Investigating the Importance of Cooperative Language Learning on Developing EFL Learners’ Oral Fluency: The Case of Third Year LMD Students of English at Oum El Bouaghi University

A Dissertation Submitted to the Faculty of Letters and Languages, Department of English, in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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Dedication

In the name of Allah, the most courteous, the most merciful.

The sustain of my life: my parents with appreciation and love, whom I consider as the source of happiness and success in my life, who devoted their life and made their efforts to complete my education and being what I am, whose love always supports my spirit. May Allah conecrate them.

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Abstract

Speaking is considered as the most important skill that students need to master since the main aim behind learning a foreign language is to speak it fluently; however, most of them are considered as none fluent speakers since they still hesitate, pause for a long time, and their speech is characterized by redundancy. The present study aims at identifying both students’ and teachers’ perceptions of Cooperative Language Learning. This study aims also at determining the role of this strategy in enhancing the students’ oral fluency. The basic hypothesis adopted in this study sets out that students’ oral fluency would be developed through the application of cooperative learning. In order to verify the validity of the stated hypothesis, a descriptive method was applied in which two main questionnaires have been designed. So the data were gathered from a questionnaire administered to seventy (70) third year LMD students of English department. The participants were randomly chosen in the second semester of the academic year 2013/2014 at Larbi Ben M’Hidi University, Oum El Bouaghi. Moreover, the data were gathered from another questionnaire administered to twenty three (23) teachers who have the experience of teaching to get valid information. On the basis of data gathered from both questionnaires, the stated hypothesis is confirmed. That is to say Cooperative Language Learning has a positive influence and therefore a crucial role in enhancing students’ oral fluency.
KEY WORDS

Speaking skill, oral fluency, oral fluency activities, cooperative language learning, group work, collaborative learning, students’ team achievement division, jigsaw method, group investigation.
List of Abbreviations

%  Percentage
CG: Cooperative Group
CLL: Cooperative Language Learning
CLT: Communicative Language Teaching
E: English
Ect: and so forth
EFL: English as a Foreign Language
EL: The English Language
ESL: English as a Second Language
FL: Foreign Language
GTM: Grammar Translation Method
GW: Group Work
i.e: That is
OE: Oral Expressions
Q: Question
SL: Second Language
SLT: Second Language Teaching
STAD: Students –Team Achievement Division
TFL: Teaching Foreign Language
TL: Target Language
TTT: Teachers’ Talking Time
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Résumé

ملخص
General Introduction

Teaching the speaking skill is very important since the teaching process’s nature is an interactive one through which interaction and communication in English as a foreign language (EFL) classes is built either between teacher and students or among students themselves. The concept of oral fluency in classroom plays a vital role in the second language learning because it gives the opportunity for students to speak and enhance them to gain fluency and proficiency in speaking since it needs time and deserves more practice but it is still difficult for almost all students.

Good speaking is essential for students to succeed in their learning because it is considered as the major means by which students demonstrate their academic knowledge. However, motivation is considered as the most powerful influence on the learning process. Noticeably, students who have high level of motivation find it enjoyable to learn how to speak; however, students with low level of motivation feel bored. So, teachers should take into consideration this factor since the teachers’ role is to motivate students and involve all of them to speak by applying some strategies such as using cooperative language learning.

Thus, teachers must be searching for effective ways in order to enhance students’ oral fluency. One of the most effective strategies is the cooperative language learning strategy. In contrast to the traditional teaching approaches which focused more on the teachers’ role, in the cooperative language learning strategy the main focus is the students. So, this strategy is considered as the effective one since it motivates students and enhances them to better oral performance.
1 Statement of the Problem

The main goal behind learning English as a foreign language is not only to know about its grammar, vocabulary and pronunciation but also to be able to communicate fluently with the users of the target language. Speaking is considered as the most important skill that students need to master since it is the process of transmitting their messages and expressing their feelings and knowledge. Different language teaching methods have been designed in order to help learners to achieve their goal; some of them could not develop learners’ ability to produce the target language. Traditional methods such as the grammar translation method (GTM) is a teacher centered approach which focus more on teaching the grammar rules, that is to say, this method led students to know about the language itself rather than leaning how to use it. This gives the rise to the emergence of new methods; however, teaching foreign language (TFL) in Oum El Bouaghi University, traditional ones continue to be used in which little efforts are made to help the students to speak English. The teacher- centered language instruction is the dominant. In such case, teachers are worried that their job will soon become impossible if students lack motivation and make no effort to speak.

Despite of third year students’ efforts to improve their speaking fluency of English department at Larbi Ben M’Hidi University, most of them are still incapable to speak fluently. They still have a lot of problems in the oral fluency such as: hesitation, redundancy and slips of the tongue. Giving this situation, one can figure out that students show lower levels in their speech production. This failure may be due to the lack of an effective learning strategy that gives students the opportunity to use English
inside the classroom and motivates them to perform better in speaking with each others, therefore, enhancing their oral fluency.

The strategy used in teaching hinders the use of the English language inside the class. In such case, the teaching and learning tasks are getting more and more difficult. So, from our experience, it has become evident that the strategy used is a current problem. As a solution, we think that the highly supported approach in the last decade’s, cooperative language learning strategy, is the appropriate recent teaching method, which is considered as learner centered and shifted from grammar teaching to focus more on speaking, to be used in order to enhance students’ speaking fluency.

2 Aim of the Study

The present study deals with the students’ low level of oral fluency. Our objective is to check whether the application of CLL strategy in oral is effective to overcome this main problem, i.e. promoting the students’ oral fluency.

This study aims at identifying both students’ and teachers’ perception towards CLL strategy and determining the role of CLL strategy in promoting their speaking fluency. It aims also at increasing the opportunity for the students’ talking time and maximizing learners’ level of oral fluency.

3 Research Questions and Hypothesis

3.1 Research Questions

The main goal which is concerned within the process of teaching and learning is to develop students’ oral fluency. However, students in order to enhance this skill, they find some barriers that decrease their interaction and performance. In this research, we are going
to find a way to overcome this problem through the application of cooperative language learning strategy in English department at Oum El Bouaghi University.

On the basis of what is mentioned before, the following research questions would be addressed:

1. What attitudes do third year students and teachers have towards CLL strategy?
2. Does cooperative learning play any significant role in enhancing students’ oral fluency?

3.2 Hypothesis

On the basis of what has been mentioned before, we hypothesize that:

Students’ oral fluency would be enhanced through the application of CLL strategy.

4 Research Methodology

4.1 Method

Interviews and observations are more useful and reliable for better understanding; however, more time consuming. Because of time restriction, we may rely on questionnaire as a descriptive tool for gathering data and obtaining the efficient information that are needed, also, testing our hypothesis. So, we will direct two main questionnaires. First, we decide to conduct a teachers’ questionnaire in order to collect relevant information concerning the good way to enhance students’ oral performance, and whether they use some elements of cooperative strategy. Second, we decide to design another questionnaire to students in order to know what can motivate them and what attitudes they have towards cooperative learning.

4.2 Subjects
We intend to work with teachers who have at least two years experience of teaching to make sure that their answers are the product of their observation; we will select randomly a sample of twenty three (23) teachers for the study. We intend also to work with third year students at Oum El Bouaghi University since they have been studying English for three years, and at least have an idea about small group work and know what can really motivate them. As a sample, we will select randomly seventy (70) students out of population of three hundred (301) students of the two fields, language sciences in addition to literature and civilization.

5 Structure of the Dissertation

This dissertation will comprise mainly two chapters. We will start it with an introduction. For better understanding of the problem, the first chapter will be about the related literature, in other words, it deals with the speaking skill and cooperative language learning strategy. This chapter will be divided into two sections. The first section will be about Speaking Skill, we may deal with its definition, its main characteristics, and the definition of fluency and speaking fluency, also we may deal with the main activities that are used to enhance the oral fluency. The second section will be about the CLL; we will deal with its definition, the difference between cooperative, collaborative and group work, its main method, its main elements and its benefits. The second chapter will be devoted to the field of investigation, which will include a description of both teachers’ and learners’ questionnaires, an analysis of the data obtained, their interpretation and the pedagogical implementation in addition to the limitation of the work.
CHAPTER ONE

SPEAKING SKILL AND COOPERATIVE LANGUAGE LEARNING STRATEGY

Introduction

Certainly, the ability to speak fluently is the main aim behind learning the English language (EL). This is why speaking is considered as the favorable skill by students than other language skills. So, giving students the opportunity to speak is one of the main duties of the EFL teacher since classroom, of course, is the fitting place for developing the students’ oral fluency. However, for many, it is quite difficult because of the obstacles which prevent them to accomplish their aim. It was agreed that the traditional methods and approaches of teaching a foreign language (FL) did not help learners to achieve their goal since the emphasis is on the teacher’s role; while recent approaches focus more on the students’ role. Consequently, in recent years, there has been a shift from more traditional curriculum to more learner-centered instruction. So, the main principle of the up-to-date approach, Cooperative Language Learning is to give students the opportunity to use the target language (TL) in meaningful situations.

In this chapter, light will be shed on the speaking skill and CLL strategy. In section one, we will deal with common issues about speaking; definitions of speaking, including also its
main characteristics, then, we will talk about speaking fluency, with some focus on the main activities used for teaching speaking. In the second section, we are going to provide a clear picture about cooperative language learning strategy, by stating a clear definition followed by a comparison between cooperative, collaborative and group work. Also, the types of cooperative learning groups and the different methods that are used in cooperative language learning will be presented. In this section, we will include also some of its characteristics, and the goals of CLL will be discussed. Also, some of its benefits are considered.

**Section One: Speaking Skill**

1 **What is Speaking?**

1.1 **Definition**

According to scrivener (2005, p.29), in addition to the language system which consists of phonology, lexis, grammar, function and discourse, there is a great need to concentrate more on “what we do with language”. Scrivener meant that teachers in the process of teaching should make more efforts in order to help students master the four skills. Scrivener (2005, p. 29) also stated that

Teachers normally think of there being four important macro language skills: listening, speaking, reading, and writing. Listening and reading are called ‘receptive skills’ (because the reader or the listener receives information and does not produce it). However, speaking and writing, on the other hand, are the ‘productive skills’.
Figure 1: The Integration of the Four Skills (Widdowson, 2001, p. 57)

Due to this diagram and what is stated before by Scrivener, we can represent these skills by the activity of the language user. Thus, Listening and reading are grouped together under the sort of ‘receptive/ passive skills’ since the reader or the listener is just a receiver of information, in the sense that, he/she does not produce it. However, speaking and writing are considered as productive/ active skills in which the speaker or the writer is the one who construct the utterance. So, speaking is said to be an active/ productive skill; indeed, people all over the world, create thousands of words without making any considerable effort.

Speaking has a fundamental role in the teaching process since its nature is an interactive one; in other words, speaking is an important skill that students need to master. This skill needs special attention for the reason that it plays a crucial role in our personal lives and professional career through which people demonstrate their academic knowledge and thoughts, transmit their messages in the right situations and express their feelings, as Bygate (1987, p. vii) stated

It is a vehicle par excellence of social solidarity, of social status, of professional advancement and business. It is a medium through which much language is learnt, and which for many is particular conducive for learning. Perhaps, then, the teaching of speaking merits more thoughts.
In other words, speaking is considered as the brilliant medium in which more language would be learnt and helpful for the learning process to take place. Speaking by definition is an act of communication and considered as the basic skill that learners should master with other language skills. Nunan (1988) found that: “learners must learn not only to make grammatically correct, propositional statement about the experiential world, but must also develop the ability to use the language to get things done” (p.25). In other words, speaking is defined as a complex process which is not considered just as a system of language (vocabulary, grammar, phonetics and syntax) but it is more than this system; it is the process of sending and receiving messages through the use of verbal and non verbal expressions. In addition to that Luoma (2004, p.1) believed that: “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop”. Through this quote we can say that, speaking is not a simple skill and its complete mastery requires some experience and practice. Also, Bygate (1987, p. vii) defined speaking as “a skill which deserves attention every bit as much as literary skills, in both first and second languages”. In other terms, this skill is considered as the skill which needs special care, for both the mother tongue and the foreign language as it requires a firm confidence in one’s own abilities to reach his goals.

1.2 The Importance of Speaking

Within the traditional approaches of language learning and teaching, the speaking skill was ignored in many classrooms where the emphasis was mainly on reading and writing. As an example, Bygate (2009, p.402) stated that: “Classical Grammar Translation approach to language learning and teaching have long organized teaching and learning around written texts”. Moreover, Richards and Rodgers (2001, pp. 5-6) mentioned that the main reason behind learning a language is to read its literature through the analysis of its grammar. Also, they considered reading and writing as the primary skills to be developed; however, little
attention is given to the speaking and listening skills and almost none to pronunciation. So, the GTM focused on the grammar that guides learners to know about the language itself rather than learning how to use it. However, the need for communication and the demands for the use of language to communicate orally using FL lead to the appearance of other methods such as the Direct Method and the Audio-Lingual Methods. Yet, the learners who follow one of the previous methods found themselves unable to speak fluently when they communicate orally.

The lack of the traditional methods to make students able to speak and communicate orally gives the rise to the community language learning approach which focuses more on developing the speaking skill since the meaning of communication is ‘oral’ or ‘face-to-face’ interaction as it was stated by La Forge concerning the elaboration of the interactional view of language “language is people, language is persons in contact, language is persons in response” (1983, p. 9; as cited in Richard & Rodgers, 2001, p. 91). In the communicative approach, the main focus is on the speaking skill in which learners are expected to interact verbally, thus, learners should use the language orally. Within this approach, teachers should give students the chance to speak since their main role in this approach, as it stated by La Forge, is “to apprehend the sound system, assign fundamental meaning and to construct a basic grammar of the foreign language” (1983, p. 4; as sited in Richard &Rodgers, 2001, p. 91) by designing some activities that engage students to in verbal interaction and decrease the teachers’ talking time (TTT). That is to say, it is considered as learner centered approach in which much focus should be on the students to use the language more.

Nowadays, in the learning process of second language, learners focus more on the speaking skill because of its importance; in other word, the mastery of this skill helps them to master the other skills such as writing. The speaking skill is helpful for the development of vocabulary and grammar as well. With speaking, learners can express their personal feeling,
thoughts, opinions or ideas; to exchange information and response to someone else; to tell stories; inform or explain; request; converse and discuss.

1.3 The Main Characteristics of Speaking

It is very important to tackle the major characteristics of speaking performance, fluency and accuracy, since the dynamic use of the TL leads students to be competent. In the communicative approach, fluency and accuracy are the main characteristics since the emphasis of the communicative language teaching approach (CLT) is on the interaction among students or between teacher and students and are seen as complementary in achieving the speaking skill. For this reason, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy.

The main goal in teaching the productive skill of speaking will be oral fluency which is considered as the ability to speak easily, smoothly, confidently and without hesitation as it is stated by Hughes (2011, p. 67). IELTS(2007, p.12 as cited in Hughes; 2011, p.122) defined fluency in relation to coherent stated that

This criterion refers to the ability to talk with normal levels of continuity, rate and efforts and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration, or argument, and the use of cohesive devices (e.g. connectors, pronouns, and conjunctions) within and between sentences.

That is to say, fluency can be defined as the ability to respond in a consistent way through the production of complete and correct sentence, right pronunciation, using stress and intonation
and without too much hesitation (otherwise communication to break down because the listener lose interest or gets impatient).

Learners focus more on being fluent in their speech production of SL rather than being accurate which makes students’ speech characterized by a lot of errors, i.e. inaccurate speech. For this reason, teachers focus more on accuracy in order to help them create correct and complete speech. Hedge (2000, p.61) made the important point that “The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary.” Also, according to Lavery (2001, p.36), “Speaking a language involves using the components correctly, making the right sounds, choosing the right words and getting constructions grammatically correct. Pronunciation, grammar and vocabulary tasks will focus on the need for practice in language accuracy”. Therefore, learners should focus on their production of the spoken language, mainly, on the grammatical structure (the use of an appropriate grammatical structure), vocabulary (the appropriate selection of words) and also pronunciation (the practice of different sounds, voice, stress, intonation and being aware of them).

