

Investigating Teachers' Viewpoint towards Using Cooperative Learning Strategy to Improve EFL Learners' Oral Skill

1- Dr. Sabir Mirgani Ali Ahmed– Sudan University of Science and Technology

2- Dr. Saad Abbakar Bakheet Ahmed- University of Zalingei

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Abstract

This study aims at investigating teachers' viewpoint towards using cooperative learning strategy to improve EFL Learners' oral skill . The researchers adopted the descriptive analytical method; a questionnaire has been used as primary tool for data collection. The sample of the study comprises 30 teachers of English at some Sudanese Universities. The researchers applied (SPSS) program as represented in a Chi-Squared test to analyze and verify the hypothesis. The results revealed that cooperative learning strategy encourages learners to work together to support each other. As far as teachers' concerned, heterogeneous groups help students improve oral participation. The researchers recommended that homogeneous group should help learners develop their oral activities. Moreover, Cooperative learning strategy should enhance oral skill of low-ability learners.

Key Works: Collaborative, Communication, Activity, Self-esteem.

مستخلص الدراسة

تهدف هذه الدراسة إلى تقصي وجهة نظر الاساتذة حول استخدام استراتيجية التعلم التعاوني لتطوير المهارة الشفهية لدى دارسي اللغة لغة اجنبية. وتبنى الباحثون المنهج الوصفي التحليلي ؛ واستخدم الاستبيان كأداة أولية لجمع البيانات. وتشمل عينة الدراسة (30) أساتذا للغة الانجليزية في بعض بالجامعات السودانية. وطبق الباحثون برامج الحزم الإحصائية للعلوم الاجتماعية (SPSS) المتمثل في اختبار كاي لتحليل وتحقيق الفرضية. وأظهرت نتائج هذه الدراسة ان استراتيجية التعلم التعاوني تشجع الدارسين للعمل مع بعض ان ويدعموا البعض الاخر. على حسب علم الأساتذة , ان المجموعات غيرالمتجانسة تساعد الدارسي لتطوير مشاركتهم الشفهية. وأوصى الباحثون انه على المجموعات المتجانسة مساعدة الدارسين لتطويرانشطتهم الشفهية. بالاضافة الى ذلك, يجب ان تعزز استراتيجية التعلم التعاوني المهارة الشفهية للدارسين ذوي القدرات المتدنية.

الكلمات الافتتاحية: تعاوني, التخاطب, الانشطة و احترام الذات.

Introduction

Cooperative learning is not a new teaching strategy, but appeared recently in the field of teaching and learning; but it has its roots in the history of education, so it is important to remember that the cooperative learning strategy started just before World War II. According to Kessler (1992), the cooperative learning strategy finds its roots in the classroom application a long time ago in the 1970s when the USA began to design a model of study for a classroom context based on cooperation.

The cooperative learning strategy was developed by Coleman (1959) as a means to reduce competition between students, namely in American schools. He believes that competition is a negative component in the educational system. He also suggests that instead of encouraging competition in the academic setting which effects the process of education; schools should introduce more collaborative approaches to teaching.

As the years went by, more exactly in 1975 cooperative learning has become strategy applied by many people and it helped them to promote mutual satisfaction, better communication, acceptance of others and support among the participants of the team, and has shown an increase in a variety of thinking strategies among individuals in the group. Johnson and Johnson (1994) introduce the five elements of cooperative learning as: a) positive interdependence; b) individual accountability; c) face-to-face interaction; d) social skills and; e) processing information, which are considered essential for effective group learning. These elements are cornerstones for teachers who use cooperative learning in their classes. If teachers apply the elements above; they at least guarantee that every student is going to get adequate opportunities to participate in the class activities.

This study investigates teachers' views towards applying cooperative learning strategy to enhance students' oral skill. Cooperative learning strategy can be fruitful for all teachers and students who are eager to enhance their classroom abilities and knowledge. Teachers of English do not use cooperative learning strategy in their classroom. EFL students can benefit from the exposure within group and pair works to improve their speaking skill; however, our educational institutions are not paying attention to its benefit and are ignoring cooperative learning in their

process of teaching the English language. So the effectiveness of using cooperative learning strategy is highly recommended by teachers. It appears to promote students in an active oral communication. The researchers have tackled this issue so as to address this problem.

