

**POPULAR AND DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**LARBI BEN MHIDI UNIVERSITY CENTRE– OUM EL BOUAGHI
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH**

**THE EFFECTS OF THE COOPERTIVE LEARNING
APPROACH ON EFL STUDENTS' AURAL-ORAL SKILLS**

Case Study: Second Year Students of English at Constantine

University

Dissertation Submitted in Partial Fulfillment of the Requirement for the Degree of
Magister in Applied Linguistics and English Language Teaching

Board of examiners:

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| - Chairman : | Dr GHOUAR OMAR | Université de Batna |
| - Supervisor : | Pr SAADI HACENE | Université de Constantine |
| - Member : | Dr KESKES SAID | Université de Sétif |
| - Member : | Dr ELKOLLI LARBI | Université de Constantine |

Submitted by: MEDFOUNI Karima

2007

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DEDICATION

To my wonderful parents, my adorable father who has always been by my side; my magical mother whose strength, support, and joy of living lightened my way.

II

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III

ABSTRACT

The purpose of this study is to investigate the effects of cooperative learning instructional approach, and more particularly, the STAD (Student Teams-Achievement Divisions) model of cooperative learning, towards listening comprehension and speaking proficiency of second year EFL students (LMD) at the University of Constantine. The participants (48), who had already received an average of seven years of English education, were randomly selected and divided into two groups, the experimental and the control group.

The research is quasi-experimental in design. Both the experimental and control groups were given pre-tests, which comprised a multiple choice test and an interactive question/answers test designed to test aural comprehension, and a structured interview designed to test oral proficiency. These were followed by an eight-week academic period where the control group was instructed utilizing the regular classroom instruction (the whole-class instruction approach), and the experimental group was instructed utilizing the cooperative learning approach (STAD). This period was concluded with the second administration of the aural comprehension and speaking proficiency post-tests. The results of the two tests were then compared.

Overall, the analysis of the results indicated that students' scores in the experimental group tended to be higher than those of students in the control group, suggesting that the cooperative learning activities are effective in developing students' aural-oral skills.

The implications arising from the results of this study indicate that language learning may be enhanced through the interaction of the student with other students, and thus an interactive approach to instruction such as the cooperative learning rather than individual (competitive) learning is suggested in the Algerian EFL context.

LIST OF ABBREVIATIONS

1. EFL	English as a Foreign Language
2. ESL	English as a Second Language
3. FL	Fluency
4. GI	Group Investigation
5. GR	Grammar
6. IC	Interactive Communication
7. L1	First Language
8. L2	Second Language
9. M C Q	Multiple Choice Questions
10. PR	Pronunciation
11. SC	Speaking Components
12. STAD	Student Teams-Achievement Divisions
13. TEFL	Teaching English as a Foreign Language
14. TESOL	Teaching English to Speakers of Other Languages
15. TFL	Teaching Foreign Languages
16. TGT	Teams-Games-Tournaments
17. V	Vocabulary

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INTRODUCTION:

The term cooperative learning seems to have appeared in the 1970's when a great deal of research and practical work has been undertaken to find out how best to develop peer power for the benefit of learning. In fact Cooperative learning approach has been examined in many schools in the United States since the 1970's when educators began to perceive that traditional teaching methods were teacher-centred, creating an environment of competition rather than cooperation, so that the low achievers were often left behind.

Evidence from several studies concludes that this cooperative approach is an extraordinarily successful teaching method in that it enhances students' academic achievement, improves interpersonal relationship with their peers, and creates positive attitudes toward school.

Like any other approach, according to scholars, the purpose of cooperative learning is to raise students' academic achievement. However, it also aims to include learners with varying learning abilities, even the learning disabled.

Since this approach often helps all students across the curriculum, it is also useful for second or foreign language teaching. In this discipline, it is usually called cooperative language learning in a foreign or second language. Cooperative language learning emphasizes students' interaction and negotiation and sees language as a tool for creating social relations among students. Such a student-centred approach provides language students opportunities to acquire a foreign or second language through group interaction and discussion, where their stress will be reduced by working in small groups. Therefore, fear will be lowered and their motivation to learn will be enhanced. Moreover, in the cooperative language learning classroom,

students are offered more opportunities to develop their communicative competence because they are assigned tasks in a group learning setting.

When language learners communicate with each other, they are transferring their meaning to others or each other. Once a language is used as a means of communication, the fluency of that language is enhanced.

Foreign language teachers need to create a cosy environment where students may feel less stressful and are encouraged to express their thoughts, rather than one that controls students' learning with an authoritative attitude. This is especially true for higher education students (adult learners). Algerian Language teachers should restructure their teaching approach and take advantage of what has been discovered about effective learning and then teach, guide, and assess students in a consistent way. When introducing this relatively new method of teaching, Algerian teachers should bear in mind that cooperative learning is not obligatory intended to cover a whole session but the manner this relatively new method is coupled with the targeted skill.

This study was designed to examine the effect of cooperative learning activities on aural comprehension (listening) and oral proficiency (speaking) of second year Algerian students at the University of Constantine. The activities designed are based on the cooperative learning model, STAD (Student Teams-Achievement Divisions). This model combines cooperative task structures, which require students to work cooperatively in order to meet task requirements, with team competition and group rewards since it is based on the combined results of individual performances.

1- STATEMENT OF THE PROBLEM:

The present study comes from a deep interest in the domain of oral expression. Basing myself on my own experience as a student then as a new teacher of oral expression at the English department of Constantine, and through discussions with colleagues teaching the same module I came to the conclusion that there is a true resistance to any change in their methods of teaching, all based on a teacher-centred method. Thus I found it necessary to introduce a relatively new method, cooperative learning, which seems to be more appropriate in teaching oral expression to Algerian students. In fact, given the problems of large classes where the teacher is the centre of the instruction engenders a situation which provides little opportunity for students to communicate with each other and speak the target language, this besides a lack of motivation to learn, and when students are no longer motivated, they hardly lend an ear to what is being said by the teacher. Cooperative learning activities provide students with an opportunity to interact in a meaningful communicative situation. The cooperative learning activities developed for this study were designed with this goal in mind.

2- PURPOSE OF THE STUDY:

The purpose of this experimental study will be to examine the cooperative learning approach and its relationship to whole class instruction as related to Algerian EFL students' aural comprehension and oral proficiency. It will examine whether students' participation in specific cooperative learning activities designed specifically for second year students would have a positive impact on students' listening and speaking skills compared with whole class instruction. This study is in response to a perceived need for an improvement in students' language proficiency, and for communicatively oriented activities

which are suited to second year students' level of communicative competence.

3- HYPOTHESES:

In this research, a speaking test consisting of a structured interview and a listening comprehension test consisting of a multiple choice questions test and an interactive question/answers test were conducted to assess the effectiveness of the cooperative learning at enhancing second year EFL student's aural and oral proficiency. The study will address two questions:

1 - Is cooperative learning more effective than whole class instruction in fostering the aural comprehension of English learners at Constantine University?

2 - Is cooperative learning more effective than whole class instruction in fostering the oral proficiency of English learners at Constantine University?

In light of these research questions, evidence relating to the following hypotheses will be tested:

1- The cooperative learning approach would be more effective than whole class instruction in fostering the aural comprehension of English learners after an intensive English instruction.

2- The cooperative learning approach would be more effective than whole class instruction in fostering the oral proficiency of English learners after an intensive English instruction.

4- LIMITATIONS OF THE STUDY:

- 1- Since the experiment will be conducted during a part of the semester, the results might differ from those of a long-term experiment.
- 2- The results of the experiment may not apply to students in other universities or institutions in Algeria.
- 3- The results might not apply to non-Algerian speaking students who are studying English.
- 4- The findings are also limited by the cooperative model used (STAD, Student Teams-Achievement Divisions). Other types of activities might produce other results.

5- STRUCTURE OF THE STUDY:

This study is presented in three chapters. After a general introduction, chapter one reviews the literature related to the study focus, including a review of second language acquisition principles and an explanation of how cooperative learning fits those principles. Then we will cover the basic elements of cooperative learning, the various models used when implementing it and finally the role of this approach in enhancing the listening and speaking skills.

Chapter two deals with two major concepts of language learning and teaching, motivation and communicative competence, after which follows a presentation of the “oral expression” module and the two skills it includes, namely the listening and speaking skills.

Chapter three is concerned with the methodological part as well as the field work which consists of the presentation and analysis of the data.

The fourth part, in the form of a short independent section, presents the summary of the results obtained in the experiment along with a conclusion drawn from the findings and recommendations for further study.

6- CHARACTERISTIC FACTORS IN ALGERIAN EFL STUDENTS:

6.1- ALGERIAN UNWILLINGNESS TO SPEAK:

Very few Algerian students are willing to answer a teacher's questions in class even though they have the answers in mind. Most of students lower their eyes because they do not want to be called. An underlying reason for this reticence is the fear of public disgrace that may come if they provide wrong answers or if their spoken language is not understood. This phenomenon of a submissive learning attitude may be related to the Algerian socio-cultural context inspired by a Muslim society (especially girls' submissive attitudes). By doing so, they avoid embarrassment. Therefore, the Teacher-centred instructional approach provides little opportunity for students to express themselves in public and when they are required to talk, they usually feel nervous. This nervousness can make it difficult for students to concentrate when they learn a foreign language.

6.2- LARGE CLASS SIZE:

In Algeria, most EFL teachers have a class of thirty to forty students, which gives teachers little chance for individual interaction with students. This possibly explains why teachers use the traditional approach where careful class control is maintained and few activities, which develop communicative competence and social skills, are provided to students. As a result, students have few chances to practice the target language; thus, they

fail to speak fluent English either in or outside the classroom. The classroom activities tend to be extensions of the lecture style rather than ones conducted in mutually communicative style.

6.3- COMPETITIVE ATTITUDE TOWARDS LEARNING DUE TO COLLEGE ENTRANCE EXAMINATION (BAC):

All Algerian students are required to pass the nationally administered college entrance exam in order to gain university admission. There is approximately only about 40% of qualified students who are allowed to enter university. The learning environment is, consequently, very competitive. This competitive attitude is formed by the time they enter elementary school, hence, students try to study by themselves in order to surpass others and gain higher achievement. Therefore, due to this learning environment and the stiff requirement of the college entrance examination, Algerian students usually study individually in order to surpass their peers and do not appreciate the benefits of cooperation with their peers.

CHAPTER ONE

REVIEW OF THE LITERATURE

1- INTRODUCTION:

Approximately three fifth of the world's population today is bilingual or multilingual (Richards & Rodgers, 2003). This information indicates a need for people to be able to use or speak one or more foreign tongues, especially the international language -English- because of the increasing need for global cooperation, international trade, cultural exchange, and competition among countries in the 21st century. Hence, educators, governors, and others are recognizing the need to enhance English communication skills in order to play a significant role in the world and negotiate with people outside their own countries. In light of this impetus to reach a higher level of English proficiency, both language learners and teachers must find the most effective ways in terms of learning and teaching a second language. One technique that has proven to be successful in second language acquisition is cooperative learning.

In this chapter, we shall present the aspects that differentiate between cooperative learning and whole class instruction, along with the parallels existing between second language principles and the cooperative learning approach. Then we shall review the research on cooperative learning including both teachers' and students' role within the cooperative structure, followed by the specification of the basic elements of the method, the models employed within the framework of cooperative learning and finally the role of cooperative learning in enhancing EFL learners' listening and speaking skills.

2- THE CHARACTERISTICS OF THE COOPERATIVE LEARNING VS WHOLE CLASS INSTRUCTION:

2.1- COOPERATIVE LEARNING VS WHOLE-CLASS INSTRUCTION:

The cooperative learning approach is an extension of the concept of the communicative language teaching, which advocates the benefits of applying a learner-centred curriculum instead of a teacher-centred one, which requires students to memorize vocabulary, and grammar rules (Brown, 2000; Richards & Rodgers, 2003; Nunan, 2001). Traditional participation structures restrict both teachers' and students' communicative range, it is the teacher who dominates classroom speech, often by a factor of three or four utterances to one short student response (Chaudron, 1988). Additionally, according to Stahl (1995) students in the cooperative learning situation are not only required to learn how to communicate but also how to communicate effectively with others. Therefore, the practice of the communicative abilities such as listening and speaking in developing these skills is indispensable in the cooperative learning classroom.

In Gwyn-Paquette & Tochon's (2003) qualitative research, they summarize their findings by noting that cooperative learning provides students more opportunities for communication and negotiation, so that each of their four language skills (listening, reading, writing, and speaking skills) will be enhanced. When compared with the whole-class instruction, students have more chances to practice their listening and speaking skills. For Brown (2001), the irony of adopting the teacher-centred method of instruction is that it does not do anything at all to enhance students' communicative language competence.

Besides that, since the reading skill is usually introduced in the early stage of language learning, students' motivation toward learning is limited.

While cooperation may facilitate learning, it is a fact that most schools frequently rely on competitive methods (e.g. grades, test scores, etc.) as learning strategies and students do learn through these methods. This fact lead theorists to speculate on the role of competition as a learning strategy, its relation to cooperative learning, and whether the two strategies might be used to facilitate one another.

It was noted by Slavin (1987) that cooperative learning theorists did not view competitive learning strategies as ineffective. Rather, Slavin states that:

“Competitive methods might be made more effective if instead of having individuals compete against one another, schools required that teams compete against their own previous achievement records.”

(p.74)

The use of competition as an instructional mode, according to Slavin (1987), should not aim to motivate students to “beat” other students but rather to motivate them to attain learning goals and at the same time motivating them to care about how other students in their team are doing. In fact, it is the use of competition that motivates students to want for their team members that which they want for themselves, i.e., goal attainment.

Slavin (1987) also noted that as used in the school classroom, competition tended to initiate learning patterns that leave some learners feeling like “winners”, while at the same time leaving others feeling like “losers”. In this regard, he stated that:

« There's nothing wrong with competition. What's wrong with competition, as it's often structured in the schools, is that it's unfair--the same kids always win and the same kids always lose. Most children like to compete with one another as long as it's fair. And when competition is fair, it can be a positive thing. »

(p.75)

2.2- INPUT, INTERACTION, OUTPUT, AND SECOND LANGUAGE ACQUISITION:

Optimal second (foreign) language teaching includes several key elements: (1) providing language learners' opportunities to listening to basic language input (Krashen, 2003; Brown, 2000; Shrum & Glisan, 2000), (2) providing them opportunities to clarify the input they obtain and check their understanding through negotiating with their peers (output). However, the young children or the beginning learners may not acquire interaction skills. Therefore, it is teachers' responsibility to select the appropriate input for their students. While Krashen (2003) claims that the way to second language acquisition is input-driven, Swain (as cited in Shrum & Glisan, 2000) proposes the output hypothesis which supports the idea that the production of language enables language learners to achieve a higher language proficiency level. This is with the understanding, of course, that learners must first have sufficient input including vocabulary to be able to produce output.

Kagan (1995) posits the view that second language acquisition is determined by such variables as input, output, and context. He suggests that cooperative learning can have a positive effect on all these variables which are so critical to language. He also suggests that there is a “natural marriage” between the ESL classroom and the cooperative learning classroom.

Perhaps the strongest support for cooperative learning as an effective tool in second language acquisition is McGroarty (1989) who points to important parallels between the models and methods of second language learning and the principles of cooperative learning. According to McGroarty, there are three important aspects of classroom processes in second language acquisition. The first is repeated and varied exposure to language or, as Krashen (1982) calls it, input. The second refers to interaction, more specifically task-based interaction, which is effective in conveying meaning and in allowing students to deepen their understanding of the new language content being studied. The third principle, negotiation, is essential in second language acquisition and cooperative learning. Those cooperative learning activities which demand negotiation among students and arrival at some sort of consensus are generally effective in developing competence in the second language. Through negotiation with others, students learn to refine their own language skills in an attempt to provide comprehensible input (Krashen, 1982) to those in their cooperative learning groups.

Pica & Doughty (1983) precise however that the type of task structure is important in determining whether there will be any negotiation of meaning. For them,

"Neither a teacher-fronted nor group format can have an impact on negotiation as long as these tasks continue to provide little motivation for classroom participants to access each other's view."

(p.246)

This suggests that neither the whole class instruction nor the cooperative learning instruction are effective without elaborating motivating tasks that promote effective interaction.

2.3- PRINCIPLES OF EFFECTIVE SECOND LANGUAGE ACQUISITION IN THE COOPERATIVE LEARNING SITUATION:

The principles of second language acquisition (SLA) are based on research into the theories of second language acquisition and provide language teachers a standard against which to measure second language instruction and to refer to in order to adjust their teaching. These principles apply to cooperative language teaching as well. The main effective language acquisition principles require students to engage in a supportive learning environment where, through interaction and negotiation with other group members, they can receive meaningful input and then produce meaningful output (Krashen, 2003; Kagan & McGroarty, 1993; McGroarty, 1993).

2.3.1- Supportive and Non-Threatening Learning Environment (Context):

One of the first requisites for effective second language acquisition is a supportive and non-threatening learning environment. Some scholars present the cooperative learning classroom as such a place where students support each other to complete their tasks (Slavin, 1990, Johnson & Johnson, 1999b). According to some researchers, such an environment enables the comprehensible input to reach language learners' acquisition devices and maximizes their motivation to generate the target language (Kagan & McGroarty, 1993; Krashen, 2003). When students feel free from anxiety in their environment, their safety needs will be satisfied (concerning essentially young learners), thus freeing them to actively participate in any activity which demands to express and exchange their thoughts with others. This will, in turn, lead to a higher level of second language mastery (Kagan & McGroarty, 1993).

Sharan & Sharan (1990) in discussing the interpersonal relations among students state that in the cooperative learning situation, students

usually feel support from their peers and teachers. Hence, interpersonal relations are important, and sometimes in group work settings, students fail to deal successfully with their group members because of personality clashes. Some people are dominant while others are avoidant and still others are enthusiastic, so teachers need to know their students' personalities and modes of interaction. Sharan & Sharan suggestion is to have students make their own decisions within the group setting instead of telling them what they should do. This way they will learn how to deal with their tasks, peers, environment, and prepare themselves as democratic citizens of society because of practice in their small society.

2.3.2- Meaningful Input from Others:

Language acquisition occurs when language learners receive plenty of appropriate input from other speakers by engaging in cooperative learning activities which are meaningful to them. For example, when children begin to learn their native language, they hear various forms of the target language in their daily life. However, they experience the similar forms repeatedly in a similar context; therefore, meaning and language can be integrated in a natural way (Jacob et al., 1996; Kagan & McGroarty, 1993).

For second language teachers, this simply implies that in order to provide students appropriate input for learning a second language, they need to take the factors that affect their students' first language acquisition into consideration. It is teachers' responsibility to perceive and examine how meaningful input of the target language can be conveyed in context so that students will not simply concentrate on the structures given in their textbooks but on meaning (Jacob et al., 1996; Kagan & McGroarty, 1993). For High (1993):

“The first principle for applying the cooperative learning approach to second language classroom is constant exposure to the target language. Only when students gain a number of opportunities to practice listening and speaking skills can they develop competence in their communication”

(p.13)

In the second language classroom, according to Kagan (1995) language learners who work within a cooperative learning setting must make themselves understood to their group members so that others can obtain the comprehensible input and clarify their prior or just learned information. He adds that when talking to each other, the one who speaks must adjust his or her message until others comprehend the message. On the other hand, when listening to team members' talk, students may learn varied vocabulary from each other. Therefore, students are believed to be more actively participating in learning activities as well as learning from each other.

2.3.3- Produce Meaningful Output:

According to Ying (1995), for the essential elements for comprehensible input to become meaningful output, the following conditions must be met: First, teachers must provide students accessible input which is correspondent to learners' developmental stage. Secondly, to process the comprehensible input, learners need to pay attention to several aspects: the target language, their prior world knowledge, the process of integrating these, which is called “input enhancement” and their level of

learning anxiety. Above all, negotiation, the interaction of these aspects, must take place.

Supporting these ideas, Shrum & Glisan (2000) contend that teachers should not only provide students the opportunity to take in comprehensible input but also to produce the target language. As part of second language acquisition, interaction and negotiation are essential and indispensable for producing meaningful output. Tudor (2001) indicates that “negotiation” is a dynamic of language classroom teaching as well as of learning. He puts:

“In order to create a curriculum that approximates reality or what really goes on from one moment to moment as closely as possible, it is suggested that teachers adopt group discussion activities in their language classrooms”

(p.182)

Cohen (1994) indicates that in the cooperative learning situation, since each group member needs to understand what other members say in order to complete their tasks, they will ask each other to communicate clearly when explaining their personal study to the whole group. If students do not understand the meaning, they may consult other group members or the teacher (High 1993). According to High, the cooperative language learning approach provides greater benefits for students than the traditional methods do, that is, it is not just a process of learning about the target language; it is, in fact, living in the language.

3- COOPERATIVE LEARNING:

Cooperative learning is an instructional strategy which is gaining the attention of second language teachers and researchers as an effective tool in establishing a communicative or proficiency oriented classroom. According to Hilke (1990):

“Cooperative learning is an organizational structure in which a group of students pursues academic goals through collaborative efforts. Students work together in small groups, draw on each other's strengths and assist each other in completing a task. This method encourages supportive relationships, good communication skills, and higher level thinking abilities.”

(p.8)

For Johnson & Johnson (1999b) cooperative learning is the instructional process in which students work together to maximize their own and each other's learning.

