

THE PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHEIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
BRANCHE OF ENGLISH



**Group Work as a Motivational Technique to Enhance Learners' Oral
Proficiency**
**A case of Second Year LMD Students at the English Division in the
University of Mohamed Kheider Biskra**

A Dissertation Submitted to the Department of Foreign Languages in Partial for
Fulfillment for the Requirements of Master Degree in Language Sciences

Submitted by

Miss. Bennecer Fatima

Supervised by

Dr. Segueni Lamri

Board of Examiners:

Mr. Bechar Maamar

Mr. Hamel Lamdjed

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Dedication

In the Name of Allah the most Gracious

All the Praise is due to Allah alone, the

Sustainer of all the worlds

I have the honor to dedicate my work:

To my Parents "Rachid" and "Yamina" who devoted all

their time for me during the

Preparation of this work, God bless them now and

forever

To my lovely sister Sara for her whole-hearted support

I wish her the happiness and success in her life

Special thanks are due to my best friend

Rihani Djamila

To my friends: Ben Yahiya Soumia, Siad

Chahra, Menassria Romaissa, Sfia Djamila, Bousslahi

Fatima, Bouhami Widad

To all my friends and colleagues who shared with me
the educational life

My teachers and all the member of the English
Department

Ben Necer Fatima

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Abstract

The present study aims to investigate the significance of using cooperative group work on enhancing learners' oral proficiency and speaking production in EFL classes. As learners in the faculty of Letters and Foreign Languages, we remark that practicing and speaking the language is a difficult process from first EFL learner's till master degree. So, teachers find group work technique successful way to encourage, to enhance students' level, and to give them more opportunity to practice speaking skill. But the problem that we observe at the Algerian universities is that teachers face overcrowded classes, and they cannot control their mixed ability classes. This problem may influence the learners' motivation. The present study is based on one main hypothesis which postulates that if teachers motivate their learners' speaking skill by using group work technique, they will develop and achieve a good level to them in oral proficiency. The method adopted in this research is descriptive. That is, it aims to describe two aspects: cooperative group work technique as

the independent variable, and how to motivate learners to develop their oral proficiency as the dependent variable. To carry out this research and confirm our hypothesis, we administered a questionnaire to second year students, and an interview to oral expression teachers in the English Department of Biskra University during the academic year (2016).The findings from this research tool provides evidence that group work is the successful and right technique to motivate learners' language, and increase their classroom participation in interactional environment.Finally,this study recommends some suggestions for teachers to motivate them to practice the English language, and others for learners that may help them to improve their speaking skill.

List of Abbreviations

CL: Cooperative Learning

GW: Group Work

EFL: English as Foreign Language

LMD: License Master and Doctorate

ZPD: Zone of Proximal Development

CT: Cooperative Technique

STAD: Student Teams-Achievement Divisions

i.e.: It means

FLT: Foreign Language Teaching

TL: Target Language

FLCAS: Foreign Language Communication Anxiety Scale

Q: Question

N: Numbers

%: Percentage

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General Introduction

Introduction

Generally in the field of foreign language teaching Oral proficiency is considered as an essential process. To speak well and communicate well with others is not an easy task. Many learners find themselves in front of challenges and obstacles when practice speaking skill or perform their competence in the classroom. In fact this is due to factors such as: shyness, anxiety, and fear of making mistakes, lack of self confidence. The speaking skill needs practice inside and outside the classroom. Many researchers are interested to show the importance of interaction between learners by the speaking skill. For that, nowadays we notice that Foreign Language teachers try to keep learners active in the classroom, and find effective techniques and strategies to help their learners improve their oral proficiency.

Teachers always search for the best and the most appropriate strategy to make learners interact and have the desire to speak effectively with good participation. So, they find working cooperatively is the suitable solution by putting them in Groups, may be small groups consists members, naturally they will talk to each other and develop their speaking skill because Group work (G.W) is the heart of cooperative learning. Group work make learners interact together and to be free to talk and exchange ideas and broke all Psychological obstacles. Actually, we need as learners to practice English more and make practicing speaking skill easier. We need to communicate outside, master the language very well and develop our skill in order to have the opportunity to speak and practice English Language. Also, the role of the teacher is the most important, his main objective to develop and motivate this essential skill to build successful and good language with effective oral proficiency.

1. Background of the Study

As learners of English language we must develop and enhance our speaking skill. We need all the skills in our communication but speaking skill is the most important one. To achieve a good level in communication, we must master our English language by practicing primary competence (speaking). In Algeria practicing and speaking the English language is a difficult process. Teachers cannot be effective with their learners, and communicate by the right way; simply they make this proficiency the last step. So, as learners in the faculty of English Department we remark this phenomenon from first EFL learners till master degree. However, when we practice this skill and perform plays by groups, the matter changes. Teachers find group work successful way to encourage students and enhance their level, and this strategy gives them the opportunity to participate and practice speaking skill inside and outside the classroom. Actually, this topic is more interest from many researchers for many years, also we find our self during our work in dissertations with our supervisors, we work by groups with our classmates. It means we make a group and go to our supervisor to discuss and share our data, understanding, questions... Thus we use group work to communicate and exchange our ideas.

2. Statement of the Problem

The problem that we observe in the Algerian universities is that teachers face overcrowded classes. This problem may influence the student's motivation, and learners cannot get the real message of his/her teacher. Teachers also cannot control their mixed ability classes. For that, good learners may have no problems with performing their oral competence, rather than the weak ones who prefer keeping silent all the time. So good learners can understand quickly, but the weak ones take long time to understand and this is make the others feel boring during the lesson and rapidly they make a noise. Another

problem we can remark it, that teachers face many learners with weak personality and when each one speak or participate alone ,he feels by stress, shyness, so he cannot expresses his ideas and information in overcrowded classes between all students.

3. Aims of the Study

The general purpose of this study is to investigate that teachers need to use group work as a motivating strategy to enhance and develop learners' speaking skill. Group work has a crucial role in the classroom. It can help both teachers and learners to interact with one another, and this purpose can divide into:

- To encourage learners to participate and speak, express their thoughts, ideas
- Beneficial interaction between learners with strong ability to speak and perform oral competence in a good way.
- Using Group work build a good atmosphere, and makes students feel comfortable without shyness or stress from participation in classroom.
- To enhance and increase learners' motivation and develops their level in English language.

4. Research Question

The present research addresses the following questions:

- How do teachers of oral expression manage and motivate their large classes?
- Does group work enhance the oral competence of learners and increase their speaking ability?
- Do teachers apply the group work strategy inside classroom?
- Why group work as a technique affect in the oral proficiency?

5. Hypothesis

The present study is based on the hypothesis that postulates: if teachers motivate their learners' speaking skill by using Group work technique in universities, they will develop their Oral proficiency and make them achieve a good level.

6. Research Methodology

For the present study, the descriptive method is the most appropriate for our research. We verified the hypothesis which focuses the learners' motivation in oral proficiency by using group work strategy in the classroom. It verified whether students are productive in performing oral proficiency, with good participation in the classroom.

To investigate this study, the data collection that we used is the qualitative one, and we analyzed by two ways; one questionnaire submitted to the learners, and another interview to the teachers of oral expression.

In this work, we selected second year students at the English Division in Mohamed Kheider University. They are about (449) students. Second year students divided into two sections. Thus, we found our self deal with huge number of students. So, we have chosen randomly a sample that consist 40 students. Also, we interested in teachers of second year in oral expression, we have selected six (06) teachers and we made a simple and beneficial interview with them. Teachers of oral expression helped and collaborated with us. In addition, they have different strategies and techniques to motivate learners such us group work(GW) to enhance their learners' language production, and develop their speaking skill. So, experiences of teachers and their thoughts in the domain helped us to know more, and get the benefit to our topic.

7. Structure of the Study

This study encompassed three chapters. Two main theoretical chapters and practical one. The first chapter examined the technique of group work. There was an overview about the term "cooperative learning"(CL),then there were different elements of CL,with different definitions about it.Also,there was a comparison about the two term "cooperative"and "collaborative".Then,we interested with the definitions of the group work(GW),with its benefits and goals. In addition to that, we discussed some of the problems that faced learners when work cooperatively. We mentioned the term "motivation" and how teachers influence by this technique on learners' oral proficiency. The second chapter explored speaking skill. We made different definitions about it. An important question was: why teach speaking? Also we discussed main approach to teaching speaking, with important characteristics and advantages. In addition, we made definitions of "oral, and communication", and how develop effective oral presentation skills and discussion. Moreover, we confirmed that speaking is an important skill in the learning process. The third chapter was a subsequent to the previous one; it represented the practical part in this research. It represented different questions to the second year students. However, there was an interview to each teacher of oral expression, and we have selected six (06) teachers as a sample. We have collected information about their way of teaching oral proficiency, and their awareness about the strategy of group work.

Chapter one

Group Work Technique and its Motivational Element

Chapter One: Group Work Technique and its Motivational Elements

Introduction

Many scholars assert that cooperative learning (CL) is the best option for all learners because they work and interact together in groups. The role of the teacher is to control the behaviors, and actions of his learner, and motivate them in the class. So, what the classroom climate is like? How learners can cooperate and communicate together? Many researchers and educators are interested on this issue, discussed how to manage language learner groups and develop cohesive and productive teams inside the classroom.

In this first chapter, we are going to investigate group work technique as a motivational element in enhancing learners' communicative abilities. Learning cooperatively is the best technique to achieve better oral production. It is a useful method where learners of mixed levels of ability are arranged into groups, and rewarded according to the group success rather than the success of an individual member. This study deals with the importance of the group work in the English Foreign Language (EFL) classes, and demonstrates the term motivation and how it is used by teachers as a key factor in the language classroom.

1. Roots of Cooperative Learning in General Education

Many authors make a strong connection between cooperative learning and second language classroom. They show its roots in developmental psychology, social, and cognitive psychology. The investigation of learner to learner interaction based on the product of cooperative learning which represents the theory, research, practice inside classroom.

McCafferty et al. (2006:9) claimed that there is a basic overview about CL which consist four (4) foundational psychological theories. They considered that all these theories

can help and increase the understanding of the historical development of the term "cooperative learning" and its importance to the second language.

1.1. Social Psychology

Allport (1954) worked to facilitate and make effective group work and his goal to help different racial people to come and live in harmony relationships together. His investigation led him to three conditions. He believed that interaction needs great harmony and productive relations to make beneficial result. These conditions are:

1. Interactors must be of equal status
2. They must have common goals
3. Their collaborative should be officially sanctioned

In the 1970's, Aronson and his colleagues (1978) applied these three (3) conditions to the classroom and created a "Jigsaw" technique in CL. It is a very popular activity. In jigsaw, each member of the group has unique information, he is responsible to share and to help other group mates to achieve common goal. Jigsaw has been used in second language teaching and it is appropriate to any subject. McCafferty et al. (2006) argue that it is important to understand each learner. For example, it is unlikely that any two students are really of equal status in any real sense. In addition, the relation to work with particular people, in particular circumstances has become a primary principle of focus within the study of classroom interactions. Nowadays; teachers become more "facilitators" than "ship's captains", their mission changed completely from teacher as a "sanctioned" of activities, attitudes into a "facilitator and trainer".

Johnson and Johnson (1994) developed many applications of the concept of interdependence to education. To find ways and methods to increase, they developed the feeling of positive interdependence within learning groups is the Johnson's aim.

1.2.1. Developmental Psychology

According to McCafferty et al. (2006) human cognition is an important field for many thinkers and researchers. It considered noticeable in our lifetime, and open two (2) most crucial aspects and points view in "developmental psychology" from Twentieth century: "Jean Piaget, and Lev.S.Vygotsky".

1.2.1.1. Jean Piaget's Point of View

Piaget is a biologist who uses the power of the body (innate/inborn) idea, and thinks that any child is born with two important capacities:

1. Organization: is the ability to combine, gather, arrange and manipulate information and knowledge in order to make sense of the world.
2. Adaption: interact meaningfully with their immediate context done with two(2) processes:
 - Assimilation: when child receives, understand and put new things in his mind. It means know new discoveries and internalize them in his mind, for example (when he sees a Lion and say: Oh! this is a big cat).
 - Accommodation: attempt to modify and change previous discoveries to new one.

Piaget confirms that the construction and the building of the understanding to any learner will be with himself, with his personality, his thinking, his creativity. In other words, there is an agreement and match between the surrounding information about the world and works, on the one hand, and what is experienced on the other. In one word, there must be a balance and equilibration between the background information and the success experience. Piaget's idea plays an important role in the creation of classroom environments because learners are considered as active elements, they engage and use the creation in realistic tasks. Slavin (1995). Many scholars emphasize the Piagetian theory which gives

the value and the importance to the social contexts. The knowledge and the point view of Piaget about psychological development conduct that what happens at a later stage of development is enabled by what happened at previous stages, thus, every child he oblige to follow the same structure of cognitive development in a fixed stages and sequence. Piaget considered that learning must be with the help of the teachers and learning cannot precede development.

1.2.1.2. Vygotsky's Point of View

Vygotsky makes the society as the medium in developing children's understanding of the environment. He considered that what a child is able to do in collaborative today, he will be able to do independently tomorrow, and social interactions lead to cognition development. His point view confirmed that the more who socialized and interacted the more who knows and learns and gets experiences. For Vygotsky, a child surrounded through interaction and influenced by others. In such circumstances, Vygotsky argued (1978:102) that a "child always behaves beyond his average age, above his daily behavior; in play it is as though he was a head taller than himself". That means, a child imitates and learns from what he sees in his daily life and always pays attention to all what surround by him according to his age. Moreover, he sees that sociocultural is the responsible and reference of all the signs, and symbols of people and society help us to understand our world. Vygotsky (1981) explained that the appearance of the function in cultural development was twice, in the social and on the psychological place. Also, appears as an "interpsychological" category, and then within the child as an "intrapsychological" category. For Vygotsky, there is a very definite role between the cognitive development and the history of human culture; he called the theoretical construct "The Zone Proximal Development"(ZPD). It is a key concept for Vygotskian theory, which distinguishes

between what the child knows and what he does not know, it is near to his cognition of mind.

Newman and Holtzman (1993; cited in McCafferty, 2006) believe that Vygotsky had a more dynamic view of the ZPD. They argue that the ZPD is the best thought and can transform the thinking of participants in interaction. This perspective emerges the nature of interaction and adds the dimension of positive interdependence and its relation to the cooperative learning.

Wood et al. (1976) introduced a related concept which consists on the notion of scaffolding; it refers to the process which builds an architectural structure and in the same time helps learners, and supports them. On human development from this aspect many cooperative group activities have emerged; peer tutoring Alfassi (1998); Palinscar et al. (1987) and cross-age tutoring Samway et al. (1995). In addition to that, Vygotsky pays attention to specific points which refer to how learners at similar levels and capacities share the same understanding, and the teacher can help one another and one reflects to another. For instance, Koschman (1996, *ibid.*) states that the creation of new knowledge is a result from the interaction patterns of scholars, at the same time he shows the way of people's ideas and how can get together to construct a knowledge.

1.2.2. Cognitive Psychology

Webb (1989) and Webb and Farivar (1994) report that when there are cooperative groups in a Math primary school and learners asked for help and assistance, there is a great learning that occurred. So, cooperative approaches make the opportunity for them to do their activities. According to Moll and Greenberg (1990) authentic activity in a school setting must have the properties of real activity.

Joritz-Nakagawa (1999) confirmed that CL create a good atmosphere in the class with beneficial activities and collect learners in groups, they share the interests,

thoughts. So, cooperative technique (CT) provides the opportunities for communication and interaction in the class and helps learners to be a low-risk; stress-reduced environment. (cited in McCafferty et al. 2006).

1.2.3. Motivational Theory in Psychology

According to McCafferty et al. (2006) the teacher is the responsible one for the reinforcement of positive learning behaviors inside classroom. In the typical teacher-fronted classroom the feeling of negatively interdependence with one another seems in the face of learners, and makes a competition against each other. However, when there is a feeling of positively interdependence with each other, automatically they make a positive reinforcement for one another.

