THE DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

MINSTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF MOHAMED EL BACHIR EL IBRAHIMI, BORDJ BOU ARRERIDJ

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

UNIVERSITE MOHAMED EL BACHIR EL IBRAHIMI
BORDJ BOU ARRERIDJ

THE EFFECT OF COOPERATIVE LEARNING ON EFL LEARNERS' SPEAKING SKILL

The Case of Third Year EFL Students at the University of Bordj Bou Arreridj

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master's Degree of in Didactics

Submitted by: Supervised by:

Miss Khaoula BENSAOUCHA   Mr. Abdennour BENHAMIMID

Miss Wafa BOUROUBA

Jury Members

Chairperson: Dr. Mouhamed SENOUSSI   University of BBA

Supervisor: Mr. Abdennour BENHAMIMID   University of BBA

Examiner: Mrs. Kenza NEZZAR   University of BBA

Academic Year: 2022/2023

Declaration

We hereby solemnly declare that the work we are going to present in this dissertation

The Effect of Cooperative Learning on EFL Learners Speaking Skill: The case of Third Year EFL Students at the University of BBA

has been composed by ourselves and that it has not previously been presented to another university or degree, and that all our information (ideas, quotes, data, and arguments) have been denoted using total references. The research in hand is to be done at Mohamed El Bachir El Ibrahimi University BBA, Algeria.

Date:15/06/2023

Bensaoucha Khaoula

Bourouba Wafa

بسم الله الرحمن الرحيم

وَقُل رَّبِّ زِدْنِي عِلْمًا

And say (in prayer), "My Lord, increase my knowledge."

Quran 20:114 Surah Ta-Ha

Dedication

In the Name of Allah, the Most Merciful. All thanks and praises to Allah for the countless blessings and bounties he has given me.

I have the honor to dedicate this work to :

The reason of what I become today. To my dear father **Toufik** who scarified and worked hard for me. To my wonderful mother

Soultanamy source of power .

    Mum and Dad thanks to your support through all my life.

My dear brothers **Islam** and **Oussama**.

My lovely sisters **Zohra** and **Douaa**.

My dear loving nephew **Siradje Elddine Djoud**.

The soul of my grandmother **Merzaka**, May Allah be Merciful to her.

My best friend and partner in this work **Bourouba Wafa**I am so proud for being your friend.

My teacher **Mr. Benhamimid** and the soul of my favorite teacher **Mr.Hannachi Rachid** , May Allah be merciful to him .

                                             Bensaoucha khaoula

Dedication

I didicate this work:

To my mother **Dalila** who gave me strenght when i thought of giving up, who continually provide her moral, spiritual, emitional and financial support, Iam so greatful for the way you raised me, to my father **Ahcene** for his endless guidance and support.

To my lovely sister **Imane** and my dear brother **Fouad.**

To my cousins **Ayoub** , **Younes**, **Saadia** and **bassma** who never left my side.

To my cute little nephew **Anes** and my grandmother **Oum Saad.**

To my best friend **Bensaoucha Khaoula** who has made every day brighter just by being in my life.

 I also dedicate this work to my favorite teacher **Mr, Abdelnour Benhamimid** who never failed to teach and guide me.

To **Mr.Rachid Hannachi** who taught me to dream big dreams, may his memory be forever held in the pages of this research.

To all my friends.

To all those who seek wisdom wherever it is

Bourouba Wafa

Acknowledgements

ABSTACT

The purpose of the present study is to explore the effect of cooperative learning on third year EFL students' speaking skill. The study covers 214 third-year BMD students at the English department at the University of Bordj Bou Arreridj during the academic year 2022-2023, the sample has worked with consists of 86 students randomly selected with a percentage of 40%. We adopted a descriptive method to seek to describe the two variables: cooperative learning and the speaking skill, and we use both teachers' and students' questionnaires and classroom observation as tools to collect the needed data.The research results have revealed that both teachers and students have a positive attitude towards the implementation of cooperative learning in the classroom, as to increase students' use of language, through interacting with their classmates, which affects their speaking skill positively. Finally, some suggestions and recommendations are presented for both students and teachers.

List of Abbreviations

BBA: Bordj Bou Arreridj

EFL: English as a Foreign Language

CL: Cooperative learning

TGT: Teams-games-tournament

STAD: Students team-division

Q: Question

List of Tables

ix

List of Figures

Table of Contents

GENERAL INTRODUCTION

CHAPTER ONE : THE ROLE OF COOPERATIVE LEARNING IN ENHANCING LEARNERS' SPEAKING SKILL

SECTION ONE: THE SPEAKING SKILL

SECTION TWO: COOPERATIVE LEARNING

CHAPTER TWO: THE FIELD WORK

GENERAL CONCLUSION

Introduction:

Learning English is necessary in education, it is one of the most spoken languages globally as an important medium to communicate with others. Mastering a second language demands gaining knowledge of its most important four skills: speaking, writing, listening, and reading all of which are significant, yet speaking will be viewed as more vital within the context of the current study. To overcome the trouble of lackingthe ability to speak,huge efforts and practices of both teachers and scholarsare required. EFL learners need opportunities to practice the language in the classroom, the more interaction among students, the more they will use the language. As a consequence of research, cooperative learning is a solution to help teachers to some extent in teaching the oral skill, it offers learners the chance to improve their ability to communicate and to boost their self-esteem.Per Richard and Rodgers (2016, p.192) cooperative learning is a technique for teaching that makes more benefits when working in groups or pairs.

1. Background of the study:

Learning is a continuous journey of gaining knowledge and developing skills, it may also be viewed as a process instead of a collection of knowledge. As for this matter Gagne (1985) stated that " learning is a change in human disposition or capabilities that persist over a period of time and is not simply ascribable process of growth". In the process of learning, students utilize a range of techniques among them, is cooperative learning in which learners cooperate to finish a task and to achieve common purposes. On the other hand, speaking is one of the most important skill in foreign language teaching in addition to the other three skills (writing, reading, and listening), since it provides learners with the ability to communicate and use the spoken language appropriately, according to Pakula (2019) speaking is an essential skill, but challenging to acquire and teach. Also, speaking could be enhanced through cooperative learning because when students work together they develop their oral performance. Therefore, to improve speaking it must be needed to use cooperative learning.

2. Statement of the problem:

The present study attempts to discuss the problems students face in their speaking, and how cooperative learning helps to improve it. Cooperative learning is student-centered, it is based on the idea of a small crew of college students who are accountable for their learning and the learning of all crew individuals. EFL students practice language better in groups, and they help each other to achieve goals. The target population is the third-year EFL students at the University of Bordj Bou Arreridj for the academic year 2022-2023. We have worked with third year because students are about to graduate as teachers so we want to see their level in speaking. These were demanded to answer a questionnaire made to collect data about the present topic.

3. Significance of the study:

The present study is meaningful for many reasons. First of all, it shows that cooperative learning plays a significant role in the language learning technique. Moreover, the findings of this study will be beneficial for researchers who are concerned with researching this designation.More importantly, university teachers and scholars will benefit from this study by using cooperative learning in the future, and also through the proposed keys to overcoming the difficulties that face learners in the speaking skill**.**

4. Research aims:

The present study focuses on several objectives, of which we mention a few :

- ✓ The research aims to explain how cooperative learning effects EFL students speaking skills.
- ✓ Encouraging teachers to implement the cooperative learning strategies in the classroom
- ✓ To propose pedagogical recommendations.

5. Research questions:

The precise questions we would ask here are:

- ✓ How to encourage teachers ti implement cooperative learning in the classroom?
- ✓ How does cooperative learning technique effect third-year students' speaking skills?
- ✓ What are the pedagogical recommendations that could be proposed?

6. Research methodology design:

The method on which this study is based is descriptive because descriptive research seeks to describe a situation or sensation, cooperative learning and its effect on EFL students' speaking skills are the two variables this research is aiming to describe.A mixed method approach will be

used to gather both quantitative and qualitative data through administrating a questionnaire for both students and teachers, besides the use of observation of their answers of the formed questionnaire will indicate how group work affects EFL students' speaking skills.

7. Structure of The Study:

The present dissertation begins with a general introduction and then comes the theoretical part, and a general conclusion at the end. The general introduction provides the statement of the problem, the aims of the study, the significance of the study, as well as the research methodology. This research is divided into two chapters, the first chapter deals with the theoretical part and it contains two sections, section one covers a general overview of the speaking skill, particularly, its definition, importance, components, activities, the teacher's role, and the speaking difficulties in foreign languages learners. The second section provides a better understanding of the cooperative learning technique, starting with its definition, followed by its elements, types, techniques, the role of both teacher and learner, and its advantages. The practical part includes two sections, the first one addresses the research methodology, it asserts the selection of the research approach, research instruments, and sample, also a description of the questionnaires and ethical considerations. The second section provides a detailed analysis of both the teacher and learner questionnaire and the classroom observation, it also presents a general discussion. Eventually, this research included a general conclusion and some limitations and recommendations.

CHAPTER ONE

Section one:THE SPEAKING SKILL

Introduction

According to Lado (1961), speaking is the ability to characterize situations or a sequence of ideas in a fluent way. People use language to express their feelings and ideas. Speaking is one of the essential skills in the English language that plays a significant role in the domain of education.

In this chapter, we will focus on the speaking skill, starting with the definition, then the importance of speaking, followed by its components, and after that, we will explore the different activities to enhance speaking. Afterward, we will shed light on the teachers' role in improving speaking skill. More importantly, we will discuss some number of reasons for students' inability to speak English.

1. Definition of speaking

Speaking has been widely defined by many scholars and authors. Per to Bailey(2005), speaking includes producing, processing, and receiving information, it is the ability to develop and build a language and oral message.Kenneth (1976) stated that "Speaking is about using experience and linguistic knowledge to design an oral message that will be significant for a certain audience.Thus speaking is unconscious process in which taking thoughts and putting them into words and finally saying them in very quick time." Bygate (1987) added that speaking is the process of using oral language to express one's thoughts, feelings, and ideas. In short, speaking is the process of putting ideas into words to make other people understand the message that is conveyed, and it is one of themost important language skills that language learners need to master.Boonkit (2010), also confirmed thatspeaking is one of the four macro skills communication in any language, along with listening, reading, and writing.

2. The importance of speaking skill

As already mentioned, speaking is the most significant skill that EFL learners need to develop, because communication is the primary goal of language learning, and speaking is the direct method of communication (He, 2018).Per Nazara (2011), many language learners believe that speaking ability is the best measure of knowing a language. Moreover, speaking is the most important component of foreign language teaching and learning in addition to listening, reading, and writing. That is why EFL students are more involved with enhancing their speaking skills than any other skill.Besides, Harmer (2007:344) believed that sometimes learners are engaged in spontaneous face-to-face dialogues outside the classroom with proficient English language speakers, students of foreign languages use English in multiple situations (work, study,and home), so they are considered to talk correctly in any situation they face to understand each other. In essence, the value of speaking cannot be underestimated.

3. The components of speaking

The primary aim of learning a foreign language is to be able to communicate in that language. Brown 2001 proposed three aspects of speaking skills: fluency, accuracy, and pronunciation.For Brown,while in many communicative language courses, fluency may be the primary learning objective, accuracy is sometimes attained by letting students concentrate on the phonology, grammar, and discourse components of their spoken output (p.268).To sum up fluency, accuracy, and pronunciation are important and complementary components in the development of students' speaking skills. Thus, EFL students need to establish and understand the speaking elements.

3.1.Fluency

The ability to speak automatically, flexibly, and easily is known as fluency. Many learners believe that fluency means speaking quickly, thus they make efforts to do so, which leads them to make a lot of mistakes. For Goh and Burns (2012), fluency is speech that is coherently conveyed with few pauses and hesitations, causing the listeners to have little trouble understanding it.

Fluency is the ability to speak in an understandable, and spontaneous way with no or few pausings, hesitation, or signs of searching for words, while it is important to express thoughts as naturally as possible. However, in fluent language, grammatical correctness is not an important item since the message is understandable, as it stands out in the following quote "Fluency refers to the ability to produce rapid, flowing, natural speech, but not necessarily grammatically correct speech" (Jones, 2007).

3.2. Accuracy

As in almost every second language, learners look forward to being fluent but neglect being accurate.Accuracy isspeech in which the message is conveyed employing correct grammar, the idea of accuracy can also be developed to include correct pronunciation according to the standards of the target language (Goh and Burns, 2012).Therefore, accuracy refers to the mastery of grammar, vocabulary, and pronunciation. According to Thornbury (2005), accuracy means the speakers use the language without or with few mistakes not only in grammar but also in vocabulary and pronunciation.However, it should be buried in mind, that accuracy in speaking a second language grows gradually and takes time(Richards et al, 1997).

3.3.Pronunciation

One key to success in learning to speak a second language is having good pronunciation. Above of all, it is important for both speaking and listening(Hancock, 2003).Carter and Nunan (2004) claim that pronunciation is the production and perception of a languages' key sounds, in order to give meaning in the context of language use, this includes the production and perception of segmental sounds of stressed and unstressed syllables and of the speech intonation, or melody(p. 56).

In the absence of good pronunciation, listeners cannot understand what another person says, which makescommunication more complicated. Therefore, a speaker is expected to have clear and correct pronunciation to express meaning in the specific context,and because of thatpronunciation plays a major role in the academic field .

4. Activities to promote speaking skills

EFL teachers need to create constructive classroom speaking activities that aid the students in growing their oral production. There are various activities to do in the speaking course such as: discussion, role playing, and storytelling which are considered to be the most successful practices.

4.1. Discussion

For a better learning process, the teachers use one of the activities which is discussion among learners whether in personal concerns or academic topics. However, this type of activity is not always present, it is the teacher who set up one. In formal discussions, the teachers write some

statements linked to a pre-selected topic and engage the students to discuss it, then they give an outline of theprincipal element (Thorburny, 2005).For Lackman (2010), groupdiscussions and debates are suitable options to get students to use certain "discourse markers".

For well-organized group discussions, the teacher selects the subject that will work well for the discussion and divides their students into small groups, then let them work on their topic. At the end, they will present their work orally. Occasionally, discussion fails since the students have some speaking problems or are not involved in talking about the selected topic.

4.2.Role-play

Role-play is one of the common activities for the practice of real world communication because students are motivated to use and produce speech in these activities. Ur (1996:133) explained that role-play is effectively the only manner in which we can offer our students the chance to practice improvising a variety of real-life spoken language in the classroom.

Role plays consist of two terms "role" and "play",where role means that learners take part in a specific situation, whereas play indicates that the students take the role on inventive and playful manner within a safe setting (Laddousse G.B, 1987).

Moreover, according to Ur (1996:131),role-play is defined as "role play, in the above context, is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate to this new context."

Larsen , Freeman,and Andersen (2013), categorize role plays as either very-structured , or less-structured role play. In the very structured role-play, the teacher tells the learners who they are and what they should say. After that, the student memorizes the text and then acts out the role. Meanwhile, in less structured role-play, the teacher tells the students the characters they play, the situation, and the topic they will talk about, but they determine what they say. Students can play different roles such as: a police officer, customer, or boss, acting with another learner playing a tour guide, sales assistant, or employee.

4.3.Storytelling

Sharing stories is one of the techniques that can be employed with learners to enhance their fluency. Furthermore, storytelling encourages imaginative thinking. Besides, it allow learners to use the language in longer discourse. Kayi 2006 agrees that students can sum up the story they heard from someone beforehand, or they may produce their own stories to tell their classmates.

5. The role of EFL teachers

EFL teachers can be involved in promoting the learning process by taking on different roles in classroom speaking activities. Therefore, teachers need to play a variety of roles duringvarious speaking exercises (Harmer, 2007:347). For Harmer (2007), there are three basic roles.

5.1. Teacher as promoter

According to Harmer (2007), periodically the learner misses the "thread" of what is going on or forgets words. In this case, promoting students should be done in an encouraging way, which means the teacher plays the role of a promoter he/she may suggest some words, give hints, provide vocabulary, or make discrete suggestions. The teachers' role is to motivate the student, not to "take the initiative away from the student" (Harmer 2007;109).

5.2. Teacher as participant

The teacher generally allows students to deal with tasks, and from time to time he gives feedback or corrects errors. While sometimes theteacher can participate in the oral discussion by providing new information and ideas. Also, it is an opportunity forthe teacher to ensure that students are involved in the task. On the other hand, the teacher should be aware not to dominate the speaking activity, since they master the language more (Harmer,2007).

5.3. Teacher as a feedback

Learners sometimes make errors, but they do not pay attention to them because the focus is on what they are saying, and not the manner in which they are saying it. So, the role of the teacher here is to give feedback at the end of the oral work not at the middle of speaking activity, Harmer (2007:348) states that teachers have to overt feedback when learners are centered speaking activities.

6. Speaking difficulties in foreign language learning

The majority of researchers confirms that speaking is the skill that most English learners struggle to master. Ur (1996) points out four main problems that can appear during the oral task, and they are as follows:

6.1. Inhibition

Inhibition is one of the main elements that obstruct students during their speaking tasks. Ur (1991) states that when speaking in a foreign language in class, students are frequently inhibited by their fear of making mistakes, of receiving negative feedback, or simply shy of the attention that their speech will attracts (p.121).However, inhibition affects students' engagement in oral proficiency because it leads the student to be self-controled in speaking, and he cannot do nothing. The teacher's role is to aid their students to decreasing their inhibitions.

6.2.Nothing to say

Sometimes learners have no motive to express themselves, even if they are not inhibited. Ur (1991), confirms this when he state: "Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say" (p.121).

"I don't know", "no comment", and "I have nothing to talk about"are the popular terms EFL learners use when they are enjoined to talk about a given topic, and that's because they feel that other classmates see it better. So, this is also a complicated problem that may make students reluctant to speak and make them more silent.

6.3.Low or uneven participation

It linked to learners' talking time, which permits some students to control the discussion while others do not speak too much or even at all, students who are not shy or inhibited will likely participate most of the time, but others who are inhibited or shy will likely prefer not to(Ur ,1991). So, theteachers have to be conscious of this and try to engage all the students to participate.

6.4.Mother tongue use

EFL learners who share the same mother tongue sometimes may tend to use it for many reasons. Firstly, it is easier and more rapid. Secondly, students feel less stressed when they use it (Ur,1996). Also, learners will use their first language to express their ideas easily, if the teachers do not require them to talk in the target language.Moreover, if teachers frequently speak to their students in their mother tongue, they will use it easily in the classroom (Harmer, 2007). Therefore, the teachers would be strict about using the learners' mother tongue in the classroom because they may lose their chance to learn the target language correctly.

