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**Investigating The Relationship between Group Dynamics and
Students' Preferences for Group Work Activities**

The case of Second Year LMD, EFL Students at Mohammed Saddik Ben
Yahia University- Jijel

Dissertation submitted in partial fulfilment of the requirements for the degree of
master in didactics of foreign languages

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Declaration

I hereby declare that the dissertation entitled " Investigating the relationship between group dynamics", is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researches partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

Date

Dedication

I didicate this work to my the queen of my heart, to the most precious and gentle soul in the world, my beloved mother.

To my beloved father for his support throughout my university career.

To my belove sisters who were their for me whenever i needed help.

I dedicate and thank all my special friends, that gave me the helping hand in any that faced i thank my friends: Wahida, Khadidja, Zaynab, Fatiha, Manal and Amina.

Manal

Dedication

I dedicate this work to myself, and my parents, my brothers, and my sisters.

Wahida

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Abstract

The study aimed at investigating the relationship between group dynamics and students' preferences for group work activities in Algerian EFL learner's foreign language. To meet this objective, a hypothesis was formulated stating that students' preferences for certain group work activities will impact on the dynamics of group work. In order to conduct the study, a students' checklist was designed to check the level of group dynamics of EFL students and gather information about their preferences for group work activities. The data gathering tool was administered to a sample of sixty License second year students of English at Mohammed Seddik Ben Yahia University-Jijel. After analyzing and comparing the data gathered by using a quantitative approach. The results show that there is a positive relationship between these two variables: the behaviors and psychology of students when they work on their activities and preferences, it will effect on the dynamics which can reach a high level of positivity. Finally, the findings of the present study serve as grooming ground for future research to further dive into the relationships between group work and students' preferences for group work activities at Algerians' EFL classes.

Key words: Group Work, Group Dynamics, Group Work Activities.

List of Abbreviations

EFL: English as a Foreign Language

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General Introduction

1. Background of the Study
2. Statement of the Problem
3. Research Assumption
4. Research Question
5. Aims of the Study
6. The Significance of the Study
7. Research Methodology
8. Structure of the Dissertation

1. Background of the study

Group work activities are a common method that is used in Algerian EFL classrooms and they involve group dynamics. This research is about the issue of group work and the behaviour of EFL students within this activity. According to Dorneiy, Clement and Noel (1994), group dynamics has been a core area of social psychology for several years: it concerns the scientific analysis of the dynamics of small-groups behaviour.

The researchers have now begun to examine the processes of group work. B.Sabiha & B. Zeyneb (2014) developed a study in education which emphasizing the central importance of the learners. The main objective of this study is to enable learners to use language for communication in the classroom via group work . It also presents learners with some group work activities in order to develop their speaking skills. Moreover, the tools used to collect data were two questionnaires administered to third year students and teachers of oral expression at the department of English university of Jijel in order to explore both learners' and teachers' opinions towards the implementation of group work .

Another study, M. Bilal & H. Fares (2018) at Mohamad Boudiaf M'sila university conducted a study about the role of small sized classroom in enhancing EFL learners' oral performance. This study aimed to investigate the relationship between small sized classroom and students' oral performance and explores how small sized classes facilitate foreign language learning especially the speaking skills by using different teaching methods. A quantitative designed was used in a sample of 20 middle school teachers aging between 25 and 55. Based on literature findings and data generated, most participants agree with that smaller class size do enhance students' oral performance.

In addition, Dorneiy (2001) conducted a study on group dynamics in EFL classrooms of Taiwanese students. To this end, a questionnaire was administered to 152 Taiwanese and an interview was conducted with 12 students. The findings highlighted that how group processes influence individual EFL learners' motivation.

Moreover, Mussab (2015) conducted a study about Group Dynamics in EFL and explored potential factors that could promote cohesive classroom groups. 10 Syrian tertiary learners, aged 18-24, from different academic departments in the University of Alpoo, Syria, took a general English course. The paper highlighted particular techniques utilized by the learners and pinpointed the problems they encountered. The findings of this study showed that the students' classmates play an essential part in their learning and their motivation as well.

Recently, Afares (2017) investigated the learners' perceptions of the benefits and the difficulties of group work in EFL classes. The purpose of this study is to explore the possible effects of group work, in order to better understand learners' attitudes towards it. A mixed-methods approach (Quantitative and qualitative method) was used to collect the required data for the study. A questionnaire was administered to 188 students in five private language institutions and 20 students were interviewed in follow-up telephone interview. The findings revealed that Saudi learners regard group work as effective in learning, but students' negative behaviours may prevent them from obtaining the benefits of this activity.

Since group work activities have an important role in teaching and learning process. In order to conduct a successful group work activities, attention with regards the process and dynamics of group is needed. All of these studies covered the most different and important issues that group dynamics deal with. In spite of this studies, a major gap can

be seen in the area of the relationship between group dynamics and group work activities especially in Algerian context; mainly because each one of the previous studies investigated a specific aspect of group dynamics and group work activities but none of them really tackled the relation between the two, so, this study intends to fill such gap.

2. Statement of the Problem

Dependent and effortless students in groups are the main reason that let groups incohesive. During the last decades the differences between students in the learning medium, including behaviors and reactions have pushed researchers to study group dynamics, in order to understand the students' behaviors and their ability to choose their preferred activities in the group work. As Kurt Lewin stated "groups are dynamics and powerful beings which have power to influence individuals and communities". Thus, this study investigates the relationship between group dynamics and students' preferences for group work activities within the context of Algerian EFL classes.

3. Research Hypothesis

For the purpose of reaching useful results of this study, the following hypothesis is to be tested:

- It is hypothesized that students' preferences for a certain group work activities will impact on the level of the dynamics of group work.
- It is hypothesised that there is a positive relationship between group dynamics and Algerian EFL students' preferences for group work activities.

4. Research Question

This study aims to answer the following research question:

- Do students' preferences for certain group work activities will impact on the dynamics of group work?
- Is there a relationship between group dynamics and students' preferences for group work activities?

5. Aims of the Study

This study aims at investigating the potential relationship between group dynamics and students' preferences for group work activities within the context of Algerian EFL classes.

6. Significance of the Study

Finding of this case of study could shed light on how the implementation of group work as a method of teaching and learning in EFL classrooms taking into consideration the dynamics of group. It provides how the psychology and behaviors of one learner within a group will effect on the whole group members and process. It could provide the students preferences for group work activities will effect on the behavior of learners. It could also provide instructors with new tool that can be implemented in language curriculum

7. Research Methodology

To check the research hypothesis advanced in the present study, a checklist was distributed to 60 second year EFL students at the Department of English at Mohamed Seddik Ben Yahia university_Jijel. The reason behind this choice , is that the second-year students have a previous experience with group work activities in oral expression classes, thus, they can give us their opinions from what the problems that what have been faced when working on group work activities.

8. Structure of the Dissertation

The current study consists of two main chapters, in addition to the general introduction. The first chapter, on the one hand, represents the literature review of the two variables. This chapter is divided into two sections, section one includes previous studies and key components related to group dynamics. However, the second section deals with the literature of students' preferences for group work activities. On the other hand, the second chapter is devoted to describing and analyzing data collected.

Chapter one: Literature Review

1.1. Section one: Group Dynamics

Introduction

1.1. What" a Group"

1.2.Group Dynamics Definition

1.3.FactorsEffecting on Group Dynamics

1.3.1. Group Structure

1.3.1.1.Group Size

1.3.1.2.Group Roles

1.3.1.2.1.Teacher's Role

1.3.1.2.2.Student's Role

1.3.1.3.Group Norms

1.3.1.4.Group Cohesiveness

1.3.2. Group Processes

1.3.3. Group Development

- Formation
- Transition
- Performing
- Dissolution

Chapter One : Literature Review

Introduction

The first chapter of literature review, in two sections, is devoted exclusively to handling the significant theoretical aspects related to group dynamics and the group work activities. The first section deals with group dynamics. Even though the present research focuses entirely on group dynamics, it is essential to understand the general concepts of group. Thus, first section begin with stating definitions of group from different standpoint. Additionally, it defines group dynamics. Thereafter, this section discuss the prominent factors that effect on the positivity and negativity of group dynamics in EFL classroom. Subsequent, with Dorneyi and Ehrman's group formation theory.

On the other hand, the second section discuss the group work activities in foriegn language teaching. It introduces the definition of group work provided by different scholars. Therewards, it classifies both the advantages and disadvantages of using group work. Then, it shed light on the definition of the concepts "activity". Next, this section also covers the prominent group work activities namely role play, debate, jigsaw and discussion with the classroom arrangement of each activity according to scholars. Finally, it focuse on the use of the group work activities in language teaching, how they can be introduced in the classroom, and the factors that effect on the dynamics of the group.

Section one: Group Dynamics

Introduction

This section tackles first the definition of the notion group. Then, different group dynamics definition. Next, it focuses on the factors that effect on group dynamics. Therewards, it illustrates the dynamics theory according to Dornyei and Erhaman. Finally, this section ends with the developmental stages of the group formation.

1.1. Definition of concept " group"

A group as a noun is a number of people or things that are together in the same place or that are connected in the same way (Oxford word power Dictionary).

David Jaques defines the notion of "group" as having at least some of the following key attribute: collective perception: the conscious recognition of the existence the group by its constituent members; Needs: the recognition that a group will potentially be able to help individuals withing a group; Shared aims: the recognition of aims incentives that motivates group members; interdependance: the Relationship between the members withing a group depend on contribution and behaviours of its constituent; Social organization: there is an intrinsic order to a group wish encompasses various rules and relations; Interaction: the potential of communicative exchange must occur withing a groups even if they may be not geographically in the same place; Cohesiveness: members of a group should want the group continue and have a desire to contribute, and benefit from it; Membership: a group can be defined by the extent of its membership relations. There must be a sense of exchange in a group thus. "Two or more people interacting for longer than a few minutes constitute a group". (David Jaques, pp1-2).

