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**The Impact of Cooperative Learning Approach
on Enhancing EFL Learners Speaking Fluency Skills
Case Study 1st Year EFL's University Students**

**Dissertation submitted as a partial fulfilment for the requirement
of Master Degree in ELT**

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2024/2025

Dedications

First, I would like to thank myself, for the hard efforts that I have done, during this research. It was a good experience, where I have spent difficult and enjoyable moments. Second, I would like to dedicate, this work to my beloved parents, who supported, and encouraged, me all the time. Also, all the appreciation, and thanks, for my supervisor, who helped, and instructed, me while doing this research. In addition to that, I would like to thank my classmates, *Hadjer* , *houda* and *Selma* and my sisters, for their collaboration and thier presence.

Finally, I would also thank the library's workers, who facilitate for us the process of research by providing us with different kinds of books.

Acknowledgements

First, I would like to express my gratitude, and appreciations, to my supervisor, Prof. Dr. MUSTAPHA GASMI, Who guided me to finish this study, he was very generous in devoting, and spending, his time, and knowledge, with me, i thank him so much, for his support, advice and encouragement. Second, I would like to thank also the teachers, who helped me achieve my work: Miss Amel Souffi and Miss Sarah Dali. Finally, my deepest thanks go to the librarians, who provided me with all the necessary resources, and books.

Abstract

This research aims to discuss the importance, and the impact of cooperative learning approach on enhancing EFL learners speaking fluency skills, also to explore the students, and teachers' attitudes and perspectives, towards the (CLA) approach, at Ammar Thledji English language department. The main issue to discuss in this work is how (CLA) approach can facilitate speaking interaction and communication, and what techniques should teachers implement in their classes, to motivate students do more efforts while working in pairs, or small groups. The traditional methods may not be helpful to develop student's speaking fluency skills whereas (CLA) approach can create a dynamic atmosphere, where students can collaboratively work, think and share their thoughts, ideas easily. Two questionnaires were administered to 25, 1st year EFL students and 3 EFL teachers. Descriptive, and analytical study has been conducted in the current research. The analysis, and the findings, showed that both, students, and teachers, are aware of the need of the (CLA) approach, and its impact in enhancing, and facilitating learning process.

List of Abbreviations

CLA: Cooperative Learning Approach

EFL: English as a Foreign Language

SFS: Speaking Fluency Skills

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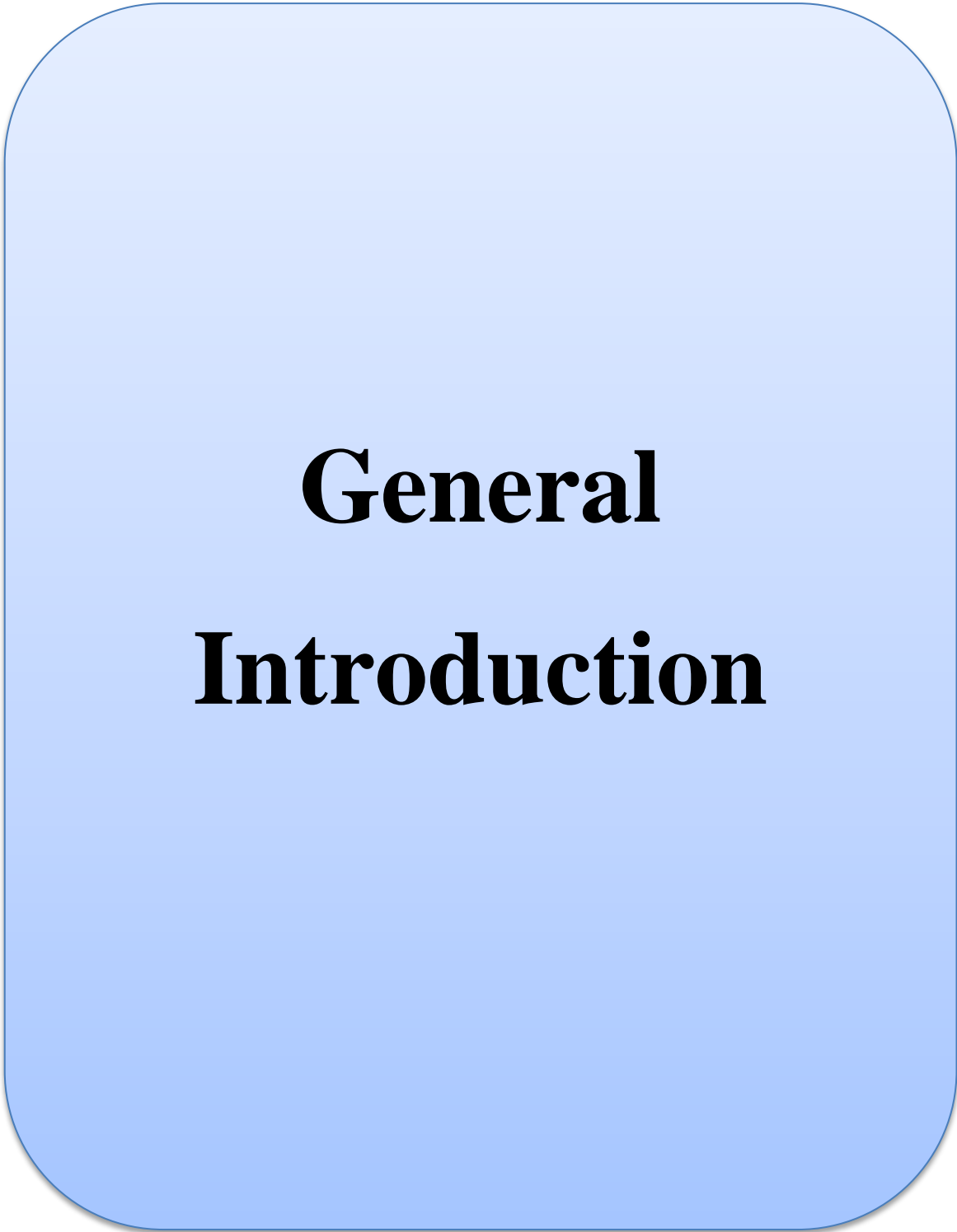
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**General
Introduction**

Background of the study:

Speaking fluency is the way how people can manipulate, and communicate easily, and smoothly, it's not only about speaking without making mistakes, but also about how to use the correct, and right words, and grammar at the right or the exact time, and being able to express yourself clearly, and naturally. Cooperative learning approach, also comes as a teaching strategy where students can work together in a small groups to achieve a common goal, and to develop their skills in learning, and it helps them to increase their speaking fluency abilities.

Research Problem:

EFL learners often struggle with speaking fluency due to the lack of interactive practice, the old-fashion language's instruction methods, might not offer adequate engagement, resulting in slow improvement in speaking skills. This study aims to investigate whether, implementing cooperative learning strategies, can address these challenges by promoting more dynamic, peer-supported speaking practice.

Research Objectives:

The aim of this study is to explore the impact of the cooperative learning approach on the development of speaking fluency among English as a foreign language, (EFL) learners. whereas the primary objective of this study is to evaluate the effectiveness of cooperative learning techniques in enhancing speaking fluency in EFL learners, this study assesses changes, in speaking fluency, after the implementation of cooperative activities, also, examine the role of peer interaction, and collaborative tasks, in improving fluency.

Research question:

1- The main question:

How does the cooperative learning approach impact EFL learners' speaking fluency skills?

2- Sub-questions:

Q1: Do teachers and students consider cooperative learning approach a solution for enhancing speaking and communication skills?

Q2: what cooperative learning strategies will be most effective for students?

Research hypothesis:

1_ It can be a great solution to enhance speaking skills, it allows students to practice speaking in a low-stakes environment, and they can learn from each other.

2_ Think-Pair-Share and Jigsaw are effective strategies.

Significance:

This study gains its importance from the fact that many learners of English as a foreign language, face difficulties, and obstacles, that hinder them from speaking, and using the language fluently. This is often due to traditional teaching methods, and the lack of real interaction. By using cooperative learning, where students work together in small groups, we can create a supportive, motivating, and more interactive environment, for speaking practice. This approach helps students excel, build self-confidence, and learn comfortably with one another. The study also focuses on simple strategies, and methods that can support language learning, such as “Think-Pair-Share,” and highlights the role of it, in enhancing the learning experience. The goal is to find, and reach practical ways that help learners speak English more fluently, and comfortably.

Literature Review:

Learning language is a mean that help increasingly in developing the communicative skills .speaking considers as the outcome for this process that has been achieved through cooperative approach, students can carry out their personal goals and enhancing their speaking skills thanks to collaborative groups that involves exchanging competancies and build an educational connections.

According to (E.Nomozandost,and practice.Rahmi.m.homoyouni,2020) that cooperative learning has a great impact on EFL classes especially on speaking skills where students are enhance their fluency abilities that involve a group of an active interaction,as it has the similar impact on teaching process ,which enable teachers to use their prior knowledge ,since english becomes an international language learning it can granteed for its learners an achievable rewards however, most of learners are passive they ralying only on memorising endless vocabulary and keeping in mind a set of grammatical rules yet they lacking the real production in both of writing and speaking tasks and communication activities. So that the teacher _centered classes are responsible behind creating this issue .simply because teachers are not familiar with cooperative learning which consequenced negatively on students '

speaking ability and making classes more boring and demotivate them to enhance their oral skills .

Research Method:

This study aims to assist in analyzing and describing the student's status, and go deeper into the topic. The adopted method in this study is descriptive analytical. The data will be collected from two questionnaires, EFL 1st year students and teachers at university. The student's questionnaire will be about how students can find cooperative learning experience in enhancing their speaking fluency. The teacher's one will be about how teachers can implement cooperative learning approach in their classes and what strategies they may adopt in their teaching process. The gathered data will be analyzed by using quantitative, qualitative (mixed- method approach).

Chapter One
Review of
Literature

Introduction :

Cooperative learning is a teaching strategy in which students collaborate in small groups to accomplish a shared objective. This approach has been used widely in language learning settings to promote student connection, motivation, and language development. Under the umbrella of this concept various definitions, theories, ideas, and types shape how cooperative learning is applied in educational settings.

1.1 Definition of Cooperative learning:

Cooperative learning is a broad concept that has been the focus of many researchers. It has been a promising technique in teaching and learning for several decades, in the field of education in general, and language teaching in particular. However, Many different definitions of cooperative learning are encountered when the relevant literature is examined, According to Slavin (1989), cooperative learning is a teaching method in which students collaborate in teams or groups, hence supporting one another to reach a common objective or finish a project. In contrast, Kagan (1994) emphasises cooperative learning as one of the most effective strategies in English language training by building on the notion. At its core, it is about students assisting each other and cooperating towards a common objective.

