

The People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohammed Seddik Ben Yahya, Jijel
Faculty of Letters and Languages
Department of English



Investigating the Role of Cooperative Learning in Teaching the Speaking Skill
Under the Competency-Based Approach
The case study of third year middle school textbook “My Book of English”

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Submitted by:

Aicha CHERAITIA

Sarra BOUKERKEB

Supervised by:

Fouzia BENNACER

Board of Examiners:

Chairperson: Sara MEZRREG Mohammed Seddik Ben Yahia University

Examiner: Safia NEGHIZ Mohammed Seddik Ben Yahia University

Supervisor: Fouzia BENNACER . Mohammed Seddik Ben Yahia University

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In the Name of Allah, the Most Compassionate, the Most Merciful

Dedication

I have the honor to dedicate this work to

the two candles who always enlighten my life, the reason of what I become today. Thanks to
your support through all my life “**my parents** “.

my future husband “**Sid Ali**” , who showed me what nobody else would never have. You are a
god given, thanks to your support and encouragement

all my friends with whom I shared the university life with its lights and shadows” **Ferial,**
Meriem , Wafa , Fatima , Zineb”

my second parents “**Houssin**” and “**Fatima**”

my lovely sisters ” **Lamia, Fouzia, Hadjira and Zineb**”

my sisters –in-law”**Ismahane, Wassila and Fatima**”

my beloved brothers” **Omar, Ahmed, Mohamed, Abdelghani and Saad**”

my wonderful nephews without exception

and all who collaborate in my success

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Dedication

This humble work is dedicated to

the one who made me who I am today, my beloved “**parents**”, thank you for

your continuous prayers and patience

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and **Djahid**”

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all my friends with whom I shared the University life with its lights and

shadows

my teachers and all who collaborate in my success

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Abstract

The dissertation in hand examines the role of cooperative learning in enhancing students speaking skill within the competency-Based-approach. That is, the foremost target behind conducting this study is to consider the place of cooperative learning in teaching speaking in competency-Based-approach in third year middle school textbook. The present dissertation comprises a theoretical part presented in one chapter, in down divided into three sections. The first section deals with cooperative learning. The second section deals with speaking skill. The third section deals with the competency-based- approach. Thus, the research tools used are a checklist used for the evaluation of textbook “My Book of English” year three in middle school. Being so, quantitative data collection is relied on through the use of a questionnaire handed to 10 out of more than 100 teachers of middle school. The reason behind this questionnaire is to see the teacher’s attitudes toward the cooperative learning in classrooms in teaching speaking. The final results of this study have shown that the focus of third year middle school textbook is on teaching reading and writing rather than speaking skills. Also, teachers have weak understanding of cooperative learning and the application of the competency-bases-approach. Most of tasks are competitive and individual rather than cooperative. Some recommendations were presented for future work.

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Résumé

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General introduction

Students learning English as a foreign language should experience real communicative situations to become skilled at expressing their own thoughts and develop their oral fluency and accuracy since they are the salient features of the spoken language. The study focuses on the importance of constructing pairs or small groups to maximize in order to develop their speaking skill. It attempts to highlight the importance of establishing a comfortable and welcomed environment through cooperative work as an endeavor to get students use the language more. This current issue has called many researchers to investigate the importance of cooperative language learning in developing students' speaking skill.

1. Statement of the problem

Cooperative learning is centered on the idea that joining students 'efforts will lead to better social and academic achievements. That is, students will be actively involved in the learning process in a cooperative way where students benefit from each other. Cooperative learning is a well structured and organized teaching method. Each member of the group is assigned to perform a specific role during the activity. Indeed, cooperative learning involves the learner-centered characteristics that are largely advocated by the Competency-Based Approach. Most of the teachers still face problems in implementing this method which hinders its effectiveness in facilitating the students learning. However, some of them think that this method is merely about grouping students and assigning tasks for them. Therefore, the question that grabs our attention is whether teachers use cooperative learning in teaching the speaking skill in the classroom.

2. Aim of the study

The present study aims at researching how cooperative learning can be used in improving student's speaking skill under the competency-based-approach with third middle school students. To investigate such an issue, many questions should be asked at the beginning of the study.

3. Research questions

The investigation attempts to answer the following questions:

1. Does the use of cooperative learning support student's commitment in oral tasks?
2. Does the usage of cooperative language learning in the classroom lead to superior accomplishment in speaking?
3. Does the competency-based-approach employ cooperative learning?
4. Does the textbook of third year middle school focus on teaching the speaking skill in the instruction?

4. Hypothesis

The researchers hypothesize that:

If cooperative learning is effectively implemented in oral classes, students develop their speaking skill.

4. Methodology

This study is conducted with a descriptive method, and to obtain data the researchers dealt with a sample of ten out of one hundred middle school teachers.

5. Structure of the study

This study is structured in one theoretical chapter, it contains three sections. The second chapter is dealt with the field of work it is divided into two sections, the practical part and the analysis and discussion of the results.

Chapter one: Cooperative Learning in Teaching Speaking

Introduction

An uncountable number of studies have been done to help learners get disposed to the right principles of learning and to give teachers the chance to make education easier than ever. To illustrate this, the field of education; recently, has made a noticeable move from the traditional way of instruction, teacher-centered, where the teacher is the master piece of the teaching process to give learners the freedom to be the center of instruction, learner-centered, that is to say to be the center of the teaching and learning process. Accordingly, cooperative learning was developed in order to strengthen the learner-centered instruction; on the other hand, it attempted to hand teachers different sets of helping tools that have been proved to be effective and useful.

This chapter will give a general picture of cooperative learning including the definition of this method, its theoretical backgrounds, its key elements, some of its models, its types and theories. Also, this chapter will give a clear idea of what is the so called the speaking skill and Competency-Based Approach mean.

Section one: cooperative learning

1.1 Definition of cooperative learning

Cooperation is working together to accomplish shared goals (Johnson & Johnson, 1989, 1999; Johnson, Johnson, & Smith, 2006). Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members.. Cooperative learning is the method which has been supported by social constructivism and widely used in English Foreign language classrooms. According to Johnson and Johnson (1999), cooperative learning is “the instructional use of small groups in which students work together to maximize their own and each other’s learning” (p.73). Cooperative learning may be contrasted with competitive (students work against each other to achieve an academic goal) and individualistic (students work by themselves to accomplish learning goals unrelated to those of the other students) learning. In cooperative learning, the teacher evaluates student efforts on a criteria-referenced basis while in competitive learning the teacher grade students on a norm-referenced basis. In order to promote individual learning, cooperative learning is a strategy which encourages students to work in small, heterogeneous learning groups. These groups should be mixed to ensure that learners can learn from each other, in learning an academic subject in the scope of a common goal and where they are participating in the teaching-learning process..

According to Slavin (1995.p.2)

“Cooperative learning refers to a variety of teaching methods in which students work in small groups to help onlearn academic content.In cooperative classrooms, students are expected to help each other, to discuss and

argue with each other, to assess each other's current knowledge and fill in gaps in each other understands".

For the sake of improving the student's learning and that of others to achieve shared goals cooperative method was developed. Accordingly, they are required to work in small group which is the main principle of this method (Joliffe, 2007). As mentioned earlier, socialConstructivism supports the idea that students understand and discover difficult terms, and their meanings through social interaction with their classmates. Cooperative Learning is a useful method which raises the student's educational developments and displays their hidden social skills. It, in fact, emerged to make both the learning/teaching process easier for learners and teachers particularly when handing over a group work. For the purpose of illustration Dishon and O'Leary (1984) stated that:

“Cooperative learning is a systematic model for helping teachers implement and work with groups so that students will consistently: Learn their subject matter, complete tasks, include all group members in their work, solve group problems with minimal teacher assistance, resolve differences among themselves, and enjoy the process of working together.” (p10)

The main reason of using cooperative learning is to attain certain goal such as encouraging the student to use theirabilities and skills to work whether in a competitive or individualistic way. Students perceive that the achievement of their learning goals is not related to what other students do.

1.1.1. Types of Cooperative Learning

There are three commonly recognized types of cooperative learning; each type has its own purposes and application. Johnson and Johnson (1999) stated that, "Cooperative Learning groups may be used to teach specific content (Formal Cooperative Learning), to ensure active cognitive processing of information during a lecture or demonstration (Informal Cooperative Learning) and to provide long- term support and assistance for academic process (Cooperative Base Groups)". (p. 68)

1.1.1.1. Formal Cooperative Learning

“Formal cooperative learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific Tasks and assignments” (Johnson et al. 2008). In this type of cooperative learning students work together in groups to perform a specific academic task or assignment and achieve shared learning goals such as writing a report so that can reach the common goal they are targeted to. To get a maximize, learning students are being encouraged by heterogeneous group. It takes time from one lesson to a few weeks in which the teacher execute several roles. The teacher has to identify the academic and social skill objectives through discovering the materials to be thought and the social or interpersonal skills to be used. The number of students per a group is decided by the teacher whether to choose randomly or according to some criteria designate roles to group members and set up the room and the material. The teacher clearly defines the assignment, teaches the mandatory concepts and strategies, specifies the positive interdependence and individual accountability, gives the criteria for success and explains the expected social skills to be used. The teacher has to monitor student’s performance and get involved when the situation or case needs to complete the task successfully. Besides, the teacher needs to be an observer to the groups

to gather as much data as possible, as it works on student's use of efficient interpersonal and small group skills. He has the responsibility to examine student's hearing and contribution in the group and guide them during the discussion of how well they have functioned.