1.2. Definition of Group Dynamics

Group dynamics is a term used to describe the behaviours and psychological processes that occur within a group and their effect on the individual of group members and the whole of group. It deals with the structure, process, and the formation of the group. The behaviour of an individual member in a group work can be positive or negative which will have an effect on the smooth running of the group for instance: productivity, motivation, learners' cooperation...etc.

First, it is essential to understand the meaning of the word "Dynamics". According to R. Forsyth (2014, 2019) "the word (Dynamics) comes from the Greek (Dynamikos), which means to be strong, powerful, and energetic" (p. 17).

Second, the overall meaning of "group dynamics" is appear in the definition of R. Forsyth (2014,2019) which said "group dynamics is the influential interpersonal processes that occur in and between groups over time"(p.18). In more narrow sense, group dynamics appears to be the set of methods and procedures that enable action on personality through the group or the methods of action of these groups on other groups. In this sense, the group appears as a mean of influence, of training, both of his own and of other groups, focusing not on " what happens in the group", but on " change", on "formation" (Forsyth, 2010, p. 27 as cited in Zoltan, July 2015).

According to the theory of group dynamics which was developed in order to describe and make sense of the ways in which groups form, operate, and end. Some theorists (Fatout, Tuckman) examine group dynamics from the chronological or development perspective, whereby the stage of the group's development is seen as the single most specific factor in influencing the dynamics. Others (Belbin, Bion, Vernelle and Salvin) focus more specifically on the individual behaviours in the group and examine how the "mix" of individuals influences the emerging dynamics of the

group. These dynamics can change significantly, for example, if a particular group member is absent (Westergaard.J, 2009, p 116).

Moreover, in the theory of of group dynamics in forien language learning and teaching according to Dornyei and Malderez (1999) suggested "Group theory has an important contribution to make to understanding what goes on the classrooms"(p.158). Certain aspects of the classroom, such as the relationship patterns among students or the dynamic developmental progress of class groups, which means that cannot be understood fully without a focus on classroom group processes. This processe is define how the learners engage, behave and the action that takes with another member within a group, and how it responds to its classroom environment. In the last two decades the growing popularity of co-operative learning has also highlighted the relevance of group theory to education, since this intruactional approach is entirely based on the understanding and positive exploitation of classroom dynamics (Dörnyei, & Malderez,1999) .

1.3. The Factors Affecting on Group Dynamics

The group dynamics is the processe that go through when the learners interact together. During this process in the classroom the dynamics of the group falls under the effect of some factors namely group structure, group processes and group development.

1.3.1. Group Structure

R. Donilson (2014,2019) define group structure is "the organization of a group, including the members, their interrelations, and their interactions."(p. 12). Other words, the groupe structure is coverd the most important element of how a group is orgnized and build well outline for the group. Those elements are: norms, size, roles and cohesiveness.

1.3.1.1. Group norms

Forsyth, Levin and Moreland (1990) said "teachers and students alike would agree that they need to be certain (rules of conduct) in classroom make joint learning possible." (p. 160, 161). In addition, according to them "the developing norm system has an immense significance: norms regulate every detail of classroom life, from the volume of speech to the extent of cooperation" (p.161). In addition, it is important to realize that institutional rules and regulations do not become real group norms unless they are accepted as right or proper by the majority of the members; ideally, members should internalize a norm so that it becomes a part of the group's total value system, as a self-evident precondition of group functioning (cf. Forsyth 1990; Levine and Moreland 1990).

The significance of internalized norms are summarized by Cohen (1994a) which said:

Much of the work that teachers usually do is taken care of by students themselves; the group makes sure that everyone understands what to do; the groups help to keep everyone on task; group members assist one another. Instead of the teacher having to control everyone's behaviour, the students take charge of themselves and others. (p. 60)

Meaning that the advantages of well-internalized norms are that when someone violates them, the group is likely to be able to cope with such deviations. This may happen through the arrangement of group behaviours – from showing active supports for the teacher's efforts to have the norms observed, expressing and directly disagreement with and dislike for deviant members, and even to criticizing them openly and putting them in 'social quarantine'. We should not underestimate the power of the group: it may bring significant pressures to bear and it can sanction – directly or

indirectly – those who fail to conform to what is considered acceptable (Dornyei, Z., & Malderez, A. 1990, pp 160-161).

It must be emphasized that learners are very sensitive to the teacher's attitude towards the group norms. In a way the teacher, in the position of being the group leader, embodies 'group conscience'. If the members feel that you as a teacher do not pay enough attention to observing established norms or having them observed, they are quick to take the message that you did not mean what you said, and consequently tend to ignore these norms (Dornyei, Z., & Malderez, A. 1990, pp 160-161).

1.3.1.2. Group Size

Effective group performance depends to a large extent. On the size and composition of the group. A group may consist of as few as two students, or as many as three or four hundred. In order to be effective, group size should be kept to a minimum without jeopardizing workload and goal achievement (Cartwright, D., & Zander, A. 1968. p 2).

1.3.1.3. Group Roles

About the group role, Benne & Sheat (1948) said "roles specify the general behaviors expected of people who occupy different positions within the group. The roles of leader and follower are fundamental ones in many groups, but other roles: information seeker, information giver, and compromiser may emerge in any group." (as cited in Forysth, D. R. 2018. p12).

- **Teacher's role**

The teacher plays usually the role as the leader of the group in educational contexts, which N. W. Brown (1994) believe "although there are a number of factors that contribute to successful outcomes for groups, none is more important than the

group leader"(as cited in Zoltan and Malderez,p .165to167). The way they carry out leadership roles has significant influence on the classroom climate and the group processes. Stevick (1996) expresses that:

On the chessboard of acadrmic-styule education, the most powerful single piece is the teacher. Society invests power. The personal style with which is the right to exercise power. The personal style with which she or he wields that authority is a principal determinant of the power structure of the class. (p. 180).

In this study, Lewin, Lippit and White (1939) compared the effects of three leadership styles – autocratic, democratic, and Laissez-faire. The autocratic leader keeps complete over control of the groups, and the democratic leader tries to share some of the leadership functions with the group members in classroom by engaging them in decision-making about their own functioning, at the end, a laissez-faire teacher performs very little behaviour at all. (Zoltan and Malderez,p .165to167).

Other words, the teacher has to create a highly structured and well-organized learning environment in classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time (Johnson et al. 1994 as cited in Richards, J. C., & Rodgers, T. S. 2014. pp. 199-200). In addition, the most important role of a teacher in the classroom during group work activities is to play the role a "facilitator" to the learner which guides, helps, gives instructions, which during this time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, emphasizes. Depending on what problems evolve. Facilitators are giving feedback, redirecting the group with questions, encouraging thinking, managing conflict, observing students, and supplying resources. (Harel 1992: 169 as cited in Richards, J. C., & Rodgers, T. S. 2014. pp. 199-200).

- **Learner's role**

The fundamental role of the learner within a group is a member of a group who must work collaboratively on tasks with other group members. Learners are also directors of their own learning. They are taught to plan, monitor, and evaluate their own learning, which is viewed as a compilation of lifelong learning skills, as an addition, pair and group work activities in which learners alternate roles involve partners in the role of tutors, checkers, recorders, and information sharers. (Richards, J. C., & Rodgers, T. S. 2014. pp. 199-200).

1.3.1.4. Group Cohesiveness

Students in a cohesive group have a strong connection with each other, as they talk more and share their ideas together (Dornyei & Murphy, 2003 as cited in T. Mylett & R. Gluck, 2005). Group cohesiveness, the principal feature of a fully matured group, can be defined according to Forsyth (1990) as "the strength of the relationship linking the members to one another and to the group itself." ((Zoltan, D and Malderez, A, pp.). That is, cohesiveness corresponds to the extent to which individuals feel a strong identification with their group. In a literature review, Mullen and Cooper (1994) claimed "there are three primary constituent components of cohesiveness: interpersonal attraction, commitment to task, and group pride" (as cited in Zoltan, D and Malderez, A, p164). Meaning that interpersonal attraction covers the members' desire to belong to the group because they like their group members, task commitment concerns the members' positive appraisal of the group's task-related goals in terms of their importance and relevance, and that is, "group feeling" is created by the binding force of the group's purpose. Group pride involves a cohesive force stemming from the attraction of membership due to the prestige of belonging to the group. (Zoltan, D and Malderez, A, p164).

The group cohesiveness be achieved by the following factors have been found effective in promoting the development of a cohesive group (cf. Ehrman and Dornyei 1998; Foryth 1990; Hadfield 1992; Levine and Moreand, 1990):

- Positive intermember relations; this means that all the factors enhancing intermember relations will strengthen group cohesiveness as well.
- Amount of time spent together and shared group history: as part of their natural development process, groups with a longer life-span tend to develop stronger intermember ties.
- The rewarding nature of group experience for the individual; rewards may involve the joy of the activities, approval of the goals, success in goal attainment and personal instrumental benefits.
- Group legends: s Hadfield (1992) points out, successful groups often create a kind of 'group mythology', which include giving the group a name and inventing special group characteristics (e.g., features of dress) in order to enhance the feeling pf 'groupness'.
- Investing in the group: students tend to become more favorable towards their group – and thus cohesiveness increases – if they 'invest' in it, that is, spend time and effort contributing to the group goals.
- Public commitment to the group also strengthens belongingness.
- Defining the group against another: emphasizing the discrimination between 'us' and 'them' is a powerful but obviously dangerous aspect of cohesiveness.
- Leader's behaviour: the way leaders live out their role and encourage feelings of warmth and acceptance can also enhance group cohesiveness. Kellerman (1981: 16) argues that prerequisite for any group with a high level of cohesiveness is a leader whose presence is continuously and strongly felt: 'highly cohesive groups are those

in personally visible to the membership'. Indeed, one of the surest ways of undermining the cohesiveness of a group is for the leader to be absent, either physically or psychologically (Zoltan, D and Malderez, A, pp. 163-165).

1.3.2.Group processes

Group processes are how the members work in a group and the inter influence between them. According N. Frey, D. Fisher., & S. Everlove (2009) views about group processes "group processing is a critical component of collaborative learning not only for building group skills but also for developing metacognition, the ability to reflect on one's learning. An important element of metacognition is being able to plan an approach to a learning task and then executing that plan." (, p. 85).

