

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University, Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Branch of English



**Cooperative Learning as a Motivational strategy in Enhancing
EFL Students' participation**

Case study: EFL Graduate students. at Mohamed Kheider – Biskra
University

Dissertation Submitted in Partial Fulfillment of the Requirements for a Master's Degree in
Science of Language.

Prepared by:

Nouiouet Chouiter, Assma

Supervised by:

Mrs.Rabehi Ayache, Salima

Board of Examiners

Supervisor: Mrs.Rabehi Ayache, Salima MA''A'' Mohamed Kheider University. Biskra

Chairman: Dr. Basher, Ahmed MC "B" Mohamed Kheider University. Biskra

Examiner: Mrs.Mebarki, Amina Zohra MA''B'' Mohamed Kheider University. Biskra

Examiner: Mrs. Nachoua Hassina, Kheirddine Mohamed Kheider University. Biskra

June 2015

Dedication

I dedicate this work:

*To the person who taught me how to rely on myself: My Father
Nouiouet chouiter Abdallah*

To the kindest person: My mother Bouanik Nora

*Thank you for your trust, for your love, patience, support, and
encouragements.*

*To my dear sisters (Hadjer, Ghada; Chaima and my little and sweet
sister chada)*

To People who attempt to read this dissertation.

Acknowledgements

Above all, I would thank ALLAH, for providing me with patience, for giving me strength and power to complete this work.

My deep and sincere gratitude and thanks are due to my teacher and supervisor Mrs. Rabehi Ayache Salima for her valuable direction, without her, this work could not see the light.

Special thanks to the jury members: Dr. Basher Ahmad, Mrs. Nachoua Hassina, Kheirddine and Mrs.Mebarki Amina Zohra for their guidance, advice, and encouragements.

I would like to thank the volunteers from the first, Second and Third year in the Foreign Languages Department English Section at Mohammed Khieder University for their valuable assistance.

Special thanks for all the teachers of English at Mohamed kheider Biskra University; especially for all the teachers of oral Expression for their help and seriousness in completing the questionnaire and for classroom observation.

My appreciations go also to all those who helped me in one way or another to realize this work.

Abstract

The present study aims to explore the effects of cooperative work in enhancing students' participation in the classroom. It focuses on the importance of the teaching techniques to improve students participation .This study is mainly concerned with making use of pair and group work to maximize learners' participation. It also attempts to shed some light on the importance of teaching techniques and establishing a relaxed environment as an attempt to get learners to carry on improving their participation .The basic hypothesis adopted sets out that if cooperative learning implemented during EFL sessions, It will enhance Learners' participation. The method of this research is quite descriptive. It aims to describe two variables: Cooperative learning as the independent variable and its role as motivational strategy in Enhancing students' participation as the dependent variable. The data were gathered by means of two instruments; questionnaires administered to 1st, 2nd, 3rd year LMD learners and to the teachers who have taught oral expression at the department of English, Mohamed Kheider University, Biskra. In addition, to the classroom observation the research findings have revealed that cooperative learning maybe is the right technique for increasing the students' participation.

LIST OF ABBREVIATIONS

CL: Cooperative Learning.

EFL:English as Foreign Language.

EM: Extrinsic Motivation

FL: Foreign Language.

IL: Individual Learning.

IM: Intrinsic Motivation

L1: First year License.

L2: Second Year License.

L3: Third Year License.

STAD: Students-Teams-Achievement Divisions.

ZPD: Zone of Proximal development.

List of Figures

Diagram01. Theretical Framework for Cooperative Learning.....	9
Diagram02. Overview of social interdependence theory.....	10
Diagram03. Models of Factors Influencing Learning Gains in Cooperative Learning ...	22

List of Tables

01.	The physical environment appropriated for cooperative learning(L1)	50
02.	The grouping of students randomly(L1)	51
03.	Group Size (L1)	52
04.	The teachers' actions in the classroom(L1)	52
05.	Learners participation in the learned task (L1)	53
06.	Students attitudes towards working with peers (L1)	54
07.	Existence of shy and struggling students in the groups(L1)	54
08.	Learners positive evaluation of each other's contributions(L1)	55
09.	The learners' willingness to participate in classroom(L1)	55
10.	The students' ideas in classroom(L1)	56
11.	Students' participation in classroom(L1)	56
12.	Learners' responsibility and support of each other(L1)	56
13.	The physical environment appropriated for cooperative learning (L2)	57
14.	The grouping of students randomly (L2)	58
15.	Group Size (L2)	58
16.	The teachers' actions in the classroom(L2)	59
17.	Learners participation in the learned task (L2)	59
18.	Students attitudes towards working with peers(L2)	59
19.	Existence of shy and struggling students in the groups(L2)	60
20.	Learners positive evaluation of each other's contributions (L2)	60
21.	The learners' willingness to participate in classroom (L2)	61
22.	The students' ideas in classroom (L2)	61
23.	Students' participation in classroom (L2)	62
24.	Learners' responsibility and support of each other (L2)	62
25.	The physical environment appropriated for cooperative learning (L3)	63
26.	The grouping of students randomly (L3)	63
27.	Group Size (L3)	64
28.	The teachers' actions in the classroom (L3)	64
29.	Learners participation in the learned task (L3)	65
30.	Students attitudes towards working with peers (L3)	65

31.	Existence of shy and struggling students in the groups(L3)	66
32.	Learners positive evaluation of each other's contributions (L3)	66
33.	The learners' willingness to participate in classroom(L3)	66
34.	The students' ideas in classroom(L3)	67
35.	Students' participation in classroom(L3)	67
36.	Learners' responsibility and support of each other(L3)	67
01.	Teachers Gender	70
02.	Teachers' qualification	70
03.	Teachers' Experience	71
04.	Teachers' perceptions	72
05.	Teachers' preference about teaching strategies	73
06.	Teachers' perception on cooperative learning	74
07.	Teachers' preference about teaching techniques	75
08.	Frequency of using cooperative learning	76
09.	The basis of making a group work	76
10.	Teachers' perception about monitoring the group work	77
11.	Raising the students' awareness towards learning skills	78
12.	Obstacles that hinder students' participation	79
13.	The influence of cooperative learning on students' participation	80
14.	Students' problem with work-in groups	81
15.	Teachers' problem when using CL	82
16.	Students' Gender(L1)	85
17.	Students' Age. (L1)	85
18.	Students' choice of studying English at the university(L1)	86
19.	Students' reasons for studying English at university(L1)	86
20.	Frequency of given the students' opportunity to work with groups. (L1)	87
21.	Techniques students prefer more to use(L1)	88
22.	Students feeling about group work(L1)	90
23.	Difficulties encountered in cooperative work(L1)	90
24.	Teachers' attitudes during group work tasks(L1)	91
25.	Students' attitude toward CL benefits(L1)	92
26.	Understanding the benefits of CL(L1)	93
27.	Students' evaluation of cooperative group work(L1)	54

28.	Students' attitudes toward oral expression courses(L1)	95
29.	Students' confidence in using the English language(L1)	96
30.	Reasons for the lack of participating(L1)	96
31.	Kind of teaching techniques(L1)	97
32.	Students' attitude toward teachers' help(L1)	98
33.	Students' Gender(L2)	100
34.	Students' Age. (L2)	100
35.	Students' choice of studying English at the university(L2)	101
36.	Students' reasons for studying English at university(L2)	102
37.	Frequency of given the students' opportunity to work with groups. (L2)	103
38.	Techniques students prefer more to use(L2)	104
39.	Students feeling about group work(L2)	105
40.	Difficulties encountered in cooperative work(L2)	106
41.	Teachers' attitudes during group work tasks(L2)	107
42.	Students' attitude toward CL benefits(L2)	107
43.	Understanding the benefits of CL(L2)	108
44.	Students' evaluation of cooperative group work(L2)	109
45.	Students' attitudes toward oral expression courses(L2)	110
46.	Students' confidence in using the English language(L2)	111
47.	Reasons for the lack of participating(L2)	112
48.	Kind of teaching techniques(L2)	113
49.	Students' attitude toward teachers' help(L2)	113
50.	Students' Gender(L3)	115
51.	Students' Age. (L3)	116
52.	Students' choice of studying English at the university(L3)	117
53.	Students' reasons for studying English at university(L3)	117
54.	Frequency of given the students' opportunity to work with groups. (L3)	118
55.	Techniques students prefer more to use(L3)	119
56.	Students feeling about group work(L3)	120
57.	Difficulties encountered in cooperative work(L3)	121
58.	Teachers' attitudes during group work tasks(L3)	122
59.	Students' attitude toward CL benefits(L3)	123

60.	Understanding the benefits of CL(L3)	123
61.	Students' evaluation of cooperative group work(L3)	124
62.	Students' attitudes toward oral expression courses(L3)	125
63.	Students' confidence in using the English language(L3)	126
64.	Reasons for the lack of participating(L3)	126
65.	Kind of teaching techniques(L3)	127
66.	Students' attitude toward teachers' help(L3)	128

List of Graphs

01.	Teachers Gender	70
02.	Teachers' qualification	71
03.	Teachers' Experience	71
04.	Teachers' perceptions	72
05.	Teachers' preference about teaching strategies	73
06.	Teachers' perception on cooperative learning	74
07.	Teachers' preference about teaching strategies	75
08.	Frequency of using cooperative learning	76
09.	The basis of making a group work	77
10.	Teachers' perception about monitoring the group work	77
11.	Raising the students' awareness towards learning skills	78
12.	Obstacles that hinder students' participation	79
13.	The influence of cooperative learning on students' participation	80
14.	Students' problem with work-in groups	81
15.	Teachers' problem when using CL	82
16.	Students' Gender(L1)	85
17.	Students' Age. (L1)	85
18.	Students' choice of studying English at the university(L1)	86
19.	Students' reasons for studying English at university(L1)	87
20.	Frequency of given the students' opportunity to work with groups. (L1)	88
21.	Techniques students prefer more to use(L1)	89
22.	Students feeling about group work(L1)	90
23.	Difficulties encountered in cooperative work(L1)	91
24.	Teachers' attitudes during group work tasks(L1)	92
25.	Students' attitude toward CL benefits(L1)	93
26.	Understanding the benefits of CL(L1)	94
27.	Students' evaluation of cooperative group work(L1)	95
28.	Students' attitudes toward oral expression courses(L1)	96
29.	Students' confidence in using the English language(L1)	97

30.	Reasons for the lack of participating(L1)	98
31.	Kind of teaching techniques(L1)	98
32.	Students' attitude toward teachers' help(L1)	100
33.	Students' Gender(L2)	101
34.	Students' Age. (L2)	101
35.	Students' choice of studying English at the university(L2)	102
36.	Students' reasons for studying English at university(L2)	103
37.	Frequency of given the students' opportunity to work with groups. (L2)	104
38.	Techniques students prefer more to use(L2)	105
39.	Students feeling about group work(L2)	106
40.	Difficulties encountered in cooperative work(L2)	107
41.	Teachers' attitudes during group work tasks(L2)	108
42.	Students' attitude toward CL benefits(L2)	108
43.	Understanding the benefits of CL(L2)	109
44.	Students' evaluation of cooperative group work(L2)	110
45.	Students' attitudes toward oral expression courses(L2)	111
46.	Students' confidence in using the English language(L2)	112
47.	Reasons for the lack of participating(L2)	113
48.	Kind of teaching techniques(L2)	114
49.	Students' attitude toward teachers' help(L2)	116
50.	Students' Gender(L3)	116
51.	Students' Age. (L3)	116
52.	Students' choice of studying English at the university(L3)	117
53.	Frequency of given the students' opportunity to work with groups. (L3)	118
54.	Techniques students prefer more to use(L3)	119
55.	Students feeling about group work(L3)	121
56.	Difficulties encountered in cooperative work(L3)	121
57.	Teachers' attitudes during group work tasks(L3)	122
58.	Students' attitude toward CL benefits(L3)	123
59.	Understanding the benefits of CL(L3)	124
60.	Students' evaluation of cooperative group work(L3)	124
61.	Students' attitudes toward oral expression courses(L3)	125

62.	Students' confidence in using the English language(L3)	126
63.	Reasons for the lack of participating(L3)	126
64.	Kind of teaching techniques(L3)	127
65.	Students' attitude toward teachers' help(L3)	128

TABLE OF CONTENTS

DEDICATION	I
ACKNOWLEDGEMENTS.....	II
ABSTRACT	III
LIST OF ABBREVIATIONS	IV
LIST OF FIGURE	V
LIST OF TABLES	VI
LIST OF GRAPHS.....	VII
TABLE OF CONTENTS.....	XIII
GENERAL INTRODUCTION	
1. Introduction.....	.01
2. Literature Review.....	.02
3. Statement of the Problem.....	.02
4. Significance of the Study.....	.03
5. Aim of the Study.....	.03
6. Research Questions.....	.03
7. Research Hypothesis04
8. Research Methodology04
CHAPTER ONE: COOPERATIVE LEARNING AS A MOTIVATIONAL STRATEGY	
Introduction: General overview.....	.05
1. Definition of Cooperative learning.....	.05
2. Theoretical background.....	.08
2.1. The social Interdependence Theory.....	.09
2.1.1. Psychological Processes.....	.10
2.1.2. Interaction Patterns.....	.10
2.2. The CognitivDevelopmenTheory.....	.11
2.3. The Behavioral Learning Theory.....	.12

3. Elements of Cooperative Learning.....	13
3.1. Positive Interdependence.....	14
3.2. Face –To-Face Promotive Interaction.....	14
3.3. Individual Accountability.....	14
3.4. Interpersonal and Small Group Skills.....	15
3.5. Group Processing.....	15
4. Cooperative Learning Methods.....	16
4.1. Students Team-Achievement Division (STAD).....	16
4.2. Jigsaw.....	16
4.3. Group Investigation.....	17
5. Advantages of Cooperative Learning.....	17
5.1. Reducing Anxiety.....	17
5.2. Increasing Motivation.....	18
5.3. Building Student Self-Esteem and Self-Confidence.....	18
5.4. Promoting Higher Academic Achievement, Class attendance, and Positive Attitudes.....	18
5.5. Promoting Interaction.....	19
5.6. Developing Communicative Skills and Elaborating Social Interaction.....	19
6. Some CL Activities.....	20
6.1. Think-Pair-Share.....	20
6.2. Three-Step Interview.....	20
6.3. Roundtable /Round robin.....	20
6.4. Numbered Heads Together.....	21

6.5. Jigsaw.....	21
7. Cooperative Learning and Motivation.....	21
8. Problems encountering the use of Cooperative Learning.....	23
Conclusion.....	24

CHAPTER TWO: CLASSROOM PARTICIPATION

Introduction.....	25
1. Classroom participation.....	25
1.1. Definition of classroom participation.....	25
1.2 Benefits of Classroom participation.....	26
2. Factors Affecting Students' Participation in the Class.....	27
2. 1. Gender and Age.....	27
2. 2. personality and level of confidence.....	27
2. 3. Educational and social class background	27
2. 4. Cultural effect on classroom participation.....	28
3. Types of Participation.....	28
3.1. Graded Oral Participation.....	28
3.2. Silent or Non-Oral Participation	29
3.3. Classroom Embodied Action.....	29
3.4. Classroom Desk Talk.....	30
4. Difficulties of EFL Students' Participation.....	31
4.1. Linguistic Problems.....	31
4.1. 1. Lack of Vocabulary.....	31
4.1. 2. Pronunciation Mistakes.....	31
4.1. 3. Grammar Mistakes.....	32

4.2. Psychological Problems.....	32
4.2.1 Mother Tongue Use.....	32
4.2.2 . Low Uneven Participation.....	32
4.2. 3. lack of motivation.....	33
4.2. 4. Anxiety.....	33
4.2. 5. Shyness.....	33
4.2. 6. Overcrowded Class	34
4.2. 7. Fear of Mistakes	34
4.2. 8. Lack of Preparation.....	34
4.2. 9. Negative Experiences	35
5.Type of Learners.....	35
5.1. The Attention Seekers.....	35
5.2. The Intermittent Workers.....	35
5.3. The Solitary Workers.....	36
5.4. The Quiet Collaborators.....	36
6. Teaching techniques.....	36
6.1. Group work.....	36
6.2. Pair work.....	37
7. Strategies for Motivated Classroom.....	38
7.1. Motivation.....	38
7.1.1. Types of Motivation.....	38
7.1.1. a. Intrinsic Motivation.....	38
7.1.1. b. Extrinsic Motivation.....	39
7.1.2. The importance of motivation.....	40
7.1.3. Factors affecting students' motivation to speak English.....	40

7.1.3 a. Teachers' factors.....	40
7.1.3. b. The atmosphere in the classroom.....	41
7.1.3. c. Interest.....	41
8. Instructor's role in increasing Student Participation.....	41
9. Speaking Skill.....	42
9.1. Definition of speaking.....	43
9.2. Reasons for Teaching Speaking.....	43
10. Activities enhancing the students' participation.....	44
10.1. Role play.....	44
10.2. Problem Solving activity.....	45
10.3. Discussion and debates.....	45
10.4. Conversation.....	46
10.5. Information Gap Activities	46
Conclusion.....	47

CAPTER THREEE: FIELD WORK

Introduction	49
1. Classroom observation.....	49
1.2. Description and Analysis of classroom observation.....	49
1.2.3. Analysis of 1st year of EFL students classroom observation.....	50
1.2. 4. Analysis of 2 nd year EFL students classroom observation.....	57
1.2.5. Analysis of 3 rd year EFL students classroom observation.....	63
1.3. Discussion of classroom observation results	68
Conclusion.....	69
2. Questionnaire.....	69

2.1. Teachers' Questionnaire	69
2.1.1. Description of Teachers' Questionnaire	69
2.1.2 Analysis of the Teachers' Questionnaire	70
2.2. Students questionnaire.....	86
2.2.1. Description of the students' questionnaire	86
2.2.2. Analysis of 1 st year students' questionnaire.....	87
2.2.3. Analysis of 2 nd year students' questionnaire	104
2.2.4. Analysis of 3 rd year students' questionnaire.....	121
2.3. Findings.....	129
GENERAL CONCLUSION.....	131
BIBLIOGRAPY.....	135

APPENDICES

APPENDIX 1: Checklist of Classroom observation

APPENDIX 2: Teachers' Questionnaire

APPENDIX 3 : Students' Questionnaire

General Introduction

The teaching of foreign language by its very nature is an interactive process, which involves active participation of both the teacher and the learner. It has been stressed, in FLT methodologies that are more than a system of rules, but as a dynamic resource for the creation of meaning, shift away from the study of language seen as purely a system and shift towards the study of language as communication. For that reason, a great opportunity of classroom interaction is being truly demanded. With a growing need for more effective, successful and active ways of foreign language learning. Innovation in the language field has been stimulated by a special concern for learning through active and collaborative setting. The predominant view is that language is best learned when students are interacting with each other in groups-completing a task or learning a content or resolving real life issues - where their attention is not directed toward the language itself, except when a focus on language forms is necessary. Many researchers have called into question the importance of investigating the impact of cooperative learning on learner's participation.

Moreover, some students and after years of learning they still encounter difficulties with participation and how to communicate well in the class. In this vein, we may consider cooperative learning as a motivational factor that leads to the enhancement of participation of students. Cooperative learning is an affective activity that contributes in maximizing the amount of participation in class through the exchangeability of ideas between the members of the same group work. Cooperative learning method is an activity that increases the students' class participation, academic achievement and motivation towards learning (Polloway, Patton & Serna, 2001.)When students interact with other students, they have to explain and discuss each other's perspectives, which lead to greater understanding of the material to be learned. Cooperative learning activities enhance elaborative thinking and more frequent giving and receiving of explanations, which has the potential to increase participation. In this study, we are going to show the impact of cooperative learning on the rate of participation in English classrooms as well as its role in reducing their negative attitude towards participation.

The Research Background

In the literature, the developmental theories assume that interaction among students around appropriate tasks increases their mastery of critical concepts. When students interact with other students, they have to explain and discuss each other's perspectives, which lead to greater understanding of the material to be learned. Moreover, cooperative learning method is effective in reducing prejudice among students and meeting the academic and social needs of at-risk students in terms of education (Sudzina, 1993).

There are hundreds of studies showing that cooperative learning method is more successful than traditional methods in all aspects (Peterson & Jeffrey, 2004; Johnson & Johnson, 2005; Ahmad & Mahmood, 2010) and the participation among those aspects. In addition, collaborative learning claims that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking. According to Johnson & Johnson (1986) cooperative learning. Provides students with an incentive to help each other and encourage each other to put forth maximum efforts increases the likelihood that all group members will learn. As well as individual grades and evaluations there is strong evidence that group grades are most successful for motivation (Slavin, 1995). Others argue that the group grades and team rewards allow for the free rider effect of students who do not participate fully of their abilities (Joyce, 1999 & Cohen, 1998).

The studies discussed above highlight the effectiveness of cooperative learning techniques on improving student's participation, social interactions and learning. The remainder of this manuscript will discuss a study designed to build on the findings of past cooperative learning research. Cooperative learning has a great impact on student participation and increasing self-confidence to interact with others in classroom.

1-Statement of the problem

It is a common knowledge that the quality of teaching techniques and strategies is the dominant factor in how successful students will be. Also, the main objective of learning a foreign language is to be able to communicate in that language. The problem we are confronted with here is that the importance of classroom participation is almost neglected and the learners are just passive consumers of the knowledge. In addition, whether the cooperative learning strategy can enhance the student's participation in classroom or not.

2-Significance of the Study

This study is worthy doing because it is an attempt to find out the impact of cooperative learning in decreasing the fear of participation and increasing the ability to participate in front of classmates. Although, the permanent use of cooperative learning encouraging , and improving interpersonal effectiveness. In Cooperative learning students work together to maximize their own and each other's learning. This study is beneficial for both, students because it makes them focus on cooperative learning tasks as a result of knowing its great impact on minimizing their fear from participation. And for teachers to focus more on using cooperative learning in their session in order to have motivated students.

3-Aim of the study

Our aim in this research is to find out the role of cooperative learning in reinforcing the student's positive attitudes towards participation. As well as it focuses on the factors that can enhance student's participation through cooperative learning. Besides, it evaluates the impact of cooperative learning on students' participation in English classes and to what extent it is effective to raise the rate of participation.

4- Research questions

This piece of research attempts to explore some questions:

1-what are the provoking reasons of students to be unmotivated and participate during sessions?

- How does the cooperative learning increases students' participation with taking the role of motivational factor?
- How do teachers use cooperative learning as motivation tool and minimizes the fear of participation?

2-What roles can cooperative learning play in enhancing EFL students' participation?

- What are the effective cooperative learning strategies that should be followed in the sessions to diminish the fear of participation?
- Are these strategies effective to enhance student's participation?

5-Research Hypothesis

If cooperative learning implemented during EFL sessions, it will enhance Learners' participation.

6-Methodology

To assess the hypothesis stated earlier, this research is conducted through the descriptive method as an appropriate way because we are dealing with changes on the behaviours of humans and leads us to understand their attitudes and perspectives towards educational techniques particularly cooperative learning.

Participants:

In this investigation, the sample is EFL graduate students. The participants are the students during the oral session as a focused group to attain clear image about the situation. It also includes the teachers of oral expression as participants.

Instruments:

To investigate research, we have chosen two instruments as the appropriate tools to collect data:

a. Questionnaire:

This research follows qualitative method because it is the most suitable tool for gathering adequate data about the research problem and the responses are gathered in a standardized way makes questionnaire more objective. The questionnaire is distributed to a random sample of 1st, 2nd and 3rd year students due to their large number.

b. Classroom observation:

It is used at English classroom with 1st, 2nd and 3rd year in oral sessions in order to have a clear image about the problem. Classroom observation often requires mainly a month started from February 22nd to 17th March of which takes 4 sessions of intensive work with each year because we need to become accepted as a natural part of the environment in order to assure that the observations are of the natural phenomenon. Therefore, to observe all the changes according to various conditions in order to realize the exact reasons beyond students' participation.

Chapter One: General Overview on Cooperative Learning

Introduction

Cooperative learning is a pedagogical practice that has attracted much attention over the last three decades. because, of a large body of research that indicates students to gain both academically and socially . When they have opportunities to interact with others to accomplish shared goals (Johnson & Johnson2002, lou *et al.*1996,slavin,1996;as cited in Gillies & Royle,2010) .through interaction students learn to interrogate issues, share ideas, clarify differences and construct new understandings (Mercer, W & dawes, 1999, Webb & Master George,2003; as cited in Gillies, R, 2010). It is a technique designed to make learning successful. Cooperative learning is successful teaching strategies in which small teams of students with different levels of ability use a variety of learning activities to improve their understanding of a subject. Recent developments in educational psychology (Nunan 1992; Slavin 2003) emphasize the role of the learner in the learning and teaching process. Consequently, in recent years, there has been a shift from more traditional classes where the teacher plays the central role to more learner-centered instruction in which the learner is responsible for the learning process whereas the teacher is merely a guide and facilitator. In this chapter, we try to give a wide picture of this type of learning focusing in the first place on the theoretical backgrounds of this learning, and most of all we try to investigate its motivational elements both sociologically and psychologically.

1. Definition

Recent studies focus on teaching a foreign language through applying communicative language teaching methods among which we have cooperative learning (CL). Various researchers and theorists have defined this term differently. Slavin, (1995:2) has identified cooperative learning as the “variety of teaching methods in which students work in small groups to help one another learn academic content”. (As cited in Athmani. A, dissertation, 2009:8).In other words, cooperative learning has many instructional techniques in which students work together in structured groups towards a shared or common goal. Olsen &Kagan (1992;cited in Richard & Rdger,2001:192) state that:

The role of cooperative learning in motivating students participation

Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for this or her own learning and is motivated to increase the learning of others.

Thus, means that cooperative learning is one of teaching methods that is influenced by the transmission of knowledge between the members of the group who share the same goal, which is achieving success of both the group, and the individual. This clarifies the necessity of heterogeneous group for the sake of accomplishing a unified goal.

CL gives more chance for teaching variety of levels in variety situations. It is an educational strategy for teaching it aims to make the learner's level batter through cooperation with taking in consideration the accomplishment of share goals. Indeed, it is a method of teaching and learning attempt to improve learner's educational achievement. Ellis & Fouts (1993:117) clarify that:

Cooperative learning is one of biggest, if not the biggest, educational innovations of our time. It has permeated all levels of teacher training from pre-service to in-service...it is touted from Israel to New Zealand, from Sweden to Japan.

This innovation has been a variety of perspectives towards:

Brody (1998:24) states that Cooperative learning is a case in point. Some refer to it as a generic tool for teaching, adaptable to any teaching/learning situation. Other considers it a philosophy in itself. Some even argue that changing to cooperative learning, requires a shift in fundamental assumptions, beliefs and learning, knowing and authority. There is truth in each view, but how teachers implement cooperative learning depends partly on the particular beliefs about education they hold, as well as the match between the models they are implementing or learning, and their beliefs. While many cooperative learning training programs are well grounded in research and theory, we need to provide more opportunities for teachers to reflect on the range of implicit assumptions in the innovation in relation to their own beliefs and personal constructions.

The role of cooperative learning in motivating students participation

Thus, for some, it is a general instrument applicable to all contexts of learning; for other, it is a philosophy. However, for the rest, it is a switch in the principles of the learning and teaching experience. It is a way of teaching whose execution is reliant on teachers 'assumptions. Slavin (1991), that CL has been introduced in the form of solution for educational problems. This entail that CL is applicable to all subject areas and all age, levels. Hill and Flynn (2006) think that it is by using cooperative learning that students use interaction to understand and master new knowledge. CL is based on teaching through small groups, so that students join their efforts to make their own learning and all group members learning maximum. That is why Brandt (1990) considers CL as a significant method and a hopeful progress. Cooperative learning efforts end with learners participating effectively and straining themselves for mutual benefit, so that all group members take advantages from each other's endeavors.

According to Johnson and Johnson (1986:31), when learning in cooperative contexts, students accomplish higher levels of thoughts, and information is saved longer terms in comparison to individual learning(IL). Thus, the shared learning goals pave the way for students to interact, to be autonomous learners and critical thinkers. The implementation of traditional methods enchained students in silent classes. Slavin(1991:71) states that "There was once a time when it was taken for granted that a quiet class was a learning class, when principals walked down the hall expecting to be able to hear a pin drop". Therefore, an ideal class, in the past, was featured by silence. Yet, such quietness was considered a passive atmosphere for learning and was replaced by interactive context that was created by CL, and those ancient classes disappeared with the coming of such innovation in developed countries.

CL entails small groups working on specific tasks. It seeks to overcome some of the weaknesses of traditional small group approaches by structuring activities carefully. Cooper (1990:1), in fact, regards the key to successful cooperative learning as "Structure! Structure! Structure!". Macaulay and Gonzalez (1996:2) characterize it as:

The instructional use of small groups so that learners are able to work together in a manner that enhances both group and individual learning. The key to cooperative learning is the careful structuring of learning groups. There are many ways to structure such groups, but some of the key elements are the building of interdependence, the designing of interactive processes, and accountability, and conflict management is also fundamental to cooperative learning.

The role of cooperative learning in motivating students participation

In cooperative learning, the development of interpersonal skills is as important as learning it. The development of social skills in-group work learning to cooperate—is key to high quality group work. Many cooperative learning tasks put to students ‘with both academic objectives and social skills objectives. Many of the strategies involve assigning roles within each small group (such as recorder, participation encourager, summarizer) to ensure the positive interdependence of group participants and to enable students to practice different teamwork skills. Built into cooperative learning work is regular group processing”, a “debriefing” time where students reflect on how they are doing in order to learn how to become more effective in group learning settings (Johnson, Johnson and Holubec, 1990 cited in Gillies, R, M.Ashman ,A &Terwel 2008).

It is generally pronounced that CL is, the potent solution for all students as it highlights potent interaction between students having miscellaneous capacities and backgrounds and evinces more constructive outcomes in academic achievement, social behavior and effective development.

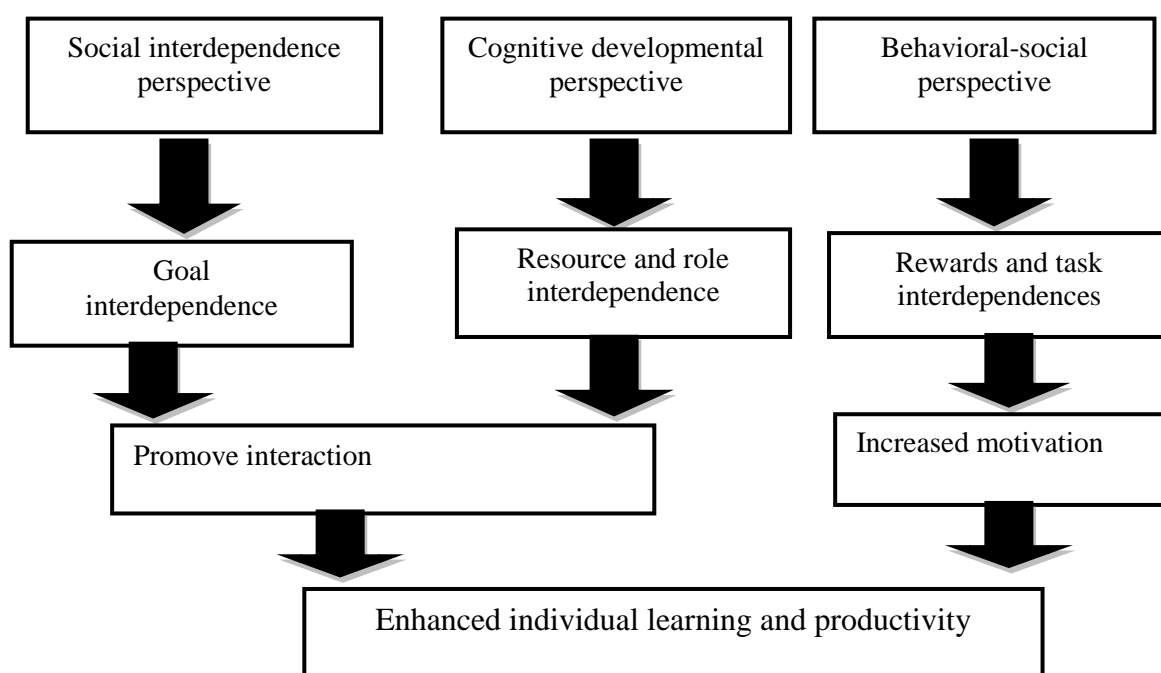
2-Theoretical Background

There are at least three general theoretical perspectives that have guided research on cooperative learning: cognitive developmental, behavioral, and social interdependence. The cognitive-development perspective is largely based on the theories of Piaget and Vygotsky. The work of Piaget and related theorists is based on the premise that when individuals cooperate on the environment, sociocognitive conflict occurs that creates cognitive disequilibrium, which in turn stimulates perspective-taking ability and cognitive development. The work of Vygotsky and related theorists is based on the premise that knowledge is social, constructed from cooperative efforts to learn, understand, and solve problems. The behavioral learning theory perspective focuses on the impact of group reinforces and rewards on learning. Skinner focused on group contingencies; Bandura focused on imitation; Humans, as well as Thibaut and Kelley, focused on the balance of rewards and costs in social exchange among interdependent individuals. While the cognitive-developmental and behavioral theoretical orientations have their followings, by far the theory dealing with cooperation that has generated the most research is social interdependence theory.

The role of cooperative learning in motivating students participation

CL is rooted back to the social interdependence theory, cognitive developmental theory, and behavioral learning theory. Piaget's developmental theory (1954) and Slavin's (1990, 1995) cognitive theory assign intrinsic motivation (IM) an enormous significance in learning and learners an operative role in constructing learning. The motivational theory also pioneered the empirical investigation on CL; that is, the behavioral perspective, which highlighted that CL, is, grounded on extrinsic motivation (EM) which results from rewards and tasks. The following figure illustrates the theoretical foundation for CL:

Diagram 1: Theoretical Framework for Cooperative learning (Johnson et. al., 1998 a).



2.1. The Social Interdependence Theory

In the 1930s and 1940s, Lewin (1935, 1948) proposed that a person's behavior is motivated by states of tension that arise as desired goals are perceived and that it is this tension motivates actions aimed at achieving the desired goals one of lewin's students Deutsch(1949a,1962 cited in Gillies R. M ,Ashman A& Terweel 2008:11) extended lewin's notions to the relationship among the goals of two or more individual's doing so ,he developed social interdependence theory.