1.1.1.2. Informal Cooperative Learning

Cooperative learning can be implemented informally. In this type students work cooperatively for a few minutes or few hours such as opening one discussion. "informal cooperative learning consists of having students work together to achieve a joint learning goal In temporary ad-hoc groups that last from a few minutes to one class period" (Johnson et al. 2008). The teacher makes the students work together to achieve a common learning goal. Unlike the formal cooperative learning, it consists of students who work together on a classroom task for few minutes in one class period. Each student forms his answer, then he shares it with his partners. After that the pairs create a new answer that's formulated by the integration of the gathered answers, built on each other's thought. According to Gillies and Boyle .n.d.p4 "students process what has been taught to think about a particular question. to assist the teacher to identify and address any misunderstandings about the content.etc" .The role of the teacher for using informal cooperative learning is to give a good atmosphere and make students effectively involved in the learning process to reach the assigned task. Informal cooperative learning groups can have a short lifetime from few minutes to the class period. Informal cooperative learning has a little structure or format, it has new group members with each new class day. Informal groups are especially useful during lectures, because it can break the lecture in to mini lectures, and may provide a quick check on student's comprehension.

1.1.1.3. Cooperative Base Groups

“Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership” (Johnson et al. 1998b, 2002). The cooperative base group is multi-year, diverse and collaborative learning group made up of full-time members. The cooperative base group provides assistance, encouragement and support to help each group members develop academic performance (attendance, assignments, training). To check whether the base groups function effectively teachers should teach the social skills needed in a periodic regular manner. When planning base groups, regular meeting are required. The group members meet regularly for example daily or weekly and last for the class duration of one semester, one year or more. To ensure all members have completed their homework and understand it or editing each other’s essays and helping each other to solve non academic problems as attendance and assessment tasks like checking each other’s understanding of the answers to test the questions when the test is first taken individually and then retaken in the base group.

1.1.2. Elements of Cooperative Learning

Making small groups and giving the students the opportunity to discuss ideas to reach common clear goals cannot be seen as cooperative learning, because working in groups does not mean that they are working cooperatively. Cooperative learning has many features that show the difference between its methods and which designate how each student work within the group. After deep studies scholars have agreed upon a group of elements based on which we can call learning “cooperative». Though, cooperation will solely develop under a set of conditions. Which are established by social interdependence theory like: positive interdependence, individual accountability, face to face promotive interaction, social skills and group processing (Johnson, 1999)

Positive interdependence is considered as the most important element of cooperative learning. This main element consists of ignoring the student's competitive spirits and cooperating ideas, thinking, imagination and work like one mind. For further details, Johnson and Johnson (1999) stated that positive interdependence should be encouraged through putting common learning goals in which students must make sure that all members of the group learn the assigned task. Students have to learn the assignments and ensure that the group members learn it by working cooperatively. Mutual efforts should be done by students to realize their joint success(O'leary, 1984,p17)

In individual accountability each member of the group is personally responsible for completing the task section and makes the work of other group members easier. According to Joliffe (2007)"it requires each pupil in the group to develop a sense of personal responsibility to learn and to help the rest of the group to learn also". Hence, each student should realize on his own responsibilities without relying on other's work. This help to discover each student's strength points. The individual accountability is encouraged by small cooperative groups organized by the teacher to develop student's responsibility.

Promotive interaction states that in order to achieve the underlined common goals, students should support, assist encourage, and facilitate one another's endeavors and efforts (Gillies et al. 2008). It is the performance of students supporting and assisting each other's efforts to accomplish tasks, and produce in order to reach the group's goals. Face to face interaction succeeds when individuals support each other's even if in term of clarification and explanations for certain vocabularies. Students help each other sharing ideas and thoughts with their group members to gather significant information for the topic. For a better primitive interaction students should be able to correct each other's mistakes. This comes as a result of encouragement and support to make students more self-confident.

Dishon and O'Leary (1984) stated that mastering specific sets of social skills determine the extent to which students may work successfully in small groups. To work successfully in small groups there are some skills to help students work in a productive way. Some methods help students work as a union and express their opinions to work productively as leadership, turn-taking, decision-making, confidencebuilding, communication and conflict management skills should be taught in the same way as academic skills (Johnson, 1999)

Group processing is the fifth key element of cooperative learning. Team work occurs when team members discuss how well they accomplish their goals and preserve effective working relationships. The group should describe its actions as useful and useless, as well as determine which actions will continue or change. The continuous improvement of the learning process is the result of careful analysis of the cooperation of the members and the decision to improve the group work (Gillies, 2007)

1.1.3. Cooperative Learning and Similar Concepts

In the process of teaching-learning English as a foreign language, the teacher should use different methods. Cooperative learning is prescriptive to the teacher, well structured, more directive to students. The concept of cooperative learning is widely used; it can be implemented as other similar concepts like group work and interactive learning. These three concepts are considered as important distinctions of communication with different connotations. These concepts help learners to comprehend language teaching and learning.

1.1.3.1. Definition of Group Work

It is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Group

work is considered one of the key factors for improving class communication and teamwork. Several people have recently developed different approaches to group work, classroom work in pairs is not enough, and there are tasks that seem to be ineffective. The teacher can also write perform or watch video sequence view, discuss academic issues and vote in groups. “Not that what we commonly call pair work is simply group work in groups of two. It is also important to note that group usually implies “small”-group work, that is, students in groups of perhaps six or fewer. Large grouping defeat one of the major purposes for doing group work: giving students more opportunities to speak”. (Brown, 2001, p177). Effective cooperative work is influenced by group members and how they evaluate themselves concerning their ways and methods to deal with class tasks. Students need to check their processes of how to work on an activity cooperatively. Students have discussion’s opportunities as much as the number of groups they have. By increasing student responsibility, independence, creating an interactive classroom atmosphere group work can improve the learning outcomes. Learners will practice more the language since they speak, interpret with their teacher in the discussion of academic issues. Despite the need for whole-class teaching and individual work in language classroom, the use of group work has been emphasized as another interactional dynamic of language classroom.

1.1.3.2. Group Work vs. Cooperative Learning

There are similar concepts to cooperative learning such as group work. Group work can be defined as achieving a given task together in contrast cooperative learning is a pre-planned and structured learning-teaching method. In both, groups are involved but in group work it does not mean that they are working cooperatively. Cooperative learning gives more importance to developing the group member’s skills individually and gives an education opportunity for its participants while group work is goal-oriented. Cooperative learning puts learners in groups and demand them to work together to fulfill a defined task.

This strategy differs from group work in that each student of the group has a determined responsibility and is held individually accountable for the group 's entire success.

1.1.3.3. Definition of Interactive Learning

Interactive learning is a pedagogical technique that engages learners by making them actively participate with peers in lessons. It encourages students to interact with each other and with the subject matter; Rather than being passive because they should be part of the lesson. Lectures are presented in form of discussion which makes teachers and students partners in the process of knowledge acquisition. More and more students and teachers rely on each other to access sources of knowledge and share their information. Interactive learning covers a wide range of skills from classes requiring daily competence to large learning projects based on projects that can cover the entire classification period.

1.1.3.4. Interactive Learning vs. Cooperative Learning

Interactive education involves a variation of techniques that range from lessons that need conversational skills to extensive project-based learning units that can cover a whole grading period. While cooperative learning is organizing classroom activities into academic and social learning experiences. In interactive learning, students interact directly with their teacher. in the other hand, the teacher plays the role of facilitator and information provider. In cooperative learning, students work in groups to complete tasks collectively as one union. Unlike the interactive learning which is more competitive. Within cooperative learning one's success is the whole group success, unlike the interactive learning which focuses on the individual's success.

1.1.4. Theories Underlying Cooperative Learning

A theory comprises of a lot of interrelated ideas, definitions, and recommendations that clarify or predict events by making specific relations among variables. Theorizing means to study a phenomenon then explain it. Theories are related to a person or a researcher, so it can be dynamic or changeable according to the theorist. The studies on cooperative learning would be separated and isolated without theory. Cooperation is underlined by four major theories like ; the behavioral learning theory, the cognitive developmental theory, the piagetian perspective and the vygotskian perspective.

1.1.4.1. The Behavioral Learning Theory

The basic belief of this theory is that it is generated by stimulus/response. According to Skinner(1971), learning is a relatively permanent change in behavior in response to stimuli While Bandura(1977) focused on imitation(Johnson et al.1998). learning is a generally lasting change in conduct because of upgrades. So this theory is based on the belief that learning is directed by the stimulus /response approach presented by Skinner(1971) and Bandura(1977).The most important point in this theory is that rewards and punishments are essential, because students work hard in tasks that yield a reward and fail in tasks that yield punishments. The teacher here relies on providing pupils with incentives while managing the learning process in order to help them participate. That is, cooperative learning emerged to draw motivation on the learners to participate in group efforts, since individuals cannot work toward a common goal. When students work individually each one maximize his chances to have a reward and minimize his chance to punishments. As cited by Salvin(1995) cooperative incentives structures are the most influential part of the learning process. The achievement of the common goals of the whole group are stimulated by the rewards presented to them, Slavin(1995) declared that

“Methods derived from this perspective emphasize the use of group goals and individual accountability. Meaning that group success depends on the individual learning of all group members” (p.3). That is, each student works individually and competitively without regard to group common goals. With everything taken into account. Behavioral learning hypothesis centers around the manners but which satisfying or upsetting results of conduct change. People’s conduct after some time and on manner by which people model their conduct on that or others. As indicated by the various investigations that have been done in this space, the group individuals are animated by the prizes displayed to them so they can accomplish the shared of the entire group. Slavin (1995) explored the use of group rewards in order to motivate students to learn cooperatively and he pointed out that:” “[...] rewarding groups based on group performance (or the sum of individual performance) create an interpersonal reward structure in which group members will give or withhold social reinforces (such as praise and encouragement) in response to groupmates’ task – related efforts”.. That is, the achievement of the considerable number of students in a similar group will be identified with the given rewards that assume the job of motivators for the group as a whole. Accordingly, the students will join their endeavors effectively and successfully so as to play out the undertaking helpfully so as to accomplish normal prizes. The behavioral learning theory contributes in the improvement of cooperative learning by the arrangement of motivating forces. For the behavioral view, inspiration assumes as essential job in advancing learning cooperatively leading to successful learning.

