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Enhancing Learners' Motivation and The English Speaking Skill through Cooperative Learning Activities.

The Case of Third Year License Students of English at the University of Frères Mentouri Constantine

Dissertation submitted in partial fulfillment of the Requirements for the LMD Doctorate in Teaching English as a Foreign Langauge

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Dedication

To my loving parents; the source of inspiration, strength, perseverance, hope and

unconditional love,

To my dear brother, Said, my brother in law Mohamed, and lovely sisters, Houda and Lina,

To my adorable niece Ranim and nephews Oussama and Raouf,

And to all my relatives, colleagues, and lifelong friends,

To the memory of my grand mother.

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Abstract

The present research aims at investigating EFL learners' motivation and English speaking skill development through the implementation of Cooperative Learning activities at the Department of Letters and English at the University of Frères Mentouri Constantine, with a sample of third year Didactics. In order to investigate the relationship between the three variables, we first conducted, at the very beginning of our study, a pre questionnaire that was administered to both of the experimental and the control groups, in order to know the students' views concerning the Oral Expression module and the idea of working in groups. After that, we conducted a pre test for both groups to test the students' level. Next, a six-week teaching experiment was conducted through the implementation of Cooperative Learning activities with the experimental group and the use of individualistic type of learning with the control group. At the end of the treatment, we administered a post test to the experimental and the control groups. The comparison of the results provided by the pre and post tests aims at determining the effect that the Cooperative Learning activities has on the students of the experimental group, as contrasted with the students of the control group who performed the tasks individually. At last, a post questionnaire was administered in the end of the experiment to the experimental group, so as to survey to what extent the Cooperative Learning activities could be useful in bolstering up the learners' motivation, and developing their speaking skill. Additionally, a questionnaire was administered to Oral Expression teachers at the department of Letters and Languages at the University of Constantine, with the intention of discerning their assumptions and points of views regarding the effects of Cooperative Learning activities on students' motivation and speaking skill development. Overall, the comparison of the pre and post tests' results of both groups revealed that the students who worked cooperatively to perform the tasks assigned to them outscored the students who worked individually to solve a given task. These findings support our hypotheses, and are in the direction of many studies which emphasize that Cooperative Learning activities act as a bridge between motivation and the speaking skill development.

List of Abbreviations

A.S.T.P.:   Army Specialized Training Program

C.B.I.:   Content-Based Instruction

C.B.L.T.:   Competency-Based Language Teaching

C.L.:   Cooperative Learning

C.L.L.:   Community Language Learning

E.F.L.:   English as a Foreign Language

F.L.:   Foreign Language

L2:   Second Language

N.L.:   Native Language

O.E.:   Oral Expression

S.L.A.:   Second Language Acquisition

S.T.A.D.:   Student Team Achievement Devision

T.A.I.:   Team-Accelerated Instruction or Team-Assisted Individualization

T.A.W.L.:   Teachers Applying Whole Language

T.B.L.T.:   Task-Based Language Teaching

T.E.F.L.:   Teaching English as a Foreign Language

T.G.T.:   Teams Games Tournaments

T.L.:   Target Language

T.P.R.:   Total Physical Response

Z.P.D.:   Zone of Proximal Development

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General Introduction

1. Background of the Study

All the way through my learning experience in the Department of Letters and the English Langauge, at the University of Frères Mentouri, Constantine, I noticed the students' average oral performance and their insufficient participation in Oral Expression classes. The same question crossed my mind every time I attempted to find a clarification to that deficiency: "are students offered the suitable environment for learning and the appropriate devices that enhance motivation and endorse the development of their speaking skill?" The answer was: "not really".

Throughout the various courses designed to English language learning, in the Department of Letters and the English Language at University of Frères Mentouri, Constantine, I had the chance to develop and strengthen my academic experiences, develop my language skills and build up my critical thinking. Most likely, I have benefited greatly from studying TEFL (Teaching English as a Foreign Language) and Educational Psychology for they provided us (students and future teachers) with a wide range of ways in which learning may be improved.

As I started teaching Oral Expression in the Department of Letters and the English Language at University of Frères Mentouri, Constantine, my understanding of the issues affecting the teaching and learning processes was deepened and my vision about that pair, i.e. "teaching and learning" was broadened. I could figure out, straightforwardly, why it has been cyclically accentuated by many scientists (Slavin: 2003, Oxford: 1990) that the affective side of the learner is, indisputably, requested for an effective teaching and learning environment.

Extending my research in the fields of motivation, speaking and Cooperative Learning, surely, contributed in targeting with more expertise the crucial importance of Cooperative Learning activities in fostering learners' motivation towards a better oral performance. In point of fact, this decision was not only governed by the emphasis of researchers (Slavin, 2006; Brown, 2001; Oxford, 1997) on the importance given to the three fields mentioned above, but it was also governed by my strong belief and faith in improving students' speaking skill, through creating an engaging atmosphere with the use of suitable motivating devices.

2. Aim of the Study

Speaking is the skill that almost every single student of English desire to develop for the sake of smooth communication and fluent conversation with interlocutors. In truth, the speaking skill development fluctuates from one student to another and is affected by several internal factors (hesitation, fear, shyness) and external factors (mainly motivation and classroom activities).

To ease the learning process and to facilitate the speaking skill development, educators suggest involving cooperative learning activities in Oral Expression classes, as a way to create a friendly and an engaging atmosphere that would reduce anxiety in learners, encourage them to take risks, rise up their autonomy, and mostly motivate them towards learning. With these facts in mind, the fundamental objective of the present study is to provide a scientific ground for teaching speaking, and bolstering up learners' motivation in the Department of Letters and the English Language at the University of Frères Mentouri, Constantine, through looking into Cooperative Learning activities.

3. Statement of the Problem

In an Oral Expression class, the majority of students are, quite often, betrayed by non-linguistic features (mostly hesitation and shyness) when the learning environment is apprehensive, and quickly lose interest when the classroom activities are not really engaging.

As an antidote to the former predicaments, many educators (Slavin, 2006; Brown, 2001; Oxford, 1997) suggest that cooperative learning activities can form altruistic relationships, lessen anxiety and thus activate the students' desire to take risks and participate in their Oral Expression class. Scientists, the world over, related that "desire" to "motivation" and agreed upon its crucial importance in the success or failure of individuals in achieving a specific task in general, and for learners in learning a language in particular. In the same line of thought, Slavin (2003:329) provided a simplified definition of motivation: "it is what gets you going, keeps you going, and determines where you're trying to go". More will be said about motivation and motivational strategies in the third chapter.

In the present research at the Department of Letters and the English Language at University of Frères Mentouri, Constantine, we tried to implement some cooperative learning activities in a third year L.M.D. Oral Expression class, hunting for the investigation of the possibilities that Cooperative Learning activities would help students to get rid of the above cited problems, and at the same time, would act as a bridge between motivation and the speaking skill development.

4. Research Questions and Hypotheses

Students' failure in transmitting what they intend to say, when engaged in conversations, may possibly originate from no less than two factors: the first one, is

linked to the learners' linguistic features, that is to say the learners' actual level in English which leads, in one way or another, to the manifestation of extra-linguistic and affective factors similar to hesitation, shyness, lack of motivation and so forth; and the second, is associated with unsatisfactory teaching activities.

On the basis of the previous considerations, we can formulate the following research questions:

Do Cooperative Learning activities create a stimulating environment in the classroom?

Does the atmosphere that the Cooperative Learning activities generate boost the learners' motivation?

Does motivation truly act as a bridge between the Cooperative Learning activities and the students' speaking skill development?

With these research questions in mind, we can build up two major hypotheses, spinning around the global idea that the better the teaching activities are, the better the students' level of achievement would be. On the one hand, the first hypothesis states that a better oral performance from the part of the students would correlate significantly with the implementation of Cooperative Learning activities. In other words, if teachers use Cooperative Learning activities, learners' speaking skill would get better. On the other hand, the second hypothesis posits that students' motivation to perform better orally would correlate significantly with the use of Cooperative Learning activities. In simpler terms, the students' motivation would bolster up if teachers use Cooperative Learning activities.

5. Research Tools and Target Population

In order to test our hypotheses and obtain the information required from our subjects, and to fit the objectives of our study in the present research, we use three main tools. First, the questionnaire; a pre questionnaire conducted at the beginning

of the experiment with both of the control group and the experimental group, and a post questionnaire that was administered to the experimental group in the end of the experiment. The pre and the post questionnaires are designed to inspect the diverse attitudes towards Cooperative Learning in general, and towards some cooperative learning activities more specifically, and their connection with motivation enhancement and speaking skill development. The second main tool is the test. A pre and post tests are administered to both of the groups to test the students' level before and after the experiment. Both of the pre and post tests findings are compared with the intention of determining the effects that Cooperative Learning activities have on the learners' motivation and speaking skill development. The third tool is the experimental design. A six-week teaching experiment was conducted through the implementation of cooperative learning activities with the experimental group and individualistic type of learning with the control group.

Third year students of English as a Foreign Language (Didactics) at the Department of Letters and the English Language at University of Frères Mentouri, Constantine, for the Academic year 2014/0215 have been chosen to be the population of the study, making up 280 students. A sample of fifty six (56) students who are selected randomly to represent the entire population are arranged into two groups of twenty eight (28) each. The testing and the experiment take place at the Department of Letters and the English Language at University of Frères Mentouri, Constantine.

6. Organization of the Dissertation

The dissertation consists of six chapters. The first chapter deals with the different methods and approaches in language teaching and their improvement

throughout several decades. The second chapter explores the speaking skill. The third chapter presents a detailed presentation of motivation and its various theories and approaches along with the motivational strategies. The fourth chapter tackles the cooperative learning. The fifth chapter describes the methodology used to conduct the present research, including the means of research, description of the participants, the procedure and data collection instruments. It also presents the results obtained from the research instruments and the analysis of data. The sixth chapter goes over the main points of the pre and post tests findings along with the experiments' results, and explains the effects of Cooperative Learning activities on students' motivation and their speaking skill development. The seventh chapter deals with the students' and teachers' questionnaires, and portrays the students' and teachers' assumptions and viewpoints regarding the efficiency of implementing Cooperative Learning activities in oral expression classes. In the end, we close the research with a general conclusion on the results of our investigation, and put forward some recommendations concerning the implementation of Cooperative Learning activities in O.E. classes.

7. Definition of Terms

In this part, we define the key terms that are going to be constantly occurring throughout the dissertation in an attempt to provide a general view of their meaning and use in the present research.

7.1. The Speaking Skill

For Petrie (1987; in John Lyons, R. Coates et al.: 36), speaking can be said to be "an activity which most of us spend a great deal of time engaged in, apparently without any effort and with not very much thought".

7.2. Motivation

Scientists, over the globe, put forwards countless definitions to explain the phenomenon of motivation. However the definition provided by Cheng and Drönyei (2007) gives, through our perspective, a more inclusive explanation. They state that "Motivation serves as the initial engine to generate learning and later functions as an ongoing driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language" (2007:153).

7.3. Cooperative Learning

Cooperation is working together to accomplish shared goals. Cooperative Learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. According to Slavin (1995:2), Cooperative Learning "refers to a variety of teaching methods in which students work in small groups to help one another learn academic content."

Introduction

A fleeting look through the past century grants us with a significant representation of how have been wide-ranging the ways to teach Foreign Languages. Educators, over the globe, have been increasingly confronted by some learners' unfriendliness towards learning which, in fact, enhanced creativity in them and directed them towards plentiful research projects exploring the several dimensions of teaching. Accordingly, several methods have been shaped by the educators' teaching experiences and have been adopted by the educational systems in the entire world; however, they were in an inflexible position of flux with regard to new theories, practices and materials blowing up around the planet due to the unlimited technological changes that have affected all educational fields.

This chapter presents a global view of the dissimilar approaches and methods in language teaching; it discusses their change and evolution over the past several decades, and supplies a general framework about the position given to the speaking skill in those methods and approaches.

1. The Concepts: Approach, Method, and Technique

Before dealing with the aforementioned points in details, we believe that it is of a great significance to define the terms "approach", "method" and "technique" with the purpose of understanding the major similarities and differences between them. At one time, any successful teaching of Foreign Languages in formal settings was referred to as "a method". This word was largely used until Anthony (1963) put forward a clarification, stating that: "a method was the second of three hierarchical elements, namely approach, method, and technique" (Brown, 2001:14). In this context, Brown (2001:14) rephrased Antony's words to make a definition of his own for the three abovementioned concepts. For Brown (ibid.), **an approach** is "a set of assumptions dealing with the nature of language, learning and

teaching". **A method** is "an overall plan for systematic presentation of language based upon a selected approach". And **a technique** is related to "the specific activities manifested in the classroom that were consistent with a method and therefore in harmony with an approach as well." In different terms, an approach is the widest of the three; in one approach, there may possibly be various methods, and one method may overlap several techniques where the assumptions of an approach are put into practice, and the content of a method is applied.

2.1. Structural Methods

Earlier in time, speaking Foreign Languages was not the main objective, and the students' oral performance was restricted to reading aloud the sentences they have translated with a single intention, that is, demonstrating and memorizing the grammatical structures of the F.L. which, in fact, does not enhance the students' speaking skill (Richards & Rodgers, 1986). Many structural methods have seen the light, that time, such as the Grammar-Translation Method, the Direct Method, and the Audiolingual Method.

2.1.1. The Grammar - Translation Method

Long ago, in Europe, the learning of a F.L. was not only associated with the learning of the old languages, Latin and Greek, but it was associated with the individual's higher education, as well. In an attempt to enhance the society's intellectuality, several educational institutions of F.L. teaching taught both Latin and Greek through the memorization of a range of grammatical rules and vocabulary, texts' translation and solving written tasks. At one time, it was referred to as **The Classical Method**, for it was originally used to teach the classical languages and literature. It is only in the nineteenth century, that **The Classical Method** was recognized as **The Grammar - Translation Method** (Brown: 2001).

Below are listed the fundamental principles of the Grammar-Translation Method as put forward by Richards and Rodgers (1986):

1. To make learners read and appreciate the T.L. literature, learn its grammar rules and memorize a wide range of vocabulary selected in relation to the texts to be translated.

2. Little or no consideration is given to speaking or listening since the focal point in this method is given to reading and writing.

3. The choice of vocabulary is determined by the reading of the texts used.

4. "The sentence is the basic unit of teaching and language practice" (p.6). Teachers center their attention on translating sentences from the Native Language to the Target Language and vice versa, believing that it facilitates the language learning process.

5. The prime focus is on accuracy.

6. Teaching Grammar is deductive, in the sense that grammar rules are presented and then practiced through translation.

7. The medium of translation is visibly the students' N.L.

According to Brown (2009:19), the Grammar Translation Method was extensively accepted and widely applied around the world up till now, mainly for the reasons that it does not necessitate particular skills on the part of the instructors and "tests of grammar rules and translations are easy to construct and can be objectively scored."

It is worth repeating that the Grammar Translation Method desired objective is to help out students read and appreciate the F.L. literature. On this basis, the learners are not offered many occasions to communicate their opinions in view of the fact that speaking in grammar - translation lessons is associated with reading the translated texts aloud and/or doing grammar exercises orally. Consequently, fluency and Communicative Competence are not promoted, and the speaking skill is not well developed.

2.1.2. The Direct Method

The Direct Method was brought into play when the Grammar Translation Method was not found efficient in training learners to use the F.L. in communication for its ultimate value was placed on accuracy. For the sake of surmounting this inadequacy, educators believed that F.L. learning should be akin to first language learning (Brown: 2001); this implies that speech is chief. The major principles underlying the Direct Method, as suggested by Richards and Rodgers (2001:9), are listed below:

1. Classroom instruction is conducted exclusively in the T.L.

2. Only everyday vocabulary and sentences are taught.

3. Oral communication skills are built up in a carefully graded progression organized around question-and- answer exchanges between teachers and students in small, intensive classes.

4. Grammar is taught inductively.

5. New teaching points are taught through modeling and practice.

6. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.

7. Both speech and listening comprehension are taught.

8. Correct pronunciation and grammar are emphasized.

It is important to note that the Direct Method knew a large popularity, in the early twentieth century, the method's reputation was linked to Charles Berlitz that, according to Brown (2001:21), was "one of the best known of its popularizers" by reason of his chain of schools that were there in several countries around the world, where motivation was stimulated and native-speaking instructors were recruited. Regardless of the triumph the Direct Method had gained in private schools, the public schools dealt with it with hesitation

and reservation not only because of the budget constrictions and native-speaking teachers' employment, but also for the attacks faced by the critics. The method was, for the most part, criticized for:

 1) Its weak theoretical foundations. In other words, it was reliant on the teachers' skills in place of textbooks.

2) For being time-consuming, in the sense that teachers go through several physical expressions and demonstrations in order to clarify a given word, while they are able to save time translating it.

Surely enough, the prominent aim of the Direct Method was to improve the learners' speaking skill and get them use the F.L. in daily life conversations. Through this perspective, the method's aim was reached, but the aforementioned limitations made it rather difficult to be global. While this may be true, it is worth to note that Second and Foreign Language Teaching owe a lot to this method, in the end.

2.1.3. The Audio-lingual Method

The Audio-lingual Method was the outcome of pure historical circumstances. With the outburst of the Second World War, a crucial importance was positioned on the armies' oral proficiency in the languages of their allies and enemies. In view of that, the U.S. Defense Forces language programs supplied the impetus financially for particular and intensive language courses that emphasized on the oral skill; these courses were known as the Army Specialized Training Program (ASTP), or, more informally, the "Army Method". Visibly enough, the method's main goals are accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of adequate vocabulary. With the purpose of meeting with such aims, the method's main feature centered on "listening

to pronunciation and grammatical forms and then imitating those forms by way of drills and exercises" (Flowerdew, J. & Miller, L. 2005: 8). The Army Method knew a tremendous success and was labeled in the 1950's as the Audio-lingual Method.

It is noteworthy that the focal point of the Audio-lingual Method had led several researchers into firmly grounding the method in linguistic and psychological theories. In this respect, Fries (1945) stated that "structural linguists of 1940's had been engaged in what they claimed was a "scientific descriptive analysis" of various languages, and teaching methodologists saw a direct application of such analysis to teaching linguistic patterns" Brown (2007: 111). Concurrently, behaviorists supported Skinner's Operant Conditioning and habit formation models of learning through which "the phases of stimulus, response and reinforcement would determine the formulation of structure drills and would lead to the acquisition of these structures" (Al-Mutawa & Kailani, 1989:19).

Brown (2007:111) encapsulated the characteristics of the Audio-lingual Method in the list below (in Prator & Celce-Murcia, 1979):

1. New material is presented in dialog form.

2. There is dependence on mimicry, memorization of set phrases, and over learning.

3. By means of contrastive analysis, structures are sequenced and taught one at a time.

4. The use of repetitive drills to teach structural patterns.

5. Grammar is taught inductively. (There is little or no grammatical explanation).

6. Vocabulary is firmly limited and learned in context.

7. There is much use of tapes, language labs, and visual aids.

8. Huge importance is given to pronunciation.

9. Very little use of the mother tongue by teachers is tolerable.

10. Correct responses are instantly reinforced.

In point of fact, the Audio-lingual Method gained decades of popularity mainly because it made F.L. learning accessible and successful to learners, since it provided the educational institutions with carefully selected, prepared and examined materials. Regardless of its remarkable triumph, the Audio-lingual Method was criticized in many ways that favored its waning. In this vein, Lazaraton(2001:103) stated: "While audiolingualism stressed oral skills, speech production was tightly controlled in order to reinforce correct habit formation of linguistic rules".

In dissimilar words, the speech models that learners listen to in the laboratory are cautiously articulated and sound less natural than the language that learners would hear in real life. Additionally, the students' speech is frequently restricted in repetitive drills, and thus, the students are offered no opportunity to build up their language and express their own ideas. In a similar vein, Ellis (1990:30) claimed that the method "did not lead to fluent and effective communication in real-life situations".

To come to an end, the Audio-lingual Method put into practice the Stimulus-Response Theory of the American school of behaviorist psychology with the major aim of developing the students' speaking skill through listening, imitation, and memorization. Remarkably, the abovementioned aim was accomplished, yet the foregoing limitations acted against its popularity mainly when "the Chomskyan revolution in linguistics turned linguists and language teachers toward the "deep structure" of language (Brown: 2001).

2.2. Designer Methods and Approaches

In the seventies, Second Language Learning and teaching witnessed a great progress as scholars centered their attention on Second Language Acquisition studies and became more aware of the fundamental importance that the affective domain plays in language learning. Nunan (1989:97; Brown, 2007:112) chose the term "designer" to refer to these methods, namely, **Community Language Learning,** along with **Suggestopedia, the Silent way, Total Physical Response, and the Natural Approach.**

1.2.1. Community Language Learning

One of the famous affectively based methods we mention Community Language Learning that was designed by the American professor of psychology Charles Arthur Curran at Loyola University, Chicago (Richards, 1986:113). Curran, in his "Counseling-Learning" model of education was inspired by Carl Rogers' view of education (Rogers: 1951, Brown: 2007), made use of psychological counseling to in some way to explain the roles of both the teachers and students in the learning and teaching processes. The method was expanded to language learning frameworks in the shape of Community Language Learning when one of Curran's students named LaForge (1971; in Brown:2007) who contributed a lot in writing the principles of this method.

Harmer (2001:88) stated that "in a classic form of Community Language Learning (C.L.L.) students sit in a circle. It is up to them to decide what they want to talk about." The teacher's role, in C.L.L., is a facilitator; s/he is termed "the knower" or the "counselor". The "knower" stands outside the circle and is called to translate or correct the students' or the "clients'" utterances whenever s/he is asked to. The clients, then, with the knower's support, repeat the utterances and record them. Afterward, the knower replies the recordings and transcribes them on the board to use them in various activities. Gradually, the students expand

their acquaintance with the F.L., become more and more independent from the teacher and turn out to be more fluent and self- assured.

Brown (2001) maintains that despite the main advantage of C.L.L., that is, its considerable contribution in surmounting several ominous affective factors that students may face when learning a language, mainly the students' fear of making mistakes in front of their classmates and the teacher's response to their blunders, C.L.L. has major disadvantages; specifically, the non-directivity of the teacher. In other words, within the first stages of learning a F.L., students seem to face continuous struggles and need to be guided and directed; for this reason, the teacher's "supportive but assertive direction" helps in strengthening the method. Another disadvantage of C.L.L. was the dependence on "an inductive strategy of learning". Surely enough, the "inductive learning" is known to be a practical and useful strategy, yet some "deductive learning" is vital especially in the early stages of learning when the learners are dependent on the teacher. One more disadvantage of C.L.L. was its total dependence on the counselor's translation expertise. As a matter of fact, translation is a complicated process; an ineffective learning is more likely to happen when the language's aspects are mistranslated.

Despite the fact that Community Language Learning is not utterly used in curriculums, it has introduced divergent aspects of learning; notably, Cooperative Learning, Learner-Centeredness and Learner Autonomy. However, learners seem not to be engaged in natural communication settings, since the method's key aspect is translation.

2.2.2. Suggestopedia

Suggestopedia is a method developed by the Bulgarian psychologist Georgi Lozanov. According to Richards & Rodgers (1986:142), Suggestopedia is a precise set of learning suggestions obtained from Suggestology that is explained by Lozanov as "a science …

concerned with the non rational and/or non conscious influences" (Stevick, 1976:42), which humans continuously respond to. In simpler terms, Suggestopedia aims at connecting these influences and modifying them in an attempt to improve learning. In this vein, Larsen-Freeman & Sparrow (1990) insert that learners tend to set some "psychological barriers" towards learning, which limit their ability to perform, and thus, hinder them from the use of their "full mental powers". The "disuggestion" is, according to them, a key factor to exploit their full mental reserves.

Brown (2001:27) noted that Lozanov was influenced by "a Soviet psychological research on extrasensory perception and yoga", as a result to that; he designed a method that focused on "relaxed states of mind" for highest retention of information. He affirmed that Baroque music generated a "relaxed concentration" that induced "superlearning" (Ostrander & Schroeder, 1979:65) since, according to him, Baroque music helps in increasing "alpha brain waves" and decreasing "blood pressure and pulse rate".

It is worth to note that Suggestopedia is characterized by a feature known as "infantilisation". By this is meant, the teacher-student relationship is akin to the parent-child relationship; students are given different names other than their real ones with the intention of lowering their anxiety and overcoming the barriers to learning (Harmer, 2001:89).

After having ensured that the learners are comfortable in their seats, music is played and the lesson is presented. The lesson may comprise a variety of classroom activities, such as vocabulary, readings, dialogs, etc. It is important to mention that the lesson has three parts; the first part is an oral review where the discussion is based on the subjects learnt previously, the second part focuses on presenting and discussing the content of the new subject matter which is also presented with its N.L. equivalent, and the third part; "the concert", the learners

listen to the music coupled with the teacher's reading. It is also worth to state that "several minutes of solemn silence" are present in this part (Lozanov, 1979: 272; Brown, 2001: 27-28).

In truth, Suggestopedia was criticized for several reasons. Scovel (1979, in Brown 2001) claimed that the results obtained after the implementation of the method were not satisfactory. Additionally, Suggestopedia is not practical for its implementation needs a specific setting. One more reason, the use of the classical music is controversial, in the sense that, it might be relaxing for some students, but annoying for others.

With reference to the speaking skill, Suggestopedia does not really get students ready to communicate in the T.L., since it focuses mainly on reading and memorizing, and it does not recommend oral interactions.

2.2.3. The Silent Way

In the early seventies, Caleb Gattegno designed a method which centers on "problem-solving" in learning that he labeled "The Silent Way". In point of fact, The Silent Way is based on the premise that the teacher's silence in the classroom is central so as to encourage students' production for all intents and purposes. The basic tenets of the Silent Way, as stated by Richards and Rodgers (1986:99) are listed below:

1. Discovering and creating smooth the learning process more than memorizing and repeating the subjects to be learned.

2. Associating physical objects to what is to be learned facilitates the learning process.

3. Including problem- solving in the subjects to be learned makes the learning process easier.

Gattegno (1977; Brown, 2001: 29) emphasized the idea that students, in the Silent way, develop independence, autonomy and responsibility since they are required to cooperate with

one another to solve the language problems suggested by the teacher. In Silent Way classrooms, the teacher makes use of rods to present vocabulary, verbs and syntax, and colorful wall charts to introduce pronunciation and grammar.

It is worth to point out that the Silent Way contributes a lot in developing the learners' autonomy and promoting the sense of responsibility in them. However, the teacher's distance is not that effective; the learners need guidance and correction because some of the language's features if not explained, lead to ineffective learning.

All things considered, the Silent Way does not offer much for the development of the speaking skill since it does not engage them in everyday communication. Besides, the teacher's silence may lead the students to learn incorrect language features that are hardly corrected, subsequently; in simpler terms, fossilization.

2.2.4. Total Physical Response

Total Physical Response was created and developed by a professor of psychology named James Asher. According to Asher (1969), adult T.L. learning bears a visible resemblance to children's acquisition to the mother tongue. He focuses on the idea that if children physically respond to the parent's instructions, adults may learn the T.L. through the same process. In this vein, Frost (2004) states that the "language-body conversations" may last for several months before the ability of the child to speak, yet s/he takes in all the language's patterns. Once s/he is ready to speak, the production of the language becomes a spontaneous process. This concept, according to Asher (1969), is to be reflected in language classrooms since it makes use of the psychomotor principle, which is, the combination of language and physical activities that are proved to be stimulating to both of the brain hemispheres (Brown, 2001:30).

Like all methods, T.P.R. has its specific features that are listed below:

1. The commands are given in the T.L.

2. The teacher gives the command and the students act it out.

3. The teacher sets a comfortable atmosphere for a more efficient learning.

4. The students, in the end, may play the role of the teacher and give commands to each other.

All in all, T.P.R. proved to be efficient mainly during the first levels of language learning since comprehension is highlighted, yet students in T.P.R. are limited when it comes to the oral performance; in other words, students are given commands and are asked to act them out, and that, actually, does not help them much because it does not engage them in everyday life communication.

2.2.5. The Natural Approach

The Natural Approach emerged in an attempt to promote a language teaching proposal which includes the "naturalistic" principles that researchers had distinguished with reference to Second Language Learning. Actually, the Natural Approach was the result of a joint effort of Tracy Terrell, a teacher of Spanish in California, and Stephen Krashen, a linguist at the University of Southern California. Krashen and Terrell (1983:9; in Richards & Rodgers, 1986:128) emphasized the idea of "the use of language in communicative situations without recourse to the native language". In other words, it is needless to refer constantly to grammatical rules since they believe that vocabulary is fundamental to learning.

According to Krashen and Terrell (1983; in Brown, 2001:31), learners, in the Natural Approach, go through three distinct stages: **the preproduction stage** where the learners develop their listening comprehension skills; **the early production stage** that is highlighted

by the learners' production, and their mistakes and errors, as well. The teacher, at this stage, should focus on what the learners intend to mean rather than on the grammatical structures of their utterances only if the mistakes are serious; and **the production stage** that is, as its name indicates, characterized by the students' extended production in the various tasks and activities suggested by the teacher such as dialogs, role plays and discussions to trigger their fluency. (Brown, 2001:32)

It is worth to note that, the Natural Approach centers on the teaching of communicative abilities and, accordingly, perceives communication as the basic feature of the language. Krashen and Terrell (1983:17) believe that language is seen as "a vehicle for communicating meanings and messages." And only when people become able to get the meaning of what is being transmitted in the target language, acquisition may occur (Richards and Rodgers, 1986: 130).

In a point of fact, the Natural Approach gives a significant importance to communication. In other words, a less attention is given to the grammatical structures strengthens the students' self-esteem and lowers their anxiety, which, actually, help them be more familiarized with the target language, and thus, develop their speaking skill.

Although the Natural Approach gained popularity because of the aforementioned advantages, it was criticized for the preproduction stage and its weighty focus on comprehension. Gibbon (1985) and Langi (1984), as stated in Brown (2001:31), claim that the postponement of oral production in anticipation of the "emergence" of speech is controversial since the students' "timetables" for the speech "emergence" is different. Besides, this very reason does not help much the teacher to manage his/her classroom.

In light of what the designer methods and approaches have offered to the improvement of the teaching and learning a F.L., new methods emerged, yet with more polished purposes

and more specific objectives; getting the students produce the F.L. spontaneously and use it in communication smoothly. This significant shift towards communication by the 1970's highlights the importance of the communicative approach from which bifurcate several communicative methods.

2.3. Communicative Competence and the Communicative Approaches

It is worth to note that the Communicative Approach was brought into play in depth consideration of engaging F.L. learners in more significant and authentic language use. To put it differently, the Communicative Approach introduces the F.L. learners to real-life aspects of communication.

2.3.A. Communicative Competence

If truth be told, one eminent aspect in the Communicative Approach is Communicative Competence.

2.3.A.1. Background of Communicative Competence

It should be stated that the term Communicative Competence was first coined by Dell Hymes in (1965) as a reaction against Chomsky's distinction between "Competence" and "Performance". According to Chomsky (1965; in Brown 2007:35), "Competence refers to one's underlying knowledge of a system, event, or fact." However, "Performance is the overtly observable or concrete manifestation or realization of Competence". To set the records straight, Chomsky (1965; Brown, 2007:36) related Competence to "an idealized speaker-hearer" who is not affected by performance variables".

2.3.A.2. Definition of Communicative Competence

In actual fact, "Communicative Competence" is a term that refers to the use of both of the language's grammatical knowledge, i.e. syntax, morphology and phonology, and social knowledge, that is to say, when and how to use the utterances properly. In simpler words, Communicative Competence is "the aspect of our competence that enables us to convey and interpret messages, and to negotiate meanings interpersonally within specific contexts" (Brown, 2007:219). More to the point, Communicative Competence is not only the ability to know the grammatical rules, but it is also the ability to know when and how to use those rules to communicate appropriately. In this vein, Bagarić (2007:94) states that, the combination of these two words "Communicative Competence" generates, in fact, one interpretation, that is, "the competence to communicate".

2.3.A.3. Theoretical Model of Communicative Competence

Based on Hymes' ideas concerning Communicative Competence, Canale and Swain (1980:6) launched a theoretical model of Communicative Competence that is composed of four basic fields of knowledge and skills. They are: **Grammatical Competence** that is, according to Savignon (2001), the ability to use the grammatical rules in the approved manner and not only mastering them. **Sociolinguistic Competence** refers to the speaker's ability to be "contextually appropriate" (Hedge, 2000:50). **Discourse Competence** that refers to the ability to link utterances, produce new ones and understand the general meaning related to the context. And **Strategic Competence** that refers to the facility of making use of language to arrive at achieving communicative purposes, as well as improving the efficiency of communication. The last model is in fact, associated to communication strategies that are, as defined by Faerch and Kasper (1983:36; Brown, 2007: 137), "potentially conscious plans for

solving what to an individual presents itself as a problem in reaching a particular communicative goal."

2.3.A.4. Communicative Strategies

Hedge (2000:53) mentioned two types of communicative strategies: the Achievement Strategy, which refers to the students' inability to transmit what is on their minds, so they tend to mime, use some gestures, or some structures like "you know". However, the Reduction Strategy refers the students' avoidance of using a particular form because they feel uncertain about it.

In similar vein, Brown (2007:137-139), identified two types of communicative strategies; the Avoidance Strategy, which is the students' avoidance of using a particular form because of their uncertainty of its correctness, and the Compensatory Strategy, which is divided into: Code- Switching that is the students' reference to their mother tongue once they fail in transmitting their ideas, and Appeal to Authority that is the students' reference to the teacher once they are unable to transmit their thoughts.

In a word, Communicative Competence, as paraphrasing Hymes (1972; Brown, 2007), is knowledge of the sociolinguistic structures of language in union with a grammatical or linguistic competence.

2.3.B. Communicative Approaches

It is important to mention that by the 1970's; innovativeness highlighted the importance of the affective factors, and introduced various communicative approaches that were mainly characterized by authenticity, real-life situations and significant activities. Among those approaches, it is mentioned: **Communicative Language Teaching**,

Cooperative Language Learning, **Whole Language**, **Content-Based Instruction**, **Task-Based Language Teaching**, and **Competency-Based Language Teaching**.

2.3.B.1. Communicative Language Teaching

According to Al- Mutawa and Kailani (1989), the origins of Communicative Language Teaching are associated with the British language teaching conventions that go back to the 1960's where the influence of Situational Language Teaching was prominent. Richards and Rodgers (1986:64) noted that in Situational Language Teaching, "language was taught by practicing basic structures in meaningful situation-based activities". Again, according to Richards and Rodgers (1986), the scope of the Communicative Language Teaching has expanded by the mid 1970's, yet both of the British and American advocates perceive it as an approach rather than a method that aims at making Communicative Competence at the heart of language teaching, as well as developing procedures to teach the four skills of the language that recognize the interdependence of language and communication.

Brown (2001: 43) noted that it is difficult to give a clear definition of Communicative Language Teaching, for the sake of directness and simplicity; he thought it is better to describe the Communicative Language Teaching in terms of principles. Accordingly, he put forward six interrelated characteristics that are stated as follow:

1. Classroom objectives ought to interlink the organizational features of language with the pragmatic features.
2. Language activities ought to engage the learners in "the pragmatic, authentic, functional use of language" for significant goals.
3. Fluency and accuracy are perceived as balancing principles that lie beneath the communicative techniques.

4. Classroom activities ought to engage the learner in using the language in spontaneous contexts and different situations.

5. In a communicative class, the learners are given the opportunity to concentrate on their personal learning process throughout a comprehension of their own learning styles and strategies.

6. The teacher's role ought to be that of a guide and a facilitator.

It is worth to repeat that the Communicative Language Teaching main aim is to help the learners use the Foreign Language spontaneously in various contexts and in different daily life situations. Again, it is important to state that Communicative Language Teaching gained a lot of popularity on the basis of its principles that proved to be of a great assistance to the learners, mainly the focus on fluency rather than on accuracy that encouraged them to exclude the anxiety factor, strengthen their self-esteem and thus express themselves freely.

2.3.B.2. Cooperative Language Learning

Cooperative Language Learning was founded on the belief that the implementation of cooperative activities, where learners work in pairs and in small groups, improves learning and enhances motivation. In this vein, Olsen and Kagan (1992:8) insert that in Cooperative Learning "learning is dependent on the socially structured exchange between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others." In other words, in Cooperative Learning, learners are not only in charge of their own learning, but also, they contribute in boosting the learning of other members of their group.

In brief, Johnson, Johnson and Holubec (1994:2) summarize the basic principles of the Cooperative Language Learning as follow:

1. Cooperative Language Learning improves the students' achievements.
2. Cooperative Language Learning builds up positive relationships among the learners.
3. Cooperative Language Learning enhances self-esteem.

As a matter of fact, Cooperative Language Learning proved its effectiveness in the teaching and the learning of the Foreign Language. The basic tenets of the Cooperative Language Learning center on cooperation to achieve a shared goal. For this very reason, its implementation has known a great interest in language classes and schools.

2.3.B.3. Whole Language Education

According to Harste (1989), Whole Language Education is not only a perspective on education, but also a philosophy of education, and a belief system about education. As a matter of fact, Whole Language Education is the result of the interrelation of psycholinguistic, social and cognitive researches that emphasize "the wholeness" of a language, the interaction between the oral and writing skills of a language, and the significance of balancing between the oral and the written codes for a more natural language development (Brown, 2001).

In a point of fact, Whole Language Education, according to Kenneth Goodman (1989), was introduced in the mid-to-late 1970s. That time, reading was regarded as a psycholinguistic process and was given a significant recognition. In this vein, Yetta Goodman (1989) states that Dorothy Watson (1989) initiated "a teacher support group" called Teachers Applying Whole Language (TAWL) that views language from interactional perspectives.

The main basic tenets of Whole Language Education, as presented by Brown (2001), are listed below:

- ❖ The implementation of authentic and natural language,
- ❖ The emphasis on the language's social nature,
- ❖ The emphasis on the learners' community,
- ❖ The emphasis on the students,
- ❖ The emphasis on the language's meaning,
- ❖ Combination of the four skills, and
- ❖ Participatory learning.

It is worth to restate that Whole Language Education perceives the language as a "whole" as opposed to the viewpoints that splinter the language into bits and pieces. In addition to that, Whole Language Education emphasizes the interconnection of the oral and the writing skills. Moreover, Whole Language Education favors the amalgamation of the four skills.

What can be said about Whole Language Education in relation to the speaking skill is that it, Whole Language Education, emphasizes the ability of self-expression, communication, thinking and analyzing (Goodman & Kenaeth, 1991). Again, in Whole Language Education, students do not only improve their speaking skill, but they also deepen their comprehension abilities through the activities they perform (reading, retelling a story, discussing the context and characters of the story, and/or performing a play).

2.3.B.4. Competency-Based Language Teaching

In contrast with the different methods and approaches that emphasize on "inputs" to language learning, Competency-Based Language Teaching gives more weight to the

"outputs" of language learning. To put it differently, C.B.L.T. focuses on "what learners are expected to do with the language" (Richards & Rodgers, 2001: 141).

The advent of this approach, in fact, is often traced back to the 1970's when the Competency-Based Education was very influential. According to Richards and Rodgers (2001: 141), C.B.L.T. "is an application of the principles of Competency-Based Education to language teaching" that mainly focuses on the "outcomes or outputs of learning".

It should be stated that C.B.L.T. defines the educational objectives with regards to exact assessable descriptions of the knowledge, skills, and behaviors that are supposed to be obtained at the end of the learning process (ibid.).

As a matter of fact, C.B.L.T. main characteristic centers on the teaching of the Foreign Language in relation to the social contexts in which it is used. In simpler terms, since language is the main tool of communication and interaction among people, the basic aim of the approach is to teach it with regards to the situations and environments in which it is used.

Auerbach (1986) identified eight important features that are fundamental to C.B.L.T.:

1. Language ought to be taught with the intention of preparing the learners to use it in relation to several contexts in which it is used.

2. Life skills are emphasized to decide on the fact that language is to be taught as "a medium" of communication intangible tasks in which precise language forms/skills are requisite.

3. A focus on what the learners can do with the language should be established rather than the focus on the knowledge of the language.

4. The competencies taught ought to be methodically alienated into controllable parts so that both of the teacher and students can grasp the content and be aware of their improvement.

5. Outcomes ought to be given a significant importance to make the students clearly know what behaviors and skills are expected of them.

6. Students ought to be continuously assessed in order to determine whether they have retained the necessary instructions or not.

7. The assessment is in terms of the students' performance of a precise behavior.

8. The instructions given by the teacher are not time-based, but rather student-centered. Meaning that, students, when give the instructions, their progress in achieving the task is not limited by time; they are allowed to progress at their own rate.

Actually, the approach received many criticisms. According to Tollefson (1986), it is rather easier said than done to develop lists of competencies for every specific situation because some situations are difficult to process. Richards and Rodgers (2001: 148) argued that describing a given activity in terms of "a set of different competencies" is not sufficient to manage its complications, in general.

It is worth to state that despite the fact that C.B.L.T. was criticized for a couple of reasons, it has gained popularity and support, over the world. In this vein, Dockling (1994) inserts that the quality of assessment along with the learning and teaching have seen a great improvement all the way through the clearly defined outcomes and the permanent feedback. Dockling (1994:15) adds that these improvements can be seen at all educational levels; "from primary school to university, and from academic studies to workplace training".

On the whole, Competency-Based Language Teaching enables students to put in practice what they have retained during the learning process (knowledge, behavior, skills). It is important to repeat that by excluding the time factor in learning, actually, helps the students

assimilate the instructions and improve at their own rate. In view of that, C.B.L.T. offers the students the opportunity to develop their speaking skill smoothly.

2.3.B.5. Content-Based Instruction

Content Based Instruction, is in fact, an approach that is intended to supply language learners with instructions in content and language (Brinton, Snow, & Wesche, 1989). To put it simply, in C.B.I., teaching revolves around the content that the learners are supposed to learn rather than the linguistic features. Brown (2001) believes that when the content of the subject matter to be taught is interesting to the learners, then the learners are intrinsically concerned, and thus achieve better the set of content aims. In similar vein, Brown (2001; Snow, 1998; Brinton & Master, 1997; Snow & Brinton, 1997) States that Content- Based classrooms give way to an enhancement of intrinsic motivation in view of the fact that the learners are concentrated on a content that is significant to their lives. What can be said in relation to that string of ideas is that in C.B.I. learners are pointed beyond temporary extrinsic issues such as grades and tests, to their personal "competence" and "autonomy" like clever persons who are able to do something with the new language.

To put it differently, Content-Based Instruction is, actually, very effective when it comes to the development of the speaking skill since it engages the learners in interesting subject matters that are relevant and interesting to them which, in turn, boost their competence and autonomy.

2.3.B.6. Task Based Language Teaching

According to Richards and Rodgers (1986), Task Based Language Teaching is an approach that is based on the use of "tasks" as the nucleus element of planning and instruction

in language teaching. Skenhan (1998, Brown, 2001:50) proposed a definition to the task, he asserts that a task is an activity where:

❖ The meaning is prominent;

❖ There should be a communication problem to solve;

❖ There should be a resemblance to real world situations;

❖ The task completion has some precedence; and

❖ The assessment of the task in relation to the achievement of an outcome.

By and large, Task Based-Language Teaching engages the learners in real life situations through the various tasks selected. And accordingly, it enhances the learners' intrinsic motivation and develops their speaking skill.

Conclusion

To come to an end, earlier in this chapter, it was presented a series of approaches and methods. Their development and progress were, actually, serving the needs of the F.L. language teaching and learning through several decades. Many methods and approaches were suggested, and then criticized, yet their drawbacks contributed to the emergence of other new approaches and methods.

It has been shown that every approach and method came with some significant theoretical suppositions. The 1940's and 1950's were characterized by inserting systematically organized series of linguistic forms into the students' minds through conditioning. The 1960's, however, were influenced by Chomsky's "Competence" and "Performance" as well as Hymes' "Communicative Competence". In the 1970's, though, innovativeness gave a significant importance to the affective factors. However, in the 1980's

and 1990's the Communicative Approaches brought the language's communicative properties

to light and quickly were adopted by many language classes and schools all over the world.

Introduction

Indisputably, there is overwhelming evidence corroborating the fact that the extensive improvement universal communication knew by reason of the development of technology, internet, and notably the emergence of social media which contributed a lot in promoting creativity, interaction, and learning through the countless connections made with individuals, over the globe, who share the same interests and goals. Individuals with various nationalities and different mother tongues, most of the time, if not always, choose the English language to transmit their ideas and give their opinions. This potent cause deepened the urge to learn the English language by a mass of people, in general, and EFL learners, in particular, and explains, in one way or another, the rapid growth witnessed in this actual time and epoch, worldwide. Plainly, the English language is characterized by four basic skills: writing, reading, listening and speaking. Yet, the latter is very appealing to, virtually, all the EFL learners whose central aim is to be able to develop their speaking skill and, thus use it smoothly in communication.

This chapter puts the speaking skill under scrutiny aiming at portraying some of its fundamental features. It starts, first, by discerning the dichotomies "Language Acquisition" and "Language Learning", and defining the learning strategies . Also, a definition of the speaking skill is provided along with a discussion concerning the relationship the speaking skill has with the other language skills. Additionally, Communicative Competence is hinted at, and an explanation of its significance and influence in oral performance is made available together with the psychological factors involved in communication. Moreover, the difficulties that EFL students face when learning the speaking skill are discussed, and some remedies are suggested. Further, light is shed on both of the affective factors that are present in an Oral

Expression class and the teachers' and the learners' role. Furthermore, the activities used in an Oral Expression class are stated and explained, and the assessment of speaking is tackled.

2.1. The Notion of Learning

In a point of fact, if people are asked to give a definition of the word "learning", everyone is going to provide one in line with his/her own perceptions of it. In other words, every individual perceives learning according to his/her own perspectives. In this vein, Marton et al. (1993; in Watkins et al., 2007:10) put forward the subsequent list of meanings to "learning" as suggested by some university students:

- ❖ Learning is receiving more knowledge

- ❖ Learning is memorizing and reproducing

- ❖ Learning is understanding

- ❖ Learning is the reinforcement of the existing knowledge

- ❖ Learning is change in the existing knowledge

The definitions provided earlier imply that learning is "a change in an individual caused by experience" (Slavin, 2003: 138). As a matter of fact, it is worth to point out that the aforementioned definitions may be held by distinct persons and/or by the same person in various contexts and for various reasons.

Learning, in truth, occurs in several ways. At times, it is intentional and at other times, it is unintentional. According to Bermejo (2003), Oxford (1990) and Slavin (2003), by the former, it is meant the conscious process of internalizing new facts. However, the latter stands for the process in which the facts are subconsciously internalized. In the field of languages, a significant distinction is made between these two concepts; the conscious process of retaining the new structures of a language is labeled as "Language Learning", whereas the unconscious

process of storing the new features of a language is labeled as "Language Acquisition" (Krashen, 1982).

2.1.1. Language Acquisition versus Language Learning

In a real sense, it is worth to restate that a significant distinction is made between Language Acquisition and Language Learning. According to Yule (2006:163), Language Acquisition is "the gradual development of ability in language" through making use of it naturally in communicative contexts with other persons who know the language. Language Learning, however, is "a conscious process of accumulating knowledge of the features […] of a language" generally in institutional settings.

Speaking personally, the same opinion is held, as Campbell and Wales (1970), Canale and Swain (1980), Hymes (1972), Omaggio (1986), and Oxford (1990) concerning the fact that both of acquisition and learning are of equal necessity for Communicative Competence, mainly at advanced skill levels. Therefore, "a learning-acquisition continuum" is more accurate than "a dichotomy" in explaining how language skills are improved (Brown, 1984).

2.1.2. Learning Styles

The learning styles, quoting Keefe (1979:4; in Brown, 2007: 120), is defined as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment". In simpler terms, Skehan (1991: 288), defines the learning styles as "a general predisposition, voluntary or not, toward processing information in a particular way" (ibid.). In this vein, Hedge (2000:18) states that the learning styles can be defined as "a characteristic and preferred way of approaching learning and processing information."

Brown (2007) notes that the way individuals internalize their milieu determines their styles. To dismiss the understanding, in the internalization process, cognitive, physical and affective domains are incorporated to indicate the learning styles. Individuals, in fact, do not use a single style, but they tend to make use of various ones in relation to the contexts they are in.

In a point of fact, a myriad of learning styles was identified over the past few years. However, Brown (2007: 121-31) selected five of them, owing to their relevance to teaching.

2.1.2.1. Field Independence- Dependence

In **Field Independent**, learners tend to refer to their ability to recognize a specific, pertinent element or aspect in a "field" of puzzling elements or aspects. However, in **Field Dependent**, learners tend to recognize the general view of a problem, an idea, or an event.

2.1.2.2. Left and Right Brain Dominance

The human brain is composed of two hemispheres, when **the right hemisphere** is in charge of perceiving and recalling visual, tactile, and auditory representations that are more useful in transmitting holistic, integrative and emotional data, **the left hemisphere** is affiliated with logical, analytical thought, as well as mathematical and linear processing of information. In truth, it is important to note that despite the different features that characterize both of the right and the left hemispheres, the two hemispheres work together as a "team".

2.1.2.3. Ambiguity Tolerance

This style, in fact, is related to the extent to which the learners are "cognitively" ready to tolerate and accept thoughts and suggestions that are different from their own beliefs and existing knowledge. **Ambiguity tolerant learners** are rather open-minded in terms of

tolerating and accepting ideologies, events, and facts that oppose their own beliefs and views. Conversely, **ambiguity intolerant learners** are relatively close-minded when it comes to accepting and tolerating the philosophies and evidence that are different from their own, so they tend to rebuff them.

2.1.2.4. Reflectivity and Impulsivity

In a language classroom, when the teacher asks his/her students a question, some students quickly venture to give an answer to it. However, some others take more time to provide the teacher with an answer to his/her question. The first category of students is said to be impulsive, whereas the second category is said to be reflective. **Reflective students**, actually, have the tendency to make fewer errors rather than impulsive students because they are slower in making decisions as opposed to **impulsive students** who are fast in making decisions.

2.1.2.5. Visual, Auditory, and Kinesthetic Styles

In brief, **visual learners** show a preference for reading, drawings, and other graphic data. **Auditory learners** tend to prefer listening to lectures and audiotapes. And **kinesthetic learners** prefer demonstrations and physical activity with body movements.

In a few words, once learners are aware of their own learning styles, they become more autonomous to take in charge their own learning, and take the suitable action in terms of strategies that are accessible to them.

2.1.3. The Learning Strategies

According to Oxford (1990:8), learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and

more transferable to new situation." In simpler terms, learning strategies are ways adopted by the learners to improve their own learning. In this vein, Brown (2007:132) states that learning strategies are "attacks that [students] make on a given problem, and that vary considerably within each individual." In other words, learning strategies make the learning process easier and differ from one learner to another. In the light of that, Oxford (1990) noted that there are several reasons that may have an effect on the choice of strategies. Accordingly, she put forward a new strategy classification system and divided strategies in terms of direct and indirect strategies.

