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Option: Linguistics

**Students' Attitudes towards the
Implementation of Group Work in Speaking
Activities**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for Master's Degree in Language and Culture**

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DEDICATION

Thanks to Allah, for helping me to reach Master two graduation

*I dedicate my humble work to my beloved parents for their never-ending support and encouragement
materially and morally to realize my goals and dreams.*

*To my dear brothers **Mokhtar, Achraf, Abderraouf**. May Allah bless them.*

*To my lovely partner **Ghada** who has been supportive, caring and helpful.*

To all teachers of English Language at 8 Mai 1945, Guelma University.

To all those who supported me and believed in my success.

RAYANE

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First and foremost, I dedicate this humble work

*To my beloved mother “**Ghalia**”, Without her assistance and encouragement, I would never be able to reach this point in my academic career.*

*To my dear father “**Madjid**” and my caring sister “**Rania**”, my lovely “**Serine**”, my angle “**Rimes**” and to my brother “**Zinou**”. I want to thank them for their unconditional love and ceaseless support.*

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ABSTRACT

Speaking fluently is based on learning how to communicate smoothly and confidently using a foreign language. However, students still lack oral fluency and they need to overcome their problems. Correspondingly, this study attempts to investigate students' perceptions towards the implementation of group work in speaking activities. Based on a selective quantitative descriptive method, the research is conducted by means of a questionnaire administered to 99 students among first-year License of department of English language, Guelma university, to determine whether they have positive or negative attitudes towards group work. The results of the findings would provide students with better learning implications to strengthen their speaking skills. On the basis of the obtained results, a number of pedagogical implications would be suggested to solve students' speaking problems.

LIST OF ABBREVIATIONS

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

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General Introduction

It is important for EFL (English as a Foreign Language) learners to have real-life communicative experiences in which they can learn how to express their own thoughts and opinions, as well as increase their oral fluency and accuracy to achieve communicative success a group work would be a beneficial approach. The concept of group work is particularly significant in the study of a foreign language. As a result, the effectiveness of improved speaking exchanges is determined by the students' attitudes and efforts. According to authors such as Brown and Yule (2001), "learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning"

1. Statement of the Problem

The group work is a technique that can help learners to develop their speaking fluency, and enables them to interact orally and effectively inside the classroom. Group work is significant strategy in communicative language teaching that encourages active learning process. However, there are students who do not appreciate the use of group work since they still have speaking problems; Consequently, they face difficulties in interacting orally with their peers as well as with their teachers. This is due to deficient group work organization in inappropriate ways and unequal contribution of the group work members. As a result, this research attempts to investigate first year students of the department of English language students' attitudes towards the implementation of group work in enhancing their oral proficiency.

2. Aims of the Study

The aims behind this study are as the following:

- 1- To uncover and analyze students' attitudes towards the implementation of group work in speaking activities at their EFL classes.

3. Research Questions

1-What are the attitudes of EFL students towards using group work?

2- What are the pedagogical implications that can be given?

4. Research Hypothesis

We hypothesize that:

-There is a students' positive attitude toward the role of group work in enhancing their speaking skills.

5. Research Methodology and Design

5.1 Research Method

For the aim of investigating this dissertation, the quantitative descriptive method is followed. The research hypothesis was tested by distributing a questionnaire to first year students of the department of English language. The questionnaire was chosen for this study because it is a reliable and quick research tool to collect data from a large number of people in an efficient timely manner.

5.2 Population and Sample of the Study

The targeted population is first - years license students in the department of English at the University of 8 Mai 1945, Guelma. The promotion is composed of two hundred (200) students, where the needed sample contains (99) participants who are chosen randomly in order to shed light on the role of group work in enhancing speaking activities. The main reasons behind choosing such sample are that first-year license students are less experienced than other students. Secondly, they still have problems with speaking skills especially in oral expression session. Therefore, they need more advanced strategies to help them enhancing their speaking skills.

5.3 Data Gathering Tools

The questionnaire was used as a data collection tool in this study. It aimed at figuring out whether students use group work effectively. Besides, the questionnaire tended to see the attitudes of students towards the use of group work in speaking activities and oral expression.

6. Structure of Dissertation

The academic research is structured into theoretical and practical parts. Besides the introduction that contains statement of the problem, research questions, then research hypothesis, aims of the study, followed by research methodology and design and the structure of the dissertation.

It is divided into three chapters;

Chapter one entitled speaking skill that tackles firstly, the approach of communicative language teaching, its definitions and importance by various scholars. Secondly, the speaking skill and its types, kinds of speaking situations and the importance of speaking fluency. Moreover, characteristics of a good speaker. Then, the major difficulties and problems that may occur during the process of speaking. Finally, psychological factors that influence EFL students' speaking skills.

Chapter two entitled group work covers definitions, types of group work and its goals. Moreover, it tackles the major criteria of forming effective groups and Tuckman's Five stages of group development. Then the assessment of group work. Finally, it takes the positive impact of group work on students' oral skill. Chapter three is "Field Investigation". It covers the analysis of students' questionnaire results. In addition to the conclusion that encompasses study recommendations and advice for both teachers and students

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Introduction

Mastering a foreign language depends on the practice of communication. However, to be an effective and successful communicator, students should enhance their oral proficiency. Speaking fluently is the most interesting aim that EFL learners need to accomplish. Accordingly, they will improve their ability to interact easily with their classmates and teachers, as well as with other people in the real world. To get more detailed, this chapter tackles firstly, the approach of communicative language teaching, its definitions and importance by various scholars. Secondly, the importance of speaking fluency, the speaking skill and its types and kinds of speaking situations. Moreover, it sheds light on the major difficulties and problems that may occur during the process of speaking. Finally, it discusses factors negatively influencing EFL students' speaking skills.

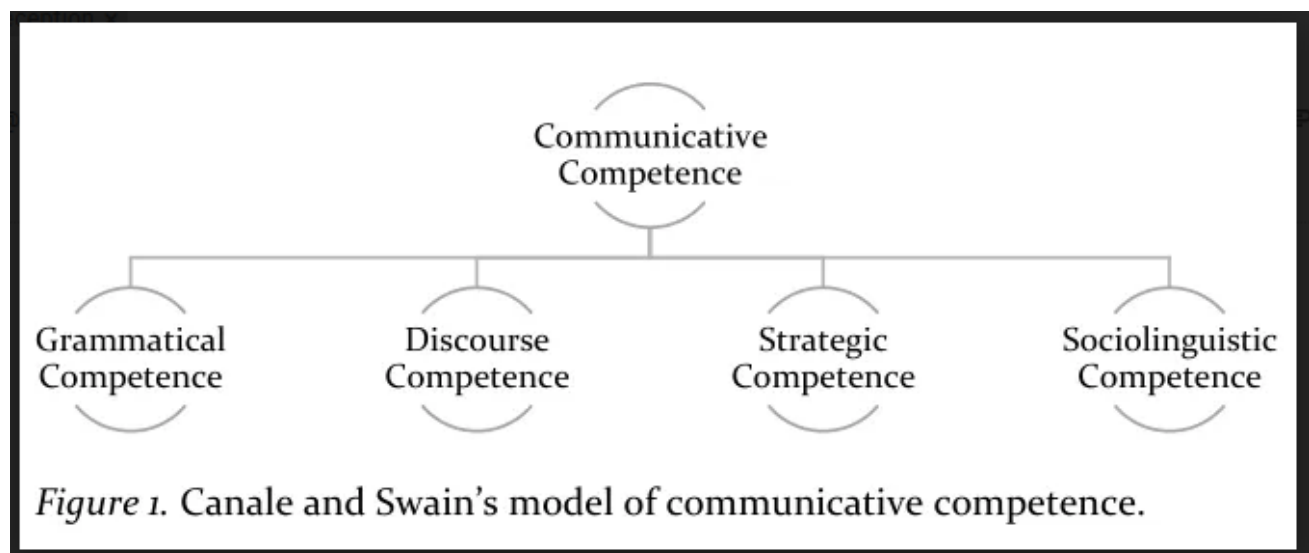
1.1 Communicative Language Teaching

Communicative language teaching (CLT) is an approach used to accomplish students' communicative competence and interactive skills, henceforth, to be able to communicate fluently inside the classroom and in different interactive real-life situations. CLT approach is one of the most important and applicable teaching and learning theories in the contemporary language teaching profession (Savignon, 1987; Savignon, 2002). CLT approach provides a large range of flexibilities and opportunities which both teachers and learners can exercise from time to time (Kennedy, 2002). Hymes (1972), stated that what language teachers should strive for is communicative competence; knowledge of the language structure as well as social knowledge regarding these structures, and the ability to use the language appropriately in a variety of contexts. According to Canale and Swain, communicative competence describes four discrete skills; grammatical competence, sociolinguistic competence, strategic competence and discourse competence (Canale and Swain, 1980; Canale, 1983). Canale and Swain (1980) and Canale (1983) defined communicative competence as the knowledge of an individual about language and its use. Moreover, they stated that there are three types of knowledge;

knowledge of grammatical principles. Knowledge of the appropriate use of language in a social context in order to achieve communicative functions. Knowledge of how to combine utterances and communicative functions with respect to discourse principles. According to Walter in Ulviana (2011), there are four skills to use language appropriately in a variety of contexts. They are as follows;

- Grammatical competence is a competency that focuses on the accuracy and correctness of using language such as vocabulary, spelling, grammar, and pronunciation.
- Sociolinguistic competence, is a competency that focuses on the use of appropriate language in a variety of social settings.
- Discourse competence, is a competency that focuses on the appropriateness of combining and connecting phrases and sentences in engaging conversation.
- Strategic competence, is a competency that focuses on the manipulation of language in Achieving the communication goals.

