THE IMPACT OF GROUP WORK ON DEVELOPING EFL LEARNERS' SPEAKING SKILLS

A case Study of Third Year LMD STUDENTS at the University of Jijel

A Dissertation submitted in partial fulfillment of the Requirements for THE MASTER Degree in Language Sciences

Candidates:

-Boufenar Sabiha

-Belhimer Zeyneb

-**Supervisor : Mr. Bounare Fateh ……………………University of Jijel**

-Examiner 01: …...University of Jijel

-Examiner 02: ……………………………………….University of Jijel

01 JANVIER 2014

Dedication

This work is dedicated to:

My dear parents (Azzedine and Djamila) for their affection and constant encouragement.

My husband BAKHA Mounir for his unflagging support and my son Amir.

My brothers and sisters (Ismail, Moussa, Fayrouz and her fiancé Adel, Kheira and Oumaima) for their love and kindness.

My colleagues and friends especially Hayat and to all who knows Sabiha and loves her.

The families BOUFENAR and LOTMANI without exceptions.

Dedication

This work is dedicated to:

My dear husband BAKHA Fawzi and my son Mohamed.

My mother for her love and care and to the sole of my father.

My sisters (Kahina and Meryam) and their daughters and sons

My brother Hocine and his wife Amina without forgetting their little daughter Maria and my other brothers Badis and Soheib.

My extended family, relatives and friends without exceptions.

Abstract:

New development in education emphasizes the central importance of the learners. The main objective of this work is to enable learners to use language for communication in the classroom. Via group work as a strategy to enhance their oral skills. It also presents learners with some group work activities in order to develop their speaking skills or abilities

In this case, teachers should make a shift from the traditional method which focuses on teacher centeredness to new communicative teaching methodology where the learner is the center of both learning and teaching, thus learners are given the opportunity to use the target language without fear and exhibition.

Through two questionnaires administered to third year students and teachers of Oral Expression at the department of English university of Jijel, we are expecting to explore both learners' and teachers' opinions about the implementation of group work in teaching English FLL and its importance in developing the speaking abilities.

List of Abbreviations

EFL: English as a Foreign Language

L2: The second language

ZPD: Zone of Proximal Development

Q: Question

%: Percentage

List of Tables

List of figures   **Page**

Table of Content

General Introduction

Statement of the problem

Teaching and learning a foreign language is not easy. Studies of foreign language use have shown kinds of problems and difficulties foreign language learners face and skills they need to communicate either in secondary schools or in higher institution. In learning English language as a foreign language, most students have knowledge in English Grammar and Vocabulary, but they are not able to use it in speaking the English language. This problem occurs for several factors. Among the factors, students have no confidence in speaking English, the weakness of pedagogy in teaching English for communication, the influence of the first language and so forth.

Therefore, this study highlights the implementation of group work activities as one of student-centered learning approach towards enhancing, speaking proficiency in English. In addition, this study tries to find out whether performing group work activities assists the students' confidence and motivation to communicate in English as well as other basic foreign language skills. Besides that, this study also discusses the role of teachers in doing group work activities among students.

Aims of the Study

The aim of the study will focus on the role of group learning in developing learners' speaking skills. In this research, we are going to investigate how interaction among learners provides knowledge that is responsible for developing their oral proficiency as well as their communicative competence. During their learning process, learners are required to achieve their goal in mastering the foreign language. Involving learners in group work through interaction is the best way to reach such an aim. In addition, our aim in this research is to show

to the learner that foreign language learning is not only a matter of knowing the grammatical rules, but also how to use them when they communicate in different situations.

Research Questions

The questions we would ask are:

Question 01: How do teachers of Oral Expression use learning strategies in general and group work in particular to improve learners' speaking skills?

Question 02: Does group work help EFL learners to develop their oral proficiency?

Question 03: Why group work is considered as the most effective method to enhance learners' communication and speaking skills?

Hypothesis

We hypothesize that promoting group work in foreign language teaching in general and oral expression in particular will enhance learners' communication and speaking skills. We also hypothesize that if teachers design appropriate classroom techniques to use group work, then learners will be able to use English spontaneously.

Tools of Research

The study will take place at the university level, with the Third- year students of English. Many of these students plan to have a license in English and to graduate from the university with a good oral competence. To obtain information, we will deal with two samples chosen from the whole population:

A. Teachers of oral expression at the Department of English (12 teachers).

B. Third year students of the English department (70 students).

Concerning data collection, we would direct two questionnaires. One to the teachers who have been teaching English to make sure that their responses and suggestions are the

product of interaction with foreign language learners during the years. The second questionnaire will be directed to Third-year students of English to know their opinions about the role of peer interaction in the developing speaking skills.

After collecting the required data for the research, we would analyze them to show the importance of applying interaction in classroom, this will enhance the learners' oral proficiency.

The main reason behind the use of questionnaires, for both teachers and learners is to investigate how students learn the foreign language, and to know if the speaking skills can be acquired better through group learning.

Structure of the Study

The present research is basically divided into three main chapters. Chapters one and two are devoted to the literature review, and chapter three is concerned with the analysis of both teachers' and learners' questionnaires.

Chapter one is devoted to highlight speaking and how it is important to the teachers of Oral Expression to focus on the speaking skills while teaching and to motivate their students to producing meaningful and purposeful utterances. In the second chapter, we tried to explain how group learning enhances foreign language learning providing some group activities that serve this aim. The last chapter deals with data analysis. It contains a detailed analysis of the learners and teachers' questionnaires, which will help us to see whether the results go in the same direction of our hypothesis

CHAPTER ONE

Speaking

Introduction

Speaking in traditional methodologies usually means repeating after the teacher, memorizing a dialog, or responding to drill, all these represent the skills of the audio-lingual and other drill-based or repetition based methodologies of the 1970s. The rise of communicative language teaching in the 1980s led to a change in syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today. As a result fluency became a goal for speaking courses and this could be developed through the use of tasks that require learners to attempt real communications. Therefore, learners would develop communication strategies and engage in negotiation of meaning, which are considered essential to the development of speaking skills.

The major responsibility of any teacher working with English language learners is to help them develop their ability to use the target language for communicative purposes. We have noticed, however, that the majority of students still face problems when communicating in English because, to a large extent, some teachers may not use appropriate strategies that permit teachers to develop these skills. In order to improve their speaking skills, it is important that teachers use strategies such as: role-play, acting out, songs, videos, group and pair work.

In this chapter, we will tackle some general aspects of speaking. Various definitions of speaking will be provided, followed by an explanation of some of the sub- skills and functions of speaking. Then, the relationship between speaking and the other skills will be discussed. We will also explain the reasons behind the students' inability to speak in English and some techniques for teaching speaking. Finally, we shall shed some light on teacher roles in the process of speaking.

1.1 Definition of Speaking

Speaking is at the heart of learning a second or foreign language. It takes a lot of practice and attention. In effect, when we speak we are not just producing utterances, but we rather have a message to convey. In other words, speaking becomes the vehicle through which we communicate our emotions and feelings.

Nunan defines speaking as one of two productive skills in language teaching. It is the most difficult skill among the four skills because while speaking, the speaker does not have time to revise and correct what they are going to say (The Practical, 48).

We speak for many reasons: to make ourselves understood, to socialize, to express our feelings and thoughts, to exchange information, to ask and/or respond to someone …etc. Learners, hence, should avoid conveying the wrong message that is caused by miss pronunciations, or grammar, and vocabulary mistakes. They should also take into consideration the social and cultural mores governing and underpinning the context in which language is produced. In other words, speaking itself requires that learners not only know how to practice specific points of language pertaining to grammar, pronunciation, or vocabulary (linguistic competence), but also they have to understand when, why, what and how to produce the language (sociolinguistic competence).

According to Widdowson, Speaking is an active or productive skill. He states that:

Speaking and listening are said to relate to language expressed through the aural medium and reading and writing are said to relate to language expressed through the visual medium. Another way of representing these skills is by reference not to the medium but to the activity of the language user. Thus, speaking and writing are said to be active or productive skills… (57)

Widdowson makes a distinction between "use" and "usage". The former refers to the ability to use language to achieve communicative purposes, while the latter refers to knowledge of linguistic rules.

On his own part, Byrne states that "Oral communication is tow-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding)" (08).

The context is an important aspect in oral communication, therefore when two, or more persons communicate they are at the same time negotiating meaning. This negotiation of meaning involves the knowledge the speakers share, the surrounding circumstances and the purpose for speaking. For Kramsch, speaking involves "Anticipating the listener's response and possible misunderstanding, clarifying one's own and the other's intentions, and arriving at the closet possible match between intended, perceived and anticipated meaning"(367).

1.1.1 The Speaking Sub-Skills

Like any language skill, speaking has its sub skills different from the other skills. All speakers must be aware of these sub skills so that they can engage in any communication situation. Bengoa has included a list of speaking sub-skills:

1. Producing segmental features of English at word level [especially vowel and consonant sounds, stressed and unstressed syllables]

2. Using suprasegmental features of English [especially intonation, stress in sentences, word linking and weak forms] accurately in spoken utterances

3. Expressing grammatical [syntactic and morphological] relationships in spoken utterances at the level of the sentence

4. Expressing relationships between parts of a spoken utterance through cohesive devices [especially grammatical cohesion such as noun-pronoun reference]

5. Using markers in spoken discourse, in particular: introducing an idea, developing an idea, transition to another idea, concluding an idea, emphasizing a point to indicate important information, explaining or clarifying a point already made, anticipating an objection or contrary view.

6. Expressing conceptual meaning in spoken utterances

7. Marking the main points or important information in spoken text and utterances [especially through emphasis or vocal underlining and through verbal cues]

8. Expressing information or knowledge in informal and semi-formal utterances.

Finocchiaro and Brumfit, from the other hand, state that any member of a social group must be able to think about what they are going to say such as responding to a question, taking the initiative in a conversation, giving advice…etc. and at the same time be aware of what functional expressions are appropriate for the expression of ideas. Another thing is that speakers must be able to pronounce any sound they hear correctly or in other words, to be able to change the movement of the speaking organs (lips, tongue, jaw …etc.) according to the word pronounced. Finally, speakers must be able to select the linguistic forms from their scale of styles according to some social and cultural conditions (140).

In sum, speakers have to be conscious of both communicative competence and sociolinguistic competence. That is, when interacting they have to be able to use correct utterances in terms of grammar, vocabulary, pronunciation, and to use the appropriate utterance in the appropriate context (who, where, when, why, and to whom they are speaking). Hence, teachers have to raise the students' awareness towards the importance of these sub-skills by giving them more opportunities to practice.

1.1.2 Functions of Speaking

Brown and Yule make a useful distinction between the transactional and interactional functions of language. The former focus on the exchange of information; its purpose is to communicate a clear message. The speaker assumes that less information is shared with the listener. However, the interactional primary purpose is to establish social relations i.e. communicating with someone for social purposes. The knowledge is shared between the speaker and the listener (13)

Bygate states that oral interaction is a matter of either information routines or interaction routines; that is, when we speak our purpose is to get more information about something or because we just want to interact with other people. He views information routines as either expository such as describing, comparing…etc., or evaluative such as explaining, deciding…etc. however, interaction routines involve services like job interviews, or social routines like throwing a party. According to Bygate, when people interact they are negotiating meaning and managing the interaction by taking into consideration five elements: who, what, whom, when, and about what (23, 27).

From what has been said, it is clear that Bygate's distinction between information routines and interaction routines is the same as Brown and Yule's distinction between transactional and interactional functions of language. Bygate (in Nunan, language) has presented his view in the following scheme (40):

```
                                          ┌─── Expository: description, instruction, comparison
                     ┌── Information routines ──┤
                     │                    └─── Evaluative: explanation, justification, prediction, decision
        Routines ────┤
                     │                    ┌─── Service: job interview
                     └── Interaction routines ──┤
                                          └─── Social: dinner party


                          ┌─── Negotiation of meaning
        Negotiation ──────┤
                          └─── Management of interaction
```
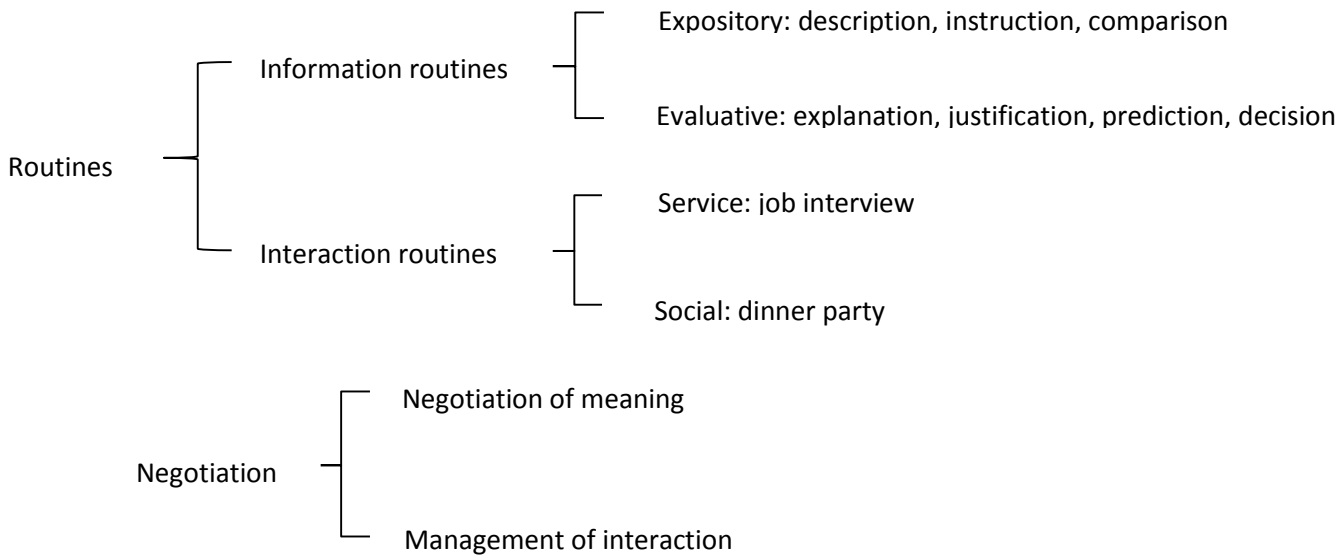
Diagram01: characterizing oral interaction (by Beguate in Nunan, language)

Thornbury (quoted in Harmer), on his own part makes another distinction between what he calls transactional and interpersonal functions. His distinction is based on the aim of each one and in order to simplify his view, Thornbury suggests to characterize these functions as interactive (interpersonal) or non-interactive (transactional) (343).

1.2 The Relationship between Speaking and the other Skills

Language teaching is very commonly defined in terms of the four skills: speaking, listening, reading and writing. During a course, the teacher only pays attention to speaking, in another to writing and so on. Although the four skills are taught separately, they remain interrelated. The diagram below shows how the four skills are related:

	Productive/active	receptive/passive
Aural medium	Speaking	Listening
Visual medium	Writing	Reading

Diagram 1: the inter-relation of the four skills (Widdowson 1978).

Widdowson begins his discussion by reviewing what is usually said about the four skills. Speaking and writing are called "productive skills", the other two are "receptive skills" (57).

1.2.1 Speaking vs. Writing

Speaking in second language learning (L2) involves the development of particular communicative skills. Speaking tends to differ from the written language in its grammatical, lexical and discourse patterns. Bygate, this vein, adds that some of the processing skills needed in speaking differ from those involved in reading and writing (14).

A major difference between speech and writing is that the speaker uses simpler sentences connected by lots of ands and buts, or not joined by any conjunctions but short pauses between them. The spoken language is simpler than written language with its complex sentences and dependent and subordinate clauses. There is also a situation where speakers use less specific vocabulary than in written language. Speakers use pitch, rhythm, stress and their body language to communicate whereas writers rely on the written word to express meaning and their ideas. Harmer stresses that it is important to differentiate between speaking and writing for a better understanding of their nature. He claims that because the audience to whom writers write is absent, writers have only one opportunity to attract their readers and convey their message that should be interesting, informative, and accurate. On the other hand, speakers have an on-the-spot audience who interrupt, question and comment (45).

There are, nonetheless, similarities between writing and speaking. Lindsay and Knight state that we speak differently depending on whom we are speaking to and for what reason. Similarly, with written language, the type of writing varies depending on whom it is written for and why (60).

1.2.2 Speaking vs. Listening

Listening is the ability to identify and understand spoken language. It is a receptive skill, which carries the idea that we receive language input from others and try to

comprehend it.While listening, the listener takes or receives information, a passive form of using the language. However, when we speak, we are actively expressing our own unique ideas, creating by so doing new information. It often appears that we have more to gain by speaking than by listening. One main advantage of speaking is that it gives the learner the chance to control others' thoughts and feelings. Whatever the goal is the key to success and mastery of a foreign language seems to be the ability to speak well. Finally, speaking gives the learner the chance to release energy in a way that listening cannot. On the other hand, Byrne states that the listening skill is as important as the speaking skill because both the speaker and the listener have a positive function to perform (8). Thus, what makes up the whole communication is the interrelationship between speaker and listener during a communication setting. Moreover, listening is essentially an active process. Nunan (designing) states that: "We do not simply take language in like a tape recorder, but interpret what we hear according to our purpose in listening and our background knowledge" (23).

Foreign language teachers devote most of their time to developing their students' oral productive skills. In their book on listening, Avery and Ehrlich distinguish between two types of listening: reciprocal and non-reciprocal listening. Reciprocal listening refers to those tasks where there is an opportunity for the listener to interact with the speaker and to negotiate the content of the interaction. In other words, they stress the active function of listening. However, non-reciprocal listening refers to tasks where the listener cannot interact with the speaker such as listening to the radio. These tasks stress the passive function of listening (36). In other words, the listener's attention will be focused on meaning rather than form.

1.2.3 Speaking vs. Reading

Some ESOL teachers seem to think that the development of speaking skills will

undeniably lead to the development of reading skills. Reading, which simply refers to the interpretation of a written message, plays a key role in any foreign language learning process. Hill briefly defines reading as what the reader does to get the meaning he needs from contextual resources (4). Nunan (design) demonstrates this notion by saying that:" reading is a fluent process of readers combining information from a text and their background knowledge to build meaning and the goal of reading is comprehension" (68). From this definition of reading, we can say that there is a close relationship between reading and speaking. There is no doubt that people who read a lot tend to develop and enrich their vocabulary. Indeed, skillful reading relies on continuous improvement in vocabulary knowledge that enhances communication. This importance of word knowledge, which facilitates speaking and communication, has been a major resource in the development of speaking skills. Therefore, improving word knowledge through wide reading will potentially foster and improve speaking. In addition to that, beginner readers need instruction and advice. That is to say, under normal circumstances, we all learn to speak, but we cannot all read (skillful reading) under normal circumstances, without any instruction how to read. Krashen and Terrel insist that: "Reading may contribute significantly to competence in a second language. There is good reason, in fact, to hypothesize that reading makes a contribution to overall competence to all four skills" (131).

Reading is probably the best way to learn new words, something that helps the learner speak more clearly about a variety of subjects. Finally, reading introduces learners to a wider body of language and contexts. Reading helps learners build up better grammar skills. As learners develop stranger reading skills, they develop more sophisticated speaking skills.

To conclude, the division of the four skills does not mean that each area of learning is isolated, meaning that they overlap. The interrelationship between listening and speaking,

between reading and writing and between spoken and written language means that no area should be considered on its own.

1.3 Problems behind Students' Inability to Speak

The goal of teaching speaking skills is to enhance communicative efficiency. In fact, when learners try to express themselves, they tend to be hesitant and to make a lot of repetition seeking the most convenient combinations to convey meaning. Here we have tried to cover some of the difficulties that make the students feel hesitant to speak such as the lack of motivation and interest in the subject itself, poor listening practice, poor vocabulary, lack of self-confidence and the fear of negative feedback.

In a foreign language classroom, the student may often stay silent because he has nothing to say. The teacher may have chosen a boring topic or a topic about which he has little information, and as a result he has nothing to say. In addition, the teacher sometimes may choose subjects that learners have never heard about before. So, they cannot communicate easily or in the way the teacher wants. Moreover, if the student's relationship with his teacher and classmates is not strong enough, he may feel that what he wants to say can be of little interest to them. On the other hand, foreign language learners may be very aware of their limitations while expressing the language and always feel that they will receive only criticism from both teacher and classmates. This is another reason for remaining silent.

Since speaking is essentially an interaction between two or more people. Listening comprehension plays a major role. The student may have acquired the skill to express himself in the foreign language, but has not gained enough practice in understanding spoken language when a conversation takes place. The student therefore does not comprehend the message, let alone to be able to carry on the discussion. So, students need much practice in

the target language which will make them proficient enough to communicate and use the target language successfully.

In attempting to use the foreign language to express their own ideas and thoughts, students find themselves obliged to find appropriate words where their vocabulary is limited. When students are learning a foreign language, they are unable to express their thoughts in fluently owing to a lack of vocabulary. Thus, they find themselves limited in the use of language. In other words, they rather use simpler forms of that language. As a result, when they practice the language, they feel frustrated and uncomfortable.

In many classes, some students prefer to keep their ideas and opinions for themselves because they feel that their participation may be unproductive leading to self-denial. On the other hand, others hesitate to participate simply because they are afraid of being corrected by the teacher or even by their peers. The student's mistakes sometimes must be corrected. When the student makes unacceptable mistakes for a native speaker, the teacher should interrupt him as little as possible to attract the whole class' attention to this mistake. In other words, during the student participation, the teacher should postpone any feedback or correction until when the student is done speaking.