2.1.3.1. The Direct Strategies

With reference to Oxford (1990: 14) "new system of language strategies", the first major class represents the direct strategies, and it is composed of:

2.1.3.1. 1. I. Memory Strategies

In memory strategies, learners tend to memorize and retrieve new information. They create mental connections, use images and sounds, review structures, and use physical responses or mechanical techniques.

2.1.3.1. 2. II. Cognitive Strategies

In cognitive strategies, learners "understand" and "produce" the language. They receive and send messages, analyze, and create structures for input or output.

2.1.3.1. 3. III. Compensation Strategies

In compensation strategies, learners use the language regardless of language gaps. They tend to make intelligent guesses through using linguistic clues, for instance, they try to overcome limitations in speaking and writing through switching to the mother tongue or

getting help or using mimes or coining words. The following figure goes over the direct strategies as put by Oxford (1990).

Direct Strategies
(Memory, Cognitive, and Compensation Strategies)

I. Memory Strategies

A. Creating mental linkage
1. Grouping
2. Associating/Elaborating
3. Placing new words into a context

B. Applying images and sounds
1. Using imagery
2. Semantic mapping
3. Using key words
4. Representing sounds in memory

C. Reviewing well
1. Structured reviewing

D. Employing action
1. Using physical response or sensation
2. Using mechanical technique

II. Cognitive Strategies

A. Practising
1. Repeating
2. formally practicing with sounds and writing systems
3. Recognizing and using formulas and patterns
4. Recombining
5. Practising Naturalistically

B. Receiving and sending messages
1. Getting the idea quickly
2. Using resources for receiving and sending messages

C. Analyzing and Reasoning
1. Reasoning deductively
2. Analyzing expressions
3. Analyzing contrastively (across languages)
4. Translating
5. Transferring

D. Creating structure for input and output
1. Taking Notes
2. Summarizing
3. Highlighting

III. Compensation Strategies

A. Guessing Intelligently
1. Using linguistic clues
2. Using other clues

B. Overcoming limitations in speaking and writing
1. Switching to mother tongue
2. Getting help
3. Using mime or gesture
4. Avoiding communication partially or totally
5. Using imagery
6. Semantic mapping
7. Using key words
8. Representing sounds in memory

Figure 2.1. Diagram of the Strategy System (Oxford: 1990, 18-9)

2.1.3.2. The Indirect Strategies

Again, with regards to Oxford (1990: 15) "new system of language strategies", the second major class corresponds to the indirect strategies, and it consists of:

2.1.3.2. 1. I. Metacognitive Strategies

In the Metacognitive cognitive strategies, learners tend to coordinate the learning process through centering, arranging, planning, and evaluating their learning.

2.1.3.2. 2. II. Affective Strategies

The affective strategies stand for regulating emotions. Learners, in affective strategies, encourage themselves, lower their anxiety, and take their "emotional temperature, in the sense that, they write their diary and discuss their feelings with other persons.

2.1.3.2. 3. III. Social Strategies

Social strategies emphasize learning with others. In social strategies, learners tend to ask questions for clarification or correction, they cooperate with others to solve a given task, and empathize with others, which helps them develop their cultural understanding and become more aware of other's thoughts and feelings.

The following figure reviews the indirect strategies as presented by Oxford (1990)

Indirect Strategies
(Metacognitive, Affective, and Social Strategies)

I. Metacognitive Strategies

A. Creating your learning
 1. Overviewing and linking with already known material
 2. paying attention
 3. Delaying speech production to focus on listening

B. Arranging and planning your learning
 1. Finding out about language learning
 2. Organizing
 3. Setting goals and objectives
 4. Identifying the purpose of language task (purposeful listening/reading/ speaking/writing)
 5. Planning for a language task
 6. Seeking practice opportunities

C. Evaluating your learning
 1. Self-monitoring
 2. Self-evaluating

II. Affective Strategies

A. Lowering your anxiety
 1. Using progressive relaxation, deep breathing, or meditation
 2. Using music
 3. Using laughter

B. Encouraging yourself
 1. Making positive statements
 2. Taking risks wisely
 3. Rewarding yourself

C. Taking your emotional temperature
 1. Listening to your body
 2. Using a checklist
 3. Writing a language learning diary
 4. Discussing your feelings with someone else

III. Social Strategies

A. Asking questions
 1. Asking for clarification or verification
 2. Asking for correction

B. Cooperating with others
 1. Cooperating with peers
 2. Cooperating with proficient users of the new language

C. Empathizing with others
 1. Developing cultural understanding
 2. Becoming aware of others' thoughts and feelings

Figure 2.2. Diagram of the Strategy System (Oxford: 1990, 20-1)

2. 2. The Spoken Language

Language is a pure human possession and it is characterized by four basic skills: reading, writing, listening and speaking. By far, speaking is the skill that the majority of us "spend a great deal of time engaged in" (Petrie: 1987; edited by John Lyons, R. Coates and al. 336). In other words, from the moment we learned to speak, we certainly have produced a countless number of words in order to exchange knowledge, express opinions, and explain ideas in relation to the context in which it occurs. For these reasons, a mastery of the speaking skill is capital to communication.

2.2.1. Speaking Defined

Clearly enough, speaking, by definition is "an interactive process of constructing meaning that involves producing and receiving and processing information" (Florez, 1999; in Bailey, 2005:2). In similar vein, Chaney and Burk (1998:13) state: "speaking is the process of building and sharing meaning […] in a variety of contexts". That being the case, mastering the speaking skill requires a command of characteristics of speaking and a control of language components.

2.2.2. Characteristics of Speaking

According to Levelet (1989; Scovel, 1998; in Bygate: 2001), speech production involves four major processes: conceptualization, formulation, articulation, and self-monitoring.

2.2.2.1. Conceptualization

The process of conceptualization is, in fact, explained by the fact that individuals, once engaged in communication, tend to plan the content of the messages they want to transmit

before producing the language. According to Bygate (2001), in conceptualization, the knowledge of the theme, the context of the speech, and discourse patterns are all involved. Similarly, he notes that conceptualization, actually, helps speakers to self-correct their production with the purpose of guaranteeing that communication happens exactly as it is planned.

2.2.2.2. Formulation

As its name indicates, formulation deals with the formulation of speech. Speakers, at this stage, are subject to several complex choices to make when it comes to their language production. Again, in this stage, the speakers' utterances are organized in groups of words with relevant lexical aspects that express the desired meaning with an addition of the relevant grammar structure.

2.2.2.3. Articulation

Articulation ensures the transmission of the message being communicated. In simpler terms, if the formulated letters, phrases, and sentences are not "articulated", the message cannot be fully transmitted.

2.2.2.4. Self-Monitoring

Self-Monitoring, actually, has to do with the ability of speakers to recognize their production lapses and possibility to correct them. Corder (1981), a leading linguist in the field of Error Analysis, maintained that the lapses are referred to as mistakes or errors. According to him, mistakes are slips of the tongue and are only made by native speakers. However, errors are attributed to language learners and are part of the learning process.

In the light of what has been said earlier, the characteristics of speaking are interrelated, and are necessary for the spoken production; they all contribute to the development of the speaking skill.

2.2.3. Components of the Spoken Language

Speakers, in a simple conversation, seek to transmit their ideas, points of view, and knowledge to their interlocutors through language production. The process of speaking, in fact, involves not only the characteristics of speaking, but also the language components.

Throughout the learning process, learners, unconsciously, make use of all the components of the language. And it is the teacher's mission to help them understand that the interconnection of those components is of vital importance in the development of their speaking skill. Van Lier (1995: 15) described the English language components in the following pyramid:
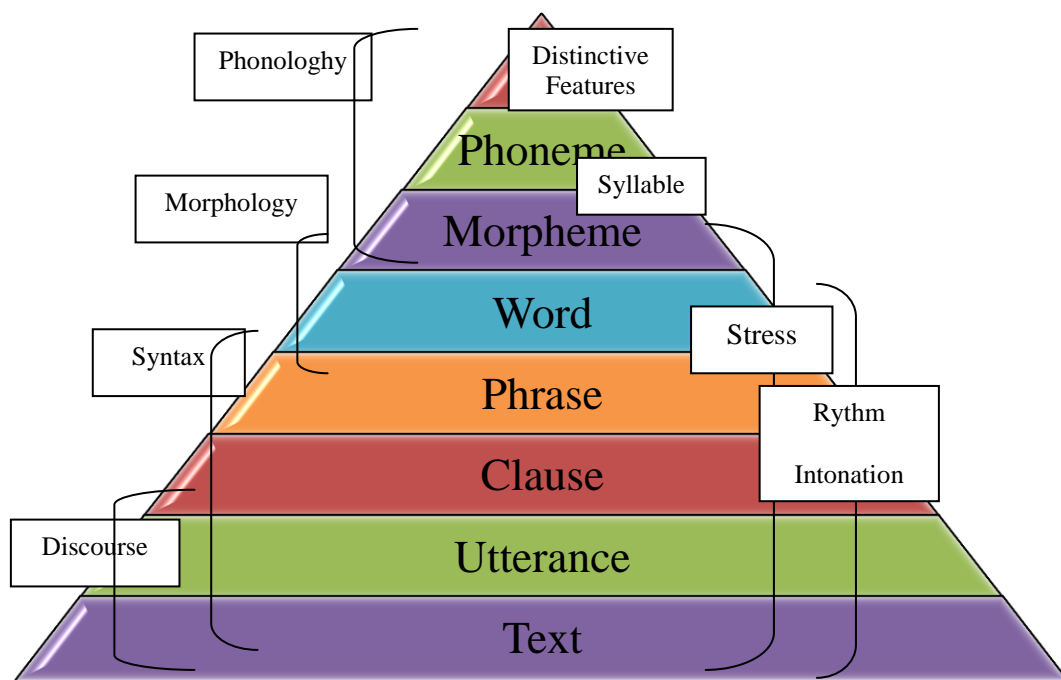
Figure 2.3. Units of Spoken Language (Van Lier, 1995: 15)

First and foremost, teachers ought to take into account the four traditional areas of linguistic analysis. To begin with the first area: phonology. Phonology, according to Yule (2006), is the scientific study of sound system. It involves the language morphemes, phonemes and distinctive features together with the syllables. Syllables can be open (they end with a vowel) or closed (they end with a consonant). It is important to clarify, here, that a phoneme is a unit of sound that discerns the meaning. Phonemes can be either consonants (/b/ or /d/ like in bell or dear) or vowels (/e/ in pet and /ʌ/ in hug). The second area is concerned with morphology. Morphology includes morphemes and words. A word is a "free morpheme" (horse, car, etc) when it can stand on its own to communicate the meaning, whereas, when linked to prefixes (re-, un-, pre-, etc) and suffixes (-s, -ed, -ing, etc) is a "bound morpheme". Syntax represents the third area. Syntax is the study of the rules whereby words or phrases or clauses are combined to form grammatical sentences. It is significant, here, to illustrate that a phrase is a group of words without a marked tense verb (a nice hat), a clause is group of words containing a subject and a verb forming a sentence that can be either independent (the door opened) or dependent on another clause to complete the meaning (while I was reading the novel). And an utterance that is the individual spoken sentence. A text is, actually, made up of sequences of sentences arranged smoothly and can be either written or spoken. The fourth area has to do with discourse. This area includes clauses, utterances, and texts. It also encompasses the "suprasegmental phonemes" that are stress, rhythm and intonation. As a matter of fact, the suprasegmental phonemes transmit meaning exceeding the "segmental phonemes" depending on the context.

It is important to note that, fluency is the result of the association of all the components. In this vein, Hedge (2000:54) states that fluency is "the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation."

2.2.4. Accuracy versus Fluency

Accuracy, according to Bailey (2005:5), is the ability to use "correct words and expressions to convey the intended meaning", whereas, fluency is the ability "to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community". To put it differently, accuracy is the aptitude of using grammatically correct sentences. However, fluency is the ability to use the language spontaneously without giving much consideration to its accuracy.

According to Brown (2001:268), the mid to late 1970's prioritize fluency over accuracy. It was argued that F.L. learning should be simulated to the child's first language learning processes. And it was suggested that language classes should not become "linguistic courses, but rather the locus of meaningful involvement." Such a claim encouraged the learners to be less inhibited, less anxious, and more involved in producing the language. In this vein, Brown (ibid.) States that while fluency may be an "initial goal" in language teaching and learning, accuracy is attained through giving the learners the opportunity to focus on phonology, grammar, and discourse in their spoken production.

2.2.5. Communicative Competence and Communicative Ability

It has always been common to associate language learning to the ability to speak and communicate. In the 1970's, innovativeness emphasized the idea that learning a language goes beyond the mastery of its structures, to making use of them to communicate meanings in real life situations. The depth consideration of that thought brought into surface Communicative Competence (Chomsky, 1969; Hymes, 1972) and Communicative Ability (Littlewood, 1981) which are two faces of the same coin, that is: "Communication".

To rephrase what has been stated in the chapter one (p. 22) concerning Communicative Competence, a simplified definition is presented. According to Yule (2006:169), Communicative Competence is "the general ability to use the language accurately, appropriately, and flexibly". More to the point, Communicative Competence is the ability to communicate accurately.

According to Canale and Swain (1980:06), there are four components that characterize Communicative Competence: the Grammatical Competence, which encompasses the accurate use of words and structures; the Sociolinguistic Competence, which is the ability to use the language appropriately in the context in which it is used; the Discourse Competence, which is the ability to understand the meaning along with the accurate use of rules to make a consistent speech; and Strategic Competence, which is the ability to effectively arrange a given message and to compensate, for any difficulties, through the use of Communicative Strategies that are, as identified by Brown (2001: 137-139): the Avoidance Strategy, where the learners avoid using a given form because they are uncertain about it, and the Compensatory Strategy, where the learners either Code-Switch to their mother tongue, or Appeal to Authority (their teacher) to convey their message.

Conforming to what Littlewood (1981: 1-5) suggested, the Communicative Ability lies in understanding functional meanings and expressing them, along with understanding and expressing social meanings, which are, according to him, the key elements that contribute to the achievement of Communicative Ability.

In understanding functional meanings, three aspects are involved: the ability to understand linguistic structures and vocabulary; knowledge of the communicative functions of linguistic forms; and the ability to associate the linguistic forms to relevant non-linguistic knowledge. However, in expressing functional meanings, the learners ought to be able to

process the complete situation in involving themselves and their interlocutors along with taking into account the knowledge that is supposed to be shared between them; and selecting the adequate structures that facilitate the transmission of their intended messages. In understanding and expressing social meanings, the learners ought to be aware of the social meanings of the language forms to be able to use them appropriately to suit different social contexts.

In a word, communicating effectively and adequately needs the mastery of the linguistic structures and forms in conjunction with the sociolinguistic knowledge.

2.2.6. Interdependence of Language Skills

Undeniably, all the languages of the world are characterized by encompassing four skills. And the learning of a language is, actually, dependent upon dominating its four skills that are speaking, reading, writing and listening. According to Savignon (1991), the four language skills are described with reference to their "direction" and "modality". By "direction", it is meant to clarify whether the learners are producing or receiving messages. However, by "modality", it is meant to describe the mode or method of transmitting messages. In view of that, speaking and writing are productive skills, whereas reading and listening are receptive skills. While the productive skills engage learners in a variety of activities that help them express their ideas, give their opinions, and share their knowledge, the receptive skills involve them in activities that enhance their understanding to different facts, memorization to new information, and reception to knowledge.

It is important to note that the language skills are interrelated; that is, the learning objectives are not achieved without the combination of the four skills. In simpler terms, the study of one skill influences the study of another and the development of one skill improves

the development of another. Accordingly, Robinett (1978; in Al-Mutawa & Kailani, 1989:93) illustrated the interrelationship of the four skills in the following figure:
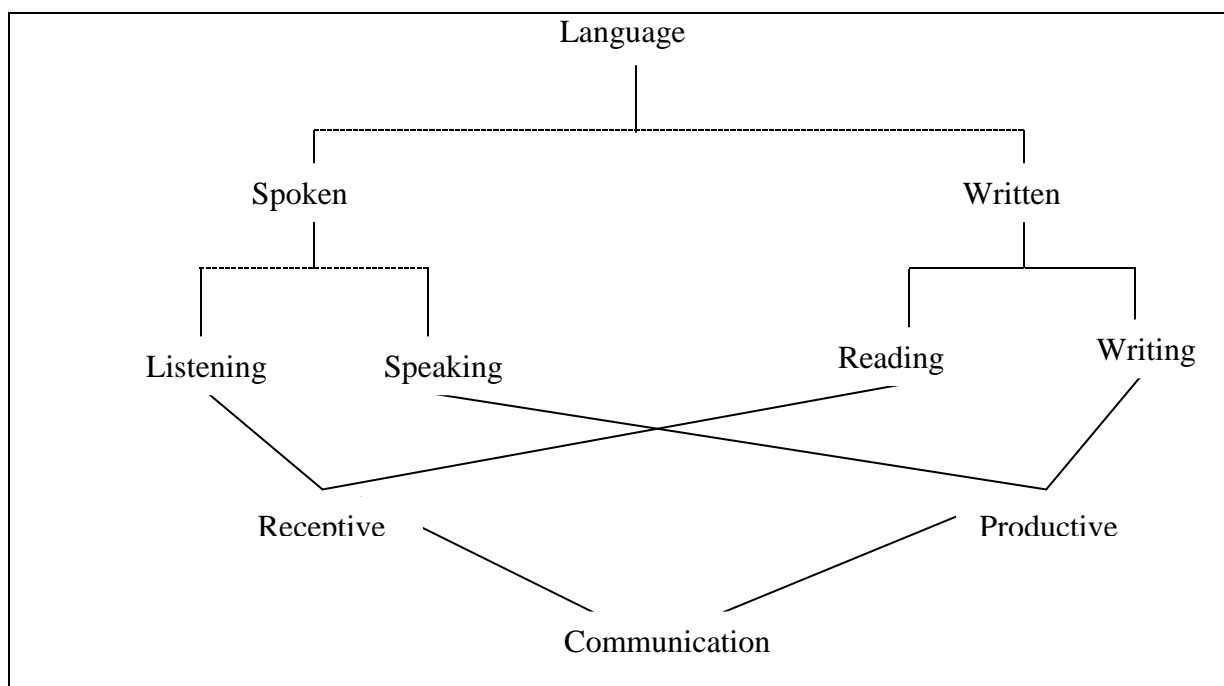
Figure 2.4. The Interrelationship between the Four Skills

(Robinnett, 1978; Al Mutawa & Kailani, 1989:93)

It is worth to mention that, an effective teaching is more likely to be accomplished when teachers coordinate between the four skills. In other words, the students' creativity is enhanced and their motivation is boosted along with their level of achievement when the teachers choose activities that interconnect the four skills.

2.2.6.1. Speaking and Listening Relationship

In the light of what has been stated earlier, learning a language is associated with the coordination between the four skills. In a conversation, speaking and listening are undividable; when someone speaks, the other listens to be able to respond according to the context. In this vein, Brown (2001: 275) states that there is "a natural link between speaking

and listening", and there is an exchange of roles between interlocutors that provides them with opportunities to transmit their knowledge, express their ideas, and argue about their opinions.

Despite the fact that both of listening and speaking occur together, it is important to mention that they differ at some points. According to Cameron (2005), listening is perceived as a dynamic use of language to comprehend the speaker's intended meanings. However, speaking is a dynamic use of language to convey meanings in order to enable interlocutors make sense of them. Conforming to what Richards (2008) noted, the comprehension of the spoken discourse, in fact, happens through two important processing: the bottom-up and the top-down processing. In the former the listener decodes meanings through language components (sounds, words, clauses, sentences, and texts); whereas, in the latter, the listener makes use of the prior knowledge, that is related to context, in order to understand the meaning. In simpler terms, the bottom-up processing goes from language to meaning. However, the top-down processing goes from meaning to language. In language learning, students tend to use both of the processings with, sometimes, the dominance of one way over another.

By and large, listening is a key factor to the speaking skill since it enables learners to accumulate the necessary knowledge, and to understand the essential information that initiate them to speak.

2.2.6.2. Speaking and Writing Differences

It is worth to repeat that both of the speaking and writing skills are productive. Meaning that, in both of the skills, learners produce the language. Yet, despite this similarity, the "spoken language and written language differ in many ways" (Van Lier, 1995:17).

Brown (2001:303) contrasted speaking to writing in terms of permanence, processing time, distance, orthography, complexity, vocabulary, and formality. In **permanence**, the oral production is brief; meaning that, it fades away as one ends. Conversely, the written language is durable; in the sense that one may read written texts that go back to centuries ago. **Processing time** describes the freedom that allows writers to read and revise their own production in terms of time. This freedom, however, is not given to speakers. **Distance** explains that written texts have the ability to send messages across two dimensions; physical distance, and temporal distance. The interpretation of written texts is difficult, at times, since there are texts that go back to thousands of years ago. However, the spoken language can be explained on the spot when it is misunderstood. **Orthography** explains that the spoken language encompasses phonemes, stress, rhythm, intonation, along with "nonverbal cues". However, in writing, there are only graphemes (punctuation, pictures, charts, etc). By **complexity**, it is meant the degree of complexity in both of the speaking and writing. In the spoken language, speakers produce short sentences with many conjunctions; while in writing writers produce longer subordinating sentences. **Vocabulary** contrasts the speakers' to the writers' vocabulary. Speakers, in truth, have the tendency to use simple vocabulary when they speak for the sake of easier understanding; while writers have the tendency to use a more complicated vocabulary since they have time to think about what to write. **Formality** maintains that the written language is quite frequently formal (the application of grammatical rules, choice of vocabulary, etc), unlike the spoken language that can be usually informal (short sentences, repetitions, etc).

2.2.7. Transactional versus Interactional Speaking

McCarthy (1991:136) identified two main types of speaking: transactional and interactional. When the former refers to "getting some business done" with the purpose of

making some changes in the pertaining situation; the latter aims at creating and sustaining social relations. In other words, in transactional speaking, speakers may possibly inform others about a given thing they want to know about, affect the purchase of something, and other world-changing features. However, in interactional speaking, speakers establish roles with other persons, confirm and consolidate relationships, express solidarity, and so forth.

Nunan (1991:42) maintains that interactional speech is "relatively unpredictable", in the sense that it can range over several matters together with the speakers' ability to switch roles and comment freely. Whereas transactional speech, according to him (ibid.), contains "highly predicted patterns", meaning that, the exchange of information is restricted to getting a specific task done.

In teaching, Brown (2001:270) insists that teachers should implement activities that create a balance between both types in order to ensure that students can be able "to converse with a total stranger as well as someone with whom they are quite familiar".

2.2.8. Speaking: Easy or Difficult?

Brown (2001:270-1) identified eight major characteristics that make the speaking skill either easier for the learners or difficult.

2.2.8.1. Clustering

Spoken language is spontaneous and instantaneous; speakers ought to communicate through simple and small chunks of words and sentences.

2.2.8.2. Redundancy

The spoken language is redundant, meaning that speakers have the possibility to clarify their ideas and messages through rephrasing them and repeating them along with putting in use some discourse markers (I mean, you know, you see, etc).

2.2.8.3. Reduced Forms

Learners, at times, tend to use contractions, elisions, and other reduced structures to sound like native speakers (gotta for got to, gonna for going to, and wanna for want to … etc). Such structures might be confusing for them since they are used to more formal language.

2.2.8.4. Performance Variables

In the spoken language, it is possible for the learners to manifest a variety of performance hesitations, pauses, backtracking, and corrections.

2.2.8.5. Colloquial Language

Learners, usually, are more familiar with formal language; the colloquial language (idioms, slang, shared cultural knowledge, etc) is confusing to them. For this reason, teachers ought to help the learners understand the colloquial language and teach them when and how to use it adequately to sound more native-like.

2.2.8.6. Rate of Delivery

Learners attempt to speak the language quickly without stopping to sound more like native speakers, yet by so doing; they fail in transmitting their messages.

2.2.8.7. Stress, Rhythm, and Intonation

Stress, rhythm, and intonation are suprasegmental features; they are called "prosodic features" and they contribute a lot in conveying the pragmatic meaning of what is being uttered.

2.2.8.8. Interaction

Interaction is believed to contribute actively to the language development. It helps the learners achieve their salient aim; that is communication.

2.2.9. Affective Factors Influencing the Speaking Skill Development

It is important to repeat that the 1970's highlighted the significance of the affective factors in language learning. It was believed that despite the fact that the speaking skill needs practice to be improved, affective factors contribute in several ways to the learner's successful or unsuccessful speaking skill development.

To dismiss the misunderstanding, Brown (2007:153) defines affect as "emotion or feeling", and the affective domain as "the emotional side of human behavior" that encompasses various personality factors along with the feelings that we have for ourselves and the persons "with whom we come into contact".

In this vein, Brown (2007:153) states that Bloom and his colleagues (Krathwohl, Bloom, & Masia, 1964) noted that the affective domain involves the interrelation of five main levels. The first level starts with **receiving.** In this level, persons ought to be conscious of their surrounding environment, and be aware of situations, people and objects along with being willing to give and receive stimulus. The second level is **responding** which is the person's readiness to respond willingly to a given situation, then his/her readiness to receive

approval from that response. The third level is **valuing**. By valuing, it is meant laying value on things, behaviors, or persons. The fourth level is **organization of values**. In this level, people tend to organize the values into a system of beliefs, and setting up a hierarchy of values with it. In the fifth level, people become characterized by their own **value system** and understand themselves in terms of that system.

Accordingly, Brown (ibid. 154-167) suggested eight main affective factors that are related to language learning development, in general, and to the speaking skill development, in particular. And they are as follows:

2.2.9.1. Self-Esteem

Self-esteem, as defined by Coopersmith (1967:4-5; in Brown, 2007: 154), is "a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves." In other words, self-esteem is the evaluation that people make and preserve according to themselves. Actually, There are three levels of self-esteem: **general** or **global self-esteem** that is said to be constant in adults and resistant to change, and which is the assessment that one makes of his/her self-worth over time and across several situations; **situational** or **specific self esteem** which is one's evaluation in specific life situations; and **task self-esteem** that refers to one's appraisal in a given task within particular situations.

It is up to teachers to enhance their learners' self-esteem through the implementation of the appropriate speaking activities, on one hand, and through their encouraging behavior, on the other.

2.2.9.2. Self-Efficacy

According to Ormrod (2006), self-efficacy is the degree or power of one's belief in one's own ability to achieve specific tasks and reach particular objectives**.**

2.2.9.3. Willingness to Communicate

Willingness to communicate, as stated by MacIntyre et al. (2001:369, in Brown, 2007: 157), is "the intention to initiate communication". Learners, sometimes, seem unwilling to communicate, not because of the context, but because of their shyness.

Again, teachers ought to be aware of their students' behavior and encourage them to get over that through setting the appropriate learning atmosphere.

2.2.9.4. Inhibition

Inhibition is, in fact, related to self-esteem and self-efficacy. In other words, learners tend to have a general understanding of their own image, and accordingly, they build sets of defenses to protect themselves.

Teachers should help their students break the walls of inhibition and strengthen their self-esteem for a better achievement through using the appropriate classroom activities.

2.2.9.5. Risk-Taking

Another important factor is risk taking. Some students are known to be risk-takers and others are not. This is due to the fact that the formers have a higher self-esteem than the latters.

Teachers ought to praise risk takers to maintain their self-esteem, and at the same time they should encourage the non risk-takers to get over their hesitance and reluctance to enhance their self-esteem.

2.2.9.6. Anxiety

Anxiety is, in fact, related to self-esteem, self-efficacy, inhibition, and risk-taking as well. According to Scovel (1978:134, in Brown, 2007:161), anxiety is associated with "the feelings of uneasiness, frustration, self-doubt, apprehension, or worry." Anxiety is seen in two levels; trait anxiety and state anxiety (Brown, ibid., Horwitz, 2001; Oxford: 1999). When trait anxiety is permanent, state anxiety manifests in relation to some events and given contexts.

Teachers should help their students' lower anxiety through enhancing their self-esteem via creating a friendly atmosphere and implementing appropriate classroom activities.

2.2.9.7. Empathy

As the saying goes, empathy is the ability to put oneself in someone else's shoes to be able to understand what they are going through. Teachers should be aware of their students' feelings, mainly when introducing the foreign language's culture, values, and beliefs.

2.2.9.8. Introversion and Extraversion

As a matter of fact, the terms introversion and extraversion were introduced by Carl Jung (1921). When the former is related to friendly, sociable, and enthusiastic behavior, the latter is related to a more reserved, and reticent behavior (Thomson, 2008).

Teachers should pay more attention to their introvert students through engaging them in various interactional classroom activities.

2.2.10. Teachers' Role

As mentioned previously, the 1970's placed an important emphasis on "learner-centered" teaching; meaning that the learners' needs and experience were made fundamental in the learning process. Accordingly, the teacher has to adopt several roles to get the learners achieve what is intended to be achieved. In view of that, Harmer (2001: 275-6) put forward three major roles that teachers should adopt to teach the speaking skill. According to him, teachers should be prompters, participants, and feedback providers. By being **prompters,** it is meant that teachers should unremarkably contribute in supplying their students with some clues to help them keep the discussion going when they face "dead end" situations; whereas by adopting the role of **participants,** teachers should be good animators when overtly transmitting the new information. Such a behavior helps in ensuring the continuity of the learners' engagement, and the maintenance of a creative atmosphere; and by being **feedback providers,** teachers should know when and how to correct their learners' mistakes because feedback has a great influence on the students' affective side.

2.2.11. Learners' Role

Brown (2007: 271-4) identified six main roles that learners ought to adopt in a speaking class for a better language production. According to him, students should be **imitative;** i.e. students, when constantly exposed to authentic listening materials, they should imitate native speakers to be more accurate about language forms and structures (phonology and grammar); **intensive,** in the sense that they should intensively practice the language for a better performance. In other words, students should engage themselves in conversations with different themes to improve their speaking skill; **responsive,** meaning that students should be responsive to the tasks given by the teacher. They should answer, ask, and comment about a given situation, in order to be able to develop their interactive and communicative skills;

transactional, in the sense that they should make efforts to surpass the form of responsive language to the transactional form of a language. They should make efforts to negotiate and argue about a given opinion and idea; **interpersonal,** meaning that students should engage themselves in interpersonal dialogues and conversations not only to uphold social relationships, but also to develop their comprehension and interactive skills; and **extensive,** in the sense that students should train themselves to take their communicative abilities to other levels through giving oral reports and public speaking.

2.2.12. Types of Speaking Activities

In point of fact, several activities are designed in order for an effective teaching to take place. Thornbury (2008) noted that through the process of the speaking skill development, learners go through three distinct stages which are awareness, appropriation, and autonomy. When the first stage, which is awareness, emphasizes the learners' awareness of the languages features; the second stage, which is appropriation, emphasizes the "integration" of those features into the learners' accessible knowledge. However, the third stage, which is autonomy, is characterized by the learners' ability to use the language.

In fact, there are several activities that are designed to develop the aforementioned stages, which can be performed individually or cooperatively.

2.2.12.1. Discussion and Debate

Discussion and debate gain an acceptable popularity in speaking classes. According to Ur (1981:2), Discussion and debate are "the most natural and effective way for learners to practice [the language] freely". Classically, in discussion and debate, the learners are supposed to "spontaneously" give their opinion, express their points of view, agree, disagree,

ask and answer questions, and argue about the topic that is being brought up to them through either reading a passage, or listening to a record, or watching a movie.

We believe that discussion and debate enhance the learners' motivation and Communicative Competence. Learners when introduced to a subject of their interest, they tend to be eager to give their opinion and points of view about it. Accordingly, they put into practice the accumulated grammatical and social knowledge about the language that are key factors in Communicative Competence. In this vein, Ur (1989: 3) inserts that discussion and debate boost the learners' efficient fluency practice along with learning constructively and cooperatively from content.

2.2.12.2. Presentations

In presentations or prepared talks, students (individually, in pairs or in groups) present orally the written version of the subject of their interest (Thornbury: 2008). This type of activities helps the learner develop their two productive skills; the writing and speaking skills.

We believe that presentations encourage the learners develop not only their public speaking skills, but also their communicative and interactive abilities along with their Communicative Competence since during the presentation, learners face the audience, introduce the subject of their interest, argue, ask and answer questions, and use the appropriate grammatical and social knowledge. It is important to note that, it is quite common that a discussion takes place when the speaker finishes his/her presentation.

2.2.12.3. Simulations and Role Plays

Simulations and role plays are known to bring fun into the classroom and to create a motivating atmosphere since they involve the learners in real life communication and help them reduce their fears of performing in front of people. While in simulations learners

cooperate to solve a given task, in role plays learners cooperate to write the scenario of their role play, rehearse it, and then perform it.

We believe that role plays are very motivating and help the learners center their attention on the grammatical structures of the language along with the social knowledge when writing and performing the scenarios of their role plays. Moreover, role plays help the introvert learners be more communicative and more assertive.

2.2.12.4. Speaking Games

Speaking games are many. Harmer (2001) specified two of them: information gap games, and television and radio games that he claims that they help learners speak more spontaneously. In information gap, peer interaction is highlighted. Meaning that, the learners work together to solve a given task. However, television and radio games are activities that are brought into the classroom to engage the learners in more communicative situations. For instance, after having watched a movie, learners, individually or in groups, write key words, sentences or entire expressions after having heard them, repeat them, and at times create a situation and perform them. Or, after having listened to a conversation on the radio or a song, learners fill in the gaps the missing words of the printed text handed in to them, repeat the missing words, discuss the theme of the conversation or the song, then try to perform the situation and sing the song.

We believe that speaking games create an anxiety free atmosphere, interaction among the students, and competition at times, which enhance the learner's motivation and encourage the introverts to take risks and participate.

2.2.13. Assessing Speaking

In simple terms, assessment is an activity that involves both students and teachers in evaluating the students' achievement or performance, and inferences regarding the learning that has taken place (Boud & Falchikov: 2006; Sadler: 2005). Language assessment is made either to measure the learners' actual level of competence/proficiency or to assess language improvement through a period of time (Bruton: 2009). Actually, the assessment of speaking is challenged by validity and reliability. When the former refers to effectiveness and consistency; the latter refers to suitability and correctness to measure what is to be measured.

Usually, assessment takes place at the end of every term or semester, and the learners' grades determine their success or failure. There are several ways to assess speaking, yet teachers most commonly use interviews (one-on-one testing), and role plays or presentations when they adopt group work activities. In this vein, Brown (2001: 395) inserts that the best way to test the learners' oral proficiency "involve [s] a one-on-one tester/test-taker relationship, live performance, a careful specification of tasks to be accomplished during the test, and a scoring rubric that is truly descriptive of ability".

Thornbury (2008) identified two ways to assess the speaking skill. He notes that the oral test can be either **holistic**, meaning that the learner is given a single score after being tested, or **analytic**, in the sense that every aspect of the task to be performed by the learner is given a score, and the overall score is the sum of those scores. To assess the speaking skill, teachers, usually, opt for the analytic assessment; they use a checklist that contains the aspects of speech that are to be assessed such as fluency, accuracy, content, and so on.

2.2.14. Possible Difficulties and Suggested Solutions

During the language production, learners often use grammatically incorrect utterances, which influence the meaning that is intended to be transmitted. In the 1960's Corder introduced "error analysis" that is "a type of linguistic analysis that focuses on the errors learners make" (Gass and Selinker, 2008:102). In simpler terms, error analysis is a study that deals with the learners' errors with the purpose of understanding and identifying the difficulties that the language learners face through the learning process.

Accordingly, Corder (1981) notes that there is a significant distinction between mistakes and errors; he inserts that **mistakes** refer to slips of the tongue, which are recognized by the speaker once uttered, and are usually related to fatigue, stress, and so forth. Whereas **errors** are part of the learning process, and their occurrence is systematic. Errors, in fact, are said to be **overt** when the utterances in which they occur are grammatically wrong. However, when the intended meaning of an utterance is not what is supposed to be understood, errors are said to be **covert**.

Corder (1981; Gass & Selinker, 2008) distinguished three types of errors: **transfer errors** that refer to the negative influence of the mother tongue; **analogical errors** that refer to the foreign language aspects, and **teaching-induced errors** that are associated with the methods and the teaching material implemented in teaching.

In the same vein, Richards (1971) identified two major types of errors; **interlingual errors,** and **intralingual and developmental errors.** The former refers to the mother tongue interference, and the latter refers to errors that are part of the language learning process. In **intralingual and developmental errors**, learners pass through four main stages: **overgeneralization,** which is when learners over generalize rules used for particular situations (regular/irregular plural, for instance); **ignorance of rule restriction** that is the application of various structures when not needed; **incomplete application of rules** that

refs to the teacher's influence on the students' answers; and **false concepts hypothesized** that is related to the misunderstanding of language aspects.

Hedge (2000) notes that teachers have to correct the learners' developmental errors taking into account their affective side. In other words, teachers, when correcting their learners' errors, they have to use positive feedback and to create a balance between "correction" and "encouragement".

Conclusion

In a nutshell, learning a language is, usually associated with speaking it. During the learning process, learners tend to identify their learning styles to be able to adopt the appropriate strategies (direct and/or indirect) that contribute to understanding the characteristics of the speaking skill along with the components of the spoken language as well as the interdependence of the four skills of the language to be able to achieve Communicative Competence. Teachers implement several activities that highlight the learners' affect and contribute to getting the learners produce the language spontaneously.

Introduction

While some people enjoy playing football and show a great deal of enthusiasm and eagerness towards learning new techniques to make their performance better, others are more interested in learning new melodies to play on their favorite musical instrument. In fact, being "more into" playing football or "more into" playing musical instruments is associated to what researchers, over a century or more, labeled "motivation".

It was agreed that motivation is essential to all sorts of learning, including language learning. In other words, motivation is a key factor in determining the success or failure of individuals in achieving a given task, in general, and learners in learning a new language, in particular. Accordingly, many theories were put forward in an attempt to clarify the concept of motivation, yet each theory deals with motivation from a different perspective depending on the school of thought being adopted. In this vein, it is worth to note that some theories of motivation suggest some motivational strategies that enhance motivation in learners, at times, and maintain it, at other times.

In this chapter, motivation is defined, and the theories of motivation, in relation to different schools of thoughts, are explained. Additionally, the privileged position given to motivation in language learning is touched upon. Moreover, the motivational teaching and learning strategies are presented. Then, some of the motivational problems are discussed.

3.1. The Concept of Motivation

To explain the complexity of motivation, researchers put forward a myriad of definitions that all center around the fact that motivation is "what gets [one] going, keeps [one] going, and determines where [one is] going to go" (Slavin, 2003:329).

The word "motivation" is, in fact, derived from the Latin word "movere" meaning "to move". Yet, in theory, the word motivation refers to the incitement, course, strength, perseverance, and nature of behavior, especially goal-directed behavior (Brophy, 2010; Pintrich et al., 2002). In this vein, Kast and Rosenzweig (1985; in Pardee, 1990: 06) noted that a motive is what pushes an individual to behave in a particular way or to a certain extent develops an inclination for a certain behavior.

Not to be lost in a maze of definitions, here, it is stated a working definition of motivation as proposed by Yorks (1976; in Pardee, 1990: 06). According to him, motivation can be defined as "those forces within an individual that push or propel him to satisfy basic needs or wants". In the same sense, Denis Child (2004:304) asserts that motivation "consists of internal processes and external incentives which spur us on to satisfy some needs". To put it differently, motivation encompasses internal and external aspects that contribute to meeting up with one's needs and desires.

3.2. Theories of Motivation

Over the course of decades of research, several theories emerged to explain the concept of motivation according to the main current of ideas and thoughts. The first half of the twentieth century was, in fact, characterized by the dominance of behavioral ideas, which focus on external behaviors, and humanistic thoughts that emphasized the interconnection of human needs.

By the 1970's, new thoughts emerged in an attempt to explain the concept of motivation. Such thoughts suggested the cognitive aspect as an important ingredient in determining motivation.

3.2.1. Behavioral Theories

Behavioral theories perceive motivation in terms of external processes. More to the point, the results obtained after having conducted several scientific experiments on animals in laboratories proved that the behavior develops as a reaction to external stimuli. Accordingly, two main theories were introduced: Drive Reduction Theory, and Conditioning Theories.

3.2.1.1. Drive Reduction Theory

Drive Reduction Theory was first developed by Clark Hull in 1943. Conforming to this theory, shifts from "homeostasis" generate physiological needs, which in turn create psychological "drives" that conduct the behavior to meet up with one's needs. Those needs, re-establish the organism to homeostasis (Campbell & Krealing, 1953; Dewey, 2007). In simpler terms, when a physiological need remains unsatisfied, a negative state is generated, yet when a need is satisfied, the drive used to satisfy that particular need is lessened and the organism goes back to homeostasis.

To dismiss the misunderstanding, by "the drive", it is referred to the primarily biological needs, such as thirst and hunger, etc. However by "homeostasis", it is meant the capacity of living organisms in amending their internal states to preserve a steady equilibrium (Schunk, 2012).

Once more, according to this theory, drive reduction is central to learning; it is thought that behaviors are learned only if the reinforcement satisfies the drive. It is also thought that individuals may experience manifold drives if they are faced with more than one need simultaneously. Such diversity in needs may, in fact, lead to a more rapid and effective learning (Hull, 1943; in Schunk, 2012).

3.2.1.2. Conditioning Theories

Conditioning theories are based on the principle that the individual's behavior is changed or adjusted as a response to different environmental settings and stimuli. Two main theories support this view: Pavlov's Classical Conditioning, and Skinner's Operant Conditioning.

As a matter of fact, conditioning theories emphasize the role of reward in triggering behavior. It is believed that reward would act as a reinforcer in individuals. A reinforcer, according to Brown (2007: 144), is "any consequence that strengthens behavior", meaning that reinforcers would increase or maintain the rate of a wanted behavior when access to it becomes dependent on performance of that particular behavior (Brophy, 2004: 4-5).

It is important to note that Conditioning theories assume that motivation is passive; in the sense that individuals act automatically in response to external stimuli. In this vein, Brown (2007:168) summarized by saying that individuals are "at the mercy of external factors". He explains that the individual's performance is subject to external stimuli such as parents, peers, teachers, etc.

3.2.2. Humanistic Theories

Humanistic theories conceived that individuals' feelings and attitudes are of capital importance in determining behavior. Accordingly, two basic principles were put forward to support that view. The first principle emphasizes the idea that it should be looked at the individual as a whole and the interconnection of his/her needs should be scrutinized. However the second principle focuses on the idea that experiments should be conducted with humans instead of animals, for humans are endowed with the ability of being creative, making choices, and trying to attain a certain degree of self- actualization (Schunk, 2012).

It should be clarified here that self-actualization, according to Maslow (1970: 46), is "the desire to become […] everything that one is capable of becoming".

It is important to state that one of the most influential humanistic theories is Abraham Maslow's Hierarchy of Needs, which was first introduced to the world in 1943, and which perceives motivation as "a construct" in which eventual achievement of goals may occur only through a hierarchy of needs (Brown, 2007:169).

3.2.2.1. Maslow's Hierarchy of Needs

Maslow perceives motivation in terms of needs to be satisfied, regardless of the individual's culture or beliefs. In a pyramidal hierarchy of needs, Maslow (1962, in Salkind, 2008) classified the individual's basic needs, which, he believed, that they can be organized from the basis of the pyramid to its peak, and divided them into two main categories: deficiency needs, and growth needs.

While deficiency needs encompass physiological needs (hunger, thirst, etc); safety needs (need for security, protection, etc); belongingness and love needs (feelings of belongingness to a group and being accepted and liked by them); and esteem needs (needs for appreciation, confidence, etc); growth needs include cognitive needs (needs to know, explore, etc), aesthetic needs (needs to appreciate and look for beauty, etc), and self-actualization (acceptance of oneself, creativity, etc).

Slavin (2006) stated that the individual's motivation decreases once the individual satisfies his/her deficiency needs. However, growth needs keep growing and are by no means fully satisfied.

Below, in a pyramid are presented the aforementioned needs:

Figure 3.5. Abraham Maslow Hierarchy of Needs. Adapted from Slavin (2006:320)

3.2.3. Cognitive Theories

In contrast to behavioral theories that focused on unconscious drives (Freud, 1966), Cognitive theories stressed the importance of mental structures and conscious awareness along with external factors in shaping one's behavior. Advocates of the cognitive perspective assume that individuals are in command of their own acts, in the sense that individuals make decisions and choices to attain their desired objective. In this vein, Williams and Burden (1997:119) argue that individuals "have choice over the way in which they behave and, therefore, have control over their actions".

In an attempt to clarify the association of unconscious and conscious awareness in directing one's behavior, several theories were suggested over the course of ultimate decades, and which are explained, here, namely, Expectancy Theory, Achievement Motivation Theory, Attribution Theory, Self-Efficacy Theory, Self-Determination Theory, and Goal Theory.

3.2.3.1. Expectancy Theory

Expectancy Theory, that is frequently called Expectancy-Value Theory, assumes that "people's efforts to achieve depend on their expectation of reward" (Slavin, 2006: 325). Along the same line, Montana and his associates (2008:04) state that reward is "directly [related] to performance and ensure that the rewards provided are those rewards deserved and wanted by the recipients"

As a matter of fact, expectancy components are of vital importance in motivation construct. Pintrich (2003: 08) defines them as "beliefs about one's ability to control, perform, or accomplish a task." In similar vein, Salkind (2008) said that for Edward (1954) and Atkinson (1964) suggested that the expectancy theory is based on "an Expectancy- Valence Model" that is illustrated in the following formula:

Motivation (M) = Expectancy x Instrumentality x Valence.

When Expectancy refers to the perceived probability of success, Instrumentality represents the link between success and reward, and Valence stands for the value that the individuals attach to the results.

The aforementioned formula indicates that the individual's motivation to attain a particular objective is associated to their own belief about their abilities and conviction when it comes to success, the reward they obtain when they succeed, and the value that rests over success. However, if one of the values equals zero, then motivation is zero too (Huitt, 2001).

3.2.3.2. Achievement Motivation

Achievement motivation, commonly referred to as Need for achievement is one of the most significant theories in the domain of educational psychology, as according to Slavin (2006). Need for achievement refers to the individual's needs and the individual's needs to be satisfied.

It is important to note that Need for Achievement theory was developed; in some detail, by McClleland (1953) and Atkinson (1957).

3.2.3.2.1. The Three Needs Theory

McClleland et al. (1953) point out that the individual's past learning experiences are very influential in motivating them towards achieving a given need. His theory is usually referred to as Three Needs Theory, since most of the individuals' needs can be classified as achievement, affiliation, or power.

It was believed that individuals demonstrating a need for achievement tend to prefer performing tasks with moderate difficulty where the end results are based on their efforts. It was also believed that they are likely to avoid both high-risk and low-risk situations. According to them, low-risk situations are perceived as too easy to be accurate, and the high-risk situations are luck based. In other words, individuals with high achievement usually perform tasks with adequate challenge despite the fact that they perceive the new learning environment and tasks as external to their inner abilities. They believe that difficult tasks are realizable if they provide the required effort. However, individuals with low achievement due to their unsuccessful experiences, take either very easy tasks since they are more likely to succeed in performing them, or very challenging ones where failure is thought to be acceptable.

Individuals with a need for affiliation prefer to create harmonious relationships and feel accepted by others. It was also believed that they prefer collaboration over competition and tend to avoid situations with high risk or high ambiguity.

An individual's need for power can be either personal or institutional (social). Individuals with a need for personal power tend to direct others. Whereas those with a need for institutional power and this need often is perceived as undesirable. Persons who need institutional (social) power tend to systematize others' efforts with the intention of organizing their goals. Individuals with a high need for institutional power are likely to be more effective than those with a high need for personal power.

3.2.3.2.2. Expectancy-Value Theory

Unlike McClelland who perceived achievement motivation in terms of achievement, affiliation and power needs, Atkinson (1957) views achievement motivation in terms of appreciation of success and avoidance of failure. His theory is commonly referred to as the expectancy-value theory of achievement motivation.

According to Atkinson (1957), the expectancy-value theory of achievement is based on two important elements: "the individual's expectancy of success in a given task and the value the individual attaches to success in that task" (Dorneyei, 1998: 119).In other words, this theory regards success expectancies and incentive values as determinants of behavior. It was believed that individuals tend to favor performing a given task over another relying on the value they give to the results and their expectancy of reaching those results (Schunk, 2012).

3.2.3.3. Attribution Theory

Attribution theory was mainly influenced by Weiner's works aiming at understanding individuals' explanations of their success and/or failure when performing a particular task. Commonly, attributions are the inferences the individuals make about the reasons behind an event or behavior. However, with reference to motivation, Weiner and associates (Cif., Slavin, 2003; Dorneyi, 2001; Williams and Burden, 1997) identified four main factors to explain attribution theory: ability, effort, luck, and perceived task difficulty. Moreover, Weiner organized these attributions in three causal dimensions: locus of control that can be external and internal; stability that is the description of the possibility for the attributions to change over time; and controllability that is the ability to control the attributions.

A prominent assumption of the attribution theory is that individuals usually tend to maintain a positive self-image. Therefore, they relate their success to internal factors (efforts and abilities), and their failure to external factors (luck, and task difficulty) (Slavin, 2003). In the table below is described the classification of the four attributions under the term "locus of control".

Locus of Control		
	Internal	External
Stable	Ability	Task Difficulty
Unstable	Effort	Luck

Table 3.1. Bernard Weiner's Attributions for Success and Failure, adapted from Williams and Burden (1997: 105).

According to Slavin (2003: 334), locus of control is "a personality trait that determines whether people attribute responsibility for their own failure or success to internal or external factors". In the same line, Williams and Burden (1997) refer to individuals with internal locus of control as "internalizers" since they are more likely to attribute their success or failure to internal factors. Whereas individuals with external locus of control as "externalizers" for they are more likely to associate their success or failure to external factors.

3.2.3.4. Self-Efficacy

Self-efficacy was brought into play after Bandura's seminal papers in late 1970's that emphasized the importance of the individuals' beliefs about themselves, which can be of a significant influence in controlling their behaviors and life events. In this vein, Bandura (1993: 118) argues that "efficacy beliefs influence how people feel, think, motivate themselves, and behave".

According to Bandura (1997:3), self-efficacy refers to "beliefs in one's capabilities to organize and execute the courses of action required to produkkce given attainments". In simpler terms, self efficacy is the individual's belief in his/her capacities to succeed in a specific task.

It is important, here, to distinguish between self-efficacy and outcome expectations. Despite the fact that they both of them are usually interrelated, yet they hold distinct connotations. In the same line of thought, Schunk (2012) stated that when self-efficacy refers to the diverse assumptions that one may have about his/her abilities to perform a given task, outcome expectations are related to one's beliefs about the predicted outcomes of the task to be carried out.

Once again, it is salient, here, to set the records straight concerning the confusion that usually exists between self-efficacy and self-concept.