In another definition, Millis & Cottell, (1998) stated “Cooperative learning is a teaching strategy that involves students working in small groups to complete a task or project, with each group member contributing their skills and knowledge to achieve a common goal.” Therefore they describe it as a strategy in which students work in small groups to complete a task or project, each contributing their own skills and knowledge toward achieving a shared goal. As a result, they outline it as an approach in which students cooperate in small groups in completing a job or project, everyone providing their own skills and knowledge to achieve a common goal. This concept points out individual and collective responsibility. According to Öztürk (2023), cooperative learning involves students supporting one another's learning, emphasising the social aspect of the process. Johnson et al. (2013) elaborated on this concept, defining cooperative learning as small-group teaching strategies in which students work together to maximise their own and their friends' learning. Thus, cooperative learning is framed as systematic peer interaction aimed at individual and peer learning. Finally, Felder and Brent (2007) define cooperative learning as a method of instruction that students relish while maximizing learning in the classroom. This definition focuses on the psychological and

emotional dimensions of motivating factors of cooperative learning and highlights how it helps in improving learning in a fun and interesting way

1.2 Historical Development of Cooperative learning

Although cooperative learning has its roots in ancient times (Johnson & Johnson, 1999,2021), systematic study of cooperative learning as an instructional method did not begin until the 1960s and became popular as an area of scholarly inquiry during the 1970s. By then, many teachers were already employing small-group instruction, typically without employing the very terms "cooperative learning" (Gamson, 1994). In this learning environment, pioneers such as David W.Johnson, Roger T. Johnson, Elliot Aronson, Spencer Kagan, Richard Schmuck, Neil Davidson, Elizabeth G. Cohen, Robert E. Slavin, and Shlomo Sharan began developing and formalizing what is now known as cooperative learning. Inexplicably, the term "cooperative learning" was not found in scholarly writings until about 1980; earlier works had employed the more general term "small group learning" (Davidson, 2021a). As the literature grew, a broad foundation of empirical and meta-analytic studies accumulated to experimentally test its efficacy and under what conditions it worked best. Importantly, Johnson and Johnson (1981, 1983) and Slavin (1983, 1999) added greatly to this body of research. Slavin, in particular, emphasized the importance of task organization and reward systems in cooperative settings. His work indicated that rewarding groups, combined with individual responsibility through clearly defined roles and responsibilities, are essential to maximizing student performance. These events laid the groundwork for cooperative learning to emerge as an evidence-and theory-based pedagogical model, while solidifying the value of systematic peer cooperation in supporting academic attainment. But the arrival in the 1980s of personal computers and the Internet created growing interest in using technology for assistance with collaborative and cooperative learning. During this time, Johnson and Johnson (1993) carried out a number of studies investigating the promise of computer-assisted cooperative learning, laying the groundwork for early adoption of technology in group-based pedagogy. Yet, despite these early efforts, cooperative learning remained the stepchild of instructional technology for more than two decades. It wasn't until the mid-1990s with the advent of Computer-Supported Collaborative Learning (CSCL), an area which openly sought to take advantage of digital technology to enhance peer-to-peer interaction and collective knowledge building (Dillenbourg et al., 1996).This shift represented a return to scholarly and

practical interest in bringing cooperative principles into conjunction with digital learning environments, and it indicated the dynamic nature of educational collaboration in the digital age.

1.3 Theoretical Background of Cooperative Learning

Cooperative learning is grounded in several well-established learning theories that emphasize the social nature of knowledge construction. One of the most influential is Vygotsky's Sociocultural Theory, Piaget's Theory of Cognitive Development and Social interdependence theory.

1.3.1 Social Development Theory

The cognitive development paradigm founded Piaget (1926) and Vygotsky (1978) concentrates on cognitive progress through social interaction. It is an assumption that in the general knowledge, students being in contact with one another across difficult topic areas will bring about improvement of conceptual understanding and critical thinking abilities (Slavin, 2011). Vygotsky's Zone of Proximal Development (ZPD) theory is particularly strong in that it formally delineates learning as a process best done when students engage in activities just above their current level of ability through the guidance of more experienced peers or adults. Vygotsky posited that knowledge is socially constructed because he asserted cognitive processes start out in social interaction prior to being internalized within the individual. He also emphasized that cooperative learning environments initiate inner development and reflection, especially when students are engaged in discussion, imitate behaviour, and co-construct meaning in one another's ZPD. This perspective emphasizes the role of social interaction in learning as the absence of social interaction has the potential to limit knowledge building and academic performance (Slavin, 1990; Johnson & Johnson, 2008). Piaget's (1926) theory of cognitive development emphasizes active learning and social interaction in learning. Piaget, in contrast to Vygotsky, who concentrated on social contact as a cause of learning that leads to development, viewed cognitive development as coming first before meaningful learning, which is attained by interacting with other individuals. He assumed that knowledge, values, and meaning systems emerge through the learner's interactions with his or her environment and peers. At the core of his theory are the processes of assimilation and accommodation, through which learners integrate new knowledge with their prior knowledge and adjust their mental schemas to resolve cognitive conflict (Piaget, 1971). This process of

equilibration is essential for cognitive growth. Piaget's theory underpins cooperative learning in the sense that it provides environments where learners are exposed to a variety of perspectives, triggering cognitive conflict and thinking critically, and then a deeper understanding and concept formation.

1.3.2. Constructivist Learning Theory :

Cooperative learning, as a student-centered instruction, is founded on constructivist learning theory that emphasizes active learners constructing their own knowledge. Constructivism, according to Almala (2005), assumes that learners do not receive information passively but actively construct meaning. The theory views learning as a social process, where knowledge is constructed in interactive and contextualized settings (Brooks & Brooks, 1999). Consequently, cooperative learning students will be expected to act as engaged individuals who build logical understanding through interaction with others on systematically organized activities.

According to Driscoll (2000), students are "active organisms seeking meaning," a concept deviating from the traditional teacher-centered pedagogy paradigm wherein unidirectional transmission of knowledge by instructor takes place towards learner (Huang, 2006). Instead, constructivist teaching calls upon students to observe, contemplate, explore, and discover, often as a consequence of social interaction. Under such conditions, students are not passive recipients but are indeed considered social, participative, and productive beings (Phillips, 1995; Glaserfeld, 1989). The theoretical foundations especially support the use of cooperative learning because it creates conditions of both language use and cognitive construction that make it highly suitable for enhancing the speaking fluency. Bruner (1966), a constructivist theorist, identifies four general characteristics of effective instruction: developing a learning attitude, organizing content so that it makes sense, sequencing content to deliver in logical terms, and controlling the rate and timing of reinforcement. These characteristics emphasize constructing instruction in the most efficient manner possible for the cognitive readiness and motivational states of the learner. Combined with constructivist theory, Bruner's instructional model supports cooperative learning's rules of the game. Both emphasize learner activation, sequenced and scaffolded instruction, and social construction of knowledge. In cooperative learning settings, these instructional factors happen naturally—students are supported in working on worth-while tasks, engaging with others, and co-constructing knowledge, thus

affirming the constructivist view that learning is maximally effective when it is interactive, contextual, and student-centered.

1.3.3 Social Interdependence Theory

Social Interdependence Theory accounts theoretically for cooperative learning in that it posits that individuals' goals are interdependent and can be achieved through their social interaction (Johnson & Johnson, 2005). Students, from this perspective, are motivated to help each other because of their commitment to group success and connection to membership in the group and the group's identity (Slavin, 2011). The theory, in its original form being predicated on Lewin's (1948) work on social tension as a behaviour motivator, was advanced by Deutsch (1949), who introduced the concepts of positive and negative interdependence. Positive interdependence is where people are working together toward common goals, and negative interdependence is present because of competitive forces where people are competing against each other. The interdependence structure has a fundamental effect on the nature of interaction and, by extension, on learning outcomes (Deutsch, 1949).

Johnson and Johnson (2008) categorize the resultant interactions as promotive, oppositional, or neutral. Promotive interaction, the very essence of cooperative learning, involves students offering assistance to one another's work through encouragement, trust, communication, and cooperation to solve problems. On the other hand, oppositional interaction is marked by competition, distrust, and conflict, and no interdependence is marked by isolation, where students learn independently without interacting with others. This theoretical basis is the foundation of the argument for using cooperative learning in the classroom to demonstrate how positive goal interdependence leads to cooperative engagement and collective academic achievement.

The Social Interdependence Theory underpins cooperative learning performance as it is concerned with the positive effect that occurs when individuals work together. Johnson and Johnson (2009) describe the effect as greater effort focused at accomplishment, a development of positive connections and social support systems, and improved psychological well-being and self-worth.. Past studies (Johnson & Johnson, 1989) indicate that cooperative learning significantly outdoes competitive and individualistic approaches in enhancing students' performance. More specifically, cooperation has been linked to enhanced academic achievement, productivity, retention of learning in the long term, on-task behavior, use of higher- order thinking, creativity, transfer of learning, intrinsic and achievement motivation,

and positive dispositions towards school and learning (Johnson & Johnson, 2008). This theory provides a solid theoretical foundation for cooperative learning aligned with its originating assumption that ability and knowledge are socially constructed by means of intersubjective action. As such, the application of the theory in the classroom setting involves the prescription and implementation of active and collaborative learning activities promoting mutual accountability and common problem-solving. These carefully crafted interactions are required in order to facilitate students' construction of cognitive and interpersonal abilities as they pursue shared academic goals.

1.4 Elements of cooperative learning :

Cooperative learning is more than just sitting students' side by side and having them collaborate. Gillies (2003) explains that cooperative learning cannot be done by sitting students' side by side and assigning them individual tasks. Similarly, Johnson and Johnson (1998) argue that cosmetic arrangements such as referring to a total group as "cooperative" or teaching students to collaborate without an honest structure do not result in actual collaboration. A genuine cooperative learning environment consists of planning thoughtfully constructed groups where students genuinely advocate for each other's learning through an honest collective effort (Ballantine and Larres, 2007). As Johnson and Johnson (2008) clarify, five instructional elements must be integrated into the classroom to encourage effective cooperative learning: positive interdependence, face-to-face interaction, individual accountability, interpersonal and social skills, and group processing. These elements work together to engage students meaningfully and make learning collaborative and productive.

1.4.1. Positive Interdependence

Positive interdependence is one of the most important elements of effective cooperative learning. Students cannot be put in groups and expect to learn in a cooperative manner if positive interdependence is not established (Johnson & Johnson, 2009). Positive interdependence occurs when students believe their success is dependent on the success of members of their groups, and that they must cooperate with each other to achieve shared educational goals (Yager, 2000; Jensen, Moore, & Hatch, 2002). In such settings, students are not only responsible for their own learning but also for the learning of others (Slavin, 2011). The absence of mutual dependence and shared responsibility can derail the general operation of the group (Ballantine & Larres, 2007). Therefore, the achievement of the group depends

on active engagement and responsibility of all members (Kose, Sahin, Ergun, & Gezer, 2010). Positive interdependence in this way ensures that all pupil contributes meaningfully to team work and is collectively responsible for learning (Jensen et al.,2002).