Developing oral proficiency in a foreign language can take place only in a friendly atmosphere where students feel relaxed with both the teacher and the classmates. So, the teacher should motivate students in such a way that all of them are involved in the learning process.

1.4 Strategies Used to Teach Speaking

In order to help the students developing their speaking skills and encourage them to take the communicative initiative, teachers should provide them with the techniques and

strategies, which serve this aim.

1.4.1 Using Minimal Responses

Many learners feel unable to speak in the classroom just because they lack confidence; as a result, they keep silent listening to their classmates fearing to participate. To solve this problem, teachers can help their students by giving a list of minimal responses that they can use during the oral interaction. Minimal responses are those predictable phrases that speakers usually use to show understanding, doubt, agreeing, disagreeing…etc. For this reason, teachers should provide their learners with such lists of responses in order to increase their confidence and participation.

1.4.2 Recognizing Script

Teachers can help students develop their speaking skills by raising their awareness towards scripts such as greetings, apologies, requests, invitations and all functions that are influenced by social and cultural norms. Using scripts students will be able to predict what will be said and what they need to say. There are two different situations when using scripts:

1-scripted transactional exchange: for example;

A: would you help me please?

B: yes, of course.

A: could you tell me how I can get to the bus station, please?

2-scripted interactional exchange: for example;

A: Good morning, Mr. Brown I have not seen you for a long time.

B: I was abroad for three months.

1.4.3 Using Language to Speak about Language

During a conversation learners generally do not ask the other speaker to repeat what they said when they do not understand because they feel embarrassed. In such a situation, the teacher has to overcome this problem by raising their awareness towards the need for clarification in any conversation. Put otherwise, the teacher has to encourage them to ask for clarification or give a clarification whenever necessary.

1.5 The Roles of the Teacher

The teacher is the one who is responsible of the creation of the best conditions for learning; thus, he needs to play a number of different roles during classroom procedures. Harmer suggests three roles if the teacher is trying to get students to speak fluently:

Prompter: the teacher should become a prompter when they feel that their students are lost for words, and cannot continue speaking because they do not have new ideas or because they do not feel fluent enough to get their message through. The teacher, in this role, should be very careful not to take the initiative away from the students. One way to solve this problem is to give the students the opportunity to scuffle on their own to find solutions, but this does not mean that the teacher cannot help their students by giving them some suggestions. If the teacher is able to play this role successfully, the students' fluency will increase and they will become more confident when they are required to express new ideas.

Participant: in any part of a speaking lesson there is always a chance for the teacher to participate as an equal not as a teacher in a speaking activity such as discussions, role-play through giving new suggestions, ideas, information, and so on and so forth. This is precisely done to ensure the progress of the activity, and to motivate and to keep the students involved. At the same time, the teacher should be very careful not to participate too much in order not to dominate.

Feedback provider**:** the teacher should be very careful of when and how to give feedback in the speaking activity. In other words, teachers do not have to be very harsh when giving feedback because this may lead to inhibition. Instead, they have to be positive in their correction in order to encourage their students to be less hesitant and less confused because of misunderstanding. The role of the teacher as a feedback provider is therefore very important in the process of speaking (275).

1.6 Assessing Speaking

Assessment plays a crucial role in the teaching and learning process. It enables teachers to evaluate the success or failure of the achievement of their goals. Lindsay and knight state that assessment is the process of analyzing and measuring knowledge and ability, in this case, the learner's knowledge of the language and ability to communicate (121).

Assessment so is very important to evaluate the four language skills. Speaking is one of these skills that must be assessed; it involves checking the learners' ability to acquire knowledge of language and their ability to communicate in that language.

Thornbury states that there are two ways for assessing speaking: informally and formally. The informal assessment takes place at the beginning, the end and even during the speaking course. The teacher's aim in this kind of assessment is to evaluate the students' understanding of certain points in the lesson. Formal assessment, from the other hand, can be done through tests-using placement, diagnostic, progress or development tests. (124).

Conclusion

Learners' needs in a foreign language are to seek for the best ways of the learning process. In this chapter we highlight the importance of developing the learners' speaking skills. It stresses that teachers should stop focusing on Grammar and Vocabulary only while teaching a foreign language and start thinking of operating a real situation of language use to make learners able to communicate in a foreign language.

Chapter Two

The Group Work

Introduction

   Although group work has been used in teaching for thousands of years, it really was not until the 1970's and the work of LevVygotsky that groups were widely recognized as key to the learning process and an important instructional practice in the field of L2 education. Vygotsky draws the world's attention to the vital importance of collaboration. He points, "Learning awakens a variety of developmental processes that are able to operate only when the child is interacting with people in his environment and in co-operation with peers" (90). This means that every function in the child's cultural development appears on the social level. Vygotsky makes use of a key concept called "Zone of Proximal Development" (ZPD) which is the difference between what the child can learn by themselves and what they learn from interaction with others. This concept emphasizes that when learners interact with each other they build on their understanding, learn new ideas and concepts, and develop their cognitive skills. Thus, many studies of group work have been done resulting that group activities are essential in the classroom as they provide students with an opportunity to work collaboratively. When working on group activities, students that are more capable can work with those who find it difficult to complete the tasks on their own.

2.1 What is Group Work?

   College and university students are increasingly asked to work cooperatively and learn collaboratively. Millis and Cottell (quoted in Gillies and Ashman) state that this increased emphasis on group learning is partly a reaction to social changes (69). The historical development of group work is a very distinct and unique process differing

markedly from the emerging work with groups in other profession. Group work is a modality for bringing about change either in the environment or in the members' intrapersonal or interpersonal relationships. Forsyth simply defines a group as two or more individuals who are connected to one another by social relationships (2-3). On the other hand, Smith and Smith say:

To engage with another's thoughts and feelings, and to attend to our own, we have to be in a certain frame of mind. We have to be open to what is being said, to listen for meaning. To work with others is, in essence, to engage in a conversation with them. We should not seek to act on the other person but join with them in a search for understanding and possibility.

Groups are a fundamental part of human experience. They allow people to develop more complex and larger activities, provide settings where relationships can form and grow, and where people can find help, and support. Eubank (quoted in Fatout) states that: "a group is two or more persons in a relationship of psychic interaction, whose interaction with one another may be abstracted and distinguished from their relationships with all others" (163).

2.1.1 Advantages of Group Work

Brandon and Hollingshead (quoted in Gillies and Ashman) state that researchers have shown that learning in groups leads to academic and cognitive benefits. Group learning promotes student learning and achievements by increasing the development of critical thinking skills. It also aids in the development of social skills such as communication, presentation and problem solving (69). In other words, group work plays a great role in advancing both teaching and learning process as the members bring their own special expertise to the groups and in this way, the group can have more specialized people. Moreover, more members means more ideas and knowledge which enables people to evaluate their work from

different angles and reduce the chance of making mistakes and raise the quality of the work. In addition, a greater number and diversity of alternatives can be developed. Group work is also good in terms it helps other members to learn or absorb the rare skills needed. Arnold (quoted in Farima Talbi) demonstrates the notion that group work has many advantages. He says that group work generates interactive language, presents learners' responsibility and autonomy and promotes the effective atmosphere in the classroom so that it increases motivation and individualizes instruction (75). Moreover, group work tries to promote students' critical thinking to create classrooms in which cooperation rather than competition will be enhanced.

In group learning, the relationships between students and teachers are different. Both learners and instructors share the responsibility for learning experience. In other words, students become participants who use social skills to create knowledge and complete tasks.

2.1.2 Disadvantages of Group Work

For all its demonstrated benefits, group work brings some shortcomings. First, students are often apprehensive about group learning, especially those who have had previous experience with learning in groups. Phipps et al (quoted in Gillies and Ashman) state that college and university students often do not know how to work together and are not given any help in making their groups functional (70). This is when the group members are not willing to compromise and work together in issues. Moreover, Richards and Rodgers state that although group work leads to cooperation, group activities and active learners, it is not good for all learners with different levels of proficiency (85). In other words, one or two group members may dominate the discussion and this may cause problems as some people will not do any work and try to take advantage of what others are doing.

Another disadvantage is that group work is time consuming in forming students' groups and the disagreements may cause hard feelings leading to off-topic discussions in the class. In addition, teachers cannot control all the groups at the same time, and also, some learners prefer to work alone and many ideas may be forgotten if no note taking. Finally, teachers who are not experienced in implementing groups may find it difficult to obtain good results. Harmer from his own part says that group work has other disadvantages:

- It is likely to be noisy. Some teachers feel they lose control, and the whole-class feeling, which has been painstakingly built up, may dissipate when the class is split into smaller entities.

- Not all students enjoy it since they would prefer to be the focus of the teachers' attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else.

- Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate.

- Groups can take longer to organize; beginning and ending group work activities, especially where people move around the class, can take time and be chaotic. (166).

2.2 Cooperative Learning vs. Group Learning

At first sight, it might appear that cooperative learning is simply the division of students with varying levels in small groups in order to achieve common goals. Things; however, are not always what they appear to be. In fact, cooperative learning goes beyond organizing students. Crandall states,

Cooperative learning (CL) is more than just small group activity. In a well-structured cooperative task, there is a genuine information gap, requiring learners to both listen and

contribute to the development of an oral, written or other product which represents the group's efforts, knowledge and perspectives (226-227).

Similarly, Woolfolk argues that they do not imply the same thing because group work refers to some learners working with each other; however, they may not be cooperating with each other (492).

Despite the small difference that exist between cooperative learning and group learning, we have noticed that the majority of the researchers do not consider it instead, they use the terms interchangeably. For this reason, we have used them here to mean the same.

2.3 Group Work Activities

Group work activities are very useful to develop English-speaking skills among students because when the activities are done in groups, the students become more comfortable in delivering their thoughts and they will have wider opportunities to practice language. In fact, as Lightbown and Spada point out, "pair and group activities are implicit in the communicative approach to language teaching, as it focuses not only on the understanding of the structural elements of a language, but also on the role of the social interaction and language use in learning the language" (92). In this research, we have preferred to focus on role-plays, problems solving, and discussions because they are much known and are the most used activities especially at the University of Jijel.

2.3.1 Role play

Role-plays are very beneficial for students, because they help them to enrich their speaking skills, while performing everyday situations. Qing defines role-play as "the projection of real life situations with social activities" (37). Nick peim from his own part, states that role -play is a direct practice of language that helps learners of English to develop

their oral production through experiencing different linguistic situations and linguistic rules (154).

Thornbury points that "role-play involve the adoption of another 'persona' as when the student pretend to be an employer interviewing a job applicant or celebrities mingling at a party"(98).

From the definitions given above, we can say that role-play activities have positive impact in improving the learners' speaking skills as they give them the chance to explore different situations of real life and enable them to practice the target language confidently. Another reason why the students choose to do a role-play activity is that each of them can play their roles actively and be responsible to their group members; this motivates them to produce a successful outcome.

2.3.2 Discussion

Discussion is any exchange of ideas and opinions between the students while the teacher can be a part of this discussion as a mediator or as participator .It may last for the whole class time or for just few minutes. Discussion is a very useful method for developing oral expression through exchange of ideas, and opinions since it is students –directed and teacher –guided. For example, the teacher asks the students to give their opinions about a social problem (like illegal immigration, divorce…etc.), then each student will suggest some solutions to this problem and his classmates either they agree, disagree or they add other suggestions. Another example is when the teacher asks the students to read a story then he asks them to discuss it. This discussion can last for one session or more. Brookfield and Preskill from the other hand, state "discussions... tend to increase motivation, promote engagement with difficult materials, and give people appreciation for what they can learn from one another and for what can be accomplished as a group"(67).

Discussion plays a great role in improving the listening skills and develop spoken language proficiency; it also increases participation of shy students and more time for teacher's observation of students' learning.

2.3.3 Problem Solving

Barker and Gaut defined problem solving group as "a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings" (160).

Problem solving is a process, which involves grouping a range of activities together so that the learners have to find solutions to problems of different kinds. Duff (quoted in Nunan, designing) discovered that problem-solving tasks evolve more interaction by comparison with debating tasks.

In sum, group work activities give a lot of benefits to enhance English-speaking skills because they allow students to practice speaking English language spontaneously and fluently with the guidance of their peers. Since in group work activities the learning process is more students centered rather than teacher centered, they help students to build self-esteem and confidence by avoiding the gap between active students and passive students.

2.4 Basic Principles of Group Work

2.4.1 Positive Interdependence

This factor is important because group members should realize that they do not only need to complete the overall activity but also that each member of the group is responsible for the accomplishment of the activity and the success of the other members. Frey et al state that:

To create positive interdependence within groups, the group task must be designed so that the participation of every member is necessary to its completion, and students must clearly understand their interdependence in accomplishing the task…the task should also capitalize on the variation among group members, so that individual strengths can be tapped (15).

Johson, Johson and Smith call this "sinking or swimming together" they describe positive interdependence in these words; "cooperation results in participants striving for mutual benefit from each other's effort (your success benefits me and my success benefits you) "(03).

This means that the completion of the task is the responsibility of each small group member.

2.4.2 Individual Accountability

Frey et al state that teachers must give a grade for the whole group and for each member of the group. They have also to provide feedback to each members and to the group. Johson and Johson (quoted in Frey et al) suggest, "A group 'checker' is identified to ask each member to explain the group work or responses" (19).

To sum up, individual accountability is very important in group learning, without it two problems arise: either a passive student may not contribute at all in the completion of the project, or an active student may dominate the project or they may complete the entire project.

2.4.3 Social interaction

The social skills are very important to complete a small group task. For this reason, learners should be aware of these skills in order to achieve the intended results of the group task. Frey et al view that these skills include leadership, communication and active listening, delegation, conflict management, and decision-making. Teachers from their own part will

have to take into consideration the personal experiences and maturity of the whole class when deciding whether these skills should be formally taught during class (17).

2.5 Organizing Groups

When teachers decide to give their students a group work, they need to ask many questions about how to organize them in groups and which member is the best to work with the other one. Three elements can help teachers to answer these kinds of questions since they are considered as effective ways to create group cohesion and eliminate many problems that can occur in groups:

2.5.1Group Size

Most teachers who used to work with groups support groups composed of three to four students. Because it is considered as large enough to contain students who will bring diverse opinions, experiences, and learning styles to aid in problem solving. If a group member is absent, the group can continue to function effectively. A group of four is not too large, so that students cannot hide.

2.5.2 Heterogeneous Groups

Felder and Brent state the importance of heterogeneity in ability:

The drawbacks of a group with only weak students are obvious, but having only strong students in a group is equally undesirable. First, the strong groups have an unfair advantage over other groups in the class. Second, the team members tend to divide the homework and communicate only cursorily with one another, omitting the dynamic interactions that lead to most of the proven benefits of cooperative learning. In mixed ability groups, on the other hand, the weaker students gain from seeing how better students study and approach problems, and the strong students gain a deeper understanding of the subject by teaching it to others (17).

In sum, heterogeneous grouping is helpful because it involves students with different abilities and this helps them to benefit from each other's strengths.

2.5.3 Long Positive Working Relationships

Many researchers on group works assume that groups should remain together for a long time to discover each peer's strengths and weaknesses so as they create a friendly atmosphere that helps them to corporate reaching the intended goals.

Harmer, from his point of view, states four ways of organizing students in groups: friendship, streaming, chance, and changing the groups.

❖ Friendship: this type of organization is based on the idea that group members will give a better outcome if they feel relaxed and safe and this will not happen only if they of have given the opportunity to work with their friends because this will reduce the possibility of working with others whom they find difficult or unpleasant. Another gain of this type is that the student does not need to consume a lot of time to know the members they are going to work with.

To succeed with this type of organization, it is better for teachers to give their students the opportunity to choose their friends since it is difficult to the teacher to know who the other's friend is.

❖ Streaming: This way of organization differs from the heterogeneous one in its name. To make it clearly; it focuses on the importance of mixing the more knowledgeable students and the less knowledgeable ones, this results a better understanding because strong students will help the weak students by explaining the unclear things to them. An alternative view is to put strong students together and the weak students together so as the teacher will be able to give special help to the weak students and give the strong students the opportunity for more performance.

❖ Chance: Teachers can also group students randomly. That is, they do not rely on friendship, or level of ability, instead they just select the number of the students they need in one group either by choosing the members that are sitting next each other or from the list of their names.

❖ Changing the groups: some teachers prefer not to be limited by one way of organization only, instead they prefer changing the groups whenever necessary, not only when moving from one activity to another but groups can be changed while the activity continues. This way helps the students to share information from each other (170).

2.6 Teachers' Role in Group Work

The teachers' role is an essential factor that affects learning, and therefore it is important to define it clearly. The teacher can be an active participant in the group, taking part in the activities, contributing ideas and opinions, or relating personal experiences. Campbell and Kryszewska state, "The teacher is a helper and a resource, responding to learners requests for help with vocabulary and grammar" (6). In other words, the teacher provides students by the language they are asking for at the time they need it for expressing themselves. Therefore, the teacher facilitates learning.

On the other hand, Campbell and Kryszewska say that the teacher sometimes plays the role of a monitor. He corrects and checks the learners' production before it has been presented to the whole class. Other times, he just advises learners and not to correct their mistakes (6). The teacher gives students the opportunity to evaluate themselves and correct each other. The previous figures add that the teacher has the opportunity to decide when to correct the students' production either during the lesson or in any time later (7). The aim from these group activities is to eliminate the learner-teacher gap in learner-based teaching.

Harmer, from his point of view, states that the teacher is a facilitator, recourse and a promoter for the students when they are involved in communicative tasks (57). Similarly, Richards and Rodgers believe that: "the teacher must turn around the class helping students…giving feedback, encouraging the group to solve its own problems" (199).

This shows that teachers should take the role of observer and participant as well because that will help them to give individual feedback that assists learners' progress by being closely involved in their learning.

2.7- Learners' Roles in Group Work

Group work is a learner-centered method where the learner should be aware of the crucial roles they have to play as an active group member. Students should collaborate with each other to reach successful completion of specific tasks. In group activities, Slavin states that: "learners are expected to help each other, to discus and argue with each other to assess each other's current knowledge and fill in gaps in each other's understanding"(2). In other words, students become responsible for their learning process and this does not neglect the teachers' role. Moreover, Richards and Rodgers state, "learners are taught to plan, monitor, and evaluate their own learning" (199). In other words, when students work in groups, each one has certain tasks to complete and specific roles to play. Additionally, Frey et al state that when learners know that their group evaluation and reward will depend on the teachers' observation of their group discussion and on their performance in the whole class discussion; they become motivated to include all members in their group talk (17).

Learners are required to interact with each other and not only with the teacher. They should learn the language in a collaborative manner. Larson-Freeman state:

Students are above all, communicators. They are actively engaged in negotiating meaning trying to make themselves understood even when their knowledge of the target

language is complete. They learn to communicate by communicating since the teachers' role is less dominate than in a teacher's- centered method, students are seen as more responsible managers of their own learning (131).

Conclusion

Learning a language is not a matter of developing the linguistic competence i.e. knowing how to use grammatical features in building sentences. It is necessary for learners to develop their ability of communicating and using linguistic knowledge in communications. Small groups can be an effective learning situation in which students learn both through instruction from their teachers and from interaction with each other. The group also provides opportunities for individuals to speak in front of others and to receive feedback from teachers and peers. Most important for the teacher is an understanding that from the students' point of view entering into a conversation may be difficult because the conventions of the conversations such as taking turns, thinking quickly, and making appropriate comments at the right time are not well understood or practiced. These obstacles can be overcome with time and if the learning environment is a secure one. Interaction is considered as a key to this development because through this process learners have the freedom to use and develop the language.

<div align="center">

Chapter Three

Analysis of the Questionnaires

</div>

Student Questionnaire

Introduction of student questionnaire

Dear student,

The present questionnaire is part of a research work that aims at investigating third year foreign language students' attitudes and beliefs about the usefulness of group work to improve their speaking skill.

You are kindly requested to answer our questions. Please, tick the appropriate answer or make full statements where necessary. We appreciate so much your help and cooperation.

Introduction of student questionnaire

This questionnaire serves as a data collection tool for a research work that aims to propose how group work can be used in improving third year students' oral proficiency at the department of English, University of Jijel.

We would appreciate very much if you could the time and energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work.

Please tick the choice that best represents your answer and give full answers where necessary. Thank you very much in advance.

1.1 Aims of the Questionnaire:

This questionnaire is designed to get a detailed view about the students' evaluation of the four skills and mainly speaking. It is also an attempt to investigate the students' awareness concerning the use of group work as a strategy to improve their learning process in general and specifically to enhance their oral proficiency or using language for communication.

1.2 Administration of the Questionnaire

The questionnaire was administered to third year LMD students of English at the department of English at Mohamed Sedik Ben Yahiya University (Tassoust). It is important to mention that the questionnaire took place in April 2014 in three classes where the questionnaire was administered to seventy (70) students who answered it in a calm and relaxed atmosphere. The questions were simple and clear enough for students to provide us with the appropriate answers.

1.3 Description of the Questionnaire

This questionnaire contains a series of different kinds of questions. Students are required to answer with yes, no questions, or picking up the most appropriate answer from a list of choices, or open questions where they are asked to give their opinions or to explain their previous choices.

1.3.1 Personnel Information (Q1-Q3)

In this section, the students are asked to indicate their sex in question one. In question two, they are given a list of choices from which they say if they find speaking: very easy, easy, difficult or very difficult. In question three students are asked about how long they have been learning English.