Self-efficacy, as said earlier, is defined as being "the beliefs about [one's] capabilities in certain areas or related to certain tasks" (Williams et al., 1997: 127). That is to say, self-efficacy is related to one's abilities to achieve a specific task. However, self-concept is "the amalgamation of all our perceptions and conceptions about ourselves" (Ibid.: 127). In other words, self-concept is perceived as the general perceptions one gathers over time when interacting with the environment.

3.2.3.5. Self-Determination Theory

In mid-1980's, Edward Deci and Richard Ryan were concerned with understanding the individuals' motives behind the choices they make without the interference of external factors (Deci & Ryan, 2002). Hence, they put forward a theory that was labeled self-determination theory.

In brief, self-determination theory is defined as the engagement in an activity "with a full sense of wanting, choosing, and personal endorsement" (Deci, 1992: 44, in Dornyei; 1998:121).

According to Deci and Ryan (2002), there are three basic needs that are of vital importance in fostering the individuals' motivation: **competence, autonomy,** and **relatedness.** When **competence** is related to the individuals' fundamental needs for mastering various life situations that are being exposed to, **autonomy** refers to the individuals' needs for feeling in being in command of their own behaviors and objectives. However, **relatedness** is associated with the individuals' needs for belongingness to a given group or a society.

It is important to note, here, that self determination theory was "an elaboration of the intrinsic/ extrinsic paradigm" proposed by Vallerand (1997, in Dornyei, 1998: 121). According to him, intrinsic motivation is related to the performance of a given behavior for its

"own sake", with the intention of experiencing contentment and satisfaction. However, extrinsic motivation refers to the performance of a given behavior with the aim of getting some external reward (Ibid., 1998).

3.2.3.6. Goal Theories

As a matter of fact, earlier researches on motivation emphasized human basic needs in determining one's behavior. However, recent researches showed a shift of interest, in the sense that motivation was regarded in terms of goals rather than in terms of needs. It is important to state that goal theories were influenced by goal-setting theory and goal orientation theory.

3.2.3.6.1. Goal Setting Theory

To explain goal setting theory Locke and Latham (1994; in Dornyei, 1998: 120) insert that individuals' actions are "caused by purpose, and for action to take place, goals have to be set and perused by choice".

Dornyei (1998) noted that in goal setting theory if the goals are "specific and difficult [they will] lead to higher performance than do vague goals or goals that are specific but easy". He also inserts that in goal setting theory, performance is affected by four main mechanisms: attention and effort, effort regulation, persistence, and task strategies promotion.

3.2.3.6.2. Goal Orientation Theory

Goal orientation theory posits that goals may diverge in relation to "a performance mastery dichotomy" (Salkind, 2008: 690). Performance goals or ego-involvement goals are goals that focus on the individual's ability rather than his/her effort. In performance goals, individuals tend to prove their ability in performing a given task better than others. Mastery

goals or task- involvement goals refer to the individuals' will to learn a given content and develop competence when performing a given task (Salkind, Ibid.).

3.3. Intrinsic Motivation versus Extrinsic Motivation

As mentioned earlier, the focus of self-determination theory on understanding individuals' drives behind making a particular decision or preferring a task over another highlighted the importance of intrinsic and extrinsic motivation.

Intrinsic motivation by definition is when individuals perform a given activity because the act of doing it is enjoyable in itself" (Williams & Burdens, 1997: 136). For Deci and Ryan (2000: 56) intrinsic motivation is "the doing of an activity for its inherent satisfactions rather than for some separable consequences". In simpler terms, intrinsic motivation is the inner interest and enjoyment individuals feel when performing a specific task.

Extrinsic motivation is "performing a behavior as a means to an end, that is, to receive some external reward" (Vellerand, 1997; in Dorneyi, 1998: 121). In similar vein, Brown (2007: 172) states that extrinsic motivation is "fueled by the anticipation of reward from outside and beyond the self". In other words, in extrinsic motivation, individuals perform a given task not because of their inner pleasure, but because of the reward they may get.

3.4. Motivation in Language Learning

As a matter of fact, the published works related to the field of education, during the last decade of the nineteenth century and on, highlighted the importance of affective factors in language learning, and put a lot of weight on motivation. That emphasis on motivation in the field of education generated countless studies and researches to understand the influence of motivation in language learning. Slavin (2003:292), in this vein affirms, that "the best lesson in the world won't work if students are not motivated." In other words, language learning is

associated with the combination of the learner's "effort and desire to achieve the goal of learning a language, plus favorable attitudes towards learning the language" (Gardner, 1985; in Williams & Burden, 1997: 115). To put it differently, the learners' efforts and desires along with their attitudes towards the language's culture and community are of a salient influence in language learning.

3.4.1. Instrumental and Integrative Orientations

According to Brown (2007: 70), one of the most significant studies of motivation in language learning was that of Robert Gardner and Wallace Lambert, in 1972, which focused on examining motivation as "a factor of several kinds of attitudes" that may affect language learning success. Accordingly, Gardner and Lambert (ibid.) identified two basic types of orientations to motivation: instrumental and integrative orientations.

In instrumental orientations, language learning is related to accomplishing instrumental aims, such as "furthering career, reading technical material, translation and so forth" (Brown, 2007). However, in integrative orientations language learning is frequently related to social reasons, in the sense that learners learn the target language "in order to take part in the social life of a community […] and to become an accepted member of that that community" (2007:168).

It is important to clarify that instrumentality and integrativeness are not types of motivation, but rather orientations. Meaning that, various needs may be accomplished in language learning depending on the learner's academic or career orientations, or socially or culturally orientations (Dornyei 2001; Gardner and McIntyre 1991; in Brown, 2007).

3.4.2. Clément's Concept of Linguistic Self-Confidence

In general, self-confidence is related to the conviction that an individual has the capacity to competently generate outcomes, attain objectives or complete tasks. Self-confidence, in fact, was related to the field of language learning in the late 1970's with Richard Clément's Writings. He believed that "multi- ethnic settings affect [the] person's motivation to learn and use the language of the other speech community", and thus their linguistic self-confidence.

In simpler terms, in situations where several language communities coexist, the "quality" and the "quantity" of contact among the members is perceived as an important motivational feature, defining future will for "intercultural communication" and the point of identification of target language group (Dornyei, 1998: 123).

Accordingly, linguistic self-confidence in Clément's view is defined as a construct, in the sense that it is helpful when applicable in language learning settings, where there's a small direct contact with the target language members, but a substantial indirect contact with the target language culture (media) (Clément et al., 1977; in Dornyei, 1998:123).

3.4.3. Dornyei's Framework of Motivation in Language Learning

In 1994, Dornyei established a broader framework of F.L. motivation, which aimed at synthesizing different lines of studies through putting forward a list of motivational components that he summarized in the following table, and classified into three major levels: the language level, the learner level, and the learning situation level (Dornyei, 1998: 125).

According to Dornyei (1998), language level emphasizes the basic learning objectives. It encompasses integrative and instrumental motivational subsystems, which determine the learner's aims and choices behind choosing the language. The learner's level includes all the

features that learners may put into play when learning the F.L., namely: the need for achievement and self-confidence that support the motivational process. The learning situational level, which is the most elaborated one, is connected to course-specific motivational components that are associated with the syllabus, the teaching methods, and materials as well as the learning tasks. Teacher-specific motivational components are related to the teacher's behavior and attitudes, and the teacher's personality and teaching style. Group-specific motivational components refer to "the group dynamics of the learner group".

Language Level	Integrative Motivational Subsystem
	Instrumental Motivational Subsystem
Learner Level	Need for Achievement
	Self-Confidence
	* Language Use Anxiety
	* Perceived L2 Competence
	* Causal Attributions
	* Self-Efficacy
Learning Situation Level	
Course-Specific	Interest
Motivational Components	Relevance
	Expectancy
	Satisfaction
Teacher-Specific	Affiliative Motive
Motivational Components	Authority Type
	Direct Socialisation of Motivation
	* Modelling
	*Task Presentation
	* Feedback
Group-Specific	Goal-orientedness
Motivational Components	Norm & Reward System
	Group Cohesion
	Classroom Goal Structure

Table 3.2. Components of Foreign Language Learning Motivation
(Dornyei, 1994: 280; in Dornyei, 1998: 125)

3.4.4. Williams' and Burden's Framework of Motivation in Language Learning

Williams and Burden (1997) put forward another framework with the purpose of summarizing the motivational components that are consistent with foreign language learning in a very detailed way, in the following table:

Internal factors	External factors
Intrinsic interest of activity • arousal of curiosity • optimal degree of challenge Perceived value of activity • personal relevance • anticipated value of outcomes • intrinsic value attributed to the activity	Significant others • parents • teachers • peers The nature of interaction with significant others • mediated learning experiences • the nature and amount of feedback
Sense of agency • locus of causality • locus of control RE process and outcomes • ability to set appropriate goals Mastery • feelings of competence • awareness of developing skills and mastery in a chosen area • self-efficacy Self-concept • realistic awareness of personal • strengths and weaknesses in skills required • personal definitions and judgements of success and failure • self-worth concern learned helplessness Attitudes language learning in general • to the target language • to the target language community and culture Other affective states • confidence • Anxiety, fear Developmental age and stage Gender	• rewards • the nature and amount of appropriate praise • punishments, sanctions The learning environment • comfort • resources • time of day, week, year • size of class and school • class and school ethos The broader context • wider family networks • the local education system • conflicting interests • cultural norms • societal expectations and attitudes

Table 3.3. Williams and Burden's (1997) Framework of Motivation in Language Learning, in Dornyei 1998; 126.

Williams and Burden's framework involves internal and external factors of motivation, which they believe are prominent in language learning. According to them (1997:137), the internal and the external factors of motivation do not follow a specific instruction, for they interact in an active way right from the beginning of participation in any activity and will definitely not operate in a "simple linear sequence".

3.4.5. Tremblay and Gardner's Model of Motivation in Language Learning

Tremblay and Gardner (1995) broadened Gardner's Social Psychological Construct of F.L. motivation that suggested the interconnection of language attitudes; motivational behavior, and achievement sequence, by integrating into it three arbitrating variables between attitudes and behavior: goal salience, valence, and self-efficacy.

The figure below demonstrates Tremblay and Gardner's model of motivation in language learning:
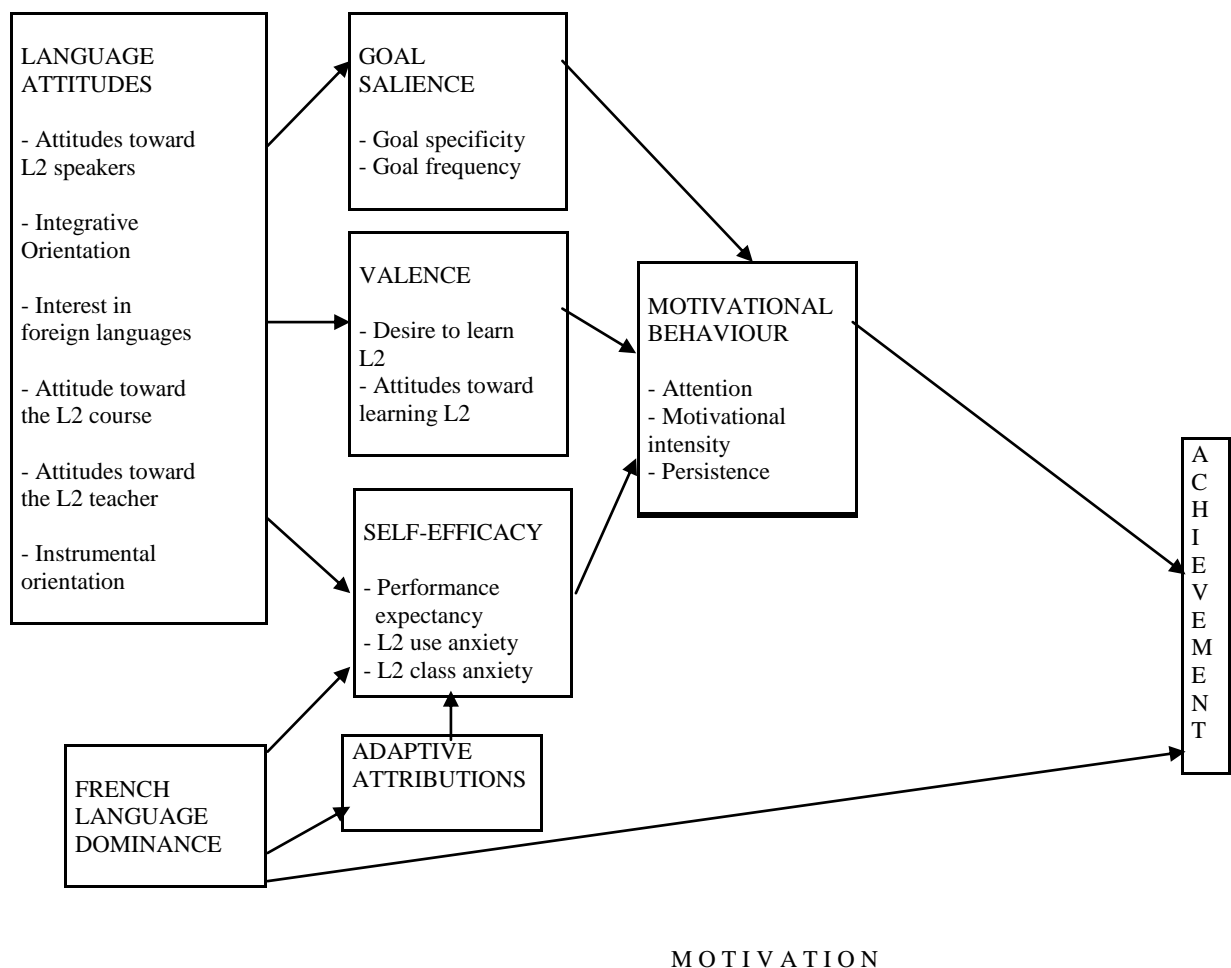
M O T I V A T I O N

Figure 3.6. Tremblay and Gardners (1995) Model of L2 Motivation, as cited in Dornyei (1998:127)

3.5. Motivational Strategies

Earlier in time, several theories were put forward to explain the concept of motivation instead of putting into practice their basic tenets in getting learners motivated to learn. In recent times, motivational psychologists became more interested in implementing some motivational features in the field of education and conceptualized them as motivational strategies.

According to Guilloteaux (2007: i), motivational strategies are believed to be "directly linked to increased levels of the learners' motivated learning behavior and their motivational state".

In simpler terms, motivational strategies encompass the techniques that teachers implement in order to enhance the students' motivation, and the strategies that the learners adopt to ensure their own motivation. Accordingly, motivational strategies are classified in terms of motivational teaching strategies, and motivational learning strategies.

3.5.1. Motivational Teaching Strategies

As a matter of fact, teachers play a prominent role in the teaching process. In this respect, Slavin (2006) argues that teachers should be "intentional"; in the sense that they should set up their acts in accordance with the objectives they want their learners to attain. He (2006: 7) portrayed the intentional teacher as being the one who:

> "Uses a wide variety of instructional methods, experiences, assignments, and materials to be sure that [learners] are achieving all sorts of cognitive objectives, from knowledge to application to creativity, and that at the same time [learners] are learning important affective objectives, such as love for learning, respect for others, and personal responsibility".

Henceforth, intentionality is a key factor in teaching. In other words, intentional teachers objectives should aim at enhancing their learners' motivation through the implementation of various strategies that are known as motivational teaching strategies (Guilloteaux and Dornyei, 2007).

According to Guilloteaux and Dornyei (2007:3), motivational teaching strategies are "Instructional interventions applied by the teacher to elicit and stimulate student motivation". In other words, motivational strategies represent the strategies that teachers use to enhance motivation within the learners. Accordingly, several teaching motivational strategies were suggested, yet only two frameworks are tackled, here, because of their relation to the educational field: a TARGETS mnemonic framework, and Dornyei's framework.

3.5.1.1. A TARGETS Mnemonic for Motivational Strategies

TARGETS is an acronym that refers to tasks, autonomy, recognition, grouping, evaluation, time, and social support. TARGETS, in fact, are variables that teachers may use to motivate their students (Ormrod, 2008).

The first letter in TARGETS mnemonic stands for tasks. Tasks, actually, denote the manner tasks and activities that are presented. The second letter refers to Autonomy. Autonomy represents the various alternatives that students have in relation to the task to be performed. The third letter corresponds to Recognition. Recognition refers to the acknowledgment and rewards the students' get when succeeding in accomplishing the task at hand. The fourth letter symbolizes Grouping. As its name indicates, grouping refers to the way learners are grouped to perform a given task. The fifth letter stands for Evaluation. In brief, evaluation refers to assessment. The sixth letter represents Time. Time refers to the period that learners take in mastering a specific task. Ormrod (2012) suggested another

dimension that is Social Support, which refers to the supportive and caring atmosphere generated in the classroom when performing the task at hands.

The seven dimensions are summarized in the table below:

Table 3.4. Seven TARGETS Principles of Motivation (Ormrod, 2012:499)

3.5.1.2. Dornyei's Framework of Motivational Strategies

The emphasis of motivation in language learning has, in fact, resulted in the emergence of several strategies that were believed to help in making the F.L. learning process smooth and enjoyable. However, empirical investigations of those strategies remained limited apart from the study that Dornyei and Csizér (1998) carried out in Hungary, where they "evaluated a list of 51 motivational strategies, indicating how important they considered the techniques to be and how frequently they actually implemented them" (Cheng & Dornyei, 2007: 155). Consistent with the obtained results, the researchers put forward a list of the ten most salient macrostrategies that they named "ten commandments for motivating language learners", and which are summarized in the table below:

1 Set a personal example with your own behavior.
2 Create a pleasant, relaxed atmosphere in the classroom.
3 Present the tasks properly.
4 Develop a good relationship with the learners.
5 Increase the learners' linguistic self-confidence.
6 Make the language classes interesting.
7 Promote learner autonomy.
8 Personalize the learning process.
9 Increase the learners' goal-orientedness.
10 Familiarize learners with the target language culture

Table 3.5. Dornyei & Csizér (1998) Ten Commandments for Motivating Language Learners: Results of an empirical study.

Dornyei (2001) proposed a theory-based framework that he summarized in terms of four major dimensions to accommodate the aforementioned macrostrategies:

- Creating the basic motivational conditions through setting up a fine teacher-learner relationship, creating an agreeable and supportive atmosphere in the classroom, and establishing a cohesive learner group with appropriate group norms.

- Generating initial motivation through using relevant strategies that increase the learners' expectancy of success, and enhance their goal-orientedness.

- Maintaining and protecting motivation through using stimulating and pleasant tasks that create the learners' autonomy, and protecting the learners' self-esteem and maintaining their self-image.

- Encouraging positive retrospective self-evaluation by promoting motivational attributions, providing motivational feedback, increasing learners' satisfaction, and offering rewards.

In the following figure are presented the motivational teaching strategies along with the way they interact:
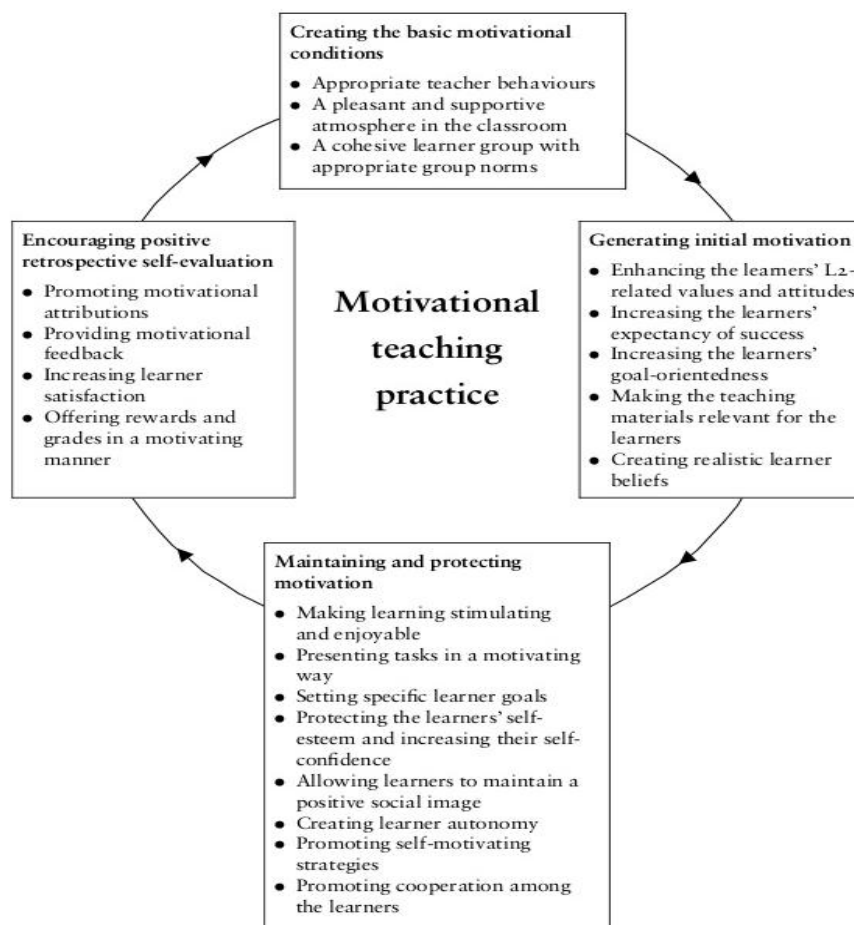
Figure 3.7. The Components of Motivational Teaching Practice in the L2 Classroom

(Dornyei, 2001:29)

3.5.2. Motivational Learning Strategies

As teachers play an important role in the teaching process, the learners' role in the learning course is prominent. According to Ormrod (2012), in order for any effective learning to take place, learners' intentional use of cognitive processes is involved. In view of that, the intentional learning is defined as being "goal directed and deliberate […], and under the conscious control of the learner, who can initiate, redirect, or cease learning at will" (Vousniadou, 2003:387; in Sinatra, 2000). In other words, intentional learners tend to be aware of the strategies that they use to motivate themselves, at times, and maintain their

motivation, at other times, through the learning process. These strategies are often referred to as the motivational learning strategies, which are, as defined by Guilloteaux and Dornyei (2007:3) as being "self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation."

3.5.2.1. Oxford Direct and Indirect Strategies

In view of that, Oxford (1990) classified the learning strategies in terms of direct and indirect strategies: on the one hand, the **direct strategies** encompass **memory strategies,** where learners memorize and take back information; **cognitive strategies,** where learners comprehend and generate the language; and **compensation strategies,** where learners put the language into use regardless of the language gaps. The **indirect strategies**, on the other hand, involve **metacognitive strategies,** where the learners synchronize the learning process by means of centering, arranging, planning, and evaluating their learning; **affective strategies**, where learners tend to regulate their emotions through encouraging themselves, and lowering their anxiety; and **social strategies** where they tend to work together to resolve a given task, and empathize with others (see figure 2.1.: 40, and figure 2.2.: 42).

The aforementioned strategies are explained in details, in chapter two.

3.5.2.2. Dornyei Motivation and Dynamic System Theory

Kelso (1995:138) believes that "the issue of intentionality […] is a slippery one" (as cited in Donyei, 2009: 209). In the same line of thought, Dornyei (Ibid.) states that the motivational system pivots around collective stimulation or desire, that individuals are conscious of. Based on his elaborated Process Model of L2 Motivation (2001), he believed that the implementation of the principles of dynamic system theory in visualizing L2 motivation is salient. He (2009: 211) inserts that the idea of dynamic system calls for

"examining motivated behavioral trajectories rather than trying to impose ready-made theoretical paradigms on the motivational sources of behavior".

Dornyei's theory was based on the concept of "possible selves" that was suggested by Markus and Nurius (1986), which posits that "the individual's idea of what they might become, what they would like to become, and what they are afraid of becoming" (2009: 212). Accordingly, Markus and Nurius (1986: 954, in Dornyei, 2009:213) differentiated between three major types of possible selves: "ideal selves" that refer to what one wants to become; "selves that [one] could become; and selves that [one is] afraid of becoming". In the same line of ideas, possible selves approximate what individuals go through when they are "engaged in motivated or goal- directed behavior" (Dornyei, 213).

According to Markus and Ruvolo (1989: 217; in Dornyei, 2009), possible selves can be perceived as the consequence of several motivational aspects such as expectancies, attributions, and value beliefs that are experienced psychologically and that are a lasting feature of consciousness.

Compliant with Markus and Nurius "possible selves" (1986), Dornyei (2009: 217-8) suggested a Motivational Self-System made up of three major elements:

- Ideal L2 Self, which refers to what the learner wants to become, in this case, a speaker of the L2. It is believed that the L2 Ideal Self is an influential motivator to L2 learning owing to the will to decrease the inconsistency between the learner's actual and ideal selves. It was also believed that integrative and instrumental orientations to motivation would fit in this element.

- Ought to L2 Self, which is concerned with the features that one thinks one ought to have to attain the desired objectives and to keep away from probable negative results.

It is believed that this feature corresponds more to instrumental orientations to motivation.

- L2 Learning Experience, which is related to the direct learning environment and experience (the teacher's influence, the curriculum, peer group, or the experience of success). This element is believed to fit in the concept of bottom-up processing.

Dornyei (2009) insists that L2 Motivational System highlights the three main elements that may affect the learner's motivation, and if the three of them are in harmony, working knowledge of the L2 will have an amplified and increasing effect.

Conclusion

All things considered, motivation has always been a catch-all term in determining success or failure in accomplishing a given task, in general, and a key factor in language learning, in particular. In the light of that, several approaches and theories have seen the light in relation to the main schools of thoughts; the behavioristic perspective, which perceives motivation in terms of reinforcement; the humanistic perspective, which identifies motivation in relation to needs to be satisfied; and the cognitive perspective, which stresses the fundamental role of mental structures and information processing. Another arguable dichotomy related to the field of motivation is that of intrinsic and extrinsic motivation. Educational psychologists explained intrinsic motivation as being the internal appreciation and pleasure individuals feel when they succeed in accomplishing a given task, and extrinsic motivation as being stimulated by the anticipation of reward. The shift of perspective in the 1990's emphasized the salient dominance motivation has in the field of education. It was believed that motivation can have instrumental orientations (individual's desire for achieving academic goals) or integrative (the individual's desire to integrate into the culture of the language being learned). Several frameworks were suggested to explain motivation in

language learning, and several teaching and learning motivational strategies were put forward to be used in language classes to facilitate the learning process.

Introduction

The past decades and on witnessed the worldwide emphasis on oral communication due to the belief that language is the vehicle for exchanging ideas and thoughts, and sharing knowledge and points of view. In view of that, a wide-range of approaches, methods and techniques was put forward to facilitate the teaching of foreign languages in a motivating setting. The demands of modern education highlighted the importance of cooperation in F.L. learning for its effectiveness in the enhancement of academic achievements and communicative skills.

Accordingly, the core of this chapter centers on Cooperative Learning. It provides an overview of Cooperative Learning, its theoretical foundations, its elements, and its methods. It also explains the distinction that exists between Cooperative Learning and Group Work, and Cooperative Learning and Collaborative Learning. Further, this chapter deals with the types of Cooperative Learning groups and classroom management; and it attempts to cover some of the benefits of Cooperative Learning as well as its pitfalls.

4.1. Cooperative Learning versus Individualistic Learning

In an attempt to explain the concept of Cooperative Learning, a myriad of definitions was put forward with a central focus on the idea that in Cooperative Learning "students work in small groups to help one another learn academic content" (Slavin, 1995:2). In the same line, Johnson and Johnson (1999: 09) maintain that C.L. gets the students "maximize their own and each other's learning". In other words, in C.L., learners, despite their abilities, ethnics, and genders "share a common goal of learning preselected material, working interdependently to attain mastery, and making sure that all group members successfully achieve the group goal" (McLeod, Fisher, and Hoover, 2003: 147).

Cooperative Learning, then, does not only engage the learners in working together to learn academic contents, but it also engages them in discussing and arguing with each other, assessing each other's existing knowledge, and filling in gaps in each other's understanding (Slavin, ibid.).

Conversely, Individualistic Learning, which is the most common traditional way of learning and teaching F.L., refers to the learners' independence from other learners in class in accomplishing learning objectives (Johnson & Johnson, 1991). This idea is, actually supported by Deutsch (1962), and Johnson and Johnson (1991) (in Johnson, Johnson & Holubec, 1994:2) who state that "students' goal attainments are independent; students perceive that the achievement of their learning goals is unrelated to what other students do".

According to Richards and Schmidt (2002: 542), Individualistic Learning is "a teaching style in which the instruction is closely managed and controlled by the teacher, where students often respond in unison to teacher questions". In other words, individualistic learning is regarded as being teacher-centered; that is to say, the teacher is the one who provides knowledge, information, assistance, and feedback, while learners listen, receive information, and barely speak.

Actually, Individualistic Learning promotes little interaction among the learners, generates a gap between them, and restricts the learning goals' accomplishment since every single learner is concerned with his/her own success in achieving the set learning objectives.

4.2. Cooperative Learning versus Group Learning

As a matter of fact, "Cooperative Learning" has frequently been apprehended as being "Group Learning" for they have some points in common, yet, as stated by Feinstein (2006:358), "group [learning] is not cooperative learning". In a similar vein, Dunne and

Neville (2005:03) state that "[it] is certainly true that most teachers have [learners] seated in groups and talked in groups, but it is mistaken to think that this represents cooperative learning". In simpler terms, C.L. is more than grouping learners and expecting them to proceed as a team; the implementation of C.L. ought to be structured and well directed.

As a matter of fact, it is prominent to refer to the basic elements of C.L. to dismiss the existing misunderstanding between C.L. and Group Learning. In this vein, Johnson and Johnson (1999) stated that C.L. is founded on five major elements: positive independence; individual and group accountability; interpersonal skills; face to face interaction; and group processing. They added that without these elements, instruction would be ineffective. However, Group Learning is unstructured, in the sense that learners work together in groups without being aware of the learning goals and shared responsibilities in performing the task at hand, for it is assumed that learners in the group already have the required skills (Williams, 2007).

With that in mind, teachers ought to be aware of the fact that "cooperative learning is done in groups, but not all group work is cooperative learning" (Ryan et. al. 2008:158).

4.3. Cooperative and Collaborative Learning

To set the records straight, cooperative and collaborative learning theoretical roots go back to the early 1900's with Dewey's Progressive Educational Movement that perceives learning as a social process. In simpler terms, individuals depend on each other for the sake of learning (Bruffee, 1999).

This idea was, in fact, supported by Vygotsky's (1997) perception of learning labeled zone of proximal development, which underlines the significance of learning throughout

communication and interaction with others rather than just by means of working independently.

According to Vygotsky (1997), during the learning process, there are some tasks that learners can accomplish easily, and there are other tasks that learners find difficulties in accomplishing them. Between these two areas lies the zone of proximal development that is a type of tasks that a learner can learn, yet with the assistance of guidance. This, in fact, has paved the way for the ideas of Cooperative and Collaborative Learning.

Again according to Johnson, Johnson and Smith (1991), Cooperative and Collaborative Learning are based on mutual interaction, active learning, reliance on small mixed groups, the achievement of common objectives, learners' construction, discovery, and transformation of knowledge, and the endorsement of positive relationships among the learners.

However, despite the similarities that exist between Cooperative and Collaborative Learning, there are some differences that should be looked at and should be taken into consideration.

According to Brown (2001: 47), C.L. is "dependent on the socially structured exchange of information between the learners", meaning that C.L. is "more structured, more prescriptive to teachers about classroom techniques, more directive to [learners] about how to work together in groups [than collaborative learning]" (Brown, 2001:47). Whereas in collaborative learning, the learner engages "with more capable others (teachers, advanced peers, etc), who provide assistance and guidance" (Oxford, 1997: 444; in Brown, ibid.).

Bruffee (1995: 12) stated that both of Cooperative and Collaborative Learning were "developed originally for educating people of different ages, experience and levels of mastery

of the craft of interdependence". Yet both differ in the teachers' role and the degree of contribution in the classroom. When the former focuses on the teacher's role in determining the learning goals, and controlling and assessing the learners' learning, the latter stresses the importance of giving the learners the chance to be responsible for their own learning.

4.4. Cooperative Competitive Learning

As its name indicates, Cooperative Competitive Learning is the amalgamation of cooperation and competition in learning. In Cooperative Competitive Learning, learners are organized in teams, where the members of each team cooperate together to do the task assigned to them by the teacher, and then present their task to the whole class in a kind of competition.

Generally, the incorporation of Cooperative Learning in language classes generates enthusiasm in learners and supports learning, let for adding the ingredient of competition. According to Johnson and Johnson (1994, in Johnson and Johnson 1998), in competitive learning, learners ought to identify their flaws, seek different benefits, have a temporary perspective, build up a relative identity, [and] recognize the corresponding reason for winning or losing. Additionally, in a Cooperative Competitive setting, learners inspect their abilities regarding the mastery of the content of the task at hand with reference to their competitors.

4.5. Theoretical Perspectives on Cooperative Learning

It should be stated that research on C.L. was guided by three major theoretical perspectives: social interdependence, cognitive developmental, and behavioral. Each of these perspectives helped in the understanding of C.L. regarding its implementation in language classes.

4.5.1. The Social Independence Theory

In the early 1900's, Social Interdependence Theory was brought into play under the influence of one of the founders of the Gestalt School of Psychology, Kurt Koffka, who suggested that groups are dynamic wholes in which the interdependence within members may possibly fluctuate. This suggestion was, in fact, refined by Kurt Lewin in the 1920s and 1930s who stated that the interdependence among the members of a group helps in achieving a common goal, and the state of tensions enhances intrinsic motivation, which contributes in accomplishing a desired objective (Johnson, 2003).

The social interdependence theory posits that every individual's objectives are achieved in relation to the influence of others' actions (Johnson & Johnson, 2005). In other words, this perspective emphasized the idea that learners assist each other learn to accomplish common goals and may compete with each other to attain personal objectives.

In late 1940's, Deutsch developed Levin's social interdependence theory through arguing the connection that exists between the individuals' aims within a group. According to Deutsch (1949; in Johnson, 2003), social interdependence may be both positive and negative. Through positive interdependence, interaction is developed when individuals help and encourage each other to attain a given aim, whereas through negative interdependence, interaction is blocked since individuals compete with each other to accomplish personal objectives.

As a matter of fact, in C.L., positive interdependence helps in amplifying students' learning for it emphasizes the cooperation among group members in achieving a desired common goal.

4.5.2. The Cognitive Developmental Theory

The cognitive developmental theory was based on the works of Piaget in the early 1950's, and Vygotsky in the early 1960's.

The work of Piaget and related theorists highlights the importance of interaction in learning social knowledge (language, symbol systems, values, rules, and morality). Additionally, it posits that cognitive development is influenced by active experience, self-regulation, maturation, and social transmission.

According to Piaget (1954), cooperation stands for the efforts individuals make to attain common goals and objectives taking into consideration others' points of view and feelings throughout the maturation process. It is important to state that opposing points of views may cause cognitive conflicts, which in turn push individuals to find a way to balance them to get to a harmony with others' perspectives. To put it differently, reaching a consensus, in fact, contributes in the learners' intellectual development.

It is worth to note that the cognitive learning theory is perceived as being learner-centered rather than being teacher-centered. Meaning that, teachers ought to be facilitators and guides in order to generate a motivating environment, while the learners' main role is to construct knowledge.

The work of Vygotsky and related theorists is founded on the principle that knowledge is social, in the sense that it is constructed from cooperative attempts to learn, comprehend, and resolve problems. According to Vygotsky (1978:84), there is significant relationship between cognitive development and social transmission. Meaning that, in view of the fact that learning is perceived as being "societal product", social contexts play an important role in developing the individuals' social and intellectual knowledge. In this vein, he inserts

"individual learners first learn through individual to individual social interaction and then knowledge is individually internalized". Based on that, he introduced the notion of the Zone of Proximal Development Z.P.D., which refers to the existing space between the learners' actual level of development and the possible improvement.

To come to an end, Piaget's work emphasizes the importance of active learning, whereas Vygotsky's work highlights the significance of social interaction. Yet both of the works are complementary and essential when it comes to their implementation in language classrooms.

4.5.3. The Behavioral Learning Theory

The behavioral learning theory perspective highlights the impact of reinforcers and rewards on learning. On this basis, rewarded behaviors are more likely to occur and be reproduced. This theory, in fact, was influenced by the works of Skinner (1971), and Bandura (1977) who related learning to the dominance of stimulus/response. Behaviorists suggest that learning, in this approach, is teacher-centered, meaning that, teachers ought to direct learning throughout providing incentives that stimulate learners to complete the tasks presented with the intention of getting rewards.

As a matter of fact, this theory helps in enhancing learning cooperatively to attain common goals and to gain rewards.

4.6. Second Language Acquisition Theories and Cooperative Learning

Many theories of S.L.A. were thought to be supportive when it comes to the implementation of C.L. in F.L. classes. Below are mentioned some of the theories that are often encountered in the literature of F.L. instructions.

4.6.1. The Input Hypothesis

According to Krashen and Terrell (1983), the input hypothesis claims that Second Language Acquisition is determined by comprehensible input. In simpler terms, language is acquired when the received input (heard or read) is understood. Accordingly, individuals' input within a group is more likely to be intelligible since the language levels of the group members may be approximately the same. It is important, here, to mention that learners input might be erroneous, at times, and leads the groups' members to retain each others' errors. In this vein, Krashen and Terrell (1983:97) believe that "interlanguage does a great deal more good than harm, as long as it is not the only input the students are exposed to. It is comprehensible, it is communicative, and in many cases, for many students, it contains examples of i+1". It is important to clarify that "i+1" refers to the level of language that is, to some extent, above the students' actual level of competence.

4.6.2. The Interaction Hypothesis

According to Hatch (1978) and Long (1981), the Interaction Hypothesis emphasizes the major role that social interaction has in increasing the level of comprehensible input received by the students. This interaction refers to the learners' asking for assistance when the input is incomprehensible by them. It is believed that the cooperative setting and the trust that may generate among the group members help in repairing comprehension breakdowns.

4.6.3. The Output Hypothesis

Swain (1985) claims that in the output hypothesis, it is not only comprehensible input (reading and listening) that is important in F.L. learning, producing output (speaking and writing) is also important.

Undoubtedly, C.L. promotes output since it provides the learners with many occasions to produce the language. In C.L., group members interact, discuss and argue the task at hands, and thus, their output increases considerably.

4.6.4. The Socio- Cultural Theory

Recently, second and F.L. studies investigated the connection between socio-cultural theory and S.L.A. (Lantolf, 2000). Accordingly, they outlined the mediation of S.L.A. in relation to the context (counting peers) and experience with other persons.

4.6.5. Individual Differences

Robinson (2002) insists that the idea of individual differences is central in second language pedagogy. He claims that the majority of learners have the tendency to favor learning in social settings over learning alone. And C.L. offers many opportunities for learners to improve and perform the strategies they require to work with other persons.

4.6.6. Learner Autonomy

Learner autonomy refers to the learners' independence and ability in planning, controlling, and evaluating their personal learning. In C.L., teachers act as guides, and this, in fact, promotes autonomy in learners (Wenden, 1991).

4.7. Elements of Cooperative Learning

Cooperative Learning involves the pedagogical use of small groups with the intention of getting students work together to accomplish shared goals. According to Johnson and Johnson (1994:2), cooperative efforts among learners can only be effective under certain conditions.

Those conditions are:

1. Clearly perceived positive interdependence.

2. Considerable promotive (face-to-face) interaction.

3. Clearly perceived individual accountability and personal responsibility to achieve the group's goals.

4. Frequent use of the relevant interpersonal and small-group skills.

5. Frequent and regular group processing of current functioning to improve the group's future effectiveness.

4.7.1. Positive Interdependence

Positive interdependence refers to the interconnection and support that exists among the learners of the same group. Meaning that, the success of one learner is beneficial to the whole group. In the same line, Jolliffe (2007:40) inserts that positive interdependence holds the impression that learners of the same group "sink or swim together"; in the sense that learners need each other to accomplish common goals, they either succeed together or fail together.

As a matter of fact, learners, within C.L., have two main duties; learning the assigned tasks, and ensuring the learning of those tasks within the group. That dual duty is, in fact, referred to as positive interdependence, which is the coordination of the group members' to attain common objectives. Positive interdependence is believed to be of a significant importance since it helps learners achieve shared goals, get rewards after having performed the tasks assigned, have the opportunity to divide tasks among them, identify the roles to be performed by every one of them, and have a mutual group identity (Johnson & Johnson, 2005).

4.7.2. Face to Face Interaction

It is claimed that positive interdependence engenders face to face or promotive interaction. In C.L., group members use the language to interact with each other, discuss, argue, negotiate, ask questions and receive answers. On this basis, face to face interaction is described by learners supporting each other with effective assistance; exchanging and processing information; providing each other with feedback so as to enhance their performance; prompting each other's efforts to accomplish the group's aims; being motivated to strive for joint benefits; and trying to lower each other's anxiety and stress (Gillies et al., 2008). Accordingly, face to face interaction promotes positive inter-relationships among the learners of the same group, along with social competence.

4.7.3. Individual and Group Accountability

Individual accountability highlights the importance of every single learner's performance in attaining the group's task objectives. According to Johnson and Johnson (1994: 4), the main aim of Cooperative Learning groups is "to make each member a stronger individual in his or her own right. Individual accountability is the key to ensuring that all group members are, in fact, strengthened by learning cooperatively". In simpler terms, teachers ought to assess the performance of each individual learner, give feedback to individual learners and to the group, and make sure that each member is responsible and accountable for the final results.

4.7.4. Interpersonal and Small- group Skills

When learners are involved in a C.L. context, they are required to develop some social skills so as to smooth the learning progress. In order for learners to synchronize efforts to attain joint objectives, they ought to become acquainted with each other; communicate

precisely and unequivocally; be of assistance to each other; and deal with different points of view constructively (Johnson & Johnson, 1991).

4.7.5. Group Processing

According to Johnson and Johnson (1994:33) group processing could be defined as reflecting on a group session to illustrate the usefulness of the element actions, and directing what actions to maintain or modify. In other words, after having evaluated the decision made, the teacher and group members agree on the success of the group's actions, and try to find other ways to make it better. In similar vein, Johnson and Johnson (1994) insert that the major aim of group processing is to make clear and improve the members' effectiveness and their contribution in attaining the task's objectives.

4.8. Types of Cooperative Learning Groups

In Cooperative Learning, learners are required to cooperate together to accomplish common goals. It was stated that in order for the learners to attain their desired joint aims, the group size is of vital importance. According to Macpherson (2007:11), four learners per group is the most appropriate size for Cooperative Learning groups. In similar vein, she inserts (ibid.) that there are six different possible combinations, which teachers may use to group their learners. They are: **1) Instructor Assigned Groups** that refers to the teacher's attempt to ensure that groups are heterogeneous with reference to academic abilities, cultural background, etc. 2) **Randomly Assigned Groups** where the teacher places the learners randomly to form a group. **3) Social Integration Groups** where the teacher asks the learners to choose the learners they would like to work with to form the group**. 4) Subject-Matter Related Groups** where learners choose the learners who are interested in working on a given subject to form a group. **5) Geographic Groups** where learners who geographically live next

to each other work with each other, in order to facilitate their meetings. **6) Self-Selected Groups** where the teacher simply asks the learners to form their groups.

4.8. Cooperative Learning Methods

According to Slavin (1995), research concerning the implementation of C.L. methods in classroom settings did not start until the 1970's. At the present time, a number of C.L. methods have been developed and are being commonly adopted by language classes.

4.9.1. The Jigsaw

This method was developed by Aronson in the late 1970's. In Jigsaw, every individual learner in the group is required to solve a part of the whole task assigned to the group, previously formed heterogeneously. Additionally, every group ought to select "an expert" that is supposed to exchange information with other learners from other groups, then back to instruct the retained information to his/her group members. Learners are constantly evaluated, given feedback, and rewarded at the end of their performance (Krodaki & Siempos, 2011).

4.9.2. Group Investigation

According to Ellis and Steven (1998), group investigation is defined in terms of six basic stages. In group investigation, learners are grouped in accordance with their common interest in a specific topic (subject-matter related groups), and are required to decide on its related subtopics. Then, after having planned the group investigation, learners of the same group are supposed to carry it out, and prepare the final results. After that, the final results are presented and the group's members are evaluated.

According to Tan and colleagues (2006), there are four major principles that characterize group investigation, and are referred to as the four "I's", where every "I" stands for a specific element: Investigation, Interaction, Interpretation, and Intrinsic motivation.

When Investigation refers to the process that learners adopt to make investigation regarding the chosen topic, Interaction stands for the learners' interaction with each other while dealing with the task at hand. However, Interpretation refers to the learners' analysis of the results of every individual learner within the group, and finally, Intrinsic motivation is enhanced through the autonomy given to learners during the investigation process.

4.9.3. Learning Together

Learning together was developed by Johnson and Johnson in the 1970's. This method engages the learners to work together in heterogeneous groups to perform the same task to attain common goals, and get rewarded. According to Johnson et al. (1984), in learning together, interdependence should be promoted among the learners of the same group through the use of instructional material, and through assigning roles as well. Additionally, the teacher should specify desired behaviors, provide task assistance, interfere when learners face problems with the task, and evaluate and reward the learners in the end of their performance.

4.9.4. The Student- Team Achievement Divisions (S.T.A.D.)

Student- Team Achievement Division (S.T.A.D.) is a method proposed by Slavin in the late 1970's. In S.T.A.D., the teacher presents the lesson to the groups heterogeneously formed, then learners of the same group are supposed to ensure the mastery of the lesson by every one of them so that they can be ready to take individual quizzes on the material being taught without the help of each other (Slavin, 1995).

According to Slavin (1995:5), a learner's quiz score helps in determining his/her personal grade and the team's grade as well. In this vein, he states that learners' quiz scores are contrasted to their earlier grades, and every group is awarded with points founded on the extent to which learners meet or surpass their past averages. He adds: "these points are then

added to form team scores, and the team that meets certain criteria may earn certificates or other rewards".

It is worth to mention that Slavin (1995.: 6) maintains that S.T.A.D. aims at motivating learners "to encourage and help each other master skills presented by the teacher". In other words, when learners work together after the teacher's presentation of the lesson, they have the tendency to ask each other questions, compare their answers, discuss their points of view, and help each other understand the content under study. That cooperation, in fact, makes learning motivation, valuable, and amusing.

4.9.5. The Teams Games Tournaments (T.G.T.)

The Teams Games Tournaments is one of the first John Hopkins C.L. methods, which was initially developed by David DeVries and Keith Edwards (Slavin, 1995). This method is similar to S.T.A.D. when it comes to the teacher's lessons presentations and cooperative work, but differs in terms of quizzes that are substituted by weekly tournaments where learners play educational games with members of other groups to add points to the scores of their group. Slavin (1995: 6) reports that learners "play the game at three person tournament tables with others with similar past records […]. The top scorer at each tournament table brings sixty points to his or her team, regardless of which table it is." On this basis, learners with lower achievement who play with learners of the same category, and learners with higher achievement who play with learners of the same category as well, have the chance of success. However, in S.T.A.D. higher achiever groups gain group rewards.

4.9.6. Team- Accelerated Instruction or Team- Assisted Individualization (T.A.I.)

Slavin (1995:7) reports that Team-Accelerated Instruction or Team-Assisted Instruction is similar to S.T.A.D. and T.G.T. in terms of the use of heterogeneous groups and certificates for high-performing groups. However, S.T.A.D. and T.G.T. differ from T.A.I. in their applications; when S.T.A.D and T.G.T. are applied to almost all the subjects and grade levels, T.A.I. is "specifically designed to teach mathematics to students in grades 3-6 (or students not ready for a full algebra course)".

In T.A.I., learners take a placement test and then progress at their own pace. Generally, learners of the same group work on various units and every member helps each other with the task and uses answer sheets to check each other's work. The tests of the final unit are taken without the help of group members, and are scored by the learner monitors. Every week, the number of units accomplished by all the group members are summed by the teacher, and certificates or group rewards are given to groups that surpass a principle score derived from the number of final tests passed, with additional points for good papers and fulfilled home works (Slavin, 1995:7).

T.A.I. is thought to be motivating for it ensures individual accountability, and gives the learners equal opportunities to succeed since "they all have been placed according to their level of prior knowledge" (Slavin, 1995: 7).

4.10. Classroom Management

Classroom management is the process that teachers and schools use in order to generate and sustain appropriate behavior of learners in classroom settings. It is important to

mention that classroom management aims at enhancing social behavior and increasing learner academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006).

According to Brophy (2006), classroom management is important in nearly all subjects and grade levels for it helps in establishing and maintaining an organized classroom, increasing significant academic learning, and enhancing social and emotional growth. In similar vein, Brophy (2006: 39-40) inserts that in order for an effective classroom management to take place, three major principles should be taken into account. They are:

1. Emphasizing learners' expectations for behavior and learning.
2. Promoting active learning and learner involvement.
3. Identifying important learner behaviors for success. Mainly:
   o The behaviors that are requisite to attain the objectives of learning activities.
   o The implications that have a particular learning activity for learners' roles.
   o The way that the teacher prepares learners to take on these roles.

It is important to highlight that the aforementioned principles are significant in C.L. for they facilitate communication and interaction among the learners of the same group, and motivate them to work together to achieve a common goal.

4.11. Benefits of Cooperative Learning

Cooperative Learning is believed to enhance encouragement and support among the learners who rejoice one another's achievements, help one another with the assignments, and learn to cooperate to perform a given task despite their cultural backgrounds, individual differences, and ability levels (Johnson & Johnson, 1991; in Li & Lam, 2013: 6).

It is important to mention that the several researches that were conducted regarding Cooperative Learning in education proved to accredit the importance of implementing C.L. in

language classes since it boosts the learners' motivation towards learning, and helps them develop their interpersonal relationships (Slavin, 1985; in Li & Lam, 2013: 10).

The multiple advantages of cooperative learning can be closely related to learners' academic achievement, learners' engagement, interaction, self-esteem, and the learning environment (Li & Lam, ibid.)

4.11.1. Learners' Academic Achievement

According to Johnson and Johnson (1991:39; in Li & Lam, ibid.), in Cooperative Learning, learners tend to construct their own knowledge based on the continuous discussions, debates and the clarifications they are inclined to provide regarding their comprehension of the ideas and subject matters being presented to them. Accordingly, higher levels of reasoning are developed, and the transfer of knowledge from one state to another is improved. As a result, the learners' academic achievement is promoted and fostered.

4.11.2. Learners' Engagement

It is worth to repeat that in cooperative learning, learners of the same group are asked to work together to learn academic contents and to attain common goals as well. This "togetherness", in fact, contributes a lot in enhancing the learners' motivation, which in turns, makes them become more interested, more involved, and more engaged in the classroom activities.

Vella (2002: 238) insists that "without engagement there is no learning". In other words, engagement in learning refers to the learner's involvement in accomplishing a given task. Actually, that engagement manifests in the interest that the learners show when asking questions and responding to them, discussing their ideas and clarifying their points of view, exchanging information, and so forth.