Study objective

This Study sets out to answer the following objective:

To high light the teachers' viewpoints in applying cooperative learning strategy to enhance EFL Learners' oral skill.

Study Question

What are teachers' viewpoints in applying cooperative learning strategy to enhance EFL Learners' oral skill?

Study Hypothesis

Teachers have positive viewpoints towards applying cooperative learning strategy to enhance EFL Learners' oral skill.

Significance of the Study

This study is very significant because it shows how the use of cooperative learning is very effective in the area of English language teaching and learning. In addition to that, it reveals to some extent EFL learners can develop their oral and aural skills through applying cooperative learning; furthermore, this study provides the proof to accept or deny the idea of applying cooperative learning as a means of helping the learners and teachers to enhance oral skill.

So, it is hoped that the results arrive at the future will help the curriculum developers to take the right decisions with regards to promote the students' oral skill, which is badly needed in their studies so people need to act globally so as to keep space with the rest of the world. Therefore, the significance of this study stems from its emphasis on addressing these problems.

Methodology

The researcher adopted the descriptive analytical method. One instrument is used as primary tool for data collection. A questionnaire was given to teachers of English at varies Educational institutions.

The Concept of Cooperative Learning

Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content (Slavin, 1995). Olsen and Kagan (1992) describe it as follows:

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

(As Lin 2009 cited in Olsen & Kagan, 1992:8)

Relevantly, Jacobs et al (2002) define that CL as principles and techniques for helping students work together more effectively. To improve student learning and engagement, they state how to employ CL principles to facilitate CL in the classroom along with a variety of CL techniques. The point here is that CL involves not only getting students to work together in groups or forming a group, but also appropriately employing some strategies to help them maximize their peer interaction and their learning in the classroom. Tong-Fredericks (1984) suggest that pair/group work, if structured and managed properly, can facilitate language development.

According to Ibtissem (2013) as cited in Ravich (2007, p .60), Cooperative learning is a teaching method in which students of differing capacities work together in groups on an assignment and receive a common grade and each student has a specific responsibility within the group. Advocates believe that cooperative learning enables students to acquire both knowledge and social skills and that student try harder because they are members of a team. They also contend that students have more opportunities to ask questions and clarify confusions than they do in the whole-class setting.

The Major Components of Cooperative Learning

There are five key components which differentiate CL from simply putting students into groups to learn (Johnson, Johnson, and Smith 2006). The first one is Positive interdependence. It refers to the idea that students are required to work together in order to achieve common learning objectives. In this case, students must believe that they are linked and that they either sink or swim in such a way that one cannot succeed if others do not succeed. Students need each other for support, explanations, and guidance. Without the help of one

member, the group will not be able to achieve the desired objective. The second one is individual accountability. It implies that each team member is responsible for his/her fair share to the group's success. It is important that the group knows who needs more assistance, support, and encouragement in completing the task. It is also vital that group members know they cannot "hitchhike" on the work of others (Jolliffe, 2007). It requires each student in the group to develop a sense of personal responsibility to learn and help the rest of the group to learn also. The third component is promotive interaction. It refers to the interaction of students in order to help each other accomplish the task and the group's shared goals.

Students are required to interact verbally with one another on learning tasks (Johnson & Johnson, 2008). They are also expected to explain things to each other, teach others, and provide each other with help, support, and encouragement. The fourth component is interpersonal and social skills. It refers to the skills such as giving constructive feedback, reaching consensus, communication accurately and unambiguously and involving every member in the learning process. However, not all students know these skills. They must be taught and practiced such skills before the groups tackle a learning task. Therefore, teachers should carefully and explicitly teach their students the required skills. The teacher is not a person who measures the capacities of the students in terms of the final product, but somebody who acts as a friend, coordinator, director, guide, counselor, and facilitator (Cowe et al 1994). Finally, group processing is an important aspect of CL. It requires group members to assess their functions and contribution to the success of all tasks. It focuses on positive behaviors and actions rather than on negative ones and involves students thinking about how they learn. Additionally, the teacher may choose to spend time specifically focusing on improving a skill such as speaking. The teacher can then monitor the different groups during the learning activities and provide feedback on what has been observed.

