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**The Effectiveness of Cooperative Learning in Developing Learners
'Communicative Skills:**

Case of 1st year BMD students at the English department of Ibn Khaldoun
in Tiaret

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

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Dedication 1

*I would like to express my gratitude first to my beloved
parents Thank you for all support, encouragements and sacrifices.*

*To my eldest sister "**Halima**" I really owe you a lot.*

*To all my sisters and to "**Ikram, Fatima, Bouchra**" thank you for your kindness. For all
the things you did.*

*To my best friends "**B. Aicha**" "**Z. Roumisa**" "**A. Faiza**" "**D. Halima**" Thank you for
the best memories*

*To "**Abdelnacer**" immense thanks for all support and inspiration in one way
or another*

This work surely is dedicated to all of you.

Hend

Dedication2

*With a big affection, I dedicate this work to my **Mother Aicha** , the source of
mysuccess, hopeandhappiness*

*To my sympathetic **Father Missoum** who has believed in*

*meTo the memory of my beloved **grandfather Hadj***

Baghdadi**To my precious brothers **Mohammed and Younes

*To my lovely sisters **Kheira, Houaria, Amina and Fadila***

*To my dearest nieces **Sara, Alaa and Alisar***

*To my lovely nephew **Adel***

*to my closest friends who happened to be my sisters **Hind and Asmaa***

*“Research is to see what everybody else has seen and think what nobody else
hasthought” **Albert Gyorgyi***

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Abstract

Cooperative learning is an approach that seeks to facilitate learning and teaching process, through formulating small groups or pairs so that students work together

and collaborate to improve their abilities. Actually, many researchers have found that through cooperative learning, learners' have an opportunity to promote their skills, especially the communicative skills. Hence, this study aims at developing students' speaking skills by applying different cooperative learning strategies, also to spot the benefits of cooperative learning on EFL learners' communicative skills. More specifically, it attempts to seek its effectiveness in the enhancement of their oral performance. For the examination of this research a case study was conducted with 1st year EFL students of Tiaret university and teachers from Ghardaia and Tiaret universities. The results gained from both students' questionnaire and teachers' interview, revealed that cooperative learning is a necessary and successful method that improves learners' communicative skills. Moreover, it motivates students to interact and exchange their ideas. The results also show that group/pair work activities and tasks are effective for developing students' oral performance.

Key words: Cooperative Learning, Communicative Skills, EFL Teachers and Students, Group Work and Pair Work activities, Oral Performance.



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List of Abbreviations and Acronyms

- **CC:** Communicative Competence
- **CL :** Cooperative Learning
- **CP:** Communicative Process
- **CS:** Communicative Skill
- **EFL:** English as a Foreign Language
- **EL:** English Language
- **ESL:** English as a Second Language
- **L2:** Second Language
- **NVC:** Nonverbal Communication
- **STAD :** Student Teams-Achievement Division
- **TGT:** Teams-Games-Tournament
- **TL:** Target Language
- **VC:** Verbal Communication

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GeneralIntroduction

General introduction

Throughout history, the English language has been the only language that dominates all assorted areas of life for instance: Politics, Economy, Medicines and the weighty field which is Education. This strong presence or existence of English contributes in some way for the human's increase and their development. Learning is absolutely the sensitive and most important aspect, that builds learner's knowledge which entirely intends to fulfill the learners' needs as well as enhance their learning performance and capacities for challenging outcomes and results.

Furthermore, teaching requires a slight change at the level of learning strategy from time to time, where teachers opt for teaching in a cooperative method or have to teach their students in teams, in order to prepare learners to be ready at any moment to speak freely and communicate easily with each other, in addition to develop their speaking skills and for better practice of English language.

However, teaching cooperatively or in collaborative method can meet all students' preferences which helps them in their learning road, also creates in them some kind of challenge and compete for certain objectives, learn from each other, be brave to share answers, give opinions, exchange thoughts together. This strategy is serviceable and motivational for them as teams and group individuals, as well as for teachers which facilitate the teaching process that require from them less efforts, while for learners it affects to encourage them to give better functional outcomes for their learning especially for the development of their communicative skill.

Moreover, the communication skill is regarded as the basis for learning any foreign language. Speaking about EL, EFL teachers are responsible for the development of their learners' CS which cannot be achieved through individual learning but with the contribution of other learners which lead teachers to rely on teaching cooperatively, for a variety of benefits that are: encouraging learners to speak the language, the exchange of thoughts, ideas and knowledge, encourage them to think about more

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creative thoughts, raising self-confidence for better public speaking also helps them to communicate freely. This proves the relationship between CS and CL that stands by the learning process and besides teachers along with the development of learners' skills instead of teaching and learning individually.

In addition to all that, this actual research aims to reach out the learners' speaking skills development through the use of CL, also it sheds lights on how EFL could benefit their speaking skill, also it investigates how the contribution of CL is effective for learners' oral development.

This study is about investigating the effectiveness of cooperative learning on learners' communicative skills. In this case we gave some answers to our research questions which are:

1. What are the benefits of cooperative learning in EFL learning?
2. How can cooperative learning affect learners' communicative skills?
3. What kind of cooperative learning strategies and activities can enhance learners' oral skills?

And we hypothesize that:

1. The use of cooperative learning strategy could improve and enhance learners' speaking skills.
2. Cooperative learning is an important strategy that affects learners' positively in developing their speaking skills.
3. Multiple CL strategies and activities are effective and useful in enhancing learners' oral skills. (think pair share/numbered heads together/assembly)

For conducting and proving these hypotheses, we will be using two research tools (a structured questionnaire and interview), in which the first one will be

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designed for learners who are 62 learner and the second one will be done with 8 teachers of English from both Tiaret and Ghardaia universities.

This actual dissertation consists of three main chapters, the first two chapters done for reviewing the literature of the two elements of our theme while the third chapter is all about the practical side (data collection, data analysis and methodology of this research).

In this concern, the first chapter concerns about the cooperative learning theoretical perspective, definition, affective factors of CL and its methods (anxiety, motivation, and self-confidence, self-esteem) also CL principles and implementation of cooperative learning in teaching process. Whereas the second chapter focuses on the communicative skill definition, its importance and goals, process and types which are verbal and nonverbal and the strategies of how teachers can enhance their learner's communicative skill.

The last chapter, is about the analysis of EFL teachers' interview and learner's questionnaire, data collection, discussion, final results and ultimately by some suggestions and recommendations.

Chapter one

Cooperative Learning

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1.1 Introduction

Increasing “ student-centered” aspect in the classroom is a prerequisite to maximize the learners’ engagement and to optimize a meaningful interactions that would make students acquisition of knowledge efficient and appealing. Cooperative learning (CL) has emerged as the new leading approach to the classroom instruction for ensuring those goals in learning experiences. ESL/EFL teachers perceived that learners need to acquire language in an interactional environment to facilitate learning and foster the acquisition process.

This chapter is devoted to elucidate some aspects that are related with cooperative learning by providing first the basic concepts of cooperative learning. Moving to the theoretical perspectives concerning CL . It deals with the effective factors concerning how CL reduces negative affective factors like anxiety and low self-esteem as well as how it encourages motivation. Moving to CL principles and how it is implemented in the classroom. Moreover, this chapter highlights the role of cooperative learning in language teaching and learning.

1.2 Definitions of Cooperative Learning

Cooperative learning is defined as a system of concrete teaching and learning techniques rather than an approach , and as a student-centred, instructor-facilitated instructional strategy in which learners work together to develop their own and each other’s skills through small groups or pair-work structures (Panitz, T. 1999). CL has also been given different names like: Groupwork Teaching, Team Instruction, Peer Assisted/Mediated Learning, and sometimes Collaborative Learning.

According to Johnson et al. (1991), cooperative learning is an educational tool in which small groups of learners work together in order to accomplish mutual academic goals. In this sense, Jolliffe explained that *“To become cooperative, groups must work together to accomplish shared goals. They need to discuss work with each other and help each other to understand it”* (2007, p.4). This explanation

emphasizes the fact that CL helps the students to understand more, learn better, and develop positive attitudes toward their group mates, their classroom and the entire school. In this line of thought, Zhang mentioned that:

Even though these three goal structures are effective in helping students learn concepts and skills in some conditions, students can learn to interact more effectively and positively in cooperative learning process. Compared with competitive and individualistic goal structure, therefore, cooperative goal structures should be the best choice of our life, schooling, family, career, etc.

(Zhang, 2012, p.1)

The appropriate use of group work is considered the core of many modern teaching approaches, such as communicative language teaching, task-based language learning and interactive learning. These of cooperative learning strategies in the classroom can enhance learners' performance and skills. Effandi and Zanaton. (2007), claimed that CL is grounded in the belief that learning is most effective when learners are actively involved in sharing ideas, thoughts and working cooperatively to complete academic tasks. That is to say that with the help of other group members, students will have the opportunity to engage in the problem solving.

For Mandal (2009) "*The concept of cooperative learning refers to instructional methods and techniques in which students work in small groups and are rewarded in some way for performance as a group*" (p. 96). Accordingly, CL involves students working together in groups to accomplish shared learning goals. More precisely, students are engaged in active discussions among each other and in a real exchange of information to achieve a specific learning outcome.

According to what has been mentioned above, CL is merely related to arranging learners into groups and structuring lessons so that students work together to

enhance their own and each other's learning. CL is a useful method which shows the students' educational developments and reveals their hidden social skills. CL is centered around the idea that joining students' efforts will lead to better social and academic achievements. That is, students will be actively involved in the learning process in a collaborative way where they can benefit from each other.

1.3 Theoretical Perspectives of Cooperative Learning

Cooperative learning could be traced to the twentieth century. Various theories have focused on CL because of its positive outcomes in improving the learning process. It is based on Piaget, Vygotsky as well as the Interdependence theory.

Piaget's (1932) Cognitive Developmental Theory views cooperation as an essential prerequisite for cognitive growth and development (Johnson et al., 1998, p. 30). It encourages active learning in which each individual forms his/her own understanding of the surroundings through experiencing a state of disequilibrium that stimulates them by a need to make sense of the surrounding environment (McCafferty, Jacobs, & Dasilva Iddings, 2006, p. 10). Hence, the learning process is regarded as something the student does by activating already existing cognitive structures or by constructing new structures that accommodate new input. In this regard, Slavin (1995) highlighted that Piaget supports a classroom environment in which the learners are seen as active participants and constructors of their own understanding of the world as they are involved in realistic tasks (as cited in McCafferty et al., 2006, p. 11). According to this theory, "*learners are more receptive to their peers' ideas than to those of their teachers because peers' ideas are seen as more personal and less threatening*" (as cited in Gillies & Ashman, 2003, p. 12). That is to say teachers should provide learners with tasks that help to enhance their academic performance and assess their current cognitive states.

The Russian psychologist Lev Vygotsky (1978) in his Socio-constructivism Theory presented another theoretical perspective on the achievement effects of CL. Vygotsky says that learning is a natural social act in which the child interacts with others who have different cultural background, knowledge, and experience. (McCafferty et al., 2006, p. 11). For further explanation, interaction is seen as a primary vehicle for human cognitive and intellectual growth. Vygotsky assumes that children learn cooperatively through interaction with people who are older than them like adults and more capable peers. He introduces the concept of Zone of Proximal Development which "...distinguishes between what a child can do on her/his own cognitively, and what he/she can do in conjunction with an adult or more capable peer" (McCafferty et al., 2006, pp. 11-12).

Piaget's and Vygotsky's theories may be seen as complementary not a exclusive alternative. Both of them stress the central role of working cooperatively with more capable peers and instructors for the cognitive development and intellectual growth of the learner.

Social Interdependence Theory explains the vital role of interdependence among learners in facilitating the accomplishment of the mates' objectives. This theory exists when the accomplishment of each student's aim is affected by others' actions as claimed by Johnson and Johnson (1998). The way social interdependence is structured, determines how individuals interact which in turn determines outcomes. Johnson and Johnson (1998), elaborated two types of social interdependence: Positive Interdependence (cooperation) results in promoting interaction when students are cooperatively linked to reach their goals. It exists when individuals believe that they cannot reach their goals unless other individuals with whom they are working cooperatively realize the goals.

Whereas Negative Interdependence (competition) results in oppositional interactions such as obstruction of each other's goal achievement efforts and distrust. It exists when learners work against

each other and obstruct others' efforts to achieve the goals (Gillies & Ashman, 2003, p. 142). In general, Social Interdependence Theory provides a framework through which people can understand the effects of social context on enhancing interaction. It has strong influences on the commitment to achieve shared goals. Thus, under CL, students can play a key role in stimulating each other to learn successfully.

1.4 Cooperative Language Learning Methods

Cooperative learning does not take one form and does not follow one way. Extensive research on CL methods highlighted basically eight methods that showed positive outcomes in terms of learners' accomplishment. These include: Learning Together (LT), Academic Controversy (AC), Student-Team Achievement Divisions (STAD), Teams-Games-Tournaments (TGT), Group Investigation (GI), Jigsaw, Teams-Assisted Individualization (TAI) and Cooperative Integrated Reading and Composition (CIRC) (Johnson et al., 2000). The following methods that are going to be dealt with are some of the forms that CL can take. This selection is based on two aspects. First, the methods are best used to improve students' academic performance, and second, the ones that are best relevant to teaching languages.

1.4.1 Student Teams - Achievement Division

Student Teams-Achievement Division is a cooperative method developed by Robert Slavin. The groups in STAD are heterogeneous and include four or five students. It is used when students are intending to prepare for an end-of-the-unit-test. The procedure goes through the following steps: first, the students sit for a pre-test that determines their score and then they go through a process of testing each other's knowledge on the assignment. Finally, the end-of-the-unit test is the one which determines the difference between their scores in the pre-test and their scores in the final test. That is, each student is individually assessed on the base of each learner's improvement over their past performance Stewart and

Sliter(2005),sumupSTADmethodarguingthatinSTADmethodcooperativelearningcyclein the following stages:

- Teaching, in which the teacher presents the basic material and gives the groups a task.
- Team study, in which students work on the project.
- Test, in which students take individual quizzes.
- Team recognition, in which the best-performing teams are rewarded.

1. 4.2 Teams-Games-Tournament

Teams-Games-Tournaments originally developed by DeVries and Edwards (1973) as a combination of cooperative learning, intergroup competition and an instructional game format (Johnson & Johnson, 2005). In this framework, students are divided into four-member mixed ability groups. The teacher presents the lesson, then in order to master the material, the students have to work and participate in their groups. After that, to determine the winner a competitive tournament is conducted. In TGT, the activities are supplemented with weekly according to a system that establishes the equality of the competition, competitive tournaments against the other teams (Slavin, 1995). That is to say, throughout the week group members help each other master new material, and then students compete in a three-person “tournament table” with classmates of similar ability in “past performance” from other teams to earn points for their original teams. The Components of Cooperative Learning of TGT are five components according to Slavin (2008), which are:

- **Class Presentation** Which is similar to the usual teaching or classical teaching method. However, the teaching is more focused on the material being discussed.
- **Teams** that are comprised of 4-5 members representing the mix of various diversities in the classroom, such as academic ability, gender, ethnic, and race.
- **Games** , the questions in games are structured and designed from the material relevant to the lesson presented to test the knowledge of each group.