As a matter of fact, engagement in learning is of vital importance in the learning process for it boosts the learners' motivation and brings out the best in them.

4.11.3. Interaction

As mentioned earlier, in C.L., learners of the same group exchange information, negotiate meanings, and discuss each other's ideas while dealing with the task at hand. Such behaviors, in fact, help in creating a relaxing atmosphere within the same group, and generating interaction. Brown (2001:165) defines interaction as being a cooperative "exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other". In the same vein, Rivers (1987:4-5; in Brown, 2001) inserts that "through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals". She (ibid.) also maintains that in interaction, learners have the opportunity to make use of all the language they have learned or acquired in real life communications.

4.11.4. Self-Esteem

According to Li and Lam (2015:12), in classes where Cooperative Learning is frequently implemented, learners demonstrate that "they have more positive feelings about themselves than do learners in traditional classes", and thus, they have higher self-esteem. In other words, Cooperative Learning promotes self-esteem for it engages the learners in helping each other with the task difficulty, correcting each other's mistakes, and exchanging knowledge in an anxiety free atmosphere.

4.11.5. Learning Environment

Implementing C.L. is believed to bring fun and interest into language classes, and is thought to enhance motivation and creativity in the learners, and lessens their anxiety and tension. In similar vein, Walberg and Anderson (1968) highlight the importance of the classroom climate in improving the learners' academic achievements. Johnson and associates (2000:14) maintain that C.L. provides the appropriate learning environment and uphold that in "cooperative learning, [learners] may produce higher achievements".

4.12. Pitfalls of Cooperative Learning

Despite the fact that C.L. has several advantages that contribute to the improvement of the learning process and in helping learners accomplish academic goals, it also has several disadvantages that should be looked at while implementing it in language classes.

Accordingly, Bartsch (2016) has identified three main challenges that can be associated with group dynamic dilemmas, uneven workloads and evaluations, and classroom management challenges.

4.12.1. Group Dynamic Dilemmas

One of the main challenges of C.L. is its dependence on a constructive group dynamic to work at its best efficiency. Sometimes, the conflicts that may rise among the learners of the same group can reduce or even hinder the member's aptitude to work collectively, mainly when the learners are too young to possess conflict resolution skills that help them manage situations where divergence in opinions may create disagreements.

It is important to mention that members of the same group may be confronted with personality mismatches that may cause inadequate C.L. even though when conflicts are

absent. In other words, some learners have dominant personalities and tend to take the step to leadership roles even if they are not best suited to guide the task at hand.

4.12.2. Uneven Workloads

Another challenge that C.L. may face is the uneven division of the workload. In C.L., learners ought to encourage and support one another to achieve shared academic objectives. However, in some occasions, learners with higher-achievements tend to lead the larger part of the assigned task in order to accomplish it easily and quickly instead of helping learners with low-achievement understand it and complete it. This, in fact, may result not only in an uneven workload division, but also in uneven learning.

4.12.3. Classroom Management Challenges

Actually, C.L. is not only challenging for learners, teachers also face difficulties in managing their classes when implementing C.L. When working together, learners tend to talk increasingly louder to one another, and may change their places to complete the task at hands together, which, in fact, may cause a distraction in the learning process. In such contexts, the teacher's interference is recommended in order to establish some order in the class.

Conclusion

To conclude, Cooperative Learning has gained popularity over the past few decades for the enthusiasm and variety that it brings when implemented in language classes. The idea of getting learners to work together to attain common goals and improve their academic achievements needs the presence of five main elements, which are: positive interdependence, face to face interaction, individual and group accountability, interpersonal and small-group skills, and group processing. In order for the teacher to get his/her learners to work together to

do the assigned tasks, s/he has to break them into groups. Accordingly, six possible combinations are possible. They are: instructor assigned groups; randomly assigned groups; social integration groups; subject-matter related groups; 5) geographic groups; and self-selected groups.

In Cooperative Learning, the teacher implements several methods that are believed to contribute to the enhancement of the learners' academic achievements, getting the learners more involved and more engaged, promoting the learners' interaction, boosting the learners' self-esteem, and enthusing the learning environment. These methods are: the Jigsaw, group investigation, learning together, the structural approach, the student-team achievement divisions, the teams' games tournaments, and team- assisted individualization or team-accelerated instruction.

Although Cooperative Learning has many advantages, it is important to look at its pitfalls that can be associated to group dynamic dilemmas, uneven workloads, and classroom management challenges in order to avoid them.

Introduction

To many teachers, it is of utmost importance to stimulate students and help them learn and develop. However, the aims traced are not achieved all the times; students show less interest in the subjects taught and are more or less motivated. To improve the teaching and learning processes, some teachers carry out a number of pedagogical researches that are, as defined by Singh (2006:1): "simply the process of arriving at dependable solutions to a problem through the planned and systematic collection, analysis and interpretation of data." In other words, to accomplish the requisite objectives and meet up with the researcher's expectations, a research ought to be methodical and determined.

The present research aims at investigating the effects of Cooperative Learning activities on EFL learners' motivation and the speaking skill development. In this chapter, the tools of research used for the investigation are described as well as the target population and the samples chosen (students and teachers) for the experiment.

5.1. Tools of Research

In actual fact, Foreign Language researchers are provided with various tools that they may apply when doing their researches, yet they have to check for the suitability of those tools since every single one has its own characteristics that are designed to reach a specific aim (Blaxter et al.: 2006).

It is worth repeating that the basic goal of the present research is to provide a scientific ground to teach the speaking skill, and to enhance EFL learners' motivation through looking into Cooperative Learning activities. To investigate the efficiency of the activities that help to meet with the traced objective, three main tools are used: **the questionnaire**, **the test,** and the **experimental design.**

5.1.1. The Questionnaire

In Second Language research, one of the most frequently used tools in collecting data is the questionnaire. Actually, the questionnaires' popularity is due to several reasons: "they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable." (Dorneyi, 2003:1). It follows that, an effective questionnaire construction starts with respecting, first, the length, in the sense that, it must not be more than four (4) pages and, the time, for it must not take more than thirty minutes (30 mn) to be completed (Dornyei: 2003, Dornyei & Clement: 2001).

A questionnaire is composed of a diverse set of questions; **dichotomous questions**: in this type of questions, the respondents' answers are supposed to be a "yes" or a "no", **multiple choice questions:** the respondents are provided with many choices of answers and are required to tick the box that is more appropriate to their choice of answers, **open ended and close ended questions:** the former type gives the respondents the total freedom to express their opinions and points of views with no limited choice, unlike the latter type that gives the respondents a restrained range of choices that do not allow them to add other comments, and **rating scales** that are related to grading (likert scale, semantic differential scale, numerical rating scales, etc).

5.1.2. The Test

A test, according to Brown "is a method of measuring a person's ability or knowledge in a given domain" (2001:384). In other words, a test is designed to gauge the learners' achievements in a particular field. A test is said to "measure what it is intended to measure" (Hughes, 1989: 22; Flucher & Davidsone, 2007: 4)

and its suitability is anchored in three criteria: **practicality, reliability** and **validity**. **A practical** test is a test that is easy to administer, to score and to interpret. It is also enclosed by the means of time constraints and financial limitations. However a **reliable** test is a test that is dependable and consistent**;** whereas a **valid** test reveals "its appropriateness or any of its component parts as a measure of what it is supposed to measure" (Henning: 1987: 170; Flucher & Davidsone, 2007: 4).

According to Brown (2001: 390-391), there are five types of tests: **proficiency tests**, whose purpose is to test general ability in a language; i.e. they are not restricted to a specific curriculum, a course or a particular language skill; **diagnostic tests,** whose main aim is to diagnose a precise feature of a language; **placement tests,** whose objective is to place the learner into the fitting level of school or a language curriculum; **achievement tests,** whose intent is to determine the achievement of the materials covered in a given curriculum at the end of the instruction, and **aptitude tests,** whose point is to measure a person's ability to learn a Foreign Language.

Brown (2001: 395) inserts that the finest oral proficiency test should implicate the association of one-on-one tester/test-taker, an instant performance, a cautious measurement of the tasks to be achieved for the duration of the test and a "scoring rubric" that describes the actual ability.

5.1.3. The Experimental Design

According to Moore (1983), an experimental design is a method where the researcher should carefully manipulate the independent variable in diverse situations. To prevent the reader from being lost in a maze of terminology, it is

important to note that the "independent variable" is also called the "exposure" or the "treatment variable". In the experimental design, two groups are put under examination: one "experimental group" that is exposed to the inquired treatment or conditions, and the other "the control group" whose independent variable is not subjected to any modification. Yet, both of the groups ought to be evenly examined.

It is worth to mention that both groups should be of the same level of education (or approximately with the same marks in a given matter being taught), same age (or approximately the same), at least concerning those variables possibly controlled at the beginning of the experiment. After the treatment reserved for the experimental group, they are both examined through the same test.

5.2. Target Population and Sample

5.2.1. The Target Population

Many questions are asked by researchers when it comes to directing a scientific study; the most common ones are related to the people that are supposed to undertake the experiment. In other words, since it is not possible to carry out the experiment for the whole population of interest, the population has to be reduced to a manageable number with the purpose of generalizing the findings of the research.

Accordingly, the target population with whom the present research is carried out involves one grade level, that is to say, it is represented by third year students of English (Didactics) at the Department of Letters and the English Langauge, at the University of Frères Mentouri, Constantine, and that is represented by 280 students making up five (5) groups where female students outnumber male students.

It is important to note that one of the main reasons behind choosing to work with third year students of English option Didactics is that, this category of students is given the opportunity to bridge theory and practice. In other words, the learners' experience what they are taught theoretically in the modules of TEFL (Teaching English as a Foreign Language), and Educational Psychology. Additionally, they are more familiar with the language and the university than are students of the first years.

5.2.2. The Sample

For the one reason that it is not possible to work with the whole population, it is important for the researcher to select a subset that represents it and undergoes the experiment. This subset is called: "the sample" (Miller; 1984).

Sampling was brought into use with the purpose of smoothing the procedural research and helping in generalizing the findings since a random sample (a random selection of individuals from the target population) represents the whole population.

In this research, one group (56 students) is selected randomly from the five ones at the beginning of the year (October 2014). For the sake of getting two homogeneous groups, we divided the group into two sub groups. And accordingly, the final sample is reduced to 28 students each; one control and another experimental, each class meets three instructional Oral Expression hours per week divided up into two sessions of one hour and a half each. Students, in the control group, perform the activities proposed by the teacher individually (songs, movies, language games, and oral presentations); however, students in the experimental group complete the tasks in sub groups (songs, movies, language games, and role plays).

5.3. The Procedure

5.3.1. Description of the Pre Questionnaire

The questionnaire is self-completed; it is composed of twenty (22) questions. Some of the questions are of the multiple choice type, where students are supposed to tick (✔) the corresponding box, others are dichotomous (yes/no questions), and some others are open-ended. As mentioned earlier, the students' answers serve to investigate their opinion about the O.E. module and their perceptions in relation to the extent to which they accept the idea of working in groups.

The pre questionnaire is divided into seven sections; aside from section one, the six other sections mirror the content of the thesis.

Section one: Students' Personal Information (Q1, Q2 & Q3)

In this section, students are asked to give information about their gender (Q1), their level in English (Q2), and whether their level in English helps them express themselves (Q3).

Section Two: Students' Motivation (Q4, Q5 & Q6)

This section aims at providing us with information concerning the students' motivation. They are requested to identify to what extent they enjoy their Oral Expression class (Q4), the frequency of their participation (Q5), and they were asked to justify the reason behind their attitude (Q6).

Section Three: The Students' Attitudes in their Oral Expression Class (Q7, Q8 & Q9)

In this section we aim at identifying the students' attitudes during their O.E. class (Q7), and outlining the various reasons behind their comfortable (Q8) or uncomfortable state (Q9) all through the O.E. class.

Section Four: The Students' Personality (Q10)

This section aims at identifying the students' personality. Students are asked whether they are introvert or extrovert.

Section Five: The Teacher's Attitudes (Q11 to Q15)

This section centers on the teacher's attitudes. Accordingly, we intend to find out what are the attitudes most wanted in a teacher that help the students lower their anxiety and encourage them to participate in their O.E. class (Q11 & Q12). Students are also asked about their feelings towards the teacher's feedback (Q13) and whether they feel challenged to make more efforts when it is negative or discouraged and give up taking risks to participate (Q 14 & Q 15).

Section Six: The Learning Environment (Q 16 to Q 20)

In this section, the students are asked about the activities used in their Oral Expression class (Q16) and are invited to choose the answer that best mirrors their own perception when asked whether those activities are motivating (Q17) and whether they contribute in the improvement of their speaking skill (Q18). Additionally, students are asked about the activities they want to try in their Oral Expression class (Q19), and are solicited to justify their answers (Q20).

Section Seven: The Students' Reactions towards Group Work (Q21 & Q 22)

In this section, the participants are asked about their feelings concerning the idea of performing a specific task in groups (Q21) and are requested to justify their answer (Q22).

5.3.2. Description of the Pre Test

The pre test was conducted at the beginning of the experiment to both of the control and the experimental groups in order to evaluate the students' level. The learners were notified a week earlier about it and were given a full description of the task to be performed; on the teacher's desk are put seven strips of paper, on each one of them is written a different open ended quote of either an author, a poet, a philosopher or a politician. After coming individually into the classroom, the students mix that bunch of the seven strips of paper and pick up one of them, read the content carefully, then argue and give their points of view through their own perspectives or through their own experiences in life. Their pronunciation, fluency, grammatical accuracy, vocabulary use, and content are evaluated; four (4) points for each aspect.

5.3.3. The Activities Used in the Experimental Design

5.3.3.1. Songs

Before introducing this activity to the students, we thought of asking them whether they like music or not; they all answered in one voice and out loud: "we love music!!" It was a predicted answer, what was not predicted, in fact, was the

bulk of reasons that they provided to support their opinion: "music helps me relax", "music is a source of inspiration to me", "I feel happy when I listen to music", "music is my companion in sad and happy moments", "music helps me learn languages", "listening to music makes me feel better, music is pleasure!" their justifications would possibly confirm Eric Olson's saying: "music is what life sounds like".

As a second step, students were asked about their tastes in music, in an attempt to select the most suitable songs; songs that they enjoy listening to and take pleasure in singing them. After having provided a list of songs and voting for the most wanted ones, explaining the procedure of the activity was, at that moment, essential.

Students, of both of the experimental and the control groups, were given the following instructions: listening to the song for several times then filling in the missing words in the copy of the lyrics given at the beginning of the activity. It must be explained that students of the experimental group work in small groups to solve the given activity, while students of the control group work individually to perform the same task.

As expected, vivacity, enthusiasm, and motivation accompanied students from the beginning of the activity till the end of it; listening to the song, then filling in the missing words, explaining the difficult words, discussing the theme of the song, and then singing it all together.

5.3.3.2. Movies

A way to introduce the idea of watching a movie all together, first, was asking the students whether they like to read or not. Very few of them confirmed their love for reading, while the majority of them affirmed the opposite. The students of the former category, again, were asked about the novels they read; their tastes varied between mystery and fiction, romance and drama. Then, another question was asked with the intention of leading the students to speak about the novels that are made into movies: "do you like to watch movies?" And they all answered: "yes", and "series too!!" students were given some time to speak about their favorite movies and series, and, at times, summarized them. One of the students brought up into the discussion the idea we wanted to tackle and her classmates were divided into those who were for turning a novel into a movie claiming that "it is not time consuming", and those who were against believing that: "the novels are better, they are full of details". Then, they started listing: "Pride and Prejudice", "Sense and Sensibility" novels written by Jane Austen, "Gone with the Wind" written by Margaret Mitchell "Harry Potter" written by J.K. Rowling, "Twilight" written by Stephanie Meyer, etc. After that warm up, we suggested to watch "Pride and Prejudice" for it was one of the very famous classics. The students liked the choice of the movie very much and were waiting for the day to watch it all together.

After having watched the movie, students, of both of the experimental and the control groups, were given the same instructions, except that students of the experimental group work in groups and students of the control group perform the task individually. The instructions were the following: first, they were asked to name the characters and differentiate between the round and the flat ones. Then, to depict

the difficult words and the idioms that they failed to understand. After that, they were asked to analyze the plot: the initial situation, conflict, complication, climax, suspense, denouement, and conclusion. Next, we discussed and debated the most important messages the movie conveyed based on the author's novel. And in the end, it was suggested that students act the scene they liked most to add more of the fun ingredient to the session. The idea was much appreciated and the students were so eager to do a little acting, some together and others alone. Positive energy, enthusiasm, amusement and enjoyment accompanied us during the whole session.

5.3.3.3. Language Games

Language games are known to be very stimulating for students, so on this basis, we thought of introducing "heads and tails" for the control group and the "chain story" for the experimental group.

In "heads and tails", we explained to students that the "tail" of one word is the "head" of another word, for instance: goo**d, d**ea**r, r**i**ch, ch**ildre**n, n**ice … etc. We insisted that each student is supposed to give a word whose ending is the beginning of another in very few seconds (for suspense) without repeating the words said in the present round.   The winner is the one that succeeds in winning all the students and gets some candies under the applause of his/her classmates. The students understood the game and competed for the first place and the winners were offered some candies under the applause. Students showed a great deal of enthusiasm and liveliness while performing the task. This game, in fact, is great for enriching the students' vocabulary and pronunciation.

Unlike the students of the control group, whose task was chosen to be performed individually, students of the experimental group were supposed to solve

their task in groups of four, so we opted for "the chain story". Each student adds a sentence to create a group story and the winners are the ones whose story is the most coherent. Students received some candies under the applause. This game draws attention to the problems that students have mainly in practicing word order, tenses, and prepositions.

Students of the experimental group showed a great deal of motivation and interest while competing for the first place. The students' stories were very dramatic, at times, and very funny, at so many other times.

5.3.3.4. Role plays

When we, first, introduced the idea of "role plays", students of the experimental group were divided into those who loved the idea and totally agreed about it, for they have always wanted to "act" in front of a mass of people, and those who liked the idea very much, but do not completely agree about it, since they are "too shy and too hesitant" to perform in front of a big number of people. To facilitate the task for the students, we devoted two sessions where all the students were given small situations to read and perform on the spot.

With the belief that working in a friendly atmosphere helps the learners lower their anxiety and get rid of their shyness, we asked the students to work in groups of four and choose the classmates to work with; a total focus on social integration groups. Additionally, students were given a total freedom to write the scripts of their own role plays and divide the roles among each other. We thought that this will help them show more eagerness to highlight the theme they find interesting and show more confidence when they perform the roles they feel comfortable with. They were, also, informed that they have a week to get ready after being selected in the

end of each session. To make the activity seem more amusing, we asked them to picture the activity as an Oscar Ceremony, after applauding each staging, and with our guidance, the audience is going to praise and criticize the actors, the script, and the staging (this serves as a feedback). After the end of the experiment, the students choose the best female actress, the best male actor, the best script, and the best staging. After having explained the task with simpler words, the students' enthusiasm and interest were unified and amplified.

From the beginning of the activity to the end of it, the students' enthusiasm and creativity were very significant, and they were mainly demonstrated in the costumes they chose to perform their roles (dresses, suits, hats, bags, makeup, jewelry, …etc), the themes they treated (between drama and comedy), and their serious trial in embodying the roles (crying and/or laughing).

After having staged the last role play, the students, under the applause, chose the best female actress, the best male actor, the best script, and the best staging. Surprisingly, the students have chosen me, for being the best producer, they insisted that this was the best year they have ever had and they were so thankful for that. All the activities proposed to the experimental group took six weeks to be completed.

5.3.3.5. Oral Presentations

With the control group, the last five weeks of our experiment were reserved for the oral presentations. We suggested that students speak about scientific, social or historical information of their choice or even a movie they watched or a novel they read. Two sessions were devoted to the former activity with the purpose of lowering anxiety and facilitating the contact with the audience. Then, the students were asked to select a topic of their choice to present orally. This instruction; i.e. the

total freedom in the selection of topics, was given with the intention of making the learners be more enthusiastic towards performing the task. Throughout the presentation, the speaker and the audience interact with each other, in other words, they discuss, argue and exchange ideas and points of view regarding the topic tackled. In the end of each presentation, students were given the opportunity to give feedback (praise and critics) to each student's presentation with our guidance.

All the way through this activity, the students showed a great deal of enthusiasm and creativity that were manifested in their choice of the topics which were challenging, and their participation was noticeable.

5.3.4. Description of the Post Questionnaire

After the end of the experiment, that took six weeks, we administered a post questionnaire to survey the students' of the experimental group views concerning the impact that the C.L. had on them, and to investigate to what extent they assume it is motivating and speaking skill developing. The post questionnaire was actually administered to the experimental group that make up half of our entire research sample (N=28). Similarly with the pre questionnaire, the post questionnaire is self-completed; it is composed of seventeen (17) questions. Some of the questions are of the multiple choice type, where students are supposed to tick (✔) the corresponding box, others are dichotomous (yes/no questions), and some others are open-ended.

The post questionnaire is divided into seven sections that echo the main areas discussed in this thesis and help us validate or invalidate our hypotheses concerning the effects of Cooperative Learning activities.

Section one: Students' Personal Information (Q1 & Q2)

The students, in this section, are inquired to give information about their gender (Q1), as well as their personality traits (Q2).

Section Two: Students' Attitudes towards the Speaking Skill (Q3 & Q4)

The questions in this section are asked with the intention of knowing the students' attitudes in relation to the speaking skill. They are, primarily, asked about the importance of the speaking skill in the mastery of the English language (Q3), and then, they are invited to justify their answers in the following question (Q4).

Section Three: The Learning Environment (Q5 & Q6)

In this section, the students are asked about their learning environment. They are requested to identify the atmosphere that best describes their O.E. class (Q5), and are invited to justify their answer (Q6).

Section Four: Students' Estimations to the Implementation of Cooperative Learning Activities (Q7 to Q9)

This section aims at highlighting the students' estimations of the implementation of Cooperative Learning activities. Accordingly, students are requested to give their opinion about the use of Cooperative Learning Activities in their Oral Expression class (Q7) and to identify to what extent working cooperatively was motivating (Q8) and important in the improvement of their speaking skill (Q9).

Section Five: The Cooperative Learning Activities (Q10 to Q14)

This section focuses on the Cooperative Learning activities used in the O.E. class. In view of that, the students are asked to identify to what extent they liked the activities implemented in their O.E. class (Q10). The students are also asked whether the freedom of choosing their classmates to perform the tasks with is appreciated (Q11) and are requested to justify their answers (Q12). Additionally, the students are inquired about their opinion concerning the idea of being given the freedom to choose the subject matters of the tasks assigned (Q13) and are invited to justify their answers (Q14).

Section Six: The Effects of Cooperative Learning Activities on Students (Q15 & Q16)

This section aims at highlighting the effects of Cooperative Learning Activities on students. Students are asked whether this new learning experience affected them positively (Q15) and then, they are requested to justify their answer (Q16).

Section Seven: Further Suggestions (Q17)

In this section, the students are given the opportunity to add further comments and/ or suggestions concerning Cooperative Learning Activities, and students' motivation and speaking skill (Q17).

5.3.5. Description of the Post Test

At the end of the experiment, we administered a post test to both of the control and the experimental groups. The learners were informed a week earlier

about it and were given a total explanation of the task to be performed; as in the pre test, the learners come individually into the classroom and select one of the seven strips of paper, that are found on the teachers' desk, after mixing them up. Subsequently, the students are going to comment, argue, and give their opinions about the quote that is written on the chosen strip of paper. Their pronunciation, fluency, grammatical accuracy, vocabulary use and content are evaluated; four (4) points for each aspect.

5.3.6. Description of the Teachers' Questionnaire

The teachers' questionnaire is composed of twenty (20) questions given to a sample of fifteen teachers of O.E. Some of the questions are of the multiple choice type, others are dichotomous (yes/no questions), and some others are open-ended. The teachers' answers are of a potent assistance in looking at the effects of Cooperative Learning activities on EFL students' motivation and the speaking skill.

The questionnaire is divided into six sections: section one deals with the teachers' personal information, section two is assigned to deal with teaching the speaking skill, section three is allocated to the teachers' attitudes towards cooperative work, section four speaks about the students' motivation, section five encompasses the teachers' role when putting the Cooperative Learning activities into practice, and section six is devoted to the teachers' further suggestions.

Section One: Personal Information (Q1 to Q3)

This section involves three questions that aim at collecting information about the teachers' gender (Q1), the degree held (Q2), and the years of the teachers' teaching experience (Q3).

Section Two: Teaching the Speaking Skill (Q4 to Q7)

This section is intended to deal with teaching the speaking skill. The teachers, here, are invited to tick the option that best tells their students' level in oral performance (Q4), to choose among the activities suggested, the ones they use in their Oral Expression class (Q5), and to specify, if they use other activities rather than the ones proposed (Q6). The teachers are also invited to identify to what extent the activities used affect the students' performance (Q7).

Section Three: Teachers' Attitudes towards Cooperative Work (Q8 to Q11)

This section is designed to explore the teachers' attitudes towards cooperative work. The teachers are asked whether they implement some of the Cooperative Learning activities in their Oral Expression classes (Q8); the teachers who affirm that they implemented Cooperative Learning activities, are asked to what extent they think that those activities affect their students' performance (Q9). However, the teachers who do not implement the Cooperative Learning activities in their Oral Expression classes are invited to select a reason among the ones suggested (Q10) or to specify, if some other factors, that are not mentioned, prevent their implementation (Q11).

Section Four: Students' Motivation (Q12 to Q18)

This section puts the students' motivation under scrutiny. The teachers are requested whether the cooperative work enhances motivation (Q12) and are requested to justify their answer (Q13). Additionally, the teachers are asked whether the teachers' positive feedback enhances the students' motivation (Q14) and are, as well, asked to justify their answer (Q15). Moreover, the teachers are inquired

whether praise enhances the students' motivation (Q16) and, again, they are invited to justify their answer (Q17). The teachers are also asked to agree or disagree about the idea that motivation affects the students' performance (Q18).

Section Five: The Teachers' Role When Putting Cooperative Learning Activities into Practice (Q19)

This section is intended to determine the teachers' role when implementing Cooperative Learning activities. The teachers are asked to agree or disagree about the idea that the Cooperative Learning activities amplify the students' role and reduce the teachers' role (Q19).

Section Six: Further Suggestions (Q20)

This section gives the teachers the opportunity to add any further comments or suggestions in relation to the effects the Cooperative Learning activities have on students' motivation and the speaking skill (Q20).

Conclusion

In a nutshell, it is important to understand that a methodical research is crucial in achieving the main objectives required by the researcher, and the tools used in a research ought to be selected according to their suitability in attaining the desired aim.

This chapter has reported a full description of the tools used for the investigation; the questionnaire, the test, and the experiment. In addition to that, it has reported a detailed description of the target population, the sample selected to take part in the experiment and the research procedure. In the next chapter, the findings will be presented and the results will be interpreted and discussed.

Introduction

The present study explores the use of Cooperative Learning activities in the Department of Letters and the English Langauge, at the University of Frères Mentouri, Constantine, and inspects their effectiveness on EFL students' motivation and their speaking skill development. This chapter deals with the analysis and interpretation of the data obtained from the research tools: the pre and post tests' results are used for the computation of a t-test which, together with the activities used in the experiment, help in approving or disapproving the hypothesis and about the usefulness of Cooperative Learning activities in boosting EFL students' motivation and enhancing their speaking skill.

6.1. Analysis of the Results

With respect to the data obtained after the administration of the pre and the post tests, the analysis of the findings is, at this juncture, feasible. As a first step, the means of both the pre and post tests of the control and the experimental groups are calculated. Then, a t-test is done to check the significance of the results and to confirm or disconfirm the hypothesis. Moreover, the results obtained from the activities used all along the experiment are of assistance in accepting or rejecting the claim mentioned formerly.

6.1. Pre Tests' Findings

The pre test was administered with the purpose of identifying the students' level and needs. In the tables below (table 6.6.) and (table 6.7) are shown the scores obtained after the administration of the pre test to the control and the experimental groups following the subsequent rating scale.

Subjects		Pronunciation				Fluency				Grammatical Accuracy				Vocabulary Use				Content				Averages
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Group 1	S1		x					x				x				x				x		14/20
	S2		x					x			x				x					x		12/20
	S3		x					x			x				x					x		12/20
	S4		x					x			x					x						x	14/20
	S5		x					x			x				x					x		12/20
Group 2	S6	x					x				x				x							x	11/20
	S7		x				x					x			x					x		12/20
	S8	x					x				x					x						x	12/20
	S9		x					x			x				x					x		12/20
	S10	x				x					x					x				x		10/20
Group 3	S11		x			x					x					x						x	11/20
	S12		x				x					x				x				x		13/20
	S13			x				x			x					x				x		14/20
	S14		x				x				x				x							x	12/20
Group 4	S15		x				x				x					x				x		12/20
	S16			x				x			x				x				x			12/20
	S17		x				x			x					x							x	12/20
	S18		x				x				x					x				x		12/20
Group 5	S19	x				x					x				x							x	10/20
	S20	x					x					x			x					x		12/20
	S21	x					x				x				x							x	12/20
	S22		x				x				x				x					x		12/20
Group 6	S23		x				x				x				x					x		11/20
	S24	x					x			x					x							x	11/20
	S25		x			x					x				x					x		11/20
Group 7	S26	x					x				x				x					x		10/20
	S27	x					x				x				x					x		10/20
	S28	x				x				x				x				x				05/20
Total		323																				11.53/20

Table 6.6. Results of The Pre test – The Experimental Group

Subjects	Pronunciation				Fluency				Grammatical Accuracy				Vocabulary Use				Content				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
S1	X				X					X					X				X		11/20
S2		X					X			X				X				X			12/20
S3	X					X				X				X						X	11/20
S4		X				X				X					X					X	13/20
S5		X					X				X			X				X			12/20
S6		X				X					X				X					X	14/20
S7			X				X			X				X				X			12/20
S8		X					X			X				X				X			11/20
S9		X				X				X				X				X			10/20
S10		X					X				X				X				X		13/20
S11		X					X			X					X				X		13/20
S12		X					X				X			X				X			12/20
S13			X				X				X			X					X		14/20
S14			X			X					X				X			X			13/20
S15		X					X				X				X				X		14/20
S16		X					X			X					X				X		13/20
S17	X					X				X					X			X			11/20
S18		X				X				X				X					X		11/20
S19	X					X				X				X					X		10/20
S20			X				X			X					X				X		14/20
S21		X					X				X			X					X		13/20
S22		X					X			X				X				X			11/20
S23		X				X				X				X				X			10/20
S24		X				X				X					X				X		12/20
S25	X					X				X					X					X	12/20
S26	X					X					X				X				X		12/20
S27			X				X			X					X				X		14/20
S28	X					X					X			X					X		12/20
Total	326																				11.64/20

Table 6.7. Results of The Pre test – The Control Group

The results displayed in the graph below (graph 6.1.) show that both the control and the experimental groups have approximately the same level in their oral performance. Few discrepancies are noted, yet on the whole, both of the groups' oral performances are nearly the same.

It is noteworthy to point out that, a post test is conducted at the end of the experiment and its results, along with the pre test results, will help us answer our research question and confirm or disconfirm our hypotheses; that is to say, whether the C.L. activities boost the learners' motivation and develop their speaking skill.
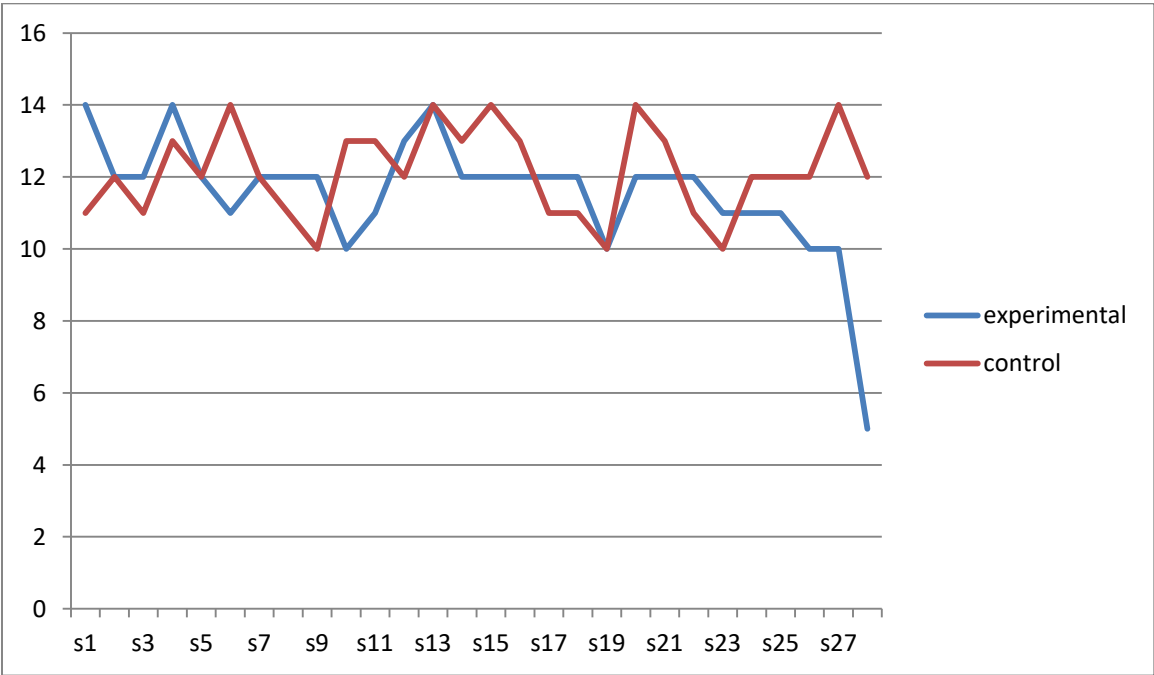
Graph 6.1. A Representation of Oral Performances in The Experimental and The Control Groups –Pre Tests

6.1.2. Post Tests Findings

The tables below (table 6.8.) and (table 6.9.) display the scores obtained after the administration of the post tests to both of the control and the experimental groups following the subsequent rating scale.

Subjects		Pronunciation				Fluency				Grammatical Accuracy				Vocabulary Use				Content				Averages
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Group 1	S1			x				x				x				x				x		15/20
	S2		x					x				x			x					x		13/20
	S3		x					x			x				x					x		12/20
	S4			x				x				x				x				x		15/20
	S5		x					x				x			x					x		13/20
Group 2	S6		x				x					x				x				x		13/20
	S7		x				x					x			x					x		12/20
	S8		x				x					x				x					x	13/20
	S9			x			x					x			x					x		13/20
	S10		x					x				x			x					x		13/20
Group 3	S11		x			x						x			x						x	12/20
	S12		x				x					x				x				x		13/20
	S13			x				x				x				x				x		15/20
	S14		x				x				x										x	13/20
Group 4	S15		x				x				x				x						x	12/20
	S16		x				x					x			x						x	13/20
	S17		x					x				x			x					x		13/20
	S18		x					x				x			x				x			12/20
Group 5	S19		x			x						x			x					x		11/20
	S20		x					x				x			x					x		13/20
	S21		x				x					x				x				x		13/20
	S22		x				x					x			x						x	13/20
Group 6	S23		x				x					x			x					x		12/20
	S24		x				x				x					x				x		12/20
	S25		x					x				x				x			x			13/20
Group 7	S26	x					x					x				x				x		12/20
	S27		x				x					x				x			x			12/20
	S28		x			x						x			x				x			10/20
Total		354																				12.64/20

Table 6.8. Results of the Post Test – The Experimental Group

Subjects	Pronunciation				Fluency				Grammatical Accuracy				Vocabulary Use				Content				Averages
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
S1		X				X				X					X				X		12/20
S2			X				X			X				X					X		13/20
S3		X				X				X				X					X		11/20
S4		X				X					X				X				X		13/20
S5		X					X			X				X				X			12/20
S6		X				X				X					X					X	13/20
S7			X			X					X			X				X			12/20
S8		X				X				X				X					X		11/20
S9		X				X				X					X			X			11/20
S10		X				X					X				X				X		13/20
S11		X					X			X					X				X		13/20
S12		X				X					X			X					X		12/20
S13		X					X				X			X					X		13/20
S14		X					X				X			X					X		13/20
S15			X			X				X					X					X	14/20
S16		X				X					X			X					X		13/20
S17		X					X				X			X				X			12/20
S18		X					X				X			X					X		12/20
S19		X				X					X			X				X			11/20
S20			X				X			X				X						X	14/20
S21			X			X					X			X					X		13/20
S22		X				X				X					X			X			11/20
S23		X				X			X					X					X		10/20
S24		X				X				X					X				X		12/20
S25	X						X				X			X						X	13/20
S26		X				X					X			X				X			12/20
S27			X			X				X					X				X		14/20
S28		X				X					X			X					X		13/20
Total	344																				12.28/20

Table 6.9. Results of the Post Test – The Control Group

After the treatment took place (after having conducted the experiment), a post test is administered to both of the control and the experimental groups in an attempt to check whether there was any improvement in the students' final productions as compared to their initial ones. The graph below (6.2.) shows that the experimental group's performance is slightly better as compared to the means of the control group in terms of performances and this result goes somehow in the direction of our hypothesis.
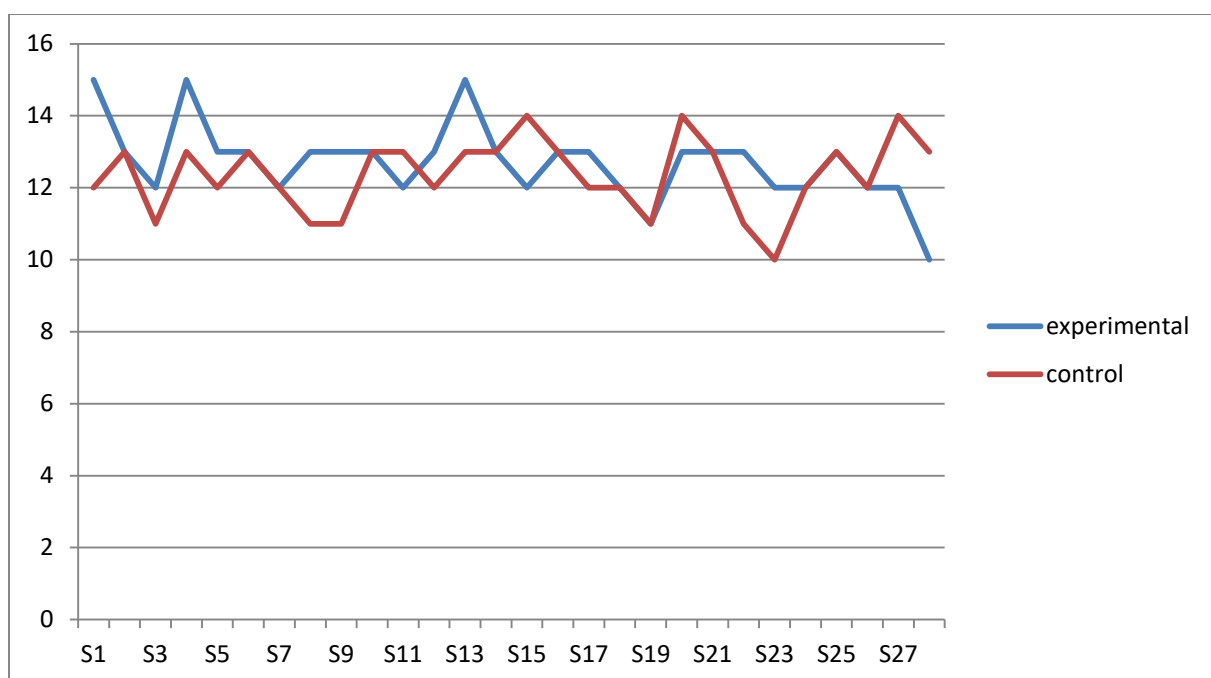
Graph 6.2. A Representation of Oral Performances in The Experimental and The Control Groups- Post Tests

6.2. Calculating the Means

The mean, by definition, is: "the sum of all scores divided by the number of scores" (Miller, 1975:36). In other words, the mean stands for the average in everyday language. It is obtained by the addition of every score and the division of the total by the number of scores.

6.2.1. Pre tests' Means

The table below (table 6.10.) exposes the pre test results of all the participants that underwent the experiment.

Experimental Group	Pre test Scores	Control Group	Pre test Scores
Student 1	14.00	Student 1	11.00
Student 2	12.00	Student 2	12.00
Student 3	12.00	Student 3	11.00
Student 4	14.00	Student 4	13.00
Student 5	12.00	Student 5	12.00
Student 6	11.00	Student 6	14.00
Student 7	12.00	Student 7	12.00
Student 8	12.00	Student 8	11.00
Student 9	12.00	Student 9	10.00
Student 10	10.00	Student 10	13.00
Student 11	11.00	Student 11	13.00
Student 12	13.00	Student 12	12.00
Student 13	14.00	Student 13	14.00
Student 14	12.00	Student 14	13.00
Student 15	12.00	Student 15	14.00
Student 16	12.00	Student 16	13.00
Student 17	12.00	Student 17	11.00
Student 18	12.00	Student 18	11.00
Student 19	10.00	Student 19	10.00
Student 20	12.00	Student 20	14.00
Student 21	12.00	Student 21	13.00
Student 22	12.00	Student 22	11.00
Student 23	11.00	Student 23	10.00
Student 24	11.00	Student 24	12.00
Student 25	11.00	Student 25	12.00
Student 26	10.00	Student 26	12.00
Student 27	10.00	Student 27	14.00
Student 28	05.00	Student 28	12.00
Total	323	Total	326

Table 6.10. Pre Test Findings

As shown, in table below (6.11.), the mean of the experimental group is (11.53), while the mean of the control group is (11.64). The results show that both of the experimental and the control groups have approximately the same level in oral performance.

	Experimental Group	Control Group
Mean	11.53	11.64

Table (6.11.): Pre tests' Means

6.2.2. Post tests' Means

In the table below (6.12.) are demonstrated the post test results of all the participants that took part in the experiment.

Experimental Group	Post test Scores	Control Group	Post test Scores
Student 1	15.00	Student 1	12.00
Student 2	13.00	Student 2	13.00
Student 3	12.00	Student 3	11.00
Student 4	15.00	Student 4	13.00
Student 5	13.00	Student 5	12.00
Student 6	13.00	Student 6	13.00
Student 7	12.00	Student 7	12.00
Student 8	13.00	Student 8	11.00
Student 9	13.00	Student 9	11.00
Student 10	11.00	Student 10	13.00
Student 11	12.00	Student 11	13.00
Student 12	13.00	Student 12	12.00
Student 13	15.00	Student 13	13.00
Student 14	13.00	Student 14	13.00
Student 15	12.00	Student 15	14.00
Student 16	13.00	Student 16	13.00
Student 17	13.00	Student 17	12.00
Student 18	12.00	Student 18	12.00
Student 19	11.00	Student 19	11.00
Student 20	13.00	Student 20	14.00
Student 21	13.00	Student 21	13.00
Student 22	13.00	Student 22	11.00
Student 23	12.00	Student 23	10.00
Student 24	12.00	Student 24	12.00
Student 25	13.00	Student 25	13.00
Student 26	12.00	Student 26	12.00
Student 27	12.00	Student 27	14.00
Student 28	10.00	Student 28	13.00
Total	354	Total	344

Table 6.12. Post Test Findings

In the table below (table 6.13.) are displayed the post test means of both of the
experimental and the control groups. The mean of the experimental group is (12.68), while the
mean of the control group is (12.28). In view of that, the difference in the post test results is

noticeable which means that the experimental group's oral performance is slightly better than the control group's performance.

	Experimental Group	Control Group
Mean	12.68	12.28

Table 6.13. Post tests' Means

6.2.3. Comparison of the Pre test and the Post test Means

The table below (table 6.14.) displays both of the pre and post tests' means. The post test's mean score shows that the control group has witnessed a slight progress (12.28) as compared to the mean score obtained in the pre test (11.64). Whereas, the experimental group's mean score of the post test has witnessed a significant improvement (12.68) as compared to the mean score obtained in the pre test (11.53). It is worth to note that the comparison made through the use of the results obtained by the calculation of the means is of value and supports the suppositions and assumptions set previously, yet it is not totally valid to draw a conclusion to prove or disapprove our claim, that is whether the C.L. activities enhance the students' motivation and develop their speaking skill. This, therefore, needs to the application of some significant tests that examine the relationship between the dependent and the independent variables which, in turn, will confirm or disconfirm the hypotheses. Among the wide range of the tests suggested, a T-test is used in this research for more suitability and validity.

	Experimental Group	Control Group
Pre test Mean	11.53	11.64
Post test Mean	12.68	12.28

Table 6.14. Pre test and Post Test Means

6.3. The Treatment

In the table below (table 6.15.) are exposed the activities used in the experiment with both of the experimental and the control groups as well as the main objectives of the activities and the time they take.

Activity	Task	
	Experimental Group	**Control Group**
Listening to Pharell Williams' Song (Happy)	Listening to the song for several times then filling the blanks cooperatively in the lyrics' sheet.	Listening to the song for several times then filling the blanks individually in the lyrics' sheet.
Watching the Movie "Pride and Prejudice"	Watching the movie then analyzing the plot cooperatively.	Watching the movie then analyzing the plot individually.
Chain Story	Every student in the group adds a sentence to create a group story.	
Heads and Tails		Every student gives a word whose end is the beginning of another.
Introducing Role Plays	Every group was given a situation to act on the spot.	
Role Plays	Every group writes the scenario of the play that they perform.	
Introducing Oral Presentations		Every student selects a topic of his/her choice to present orally and individually.
Oral Presentations		Every student selects a topic of his/her choice to present orally and individually.

Table 6.15. The Activities Used in the Experiment.

6.3.1. The Experimental Group

Session 1

The activity: Listening to the song of Pharell Williams "Happy".

The task: Listening to the song for many times and then filling in the gaps o, the sheet of lyrics.

Time: Introducing the singer and the music genre, listening to the song and filling in the gaps for 15 minutes, checking for the answers 15 minutes, discussing and debating the thematic of the song for 20 minutes, and ending up the session by singing the song for few times.

	Working cooperatively	Listening	Performing The Task	Motivation and Participation	Oral Performance
1	Inefficient	Inaccurate	Inaccurate	Very low	Poor
2	Efficient to a given extent	Accurate to a given extent	Accurate to a given extent	Low	Average
3	Efficient	Accurate	Accurate	Medium	Good
4	Very efficient	Very accurate	Very accurate	High	Very good

Table 6.16. The Rating Scale of Activity 1- The Experimental Group

Subjects		Working Cooperatively				Listening				Performing the Task				Motivation and Participation				Oral Performance				Averages
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Group 1	S1			x			x					x					x				x	17/20
	S2			x			x					x				x				x		15/20
	S3			x			x					x			x					x		14/20
	S4			x			x					x				x					x	16/20
	S5			x			x					x				x				x		15/20
Group 2	S6		x				x				x					x				x		13/20
	S7			x		x						x			x					x		13/20
	S8			x			x				x					x			x			12/20
	S9		x			x					x					x					x	13/20
	S10		x			x						x			x					x		12/20
Group 3	S11		x			x					x						x			x		13/20
	S12			x		x					x					x				x		13/20
	S13			x				x					x			x					x	17/20
	S14			x				x				x				x				x		15/20
Group 4	S15		x			x						x			x					x		12/20
	S16			x		x					x					x				x		13/20
	S17	x						x				x				x				x		13/20
	S18		x			x					x						x				x	14/20
Group 5	S19			x				x			x				x					x		13/20
	S20			x		x						x			x						x	14/20
	S21			x				x				x				x				x		15/20
	S22		x					x			x					x					x	14/20
Group 6	S23			x		x						x			x						x	14/20
	S24			x		x						x			x					x		13/20
	S25		x			x					x					x				x		12/20
Group 7	S26		x			x						x			x				x			12/20
	S27			x		x						x			x					x		13/20
	S28		x			x						x				x			x			12/20
Total		382																					13.64/20

Table 6.17. Check List- The Experimental Group- Pharell Williams' Song

Sessions 2, 3 and 4

The activity: Watching the Movie "Pride and Prejudice"

The task: Watching the movie, naming the characters, dividing the characters to round and flat characters, analyzing the plot: the initial situation, conflict, complication, climax, suspense, denouement, and conclusion. Then, discussing and debating the movie.

Time: watching the movie for three hours, performing the task for 30 minutes, debating the movie for 30 minutes, and acting for 30 minutes.

	Working cooperatively	**Comprehension**	**Performing The Task**	**Motivation and Participation**	**Oral Performance**
1	Inefficient	Bad	Inaccurate	Very low	Poor
2	Efficient to a given extent	Average	Accurate to a given extent	Low	Average
3	Efficient	Good	Accurate	Medium	Good
4	Very efficient	Very Good	Very accurate	High	Very good

Table 6.18. The Rating Scale of Activity 2- The Experimental Group

Subjects		Working Cooperatively				Comprehension				Performing the Task				Motivation and Participation				Oral Performance				Averages
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Group 1	S1			x			x					x					x				x	17/20
	S2			x			x					x					x			x		16/20
	S3			x			x					x				x				x		15/20
	S4				x		x					x				x					x	17/20
	S5			x			x						x			x				x		16/20
Group 2	S6		x			x							x	x							x	14/20
	S7		x				x						x	x							x	15/20
	S8			x		x						x				x			x			13/20
	S9			x			x					x				x				x		15/20
	S10			x		x					x					x				x		13/20
Group 3	S11		x				x						x	x						x		14/20
	S12		x				x					x				x					x	14/20
	S13				x	x						x					x			x		17/20
	S14				x	x						x				x				x		16/20
Group 4	S15		x				x					x				x					x	14/20
	S16		x			x						x				x				x		13/20
	S17		x				x					x				x			x			13/20
	S18				x	x						x			x					x		14/20
Group 5	S19			x			x				x					x		x				13/20
	S20		x			x						x					x				x	15/20
	S21				x	x							x	x						x		15/20
	S22		x			x							x			x				x		14/20
Group 6	S23			x			x					x		x							x	14/20
	S24		x				x					x					x			x		14/20
	S25		x				x					x				x			x			12/20
Group 7	S26			x		x						x		x						x		13/20
	S27		x				x			x						x				x		13/20
	S28		x			x						x				x				x		12/20
Total		401																					14.32/20

Table 6.19. Check List- The Experimental Group- "Pride and Prejudice" the Movie

Sessions 5 and 6

The activity: The "chain story" game.

The task: On the spot, each student adds a sentence to create a group story.

Time: 1 hour 20 minutes. Performing the activity, one group after another for several times and commenting about each story of each group.