Conclusion

This chapter reviewed some of meanings of the speaking skill, which agree that speaking is the process of putting ideas into words to make other people understand the message that is conveyed. From all the statements that we have mentioned in this chapter, we can conclude that speaking skill is an important skill that needs to be developed when someone learns about language, especially a foreign language. We have dealt with some components of speaking skill, which are: fluency, accuracy, and pronunciation. Additionally, we tried to figure out some activities that help EFL learners develop their speaking skills,such as role-play, storytelling, and discussion,which encourage students to use language as they would in real life in a fun way. The section shed light on teachers' roles in the classroom. We conclude the chapter by introducing the difficulties behind students' inability to speak English thatwe have mentioned: inhibition, nothing to say, low or uneven participation, and mother tongue use.

Section two: Cooperative learning

Introduction

Current studies and different articles have shown that teaching strategies should be changed so that instead of teachers giving knowledge and instructing their students, they are supported to use active learning in the classroom by encouraging students to work in groups. Gillies (2007), believed that in cooperative learning technique students work together to achieve common purposes.

In the present section, we are going to concentrate on cooperative learning as an essential method that could be used in the classroom, including its definitions, and its major elements. Furthermore, this section will highlight the techniques of cooperative learning, and finally, it will provide explanations about the roles of both the teacher, and the learner.

1. Definition of cooperative learning

Cooperative learning is a learner-centered, teacher-facilitated instructional approach in which a tiny bunch of students is responsible for their understanding and the understanding of all group partners. Learners cooperate to procure and exercise the aspects of a subject matter to deal with an issue or accomplish a particular purpose,cooperative learning is a teaching method that means a tiny heterogeneous punch of learners who collaborate to accomplish a common goal (Logan, 1994).

 Learners help and inspire each other and assess the group's progress. Humans are born to be social creators, and partnership exists all over history, for that reason cooperative learning is used as an effective teaching technique.

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson, Johnson, and Smith, 1991). In other words, cooperative learning makes every team member a stronger learner. Moreover, in cooperation situations, students seek helpful results for themselves and their partners. Cooperative learning could be dissimilar from competitive learning (where learners work against one another to accomplish an educational purpose) and individualistic learning (where learners work by themselves to achieve learning purposes unconnected to other learners).

2. Elements of cooperative learning

Learners who perform cooperative learning group assignments turn out to have more advanced educational test scores, greater self-confidence, and a higher understanding of the matter and skills they are learning. To be outstanding in building up and having learners finish group tasks in a cooperative learning structure, a group of necessary elements needs to be met; those elements are positive interdependence, individual accountability, face-to-face promotional interaction, and interpersonal and small-group skills.

Positive interdependence is considered the most important aspect of cooperative learning and its most critical element. It appears when the successes of individuals and groups are positively connected (Kogan,1992). The existing element occurs when group members are linked their success and failure are related to each other if one succeeds, they all succeed, and vice versa. Another essential component of cooperative learning is individual accountability, in which the group members should be responsible for accomplishing their purposes and every member of the team must participate in the work. The next element is promotive interaction, which appears when representatives help each other by inspiring and supporting their group members to learn more effectively. The last element isinterpersonal and small-group skills., this component occurs when the group members argue about how well they are working together and if their purposes are achieved, identify their strengths and weaknesses, and make decisions about what actions to persist or change.

3. Types of cooperative learning

There are three known types of cooperative learning, and each one differs from the others in its purpose. Johnson, Johnson, and Holubec (1998) expressed that, "cooperative learning groups may be used to teach specific content (formal cooperative learning groups), ensure active cognitive processing of information during a lecture or demonstration (informal cooperative learning groups), and provide long-term support and assistance for academic progress (cooperative base groups)."

3.1.Formal cooperative learning groups

Learners work with each other for one-course sessions over various weeks to complete particular tasks and accomplish common objectives. Formal cooperative learning is nowadays implemented in the classroom, the teacher could design any educational task for formal cooperative learning. "Formal cooperative learning groups ensure that students are actively

involved in the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures." (Johnson and Holubec,1998,p. 1:7)

3.2.Informal cooperative learning groups

Learners work with each other to accomplish unified learning objectives in a short period of time. Informal cooperative learning moreover guarantees that erroneous understandings and disagreements are corrected. The teacher uses informal cooperative learning groups in explicit instruction to attract the learners' attention to the material being taught.

3.3.Cooperative base groups

Cooperative base groups are long-term (remaining for slightly more than one year) heterogeneous groups, with Stable membership whose primary purpose is for members to give each other support, encouragement, and assistance they each need to progress academically. Base groups provides students with continuous, devoted relationship. (Johnson, Johnson, & Holubec,1998, p. 1:8). These groups help the learners construct confidence and commitment with each other.

4. Cooperative learning techniques

Cooperative learning has involved several techniques used in the classroom, such as team game tournaments (De Vries & Slavin, 1978), student teams achievement divisions (Slavin, 1978), and jigsaw (Aronson, 1978). Teachers use these different techniques to help students gain knowledge more rapidly.

4.1.Teams-games-tournament (TGT)

Slavin (1986) developed this method, in which learners are organized into groups, and the most essential goal of these groups is to confirm its representatives perform good in the tournament. The teacher instructs his students before the tournament by giving them a class presentation, and the group members work together and quiz each other to ensure that their partners are ready. The tournament is usually done once a week, students are assigned according to their level (high, medium, and weak), and then compete in educational games, each student represents his or her team, and the score of each student is added to the total score of the whole group, after all, the accomplishments of different teams are measured by checking the total enhancement earned by the group's individuals. Coleman's (1959) and Brofenbrenner's (1970)stated that group competition has to be used in schools, to provide support and fun to the educational process.

4.2. Students' team-achievement division

Slavin (1991),believed that STAD is the most appropriate in teaching language precepts, and mechanics of the object language. Students are assigned to four or five members, the same as in TGT, but instead of playing games and tournaments, students take individual quizzes. The best scorer gains eight points, the second one fewer, and so on. After that, the test scores of the top six learners in the prior work are compared, and so on, learners are forbidden to connect with other partners of their division. Although students take quizzes individually, they are inspired to cooperate to enhance the total group performance.

4.3. Jigsaw

Learners are formed into four or five groups, as in TGT and STAD, and the task is broken into sections. Students discuss their sections with other group members and then renew with their group and teach them about their sections. At the end, the entire group is quizzed on the whole unit.

There is another form of Jigsaw, which is Jigsaw 2. In this technique, learners work in small groups and are asked to study frequent narratives. Then, learners with similar subjects should form groups to discuss and share what they have learned with their teams. The difference between Jigsaw 2 and the first Jigsaw is that in Jigsaw 2, learners are tested according to their participation. The score enhancement structure is used to confirm that the student's participation is beneficial for them and for their team.

5. Cooperative learning and the teacher

The teachers' role in cooperative language learning is different from their role in traditional teaching. When teachers start to apply cooperative learning, they may find some difficulties because most teachers believe that their role is to provide information to the learner and assess them. It is necessary to explain to them that their position will be changed from delivering information to controllers and facilitators, that their major role is to organize students into groups and decide on tools and time, that teachers have to check on their students to see if they need any help, and that their most important role is creating a comfortable atmosphere in the classroom. Cohen (1987) says that if a teacher takes time to check on students and see their progress and also cheers them when they perform well, they will gain position in the group and perform better, because the teacher is a source of encouragement and helps the students a lot in improving their accomplishments.In essence, teachers are a source of inspiration for the students, and their support helps a lot in improving the students performance.

6. Cooperative learning and the learner

 Students play an essential role in the classroom, and they have to understand that they carry responsibility for the learning of their team members. Richard and Rodgers (2001), assert that " the primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members." This explains that learners need to work together and support each other. Also, each group member has a particular role to implement, such as facilitator, summarizer, and praiser.

7. Advantages of cooperative learning

Cooperative learning is known as the most useful technique in the classroom because it is very beneficial for both the learner and the teacher. Cooperative learning improves the learner's accomplishments and increases their self-esteem, it also gives them more chances to communicate with each other.Groarty (1989), Offered six benefits of cooperative learning classrooms :

1- Increased frequency and variety of second language practice through different types of interaction.

2- Possibility for development or use of the first language in ways that support cognitive development and increased second language skills

3- Opportunities to integrate language with content instruction.

4- Inclusion of a greater variety of curricular materials to stimulate language use as well as concept learning.

5- Freedom for language teachers to master new professional skills, particularly those emphasizing communication.

6- Opportunities for students to act as resources for each other and, thus, assume a more active role in learning.

In cooperative learning environment, learners are encouraged to collaborate and support each other, students will not appreciate learning alone. When students work together they improve their mental skills and critical thinking(Burner, Jerome,1996). Learners improve their critical thinking and intellectual skills by learning from one another (Ibrahim Mohamed Ali Jebeili, 2003). Furthermore, in a cooperative framework, a small group of learners works on specific tasks to improve their performance and share their expertise with their classmates to gain more information. A protected learning environment is an essential benefit of cooperative learning, this happens when students handle each other's performance and feel like carrying responsibility for the learning of their partners. When students are working individually, they often feel

nervous in the classroom, but working in groups reduces the stress and gives them self-confidence. Also, some students cannot speak and feel shy when presenting a classroom presentation, cooperative learning helps them to speak easily, and it also makes the classroom environment more interesting and comfortable. To sum up, cooperative learning makes the interrelationship between the students in the class very positive, it introduces learners to new concepts and opinions however, teachers will become more motivated to teach.

Conclusion

Cooperative learning demonstrated its efficacy as a teaching method, with all the advantages it gives to both teachers and students.

In this section, we have seen that cooperative learning is an interesting method for enhancing learning capacity. For instance, cooperative learning builds a supportive learning environment in the classroom, and through it, learners could increase their self-confidence. It comes out influenced by many psychologists' work that there are many types (formal cooperative learning, informal cooperative learning, and cooperative base groups), and components of cooperative learning (positive interdependence, individual accountability, promotional interaction, and social skill and group processing) that can be used to improve students' learning and raise their cognitive ability. Also, in the existing section, we have explained cooperative learning activities with regard to their effectiveness. Furthermore, we have seen that in cooperative learning both the teacher and the learner have a major role in the classroom.

RESEARCH METHODOLOGY AND FINDINGS

2.1. Section one: Research methodology

Introduction

2.1.1. Research method

2.1.2. Research instrument

2.1.3. Sampling and population

2.1.4.Data collection

2.1.5. Description of the questionnaires

2.1.6. Ethical considerations

Conclusion

2.2. Section two: Results and discussions

Introduction

2.2.1. Analysis of the questionnaires

2.2.2. Classroom observation

2.2.3. General discussion

2.2.4. Conclusion

CHAPTER TWO:

2.1. Section one: Research methodology

Introduction

In the first chapter, we discussed some literature reviews about the speaking skill and cooperative language learning. This chapter presents the research design, research approach, research instruments used in this study, classroom observation and a complete description of questionnaires and its administration, as well as ethical consideration.

2.1.1. Research method

The study in hand adopted a mixed-methods approach because the use of both qualitative and quantitative data in a particular study helps to get a deeper comprehension of the topic, also because the strength of one approach depends on the other. The gathered data was analyzed using a descriptive analysis.

2.1.2. Research instrument

This research engaged multiple data-collection tools, we adopted the questionnaire as a tool to gather the needed data. Per Gillham (2007:2) "Questionnaires are just one of a range of ways of getting information from people, usually by posing direct or indirect questions." In other words, a questionnaire is a written form that consists of a set of questions that the participants answer, either using the questions that they are provided with or their own words (Brown, 2001).

2.1.3. Sampling and population

The population of the present study covers 214 third-year BMD students (males and females) at the Department of English at the University of Bordj Bou Arreridj for the academic year 2022-2023. The questions were answered by all of them (except for absent students), then all of the answers were ordered by numbers. The sample that we have worked with consists of 86 students randomly selected from 214 with a percentage of 40% to guarantee randomness and ensure that every member of the population has an equal opportunity of being chosen. We adopted random sampling in order to deal with students with different levels week/excellent, and because it allows all the units of population to have an equal chance of being selected. In addition, we have worked with (17) teachers, and all of them were requested to answer the questionnaire.

2.1.4. Data collection

2.1.4.1. Students' questionnaire

The questionnaire was designed in printed form for all third-year EFL students in the Department of English at the University of Bourj Bou Arreridj. It is necessary to state that the questionnaire was distributed on May 8–9 during the second semester of the academic year 2022–2023. It took about 20 to 30 minutes of the learners' time to be finished, most of the answers were very understandable, and the learners were very helpful.

2.1.4.2. Teachers' questionnaire

The teacher's questionnaire was distributed online because we were not able to meet the teacgers in person, but online questionnaire is a convenientbway to collect feedback. It was sent to (17) teachers in the Department of English at the University of Bordj Bou Arreridj during the academic year 2022-2023. The majority of them were very cooperative and answered all of our questions with pleasure.

2.1.5. Description of the questionnaire

2.1.5.1. Students' questionnaire

The questionnaire begins with a brief introduction, in which the students were kindly requested to participate in this study, and of course we introduced our study and its objective. The student questionnaire contains (13) questions arranged in three sections. The first section (Q1-Q3) focuses on collecting personal information, including gender, age, and if the students have ever repeated the year. The second section (Q4-Q8) seeks information about students' perception of the speaking skill. In (Q4) they are asked about their English level. (Q5) students are asked about how they find speaking in English: easy, average, or difficult. In question (6) learners are asked to pick up the skill they want to develop more: listening, speaking, reading, and writing. In question (7) students are asked if they feel afraid when they talk in the classroom. As for the eighth question, participants are supposed to say whether or not the teacher encourages them to speak in the classroom. The last section is about students' perception of cooperative learning. The first question of the present section is if students have an idea about CL. (Q10) learners are asked to declare how they prefer to work (Individually, in pairs, or groups). In question eleven participants are asked to say whether or not they feel comfortable in CL. In (Q12) learners are asked to say if the speaking activities are better when they are based on individual or pair/group

work. The last question (Q13) students are asked if they think that CL helps them improve their speaking skill Yes/No.

2.1.5.2. Teachers' questionnaire

The questionnaire starts with an introduction in which we mentioned our topic and kindly asked the teachers to answer the questions. This questionnaire was divided into (15) questions. Which are classified into three sections. The first section (Q1-Q4) is about teachers' personal information including the highest academic qualification, the number of years they have been teaching, also if they believe that their students are hungry to learn English or not, and which degree they are teaching. The second section (Q5 -Q11) is about teachers' perception of speaking skills. In (Q5) teachers are asked if their learners have problems with speaking performance or not, if yes it is because of: a lack of vocabulary, nervousness, anxiety, or lack of encouragement (Q6). In (Q7) teachers are asked about the importance that their students give to speaking skill. The (Q8) is designed to figure out if the teachers encourage their students to speak in the classroom. Teachers are asked if they think that speaking is the most important skill than other skills (Q9). Teachers are supposed to declare how often their students participate in the classroom (Q10). In (Q11) teachers are asked whether they think that students could enhance their speaking skills through group work or individually. The third section (Q12- Q15) seeks information about cooperative learning. In (Q12) teachers asked if they believe that CL helps improve students' speaking skills and are asked to give justification. Teachers are asked if they have ever implemented CL in the classroom or not (Q13). The next question (Q14) is about how often the teacher use CL in the classroom. In the final question (Q15) teachers are supposed to state if their learners face any issues when working in groups.

2.1.5.3. Types of questions

Two types of questions were adopted in this questionnaire. Close-ended questions (structured) cover Yes/No and multiple-choice questions, in this type the answers are restricted. Also, open-ended (unstructured) questions give the students the opportunity to express their opinions.

2.1.6. Description of the observation:

The observation was directed to all third-year EFL students in the Department of English at the University of Bourj Bou Arreridj. During the oral expression module with Mr. Benhamimid, we attended seven sessions on in order to confirm or reject the research hypothesis which is if cooperative learning has an effective role in ehnancing students' speaking skill.

2.1.6. Ethical consideration

This research followed some ethical considerations, such as:

- ✓ Both students and teachers were not obliged to answer the questionnaires.
- ✓ The questions did not contain any sensitive content.
- ✓ Permission was obtained from both the teachers and students.
- ✓ It did not cause any harm to the participants**.**

Conclusion

On the whole, the section in hand illustrated the methodology design of the study, which involves research methodology, research instrument, sample and population. Also, we have given an overview of our questionnaires. However, the next section will only be focused on data analysis, classroom observation, and discussion of results.

2.2. Section one: Results and Discussion

Introduction

The present section represents the practical part of the study, which includes data analysis, classroom observation, and the discussion of findings to answer the research questions. We adopted both questionnaires with students and teachers also, classroom observation to scan the collected data. Besides, the use of mixed methods (qualitative and quantitative) to analyze the data. At the end, the results will be given in the form of general discussions.

2.2.1. Analysis of the students' questionnaire

Section One: Personal Information

Q1: Gender

Table 1

Students' gender

Choices	Number	Percentage %
Male	22	25.58%
Female	64	74.41%
Total	86	100%

Figure 1

Students' Gender
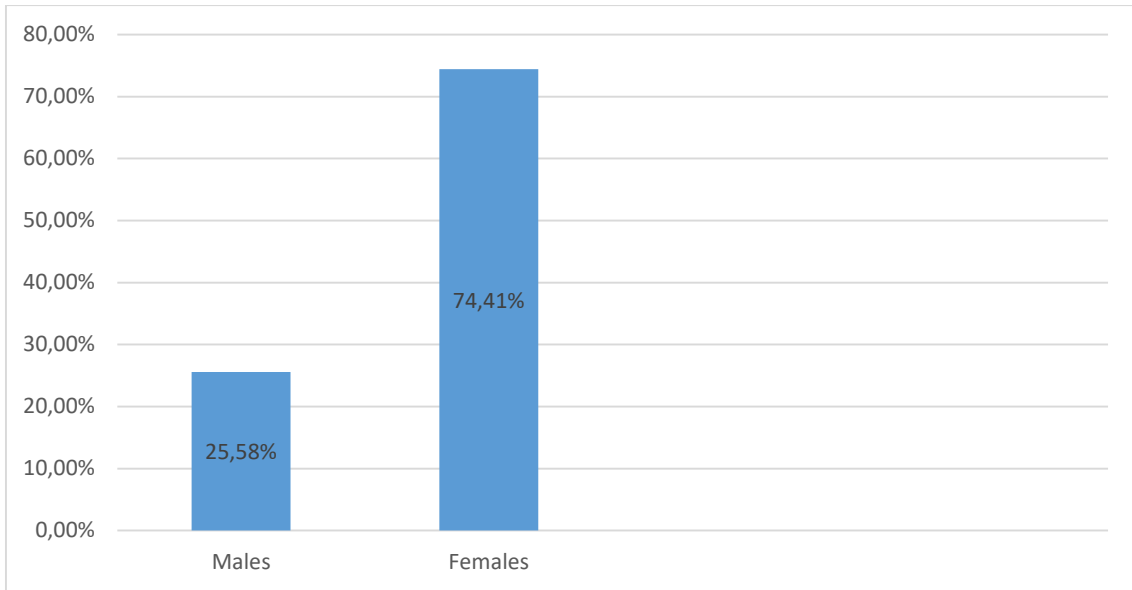
According to table 1 and figure 1, female students with a rate of (74.41%) are more numerousthan males with an average of(25.58%).