The Roles of Both (the Teacher and the Learner)

"Teacher roles in cooperative learning classrooms are quite different from those of traditional classrooms; along with the changed social structure comes a changed pattern of teacher attention, expectations, and discipline. The need for discipline especially individual discipline is reduced, and the ability of teachers to consult with individual students is increased."

Spencer Kagan (1986) and Frank Smith (1986) suggest that teacher's model collaboration for their students by writing with them: brainstorming, composing, and editing together. This doesn't mean that teachers ask for ideas from students with a set of acceptable answers already in mind, but that they actually work through the process of a new writing task with the students. Teachers are often hesitant to do this, thinking that they shouldn't put themselves in the position of being tentative, of starting and backing up, of rethinking and revising in front of their students. They are afraid they will be seen as not fully capable in their own language skills. But this is how all writers really write. When students do not have a model of how advanced writers work, they tend to assume that good writers never falter, never make mistakes, never change what they have written. Judging their own efforts against this impossible goal, they see little chance of ever becoming good writers.

Also, collaborating with students provides them with a model for collaboration. They learn how to create the kind of give and take necessary for good collaboration. They learn how to negotiate differences in terms or concepts.

Learners' roles in cooperative Language Learning "promotes learning through communication in pairs or small groups."(Richards & Rodgers, 2001, p. 174), and its major concern is to enable students to learn from each other through their contribution to the group. In this regard, each student would take the role that goes with his/her personality. As Crandall reports:"For example, in an activity requiring individual roles, an extroverted or more confident student who likes to speak in class may be assigned the role of Reporter, while one who prefers to write may be called the Recorder.". In his turn, Cohen (1994 as cited in Dörnyei & Malderez, 1999) claims that in group work, students are assigned the roles traditionally done by the teacher. They, therefore, take charge of the learning process and check that all the group members are on task. In CLL, learners are responsible for their own learning. This does not mean that teachers have no role to perform; rather, they delegate their authority to students who attempts to solve their own problems, and correct each other's mistakes (Ibid.).

The Advantages of Cooperative Language Learning

Cooperative learning is a powerful educational approach principally because of its contribution in enhancing students' achievement and productivity and providing more opportunities for communication. From the perspective of second language teaching, McGroarty (1989; as cited

in Richards & Rodgers, 2001, p. 195) offers the potential advantages for ESL students in CLL classrooms:

1. Increased frequency and variety of second language practice through different kinds of interaction.
2. Possibility for development or use of language in ways that support cognitive development and increased language skills.
3. Opportunities to integrate language with content-based instruction.
4. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.
5. Freedom for teacher to master new professional skills, particularly those focusing communication.
6. Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

. In addition to that, Carol Ames (1984) has elaborated on the motivational processes that underlie the effectiveness of different learning situations as follows:

When learners receive some indication of success, they feel more successful and capable. The indication of success or failure is usually a grade or other external evaluation, comparison with previous performance, or comparison with others' performance. Competitive situations, by their nature, reduce the number of learners who can be given "successful" external evaluation, or who can see their performances as superior to others, thus limiting the number of learners who will feel competent and will rate their own performance as successful. Cooperative settings, on the other hand, increase the possibility for success as it is measured by completion of the group task, allowing more learners to feel competent.

2. Success in competitive settings tends to result in exaggerated inflation of self-esteem while failure results in exaggerated deflation. Self-esteem and feelings of competence strongly influence the individual's motivation to engage in an activity, so cooperative learning, by providing more learners an opportunity for success, motivates the majority to engage in further learning, while competitive learning motivates only the few who receive high evaluations.