1.3.2 Section One: Speaking (Q4-Q10)

This section highlights some aspects of the speaking skill since students in question 4 are asked to pick the most important skill that they need to develop: speaking, listening, reading or writing and then they had to explain their choices. Then, (question 5) they are

required to provide their oral performance evaluation whether it is good, average or poor. In question 6, students are asked if they consider that the oral expression courses help them to improve their oral performance very much, somehow or not at all. Then in question 7, they are asked to say if they are inhibited to use English in the classroom or not. Students, in question 8, are given a list of options from which they have to identify the reasons that lie beyond their answers. In question 9 students are asked if their teachers of Oral Expression motivate them to speak or not and how. In the last question of this section, they are asked about the techniques they enjoy best: group work, role play, discussion, problem-solving or any other techniques they had to specify.

1.3.3 Section Tow: Group Work (Q11-Q18)

The first question in this section is about the students' preference, whether they prefer individual work or group work (question11). The next question requires a justification of the previous answer (question12).Then, students are asked if they find it difficult to work in groups or not (question13) then they are required to justify their choices (question14).In question15, students are asked if their teacher raises their awareness towards the importance of group work. After that, students are asked how they are organized in groups; a list of options is given. Then in (question17), students are asked if they like or dislike the way of organization and why. Finally, students are asked to say whether group work helps them to: ask and respond to more questions, evaluate their classmates' performance or develop social skills (question18).

1.3.4 Section Three: Evaluation of Group Work (Q19)

The last question in this questionnaire (question19) investigates the students' evaluation of group work whether it helps them improving their speaking skill or not and then they are required to explain why.

Personnel Information

Q1.Sex

Sex	Subjects	%
Male	14	20
Female	56	80
Total	70	100

Table 1: Sex
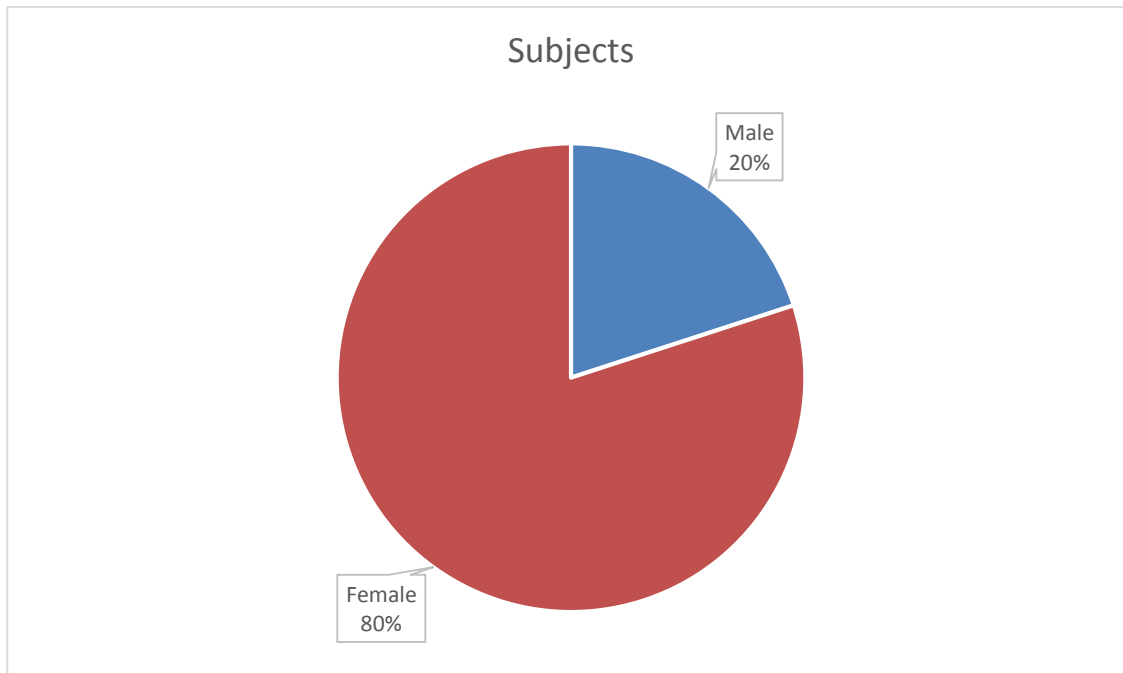
Graph 01: Sex

This table reveals that the percentage of female students is higher than male. In our study, we found that fifty-six students or (80%) are girls whereas; fourteen students or (20%) are boys. This result determines that girls are more interested to learn foreign languages than boys.

Q2.Do you find speaking in English

Options	Subjects	%
Very easy	2	3
Easy	40	57

Difficult	26	37
Very difficult	2	3
Total	70	100

Table 2: Students' Attitudes towards Speaking
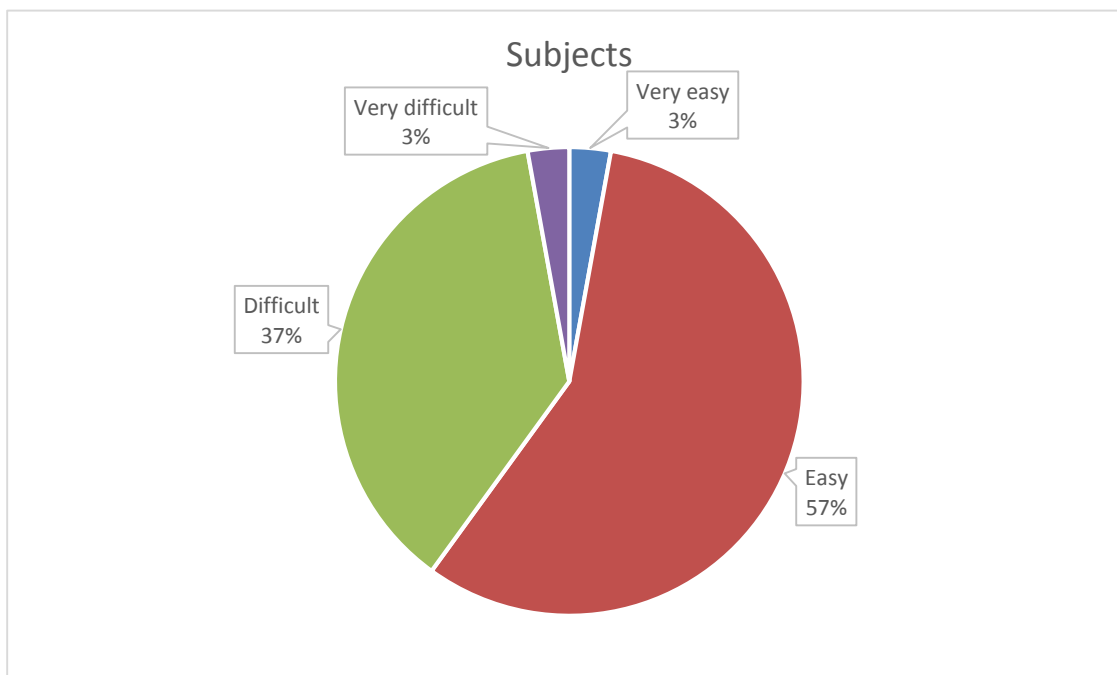
Graph 02: Students' Attitude towards Speaking

In this question, the majority of students or (57, 14%) believe that speaking in English is easy. (2, 85%) said it is very easy against (37, 14%) who find it difficult and (2, 85%) who find it very difficult. In other words, when we relate speaking to difficulty, most students find it easy and this does not mean that they are native-like speakers. The same proportions, who find it very easy, find it very difficult.

Q3. How long have you been learning English?

Years	Subjects	%
3	24	34,28
4	5	7,14

8	6	8,57
10	27	38,57
11	8	11,42
Total	70	100

Table 3: Students' Period of Learning
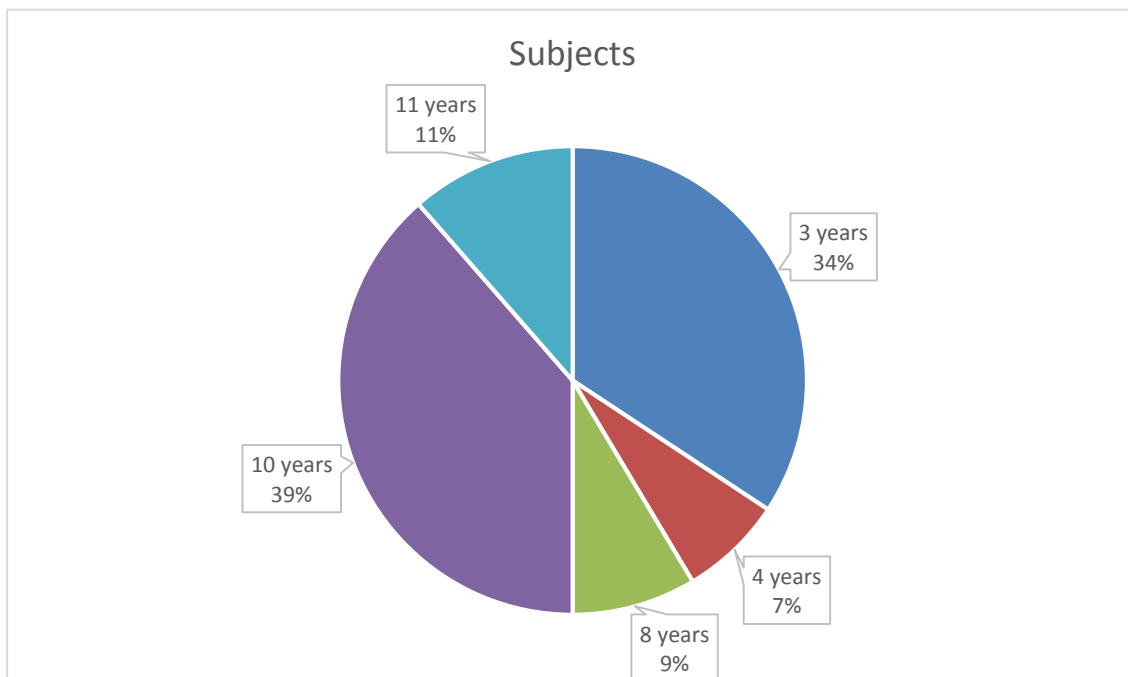
Graph 03: Students' Period of Learning

Section One: Speaking

Q1. Which skills do you think you need to develop most?

Options	Subjects	%
a-speaking	25	35,71
b-listening	7	10
c-writing	6	8,57

d-reading	4	5,71
a+c	5	7,14
a+b	11	15,71
b+c	2	2,85
a+b+c	3	4,28
a+c	4	5,71
b+d	3	4,28
Total	70	100

Table 4: The Needed Developing Skill
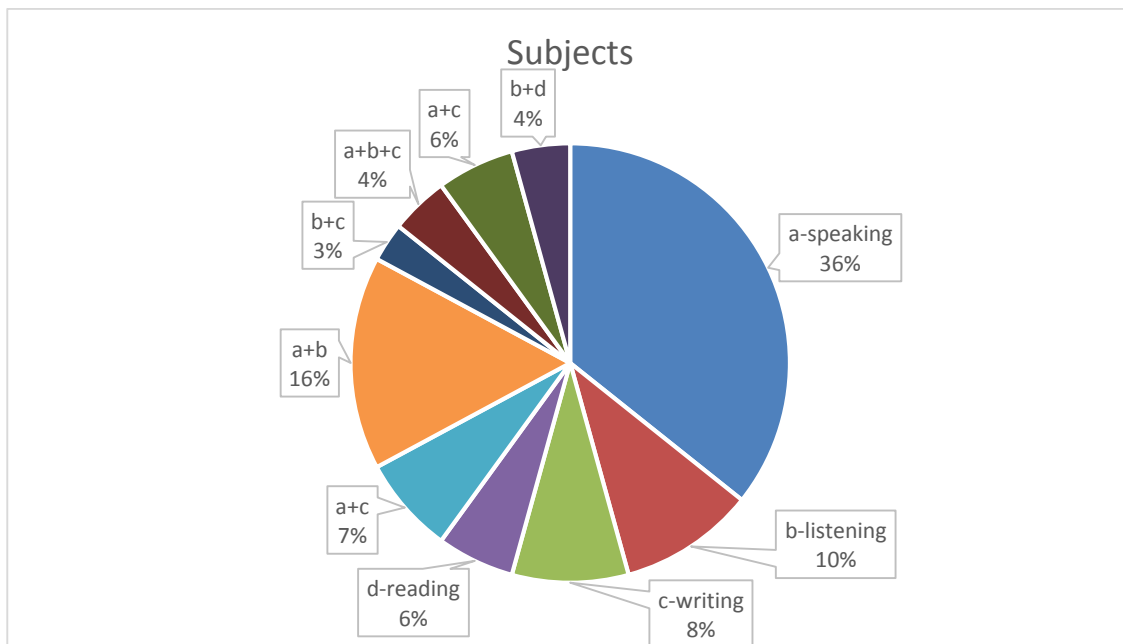
Graph 04: The Needed Developing Skills

In this question, we have asked students to pick the most important skill and we have noticed a variation in students' answers. The majority (35, 71%) agrees that speaking is the skill that they need to develop most justifying their choice by saying that speaking well means the mastery of grammar, vocabulary…, followed by (15, 71%) of students whose answer is speaking plus listening because, in their opinion, when learning a target language, the learner needs to convey a message via speaking and understand the messages via good

listening.(10%) of students said that it is important to develop listening because it is the beginning to develop other skills against (8, 57%) who choose writing and only (5, 71%) choose reading skill. Finally, (7, 14%) choose speaking plus writing and (4, 28%) choose speaking plus listening plus writing, the same percentage of students choose listening plus reading. The results obtained from the previous table enable us to classify the four skills as follows: the speaking skill first; the listening skill second; the writing skill third and the reading skill fourth. The other choices we will take them into consideration in our research. After picking the most important skill, students are required to justify their choices.

Q2.Which of the following describes your speaking skill?

Options	Subjects	%
Good	18	25,71
Average	50	71,42
Poor	2	2,85
Total	70	100

Table 5: Students' Evaluation of the Speaking Skill
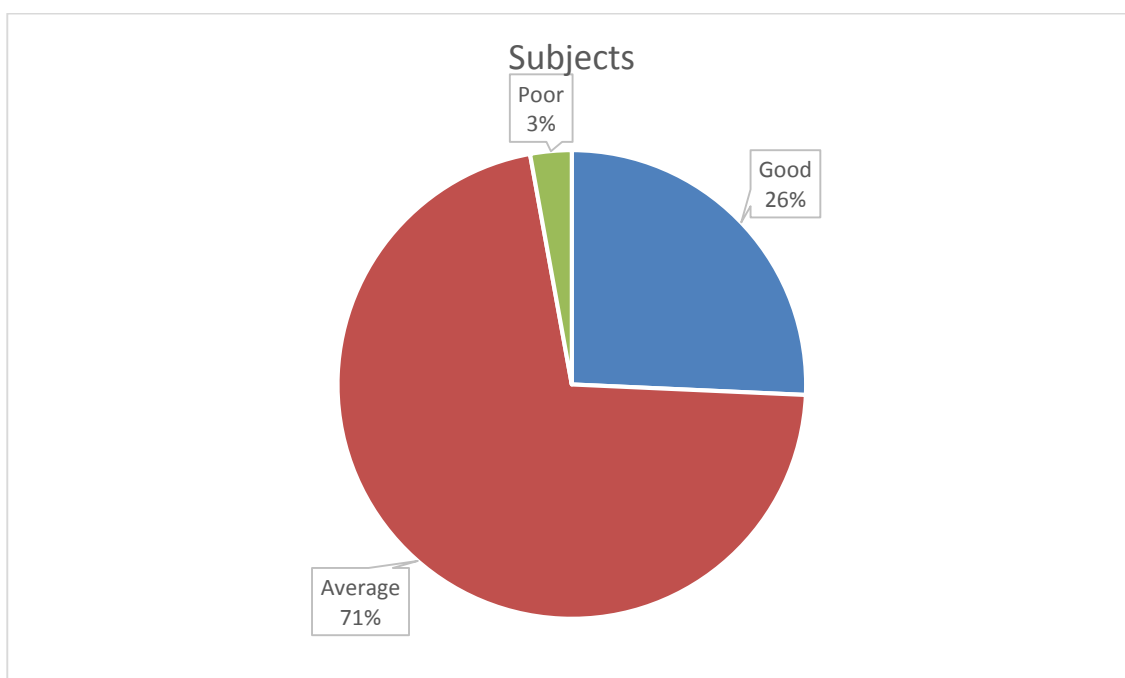
Graph 05: Students' Evaluation of Speaking Skills

Subjects, in this question, are asked to describe and evaluate their performance in speaking according to the given options (good, average or poor). We have found that (71, 42%) of students said that they are average and about (25, 71%) said that their level is good and only (2, 85%) said that their level is poor.

Q3.To what extent do you think that oral expression courses help you to improve your oral performance?

Options	Subjects	%
Very much	43	61,42
Somehow	27	38,57
Not at all	0	0
Total	70	100

Table 6: Students' Evaluation of Oral Expression Courses
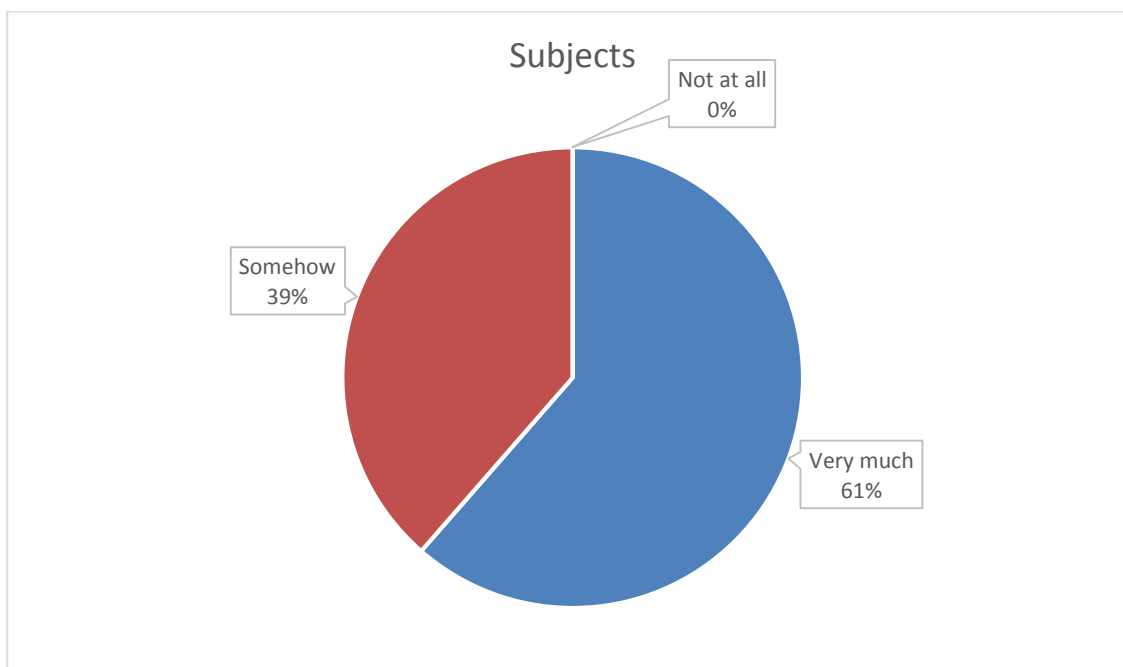
Graph 06: Students' Evaluation of Oral Expression Courses

In this question, students are asked about the efficiency of oral expression courses and to what extent they help them to improve their oral performance. Forty-three (43) subjects

representing the higher percentage (61, 42%) said that oral expression courses help them a lot to improve their oral production. Whereas, (38, 57%) do not neglect the importance of oral expression courses, but they said that these courses do not enable them to reach the level they want or the native-like proficiency. Finally, we have to mention that no student (0%) neglects totally the importance of oral expression courses and this reflects the students' awareness of oral expression courses' efficiency.

Q4.Do you feel inhibited to use English in the classroom?

Options	Subjects	%
Yes	38	54,28
No	32	45,71
Total	70	100

Table7: Students' Inhibition to Speak
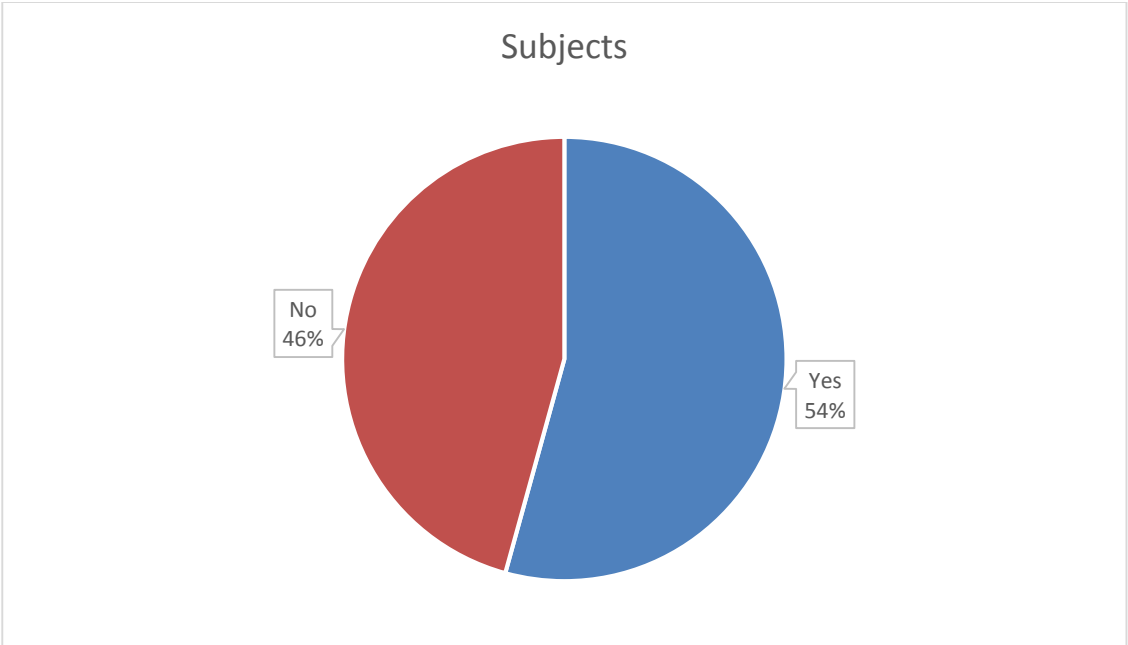
Graph 07: Students' Inhibition to Speak

This question aims to determine whether students feel inhibited to use English in the classroom or not. The results obtained show that the majority of respondents (54, 28%) do not

find it easy to speak while (45, 71%) consider themselves able to use English and participate in the classroom. In other words, the majority of students are unable to use the target language for communication.