Figure 1.1 Canale and Swain's Model of Communicative Competence (1980).



1.2 The Speaking Skill

Bailey (2002) defines speaking as "...the productive aural/oral skill, consists of producing systematic verbal utterances to convey meaning" (p.124). According to Oxford advanced dictionary (1990), speaking is the skill to convey or communicate views, feelings and ideas, through talking

(p.58). Gebhard (1996, p.169) added that "speaking is one of two productive skills in language teaching. It is a process of building and sharing meaning through the use of verbal or oral form". Speaking is an interactive process of constructing meaning that includes producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

In other words, Speaking is a productive skill which is considered as the bedrock of any effective communication for EFL learners. It allows the speaker to transmit his message, information, and thoughts.

1.3 Types of Speaking

Brown (2004) designed several types of speaking performance based on its objectives:

1.3.1 Imitative Speaking

It is based on mimicry, for instance; teachers ask their students to repeat certain speeches, to help them enhance their phonetic level, oral proficiency, such as pronunciation, intonation and accuracy. Therefore, the purpose of imitation is enhancing the different elements of language. Yet, it offers limited practice through repetition, and gives students the opportunity to listen and to orally repeat, which leads to drilling (Brown, 2004).

1.3.2 Intensive Speaking

It refers to speaking orally in different classroom activities such as reading passages aloud, group work tasks and dialogues, in order to accomplish lexical and grammatical mastery. It can be described as a step beyond imitative speaking, and it is an initiative step to engage in classroom activities, such as pair work (Brown, 2004).

1.3.3 Responsive Speaking

At this type, teachers try to include students, which means make them use language in short conversations with simple content and limited level, such as asking and answering questions, greetings, and comments (Brown, 2004).

1.3.4 Interactive Speaking

According to Brown (2004, p, 142) interaction can take the two forms of transactional language or interpersonal exchange. That is to say, Interaction involves transactional speaking which is longer, its objective is to exchange information and interpersonal speaking, its objective is to maintain relationships by the use of colloquial language.

1.3.5 Extensive Speaking

It is the most advanced type of speaking the language, where the student is more capable to present orally, to tell stories and long paragraphs, respecting grammar phonology and the appropriate use of language in the context.

1.4 Importance of Speaking Fluency

Fillmore (1979) states four abilities of speaking fluently: "...the ability to fill time with talk...the ability to talk in coherent, reasoned and semantically dense sentences, the ability to have appropriate things to say in a wide range of contexts and the ability to be creative and imaginative...in language use". Besides, Porter and Grant (1992) argue that the EFL learners should not be trained by speeding up with sacrificing meaning and therefore to make the conversation difficult for understanding. Lennon (1990) argued that speaking fluency is not inviting the listener to pay attention to the production of speaking, but the listener's attention to the speaker's delivered message. For Richards (2006), he points out that fluency is the use of naturally occurring language when a speaker engages and maintains meaningful communication. This communication would be comprehensible and on-going in spite of limitations in one's communicative competence. In addition, Brown (2003) states that oral fluency is a productive sub-skill that focuses on content rather than form. Lennon (2000) adds that; "Fluency is the rapid, smooth, accurate, lucid and efficient translation of thought or communicative intention into language under temporal constraints of on-line processing" (p. 26). Ur (2000), says that in addition to the other three skills (listening, writing, reading), speaking is the most significant skill because knowing a language requires the ability to speak it fluently and correctly.

(p.12). For Westrup (2003) "a student who can speak English well may have a greater chance for further education of finding employment and gaining promotions" (p.5). As well as, Hedge (2000) argues that people judge a persons' mastery of a language with how fluent they are (p.261). That is to say, speaking fluency is considered to be able to communicate comfortably, smoothly and confidently in a foreign language, and to function effectively during conversations through producing meaningful utterances.

1.5 Kinds of Speaking Situations

According to Bentayeb (2008, p.28); there are three types of speaking situations:

1.5.1 Interactive Speaking

It contains the presence of both the speaker and listener; this conversation could be a direct process through any means of communication, such as, telephone conversation, or directly face to face discussion. It is based on turn talking, where the speaker processes the productive and receptive skills, which are speaking and listening. Therefore, the speaker has the opportunity to ask questions, react and give comments, as he would listen to his partner.

1.5.2 Partially Interactive Situations

Usually, it occurs in speeches to live audience, for instance, doing a presentation, yet the audience does not interrupt the speech, they are just listening and understanding what the speaker says, by that, the speaker tries to interpret and judge the audience reactions, their facial expressions and body language, to see whether they are receiving the information that he tries to explain it.

1.5.3 Non-Interactive Speaking Situations

It is when the speech is transferred only from the speaker, through different means of communication, without seeing the audience directly, for instance, recording videos, speeches through radio broadcast or television. In other words, the speaker can not see neither the verbal nor non-verbal reactions from the listener.

1.6 Characteristics of a Good Speaker

Baker and Westrup (2003) claim that "Accurate speakers do not make mistakes in grammar, vocabulary or pronunciation. Fluent speakers can express themselves appropriately and without hesitation"(p.7). A good speaker must know about aspects of speaking skill as Hormailis (2003, p. 6) stated;

a) Vocabulary, in which having an interesting background of words means having a stronger speaking skill. It deals with the right and appropriate words. (Ur cited in Hormailis 2003, p. 6).

b) Grammar, Warriner in Ramli (2003, p. 6) argues that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. That is to say, in order to communicate comprehensible messages, learners should produce correct and meaningful sentences following the grammatical rules.

c) Fluency, it is important to have fluency as having the skill of other components of speaking. Longman in Hormailis (2003, p. 17) stated that fluency is the quality or condition of being fluent.

d) Pronunciation, which is the production of speech sound for communication and it is very important in communication. Kelly (2000, p.11) says that "to use the stress and the intonation inaccurately can cause a problem". Therefore, the best way to achieve good pronunciation is to imitate as closely as possible the native speakers of the target language, or anyone who has perfect pronunciation.

1.7 Speaking Problems

Nunan (1991) argues that for most people mastering the speaking skill is the most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Luoma (2004) states that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop" (p.1). That is to say, learning how to speak effectively requires hard efforts to accomplish the different aspects of the foreign language and needs a long time to reach an advanced competency. Brown (2000, p. 270-271) mentioned several speaking problems that may face students in their learning process.

1.7.1 Clustering

Brown believes that fluency in speech is phrasal and not word by word (p. 270). The speaker may fail to be competently fluent to produce utterances, when he talks word by word and makes pauses, in which he can not cluster letters or words together.

1.7.2 Redundancy

It occurs in repeating words many times in the same sentence such as; "I mean, well, like, you know", which are called redundant forms, or when referring to the same idea and information several times without adding anything new.

1.7.3 Reduced Forms

Celce-Murcia, Brinton, and Goodwin (1996) explain that “these forms involve unstressed vowels, omitted sounds, and other alternations of the full form, such as assimilation, contraction, and blending” (p. 230). Where some students are not familiar with these reductions and they can not understand them. Generally, it refers to informal speech.

1.7.4 Performance Variables

When the speaker is not well prepared to give his speech, he tries to think while speaking in order to find words that appropriately expresses his internal ideas, and when he makes errors, he tries to correct them. These efforts create a kind of hesitation backtracking and pauses, and these will affect his performance (Brown 2000).

1.7.5 Colloquial Language

Most EFL students are not aware of the colloquial language of the target language, which is commonly used functional expressions, including idioms, words, slangs, and phrases. Therefore, they do not have enough cultural background (Brown 2000).

1.7.6 Rate of Delivery

Some students are not aware when they do not have to speak too quickly or too slowly. If the speaker talks too fast the audience will not understand the entire information. However, when he

speaks very slowly the listeners will lose their attention. This leads to negative assumptions and criticism from the audience. The appropriate rate should vary in the middle range (Brown 2000).

1.7.7 Stress, Rhythm and Intonation

It is concerned with pronunciation, which the stress-timed rhythm of speaking and its intonation patterns play an important role in any communication forms. The focus is on how the speaker combines between stressed and unstressed vowels and words, and where his voice must go up or down while speaking (Brown 2000).