For O'Hara & O'Hara (1998) despite today's omnipresence of books, electronic media, and alternate methods of instruction, many elementary school teachers still lecture quite often, leaving the students to be passive learners. According to them, Students conditioned by years of television, interactive video games and computers are looking for something other than continual discourse from the teacher. They want to manipulate the joysticks, move the mice, and be "on-line" with their educational process.

Cooperative learning has been the subject of research since as early as 1898. Since then, nearly 600 experimental and over 100 correlational studies

have been conducted on cooperative, competitive, and individual efforts to learn (Johnson, Johnson & Holubec, 1994).

Johnson, Johnson & Holubec (1994) classify research on cooperative education into three major categories: efforts to achieve, positive relationships, and psychological health. Compared with competitive and individualistic efforts, the research suggests that cooperation results in greater efforts to achieve. Researchers (e.g., Johnson & Johnson, 1999b) suggest that participation in cooperative learning activities contributes to more positive relationships among students such as increased personal and academic support, caring and commitment among students, greater tolerance of diversity and a desire for cohesion. In terms of improved psychological health Johnson, Johnson & Holubec (1994) state that cooperative learning results in better psychological adjustment, increased social development and competencies, higher self-esteem(*) and a greater ability to cope with conflict and stress.

Slavin (1983), in his summary of the research, reports a number of findings. First, the effects of cooperative learning on achievement are positive. Of 41 studies conducted in the regular classroom, 26 found significantly greater learning in the cooperative learning groups. It was also found that the group reward structures, such as Teams-Games-Tournaments (TGT) and Students Teams-Achievement Divisions (STAD) appear to have consistently positive effects on students' achievement, whereas the purely cooperative methods such as Group Investigation and Jigsaw are less likely to result in a higher achievement advantage over the traditional techniques. Slavin indicates that achievement effects appear to be positive for all types of students, regardless of ability and race. Affective outcomes such as

(*)Self-esteem: expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself or herself to be capable, significant, successful and worthy.

self-esteem, self-confidence, liking for the class, empathy, and social cooperation also correlate positively with cooperative learning.

Bossert (1988), in his review of cooperative learning research, indicated that the benefits of cooperative learning held for students of all ages, for all subject areas and for a wide range of tasks, such as those involving retention, memory skills, rote-decoding and problem-solving abilities. These types of skills are essential for the second language learner.

In 1993, Astin completed a study of over 200 colleges and universities to assess what factors make a difference in undergraduate education. After examining nearly 200 environmental variables, including a large number of curricula, he concluded that student-student interaction and student teacher interaction were by far the best 'predictors' of cognitive and behavioural changes in the undergraduate experience. Based on this and related research, Astin has pressed for greater use of cooperative learning in college instruction.

Foyle & Shafto (1995) point out the need for cooperation in higher education. They believe that students should be prepared to work in groups and on team projects in order to enhance their work groups and team projects in government and industry. In this regard, Foyle and Shafto pointed out that this focus on group-based learning is a result of criticism from employers that higher education is not preparing the students for the realities of workplace; according to them, employers are looking for people who are able to collaborate with people having different perspectives; experience collaboration in college setting may be one possible solution.

To summarize, the research on cooperative learning suggests positive effects on academic achievement, self-esteem, attitudes towards school and learning, and students' ability to cooperate with others. Students tend to take more responsibility for their learning, set higher expectations for themselves,

and are more in control of their own learning. Studies show there is generally more time on task, and fewer disruptions in classrooms.

In a summary of the general research, Johnson & Johnson (1999a) reported that the empirical literature has established that cooperative learning strategies produced gains in students, in terms of:

- (1) Academic achievement;
- (2) Ability to understand others' perspective;
- (3) Social and cooperative skills;
- (4) Motivation to learn;
- (5) Emotional involvement in learning;
- (6) Attitudes toward school and teachers;
- (7) Psychological health and sense of interdependence with others; and
- (8) Attitude toward peers.

Much research presents cooperative learning as an effective instructional tool. However, there have been a number of studies done in the ESL classroom compared with those carried out in EFL settings. Since these studies are dealing with second language acquisition, the results in ESL and other second language learning situations would likely be applicable to the English foreign language classroom.

3.1- WHY THE COOPERATIVE LEARNING APPROACH WORKS?

With proven advantages that the cooperative learning approach may contribute to general classroom instruction, it is reasonable for foreign language teachers to consider adopting the cooperative learning approach in the EFL classroom. One reason is that a small group discussion provides opportunities for students to actively use the target language in a way that the traditional approach cannot match. It also encourages learners to interact with

their peers as well as their teachers. Therefore, EFL learners' language proficiency level may be enhanced. Additionally, when in a cooperative learning situation, learners may create positive interdependence by offering task-related assistance and encouraging one another's contributions to their group (Gwyn-Paquette & Tochon, 2003). For Gwyn-Paquette & Tochon, when the language learners reach higher levels of language proficiency or receive much comprehensive input, they tend to get more involved in communicating and negotiating meaning with others and thereby gain competence in solving problems.

Another advantage for EFL students is that, when engaging in the cooperative learning environment, students promote their cognition through consideration of other's opinions, expressions, and explanations. They also check each other's expression through repetition and clarification. Therefore, this kind of feedback strengthens students' thinking ability, makes the input of the target language more comprehensive, and promotes the EFL learners' ability to acquire the target language (Gwyn-Paquette & Tochon, 2003; Slavin, 1990).

Furthermore, adopting the cooperative learning approach in EFL teaching lowers the learners' affective filter because, when students work together in groups, they are less intimidated when they perceive that other group members struggle as hard as they do to generate a sentence or words to make themselves understood (Gwyn-Paquette & Tochon, 2003; McGroarty, 1993).

3.2- TEACHERS' ROLE:

The roles that teachers play in a cooperative learning classroom are quite different from those of the traditional classrooms. The cooperative learning teachers give freedom for their students to make mistakes and to search for solutions to deal with their mistakes.

3.2.1- Delegate Authority to Students:

One feature of the teachers' role is delegating authority. For example, when teachers assign students in group discussion, they, according to Cohen (1994), give "delegated authority" which allows students to work on their own to complete the assigned tasks, correct each other's mistakes, and solve problems in order to succeed. However, this does not mean that teachers in the cooperative learning process have no right or power over their students. They need to evaluate the whole process of group discussion, and the final product of each group. They also need to clearly explain tasks to students and the methods of doing them and be available to answer questions about process.

3.2.2- Monitor Students' Performance:

To facilitate students' learning in the cooperative learning situation, teachers need to move around the classroom to check to see if there are any group needs. When monitoring students, teachers usually give feedback, encourage their students to think, or provide students with clues to solve their problems. Scholars suggest that during the process of monitoring, it is better for teachers to speak less and only provide students a number of questions to challenge their thinking for their tasks (Richards & Rodgers, 2003). Additionally, according to Cohen (1994)

“If teachers practice direct supervision, they represent the authority figure in their classrooms; in this situation, the meaning for teachers to evaluate students is far more significant than that of group members.”

(p.42)

In sum, either practice "delegating authority" or "direct supervision" in their classrooms; teachers must clearly explain what they expect students to do and how to accomplish their tasks.

3.2.3- Group Heterogeneously:

Another task of a cooperative learning teacher is to form heterogeneous discussion groups. According to Johnson & Johnson (1999b), there is no specific rule for grouping students. The group production is not dependent on who the group members are but rather on how well students perform in the cooperative learning process. In general, when students are from various backgrounds or have different abilities, it is beneficial to make the group heterogeneous. The best idea for heterogeneous grouping is to start with pairs or threesomes, small enough to make sure that each student has the opportunity for mutual interaction. For Johnson & Johnson (1999b) when students adjust to the small group learning, they will be able to deal with a larger group setting in the future.

To assign students to the cooperative learning groups, there are some other ways for teachers to choose. Teachers may randomly assign two or three students to each group. The next grouping method is to stratify students by achievement level, by similar learning styles or personal interests. Another grouping method is to allow students to select their own group members. By doing so, the groups will be more homogeneous because students will choose students they prefer to work with. Usually the high achievers tend to work with other high achievers and vice versa (Cohen, 1994).

3.3- STUDENTS' ROLE:

Since the cooperative learning approach is a student-centred approach, students are expected to take their individual responsibility and understand what their expected behaviours are. A key behaviour for students

is to help their group members to understand the assigned materials in order to complete their group assignments. Additionally, in the process of group work, students are required to encourage their group members when they share their opinions or ask each other questions (Cohen, 1994; Johnson & Johnson & Holubec, 1994).

However, according to Johnson & Johnson (1999b), sometimes students spend little time in studying and try to stay away from studying the difficult subjects such as foreign languages, math, or science so that they usually do not develop their potential to learn. In order to enhance their motivation to learn, students need to care about each other, commit to the relationships within which they are, when these conditions are achieved, it is assumed that their effort or motivation toward learning will be increased. For Johnson & Johnson (1999b), students are not only required to show their emotional concern about others but also to provide information and offer their feedback so that their social support system will be set up.

Moreover, students need to obey the classroom rules when they discuss the tasks with their group members; no single person is allowed to dominate their group members. Besides that, students are assumed to improve their listening skills during the process of discussion since they must think about what their group members say as well as verify the meaning, so that they can share opinions with each other. Therefore, when students do not pay attention to their group work or are unwilling to enhance their skills, they usually fail to communicate with their group members.

4- COOPERATIVE LEARNING ELEMENTS:

During the 1990's, Stahl (1994) reports that work continued on the cooperative learning model and the empirical investigation continued to support the model. The theoretical work done in the 1990's focused on more

precisely identifying those elements that need to be present in order to identify an instructional method as a cooperative learning strategy.

Johnson, Johnson & Holubec (1994) contended that:

“The essence of cooperative learning is positive interdependence; this occurs when group members recognize that we are in this together, sink or swim: In addition, cooperative learning situations are characterized by individual accountability, where every student is accountable for both learning the assigned material and helping other group members to learn; face-to-face interaction among students; and students appropriately using interpersonal and group skills.”

(p. 25)

Johnson, Johnson & Holubec (1994) referred to these five basic elements as "*essential components of cooperative learning*" (p. 26)

a)- Positive Interdependence:

This essential element is important to the success of cooperative learning. The success of one learner is dependent on the success of the other learners. Johnson, Johnson & Holubec (1994) asserted, "*Their mutual success depends on each of them performing competently*" (p. 27). Therefore, the first requirement of an effective cooperative lesson is that students must believe that they "sink or swim" together. Students have two basic responsibilities within every cooperative situation:

1. Learn the assigned material

2. Ensure all members learn the assigned material.

Johnson, Johnson & Holubec (1994) defended the conjecture that positive interdependence can be structured in several ways:

1. Positive Goal Interdependence: students perceive that they can achieve their goals only if all group members attain their goals.
2. Positive Reward Interdependence: each group member receives the same reward when the group achieves its goals.
3. Positive Resource Interdependence: each group member has only one portion of the resources, information, or materials necessary to complete the given task.
4. Positive Task Interdependence: involves creating a division of labour so that the actions of one group member have to be completed in order for the next member to complete her responsibility.
5. Positive Identity Interdependence: a mutual identity is established through the use of a group name.

b) - Face-to-Face Promotive Interaction:

Johnson, Johnson & Holubec (1994) purported that positive interdependence results in promotive interaction. They asserted that:

“While positive interdependence in and of itself may have some effect on outcomes, the face-to-face promotive interaction it fosters among individuals most powerfully influences efforts to achieve, caring and committed relationships, and psychological adjustment and social competence. “

(p.30)

Individuals can achieve promotive interaction by a) helping each other, b) exchanging needed resources, c) providing feedback, d) challenging each other's conclusions, e) encouraging each other to achieve mutual goals, and f) striving for mutual benefit. This kind of interaction will bring about students to truly facilitate to each other the completion of task, and consequently achieving common goals.

c) - Individual Accountability:

The third essential element of cooperative learning exists when the performance of each individual is assessed; and the results are provided to the group membership. Johnson, Johnson & Holubec, (1994) stated:

"It's important that the group knows which member needs more assistance, support and encouragement in completing a task; just as it's important that group members know they cannot 'hitchhike' on the work of others"

(p. 30)

Teachers should assess the amount of effort that each member is contributing, to ensure that each member is individually accountable. Johnson et al. (1994) purported:

Common ways to structure individual accountability are:

1. Keeping the size of the cooperative learning groups small
2. Giving an individual test to each student
3. Randomly examining students orally by calling on a student to present the group's work

4. Observing and recording the frequency with which each member contributes to the group's work
5. Assigning one student in each group the role of checker, who asks other group members to explain the reasoning and rationale underlying group answers
6. Having students teach what they learn to someone else, a practice called 'simultaneous explaining' (p.31 & following).

Johnson et al. (1994) explained that a consistent pattern exists in cooperative learning. Learners first attain knowledge and skills and learn strategies and procedures in a cooperative learning group. Then learners work alone to apply the knowledge or perform the skill. This pattern ensures learning, individual accountability, and maximum benefit from working in a group.

d) - Interpersonal and Small-Group Skills:

Interpersonal and small group skills are necessary for learners to function as a part of a team. Johnson et al. (1994) defended, "*If teamwork skills are not learned, task work cannot be completed*" (p. 32). Teachers must provide opportunities for group members to:

1. get to know each other,
2. communicate accurately,
3. accept and support each other and
4. resolve differences constructively (p. 32).

Johnson et al. (1994) also proposed that,

"The more skillful students are, and the more attention teachers pay to teaching and rewarding the use of social skills, the higher the achievement that can be expected within cooperative learning groups"

(p.32)

e)- Group Processing:

Johnson et al. (1994) contended, *"Effective group work is driven by whether or not groups reflect on the process of how well they function"* (p.33). They defined group processing as reflection on a group session to: a) describe learner behaviours that were helpful and unhelpful and b) agree on what behaviours to continue or change. Group processing has two levels: a) small group and b) whole class. Johnson et al. (1994) purported that teachers must allocate some time at the end of each class for group processing. Johnson et al. (1994) emphasized on the facts that group processing:

1. Enables learning groups to focus on good working relationships.
2. Facilitates the learning of cooperative skills.
3. Ensures that members receive feedback.

Teachers provided opportunities for the class to engage in whole group processing by assessing group progress. Teachers should use an observation sheet to collect specific data on each group. Data should be shared with the entire class.

5- COOPERATIVE LEARNING MODELS:

There are several types of cooperative learning activities, such as STAD (Student Teams-Achievement Divisions), TGT (Team-Games-Tournaments), TAI (team assisted individualization), and CIRC (Cooperative Integrated Reading and Composition). These types of activities are found to be more effective than other cooperative learning activities in terms of enhancing students' achievement. Other researchers who examined the effectiveness of the first two methods, STAD and TGT, concluded that these two models are found to effectively promote students' social skills and academic success (Marr, 1997).

Another type of cooperative learning model, group investigation model (GI), intends to facilitate students' oral communication, social skills, and intrinsic motivation. When compared with traditional whole class instruction, the group investigation method is more effective in enhancing students' social and verbal interaction (Sharan & Sharan, 1990).

When language teachers decide to apply the cooperative learning approach in their classrooms, they can integrate the cooperative learning activities with their usual instructional mode, choose the most appropriate methods to fit their own teaching philosophy and students' learning styles, then design their own lesson plans to make instruction effective.

Slavin (1990) indicates that experimental studies have shown that Student Teams Achievement Division (STAD), Team-Games Tournament (TGT), Group investigation (GI), and Jigsaw II are the cooperative learning activities that help students build interpersonal relations with their classmates and are the most commonly used methods.

To foster understanding of these types of activities, a brief description follows.

a) - Student Teams-Achievement Divisions (STAD):

It uses a basic three-step procedure in which teaching comes first, then team study, and finally individual testing (Slavin, 1990). First, the teacher should present the subject material and teach the students. When the teaching is finished, the students should go to their groups for additional study. Besides that, each team is made up of high, average, and low achieving students and students of different ethnic backgrounds. Team members are told they are not finished with their tasks until everybody understands the material. The students are encouraged to check each other's work, compare answers, and help each other. After they finish the group work, the teacher asks them to go back to their places as soon as possible and start reviewing for their quiz. If a student's quiz score exceeds his or her past quiz average, he or she helps the team. During the quiz, nobody can help anyone else because a student's individual accountability is emphasized

b) - Teams-Games-Tournaments (TGT):

In this type of activity, the three-step procedure is to teach, then have students engaged in group study, after which they compete in a tournament (Slavin, 1983; Slavin, 1990). It begins by teaching the lesson. After teaching, the teacher assigns the students to groups. Each team is made up of three students having similar levels of achievement; this ensures the each student has an equal opportunity to win the game.

Each team has a game sheet, number cards, and an answer sheet. The game sheet lists a number of questions just like a quiz sheet. To begin the game, each student draws a number card from the table. The one who gets the highest score will be the reader; other students hold blank answer sheets. The reader should read the question and give the answer; if the answer is not correct, the rest of the students can challenge the answer. If the player gives

the right answer, he or she can hold the point card. After the tournaments, team scores are figured, and the teacher reports which is the highest-scoring team.

The teacher should rearrange the teams to make sure that each team has an equal chance to be successful. Teachers using TGT have reported that student who were reluctant to go to school or study take-home assignments become more active in school life (Slavin, 1983).

c) - Group Investigation (GI):

Group Investigation enhances students' interests, because they can help make decisions on what they are going to study in the future. When they choose a topic of common interest, they form cooperative groups. All the group members should devote themselves to helping plan how to research their topic, and each one should carry out his or her own research. Finally, the group will present their findings to the whole class (Sharan & Sharan, 1990).

Group Investigation is an effective measure of instruction, because it encourages students' involvement and enhances their interest in learning. By freely communicating, planning their topic, and investigating their chosen topic, each student devotes his or her efforts to the group, and makes the team successful. Besides that, according to Sharan & Sharan (1990), it is "*Intellectually richer than work done individually by the same students*" (p.17).

d) - Jigsaw II:

Jigsaw II is also a useful activity. It is most appropriate for social studies and literature. The instructional material for Jigsaw II should always be a story, a chapter, or a narration. In Jigsaw II, students work in the same kind of heterogeneous groups as they work in STAD. The basic procedure is to let

student read the text, talk about what they read and write, and require a group report. Last, they are tested individually (Slavin, 1983). In this activity, the teacher introduces the lesson and the objective to the students, Then the students are assigned the material to read and given an "*Expert sheet that contains different topics for each team member to focus on when reading*" (Slavin, 1983, p.47). When the students have finished reading, those who came from different teams with the same topics should meet in expert groups to discuss their topic. The experts then return to their group to teach their group members; each one takes a turn teaching the group. Then the students take individual tests that cover all the topics, and the test scores become team scores. Thus, students should study the material well and work hard in their expert group to make their groups better.

There are many advantages to using STAD, TGT, Group-Investigation, and Jigsaw II activities. The foremost advantages come from enhanced skills. For example, students can practice listening, reading, teaching, and discussion skills. Beyond that, they can be held accountable by their teams, and encouraged by team members to use quiet voices to discuss the material. These activities encourage students to question, debate, challenge, and teach each other (Slavin, 1983). In addition, activities such as these emphasize students' accountability to and interdependence with the teams. It also involves some individual work.

For instance, students get individual quizzes, and sometimes they must read on their own. Finally, each one should present what he or she learns to the group members. Therefore, these kinds of activities create students' positive interdependence, a key element in successful cooperative effort in any enterprise. The more the students realize how important the learning goals are, the more motivation they will have to learn (Johnson, Johnson & Holubec, 1994).

Table 1 summarizes the major steps in each of these four activities: STAD, TGT, Group-Investigation, and Jigsaw II

STAD	TGT	GI	Jigsaw II
Teaching	Teaching	Choosing a group	Teaching
Team Study	Team Study	Choosing an individual subtopic	Reading
Testing	Tournaments	Making group conclusions	Group discussion
Team recognition	Team recognition	Group report recognition	Team recognition

Table 1: Framework for STAD, TGT, GI, and Jigsaw II

6- THE ROLE OF COOPERATIVE LEARNING IN FOSTERING STUDENTS' LISTENING AND SPEAKING COMPETENCES:

6.1- USING THE COOPERATIVE LEARNING APPROACH TO FOSTER STUDENTS' LISTENING:

Jacob et al. (1996) indicate that there are a number of experimental research studies which show that second language learners in cooperative learning environments perform better in listening comprehension than in other traditional whole-class language instruction. One major reason a cooperative learning approach helps in language learning is that it gives more opportunities for real life listening practice than is offered by most other methods.

Generally speaking, the cooperative learning approach promotes students' listening comprehension in three ways—increased input,

repetition, and accuracy. First, some researches show that language learners within the cooperative learning situation have more opportunities to hear the target language when compared with the ones in the traditional language classroom. They can hear the language not only from their teachers but also their peers when they engage in group discussion, group investigation, or playing games together with their group members (McGroarty, 1993). Moreover, the target language they hear from their peers is more complex than the language that simple rote phrases and traditional exercises provide. Therefore, the complex language they hear from their peers and teachers facilitates their listening competence (McGroarty, 1993). This is because they do not hear the target language from one person only—the teacher—but actually from their group members, too.

We can explain part of this theory by borrowing the "i+1" theory from Krashen. When we assume that each language learner of a class is at the same level ($i + 1$) of development in linguistic competence and processing the input obtained from teachers or peers, learners can still increase their current level of language proficiency and comprehension by being exposed to new language structures represented by the +1. To extend this theory, language learners can obtain the input (i) from many sources, such as the negotiation of meaning that occurs when they hear different levels of speakers involved in group work. In this way, they have heard the target language not only from the teachers but also their classmates. As a result, their opportunities to listen to appropriate input and develop their "linguistic complexity" are increased.