Q5.If your answer is yes, is it because

Options	Subjects	%
a-Lack of motivation	3	4,28
b-Lack of self-confidence	7	10
c-Fear of making grammatical mistakes	3	4,28
d-Fear of making pronunciation mistakes	2	2,85
e-Having deficient vocabulary	3	4,28
f-Fear of negative feedback	3	4,28
d + f	2	2,85
b + c + e	6	8,57
b + e + f	2	2,85
c + d	5	7,14
d + e	2	2,85
No answer (who said no)	32	45,71
Total	70	100

Table8: Reasons Behind Students' Inability to Speak
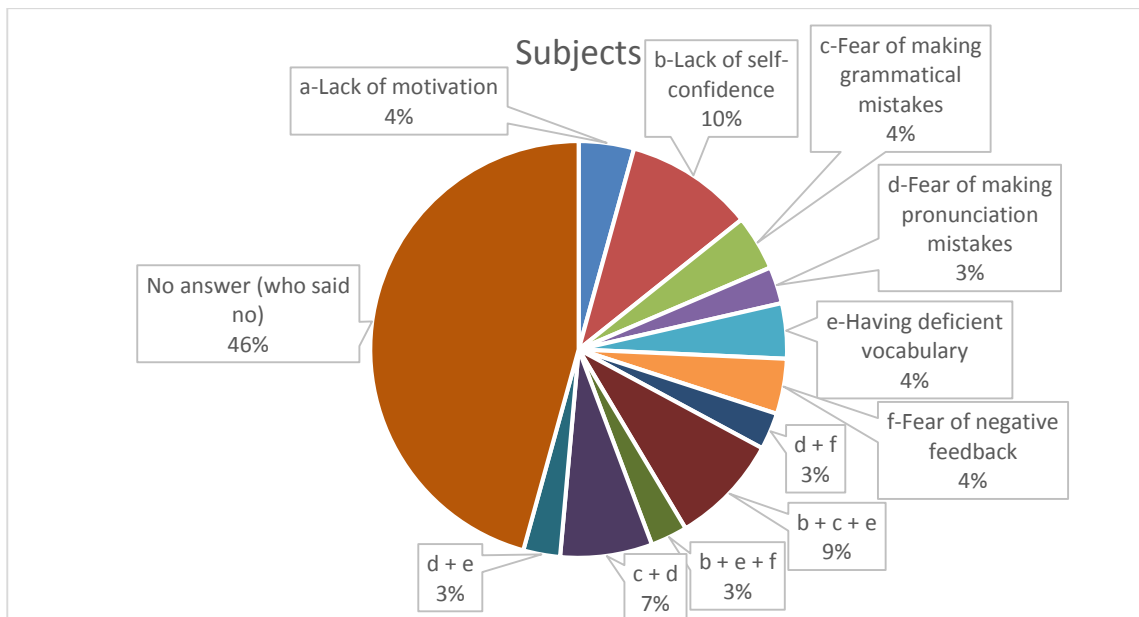
Graph 08: Reasons behind the Students' Inability to Speak

In the previous question, students are asked whether they are afraid to speak or not. In this question, students who feel inhibited to speak are given a list of options from which they are required to choose the reasons that lie behind their inability to speak. Seven students (10%) relate their failure in speaking to the lack of self-confidence and self-esteem. Six students (8, 57%) said that lack of motivation, fear of making grammatical mistakes and having deficient vocabulary are the main reasons leading to their failure, whereas five students (7, 14%) think that it is the fear of making grammatical and pronunciation mistakes which lies behind their inhibition. However, three students (4, 28%) blame their lack of motivation. The same percentage relates this difficulty only to the fear of making grammatical mistakes. Other three students or (4, 28%) said that they cannot speak freely because they have deficient vocabulary and the same number cannot do so because of their fear of negative feedback from both teachers and classmates. Two students (2, 85%) said that they do not participate in speaking because they do not pronounce well and two students said that both lack of self-confidence and the fear of negative feedback are obstacles in language learning. Two other students said that they fail to improve their level in speaking because of lack of self-confidence, having

deficient vocabulary and the fear of negative feedback. The last two students think that both pronunciation mistakes and deficient vocabulary are the reasons for remaining silent.

Q6.Does your teacher motivate you to speak?

Options	Subjects	%
Somehow	47	67,14
Never	23	32,85
Total	70	100

Table9: Teachers' Motivation of their Students to Speak
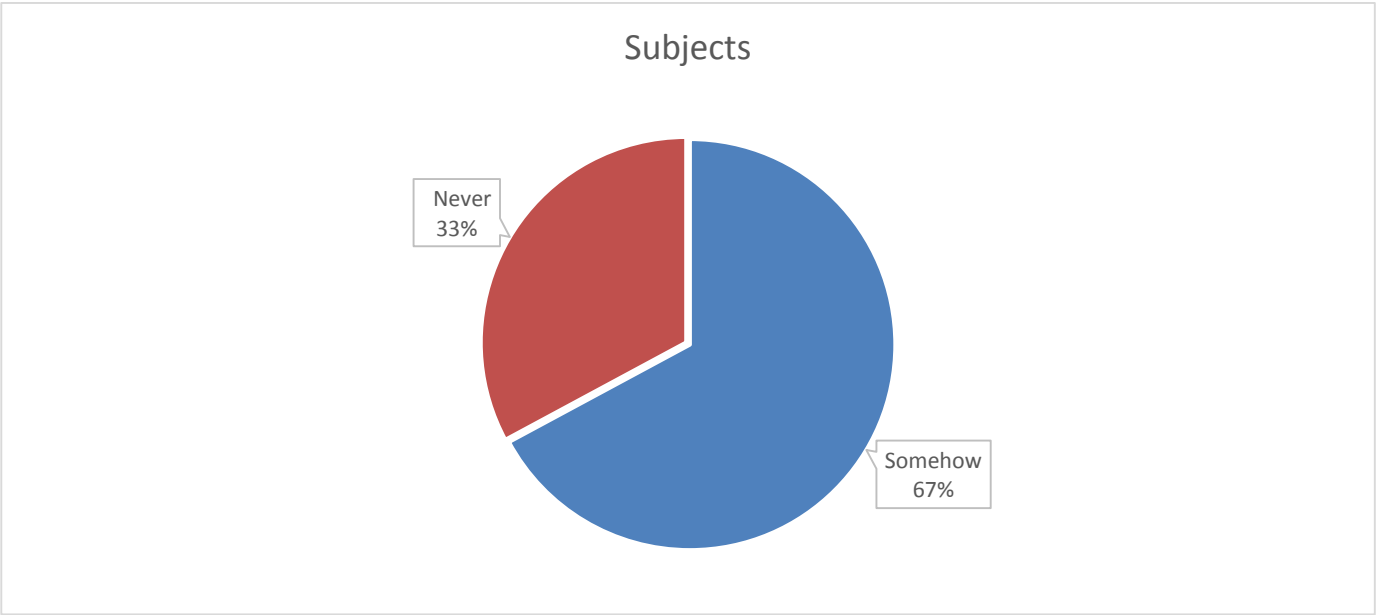
Graph 09: Teachers' Motivation of their Students to Speak

In this question, the aim is to know if oral expression teachers create the appropriate atmosphere that motivates their students to speak or not. The results in the table above show that the majority of students (67, 14%) are satisfied of their teachers' ways of teaching. They said that their teachers, to an extent, do their best to motivate them to speak. Whereas (32,

85%) of students neglect their teachers' role in motivating them, may be, because they do not enjoy the chosen subjects for discussion or the way of practicing the language.

Q7.Which of the following teaching techniques do you enjoy best?

Options	Subjects	%
1-group work	22	31,42
2-Role-play	6	8,57
3-Discussion	20	28,57
4-Problem solving	7	10
Others(presentation)	2	2,85
2+3+4	3	4,28
1+3	10	14,28
Total	70	100

Table 10: Techniques Used in Teaching Speaking
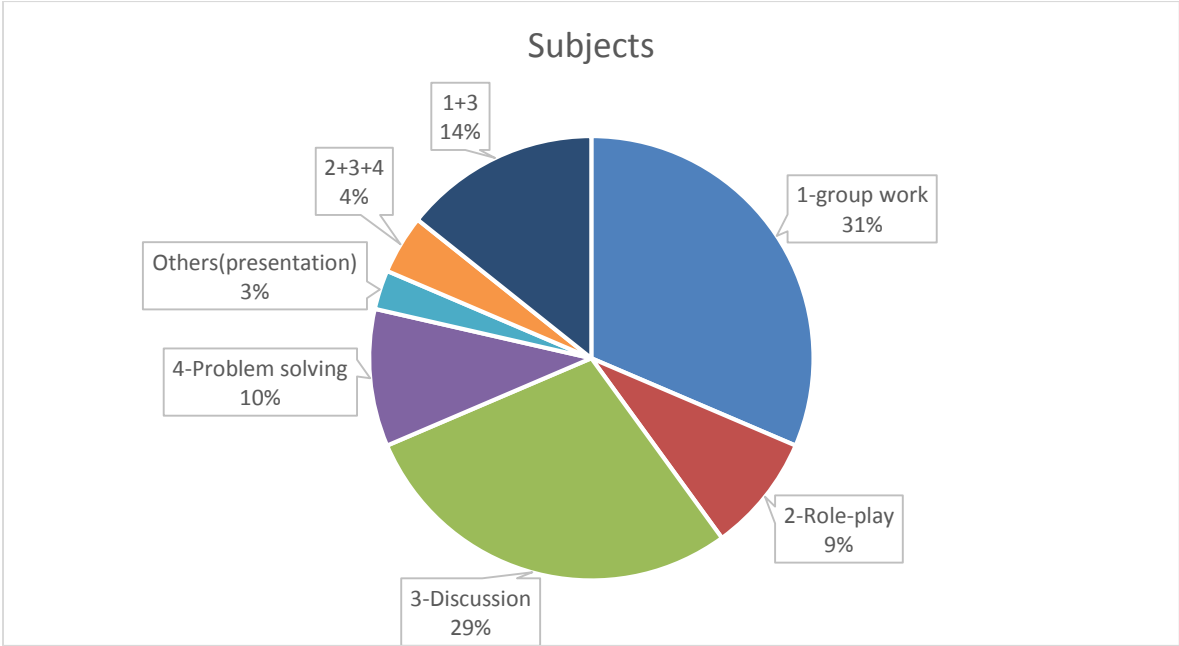
Graph 10: Techniques Used in Teaching Speaking

In this question, students are required to say which teaching technique they enjoy best (group work, role-play, discussion or problem solving). The results obtained in this table show that the majority of students (31, 42%) enjoy group work than (28, 57%) of students said that they enjoy discussion. Ten students representing (14, 28%) enjoy both group work and discussion followed by seven students (10%) who enjoy problem solving and six representing (8, 57%) enjoy role-play. Finally, only three students (4, 28%) said that they enjoy role-play, discussion and problem solving. After that, we have asked students to mention other teaching techniques that they enjoy and we do not insert in our list of options and only two students or (2, 85%) said that they enjoy presentation.

Section Two: Group Work

Q1.In oral expression, do you prefer?

Options	Subjects	%
Individual work	14	20
Group work	56	80
Total	70	100

Table11: Students' Preference of the Learning Way
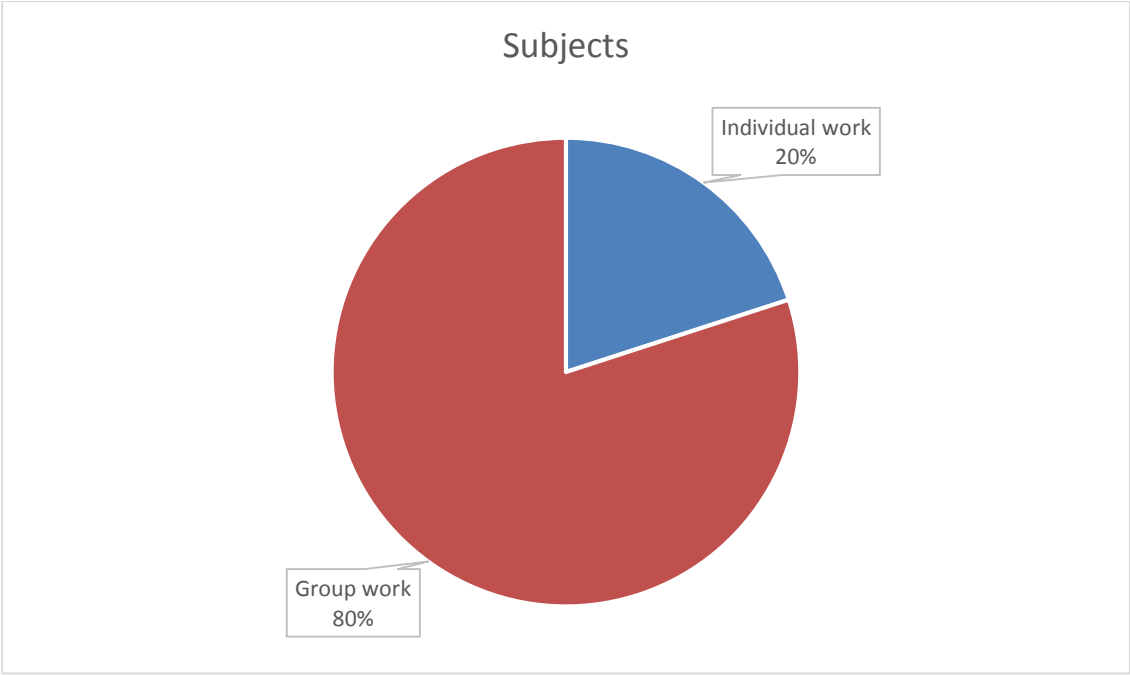
Graph 11: Students' Preference of the Learning Way

In this question, subjects are asked whether they prefer working individually or in groups. Here, we aimed to see the students' preference. The majority (80%) indicated that they prefer to work in groups; whereas, only (20%) prefer to work individually. The results obtained from the table above reflect the students' sociability and awareness of the importance of group work and its influence on their oral production.

Q2.Do you find working in groups difficult?

Options	Subjects	%
Yes	18	25,71
No	52	74,28
Total	70	100

Table 12: The Difficulty of Learning in Groups
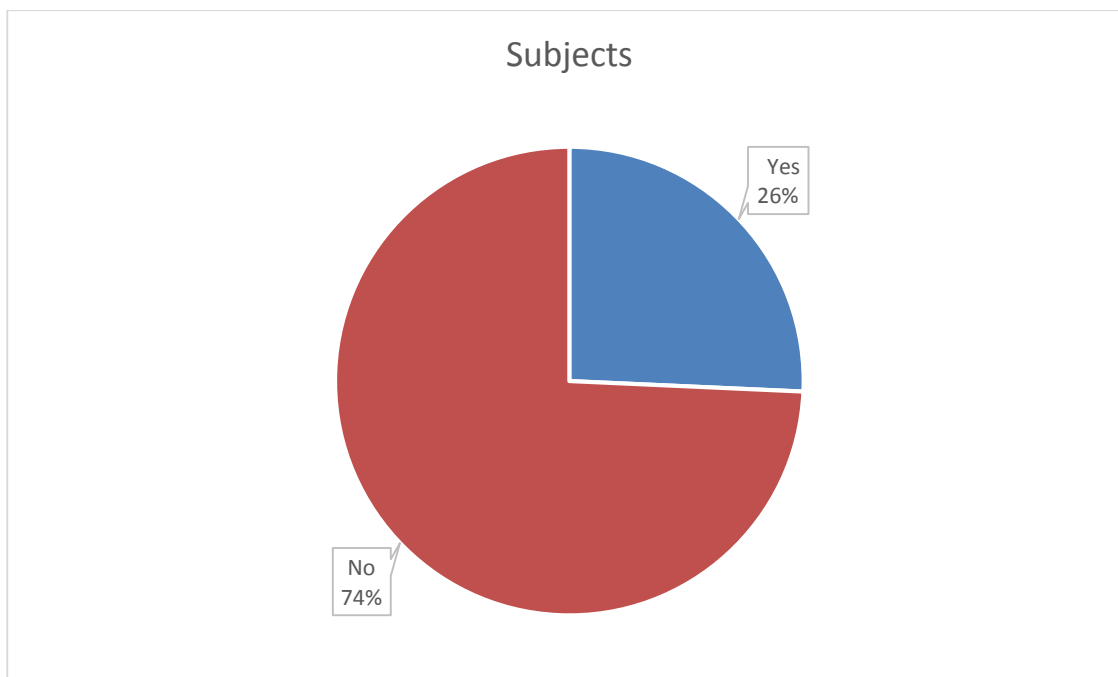
Table 12: The Difficulty of Learning in Groups

After having a view about the students' preference concerning working in groups or individually, the aim from asking them this question is to know whether they find working in groups difficult or not. The results obtained show that the majority of students representing (74, 28%) do not find difficulties when they work in groups opposing (25, 71%) who prefer other types of organization and find obstacles when grouping them with others.

Q3.Does your teacher raise your awareness towards the importance of group work?

Options	Subjects	%
Always	49	70
Sometimes	00	30
Never	21	00
Total	70	100

Table13: The Teachers' Trial to Raise the Learners' Awareness towards the

Importance of Group Work
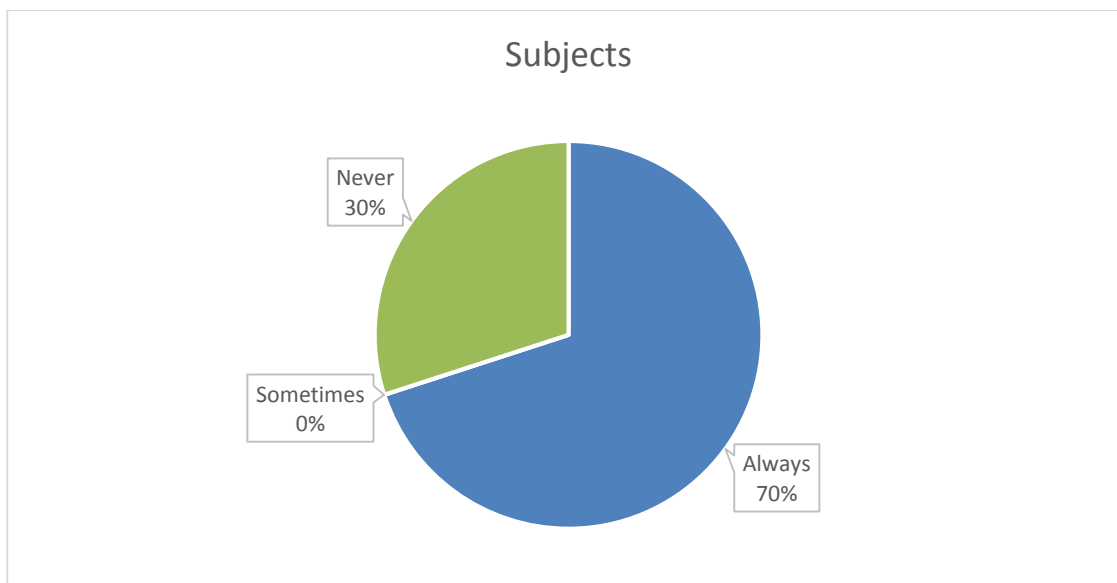
Graph 13: The Teachers' Trial to Raise the Learners' Awareness towards the

Importance of Group Work

The results obtained from the table above show that the majority (70%) said that their teachers play a great role to raise their awareness towards the importance of group work as a technique they need to improve their learning of the target language and that it does not only mean grouping students, but also mean grouping ideas and exchanging information. However, (30%) said that their teachers never try to attract their attention to the importance of group work in enhancing their oral proficiency and as the table show 0% of the teachers answered by sometimes.

Q4.How does your teacher organize you in groups?