1.1.4.2. The Cognitive Developmental Theory

The theory of cognitive development formulated by the famous psychologist Jean Piaget is perhaps the most comprehensive and extensive theory that explains the development of human intelligence as a person grows from being an infant into a full growth adult.

The Cognitive theory of learning has concentrated on how people perceive learning and the interaction found among teachers and learners, the learning environment and the learning materials. Cognitive views of learning are actually drawn heavily on the both works of Piaget and Vygotsky. Which emphasize the social nature of learning and both suggest the use of mixed –ability learning groups to prompt learning.

1.1.4.3. The Piagetian Perspective

The Piagetian theory is considered to be one of the most important theories in constructive models. Piaget assumed that the development of knowledge is a constructive process. The piagetian theory is viewed as a standout amongst the most significant speculations in contractive models. Piaget expected that the improvement of learning is useful process and he supported the dynamic job of the children in the development of learning, ” knowledge is constructed through a process of active exchange between the individual and his or her environment” (salkind, 2008). According to Piaget’s theory, the same development sequence occurs to all children. Piaget suggests that cognitive conflict results in opposing opinions that may take place in cooperation with a peer create cognitive disequilibrium (Jonson et al, a, 1998). This disequilibrium pushes the learner to construct meaning through his/her attempting to overcome the internal conflicts. Therefore, cooperative learning consolidates social interaction where collaborative discussion occurs. Hence, student will be effectively stimulated to learn new information and skills

(Salkind,2008). That is, cooperative learning helps students learn how to work together in attempts to solve problems and resolve disagreement. For that, teachers must make a special effort to arrange classroom activities for individual and small of students rather than for the total class group (salvin,2006).

1.1.4.4. Vygotskian Perspectives

Vygotsky conduct that the child cooperatively learn through interaction with adults or educated persons.. Appropriately, youngsters are most certainly not presented to expand the level of scholarly results, however they figure out how to think since they are getting in contact with their friends reasoning procedures. For Vygotsky, in cooperative learning “children can hear this inner speech out loud, so they can gain insight into one another's reasoning process,” (Salvin, 2006). Children can listen to this internal discourse uproarious, so they can pick up knowledge into one another’s thinking procedure. Vygotsky accept that learning takes place when less experienced person take on new information. those inside the proximal zone of development, in which less experienced persons learn from high educated level persons, for example, friends and educators in a group work, , Vygotskian theory expresses that students communication in cooperative learning is demonstrated to be useful for complex cognitive assignments, in which students benefit from more experienced persons(Salvin,2006

1.1.5. Characteristics of speaking cooperative tasks

Unlike the individual work that is competitive in nature, cooperative learning is managing students in groups to solve an academic task. Students learning in cooperation will maximize each other’s resources and skills; asking one another for information, demonstrating one another’s ideas...etc. Cooperative speaking tasks can be described as creative, intellectually demanding, including high order thinking. Cooperative speaking

tasks should be familiar, interesting and debatable. In cooperative tasks learners take responsibility for task completion i.e. they think individually and share ideas with the group. The learners take advantage of the opportunities provided in the class. The learners overcome obstacles and problems and check each other's abilities to think. In cooperative tasks, students look themselves resources rather than relying on the teacher. The learners reflect on their answer and provide feedback. For a successful speaking task, students should be gathered with different abilities, so that less ability students learn from the skillful students (Jacobs,2004).

Section two: Speaking

1.2.1. Definition of Speaking

The way toward learning a foreign language requires fundamentally the mastery of its skills. Speaking is an ability that ought to be achieved since it is required in our vast communications in the foreign language. Subsequently, different definitions and viewpoints have generally managed it so as to improve the acquisition and learning of foreign language. One of the pertinent definitions is introduced by Bailey (n.d) "Speaking is the productive, oral skills. Speaking consists of producing systematic verbal utterances to convey meaning" (p.2). Speaking is a functioning aptitude that includes the coherent development and creation of language. i.e. meaningful utterances to convey the intended meaning. Another definition is that given by Bygate (1987) in which he stated that:

"Speaking is definitely not writing that we say aloud. It is greatly conditioned by the time factor, it involves language produced spontaneously with false starts, repetitions, self-corrections and under normal circumstances, and it disappears, leaving no record but traces in memory (p.51)

Speaking in the foreign language cannot be continued effectively because it cannot be predictable. In this way, even with certain arrangements there will be hesitations, repetitions and these criteria are what make speaking different from writing. Speaking is a dynamic, interpersonal procedure and one that impacts how we are seen by others in a scope of normal and regular contexts. Despite this, speaking is frequently inquired about and instructed as though it is just composing delivered in an alternate mode. In teaching and researching speaking, we have less understanding than we may of significant importance making parts of discourse how language makes us feel and the manner in which speakers negotiate with each other in collaboration (Hughes, p6)

1.2.2. Theoretical Perspectives

According to Kayi (2006), speaking refers to the gap between linguistic expertise and teaching methodology. Linguistics expertise is concerned with language structure and language content. In teaching the speaking skill we need practice as possible because it is a productive skill. Speaking is viewed as an underestimated expertise in different ways. Likely this is on the grounds that practically all individuals can talk and subsequently underestimate it. Speaking merits consideration simply like abstract since it is considered away to evaluate students. Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p13). However, the way toward learning the verbally expressed type of foreign language is not a simple task, rather it requests deep emphasis at what may be engaged in the mastery of speaking skill.(Pewlak, Waniek-Klimczak, and Majer, 2011). In other words, the knowledge about how to speak the target language is extremely critical on the grounds that it requires significant understanding at the real constituents of the speaking skill.

1.2.3. Speaking Functions and their Implications for Teaching

To plan academic activities and materials in second and foreign language teaching, “it is necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skill” (Richards, 2006, p.2). It is important to perceive the different capacities in which speaking perform in every day communications and the various purposes for which students need the speaking abilities. Three different functions are stated by Richards (2006):

1.2.3.1. Speaking as Interactions

This refers to what we topically mean by “conversation” and depicts connection or interaction which serves a fundamentally social capacity. At the point when individuals meet they exchange greetings, break the ice with small talk to build up an agreeable zone of communication with others. More attention is given to the speakers and how they introduce themselves to one another rather than on the message as Richards (2006) clarified. Such situations may be casual or formal relying upon the conditions and their nature.

1.2.3.2. Speaking as Transaction

This kind of speaking refers to situations where the emphasis is on what is said or done. The message is simply the focal concentration here linguistic accuracy is less important while there may be frequent questions and understanding checks. Instead of the members and how they associate socially with each other. As stated by Richards (2006). Transactions require certain abilities to be included. Students ought to be talented at clarifying a need or aim, posing inquiries and affirming information. Supporting feelings and making proposals and being able to agree or disagree.

1.2.3.3. Speaking as Performance

The third sort of speaking which can helpfully be recognized has been called speaking as performance. The latter refers to open talk, that is, speaking which transmits data before a group of people, for example, morning talks, open declarations and speeches unlike the previously mentioned capacities, speaking as performance focuses on both the message and the speaker. The message is predictable regarding association and sequencing speaking as performance as well request certain attitudes to be considered: Using adequate opening and closing maintaining audience engagement and using appropriate vocabulary, correct pronunciation and grammar (Richards, 2006).

1.2.4. Teaching Speaking

These days the thought of the speaking skill is generally recognized among teachers and language professionals. The teacher's worry when training speaking ought to be giving students opportunities to express themselves in real-life situations. To master the basic interactive skills of English language. Teaching speaking corresponds to prepare foreign language learners to use the target language orally by giving enough open doors and chances not only to practice the different linguistic features. Harmer (2007) argued that the key for the achievement of classroom tasks identified with productive skills is the teacher administration of those assignments notwithstanding their input on student's work. The teacher needs students to work in pairs or groups, at that point the teacher must demonstrate the techniques just like asking about their background knowledge about that topic. After setting the task, the teacher provides clear instructions for students to know what they should do to solve the task. Once the students have started the teacher may help them by giving explanations of difficult terms at the point when students complete the assignment, the teacher will give task input through which students perceive how well they

have done. The teacher is probably going to react to the content not only the language used. The teacher should consider the positive aspects of the accomplished work not the failings.

1.2.5. Speaking Activities

Effective teaching ought to be described by significant utilization of various classroom activities. Teachers of oral expression need to consider the previously mentioned aims to relegate the suitable activity as an approach to build up student's oral production. Teachers at that point should vary the activities they apply. In any case, there are a few exercises that would contribute in the advancement of student's speaking skill as debates, discussions, role plays and presentations.