“The cooperative learning approach not only promotes language learners' linguistic complexity but also fosters their "cognitively complexity" because when students take part in the cooperative learning activities, the "complexity and variety of input produce higher level cognitive development”

(McGroarty, 1993, p.27)

A second way in which the cooperative learning approach fosters language students' listening competence is by repetition or redundancy. As language learners exchange the information obtained or discuss the assigned tasks, they naturally contribute to language redundancy when requesting or responding to questions. McGroarty (1993) contends that this redundancy that occurs in related curriculum tasks may enhance the level of listening comprehension. Additionally, the redundancy of words or rephrased ideas in the conversation of a cooperative learning situation is not like characteristic rote repetition found in the audio-lingual language teaching situation. Rather, it is genuine communication generated by group members. Moreover, since the repetition and redundancy are created and based on communication needs, students will not react like parrots when listening and responding to the information they obtain (McGroarty, 1993).

Accuracy is also enhanced by the use of the cooperative learning approach. Second/foreign language teachers may be concerned that students will receive imperfect pronunciation or forms of the target language from their peers, especially when in the cooperative learning setting since the interlocutors are mostly non-native speakers. In such cases, teachers may

worry that students will not reach the desired level of language accuracy.

However, data gathered from several experimental research studies show that with students engaged in any sort of group work or a cooperative learning situation, the mistakes that they made were fewer than ones made when students engaged in the teacher-centred approach because students have plentiful opportunities to apply their new language in a group work situation, and to hear more varied input (McGroarty, 1993).

Moreover, in these situations, most of the forms of the target language they hear or speak are pragmatically correct, so that the cooperative learning activities will not hinder students' listening comprehension or lead to imperfect output. Although the ultimate goal of the second/foreign language learners is to reach the level of native-like proficiency, we may conclude that adopting the cooperative learning approach in a language classroom can be a stepping stone to mastering the new language whether in the area of listening or speaking (McGroarty, 1993).

6.2- USING THE COOPERATIVE LEARNING APPROACH TO FOSTER STUDENTS' SPEAKING COMPETENCE:

Compared to the traditional teacher-centred language teaching method where students have little chance to express themselves to others and that allows only one person at a time to express ideas, the cooperative learning approach contributes to second language learning more effectively in several ways. First of all, the cooperative learning approach provides opportunities so that most of the learners may speak, listen, paraphrase, clarify, communicate with, and explain the new language concurrently with their classmates (High, 1993).

Besides providing more communicative activities, the cooperative learning approach creates an interaction among learners that is cardinal to

developing competence in a second/foreign language. Through interaction with others, students are able to ask questions and clarify meaning or understanding. Hence, the interactions which occur in a group work situation become a vehicle to promote students' ability to convey thoughts and communicate orally (High, 1993). Mc Groarty (1993) states:

“Because when students negotiate with their peers, they struggle to create a comprehensible output to make themselves understood and be able to persuade others”

(p.41)

Moreover, he indicates that when students negotiate with their group members in the cooperative learning situation, they are less likely to experience learning anxiety and their comprehensible input will reach the language learning devices.

In addition to enhancing students' ability to convey thoughts through oral communication, the cooperative learning approach cultivates students' ability to negotiate. Negotiation plays a significant role in acquiring a second/foreign language.

7- CONCLUSION:

When compared to the whole-class instructional approaches, cooperative learning approach provides more opportunities for students to communicate, interact, and negotiate with each other by using the target language. The similarities between Cooperative learning model and the models of second (foreign) language acquisition within a communicative approach, with their emphasis on input, output, negotiation of meaning, and context, would seem to suggest that cooperative learning activities could indeed lead to increased use of the target language. When language learners

struggle to make themselves understood by others, they are required to comprehend and verify the input heard from others and create meaningful output. This language learning process leads language learners to improve their listening and speaking abilities (McGroarty, 1993). However, In order to implement this approach effectively, knowing the basic elements of cooperative learning and the steps of structuring cooperative learning activities is a necessity.

Additionally, language teachers need to know how to integrate all types of cooperative learning activities into the curriculum. Then they can apply the most appropriate ones to the classroom and continue to monitor students' progress using this more communicative approach.

CHAPTER TWO

COMMUNICATIVE COMPETENCE AND THE TEACHING OF THE LISTENING AND SPEAKING SKILLS

1- INTRODUCTION:

The main goal of the communicative approach to second language learning is communicative competence. Second language curricula should be designed to encourage and motivate accurate, fluent and independent communication on the part of the learner. In an attempt to further this goal, educators are seeking instructional strategies and techniques which will improve students' ability to communicate in real-life, communicative situations.

Chapter two will begin with a description of two major concepts associated with second language learning: motivation and communicative competence. This will be followed by a discussion of proficiency and proficiency testing. Then we shall discuss some of the issues involved in the teaching of the listening and speaking skills.

2- MOTIVATING STUDENTS TO LEARN:

Motivation is one of the most important ingredients of effective teaching or instruction. For a teacher, the fundamental question is how one can ensure that every student wants to learn, and be in a condition to learn effectively more and more complex material of a given course of study. In the context of our own research, how a teacher or a lecturer can manage to create

a situation in which students are encouraging each other to give the maximum of themselves and to excel. The answers to these questions will inevitably bring us to consider, briefly, the concept of motivation first, and second the directions of study and research on this critical component of learning, within the cognitive approach essentially, namely the issue of intrinsic and extrinsic motivation, and attribution theory, which is important in helping teachers understand how students might interpret and use feedback(*) in their academic performance, and in suggesting to teachers how they might give feedback that has the greatest motivational value.

Motivation can be said to be concerned with the *“Internal process that activates, guides, and maintains behaviour over time. In plain language, it is what gets you going, keeps you going, and determines where you’re trying to go”* (Slavin, 2003, p.329).

For Denis Child (2004), motivation consists of internal processes and external incentives which spur us on to satisfy some need.

Motivation is not only important in getting students to engage in academic activities, it is also important in determining how much students will learn from activities they perform or the information to which they are exposed. Students who are motivated to learn something use higher cognitive processes in learning about it and absorb and retain more of it.

(*) feedback: can be used to refer both to information students receive on their performance and the information teachers obtain on the effects of their instruction. Feedback can often serve as an incentive for good academic performance.

2.1- INTRINSIC AND EXTRINSIC MOTIVATION:

In psychological research, motivation is generally described as being intrinsic or extrinsic. We can say that intrinsic motivators come from within ourselves: we do something because we enjoy doing it. Extrinsic motivators come from outside of us: we do something, because someone rewards us or threatens us.

We can act on the basis of intrinsic reasons, extrinsic reasons, or combination of the two. For example, we might study hard in a given subject because we are excited about the material and want to learn it (intrinsic motivation). We might strive to be an excellent athlete or musician because we really love a particular sport or playing a particular instrument, or because we delight in the praise and possibly the monetary rewards of a job well done. The former motive is intrinsic and the latter is extrinsic (as, for instance, when we study hard because we want or expect to get an A in a given exam). In either case, we might be motivated by both sets of factors.

Most research on the effects of extrinsic rewards or intrinsic motivation would advise workers in the area (and teachers for that matter) to be cautious in their use of material rewards for intrinsically interesting tasks. Thus, for Ryan & Deci (2000) teachers should, on the one hand, attempt to make everything they teach as intrinsically interesting as possible and should avoid handing out material rewards when they are unnecessary, but on the other hand, teachers should not refrain from using extrinsic rewards when they are needed. Extrinsic rewards (praise, money, presents, etc.) may often be necessary to get students started in a laboratory experience or in a learning activity, but may be phased out as students come to enjoy the activity and succeed it (Slavin, 2003).

2.2- ATTRIBUTION THEORY:

As one of the most interesting directions of research on motivation, Attribution theory attempts to understand explanations and excuses, more particularly when applied to success or failure. This last remark is one of the reasons why this theory is of the greatest importance for education, in which success or failure are recurrent themes (Weiner, 1986). Weiner (1986, 1994) suggests that most explanations for success or failure have three characteristics. The first is whether the cause is seen as internal (within the person) or external. The second is whether it is seen as stable or unstable. The third is whether it is perceived as controllable or not. A central assumption of Attribution theory is that people will attempt to maintain positive self-image(*). Therefore, when they do well in an activity, they are likely to attribute their success to their own efforts or abilities; but when they do poorly, they will believe that their failure is due to factors over which they had no control. In particular, students who experience failure will try to find an explanation that enables them to save face with their peers. It has been demonstrated (Weiner, 2000) that if groups of people are given a task and then told that they either failed or succeeded (even though all, in fact, were equally successful), those who are told that they failed will say that their failure was due to bad luck, whereas those who are told that they succeeded will attribute their success to skill and intelligence.

(*)self-image: one of many terms (self-identity, self-concept, self-ideal) relating to self-perception, or the idea one has about oneself (society being a kind of looking glass in which people discover their image or self-concept).

Attribution theory deals primarily with four explanations for success and failure in achievement situations: ability, effort, task difficulty, and luck. Ability and effort attributions are internal to the individual; task difficulty and luck attributions are external. Ability is taken to be a relatively stable, unalterable state; effort can be altered. Similarly, task difficulty is essentially a stable characteristic, whereas luck is unstable and unpredictable.

2.3- LOCUS OF CONTROL:

Locus of control (locus=location) is central to Attribution theory. A person with an internal locus of control is one who believes that success or failure is due to his or her own efforts or abilities. Someone with an external locus of control is more likely to believe that other factors, such as luck, task difficulty, or other people's actions, cause success or failure. Internal locus of control is often called self-efficacy(*), or generally, the belief that one's behaviour makes a difference.

Locus of control or self-efficacy can be very important in explaining a student's school performance. For example, several researchers (Slavin, 2003; Child, 2004; Weiner, 1994; Ryan & Deci, 2000; Williams & Burden, 1998) have found that students who are high in internal locus of control have better grades and test scores than do students of the same intelligence who are low in internal locus of control.

Locus of control, in the above cited studies, is said to be the second most important predictor (after ability) of a student's academic achievement. The reason is easy to comprehend. Students who believe that success in

(*) self-efficacy: broadly speaking, our ability to attain a particular goal is based on our belief of whether or not we can achieve that goal.

school is due to luck, the teacher's whims, or other external factors are unlikely to work hard. In contrast, students who believe that success and failure are due primarily to their own efforts can be expected to work hard (provided, of course, that they want to succeed).

In actual practice, success in any particular class is a product of both students' efforts and abilities (something which has to do with internal factors) and luck, task difficulty, and teacher behaviours (external factors).

In the context of our research, some studies in the line of research on students' efforts and abilities resulting in success or failure (Johnson & Johnson, 1999a), have focused on classroom incentive systems based on what has been termed as 'goal structure' of the classroom. Basically, a goal structure refers to the degree to which students are in cooperation or competition with one another. Competitive goal structures have been criticized by Johnson & Johnson (1999a) for discouraging students from helping one another to learn. The opposite of this policy is a cooperative goal structure. For example, if a group of four students is doing a laboratory exercise together, they will all succeed or fail together. If one student works hard, this increases the others' chance of success.

With this policy in mind, teachers will be more inspired to use cooperative learning methods that emphasize cooperative goal structures over competitive goal structures and, accordingly, reward effort and improvement.

2.4- TEACHERS' RESPONSABILITIES:

Motivation is, as discussed above, one of the most essential elements of second language acquisition. Student motivation is often measured by asking the students whether they are "motivated." (Brown, 2000; Lightbrown & Spada, 2003). Teachers have a great responsibility to enhance motivation.

In terms of language learning, motivation is more specific when compared with other subject matters (Brown, 2001; Richards & Renandya, 2003). The second language learning environment, the textbooks used, the school rules, as well as teachers' attitudes are the factors that influence students' learning motivation. Without motivation to learn, students might fail to participate in classroom activities (Richards & Renandya, 2003).

If this is the case, how can second language teachers reverse these situations and stimulate uninterested learners? What is a motivational second language teacher? According to Brown (2001); Nunan (2001); O'Malley & Chamot (1995), modifying the traditional curriculum into a learner-centered curriculum so that students' self-esteem will be enhanced is one means to accomplish this goal. McCarty & Siccone (2001) suggest that the lessons that language teachers present should be relevant, inspiring, and fresh enough to intrigue students' interest and make them willing to achieve mastery through a comprehensive study of the subject. It should also inspire them to later apply the knowledge to their own lives.

Additionally, when students indicate that their language skills are not good enough, teachers need to encourage students, assuring them that "*Their failures can be attributed to the lack of effective strategies rather than the lack of ability or to laziness*" (O'Malley & Chamot, 1995, p.161). By doing so, teachers will give students the feeling that their basic needs (love, safety, and confidence) are satisfied.

Moreover, teachers can help students to change their view that all tests and exams are competitive by teaching them to view tests and exams as instruments to help them diagnose their performance or identify places needing remediation (Brown, 2001). Lightbrown & Spada (2003) suggest that teachers may incorporate cooperative learning activities to help students increase their self-confidence because every student who participates in the

activity has his or her own position to take and equal responsibility for the outcome. Arnold & Brown (2000) recommend the application of cooperative learning activities in second language classrooms. They also suggest that second language teachers should consider Maslow's "hierarchy of needs" as a basis contributing to understanding and promoting second language learners' motivation. This can be done by negotiating with the second language learners from the basic needs of self-esteem and self-actualization(*) in the target language. Once their basic needs are satisfied, eventually, they may achieve "self-actualization" (Arnold & Brown, 2000; Brown, 2000).

3- COMMUNICATIVE COMPETENCE:

The goal of language learners should be to acquire the target language and to be able to communicate. In order to achieve this goal, teachers need to equip students with a certain level of communicative competence. According to Savignon (1997), competence refers to the aptitude for real life success, whereas communication is to convey messages to others not only in the second language setting but also in daily life while making sure that others are able to understand the message.

The notion of communication is central to any discussion of second language acquisition. According to Canale (1983) communication

- is a form of social interaction, and is therefore normally acquired and used in social interaction;

(*)self-actualization: constant striving to realize one's full potentials. This is regarded by psychologists (e.g. Maslow) as the most fundamental goal of the human personality.

- involves a high degree of unpredictability and creativity in form and message;
- takes place in discourse and socio-cultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances;
- is carried out under limiting psychological and other conditions such as memory constraints, fatigue and distractions;
- always has a purpose;
- involves authentic, as opposed to textbook-contrived language;
- and is judged as successful or not on the basis of actual outcomes.

In other words, communication is an active process involving the exchange and negotiation of meanings and conventions.

Communicative competence is an essential part of actual communication and refers to the ability to use the language appropriately in the communication process (Spolsky, 1978). For Ellis (1994), communicative competence is *“The knowledge that users of a language have internalized to enable them to understand and produce messages in the language”* (p.696). The term communicative competence was first coined by Hymes (1971) and referred to as knowledge of the socio-linguistic rules of language in conjunction with a grammatical or linguistic competence. This differed from the predominant view of competence advocated by Chomsky (1965) with its emphasis on knowledge of the rules of grammar. In his theory, Chomsky made a distinction between linguistic competence and linguistic performance; competence meaning the underlying grammatical competence assumed to be common to all native speakers and performance being the manifestation of this competence. Whereas Chomsky focused on the ideal speaker/listener,

Hymes focused on the real speaker/listener and the role of social interaction in attaining communicative competence (Savignon, 1983).

Having surveyed the many communicative approaches to language teaching, Canale & Swain (1980) developed a model for communicative competence which identifies four components of communicative competence: grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

In Canale & Swain's model, grammatical competence refers to the mastery of the linguistic code, including a knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology.

Sociolinguistic competence refers to the social rules of language use. It requires an understanding of the social context in which the language is being used and of what is appropriate.

Discourse competence is the ability to interpret and produce a cluster of sentences or phrases to form a meaningful whole. It is the ability to achieve unity in discourse through cohesion in form and coherence in meaning.

Finally, strategic competence refers to the ability to use communication strategies to cope with breakdowns in communication, or to enhance the communication process. The effective use of these strategies is what distinguishes the competent communicator from the less competent.

An effective second language program seeks to develop overall communicative competence by developing these four competencies.

Savignon (1983) argues that each of these four components is extremely important and that one is proficient in a foreign language only if these four competencies have been developed. Savignon's model of second language acquisition, based on the framework of Canale & Swain (1980), recognized the multifaceted nature of communication and the language

learning process. Savignon defined communicative competence as the ability to convey meaning by successfully combining linguistic and sociolinguistic rules in authentic communicative interactions. She saw it as functional language proficiency or the expression, interpretation and negotiation of meaning taking place when people interact in an authentic communicative situation.

Tarone (as cited in Faerch & Kasper, 1983a) also developed a model of communicative competence similar to that of Canale and Swain. Her model stressed the interactional nature of language, describing language as a "*Living organism created by both speaker and learner*" (p.64).

Strategic competence, an integral component of communicative competence, refers to the use of communication strategies which allow learners to cope with communication difficulties in real life situations. These communication strategies will be described in the next section.

3.1- COMMUNICATION STRATEGIES:

The term communication strategy has been defined in different ways. Faerch and Kasper define communication strategies as "*Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal.*" (Faerch & Kasper, 1983b, p.212). Meanwhile, communication strategies are described by Corder as a "*Systematic technique employed by the speaker to express his meaning when faced with difficulty.*" (Faerch and Kasper, 1983a, p.16). Tarone, Cohen, & Dumas (1976) define a communication strategy as a

“Systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target language rules have not been formed.”

(Faerch & Kasper, 1983a, p.5)

A variety of strategies have been identified and categorized by researchers such as Faerch & Kasper (1983), Savignon (1983), Kramsch (1984) and Willems (1987). According to Faerch & Kasper (1983a), three types of communication strategies exist: achievement strategies, formal reduction strategies and functional reduction strategies. While achievement strategies involve risk-taking behaviours, reduction strategies involve risk avoidance. Reduction strategies include:

1. avoidance
2. message abandonment
3. meaning replacement

While achievement strategies include:

1. facial expressions
2. borrowing
3. literal translation
4. foreignizing
5. approximation
6. word coinage
7. paraphrase

8. smurfing
9. self repair
10. appeals for assistance
11. initiating repair (Willems, 1987, p.355)

Willems (1987) subcategorizes achievement strategies into intralingual and interlingual strategies. Intralingual strategies generally exploit only the language in which the conversation is taking place, while interlingual strategies make use of the mother tongue or another foreign language in the effort to communicate.

These strategies provide the framework through which second language learners manipulate and negotiate meaning in the target language. Research has shown that there is a relationship between the speaker's use of communication strategies and the level of proficiency attained (Paribakht, 1983).

3.2- PROFICIENCY:

Proficiency, an important aspect of communicative competence, consists of four components: speaking, listening, reading, and writing. The term 'proficiency' has been described differently in the research, with some emphasizing grammatical accuracy, or attention to form, while others, focus on the ability to communicate a message, or the functional use of the language.

Several definitions of language proficiency exist. Liskin-Gasparro (1984, p.12) defines language proficiency as "*The ability to function effectively*

in the language in real life situations." Kramersch (1986) refers to proficiency in terms of "*Language being a functional tool, one for communication.*" (p.366)

A comprehensive definition of proficiency is provided by Stern (1990, p.34) who states that a student is proficient if he or she has:

1. An intuitive mastery of the forms of the language.
2. An intuitive mastery of the cognitive, affective, linguistic and socio-cultural meanings, expressed by the language forms.
3. The ability to use the language with maximum attention to communication and minimum attention to form and,
4. Creativity of language use.

3.3- PROFICIENCY TESTING:

Savignon (1987) defines proficiency testing as any test that is based on a theory of the abilities required to use language. It is a criterion-referenced or goal-referenced test. The test-takers are evaluated on their ability to achieve a certain level of performance, or criterion. The student is not tested on how much content he or she has learned but rather how well he or she can perform in relation to overall language proficiency.

A distinction must be made between proficiency testing and achievement testing. Achievement tests are norm referenced and examine specific features of the language. They are usually based on specific amounts of content presented to the learner. Proficiency tests, however, are criterion referenced, are based on functional language ability, and are globally rated.

Lantolf and Frawley (1985) suggest that the proficiency level of the tester affects the given proficiency level of the individual being tested. They point to the lack of a uniform theoretical structure to guide the development

of objective testing procedures. Bachman and Savignon (1986) point to the variety of language norms deemed acceptable by the interviewer suggesting that a certain amount of variability exists in rating oral proficiency levels.

Researchers such as Carroll (1967) and Bachman (1990) have categorized oral proficiency testing as direct and indirect. Indirect proficiency tests may involve quasi-realistic activities such as describing pictures orally, using taped questions to elicit responses, cloze tests, dictations or any elicitation technique other than the direct interview. On the other hand, direct proficiency testing may involve reading aloud, presenting a prepared speech, small group discussion, playing a game, conducting a survey, speaking on the phone or the face-to-face interview.

Byrnes (1987) posits the position that the oral interview does not give a sample of natural language use. She states that two things may result from the interview; either the student does better than normal because he or she is concentrating harder and paying closer attention to what he/she says or he/she does not perform as well as normal because he/she becomes nervous in the artificially created setting. Perren (1986) also suggests that the interview setting gives rise to psychological tensions and linguistic constraints of style and thought, given that both participants are aware that the interview is a test-taking situation rather than a naturally occurring communicative exchange.