Research indicates that individuals perform more in conditions of positive goal interdependence than when working alone (Johnson & Johnson, 2005). When group members readily recognize that their own efforts are required for the achievement of group goals, they will be more motivated to work. This feeling of responsibility solidifies each member's commitment, particularly when members believe that their individual contribution cannot be substituted during the group activity (Harkins & Petty, 1982). If students believe that they do not need to contribute because their contribution is not necessary, their effort and motivation are undermined (Kerr & Bruun, 1983). Establishing firm and meaningful interdependence is thus important to inducing active participation and to maximizing cooperative learning effectiveness.

1.4.2. Face-to-Face Promotive Interaction

The second essential element of cooperative learning is face-to-face promotive interaction, which is a direct consequence of positive interdependence and includes mutual, supportive interaction between members of the group. This type of interaction occurs when students supportively encourage and assist one another's work toward shared academic goals (Johnson & Johnson, 2008). In cooperative learning settings, the use of oral communication is expected among students to review task assignments, compare perspectives, define jargon, teach others, and defend their viewpoints (Ballantine & Larres, 2007). All these interactions are facilitated through controlling group size, frequency rate of cooperative work, and learning capacity of group members, which should be taken into account to design effective peer feedback and support (Johnson & Johnson, 1989). Besides, the effectiveness of promotive interaction is also contingent upon the existence of a positive and supportive learning climate where the students feel safe and motivated to work together (Slavin, 2011). With such conditions, face-to-face promotive interaction significantly contributes to enhancing the engagement, comprehension, and academic performance of the students.

1.4.3. Individual Accountability

The third core element of cooperative learning is individual accountability, which ensures that all students are responsible for their own contribution to the group's knowledge and for

learning the assigned work. Individual accountability, according to Johnson (2009), requires students to be serious about their roles—getting help when they need it, contributing their ideas, striving to produce high-quality output, and supporting the task and other students. Positive interdependence, a foundation of cooperative learning, creates what Johnson & Johnson (2008) call "responsibility forces," which compel members of the group to work hard and ensure all the peers are successful. Individual accountability as a construct implies that the group's success is contingent on every member's learning (Slavin, 1996); otherwise, there is a danger that some students will do all the work while others will not contribute much.

To prevent this imbalance, both individual and group responsibility must be included in cooperative learning models. Group responsibility involves assessing the group's overall performance and providing feedback to each member based on a set performance standard (Johnson & Johnson, 2008). This feedback mechanism also elicits each member's understanding, making it easy to identify and support those who are weak (Johnson & Johnson, 1999). Studies have shown that smaller group sizes can enhance individual responsibility by greater communication and meaningful contributions (Johnson, Johnson & Holubec, 1994; Gerard, Wilhelmy & Conolley, 1965). As group size increases, however, members will be less likely to perceive that their contribution is essential to group success, and thus put in less effort (Kerr, 1989). Therefore, maintaining groups small and making accountability structures explicit is critical for effective application of cooperative learning.

1.4.4. Interpersonal and Social Skills

The fourth central component of cooperative learning is social and interpersonal skill development and application. Effective functioning in groups cannot be guaranteed where socially unskilled students are placed together and offered no guidance or training (Johnson & Johnson, 2006). While emphasizing that failure to instruct students in cooperative interaction skills most commonly suppresses groups and hinders them from productive functioning, Sharan (1990) argues that their productivity at work is conditional upon instructional control. Compared to competitive or individualistic learning settings, cooperative learning is more complex in and of itself since it requires students not only to engage with subject matter but also to collaborate and manage group processes (Johnson & Johnson, 1990b; Ballantine & Larres, 2007). To learn to cooperate effectively, students must be explicitly instructed in basic interpersonal and social skills such as active listening, respectful questioning, constructive

negotiation, and conflict resolution (Killen, 2007). Apart from that, students also have to learn how to handle groups, make decisions, and solve any conflicts that can arise in their groups (Slavin, 1996). These skills are acquired through structured activities such as role-playing and modeling when working in groups (Slavin, 2011). According to Johnson & Johnson (2009), if students are to collaborate toward shared academic goals, they must (a) build trust, (b) communicate respectfully and clearly, (c) establish mutual support, and (d) resolve conflict constructively. Therefore, training and facilitating interpersonal and social skills is critical to the success of cooperative learning environment.

1.4.5. Group processing

The fifth essential element of cooperative learning is group processing, which involves formal examination of group performance and dynamics. It is defined as a process by which students evaluate a group session to (1) identify whose member actions were helpful or unhelpful, and (2) determine what behaviors to maintain or modify in future group work (Johnson et al., 1994, p. 33). From this reflective practice, students maximize their inputs to the group's shared goals and maximize their cooperative learning process (Yamarik, 2007). The basic function of group processing is to help clarify and maximize the effectiveness of the group members' contributions towards achieving collective objectives. Group processing operates at two levels: small-group and whole-class. At the level of small groups, teachers must provide time toward the end of every class meeting for groups to discuss how effectively they worked together. This enhances the development of interpersonal relationships, cooperative skills, provides feedback on participation and performance on tasks, encourages self-monitoring, and enhances group cohesiveness by recognizing achievement and reinforcing desired behavior (Johnson et al., 1994). In addition to small-group reflection, whole-class processing must also take place.

Teachers play a dynamic role at this point, as they listen to interactions among the group members, offer individualized feedback, and share findings with the whole class in attempting to reinforce solid group strategies and behaviors (Johnson et al., 1994). Therefore, both levels of group processing need to be implemented in order to maximize educational and social benefits in cooperative learning.

1.5 Types of Cooperative Learning

According to Johnson, Johnson, and Holubec (1994) , five essential components are required for a lesson to be considered cooperative: positive interdependence, face- to-face promotive interaction, individual accountability, interpersonal and social skills, and group processing. Depending on how these components are integrated into instructional design, Johnson and Johnson (1994, 2002) categorized cooperative learning into two general approaches: formal cooperative learning and informal cooperative learning. Such methods differ both in structure and length, as formal cooperative learning is suitable for longer, more enduring tasks, while informal cooperative learning suits temporary and short-term learning groups.

1.5.1 Formal Cooperative Learning

Under formal cooperative learning, students work together either in one class session or over weeks to achieve shared goals of learning and complete specific assignments or tasks (Johnson et al., 1994). According to Johnson and Johnson (2002), two of the key characteristics of formal cooperative learning are: predetermined roles—which ensure individual accountability during group work—and a feedback mechanism, which includes peer feedback as well as from the instructor. As suggested by Johnson and Johnson (1989), formal cooperative learning is particularly advantageous when the goals of instruction are important, the tasks are conceptual or problem-solving, divergent thinking is preferred, higher-order thinking and critical thinking are necessary, or where students' development of social skills is a general instructional goal. This approach emphasizes systematic cooperation and is typically marked by students working together to perform tasks such as creating reports, conducting experiments, or memorizing a work (qtd. in Richards & Rodgers, p.196)

1.5.2. Informal Cooperative Learning

Informal cooperative learning is typically employed in direct instruction through planning, constructing, distilling, and linking the information to their frameworks to keep students on track with the material and mental activity (Kagan, 1985). The method often involves students having short, intense discussions—three to five minutes—either preceding, concurrent with, or following a lecture. During the period of the class session, the discussions are assigned carefully. Informal cooperative learning is less organized than formal cooperative learning, especially as it concerns formal systems of feedback and distributed responsibilities that are non-existent or highly restricted. Building the classroom as a more attractive environment to

learning and increasing participation and understanding during direct instruction is best served during lectures.

1.6 Cooperative Learning activities

There are many cooperative activities that either designed for the language classroom or easily adapted for language learning. The following are some cooperative activities that have used most effectively in language classroom:

1.6.1 Think/Pair/share

one of the simplest yet best cooperative learning techniques is Think/Pair/Share. Using this technique, the instructor poses a question to the class and has students think independently for a moment about the question. Students then discuss and clarify their response to one another in pairs. With a request for silence, volunteer students or pairs are then requested to report back to the class (Meyers, 77; Arnold, 229). As Jacobs, DaSilva, and McCafferty speculate, Think/Pair/Share is a great way of student engagement and casual participation. Think/Pair/Share gives students time to think carefully about a response, listen to someone else's idea, and work back from it as a model to their own idea (p. 99). Think/Pair/Share is a method of allowing students to think both in pairs and alone before making a contribution to a class discussion.

1.6.2 Jigsaw

Jigsaw is one of the most popular cooperative learning methods, especially for building communication and teamwork within the classroom., each student becomes responsible for learning a specific section of the assigned work. Students first work with others in alternate groups learning the same section—these are "expert groups. The students are then separated into small groups and share major concepts, making sure they fully understand their part. After such expert input, the students return to their first groups and teach their part of the content to their peers. Finally, the students are tested on the overall topic to guarantee holistic learning (Syafin, 406). The Jigsaw activity engages all the students actively in learning and teaching. As "experts," the students not only have to learn their topic but also be able to explain it well to others. The process stimulates greater understanding, incites higher-order thinking, and reinforces personal responsibility within the group (Crawford, 56).

1.6.3. Round Robin Brainstorming or Rally Robin

These are strategies where one individual is designated as the recorder, and the class is split up into small groups of four to six pupils each. The teacher poses a question with a wide range of potential responses, and the pupils are given time to consider their options. Following the "think time," team members exchange answers in a round robin fashion. All of the group members' responses are recorded by the recorder. The recorder records the response from the person next to them (clockwise), and then each member of the group responds in turn (clockwise) until the timer sounds. Finally, in step three, teams with the greatest number of correct responses gain some type of recognition.

1.6.4. Round Table or Rally Table

It is a straightforward cooperative learning framework that includes writing, covers a lot of ground, and fosters teamwork. There are three steps involved in the roundtable. The teacher asks a question with several possible responses in the first phase. In the second step, each group's first member writes one response on a piece of paper, which is then passed to the following student anticlockwise. Teams that get the rightest answers at the end of stage three are recognised in some way.

1.7 Components of speaking skills :

Speaking is a multimodal, multifaceted skill made up of a number of constituent parts that collectively ensure effective oral communication. In the context of EFL learning, speaking is not monolithic but is instead an ever-changing ensemble of numerous subskills, each of which is singly accountable for making spoken language effective. These subskills work together interdependently, and the deficiency or absence of any single one of them could affect the speaker's capacity to speak meaningfully and accurately. In order to achieve the oral as an integrated skill is therefore a necessity when measuring learner performance or in investigating pedagogical approaches like cooperative learning.

1.7.1 Fluency

Fluency is widely regarded as the core component of spoken language proficiency, especially foreign language learning. To most students and teachers, fluency is the capacity to speak well and unbrokenly. Nation and Newton (2009) characterize that fluency involves the production of speech within a suitable rate, rhythm, and with little pause. On the conditions of

classroom, fluent speech has the tendency to reflect the spontaneity and confidence of a student. Fluency also shapes judges' perceptions of communicative competence; regardless of whether vocabulary or grammar is flawless, more competent than a hesitant speaker. In this research, fluency is put at center stage as the overarching concern in light of its measurable improvement through longer speech duration and peer interaction.