1.2.5.1. Discussion

For a better teaching process, we can use one of the activities which is discussion between students whether in personal interests or in an academic topic. This method is favored by many teachers. Discussions are not always present, it is the teacher who set up one. Formal discussion can be formed by writing some statements related to the pre-selected topic and give students the opportunity to discuss them and give a summary of the important points(Thornbury,2005). Lackman (n.d) manifested that group discussion and debates are appropriate choices to get students use certain "discourse marker" especially those for including data and appearing differently in relation to what has quite recently been said. When the teacher will complete a discussion the students then will be approached to conceptualize some discussing themes for example: dubious issues. At that point the teacher ought to pick a subject that will work best for the discussion. A good method to do that is to persue out every point and request that students raise their hands; here the teacher can select the subject that gets the best split. When using a discussion,

the teacher can get few topics on the board and use a show of hands to pick the most famous one, yet, before that they ought to be shown some discussion markers for including and differentiating data the board for the term of the movement and to score them on using the discourse markers.

1.2.5.2. Presentation

In oral presentation, students ought to be familiar with the systems of producing. Also sorting out their thoughts so as to improve their formal speeches in a variety of ways such thematically, sequentially and chronologically way. Students need practice to organize their discourse about causes and results, problems and solutions. After their performance the teacher can provide them with feedback. Another activity is by giving students a short introduction of a well known person with some cues. Students start looking for information in books or by asking their teacher. After the conveyance of the introduction, they should be given the examination of what they said and their utilization of language items then students present their work to take the advantage of the teacher's feedback on their first attempts (Harmer, 2007). Such activities will in general furnish students with opportunities to consider or think about accuracy before they talk as it offers the teacher the chance to manage it later on.

1.2.5.3. Role-play

Role-play are one of the important exercises for practicing real world communication. They empower students act proper English expressions even in difficult situations which follow certain sequences as preparations of vocabulary and recognition of real world content and context of the role-plays (Bailey n,d; Thornbury,2005). Role –plays are kind of activities in which students are given a determined function. They have to take a pretend to suit the capacity. The teacher considers the capacities required in real-life situations. While performing the role-play, the teacher can give students a list of structures and sentences that help them in forming the function or let them produce their own. When students prepare the structures and the function they work in pairs or in groups. The teacher should be the monitor to respond to their questions and to solve the task. At that point, students will be asked to.

Section Three: The Competency-Based Approach

Background of the Competency-Based Approach in Algeria

Competency-Based approach was first introduced in the United States in the late 1960's as part of teacher education and was developed in Australia in the late 1980's and early 1990's. This approach was at that time mainly used in teacher training (competence-based education and training). First of all, underline the specification and evaluation of results. These results are technology and competence. Competency-Based Approach helps people apply variety of knowledge and function correctly in different work situations. Most of the world educational systems are changing due to the introduction of new curricula and new approaches based on competencies. An example of the competency-Based approach is that introduced in 2002 as a result of the education reform in primary, middle and secondary schools in Algeria. A new book has been published for all these levels. Competency-Based Approach is accepted when teaching English as a foreign language, so students can prepare for the actual assignment. After the adoption of the Competency-Based Approach in Algeria the focus of learning-teaching has been changed from the teacher as the central unit of the process to give more focus on the learner achievement. Despite the Ministry of education's plan to develop teachers' language skills, a large number of teachers are using new books and ignoring all that is related to Competency-Based Approach without taking into account the rules and bases for using such an approach in education (Cheli,S. 2012).

1.3.1 Definition of Competency-Based Approach

The competency-Based approach is a very recent approach which focuses on outcomes of learning. Richards and Rodgers (2001) defines this approach as:

“an educational movement that focuses on the outcomes or outputs of learning in the development of language programs. Competency-Based education address what the learners are expected to do with the language, however they learned to do it. The focus on outputs rather than inputs to learning is central to the competencies perspective” (p 141).

There are several models for curriculum development, some of which focus on the transfer of knowledge, personal knowledge and assessment. A competency-Based approach that focuses on knowledge, skills and abilities that can be measured and used. It consists of teachers who are guided by a concept developed for a deeper and more comprehensive understanding. The Competency-Based Approach has become the subject of choice in the curriculum, which requires students to mobilize value, knowledge, skills, attitudes and behaviour in a personal and independent mode to successfully solve the problem. Problems are everywhere and academic, but practical and life-oriented. This new approach to education and training requires input as well as results. However, these results are the same academic knowledge as previous tests that require strong pre-recorded knowledge. Ability is knowledge as well as technology. In addition to learning, students express the complexity of knowledge and skills that they can use if necessary. The Competency-Based Approach curriculum promotion strategies for students who study and teach are in a clean state in the process of competing high-level intellectual and life skills, including communication skills, social and emotional and other related skills you can learn to switch community.

“competency-Based education focuses on outcomes of learning. It addressed what the learners are expected to do rather than on what they are expected to learn about, it refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviours students should possess at the end of a course of study” (Richards and Rodgers, 2001: 142).

Competency-Based education is an early education, it adapts to the changing needs of students, teachers and society. The technology explains the ability to apply basic and other technologies in everyday situation. Thus, Competency-Based education is based on a number of results obtained by analysing the tasks that students usually need in their daily lives.

1.3.2. Characteristics of Competency-Based Approach

Competency-Based approach is a learner centred approach and the learning process is central. Individual students play a central role and are based on their compatibility status. Other aspects of training in the center are the use of individual materials, flexible learning and constant. Also the role of teachers in Competency-Based Approach is cognitive leadership. The teacher encourages students to actively revise and express their lessons at home. The teacher is no longer the focus of the lesson. The Competency-Based Approach also focuses on developing competencies. This means that the discipline is no longer the standard of the curriculum, but a skill that must be learned and developed at the end of the curriculum. Competency-Based Approach focuses more on the outputs rather than inputs. Therefore, it is a performance-based instruction with which the goal is to address what the learners are expected to do with the language (Richards and Rodgers, 2001: 141) .

There is a list of characteristics of a competency-Based approach:

- This is an approach to placing participants in situations where they overcome obstacles and problems and test/ check students' ability to think and learn.
- It is function-oriented because he/she learns to acquire knowledge embedded in functions and abilities. In real life situations, interns can be effective and competent users outside classrooms.
- Competency-Based approach is a cognitive approach. It is indebted to Bloom's taxonomy.
- This is a social constructivist who sees learning as social interaction with others. Training means the creative use of new building knowledge through a process of social interaction with other people, and not the transfer of pre-determined knowledge and knowledge for reproduction outside the body (Cheli, S. 2012).

1.3.3 Principles of Competency-Based Approach

There are seven principles of competency-Based approach:

- The ability of students to learn a task should not predict how well students will complete their assignments.
- All students participating in the curriculum can perform most tasks with a high level competence (95 to 100%) if they are well educated and have high-quality training and the right time.
- Instead of learning earlier or becoming a good or bad student, most students will be very similar to each other and will learn and be motivated to study more if they are provided with favourable learning conditions.

- Individual differences in the level of qualification in a particular job are mainly due to errors in the learning environment, and not from the characteristics of the student.
- The researchers need to focus more on differences in learning than on learners. They strive to systematically improve the learning process, and not fatally, as the course of other learning outcomes. Competency-Based Approach aims to maximize the results of each student by adjusting the characteristics of the student and the learning process.
- Education is what need to be taught: when it is important to be included in the curriculum, it is important that each student learns and studies well.
- The most important factor in the educational process is the nature and quality of education provided by students (Blank 1982; in Woodill, 2004:5)

1.3.4. The Teacher's Role under Competency-Based Approach

Since Competency-Based Approach is for students, the teacher should not be subordinate. Practitioner-oriented teachers should successfully lead students using their experience, methodology, decision-making skills, and social skills as real teachers. It also requires thinking based on what, why and how to teach, set goals and apply learning strategies. Teacher's role is to facilitate the process of learning a language by developing appropriate training, such as hypotheses or testing. Class teachers are researchers. An important aspect of his work is to see, hear and ask questions, to learn more about how teachers can learn to be more helpful to students. We listen carefully. This type of listening and learning can help students use what teachers can do in their learning activities, or create meaningful lessons in context. Pedagogy experience with students contributes to the

ability to act constructively. The condition that the constructivist approach helps us observe and listen in class.

Competency-Based Approach focuses on the participants. Thus, the teacher is no longer the central figure. Because he is in the traditional approach. Teachers are no longer knowledge curators, but mediators or advisers. More importantly, for this approach, teachers must prepare students for active and independent learning and intervention. In particular, after the provision of appropriate resources to improve strategies and learning styles, teachers should involve students in the learning process. Competency-Based Approach are not only employees working with students, but also trying to find solutions to problems rather than blaming themselves for mistakes (Richards and Burns, 1972:144).

1.3.5. The Student's Role under Competency-Based Approach

Because the program is based on social constructivism, students must question their beliefs through personal waste. This allows them to rethink their past knowledge and scope, to compare your ideas with classmates, find information and consult with various sources and information to confirm their knowledge. Thus, students use cognitive, emotional and motivational strategies that combine new knowledge and previous knowledge. Reflection of students improves their learning process ensures the quality of the collection and facilitates attachments. It is important to note that negotiations are an important aspect of the constitutional class. Another characteristic of the constructivist class is its interactivity. Unlike traditional approaches, Competency-Based Approach provide students with the opportunity to participate in the learning process. Since students do not rely on teachers, they are more responsible for their educational process. Students in this approach play an active role, not passive role. They need to develop educational strategies to achieve learning goals, solve problems and improve their intellectual skills.