	Working cooperatively	Content	Performing The Task	Motivation and Participation	Oral Performance
1	Inefficient	Poor	Inaccurate	Very low	Poor
2	Efficient to a given extent	Average	Accurate to a given extent	Low	Average
3	Efficient	Good	Accurate	Medium	Good
4	Very efficient	Very good	Very accurate	High	Very good

Table 6.20. The Rating Scale of Activity 3- The Experimental Group

Subjects		Working Cooperatively				Content				Performing the Task				Motivation and Participation				Oral Performance				Averages
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Group 1	S1			x				x				x				x					x		15/20
	S2		x					x				x				x			x				13/20
	S3		x					x			x					x					x		13/20
	S4			x				x				x				x					x		15/20
	S5		x					x				x				x					x		14/20
Group 2	S6		x				x				x					x					x		13/20
	S7		x					x			x					x						x	14/20
	S8			x			x					x			x						x		13/20
	S9		x				x				x						x					x	14/20
	S10		x				x					x			x						x		12/20
Group 3	S11		x						x		x						x				x		14/20
	S12			x					x		x					x						x	14/20
	S13			x				x				x				x					x		15/20
	S14			x				x			x					x					x		13/20
Group 4	S15			x			x				x					x					x		13/20
	S16		x				x					x				x				x			13/20
	S17			x			x					x			x						x		13/20
	S18		x					x				x			x							x	14/20
Group 5	S19			x			x					x				x				x			13/20
	S20				x		x				x					x					x		14/20
	S21			x				x				x				x					x		15/20
	S22			x			x				x					x					x		13/20
Group 6	S23		x					x			x					x				x			13/20
	S24			x			x					x			x						x		13/20
	S25			x			x					x			x						x		12/20
Group 7	S26			x				x			x				x						x		13/20
	S27		x					x			x					x						x	14/20
	S28		x				x					x			x						x		12/20
Total		377																					13.46/20

Table 6.21. Check List- The Experimental Group- Chain Story

Sessions 7 and 8

Introducing Role Plays (Simulation)

The activity: staging.

The task: Each group performs the situation suggested on the spot (simulation). After the performance, the audience is going to name the characters, divide them to round and flat characters, and discuss the events, the climax and the moral of the play. Feedback (praise and critics) is the last point to be dealt with.

Time: performing the activity for 20 minutes, discussion and debate for 30 minutes, and feedback (praise and critics) for 15 minutes.

	Working cooperatively	**Content**	**Performing The Task**	**Motivation and Participation**	**Oral Performance**
1	Inefficient	Poor	Inaccurate	Very low	Poor
2	Efficient to a given extent	Average	Accurate to a given extent	Low	Average
3	Efficient	Good	Accurate	Medium	Good
4	Very efficient	Very good	Very accurate	High	Very good

Table 6.22. The Rating Scale of Activity 4- The Experimental Group

Subjects		Working Cooperatively				Coonte				Performing the Task				Motivation and Participation				Oral Performance				Averages
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Group 1	S1		x					x				x			x						x		13/20
	S2		x					x			x				x						x		12/20
	S3		x					x			x					x				x			12/20
	S4		x				x					x				x				x			12/20
	S5	x					x				x						x			x			12/20
Group 2	S6		x					x			x				x						x		13/20
	S7		x				x				x					x			x				11/20
	S8		x				x					x				x		x					11/20
	S9		x				x				x				x						x		11/20
	S10		x				x				x					x					x		12/20
Group 3	S11		x				x				x					x					x		13/20
	S12			x			x				x					x					x		13/20
	S13			x				x				x			x					x			13/20
	S14	x					x				x						x				x		12/20
Group 4	S15			x			x					x			x					x			12/20
	S16		x				x				x					x					x		12/20
	S17		x				x					x			x						x		12/20
	S18			x			x					x			x						x		13/20
Group 5	S19		x				x				x					x			x				11/20
	S20		x					x			x					x			x				11/20
	S21		x				x					x			x						x		12/20
	S22			x				x			x				x				x				12/20
Group 6	S23		x				x					x			x						x		13/20
	S24		x				x				x				x						x		11/20
	S25		x				x				x				x						x		12/20
Group 7	S26		x				x				x					x			x				12/20
	S27	x						x			x				x				x				12/20
	S28			x			x				x				x				x				12/20
Total		337																					12.03/20

Table 6.23. Check List- The Experimental Group- Introducing Role Plays (Simulations)

Subjects		Working Cooperatively				Content				Performing the Task				Motivation and Participation				Oral Performance				Averages
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Group 1	S1			x				x				x			x							x	15/20
	S2			x				x			x				x					x	x		13/20
	S3		x					x			x					x					x		13/20
	S4			x				x			x					x						x	15/20
	S5		x					x			x					x						x	14/20
Group 2	S6			x			x				x					x					x		13/20
	S7		x				x					x					x				x		14/20
	S8			x			x				x					x			x				12/20
	S9			x			x				x					x			x				13/20
	S10		x					x			x					x			x				12/20
Group 3	S11			x			x				x				x						x		12/20
	S12		x					x			x				x						x		12/20
	S13			x				x				x				x					x		15/20
	S14			x				x			x				x					x			13/20
Group 4	S15			x				x				x			x					x			12/20
	S16		x				x				x					x		x					11/20
	S17		x				x				x					x					x		12/20
	S18			x				x				x			x					x			13/20
Group 5	S19		x				x				x						x	x					12/20
	S20			x			x					x			x						x		13/20
	S21		x						x		x				x							x	14/20
	S22			x				x		x					x						x		13/20
Group 6	S23		x			x					x				x				x				11/20
	S24			x				x			x				x				x				12/20
	S25		x			x				x						x		x					11/20
Group 7	S26			x		x				x					x			x					11/20
	S27			x				x		x						x		x					12/20
	S28		x				x				x					x			x				10/20
Total		353																					12.60/20

Table 6.24. Check List- The Experimental Group- Introducing Role Palys (Simulations)

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Sessions 9, 10, 11 and 12

Staging Role Plays

The activity: staging role plays 1,2,3,4,5,6,7.

The task: Each group writes the scenario of the play that is to be performed and rehearsed a week earlier. After the performance, the audience is going to name the characters, divide them to round and flat characters, and discuss the events, the climax and the moral of the play. Feedback (praise and critics) is the last point to be dealt with.

Time: performing the activity for 20 minutes, discussion and debate for 30 minutes, and feedback (praise and critics) for 15 minutes.

	Working cooperatively	**Content**	**Performing The Task**	**Motivation and Participation**	**Oral Performance**
1	Inefficient	Poor	Inaccurate	Very low	Poor
2	Efficient to a given extent	Average	Accurate to a given extent	Low	Average
3	Efficient	Good	Accurate	Medium	Good
4	Very efficient	Very good	Very accurate	High	Very good

Table 6.25. The Rating Scale of Activity 4- The Experimental Group

Subjects		Working Cooperatively				Content				Performing the Task				Motivation and Participation				Oral Performance				Averages
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Group 1	S1			x				x				x					x			x		16/20
	S2			x				x				x					x			x		16/20
	S3			x				x				x					x			x		16/20
	S4		x					x			x						x			x		14/20
	S5			x				x			x					x				x		14/20
Group 2	S6			x			x				x					x				x		13/20
	S7		x				x				x						x			x		13/20
	S8		x				x				x					x			x			12/20
	S9			x			x					x				x				x		14/20
	S10		x				x				x				x				x			12/20
Group 3	S11			x				x			x				x				x			13/20
	S12			x				x			x				x				x			13/20
	S13			x				x				x					x			x		15/20
	S14			x				x			x					x			x			13/20
Group 4	S15		x					x			x					x			x			12/20
	S16		x					x			x					x				x		13/20
	S17		x					x			x					x			x			12/20
	S18			x				x			x				x					x		13/20
Group 5	S19		x				x				x				x					x		12/20
	S20			x			x				x					x				x		13/20
	S21			x			x					x				x				x		14/20
	S22		x				x				x					x				x		12/20
Group 6	S23		x					x			x					x				x		13/20
	S24		x					x			x					x			x			12/20
	S25		x					x			x				x					x		12/20
Group 7	S26		x				x					x				x			x			12/20
	S27		x				x					x				x				x		13/20
	S28		x				x					x				x				x		13/20
Total		370																					13.21/20

Table 6. 26. Check List- Role Plays

6.3.2. The Control Group

Session 1

The activity: Listening to the song of Pharell williams "Happy".

The task: Listening to the song for many times and the writing down the chorus of the song.

Time: Listening to the song for 15 minutes, checking for the answers 15 minutes, discussing and debating the thematic of the song for 20 minutes, and singing the song for few times.

	Working Individually	Listening	Performing The Task	Motivation and Participation	Oral Performance
1	Inefficient	Inaccurate	Inaccurate	Very low	Poor
2	Efficient to a given extent	Accurate to a given extent	Accurate to a given extent	Low	Average
3	Efficient	Accurate	Accurate	Medium	Good
4	Very efficient	Very accurate	Very accurate	High	Very good

Table 6.27. The Rating Scale of Activity 1- The Control Group

Subjects	Working Individually				Listening				Performing the Task				Motivation and Participation				Oral Performance				Averages
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
S1		X				X					X				X			X			12/20
S2			X			X				X					X			X			12/20
S3		X			X						X				X				X		13/20
S4		X			X						X			X				X			10/20
S5	X					X					X			X				X			10/20
S6		X				X				X					X				X		12/20
S7		X				X					X			X				X			11/20
S8			X			X					X			X					X		13/20
S9			X			X					X				X			X			13/20
S10		X					X			X					X			X			12/20
S11		X				X				X					X				X		12/20
S12		X				X			X						X			X			10/20
S13		X				X					X				X			X			12/20
S14	X						X			X					X			X			11/20
S15	X					X					X			X					X		11/20
S16			X			X					X			X					X		13/20
S17			X				X			X				X				X			12/20
S18		X				X				X					X				X		12/20
S19		X					X			X				X				X			11/20
S20		X			X						X			X					X		11/20
S21			X				X				X			X				X			12/20
S22			X			X					X			X					X		13/20
S23			X				X			X						X		X			14/20
S24		X				X				X					X				X		12/20
S25			X			X					X			X				X			12/20
S26	X						X			X				X				X			11/20
S27	X					X					X				X				X		11/20
S28		X					X		X					X				X			10/20
Total	308																				11/20

Table 6.28. Check List- The Control Group- Pharell Williams Song Happy

Sessions 2, 3 and 4

The activity: Watching the Movie "Pride and Prejudice"

The task: Watching the movie, naming the characters, dividing the characters to round and flat characters, analyzing the plot: the initial situation, conflict, complication, climax, suspense, denouement, and conclusion. Then, discussing and debating the movie.

Time: watching the movie for three hours, performing the task for 30 minutes, debating the movie for 30 minutes, and acting for 30 minutes.

	Working Individually	**Comprehension**	**Performing The Task**	**Motivation and Participation**	**Oral Performance**
1	Inefficient	Bad	Inaccurate	Very low	Poor
2	Efficient to a given extent	Average	Accurate to a given extent	Low	Average
3	Efficient	Good	Accurate	Medium	Good
4	Very efficient	Very good	Very accurate	High	Very good

Table 6.29. The Rating Scale of Activity 2- The Control Group

Subjects	Working Individually				Comprehension				Performing the Task				Motivation and Participation				Oral Performance				Averages
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
S1		X				X					X				X			X			12/20
S2	X					X					X				X				X		13/20
S3			X			X					X				X				X		13/20
S4		X				X					X			X				X			11/20
S5	X						X			X					X			X			11/20
S6		X				X				X					X				X		12/20
S7		X			X					X					X			X			10/20
S8		X			X					X					X			X			11/20
S9			X			X				X				X				X			11/20
S10	X						X			X				X					X		12/20
S11		X					X			X					X				X		13/20
S12			X			X					X			X					X		13/20
S13		X			X					X					X			X			10/20
S14	X					X					X			X				X			10/20
S15		X				X					X			X				X			11/20
S16			X				X			X				X				X			12/20
S17		X				X				X					X				X		12/20
S18		X			X					X					X			X			11/20
S19		X				X					X				X			X			12/20
S20			X			X				X				X					X		12/20
S21		X					X				X					X		X			11/20
S22			X			X				X					X				X		13/20
S23		X					X				X				X				X		14/20
S24		X				X					X			X					X		12/20
S25			X				X			X				X				X			12/20
S26		X				X				X				X				X			10/20
S27		X				X				X					X			X			11/20
S28			X			X				X				X				X			11/20
Total	327																				11.65/20

Table 6.30. Check List- The Control Group- Watching the Movie "Pride and Prejudice"

Sessions 5 and 6

The activity: The "heads and tails" game.

The task: In "heads and tails", we explained to students that the "tail" of one word is the "head" of another word, for instance: goo**d, d**ea**r, r**ich, **ch**ildre**n, n**ice … etc. each student is supposed to give a word whose ending is the beginning of another in very few seconds, the winner is the one that succeeds in winning all the students.

Time: performing the activity for 80 minutes (several rounds).

	Working Individually	**Vocabulary**	**Performing The Task**	**Motivation and Participation**	**Oral Performance**
1	Inefficient	Inaccurate	Inaccurate	Very low	Poor
2	Efficient to a given extent	Accurate to a given extent	Accurate to a given extent	Low	Average
3	Efficient	Accurate	Accurate	Medium	Good
4	Very efficient	Very accurate	Very accurate	High	Very good

Table 6.31. The Rating Scale of Activity 3- The Control Group

Subjects	Working Individually				Vocabulary				Performing the Task				Motivation and Participation				Oral Performance				Averages
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
S1			X				X			X				X					X		**13/20**
S2			X				X			X				X					X		**12/20**
S3		X				X					X				X				X		**13/20**
S4		X					X			X					X				X		**13/20**
S5		X					X			X					X			X			**12/20**
S6			X			X					X			X				X			**12/20**
S7			X			X				X				X					X		**12/20**
S8	X					X				X					X			X			**11/20**
S9			X			X				X					X				X		**12/20**
S10			X			X					X			X					X		**13/20**
S11			X				X			X				X						X	**14/20**
S12		X					X			X					X					X	**14/20**
S13		X				X				X				X				X			**10/20**
S14		X			X					X					X			X			**10/20**
S15			X		X					X					X			X			**11/20**
S16			X		X						X			X				X			**11/20**
S17			X			X				X				X					X		**12 /20**
S18			X			X				X					X			X			**12/20**
S19		X				X					X				X				X		**12/20**
S20		X				X				X					X			X			**11/20**
S21			X			X					X			X					X		**13/20**
S22			X			X				X				X					X		**12/20**
S23		X					X			X					X				X		**13/20**
S24			X				X		X					X				X			**11/20**
S25		X				X				X				X				X			**10/20**
S26		X				X				X					X			X			**11/20**
S27			X		X					X				X				X			**11/20**
S28		X			X						X				X			X			**11/20**
Total	333																				**11.86/20**

Table 6.32. Check List - The Control Group- Heads and Tails

Sessions 7 and 8

Introducing Individual Presentations

The activity: Individual presentations.

The task: The students speak about scientific, social or historical information of their choice, or a movie they watched or a novel they read.

Time: Every student performs the activity in 5 minutes, then receives the audience's and the teacher's feedback (praise and critics) simultaneously after every single presentation.

	Working Individually	**Content**	**Performing The Task**	**Motivation and Participation**	**Oral Performance**
1	Inefficient	Poor	Inaccurate	Very low	Poor
2	Efficient to a given extent	Average	Accurate to a given extent	Low	Average
3	Efficient	Good	Accurate	Medium	Good
4	Very efficient	Very good	Very accurate	High	Very good

Table 6.33. The Rating Scale of Activity 5- The Control Group

Subjects	Working Individually				Content				Performing the Task				Motivation and Participation				Oral Performance				Averages
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
S1		X					X			X					X					X	14/20
S2		X					X			X					X				X		13/20
S3		X				X					X			X					X		12/20
S4			X			X				X				X				X			12/20
S5		X				X				X					X				X		12/20
S6			X			X					X			X					X		13/20
S7	X					X					X				X			X			11/20
S8			X		X						X			X				X			11/20
S9		X				X					X			X					X		12/20
S10		X					X			X					X			X			12/20
S11		X				X				X					X				X		12/20
S12		X					X			X					X				X		13/20
S13		X				X					X				X				X		13/20
S14		X				X				X						X		X			12/20
S15			X				X			X				X				X			12/20
S16		X				X				X						X		X			12/20
S17			X			X				X				X					X		12/20
S18			X			X					X			X					X		13/20
S19	X						X			X						X			X		12/20
S20	X					X					X			X				X			11/20
S21		X					X				X			X				X			11/20
S22			X				X			X				X				X			12/20
S23		X					X				X			X						X	14/20
S24			X			X					X			X				X			12/20
S25		X			X					X						X		X			12/20
S26		X					X			X				X					X		12/20
S27		X				X				X					X				X		12/20
S28			X			X					X			X					X		12/20
Total	342																				12.21/20

Table 6.34. Check List – The Control Group- Introducing Individual Presentations

Sessions 9, 10, 11 and 12

Individual Presentations

The activity: Individual presentations.

The task: The students speak about scientific, social or historical information of their choice, or a movie they watched or a novel they read.

Time: Every student performs the activity in 5 minutes, then receives the audience's and the teacher's feedback (praise and critics) simultaneously after every single presentation.

	Working Individually	**Content**	**Performing The Task**	**Motivation and Participation**	**Oral Performance**
1	Inefficient	Poor	Inaccurate	Very low	Poor
2	Efficient to a given extent	Average	Accurate to a given extent	Low	Average
3	Efficient	Good	Accurate	Medium	Good
4	Very efficient	Very good	Very accurate	High	Very good

Table 6.35. The Rating Scale of Activity 5- The Control Group

Subjects	Working Individually				Content				Performing the Task				Motivation and Participation				Oral Performance				Averages
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
S1			X				X				X				X					X	16/20
S2			X			X				X					X					X	14/20
S3				X		X				X					X				X		14/20
S4			X				X				X					X			X		16/20
S5			X				X				X				X				X		15/20
S6			X			X					X			X					X		13/20
S7		X					X				X			X						X	14/20
S8			X			X				X					X				X		13/20
S9		X				X					X				X				X		13/20
S10			X			X					X			X				X			12/20
S11				X			X				X			X				X			13/20
S12			X				X				X			X			X				13/20
S13				X			X				X				X				X		16/20
S14			X			X				X						X			X		14/20
S15		X				X				X					X				X		13/20
S16			X			X				X					X			X			12/20
S17			X			X				X				X					X		12/20
S18		X					X				X				X			X			13/20
S19			X				X			X				X						X	14/20
S20			X				X				X				X				X		13/20
S21			X				X				X				X				X		15/20
S22		X					X			X					X				X		13/20
S23			X			X				X				X					X		12/20
S24		X				X				X					X				X		12 /20
S25			X				X			X				X				X			12/20
S26		X				X				X					X			X			12/20
S27		X				X				X				X					X		12/20
S28		X				X				X					X			X			11/20
Total	336																				12/20

Table 6.37. Check List - The Control Group- Individual Presentations

6.3.3. Discussion of the Treatment's Findings

In the table below (table 6.37. p.170) are displayed the global averages of both of the experimental and control groups after having taken the treatment. In the first activity, both of the groups were required to listen several times to the song "Happy" of Pharell Williams, and try to find the correct words to fill in the gaps on the lyrics sheet previously handed to them. The song used in this activity was chosen by the students for the positivity it spreads. It is entitled "Happy", and it is sung by Pharell Williams. In this activity, the learner's listening, performance of the task, motivation and participation, and oral performance are evaluated along with the experimental group working cooperatively and the control group working individually. Interest and enthusiasm were demonstrated in both of the experimental and control group's behaviors, yet the experimental group over scored the control group. The experimental group scored (13.64/20), whereas the control group scored (11/20).

In the second activity, learners were required to watch "Pride and Prejudice" based on the novel of Jane Austen, and to analyze the plot at the end of the session. The learners' comprehension, performance of the task, motivation and participation, and oral performance were evaluated. Again, unlike the experimental group, which performed the task cooperatively, the control group performed it individually. Once again, learners of both groups enjoyed watching the movie and showed a considerable amount of motivation when doing the task. However, despite the difference in the scores of both of the experimental group (14.32/20) and the control group (11.65/20), an improvement is noticed in the scores of both groups as compared with the scores obtained in the first activity.

The third activity comprises the implementation of two language games: the chain story with the experimental group (working cooperatively to create a story), and heads and tails with the control group (working individually to find the correct word). In this activity, the content, the vocabulary, the performance of the task, the learners' motivation and participation, as well as their oral performance are evaluated. Eagerness and motivation were present all through the activity, yet again, the results displayed in the table below (table 6.37.) demonstrate that the experimental group over scored the control group. More precisely, the experimental group scored (13.46/20), whereas the control group scored (11.86/20). The results also demonstrate that there is a regression in the score of the experimental group in this activity as compared to the score obtained in the previous activity (14.32/20). A slight progression in the score of the control group is noticed in this activity as compared to the score obtained in the previous activity (11.65/20).

The fourth activity, that is role playing, is exclusively used with the experimental group. More clearly, learners of the experimental group are required to break into groups and to choose the ones they would like to work with (social integration groups) to write and perform their own plays. Yet, before implementing this activity, simulations are implemented in order to get the learners acquainted with the idea of jointing their ideas and skills to perform in front of a mass of people (classmates). The content of the plays, the performance of the task, the groups' motivation and participation, and their oral performance, as well as their cooperation are evaluated. In simulations, learners are asked to suggest a problem to solve, and choose a group for each situation. Hesitation and reluctance are very present at the beginning (12.03/20), which requires another session in an attempt to make the learners more comfortable with the idea of performing in front of their classmates.

In the second session, the aforementioned assumptions are attained, meaning that the learners are less anxious and more confident, and scored better than in the first performance (12.60/20). On the basis of the previous considerations, staging role plays, at that juncture, was possible and doable.

Learners of the experimental group were really motivated and creative, their enthusiasm was apparent in the themes they wrote, in their performance, and in their costumes. The global average of the scores they obtained is (13.21/20).

The fifth activity is solely implemented with the learners of the control group, and which comprises the oral presentations. In oral presentations the content of the presentations, as well as the learners' performance of the task, the learners' motivation and participation, and their oral performance are evaluated. With the purpose of making the learners be more familiar with the idea of public speaking, a session is devoted to introduce oral presentations. Learners are required to summarize a story they read, a movie they watched, or simply speak about one of their anecdotes in a short period of time. Some of the learners seems to be acquainted with this activity, and the global score of their short presentations is (12.21/20).

The learners of the control group showed a great deal of interest and motivation when they presented their topics, which treated some scientific and biological matters, at times, and social and psychological at other times. The global average of their presentations is (13.28/20).

As demonstrated in the table below (table 6.37.), the total average of the experimental group is (13.21/20), whereas the total average of the control group is (12.20/20). A reason that may explain that difference in scores could be related to

the fact that when working cooperatively to attain common goals, learners tend to encourage and help each other, and thus motivation is amplified. However, when learners work individually, interaction is lacking and thus motivation remains constant or varies within the same learner.

Activities		Experimental Group	Control Group
Activity 1	Listening to the song "Happy" of Pharell Williams	13.64/20	11/20
Activity 2	Watching the movie "Pride and Prejudice"	14.32/20	11.65/20
Activity 3	Chain Story (a language game)	13.46/20	
	Heads and Tails (a language game)		11.86/20
Activity 4	Introducing role plays through simulations	12.03/20	
		12.60/20	
	Staging role plays	13.21/20	
Activity 5	Introducing oral presentations		12.21/20
	Oral presentations		13.28/20
Total Averages		13.21/20	12/20

Table 6. 37. Global Averages

6.4. T-test

T-test is a statistical test that is frequently brought into play in various scientific experiments to check if the difference in the means of two groups is significant or not.

The formula:

$$t_{N1+N2-2} = \frac{(\bar{X}_1 - \bar{X}_2)\sqrt{N_1 + N_2 - 2)N_1 N_2}}{\sqrt{(N_1 S_1{}^2 + N_2 S_2{}^2)(N_1 + N_2)}}$$

X_1 is the mean of the first group

$\bar{X}_2$ is the mean of the second group

N_1 is the number of participants in the first group

N_2 is the number of participants in the second group

S_1 is the standard deviation (sample variance) of the first group

S_2 is the standard deviation (sample variance) of the second group

In this research, we predicted that the C.L. activities enhance EFL students' motivation and the speaking skill. Accordingly, the hypothesis of this research is one-tailed for the prediction of the difference is predetermined and has one direction. In social sciences, the level of significance that is most commonly used is (0.05) which is, in fact, the probability of being (95%) right and (5%) wrong.

6.4.1. Computation of T-test

Calculating the Means of the Groups

Control Group

$\sum X_1 = 346$

$\sum X_1^2 = 4304$

$X = \dfrac{\sum X_1}{N_1} = \dfrac{344}{28}$

$\bar{X}_1 = 12.30$

Experimental Group

$\sum X_2 = 356$

$\sum X_2^2 = 4558$

$X = \dfrac{\sum X_2}{N_2} = \dfrac{354}{28}$

$\bar{X}_2 = 12.71$

Calculating the Sample Variance (Standard Deviation)

Control Group

$S_1 = \sqrt{\dfrac{\sum X^2}{N} - \bar{X}^2}$

$S_1 = \sqrt{153.71 - 151.29}$

$S_1 = 12.40 - 12.28$

$S_1 = 0.12$

Experimental Group

$S_2 = \sqrt{\dfrac{\sum X^2}{N} - \bar{X}^2}$

$S_2 = \sqrt{153.71 - 151.29}$

$S_2 = 162.70 - 169.54$

$S_2 = 0.08$

T-test computation

$$t_{N1+N2-2} = \frac{(\bar{X}_1 - \bar{X}_2)\sqrt{(N_1 + N_2 - 2)N_1 N_2}}{\sqrt{(N_{1S2^2} + N_{2S1^2})(N_1 + N_2)}}$$

$$t_{N1+N2-2} = \frac{(12.64 - 12.28)\sqrt{(28 + 28 - 2)28x28}}{\sqrt{(28x0.08 + 28x0.12)(28 + 28)}}$$

$$t_{N1+N2-2} = \frac{0.36\sqrt{(54)28x28}}{\sqrt{(5.60)(56)}}$$

$$t = \frac{74.06}{17.70}$$

$$t = 4.18$$

6.4.2. Discussion of the T-test Findings

In the present research, it is hypothesized that the students' motivation and the speaking skill are enhanced if the C.L. activities are put into practice. To confirm or disconfirm this claim and check the efficiency of the implementation of the C.L. activities, a t-test was conducted in the end of the experiment. In consideration to the findings obtained from the t-test, our hypothesis, that is, whether the C.L. activities do enhance EFL students' motivation and speaking skill is confirmed and the background ideas set initially in our research are strengthened.

More to the point, the level of significance set for a t-test, one tailed, is (0.05/2), making (2.39) the critical value required. The obtained value of *t* is (4.18) that is much higher than the required value of *t* (4.18 > 2.39) with 54 degrees of freedom obtained through this formula N1+N2 -2. Hence, 28+28-2= 54.

In view of that, the results obtained are "statistically significant", and the hypothesis is confirmed, that is, the implementation of the C.L. activities do enhance EFL students' motivation and the speaking skill.

Conclusion

The central aim of this research focuses on Cooperative Learning activities and their effects on EFL students' motivation and the speaking skill. After the treatment took place, the findings obtained reinforced the appreciation of implementing Cooperative Learning activities in an Oral Expression class. More precisely, the comparison of the means along with the computation of the t-test of both the experimental and the control groups confirmed the usefulness of the application of Cooperative Learning activities in Oral Expression. classes; their implementation is motivating and contributes a lot in the development of the speaking skill.

Accordingly, the research's results go in the directions of the hypotheses and comfort the assumptions and suppositions set regarding the positive impact that the Cooperative Learning activities have on EFL students' motivation and their speaking skill.

Introduction

In this chapter, the findings obtained from the students' pre and post questionnaires, along with the teachers' questionnaire, are analyzed and interpreted with the purpose of determining the effectiveness of Cooperative Learning activities in enhancing EFL students' motivation and improving their speaking skill, as well as confirming or disconfirming the hypotheses that posit that that the implementation of Cooperative Learning activities in Oral Expression classes boosts the learners' motivation and develops their speaking skill.

7.1. The Students' Pre Questionnaire

7.1.1. Analysis of the Students' Pre Questionnaire

A) Section One: Personal Information (Q1, Q2 & Q3)

Question 1: what is your gender?

A glimpse at the table below reveals that the female learners involved in our study outnumber males. Out of the total number of the sample (56), we have recorded just (05) male subjects, making up (08.92%), whereas the rest of the sample, that is (51) are female subjects, making up (91.06%). This inserts nothing except for the question of motivation and interest

Table 7.38. The Students' Gender

Gender	Male	Female	Total
Number	05	51	56
%	08.92%	91.06%	100%

Graph 7.3. The Students' Gender
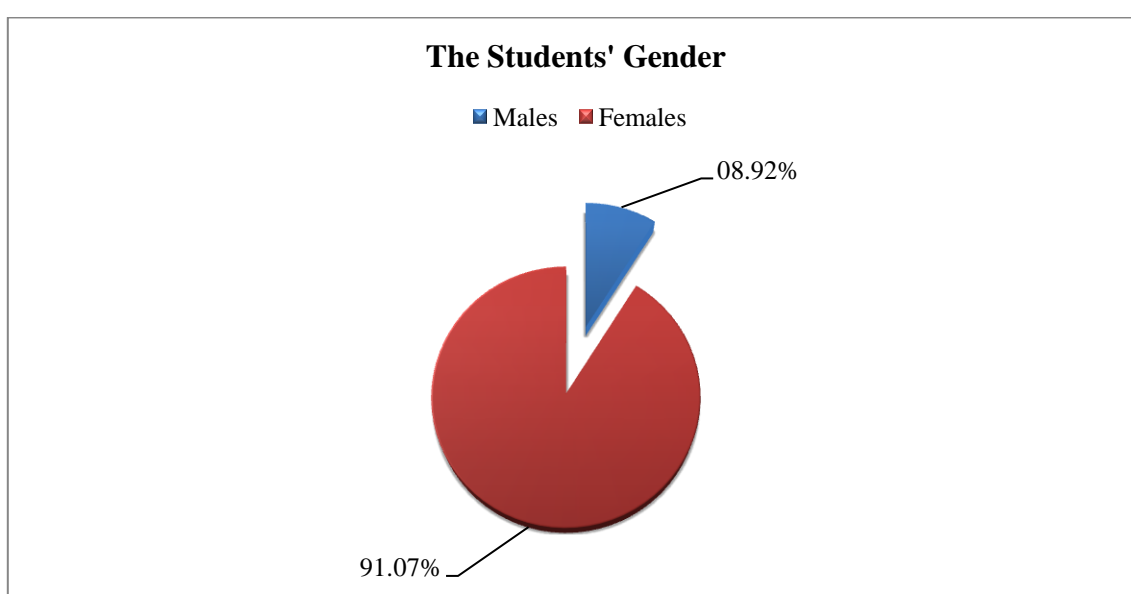
Question 2: How do you consider your level in English?

By this question, we intended to check how students evaluate their level in English. By and large, students relate their level to the marks they get and/or to their capacity to understand and produce a language. In view of that, only (2) participants making up (03.57%), consider their level as being high, while (5), making up (08.92%), revealed that their level is below average. Ten candidates (17.85%) assumed that their level is above average, when the highest percentage (69.64%), that is represented by (39) subjects, think of their level as being average. The low box was ticked by none of the participants.

Table 7.39. Students' Perception to Their Level in English

	High	Above Average	Average	Below Average	Low	Total
Number	02	10	39	05	00	56
%	03.56%	17.85%	69.64%	08.92%	00%	100%

Graph 7.4. Students' Perception to Their Level in English
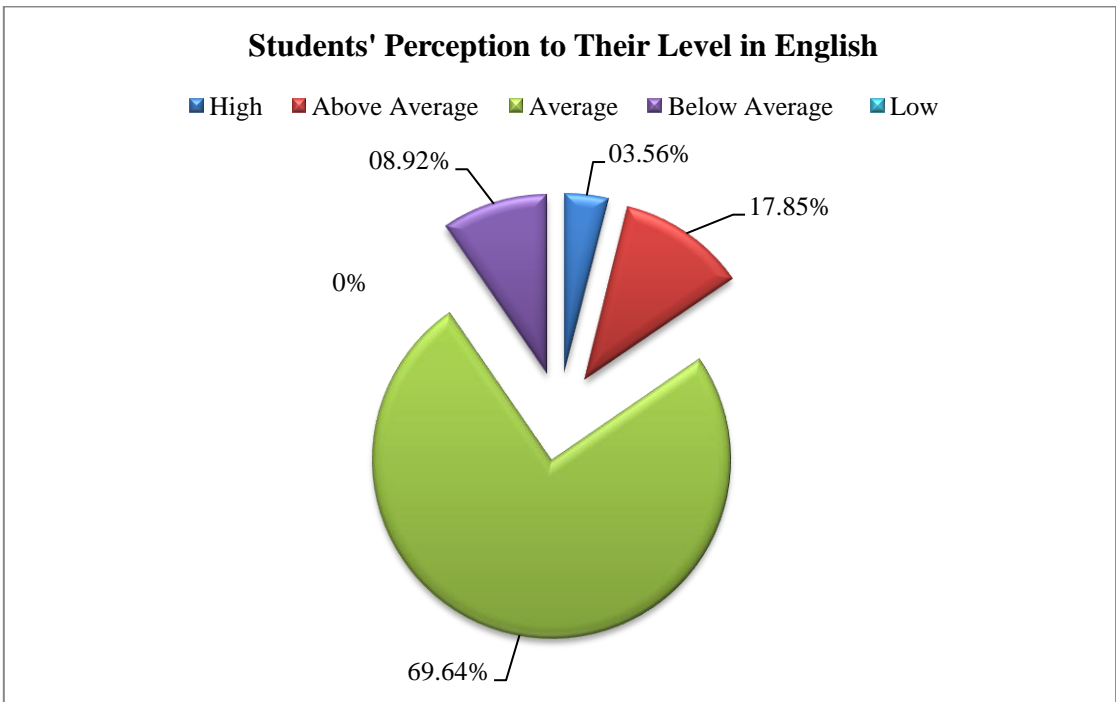
Question 3: Does your level enable you to express yourself?

A quick look at the results exposed in the table below reveals that the majority of the participants (42), making (75%), ticked the "yes" box, whereas the rest of them (14), making (25%), ticked the "no" box. This, in one way or another, confirms what was mentioned above (question 2) concerning the link that students build between their level and their ability to understand and produce the language.

The results of the second category may also mean that some of the participants are not convinced with their level and want to improve it.

Table 7.40. Students' Ability to Express Themselves in an Oral Expression Class

	Yes	*No*	*Total*
Number	*42*	*14*	*56*
%	*75%*	*25%*	*100%*

Graph 7.5. Students' Ability to Express Themselves in an Oral Expression Class

Students' Ability to Express Themselves in an Oral Expression Class
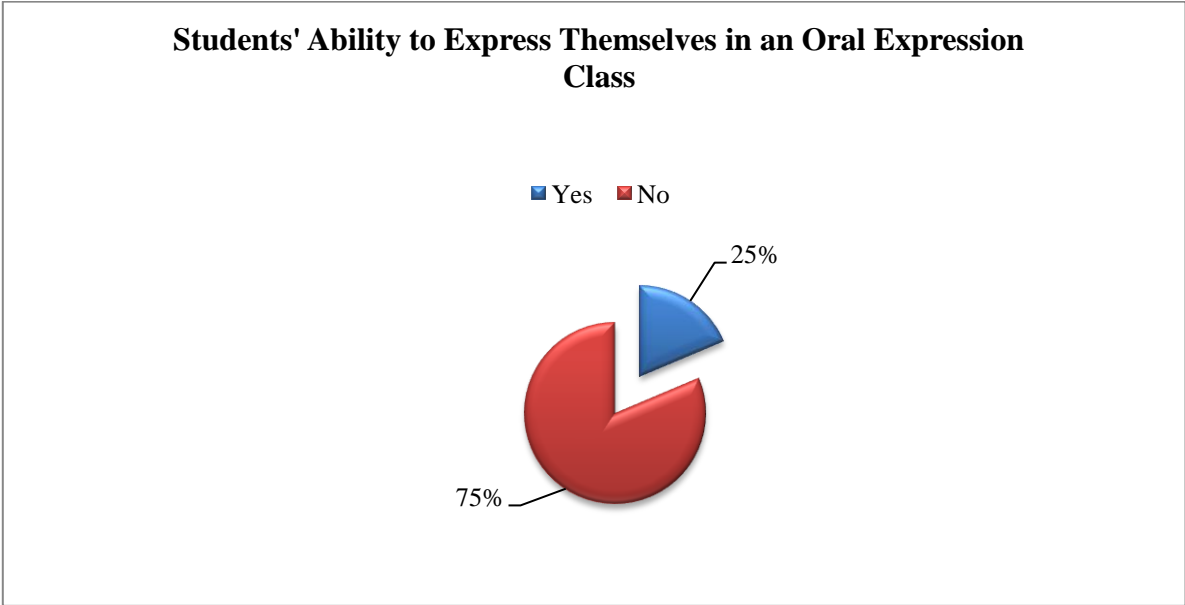
Section Two: Students' Motivation (Q4, Q5 & Q6)

Question 4: Do you enjoy your Oral Expression class?

This question was asked with the intention of knowing whether or not students enjoy their Oral Expression class. A large portion of participants (42),

making up (75%), stated that their O.E. class is "somewhat" enjoyable. Twelve students, making up (21.42%), noted that they enjoy their O.E. class "very much", while two, making up (03.56%), asserted that they do not find their oral expression class enjoyable "at all". As a matter of fact, the learners' answers, again, stressed the importance of the link they create between interest and participation. In other words, they do not participate if they are not motivated.

Table 7.41. Students' Level of Enjoyment During The Oral Expression Class

	Very much	Somewhat	Not at all	Total
Number	12	42	2	56
%	21.42%	75%	03.56%	100%

Graph 7.6. Students' Level of Enjoyment During The Oral Expression Class
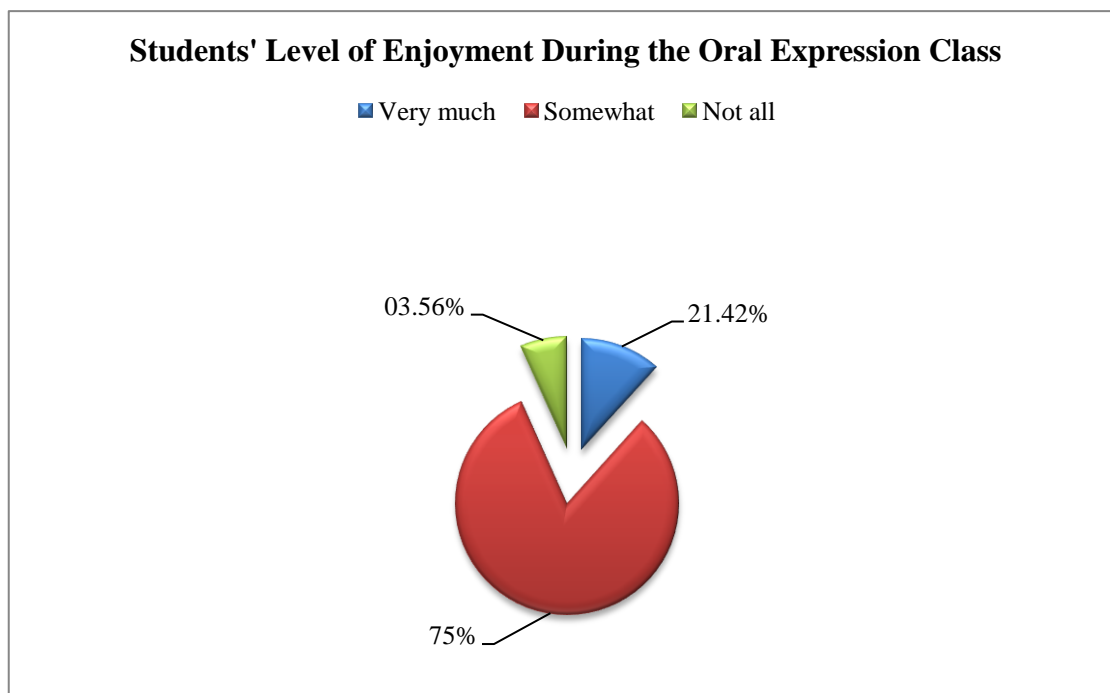
Question 5: How often do you participate?

We notice, in the table below, that a large portion of subjects (31), making up (55.36%), stated that "sometimes" they participate. The second highest percentage (21.42%) representing (12) participants affirmed that they "frequently" enjoy their Oral Expression class. An equal number of subjects (3), making up (05.36%), ticked the "always" and "never" boxes, while (7) subjects, making up (12.50%), ticked the "rarely" box. As a matter of fact, the learners' answers, again, stressed the importance of the link they create between interest and participation. In other words, they do not participate if they are not motivated.

Table 7.42. Students' Frequency of Participation

	Always	*Frequently*	*Sometimes*	*Rarely*	*Never*	*Total*
Number	*3*	*12*	*31*	*7*	*3*	*56*
%	*05.36%*	*21.42%*	*55.36%*	*12.50%*	*05.36%*	*100%*

Graph 7.7. Students' Frequency of Participation
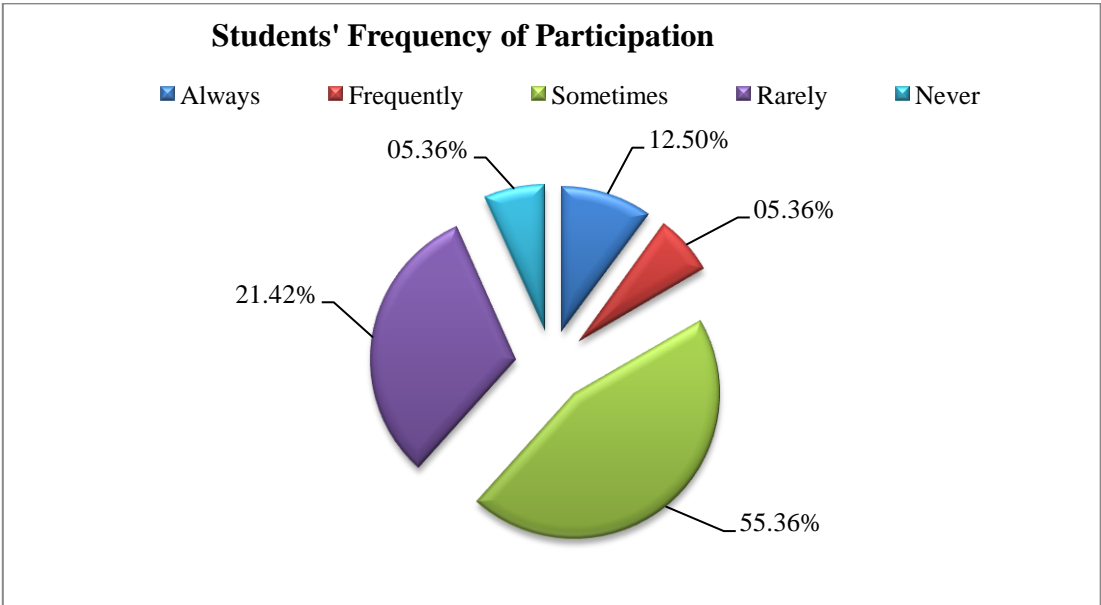
Question 6: Whatever your answer, please say why?

In the table below, students justify their frequency of participation, which seems to be related to motivation. For the subjects who ticked the "always" box (8.92%), participation is prominent; they have to attain their goals (improving their language) no matter what, since they are internally motivated. For the students who ticked the "frequently" box (6.66%), their motivation is prompted by their desire of expressing their opinion and by their teacher's invitation to participate. The majority of the subjects (44.64%) believe that they "sometimes" participate because they are not that confident about what they intend to say. They also claimed that the activities used in class are monotonous. The "rarely" box was ticked by (18) subjects making up (32.14%). This portion claimed that their frequency of participation is related to their shyness and lack of self-confidence which are affected by, either the teacher's negative feedback, or their classmates' reactions. A minority of subjects (6.66%) admitted that they "never" participate and they related that to their "dislike to take part in the activities used in class".

Table 7.43. Students' Justifications for Their Frequency of Participation

Options	The students' justifications	Number	%
Always	I like the Oral Expression module. I want to improve my language.	5	8.92%
Frequently	I want to be able to express my opinions fluently. The teacher invites me to speak frequently.	4	7.14%
Sometimes	I only participate when I am confident about what I am going to say. There is no variety in the classroom (in terms of activities). I don't have ideas about the topics we discuss.	25	44.64%
Rarely	I am shy and I lack self-confidence. I do not master the language. I am afraid of the teacher's negative feedback. My classmates' reactions inhibit me. I am not motivated enough. Always discussions.	18	32.14%
Never	I just do not like to participate.	4	7.14%
Total		56	100%

Section Three: The Students' Attitudes in their Oral Expression Class (Q7, Q8 & Q9)

Question 7: How do you feel during the Oral Expression class?

This question centers on the learners' state of comfort. As demonstrated in the table below, (24) candidates, making up (42.85%), revealed that they feel comfortable. This may indicate that this portion is, somehow, extrovert, for the reason that extroverts are, usually, talkative and risk takers. In contrast to that, (32) participants, making up (57.13%), noted that they feel uncomfortable for the reasons stated in the following question.

Table 744. Students' State of Comfort During the Oral Expression Class

	Comfortable	Uncomfortable	Total
Number	24	32	56
%	42.85%	57.13%	100%

Graph 7.8. Students' State of Comfort During the Oral Expression Class
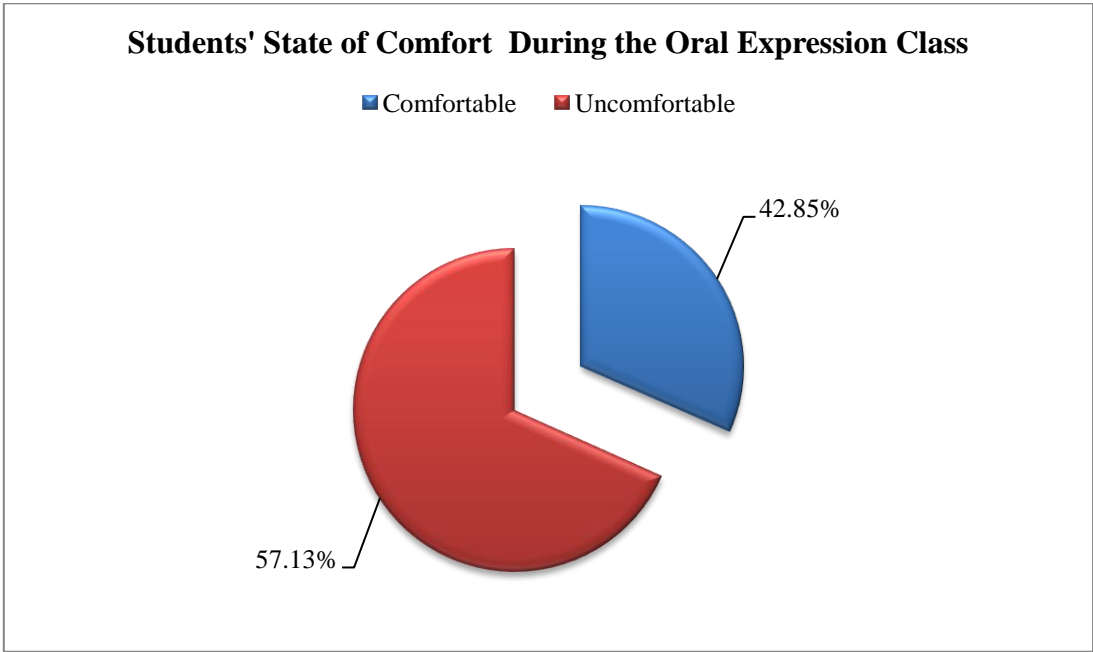
Question 8: If "comfortable" was your answer, what did your teacher do to create such an atmosphere?

In this question, the participants are asked about the reasons that make them feel comfortable in their O.E. class. A glance at the table below reveals that (8) participants making up (47.05%) related their comfortable state to their teacher's motivational behavior which is, as affirmed by many scientists around the world (Brown, 2003; Guilloteaux, & Dornyei, 2008), a very effective element in teaching. Praise and positive feedback were motivational attributes to (4) subjects, making up (23.52%). This, as a matter of fact, is of a great importance since it boosts the learners' motivation. One more prominent element that seems to be a bit neglected is the relationship that should be built among students. Building good relationships among students help in creating an anxiety free atmosphere, and thus an engaging one. Only (3) subjects (17.64%) noted that. Two candidates (11.76%) connect their comfortable state to the variety of the activities used in class.

Table 7.45. Students' Perceptions to The Atmosphere of Their Oral Expression Class

	Number	%
The teacher built a good relationship with students	*3*	*17.64%*
The teacher praised you when you answer correctly	*4*	*23.52%*
The teacher motivated you to participate	*8*	*47.05%*
The teacher used a variety of activities	*2*	*11.76%*
Total	*17*	*100%*

Graph 7.9. Students' Perceptions to The Atmosphere of Their Oral Expression Class
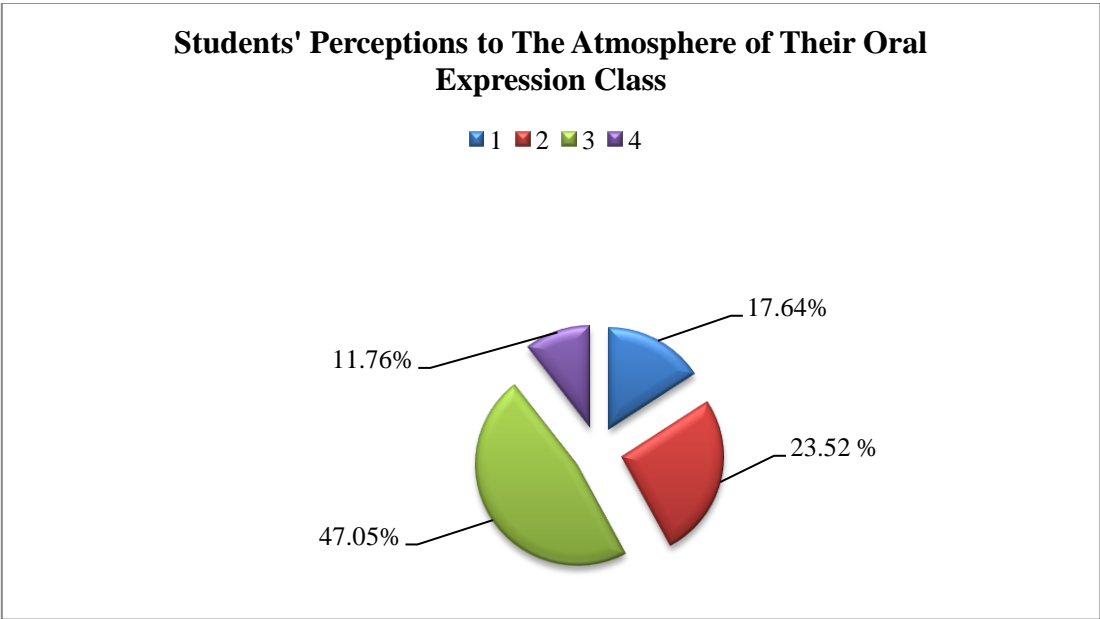
Question 9: If "uncomfortable", what makes you feel so?