Achieving the degree of fluency is the important goal for TL learners, that is to say, to be able to express their ideas and thoughts easily; smoothly, without having to stop, hesitate or to think about what to say. However, they ignore one of the most essential characteristics of speaking which is accuracy; in other terms, speaking accurately means that you speak without errors of grammar and vocabulary. That is to say, they forget that when we learn a FL, we need to be fluent and accurate in our oral production. So, accuracy and fluency are considered as complementary.

2 Oral Fluency

2.1 The Definition of Fluency
The word fluency has its origins in the Latin Fluere which has the meaning of “to flow” which means to run. Fluent is the adjective which is defined in the Oxford English Dictionary (2003) as:

1. (Of a person) able to speak or write a specified language easily and well.

2. (Of a language or an action) expressed in a smooth easy way.

Segalowitz’s concept of fluency is similar to Oxford’s definitions, in which the term fluency is defined as “an ability in the second language to produce utterances smoothly, rapidly and accurately” (2003, p.384, as cited in Bygate; 2009, p.409).

What exactly fluency is? When we talk about someone as being “a fluent speaker” of French or when we say ‘she/he speaks the language fluently’, what do we mean exactly? In order to answer these questions, we may return back to Thornbury’s book ‘How to Teach Speaking’ (2000, p.6) in which he suggests clearly three factors of fluency. First, “pausing” is very important factor since the speaker needs to take breath; however, frequent pausing is a sign of struggling. The second important factor of fluency is “the appropriate placement of pauses”. There are natural sounding pauses which are occurring at the intersection of clauses, or after the group of words that forms a meaningful unit. The significant factor is the length of run; in other words, the number of the syllables between pauses. Fluency is related to the ability of the learner to perform better and to use the language speedily and easily. The concept of fluency relates to all four language skills; however, it is more related to the speaking skill. According to Hedge (2000, p. 54), “the term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation”. However, she proposes a second more holistic sense of fluency that is “natural language use” (p. 54) which
is likely to take place when speaking activities focus on the meaning and its negotiation, when speaking strategies are used, and when overt correction is minimized.

### 2.2 Speaking fluency

Brown (1994; as cited in Lazaraton; 2001, p.103) stated that “fluent speech contains reduced forms, such as: contraction, vowel reduction, and elision. So, learners who are not exposed to or who do not get sufficient practice with reduced speech will retain their rather formal-sounding full forms.” Oral fluency refers to the following indicators: speech rate, frequency of pauses and positioning of pauses. The speech of non-fluent English learners tends to be characterized by frequent pauses, repetitions and self-corrections (Hedge, 1993). Developing speaking fluency, therefore, entails developing the ability to speak without frequent pauses, repetitions and self-correction.

### 3 Activities Used in Teaching Fluency

If the main aim is to get students to speak in order to develop their fluency level, then, teacher to achieve that, SL students need to practice the language frequently through different activities inside the classroom. So, learners should be given sufficient exercise where they can use the target language spontaneously. If we assume that speaking the SL is an essential part of language learning, teachers must offer activities that engage communication among students.

#### 3.1 Reading Aloud

Reading aloud, according to Thornbury (2008, p. 70) is considered as “the natural next step” that can be classified between writing and speaking. It has the advantages of providing a safe framework within which learners focus on lower level feature of talk, such as:
pronunciation, without feeling stressed of what to say next. According to him and Mark Powell suggested four techniques for reading aloud that he called “sound scripting”.

1) Teachers give the learners a text in order to indicate where pauses fall naturally and its effects.

2) Students underline the stressed words in each chunk.

3) Then, they (i.e. students) come to a decision about the sequences of words that are slower or more deliberate.

4) Finally, practice reading the text they have been already prepared.

3.2 Dialogues

A dialogue by its nature is the interaction between people while they exchange their ideas and thoughts. According to Thornbury (2008, p.72), dialogue has a long history in language teaching since language is basically dialogic in its use. Dialogues are defined by Broughton, Brumfit, Lavell, Hill and Pincas (1980, p.77) as “one of the most versatile techniques for the presentation and practice of phonology, lexis and grammatical items”. In this activity, the teacher gives his/ her learners a certain topic and helps them to start speaking whatever they think through which the focus is on the grammatical and lexical structures.

3.3 Role play

Role play is considered as the major speaking activity type. In order to encourage and enhance the students’ oral fluency, Harmer (2001, p.274) proposed this activity which has a great influence on the learners by “taking a role of another character different from his own and learn from it”, that is to say, performing real life situations allow them a large amount of language. According to Harmer (1998, p.92) and Lavery (2001, p.44), role plays are considered as fluency tasks which require from students to imagine different situations and act according to those imaginary roles. According to Lavery (2001), this type of activity maximizes the students’ talking time through which they improve their oral fluency (p.44).
Role plays involve the learners in real life communication and help them reduce their fears of performing in front of people. According to Harmer (2001, p.275), “role-plays are effective when they are open-ended, so that, different people have different views of what the outcomes should be”. For Pachler and Field (2002, p.117), in order to make classroom communication of pupils more like “real communication”, students need to have the opportunity to define and express their own needs.

3.4 Group work

According to Harmer (2001, p.272), the buzz group is the one way to avoid the difficulties that face students when they practice discussion. So in this way, students have the possibility to discuss in small groups before asking any student to speak in front of his/her classmates since they have the opportunity to think what the ideas that are suitable to the situation are and to think also about the language to express them before asked to talk.

3.5 Discussion

According to Lazaraton (2001, p.10, as cited in Celce Murcia; 2001), discussion is, usually, the most frequently used activity in oral skills classes. Actually, the teacher introduces the topic to be discussed through the use of listening passages, videos or reading texts. After that, they are asked to get in pairs or small groups to discuss the topic mentioned before. So, “Panel discussion” is what teachers prefer. Usually, used in pairs or in groups; students in the group give their arguments about a given issue, and those students (from the audience) either agree or disagree. This activity is very effective, in the sense that it helps learners focus more on what they say rather than how to say it (fluency rather than accuracy).

To sum up, we have focused on the fact that for teaching speaking, teachers should provide students with effective activities that enhance their oral fluency. Teachers should adopt a wide range of techniques and procedures through which this aspect can be developed and promoted.
Section Two  Cooperative Language Learning Strategy

1 Cooperative language learning Strategy

1.1 Definition of Cooperative Language Learning

According to Richard and Rodgers (2001, p.193), “in second language teaching, cooperative learning has been embraced as a way of promoting communicative interaction in the classroom and is seen as an extension of communicative language teaching.” That is to say, CLL shares approximately similar principles of the communicative language teaching. Cooperative learning is an instructional strategy which is based on the division of students into small groups working collectively and helping each other on a specific task in order to achieve a common academic goal as it is acknowledged by Cohen, Manion and Morrison(2004, p.179) that: “students working together in small groups to accomplish shared goals”. And as defined by Johnson and Johnson (2005), Cooperative learning is “the instructional use of small groups such that students work together to maximize their own and each other’s learning” (p.117). That is to say, all the group members have to contribute in
enhancing their learning and each others’ learning when they are working cooperatively. Also, Richard and Rodgers (2001, p.192) defined cooperative language learning as: “part of a more general instructional approach also known as collaborative learning. Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom”.

Cooperative language learning has been defined by many researchers, each of whom spotting light on a particular aspect but in essence, all definitions; more or less, fall within the same scope. One definition of CLL is that of Johnson et al (1994; as cited in Richards & Rodgers, 2001)

Cooperation is working together to accomplish shared goals. Within cooperative situations, individual seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other’s learning. It may be contrasted with competitive learning in which students work against each other to achieve an academic goal such as a grade of «A» (p. 195).

In fact, they drew the consideration to cooperation as a distinguished principle of CLL, rather than competition in learning. In cooperative learning, they pointed out that learners benefit more from sharing each other’s thoughts rather than working alone. As for Olsen and Kagan (1992, p. 8; as cited in Richard & Rodgers, 2001),

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (p. 192).
This definition implies that CLL entails learners learn from each other in pairs or small groups. CLL in this context emphasizes learner accountability in which each member of the group is responsible for his own contribution to activity.

1.2 The Differences between Cooperative, Collaborative and Group Work

Classroom structures include many instructional processes; one of them is when students are working together in which they learn from each other, but there are three main strategies that teachers use in order to get students work together. In other words, there is a clear distinction between cooperative, collaborative and group works. Johnson and Johnson (2005) explained them as follows:

Cooperative language learning and group work as stated by Woolfolk (2001) are not one, not in the same coin; these terms are different as it is mentioned in the following quote:

The term groups learning and cooperative are often used as if they mean the same. Actually, group work is simply several students working together, they may or may not be cooperating. Cooperative learning is an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group.

Group work is one way through which the classroom activities are organized. So, the teacher gives students a group assignment. Lump and Haney (1998, p. 123) defines group work as “pupils working together in small groups”.

Another thing that is worth mentioning is the distinction between CLL and collaborative learning. Cooperative learning is often regarded as a synonym of collaborative learning and sometimes is used in the same sense (China & China, 2009). However, according to some other researches, there are some differences among the two of them. As an example, Brown (2000, p.47) made a clear distinction between the cooperative and collaborative learning.
According to Oxford (1997, p.443, as cited in Brown 2000, p.47), cooperative learning is “more structured, more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups than collaborative learning”. Dooly (2008) on one hand defined cooperative learning as the process that facilitates the achievement of a target goal through the collective work. On the other hand, Oxford (1997, p.444; as cited in Brown 2000, p.47) stated that in collaborative learning, the learner engages “with more capable others (teachers, advanced peers, etc) who provide assistance and guidance”. Dooly (2008) also argued that the main aim behind collaborative learning is to make the learner responsible for his learning for working together and building their knowledge in a collective way. So, collaborative and cooperative learning differ in two points. First, the level of the learners in the group work. Second, in the cooperative learning, the teacher still has a role as a controller of the class in order to know what is going on the groups. However, in collaborative learning, the learners have the responsibility of their learning.

2 Types of Cooperative Language Learning Groups

Johnson et al (1994, p.4-5; as cited in Richard & Rodgers 2001, p.196 and Lee S.W. 2005, p. 118) described three types of cooperative learning groups. They are

2.1 Formal Cooperative Learning Group

In this type of CL group, students are ranged for one class period to several class sessions. These are established for a particular activity such as decision making, problem solving, writing a report, reading a chapter, etc in which students are working together in order to achieve a shared learning goals.

2.2 Informal Cooperative Learning Groups

In this ad-hoc type that may last from a few minutes to a class period. This type is used by teachers in direct teaching to focus students’ attention or facilitate the learning process through a set of pre instructional decisions. They meant that teachers have to decide the
objective of the lesson to be acquired, the group’s size, the method of assigning students to
groups, students’ role, and the needed material to conduct the lesson and the arrangement of
the room. After that, he should explain to his students the academic task and the group
structure to the class, also the required concepts and the expected social skills.

2.3 Cooperative Base Groups

This type is considered as “long-term, lasting for at least a year”, this type of groups
consist of heterogeneous learning groups with stable membership whose primary purpose is
to allow the group members to give each other the support, help, encouragement, and
assistance they need to succeed academically and to develop cognitively and socially in a
healthy ways.

3 The Cooperative Language Learning Methods

Cooperative language learning is shaped as an up-to-date method; however, it is not.
Cooperative learning is an approach which provides students with a well clear structure from
which they can learn from one another. As a result of the wide spread of this approach, many
cooperative learning methods are presented. Currently, it is possible for teachers to select
from a wide variety of cooperative methods to attain different teaching outcomes. Some of
these methods which have been broadly and widely used are Student team-Achievement
Division, Jigsaw and Group Investigation.

3.1 Students Team-Achievement Division (STAD)

According to Salkind (2008, p. 191),

STAD is a cooperative learning method developed by Robert Slavin that is
used in learning factual content (e.g. vocabulary, social studies or science
information) as well as discrete skills (e.g. spelling, math computation or
language mechanics skills). Typically, this type of CLL method is used in
the end of a unit of instruction to promote active students practice in preparation for a test on the content.

According to Slavin (1995, p.78; as cited in Richard & Rodgers; 2001 and Naughton: 2004) STAD is where the teacher presents the lecture and the students should be assigned in heterogeneous groups of four or five which are mixed in academic performance, sex and race or ethnicity working with their teams in order to achieve a target goal, i.e. the goal of the team is “to make sure that their teammates have learned the material.” Then, the students take individual quizzes and the success is based on their improvement. In other words, students’ quiz scores are compared to their own past average, and points are given to each team based on the degree to which students work harder and perform better than their own earlier performance. These points are then summed to obtain team scores. This individual accountability motivates students to do a good job by explaining to each other as the only way to ensure team success is for all team members to master the information and the skills being taught. According to Coelho (1992, p.132; as cited in Richard & Rodgers: 2001, p. 197), in team group students have the same material and the practice should follow the traditional teaching in which the teacher presents a new material and this is the good way students to get in groups. Students in the group should know the answer of the question and can give an explanation of how the answer was obtained. The main objective of the group work is to do well in the quizzes. When the teacher asks the question, any one of the group may be selected to answer. STAD is one of the simplest methods, which is a good model to begin with for teachers who are new to the cooperative approach.

3.2 Jigsaw Method

The Jigsaw method is one of the earliest models of CL processes, and it was developed by Elliot Aronson (1978) as it is stated by Salkind (2008, p.191). The Jigsaw II is provided by Slavin (1994, as cited in Croawford, Saul, Mathews, & Makinster; 2005, p.56). This method
is used when the material is in a narrative or expository form (such as learning from a chapter in a text, doing a research report) and when the goal is content knowledge rather than skills. Students work in heterogeneous teams, exactly as in STAD. It employs expert and home groups in order to help each other. The teacher uses this method when students are reading text, chapters, stories, or listening to a presentation. The teacher in this method prepares in advance sheets of the lesson that contains different topics for each team member to concentrate on while they read. When everyone has finished reading, then students from different teams with the same topic meet in an “expert group” to discuss their topics. The experts then return to their teams and take turns teaching their team members. However, it is important that the teacher prepare some question in advance and allow enough time for everyone to finish. However, in the original Jigsaw, according to Aronson (1978; as cited in Richard & Rodgers: 2001; Naughton: 2004) and Richard and Rodgers (2001, p.197), the material is broken down into sections, each group receives different section. Then, teammates are regrouping in an expert group which is composed of those who have the same section, in order to discuss, prepare and master their part. Then, the teammates go home (jigsaw group) in order to discuss their information with each other. After that, each student produces an assignment of part of group project, or takes a test in order to demonstrate synthesis of all information. Jigsaw is one of the most flexible of the cooperative learning methods. In second language acquisition, this method would be very conductive to discussion and negotiation of meaning in the target language.

3.3 Group Investigation

Group investigation is a form of cooperative learning that dates back to John Dewey (1970, as cited in Slavin, n.d., p.11) and stated by Salkind(2008, p. 191) that “this type of CLL developed by Shlomo Sharan and Rachel Hertz-Lazarowitz in Izrael that focuses on developing social skills and peer relations while learning academic content.” In this method,
group composition is based on students’ interest, and it is heterogeneous. Slavin (n.d., p.112) believed that “cooperative interaction and communication among classmates are best achieved within the small group, where exchange among peers and cooperative inquiry can be sustained.”

As the name suggests and according to Richard and Rodgers (2001, p.197), group investigation requires the students to seek information from a variety of sources inside and outside the classroom. In group investigation, groups choose different topics from a unit studied by the entire class. A central role to group investigation is students’ cooperative planning of the learning task. Each group member takes part in determining what they want to investigate in order to solve the problem, in other words; students divide the topic into subtopics for each member of the group. Then, students investigate the appropriate information through the use of different resources that they need. After that, students produce their information for a group presentation to the whole class; of course each one in the group has a role to play in the presentation. Group investigation exposes students to constant evaluation by both classmates and by the teacher more than traditional whole-class instruction. This kind of evaluation is more appropriate for advanced levels. In second language acquisition, group investigation offers many opportunities for meaningful language use.

4 The Main Characteristics of Cooperative Language Learning

The careful structuring of learning groups is the key to the right cooperative learning. There are five essential components to structure such groups, the key elements are building interdependence, the designing of interactive processes, and accountability … the building of social skills around such areas as decision making, communication, and conflict management is also fundamental to cooperative learning. There that should be present for small group
learning to be truly cooperative. Structuring these five essential elements is critical to the success of formal cooperative learning groups.