Slavin (1995) and his colleagues at Johns Hopkins university have done a research and curriculum development in CL, generating and testing different techniques: Student teams-achievement Division (STAD). In STAD, teacher start by materials in order the learners work in "heterogeneous" groups with different levels and abilities to study and be ready for a quiz. The result that this method and approach plays a major role in the relation between learners a second language learners, and be a useful way to cooperate groups and interact with each other. For example, Gomasatitd (1997) modified in the version of STAD and found that it is helpful one and more important in English language proficiency for second year. (Cited in McCafferty et al. 2006).

1.3. Definitions of Cooperative Learning

Slavin (1987:5) define CL as "Being present when (T) he team's success depends on the individual learning of all team members". In other words, to help and encourage a group member the teacher must support and accomplish all members, and give them the power to participate and then make them active learners in the class to show their skills.

For Woolfolk (2001:340) CL as "arrangement in which students work in mixed-ability groups and is rewarded on the basis of the success of the group". In other words, when learners work in groups and communicate and interact together with mixture levels, and different capacities; the result will be good and the entire group gets the success and benefits. With CL all learners get the opportunity to develop a range of cognitive, metacognitive and social interaction. Crandall (1990:226) states that:

Cooperative learning 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.

He considered that CL takes the big space of importance because it is the big concept, and element in teaching and learning. In short, CL is useful way for learners to make the success interaction and participation in the class. (Cited in Leila 2010)

Johnson, and Johnson(1994:195) define it as "cooperation is working together to accomplish shared goals; cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning". Actually, CL plays a major role in teaching and learning, it helps learners to share the same benefits, achievements. (ibid.)

Dornyei, and Murphey (2003:7) defined CL as "small group based instructional approach built on the principles of group dynamics, has also been analyzed by a grouping body of literature". Cooperative learning is a feasible and practical teaching method that puts communicative approach into action. Also, it creates natural interactive contexts in which learners have authentic reasons for listening to one another asking questions, classifying issues.

Wendy(2007) argued that in cooperative learning, pupils work together in small groups to support and encourage each others, and improve their own learning strategies

and the important thing is how teachers can plan this technique and manage it inside the class?

1.4. Elements of Cooperative Learning

Planning a good and strong strategy in the classroom considered a principle step for the teacher and for this point he must think how he can master and control his learners, he should know and put the main elements and features that lead him to the success of cooperative learning. So, Johnson's five principles consist:

1.4.1. Positive Interdependence

For Johnson et al. (1990) think that this concept of: positive interdependence like when "we sink or swim together", it means we work and interact with each other. As learners, we are in the same atmosphere, setting, conditions. Positive interdependence creates the sense of sharing the same goals for learners, with cooperative learning technique, there are two responsibilities: 1) Learning to assigned material; and 2) All members of the group including the assigned material to learn. The result will be effective when positive interdependence was clearly understood, it established two major points:

- All the efforts of each group are necessary to require in order all the group get the success.
- There is a unique contribution for each group member, any one must make an efforts and share them with all members to be common and joint efforts

There are different ways of structuring positive interdependence, but the best and appropriate one was to have single group products, to assign, and define the roles for each learner. The role of positive interdependence is more important. Without this term, learners fall in the trap of "Hitchhiking", when they let one learner did all the work for them. i.e., there is no helping between them, just one element of the learners do every things of tasks, participation, activities. (Cohen.1994). In other words, positive interdependence

means that learners have the sense that they're in this together; feeling that each member's individual effort will not only help him, but the whole group. The grade of each learner is dependent upon the effort of other group members.

1.4.2. Individual Accountability

This element means that each member of learners in the group must believe by the importance of the material. The goal is each team member has the feeling for others teammates. It means (i.e.) the existence of the feeling and emotions between them and each one contribute and share with another classmate. There are two ways that relate to this term:

- Random selection of learner papers if each learner was doing work within the group.
- Random oral quizzes of learners or written quizzes at the culmination of the work (Kagan.1989).

Individual accountability means that each learner is accountable for his own contribution to the group, clearly described goals, ensure that each learner knows what she/he responsible for, and what the group is responsible for.

1.4.3. Quality of Group Interaction Process/Face to face Interaction

Learners are promoting each others' learning through "face-to-face"activities where they discuss, and explain assignment topics with each other. They agree, elaborate, and link current material with what they learn in previous. Face-to-face verbal interaction referred to the physical setting of the group because learners need to be close and interrelated with each other. Thus they can exchange ideas, point views, beliefs, and tasks.

Johnson and Johnson (1989) proposed that groups should start in small, and step by step, day after day, they develop their skills and capacities. In addition, with this quality of interaction will be a good and positive classroom environment. So, it can be "literally

Face-to-face", or it could be over the "phone, on chat, via Skype, through Email". It is just referring to the face that group members have to actually interact in order to cooperate.

1.4.4. Teaching Interpersonal and Small Group Skill

It is essential element in the teaching of cooperation skills. Maintenance and keeping the group move smoothly in the task is the role of the learner, and he obliges to know, learn how to cooperate with others. Johnson et al. (1990) suggest two means relate to this term. First of all, setting a social skills goal along with academic goals. Secondly, it could be established through role playing, modeling, and discussing the components of particular social skills. In other words, learners are given a means for analyzing their group for how well the group has learned, and whether or not collaborative skills are being used.

1.4.5. Teaching of the Social Skills

It is important for all learners to have sufficient social skills, communicate with each other, trust by each other, and even making conflicts to show their effective working. Johnson and Johnson (1990) stated and confirmed that teaching the social skills important element. So, learners must be motivated to use these skills in their learning with groups inside classroom. If there is lack or weaknesses of interpersonal and small group skills, the effectiveness of the groups will not be productive and active because group need to monitor itself, to ensure that the group, as a whole, is working together effectively. Learners are taught skills of communication, leadership, and conflicts management during the early stages of CL sessions.

1.5. Cooperative Learning versus Collaborative Learning

For some educators, cooperative learning is synonymous with collaborative learning. Ronney (1997) for example considers that the term "cooperative" used in primary and secondary education, but the term "collaborative" specified for older learners because (1991) makes the term "collaborative" in the place of an "umbrella" because he

sees it is larger one and it includes cooperative learning as one part. According to Ted panitz (1996:126),

Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers. In the collaborative model groups assume almost total responsibility, whereas cooperation is a structure of interaction designed to facilitate the accomplishment of a specific end product or goal through people working together in groups. In the cooperative model the teacher maintains complete control.

Dillenbourg et al. (1996:190) distinguish collaborative learning from cooperative learning by saying that "collaboration involves the mutual engagement of participants in a co-ordinate effort to solve the problem". While cooperative learning "is accomplished by the division of labour among the participants". Also Dillenbourg(1999:11) suggested that "in collaboration, partners do the work together, whereas in cooperation, partners split the work, solve sub-tasks individually and then assemble the partial results into the final output". Therefore, Lally and McConnell (2002:71) from the University of Sheffield say that:

Collaborative learning occurs where course participants work in small learning sets to define a problem which is amenable to collaborative group work, whereas cooperative learning occurs where individuals within a learning set define an agenda for carrying out a course assignment, this assignment is designed around a real problem or issue which is amenable to being carried out by action research, this form of learning is based on principles of self-managed learning.

Other researchers, such as Roberts Timothy (2004:207) sees that these two terms are not conflated and the term "collaborative" should be used for the interaction of learners in the learning process, while the term "cooperative" should be used for small groups under the control and guidance of the teacher.

1.6. Definitions of "Group work"

According to Hadfield (1992) group work (GW) is a positive atmosphere to the learner; it can affect and impact on the morale, motivation, and give a strong self-image to

all members of the group. Also GW is considered as beneficial technique to the learners, it develop a positive attitudes and behaviors to them in the class. In short, in the teaching and learning process a successful group work is a vital element and makes a lively atmosphere between learners and teacher.

Cohen et al. (2014) argued that GW is a powerful tool to provide the opportunities for all class member and all the learners can interact, participate in oral sessions. It is useful technique of teaching where learners trying to achieve good atmosphere of participation. She confirmed that learners working with each other and formed small groups, then everyone can participate. Hence, Brumfit (1984:74) also defines the term GW as follows:

"Any use of language by small groups in the classroom requires learners to operate with a great deal more than language alone, for other semiotic systems will come into play, and personal and social needs will be expressed and response to, simply as a result of the presence of several human beings together for a cooperative purpose, but the ways in which these systems interact have not been systematized by researchers".

In other words, communicative teaching activities require small group work and active interaction among the learners. Thus; the relations between them increase and develop.

Dornyei and Murphey (2003) argues that the systematic study of groups was imitated in "The United States" by social psychologist "Kurt Lewin" and his associates in the 1940's, and many research papers and educators have been interested on this topic even since. Group work is the most appropriate and useful sub-disciplines, it interests in knowledge, rules, principles, behaviors, feelings.

Johnson and Johnson (1975) identified many conditions for successful GW. They considered it as an instructional arrangement that allows two to six students the opportunity to work together on a shared task in order to jointly construct their knowledge and understanding of the content. Frey Nancy et al (2009) confirmed that productive

group work remains the success of learners, and it used in teaching for thousands of years. In short, by interacting with others, learners learn and acquire not only what to think but how to think. Kurland and Salmon (1995) confirmed that the GW strategy is an ideal medium for consciousness-raising. It is an intimate and supportive technique for learners to make good relationships between them. They discuss, examine, interact and engage their knowledge and ideas with each others.

1.6.1. What Makes a Group "group"?

If we look and think about this question, we confirm that not every grouping of people is a real group. For example, when we see people setting in an airport terminal waiting their flight that is not means they are a group member, the same thing when we observe in a library of the faculty people in the reading room, or in the net room. Also, we have the example that when group of family setting to watch some event in the Television (T.V), or football-play or something else. This does not mean we are talking about group work. So, what makes a group a group? Rubert Brown (2003:3) has offered the following common definition of groups to illustrate the real meaning of the term group:"A group exists when two or more people define themselves as members of it and when its existence is recognized by at least one another". In other words, a group qualifies as a group when it has become a psychological reality for insiders and outsiders alike.

Ehrman and dornyei (1995:72) argues some characteristics that make a 'group' a group:

- Existence of the most important step in group is:"interaction between members of the "group".
- The understanding that group members are special unit in the group, and they make a higher level of communication between them with expressing themselves.
- Sharing some goals and purposes is the common point between the group members.

- The group takes long time to accept each member, and in this period of time he tries to learn how he supports and tolerate with the members of the group.i.e.Not only for minutes.
- Developing some rules and structures in the group, which includes the regulation of the group and the behavior of members, and also develop the relationship between them?
- In the final element, there is a responsibility in the group; it means the group will be accountable for its member's actions, attitudes, and behaviors.(cited in Hadfield 1992).

1.6.1.1. Features and Goals of Group Work

For Cohen et al. (2014) there are main features in making GW.First key feature, that teacher gives a group tasks to the learners and allows them trying and making mistakes, he has delegated authority. So, grouping makes learners responsible for specific parts of their work; in authority teacher keep controlling his learners through evaluation. Also, with GW teacher can correct some mistakes and know his learners how think, communicate, interact.

A second key feature of GW, that members need one another to complete the task; they help each other because they cannot do it all by themselves, they listening to each other and communicate about their task. They listen, agree, disagree, ask questions, clarify points, and explain. Also, they interact with each other by non-verbal such as pointing, smiling.

A third key feature of GW is the nature of the task. If teacher wants his learners to communicate, they need something to communicate about and discussed in interesting topics. So, GW support learning, talking and working together, it is a necessary process.

Pennells and Smith (1995) suggested several and universal goals for groups. They are:

- To assist the learners in expressing their thoughts, opinions.
- To provide an opportunity to voice fears and concerns.
- To provide opportunities to acquire new knowledge.
- To encourage the emotions of helping between learners.
- To seek new relations and adapt to new family roles inside the class. (Cited in Kevin and Justin 2001).

1.6.2. The Positive and Negative Aspect of Working Cooperatively

Studies have shown that the GW technique has many advantages and benefits. It gives the gold opportunity to the learners to participate cooperatively. So, group activities have become one of the key tools in communicative language teaching because group provides so many opportunities for learners to communicate, participate, interact, and even pass all the psychological problems, also groups provide a means of integrating all the four skills' speaking, listening, reading, writing. (Crokall and Thiyaragarajali 1997; Harmer 1998). However, there is a negative side of working in groups and some of researchers consider that this technique can be a problem for learners especially who prefer escaping from participation in the classroom.

1.6.2.1 Advantages of Group Work

Jolliffe (2007) divided these advantages into three (3) categories: achievement, interpersonal relationships, and psychological health and social competence.

1. Improvements in achievement have been shown through:
 - Greater productivity
 - Higher process gain (more frequent generation of new ideas and solutions)
 - Greater transfer of learning from one situation to another
 - More time on task
 - Greater problem solving

2. Improvements in relationships have been shown through:
 - Promoting the development of carrying and committed relationships
 - Establishing and maintaining friendships between peers
 - A greater sense of belonging and mutual support
 - Improved morale
3. Improvements in psychological health and social competence have included
 - Higher self-esteem
 - Improved self-worth
 - Increased self-confidence
 - Greater independence
 - Supporting sharing of problems
 - Increased resilience and ability to cope with adversity and stress

1.6.2.2. Benefits of Group Work

It seems clear that there are many benefits of grouping. Bains et al. (2009) make some of them:

- Learning and conceptual development
- School achievements
- Engagement in learning
- Oracy development
- Critical and analytical thinking skills
- Motivation and attitudes
- Behaviors in class and relations with peers/others

Hadfield (1992:10-38) gives general and important benefits of group working:

- Increases opportunity for learners to communicate and contact and express themselves

- Produces and comprehend the language
- Encourages learners to engage, explain, elaborate, and analyse the skills
- Motivates learners' capacities and impact in their learning by developing positive attitudes
- Makes harmony relationships between members of the group in class
- Supports the interaction and discussion between members
- Friendship relations and strong feelings, emotions between the members of the group
- Increases the amount of talking time for individual learners
- A great chance of different opinions and contributions

1.6.2.3. Disadvantages of Small Group Work

For some researchers and educators, group working can have some disadvantages to the class and impact negatively on the learners and teacher:

- Increases a noisy atmosphere inside the class, when the members of the group talking without conditions and everyone don't respect the others' opinions and times
- Teachers lose their control over the class
- Sometimes to some of the learners are passive, whereas others main dominate. In other words, there are (extroversion' extroverted' learners) who create learning opportunities through interaction, they prefer group participation tasks. However, (introversion' introverted' learners) prefer to be quiet, reserve and even distant. They prefer teaching tasks that emphasize individual learning and knowledge
- Some of teachers consider GW take long time to organize

1.6.2.4. Problems in Small Group Work

Hadfield (1992:32-149) suggests some of the problems that can happen with the use of grouping inside the classroom:

- Learners may have different expectations and opinions about each other for the first time
- They questioned how they can receive different attitudes and behaviors, positions of others
- Most learners are unaware of alternative styles, strategies, mentalities of other members of the group
- Conflicts between the members of the group; maybe some of the members want to study Grammar rules with activities, while the others think that the way to learn English is by listening and speaking, and forgetting about boring old Grammar
- Some of them prefer to get new ideas, point of view, and topics to talk and discuss. However others prefer to work just with the task of the teacher without adding new opinions
- There is intuitive learners ,they understand easily and rapidly, while others have difficulties to understand and analyze
- There are a visual category of learners, prefer to learn and see pictures, diagrams, all the types of illustrations, whereas others prefer auditory tasks because they have developed memory

Hadfield (1992) argued that in each process of teaching and learning there are some problems and GW stays the best technique to encourage learners' capacities and enhances their oral proficiency. If each category thinks that its style is the appropriate for learning, the conflicts didn't stop at all. So, teacher must help learners to understand how aims, attitudes, learning styles may be differ, and encourages them to think how they as a group

can reconcile what may be conflicting aims and interests and each one of the member agree and accept the others' thinking, styling member.