By this question, we intend to find out the reasons behind students' feeling uncomfortable in their O.E. class. The majority of the participants (26) represented by the highest percentage (66.66%) relate their state of comfort to the teachers' negative feedback. This latter, in fact, plays a prominent role in motivation. Besides, it affects the students' self-esteem and self-concept (that is an amalgamation of "self-esteem and "self-efficacy"), especially the introverts. For this reason, teachers must be aware of the feedback they provide to their students. Eight students, making up (20.51%), affirmed that they are intimidated by their classmates reactions, while five of them, making up (12.82%), believed they feel "uncomfortable" because of the different activities used in their Oral Expression class.

Table 7.46. Students' Justifications to Their Uncomfortable State

	The teacher's negative feedback	*The classmates' reactions*	*The different activities used in class*	*Total*
Number	26	8	5	*39*
%	*66.66%*	*20.51%*	*12.82%*	*100%*

Graph 7.10. Students' justifications to their uncomfortable state
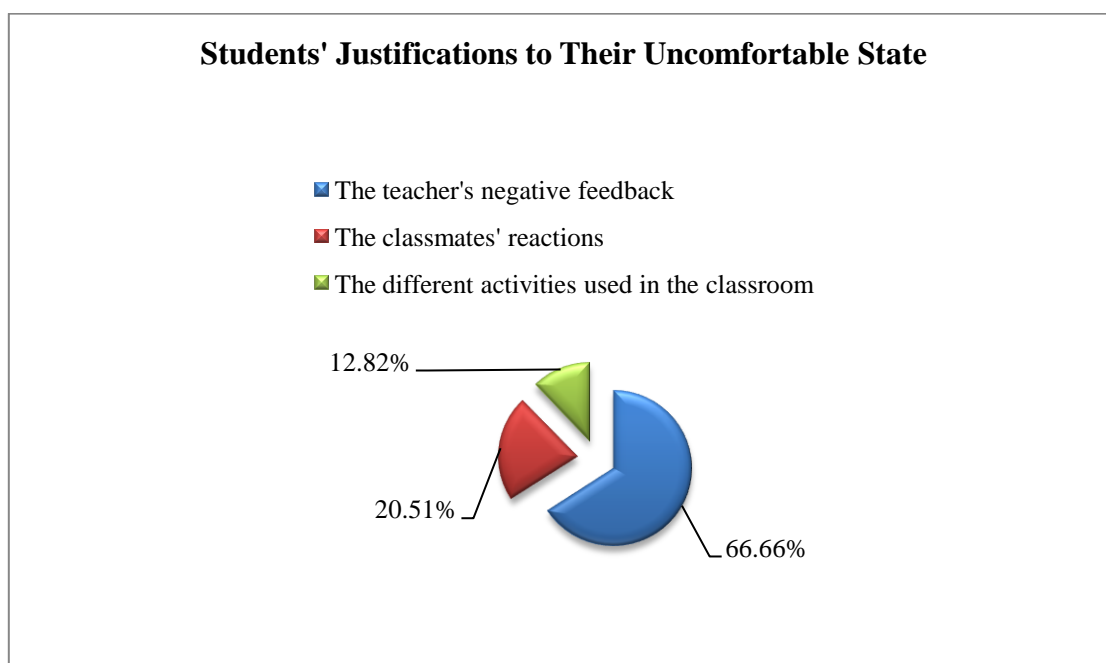
Section Four: The Students' Personality (Q10)

Question 10: How do you describe yourself?

A quick look at the table below shows that (53.57%) of the students stated that they are extroverts, while (46.43%) affirmed that they are introverts. The results shown in this table are close to the results presented in (table 7.42.)**,** where the students were asked about their frequency of participation. The students who are known for their higher frequency of participation (those who ticked the "always", "frequently",

"sometimes" boxes; making up (82.12%)), are thought of being somehow extroverts, in the sense that, they are risk takers and talkative, whereas the ones who "rarely" and "never" participate (17.85%)   are, usually, shy and hesitant or introverts.

Table 7.47. Students' personality

	Extrovert	*Introvert*	*Total*
Number	*30*	*26*	*56*
%	*53.57%*	*46.43%*	*100%*

Graph 7.11. Students' personality
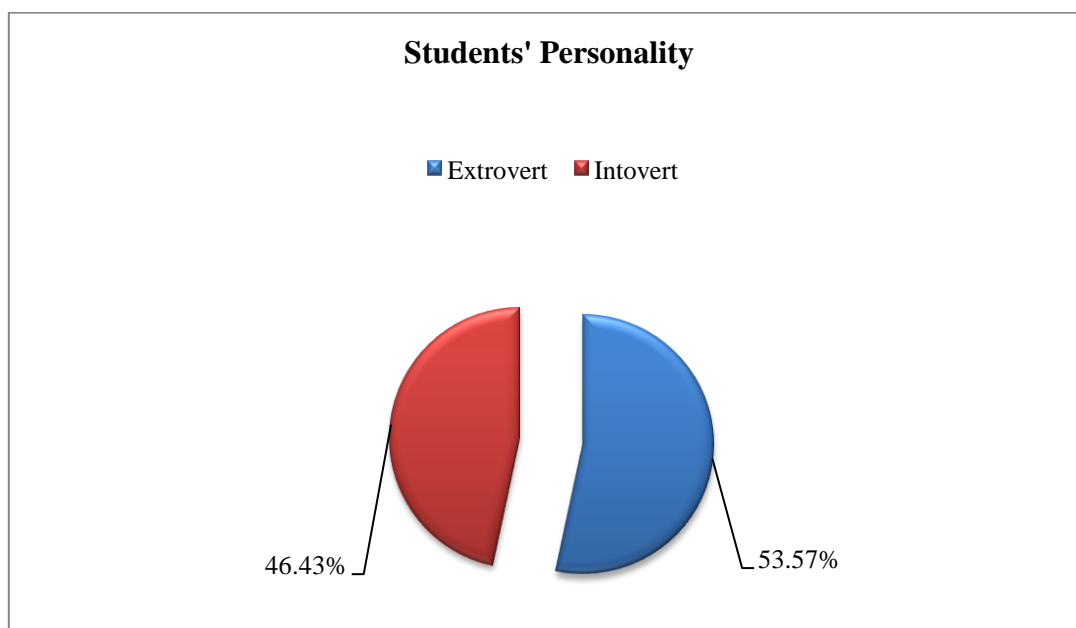
Section Five: The Teacher's Attitudes (Q11 to Q15)

Question 11: How would you describe your teacher?

As a matter of fact, teachers ought to be guides and/or facilitators in order for them to improve effectively communication among their students, and to create an

anxiety free atmosphere. The results exposed in the table below show that (35) students making up (62.50%) perceived their teacher as being a controller, while (21) of them making (37.50%) perceived their teacher as being a guide.

Table 7.48. Students' Description of Their Oral Expression Teacher

	A controller	*A guide*	*Total*
number	*35*	*21*	*56*
%	*62.50%*	*37.50%*	*100%*

Graph 7.12. Students' Description of Their Oral Expression Teacher
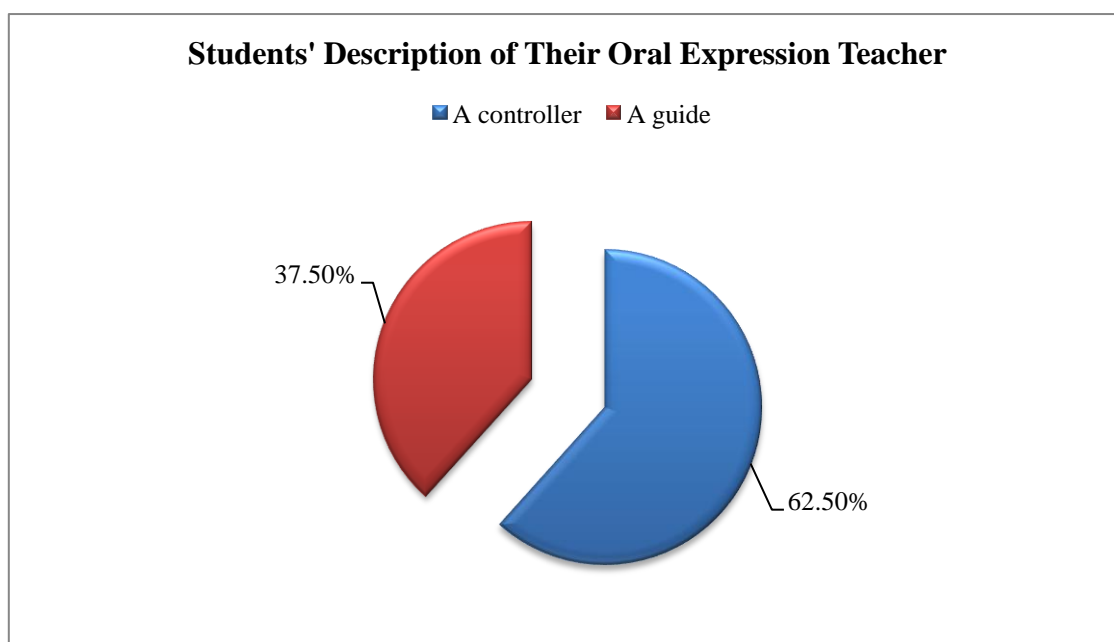
Question 12: How often does s/he invite you to speak?

Inviting the learners to participate, in fact, means encouraging and involving them in the lesson. Five participants (08.92%) stated that his/her teacher "always" invite him/her to participate. Ten candidates (17.85%) said that their teacher "frequently" involves them in the lesson. As shown in the table below, the majority

of the students (20), making up (57.14%), affirmed that their teacher sometimes encourages them to take part in the lesson. Six participants, making (10.71%), revealed that their teacher "rarely" invites them to speak, and only one participant (1), making (01.78%), believed that their teacher "never" invites them to participate. If some aspects of personality (shyness, reluctance, anxiety) were at issue, this would reveal interesting emotional patterns that would determine characteristic behavior and thought in both teachers and students that would bring more interest to the classroom atmosphere.

Table 7.49. Students' Frequency of Being Invited to Speak

	Always	*Frequently*	*Sometimes*	*Rarely*	*Never*	*Total*
Number	10	12	20	6	1	56
%	17.85%	21.42%	35.71%	10.71%	1.78%	100%

Graph 7.13. Students' Frequency of Being Invited to Speak
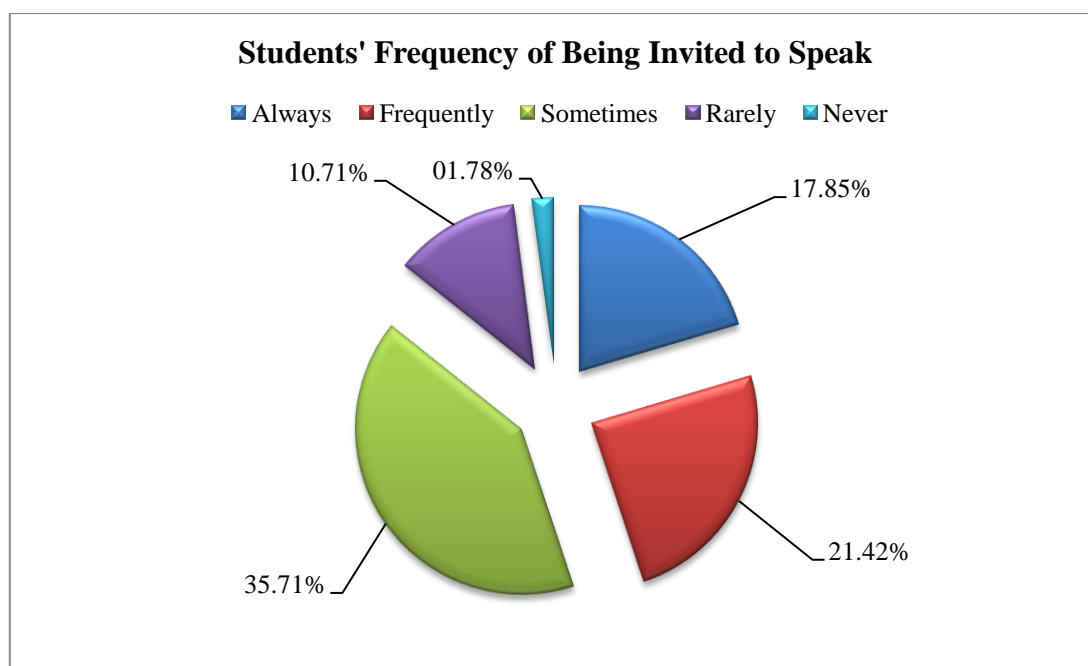
Question 13: Does your teacher praise you when you answer correctly?

One can say that praise to motivation acts as fuel to fire. It is a positive "reinforcement" that boosts up self esteem and self concept. In view of that, teachers ought to recognize their students' "success" and ought to praise them for the efforts they are making. The results presented in the table below show that the percentage of the subjects who believed that their teacher "always" and "frequently" praise them is too close; (12.50%) ticked the "always" box and (10.71%) ticked the "frequently" one. The large majority of students (38), making (67.85%), affirmed that their teacher "sometimes" recognizes their achievement. Four students (7.14%) stated that their teacher "rarely" praises them. Only one student (1.78%) believed that his/her teacher does not praise them at all. If this is true, the two latter categories of students may believe that their efforts should receive more praise. This state of affairs, in fact, may decrease their level of motivation.

Table 7.50. The Teacher's Frequency of Praising His/Her Students' Correct Answers

	Always	*Frequently*	*Sometime*	*Rarely*	*Never*	*Total*
Number	7	6	38	4	1	56
%	12.50%	10.71%	67.85%	7.14%	1.78%	100%

Graph 7.14. The Teacher's Frequency of Praising His/Her Students' Correct Answers
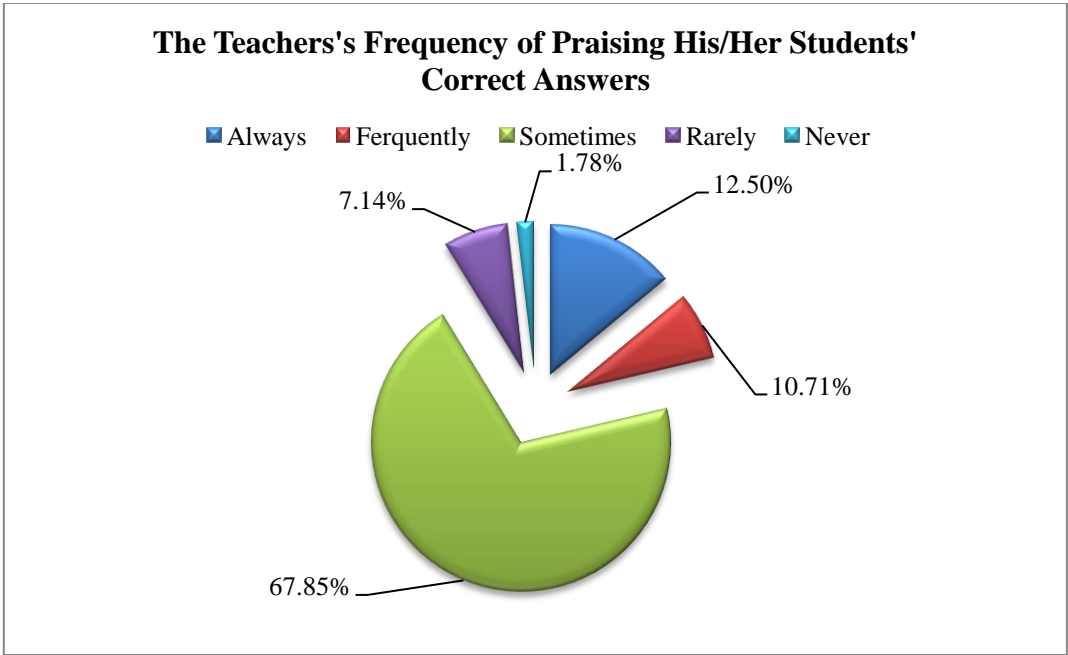
Question 14: Is your teacher's feedback, when your answer is not correct, positive or negative?

In the table below, it is shown that (26) students making (46.43%) stated that their teacher's feedback is positive, while (30) of them making (53.57%) noted that their teacher's feedback is negative. Feedback is very important in the learning process. Teachers ought to be aware about it; it may stimulate the learners' motivation and boost their self esteem (positive feedback), as it may discourage them and lowers their self concept (negative feedback).

Table 7.51. The Teacher's Feedback

	Positive	*Negative*	*Total*
Number	*26*	*30*	*56*
%	*46.43%*	*53.57%*	*100%*

Graph 7.15. The Teacher's Feedback

The Teacher's Feedback

■ Positive   ■ Negative

53.57%   46.43%
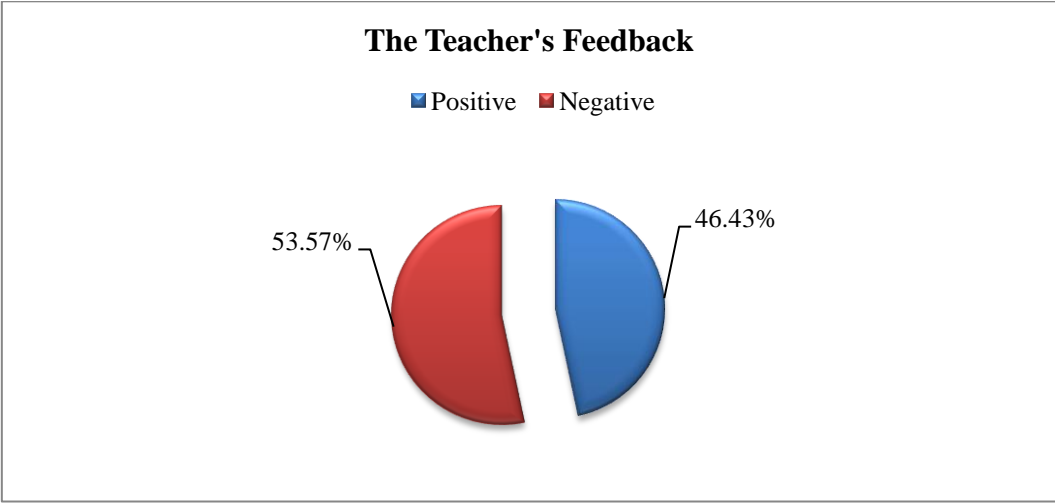
Question 15: Does the teacher's negative feedback discourage you from participating?

This question is linked to the previous one, it is asked with the intention of finding the link between the learners' reactions toward the teacher's negative feedback. The results obtained in the table demonstrate that (44) subjects, making (78.57%), noted that their teacher's negative feedback hampers their motivation and prevents them from participating, while (12) participants, making up (21.42%), admitted that the teacher's negative feedback stimulates them and encourages them to participate. It is worth to note that negative feedback to some students is stimulating; for them it is a sort of challenge.

Table 7.52. Whether the Teacher's Negative Feedback Affects the Students' Participation

	Yes	No	Total
Number	44	12	56
%	78.57%	21.42%	100%

Graph 7.16. Whether the Teacher's Negative Feedback Affects the Students' Participation

Whether The Teachers' Negative Feedback Affects The Students Participation

Yes ▪ No ▪

21.42%

78.57%
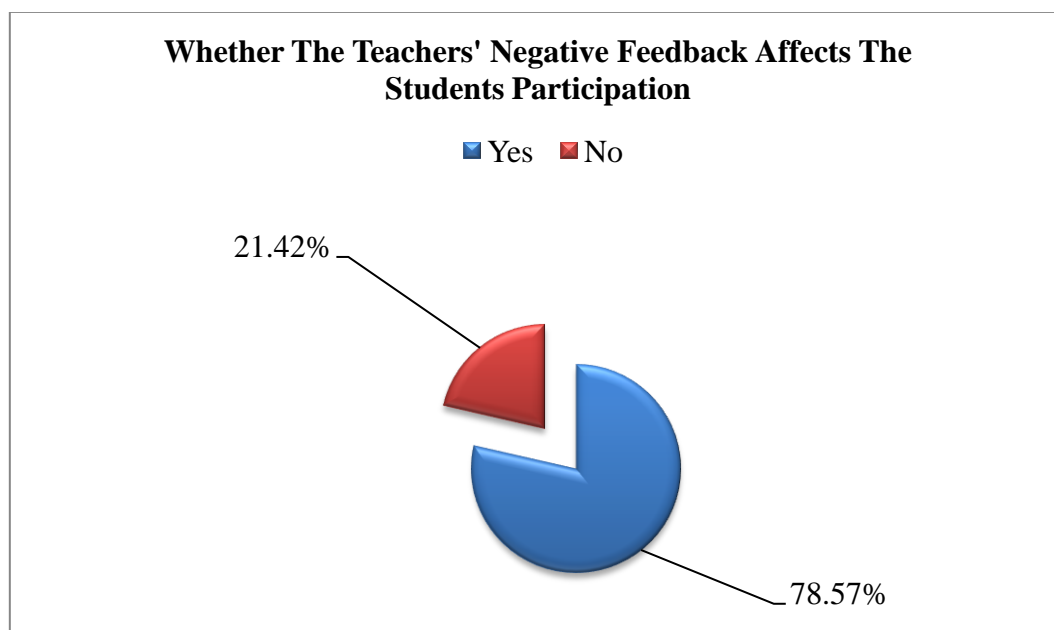
Section Six: The Learning Environment (Q16 to Q20)

Question 16: What are the activities that your teacher uses in your oral expression class?

As demonstrated in the table below, the majority of students (34), making (60.70%), opted for "discussions", while the rest of them (22), making (39.28%), opted for "individual presentations" which may mean that the students come from two different groups. In fact, using only one single activity during the whole academic year lowers the students' motivation. Teachers ought to bring variety to an O.E. class to assure the students' motivation.

Table 7.53. The Activities Used in Oral Expression Classes

	Discussions	Role plays	Individual presentations	Language games	Total
Number	34	00	22	00	56
%	60.70%	00%	39.28%	00%	100%

Graph 7.17. The Activities Used in Oral Expression Classes
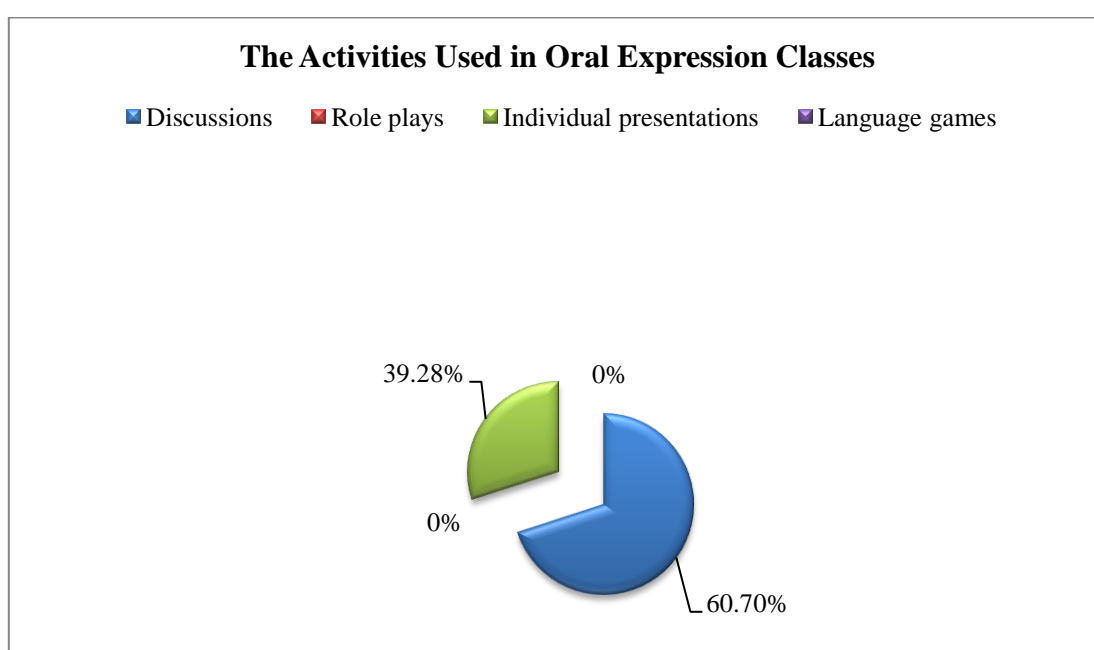
Question 17: Are the activities used in your oral expression class motivating?

In this question, the students were asked whether the activities they use in their O.E. class are motivating. The majority of them (44.64%) opted for "not very much" and the minority, making (17.84%), opted for "not at all". None of the participants went for "very much", while (21) of them, making (37.50%), opted for "somewhat". If we take into account the formers' answer, we may relate the students' lack of interest to the absence of variety in the class (one activity for the whole academic year).

Table 7.54. Whether The Activities Used in Oral Expression Classes Are Motivating

	Very much	*somehow*	*Not very much*	*Not at all*	*Total*
Number	*00*	*21*	*25*	*10*	*56*
%	*00%*	*37.50%*	*44.64%*	*17.84%*	*100%*

Graph 7. 18. Whether the Activities Used in Oral Expression Classes Are Motivating
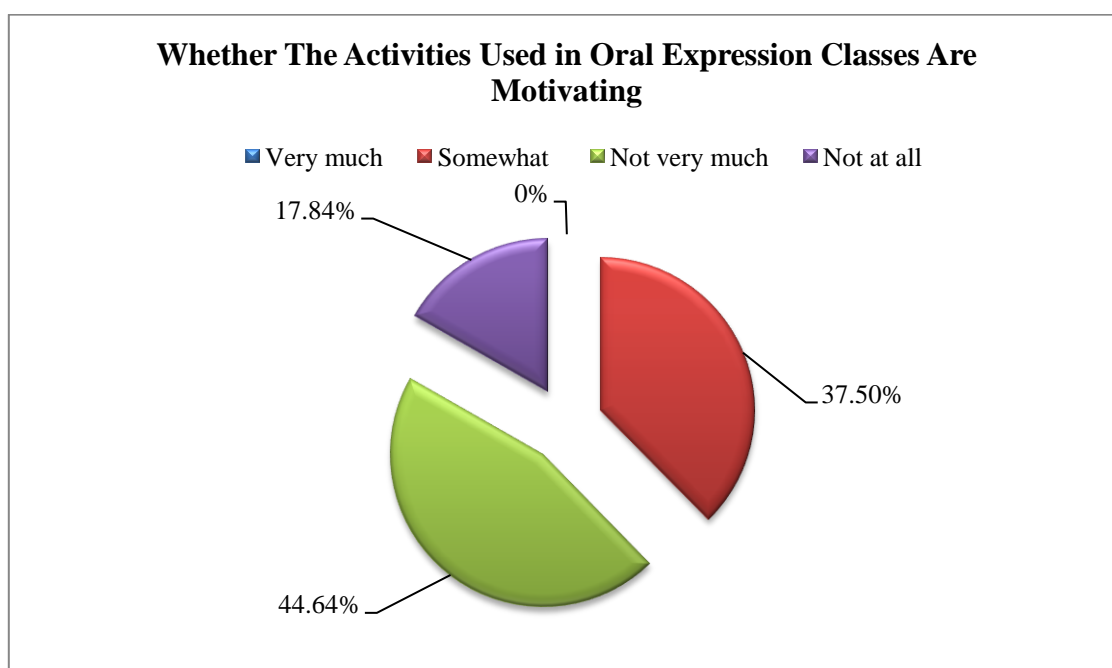
Whether The Activities Used in Oral Expression Classes Are Motivating

■ Very much ■ Somewhat ■ Not very much ■ Not at all

0%

17.84%

37.50%

44.64%

Question 18: Do the activities used in the oral expression class help you improve your speaking skill?

The answers to this question are presented in the table below (table 7.55.). Six students, making (10.70%), believe that the activities used in their O.E. class help

them "very much" in improving their speaking skill. These results are, not surprisingly, linked to the results demonstrated in (table 7.39.)**;** the students, who believe that their level is already good, do not find difficulties in expressing themselves. Sixteen participants (28.57%) believe that the activities used in their O.E. class help them "somewhat" in improving their speaking skill. The category that represents the higher percentage (48.22%) is the one whose subjects believe that the activities used in class are "not very much" helping in the improvement of their speaking skill. This may mean that these students are usually interested in trying other activities that may boost their motivation and develop their speaking skill. Seven participants (12.50%) assume that the activities used in their class do not help "at all" in improving their speaking skill. This may mean that they are shy and reluctant and need more involving activities to enhance their motivation and thus help them improve their speaking skill.

Table 7.55. Whether The Activities Used in Oral Expression Classes Contribute in the Improvement of the Students' Speaking Skill

	Very much	*Somewhat*	*Not very much*	*Not at all*	*Total*
Number	*06*	*16*	*27*	*07*	*56*
%	*10.70%*	*28.57%*	*48.22%*	*12.50%*	*100%*

Graph 7.19. Whether the Activities Used in Oral Expression Classes Contribute in the Improvement of the Students' Speaking Skill

Whether the Activities Used in Oral Expression Classes
Contribute in the improvement of the Students' Speaking Skill

■ Very much   ■ Somewhat   ■ Not much   ■ Not at all

10.70%
12.50%
28.57%
48.22%
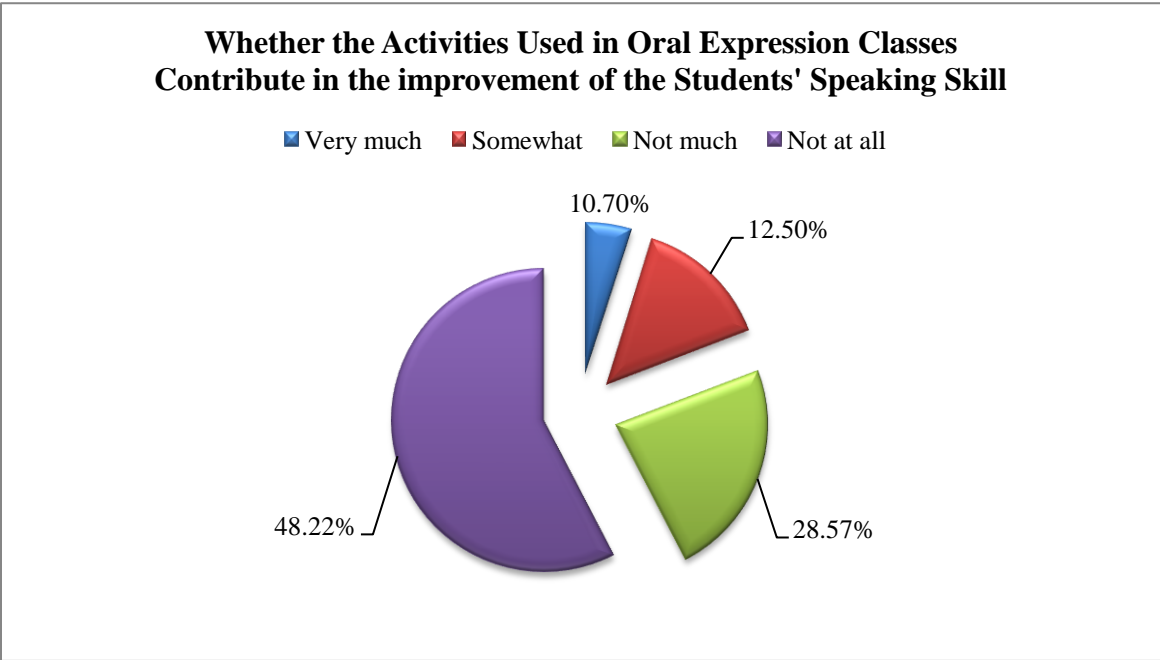
Question 19: Which of the following activities would you like to try most?

This question is asked with the intention of identifying the activities that students are willing to try most in their O.E. class. Not surprisingly, the majority of students (76.78%) want to try a new activity, i.e. "role plays". The remaining (25%) is divided between the three left activities; "individual presentations" with (12.50%), "language games" with (7.14%), and more exposure to "discussions" made only (3.56%) opt for it.

Table 7.57. The Activities Students Want to Try Most

	Discussions	*Role plays*	*Individual presentations*	*Language games*	*Total*
Number	2	43	7	4	56
%	3.56%	76.78%	12.50%	7.14%	100%

Graph 7.20. The Activities Students Want to Try Most

The Activities Students Want to Try Most

■ Discussions   ■ Role Plays   ■ Individual presentations   ■ Language games

7.14%   03.56%
12.50%
76.78%
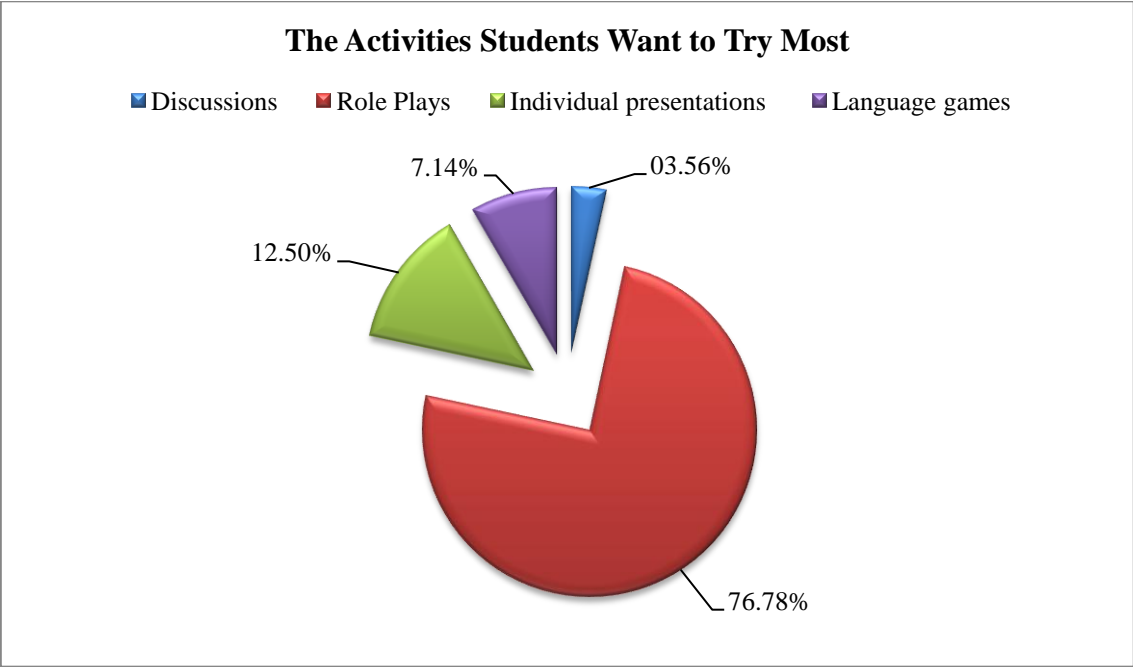
Question 20: Whatever your answer is, please say why?

In the table below, the students justified their choices. As we may notice, the highest percentage (76.78%) opted for "role plays". Students want to experience something different; they would like to work in groups and learn in an anxiety free atmosphere. They believe that "role plays" help them enhance their self concept and boost their motivation. Only two participants (03.56%) opted for "discussions" due to the excessive exposure to that activity. Seven candidates making (12.50%) chose "individual presentations" for they believe the activity help them develop their public speaking skill and exchange ideas. Five of the participants making (7.14%) ticked the "language games" box; they think that it is a way to learn new vocabulary in an anxiety free atmosphere.

Table 7.57. Students' Justifications of Their Choices

Options	The students' reasons	Number	%
Discussions	*Exchanging ideas and information.* *Improving the speaking skill.*	*2*	*3.56%*
Role plays	*I like to work in groups.* *Acting is a good experience and I would like to try it.* *Role plays enhance self-confidence.* *Working in groups help us create an anxiety free atmosphere.* *Through role plays we develop our speaking skill in a friendly atmosphere.* *Role plays are very motivating.*	*43*	*76.78%*
Individual presentations	*Expressing my opinion about a given topic.* *I learn to speak in public.*	*7*	*12.50%*
Language games	*I learn new vocabulary.* *Language games bring fun into the classroom.* *Language games lower anxiety.*	*4*	*7.14%*
Total		*56*	*100%*

Section Seven: The Students' Reactions towards Group Work (Q21 & Q22)

Question 21: When the teacher asks you to perform a given task in pairs or in groups?

This question was asked with the intention of knowing the students' position concerning the idea of working together. The results provided in the table below (table 7.85.) demonstrate that most of the participants (37), making up (66.07%) of the population, favor the idea of working individually over the idea of working together. Whereas, (19) Participants, representing (33.92%) of the whole population, state that they like the idea of working together to solve a particular task.

Table 7.58. Students' Reactions towards Group Work

Options	Number	%
You like the idea and enjoy performing the task together	*19*	*33.92%*
You don't like the idea for you prefer to perform the task individually, but you perform it any way	*37*	*66.07%*
Total	*56*	*100%*

Graph 7.21. Students' Reactions towards Group Work
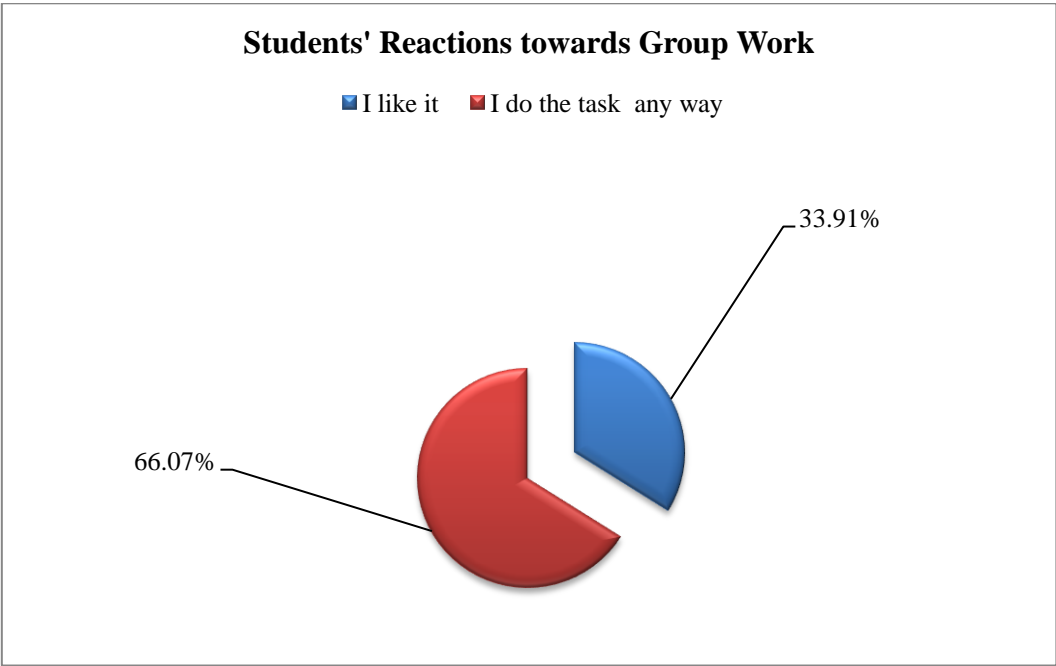
Question 22: Whatever your answer was, please say why?

In the table below, the participants stated the reasons that they believe they justify their choices. The largest majority of students (66.07%) favor doing the assigned tasks alone above the idea of doing them together for, they believe, that they are not fully satisfied with their colleagues' performance, and the divergences in opinions lead to some disagreements. This might be related to the students' self esteem that is, in this case, considered as being high in the sense that, this proportion of students is confident when it comes to trusting their abilities and aptitudes. Some of the participants of the same category affirmed that working in groups make them feel less comfortable. This might be explained by the students' introversion. The remaining minority of the participants (33.91%) likes the idea of working together, for them it is an opportunity to exchange ideas and information in a friendly atmosphere.

Table 7.59. Students' Justifications of Their Choices

Options	The students' reasons	Number	%
I like the idea and enjoy performing the task together.	*Exchanging ideas and information.* *Performing the task in a friendly atmosphere.*	*19*	*33.91%*
I don't like the idea for I prefer to perform the task individually, but I perform it any way.	*I do not really trust my colleagues' performance.* *We have different points of view and we do not agree on choosing the most appropriate one.* *I feel shy if I make mistakes in front of my colleagues.*	*37*	*66.07%*
Total		*56*	*100%*

7.1.2. Discussion of the Students' Pre Questionnaire

After having analyzed the feedback of the pre questionnaire that the participants provided, we became more aware of their perceptions and their needs. The participants' answers, stressed the importance of implementing various activities (songs, movies, language games, individual presentations, and role plays) as mentioned in (Q19). Because, as portrayed in (Q16), the majority of their O.E. classes are used in either discussions (60.72%) or individual presentations (39.28%) and such activities, as stated in (Q17) and (Q18), are of assistance, but are not that

motivating (44.64%) and do not contribute much in the development of their speaking skill (48.22%). In actual fact, that is what explains the answers they provided in (4Q) and (Q5) where the majority of the participants (75%) affirmed that they do not enjoy much their O.E. classes, and they "sometimes" (55.35%) and "rarely" (32.14%) participate. Furthermore, the results obtained in (Q21) reveal that the majority of participants (66.07%) show their disinterest towards the idea of working in groups; they believe that their colleagues' performance is not satisfactory, besides, the difference of opinions lead to some disagreements.

7.2. The Students' Post Questionnaire

7.2.1. Analysis of the Students' Post Questionnaire

Section one: Personal Information (Q1 & Q2)

Question 1: What's your gender?

In the table below, it is recorded that female learners (25) making up (89.28%) outnumber males (3) making up (10.71%). As mentioned earlier, this could be explained by the fact that girls are more motivated and interested in learning foreign languages than boys are.

Table 7.60. Students' Gender

Gender	Male	Female	Total
Number	3	25	28
%	10.71%	89.28%	100%

Graph 7.22. Student's Gender
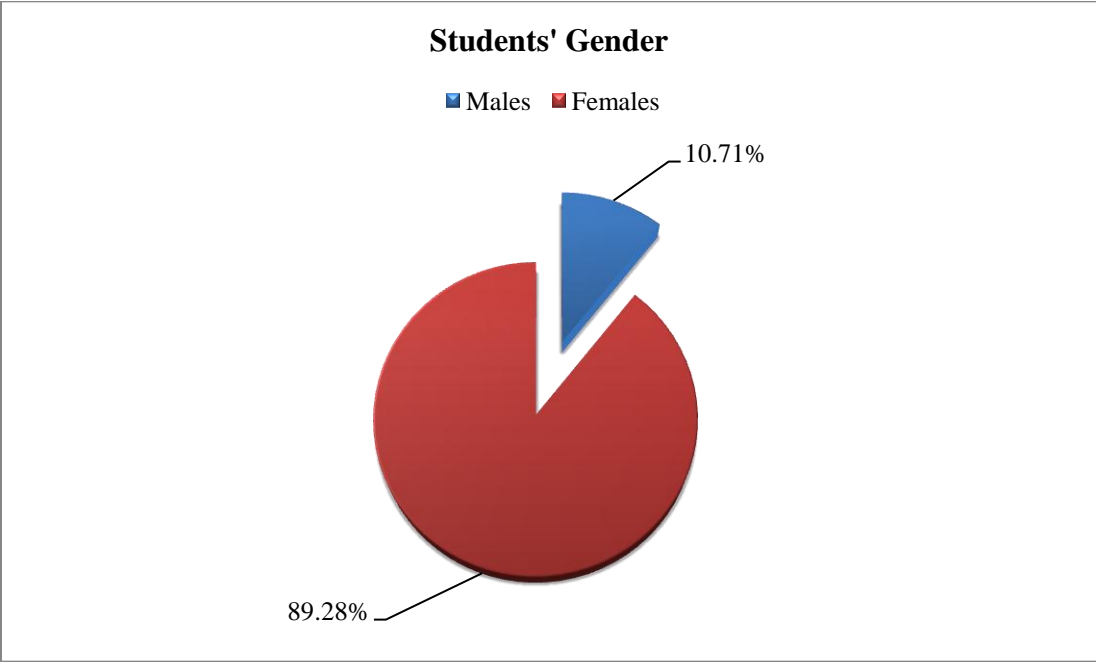
Question 2: How do you describe yourself?

The participants, in this question, were asked to describe their personalities in terms of extroversion and introversion. The results in the table below demonstrate that (60.72%) of the students stated that they are extroverts, while (39.28%) affirmed that they are introverts.

Table 7.61. Student's Personality Traits

	Extrovert	Introvert	Total
Number	17	11	28
%	60.72%	39.28%	100%

Graph 7.23. Students' Personality Traits

Students' Personality Traits

■ Extrovert   ■ Intovert

39.28%

60.72%
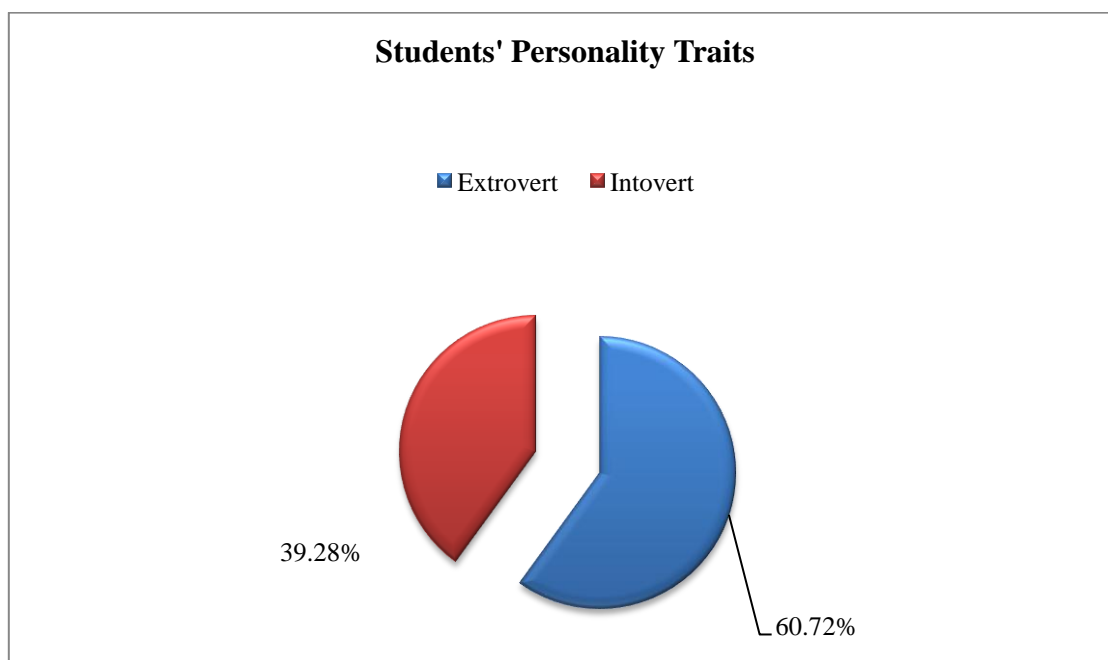
Section Two: Students' Attitudes towards the Speaking Skill (Q3 & Q4)

Question 3: To what extent the speaking skill is important for you in the mastery of the English language?

This question is asked with the purpose of identifying the importance of the speaking skill in the mastery of the English language, according to the students. The results exposed in the table below (table 7.62.) reveal the participants' awareness of the significance that the speaking skill has in the mastery of the English language. Therefore, (26) participants making up (92.85%) opted for the first choice "very important", while the remaining participants (2), making up (07.15%), opted for the second choice "important". However the two left choices "somehow important" and "not important" remained unfilled.

Table 7.62. The Importance of the Speaking Skill

	Very Important	*Important*	*Somehow Important*	*Not Important*	*Total*
Number	*26*	*02*	*00*	*00*	*28*
%	*92.85%*	*07.15%*	*00%*	*00%*	*100%*

Graph 7.24. The Importance of the Speaking Skill

The Importance of the Speaking Skill

■ Very Important ■ Important ■ Somehow Important ■ Not Important

0.00%   07.15%   0.00%

92.85%
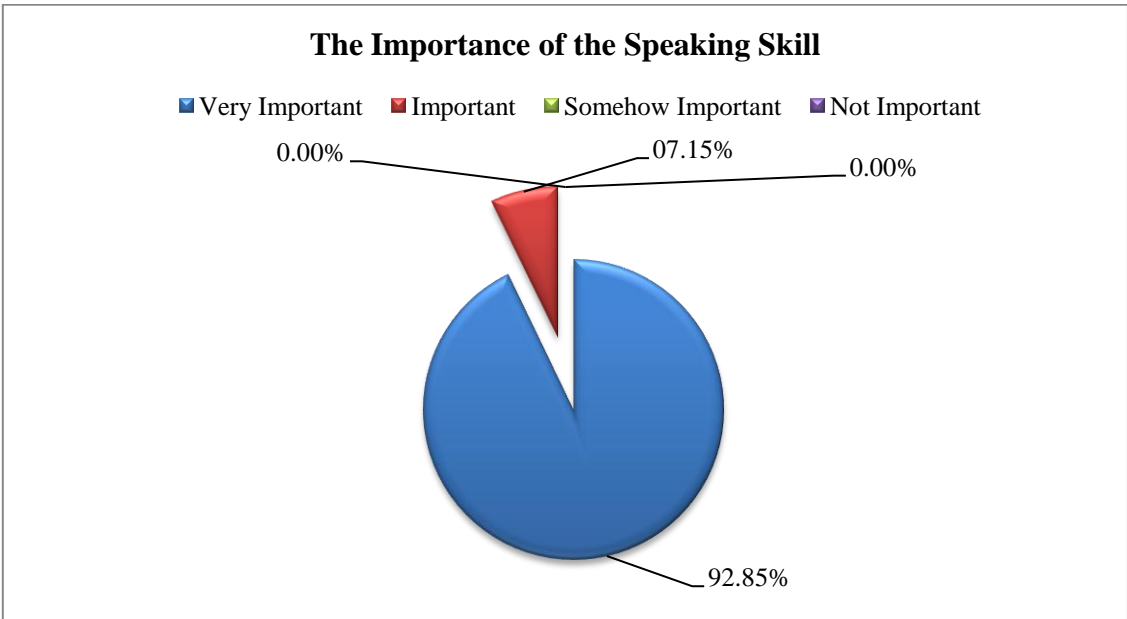
Question 4: Please, justify your answer?