4.1. Positive Interdependence of CLL

The heart of the cooperative group is the improvement and maintenance of positive interdependence among group members. Richards and Rodgers (2001) stated that: “Positive interdependence occurs when group members feel that what helps one member helps all and what hurts one member hurts all” (p.196). It means each group member has a unique role to make and the success of the group depends on each other to accomplish a shared goal. Group members should be aware that their efforts not only benefit themselves but also the whole group; in other words, without the help of one member, the group is not able to reach their goal, as stated by Richard and Rodgers (2001); Naughton (2004) that “it occurs when the success or failure of each group member is linked to the success or failure of the entire group”.

4.2 Group Formation

Group formation is an important factor for cooperative learning group in which the group members discuss their project and how they attain their goals. This process makes the learning groups focus on their maintenance, facilitates their learning, ensures that members receive feedback on their participation, and reminds students to practice. Richards and Rodgers (2001, p.196) stated that “group formation is an important factor in creating positive interdependence”. According to them, many factors should be considered in setting up groups: first, the size of the group, which is typically from two to four, depends on the activity that designed by the teacher, also, the students’ age and the time restrictions. Second, the selection of the factors around which the students’ groups will be formed can be selected by the teacher, random, or students-selected. Third, suggesting students’ role in groups: each group member has a specific role to play, such as noise monitor, recorder, or summarizer.
4.3 Individual Accountability

In cooperative learning, each member in group is responsible for the success of the cooperative group. Individual accountability, according to Richard and Rodgers (2001); Naughton (2004), is to take into account both group and individual performance. The group assumes responsibility for getting set of goals and each individual is responsible not only for his part of the task but also for helping others to success, thus, creating an atmosphere of achievement. Richard and Rodgers (2001, p. 197) acknowledged that “individual accountability involves both group and individual performance, for example, by assigning each student a grade on his/ her portion of a team project or by calling on a student at random to share with the whole class, with group members, or with another group.”

4.4 Social Skills

Social skills are defined by Hill and Flynn (2006, p.55) as “communication, trust, leadership, decision making and conflict resolution”. The students need to know how to interact successfully with their colleagues. According to Richard and Rodgers (2001, p.197), “Social skills determine the way students interact with each other as teammates. Usually, some explicit instruction in social skills is needed to ensure successful interaction”.

4.5 Structuring and structure

While it is clear that all the other characteristics (e.g. individual accountability, social skills, etc...) enhance the achievement outcomes of cooperative learning, there is some evidence that carefully structuring interactions among students in groups also can be effective. Richards and Rodgers (2001, p. 197) stated that “structuring and structure refer to ways of organizing student interaction and different ways students are to interact such as three-step interview or Round Robin”. The round robin is the structure which designed in order to give everyone in the group an equal chance at participation. When the class is divided into small group; one person appointed as the recorder. An open-ended question is
posed and students are given time to think about the answers individually. Next, members of the team share responses with one another, round robin style. The recorder writes down the answers of the group members.

5 Goals of Cooperative Language Learning

The main important goal of cooperative language learning in the second language learning is communicative interaction. There is a great deal of support for the idea that interaction among students on learning task will lead to improve student achievement. Students will learn from each other contribution to classroom discussions.

Richards and Rodgers (2001, p.193) considered that in the language learning its goals are:

1. To provide occasions for naturalistic second language acquisition through the use of interactive pairs and group activities.
2. To provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g., content-based, foreign language classrooms, mainstreaming).
3. To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.
4. To provide opportunities for strategies learners to develop successful learning and communication strategies.
5. To enhance learner motivation and reduce learner stress and to create a positive affective classroom climate.

Thus, these constitute the main goals of cooperative language learning in language teaching. Clearly, cooperative goals create pro- academic norms among students; have important effects on students’ achievement.

6 Benefits of Cooperative Learning Strategy
Cooperative language learning is an influential approach mainly for its vital role that it plays in enhancing students’ learning and providing more occasion for communication. CLL, then, has many advantages for language learning from the perspective of second language teaching; McGroatry (1989; as cited in Richards & Rodgers, 2001, p. 195) offered the potential advantages for ESL students in CLL classrooms:

6.1 Sociological Dimension

Using cooperative learning is principally a stuff of a teacher's approach to teaching process. In this element, Williams (2003, p. 139) argued that teachers who “believe that their job is to prepare young people for successful lives in a functioning society have little difficulty recognizing that cooperation and collaboration have social and educational benefits that make work groups an important part of the classroom experience.” There are many positive results of using cooperative learning on the social relationships.

6.1.1 Interaction

As opposed to traditional classes where the teacher is the focal character, learner-centered instruction gives learners the opportunity to interact with each other, share their ideas and discuss them before confronting the class as whole as it is stated by Webb (1982; as cited in Crawford, Saul, Mathews & Makinster, 2005, p.48). This, of course, leads to lowering anxiety. According to Crandall (as cited in Arnold, 1999, p. 233), “In cooperative classrooms, students learn to rely on each other and also have the security of knowing that they will have several opportunities to rehearse a contribution before they are asked to share it with the larger class”. Woolfolk (2004) emphasized the importance of students’ interaction with the teacher or other peers “in order to test their thinking, to be challenged, to receive feedback, and to watch how others work out problems” (p. 41). She also stated that “communicating with others makes students use, test, and sometimes change their thinking abilities” (ibid, p. 42).
Scrivener (1994) provided a list for some ideas to promote interaction in class. Some of these ideas turn around the principles of CLL including:

- make use of pairs and small groups to maximize occasions for students to speak.
- encourage interaction between students rather than only between student and teacher. Get students to ask questions, give explanations, etc to each other rather than always to you.
- encourage cooperation rather than competition …we learn from others and from working through our own mistakes.

Therefore, the teacher should establish a cooperative atmosphere between learners order to avoid conflicts between students. In fact interaction with other students can be beneficial for both proficient and weak learners. The latter would benefit through getting more information and knowledge, whereas good learners would explain to their peers with the result that they would rehearse that they already know. However, it should be noted that setting students in groups does not automatically result in interaction between members of the group. Interaction occurs when group members behave in such a way as to influence one another. (Dörnyei & Malderez; as cited in Arnold, 1999). Cooperative language learning as acknowledges by Cohen, Manion and Morison (2004, p.180) is an aid to defeat the obstacle in groups including mixed-abilities, and physically handicapped children.

### 6.1.2 Positive Interdependence

In cooperative tasks, each learner performs a given role. This, of course, is cooperation which according to Crandall (as cited in Arnold, n.d.) “Is more than just collaboration, where it is possible to complete a task or develop a product without the contribution of each of the members?” (p. 2). It means that on the one hand, learners would be independent from the teacher and on the other hand, they would be dependent on each other. Consequently, the success of the whole group would depend on the success of each member and vice versa.

### 6.1.3 Development of Social Skills
In cooperative activities, students need to develop “skills in negotiating (clarifying, seeking clarification, checking for comprehension, probing for more information) as well as interaction skills in turn taking, listening, encouraging, helping, disagreeing” (Bernett; Rolheister-Bennett & Stevanh, 1991; as cited in Arnold, nd. p. 3). CLL equally aims at providing “a vehicle for critical thinking and problem solving, and to encourage collaborative social skills.” (Calderon, 1987; as cited in Christison, 1990, p.140). Also, Crawford, Saul, Mathews and Makinster (2005, p.48) stated that “promoting interpersonal and intergroup understanding students who work in cooperative groups are more likely to learn to get along with people of different sexes and from different social groups. They are also likely to develop stronger self-concepts”.

### 6.1.4 Promotion of Cooperation

CLL seeks to promote cooperation between students rather than competition to one another. In this element, Richards and Rodgers (2001) put it that CLL “is an approach designed to foster cooperation rather than competition” (p. 195). From Oxford’s (1990) standpoint, “Cooperation implies the absence of competition and the presence of group spirit” (p. 145). However, “cooperation” does not automatically stand in opposition to “competition”). Similarly, Crawford, Saul, Mathews and Makinster (2005, p.48) highlight the effects of group work on cooperation between students stating that "students in cooperative learning groups learn to cooperate with others. Cooperation is increasingly recognized as important life skill, both for productive work on the job, for happy family life, and for participation on a democratic society”.

### 6.2 Psychological Dimension

Brown (2000, p.47) stated that research has exposed the advantages for cooperative learning on such factor as “promoting intrinsic motivation, heightening self-esteem, creating
caring and altruistic relationships and lowering anxiety and confidence” (Oxford, 1997, p.445; as cited in Brown; 2000, p.47)

6.2.1 Anxiety

According to Richards and Rodgers (2001), CLL is used “to enhance learner motivation and reduce learner stress and to create a positive affective classroom climate” (p. 193). Cooperative language learning is the way to overcome the most threatening danger which is the fear of failure to success in their learning through giving the opportunity for students to interact with each other and receive the criticism before they face the whole class, in that case, the level of anxiety is reduced. It is also supported by Kessler, Price and Wortman (1985; as cited in Crawford, Saul, Mathews & Makinster (2005, p.48) “cooperative learning reduces classroom anxiety created by new and unfamiliar situations faced by students”.

6.2.2 Motivation

In teaching foreign language, the main problem that faces teachers is how to motivate students. That is to say, teachers and students face a real problem which is the lack of an effective learning strategy that enhances the students’ motivation and help teachers to create a healthy environment for both teaching and learning processes to take place. It is stated by Johnson and Johnson (1989; as cited in Crawford, Saul, Mathews & Makinster; 2005, p.48) that by putting students into groups and giving them activities that involve interdependence, each one in the group becomes responsible for achieving a common goal. Then, students are motivated by teams as well as by seeing their own contributions accepted by the group. That is to say through the application of CLL students’ motivation level would be increased.

6.2.3 Self-esteem

According to Johnson and Johnson (1989; as cited in Crawford, Saul, Mathews & Makinster; 2005, p.48), the primary benefit of the cooperative language learning is that it develops students’ self-esteem which gives students the chance to participate in their
learning. Children self-esteem was enhanced in a majority of studies; Slavin (as cited in Cohen, Morrison & Manion; 2004, p.180) wrote that one of the main benefits of cooperative learning is the raising of self-esteem when the members of the group feel valued by their peers and are achieving in academic terms.

### 6.2.4 Self-confidence

It is generally known by psychologists that higher self-confidence and higher self-esteem have a crucial role in the success of the language learning. According to Slavin (1990; as cited in Crandall, 1999), unlike competitive classroom, cooperative one enhances both self-confidence and self-esteem. Students’ involvement in the whole group would make them feel that they are more recognized by their peers, thus, would feel more successful in their learning.

In conclusion, CLL is an approach that was found to have many advantages and benefits on both psychological and sociological dimensions.

**Conclusion**

Throughout this chapter, we shed some light on both variables. In the first section, we focused on oral fluency as the aspect that should be enhanced in the teaching process, in addition to that, we provided some activities that teachers may focus on in order to enhance students’ oral fluency. In the second section, we focused on CLL strategy which is considered as the approach that was found to have many advantages and benefits on many dimensions.
CHAPTER TWO

FIELD OF INVESTIGATION

Introduction

So far, we have presented a review of related literature about oral fluency and cooperative language learning strategy. The next important step of any research design is the field of investigation. So, this chapter is devoted to the practical part that we did in order to test and investigate our hypothesis.

This research project aims at identifying both teachers’ and students’ perception towards cooperative language learning strategy and at investigating the role of this strategy in promoting students’ oral fluency. We rely on questionnaire as a descriptive tool to investigate the previous aims. As a first step in this chapter, we start by the methodology to be used, in which we present the formulated hypothesis to address the questions of the study. In addition to that, further it identifies both population and the sample in addition to the choice
of the method which is also included. The next step is about the description, analysis and the interpretation of the results which, in turn, help us confirm or disconfirm our hypothesis about using the CLL strategy to enhance the students’ oral fluency. We provide two sections. The first one deals with the questionnaire in which we state the main aim behind this questionnaire, also a description of the students’ questionnaire, its administration, the analysis of its results and of course a brief discussion. The second one is about the teachers’ questionnaire which includes the same points stated in the previous part. Finally, the research limitations, the suggestions and recommendations are also included.

1 Methodology

1.1 Research Design

As we stated earlier in the introduction that the main aim behind this research study is to investigate both students and teachers’ attitudes towards the Cooperative Language learning and to identify its role in enhancing students’ oral fluency. So, on the basis of what has been mentioned before, the current study addressed the following questions:

- What attitudes do third year students and teachers have about CLL strategy?
- Does CLL play any significant role in enhancing students’ oral fluency?

In order to answer these questions, we hypothesized that students’ oral fluency would be enhanced through the application of CLL strategy.

The study consists of two variables, the independent variable of this study is CLL as a teaching strategy and the dependent one is oral fluency.
1.2 Population and Sampling

In the current study, the targeted population is 301 third year LMD English students belonging to Language Sciences and Civilization fields, at Larbi Ben M’Hidi University, Oum El Bouaghi for the academic year 2014. The selection of such population was based on the consideration that accuracy is the aspect enhanced in the first years; i.e. with beginners; fluency is more encouraged and applied with more advanced level. In addition to that, third year students have already experienced the concept “oral fluency” with their teachers in the previous years and we believe that they have some background knowledge about the speaking strategies that enhance their oral fluency.

Giving the impossibility to conduct the research to the whole population, we have selected a sample made up of seventy students (70) to represent the entire population.

However, our target population of teachers consists of all teachers in the English department at Larbi Ben M’Hidi University. The questionnaire is administered to twenty three (23) of them as a sample of this study. The selection of such sample was based on the consideration that those teachers have the experience in teaching (at least two years) to make sure that their answers are the production of observations.

1.1. Choice of the Method

Choosing the suitable method to carry out our research depends on many factors as Beiske (2002) stated that there are several factors which play a great role in determining the method that the researcher needs to answer the research questions and to confirm the stated hypotheses such as the time available, the sample under investigation and the nature of the research.

Since the aim of the study is to identify both teachers’ and students’ perception towards CLL and to determine its role in enhancing students’ oral fluency, a questionnaire as a
descriptive tool is the appropriate one for gathering enough information from the chosen sample.

1.3.1 Questionnaire’s Definition

Questionnaires are considered as the most useful common and the widely used methods for collecting data in second language research. According to Brown (2001, p.6; as cited I Dorney, 2003) “questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”. That is to say, a questionnaire is a set of items that should be stated clearly, in a simple language, these items either open-ended or closed ones.

1.3.2 Advantages of the Questionnaire

According to Dorney (2003) questionnaire has a many advantages that could be summarized in the following points:

- Collecting a large amount of information in less than one hour, that is to say, it is time constraints.

- Do not consume too much effort especially by using computer software.

- It is a versatile instrument. In other words, it can be used successfully with a variety of people, in a variety of situations targeting different topics.

2 Students’ Questionnaire

2.1 Aim of the Questionnaire

This questionnaire is mainly designed in order to examine the students’ consciousness of the speaking skill and identify their attitudes towards CLL. It also attempts to investigate
their awareness towards the teachers’ techniques that are used in teaching the oral fluency as an aspect in the speaking performance and to get hold of the students’ opinions about whether CLL enhances their oral fluency since students are the main variable of this research, their views and opinions are very crucial to test the stated hypothesis.

2.2 Description of the Questionnaire

For this research project, we are designing a questionnaire where students are given identical instructions before they complete it. They were asked to answer the questions by reading them carefully and putting a tick in front of the most suitable answer(s) for each question and they had the opportunity to add any relevant information. The questionnaire is composed of five sections (general information, students’ perception of the speaking skill, students’ perception of teachers’ activities in teaching speaking, students’ attitudes towards CLL and students’ evaluation of cooperative group work).

The students’ questionnaire consists of twenty nine questions (see appendix A). The items required answers with dichotomies (yes, no), or to tick the most suitable answer(s) from a series of options, or open questions where they are asked to give their opinions or to explain their choices.

2.2.1 Section One  General Information (Q 1-Q 2)
This section is devoted to the students’ background. The students are asked to indicate their attitudes towards English in the first question. In the second question, students are asked about their choices to learn this language.