3. The perception of failure in cooperative settings depends on the group outcome. Those who are in successful groups perceive their own performance as successful even though they may

have low abilities, but those in unsuccessful groups may see themselves as unsuccessful and experience feelings of low self-esteem. For that reason, it is important that the teacher structures the task and monitor group performance to provide the support needed to make the experience successful for everyone.

4. Cooperative settings reduce the perceptions of differences among individuals. Students who have participated in cooperative groups tend to see other students as more similar to themselves than students in competitive settings. The result is that cooperative learning results in higher achievement levels for all students, not just those top few who would also be successful in competitive settings. Naturally enough, cooperative learning helps students develop better interpersonal skills. Perhaps most importantly, cooperative learning has been shown to be an extremely effective way of mainstreaming handicapped, minority, and LEP students. Study after study shows better acceptance of these students by the majority after cooperative learning experiences. Some male students express a greater willingness to work with female students after a cooperative experience as well. The authors of Classroom Instruction that Works cite research showing that organizing students in cooperative learning groups can lead to a gain as high as 28 percentiles in measured student achievement (Marzano, Pickering, and Pollock, 2001).

Other researchers report that cooperation typically results in higher group and individual achievement, healthier relationships with peers, more meta-cognition, and greater psychological health and self-esteem (Johnson and Johnson, 1989).

When implemented well, cooperative learning encourages achievement, student discussion, active learning, student confidence, and motivation. The skills students develop while collaborating with others are different from the skills students develop while working independently. As more businesses organize employees into teams and task forces, the skills necessary to be a "team player" (e.g., verbalizing and justifying ideas, handling conflicts, collaborating, building consensus, and disagreeing politely) are becoming more valuable and useful. Using cooperative groups to accomplish academic tasks not only provides opportunities for students to develop interpersonal skills but also gives them authentic experiences that will help them be successful in their future careers.

Also Dörnyei & Malderez (1999, p. 156) summarize the advantages of group work on many levels stating that this approach is mainly responsible for:

- The participants' attitudes toward and affective perception of the learning process (Ehrman & Dörnyei, 1988);
- The quantity and quality of interaction between group members (Levine & Moreland, 1990);
- The extent of cooperation between students and the degree of individual involvement (Johnson & Johnson, 1995);
- The order and discipline in the classroom (Jones & Jones, 1995);
- Students' relationships with their peers and the teacher (Ehrman & Dörnyei 1998);
- A significant proportion of student's motivation to learn the L2 (Dörnyei in press);
- Student and teacher confidence and satisfaction (Dörnyei & Malderez, 1997).

Benefits of Using Group Work Activities in Language Teaching

There are many sorts of activities in speaking lesson which are; discussions, dialogues, etc. These activities are often used in group work and have a lot of advantages.

Firstly, students' responsibility and autonomy are promoted through group work activities.

All students work together, share their thoughts, and always want to reach the goal in group activities. In addition, one of their main tasks is being in charge of their group activities. Every learner is in charge of his own and each others' speaking, so there is a friendly help and high personal interdependence between them. Doff states: Group work and pair work encourage students to share ideas knowledge. In a reading activity, students can help each other to explore the meaning of a text, in a discussion activity; students can give each other new ideas". (Doff, 1988). Secondly, learners' participation, talking time and oral fluency are improved through group.

As for Ur (1996), students can have a learning task during small interaction in group work and it is considered as a kind of their activation and is very valuable for practicing of fluency in speaking. There are 5 groups in a class; students can get 5 times as some chance to speak as in a big class.

Finally, the students' motivation is improved through group work activities. Group-work activity can allow participants to use the language. Moreover, it is one of the most effective

ways to motivate participants to become more involved. Richards and Lockhart (1994) point out that, students not only play more active roles in the learning process but also get the benefits of sharing ideas with their team member through taking part in groups. Doff (1988, p.141) states:

"Students feel less anxiety when they are privately than when they are on shown in front of the whole class. Pair work and group-work can help shy students, who would never say anything in a whole class activity".

The source of benefits of group-work can be seen in many different fields, consists of improving students speaking skill. In the best group-work activity in a language classroom, the participants of a learning group can benefit in several ways. By dividing the class into group, a new social context is created whereby learners get the opportunity to share individual cognitions with their group mates and decide on a conclusion based on the sum of these cognitions.