Therefore, ability is achieved due to the fact that students can define relationships and standards that can be achieved in relation to a unique trade. (Richards and Burns, 1972: 145)

1.3.6. Advantages of Competency-Based Approach

The Competency-Based Approach is very useful. This means that students are responsible for their own learning so that they can learn more and more spiritual learning.

The following are some advantages of Competency-Based Approach :

- Maintain a sequence of skills acquired during the course, regardless of whether the teacher teaches the course.
- Improves the coordination of learning content based on the needs and personal characteristics of students, applying content and materials to student learning levels, presenting content for self-study modules and choosing content from goals, modules or other learning resources.
- Avoid duplicate content in their program.
- Review and implement the right system for assessing and reporting student progress
- Contribution to improving state accreditation practices.
- It is a good idea to provide information to students, without being distracted by their personal development.
- Teachers are fully responsible for the standardized educational programs adopted by the institution.
- Tell students about the expected learning tasks and how their success is determined.

- Improving the preparation of students at all stages of cognitive, mental exercises and emotional taxonomy.
- It provides effective training and career development tools to enhance the professional skills of all students.
- A more systematic assessment process can better determine student performance.
- Improve authentication methods.
- Based on a student's ability to perform certain functions Based on a proven ability to perform a situation, such as a function deemed necessary for work.
- Improving student performance in terms of desired competence (Ashan, 1931:5)

1.3.7. Implementing Competency-Based Approach

Eight key features involved in the implementation of Competency-Based Approach are listed as follow:

- **Task or performance-centred orientation:** interestingly, what students can do as a result of learning.
- **A focus on successful functioning in society:** the goal is for students to become independent people who can meet the needs of whole world.
- **A focus on life skills:** instead of learning language separately, Competency-Based language teaching teaches language as a function. Students learn only those language skills that they need in situations that tend to work.
- **Outcomes that are made explicit a priori:** they are determined by their behavioural goals, so they know exactly what to expect from them.
- **Modularized instruction:** the goal are divided into several sub-goals in order to clarify the progress of teachers and students.

- **Demonstrated mastery of performance objectives:** evaluation is based on the ability to exhibit a certain behaviour.
- **Continuous and ongoing assessment:** students are tested first to test their skills. If the students' do not acquire the expected skills after a workout, he will continue to set goals and re-test.
- **Individualized, student-centered instruction:** in content, level and speed determine goals in terms of individual requirements, pre-training and performance are taken into account when developing the curriculum. Classes are not based time. Students progress at their own pace, focusing only on areas that require competence (Auerbach, 1986:415).

1.3.8. Speaking in Competency-Based Approach

Algeria has approved a new educational system named "the educational reform", which focuses on the use of competency-based-approach. In order to make a worldwide education. This reform, thus, bring a method into the use of new dimensions related to globalization like using ion information and communication technologist focus on foreign language teaching and learning. Learners should use their linguistic knowledge of second language to communicate and do not keep it passive. Besides, none of the four language skills (reading, writing, listening and speaking) be neglected.

Speaking is one important skill in language, as it has gained a salient status in the recent language teaching methods. This accentuates its weight in the overall language system, since competency-based-approach goes under the communicative language teaching. Shift to language functions, highlighting communication aspects, here we assume that speaking was neglected before. In competency-Based-approach the knowledge skill attitude requires a mastery of the four skills working together because when saying

speaking it is the skill second resource of the knowledge skill attitude. So , we spotlight the importance of mastering skills of interaction and holding felicitous communication, which are merely embedded in the speaking competence.

Conclusion

Throughout this chapter, the meaning of cooperative learning was tended to as the instructional technique, through which students help one another and complete one another's perception concerning a given assignment. Moreover, cooperative learning is supposed to be effective relying on a good monitoring and supervision from the teacher. To hold the sense of responsibility is what makes cooperative learning different from the traditional methods. It is a helpful method for teaching the four language skills especially speaking. This can be obtained better through interaction and discussion between the group's members. In planning the speaking course, teachers ought to be familiar with the issues of the speaking performance of the student. With this regard, the teacher has to include adequate activities for students to be solved cooperatively not just to speak but also to maintain the student's oral accuracy for a successful communication. Mastering the speaking skill tends to be one of the most difficult tasks to do for learners of English Foreign Language. The principals that characterize Competency-Based-approach lead to apply it in the Algerian educational system. This approach focuses on the student's competences and what they can do outside the classroom. In this chapter we put our main concern on the role of cooperative learning in teaching speaking skill under the Competency-Based Approach, as well as the teacher's role in giving feedback and monitoring the classroom to fulfill the teaching-learning process.

Chapter two: The practical part

Introduction

The chapter in hand presents the practical part of this study. It covers the methodological approach followed starting with a description of the sample, the questionnaire, and the evaluation of the third year middle school's textbook. For the sake of testing the role of cooperative learning in enhancing student's speaking skill. Finally, an overall analysis and discussion of these results is adopted in the attempt of answering the questions posed in the research question's phase of this study.

2.1. Tools of research

This study engaged varied Data gathering tools, including textbook evaluation "My Book of English" of third year middle school as well as a questionnaire delivered to middle school teachers chosen randomly. Another tool is the use of a checklist to evaluate the textbook. The two instruments are used to yield opinions and attitudes toward teaching speaking cooperatively under the competency-based-approach.

2.1.1. Description of the textbook

According to Hutchinson and Torres "textbook can serve as a material for supporting teachers and as an instrument of motivation and alterations" (1994,p,315). The textbook "My Book of English" (2017) organized to fit the Competency-based-approach which is implemented in the Algerian educational schools. It is designed by "Tamrabet Iounis", "Bouazid Tayeb", "Smara abdelhakim", "Boukri Nabila" and "Chenni Abdelfatah". In this book there are four sequences presented in a table titled "MY BOOK MAP" page 4 "Me, my abilities my interests and my personality", "Me and lifestyles", "Me and the scientific world", "Me and my environment". In each sequence there are two phases "Communicative

objectives” in which the focus is on how students acquire abilities to communicate either academically or in real-life situations. Then “Linguistic objectives”, The linguistic objectives are divided into “language forms”, here the student acquire the basic language forms, and “pronunciation” within which the student can make distinction between the pronunciation of different words (vowels, consonants, intonation

My course book presentation in page 5, introduces how every sequence is divided into similar steps to deal with “I listen and do”, “I pronounce”, “my grammar tools”, “I practice”, “I read and do”, “I learn to integrate”, “I think and write”, “now, I can”, “I play and enjoy”, “I read for pleasure”. The focus of our study is on the speaking skill which plays an important role not only in conveying information, but also in transforming the information that is learned to create new knowledge needed in classroom interaction or in daily life situations.. Hence, it appears in the needs of English Foreign Language learners, especially third year middle schools, which still face difficulties in producing an adequate speech in spite of the implementation of the Competency-Based Approach that is based on the development of competencies. The activities included in the textbook are effective to manipulate the four skills especially Writing skill most of the time. While we found that there is less focus on teaching speaking skill. Since it is presented in “I listen and do”, “I pronounce”. Starting with listening than pronunciation in each sequence, than” my grammar tools” and “I practice” we find the application of those grammar rules. “I read and do” the focus is on reading skill. “I learn to integrate” this part focuses on the writing skill, then we find the application of these writing skills in “I think and write”, “Now I can”, “I play and enjoy”. Finally,” I read for pleasure” is completely focused on the reading. This study focuses on teaching-learning speaking skill, this is why we select “I listen and do” and “I pronounce” from all sequences to deal with to fulfill the requirements of this study.

2.1.2. Description of the questionnaire

The purpose of the teachers' questionnaire was the investigation of their consciousness about the significance of cooperative learning as a helpful teaching method and its use in teaching English to middle schools in Jijel. This questionnaire consists of (18) questions which are organized in a logical order and classified under three sections. They are direct, closed questions requiring from the teacher to pick up the appropriate answer from a number of choices, or to choose 'Yes' or 'No' answers followed by brief justification whenever necessary. Almost all the teachers have cooperated with us and we feel very grateful to their assistance and comprehension. The questionnaire is divided into three sections. Section one is devoted to the teachers' background information. The (Q1) seeks information about the teachers' teaching level. In (Q2) teachers' are asked to state the number of years they have been teaching English (years' experience). In (Q3) teachers' are asked whether their students are motivated to learn English. The second section concerns with the teacher's professional views on cooperative learning, consists of eight (8) questions. In (Q1), teachers are asked about the preference of their classroom management, and give a brief justification about their answers. In (Q2) asked if they engage themselves in the task when students work in pairs groups. In (Q3) they are also asked about the use of group work in their classrooms activities. In (Q4) the other question is about the size of each group when ranging students in groups. In the next item (Q5) they are asked about the basis of the students that are gathering into groups. In (Q6) asked about the description of the students' interaction with each other within the same group. The (Q7) is designed to figure out the monitor of group activities in their classrooms. In (Q8) the teachers are required to give their views whether the third year textbook supports cooperative learning or not. The third section which is about teachers' insights about teaching speaking skill consists of seven (7) questions. In (Q1) teachers are asked to indicate their students' level

of speaking skill. In (Q2) teachers are supposed to declare if they are focuses in developing speaking skill in the classroom or not. In (Q3) they are also asked about the activities they are uses to develop speaking. In (Q4) teachers are asked to state the attitude about their students toward speaking activities. In the (Q5) they asked whether the book can help them to develop the speaking skill of their students. The (Q6) is designed to figure out if we can develop speaking skill through group work or individually. In (Q7) teachers need to select the difficulties that face students when speaking English language.