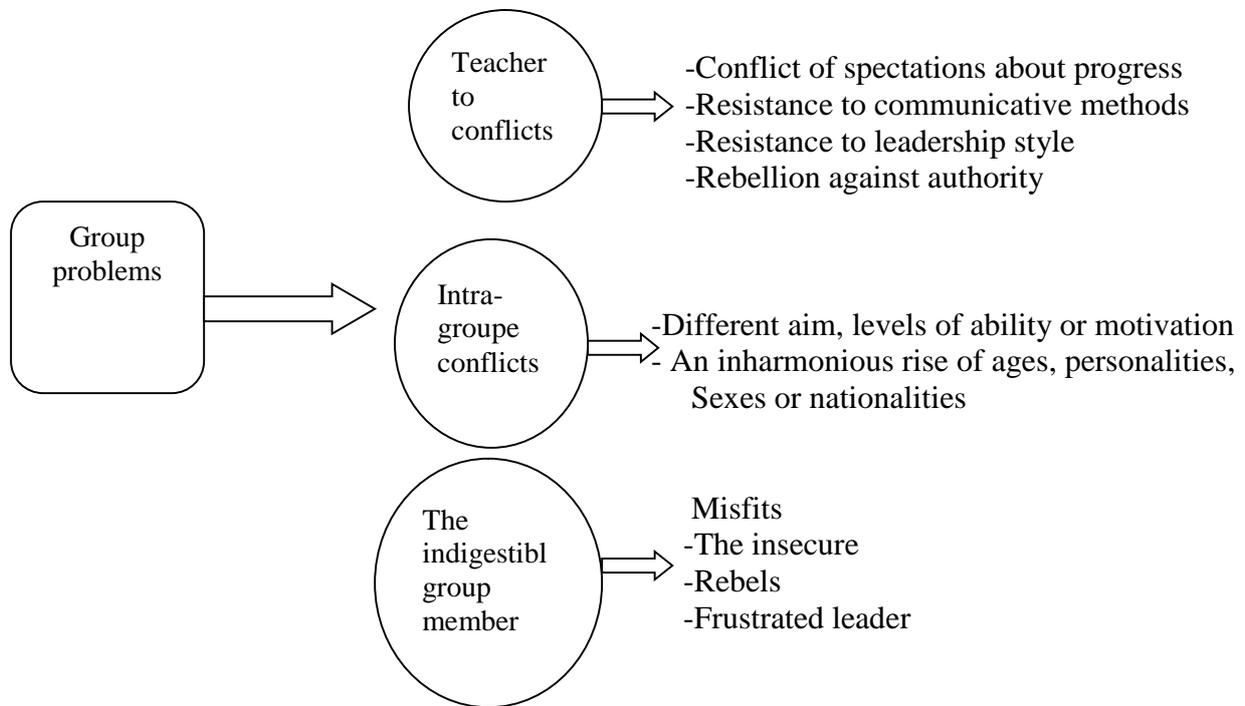


Figure 01: Some group problems (Hadfield, 1992:149)

Hadfield (1992) suggests that there are three (3) main potential sources for problems with groups:

1. Teacher-group conflicts
2. Intra-group conflicts
3. The indigestible group member

1.7. Cooperative Learning versus Group Work

GW is a way of classroom management. It aims at enhancing learners to work cooperatively by putting them in groups usual their size between two to five members. Group work is extensively defines by a lot of researchers; the following are some of them:

For Woolfolk GW is useful technique. She argues that it is the first step toward getting learner to work cooperatively. (Cited in Leila 2010:46).Also, According to McCaffery et al. (2006:39) GW is the heart of CL. In addition, in classroom learner's work

within smaller units or groups. Cooperation means to group working together a task in which the members divide the work. So, that it can be completed individually. Cooperative learning is applied in almost all school content areas and increasingly, in colleagues, university contexts all over the world (Johnson and Johnson 1989; Kessler 1992).

1.7.1. Differences between Cooperative Learning and Group Work

Cooperative learning	Group working
1. Positive interdependence with structured goals	1. Non positive interdependence
2. A clear accountability for individual's share of the group's work.	2. Non accountability for individual share of the group's work.
3. Heterogeneous ability grouping.	3. Homogeneous ability grouping.
4. Sharing of leadership roles.	4. Few being appointed or put in charge of the group.
5. Sharing of the appointed learning task(s).	5. Each learner seldom responsible for other's learning.
6. Aiming to maximize each member's learning.	6. Focusing on accomplishing the assignments.
7. Maintaining good working relationship, process-oriented.	7. Frequent neglect of good working relationship, product-oriented.
8. Teaching of collaborating skills.	8. Assuming that students already have the required skills.
9. Teacher observation of student's interaction.	9. Little, if any at all, teacher observation.
10. Structuring of the procedures and time for the processing.	10. Rare structuring of procedures and time for the processing.

Table 01: Johnson and Johnson (1986 ;cited in Liang 2002).

1.8. The General Concept Motivation

According to Laming(2004) motivation means the switching on of some pattern of behavior, of a program of action specified within the individual. Although the word motive suggests a source of energy, the trigger stimulus is not itself that source.

According to Dornyei(2001) the term motivation is the most complex issue facing teachers today. In addition, to motivate learners is a crucial for language teachers because motivation one of the key issues in language learning. Also, he refers to it as an abstract, hypothetical concept used to explain why people think, behave as they do. Motivation is a useful aspect of the human mind.

1.8.1. Different Definitions about Motivation

William and Burden (1997:12) suggest that motivation is:"state of cognitive mental and emotional psychology arousal that leads to a conscious decision to act".In other words, motivation are a mental operation and related to the emotions of the learner, and can lead him to act any decisions. Gardner (1985) divided motivation into two orientations:

- Integrative motivation: Learners with integrative orientation study because they identify with the target culture and have the desire to interact.
- Instrumental motivation: Instrumentally oriented learners learn the L2 for pragmatic reasons such as; passing an exam or getting a better job.

Brown (2007) argues that motivation is at the heart of any learning and he interests on asking one question:"how to create, foster, and maintain motivation?"

Slavin (2006:317) defines it as:"an internal process that activates, guides, and maintains behavior over time".By motivation, we can activate and protect our behavior from inside because it considered an internal process. Also, he considered it as the most powerful forces to lead to learning.

Woolfolk (2004:356) claims that"students are motivated to learn if they are members of a classroom or school community that value Learning".

1.8.2. Motivation in Teaching

Wlodkowski (1986:42) suggests an instructional clarity checklist of motivation in teaching:

- Explain things simply
- Teach at a pace that is not too fast and not too slow
- Stay with a topic until the learners understand
- Try to find out when learners don't understand and then repeat things
- Teach things step-by-step

- Describe the work to be done and how to do it?
- Ask if learners know what they do and how they do it?
- Repeat things when learners don't understand
- Explain something and then use an example to illustrate it
- Give enough time for practicing to the learners (cited in Dornyei 2001).

1.8.3. Who is Responsible to Motivate Learners?

Dornyei (2001:27) notes that:"teachers are supposed to teach the curriculum rather than motivate learners".He suggests that every teacher who thinks of the long-term development of he/she learner, he is responsible to motivate them. So, teachers can clearly play important role in motivating EFL learners:

- The selection of classroom activities
- Teacher behaviors
- Creating a pleasant and relaxed atmosphere in the classroom
- Increasing learners' linguistic self-confidence
- Promoting learners autonomy (develop learners to be able to take the charge of one's own learning)

1.9. Cooperative Learning and Social Approach of Motivation

In cooperative work the greatest outcomes is learning social skills. Johnson et al. (1998).When work cooperatively learners can learn easily and do the process successfully. In CL must respect others' different points view, turn-taking, learn how to express thoughts, ideas. Johnson and Johnson (2003:140) states that:"motivation occurs within a net work of interpersonal relationships".The role of the teacher is making learners feel socially motivated to others to have a set of connections of interpersonal Relationship. (Cited in Assma 2010).

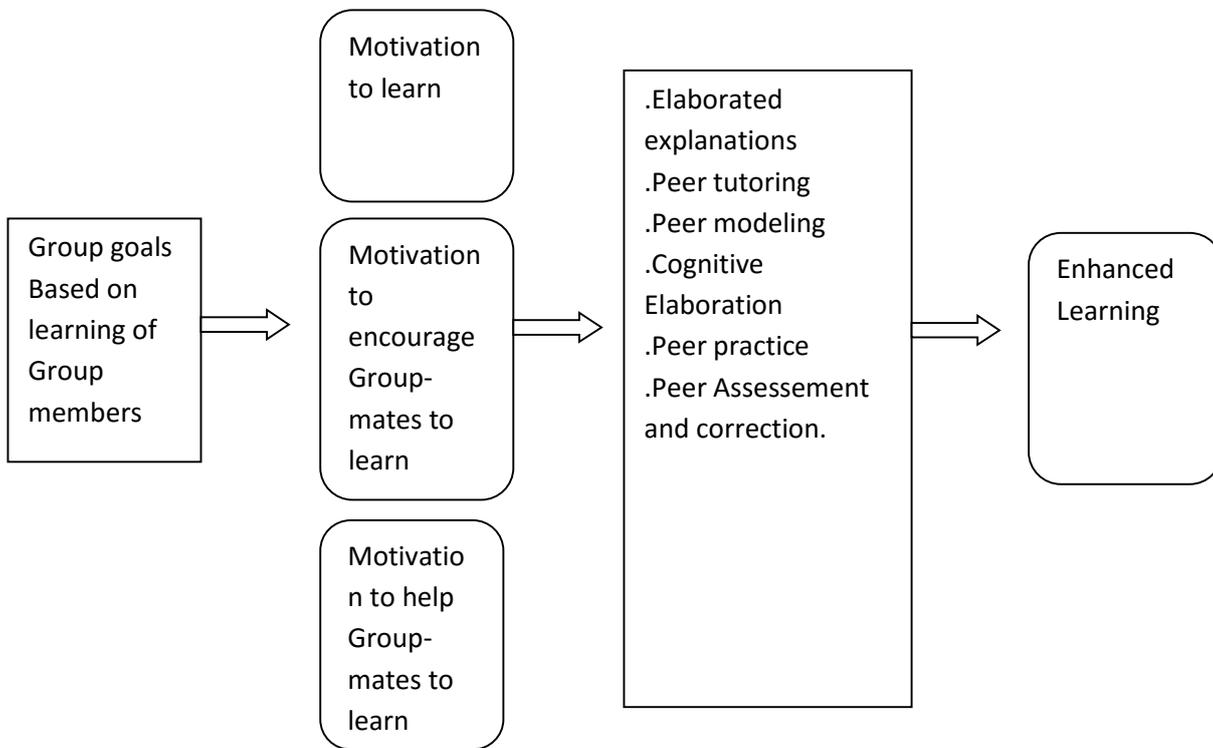


Figure 02: Models of factors influenced Learning gains in cooperative Learning (Slavin 2005:45)

1.9.1. Reasons for the Impact of Cooperation on Motivation

Dornyei (2001) considers that learners in cooperative environments have more positive attitudes toward Learning and develop higher self-esteem and self-confidence than in other classroom structures.

According to Slavin (1996 :43) cooperative Learning is "one of the greatest success stories in the history of educational research".In the teaching and Learning field various forms of cooperation have become well established techniques (e.g.small group activities or project work to facilitate and enhance communicative language teaching).This technique builds the learners' communicative competence.

Dornyei (2001:100-101) suggests some appropriate reasons that refer to the influence of cooperation on the term motivation :

- Cooperation encourages and fosters the cohesiveness of the class group. when learners work together and they share common goals which create a feeling of solidarity, coherence and supportiveness

- Working cooperatively makes the expectancy of success of the learners higher than if they work individually because stay the cooperating team is a powerful resource
- Cooperative team work develops and achieves Learning goals
- Cooperative situations make learners feel by the sense of obligation and morale responsibility between all the members
- Cooperation is motivating because the knowledge that one's unique contribution is required for the group to succeed increases one's efforts
- In CL learners generate less anxiety and stress than other Learning formats, it makes a positive emotional tone between members of the group
- CL increases the meaning of efforts between members because in team work people promote their efforts

Conclusion

In this first chapter, we approached a basic overview about CL in general education which consists four (4) foundation psychological theories. Many scholars and researchers argued different definitions about the term cooperative and defined main features, elements in the cooperation process.

Cooperative Learning related to collaborative Learning for some researchers, in other hand, there are scholars who make some differences between these two concepts.

Working in groups enhances learners' capacities and participation because group work is the best technique to make all members interact and contact. In our investigation, we approached main definitions by 'Hadfield, Dornyei and Murphey'. This technique has main advantages and benefits, and the two concepts of 'GW' and 'CL' have some differences which defined by (Johnson and Johnson 1986).

In this chapter, we mentioned the term motivation in grouping because it considered practical element in this strategy. Motivation related to the aspect of human mind and most

teachers, researchers would agree that it has a very important role in determine success or failure in any teaching situation.

Chapter Two:

Teaching the Speaking Skill

Chapter Two:Teaching the Speaking Skill

Introduction

Teaching the language skills in English is an important aspect of language learning which learners need to develop. Among the four skills, speaking is considered as an important process in supporting learning. Therefore, it is one of the interesting aspects of developing the research. In addition to that, the teacher has a basic role to encourage and enhances learners' communication and displays their oral proficiency.

In This chapter, light will be shed on the speaking skill with more details, including the definitions of oral proficiency with effective communication, demonstrating how to teach the speaking skill? How to use the spoken language? Discussing speaking with motivation, and important strategies in the speaking skill.

2.1. The Speaking Skill

Martin Bygate (1987) argues that the preparation of learners to use the language and speak is a basic problem in foreign language teaching (FLT) and teachers should understand the general aims to get a successful preparation for them. In order to speak effectively in the target language (TL), learners should know a certain amount of grammar and vocabulary. Teachers must evaluate their learners by giving them speaking practice and oral exams.Bygate (ibid.) states two basic ways in which something we do can be seen as a skill."Motor-perceptive skills and interaction skills".

Motor-perceptive skills involve articulating, perceiving, recalling in the correct structure and sound of the language. Twenty years ago, Mackey (1965:266) summarized oral expression as follows:"Oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning". Mackey gives the importance to the right things, and choosing the right forms by putting them in the correct order to get a good

speaking. Ten years later, Wilkins (1975) pointed out some problems in learning, he mentioned an important one that how ensure a satisfactory transition in the classroom to real-life use of the skill, This transition is often called " The transfer of skills ".Wilkins (ibid.) points out that if the production of the language is determined in the class by the helping of the teacher, the learner protected from additional burden to make his own choices. The same author (1975:76

As with everything else he will only learn what falls within his experience. If all his language production is controlled from outside, he will hardly be competent to control his own language production. He will not be able to transfer his knowledge from a language-learning situation to a language-using situation.

Also, he confirmed that in addition to (motor perceptive skills) there are other skills to be developed, and this kind of skills call "Interaction skill". This skill uses the knowledge to achieve a successful communication.

Interaction skills involve in making decisions related to the communication, such as: what to say, how to say it? It is the development of the intensions and makes good relations between others. Our concept about the right and wrong things depend on what we have decided to say, and with the successful way. Interaction skills involve the ability to use language in order to satisfy particular demands. (Cited in Bygate, 1987)

2.1.1. Definitions of Speaking

Many authors and researchers defined the concept of speaking and from different perspectives. Harmer (1998; cited in Brahim, 2015:7) defines it as a process which learners use their language to perform and act some oral tasks. Also Williams (2012:48-49.ibid) reports that:

Speaking involves a lot more than just using Grammar and vocabulary accurately in speech. When we speak we constantly have in mind the person we are speaking to and our wish to communicate our meaning successfully to them. We use interactive strategies to help us achieve this. These include using body language such as gestures, eye contact, facial expression and movement to put our message across more strongly and clearly, and functions such as clarifying our meaning, asking for opinions, agreeing to keep the interaction going and check that is successful.

Mayhill Debra et al. (2006) argue that with speaking we can express our thoughts and ideas, and what we have in our mind with using different strategies. In addition, through talking we can formulate ideas for the first time, crystallizing inner thoughts into substance and shaping our opinions into existence; we can communicate our points view with other people through interaction. Furthermore, Luoma (2004:1) argues that "Speaking is also the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate".(cited in Brahim,2015).In other words, speaking considered as fluency and productive skill, at the same time is difficult competence which makes person interacts to others when he faced them directly.