In this question, students justify the significance of the speaking skill in the mastery of the English language. As it is noticed in the table below (table 7.63.), students who opted for the first choice, relate speaking to communication and believe that the mastery of the speaking skill is the mastery of the language in general. Additionally, they relate learning the speaking skill to teaching it, and insist that they must learn it, now, as learners, to be able to teach it later, as instructors.

They also believe that the mastery of the speaking skill facilitates communication when they travel.

The participants, who opted for the second choice, believe that the speaking skill is as important as the other skills.

Table 7.63. Student's Justifications of Their Answers

Options	The students' justifications	Number	%
Very Important	Speaking equals communication. Speaking is important in learning and teaching. Speaking is important when we travel.	26	92.85%
Important	Speaking is as important as the other skills.	02	07.15%
Somehow Important	/	00	0.00%
Not Important	/	00	0.00%
Total		28	100%

Section Three: The Learning Environment (Q5 & Q6)

Question 5: The atmosphere that reigned in your oral expression class was it exciting or boring?

The data provided, in the table below, indicate that almost all the participants, (27) making up (96.42%), believe that the atmosphere of their O.E. class is exciting. However, one participant, making up (03.58%), declared that the atmosphere that

reigns in the O.E. class is boring. The reasons, both of the portions provided, are stated in the following upcoming question (Q6).

Table 7.64. The Atmosphere of the Learning Environment

	Exciting	*Boring*	*Total*
Number	*27*	*1*	*28*
%	*96.42%*	*03.58%*	*100%*

Graph 7.25. The Atmosphere of the Learning Environment
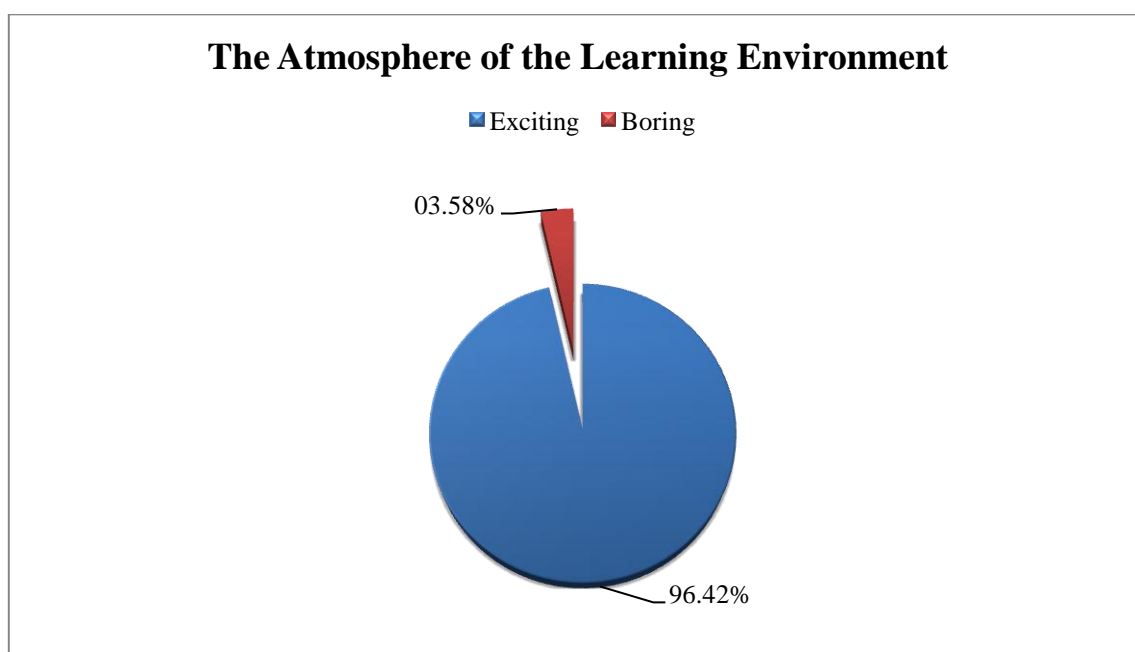
Question 6: Justify your answer, please

The participants provide, in the table below (table 7.65.), a bulk of reasons to justify the options ticked in the previous question (Q5). The largest majority of the participants, making up (96.42%) opted for the first choice, "exciting", and related that to the positive energy transmitted by the teacher and the students, and to the positive interaction among them, as well. Additionally, the participants affirmed that

the use of various activities in an O.E. class is motivating, in the sense that it enhances creativity in them, and pushes them to perform the tasks with a lot of interest. The participants, also, highlighted the importance of positive feedback and reward; they affirmed that they encourage them to perform the task assigned with more attention and pleasure. Moreover, the participants insisted that the teacher's positive attitude helped them a lot in bringing the best about them and in discovering their hidden talents. One participant, making up (03.58%), thinks that the atmosphere that reined in his/her O.E. class was "boring" since s/he feels shy to participate in the tasks assigned and prefers performing the activities individually.

Table 7.65. Students' Justifications of Their Answers

Options	The students' justifications	Number	%
Exciting	Good vibes the teacher and the classmates transmitted. Various motivating activities were used and we performed them with a lot of interest. Positive interaction among us (teacher and students). The teacher brought the best about us; we discovered our hidden talents. The activities used in our oral expression class enhanced our creativity. Positive feedback and reward encouraged us take the tasks assigned to us seriously and with enjoyment.	27	96.42%
Boring	I feel so shy to participate. I feel uncomfortable when working in groups.	01	03.58%
Total		28	100%

Section Four: Students' Estimations to the Implementation of Cooperative Learning Activities (Q7 to Q9)

Question 7: What do you think of implementing cooperative learning activities in your Oral Expression class?

In this question, the participants are asked about their perceptions towards the implementation of C.L. activities. The data obtained in (Q7) are convergent with the data obtained in (Q5). This may explain that the participants, indirectly, emphasize the idea that the C.L. activities create an engaging atmosphere. Accordingly, the largest majority of the participants, making up (92.86%), affirmed that the implementation of C.L. activities is "exciting", while the remaining minority, making up (07.14%) affirmed that it is "boring".

Table 7.66. The Implementation of Cooperative Learning Activities

	Exciting	Boring	Total
Number	26	2	28
%	92.86%	07.14%	100%

Graph 7.26. The Implementation of Cooperative Learning Activities

The Implementation of Cooperative Learning Activities

■ Exciting   ■ Boring

07.14%
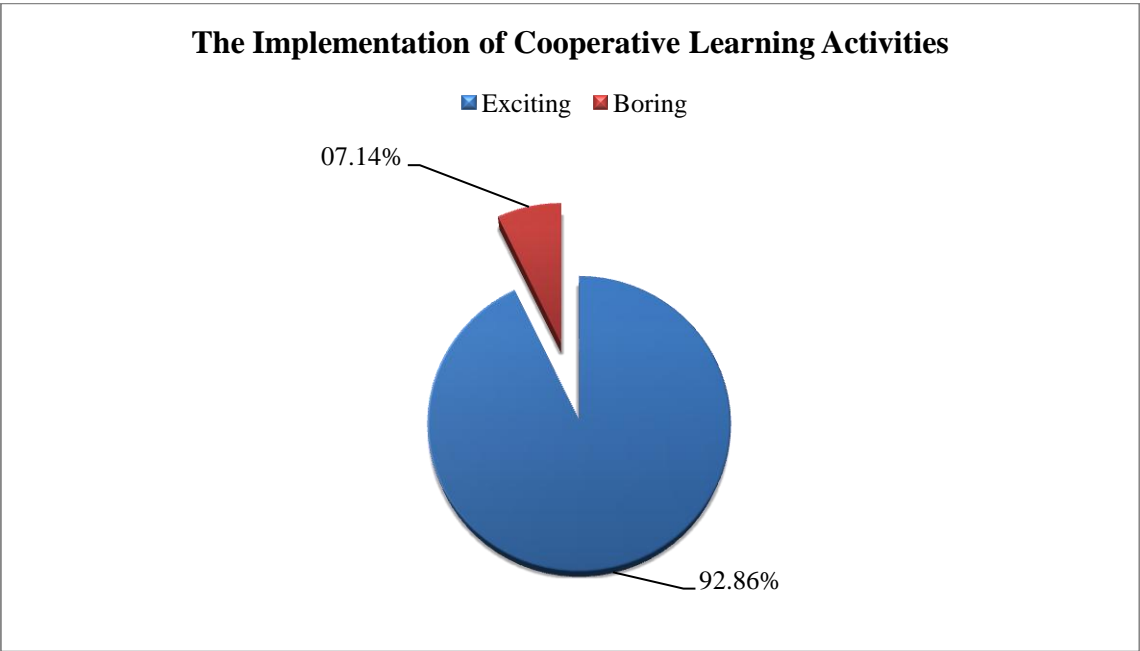
92.86%

Question 8: To what extent working cooperatively was motivating?

A glance at the data presented in the table below (table 7.67.) show closeness in the data obtained in (Q7) where the majority of students (92.86%) affirmed that the implementation of the C.L. activities is "exciting" which, in a way, confirm the results obtained in (Q8) where the majority of the participants, making up (89.28%), found that working cooperatively was very motivating after implementing it. This may be explained by the same reasons this portion of participants provided earlier (Q6) to justify their enthusiasm in their O.E. class; vivacity, variety, interaction, positive feedback and reward. Two participants, making up (07.14%), believed that working cooperatively was somehow motivating while one participant, making up (03.57%), thought that working cooperatively was not much motivating. The results, again, are close to the results obtained in (Q7) where (07.14%) of the participants

affirmed that the implementation of C.L. activities is "boring". This may be explained by the participants' shyness and disinterest in working cooperatively.

Table 7.67. Motivation With Reference to Working Cooperatively

	Very Much	*Somehow*	*Not Much*	*Not at All*	*Total*
Number	25	02	01	00	28
%	89.28%	07.14%	03.57%	00%	100%

Graph 7.27. Motivation With Reference to Working Cooperatively
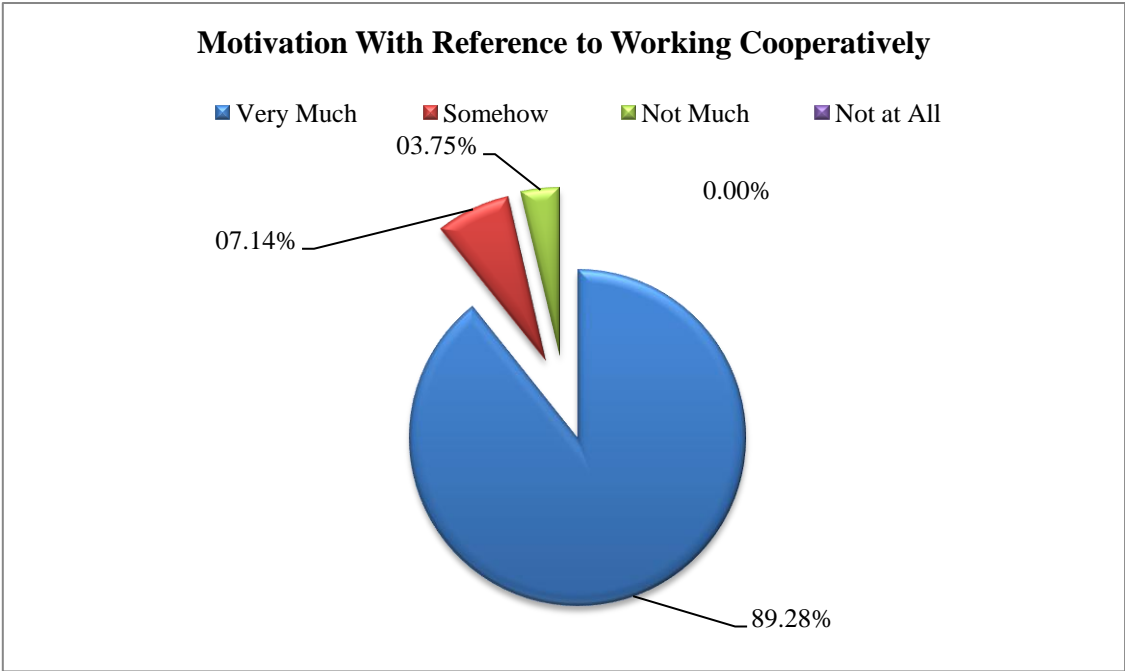
Question 9: To what extent was working cooperatively important in the improvement of your speaking skill?

This question intends to check to what extent working cooperatively helps the students improve their speaking skill. Accordingly, twenty five participants, making up (96.42%) believe that working cooperatively is very important in the improvement of their speaking skill, while (03.75%) think the opposite.

Table 7.68. Speaking Skill Improvement With Reference to Working Cooperatively

	Very Important	*Somehow Important*	*Not Important*	*Total*
Number	*27*	*01*	*00*	*28*
%	*96.42%*	*03.58%*	*00%*	*100%*

Graph 7.28. Speaking Skill Improvement With Reference to Working Cooperatively

Speaking Skill Improvement With Reference to Working Cooperatively

■ Very Important   ■ Somehow Important   ■ Not Important at all

03.58%

0.00%

96.42%
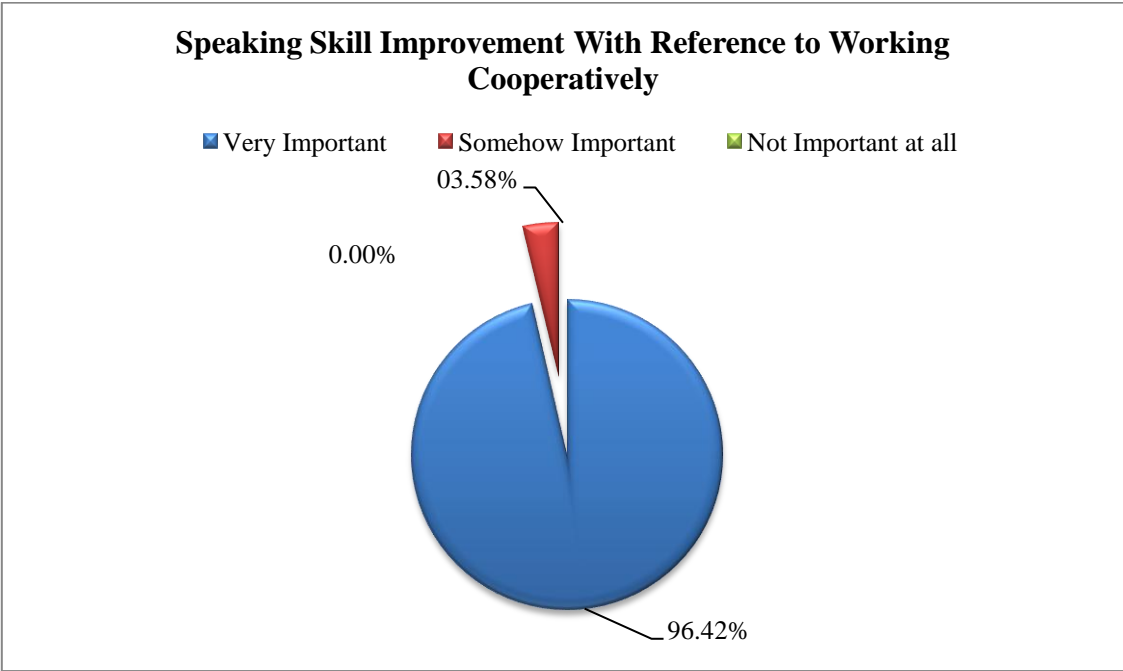
Section Five: The Cooperative Learning Activities (Q10 to Q14)

Question 10: To what extent did you like the activities implemented in your oral expression class?

The aim of this question is to check the students reactions towards the various activities implemented in their O.E. class. The largest majority of the participants

(96.42%) affirm that the various activities used in class were "very much" appreciated. However, only one student (03.58%) thinks the opposite.

Table 7.69. Students' Reactions towards the Activities Implemented in Their Oral Expression Class

	Very Much	*Somehow*	*Not Much*	*Not at All*	*Total*
Number	*25*	*03*	*00*	*00*	*28*
%	*85.71%*	*14.29%*	*00%*	*00%*	*100%*

Graph 7.29. Students' Reactions towards the Activities Implemented in Their Oral Expression Class
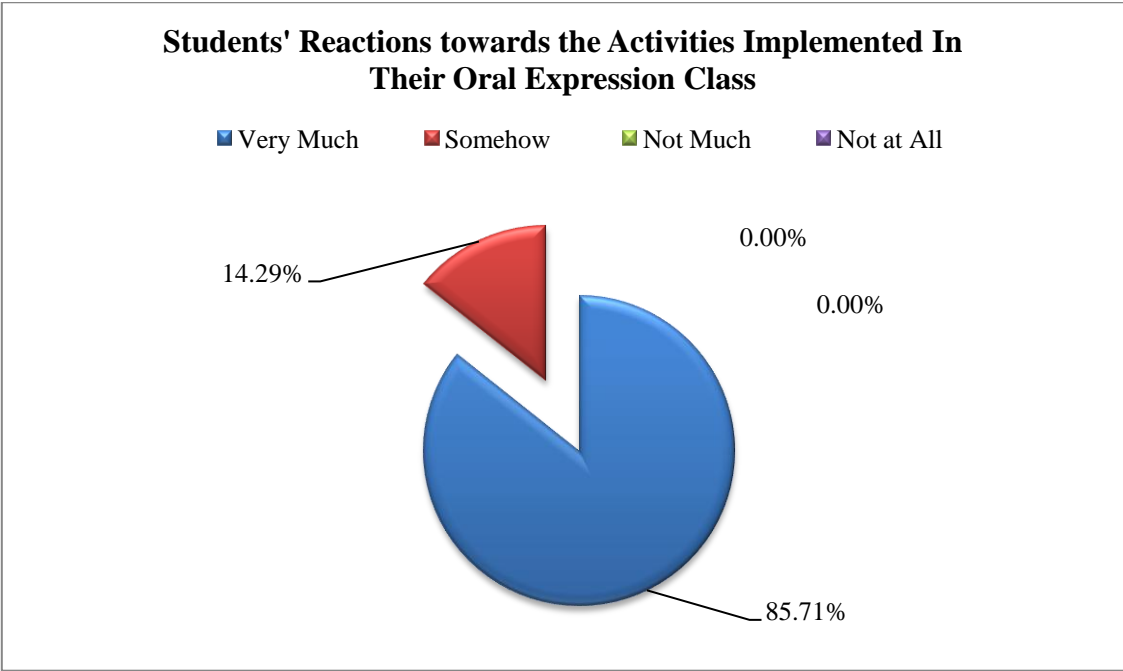
Question 11: The freedom you were given to choose your partners facilitated the task for you?

This question aims at identifying whether the freedom the participants were given to choose the partners they prefer to work with facilitated the performance of

the task for them. The majority of the participants, making up (92.86%), confirm that choosing the partners to perform the tasks assigned for them was of a great help, while the left minority, making up (07.14%) think differently; according to them, that freedom was not very helpful.

Table 7.70. Students' Cooperation with the Members of Their Choice

	Yes	*No*	*Total*
Number	*26*	*02*	*28*
%	*92.86%*	*07.14%*	*100%*

Graph 7.30. Students' Cooperation with the Members of Their Choice
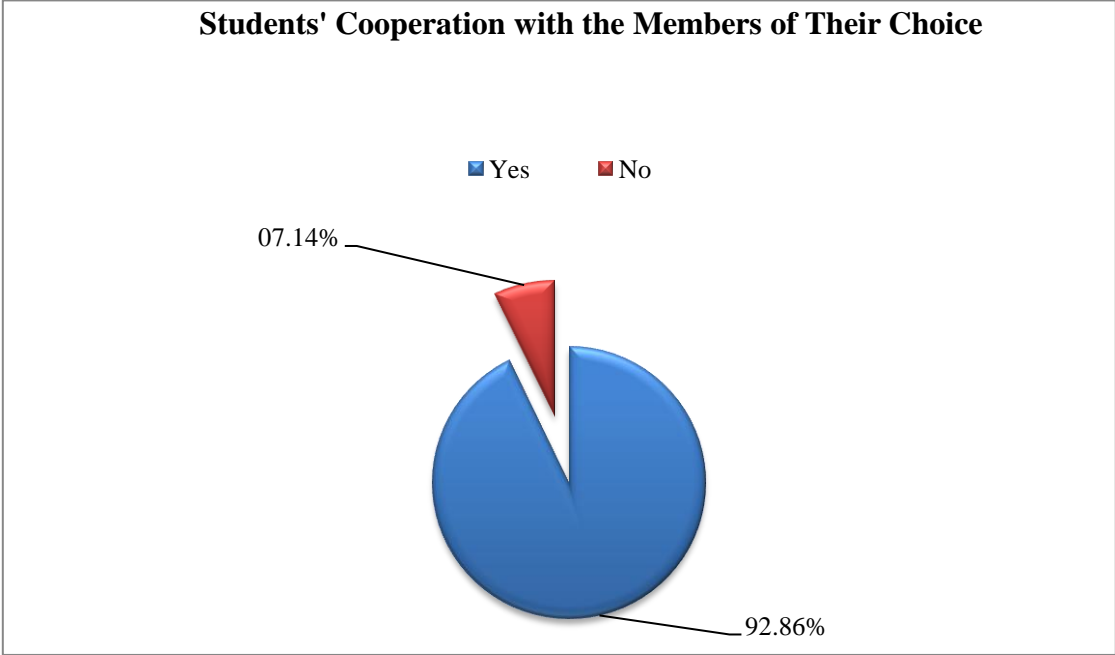
Question 12: Justify your answer, please

The participants, in the table below, are asked to justify the answers ticked in the previous question. The category that opted for "yes" believes that working with the persons of their choice makes them feel comfortable, and reduces their anxiety and shyness. This category also believes that knowing each other facilitates

correcting each others' mistakes. However, the category that opted for "no" insists on the fact that working individually is much better.

Table 7.71. Students' Justifications of Their Answers

Options	The students' justifications	Number	%
Yes	I feel comfortable to work with my friends because we understand each other easily. Working with my friends helps me feel less shy. Knowing each other helps us correct each others' mistakes smoothly.	26	92.86%
No	I prefer to work individually. I feel uncomfortable when working in groups.	02	07.14%
Total		28	100%

Question 13: To what extent was appreciated the idea of being given the freedom to choose the subject matters of the tasks assigned?

This question is asked with the intention of identifying to what extent the freedom the participants were given to choose the subject matters of the tasks assigned was appreciated. All the participants confirm their appreciation to that initiative. We believe that this freedom helps them perform the tasks with much enthusiasm and interest.

Table 7.72. Students' Reactions towards the Freedom of Choosing the Subject Matters of the Tasks Assigned to Them

	Very Much	*Somehow*	*Not Much*	*Not at All*	*Total*
Number	*28*	*00*	*00*	*00*	*28*
%	*100%*	*00%*	*00%*	*00%*	*100%*

Graph 7.31. Students' Reactions towards the Freedom of Choosing the Subject Matters of the Tasks Assigned to Them
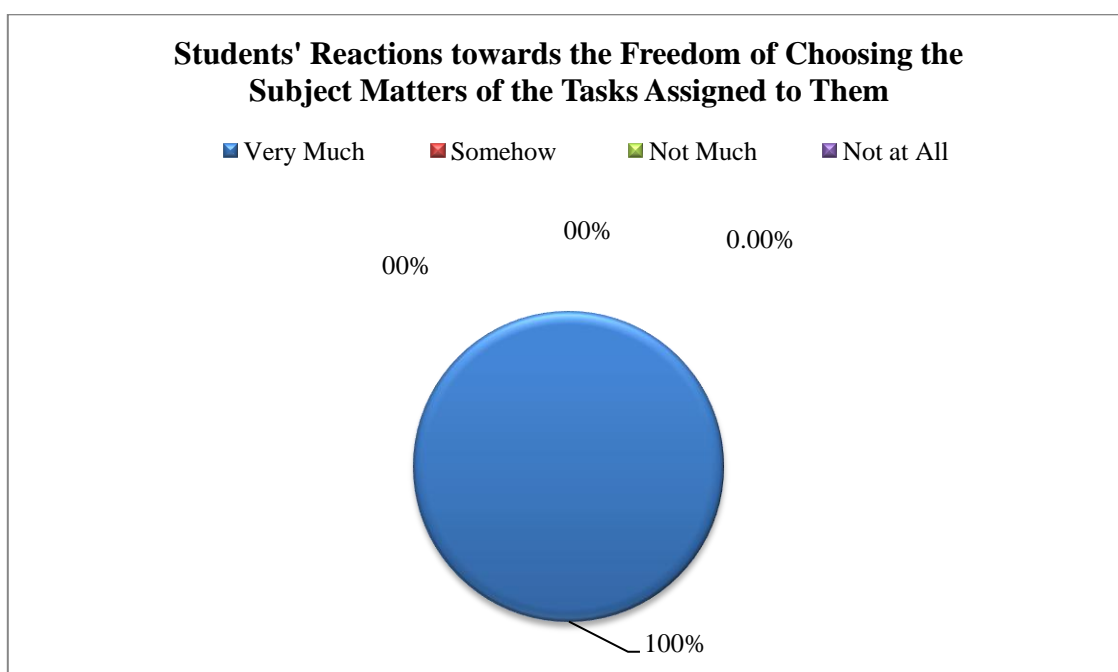
Question 14: Justify your answer, please

In the table below are noted the participants' justifications. The participants seem to appreciate the idea very much and believe that it is very motivating to tackle the issues they desire within the tasks assigned to them. They also believe that such an idea pushes them to bring out the best about them and enhances their self esteem. Additionally, sharing the area of their interests with their classmates seem to have a great importance to them.

Table 7.73. Students' Justifications of Their Answers

Options	The students' justifications	Number	%
Yes	*Being free to choose the topic of my interest pushes me to perform the task with a lot of interest.* *I feel so happy to share with my classmates the area of my interests.* *This idea is very motivating; it pushes us to bring out the best of us and enhances our self esteem.*	28	100%
No	/	00	00.00%
Total		28	100%

Section Six: The Effects of Cooperative Learning Activities on Students (Q15 & Q16)

Question 15: Did this new learning experience affect you positively?

This question is very important in our research since it goes over the main points discussed previously. According to the data provided in the table below (table 7.74.), the largest majority of the participants, making up (96.42%), seems to be aware of the positive effects of the learning experience they have been through. Yet, one participant, making up (03.58%), thinks differently.

Table 7.74. Students' Reactions towards the Implementation of Cooperative Learning Activities

	Yes	*No*	*Total*
Number	*27*	*01*	*28*
%	*96.42%*	*03.58%*	*100%*

Graph 7.32. Students' Reactions towards the Implementation of Cooperative Learning Activities
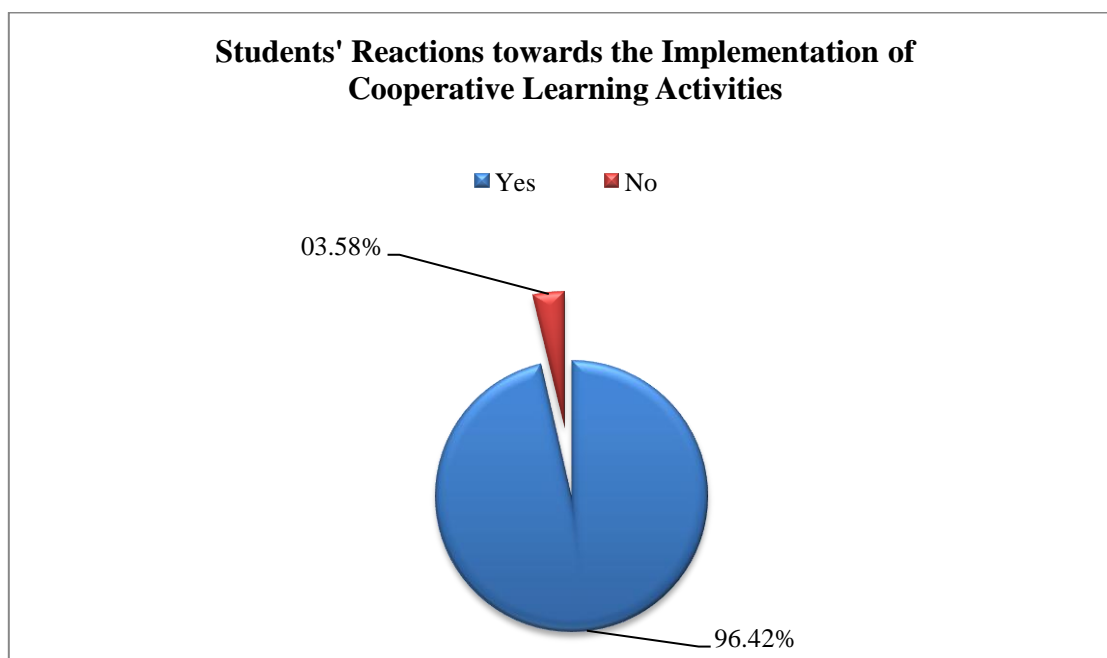
Question 16: Justify your answer, please

Here, the participants' justifications to the previous question are of a potent importance since they either affirm or deny our claim that emphasizes the effects C.L. activities have on students. When only one participant, making up (03.58%), thinks that the learning experience the experimental group has been through was not that effective for unknown reasons, the largest majority of the participants (96.42%) seem to be aware of the positive effects of the learning experience they have been

through. They affirm that that learning experience was very motivating; it helped them learn how to communicate with each other easily and respect each others' ideas. Additionally, it helped them be less shy and more confident because, now, they can express themselves more spontaneously and share their ideas more easily. Furthermore, the participants affirm that their speaking and communicative skills did develop.

Table 7.75. Students' Justifications of Their Answers

Options	The students' justifications	Number	%
Yes	I learnt to respect each others' ideas. I learnt to communicate with others easily. I learnt how to express myself and share my ideas more spontaneously. That leaning experience was very motivating. My speaking skill is better; I learnt how to speak English fluently and accurately. I feel more confident, now.	27	96.42%
No	/	01	03.58%
Total		28	100%

Section Seven: Further Suggestions (Q17)

Question 17: Please do write any further comments and suggestions about the effects of cooperative learning activities on students of foreign languages

The participants suggested that the Cooperative Learning activities should be implemented in O.E. classes very frequently since, as communicated by them, the Cooperative Learning activities are motivating and create an enthusiastic atmosphere, they help them get rid of their shyness and be more confident. According to them, the C.L. activities contribute a lot in enhancing their communicative and speaking skills.

7.2.2. Discussion of the Students' Post Questionnaire

The analysis of the data obtained from the participants that undertook the post questionnaire revealed that the Cooperative Learning activities had an important effect on the students' motivation towards the development of their speaking skill. The participants' answers in (Q7) reveal that the largest majority of them (92.86%) appreciated a lot the idea of implementing the C.L. activities in their Oral Expression class. The participants' answers in (Q5) reveal that (96.42%) of them believe working cooperatively create an exciting atmosphere. As portrayed in (Q8) and (Q9), a large category of participants (89.28%) affirms that working cooperatively is very motivating, and contributes a lot in the development of their speaking skill (96.42%). The majority of participants (96.42%) seem to be aware of the positive effects of the C.L. activities they had as stated in (Q15) and (Q16); they, accordingly, believe that working cooperatively is of assistance in improving their speaking skill, becoming less shy and more confident, learning how to communicate with each other easily and respecting each others' ideas. The participants' answers in

(Q7) reveal that the largest majority of them (92.86%) appreciated a lot the idea of implementing the C.L. activities in their oral expression class which is completely the opposite of what the results of (Q21) of the pre questionnaire revealed; (66.07%) of the participants disfavored the idea of working in groups before the experiment, but seem to have changed their opinion after having been through it for the reasons mentioned earlier.

7.3. The Teachers' Questionnaire

7.3.1. Analysis of the Teachers' Questionnaire

Section One: Personal Information (Q1 to Q3)

Question 1: The Teachers' Gender

In the table below (table 7.76.), it is shown that female teachers outnumber male teachers. Among the total number of teachers who answered the questionnaire, (05) teachers making up (33.33%) were males, while the majority of them (10) making up (66.67%) were females. This may be explained by the fact that women, on the whole, favor teaching, and teaching a F.L. (English in that case) over many other occupations.

Table 7.76. The Teachers' gender

Gender	Male	Female	Total
Number	05	10	15
%	33.33%	66.67%	100%

Graph 7.37. The Teachers' Gender
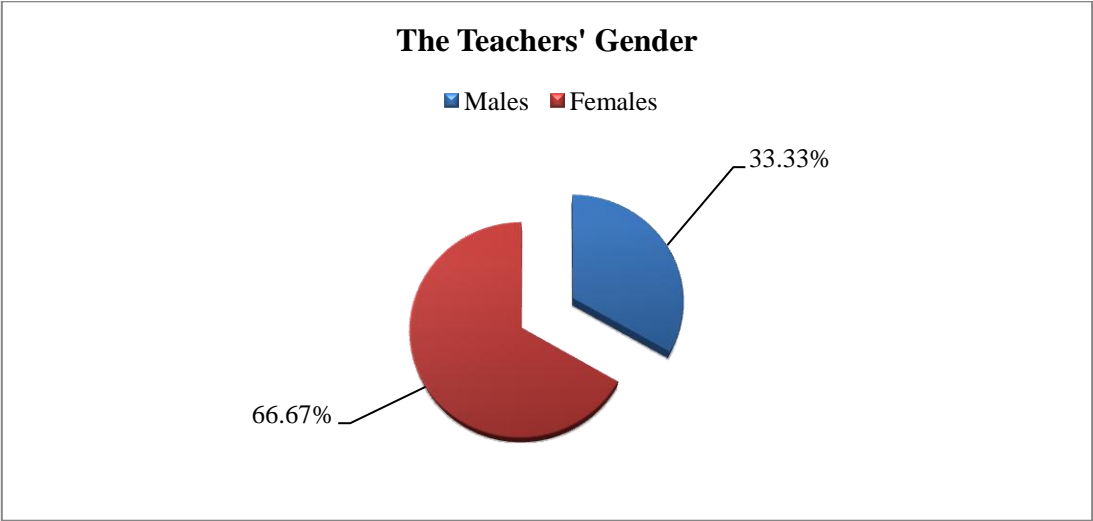
Question 2: Degree (s) held

The data, in the table below, indicate that (09) teachers, making up (60%), have a Master Degree, and (03) teachers, making up (20%) have a Magister Degree. However, only (03), making up (20%) have a Ph.D.

Table 7.77. Degree (s) held

	Master	Magister	PhD	Total
Number	09	03	03	15
%	60%	20%	20%	100%

Graph 7.34. Degree (s) Held

Degree(s) Held

Master   Magistere   Phd

20%

20%   60%
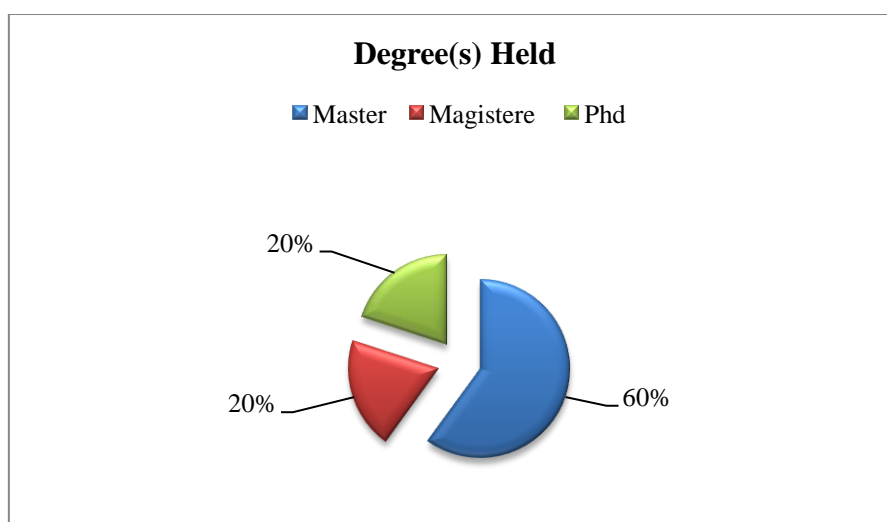
Question 3: How long have you been teaching oral expression?

In this question, the teachers are asked about the span of years they spent in teaching Oral Expression. In the table below it is portrayed that (03) teachers, making up (20%), have taught this subject for a period between zero to five years, while (10) teachers, making up (66.66%), have taught this subject for a period between five to ten years. The results mentioned in the table below also reveal that only (02) teachers, making up (13.34%) taught the module of O.E. for a period between ten to fifteen years. However, none has taught the module of O.E. for more than ten years.

Table 7.78. Number of Years Spent in Teaching Oral Expression

	1-5	*5-10*	*10-15*	*More than 15*	*Total*
Number	*03*	*10*	*02*	*00*	*15*
%	*20%*	*66.66%*	*13.34%*	*00%*	*100%*

Graph 7.35. Number of Years Spent in Teaching Oral Expression

Number of Years Spent in Teaching Oral Expression

■ 01 to 05 years ■ 05 to 10 years ■ 10 to 15 years ■ More than 15 years

00

13.34%

20%

66.66%
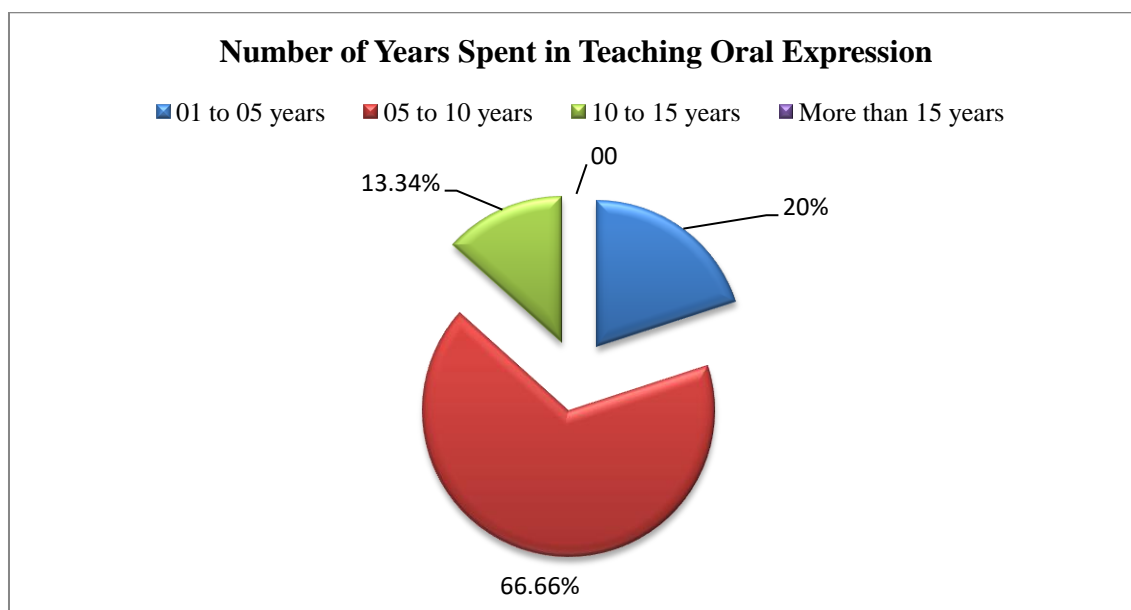
Section Two: Teaching the Speaking Skill (Q4 to Q7)

Question 4: How do you evaluate your students' speaking skill?

This question aims at getting some information about the students' level in O.E. through the teachers' personal evaluation. The findings mentioned in the table below reveal that (02) teachers, making up (13.34%), assume that their students' level is "beyond average", and (10) teachers, making up (66.66%), think that their students' level is "average". (03) teachers, making up (20%) consider that their students' level in oral expression is "below average", while none perceives that their students' level in oral expression as being "high" or "low".

Table 7.79. Students' Level in Oral Expression According to Teachers

	High	*Beyond Average*	*Average*	*Below Average*	*Low*	*Total*
Number	*00*	*02*	*10*	*03*	*00*	*15*
%	*00%*	*13.34%*	*66.66%*	*20%*	*00%*	*100%*

Graph 7.36. Students' Level in Oral Expression According to Teachers
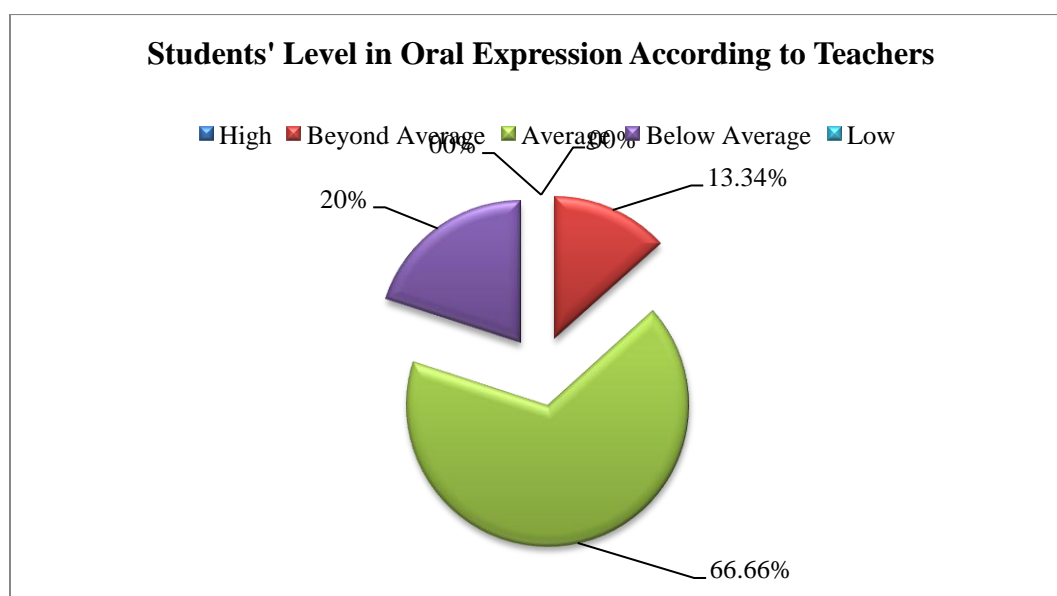
Question 5: Which of the following activities do you use in your oral expression class?

The data demonstrates that the activities most used by the teachers of O.E. are discussions (33.33%) and oral presentations (26.67%). Some teachers, making up (13.34%), state that they use role plays in their O.E. class, others, making up (13.34%), announce that they use storytelling to teach the same subject. However, it is revealed that songs are used only by (06.66%) and movies/ documentaries by (06.66%).

Table 7.80. The Activities Used in Oral Expression

	Discussions	Oral Presentations	Role Plays	Storytelling	Songs	Movies/ documentaries	Total
Number	5	4	2	2	1	1	15
%	33.33%	26.67%	13.34%	13.34%	06.66%	06.66%	100%

Graph 7.37. The Activities Used in Oral Expression
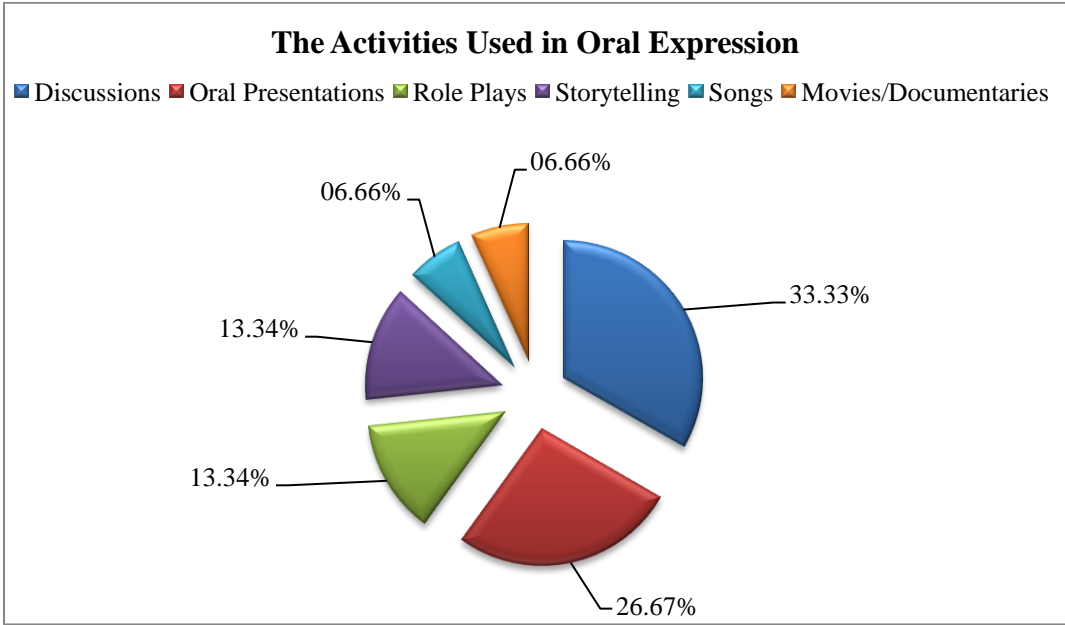
Question 6: If others, please specify

Teachers, who took part in the study, affirmed that the aforementioned activities are the ones they use in their O.E. classes.

Question 7: To what extent do the activities used in your oral expression classes affect the students' performance?

In the table below (table 7.81.), it is portrayed that the vast majority of teachers, making up (66.66%), believe that the activities used in their O.E. class affect the students' performance "very much". Four (04) teachers, making up (26.67%), believe that the activities used in their O.E. class are "somehow" affect their students' performance. While (01), making up (06.67%), think that the activities used in their O.E. have no effect on their students' performance.

Table 7.81. The Impact of the Teaching Activities on Students' Performance

	Very Much	*Somehow*	*Not at All*	*Total*
Number	*10*	*04*	*1*	*15*
%	*66.66%*	*26.67%*	*6.67%*	*100%*

Graph 38: The Impact of the Teaching Activities on Students' Performance
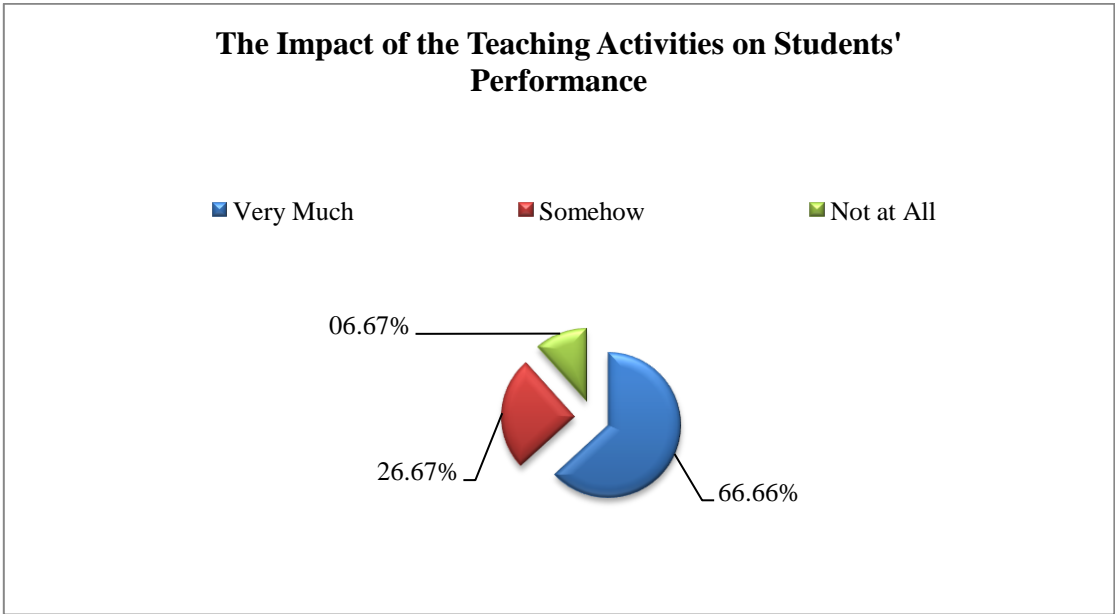
Section Three: Teachers' Attitudes towards Cooperative Work (Q8 to Q11)

Question 8: Do you implement cooperative learning activities in your oral expression class?

This close ended question is asked with the intention of having an overall idea about whether or not the C.L. activities are used in oral expression classes. The data reveal that (05) teachers, making up (33.33%), affirm that they implement cooperative learning activities in their O.E. class, while (10) teachers, making up (66.67%), affirm the opposite.

Table 7.82. The Frequency of Using Cooperative Learning

	Yes	*No*	*Total*
Number	*05*	*10*	*15*
%	*33.33%*	*66.67%*	*100%*

Graph 7.39. The Frequency of Using Cooperative Learning

The Frequency of Using Cooperative Learning

■ Yes ■ No

33.33%

66.67%
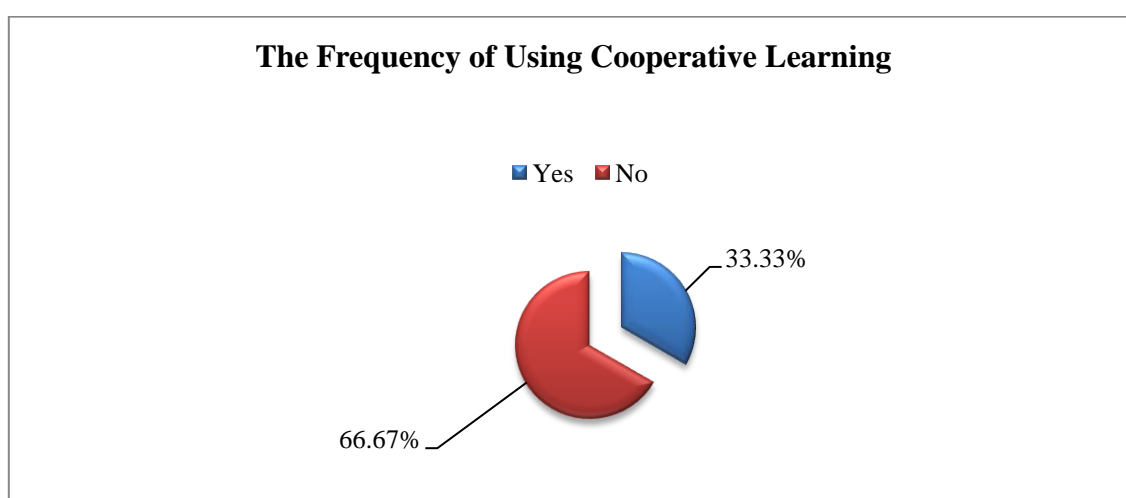
Question 9: If yes, to what extent do you think that the cooperative learning activities affect the students' performance?

The C.L. activities are thought to be motivating. Accordingly, the portion of teachers who announce their implementation to the C.L. activities, making up (80%), affirm that the C.L. activities affect the students' performance "very much". However, (01) teachers, making up (20%), thought that their implementation is "somehow" effective. The "not at all" box remained empty.