Options	Subjects	%
Friendship	29	41,42
Randomly	27	38,57
Changing the group	14	20
Streaming	0	0
Total	70	100

Table14: Teachers' Way of Organizing Students in Groups
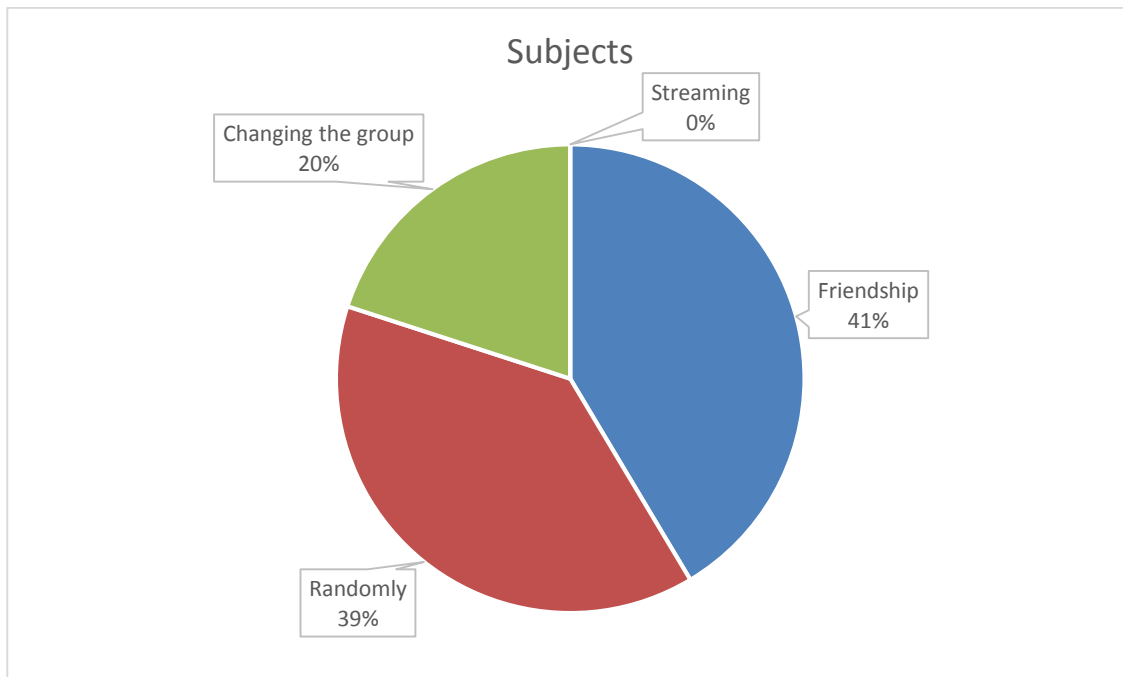
Graph14: Teachers' Way of Organizing Students in Groups

After asking students whether their teacher raises their awareness towards the importance of group work and the majority of them said yes, this question requires an answer about how their teacher organizes them in groups. A series of options is given from which students can pick the most appropriate answer. The majority (41, 42%) said that they are grouped with their friends. Whereas, (38, 57%) said that they are grouped randomly; however, (20%) said that their teacher groups them based on changing the groups. Finally, no one (0%) chooses the option streaming.

Q5.Do you like this way of organization?

Options	Subjects	%
Yes	54	77,14
No	16	22,85
Total	70	100

Table15: Students' Like or Dislike of the Group Organization
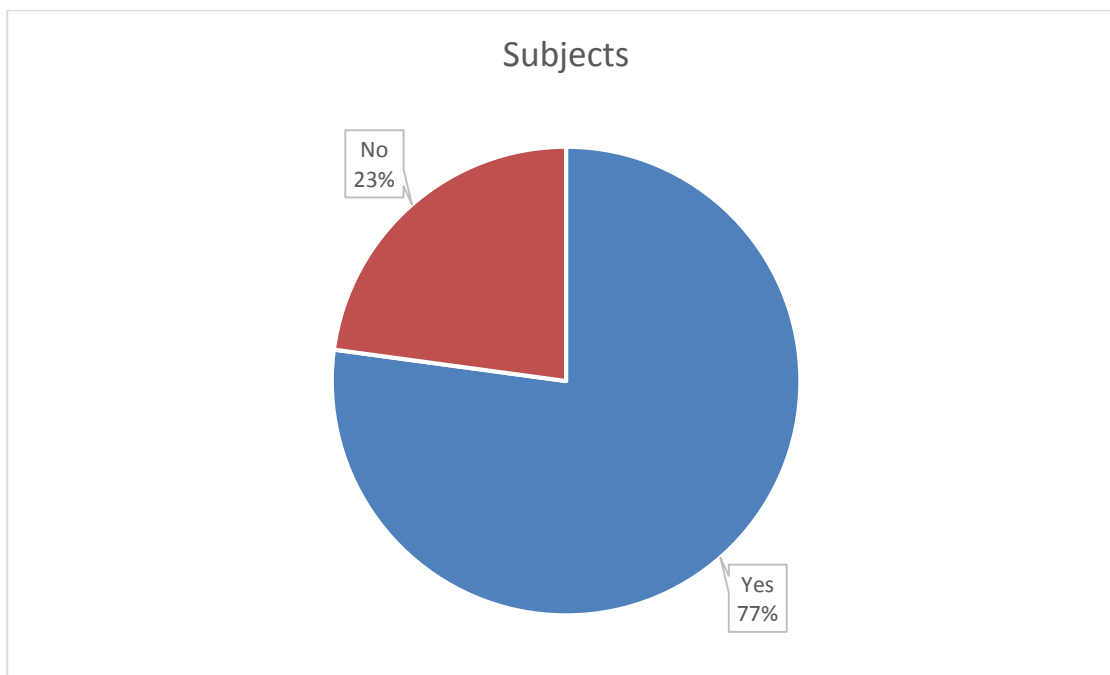
Graph 15: Students' Like or Dislike of the Group Organization

Subjects in this question are required to give their opinion about the way they are organized in groups. There are 54 students or (77, 14%) said that they like their teachers' way of organization and have no problem working with others even they do not know them. However, (22, 85%) of students dislike the way they are organized and they find themselves obliged to work cooperatively with persons they do not know well and this may make them embarrassed and not willing to work seriously. In addition to that, there are students who prefer to work individually and do not accept any kind of cooperation.

Q6.How does group work help you?

Options	Subjects	%
a-Ask and respond to more questions	13	18,57
b-Evaluate your classmates performance	8	11,42
c-Develop social skills	26	37,14
a + b + c	2	2,85
a + b	2	2,85

b + c	6	8,57
None of them(choose nothing)	1	1,42
a + c	12	17,14
Total	70	100

Table16: Benefits of Learning in Groups
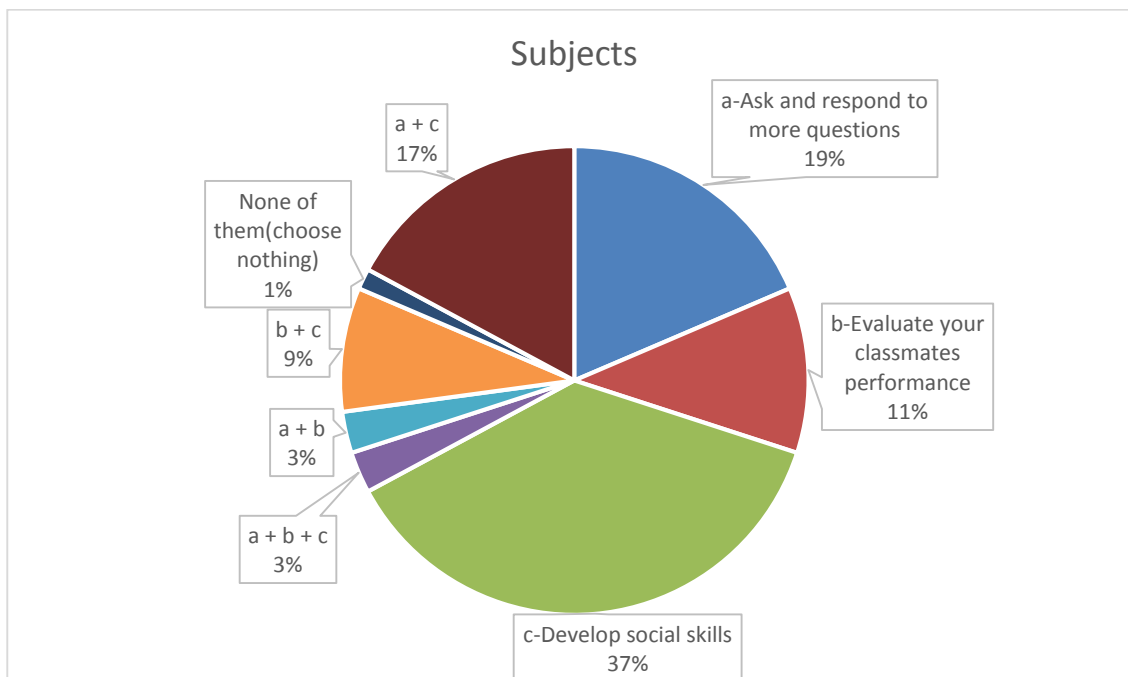
Graph 16: Benefits of Learning in Groups

Subjects, in this question, are asked to say how group work helps them and what it enables them to do. The majority (37, 14%) said that it enables them to develop social skills followed by (18, 57 %) who said that it enables them to ask and respond to more questions. (17, 14%) said that they are able to improve both asking and responding to more questions and developing social skills. (11, 42%) said that group work only helps them to evaluate their classmates performance and this percentage represents students who listen and never participate in the classroom. (8, 75%) see that group work helps them evaluating their classmates' performance and developing social skills. Only (2, 85%) said that they are enables to both ask and respond to more questions and evaluate their classmates performance. Also

(2, 85%) said that they are able to evaluate their classmates performance and develop social skills. Finally, only one student (1, 42%) said that group work does not help him at all because he thinks that he has reached the native-like level.

Section Three: Evaluation of Group Work

Q1.Do you think that group work helps you develop your speaking skill? Explain, please

Options	Subjects	%
Yes	65	92,85
No	5	7,14
Total	70	100

Table17: Students' Evaluation of Group Work
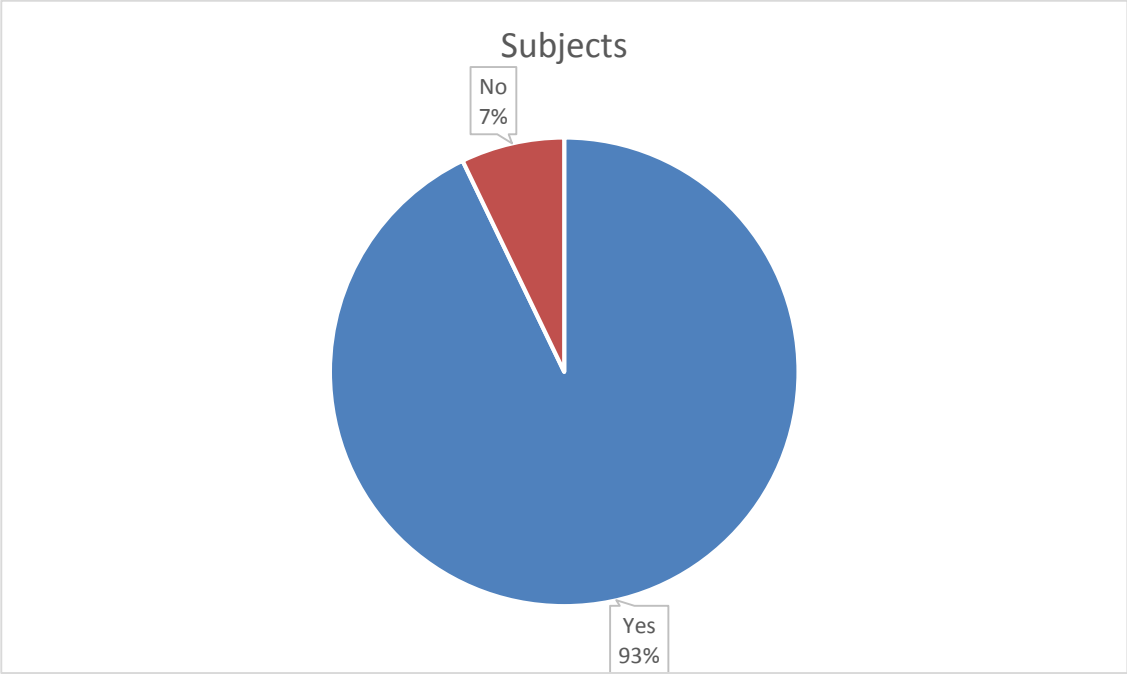
Graph 17: Students' Evaluation of Group Work

This question is asked to have a look on the students' perspective concerning the use of group work in order to evaluate it and whether it helps them to develop their speaking skill.

After that, students have to explain to what extent does group work helps them. The obtained answers show that most students agree that group work helps them a lot to enrich their vocabulary by learning new words; whereas others agree that it gives them the opportunity to speak to someone in English or practicing the language freely. Others said that it opens the door for them to exchange information with others and learn from their mistakes. They add that they can speak without controlling their mistakes and this makes them feel relaxed in practicing the language. Unlike those who find group work helpful in the learning process, others find it helpless since there is no focus on their mistakes while speaking. May be, because these students are introverts students and prefer working alone.

2. Teacher Questionnaire

2.1 Aim of the Questionnaire

Our aim from designing a teachers' questionnaire is to shed some light on the best techniques that the students need to enhance their speaking abilities. Moreover, in this questionnaire teachers are required to provide their opinions and attitudes toward the implementation of group work and its effectiveness in improving the students' oral production.

2.2 Administration of the Questionnaire

The questionnaire was administered to all teachers of oral expression in the department of English at the University of Jijel. It was handed to (15) teachers in May 2014; however, only (12) teachers have handed back their questionnaire. Thus, our sample contains total of (12) teachers to whom we feel very grateful to their cooperation.

2.3 Description of the Questionnaire

The questionnaire consists of (17) items classified under (04) sections each focusing on a particular aspect. It involves different types of questions: the first type requires the

teachers to pick up the right answers from a set of choices while the second requires from them to give their personal opinions and attitudes.

2.3.1 Section One : Personnel Information (Q1, Q2)

The aim of this section is to collect some general information about the population concerning their degrees (question01), and their teaching experience (question2).

2.3.2 Section Two: The Speaking Skills (Q3-Q10)

Teachers, in this section are required to state if they focus on speaking while they teach a foreign language (question03). In (question04), teachers are asked to evaluate their students' level of speaking in English (good, above average, average, or poor). After that, teachers are asked whether they motivate their students to speak in English or not (question5) and which way they use to motivate them (question 6). Then, teachers, in the light of their experience, are asked to pick the most difficult aspect for teaching speaking: grammar, pronunciation, vocabulary or sentence structure or any other aspects they have to specify (question7). In (question8), they are asked to pick the technique they use most: group work, role-play, problem solving, discussion or others they have to specify. Then, teachers are asked if they evaluate their students' speaking skills or not (question09), if their answer is yes, they have to specify what they prefer, self-evaluation, peer- evaluation, teacher-evaluation, or all of them(question10).

2.3.3 Section Three: Group Work (Q11-Q15)

The first question in this section (question11) asks the teachers if they have ever used group work while teaching or not. Then, they are asked if they raise their students awareness towards the value of group work or not (question12), and which way they prefer to organize their students in groups either friendship, randomly, streaming, or changing the group

(question13). In (question14) the teachers are required to give their personnel opinion about some sentences concerning teaching languages by selecting: a) strongly agree b) agree c) disagree or d) strongly disagree. Then, they are asked if their students face problems working in groups (question15), in case they said 'yes' they have to say if they try to solve these problems and how (question16).

2.3.4 Section Four: Teachers' Evaluation of Group Work (Q17)

In this section teachers are asked whether they think that teaching speaking in groups enhances students' oral proficiency or not, they are also asked to clarify there answer.

3.1 Analysis of the Questionnaire

Section One: General Questions

Q1. Teachers' degrees

Degrees		Subjects	%
BA (License)		2	16.67 %
MA	Magister	7	58.33 %
	Master	2	16.67%
PHD (Doctorate)		1	8.33 %
Total		12	100 %

Table 18: Teachers' Academic Degree
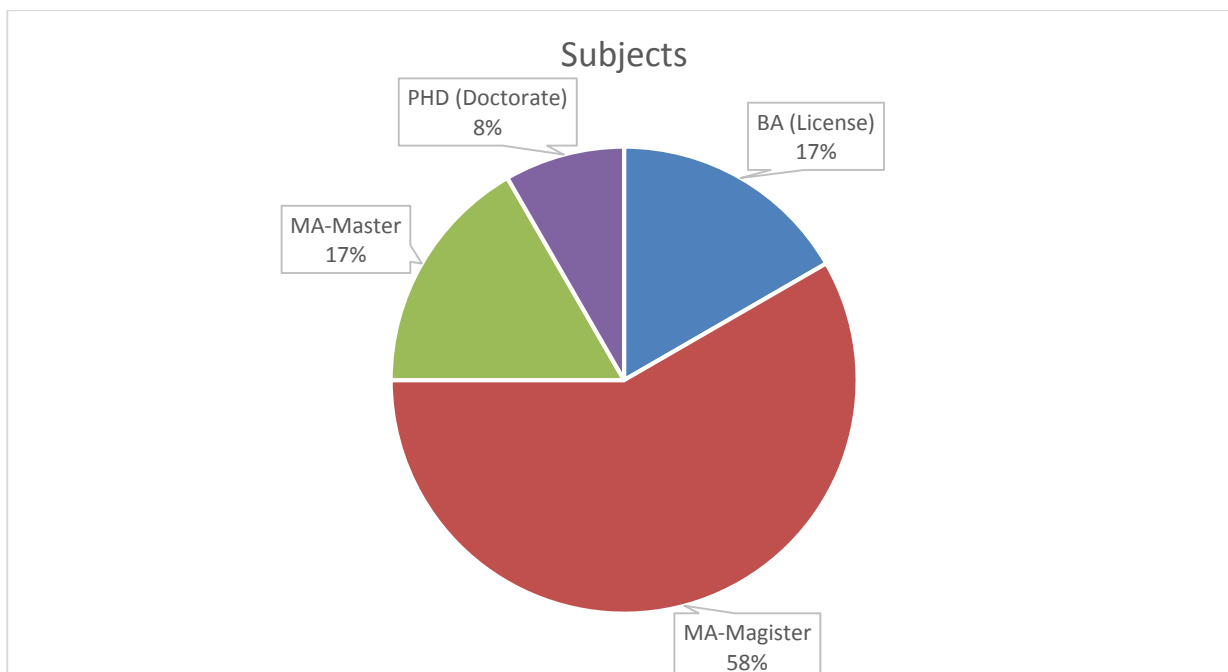
Graph 18: Teachers' Academic Degree

As the results show, the teachers who have a Magister degree represent the highest number (07 out of 12 or 58.33%). Than come those who have a degree of license and master (02 teachers for each), and only one teacher has a doctorate degree. This means that the population we have used consists of teachers with different degrees and this helps our research to be reliable.

Q 2: How long have you been teaching English?

Number of Years	Subjects	%
29 years	01	8.33%
28 years	01	8.33%
26 years	01	8.33%
09 years	02	16.67%
08 years	01	8.33%
07 years	01	8.33%
06 years	02	16.67%

04 years	01	8.33%
02 years	02	16.67%
Total	12	100%

Table 19: Experience in Teaching
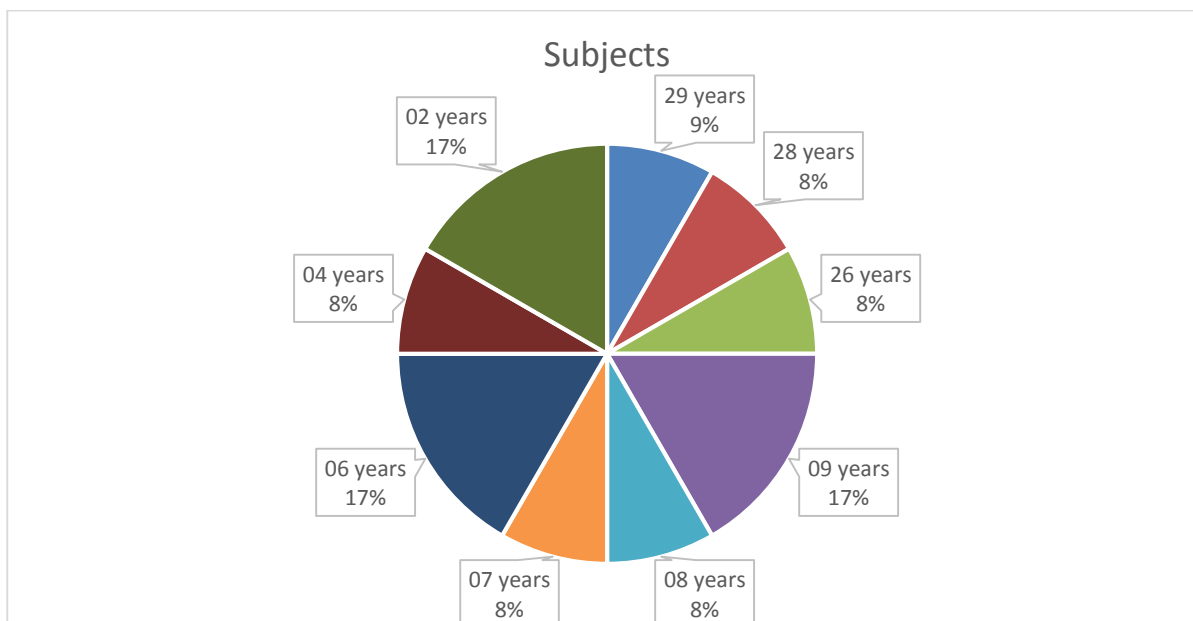
Graph 19: Experience in Teaching

In this question, we have asked the teachers to indicate how many years they have been teaching English. As the table shows teachers who have the longest experience have been teaching between 29, 28, and 26 years, which represent 8.33% for each, the same percentage represents those who have been teaching for 08, 07, and 04 years. After that, comes teachers who have been teaching for 09, 06, and 02 years, they represent 16.67% for each. Finally, it is obvious that the highest percentage is that of teachers who have been teaching between 6, 9, and 02 years (16.67% for each).

Section 2: Speaking Skills

Q3: In teaching, do you focus on speaking?