According to Channy (1998:13; cited in Meriem 2012:26) "Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in the variety of context".So,speaking is the proficiency which considered the interested topic and aspect when we communicate in English. It is the action when someone expresses his thoughts in the spoken language.

Speaking is an interactive process that receives and products information and contacts the meaning. In the process of speaking ability there are the participants, and their collective experiences, the environment, and the goal of speaking. (Ann, 1999).

Speaking happens spontaneously, open ended and evolving it. Also, requires both ; how to produce the language (linguistic competence), and the understanding of when, why and the ways to produce the language (sociolinguistic competence). (Ibid.)

Sage (2000) confirms that talking is the way we select ideas before stringing them together in a coherent meaning and a whole structure. It is the easiest, quickest, cheapest and most efficient way of transmitting information. He gives the responsibility to the

teacher who must understand their learners' difficulties in talking, and they must facilitate communication for learning.

2.2. Why Teach Speaking?

Goh and Burns (2012) see that many teachers try to help their learners and develop their capacity in speaking, therefore, are keen to make them speak better. Most of teachers considered speaking as an important skill for all learners and gave an overview and explanation about this interest:

- Learners need to know and learn the language to do well in their study
- Most learners have the capacity to read and write, but they are poor at speaking and listening (Fluency skills).
- Some learners can memorize words from their dictionaries, but cannot speak or listen in English.
- Many learners cannot correct each other's mistakes, so don't like to talk to their classmates; they prefer the teacher who correct their mistakes.
- The lack of formal communication from most learners.
- Many learners fail to speak with native speakers; they just practice from copying recordings what they hear.
- Many learners weak in speaking, so the role of teachers to improve their ability to speak and communicate well.
- Learners have some psychological problems in speaking, they cannot express their thoughts and too afraid to talk in class with lack confidence.
- Some learners like very reading from books and their sound very « bookish » when they speak, they seem like when they reading from a book.
- Making a lot of grammatical mistakes when practice speaking.

- Many learners speak colloquial and non-standard type of English, so teachers must teach them to speak Standard English for formal communication.
- Learners have the lack in presentation and communication.
- Learners must learn the skills and strategies, and the language to improve their speaking. While learners do a lot of talking in class activities, there is insufficient teaching of speaking as a language communication skill.

There is the case of « Teacher M » who confirmed that speaking is an important skill. She developed her students' speaking abilities, and wanted to make them communicate with each others, with more opportunities to practice English. She planned two (2) lessons a week for speaking practice, with many interesting activities. Her lessons were guided by objectives. These objectives were in the formed what the learners should produce or what they had to do. Sometimes « Teacher M » ask her learners to present the outcomes when they finished their activities.

« Teacher M » was successful in carrying out her speaking lesson. Their learners interact and used the spoken language, with a sense of enjoying because they practice the language, and communicate with each other. So, the example of « Teacher M » refers that teachers can do many things for their learners to develop their speaking skill, and acquire the language.

2.3. Holistic Approach to Teaching Speaking

According to Goh and Burns (2012) the teaching approach takes 3 key factors in successful language learning: Teachers/materials/learners:

2.3.1. Teachers

The major role of the teacher is to help learners to acquire the language with benefit achievement in speaking skill. Moreover, teachers must know all the problems and difficulties that face their learners when communicating through the spoken language, and

they must be aware of their needs. Also, teachers can provide and plan many activities where learners can communicate with their classmates. In addition, they should teach them linguistic and background knowledge. Then, they are responsible to structure learners' learning experiences and support their speaking development inside and outside the class. All this work of teachers can do and apply by designing interesting and appropriate materials.

2.3.2. Materials

Materials are the achievements and resources for facilitate second language speaking and help learners to practice the language. These materials consist 3 categories:

- Those that provide speaking practice.
- Those that promote language and skills learning.
- Those that facilitate metacognitive development.

Materials for language learning selected elements of the talk, or model spoken texts to increase learners' relevant linguistic knowledge. On the other hand, aim to raise learners' knowledge and train them to communicate.

Materials "inform learners about the language, and provide experience of the language in use. Stimulate language use or help learners make discoveries about the language of them". Tomlinson (2003:2; cited in Goh and Burns, 2012).

In a Holistic approach to teaching speaking, materials have purpose, it means materials should allow learners the freedom to use the language, and can communicate as clearly as possible. In addition, materials should develop learners' metacognitive knowledge about second language speaking, and make them more encouragement to plan and evaluate their own learning.

2.3.3. Learners

Learners are also responsible for making second language speaking successful. They should manage their learning and improve their speaking. They can do this improvement by developing themselves in speaking and facilitate their oral communication.

Teachers can encourage their learners by dialogue and support them to communicate in partners because learners can co-construct knowledge about what is needed, and they should apply their skills in real. Time communicaton.However, learners' efforts must be supported by teachers who can provide the necessary scaffolding, input, and guidance.

The figure bellow illustrates the interrelationships between the 3 key factors in successful second language speaking development. Learners are positioned at the apex (top) of the triangle to indicate that their learning needs, goals and outcomes.However, they can achieve their objectives if they are supported by their teachers and effective materials.

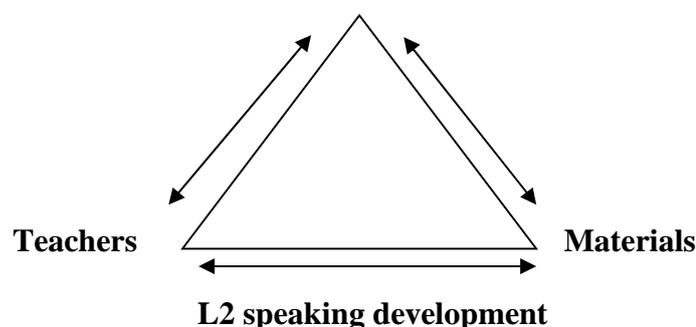


Figure 03: Three key success factors in second language speaking development

2.4. Speaking and the Language Learner

Goh and Burns (2012) considered speaking as an essential language-communication skill, it can facilitate language acquisition, and learners must have the desire to speak more in the (TL), and there are 2 major questions:

1. In what way is speaking important to learners' language acquisition and academic learning?

2. If speaking is important, why do some learners avoid it?

To answer these questions, we will be examining three topics:

- Speaking and language acquisition
- Speaking and academic Learning
- Speaking and affective factors

2.4.1. Speaking and Language Acquisition

In the field of teaching, there is one belief that language input is important in acquiring a new language. It may seem clear that not just the 2(two) skills of reading and listening are crucial to provide learner with the necessary input, we need also the language output to help learners increase and develop their speaking skill. So, research studies have shown that output is also crucial for acquiring language by encouraging learners to speak.

The importance of speaking of learners with distinctive comparison between first and second language acquisition. One of the common features between the two processes is the impact of the environment on the successful language learning.

Goh and Burns(2012) argue that there is a view about the quality of conversations between adults and children play a major role to insure children's success in learning, and they can use the language effectively. Also, children receive and learn appropriate feedback and input through dialy interaction with expert speaker(i.e., pofecient and old adults, or caretakers), thus adults helping children to acquire the structure of the language and use it in appropriate place, also children develop an awareness of language through different conversational techniques when they interact with the old one. Indeed, there is a creation of opportunities for children to use and express the language ,and interpret what they hear about the meaning of utterances.

Hatch (1978; cited in, Goh and Burns, 2012:18) emphasizes that speaking plays an important role in second language acquisition. He argues that speaking and talking derive

the language to interact with competent speakers, they helped their input and feedback in the language, but they need also the output because input alone is insufficient.

Swain (1995; cited in Goh and Burns, 2012:19) summarizes 3 important benefits for second language learners. It:

- Helps learners become aware of target language forms that they have not acquired
- Learners test their knowledge of the language.
- More opportunities for learners to develop their metalinguistic knowledge.

The importance of input-feedback modified output in oral interaction with competent speakers has led to various hypotheses in second language acquisition(Gass 1997 ;Long 1999).In reality, the activities should allow teachers to push each learner to produce well-formed utterances.Teacher could plan activities to develop the learners' ability to speak accurately and effectively.

2.4.2. Speaking and Academic Learning

According to Goh and Burns (2012) there are a large number of university and colleague students, or adults in English-speaking countries. In the U.S, for example, there are a high proportion of students who learn English as a second language. Similar situations are found in the U.K,Canada,Australia,and New Zeland.There are now a large number of private colleagues offering exchange programs(Known in some counties as twinning programs).Learners study in environments where English is the language of the curriculum, and there is an increasing demand for an English-medium education. More teachers in English-as-a-foreign-language (EFL) countries encouraged teaching English.Also, many learners are keen to develop and learn speaking capacities. In short, the development of good speaking is essential aspect in language-proficiency because it makes a direct impact and influence on the success of learners.

2.4.3. Speaking and Affective Factors

Arnold (1999; cited in Goh and Burns 2012) sees that speaking has two aspects, the positive one which is considered important for second language learners. On the other hand, it can be stressful for some. Learners often must produce the language spontaneously without any review or planning before, but they face the affective factors such as anxiety when practicing the speaking skill. It means (.i.e.,) anxiety is most strongly linked to speaking. All of us in our study face anxiety at different times; it includes feelings of tension, stress, nervousness, and worry. According to Arnold (1999:8) "Anxiety is possibly the affective factor that most pervasively obstructs the learning process". So, anxiety is an important affective factor in second language acquisition, it can block and stop the process of learning and makes learners behave negatively.

Some learners are worried about potential failure and other people's opinions; they don't have the desire to take risks to expressing themselves in the target language, and suffer from language anxiety because they are not prepared to make mistakes and perceived and understand the reaction of others. Teachers should be aware of language anxiety and help their learners by making and applying a holistic approach to developing learners' speaking, and many learners are shocked and disappointed when they interact and speak in a second or foreign language. They learned to speak by repeating or writing the language, but after, when practicing the real conversations outside the class, they cannot speak or they realize their way of speaking is too text book-like and unnatural (Goh 2009).

2.5. Motivation to Speak

Horwitz et al (1986 ; cited in Goh and Burns 2012:28) developed a number of studies on language anxiety called the (FLCAS) Foreign language communication Anxiety Scale .There is a study found that learners with higher levels of anxiety faced a low self-

concepts as language learners. It means these learners had negative self-perceptions about their language competence.

Research in Japanese language learners define that learners who reported a high degree of anxiety did less well in their language assessments. Young (1991) identified 6 sources of anxiety and argued that there is strong relation between anxiety and learners' culture and social beliefs. These sources confirm why learners may not motivate to speak, they are as follows:

- Personal and interpersonal beliefs (Fear of failure, communication apprehension)
- Learner beliefs about language learning (Perception of mistakes, views of instructional activities)
- Instructor beliefs about language learning (The role of instructors, relationships with learners)
- Instructor-learner interaction (Manner of error correction)
- Classroom procedures (Oral presentations, skits)
- Language testing (Test format, test items, match between practice and testing)

2.6. Features and Characteristics of Speaking

Speech come before writing and Infants begin by acquiring or creating dialogues, and learn to make demands to their needs. So, they socialize and integrate from the society around them to acquire the language. Speaking skill has some features and characteristics make it in the important place for learners.

2.6.1. Features of Spoken Interaction

Pawlak et al. (2015) list some of the features of spontaneous spoken interaction:

- Conversation appears to be untidy
- It is made up of variable units-certainly not simple sentences
- It is often repetitive

- It is overtly interactive
- It includes pauses and place holders
- It makes extensive use of discourse markers
- Exchanges are often formulaic
- Some speech acts are governed by routines

2.6.2. Characteristics of Speaking

According to Ryan Urban (2007:4-5) the characteristics of a dynamic, effective, confident speaker are:

- First, an effective speaker can speak and listens to his mistakes, and corrects them immediately; he spots the cross, fixes, and moves on.
- An effective speaker should control his voice because a good voice makes the audience enjoyed and understand all the speech. His ability to give listeners an impression of strength, authority and power.
- An effective speaker avoids making vocal mistakes. Listeners and audiences must get his message clearly, he knows that if he speaks too quickly or too loudly, or too slowly, he will distract the listener from his message.
- An effective speaker chooses his words carefully and clearly, he does not slur or run his words together. He completes his sentences and thoughts.
- An effective speaker uses dynamics, he adding pauses to allow his thoughts and concepts.
- An effective speaker avoids using cliches and overused words. He should be a powerful vocabulary.
- An effective speaker controls his body language. He should be more careful when he use his eyes to contact the audience, uses something to creates a feeling of confidence, and enhances his overall communication.

- An effective speaker makes dynamic presentation. He should organize his points, concepts, thoughts, and how to make the presentation more clear and attractive to the audience, also how to make his listeners interested with his topic.
- An effective speaker can put all the effective strategies in his speech to get his goal.
- An effective speaker always improves himself, he should achieve more and more his level, and he looks for the best ways to improve his speaking ability.

Zaremba (2015:12-13) argues that a speaker has certain competences at the podium, and a competent speaker knows how to do the following:

1. Analyze audiences: A competent speaker who knows how to attract the audiences and make his message clear to them. He analyzes his speech and makes a complete, simple performance for them to get his message.
2. Structures a message: A competent speaker knows how to organize and make an effective message to the audiences. His mission is to formulate the right message and facilitate his speech.
3. Deliver a message: A competent speaker can present an effective and successful presentation, and makes it clear, beneficial to the audiences. Knowing the correct route is not the same as driving the car.
4. Address speaking anxiety: A competent speaker is able to address their anxiety and make a good presentation because it is normal when presented with stress, tension, and the majority of people fear making presentations.
5. Use visual complements: A competent speaker who uses visual aids to support their presentation and make it more attractive, and at the same time the audiences enjoy the performance.
6. Develop and evaluate persuasive arguments: A competent speaker is aware of methods for persuading the audiences, and identifies strong arguments.

7. Recognize the advantages of speaking styles for particular situations: A competent speaker considers the advantages and disadvantages of the various styles for the presentation situation. Speakers when they prepare for their presentation, they can employ some notes; memorize what they wish to say.
8. Understand fundamental principles that affect communication success: the main goal in communicating is make the speech understood by intended receivers. So, a competent speakers are aware of such principles, and reflect this awareness when they speak because speaking is an important for successful communication

2.7. Strategies for Developing Speaking Skill

Speaking considered a crucial part in the language learning process. Effective teachers who teach learner speaking strategies, and try to motivate and help them. There are some strategies which make them practice speaking fluently:

1. Using minimal responses : Some learners who are lack confidence, they prefer to listen silently while others talk, and they cannot participate, interact in oral performances, and teacher must encourages them by using useful responses for beginners and exchange ideas. Minimal responses are predictable phrases that participants use to indicate understanding, doubt, and focus what others participants are saying.
2. Recognizing scripts: Teachers can help their learners through make activities to develop their speaking, and make them aware of the scripts, and can predict what they will hear and what they will need to say in response. Through these activities learners interact with each other, and teachers give the practice to the language.
3. Using the language to talk about language : Majority of learners found themselves in problems when they speak ,or feel by shyness when they do not understand another speaker, or the conversation is not clear.So,teachers are responsible to help

their learners to pass this step, and show them that the need for clarification can occur in any type of interaction, and give them special phrases and effective strategies to use for clarification, and comprehension check.(NCLRC-the essentials of language teaching,2004).

2.8. Definitions of "Oral"and"Communication"

Communication takes the sense of fluency and accuracy, and considered as an exchange of thoughts between people either orally or in writing.Alwiright (1994; cited in European centre for Research Training and Development UK, 2013:19) considers it "Learn by doing approach".e.i, in oral communication, learning with effective work is obligatory in this process.

As Byrne (1986.ibid) defines it: "Oral communication is a two way process between the speaker and the listener, and involves the productive skills of speaking and the receptive skills of understanding".