- **Competitions / Tournaments** are composed of several games. The steps and activities of cooperative learning TGT are in a sequence of classical arrangement, study group, academic tournaments, team rewards and transfer. The lesson begins, and then the teacher announces that he will implement cooperative learning of TGT and the students are requested to move their chairs to form a team table. The activities in the tournament are competitions. At the end of the round the winner gets one numbered card, the losing challenger returns the card in his hand. Students will be able to learn cognitive and affective values together with their peers.

1.4.3 Jigsaw

One of the earliest cooperative learning methods is the jigsaw method which is developed by Elliot Aronson and his colleagues (1978) as an attempt to implement the desegregation of schools and build up good relations between children in multiracial situations.

Jigsaw activities are elaborated activities that can be done with several partners. In the jigsaw technique groups are consisted of five to six students and the task is divided into sections. In the beginning, each group member presents his or her own section. Next, members from different groups who have worked on the same sections meet in "expert groups" to discuss and explore particular aspects about their sections. After that, students return to their groups and start teaching their group mates about their sections in order to make each member's work valued by the others. Students should be attentive to their mates so that they learn about other sections.

Carroll (1986; in Falchikov, 2001) claimed that the jigsaw method is one of the best motivational devices where students who become a part in such learning activities were perceived to have more fun compared to students in the traditional classes. Furthermore, this cooperative learning technique has increased learners' course evaluations and developed the percentage of the students who complete the course on time. According to Aronson and Patnoe (2011), the original aim of the jigsaw method

was to integrate children from different ethnic background, enhance their self-esteem and improve their attitudes to learning; whereas, recent aims of the technique are

- To enhance pre-service teacher preparation through cooperation.
- To develop learners' academic and social learning. Kanevetal., (2007:151-52)
- Each group member receives a different piece of the information.
- In order to master the material , learners can change groups and form topic groups.
- Each student prepares an assignment or completes a part of a group project. This aims at demonstrating each persons' synthesis of all pieces of information possessed by the group members.

1.5 Cooperative Learning and Affective Factors

Cooperative learning is more than just forming students into groups and giving them tasks and activities to do. Its principles and methods are tools that teachers use to encourage, help and motivate their students. The following points explain certain advantages students may gain from working cooperatively:

1.5.1 Cooperative Learning and Anxiety

Fear of failure is a constant threat to students' academic achievement. This anxiety leads to students' exhaustion and limit their full participation in the learning experiences inside the classroom. However, this anxiety or fear is reduced when students work together in teams (Johnson and Johnson 1989). CL provides a comfortable atmosphere where learners exchange ideas, support each other's learning, assist each other's to accomplish a common goal; consequently, decreases each other's anxiety about failure.

In CL situation, the focus of attention is diffused among the group members. In addition, the group produces a product which its members can review prior knowledge when presenting it in front of the whole class, thus diminishing prospects that mistakes will occur at all (Slavin & Karweit 1981). In this respect, Crandall

(1999), stated that cooperative learning is an opportunity where learners have “*time to think, opportunities to rehearse and receive feedback, and the greater likelihood of success reduces anxiety and can result in increased participation and language learning*” (p.233). He argued that the perfect solution to reduce anxiety and increase the amount of interaction is by giving students time to think and opportunities to exchange their contributions in small groups until they become correct or acceptable before introducing them to the entire class. Thus, when a mistake is made, it becomes a teaching tool instead of a public criticism of an individual student.

1.5.2 Cooperative Learning and Motivation

Slavin (2003) considered motivation as “*one of the most important ingredients of effective instruction.*” (p.328). Motivation is an essential psychological part of learning. In fact, without motivation learning is unlikely to take place, they are inseparable and complementary entities in learning. Motivation is the engine that powers the learning process.

According to Richards and Rodger (2001), CL is used to increase students' motivation, reduce their anxiety and to create a warm affective classroom atmosphere. Motivational perspectives on cooperative learning focus primarily on the reward or goal structures under which students operate (Slavin, 1995). CL motivates students to do their best and also motivates them to help one another in order to gain knowledge. Jolliffe (2007) presumed that each member of the group ought to help others to put in maximum effort and do whatever it takes to succeed or they will let their team down. In other words, students are motivated to learn and work hard to support their group.

The power motivation exerts on language learning is tremendous. In the first place, motivation has much to do with the choice of learning strategies by learners.

1.5.3 Cooperative learning and self-confidence and self-esteem

Self-confidence and self-esteem are crucial determinants of motivation to learn. Both encourage students to learn and decrease their anxiety about interacting with

others. Learning requires both knowledge and self-confidence to use this knowledge. It is argued that cooperative learning "enhances self-confidence and self-esteem through individual contributions and achievement of group goals" (Paik & Walberg, 2007, p.137).

In fact, there is a correlation between academic achievement and self-esteem; that is, learners who have high academic achievement tend to have high self-esteem. Similarly, students who have low academic achievement tend to have low self-esteem because they tend to make negative statements about themselves that hinder their performance. Moreover, CL affects two important components of students' self-esteem; the feeling that they are liked by their peers, and the feeling that they are doing well academically (Slavin (1995)). Since CL helps students to feel that they are liked by their classmates and they are doing well academically, its use will automatically make learners feel better about themselves as individuals.

At the psychological level, CL can be motivating for the students in the sense that it can reinforce the confidence in the abilities they possess. Within cooperative situations, individual students tend to interact, promote each other's success and form positive impressions towards each other's competencies.

Such interaction tends to promote a basic acceptance of oneself as a competent person.

1.6 Cooperative Learning Principles

Cooperative learning has its chief elements to be implemented. It was determined that there are several features of cooperative learning that show the difference between this method and other ones and which assign how each student works within the group. Therefore, for the triumph of the cooperative efforts, light should be shed on five main elements that ensure cooperative learning works as suggested by (Johnson, Johnson 2002):

1.6.1 Positive Interdependence

The first requirement for an effectively structured cooperative lesson is that students believe that they "sink or swim together." One of the key elements of CL is positive interdependence, which is achieved when team members perceive that what helps

one member in a group helps all members in the group, and what hurts one member in a group hurts all members in the group (Deutsch, 1962). Richards & Rodgers, stated that: "Positive interdependence occurs when group members feel that what helps one member helps all and what hurts one member hurts all." (2001, p. 196), which clarifies that positive interdependence, occurs when group members realize that they need each other in order to fulfil the group's task.

Brody (1998) stressed out that determining whether positive interdependence exists among groups and whether it is strongly required depends on asking the questions: "Does a gain for one student result in a gain for another?" and "is cooperation necessary?". The answer for the first question would be "yes, positive interdependence is present" only if students are more likely to help and tutor one another, encourage each other and attempt to develop peer norms in favour of achievement. Also, the answer for the second question will be "Yes, it is necessary" only if students cannot reach their goals without working together at least part of the time.

The success of each group member contributes to success; the success of teams is likely to be facilitated by success of individual members.

1.6.2 Individual Accountability

There is a reciprocal relationship between positive interdependence and individual accountability (McCafferty et al., 2006). Individual accountability deals with shared responsibility among group members. It is another crucial element of cooperative learning. Johnson and Johnson (2007) highlighted that individual accountability can be defined as shared responsibility of conducting one's task in order to achieve the group's goal. This statement shows that individual accountability is accomplished when one's perceive the need and then participate in their group activities and share responsibility for the mutual results.

Coetzee et al. (2008) recognized that individual accountability refers to the fact that students in the group need to understand that they are responsible for

understanding the material and each member in the group has to make sure that the other members understand the task in order to accomplish it.

1.6.3 Development of Small Group Social Skills

The third basic element of cooperative learning is the interpersonal and small-group skills (Johnson, Johnson 2002). Teachers and students should benefit from the interpersonal and small-group skills for a well-structured cooperative learning. Learners need to get to know, interact and trust each other, communicate correctly and keep discussing the problems related to the topic in a way that makes other group members understand. In this sense, Bennet et al. (1991; cited in Crandall, 1999, p. 228) stated that the success of cooperative groups requires development of social skills which facilitate teamwork, create trust between individuals and improve communication, leadership, problem-solving, and decision making in group interaction.

Kagan (2009) listed a range of social skills required to be a good team member; knowledge of how to help when it is requested, knowledge of how to be a better leader, but don't become too bossy, or assertive to overwhelm your teammates, knowledge of how to motivate your group mates when they are down, listen to them to understand their perspectives, knowledge of how to accept and reject gracefully when your idea is not selected, and finally knowledge of how to take turns, politely disagree, conflicts, and reach harmony. Group members should show acceptance and support to each other. Teachers must acquaint their students by the "social skills" needed for cooperation so that students are motivated to use them and thus perform better.

1.6.4 Face-to-Face Group Interaction

Face-to-face interaction referred to the physical setup of the group. Learners are required to be clustered together in a tight group, facing each other, in order to have the kind of interchange necessary to achieve the task. Face-to-Face interaction is fulfilled when a student provides his or her group mates with assistance, this help may be in form of clarifications, explanations or even the meaning of certain

n

vocabularies.

All students engage in choral response and students can ask a team mate and receive immediate help.

Brody (1998) argues that face-to-face interaction is developed when members help, share and encourage each other's efforts to produce and succeed. Effective face-to-face interaction is where group members can correct each other's mistakes or provide feedback in order to enhance their learning performance.

1.6.5 Group Processing

Group processing is the reflection of a group about how helpful each member is in relation to the group's main aim and about what actions they should carry on or discontinue (Johnson & Johnson, 2007). The purpose of group processing is to encourage the group members to contribute to the productivity and goals of the group.

Two levels of group processing have been listed: small group processing and whole class processing. Concerning the investigation of whether small-group processing is achieved, a teacher gives some questions about how effectively group members worked together at the end of each class session. The teacher in this process makes systematic observations of each group. At that time, group members are required to describe who acted helpfully and who did not in relation to obtaining their goals and then decide what behaviours should be continued, discontinued or changed (Johnson & Johnson, 2007). The teacher then gives appropriate feedback on their cooperative learning activities by announcing and sharing the results of the observation.

In short, what makes a group work cooperatively is the entire realization of the main elements that construct the cooperative learning.

1.7 Implementation of Cooperative Learning

Concerning the implementation of CL in , during or after the sessions , Johnson and Johnson (1999) stated that:

Cooperative Learning groups may be used to teach specific content (Formal Cooperative Learning), to ensure active cognitive processing of information during a lecture or demonstration (Informal Cooperative Learning), and to provide long-term support and assistance for an academic process (Cooperative Base Groups)". (p.68).

They elaborated more work in the field and basically stated three ways in which cooperative learning may be structured. They mentioned that cooperative learning groups are used for many purposes including to teach specific pieces of information and to provide encouragement and help for academic processes.

1.7.1 Formal Cooperative Learning

Formal cooperative learning groups "...can be used to teach specific content" (Johnson et al, 1991, p.9). The teacher is responsible for the decision about the size as well as the members of each group. The members of the group work together for an extended period or more where the objective is achieving the learning aims or to master the assigned task (homework sets, design projects). That is to say, groups are assembled for at least one class period and may stay together for several weeks working on extended projects. The group is organized through the predetermined objectives and the established tasks.

Learners are required to support each other either with materials, knowledge, or encouragement. Before structuring any lesson, the teacher has to specify the academic and social skills objectives. The teacher has to make decisions about determining the number of students per group. The teacher intervenes to explain the task, provide help, teach them the required skills, give feedback, and evaluate their work. Teachers should bring closure to the lesson

and evaluate the quality and quantity of student achievement, ensure students carefully and discuss how effectively they worked together and how well they have functioned. This

type of work set the stage for the most appropriate application of cooperative learning principles.

1.7.2 Informal Cooperative Learning

Informal cooperative learning groups can be implemented “... *to ensure active cognitive processing of information during a lecture*” (Johnson et al, 1991, p. 9). A number of learners work jointly for a class period or less, usually it is done through one session for a few minutes, in order to fulfil the learning objectives. It can be used to focus the learners’ attention on the content material, to conduct a motivating learning environment, help set expectations to what will be taught in a class session, and structure an instructional session. Informal CL is well-meant for directing students’ attention to the assigned material, to be dealt with in only one session.

Informal CL is considered a practical method since the groups can be organized at any time in a class of any size, and it is workable in order to break the routine as students take part in class, and help learners concentrating rather than drifting away after some minutes. This type can be used at the beginning or during or at the end of the session for three-to-five minutes as it provides a shared floor for discussion between students (Johnson, Johnson, 1999). Listening to learners’ discussions can give the teacher insight into how well students understand the concepts and material being presented as well as increase the individual’s participation in the discussions. Informal CL can be included in any lesson and principally involves the ‘turn to your partner’ type of activities.

Informal cooperative learning ensures that students are aware and actively involved in understanding the material being taught and enjoy the group learning experience.

1.7.3 Cooperative Base Groups

Macpherson stated that “*Base groups are long-term cooperative learning groups with stable membership*” (2007, p.10). Unlike the aforementioned manners

of implementations, the group stays one body for a long-term or at least one semester or year that is characterized by stable, consistent membership and consists of heterogeneous learning groups in the cooperative base groups. Learners are asked to provide support and help in enhancing both academic achievement

and social relationships. Students should have different academic levels and their interaction may expand beyond the classroom walls where they can also meet and work. Moreover, personal relationships are involved in the base group, students may exchange their emails in order to stay in touch in case one missed a session or have a question about something and work outside the classroom. Positive improvement is enhanced when base groups are given responsibility for accomplishing a service project to improve the school (Johnson et al., 2008).

To sum up, the success of the strategy depends on both the instructor and student sticking to their roles. The three types of cooperative learning can be integrated in one session (Johnson, Johnson, & Holubec, 2008). Starting off with a base group meeting, followed by a short lecture in which informal cooperative learning is implemented. Then, the lecture is followed by a formal cooperative learning lesson, another short lecture may be delivered with the use of informal cooperative learning near the end of the class session. The class ends with a base group meeting. Cooperative learning groups are used for many purposes including to teach specific pieces of information and to provide encouragement and help for academic processes.

1.8 Cooperative Learning Activities

There are various types of cooperative learning activities which are used in teaching a variety of matters to enhance learners' skills and abilities.

The most important thing is that each activity must be well planned and prepared beforehand. Johnson and Johnson, (1999) provide explanation to some of those activities which are summarized below:

1.8.1. Think-Pair-Share Activity

This activity gives the students an opportunity to solve a question silently. Then they may copy down thoughts or brainstorm a concept individually and organize it on a paper. After that, they pair up and present a list of their ideas and then share it with the entire class until all ideas have been discussed.