**2.2.2 Section Two Students’ Perception of the Speaking Skill (Q 3- Q 10)**

This section contains seven (7) questions which seeks information about some aspects of the speaking skill. In the first question of this section (Q 3), students are asked to tick the most important language skill that they need to master most, then, they are asked to give a full explanation for their choices (Q 4). In the next question (Q 5), students are asked about the importance of the speaking skill in English, three rating options are proposed and ranged from very important, important, and less important. In the following question (Q 6), students are asked to state whether they find speaking in English very difficult, difficult or an easy task. The next question (Q 7) is designed to generate information about how can students rate their level of fluency in English; whether it is high, above, average, bellow, low or they do not know. Then, in Q 8, they are asked about who does most of the talk in the classroom, the teacher or the students. After that, they are asked in the following question (Q 9) whether or not they find some problems when they speak. In the last question of this section (Q 10), they are asked to pick the aspects that describe their speech from a variety of options.

**2.2.3 Section Three Students’ Perception of the Teachers’ Activities in Teaching Speaking (Q 11- Q 15)**

This section aims at gathering enough information on some teachers’ activities that are used in teaching speaking and the way students want it to be applied. The first two
questions in this section seek information about students’ preference of how the speaking task be carried out. So, in the Q 11, students are asked about the activities that they enjoy best; multiple choices were given: group work, role play, problem solving, and discussion. The next question (i.e., Q 12) investigates the students’ preferences of individual, pair or group work. Then, they are required to justify their choices in Q 13. In the next question (Q 14), students are asked about the frequency that students asked to work in groups by their teachers. Q 15 investigates the students’ preferences for setting the groups, from a set of options students are required to tick the most suitable for them.

2.2.4 Section Four: Students’ Attitudes Towards CGW (Q 16-Q 26)

This is the extremely important part of the questionnaire. In the first question of this section (Q 16), students are asked about the CLL strategy whether they heard about it or not. In the following question (Q 17), students are asked to state the insistence of their teachers on them to use the English language in the group work. In Q 18, students are asked whether their teachers raise their awareness towards the skills of CGW or not. In the following question, students are asked to say whether their teachers tell them how to get new information, ask and respond to get questions, or evaluate their performance. Then, in question 20, students are asked to state whether they are motivated when they work in group from a set of options. Then, they are asked to clarify their answers. In Q 23, students are asked to say whether GW helps them to ask and respond to more questions, learn to listen to different opinions, develop social skills for getting along with others or respect others ideas and opinions. In the next question (Q 24), students are asked if they find it difficult to work cooperatively with their classmates or not. Then, in Q 24, they are asked to state some of these problems. After that,
students are asked to state if their teachers try to solve the problems encountered when they are working with their peers in Q 26.

2.2.5 Section Five: Students’ Evaluation of Cooperative Work (Q 27- Q 29)

The first question of this section (Q 27) investigates the students’ evaluation of CGW; it aims at seeing whether or not it helps them in improving and developing their oral fluency. After that, they are asked in Q 28 to give their justification for their choices. The last question (Q29) designed in order to seek information about the students’ speaking characteristics when they work cooperatively.

2.3 Administration of the Questionnaire

It is worth mentioning that the questionnaire took place in April 22, 2014, at the English department. The questionnaire was administered to seventy (70) students in the session of “Educational Technology” at 11:00 in Amphi 14 for one hour and half. All of the questionnaires handed back at the end of the session. The questionnaire was administered in a friendly and relaxed environment. The questions were clear enough in order to help the students understand and thus provide us with the appropriate answer, also, they have the freedom to ask about anything may be they did not understand in the questionnaire.

2.4 Analysis of the Results

2.4.1 Section One General Information

1. Do you like English?

Table 1

The Students’ Feelings towards English Language Learning
A quick glance at table ‘1’ will reveal that 67 participants that is the majority of our sample (95.71%) affirm that they like English. This may confirm that only this sample went for English as a first choice. However, only 4.29% of the participants state that they dislike English. This explains a lack of motivation and thus lack of interest.

2. Is it your choice to study English?

Table 2

Students’ Self-choice for Studying English

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>57</td>
<td>81.42</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>18.58</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>
From the results obtained in table 2, 57 subjects making up 81.42% opt for ‘yes’. This means that this portion confirms our interpretation of the previous question. However, only 13 subjects what makes only 18.58% opt for ‘no’. Through this question, we confirm our interpretation about those 3 subjects who did not like English; in addition, for the other 10 candidates, we assume that they like English but their baccalaureate degree did not allow them to follow the sphere they wanted.

2.4.2 Section Two  Students’ Perception of the Speaking Skill and Oral Fluency

3 Which of the following skills do you consider as the most important skill that you need to master?

Table 3

<table>
<thead>
<tr>
<th>The Desired Skills to be Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Options</td>
</tr>
<tr>
<td>a. Reading</td>
</tr>
<tr>
<td>b. Writing</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>c.</td>
</tr>
<tr>
<td>d.</td>
</tr>
<tr>
<td>All</td>
</tr>
<tr>
<td>c+d</td>
</tr>
<tr>
<td>a+c+d</td>
</tr>
<tr>
<td>c+b</td>
</tr>
<tr>
<td>d+a</td>
</tr>
<tr>
<td>a+b</td>
</tr>
<tr>
<td>d+b</td>
</tr>
<tr>
<td>c+d+b</td>
</tr>
<tr>
<td>c+a+b</td>
</tr>
<tr>
<td>c+a+d</td>
</tr>
<tr>
<td>a+b+d</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

**Figure 4: The Desired Skills to be Mastered**

This question is designed to generate information about the students’ most desired skills to be developed and the needed skill to be mastered first. Therefore, we ask them to tick the
most important skill that they need to master first. The classification we get from the table above is as followed: first, 34.29% of the respondents pick speaking skill; second, 11.43% of the subjects pick the four skills; third, speaking and listening together, writing, reading came in the same rank with 8.57% for each. Fourth, listening come next with 5.71%. Then, we notice that about 22.88% of our respondents tick more than one option.

To begin with, we notice that speaking is considered as the first needed skill to be mastered. For those subjects, speaking is the most difficult and important skill than other skills. This means that students are interested in acquiring the speaking skill and being able to communicate with simple and spontaneous language that is to say to be fluent speakers and this may be due to its importance in the English oral communication. However, 8 subjects believe that all the skills are important and needed to be mastered all together. As for speaking and listening, reading, and writing only 6 subjects for each considered it as the most desired one. So, no more than 6 subjects believe that both speaking and listening are needed to be developed together and at the same time since they are interrelated and go in the same coin. And only 6 respondents believe that writing is the most needed skill that they need to be able to write simple, correct and well-organized passages and this means to be accurate writers. In so far as reading is concerned, as we mentioned before just 6 subjects believe it to be the most needed skill to be developed may be because it provides them with a large amount of vocabulary items (quality and quantity) and enlarge their repertoire. However, only 5.71% of the respondents believe that listening is the most needed skill and put it in the first position and this is due to the fact that before any oral production they need first to receive the message.

In the following question, subjects asked to give a full explanation for their choices.
4 Whatever your answer is, please say why.

Table 4:

Students’ Justifications towards the Desired Skills to be Mastered

<table>
<thead>
<tr>
<th>Options</th>
<th>Justifications</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Important</td>
<td>5</td>
<td>7.14</td>
</tr>
<tr>
<td></td>
<td>Means of communication</td>
<td>6</td>
<td>8.57</td>
</tr>
<tr>
<td></td>
<td>Exchanging ideas</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Reaching good level</td>
<td>2</td>
<td>2.86</td>
</tr>
</tbody>
</table>
In all possibilities, those students who opt for speaking stated that speaking is the most important skill that we need to develop first. One of them saying that “speaking is the means of communication through which you can express your ideas, exchange opinions and thoughts and being fluent speakers is the sign of mastering the English language.” For most students speaking is the only way to demonstrate their knowledge and reaching a good level. However, the portion that states all of them gives the following explanation “mastering a language obliges the learner to master the four skills”. This means that the four skills are interrelated, if you do not read, you cannot write, and if you do not listen, you cannot speak. Those who stated that listening and speaking together give the following explanation “they are interrelated”, that is to say, when you listen to native speakers, you listen the right sounds and when you speak you should be fluent speaker in order to help the listener understand the message conveyed. Whereas, those who declare that reading is the most important stated that

<table>
<thead>
<tr>
<th></th>
<th>Sign of mastering English</th>
<th>4</th>
<th>5.71</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Sign of mastering the language</td>
<td>6</td>
<td>8.57</td>
</tr>
<tr>
<td></td>
<td>Interrelated</td>
<td>2</td>
<td>2.86</td>
</tr>
<tr>
<td>Listening+ speaking</td>
<td>Interrelated</td>
<td>6</td>
<td>8.57</td>
</tr>
<tr>
<td>Reading</td>
<td>Enlarging the vocabulary amount</td>
<td>5</td>
<td>7.14</td>
</tr>
<tr>
<td></td>
<td>Enhancing the writing skill</td>
<td>1</td>
<td>1.43</td>
</tr>
<tr>
<td>Writing</td>
<td>Improving accuracy</td>
<td>5</td>
<td>7.14</td>
</tr>
<tr>
<td></td>
<td>Further studies</td>
<td>1</td>
<td>1.43</td>
</tr>
<tr>
<td>More than one option</td>
<td>No justifications</td>
<td>20</td>
<td>28.57</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>
mastering the reading skill is the crucial and the best way to enhance your vocabulary and learning more about the way of delivering information at the level of writing task. However, those who believe that writing is the most needed skill give the coming argument “to rich accuracy”. So, they need to develop writing to improve their grammar, vocabulary, syntax. And others state that writing is important for anyone who aspires to go further in their studies.

5 Do you find speaking in English?

Table 5:

The Degree of Speaking Importance

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>52</td>
<td>74.29</td>
</tr>
<tr>
<td>Important</td>
<td>18</td>
<td>25.71</td>
</tr>
<tr>
<td>Less important</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 5: The Degree of Speaking Importance

Through this item, we are trying to have an idea about the students’ perceptions about the importance of speaking. 52 students (i.e. 74.29%) state that speaking is very important in the
learning process of English and this is due to the fact that speaking is the only means through which they interact and participate in the classroom. 18 students (i.e. 25.71%) inform that speaking is important in the EFL classes, whereas no one choose the third option, that is to say, those students are those who shift their interest from speaking skill to other skills such as writing, listening or reading. From these results, we understand that most third year students consider speaking skill as the most important skill that they need to master first.

6 Do you think that speaking is?

Table 6:

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very difficult task</td>
<td>3</td>
<td>4.28</td>
</tr>
<tr>
<td>Difficult task</td>
<td>51</td>
<td>72.86</td>
</tr>
<tr>
<td>Easy task</td>
<td>16</td>
<td>22.86</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 6: Students’ Attitudes towards Speaking

The main aim behind this question is to get information concerning the students’ evaluation of speaking skill in English. They are asked to state whether they consider
speaking English an easy, difficult or very difficult task. The great portion (72.86%) consider speaking in English as a difficult skill, against 22.86% believe that speaking as an easy task, and only 4.28% of our respondents find it very difficult. From this ranking of speaking by difficulty, most of them find it as a difficult task since they need to develop their oral production to be more fluent; however, those students, who consider it as an easy task, may be are those students who are more sociable and extrovert persons who has the ability to interact and produce the language easily.

7. Which of the following describes your level of fluency in English?

Table 7:

Students’ Consideration of their Speaking Level

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>High average</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Above average</td>
<td>24</td>
<td>34.29</td>
</tr>
<tr>
<td>Average</td>
<td>31</td>
<td>44.29</td>
</tr>
<tr>
<td>Below the average</td>
<td>1</td>
<td>1.43</td>
</tr>
<tr>
<td>Low average</td>
<td>3</td>
<td>4.28</td>
</tr>
</tbody>
</table>
Figure 7: Students’ Consideration of their Speaking Level

This item is considered as a support to the one just proceeding (Q 6). In this item, students are asked to describe their fluency level. They are expected to choose from high to low or I do not know. The majority of respondent (i.e. 31 students translated into 44.29%) state that their level is average and about 34.29% say that their level is above average. 7% of the respondents’ state that their level is high average. However, just one respondent state that his/her level is below the average and only 4.28% considers that their level is low average; whereas 4 of them have no idea about their level. From these results, we consider that students usually related their level of oral fluency to the amount of participation, in other
words, those who consider their level as high, above and average are those who participate more in the classroom, in contrast those who consider their level as bellow and low are those who either do not participate or they participate from time to time. So, they consider their participation level as the basic point under which they describe their fluency level.

8. Who does most of the talk in the classroom?

Table 8:
Students and Teachers’ Amount of Talking

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>46</td>
<td>65.71</td>
</tr>
<tr>
<td>Students</td>
<td>24</td>
<td>34.29</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 8: Students and Teachers’ Amount of Talking

This question seeks to get information about the speaking rate of both students and teacher. From the table 8, we notice that the teacher talks more than students. Teachers should give students the opportunity to speak since classroom is the suitable place in which students produce and interact verbally. However, the results show that the majority of
students (65.71%) stated that teacher amount of talking is more than students’ one. This declares that teachers are more talkative and this can be interpreted in terms of the over use of the traditional method which is teachers centered. That is to say, the teachers’ methodology hinders the students’ motivation to practice language; this is why, teachers should create many activities that enhance their oral fluency.

9. When you speak, do you find some problems?

Table 9:

Students Consideration of Their Speaking Problems

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>53</td>
<td>75.71</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>24.29</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 9: Students Consideration of Their Speaking Problems

In this item, students are asked to state whether they have problems when they speak or not. About 76% believe in that; however, 24% of the respondents state that they have not any problem in their oral production. From these result, we recognize that the majority of students are conscious about their speaking problems.
10. Which of the following aspects describe your speech?

Table 10:
Aspects’ of Students’ Speech

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Redundancy</td>
<td>8</td>
<td>11.43</td>
</tr>
<tr>
<td>b. Hesitation</td>
<td>18</td>
<td>25.72</td>
</tr>
<tr>
<td>c. Pausing for long time</td>
<td>5</td>
<td>7.14</td>
</tr>
<tr>
<td>d. Inaccurate</td>
<td>11</td>
<td>15.71</td>
</tr>
<tr>
<td>e. Lack of information</td>
<td>13</td>
<td>18.57</td>
</tr>
<tr>
<td>a + b</td>
<td>2</td>
<td>2.86</td>
</tr>
<tr>
<td>b + c</td>
<td>6</td>
<td>8.57</td>
</tr>
<tr>
<td>a + c</td>
<td>4</td>
<td>5.71</td>
</tr>
<tr>
<td>a + b + c</td>
<td>2</td>
<td>2.86</td>
</tr>
<tr>
<td>b + d + e</td>
<td>1</td>
<td>1.43</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 10: Aspects of Students’ Speech
Through the previous question (Q 6), we recognize that most students consider speaking skill as the difficult skill, and as a support for the previous question in which students state that they their speech is characterized by a lot of problems (see question 9). In this question, we intend to know about the most problems that describe their speech. From the table, the most scored aspect is hesitation by 25.72%. Then, 18.57% of our respondents stated that they sometimes lacking information, thus, they cannot speak for a long period of time. Respectively, 13.57% stated that they are not accurate; therefore, they cannot speak in front of their classmates, followed by 11.43% of our respondents who state that their speech is characterized by redundancy. However, others (21.43%) state more than one option, such as redundancy and hesitation, etc. From these results, we reflect the main problems that are needed to be detected in order to improve their oral fluency.

2.4.3. Section Three  Students’ Perceptions of the Teachers’ Activities in Teaching Speaking

11. Which of the following activities did you enjoy best?

Table 11:

<table>
<thead>
<tr>
<th>The Most Enjoyable Activities in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Options</td>
</tr>
<tr>
<td>a. Group works</td>
</tr>
<tr>
<td>b. Role play</td>
</tr>
</tbody>
</table>
In this item, students were asked about the most enjoyable activity. From the given statistics, we notice that discussion is the most favorable activity for students (31.43%), followed by group work with 28.57%, then, 14.28% of the respondents choose role play. Then, some students rate both group work and discussion as the good way for carrying any aspect. Only 10% of the respondents consider problem solving as the enjoyable activity. So,
we consider that students have different styles of learning, enjoy different activities. Therefore, they are aware of these techniques.