Aside from these limitations, the face-to-face interview remains one of the most life-like oral assessment techniques available and is believed to be a valid measure of oral proficiency (Backman, 1990).

4- THE LISTENING AND SPEAKING SKILLS:

4.1- THE ORAL EXPRESSION MODULE:

Throughout the history of language teaching, the main concern was on the written language. The written aspect of language has, since a long time, been described by teachers and professional writers of grammar. This pedagogical approach, namely the grammar-translation method, has been criticized as inappropriate for the growing global communication of today in that it emphasized reading and writing at the expense of speaking. According to Larsen-freeman (2000), the principle of the grammar translation method is to involve students in reading literature and prepare them to translate the target language into another language. Teachers who adopt this method emphasize memorizing and putting grammar rules together with the recently learned vocabulary, as well as translation into the first language. Criticism towards this approach has led to changes in teaching theories and methods. The most active period of language instruction innovation has been during the late twentieth century with many new language teaching approaches being generated and tested (Richards & Rodgers, 2003). One of the first approaches used after the grammar translation-method was the audio-lingual language teaching in which students spent time in a language laboratory listening to and repeating phrases and sentences in the target language (Brown, 2001). Yet even this approach did not build competence in communication, better approaches appeared to be necessary. During the last three decades, TEFL teachers have tremendously widened their practice in the domain of speaking and listening. Teaching speaking is no more practiced only through pronunciation but students are also given opportunities to listen to examples of carefully spoken English. Courses make use of extracts of authentic conversations, radio broadcasts, etc...students were then encouraged to use

spoken language forms spontaneously and not merely repeat what they listen to.

Nowadays Algerian universities lessons on oral expression are intended to give students a chance to speak, express their feelings and cultivate students' interactive and communicative competence in order to help them express ideas and thoughts when they engage in real life situations. However, the oral expression course curriculum does not seem to give students the opportunity to use the target language in different situations and interact orally with others, moreover, students have almost no opportunity to express and defend their opinions or make critical judgments on the ideas and opinions of others. Consequently, Algerian students fail to build confidence in their English speaking ability and rarely even try to converse with native speakers or foreigners.

Cooperative learning could be an effective approach in teaching oral expression to EFL Algerian students. For Savignon (1987), the most successful foreign language teaching program should

“Involve the whole learner in the experience of language as a network of relations between people, things, and events”

(p.236)

Teachers who effectively apply the cooperative learning approach during their instruction, are likely to prepare their students to become future competent communicators, collaborators and negotiators.

4.2- THE LISTENING SKILL:

Listening is defined as an active and a complex process in which listeners focus on selected aspects of aural input, construct meaning, and relate what they hear to existing knowledge (Richards, 1985).

For Howatt and Dakin (1974), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

In Rost (1994, p.142), there are a number of sub-skills involved in listening practice:

- Discriminating between sounds.
- Recognizing words.
- Identifying stressed words and grouping of words.
- Identifying functions (such as apologizing) in conversation.
- Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situations) in order to construct meaning.
- Using background knowledge and context to predict and then to confirm meaning.
- Recalling important words, topics and ideas.
- Giving appropriate feedback to the speaker.
- Reformulating what the speaker has said.

Listening has long been the neglected skill in second language acquisition, research, teaching, and assessment. The aural skill has for a long time occupied a secondary position in importance, due on the one hand to the prominent status given to the writing and speaking skills and, on the other hand, to particular difficulties associated with teaching the skill. Compared with other language skills, there are few available researches on listening comprehension. Goh (1997) states that “*There are fewer insights about the process of listening and the way it is learnt*” (p.161). Similarly, Richards (1985) says that “*There is little direct research on listening comprehension.*” (p.189)

However, despite the recent importance given to listening and its emergence as an important component in the process of second language acquisition, it is still not receiving the deserved attention. The neglect of the listening skill, in most universities in Algeria, is due to the inappropriateness of teaching materials. In actual practice the teaching of the listening skill is indeed not satisfactory (lack of diversified activities, not enough time consecrated to listening comprehension, and technical equipment often deteriorated). What is more, many teachers lack of adequate training in this area. The consequence of such state of affairs is that very often the listening skill is less considered as a skill on its own but rather as a subsidiary skill to the speaking one.

This neglect of the listening skill is not specific to English curricula alone, but seems to characterize other foreign language programs as well. For Rivers (1981) students with even five years or more of study of a given foreign language are still unable to comprehend entirely what is said to them. This observation can also be applied to Algerian students who comes to the university with an English background of six years of study but still have real difficulties when attempting to understand samples of native speakers oral

speech. Algerian teachers should take into great consideration the role of listening in building students' communicative competence and in developing their speaking abilities. For Kang (1997),

“The role of listening comprehension in the L2 acquisition process is extremely important in the development of speaking abilities. Speaking feeds on listening, which precedes it....if one cannot understand what is said, one is certainly unable to respond.”

(p.8)

4.2.1- The Significance of Listening Comprehension:

In fact, language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening comprehension is then felt to be a necessary preliminary to oral proficiency.

According to Rivers (1981):

“Speaking does not itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore of primary importance if the communication aim is to be reached.”

(p.22)

According to second language acquisition theory, language input is the most essential condition of language acquisition. As an input skill, listening plays a crucial role in students' language development. Krashen (1982) argues that people acquire language by understanding the linguistics information they hear. For Gary & Gary (1981), language learners usually demonstrate ability to comprehend various language constructions well in advance of their ability to produce them. Given the importance of listening in language teaching and learning, it is essential for language teachers to help students become effective speakers. In a communicative approach to language teaching, this means providing listening practice in authentic situations, precisely, those that students are likely to encounter when they use the target language outside the classroom. Algerian students of English are not prepared from the start to understand the speech of native speakers of English, speaking at normal rate, in a normal manner, because the prolonged exposure to the slow, overly precise speech characteristic of most teachers, did not prepare students to understand the natural, spontaneous speech of native speakers.

During the two past decades, there has been a growing interest among foreign language educators in developing listening comprehension of foreign language curricula. The teaching of listening is now perceived as an important tool that is capable of facilitating students' learning of the target language.

4.2.2- Teaching Second Language Listening Comprehension:

Aural comprehension has come to be recognized as a receptive and active skill, since it requires from the listener not only to listen to utterances, but also to understand and interpret the message. An able listener is expected to understand oral data whatever its origin. This could involve a lecture, an audio or video tape, a conference and so on.

There have been a number of programs developed to assist the teacher(s) and instructors in teaching the listening skill in the classroom. Many of these programs include audio and visual aids that are instructional in form and have proven quite effective in helping the ESL/EFL student(s) to overcome the natural barriers in learning a new language. Unfortunately, due to the lack of pedagogical material, teachers at Constantine university have to improvise, to prepare their own material according to their artistry and imagination: short taped segments of radio, T.V news or weather reports (for authentic material), or reading a piece of a story, a text (for non- authentic material). However, some of the most used methods which have proved to be successful listening exercises include tests/quizzes that teachers can use in the classroom. These tests/quizzes can be found in a wide variety of places, especially with the advent of the internet. Many experts (presumably) have created websites that allow for lesson planning by teachers of ESL students that include both written and online quizzes which test for comprehension and improvement. Examples of the types of quizzes available include listening to a customer making a request and taking note of what is wanted, or listening to two people talking about a new job opportunity and get the details about the job offered and even listening to a woman asking a man questions for a survey while taking notes of his answers. These quizzes take into account the daily activities of the individuals 'normally' looking to acquire a second language. Other quizzes test on the listener's ability to recite about a man's trip to a foreign country that he has just returned from, choosing the correct conclusion based on what is heard and a listening guide that gives examples of symbol sounds by using representative words.

There are other methods of teaching ESL students in the classroom with one of the more interesting ways being the use of music to enhance the students learning process. For Lems (2001) Music can be used in the adult English as a Second Language (ESL) classroom to create a learning

environment, to build listening comprehension, speaking, reading and writing skills, to increase vocabulary, and to expand cultural knowledge. Studies showed that by playing music dubbed with words from the second language that the students were familiar with led to an increase in the rate of acquisition of the second language by the ESL students (Lems, 2001).

Many creative and confident teachers of ESL students have used music successfully to enhance the learning experience which leads to an interesting point which has been studied and debated during the past several years. That point is how much does the acoustic environment of an ESL classroom affect the learning capabilities of the students in those classrooms? A recent study espoused the fact that:

“Many researchers have stressed that the acoustic environment is crucial to the speech perception, academic performance, attention, and participation of students in classrooms. Classrooms in highly urbanized locations are especially vulnerable to noise, a major influence on the acoustic environment.”

(Choi et al., 2005, p.346)

Using music therefore in a classroom would make good sense, especially in urban areas where otherwise the acoustic environment would be burdensome.

Good ESL teachers are creative and use a variety of differing methods to assist the students in achieving language mastery through the use of listening skills. Most of those teachers have found that if they can develop activities that involve the students in a wide variety of settings, students would quickly grasp the language as it is being taught. One interesting setting

which could break the habit and bring some renew to teaching listening in Algerian universities is cooperative learning. The usual and traditional method of teaching listening comprehension based on pre-listening stage, the listening activity itself, and the post-listening stage can be adapted on the structure of group work, where the pre-listening stage would consist of the cooperative activities presented to students before listening, then the listening activity stage where the students listen to the recording and work on the assigned task, and finally, the post-listening stage where the students take individual quizzes that allow us to have immediate feedback to see what went right or wrong in their answers.

4.2.3- Listening Difficulties in Foreign Language Learning:

Speaking about listening difficulties encountered by foreign language learners, will bring us to consider, vary broadly, some affective and cognitive factors which might handicap effective listening comprehension.

Some researchers (Rost, 1994) hypothesize that there must be some sort of special motivation for foreign language learning, since natural motives have been developmentally used up when acquiring their first language. In other words, there is less enthusiasm, less natural need or desire for a foreign language, than with a first language. Some others (Gardner and Lambert, 1972) think that the purpose of integrating and identifying oneself with the second or foreign language people and culture can be effectively present in foreign language learners, and can greatly facilitate listening comprehension outside the artificial classroom situation, where one needs a persisting motivation to sustain one's interest in a foreign language.

Another problem pertaining to the learning of a foreign language is the transfer effects of L1 on the learning of L2. some researchers (Steinburg et al, 2001) stress the fact that the higher the similarity, the faster the learning;

i.e. if two languages, say French and English, have similarity in the article position, gender, plurality marking, syntactic structures, then there are less problems in understanding and using French and English. The difficulty of learning a second or a foreign language in terms of understanding pronunciation, syntax, and vocabulary arises when two languages are as different as English as Japanese, and to a less degree as English and Arabic.

Another problem concerns the kind of very impoverished input (sociolinguistic input) available to the foreign language learner, compared with the very rich and repetitive input available, for example, for very young children (motherese) which greatly facilitate the developmental process of language acquisition in the early years. Foreign language learners have to immerse themselves for long periods of time in the country of the target language, have native speakers as friends to provide for the right kind of language input.

The critical age for second or foreign language learning has also been studied from a psychobiological point of view. Is there an age after which there are great difficulties to learn and understand a foreign language? It is hypothesized that brain lateralization (area of language functions in the left hemisphere) occurs between two and twelve or thirteen years (Lenneberg, 1967). The Lenneberg hypothesis is then that adults encounter difficulties in listening because of the “completion of specific psychological connections in the brain”. If they can have a good knowledge of grammar and lexis, they may be unable to use this knowledge when processing speech (Rost, 1994).

The preceding affective, cognitive, and psycholinguistic factors can be hypothesized to have some negative effects on listening comprehension, but we are still in need of sound evidence of measured effects on the performance of second or foreign language speakers.

4.3- THE SPEAKING SKILL:

Speaking a language being a productive skill implies the ability of a learner to produce discourse. Advances in discourse analysis, conversational analysis, and corpus analysis in recent years have revealed a great deal about the nature of spoken discourse.

Research has also thrown considerable light on the complexity of spoken interaction in either a first or a second language. Luoma (2004) for example, cites some of the following features of spoken discourse:

- Composed of idea units (conjoined short phrases and clauses).
- May be planned (e.g. a lecture) or unplanned (e.g. a conversation).
- Employs more vague or generic words than written language.
- Employs fixed phrases, fillers and hesitation markers.
- Contains slips and errors reflecting on-line processing.
- Involved reciprocity (i.e. interactions are jointly constructed).
- Shows variation (e.g. between formal and casual speech), reflecting speaker roles;
- speaking purpose, and the context.

Many TFL researchers agree that the oral aspect of language is the most important and complex skill in teaching any foreign language (Ur, 1999). Swain et al. (2000) contended that the oral portion of acquiring a language was the more important part and therefore should be dealt with on a higher level than the listening portion or developing the listening skills, although he felt those aspects were important as well. Swain et al. (2000) also contended that having good L1 speaking skills translated into improved L2 level skills.

When talking about the important place of the speaking skill and the way in which knowing a language is perceived, Ur (1999) puts:

“Of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of the language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested to speak.”

(P.120)

In fact, Oral communication skills are very important to the student attempting to acquire the knowledge because most students are seeking to learn English in order to participate, at least in a small degree, in the society in which they are interacting.

The cooperative learning activities of the present study were designed with this goal in mind. Students would contribute their knowledge and defend their ideas through a group that will constitute a departing small society in which they can develop their interactive and communicative abilities.

4.3.1- Developing Oral Communication in The Language Classroom:

To develop communicative skills in foreign language learners, EFL teachers should attempt to create situations which incite students to use their latent resources of the language they learnt. Students are to be aptly directed to situations involving different communication types which they can face in real life situations. For Widdowson,

“Speaking is one of the central elements of communication. Effective instruction together with sufficient language input and speech-promotion activities will gradually help learners speak English fluently and appropriately.”

(Widdowson, 1990, p.27)

Actually, the main aim of the “oral expression” class is to provide each student with rich speaking experiences in situations requiring effective communication. However, the Algerian student’s reticence when it comes to speak in the target language does not make things easier, students become nervous and are rarely willing to participate on their own free will. If such reticence is normal in the ESL classroom, oral activities must be geared to the comfort level of those students who are the most reticent. This can be accomplished by the teachers being comfortable in understanding the students and the environments from which the student’s are raised.

In Kim’s 2006 study, the students used were East Asian students who are seen as very reticent, or are even silent in the classroom. The study looked for ways to assist teachers in teaching the required academic listening and speaking skills. What the study showed was that with these particular students, the three most common academic oral classroom activities were participating in whole-class discussions, raising questions during class, and engaging in small group discussions (Kim 2006). These types of activities, however, seem to be precisely what is needed by the ESL student and classroom in order to achieve a higher level of acquisition in regards to the second level language instruction and to develop oral communication.

“For many, it is a given that the more use made of a second language (L2) the higher the proficiency in that language.”

(Swain et al., 2000 p.251)

There are a number of methods in gaining this comfort level, both by the students and the teachers. One such method is to study the task-based methodologies available for implementation. One such methodology is known as the psycholinguistic perspective which draws on a computational model of second language acquisition. For Ellis,

“According to this perspective, tasks are viewed as devices that provide learners with the data they need for learning: the design of a task is seen as potentially determining the language use and opportunities for learning that arise.”

(Ellis 2000, p.193)

Thus, according to Ellis, the key in gaining an oral mastery of the second language is to develop tasks that cause the students to interact and communicate in a cooperative state using the second language to communicate. Since the students are working on, and designing the task together, such cooperation forces them to communicate in the acquired language in an everyday setting.

Although the fact that language and communication are not the same phenomenon, they are obviously linked to each other inextricable ways. It is the urge to communicate which stimulates language to grow in children, and for adults too the most important function of language is to facilitate

communication with others. Today most foreign language teaching is directed towards the development of communicative skills. The notion of communication is therefore proposed rather than language as a starting point.

4.3.2- The Teaching of the Speaking Skill:

The main concern for many foreign language learners is the mastery of the speaking skills in English. Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL courses, though tremendous efforts have been devoted, in the 1980's and 1990's, to elaborate efficient methods to teach these skills. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g. turn-taking, questioning strategies) to indirect approaches which create conditions for oral interaction through group work, task work and other strategies (Richards, 1990).

In our department, three hours of teaching per week are devoted to oral expression, where about the two skills, namely listening comprehension and oral expression are overlapping. Given the few hours of instruction consecrated to these skills, it is indeed hard for teachers to reach the set objectives.

In general, teachers of oral expression have relatively a great choice in selecting the various speaking activities. These can range from role playing (e.g. acting out an imagined character in a particular situation), guided dialogues (conversational routines using for example the following expressions: have a seat, see you later, have some more, as a matter of fact, nice to meet you etc...), prepared talks (reports made by a students or a group of students who choose a topic to be presented in front of the class), to

discussions or debates involving the teacher and the classroom, or groups of students who develop ideas in relation to a given subject and give their opinions. However, the choice made by the teacher when applying a given activity should take into consideration the allotted time, the level and interest of the students.

4.3.3- Speaking Difficulties in Foreign Language Learning:

A strand of problems and difficulties, on the emotional dimension, can be experienced by many foreign language learners, especially when they are exposed to an audience. These problems have to do with the attitude toward the foreign language being studied, the language learning worries towards the teachers' and classmates' evaluations, and the pervasive and diffuse psychological state of anxiety these evaluations instil in the mind of the foreign language learners.

It is not uncommon to hear someone saying, or guessing from the constricted face and anxious and often despaired look of a student, the following statement "I feel nervous and worried when I have to read loudly in the classroom", or very anxious and terrorized look when a teacher is about to ask a shy and inhibited student to explain or demonstrate something in the blackboard.

Many inhibited students have nothing to say or can say nothing for a variety of reasons, among which a lack of motivation (non-motivating teachers can discourage even the most daring of the students to participate in a discussion, or in an activity where talk is prominent), lack of proficiency, feeling down and low self-esteem.

In this context, cooperative learning can constitute a more friendly and humanistic environment when compared with the traditional classroom.

Students who usually feel nervous or anxious in front of the class will in such situation feel supported and secure and then consequently will have their language learning improved. For Arnold and Brown (2000), in the language classroom, teachers should combine “*The cognitive and affective domains in order to educate the whole person*” (p.5).

Listening and speaking are closely related skills, they need considerable practice, attentive and motivated teachers, efficient pedagogy and appropriate pedagogical materials.

5- CONCLUSION:

Overall, we can say that in the oral expression module, one of the most important subjects in the curriculum, teachers should not only select carefully the appropriate and varied pedagogical materials, but also to know how to motivate the students for an effective learning in order to develop fluency, interactive skills, self-confidence and effective collaboration with each other. This should prepare students for their future personal, social and professional environments.

CHAPTER THREE

APPLYING COOPERATIVE LEARNING APPROACH

I- METHODOLOGY

1- INTRODUCTION:

In this study, we investigated the impact of a cooperative learning versus the whole-class teaching method on Algerian EFL students' listening comprehension and speaking proficiency. The present research involved the design of cooperative learning activities (c.f: Appendix three), based on the STAD (Student Teams-Achievement Divisions) model (c.f: Chapter one), for second year students in oral expression module and an evaluation of the impact of these activities in developing students listening and speaking skills. In order to complete the assigned tasks, students had to listen, comprehend and speak in the target language. The sampling procedure, the means of collecting the data, and the instruments used are described below.

This study was quasi-experimental in design in that a treatment was administered to one group and its performance was compared with another equivalent group, similar in ability, which has received a different treatment type. 'Quasi-experimental' in the sense that the data do not meet the full requirement of experimental control. For Christensen (1980),

“In natural settings where planned and unplanned effects occur, one cannot randomly assign subjects to treatment conditions nor is it possible to control for the influence of extraneous variables through other techniques. Therefore, a quasi-experimental design is needed to obtain some index of the impact of the treatment condition.”

(p. 198)

The questions to be answered in this study are as follows:

- 1. Is cooperative learning more effective than whole class instruction in fostering the aural comprehension of English learners at Constantine University?*
- 2. Is cooperative learning more effective than whole class instruction in fostering the oral proficiency of English learners at Constantine University?*

On the basis of the above questions, we have built up the following hypotheses:

- 1. The cooperative learning approach would be more effective than whole class instruction in fostering the aural comprehension of English learners at Constantine University after an intensive English instruction.*
- 2. The cooperative learning approach would be more effective than whole class instruction in fostering the oral proficiency of English learners at Constantine University after an intensive English instruction.*

This chapter is formed by two main sections. The first section, which is methodology, includes four parts. The first part presents the population and

sample. The second part consists in the research procedure and time period of the study. Next, the instructional design used when applying the cooperative learning approach in the experimental group will be described. The fourth part consists in the description of the instruments used in collecting the data. The second section of this chapter, which is data analysis, includes the presentation as well as the interpretation of the results and a conclusion.

2- POPULATION AND SAMPLE:

Departing from the 25th February to the 18th march and from the 4th April to the 10th may of 2006; the sample of this study was selected randomly from a total population of 10 groups of 25 to 30 students each. The population represents second year Algerian EFL students in the LMD system who have already received seven years of instruction of English as a foreign language. There were 48 students enrolled at the English department of the University of Constantine (LMD), who participated in the experiment. They range in age from 19 to 24, with the boy girl ratio being 2 to 3 to 24. These students comprised two classes, the control group and the experimental group. Each class met three instructional hours per week divided up in two sessions of one hour and a half. The first section of the week was conducted in the language laboratory while the second one was carried out in the classroom. The course content was presented to both groups in the same fashion and with the same materials. Once the lesson was completed, students in the experimental group participated in the designed cooperative learning activities (*).