1.7.8 Interaction

The absence of the interlocutor to interact with, leads to the loss of the creativity of conversational negotiation, furthermore, losing the opportunity to enhance their language and speaking skill (Brown 2000).

1.8 Factors Influencing EFL Students' Speaking Skills

According to Juhana (2012, p.101), there are some psychological factors that face students in speaking a foreign language. They include:

1.8.1 Fear of Mistakes

Fear of mistakes is the most influential factor of students' lack of interaction in the classroom. Besides, the fear of making mistakes, Juhana (2012, p. 101) adds that this fear is related to the way of correction and negative evaluation. Moreover, the students fear that their classmates will laugh at them, and that their teachers will criticize them. As a result, students became hesitant to participate orally in speaking activities. Therefore, it is necessary for teachers to build emotional relationships between their students and persuade them to interact and try to overcome their speaking skill mistakes.

1.8.2 Shyness

Shyness is a psychological factor that many students suffer from when they are asked to interact. Bowen (2005) and Robby (2010) argue that shyness is caused by nature, where shy students are very quiet and silent during the speaking activities. Usually, it is a source of problems and

difficulties in students' speaking. Therefore, paying attention to this issue is very important in order to encourage students making their efforts to enhance their speaking performance inside the classroom (Gebhard, 2000). In addition, Baldwin (2011) explains that speaking in front of an audience is considered as one of the most common phobias that students suffer from. He adds that shyness can make learners' minds blank or they may forget what to say. Therefore, Pesce (2011) says that it is urgent that teachers create a friendly and open classroom environment. Moreover, Chinmoy (2007) suggests that teachers can persuade learners to look upon shyness as a problem to overcome and not to fear failure or success. This may help students to raise their self-confidence in speaking.

1.8.3 Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a language (Horwitz et al cited in Nascente, 2001). Moreover, Nascente (2001) writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. Horwitz (1991) as cited in Sylvia and Tiono (2004) believes that anxiety about speaking a certain language can influence students' performance. It can affect the quality of speaking language production and make students appear less fluent than they really are. As a result, teachers should attempt to create a comfortable learning environment for students to avoid this problem. Koichi Sato (2003) suggests that teachers should pay more attention to anxiety which can affect students' interaction and find strategies that allow students to actively participate in speaking activities. In addition, in order to lower students' anxiety, teachers should provide students with positive reinforcement (Keramida, 2009), motivate students (Christophel, 1990; Frymier, 1993 cited in Keramida, 2009) and create an enjoyable atmosphere in class, increase their confidence, and encourage their willingness to communicate (Chan, 2002 cited in Noon-ura, 2008). Dealing with anxiety in students' learning, Tsui (in Nunan, 1999) explains that to deal with the reluctant students, teachers should accept a variety of answers to make them feel more confident in answering and participating.

1.8.4 Lack of Confidence

Lack of confidence mostly occurs when students expect that they can not be understood by the interlocutors. He and Chen (2010) state that the main cause of students' lack of confidence is their poor level of speaking English. In this situation, they would not actively participate in discussions, which means that the students lack confidence to interact and communicate. Correspondingly, Tsui cited Nunan (1999) says that students who lack confidence about themselves and their English necessarily suffer from communication apprehension. Consequently, building students' self-confidence is an important task for teachers. According to Brown (2001), students' lack of confidence deals with the lack of encouragement from the teacher, which means that students need more motivation and encouragement from their teachers to build a strong self-confidence. As Brown adds that some students find the learning process demotivating rather than motivating. In response to this, Ye Htwe (2007) shares the technique to strengthen students' confidence. He argues that increasing students' exposure to English is a good strategy to build the students' confidence. In line with this, Kubo (2009) adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to express their thoughts and ideas freely.

1.8.5 Lack of Motivation

Motivation is essential to students' learning success (Songsiri, 2007). Nunan (1999) stresses that motivation affects students' reluctance to speak in English. Zua (2008) says that motivation is an inner energy. She explains that the different types of motivation the learners possess will improve their study interest. Gardner cited in Nunan (1999) elaborates the causes of the students' lack of motivation e.g., boredom, uninspired teaching, lack of perceived relevance of materials and lack of knowledge about the goals of the curriculum. Therefore, it is important to be more careful about those four aspects. In response to the issue of motivation, Babu (2010) argues that lack of motivation in teaching-learning process results in students' hesitation to interact within the classroom. He argues that the real cause of

this situation is that teachers do not motivate their students towards speaking in English. In line with what Babu says, Siegel (2004, in Aftat, 2008) believes that motivation is a product of effective teaching. Furthermore, Aftat (2008) emphasizes that motivating students to learn with curiosity and actively communicate in English, teachers should instill creativity, passion, and interest in their students. He also suggests that to increase students' motivation, teachers should provide them with constant support and encouragement as well as helping students to overcome their problems. Liu and Huang (2010) added that promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence are practices that can be followed by teachers in order to overcome students' lack of motivation.

Conclusion

In conclusion, improving the speaking skill, on one hand, is the task of students by making efforts through interaction inside and outside the classroom. On the other hand, it is also the task of the teachers to help their students to enhance their speaking by providing them with positive motivation and appropriate atmosphere to practice the language. Therefore, this chapter discussed that enhancing communicative competence requires knowledge about language and its appropriate use according to the context and discourse. Furthermore, the interactive process of producing oral information includes five types; imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking. Moreover, speaking contains three types of speaking situations; interactive, partially interactive and non-interactive situations. In fact, a good and effective speaker should master the different aspects of language including vocabulary, grammar, fluency and pronunciation. Accordingly, the problems and difficulties that may occur during the speaking process are; clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation. Finally, the chapter ended with the psychological factors that may influence EFL students' speaking skill such as; fear of mistakes, shyness, anxiety, lack of confidence and lack of motivation.

CHAPTER TWO: Group Work

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Introduction

criterion of assessing group work and forming effective groups. In addition, it sheds light on the group work and its positive impact on students' oral skill

2.1 Group Work Definitions

In the field of foreign language instruction, the use of group work in classrooms has served as one of the means of active learning. It is in sharp contrast to traditional or direct instruction since it is learner-centered. Several academics One of the most distinctive educational approaches is group work. It gives students the chance to employ their acquired language in real-life settings when learning a foreign language. It has become a common approach of classroom instruction and it is regarded as an essential pedagogical strategy in the field of foreign language teaching. It has attracted much interest from academics because of its crucial function in developing and improving education. The present chapter encompasses various definitions to group work alongside its basic types. It also describes briefly the most significant goals. Furthermore, it provides the define group work in various aspects: Doff (1988) writes: "In group work, the teacher divides the class into small groups to work together; all the groups work at the same time, implying that in group work, the teacher splits the students into small groups so that everyone can work together at the same time".

According to Johnson; Johnson and Smith. (2014), group work is the most effective technique and tool universities have for teaching students' social skills since it exposes students to advocating attitudes and actions to others. It can help group members learn more by instilling constructive and good attitudes in them. He also defined group work as the most efficient approach and tool universities has for teaching students' social skills in which students learn the norms of university life and they are exposed to advocate attitudes and behaviors to others. It can maximize learning by developing inculcating constructive and positive attitudes in group members. According to Johnson and Johnson (1991) a small group may be defined as two or more individuals who:

- Interact with each other;
- are interdependent;
- define themselves and are defined by others as belonging to the group;
- share norms concerning matters of common interest;
- participate in a system of interlocking roles and influence each other”

To sum up, group work refers to a group of three or more students who collaborated through social relationships to complete given task or activity.

2.2 The Main Types of Group Work

Generally, in the classroom, there are many different sorts of group work that can be used. The main essential types are: buzz group, snowball groups, jigsaw, fishbowl and think –pair-share.

2.2.1 Buzz Group

According to Brookfield and Preskill (1999), this kind of group work is the greatest way to measure students’ understanding since they feature casual debate among students, usually in response to a question or sentence starter. The discussion period can run up to 10 minutes, depending on the classroom time. Buzz is the name given to this type of group because it imitates the sound of a group’ members engaged in serious discussion. It can also be utilized at any point during the class, especially when the teacher wants the students to be fully motivated and engaged with the topic.

In other words, buzz groups serve a variety of functions and provide numerous benefits, including producing ideas, re-engaging students’ interest, recalling learning, assisting learners in making corrections, and connecting ideas, concepts, and lesson aspects.

2.2.2 Snowball Group

In general, Habeshaw et al, (1984) and Jaques (2000), confirmed that employing snowball groups provides good ideas and improves important decision-making abilities. Snowball groups represent a progressive doubling process in which participants begin by working alone, then in pairs, fours, eights, and so on. Students are required to reply to specific questions and to support their

responses by providing logical issues. They are occasionally asked to indicate their agreement or dissatisfaction with a topic. In a big class group, however, the facilitator should ask one representative from each group to report and present the group's conclusions.