12. In the learning process, do you prefer?

Table 12:

Students’ Preference of Different Types of Arrangement

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Individual work</td>
<td>20</td>
<td>28.57</td>
</tr>
<tr>
<td>b. Pair works</td>
<td>18</td>
<td>25.71</td>
</tr>
<tr>
<td>c. Group works</td>
<td>24</td>
<td>34.29</td>
</tr>
<tr>
<td>a + b</td>
<td>2</td>
<td>2.86</td>
</tr>
<tr>
<td>a + c</td>
<td>2</td>
<td>2.86</td>
</tr>
<tr>
<td>b + d</td>
<td>4</td>
<td>5.71</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 12: Students’ Preference of Different Types of Arrangement
In this question, students are asked to state whether they prefer individual, pair, or group work. So, the main aim behind this question is to tick the most preferable type which helps us to see the enjoyable kind of instruction for students. As it is visible in the table, there have no major difference between the three types mentioned before; however, the majority of respondents (34.29%) indicate that they enjoy best group works rather than other types. This reveals that they are more sociable and have an extrovert personality. Then, 28.57% prefer working individually which implies that those students are more introvert persons. However, pair work is seen to be more preferable for 18 students than other tasks which translated into 25.71%. From this portion, we assume that they are not extremely extrovert or not confident. Whereas, some students choose more one choice, this result may attributed to the fact that students have the ability to work in all these methodologies, in other words, they can work alone in order to achieve good results in their tests, as well as, they can work in pairs and groups where they have the ability to express and exchange ideas with others. That is to say, this portion implies that students have different perceptions towards different type of arrangement.

13. Whatever your answer is, please justify

Table 13:

Students’ Justifications of the Chosen Type

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group works</td>
<td>Respecting others</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Learning how to ask and</td>
<td>11</td>
</tr>
</tbody>
</table>
Those students opt for group work are considered as sociable and have an extrovert personality, those students enjoy best exchanging ideas with others and strengthen their feeling to take risks in speaking. Their explanation concerning this point is as follow, group work teaches them how to respect others’ ideas and opinions (12.86%), learn how to ask and respond to more question (15.71%), in addition to that, they state that group work is important because of the opportunity that is given to them to open the floor for free discussion (5.71%) where they feel comfortable to interact with their classmates, sharing information in the learning process. The second portion, 4.28% of the respondents state that they like more to work individually since they have higher level; they state that they do not like working with others who have lower level. Others (11.43%) argue that they feel free and comfortable to work individually to express their ideas without any intervention, it also enable them to evaluate their work and discover their level. Others (5.71%) say that group

<table>
<thead>
<tr>
<th>respond</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Free discussions</td>
<td></td>
<td>5.71</td>
</tr>
<tr>
<td>Individual works</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher level</td>
<td></td>
<td>4.28</td>
</tr>
<tr>
<td>Evaluation of their level</td>
<td></td>
<td>7.14</td>
</tr>
<tr>
<td>Feel free</td>
<td></td>
<td>11.43</td>
</tr>
<tr>
<td>Source of problems</td>
<td></td>
<td>5.71</td>
</tr>
<tr>
<td>Pair works</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exchanging ideas</td>
<td></td>
<td>25.71</td>
</tr>
<tr>
<td>Other options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No justifications</td>
<td></td>
<td>11.43</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
works are a source of problems. However the third portion (18.71%) claims that working in pairs is the good way to exchange ideas with their partner. However, those who choose different options (11.43%) do not give any explanation concerning their choices.

14. How often does your teacher ask you to work in groups?

Table 14:

Frequency of Using Group Work

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rarely</td>
<td>5</td>
<td>7.14</td>
</tr>
<tr>
<td>Sometimes</td>
<td>45</td>
<td>64.29</td>
</tr>
<tr>
<td>Often</td>
<td>16</td>
<td>22.86</td>
</tr>
<tr>
<td>Always</td>
<td>4</td>
<td>5.71</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 13: Frequency of Using Group Work

From table 12, we notice that the majority of students (i.e. 64.29%) state that their teachers sometimes set them in groups; however, others state different points with different
percentages. 22.86% of our candidates state that they are often set in group works, then, 7.14% of our sample state that they are rarely asked to work in groups, and only 5.71% of our respondents say that they are always grouped together. That is to say, most of teachers are aware of group work use in the teaching process as a pedagogical strategy.

15. Do you prefer setting the groups on the basis of?

**Table 15:**

**Factors of Setting Group Works**

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>3</td>
<td>4.29</td>
</tr>
<tr>
<td>Proficiency</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td>Preference</td>
<td>13</td>
<td>18.57</td>
</tr>
<tr>
<td>Randomly</td>
<td>31</td>
<td>44.28</td>
</tr>
<tr>
<td>b+ c</td>
<td>1</td>
<td>1.43</td>
</tr>
<tr>
<td>a+ d</td>
<td>1</td>
<td>1.43</td>
</tr>
</tbody>
</table>
In the previous question, students stated that their teachers set them in groups; let us know the preferable factor of setting the groups. From the table 15, we consider that students who prefer to set the group randomly make of 44.28%. Some others, about 30%, prefer to set the groups on the basis of proficiency since this factor reflects their willingness to work with those who are as proficient as them. Then, 18.57% prefer to choose their peers, because they do not want to work with others and this may help them to perform better. Coming to the factor of gender, only 4.29% indicate that this factor is important. So, the factor of gender is not important for all students and they have not any problem to work with the opposite sex. From the results obtained from this question, we can say that, students like to exchange ideas and abilities with their classmates.

2.4.4 Section Four Students’ Attitudes Towards Cooperative Language Learning

16. Have you ever heard of cooperative language learning?
The statistics in table 14 show that more than half of the respondents or about 51.43% know the Cooperative strategy; however, about 48.57% state that they have never heard about it. That is to say that the majority of students knows about this strategy and is likely to have positive attitudes towards the cooperative learning groups which will enhance their learning process.

17. Does your teacher insist on using English to speak with each other when working in small groups/pairs?

Table 17:
Teachers’ Insistence of Using English

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>53</td>
<td>75.71</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>24.29</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 16: Teacher’s Insistence of using English

This item is designed in order to know from students whether their teachers insist on them to use the English language when they are working in groups. From the table above, the majority of students report that their teachers insist on them to use the English language. However, only 24.29% of our respondents disconfirm this statement. So, we come to the following results, teachers are aware of the speaking skill which has a role in enhancing the student’ oral fluency through encouraging them to use English to exchange and discuss ideas.

18. Does your teacher raise your awareness towards cooperative group works?

Table 18:

Raising Students’ Awareness Towards the Skills of CL
A quick glance at the results stated in the table 18, we find that the majority of students (61.43%) indicate that their teachers raise their awareness toward the skills of CLL that would really help them in establishing effective learning. That is to say, cooperative group does not mean only to put students in groups, rather to involve them in more participation. So, those teachers want to achieve good results from CL groups. However, 38.57% of our respondents disconfirm their teachers’ role in drawing their attention to the fact that CG requires some skills that students need to master. This can only interpreted in terms of teachers’ ignorance of the necessary skills that they should know to avoid the confusion between the traditional group work and this one.

19. If ‘yes’, does he/she tell you how to?

Table 19:
Techniques of Raising Awareness Toward CL

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Get information</td>
<td>11</td>
<td>15.71</td>
</tr>
<tr>
<td>b. Respond to more questions</td>
<td>9</td>
<td>12.86</td>
</tr>
<tr>
<td>c. Evaluate your performance</td>
<td>15</td>
<td>21.43</td>
</tr>
<tr>
<td>a+ b</td>
<td>5</td>
<td>7.14</td>
</tr>
<tr>
<td>a+ c</td>
<td>3</td>
<td>4.26</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 18: Techniques of Raising Awareness Toward CL

This item is a support for the previous question (Q 18), in which we suggest some skills to know which of them teachers focus more on. The majority state that their teachers focus more on self evaluation (about 34.88%). However, 25.58% explore that their teachers teach them how to get information by much emphasis on exchanging ideas and information during the group work. Less than 21% maintain that their teachers tell them how to respond to questions. However, about 20% claim that teachers focus on more than one skill as the statistics show. From this result, we can say that most of teachers aware of raising students’
consciousness of CL. That is to say, teachers help their students to see the values and the skills of this strategy.

20. When the teacher asks you to work in groups, are you?

Table 20:

**Students’ Reaction to GW**

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very motivated</td>
<td>20</td>
<td>28.57</td>
</tr>
<tr>
<td>Motivated</td>
<td>32</td>
<td>45.71</td>
</tr>
<tr>
<td>Less motivated</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Not motivated</td>
<td>4</td>
<td>5.72</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 19: Students’ Reaction to GW

This question seeks information about the students’ reaction to CLL. The statistics in the table 20 show that the majority of students (about 32 translated into 45.71%) state that they are motivated when they work in groups. However, 28.57% of our respondents see they that are very motivated, 20% of the respondents’ state that they are less motivated, and only 5.72 are not motivated at all. From these results, we can say that students have a positive attitude toward GW and this is why they are motivated to learn. However, those who are not motivated (5.72%) are those who like individual work more.

When we compare these results to those of the previous question (Q 20), we can reveal that, it is true that the majority of students prefer to work in groups are those who are motivated where they can exchange ideas freely and use as much as they can the language orally more than in individual works; therefore, it increases their time talking and decreasing TTT.

21. Whatever you answer is, please say why.

Table 21:

Students’ Justification Concerning the Motivational Factor of GW
In the previous question, we stated that the statistics show that the great number of students state that they are motivated to work in groups since they like to work in groups (about 14.26%). One of the respondents (1.43%) state that he/she enjoys group works because he/she benefits from it by learning from each other, in addition to that, 30% of our respondents state that this strategy helps them in discovering and correcting mistakes. Coming to very motivated, students stated approximately the same points as for the previous point. However, those who opt for less and not motivated argue that they prefer individual work.

22. How much did you learn from cooperative language learning?

Table 22:

The Amount of Learning When Working in Groups

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivated</td>
<td>Liking group works</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Learning from each others</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Correcting mistakes</td>
<td>21</td>
</tr>
<tr>
<td>Very motivated</td>
<td>Working together</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Exchanging ideas</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Correcting their mistakes</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Having more chance to speak</td>
<td>7</td>
</tr>
<tr>
<td>Less and not motivated</td>
<td>Liking individual works</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>
It is said that group work is beneficial and helpful in the learning process and motivated them to learn new skills. However, others have the opposite view about working in groups. The table above is an evaluation about the students’ amount of learning from group work. The statistics show that 42.86% state that they learnt a lot from the group work. However, 37.14% admit that they learn a little. Some of them (11.43% respondents) state that they learn nothing and only 8.57% of our respondents claim that they learn too much. This indicates that this way of learning helps them to accomplish their goals and benefit from it so much.

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>6</td>
<td>8.57</td>
</tr>
<tr>
<td>Much</td>
<td>30</td>
<td>42.86</td>
</tr>
<tr>
<td>Little</td>
<td>26</td>
<td>37.14</td>
</tr>
<tr>
<td>Nothing</td>
<td>8</td>
<td>11.43</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>
In comparison to the results obtained in Q 20, students who are motivated to work in groups are those who learn much from it, and only 8.57% state that they learn much more from it; however, we find that some of the respondents learn little from it. This indicates that although they are not motivated to work in groups and like much more individual works, they learn from it (at least little).

23. Do you feel that group work helps you to?

Table 23:

Advantages of Group Work

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ask and respond to more questions</td>
<td>3</td>
<td>4.29</td>
</tr>
<tr>
<td>b. Learn to listen different opinions</td>
<td>13</td>
<td>18.57</td>
</tr>
</tbody>
</table>
c. Develop social skills  8  11.43

d. Respect others ideas   6  8.57

All                      13  18.57

a+ c                     1  1.43

b+ d                     14  20

A + b+ c                 7  10

Total                    70  100

Figure 21: Advantages of Group Work

This item investigates the advantages and effects of GW on the sociological side of students. A quick glance at the table 23 states that 20% state that GW helps them to listen to different opinions and respect others’ ideas and opinions. However, 18.57% of our respondents believe that GW teaches them all these skills. The same number of students opt for the second option. And others (about 8, 7, 6, 5 respondents) choose the third choice which is developing social skills for getting along with others, a+ b+ c, respect others’ ideas and
opinions, c+ d respectively. From these results, we understand that almost all students have learnt from the GW.

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

Table 24:

Difficulties Encountered in GW

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>47.14</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>52.86</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 22: Difficulties Encountered in GW

From the table 21, we can notice that the majority of students (about 52.86%) record that they have not any problems when they are working together in groups; however, 47.114% state that they have some problems when they work together. One possible interpretation for these results, those who say ‘no’, they prefer to work cooperatively and helping each other to make the learning process more easily and in their views working
with others does not seem to create problems. The rest who say ‘yes’ favor more individual work.

25. If ‘yes’, which of the following problems do you usually face when working in groups?

Table 25:

Students’ Consideration of their Problems when they Work in Groups

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Expressing ideas</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>b. Correcting mistakes</td>
<td>4</td>
<td>5.71</td>
</tr>
<tr>
<td>c. Lacking information</td>
<td>6</td>
<td>8.57</td>
</tr>
<tr>
<td>d. Less opportunity to speak</td>
<td>4</td>
<td>5.71</td>
</tr>
<tr>
<td>All</td>
<td>1</td>
<td>1.43</td>
</tr>
<tr>
<td>a+ b+ d</td>
<td>4</td>
<td>5.71</td>
</tr>
<tr>
<td>a+ c+ d</td>
<td>2</td>
<td>2.86</td>
</tr>
<tr>
<td>a+ d</td>
<td>4</td>
<td>5.71</td>
</tr>
<tr>
<td>b+ c+ d</td>
<td>1</td>
<td>1.43</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>
From the statistics of table 25, the majority of students state that they have the problem to express their ideas to the members of the group and this may be due to the lack of fluent language. About 8.57% of our respondents state that they lack information about the given topic. However, we notice that both less opportunity to speak and when the group members correcting their mistakes are in the same coin; for each one of them 5.71% of our respondents. However, others (17.1%) point more than one choice. This means that students have different problems that teachers should take care about in order to treat them when they make their students work in groups.

26. Does the teacher try to solve the problems encountered?

Table 26:

Rate of Teachers’ Involvement in Solving Students’ Problems

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>57.14</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>42.86</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 24: Rate of Teachers Involvement in Solving Students’ Problems

The main aim behind this item is to have an idea about the teacher’s role in solving these problems. Apparently, the majority of respondents (about 57.14%) state that their teachers help them to solve the problems encountered. This means that those teachers take care about the students’ problems. On the other hand, 30 students out of the whole sample admit that their teachers do not try to solve the problems encountered when working in groups. This means that students do not tell their teachers about their problems, in addition to that, teachers do not control their students when they are working in groups.

2.4.5 Section Five: Students’ Evaluation of Cooperative Work

27. Do you think that cooperative group work helps you improve your oral fluency?

Table 27:

Students’ Evaluation of CL in Enhancing Oral Fluency

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
<td>71.43</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>28.57</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>
The minority of respondents (28.57%) state that this strategy did not enhance their oral fluency, whereas the majority (71.43%) of the respondents opts for the opposite side. This means that the high portion of the sample stated that this strategy helps them to improve their oral fluency. So, they recognize the benefits of GW in improving their fluency.

Q 28. If ‘yes’, please say how?

In this question, students were asked to state how this strategy (cooperative group work) can help them in improving their oral fluency. Students believe that exchanging information helps students to express their ideas and therefore using the FL. In addition to that, they state that cooperative group learning is more helpful in enhancing their fluency since they have the opportunity to use the TL between each others, thus, it helps shy /introvert learners through raising their self-confidence and decreases their stress which improve their fluency.
Q 29. When you work in groups/pairs, do you speak with

Table 28:

**Students’ Views about Their Speaking Performance when working in Groups**

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Confidence</td>
<td>34</td>
<td>48.57</td>
</tr>
<tr>
<td>b. Doubt</td>
<td>12</td>
<td>17.14</td>
</tr>
<tr>
<td>c. High self esteem</td>
<td>4</td>
<td>5.71</td>
</tr>
<tr>
<td>d. Low self esteem</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e. Anxious</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>f. Unanimous</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>a+ c</td>
<td>9</td>
<td>12.86</td>
</tr>
<tr>
<td>b+ e</td>
<td>1</td>
<td>1.43</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 26: Students’ Views about Their Speaking Performance when working in Groups
From the statistics that are shown in the table 28, we notice that the majority of our candidates (48.57%) state that they feel more confident when they work in groups. We find also that 17.15 % opt from two choices stating that they benefit too much from group work and when they work cooperatively they speak with more confidence and with high self esteem. In addition to that, we notice that 5.71% of our sample state that they speak with high self esteem. On the other hand, we find that some students state that do not benefit from this strategy, we find that 17.14 % state that they are confident speakers when they work in groups. Also, 10% of our sample believe that they are stressed in addition to 1.43% who opt for two choices and stating that they are doubt and anxious when they work cooperatively. These results indicate that our students develop their oral fluency when they work in groups.