Think-Pair-Share activity involves three main components. First, each student is required to answer a question that depends on thinking. Second, each student is prompted to pair up with another student to compare or confirm the final work created during the thinking phase. Learners are also prompted to adjust their product based on their conversation with their learning partner. Third, students are asked to share their work and what they have learned during the entire activity.

The objective of think-pair-share activity is to enable students to practice speaking and listening to each other. Simon (2008) regarded this activity as an applicable activity because teachers require students to formulate hypotheses about the results of an experiment before it is undertaken.

1.8.2 Numbered Heads Together Activity

Numbered heads together is a CL structure developed by Kagan during his training period to analyse which structures work and which do not work in the classroom. He claimed that:

“[...] Later when I sat at my computer, I gave this simple sequence a name; I called it Numbered Heads Together to convey the idea that each student had a number and that all the students on the team put their heads together to come up with their best answer. Numbered Heads Together was one of the first cooperative learning structures I began training. I cut out the between-team competition and the yelling out of answers, but kept the basic underlying structure.”

(Kagan, 2009, p. 122)

Students count off in groups at the beginning. They work together to review prior knowledge.

students. About the content. Next, team members discuss possible answers and also help each other to understand the target aspect; learners have to make sure that everyone in the group knows the correct answer. After that, the teacher may call a number and the student with that number is expected to answer (Crandall, 1999, p.231). That is to say, the idea behind this activity is to call a number from one group to answer the question, and then have the other groups' delegates indicate agreement or disagreement by giving thumbs up or thumbs down to the response (Park, 2009).

1.8.3 Roundtable or Assembly Line

Unlike the previous activities, the latter focuses on the content, encourages teamwork, and includes the writing skills. This activity allows each group member to practice speaking, listening and writing in their contribution to provide items to the list.

The teacher asks several questions that have multiple answers. Students take turns in groups to respond to a teacher's question orally or in writing (Jolliffe, 2007). The members of each group work on a meeting in form of a line to produce a list of items related to the target aspects. Learners offer written contribution, sharing one piece of paper and pencil and passing them counter clockwise to the others. Once the entire students write their answers, the group with the most correct responses wins the challenge (Kagan, 1992). The objective of this activity is to generate the maximum number of responses in form of a list.

1.9 The Role of Cooperative Learning in Language Learning

In a CL context, teachers need to state the benefits, so that learners understand the importance of working together. The teacher must set clear objectives for learners engaging in the activity. Similar to any instructional strategy, Richards & Rodgers (2001) summarize the objectives of teaching through CL in the following points:

- To provide language opportunities for students to practice the target language.
- To raise the learners' motivation and reduce the anxiety by providing a positive classroom atmosphere.

- Pair and group interaction results a language opportunities for natural language acquisition.
- To offer teachers a methodology that can help to accomplish their classroom objectives.

Christison(1990,p.146) askstwoquestionsontheintroductionofCL in EFLcontexts which are likelyasked by any foreign language teacher when opting to useCLintheirclassroom:

1. Whatgoodresultsfroma change tocooperativemethods?
2. Whyshouldwego tothetrouble?

Oxford (1990)claimsthat"*many studiesoutsideofthe languagelearningfieldhavestronglydemonstratedtheutilityofcooperativelearning strategies*"(p.146).

Dörnyei&Malderez(1999,p.156)also set variousadvantagesofgroupworkonmanylevels:

- The participants' attitudes toward and affective perception of thelearningprocess(Ehrman&Dörnyei,1988).
- The quantity and quality of interaction between group members(Levine&Moreland,1990).
- The extent of cooperation between students and the degree ofindividual involvement(Johnson&Johnson,1995).
- The orderanddisciplinein theclassroom(Jones&Jones,1995).
- Students' relationships withtheir peers andthe teacher (Ehrman&Dörnyei1998).
- Asignificant proportionof student' s motivationtolearnthe secondlanguage(Dörnyeiinpress).
- Studentand teacherconfidenceand satisfaction (Dörnyei&Malderez,1997).

1.10 Conclusion

Throughcooperative learning methodteacherscanteachvariouselementsandskills.Inthischapterresearcherreviewedtherelatedelementstothe cooperative

learning method including definitions, types, forms, implementation and its principles.

To sum up, it can be said that cooperative learning is an essential method, in which students learn jointly for the purpose of achieving common goals. By developing a certain variety of learning activities. Cooperative learning promotes the interactive processing of ideas and thus develops students' thinking ability. Furthermore, CL can create a supportive learning environment in classrooms. Moreover, research on second language teaching and learning proved that CL is an effective educational strategy because of its contribution in decreasing anxiety, increasing self-esteem and self-confidence, encouraging interaction, and strengthening motivation.

Chapter

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Chapter two: Communicative Skills

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2.1 Introduction

Learning English as a foreign language has become significant and much important which empowers learners to communicate effectively and easily with each other

since English has become the world's language used in many different fields such as Education, Politics, Psychology, Economics and Businesses...etc.

Learners' communicative competence is usually considered as an interesting part that they should acquire. Moreover, EFL learners must master the communicative skill due to its importance the same as the other skills (reading, writing, listening) in order to be able to produce correct forms of sentences while communicating with different people using the target language, in addition to students' ability to make speech fluently, debating freely, interacting together and be able to understand each other successfully.

In this second chapter, we generally choose some main points to discuss and give an overview about, which means we are going to deal with the: definition, Importance of communicative skill, goals of the communicative skills, process and types, features and conclusion.

2.2 The Communication Skills

According to Oxford dictionary communication is defined as “The transmission or exchange of information, knowledge, or ideas, by means of speech, writing, mechanical or electronic media” (OED, 2019). That is a method or an activity of interaction through media of technology using channels to speak about a specific idea or item.

According to (Florez, 1999; in Bailey, 2005:2) communication is “an interactive process of constructing meaning that involves producing and receiving and processing information” communication is meant to be the basic skill of interacting, decoding messages and replaying back to others. This implies the construction of meaning in the target language. It involves the learner's background and vocabulary to make use of the language spoken, this leads to formulating and articulating conversations for sharing multiple information, also explaining their needs in multi-contexts.

The exchange between people to fit their needs, it is done through words or letters gives us a sender and receiver to that are the fundamental pillars for an effective communication. It requires practice and a well mastery of language. This is slightly difficult in terms of grammar and lexical patterns also pronunciation and vocabulary, that is totally not the same as their mother tongue, which may disturb the learners for developing their skills and frustrate them. It must not be complex in terms of speaking the L2, or receiving high level of expressions and idioms, it affects their understanding but it must be automatic and simple, just to suit their levels of communication and understanding. Hoben (1954).

2.3 Importance of Communicative Skills

Generally, learning is not only about processing new information and learn how to read and write effectively, that are truly essential and important for acquiring any language, as it is mentioned in the different approaches such as the Direct Method and Natural Approach. Their emphasis was mainly about the written products while in the Communicative Approach the focus was rather on speaking and listening not in writing and reading. Which seeks to involve oral skill in classroom, also encourage learners to participate with their teachers, who are supposed to enable them to be an integrated part of presenting lectures and lessons (Ur, 2000)

According to Folse (2006) as cited in Raana, R & all (2016:190) “*the ability to speak a language is synonymous with knowing that language since speech is the basic means of human interaction*” this means that communication plays a large role in improving learners social competences, even outside classroom. Thus it is mostly essential in empowering them with the appropriate response in the right moment towards TL. For the development of their cognitive and physical competences, this leads to an effective communication. Most importantly it interferes in demonstrating the other competences in way of practicing speaking skill, which could help in developing their grammar, reading, writing, etc. communicative skill is seen as the core or substance of social and human interaction in different fields of life that needs a speaker of English who can discuss with others in all over the world.

2.4 Goals of Communicative Skills

It is important to note that CS seeks for many purposes . Being able to speak is a powerful skill, in which it helps for facilitating any exchange of ideas, facts and thoughts or discussion . According to (Nasim, 2020), ultimately communication seeks to:

- ✓ Enable learner to interpret actions, gestures, attitudes or behaviors in general.
- ✓ Decoding messages through stimulating responses from the sender to the receiver while communicating together.
- ✓ To develop learners abilities to identify their needs in relation with learning as well as outside schools.
- ✓ To support the communication of ideas and feedback.
- ✓ Eliciting actions and information.
- ✓ Leading to a certain understanding of information.
- ✓ Presenting a convenient utterance.
- ✓ To inform about specific desire, needs, opinion, feeling and soon.
- ✓ To identify the problems faced and difficulties in learning the language.

2.5 Process of the Communicative Skills

According to Tabitha W.W (2016:p2) communication is “ *people communicate with each other in a number of ways that depend upon the message and its context in which it is being sent. Choice of communication channel and your style of communicating also affect communication.*” Because communication goes in way of interchange or having conversation with someone else for different purposes such as practicing L2, answering back, giving comments or expressing ideas... etc. Otherwise, communication is a systematic process of sending messages , receiving messages, interpreting or decoding using channels and replaying back.

According to Bodla B.S. (2021), the CPhave 06 main steps which are the following: Input, Channel, Message, Output, Feedback, Brain drain (breakdowns)

1: Input : the content of the message that the speaker want to deliver to his/her partner, eg: the theme of the lesson presented by the teacher

2: Channel : the way the message was sent whether face to face or via social media, eg: the teacher may explain his lesson in class or lecturing his students using classroom, Google meet..

3: Message : what the speaker already said

4: Output: what the partner receives as data or what he/she understands

5: Feedback: partner's reaction to the message being received

6: Brain drain (breakdowns): if there's any misinterpretation of the message or comments about it (Bodla, 2021).

2.6 Types of Communication Skills

Generally, there are about two types of communication which are: nonverbal and verbal.

2.6.1 Verbal Communication

According to Rocci, A & Saussure, L:

“verbal communication is arguably the most pervasive form of communication in human societies. At least it is so if we look not only at the rare cases of ‘purely verbal’ communication events and processes (if they exist at all) but consider the huge gamut of prevalently verbal forms of communication and the even greater range of communication phenomena in which language can be shown to play a part either directly or indirectly.”

(Rocci, A & Saussure, L. (2016: p1)

In other words the delivery of messages usually needs the use of language itself, ie ; through using words or sentences whether orally or in written forms that allow the sender and receiver to communicate in clear and very understandable way. This

method refers to the most common meaning of communication known by people that depends on the usage of words in which never cause confusion for the receiver.

2.6.1.1 Oral or Spoken Communication

Oral communication happens when the listener and the speaker exchange their ideas or feelings in a direct method. They may feel the need of discussing some points or discovering new information, this involves either face-to-face communication or by using technologies such as: phone call, video call or records...etc., in which both sides are not together or cannot meet each other, and it is generally known by distant communication.

A : face-to-face “when the individuals are communicating with each other face-to-face, they aim that through words, they are able to express directly to others...” (Radhika Kapur, (2020:5). To put it another way is simply when both speaker and listener meet and discuss, it involves politeness, well usage of formal language (using appropriate words), tone of speaker must be taken into consideration (voice volume) and decency,. It could happen in classroom between teacher and learner or between learners as well as outside between persons everywhere.

B: distance communication “oral communication can take place among the individuals in an appropriate manner, when they are located at a distance” (Radhika Kapur, (2020: 5). To clarify that the distance communication cannot be ignored due to the necessity of communication between humans in the whole world which seen as a facilitator or a mean of interaction by technologies it also serve as support for social and pedagogical communication. It includes the manner of speaking, intonation, word in and language used.

2.6.1.2 Advantages of Verbal Communication

- ✓ It saves time and money.
- ✓ Provides clear and direct messages.
- ✓ Gives a quick feedback and comments.

- ✓ Provides an understandable content of communication.
- ✓ It is effective and accurate in all times.
- ✓ Flexible and reliable in communication.
- ✓ Provides a high level of convincing and persuading the audience.
- ✓ Helpful method for explaining thoughts easily. (Tabitha, 2015)

2.6.1.3 Disadvantages of Verbal Communication

- ✓ Difficult for people with insufficient vocabulary in L2.
- ✓ The presence of emotions leads to the manipulation of others' thoughts.
- ✓ Change of meaning is possible because of the various tones and voices.
- ✓ Highly prone to misinterpretation.
- ✓ It costs in terms of communicating with distant people.
- ✓ Some people may not concentrate which leads to lack of understanding. (Tabitha, 2015).

2.6.2 Non-Verbal Communication

Non-Verbal communication cannot be done effectively without the intervention of behavior, it promotes the speaker to interfere using body language, gestures, eye contact, touching and gaze for a clear transmission of message and helpful way for expressing thoughts (Jane Jackson, 2012: 147).

NVC is a method that supports movements and acts and is not being stagnant in other words moving to your thoughts which serves as a help for transferring the idea needed to be sent, that is to mean being a hyperactive speaker, use of body language to ease self-explanation and well transmission of thoughts, reduce fear of speaking in which the speaker distracts the listener from focusing only on his/her language that is to mean it is as a modifier to the 2L spoken. The non-verbal communication according to (Birjandi, P & Nushi, 2010) includes 09 different types which are different but used in NVC.

2.6.2.1 Facial Expressions

While communication the facial expressions are the most important part of the NVC, they get affected in which each segment will represent the behavior needed in the spot such as tears for sadness , smile for happiness , anger , fear , stress, doubt, confession, disgust ... etc. The change of facial expressions are always affected by the ideas or feelings that can tell many things because it determines how to replay according to the situation.

2.6.2.2 Gestures

The transmission of messages can be done easily by using gestures or body movement or hand signals and so on . These are used to influence the language used in classroom whenever the learner or teacher want to indicate something or lost the exact word in the L2. It may indicate the comprehension to illustrate more or communicate a specific message.

2.6.2.3 Paralinguistic

According to Birjandi, P., & Nushi, M (2010) paralinguistic clearly signifies that the way of speaking the language interfere to the interpretation of meaning, all these include the accent , the speed , voice volume (raised or lowered)... by controlling the speaking manner the speaker reduce confusion for people with different cultures and backgrounds and their lack of vocabulary in speaking L2.

2.6.2.4 Body Language and Posture

Body language is also known as movements that a person use during his speech or while interacting with others like : Arms crossed , smiling, crossing legs, tipping fingers, looking down, standing up straight ... etc. It is done unconsciously by all people and cannot be under control , maintaining body language and posture can attract students attention and bring them back for reaching lesson's points and focusing better . These postures can be so helpful as a tip for engaging students and conveys meaning, there are positive body language which indicate confidence, self-

reliance and pleasure while negative body language shows discomfort, dissatisfaction, insecurity or nervous.

2.6.2.5 Proxemics

According to the Robert E. Raker MD (2016, p148) "*proxemics is the study of how people unconsciously structure the space around them.*" The space between speaker and listener in an important part in NVC, all people need to feel comfortable in communicating, personal space, being protective in order not to affect their social interaction and communication whether in public meeting or personal, intimate or social, example what space between teacher and learner is appropriate to consider in order to gain respect.