As Stabb (1992:7.ibid.) states," I believe that oral language is important not only as a vital communication tool that empowers us in our daily lives but also as a valuable way to learn".In other words, oral communication is helpful way in improving learning speaking.Also, he states:" Oral communication skills mean both speaking and listening to oral language, both talking and listening are lifelong activities and probably our most important communication tool". (p.6)

According to Viviers (1992) communication is a tool of survival for human society, and plays a major role to develop the human race. It is a way where a sender sends a message to a receiver who reacts to it.

Tom Cruise (1962; cited in Morreale, 2010:4) said:"We live in a word in which we are able to communicate very quickly in many different ways, and yet we find

communicating more difficult than ever. In fact, we need communication more urgently than ever".

Website's dictionary (ibid.) says that communication is "a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior".

As Brown (1991 ; cited in European centre for Research Training and Development UK, 2013) asserts that the integration of listening and speaking skills is termed as oral communication skills because listening can be developed indirectly by integrating it to speaking.

Rahman (2010 :3.ibid.) considers the communication skills symbolic because " It involves not only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication".He also defines it as " An interactive process when the sender and receiver are involved in the process".

2.8.1. Developing Effective Oral Presentation Skills

According to Wallace (2004) nowadays, in universities teaching took a new form of giving lectures in learning. Many lectures involve actively the needs of learners and their learning pocess.Learners present their topic with discussing with all participants.

There are two main stages involved in presenting: 1-The preparation stage and 2-The presentation stage:

1. The preparation stage : involves 5 steps :
 - Understanding the topic
 - Understanding the frame (given in the rubric, that is the instructions as to what to do)
 - Generating the preliminary ideas on the topic
 - Researching the topic

- Writing up the topic
2. The presentation stage: Individual or group. There are some tips that given on making a short oral presentation on a topic for discussion.

2.8.2. Oral Presentations and Discussion

According to Wallace (2004: 126) there are different ways that can be organized, and a few of them are suggested below:

- Basic format: Is that one participant (the presenter) will give a lead-in talk on topic, which will be discussed by the other participants.
- Topic The presenter should choose a topic that he interested in, and know about it. However, the important thing that can interest the other participants.
- Length of presentation: This will be decided by your tutor, and the other participants can take notes during the presentation.
- Preparation of presentation: This done by the presenter, but in large group consist 2/3 members. They using their own ideas.
- Discussion: It should be chaired either by the tutor or by one of the participants. It is often useful to summaries at the end, the main points that have been conclusions.
- Feedback/evaluation: This can be done by one or two of the participants, acting as observer. It makes the presentation easier to focus on the language used, as well as the context.

2.9. The Importance of Speaking Skill

Speaking is a key to communication, and considered as an important skill for all learners. So, it helps learners' enhancing participation and practicing the English language, also it enables them to express various language functions, feelings, thoughts, and beliefs.

Nazara (2011:29) considered speaking as an important skill in teaching and she claims:

A long the history of Foreign language teaching and learning, speaking has always been considered as the most essential skill to be mastered for several

reasons. First, approaches and methods for teaching speaking have long been major focuses of language teaching researchers and conferences. Second, a huge number of conversation and other speaking course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language.

Speaking is an important skill inside and outside the classroom, and speaking well gives more opportunities to express feelings, opinions, and makes good performances with effective participation. (Cited in Brahim, 2015).

Egan (1999:177) stated that "Speaking is at the heart of second language learning. It is arguably the most important skill for business and government personnel working in the field". In short, the ability to speak gives further opportunities to get better job for instance, companies that need to communicate with other foreign companies will need people that speak very well. (ibid.)

Nowadays, learners are expected to interact verbally with other people. Goktepe (2014:1879) stated that "Speaking is the most developed part of the language learning. It is one of the most important elements of communication that needs to be taken into careful consideration by EFL teachers". So, without speech we cannot communicate with others, and the responsibility of the teacher is to develop their learners' speaking skill by selecting appropriate and effective classroom activities, and techniques in order to make learners more comfortable, and can practice the language in the correct situation and form. (ibid.)

The four language skills of listening, speaking, reading, and writing are interrelated and each one completes the other skill. But the ability of speaking considered as an important one, it provides the speaker with various advantages. To be able to put words in meaningful way, opinions make the speaker get important advantages:

- Ability to inform, persuade, and direct. The speaking skill can gain the attention of an audience in clear way, and give the speaker golden opportunity to make his message of others, he must form a clear and effective message with information and any one can understand the message.

- Ability to stand out from the rest. Many people considered speaking as an obstacle for them and afraid to speak effectively in public speaking with audiences. So, to practice speaking learner must believe in his self, his capacity, and develop his skill.
- Well-developed verbal skills can increase one's negotiation skills. With this important skill can improve the self-confidence. Also, comfortable feeling in front of larger audiences.
- Career enhancement. So, speaking skill important for career success and can enhances one's personal life.

Collins (2009) argues that speak with power and confidence provides a unique right away, and makes people more communicator, and make them learn how to:

- Send just the right non-verbal signals in any situation
- Minimize anxiety and maximize self-confidence
- Be an effective public speaker even if you hate public speaking
- Use language to get and keep people on your side
- Handle tough audiences and tough questions in any setting
- Avoid common blunders in the job interview
- Get your message across to the media

Conclusion

Speaking is a very important process that helps learners' proficiency in the target language, and teachers must pay great attention to teach speaking.

In this chapter, we attempted to discuss an overview about teaching speaking, with different definitions of this term. Teaching speaking need some approaches and processes. In addition to characteristics of speaking skill, we shed the light on the importance of this

crucial skill with some definitions of oral communication skill, and effective oral presentation and discussion with the different advantages of the speaking skill, and how the learners learn to be more confident and powerful in speaking and communication.

Chapter Three:

Field Work

Chapter Three: Field Work

Introduction

The present chapter represents the field work of our study. Throughout our research we will be trying to verify our hypothesis which postulates that if teachers motivate their learners' speaking skill by using group work technique in universities, they will develop their oral proficiency and make them achieve a good level.

To collect data for our research, we adapted a qualitative approach. Therefore, we administered a questionnaire to second years students at the Department of English. We also made use of an Interview that was distributed to the teachers of the "Oral Expression" course.

1. Students' Questionnaire

1.1 The Population

The whole population of the study consists of second year learners of English as a foreign language (EFL) at Department of English at the University of Biskra during the academic year 2015-2016, and with second year oral teachers at the same department. The total number of the learners' population is fort hundred and forty nine (449) students divided into sections. We have selected six(6) teachers to provide us with reliable data, and investigate their opinions, attitudes about encouraging group work as a motivating technique to enhance the learners' oral profeciency.The learners are from different geographical regions in Algeria and different genders, male and female, also the teachers have different degrees, different years of work experience at the department of English at Mohamed Kheider university.

We have chosen randomly a sample that consists forty (40) students. We are also, interested in teachers of second year in oral expression. We have selected six (6) teachers,

who can help us more to know about learners' speaking skill, and their participation through group work.

This population has been chosen for some reasons. The first reason is that second year learners have already studied at least one year at university. Thus, they have experienced working in groups, at least once, and they have an opinion and an attitude toward it. And they know each other since they study together. The second reason, is that second year learners interested by oral sessions and consider the speaking skill important for their practicing the language especially most of them participate in some cultural and musical clubs, and consider the English language as an International one and help them in the future.

1.2.1. Design and Implementation of the Questionnaire

The pilot study is presented in the form of a questionnaire that consists of fifteen (15) questions. In each question, students are supposed to choose a correspondent answer. There is two (2) items where students asked to give their justification.

These questions are organized in a logical order. They are closed questions requiring from the students to pick up the appropriate answer from a number of choices, or to choose " yes " or " no " answers followed by brief justification whenever necessary.

It is important to declare that the questionnaire took place on Wednesday, 16 March 2016 in Bettaibi, and it took the students nearly half (30) minutes to complete it. Almost all the questions were clear to them but there are some who asked us about more clarification, and they helped and provide us with the most appropriate response.

1.2.2. Description of the Pilot Work

The number of the learners who participated in the pilot study is 40 students, that is to say (13) male, and (27) female.

This questionnaire consists of fifteen (15) questions which divided into three(3) sections :

- Section one : General information (Q1-Q2) :

This section is devoted to students' background information. The students were asked to indicate their age first in (Q1), and then to specify their gender in (Q2).

- Section two : Students' perceptions about the Group work (Q3-Q8) :

This section seeks information about the Group work technique. In (Q3) students are asked to say how often they worked in groups with their teachers. (Q4) aims to know which type the students prefer, with brief justification and explanation.(Q5) aims at knowing if the teachers insist their students to use English when they working in groups.(Q6) seeks to know which skills the teacher focus on when working is small group.(Q7) aims to know if the students think that there are some problems when working in group.(Q8) lists some problems for those who answer by " yes ".

- Section three : Students' perceptions about speaking skill (Q9-Q15) :

This section researches information about the speaking skill during the oral session. (Q9) seeks to know main reasons that make students speak English in the classroom. The next question tends to know important psychological problems that faced students when speaking in front of their teachers (Q10).(Q11) lists the four skills and seeks to know which skill is difficult to the students by using numbers. In (Q12) aims to know if there is an agreement on learning and using the English at the same time.(Q13)seeks to know if students like the oral session, and they asked to give their justification if the answer " yes ".In the (Q14) students assessed their present level in English. The last question (Q15) seeks to know if the students in oral session prefer working individually or in groups.

1.3. Aim of the Questionnaire

This questionnaire aims to discover learners' evaluation of the group work, and how this technique motivates them to practice and to perform the speaking skill during oral sessions. Also, their awareness of cooperative group work and how this strategy can help them to speak English inside the classroom without any problems. In order to do that, we have submitted forty (40) questionnaires to students at the University of Biskra.

1.4. Results' Interpretations

Section One : General Information

Q1.Students' Age

Age	20	21	22	23	24	Total
Participant	7	15	12	4	2	40
Percentage%	17.5	37.5	30	10	5	100

Table 02 : Students' Age

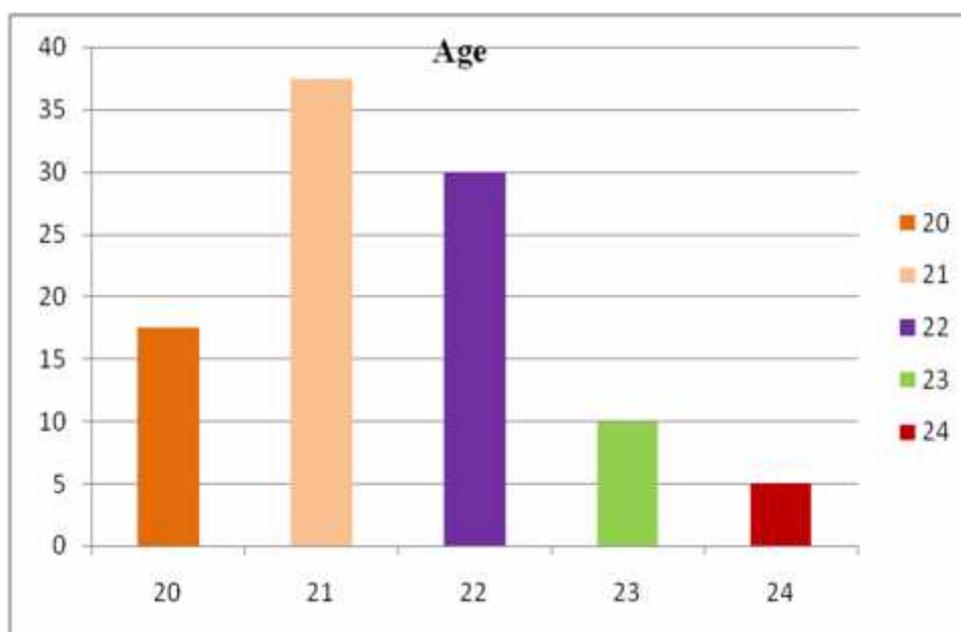


Figure 04: Students' Age

In this table there are five(5) age groups in our sample. Students' ages vary between 20 and 24 years old. Out of the total number of the sample(40), we have 7

participant(17.5%) who is (20) years old.This may mean that they had started early their primary education than others.(21) years old (15) students represent a majority (37.5%) which is the normal age of the second year LMD students.Besides,(22) years old(12) students represent(30%),(23) years old(4) students represent(10%),and(24) years old(2) students represent(5%).The result from the table above shows great diversity between the students' ages in our sample.

Q2.Students' Gender

Gender	Participant	Percentage
Male	13	32.5
Female	27	67.5
Total	40	100

Table03 : Students ' Gender

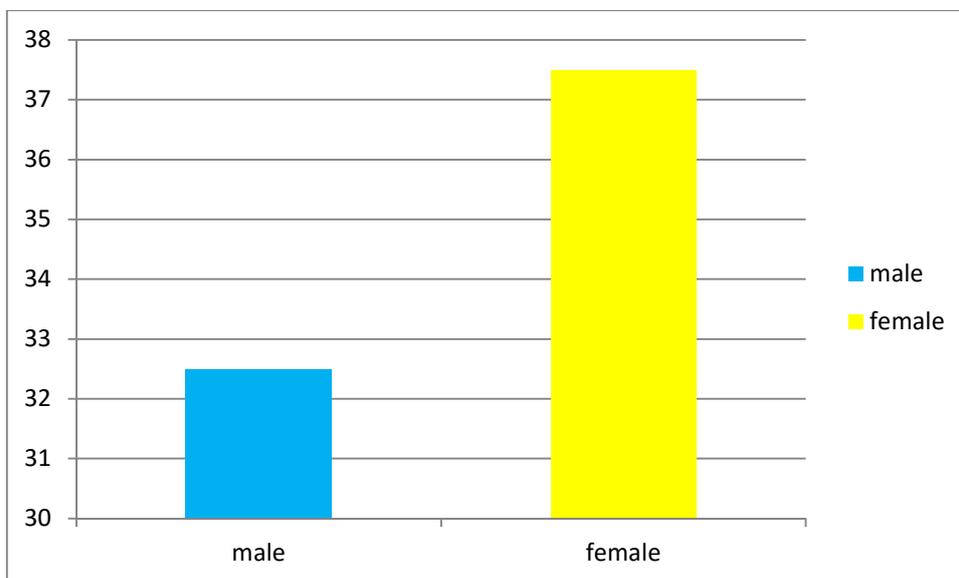


Figure 05 : Students' Gender

A quick look at the table above will reveal that females students are numerous than males.In fact,we have recorded 13 male who represent(32.5%) out of total forty(40).Whereas ;27 female making up(67.5%) of the whole population.This result

shows that girls like to learn foreign languages and English language since they are more interested in collaborating.

Section Two : Students' Perceptions about the Group Work

Q3.How often does your teacher of oral Expression ask you to work in groups ?

Option	Always	Often	Rarely	Never	Total
Number(N)	9	18	7	6	40
Percentage(%)	22.5	45	17.5	15	100

Table 04 : The Number of Times that Teacher Uses the Group Work

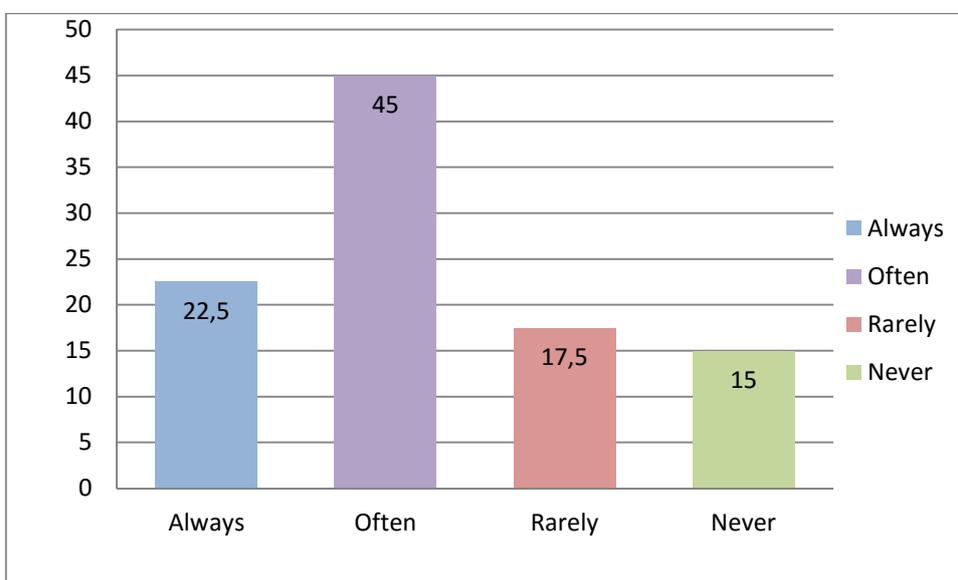


Figure 06 : The Number of Times that Teacher uses Group Work

We notice from the results in the table above that 18 students(45%) answered that their teachers often ask them to work in small groups,and this is refer that in most of the time they use this beneficial technique inside the classroom.9 students who represent(22.5%) said that their teachers always ask them to make a small groups.So,teachers support this technique and considered it as a motivating one to improve the learners' speaking skill and the participation in oral sessions.There are some students 7 who represent(17.5%) answered that this strategy rarely when used from their teachers.Only 6 students who represent(15%)told us that their teachers never ask them to

work in small groups. It is clear from the result that the teachers of oral Expression prefer to use this technique, and motivate their learners to work in groups.