1.7.2 Accuracy

Whereas fluency is used to facilitate flow and spontaneity, accuracy makes certain that speech is grammatically and lexically sound. Accuracy refers to correctness in vocabulary, grammar, and sentence structure. Skehan (1996) adds that without accuracy, speech may be fluent but obscure or deceptive. Accuracy takes on a special significance in professional and academic settings, where precision and clarity are of the essence. Accuracy enables the speaker to get across intended meaning without ambiguity. For EFL learners, correctness involves acquiring complex grammar rules and vocabulary patterns, which normally require formal practice, feedback, and form attention—elements that can be introduced even in communicative or cooperative models.

1.7.3 Pronunciation

Another key component of speaking, which has a direct effect on intelligibility, is pronunciation. It includes sounds, stress, rhythm, and intonation patterns that help the listener decode meaning. Derwing and Munro (2005) maintain that native-like pronunciation must not be pursued as an end in itself but clarity of pronunciation and comprehensibility. In fact, correctly and clearly pronouncing the words pronounced clearly by non-native speakers are usually more comprehensible than native speakers with heavy regional stress. Pronunciation issues in EFL situations can involve unfamiliar sounds, first language interference, and insufficient exposure to model speech. Pedagogical intervention by means of feedback and peer modeling can assist the learner in becoming more aware of their own pronunciation and enhancing long-term intelligibility.

1.7.4 Coherence and Cohesion

Spontaneity in talk also depends on coherence and cohesion. Coherence refers to the logical flow of ideas over time, while cohesion arises from linguistic items such as conjunctions, pronouns, and discourse markers which link sentences and ideas to one another. Richards

(2008) explains that coherence is necessary so that speech is made meaningful and understandable, especially in long speech such as presentations, narration, or arguing. Lacking coherence, even completely grammatical speech may sound disjointed or abrupt. In classroom language situations, coherence can be fostered through activities that promote planning, sequencing, and organization of thought—many of them intrinsically part of group speaking activities.

1.7.5 Vocabulary Range and Appropriateness

Efficient and precise communication of concepts depends largely on the speaker's lexical range. Strong and contextually relevant vocabulary equips the learners with the power of conveying nuanced meanings and fitting into different contexts. In agreement with Levelt (1989), poor vocabulary can make speakers unable to convey nuanced differences or intricate notions. Learning vocabulary for EFL learners is a process throughout their lifespan influenced by exposure and utilization. Cooperative learning, which centers on communication and interaction, is a positive force on vocabulary development by placing vocabulary in meaningful contexts and encouraging peer explanation and negotiation of meaning.

1.7.6 Integrative Perspective

These characteristics—fluency, accuracy, pronunciation, coherence, and vocabulary—are conceived within the integrated measurement model of speaking ability. While this study holds particular focus on fluency as the most salient of the products of cooperative learning intervention, it acknowledges that others are interwoven as a whole. Fluency development also supports improvements in accuracy and vocabulary use in more speech time and self-monitoring. Interactive tasks also construct coherence and pronunciation since students adjust speech to communicate meaning better for peers. An integrative approach to speaking skill development is therefore necessary in pedagogy and research.

1.8 Benefits of Cooperative Learning

Group work offers notable benefits. Cooperative learning is one of the best teaching strategies that have been reported not only to enhance students' academic performance but also their social, cognitive, and communication growth. In an EFL classroom environment,

cooperative learning benefits the conditions since it strongly connects with communicative language teaching and relies on peer interaction which helps create authentic contexts for language use. This section will present the multiple benefits of cooperative learning in relation to speaking fluency improvements by EFL learners.

1.8.1 Enhancement of Speaking Fluency

Cooperative learning in EFL contexts greatly enhances speaking fluency. There is structured interaction that provides ample opportunities for learners to speak, negotiate meaning, and produce language on the spot. Speaking time under traditional teacher-centered methods is confined within individual responses or recitations, but in cooperative tasks like Think-Pair-Share, Jigsaw, and Round Robin all learners are encouraged to engage in extended discourse. As Gillies (2007) notes, placing students in small cooperative groups makes them take more risks in speaking with better vocabulary usage and enhanced fluency from repeated meaningful uses of language. Additionally, Swain (1995) notes that such interaction makes learners notice gaps in the use of language and hence engage in self-correction which is a vital part of development towards fluency and the automation of oral communication.

1.8.2 Development of Communicative Competence

According to Canale and Swain (1980), Communicative Competence includes four components: grammatical, sociolinguistic, discourse, and strategic. Cooperative learning ensures the development of all these components in an environment rich in opportunities. In collaborative tasks, learners address not only the practice of grammatical structures and pronunciation but also the development of pragmatic and sociocultural norms. For example, in group work learners learn how to take turns, ask for clarification, make related responses to other people's opinions or handle misunderstandings skills that are difficult to develop in a conventional teacher-fronted lesson (Richards & Rodgers, 2014). Such interaction is close to real-life communication helping them become more fluent English speakers with confidence across varied issues.

1.8.3 Increased Learner Motivation and Engagement

When learners work together, their motivation improves, which leads to better engagement. The Self-Determination Theory by Deci and Ryan from 1985 explains that learners exhibit higher motivation levels when they gain autonomy while demonstrating competence through relatedness. Cooperative learning activities aim to develop autonomous, competent, and

relationship-based motivation in students. Through collaborative learning students gain independence in their learning process while developing their competence through social support, and building meaningful connections with others. Students become more involved in learning activities and maintain their participation by investing time and effort through prolonged periods. According to Dornyei and Murphey (2003) cooperative learning structures encourage students to communicate more willingly during speaking tasks because these structures reduce anxiety while maintaining a low-stress learning environment.

1.8.4 Improvement of Critical Thinking and Problem-Solving Skills

Learning collaboratively helps students develop better reasoning skills and problem-solving abilities. The educational practice of cooperative learning enhances advanced thinking skills that are often overlooked. The tasks requiring individuals to discuss and justify opinions, combined with the evaluation of peer input and consensus-building naturally develop critical thinking abilities and deepen cognitive engagement (Johnson & Johnson, 1994). Language education benefits from this approach because it requires students to apply their language skills for authentic problem-solving challenges instead of using fixed phrases. Students who participate in debates or role-play exercises develop their ability to think quickly while adapting to new concepts and using language in a strategic manner thereby enhancing their ability to communicate effectively.

1.8.5 Social Skill Development and Learner Autonomy

Social Skill Development and Learner Autonomy The social and interpersonal skill growth naturally occurs in cooperative learning environments. Students in collaborative learning environments acquire essential teamwork abilities by developing skills such as active listening, turn-taking, leadership, conflict resolution, and empathy. Learners need these skills because they are critical for both academic achievement and personal success which extends past educational settings (Slavin, 2011). The participation in structured group tasks leads students to gradually become independent learners. Students shift their dependency away from teachers who provide knowledge and correction, and begin relying on their peers and their own problem-solving abilities. The transfer of responsibility boosts self-assurance and helps learners build skills that prepare them for lifelong education in modern team-based work environments.

1.8.6 Reduction of Language Anxiety and Increased Self-Confidence

The decrease in language anxiety connects with growing confidence levels. Language anxiety appears in numerous studies as a primary obstacle for students to speak fluent English in foreign language learning environments. The researchers Horwitz and Cope (1986) found communication apprehension to be a major obstacle for student success in their speaking assignments. Through cooperative learning approaches, students experience reduced anxiety because the environment welcomes their mistakes as natural learning opportunities. Students find peer-led dialogues more approachable than large group situations or instructor assessments because these latter settings produce more stress. Kagan (1995) explains how structured cooperation establishes psychological safety to help students take risks with language experimentation which leads to better fluency, and spontaneous speaking.

1.8.7 Equity and Inclusion in the Classroom

The implementation of cooperative learning strategies results in a classroom that is both inclusive and equitable. Through its emphasis on diverse input and group achievement, the approach enables students with different skill levels and educational backgrounds, and learning preferences to join in meaningful ways. Students at lower proficiency levels receive support from peer models and scaffold methods, while higher proficiency students improve their understanding through teaching others, known as the protégé effect by Chase et al. (2009). The learning environment becomes more equitable when all students have equal opportunities to participate and the teaching approach supports democracy in learning spaces. The combination of cooperative learning strategies delivers substantial benefits that support English as a Foreign Language (EFL) instruction objectives related to improved speaking skills. Cooperative learning methods establish supportive environments which enable students to develop their speaking skills, enhance critical thinking, and improve engagement levels and communication competence. The upcoming section investigates the process of turning theoretical and practical benefits into classroom reality by implementing experimental designs.

1.9 Challenges of Cooperative Learning

Even though the benefits of cooperative learning are widely embraced in EFL classrooms, it has not been implemented without problems. Even though cooperative formats stimulate interaction and communication — core cognitive principles behind contemporary language teaching — their actual implementation often discloses a number of problems. If these

problems are not addressed, they will impede the acquisition of oral fluency by the learners and lower the general effectiveness of the teaching practice. This part addresses the most critical pedagogical, institutional, and learner-related problems to be encountered while applying cooperative learning in EFL speaking classes.

1.9.1 Unequal Participation and Social Loafing

Unequal contribution by members, also known as social loafing, is one of the most evident challenges of cooperative learning. This happens when students rely on their group members and contribute little or no effort towards group results. As Kerr and Bruun (1983) also commented, group environments occasionally enable students to "hide" and fail to take responsibility. In EFL contexts, this is undesirable because it can disrupt the process of fluency development, particularly in timid or lower-level learners who are already self-conscious speakers. As soon as high-status peers monopolize group discussion, shy learners have fewer chances to engage in oral English, diminishing the perceived advantages of group learning. Strong role-allocation and grouping strategies are thus required to offset this.

1.9.2 Teacher Preparation and Pedagogical Demands

Yet another challenge is the teacher's ability to coordinate collaborative learning. Effective implementation demands robust planning capability, task coherence, and persistent classroom management. Teachers have to observe student interaction, maintain tasks as relevant and equitable, and deliver timely and constructive feedback. As noted by Gillies (2003), without adequate preparation, many teachers report feeling ill-equipped to work with group dynamics and evaluate cooperative tasks equitably. Additionally, teachers find it challenging to transition from classic roles of providing information to facilitating peer interaction. Sustaining this can only be achieved through investment in teacher training courses focusing on the theory and practice of cooperative approaches.

1.9.3 Institutional and Environmental Constraints

Environmental factors are also a key contributor in weakening the potency of cooperative learning. High student-to-teacher ratios, tight curriculum specifications, and short class hours have the tendency to hinder consistent implementation of interactive learning strategies. Constrained to finish compulsory syllabi, teachers may resort to teacher-directed, whole-class teaching that appears more productive. Under such circumstances, student-directed

approaches such as cooperative learning are often perceived as time-consuming and not practical. Consequently, the opportunity for real communication and interaction with other students is reduced, especially in the speaking components that require spontaneous usage of language.