2.2.3 Jigsaw Group

Many theories promoted jigsaw as a cooperative way of learning and teaching to effectively engage in the learning process or quickly absorb the learning material. Aronson (1978) emphasized the value of using jigsaw in the language classroom because it encourages collaboration and engagement while creating an environment of interactive communication. Furthermore, because each learner is responsible for his or her own learning, language learners perform better in collaborative jigsaw classrooms than in competitive classrooms.

According to Slavin (1990), who advocated the Jigsaw group technique, each member of a jigsaw group must read all of the material or complete the entire task in order to obtain the information. After that, the group members must complete an individual test, the results of which will represent the team's outcome. In the case of diverse jigsaw groups, students have the opportunity to become experts on a subject by working on a topic that interests them. In addition, jigsaw classrooms foster positive interdependence, which improves students' attitudes toward one another (Aronson and Patnoe, 1997).

2.2.4 Fishbowl Group

The Fishbowl method entails watching group interactions in which one group observes the other (Le borgne 2010). To achieve good observation, realistic pictures for concepts should be presented, and linguistic exercises should be sufficiently challenging to minimize boredom. Jaques (2000) divided Fishbowl groups to two types; Inner group performs a role play or a short drama in which this group discusses a topic or issue, while the outer group makes a circle around the first group in order to assess the function of the group, the soundness of the discussion and argument, and the themes. Each participant, however, should have the option to be a member of both the inner and outer

groups. As a result, this technique is simple to perform and apply in a small classroom, and teachers can adapt it to match the needs of their students.

2.2.5 Think- Pair- Share

Think-Pair-Share is a collaborative group work technique that can help teachers engage students in any size class and in any setting. Furthermore, it allows hesitant students to test their ideas in a small group before discussing them with a larger group, which boosts their confidence. Lyman (1981) emphasized the importance of think-pair-share in promoting high levels of thinking and increasing students' confidence. It can be used in the classroom at any time, such as when proposing a solution, solving a problem prior to an experiment, or after reading a text or chapter.

According to scholars in Brown University (2019) the Think-pair-share group's techniques are fairly straightforward; there are just three steps. First, the teacher poses a question to allow students to ponder about it privately and alone. Following that, students must write down their responses and ideas in order to debate and compare them with their partners. Finally, students are given the opportunity to summarize their topic, discuss their response, and share their opinions in front of the entire class during a huge class discussion

2.3 Goals of Group Work in Language Learning

According to Richards and Rodgers (2001), the group work goals are:

To provide opportunities for naturalistic second language acquisition through interactive pairs and group activities.

- To offer teachers with a framework for accomplishing this aim that may be used in a number of curriculum settings (e.g., content-based, foreign language classrooms, mainstreaming).
- Through the use of interactive exercises, to permit focused attention to specific lexical items, language structures, and communicative functions.
- To give learners opportunity to build effective learning and communication methods.

- Increase student motivation and reduce learner's stress to create a pleasant affective atmosphere in the classroom.

As a result, these are the primary objectives of group work acquisition in language instruction. Students can also benefit from group work by being able to solve more complex problems than they could alone, distribute tasks and duties, share varied perspectives, and pool knowledge and abilities.

2.4 Criteria for Forming Effective Groups

Teachers are not always who should form groups: instructors or students, the number of students in each group, or the nature of the groups: heterogeneous or homogenous (Nation 23). According to the researchers such as Harmer (2001), teachers can use these guidelines to build productive groups.

2.4.1 How to Get Started

The optimum time to begin group work (as with anything else) is at the beginning. The teacher can decide which subjects and themes lend themselves to group work when creating a course syllabus. This is the moment for teachers to consider how they will create their groups, assist in group negotiations, and decide how to assess the final result. (Gillies and Boyle cited in Chiriac et al., p,7). Johnson, Johnson and Smith (1991) recommend that group activities be included in the learning objectives. This means that group work should be used in conjunction with the syllabus's learning objectives. If one of the learning objectives is to promote critical thinking skills or writing enhancement, then the group work should support these areas.

2.4.2 Group Size

The second criterion that teachers should consider is the group size. It is asserted that the size of groups is significant for an effective group work (Davies, 2009). According to Bourner et al (2001), passengers are "students who benefit from a group project without making a sufficient contribution to the work" (quoted in Mellor, 2009). In other words, larger organizations result in smaller individual contributions. Furthermore, as groups become larger, the degree of cooperation among group members

reduces; additionally, “too large groups can hinder participation in discussions” (quoted in Chiriac et al, 2012)

2.4.3 Assigning a Group

The members of the group must be assigned to ensure the group’s success. Some professors prefer to allocate students to groups at random. This has the benefit of maximizing the group’s heterogeneity (Davis, 1993) and it is a good technique to allocate group members in large courses. If the class is small and the instructor knows most of the students, he can choose group members based on the class’s recognized characteristics. The instructor, for example, can divide the students into groups based on their performance levels, academic strengths and weaknesses, ethnicity, and gender. (Connery, 1988).

2.4.4 Group Formation

Another criterion that teachers should consider when assigning groups is group formation. Some scholars claim that “students in general benefit from working in mixed-ability groups”. Moreover, Slavin (1987) argues that “groups should contain one low-ability, two medium-ability, and one high-achieving student” (cited in AL Yaseen, 2014). In general, group members should have the following characteristics:

- Various levels of prior achievement.
- Various levels of prior experience.
- A gender mixes.
- An ethnic and linguistic mix.
- Various learning styles.

2.5 Tuckman’s Five Stages of Group Development

There is considerable evidence that when people join together in groups, they go through various stages. According to Tuckman (1965), there are five stages of group development: forming, storming, norming, performing and adjourning.

Forming; Is the initial step in the formation of a group. It is simply a collection of individuals who would rather remain silent than speak out until they understand their roles in the group. More specifically, at this stage, group members are unsure about the group's goal, structure, or leadership; as a result, they rely on the teacher for guidance.

Storming; As the group begins to operate together, members begin to have disagreements. To put it another way, group members may fight for leadership roles. They begin to withdraw as well. Many groups fail to develop at this point due to a lack of social skills. If the problem is not resolved now, it will obstruct the future steps.

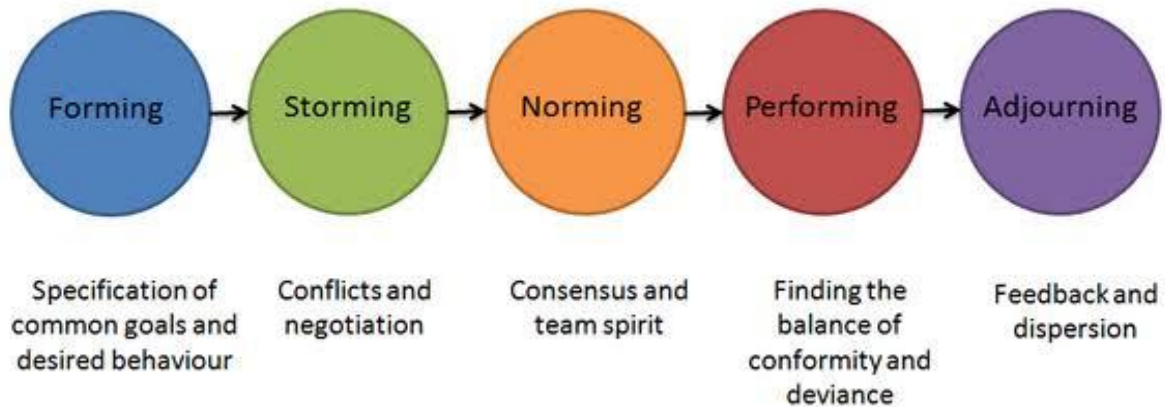
Norming; During which group members become more acquainted with one another and the group begins to function as a cohesive. Furthermore, group members are held accountable for achieving the organization's goals. When the group members are able to set a shared goal for attaining the group's goals, the norming stage is achieved.

Performing; After diagnosing and resolving their internal and personal issues of accepting and sharing responsibility, the group is now ready to start working in the fourth stage. As a result, members of the group can concentrate their energies on achieving the group's objectives. All teams do not always make it to this stage.

Adjourning; After the group members have achieved their goal for which the group was formed, the group begins to fade away.

The pre-mentioned five-stage model is depicted in the diagram below:

Figure 2-1: Tuckman’s Five Stages of Group Development (1965).



2.6 Assessment of Group Work

Several professors are grappling with how to evaluate group work. The criterion for evaluating students in groups differs significantly from the criterion for evaluating students individually. According to Gibbs (2010), “allocating a single group mark to all members of a group rarely leads to appropriate students learning” Furthermore, he says that teachers who analyze group products while ignoring each group member’s work cause a slew of issues, including freeloading and unjust evaluation attitudes. Scholars such as Mclunis et al. (2002) say that in order to assess group members in a way that is satisfactory to students and to avoid the problem of some group members contributing too little, the instructor must assign two grades: one for the product presentation as a group, and one for each student individually. Others advocate peer evaluation, in which teachers allow students to judge their classmates. In actuality, peer evaluation is not as reliable as tutor evaluation.