2.1.3. Description of the checklist

According to Singh(2006), “Collection of data is very essential in any educational research to provide a solid foundation for it “(p,213). To achieve that point the use of a checklist is necessary to evaluate the third year middle school textbook. The checklist contains ten questions formed to examine the extent to which the textbook support the cooperative learning. These questions are dealt with the characteristics of speaking cooperative tasks. The checklist is designed with three columns; the first one is the statement, the second and third columns are “yes” ,”No” in which the researcher tick whenever necessary relying on the textbook tasks. This checklist is used with all the textbooks’ sequences and the results gathered are organized in general tables for each sequence. In which it shows the task number and whether there is cooperation or not.

2.1.2. Setting and population

The points behind this study are to explore to what extent cooperative learning is implemented in the Algerian middle schools. It is an attempt to see how teachers use this method and how learners distinguish the work cooperatively in classroom. For that reason, a questionnaire was conducted with teachers of English as a foreign language in the

following middle schools: Debz Mohammed El-cherif and Mohammed Djenas middle school which is found in El-aouana city, Saleh Zidane and Bouhles Messaoud in El-amir Abdelkader city. Kehal Abdelaziz and Lahmer Mohamed Al-arabi in Elmilia city in Jijel. The subjects of the study were 10 teachers selected randomly.

Methodology of the checklist

In this study the main tool is the use of the checklist to evaluate the third year middle school textbook of English. This checklist is formed with ten statements which interpret the characteristics of the cooperative tasks. The checklist is applied on all the textbook's tasks, to see whether the tasks are cooperative or not. When the researcher find that the task under study contains more than five elements here it is considered as cooperative task. Less than five elements it is not cooperative task.

2.2.1. Analysis of textbook: “My Book of English”

Third year middle school

Sequence01: Me, my abilities and my personality.

“I listen and do”

Table 01: sequence one “I listen and do”

Task number	Cooperation	No cooperation
Task 01 page 11		√
Task 02 page 11		√
Task 03 page 11	√	
Task 04 page 11		√
Task 05 page 11	√	
Task 06 page 12		√
Task 07 page 12		√
Task 08 page 12	√	
Task 09 page 12	√	
Task 10 page 13		√
Task 11 page 13		√
Task 12 page 13	√	
Task 13 page 14		√

Task 14 page 14	√	
Task 15 page 15	√	
Task 16 page 15		√
Task 17 page 15	√	
Task 18 page 16		√
Task 19 page 16	√	
Task 20 page 16	√	
Task 21 page 16	√	
Task 22 page 16	√	
	12	10

The tasks 2,5,8,9,12,14,15,17,,19,20,21,22 contain cooperative learning. While the tasks 1, 2, 4,6,7,10,11,13,16,18 does not deal with cooperative learning.

Sequence 01: “Me, my abilities and my personality”**“I pronounce”***Table 02: sequence one “I pronounce”*

Task number	Cooperation	No cooperation
Task 01 page 19		√
Task 02 page 19	√	
Task 03 page 19		√
Task 04 page 19		√
Task 05 page 19		√
Task 06 page 19	√	
Task 07 page 20		√
Task 08 page 20	√	
Task 09 page 20		√
Task 10 page 20		√
Task 11 page 20	√	
	04	07

Table 02: sequence one “I pronounce”

The tasks 2, 6, 8, 11 are cooperative tasks. The tasks 1, 3, 5, 7, 9, 10 does not deal with cooperative learning.

Sequence 02: “Me and life styles”**“I listen and do”***Table 03: sequence two “I listen and do”*

Task number	Cooperation	No cooperation
Task 01 page 48		√
Task 02 page 48		√
Task 03 page 48		√
Task 04 page 48	√	
Task 05 page 49	√	
Task 06 page 49	√	
Task 07 page 49		√
Task 08 page 49	√	
Task 09 page 50		√
Task 10 page 50	√	
Task 11 page 50		√
Task 12 page 50		√
Task 13 page 51	√	
Task 14 page 51	√	
Task 15 page 52		√
Task 16 page 52	√	

Task 17 page 52	√	
Task 18 page 53	√	
Task 19 page 53	√	
Task 20 page 53		√
Task 21 page 53	√	
Task 22 page 54		√
Task 23 page 54	√	
Task 24 page 54		√
Task 25 page 54	√	
Task 26 page 55		√
Task 27 page 55	√	
Task 28 page 55		√
Task 29 page 55	√	
	16	13

The tasks 4, 5, 6, 8, 10, 13, 14, 16, 17, 18, 19, 21, 23, 25, 27, 29 are cooperative learning tasks. While, the tasks 1, 2, 3, 7, 9, 11, 12, 15, 20, 22, 24, 26, 28 do not contain any cooperation.

Sequence 02: Me and life styles.**“I pronounce”***Table 04: sequence two “I pronounce”*

Task number	Cooperation	No cooperation
Task 01 page 60		√
Task 02 page 60	√	
Task 03 page 60		√
Task 04 page 60	√	
Task 05 page 61		√
Task 06 page 61	√	
Task 07 page 61		√
Task 08 page 61		√
Task 09 page 62		√
Task 10 page 62	√	
Task 11 page 62		√
Task 12 page 62	√	
Task 13 page 62		√
	05	08

The tasks 2, 4, 6, 10, 12 are cooperative learning tasks. The tasks 1, 3, 5, 7, 8, 9, 11, 13 do not contain any cooperation.

Sequence 03: Me and the scientific world

“I listen and do”

Table 05: sequence three “I listen and do”

Task number	Cooperation	No cooperation
Task 01 page 84		√
Task 02 page 84		√
Task 03 page 85	√	
Task 04 page 85	√	
Task 05 page 85	√	
Task 06 page 85		√
Task 07 page 85	√	
Task 08 page 86		√
Task 09 page 86	√	
Task 10 page 86		√
Task 11 page 87		√
Task 12 page 87	√	
Task 13 page 88		√
Task 14 page 88	√	

Task 15 page 89		√
Task 16 page 89	√	
Task 17 page 89		√
Task 18 page 89		√
Task 19 page 90		√
Task 20 page 90		√
Task 21 page 90	√	
Task 22 page 90	√	
Task 23 page 90	√	
	11	12

The tasks 3, 4, 5, 7, 9, 12, 14, 16, 21, 22, 23 are cooperative learning tasks. While in tasks number 1, 2, 6, 8, 10, 11, 13, 15, 17, 18, 19, and 20 there is no cooperation.

Sequence 03: Me and the scientific world**“I pronounce”***Table 06: sequence three “I pronounce”*

Task number	Cooperation	No cooperation
Task 01 page 92		√
Task 02 page 92	√	
Task 03 page 92		√
Task 04 page 92	√	
Task 05 page 92		√
Task 06 page 92	√	
Task 07 page 92		√
	03	04

The tasks 2, 4, 6 are cooperative tasks. The tasks 1, 3, 5, 7 are cooperative learning tasks.

Sequence 04: Me and my environment**“I listen and do”***Table 07: sequence four “I listen and do”*

Task number	Cooperation	No cooperation
Task 01 page 113		√
Task 02 page 113		√
Task 03 page 113		√
Task 04 page 113	√	
Task 05 page 114	√	
Task 06 page 114		√
Task 07 page 114		√
Task 08 page 114	√	
Task 09 page 115		√
Task 10 page 115	√	
Task 11 page 115		√
Task 12 page 115		√
Task 13 page 115	√	
Task 14 page 116		√
Task 15 page 117	√	
Task 16 page 117		√

Task 17 page 117		√
Task 18 page 118	√	
Task 19 page 118	√	
Task 20 page 118	√	
Task 21 page 119		√
Task 22 page 119	√	
Task 23 page 120		√
Task 24 page 120		√
Task 25 page 120		√
Task 26 page 120	√	
Task 27 page 120		√
Task 28 page 121	√	
Task 29 page 121		√
Task 30 page 121	√	
Task 31 page 121		√
Task 32 page 121		√
Task 33 page 121	√	
Task 34 page 122	√	
Task 35 page 122		√
Task 36 page 122		√
Task 37 page 122		√

Task 38 page 122	√
Task 39 page 122	√
Task 40 page 122	√
Task 41 page 123	√
Task 42 page 123	√
18	24

The tasks 4, 5, 8, 10, 13, 15, 18, 19, 20,22, 26, 28, 30, 33, 34, 40, 41, 42 are cooperative tasks. while 1, 2, 3, 6, 7, 9, 11, 12, 14, 16, 17, 21, 23, 24, 25, 27, 29, 31, 32, 35, 36, 37, 38 and 39 are not cooperative tasks because there is no cooperation.