1.9.4 Learner Resistance and Cultural Barriers

Problems among learners can also defeat the success of cooperative efforts. Certain students, by reason of personality or cultural expectations, are averse to peer discussion or public speaking. Students in achievement cultures might not trust comments from their peers or view group work as less cognitively challenging. Others will be apprehensive speaking in front of classmates, especially if they are worried about errors. Resistance to this can result in passive participation, eventually killing the oral fluency development that cooperative learning is aimed at. Teachers need to observe student preferences and establish confidence incrementally through scaffolding and diverse group interactions.

1.9.5 Assessment Misalignment

Another challenge is the misalignment between cooperative learning and current assessment systems. The majority of schools still maintain high stakes on summative, individual performance-based assessments. These models of evaluation pay no attention to collaborative skills and discourage students from participating fully in group work. Without measures of evaluation considering the cooperative orientation of instruction, Jacobs et al. (2002) contended, students will not treat group work as an academically significant endeavor. To facilitate collaborative learning, schools need to incorporate more formative, process-based approaches to assessment that value peer collaboration, individual responsibility in the group, and communicative competence as beneficial outputs of learning.

1.9.6 Bridging the Challenges: Towards More Effective Implementation

These challenges may be addressed only through a multi-level intervention. At an institutional level, teacher training and development should aim at empowering teachers with the competence to structure and orchestrate cooperative classrooms. Administrators need to also sponsor changes in assessment and curriculum to better facilitate communicative, interaction-based pedagogies. Reflective teaching and continuous adjustment at the classroom level can function to render cooperative learning activities productive, relevant, and inclusive.

Ultimately, though, for cooperative learning to be pushed to the very best in developing EFL speaking fluency, pedagogical and structural impediments need to be overcome with careful and earnest effort.

Having laid out the constitutive elements of speaking competence and the pedagogical potential and pitfalls of cooperative learning, it is now time to situate this debate within the wider scholarly context. Of particular interest here is how other studies have decided the application of cooperative learning in language teaching and to what degree this has affected speaking competence. The subsequent section will thus integrate pertinent research, starting with a general overview of cooperative learning in second language acquisition prior to addressing research linking the method to enhanced oral proficiency in EFL learners.

1.10 Previous Studies

Numerous studies have investigated cooperative learning's role in second and foreign language acquisition in the last two decades. Both as theory and practice, cooperative learning has been studied from various sides, such as its effect on academic achievement, social interaction, motivation, and language acquisition. This section reports seminal studies from the literature, with specific attention to how cooperative learning contributes to language acquisition overall, and to oral proficiency development in EFL environments, in particular.

1.10.1 Cooperative Learning in Language Acquisition

Cooperative learning has been an efficacious pedagogical method in language acquisition for several years now. It is grounded in social interdependence (Johnson & Johnson, 1989) and sociocultural learning (Vygotsky, 1978) theories and focuses on learning as a socially mediating process. In this, language is not acquired individually but via meaningful interaction with others. Several studies have confirmed that cooperative learning leads to greater involvement, cognitive processing, and remembering of linguistic structures compared to conventional teacher-directed teaching.

Slavin (1996) calls the observation that group work, if properly organized with clearly defined roles and mutual objectives, results in more engaged processing of input in the target language, which promotes acquisition. Dörnyei (2001) also feels that cooperative tasks create motivation and conformity, two major affective variables in second language acquisition. In

EFL contexts in particular, students gain advantage from prolonged exposure to peer models of language and more scope to negotiate meaning — key components of productive language development, as identified in Krashen's (1982) Input Hypothesis.

Cooperative learning is also proven by research to strengthen receptive and productive language skills. For example, Kagan (1994) reported that students who engaged in structured peer collaboration showed significant gains in listening and reading comprehension, including retention of words. These observations are typically explained in terms of heightened accountability, the requirement for understandable output, and repetition of language in diverse communicative environments. Thus, cooperative learning has been a preferred methodology in communicative language teaching (CLT) and task-based language teaching (TBLT), two models that both stress learner interaction and authentic use of the language.

1.10.2 Studies Linking Cooperative Learning to Oral Proficiency

Greater focus in recent years has been given to the manner in which cooperative learning can enhance oral language proficiency, i.e., speaking fluency. While early research dwelt on overall academic achievement, follow-up research has directly addressed its role in enhancing oral proficiency within EFL/ESL contexts.

Various experimental investigations have testified to cooperative learning activities improving students' performance in the quality of providing more fluent, coherent, and confident speech. For instance, Öztürk (2023) did a quasi-experimental study with Turkish EFL students and reported that students who had experienced guided group work such as think-pair-share, jigsaw, and round-table discussion performed better than the rest of the students in post-test speaking tests regarding rate of speech and fewer hesitations. Likewise, Syafin (2020) applied the Jigsaw method to enhance speaking fluency among Indonesian high school students and observed enhanced turn-taking, better pronunciation, and wider lexical range.

In a meta-analysis of speech interventions delivered in classrooms, Slavin (1999) found that cooperative conditions always surpass competitive or individual modes in enhancing oral proficiency. The social processes of group activity are assumed to lower anxiety, facilitate risk-taking, and enable the students to get immediate feedback from others, all of which enhance fluency and accuracy. Gillies (2003) added that peer talk is more spontaneous language use, allowing students to practice new words and patterns less subject to critical comment.

Such evidence indicates that, used optimally, cooperative learning not only creates linguistic ability, but communicative confidence as well. As speaking continues to be one of the most challenging abilities for EFL students to acquire, the incorporation of cooperative approaches would seem to provide an increasingly realistic avenue towards promoting speaking performance within the classroom and real life.

Conclusion

In summary, Chapter One discussed definition, historical development of (CLA), theoretical background, elements and types of (CLA), also the components of speaking skills, the most important features of speaking ability and stressed the significance of speaking fluency in EFL acquisition. It showed how cooperative learning effectively supports the achievement of speaking fluency through interactions, motivation, critical thinking, and building confidence among the students. With regard to the drawbacks like unbalanced participation and institutional limitations, these can be overcome by efficient planning and facilitation. In general, evidence shows that cooperative learning improves EFL learners' oral proficiency considerably, and is therefore a recommendable strategy in language classrooms.

**Chapter Two:
Data Analyses
and
Interpretations**

Introduction:

This chapter focuses on the practical part, of this study. This chapter aims to present, and analyze, teachers, and students perceptions, about the impact of cooperative learning approach on enhancing "EFL" speaking fluency skills. Two questionnaires are administered for both teachers, and students, to achieve the aim of this research study. The first part deals with students analysis questionnaire, while the second part is for the teachers' questionnaire analysis.

2.1 Research Design:

This research is both descriptive, and analytical, it seeks to answer the "how" and "what"- a key focus of descriptive research, also for exploring the attitudes, and opinions, towards the implementation of the cooperative approach, in classes, and its impact, in enhancing speaking fluency skills. The study begins by observing students, and teachers, in real classes, by watching the teaching methods, and classroom practices, focusing on how students interact with each other, while working in groups, and how the language used, also observing teachers' instructions, and their chosen methods to teach. For describing, and analyzing, what is happening, descriptive, and analytical, approach is the right choice to do this study.

2.2 Data collection:

Gathering data by using two questionnaires one for the students and one for the teachers, this can be obtained for both qualitative, and quantitative, data. To address qualitative data, open questions will help in expressing feelings, experiences and ideas. Whereas the quantitative, it will be represented in statistics form.

2.3 Description of questionnaire:

It is a set of uniform questions, known as items and follow a static structure for the purpose of gathering individual data on one or more particular areas (lavrakas, 2018& Ahmed. 2012)

The first questionnaire distributed for 1st year university students to see their perceptions about the impact of cooperative learning approach in enhancing their speaking fluency skills, while the second designed for EFL teachers.

2.4 Population and sample:

The first population addressed in this study is, 1st year EFL university students at the English department, at Ammar Thelidji university. The aim behind selecting this population is, to probe whether students are familiar with the cooperative learning approach, and look for its impact on their speaking fluency skills. Students of 1st year, dealt with different methods of teaching, thus, they may give a helpful data for this study.

The second population is administered for ELT teachers.

2.5 Limitations:

According to the limitations of this study, there are some difficulties encountered during data gathering. The chosen sample size (25 students and 3 teachers) was selected in a very difficult situation, where the students were dealing with their exams, and its preparation. The limited access to participants, and time restrictions, made the process challenging to involve a large number of participants. The findings obtained from this focused sample, support meaningfully to the research aims, and lay a foundation for broader future studies.

2.6 Discussion of the results:

After collecting questionnaires from different students, many varied perspectives, and answers, were gained. Also for teachers, some answers were collected from very experienced teachers, who mentioned very important details about the effects of cooperative learning in enhancing speaking skills.

Finally, the classroom observation has also helped the researcher to get closer to the reality of the effects of cooperative learning, where he observed everything happening inside the classroom. The observation focused on, how students work collaboratively, and how they interact, and share information together. Also observing the teacher's role while students working in small groups.

2.7 Results and Analysis of students' questionnaire:

To analyze the results, software was used to calculate percentages, and frequencies, the analysis relied on a mathematical equation, in which the participants represented, 100% (25 participants). The results was done by multiplying the number of the possible answers, on 100% then divided by the number of participants. Factors like age, or gender, were not considered in the correlation.

Question one:

Are you familiar with the cooperative learning approach?

Responses	Yes	No	Total
Number	18	7	25
Percentage	72%	28%	100%

Table 2.1: Students' familiarity with CLA

From the first question we can confirm that the majority of 1st year students, 72% are familiar with the cooperative learning approach, which means that the students already have a background, about the approach .Whereas 28% of the students are not familiar with CLA approach.

Question two:

Do you think that cooperative learning approach is essential to enhance speaking fluency skills?

Responses	Yes	No	Total
Number	16	9	25
Percentage	64%	36%	100%

Table 2.2: the importance of CLA in enhancing SFS

The results in the second question show that 64% of the students support the idea of studying cooperatively is essential and helpful in enhancing speaking fluency skills, whereas 36% of them do not agree on this, they don't prefer to work in pairs or groups.

Question three:

Do you enjoy when you learn cooperatively? Why?

Responses	Agree	Disagree	Total
Number	20	5	25
Percentage	80%	20%	100%

Table 2.3: Students' enjoyment while learning cooperatively

This question aimed to see whether students enjoy when they work together and learn in a cooperative manner. 80% of the students agree on that, whereas 20% disagree their explanation was against the (CLA) they enjoy working and learning individually. The students with positive answers explained that cooperative learning can

- _Facilitate learning by getting benefits from others.
- _It helps in learning easily and be cultivated.
- _It facilitates the way of communicating and enhance speaking fluency skills.
- _It is important for the learning process.

Question four:

Do you pay more attention while working cooperatively?

Responses	Yes	No	Total
Number	13	12	25
Percentage	52%	48%	100%

Table 2.4: Students' attention in CLA

This results show that 52% of the students answered with "YES" they concentrate while learning cooperatively and pay more attention, whereas 48% of them answered with "NO" they don't pay attention or concentrate while learning with others.

Question five:

Do you agree/disagree that learning cooperatively makes students more responsible? If yes explain how?

