The Effectiveness of Cooperative Language Learning (CLL) In Developing EFL Students' Oral -Micro Communicative Skills

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Abstract

*T*he present study is an attempt to investigate the effectiveness of cooperative language learning (CLL) in developing the main micro-speaking skills (accuracy, fluency and pronunciation) of a 28 randomly chosen sample of ESP first year university students of Faculty of Engineering, Alexandria, Egypt. In order to achieve the purposes of this study, two instruments were used: a) a student questionnaire for identifying ESP students' perceptions of CLL ,2) a teacher questionnaire for identifying ESP instructors' perceptions of their students' CLL, and c) an oral test to evaluate the level of students' oral skills. A speaking teaching program (Rossita Stone Application, Basics+1-5) was used as an experimental intervention. The sample was assigned to two groups (control and experimental); the latter was exposed to (CLL) whereas the formar to conventional teaching.. Findings of the study revealed that accuracy and fluency as speaking sub-skill,s improved remarkably both structurally and semantically which may be due to the learners' ability to recognize their ideas more adequately. Pronunciation, on the other hand, was the least developed sub-skill and this could be related to their unwillingness to run the risk of imitating the native accent.

Keywords: cooperative language learning, oral mico communica tive skills

Introduction

The teaching of a foreign language by its nature is an interactive process, which involves active participation of both the teacher and the learners in ELT methodologies. What actually concerns us as ELT specialists has been on the meaning. There are a host of rules and principles underlying each ELT method both semantically and structurally, but more recently, the shift is significantly directed toward the study of language as communication. For this reason, a great opportunity of L2 classroom interaction is being truly demanded as cooperative language learning (CLL).

The fact remains that in ELT, speaking instruction has been a remarkable landmark in English learning. It would be more beneficial if both teachers and learners share a joint process in a mutual cooperative positive way to produce effective outcomes capable of communicating well not only inside English classrooms, but also in real life situations authentically.

It is no paradox that communication is a mutual relationship between the speaker and the hearer. This is why the speaker should respond orally understandably in such a way that his/her hearer keeps on responding well and vice-versa.

On the other hand, cooperative learning (CL) is considered as one of the means of active learning strategies which might serve as an appropriate and promising method helping to increase learning effectiveness and providing students with the skills of collaborating, cooperating, sharing and socializing ideas

in an educational context. Actually, CL is defined as the instructional use of group of activities which makes students work together and develop their own and others' learning (Johnson & Johnson, 1981). When structured well, CL involves students working as a team, interacting with others and sharing goals, ideas and feedback (Murdox & Wilson, 2004).

Obviously, after the introduction of communicative language teaching which emphasizes the importance of group work in the language classroom, applying cooperative learning approach in language teaching became popular (Feigenbaum, 2007).

Additionally, the increasing demand for global competence and international communication and collaboration make attaining proficiency in a second or foreign language more prominent and this proficiency should cover not merely vocabulary and grammar, but good pronunciation as well (Lord, 2008).

To maximize the benefit from CL, groups of participants must be working together, not only "next to" one another and in case the teacher of English does not have a careful planning and monitoring, group learners' works hinder learning and decrease social interaction than promote it in classes (Woolfolk, Winne & Perry, 2003).

Furthermore, CL group work and pair work generate interactive language, present learner responsibility and autonomy, promote the affective climate in the classroom, increase motivation and individualize instruction (Arnold, 1990). Also, CL can

promote students' critical thinking to create classrooms in which cooperation rather than competition will be enhanced.

Contrary to the support of CL, there have been a bitter criticism directed against it. These disadvantages constitute various aspects among which the English teacher is no longer in centre of the class, learners will use their L1, students errors will be reinforced in some groups, teachers can not control all class groups at the same time and also some learners prefer to work alone. Although group work lead to cooperation, group activities, and active learners, it is not good for all learners with different levels of proficiency (Richards & Rodgers, 2001).

The advantages of CL gain were confirmed by Aziz & Hussain (2010) that aimed at investigating the differences between the effects of both CL and conventional teaching on the learners' mathematics achievement. The study revealed significant differences between the experimental and control groups; the former group which used learning together processes outperformed the latter group in mathematical achievement.