Sequence 04: Me and my environment

“I pronounce”

Table 08: sequence four “I pronounce”

Task number	Cooperation	No cooperation
Task 01 page 127	√	
Task 02 page 127	√	
Task 03 page 127	√	
Task 04 page 127	√	
Task 05 page 127	√	

Task 06 page 128	√
Task 07 page 128	√
Task 08 page 128	√
Task 09 page 128	√
Task 10 page 128	√
Task 11 page 128	√
Task 12 page 128	√
04	08

The tasks 5, 8, 10, 12 are cooperative tasks. While in tasks 1, 2, 3, 4, 6, 9, 11 there is no cooperation.

more emphasis on the listening, reading and writing skills rather than the speaking skill. This textbook does not serve neither the cooperative learning principals nor the speaking skill.

2.2.2. Analysis of Questionnaire

Section one: personal information (Q1-Q3)

Q1. Which level are you teaching?

Table 09: teaching level

Years	Participant	Percentage %
First year	2	20%
Second year	2	20%
Third year	3	30%
Fourth year	3	30%
Total	10	100%

As the table indicates, three teachers represent 30% they are teaching in the fourth (4) year and the other three also represent 30% they are reaching in the third (3) year, two of them represent 20% they are teaching in the second (2) year and the last two teachers represent 20% teaching in the first (1) year.

Q2. How long have you been teaching English?

Table 10; teacher's experience

Years	Number of teachers	Percentage %
Less than 10 years	5	50%
Between 10 and 20 years	2	20%
Morethan 20 years	3	30%
Total	10	100%

As can be seen from the table, three (3) teachers are representing 30% they are the most experienced teachers they have been teaching more than 20 years, on the other side, two (2) teachers represent 20% they have been teaching from 10 to 20 years, five (5) teachers represent 50%, they have been teaching English less than 10 years.

Q3. Do you think that your students are motivated to learn English?

Table 11: Teachers' opinion of students' motivation to English

Option	Response	Percentage %
Yes	7	70%
No	3	30%
Total	10	100%

As can be seen from the table, seven (7) teachers represent the highest percentage 70% have indicated that their students are motivated to learn English language, while three (3) out of (10) teachers represent 30% said that their students are not motivated. Students who are not motivated to learn English can be due to many problems, such as fear of making grammatical or pronunciation mistakes, anxiety, lack of self-confidence... etc. teachers can improve oral student performance by developing appropriate activities and methods that increase student motivation and encourage their participation in classes.

Section two: Cooperative Learning (Q1- Q8)**Q1. How do you prefer to manage your classroom?***Table 12: teachers preferred techniques/ practices*

Option	Response	Percentage %
In groups	5	50%
In pairs	4	40%
Individually	1	10%
As a whole class	0	0%
Total	10	100%

As the table reveals, five (5) teachers representing the highest percentage 50% so the most of them prefer to work in groups. Also, four (4) teachers represent 40% they chose to manage their classrooms in pairs groups. On the other hand, one teacher represent 10% stated individually and none teachers stated as a whole class. They give a brief justification:

50% said that grouping students should allow and force students to work together. It should build their communication skills and help them learn how to respectfully hold each accountable. So, when students work in groups they share ideas and thinking, they learn from each other and this can raise their knowledge. 40% say that it depends on the objectives of the lesson and most of their classrooms are outnumbered, they prefer to their students to working in pairs to avoid noise, and time constraint. 10% prefer their students to work individually because of noise.

Q2. Do you engage yourself in the task when students work in pairs/ groups?*Table 13: pair /group task*

Option	Response	Percentage %
Yes	9	90%
No	1	10%
Total	10	100%

As can be seen from the table, nine (9) teachers represent the highest percentage 90% have indicated that they engage themselves in the task when students work in pairs groups. So, they share their opinions and suggestions answers. One teacher represents the lowest percentage 10% affirmed that he does not engage himself in the task because he prefers that his student working in pairs groups without interfering or showing his opinion.

Q3: how often do you use group work in your classroom activities?*Table 14: group work in classroom activities*

Option	Response	Percentage %
Always	1	10%
Sometimes	8	80%
Rarely	1	10%
Never	0	0%
Total	10	100%

According to the obtained results the majority of teachers eight (8) of them represent 80% they stated sometimes and choosing to use group work in their classroom activities

and one teacher represent 10% stated that they always use group work, and the other one represents 10% stated that rarely while none 0% stated that never use group work in their classrooms.

Q4: when ranging students in groups what is the size of each group?

Table 15 the size of groups

Option	Response	Percentage %
Two students	0	0%
Three students	1	10%
Four students	8	80%
More than four students	1	10%
Total	10	100%

A glimpse at the above table, eight (8) teachers are representing the highest percentage 80% they claim that when ranging students in groups they choose four (4) students for one group. One teacher represents 10% and he stated that he prefers to choose three students and the last one represent 10% select more than four (4) students as a size of each group while non has opted the choice of two students.

Q5: On what basis the students are gathered into groups?*Table16: the basis of gathering students into groups*

Option	Response	Percentage %
A	2	20%
B	0	0%
C	6	60%
D	2	20%
Total	10	100%

A quick look at the table above reveals that six (6) teachers represent 60% the majority stated that they set up group with students of different abilities and two (2) teachers represent 20% claimed that students should select their classmates. And the other two (2) teachers represent 20% affirmed that they choose students randomly. And none 0% stated that they set up group with students of the same ability.

Q6: How do you describe the students' interaction with each other within the same group?*Table 17: student's interaction*

Option	Response	Percentage %
A	2	20%
B	8	80%
Total	10	100%

As it is shown in the table, 80% is represented by (8) teachers they confirm that all the students help each other within the group. In the other hand two (2) teachers represent 20% stated that students work individually and competitively.

Q7: how do you monitor group activities in your classroom?

Table 18: group activities monitor

Option	Response	Percentage %
I interfere with group work	8	80%
I do not interfere	2	20%
Total	10	100%

From the results of the table below, two (2) teachers represent 20% said that they do not interfere with group work. However, the majority of the teachers eight (8) represent 80% indicated that they interfere with group work activities in their classrooms.

Q8: Does the third year text book support cooperative learning?

Table 19: textbook support cooperative learning

Option	Response	Percentage %
Does	2	20%
Does not	5	50%
No idea	3	30%
Total	10	100%

It is clear from the table that the examination of the last question indicates that two (2) teachers represent 20% they affirm that there are several exercises in the third year text book support cooperative learning. However, five (5) teachers represent 50 % stated that the third year text book does not support cooperative learning. And three teachers represent 30% they said that they have no idea about the third year text book.

Section three: Teaching Speaking (Q1- Q7)

Q1. What is the speaking level of your student?

Table 20: students speaking level

Option	Response	Percentage
Average	5	50%
Weak	4	40%
Not bad	1	10%
Total	10	100%

The results indicate that five (5) teachers represent 50% agreed that some students have an average level and fluency may be the easiest quality to judge in their students speaking level. While four (4) teachers represent 40% stated that they have a weak level in English language is rarely used and practiced in class, so they prefer using Arabic more than English. However, one teacher represent 10% asserted that his students have a not bad level.

Q2: Do you focus in developing speaking skill class?*Table 21: The process speaking skill*

Option	Response	Percentage %
Do	10	100%
Do not	0	0%
Total	10	100%

The obtained results reveals that all the participants (10) represent 100% indicated that they need to develop the student's speaking skill through using mixed activities and authentic materials in class. Also, no one opted to say that he did not focus in developing speaking skill.

Q3: What are the activities you use to develop speaking?*Table 22: Teaching activities*

Option	Response	Percentage
Interview	2	20%
Role-play	3	30%
Dialogue	3	30%
Discussion	2	20%
Total	10	100%

The table below shows that three teachers represent 30% they indicated that they use varied activities such as dialogues, revisions, songs and poems to grow students pronunciation, and three (3) other teachers represent 30% reveal that they use role-play as

an activity to develop speaking. While two (2) of them represent 20% affirm that they prefer to use interview to hold conversations. On the other hand, the rest of the participants represent 20% stated that they use discussion activities because listening and reading are receptive skills but speaking and writing are the productive skills. So, while teaching oral language in classroom the teacher reduces his speaking time while the students are increasing their speaking time.

Q4: What is the attitude of your students toward speaking activities?

Table 23: Student's attitudes toward English

Option	Response	Percentage %
like it	5	50%
Do not like it	5	50%
Total	10	100%

The statistics show that five (5) teachers represent 50% they confirm that they are motivated but not all of them like this kind of activities. The language attitude is an important concept because it plays a key role in language learning and teaching. A successful student is the one who possesses positive attitudes towards the target language. While the last five (5) teachers represent 50% stated that they could not apply it because students usually feel embarrassed to speak in front of their classmates. They are not sufficiently knowledgeable; they have no language since they are beginners. Most of them are interested in reading and writing skills rather than speaking skill.

Q5: Does the book help you to develop the speaking skill of the students?*Table 24: The use of the textbook*

Options	Response	Percentage %
Yes	4	40%
No	6	60%
Total	10	100%

As the table shows, six (6) teachers represent the majority of participants 60% they declared that the book is not a helpful or enough tool to develop the speaking skill of the students. While the last four (4) teachers represent 40% affirm that the text book is a best way or a helpful tool to develop students' speaking skill in many aspects and fields.