Social interdependence exists when his accomplishment of each individual goal is affected by the others' action (Deutsch 1949a, 1962; Johnson 1970, 2003; Johnson and

The role of cooperative learning in motivating students participation

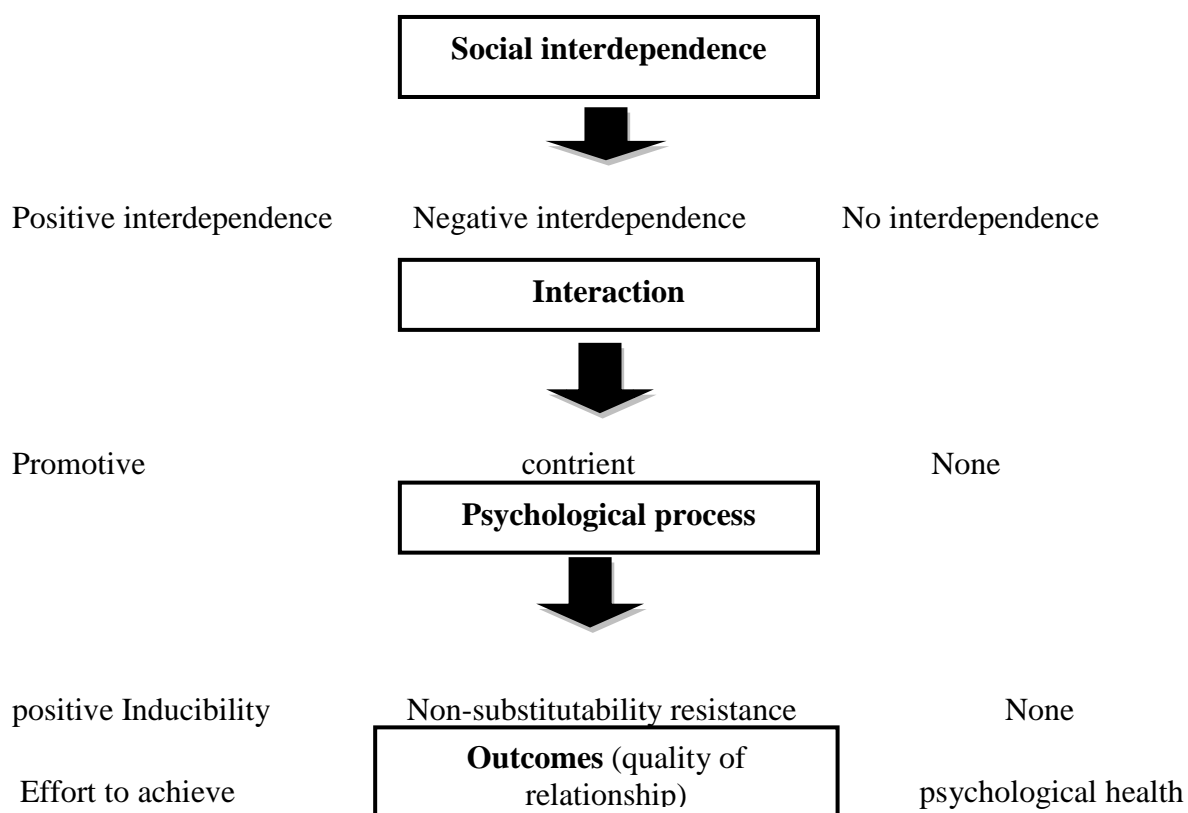
Johnson 1989, 2005 cited in Gillies R. M, Ashman .A & Terwelm 2008:11). There are two types of social interdependence: positive (cooperation) and negative (competition).

Positive interdependence: exists when individuals perceive that they can reach their goals if and only if the other individuals with whom they can reach cooperatively linked also reach their goals. They therefore promote each other's to achieve the goals.

Negative interdependence exists when individuals perceive that they can obtain their goals if and only if the other individuals with whom they are competitively linked fail to obtain their goals. They therefore obstruct each other's efforts to achieve the goals.

No interdependence, results in a situation in which individuals perceive that they can reach their goal regardless of whether other individuals in the situation attain or do not attain their goals. Each type of interdependence results in certain psychological processes. (Cited in Gillies, R, M .et al2008:11)

Diagram 2: Overview of Social Interdependence Theory (Gillies, Ashman & Terwelm, 2008)



2.1.1. Psychological Processes

The role of cooperative learning in motivating students participation

The psychological processes created by positive interdependence include substitutability (i.e. the degree to which actions of one person substitute for the actions of another person). Inducibility means openness to being influenced and to be influencing others, and positive cathexis (i.e. investment of positive psychological energy in objects outside of oneself) (Deutsch 1949 a, 1962 cited in Gillies, Ashman. A & Terwelm, 2008:12). These processes explain how self-interest is expended to joint interest and how new goals and motives are created in cooperative situations. Self-interest becomes expended to mutual interest through:

- a) Other people's actions substituting for one's own
- b) An emotional investment in achieving goals that benefits others as well as oneself and generalizes to caring and committed relationships with those who are working for the same purposes and goals.
- c) Openness to being influenced by and influencing others so that joint efforts are more effective. Demonstrating the transition from self-interest is perhaps one of the most important aspects of social interdependence theory.

Negative interdependence creates the psychological processes of non-substitutability (i.e. the actions of one person do not substitute for the actions of another person), negative cathexis (i.e. investment of negative psychology energy in objects outside of oneself), and resistance to being influenced by others. Thus, self-interest is strengthened and the motives to win and avoid losing strengthened.

No interdependence detaches a person from others, thereby creating non-substitutability cathexis only to one's own actions, and no inducibility or resistance. Thus, self-interest and the motive to succeed are maintained.

2.1.2. Interaction Patterns

The basic premise of social interdependence theory is that the way in which interdependence is structured determines how individuals interact (Deutsch 1949a, 1962); Johnson 1970, 2003; Johnson & Johnson 1974, 1989, 2005:13). Positive interdependence results in promotive interaction, negative interdependence results in oppositional or contrient interaction, and no interdependence results in the absence of interaction. Promotive interaction may be defined as individuals encouraging and facilitating.

2.2. The Cognitive Developmental Theory

The development of CL is underpinned by the cognitive-developmental theory. The cognitive-developmental perspective is based on the provision of IM in CL contexts. The foundation of the cognitive development theory is constructed on the basis of Piaget's work in 1954 and Vygotsky's work in 1962. For Piaget (1954), interactions are the backbone of learning social knowledge (values, language, rules, symbol systems, and morality). He also believes that cognitive development is conditioned by active experience, maturation, self-regulation and social transmission. Piaget (1954) perceives cooperation as making great efforts to achieve shared goals taking into account the other's feelings and opinions during the process of maturing them. For the Piagetian tradition, through cooperation, students confront cognitive conflicts resulting from opposing viewpoints; therefore, they seek to balance their perspectives to reach a consensus with others. Consequently, enhancing learners' intellectual development becomes a reality. Each student serves as a source for other students and plays a vital role in the other's gain of knowledge while working toward consensus.

Moreover, Piaget (1954) reports that the cognitive perspective perceives that knowledge is erected from personal experiences and interaction with the world, affording IM a crucial role in the process of learning. The cognitive learning theory represents a shift from teacher-centered to learner-centered approaches, where the learner is allocated a cardinal position in the class, placing the teacher as a facilitator to create a stimulating learning environment, and where the central interest of cognitive learning is the process of constructing knowledge.

Vygotsky (1962), who is inspired by the Gestalt School of Psychology, represents a successive view on cognitive learning. He states that the learner intervenes actively in the process of learning and thinking. For him, the formation of knowledge takes place through interaction, the learning environment and the learning experience. Moreover, For Vygotsky (1962), learning which have the right qualities is developmental and includes acquiring skills just beyond the students' level. He introduces the idea of the zone of proximal development (ZPD), in which he states that collaboration with advanced peers facilitates arriving at the space existing between the present level of development and probable

The role of cooperative learning in motivating students participation

progress; thus, the student's zone of proximal development is an interactive zone through which learning takes place. Consequently, CL is pedagogically effective. Bruning *et.al.* (1999: 218) define the zone of proximal development as "the difference between the difficulty level of a problem a child can cope with independently and the level that can be accomplished with adult help". That is what Vygotsky (1962: 218) states, "as children and adults interact, children are exposed to adults advanced systems of understanding, and change becomes possible".

Vygotskian perspective highlights that learning ensuing from social interaction conducts cognitive development. Piaget (1954) assumes that the way to learning is cognitive development. Learners' participation in the learning process represents a central constituent of Piaget's developmental theory of learning and thinking. Knowledge is no longer transmitted to the learner who receives it in a passive way, but it is rather constructed by the learner who is actively involved in the learning process.

For Piaget (1954), determining students' present cognitive level strengths and weaknesses is a vital process on which teachers base their teaching. He assumes that individualizing learning is a prerequisite for successful learning. Moreover, providing circumstances for conversational atmospheres to allow students interact with each other, exchange ideas, debate, argue, and confront conflicts seems to be of paramount importance. Teachers were considered as facilitators. Their main role is to guide and promote students. When learning actively, students require mental sustaining through trusting their intellectual abilities to learn.

Vygotsky and Piaget's theories are complementary. The former is based on social interaction, while the latter is based on active learning. Both components are indispensable for implementing CL in the classroom. None of them was able to supply separately a sufficient answer for CL.

2.3.The Behavioral Learning Theory

The essential assumption under this theory is that rewards and reinforces are beneficial in the learning process. Thus, means that rewarded actions will be reproduced. Slavin(1990:14; 1995:16) sees that:" Rewarding groups based on group performance,(or the sum of individual performances) creates an interpersonal reward structure in which group member will give social reinforces (such as praise and encouragement) in response

The role of cooperative learning in motivating students participation

to group mates' task-related efforts." Thus, Slavin argued that group rewards is an enhancing conditioning in stimulating students to learn in a cooperative atmosphere. Moreover, it will be gained because of the success of all the group members. Johnson, Johnson & Smith (1998) suggest that students are likely to work hard when there is any kind of reward; since cooperative learning focuses on individual and group rewards, it is more probably assumed to help students to learn. Slavin *et al.* (2003) named this theory "motivational theory". According to the motivational perspective, individual and learning group reward is based on the sum of individuals' achievement because benefits is attained when group and individual goals are achieved when using cooperative learning. This would lead to make students more motivated to help each other and to do more efforts (Slavin, 1995, Slavin *et al.*, 2003). Individual and learning group reward is based on the sum of individuals' achievement because benefits are attained when group and individual goals are achieved when using cooperative learning. This would lead to make students more motivated to help each other and to do more efforts (Slavin, 1995, Slavin *et al.*, 2003).

The behavioural theory is grounded on the notion of stimulus response introduced by Skinner (1971) & Bandura (1977). Learning, for Skinner (1971), is a relatively permanent change in behavior in response to stimuli. The behaviorists propounded that learning is dominated by the stimulus/response approach. The role of the teacher is to manage learning through conducting the stimuli. This approach is teacher-centered as the learners display reliance on the teacher to descry the right link between the stimulus and the response. The behavioral perspective conditions contributing in-group tasks by the provision of incentives, and that students release great energy while performing a task for gaining rewards.

3. Elements of cooperative learning

Built upon the Johnsons findings, Sclater Bolander (cited in Goodyear *et al.*, 2004: 176) assert that "it is not enough to place students together in groups and expect them to work together." Consequently, advocates of CL believe that this set of teaching principles can actually take place and be best effective only if certain conditions are afforded. Johnson, Johnson & Holubec (1994:26) suggest five elements, which they call "the essential components of cooperation", that should be present to consider a teaching instruction as being CL; positive interdependence, face-to-face promotive interaction,

The role of cooperative learning in motivating students participation

individual accountability, interpersonal and small group skills, and group processing. These elements should be structured altogether in order to obtain satisfactory positive results.

3.1. Positive interdependence

The essence of the cooperative group is the development and maintenance of positive interdependence among group members. Richards & Rodgers (2001), state that: "Positive interdependence occurs when group members feel that what helps one member helps all and what hurts one member hurts all." (p.196). It means each group member depends on each other to accomplish a shared goal. Without the help of one member, the group is not able to reach the desired goal. For cooperative groups to be effective, group members should engage in team building activities that deal explicitly with the development of mutual support within the group. Students need access to activities in which they learn from each other as they ask for help and receive help from one another.

3.2. Face –to- Face Promotive Interaction

Positive interdependence creates promotive interaction. The latter takes place when "individuals encourage and facilitate each other's efforts to accomplish the group's goals" (Gillies *et al.*, 2008: 23-4). Thus, means encouragement between individuals so all are motivated to continue working on the task. In cooperative classes, teachers form heterogeneous groups to afford maximum opportunities for students to interact with each other most of the time, contribute to the group's prosperity, help and learn from one another (Arnold, 1999). Thus, gives available time for students to discuss the assignment, share ideas, assist each other, and develop ideas.

3.3. Individual accountability

According to Johnson & Johnson (1987), individual mastery of the learning material is the Purpose of cooperative learning or any other instructional method, and every student's performance should be assessed. According to Slavin (1987), individual accountability is one of the elements necessary to make cooperative learning more effective than traditional approaches, and the success of a group should depend on the individual success of its Members. However, participants in a cooperative group join their abilities and work together for the benefit of all the members, "each student needs to be made accountable for his/her own contribution to the completion of the task" (Ellis, 2003:

271). Members are responsible for completing their part of the task and for assisting their partners complete their share of the work. If learners perceive that their performance will affect the group's outcomes, they will produce more efforts to realize their objectives. Thus, the performance or the quality and the quantity of each member's contributions are assessed and evaluated separately, and the result is reported to the individual and the group to determine who is in need of more Assistance, support and encouragement. Learner accountability can be reached by giving each group member a specific role to perform. The importance of individual accountability is in providing learners with an incentive to help each other and to motivate each other to achieve a shared outcome (Slavin, 1995: 43).

3.4. Interpersonal and Small Group Skills

This is a basic element, which promotes higher achievement, and, more importantly, builds positive relationships among students; on both a personal and professional level (Gillies *et al.*, 2008). Crandall (cited in Arnold, 1999) believes that, in order for a group of students who cooperate together striving towards attaining a shared goal successfully, "individual members need to develop not only linguistic but also social skills which facilitate teamwork, create trust and enhance communication, leadership, problem solving and decision-making in group interaction" (Arnold, 1999: 228). Moreover, Slavin (2006: 255) adds that "[t]hey [students] are usually taught specific skills that will help them work well together, such as active listening, giving good explanation, avoiding putdowns, and including the people". Therefore, individuals must have or be taught the social and cooperative skills necessary to interact effectively with peers and, hence, produce more. They are trained how to get to know and trust each other, how to negotiate viewpoints and respect diverse opinions, how to resolve disagreements and differences positively, and how to encourage and help each other (Gillies *et al.*, 2008).

3.5. Group processing

Johnson and Johnson (1999; cited in Gillies *et al.*, 2008: 25) contend that teachers should devote some time at the end of each session to give learners the chance to: "(a) describe what member actions were helpful and unhelpful and (b) make decisions about what actions to continue or change." In other words, they reflect upon their experience as a cooperative group to determine what was positive in their way of handling the task and to modify and ameliorate what was less helpful as behavior in their joint work. On the other

hand, Ngeow (2000; cited in Roberts, 2004) asserts that groups need time to evaluate their goals and discuss how well the group participants are progressing and maintaining effective working relationships.

4. Cooperative learning methods

Cooperative Learning is not new to teaching. Since 1920, teachers have been used to encourage their students to work together on occasional group projects, discussion or debate groups and so on. However, until 1970, some significant research on specific applications of cooperative learning to classroom setting began to take place. As a result, many cooperative learning methods are available. It is now possible for teachers to select from a wide variety of cooperative methods to achieve different teaching outcomes. Some of these methods, which have been extensively researched and widely used, are Student team-Achievement Division, Jigsaw and Group Investigation.

4.1. Students team-achievement division (STAD)

Student Teams-Achievement Divisions is a cooperative learning strategy created by Robert Slavin in which groups of four works within their teams to master a lesson presented by the teacher. According to slavin (1995) "Students take individualized quizzes, which are compared to past performances, and then team scores are put together based on the extent to which the students in the group meet or surpass past performance" (as cited in Anthony R Adams dissertation 2013). Teams that meet the appropriate criteria may earn some kind of reward from the teacher. Slavin recognized through his research an increase in mean scores with Student Teams-Achievement Divisions.

4.2. Jigsaw

Elliot Aronson (1978) developed the Jigsaw method. A more practical and easily adapted from of Jigsaw, Jigsaw II is provided by Slavin. In this method, students work in heterogeneous teams, exactly as in STAD. The students are assigned chapters, stories, or other units to read, and are given "expert sheet" that contains different topics for each team member to concentrate on while they read. When everyone has finished reading, then students from different teams with the same topic meet in an „expert groups to discuss their topics. The experts then return to their teams and take turns teaching their team members. However, it is important that the teacher distributes quizzes and allow enough

The role of cooperative learning in motivating students participation

time of every one to finish. Team scoring for Jigsaw II is the same as scoring for STAD. In addition, as in STAD, success full team may earn certificates or other rewards.

Aaronson's original Jigsaw resembles Jigsaw II in most respects, but it also has some important differences. In the original Jigsaw, students read topics different from those read by their teammates. "This has the benefit of making the experts possessors of unique information, and thus makes the team each member's contribution more highly." (Slavin, 1995:126). The advantage of Jigsaw II is that all students read the material, which may make unified concepts easier to understand. Jigsaw is one of the most flexible of the cooperative learning methods. In second language acquisition, this method would be very conductive to discussion and negotiation of meaning in the target language.

4.3. Group investigation

Group investigation was developed by Sharan and Sharan in 1976, involves students in small groups using a variety of skills to handle sub topics, which they have selected from a unit Presented to the whole class (Slavin, 1983). After choosing their themes, students plan, research and discuss cooperatively the subject, then divide it into subtasks to be carried out and investigated individually in order to prepare group reports (Arnold, 1999). After that, the findings are presented to the entire class. Finally, the assessment of students is made based on the quality of their group presentation. Group investigation is an effective CL model because it fosters learners' interest and commitment to learning, and enhances their sense of responsibility toward the group and themselves.

5. Advantages of cooperative learning

CL is a technique, which allows students learn each other and gain important interpersonal skills. The following statements are some advantages that can be gained through cooperative learning:

5.1. Reducing anxiety

The feeling of anxious, stressful for many students, also embarrassed in a traditional Classroom when asked to answer a question and all the class attention is focused on them. On the contrary, in cooperative environments, the possibility of generating a correct or an acceptable answer increases due to the joint efforts of group members and the enough time and opportunities provided to reflect on the question and to discuss its different issues

The role of cooperative learning in motivating students participation

(Arnold, 1999). Consequently, anxiety reduces, fear of failure decreases, need for participation increases, and the rate of production rises.

5.2. Increasing Motivation

Teamwork instruction elicits learners' intrinsic interest and motivation to attend class and to learn a great amount of the foreign language. This may result in extensive use of the target language and the development of greater language proficiency (Arnold, 1999). Moreover, the mutual support that students receive and give to one another motivates shy and low-ability students to improve their level. Slavin (1983), Johnson *et al.* (1994), Cohen (1994), Crandall (cited in Arnold, 1999), and Hijzen (2006; cited in Hijzen *et al.*, 2007) agree that group members are motivated to participate because of the system of rewards adopted by teachers in return to students' efforts when they cooperate and use appropriate social behaviors.

5.3. Building Student Self-esteem and Self-confidence

It is believed that if learners feel safe and have a strong belief in their intellectual capacities, they are likely to make greater efforts and show willingness to take risks to perform better (Hijzen *et al.*, 2007).thus, when students participating in class discussions, foreign language learners become confident when they speak in public.

5.4. Promoting Higher Academic Achievement, Class Attendance, and Positive Attitudes

Tell me, and I will forget; show me, and I'll remember; involve me, and I'll learn. This Chinese Proverb recognizes the importance of task involvement for successful learning. Many studies argue that learners who participate in cooperative learning have usually gained larger achievement than learners who use traditional groups learning (Gambrell, 2007). CL activities bring innovative ways in teaching and classroom techniques to break the routine. Exley *et al.* (2004) argued, "Students through interaction and direct feedback from teachers and peers enable them to become more aware of the different models of thinking and the multiple accepted behaviors that should be used in any setting". Consequently, they develop personal and professional relations with classmates and teachers thus will achieve better results. When students feel that the teacher believes in their abilities and shows interest in them through assistance and appraisal, they will

The role of cooperative learning in motivating students participation

develop positive attitudes toward learning, school and classmates. This leads to high class attendance and low dropout rates (cited in Richards & Rodgers, 2001).

5.5. Promoting interaction

Cooperative activities obliged students to interact with each other .when instructing positive interdependence correctly. That is, students exchange information, formulate ideas, defend opinions, and criticize thinking positively; thus, performing multiple facets of interaction which provide the opportunity for natural language acquisition (Richards & Rodgers, 2001). Additionally, teachers also interact with students through verbal directions and guiding questions. Moreover, learners' interaction provides an affective suitable climate for language learning to take place and enables them to view situations from others' perspectives as well as teaches them a sense of responsibility for their own and their group-mates' learning (Webb, 1982).

5.6. Elaborating Social Interaction Skills and developing communicative skills

CL affords an environment in which students are taught and can practice building good interpersonal and small group skills necessary to complete the assigned task and, later, to function accurately in society and the work world (Galton & Williamson, 1992). As a result, appropriate behaviors continue to exist in settings other than the classroom. When students acquire appropriate attitudes and spend a lot of time interacting and supporting each other, they are likely to develop positive race relationships with their classmates due to group heterogeneity (Slavin, 2006). Moreover, Richards & Rodgers (2001) believe that these skills reduce competitiveness, prevent discrimination, facilitate integration, enhance friendship and eliminate hostility. Richards & Rodgers (2001) assert that CL is a way of promoting communicative interaction. This can be realised through discussing, explaining, listening, providing constructive criticism and defending opinions. Unlike in whole-class instruction, learners listen to and produce a great deal of the foreign language while the teacher remains silent (Arnold, 1999). Learners, in cooperative settings, are offered equal opportunities to participate and share ideas so that high-achieving students can transmit their knowledge to their group-mates and shy and low-achieving students can feel at ease when expressing themselves (Gillies & Ashman, 2003).

6. Some CL activities

To maximize the potential for successful group activities the instructor needs to be fully prepared. The following are some of the cooperative learning activities that may need :

6.1. Think-pair-share

(Lyman, 1981 cited in Marashi, H, Baygzadeh, L. 2010: (84-85)) was used mainly in discussions because it entailed a time for thinking and caused further discussions in groups. In addition, it helped learners to have better social skills. For think-pair-share, students were given a topic or a question (usually a thought-provoking One). Later, they were given a short time to think about it (one minute or so depending on the question) and then they paired up and exchanged their ideas. Subsequently, they moved to the whole group, exchanged their ideas, and had the opportunity to have extended discussions with different point of views. The teacher was a source of help for the students, especially in the third phase, by directing the students and sometimes by avoiding conflicts among members in groups. This also let the teacher check the students and find about their weaknesses.

6.2. The three-step interview

One of CL activities (Kagan, 1993 cited in Marashi ,H , Baygzadeh , L. 2010: (84-85)) which was mainly used for the vocabulary, speaking, and grammar sections since it allowed the members of each group to ask and answer questions when more clarification was needed. It also increased the opportunity each member had in communicating with others. Furthermore, since it was done in a round of members (somehow practicing the same structures and vocabularies), it helped students to have better retention of the presented material. They had choices in what to say also, they were able to correct one another while moving from one member to the other.

6.3. Roundtable/Roundrobin

Roundtable roundrobin are two activities from the structural approach of (Kagan, 1994 cited in Marashi, H,Baygzadeh, L. 2010: (84-85))were used in the grammar and discussion parts based on the nature of the material presented in class. Students were put into groups of 3-5 and one would be appointed as the recorder. A question was posed with many answers (or possibilities in case of grammar) and students were given a short time to think about it and refer to what they had learned before. After the “think time”, members of the team shared responses with one another in the round-robin style. The recorder wrote down

The role of cooperative learning in motivating students participation

the answers of the group members. This mostly led into active participation of the members also encouraged students to learn grammar. A point worth mentioning here is the opportunity and attention each member had in providing answers and that they had to provide proof for what they thought to be true which was quite demanding on the part of the students. This activity also allowed each member to think and give the opportunity to share their answer while encouraging learning from other members, especially low achievers.

6.4. Numbered Heads together

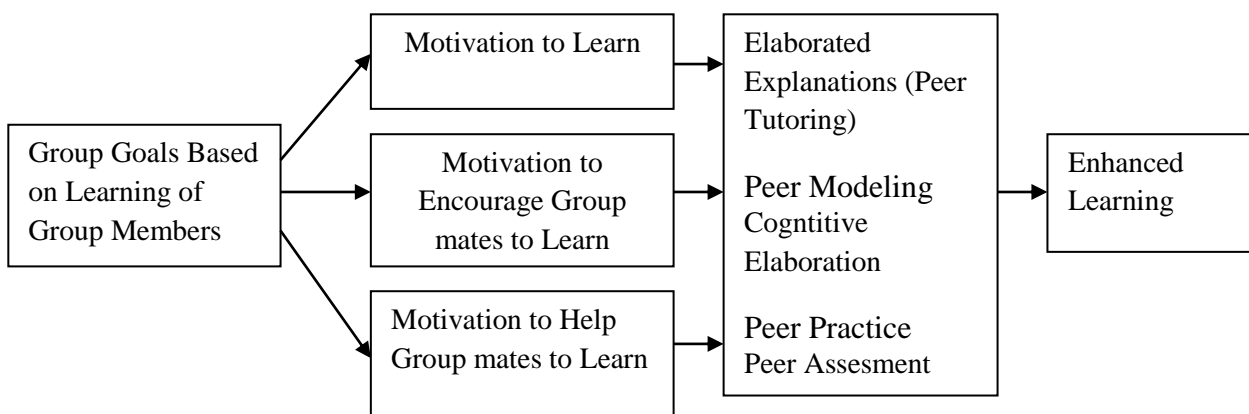
In this activity kagan (1994 cited in Marashi, H, Baygzadeh , L. 2010: (84-85)) members of group count off. Each member is given numbers of 1, 2, 3, and 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

6.5. Jigsaw

Acourding to kagan(1993 cited in Marashi ,H , Baygzadeh , L. 2010: (84-85)) in this activity ,Each student on the team becomes an “expert” on one topic by working with members from other teams assigned to the same expert topics. Upon returning to their teams, each one in turn teaches the group; and students are all assessed on all aspects of the topic.(as cited in Judith Grundman dissertation 2002;p,13)

7. Cooperative learning and motivation

Diagram 03. Models of Factors Influencing Learning Gains in Cooperative Learning. (Slavin, 2005:45)



The role of cooperative learning in motivating students participation

Motivation is a significant contributor to learners' academic motivation. However, trying to motivate learners to learn a foreign language is a challenging task for teachers. Deitte and Howe (2003: 280 as cited in Bouguerne, S, dissertation. 2011:109) states, "Student motivation is an essential component of successful student learning, but it is also one of the most challenging areas for teachers." Lampert (2001: 1 as cited in Bouguerne, S, Dissertation. 2011:110) .Thus means, teacher have to know the tools that motivate his/her students like cooperative learning. Teachers must also be aware of students' emotional needs as well as the intellectual needs. Mc Groarty (1996: 11 as cited in Bouguerne, S, Dissertation. 2011:110) directs attention to the fact that:

When membership in a specific linguistic or ethnic group has relevance for language study as a part of the curriculum, it is important to examine group as well as individual motivations, which contribute to initial choice, persistence, and success in language study.

Therefore, achievement motivation is intimately related to group motives. Bellanca and Forgarty (1991: 242 as cited in Bouguerne, S, Dissertation. 2011:1) report that:

All students of all ability levels in cooperative learning groups enhance their short and long-term memory as well as their critical thinking skills and that because cooperative learning leads to positive interaction among students, intrinsic learning motivation and emotional involvement in learning are developed to a higher degree.

Therefore, CL enhance learners' mental capacities. CL are a perfect example for intrinsic motivation. and emotional learning involvement which, in turn, involves the group to help each other in a similar way with academic achievement

In summary, it appears from the previous views that CL is a significant component in enhancing learners' motivation. Therefore, teachers can use a variety of CL techniques to establish a strong link between students' personalities and their engagement in the learning processes.

8. Problems Encountering the Use of Cooperative Learning

Though CL has proved to be greatly effective and evidence has shown a great number of benefits resulting from its instruction in language classes, it is still not widely applied in all educational settings. Paulston & Britanik (1995 cited in Arnold, 1999: 108) argue that group work is simply a matter of chaos, time consuming, confusing understanding, and

The role of cooperative learning in motivating students participation

only some students do actually the whole work. According to Crandall (cited in Arnold, 1999: 240), one of the biggest impediments to CL is the “[c]ultural expectations of appropriate roles of teachers and learners.” That is, teachers’ reluctance to implement group work techniques is due to the educational systems that focus mainly on the central role of the teacher, i.e., they find difficulties to delegate authority and responsibility to learners and that if they do so, the class becomes chaotic and learners will not cover all the information meant to be learnt. Teachers fear the loss of control in the classroom in terms of content and discipline (Panitz 1996; cited in Gillies *et al.*, 2008). In addition to that, teachers refuse to adopt team work activities because they have been trained to be good managers of classrooms and they have been exposed only to the lecture competitive and individualistic approach, during their learning experience. Furthermore, Jolliffe (2007 cited in Arnold, 1999) believes that many teachers lack self-confidence to try new teaching methods that may expose them to unexpected tough situations and unanticipated questions. Another problem that teachers may face is the lack of appropriate materials (like textbooks) that require students working cooperatively in groups; so, they are left alone to create their own worksheets and projects (Arnold, 1999). Students also have a great role in making CL impossible to function correctly. One reason, Crandall (cited in Arnold, 1999) states, is that students think that teamwork is a waste of time and efforts, and that the teacher is not doing his/her job; thus, they will not cover the entire content. Moreover, because of the current system, which encourages competition and individualization, learners, are not ready to share information and opportunity to succeed or even help peers.

Conclusion

This chapter, show as that cooperative learning which is one of the effective teaching methods tends to promote productivity and achievement and more opportunities for classroom communication. Furthermore, it shares approximately the same essential set of principles with communicative language teaching. We know a great deal about the effect of cooperative learning on students and the conditions necessary to make cooperative learning more effective for achievement outcomes. It is now possible for teachers to select from a wide variety of cooperative methods to achieve different purposes and to use cooperative learning as the main organizing scheme for classroom instruction and not just as an occasional activity.

Chapter two: Classroom Participation

Introduction

The lack of participation of EFL students could be due to multiple factors. This factor makes them hesitate to interact in the classroom. In This chapter, we will present classroom participation definition, purpose and importance. Also, we will present EFL students' participation difficulties from all sides, linguistic problems and psychological problems. Then, this chapter introduces the different strategies, activities that may enhance students' classroom participation and discussing some of the teacher's strategies for better classroom participation. In other words, a strategy which may help the teacher to encourage the students to participate in the classroom. Moreover, we will present types of learners and interaction in classroom, the relationship between classroom participation activities and cooperative learning. Finally, we present the benefits of getting students to participate in the classroom.

1. Classroom participation

It is not possible to provide universally accepted definitions for all of the vocabulary of classroom participation "active learning "since different authors in the field have interpreted some terms differently. However, it is possible to provide some generally accepted definitions and to highlight distinctions in how common terms are used.

1.2. Definition of classroom participation

Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject. (Meyers & Jones, 1993:6). Active learning instructional strategies include a wide range of activities that share the common element of "involving students in doing things and thinking about the things they are doing" (Bonwell & Eison 1991). Active learning requires students to do meaningful learning activities and think about what they are doing. The core elements of active learning are student activity and engagement in the learning process. Classroom participation is about "involvement matters" and is usually a concern to both instructors and students (Weaver & Qi, 2005). Stimulation provide a unique means of encouraging learners to respond actively and to participate with their fellows. Stervick (1976) argued that absorbing student's interaction encourages attention to input, an essential requirement for language acquisition (Allwright & Bailey: 1991). According to

The role of cooperative learning in motivating students participation

Cieniewicz (2005:5) participation is an extremely crucial element for learning. Participation can be looked at from various different angles. For instance, Fritschner (2000) indicates that instructors and students define participation in different ways. While instructors define participation as oral, students' opinions are more diverse and they cite a variety of non-oral features (Dallimore *et al.*, 2004). This implies that classroom participation might enable students to improve not only their speaking skills but also non-oral and social skills. Furthermore, students often display their willingness to participate in oral discussion, but opportunities are not adequately available for all students due to some issues related to classroom context, including time allotted for teaching and teacher-fronted activities.

1.3 Benefits of Classroom participation

Classroom participation plays an important role in the success of education and students' personal development in the future (Tatar, 2005). There is strong evidence for the importance of participating in class (Lyons, 1989; Petress, 2006; Weaver & Qi, 2005). Participation is a way to bring "students actively into the educational process" and to assist in "enhancing our teaching and bringing life to the classroom" (Cohen, 1991: 699). Active class participation, which is considered a fundamental element of collaborating learning, makes learning an interesting, engaging, and satisfying experience for students. Through class activities students can be stimulated to actively engage themselves in their learning process instead of just memorizing certain facts and presenting them during examinations (Wilson, Pollock & Hamann, 2007). Weaver & Qi (2005) noted that those students who actively participate in class discussions are likely to learn more than those who do not. Class participation also promotes sharing and contractual application of knowledge. Students can present their thoughts and viewpoints, and in return, receive critical review/feedback from the instructor as well as classmates to assess the merits of their ideas (Jones, 2008). Fritschner (2000) suggests that, compared to traditional lecture style teaching, encouraging classroom participation promotes a higher level of reflective thinking, and problem solving, including application, analysis, synthesis, and evaluation, and that information learned through discussion, is generally retained better than information learned through lecture. Thus, Participation provides an opportunity to the students to learn through their own contribution, and through the contribution of their mates.

2. Factors Affecting Students' Participation in the Class

Participation in class is a valuable teaching method to encourage a more active involvement in learning. However, our experience shows that there are many factors that can affect students' participation.

2. 1. Gender and Age

Some studies have also investigated the impact of gender and age on students' level of class participation. Megan (2001) noted that male students put forward their opinions and ideas more frequently than their female counterparts. However, Fritschner (2000) observed that female students usually participate more in senior classes. Similarly, older and more mature students usually participate more actively in class than younger students (Howard & Baird, 2000). Thus, because female students tend to respond more positively to the emotional climate of the class and their participation tends to be related to their confidence while male students seem to be more interested in the content of the learning, such as the cognitive and non-personal aspects of the classroom interaction, and tend to make comments or raise questions in class

2. 2. personality and level of confidence

Brown (2000) argues that personality is one of the affective factors that are equally important for explaining differential success among second language learners. Speaking up in class is usually a frightening experience for introvert and shy students as they do not like to be at the centre of attention. They may also feel that their understanding and knowledge of the topic is insufficient, and class participation may result in embarrassment for them. As a result, they feel more safe and comfortable by not taking active part in class discussions (Sixsmith, Dyson & Nataatmadja, 2006, cited in Majid, S(ND)). Students are more likely either to participate in challenging and interesting topics for which there are no fixed answers or no prior preparation is required.

2. 3. Educational and social class background

Educational and social class background is the most important factor in determine differences between students. In fact, Jencks findings indicate that family background accounts for more than one-half of the variation in educational attainment. Regardless of

The role of cooperative learning in motivating students participation

the measure used –occupation, income, parent education-family socioeconomic status is a powerful predictor of academic performance. Children succeed in large part because of their family background, and what parents do to support their children in their education. Parenting style and parental expectations play a crucial role in setting the child, educational agenda. Guidelines about after – school and weekend activities, television watching, home-work and other school- related decisions give the child structure and help the child set goals (Dornbush & Ritter 1992; lee, Dedrick & Smith,1991). One of the most important ingredients in a child’s success in school is the degree of what parental activities help or, harm child’s school achievement. Their social financial resources, their opportunities to be involved, and their own orientation towards education shape involvement of parents.

2.4. Cultural effect on classroom participation

Difference in cultural background does also have effect on perceptions about classroom participation. Japanese students show long silence in interpersonal dealings and protection of face in classroom as well (Winbush 1995). According to Chu & Kin (1990), Classroom participation among Asian students is different from other students. They consider the class participation just as answering the questions not to interact actively with fellow students and to pose questions. They are reluctant to comment on fellow’s presentations. They always prefer one-sided feedback from the teacher rather than from whole class critique. Dunphy (1998) found that western universities have their own social conventions that are not familiar to overseas students. Their social conventions also include the rules for classroom participation.

3. Types of Participation

There is no agreement upon the importance of particular types of classroom participation. Dallimore *et al.* (2004), for example, indicate that student participation means more than speaking as it includes a variety of non-oral features (Fritschner, 2000). This means that classroom participation involves not only oral engagement but also non-oral meaningful acts related to the ongoing activity.