Responses	Agree	Isagree	Total
Number	18	7	25
Percentage	72%	28%	100%

Table 2.5: Students responsibility while learning cooperatively.

These results show that 72% of the students agree on cooperative learning approach makes students more responsible, and 28% of them disagree on that .the students with positive answers explained that:

_By learning cooperatively we can be more respons ible to communicate and develop our speaking fluency skills during classes.

_Also being capable to speak and share thoughts freely and comfortably.

_Correcting each other while learning in group help us to be responsible of our own learning

Question six:

Does speaking anxiety affect your fluency?

Responses	Yes	No	Total
Number	17	8	25
Percentage	68%	32%	100%

Table 2.6: the impact of speaking anxiety on English fluency

According to the answers of the students the table showed that 68% of the students said "yes", indeed, speaking anxiety affect our fluency skills, while 32% of them answered "no" , speaking anxiety does't affect our fluency skills.

Question seven:

Do you agree that classroom tasks and activities develop EFL students'practical communication skills?

Responses	agree	Disagree	Total
Number	20	5	25
Percentage	80%	20%	100%

Table 2.7: classroom tasks and activities on students communication skills

From the table we can notice that 80% of the students agree that classroom tasks and ctivities develop their communication skills , while 20 % of them answered by disagree,where they don't support the idea of working in groups or sharing activities and tasks .The results show that the majority of the students like classroom interaction and activities, to enhance their communication skills .

Question eight:

While working cooperatively, have you improved your speaking fluency skills?

Responses	Yes	No	Total
Number	20	5	25
Percentage	80%	20%	100%

Table 2.8 : Speaking fluency improvement during CLA

The table showed that the students were satisfied by working in groups, 80% of them answered "yes", working cooperatively improved our speaking fluency and it helps us to show our abilities in acquiring the language, while 20% of them answered by "no" means that they didn't receive any improvement while they worked in groups.

Question nine :

As an EFL learner do you think that working cooperatively can help you mastering your English communication skills?

Responses	Yes	No	Total
Number	15	10	25
Percentage	60%	40%	100%

Table 2.9: CLA in mastering English communication skills

According to the student's answers, 40% answered "NO" in which means that they Don't have any difficulties in mastering their English speaking fluency , and 60% of them answered by "YES" they do have difficulties in mastering English speaking fluency skills.

Question ten:

Would you recommend learning English in groups to develop speaking fluency skills to your friends?

Responses	Yes	No	Total
Number	23	2	25
Percentage	92%	8%	100%

Table 2.10: Students' recommendations

The majority of the students support English language learning in groups. 92% of them answered "YES" they recommend learning English in groups, while 8% answered "NO".

2.8 Discussion:

Based on all the collected answers above, students are positive concerning learning English speaking fluency skills in groups, while being attached to others' thoughts and knowledge. Students showed their interest in enhancing their speaking fluency skills and their interest in learning cooperatively to develop their speaking while communicating, their answers showed that learning with different strategies can facilitate the process of learning, give more opportunities and chances to the students to be capable and feel comfortable while sharing knowledge.

2.9 Results and the analysis of teachers' questionnaire:

The questionnaire was addressed to three EFL teachers of Ammar Thelidji university, I gathered the answers to see the teachers' perspectives. The questionnaire was designed to know their impressions about the implementation of cooperative learning approach during classes and its impact on enhancing speaking fluency skills, and what strategies they prefer to use in their teaching process.

Question one:

In your own opinion, what are the main benefits you get when using cooperative learning approach in your speaking classes?

According to the three teachers' responses, the implementation of cooperative learning approach (CLA) has several benefits during speaking classes and it helps students engage more with their each other. The first participant answered that the main benefits (CLA) can provide to the students is: it increases students interaction and creates a supportive environment to practice speaking, while the second answered that through cooperative learning approach students will be able to communicate easily in small groups, and it also reduces anxiety. The last participant answered that (CLA) can help students be able to communicate and correct their own mistakes, also it helps in building vocabulary together.

From all these answers we noticed that the teachers are all agree that (CLA) has benefits and a positive side in learning.

Question two:

Do you think that cooperative learning approach (CLA) creates problems and conflicts in classes during learning? Explain

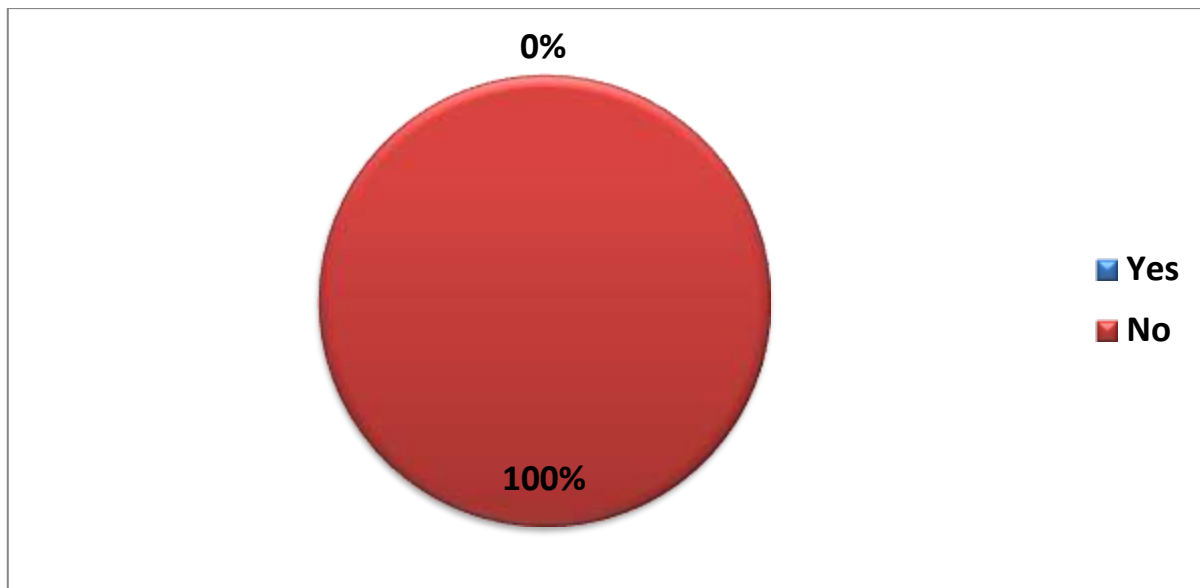


Figure 2.1 the creation of problems and conflicts in CLA classes

According to the teachers' answers we noticed that they all support the idea of working in groups because they all answered with NO, The first teacher answered that (CLA) creates an enjoyable atmosphere of learning ". While the second teacher answered, (CLA) is one of the best way to keep your students attached to their each other, and work dynamically. The last teacher answered by, (CLA) can help students to interact and have fun while learning together and it spreads love and support between them .

Question three:

What cooperative learning strategy do you support the most? Why?

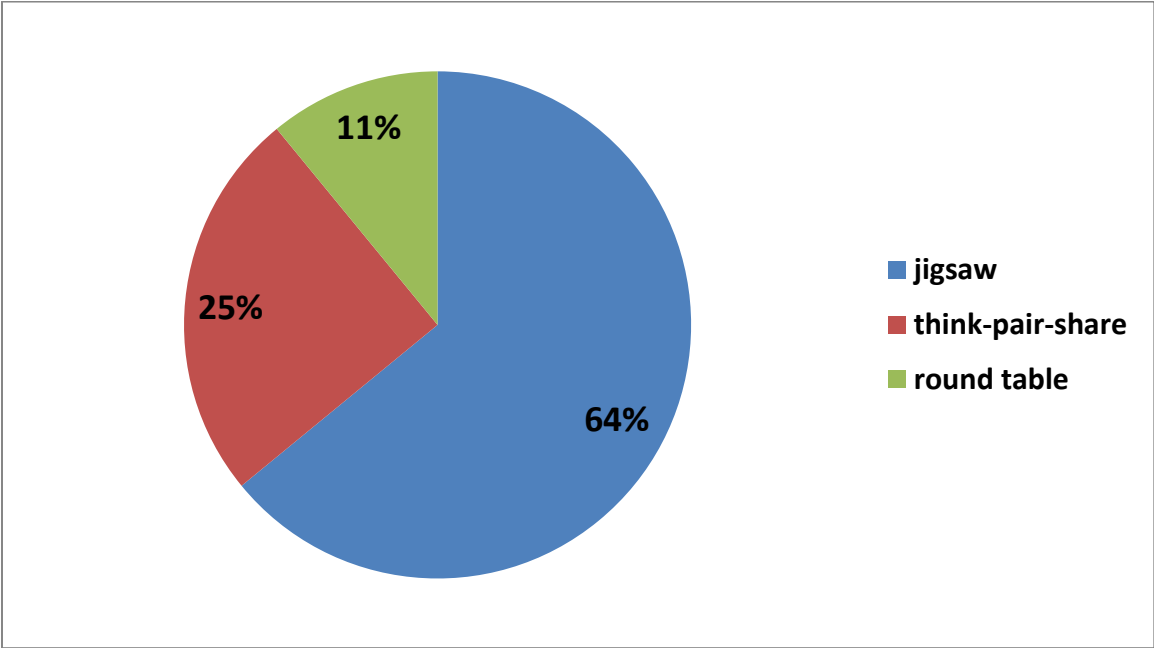


Figure 2.2 the most supportable strategies of cooperative learning

The first teacher and the second teacher answered by "Jigsaw" one said it is a strategy that helps students becomes active and cooperative and the second answered that everyone will be responsible and it reinforce their understanding, whereas the last teacher answered by "Think-Pair-Share strategy " she explained that this strategy will help students develop their critical thinking by thinking and sharing in pairs.

Question four:

Do you agree that cooperative learning approach is a good solution for developing speaking fluency skills?

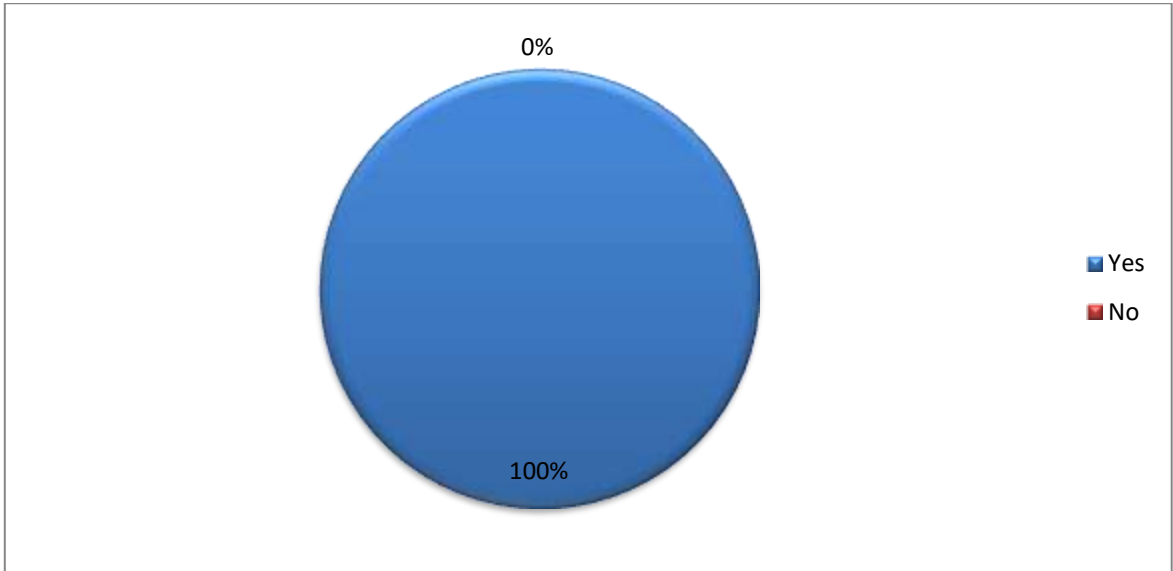


Figure 2.3 the effectiveness of CLA in developing learners' speaking fluency skills

All Teachers agreed that cooperative learning approach is a good solution where students can enhance their speaking fluency skills.