In general, group work has had a lot of focus in language classroom and its activities are taken place in some ways of the second language instructions, especially in encouraging learners' face to face practice. However, group activities still have got many problems when some students control the group a lot and make others uncomfortable, so how to organize group work effectively is the big question for educators and language teachers, who consider group work as one of the best ways to improve students' speaking skill.

Speaking Skill

Speaking is the verbal use of language and a medium through which human beings communicate with each other (Fulcher, 2003). It is the most demanding skill that people need to communicate in everyday situations. Generally, speaking is the ability to express something in a spoken language. It is simply concerning putting ideas into words to make other people grasp the message that is conveyed. In this study, the term "speaking" is to one of the four skills related to language teaching and learning.

At present, English has developed and expanded in the Arab world (Kharma, 1998; Zughoul, 2003). It is widely used as an instrumental language for various purposes and enjoys a higher status than in the past (Kharma, 1998). According to Zughoul (2003), English in the Arab world is now associated with advancement in technology, trade, tourism, the Internet, science,

commerce, politics, and so forth which have made English the most important language in different aspects of life. As a result, the ability to speak is required in many of the above fields, if not in all of them. However, most of Arab EFL students have difficulties in speaking English. They have troubles with pronunciation, vocabularies, grammar, fluency and comprehension. Considering the foregoing problem, EFL teachers should train students to develop their oral communication. According to Brown (2007), oral communication can be maintained by having three components. The first one is fluency which is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation markers. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation (Richards, 2006). The second component is accuracy. It refers to the mastery of phonology elements, grammar and discourse. It also refers to the linguistic competence that deals with the correction of the utterances to get a correct communication. According Thornbury (2005), speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation. The third component is pronunciation. It is “the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. This comprises the production and perception of segmental sounds of stressed and unstressed syllables and the speech melody or intonation” (Carter & Nunan, 2004:56). Without a good pronunciation, listeners cannot understand what another person says and this will make the communication process more difficult. Therefore, pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community. In conclusion, fluency, accuracy, and pronunciation are three important and complementary components in the development of students’ speaking skill.

Given the main components of speaking skill, EFL instructors are appealed to introduce speaking activities. The types of activities that can be used are performance, guided and creative activities. The choice of these activities depends upon what we want learners to do.

The first activity is performance activities. They provide students with opportunities to communicate in the target language. Teachers and students at this point should concentrate on the meaning and intelligibility of the utterance, not the grammatical correctness. With practice,

grammar errors should disappear. The second is guided activities. They are such as repetition practice or set sentences prompted by picture or word cues, aim to improve the accurate use of words, structures and pronunciation. In guided activities the focus is usually on accuracy, and the teacher makes it clear from feedback that accuracy is important. Some examples of activities for controlled practices are: Find Someone Who, questionnaires, information gap etc. Guided activities include model dialogues which students can change to talk about them and to communicate their own needs and ideas, and tasks which the students carry out using language taught beforehand. Finally creative activities are usually designed to give either creative practice opportunities for predicted language items, or general fluency practice, where the specific language focus is less relevant. Some activities for freer practice are: interaction or information gap, role-playing, simulations, free discussion, games, a jigsaw puzzle, and problem-solving. These activities are combined with cooperative techniques to motivate students and improve their speaking skill (Hedge, 2008).

Population of the Study

The population of the present study consists of Sudanese universities' teachers to check their perspectives towards Implementing Skype apps to promote students' speaking skill. The sample of the study consists of (105) teachers of English which was given open-ended questionnaire.

Tools of the Study

The questionnaire was adopted as primary tool for collecting data for the purpose of the main study. It was designed for the teachers. The researchers have used the questionnaire as tool to collect the information of the study.