3.1. Graded Oral Participation

This type of participation is mainly depending on oral participation for classroom activities graded participation requires oral engagement; students are assessed from their involvement in classroom discussion. Oral participation usually means students speaking

The role of cooperative learning in motivating students participation in class, for example answering and asking questions, making comments, and joining in discussions. Students who do not participate in these ways are often considered passive and are not generally involved when participation is graded. However, Wood (1996) states that “a class participation requirement neither promotes participation nor does it effectively measure what a student learns in class”. She argues that “we must get away from the false assumption that the amount one learns is directly connected to the amount one does (or does not) talk” (p. 111). This means that the evaluation of student participation should not be limited to oral interaction.

In fact, there may be many patterns of equitable classroom participation, which do not necessarily mean that all students are expected to participate in the same way, or even to the same degree. Rather, the goal is to make sure that students are able to participate in ways that will help them achieve the learning goals, and that no one is prevented from participating in the classroom.

However, certain factors such as time constraints and class size may create classroom dynamics that discourage oral participation in teacher-fronted classes. For example, opportunities to speak may not be available for all students in large classes because time is limited and students may not be able to speak at the same time.

3.2. Silent or Non-Oral Participation

As mentioned above, graded and oral participation strategies appear not to be relevant in large classes with limited time. Although silence and speech are both components of human communication, research on the role of silence in classroom participation provides different perspectives. For example, Petress (2001) suggests that it is unethical for students to refuse to participate in their class. He claims that silence might negatively influence classroom learning by reducing the teacher’s effectiveness and students’ benefits. Silence can thus be interpreted by teachers as a criticism of their teaching. However, other studies indicate that silence in the classroom might be more effective in learning than oral participation, because it provides students with good listening, thinking and reflecting skills (Jaworski & Sachdev, 1998). They also state that students use silence as a “facilitative device ... to gain access, organize and absorb new material” (p. 286).

3.3. Classroom Embodied Action

The term ‘embodied action’ means “a range of visible displays that contribute in some way to interaction, such as a hand or arm gesture, a head shake, a display of gaze direction” (Olsher, 2004:223). Kendon (1990) also argues that, these actions are very important in understanding how people’s interactions are organized, and analysis of speaker’s talk must include “where they look, when they speak or remain silent, how they move, how they manage their faces, how they orient to one another, and how they position themselves spatially” (p. 3). Thus, means it is useful to supply adequate responses even without accompanying talk. On the other hand, participation has been considered by other researchers as sustained engagement in order to understand how people act as collaborative members of particular group (see, e.g., Irvine, 1996; Hanks, 1996; Goodwin & Goodwin 2005; Goodwin 2006). In this case, as Duranti (1997) claimed, looking at members within their groups means to understand “not only what one person says to another, but how speaking and non-speaking participants coordinate their actions, including verbal actions” (p. 329). According to Goffman (1964:134) understanding the properties of speech requires looking at the physical setting in which speakers translate their gestures. This cannot be fully described without looking at the extra-bodily environment where it occurs. (Cited in Warayet, A.2011)

3.4. Classroom Desk Talk

It is defined as turns in which students self-select and nominate themselves to participate beyond the classroom discussion and when it is ongoing. Only those desk-turns between two or more students, which appear to be designed as contributions to the ongoing discussion, are included in this type of participation. Therefore, these utterances may not be aimed at the whole group discussion; but are designed mainly for student(s) sitting next to the speaker (desk partner) when the other members of the class are busy with the ongoing talk. This, however, excludes instances of ‘private speech’ in which turns are designed for the speaker her/himself and not for anybody else (Ohta, 2001). This type of participation depends on the utterances are built on the progression of the classroom oral activities. Students often exploit this type of talk to compensate for their lack of participation in the whole class discussion, especially in EFL classes where students have not the equal opportunity to participate orally. In addition, desk-talk is organized in a similar way to the general patterns occurring in classroom interaction; either the current

speaker selects the next-speaker or the next-speaker self-selects to participate in (shared with Warayet, A.2011).

4. Difficulties of EFL Students' Participation

In EFL classes, students may face many problems in speaking freely. These problems maybe classified into two types: linguistic problems and psychological problems.

4.1. Linguistic Problems

According to Thornbury (2005:11) linguistic knowledge plays an important role in speaking skill. He also emphasizes that; if any feature from this knowledge is lacking, students can find problems in participation. These difficulties are: lack of vocabulary, pronunciation mistakes and grammar mistakes.

4.1. 1. Lack of Vocabulary

To achieve oral skill students need the appropriate selection of words when they are speaking, and using these words and expression accurately. Thornbury (2005) states that “spoken language also has a relatively high proportion of words and expression” (p.22).

Thus, learning foreign languages requires a great knowledge of its vocabulary, the phenomenon in our EFL classes is that many students often find some difficulties when they try to express what they want to say because they find themselves struggling their limited words and expression. Therefore, these limitations of vocabulary affect the amount of their participation in speaking activities.

4.1. 2. Pronunciation Mistakes

Speaking a language, English, means having a good pronunciation because the way of pronunciation is the first thing that students are judged and evaluated. EFL students have to Practice their pronunciation and to be aware of the different rules of sounds as stress, Intonation ... etc. Bada, Genc & Ozkan (2011) assert the importance of pronunciation in speaking skill “in speaking, they compete with limited time to recall words, and also take care of their pronunciation ... Speaking is often dealt with at pronunciation level” (p. 122). Usually students have unpronounced speech that reflects lack of experience with English sounds, rhythms and words stress and student's poor listening to native speaker or because of teacher's miss pronunciation as non-native speaker. Therefore, pronunciation mistakes

The role of cooperative learning in motivating students participation

are one of the main factors that impede the students from doing their speaking activities freely and without any stress. This is the reason that leads to the difficulty of participation.

4.1. 3. Grammar Mistakes

Grammar knowledge is one of the most important aspects for being good in speaking. EFL students have to achieve this knowledge to improve their participation. As Davies and Pearse (2000: 82) stated, “Many people do not like speaking in front of large groups of people”. It means that in any foreign language, the students worry about making mistakes when they speak in front of the whole class.

4.2. Psychological Problems

According to Thonbury (2005:24), the psychological barriers of EFL students in oral English communication are the psychological negative emotions that prohibit their performance in English as a foreign language. Students may experience different psychological barriers including lack of self-confidence, anxiety, shyness and fear ... etc.

4.2. 1. Mother Tongue Use

Student of the same mother tongue often use it in and outside classroom because they feel comfortable and less exposed to the target language. Learners often use the mother tongue when they could not express themselves in foreign language, so they borrow words from their native language. According to Baker & Westrup (2003), “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” (p.12). Therefore, this use of mother tongue breaks down the students’ communication in classroom and lessens their speaking abilities. Students always run away from using the foreign language due to the lack of vocabulary in this language.

4.2. 2. Low Uneven Participation

This problem refers to the amount of each students talking time. Rivers (1968) claims that some personality factors can affect participation in a FL and teachers then should recognize them. Some students tend to be dominant and take almost the whole students talking time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Harmer (2001) suggests streaming weak participators in groups and letting them work

The role of cooperative learning in motivating students participation

together. In such cases, they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman *et al.* (1989: 40) support the idea by saying that “traditional classroom seating arrangements often work against you in your interactive teaching.” this problem may be relate to motivation because some students are not practice if teacher do not motivate them.

4.2. 3. lack of motivation

The common expressions EFL learners use when they are imposed to participate in a given topic is “I have nothing to talk about”, “I don’t know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Rivers (1968: 192) said that: *The teacher may have chosen a topic, which is Uncongenial to him [the learner], or about which he knows very little, and as a result he has nothing to express, whether in the Native language or the foreign language.* Moreover, the poor practice of the EFL can contribute to create this problem. Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. In addition, students could not carry out the discussion on topics that are not interesting for them.

4.2. 4. Anxiety

It is when the students feel uncomfortable when they try to participate in the classroom; they feel afraid about speaking in front of their classmates especially if the class is too large. Littlewood (1981:93) states, “It is easy for a foreign classroom to create inhibition and anxiety”. Every one sometimes experiences anxiety in one form or another and in varying degrees. It involves a pattern of physiological and psychological reactions like feeling of stress. Anxiety may hinder the process of successful language learning.

4.2. 5. Shyness

It can generally be considered, an impression management concern and low self-efficacy beliefs about one’s social performance (Crozier 2004).Students often do not

The role of cooperative learning in motivating students participation participate in EFL classroom in natural manner because of shyness; they are not able to perform well in their tasks. This will affect obviously their participation.

4.2. 6. Overcrowded Class

Large classes often perceived as one of the major obstacles for both students and teachers and for the teaching-learning process. In large classes setting, teachers could not manage his classroom as well as EFL students opportunities decreased. Murcia Celce confirms, "Large classes are often the norm of overseas, limiting both student opportunities to talk and teacher opportunity to provide feedback." (p.110). Oral expression course aims is to encourage the students' participation and to improve their speaking skill; however, large classes prevent EFL students from getting equal chance of participation during the session. Moreover, in large classes, students fear about speak specially asking for more clarification from their teachers. They fear from showing others that they do not understand. For that, large classes are stopping point for the students' participation.

4.2. 7. Fear of Mistakes

In EFL classes, students cannot express themselves in foreign language and do not participate appropriately in the oral lessons for the reason that they are worried about making mistakes, fearful about public correction. As Ur (2000) states: *Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.*(p. 111). Therefore, fear of making mistakes can considered as another obstacle for students' participations.

4.2. 8. Lack of Preparation

The English foreign language learners do not speak English as native speakers do; with high confidence and without any hesitation but with imitation, repetition and more preparation the speaker's performance will be improved. Kanar (2000:93) stated, "Preparation and practice are the keys to feeling confident about giving a speech or presentation." (As cited in Achbi &Sebaà, 2012).

4.2. 9. Negative Experiences

Each learner has a set of events that he/she experience throughout the varied phases of learning and it will remain present in his/her mind in each similar moment particularly if

these moments were negative. According to Long *et al.* (2011: 15) “pupil becoming anxious about going to school, possibly as a result of a stressful experience such as bullying or a bad experience with a teacher.” Then, Long *et al.* (2011: 335) added that “Although school phobia can be triggered by an unpleasant school-based experience such as bullying.” This supports the point that social phobia caused by a negative experience, and bullying is a suitable example and evidence that promotes this opinion.

5. Types of Learners

Participation usually means student speaking in class, ask questions, make comments, and join in discussion. Students, who do not participate in those ways, are due to personality as an effective factor of success and failure in mastering language fluency as Brown (2000) claims. According to that, Galton *et al* (1980, p. (67-68)) mentioned four types of students: the attention seekers, the intermitted workers, the solitary workers, and the quiet collaborator learners.

5.1. The Attention Seeker

This kind is busy with his work and spends the time seeking attention of the teacher in order to discuss various issues or just for feedback. This type is described as having more interaction with the teacher other than with his colleagues. To deal with the attention seekers, the teacher should use specific strategies in order to control carefully this type of learners and encourage them to spend more time on communication and learning with others rather than just follow the teacher.

5.2. The Intermittent Workers

The intermittent learners try to avoid teacher's attention. When the teacher gets nearer to them, they show the best of them, but as soon as he leaves, they start talking about other topics. It is noticed that this type of learners spend most of the time working, and their achievement level is not much low than others. Teachers should focus their attention on whether these learners can increase the amount of participation in the classroom.

5.3. The Solitary Workers

They are characterized by their limited interaction with other learners and the teacher; they spend their time on the learning task. This type of learners is hardly seen interacting with others. Most of the time they are busy with their work, they even hope that the teacher

will leave them alone doing the work, they get the feedback from listening more than talking or discussing matters with other colleagues.

5.4. The Quiet Collaborators

Another type of learners who share common characteristics with the solitary workers, interact limitedly with their colleagues and the teacher. In other words, they "hope that they will not be called upon to participate openly" (Littlewood, 1991: 93). As soon as the teacher gets away, immediately they follow the solitary workers' style. They want to be left alone and spent time in concentrating on the work between hands. They also cooperate with others through just doing not discussing or talking.

6. Teaching techniques

One of the biggest challenges for the teachers of English language is to make all the students participate specially in oral expression course that aims to provide suitable place for learners to speak. However, many students do not speak during the lesson. In order to increase students' participation and interest in speaking and communication in the EFL classes, teachers design pair and group work. Pair and group work are the most effective pedagogical techniques that promote participation and collaboration among the students.

6.1. Group work

During oral expression lessons, teacher uses group work to support learning and to avoid participation problems. Group work is one of the most ways and techniques that EFL teachers provide in order to encourage the students and get them fully engaged in the classroom activities. This will allow them to prepare a presentation or discuss an issue and Come to group decision. Group work is classroom situation where the teacher can divide the whole class into small unites or groups. Group work is a meaningful technique for students to exchange ideas and opinion from each other and to work together without any hinders. In addition to the benefits of groups, Harmer (2001:117) states a number of advantages from this technique:

- 1- It decreases the amount of teachers' talk and gives much opportunity for students.
- 2- It encourages broader skills of cooperation and negotiation.
- 3- It promotes learner autonomy by allowing the students to make their decision.

The role of cooperative learning in motivating students participation

To summarize, group work is designed by the teachers to decrease many problems of participation and to facilitate learning process because students often prefer to learn from each other.

6.2. Pair works

Pair work is another useful technique used by the teachers to organize students when given them activities. According to Harmer (2001), Pair work is a form of learning with partner to accomplish a task such as studying a text, writing a dialogue, or completing feeling gap activities.

According to Harmer (2001: 116), pair work has many advantages as the following:

- 1- It increases the amount of speaking for the students.
- 2- It gives the opportunity for the students to work and interact independently.
- 3- It allows teachers time to work with one pair and the other students continue Working.
- 4- It promotes cooperative help in the classroom among the students.
- 5- It is relatively quick and easy to organize.

In contrast, both pair and group work also can have its disadvantages as well as having advantages and these are:

- 1- Classroom is likely to be noisy and the teachers can lose their control.
- 2- Not all students enjoy and sometimes they find themselves in uncongenial groups.
- 3- Students may feel uncomfortable to work with someone.
- 4- It can take time to organize group work.
- 5- Students in pairs or in groups can veer away from the main goal of the activity.

To conclude, group and pair work are extremely the meaningful process to solve problems. They give the students a total freedom to express ideas, knowledge and different problems they are facing during their learning. Working in groups and pairs create a social

The role of cooperative learning in motivating students participation environment for students; furthermore, they feel obliged to deal and help each other in different activities they have to work on.

7. Strategies for Motivated Classroom

Oral expression activities are conducted to stimulate students' interest and to defeat their problems. The teachers to help the students and to give them much opportunity to participate within classroom situation present these activities. Effective teacher should motivate his students and ameliorate their speaking skills.

7.1. Motivation

It has been continually stressed through history that motivation has an important role in Successful learning, which indicates that motivated learners score better than non-motivated ones. Jordan (2008) stated that if learners are energetic to learn they will learn and perform successfully. Slavin (2003:335) stated, "Motivation is the drive that helps one meet his/her desired goals". He emphasized that motivation is fundamental in learning in the sense that it controls the students' behavior; it serves as an evidence for teachers to interpret how much students are willing to learn. For Gardner (1985).Cited in Williams and Burden (1997) stated that motivation is an integration of efforts with their will to reach a goal in the language, plus favorable attitudes towards learning the language.

7.1.1. Types of Motivation

There have been many ways to classify motivation; however, brown's classification is mentioned. According to Brown (1994:170), motivation is categorized into intrinsic and extrinsic motivation.

7.1.1. 1. Intrinsic Motivation

Firstly, intrinsic motivators are those which come from the individual without any imposition from the outside environment and as is stated by Lee (2005) that there are many People who conduct an exercise without any imposition from the outside environment.

For Deci (1975: 32):

Intrinsically motivated activities are comes for which there is no apparent reward expect the activity itself. People seem

The role of cooperative learning in motivating students participation

to engage in the activities for their own sake and not because they lead intrinsic reward. Intrinsically Motivated behaviors are aimed bringing about certain internally rewarding consequences, namely, feeling of Competence and self-determination.

Thus, intrinsic motivation refers to rewards provided by an activity itself. It arises from internal factors such as a student's natural feeling of curiosity, exigent, confidence and satisfaction when performing a task. People who are involved in a task because of intrinsic motivation appear to be engaged and even consumed, since they are motivated by the activity itself, and not some goal that is achieved at the end or because of the activity, intrinsic motivation is the ultimate goal in education at every level. To Deci & Ryan (1985), when persons are assigned a task to do, they first look for situations which attract their interest and which are considered enjoyable and satisfactory for them, where they can show that they are able to deal with problems in this task. Through trying hardly to meet these challenges, they develop a sense of competence in their capacities which they refer to as intrinsic motivation.

7.1.1. 2. Extrinsic Motivation

At the beginning, it is worth noticing that extrinsic motivators are factors external to individuals that motivate them to respond, such as: praise, money, or high grades, as argued by Sikszent & Nakmusa (1989). Cited in Williams & Burden (1997: 123), If someone engage in an activity for reaching a goal that is not for the activity itself, but for outside objectives such as : "money", or "success in examination", the motivation in this case is extrinsic. Additionally Tileston (2004:4) stated that:

Extrinsic motivation is motivation that comes about because of the promise of a tangible, marketable reward. It is the desire to do something because of the promise of hope for a tangible result. Extrinsic motivation is a product of the behaviorist point of view, which says that we can manipulate behavior or by providing rewards and or punishment.

It is worth repeating that motivation is, truly, an important factor in learning because it influences learners' academic behaviors. We must notice that motivation is a crucial concept in deciding how many students learn from the activities they face. It is worth noticing, also, that learners who are motivated to learn something use higher cognitive processes in learning about it, absorb, and retain more from it.

7.1.2. The importance of motivation

Motivation is very important in language learning. English teachers can provide positive feedback such as encouraging and as much praise as possible without sounding insincere (Jiang, 2006). Only in this way can students be motivated to put more energy into learning English through positive teacher feedback.

In addition, teachers can motivate their students by presenting their classes in a vivid and interesting way through changing their language style into a flexible and humorous way to attract students' interest. (Cited in Zheng, M.Zhou .2010:273).finally, we can consider motivation as a key factor deciding the success or failure of a foreign language learning.

7.1.3. Factors affecting students' motivation to speak English

A variety of factors may influence motivation in second language learning, including teaching materials, syllabus, teaching means and methods, teachers, learners themselves and so on. Because the purpose of my study is to find out ways to motivate students to speak English, it is necessary for us to know; first, the factors that cause their lack of motivation

7.1.3. 1. Teachers' factors

According to Dornyei (2001), teachers play a significant role in socializing and shaping the motivation of their students through their personal characteristics, verbal and non-verbal immediacy behavior, active motivational socializing behavior, and classroom management practices. Teachers' behaviors' such as,embarrassing students whenever they make mistakes when talking, laughing at them and asking them to talk about a subject they do not know much about, relationship between teachers and students, and teachers' enthusiasm are all factors that most teachers do not pay attention to, but they; in fact, do affect their students' motivation to speak in the target language. The outlooks relating to these factors coming from Dornyei's (2001) theory.

7.1.3. 2. The atmosphere in the classroom

Besides the factors mentioned above, learning and teaching conditions in the classroom contribute to the success or failure of second language oral proficiency. The classroom is the only place where the teacher can influence his students so it has to be a

free atmosphere, students should be at ease inside their classrooms, by making good relationships between students themselves and their teacher.

7.1.3. 3. Interest

Interest is not a type of motivation but rather an influence on motivation. Students who are interested in learning about a topic or improving their skills in speaking should display motivated behaviors, such as choice of the activity, effort, persistence, and achievement. While it may seem that personal interest and intrinsic motivation bear some similarity to one another, personal and situational interest are not inherently linked with either intrinsic or extrinsic motivation. Students may be personally or situationally interested in a topic for intrinsic or extrinsic reasons. Although a goal of teachers may be to develop students' interest and intrinsic motivation in learning, in fact, there are many reasons underlying students' interests and not all of them reflect intrinsic motivation.

8. Instructor's role in increasing Student Participation

Instructors have control over the learning environment, the course materials, teaching strategies, learning activities, and assessments. The way these are designed and aligned influence student motivation (Ambrose et al. 2010) and deeper engagement in learning (Biggs, 2003). the following are some strategies that can be used by teacher's to increase student motivation to participate:

- Provide clear course objectives and learning outcomes and reinforce what students will gain from attaining them.
- Create a positive classroom environment by learning about your students. Use icebreakers to build rapport with students, learn their names, and learn about what they are hoping to get out of the course and what preparation and background knowledge they have.
- Attempt to align course activities to students' goals. Explain these connections to students.
- Communicate how to be successful in the course both in the syllabus and repeatedly throughout the semester.
- Give students regular feedback on their progress and help them learn how to assess their own work and progress.

The role of cooperative learning in motivating students participation

- Discuss the definition of participation and put it in the syllabus. What does it mean to participate in your course?
- Let students know what is expected of them. Do students need to read material before class in order to discuss it? Are you taking attendance? If you are incorporating activities in class, how should students participate?
- Articulate ground rules for participation and discussion.
- Use variety in the way you structure your classroom or learning activities.
- Incorporate active learning activities or change things up every 15-20 minutes to draw attention to issues and content you feel are most critical.
- Set aside time before and after each activity to introduce it and define the takeaways.
- When possible, provide rubrics.
- Offer choices with assignments and assessments when possible. Allow students to choose how to demonstrate their knowledge or provide a range of topics from which students can explore.
- Be conscious of students' confidence levels. Provide small opportunities for success early. Be constructive and encouraging when providing feedback.

9. Speaking Skill

Speaking skill is one of the basic components of foreign language teaching and learning in addition to listening, reading and writing since it provides learners with the opportunity to hold successful conversation as well as manage interaction. Many authors in the literature from different perspectives have extensively defined it.

9.1. Definition of speaking

For Bygate (1977:3) one of the basic problems in foreign language teaching is to prepare Learners to be able to use the language. For that reason, tutors must get their learners goals, such as: owning general information about “grammar”, and” vocabulary”

The role of cooperative learning in motivating students participation

which allows learners to use the foreign language orally; also, teachers must consider the necessary needs in order for learners to learn speaking which means that the inclusion of the knowledge is not sufficient alone because it has to be practiced and applied that refers to the skill of speaking which is a crucial factor in learning speaking.

According to Brown (2004), speaking is the person's product of creative construction of linguistic strings. In other words, for him speaking is a productive skill in which the speaker makes choices of lexicon, structure and discourse that are observed, and interpreted by the listener. Furthermore, Thorunbury (2005) as a natural Integral part of the parson's daily life has defined Speaking. In other words, it is an activity, which is carried out by both ordinary and specialized people to do their basic functions according to their specific needs. Attempting to illustrate the process of speaking fluently in foreign language, he claims that speaking is a complex skill that involves in addition to the knowledge of vocabulary, grammar and pronunciation a command of skills and another type of knowledge.

9.2. Reasons for Teaching Speaking

According to Harner 2007, teaching speaking can be beneficial for three reasons:

- ❖ It gives students occasions for speaking the S. L. to know people namely teachers and classmates within the classroom.
- ❖ In teaching speaking students are given tasks where they take the advantage to express their knowledge freely in order to diagnose their strengths as well as their weaknesses.
- ❖ Teaching speaking makes all of the kept information about language grammar structures practiced away by learners that, Surly; lead them to speak fluently and without difficulty.

In teaching speaking exercises must be set up by the teacher correctly i.e. suitable for students in order to guarantee their contributions and make them benefit from those exercises.

10. Activities enhancing the students' participation

To motivate students in EFL classes, teacher should include a variety of activities and strategies that help students to develop their abilities in speaking English. Motivation is important for encouraging success. Students' motivation to learn a language is very complex and it changed over times. Students' motivation can be influenced by two main factors contextual and internal factors. Contextual factors include the teacher and those around the students if they are interested in the learning activities. The amounts of engagement from those around the students increase the students' motivation to engage aswell. Therefore, internal factors that affect motivation include the students' assessment of the pleasure and the benefits from the activity (Swierzbinska & Taroni, 2009). The discussion below centers on the major types of speaking activities during oral expression course:

10.1. Role play

Providing a role play in the classroom, is very important in developing students' oral proficiency. We use term 'role play' to refer to the set of activities in which students take an imaginative leap out of the confines of the classroom, providing a useful spring board for real life language use (Thornbury,2005).

Gillian Porter Ladousse (1987) states the means of 'role play' as words "when students assume a 'role', they play a part (either their own or somebody else's) in a specific situation. 'Play' means that the role is taken on in a safe environment in which students are as inventive and playful as possible" (p. 5).

Consequently, role play is the most enjoyable activity for the students because it is less threatening and it builds up their self confidence. Through role play students can train their Speaking skill in any situation. It is also helps many shy students by providing them with a mask and increases their motivation (Ibid). It can be performed from prepared scripts, created from the students themselves, depending on their level. It consists of short scenes which can be realistic or pure fantasy (Klippel, 1983:121).

As a result, to succeed with role play, the teachers have to select topics from the students' interest in order to motivate and bring them to participate more.

10.2. Problem Solving activity

The role of cooperative learning in motivating students participation

A problem solving is a classroom activity in which the students are supposed to find solutions for a given problem. According to Klippel (1983):

problem solving activities demand that the learners themselves decide upon the items to be ranked ... the language which is needed for problem solving activities depends on the topic of each exercise, but in general students will have to make suggestion, give reasons, and accept, modify suggestions and reasons given by others (p. 103).

Lastly, students find themselves participating and speaking when they are struggling to find solution to the problem that is presented in problem-solving tasks. For example, teacher asks the students to decide the best action and the effective solution is such as: “You see a follow worker in your office steals a portable computer, you know, he/ she is a single parent of two young children and has financial problems” (Pearse & Davies, 2000). Each student, here, gives his/her point of view as a solution to this problem. From the different opinion, the classroom becomes more active and the students’ participation will increase.

10.3. Discussion and debates

Discussion and debates are the most commonly activities develop the students’ communicative abilities and to practice the language in different situation. They aim to engage the students’ interest, opinions, histories, and experiences. Green, Christopher, & Lam (1997) cited in Murcia (2001) state that “students will be more involved with and motivated to participate in discussion if they are allowed to select discussion topics and evaluate their peers’ performance” (p. 106).

Besides that, many teachers argue that the best discussions in classes are those arise spontaneously from topics interest the students and proposed or selected by themselves. It may take just few minutes or take whole lesson. Harmer (2001:272) argued that discussion, as a speaking task, can be seen as the most useful and interesting form of oral practice in the classroom since it offers opportunities for students to exchange their opinions, talk about their experiences and express their views to develop their communicative ability when using the target language. In this sense, Littlewood (1981) states that: “It (discussion) provides learners with opportunities to express their own personality and experience through the foreign language” (p.47). This means that “discussion” is regarded as a real language experience where the students use their abilities

The role of cooperative learning in motivating students participation

in order to deal with such speaking activity. Finally, discussion (debate) has its advantages and benefits:

- 1- It helps and motivates the students to use foreign language, English, to go on conversation and dialogues for long time.
- 2- It provides for the students opportunity to practice the strategies required in interpersonal communication.
- 3- It is the most successful activity to memorize information since the students are involved in it (Hedge, 2000: 277).

10.4. Conversation

One of the most focus that EFL teachers have to deal with is the emphasis on having students analyze and evaluate the language that they or other produce. Murcia (2001) views “one speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication” (p. 108). The development of conversation skills paves the way to develop the language itself. According to Thornbury (2005), many language learners feel that developing conversation competence is their most urgent need and their principle objective.

10.5. Information Gap Activities

Information gap activities are interactive activities where two students have two different information that have to be shared in order to get the whole information. There are many types of them, Lindsay & knight. (2006: 65- 66) mentioned some of them:

- ❖ Describe and draw-one learner has a picture and has to describe it to partner, who draws the picture.
- ❖ Describe and arrange- learners have to arrange objects according to instructions from a partner.
- ❖ Describe and identify-learners have to identify which picture from a series of pictures is being described by their partner.
- ❖ Find the differences-in pairs each learner has a similar picture but with some differences. They have to describe their pictures to each other in order to find the differences.

The role of cooperative learning in motivating students participation

- ❖ Asking information-for example, about times of trains, planes, buses. One learns has the information; the other needs to go from to y and asks their partner for necessary information.
- ❖ Asking for and giving direction. One learner has certain places marked on a map; the other learner has different places marked.

Conclusion

We have attempted through this chapter to focus on classroom participation in general and the difficulties that may face EFL students' participation in the classroom. Teachers have to follow certain strategies to teach students and help them to participate in the classroom, and create some activities that may enhance students' participation. However, many EFL students do not participate because of the above discussion problems in this chapter such as linguistic and psychological problems. More importantly, the application of the different activities such as role-play, problem solving activity, discussion and debates, and so on will enhance the students participation and solve their speaking problems.

Chapter three: Finding of the study

Introduction

This chapter designed to analyze the findings obtained through investigating the impact of cooperative learning as a motivational strategy in enhancing EFL student participation. The aim of this study is to prove our hypothesis which that if teachers use cooperative learning and design appropriate classroom technique. Then, learners' participation will increase. Our findings will depend on the student as well as teachers' opinions are very important to investigate our hypothesis. The most suitable tool for gathering adequate data about the research is through making a classroom observation besides to addressing questionnaire to both teachers and students. We have chosen to work with 1st,2nd,3rd EFL students in order to seek more ideas and data about the research problem as well as with 10 teachers of oral expression from different levels at Mohamed Kheider University of Biskra.

1. Classroom observation

To investigate whether EFL teachers at Biskra University implement cooperative learning technique a classroom observation was structured with EFL classes, in order to get valid data about the ways the teachers use in implementing this techniques in their classrooms in teaching oral Expression and consequently enhance student participation.

2.1. Description and Analysis of classroom observation

The observation was carried out in three different levels (1st, 2nd, and 3rd) year EFL classes at Mohamed Khider University of Biskra. A series of classroom observation which takes four sessions with each year started from February 22nd, 2015 to 17th march during the academic year 2014-2015. The observations' aim is two folds. The first aim is to explore the extent of using cooperative learning technique by EFL teachers at the Division of English at Biskra University and the second one is to investigate to what extent cooperative learning can improve student participation.

The physical settings, learners' interactive behaviors and the students' participation observed by means of observation checklist over four sessions with each level of EFL classes. In the four sessions with first year level, students' cooperative learning was implemented in three sessions while the fourth session was a discussion. The observation

The role of cooperative learning in motivating students participation is presented in a form of checklist which contains certain items to guide the observation. The checklist consists of three sections; the first section is designed to observe the learning environment, the second section is designed to guide the observation of the groups' progress and the last section is devoted to observe the students' participation.

1.2.3. Analysis of 1st year of EFL students' classroom observation

Section one: general observation of the classroom management

Section one in the observation attempts to obtain real data about some aspects of the classroom environment in which cooperative learning was implemented as well as investigates the effects of classroom environment on the students' participation inside the classroom.

Section two: general observation of the groups

Section two contains four items. It attempts to explore what learners are doing while they are working in cooperative groups. For example, whether learners are introducing different facts and ideas, whether they show willingness to work with peers, whether learners criticize each other's thoughts and contributions, whether they remain on the task and whether there exist some students in the groups who did not participate in the learned task.

Section three: general observation of students' participation

Section three contains four items. It attempts to know more about the learners' Participation in the classroom. For instance, whether they give opinions and participate in the classroom, and whether they express willingness to participate in classroom. On the other hand, criticize the other opinions in the classroom.

Item one: the physical setting is clean, organized, spacious, light and comfortable for theSuccess of the cooperative task

Table 01: The physical environment appropriated for cooperative learning

Rating scales	Always	Rarely	Sometimes	Never
Sessions	00	02	02	00
Percentages	00%	50%	50%	00%

The role of cooperative learning in motivating students participation

It seems from the obtained results that the physical settings in which cooperative learning was implemented by the teacher were sometimes appropriate for cooperative learning. Two sessions we have attended took place in small and less organized rooms in which the problem faced is moving tables and bringing chairs by students from other rooms to get place and form circles or to leave space in the center of the room for students who will present their role plays to the entire class. Such management took more than ten minutes depending on how much students collaborate to rearrange the classroom. We attend all the sessions in the same room (namely room 6 in bentaibi). In the first session, the room was empty from chairs there was only tables and students lost 20 minutes in bringing chairs because the class is so overcrowded while the second session the room were full of tables and chairs which were not managed which takes also more time to be managed. These features of the room impede the teacher to move around groups to monitor their work and require management from students such as moving tables and chairs which results in noise and time wasting.

Item two: students divided into groups randomly

Table 02: The grouping of students randomly

Rating scales	Always	Rarely	Sometimes	Never
Sessions	04	00	00	00
Percentages	100%	00%	00%	00%

The table above reveals that in all the observed sessions in which cooperative learning technique was implemented by teachers the groups were always formed by students in a random way. In other words, they do not follow any basis for making groups. Besides that, we noticed that teachers do not intervene on the grouping of students may be because they think that by giving the chance to students to choose with whom they want to work helps in creating harmony within the groups, reduces shyness, increases learners' motivation to collaborate.

A further important thing, we have noticed during our observation of the first classroom in which cooperative learning was implemented in two sessions is that in each cooperative lesson the groups' members have been partly not changed.

Item Three: Group members' no more than six students

Table 03: Group Size

Rating scales	Always	Rarely	Sometimes	Never
Sessions	04	00	00	00
Percentages	100%	00%	00%	00%

The observation of the two classrooms during cooperative learning lessons reveal that teachers used groups of four to five students and rarely the number of teammates reaches six Members and this appears clearly in table three. The results reveal also that the teacher (no more than 6 students per group) always limits the number of group members. For example, during the second session we attended within that the same group classroom, teacher asked students to be in groups of four or five students; the topic of the lesson was Riddles. Each group is supposed to guess the appropriate answer for the list of riddles. Teachers perhaps prefer groups of four to five students because they are aware that groups of this size are large enough to increase interaction between group members and small enough to allow each group member to participate and provide the teacher the opportunity to monitor their behaviors.

Item Four: The teacher moves around learners to give suggestions and checks for students Comprehension.

Table 04: The teachers' actions in the classroom

Rating scales	Always	Rarely	Sometimes	Never
Sessions	00	00	03	01
Percentages	00%	00%	75%	25%

During the first session we have observed that the teacher was staying in his desk without moving around students and starting discussing such free topic that was about "Friend ship". In this session, some students sometimes have made such noise in the classroom, so then teacher asked those students to give their opinions about the subject what other; in order to make them more interested in the topic that they were Discussing but, the teacher were surprised by the students answer they do not even try to think about the topic what's makes the teacher makes the topic as evaluation with grades. However, in the second session the teacher was moving around students, asking them to be in groups, discussing and explaining with them such points related to the topic. Also, in this session, the teacher created such enjoyment in classroom; the teacher made students smile and

The role of cooperative learning in motivating students participation

laugh which drove them to be more relaxed and more interactive during the oral expression course. Thus, because of the nature of the topic which is riddles as well as the teaching method that has been used. Furthermore, in the third session, the teacher was moving around student and explaining the task and asking questions and students answer as groups, the topic was on “food and safety “which do it as a game, the teacher divided students into groups and one student at the black board write the answer, the group that guess more answers get the grades. However, the last session, the topic was on “food customs politic behaviors”;the teacher presented some etiquette from a different countries at the same time the teacher was moving around students and each time ask one of the students to compare between the Algerian etiquette and the western one. The teacher was controlling the class very well.

Section two: general observation of the groups

Item One: Students introduce facts, give opinions, and provide suggestions, give Information (Individual accountability)

Table 05: Learners participation in the learned task

Rating scales	Always	Rarely	Sometimes	Never
Sessions	01	01	02	00
Percentages	25%	25%	50%	00%

The results presented in the table above reveal that after students finished forming groups, in each group all teammates sometimes participated in the task at least once. For example, we have observed that each group of students shared the responsibility in which they gathered their ideas and tried to formulate one idea that is suggested by all members and each time choose one of them to answer on behalf of the others, but the participation among learners was relative and not equal. The group leader and students with high language proficiency were those who participated more. These results proved that learners have a high individual accountability and showed responsibility in completing the task on time and successful way by introducing their thoughts.