1.3.3.Group Development

McCullom (1990); Wheelan and McKeage (1993) suggests "groups move through similar stages during the course of development even in very diverse contexts" (as cited in Dornyei, Z., & Malderez, A. 1990, p. 158). As Ehrman and Dornyei (1998) contend:

The development of groups...has similarities from one group to the next that make it possible to describe a group's evolution in terms of phases, each of which has common patterns and themes. This generalizable change over time within groups has great practical implications for choosing appropriate interventions, whether by a therapist or by a teacher. It is therefore no wonder that group development is one of the most extensively studied issues in group research (Dornyei, Z., & Malderez, A. 1990, p. 158).

In addition to, Ehrman and Dornyei (1998) suggested "in educational contexts it is useful to distinguish four primary developmental stages: group formation, transition, performing and dissolution." (as cited in Dornyei, Z., & Malderez, A. 1990, p. 158).

- **Formation**

According to McCollom (1990) " The first few lessons of a newly formed group. As a starting point, we must realize that the process of group formation is far from easy for the would-be members. In the first occasions participants meet, an element of tension is present in the interaction: people typically experience unpleasant feelings of anxiety, uncertainty and a lack of confidence "(as cited in Dornyei, Z., & Malderez, A. 1990, p. 158). They must deal with people they hardly know. The few classes spent together, then, are of vital importance to the future functioning of the group. Development proceeds rapidly and much structuring and organization occurs in this period. Fairly quickly, the group establishes a social structure that will prevail for long time. Aspects of this group formation process which are particularly relevant for L2 teachers are promotion of the development of the intermember relations and group norms and clarification of group goals (Dornyei, Z., & Malderez, A. 1990, pp. 158-163). Rodgers 1983 believe "the intermember relations it is in a way, prizing of the learner as imperfect human being with many feelings, many potentialities" (p. 124). It could be compared to how we may feel towards a relative, for example an aunt or an uncle, whom we know well and who has his or her shortcomings but who is one of us (Dornyei, Z., & Malderez, A. 1990, pp. 158-163). The key concepts in group dynamics is the understanding that group development can result cohesiveness based on intermember acceptance regardless of initial intermember attractions. In other hand, the developing norms system has an important role in regulate every detail of classroom life, from the volume of speech to the extent of cooperation. (Dornyei, Z., & Malderez, A. 1990, p. 158-163).

- **Transition**

As Schmuck and Schmuck (1988) state "It appears inevitable in classroom that students will be other students."(p.42). At this stage of group development, differences and conflicts become common, stemming from disagreement and competition among members and between the group and the leader. Gradually a new awareness of standards and shared values emerges, and a finalized system of group norms is adopted with the explicit goal to eliminate tensions and increase productivity. (Dornyei, Z., & Malderez, A. 1990, pp. 158-163)

Performing

In the stage where the balance is involved, cohesive group in action, doing what it has been set up for. This is the work-phase, characterized by decreased emotionality and an increase in co-cooperation and task orientation: the group has reached a maturity, which enables it to perform as a unit in order to achieve desired goals. That is, the performing phase represents the point at which Ehrman and Dornyei (1998) suggested "the group can mobilize the energy stored in its cohesiveness for productivity and goal." It should be emphasized that even during this stage group functioning is somewhat uneven: phases of emotional closeness (co-cooperation, intimacy) and distance (competitive impulses, status differentiation) recur in alternation. However, Shambough (1978) claimed "due to the group's increasing self-organization, the intensity of these phenomena decreases and effective energies are increasingly challenge into the tasks, as a result of which work output rises" (as cited in Dornyei, Z., & Malderez, A. 1990, pp. 158-163).

Dissolution:

It is the period that summarize and evaluate what the learners do during the group work and what they have learnt. Other words, This is the time to say goodbye and to process the feeling of loss, to summarize and evaluate what the group has achieved, pulling together loose ends, and to conclude any unfinished business. Dornyei, Z., & Malderez, A(1990) believe "learners may want to find ways of keeping in touch with each other, and they will also need guidelines and advice about how to maintain what they have learnt or how to carry on improving their competence. Group endings, then need to be managed as deftly as their beginning us." (pp. 158-163).

Section two: Group Work Activities

Introduction

1.2.1. Group Work Definition

1.2.2. Group Work Advantages and Disadvantages

1.2. 2.1. Group Work Advantages

1.2. 2.2. Group Work Disadvantages

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1.2.3.1. Group Work Activities

1.2. 3.1.1. Role-Play

- Role-Play Arrangement

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- Debate Arrangement

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- Jigsaw Arrangement

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Section Two: Group Work Activities

Introduction

This section is evoked to explore different aspects related to group work and activities as well. First, it seeks to clarify both concepts “Group Work” and “Activities” by defining them. Additionally, it is devoted to discuss the most common used activities in EFL classes with their arrangement in the classroom.

1.2.1. Group Work Definition

Group work, a method that is used in teaching and learning languages, is based on interaction, communication, and cooperative work between learners in the classroom. According to Richards et al., (1985) define group work as "a learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task" (p. 127 as cited in Kasim and Usman, 2015). Additionally, Johnson stated "group work can be classified into three general types: informal learning group, formal learning group, and study teams or cooperative based groups." (as cited in Kasim and Usman, 2015). The first type of group work, on the one hand, is informal learning groups. In these groups, students are clustered in a single class session, for example asking the students to turn to their neighbor and spend two minutes for discussing a question posed to the students. Then, the informal learning group can be used to focus students' attention on the materials to learned, set a conducive mood in learning, help set expectations as to be covered in a class session, ensure that students cognitively process and rehearse the material being thought, summarize what was learned by the students and also before introducing the next session, and provide closure to an instructional session. The second type, on the other hand, is formal learning group where the teams are formed to complete a specific

task, such as performing a lab experiments, writing a report, carrying out a project, or prepared a paper for presentation. Furthermore, the last type of group work is study teams or cooperative based group. These groups are long-term groups with stable membership whose primary responsibility is to provide students with support, encouragement, and assistance in completing course requirements and assignments (Richards, et al., 1985, p. 127 as cited in Kasim and Usman, 2015). In Group work, students are involved in situations where they either work "cooperatively" or "collaboratively" to complete an activity. In deeply sense we need to differentiate between "cooperatively" and " collaboratively":

- **Working cooperatively**

According to Bennett and Dunne (1992) along with Galton and Williamson (1992) described "cooperative work as situations where students are sitting together in a group but are working individually on separate parts of a group assignment" (cited in Eva Hammer Chiriac, 2011). At the end of the task the group members put the separate parts together into joint product. Consequently, cooperative learning may occur in group work without any interaction between the students, i.e. working in a group. Members, in cooperative groups, could be working on divisible or unitary tasks (Hammer Chiriac, 2010, 2011; Steiner, 1972 as cited in Eva Hammer Chiriac, 2011). This was confirmed in a study on the subject of classroom grouping practices in the UK (Baines, Blanchford, & Kutnicks, 2003 as cited in Eva Hammer Chiriac, 2011).

- **Working collaboratively**

Conversely, according to Bennett, & Dunne, (1992); Galton, & Williamson, (1992) said "presupposes that all group members are involved in and working on a common task in order to produce a joint outcome" (as cited in Eva Hammer Chiriac, 2011). In addition, collaborative group work according Steiner (1972) claim "is

characterized by a common effort and utilization of group's competences, including problem solving and reflection, in other words working as a group or conjunctive group work" (as cited in Eva Hammer Chiriac, 2011). The focus of this qualitative study is to address the teachers' perspective when using collaborative group work in the classroom.

1.2.2. Group Work Advantages and Disadvantages

Group work is the situation where the collaborative learning is used to work through tasks together, as any phenomenon there are many advantages and disadvantages of using group work as a method of teaching.

1.2.2.1. Group Work Advantages

Working on group is a common part of Doff teaching and learning language environment. The advantages of group work according to Doff (1988):

- Group work offers more opportunities for language practice and use.
- Working in groups make learners more concerned and interested in addition to raising the ability to participate and to focus on the task.
- Working in groups gives learners a feeling of security, decreases anxiety and give chances for shy learners to participate and to speak in English.
- Group work gives learners a sense of humanity and cooperation; moreover, it makes them able to share ideas, views and knowledge (p. 141).

1.2.2.2. Group Work Disadvantages

There are many complications that can arise when use group work. The disadvantages of group work can be summarized in Harmer's(1998) point of view as the following:

-In group work, learners may not like the members of the group with whom they will interact and group with.

-The use of the mother language by students in the groups because of the absence of the teacher.

-The dominance of one student while the other students keeping silent.

- Group work may encourage student to be disarranged and to be more disturbed (p. 31).

1.2.3. Activities' Definition

Nunan (1991) defines the term activities " as the elements of the task that specifies what the students will actually perform with the input; for instance, listening to recordings, writing a sentence, answering questions, etc."(as cited Samperio, N. 2017, pp. 51_66). Moreover, Richards (n. d.) defined the term activity as any kind of purposeful classroom procedure that involves learners doing something that relates to the goals of the course. For instance, singing a song, playing a game, taking part in a debate, and having a group discussion are all different kinds of teaching activities (Samperio, N. 2017, pp. 51_66). Similarly, Brown (2000) define activity as "a reasonably unified set of students from the teacher with a particular objective"(p. 159 as cited in Samperio, N. 2017, pp. 51_66).

1.2.4. Group Work Activities

The cooperative work between learners in the classroom, is achieved when use group work activities; where work together to complete an activity. Richards and Rodgers (2001) state "teachers must use the most available activity depending on the size of class, the length of time, physical features of the classroom, and the nature of

the group task. Group work activity is form of cooperative learning which aims to enhance learner's critical thinking skills, language skills social skills. Some of the group work activities are implemented widely in classes" (as cited in Cinar, E. 2011). The following activities are the most useful in the University of Jijel which are: role play, debate, jigsaw, and discussion.