Discussion & Interpretation: The results shows that females are more intrested in learning foreign language then males.

Q2: Age

Table 2

Students' age

Choices	Number	Percentage %
18-25 years	77	89.53%
26-35 years	7	8.13%
36 years and above	2	2.32%
Total	86	100%

Figure 2

Students' age
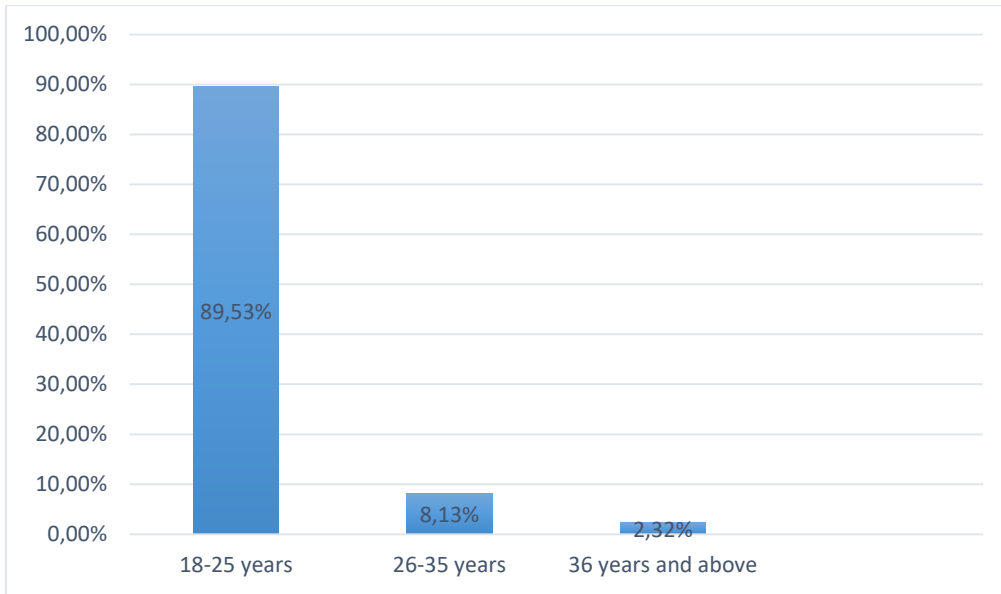
Acoording to table 2 and figure 2, we notice that (89.53%) of the students are between 18-25 years old, and (8.13%) of them are are around26-35 years old, wheras only (2.32%) from them are more then 36 years old.

Discussion & Interpretation: The results confirm that older learners are less likely to join universities than young learners.

Q3: Have you ever repeated the year?

Table 3

Repetition of year

Choices	Number	Percentage %
Yes	12	13.95%
No	74	86.04%
Total	86	100%

Figure 3

Repetition of year
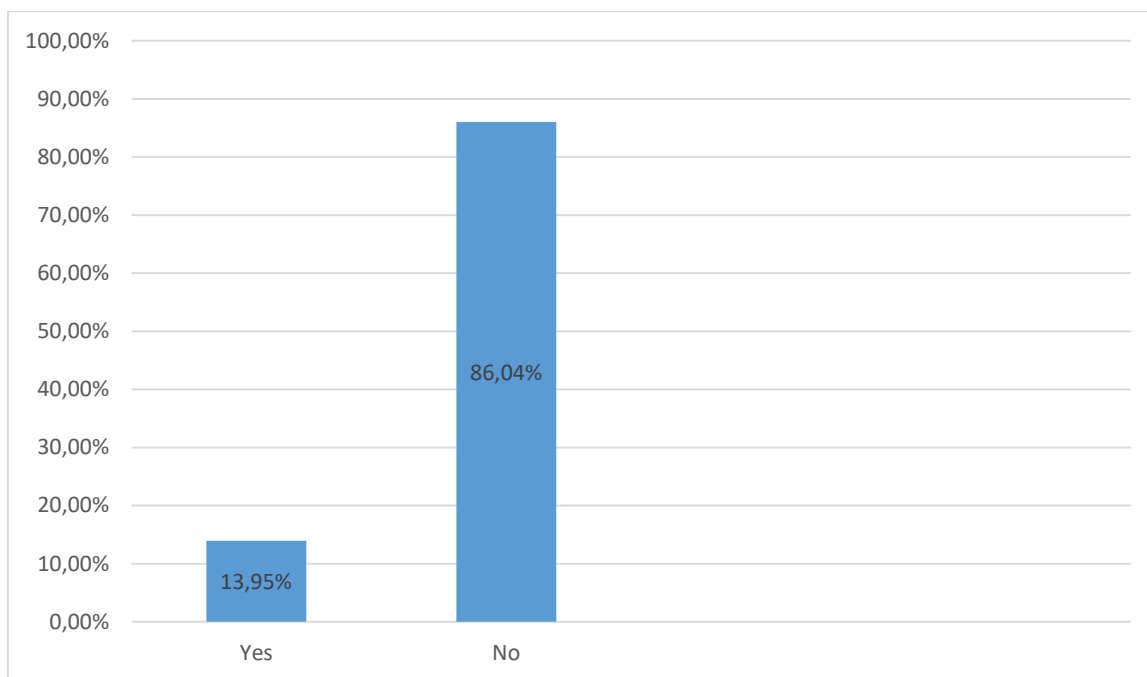
The data gained from table 3 and figure 3, show clearly that (13.95%)of students have repeated the year while, the rest of them (86.04%) have not.

Discussion & Interpretation: It is noticeable that the majority of students have passed the year, maybe because their learning performance is good.

Section two: Students' perception of the speaking skill

Q4: Students level in English

Table 4

Students' perceptions about their level in English

Choices	Number	Percentage %
Low	3	3.48%
Average	32	37.20%
Good	43	50%
Excellent	8	9.30%
Total	86	100%

Figure 4

Students' perceptions about their level in English
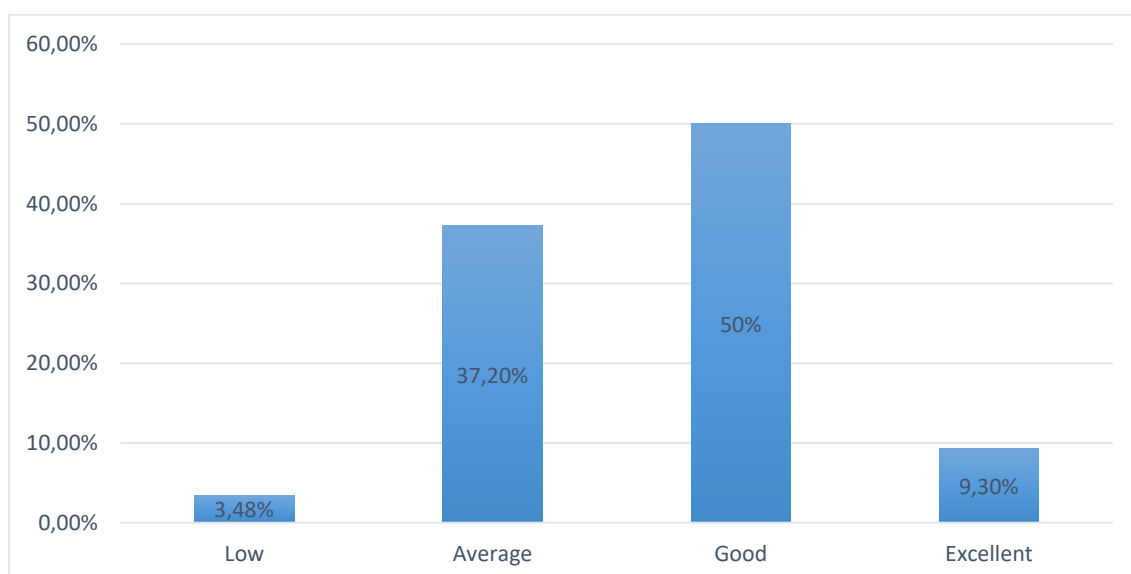
The purpose of asking this question was to see the level of students in English. Based on the established results, only (3.48%) of students believe that their level is weak. (37.20%) stated that they are average at English, also (50%) affirmed that they are good, while the rest (9.30%) saw that they are excellent.

Discussion & Interpretation: According to the learners responses, it is abvious that most of them are good at English, which means that they have an acceptable knowledge of it.

Q5: Do you find speaking in English:

Table5

Students' attitudes toward speaking

Choices	Number	Percentage%
Easy	33	38.37%
Average	42	48.83%
Difficult	11	12.79%
Total	86	100%

Figure5

Students' attitudes towards speaking

40
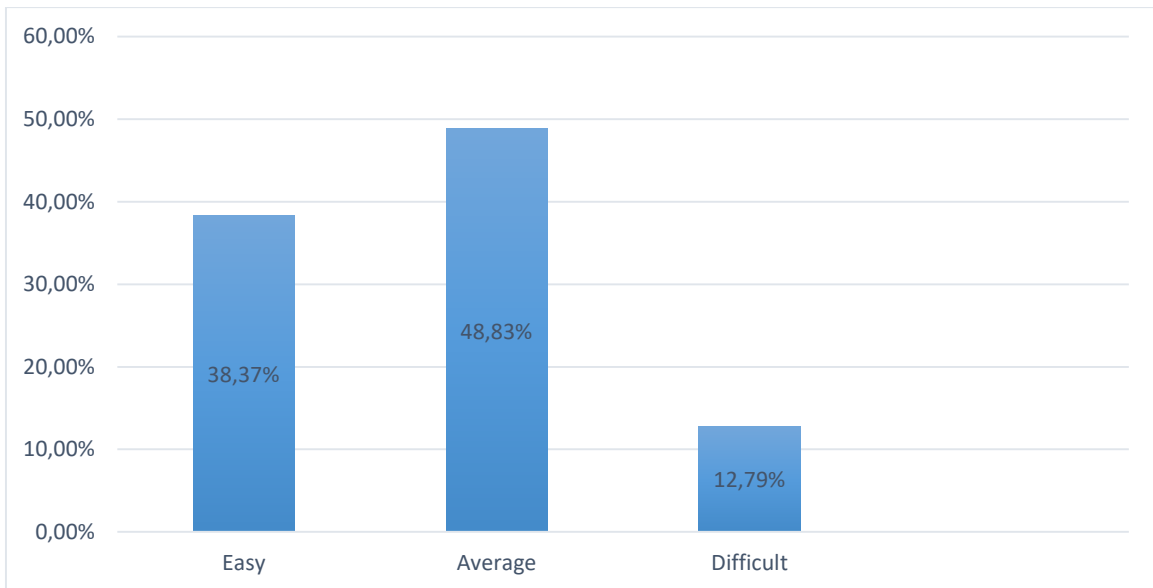
The objective behind this question is to know how students assess themselves regarding speaking English. The data above shows that (38.37%) find speaking English easy. The majority of them (56.97%) find it neither difficult nor easy, which is average. (12.79%) of learners claimed that speaking is difficult.

Discussion & Interpretation: Based on the collected data, the majority of students find speaking English average, this may reveal that when it comes to speaking English, they face problems. The learners with the easy option may reveal that they are active in oral sessions. whereas students who do not participate in oral tasks admit that speaking is difficult.

Q6: Which skill do you want to develop more?

Table 6

Highlighting the most needed skill

Choices	Number	Percentage %
Listening	5	5.81%
Speaking	35	40.69%
Reading	1	1.16%
Writing	18	20.93%
Speaking+Writing	19	22.09%
Reading+Writing	2	2.32%
Listening+Speaking	6	6.97%
Total	86	100%

Figure 6

Highlighting the most needed skill
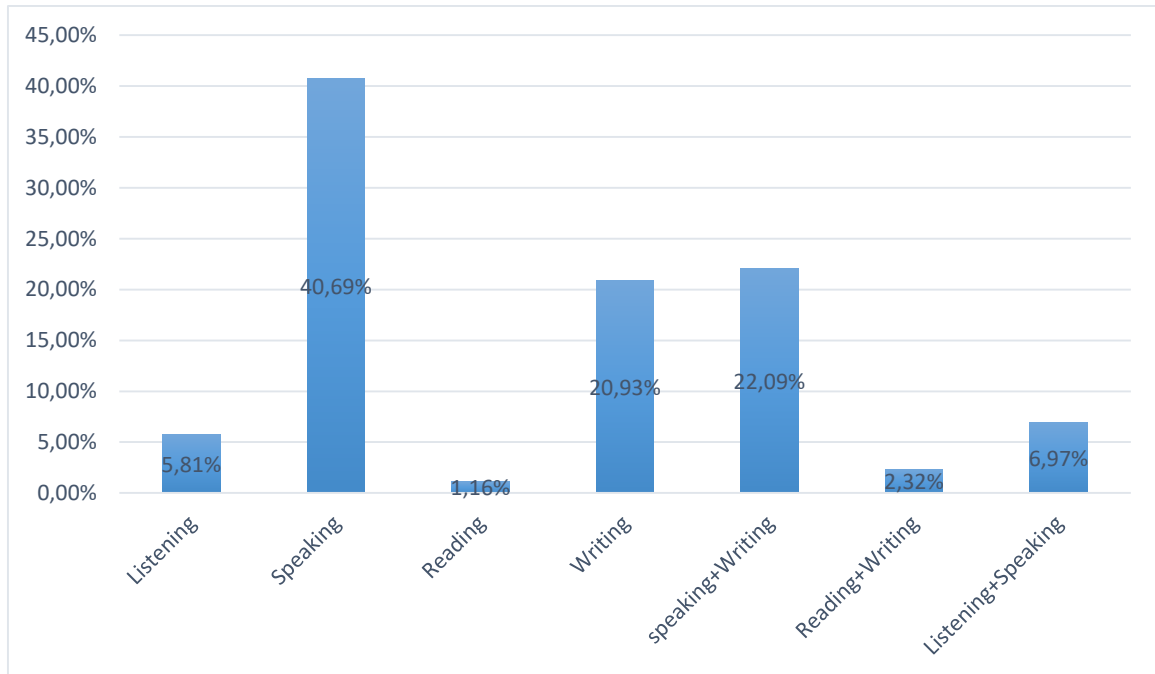
This question aims to highlight the skill that students want to develop more.

 Based on their answers, (5.81%) of students wish to develop their listening skill, while (40.69%) of them state that the most skill they want to master is speaking. About (1.16%) of learners emphasize on developing reading more than any other skill. In addition to (20.93%) believe that writing is the most needed skill to be developed. However (26) students want to master more than one skill.

Discussion & Interpretation: The result confirmed that most of them want to develop their speaking skill it means that it is important but in the same time not an easy skill.

Students were asked to explain their choices, and they gave different responses as shown in the table below:

Table 7

Some students' explanations

Speaking Skill	✓ To communicated with native speakers.
Writing Skill	✓ To improve vocabulary and critical thinking. ✓ To write the dissertation in an academic and formal way.
Listening Skill	✓ To be a good speaker.
Reading Skill	✓ To get more knowledge.

Q7: Do you feel afraid when you talk in the classroom?

Table 8

Students' experience with the fear of talking in the classroom

Choices	Number	Percentage%
Yes	48	55.81%
No	38	44.18%
Total	86	100%

Figure 7

Students' experience with the fear of talking in the classroom
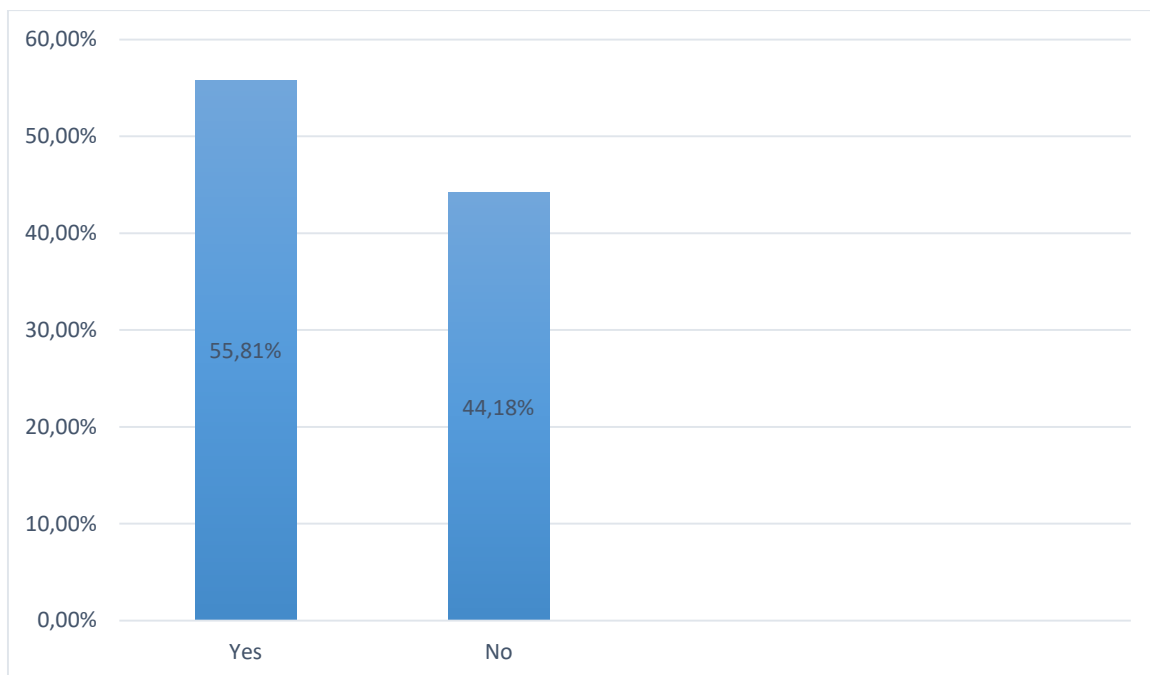
This question aims to see if students feel afraid when they talk in classroom, and to figure out the cause behind it.

From the result, we conclude that (55.81%) of students feel afraid when they talk, while the rest (44.18%) of them do not.

Discussion & Interpretation: As shown in the table 8 and figure 7 the majority of learners feel afraid maybe because they have psychological problems.