Q4 : Which type of group do you prefer to work with ?

Option	Same level -a-	Each other -b-	Partners -c-	a-c	Total
Number(N)	13	16	10	1	40
Percentage(%)	32.5	40	25	2.5	100

Table 05 : Students' Preferences toward Group Work

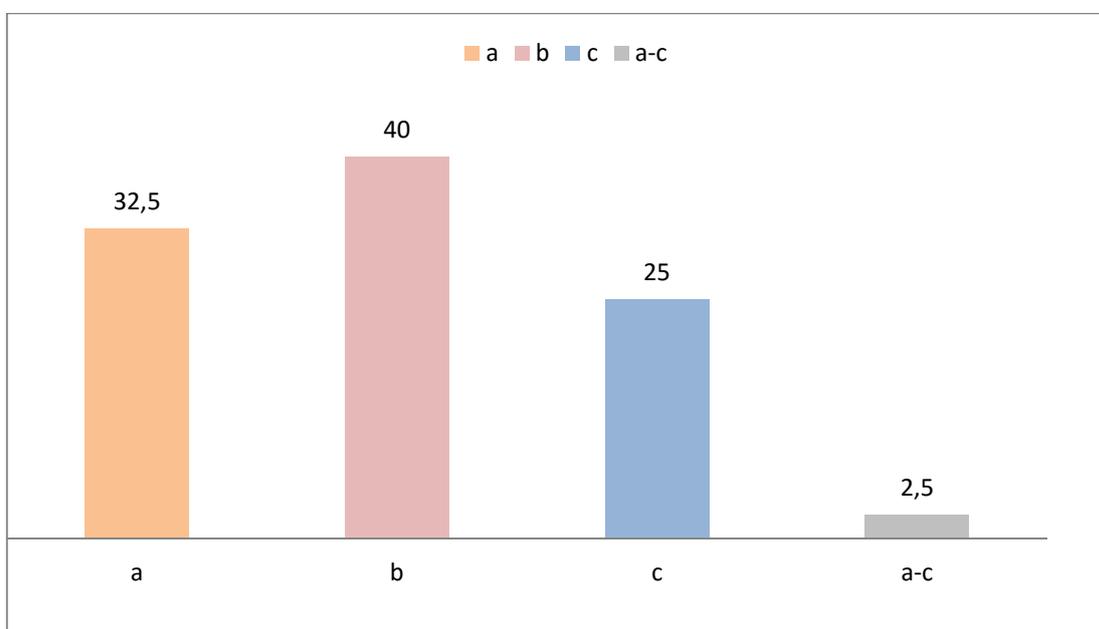


Figure 07 : Students' Preferences toward Group Work

It is clear from the table that only one participant (2.5%) answered that he prefers to work with people who have the same level as him. At the same time, he chooses his partner. However, 10 students who represent (25%) preferred to work with their partners. 13 students who represent (32.5%) answered that they prefer to work with people who have the same level as them, and this helps more to participate and practice the language during oral Expression. The majority of respondents, 16 students who represent (40%) preferred to work with people who sit with them, i.e., students who sit with each other in their minds is

the appropriate type of grouping. There are some of learners (males) who gave us brief justification to their choice. Some of them considered that sitting with students who have the same level, make them feel good and comfortable, and it is the best way to acquiring knowledge and information because students who have the same level can understand each others. One of the students answered that a weak link make a weak show. So, in his mind that students in the same level can make a perfect show and beneficial participation. The others confirmed that working with each others is the appropriate one because they know their level, thinking, ideas, attitudes, behaviors, mentalities, and understand their way in learning and participating through group work.

A little of students who preferred to work with their partners and considered this is the good way to get the work perfectly, and they can get along together. Just one student who did not care about the justification and he did not get any explanation. In other hand, there are (females) who gave us more explanations about their choices. Majority of them preferred to work each others because this is the best and easy way that make the work complete and perfect, and when work with each others they deal in many opinions, views because they know each others, and found themselves in comfortable situation. Also, working with each others make a lot of agreement between them, and the result will be perfect because they exchange the knowledge and accept each others' ideas.

The other girls agree that working with their partners is appropriate for them because they see that when sitting with their partners, they give more and can work in a good way. In addition, students know about each others' abilities, thus, they choose their partners to share ideas. Some of girls who found themselves comfortable and cool when working with their partners, and considered the good partner could give more about the language and can help in practicing the activities. Then, they preferred to work with their partners to avoid disagreement opinions. The rest few girls preferred to work with people who have their

same level because they feel comfortable with students in the same level to them, and they can understand each others' opinions. Also working at the same level together make students share a lot of information, knowledge. Other girls preferred to avoid noise and talk. So they choose to work with students who have the same level. There are (7) females who did not give any explanation or justification.

Q5: Does your teacher insist on using English to speak together when working in groups ?

Option	Yes	No	Total
Number(N)	30	10	40
Percentage%	75	25	100

Table 06 : Teachers' Emphasis on Using English in Group Work

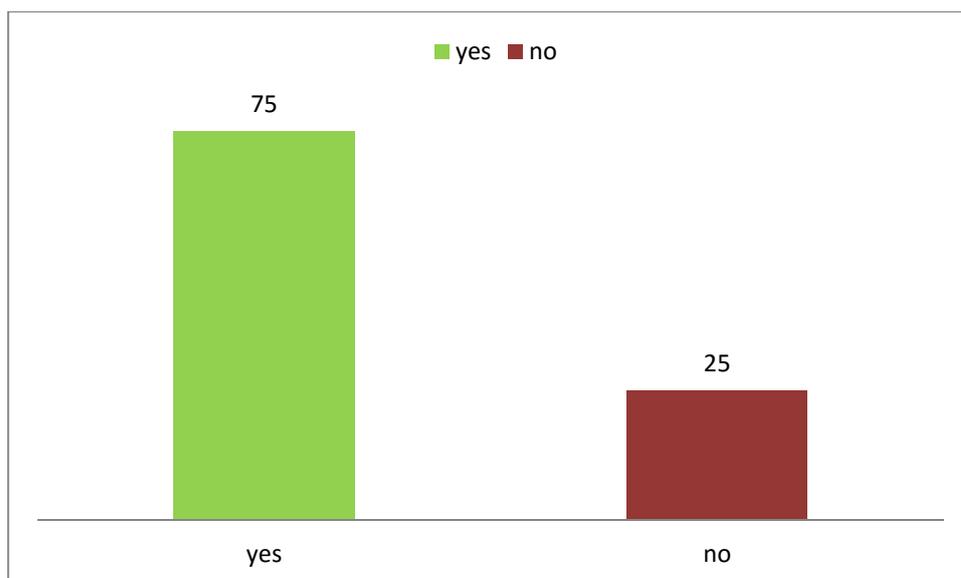


Figure 08 : Teachers' Emphasis on Using English in Group Work

As it is shown by the table, 30 participants who represent (75%) answered that their teachers insist them to use English when working in small groups. And just 10 participants who represent (25%) answered that their teachers didn't ask them to use English at all when working in groups. So, it is clear that teachers interested more with practicing English language through grouping.

Q6 : Which skills do your teacher focus on when working in small groups ?

Option	a	b	c	d	a-c-d	a-d	b-c	b-d	Total
Numbers(N)	3	11	17	2	1	1	3	2	40
Percentages(%)	7.5	27.5	42.5	5	2.5	2.5	7.5	5	100

Table 07 : Teachers' Concentrate on Some Skills when Working in Groups

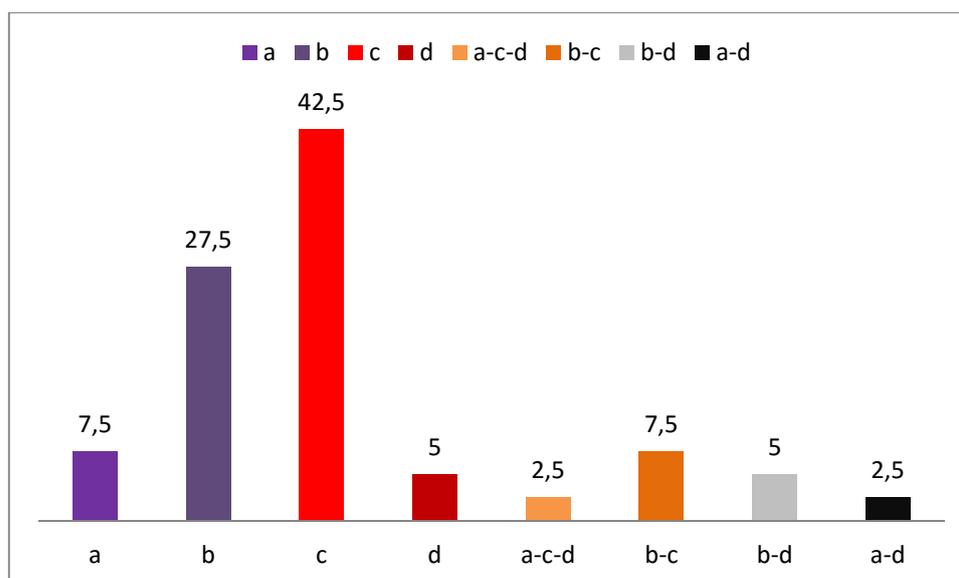


Figure 09 : Teachers' Concentrate on Some Skills when Working in Groups

This question of information sheds light on the concentration of the teachers toward some skills when working in small groups. three(3) respondents(7.5%) have indicated that their teachers focus on building good relationships among students when working in groups. Other three(3) respondents(7.5%) have indicated that when working in groups, their teachers focus on respecting each others' arguments and listening to others. Just two(2) respondents(5%) answered that the aim of their teachers is to arguing each others' ideas to convince others through grouping. Other two(2) respondents(5%) answered that the aim of their teachers is to collect between respecting each others' arguments, and arguing the ideas to convince the others. There is one(1) respondent (2.5%) has indicated that their teachers focus on building good relationships, and listening to others' arguments, then arguing each

others' ideas to convince the others when working in group work. Another one (1) respondent (2.5%) has indicated that through grouping they will acquire, and share two skills; building good relationships among students, and arguing each others' ideas to convince the others. Other participants (11) who represent (27.5%) have indicated that they respect each others' arguments when using group work, and their teachers concentrate to get this result. The majority of respondents (17) who represent (42.5%) have indicated that the aim of their teachers is to make learners listening to each others' arguments through making a small groups.

Q.7 : Do you face problems when working in small groups ?

Option	Yes	No	Total
Number(N)	15	25	40
Percentage(%)	37.5	62.5	100

Table08 : Students' Perceptions about the Problems when Working in Groups

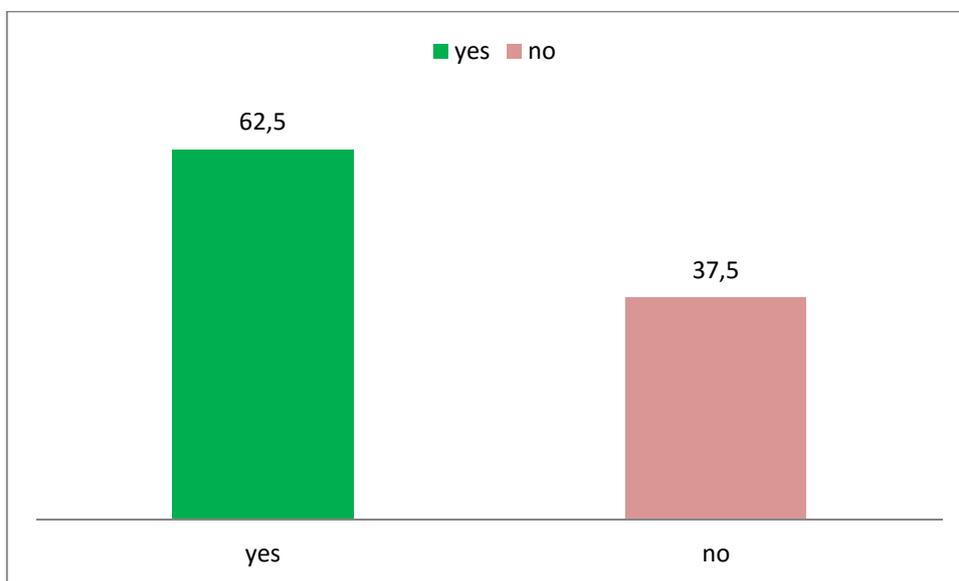


Figure 10 : Students' Perceptions about the Problems when Working in Groups

As the table shows, we have recorded that a majority of participants (25) who represent (62.5%) have declared that they do not face any problems when working in small groups. The other participants (15) who represent (37.5%) have declared that they face

some problems through grouping. From this result, it is obvious that most students prefer using group work as a technique inside classroom, and they do not afraid from working in small groups.

Q.8 : If yes, which of the following problems do you usually face in group work ?

Option	a	b	c	Total
Number(N)	5	3	7	15
Percentage%	33.33	20	46.66	100

Table 09 : Students' Problems

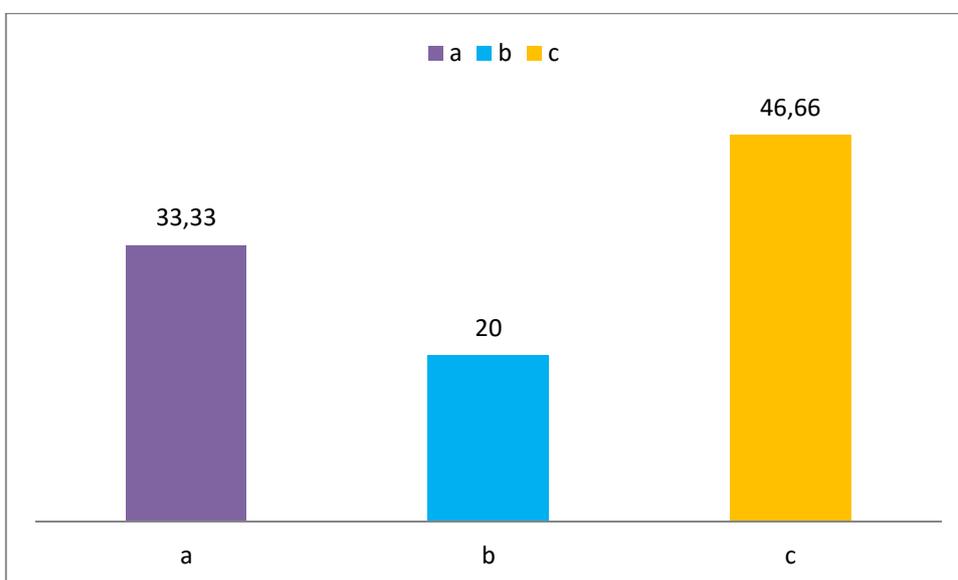


Figure 11 : Students' Problems

In this question, students who their answer by " yes "are asked to say what problems they usually face in group work. A quick look at the table above will reveal that lacking of opportunities to speak with students of the group considered as the most problem students(7) represent(46.66%)who suffer from when working in groups. A total of (5) participants represent(33.33%) indicated that when working in groups there are difficulties in expressing ideas to the member of the group, while(3) participants represent(20%) indicated that through grouping there is a correction of the mistakes by other members of the group, and this way make them feel by shyness, stress, and uncomfortable situations.