2.6.2.6 Eye Gaze

Staring in normal or a deep way, looking directly or focusing, moving eyes from one thing to another and blinking is the essential part of NVC that can detect or assess students i.e. who are interested the most, who are following and those who are making noise in classroom or making learners feel guilty for something ... etc. the art of an eye gaze is a talent in which the teacher conveys a message through the way he looks at his learners.

2.6.2.7 Haptic

Haptic means being tactile or touching in kind way like sympathy, familiarity it is somehow like gestures because it is way of conveying feeling through NVC, also controlling ideas in communicating. When a learner has a fear of exams and test a teacher might use the Haptic strategy to make him/her feel at ease and reduce their stress, this psychological trick involves learners and affects their behavior. (Dzmitry T, 2010).

2.6.2.8 Appearance

Generally, the prejudgment of anybody is taken based on their appearance, colors, the style and clothing mostly reflect on the person's personality. Learners get affected by the appearance of their teacher they may not follow if the teacher's wear informal

uniform in classroom or colors that distract their attention. In fact the appearance of a teacher may manipulate a learner psychology for example if a teacher appearance is decent the learner may consider him as a better teacher. (Christon, 2013).

2.6.2.9 Artifacts

A part from NVC that indicate the use of images, objects like accessories that indicate the style of a person, the reason behind considering artifacts as a part from nonverbal communication that represents the culture, passion and tendency of the time of each individual that may affect in way or another the language spoken and the listener's perspectives of language. (Ginoperrote, 2019)

2.6.2.10 Advantages of Nonverbal Communication

- Serves as an aid for verbal communication that helps to explicate in a better way.

- Presenting

thought is easy due to the use of NVC means like gestures and facial expression.

- It attracts audience's attention especially those who cannot concentrate better.

- It is also a time saver in conveying quick information.

- It is helpful for demonstrating self-thoughts. (Tabitha, 2015)

2.6.2.11 Disadvantages of Non-Verbal Communication

- Sometimes the NVC may not match the expressions.

- It may lead to misunderstanding due to the difficulty of NVC cues and gestures

- Deformation of meaning.

- It is not convenient for long speeches.

- Not feasible for all levels of learners or people.

- Cannot be fully relied on some topics. (Tabitha, 2015)

2.6.3 Written Communication

Obviously the written communication came as a chance for those who cannot meet or for mute people. It is important in terms of practicing the TL also for effective communication. Basically, this method includes the old tradition of communicating using letters and handwritten files as well as nowadays technologies and social media such as computers, E-mailing and texting via social media even phone messages are considered as a mean for written communication. This serves as a way of interaction between teacher and learner such as tests and exams also in what we called the practical phase of writing paragraphs and essays that may be about a special topic or event or free writing. This allows the learners to free themselves for fear of speaking and release their hidden ideas which result in development or a positive change at the level of their capacities of language being learned. (TED, 2017)

2.7 Features of Communicative Skills

Lately, there has been a highly attention given to the L2, i.e. : how to develop students need in a target language and what should be done to reach accuracy and fluency. These fluency, accuracy and complexity have a great contribution for the development of learner's speaking proficiency.

The only effective method for human communication is language itself that reflects the use of it by various peoples and diverse contexts each one uses a form, vocabulary and words. The communicative approach has focused on these three main characteristics, in way that language cannot be produced correctly without seeking and aiming at attaining fluency, accuracy and complexity, although James Hunter stated that:

“ A perennial struggle for teachers is how to develop both accuracy and fluency in students' speaking since one often seems to come at the expense of the other. On top of this, we have the even greater challenge of coaxing our students out of their comfort zone towards greater complexity. ” (Skehan, 1998, p1)

This refers to the students use of language specifically that is to mean they may reach fluency without accuracy or complexity according to their purpose on the needs for interaction and communication, that's what drives teachers to make much efforts for balancing learners' proficiencies during classes.

Teachers have to overwhelm their learners' interaction with them which means they have to raise teacher-learner interaction in order to improve their ability to practice the language and introduce to them the system of language and how they should use it in exact.

2.7.1 Fluency

Always, during the instructional process teachers seek to achieve certain level of fluency with their learner so they can interact in a manner that enables them to use the L2 and facilitate each other's understanding easily. So fluency plays a great role in teaching and learning even though some learners cannot form a correct sentence which will cause a kind of troubles just like changing meaning and causing luck of interest for receivers in which teachers will prioritize the development of oral competency among learners.

According to Hartman and Stork (1976, p.86) "*A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed.*" This highlights the ability to perform speech in a coherent way and accurately in which fluency will occur simultaneously, directly and normally according to speakers' level of language spoken, also for a clear expression of ideas. But, it is not about how rapidly learners are able to replay back or send feedback and comments; it is all about the verbal usage of target language precisely that does not affect either meaning or form.

2.7.2 Accuracy

So according to the PRECISA Website, accuracy is defined as "*the degree to which the result of a measurement conforms to the correct value or a standard, and essentially refers to how close a measurement is to its agreed value.*" It means: The

term Accuracy in communicative language teaching or communicative approach in general deal exactly with the correct use of the 2L. That is meant to shed lights on to what extent the speaker is able to produce a range of meaningful and correct patterns, this includes use of grammar (use of tenses , conjugation of verbs , pronunciation , correct sentence formsetc.). And without making errors while using language.

2.7.3 Complexity

According to Alex H, Folkert K & Ineke V (2012,p32) “*complexity refers to the extent to which the learners use syntactic embedding and subordinate clauses, relative to the total number of clauses produced*”. Complexity is meant to be the difficulty

and diversity of performing tasks in a foreign language. Even how valuable and rich it is, it necessitates the full ability to go beyond the communication process with people, who are involved in , teachers may face an amount of different learner’s needs; in which they have to provide a very challenging opportunities for balancing the diversity and enhance or develop learners oral proficiencies, for more and more accurate and fluent production of L2.

2.8 Conclusion

To conclude, the communicative skill is a basis for any language learning the same as the other three skills (reading, writing and listening) which should not be underestimated and should be given a full importance to achieve social and academic communicative progress.

Chapter
Three Research Methodology
and
Data Analysis

Chapter three: Research Methodology and Data Analysis

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3.1 Introduction

The current study is about cooperative learning and its effectiveness in developing learners' communicative skills. This chapter is devoted for the analysis gained through investigating the effects of cooperative learning on learners' communicative

skill either positively or negatively. We have provided a concise literature review concerning cooperative learning and communicative skill. The next step is a shift to a practical part based on procedures and steps for data collection like a questionnaire and interview.

This chapter contains of analysis of data collected from questionnaire, which was distributed to students for the sake of gathering information about effects of CL on developing learners' CS. It deals with analyzing data and interpreting them also the discussion of the findings of both tools used. By the end of this chapter we provided some suggestions and recommendations according to the results obtained. In another words, this chapter seeks to identify cooperative learning effects on students speaking skills.

3.2 Research Aim

It is obviously known that communication is the basic skill for all human interaction, learning English requires a cooperative zone for better practice for the development of social interactive skills. Furthermore, this research aims to investigate and examine the role of cooperative learning in developing learners' communicative skills, also to test the most effective type of CL (pairwork, groupwork) that teachers use in class.

3.3 Research Methodology

A descriptive approach was adopted in this study for data collection and interpretation, both qualitative and quantitative methods. The approach used was influenced by the theme, research objectives and data collection, since this research aims to determine the effectiveness of CL on students' speaking skills in Tiaret university.

This research was already guided by a case study. The style of this research is usually opted by different researchers, for the reason of collecting data, analysis and interpreting them, by multiple instruments.

Moreover, a questionnaire and an interview had utilized for conducting this research. The questionnaire was designed and distributed for 62 learner, while the interview was conducted with 08 EFL teachers of two different universities.

Since learners represent the basic and the main variable of this research. The questionnaire was distributed to them, so they help us by sharing their ideas and thoughts concerning this research, in order to confirm or disconfirm what we hypothesized. The learners' questionnaire aims to discover how cooperative learning could affect their communicative skill either positively or negatively, and to investigate their consciousness and attitude towards the importance of CL in enhancing CS. We have chosen to deal with 1st year EFL students at the university of Tiaret. The interview aims to reveal if EFL teachers of both Tiaret and Ghardaia universities, are interested and with cooperative learning to develop their students' speaking skill, and if they use it during the instructional process or not.

3.3.1 Participants

Each participant of an instrument is different from the other, for the questionnaire the population contains of 1st year EFL students at the division of Ibn Khaldoun university of the academic year 2021/2022. Consequently the population consists of 427 students, hence our sample included 62 students (about 14% of the whole population) randomly selected. Furthermore, for the interview the whole participants were 08 EFL teachers selected randomly from Ibn Khaldoun and Ghardaia universities. They all consist of five female and three male teachers who have participated to represent the whole population.

3.3.2 Research Instruments

This study relies on the use of two tools or instruments of data collection. A learners' questionnaire and a structured interview.

3.3.2.1 Learners' Questionnaire

According to SRoopaa. MS Rani (2012, p273) *‘A questionnaire is simply a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion’* that means; a questionnaire is a tool to which the respondent have to fill in the answers, that are already structured and provided by a researchers for the reason of collecting measurable data. It can be either printed format to done online.

This questionnaire was distributed to 1st year EFL students at Ibn Khaldoun university, which aims at gathering information with different opinions as much as possible, to resolve how cooperative learning effects learners' communicative skill. This questionnaire contains two different sections which are background information, learners' attitudes towards cooperative learning and communicative skill. It consists of a set of multiple choice, close ended or open ended questions of which the participants select the appropriate answer them.

The questionnaire consists of 15 questions. Which are divided into two main sections. The first section contains two personal questions, whereas the second section is devoted to students' attitudes towards CL and CS. (Q3) if students usually work in cooperative method, (Q4) how they prefer to select the groups, (Q5) whether they prefer (individual, pair or group activities), (Q6) students' motivation when working in groups, (Q7) how a students feel when working cooperatively, (Q8) students are asked in what way cooperative work help them, (Q9) they were ask if they share their ideas for achieving the right answer, (Q10) students interaction through group work, (Q11) students fluency and language oral practicing through the use of CL, (Q12) students performance in oral tasks in (pairs, groups, individually), (Q13) students outcomes after working collaboratively, (Q14) students evaluation of experiencing CL, (Q15) students' performance when working in CL.

3.3.2.2 Teachers' Interview

We conducted a structured interview with EFL teachers, for gaining different opinions and views. Teachers' interview consists of close/open ended questions, the participants' answers were taken in form of notes taking.

The main aim of adopting this investigation tool is to determine to what extent concentration the cooperative learning method in their teaching, in addition to that taking their suggestions into consideration concerning using the cooperative learning during the instructional process with all types of activities.

The interview was designed to 08 EFL teachers from university of Tiaret and Ghardaia. The interview contains of 13 question, in which teachers were asked to provide us with direct and clear answers. It gave us some suggestions and recommendations. Adding to that there were a part of some personal questions about teachers' teaching experience and what do they prefer to teach.

Specially, we have chosen the interview to identify how cooperative learning affects learners' communicative skills, what type of CL activities teachers use the most and how do they use it to enhance their learners' CS.

3.4 Analysis of Learners' Questionnaire P

art One: Background Information Item 01

:Gender

Gender of participants	Male	Female
Respondents	19	43
Percentage	30%	70%

Table 3.1: EFL Learners' Gender

The feedback of the first item shows that participants in this research work are males and females which indicate that the population of the study are of different gender. This allows to have different attitudes towards cooperative learning. The percentage of female learners (70%) is higher than males who represent just (30%).

Item 02: Age

	18_ 21	21_ 24	More than 24
Respondents	40	12	10
Percentage	65%	19%	16%

Table 3.2: EFL Learners' Age

As the table shows, most learners are aged about 18 to 20 years and that is normal for first LMD students. They represent (65%) of participants while other portion (19%) range between 21 and 24 which is considered as an older minority that includes learners who may have experienced previous failures or have changed the branch at university. Whereas the rest of them (16%) are some (older) members whom might have repeated their baccalaureate exam to study EFL at University.

Part two: Learners attitudes towards cooperative learning

Item 03: Which of the following learning activities do you find enjoyable?

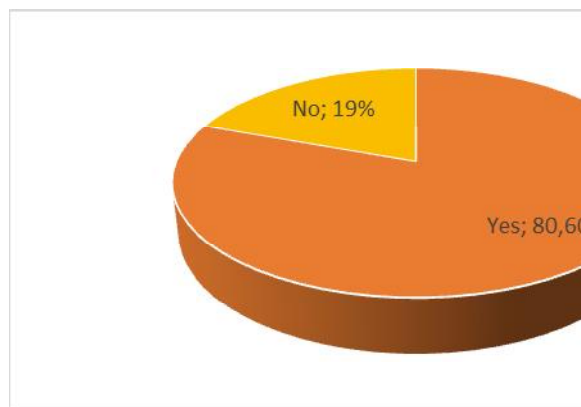


Graph 3.1. Learners Opinions about Learning Activities

This question item is intended to elicit students' preferences when it comes to learning activities. Based on the data obtained from the learners' responses, the

preferences are as follows. As seen in the graph, (38%) of respondents, favor group cooperation in doing classroom activities. (32%) of respondents opt for individual work activities which could lead to the conclusion that they think in an individualistic manner and prefer to think profoundly on their own. The remaining students (29%), prefer pair work activities because two students in each group would enable them to share ideas and correct each other when necessary easily. They prefer working in pairs to reduce the conflict happening in groups and to ensure that they both work.

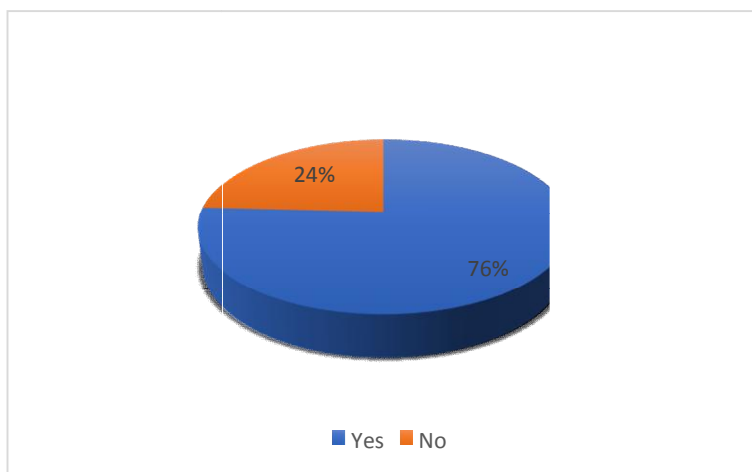
Item 04: Have you ever worked in a group that collaborated?