Similarly, Arut (2009) conducted a study using an approach to both experimental and control groups of children learning the same mathematical concepts applying to the former group. Surprisingly, although the teacher had had a negative attitude towards such a context before the beginning of the course, (as: children get distracted easily, do not listen to the instructions

properly, continue to work individually), she noticed that - at the end of the course]- children in group work were more interested and developed their cooperation positively and gained more cognitive and more skills than their peers working individually.

Recently, Suwantarathip and Wichadee (2010) carried out a study to investigate the impact of CL on language proficiency and its effectiveness in reducing language anxiety. 'Foreign Language Classroom Anxiety Scale' and a questionnaire were used as tools of the experiment to 40 sophomore students. The study showed that CL as an educational environment method could provide an open gate to support, encourage, and praise among learners to feel relaxed and secured.

Challenges for effective oral communication could be overcome by applying seven pieces of advice as Guest Post (2012) put them in the form of orders:

1. Do not avoid speaking or writing in English.
2. Do not hangout with people who speak your native language too often.
3. Do not beat yourself up.
4. Do not use poor materials.
5. Do not forget why you are learning the language.
6. Do not set outrageous goals.
7. Do not stop having fun.

Likewise, 9 reasons why people fail to get fluent in English may be attributed to some excuses and attitudes (to avoid) were mentioned by Justin,(2012) as follows:

1. I am not good with languages.
2. I'm embarrassed to speak.
3. Adults do not learn English very well.
4. I don't have the time.
5. Lack of purpose.
6. Lack of responsibility.
7. Lack of good plan/method.
8. Lack of imagination.

In a study conducted by Fantozzo (1990) to investigate the difference between urban and rural students in Malaysia in their speaking skill, he found that the urban students seemed to be much more study-wise and autonomous in their learning speaking skill.

A speaking literature survey of sociolinguistics reveales various approaches for investigating speaking in general. Results of some tackled the speech analysis through dividing it into different styles or registers such as casual, careful, passage reading and word list styles (e.g. Jassem, 1994, Dorian,2010). As speaking implies mutual meaningful oral communication in which messages are conveyed clearly, both message sender (speaker) and receiver (listener) have to aim at enabling each other reach a satisfaction level of understanding the intended message. Additionally all speakers native or non-native, show different levels of competence and fluency in their interactions and styles. But speaking carefully or expressing the ideas of an academic nature is the most important goal of teachers and lecturers whose interests should be the development and improvement of an understandable

discourse. Textbooks and speaking material preparation have been generated and developed to match the scientific procedures for teaching speaking (e.g. Bygate, 1987, 2001; Dugas et al., 2010; Ferguson, 2007; Hatfield, 1999; Ferguson, 2007; Kneen, 2008; Lazaraton, 2001; Seely, 2005) Reasons for being reluctant to participate in ESL/ EFL classroom learning discourse processes have been examined by field-work and method-based studies (e.g. Lee, 2009; Liu and Jackson, 2009; Reda, 2009; Xia, 2009).

Clearly, research has helped in displaying crucial data on factors that can influence the education processes of pronunciation skills such as age, amount and type of prior pronunciation instruction, aptitude, learner attitude and motivation, native language (Abd El-Maksoud, 2013). Similarly, obstacle reasons challenging ESL/EFL learners' improvement in learning English speaking in an Arabic context were tackled as:

1. English is taught as a compulsory foreign language.
2. Teacher's contact with the language itself or the native is non-existent.
3. New communicative textbook are being introduced and this in turn requires a good teacher with a good command of the communication skills of the foreign language S/he is to teach.
4. English curriculum emphasizes the use of English as opposed to the mother tongue in the English classroom and this is reinforced by the school

supervisors to the extent that FL teachers are partially assessed on the ground of their FL use in their classes. (El-Araby, 2005: 1).

Again, the effect of cooperative learning (CL) could result in poor oral proficiency as Chen (2009) in his study revealed that the oral proficiency of ESL students in both the experimental and the control groups could not improve and his recommendations were made for future qualitative research on implementation of phonetic/phonological instruction in cooperative learning setting. Similarly, Pawlak (2011) and Engwall (2012) carried out a study in investigate the effect of CL on the speaking ability of EFL learners, and concluded that pronunciation errors may be caused during discourse by several different deviations from the target, such as voicing, intonation, insertions or deletions of segments, or that the articulators are placed in correctly.