Overall, assessment and grading techniques play a critical role in directing students’ learning in group work, as well as enhancing student-teacher engagement. Teachers must assess students using the criteria listed above in order to avoid such issues and make group work more successful and helpful. It has been established that training students how to talk in groups reduces their speaking fear and improves their oral competency.

2.7 Group Work and its Positive Impact on Students' Oral Skill

Many studies have been carried out in order to discover possible ways for improving students' oral competency. Group work is one of these strategies. It has been the subject of several discussions and arguments, with a wide range of academics emphasizing the importance of group work in increasing students' learning in general and their oral competency in particular. Nunan (1998) argues that one of the primary goals of group work is to teach students how to communicate in a foreign language (English). In the same vein, Qu and Yang (2010) emphasize that "Group work is a good way to make students know how to put English in a communicative use", To put it another way, this teaching technique gives students the opportunity to talk and express themselves without fear of being judged, and it increases their capacity to communicate orally in the target language (English).

Because some university professors do not provide adequate opportunity for pupils to discuss and convey their opinions, the majority of Algerian students have poor speech skills. They often dismiss students who are afraid of speaking and do not push them to do so. As a result, students have the opportunity and freedom to speak in group work activities since it is a student-centered approach in which the teacher's speaking time is less than the students' talking time. Qu and Yang (2010) state in this context that group activity helps students improve their capacity to communicate orally in English as well as their problem-solving skills. Furthermore, this strategy produces a nonthreatening, helpful, and enjoyable learning environment in which pupils have more possibilities to talk freely. Jacques (2007) extols the benefits of the group work technique, saying:

Teaching and learning in small groups have a valuable part to play in the all-round education of students. It allows them to negotiate meanings, to express themselves in the language of the subject, and to establish more intimate contact with academic staff than more formal methods permit. (Quoted in Gunn 5).

We can say that teaching and learning in small groups plays an important role in students' overall education." It enables them to negotiate meanings, express themselves in subject-

specific language, and establish more intimate contact with academic staff more than formal methods allow.

Additionally, Custrone (2009) confirms that “group work activities have to be effective in getting students to speak more”. Working in small groups maximizes students’ intrinsic motivation, especially for those who have low attitudes toward speaking ability. More exactly, it encourages pupils to participate actively in the learning process. Holt and Kysilka (2012), on the other hand, believe that “group work increases the amount of time available for oral practice, and allows more than one student to benefit from speaking time” (cited in Rahimy and Safarpour, 1953), they further argue that

Through group work, learners develop their ability to communicate through tasks that require them within the classroom, to approximate the kinds of things they will need to be able to do to communicate in the world beyond the classroom. (Cited in Rahimy and Safarpour, 1953)

In the same meaning, learners increase their capacity to converse through projects that demand them within the classroom, to imitate the types of skills they will need, in order to accomplish effective communication in the world outside the classroom through group work.

To look at it another way, when students work in small groups with their peers, they will learn not only how to work with their classmates, but also how to work and communicate with people from various cultures and languages outside of the classroom; Young (1991) claims that “group work not only addresses the effective concerns of the students; it also increases the amount of student talk”.

To summarize, it is critical for teachers of oral expression to place more emphasis on activities where students can work together in small groups rather than activities where they are isolated from one another in order to increase students’ interaction with one another and develop their oral competency. As a result, students who are cautious and timid in the classroom will chat and interact if and only if they are working in groups with their peers; in fact, several studies such as "Interactive Classroom Activities" and “Brown University (2019)” advise that group work improves students’

speaking skills and fosters a humanistic environment. Therefore, group work method can help in the development of positive attitudes and skills.

Conclusion

The researcher introduced this chapter by throwing light on the significance of using group work in improving students' speaking activities in the language learning process. Group work is an instructional strategy that improves the teaching and learning process. It increases students' oral ability and provides less intimidating classroom situations, making speaking tasks less stressful for them. Furthermore, it engages learners and keeps them focused on the learning objectives. Furthermore, it offers every student with the opportunity and freedom to participate and share his or her thoughts without fear of being judged. More importantly, teaching the speaking skill with this strategy reduces the amount of time the teacher spends talking, thus reducing the teacher's control.

CHAPTER THREE: Field Investigation

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Introduction

This chapter is devoted to the practical part, which aims to analyze and interpret the data obtained from the questionnaire that is administered to first-year learners at the University of 8 Mai 1945, Guelma. The main objective behind using the questionnaire is to investigate learners' opinions about learning the speaking skill and to attitude the role of using group work in the classroom in enhancing speaking skills. Hence, this chapter starts with population and Sampling upon which the research was conducted and the main used tools description of the questionnaire, it administrates the analysis and the interpretation of students' questionnaire. Finally, it discusses the results and findings, and set summary for them; and proposes and some pedagogical implications for EFL learners.

3.1 Students' Questionnaire

3.1.1 Population and Sampling

The targeted population is first-year License students at the department of English at the University of 8 Mai 1945, Guelma. The used sample contains 99 participants taken from the promotion of this academic year 2021-2022. The main reason behind choosing such a sample is that they might have problems with speaking skill especially in oral expression sessions since it is their first experience to study English. Therefore, they need much care through using collaborative strategies such as group work in order to enhance their speaking proficiency and to reduce their difficulties.

3.1.2 Description of students' Questionnaire

The conducted questionnaire contains twenty-two questions, which are varied between yes/no questions and multiple-choice questions. where students are asked to tick the appropriate answers from a list of options according to their views, and to justify their answers whenever it is required. This questionnaire is divided into four sections as follows:

Section One: Background Information (Q1 to Q3)

This section aims to identify students' gender, students' age, and students' level of English language. These questions are related to students' profile and personal information.

Section Two: Speaking Fluency (Q4 to Q7)

Section two aims to uncover students' impressions and opinions about speaking skills. It includes four questions about students' favorite learning style, the importance of the speaking in classrooms, whether speaking in English is easy or difficult, and the difficulties that they may face in speaking.

Section Three: Group Work (Q8 to Q 18)

This section contains nine questions about group work as a strategy that can be followed in their studies in order to figure out to what extent students interact inside and outside the classroom, whether by their own or the teacher who asks them. Moreover, whether students prefer to work individually, in pairs or in groups. Besides, whether students find difficulties to work in groups and identify the problems that they may face in group work. In addition, to see the types of group work that student enjoy most, and whether group work helps them to reduce anxiety and stress more than working individually. Also asking students if they know Tuckman's Five Stages of Group Development, and about the techniques they enjoy most; group work, roleplay, problem solving or discussions. Then, whether regular interaction helps students to reduce their speaking mistakes.

Section Four: The Impact of Group Work on Speaking (Q19 to Q23)

This section attempts to relate the two variables through asking questions about the influence of group work on speaking skills. Asking students if regular interaction helps them to reduce mistakes, and whether group work is an appropriate strategy that can be used to enhance speaking, and how they could benefit from using this strategy in the classroom. Finally, an open-ended question about further comments or suggestions about the topic of this research.

3.1.3 Administration of Students' Questionnaire

In order to answer the research questions, a questionnaire administered for first-year License students (200 students) from the Department of Letters and English Language, at the University of 8 Mai 1945, Guelma. On 19th April 2022, the questionnaire was handed to 99 students, who were randomly selected to investigate their attitudes and experiences in using group work in the classroom to improve their speaking skill.

The researcher faced some obstacles such as the timing of Ramadan, where teachers were limited to teach only 50 minutes. moreover, the system of Coronavirus, in which the curriculum is divided into attended and online courses.

3.1.4 Analysis of the Results

Section one: Background Information

Q1 What is your gender?

- a) Female
- b) Male

Table 3.1

Students' gender

Option	Number of students	Percentage
Female	82	82,82%
Male	18	18,18%
Total	99	100%

Table (1) demonstrates that 82,82% of the participants are females. Only 18,18% are males, which reveals that females are more interested to study English as a foreign language. However, for males, they may be more interested in scientific fields or military services.

Q2 What is your age?

Table 3.2*Students' Age*

Option	Number of students	Percentage
18 years old	45	45,45%
19 years old	25	25,25%
20 years old	14	14,14%
More than 20 years old	15	15,15%
Total	99	100%

The results obtained from table (2) indicate that means half of the sample (45,45%) are 18 years old, which is the known age for students to enter to the Algerian university after passing their bachelorette exam. 25,25% of the informants are 19 years old, 14,14% are 20 years old and 15,15% are more than 20 years old. Therefore, this implies the chosen sample is not homogeneous, it contains participants from different ages

Q3 How do you evaluate your English language level?