Item two: students show readiness and motivation to work with peers and feel comfortable within the group

Table 06: Students attitudes towards working with peers

Rating scales	Always	Rarely	Sometimes	Never
Sessions	00	01	03	00
Percentages	00%	25%	75%	00%

The above table confirms that in all the observed sessions in which cooperative learning was implemented, learners showed readiness and motivation to work with peers in small groups. When we were observing learners while they work in groups we noticed that learners were relaxed and motivated to work and participate to achieve their common goal and this reflects their positive attitudes towards working in small groups. Learners sometimes show willingness to work with peers because they feel that their mates are present to provide them the necessary help and motivation and to correct their mistakes before they present their work in front of the entire class. whereas , students rarely be less motivated may be because of the nature of the topic which they do not really interesting on it but they have participated in classroom since the group leader assigns roles for each member in the group; as a result, each student feels responsible for the success of the whole group.

Item three: Existence of shyness towards cooperative work

Table 07: Existence of shy and struggling students in the groups

Rating scales	Always	Rarely	Sometimes	Never
Sessions	00	01	03	00
Percentages	00%	25%	75%	00%

The results in the table above reveal that almost all the groups during the attended sessions sometimes contain some students who did not contribute in the task by suggesting solutions or giving opinions. Students were silent may be because they were shy, not interested in the topic, or do not go along with some members in the same group. However, it is rarely to observe some groups that were well managed groups in which members take turns regularly. The problem of having some members in certain groups do not participate can be reduced if the teacher monitors the groups to get learners feel that they are observed by the teacher so that they will make more efforts to participate or if teammates support those shy students and encourage them to participate.

Item four: Learners evaluate the usefulness of each other's contributions and do not criticize the opinions of each other

Table 08: Learners positive evaluation of each other's contributions

Rating scales	Always	Rarely	Sometimes	Never
Sessions	00	01	00	03
Percentages	00%	25%	00%	75%

The table above reveals that learners in different groups never contribute to correct each others' mistakes and provide direct feedback for their mates and if it exists, it was rarely positive. In other words, learners mostly criticize the ideas of their mates if a mistake is done by one of them not to cause conflicts between the group mates this may be because some student like showing themselves as a high proficiently whereas ,others did not criticize the ideas of their peers or laugh if a mistake is done by one of them may be because all members often do the same kind of mistakes and none of them is proficient than others as well as they work as a team in which they are not just individuals but as one unit.

Section three: general observation of students' participation

Item one: Learners express willingness to participate in the classroom

Table 09: The learners' willingness to participate in classroom

Rating scales	Always	Rarely	Sometimes	Never
Sessions	00	02	02	00
Percentages	00%	50%	50%	00%

During the first and the fourth session, we have observed that the students were rarely interacting in the classroom either with the teacher or with other classmates. This fact is may be due to the topic discussion, because they ask the teacher to let them choose another topic; they found it bored and it is has been repeated many times. However, in the second session, we have observed that learners sometimes expressed such willingness to participate in the classroom when dealing with a topic discussion, by raising hands in order to express their thoughts. This fact is maybe due to nature of the topic, they find it interesting as well as they feel comfortable in working with cooperative work. Furthermore, in the last session, and we have observed that students express a high willingness to participate .Thus, due to the task topic which they suppose to give

The role of cooperative learning in motivating students participation differences between Algerian etiquette and the western ones. They show a great willingness for participating and exchange their ideas.

Item two: Students express new ideas in a classroom situation

Table 10: The students' ideas in classroom

Rating scales	Always	Rarely	Sometimes	Never
Sessions	00	00	04	00
Percentages	00%	00%	100%	00%

In the four sessions, that we have spent observing the students in classroom, we have noticed that in a topic discussion as well as in cooperative group, the students were sometimes interacting with their teacher and presenting such new ideas concerning the topic they were dealt with, during the oral expression course. These students' low interaction was may be due to the fact that students have found themselves discussing a topic which was not interesting. Also, we have observed that only one or two students who have provided some new ideas that were related to the topic; they were most of the time far away from the topic.

Item three: Learners participate in the classroom.

Table 11: Students' participation in classroom

Rating scales	Always	Rarely	Sometimes	Never
Sessions	00	00	04	00
Percentages	00%	00%	100%	00%

When we were observing students in the classroom, we have noticed that the learners participated in classroom either as their own choice; for example, when they were raising their hands and speak or give some answers to the teachers' questions, or as the teachers' choice; for instance, the teacher sometimes made his students participate in the classroom by pointing out to them or calling them by their names using marks. This means that the teacher has made his learners participate in the classroom either as the learners' choice or as an obligation from the teacher to make his students more active and interactive in the oral expression course.

Item four: Learners show feelings of responsibility towards other group members' work and support silent students to participate

Table 12: Learners' responsibility and support of each other

Rating scales	Always	Sometimes	Rarely	Never
Sessions	00	03	01	00
Percentages	00%	75%	25%	00%

The table above shows that learner in almost all the group sometimes responsible for their own and others' work; they all have specific assigned roles to do and each of them was making his efforts to do that role by introducing new thoughts or supporting silent students to contribute in the teamwork. Besides, the observation reveals that in each classroom some groups include some members who were not interested on working on the task but rather they were talking about life topics in Arabic and often gave the responsibility to the group leader to ask students who did not contribute to collaborate and assign students to remain on the task and if they did not collaborate they find themselves doing the task alone and responsible to complete it on time.

1.2. 4. Analysis of 2nd year EFL students classroom observation

Section one: general observation of the classroom management

Item one: the physical setting is clean, organized, spacious, light and comfortable for the success of the cooperative task

Table 13: The physical environment appropriated for cooperative learning

Rating scales	Always	Sometimes	Rarely	Never
, Sessions	03	01	00	00
Percentages	75%	25%	00%	00%

In the first session we have attended with this class, the physical setting took place in a clean, organized and lighting room. Since this session was programmed at morning with just female students may be because of the females' interests in learning foreign languages, the students felt active and more comfortable when interacting with each other or with their teacher in the oral expression course as the two later sessions. We have noticed also that the majority of students been absent most of the time ;which make the class less overcrowded and calm. However, in the last session, the number of students increased which make the class noisy . This session took place at the afternoon, so students felt tired and they were less interacting. These features of the room impede the teacher to move around groups and monitor their work.

Item two: Students divided into groups randomly**Table 14:** The grouping of students randomly

Rating scales	Always	Sometimes	Rarely	Never
Sessions	04	00	00	00
Percentages	100%	00%	00%	00%

Table 14 reveals that in all the observed sessions in which cooperative learning technique was implemented by teachers the groups were always formed by students in a random way. In other words, in one group you may find mixed ability, mixed gender and in another group you may find members of the same age, the same gender and the same ability. Moving chairs to get closer to each other when students were forming groups did not take long time because all teammates were seating in close tables.

Item three: Group members' no more than six students**Table 15:** Group Size

Rating scales	Always	Sometimes	Rarely	Never
Sessions	04	00	00	00
Percentages	100%	00%	00%	00%

The results reveal also that the number of group members is always delimited by the teacher during the two sessions we attended within this classroom; in one session the teacher asked students to be in groups of four or five students and discuss a topic they suggest to learners to discuss first and present later on. And in another session; the teacher brought a dialogue and asked students to divide themselves into groups each group consist of three students and perform it on the same session. Teachers perhaps prefer small groups because in small groups of this size students can be involved more in the task and have enough opportunity to talk and discuss and can be observed by the teacher easily.

Item four: The teacher moves around learners to give suggestions and checks students' Comprehension.**Table 16:** The teachers' actions in the classroom

Rating scales	Always	Sometimes	Rarely	Never
Sessions	00	00	00	04
Percentages	00%	00%	00%	100%

The role of cooperative learning in motivating students participation

During all sessions, we have observed that the teacher was staying in his desk without moving around students whatever the topic is about .At the beginning of the sessions the teacher gives the topic of the task and the objectives of it. Thus, maybe the teacher wants to make the students feel more comfortable as well as taught them to rely on themselves and figured things out without the teacher assistance.

Section two: general observation of the groups

Item One: Students introduce facts, give opinions, and provide suggestions, give Information (Individual accountability)

Table 17: Learners participation in the learned task

Rating scales	Always	Sometimes	Rarely	Never
Sessions	01	00	03	00
Percentages	25%	00%	75%	00%

The results presented in the table above reveal that after students finished forming groups, in each group all teammates rarely participated in the task. The results presented in the table above reveal that after students finished forming groups, in each group all teammates sometimes participated in the task at least once. For example, we observed have that each group of students was share the responsibility of completing the assigned tasks. We have also noticed that most of the tasks which needs more listening than speaking and interacting. These results proved that learners have a high individual accountability and showed responsibility in completing the task on time and successful way by introducing their thoughts.

Item two: students show readiness and motivation to work with peers and feel comfortable within the group

Table 18: Students attitudes towards working with peers

Rating scales	Always	Sometimes	Rarely	Never
Sessions	00	00	03	01
Percentages	00%	00%	75%	25%

The above table confirms that in all the observed sessions in which cooperative learning was implemented, some learners never showed readiness and motivation to work with peers in small groups. When we were observing learners while they work in groups we noticed that learners were not relaxed and motivated to work and participate this may

The role of cooperative learning in motivating students participation

be because some students feel shy or may be feel fear of making mistakes in front of the group members which make them hesitating .However, Learners rarely show willingness to work with peers because they feel that their mates are present to provide them the necessary help and motivation and to correct their mistakes before they present their work in front of the entire class.

Item three: Existence of shyness towards cooperative work

Table 19: Existence of shy and struggling students in the groups

Rating scales	Always	Sometimes	Rarely	Never
Sessions	03	00	01	00
Percentages	75%	00%	25%	00%

The results in the table above reveal that almost all the groups during the attended sessions always contain some students who did not contribute in the task by suggesting solutions or giving opinions. Students were silent may be because they were shy, not interested in the topic, or do not go along with some members in the same group. However, it is rarely to observe some groups that were well-managed groups in which members take turns regularly. the problem of having some members in certain groups do not participate can be reduced if the teacher tries to create comfortable atmosphere and improve the interaction with the students and break the ice between them .also, monitor the groups to get learners feel that they are observed by the teacher so that they will make more efforts to participate or if teammates support those shy students and encourage them to participate.

Item four: Learners evaluate the usefulness of each other's contributions and do not criticize the opinions of each other

Table 20: Learners positive evaluation of each other's contributions

Rating scales	Always	Sometimes	Rarely	Never
Sessions	00	00	04	00
Percentages	00%	00%	100%	00%

The table above reveals that learners in different groups rarely contribute to correct each others' mistakes and provide them with the appropriate answer. In other words, learners did not criticize the ideas of their mates or laugh if a mistake is done by one of

The role of cooperative learning in motivating students participation

them. This, maybe because all members often do the same kind of mistakes and none of them is proficient than others. They were aware about the important of working as team.

Section three: General observation of students' participation

Item one: Learners express willingness to participate in the classroom

Table 21: The learners' willingness to participate in classroom

Rating scales	Always	Sometimes	Rarely	Never
Sessions	02	00	01	01
Percentages	50%	00%	25%	25%

During the first session, we have observed that the students were never interacting in the classroom either with the teacher or other classmates. This fact is may be due to the task which is listening, because they were just taking notes in order to answer the teachers' question about the reading text; they found the task bored. However, in the second session, we have observed that learners rarely expressed such willingness to participate in the classroom. This fact due to the nature of the topic which was an interview that presented into the students by a computer to make it more productive and attractive for the students. students supposed to answer questions about the topic so they express a low willingness to participate However, in the third session, we have observed that students show a high willingness towards participation .This fact is maybe due to nature of the topic, they find it interesting as well as they feel comfortable in working with cooperative work to perform a dialogue .furthermore, in the last session, we have observed that student were motivated to participate because they supposed to continue the performance of the previous lesson but in a well preparation so they show a high willingness to participate and complete the task.

Item two: Students express new ideas in a classroom situation

Table 22: The students' ideas in classroom

Rating scales	Always	Sometimes	Rarely	Never
Sessions	02	00	02	00
Percentages	50%	00%	50%	00%

In the first and second sessions, that we have spent observing the students in classroom, we have noticed that in a topic discussion, the students were rarely interacting with their teacher and presenting such new ideas concerning the topic because the task

The role of cooperative learning in motivating students participation

focused more on listening skill and student suppose only to answer the questions when the teacher ask. In the third session, we have observed that in group work, students were really motivated; they express new ideas .because the dialogue they suppose to perform it were interesting dealing with life events. They were somehow hesitating because the lack of preparation but all members of group participated and contributed new ideas that make the task more interesting. Furthermore, in the last session, we have observed that students express new ideas .this fact is maybe due to continuance of the task of the previous task and they were well prepared to perform it.

Item three: Learners participate in the classroom.

Table 23: Students' participation in classroom

Rating scales	Always	Rarely	Sometimes	Never
Sessions	00	00	04	00
Percentages	00%	00%	100%	00%

When we were observing students in the classroom, we have noticed that the learners participated in classroom sometimes either as their own choice; for example, when they were raising their hands to ask questions about the topic as they do in listening tasks taking notes and try to understand some points by asking questions or give some answers to the teachers' questions, or as the teachers' choice; for instance, as in the two last session which the teacher gives them dialogue and ask them to perform it; as an obligation from the teacher to make his students more active and interactive in the oral expression course. Or the teacher sometimes made his students participate in the classroom by pointing out to them or calling them by their names using marks for example in a topic discussion.

Item four: Learners show feelings of responsibility towards other group members' work and support silent students to participate

Table 24: Learners' responsibility and support of each other

Rating scales	Always	Sometimes	Rarely	Never
Sessions	00	04	00	00
Percentages	00%	100%	00%	00%

The table above shows that learner in almost all the group sometimes responsible for their own and others' work; they all have specific assigned roles to do and each of them was making his efforts to do that role by introducing new thoughts or supporting silent

The role of cooperative learning in motivating students participation

students to contribute in the teamwork. The observation reveals also that all group feel afraid from the teacher because each movement they do it evaluated by the teacher and counted so, each member takes the responsibility to completed the assigned task successfully.

1.2.5. Analysis of 3rd year EFL students classroom observation.

Section one: general observation of the classroom management

Item one: the physical setting is clean, organized, spacious, light and comfortable for the success of the cooperative task

Table 25: The physical environment appropriated for cooperative learning

Rating scales	Always	Sometimes	Rarely	Never
Sessions	03	01	00	00
Percentages	75%	25%	00%	00%

In the first and second sessions, we have attended with this class; the physical setting took place in a clean, organized and lighting room. Since the student were studying there in another session, the students felt active and more comfortable when interacting with each other or with their teacher in the oral expression course as the second session. in the last two sessions ,which were programmed on the laboratory ;we have noticed that the class looked overcrowded and noisy .since the class is small while the students number are huge. These two sessions took place at the afternoon, so students felt tired and they were less interacting. These features of the room may impede the teacher to move around groups and monitor their work. but the teacher really has attractive way to take the students attention and make them active such as :telling jokes and using technology like :data show and videos...etc

Item two: Students divided into groups randomly

Table 26: The grouping of students randomly

Rating scales	Always	Sometimes	Rarely	Never
Sessions	04	00	00	00
Percentages	100%	00%	00%	00%

The table above reveals that in all the observed sessions in which cooperative learning technique was implemented by teachers, the groups were always formed by students in a

The role of cooperative learning in motivating students participation

random way. In other words, in one group you may find mixed ability, mixed gender students and in another group you may find members of the same age, the same gender and the same ability .we were surprised by the students behaviors each time formed group with a different members this, means that there is a good interaction between them.

Item three: Group members' no more than six students

Table 27: Group Size

Rating scales	Always	Sometimes	Rarely	Never
Sessions	04	00	00	00
Percentages	100%	00%	00%	00%

We have noticed that cooperative learning was applied in all session means that students always work with group or pair work Teachers perhaps prefer small groups because in small groups of this size students can be involved more in the task and have enough opportunity to talk and discuss and can be observed by the teacher easily. The results reveal also that the number of group members is always delimited by the teacher during all sessions within this classroom.

Item four: The teacher moves around learners to give suggestions and checks students' Comprehension.

Table 28: The teachers' actions in the classroom

Rating scales	Always	Sometimes	Rarely	Never
Sessions	40	00	00	00
Percentages	100%	00%	00%	00%

During all sessions, we have observed that the teacher was so active always moving around students and give instructions and provides them by some explanations and examples to facilitate learning and improve their interaction between the students whatever the topic is about. The beginning of the sessions the teacher gives the topic of the task and the objectives of it. The teacher makes the students feel more comfortable by laughing with them and telling jokes and we have noticed also motivate student to participate and correct their mistakes in a polite way .So, students self-confidence improved

1.2.2. Section two: general observation of the groups

Item 01: Students introduce facts, give opinions, and provide suggestions, give Information (Individual accountability)

Table 29: Learners participation in the learned task

Rating scales	Always	Sometimes	Rarely	Never
Sessions	04	00	00	00
Percentages	100%	00%	00%	00%

The results presented in the table above reveal that after students finished forming groups, in each group all teammates always participated in the task. we observed have that each group of students was share the responsibility of completing the assigned tasks as well as they show high self –confidence in expressing their ideas . We have also noticed that students use audiovisual materials in their performance as well as the teacher. These results proved that learners have a high individual accountability as well as positive interdependence and showed responsibility in completing the task on time and successful way by introducing their thoughts.

Item two: students show readiness and motivation to work with peers and feel comfortable within the group

Table 30: Students attitudes towards working with peers

Rating scales	Always	Sometimes	Rarely	Never
Sessions	04	00	0	00
Percentages	100%	00%	00%	00%

The table 03 above confirms that in all the observed sessions in which cooperative learning was implemented, all learners showed readiness and motivation to work with peers in small groups. When we were observing learners while they work in groups we noticed that learners were relaxed and motivated to work and participate this may be because of the relaxed atmosphere created by the teacher as well as the type of tasks and the way that teacher presented the lesson .in the last session ,the topic was about learn English by riddles we have noticed that student were so motivated and ask the teacher to perform a play dealing with the lesson topic and at the end of the session each student present a monologue from their personal life thus, means that they have a high readiness to work individually as well as in groups.

Item three: Existence of shyness towards cooperative work

Table 31: Existence of shy and struggling students in the groups

Rating scales	Always	Sometimes	Rarely	Never
Sessions	01	00	03	00
Percentages	25%	00%	75%	00%

The results in the table above reveal that almost all the groups during the attended sessions rarely contain some students who did not contribute in the task by suggesting solutions or giving opinions. Students were silent may be because they were not well prepared, or not interested in the topic. However, most of the observed sessions, the majority of student have a high self-confidence and do not fear from working with group because may be they have a strong relation between each other and the teacher do not judge them in negative way. We have noticed also that student work with each other as one unit.

Item four: Learners evaluate the usefulness of each other's contributions and do not criticize the opinions of each other

Table 32: Learners positive evaluation of each other's contributions

Rating scales	Always	Sometimes	Rarely	Never
Sessions	00	04	00	00
Percentages	00%	100%	00%	00%

The table above reveals that learners in different groups sometimes contribute to correct each others' mistakes and provide them with the appropriate answer. In other words, learners did not criticize the ideas of their mates or laugh if a mistake is done by one of them. This, maybe because all members often do the same kind of mistakes and none of them is proficient than others. They were aware about the important of working as team.

Section three: general observation of students' participation

Item one: Learners express willingness to participate in the classroom

Table 33: The learners' willingness to participate in classroom

Rating scales	Always	Sometimes	Rarely	Never
Sessions	04	00	00	00
Percentages	100%	00%	00%	00%

The role of cooperative learning in motivating students participation

Since the students of this class were more active and comfortable, they were always expressed willingness to participate in the classroom when dealing with not only a topic discussion but also with the other students' oral performance. Also, we have noticed that the students' interaction in classroom was increased from one session to another. This students' willingness to participate in classroom was may be due to the teachers' strategies in teaching the oral expression module.

Item two: Students express new ideas in a classroom situation

Table 34: The students' ideas in classroom

Rating scales	Always	Sometimes	Rarely	Never
Sessions	00	04	00	00
Percentages	00%	100%	00%	00%

As the table above has shown, the students during the two sessions of classroom observation, were sometimes expressed some new ideas concerning the topic discussion that was provided by the teacher in classroom and also we have found that students sometimes were given some new ideas that were related to the other students oral performance in form of opinions. Also, the teacher during these two sessions asked students about such new ideas in order to know about his students back ground knowledge.

Item three: Learners participate in the classroom.

Table 35: Students' participation in classroom

Rating scales	Always	Rarely	Sometimes	Never
Sessions	00	00	04	00
Percentages	00%	00%	100%	00%

As the table above has shown, the students during all sessions sometimes when it needs, the students were interacting and participating in classroom through asking their teacher some questions or asking for repetition when they were not getting the ideas that the teacher wants to convey. We have observed that the teacher asked his students about their feelings concerning such oral presentations that were presented in the classroom in order to make them participating and interacting either with him or with each other.

Item four: Learners show feelings of responsibility towards other group members' work and support silent students to participate

Table 36: Learners' responsibility and support of each other

Rating scales	Always	Sometimes	Rarely	Never
Sessions	00	03	01	00
Percentages	00%	75%	25%	00%

The table above shows that learners in almost all the groups were all responsible for their own and others' work; they all have specific assigned roles to do and each of them was making his efforts to do that role by introducing new thoughts or supporting silent students to contribute in the teamwork. The observation reveals also that ; in each classroom some groups include some members ,who were not interested on working on the task. but otherwise they were talking about life topics in Arabic; and often gave the responsibility to the group leader to ask students who did not contribute to collaborate; and assign student to remain on the task and if they did not collaborate, he will find himself doing the task alone and responsible to complete it on time.

1.3. Discussion of the Classroom Observation Results

The results obtained from the classroom observation helped us a lot in deducing that classroom interaction differs not only from one student to another but also from one year to another. This means that in each year, the students are interacting differently according to their capability of participation. For example, the students of 3rd year, with whom we have attended four sessions of oral expression the student were always active and ready for their classroom interaction. Either, with the teacher or with other classmates since the teacher has always shown his interest concerning the students oral performances inside the classroom. So, the learners always felt more comfortable during the classroom interaction. when discussing ,as well as in cooperative work specially when dealing with topics through which they can meet their needs and interests since the teacher of this year is aware of the importance of the students classroom interaction as an effective strategy to improve students' participation inside the classroom as well as aware about the role that cooperation play as a motivational strategy that can enhance students participation unlike the students of 2nd year who prefer to not participating just if they are obliged as well as they have some problems with working in group in their oral session. And their sessions focus more on developing such other language skills as reading and listening skills. Whereas, the 1st year students show a well interaction within group work; they face some difficulties with participation which according to the topic.

The role of cooperative learning in motivating students participation

We deduce that increasing the students' classroom participation depends on the use of some effective teaching strategies and according to our observation, cooperative learning can be considered as a motivational strategy to improve students' participation.

Conclusion

In order to investigate to what extent cooperative learning may enhance the students' classroom participation. Classroom observation was the second tool used to find out obstacles that the students' may face in their learning process and get a clear image about the impact of cooperative learning strategies on motivating and enhancing students' participation. During classroom observation which require nearly month of intensive work with 1st, 2nd, 3rd English classes ,we have realized some reasons beyond students participation. Furthermore, the analyses of the results establish our hypothesis. This means that, there are many problems behind the lack of participation and hesitation to interact in classroom. Moreover, the methods and strategies that the teachers applied in classroom as well as the materials that have been used by teachers have some impact on student's participation.

2. Questionnaire

2.2. Teachers' Questionnaire

2.2.1. Description of Teachers' Questionnaire

This questionnaire is designed for oral expression teachers' of 1st, 2nd, 3rd EFL students of the English branch at Mohamed Kheider University of biskra. The questionnaire administered to ten (10) teachers, they show their collaboration through the complete answers and through adding some suggestions and comments whenever necessary. The questions are either closed questions, which the teachers suppose to either give the answer (yes or No) or choose the appropriate answer from the different options, otherwise open questions where the teacher supposed to give explanations, justifications or suggestions. The teachers' questionnaire consists of (16) questions divided into three sections.

Section one:

The aim of this section is to collect information about the teachers. It contains four questions (4). These questions seek for the general information about the teachers' gender, their degree, levels they teach generally, are they novice or expert teacher and state the number of years they have been teaching English and which modules did they teach .Also they have been asked about the teaching methods they follow according to their experiences.

Section two:

It is about teachers' perceptions of using cooperative learning. In this section teachers were asked different questions concerning the techniques that can be effective in motivating their students and if the cooperative learning can be the effective strategy obstacles hinder the use of cooperative learning in oral sessions .It contains (07) questions .

Section three:

It deals with perceptions concerning students' participation and into what extent can be influenced by cooperative learning. This section allows teachers to give their opinions about enhancing students' participation and suggest some strategies that can be used in order to avoid problems that encounter students' to participate. It contains (5) questions.

2.2.2 Analysis of the Teachers' Questionnaire

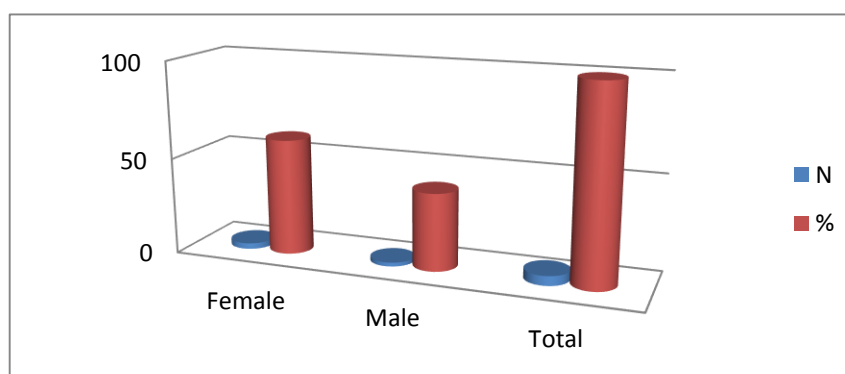
Section one: general information

1- Gender: Specify your gender:

Table1: Teachers' Gender

Options	N	%
Female	03	60
Male	02	40
Total	05	100

Graph 01: Teachers' Gender



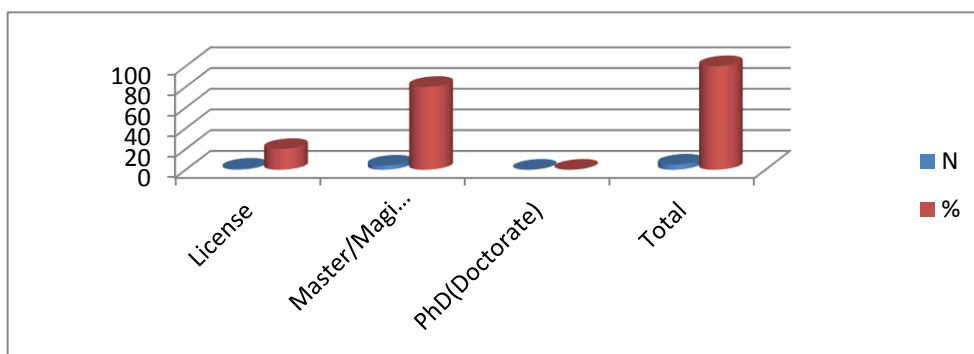
As it is shown in table 1 that Most of the teachers (60%) are female while (40%) are male. This is due to the teachers' experience in teaching such modules; because some teachers (female) have been teaching a long time the same module; whereas, male have experience in teaching other modules.

2-Educational qualifications:

Table 2: Teachers' Qualification

Options	N	%
License	01	20
Master/magister	04	80
PhD(Doctorate)	00	00
Total	05	100

Graph 2: Teachers' qualification



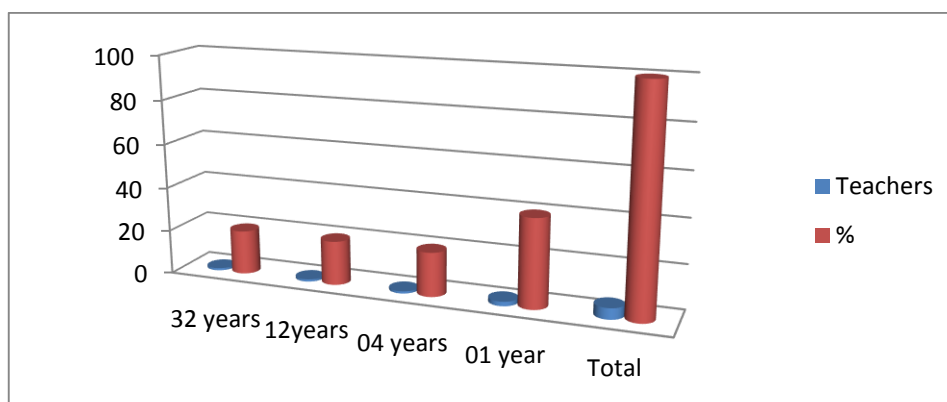
As the table indicates, the majority (80%) of the teachers have magister degree and only one teacher has license degree .While we have no doctorate degree cause mainly teachers who has the doctorate degree do not teach oral expression cause of the lack of doctors. mainly doctors teach the master degree classes.

3- How long have you been teaching English?

Table 3: Teachers' Experience

Number of years	teachers	%
32 years	01	20
12 years	01	20
04 years	01	20
01 year	02	40
Total	05	100

Graph 3: Teachers' experience



Teachers are asked to give their teaching experiences .As indicated in the table and graph there are (40%) of the teachers stated that they teach just for 01 year means that they

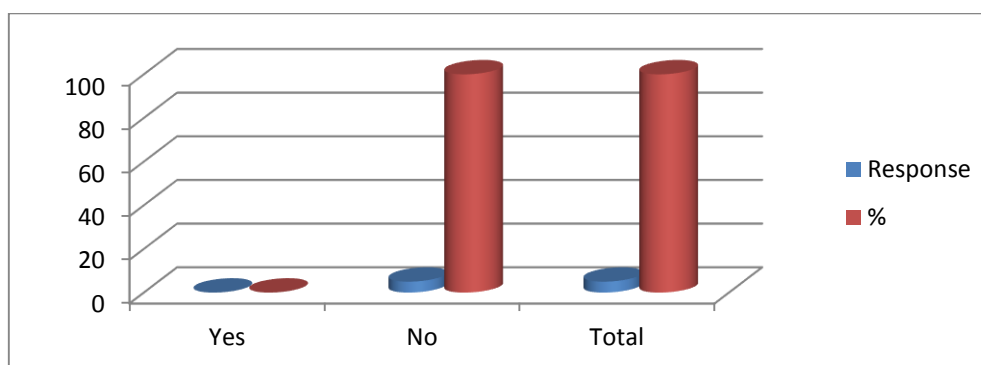
The role of cooperative learning in motivating students participation are novice teachers. Also, we can notice that (20%) of teachers have 12 years experience in different modules in teaching English stated (Oral Expression, Written .Expression, Grammar, Linguistics, Didactics, American civilization, and General Culture) Furthermore, we can notice that (20%) from teachers have been teaching for 32 years experience it is the most experienced ones. All teachers stated that they mostly take experience in teaching at the university.

4- Do you follow one teaching method or more than one in teaching oral expression?

Table 4: Teachers' Perceptions

Answer	Response	Percentages
yes	00	00
No	05	100
Total	05	100

Graph 4: Teachers' Perceptions



The table shows that (100%) teachers' claimed that they do not follow one method they try to be eclectic and the ones whom they are novice teachers' state that they use: cooperative work and inquiry-based method. because it is the most suitable method as it groups sets of strategies.

Teachers' justifications:

- ✓ They used to be eclectic because eclecticism includes all the positive points of all methods
- ✓ To make students express themselves in different situations.
- ✓ Diversify of methods increases the variety reactions of students and enhances their participation.

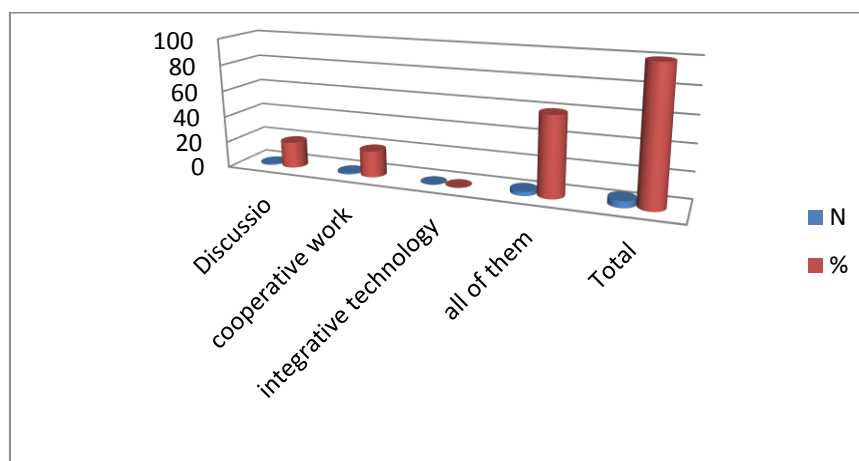
Section two: Teachers' Incorporation of CLL

5- Which strategy do you prefer to use in your teaching? Justify?

Table 5: Teachers' Preference about Teaching Strategies

Options	N	%
a-Discussion	01	20
b-cooperative learning	01	20
c-Integrative technology	00	00
d-All of them	03	60
Total	05	100

Graph 05: Teachers' preference about teaching strategies



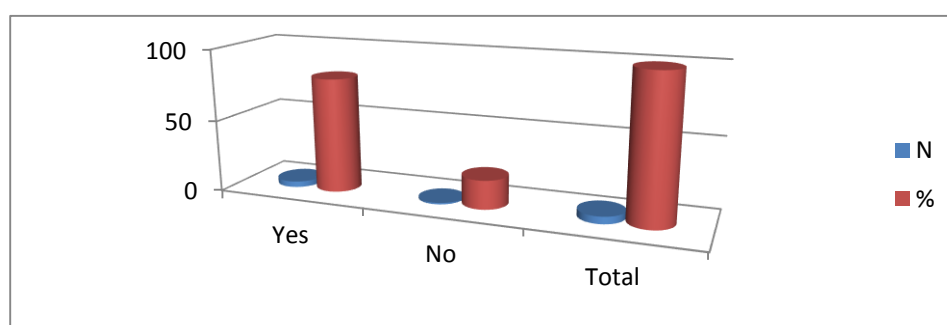
The majority (60%) of teachers indicated that they use all of the presented strategies because its strategy has its role in improving students' achievement, participation and it aims to engage the students' interest, opinions and experiences at the same time evaluate the language that student's produce. While one teacher claims that she prefers using discussion in teaching because it helps to break the ice between the student and the teacher Besides, it strengthens the skill of conducting successful autonomous conversations. Also, there is another teacher who claims that he prefers to use cooperative learning in order to encourage the students and get them fully engaged in the classroom activities. Some teachers suggest other teaching strategies that they think it can motivate students such as: Debates and presentations (power point), Role play, listening, Monologue and Quizzes which can enhance students' achievement and participation.

6- Do you think that cooperative learning can be motivated strategy?

Table 6: Teachers' perception on Cooperative Learning

Options	N	%
Yes	04	80
No	01	20
Total	05	100

Graph 6: Teachers' perception on Cooperative Learning



The table shows that (80%) of teachers claim that cooperative learning can be motivational strategy. while (20%) from them claim that cooperative learning cannot be motivational strategy most of the time.