Options	Subjects	%

Yes	12	100%
No	00	00%
Total	12	100%

Table20: Teachers' Focus on Speaking
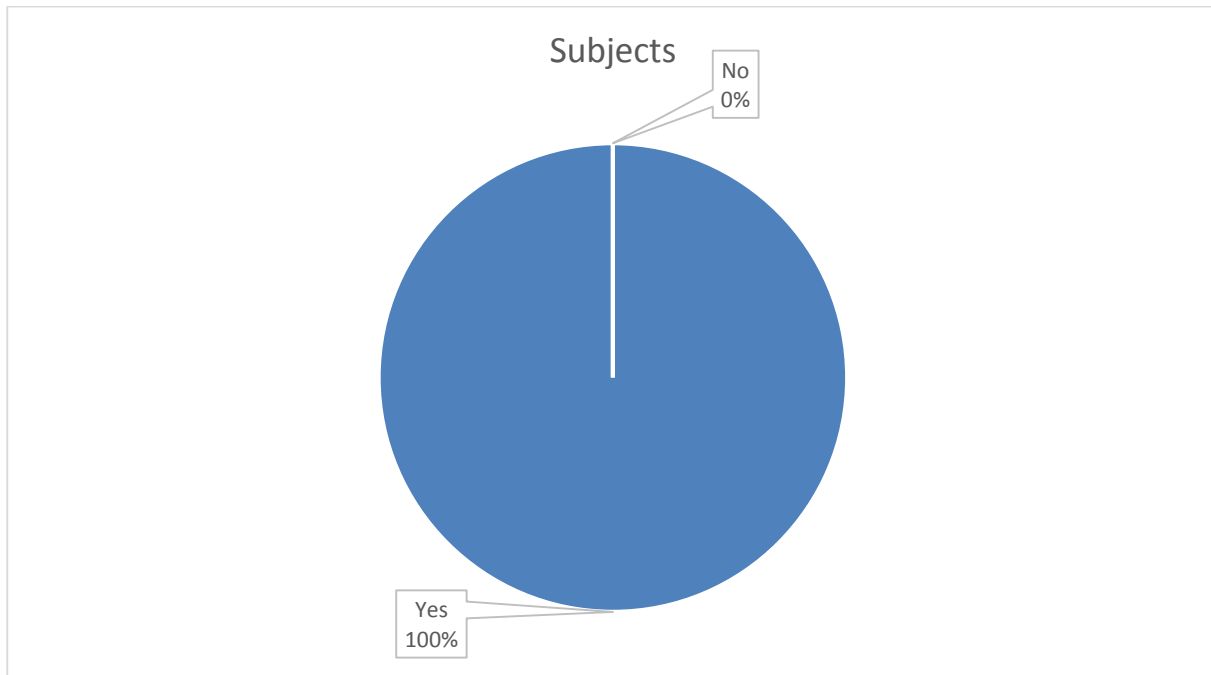
Graph 20: Teachers' Focus on Speaking

As shown in this table, all the teachers (100%) answered by 'yes' to this question, which means that during Oral Expression courses they focus on speaking skills rather the other skills because they are aware that speaking is the most difficult skill that needs a lot of practice.

Q4: which of the following describes your students' speaking skills?

Options	Subjects	%
Good	01	8.33%
Above Average	00	00%
Average	07	58.33%

Poor	04	33.33%
Total	12	100%

Table 21: Teachers' Evaluation of Students' Speaking Skills
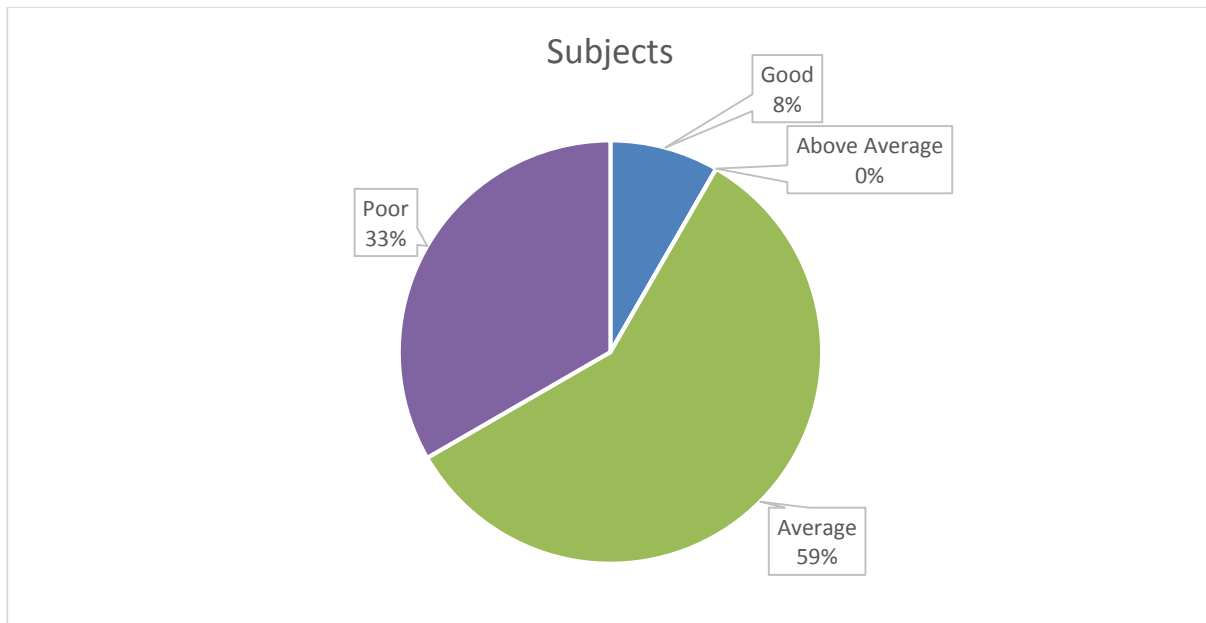
Graph 21: Teachers' Evaluation of Students' Speaking Skills

Here, we are asked the teachers to evaluate their students' level in speaking skills as, good, above average, average or poor. The majority of teachers have evaluated their students' level in speaking as average (58.33%). Only one teacher has evaluated them as Good (8.33%). From the other hand, 04 teachers out of 12 believe that their student's level in speaking is poor (33.33%). These results show that the majority of students fail to reach a good level in speaking English, may be, because they do not practice speaking enough, or they are not motivated enough to use the language. This means that students need practice in talking to be able to develop their speaking skill.

Q5: Do you motivate your students to speak?

Options	Subjects	%
Yes	12	100%
No	00	00%
Total	12	100%

Table 22: Teachers' Motivation of their Students to Speak
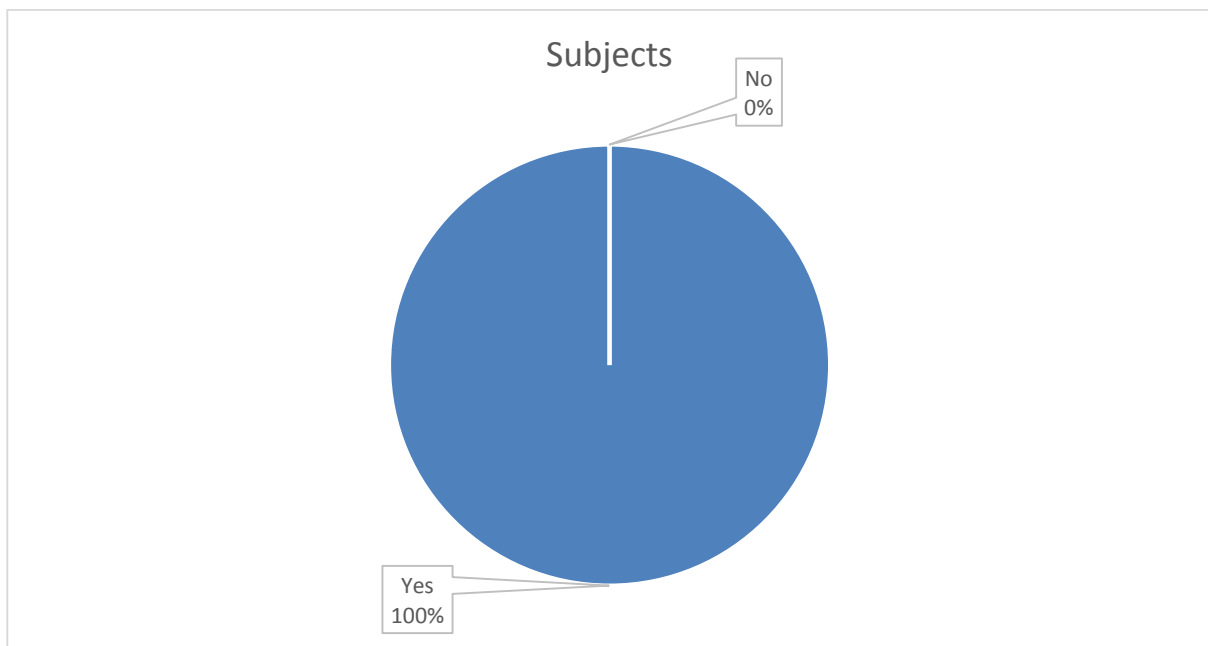
Graph 22: Teachers' Motivation of their Students to Speak

As in the third question, 100% of the teachers have answered with a positive answer. This means that teachers at the University of Jijel are aware that their main purpose as teachers of Oral Expression is to reduce their students' fear towards speaking in English by motivating them. However, we noticed before in (question4) that the majority of the teachers (07 out of 12) have evaluated their students' level in speaking as average and 04 of them have evaluated it as poor. This means that although the teachers' awareness towards motivating students to speak, there are students who are still unmotivated. This can be due to many factors, such as lack of self-confidence, lack of interest in the speaking subjects, fear of making mistakes…etc.

The role of the teachers in enhancing students motivation has been found to have great effect on enhancing students' performance in the target language; thus, teachers have to find the best ways to motivate their students.

Q6: if your answer is "yes", how do you do to motivate them?

Only one teacher who answered "yes" did not provide any justification for his answer. For the rest who answered "yes", they explained that they raise their students' motivation through different ways. In the first place, selecting topics of students' interest, which stimulate them to use English. In addition, organizing classroom debates about current topics and bringing in interesting activities encourage students to exchange ideas. Moreover, creating a relaxed and friendly environment in which students feel comfortable to use the language in front of their teachers and classmates. Two teachers answered that rewarding students is an excellent way of motivating students to speak. In sum, teachers' awareness of different ways of raising students' motivation can be of great benefits in increasing students' oral participation.

Q7: Which of the following language areas do you find most difficult to teach speaking?

Options	Subjects	%
Grammar	04	33.33%
Pronunciation	05	41.67%
Sentence structure	02	16.67%
Vocabulary	01	8.33%
Others	00	00%

Total	12	100%

Table23: Teachers' Perception of the Most Difficult Areas to Teach
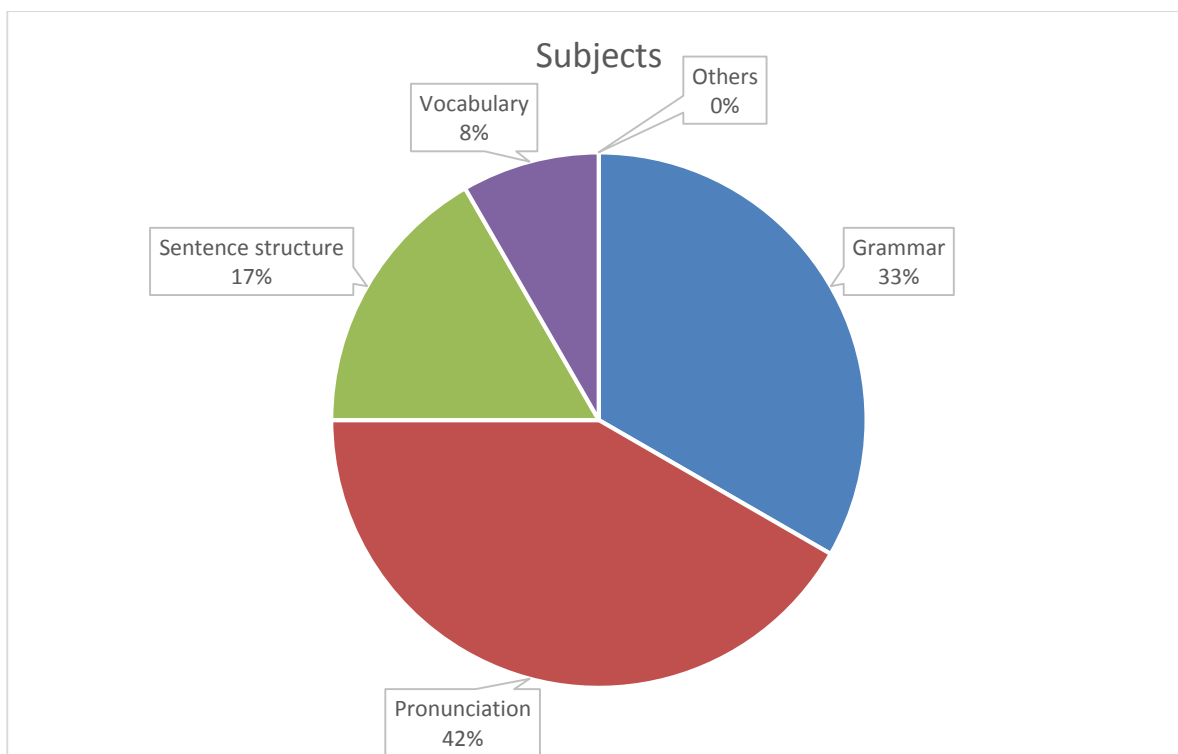
Graph 23: Teachers' Perception of the Most Difficult Areas to Teach

According to this table, the majority of the teachers (41.67) said that pronunciation is the first major area that their students need to develop in order to improve their speaking skills. Probably, these teachers think that if the students will be able to utter any word they hear correctly, they will be considered as good speakers even if they make some grammatical or vocabulary mistakes. From the other hand, four teachers have expressed their opinion by selecting grammar as the main area that needs improvement in order to get fluent speakers these teachers represent a percentage of (33.33%). However, some teachers think that if the student is able to put words side by side to form a correct sentence, they are considered as good speakers. For this reason, these teachers have selected the option sentence structure (02

out of 12). Then; vocabulary comes in the last position as the least needed item in teaching oral expression (8.33%). As a conclusion, these results show all the language areas are important in improving the students' oral production hence teachers should not focus on one or two areas at the expense of others.

Q8: Which of the following techniques do you use most in teaching speaking?

Options	Subjects	%
Group work	3	25%
Role play	00	00 %
Discussion	4	33.33 %
Problem solving	1	8.33 %
A+b+c	1	8.33 %
B+c	1	8.33 %
A+c+d	2	16.67 %
Others	00	00 %
Total	12	100 %

Table 24: Techniques Used by the Teachers to Teach Speaking

Subjects

- Others 0%
- A+c+d 17%
- Group work 25%
- B+c 8%
- Role play 0%
- A+b+c 8%
- Problem solving 8%
- Discussion 34%
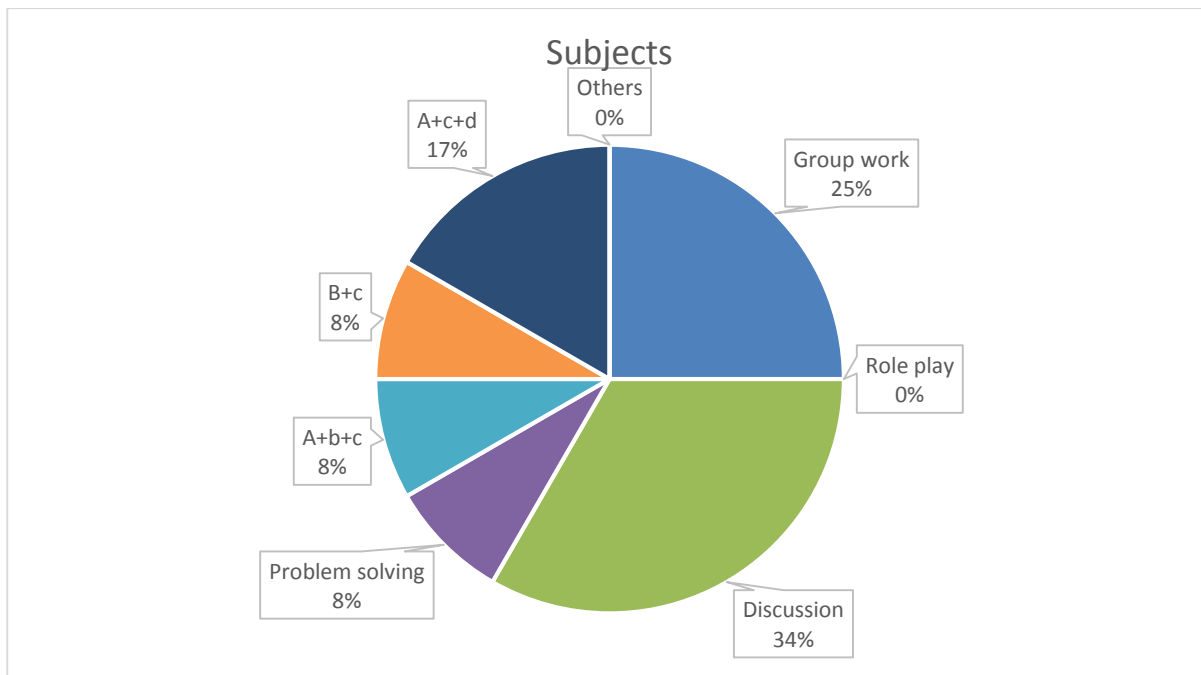
Graph 24: Techniques Used by the Teacher to Teach Speaking

In this question, we have suggested for the teachers four techniques of teaching speaking to choose among them (group work, role-play, discussion, and problem solving). The majority of the teachers (33.33%) builds confidence in discussion; may be, because they focus less on grammar and give the priority to the communication of ideas. In the second position come those who prefer group work (25%). May be these teachers see that speaking is a social act hence, it is better to be used for oral interactions. However, the results show that no teacher has selected role plays may be because, teachers in our University do not find the suitable environment to use such a technique, or may be because they notice that their students are not interested in it. Other teachers have chosen the choices: A+B+C /B+C/A+C+D (8. 33%, 8.33%, 16.67) perhaps they believe that students may derive great benefits when using different techniques. In sum, teachers have to know which technique is suitable for their students according to their needs and preferences.

Q9: Do you evaluate your students' speaking skills?

options	subjects	%
Most of the time	10	83.33
Rarely	02	16.67
Never	00	00
Total	12	100

Table25: Teachers' Evaluation of Speaking
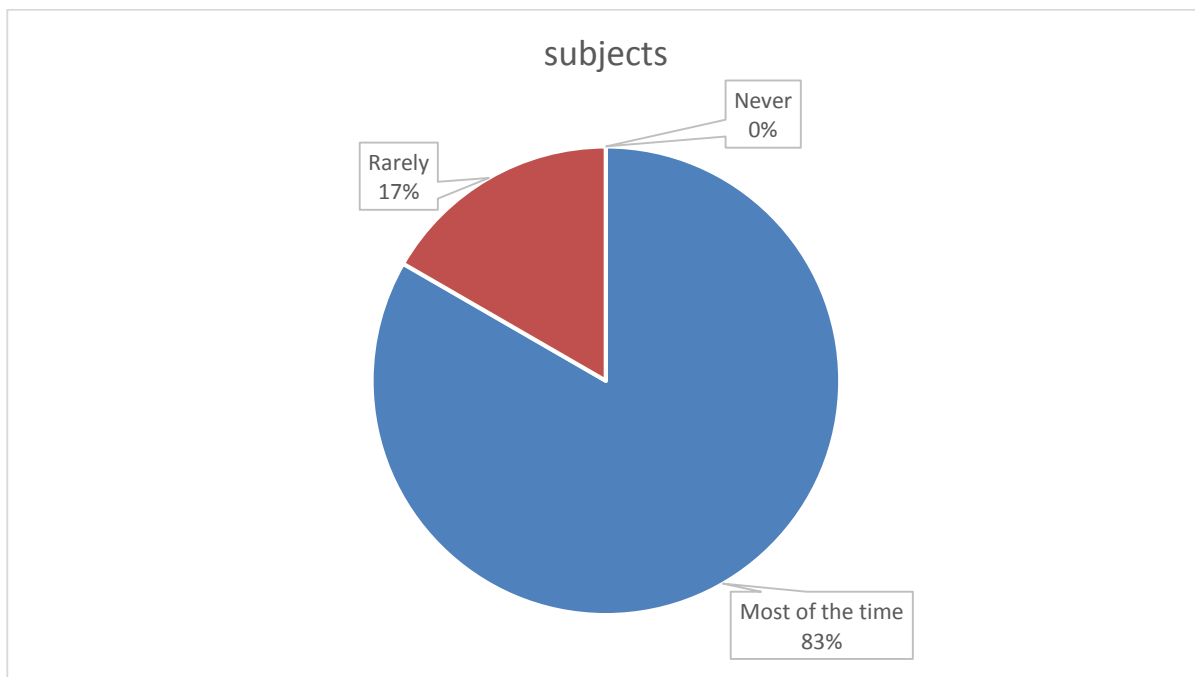
Graph 25: Teachers' Evaluation of Speaking

Evaluation is very important in foreign language teaching. As shown in table 25 the majority of teachers (10 out of 12) provide evaluation for oral production, which means that they are aware of its importance. 02 teachers who represent 16.67% said that they rarely evaluate their students speaking skills may be this is due to the fact that they do not have time to evaluate them or maybe they do not give the evaluation so much importance instead, they just focus on giving their students too much opportunities to practice speaking. As a

conclusion, although not all teachers evaluate their students' speaking skills all the time there is no teacher who give a negative answer, this means that they are all aware of the importance of evaluation.