1.2.4.1.Role-Play

According to Richards and Rodgers (2001) role play is "an excellent activity for implementing brain storming methodology in simulations of real situation, analyzing problems from various perspectives and enhancing team work, co-cooperation and creative problem solving in group work" (as cited in Cinar, E. 2011).The basic of this activity is that the students work on groups or pairs, which each student has to play a particular role in a specific topic.

1.2.4.1.1. Role-Play Arrangement

The management of this activity required sitting in groups of four or five depending on class size. In each group, students are given roles such as the head of village, village secretary, village advisor, community leader, and a university student. In each group, they are given a task to solve a problem. The problem is that the village has been given an aspiration fund amounting to Rp. 200.000.000. In groups, they should discuss by giving arguments where to spend the money on. The choices are as these: constructing a school building, constructing a bridge, constructing a mosque, and distributing it to poor people in that village. For this, prior to the task students should be exposed with some reading material related to the choices mentioned above (Karim, U. 2015).This group work activities can create an atmosphere of enjoyment in the process of teaching and learning.

1.2.4.2. Debate

Debate is one of the most common useful activities in EFL classes. Critical thinking is the basic of this activity as Larsen-Freeman (2000), Richards and Rodgers (2001) stated "debates provide an efficient framework for class presentations when the topic simply divides into opposing views. Learners are assigned to debate teams, given a position to defend, and then expected to present arguments support of their position in groups. The opposing group is given an opportunity to rebut the arguments" (as cited in Cinar, E. 2011). Thus, this activity is fairly effective in enhancing argumentation skills (Cinar, E. 2011).

1.2.4.2.1. Debate Arrangement

The managing of this group is that the students are given a controversial proposition related to current issues, for example the increase in oil price, early marriage, direct or indirect general election, final national examination, banning smoking in public areas, etc. Students are divided into two groups. One group must stand as 'for' and other as 'against' on the chosen topic they want to discuss. Each group must provide arguments. A student should be appointed as a moderator chairing the discussion and the one student acts a secretary writing necessary points from the discussion. Conclusion should be draw based on the arguments given by each group. Prior to the activity, the students should be exposed to some reading materials related to the issues, so that they can have some ideas and vocabulary for discussion. During the activity the teacher may go around controlling, monitoring, offering help, and making sure each student gives contribution to the discussion (Karim, 2015).

1.2.4.3. Jigsaw

The nature of Jigsaw activity is the exchange of students' ideas and expertise. Richards & Rodgers (2001) define this activity as "learners becoming experts on one aspect of a topic, and then sharing their expertise with other" (as cited in Cinar, E. 2011).

1.2.4.3.1. Jigsaw Arrangement

The teacher put students in group of four or five. Each member of the groups is given a number, for example, student 1, 2, 3,4, and 5 (if one group consists of five students) or student T, E, A and M (TEAM) and each of them assigned a different text or information. Then, group members join with members of other groups assigned the same text or information, and research and/or share ideas about the text or information. Then, students return to their original groups to teach other members of the groups who have different texts or information. Group members must work together as a team to accomplish a common goal and each person is dependent on each other (Karim, U. 2015). Carke in Sharan (1994.35 as cited in Karim, U. 2015) stated that each group member becomes specialized in subject matter and thereby process critical information to contribute to classmates (Karim, 2015).

1.2.4.4.Discussion

Richards and Rodgers's(2001) views about discussion sessions "are especially effective when learners are expected to give class presentation or reports as a way of including the whole class in the presentation" (s cited in Cinar, E. 2011). In addition, Williams and Burden (1997) identified the benefits of a discussion session in efficient learning:

A useful idea is to initiate a discussion with the class in the target language about what they consider to be appropriate rules for working in groups, for example

indicating when one wants to speak, allowing other people to finish what they are saying, listening to each other, responding to what people say rather than imposing your views on others (p. 78). (s cited in Cinar, E. 2011)..

1.2.4.4.1. Discussion's Arrangement

This activity is based on the mutual interaction, where students communicate and interact in group which consists of two or more students discussing and interchanging the knowledge of a particular topic. The latter can be chosen by the teacher or the students. Meanwhile the discussion, each student takes the important point about the discussed topic, to come up with a whole summary or a final conclusion.

Here we may find that some students perform on one activity better than others, depending on what they prefer.

Conclusion

Group dynamics describe the process that happen when implement the group work in order to complete an activity. This process can be positive or negative according to the individual's behaviors and psychology within a group and their impact on the whole group work. There are many group work activities for instance role play and debate which promote the EFL learners work cooperatively and collaboratively. This chapter covered the key element of group dynamics and group work activities and how they relate. At the end we come up with the result that when using group work as a strategy of managing activities; both teacher and students should be aware about the dynamics of GW and how can achieve its positivity.

2.Chapter Two: Field Work

2.1. Section One: The analysis of the Students Questionnaire

Introduction

2.1.1. Data collection procedures

2.1.2. Population and Sampling

2.1.3. Methodology of the study

2.1.4. Student Questionnaire

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2.2.1. Analysis of group dynamics and Students' Preferences for each Group

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Conclusion

General Conclusion

Chapter Two: Field Work

Introduction

The literature review has highlighted the important aspects of the topic under the study. This chapter is dedicated to the practical part; items to investigating the relationship between group dynamics and students' preferences for group work activities. More specifically, it provides the description of the method that is used to collect the data of this research, a description of the research tools used in the dissertation, and the population and the sample of this study. Finally, it gives the description of the administration of each research tool. Finally, it presents the discussion and interpretation of the results.

2.1. Analysis of Students Questionnaire

Introduction

The interest of this section is the analysis of student's questionnaire, which is submitted to EFL learners of second year. This questionnaire is divided into three parts and each part deals with an aspect from the theoretical part. The aim behind this questionnaire is to measure the group work dynamics in the different 6 groups in relation to their preferences.

2.1.1. Data Collection Procedures

For investigating the relationship between group work and students' preferences for group work dynamics, the quantitative and qualitative data collection and analysis is used. Two research tools are exploited to collect the adequate data. First, we designed a checklist about group dynamics and group work activities for second year license students in order to measure the percentage of the dynamics in EFL classes when working on group work activities.

2.1.2. Population and Sampling

The target population of this study is second Licence students of University of Mohamed Seddik Ben Yahia at Jijel, sixty (60) of second year license have been selected to be the sample of this study. The sample is selected on the basis that the students' behaviours within a group work activities.

2.1.3. Methodology of the Study

The methodology of group dynamics related to group work activities was based on students' questionnaire. The latter was distributed to ten (10) second year students from each six (6) groups, making the whole sample sixty. Then, each response from

each group was compared other responses of the target groups. The questionnaire was divided into three (3) parts, the first part aimed to compare between the dynamics of each group, and the second part is for see the level of the interdependence between the group members and their behaviors within a group work. The aim of the third part is to see the preferences of each student for group work activities and what the most popular group work activities are among the target students.

2.1.4. Student Questionnaire

The student's questionnaire is aimed to collect the data of student's preferences for and their behaviors within a group work activities in order to see if they have the same behaviour in all the group work activities and the individual's effect on the group process.

2.1.4.1. Administration of the Questionnaire

The questionnaire was administered to the students of second year at university of Mohammed Seddik Ben Yahia on the spot. The questionnaire consisted of 28 statements; which were organized into three sections. It is a mixture between rating agreement and disagreement, expressing preferences, and the measurement of student's performance and behaviors within a group. The questionnaire is designed as follows:

-Part One: Group Dynamics

This section consists of 12 statements which measured the dynamics of the groups focusing on the behavior and psychology of students when working in groups.

-Part Two: Students' Role

This section is about a rating of the agreement and disagreement of the learner's role in group, and it consists of 5 statements about the different roles of student in the group work activities.

-Part Three: Students' Preferences for Group Work Activities

This part is made of 11 statements about different group work activities and it is aimed to measure the likes and dislikes of the learners for each group work activity.

2.1.5. Analysis of Students' Questionnaire

This section deals with the analysis of the data collected from the questionnaire, which was submitted to 60 EFL students of second year license at the University of Mohammed Seddik Ben Yahia of Jijel. The analysis is organized according to the sections of the questionnaire.

Section Two

This section is focused on the analysis of the data collected from the students' questionnaire

- Part one: Group Dynamics

The aim of this section is to measure the dynamics of each group when implementing group work activities in the oral expression class and make a comparison between the dynamics of the six (6) groups. We have use frequency adverbs (Never, Rarely, Sometimes, Often, Always) in order to measure the group dynamics.

- **GD: Group One (1)**

Table 1:

Statements	Frequency(Percentage)				
	N	R	S	O	A
Scale:					
1. I feel happy and comfortable with my classmates.	2(20%)	1(10%)	3(30%)	3(30%)	1(10%)
2. I help my colleague(s) when they have a problem.	0(0%)	1(10%)	1(10%)	4(40%)	4(40%)
1. Whenever I do not agree with someone else, I try to understand why.	1(10%)	3(30%)	3(30%)	3(30%)	0(0%)
2. The teacher asks me to show whether I understood the lesson.	0(0%)	0(0%)	7(70%)	3(30%)	0(0%)
3. The teacher gives me the chance to express my thoughts and ideas.	0(0%)	1(10%)	4(40%)	1(10%)	4(40%)
4. I volunteer to participate because I want to learn and contribute new things.	1(10%)	0(0%)	2(20%)	5(50%)	2(20%)
5. I am not afraid to make mistakes when I talk in the classroom.	0(0%)	4(40%)	1(10%)	0(0%)	5(50%)
6. I think of changing my actual group.	5(50%)	0(0%)	0(0%)	1(10%)	4(40%)
7. I feel that I belong to the same culture with my group: I have similar interests, goals, and norms of behavior.	3(30%)	2(20%)	1(10%)	2(20%)	5(50%)
8. I feel confident when I share my ideas with my partner and my group members.	0(0%)	2(20%)	4(40%)	1(10%)	3(30%)
9. I feel motivated and encouraged by my group to learn.	2(20%)	1(10%)	1(10%)	3(30%)	3(30%)
10. When I do an activity in team practice, I feel that I am making an achievement.	2(20%)	0(0%)	5(50%)	1(10%)	2(20%)

The findings presented in table 1 for group 1 show that the majority of students (80%) said that they help each other when they have a problem. In addition, 70% selected that they belong to the same culture with their group. Moreover, 70% stated using that the teacher sometimes asks them to show whether they understood the lesson. Then, 50% indicated that they feel they are making an achievement when they do an

activity in group. Nevertheless, a relatively some number of students (40 %)said that they are not afraid of making mistakes when they talk in the classroom. Additionally, 50 %said they think of changing their group. Generally speaking, the target students of group 1 are in favor for group work. These positive dynamics may indicate cooperation and interdependence between learners and the skillfulness of the teacher in managing and handling group work.