Question five:

Do you recommend this approach to other teachers?

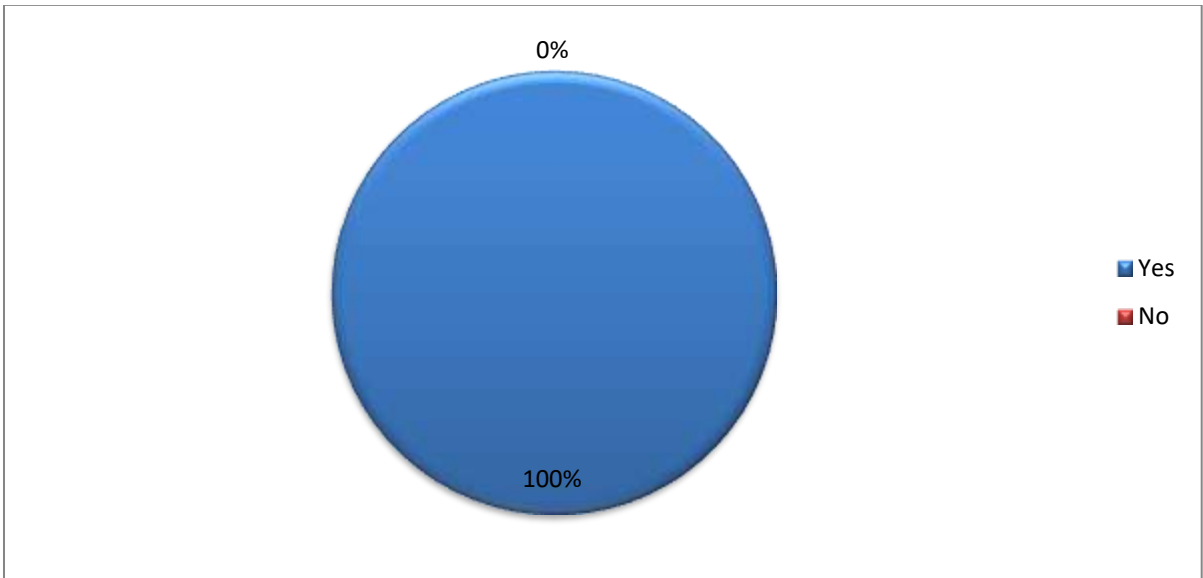


Figure 2.4 the recommendation of CLA for other teachers

The three teachers answered yes we recommend other teachers to implement this approach in their classes.

Question six:

How long have you been teaching English language?

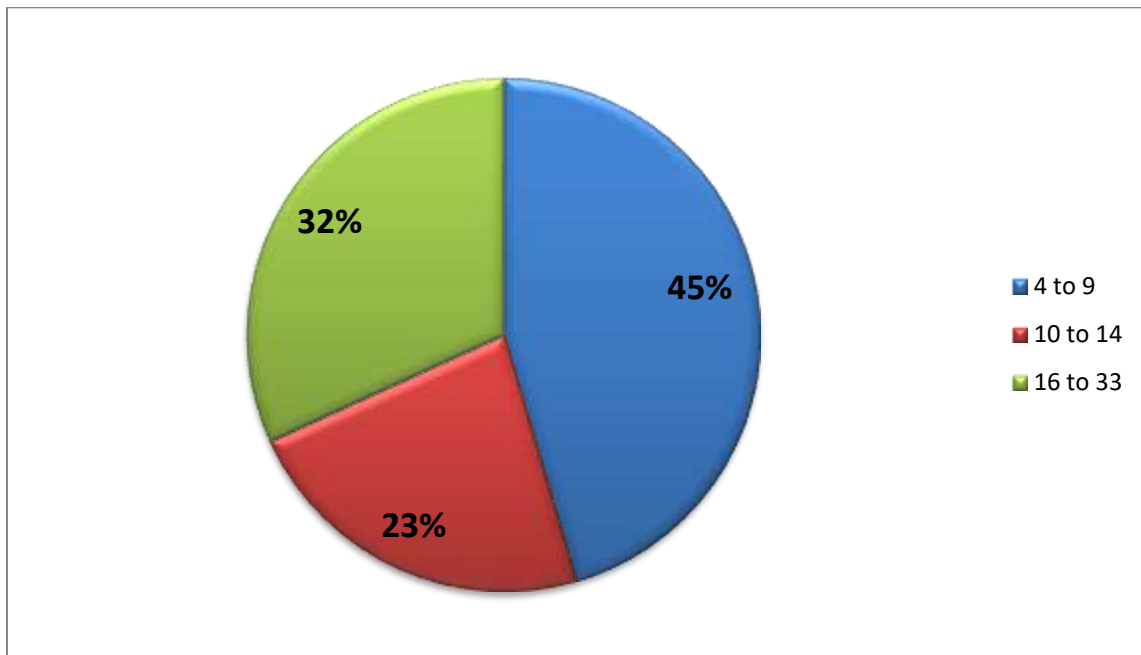


Figure 2.5 the years of teaching

The Figure showed that, over half of the respondents 45% claimed that they have been teaching from 4 to 9 years .while 32% claimed that they have been teaching from 10 to 14 years , and 23% for teachers who have Been teaching from 16 to 33 .from the results we can notice that teachers with 4 years and more of teaching are capable and they have a reasonable experience in teaching, this make teachers aware and have a wise view towards the teaching process, and they'll know students needs, strengths and performance.

Question seven :

Do you find group discussions and pair work helpful during your classes ?

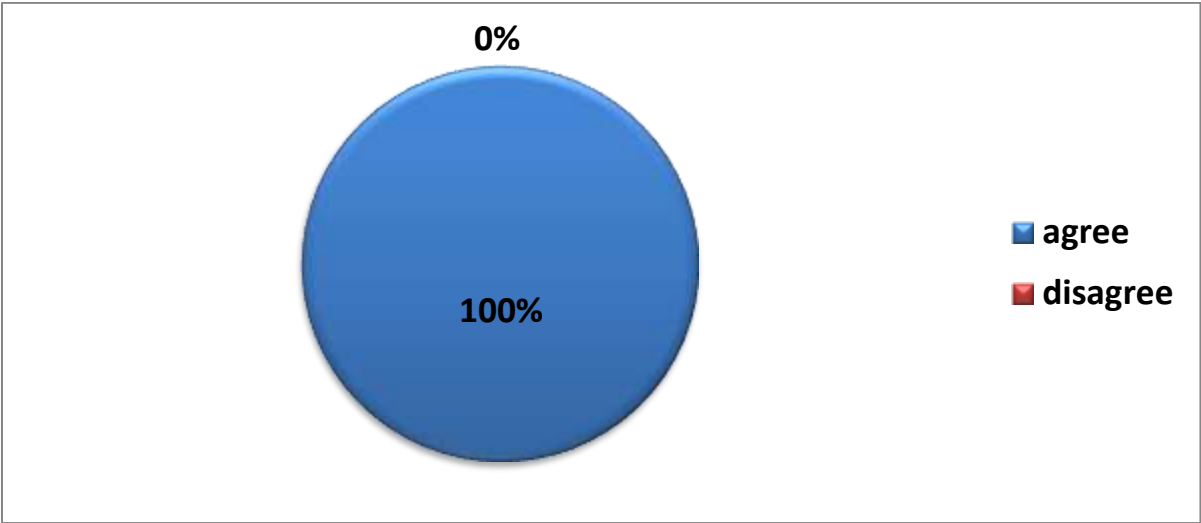


Figure 2.6 the effectiveness of groupe work and pair work

All the teachers agreed that group discussions or pair work definitely help and develop speaking fluency skills during classes.

Question eight:

Do you face any challenges/difficulties while communicating and interacting with your students?

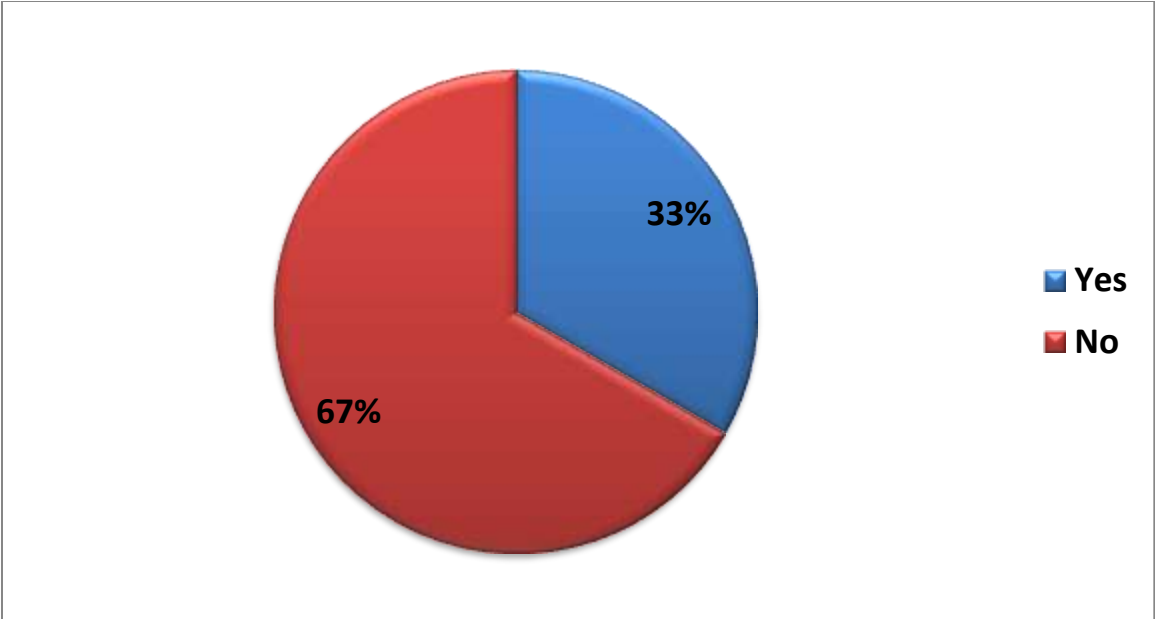


Figure 2.7 the challenges and the difficulties while interacting with students

The results showed that 33% answered "YES" which means that the teachers face challenges and difficulties while communicating and interacting with their students, whereas 67% answered with "No" They Don't have or face any difficulties while communication classes.