It is worth mentioning that positive interactive personal relationship via speaking could be developed through integrating CL into communicative skill between handicapped and non-handicapped students. Yager, Johnson and Johnson (1981) and Sinder (1985) stated that the continued use of CL promote interpersonal relationship between handicapped and non-handicapped learners. Developing academic achievement via CL could occur as crystallized by Suwantarathip & Wichadee, 2010; Aziz & Hossain, 2010.

Implementing cooperative learning CL in EFL teaching, Tsailing Liang (2002) attempted to explore the effect of CL on the junior high school learners. They showed that the experimental group significantly outscored the control group. The study resulted that CL could improve junior high school learners' oral communicative competence and their motivation toward learning English. They concluded that CL method is recommended as a pedagogical teaching method.

The place of cooperative learning (CL) in EFL/ESL settings

There are   several methods which could be adopted from cooperative learning to be applied to in the ESL/EFL classroom to encourage learners to work together to learn, listen, speak or/and write, share ideas and help each other acquiring the language. Each CL method has its own characteristics and applicability to different curriculum domain.

Worthy to note that there are different factors among others' determining the success or the otherwise of EFL group learning (CL) as:

1. Group size
2. Group formation
3. Teachers' roles.
4. Students' roles.
5. Individual and group assessment

The speaking sub-skills

Different from other language sub-skills, speaking - as stated by Finocchiaro and Brumfit (1983) - has specific ones where EFL learners have to:

a. think of ideas they wish to express, either initiating a conversation or responding to a previous speakers;
b. change the tongue, lips and jaw position in order to articulate the appropriate sounds;
c. be aware of the appropriate functional expression, as well as grammatical, lexical, and cultural features to express the ideas;
d. be sensitive to any change in the 'register' or style necessitated by the person(s) to whom they are speaking and situation in which the conversation is taking place;
e. change the direction of their thoughts on the basis of the other person's response.

Knowing what, how, why to whom and when to produce speaking are sub-skills that the speaker has to acquire. Here appears to role of the teacher in (CLL) he has to monitor students' speech production to determine what skills and knowledge they already have and what areas need development. He actually has to devise activities that can address different skills by providing authentic practice that they have to encounter in future communicative real life contexts.

The fact remains that a language skill does not work in a vacuum. Speaking, for example, can be taught separately with other ELT skills i.e. listening, reading

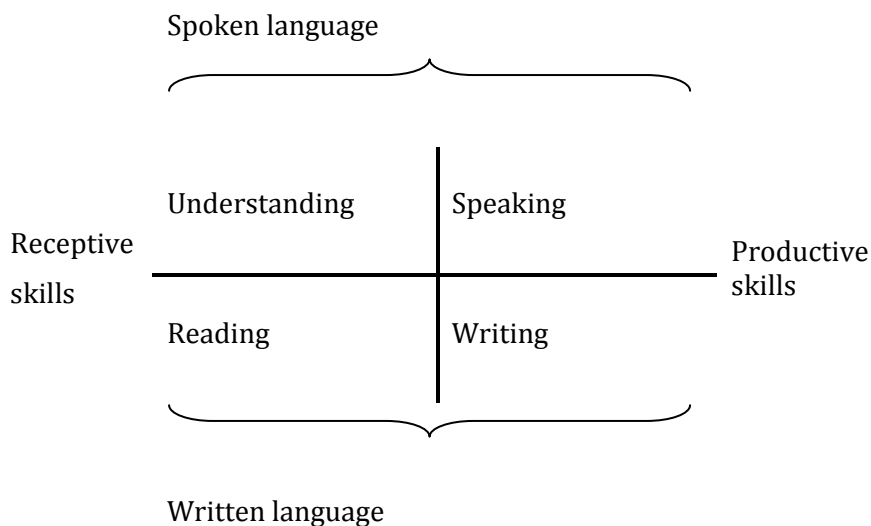and/or writing. The diagram below the relationship between the four language skills:

Spoken language

Understanding	Speaking
Reading	Writing

Receptive skills

Productive skills

Written language

Diagram 1: Inter-relationship of four language skills (Donn Byrne, 1976).

What concerns this study more is the speaking skill-skills development. There are various techniques that the EL teacher can adopt such as group work, role-play, problem solving and discussion which can encourage English learners to take communicative initiatives .