(*) These cooperative activities were inspired by activities, within that approach, proposed to English learners or students in the internet. However, in the present study they were reconstructed and designed to Algerian students basing myself on a knowledge of their general culture, and thus carefully selecting those pictures, names of places, and cities which can be known or familiar to the present generation of students, through TV programs, internet, and other resources (video-cassettes, CD-Rom, etc.)

While the experimental group participated in these activities, the control group received treatment that was typical of the regular classroom. As an example, after listening to a recorded passage students in the control group share their individual answers with the teacher who tries to clarify the tape content and guides the students towards the right answer. In the experimental group, it is the students within the cooperative groups who negotiate and clarify their comprehension of the record content through a cooperative activity. Cooperative learning is definitely a student-centred method. Each class involved in this study consisted of a heterogeneous mix of high, medium, and low achievers. Both groups were given 8 weeks of instruction between the pre and post-test.

3- RESEARCH PROCEDURE AND TIME PERIOD OF THE STUDY:

This quasi-experimental research was conducted for eight weeks to investigate the effectiveness of the cooperative learning approach and to analyse whether it is more effective than regular classroom instruction at enhancing students' listening comprehension and speaking proficiency.

The research was carried out at the University of Constantine. Both the experimental and control group were conducted in regular university English classes (LMD). The general experimental procedural process for both groups was administered in the following sequence. First, the students were given pre-tests using a listening and a speaking test. Next, an eight-week teaching experiment was conducted by the instructor adopting the cooperative learning approach for the experimental group and regular classroom teaching methods for the control group. Finally, after the eight-week instruction, the same listening and speaking pre-tests were administered as post-tests. This research design was adopted because it is two fold. First, the listening and speaking pre-tests would allow us to check whether the students in both

groups present approximately the same level in the listening comprehension and speaking pre-tests. Second, the administration of the same tests as post-tests would provide us with a clear picture of the potential experimental group progress. In fact, any over scoring in the listening and speaking post-tests would be the undeniable confirmation of the effectiveness of the instructional teaching approach, namely cooperative learning.

4- THE EXPERIMENTAL GROUP:

The cooperative learning model STAD (Student Teams-Achievement Divisions) was incorporated within the regular English class for the experimental group. This activity was used during the instruction hours, during the first session of the week when students met in the language laboratory, to foster the listening skill. Next, during the next session, in the classroom to foster the speaking skill. Before conducting the cooperative learning activities, there were 15 minutes of instruction, followed by 45 minutes of group work, after which 20 minutes were spent discussing the answers in relation with the topic, and finally 10 minutes for individual quizzes. It is important to recall that this activity was not chosen haphazardly or accidentally. In fact, first, STAD (Student Teams-Achievement Divisions) has proven to be the method, which is most appropriate for teaching well-defined objectives with single right answers, such as mathematical applications, language usage and mechanics, science facts and concepts. Second, STAD can easily be adapted for use with less-defined objectives by incorporating more open-ended assessments, such as essays or performances (Slavin, 2003), hence a great flexibility in use. Moreover, STAD fosters individual accountability since it makes use of individual quizzes on the material, where individual points are summed to form team scores. This individual assessment allows the teacher to check the extent to which each individual in the group has mastered the targeted knowledge. As a final point, STAD make use of group rewards, thing that must be provided to

groups that do well so that group members see that it is in their interest to help their group mates learn. The reward, in terms of marks, consisted in counting the group scores all through the 8 weeks of the experiment, as constituting the practical activities (TD) in view of the second exam. When conducting this experiment, the instructor clearly explained the course objectives, expected outcomes, and the steps required to conduct the cooperative learning activities in the syllables. Overall, the basic steps of carrying out student teams-achievement divisions are as follows:

- **Teach:** Present the lesson.
- **Team study:** Students work on worksheets or have other study materials that they can use to practice the skill being taught in their teams to master the material.
- **Test:** Students take individual quizzes when using STAD to enhance the listening skill, or prepare reports, which are presented to the whole class when using STAD to enhance the speaking skill.
- **Team recognition:** Team scores are obtained by the addition of team members' scores all through the 8 weeks of instruction.

The experimental group for this study was a group of 24 students of varying ability. This sample was divided into 6 groups of 4 students. The groupings were formed based on the first exam scores and the teacher's experience with the class during the first part of the academic year.

After the experimental period, the listening and speaking post-tests were given for comparative purposes. First, when analysing the data of the control and experimental group. Second, when analysing the data of the experimental group individuals and see whether there were differential impacts of treatment (cooperative learning), compared with the pre-test scores, on students of low, average, and high abilities. Lesson plans were designed for

both the control and experimental group. Moreover, all the questions used in the tests were relevant with the level of difficulty used in the instructional materials.

5- RESEARCH VARIABLES:

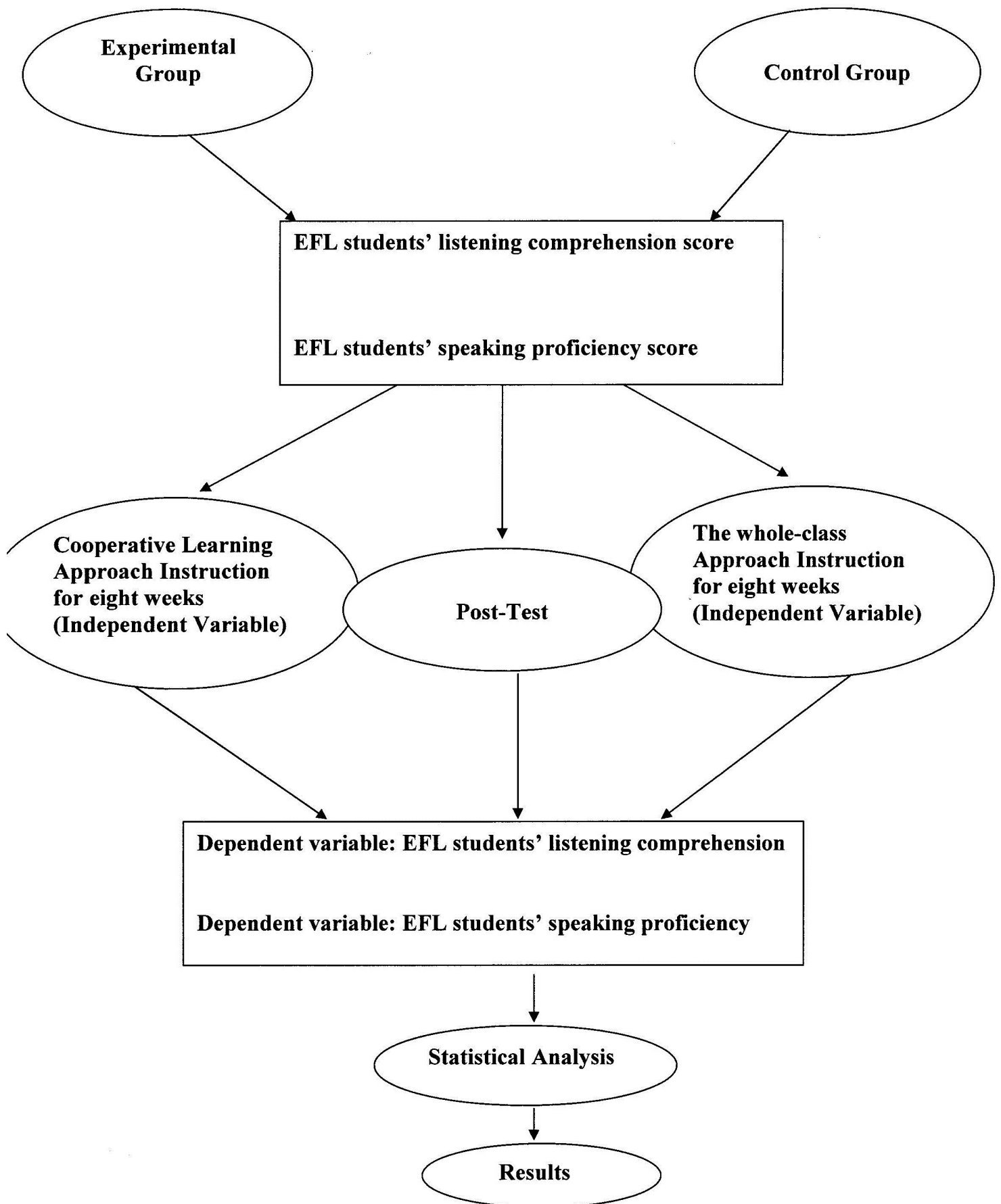
a)- Independent Variables:

1. One of the independent variables, the cooperative learning approach, is a student-centred approach which involves students in mutual helpfulness and communication.
2. The other independent variable, the whole-class method of instruction, is a teacher-centred method which emphasizes stimulus and response at the expense of interaction.

b)- Dependent Variables :

1. EFL students' English listening comprehension scores
2. EFL students' English speaking proficiency scores

The following figure presents a graphic overview of the research framework used in the study and the relationships which each has with the others.



Graphic representation of the research framework

6- INSTRUMENTS:

Two instruments were used to collect the data. The first one is the listening comprehension test (including two sub-tests), which includes 20 questions that test the subjects' ability to hear and understand English. The second instrument was the speaking test, which includes 5 questions.

6.1- LISTENING COMPREHENSION TEST:

With the purpose of evaluating the effectiveness of the cooperative learning approach on language learners' listening comprehension, the test was given to all the participants before and after the teaching experiment. This listening comprehension test included two parts, each consisting of 10 questions for a total of 20 questions. The examinees had a time constraint of about 90 minutes to finish the questions.

The evaluation of the listening test consisted in two parts. The first part of the listening comprehension test consists of a recorded talk for which there are 10 questions included. In this section, students were required to look at the three answer choices to select the most appropriate one (A, B, or C). The second part of the listening comprehension test is an interactive question/answers test, students listen to one question, then chose the most appropriate answer among three choices (A,B, or C).

6.2- SPEAKING PROFICIENCY TEST:

Similarly, to the listening comprehension test, the speaking proficiency test was given to all participants before and after the teaching experiment. The speaking test consisted in a structured interview which contained 5 questions (with some prompts to guide the interaction and get more information). The interview took place over a three-day period. The examinee had a time constraint of about 90 seconds for each question. The

interview was conducted using questions developed by the researcher, and the speech samples were rated using an oral-English rating sheet which contained a set of qualities to be rated (pronunciation, grammar, vocabulary, fluency, and interactive communication), and a series of possible ratings (on a scale of 1-4) (c.f: Appendix four).

7- PILOT STUDY:

For our pilot study, we selected randomly 12 students from the experimental group with whom we presented the cooperative learning approach in three lectures. The groups constituted of 4 students each, worked cooperatively during 3 weeks. The lectures lasted 2 hours each, 1 hour for the theoretical aspect, and 1 hour for the application of the method all through the three sessions. More precisely, the theoretical part consisted in teaching those communicative and conflict management skills that lead to successful group work (Johnson & Johnson, 1999a) (c.f: Appendix five). In fact, having students work together in small groups did not necessarily mean that the students were cooperating. For Cohen (1994), it is an error to assume that post-secondary adults will know how to work effectively as a part of a team. In the practical part, students' behaviours with each other were observed by the teacher who reminded students of the communicative and conflict management skills whenever she felt it necessary. After 3 weeks of instruction, students seemed to be more familiar with those cooperative skills, much more relaxed and open about others' suggestions.

After 3 weeks of cooperative learning implementation, a questionnaire was designed and administered to the sample. The questionnaire was divided into two blocks. In the first block, the students were asked if they had worked cooperatively. The second block requested the student to make a general evaluation of this way of working. For the first block of questions, we used a five-criteria-scale: never, rarely, sometimes,

frequently, and always.

Questionnaire items:

- 1- I listen to and respect idea of others.
- 2- I share the load of the work.
- 3- I appreciate the contribution of the other members of the group.
- 4- I suggest some solutions.
- 5- I share my information, and take into account the information of others.
- 6- I have good ideas; I am constructive.
- 7- I resolve conflicts in positive manner.
- 8- I contribute towards making each member of my group do his share of work.
- 9- I help the group find errors and /or mistakes.
- 10- I have positive contributions to the group.
- 11- I am happy about the success of the group

(c.f: Appendix one for the questionnaire used.)

Overall, the results of the questionnaire showed that the least appreciated items are numbers 3, 9, and 7 where about it is question of the resolution of conflicts in a positive manner, offering help to the group to find errors and/or mistakes, and the evaluation that was done of the contribution of the other members of the group. Among the most appreciated items were, 4, 5, 10 and 11 which referred to being happy about the group's success, offering help to seek solutions, making positive contributions to the group, or sharing information and taking into account that of others.

In the second block, there were four questions, evaluated on a five-criteria-scale: Unsatisfactory, poor, good, very good, excellent.

Questionnaire items:

- 12- My contribution towards the group's success has been
- 13- This way of learning, as opposed to individual work, is
- 14- The way it has helped me to understand the subject better is
- 15- I feel like I have learnt things of value.

Among the least appreciated items, there was only the question number 12 which referred to the autoperception students had about their contribution towards the group success. On the other hand, the most valued items were 13, 14, and 15, which directly referred to the students learning. Specifically, the students evaluated work in the group as very positive as opposed to other forms of individual work; they stated that this methodology had helped them to understand the subject better, and at the same time, they underlined that they had learnt things of real value. A sample of the answers (2) figures in appendix one.

On the basis of the positive results obtained in the pilot study, which showed the readiness of students to work in group, we built up the STAD (Student Teams-Achievement Divisions) model which equally promotes the contributions of each student to the understanding of the whole group, mutual helpfulness and checking.

II- FIELD WORK: ANALYSIS OF THE DATA:

1- THE LISTENING AND SPEAKING PRE-TESTS:

Following the administration of the listening comprehension and speaking pre-tests, the scores of the control group and the experimental group were tabulated. The results are shown in Table 2 and 3.

1.1- LISTENING PRE-TEST:

Experimental group				Control group			
N	Test 1	Test 2	A	N	Test 1	Test 2	A
01	5	6	11	01	4	3	7
02	3	4	7	02	5	5	10
03	4	2	6	03	6	8	14
04	6	5	11	04	4	4	8
05	7	8	15	05	3	2	5
06	2	4	6	06	6	4	10
07	5	4	9	07	4	5	9
08	3	3	6	08	3	5	8
09	4	3	7	09	8	7	15
10	5	5	10	10	4	2	6
11	7	6	13	11	5	5	10
12	6	4	10	12	5	7	12
13	3	2	5	13	3	3	6
14	8	8	16	14	4	4	8
15	5	6	11	15	5	5	10
16	5	5	10	16	5	6	11
17	3	4	7	17	6	3	9
18	4	4	8	18	4	5	9
19	6	5	11	19	5	5	10
20	5	2	7	20	5	6	11
21	4	5	9	21	6	5	11
22	6	6	12	22	3	4	7
23	6	5	11	23	4	5	9
24	4	6	10	24	6	4	10
ΣXE			228	ΣXE			225
$\bar{X}E$			9.5	$\bar{X}E$			9.37

Table 2: scores of both groups in the listening comprehension pre-test

N= number of subjects

X= average of scores

A= average

Σ^x = the sum of scores

Test 1= interactive question/answers test

Test 2= M C Q test

1.2- SPEAKING PRE-TEST:

Experimental group							Control group						
Test							Test						
SC	V	Pr	Gr	Fl	IC	A	SC	V	Pr	Gr	Fl	IC	A
N							N						
01	2	1	1	3	3	10	01	2	1	1	2	2	8
02	1	2	1	2	2	8	02	2	1	2	3	2	10
03	1	1	1	1	2	6	03	3	3	2	3	2	13
04	2	1	2	3	3	11	04	2	1	1	2	3	9
05	3	2	2	3	4	14	05	2	1	1	1	1	6
06	2	1	1	1	1	6	06	2	1	3	2	3	11
07	2	1	2	2	2	9	07	2	1	2	2	2	9
08	2	2	1	2	3	10	08	2	1	2	2	3	10
09	2	1	2	2	3	10	09	3	2	2	3	3	13
10	3	1	2	3	2	11	10	1	1	1	1	1	5
11	2	3	2	2	3	12	11	2	2	1	3	2	10
12	2	1	1	2	3	10	12	3	2	2	3	2	12
13	1	1	1	2	2	7	13	2	1	1	2	1	7
14	2	3	3	2	3	13	14	2	1	1	2	2	8
15	2	1	1	3	2	10	15	2	2	2	2	2	10
16	2	2	1	2	2	9	16	3	2	2	2	2	11
17	2	1	1	1	2	7	17	2	2	1	2	2	9
18	2	1	1	2	2	8	18	2	2	2	3	2	11
19	2	2	1	2	3	10	19	2	1	2	2	2	9
20	1	2	1	1	1	6	20	3	2	2	3	2	12
21	2	2	2	3	2	11	21	2	2	1	3	2	10
22	3	2	2	3	2	12	22	1	1	1	2	2	7
23	2	1	1	2	2	8	23	2	2	1	2	1	8
24	2	1	2	2	2	9	24	3	2	2	2	2	11
\sum^{XE}						227	\sum^{XE}						229
XE						9.45	XE						9.54

Table 3: scores of both groups in the speaking pre-test

SC= speaking evaluation criteria. (C.f: appendix four)

N= number of subjects

X= average of scores

A= average

$\sum X$ = the sum of scores

As table 2 indicates, the total score for the control group is 225 out of a possible 480. The total score for the experimental group is 228 out of a possible 480. The total score of the experimental group is slightly higher (3 points) than that of the control group.

Table 3 indicates the total score for the control group is 229 out of a possible 480 while in the experimental group the total score is 227 out of a possible 480. This time the total score of the control group is hardly higher than that of the experimental group.

Tables of both listening and speaking pre-tests indicate how close the two groups are in terms of the sum of scores (9.5 vs. 9.37) in the listening pre-test, and (9.45 vs. 9.54) in the speaking pre-test. A comparison of the means of scores would clarify or corroborate the similarity of the two groups' aural and oral level.

Tests	Listening Pre-test	Speaking Pre-test
Experimental Group	9.5	9.45
Control group	9.37	9.54
Difference in the means	0.13	0.05

Table 4: means of scores of both groups in the pre-tests

The pre-test means of scores of the experimental and control groups in both the listening pre-test ($9.5 - 9.37 = 0.13$) and speaking pre-test ($9.45 - 9.54 = 0.09$), as displayed by the table, are clearly insignificant. It is important to underline that any considerable increase in the means of the experimental group's post-test would be a direct consequence of the instructional method used, namely, cooperative learning.

2- LISTENING COMPREHENSION AND SPEAKING POST-TESTS:

2.1- LISTENING COMPREHENSION POST-TEST:

Experimental group				Control group			
N	Test 1		A	N	Test 1	Test 2	A
01	6	7	13	01	4	4	8
02	4	4	8	02	6	5	11
03	4	4	8	03	6	9	15
04	6	6	12	04	5	4	9
05	7	8	15	05	2	2	4
06	3	4	7	06	6	5	11
07	5	7	12	07	4	5	9
08	4	3	7	08	4	6	10
09	5	5	10	09	8	7	15
10	6	6	12	10	3	2	8
11	7	7	14	11	6	5	11
12	6	5	11	12	5	7	12
13	3	3	6	13	3	3	7
14	9	7	16	14	4	4	8
15	6	8	14	15	4	5	9
16	6	6	12	16	6	6	12
17	5	5	10	17	7	4	11
18	6	4	10	18	5	5	10
19	7	6	13	19	7	6	13
20	5	5	10	20	6	6	12
21	5	7	12	21	6	5	11
22	8	7	15	22	3	4	8
23	6	6	12	23	4	5	9
24	7	6	13	24	5	4	9
ΣXE			272	ΣXE			242
XE			11.33	XE			10.08

Table 5: scores of both groups in the listening comprehension post-test

Students in the experimental group as displayed by table 5 tended to score higher than peers in the control group on the two tests measuring aural comprehension. The result would seem to suggest that the experimental group did benefit from the cooperative learning activities, in that their overall listening comprehension score is 30 points higher than that of the control group. To further clarify the positive impact the cooperative learning has on the experimental group; here is a comparison of the means of scores of both the experimental and control group in the pre and post-test.

Groups \ Tests	Listening Pre-test	Listening Post-test
Experimental Group	9.5	11.33
control Group	9.37	10.08
Difference in the means	0.13	1.25

Table 6: means of scores of both groups in the listening comprehension Pre and Post-test

It appears once again that in terms of the comparison of the overall scores of the listening comprehension tests, there is noticeable difference between the experimental and the control group ($11.33 - 10.08 = 1.25$).

The results of the present research on listening comprehension are in accordance with the results of the experimental studies discussed in Jacob et al. (1996). Jacob et al. indicate that there are a number of experimental research studies, which demonstrate that second language learners in

cooperative learning environments perform better in listening comprehension than in other traditional whole-class language instruction.

This is also consistent with a study by Berjerano (1987) in an EFL classroom, which pointed to the effectiveness of cooperative learning activities in developing listening comprehension skills.

They also correspond with the views of Mc Groaty (1993) where the cooperative learning approach fosters language learners' listening ability in three aspects in that it increases the opportunities for comprehensible input, replication, and accuracy. In addition, McGroaty (1993) argues that when engaged in a cooperative learning environment such as a group investigation, group discussion, or game playing together, students can hear the target language not only from their teachers but also from their peers. In fact, the target language they hear from their group members is more complex than the simple rote phrases or sentences that constitute their classmates answers when interacting with the teacher. Another explanation for why students in the cooperative learning group have higher listening scores is that the complex target language that they hear from their group members, classmates, and teachers facilitate their listening comprehension.