Question nine:

Do you give more time for discussion and communication rather than writing in class?

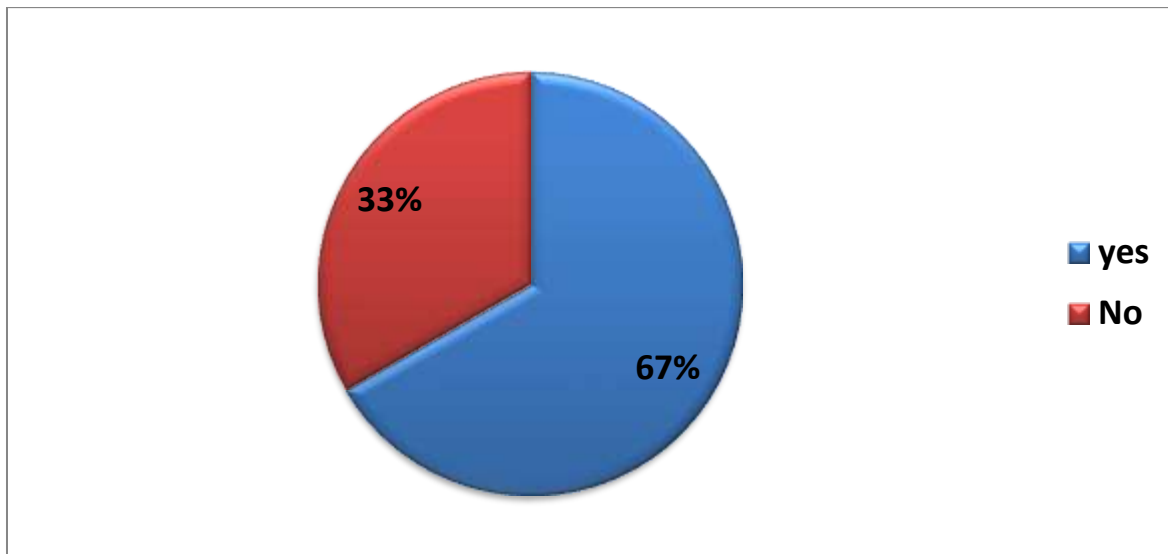


Figure 2.8 communication vs writing in classes

The Figure showed that 66.66% of the teachers answered with "YES", they do give more time for speaking in classes rather than writing, whereas 33.33 of the teachers answered with "NO".

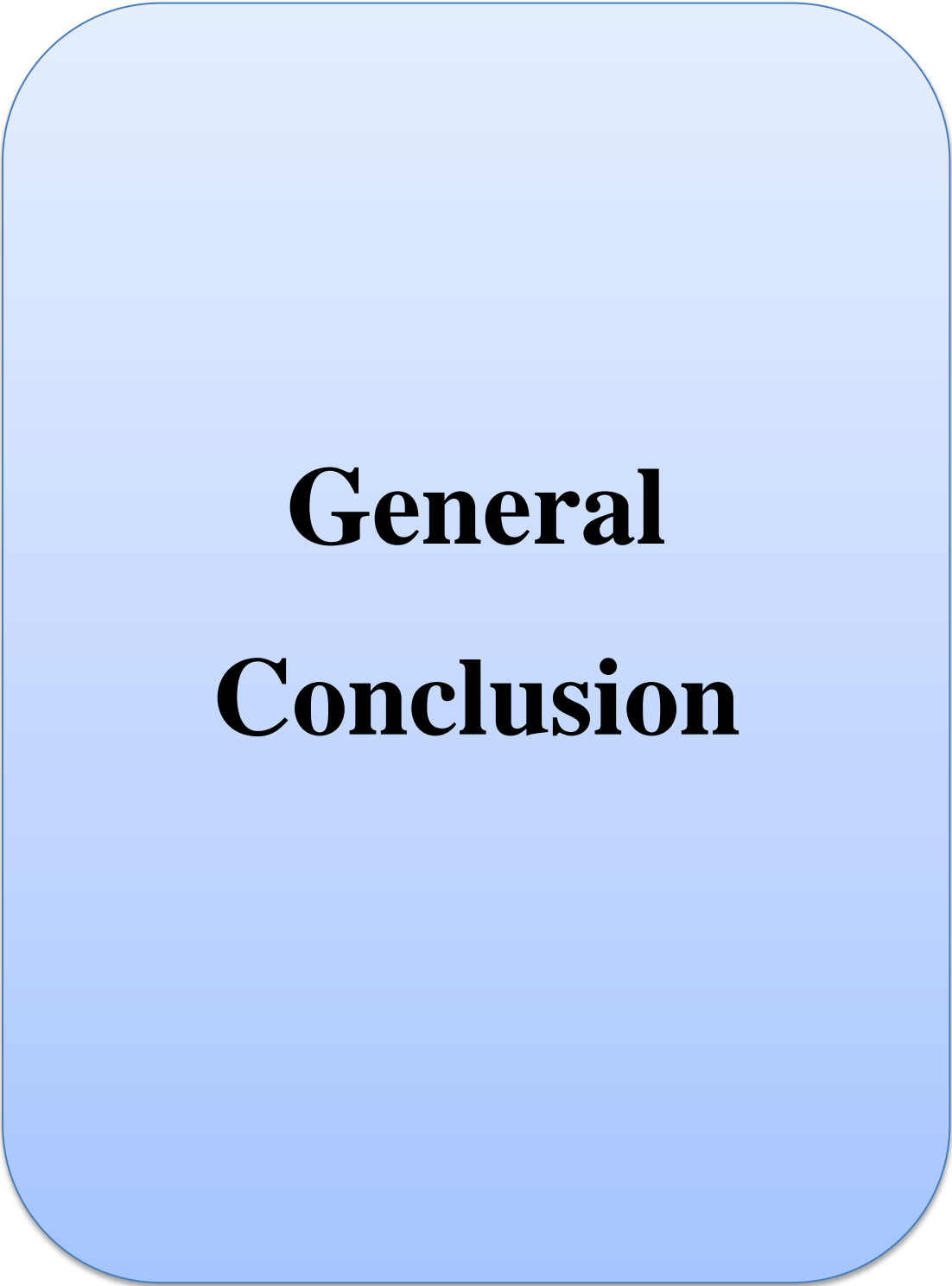
2.10 Discussion

The results of the teachers' questionnaire showed that the majority of teachers are giving interest to enhance EFL learners' speaking fluency skills in different ways of teaching. The questioned teachers have a considerable and reasonable experience in teaching "EFL", which is ranged from 4 to 9 years, this explained that the teachers are capable and they had an experience in teaching, to provide us with considerable answers to enriche the topic. The teachers showed care about their students abilities and skills while communicating each others, and they focused on how students can learn the language easily by working in groups to enhance their fluency skills.

2.8 Conclusion:

As a conclusion this chapter tends to give the results and the analysis of both, teachers, and students' questionnaire, this tool of data collection looks for the impact of cooperative learning approach on "EFL" learners speaking fluency skills.

The results showed that both, students and learners are positive in their answers. The students questionnaire showed that the majority of the students support the idea of cooperative learning, and they all agreed on its enhancement in their speaking fluency skills, in which means that cooperative learning approach can facilitate the process of learning English language and it can reduce anxiety disorder and build their confidence in communication skills. Teachers questionnaire in the other side, showed that 90% of the teachers are experienced, and they were capable in their careers as an english teachers, they were positive and supportive for the idea of implementing cooperative learning approach in their classes, and they clarified the importance of this approach in enhancing "EFL" learners speaking fluency skills.



**General
Conclusion**

General Conclusion

The main aim of choosing this research was to explore the effects of cooperative learning approach in enhancing "EFL" speaking fluency skills. This research composed of two chapters, the first one which is the theoretical part and the second for the data analysis (methodology).

The first chapter dealt with, the definition of cooperative approach, the historical development and the theoretical background of "CLA", elements, types, and "CLA" activities, also it discussed the benefits and challenges of "CLA".

The second chapter was for the practical part (methodology) it dealt with the research design, sample and population, data collection tools, results and discussions. Where the two questionnaires were analyzed and discussed statistically.

In conclusion this study results, answered the main question of this research which is, how does cooperative learning approach impact "EFL" learners' speaking fluency skills, and it also supported the previously mentioned hypotheses, in which the results proved that speaking skills comes essential and vital in language learning achievements and academic performance, it helps students to become more confident, and capable to express their opinions, and thoughts, it also enhances their communication abilities, and speaking proficiency. The research highlights student's challenges, and struggles while they are interacting, or speaking, with others. Anxiety, fear, and limited vocabulary, all these can affect negatively on student's communication skills. Cooperative learning approach comes as a great solution ,to adress these issues by promoting interaction and collaboration between students, to develop student's speaking skills, and give them support to interact, participate, share thoughts and knowledge, while they are working in pairs, or in a small group activities.

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Appendices

1_ Cooperative Learning approach

***Students' questionnaire:**

1) Are you familiar with the cooperative learning approach?

Yes

No

2) Do you think that cooperative learning approach is essential to enhance speaking skills ?

Yes

No

3) Do you enjoy when you learn cooperatively ?

Agree

Disagree

4) Do you pay more attention while working cooperatively ?

Yes

No

5) Do you agree/disagree that learning cooperatively makes students more responsible ? If yes explain how?

Yes

No

2_ "EFL" learners speaking fluency skills

***Students' questionnaire :**

1) Do speaking anxiety affect your fluency?

Yes

No

2) Do you agree that classroom tasks and activities develop EFL students' practical communication skills ?

Agree

Disagree

3) While working cooperatively, have you improved your speaking fluency skills?

Yes

No

4) As an EFL learner do you think that working cooperatively can help you mastering your English communication skills

Yes

No

5) Would you recommend learning English in groups to develop speaking fluency skills to your friends ?

Yes

No

1_ Cooperative Learning approach

***Teachers' questionnaire:**

1) In your opinion, What are the main benefits you get when using cooperative learning in your speaking classes ?

2) do you think that cooperative learning approach (CLA) creates problems and conflict in classes during learning ? Explain.

3) what cooperative learning strategy do you support the most ? Why?

4) Do you agree that (CLA) approach is a good solution for enhancing speaking fluency skills ?

5) Do you recommend (CLA) approach to other teachers ?

2_ "EFL" learners speaking fluency skills

***Teachers' questionnaire :**

1) How long have you been teaching English language ?

4 to 9

10 to 14

16 to 33

2) Do you find group discussions or pair work helpful during your classes?

Agree

Disagree

3) Do you face any challenges/ difficulties while communicating and interacting with your students ?

Yes

No

4) Do you give more time for discussion and communication rather than writing in class?

Yes

No