If yes, is it because:

Table 9

Reasons behind students' inability to speak

choices	Number	Percentage%
A-The fear of making mistakes	12	25%
B-The method used by the teacher	2	4.16%
C-Having deficientvocabulary	2	4.16%
D-Shyness	10	20.83%
More than one choice	22	45.83%
Total	48	100%

Figure 8

Reasons behind students' inability to speak
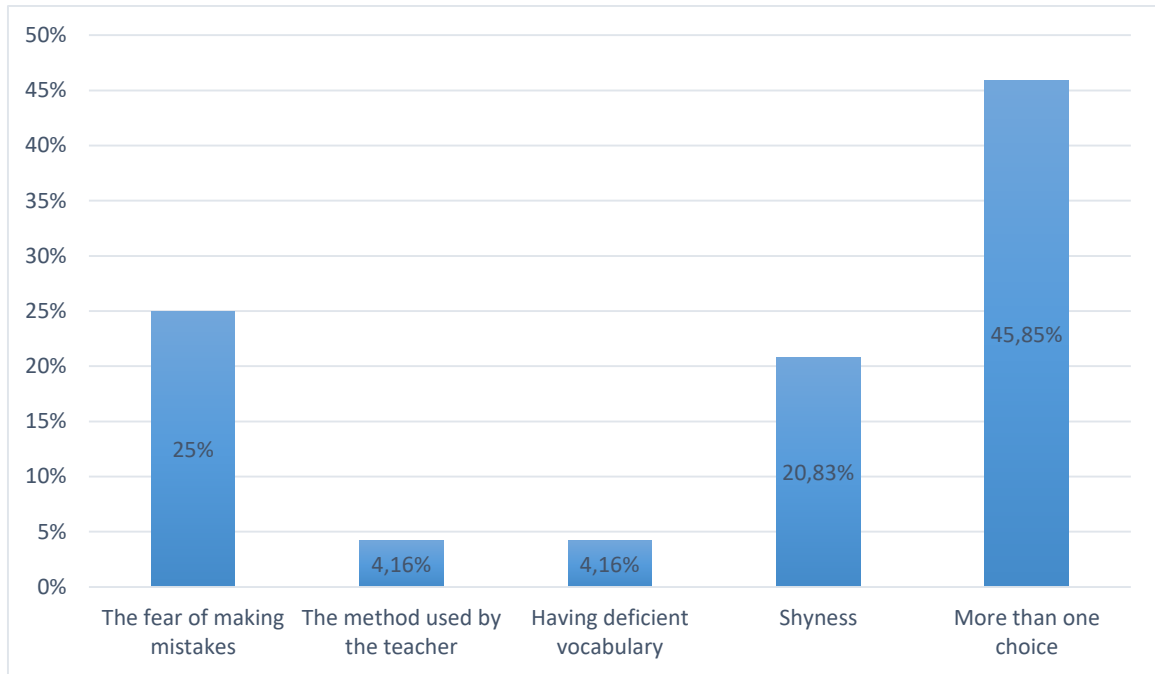
It is clear from table 9 and figure 8, above that (25%) of students chose that they are afraid of making mistakes, while (4.16%) of them believe that it is because of method used by teacher. Also, (4.16%) of them having deficient vocabulary, and (20.83%) chose shyness. And the rest (45.85%) chose more than one option.

Discussion & Interpretation: Based on the results, the most of students chose option A and B. Maybe because they do not have good grammatical feedback, and feel stress when they talk in front of their classmates.

Students suggest other factors such as:

- ✓ Stress
- ✓ Lose vocabulary while speaking

Q8: Does the teacher encourage you to speak in the clasroom?

Table 10

Students' perception of the teacher's encouragement

Choices	Number	Percentage%
Yes	81	94.18%
No	5	5.81%
Total	86	100%

Figure 9

Students' perception about the teacher encouragement
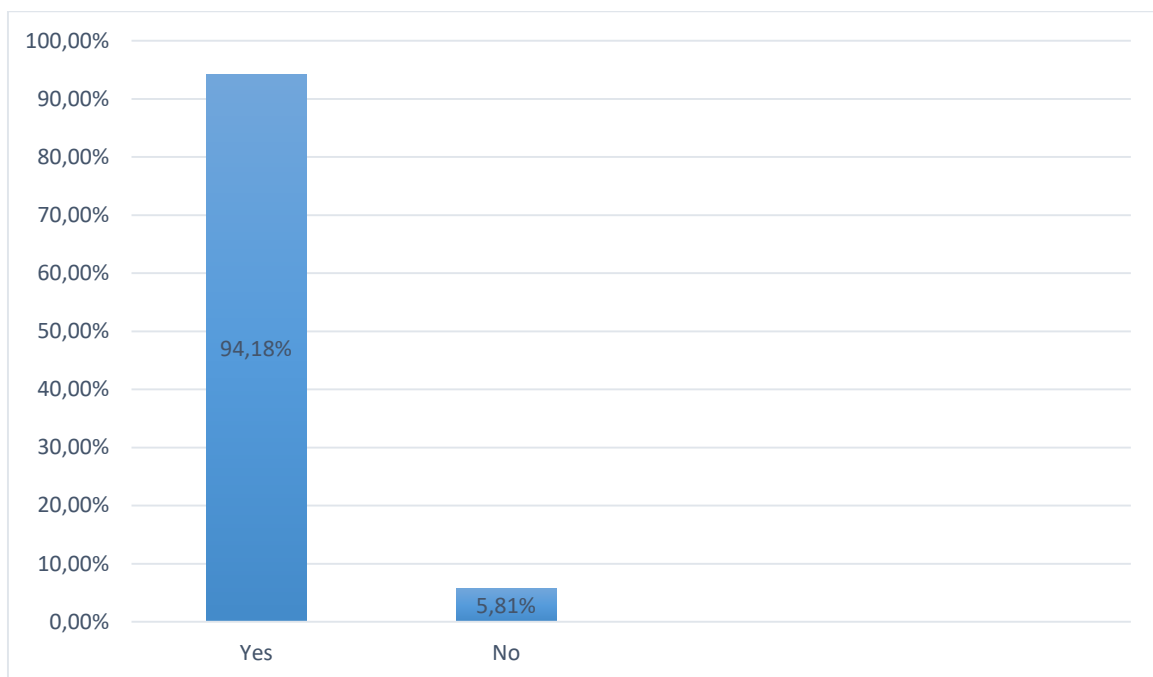
This question attempts to know if teachers encourge their students to produce oral language or not.

As the table 10 and figure 9, shows the minoirity of students (5.81%) state that the teacher does not encourage them to speak, in contract (94.18%) of them reply with "Yes".

Discussion & Interpretation: Based on the results, we can conclude that most of students are aware of their teachares' support and effort in classroom. While, others with option "No", may have not intrected with their teachers to feel the encouragment.

Q9: Have you ever heard of cooperative learning?

Table 11

Learners familiarity with cooperative learning

Choices	Number	Percentage %
Yes	37	43.02%
No	49	56.67%
Total	86	100%

Figure 10

Learners' familiarity with cooperative learning
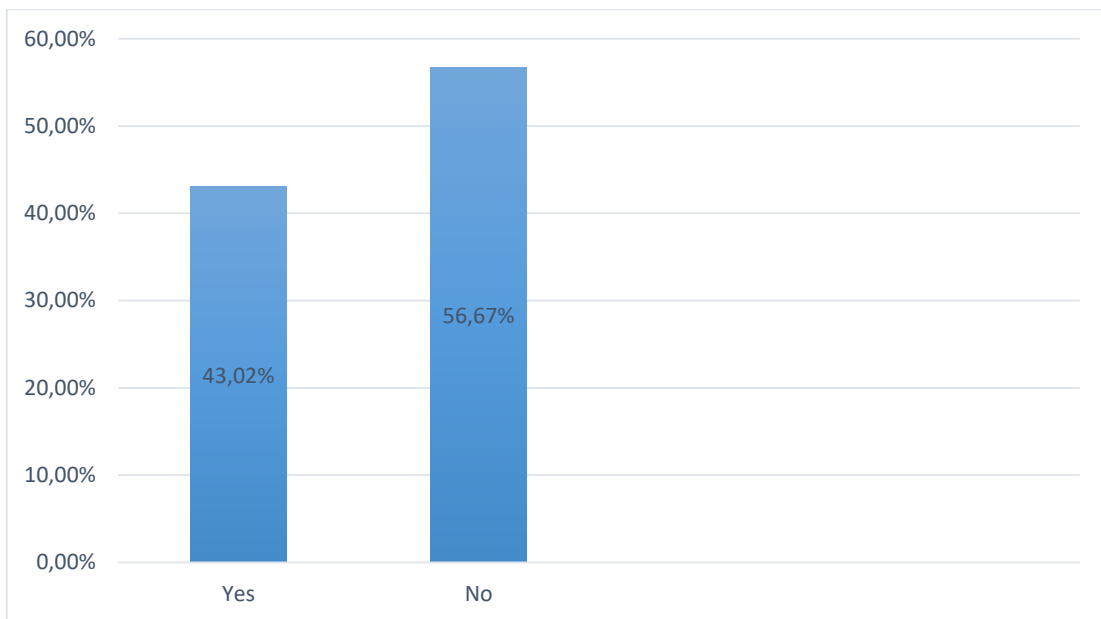
The question was posed to check if the students are aware of cooperative language learning. The statistics show that (43.02%) of students have heard about cooperative learning. On the other hand, (59.97%) of them have not.

Discussion & Interpretation: The analysis demonstrates that more than half of students have no idea about CL, maybe because the term "cooperative learning" is not familiar to them or because CL is not widely spread in the classroom of foreign languages.

Q10: In the learning process, how do you prefer to work?

Table 12

Students' preferences of working

Choices	Number	Percentage %

Individually	13	15.11%
In pairs	26	30.23%
In groups	41	47.67%
Individually+In pairs	2	2.23%
Individually+In pairs+In groups	4	4.65%
total	86	100%

Figure 11

Students preferences of working
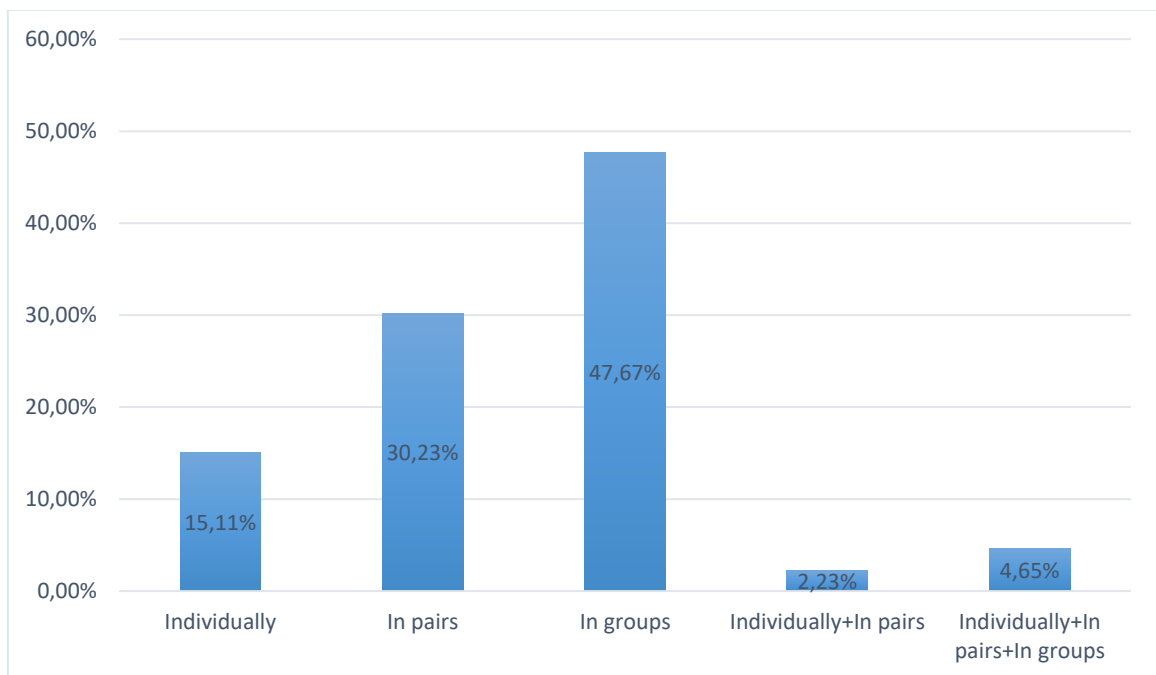
This questions' goal is to investigate how students prefer to work when it comes to the learning process. The table 12 and figure 11, denotes that (47.67%) of respondents enjoy working in groups, and (30.23%) of them prefer working in pairs, while (15.11%) chose to work individually. (2.23%) stated that they prefer to work in both ways (Individually+In pairs). The rest (4.65%) like to work in all ways (individually+In pairs+In groups).

Discussion & Interpretation: A big number of participants chose group and pairs work, equally leads to judge that student feel more comfortable when they interact with their classmates, whereas the rest of students who prefer to work individually,

seem to be shy or isolated thinkers, or maybe they believe that it allows them to work freely.

Some students justifications:

Table 13

Some student's justifications

Individually	To avoid group members' noise
	To concentrate better
In pairs	To exchange ideas and learn from each other
	To have different ideas and correct each others mistakes
In groups	To help each other
	To improve their language by the connection between students.

Q11: Do you feel comfortable in cooperative learning?

Table 14

Students' feeling toward CL

Choices	Number	Percentage %
Yes	50	58.30%
No	36	14.86%
Total	86	100%

Figure 12

Students' feeling toward CL
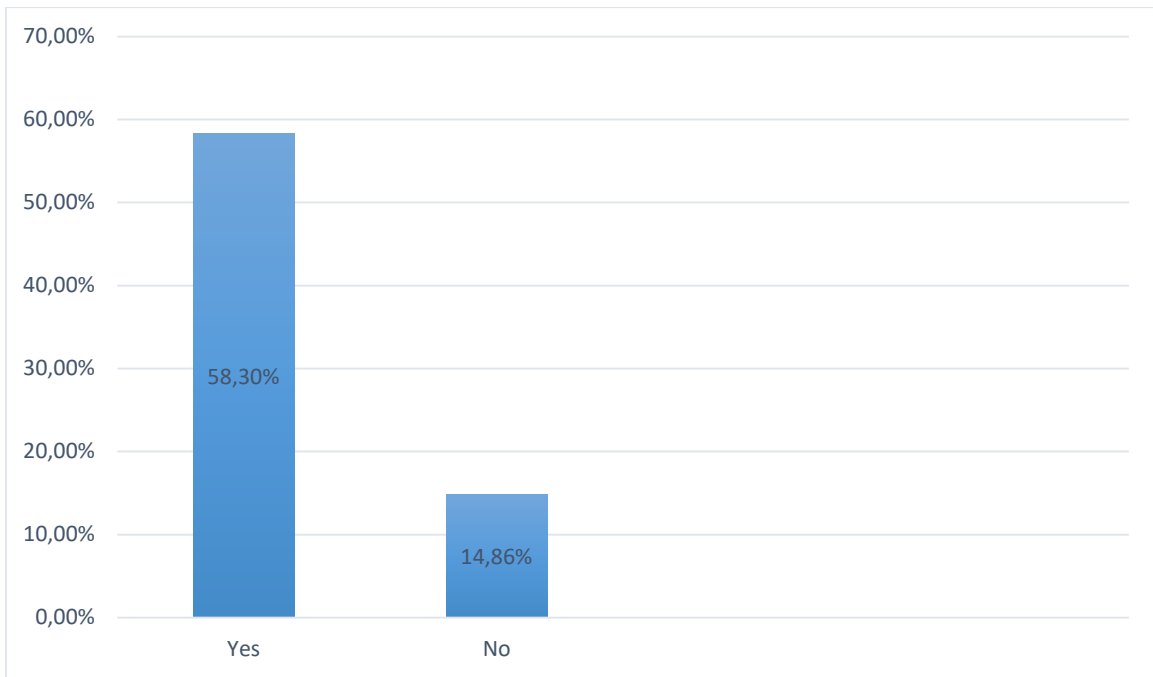
This question was directed to students in order to know if they are more pleasant when they work cooperatively.

With regards to the question results table 14 and figure 12, (50) or (58.30%) affirmed that they feel comfortable in cooperative learning, while (36) or (14.86%) do not.

Discussion & Interpretation: This may lead to a conclusion that, the application of CL is benefical for them, while those with option no may feel comfortable when they work alone.

If no what makes you uncomfortable?

Table 15

Reasons' behind feeling uncomfortablr toward CL

Choices	Number	Percentage %
A-Group member noise	11	30.55%
B-Lack of communication	9	25%
C-Lack of concentration	1	2.77%

D-Imposing point of view	3	8.33%
A+b	3	8.33%
B+C	3	8.33%
A+D	3	8.33%
A+B+D	3	8.33%
Total	36	100%

Figure 13

Reasons' behind feeling uncomfortable toward CL
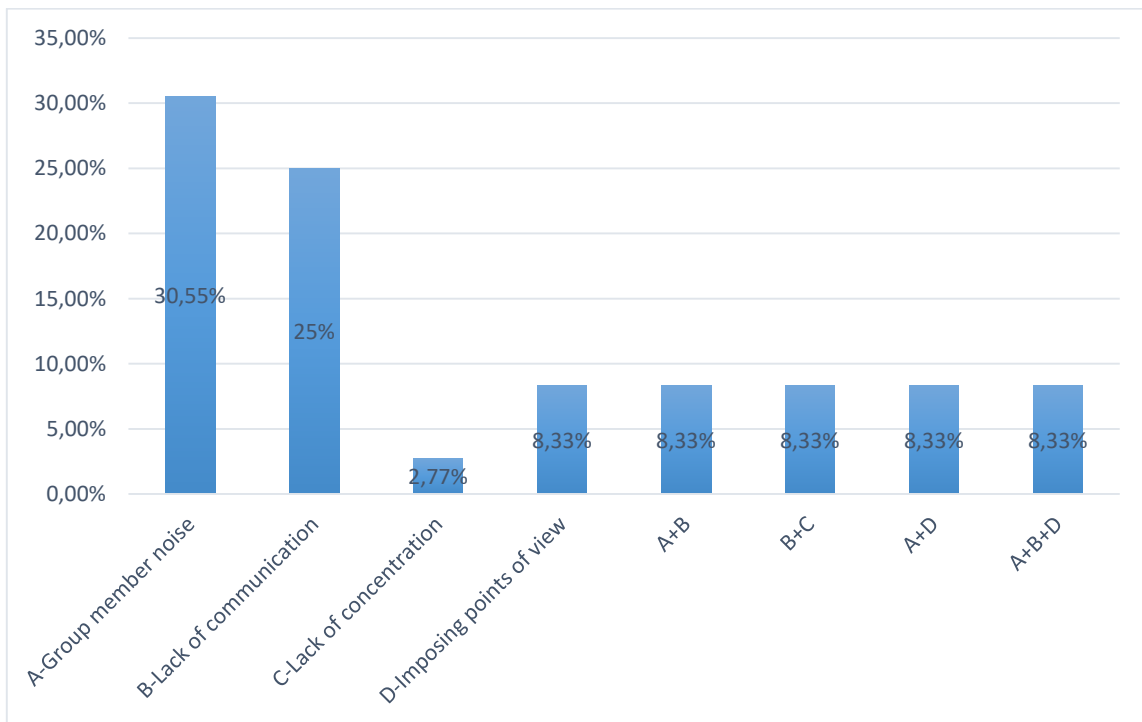
This question was addressed to discover why students do not feel comfortable toward CL.