2.5 Discussion

In the light of the obtained result, we deduce the following points:

1. In Q 3, the majority of students (34.29%) consider speaking skill as the important skill that they need to master in addition to the writing skill. That is to say, through speaking they express their needs, exchange ideas and communicate with others. Concerning other skills, they believe that they are interrelated, thus, mastering this skill will help them mastering others.

2. As we mentioned in the first chapter, speaking skill is considered as the most important skill that students need to master. Through the results obtained in Q 5, all students assess its importance in learning a FL; therefore, they price also its difficulty.

3. Through Q 7, we consider that the current level of third year students in terms of oral fluency is considered as above (34.29%) and average (44.29%). That is to say, students have the ability to learn the English language and develop their fluency.
4. The obtained results in Q 9, the majority of students (75.71%) at Larbi Ben M'Hidi University argue that they have some problems in their oral production such as hesitation, redundancy, and pausing for a long time. These problems in turn are seen as barriers to develop their oral fluency. Therefore, teachers need to find some solutions to overcome these problems.

5. Concerning Q 11 which is about the enjoyable activities for students, they have different views. However, the majority of them consider both discussion (31.41%) and GW (22.86%) as the most enjoyable activities since they can exchange ideas and use the language orally. That is to say, teachers should focus more on such activities in order to increase their motivation in addition to developing their oral fluency.

6. Concerning the students’ arrangement which is stated in Q 12, students show different preferences for the classroom arrangement. However, most students (34.29%) prefer to work in groups which give them the chance to use the language. Also, in Q 15, they show different positions concerning the factors of setting the groups. Relating to this point, teachers should decide upon which factors the groups should be based on.

7. In Q 17, students state that their teachers advise them to use the English language when they work in groups (75.71%) since working in groups is the only chance to use the language orally.

8. Concerning the implementation of CGW, the majority of the students state that they have positive attitudes concerning its use in the classroom. In Q 22, and 23, students state that they learn much from it in varying degrees, learn how to ask and respond to more questions, learn to listen to different opinions, develop their social skills and how to respect others’ ideas, it means that they are ready for such technique to be implemented.

9. Through the obtained results in Q 24, 47.14% of our students state that they have some problems with their peers when they work in groups which are considered as obstacles
behind the success of the work. In addition to that, 57.14% of the respondents in Q 26 state that the majority of their teachers help them in solving those problems.

10. Concerning the results obtained from the last two questions, the majority of our students (71.43%) declare that CGW has a great role in enhancing their oral fluency. That is to say, this strategy helps them to speak with more confidence, high self esteem and low anxiety; therefore, they can speak correctly, without hesitation and without repeating much time.

We can conclude stating that this strategy has a great role in enhancing students’ oral fluency which confirms our hypothesis.

3Teachers’ Questionnaire

3.1 Aim of the Questionnaire

This questionnaire aims at investigating the teachers’ forms of teaching oral fluency aspect and to see whether teachers prefer to work with CLL rather than the traditional method and to identify their perception towards CLL and to check out whether or not this pedagogical strategy has an effective role in enhancing the students’ oral fluency.

3.2 Description of the Questionnaire

The teachers’ questionnaire is made up of 26 items. We have divided this questionnaire into six sections, each focusing on a particular aspect. So, this questionnaire contains different types of questions closed and open-ended questions. Through closed questions, teachers are required to answer by “yes/ no”, or to tick the appropriate answer from a set of options. However, through open-ended questions, teachers are asked to give their personal opinions or background information about the subject. In the design of this questionnaire, we rely on the research related literature.
3.2.1 Section One Background Information(Q 1-Q 2)

This section which is made up of two questions is devoted to get background information about the chosen sample of teachers. So, the first question aims at gathering information about the teachers in terms of their degree. In the second question, teachers are asked how many years they have been teaching. In other words, this question is about their teaching experience.

3.2.2 Section Two Teachers’ Perception Towards Teaching Speaking and Oral Fluency(Q 3-Q 9)

This section is about the teachers’ concern with teaching speaking. So, the main aim behind this section is to investigate teachers’ attitudes towards both teaching speaking and oral fluency. The first question of this section is about skills they focus on. In the next question, they are asked to justify their choices. In the following question (Q 5), teachers are asked about the amount of their talk in the classroom because learners are supposed to talk more than teachers. The next question (Q 6) seeks information about whether teachers encourage their students to speak during the session. Moreover, Q 7 is designed in order to obtain enough information from teachers concerning the main speaking aspects teachers usually focus on in their class, so, they are asked to tick from the options that are stated either fluency, accuracy, both, or none of them. Then, in Q 8, they are asked to explain why they focus on such aspect. In Q 9, teachers are asked to describe their students’ level of oral fluency in English from a set of options, whether it is high, above, average, bellow or low level.
3.2.3 Section Three  Teachers’ Perception Towards CLL (Q 10- Q 16)

This section is designed to explore the use of CLL. In Q10, teachers are required to state if they have ever used CLL. Then, they are asked to explain why they use this strategy (Q11). Q 12 is designed to gather enough information concerning the preferable methodologies for teachers. That is to say, teachers are required to choose whether they prefer to make students work either individually, in pairs, or in groups. Question 13 seeks information about the frequency of setting students to work in groups. Q14 investigates the way the groups are set up, that is to say large groups or small groups. In addition to that, Q15 seeks information concerning the factors according to which the groups are formed, that is to say teachers need to state on which basis they formulate the group works. Of course, a set of options are given to choose from them. In the last question of this section (Q 16), teachers are asked to state whether they emphasize the use of the English language inside the classroom or not.

3.2.4 Section Four  Teachers’ Evaluation of CLL (Q 17- Q 21)

In the first question of this section (Q 17), teachers are asked about their students’ level of motivation when they work in groups. The next question (Q18) seeks information about the teachers’ opinions about the main characteristics of CLL strategy. In Q 19, teachers are required to indicate whether their students face problems when they are working together in groups or not. Then, in question 20, they are required to state some of the problems that students can come across when they are working cooperatively, if their answer in the previous question is a positive one. In the last question of this section, teachers are asked to tick from the options stated or to give other solutions for such problems.
3.2.5 Section Five: The Role of CW in Enhancing Oral Fluency (Q 22-Q 25)

In question 22, teachers are asked to pick the activity / activities that they used most. Multiple choices were given: group work, problem solving, telling stories, role play and stimulation, presentation, debates and discussion, and dialogues. In the following question (Q 23), teachers are required to say whether they think that CLL enhances the students’ oral fluency or not and then they have to justify their answers by stating how this can happen. In the next question (Q 25), teachers are asked about students’ speech characteristics when they work cooperatively.

3.2.6 Section Five  Further Suggestions (Q 26)

This section contains only one question, in which teachers have the freedom to give any kind of suggestions or comments concerning the study under investigation.

3.3 Administration of the Questionnaire

Our target population consists of all teachers in the English department at Larbi Ben M’Hidi University. The questionnaire is administered to twenty three (23) teachers as a sample of this study. The selection of such sample was based on the consideration that those teachers have different experiences in the teaching process that benefit us and give us relevant information concerning students’ perception about the different methodologies followed in developing their oral fluency which is our concern.
The questionnaire was handed to twenty three teachers; however, **only three teachers** handed back their questionnaire in the same day. Others handed it back, approximately, after one week.

### 3.4 Analysis of the Results

#### 3.4.1 Section one: Background Information

1. Degree held:

   **Table 29:**

   **Teachers’ Academic Degree**

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHD</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>MA</td>
<td>19</td>
<td>82.61</td>
</tr>
<tr>
<td>MASTER</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td>BA</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

![Bar chart of Teachers' Academic Degree](chart.png)

**Figure 27: Teachers’ Academic Degree**
As we have seen in the table 64, the majority of respondents (82.61%) have a Magister degree. In the second position come those who have Master (8.69%). In the last position come the degree of PHD, and license with 4.35% for each degree. This means that the sample is considered as representative as possible to which the study is designed to. That is to say, our sample has high degrees which made it possible to obtain relevant information.

2. How long have you been teaching English?

**Table 30:**

**Teachers’ Teaching Experience**

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One to five</td>
<td>14</td>
<td>60.87</td>
</tr>
<tr>
<td>Five to ten</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>More than ten years</td>
<td>6</td>
<td>26.09</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 28: Teachers’ Teaching Experience**

As the table shows, from our sample we have 6 teachers who have the experience of teaching for more than ten (10) years. So, their responses will be of great importance in comparison with others who have a short experience. In the second position, we notice that
13.04% of teachers have five to ten years of experience in the field of teaching. However, the majority of teachers (about 60.87%) have been teaching from one to five years. From these results, we can say that nine teachers (39.13%) who have the experience of teaching can give us more reliable information concerning our topic; also those who have less experience can give us information about what they observe in their learning and teaching experience in order to add relevant information.

3.4.2 Section Two: Teaches’ Perception Towards Speaking and Oral Fluency

3. Which skills do you focus on?

Table 31:

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>speaking</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>speaking + listening</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>speaking + writing</td>
<td>7</td>
<td>30.43</td>
</tr>
<tr>
<td>speaking + reading</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Speaking + listening + reading</td>
<td>2</td>
<td>8.39</td>
</tr>
<tr>
<td>writing + listening + speaking</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td>all of them</td>
<td>4</td>
<td>17.39</td>
</tr>
<tr>
<td>no answers</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>
This question is designed to get information about the skills that teachers most focus on. The results show that in the first position, 30.43% of the respondents pick both speaking and writing skills. In the second position come all the skills with 17.39%. Then, we notice that 13.04% of our respondents choose speaking. Also, speaking and listening together are chosen by 13.04% of our respondents. After that, writing, speaking and listening come in the same rank with speaking, listening and writing with 8.69% for each. Fourth, listening and speaking together are chosen just by one respondent. However, we find that one teacher from the sample does not choose any skill. In the following question, teachers are asked to give a full explanation for their choices.

Figure 29: Teachers’ Focus on the Four Skills
4. Whatever your answer is, please say why.

Table 32:

Teachers’ Reasons Behind Language Skills’ Choices

<table>
<thead>
<tr>
<th>Options</th>
<th>Reasons</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking+ writing</td>
<td>Productive skills</td>
<td>7</td>
<td>30.43</td>
</tr>
<tr>
<td>Speaking+ reading</td>
<td>Fundamental components</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Speaking</td>
<td>It needs more practice</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>Speaking + listening</td>
<td>OE needs both of them</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>Listening+ speaking</td>
<td>Measurable skills</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td>+writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>Interrelated</td>
<td>4</td>
<td>17.39</td>
</tr>
<tr>
<td>Others</td>
<td>No answer</td>
<td>3</td>
<td>13.14</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

In this question, teachers are required to explain their choices. Those who opt for speaking and writing state that all the skills are important and it is difficult to separate them; however, 30.43% of our respondents choose both speaking and writing stating that they are the most important ones since these are considered as the productive skills which are most needed to deal with intensively in the classroom and the more difficult skills to acquire. The one who choose both speaking and reading (4.35%) state that reading is the fundamental component of any curriculum. Thus, reading facilitates access the data of all kinds. Also, speaking is considered as an important skill because learning a FL does not mean only to know about it but also how to use it. Others (13.43%) state that speaking is the most important skill because they consider students as learners of English; they are supposed to practice it. They state that students are supposed to master all skills, yet most of the
communication is done orally. However, those teachers (13.04%) who consider both speaking and listening state that they are teachers of OE where most of their focus should be on those skills since they are interrelated and both help students to improve better their level of oral proficiency. Those who choose listening, speaking and writing (8.69%) explain their answer by telling that these skills are the most important measurable competences. On the other hand, we have 17.39% who state that all the skills are important since they are interrelated. However, we find that 13.04% of our teachers do not give us any reasons behind their choices.

5. In the classroom, are you the one who talk?

Table 33:

**Teachers’ Amount of Talking Time**

<table>
<thead>
<tr>
<th>options</th>
<th>subjects</th>
<th>percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>more</td>
<td>15</td>
<td>65.22</td>
</tr>
<tr>
<td>sometimes</td>
<td>4</td>
<td>17.39</td>
</tr>
<tr>
<td>when it is necessary</td>
<td>4</td>
<td>17.39</td>
</tr>
<tr>
<td>total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 30: Teachers’ Amount of Talking Time
The results in the table 33 show that the majority of teachers (65.22%) state that they are the ones who speak most of the time, that is to say they speak more than their students and this may be due to the fact that teachers encourage their students to speak. However, students do not participate, so students are considered as passive learners, a reality which requires teachers to talk in order to carry out their sessions or it can be due to the teachers’ personality, that is to say, teachers speak all the session and do not give students the chance to speak. From these results, we notice that teachers are not aware of the students’ need to practice their language to improve their fluency. However, 17.39% out of the whole sample state that they speak sometimes which means that they are average talkative. We assume that this portion is stopped talking when students have the ability to speak or when they engage in discussions. Also, we notice from the table that only 17.39% state that they speak when it is necessary, that is to say, they give students the chance to speak; however, they speak when they feel that their students need their intervention. In comparison to the students’ results obtained in the students’ questionnaire, both teachers and students have approximately similar responses concerning who do most of the talk in the classroom.
6. Do you encourage your students to speak in your class?

**Table 34:**

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>16</td>
<td>69.56</td>
</tr>
<tr>
<td>Often</td>
<td>5</td>
<td>21.74</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 31: Teachers Encouraging Students to Speak**

In this item, teachers are asked to state whether or not they encourage their students to speak. From the results obtained in table 30, we see that the great portion of our sample (about 70%) state that they always encourage their students to speak. However, 21.74% of the respondents indicate that they often do that. Only 8.69% of our respondents state that they sometimes do that, while there is no respondent for both rarely and never. We can interpret...
those results by saying that, teachers focus more on enhancing and developing the students’ oral production also focusing on the students’ role in the learning process. That is to say, teachers believe that the only way to enhance students’ oral fluency is through practicing speaking.

7. Which of the following aspects do you focus on in the class?

Table 35:

Teachers’ Focus on Speaking Aspects

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Fluency</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Both of them</td>
<td>20</td>
<td>86.95</td>
</tr>
<tr>
<td>None of them</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 32: Teachers’ Focus on Speaking Aspects

From the table 35, we can notice that the majority of teachers (86.95%) claim that they focus on both aspects (i.e. fluency and accuracy). Whereas, one of the respondents states that
more focus should be on fluency and equally one of them states that more focus should be on accuracy. Lastly, we find that one respondent does not focus on both and choose none of them. The following question gives us more explanation about teachers’ choices.

8. Please, explain why.

**Table 36:**

**Teachers’ Justification Concerning Aspects of Speaking**

<table>
<thead>
<tr>
<th>Options</th>
<th>Reasons</th>
<th>Subjects</th>
<th>percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Means of conveying messages to be understood</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Basis for developing fluency</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Both</td>
<td>Focus on both to prepare them to teach</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td></td>
<td>Both considered in the evaluation of students’ oral proficiency</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td></td>
<td>Both are complementary</td>
<td>18</td>
<td>78.25</td>
</tr>
<tr>
<td>None of them</td>
<td>Focus on the message conveyed</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table 36, we find that 4.35% of our respondents state that students are learning this FL not simply for communication as a goal, but rather, they should be prepared to teach it successfully; in this case, both aspects, as it states by 78.25% of our respondents, are important and worth mastering, in the sense that it is important to be fluent speaker. You cannot separate it from accuracy; they are complementary since accurate speaker would be able to develop fluency. In addition to that both are considered in the evaluation of the students’ oral proficiency level. The one who focused on fluency (4.35%) states that it is
more important to get the message conveyed by the students rather than how accurate the structure in which the message conveyed is presented. The one who choose accuracy (4.35%) states that when students are able to speak correctly in E, they can build their fluency later on. Whereas the one who choose none of them (4.35%) states that the focus should be on the subject matter that he/she teaches since he/she does not teach E as a language but as a vehicle, in other words, language is just a means of communication.