Graph 3.2. Learners' experience in cooperative groups

According to the above pie chart, the majority of students (80%) have worked together is advantageous cooperative activity. This reveals that their teachers are aware about the importance of cooperative learning, have the readiness to use it and maybe they have certain knowledge about it. This is concluded according to their responses to this question. However, (19%) of them admit that they have not engaged in a CL activity during their study career. This implies that some of their previous teachers ignore this technique, this can only be interpreted in terms that they want them to rely on themselves and work individually.

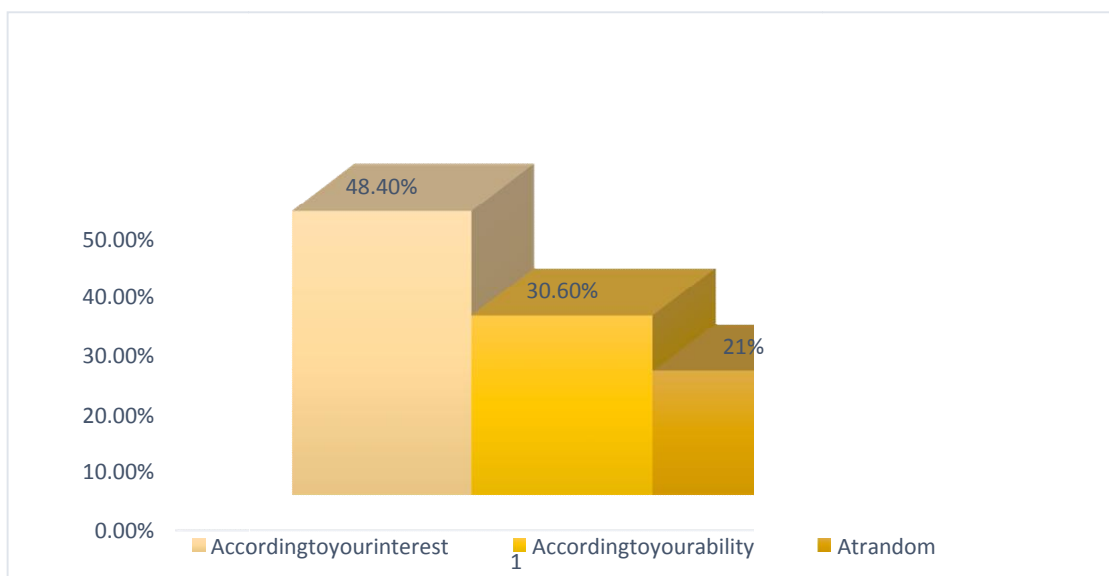
Item 05: Do you believe that you can perform better when working in cooperation?



Graph 3.3: Learners opinion of their performance in CL activities

The purpose from this question is to see how learner evaluate their own performance when participating in cooperative activities. The findings obtained from this question demonstrate that (76%), which represents 47 students find that they can achieve better academic outcomes. This sum reflects the significant benefits that CL activities can provide. 14 students (24%) responded "No"; these are students who do not want to participate in cooperative activities or who are shy because one or two group members frequently dominate the group, making it difficult for others to participate in the assignment. Learners are less likely to think if they are not involved.

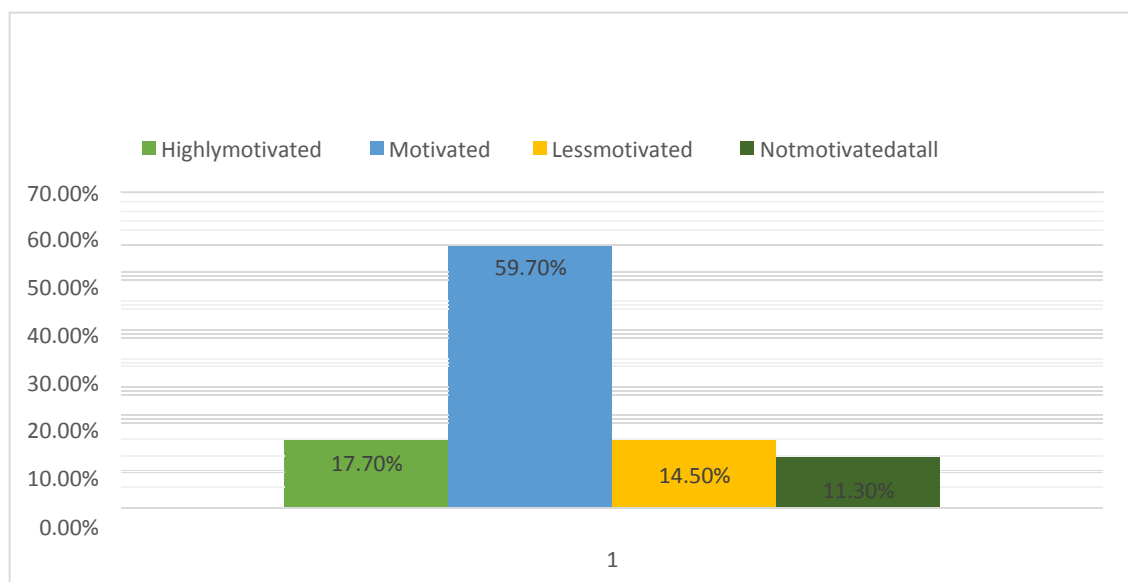
Item 06: Do you prefer setting the groups: (at random, according to your interest, or ability)



Graph 3.4: Learners preferences in forming groups

The obtained results show that forming group according to students' interests is optimal (48%). These pupils are most likely terrified of being grouped with people they don't like or trust. Some participants chose 'proficiency (30%), indicating their desire to work with others who are similarly skilled or to form mixed groups with strong and weak students to foster, help and collaborate. Finally, (21%) of students have no problems working with peers of different genders, preferences or proficiency. In other words, in one group you may find mixed ability, mixed gender students and in another group you may find members of the same age, the same gender and the same ability.

Item 07: When your teacher asks you to work in groups, are you:



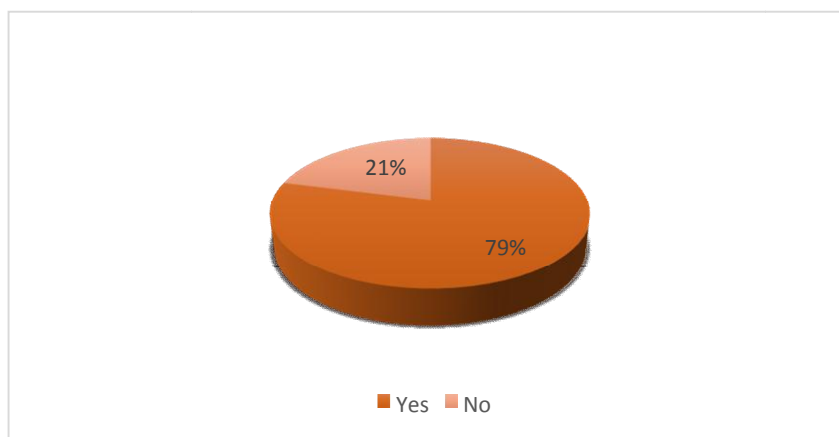
Graph 3.5: Learners' Opinion about CL as a Motivational Technique

The informants were asked about how they felt when their teacher asked them to work in groups. The majority of learners (59%) choose the second option that they are motivated to work in groups because it can be more efficient, i.e. access to a greater amount of information. They claimed that CL helps to provide a deeper understanding of the subject, learn new things as a result of information exchange, encourage and support one another to boost their motivation and increase their creativity.

The other respondents' responses, on the other hand, ranged from highly motivated to less motivated. Their responses were as follows: (17%) are extremely motivated, (14%) claim to be unmotivated. The rest of participants (11%) saw that CL is not motivated

at all because some students spent time chatting about unrelated things, shy learners may not feel at ease, they may conflict, decision-making takes time, rely on others to solve the problem, and loss of creativity.

Item 08: Do you feel at ease when working with your classmates in group or pairwork?



Graph 3.6: Learners' feelings when working with their mates

The questions seek to ascertain whether students are at ease when working in groups/pairs on oral tasks. It also seeks to determine whether students engage in oral tasks when they are based on cooperative learning.

According to the pie chart, majority of learners (79%), believe that they can engage in and participate in a given task whether it requires pair or groupwork.

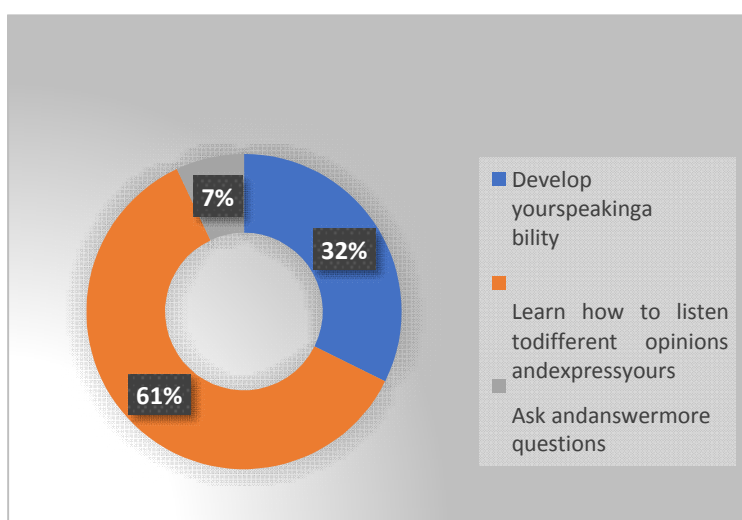
Learners are typically willing to collaborate with their classmates because they believe their classmates are there to assist them, motivate them, and fix their faults before they submit their work in front of the entire class.

A satisfactory proportion of students, represented by (21%) believe that they are uncomfortable and unable to engage in cooperative activities or may be because they were shy, not interested in the topic, or don't go along with some members in the same group.

Item 09: Does cooperative work assist you to:

Options	Respondents	Percentage
Develop your speaking ability	21	32.3%
Learn how to listen to different opinions and express yours	37	60.7%
Ask and answer more questions	04	07%

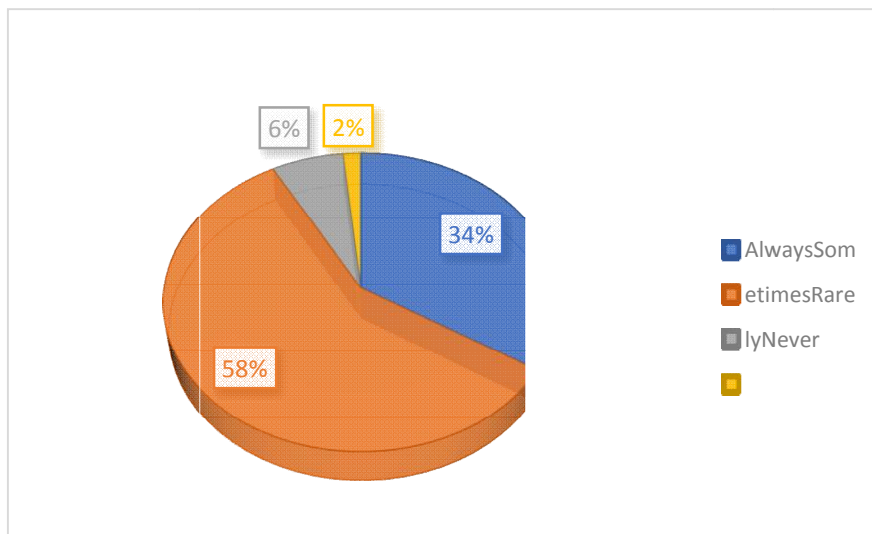
Table 3.3: Benefits obtained from CL



Graph 3.7: Benefits obtained from CL.

Item nine aims to assess the learners' understanding of the benefits of CL. According to the table and the graph, it is observed that (61%) of students chose the second option, which states that CL help in learning how to become a better listener and to express in the same time their ideas. results clearly show that the significance of CL appears at improving the speaking skill, that is (32%) of the total respondents which shows that they are aware of the role of CL. (7%) of participants chose the last option which shows their interest in developing interaction inside the classroom.

Item 10: When working in a group, all learners share their ideas in order to achieve the correct answer:

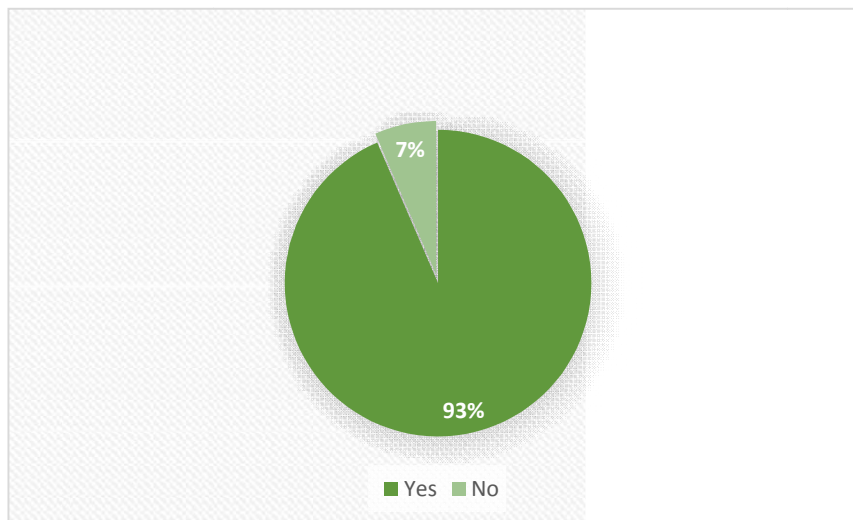


Graph 3.8: Learners' contribution

Students' aversion to sharing their ideas causes many problems among team members; however, if students interact, discuss, and organize their roles and work in order to achieve both group or pair and individual success, problems will vanish completely. The pie chart above demonstrates that learners are frequently responsible for their own and each other's work, they all had specific assigned roles to fulfill, and each of them makes efforts to reach the wanted answer by introducing new ideas.

The obtained data show that (58%) of participants ensure that when working together they sometimes cooperate to find the right answer. (34%) of respondents confirmed that they always cooperate to answer the assigned questions. Only (6%) of students saw that group members rarely contribute to achieve the right answer. (2%) of participants claimed that group members never share their ideas to solve the tasks.

Item 11: Do you believe that group work allows you to interact more and exchange information effectively by asking and answering more questions?