All in all, our results seem to confirm the hypothesis stated for the listening skill, that the cooperative learning method fosters second year students listening comprehension.

Aside from an analysis of overall listening comprehension pre-test scores, a detailed analysis of the experimental group scores was established. It aims to determine which category of students has contributed in increasing the means of scores in the post-test. In other terms, the pre-test and post-test scores of the experimental group were analysed according to students' ability, to determine whether certain groups of students benefited more from

cooperative learning. In the experimental group, there were 9 students of weak ability, 12 students of average ability, and 3 students of strong ability. Table 6, 7 and 8 present the scores by ability group.

Weak Ability Students		
N	Listening Pre-test	Listening Post-test
02	7	8
03	6	8
06	6	7
08	6	7
09	7	10
13	5	6
17	7	10
18	8	10
20	7	10
Total	59	76
Mean	6,55	8,44
Difference in the means	1.89	

Table 7: Comparison of Listening Comprehension Scores of Weak Ability Students

As seen in table 7, in the weaker ability students, the mean score of students in the pre-test is 6.55 while in the post-test, the mean score of the same individuals is 8.44.

A similar analysis was done for students of average ability. The results are found in table 8.

Average Ability students		
N	Listening Pre-test	Listening Post-test
01	11	13
04	11	12
07	9	12
10	10	12
12	10	11
15	11	14
16	10	12
19	11	13
21	9	12
22	12	15
23	11	12
24	10	13
Total	125	151
Mean	10.44	12.58
Difference in the means	2.14	

Table 8: Comparison of Listening Comprehension Scores of Average Ability Students

From table 8, we observed that in the average ability students, the mean score in the pre-test is 10.44 while in the post-test the mean score of students is 12.58.

When the listening comprehension scores of the stronger ability students were analysed, we obtained the results shown in tables 9.

Strong Ability Students		
N	Listening Pre-test	Listening post-test
05	15	15
11	13	14
14	16	16
Total	44	45
Mean	14,66	15
Difference in the means	0,34	

Table 9: Comparison of Listening Comprehension Scores of Strong Ability Students

Table 9 indicates that in the stronger ability students, the mean score of students in the pre-test and post-test is nearly the same.

In this study, the weaker ability students in the experimental group seemed to benefit most from the cooperative learning activities, scoring in the post-test 1.89 higher than in the pre-test. The average ability group seemed to benefit considerably from the cooperative leaning activities scoring 2.14

higher than in the pre-test. For the stronger ability students, however, the impact of cooperative learning tended to produce nearly the same results.

While the weaker and average students who participated in the cooperative learning activities show clear progress in the listening comprehension post-test when compared with the pre-test, the stronger ability students who received the same treatment do not seem to be concerned with the potential advantages cooperative learning has on EFL listening comprehension.

The research on cooperative learning as summarized by Slavin (1983) indicates that the effects on achievement appear to be positive for all types of students. A possible explanation for the low differential impact of these activities on the stronger ability students could be that the stronger ability students regardless of the type of treatment, were intrinsically motivated to do well. Alternatively, it is possible that high ability students perform better in homogeneous groups, regardless of treatment type.

2.2- SPEAKING POST-TEST:

Experimental group							Control group						
Test							Test						
SC	V	Pr	Gr	Fl	IC	A	SC	V	Pr	Gr	Fl	IC	A
N							N						
01	3	1	2	3	3	12	01	2	1	1	2	2	8
02	2	2	1	3	2	10	02	2	1	2	3	2	10
03	2	1	1	2	2	8	03	3	3	3	3	2	14
04	2	2	2	3	3	12	04	2	2	1	2	3	10
05	3	2	3	3	4	15	05	2	1	1	1	1	6
06	2	1	1	1	2	7	06	2	1	3	2	3	11
07	2	2	2	2	2	10	07	2	2	2	2	2	10
08	3	2	2	2	3	12	08	2	1	2	2	3	10
09	3	2	2	3	3	13	09	3	2	2	3	3	13
10	3	2	2	3	3	13	10	2	1	1	1	1	6
11	3	3	2	3	3	14	11	2	2	1	3	2	10
12	2	2	1	3	3	11	12	3	2	2	3	3	13
13	2	1	1	3	2	9	13	2	2	1	2	1	8
14	3	3	3	3	2	14	14	2	1	1	2	2	8
15	3	2	1	3	3	12	15	2	2	2	3	2	11
16	3	2	1	2	3	11	16	3	2	2	3	2	12
17	2	2	2	2	2	10	17	2	2	1	2	2	9
18	2	2	1	3	2	10	18	2	2	2	3	2	11
19	2	2	1	3	3	11	19	2	2	2	2	2	10
20	2	1	1	2	2	8	20	3	3	2	3	2	13
21	2	3	2	3	2	12	21	2	2	1	3	2	10
22	3	2	2	3	3	13	22	1	2	1	1	2	7
23	2	2	2	2	2	10	23	2	2	1	2	1	8
24	2	2	2	2	3	11	24	3	2	2	2	2	11
ΣXE						268	ΣX						239
XE						11.1	XE						9.95

Table 10: scores of both groups in the speaking post-test

As table 10 indicates, the mean score of the experimental group is 11.16, while the mean score of the control group is 9.95 ($11.16-9.95=1.21$).

The data shows that the experimental group performed better than the control group in the test measuring speaking proficiency. This would suggest that the experimental group did benefit from cooperative learning activities. To clarify further the latter confirmation, a comparison of the means of scores of the two groups in both the pre and post-test is displayed in the following table.

Tests Groups	Speaking Pre-test	Speaking Post-test
Experimental Group	9.45	11.16
control Group	9.54	9.95
Difference in the means	0.09	1.21

Table 11: means of scores of both groups in the speaking Pre and Post-test

In addition to enhancing listening comprehension, the difference in the means of scores between the speaking pre and post-test in the experimental group ($11.16-9.45=1.71$) reinforce the results obtained, allowing us to assert that the cooperative learning instruction also helped to promote students speaking proficiency.

The performance criteria for the oral interview consisted of five categories: vocabulary, pronunciation, grammar, fluency, and interactive communication. Given the subjective nature of the oral interview, it was decided to examine the scores by category. The explanation of these categories is contained in appendix four. The following tables indicate the

ratings (on a scale of 1-4) of students from the experimental and control groups on each of the five categories.

When ratings on the vocabulary category were tabulated, we obtained the data found in table 12.

VOCABULARY				
Experimental Group			Control group	
Rating	Number of Students	Rating	Number	of
			Students	
4	0	4	0	
3	10	3	6	
2	14	2	17	
1	0	1	1	

Table 12: Comparison of scores of students in both groups on Vocabulary

As table 12 indicates, there was a relatively important difference in the ratings of students in the experimental group and the control group in this category. No student in the experimental group scored 4 and the same for the students in the control group. 10 students in the experimental group obtained 3 while only 6 students in the control group obtained that score. Now in the next rating, 14 students scored 2 and 17 students in the control group scored 2. As for the last rating, no student in the experimental group did get 1 and only 1 student in the control group got this score. There is a clear tendency for students of the experimental group to score better than students in the control group in that a good number (10/24) of average students (scoring 2) scored

higher marks (scoring 3) in that category while students in the control group (17/24) students) seem to stagnate around the average. This seems to suggest a positive impact of cooperative learning activities on vocabulary acquisition for students in the experimental group.

An analysis of students' scores on pronunciation yielded the results found in table 13.

PRONUNCIATION			
Experimental Group		Control group	
Rating	Number of Students	Rating	Number of Students
4	0	4	0
3	3	3	2
2	16	2	15
1	5	1	7

Table 13: Comparison of scores of students in both groups on Pronunciation

As seen from table 13, the category of pronunciation was a category in which there is not an important difference in terms of pronunciation between the experimental and the control group.

A rating of 4 was given to 0 students in the experimental group and 0 in the control group while a rating of 3 was given to 3 students in the experimental group and 2 in the control group. A rating of 2 was given to 16 students in the experimental group and 15 in the control group. In the last rating, 5 students obtained the score of 1 and 7

students in the control group obtained that score. The results show that overall; there is no noticeable difference between the two groups.

The speech samples were also rated with respect to proper use of grammar. The number of students who obtained various ratings is shown in table 14.

GRAMMAR			
Experimental		Control group	
Group			
Rating	Number of Students	Rating	Number of Students
4	0	4	0
3	2	3	2
2	12	2	11
1	10	1	11

Table 14: Comparison of scores of students in both groups on Grammar

As table 14 indicates, both the control and experimental groups scored poorly in this category. The difference between the two groups is insignificant. No student in the experimental group received the score of 4 and the same is true for the control group. In the next rating (3), 2 students in the experimental and control groups got that score. The rating of 2 was given to 12 students in the experimental group and to 11 students in the control group. Now, for the last rating, 10 students in the experimental group obtained the score of 1 and 11 students in the control group.

Student's scores were also compared with respect to fluency. Table 15 gives the number of students who obtained ratings on each level of the 1-4 scale.

FLUENCY			
Experimental Group		Control group	
Rating	Number of Students	Rating	Number of Students
4	0	4	0
3	15	3	10
2	8	2	11
1	1	1	3

Table 15: Comparison of scores of students in both groups on Fluency

As table 15 indicates, contrary to the weak results obtained in the category of grammar, in the area of fluency, the experimental group performed clearly better, while the control group ratings are relatively poor.

No student in both groups scored 4. The score of 3 was given to 15 students in the experimental group and only 10 in the control group. In the next rating (2), 8 students obtained that score and 11 students in the control group. Finally, the score of 1 was attributed to only 1 student in the experimental group and to 3 students in the control group. As we can notice, again the average students in the experimental group progressed to the next higher rating.

At last, Students scores in the category of interactive communication were analysed. The ratings are tabulated in table 16.

INTERACTIVE COMMUNICATION			
Experimental Group		Control group	
Rating	Number of Students	Rating	Number of Students
4	1	4	0
3	12	3	5
2	11	2	15
1	0	1	4

Table 16: Comparison of scores of students in both groups on Interactive Communication

The ratings displayed by table 16, provides us with a clear picture of the out performance of the experimental group students in comparison to those of the control group. Interactive communication category is the area in which the students who experienced the cooperative learning activities seem to excel, with 12 students in the experimental group scoring 3, while only 5 got that score in the control group. In the lower rating, 11 students obtained the score of 2, and 15 in the control group. Again, this shows that an appreciable number of average students progressed towards the higher rating (3), as compared to the control group where students seem to stagnate around the average (15/24). In the last rating (1), no student in the experimental group got that score, while 4 students in the control group got it.

An analysis of students' ratings in the five categories of the performance criteria on the speaking test revealed little variation in the

category of grammar and pronunciation and a clear progress in the categories of vocabulary, fluency, and interactive communication. In the category of pronunciation, students in the experimental group did perform slightly higher than students in the control group. This is somehow consistent with Wong's (1995) argument that group work does not provide accurate input and therefore does not lead to accuracy in pronunciation. Wong argued that group activities were not conducive to second language learning because of the lack of accurate, teacher-fronted input.

In the category of vocabulary, students in the experimental group did use more vocabulary items than students in the control group, suggesting that the cooperative learning activities did influence vocabulary acquisition of students in the experimental group. This is consistent with a study by Berjerano (1987) which pointed to the effectiveness of cooperative learning on learning discrete point material such as vocabulary. According to High (1993), in the cooperative learning situation, students are more likely to interpret and elucidate other people's words or ideas, and to communicate using the newly learned language at the same time with their peers.

As far as grammar is concerned, the relative low results can be explained by the great emphasis that the mid-school English teaching program put on the written aspect of the language, and the relative moderate importance given to speaking. Such a situation creates a gap between the abstract rules learned by heart and used when writing and the concretisation of these grammatical rules through spontaneous speech. The production of second year students seems to be affected by the consequences of such negligence regarding the oral aspect of the English language.

In what concerns the absence of a considerable progress in the experimental group ratings, it can be explained by the fact that neither the

cooperative learning activities, nor the more traditional activities in which the students participated, emphasize the use of appropriate sentence structure.

Another point is the fact that the results of fluency do not seem to be on a par with those of grammar. In the category of fluency, the experimental group obtained higher ratings compared with their previous ones in grammar, those of the control group were slightly higher. To acquire a second language, according to Krashen (2003), language learners should not focus on how they are speaking in the target language but pay attention to what they are going to say. It is known that many second language speakers may not acquire the grammatical rules but are able to communicate with others fluently, while other language learners may be thoroughly acquainted with the grammatical rules but fail to communicate or negotiate with others. Cooperative learning activities appear to have put forward the transmission of meaning and the need to be understood by others.

Finally, interactive communication seems to be the area in which students in the experimental group have realized the clearest progress. When interacting with each other, participants (speakers and listeners) have to be not only language processors but also language communicators. This means that effective speaking involves effective listening, sharing information and turn-taking. According to Burton and Clennel (2003), Richard & Rogers (2003); Richards & Renandya (2003), forms of interaction, such as conversation and communication with others through problem-solving in the language context as well as in real life situations, are the most essential elements of language teaching. The results obtained in the category of interactive communication are consistent with the views of Johnson, Johnson & Roy & Zaidman (1985) when they argue that the cooperative language learning situation can promote student's oral interaction when compared with the individualistic learning situation where students interact orally mainly with themselves or their

teachers. The whole-class instruction method can be one example of this. TESOL practitioners, Burton & Clennel (2003) claim that “*Interaction is the pivot that language turns on*” (Burton & Clennel, 2003, p.1). Through interaction, students are moved forward to a more active way of learning (Brown, 2001; McGroaty, 1993). Moreover, interaction offers language learners opportunities for improving not only their listening comprehension but also the oral communication ability.

Aside from an overall analysis of test scores, and an analysis by category, the test scores of students in the experimental group classified under the three ability groupings were compared to determine the impact of the cooperative language learning on students of varying abilities (weak, average, and strong).

Table 17 below, indicates the individual and total scores for the weak ability students.

Weak Ability Students		
N	Speaking Pre-test	Speaking Post-test
02	8	10
03	6	8
06	6	7
13	7	9
18	8	10
20	6	8
23	8	10
Total	56	72
Mean	7	9
Difference in the means	2	

Table 17: Comparison of oral interview scores of Weak Ability Students

In table 17, we can notice that the mean score of the weak ability students in the experimental group in the pre-test is 7, while in the post-test the mean score goes up to 9. This shows that there is a substantial difference between the two tests ($9-7=2$).

When the interview scores of average ability students were examined, the results shown in table 18 were obtained.

Average Ability Students		
N	Speaking Pre-test	Speaking Post-test
01	10	12
04	11	12
07	9	10
08	10	12
09	10	13
10	11	13
11	12	14
12	10	11
15	10	12
16	9	11
19	10	11
21	11	12
22	12	13
24	9	11
Total	144	167
Mean	10.28	11.92
Difference in the means	1.64	

Table 18: Comparison of oral interview scores of Average Ability Students

In table 18, the average ability students' mean in the pre-test is 10.28, while in the post-test the mean is 1.64 higher, which indicates a real progression of the average group.

Analysis of the scores for the strong ability students yielded the scores found in table 19.

Strong Ability Students		
N	Speaking Pre-test	Speaking Post-test
05	14	15
14	13	14
Total	27	29
Mean	13.5	14.5
Difference in the means	1	

Table 19: Comparison of oral interview scores of Strong Ability Students

In table 19, the strong ability students' mean is 13.5 in the pre-test, and 14.5 in the post-test. The difference is less substantial than in the weak and average students ($14.5 - 13.5 = 1$).

The scores of the oral interview are consistent with those on the listening comprehension tests. In terms of test scores, the weaker and average ability experimental students seemed to benefit most from the cooperative activities, while the strong ability student's scores are not much affected by the cooperative language learning method.

Once again, a probable explanation could be that the strong ability students are already motivated to do well, consequently no matter how they

share their knowledge and abilities with the other students of the group; they do not much benefit from the cooperative learning method.

3- T- TEST FOR INDEPENDENT SAMPLES:

A t-test for independent samples, one tailed test (i.e. a directional test, since we predicted the direction of the difference between the pre-test and the post-test in listening and speaking, the difference being, in all probabilities, due to the effect of the cooperative learning method) was carried out on the scores of the experimental and control groups obtained in the post-test in listening and speaking.

3.1- T-TEST FOR LISTENING COMPREHENSION POST-TEST:

Experimental Group	Control Group
$\sum x^2 = 3086$	$\sum x^2 = 2582$
$\frac{\sum x^2}{N_1} - \bar{X}_1^2$	$\frac{\sum x^2}{N_2} - \bar{X}_2^2$
$133,45 - 128,36 = 5,09$	$107,58 - 101,60 = 5,98$
$t_{N_1 + N_2 - 2}$	$= \frac{(\bar{X}_1 - \bar{X}_2)\sqrt{(N_1 + N_2 - 2)N_1N_2}}{\sqrt{(N_1S_1^2 + N_2S_2^2)(N_1 + N_2)}}$ $= \frac{(11.33 - 10.08)\sqrt{(24 + 24 - 2)(24 \times 24)}}{\sqrt{(24 \times 5.09 + 24 \times 5.98)(24 + 24)}}$

$$\begin{aligned}
&= \frac{1.25 \times 162.77}{\sqrt{(122.16 + 143.520)(48)}} \\
&= \frac{203.46}{112.96} \\
\mathbf{t} &= \mathbf{1.80}
\end{aligned}$$

The critical value of t, at 0.05 level of significance, with 46 degrees of freedom is 1.67. The t obtained is 1.80. We can say that the results of the t-test are just significant (the difference between the t obtained and the t tabulated is 0.13. There is a slight difference, but it is nevertheless significant). The cooperative learning method has, even with a short time of two months training, had some positive effect on the performance of the experimental group, in the listening post-test.

3.2- T-TEST FOR SPEAKING POST-TEST:

Experimental Group	Control Group
$\sum x^2 = 3086$	$\sum x^2 = 2489$
$\frac{\sum x}{N_1} - \bar{X}^2$	$\frac{\sum x}{N_2} - \bar{X}^2$
$128.58 - 124.54 = 4.04$	$103.70 - 99.00 = 4.70$
$t \sqrt{N_1 + N_2 - 2}$	$= \frac{(\bar{X}_1 - \bar{X}_2) \sqrt{(N_1 + N_2 - 2) N_1 N_2}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2)(N_1 + N_2)}}$ $= \frac{(11.16 - 9.95) \sqrt{(24 + 24 - 2)(24 \times 24)}}{\sqrt{(24 \times 4.04 + 24 \times 4.70)(24 + 24)}}$

$$\begin{aligned}
&= \frac{1.21 \times 162.77}{100.34} \\
&= \frac{196.95}{112.96} \\
\mathbf{t} &= \mathbf{1.96}
\end{aligned}$$

The critical value of t at 0.05 level of significance, with 46 degrees of freedom is 1.67. The t obtained is 1.96. Here again, we can say that the results of the t-test are somehow significant (the difference between the t obtained and the t tabulated, i.e. the critical value of t, is 0.29. There is a difference, even though it is not important, but this time it is twice the difference obtained in the listening post-test). The cooperative learning method has had some positive effect on the performance of the experimental group in the speaking post-test.

The results of the two post-tests are in the direction of our hypotheses which predict, basically, that the cooperative learning approach would be more effective than whole class instruction in fostering Algerian EFL aural comprehension and oral proficiency, after an intensive English instruction.

4- OTHER OBSERVATIONS:

Observation of the students while they participated in the cooperative learning activities revealed that students were actively engaged in the process. Almost all students seemed to be eager to do their best so that their home group would win. The competitive nature of the activities seemed to provide a strong incentive to succeed.

There were no discipline problems encountered throughout the activities. Students were on task and worked independently within their home groups, occasionally asking for clarification of instruction. The instructor acted primarily as facilitator, which is the desired role in cooperative learning activities. Students seemed to be ready to help and encourage each other. Even the weaker and quieter or shy students tended to be actively involved in the activities. The groups were generally animated and dynamic in pursuing their assigned tasks.

Compared with students' use of the target language during the regular English class, there was a noticeable increase in their use of the target language during the cooperative learning activities. It was also noticed that students occasionally began a sentence but failed to complete it, in this case it was completed by another student in the group. Students managed even to anticipate what others were attempting to convey, in this situation interaction can be said to have taken place. Moreover, when students went to their groups to study the subject matter, they were required to pay attention to other group members' opinions, take notes of what others said, and then mutually share their personal views. In the process, they challenged each other's opinions and came to a compromise in the long run.

The informal observation of students during the cooperative learning activities would seem to confirm some of the research findings. Students tended to be more enthusiastic about learning; there was more time spent on

task and less disruption in the classroom (Slavin, 1983); students were actively engaged in the activities (Slavin, 1983); and students spent time negotiating meaning (McGroarty, 1993).

5- CONCLUSION:

This chapter has included the methodology as well as the presentation and analysis of the data obtained from a multiple choice questions test and an interactive question/answers test, measuring listening comprehension, and a structured interview, measuring oral proficiency. The data indicate that students who participated in cooperative learning activities tended to have higher scores on the aural comprehension test and the oral interview. More detailed analyses of experimental group scores seem to indicate differential impacts of the cooperative learning method on students of weak, average, and strong ability. Finally, the results obtained with the t-test confirm our hypotheses, allowing us to establish the effectiveness of the cooperative learning approach, in the case of our study the STAD model, in fostering the aural comprehension and speaking proficiency of English learners at Constantine University after an intensive instruction.