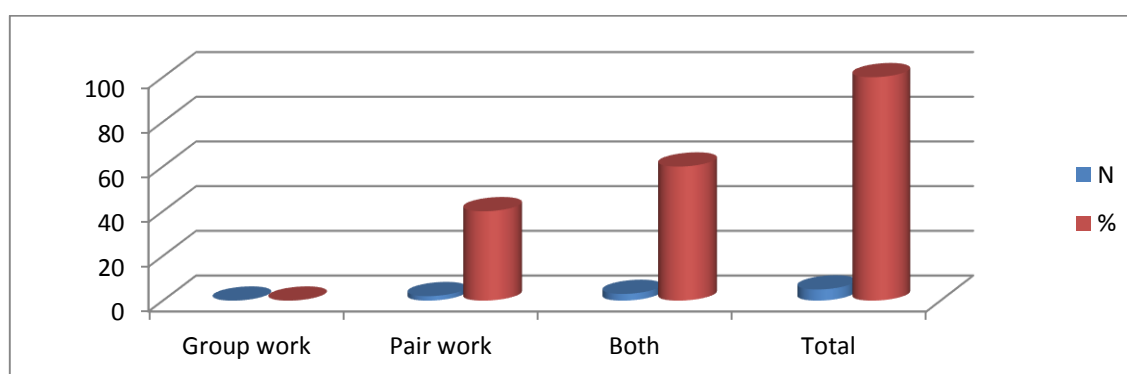
Teachers	Justification
Agree	<ul style="list-style-type: none"> -It helps to create a fruitful atmosphere - It allows students to help each other. - passive students may be motivated due to their classmates (Effective engagement) -it helps learners despite their abilities to participate in the class.
Disagree	<ul style="list-style-type: none"> -that method places the responsibility of learning and development on the students, based on the assumption that students learn best when working with cooperative learning but, it is not the same for all students.

7- Which techniques do you follow in the classroom?

Table 7: Teachers' preference about Teaching Strategies

option	N	%
Group work	00	00
Pair work	02	40
Both	03	60
Total	05	100

Graph7: Teachers' preference about Teaching Strategies



The results show that (40%) of teachers claim that they follow pair work in classroom while (60%) from teachers claim that they gather the two techniques , but no one use the group work as the main technique alone .

options	Justification
Pair work	<ul style="list-style-type: none"> - To be able to assess the students' abilities in speaking - It enables the students to discuss freely and share their ideas. Besides, the teacher will be able to monitor the students.
Both	<ul style="list-style-type: none"> -To allow students get used to help and work with each other -It depends on the nature of the topic itself. -The two techniques complete each other; group work encourages the spirit of the team work. Whereas, pair work makes the students learn the sense of responsibility.

8- How often do you apply cooperative learning in your oral sessions?

Table 8: Frequency of using cooperative learning

options	N	%
Always	01	20
Sometimes	04	80
Never	00	00
Total	05	100

Graph 8: Frequency of using Cooperative learning

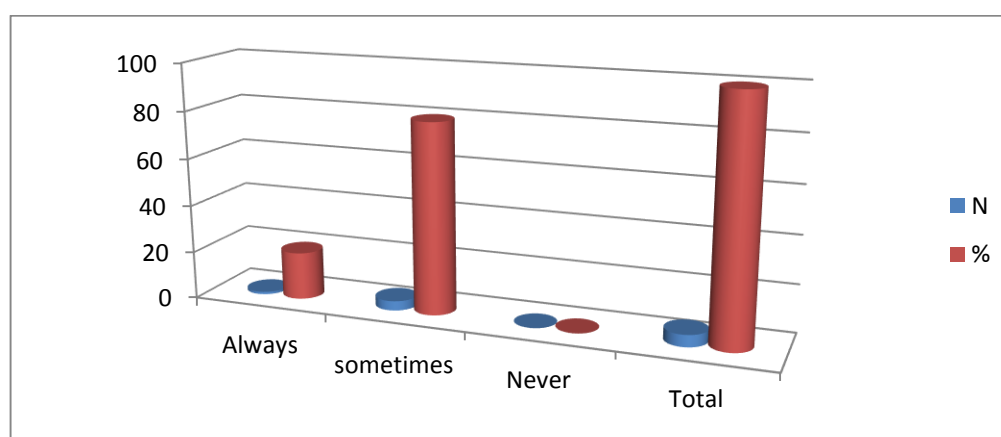


Table eight shows that huge rates of (80%) from teachers opted sometimes. Whereas, (20%) from teachers opted always. From the results, we can say that the majority of teachers sometimes implement cooperative learning in class, because this technique should not be implementing within each task. Some tasks need the individual work or other techniques.

9- If you use group work in your oral sessions, would you set up the groups on the basis of?

Table 9: The basis of making a group Work

Options	Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05
Gender					
Proficiency					
Preference					

Randomly	√	√	√	√	√
----------	---	---	---	---	---

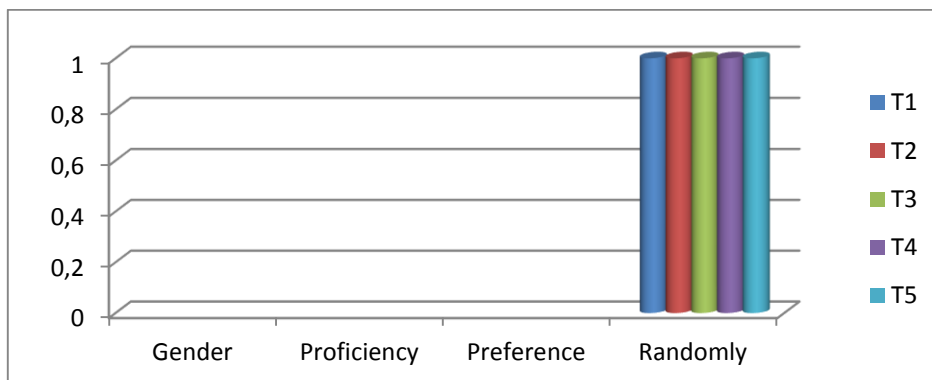
Graph 9: The basis of making a group work

Table nine shows that all teachers; state that they choose the group workers randomly. They state that the teachers' role is giving the topic to the students , and let them choose their mates if they want or choose them randomly .They state that they may put a enhanced student in a given group without changing them if the teacher observes that the group members have weak knowledge , in order to help them as well as raise the sense of competence.

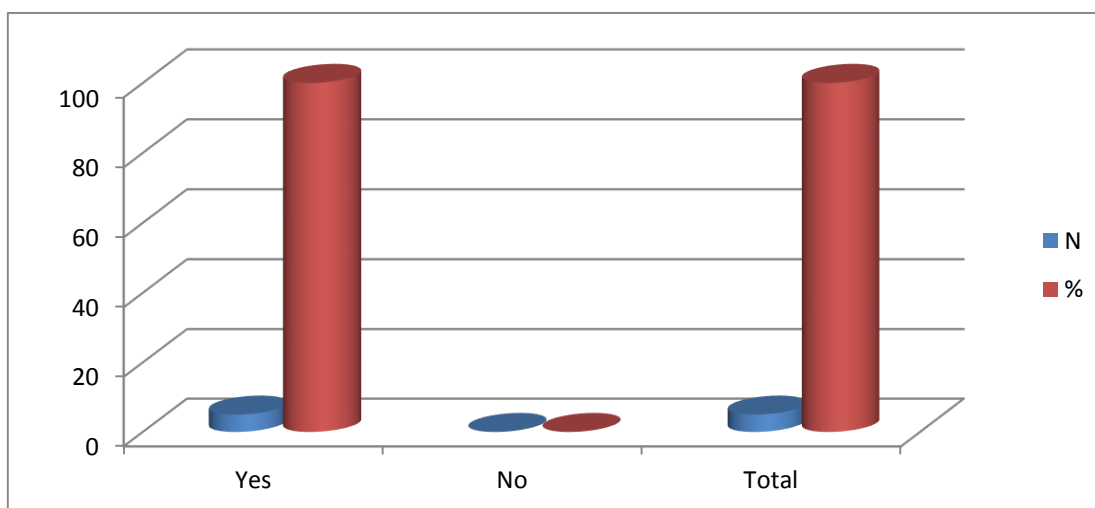
10-Do you monitor the group work?

Table 10: Teachers' perception about monitoring the group Work

options	N	%
Yes	05	100
No	00	00
Total	05	100

Graph 10: Teachers' perception about monitoring the group work

The role of cooperative learning in motivating students participation



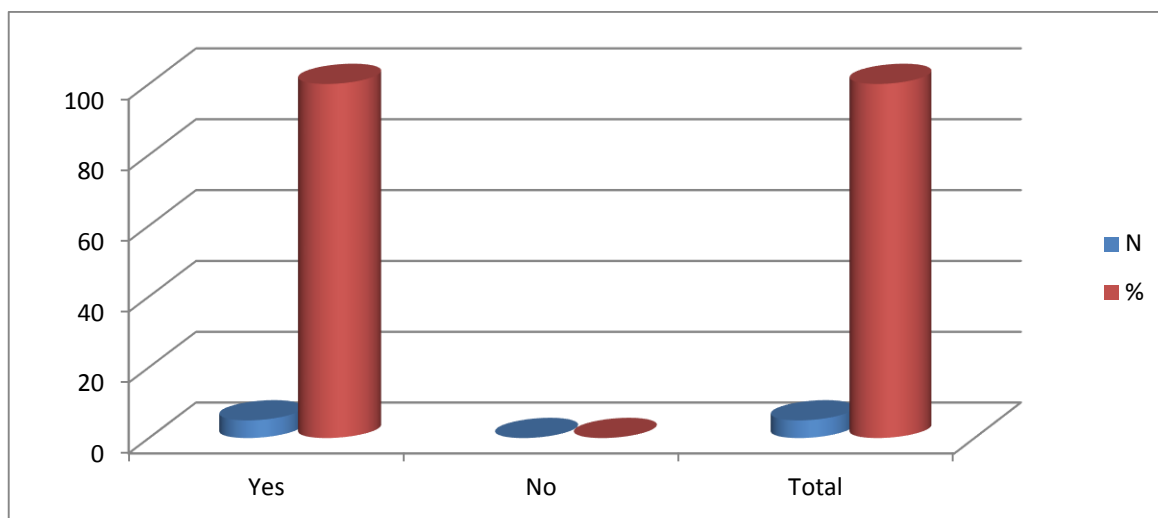
The results of the table show that all the teachers claim that they monitor the group work during the session.

How?

- ✓ Explaining and clarifying the task to help students getting the aim and objectives of the task.
- ✓ Take the role of the leader to avoid divergence of ideas between students.
- ✓ Try to go around students to see if they are doing the task in a serious way.
- ✓ Take the role of facilitator than a monitor to foster the process of learning.

11-Do you raise your students' awareness towards the necessary skills for working in groups?**Table 11:** Raising the students' awareness towards learning skills

options	N	%
Yes	05	100
No	00	00
Total	05	100

Graph 11: Raising the students' awareness towards learning skills

The table above indicates that (100%) teachers try to raise their students' awareness toward the role of skills during group work. Because the teacher cannot be the sole source of learning, students have to help each other. This implies that our teachers are aware of the necessity of involving students in the process of learning and teaching. Thus, students are likely having a positive attitude towards learning.

Section Three: Teachers' perceptions towards students' participation.

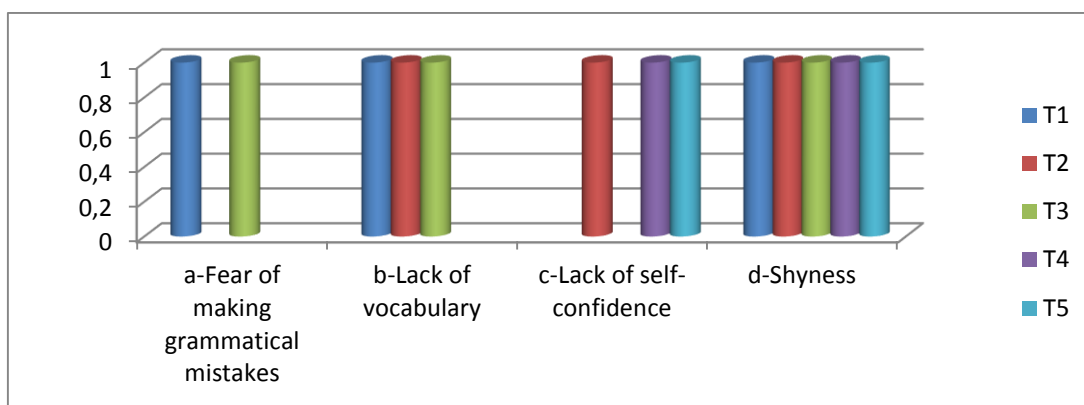
12-Do you think that the lack of participation in oral sessions is because of?

Table 12: Obstacles that hinder students' participation

options	T01	T 02	T 03	T 04	T 05
a-Fear of making grammatical mistakes	√		√		
b- Lack of vocabulary	√	√	√		
C- Lack of self- confidence		√		√	√
d-Shyness	√	√	√	√	√

Graph 12: Obstacles that hinder students' participation

The role of cooperative learning in motivating students participation



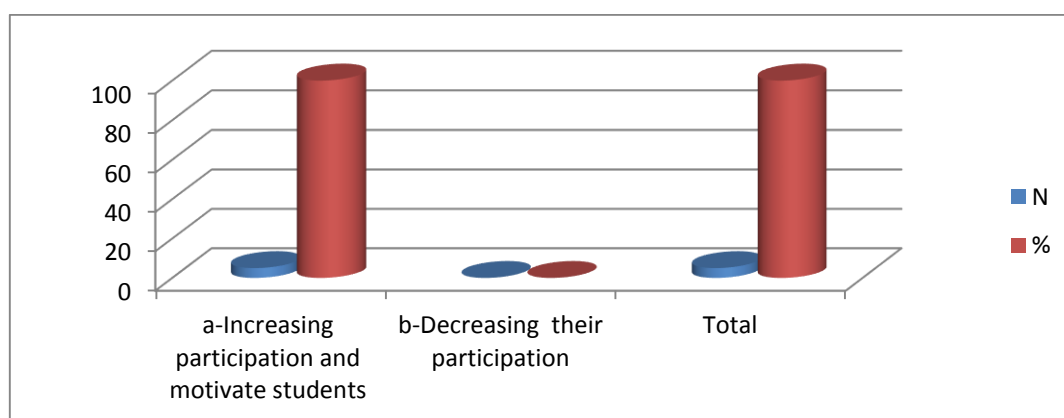
The results from the table twelve indicate that (100%) means all the teachers' claim that shyness is the main obstacles that hindered students' participation in the oral courses. Then, (60%) of teachers' claims; that lack of vocabulary and lack of self- confidence becomes the second obstacle that hindered students' participation. While (40%) of teachers consider the fear of making grammatical mistakes as the lower obstacle that hindered students' participation. Thus ,active students mainly do not care so much about making grammatical mistakes, because they know that they do not learn without making mistakes means that they have a positive attitude.

13- Do you think that cooperative learning influenced students' participation?

Table 13: The influence of cooperative learning on students' participation

Options	N	%
A- Increasing participation and motivate students	05	100
B- Decreasing their participation	00	00
Total	05	100

Graph 13: The influence of Cooperative learning on students' participation



The role of cooperative learning in motivating students participation

The results from table 13 show that (100%) teachers believe that cooperative learning enhanced students' participation because the aims for applying CL is to give chance for students to help and motivate each other. Thus, through cooperative learning, teachers provide more opportunities for each student to take part in the classroom and make his contribution.

Others,

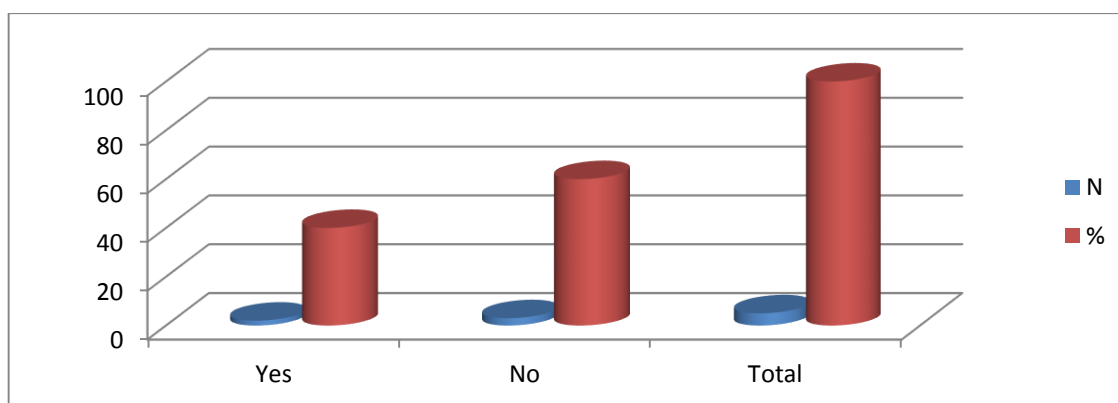
-It is up to the learner, some learners are better participants when they work alone (passive learners), while active learners are better in group work. It depends on learner style of learning.

14-Do your students have problems in working together in oral sessions? If yes justify?

Table 14: Students' problem with work-in Groups.

options	N	%
Yes	02	40
No	03	60
Total	05	100

Graph 14: Students' problem with work-in groups



The table 14 results show that (60%) of the teachers claimed that their students enjoy working in groups, while (40%) of the teachers claimed that their students face many problems with working in-group.

If yes, justify?

- ✓ They prefer working individually
- ✓ They do not have a good relationship with their mates
- ✓ Some students refuse dealing with other mates and want to keep the members of the group the some all the time. while the aim of CL is interacting with each other.
- ✓ They do not accept each other’s opinion .each member wants to be the dominant one and all the members of the group follow him/her.

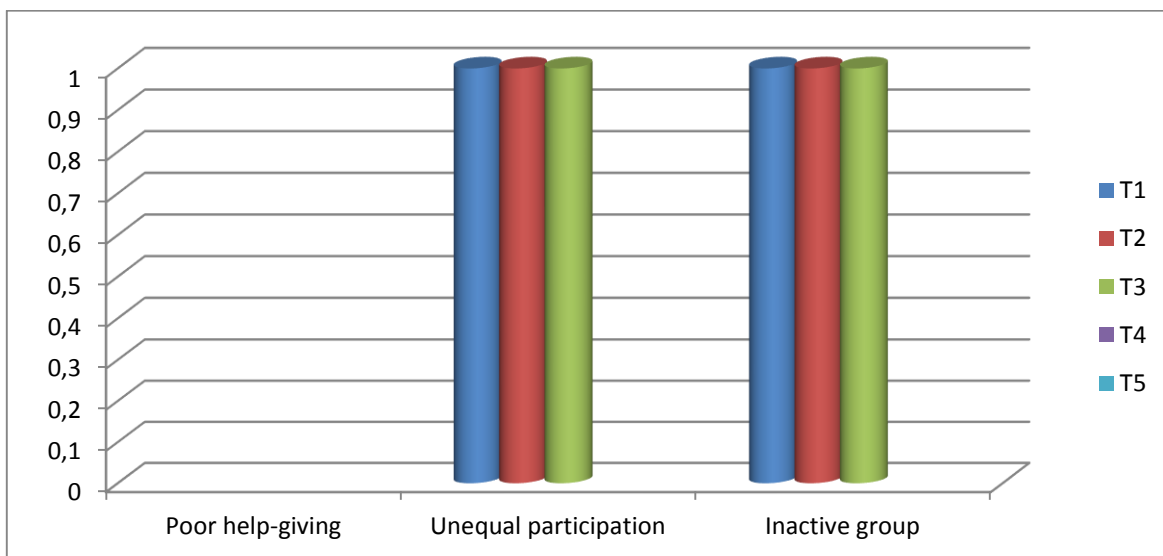
In sum, cooperative learning demands constant control from the teacher in order to avoid problems.

15-Have you encountered these problems in using group work?

Table 15: Teachers’ Problem when Using CL

Options	R1	R2	R3	R4	R5
Poor help-giving?					
Unequal participation	√	√	√		
Inactive group	√	√	√		

Graph15: Teachers’ problem when using CL



The table results indicate that (50%) of teachers claimed that when using CL the most problems they face were unequal participation as well as (50%) of them indicated that

The role of cooperative learning in motivating students participation

when using CL the most problems they face were inactive groups it may occur because of the lack of interesting or the nature of the subject. Another possible interpretation is that some students are not interested at all in learning or they are lower in status for participating.

16- According to your experience, what can you do to involve your students speaking skills and enhancing their participation?

Suggestions:

- ✓ prohibited the use of mother tongue in order to oblige the student to try using the English language for communicating
- ✓ Using the listening skills because, good listeners are good speakers.
- ✓ Using audio-visual materials which capture students' attention and motivating them because it also helps the teacher to clarify and give a clear idea about the topic they are dealing with which enhance students' participation.
- ✓ Try to be eclectic
- ✓ Do not follow the official program blindly .teacher has to put his /her own style.
- ✓ Be sociable and break the ice between the teachers –student to create a good atmosphere clean from anxiety.

2.3. Findings

The data we have collected from the questionnaire administered to the teachers of 1st, 2nd, 3rd year EFL students at the department of English of Biskra University confirm our hypothesis based on the results, the teachers stated some techniques that may affect students' participation besides cooperative learning and its great impact on students' participation.

- ✓ CL is considered as an effective strategy that teachers used to work with.
- ✓ Teachers believe that they have to be eclectic by using different strategies such as, pair work, group work, debates, games, conversations and other activities to engage students to participate.
- ✓ The effectiveness of CL depends on learners' style of learning as well as the class atmosphere including materials used in teaching and the nature of topics.

The role of cooperative learning in motivating students participation

- ✓ Some of the teachers said that students might face many problems in their participation such as lack of vocabulary, lack of confidence and others. However, all of them stated that, shyness is the most problems that students face in the learning process.
- ✓ It is possible to make all their students participate in the classroom. They believe that they can use different techniques or activities that may encourage and motivate their students to participate without any obstacles.
- ✓ The most appropriate technique that most of the teachers focus on is using group work.
- ✓ Teachers believe that, the teacher may use different activities such as discussion and debates, conversation and others activities that may encourage students to participate in the classroom.

2.3. Students' questionnaire

2.3.1. Description of the questionnaire

The questionnaire is designed for, EFL students' of 1st, 2nd, 3rd year classes of Mohamed kheider university of Biskra. The participants of this questionnaire are 20 students from each level .the questionnaire will be administered to a random sample from each level mentioned above to investigate the influence of cooperative learning as motivational strategy in enhancing students' participation and investigate the problems that hinder the students' participation. But I receive only 15 questionnaire from each level the questionnaire involves different types of questions; closed and open-ended questions. Closed questions require the students to answer by yes or no or to tick up the appropriate answer from the different options while open-ended questions require from the student to gives personal opinion , suggestions and justifications where needed. The whole questionnaire is made of (17) questions that are classified under three sections.

Section one:

It is about the general information of the students, it contains (4) questions .it is about their gender, age ,level .also, the choice of studying English at the university whether is it personal or imposed .Finally, if it is personal for what purpose.

Section two:

This section is about students' perception towards cooperative learning in classroom .It contains (12) questions .the students are asked different questions about the use of cooperative learning techniques whether is it a motivational strategy and if students enjoy working with it as well as , if cooperative work implemented during oral sessions.

Section three:

This section deals with, students' perceptions and comments, towards classroom difficulties and how cooperative learning can be motivational strategy in improving classroom participation. The students are asked to tick appropriate answers from the suggested options and in some places give explanation .At the end give some suggestions that can enhance their participation.

2.3.2. Analysis of 1st year student questionnaire

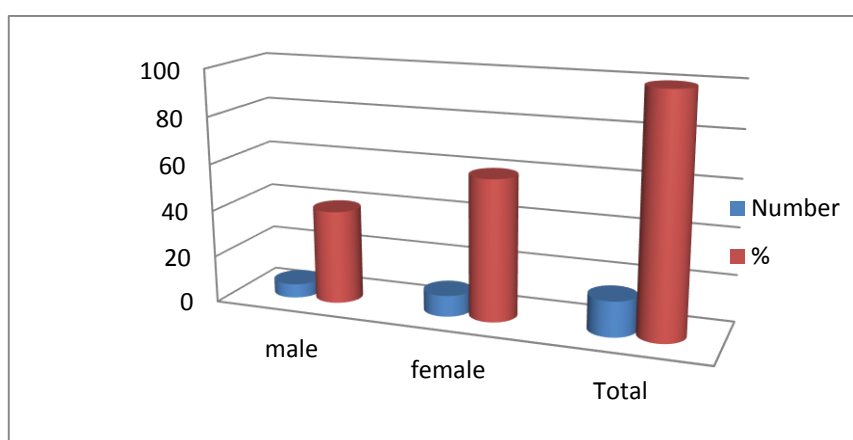
Section one: general information

1- Gender

Table 16: Students' Gender

Gender	number	%
Male	06	40
Female	09	60
Total	15	100

Graph 16: students' Gender



The table and the Graph shows that (60%) of students are female. However, (40%) are males. When we compare between the percentage of males and females we found that females are numerous than males. The reason is that female students have a tendency to study languages more than male students.

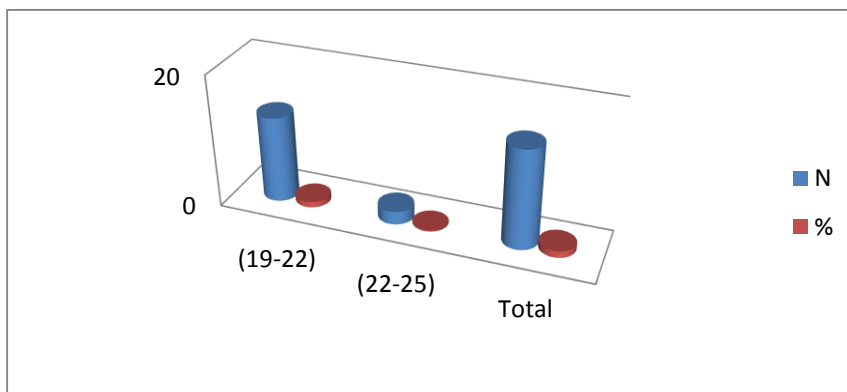
2-Age:

Table 17: Students' Age.

Age	N	%
(19-22)	13	86.66
(22-25)	02	13.33
Total	15	100

Graph 17: Students Age

The role of cooperative learning in motivating students participation

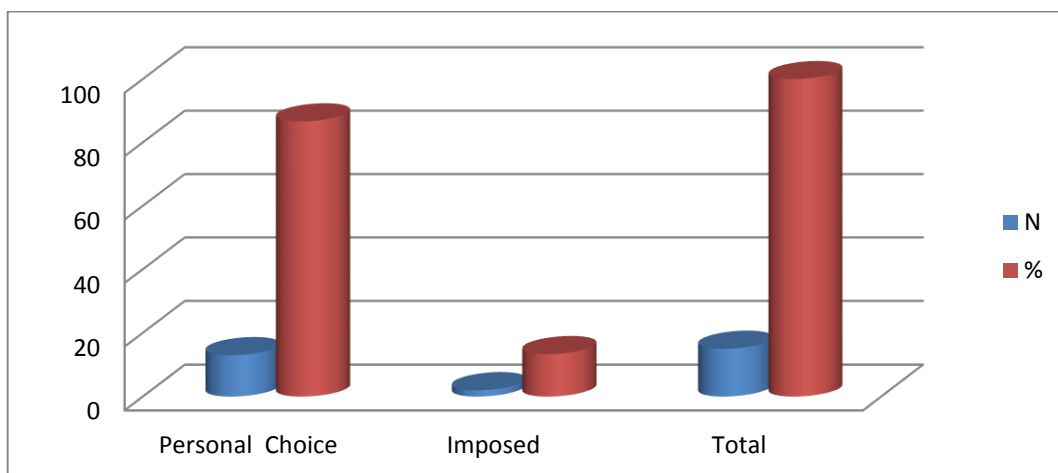


3-Study English at The university was.

Table 18: Students’ choice of studying English at the university

Options	N	%
Personal choice	13	86.66
Imposed	02	13.33
Total	15	100

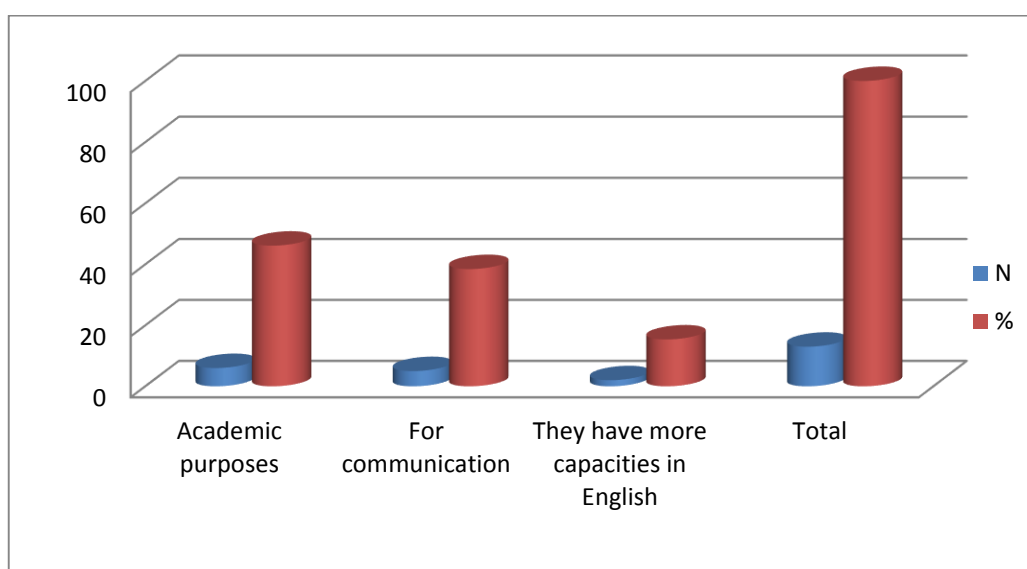
Graph 18: Students’ choice of studying English at the university



The results from the table above shows that (86.66%) of the students study English were their personal choice. However (13.33) of students claimed that they are imposed to study English at the university .may be their parents obliged them to study English for a specific purpose.

If personal why?**Table 19:** Students' reasons for studying English at university

Options	N	%
Academic purposes	06	46.15
For communication	05	38.46
They have more capacities in English language.	02	15.38
Total	13	100

Graph 19: Students' reasons for studying English at university

From the table above, we have noticed that (46.15%) of students ; who previously claimed that studying English at university; was their choice for academic purposes; i.e. in order to get a job like English teacher . However (38.46%) of them, choose to study English for communication because English is the language of the world. while (15.38%) choose to study it because they have more capacities in English than other languages and branches.

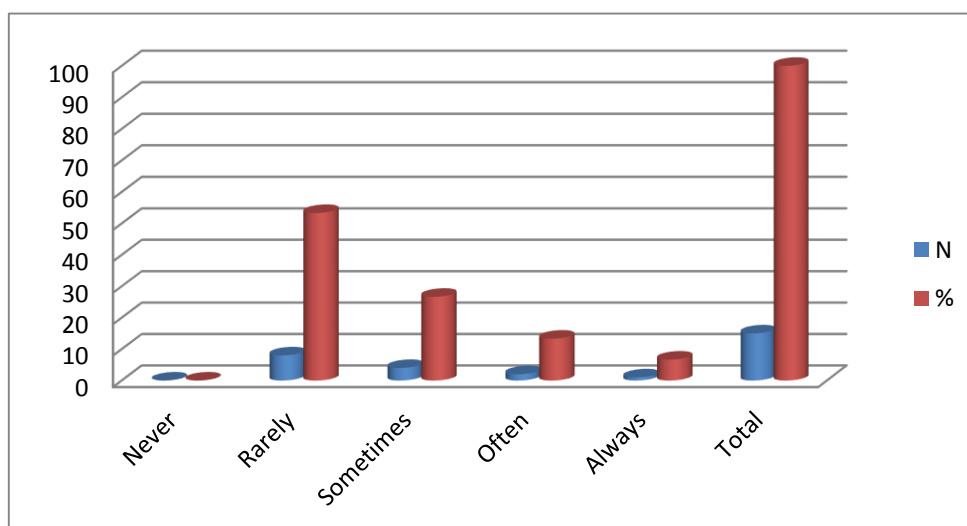
Section 02: Students' Perceptions towards the cooperative learning in oral sessions

4- How often does your teacher ask you to work in-group?

Table 20: Frequency of given the students' opportunity to work with groups.

Options	N	%
- Never	00	00
- Rarely	08	53.33
- Sometimes	04	26.66
- Often	02	13.33
- Always	01	6.66
Total	15	100

Graph 20: Frequency of given the students' opportunity to work with groups.



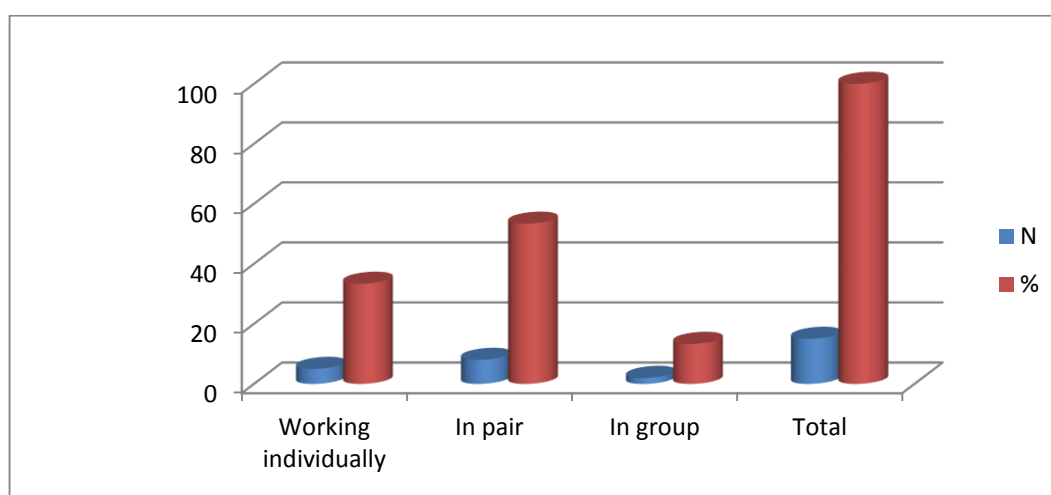
This table indicates that (53.33%) of students maintain that their teachers rarely set them to work in group it is up to the task they deal with. However, (26.66%) of respondents said that, their teachers sometimes asks them to work in group according to the nature of the topic. while (13.33%) of students claimed that their teacher often asks them to work in group . finally, (6.66%) of students which is the lower percentage, they indicates that they always work in groups. from that, we have noticed that teachers implementing group work according to the task.

5- In doing tasks do you prefer?

Table 21: Techniques Students prefer more to use

Options	N	%
- Working Individually	05	33.33
- In pair	08	53.33
- In groups	02	13.33
Total	15	100

Graph 21: Techniques Students prefer more to use



The results of this question show that (33.33%) of respondents generally prefer to work individually, whereas (53.33%) prefer working in pair and only (13.33%) like to work in group .all those techniques can be used to carry out speaking activities.

Because?

Techniques	Justification
Pair work	<ul style="list-style-type: none"> - Learn from each other. - Help each other to exchange information. - Feel easier to work with friends. - Concentrate more on the work.
Working individually	<ul style="list-style-type: none"> - To check his/her level in oral course. - To work seriously.