Section Three : Students' Perceptions about Speaking Skill

Q9 : You speak English in the classroom because :

Option	a	b	a-b	Total
Number(N)	31	7	2	40
Percentage%	77.5	17.5	5	100

Table 10 : Students' Reasons to Speak English

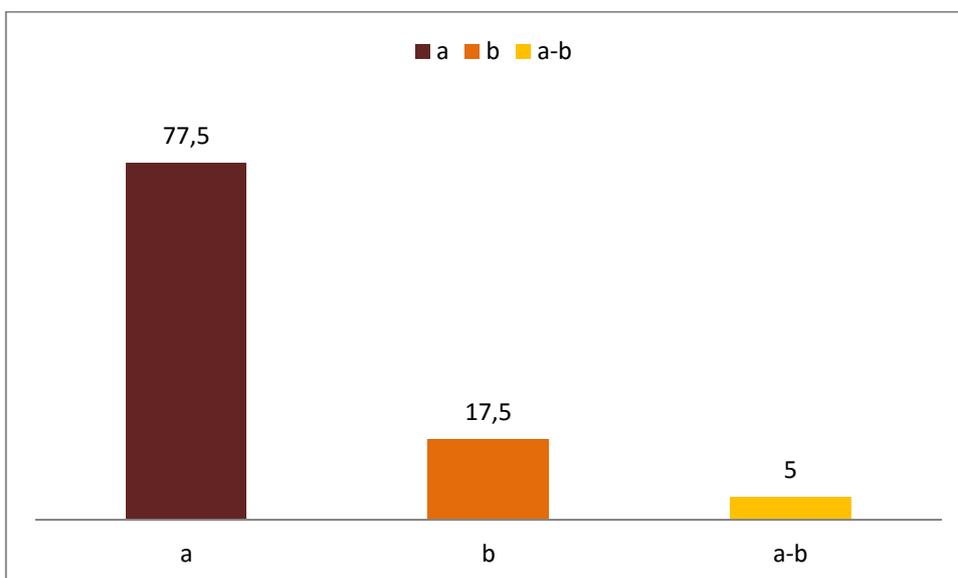


Figure 12 : Students' Reasons to Speak English

Students are asked to say what are their reasons to speak English in the classroom. As can be seen from the table above that the majority of participants (31) represent (77.5%) confirmed that they want to improve their English speaking proficiency, and believed by their competence in communication and participation, whereas (7) participants represent (17.5%) answered that they want just to get good mark. Others respondents (2) represent (5%) answered that they speak English for the mark, and to improve their speaking skill. So, the result showed that most students interested to develop and improve their ability in speaking, and can communicate and perform in a good way. However, the

rest students believed that teaching the language is for just to get the mark and pass the year successfully.

Q10.You can not speak in front of your teacher because :

Option	a	b	C	a-c	Total
Number(N)	9	5	23	3	40
Percentage%	22.5	12.5	57.5	7.5	100

Table 11 : Reasons for Students' Inability to Speak

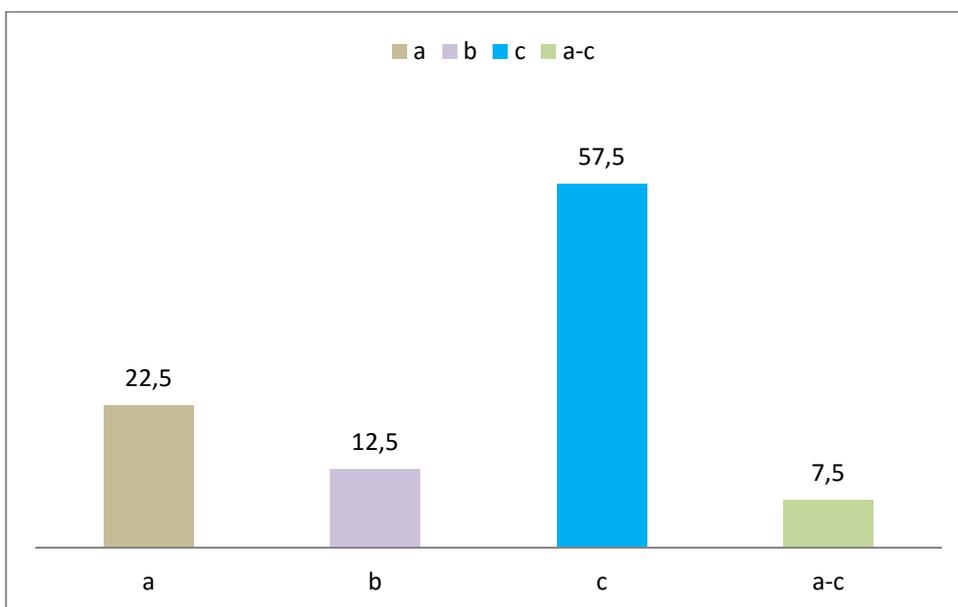


Figure 13 : Reasons for Students' Inability to Speak

As the table reveals in answering the above question,only (3) students represent(7.5%) have indicated that they afraid to speak in front of their teacher because shyness,and fear of making mistakes.Only(5) students represent(12.5%) have indicated that they are lack of confidence and they do not able to speak.(9) respondents represent(22.5%) answered that they are unable to speak inside the classroom,with the teacher because their shyness.The majority respondents(23) students represent(57.5%) have indicated that they can not speak in front of their teachers because they fear to make mistakes.As a result,most of the students are unable to speak in the class between the teacher and their classmates because they fear to make some mistakes in their talking,and this is the main obtacle to

them. Their inability to speak related to their fear of making grammatical mistakes in front of their teacher, and they do not accept any correction from their classmates. Also, there are students who considered speaking is difficult process because shyness, and they can not express their thoughts, opinions, while the few rest of the students can not speak because the lack of confidence, and they do not have enough courage to express themselves.

Q 11. Rank the following skills in terms of their difficulty : (use numbers 1 - 4)

options	1	%	2	%	3	%	4	%	Percentage
speaking	18	45%	12	30%	4	10%	6	15%	100%
writing	7	17.5%	10	25%	8	20%	15	37.5%	100%
listening	15	37.5%	10	25%	5	12.5%	10	25%	100%
Reading	0	0%	8	20%	23	57,5%	9	22.5%	100%
Total	40								100%

Table 12 : Students' Difficulties toward Four Skills

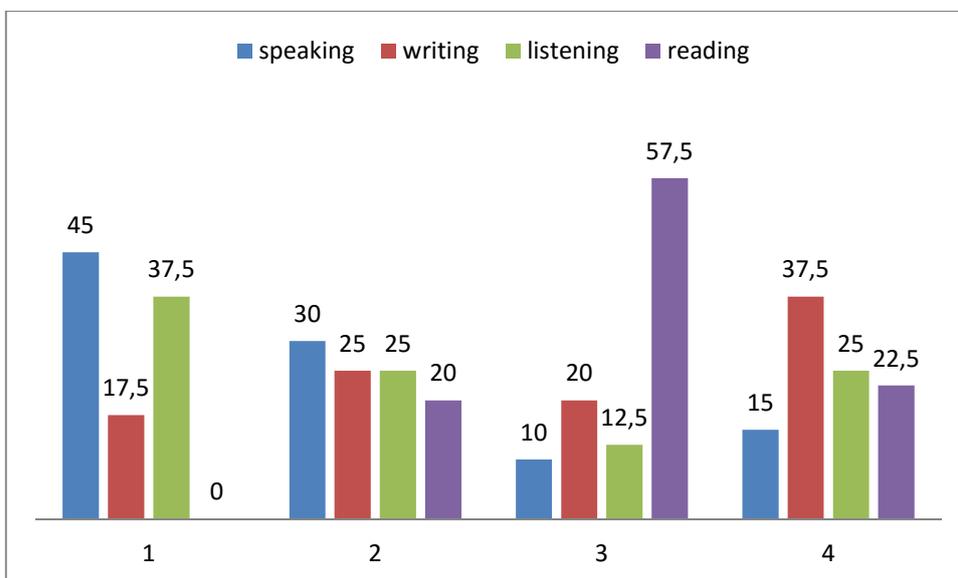


Figure 14 : Students' Difficulties toward the Four Skills

As the table shows, the majority of the participants (18) represent (45%) answered that the speaking skill is the number one from its difficult. They considered it the most

difficult skill because it is important for communication and interaction. Others (15) students represent(37.5%) answered that listening is the difficult one for them,while others (7) students represent(17.5%) answered that writing the difficult one.No responses about the reading skill.i.e.,no one consider it number one from it's difficult.The same result about speaking skill,majority (12) represent(30%) answered that it is number two"2" from it's difficult.However, the writing and listening skill are the same because(10) participants represent(25%) answered that these two skills are the number two from their difficulty.There are (8) participants represent(20%) answered that reading it is the number two.Majority of students(23) represent(57.5%) answered that reading skill is the number three"3" from it is difficult,while(8) students represent(20%) answered that writing skill is the number three.Other participants(5) and (4) represent(12.5%) and (10%) answered that listening and speaking skill in the number three from their difficulty.Most of the students(15) represent(37.5%) answered that writing is number four"4" from it is difficult,while (10) represent(25%) considered listening the number four.Others(9) represent(22.5%) considered reading in the number four,and few participants(6) represent(15%) answered that speaking skill is the number four from it is difficult.As a result,it is clear that most students mentioned that speaking skill is the difficult one.

Q12.Do you agree that in order to learn English you have to use it ?

Option	a	b	C	d	a-b	Total
Number(N)	21	13	3	2	1	40
Percentage%	52.5	32.5	7.5	5	2.5	100

Table 13 : Learning a Language Means Speaking it

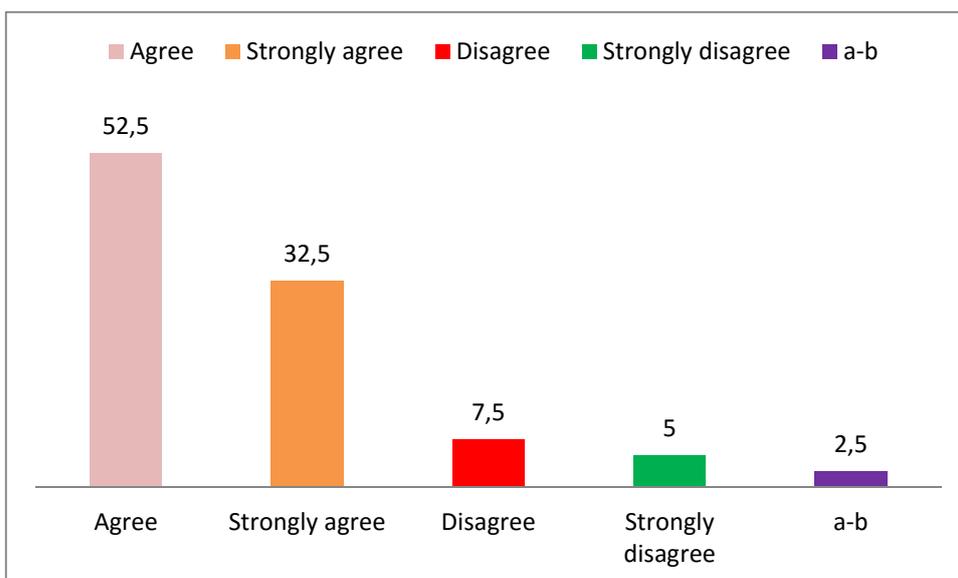


Figure 15: Learning a Language Means Speaking it

In this question, the majority of students (21) represent (52.5%) agree that any one must use English in order to learn it. Other respondents (13) represent (32.5%) are strongly agree that using the English language need more practice because speaking is an important skill in communication, and they must be capable enough to learn it. However, (3) participants represent (7.5%), and (2) students represent (2.5%) answered that they are disagree and strongly disagree since speaking language not necessary for them, and considered that learning English just for learning and not important to use it. Just one (2.5%) who said that he agree, and at the same time he strongly agree that to learn English means use it.

Q13. Do you like oral Expression course ?

Option	Yes	No	Total
Number(N)	26	14	40
Percentage%	65	35	100

Table 14 : Students' Attitude toward Oral Expression

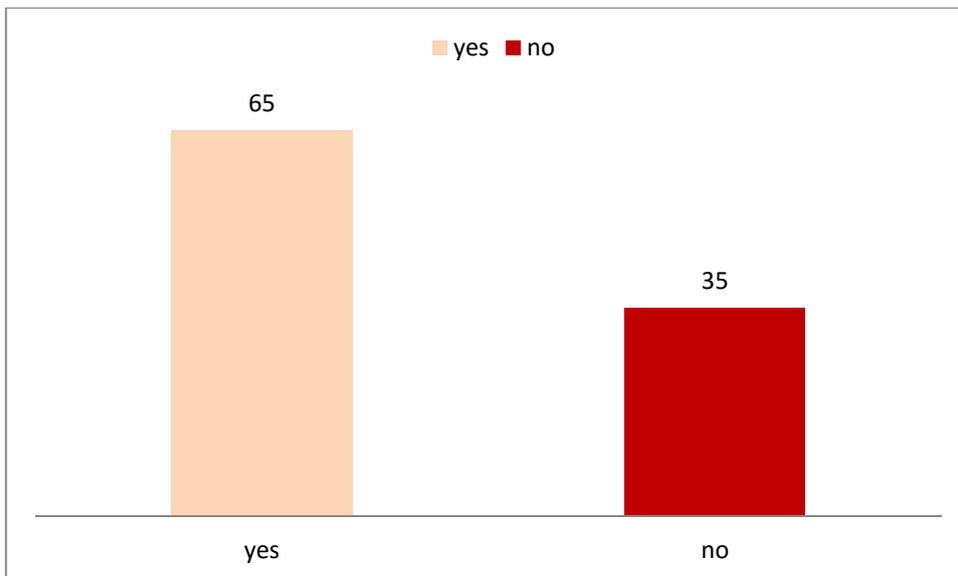


Figure 16 : Students' Attitude toward Oral Expression

As is illustrated by the table, the majority of the participants (26) represent (65%) indicated that they like Oral Expression course, and they enjoyed with it. However, the others participants (14) represent (35%) indicated that they do not like Oral Expression, and found it boring session and without benifite. Also, there are some justification and explanation for those who reply us that they like oral Expression. For (males) their explanations were different. For some they like oral Expression course because the teacher, in their minds if he is good and makes comfortable atmosphere, and facilitates the lessons and gives more interested topics, certainly they will participate and make effective discussions. Others like to talk and speak and they found their opportunity just in oral Expression to express their ideas, views, thoughts, and maybe themselves because they feel that they are able to face people and talk without any obstacles. Other boys considered oral Expression nice course, and they can contact and interact with each others more. Some of them like oral because they can improve their speaking skill more through participation and practicing, and they can develop their pronciation in talking. There is one of them who told me that he like oral because he prefer discussion especially in sensitive subjects. Also, females gave us different justifications but all of them are sahed one

common response is through oral expression they improve their language, and can achieve strong communication with their classmates. Other girls considered that they can learn more in oral, and acquire new vocabulary, knowledge, concepts, and learn how they discuss effectively in important topics. Some of them, they prefer this session because considered it as an active one, they can move more, and interact together especially when they make plays. i.e., oral Expression changes the atmosphere to them and make them enjoy more. Some girls confirmed that they feel confident when they speak, and this is the place where they express their views, and use the language freely. Also they believed that the teacher in oral gives more information and knowledge, and this session is helpful and useful for them. There is one girl who reply with « yes » but she did not give any justification, and there is another girl who reply with « no » but explained her response that she feel by shyness, tension, stress, and can not speak or express herself in front the teacher and her classmates. She feel herself in uncomfortable situation when talk.

Q14. How would you assess your present level of English ?