Table 7.83. The Impact of Cooperative Learning Activities on Student's Performance

	Very Much	Somehow	Not at All	Total
Number	04	01	00	05
%	80%	20%	00%	100%

Graph 7.40. The Impact of Cooperative Learning Activities on Student's Performance

The Impact of Cooperative Learning Activities on Students' Performance

234
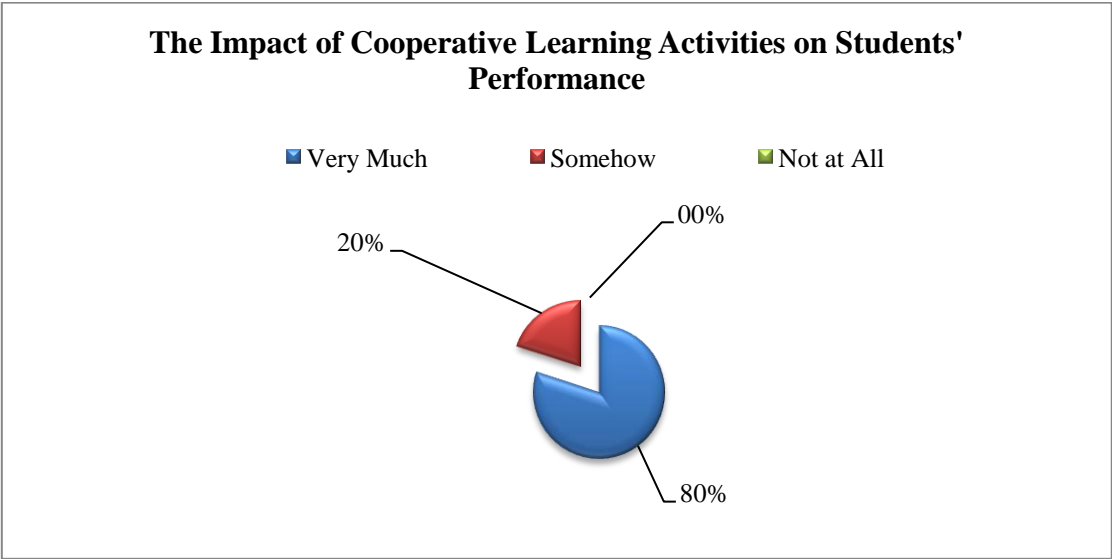
Question 10: If not, what is/are the reasons that prevent you from implementing it?

This question aims at having a general idea about the reasons that prevent teachers from implementing the cooperative work in their O.E. classes. The findings, in the table below (table 7.84.), reveal that teachers related their reluctance in implementing the cooperative work to time constraint (10%), group size (80%), and to students' disinterest in working cooperatively (10%). In other words, the teachers claim that the classes are overcrowded and assigning cooperative work is time consuming. They also claim that some learners disfavor cooperative work for they prefer working individually.

Table 7.84. The Reasons Preventing the Implementation of Cooperative Learning Activities

	Time Constraint	*The Group Size*	*The Students' Disinterest in Working Cooperatively*	*Total*
Number	*01*	*08*	*01*	*10*
%	*10%*	*80%*	*10%*	*100%*

Graph 7.41. The reasons preventing the implementation of Cooperative Learning activities

The Reasons Preventing the Implementation of Cooperative Learning Activities

■Time Constraint   ■The Group Size   ■The Students' Disinterest in Working Cooperatively

10%   10%   80%
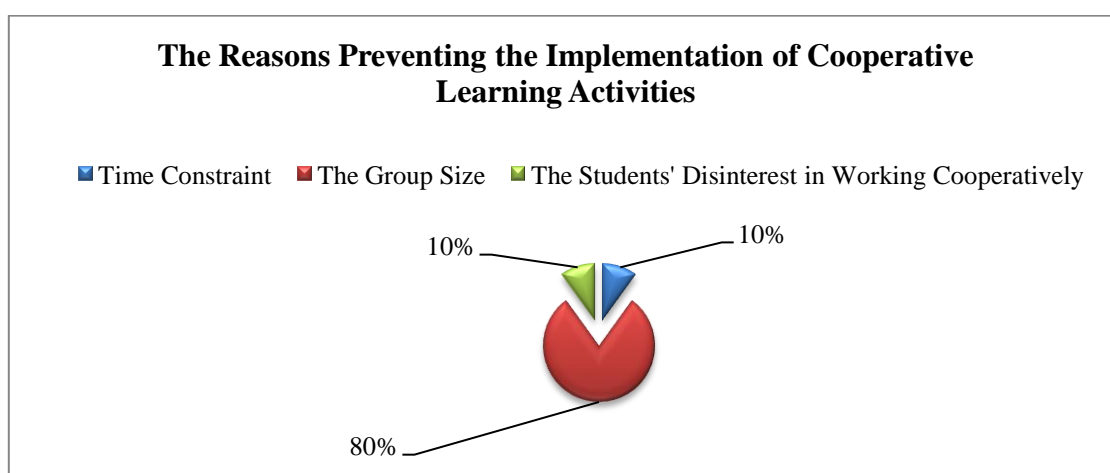
Question 11: If other factors please specify

This open ended question is asked with the intention of having more details concerning the factors that hinder teachers of O.E. from implementing cooperative work. Teachers state that (Q10) covered the main reasons that get in their way regarding the implementation of cooperative work. They insert that the learners do not really benefit from cooperative work when the classes are overcrowded since it takes a lot of time to get the class organized and to get the disinterested students in working together interested.

Section Four: Students' Motivation (Q12 to Q18)

Question 12: Does cooperative work enhance the students' motivation?

According to the data mentioned in the table below (table 7.85.), the vast majority of teachers, making up (86.66%), believe that cooperative work stimulates the students and boosts their motivation for working cooperatively gets students more involved in class activities. However, two (2) teachers, making up (13.34%), think differently.

Table 7.85. Cooperative Work Is Motivating

	Yes	No	Total
Number	13	02	15
%	86.66%	13.34%	100%

Graph 7.42. Cooperative Work Is Motivating

Cooperative Work Is Motivating

■ Yes ■ No

33.34%

33.34%
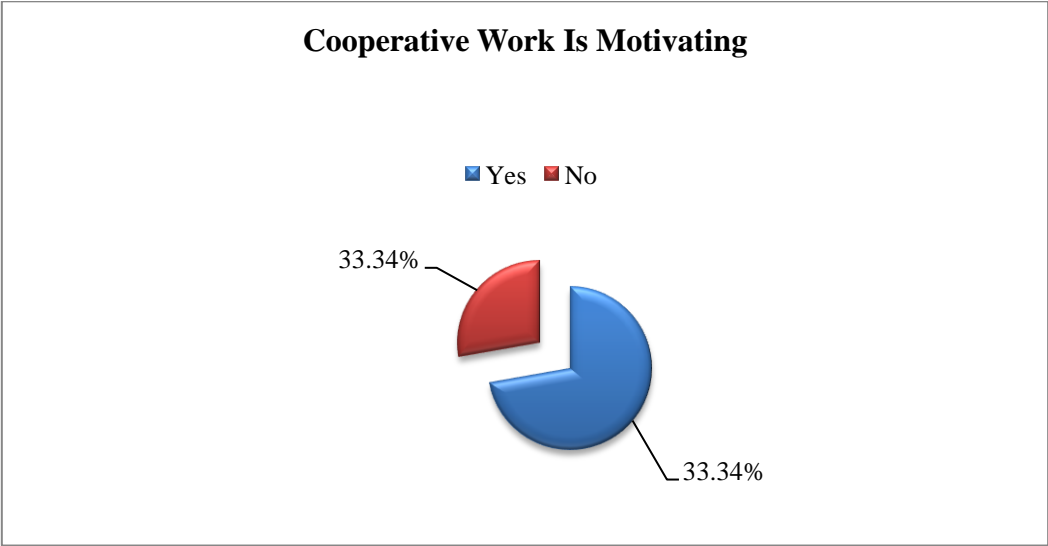
Question 13: Whether yes or no, justify your answer, please

In this question, teachers are asked to justify their answers regarding (Q12) whether or not cooperative work is motivating. The vast majority of teachers, making up (86.66%), believe that cooperative work is motivating because the learners are no longer passive recipients, in the sense that, they turn to be more involved in classroom activities; they exchange ideas, discuss their opinions and argue about them. Moreover, cooperative work reduces anxiety in the learners and enhances creativity in them. However, (02) teachers, making up (33.34%), think the opposite. They believe that cooperative work is not that motivating since some learners disfavor the idea of working together. They also add that group work needs a lot of time and a good classroom management which is difficult with the number of students they have per class.

Question 14: Does the teacher's positive feedback enhance the students' motivation?

This question aims at knowing whether or not positive feedback is motivating. As shown in the table below (table 7.86.), all the teachers (100%) ticked the "yes" box. All the teachers seem to agree on the idea that positive feedback boosts the learners' motivation.

Table 7.86. Positive Feedback Is Motivating

	Yes	*No*	*Total*
Number	*15*	*00*	*15*
%	*100%*	*00%*	*100%*

Graph 7.43. Positive Feedback Is Motivating

Positive Feedback Is Motivating

■ Yes ■ No

Question 15: Whether yes or no justify your answer, please

In this question, teachers are asked to justify the answers they provided in (Q14). All the (15) teachers who participated in answering our questionnaire,

making up (100%), believe that positive feedback enhances the students' motivation. Teachers seem to be aware of the positive effect that positive feedback has on learners. They believe that correcting the students' mistakes and errors is inevitable and very important in the learning process and students demonstrate sensitivity when it comes to the classmates' and teachers' reactions at the same time. For this very reason, teachers ought to provide their students with positive feedback to help them determine their strengths and weaknesses, correct their mistakes and errors, be more courageous and less anxious in taking part in classroom activities.

Question 16: Does the teacher's praise enhance motivation?

The findings in the table below (table 7.87.) demonstrate that all the teachers who took part in answering our questions (100%) agree upon the idea that praise enhances motivation.

Table 7.87. Praise Enhances Motivation

	Yes	No	Total
Number	15	00	15
%	100%	00%	100%

Graph 7.44. Praise Enhances Motivation

Praise Enhances Motivation

100% — ▪Yes ▪No
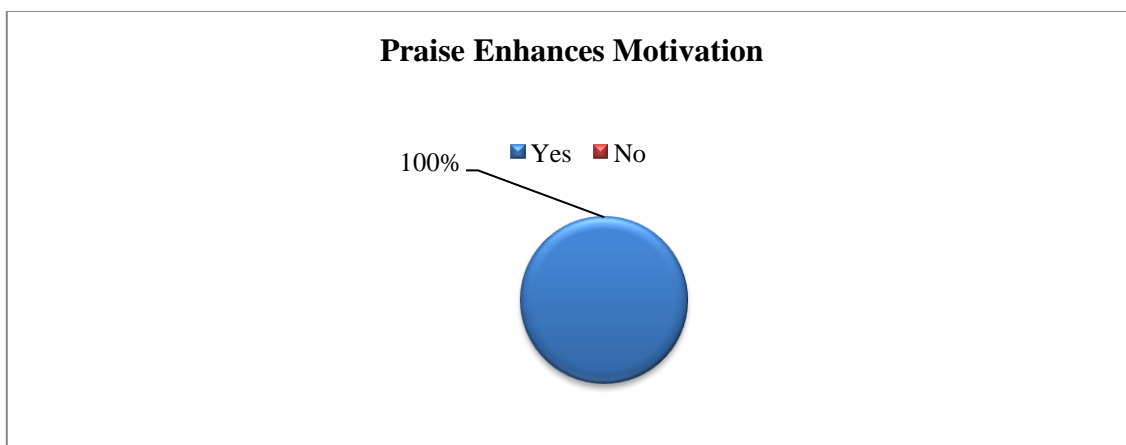
Question 17: Whether yes or no justify your answer, please

Teachers believe that praise enhances motivation. They affirm that praise is an effective stimulus that boosts the learners' motivation, in the sense that, it helps them be more confident and more aware about their real abilities. Such elements, they add, are of a great assistance in fostering the students' educational achievement.

Question 18: Motivation affects the students' performance

This question aims at getting some clear insights and perceptions from the part of teachers in relation to the fact that motivation affects the students' performance. All the teachers that participated in answering our questionnaire, making up (100%), ticked the first box that affirms their "strong agreement" with the fact that motivation affects the students' performance.

Table 7.88. Motivation Affects the Students' Performance

	Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*	*Total*
Number	*15*	*00*	*00*	*00*	*15*
%	*100%*	*00%*	*00%*	*00%*	*100%*

Graph 7.45. Motivation Affects the Students' Performance
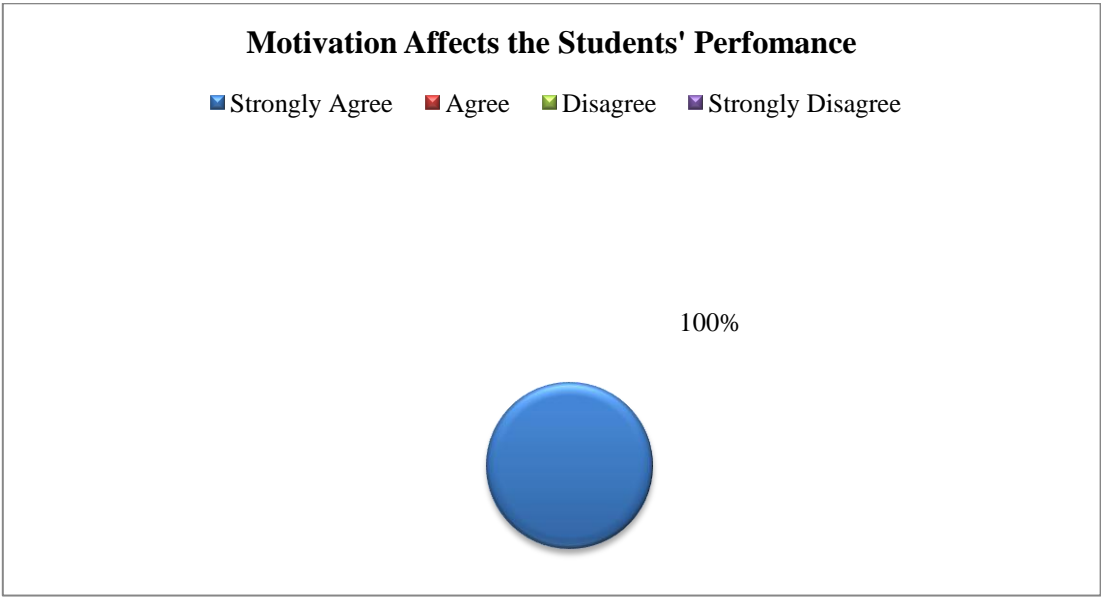
Section Five: Teachers' Role versus Students' Role When Putting Cooperative Learning Activities into Practice (Q19)

Question 19: Cooperative work amplifies the students' role and reduces the teacher's role

The data noted in the table below (table 7.89.) portray that the teachers' ticked only the "strongly agree" (33.34%) and "agree" (66.66%) boxes. However, the two left boxes "disagree" and "strongly disagree" remained empty.

Table 7.89. The Students' role is amplified and the teacher's role is reduced in a Cooperative Learning framework

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Number	05	10	00	00	15
%	33.34%	66.66%	00%	00%	100%

Graph 7.46. The Students' Role Is Amplified and the Teacher's Role Is Reduced in a Cooperative Learning Framework
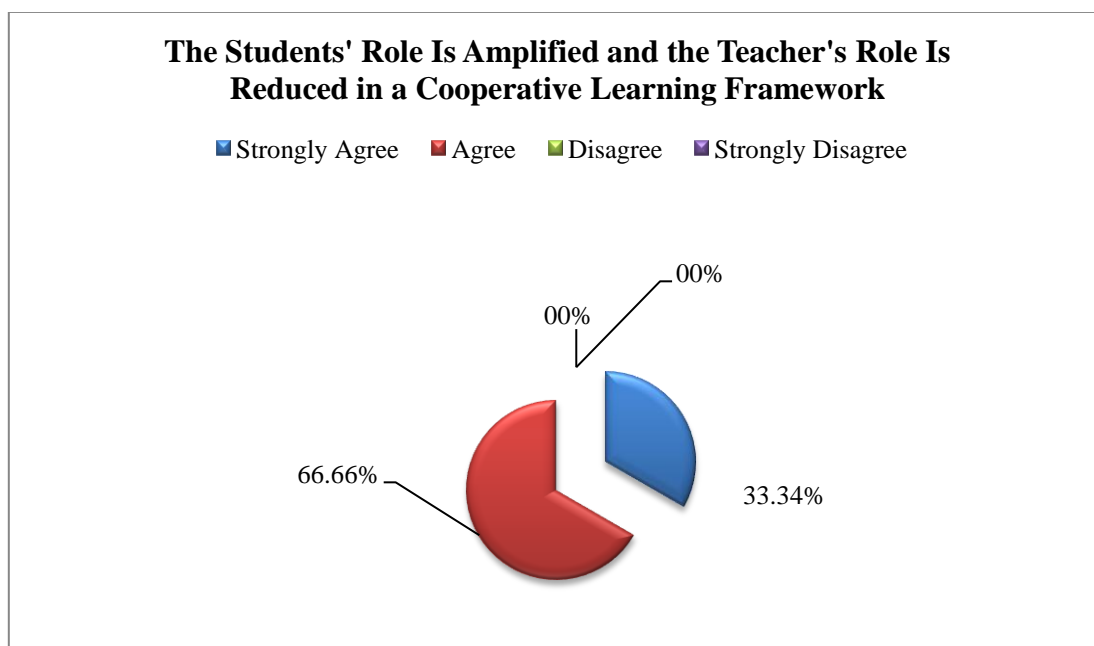
Section Six: Further Suggestions (Q20)

Question 20: Please, do write any further comments or suggestions about the effects that the Cooperative Learning activities have on EFL students' motivation and speaking skill.

The teachers, in this question, are requested to add further comments or suggestions concerning the effects that Cooperative Learning has on EFL students' motivation and the speaking skill. Accordingly, teachers provided a range of comments and a few suggestions. Teachers believe that Cooperative Learning maximizes the learners' will to learn since it reduces anxiety and shyness in them and that is a key factor in helping them get out of their shells and think out of the box. Additionally, Cooperative Learning helps the learners develop their communicative skills, since solving a given task needs an exchange in ideas and discussion of opinions. Moreover, teachers affirm that C.L. enhances creativity in

the learners, boosts their motivation and consequently encourages them to participate in the various activities implemented in class, which in turn, develop their speaking skill. The teachers' suggestions mainly focus on the group size and authentic materials. Teachers, also, suggested reducing the number of students per class to be able to implement an assortment of activities in their O.E. class for not being affected by time, and to be given the appropriate materials (documentaries, magazines, movies, songs, etc) to enrich the subjects used in class.

7.3.2. Discussion of the Teachers' Questionnaire

The analysis of the Teachers' Questionnaire feedback displays a significant agreement with the suppositions and the assumptions set formerly, which state that cooperative work enhances students' motivation and helps them develop their speaking skill.

In (Q8), five (05) teachers, making up (33.3%), stated that they implement cooperative work in their O.E. class. Among them, (80%) believe that implementing cooperative work affects the students' performance "very much" (Q9), while (20%) think that cooperative work "somehow" affects the students' performance.

Again, in (Q8), ten (10) teachers, making up (80%), affirmed that they do not implement cooperative work in their Oral Expression class; the majority of them, making up (10%) related the fact that they do not arrange cooperative work in their Oral Expression classes to a major problem, that is: overcrowded classes (Q10).

Teachers seem to be aware of the effects cooperative work has on students; in (Q12) the vast majority of them, making up (86.66%), believe that cooperative work is motivating, while the remaining minority, making up (13.34%), thinks the opposite. The former portion believes that working cooperatively helps the learners

get more involved in classroom activities and helps them be more creative. Whereas, the latter proportion, making up (13.34%), think that cooperative work is not that motivating because it is not much appreciated on the part of students. Besides, they think that implementing cooperative work needs time and a good classroom management, and that is easier said than done with overcrowded classes.

Evidently, mistakes and errors are part of the learning process, yet some students seem to be sensitive when they are corrected. All teachers, who took part in answering this questionnaire, believe that positive feedback is very important and enhances students' motivation (Q14). They believe that providing students with positive feedback encourages them in taking part in classroom activities since it lessens their anxiety and hesitation (Q15).

Unquestionably, praise is a valuable incentive in prompting the learners' motivation. In response to (Q16) & (Q17), all the participants, making up (100%) agreed on the fact that praise is motivating to students. They affirm that praise helps students be more confident and more aware about their real abilities, and thus helps them in promoting their educational achievements.

Motivation is thought to be essential in all kinds of learning. All the teachers, who participated in answering the questionnaire, affirmed the importance of the effects that motivation has on students' performance (Q18).

It has been determined that working in small groups magnifies the students' role and minimizes the teachers' role (Brown, 2003). Correspondingly, all the participants believe likewise and believe that the teacher is there to guide and to manage the class (Q19).

Conclusion

In brief, the data obtained from the analysis of the experimental group's post questionnaire and the teachers' questionnaire go hand in hand with the suppositions that highlight the positive effects that the Cooperative Learning activities have on students' motivation, and on their speaking skill development. Both of the students' and the teachers' feedback display an awareness concerning the efficiency of the implementation of Cooperative Learning activities in Oral Expression classes; this awareness is related to the fact that the implementation of Cooperative Learning activities generates a relaxing atmosphere and positive interaction among the learners, which enhances creativity and motivation in them and helps them develop their speaking skill and communicative abilities.

General Conclusion

In the last decades, the field of Foreign Language teaching and learning witnessed tremendous changes due to the massive interest given to it, all over the globe. Piles of references were published with considerable awareness of the teachers' requirements and learners' needs, in an attempt to make the teaching and the learning processes easier due to the unrestricted technological changes that seem to have an effect on all educational fields.

Didactics gained a lot of attention for the reason that it combines "what to teach?" and "how to teach it?" which encouraged us to contribute with our views based on our knowledge achieved through our teaching experience along with the several national and international seminars and trainings.

There is clear evidence upholding the fact that learning a language is associated with speaking it. Accordingly, a series of methods and approaches were put forward in order to satisfy the Foreign Language teaching and learning requirements. The basic tenets of each method and approach highlighted some major theoretical assumptions depending on the area of focus. As has been documented, the earlier decades of the twentieth century emphasized the presentation of systematically ordered sequences of linguistic forms to be learnt by the students throughout conditioning. However, the ultimate decades of the same century, and on, were influenced by Chomsky's "Competence" and "Performance" as well as Hymes' "Communicative Competence" models. Besides, in that point in time, affective factors in Foreign Language learning gained a lot of attention, and the language's communicative properties were significantly accentuated.

One of the most significant affective factors, was and still is believed to be central in the field of education for it is influential in determining language learning success or failure, and it is motivation. The complexity of the concept of motivation resulted in generating

various theories and approaches with regard to the most important schools of thoughts; the behavioristic perspective, identifying motivation in terms of reinforcement; the humanistic perspective, perceiving motivation in terms of needs to be satisfied; and finally the cognitive perspective, highlighting the crucial role of mental structures and information processing. Educational psychologists pointed out that motivation can be intrinsic when learners feel internal approval as they succeed in completing a specific task; and extrinsic when learners are enthused by the anticipation of reward. Educational psychologists also explained that motivation can have instrumental orientations, in the sense that the learner's main interest is the achievement of academic goals; or integrative orientations, meaning that the learner's major concern is related to the integration into the Foreign Language's culture. In order to explain motivation in the field of language learning, several teaching and learning motivational strategies were proposed, and many methods and techniques were suggested to be implemented in language classes to smooth the progress of learning.

The idea of getting learners motivated to learn Foreign Languages yielded to implementing Cooperative Learning for the enthusiasm and the variety that it brings into language classes. Educators believe that when learners work together to attain common goals, they show more interest and more engagement in getting the tasks done, which, actually, positively affect their academic achievements, develop their interactive skills, and enhance their self-esteem (Brown, 2001; Slavin, 2006).

It is worth to restate that the main objective of this research is to investigate the effects of Cooperative Learning activities on EFL learners' motivation and speaking skill. It is also worth to state that in order to meet up with the desired objectives and approve or disapprove the hypotheses, a methodical research is vital.

Accordingly, an experiment was conducted at the Department of Letters and Foreign Languages at the University of Frères Mentouri, Constantine in order to

investigate the effects of Cooperative Learning activities on EFL learners' motivation and the speaking skill. Fifty six (56) third year students of English (Didactics) who represent the whole population were divided into two homogeneous groups; one control and another experimental, making up twenty eight (28) students each. Both groups met three instructional Oral Expression hours per week divided up into two sessions of one hour and a half each.

The general experimental procedural process of the present research started by administering a pre questionnaire to both the experimental and the control groups in order to collect the needed information concerning the students' points of view regarding the Oral Expression module, and their expectations with reference to the idea of working in groups. Then, a pre test was administered, again, to both groups to test the students' level. After that, a six-week teaching experiment was conducted. Students, in the control group, followed the individualistic type of learning. However, Cooperative Learning activities were implemented with the experimental group. At the end of the experiment, a post test was administered to both experimental and the control groups. Finally, a post questionnaire was administered in the end of the experiment to the experimental group to review the learners' estimations about the effect that the Cooperative Learning activities had on them and to what point they were effective in enhancing their motivation and improving their speaking skill.

The results obtained from both the pre test and the post test administered to the control and the experimental groups were compared to each other so as to determine the impact that Cooperative Learning activities had on students of the experimental group as contrasted with students of the control group who were following the individualistic type of learning. More clearly, the comparison of the means together with the computation of the t-test of both the

experimental and the control groups approved the effectiveness of implementing Cooperative Learning activities in enhancing EFL students' motivation and improving their speaking skill.

Based on the analysis of the data obtained from teachers' questionnaire and the experimental group's post questionnaire, the implementation of Cooperative Learning activities is recommended for it helps in creating a relaxing and a friendly learning environment that generates a sense of excitement and enthusiasm in the learners. Further, implementing Cooperative Learning in Oral Expression classes promotes positive interaction that encourages the learners to get rid of their shyness, be more confident, and be more creative. More precisely, positive interaction helps the learners improve their communicative skills.

Noteworthy, the implementation of Cooperative Learning activities proved to be effective in many ways, yet it is also worth to mention that teachers should be aware of the challenges that they may go through all along that process.

It is brought to a close that the research's results go in the directions of the hypotheses and reassure the assumptions and suppositions set in relation to the positive impact that the Cooperative Learning activities have on EFL students' motivation and their speaking skill. Therefore, Foreign Language teachers are recommended to implement the Cooperative Learning activities more frequently and more adequately.

Some Recommendations

One of the major challenges that teachers may face is group dynamic dilemmas. Teachers ought to be aware of the fact that personality mismatches may possibly be the reason of inadequate Cooperative Learning, albeit the absence of disagreements. Teachers, in this case, are recommended to use two types of grouping: self-selected groups, or social

integration groups for the freedom it is given to learners to choose the members to work with, which in turn, creates a sociable and a friendly atmosphere.

Another important challenge to be highlighted is the workloads division. Learners, in Cooperative Learning, work together to attain common academic goals. Yet, at times, it occurs that learners with higher-achievements do the larger part of the task at hand more willingly than helping learners with low-achievements to understand it and complete it. Teachers, in such a situation, ought to either avoid focusing on forming groups with learners with mixed abilities, or intervene and divide the workload while explaining the importance of assisting and supporting each other to understand and complete the assigned task.

One more significant challenge that teachers should be aware of is the overcrowded classes and classroom management. When learners work together to do the task at hand, they tend to progressively talk louder to each other causing a more or less significant distraction in the learning process. Teachers, in such circumstances, ought to interfere in order to establish the required order in the class.

Once again, the analysis of the data obtained from the tools implemented in this research in the Department of Letters and the English Langauge, at the University of Frères Mentouri, Constantine, put a considerable weight on the teacher's role. More clearly, learners, during the learning process, have the tendency to make mistakes and errors, many of the learners feel sensitive and susceptible when they are mistaken and when they are given feedback. Accordingly, teachers ought to pay attention to the personalities of their learners, to praise their correct answers, and provide them with positive feedback.

It is worth to restate that praise and positive feedback are known to be prominent in the learning process for they encourage the learners to take more risks to participate in the classroom activities. Additionally, they lessen the learners'

anxiety and hesitation, enhance their motivation, boost their confidence, and make them more aware about their real abilities.

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Appendices

Appendix I: The Tests

Appendix II: The Activities Used in the Treatment

Appendix III : The Questionnaires

Appendix I

The Tests

Appendix 1

Pre Test

Bil KEANE

"Yesterday is history, tomorrow is a mystery, today is a gift of God which is why we call it present" (Hope)

Friedrich NIETZSCHE

"That which does not kill us, makes us stronger" (Perseverance)

Isaac NEWTON

"We build too many walls and not enough bridges" (Communication)

Gracian BALTAZAR

"Be open to suggestions, no one is so perfect that they do not need advice from time to time" (Advice)

CICERO

"A room without books is like a body without soul" (Reading)

Mark TWAIN

"If you tell truth, you do not have to remember anything" (Honesty)

Lord BYRON

"To have joy, one must share it, happiness was born a twin" (Sharing)

Post Test

Victor HUGO

"As the purse is emptied, the heart is filled" (Charity)

Eleanor ROOSEVELT

"The future belongs to those who believe in the beauty of their dreams" (perseverance)

Abraham LINCOLN

"In the end, it is not the years in your life that count. It is the life in your years" (Life)

Benjamin FRANKLIN

"To be humble to superior is duty, to equals courtesy, to inferiors nobleness" (Modesty)

Victor HUGO

"Even the darkest night will end the sun will rise" (Hope)

Theodore ROOSEVELT

"Believe you can and you are half way there" (Ambition)

GOETHE

"Let everyone sweep in front of his own door and the whole world is clean" (Positive Change)

Retrieved from:

https://www.**goodreads**.com/

Appendix II

The Activities Used in The Treatment

"Happy", The Song

Released November 2013

Format
- CD single

Recorded 2013 at Circle House Studios, Miami, Florida

Genre
- Soul
- neo soul

Length 3:53

Label Back Lot Music i Am Other Columbia

Writer(s) Pharrell Williams

Producer(s) Pharrell Williams

Retrieved from:

Happy, The Lyrics

Verse 1

It might seem crazy what I'm about [to say]

Sunshine she's here, you can take [a break]

I'm a hot air [balloon] that could go to [space]

With the air, like I don't care, baby, by the way

Chorus

Because I'm happy

[Clap along] if you feel like a room without a roof

Because I'm happy

[Clap along] if you feel like happiness is the truth

Because I'm happy

[Clap along] if you know what happiness is to you

Because I'm happy

[Clap along] if you feel like that's what you wanna do

Verse 2

Here come bad news [talking] this and that, yeah,

Well, give me all you got, and don't hold it back, yeah,

Well, I should probably [warn] you I'll be just fine, yeah,

No [offense] to you, don't [waste] your time

Here's why

Chorus

Because I'm happy

[Clap along] if you feel like a room without a roof

Because I'm happy

[Clap along] if you feel like happiness is the truth

Because I'm happy

[Clap along] if you know what happiness is to you

Because I'm happy

[Clap along] if you feel like that's what you wanna do

Bridge

(Happy)

Bring me down

Can't nothing

Bring me down

My level's too high

Bring me down

Can't nothing

Bring me down

I said (let me tell you now)

Bring me down

Can't nothing

Bring me down

My level's too high

Bring me down

Can't nothing

Bring me down

I said

Chorus Repeats

Retrieved from: http://www.azlyrics.com/lyrics/pharrellwilliams/happy.html

Pride and Prejudice, the Movie

The story is based on Jane Austen's novel "Pride and Prejudice" first published in 1813. It is about five sisters (Jane, Elizabeth, Mary, Kitty and Lydia Bennet) from an English family in Georgian England. The lives of the five sisters were turned upside down with the arrival of a rich young man (Mr. Bingley) and his best friend (Mr. Darcy) who is even richer.

Pride & Prejudice

Directed by	Joe Wright
Produced by	- Tim Bevan - Eric Fellner - Paul Webster
Screenplay by	Deborah Moggach
Based on	*Pride and Prejudice* by Jane Austen
Starring	- Keira Knightley - Matthew Macfadyen - Brenda Blethyn - Donald Sutherland - Tom Hollander - Rosamund Pike - Jena Malone - Talulah Riley - Judi Dench
Music by	Dario Marianelli
Cinematography	Roman Osin

Edited by	Paul Tothill
Production Company	• StudioCanal • Working Title Films
Distributed by	Focus Features
Release dates	• September 2005
Running time	127 minutes

Retrieved from: https://en.wikipedia.org/wiki/Pride_%26_Prejudice_%282005_film%29

The Chain Story, Samples as Suggested by Stuents

Story 1

I was watching TV and playing with my cat/ suddenly, my phone rung, my friend told me that we were supposed to study next Tuesday/ OH!! /OH!! My God no way /I can't make it / I have many plans for Tuesday, I am planning to visit a friend of mine/and go shopping/ I have to prepare for the Linguistics exam, too/ So, what shall I do?/ I have no choice/ I guess I have to attend and postpone my plans.

Story 2

I woke up this morning/ washed and dressed/ and got myself ready to go to the university/ but once I got in the bus/ I fought with my fiancé/ then, I went back home/ I was very sad/on my way home/ I remembered that we are going to have a test at 11.00/ when I checked my watch/and then I realized that I was late/ so , I decided to take a taxi to take me to the university/ and I arrived on time/ and luckily I did the test.

Story 3

I was walking in the stree / I saw a begger / I gave him money I had in my pocket / I carried on my way/ I got into the bus and I found out that I forgot my wallet at home/ I was penniless/ / I was terrified / I asked a woman to buy me a ticket/ but unfortunately that woman was rude, and she started shouting at me/people were looking at me/ I blushed and I almost started to cry/ I was thinking what to do/ So I pretended to faint/ and suddenly a gentleman paid for me/ I kept thinking about the story that happened to me all day long/ one thing I could deduce/ I helped the beggar and I got helped.

Story 4

My mother went to Algiers/and I was home alone /I decided to cook something / and I did not find sugar / I went to the grocery store to buy some sugar /the store was closed /I went back home /I asked our neighbor to give me some sugar /She refused to give me /then I called my friend to bring me some sugar. /She came and brought it/we laughed a lot at the story of sugar/ and we prepared a delicious cake together.

Story 5

Last night/I couldn't sleep/Because I had a headache/I went to the garden/I saw something that seemed strange to me/I was so scared/I felt like someone was watching me /I was shaking like a leaf/I was so courageous/I went to checked what it was/Suddenly I discovered that it was just a cut running after a rat/and suddenly the headache was gone/ so I went back to sleep.

Story 6

Yesterday when I was heading to the supermarket/I met a group of children/They were cursing each other/one of them was crying/because they beat him/he run away towards his house/but, he found that a group of mothers were waiting there/he was afraid and started shaking/he started calling his parent loudly/the first group followed him/they surrounded him/one of them started singing and the others were clipping/they obliged him to dance in public on one leg and his arms over his head/his eyes were closed/they ordered him to keep dancing /Five minutes later he fell down/he opened his eyes/and found no one there/except his exclaimed father/ who was looking at him in a strange way.

Story 7

One day/ I was shopping/ and suddenly/ someone grabbed my arm/ I turned/ It was one of my friends that I did not see for years/it took me a little while to recognize her/ because she gained a lot of weight/ then when I recognized her/ we started screaming and hugged each other/ I invited her for lunch/ and started telling each other about our news/it was so nice to catch up.

Simulations, Samples as Suggested by Students

1/ Three sisters were home alone, and suddenly, they heard a noise outside, and found out that a thief was trying to break into their house.

2/ Four friends went on a trip, and suddenly, the car they were driving stopped in the middle of the forest at night. One of the girls left her cell phone at home, another one her phone wad out of charge, and the two others have no units to call. They were terrified and scared, they started screaming and blaming each other. Fortunately, the father of the driver came to rescue them after one of the girls remembered the free texting service "call me". They went back home safely.

3/ A girl organized a party in her house and invited her friends thinking that her parents would come at night. While they started dancing, the parents opened the door and were surprised.

4/ Some friends were shopping, and then suddenly a thief stole the bag of one of them.

5/ A sister thought of joking with her sisters by telling them that their parents were not their biological parents.

6/ A famous singer or an international celebrity, came to our university, and had an exclusive interview with three journalists.

7/ A company needs to recruit new workers three persons met want that job. Let us see what happens during the job interview.

8/ Some friends spent few days in Spain, when their vacation was over; they decided to take a taxi to drive them to the airport. When they left the hotel, they stopped a taxi and asked him to take them to the airport, when they reached there, the taxi driver told them that they have to give 30 Euros, the friends did not have that sum of money, the driver told them that he had to

keep the luggage until they pay him, the friends were in shock and started thinking of how to collect the money.

9/ Someone subscribed in a talent show, he was accepted and he was asked to sing in front of the judges. What are the judges going to say about his performance?

10/ Some friends went to Egypt and visited one of the museums of the ancient Egypt, they got in a room where there were mommies, and suddenly one of them heard a voice.

11/ Some friends planned to meet up at a restaurant to chat and have lunch, they ordered a lot of food, after having finished, the waitress gave them the bill and the girls did not have enough money. So, they end up by washing dishes and cleaning the floor.

12/ Four friends went on a picnic, and divided the tasks to do when they get to the place they chose. They started gathering wood and lighting fire to prepare lunch, and suddenly it began to rain heavily.

13/ Four sisters and brothers wanted to surprise their mother on her birthday by organizing a birthday party to her.

Role Plays, as Written by Students

Role Play 1: The Medallion

Role Play 2: The "Sweet Night" Show

Role Play 3: Kaddour and Jennifer in Algeria

Role Play 4: The Hospital Window

Role Play 5: A Musical

Role Play 6: Corruption

Role Play 7: Love and Money

Role Play 1: The Medallion

Group 1

Role Play 2: The "Sweet Night" Show

Group 2

Role Play 3: Kaddour and Jennifer in Algeria

Group 3

Role Play 4: The Hospital Window

Group 4

Role Play 5: A Musical

Group 5

Role Play 6: Corruption

Group 6

Role Play 7: Love and Money

Group 7

Individual Presentations, Titles

1/ Travelling

2/ Enhance your Self Confidence

3/Proverbs

4/ The Art of Communication

5/Kabylie Traditions

6/ Superstitions

7/ I am a Motivational Speaker

8/ Obesity

10/ Job Interviews

11/How To Get Rid of Stress

12/Popular Stories

13/ Star Signs

14/ The Effects of Colors on our Humor

15/Fashion

16/ Mind Manipulation

17/Genetics

18/Plastic Surgery versus Cosmetic Surgury

19/ Autism

20/Schizophrenia

21/Working Women

22/The Subconscious Mind

23/The Importance of Reading

24/The Algerian Traditions

25/ The Law of Attraction

26/ Marriage

27/ Babies' Physical and Mental Development

28/ Happiness

Appendix III

The Questionnaires

The Pre Questionnaire

Dear students,

We would be so grateful if you could answer the following questions that are designed to collect some significant data concerning your reactions towards the various activities used in your Oral Expression class.

Please, tick (✔) the appropriate box and write a full statement whenever needed.

Your answers are very important for the validity of this research.

The Questionnaire

Question 1: what is your gender?

Male	Female

Question 2: How do you consider your level in English?

High	Above Average	Average	Below Average	Low

Question 3: Does your level enable you to express yourself?

Yes	No

Question 4: Do you enjoy your Oral Expression class?

Very much	Somewhat	Not at all

Question 5: How often do you participate?

Always	Frequently	Sometimes	Rarely	Never

Question 6: Whatever your answer, please say why?

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…………………………………………………………………………………………………
………………………………………………………………………………………………..

Question 7: How do you feel during the Oral Expression class?

Comfortable	Uncomfortable

Question 8: If "comfortable" was your answer, what did your teacher do to create such an atmosphere?

The teacher built a good relationship with students	
The teacher praised you when you answer correctly	
The teacher motivated you to participate	
The teacher used a variety of activities	

Question 9: If "uncomfortable", what makes you feel so?

The teacher's negative feedback	The classmates' reactions	The different activities used in class

Question 10: How do you describe yourself?

Extrovert	Introvert

Question 11: How would you describe your teacher?

A controller	A guide

Question 12: How often does s/he invite you to speak?

Always	Frequently	Sometimes	Rarely	Never

Question 13: Does your teacher praise you when you answer correctly?

Always	Frequently	Sometime	Rarely	Never

Question 14: Is your teacher's feedback, when your answer is not correct, positive or negative?

Positive	Negative

Question 15: Does the teacher's negative feedback discourage you to participate?

Yes	No

Question 16: What are the activities that your teacher uses in your oral expression class?

Discussions	Role plays	Individual presentations	Language games

Question 17: Are the activities used in your oral expression class motivating?

Very much	somehow	Not very much	Not at all

Question 18: Do the activities used in the oral expression class help you improve your speaking skill?

Very much	Somewhat	Not very much	Not at all

Question 19: Which of the following activities would you like to try most?

Discussions	Role plays	Individual presentations	Language games

Question 20: Whatever your answer is, please say why?

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

Question 21: When the teacher asks you to perform a given task in pairs or in groups?

You like the idea and enjoy performing the task together	
You don't like the idea for you prefer to perform the task individually, but you perform it any way	

Question 22: Whatever your answer was, please say why?

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

Thank You ☺

The Post Questionnaire

Dear students,

We would be so grateful if you could answer the following questions that are designed to collect some significant data concerning your reactions towards the various activities used in your oral expression class.

Please, tick (✔) the appropriate box and write a full statement whenever needed.

Your answers are very important for the validity of this research.

The Questionnaire

Question 1: What's your gender?

Male	*Female*

Question 2: How do you describe yourself?

Extrovert	*Introvert*

Question 3: To what extent the speaking skill is important for you in the mastery of the English language?

Very Important	*Important*	*Somehow Important*	*Not Important*

Q4: Please, justify your answer?

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……………………………………………………………………………………………
………………………………………………………………………………………..

Q5: The atmosphere that reigned in your oral expression class was it exciting or boring?

Exciting	Boring

Q6: Justify your answer, please

……
……
……..

Q7: What do you think of implementing cooperative learning activities in your Oral Expression class?

Exciting	Boring

Q8: To what extent working cooperatively was motivating?

Very Much	Somehow	Not Much	Not at All

Q9: To what extent working cooperatively was important in the improvement of your speaking skill?

Very Important	Somehow Important	Not Important

Q10: To what extent did you like the activities implemented in your oral expression class?

Very Much	Somehow	Not Much	Not at All

Q11: The freedom you were given to choose your partners facilitated the task for you?

Yes	No

Q12: Justify your answer, please

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……………………………………………………………………………………………………
…………………………………………………………………………………………………..

Q13: To what extent was appreciated the idea of being given the freedom to choose the subject matters of the tasks assigned?

Very Much	Somehow	Not Much	Not at All

Q14: Justify your answer, please

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……………………………………………………………………………………………………
………………………………………………………………………………………………….

Q15: Did this new learning experience affect you positively?

Yes	No

Q16: Justify your answer, please

……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………..

Q17: Please do write any further comments and suggestions about the effects of cooperative learning activities on students of foreign languages

……

……

……

Thank You ☺

Teachers' Questionnaire

Dear Teacher,

This questionnaire is a part of a research that aims at investigating the effects of cooperative learning activities on EFL learners' motivation and speaking skill.

Your contribution will be very much appreciated and of a great value for the achievement of our research. The information provided will be treated confidentially.

Please, tick (✔) the choice that best communicates your answer and write your comments, points of view or suggestions whenever necessary.

Q 1: Gender

Male	Female

Q2: Degree (s) held

Master	Magister	PhD

Q3: How long have you been teaching oral expression?

1-5	5-10	10-15	More than 15

Q4: How do you evaluate your students' speaking skill?

High	Beyond Average	Average	Below Average	Low

Q5: Which of the following activities do you use in your oral expression class?

Discussions	Oral Presentations	Role Plays	Storytelling	Songs	Movies/ documentaries

Q6: If others, please specify

……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………………………………………………………..

Q7: To what extent do the activities used in your oral expression classes affect the students' performance?

Very Much	Somehow	Not at All

Q8: Do you implement cooperative learning activities in your oral expression class?

Yes	No

Q9: If yes, to what extent do you think that the cooperative learning activities affect the students' performance?

Very Much	Somehow	Not at All

Q10: If not, what is/are the reasons that prevent you from implementing it?

Time Constraint	The Group Size	The Students' Disinterest in Working Cooperatively

Q11: If other factors please specify

………
………
………

Q12: Does cooperative work enhance the students' motivation?

Yes	No

Q13: Whether yes or no, justify your answer, please

………
………
……..

Q14: Does the teacher's positive feedback enhance the students' motivation?

Yes	No

Q15. Whether yes or no justify your answer, please

………
………
……….

Q16: Does the teacher's praise enhance motivation?

Yes	No

Q17: Whether yes or no justify your answer, please

………
………
………

Q18: Motivation affects the students' performance

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*

Q19: Cooperative work amplifies the students' role and reduces the teacher's role

Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*

Q20: Please, do write any further comments or suggestions about the effects that the cooperative learning activities have on EFL students' motivation and speaking skill.

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………………………………………………………………………………….

Thank you for your contribution!

Group 14 –Didactics-

Academic Year

2014/2015

Résumé

Le présent travail de recherche vise à examiner la motivation et le développement de la compétence orale en anglais par la mise en pratique des activités d'apprentissage coopératif chez les apprenants de l'Anglais comme une Langue Etrangère au sein du Département des Lettres et Langue Anglaise à L'université des Frères Mentouri, Constantine, avec un échantillon d'étudiants de troisième année didactique. Dans le but d'examiner la relation entre les trois variables nous avons dans un premier temps administré au début de notre expérience, un pré-questionnaire destiné respectivement aux deux groupes : (expérimental et témoin) dans l'objectif d'étudier les avis des étudiants concernant le module d'Expression Orale, et l'idée du travail en groupe en classe. Dans un deuxième temps, nous avons administré un pré-test aux groupes cités afin d'évaluer le niveau des étudiants. Ensuite, nous avons mené une étude expérimentale à raison de six semaines pour voir la mise en pratique des activités coopératives sur les apprenants du groupe expérimental, et l'utilisation d'apprentissage de type individuel avec le groupe témoin. À la fin de l'expérience, nous avons administré un post-test aux deux groupes expérimental et témoins. L'évaluation comparative des résultats obtenus pendant le pré-test et le post-test vise à déterminer l'effet des activités d'apprentissage coopératif, sur les étudiants du groupe expérimental, qui est considéré comme opposé à celui de l'exécution des tâches de façon individuelle par les étudiants du groupe témoin. Enfin, un post-questionnaire a été administré à la fin de l'expérience avec le groupe expérimental, dans l'objectif d'examiner dans quelle mesure les activités d'apprentissage coopératif pourraient être utiles dans le renforcement de la motivation des apprenants et le développement de leur compétence à l'oral. De plus, un questionnaire a été administré aux enseignants de l'Expression Orale au sein du Département des Lettres et Langue Anglaise à L'université des Frères Mentouri, Constantine, dans l'intention de discerner leurs suppositions et points de vue sur les effets des activités coopératives sur la motivation et le développement de la compétence à l'orale des étudiants. En général l'évaluation comparative, des résultats des prés et des post-tests des deux groupes, a révélé que les étudiants qui ont travaillé coopérativement pour exécuter les tâches assignées ont obtenu des notes plus élevés que les étudiants qui ont travaillé individuellement pour résoudre les tâches données. Les résultats obtenus supportent nos hypothèses, et sont dans la direction de beaucoup d'études qui soulignent que les activités d'apprentissage coopératif agissent comme un pont entre le développement de la compétence orale et la motivation.

ملخص

يهدف هذا البحث إلى دراسة دوافع متعلّمي اللغة الإنجليزية كلغة أجنبية وتنمية مهارتهم للتَّحدّث باللغة ذاتها من خلال تزويدهم بأنشطة التعلم التعاوني في قسم الآداب واللغة الإنجليزية بجامعة الاخوة منتوري قسنطينة، وذلك بالتَّركيز على حالة من السنة الثالثة تخصّص فن التعليم. من أجل معرفة العلاقة بين المتغيرات الثلاثة، فقد أجرينا أولا، وفي بداية دراستنا، استبيانا قبليا تمّ إعطاؤه لكل من المجموعتين التجريبية والمتحَكَّم فيها من أجل معرفة آراء الطلاب حول وحدة التعبير الشفهي وفكرة العمل في مجموعات. بعد ذلك، قمنا باختبار مسبق لكلا المجموعتين لاختبار مستوى الطلاب. ثُمَّ، تم تطبيق تجربة التدريس لمدة ستة أسابيع من خلال تطبيق أنشطة التعلم التعاوني مع المجموعة التجريبية واستخدام التَّعلّم الفردي مع المجموعة المتحكَّم فيها. وفي نهاية البحث، أعطينا اختبارا آخر لكل من المجموعتين التجريبية والمتحكَّم فيها. تهدف المقارنة بين النتائج المتحصّل عليها من الاختبارين القبلي والبعدي إلى تحديد تأثير أنشطة التعلم التعاوني على طلاب المجموعة التجريبية مقارنة مع طلاب المجموعة المتحكَّم فيها والذين أدوا المهام بشكل فردي. في الأخير، قُدِّم استبيان آخر في نهاية التجربة لصالح المجموعة التجريبية، وذلك لنتقصّى إلى أيّ مدى يمكن أن تكون أنشطة التعلم التعاوني مفيدة في تعزيز دوافع المتعلمين، وتطوير مهارة التحدث الخاصّة بهم. بالإضافة إلى ذلك، فقد تمّ تقديم استبيان لمعلّمي التعبير الشفهي في قسم الآداب واللغة الإنجليزية بجامعة الاخوة منتوري قسنطينة، بقصد معرفة افتراضاتهم وآرائهم ووجهات نظرهم بشأن مدى تأثير أنشطة التعلم التعاوني على دوافع الطلاب وتنمية مهارات التّحدث. وعموما، لقد كشفت المقارنة بين نتائج الاختبارات القبلية والبعدية لكلا المجموعتين أن الطلاب الذين عملوا بشكل تعاوني لأداء المهام الموكلة إليهم تحصّلوا على نتيجة تفوق الطلاب الذين عملوا بشكل فردي لإنجاز المهام الموكلة إليهم. وبذلك فإنّ هذه النتائج تدعم فرضياتنا، كما انّها تنحى في اتجاه العديد من الدراسات التي تؤكد أن أنشطة التعلم التعاوني تمثّل جسرا يربط بين الدافع وتنمية مهارات التّحدّث.

Chapter One: Approaches and Methods in Language Teaching with Reference to the Speaking Skill

Chapter Two: The Speaking Skill

Chapter Three: Motivation

Chapter Four: Cooperative Learning

Chapter Five: Research Design

Chapter Six: The Effects of Cooperative Learning Activities on Students' Motivation and Speaking Skill Development

Chapter Seven: Students' and Teachers' Perceptions of the Effects of Cooperative Learning Activities