According to the table 15 and figure 13, its cleat that the majority of participants (30.55%) group member noise, while others (25%) think that it is because of the lack of communication. Only one teacher (2.77%) selected lack of concentration. (8.33%) chose imposing points of view, the rest (33.32%) selected more than one choice.

Discussion & Interpretation: It seems that a lot of students prefer working in a calm environment, because the communication decreases when there is a lot of noise.

Other learners reject group work maybe because they think that there is no respect to each others' point of view, also they can only concentrate when working alone.

Q12: Do you think that speaking activities are better when they are based on:

Table 16

Students' opinions about speaking activities

Choices	Number	Percentage %
Individual work	20	23.25%
Pair/Group work	66	76.74%
Total	86	100%

Figure 14

Students' opinions about speaking activities
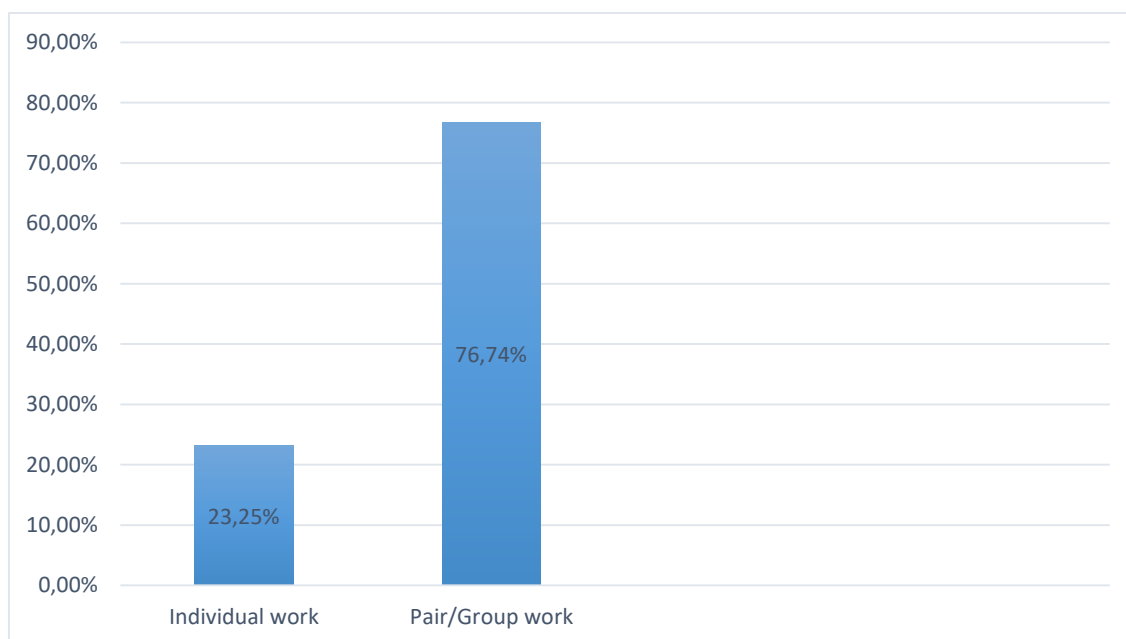
This question item tends to investigate what students think about speaking activities if they are batter when thay are based on: individually work or pairs/group work.

As the table 16 and figure 14 elucidate, (23.25%) of the learners think that speaking activities are batter when thay are based on individually work. While, the majority of them (76.74%) belive that pairs/group work contribute to make speaking activities more effective.

52

Discussion & Interpretation: According to the results, we conclude that students think that working with their mates (pairs/groups) is better than working individulaly in speaking activities maybe because when learners work together they may have more opportonities to comminucate with each others so they practice the language with them. While those who are against working in (groups/pairs) may have not tried interact with their partners.

Q13: Do you think that cooprative learning helps you improve your speaking skill

Table 17

Students' point of view about the effectivness of CL on enhancing speaking skill

Choices	Number	Percentage%
Yes	74	86.04%
No	12	13.95%
Total	86	100%

Figure 15

Students' point of view about the effectivness of CL on enhancing speaking skill
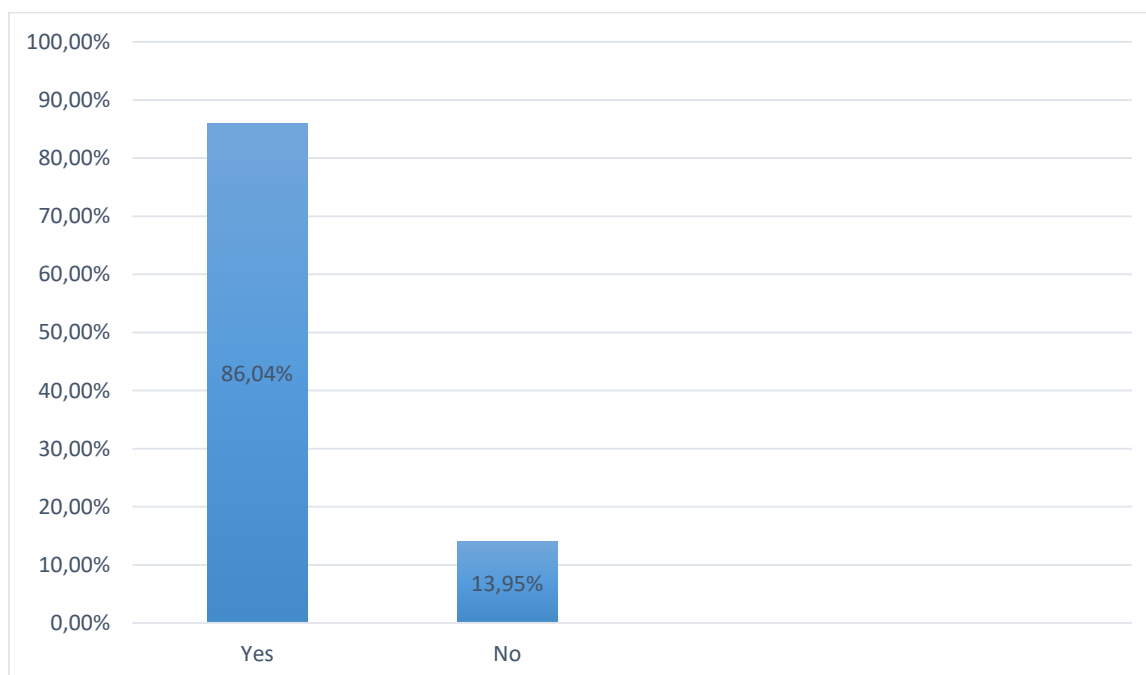
The question was addressed to explore of cooperative learning helps students improve their speaking skill or not.

Concerning this question, table 17and figure 15 display the following: only (13.95%) of the participants state that CL is not helpful. On the other hand, (86.04%) of them indicated the value of CL and believe it can helps them improve their speaking performance.

Discussion & Interpretation: The analysis demonstrates that a large number of students find CL helpful, it means that those learners achived their needs from CL. For those who they reject the idea, maybe because they do not get their needs when they working in groups/pairs, or maybe they prefer to work individually.

Table 18

Some student's explanations

Yes	It helps me to gain more vocabulary from my classmates with different levels. It is chance to exchange information orally. It helps me to be more confident and less shy. It aid me to practice the language.
No	Working in groups creat a lot of noise and chit chat . When listening students become better speakers. They improve their speaking skill by talking to themselves.

2.2.2. Analysis of the teachers questionnaire

Section One: Personal Information

Q1: What is your highest academic qualification?

Table 19

Teachers' degree

Choices	Number	Percentage %
Bachlors's degree	0	0%
Master' degree	8	47.1%
Doctorate	9	52.9%
Total	17	100%

Figure 16

Teachers' degree
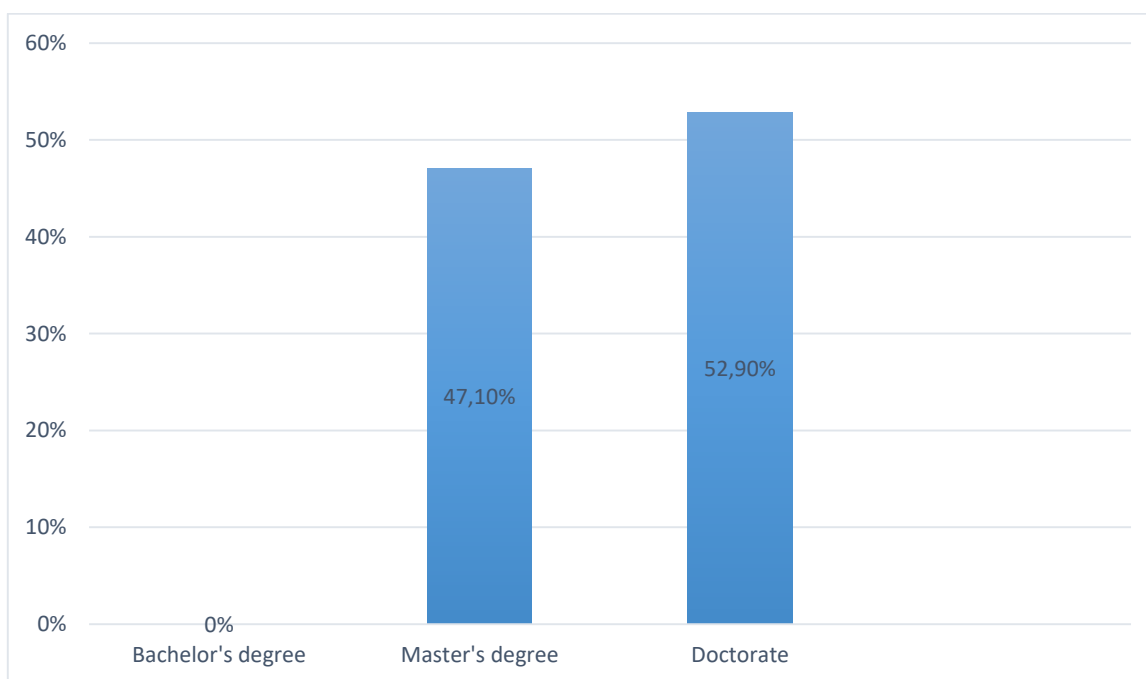
This question aims to find out the teachers highest academic qualification.

The results above, prove that most of the teachers (52.9%) highest academic degreeis doctorate, others (41.1%) have got master's degree, while (0%) have got bachelors degree.

Discussion & Interpretation: The majority of teachers have PhD and master's degree, which confirms that all of them are equipped, and have additional leadership skills.

Others: only one teacher has got magistere + 5th subscpiption in doctoral program.

Q2: How long have you been teaching?

Table 20

Years of experience

Choices	Number	Percentage %
1-2 years	5	29.4%
3-5 years	5	29.4%
6-10 years	5	29.4%
11-16 years	2	11.8%
17years and above	0	0%
Total	17	100%

Figure 17

Years of experience
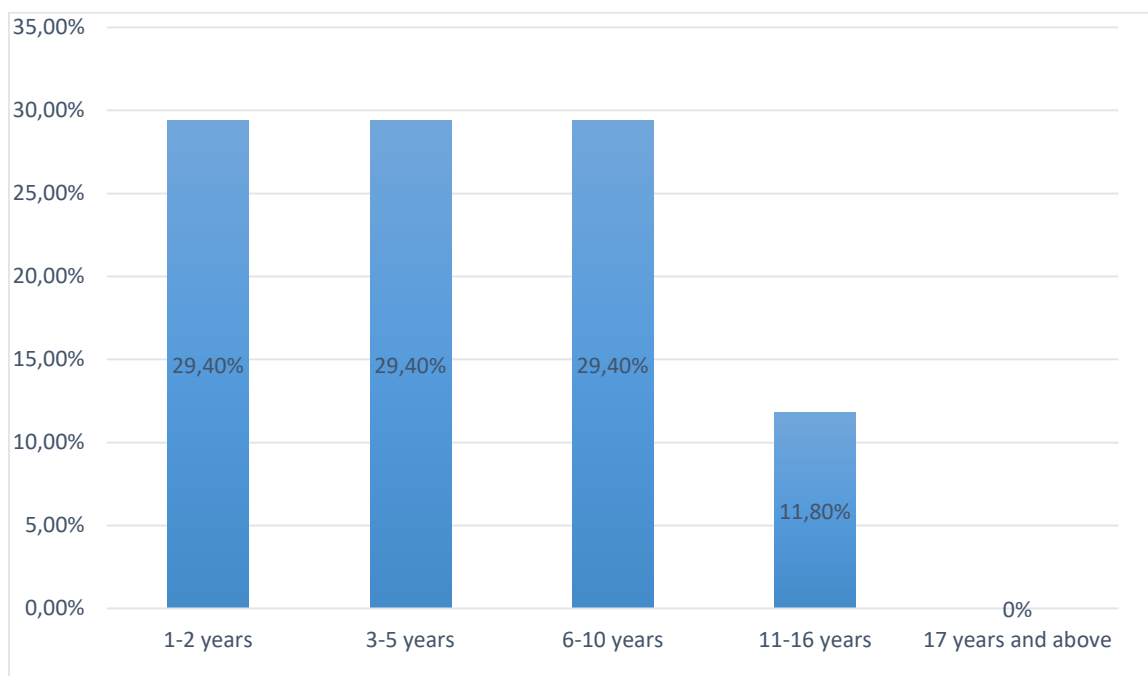
The purpose of asking such question is to find out if teachers are highly qualified in terms of their education, and experience.

As can be seen from table 19& figure 15, five teachers (29.4%) have been teching for 1-2 years, also five of them (29.4%) have been teaching for 3-5 years, another five

(29.4%) are teaching since 6-10 years. Two teachers have 11-16 years of experience in teaching English, and none of them have more than 17 years.

Discussion & Interpretation: It is abvious that a lot of teachers have less than 10 years of experience in teaching, which may reveal that they could have been using new methods and techniques that could be helpful to the educational process.

Q3: Do you believe that your students are hungry to learn English?

Table 21

Teachers' perception about thier students desire to learn English

Choices	Number	Percentage %
Yes	10	58%
No	3	17.6%
Other	4	23.5%
Total	17	100%

Figure 18

Teachers' perception about their students desire to learn English
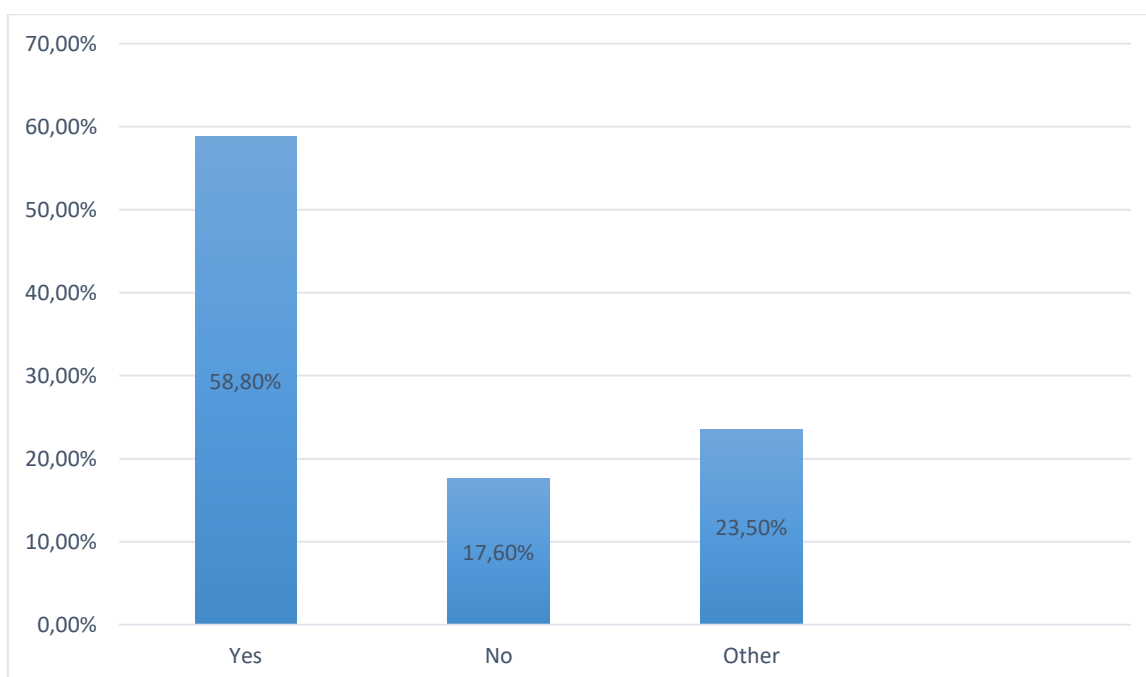
This question was asked in order to if students have a desire to learn English.

It is clear from the table 21 and figure 18, that (58%) of teachers believe that their students are hungry to learn English, in contrast (41.1%) are not.

57

Discussion & Interpretation: Since a big number of teacher state that their students have a desire to learn English, it can be deduced that students are motivated, and interasted in this language, while the rest are not.

Q4: Which degree are you teaching?