The questionnaire was given to the (105) teachers of English who have been selected randomly. It uses Likert the 5-point scale (strongly agree, agree, neutral, disagree and strongly disagree). The statements are about the Investigating Instructors Attitudes towards Implementing Educational YouTube Videos to develop Oral Communicative Competence. The questionnaire includes (4) statements has given to (105) teachers of English. It was judged by experienced professors and doctors from Sudanese University. The responses of the questionnaire were given to an expert in statistics.

Results and Discussion

In this section, the data is analyzed and discussed in terms of the results of the teachers' questionnaire. There was one question and one hypothesis to be answered and tested respectively. The respondents, on whom the questionnaire was applied, were 105 respondents. Method used to analyze the data was descriptive statistics (frequency and percentages) Statistical Package for the social Sciences (SPSS) was used to analyze the data. Chi-Square tests were applied to examine the observed differences in the frequency distribution of responses on all the statements of the questionnaire in order to guarantee their statistical significance.

In analyzing the data, the following statistical tests were considered:

- Reliability coefficient was used to check the reliability of the test used in the study. Descriptive statistics which include frequency, mean, SD and Chi- Square were used to describe the basic features of the data collection.

Statement of the problem

Analysis of Teachers' Questionnaire

Hypothesis: Teachers have positive viewpoints towards applying cooperative learning to enhance EFL learners' oral skill.

Statement (1): In my opinion, cooperative learning encourages my learners to work together to support each other.

Table No (4.1) The Frequency Distribution for the Respondents' Answers of Statement.(1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	13	43.4	43.3	43.3
Agree	14	46.7	46.7	90.0
Neutral	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7

strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

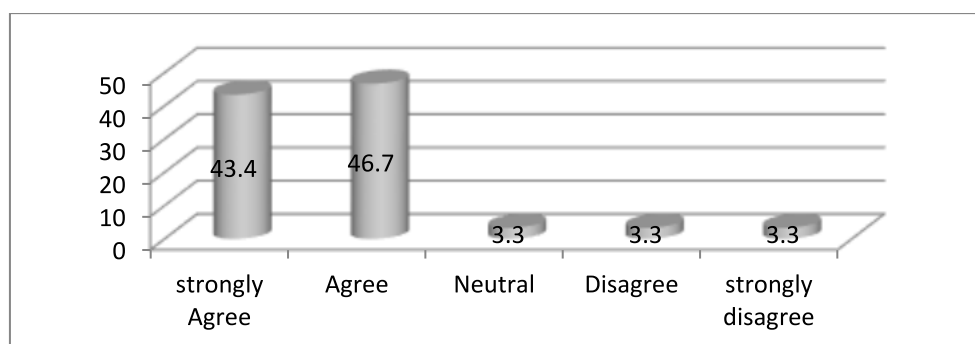


Fig (4.1) The Frequency Distribution for the Respondents' Answers of Statement.(1)

With reference to table (4.1) and figure (4.1) regarding the statement " In my opinion, cooperative learning encourages my learners to work together to support each other". It's clear that participants' responses to strongly agree is 43.4%, agree turned out to be 46.7%neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%.This demonstrates that students should be well- trained in involving with cooperative learning to develop their oral skill.

Statement No. (2): I involve my learners in games to practice speaking fluency.

Table No (4.2) The Frequency Distribution for the Respondents' Answers of Statement.(2)

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
strongly Agree	11	36.7	36.7	36.7
Agree	16	53.4	53.3	90.0
Neutral	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