The role of cooperative learning in motivating students participation

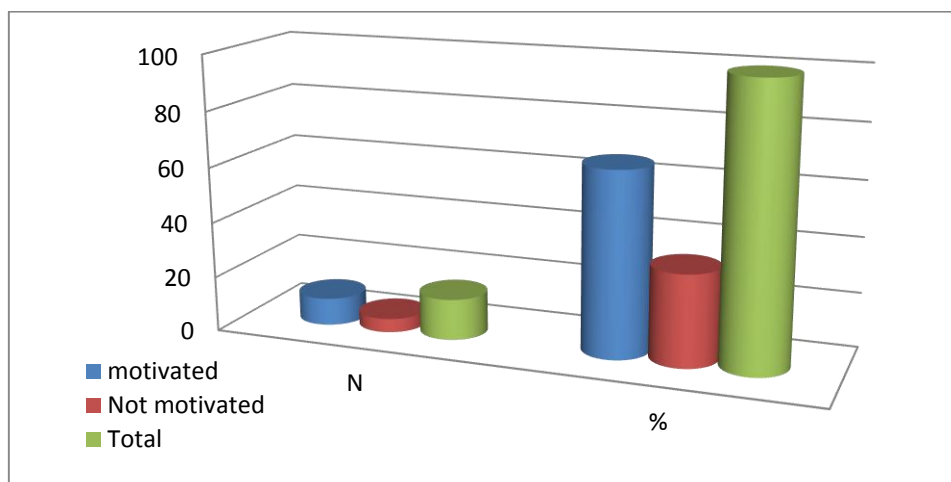
	<ul style="list-style-type: none"> - To select whatever they want. - Not helpful since, each student has his own level. - Anxious students make problems for them. - Feel at ease alone.
Group work	<ul style="list-style-type: none"> - Exchange opinion, ideas and information between each other. - It is more motivated and enjoyable. - Share experiences and profit from each other. - To be more sociable. - Make the tasks easier.

6- When your teacher asks you to work in group do you feel?

Table 22: Students feeling about group work

Options	motivated	Not motivated	Total
N	10	05	15
%	66.66	33.33	100

Graph22: Students feeling about group work



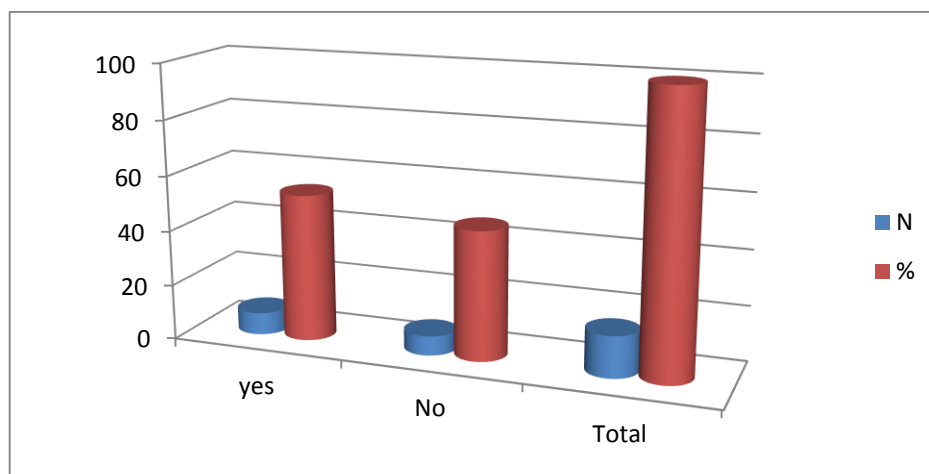
The aim of this question is discovering students' attitude toward working in groups. The results show that almost more than half of the students (66.66%) are motivated when working in groups' .while (33.33%) of students claim that they do not feel motivated in working with group .They cannot convince their mates through their opinions.

7- Do you have problems when working in groups?

Table 23: Difficulties Encountered in cooperative work

options	N	%
Yes	08	53.33
No	07	46.66
Total	15	100

Graph 11: Difficulties Encountered in cooperative work



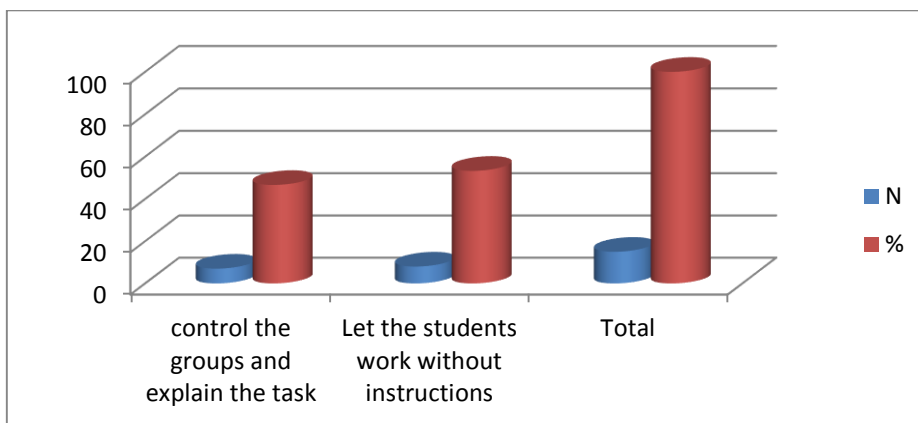
The results show that (46.66%) of students do not have problems when working in-group .While (53.33%) of students claims that they have problems when working in group. One possible interpretation is that those students are in favor for individual work in order to check their level. There are also other factors that teachers should be aware when setting cooperative work in order to get its substantial benefits.

8- Does your teacher of oral expression?

Table 24: Teachers' attitudes during group work Tasks

options	N	%
a- Control the groups and explain the task	07	46.66
b- Let the students work without instructions	08	53.33
Total	15	100

Graph 24: Teachers' attitudes during group work Tasks



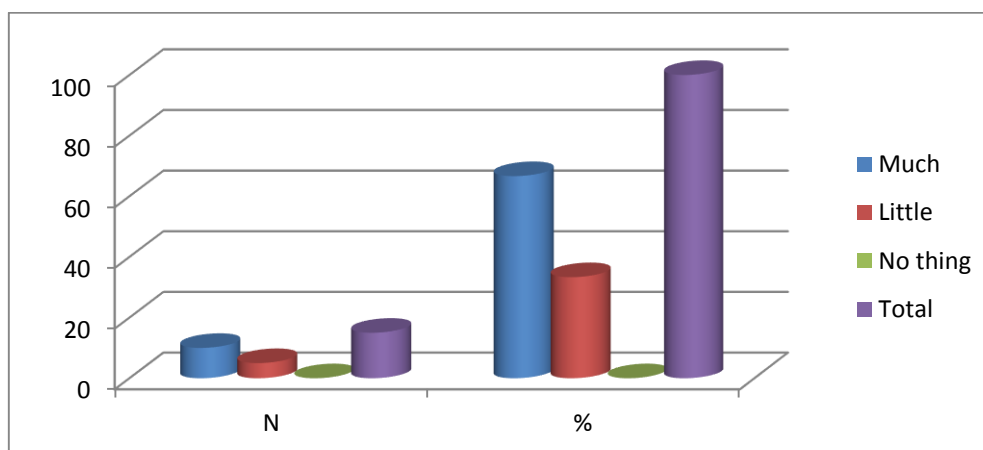
The results from the table 24 show that (46.66) of students indicate that their teacher controls their groups and try to explain the task to each group and checks if the members follow the instructions and share the responsibility to finish the task correctly. While (53.33) of students claim that their teacher of oral expression let them work without control or instructions .he/she gives them the task and asks them to be on groups and start working. That is may be to make them feel comfortable and know their weaknesses.

9- How much did you learn from CL?

Table 25: Students' attitude toward CL benefits

Options	Much	Little	No thing	Total
N	10	05	00	15
%	66.66	33.33	00	100

Graph 25: Students' attitude toward CL benefits



The role of cooperative learning in motivating students participation

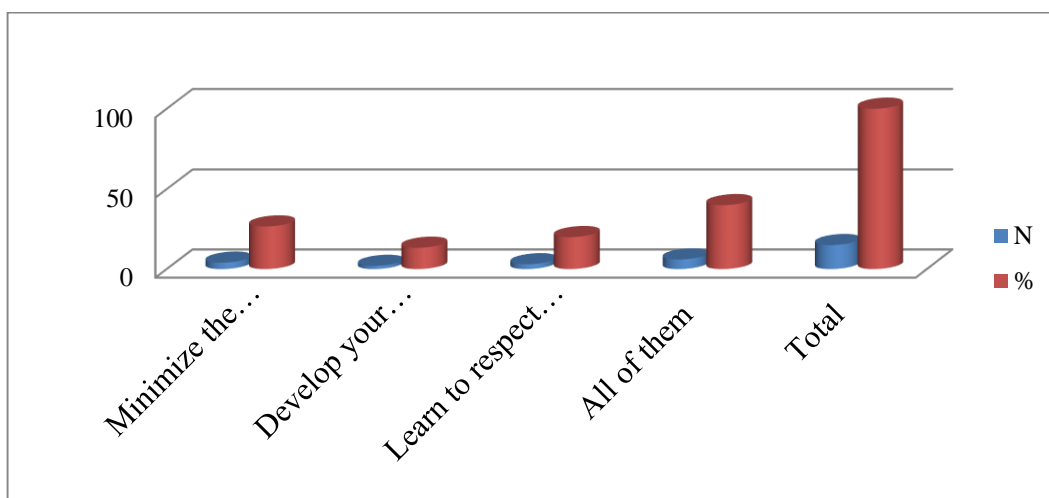
Almost (66.66%) of respondents indicate that they learn much from CL. conversely, (33.33%) of students indicate that they learnt a little from CL .From the results ,we can say that CL is beneficial strategy which can help students to learn new skills . Concerning the ones who learnt little, they prefer working individually to show themselves and need some independence.

10-Do you feel that cooperative learning can help you to?

Table 26: Understanding the benefits of CL

Options	N	%
-Minimize the fear of participation	04	26.66
-Develop your self-confidence	02	13.33
-Learn to respect different ideas and opinions.	03	20
-All of them	06	40
Total	15	100

Graph 26: Understanding the benefits of CL



The results from the table above indicates that (26.66%) of students claim that CL help them to minimize the fear of participation because they share the responsibility with their mates which engage them to participate .However, (20%) of students state that CL gives them the opportunity to learn how to respect others opinions and ideas .The possible interpretation here is that students in CL activities have to gather their ideas and reformulate one idea which is created by all the members which involves students interaction. while (13.33%) of students claimed that CL developed their self –confidence

The role of cooperative learning in motivating students participation

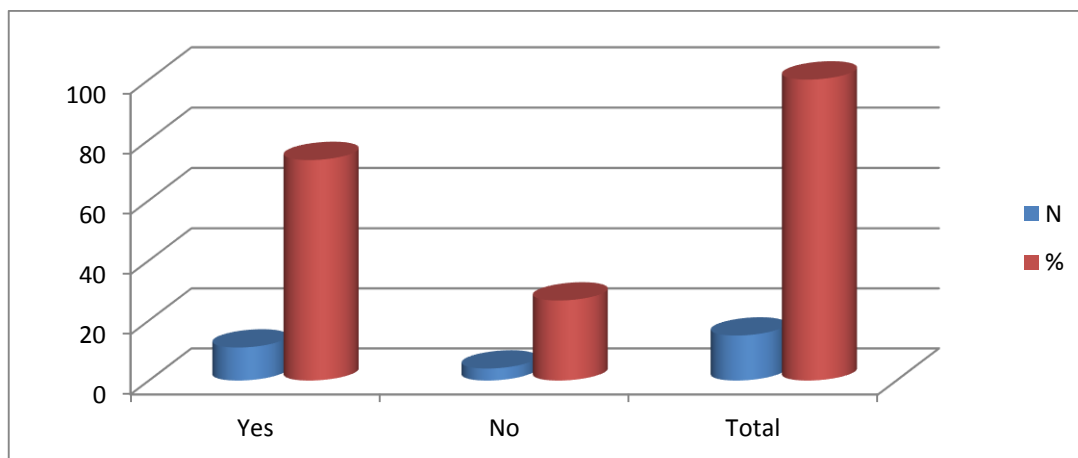
the main goal of CL is to make all students practice and gives their opinions which makes them feel that their opinions is important for all mates and he/she is an active member which develop their self-confidence. finally (40%) of students indicates that they get all these benefits from CL We can notice that students improve new skills (listening and speaking).

11- Do you think cooperative learning can improve your speaking skill?

Table 27: Students' Evaluation of Cooperative group work

Options	N	%
Yes	11	73.33
No	04	26.66
Total	15	100

Graph 27: Students' Evaluation of Cooperative group work



According to the results of table27, a minority of students (26.66%) of students indicated that CL does not help them to improve their speaking skill .While (73.33%) of students, which are the majority, indicated that CL improved their speaking skill. We can notice that a high portion recognizes the benefit of cooperative learning in improving their speaking skill. The minority of the students' ones we can say that they prefer working individually. They prefer to shed light only on them.

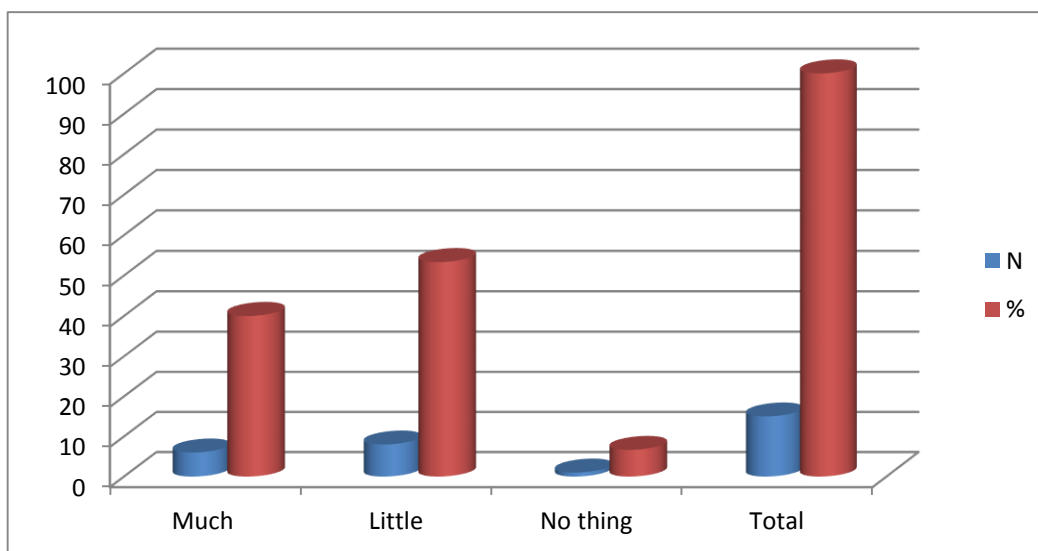
Section 03: Students' Perceptions and comments towards classroom participation.

12-To what extend do the oral expression courses helps you to improve your participation?

Table 28: Students' attitudes toward oral Expression courses

Options	N	%
-Much	06	40
-Little	08	53.33
-Nothing	01	6.66
Total	15	100

Graph 28: Students' attitudes toward oral expression course



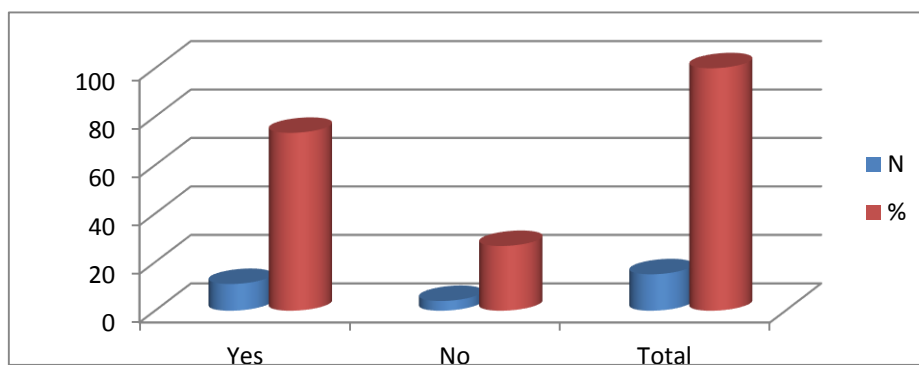
The results from 28 show that (40%) of the students claimed that oral expression helps them much to improve their oral participation. However (53.33%) of students claimed that they were little helped from oral sessions in improving their participation .While (6.66%) for the students claimed that they do not benefit from oral expression .which translated to the absence of interest toward tasks dealing with.

13- Do you feel afraid to participate in oral courses?

Table 29: Students' Confidence in using the English Language

Options	N	%
Yes	11	73.33
No	04	26.66
Total	15	100

Graph 29: Students' Confidence in using the English Language



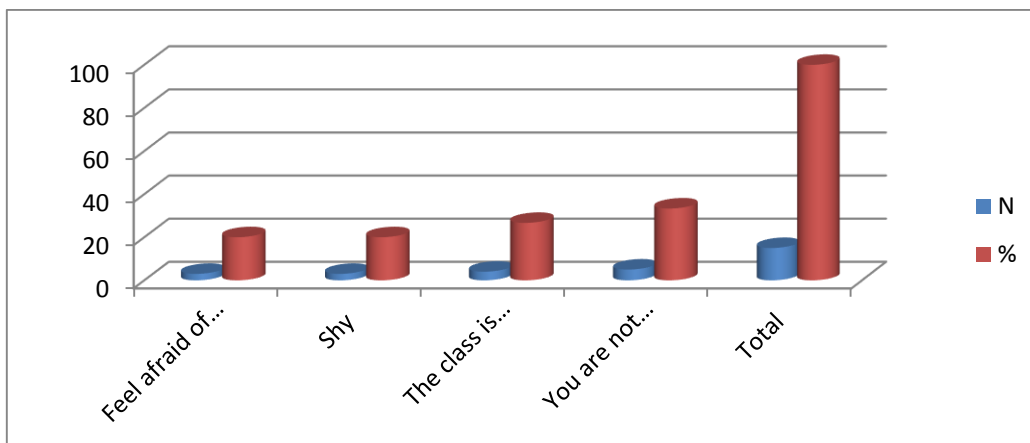
From the results of table29, we have noticed (73.33%) of students claimed that they feel afraid to participate in the oral courses .It means that they remain silent during the sessions. While (26.66%) of students feel relaxed to participate in oral sessions and use the English language .This result may have several reasons may be because the students are not so motivated according to some factors.

14- Do you think that you do not participate because of?

Table 30: Reasons for the lack of participating

Options	N	%
a-You are afraid of making mistakes	03	20
b-you are shy	03	20
c-The class is overcrowded	04	26.66
d-You are not interested	05	33.33
Total	15	100

Graph 30: Reasons for the lack of participating

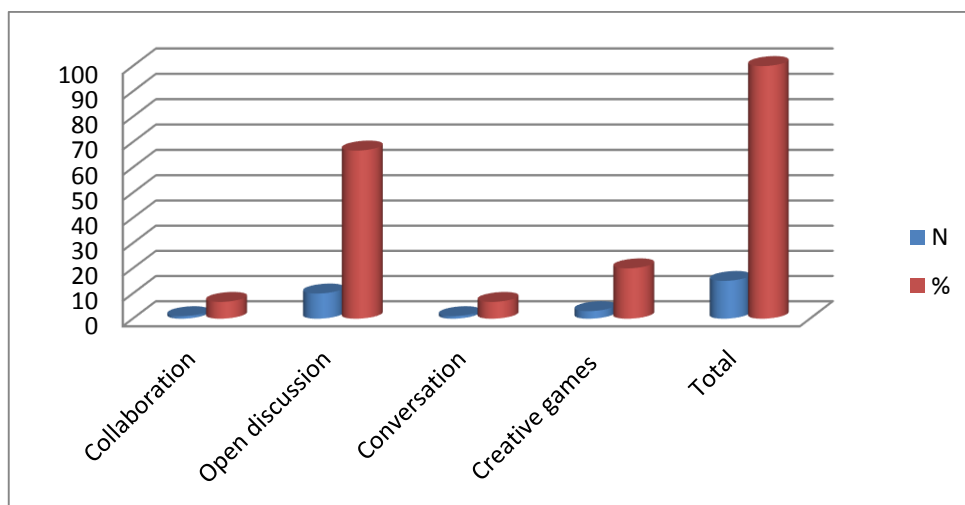


The results show that the most common problem that students encountered in participation is the lack of interest, which takes (33.33%) percentage, which may remain to the nature of topics they deal with. However we have an equal percentage (20%) of students were afraid of making mistakes and feel shy .While (26.66%) of students claimed that they do not participate because of overcrowded class. They do not get the chance to participate according to the huge number of students.

15- Which of the following techniques makes you participate more?

Table 31: Kind of Teaching Techniques

Options	N	%
Collaboration	01	6.66
Open discussion	10	66.66
Conversation	01	6.66
Creative games	03	20
Total	15	100

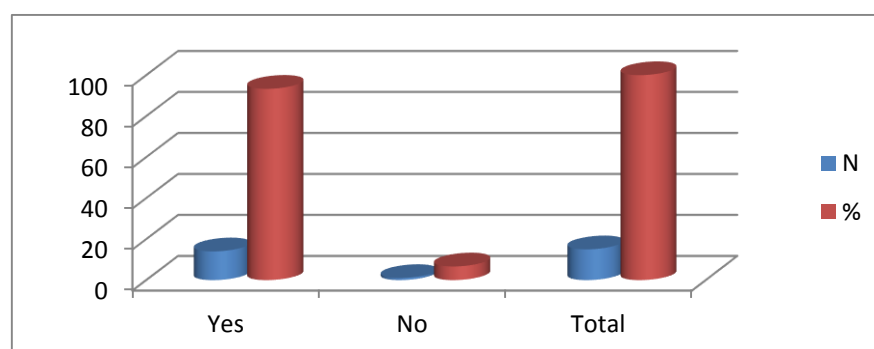
Graph 31: Kind of Teaching Techniques

The results from the table above show that (66.66%) of students prefer the open discussion technique, which gives them the opportunity to interact with teacher and correct some wrong information,'s at the same time express their personal opinions. Whereas, (6.66%) of students have an equal preference between conversation and collaboration. This gives them the chance to exchange their ideas. Collaboration breaks the ice for shyness. While (13.33%) of students prefer creative games because it create a relax atmosphere and students they do not feel that they are under evaluation.

16- Do you think that your teacher can help you to participate?

Table 32: Students' attitude toward Teachers' help

Options	N	%
Yes	14	93.33
No	01	6.66
Total	15	100

Graph 15: Students' attitude toward Teachers' help

The role of cooperative learning in motivating students participation

The results show that (93.33%) of students claimed that teachers have a great role in helping them to participate .While (6.66%) of students claimed that the teacher do not have much influence on students' participation.

Justifications:

- See the teacher work hard make the students feel responsible to improve their level.
- Motivated activities have a great influence on students' engagement to improve their participation.

17- What is your advice to your mates to improve their participation?

Concerning this question, students have shown different views and suggestions:

- ❖ Do not feel shy and try to pull the wool over your eyes to be more noticeable.
- ❖ A Student should have self-confidence and high self-control.
- ❖ Questions improve your knowledge and break the ice between you and your teacher.
- ❖ Enrich your vocabulary by reading books, journals as you can.
- ❖ Be almost proud with yourself whatever your level is since, no one born genuine we all learn from our mistakes
- ❖ Try to discuss with your teacher to change his/her method from time to time.
- ❖ Be sociable to create a relaxing, tolerating classroom atmosphere.
- ❖ Oral sessions are practice for your knowledge and option to improve your performance and language does not waist this session.
- ❖ Try to know your rights as well as your responsibilities in the classroom.

3.1. Description of the questionnaire

The questionnaire will be administered to a random sample from 2nd year English classes to investigate the influence of cooperative learning as motivational strategy in enhancing students' participation as well as the problems that hinder the students' participation. But I receive only 15 questionnaires from a 20 questionnaire. The questionnaire involves different types of questions; closed and open-ended questions. Closed questions require the students to answer by yes or no or to tick up the appropriate answer from the different options while open-ended questions require from the student to gives personal opinion , suggestions and justifications where needed. The whole

The role of cooperative learning in motivating students participation

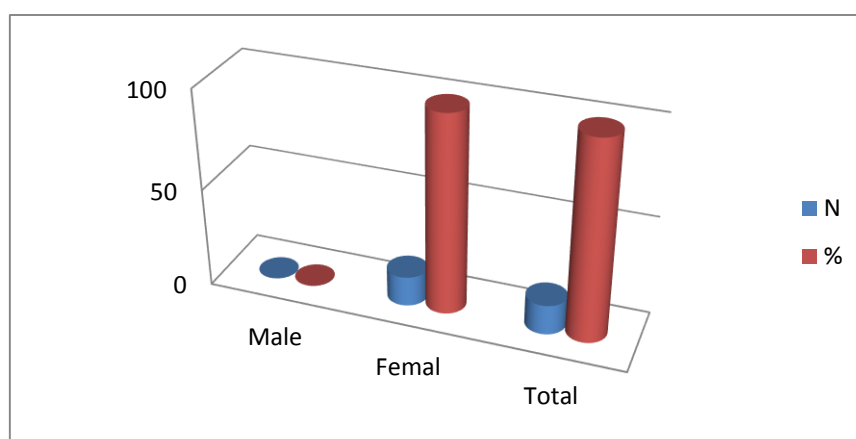
questionnaire is made of (17) questions that are classified under three sections. The questionnaire is divided into three sessions and contains the same questions as the first year English classes in order to confirm our hypothesis.

3.2. Analysis of 2nd year students' questionnaire:

Table 33: Students' Gender

Gender	N	%
Male	00	00
Female	15	100
Total	15	100

Graph 27: Students' Gender



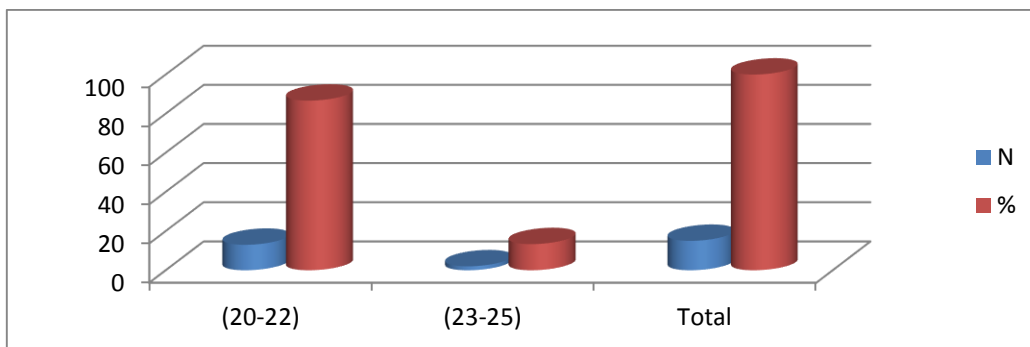
The results of the table above show that (100%) are girls because girls in general like studying languages .we can interpreted also that boys do not attend the session all the time most of boys who study languages choose it just for communication and they prefer scientific studies .

2-Age:

Table 34: Students' Age

Age	N	%
(20-22)	13	86.66
(23-25)	02	13.33
Total	15	100

Graph 34: Students' Age



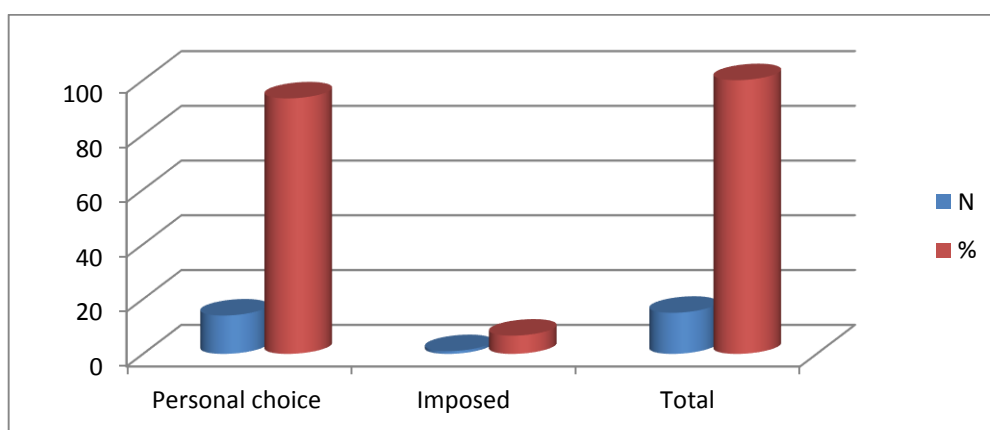
The results of table 34 show that the majority of participants were between 20-22 years old which means that this is their first experience in studying English language at University .while (13.33 %) are between 23-25 years old means that they have other diplomata and other career besides learning English.

3-Study English at the university was:

Table 35: Students' choice of studying English at the University

Options	N	%
a-Personal choice	14	93.33
b-Imposed	01	6.66
Total	15	100

Graph 16: Students' choice for Studying English



The results of Table 35 show that the majority of students (93.33%) choose to study the English language at the university as personal choice this means that they were motivated and interested to study English. while (6.66%) of the students imposed to study

The role of cooperative learning in motivating students participation

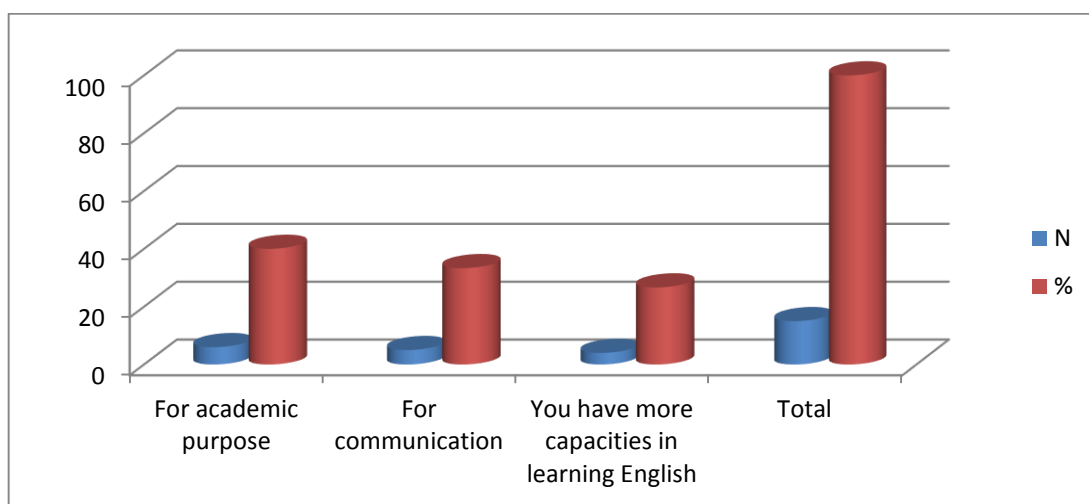
it at university from many reasons .They were obliged from their parents to study it since it is the language of the world mainly to become teachers of the English language.

If personal why?

Table 36: Students' Reasons for Studying English

Options	N	%
a- For academic purpose.	06	40
b-For communication.	05	33.33
c-You have more capacities in learning English.	04	26.66
Total	15	100

Graph 17: Students' Reasons for Studying English



The table above indicates that (40%) of the students claimed that they learn English language for academic purpose .perhaps they learn English to get a god job; being a teacher. However, (33.33%) of students choose studying English for communication since it is the first language around the world according to its sociological factors. While (26.66%) of the students choose to study English because they have more capacities in English language than other languages so, they choose to study what they are perfect in and improve their language.

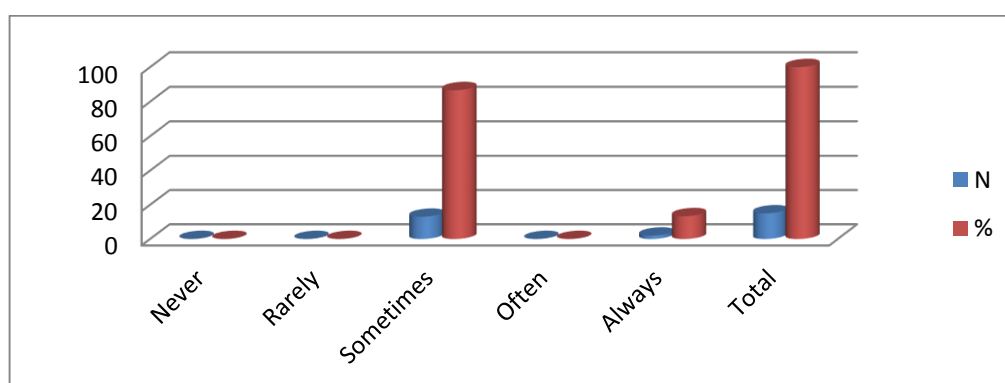
Section two:

4- How often does your teacher ask you to work in-group?

Table 37: Frequency of given Students' Opportunity to work with group.

Options	N	%
a-Never	00	00
b-Rarely	00	00
c-Sometimes	13	86.66
d-Often	00	00
e-Always	01	13.33
Total	15	100

Graph 37: Frequency of given Students' Opportunity to work with group.

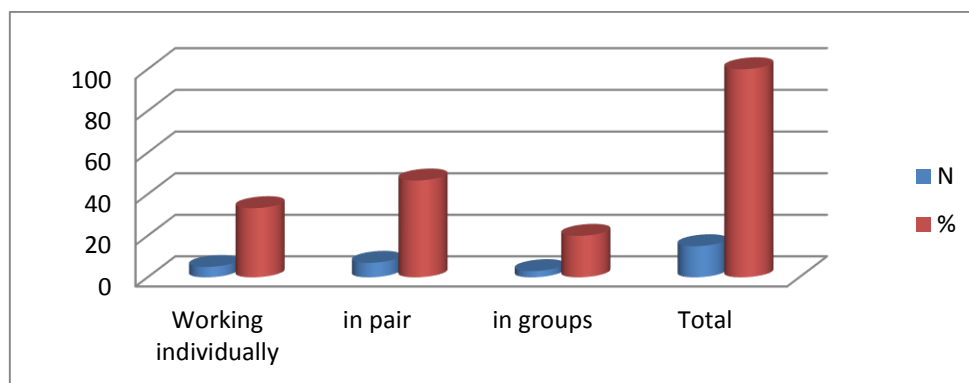


The table shows that the majority (86.66%) of 2nd year students claimed that they asked to work as group sometimes up to the nature of the topic. However, (13.33%) of the students claims that they always work with groups .So, as we saw group work is applied in most sessions and has never been neglected but its percentage get higher up to the topic of the task in 2nd year English classes.

5-In doing tasks do you prefer?

Table 38: Techniques preferred by Students'

Techniques	N	%
-Working individually	05	33.33
-In pair	07	46.66
-In groups	03	20
Total	15	100

Graph 38: Techniques preferred by Students'

The results from the graph show that highest percentages were in working in pair by (46.66%) of students. whereas ,Working individually takes the second preference for students which takes (33.33%) and (20%) given to group work . thus may be due to many reasons

Explain your choice?

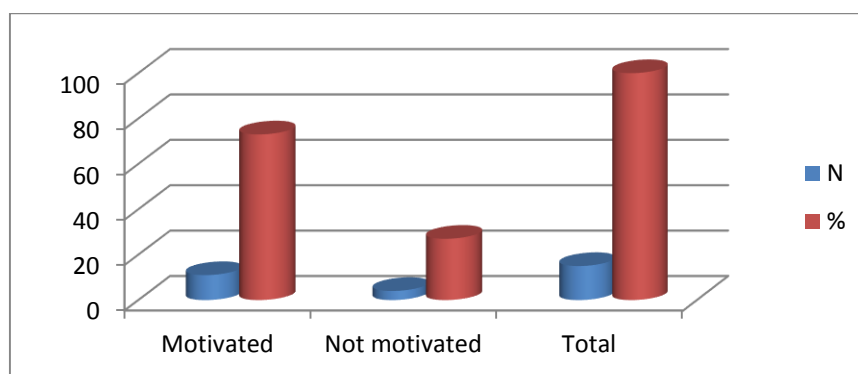
Techniques	Justifications
-Pair work	<ul style="list-style-type: none"> - Discussion between two improve excellent ideas and win time. -Less noise and more structure. - Easier to listen and understand each other opinions.
-Working individually	<ul style="list-style-type: none"> - It offers for students more calm and silent for better concentration which leads to understanding and perfect ideas. - Evaluate their level. - feel more secure to work individually. -Assessing their information.
-Work in group	<ul style="list-style-type: none"> -It offers to students to learn from each other and help each other for better understanding - Discussing their opinions and exchanging ideas which facilitate learning. - Encouraging them to take risks in speaking.