9. Which of the following describes your students’ level of oral fluency in English?

Table 37:

Teachers’ Perception of Students’ Level of Oral Fluency

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Above average</td>
<td>6</td>
<td>26.09</td>
</tr>
<tr>
<td>Average</td>
<td>13</td>
<td>56.52</td>
</tr>
<tr>
<td>Below average</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td>Low average</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Above, average, below average</td>
<td>1</td>
<td>1.35</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>
This item is designed in order to have an idea about the students’ level of oral fluency where teachers are required to describe their students’ level. From the table 37, it seems that the majority of teachers (14 translated into 60.87%) consider that their students have average level. About six (6) respondents consider their students’ level concerning their fluency as above average. However, 13.04% of our respondents state that their students have a bellow average in terms of oral fluency. Just one teacher agrees that his/her students have a high average level in oral fluency. And only one respondent states that his/ her students have different level in which the teacher ticks more than one option (above, average and bellow the average) by adding that this answer depends on different criteria. However, no one has opted for low average. From these results, we can say that third year students have average level.
3.4.3 Section Three: Teachers’ Perception towards Cooperative Language Learning

Q10. Have you ever used cooperative language learning?

Table 38:

**Teachers’ Use of Cooperative Learning**

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>63.6</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>30.4</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 34: Teachers’ Use of Cooperative Learning**

This question seeks information about whether teachers use the CLL strategy or not. As we have seen in the table 38, the majority of respondents (69.6%) state that they use this strategy. We can interpret that those teachers are aware of its benefits. However, seven (7) out of the whole sample state that they did not use this strategy before; this can be due to teachers’ unwilling to the use of CLL, they have a small or no idea about how to use it or they prefer to evaluate their students individually.
Q 11. Whatever your answer is, please explain why.

Table 39:

Teachers’ Reasons for their Implementation of CL

<table>
<thead>
<tr>
<th>Options</th>
<th>Reasons</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Students like cooperating together</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td></td>
<td>It motivates them</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td></td>
<td>It gives them the opportunity to speak</td>
<td>10</td>
<td>43.47</td>
</tr>
<tr>
<td></td>
<td>Students take part in the assignment</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>No</td>
<td>Conditions are not appropriate</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td></td>
<td>Inappropriate to all subjects</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td></td>
<td>No answers</td>
<td>4</td>
<td>17.39</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Teachers explain their choices by saying that:

Using CL is conducive to effective learning since students like cooperating together as it is stated by 8.69% of our respondents that is to say students like working together, and helping each other. We have 13.04% of the respondents who believe that this strategy motivates students more. The majority of them stated that it gives them the chance to use their language and to exchange ideas and information, gives them the confidence to share what they have and participate, engages them in more discussions and raises their interest anxiety when students work together. And one of them say that through the application of this strategy, students have the chance to take part in the assignment and assess others’ performance (feedback on the part of the students). However, those who state that they have never used CL declare that the conditions and circumstances of learning are usually inappropriate. That is to say just one teacher state that the lack of materials is the only thing which comes across the application of this method. Also, 8.69% state that it is not appropriate to the nature of all
subjects, so teachers should take care when to apply this strategy since in some modules it cannot be appropriate since its nature requires other strategies.

Q 12. Do you make your students work in?

Table 40:

Different Types of Students’ Arrangement

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>Pairs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Individually</td>
<td>5</td>
<td>21.74</td>
</tr>
<tr>
<td>Groups+ pairs</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>Groups+ individually</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>Pairs+ individually</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td>All</td>
<td>7</td>
<td>30.43</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 35: Different Types of Students’ Arrangement

We see that most teachers use different types to evaluate their students. 30.43% of the teachers stated that they use group, pairs and individual works. 21.74% of the respondents note that they make their students work just individually. 13.04% declare that they made
their students work in group. Others opt for two choices (groups and individually, groups and pairs, pairs and individually) with 13.04% for each. However, no one opt for pair works. We assume that the most use organization is group where silent students find themselves obliged to speak with the group members. So, it is important to note that it is of crucial importance in the CLT to make them work in groups.

Q13. How often do you have your students work in groups?

Table 41:

Frequency of Using Group Works

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Rarely</td>
<td>5</td>
<td>21.74</td>
</tr>
<tr>
<td>Sometimes</td>
<td>9</td>
<td>39.13</td>
</tr>
<tr>
<td>Often</td>
<td>7</td>
<td>30.43</td>
</tr>
<tr>
<td>Always</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 36: Frequency of Using Group Works

The results obtained show that only one teacher is consistent in the use of group works; whereas, one of them states that he/she never uses it. However, the majority of them
(39.13%) state that they use the group work sometimes. 30.43% of teachers use it often and 21.74% state that they use it rarely. From these results, we can say that teachers are aware of this strategy. This reveals that all teachers use GW, thus, they know its importance and therefore they have the readiness to use it.

Q 14. How about the group size?

**Table 42:**

<table>
<thead>
<tr>
<th>Group Size Option</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small groups (3-4)</td>
<td>21</td>
<td>91.3</td>
</tr>
<tr>
<td>Large groups</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Both</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>No answer</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 37: Group Size**

From the table 42, we notice that the majority of the respondents prefer small groups from 3-4. So, they may believe that they can control all the groups when students are working in small groups, thus, this would lead to the success of the activity designed. In small groups,
students are given the opportunity to speak and to exchange their own information and learning experience.

Q15. Do you set up the groups on the basis of?

Table 43:

Factors of Group Setting

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Proficiency</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Preference</td>
<td>9</td>
<td>39.13</td>
</tr>
<tr>
<td>Randomly</td>
<td>4</td>
<td>17.39</td>
</tr>
<tr>
<td>Preference + randomly + sitting</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td>Preference + sitting</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>Preference + randomly</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td>Proficiency + sitting</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>No answer</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 38: Factors of Group Setting
From the table 43, we notice that the first choice, which is gender, seems not to be considered at all by teachers when they form the groups. Equally, the factor of proficiency is not considered by teachers. By proficiency, we mean that more proficient students work together and less proficient ones work together. The belief of our teachers can be that setting excellent students apart from weak ones can leave a kind of humiliation of some students. Therefore, they would be less or even not motivated to learn. The majority of our teachers admit that they leave their students the freedom to choose who they prefer to work with. These teachers aim at establishing a relaxed context so that group mates would feel at ease, thus, be more ready to learn. Moreover, this freedom to choose with whom to work can leave a trace of responsibility in students. The majority of teachers (72.72%) say that they set the groups randomly. In other words, they do not consider sex and proficiency factors, and they do not leave the freedom for students to choose their peers. Setting the groups without systematic consideration of the components of the learning context indicates that these teachers do not care about the way the groups should be organized and that they avoid any benefit from setting the groups on the basis of some elements. The remaining teacher; however, claims that he/she forms the groups both according to students’ preferences and randomly.

All in all, teachers' perceptions towards the factors of setting the groups reveals a lack of deep understanding of the real functioning of groups whose formation needs careful and attentive consideration on teachers’ part.
Q16. Do you emphasize using English when students are working in groups?

Table 44:

Teachers’ Emphasis in Using English

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>91.3%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>4.35%</td>
</tr>
<tr>
<td>No answer</td>
<td>1</td>
<td>4.35%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 39: Teachers’ Emphasis in Using English

We notice that the majority of our sample (91.3%) state that they encourage their students to use the English language when they are working in groups. That is to say, teachers are aware of students’ need to develop the students’ language. We notice also that one of the respondents states that he/she does not emphasize on using English.
3.4.4 Section Four: Teachers’ Evaluation of Cooperative Language Learning

Q 17. When using CL, do you think that your students are?

Table 45:

Teachers’ Views about the Influence of CG on Students’ Motivation

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly motivated</td>
<td>7</td>
<td>30.43</td>
</tr>
<tr>
<td>Motivated</td>
<td>13</td>
<td>56.52</td>
</tr>
<tr>
<td>Less motivated</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td>Not motivated</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 40: Teachers’ Views about the Influence of CG on Students’ Motivation

The results of the table 45 show that the great portion of our sample opt for the second choice, that is to say, the majority of our sample state that their students are motivated to work in groups cooperatively. 30.43% state that their students are highly motivated, that is to say the motivational factor of this strategy is approved by our teachers. In the last position, we find that students are less, or not motivated at all respectively. We assume that other
students do not motivated and this may be due to the fact that the motivational factor of this strategy may vary in accordance with the way teachers apply it.

Q18. Do you think that learning is facilitated through the use of group work in the target language?

Table 46:

Teachers’ Perception of Group Work

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>82.61</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>17.39</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of our respondents state that the learning process is facilitated through GW since students have the ability to interact with each other; therefore, they have the chance to speak. On the other hand, four of our sample record that the process of learning would be more difficult when students work in groups.
b. Although students work together, each one of them is individually accountable.

Table 47:

Teachets’ Perception of Individual Accountability

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>78.26</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>17.39</td>
</tr>
<tr>
<td>No answer</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 42: Teachers’ Perception of Individual Accountability

From the table 47, most respondents (about 78.26%) admit that if individual accountable is to be considered, students will achieve better learning and achievement.
C. Students are encouraged to think in terms of “positive interdependence”?

Table 48:

Teachers’ Perception of Positive Interdependence

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>82.61</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>No answer</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 43: Teachers’ Perception of Positive Interdependence

This statement is considered as one of the CLL strategies in which students are encouraged to think in terms of interdependence. The majority of our respondents (82.61%) state that students have to support one another since the success of one means the success of the whole group. On the other hand, 13.04% of the teachers state this is not. We can interpret that by saying that those teachers are in favor of traditional teaching ways.
D. Since social skills involve the use of the language, teachers do not only teach language but they teach cooperation as well?

Table 49:

Teachers’ Perception of Cooperation

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>95.65</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No answer</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 44: Teachers’ Perception of Cooperation

On the basis of the results that are shown in the table 49, we have the majority of our teachers believe that it is the teachers’ role to teach their students collaboration in order to work effectively in cooperative tasks. These teachers are aware about the principles that make a successful cooperative work. However, just one respondent who does not state any answer concerning this statement.
Q19. Do your students have problems when they are working in groups?

**Table 50:**

**Teachers’ Perception of Students Problems in Group Works**

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>47.82</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>47.82</td>
</tr>
<tr>
<td>No answer</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

The statistics in table 50 show that approximately half of our sample (about 47.82%) opt for ‘yes’, in other words, they declare that students have some problems when they are working together with their classmates. This is absolutely natural due to the differences between students. In the classroom, teachers may encounter a lot of problems. In fact, the following question will give us problems that students can meet. Approximately the second half (47.82%) states that students do not have any problems when they are working together. Of course, this is just a relative answer. The possible interpretation of this question is that teachers sometimes do not pay attention to some problem that may hinder the process of learning or may be the students do not tell their teachers about those problems and try to
overcome them by themselves. This is why cooperative learning demands more the control of the teacher in order to avoid such problems. The one who chooses no answer stated that his/her students never have the chance to work in groups.

Q20. If ‘yes’, what are these problems?

Table 51:
The Student’ Problems when Working in Groups

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of collaboration between students in the group</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td>Noise</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Students’ preferences</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td>Failing all the group members in doing their duties</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>Dominant student in the group</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>The use of the Mother tongue</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td>Imposing ideas</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>No answers</td>
<td>12</td>
<td>52.17</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

According to teachers, different problems may face students when they work in groups. These problems are:

- Some students do not collaborate with each other, since they do not have similar ways of thinking which lead to different ideas, thus, a clash between students.
• Introvert students who would prefer to work individually since they do not feel relaxed when working in groups.

• Some students are not interested at all in the learning or they have lower status for participating and since they are dependent, the good students want to work individually since only good students would take part in the assigned work.

• Although they work in groups, some students are selfish when they present the task, i.e. each one of them wants to prove that he is the one who is the best among the group members; therefore, he/she takes more time than his/her classmates do.

• Most of the students resort to the mother tongue in addition to that the noise that is happening in the class when students work together.

• Some students refuse to accept their peers’ comments for one reason or another. Moreover, other students insist that they have the best ideas and that they want to keep them for themselves.

Q 21. When you try to solve these problems, do you

Table 52:

Solutions to CLL Problems

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade them individually</td>
<td>9</td>
<td>39.13</td>
</tr>
<tr>
<td>Put shared rewarded</td>
<td>2</td>
<td>8.69</td>
</tr>
<tr>
<td>Divide the work between them</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No answers</td>
<td>8</td>
<td>34.78</td>
</tr>
<tr>
<td>Grade them individually + divide the work</td>
<td>3</td>
<td>13.04</td>
</tr>
</tbody>
</table>
This item provides teachers with three solutions to overcome students’ problems. From table 45, we find that 39.13% prefer to rate the students individually. They grade each student individually according to his performance. Two teachers state that putting shared rewards is the best way to help students and encourage them to work in groups. Just one teacher opts for the third option which is assigning students’ role. We find also that three teachers tick two choices (grade students individually and divide the work between the group members). However, 34.78% do not answer this question and related it to question 19.
3.4.5 Section Five: The Role of Cooperative Work in Enhancing Oral Fluency

Q22. Which of the following activities do you focus on most to enhance students’ oral fluency?

Table 53:

Teachers’ Focus on Oral Fluency Activities

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogues</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>debates and discussion</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>presentations</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>role-plays and stimulations</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>telling stories</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>problem solving</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>group works</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b+ c</td>
<td>6</td>
<td>26.09</td>
</tr>
<tr>
<td>b+ c+ f</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>b+ c+ g</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>b+ e+ f</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>a+ b+ c+ d</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>b+ c+ e+ g</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>b+ c+ f+ g</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>a+ b+ c+ d+ e</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>a+ b+ c+ d+ g</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>b+ c+ d+ e+ g</td>
<td>3</td>
<td>13.04</td>
</tr>
</tbody>
</table>
In this question, teachers are asked to state which activity they focus on in order to enhance their students’ oral fluency level. In this question, we have suggested seven activities to choose from them. The table states that teachers use different activities in order to get their goal. From these results, we can say that their answer depends on the nature of the module as it is stated by one of them. We find that the majority of teachers use different activities such as debates and discussions where students have the freedom to speak through which they learn how to ask and respond to different and more questions and how to respect others’ opinions. In addition to that, presentation are also one of the most used activities where students have the chance to build their confidence. Another activity which is used by teachers is the group work which is considered as a social activity where students exchange information and build social skills.

**Figure 47: Teachers’ Focus on Oral Fluency Activities**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
</tr>
</tbody>
</table>
Q23. Does CL Enhance Students’ Oral Fluency?

Table 54:

Teachers’ Evaluation of CL

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>82.61</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>No answer</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 48: Teachers’ Evaluation of CL

The examination of the results obtained in the table 54 reveals that the majority of our teachers (about 82.61%) believe that cooperative groups enhance students’ oral fluency. However, three out of 23 teachers deny any significant role that CL may play in helping students to achieve their goal to be fluent speakers. This may be due to the lack of using this strategy. The next item demands from teachers who opt for ‘yes’ to explain how exactly CG enhances students’ level of oral fluency.
Q 24. If ‘yes’, say how?

Those teachers who claim that CLL has great benefits provide a variety of answers. To begin with, one of the teachers claims that through discussion, students will know about their weaknesses. Thus, they will learn from each other. Another teacher adds saying that cooperative learning groups help students to speak freely and express their ideas when they are engaged in discussion and this may enhance their fluency. More opportunities are given for each student to take part in the classroom and make his contribution. In fact, others claim that cooperative work can be used to increase motivation. The latter has a great effect on enhancing students’ fluency in English. In cooperative classrooms, students feel at ease to speak when they are allowed to work together. It is further claimed by another teacher that CLL promotes cooperation between students rather than competition. They are encouraged to help each other succeed. Thus, it provides a healthy atmosphere in which students learn from each other. In the same vein, the four remaining teachers believe that cooperative work enhances students’ oral fluency. They acknowledge the role of cooperative group work as a way of teaching which reduces anxiety and encourages students to take risks.
Q25. When students work in groups, do they speak

Table 55:

Evaluation of CG Advantages on Students’ Performance

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluently</td>
<td>Yes</td>
<td>17</td>
</tr>
<tr>
<td></td>
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The table 55 shows that students get the benefits of CGW. The majority of our teachers who use this strategy state that students get a high average in their oral performance; whereas, a small portion believe that their students did not benefit from it may be because those teachers did not structured it very well.