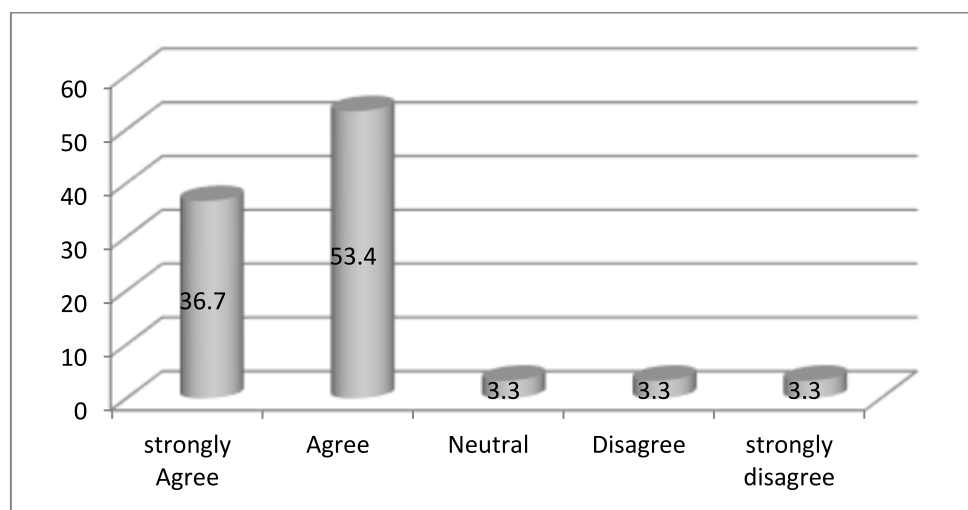


Fig (4.2) Frequency Distribution for the Respondents' Answers of Statement.(2)

With reference to table (4.2) and figure (4.2) concerning the statement "I involve my learners in games to practice speaking fluency." It's clear that participants' responses to strongly agree is 36.7%, agree turned out to be 53.4% neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%. This demonstrates that learners should be well- trained in practicing oral skill.

Statement No. (3): As far as I concerned, heterogeneous groups help my learners increase oral participation.

Table No (4.3) The Frequency Distribution for the Respondents' Answers of Statement.(3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	3	10.0	10.0	10.0
Agree	22	73.4	73.3	83.3
Neutral	3	10.0	10.0	93.3
Disagree	1	3.3	3.3	96.7

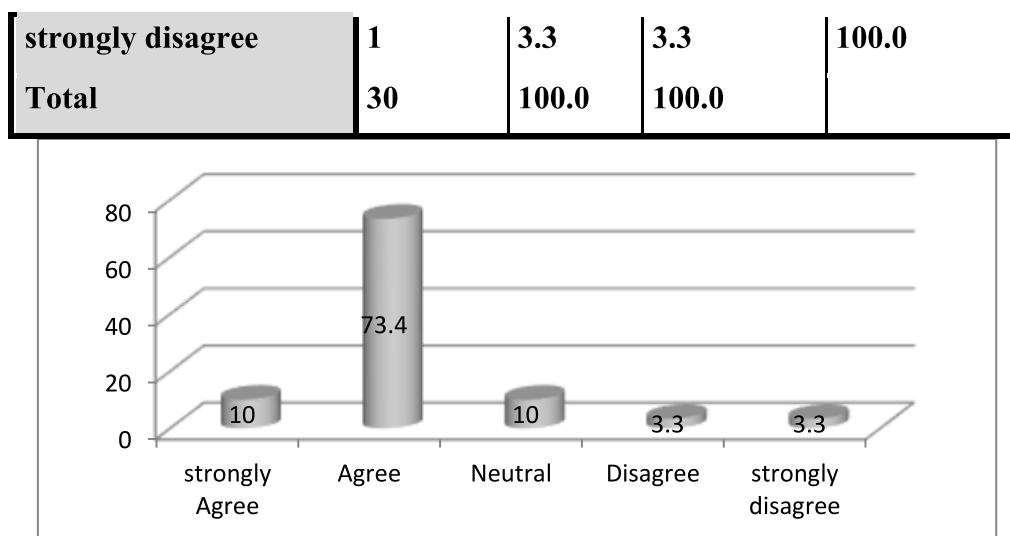


Fig (4.3) The Frequency Distribution for the Respondents' Answers of Statement.(3)

With regard to table (4.3) and figure (4.3) concerning the statement "As far as I concerned, heterogeneous groups help my learners increase oral participation."It's observed that participants' responses to strongly agree is 10.0%, agree turned out to be73.4%, neutral is 10.0%, disagree is 3.3%, while strongly disagree is only 3.3%.This justifies the idea that, learners should be well- trained in using cooperative learning to develop speaking skill.

Statement No. (4): In my point of view, homogeneous group help my learners develop their oral activities.