6- When your teacher asks you to work in-group, do you feel?

Table 39: Students' Feeling about working in-group

Options	N	%
Motivated	11	73
Not motivated	04	27
Total	15	100

Graph 39: Students' Feeling upon working in groups



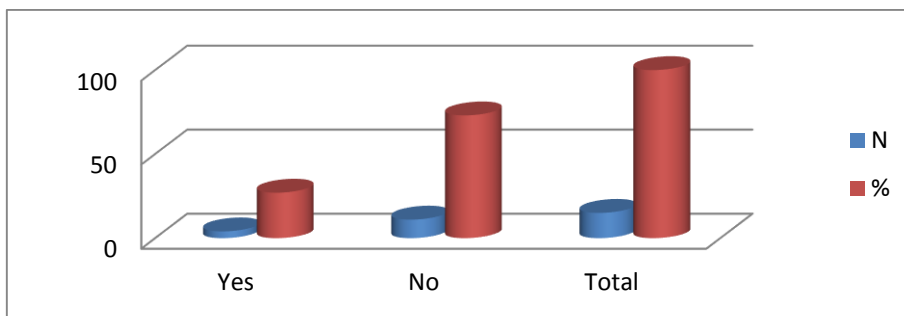
The results from the table show that the majority of students (73%) claimed that they feel motivated when asked to work in-group because they enjoy working with mates even though competition creates a motivated atmosphere. While (27%) for students feel unmotivated in-group work since they are not interested with the topic or prefer have a clear space just for them, which means they like working individually.

7- Do you have problems when working cooperatively?

Table 40: Difficulties Encountered during group work

Options	N	%
Yes	04	27
No	11	73
Total	15	100

Graph 40: Difficulties Encountered during group work



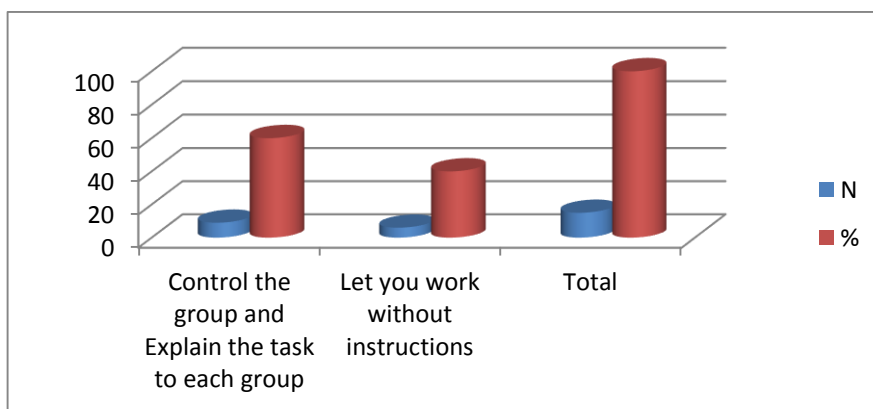
The results show that the majority (73%) for students indicated that they do not have problems when they work with their mates. means that they are among students would prefer working cooperatively for the communication of their thoughts. Whereas, (27%) for students claimed that they have problems when they work together with other classmates. Here we can say that those students are in favor for individual work.

8-Does your teacher of oral expression

Table 41: Students’ perceptions towards Supervision during CL.

Options	N	%
a-Control the group work and explain the task to each group	09	60
b-Let you work without instructions	06	40
Total	15	100

Graph 41: Students’ perceptions towards Supervision during CL.



From the table above, we can noticed that (60%) for students claimed that during cooperative work their teacher try to explain the task to each group, and make sure if each member of the group interact and share ideas with others at the same time evaluating the

The role of cooperative learning in motivating students participation

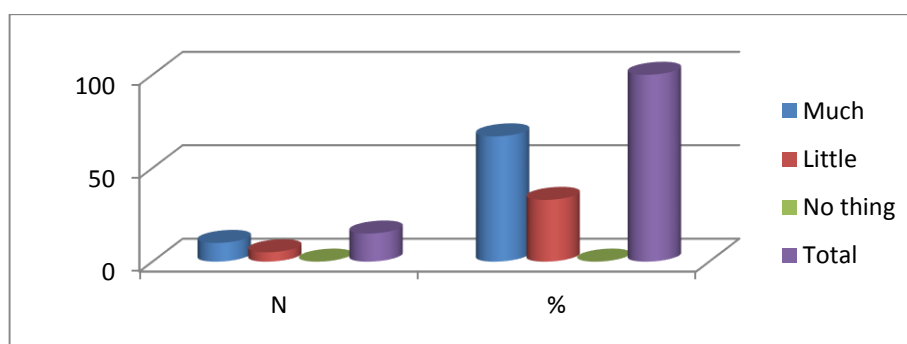
progress of the task .whereas (40%) for students claimed that their teacher gives the topic of the task to them and let them work without control or instructions. this because of, the huge number of students or to give them freedom in work and take the responsibility of leading themselves.

9- How much do you learn from CL?

Table 42: Students' attitude toward CL benefits.

Options	Much	Little	Nothing	Total
N	10	05	00	15
%	67	33	00	100

Graph 42: Students' attitude toward CL benefits.



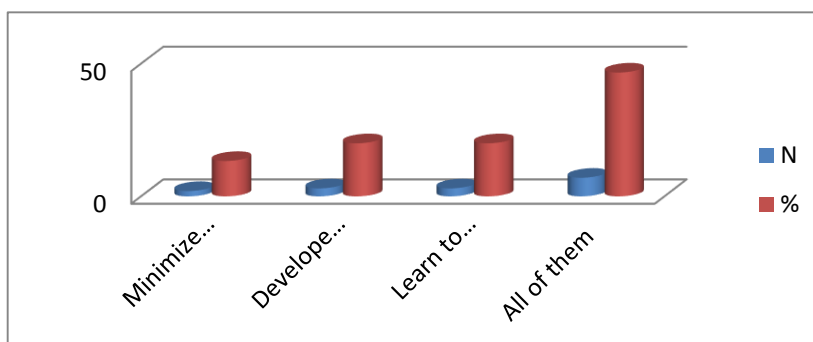
From the results, show on the table the majority (67%) For students benefit much from cooperative work .while (33%) for students were learn a little from cooperative working .this proportion may characterized by introverted students they find difficulties to interact with others .

10- Do you feel that cooperative learning can help you to?

Table 43: Understanding the benefit from CL

Options	N	%
a-Minimize the fear of participation.	02	13.33
b-Develop your self –confidence.	03	20
c-Learn to listen and respect different ideas and opinions.	03	20
D -All of them.	07	46.66
Total	15	100

Graph 43: Understanding the benefit from CL



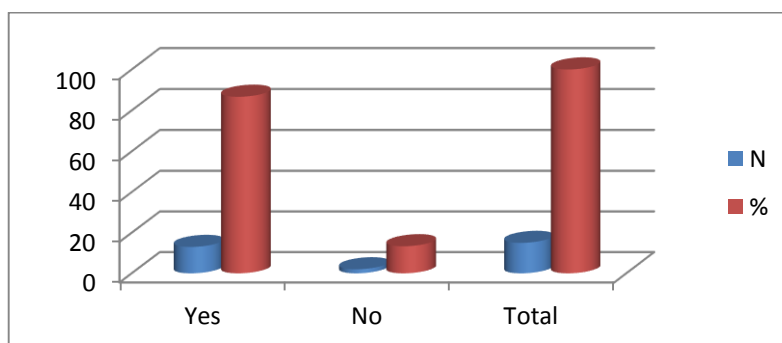
From the table above (46.66%) of students indicated that, they benefit from CL by developing their self- confidence and learn from others ideas and opinions as well as minimizing the fear of participation .However, we have an equal percentage (20%) of students claimed that cooperative work give them the opportunity to listen and respect others opinions which means that ; one of the main benefits from CL is developing the listening skill and developing their self –confidence at the same time through the feel of responsibility to share the group opinions and ideas and have positive interdependence .Moreover, (13.33%) of students claimed that CL helps them to minimize the fear of participation since discussing ideas between members of the group break the ice of anxiety and shyness and encouraging them to participate.

11-Do you think cooperative learning can improve your speaking skill.

Table 44: Students’ Evaluation of Cooperative work and its influence on speaking Skill

Options	N	%
Yes	13	86.66
No	02	13.33
Total	15	100

Graph44: Students’ Evaluation of Cooperative work and its influence on speaking Skill



The role of cooperative learning in motivating students participation

From the results presents above, the majority of students (86.66%) claimed that cooperative work have a great influence on students speaking skill through the interaction between students each other as well as teacher with them .Which engages them to communicate and improving their speaking . while , a minority of them which translated into (13.33%) who do not help them to improve their speaking skill .We can interpreted that they have problems in speaking it may be up to shyness , as well as it can be because of the lack of interest. From those results, we can see that students are aware about the influence of cooperative work on them.

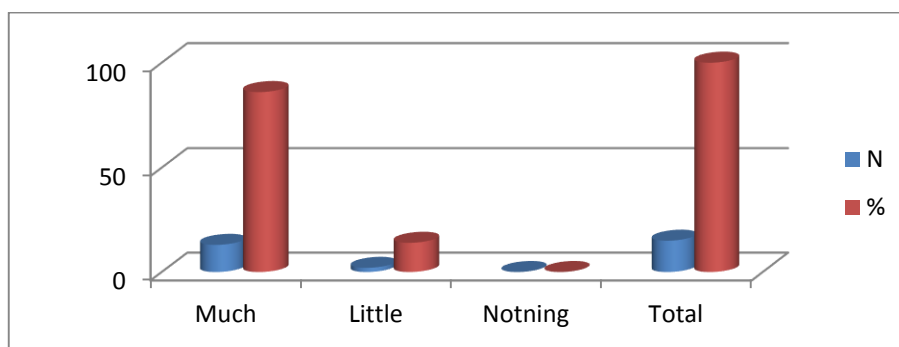
Section 03: Students' perceptions and comments towards classroom participation

12- To what extend do the oral expression courses helps you to improve your participation?

Table 45: Students' attitudes toward oral Expression courses

Options	N	%
-Very much	13	86
-Little	02	14
-Nothing	00	00
Total	15	100

Graph 45: Students' attitudes toward oral Expression courses



The results of graph 45 show that the majority of students claim that oral courses have a great role in improving participation which can translated into (86%).Whereas, (14%) from students claimed that they improve a little of participation during oral courses .we can say that many students do not contribute to language input partly because the courses are not interesting enough to stimulate their verbal participation and communication. It goes

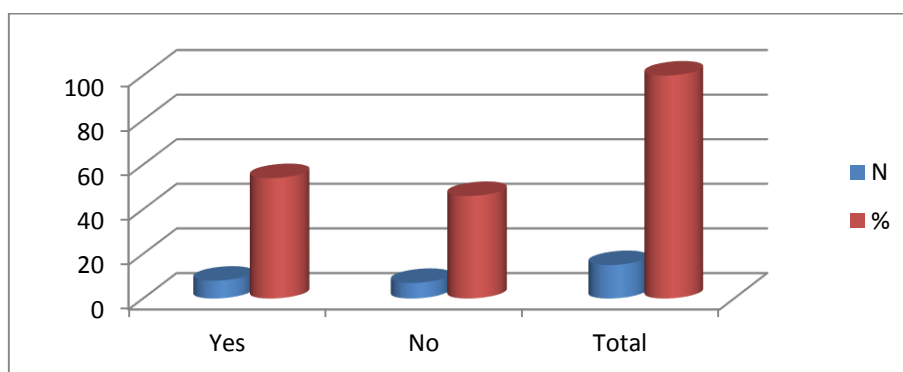
without saying that if the courses are motivating enough, students are seen struggling to express their ideas by using the language.

13- Do you feel afraid to participate in oral courses?

Table 46: Students' confidence in using the English Language

Options	N	%
Yes	08	54
No	07	46
Total	15	100

Graph 46: Students' confidence in using the English language

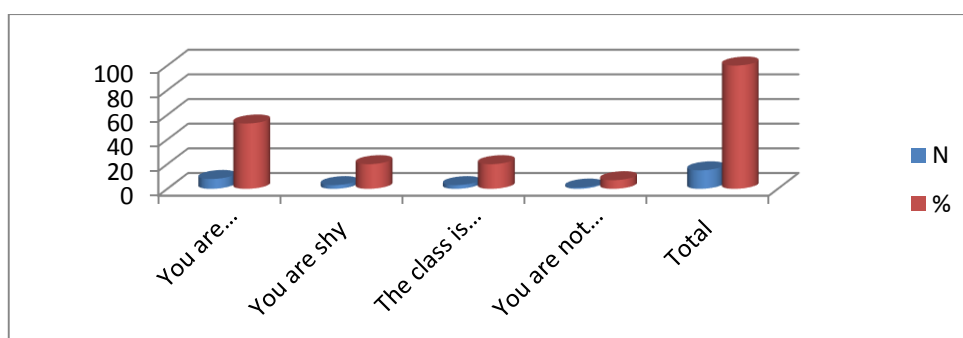


The table above shows that the majority of students feels afraid to participation and remains silent during courses while about (46%) who consider themselves as a talkative or able to participate. This result becomes from many reasons, the students maybe uninterested in the topics themselves. Another interpretation is that the students are not motivated enough to participate .However, we cannot always consider their non-speaking to lack of motivation, although motivation can play a major role to initiate speech. The next question will give a clear idea of some possible factors that may prevent students from speaking in a foreign language.

14- You think that you do not participate because?

Table 47: Reasons for the Inability to Speak

Reasons	N	%
a-You are afraid of making mistakes	08	53
b-You are shy	03	20
c-The class is overcrowded	03	20
d-You are not interested	01	07
Total	15	100

Graph47: Reasons for the Inability to speak

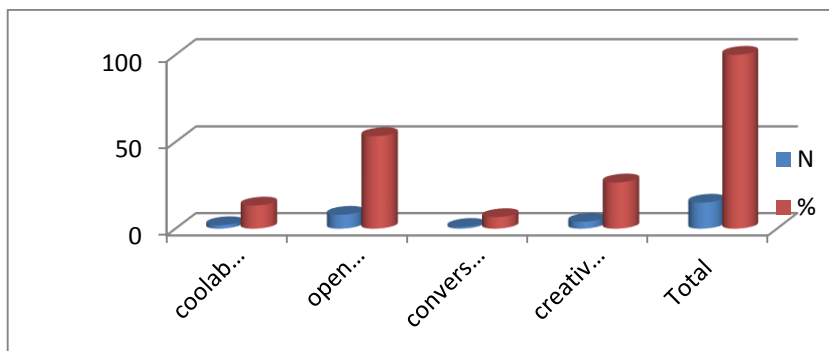
The results from the table above shows that about half of the students do not participate because they fear from making mistakes when speaking, Grammatical and pronunciations mistakes. In fact, this problem may prevent communication and slow down learning. While we have an equal percentage towards shyness and overcrowded class which we can translate into (20%) Here we can say that students do not have great opportunity to participate according to the huge number of students as well as those who feel shy they are not sociable students Finally , (7%) from students fee not interested so they dislike participation.

15- Which of the following techniques makes you participate more?

Table 48: kind of Teaching Techniques

Techniques	N	%
a--Collaboration	02	13.33
b-Open discussion	08	53.33
c-Conversation	01	6.66
d-Creative games	04	26.66
Total	15	100

Graph 48: kind of Teaching Techniques



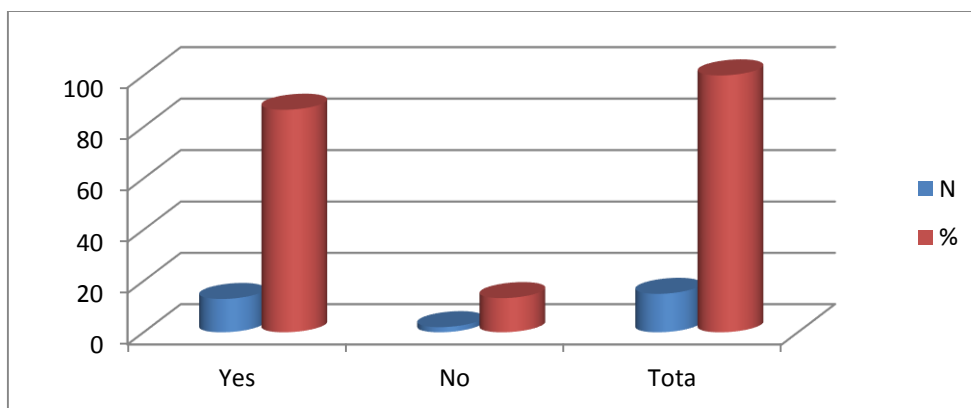
The results from the table above show that the majority of students prefer open discussions in oral courses because it enhances their participation that we can translate into (53.33%). While creative games were the second choice of them which takes (26.66%) percentage. Whereas, (13.33%) from students claimed that they prefer collaboration work. Finally, a low percentage have given to conversation. This indicates that in the first place, students are aware of these techniques.

16-Do you think that your teacher can help you to participate?

Table 49: Students' attitude toward Teacher help

Options	N	%
Yes	13	86.66
No	02	13.33
Total	15	100

Graph 49: Students' attitude toward Teacher help



The role of cooperative learning in motivating students participation

The table above show that the majority (87%) of students claimed that the teacher has great role in helping them these by motivating them. While (13%) from students claimed that the teacher do not has great deal with enhancing students. Since they have self-confidence, they do not need extensive motivation.

Students' justifications:

- Asking questions in order to interact with student and gives them the opportunity to think well then answer as well as break the fear of interaction.
- Prepare a good atmosphere for participation.
- Choose an interesting topic.
- Applied a effective techniques of teaching that motivate students

17- What is your advice to your mates in order to improve their participation?

Concerning this question, students have shown different views and suggestions:

- ❖ Try to benefits from cooperative work because it decreases the fear of participation as well as increases your self – confidence.
- ❖ You have to communicate with your mates and practice language even by making mistakes.
- ❖ Try to be sociable and share ideas with your mates in order to improve your speaking skill.
- ❖ Do not be shy when your mates or teacher correct your mistakes because you will never repeat it again you learn from your mistakes.
- ❖ Try to improve your self- confidence and built a background vocabulary to use it in your communication.

4.1. Discription of the questionnaire of 3rd year English classes.

The questionnaire will be administered to a random sample from 3rd year English classes to investigate the influence of cooperative learning as motivational strategy in enhancing students' participation as well as the problems that hinder the students' participation. However, I receive only 15 questionnaires from a 20 questionnaire. The questionnaire involves different types of questions; closed and open-ended questions. Closed questions require the students to answer by yes or no or to tick up the appropriate answer from the different options while open-ended questions require from the student to

gives personal opinion , suggestions and justifications where needed. The whole questionnaire is made of (17) questions that are classified under three sections. The questionnaire divided into three sessions and contains the same questions as the first, second year English classes in order to confirm our hypothesis.

4.2. Analysis of 3rd year students' questionnaire:

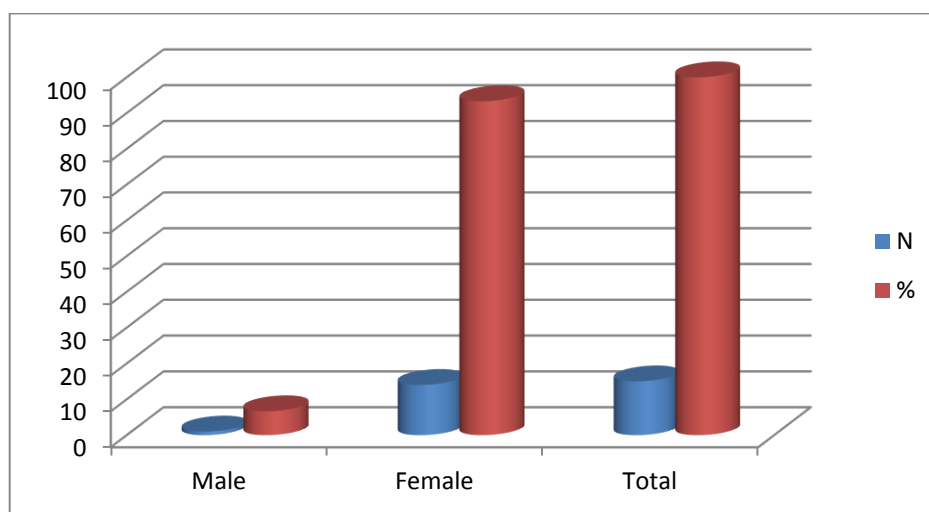
Section one: general information

1-Gender:

Table 50: Students Gender

Gender	N	%
Male	01	6.66
Female	14	93.33
Total	15	100

Graph 50: Students' Gender

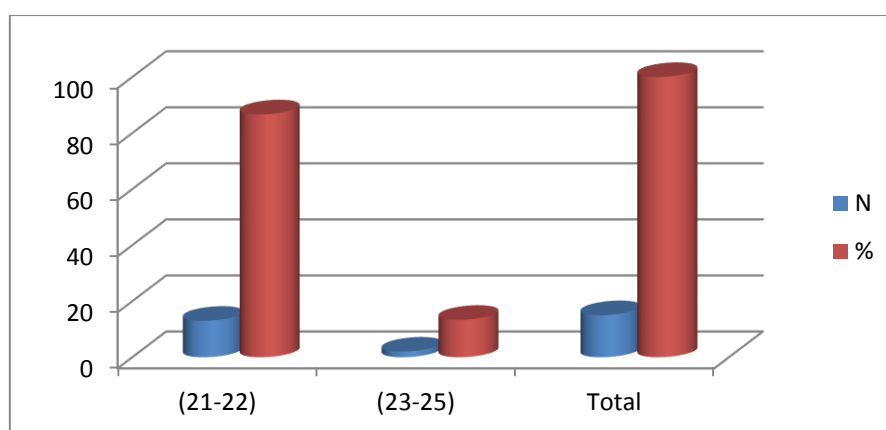


The results from the table above we recorded just 1 male out of the fifteen students while the rest are females .This adds nothing to the work except that girls are expect to be more interested in studying foreign languages than boys whom prefer scientific branches.

2-Age:

Table 51: Students' Age

Age	N	%
(21-22)	13	86.66
(23-25)	02	13.33
Total	15	100

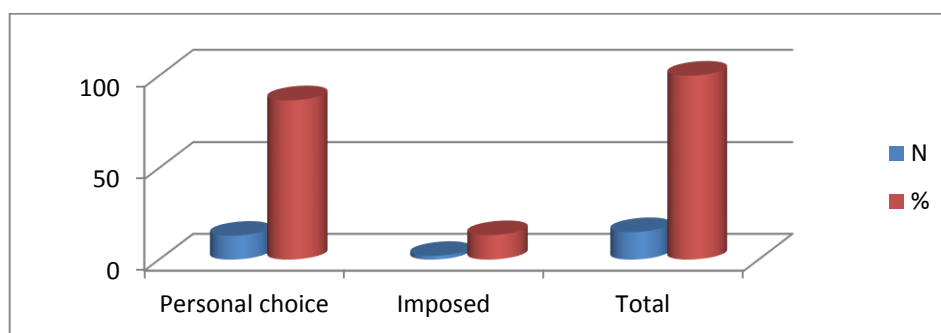
Graph 51: Students' Age

From the results on the table 51 that the majority of students were between 21-22 year old which means that it is their first experience to study English language at the university level while only (13.33%) their age range between 23-25 years old; This means that they have other career besides learning English or they have been repeating at one of the previous levels.

3-Studing English at the university was:

Table 52: Students' Choices of Studying English at University.

Options	N	%
a-Personal choice	13	86.66
b-Imposed	02	13.33
Total	15	100

Graph 52:Students' choices of studying English at university

The results on the table shows a high percentage (86.66%) of the students choose to study the English language at the university from their personal choice this means that they were interesting to study English languages. The majority of them state that they like the English language since it is the first language around the world. While (13.33%) were imposed to study English at the university, thus maybe their parents imposed them for specific reasons.

If personal, state why?

Table 53: Reasons behind choose study English at the university

Options	N	%
a-For academic purpose	03	20
b-For communication	04	26.66
c-You have more capacities in learning English rather than other branches	08	53.33
Total	15	100

The results indicates that (53.33%) from students were choose to study English because they have more capacities in learning English rather than other branches .while (26.66%) from them choose to study English at the university for communication may be to use with mates also need it when traveling outside the country for tourism or study. whereas (20%) from students choose study English for academic purpose .here we can interpret that they need it for getting a job.

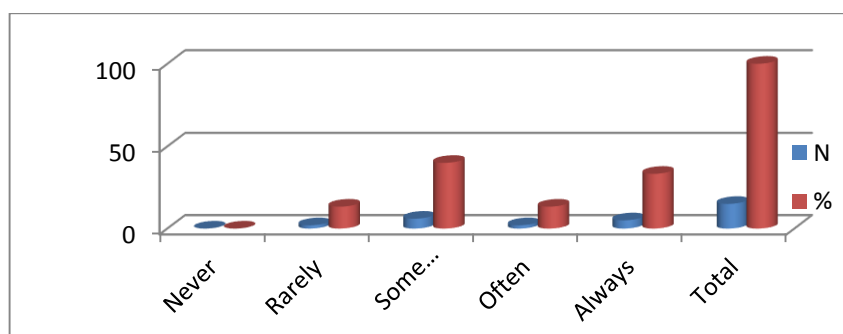
Section 02: Teachers' incorporation of CLL

4- How often does your teacher ask you to work in groups?

Table 54: Frequency of giving the Opportunity for Students to work in groups.

Options	N	%
a-Never	00	00
b-Rarely	02	13.33
c-Sometimes	06	40
d-Often	02	13.33
e-Always	05	33.33
Total	15	100

Graph 54: Frequency of giving the Opportunity for Students to work in groups



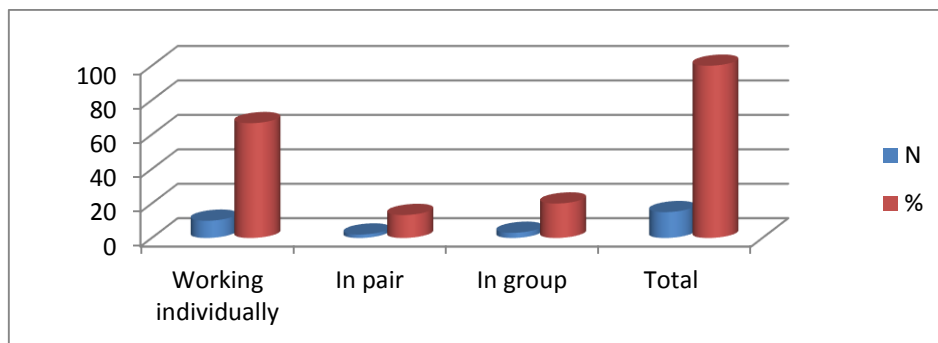
This table indicates that the majority of students (40%) claimed that their teachers sometimes set them to work in-group if the task needs group work. Then,(33.33%) of students maintain that their teachers always set them to work in group it is up to the task they deal with However (13.33%) these percentages shared between working in groups often and rarely work with groups' .it up to the topic they deal with.

5-In doing tasks do you prefer:

Table 55: Techniques Students Prefer more to use.

Options	N	%
-Working individually	10	66.66
-In pair	02	13.33
-In group	03	20
Total	15	100

Graph 55: Techniques Students prefer more to use.



The results on the table above indicates that the majority of students (66.66%) were claimed that they prefer working individually while (20%) from them claimed that they prefer working with their mates and share the task with them. Moreover, (13.33%) claimed that they prefer working in pair. This indicates that in the first place, students are aware of these techniques and secondly those who find group work enjoyable are motivated when they set to work in groups.

Whatever your answer is, please explain your choice?

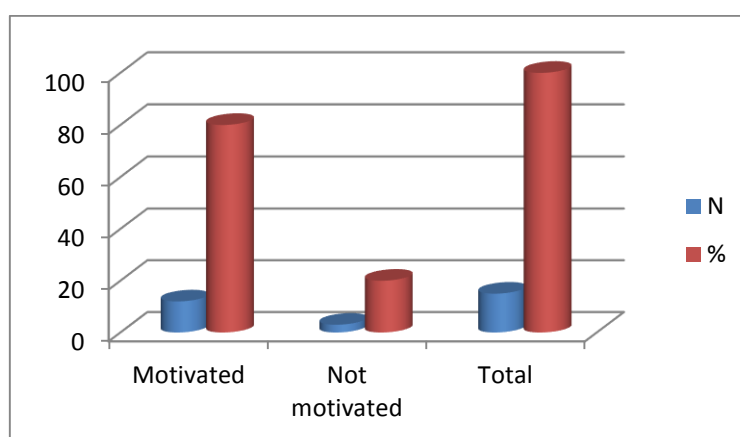
Techniques	Justifications
-working individually	<ul style="list-style-type: none"> - feel more comfortable - know their weaknesses -self evaluation. -Freedom in using their own ideas.
-in pair	<ul style="list-style-type: none"> -Feel easier to discuss with one person than group. -Organized work. -have opportunity to focus and concentrate more. -Correcting each other mistakes.
-in groups	<ul style="list-style-type: none"> -Exchange ideas and opinions. -completed the task in a limited time with shared responsibilities. -Improve interaction between student as well as teacher.

6-When the teacher asks you to work in groups are you?

Table 56: Students feeling towards group work

Options	N	%
a-Motivated	12	80
b-Not motivated	03	20
Total	15	100

Graph 56: Students feeling towards group work.

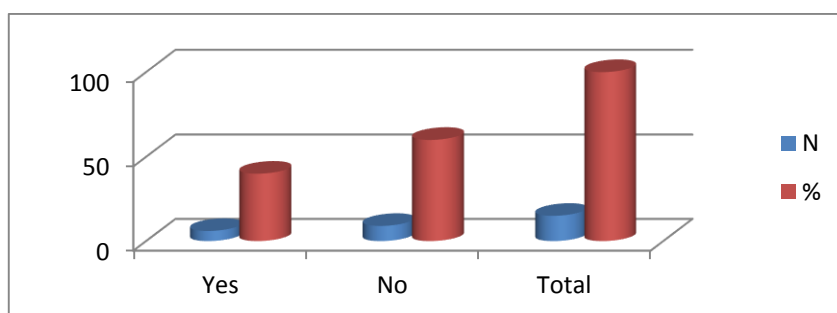


The results show that the majority of students (80%) are motivated when working in-group because it enhance their achievement as well as their participation. while (20%) of students claimed that they do not feel motivated when working in group. maybe they do not accept others opinion or makes them lost their self-reliant.

7-Do you have problems when you work on group?

Table 57: Student's perceptions towards group work problems.

Options	N	%
Yes	06	40
No	09	60
Total	15	100

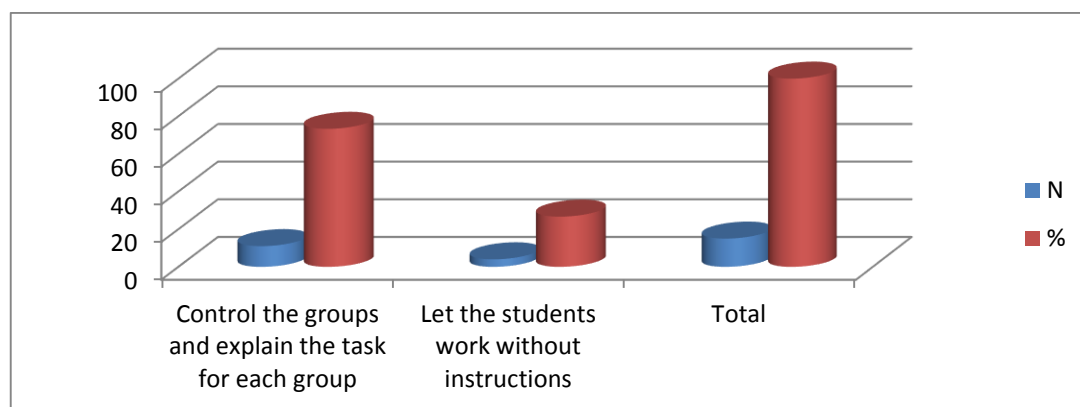
Graph 57: Students' perceptions towards group work problems.

The results from the table above indicates that (60%) of students claimed that they have no problems with working in group because they benefit from it and it improve their participation and achievement .However (40%) of them claimed that they encountered many problems in working with group such as the ability to convince their mates by their opinions as well as nose which cases a lack of concentration of course it up to the task and class management as well as teacher instructions.

8-Does your teacher of oral Expression:

Table 58: Students' perception toward the teacher role during CL.

Options	N	%
a-Control the groups and Explain the task for each group.	11	73.33
b- Let the student work without instruction.	04	26.66
Total	15	100

Graph 58: Students' perception toward the teacher role during CL.

The role of cooperative learning in motivating students participation

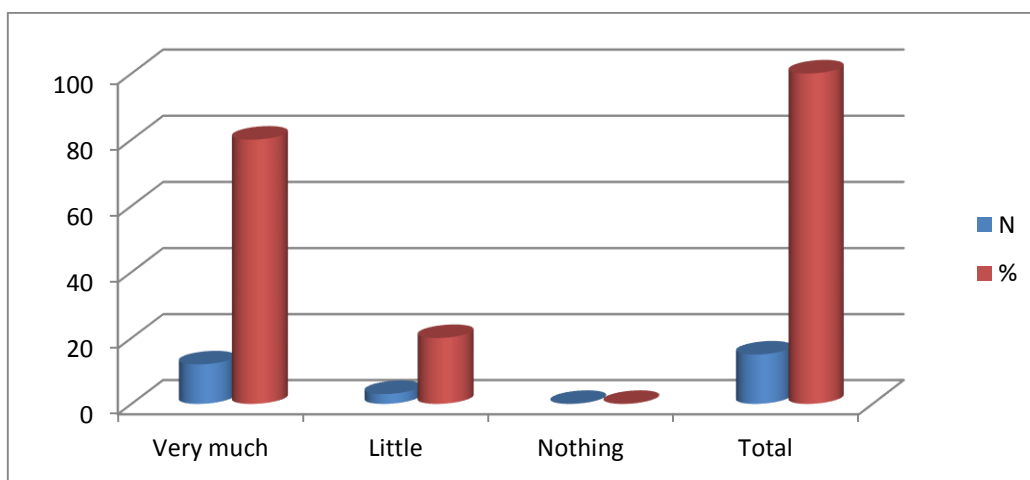
The table 58 shows that (73.33%) of students claimed that their teacher during the course turns around the groups and explain the task for each group at the same time check if the members of the group share their responsibilities. while (26.66%) of students claimed that their teacher let them work without control or explanation just gives them the topic of the task this may be the teacher want to let them feel free and comfortable and focuses on the students interaction between each other.

9-How much did you learn from group work?

Table 59: Students attitudes towards CL benefits.

Options	N	%
-Very much	12	80
-Little	03	20
-Nothing	00	00
Total	15	100

Graph 59: Students attitudes towards CL benefits.