### 3.4.6 Section Six: Further Suggestions

In this section teachers have the freedom to add any relevant information or suggestions. Only one of them answers this section question stating that CL is of great importance when teaching oral expression. However, teachers must know exactly when and how to use it. It cannot be appropriate for every activity.

### 3.5 Discussion of Results

Analyzing the teachers’ questionnaire has revealed many points on teachers’ attitudes towards teaching oral fluency and using CLL strategy.

1. In Q 3, approximately, all teachers (95.56%) consider the speaking skill as the most important skill since they guarantee that students value its importance and this is why they
focus more on this skill in addition to other skills. This implies that they are aware of students’ need to enhance their oral fluency.

2. Moreover, in Q 6, the majority of teachers (69.56%) reveal that they always encourage their students to speak and to practice the language orally; however, due to the psychological problems which hinder the learning process as well as the teaching process that come across the use of language; teachers state that they speak more than students in order to continue the lecture. Thus, teachers’ role is to implement different activities that may encourage students to practice the language by giving them the chance to speak.

3. The results obtained in question 7, the majority of English teachers (86.95%) at Larbi Ben M’Hidi University focus on both aspects of speaking. This means that, teachers believe that students should be developed to be able to speak correctly, easily and smoothly with the right pronunciation and intonation at the same time.

4. Concerning students’ arrangement as stated in Q12, the majority of teachers state that they arrange their students in different ways (individual, pairs and groups); however, they focus more on group works. In this way, teachers help their students to enhance their oral fluency since teachers believe that it is the only way that provides all students to use the language. In addition to that, the majority of teacher insists on using the English language while working in groups.

5. The majority of teachers who use the CGW indicate that their students are motivated (86.95%) to work in groups since they like working together and therefore learning much more from each other; whereas, the level of motivation vary in relation to the way that teachers apply it.

6. Concerning the results obtained in Q 18 which is about the teachers’ evaluation of this strategy, the great portion of them has a positive attitude towards the effectiveness of CGW. That is to say, teachers are aware about the benefit that CGW proposes to students:
developing the students’ language in terms of fluency, developing their social skills, developing their cooperation and their positive interdependence in addition to taking the responsibility towards their learning.

7. In relation to the problems encounter from this strategy, approximately, half of teachers (47.82%) seem to encounter any problem while students are working in groups; whereas, others face some problems. Thus, teachers should be aware about these problems and try to solve them by grading each member in the group alone as the majority of teachers’ state.

8. For teaching speaking in Q22, most of teachers opted for different activities focusing much more on discussion and group works. As such, teachers would provide students with more real communication.

9. In the last two questions, teachers reveal that the CGW has a great role in enhancing students’ oral fluency through which they speak fluently, with more confidence, with low anxiety and with high self esteem; therefore, the stated hypothesis was confirmed.

**Conclusion**

This chapter presented the methodology used in addition to both students’ and teachers’ questionnaires in order to investigate their perceptions towards the CLL strategy and determining its role in enhancing the students’ oral fluency. The positive obtained results in this research concerning the role of CLL strategy in enhancing students’ oral fluency have confirmed the stated hypothesis. This implies that CLL strategy is one way of teaching that plays an effective role in improving students’ oral fluency. The following point will offer some pedagogical implications.
**Pedagogical Implications**

The finding results of this study could be useful in drawing some pedagogical implications concerning the application of CLL strategy in the teaching process for the sake of enhancing EFL learners’ oral fluency.

Speaking is considered as the most important skill that students need to master since their main aim behind learning a FL is to be able to speak fluently, this is why teachers should focus on this skill, therefore, they should examine their ways of teaching and make some changes if necessary. Cooperative language learning strategy is of the great importance when teaching this aspect “fluency”. However, it should be noted that it is not just a matter of setting students in groups and asking them to complete a given task. For this reason, teachers should know how exactly to use it in order to get good results.

1. **Effective planning of CLL**

Setting the students to work cooperatively is not an easy task to be accomplished as we thought. This is why teachers are provided with some guidelines for planning CGW effectively:

-First, concerning the group size, teachers prefer to use small groups; from three to four students per group, in order to state a healthy environment that enhances students to achieve more and help each other. Doing so, the teacher is able to control all of them.

-Second, teachers when using CGW should provide the learners with enough time in order to complete the activity.

-Third, teachers should distribute the marks into two parts; giving part of the mark (same mark) to the whole group members, then, grading each student’s performance to get the second part of the mark.

2. **Groups’ Formation**
There are many factors to form the groups. These are preference, sex, proficiency, and randomly. However, students should be given the opportunity to choose their partners in order to overcome the problems that will happen when teachers impose on them to work with others. Giving students the freedom to choose their groups will give teachers more information concerning the preferable type of forming the groups.
Limitations of the Study

This study has many limitations which are stated as follow:

1. The tool used

In order to determine the role of the CLL strategy in enhancing EFL learners’ oral fluency, an experimental study would be more useful in order to get more reliable and valid results.

2. Time constraints

Much more time would be more helpful to use different tools, large samples of both teachers and students and different universities which give our result different dimensions.

General Conclusion

The present study dealt with the role of CLL strategy in enhancing oral fluency which aims at identifying both students and teachers’ perception towards CLL strategy and determining its role in enhancing students’ oral fluency. The present research contains two main chapters. The first one is about the review of related literature. As for the second chapter, it is about the field of investigation. We have administered two main questionnaires; one for teachers and another one for students.

The attained results from both teachers’ and students’ questionnaires confirmed the stated hypothesis. So, the positive findings revealed that CLL strategy has a great role in improving students’ oral fluency. That is to say, there is a positive relationship between CLL strategy and oral fluency.

The implementation of this strategy is very helpful. In other words, CLL strategy provides learners with an effective and relaxed atmosphere where students can use the English language spontaneously without hesitation learning the social skill in the classroom.
LIST OF REFERENCES


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Appendix “A”

Students’ Questionnaire

Dear student,

You are invited to participate in a research project entitled “Investigating the Importance of Cooperative Language Learning on Developing EFL Learners’ Oral Fluency” designed to analyze both students’ and teachers’ perceptions towards cooperative language learning strategy and to determine the role of CLL in promoting students’ oral fluency.

As such, we hope that you will answer sincerely with full attention. To answer these questions, you are required to read every statement carefully then tick (√) the box correspondent to the choice that you find most appropriate (you may tick more than one box) and feel free to add any relevant information.

Miss. Hayet TAMRABET

Larbi Ben M’Hidi University, Oum El Bouaghi

Faculty of Letters and Languages

Department of English
Section One: General Information

1. Do you like English?
   - Yes ☐ - No ☐

2. Is it your choice to study English?
   - Yes ☐ - No ☐

Section Two: Students’ Perception of the Speaking Skill

3. Which of following skills do you consider as the most important skill that you need to master?
   a- Reading ☐ b- Writing ☐ c- Speaking ☐ d- Listening ☐

4. Whatever your answer is, please say why.
   ...................................................................................................................
   ...................................................................................................................
   ...................................................................................................................

5. Do you find speaking in English?
   a- Very important ☐ b- Important ☐ c- Less important ☐

6. Do you think that speaking is?
   a- Very difficult task ☐ b- Difficult task ☐ c- Easy task ☐

7. Which of the following describes your level of fluency in English?
   a- High average ☐ b- Above average ☐ c- Average ☐
   d- Bellow the average ☐ e- Low average ☐ f- I do not know ☐

8. Who does most of the talk in the classroom?
   a- Teacher ☐ b- Students ☐
9. When you speak, do you find some problems?
- Yes ☐ - No ☐

10. Which of the following aspects describe your speech?
   a- Redundancy ☐ b- Hesitation ☐ c- Pausing for long time ☐
   d- Accurate ☐ e- Lack of information ☐

Section Three: Students’ Perceptions of the Teachers’ Activities in Teaching Speaking

11. Which of the following activities did you enjoy best?
   a- Group work ☐ b- Role play ☐ c- Problem solving ☐ d- Discussion ☐

12. In the learning process, do you prefer?
   a- Individual work ☐ b- Pair works ☐ c- Group work ☐

13. Whatever your answer is, please justify.

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   ……………………………………………………………………………………………

14. How often does your teacher ask you to work in groups?
   a- Never ☐ b- Rarely ☐ c- Sometimes ☐ d- Often ☐ e- Always ☐

15. Do you prefer setting the groups on the basis of?
   a- Gender ☐ b- Proficiency ☐ c- Preference ☐ d- Randomly ☐

Section Four: Students’ Attitudes Towards Cooperative Group Works

16. Have you ever heard of cooperative language learning?
   - Yes ☐ - No ☐
17. Does your teacher insist on using English to speak with each other when working in small groups/ pairs?
   - Yes ☐ - No ☐

18. Does your teacher raise your awareness towards the skills of cooperative group work?
   - Yes ☐ - No ☐

19. If ‘yes’, does he/she tell you how to?
   a- Get information ☐
   b- Respond to questions ☐
   c- Evaluate your performance ☐

20. When the teacher asks you to work in groups, are you
   a- Very motivated? ☐ b- Motivated? ☐ c- Less motivated? ☐ d- Not motivated? ☐

21. Whatever your answer is, please say why?
   
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22. How much did you learn from Cooperative Language Learning?
   a- Very much ☐ b- Much ☐ c- Little ☐ d- Nothing ☐

23. Do you feel that group work helps you to?
   a- Ask and respond to more questions ☐
   b- Learn to listen to different opinions ☐
c- Develop social skills for getting along with others ☐

d- Respect others’ ideas and opinions ☐

24. Do you find it difficult to work with your classmates in groups?
- Yes ☐ - No ☐

25. If ‘yes’, which of the following problems do you usually face when working in groups?

a- expressing your ideas to the members ☐
b- When they correcting your mistakes ☐
c- Lacking information ☐
d- Less opportunity to speak ☐

26. Does the teacher try to solve the problems encountered?
- Yes ☐ - No ☐

Section Five  Students’ Evaluation of Cooperative Work

27. Do you think that cooperative group work helps you improve your oral fluency?
- Yes ☐ - No ☐

28. If ‘yes’, say how.

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29. When you work in groups/pairs, do you speak with?

a- Confidence ☐  b- Doubt ☐  c- High self-esteem ☐

d- Low self-esteem ☐  e- Anxious ☐  f- Unanimous ☐

*Thanks for your cooperation*
Dear teacher,

You are invited to participate in a research project entitled “Investigating the Importance of Cooperative Language Learning on Developing EFL Learners’ Oral Fluency”. The study aims at identifying both students’ and teachers’ perceptions towards CLL strategy and determining the role of CLL in promoting students’ oral fluency. The study is being conducted as part of a Master dissertation.

We would be grateful if you could answer these questions to help us gain the relevant information to test our hypothesis.

Please read the following questions carefully then tick (√) the box that indicates your chosen answer which you find most suitable (you may tick more than one box) and feel free to add any relevant information that help us.

Miss. Hayet TAMRABET

Larbi Ben M’Hidi University, Oum El Bouaghi

Faculty of Letters and Languages

Department of English
Section One: Background Information

1. Degree(s) held:
   a- Doctorate (PHD) b- Magister c- Master d – License (BA)

2. How long have you been teaching English?
   a- One to five years
   b- Five to ten years
   c- More than ten years

Section Two: Teachers’ Perception Towards Teaching Speaking and Oral Fluency

3. Which skills do you most focus on?
   a- Writing b- Speaking c- Reading d- Listening e- All of them

4. Whatever your answer is, please say why.

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5. In the classroom, are you the one who talks?
   a- More b- Sometimes c- When it is necessary

6. Do you encourage your students to speak in your class?
   a- Always b- Often c- Sometimes d- Rarely e- Never

7. Which of the following aspects do you focus on in the classroom instruction?
   a- Accuracy b- Fluency c- Both d- None of them
8. Please, explain why?

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9. Which of the following describes your students’ level of oral fluency in English?
   a- High average □        b- Above the average □          c- Average □
   d- Bellow the average □  e- Low average □

Section Three: Teachers’ Perception Towards Cooperative Language Learning

10. Have you ever used cooperative language learning?
   - Yes □     - No □

11. Whatever your answer is, please explain why.
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12. Do you make your learners work in?
   a- Groups □         b- Pairs □       c- Individually □

13. How often do you have your students work in groups?
   a- Never □  b- Rarely □  c- Sometimes □  d- Often □  e- Always □

14. How about group size?
   a- Small groups (3-4) □  b- Large groups □
15. Do you set up the groups on the basis of?
   a- Gender ☐   b- Proficiency ☐   c- Students' preference ☐
   d- Randomly ☐   e- Students’ sitting together ☐

16. Do you emphasize using English when students are working in groups?
   - Yes ☐   - No ☐

Section Four: Teachers’ Evaluation of Cooperative Language Learning

17. When using Cooperative Learning, do you think your students are?
   a- Highly motivated ☐   b- Motivated ☐   c- Less motivated ☐
   d- Not motivated ☐

18. Do you think that
   A. learning is facilitated through the use of group work in the target language?
      - Yes ☐   - No ☐
   B. Although students work together, each one of them is individually accountable?
      - Yes ☐   - No ☐
   C. Students are encouraged to think in terms of “positive interdependence”?
      - Yes ☐   - No ☐
   D. Since social skills involve the use of the language, teachers do not only teach language but they teach cooperation as well?
      - Yes ☐   - No ☐
19. Do your students have problems when they are working in groups?
   - Yes ☐   - No ☐

20. If ‘yes’, what are these problems?
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

21. When you try to solve these problems, do you
   a- Grade students individually ☐
   b- Put shared rewarded ☐
   c- Divide the work between the group members ☐
   d- Others
   ………………………………………………………………………………………

Section Five  The Role of Cooperative Work in Enhancing Oral Fluency

22. Which of the following activities you focus on most to enhance the oral fluency?
   a- Dialogues ☐   b- Debates and discussions ☐
   c- Presentations ☐   d- Role-plays and simulations ☐
   e- Telling stories ☐   f- Problem solving ☐
   g- Group works ☐
   h- Others
23. Does cooperative learning enhance students’ oral fluency?

- Yes ☐  - No ☐

24. If ‘yes’, say how?

25. When students work in groups, do they speak

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<td>With high self-esteem</td>
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Section Six: Further Suggestions

26. If you wish to add any other comments or suggestions, please note it down.

Thanks for your cooperation
Résumé

Développer la compétence oral des étudiantes est très importante car le principe de étudiée une langue étrangère est pour utilisé fluence langue mais les étudiants de troisième année eu des problèmes, par exemple, hésitation. La présent étude est destiné à explorer le rôle du travail de groupe coopératif en improuver fluence langue des étudiants de troisièmes année LMD de l’anglais comme langue étrangère au département d’Anglais, Université Larbi Ben Mhidi Oum El Bouaghi. L’hypothèse de base adoptée dans la présente étude établit que l’attribution de travail en groupe coopératif des étudiants renforcement le rôle contribuera de la langue fluence des étudiants. Parler la méthode de ce travail pour vérifier la validité de cette hypothèse est descriptive. Nous avons utilisé deux questionnaires; un pour soi cent dix (70) étudiants de troisième année LMD et un autre pour vent trois (23) professeurs au département d’anglais, Larbi Ben M’Hidi university e Oum El Bouaghi. Les résultats ont montré que le travail de groupe coopératif est la bonne technique à utiliser la langue plus en plus et la participation orale en classe qui se reflète sur la fluence langue. Sur la base de ces résultats, l’hypothèse a été confirmée. Ainsi, les recherches futures devraient se faire expérimentalement afin de tester l'applicabilité des résultats à une plus grande population de sujets.
ملخص

إن الهدف من دراسة أي لغة أجنبية هو بطبعها تطوير هذا الحذق اكتسابه أهم المه يحتاجها. تهدف هذه محاولة إنجليزية بمعهد الإنجليزية المعهد المهدي – المعهد هذه الاستراتيجية "strainص " اللغة، فرضتنا: تطوير تعزيز تقنية التي: الفرضية

استبيانين: موجه سبعين (70) موجه وعشرين (23) تحليل عليها الفرضية.