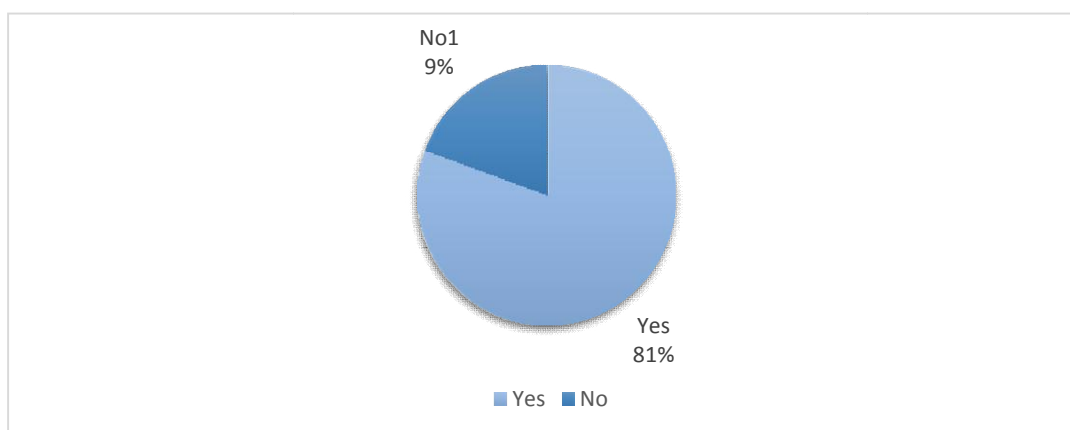


Graph 3.9: CL Contribution in Increasing Learners Interactions

The question item seeks to ascertain learners' perceptions and evaluation of CL contributions in enhancing students' interactions in oral tasks and whether they benefit from exchanging their background information or not.

According to the graph above, (93%) of respondents believe that CL allows them to interact more and exchange information; this exchange will take the form of questions and answers related to the oral task that has been assigned. The remaining (07%) of respondents believe that CL has nothing to do with increasing student interactions and the exchange of ideas.

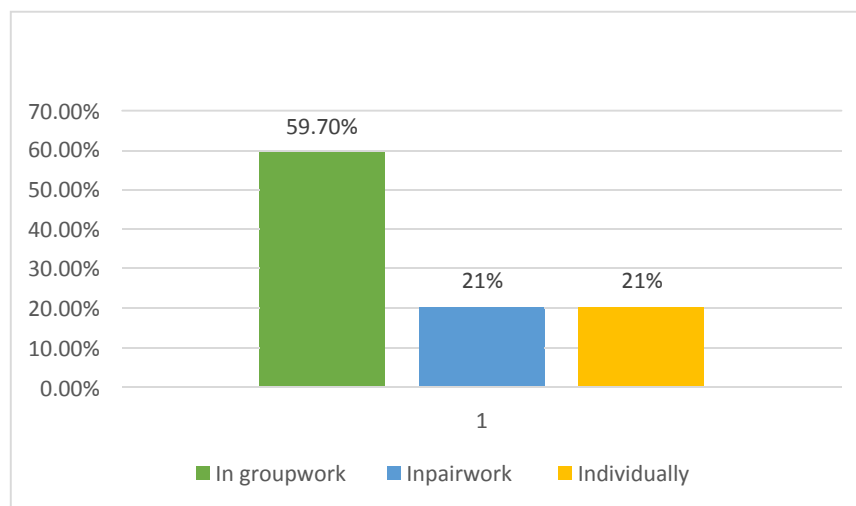
Item 12: Do you believe that group work helps in the practice of oral language so that you can perform fluently?



Graph 3.10: Learners' Perception of CL Effectiveness in Developing Oral Fluency

Students' evaluation of cooperative learning effectiveness in developing oral fluency results show that (81%) of them opt for the idea that it can help them practice oral language fluently on the basis that they listen to each other and feel comfortable when practicing to reach fluency. A minority of (18%) decline the idea in the sense that it would not contribute to their development.

Item 13: In an oral task, do you acquire more and different ideas when working:



Graph 3.11: Learners preferred activity in the oral session

Item 13 was a problematic question because students must choose between individual activities and cooperative activities, which are not explicitly mentioned. Instead, the researcher chose to use the type pair and group work as indicators of cooperative activities in order to select one type of task over another, which may help determine the type of instruction students prefer. Group work activity reached (60%). According to learners' justification for their choice "group work", it can be said that they are extroverts, friendly, enjoy sharing and being with others. They also enjoy the environment which makes them feel comfortable and find themselves enhancing their skills and abilities, as well as correcting their and each other's mistakes before performing, and thus taking risks in speaking in front of their peers.

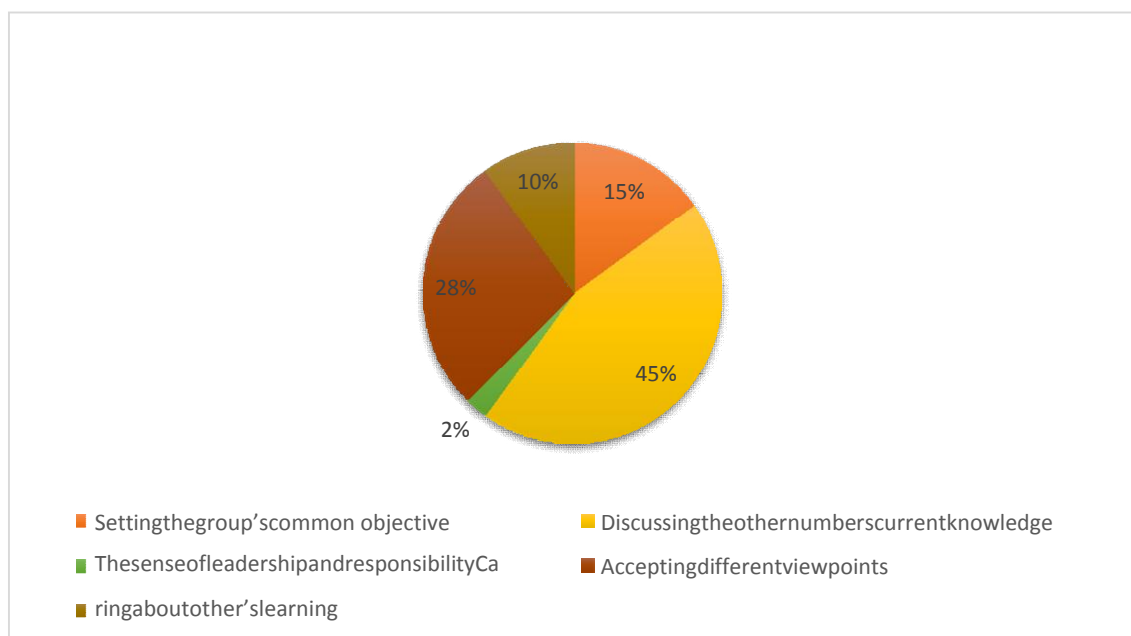
The others (21%) chose "individually" as their favorite activity when it comes to speaking and interacting, stating that they are introverted students who lack confidence to talk, share their ideas and express them freely. They seem to be isolated thinkers

in the sense that they

prefer to work, interact and think with themselves and thus appreciate the individual work as a way to solve or all tasks. Probably they feel more secure to work individually. Furthermore, they feel CL is a waste of time and hinder creativity.

(19%) of respondents prefer to work in pairs since it doesn't include a lot of students, exchanging the ideas would be easier, both learners will focus more on solving the given task, no random useless ideas and it will not be a noisy learning atmosphere.

Item 14: What did you learn from working in cooperative groups with your classmates?

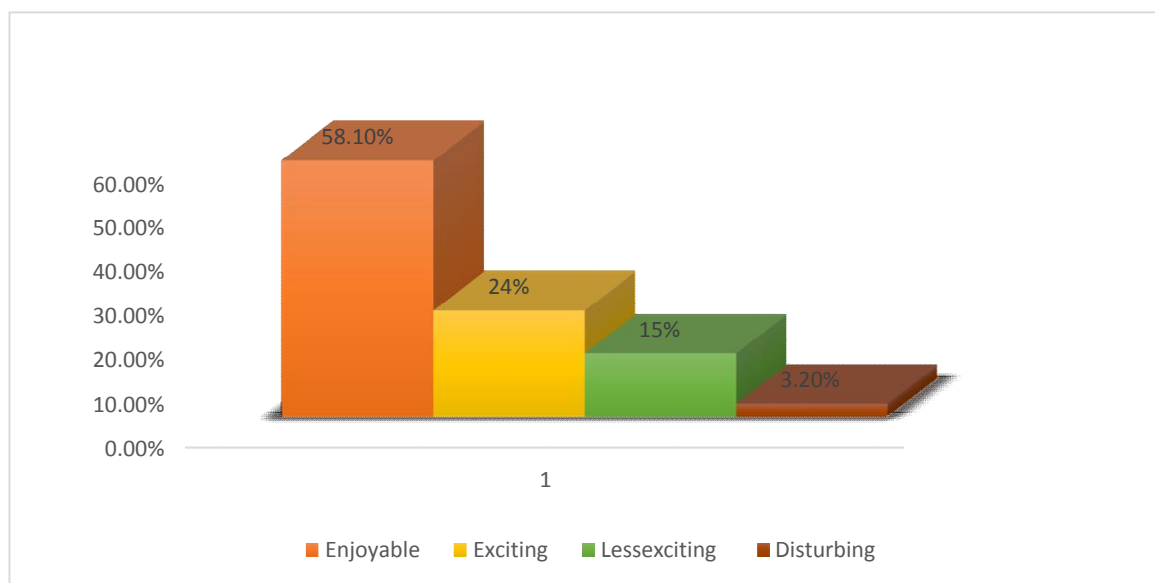


Graph 3.12: Benefits obtained from cooperative learning

The impacts of group work on the sociological side are investigated in this item. The second option is the most commonly chosen (45%). In effect, group work is based on students exchanging ideas and perspectives. CL allows learners to communicate with each other through discussions of their ideas. Group work according to (28%) of respondents shows to listen to one another and appreciate what they have to say. (15%) of participants saw that CL aids them to collaborate in finding the correct answer. The rest of students (10%) consider CL as how to deal with peers which makes them aware of how they should treat other personalities. (2%) of learners

claimed that CL help them increase their self-options by learning collectively. Responses affirmed that both “discussing the other members current knowledge” and “accepting different viewpoints” are the principle skills in CL method. However, the remaining skills are partially needed.

Item 15: How would you describe your cooperative learning experience?



Graph 3.13: Description of learners' cooperative learning experience

This question was designed to get data on learners' descriptions of the CL process. The responses sparked a plethora of viewpoints. The joint experience was described as enjoyable by a large number of the respondents (58%) claiming that CL activities make them motivated, relaxed and enthusiastic about working together to attain a common goal, which demonstrates their good attitudes toward working in groups. The process was exciting, according to other representatives (24%). However, the remaining learners found it either uninteresting (15%) or upsetting (3%). This students prefer to work alone because they believe it makes them work freely. Furthermore, they pointed out to egoism that may appear by higher-ability learners during group discussion which makes the group work disturbing.

3.5 Analysis of Teachers' Interview

In this part, the structured interview highlights and presents the analysis of data collected of four research.

Item01:How many years have you been teaching?

TEACHERS	PERIOD OF TEACHING
Teacher 01	03 years
Teacher 02	11 years
Teacher 03	02 years
Teacher 04	06 years
Teachers 05	10 years
Teacher 06	06 years
Teacher 07	06 years
Teacher 08	04 years

Table 3.4: EFL Teachers' Teaching Experience

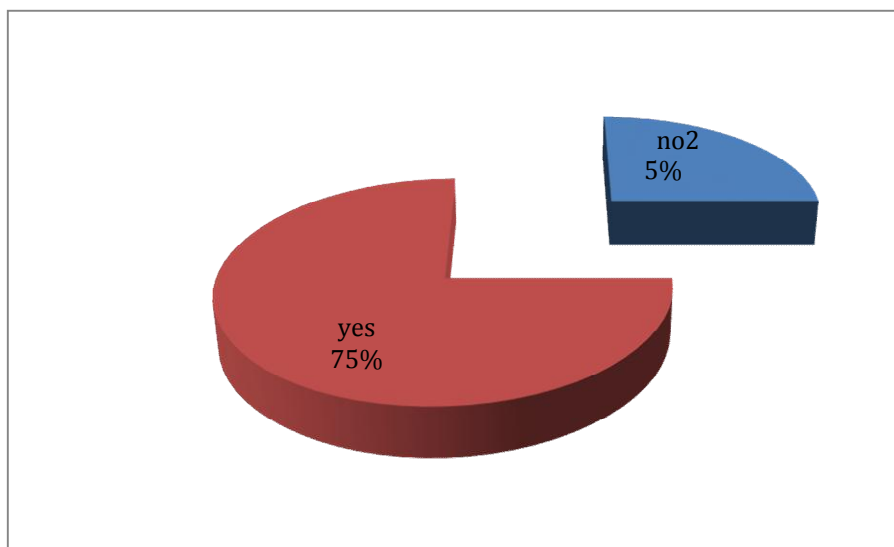
According to the table above, five teachers experienced from six to eleven years, and three novice teachers who have been teaching from two to four years.

Item2: Which module do you prefer to teach?

Four teachers prefer to teach for Oral Expression, whereas two of them who prefer to teach Grammar, the rest prefer to teach literature, civilization.

Item3: Have you ever taught oral expression? if yes how do you evaluate students' speaking skills?

Graph 3.14: Teachers' who taught for oral expression



Most of the teachers which are 6 said yes they taught oral expression. However, 2 of them never did. For those who taught oral module, they gave a rate for their learners' speaking skill, the average was between poor level to high level and they also have students with medium level. Some teacher evaluate their students' according to the use of correct grammar, through vocabulary usage, fluency and choice of the topic, that reflect their performance and level.

Item 4: How can you as a teacher enhance your learners' communicative skill?

All teachers suggested some different tips and strategies that they do in an indirect way, in order to help their students to enhance their speaking skills. Teachers prefer

to provide authentic materials for facilitating learners' interaction in their teaching. Moreover they choose to go through more students centered conversations just to let students speak freely, another teacher suggests a tip which is basing teaching content based on context, for giving learners' the opportunity to practice the language through discussions, also they put students on problem solving situations, raising autonomy and make them responsible for their learning. In addition to that, some suggested avoid intervening each time for urging to participate which is a way to engage or invite timid students to take part in discussion and share their ideas.

Item 5: Do you like to teach your students with cooperative strategy? Explain if Yes/No.

Teachers	cooperative strategy use
Teacher01	Yes
Teacher02	Yes
Teacher03	Yes
Teacher04	Yes
Teacher05	Yes
Teacher06	No
Teacher07	Yes/No
Teacher08	Yes

Table 3.5: Teachers who use cooperative strategy

All of the teachers use cooperative strategy during the instructional process. So they see it a quit helpful method, that compels students to speak, participate and focus because it limits their time of head shaking. Students seem active whether they speak or just listen, it raises the sense responsibility among learners, teachers see that it raises also students awareness. Another teacher see that it serves in developing students intellectual intelligence, furthermore it helps learners' to overcome their fears and cooperate for the exchange of ideas. One teacher stand between yes and no (neutral), in which the teacher considered the learners' preferences and individual learners, who do not prefer to work in groups, and those who are passive so it won't be beneficial for them. The last teacher said No because he see that most of the time learners do not agree with each other, it's better to work individually for better evaluation and assessment.