Group Two

Table2 :

Statements	Frequency				
	N	R	S	O	A
Scale:					
I feel happy and comfortable with my classmates.	2(20%)	2(20%)	3(30%)	1(10%)	2(20%)
I help my colleague(s) when they have a problem.	1(10%)	1(10%)	3(30%)	3(30%)	2(20%)
whenever I do not agree with someone else, I try to understand why.	2(20%)	2(20%)	3(30%)	2(20%)	1(10%)
the teacher asks me to show whether I understood the lesson.	1(10%)	2(20%)	6(60%)	0(0%)	1(10%)
the teacher gives me the chance to express my thoughts and ideas.	0(0%)	1(10%)	1(10%)	3(30%)	3(30%)
I volunteer to participate because I want to learn and contribute new things.	2(20%)	2(20%)	3(30%)	2(20%)	1(10%)
I am not afraid to make mistakes when I talk in the classroom.	0(0%)	1(10%)	4(40%)	2(20%)	3(30%)
I think of changing my actual group.	6(60%)	0(0%)	1(10%)	2(20%)	1(10%)
I feel that I belong to the same culture with my group: I have similar interests, goals, and norms of behavior.	4(40%)	1(10%)	3(30%)	1(10%)	1(10%)
I feel confident when I share my ideas with my partner and my group members.	1(10%)	0(0%)	3(30%)	3(30%)	3(30%)
I feel motivated and encouraged by my group to learn.	2(20%)	2(20%)	4(40%)	2(20%)	0(0%)
When I do an activity in team practice, I feel that I am making an achievement.	2(20%)	0(0%)	2(20%)	3(30%)	3(30%)

The results in Table2 above for second group show that learners (60%) agreed that the teacher gives them the chance to express their thoughts and ideas. The same percentage of participants (60%) also said that they felt comfortable when they share their ideas with their partners and their group members when doing group work activities. These students felt that they were achieving worthwhile work. Moreover, (60%S) at the teacher asks them to show if they understood the lesson. However, 60% of the students of this group thought of changing their groups. To sum up, the students of group 2 have mixed feelings towards group work dynamics.

Group Three

Table3

Statements	Frequency				
	N	R	S	O	A
I feel happy and comfortable with my classmates.	0(0%)	1(10%)	5(50%)	3(30%)	1(10%)
I help my colleague(s) when they have a problem.	0(0%)	1(10%)	3(30%)	3(30%)	3(30%)
whenever I do not agree with someone else, I try to understand why.	2(20%)	1(10%)	4(40%)	1(10%)	2(20%)
the teacher asks me to show whether I understood the lesson.	2(20%)	2(20%)	3(30%)	0(0%)	3(30%)
the teacher gives me the chance to express my thoughts and ideas.	0(0%)	1(10%)	2(20%)	4(40%)	3(30%)
I volunteer to participate because I want to learn and contribute new things.	0(0%)	4(40%)	1(10%)	3(30%)	2(20%)
I am not afraid to make mistakes when I talk in the classroom.	1(10%)	2(20%)	3(30%)	2(20%)	2(20%)
I think of changing my actual group.	2(20%)	0(0%)	1(10%)	0(0%)	7(70%)
I feel that I belong to the same culture with my group: I have similar interests, goals, and norms of behavior.	2(20%)	2(20%)	4(40%)	1(10%)	0(0%)
I feel confident when I share my ideas with my partner and my group members.	0(0%)	0(0%)	5(50%)	2(20%)	3(30%)
I feel motivated and encouraged by my group to learn.	2(20%)	2(20%)	0(0%)	2(20%)	4(40%)
When I do an activity in team practice, I feel that I am making an achievement.	1(10%)	2(20%)	2(20%)	1(10%)	4(40%)

Based on the collected data from table3 for group3,70%of students said that they thought of changing their actual group, and 70%stated that the teacher gives them the chance to express their thoughts and ideas. Besides, 60%indicated that they felt motivated and encouraged to exchange the knowledge. Equally, the same percentage of students felt happy and comfortable with their group and confident when they shared their ideas with their partner and their group members. Additionally, 40%said that the teacher asked them if they understood the lesson and that they were motivated and encouraged by their group to learn. As a result, we can say that group 3 is cohesive and has positive dynamics group skills.

Group Four

Table4

Statements	Frequency				
	N	R	S	O	A
I feel happy and comfortable with my classmates.	0(0%)	0(0%)	2(20%)	4(40%)	4(40%)
I help my colleague(s) when they have a problem.	1(10%)	1(10%)	3(30%)	1(10%)	4(40%)
whenever I do not agree with someone else, I try to understand why.	1(10%)	1(10%)	3(30%)	1(10%)	4(40%)
the teacher asks me to show whether I understood the lesson.	1(10%)	3(30%)	3(30%)	1(10%)	2(20%)
the teacher gives me the chance to express my thoughts and ideas.	0(0%)	1(10%)	3(30%)	3(30%)	3(30%)
I am not afraid to make mistakes when I talk in the classroom.	0(0%)	1(10%)	4(40%)	3(30%)	2(20%)
I think of changing my actual group.	6(60%)	2(20%)	1(10%)	0(0%)	1(10%)
I feel that I belong to the same culture with my group: I have similar interests, goals, and norms of behavior.	2(20%)	3(30%)	2(20%)	1(10%)	2(20%)
I feel confident when I share my ideas with my partner and my group members.	0(0%)	0(0%)	1(10%)	3(30%)	6(60%)
I feel motivated and encouraged by my group to learn.	0(0%)	1(10%)	3(30%)	3(30%)	3(30%)
When I do an activity in team practice, I feel that I am making an achievement.	0(0%)	1(10%)	3(30%)	1(10%)	4(40%)

The data displayed in the table 4 for group 4 indicate at 90 % of the students felt confident when they shared their ideas with their group members and 80% said that they felt happy and comfortable with their group. In addition, 40% said that they were not afraid to make mistakes when they talked in classroom. On the other hand, 60% of the students thought of changing their groups and 50% stated that they shared the same culture with their group. As a conclusion, it seems there is a positive level of group dynamics in this group.

Group Five

Table5

Statements	Frequency				
	N	R	S	O	A
Scale:					
I feel happy and comfortable with my classmates.	1(10%)	2(20%)	3(30%)	1(10%)	3(30%)
I help my colleague(s) when they have a problem.	0(0%)	1(10%)	6(60%)	1(10%)	2(20%)
Whenever I do not agree with someone else, I try to understand why.	0(0%)	2(20%)	0(0%)	3(30%)	5(50%)
The teacher asks me to show whether I understood the lesson.	0(0%)	3(30%)	3(30%)	3(30%)	1(10%)
The teacher gives me the chance to express my thoughts and ideas.	0(0%)	3(30%)	6(60%)	0(0%)	1(10%)
I volunteer to participate because I want to learn and contribute new things.	0(0%)	3(30%)	1(10%)	1(10%)	5(50%)
I am not afraid to make mistakes when I talk in the classroom.	1(10%)	2(20%)	3(30%)	2(20%)	2(20%)
I think of changing my actual group.	4(40%)	0(0%)	4(40%)	1(10%)	1(10%)
I feel that I belong to the same culture with my group: I have similar interests, goals, and norms of behavior.	1(10%)	2(20%)	4(40%)	2(20%)	1(10%)
I feel confident when I share my ideas with my partner and my group members.	0(0%)	3(30%)	2(20%)	3(30%)	2(20%)
I feel motivated and encouraged by my group to learn.	1(10%)	3(30%)	2(20%)	2(20%)	2(20%)
When I do an activity in team practice, I feel that I am making an achievement.	0(0%)	0(0%)	5(50%)	2(20%)	3(30%)

The presented data in the table 5 indicate that 80% of students in group 5 looked for understanding why there is lack of understanding among group members, 60% said that they volunteered to participate because they wanted to learn and contribute to classroom activities. The same rate 60% stated that they helped each other when working in group and the teacher gave them the chance to express their thought. In addition, 40 % said that they were thinking of changing. The finding indicates in general that group 5 is a cohesive and interdependent.

Group Six

Table 6

Statements	Frequency(Percentage)				
	N	R	S	O	A
I feel happy and comfortable with my classmates.	1(10%)	5(50%)	2(20%)	1(10%)	1(10%)
I help my colleague(s) when they have a problem.	4(40%)	2(20%)	2(20%)	1(10%)	1(10%)
whenever I do not agree with someone else, I try to understand why.	3(30%)	1(10%)	2(20%)	3(30%)	1(10%)
the teacher asks me to show whether I understood the lesson.	5(50%)	0(0%)	2(20%)	2(20%)	1(10%)
the teacher gives me the chance to express my thoughts and ideas.	5(50%)	2(20%)	2(20%)	1(10%)	0(0%)
I volunteer to participate because I want to learn and contribute new things.	1(10%)	3(30%)	3(30%)	2(20%)	1(10%)
I am not afraid to make mistakes when I talk in the classroom.	1(10%)	2(20%)	2(20%)	3(30%)	2(20%)
I think of changing my actual group.	2(20%)	0(0%)	1(10%)	0(0%)	7(70%)
I feel that I belong to the same culture with my group: I have similar interests, goals, and norms of behavior.	1(10%)	4(40%)	4(40%)	0(0%)	1(10%)
I feel confident when I share my ideas with my partner and my group members.	1(10%)	4(40%)	2(20%)	2(20%)	1(10%)
I feel motivated and encouraged by my group to learn.	4(40%)	2(20%)	2(20%)	1(10%)	1(10%)
When I do an activity in team practice, I feel that I am making an achievement.	4(40%)	3(30%)	1(10%)	2(20%)	0(0%)

Table 6 indicates that 70% thought of changing their group and 40% said that they felt belonging to the same culture of their group. Moreover, the same rate (70%) stated that the teacher rarely/never gave them the chance to express their thoughts and stated that they rarely/never do an activity collaboratively. Thus, the group dynamics of this group is neither negative nor positive.