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

1- SUMMARY:

The purpose of this study was to test the effectiveness of the cooperative learning approach on the aural comprehension and oral proficiency of a small sample of students, compared with that of more traditional treatment (regular classroom). Analysis of the data indicates that the overall scores of students in the experimental group on the instruments designed to measure aural comprehension and oral proficiency tended to be higher than the overall scores of students in the control group.

This suggests that the cooperative learning activities did have a positive effect on those students who participated in them. The difference in scores between the experimental and control group appears to be substantial for the listening comprehension test as well as for the oral interview. This might suggest that the cooperative learning activities were particularly effective in developing students' aural and oral skills.

Furthermore, the data indicate for our sample that the test scores of students of weak and average ability in the experimental group tended to be higher than those of strong ability students whose test scores showed small gains.

An analysis of students' ratings in the five categories of the performance criteria on the interview showed little variation in student ratings in the categories of grammar and pronunciation. In the category of vocabulary, fluency, and interactive communication, students in the experimental group did perform noticeably better than students in the control group.

2- CONCLUSION:

As a result of the need for global cooperation and cultural exchange, a growing impetus has arisen for people to be able to speak or use one or more foreign languages especially the international language, English. More and more people are aware for the urgent need to enhance English skills in order to communicate with people outside their country. This push to enhance communicative competence led to a thorough examination of language teaching methods. During this process, one of the criticisms has been aimed at the teacher-centred approach where the teacher is the main actor (sometimes the only actor) in the classroom with students as passive recipients of the teacher's activity. Such a situation may be effective at the beginning stage of language learning. However, since the ultimate goal for students is being able to interact or negotiate with others in the target language, it is imperative that teachers adopt an appropriate teaching method or approach that facilitates students' communicative competence. This task challenges language teachers and educators around the world.

As pointed out in the first chapter, in addition to results from this study researchers such as Brown (2000); Johnson & Johnson (1999 a and b); Johnson, Johnson & Holubec (1994); High (1993); Slavin (1983); Slavin (1990) present the advantages and positive outcomes of implementing the cooperative learning approach in the language classroom.

It is evident that the cooperative learning teaching method provides students with the opportunity for interacting, communicating, and critical thinking, which are fundamental to successful second language acquisition. Yet, because of the broad range of instructional situations offered by an eclectic curriculum, it is recommended that educators become familiar with and implement at least some cooperative learning activities into their teaching. Furthermore, teachers' preparation for cooperative learning in their lesson plans and activities can lead to successful results.

In the present study, the STAD (Student Teams-Achievement Divisions) model was chosen as the cooperative learning model to teach listening and speaking skills to second year students at Constantine university. During the experiment, STAD was applied to allow students check each other's understanding and work. After they finished a group activity and discussion, they were asked return to their seats and prepare for their quizzes. It is apparent that during the process of this activity, the two skills addressed in this study, listening and speaking were practiced. Therefore, it is highly recommended that second/foreign language teachers apply this cooperative model (STAD) to their English classes.

In conclusion, it was found that, after the 8-week instruction, the cooperative learning approach fosters higher English listening comprehension and speaking proficiency of second year Algerian students at the University of Constantine than the whole-class instruction approach. However, the results may differ from a long-term experiment since the experiment was conducted during a part of the semester, only 8 weeks and on a relatively small sample. Therefore, it is recommended that further research implement a long period of the cooperative learning instruction and on a larger sample to see if results are similar.

Would cooperative learning, especially with the STAD (Student Teams-Achievement Divisions) model, be more efficient at enhancing not just aural-oral skills but also the remaining two skills, namely reading and writing, with larger samples and with more working hours (hours of study), throughout the curriculum?

3- RECOMMENDATIONS:

In my two months of intensive training, I had only three hours per week divided into two sessions of one hour and a half each. The cooperative learning approach was not applied during the whole session, but only during 45 minutes, in which students were given listening and speaking activities to practice after half an hour instruction by the teacher. After the teaching treatment (cooperative learning), 10 minutes were consecrated to individual quizzes. With this restricted time and activities, the students are not given the opportunity to develop their full potential and to explore the wide range of communication situations they can experience in real life settings. Additionally, students have not enough time to come to know each other, develop interactive skills, self-confidence, and full sharing of knowledge. These aims are at the heart of cooperative learning. Our recommendations are that the teachers who will come to use that approach will try by all means to extend the time, instead of three hours, they will propose five hours, and over at least 6 months of training, in which students have the possibility to know each other in order to effectively negotiate meaning and develop social skills, a higher self-confidence and self-esteem, and true exchange of knowledge.

Moreover, the following points can stand as further recommendations:

- 1- Additional research is needed to confirm the effectiveness of the cooperative learning approach on Algerian EFL students, especially those belonging to other universities or institutions.
- 2- The implementation of the cooperative learning approach for a long period and on larger samples is recommended, to allow for possible generalization to populations of interest.

- 3- Further investigation could explore the impact of cooperative learning on the reading and writing skills to see whether cooperative reading and writing are beneficial to foreign language learners.
- 4- Such an approach is still in need of more replications, in diverse countries, other languages, throughout secondary and tertiary education, to bring more evidence as to the appropriateness of the cooperative learning approach to the teaching of languages.
- 5- when conducting cooperative speaking, teachers should make sure that students in their group are listening to each other by giving individual quizzes in which they are required to talk about what others in his/her group said.

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Appendix One

STUDENTS' QUESTIONNAIRE

Dear student, we would be so grateful if you could answer the following questionnaire that includes information about how well you cooperated with each other and your evaluation and impression towards working together. I can assure you that you will remain completely anonymous and no record of the questionnaire will be with your name on them.

When answering, please put a tick /✓/ in the box that corresponds to your answer.

SECTION ONE: The Features of Cooperative Work

1- I listen and respect the ideas of others.

- | | |
|------------|--------------------------|
| Never | <input type="checkbox"/> |
| Rarely | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Frequently | <input type="checkbox"/> |
| Always | <input type="checkbox"/> |

2- I share the load of the work.

- | | |
|------------|--------------------------|
| Never | <input type="checkbox"/> |
| Rarely | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Frequently | <input type="checkbox"/> |
| Always | <input type="checkbox"/> |

3- I appreciate the contribution of the other members of the group.

- | | |
|------------|--------------------------|
| Never | <input type="checkbox"/> |
| Rarely | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Frequently | <input type="checkbox"/> |
| Always | <input type="checkbox"/> |

4- I suggest some solutions.

- Never
- Rarely
- Sometimes
- Frequently
- Always

5- I share my information, and take into account the information of others.

- Never
- Rarely
- Sometimes
- Frequently
- Always

6- I have good ideas; I am constructive.

- Never
- Rarely
- Sometimes
- Frequently
- Always

7- I resolve conflicts in a positive manner.

- Never
- Rarely
- Sometimes
- Frequently
- Always

8- I contribute towards making each member of my group do his share of work.

Never

Rarely

Sometimes

Frequently

Always

9- I help the group find errors and/or mistakes.

Never

Rarely

Sometimes

Frequently

Always

10- I have positive contributions to the group.

Never

Rarely

Sometimes

Frequently

Always

11- I am happy about the success of the group.

Never

Rarely

Sometimes

Frequently

Always

SECTION TWO: General Evaluation

12- My contribution towards the group's success has been

- Unsatisfactory
- Poor
- Good
- Very Good
- Excellent

13- This way of learning, as opposed to individual work is

- Unsatisfactory
- Poor
- Good
- Very Good
- Excellent

14- The way it has helped me to understand the subject better is

- Unsatisfactory
- Poor
- Good
- Very Good
- Excellent

15- I feel like I have learnt things of value.

- Unsatisfactory
- Poor
- Good
- Very Good
- Excellent

THANK YOU FOR YOUR COOPERATION

Appendix two

Name:

Group:

The Listening Comprehension and Speaking Tests

1 - Listening Comprehension Tests:

1.1- Multiple Choice Questions Test:

You will listen to a person talking about some of the famous American cities and facts about each one. After listening to each passage about one city, you will have to answer two multiple choice questions. Choose the best answer: A, B, or C

- 1- What is New York's nickname?
 - a- Sleepy City
 - b- World City
 - c- The big Apple

- 2- What do people say about New York?
 - a- It's 100% American
 - b- The city never sleeps
 - c- New York is king

- 3- What is Boston's nickname?
 - a- Bo-To
 - b- University City
 - c- Beantown

- 4- What is it well-known for?
 - a- History
 - b- Weather
 - c- Nightlife

- 5- What is Chicago's nickname?
 - a- The Windy City
 - b- Blue City
 - c- Tough Town

- 6- What doesn't he talk about?
- a- The people
 - b- The buildings
 - c- The weather
- 7- What is New Orleans' nickname?
- a- Jazz City
 - b- Bourbon Town
 - c- The big Easy
- 8- What does he give details about?
- a- The people
 - b- Music
 - c- Food
- 9- What is Los Angeles' nickname?
- a- Spanish City
 - b- The City of Stars
 - c- The City of Angels
- 10- How does he describe the people?
- a- Blue collar
 - b- Sports crazy
 - c- Laid-back

1.2- Interactive Question/Answers Test:

In the present test, you will listen to 10 questions, after each question you will have to choose the most appropriate answer, the one which fits the context.

- 1- What would be your favorite destination?
- You can say:
- a. A place I dream to visit.
 - b. I used to visit many African countries.
 - c. A country in Latin America, let's say Argentina

2- What is your best friend like?

You can say:

- a. He likes American movies and football.
- b. He is loyal, kind, and very clever.
- c. He is the closest friend to me.

3- What is your dream job?

You can say:

- a. There is no bad or good job.
- b. I always wanted to become a surgeon.
- c. A job that I dream to do.

4- Are you usually punctual or is it the opposite?

You can say:

- a. I am usually outgoing.
- b. I am usually stingy.
- c. I am rarely late.

5- Why do you think sport is important in our life?

You can say:

- a. Football is definitely the most important one.
- b. Sport brings people together.
- c. I used to practice swimming.

6- What is special about your country?

You can say:

- a. There is a variety of beautiful landscapes.
- b. No, not really.
- c. Anything that makes a country unique.

7- Do you know any historical monument?

You can say:

- a. Yes, it is an old building.
- b. Yes, the Eiffel Tower, a French monument.
- c. I always loved historical monuments.

8- What would be one good trait for a teacher?

You can say:

- a. Teachers are usually authoritative.
- b. A lazy teacher is definitely a bad teacher.
- c. I like creative teachers.

9- Have you ever met anyone famous?

You can say:

- a. A famous person is a well-known person.
- b. Never, but I would have liked to.
- c. A famous person is usually a busy person.

10- What is a risky job?

You can say:

- a. It is a challenging job.
- b. It is a dangerous job.
- c. It is an easy job.

(Recorded questions taken from www.elllo.org)

2 - Speaking proficiency test (Interview):

Question 1:

Tell me about yourself, how could you describe your character?

Question 2:

Tell me about a country you would like to visit, what is special about it?

Question 3:

Tell me about your projects, what are your plans for the future?

Question 4:

What sort of activities do you like to have in an 'oral expression' module?

Question 5:

Do you like to speak English outside the classroom, and with whom?

The tape script:

OK, hello, I'm going to talk a little about American Cities. I'm going to talk about five American cities that are very famous to Americans and their nicknames and a little history about each of them.

OK, the first city, probably the most well-known city in America, is New York, and in America we call New York "The Big Apple" and it's probably the biggest city in the United States and it's very diverse. It has a very multi-cultural population. People from all over the world come and live in New York and we say that New York is "the city that never sleeps" because there is always something going on.

Not too far from New York is Boston. Boston is probably the most historical city in the United States. It has a lot of famous landmarks that date back to the country's birthplace, 200 years ago when the country was founded. Also, Boston is called "Beantown". It's nickname is

Beantown and Boston is know for being a college town. It has many university campuses within the city.

OK, next up is Chicago. Chicago is called "the windy city". It's called the windy city because naturally it gets a lot of wind. It is located on Lake Michigan and it gets pretty cold in the winter. It's a very cold city. Chicago is know for it's blue-collar make up, meaning that most, or many of the people in the city are very tough and rugged, and we say "blue-collar" meaning they're really hard working people.

OK, next, another famous American city is New Orleans. Now New Orleans is called "The Big Easy" and New Orleans is famous for Jazz music and Cajun culture. It's probably the home of Jazz. I'm not sure about this, but Jazz is very well-known in New Orleans and there's many places where you can go and listen to Jazz music and unfortunately New Orleans recently had a terrible hurricane, Hurricane Katrina, so the city is currently being rebuilt, but I'm sure the big easy will be back and ready to go in no time.

OK, the last city I'm going to talk about is Los Angeles, and we call Los Angeles "The City of Angels" because its name in Spanish means "The Angels" and Los Angeles is probably most famous for Hollywood and, for people overseas maybe, Disneyland, but Los Angeles is also is know for being very status oriented and, but people are very laid-back and easy-going as well, so Los Angeles has a really big mix of types of people that live within it, and of course, Los Angeles is known for its warm weather

www.ello.org (English Language Listening Lab Online)

Appendix Three

COOPERATIVE LISTENING AND SPEAKING ACTIVITIES

Name:

Group:

Cooperative activities N 1:

People We Admire

Section one: Listening

a) - Group work

1- In what square below should the following people go?

William Shakespeare, Hassiba Boulmerka, Hilary Clinton, Nicole Kidman, Khalida massaoudi, Didier Drogba, Rouiched, Kateb Yassine.

	Sports	Literature	Politics	Cinema
	1	2	3	4
Famous Women				
Famous Men				

2- Match the names listed above with the descriptions about them below.

Person	This person is famous because
()	9) He has written a book untitled Nedjma.
()	10) She is the wife of the past leader of the United States.
()	11) She is a well-known actress from Australia.
()	12) He is one of the best footballers in the world.
()	13) she is the present Algerian minister of culture.
()	14) He is no longer living but wrote many famous plays.
()	15) she used to win golden medals in the 1990's.
()	16) he is a famous Algerian comedian and actor.

3- Listen carefully to the recording (twice) then answer the multiple choice questions according to what all of you can remember. Once all group members come to an agreement, choose the best answer(s): A, B, C or D.

1- In what sport did Jackie Robinson make changes?

- a- Track
- b- Basketball
- c- Baseball
- d- Football

2- What does he say about Jackie Robinson?

- a- He had to face racism
- b- He was the first American-African to play.
- c- He had to bite his lip
- d- He wanted to quit

3- Why does he admire Johnny deep?

- a- He brings humor to dramatic roles
- b- He often take small roles
- c- He does different roles
- d- He has a great voice

4- What is his favorite movie with Johnny deep?

- a- Pirates of the Caribbean 1
- b- Pirates of the Caribbean 2
- c- Blow
- d- Platoon

b) - Individual quiz:

Take your seats then list one person you admire in each of the following categories: Sports, Literature, Politics, and Cinema, then write a short description (1line) for each one. **(8 points)**

Section two: Speaking

a) - Group work

- 1- Each of you has to give clues about a personality of his/her choice, while you group members try to guess the identity of the person you are talking about.
- 2- Each of you has to talk about one person he admires? What is special about the people you admire? Explain and argue with your group members.

b) - Individual quiz:

In front of the class, each member will have to talk about the personalities of his group members based on what he/she can remember. **(10 points)**

The tape script:

Todd: OK, Matt, I thought we would talk about people that we admire and the qualities about them that we admire. So, first we're both sports fans. Who is an athlete that you admire?

Matt: Athlete that I admire? I would have to say Jackie Robinson, would come to mind, just because the barriers he had to overcome and the things that he experienced, that people after him...

Todd: OK, can you... a lot of people might not know who Jackie Robinson is.

Matt: Oh, sure, yeah, I'm sorry. Jackie Robinson was the first black man, the first man to break the quote-unquote color barrier in baseball and he was in 1947 brought in to the Major Leagues from the Negro Leagues which were at that time the only place where blacks or colored athletes were allowed to play baseball, so the first three years he endured an enormous amount of racism and hatred and he had to basically bite his lip and wasn't able to seek revenge or fight for three years, so yeah, just what he went through, above and beyond just playing the game was something that I always admired in him.

Todd: Yeah, a special guy. Definitely. How about in movies is there an actor that you admire?

Matt: You know, I mean, I love so many actors and actresses in different roles. I think just in the interviews that I've seen, I really like Johnny Depp because he can play different characters and he's not afraid to play off the wall characters or even bit parts or small roles that other main actors probably would not be interested in and he definitely, he brings humor to every dramatic

role that he does. And just being in LA, I had a chance to see him film the movie Blow for about a week and just to see his demeanor on and off the set and he was not superficial or tough to deal with at all just from an outside perspective, he seemed like a really down-to-earth, cool guy, so I've always admired him.

Todd: Well, what is your favorite Johnny Depp movie?

Matt: I'd have to say, well, the first Pirate, Pirate's of the Caribbean Movie, the first one was fantastic, his role in that, and yeah, that's probably my favorite.

www.elllo.org (English Language Listening Lab Online)

Name:
Group:

Cooperative Activities N 2:

Personality Traits (what are you like?)

Section one: Listening

a) - Group work

1- underline the words that are good qualities and try to guess the meaning of the remaining traits.

kind	motivated	short tempered	dishonest
stupid	loyal	lazy	outgoing
interesting	organized	intelligent	careless
attractive	creative	boring	ugly
funny	dirty	artistic	forgetful
late	generous	punctual	clean

2- Read about the people below. What words describe them?

This person is...

6) He usually has fast food for dinner every night.	6)
7) Joe never studies in college. He watches TV all day.	7)
8) She is always on time for her appointments.	8)
9) He often lends friends money when they need it.	9)
10) Sara loves meeting new people at parties.	10)
11) Lyla follows a strict diet of vegetables and whole grains.	11)
12) Sami hate to spend money on anything. He loves to save.	12)
13) Jack is often in trouble for coming to class after it starts.	13)
14) Meriem stays late at her job to make sure everything is done.	14)
15) George is afraid to start conversation with new people.	15)
16) Bob eats lots of junk food and candy.	16)

3- Listen carefully to the recording then answer the multiple choice questions according to what all of you can remember. Once all group members come to an agreement, choose the best answer(s): A, B, C or D.

1- What does Matt say about being punctual or late?

- a- He is very punctual
- b- He is often late
- c- His grandfather was punctual
- d- Late people annoy him

2- What does he say about being generous or stingy?

- a- He is generous
- b- He is stingy
- c- He does not have much money
- d- He often gives to charity

3- What does he say about being shy or outgoing?

- a- He is outgoing
- b- He is shy sometimes
- c- He like o meet people
- d- He hates going to parties

4- When is Matt hardworking?

- a- At home
- b- At work
- c- When he has a goal
- d- When he needs money

b) - Individual quiz:

Take your seats then complete the sentences with eight of the previous traits (4 good traits and 4 bad traits). **(8 points)**

He/She is	because
is	because
is	because
is	because
is	because
is	because
is	because
is	because

Section two: Speaking

a) - Group work

Answer the following questions with your group members:

- 1) What personality traits do you think you have?
- 2) What personality traits do you generally appreciate in others?
- 3) What personality traits did you notice in each of your group members?

b) - Individual quizz:

In front of the class, each member will have to talk about the personality traits his group members think they have according to what he/she can remember. **(10 points)**

The tape script:

Todd: Hey, Matt, we're going to talk about adjectives. The theme this week is adjectives, so first of all, when it comes to time, are you normally late or are you always punctual?

Matt: Always punctual.

Todd: Always punctual.

Matt: Yeah, I find it very annoying when people are late. I tend to be punctual. I follow kind of a pattern of my dad and my grandfather. My grandfather used to sit in the car for an hour before church, just sitting in the car waiting for the rest of the family to go and my father was the same way, and I used to abhor that type of behavior but actually as I've grown older I found it annoying to be late and when I'm waiting for people and they end up being late, it kind of gets under my skin so I've kind of always followed the punctual route.

Todd: OK. Thanks. OK. OK, now let's move on to money. Now would you consider yourself to be generous with money and time or stingy?

Matt: Usually stingy, because I have always been single and I've always been generous with people, like that I have loved and, you know, my family but I kind of just basically take care of myself and I've never had expendable income where I've been able to donate and give money to causes. You know I would love to do that sort of thing but I never have been able to so I've always been careful with my money and I don't take a lot, you know, to live on, and I don't have a lot of vices so.

Todd: OK, cool Matt. OK, and now let's talk about personality. Let's say if you go to a party or you're meeting people, would you say that you're outgoing or you're shy?

Matt: Generally I'm outgoing. I'm actually kind of shy when I first enter a party like most people and I sort of seek out to find that person or that group of people that I know, but yeah, usually I'm fairly outgoing and I like talking to people and meeting new people.

Todd: OK, Matt the last one, we're talking about work or maybe just personal time. Would you say that you're lazy or that you are hard-working?

Matt: I would say I'm hard-working, mainly at work but I'm very lazy when there is nothing to do, when I have no function in life, when there is nothing going on the weekends I tend to be very lazy and it's hard to motivate unless I've got like a strict goal that I want to achieve or something I need to do, I tend to putter around and do very little unless I'm forced to.