Item 6: How can cooperative strategies be used in an EFL classroom?

Each teacher gave different opinions concerning this question

- ❖ Use the information gap activities like: jigsaw.
- ❖ Compelling students to activate their prior knowledge and interact, debate and give feedbacks.
- ❖ Use the group, in which each member work in pairs with different tasks to discuss one topic (this show to contribute in one topic).
- ❖ When students face problem of understanding or performing a task, a cooperative method will be used to solve that problem in easy and fast way.
- ❖ Each time when students have productive or communicative activities.
- ❖ When students have presentations it's better to use cooperative method to debate freely and raise questions.
- ❖ It can be used through activities that requires group/teamwork as projects.

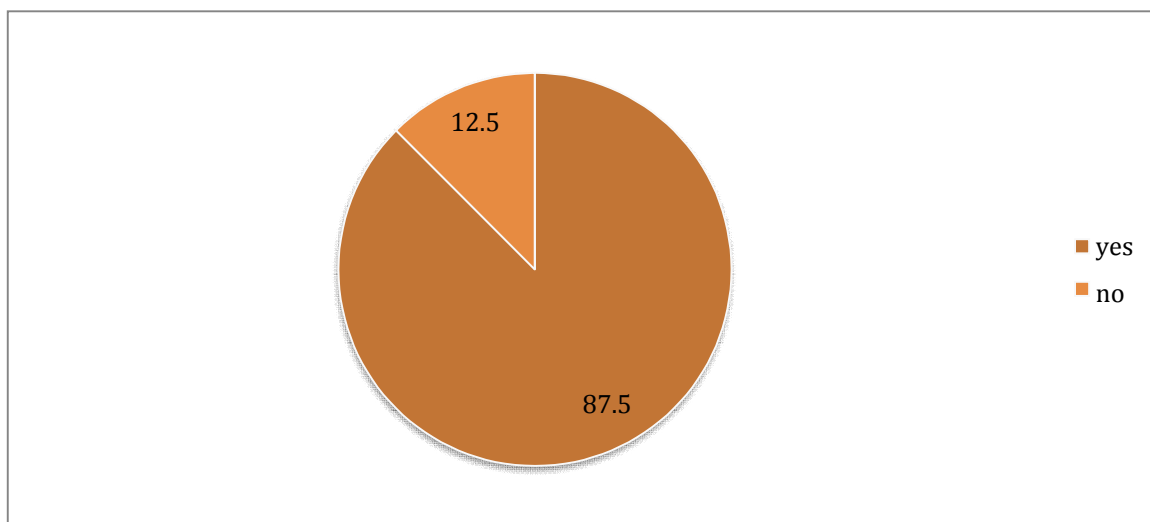
- ❖ It can be used in any situation that requires learners to socialize and work together to share different ideas like games and correcting productions.

Item 7: What are the EFL benefits of cooperative strategies?

Teachers tend to use cooperative strategy for certain purposes that goes on the benefit of the learner, which are according to their opinions as follows:

- ❖ On the level of speaking, it gives more time to practice the skills of listening and speaking.
- ❖ On the psychological level, it reduces anxiety, it makes them seek help from each other to formulate useful sentence, it motivates shy learners, it creates friendly environment.
- ❖ It allows to exchange all ideas even out of the topic, they compare and compete together.
- ❖ It is beneficial for developing their linguistic skills not only their speaking.
- ❖ It makes class multi-ideas.
- ❖ It is helpful for learners' average to build strong desires and work hard.
- ❖ Beneficial for the teacher, in which it facilitates his teaching and just guide them.
- ❖ Learners' gain social interaction through it.
- ❖ Learners' contribute to the content of the session.
- ❖ It involves all types of students to participate.

Item 8: Do you see cooperative strategy as motivational technique for learners' participation or not? How?



Graph 3.15: Teachers who consider cooperative strategy as motivational technique.

It is clear that most teachers consider the cooperation strategy as motivational technique, in a way that it limits the factors that affect them negatively, it goes beyond their psychology so it helps them to act and work freely, it helps them to develop their learning abilities also it makes them feel jealous to compete and work hard.

Item 9: How can cooperative strategy enhance learners' communicative skill?

According to teachers' opinions, the cooperative strategy contributes to develop learners' speaking skills through interaction between student-student and often students-teacher in case of guiding or redirecting their speech, also through more practice, it makes them feel comfortable to share information, it interferes in a way that leads students to give creative thoughts on the spot, it helps them to identify their strengths and weaknesses, they learn how to communicate in English even outside the school politely and arguing respecting their partners.

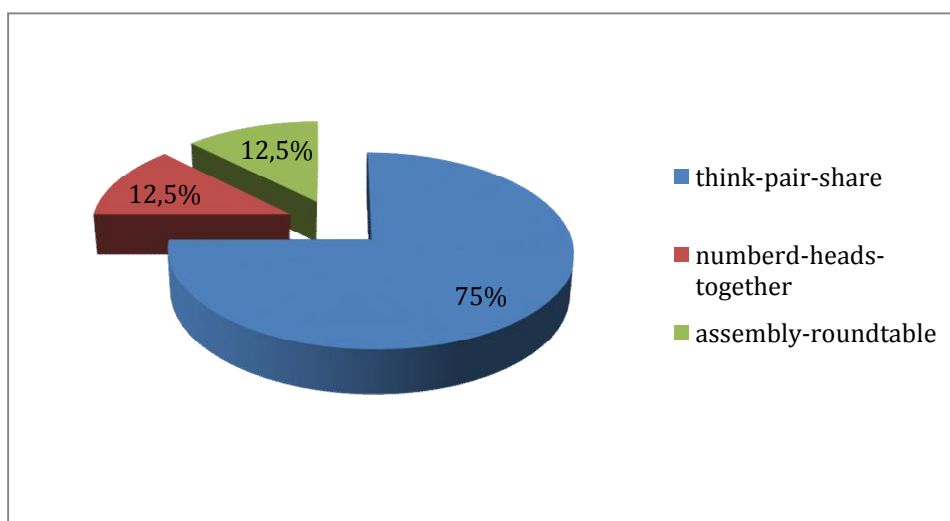
Item 10: According to you which type of cooperative method engages learners to speak, pair work or group work? Or others.

Teachers	Type of cooperative method preferred
Teacher01	Group work
Teacher02	Both (group/pairwork)
Teacher03	Both (group/pairwork)
Teacher04	Pairwork
Teacher05	Group work
Teacher06	Pairwork
Teacher07	Whole class discussion technique
Teacher08	Both (group/pairwork)

Table 3.6: what method teachers believe that it engages learner to speak.

The table shows that two teachers choose pair work as the most method that engages learners' better, two of them choose group work. Three teachers see that both engage learners' to speak, the last teacher said that the whole class discussion technique engages learners' to speak better than group/pair work.

Item 11 : (think-pair-share/ numbered heads together/ roundtable or assembly) these are cooperative activities, which one do you find more beneficial for learners' oral skill? Why?



Graph 3.16: Teacher beneficial type of activities

Most of teachers choose think-pair-share, which they find beneficial because learners are given much opportunities to their intellectual abilities. For numbered heads together which ensure that each student did his part of the task given and it promotes the sense of individual or group responsibilities, while as assembly or round table teacher said that it gives students full freedom express their opinions so they can learn from each other too and enhance their learning.

Item 12: Do you see that cooperative learning has positive or negative impact on students speaking skill? Justify your answer.

Teacher	Positive/Negative impact
Teacher01	Positive
Teacher02	Positive
Teacher03	Both(positive/negative)
Teacher04	Both(positive/negative)
Teacher05	positive
Teacher06	positive
Teacher07	positive
Teacher08	positive

Table 3.7: the impact of cooperative learning on students speaking skill.

All teachers agreed on one word, that means that they all consider the cooperative learning has a positive impact on their learners' oral performance, they see that

the more students collaborate to practice the language the more they will develop themselves.

Two teachers said it has both positive and negative impacts because they see that not all students use it appropriately, some learners depend on their classmates, some have psychological issues and the rest may not prefer to work with other.

Item 13: Are there any recommendations or suggestion concerning cooperative strategy and communicative skill you want to add?

All teachers recommends to give students much more freedom in the classroom while their participation and teachers should accept the fact they are not the only

source of information so they suggested

to use it (the cooperative strategy) taking into account students' different preferences.

3.6 Interpretation and Discussion of the Findings

The reason behind this work is to gather data about cooperative learning and how it contributes to increasing learners' abilities to speak English, and its role to meet their needs, in order to facilitate both the learning and teaching process.

The purpose of the questionnaire is to see if Cooperative Learning can be used to help first-year EFL students improve their communicative skills besides other skills. Through background information questions, most of the participants are females, which reveals that they are more interested in learning foreign language than males do. Their age range is between 18 to 24.

The implementation of group and pair work by students' current and previous teachers is quite acceptable according to them. Different participants' opinions on this issue surely depend on their experience and teacher's control over the groups or pairs. They choose their peers to work with for different reasons, either according to their proficiency, at random or prefer to choose their own group mates with the same level and ability.

The majority of students prefer pair and group work over individual work because it helps them overcome their shyness and allows them to correct their mistakes sooner, they are adapted to these activities which provide various opportunities for communicative interaction and language use. Students claimed that through group work, they will have the opportunity to exchange ideas and promote interaction. However, some students said that group work can cause sorts of problems such as unequal participation and loss of creativity. These and other issues will never arise for students if the instructor effectively implements the essential principles of CL, which include positive interdependence, face-to-face engagement, individual accountability, social skills, and group processing.

When learners work with each other, the majority of them feel at ease, relaxed, self-assured, eager, and ready to contribute and communicate. The group members always complete tasks on time because they collaborate, share ideas, and stay focused on the assignment and listen to each other's opinions and ideas which increases their sense of responsibility and maintain their relationships. Students also described CL as a beneficial strategy since it allowed them to develop a specific set of abilities, such as building relationships among students and respecting each other's perspectives regardless of gender, ethnicity, or educational background. Thus, they trust each other's ideas and rely on one another in attempts that would ultimately benefit the entire group.

The process of working together were summarized into two positive adjectives namely; exiting and enjoyable. Additionally, students agree that group work has many advantages, particularly in terms of sociological side. Simply said, this strategy aided them in learning to listen to others' perspectives, ask questions about different topics, and respect the thoughts of others. It helps also in gaining confidence and reduce stress on a psychological level.

Learners can increase their involvement in CL' oral assignments. They feel that participation in CL assignments will allow them to think, discuss, and examine what they have as activities in order to build common knowledge. They consider CL as a way to interact and benefit each other through the exchange of information and background knowledge. Motivation which is a basic element for fostering learning is highly recognized by learners who acknowledge the role of CL tasks in increasing their level.

In light of what has been discussed this far, learners' have favorable attitudes toward CL can help them achieve better academic results and improve their skills. They also believe in the importance and attractiveness of CL activities, indicating that they allow them to communicate with one another, share ideas and information, and benefit from peer input. The implementation of CL in classrooms offers learners a warm and

encouraging atmosphere to participate and engage in the lesson. Moreover, it decreases their anxiety and shyness which are the main factors that hinder their academic achievements and social skills.

In order to support the previous results and findings of our research, we conducted a structured interview with Eight EFL teachers. The interview consists of 13 questions that indicate the different usage of cooperative method in classes by teachers, also to discover the most adequate cooperative activity for learners' skills, and what learners' will benefit from varying the teaching methods. Moreover, we asked about some suggestions and recommendations that may teachers provide for novice teachers as advices. Teachers experiences were considered also for the validity of this study and for more reliable results, which was between 6 to 11 years of teaching.

The second question was about teachers preferable module, which has no relation with this study but to take a hint about teachers passions, that may reflect the psychology and the atmosphere of teaching the English language. The majority of teachers prefer to teach Oral Expression, due to its value and importance in developing learners' abilities and skills in the other modules and aspects of life. Even though, the third question was to supplement the second question, which was entirely about their experience for teaching Oral Expression, and their evaluation for learners' speaking skills. Half of teachers said "yes" and they evaluate them according to the correct usage of Grammar, rich vocabulary, and their ability to transform their ideas into spoken words; i.e., the extent to which they can share ideas with their mates, which is an important factor that most teachers focus on for the development of learners' speaking skill.

In addition to that, the importance of enhancing learners' speaking skills may lay on teachers shoulder. Their intervention leads learners to take part of the learning process. All teachers agreed on giving student the full freedom to speak, participate and share with others his/her opinion, that reflects the teachers efforts for reaching learners' objectives. However teachers must not ignore students errors and mistakes of the language. Moreover they have to redirect their speech whenever it needs.

Concerning teachers usage of cooperative strategy, all teachers claim that it is needed for providing learners' with much time to think, try, create or generate ideas, which revealed that a learner in group is more motivated than working individually. The cooperative method could increase their ability to perform better certain tasks, the different opinions and ideas ensure that all students are participating. When teachers vary their use of cooperative strategy, that represents their interests of focusing on learners' performance. Nevertheless, teachers try to integrate some authentic materials and meaningful competition among students for better results.

At the level of what a learner will benefit from using cooperative strategy. Teachers seem to have the same views and answers. Because all the benefits were expressing the satisfaction of opting for that method, that is about learners' level improvement. In the same context, 88% of teachers consider cooperative strategy as a motivational technique for students' participation in the class, which they believe that it encourages and urges them to take part of the learning process and make more efforts for worthy outcome. As it enhances their communicative skill indirectly and leads students to identify their needs.

Teachers believe that mixing between group work and pair work engages learners in way that makes them produced new ideas, also discover what type of cooperative method suits them. Teachers were also questioned about the types of activities they use and seem more advantageous for students, and it was think-pair-share, that provides them with more time and raises their sense of individual responsibility towards their mates. However, few teachers still consider the cooperative strategy as a double-edged sword, that depends on the personality of each student, which it have both positive and negative impact. While the rest claim that is positive impact on their speaking skill, and those are not aware of some students psychological issues like fear of public speaking or shyness as the interview revealed.

In the end, the interview has come up with some suggestions and recommendations to spot the importance of using cooperative methods, according to them, learning a language require practice, and more time to reach fluency and develop the speaking

skill. So EFL teachers suggested to use it considering the learning objectives and the learners' preferences.

To conclude, both teachers and learners are motivated for using cooperative methods and strategies, consider the time factor, also materials for facilitating the learning, and for more enjoyable activities. But teachers still take into account the learners' psychology to fit all their need. Thus, the researchers of this work were able to corroborate the hypothesis after analyzing the learners' questionnaire and the teachers' interview.

Through this study and based on the data was collected and its analysis, in addition to the discussion of the findings. The results have confirmed our hypotheses which answered the three main research questions. Actually, we can say that through the use of CL, teacher will help their learners' to improve and enhance their students' CS, cooperative learning is important in a way that affects learners' psychology and level positively to develop their CS. Moreover, multiple CL strategies are effective and useful in enhancing students' oral skills in the long term. Thus, the hypotheses are confirmed.