Part Two: Students' Role in Group Work Activities

This part is aimed to know the different roles that the students take during the group work activities. A scale of agreement including the following categories was used: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree), and each part comprised five statements about different student's role within group work.

Group Work Activities: Group 1

Table 1

Statements	Frequency				
	(Percentage)				
Scale:	SD	D	N	A	SA
1. I am an active member.	(0%)0	(20%)2	(70%)7	(0%)0	(10%)1
2. I often like to act as the leader of my group.	(10%)1	(10%)1	(10%)1	(50%)5	(20%)2
3. I encourage and support my partners in the group.	(30%)3	(20%)2	(30%)3	(20%)2	(0%)0
4. I participate in my group's activities when the topic falls within my area of interest.	(30%)3	(20%)2	(0%)0	(40%)4	(10%)1
5. I participate in my group's activities in each topic they discuss.	(0%)0	(20%)2	(50%)5	(20%)2	(10%)1

The findings presented in this table show that 70% stated that they always/sometimes like to act as the leader of their group. Nevertheless, 50% of students

disagreed with the fact that they encouraged and supported their partners in the group. A same rate 50% said that they participated in their groups' activities when the topic matched their area of interest. Additionally, 70% had neutral in they are active members, and 50 % had equally mixed feelings with the fact of being active participants in group activities.

Group 2

Table2

Statements	Frequency				
	SD	D	N	A	SA
1. I am an active member.	0(0%)	0(0%)	7(70%)	2(20%)	1(10%)
2. I often like to act as the leader of my group.	1(10%)	3(30%)	3(30%)	2(20%)	1(10%)
3. I encourage and support my partners in the group.	1(10%)	0(0%)	2(20%)	4(40%)	3(30%)
4. I participate in my group's activities when the topic falls within my area of interest.	2(20%)	2(20%)	1(10%)	2(20%)	3(30%)
5. I participate in my group's activities in each topic they discuss.	1(10%)	1(10%)	5(50%)	2(20%)	1(10%)

The data collected in this table show that 70% of the participants agreed that they encouraged and supported partners in the group. And, 50% admitted that they participated in their groups activities when the topic fell within their area of interest. However, 70% expressed mixed feelings about being active group work members.

Group Three

Table 3

Statements	Frequency(Percentage)				
	SD	D	N	A	SA
6. I am an active member.	2(20%)	1(10%)	3(30%)	3(30%)	1(10%)
7. I often like to act as the leader of my group.	1(10%)	3(30%)	4(40%)	2(20%)	0(0%)
8. I encourage and support my partners in the group.	0(0%)	3(30%)	2(20%)	3(30%)	2(20%)
9. I participate in my group's activities when the topic falls within my area of interest.	0(0%)	1(10%)	2(20%)	3(30%)	4(40%)
10. I participate in my group's activities in each topic they discuss.	0(0%)	1(10%)	4(40%)	4(40%)	1(10%)

The data collected in the table 3 for group 3 show that 70% agreed that they always/sometimes participated in group activities when the topic matched their area of interest and 50% always encouraged and supported their partners in the group. On the other side, 40% disagreed with the fact that they acted as the leader of their group, and the rest of participants 40% expressed their neutrality with regards this matter.

Group Four

Table 4

Statements	Frequency				
	SD	D	N	A	SA
1. I am an active member.	0(0%)	0(0%)	5(50%)	4(40%)	1(10%)
2. I often like to act as the leader of my group.	2(20%)	2(20%)	3(30%)	3(30%)	0(0%)
3. I encourage and support my partners in the group.	0(0%)	1(10%)	3(30%)	4(40%)	2(20%)
4. I participate in my group's activities when the topic falls within my area of interest.	0(0%)	1(10%)	1(10%)	3(30%)	5(50%)
5. I participate in my group's activities in each topic they discuss.	0(0%)	2(20%)	2(20%)	5(50%)	1(10%)

The findings presented in table 4 for group4 indicate that the majority of the students (80 %) agreed that they always/sometimes participate in their group activities when the topic they discussed interested them. In addition, same rate of students at) that they always/sometimes participate in group activities in each topic they discussed and a significant number of students (40% always +20% sometimes) encouraged and supported each other in the group work activities. On other hand, a small number of students disagreed with the fact that they liked to act as the leader of the group. An average, on the other hand, expressed mixed feelings about being active member in the group.

Group Five

Table 5

Statements	Frequency(Percentage)				
	SD	D	N	A	SA
1. I am an active member.	2(20%)	1(10%)	4(40%)	3(30%)	0(0%)
2. I often like to act as the leader of my group.	1(10%)	2(20%)	3(30%)	3(30%)	1(10%)
3. I encourage and support my partners in the group.	0(0%)	1(10%)	2(20%)	2(20%)	5(50%)
4. I participate in my group's activities when the topic falls within my area of interest.	2(20%)	1(10%)	2(20%)	3(30%)	2(20%)
5. I participate in my group's activities in each topic they discuss.	0(0%)	1(10%)	4(40%)	3(30%)	2(20%)

This table for group five shows that the majority of students 70% agreed that they encouraged and supported their partners in the group. In addition, the same rate stated that they always/sometimes participated in their group activities in each topic they discussed or when the topic fell within their interests. However, the same rate 30% of students strongly agreed/agreed that they were active members of the groups.

Group Six

Table6

Statements	Frequency				
	SD	D	N	A	SA
1. I am an active member.	1(10%)	5(50%)	3(30%)	1(10%)	0(0%)
2. I often like to act as the leader of my group.	1(10%)	1(10%)	2(20%)	4(40%)	2(20%)
3. I encourage and support my partners in the group.	2(20%)	6(60%)	2(20%)	0(0%)	0(0%)
4. I participate in my group's activities when the topic falls within my area of interest.	4(40%)	3(30%)	2(20%)	0(0%)	1(10%)
5. I participate in my group's activities in each topic they discuss.	0(0%)	5(50%)	2(20%)	2(20%)	1(10%)

The results of table6 for group6 show that the majority of students (80%) strongly disagree/disagree that they encouraged and supported each other when they worked in groups, and 70 % strongly disagree/disagree that they participated in their group activities when the topic is of interest to them. On the other hand, a rate of 60% of students agree/strongly that they acted as leaders of the group while 30 % strongly agree/disagree that they participated in their group activities in each topic they discussed. The rest of students (30%) expressed their neutrality about being active members of the group.

Part Three: Students' Preferences for Group Work Activities

This part of the question consisted of 11 statements about different group work activities used in EFL oral expression classes. This part aimed to explore which are the

most favorable activities for second year students of the university Mohamed Seddik Ben Yahia. The scale used here is as follows: Not at all, A little bit, Somehow, A lot, very much.

Students' Preferences for Group Work Activities.

Table 1

Statement	Frequency				
	Not at all	A little bit	Some how	A lot	Very Much
to play roles in my oral expression classes. For example, to act as a seller, a teacher, prince(ss).	(20%)2	(10%)1	(101%)	(101%)	(505%)
to involve in group discussion.	(20%)2	(20%)2	(202%)	(202%)	(202%)
to learn from other's experiences in group discussion	(30%)3	(40%)4	(202%)	(101%)	(0%)0
to be neutral in debate	(0%)0	(40%)4	(505%)	(101%)	(0%)0
to write down the necessary points that my group shared in a debate	(30%)3	(10%)1	(303%)	(202%)	(101%)
to participate in games with my classmates	(40%)4	(20%)2	(0%)0	(00%)	(404%)
to look for good information then i present it to my group	(10%)1	(40%)4	(505%)	(00%)	(0%)0
to get information from the presenter without any participation	(10%)1	(0%)0	(202%)	(303%)	(404%)
to exchange information through jigsaw activities	(30%)3	(0%)0	(505%)	(101%)	(101%)
to be the narrator of stories	(10%)1	(0%)0	(202%)	(303%)	(404%)
to listen to my group members stories without participation	(30%)3	(0%)0	(505%)	(101%)	(101%)

The findings in this table for group one show that 70% of students liked getting information from the presenter without any participation and they liked being the narrator of stories. In addition, they liked to play roles in their oral expression classes.

For example, they liked to to act as seller or teacher; however, 70% did not like to learn from other's experiences in group discussion. Then, 60% did not like to participate in games with their classmates. As for the rest of activities, the majority of students (with rate of 50%) selected "somehow" which is in between.

Group Two

Table2

Statement	Frequency				
	Not at all	A little bit	Some how	A lot	Very much
to play roles in my oral expression classes. For example, to act as a seller, a teacher, prince(ss).	4(40%)	2(20%)	1(10%)	2(20%)	1(10%)
to involve in group discussion.	1(10%)	4(40%)	4(40%)	1(10%)	0(0%)
to learn from other's experiences in group discussion	0(0%)	2(20%)	3(30%)	3(30%)	2(20%)
to be neutral in debate	1(10%)	3(30%)	3(30%)	2(20%)	1(10%)
to write down the necessary points that my group shared in a debate	2(20%)	2(20%)	2(20%)	3(30%)	1(10%)
to participate in games with my classmates	0(0%)	0(0%)	2(20%)	3(30%)	5(50%)
to look for good information then i present it to my group	1(10%)	1(10%)	1(10%)	3(30%)	4(40%)
to get information from the presenter without any participation	3(30%)	2(20%)	2(20%)	0(0%)	3(30%)
to exchange information through jigsaw activities	3(30%)	1(10%)	2(20%)	2(20%)	2(20%)
to be the narrator of stories	3(30%)	3(30%)	2(20%)	1(10%)	1(10%)
to listen to my group members stories without participation	1(10%)	4(40%)	2(20%)	1(10%)	2(20%)

The data in this table for group 2 shows that 80% of participants liked to participate in games with their classmates. Equally, 70% liked to look for good information then present it to their classmates. However, 60% (30% Not at all + 30% A little bit) of students did not like to play roles in oral expression classes. For example, they disliked to act as a seller or teacher and to be narrator of stories. However, 40% selected "somehow" on the question of getting involved in group work activities.