- a) Good
- b) Average
- c) Poor

Table 3.3*Student's Level*

Option	Number of students	Percentage
Good	52	52,52%
Average	45	45,45%
Poor	02	02,02%
Total	99	100%

According to table (3), 52, 52% of students assume that they have a good level of speaking in English. 45,45% believe that they are average. Moreover, only 02,02% declare that they are poor in speaking proficiency. The results show that the majority of participants are pleased with their level and they see themselves competent in speaking the language.

Section two: Speaking Fluency

Q4 What is your favorite learning style?

- a) Auditory
- b) Visual
- c) Kinesthetic

Table 3.4

Students' learning Style

Option	Number of students	Percentage
Auditory	44	44,44%
Visual	33	33,33%
Kinesthetic	22	22,22%
Total	99	100%

As it is shown in the table (4), 44,44% of the sample says that they prefer auditory learning style. This kind of students usually focuses on listening skill, they rely more on themselves to interpret the intended information using their critical thinking. They almost prefer to discuss in groups and exchange knowledge. 33,33% of informants argue that they prefer the visual style. These students depend more on the teacher who may provide them his students with visual aids, for instance; pictures, videos and diagrams. They take notes most of the time and highlight them. 22,22% respond that they rely on kinesthetic learning. Where they learn through practice and direct application of the needed

information. They are more energetic students for creating and solving problems. They need to take breaks when studying in order to focus more.

Q5 Do you think that oral expression is the most important module to master a second language learning?

- a) Yes
- b) No

Table 3.5

The Importance of Oral Expression Module

Option	Number of students	Percentage
Yes	94	94,94%
No	05	05,05%
Total	99	100%

The majority of students (94,94%) confirm that oral expression is the most important module to be taught in foreign language learning. Since oral expression may provide students with the opportunity to interact effectively and practice language appropriately throughout using helpful strategies and methods to enhance their speaking. Besides, in its sessions they can express their ideas, thoughts, and emotions towards any topic. Only 05,05% say that oral expression module is not important. They may feel more comfortable and fear to express their ideas through other modules such as writing because of shyness and their poor level of speaking.

Q6 How do you find speaking?

- a) Easy
- b) Difficult

Table 3.6*Student's Attitudes Towards Speaking*

Option	Number of students	Percentage
Easy	69	69,69%
Difficult	30	30,30%
Total	99	100%

The gathered data indicates that the majority of informants (69,69%) find that speaking in English is easy. Which shows their willingness and high motivation to speak and interact inside the classroom as they may practice language even outside the classroom. In addition, they may watch English movies and read books in order to develop their oral accuracy and fluency. However, 30,30% of them find that speaking in English is difficult, which may denote their lack of practice, and that they do not make much effort to overcome their speaking problems.

Q7 Do you face difficulties in speaking?

- a) Yes
- b) No

Table 3.7*Speaking Problems*

Option	Number of students	Percentage
Yes	49	49,49%
No	50	50,50%
Total	99	100%

Half of the sample (49, 49%) assume that they do not face difficulties while speaking English. Which reveals that these students have strong self-confidence and they believe in their capacities.

Perhaps, they can speak freely using correct words. However, the other half of participants (50,50%) claim that they do face difficulties in speaking. It can be explained by the lack of confidence, shyness or hesitation.

If yes, chose the difficulties that you usually face?

Among the problems identified by students who declared that they find in speaking are;

- a) lack of vocabulary and background information
- b) Fear of making mistakes
- c) Pronunciation
- d) Shyness

Section three: Group Work

Q8 How often do you interact with your classmates inside the classroom?

- a) Always
- b) Sometimes
- c) Never

Table 3.8

Interaction Inside the Classroom

Option	Number of students	Percentage
Always	28	28,28%
Sometimes	70	70,70%
Never	01	01,01%
Total	99	100%

The highest percentage of students (70,70%) in Q8 state that they sometimes interact inside the classroom. 28,28% say that they always interact with their classmates. They believe that the most appropriate occasion to express their ideas and to practice their creativity is through classroom

interaction. Furthermore, they may enhance their vocabulary, pronunciation and fluency. However, only one student (01,01%) states that s/he remains silent most of the time in class. It is probably that the reason is personal. It could be due to her/his poor speaking level.

Q9 Do you interact in English with your classmates outside the classroom?

- a) Always
- b) Sometimes
- c) Never

Table 3.9

Interacting in English Outside the Classroom

Option	Number of students	Percentage
Always	11	11,11%
Sometimes	78	78,78%
Never	10	10,10%
Total	99	100%

As evidenced through the responses to Q9 the majority of students (78,78%) claim that they do sometimes interact with their classmates outside the classroom. A few of them (11,11%) say that they always do, and the rest (10,10%) say that they never speak in English outside the classroom. The reason why students do not interact in English outside of the classroom is that English is not spoken in daily life and regarded as a foreign language that does not go beyond the clas academic settings. As a result, it is clear that the classroom is the only best place for English learners to communicate. However, still practicing language outside the classroom reinforces their speaking proficiency.

Q10 When you interact in the classroom, is it ...

- a) You who wants
- b) The teacher who asks you

Table 3.10*Students Interaction*

Option	Number of students	Percentage
You who wants	66	66,66%
The teacher who asks you	33	33,33%
Total	99	100%

According to the results, most students (66,66%) are motivated to interact on their own rather than being pushed by the teacher. They may believe that interacting with the teacher in the classroom will improve their spoken abilities. Moreover, they may seek to get excellent and good evaluation marks. However, 33,33% of students declare that they interact in the classroom only when the teacher asks them, which reveals that they may face some speaking problems such as lack of motivation, shyness and hesitation.

Q11 In oral expression, do you prefer?

- a) Individual work
- b) Pair work
- c) Group work

Table 3.11*Students' Kind of Working Preferable*

Option	Number of students	Percentage
Individual work	27	27,27%
Pair work	19	19,19%
Group work	53	53,53%
Total	99	100%

In response to this question (Q11), subjects are invited to say whether they prefer individual work, pair work, or group work. Choosing one activity over another can allow the researcher to see what style of instruction they prefer. The half of students (53,53%) state that they prefer group work to other forms of assignments, because they may have a spirit of cooperation and negotiation. However, 19,19% of individuals prefer to work in pairs, which indicates that they may prefer to share their ideas and thoughts only with his/ her close friend. While the remaining (27,27%) prefer to work alone, perhaps, because they can not concentrate when they work a group.

Q12 Do you find it difficult to work with their classmates in groups?

- a) Yes
- b) No

Table 3.12

Student's Attitudes towards Working in Groups

Option	Number of students	Percentage
Yes	82	82,82%
No	17	17,17%
Total	99	100%

In this question, the majority of respondents (82,82%) say that they have no problems when working with their classmates. This indicates that they are among the students who would prefer to communicate and exchange their knowledge cooperatively. 17, 17% of the respondent's face troubles working in groups. One perspective that can be given is that these subjects favor individual work over group work.

Q13 If yes ; why do you find it difficult to work in groups?

- a) You are not talkative
- b) The topic is not interesting

- c) The teacher does not motivate his students
- d) You fear to make mistakes

Table 3.13

Student's Difficulties in Group Work

Option	Number of students	Percentage
You are not talkative	06	35,29%
The topic is not interesting	03	17,65%
The teacher does not motivate his students	04	23,53%
You fear to make mistakes	04	23,53%
Total	17	100%

The obtained data of (Q13) claim that 35,29% of the students who said that they find it difficult when working in groups, claim that they are not talkative in class. Hence, they do not actively participate. Probably, due to their speaking problems such as; shyness, anxiety or lack of vocabulary. Moreover, 17,65% of students do not interact since the topic is not interesting to them. Some students may prefer to engage in more crucial and new topics. Others keep passive when the topic is unfamiliar. Besides, 23, 53% of students believe that the teacher does not motivate his students. Perhaps, the teacher did not provide them with participation opportunities. Also, the teacher may not give his students the needed time for thinking. In addition, 23,53% of students are afraid of making mistakes because they may feel anxious and stressed in front of their classmates.

Q14 According to you, what are the most essential types of group work?

- a) Buzz group

(Technique consisting in the formation of small discussion groups with the objective of developing a specific task.)

b) Snowball group

(Strategy that helps students share and teach each other concepts and topics.)

c) Jigsaw

(Activity that breaks classes into groups that each assemble a piece of an assignment and synthesize their work when finished.)

d) Fishbowl

(Students are separated into an inner and outer circle. In the inner circle or fishbowl, students have a discussion; students in the outer circle listen to the discussion and take.)

e) Think-pair-Share

(This strategy requires students to think individually about a topic or answer to a question; and share ideas with classmates.)

f) All the above

Table 3.14

Types of Group Work

Option	Number of students	Percentage
Buzz group	08	08,08%
Snowball group	20	20,20%
Jigsaw	05	05,05%
Fishbowl	03	03,03%
Think-pair-Share	37	37,37%
All the above	26	26,26%
Total	99	100%

The results linked to (Q14) provide a variety of choices, where participants select the most essential types of group work according to their point of view. The highest number of students

(37,37%) select think-pair-share. 20,20% of the participants choose the snowball group. The Buzz group is selected by (08,08%) of informants. While the Jigsaw is chosen by (05,05%). The low proportion (03,03%) is for Fishbowl. Finally, 26,26% of learners claim that all the types are beneficial. They view that all of these types are effective strategies, and each of them aim to develop a certain aspect in speaking and learning the English language. To conclude, most students' choices indicate that they are interested to work in groups due to its importance to improve and facilitate the learning process.

