



## **LEARNING COOPERATION TECHNOLOGIES FOR DEVELOPING FOREIGN LANGUAGE LEARNERS' SPEAKING SKILLS**

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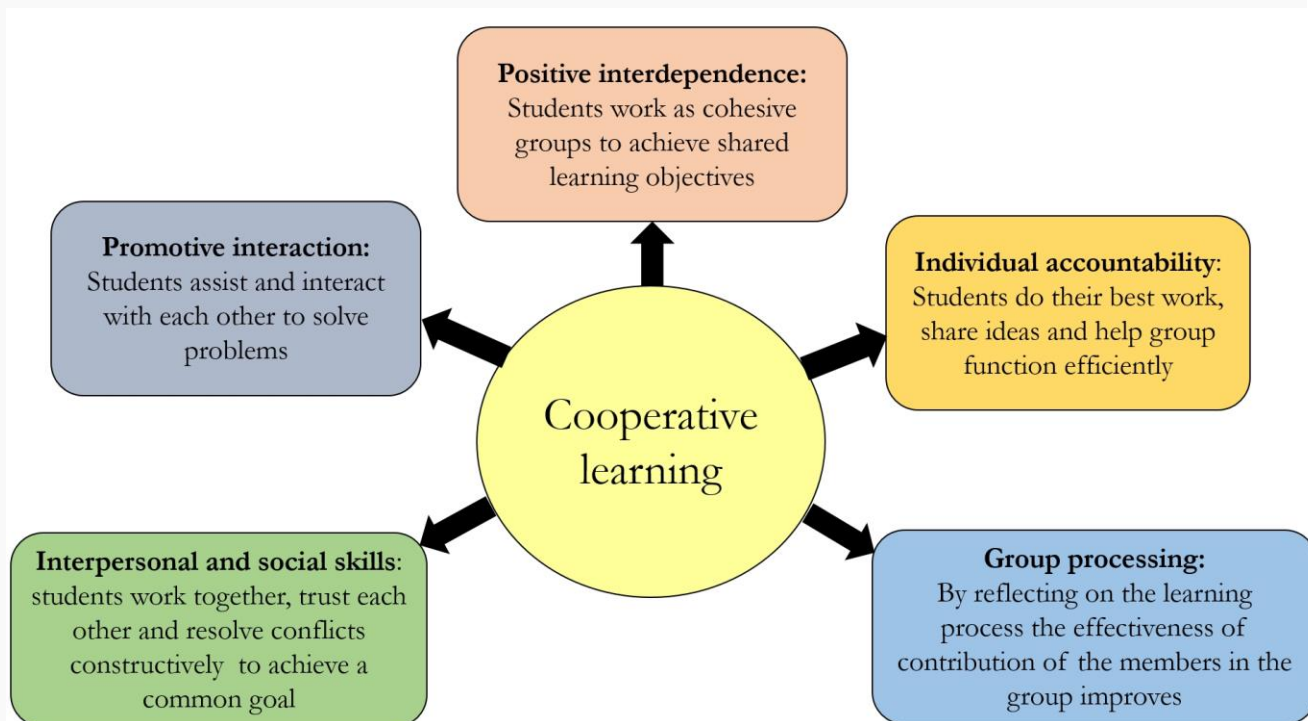
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### **Annotation:**

This article examines some general aspects of cooperative learning in relation to the development of speech skills. Cooperative learning consistently proved that it improves achievement and retention, creates more positive relationships among students, and promotes students' psychological health and self-esteem. Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. Cooperative learning is the instructional use of small groups so that students work together to achieve shared goals. In cooperative learning groups, students are given two responsibilities: to learn the assigned material and to make sure that all other group members do likewise. In this article, it is discussed that students' speech skills are developed in the process of cooperative learning.

**Keywords:** language cooperative learning, game technologies, instructional methods, speech skills, interpersonal and social skills, group processing

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to cooperative learning than merely arranging students into groups, and it has been described as "structuring positive interdependence." Students must work in groups to complete tasks collectively toward academic goals[2]. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and Smyth describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Cooperative learning has also been linked to increased levels of student satisfaction (Figure 1)



**Figure 1. Cooperative learning elements**

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 the others not [17]. Students need each other for support, explanations, and guidance. Without the assistance of the members, the group will not be able to accomplish the ideal goal.

The second one is **singular responsibility**. It infers that each team member is responsible for his/her fair share to the group's prosperity. It is vital that the group knows who needs more help, support, and encouragement while working on a task. It is additionally fundamental that group members know they cannot "hitchhike" on the work of others. It needs each student in the group to display a sense of personal responsibility to learn and help the rest of the group to learn as well.

The third component is **promotive interaction**. It alludes to the connection of students in order to help them accomplish the task and the group's shared goals. Students need to interact verbally with one another on learning tasks. They are also expected to elucidate things from each other, train others, and provide each other with assistance, support, and encouragement.

The fourth component is **interpersonal and social skills**. It refers to skills such as giving helpful feedback, reaching consensus, communication accurately and unambiguously, and involving every member in the learning process.



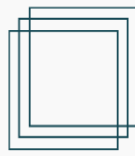
However, not all students know these skills. They must be taught and practiced these skills before the groups tackle a learning task. Therefore, teachers should carefully and explicitly teach their students the required skills. The teacher is not a person who measures the capacities of the students in terms of the final product, but somebody who acts as a friend, coordinator, director, guide, counselor, and facilitator.

Finally, group processing is an important aspect of CL. It requires group individuals to survey their capacities and commitment to the achievement of all tasks. It centers around positive practices and activities rather than on negative ones and includes learners contemplating how they learn [6]. The educator may also elect to spend time explicitly concentrating on improving a skill, for example, speaking. The educator would then be able to screen the various groups during the learning exercises and give feedback.

To improve the speaking skills of the learners at the initial or secondary stage, the teachers should start with some simple and interesting activities like *transformation of sentences, for example, an affirmative sentence into a question, or an affirmative into a negative sentence*. Further the teachers can continue with functional-situational drills like giving an advice, making a request, expressing wishes, etc. Then the teachers can proceed to the '*Ranking activities*' that consist of a list of items about the topic given. The most important activity that needs to be introduced in the development of the learners' speaking skills is by introducing language games as language games are very much useful for the English language teachers to liven up a lesson. The teachers can also introduce some activities like '*guessing games*' by keeping an object in a closed box and by asking the learners to guess what the object is there in the box. After getting the right answer, the teacher can ask the learners to describe the object. Undoubtedly, the learners' participation in these activities are encouraged and appreciated. Moreover, the learners feel more comfortable and confident with these activities while they perform a conversation in the English classroom and the learners use their speaking skills more perfectly and effectively in order to hold perfect **conversations, discussions, debates, presentations, group work, pair work** and some more related activities which are

organized in learning cooperation.

In this article, an attempt has been made to bring out various techniques and activities to teach speaking skills in the English language classrooms. The activities that are done by the learners in English classrooms yield positive results in the process of learning speaking skills. The emphasis is on the interaction between the teacher and learner in the English language classrooms. The importance of speaking skills for a successful and bright career has been highlighted in this research paper.



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