Table 22

Levels taught by teachers

Choices	Number	Percentage %
First year	2	11.76%
Second year	5	29.41%
Third year	4	23.52%
Master one	3	17.64%
Master two	1	5.88%
Third + Second	1	5.88%
First + Third	1	5.88%
Total	17	100%

Figure 19

Levels taught by teachers
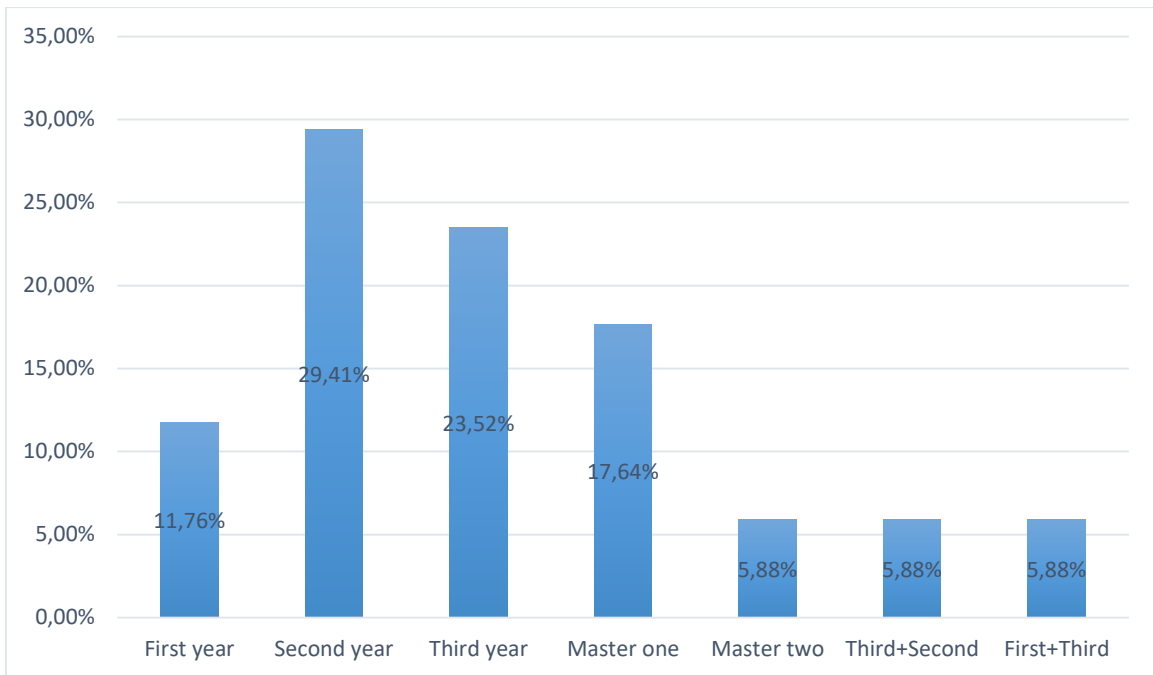
This question is aiming to know more about the teachers and the degree they are teaching.

From the findings, it is noticeable that most of the teachers (29.41%) teach the second year, while others (11.76%) are concerned with the first year. (22.52%) of them are involved in the third year, whereas (17.64%) ticked the master one option and (5.88%) chose the master two option. (11.76%) of them teach more than one degree.

Section two: Teaching speaking

Q5: Do your students have problems with their speaking performances?

Table 23

Students' problems in their speaking performance

Choices	Number	Percentage %
Yes	17	100%
No	0	0%
Total	17	100%

Figure 20

Students' problems in their speaking performance
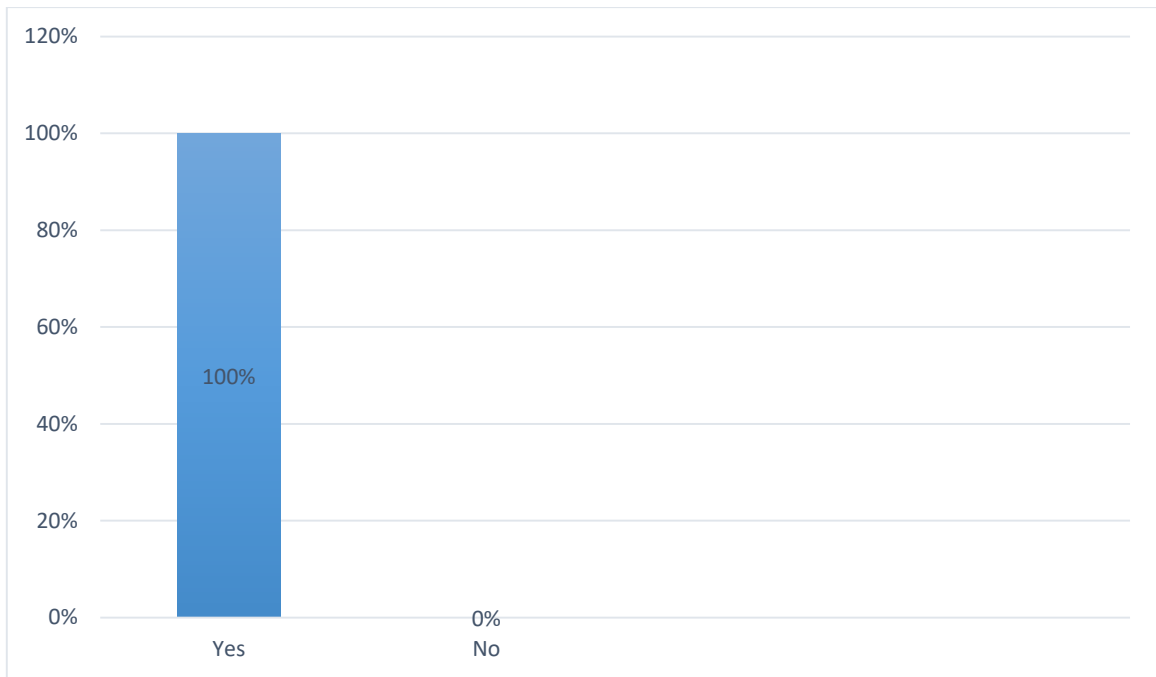
The aim of asking this question is to know if students have problems with their speaking performance.

As can be seen from table 23& figure 19, that all 17 teachers (100%) state that their students have diffucilties in their speaking performance.

Discussion & Interpretation: The teachers' answers indicated that speaking skill is a hard task, so the learners should improve it through different activities and tasks, to decrease those problems.

Q6: If yes, state the reason

Table 24

Reasons behind students' speaking problems

Choices	Number	Percentage %
Lack of vocabulary	7	41.17%
Nervousness and anxiety	6	35.29%
Lack of encouragement	4	23.52%
Total	17	100%

Figure 21

Reasons behind students' speaking problems
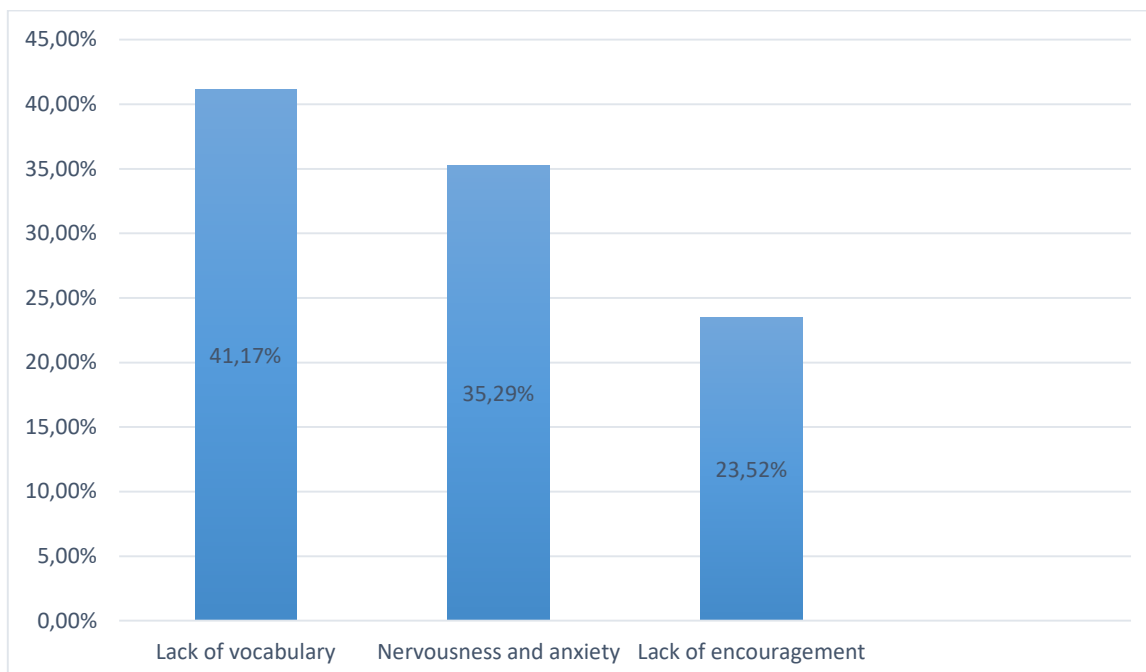
This questions' objective is to figure out the reason of having such problem.

Along the analysis of the data, as it is abvious in table 24& figure 21, we fond out that lack of vocabulary (41.17%) is the main reason behind having problems in the speaking performance, also nervousness and anxiety (35.29%). Another proportion (23.52%) ticked lack of encouragement.

Discussion & Interpretation: Based on the collected data, it turns out that the majority of students do not have enough storage of words, also they face psychological problems, and they do not get enough support. However some of them suggested other factors such as :

- ✓ Lack of practice.
- ✓ Shyness and self-confidence.
- ✓ Lack of grammatical accuracy.

Q7: To what extent do you think your students give importance to their speaking skill?

Table 25

Teachers' opinions about students' awareness of the importance of speaking

Choices	Number	Percentage%
Large	4	23.5%
Some	13	76.4%
No	0	0%
Total	17	100%

Figure 22

Teachers' opinions about students' awareness of the importance of speaking
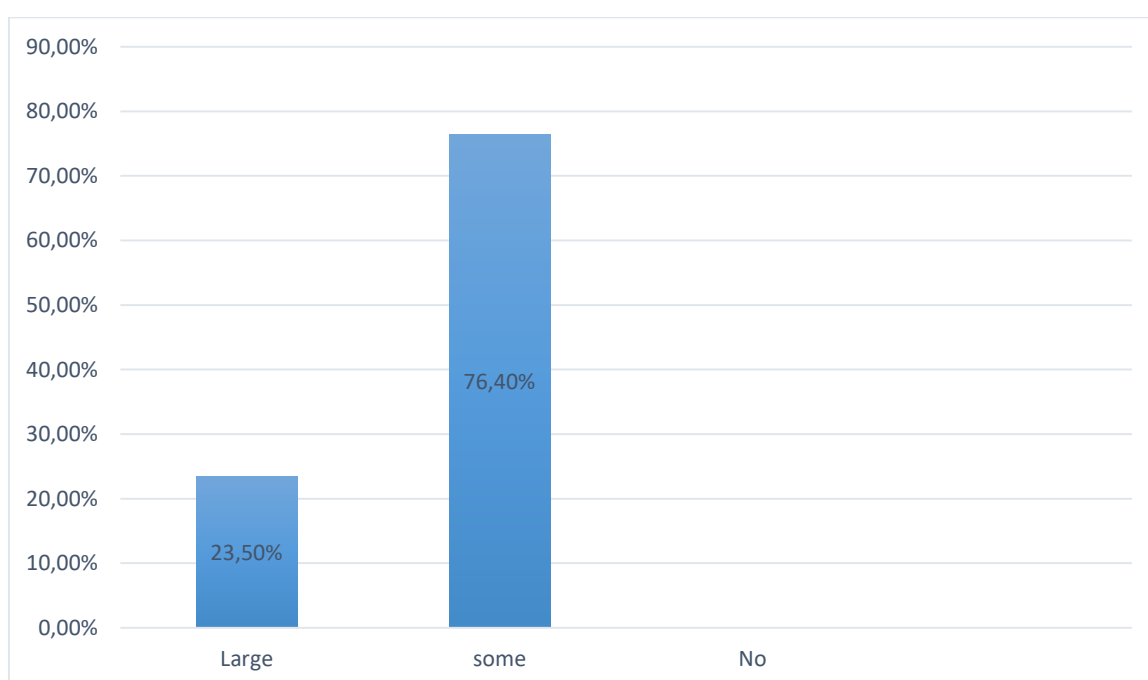
This question was mainly asked to know how much students value speaking skill. As the table 25and figure 22 illustrates, more than half (76,4%) of the teachers belive that their students give some important to speaking skill. However (23,5%) of them think that their students consider speaking as very important skill, and non of them chose "No" option.

Discussion & Interpretation: A considerable number of teachers affirmed that students give some important to speaking skil maybe because they do not participate a lot in oral disscussions or probably find speaking task difficult.

Q8: Do you encourage your students to speak in the classroom?

Table 26

Teachers' efforts to encourage students to speak

Choices	Number	Percentage%
Yes	17	100%
No	0	0%
Total	17	0%

Figure 23

Teachers' efforts to encourage students speak
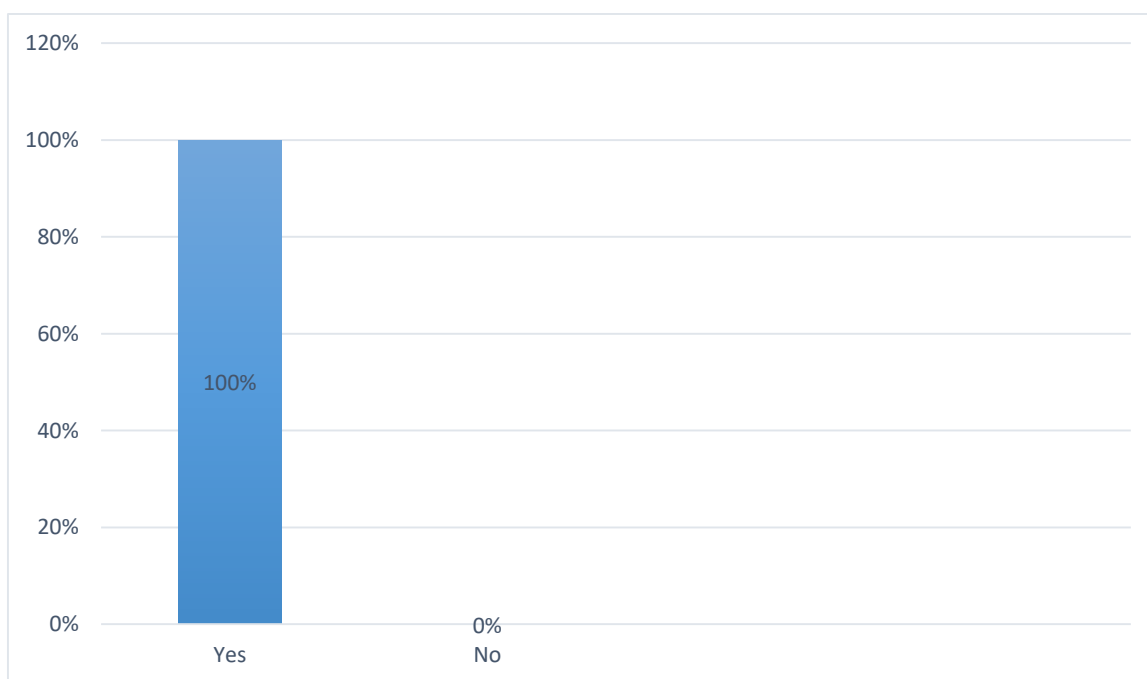
The goal of this question was to know of the teachers encourage their students to product oral language or not Is abvious from table and figure that all the teachers (100%) support their learners to speak in class.

Discussion & Interpretation: The results from previous analysis denote that all teachers gives important to what is good for their students by motivating them to speak

Q9: Do you think that speaking is more important than other skills?

Table 27

Teachers' perception about the importance of speaking skill

Choices	Number	Percentage%
Yes	10	58.8%
No	7	41.1%
Total	17	100%

Figure 24

Teachers' perception about the importance of speaking skill
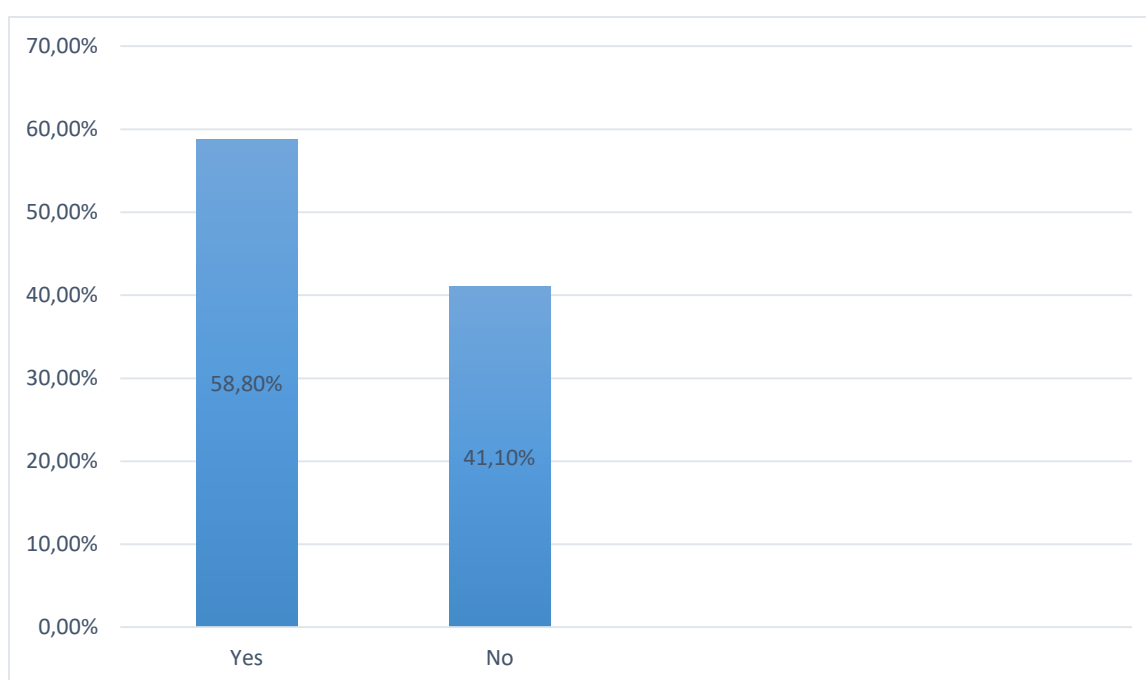
This question addressed to explore wheres the speaking skill is more important than other skills according to the teachers.

The table 27and figure 24 above reveal that the highest rate with (58.5%) of teachers think that speaking skill is not more important than other three skills, while (41.2%) of them state that it is more nessecary.

Discussion & Interpretation: It is noticiable that most of teachers are fully aware of significance of the four skills.

Q10: How often do your students participate in the classroom?