Q10: if your answer is "yes", do you prefer:

Option	Subjects	%
Self-correction	02	16.67
Peer-correction	01	8.33
Teacher-correction	02	16.67
All of them	05	41.67
Peer+ self-correction	02	16.67
Total	12	100

Table26: Teachers' Preference of the Type of Correction
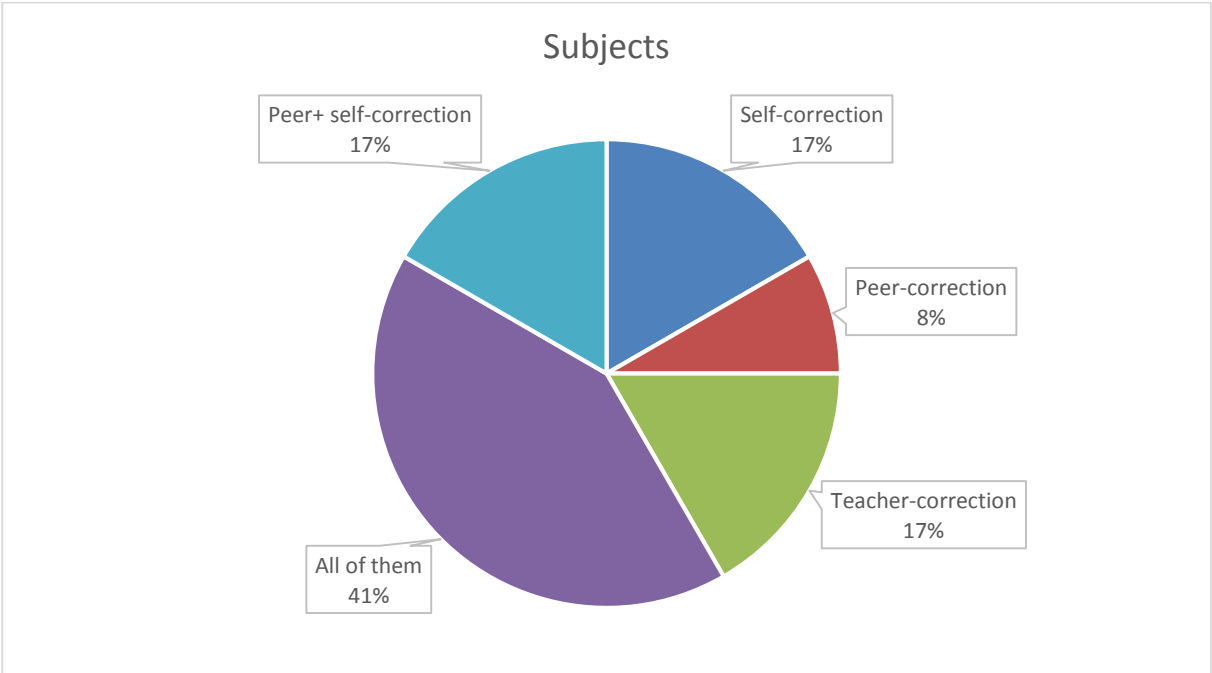
Graph 26: Teachers' Preference of the Type of Correction

As the table shows, two teachers expressed their preference for self-correction, one for peer correction and two for both peer and self-correction. These two types of correction raise the students' sense of motivation, interest and confidence. Two other teachers prefer teacher correction may be because they believe that the teacher is the only one who can judge the students' production. The largest numbers of the teachers (05 out of 12) have selected the option all of them may be because their type of correction depends on the type of activity the students are given and on the approach of teaching they use.

Section 03: Group Work:

Q11: Have you ever used group work?

Options	Subjects	%
Yes	11	91.67
No	01	8.33
Total	12	100

Table 27: Teachers' Use of Group Work
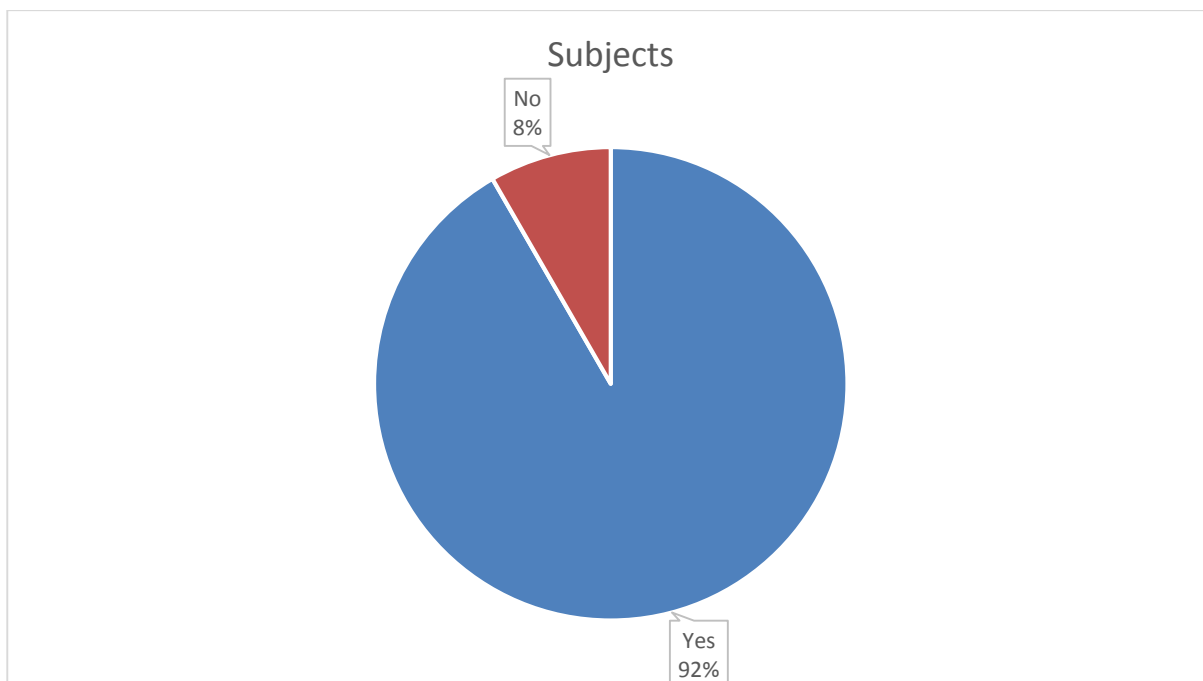
Graph 27: Teachers' Use of Group Work

As the table indicates, most teachers (11out of 12) say that they use group work. This means that they are aware of the importance of teaching in groups. However, one teacher says that they never use group work, may be because they have little or no knowledge about its implementation, or because of the class size. From these results, we conclude by saying that almost all teachers have considered group work when practicing teaching.

Q12. Do you raise your students' awareness towards the value of group work?

Option	Subjects	%
Yes	10	83.33
No	02	16.67
Total	12	100

Table 28: Teachers' Perception of the Value of Group Work
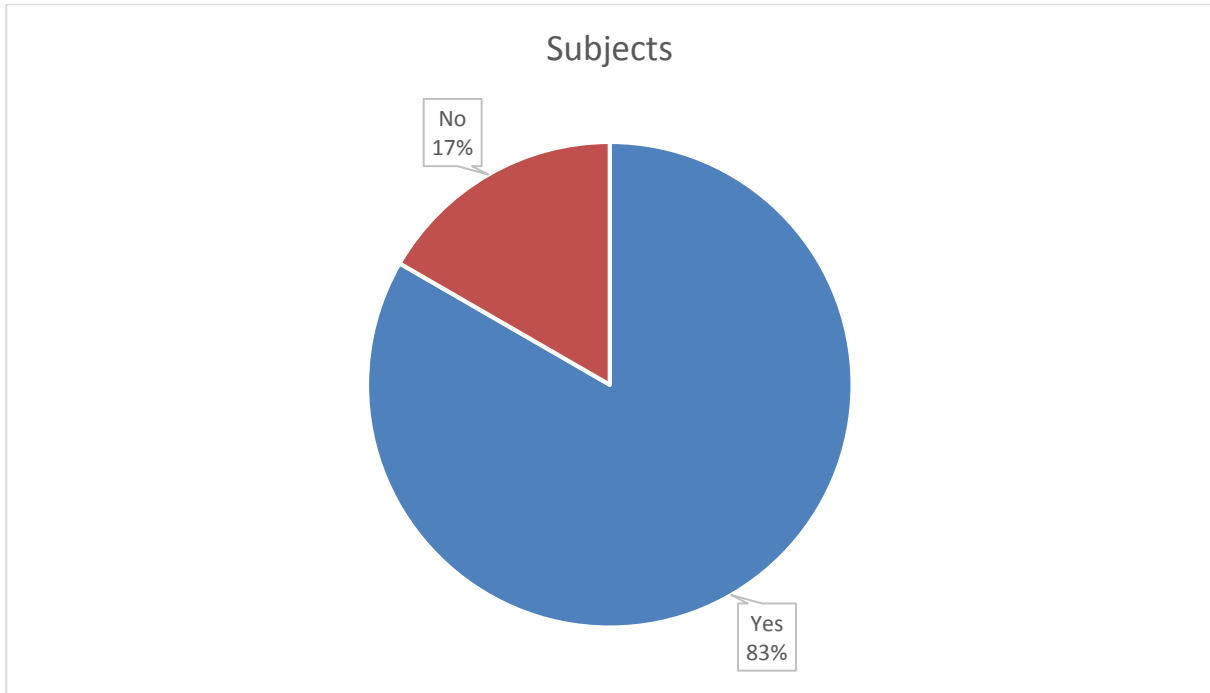
Graph 28: Teachers' Perception of the Value of Group Work

This question investigates if teachers help their students to notice the importance of group work in learning or not. (83.33%) of the teachers have answered positively. That is, they help their students to see the value of group work and benefit from it. However, small number (2out of 12, or 16.67%) has answered negatively to this question. It means that they do not raise students' awareness of the benefits of group work may be because they do not see any benefit in working in groups.

In sum, a large number of the teachers are aware that interaction has a great benefit and they try to raise their students' awareness towards it in order to encourage them to participate more.

Q13: Which way do you prefer to organize your students in groups?

Option	subjects	%
Friendship	03	

Randomly	05	
Changing the group	02	
Streaming	02	
Total	12	

Table29: The Way Teachers Organize Students in Groups
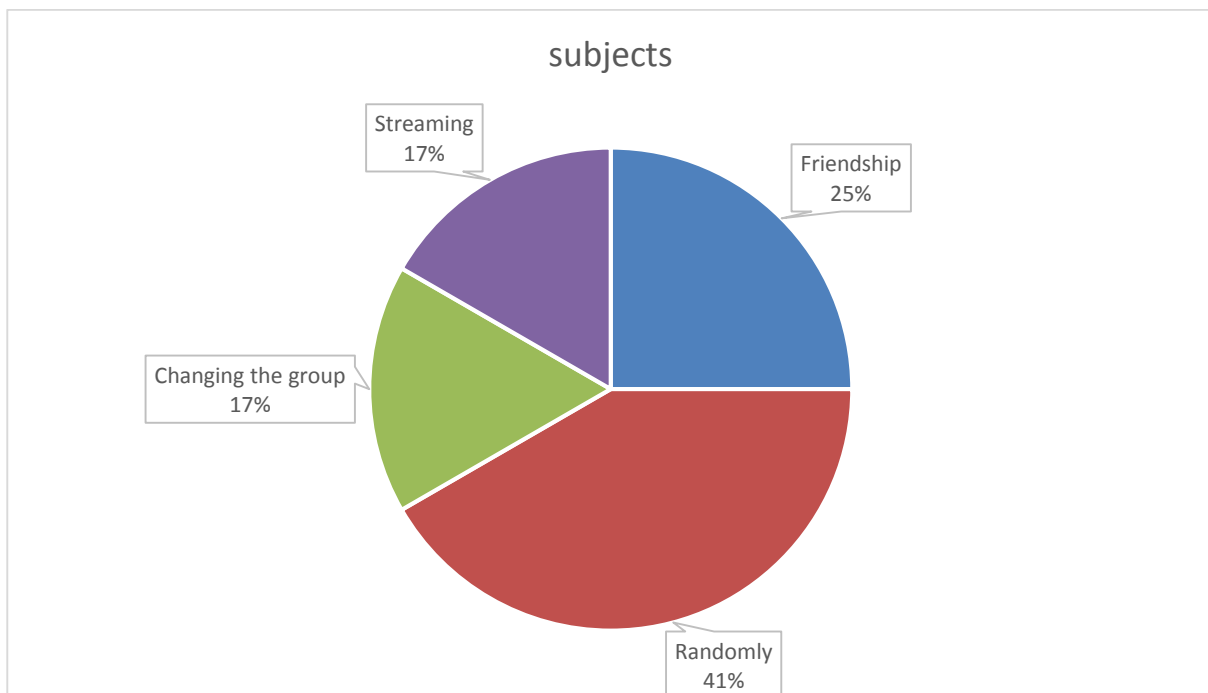
Graph 29: The Ways Teachers Organize Students in Groups

As the results show, a large number of the teachers (05 out of 12) prefer to organize their students in groups using a random way probably because this way is very easy, it does not need a lot of time or pre- planning from the teachers. After that, 25% of the teachers prefer to organize their students based on friendship may be because they think that group works give better results if the students are working with their friends because they will feel more confident and not embarrassed of making mistakes. Then, two teachers have selected streaming as their way of organization because, for them, it is better to combine the students

according to their levels so that good students will help the less able students, also passive students will be obliged to participate when they work with active ones. Finally, two other teachers said that they prefer to change the group whenever they give their students a group work perhaps these teachers think that groups must be changed so that students will not feel bored also this way will help them to take advantage from each way of organization.

Q14: Please indicate how far you agree with each of the following ideas using a, b, c or d. a-Strongly agree b-Agree c-Disagree d-Strongly disagree.

   a. Group interaction is the best way to learn any additional language.

options	subjects	%
Strongly agree	03	
Agree	09	
Disagree	00	
Strongly disagree	00	
Total	12	100%

Table30: Teachers' Perception of Group Interaction

subjects

Strongly disagree
0%

Disagree
0%

Strongly agree
25%
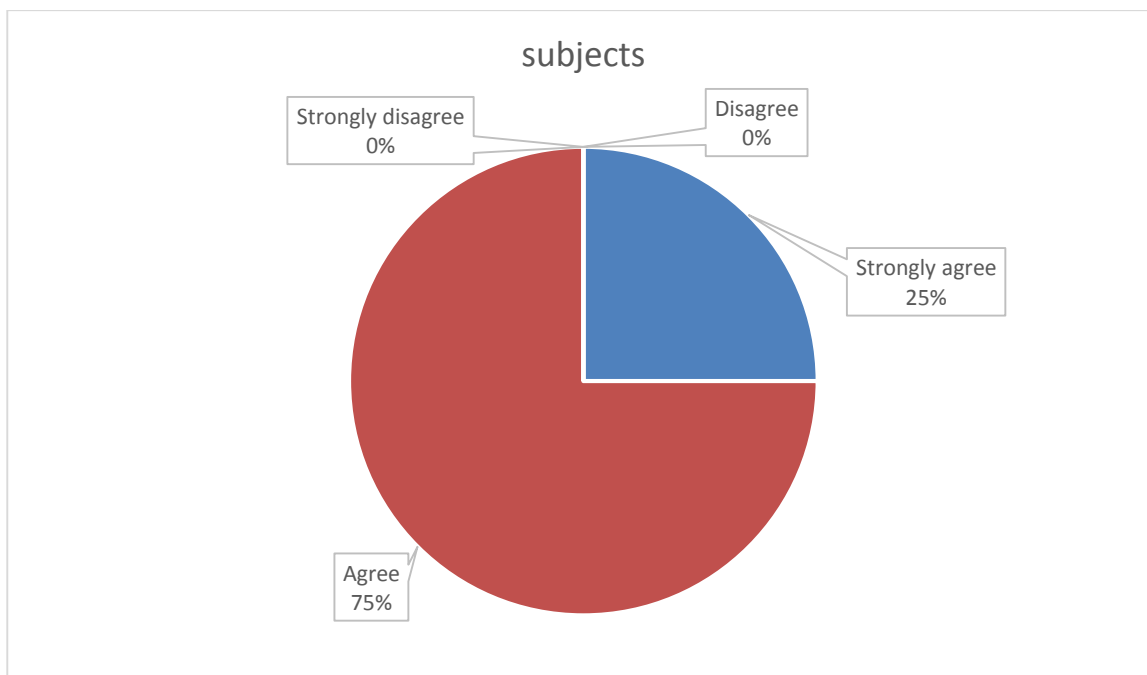
Agree
75%

Graph 30: Teachers' Perception of Group Interaction

We have hypothesized that learning a target language is facilitated through group interaction. The majority of the teachers (%) agree with this statement. On the other hand, the rest of them (03 out of 12) agree strongly, overall, all teachers agree that language acquisition is facilitated through interaction and group work.

b. It is better to encourage your students to think cooperatively rather competitively and individually.

options	Subjects	%
Strongly agree	08	
Agree	04	
Disagree	00	
Strongly disagree	00	
Total	12	100

Table31: Teachers' Perception of the Students' Cooperative Thinking
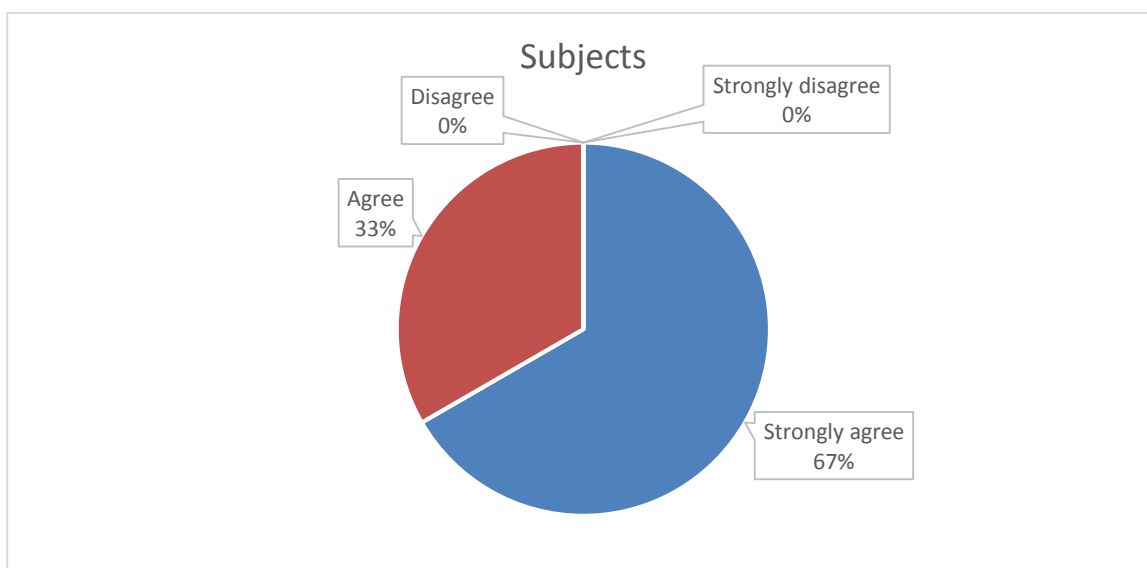
Graph 31: Teachers' Perception of the Students' Cooperative Thinking

As shown in the table, a large number of the teachers (08 out of 12) are strongly agree with the statement stated above that is, they see that thinking cooperatively is better for foreign language learners because this would help them to interact with others and benefit from their experience. Four teachers have selected the option agree. All in all , the whole population of teachers are agree that they have to teach their students to think in a cooperative way rather a competitive one in order to raise the sense of interaction as the best way of facilitating learning.

b. **Social skills involve the use of the language, teachers need not to teach the language, but also cooperation and group work.**

option	subject	%
Strongly agree	03	25
Agree	08	66.67
Disagree	01	8.33
Strongly disagree	00	00

Total	12	100

Table32: Teachers' Perception of the Social Skills
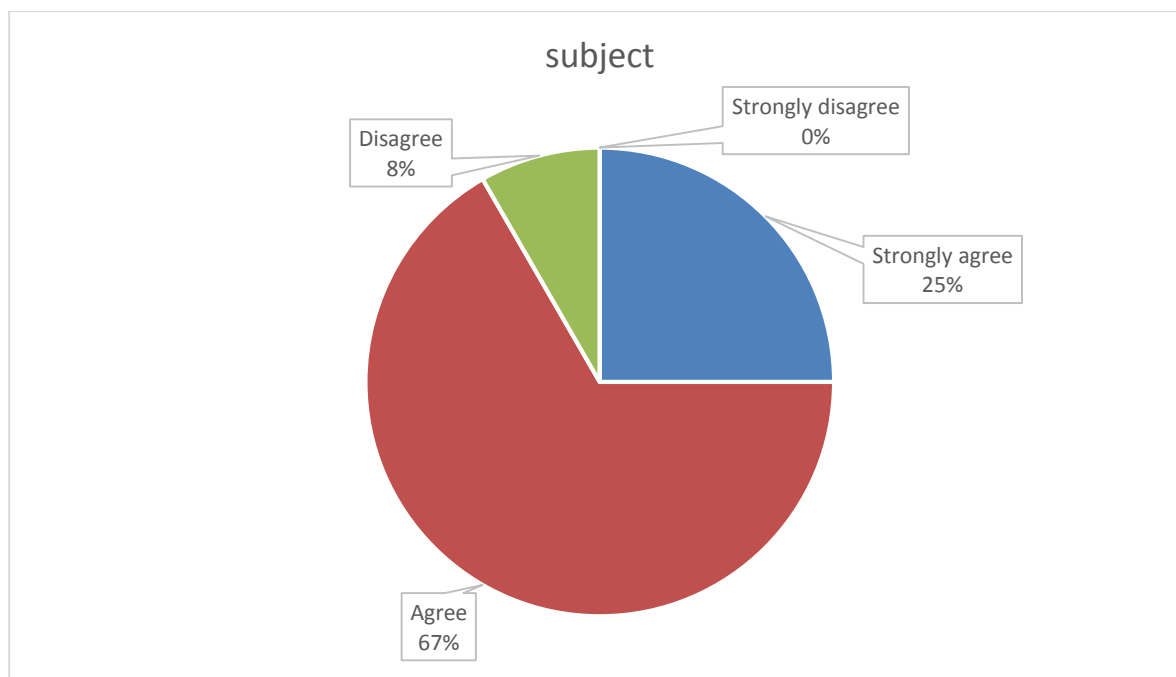
Graph 32: Teachers' Perception of the Social Skills

Teachers, here, are asked to state how far they agree or disagree with this statement. A majority of 08 teachers out of 12, translating into (%), states that they agree with the statement presented to them, and 3 (or %) strongly agree. All in all, we have seven teachers (%) who share our view that students should realize that some skills are needed to engage in effective collaboration. On the other hand, we have recorded one case of disagreement (%). This can only be interpreted by their ignorance of the skills students should process.