As for group work, it is considered as an instructional dynamics of language classroom where learners work within smaller units or groups. Through interacting with each other in groups, students can be given the opportunity to oral exchange. For example,

the teacher might want his learners to predict the content of reading a text of five paragraphs. Then, they are divided into five groups. Each group selects a paragraph of the text just reads and prepares to answer the questions put by the other groups. Each group has to scan a paragraph of the text for detailed comprehension and formulate questions to test the comprehension of the other groups. The aim is to get the students involved in oral interaction: asking and answering questions, agreeing and disagreeing with certain points of paragraph and proposing modifications. These kinds of tasks improve both linguistic and communicative competence (Bright and McGregor, 1970).

Role-play on the other hand, can benefit its adopters greatly. It can serve as an instructional authentic technique for ELT in general and for ESP in particularly. It involves language use in real interactive conversational contexts (Forrest, 1992). Role play involves an element of "lets' pretend"; it offers to main choices:

1. They can play themselves in an imaginary situation.
2. Or they can be asked to play imaginary people in an imaginary situation (Burne, 1976).

Additionally, role-play promotes spontaneous oral exchanges between participants instead of reciting already memorized stretches. In it, learners say what they want to say not what someone has told them to say (Dickson, 1981).

Likewise, problem solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings (Barker & Gaut, 2002).

The label has been used to group together a range of activities which require the learners to find solutions to problems of different kinds.

Problem solving can be of two types: short-term task and long-term task or project. The former can be done in course of on class session while the latter is more time consuming that may take many sessions and longer. The former is a topic centers and results in the production of a piece of written oral report or both. For example, the teacher often asks students to develop a presentation on a particular historic period and to generate written products appropriate to the period. Students might conduct diagram or regalia to support the project. These activities might get learners together out of the classroom, particularly those that involves the collection of data through information search, information exchange and information synthesis. Additionally, learners may develop greater oral skill via managing the interaction.

According to discussion technique during (CLL), exchanging ideas and opinions can take place either on class basis with the teacher's role as a mediator and to some extent as a participator, or within the context of a group, with the students talking among themselves. Discussion actually may last for just a few minutes, or it

may continue for a whole lesson (in case of advanced learners who have a good command of foreign language). Clearly, discussion may be a target to an end to mainly develop oral competence. It can be used as a technique of a student-directed and teacher-guided discussion. For example, all learners may be asked to read a single simplified story or a certain topic in order to be discussed in one session upon completion of the reading. Discussion groups (also called literature circles and book clubs) can last from one or two or three sessions depending on the length of the read material (Hill & Ruptic, 1949 in Byrne, 1976).

For successful purposeful discussion outputs, the language teacher should:

- Set a goal of discussion as e.g. a letter to the editor.
- Provide his learners with a variety of sources of input (both topical information and language forms), newspapers, video-recording.
- Offer alternative interesting motivating choices to his learners to talk freely and comfortably.
- Use smaller groups instead of large ones.
- Expect oral class participation not from all class attendances.
- Give linguistic feedback on grammar or pronunciation and meaning.

In short, a language teacher has to bear in mind that his success in developing the speaking skill depends heavily on his active role inside the L2 class,

not mainly as tester but rather as a guide and a facilitator to his students (Haley & Austin, 2004, Thornbury, 2005, Lindsay & Knight, 2006).

For effective oral communicative micro-skills: (fluency, accuracy and pronunciation), one expects the speaker to acquire these speaking sub-skills in an appropriate form as the listener will get the spoken message understandably and hence cooperatively. To achieve fluency, a speaker has to possess a few features in his/her speech like, typically pausing, speech rate, capacity to use synonymous in order to affirm the speech proficiency. Additionally, Koponen (1995) includes his definition of fluency the following characteristics: flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation markers, length of expression and interconnection between them. Besides, Hasselgren (1998) defines it as an aptitude to contribute to clearly understanding of listener showing the proficient of the language that is known as coherent speech, without undue strain and taking into account that a speech act should be carried out at a comfortable pace and not disturbed by excessive hesitation.