Q6: Can we develop speaking skill through group work or individually?*Table 25: Activities to develop speaking*

Options	Response	Percentage %
Group work	7	70%
Individually	1	10%
The two	2	20%
Total	10	100%

As the table reveals in answering the above question, seven (7) teachers represent the highest percentage 70% have stated that group work activities could have significant pedagogical implementations and could be a practical technique if they planned to teach speaking skill among the group. So they can not develop speaking skills individually

because of the target number of learners. They usually use it in groups with regard to shy learners. While one teacher represent 10% they indicated that working individually is the best way to develop the speaking skill because he prefers his students to work individually to avoid any conflict imposing point of view. In the other hand the two (2) last teachers represent 20% declared that the two are good ways to develop speaking skill because it depends on the kind of tasks.

Q7: What are the difficulties that face students when speaking?

Table 26 Students's difficulties

Options	Response	Percentage %
Shyness	4	40%
Lack of confidence	1	10%
Lack of vocabulary	5	50%
Other	0	0%
Total	10	100%

As is illustrated by the table, five 5 teachers represent the majority of participants 50% stated that it is a combination and vocabulary, sometimes when the students are speaking English they have a see in mind, but they are missing three important vocabulary words and it becomes difficult to say what they are thinking. While four (4) teachers represent 40% affirm that one of the most difficult problem that facing students when speaking is shyness, for that they cannot speak or express their view when facing people or speaking in public. The last teacher represent 10% indicates that the lack of confidence is an important factor in difficulties that faces students when speaking English language. No one 0% has opted to say other difficulties.

Discussion of the Results

The third year middle school textbook “My book of English” is used in Algerian middle schools. It is developed for the achievement of the four language skills (reading, writing, listening and speaking). In sequence one from page 11 to 43 we find that in lesson “I listen and do” twelve tasks are cooperative while ten are not cooperative. In lesson “I pronounce” we find that four tasks are cooperative and seven tasks are not cooperative. In sequence two, lesson one “I listen and do” sixteen tasks are cooperative and thirteen are not cooperative tasks. In lesson two “I pronounce” five tasks are cooperative and eight are not cooperative. In sequence three, lesson “I listen and do” eleven tasks are cooperative and twelve are not cooperative. In lesson, “I pronounce” three tasks are cooperative while four are not cooperative. In sequence four, “I listen and do» eighteen tasks are cooperative are cooperative while twenty four tasks are not cooperative. In lesson, “I pronounce” four tasks are cooperative and eight are not cooperative. The result is that this book contains one hundred fifty nine tasks. Seventy-three tasks in this textbook are cooperative, while eighty-six tasks are not cooperative. This study is summed up that the majority of textbook ‘tasks are not cooperative. The focus of third year middle school “My book of English “gives more emphasis on the listening, reading and writing skills rather than the speaking skill. This textbook does serve neither the cooperative learning principals nor the speaking skill. The answers gathered from the questionnaire are summarized on that most teachers argue that cooperative learning is a beneficial method for teaching speaking. This is what is confirmed also from the questionnaire’s analysis; most teachers argue that cooperative learning is a useful and efficient method of teaching speaking skill. Thus , it is difficult to apply it in the Algerian educational system, since teachers are restricted by the use of the textbook outline.

General conclusion

Learning a second language is based on the achievement of the four skills, speaking is one of the most important skills for a better communication. To improve the speaking skill students should have opportunities to speak which can be obtained within a cooperative group work. So that students share ideas and correct each other's. Since teachers rely on the textbook it is necessary to evaluate its components and research the extent to which it helps students to develop their speaking skill under competency-based-approach with third year middle school students. To conduct this study a variety of tools is used as the evaluation of third year middle school "My Book of English". In addition, a checklist used to evaluate its components and a questionnaire of eighteen questions handed to ten middle school teachers. This study is structured into two chapters. The theoretical chapter is divided into three sections, cooperative learning, speaking skill and competency-based-approach section. The second chapter is the field of work; it is structured into two section, the methodological part that contains a description of the textbook, questionnaire and the checklist. The second section is Data analysis and the discussion of the results. On the light of what has been said in this study, the researchers come to answer to the research questions. Saying that the competency-based-approach employs cooperative learning, while the textbook of third year middle school does not support teaching speaking skill in instruction. In addition, cooperative learning support student's commitment on oral tasks, this what leads the student to a superior accomplishment in speaking.

Recommendations

- In the classroom the teacher should provide the students with a cooperative atmosphere and neglect competitive activities.
- The teacher should give equal opportunities for students to speak among each other and use the language, these help students to learn and correct each other.
- In a cooperative task students should provide “fair share”, so that all group members participate in achieving the learning goal.
- Students should be aware that each student succeeds when the group succeeds.
- In cooperative tasks the teacher’s role should not be totally neglected, he should monitor the groups, guide the students and observe the group’s process.

Limitations of the study

As any research the present study faced many limitations can be gathered in these points:

- This study was confined by a time limit for conducting a deeper investigation and richer treatment. The recent national strike due to the political changes and circumstances which took place during the conduct of this study made it harder for the researchers to locate their participants.
- The change of supervisor on the 12 June 2019 and the change of the practical methodology this cause a time waste.
- During the distribution of teacher’s questionnaires the researchers find a limited number of teachers.
- This study is conducted during the schools holidays, this is what make it difficult to have a large sample.
- Teachers were in period of national final examinations.
- Most teachers took the questionnaires with them and this cause a time waste.

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Appendices

The checklist

Question	yes	No
1. Students use communication skills, such as asking for information and giving reasons.		
2. Learners take responsibility for task completion i.e. they think individually then share ideas with the group.		
3. All students interact simultaneously and equally.		
4. All students take advantage of the opportunities provided in the class.		
5. Students help each other to benefit the entire whole group.		
6. Students are grouped according to their level.		
7. Students overcome obstacles and problems and check each other's abilities to think.		
8. Students agree on a joint answer.		
9. Students look themselves for resources rather than relying on the teacher.		
10. Students reflect on their answer and provide feedback.		

The checklist used for the textbook evaluation "My book of English" of third year middle school

Teacher's Questionnaire

Dear teacher,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for master dissertation about the influence of cooperative learning in teaching the speaking skill under competency-Based approach.

We would be grateful if you could answer all the questions by ticking (√) in the corresponding box and by providing full statement when necessary.

Thank you in advance.

Section one: Personal Information

Q1: Which level are you teaching?

- a. First year
- b. Second year
- c. Third year
- d. Fourth year

Q 2: How long have you been teaching English?

.....

Q3: Do you think that your students are motivated to learn English?

Yes

No

Section two: Cooperative Learning

Cooperative learning in teaching speaking skill under Competency-Based Approach

Q1: How do you prefer to manage your classroom?

- a. In groups
- b. In pairs
- c. Individually
- d. As a whole class

Please justify your answer

.....

.....

.....

Q2: Do you engage yourself in the task when students work in pairs groups?

YES

No

Q3: How often do you use group work in your classroom activities?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

Q4: When ranging students in groups what is the size of each group?

- a. Two students
- b. Three students
- c. Four students
- d. More than four students

Q5: On what basis the students are gathered into groups?

- a. Student select their classmates
- b. I set up group with students of the same ability
- c. I set up group with students of different abilities
- d. I choose students randomly

Q6: How do you describe the students' interaction with each other within the same group?

- a. Students work individually and competitively
- b. All the students help each other with the group

Q7: Howdo you monitor group activities in your classroom?

- a. I interfere with group work
- b. I do not interfere

Q8: Does the third year textbook support cooperative learning?

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Section three: Teaching Speaking

Q1: What is the speaking level of your students?

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Q2: Do you focus in developing speaking skill in class?

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Q3: What are the activities you use to develop speaking?

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Q4: What is the attitude of your students toward speaking activities?

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Q5: Does the book help you to develop the speaking skill of the students?

Yes

No

Q6: Can we develop speaking skill through group work or individually?

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.....

Q7: What are the difficulties that face students when speaking?

Cooperative learning in teaching speaking skill under Competency-Based Approach

- a. Shyness
- b. Lack of confidence
- c. Lack of vocabulary
- d. Other

Résumé

Ce mémoire étudie l'utilisation de l'apprentissage coopératif qui améliore la communication chez les apprenants qui base sur l'approche par compétence. L'objectif de cette étude c'est de voir la place qu'occupe l'apprentissage coopératif qui permet d'apprendre la communication qui base sur l'approche par compétence dans le manuel scolaire de troisième année moyenne. Cette étude se compose d'une partie théorique qui comprend un chapitre qui se divise en trois sections. La première parle de l'apprentissage coopératif. La deuxième parle de l'approche par communication. La troisième sur l'approche par compétence. Donc, cette étude est descriptive qui vise à élaborer les informations à propos de l'impact de l'apprentissage coopératif qui renforce l'approche par communication chez les étudiants. Les outils de recherche sont l'évaluation d'un manuel scolaire "My book of English" de troisième année moyenne dont on a traité toutes les séquences. Et depuis, la conception descriptive est l'adoptée dans la suite de cette étude. La collection de données qualitatives est appuyée sur l'utilisation d'un questionnaire adressée aux dix enseignants de l'éducation moyen. La raison de la distribution de ce questionnaire est d'examiner si les enseignants utilisent l'apprentissage coopératif dans les classes pour apprendre à communiquer. Les résultats finals de cette étude montrent que le manuel scolaire donne une importance à la lecture et à l'écriture plus que la compétence en communiquant. En plus, les enseignants n'utilisent pas souvent l'apprentissage coopératif et ne savent pas appliquer l'approche par compétence. La plupart des activités sont compétitives et individuelles plus que coopératives. On a ajouté quelques conseils pour les travaux de futur.