Interviewer: *to express themselves*

Interviewed: *yeah that's it*

Interviewer: *hum during the oral class are you talkative?*

Interviewed: *hum I don't think I'm so talkative I leave my students talk*

Interviewer: okay hum how can you make a silent student talk?

Interviewed: *yeah silent stu.. I have to stimulate them by using games using different technics so to me an oral expression teacher should vary his technics and do not be monotonous so if you vary and motivate learners you will have nice/ results.*

Interviewer: *hum okay/ how often do you invite your students to interact with each other?*

Interviewed: *as much as possible.*

Interviewer: *and what kind of activities do you usually use?*

Interviewed: *well I can use hum role-play I can use games I can use hum*

Interviewer: *story-telling*

Interviewed: *discussions hum debates anything in mind*

Interviewer: *do you use the group work?*

Interviewed: *yeah yeah a lot a lot*

Interviewer: *and how do you manage it?*

Interviewed: *well I split my class into groups and then each group will have his task to be done and then a kind I'll create a kind of competition between students will stimulate their hum their work*

Interviewer: *and during the activity are the student free or guided*

Interviewed: *semi-guided I'll say not free not guided so semi-guided*

Interviewer: *so what is the role of the teacher according to you during the group work?*

Interviewed: *he is he is guide he is facilitator hum he is there to manage his class.*

Interviewer: *okay*

Interviewed: *not to restrain or to to to constrain his students he has to leave some hum freedom to his hum*

Interviewer: *students.*

Interviewed: *students so semi-guiding*

Interviewer: *hum do you think it is an effective activity for the students?*

Interviewed: *group work?*

Interviewer: *yes*

Interviewed: *yeah /a lot I think it is very efficient*

Interviewer: *and have you notice a difference after using it?*

Interviewed: *well I cannot say having/ notice difference because it is my first time I'm teaching it so to me it's good and I felt that students were free they talk they express themselves hum I think it a successful technic.*

Interviewer: *and have you faced difficulties?*

Interviewed: *not at all not at all.*

Interviewer: *okay thank you*

Interviewed: *you're welcome*