Q15: Do your students face problems working in groups?

Option	Subject	%
Yes	06	50
No	06	50

Total	12	100

Table33: Teachers' Perception of Students' Problems Working in Group
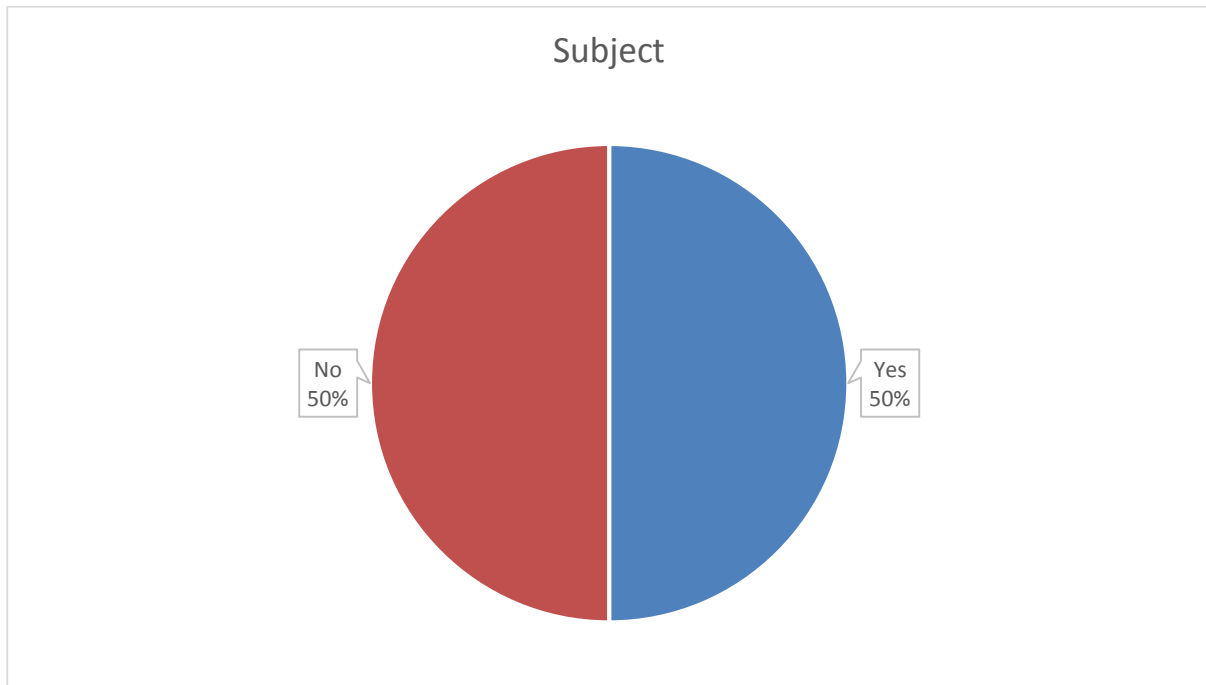
Graph 33: Teachers' Perception of Students' Problems Working in Groups

As the table shows, teachers are divided into two parts (50% for each). The first part of the teachers have said that their students encounter some problems working together with their classmates' maybe because some students prefer to work alone rather than interacting with others. Another possible interpretation is that some students are not interested at all in learning. The second half has said that their students do not find problems working in groups. May be because their students are used to work in groups. So they do not have any problem in this kind of activities.

As a conclusion, learning in groups needs control from the teacher in order to avoid problems.

Q16: If "yes", how do you try to solve the problems, encountered?

Teachers are requested to explain how they try to solve their students' problems. Two of the teachers who have answered by "yes" did not explain how they solve the problems; perhaps

they did not give the question much importance. Some teachers said that solving the problems faced by the students is part of the teachers' job. Others said that they do so by rearranging the groups, rewarding the students when they work in groups, and choosing topics of their interest.

Section four: Teachers Evaluation of Group Work

Q17: Do you think that group work enhances students' oral proficiency?

option	subjects	%
Yes	12	100
No	00	00
Total	12	100

Table34: Teachers' Evaluation of Group Work
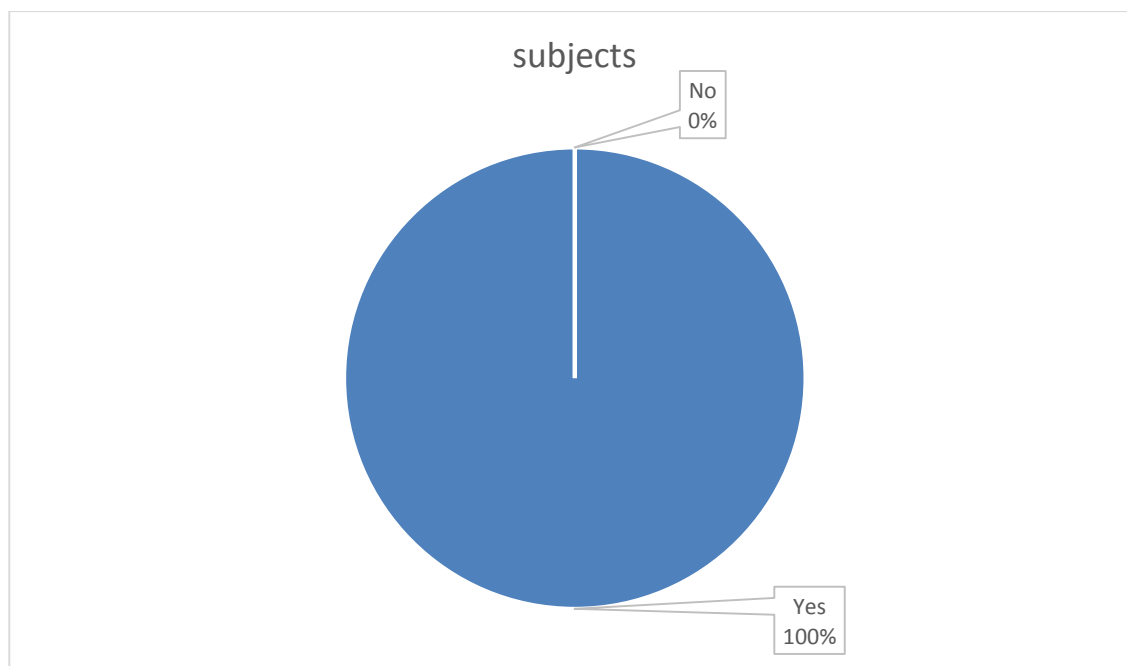
Graph 34: Teachers' Evaluation of Group Work

As the results show, all the teachers have expressed a positive opinion toward the role that group work plays in improving the students' speaking skills which means that

teachers at the University of Jijel are all aware that students working in relaxed groups give the best results.

*Justify your answer please. Because…

When we asked the teachers to justify their answer why they think that group work enhances students' speaking skills or not they have given different answers. One of the teachers said that since the students differ not only in terms of level and in terms of age but also in terms of individual abilities, group work give them chance to exchange their experience. Other teachers stated that cooperation is the most motivating way to learn any language especially for less gifted and shy students. From the other hand, some teachers argue that students are more motivated to learn in groups because they find it easier to communicate with their peers than with their teachers. Two other teachers have justified their opinion by saying that group work creates an encouraging atmosphere where learners can interact without and most importantly it minimizes the teacher's intervention.

Conclusion

The questionnaires were focusing on the following points: teachers' and learners' personal information, reasons behind the students' inability to speak, opinions on what activities the learners prefer to do in the classroom to develop their speaking skills.

Our aim in this part is to investigate whether teachers and learners are aware of how to develop the oral communication. After collecting data, we observe that the majority of the learners find learning a foreign language is not a matter of knowing rules of grammar. It is also important to know how to communicate. The results also show that most teachers focus on the speaking skills while teaching since they manage the classroom through focusing on this principle. To develop learners' speaking skills, the teacher should play the role of a facilitator. Furthermore, teachers should diagnose learners" communicative needs in order to know how to teach them.

General conclusion

EFL learners are usually incompetent in speaking, the influence of their first language is observable in their speech in addition to grammatical and pronunciation mistakes. Therefore, they need to improve their speaking abilities through the use of new methods and techniques such as group work.

The previous results of this research would enhance the learners' proficiency in speaking and raise their fluency. As a result, all learners should become aware of the importance of working in groups in improving their level. Hence, using group work to teach speaking would be beneficial for them.

Teachers, especially of oral expression should help the learners to develop their communicative competence by raising their awareness towards the best techniques which may help them to become fluent in English.

Recommendations

We recommend the following:

-EFL teachers should know that speaking skill can be affected by some psychological factors such as: motivation, anxiety, and self-confidence…etc. which affects the learner as well as his achievements.

- Learners who investigate this topic in the future should deal with a larger number of both students and teachers to obtain, may be different results which enables them to make a research from a different angle.

Works Cited

Arends, R. *learning to Teach*. Boston: M C Graw Hill, 2000.

Avery, P and Ehrich,S. *TEaching American English pronunciation*. Oxford: Oxford University Press, 1992.

Barker, L.L. and Gaut,D.R. *Communication*. Boston: Allyn and Bacon, 2002.

Bashir, Marriam. «Factors Effecting Students' EnglishSpeaking Skills.» *British Journal of Art* (2011). <http: // www.bJournal. co.UK/ BJASS.aspx>.

Bengoa, M. *English Language Teaching and Learning*. New York: Oxford Universuty Press, 2008.

Bengoa, Miguel. «SPEAKING SUB SKILLS.» 16 FEBRUARY 2008.

Brent, Felder and. *cooperative Learning in Technical Courses*. London: longman, 1994.

Brown, G. and Yule, G. *teaching the spoken language*. New York: Cambridge University Press, 1983.

Byguate, M. *Speaking*. Oxford: Oxford Univesity Press, 1987.

Byrne, D. *Teaching Oral English*. London: Longman, 1976.

Cillies, R.M and Ashman, A.F. *co coperative Learning*. New York: Library of Congress, 2003.

Crandall, J. *Cooperative Language Learning and affective* . Cambridge: Cambridge University Press, 1999.

Fatout, M.F. *Models for Change in Social Group Work*. New York: Walter de Gruyter, 1992.

Felder and Brent, R. *cooperative Learning in Technical Courrses: Procedures, Pitfalls, and*. London: Allyn and Bacon, 1994.

Finocchiro, M. and Brumfit,C. *The Functional Notional Approach:from theory to practice*. New York: Oxford University Press, 1983.

Forsyth, Donelone, R. *Group Dynamics*. London: Longman, 2006.

Frey, N.Douglas,F and Sandi,V. *Productive Group Work: How to engage students, build teamwork and promote understanding*. Oxford: Oxford University Press, 2009.

Harmer, J. *The Practice of English Language Teaching*. London: Longman, 2005.

Hill, W. R. *Secondry School Reading: Process, Program, procedure*. Boston: Allyn and Bacon, 1979.

http://www.ncirc.org/essentials/speak/spindex.htm. s.d.

Johson, D. w.,Johson,R.T., and Smith, K,A. *Cooperative Learning: increasing college faculty instructional productivity*. Washington D C: The George, 1991.

Kramsh, C. *language and culture*. Oxford: Oxford University Press, 1983.

Krashen, S. and Terrell, T. *The Natural Approach*. Oxford: Pergmon, 1983.

Kryszewska, Cambell and. *Learner Based Teaching*. U K: Oxford University Press, 1992.

Larson-Freeman. *An Introduction to Second Language Reseach*. London: Longman Group, 1986.

Lightbown, P and Spada, N. *How Languages are Learned*. Oxford: Oxford University Press, 1999.

Lindsey, C. and Knight, P. *Learning and teaching English: A course for teachers*. Oxford: Oxford University Press, 2006.

Nunan, D. *Designing Tasks for the Communicative classroom*. Cambridge: Cambridge University press, 1989.

—. *Language Teaching Methodology: A Text book for Teachers*. Cambridge: Cambridge University Press, 1991.

—. *practical English Language Teaching*. Boston: MC Graw, 2003.

Peim, N. *Critical Theory and English Teacher* . New York: Taylor and Francis, 1993.

Qing, X. *Role Play an Effective approach to developing overall communicative competence*. London: Longman, 2011.

Richard, J.C.,and Rodger, T.S. *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press, 2001.

Slavin. *cooperative learning:Theory,Research and Practice*. London: Allyn and Bacon, 1995.

Smith, and Smith. «Group Work.» (2008). <www.infed. org/ group work/what is groupwork.htm>.

Talbi, Farima. «The Impact of Cooperative Learning on Oral Proficiency.» *The mediteranin Journal* vol. 3 (2012): 75.

Thornbury, S. *How to teach speaking*. London: Longman, 2005.

vygotsky, L.S. *Mind in society: Development of Higher Psychological Processes*. Cambridge: Harvard University Press, 1978.

Widwoson, H.G. *Teaching Language as Communication*. London: Oxford University Press, 1978.

Woolfalk, A. *Educational Psychology*. Pearson Education: Inc, 2004.

Student Questionnaire

Section one : Personnel information :

1-Sex

   a) Male ☐

   b) Female ☐

2- Do you find speaking in English?

   c) Very easy ☐

   d) Easy ☐

   e) Difficult ☐

   f) Very difficult ☐

3-How long have you been learning English?

Section two: Speaking

4-Which skill you think you need to develop most?

   a) Speaking ☐

   b) Listening ☐

   c) Writing ☐

   d) Reading ☐

why?..

....

5-Which of the following describes your speaking skill?

   a) Good ☐

   b) Average ☐

   c) Poor ☐

6- To what extent do you think that oral expression courses help you to improve your oral performance?

a) Very much ☐

b) Somehow ☐

c) Not at all ☐

7- Do you feel inhibited to use English in the classroom?

a) Yes ☐

b) No ☐

8-If yes, it is because:

a) Lack of motivation ☐

b) Lack of self confidence ☐

c) Fear of making grammatical mistakes ☐

d) Fear of making pronunciation mistakes ☐

e) Having deficient vocabulary ☐

f) Fear of negative feedback ☐

9- Does your teacher motivate you to speak?

a) Somehow ☐

b) Never ☐

c) If yes, how?

………………………………………………………………………………….

10-Which of the following teaching techniques do you enjoy best?

a) Group work ☐

b) Role play ☐

c) Discussion ☐

d) Problem solving ☐

e) Others, please specify

……………………………………………………………………………………………………

……………………………………………………………………………………………………

…………………………………………………………………………………………………

Section Three: group work

11- In oral expression do you prefer?

  a) Individual work ☐
  b) Group work ☐
  c) Justify your answer, please:

  …………………………………………………………………………………………
  ……………………………………………………………..………………………………
  …………………………………………………….

12- Do you find working in groups difficult?

  a) Yes ☐
  b) No ☐

  -Explain
  please………………………………………………………………………………………
  ……………………………………………………………………………

13- Does your teacher raise your awareness towards the importance of group work?

  a) Yes ☐
  b) No ☐

14- How does your teacher organize you in groups? Based on:

  a) Friendship ☐
  b) Randomly ☐
  c) By chance ☐
  d) Streaming ☐

15- Do you like this way of organization?

  a) Yes ☐
  b) No ☐

    -Justify your answer, please (why do you like or dislike this way of organization?)

………

………

……………………

16- How does group work help you?

 a) Ask and respond to more questions

 b) Evaluate your classmates performance

 c) Develop social skills

Section four: evaluation of group work

17- Do you think that group work helps you develop your speaking skill? Explain,

please...……………………………………………………………………………………………

………………………………………………………………………………………

Thank You

Teacher Questionnaire

Section one: Personal information:

1. Degree(s) held:

    a) BA(license)   ☐

    b) Magister   ☐

    c) Master   ☐

    d) doctorate   ☐

 2. How long have you been teaching English?

Section two: Speaking Skills

3. In teaching, do you focus on speaking?

    a) Yes   ☐

    b) No   ☐

4. Which of the following describes your students' speaking skills?

    a) Good   ☐

    b) Above average   ☐

    c) Average   ☐

    d) Poor   ☐

 5. Do you motivate your students to speak in English?

    a) Yes   ☐

    b) No   ☐

6. If yes, please how do you do to motivate them?

………………………………...

7. Which of the following language areas do you find most difficult to teach speaking?

    a) Grammar   ☐

    b) Sentence structure   ☐

    c) Vocabulary   ☐

    d) pronunciation   ☐

    e) Others, please specify

………………………………………………………………………………………

………

………

………………………………………………………

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

    a) Group work   ☐

    b) Role play   ☐

    c) Discussion   ☐

    d) Problem solving   ☐

    e) Others, please specify…………………………………………………………………..

9. Do you evaluate your students' speaking skills?

    a) Most of the time ☐

    b) Rarely   ☐

    c) never   ☐

10. If your answer is "yes", do you prefer?

    a) Self - correction   ☐

    b) Peer - correction   ☐

    c) Teacher - correction ☐

    d) All of them   ☐

Section 03: Group Work

11. Have you ever used group work?
    a) Yes   ☐
    b) No   ☐

12. Do you raise your students' awareness towards the value of group work?
    a) Yes   ☐
    b) No   ☐

13. Which way do you prefer to organize you students in groups?

   a) Friendship   ☐

   b) Randomly   ☐

   c) Changing the group   ☐

   d) streaming   ☐

14. Please indicate how far you agree with each of the following ideas using: a, b, c, or d;

   a) Strongly agree

   b) Agree

   c) Disagree

   d) Strongly disagree

➢ Group interaction is the best way to learn any additional language   ☐

➢ It is better to encourage your students to think cooperatively rather competitively and individually   ☐

➢ Since social skills involve the use of the language, teachers need not to teach the language only ,but also cooperation and group work   ☐

15. Do your students face problems working in groups?

   a) Yes   ☐

   b) No   ☐

16. If yes, do you try to solve the problems encountered and how?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

………………………………………………………

Section four: Teachers' Evaluation of Group Work

17. Do you think that group work enhances students' oral proficiency?

   a) Yes   ☐

   b) No   ☐

Because………………………………………………………………………………………

………………………………………………………………………………………………

Thank you

Résumé

Cette étude a pour but ,dans le cadre général, de développer l'enseignement et l'expression orale en particulier pour les mettre à l'exposition des étudiants de la langue anglaise de la faculté des lettres et des langues étrangères à l'université de Jijel à partir des changements de techniques réalisés et suivis par les professeurs tel que le travail de groupe. Elle a comme objectif aussi de mettre en œuvre la vigilance des profs vis-à-vis ces techniques et ses applications dans le domaine éducationnel.

Les résultats obtenus montrent que le travail de groupe a plusieurs avantages, parmi lesquels :

-les étudiants sont capables d'appliquer la langue et l'employer

-L'amélioration du niveau des étudiants dans l'expression orale ; par conséquent, ça facilite la mise en évidence des langues étrangères en général et l'anglais en particulier.

Les résultats montrent aussi que les professeurs et les étudiants savent l'importance d'appliquer cette technique et le besoin des étudiants à une telle technique pour améliorer leur capacité dans l'utilisation de la langue couramment.

ملخص

تهدف هده الدراسة الى تطوير التعليم عامة وتقنية التعبير الشفوي خاصة لفائدة طلبة اللغة الإنجليزية بكلية الأدب واللغات الأجنبية بجامعة جيجل عن طريق تغيير التقنيات المتبعة من طرف الأساتذة مثل العمل الجماعي كما أنها تهدف كدلك الى بحث مدى وعي الأساتذة لمثل هذه التقنيات والتطبيقات في مجال التعليم.

- **النتائج توضح أن العمل الجماعي يمكن الطلبة من ممارسة اللغة والتمكن منها كما يساهم في تحسين مستوى الطلبة في التعبير الشفوي وهذا يساعد على تفعيل تعلم اللغات الأجنبية بصفة عامة والإنجليزية بصفة خاصة.**

- **كما توضح أيضا أن الطلبة والأساتذة واعين بأهمية تطبيق تقنية العمل الجماعي وحاجة الطلاب لمثل هذه التقنية لتنمية قدراتهم في استخدام اللغة بطلاقة.**