What matters the listener is that the speech act should help him get the intended speaker message via reasonable simplicity of clear cut pronunciation, meaningful vocabulary and communicative grammar, adequate pronunciation. Additionally, the speech has to bear pragmatic competence of the whole coherent

discourse semantically meaningful and syntactically correction in order to achieve a coherent message.

On the other hand, to speak accurately means that speech has to exclude errors and mistakes of grammars and vocabulary. This requires the (EL) teacher should bear in mind that EL learners should pay special attention to phonology, grammar and discourse speech production. In fact, all these speech sub-skills (fluency, accuracy, pronunciation are complementary to each other as) Shehan, (1998) suggests that speakers' fluency, accuracy, and complexity of speech demand capacity, and that there is likely to be a trade-off between these aspects of skills.

The importance of pronunciation and intonation for EFL/ESP students is undeniable: Theoretical sound study and its application in the form of daily practice with or without natives is crucial. Much sound imitation and repetition and correction help constitute habit formation. The author is of the opinion that we would like to make English speaking as easy as driving cars safely. Pronunciation refers to the production of sounds which are used to make meaning. It includes segmental and superasegmental The first refers to particular sounds while the latter means the aspects of speech beyond the level of individual sound such as intonation, phrasing, stress, timing and rhythm, although segmental and superasegmental aspects are treated separately, they are, in reality, complementary and interworven in actual speaking. They are therefore,

usually best learned as an integral part of spoken language (Gilakjani, 2012).

Speech intonation is crucial semantically as it shows the speaker's attitude whether rising, falling or sustained. Other specific pronunciation features are essential in English phonetics such as: voicing, aspiration, mouth position, intonation, linking, vowel length, syllables and specific sounds (Colorado State University, 2012).

On the other hand, there are different factors influencing pronunciation mastery such as: age, amount and type of prior pronunciation instruction, aptitude, learner attitude and motivation and native language Engwall (2012), Cucchiarini (2006).

Problem of the study

There is an existing research gap in the Egyptian context about the effectiveness of cooperative language learning (CLL) in developing ESP students' micro speaking skills.

Research questions:

The study attempted to answer the following question :

What is the effectiveness of using cooperative language learning (CLL) on developing ESP students' main micro speaking   skills.

Sub-questions could be formulated as thus:

1. How effective is CLL on *accuracy* as a speaking mico skill of ESP students?

2. How effective is CLL on *fluency* as a speaking mico skill of ESP students?
3. How effective is CLL on *pronunciation* as a speaking mico skill of ESP students?

Methodology

Setting

The research study was carried out on first year students at the Faculty of Engineering - Alexandria University , Egypt - who studied English as an ESP course. The study lasted for 8 weeks from April 30th, 2014 to June 30th, 2014. The method of data collection has been used with some adaptation of some previous studies of questionnaires and speaking communication skills and relevant oral pre & post tests.

Participants

A randomly chosen sample of 28 EFL students participated in this study and was assigned to two groups: control and experimental, of 14 students each . The probability sampling adopted in this study was aided by the view of McMillan (2007).

Instruments

1. a student questionnaire for identifying ESP students' perceptions of CLL,
2. a teacher questionnaire for identifying ESP instructors' perceptions of their students' CLL, and
3. an oral test to evaluate the level of students' oral skills.

Procedure

The general procedures employed in this study can be divided into two main phases: developing the study instruments and the teaching material, and conducting the main phase of the study.

During the first phase, the study instruments were developed by the researcher and validated by a group of experts in TEFL field.   The researcher had to administer the study instruments in order to make sure that both groups (the control and the experimental) are homogeneous before the intervention. Having the intervention (A speaking teaching ESP-based program (Rossita Stone Application, Basics+1-5) arried out, the researcher had to administer the study instruments in order to find out whether the propsed program was effective in developing speaking sub-skills of ESP students.

It is worthy to note that the study participants were exposed to – among other things – cooperative activities related to ESP in addition to some daily communicative ones. The main focus was on the interaction, which is the pith of speaking skill, between and among groups seeking for developing accuracy, fluency and pronunciation as sub skills of speaking. Though the girls who were involved in the study had more   active   participations   than   their   male counterparts, all the participoants expressed their satisfaction and positive attitude towards the material given.