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Name:
Group:

Cooperative activities N 3

Nottingham

Section one: Listening

a) - Group work

1- In what country are situated each of the following cities?

- 1) - Milano
- 2) - Munich
- 3) - Casablanca
- 4) - Alexandria
- 5) - Melbourne

2- Listen carefully to the recording and complete the gaps in these sentences, then check your answers with your group members.

1. Nottingham is one of the _____ English cities
2. Nottingham has the largest network of _____ caves in England
3. . . but the work was very hard and the _____ was terrible
4. . . and had a _____ of loyal followers called The Merry Men.
5. . . and dedicated his life to helping the poor people of the city who were being _____ by the Sheriff.

b) - Individual quiz:

Take your seats then give four things you learnt about Nottingham. **(8 points)**

Section two: Speaking

a) - Group work

Now that you have done some research on a city of your choice (in Great Britain), talk about it to your group members and be ready to answer the questions raised by them.

b) - Individual quizz:

In front of the class, each member will have to talk about the cities presented by his/her group members based on what he/she can remember. **(10 points)**

The tape script:

Nottingham is one of the major English cities with a population of 275,000 and is found right in the centre of the country. The name has seventh century origins. A local Saxon chief named Snot decided to make a settlement in the area and called it Snotingaham. Inga means 'the people of' and ham means 'home'. So literally this was the home of Snot's people. The name was later modified to Nottingham. There are many other examples of names with 'ham' in England.

Nottingham has the largest network of man-made caves in England. Dating back to Anglo-Saxon times they have been used for a variety of purposes over the years. In the middle ages they were used by the tanners, people who made leather from animal skins. It was a good business, making belts, bottles, gloves and other leather goods, but the work was very hard and the smell was terrible. The tanners found it very difficult to get themselves clean. Later the caves were used as homes, especially in the Victorian era when poverty was common and housing was in short supply. However, with no ventilation and many families living in such confined spaces disease was very common and many people died. More recently, the caves were used as shelters during the bombing raids of the Second World War; thousands of people took refuge underground while the bombs were being dropped. Now you can visit the caves and the wonderful museum to get a taste of what life was like in Underground Nottingham.

Probably the most famous person from Nottingham is the folk hero, Robin Hood. Legend says he lived in Sherwood Forest, to the north of the city, and had a band of loyal followers called The Merry Men. There are many versions of the legend of Robin Hood, ranging from the romantic images to the idea that he was in fact a selfish rebel who killed people for his own purposes. However, the most common and best loved view of Robin is that he was a noble man whose lands were taken from him by the wicked Sheriff of Nottingham. The Sheriff was one of Prince John's men, the brother of the true king, Richard, who was away fighting in the crusades. Robin remained loyal to Richard and dedicated his life to helping the poor people of the

city who were being oppressed by the Sheriff. His famous philosophy was to steal from the rich and give to the poor, something which has been copied many times in history.

www.eslpodcards.com

Name:
Group:

Cooperative activities N 4

Great Places

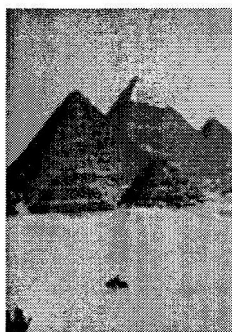
Section one: Listening

a) - Group work

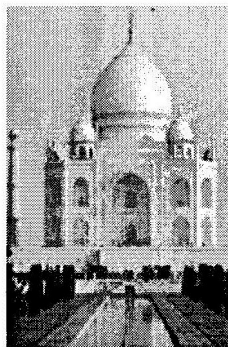
1- Try to guess the names and locations of the images below



1



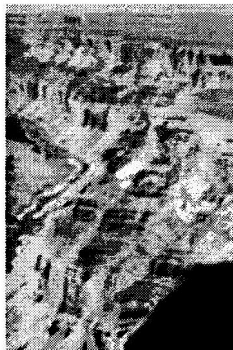
2



3



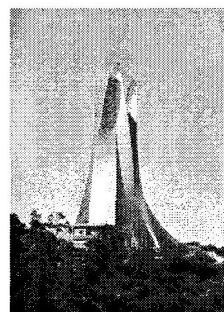
4



5



6



7

2- Listen carefully to the recording then answer the multiple choice questions according to what all of you can remember. Once all group members come to an agreement, choose the best answer(s): A, B, C or D.

1- What does she say about Ayer's Rock?

- a- It's also called Uluru
- b- It's very barren
- c- she liked the colors there
- d- It was hard to go to

2- What does she say about Machu Picchu?

- a- Where it is
- b- What it is
- c- How old it is
- d- How she got there

3- What does she say about Alhambra?

- a- It is in Granada
- b- It's an old Muslim capitol
- c- It is hot in summer
- d- There are many ancient buildings

4- What does she say about Asia?

- a- She worked on a farm
- b- She has been to Malaysia
- c- She loved Hong Kong
- d- She liked Hokkaido

b) - Individual quiz:

Give the name, location, and a characteristic of a well-known building or place in Algeria or in a country you used to visit. **(8 points)**

Section two: Speaking

a) - Group work

Now that you have done some research on a well-known building or place (name, location, characteristics, history) in the world, talk about it to your group members and be ready to answer their questions.

b) - Individual quiz:

In front of the class, each member will have to talk about the buildings or places presented by his/her group members based on what he/she can remember. **(10 points)**

The tape script:

Todd: OK, now Keren, Hello.

Keren: Hello.

Todd: I thought we would talk about travelling. Now you've travelled to many places, many continents.

Keren: Yes.

Todd: Can you talk about some of the places you've been to.

Keren: Yes. First of all, I spent about four and a half months in Australia. I suppose the most amazing place I went to there was Uluru.

Todd: Uluru.

Keren: Ayers Rock, and it's just an incredible place which is... the land is very barren and very red and the sky is very blue and it's just beautiful.

Todd: Wow, and what's it called again?

Keren: Uluru.

Todd: Uluru. OK, besides there, anywhere else?

Keren: I've also been to South America. I spent a year in Peru and while I was there I went to Machu Picchu.

Todd: Machu Picchu. What is Machu Picchu?

Keren: Machu Picchu is an ancient ruin of an old Inca town.

Todd: Do you know how old it is?

Keren: Probably about seven hundred, eight hundred years old, think. It's not actually that old.

Todd: Oh, really.

Keren: Really.

Todd: Huh! That's interesting.

Keren: Yeah.

Todd: OK, any other places?

Keren: I spent quite a lot of time in Spain and the most interesting place I went there was Granada.

Todd: Granada.

Keren: Yeah.

Todd: OK, what's in Granada?

Keren: The Alhambra which is the old Muslim capitol of Spain, and it's an amazing old town with Muslim palaces.

Todd: And there is just one palace or are there many, many palaces?

Keren: There are many, many ruins and there's a lot to do. You can spend the whole day there walking around the different old buildings that were built in different times.

Todd: Very cool. So, you've seen something in Australia, in South America, in Europe, how about Asia?

Keren: Asia. I've been to Japan and Thailand and Malaysia and Singapore.

Todd: And what is your favorite place in Asia?

Keren: Hum. It's a difficult question. I liked Hokkaido.

Name:
Group:

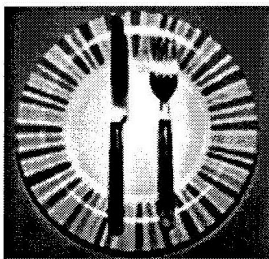
Cooperative activity N 5

Wish List

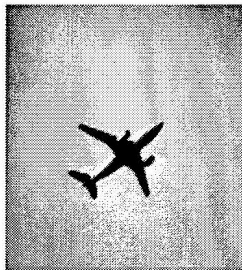
Section one: Listening

a) Group work

- 1- Look at the images. What could be the possible questions in relation with the images below that you may ask someone before visiting a country? (5 questions)



1



2



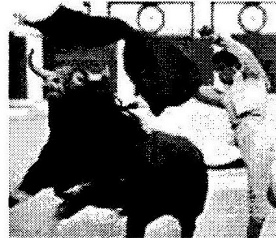
3



4



5



6

- 2- Listen carefully to the recording then answer the multiple choice questions according to what all of you can remember. Once all group members come to an agreement, choose the best answer(s): A, B, C or D.

1- Why does she want to go to Cuba?

- a- It's warm
- b- It's not expensive
- c- It's unique
- d- She has friend there

2- What interests you about Cuba?

- a- The language
- b- The culture
- c- The night life
- d- The beaches

3- Where is she going to go?

- a- Angkor wat
- b- The beach
- c- A buddhist temple
- d- Phnom Phen

4- What does she say about her travel plans?

- a- She will go through Bangkok
- b- She will go through Singapore
- c- She will stay for ten days
- d- She needs to get a visa

b) - Individual quizz:

- Match the questions below with the corresponding images. **(8 points)**

- 1) Are meals cheap or expensive?
- 2) How long will you stay?
- 3) What is the best city to visit?
- 4) How old is the city?
- 5) How much is a flight there?
- 6) What is the famous tradition in the country?
- 7) Is the country coastal?
- 8) What is the traditional meal?

Section two: Speaking

a) - Group work

Now that you have done some research on the city that you wish to visit, talk about it (name, location, traditions, famous people, and food) to your group members and be ready to answer their questions.

b) - Individual quizz:

In front of the class, each member will have to talk about the city presented by his/her group members based on what he/she can remember. **(10 points)**

The tape script:

Todd: OK, now Keren, you have talked about places you have been. Now, why don't you talk about places you want to go. Where would you like to visit?

Keren: Whoa! There are so many places. I'd love to go to Cuba.

Todd: Why Cuba?

Keren: I imagine it's such a unique place and it probably won't be so unique for much longer, and I'd love to see what life is like there.

Todd: Right. So about Cuba, what is it that attracts you about Cuba? I take it, it's not baseball.

Keren: No! Well, part of the reason is that I can speak Spanish, so I love to practice speaking it, and it has beautiful beaches but it also has cultural history also. So, there's lots to do there.

Todd: OK, now, I think you actually have travel plans coming up. Aren't you going somewhere soon?

Keren: I am. Yes. I'm going to Cambodia.

Todd: Oh, Cambodia.

Keren: Yeah.

Todd: What are you going to do in Cambodia?

Keren: I am going to go to Angkor Wat to see the old temple ruins and then I'm going to go to Phnom Pen and after that I'm going to the beach.

Todd: Nice. So, the beaches are popular now in Cambodia?

Keren: Yeah. I believe there are lot quieter than the beaches in Thailand but they are becoming more popular and they're supposed to be beautiful.

Todd: Now is this the first time you've been to Cambodia?

Keren: Yes it is, yeah.

Todd: Oh, OK. So are you going straight to Cambodia or are you going through Thailand?

Keren: I'm going to fly to Bangkok and go through Bangkok to the Cambodian border.

Todd: OK. How long do you plan to stay?

Keren: About ten days.

Todd: Ten days. Well, I hope you have a nice trip.

Keren: Thank you very much.

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Name:
Group:

Cooperative activities N 6

Job Options

Section one: Listening

a) Group work

1- Match these job options with similar options in the list below then mark your preference.

use hands indoors salary easy job
safety travel team set hours

<u>Job Options</u>	<u>member1</u>	<u>member 2</u>	<u>member 3</u>	<u>member 4</u>
ex) - business attire	[]	[]	[]	[]
- uniform	[]	[]	[]	[]
1) - outdoors	[]	[]	[]	[]
-	[]	[]	[]	[]
2) - wage	[]	[]	[]	[]
-	[]	[]	[]	[]
3) - alone	[]	[]	[]	[]
-	[]	[]	[]	[]
4) - use brains	[]	[]	[]	[]
-	[]	[]	[]	[]
5) - flexible schedule	[]	[]	[]	[]
-	[]	[]	[]	[]
6) - challenging job	[]	[]	[]	[]
-	[]	[]	[]	[]
7) - danger	[]	[]	[]	[]
-	[]	[]	[]	[]
8) - set location	[]	[]	[]	[]
-	[]	[]	[]	[]

2- Listen carefully to the recording then answer the multiple choice questions according to what all of you can remember. Once all group members come to an agreement, choose the best answer: A or B

- 1- What does Jeff prefer when working?
 - a- Working alone
 - b- Working as a team

- 2- What does he prefer about dress?
 - a- Wearing a uniform
 - b- Not wearing a uniform

- 3- Does he prefer a set schedule or flexible schedule?
 - a- Set schedule
 - b- Flexible schedule

- 4- What pay structure does he prefer?
 - a- Salary
 - b- By the hour

b) - Individual quiz:

- List one job for each of the following options **(8 points)**:

- Danger
- Use brain
- Uniform
- Challenging job
- Flexible schedule
- Team
- Outdoors
- Salary

Section two: Speaking

a) - Group work

Explain and argue with your group members the job that you wish or that you would have liked to perform then give the advantages and disadvantages of it.

b) - Individual quiz

In front of the class, each member will have to talk about the jobs discussed by his/her group members as well as their advantages and disadvantages based on what he/she can remember. **(10 points)**

The tape script:

Tim: So, you know, we're talking a little bit about jobs. I'm kind of curious. Do you prefer working in a group or do you prefer working alone?

Jeff: That's a tough question.

Tim: It definitely is because there is good things about both.

Jeff: That's right. That's right, so I guess I'm good at working by myself because I am self-motivated so if I am doing something I like and I can get it done quickly I like to do it by myself, but if I'm working with a good team, a fun team, people who work hard and they all want to do a good job and get the job done well, then I think a team is fun, but you need guys, you need people, men and women, who work hard to do a good job so I prefer working in a team.

Tim: Yeah, well, that's understandable. How about, do you prefer working and having a uniform or do you prefer putting on whatever you want to put on?

Jeff: I think uniforms are pretty cool

Tim: Oh, really.

Jeff: I think if you have a uniform too, sometimes you get respect. If you are a fireman or a policeman, you tend to get a bit of respect from the public but I wouldn't want a cheesy uniform with, you know, sort of like a strange hat or a funny looking bowtie. I wouldn't be into that, so.

Tim: Have you had any jobs with uniforms?

Jeff: Any jobs with uniforms? No, I don't think I ever had. If you call a shirt and tie a uniform, then yeah, but no, no funny hats or bow ties or anything.

Tim: So, how about a working schedule? Would you prefer working a flexible schedule with like flex time, or would you prefer set hours: come at this time, finish at this time.

Jeff: Definitely, definitely flex hours.

Tim: Yeah, why is that?

Jeff: I think that a nine-to-five job is difficult to do. If you want to take some holidays, be with your family, or go on a vacation, or if the surfs up and it's a nice day you can go and just grab your board and go for surf but if you're on a nine-to-five job, you have no flexibility so definitely flex hours.

Tim: So we are talking a little bit about hours. Do you prefer being paid by the hour or do you prefer a salary?

Jeff: I think salary maybe is a better way to go because then if take holidays you get paid and if you're working paid by the hour, that style of work, you can't take anytime off because you know when you're not working, you're not getting paid so I think

salary is a good way to go but as long as I'm getting paid, I don't really mind which way it is.

Tim: Yeah, that's understandable.

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Appendix four

Name:

Group:

The evaluation sheet of oral performance

Ratings Features	01	02	03	04	Scores
Fluency	Disconnected speech and/or frequent hesitations impede communication strain and the listener.	Fairly frequent and noticeable hesitations. Communication is achieved but strains the listener at times.	Occasional but noticeable hesitations, but not such as to strain the listener or impede communication.	Coherent spoken interaction with good speed and rhythm. Few intrusive hesitations.	
Grammar	Frequent syntactic and morphological errors: examinee has to rephrase sentences or restrict his utterances to basic patterns.	Frequent syntactic and/or word order errors, which occasionally obscure meaning, and morphological errors.	Occasional syntactic and/or word-order errors, which do not, however, obscure meaning.	Freedom from morphological and syntactic errors in a normal conversational situation.	
Pronunciation	Heavy L1 pronunciation and widespread difficulties with English features impede communication of the message and strain the listener.	Obvious L1 pronunciation features with major defects. This may strain the listener and/or make comprehension of detail difficult.	Noticeable L1 accent having minor difficulties with some pronunciation features. These do not strain the listener or impede communication.	Little L1 accent, L1 accent not obtrusive. Good mastery of English pronunciation features.	
Vocabulary	Lexical errors and limited vocabulary. Speech halting and stilted because of lexical inadequacy.	More frequent use of wrong items; examinee forced to rephrase on account of lexical inadequacies.	Sometimes uses inappropriate terms, but basically has a vocabulary that is adequate to the needs of educated conversation on non-specialist themes.	Use of vocabulary and idioms virtually that of a native speaker.	
Interactive Communication	Difficulty in maintaining contributions throughout. May respond to simple or structured interaction but obvious limitations in freer situations.	Contributes effectively for some of the interaction, but fairly frequent difficulties.	Contributes with ease for most of the interaction, with only occasional and minor difficulties.	Contributes fully and effectively throughout the interaction.	

Appendix five

Cooperative Skills

Cooperative Skills		
Communication skills		Conflict management skills
Sending abilities	Receiving abilities	
<ul style="list-style-type: none"> – speak concisely yet clearly and completely – own your thoughts and feelings by using personal pronouns – make verbal and non verbal messages congruent 	<ul style="list-style-type: none"> – listen without evaluating what's being said – paraphrase what's being said in order to make sure the message is being received accurately – ask non-judgmental questions to clarify the meaning criticize when necessary by focusing on the idea rather than the person 	<ul style="list-style-type: none"> – describe the problem clearly rather than judging it – define the conflict as a mutual problem rather than a win-lose situation – identify alternate approaches or behaviors – use the first person "I" when speaking rather than the second person "you" in order to avoid directly blaming another person – criticize ideas or behavior but not the person

RESUME

Le but de cette étude est l'investigation des effets de l'approche dite de l'apprentissage coopératif, et plus particulièrement le model STAD (Student Teams-Achivement Divisions) de l'apprentissage coopératif, appliqué à la compréhension ou l'écoute compréhensive et l'habilité dans le parler chez les étudiants Algériens de 2^{ème} année Anglais (Système LMD) à l'université de Constantine. Les participants au nombre de 48, avec une connaissance de base de près de 7 ans d'Anglais au lycée et 1^{ère} année d'université, étaient sélectionnés sur la base de l'échantillonnage aléatoire, et divisés en deux groupes, un groupe de contrôle et un groupe expérimental.

Cette recherche est quasi-expérimentale dans son dessein. Les groupes (expérimental, contrôle) ont été soumis à des pré-tests, qui comprennent un test à choix multiple et un test interactif question / réponses destinés à tester l'écoute compréhensive, ainsi qu'une interview comprenant cinq questions destinée à tester la performance orale. Ces tests furent suivis d'une période de 8 semaines, dans laquelle le groupe de contrôle était instruit de la manière traditionnelle (approche frontale classique, où c'est l'enseignant qui fait tout), et le groupe expérimental était instruit au moyen de l'approche coopérative (apprentissage coopératif) (STAD). Cette période était conclue par l'administration des post-tests de compréhension et de parler. Les résultats des deux tests étaient ensuite comparés.

Globalement, l'analyse des résultats indique que les scores des étudiants dans le groupe expérimental tendent à être plus élevés que ceux des étudiants dans le groupe de contrôle, suggérant que les activités de l'apprentissage coopératif sont effectives en développant les habilités d'écoute compréhensive et d'expression orale.

Les implications des résultats de cette étude indiquent que l'apprentissage d'une langue peut être renforcé à travers l'interaction de l'étudiant avec d'autres étudiants et qu'une approche de l'apprentissage coopératif plutôt qu'un apprentissage compétitif et individuel, est proposée dans un contexte Algérien d'apprentissage d'une langue étrangère.

الملخص

الهدف من هذه الدراسة هو البحث في تأثيرات الطريقة المسماة التعلم التعاوني وبالخصوص النمط المسمى STAD (Student Teams- Achievement Divisions) المعتمد في تنمية و تطوير مهارتي الاستماع و المحادثة عند الطلبة الجزائريين في السنة الثانية شعبة إنجليزي في نظام (LMD) بجامعة قسنطينة. تم إختيار 48 طالب للمشاركة في البحث بمستوى معرفي مقدر بـ 7 سنوات, و قد تم اختيارهم على أساس عينة عشوائية و مقسمة إلى فوجين : فوج مراقبة و فوج تجريبي.

هذا البحث شبه تجريبي في تصميمه, تلقى الفوجين اختبار أولي. يحتوي الاختبار على أسئلة متعددة الاختيارات و مجموعة أسئلة مخصصة لاختبار الفهم المتعلق بالاستماع و مقابلة تهدف إلى اختبار القدرة الشفوية. تلت هذا الاختبار مدة 8 أسابيع تم أثناءها تقديم دروس تقليدية لفوج المراقبة (طريقة كلاسيكية مباشرة يقوم فيها الأستاذ بكل شيء), فيما تلقى الفوج التجريبي دروس على الطريقة التعاونية (التعلم التعاوني). اختتمت هذه الفترة بإجراء اختبار نهائي خاص بالفهم المتعلق بالاستماع و القدرة الشفوية, ثم قورنت نتائج هذا الاختبار بنتائج الاختبار الأولي.

بشكل عام أشار تحليل النتائج إلى أن معدلات الطلبة في الفوج التجريبي تميل إلى كونها مرتفعة بالنسبة إلى معدلات الطلبة في فوج المراقبة. مما يعني أن نشاطات التعلم التعاوني فعالة في تطوير الفهم المتعلق بالاستماع و التعبير الشفوي.