3.7 Recommendations and suggestions

Being at the level of communicating effectively and speaking freely is not done by chance or even at random, most learners fear speaking because of the lack of vocabulary or stress.

Nowadays communication is considered as an important factor for teachers that must be developed in order to keep students always involved and inspired, according to the hub Website there are a sort of tricky strategies used by teachers for facilitating teacher-learner interaction or learner-learner interaction.

3.7.1 Create a Safe Learning Environment

By creating a safety environment, learners will become more active, this tip will support them positively. For this reason most psychological researches agreed on building a safe atmosphere for them. Because it raises learners' confidence to express

their thoughts, being productive and make challenges. As cited in Timothy C, Clapper(2010,p:04) *“In an unsafe learning environment, the learner is more aware of the need for survival and protection of self from embarrassing or humiliating situation than on learning (Jensen, 2008, MacLean, 1990). Increasingly psychological safety becomes more important as we move through our educational journey”* this affects learners further learning and causes a psychological troubles like raising anxiety and stress .so it more important to consider learners psychology for the realization of their needs and goals.

3.7.2 More Teamwork

One of the main factors of developing learners capacities in a foreign language is encouraging them to work on groups , team, pairs and socialize with other students, teamwork's push each other to perform tasks and activities effectively, reduce chances ambiguity also fear of making mistakes as cited in Mary Y, Christ(2002,p:2) According to Parker(1990), *“ team members can assume the roles (or styles) of contributor, collaborator, communicator, or challenger.”* Learners help themselves and support other weak learners without teacher interference which may make them feel embarrassed.

3.7.3 Body Language

Many times teachers rely on using nonverbal cues and signals to transfer an idea or words to learners or to involve them unconsciously and engage passive learners to focus and go hand in hand with teacher's explanation of the lesson. According to Furnham & Petrova(2010:23) *“opine that body language is made up of various signals: the quick glance, the wry smile, the well-known gestures, body postures ...Each, alone and together can provide a powerful and subtle form of communication to complement the spoken language”* as cited in Nnenna, G.E & el(2021,p:127) . for this tip the nonverbal communication interfere to aid the spoken language and foster learners needs and interests. As it's been said *“Actions speak louder than words”*.

3.7.4 Active Listening

As it is defined by Thompson S(2017,p: 01)“*Active listening requires the listener to fully concentrate, understand, respond and then remember what is being said. You make a conscious effort to hear and understand the complete message being spoken, rather than just passively hearing the message of the speaker.*” One of the most essential parts of oral proficiency is listening attentively, because active listening reflects the understanding and shows to what extent the learner is interested. This occurs as questions asked by both learner and teacher about certain topic, more and more it raises discussion, shows respect to the speaker and language clarity (no confusion), in other words poor listening may cause mind-wondering, feeling bored and where students cannot benefit from teacher's speech and explanation.

3.7.5 Feedback

Lately, too much attention was given to feedback which completes the conversational process. This means providing learners with feedback after any responses will increase the improvement of that situation, either by providing positive feedback or negative. Sometimes the feedback is done as a reward for learners for their engagement and participation and for raising their confidence on using L2, or punishment to redirect some students behavior or correct their repeated mistakes. Also it is important to note that feedback must be fair enough with all students (teachers cannot be emotional to the extent of exaggerating in giving comments and remarks).

It is done to encourage them, reformulate their thoughts, make them aware about their issues and last but not least to build self-reliance on them in order to use the foreign language not only in school but elsewhere too.

3.7.6 Sense of Humour

According to Franklin Thambi, J & Sannikkanu J (2015, p: 02).

Humour can be used as a powerful tool to put students at ease and make the overall learning process more enjoyable. This can be achieved when teachers integrate humor with content and use both planned and spontaneous humor. Humor can be planned

and executed to rivet the student' attention and sustain a level of enjoyment that can facilitate Learning. (Franklin Thambi, J & Sammikkanu J. 2015, p:02).

This means to be as an ice breaking during session when learners could seem passive or uninterested teacher is concerned to bring back their students' attention and control his class in a friendly way which decrease the sense of prosaicness and boring , stress also it change the classroom atmosphere by giving them funny examples, jocks , supplementing enjoyable texts, humorous cues and signals. Adding humor to your method of teaching affect learners' psychology, manipulate their mood and cognitive perception which ease their recall of any information concerning their learning later on.

3.7.7 Technical Skills

The shift from the old tradition of teaching is greater due to today's generation that prefer to use technology in all fields of life, teachers who use technical and mechanical tools or aids during their teaching process such as; projectors, computers , online dictionaries, social media for communication (Google classroom , email...) may meet all learners preferences and stay up to date with their preferable ways of learning. Those teachers are able to engage their students and help them to overcome the problems that they may face while learning process which help create professional ideas and develop their interaction skill.

3.7.8 Be Clear

Generally, taking care of your learners perception and level is fundamental, moreover be in clear and consistent to their levels while teaching will reduce ambiguity and misunderstanding for them. Clear and simple language motivate them to participate and make learners feel comfortable to share their thoughts confidently in public which promote effective communication, and supportive way to achieve fluency in learning a language and practice the communicative skill.

3.8 Conclusion

The results of the questionnaire and the interview shows that cooperative learning activities are essential for improving learners' speaking skills. Nevertheless, teachers should not ignore the teaching objectives, learners' needs and preferences in order to go beyond their teaching achievements, reach better results and empowering students with all social skills.

GeneralConclusion

General Conclusion

Many foreign language learners aspire to mastery of the foreign language and to sound like native speakers. However, achieving this goal will need more effort and work from both the teacher and the students. Teachers who want to improve their students' communicative skills, particularly speaking, and students who want to speak a foreign language at a higher level can experiment with and adopt various approaches to achieve the aforementioned objectives. The current study investigated the efficacy of one instructional method among several others which is cooperative learning.

The purpose of this study, which was divided into three chapters, was to test if cooperative learning can help learners improve their communicative skills. In order to achieve this purpose, methodological approaches were utilised to evaluate a hypothesis that the use of cooperative learning strategy could improve and enhance learners' speaking skills and multiple CL strategies and activities are effective in enhancing learners' interacting skills.

The research was divided into two sections: a theoretical section and a practical section. The findings of the inquiry were presented at the conclusion of the study for discussion in order to reach a conclusion about the stated hypothesis.

In order to comprehend the current work, the first chapter provided the reader with theories underlying cooperative learning. Also clarifies the definition of CL. It was described as an instructional strategy in which students help each other and complete each other's grasp of a particular assignment. CL approaches are believed to be beneficial, but only with strict instructor supervision on the establishment of the five basic parts of cooperative learning. Teachers and students should contribute to the success of CL with a sense of responsibility in order to attain the desired results regarding students' levels of achievement. It also exposes its fundamental features. In addition to describing its models, kinds, principles and activities.

In the second chapter, the researchers presented the review of literature on communicative skills including its processes, types and features. In which they have presented the communicative skill for the sake of developing students' oral performance and enhancing it. Furthermore, the researchers had focused on the types

General Conclusion

also, which are verbal and nonverbal that students and teachers should be aware of them and their advantages and disadvantages , in addition to its communicative skill essential features.

The third chapter was assigned to address the research questions and the formulated hypotheses. The data were gathered through two data collection tools which are a students' questionnaire and a teachers' interview. The results of both the teachers' interview and students' questionnaires were reviewed in order to acquire valuable data that can be used to answer the research questions and test the hypothesis. Finally, the researchers found the final findings that proved the hypothesis: cooperative learning is a method that is beneficial for enhancing students' communicative skills and has a motivational effect on students' successful side. That is to say, teachers care about students' affection in that they motivate them, try to lower their fear of interacting, and raise their confidence and self-esteem and reflecting on the field of investigation, first LMD learners of English hold a positive attitude toward CL , they prefer to work in pair and group works and consider CL as an opportunity to practice the language they seek to master.

The findings revealed that both teachers and students have good attitudes toward the implementation of cooperative learning. The majority of EFL learners prefer to work in groups. Implementing a sense of CL in oral classrooms would help students develop their skills, particularly their speaking ability. Therefore, through a regular and well planned cooperative work, students can exchange information in the foreign language as a way to master it especially in the development of their communicative skills.

Finally, more research on cooperative learning and communicative ability can be undertaken to obtain more precise and significant results.

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Appendices

Appendix 1

Students Questionnaire

dear students.

We are conducting a research paper entitled "The effectiveness of cooperative learning in developing learners' communicative skill" for the fulfillment of the requirement of the Master degree in Didactics, for 1st year EFL students at Tiaret University.

You are kindly requested to answer these questions, your cooperation is very important to help us complete this work.

Section One: Background

Information Question 1: Gender

Male

Female

Question 2: Age

18-21

21-24

More than 24

Section two: Students' Attitudes towards Cooperative Learning

Question 3: Which of the following learning activities do you find enjoyable?

Individual

activities Pair-work

activities Groupwork

activities

Question 4: Have you ever worked in a group that collaborated?

Yes

No

Appendices

Question 5: Do you believe that you can perform better when working in cooperation?

Yes

No

Justify

.....
.....
.....

Question 6: Do you prefer setting the groups at:

random

according to your

interest according to your
ability

Question 7: When your teacher asks you to work in groups, are you:

Very

motivated
Motivated

Less

motivated
Not motivated

Question 8: Do you feel at ease when working with your classmates in group or pair work?

Yes

No

Question 9: Does cooperative work assist you to:

Develop your speaking ability

Learn how to listen to different opinions and express yours
Ask and

answer more questions

Appendices

Question 10: When working in a group, all learners share their ideas in order to achieve a correct answer:

- Never
- Rarely
- Sometimes
- Always

Question 11: Do you believe that group work allows you to interact more and exchange information effectively by asking and answering more questions?

- Yes
- No

Question 12: Do you believe that group helps in the practice of all languages so that you can perform fluently?

- Yes
- No

Question 13: In an oral task, do you acquire more and different ideas when working:

- Individually
- In groups/pairs

Justify, please

.....

.....

.....

Appendices

Question 14: What did you learn from working in cooperative groups with your classmates?

- The sense of leadership and responsibility
- Caring about others' learning
- activities
- Accepting different viewpoints
- Setting the group's common goals
- Discussing the other members' current knowledge

Question 15: How would you describe your cooperative learning experience?

- Enjoyable
- Exciting
- Less exciting
- Disturbing
- Boring

Appendices

Appendix 2

Teachers' Interview

Dear Teachers

This Interview serves as an investigation tool for our research paper that is about the Effectiveness of Cooperative Learning in Developing Learners' Communicative Skills for 1st year EFL students at Tiaret University

I would be grateful for your cooperation and participation to help me in my research for my Master Degree in Didactics

1. How many years have you been teaching
2. What module do you prefer to teach ?
3. Have you ever taught oral expression? If yes, how do you evaluate students' speaking skills.
4. How can you as a teacher enhance your learners' communicative skill?
5. Do you like to teach learners with cooperative strategy? Explain if yes/No.
6. How can cooperative strategies be used in an EFL classroom?
7. What are the EFL learning benefits of cooperative learning strategies?
8. Do you see cooperative strategy as a motivational technique for learners' participation or not? how?
9. How can Cooperative strategies enhance learners' communicative skills?
- 10 According to you which type of cooperative method engages learners to speak, pair work or group work? Or others.
- 11 (Think-pair-share/ numbered heads together/ roundtable or assembly) these are cooperative activities, which one you find more beneficial for learner's oral skills? Why?
- 12 Do you see that cooperative learning has a positive or negative impact on students' speaking skill? Justify your answer.
- 13 Are there any recommendations or suggestions concerning cooperative strategy and communicative skills you want to add?

تسعى منهجية التعلم التعاوني إلى تسهيل عملية التعلم والتعليم، وذلك من خلال تشكيل مجموعات و ثنائيات صغيرة تسمح بالتعاون بين الطلبة من أجل تحسين قدراتهم التعليمية. وجد العديد من الباحثين أنه من خلال طريقة التعلم التعاوني، لدى الطلبة فرص لتعزيز مهاراتهم خاصة المهارة التواصلية. وبالتالي تهدف هذه الدراسة إلى تطوير مهارة الطلاب في التحدث من خلال تطبيق استراتيجيات مختلفة للتعلم التعاوني، وكذلك لتحديد فوائده على المهارات التواصلية لمتعلمي اللغة الانجليزية. كما تسعى إلى تحقيق فعاليتها في تعزيز أدائهم الشفوي. وكشفت النتائج أن التعلم التعاوني طريقة ضرورية و ناجحة تطور مهارات المتعلمين في التواصل. بالإضافة إلى أنها تحفزهم على التفاعل بينهم و تبادل الأفكار. و تظهر النتائج أيضا أن أنشطة و مهام العمل الجماعي و الثنائي فعالة في تطوير أدائهم الشفوي.

الكلمات المفتاحية : العمل الجماعي، المهارة التواصلية، أساتذة و طلبة اللغة الانجليزية، أنشطة العمل الجماعي أو الثنائي، الأداء الشفوي .

Résumé

L'apprentissage collectif s'agit d'une méthode qui a pour objectif de faciliter la tâche de l'enseignant et de l'apprentissage à partir de la formation des groupes ou des binômes pour leur aider à travailler et coopérer entre eux pour améliorer leurs compétences éducatives. En effet, beaucoup de chercheurs ont

trouvé que l'apprentissage collectif aide les étudiants à mieux s'exprimer. Donc, cette étude est pour le but de développer et améliorer la communication chez l'apprenant par l'application des différentes stratégies de l'apprentissage coopératif et pour préciser ses avantages sur la communication chez les étudiants d'ALE. D'après les résultats on a constaté que l'apprentissage collectif est une méthode très importante et efficace car elle incite les étudiants à l'interaction entre eux, l'échange des idées et l'amélioration de l'expression orale.

Les mots clés

Les Activités de Travail en Group/Binômes, La Compétences Communicative, étudiants et Professeurs d'Anglais, L'expression Orale, Le Travail Collectif.

Summary :

Cooperative learning is an approach that seeks to facilitate learning and teaching process, through formulating small groups or pairs. So that students work together and collaborate to improve their abilities. Actually many researchers have found that through cooperative learning, learners' have an opportunity to promote their skills, especially the communicative skills. Hence, this study aims at developing students speaking skill by applying different cooperative learning strategies, also to spot the benefits of cooperative learning on EFL learners' communicative skills. It attempts to seek the effectiveness of cooperative learning in the enhancement of their oral performance. The results revealed that cooperative learning is necessary and successful method that improves learners communicative skills. Moreover, it motivates students to interact and exchange their ideas. The results also show that group/pair work activities and tasks are effective for developing students oral performance.

Keywords: Cooperative Learning, Communicative Skills, EFL Teachers and Students, Oral Performance, Group Work/Pair Work activities.