Results and discussion

Having finished pretesting, the experimental intervention and posttesting, data were collected and treated statistically using the SPSS package. The following results were obtained. No statistical differences between pre tests post tests on speaking sub-skills of the control group and the experimental one. Table 1 shows the overall means and standard deviations of the three speaking micro-skills of pre-post tests of both groups (control & experimental).

Table 1: Means and std . deviations of pre-test on speaking sub- skills of both groups

Source of variance	Group	N	Mean	SD	T	Sig.
Pre-test	Control	14	8.51	3.04	1.30	0.221
	Experimental	14	9.21	3.30		

Findings revealed that the two groups were equal in their speaking ability on their pre-test. Differences between the two groups in the pre-test and post test speaking sub-skills are shown in the following table.

Table 2: Differences between the two groups in the pre-test and post test on speaking sub-skills

Group	No.	Source of variance	Mean	SD
Control	14	Pre-test	8.51	3.91
		Post-test	12.13	2.83
Experimental	14	Pre-test	9.21	3.31
		Post-test	19.16	4.22

The two phases (pre-post testing) indicate considerable differences between the two groups. Table 2 shows that the experimental group's speaking skills developed owin to following CLL method. For more illustrations of the study results, the following four tables (3, 4, 5 and 6) reveal the three speaking sub-or

micro skills abilities (fluency, accuracy and pronunciation) which the ESP students received including CLL to the experimental group.

Table 2: Differences between the two groups in the pre-test and post- test speaking sub-skills

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Control	14	Pre-test Post-test	8.51 12.13	3.91 2.83
Experimental	14	Pre-test Post-test	9.21 19.16	3.31 4.22

Table 3: Overall means and std. deviations of speaking sub-skills post-test of both groups

Group	No.	Mean	SD
Control	14	16.14	2.12
Experimental	14	21.71	3.19

Table 4: Means and std. deviations of accuracy post-test for both groups

Source of variance	Group	No.	Mean	SD
Accuracy	Control	14	5.13	3.64
	Experimental	14	6.02	2.12

Table5: Means and std. deviations of fluency post-test for both groups

Source of variance	Group	No.	Mean	SD
Fluency	Control	14	4.40	3.77
	Experimental	14	6.57	2.11

Table6: Mean and std. deviations of pronunciation post-test for both groups

Source of variance	Group	No.	Mean	SD
Pronunciation	Control	14	3.89	2.94
	Experimental	14	4.12	3.27

The CLL student questionnaire was mainly designed to diagnose the students' evaluation of their speaking sub-skills and the awareness of cooperation in teams/groups. That three-part questionnaire of nine questions – having been administered - revealed the results below:

1. Do you find speaking in English:

Options	%
Very good	7.14
Easy	71.42
Difficult	2.96
Very difficult	19.75

2. Pick the most important speaking micro-skill that needs development:

Options	%
Accuracy	10.77
Fluency	22.39
Pronunciation	67.14

3. Do you feel afraid to talk?

Options	%
Yes	61.64
No	38.36

4. Which of the following techniques did you enjoy best?

Options	%
Group work	40.01
Role play	15.65
Problem solving	13.12
Discussion	31.22

5. Were you given the opportunity to evaluate your oral production?

Options	%
Yes	33.12
No	66.88

6. Generally, do you find it difficult to work with your pairs/groups?

Options	%
Yes	28.98
No	71.02

7. Have you ever heard of cooperative language learning (CLL)?

Options	%
Yes	30.11
No	69.89

8. Does your teacher try to solve the problems encountered?

Options	%
Yes	74.32
No	25.68

9. Does you teacher raise your awareness towards the skills of CCL?

Options	%
Yes	79.82
No	20.18

10. Do you think that CLL (group work) helps you improve your speaking sub-skills (accuracy, fluency, pronunciation)?

Options	%
Yes	68.12
No	31.86

The high percentages shown above expressing ESPstudents' perceptions on CLL in general and some aspects related to it might be attributed to the safe environment in which they were in during the experimentation phase. Besideds, They might have

found someone listening to them airing their views freely and

safely.

As mentioned before, the CLL teacher was mainly designed for identifying the ESP instructors' perceptions about their students' oral proficiency.

The total number of ESP instructors involved in teaching ESP were 5. Three of them got B.A., one, MA and one Ph.D.