Q15 When you work with your classmates in small groups, do you speak more and feel less anxious in expressing your ideas than when you work alone?

- a) Yes
- b) No

Table 3.15

The Impact of Group Work

Option	Number of students	Percentage
Yes	65	65,65%
No	34	34,34%
Total	99	100%

As it can be seen in table 15, the majority of the respondents (65,65%) state that when they work in small groups with their classmates, they speak more and feel less anxious and hesitant to voice their opinions than when they work alone. This reflects that working in groups helps them to get rid of many speaking problems such as; shyness, lack of confidence and hesitation. Whereas 34,34% of people disagree with the claim.

Q16 Do you know Tuckman’s Five Stages of Group Development?

- a) Yes

b) No

Table 3.16

Tuckman's Five Stages of Group Development

Option	Number of students	Percentage
Yes	07	07,07%
No	92	92,92%
Total	99	100%

The statistics related to question (16) shows that only 07,07% of the subjects have heard of Tuckman's Five stages of Group Work. By contrast, 92,92% have not. That is to say, the majority of respondents are not familiar with it. In fact, they may work and follow it unconsciously because Tuckman's original work simply described the way how students work in groups, whether they were aware of it or not. These stages are as follows; forming, storming, norming, performing, and adjourning.

Section Four: The Impact of Group Work on Speaking

Q17 Which of the following techniques did you enjoy most?

- a) Group work
- b) Role play
- c) Problem solving
- d) Discussions

Table 3.17*The Most Enjoyable Technique for Students*

Option	Number of students	Percentage
Group work	47	47,47%
Role play	07	07,07%
Problem solving	10	10,10%
Discussions	35	35,35%
Total	99	100%

The present item (Q17) is designed to question participants about their favorite technique used while teaching speaking. Table 17 covers the most common methods that teachers employ when conducting a speaking activity. It shows that the highest marked percentages are of group work and discussion. In first place, 47,47% of students select group work as a most enjoyable technique. Followed by discussion selected by 35,35% of participants. Then, only 10,10% of participants rated problem solving and 07,07% choose role play. Therefore, these results indicate that the majority of students are interested and enjoy working in groups and contributing to discussions.

Q18 Does regular interaction in the classroom help you to reduce your speaking mistakes?

- a) Yes
- b) No

Table 3.18*The Impact of Regular Interaction*

Option	Number of students	Percentage
Yes	92	92,92%
No	07	07,07%
Total	99	100%

As Table 18 shows, 92.92% of respondents believe that regular interaction in the classroom can help them to reduce their speaking mistakes. Because regular interaction helps students to identify their speaking problems. In addition, through interaction students will receive feedback on their oral performance. Therefore, this will push them to make more efforts to avoid making errors and enhance their speaking. 07,07% of students say that regular interaction is not enough to reduce their mistakes. Perhaps, due to their low self-confidence and self-evaluation, which means that they do not learn from their errors.

Q19 Do you think that the use of group work may develop your speaking proficiency?

- a) Yes
- b) No

Table 3.19

Attitudes towards the Use of Group Work

Option	Number of students	Percentage
Yes	94	94,94%
No	05	05,05%
Total	99	100%

In response to this question, 94, 94% of the participants agree that using group work is a very advantageous strategy. In contrast, a minority of respondents (05, 05%) state that group work does not help them to improve their speaking proficiency. They may not have the opportunity to communicate and interact effectively. What matters the most is that the whole sample except 5 students gave importance to using group work and consider it as a beneficial technique to be used in order to enhance their speaking fluency.

Q20 Do you agree that group work is appropriate to be used always for enhancing speaking fluency?

- a) Strongly agree
- b) Neither agree nor disagree
- c) Sometimes
- d) Disagree

Table 3.20

Student's Views about Using Group Work

Option	Number of students	Percentage
Strongly agree	28	28,28%
Neither agree nor disagree	15	15,15%
Sometimes	53	53,53%
Disagree	03	03,03%
Total	99	100%

Only a quarter of the participants (28, 28%) strongly agree that group work is very advantageous to be used for developing learners' speaking proficiency. They believe that group work may provide them an opportunity to speak and discuss their ideas, throughout a positive and motivated working atmosphere. They may be characterized with cooperation, team spirit and communication skills, enjoying socializing. While 15, 15% of the sample chooses to neither agree nor disagree. 53, 53% say that sometimes the use of group work enhances speaking fluency and sometimes not. Which reveals that group work is beneficial when it is well organized and all its members are active with equal participation. However, if the group work is not well arranged with the unequal contribution of its participants, it would be a mess and a waste of time. Only 03,03% of the informants oppose that group work is always effective. They may prefer individuality, where they may achieve better results when they work individually. Furthermore, they may not want to share their ideas and knowledge with others.

Q21 How could group work develop your speaking fluency?

- a) Improve learning process
- b) Identify students' speaking problems
- c) Provide insight into students' True level of speaking
- d) All the above

Table 3.21

The Advantages of Using Group Work

Option	Number of students	Percentage
Improve learning process	12	12,12%
Identify students' speaking problems	28	28,28%
Provide insight into students' True level of speaking	08	08,08%
All the above	51	51,51%
Total	99	100%

The results show that 12,12% believe that group work can improve the learning process. Because group work may help in dividing complex practices into small parts for better understanding. It motivates students to use their critical thinking and promotes their communication and negotiation skills. 28, 28% of the sample declare that group work can identify students' speaking problems. Group work provides students the opportunity for self-evaluation and self-assessment, as they may give and receive feedback on performance. Only 8, 08% declare that group work can provide insight into a student's true level of speaking. Which means through using group work, student's may discover their

points of strength and weakness in speaking. While the majority of the sample (51,51%) agree that group work improves the learning process and identifies students' problems and their true level.

Q22 The use of group work is very important to enhance speaking because it ...

- a) Fosters exchange of knowledge, information and experience
- b) Motivates students to actively participate in discussions
- c) Enhances their communication skills
- d) Improves students' pronunciation and vocabulary

Table 3.22

The Importance of Using Group Work

Option	Number of students	Percentage
Fosters exchange of knowledge, information and experience	06	06,06%
Motivates students to actively participate in discussions	24	24,24%
Enhances their communication skills		
Improves students 'pronunciation and vocabulary	13	13,13%
	15	15,15%
All the above	41	41,41%
Total	99	100%

The response to this question as shown in table 22, 6,06% view that the use of group work is very important to enhance speaking because it fosters exchange of knowledge, information and experience which leads to creativity. 24,24% believe that the use of group work motivates students to actively participate in discussions. It pushes them to show their abilities and capacities through positive contribution by adding new information. 13,13% say that using group work enhances their communication skills, where students learn how to function effectively during communication to understand the others and to be understood. 15,15% claim that the implementation of group work improves students' pronunciation and vocabulary. By improving their accuracy and fluency through practicing the language. Moreover, the majority of the participants (41,41%) say that the use of group work can foster exchange of knowledge and motivates students to be active participants, in addition, it enhances communication skills and improves their pronunciation and vocabulary.

Any further suggestions or point of views are welcome

Unfortunately, no one answered this question.

3.1.5 Summary of the Findings and Results from Students' Questionnaire

The data collected from the administered questionnaire to first year students, draws a clear conclusion about students' attitudes towards the implementation of group work on speaking skills. The findings show that the majority of the sample are females, with several ages ranging from 18 to 25 years old, and different English-speaking levels. Moreover, the second section attempts to identify students' learning styles it is found that the most selected style, because they usually use their critical thinking and focus more on listening skill. The whole sample except five students declare that oral expression is the most important module to be mastered in foreign language learning, because it provides them the opportunity to practice the language freely through interaction. Furthermore, the majority of students claim that they find speaking in English easy, it can be linked their high motivation and willingness. Yet, the rest declare that they face some difficulties such as; lack of vocabulary, shyness, and fear of making mistakes. In the third section, students indicate that some of them always

interact in English in order to express their ideas and knowledge inside the classroom in an attempt to enhance their speaking. In the same vein, the majority of participants admit that they prefer to use group work in oral expression, they further declare that it is an enjoyable technique which provides them with the opportunity to speak more without being stressed, and they do not find any difficulties to work with their classmates. Unlike some students who prefer individuality because they feel more stressed and fear making mistakes. Among the types of group work, most of the students chose think-pair-share and Snowball groups. The fourth section reveals that the majority of the participants believe that group work is an effective method to be used for developing learners' speaking proficiency. Since it motivates students to actively participate in discussions, improves students' pronunciation and vocabulary, enhances communication skills, and fosters exchange of knowledge, information and experience.