Group Three

Table 3

Statement	Frequency				
	Not at all	A little bit	Some how	A lot	Very much
to play roles in my oral expression classes. For example, to act as a seller, a teacher, prince(ss).	2(20%)	4(40%)	1(10%)	2(20%)	1(10%)
to involve in group discussion.	1(10%)	4(40%)	5(50%)	0(0%)	0(0%)
to learn from other's experiences in group discussion	0(0%)	1(10%)	2(20%)	3(30%)	4(40%)
to be neutral in debate	1(10%)	3(30%)	2(20%)	2(20%)	2(20%)
to write down the necessary points that my group shared in a debate	2(20%)	2(20%)	4(40%)	2(20%)	0(0%)
to participate in games with my classmates	3(30%)	0(0%)	1(10%)	1(10%)	5(50%)
to look for good information then i present it to my group	1(10%)	2(20%)	3(30%)	1(10%)	3(30%)
to get information from the presenter without any participation	1(10%)	4(40%)	1(10%)	3(30%)	1(10%)
to exchange information through jigsaw activities	3(30%)	1(10%)	2(20%)	3(30%)	1(10%)
to be the narrator of stories	3(30%)	2(20%)	3(30%)	2(20%)	0(0%)
to listen to my group members stories without participation	1(10%)	4(40%)	2(20%)	1(10%)	2(20%)

The data collected in this table for group three show that 70% (30% A lot + 40% Very much) of students liked to learn from other people's experiences in group discussion. In addition, 60% (10% A lot + 50% Very much) enjoyed participating in

games with their classmates. However, 60% (20%Not at all + 40%A little bit) of students did not like to play roles in their oral expression classes such as to act as seller and teacher. The same rates (40%Not at all + 10% A little bit)liked to be involved in group work discussion to get information from the presenter without participation and to listen to their group members stories without participation.

Group Four

Table 4

Statement	Frequency				
	Not at all	A little bit	Some how	A lot	Very much
to play roles in my oral expression classes. For example, to act as a seller, a teacher, prince(ss).	2(20%)	3(30%)	2(20%)	2(20%)	1(10%)
to involvein group discussion.	1(10%)	2(20%)	5(50%)	2(20%)	0(0%)
to learn from other's experiences in group discussion	1(10%)	0(0%)	0(0%)	6(60%)	3(30%)
to be neutral in debate	1(10%)	3(30%)	2(20%)	4(40%)	0(0%)
to write down the necessary points that my group shared in a debate	0(0%)	2(20%)	2(20%)	2(20%)	4(40%)
to participate in games with my classmates	0(0%)	2(20%)	1(10%)	4(40%)	3(30%)
to look for good information then I present it to my group	0(0%)	0(0%)	0(0%)	6(60%)	4(40%)
to get information from the presenter without any participation	2(20%)	1(10%)	3(30%)	3(30%)	1(10%)
to exchange information through jigsaw activities	1(10%)	1(10%)	3(30%)	3(30%)	2(20%)
to be the narrator of stories	1(10%)	3(30%)	2(20%)	2(20%)	2(20%)
to listen to my group members stories without participation	0(0%)	0(0%)	5(50%)	2(20%)	3(30%)

This table for group four shows that 100% (60%A lot + 40%Very much) of students liked to look for good information then they present it to their group. In addition, 90% (60%A lot + 30%Very much) liked to learn from others' experiences in group discussion. Never theless, a same rate 40% (30% Not at all+ 10%A little bit) of students did not like to be neutral in debate and to be the narrator of stories. Moreover, 50% selected "somehow" with regards being involved in group work discussion. .

Group Five

Table5

Statement	Frequency				
	Not at all	A little bit	Some how	A lot	Very much
to play roles in my oral expression classes. For example, to act as a seller, a teacher, prince(ss).	2(20%)	2(20%)	5(50%)	1(10%)	0(0%)
to involve group discussion.	1(10%)	3(30%)	5(50%)	0(0%)	1(10%)
to learn from other's experiences in group discussion	2(20%)	1(10%)	2(20%)	2(20%)	3(30%)
to be neutral in debate	2(20%)	3(30%)	3(30%)	1(10%)	1(10%)
to write down the necessary points that my group shared in a debate	1(10%)	2(20%)	1(10%)	4(40%)	2(20%)
to participate in games with my classmates	0(0%)	3(30%)	2(20%)	1(10%)	4(40%)
to look for good information then i present it to my group	1(10%)	1(10%)	4(40%)	2(20%)	2(20%)
to get information from the presenter without any participation	1(10%)	1(10%)	3(30%)	3(30%)	2(20%)
to exchange information through jigsaw activities	1(10%)	4(40%)	4(40%)	1(10%)	0(0%)
to be the narrator of stories	4(40%)	4(40%)	2(20%)	0(0%)	0(0%)
to listen to my group members stories without participation	0(0%)	2(20%)	2(20%)	3(30%)	3(30%)

This table for group five shows that a rate of 60% (40%A lot + 20%Very much) of students liked to write down the necessary points that their group shared in debate

and they liked to listen to their group members' stories without participation. In addition, a rate of 50% (10% A lot + 40% Very much) of students liked to participate in games with their classmates, and they liked to get information from the presenter without participation. However, 80% (40% Not at all + 40% A little bit) of students did not like to be the narrator of stories, and 50% (10% Not at all + 40% A little bit) did not like to exchange information through jigsaw activities. 50% said they «somehow» liked the activities of role play such as a seller and a teacher.

Part Six

Table 6

Statement	Frequency				
	Not at all	A little bit	Some how	A lot	Very much
to play roles in my oral expression classes. For example, to act as a seller, a teacher, prince(ss).	1(10%)	3(30%)	4(40%)	0(0%)	2(20%)
to involve in group discussion.	1(10%)	0(0%)	4(40%)	4(40%)	1(10%)
to learn from other's experiences in group discussion	1(10%)	0(0%)	2(20%)	3(30%)	4(40%)
to be neutral in debate	2(20%)	2(20%)	3(30%)	0(0%)	3(30%)
to write down the necessary points that my group shared in a debate	1(10%)	3(30%)	3(30%)	1(10%)	2(20%)
to participate in games with my classmates	1(10%)	1(10%)	1(10%)	2(20%)	5(50%)
to look for good information then i present it to my group	0(0%)	0(0%)	3(30%)	3(30%)	4(40%)
to get information from the presenter without any participation	1(10%)	0(0%)	3(30%)	3(30%)	3(30%)
to exchange information through jigsaw activities	1(10%)	3(30%)	3(30%)	3(30%)	1(10%)
to be the narrator of stories	2(20%)	2(20%)	3(30%)	2(20%)	2(20%)
to listen to my group members stories without participation	0(0%)	2(20%)	2(20%)	3(30%)	3(30%)

This table shows rate of 70% (30%A lot+ 40%Very much) in the activities that students liked. First, they liked to learn from others' experiences in group discussion; they liked to participate in games with their classmates; and they liked to look for good information then they present it to their group. In addition, 60% of students liked to get information from the presenter without participation and to listen to group members stories without participation. However, 40% of students did not like the following activities: to be neutral in debates; to write down the necessary points that their group shared in debate; exchange information through jigsaw activities; and being the narrator of stories. Additionally, 30% of students selected "somehow on the majority of the rest of activities.

1. The Analysis of Group Dynamics and Students' Preferences for each Group

Table 1: The Total Results of Each Group

	G1	G2	G3	G4	G5	G6
Part 1	1,9	1,9	2,1	1,7	1,9	2,1
Part2	0,8	0,6	0,8	0,8	0,6	0,8
Part3	1,9	1,8	2,4	1,9	1,9	1,4
Total	4,6	4,3(43%)	5,7(57%)	4,4(44%)	4,4(44%)	4,3(43%)
	(46%)					

2.2.Overall Discussion of the Results

The present study aimed to discover the relationship between group dynamics and students' preferences for group work activities. Hence, this researches ought to answer the Following question:

1. What is the relationship between group dynamics and students' preferences for group work activities?

2. What is the relation that link GD and what students prefer for GWA?

2.2.1. Research Question 1:

The first part of the student questionnaire comprised of some general information about the dynamics of each group. The researcher tried to find the aspects that help in achieving positive dynamics in classroom. According to the results obtained, we find that group three reached the highest percentage with regards to being motivated and encouraged by other members of the group. In other words, the behaviors and psychology of an individual within his/her group is positive; thus, his/her positivity affect both the individual group and group as a whole. Moreover, the results of group 2 showed that 60% that felt confident when they shared and exchanged the ideas with their group members. Additionally, the teacher gave them the chance to express their thoughts and ideas and this results in learning achievement within the frame of group work.

Moreover, the results of group three indicate the students thought of changing their groups; 40% stated that they did not feel they belong to the same culture with their group. This means that when the students share the same goals, behavior and interest, it effects the dynamics of group. In other word, students in a cohesive group have a strong connection with each other, as they talk more and share their ideas together (Dorneiy & Murphey, 2003 as cited in Alfares, 2007).

The second part is aimed to know the role of the individual within a group. From the data collected, we find the rate of 70% in groups 2 and 5 that encouraged and supported each other. This means that they are collaborative members Dorneey and Murphey (2003) claimed that after the teacher manages the students to work as a group; the different behaviours of students start to emerge and we find that some students want to be the leader of the group while others want to follow. He added that some students

take more than one role and change it from time to time, whereas others take one role unconsciously and usually maintain it. Students' leaders emerge in almost all groups, and they tend to control and supervise the group work (Alfares, 2007). In addition, Nunan (1999) suggested "the choices in teaching should take students in consideration; however, it does not appear to be an easy task. Choosing activities that should, could, or need to be used classroom goes beyond a teaching style"(as cited in Samperio, n. 2017, pp. 51_66). Group three and four indicated that 80% of the participants agreed that they took part in their group's activities when the topic falls within their interest. This means that they participate and become active members when they work on their preferences. However, a small number of participants in all groups agreed that they participated in any group work activities.