1. Teachers' academic degree:

Degree	No.	%
BA	3	60
MA	1	20
Ph.D.	1	20
Total	5	100

2. How long have you been teaching English?

Experience years	No.	%
Over 30 years	1	20
20-30 years	3	60
Less than 20 years	1	20
Total	5	100

3. Are the oral-aural skills your major teaching concern?

Options	%
Yes	80
No	20

4. Which of the following describes your students' level of oral proficiency?

Options	%
High	0
Above average	0
Average	40
Below average	60
Low	0
Total	100

5. Do you believe that your ESP students are motivated in oral communication?

Options	%
Yes	40
No	60

6. What is the speaking micro-skill that you find most difficult in teaching?

Options	%
Pronunciation	60
Fluency & Accuracy	30
Grammar	10

7. Which of the following techniques do you use most?

Options	%
Group work	70
Discussion	10
Role play	10
Problem solving	10

8. Do you evaluate your students' oral production?

Options	%
Yes	100
No	0

9. If your answer is "yes", which style do you prefer?

Options	%
Self evaluation	20
Peer-evaluation	20
Teacher evaluation	60

10. Please indicate how far your agree with each of the following principles of CLL:

a. Learning is facilitated via peer instruction in the target language:

Strongly agree	Agree	Disagree	Strongly disagree	Total
3	2	0	0	5

b. Although students work together, each one is individually accountable:

Strongly agree	Agree	Disagree	Strongly disagree	Total
2	2	1	0	5

c. Positive interdependence of ESP students in CCL is the motive power of their peer interaction:

Strongly agree	Agree	Disagree	Strongly disagree	Total
2	2	1	0	5

d. Since social skills involves teaching not only the language related to them, but cooperation as well:

Strongly agree	Agree	Disagree	Strongly disagree	Total
2	3	0	0	5

11. Do you raise your students' awareness towards the value of CCL?

Options	%
Yes	40
No	60

12. Do your students encounter problems in (CLL)?

Options	%
Yes	40
No	60

13. You you believe that CLL enhances students' speaking   sub-skills(fluency,accuracy, pronunciation)?

Options	%
Yes	80
No	20

Analyzing the study results of the CLL teacher questionnaire indicates that the application of CLL is

vital. The various topics used to achieve the purposes of the present study could help improve the speaking micro-skills as the ESP instructors were aware of getting their students involved in group learning with the intention of developing these micro-skills of speaking. Each activity or task required was intended as a means to an end.

Having completed the speaking course via CLL techniques which lasted 10 weeks, the experimental group could be capable of outscoring their counterparts (control group) in developing fluency and accuracy on English post test. Remarkably, pronunciation was less developed via CLL

Generally, the students could improve fluency and accuracy as speaking micro-skills, as they tried to correct their mistakes avoiding interference in the comprehension of the listener, although there were topics that they should continue working such as the pronunciation of the past tense. Additionally, they could organize their ideas more adequately. That may be due to the fact that students have got previous background knowledge (schema) about grammatical structure. On the contrary, the micro-skill less developed, as mentioned earlier, was pronunciation since students did not take the risk to pronounce the words imitating the native accent.

Likewise, the different CLL strategies used during the study could match the aims of the study, as students could enhance their social ties helping each other, learn from each member of the group contrary to

the learning conventional as students' contribution was valuable for the consolidation of the themes proposed principally by the class teacher. Self-confidence in facing the public in learning could be enhanced for ESP specialists.

Furthermore, the study results could reveal the following:

1. The oral/aural skills were considered the major concern in developing oral proficiency.
2. Group work was considered effective by ESP instructors and students in CLL.
3. students were aware of the skills adopted for effective learning.
4. group work as a technique to enhance students' oral proficiency revealed their recognition of the effectiveness of such a technique.

Conclusion

The positive results revealed in this study concerning the influence of cooperative group work (CLL) on improving students' oral production have confirmed the assumption that there is a positive relationship between cooperative language learning (CLL) and oral proficiency. Actually, what concerns mainly the ELT curriculum, English methodology and instruction and EL teachers is the implementation not only of current teaching methods and strategies but the constant search of innovative ones that could result in perfect outcomes not only in speaking micro-skills but in other language micro skills as listening, reading and writing. Additionally, EL teachers at pre/post university

stage must be aware of the effectiveness of the techniques they often adopt in their ELT and assess them to ensure that proper modeling take place.

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