Table 28

Teachers' perceptions of their students' participation

Choices	Number	Percentage%
Always	6	35.3%
Sometimes	11	64.7%
Rarely	0	0%
Never	0	0%
Total	17	100%

Figure 25

Teachers' perceptions of their students' participation
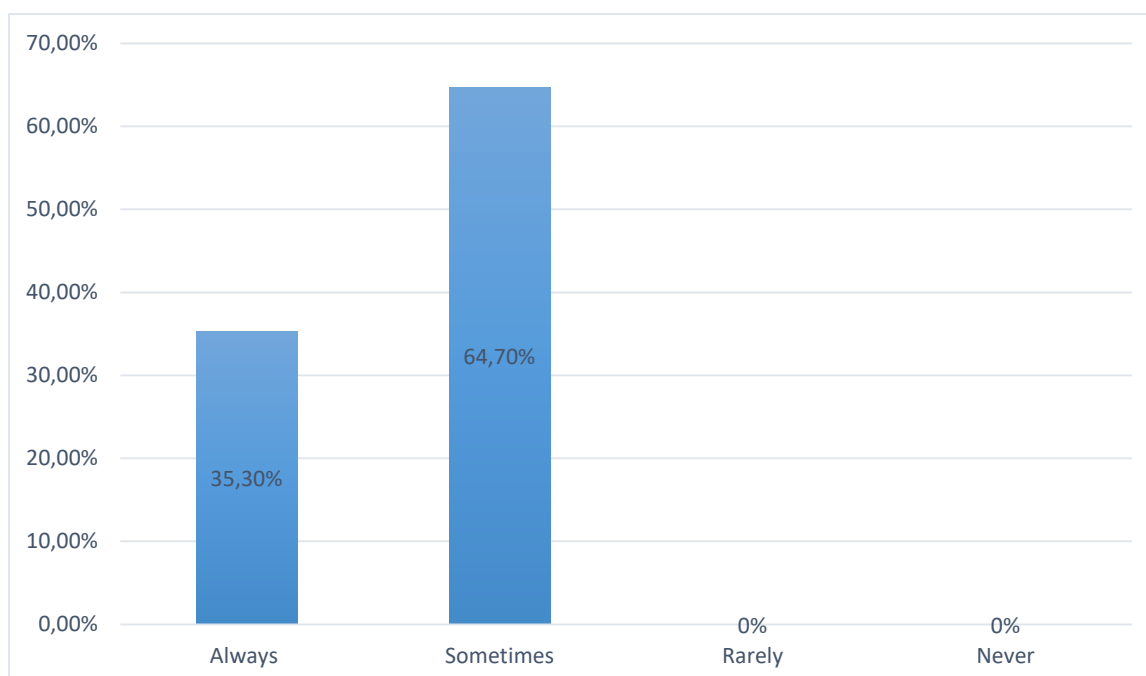
According to the table 28 and figure 25, the majority of teachers (11) making up (64.7%) say that their students sometimes participate, and (6) or (35.3%) of them affirmed they always do, and no one (0%) claimed that having students who rarely or never participate.

Discussion & Interpretation: From the above analysis, it is clear that most of the students are intrested developing their oral performance level, because no teacher state that they have student rarely or never participate.

Q11: Do you think students could enhance their speaking skills through group work or individual work?

Table 29

Teachers' attitudes towards effectivness of pairs/group work in enhancing speaking skill

Choices	Number	Percentage%
Group work	10	58.82%
Individual work	4	23.52%
Both of them	3	17.64%
Total	17	100%

Figure 26

Teachers' attitudes toward effectiveness of pairs/group work in enhancing speaking skill
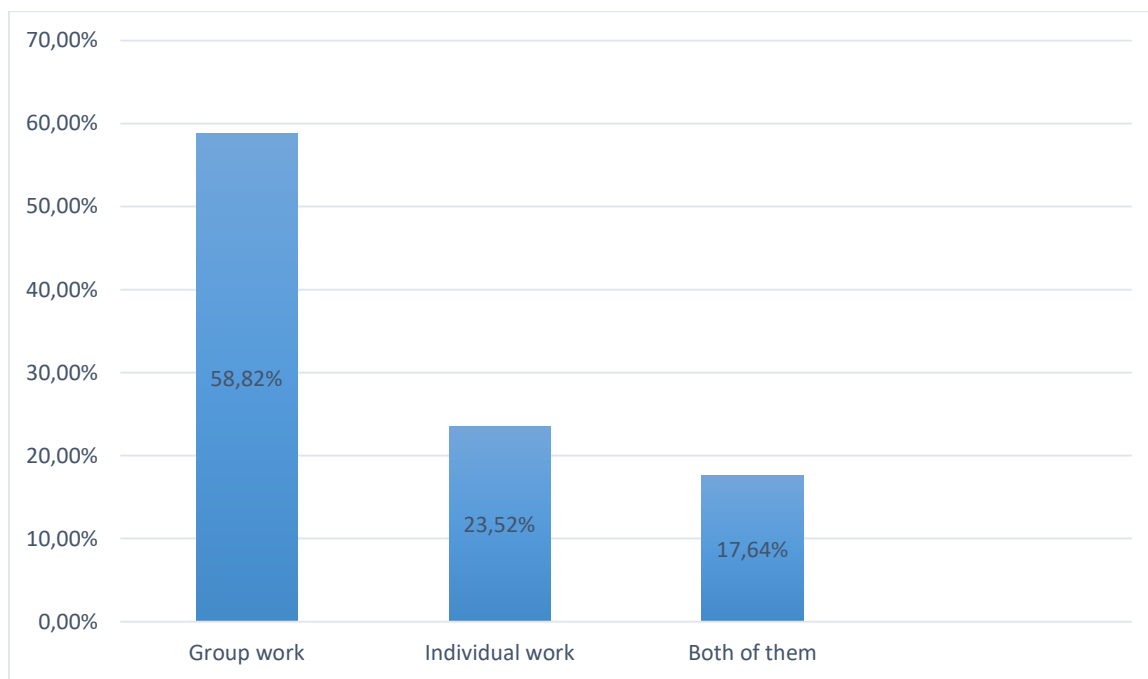
This question aims to investigate if the students could develop their speaking skill through group work or individual.

From table 29 and Figure 26, we notice that (58.82%) of the teachers think that group work could enhance their students speaking skill,while (23.52%) of them chose individual work to enhance their speaking skill. The rest (17.64%) of them chose both of (group work and individual).

Discussion & Interpretation: Since the majority of teachers ticked the option group work may reveal that they know the significance of group work to establish speaking skill

Q12: Do you believe that cooperative learning helps improving students' speaking skill?

Table 30

Teachers' evaluation of the value of CL in developing students' speaking skill

Choices	Number	Percentage %
Yes	17	100%
No	0	0%
Total	17	100%

Figure 27

Teachers' evaluation of the value of CL in developing students' speaking skill
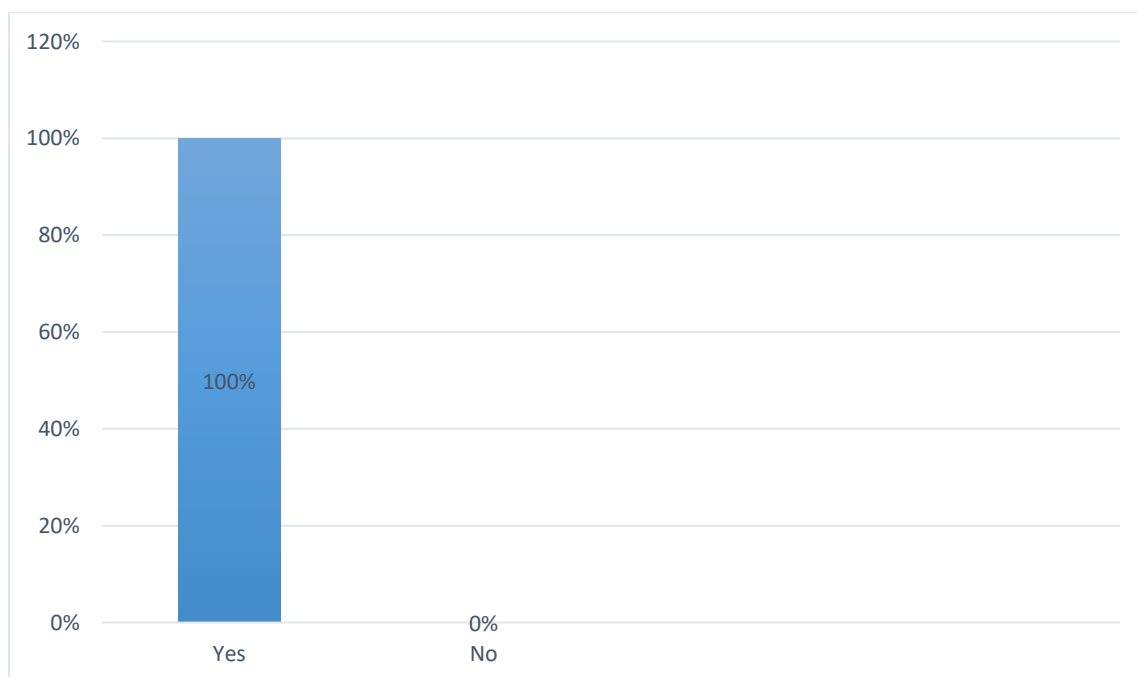
The question was addressed to explore whether or not CL is beneficial in enhancing the students' speaking skill.

From table 30 and figure 27, it is observable that 17 teachers with the rate of 100% believe that CL is helpful in improving students' speaking skill, while (0%) do not.

Discussion & Interpretation: Based on the gathered information, it is clear that all teachers value the cooperative learning technique, and its positive effect on the speaking skill.

Some teachers justifications:

- ✓ It allows learners to share opinions and ideas and express themselves
- ✓ They motivate each other to develop
- ✓ Cooperative learning is engaging in nature and might reduce anxiety
- ✓ Because they learn from each other while working together and students who do not have the confidence to speak in the presence of a teacher and a whole class can easily ask their friends to help them overcome their problems

Q13: Have you ever implemented cooperative learning in the classroom

Table 31

Teachers' implementation of CL in the classroom

Choices	Number	Percentage %
Yes	16	94.1%
No	1	5.9%
Total	17	100%

Figure 28

Teachers' implementation of CL in the classroom
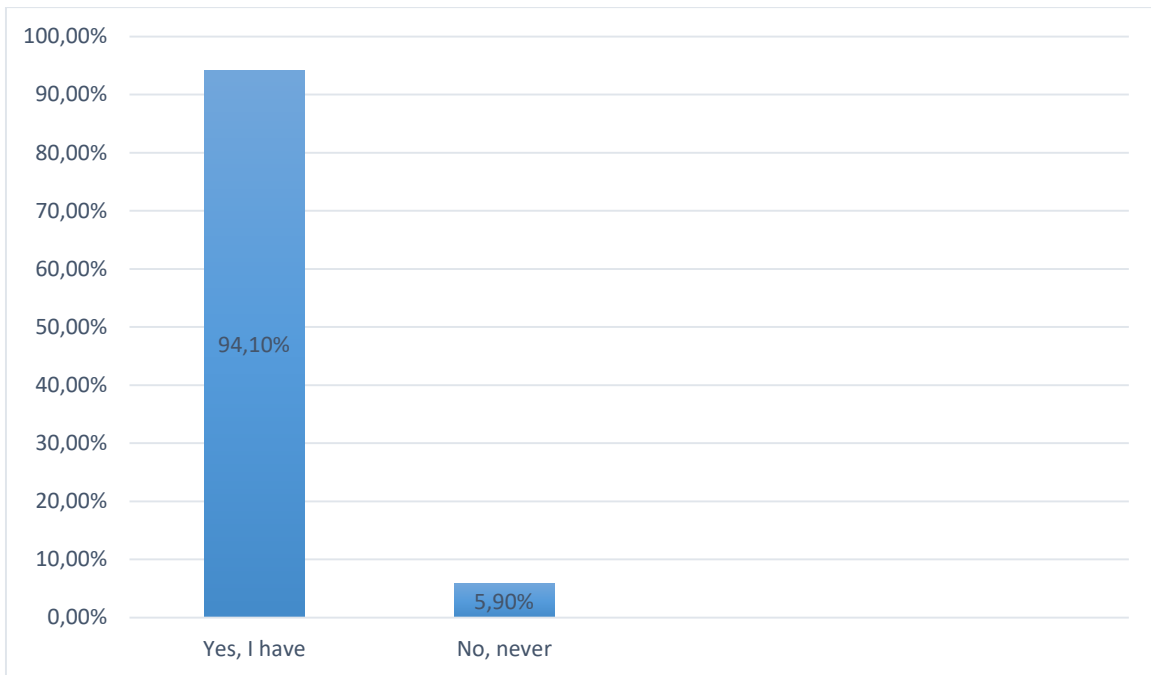
This question was asked in order to know if teachers implement cooperative learning technique in the classroom or not.

It can be noticed from table 31 and figure 28 , that most of teachers (94.1%) have implemented CL in the classroom, how ever only one (5.9%) did not.

Discussion & Interpretation: CL is adopted by most teachers, which may confirms the success of this technique.

Q14: How often do you use cooperative learning in the classroom?

Table 32

The frequency of teachers' use of CL

Choices	Number	Percentage %
Always	4	23.5%
Often	9	52.9%
Rarely	3	17.6%
Never	1	5.9%
Total	17	100%

Figure 29

The frequency of teachers' use of CL
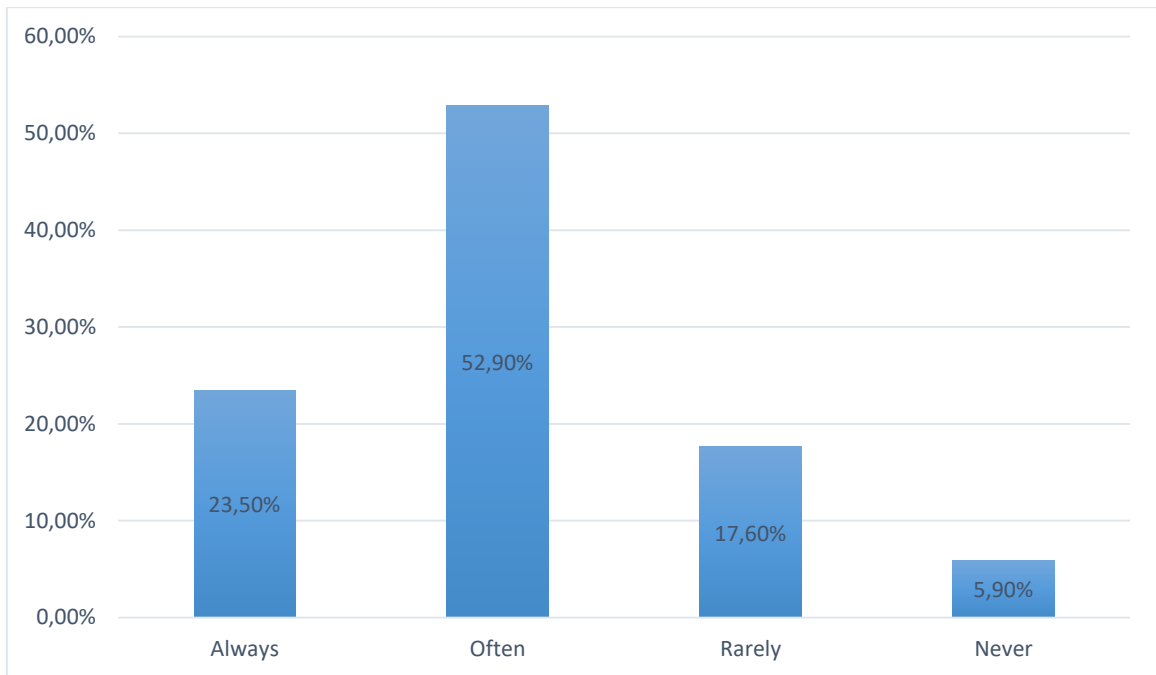
The question was addressed to explore whether or not CL is beneficial in enhancing speaking skill. From table 32 and figure 29,it is noticeable that 17 teachers with a rate of (100%) believe that CL helps improve students' speaking skill, while(0%) do not.

Discussion & Interpretation: we noticed that only one teacher have opted the option never, it means that CL is wide spread between teachers, even if they do not use it frequently.

Q15: Do your students face any issues while working in groups?

Table 33

Teachers' awareness of students' problems in groups

Choices	Number	Percentage %
Yes	8	47.1%
No	9	52.9%
Total	17	100%

Figure 30

Teachers' awareness of students' problems in groups
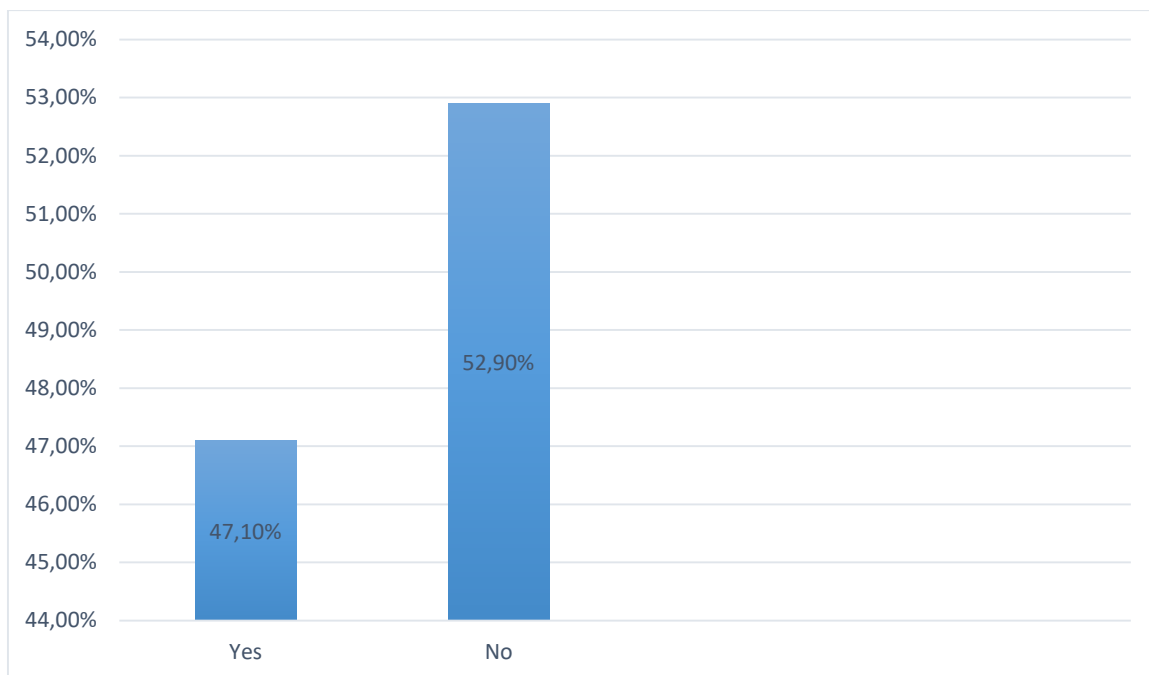
This question was mainly asked to know if the students face any kind of problems while working in groups.

The results above assert that the highest percentage (52.9%) went to the option No, and the lower percentage (47.1%) went to the second option Yes.

Discussion & Interpretation: Since a lot of teachers ticked No that means they are implementing cooperative learning technique in a correct manner.

Some of the issues the students face when working in groups:

- ✓ Conflict and laziness of some members.
- ✓ Sometimes students who have a good level of speaking dominate the others.
- ✓ The use of mother tongue.