Table No (4.4) The Frequency Distribution for the Respondents' Answers of Statement.(4)

Valid	Freque ncy	Percent	Valid Percent	Cumulative Percent
strongly Agree	6	20.0	20.0	20.0
Agree	14	46.7	46.7	66.7
Neutral	4	13.3	13.3	80.0
Disagree	2	6.7	6.7	86.7

strongly disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

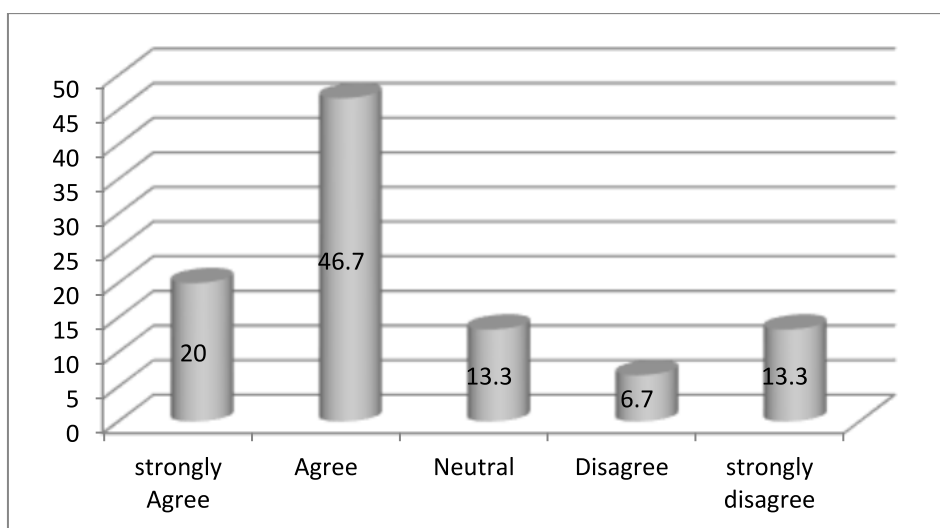


Fig (4.4) The Frequency Distribution for the Respondents' Answers of Statement.(4)

With regard to table (4.4) and figure (4.4) focusing on the statement "In my point of view, homogeneous group help my learners develop their oral activities". It's noticed that participants' responses to strongly agree is 20%, agree turned out to be 46.4%, neutral is 13.3%, disagree is 6.7%, whereas strongly disagree is only 13.3%. This strengthens the view of that; homogeneous group should developed speaking activities.

Table (4.16) the Mean and Standard Deviation and Chi-square Values *Hypothesis (1)* :

Teachers have positive attitudes towards implementing Skype apps to enhance EFL learners' speaking skill.

No	Statement	mean	SD	Chi square	p-value
1	In my opinion, cooperative learning encourages my learners to work together to support each other.	2.5	1.3	24	0.00
2	I involve my learners in games to practice speaking fluency.	3.5	0.6	24	0.00

3	As far as I concerned, heterogeneous groups help my learners enrich oral participation.	2.6	2.4	13	0.00
4	In my point of view, homogeneous group help my learners develop their oral activities.	2.4	0.8	25	0.03

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "In my opinion, cooperative learning encourages my learners to work together to support each other."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "I involve my learners in games to practice speaking fluency."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " As far as I concerned, heterogeneous groups help my learners increase oral participation."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the

respondents, which support the respondent who agreed with the statement "In my point of view, homogeneous group help my learners develop their oral activities."

According to the previous results it's clear that the hypothesis is accepted.

Conclusion

In conclusion, videos are the aids that can be present in both audio and visual for educational purposes.

To sum up the researchers' point of view, EFL teachers can increase their knowledge in oral communicative competence via implementing educational YouTube Videos. The study attempt to highlight Instructors Attitudes towards Implementing Educational YouTube Videos to develop Oral Communicative Competence, the results revealed that instructors have positive Attitudes towards Implementing Educational YouTube Videos to develop Oral Communicative Competence, the study recommended that Curriculum designers should integrate YouTube Videos in English syllabuses.

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