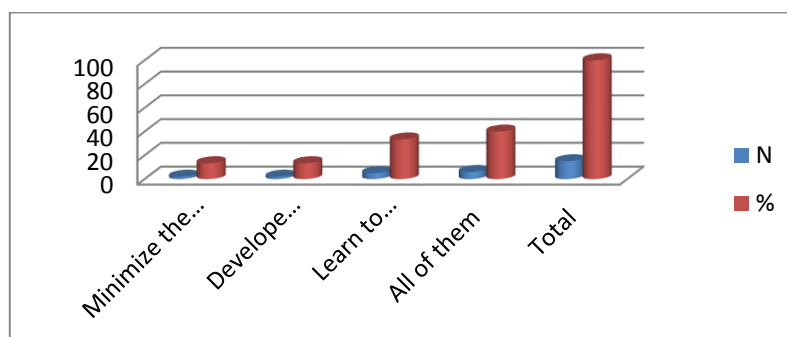
The results indicates that the majority (80%) of students claimed that they benefit very much from cooperative work. because they learn how to accept others ideas and convince others' by their opinion as well as improving their spirit of helping each other. Whereas, (20%) claimed that they benefit just a little from CL because they prefer working individually as well as they have difficulties in sharing their ideas with others they are not sociable.

10-Do you think that cooperative learning can help you to?

Table 60: Understanding the benefits of Cooperative learning.

Options	N	%
a-Minimize the fear of participation.	02	13.33
b-Develop yourself confidence.	02	13.33
c-Learn to respect different ideas and opinions.	05	33.33
All of them	06	40
Total	15	100

Graph 60: Understanding the benefits of Cooperative learning



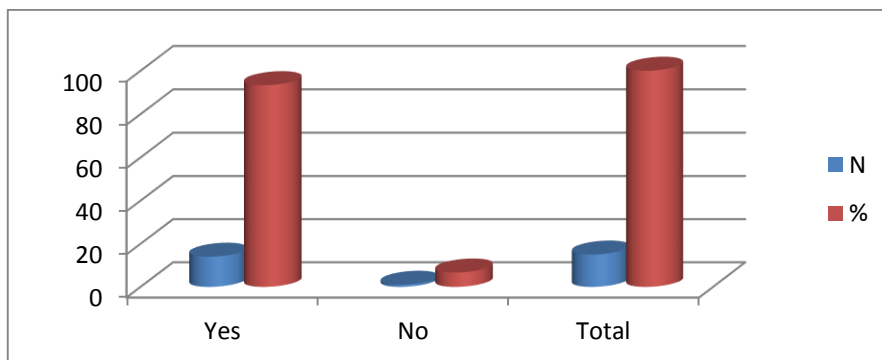
The results from the table shows that students were claimed that cooperative work helps them to minimize the fear of participation as well as develop their self- confidence ,they share the same percentage which we can translated into (13.33%).while (33.33%) of students claimed that cooperative learning help them to learn respecting others' ideas and interact with them .furthermore, (40%) claimed that cooperative learning gives them many benefits which represented on all those benefits .this give us a clear idea that students are really aware about the benefits of this teaching technique.

11-Do you think cooperative learning can improve your speaking skill?

Table 61: Students' Evaluation of cooperative group work

Options	N	%
Yes	14	93.33
No	01	6.66
Total	15	100

Graph 61: Students’ Evaluation of cooperative group work.



The results on the table above show that, a numerical minority of students (6.66%) has indicated that cooperative work does not help them to improve their speaking skill. In comparison, 14 students have opted for the opposite situation. This translated into (93.33%); yet it communicates a deep fact that high portion of the sample recognizes the benefit of cooperative work in improving their speaking skill.

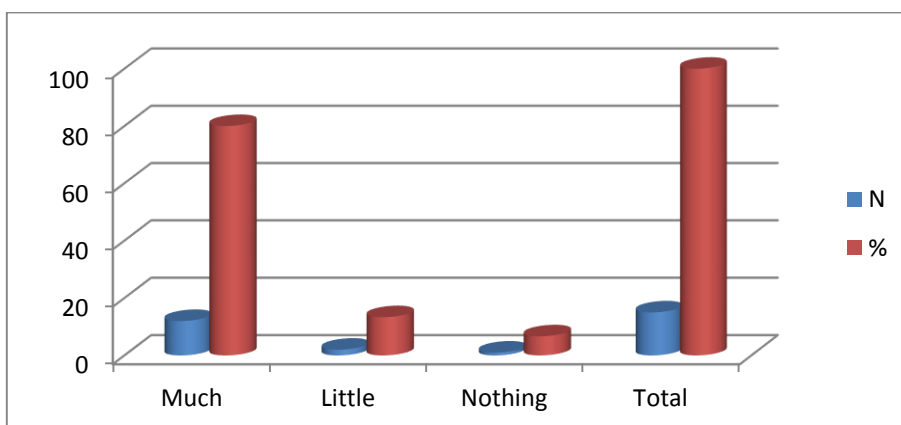
Section 03: Students’ Perceptions and comments towards classroom participation

12-To what extend do the oral expression improve your participation?

Table 62: The Influence of oral courses on Students’ participation.

Options	N	%
Much	12	80
Little	02	13.33
Nothing	01	6.66
Total	15	100

Graph 62: The influence of oral courses on students’ participation.



The role of cooperative learning in motivating students participation

This item of information sheds light on students' attitudes towards the oral courses in improving their participation. (80%) of students indicated that the oral courses help them so much to improve their participation, while (13.33%) claimed that oral expression courses help them a little to improve their participation. there were only one student who claims that oral courses was not helpful for their participation.

13-Do you feel afraid to participate in oral courses?

Table 63: Students feeling toward participation

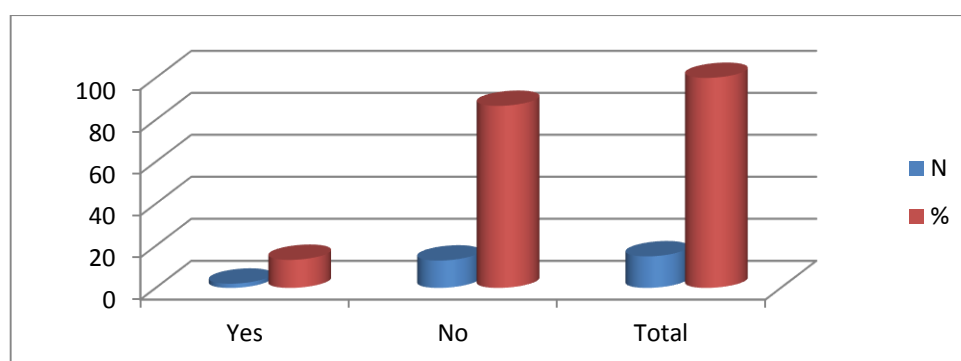
Options	N	%
Yes	02	13.33
No	13	86.66
Total	15	100

The results were surprise us the majority of students claimed that they do not fee afraid from participation we can translate this result into (86.66%).because they have self-confidence as well as they have experience they break the ice of fearing toward participation cause they have 3year or maybe more dealing with that module. while just 2 students who claims that they feel fear to participation .thus because they do not have self-confidence or other reasons that hinder their participation.

14-Do you think that you do not participate because of?

Table 64: Reasons for the Inability of Students to Speak.

Reasons	N	%
a-You are afraid of making mistakes	04	26.66
b-You are shy.	05	33.33
c-The class is overcrowded	06	40
d-You are not interesting	00	00
Total	15	100

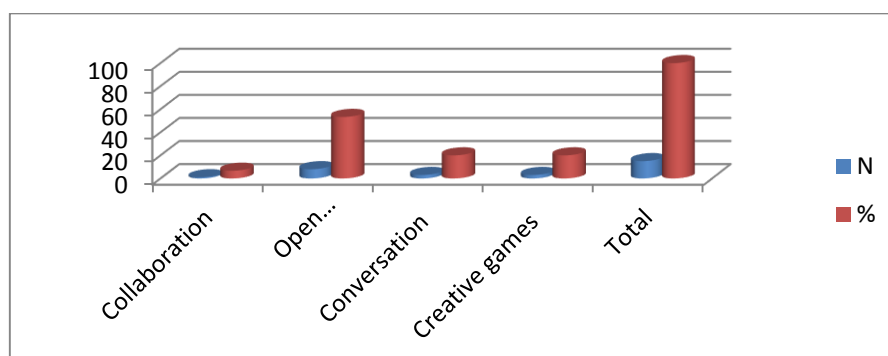
Graph 64: Reasons for the inability of students to speak

The results from the table above shows that (40%) of the students do not participate because of the class is overcrowded since they are a huge number of students where there is a possibility that they cannot appear most of the time .whereas, (33.33%) claimed that they feel shy to participate in front of their mates because they do not have a self-confidence as well as they have a slow understanding so they shy because of their answers. However, (26.66%) claimed that they feel afraid to make mistakes, grammatical and vocabulary mistakes that hinder their participation.

15-Which of the following techniques make you participate more?

Table 62: Kind of Teaching Techniques.

Options	N	%
a-Collaboration	01	6.66
b-Open discussion	08	53.33
c-Conversation	03	20
d-Creative games	03	20
Total	15	100

Graph 62: Kind of Teaching Techniques

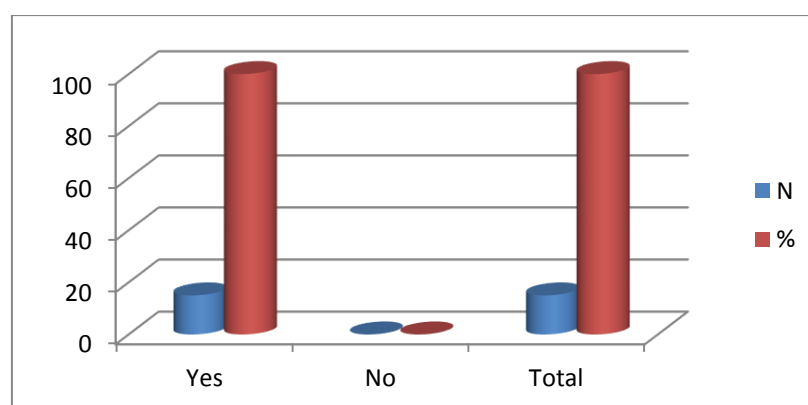
The results from the table 62 show that the majority of students prefer open discussion technique in oral courses because it gives them more opportunity to express their ideas we can translate that portion into (53.33%). While creative games and conversation where the second choose for students which we can translate it into (20%) since those two techniques motivated them as well as they enjoy it. Finally, (6.66%) which is the minority percentage that have been given to collaboration thus means that they do not interest on it.

16-Do you think that your teacher can help you to participate?

Table 63: Students attitude towards Teacher help

Options	N	%
Yes	15	100
No	00	00
Total	15	100

Graph 63: Students attitude towards Teacher help



The results from the table show that (100%) were claimed that the teacher is the main tool that can improve students participation by his/her supervision and instructions as well as creating a good atmosphere that motivate students .the teacher is the key that should fit every students lock.

Some justification:

- The major role the teacher plays in the class. The teacher has to be passionate and enthusiastic enough to motivate them and instill the seeds of loving participation.
- Asking questions that raise the students' curiosity which engage them to participate.

The role of cooperative learning in motivating students participation

- Break the ice between him/her and the students.
- The teacher's role is to manage and control the classroom environment, preparing interest activities, tests and dealing with students' behavior which motivate them to participate.
- Should know his/her learners style.
- Apply techniques that improve the students' participation.
- Give comment and correct students' mistakes with a polite way.

17-What is your advice to your mates to improve their class participation?

Concerning this question, students have shown different views and suggestions:

- Simply, it is all about loving your major. If you have chosen English for no reason, that would be a great evidence for passive students. Unlike to those who really feel the language running in their blood, they will do their best to better their level through participation.
- Do not be shy try to be a social able student and active one.
- Improve your language by enrich your vocabulary.
- Give your ideas and opinion even if you make a mistake because mistakes are gifts that you can benefit from it.

5. Summary of The findings :

Based on the analysis of the students' questionnaire, we have noted that:

- ❖ Concerning the implementation of cooperative group work, students do not seem aware of the skills they can adopt for a successful functioning of group work. We believe that teachers should raise their students' awareness towards the importance of these skills.
- ❖ Students' evaluation of cooperative group work as a technique for teaching speaking implies students' readiness for such a technique.
- ❖ The majority of students prefer to participate in different activities proposed by their teachers.
- ❖ The students showed different preferences for classroom arrangements (group work, pair work, and individual work. However, teachers need to include the type of teaching that provides learners with a variety of opportunities for improving their participation.

The role of cooperative learning in motivating students participation

- ❖ All of the students assert that the teacher is the main important element that encourages and motivates them to participate in the classroom because the teacher has a positive impact on their participation.
- ❖ Although some students may be motivated to learn English, they feel afraid to speak it for their inability to interact with others; lack of self-confidence, shyness and overcrowded class .Also, fear of operating foolish when mistakes are made (grammatical or pronunciation mistakes), because of the many psychological problems students teachers need to improve students' to talk inside the classroom to have an active class.
- ❖ As for teaching speaking, students seem to have different attitudes towards different teaching techniques. The majority of students are interested in open discussion, creative games, and group work. The teachers' role is to adapt the technique, which encourages students' participation more.

Conclusion

In concluding, the positive results from classroom observation retrieved in this study concerning the influence of cooperative group work on improving students' participation have confirmed our hypothesis. This means that there is a positive relationship between cooperative group work and students participation. The results reveal also that learners' participation has been developed by learning cooperatively in small groups. In addition, the results confirmed the study's hypothesis that if cooperative learning implemented during EFL sessions, It will enhance Learners' participation. Furthermore, the results reveal that although the implementation of cooperative learning technique is proved as effective technique, it still comprises certain negative aspects such as some learners are not interested in working in groups, group conflicts that result in noise and students and learners.

GENERAL CONCLUSION

The current study prepared to investigate whether EFL teachers at Biskra University implement cooperative learning technique and in what extend does cooperative learning improve students' participation .Through this research, we hypothesized that if EFL teachers at Biskra University implement cooperative learning technique in their classes, students participation will be improved ; we should provide them with more opportunities to get the practice they need to improve their participation. We believe that the existing application of cooperative group work to the field of language learning is essential for enhancing students' participation. It creates a situation where learners are expected to help each other, to discuss and argue with each other, to motivate each other and fill in gaps each other's understanding which improve their class participation.

The present study contains three chapters. The first and the second chapter considered as the theoretical parts, The first provide an overview an cooperative learning, theoretical background. Then, classroom participation ,its types ,important and benefits .As for the third chapter, we have administered a self-completion questionnaire one for different levels EFL students and another one for teachers of oral Expression at Mohamed Kheider University of Biskra in addition to, classroom observation. The first chapter mainly outlines some of the theoretical issues related to the nature of cooperative learning and its underlying principles. The second chapter dealt with the classroom participation and its importance. In addition, we discuss in details the difficulties that EFL students' participation. The third chapter is concerned with the analysis of the obtained data gathered from teachers and students' questionnaire in addition to the classroom observation.

Overall, the obtained results confirmed our hypothesis that there is a positive relationship between cooperative group work and students participation. The positive findings discovered in this study show that well planned and organized cooperative group work is an effective technique for improving EFL learner's participation.

From the results of this study, the following points should be emphasized .First of all, learners need to be provided with an effective instructional technique for improving students participation. Secondly, teachers should be aware of their responsibility to create a relaxed and friendly atmosphere where the learners can participate freely without hesitation. Both teachers and learners should be aware of the necessary techniques and strategies for effective learning to take place. What should be mentioned overall, this study

The role of cooperative learning in motivating students participation is useful not only for the learners helping them to improve their participation but also to teachers contributing to their understanding of the rules and the conditions necessary for effective learning.

RECOMMENDATIONS

The results obtained from classroom observation, teachers' questionnaire and students' Questionnaire confirmed that using cooperative learning approach helps in developing learners' participation ; however, the results revealed also that the process of implementing cooperative learning in the classroom comprises certain problems like groups' conflicts having some groups lacking focus on the task . This chapter attempts to suggest some pedagogical implications that could help teachers' to overcome their problems in implementing cooperative learning technique and could help students to benefit from each other when they work within small groups depending on the present research findings as well as findings of previous research.

Suggestions and Recommendations for Teachers

Depending on teachers' claims about some problems they often face when they ask their students to work together in small groups, providing some pedagogical suggestions that could help teachers overcome their cooperative learning implementation difficulties is vital and necessary as well as we state some suggestions and recommendation that will be useful and helpful for enhancing students' participation during oral expression and the other modules:

1. Teachers can get their learners' interested in learning in small groups by acknowledging the different benefits and objectives of the cooperation lesson at the beginning of any cooperative lesson because stating objectives helps students understand what they are supposed to do and reduces needless disagreements between group members.
2. Teachers can make cooperation attractive and reduce students' misbehaviors which create challenges for the success of cooperative learning. For example, students are not interested in working in groups, some students are bossy and others are shy and reluctant by providing tasks that can be finished much more quickly and accurately in groups, selecting tasks that go with a special interest or ability of the reluctant students and making sure that all students like them.
3. Teachers can monitor groups' progress by moving around groups because by doing so students understand that the teacher observes their participation and actions
4. Teachers must design a simple and fun activity to keep students motivated and interested.

5. They have to create a warm and protective classroom environment to make the students feel secure and to contribute in language learning success.
6. Teachers have to invite the students to participate in the classroom by encouraging and helping them.
7. They have to vary the students' speaking activities that develop their communicative abilities such as role-play, discussion and debates and some games.
8. They have to provide more opportunity for the students to participate through giving them the chance to choose the topic.

2. Suggestions and Recommendations for Students

Depending on learners complains in the questionnaire, it could be helpful to suggest some recommendations to help students overcome the problems they face in learning in cooperative groups and the problems that hinder their participation during oral Expression module:

- ❖ Learners may create cohesive groups by trying to build a team identity by giving their groups' names because doing so increases students understanding that they are a team in which each student should help and support his group which he belongs to in order to celebrate the success at the end of the activity.
- ❖ Students may develop their interpersonal relationships in the classroom if they change their teammates from one time to another because that helps in increasing the amount of interaction in the classroom, and it would be helpful if they create groups with different abilities and gender students.
- ❖ Students can reduce noise in the classroom if they try to remind each other to speak quietly and remain on the task in order to finish on time.
- ❖ A good relationship between the teachers and the students has a great impact on the students' participation.

References

- Allwright-R-L. & K. Barly (1991). *Focus on the language classroom*. Cambridge: C.U.P.
- Arnold, J. (Ed). (1999). *Affect in language learning*. Cambridge: Cambridge University press.
- Biggs, J. (2003). *Teaching for quality learning at university (2nded.)*. Buckingham, UK: Open University Press.
- Brown, D. (2000). *Principles of language learning and leaching*. White Plains, N Y: Longman. Cohen.
- Brown, H.D. (2007). *Principles of language learning and teaching*. (4th ED) Pearson Education LTD.
- Gambrell, L, Malloy, J, A, &Mazzoni, S, A. (Eds).(2007). *Best practices in literacy instruction* .London & New York: Guilford press. 11-29.
- Gillies, R. M., Ashman, A., &Terwel, J. (Eds.).(2008). *The Teacher's role in implementing cooperative learning in the classroom*. New York :Springer.
- (2010).*Teachers's reflections on cooperative learning . Teaching and teacher education* 26(933-940) retrieved March, 11th, 2015.
- Harmer, J. (2001).*The practice of language teaching*. Longman.
- Harmer, J. (2007).*How to teach english*. London : Longman.
- Hedge, T. (2000). *Teaching and learning the language classroom*. New York: Oxford University Press.
- Johnson, D. W., & Johnson, R. T. (2005).*Co-operative Learning, R. Gillies & A. Ashman (Ed.) Student motivation in Co-operative groups, social interdependence Theory*, London & New York, Taylor and Francis e-Library.
- Klippel, F. (1983). *Keep talking*. Cambridge: Cambridge University Press.
- Lindsay, C., & Knight, P. (2006). *Learning and teaching english*. New York: Oxford University Press.

- Piaget, J. (1954). *The construction of reality in the child*. New York: Basic Books.
- Richards, J. C., & Rodgers, T.S. (2001). *Approaches and methods in language teaching*. Cambridge. University press.
- Rivers, W. (1968). *Teaching foreign language skills*. Chicago: University of Chicago Press.
- Slavin, R. E. (1991). *Students team learning, a practical Guide to cooperative learning*
- Slavin, R. E. (1995). *Cooperative learning: Theory, research, and practice*. (2nd Ed.) Boston: Allyn & Bacon.
- (3rd Ed). Washington .D. C.: National Education association.
- Slavin, R. Sharan, S. Kagan, S, *et al.* (Ed). (1985). *Learning to cooperate cooperating to learn*. New York: Springer science+business Media.
- Tilson, D.W.(2004). *What every teacher should Know about students motivation*. Cown Press.
- Williams, M., & Burden, R.(1997). *Psychology for Language Teachers Social Constructivist Approach*. Cambridge: Cambridge University Press.
- Ahmad, Z., & Mahmood, N. (2010) *Effects of cooperative learning vs. traditional instruction on prospective teachers' learning experience and achievement*. Ankara University, Journal of Faculty of Educational Sciences, 43 (1), 151-164.
- Ambrose, S.A., Bridges, M.W., Di Pietro, M, Lovett, M.C. & Norman, M.K. (2010). *How learning works seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.
- Bandura, A. (1977). *Social learning theory*. Upper Saddle River, NJ: Prentice Hall.
- Bonwell, C., & Eison, J. (1991). *Active learning: Creating excitement in the classroom*. (ASHE-ERIC Higher Education Report No. 1). Washington, DC: George Washington University.
- Bowman, B., Burkart, G., & Robson, B. (1989). *TEFL/TESL: Teaching english as a second language*. USA: Centre of Applied Linguistics.

- Brandt, R. (1990). *Changing schools but how?* Educational leadership, 48(5), 71-82.
- Brody, C., & Davidson, N. (Eds). (1998). *Professional development for cooperative learning: Issue and Approaches* (pp. 3-24). Albany, NY: state university of New York press.
- Bygate, M. (1977). *Speaking in the series. Language teaching : A scheme for language education*. Oxford : Oxford University Press. Classroom. Edina, MN: Interaction book company (612)831-9500) .
- Dallimore, E. J., Hertenstein, J. H., & Platt, M.B. (2004).*Classroom participation and discussion effectiveness: Student-generated strategies*. Communication Education, 53, 103-115.(ES).
- Deci, E. (1975). *Intrinsic motivation*. New York: Plenum Press.
- Deci, E. L., & Ryan, M. (1985). *Intrinsic motivation and self-determination in human behaviour*. New York: Plenum.
- Dobinson, T. (2014). *Occupying the third space: Perspectives and experiences of asian english language teachers*. In Critical Perspectives on Language Education (pp. 9 27). Springer International Publishing.
- Ellis, A., & Fouts, J. (1993).*Research on educational innovation* .Princeton, NJ: Eye on Education, Inc.
- Fritschner L.M. (2000). *Inside the undergraduate college classroom: Faculty and students differ on the meaning of student participation*. The Journal of Higher Education, Vol. 71 No. 3, pp. 342-362.
- Gardner, R. C. (1985).*Social psychology and second language learning: The role of attitudes and motivation* In M. Williams. & Burden. (ED). *Psychology for language teachers social contrastivist approach*.P.P112 Cambridge: University Press.
- Goodyear, P., Banks, S., Hodgson, V., and McConnell, D. (2004). *Advances in research on networked learning*. Instructional science, 31(1-2), 1-6.

- Hijzen, D. B., Ockaerts, M., & Vedder, P. (2007). *Exploring the links between students' engagement in cooperative learning, their preferences and appraisals of instructional conditions in the classroom*. *Learning & Instruction*, 17 (673-87).
- Hill, J. D. & Flynn, K. M. (2006). *Classroom Instruction that works with English language learners*. Association for supervision and curriculum Development, New York: Springer.
- Howard, J.R., & Baird, R. (2000). *Consolidation of responsibility and students' definitions of situation in the mixed-age college classroom*. *The Journal of Higher Education*, Vol. 71 No. 6, pp. 700-721.
- Johnson, D. W., Johnson, R. T., & Smith, K. (1998). *Active learning : Cooperation in the college* .
- Johnson, D. W., Johnson, R. T., & Holubec, E. (1994). *The new Circles of learning: cooperation in the classroom and school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, D. W., Johnson, R.T., Holubec, E.J. (1986). *Circles of learning: Cooperation in the classroom*. Edina, MN: Interaction Book Company.
- Johnson, R. T., & Johnson, D. W. (1986) *Action research: Cooperative learning in the science classroom*. *Science and children* , 24,31-32
- Jones. R.C.(2008). *The "Why" of class Participation a question worth asking*. *College Teaching*. Vol. 56/No. 1.
- Jordon, A., Carlile, O., Stack, A. (2008) *Approaches to learning*. Mc Caw Hill Companies: Open University Press.
- Kelly, A.R. (2010). *Student participation in the college classroom: An extended multidisciplinary literature review*. *Communication Education*. Vol. 59, No. 2, April 2010, pp. 185-213.
- Lee, S.W. (2005). (Ed). *Encyclopedia of school psychology*. London: Sage Publications LTD.
- Littelwood, W. (1991): *Communicative language teaching: An introduction*. New Direction in Language Teaching, C. U. P.

- Littlewood, W. (1981). *Communicative language teaching*.
- Majid, S. (nd) (ed). *Enriching learning experience through class participation a students' perspective*. Wee Kim Wee School of Communication & Information Nan yang Technological University, Singapore.
- Marashi, H, Baygzadeh, L. (2010). *Using cooperative learning to enhance EFL learners' overall achievement*. Faculty of Foreign Languages, Azad University, Central Tehran Branch, Simaye Iran St., Tehran, Iran. JAL, Vol.13
- Megan, G. (2001), *Increasing participation of female students in physical science class*. Published master's thesis, St. Xavier University. Washington, DC.
- Meneses, L. (1995). *A Plan for an enjoyable reading lessons*.
- Meyer, C., & Jones, T. B. (1993). *Promoting active learning: Strategies for the college classroom*. San Francisco: Jossey-Bass.
- Nunan, D. (1992). *Research methods in education*. Cambridge: Cambridge University .
- Peterson, E. S., & Jeffrey, A. M. (2004). *Comparing the quality of student's experiences during cooperative learning and large group instruction*. The Journal of Educational Research, 97 (3), 123-128.
- Petress, K. (2001). *The ethics of student classroom silence*. Journal of Instructional Psychology, 28, (104-107).
- Polloway, E. A., Patton, J. R., & Serna, S. (2001). *Strategies for teaching learners with special needs*. 7th Edition. Englewood Cliffs, NJ: Merrill Prentice Hall.
- Roberts, T. S. (Ed.). (2004). *Online collaborative learning: Theory and practice*. Hershey, PA: Idea Group Inc.
- Salvin, R. E. (2003). *Educational psychology: Theory and practice*. (6th Ed). Engle Wood Cluffs, New Jersey, Allyn and Bacon.
- Savage, T ; Savage, M & Savage, T. (2010). *Successful classroom management and discipline*. Los Angeles : SAGE.
- Scrivener, J. (2005). *Learning Teaching*. Macnilian.

- Skinner, B. F. (1971). *Beyond Freedom and Dignity*. New York: Knopf.
- Slavin, R. (1991). *Synthesis of research on cooperative learning*. Educational leadership, 48(5), 71-82.
- Slavin, R. E. (1995). *Cooperative learning: Theory research and practice*. 2nded, Allyn and Bacon. USA.
- Slavin, R. E., Hurely, E.A, & Chamberlain, A. (2003) .*Cooperative learning and achievement: Theory and Research*, in William M. Reynolds, Gloria E. Miller, and Hand book of psychology: Educational psychology. V 7. Hoboken, New Jersey: John Wiley & sons, Inc.
- Sudzina, M. (1993, February). *Dealing with diversity in the classroom: A case study approach*. A paper presented at the annual meeting of the association of teacher educators, Los Angeles. (ERIC Document Reproduction Service No. ED 354 233).
- Thonbury, S. (2005). *How to teach speaking*.
- Vallenard, R. J., Blais, M. R. Briere, N.M. & Pelletier, L.G. (1989). *Construction and validation of the academic motivation scale*. Canadian Journal of Behaviour Science. University of Ottawa.
- Weaver, R., & Qi, J. (2005). *Classroom organization and participation: College students' perceptions*, The Journal of Higher Education, 76, (570-601).
- Webb, N, M. (1982). *Students interaction and learning in small groups*. Review of Educational research. (52), 421- 45.
- Wood, J. (1996). *Should class participation be required in the basic communication course?* Basic Communication Course Annual 8, pp. 108-124.
- Zheng, M. Zhou, Z. (2010). *Influence of english teachers' classroom english on students' Learning Enthusiasm in Junior High School*. Foreign Languages School Zhejiang Ocean University China. International Journal of Humanities and Social Science Vol. 4, No. 6(1).

- Achbi, F., & Sebaà, K. (2012). *Enhancing foreign language students' speaking performance through overcoming anxiety (Master degree)*. Mohamed Khider University.
- Anthony R.A. (2013). *Cooperative learning effects on the classroom (Master degree of Arts in Education: Northern Michigan University)*.
- Bouguerne, S, Dissertation. (2011). *the use of reward and cooperative learning for motivating learners in writing. (Magister degree)*. Constantine University.
- Warayet, A. (2011). *Participation as a complex phenomenon in the EFL classroom*. Thesis submitted for the degree of Doctor of Philosophy School of Education, Communication, and Language Sciences. Faculty of Humanities and social sciences. Newcastle University UK.

Appendix 1

Observation Checklist for Cooperative Learning

Observer:	Classroom:
Course:	Date & Year:
Session:	Academic year:

N: Never

R: Rarely

S: Sometimes **A:** Always

Observations	N	R	S	S	A
<p>1. General Observation of Groups' Management</p> <p>Item 1: The physical setting is clean and large enough so that it allows for the success of the cooperative task.</p> <p>Item 2: Learners are grouped randomly.</p> <p>Item 3: Groups consist of no more than six students.</p> <p>Item 4: Teacher moves around the groups to see how well the groups are processing.</p>					
<p>2. General observation of the group</p> <p>Item 1: Students introduce facts, give opinions, and provide suggestions, give Information (Individual accountability).</p> <p>Item 2: students show readiness and motivation to work with peers and feel comfortable within the group.</p> <p>Item 3: Existence of shyness towards cooperative work.</p> <p>Item 4: Learners evaluate the usefulness of each other's contributions and do not criticize the opinions of each other</p>					

3.General observation of students' participations

Item 1: Learners express willingness to participate in the classroom

Item 2:Students express new ideas in a classroom situation.

Item 3: Learners participate in the classroom.

Item 4: Learners show feelings of responsibility towards other group members' work and support silent students to participate

--	--	--	--	--	--

Appendix 2

Questionnaire for teachers

Dear teachers,

We would be so grateful if you could answer the following questions about your opinions concerning the use of cooperative learning as a motivational strategy in enhancing students' participation. Your answer will be very helpful for the research we are undertaking.

Please, put a tick (✓) in the corresponding box and make full statements whenever necessary.

Section one: general information

1- Specify your gender: male female

2- Degree:

- License

- Magister/master

- PhD (doctorate)

3-Are you an:

- Expert teacher

- Novice teacher

Please, state how many years did you teach? Which modules did you teach?

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

4-Do you follow one teaching method or more than one? Please, state the method

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

Please, justify your answer

.....
.....

Section One: Teachers' Perceptions of using cooperative learning:

5- Which strategy do you prefer to use in your teaching?

- a- Discussion
- b- Cooperative learning
- c- Integrating technology

Others, justify

.....

.....

6-Do you think that cooperative learning can be a motivated strategy.

- Yes
- No

Please, explain why?

.....

.....

.....

.....

7- Which techniques do you follow in the classroom?

- Group work

-Pair works

- Both

Whatever your answer is please, state why?

.....

...

8- Do you apply cooperative learning in your oral session?

- Always

- Sometimes

- Never

Please, explain why?

.....

.....

.....

9- If you use group work in your oral session, would you set up the groups on

The basis of?

-Gender

- preference

- Proficiency

- Randomly

Please, explain

.....

.....

10- Do you monitor the groups?

-Yes

- No

Please, state why? And how?

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

11- Do you raise your student's awareness towards the necessary skills for working

In groups?

-Yes - No

Please, say why?

.....
.....

Section two: Teachers' Perception of the Effectiveness of cooperative learning on student's participation.

12- Do you think that cooperative learning influenced student's participation?

- By increasing their participation and motivate them.
- By decreasing their participation.

Please, explain

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

13- Cooperative learning gives the students opportunities to participate by:

- Giving each member of the group an opportunity to produce.
- Individual accountability
- Positive interdependence

If there are other benefits please, specify?

.....

.....

.....

.....

14- Do your students have problems in working together?

- Yes -No

Please, justify

.....

.....

15- Have you encountered these problems in using group work?

- Poor help-giving?
- Unequal participation?
- Inactive group?

If there are other problems please, specify

.....
.....

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

16-According to your Experience, what can you do to involve your students participation?

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

Thank you for your collaboration.

C. You have more capacities in learning English rather than other branches.

Section two: students' perception of using cooperative learning in classroom

5- How often does your teacher ask you to work in groups?

a-Never

b- Rarely

c- Sometimes

d- Often

e- Always

6- In doing tasks do you prefer:

- working individually

- in pair

- in groups

Whatever your answer is ,please explain your choice

.....
.....

7- Do you have problems when working in groups?

a- Yes

b- No

8-Does your teacher?

a- control the groups.

b- Let the students work without instruction.

9- How much did you learn from group work?

a-Much

b-Little

c- No thing

10-Do you think that cooperative learning can help you to?

a -minimize the fear of participation

b -develop your self confidence

c-learn to respect different ideas and opinions

d-All of them

11-Do you think cooperative learning can improve your participation?

a- Yes

b- No

12-To what extend do the oral expression courses helps you to improve your participation?

a- Much

b- Little

c- No thing

13-Do you feel afraid to participate in oral courses?

a- Yes

b- No

14- Do you think that you do not participate because of ?

a- You are afraid of making mistakes

b- You are shy

c- The class is overcrowded

d- You are not interesting

15- Which of the following techniques makes you participate more?

a- Collaboration.

c- Open discussion

b- Conversation

d- Creative games.

16- Do you think that your teacher can help you to participate ?

a- Yes

b- No

Justify ?

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

17- What is your advice to your mates to improve their participation?

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

Thank you for your collaboration.

ملخص:

تهدف هذه الدراسة إلى استكشاف الآثار المترتبة على العمل التعاوني في تعزيز مشاركة الطلاب في الفصول الدراسية. وهو يركز على أهمية أساليب التدريس لتحسين مشاركة الطلاب. والدراسة هي المعنية أساسا مع الاستفادة من العمل الثنائي والعمل في المجموعات من أجل تحقيق أقصى قدر من المشاركة المتعلمين. إنها محاولة أيضا لتسليط بعض الضوء على أهمية و أساليب التدريس، وإنشاء بيئة مريحة له دور كبير في تحفيز عملية المشاركة و استمراريتها. والفرضية الأساسية التي اعتمدت في هذه الدراسة تحدد أنه إذا تم تنظيم أنشطة التعاون والمشاركة للطلبة يعمل على تحفيز عملية المشاركة. الأسلوب المتبع في هذا البحث هو الوصفي البحث. إلا انه يهدف إلى وصف متغيرين: التعلم التعاوني كمتغير مستقل ودوره كإستراتيجية تحفيزية في تعزيز مشاركة الطلاب كمتغير تابع. تم جمع البيانات من خلال وسيلتين. الاستبيانات إلى طلبة التعليم العالي لجميع المستويات المقبلين على شهادة الليسانس في اللغة الإنجليزية، جامعة محمد خيضر بسكرة بالإضافة إلى الملاحظة أثناء الحصص . ولقد كشفت نتائج البحوث أن التعلم التعاوني هو الأسلوب الصحيح لزيادة مشاركة الطلاب.