2.2.3. Analysis of the classroom observation

The observation was done during seven sessions of the oral expression module with Mr. Abdelnour Benhamimid. The objective of this observation is to explore the effect of cooperative learning on EFL students' speaking skills. Through the seven sessions, the teacher implemented different oral activities, such as listening activities (videos), vocabulary games and

pictionary.During the classroom observation, the teacher began the session by explaining the vocabulary game to the learners. He started the game by writing a word on the board, and then the students started suggesting another word that starts with the last letter of the previous term, however, the one stops suggesting losses. The teacher asked his students to play one-against-one, in pairs, or in groups, it means that he is allowing them to choose which way they prefer to work, thus affecting their participation positively. We noticed that students who worked in groups and pairs were more engaged and excited than those who played one-on-one. Moreover, the teacher controlled his students' work and checked the development of the game from time to time. While some students were playing, the teacher took the chance to speak with the others about irrelevant topics such as future job. Still, students started discussing each other's ideas and correcting mistakes of their classmates like spelling mistakes, it is clear that students showed acceptance of the term cooperative learning since they were exchanging thoughts, which allowed them to use the language more in their group discussion.In some sessions, the teacher tried a very beneficial game: two groups were selected by the instructor, and each group chose a topic and were asked to defend their choice by providing arguments. We observed that the students loved this game and did not stop talking because everyone tried their best to defend their topic. The teacher here was very clever because he took advantage of the CL to push students to speak the English language. We also noticed that some students use their mother tongue in the classroom discussion to express their thoughts easily, but the teacher insisted on his students talking in English because if they do not, they may lose their chance to learn the target language correctly. However, we observed in some of the sessions that the teacher applied a game called "pictionary" and the students did not participate much, which led the teacher to change it by videos, the first video contains phrasal verbs tasks, these tasks were about filling in the blanks with the appropriate phrasal verb, most of the learners succeeded in this task because of the practice of different games in the previous sessions, also students' vocabulary backgrounds showed some advance, the second video was about jokes, in which the teacher provided his learners with a fun environment in order not to feel bored. In all sessions, the teacher provided his students with direct feedback on the errors they do not pay attention to

2.2.4. General discussion:

The present paragraph focuses on discussing the results gained from both students' and teachers' questionnaire answers, in addition to the classroom observation. Through which the discussion in hand aims to answer the research questions. According to the previous analysis (questionnaires and observation), the following results reveal: Concerning the first research question most students face difficulties in speaking English because of shyness, the method used by the teacher,

also they struggle with fear of making mistakes and lack of encouragement as well as nervousness and anxiety. About the second question, the teachers do believe that cooperative learning helps improving students' performance based on what they have said about the reasons behind the effectiveness of CL: it allows learners to share opinions, and ideas, also express themselves, because they learn from each other while working together and students who do not have the confidence to speak in the presence of a teacher and a whole class can easily ask their friends to help them overcome their problems. With reference to the third question, CL can improve third-year EFL students speaking skill in a wide range. According to students' explanation it has been found that it helps them to gain more vocabulary from their classmates with different levels, it is a chance to exchange information orally, also CL helps them to be more confident and less shy, and it aid them to practice the language.

Based on the analysis of the students' questionnaire, the results reveal that :

The answers to question 5 and question 6 show that majority of students have an average level in speaking. However, students are interested in developing the speaking skill more than other skills.

The answers to question 10, question 11, and question 12 lead to conclude that big number of students prefer working in groups/pairs because they feel more comfortable. Students believe that speaking activities are better when they are based on group/pair work.

The answers to question 13 would mean that learners have a positive attitude toward cooperative learning since the majority of them confirmed that cooperative learning helps them improve their speaking skill, this question was addressed to evaluate cooperative learning.

Regarding teachers' questionnaire, the results have shown that:

Based on the answers of question 5 and question 15 that students face many difficulties in their speaking performance such as: lack of vocabulary, nervousness and anxiety and lack of encouragement.

Responses related to question 7 and question 9 means that majority of students give some importance to their speaking skill, however most teachers believe that speaking is more important than other skills.

Question 11 and question 12 answers lead to deduce that teachers agree that cooperative learning could develop the speaking skill.

Based on question 13 and question 14 answers, we clearly noticed that most of teachers often use CL in the classroom, this result came from their responses that is "often".

Regarding the classroom observation it has been reveal that most of the students and teachers are with the idea of CL. we observed that the majority of students preferred working in pairs or groups which allows them to practice the language more. All the findings support the hypothesis which assumed that CL would improve EFL learners' speaking skills. To sum up, based on the answers gathered from the questionnaires and the obtained results from classroom observation it can be said that CL is useful and efficient method of teaching speaking skill.

General conclusion

Most foreign language learners seek to reach a high level of mastering the English language and speak it like a native speaker, this purpose is difficult to be realized, and it requires a lot of work and effort from the teacher and the student, however cooperative learning is one of the most effective methods in enhancing the students' speaking skill, because CL allows the learner to speak, and share their ideas with their classmates, and also reduce shyness and raise their motivation. This research is conducted to explore the effect of CL on third-year EFL learners' speaking skills, at the University of Bourdj Bou Arreridj. This study contains three research questions, but the most important one seeks to know whether the implementation of CL in the

classroom could improve third year EFL students' speaking skill. The dissertation consists of two chapters, the first one is for the theoretical part, including two sections, the first section provided a general overview of the speaking skill, while the second provided a better understanding of the CL, however the second chapter dealt with the practical part of the present research, which was designed to answer the research question as well as to test the validity of the hypothesis, therefore the qualitative and quantitative methods were adopted to collect the wanted data by using two data collection tools (both students and teachers questionnaire, and classroom observation), the field of work was structured into two sections, the methodological part that consists of research method, instrument, sampling and population, data collection, description of the questionnaire and ethical consideration, the second section is analysis of both of questionnaires and the classroom observation, with a general discussion at the end. For more information extra suggestions and recommendations were provided as part of this research.The sample was selected randomly with a percentage of 40% representing 86 learners picked out from 214. According to the findings, it has been revealed that near to half of students are willing to improve their speaking skills. We noticed that the majority of students feel afraid when they talk in the classroom for many reasons such as: the fear of making mistakes, having deficient vocabulary, shyness. Also, the obtained results indicated that a big number of learners prefer working in groups, or pairs. The research also confirmed that more than half of the students stated that CL helps them in enhancing their speaking skills as they explained that C aids them to gain more vocabulary, exchange information orally, practice the language, help them to be more confident and less shy. The analysis of teachers' questionnaires confirmed that all face problems when they speak such as lack of vocabulary, anxiety, and nervousness, also, we notice that CL is adopted by the majority of teachers. Classroom observation has confirmed what has been mentioned above, that most students showed acceptance concerning the work cooperatively since they prefer working in groups which allows them to establish social interaction in the classroom. To sum up, based on the analysis we have found the answers to our research questions

Research Limitation

During the conduct of this research, we faced some limitations which are:

- ✓ Time control, a longer time would have been beneficial to use more tools and a bigger sample of students.
- ✓ The change of supervisor and the dissertation topic caused a time waste.
- ✓ Some students' answers to the questionnaire were not clear.

Pedagogical Recommendations

Based on the analysis of the collected results, we propose the following recommendations:

For teachers:

- ✓ Speaking skill is intended to be the most essential skill, it requires more connection between learners to be improved.
- ✓ Furthermore, we propose that teachers should talk less and give their students to opportunity to speak in oral sessions.

- ✓ Create a supportive environment and encourage students to participate in the classroom.
- ✓ Establish positive feedback for the learners.
- ✓ Leave the choice to the students to choose the activities to be implemented in the classroom.
- ✓ The teacher should implement group/pair work and individual work.
- ✓ Teachers should check on students from time to time and see their educational progress because by doing so learners will make sure that their teacher cares about their participation and efforts.
- ✓ Concentrate on enhancing students' speaking skill.
- ✓ The teacher should implement activities or games with a competitive element.

For students:

- ✓ students need to be aware that they have to help and support their group members.
- ✓ Practice speaking by interacting with native speakers.
- ✓ Do not feel embarrassed by making mistakes because from them you learn.
- ✓ Try to enrich vocabulary and grammatical structure by reading books.
- ✓ Students should interact with positive people, because they are more supportive.
- ✓ Seek for the teachers' help concerning the techniques and strategies to improve speaking skill.
- ✓ Students should complet shared tasks in a pair or group for exemple: matching, sorting, ranking

List of references

Bailey, K. M. (2005). Practical English Language Teaching: Speaking. New York: The McGraw-Hill .

Bill, G. (2015). Developing a Questionnaire. London: Bloomsbury Academic Print.

Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers . *Procedia - Social And Behavioral Sciences*, 2(2), 1305-1309. .

Bronfenbrenner, U. (1970). Two worlds of childhood . New York: Russell Sage Fondation.

brown, d. h. (2001a). Language assessment : Principles and classroom practices. . Longman.

brown, d. h. (2001b). Teaching by principles : An interactive approach to language pedagogy (2nd ed). . Longman.

Bygate, M. (1987). speaking. oxford university press.

Calderon, M. (1990). cooperative learning for limited English proficient students.

Carter, R., & Nunan, D. (2004). The Cambridge guide to teaching English to speakers of other languages. Cambridge: Univercity Press.

Chastain, K. (1976). Developing Second Language Skills,Theory into Practise . San Diego : Rand Mc Nally College, Print.

Coleman, J. S. (1959). Academic achievement and the structure of competition. *Harvard Educational Review*.

david d johnson & roger t johnson. (2010). the impact of cooperative,competitive, and individualistic enviroments on academic achievement. *international handbook of student achievement.*

david w johnson & roger t johnson. (1999). making cooperative learning work. *lawrence erlbaum associates (taylor & francais group).*

david w johnson & roger t johnson. (2017). cooperative learning. *innovacion educacion.*

david w johnson & roger t jonson & karl a smith. (1998). cooperative learning returns to college : what evidence is there that it work? *the magazine of higher learning.*

Dr Lam Bick Har & Dr Li M P. (2013). the active classroom. *cooperative learning.*

Goh, C. C., & Burns , A. (2012). Teaching speaking. . New York: Cambridge University Press.

Gagne ,R.(1985). The conditions of Learning (4th ed.).New York : Holt, Rinehart & Winston.

Hancock, M. (2003). English pronunciation in use. . Cambridge University Press.

Harmer, J. (2007). The Practice of English Language(4ed). Pearson: Longman.

He, D. (2018). Foreign language learning anxiety in China : Theories and applications in English language teaching. *Springer*.

john, s. r. (1994). the essential elements of cooperative learning in the classroom. *eric development team.*

Johnson David & Johnson R & Holubec E . (1998). *Cooperation in the classroom.* Boston : Allyn and Bacon.

Jones, L. (2007). The Students –Centred Classroom. New York : Combridge University Press.

Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESLJournal, (Online), 12(11)*.

Lackman, K. (2010). Teaching Speaking Sub-skills: Activities for Improving Speaking. Ken Lackman & Associates Educational Consultants.

Lado, R. (1961). Language Testing: The Construction and Use of Foreign Language Tests. . London.: Longman.

Ladousse, G. P. (1987). Role play. Cambridge: Cambridge University Press.

Larsen-Freeman, D., & Anderson, M. (2013). Techniques and principles in language teaching (3rd ed.). Oxford university press.

Nazara, S. (2011). Students' perception on EFL speaking skill development. . *Journal of English teaching*, 1(1), 29-43.

Pakula. H, (2019).Teaching Speaking: Apples Journal of Applied Language Studies.Vol.13,1,95-111.

Richards, J. C., & Rodgers, T. (1999). Approaches and methods in language teaching. . Cambridge University Press. .

Richard ,J and Rodgers , T. (2016) . Approaches and method in language Teaching .Cambridge: CUP.

Slavin, R. E. (1980). Cooperative Learning. *Review Of Educational Research*.

Slavin, R. E. (1986). Using students team learning (3rd ed) . *Baltimore, Johns Hopkins University*.

Slavin, R. E. (1991). Synthesis of research of cooperative learning. *educational leadership*.

Thornbury, S. (2005). How to teach speaking. . England.: person education limited.

Ur, P. (1991). Grammar practice activities. Cambridge University Press.

Ur, P. (1996). A course in language teaching: practice and theory. Cambridge: Cambridge University Press.

Appendices:

-**Students' Questionnaire**

-**Teachers' Questionnaire**

Appendix 1 : Students' Questionnaire

University of Bordj Bou Arreridj

 English Department

STUDENTS' QUESTIONNAIRE

Dear Students,

   This questionnaire is a part of a research whose goal is to investigate how cooperative learning affects third-year EFL students' speaking skill at the University of Bordj Bou Arreridj. We are master two students we work under the supervision of Mr. Abdelnour Benhamimid, would be grateful if you could take the time to respond to the following questions. Your answers would be

of a great help in finishing this work.   Thank you in advance

for your collaboration.

Please, tick (✓) the option that best describes your answer and provide a full statement when necessary.

Note: You participation is optional and we appreciate your willingness to share your thoughts

Section one: Personal Information.

1. Specify your gender:
a) Male
b) Female

2. State your age:
a) 18-25 years
b) 26-35years
c) 36 years and above

3. Have you ever repeated the year:
a) Yes, I have
b) No, never

Section two: Students' Perception of the Speaking Skill.

4. Your level in English is:
a) Low
b) Average
c) Good
d) Excellent

5. Do you find speaking in English:
a) Easy
b) Average
c) Difficult

6. Which skill you want to develop more?

a) Listening

b) Speaking

c) Reading

d) Writing

Explain why …………………………………………………….......................................

7. Do you experience fear when you speak in the classroom?

a) Yes

b) No

If yes, you do because of:

a) The fear of making mistakes

b) The method used by the teacher

c) Having lack of vocabulary

d) Shyness

Other…………………………………………………………………………………

8. Does the teacher encourage you to speak in the classroom?

a) Yes

b) No

Section three: Students' Perception of the Cooperative Learning.

9. Have you ever heard of cooperative learning?

a) Yes

b) No

10. In the learning process, how do you prefer to work?

a) Individually

b) In pairs

c) In groups

Please, justify your answer……………………………………………………………

11. Do you feel comfortable in cooperative learning?

a) Yes

b) No

If no, what makes you feel uncomfortable?

a) Group member member noise
b) Lack of communication
c) Lack of concentration
d) Imposed points of view

12. Do you think that speaking activities are better when they are based on:
a) Individual work?
b) Pair/group work?

Justify……………………………………………………………………………………………

13. Do you think that cooperative learning helps you improve your speaking skill?
a) Yes
b) No

Please, say why...

Thank you.

Appendix 2: Teachers' Questionnaire

University of Bordj Bou Arreridj

English Department

TEACHERS' QUESTIONNAIRE

Dear teachers,

We are working on a research regarding the effect of cooperative learning on EFL students' speaking skills.We are master two students we work under the supervision of Mr. Abdelnour Benhamimid, We would be appreciative if you took the time to fill out this questionnaire. Your answers will be very beneficial for the success of this work. Please, tick the option that best describes your answer and provide a full statement when necessary. Thank you.

Section one: Personal Information.

1. What is your highest academic qualification?
a) Bachelor's degree
b) Master's degree
c) Doctorate

Other, please clarify …………………………………………………………………………...

How long have you been teaching?

a) 1-5 years
b) 6-10 years
c) 11-15 years
d) 16-20 years
e) 21 years and above

2. Do you believe that your students are hungry to learn English?
a) Yes
b) No
c) Other

3. Which degree are you teaching?
a) First year
b) Second year
c) Third year
d) Master one
e) Master two

Section two: Teaching Speaking.

1. Do your students have problems with their speaking performances?
a) Yes
b) No

2. If yes, state the reason
a) Lack of vocabulary
b) Nervousness and anxiety
c) Lack of encouragement

Other, please specify……………………………………………………………………...

3. To what extent do you think your students give importance to their speaking skills?
a) Large
b) Some
c) No

4. Do you encourage your students to speak in the classroom?
a) Yes
b) No

5. Do you think that speaking is more important than the other skills?
a) Yes
b) No

6. How often do your students participate in the classroom?
a) Always
b) Sometimes
c) Rarely
d) Never

7. Do you think students could enhance their speaking skills through group work or individual work?
a) Group work
b) Individual work

Section three: Cooperative Learning.

8. Do you believe that cooperative learning helps improve students' speaking skills?

a) Yes

b) No

Please, justify your answer……………………………………………………………………..

Have you ever implemented cooperative learning in the classroom?

a) Yes, I have.

b) No, never

9. How often do you use cooperative learning in the classroom?

a) Always

b) Often

c) Rarely

d) Never

10. Do your students face any issues while working in groups?

a) Yes

b) No

c) If yes, what are they?

....

Thank you.

Resumé

Le but de cette étude est découvrir le role de l'apprentissage coopératif qui améliore la communication chez les élèves de troisième année anglais au Departement de l'anglais, à l'université de Mohammed El Bachir Ibrahimi pour l'année scolaire 2022/2023. Nous avons supposé que l'utilisation de l'apprentissage coopératif peut améliorer la performance des élèves. Afin de valider cette hypothèse, nous avons utilisé une étude descriptive qui cherche à une description pour les deux variables: l'apprentissage coopératif et la communication. La collection de données ont appuyée sur l'utilisation d'un questionnaire adressée à les enseignants et les élèves de troisième année anglais. Les résultats finals de cette étude montrent que les deux (les enseignants et les élèves) ont une attitude positive envers l'application de l'apprentissage coopératif dans les classes, donc pour augmenter l'utilisations de la langue par les élèves grace à l'intéraction avec leurs collègues ce qui affect sur leur capacité à parler. En fin quelques recommondations et propositions ont offert aux etudiants et les ensignants pour les aident.

الملخص

جاءت هذه الدراسة لإكتشاف دور التعلم الجماعي في تطوير مهارة التكلم لطلاب جامعة البشير الابراهيمي سنة ثالثة لغة انجليزية لعام 2023/2022 . تبين لنا من خلال دراساتنا العلمية أن إستخدام التعلم الجماعي قد يساهم في تطوير مهارة التكلم لطلبة سنة ثالثة لغة انجليزية. وللتحقق من صحة هذه الفرضية قمنا بالاعتماد على المنهج الوصفي الذي يهدف الى وصف المتغيرات المتمثلة في: التعلم الجماعي ومهارة التكلم كما استخدمنا طريقة الاستبيان كوسيلة علمية لإثراء بحثنا العلمي الموجه لكل من الطلبة و الاساتذة معتمدين على اساليب الكمية و النوعية بالإضافة إلى الملاحضة كوسيلة لجمع البيانات المرغوبة توصلنا من خلال هذه الدراسة الى مجموعة من النتائج و هي كالآتي : الموقف الإيجابي لكل من الأساتذة و الطلبة تجاه تطبيق التعلم الإيجابي في الاقسام مما يؤدي الى زيادة استخدام اللغة من طرف الطلاب و ذلك من خلال التفاعل فيما بينهم داخل الصف و الذي ينعكس إيجابا على تطوير مهاراتهم في التكلم , و في الأخير قدمت بعض التوصيات و الاقتراحات لللطلبة و المعلمين.

-تمت بحمد الله-