The third part of the questionnaire aimed to know the preferences of students' with regards group work activities. The findings show that group discussion activities are the most popular and preferable for second year EFL students of the university of Mohamed Seddik Ben Yahia Jijel. The participants of group four (100%) said that they liked to search for information and present it to their group members, while both of group two and six with the percentage of 70% indicated that they liked to learn from other experiences in group discussion. Games are also popular among university students of oral expression class. 80% of participants of group two expressed their desire for playing games as a group work activity. From these findings, we understand that the students' behaviours and characteristics in the suggested group work activities are not the same.

On the whole, the conclusion yielded from the analysis of results with regards to the previously mentioned research questions is that the second year EFL students at the University of Mohamed Seddik Ben Yahia English have positive dynamics in some

groups. This can be linked to many factors; some of them are group development, group structure, and the process of the group.

2.2.2. Research Question 2

As far as this question is concerned, (G4= 80%, G2= 60%, G1, G5, G3= 50%, G6= 10%) of students agreed that when worked as a group, they participated and played an active when the activity is of interest to them. In other words, the individual member here became motivated and took a particular role in the activity. This affects the behavior of the whole group, for example, by supporting and encouraging other group members, making them confident to share the ideas, and making them feeling achieving valuable work. Moreover, the results revealed that most students participated when group work activities matched their interests. In addition, the results argued that students preferences for group work activities impact on the level of group dynamics.

2.3.Limitation of the Study

Liked any study, this research faced a number of limitations that should be taken into consideration and which can be summarized in the following points.

- Lack of sources.
- No fixed supervisor. Each time working with different teacher.
- Group dynamics might be studied more in other disciplines.
- participants should have been asked about other activities they like, because maybe some activities that learners prefer are not mentioned.
- More activities should be added to ensure the most preferred activities.

2.4.Recommendations

In the light of the findings of the present study, the following recommendations for teachers and students were suggested:

- The teachers should be aware about the way of managing a group when use group work activities.
- The good arrangement of students is part and parcel of making positive group dynamics.
- It is necessary for students to have a knowledge about the group work activities method, that any role they take or any behaviour in the group will be affect the process of the group as a whole even if was positive or negative role.
- One of the most aspects that lead to the positive dynamics, it is that when students work on their preferences for group work activities.
- Group development, seating, arrangement and size factors that affect group dynamics should take care of it.
- Students should understand that the use of different group work activities help in avoiding the boredom and in learning new knowledge.

Conclusion

This chapter represented the practical part of this study, it presented the sample and research methodology which is students' questionnaire. The analysis of collected data and the discussion of the obtained results were the core of the whole chapter. The finding of this analysis showed that the students in different six groups have positive dynamics when they work as a group. Moreover, this study highlighted the students' role within a group work and their behaviours in different group work activities especially when they work on their preferred activities.

General Conclusion

In the field education, in general and EFL education in particular we use group work as a method of teaching and learning. Managing student to work as a group should take into consideration the dynamics of the group and the aspects that effect the strength and cohesiveness of the group. Moreover, the studies show that group dynamics and the preferences of students for group work activities are interdependent relationships. When the learner works on their interest and prefer activities, he/she will be taking a positive role in group and feel comfortable, confident, motivated and happy. In this case, the learners will affect on the whole group members with his positive behaviours and psychological profile. Besides, the process of the group as a whole, for instance, encourages and supports their group members. So, this process creates interdependence, cohesiveness, and solidarity, strong, and cooperation.

The key aspects of this research were to find the relationship between group dynamics and students' preferences for group work activities. This study assumed that the target students behave as active members when they work on their interest. The results revealed that the students have a positive attitude towards this approach. The relationship between group dynamics and Algerian EFL students' preferences for group work activities is positive. Generally speaking, when the teachers use group work activities in EFL classes, they should take into consideration the students' preferences.

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Appendix

Students Questionnaire

Dear student,

You are kindly requested to share with us your opinions about the statements below which are designed to collect information needed for a research work on **the relationship between group dynamics and students' preferences for group work activities.**

In the table below, please tick (√) in the corresponding column (Never, Rarely, Sometimes, Often, Always).

Definition:

Group Dynamics is the term used to describe the behaviors and psychological processes that occur within a group, and their effect on both individual group members and the group as a whole.

Part One

Statements		Never	Rarely	Sometimes	Often	Always
	In our oral expression class,					
1.	I feel happy and comfortable with my classmates.					
2.	I help my colleague(s) when they have a problem.					
3.	whenever I do not agree with someone else, I try to understand why.					
4.	the teacher asks me to show whether I understood the lesson.					
5.	the teacher gives me the chance to express my thoughts and ideas.					
6.	I volunteer to participate because I want to learn and contribute new things.					
7.	I am not afraid to make mistakes when I talk in the classroom.					
8.	I think of changing my actual group.					
9.	I feel that I belong to the same culture with my group: I have similar interests, goals, and norms of behavior.					
10.	I feel confident when I share my ideas with my partner and my group members.					
11.	I feel motivated and encouraged by my group to learn.					
12.	When I do an activity in team practice, I feel that I am making an achievement.					

Part Two

Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
In group work activities,						
13.	I am an active member.					
14.	I often like to act as the leader of my group.					
15.	I encourage and support my partners in the group.					
16.	I participate in my group's activities when the topic falls within my area of interest.					
17.	I participate in my group's activities in each topic they discuss.					

Part Three

Statements		Not at all	A little bit	somehow	A lot	Very much
I like						
18.	to play roles in my oral expression classes. For example, to act as a seller, a teacher, prince(ss).					
19.	to involve group discussion.					
20.	to learn from other's experiences in group discussion					
21.	to be neutral in debate					
22.	to write down the necessary points that my group shared in a debate					
23.	to participate in games with my classmates					
24.	to look for good information then i present it to my goup					
25.	to get information from the presenter without any participation					
26.	to exchange information through jigsaw activities					
27.	to be the narattor of stories					
28.	to listen to my group members stories without participation					

- Jigsaw activities:** is any activity based on the exchange of the ideas between the classroom's groups on a particular aspect of the topic which they then become the experts in.

Résumé

Le résumé de cette étude vise à apprendre la relation entre la dynamique du travail d'équipe pour les étudiants anglais et leurs activités de travail d'équipe préférées. Savoir aussi comment le rôle et les actions de l'élève en tant que membre du travail d'équipe affectent le reste du groupe et sa dynamique. Ainsi, le travail d'équipe dans les activités que les élèves préfèrent augmente la positivité et le dynamisme du groupe et du travail d'équipe. Afin d'atteindre ces objectifs concluants de la présente étude et de confirmer et de rejeter cette possibilité, Un questionnaire composé de 28 phrases divisées en trois parties a été adressé à 60 étudiants de 6 groupes différents pour la deuxième année de licence à Mohammed Sadiq Bin Yahya –jijel University - Faculté des arts et des langues, Le Département de langue anglaise a choisi cet échantillon parce qu'il est lié aux buts et objectifs de ce sujet et afin de ne pas expliquer leurs expériences dans les activités de travail collectif dans la part d'expression orale et la différence entre la dynamique du groupe lorsque travailler à leur activité préférée ou à toute autre activité. Les données ont été analysées au moyen d'une approche quantitative. Grace aux résultats obtenus sur la base de l'étude, les étudiants de l'Université Mohammed Sadiq Bin Yahya jouissent d'une dynamique proactive lorsqu'ils travaillent ensemble. Selon les assurances des résultats, parmi les facteurs qui ont une relation positive et négative avec le travail d'équipe, est de travailler sur leurs activités préférées. La relation entre la dynamique du groupe et ses préférences pour les activités de travail collectif est interalliée, ce qui signifie que lorsque l'élève travaille à son activité préférée, son rôle en tant que membre du groupe s'améliore, améliorant ainsi la positivité dynamique du groupe.

ملخص الدراسة

ملخص هذه الدراسة يهدف الى معرفة العلاقة بين ديناميكية العمل الجماعي لطلاب اللغة الانجليزية وما يفضلونه من نشاطات العمل الجماعي. وكذلك معرفة مدى تأثير دور الطالب وتصرفاته كعضو في العمل الجماعي على بقية اعضاء المجموعة وديناميكياتها. لذلك يحتمل ان العمل الجماعي في النشاطات التي يفضلها الطلاب تزيد من ايجابية وديناميكية المجموعة والعمل الجماعي, ومن اجل تحقيق هذه الأهداف المسطرة لهذه الدراسة وتأكيد ورفض هذا الاحتمال, وعليه تم توجيه استبيان يتكون من 28 عبارة مقسمة على ثلاثة اجزاء ل60 طالب من 6 مجموعات مختلفة للسنة الثانية ليسانس في جامعة محمد الصديق بن يحيى -جيجل- كلية الآداب واللغات, قسم اللغة الانجليزية, وتم اختيار هذه العينة نظرا لكونها مرتبطة بأهداف وغايات هذا الموضوع ومن اجل الاستفسار عن تجاربهم في نشاطات العمل الجماعي في حصة التعبير الشفوي والفرق بين ديناميكية المجموعة عند العمل على نشاطهم المفضل او اي نشاط اخر. تم تحليل البيانات باستخدام النهج الكمي. من خلال النتائج المتحصل عليها بناء على الدراسة فان طلاب جامعة محمد الصديق بن يحيى يتمتعون بديناميكية إيجابية عند العمل الجماعي. حسب تأكيدات النتائج ان من بين العوامل التي لها علاقة ايجابية وسلبية العمل الجماعي، هي العمل على نشاطاتهم المفضلة. فالعلاقة بين ديناميكية المجموعة وما يفضله الطلاب من نشاطات العمل الجماعية هي علاقة مترابطة، بمعنى عند عمل الطالب على نشاطه المفضل يتحسن دوره كعضو في المجموعة مما يساهم في رفع الايجابية الديناميكية المجموعة.