3.1.6 Conclusion

To conclude, this chapter confirmed the hypothesis and reached answers for the questions through students' questionnaire, which attempted to reveal their perspectives towards the role of the implementation of group work inside the classroom in enhancing the speaking skills. The statistical analysis of the questionnaire showed that First year License students at the university of Guelma are aware about the fundamental role of group work in the classroom in enhancing the speaking skill, and they see group work technique and its positive effects on students' psychology and outcomes as a very effective tools which have the ability to ameliorate one's speaking skill.

3.1.7 General Conclusion

The current research examined the effective role of using group work in enhancing students' speaking skill at the 8 Mai 1945 Guelma University. This study's findings shed some light on concerns surrounding the use of efficient, enthusiastic, and collaborative learning methods, particularly group work, in the teaching of English-speaking abilities. Importantly, they uncovered students' positive

perception towards using group work had a clear positive effect on developing students' interaction, motivation, and communication capacities in general, as well as their target speaking skills.

Furthermore, the findings indicated that the implementation of group work to the academic field of teaching speaking skills in English as a foreign language (EFL) class is critical for improving participation, cooperation and negotiation abilities, because it provides learners with opportunities and situations in which group members are expected to assist one another by discussing and exchanging knowledge. Moreover, the study's findings revealed that learners in the experimental group who were exposed to group work had a high level of interest in doing group work that was taught through standard teaching methods. In other words, the findings of this study show that group work is beneficial in reducing learner fear, increasing interaction, and promoting learners' readiness to speak up in oral presentations for the purpose of improving speaking skills. The present thesis is composed of three chapters. After an introductory part which presents the statement of the problem, the significance of the study, objectives of the study, questions of the study, hypotheses of the study. It highlighted the methodology that was used in this study which is the quantitative descriptive method.

The first chapter tackled a theoretical background about speaking skill. As well, the second chapter introduced the corpus of the study, the role of group work and its role in teaching speaking skills. It reviewed fundamental claims in the previous literature that deal with the topic of research. However, the third chapter that represents the practical part, dealt with the analysis of students' questionnaire, discussed the results and findings of the collected data according to the questions and hypothesis of the study, limitations of the study and pedagogical implications. Finally, this chapter gave a conclusion and suggests some recommendations for future studies.

In the light of the findings of this dissertation, the researcher assured that there was a significant correlation between speaking proficiency and group work. Besides, it was confirmed that well-organized group work is a dynamic and advantageous strategy for enhancing students' « speaking

capacity. » Furthermore, the positive results indicated that group work is a motivational technique that encourages students to participate and communicate with others in order to promote the art of speaking.

Language teachers can benefit from employing group work in the classroom to lessen students' « shyness and boredom » by motivating them to engage in productive interaction and engagement. As a consequence, students were clearly engaged in group work activities, which attract their attention longer and encourage learners to express their happiness and joy, especially when every student actively participates in each activity. Furthermore, cooperative group work can help students in overcoming their fears, anxieties, and speaking apprehensions.

3.1.8 Pedagogical Implications

The major objective behind this research is to uncover students' perception to the role of group work plays in enhancing the speaking skill. Moreover, how can they benefit from this technique in order to improve their speaking proficiency. Based on the results of the research, it is possible to propose some suggestions and recommendations, including:

- 1- Develop communication skills such as exchanging ideas, taking a turn for conversation, responding to others' arguments, and participating in debates.
- 2- Accepting that mistakes are unavoidable and that they can learn from them. In this light, students should not be embarrassed or concerned about making mistakes while practicing their speaking skills.
- 3- Putting a greater focus on listening because it is regarded as a vital component of effective communication. Additionally, group work allows students to communicate with one another in order to improve their speaking skills and learn from one another's mistakes.
- 4 -Teachers also are recommended to motivate their students to speak and express themselves and provide them with sufficient opportunities to speak

5- Teachers should be encourage their students to use the group work inside the classroom for learning and particularly to improve their speaking skill not only for entertaining.

6 - Students also are recommended to speak as much as possible in order to practice the language and overcome the obstacles.

7- Students should practice the language more and more outside the classroom, with their partners and with their friends.

3.1.9 Research Limitations

Several limitations encountered the researcher during the current study. The flaws and shortcomings that obstruct the realization of this research are as follows:

- The research members faced difficulty to meet and discuss the important components of the research because of different circumstances such as Coronavirus pandemic, time manipulation, and poor internet connections.

- It was difficult to collect reliable research sources that correspond to the variables.

- Besides, the researcher faced problems in the access to online libraries which contain a limitless number of sources, most of them requiring money.

- Students' absence. It was difficult to find students in order to answer the questionnaire because it coincides with the period of Ramadan.

- Lack of seriousness where some students did not complete answering the whole questionnaire.

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Questionnaire

Dear student

You are kindly invited to go through this questionnaire, which is a part of a research work undertaken as a part of Master degree in Language and culture fulfillment program at the Department of English, University 8 Mai 1945 of Guelma. It aims at exploring students' attitudes towards the use of group work in speaking activities. I shall be very grateful if you could answer the following questionnaire by either ticking the answer perceived as the most appropriate for you or by providing full statements, justifications, comments, and suggestions whenever necessary Please be sure that it is highly confidential since no personal information are required and you will go through it anonymously. Moreover, your answers are crucial for this research validity.

Thank you for your valuable time and cooperation.

Miss. Benmancer Rayane and Mansouri Ghada Ibtissem, Second year Master Student Faculty of Letters and Languages Department of Letters and English Language University of 8 Mai 1945 Guelma.

Q1 What is your gender?

a- Female

b- Male

Q2 What is your age?

.....

Q3 How do you evaluate your English language level?

a- Good

b- Average

c- Poor

Q4 What is your favorite learning style?

a- Auditory

b- Visual

c- Kinesthetic

Q5 Do you think that oral expression is the most important module to master a second language learning?

a- Yes

b- No

Q6 Do you find speaking in English?

a- Easy

b- Difficult

Q7 Do you face difficulties in speaking English?

a- Yes

b- No

If yes, mention the difficulties that you usually face?

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.....
.....

Q8 How often you interact with your classmates inside the classroom?

a- Always

b- Sometimes

c- Never

Q9 Do you interact in English with your classmates outside the classroom?

a- Always

b- Sometimes

d- Never

Q10 When you interact in the classroom, is it

a- You who wants

b- The teacher who asks you

Q11 In oral expression, do you prefer:

a- Individual work

b- Pair work

c- Group work

Q12 Do you find it difficult to work with your classmates in groups?

a- Yes

b- No

Q13 If yes, is it because?

a- You are not talkative

b- The topic is not interesting

c- The teacher does not motivate his students

d- You fear to make mistakes

Others.....

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Q14 According to you, what are the most essential types of group work?

a. Buzz group

(Technique consisting in the formation of small discussion groups with the objective of developing a specific task.)

b. Snowball groups

(Strategy that helps students share and teach each other concepts and topics.)

c. Jigsaw

(Activity that breaks classes into groups that each assemble a piece of an assignment and synthesize their work when finished.)

d. Fishbowl

(Students are separated into an inner and outer circle. In the inner circle or fishbowl, students have a discussion; students in the outer circle listen to the discussion and take.)

e. Think –pair-share.

(This strategy requires students to think individually about a topic or answer to a question; and share ideas with classmates.)

Q15 When you work with your classmates in small groups, do you speak more and feel less anxious in expressing your ideas than when you work alone?

a- Yes

b- No

Q16 Do you know Tuckman’s Five Stages of Group Development?

a- Yes

b- No

If yes, mention them

Q17 Which of the following techniques did you enjoy most?

a- Group work

b- Role play

c- Problem solving

d- Discussions

e- Others:

Q18 Does regular interaction in the classroom help you to reduce your speaking mistakes?

a- Yes

b- No

Q19 Do you think that the use of group work may develop your speaking proficiency?

a- Yes

b- No

Q20 Do you agree that group work is appropriate to be used always for enhancing learners' speaking fluency?

a- Strongly agree

b- Neither agree nor disagree

c- Sometimes

d- Disagree

Q21 How could group work develop your speaking fluency?

a- It improves learning process

b- Identify student's speaking problems

c- Provide insight into student's true level of speaking

d- ALL of the above

Q22 The use of group work is very important to enhance speaking because it ...

a- Fosters exchange of knowledge, information and experience

b- Motivates students to actively participate in discussions

c- Enhances communication skills

d- Improves students' pronunciation and vocabulary

Q23 Do you want to add further comments or suggestions!?

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