Option	a	b	C	d	Total
Number(N)	3	15	22	0	40
Percentage%	7.5	37.5	55	0	100

Table15 : Students' Attitude toward their Present Level in English

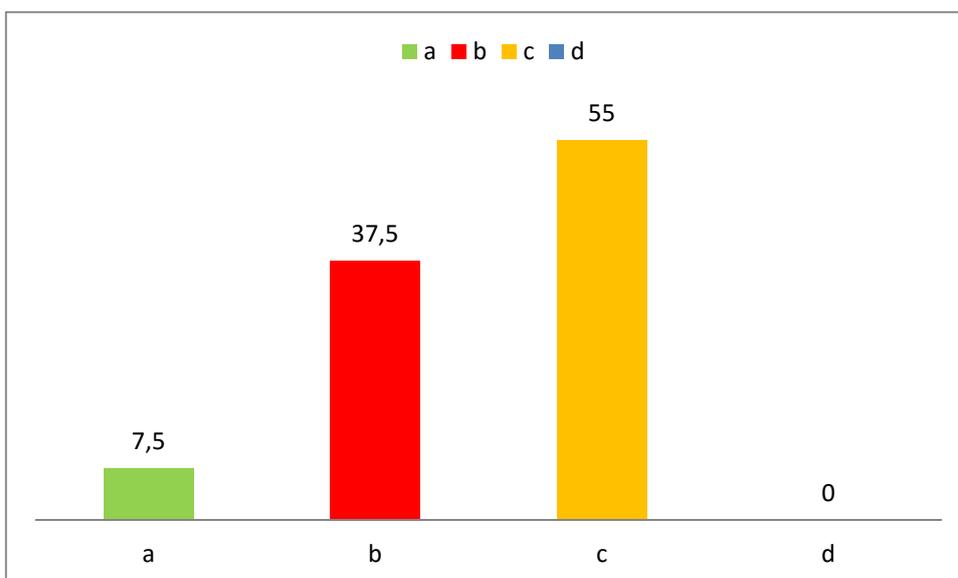


Figure 17 : Students' Attitude towards their Present Level in English

Students were asked in this question to say how they assess their present level of English.(22) participants represent(55%) which are the majority answered that they see their present level is good in English.While (15) represent(37.5%) answered that they are average,and may bec an improve more themselves in the future.The rest few participants(3) represent(7.5%) answered that they assess their present level as a poor and they need more practice to enhance their speaking skill.In addition,there is no one of the participants(0) who answered that his present level in English will be excellent.

Q15 .In the oral Expression sessions you perform better when you work, individually or in groups ?

Option	a	b	a-b	Total
Number(N)	14	25	1	40
Percentage%	35	65	2.5	100

Table 16 : Students' Performance toward Oral Course

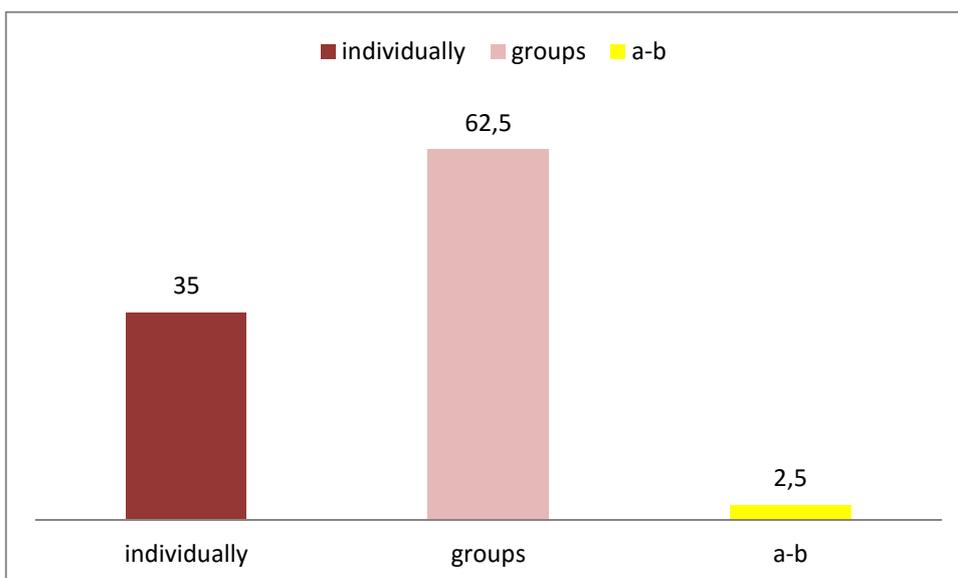


Figure 18 : Students' Performance toward Oral Course

The majority of participants(25) represent(62.5%) have indicated that they perform better when working in groups.However,the other participants(14) represent(35%) have indicated that they perform well when work individually,and they like to work alone because the noisy and different opinons and views through group work.There is one participant represent(2.5%) has indicated that he perform better through these two(2) strategies,may be according to his opinion he prefers in some times to work alone but in other times he likes to interact with others and makes groups and contacts with each others.

1.5. Discussion of Students' Questionnaire

The analysis of the students' questionnaire reveals that females (girls) are more interested than males (boys) to learn English, and students' ages are different between 20 and 24 years old and this shows great diversity between them.Also, it is clear that most EFL learners think and confirm that speaking is the most important skill for them to develop through group work technique.

Section one was mainly about group work strategy and how motivates EFL learners.From the answers, huge number of them preffered group work as a motivating

technique and indicated that their teachers most of the time asked them to work in small groups. So, teachers use and support this strategy according to its advantages. However a few of them answered that their teachers do not care and support this strategy. Most EFL learners confirmed that they like to work with each others especially for females who found themselves more comfortable and get perfect result when working together. In contrast, males prefer to work with students who have the same level to them because they understand each others and can communicate well. The rest of participants preferred to work with their partners to share same opinions, views.

The learners answered that their teachers insist them to use English through making groups to interact and communicate well. Also, they told us that through group work they listening to each others' arguments, and this is the aim of majority of teachers. Some of them said that their teachers insist more on respecting each others' arguments when working in group work. Most learners declared that they do not face any problems when working in groups, and they prefer this beneficial strategy but others answered that they face some problems and the most of these problems is lacking of opportunities to speak with students of the group, they can not talk or give their opinions especially in front excellent students.

Section two was about the speaking skill. Students give more importance to speaking since it is the first means of communication, and most of them want to improve their oral proficiency rather than get the mark. They can not speak in front of their teachers because fear of making mistakes. The majority answered that making mistakes is the main obstacles for them. Others, can not speak because shyness, and the few rest are lack of confidence. In addition to that, the collected answers indicate that majority of learners agree that in order to learn English have to use it, and they like oral expression because they need to improve their speaking skill. Majority of learners said that their present level will be good ; others

answered that it is poor and can develop their level to the best. Finally, the answers about students' preference indicate that the majority of them are willing to work in groups to help each other and interact more rather than individually.

2. Teachers' Interview

2.1. Description and Design of the Interview

This interview is addressed to English teachers of oral Expression with second year classes at Biskra university. This interview consists ten (10) open-ended questions discussed how the group work technique motivates and enhances learners' oral proficiency, and improves their speaking skills. The first aspect contains questions about the group work strategy, asking teachers about their experience in teaching oral courses and how they arrange their classrooms in this session, and what is their opinion about using group work as a motivating technique to enhance oral proficiency. We asked them also to what extent their students cooperate with each other and what are the most difficulties that they encounter when using group work. In addition, we asked them to interpret how group work can affect speaking skills positively, and from their experience what are the benefits of grouping. In the second aspect we asked them about their students' interaction during oral sessions, and how can they act as a motivational factor to inspire students' speaking in oral sessions. As a last step, we asked them about their agreement about this successful strategy.

2.2. The Analysis of the Interview

Item one : How long have you been teaching the oral expression course ?

Teacher 01 : "12 years"

Teacher 02 : " 5 years"

Teacher 03 : "2 years "

Teacher 04 : " 1 year "

Teacher 05 : " 1 year "

Teacher 06 : " 20 years "

Most of the teachers we interviewed had a great experience of teaching oral Expression for a period of time at least one(1) year till twelve(12) and twenty years (20),and it is a period that enables them to evaluate their students' level when performing orally and makes them answer my questions perfectly.

Item two : How do you arrange your classroom in the oral session ?

Teacher 01 : " It depends, sometimes classical setting, sometimes in groups and others in the U shape "

Teacher 02 : " It depends on the activities and objectives.Sometimes in groups, and mot of time students forme a circle "

Teacher 03 : " In a normal way, except in role-play activities we change the classrooms' chair order into a semi-circle "

Teacher 04 : " It is up to the activity.Students are engaged in "

Teacher 05 : " It depends on the situations and the topics.Eg : In debates or open discussions, students needed to be selected in horse shoe/U/shape "

Teacher 06 : "I do prefer the U-shape but it depends on the objective of the session "

All the teachers agreed that the arragement of classroom depends on the objectives and topics of the course.Three teachers concentrated on U- shape setting and circle because this is the appropriate one for discussing topics in oral sessions.

Item three : What is your opinion about using group work as a strategy to enhance oral profeciency ?

Teacher 01 : " It has both its advantages and disadvantages "

Teacher 02 : " It is an effective strategy because it helps to reduce students' anxiety and to promote their motivation to learn and participate "

Teacher 03 : " It is an effective strategy to make students learn together and cooperate in making their performances "

Teacher 04 : " It is one of the strategies of work, but it should not be the only one because students won't be much about the work "

Teacher 05 : " It is a good technique, but it shouldn't be over used "

Teacher 06 : " It is a helpful strategy and very useful one "

Most of the teachers confirmed the role of this technique and considered it as a useful and helpful one. It is an effective strategy to make learners improve and enhance their oral performance, and motivate them to practice the language and participate in it. One of the teachers agreed that group work technique has many advantages but at the same time it has disadvantages.

Item four : To what extent do your students cooperate with each other ?

Teacher 01 : " They like working with each other "

Teacher 02 : " Good extent : Students like to work with each other. They exchange ideas, ask questions of one another, are not shy to make mistakes "

Teacher 03 : " It depends on the students themselves : their motivation, interest in the oral class, and even to their use of the language "

Teacher 04 : " They do cooperate and they enjoy doing so "

Teacher 05 : " According to the topics, if it is interesting or not ? Teachers' motivation "

Teacher 06 : " To the extent that they would prefer group work "

All the teachers said that students, generally, prefer using group work and interact with each other to exchange opinions and increase their participation without any obstacles or problems and they enjoy their interaction and communication.

Item five : Do you think that group work can affect speaking skill positively ? how ?

Teacher 01 : " Yes to a certain extent since students forget about their shyness when talking and working together "

Teacher 02 : " Yes when students are grouped together, their motivation to speak is raised.Speech acts are easily delivered as mistakes are more tolerated "

Teacher 03 : " Absolutely, because students may get rid of their shyness and some other psychological limits that hinder their oral performance with their teacher "

Teacher 04 : " Yes, simply students will cooperate with each other and use English language to explain their views "

Teacher 05 : " Yes, simply students can learn from each others and it is good technique "

Teacher 06 : " Yes, by way of inner interchange and cooperating and through the discussion within the small groups "

All the teachers answered that group work affect speaking skill positively and make learners learn more.They considered that with this effective technique learners can increase their opportunity in practicing the language without shyness or other psychological problems.They interact with each others and practice the language perfectly.

Item six : What are the difficulties that you encounter when using group work ?

Teacher 01 : " The use of the mother tongue.Some students who like to impose their opinion and others who doesn't like that.The noise "

Teacher 02 : " There is always a leader who controls the group and imposes his ideas.Also, students in one group may disagree on an answer, idea, so tensions appear.Moreover, some students keep passive letting all the job to be done by one or two students "

Teacher 03 : " Sometimes, it turns to be a noisy activity instead of a discussion session "

Teacher 04 : " noise ! "

Teacher 05 : " First, overcrowded classess, as a teacher dividing the group into 2 groups is the appropriate solution "

Teacher 06 : " A little bit noisy "

Majority of teachers said that noisy and students who make themselves as a leader of the group, and impose their views, opinions are main difficulties that faced them when working in groups. There is one of the teachers who talk about overcrowded classess and gave a solution that deviding the classe into two(2) groups, thus, every one can talk, participate, discuss.

Item seven : From your experience, what are the benifits of group work ?

Teacher 01 : "Learning from each other-Improving communicative skills-Gaining vocabulary-Leadership-Overcoming shyness-Becoming more self confident "

Teacher 02 : " Reducing/overcoming shyness/anxiety-Enhancing motivation-Encouraging cooperation/collaboration and challenge-Promoting speaking skill- Enforcing the notion of the respect "

Teacher 03 : " Students may learn from each other-They may redence the level of anxiety-They may have and encourage each other-The teacher can deal with all the students if there is a huge number "

Teacher 04 : " Cooperation-competition "

Teacher 05 : " Students learn, participate, cooperate, collaborate, and interact. Novice students can get rid off their psychological problems by getting interacted with the Expert learners "

Teacher 06 : " It decreases inhibition and stenghteness relations, and enhances students' participation, reduces shyness and anxiety "

All the teachers confirmed that group work has many benifits and it is effective strategy. Through group work learners aquire many vocabulary, knowledge. Also, they

overcoming shyness and becoming more self confident,encouraging each others and learning cooperation and how exchange their ideas.In addition to that,they interact and make a strong relationships between them.

Item eight : In the oral sessions, how do you describe your students' interaction ?

Teacher 01 : " Good for most of the students "

Teacher 02 : " Good "

Teacher 03 : " It depends to the groups' level but generally speaking it is good.I have two groups do interact and participate in a very promissing and good way "

Teacher 04 : " Average to good ! "

Teacher 05 : " They prefer the group work strategy "

Teacher 06 : " Acceptable "

All the teachers agreed that their students' interaction is good and acceptable.They practice speaking and participate especially when work in small groups.

Item nine : How can you act as a motivational factor to inspire students' speaking during the oral session ?

Teacher 01 : " By choosing good topics, good activities-Being involved with them-Giving presents and awards-Giving them the freedom to choose topics "

Teacher 02 : " By providing a relaxed (sometimes funny atmosphere)-By disigning communicative/interesting activities-By using humour-Using interesting topics-Using authentic materials (audio-visual aids) "

Teacher 03 : " As a teacher, I do my best to create an encouraging/freindly atmosphere for my students that helps them perform successfully "

Teacher 04 : " I get them engaged by targeting their needs and what they prefer "

Teacher 05 : " As a teacher, I try to participate with my learners, intervene where necessary "

Teacher 06 : " The teachers plays different roles, as a motivator, a guider, a participater "

Most of the teachers agreed that their role is important for learners.They motivate, guide, lead them to the best.Their mission to provide them the appropriate atmosphere and make good relation to them,and choose the interesting topics to make them participate and active during the session.

Item ten: Do you agree that this strategy is successful to increase and develop teaching speaking skill ?

Teacher 01 : " Yes, I do agree that it can be A great benifits but with certain conditions "

Teacher 02 : " Yes, I do "

Teacher 03 : " Of course, the only obstacle is the huge number of students in one classroom, particularly in oral Expression course "

Teacher 04 : " Yes "

Teacher 05 : " Totally yes.Simply students involved in the classroom-activities because classroom is the only placr where they can practice their language "

Teacher 06 : " Yes, I strongly agree "

All the teachers agree that this technique increases and develops speaking skill and make the oral session effective and more beneficial,and helps students to practice the language but some teachers reffered that in huge number classes this technique can not the good solution for students.That is mean group work strategy can be a benifit one but with certain conditions.

2.3. Discussion of the Results of the Teachers' Interview

The teachers' answers show that the group work technique is the most appropriatae for their learners.They argued that working in groups affect speaking skill,and make learners communicate in the right way especially those who have psychological

problems ;they find themselves in comfortable situation and can interact and share their ideas with their classmates.According to their experience,this strategy have many benifits.

Concerning the importance of speaking skill, they confirmed that their learners interact with each others during oral sessions, and participate in a good way.Also,they beleived that good teachers make good learners because teacher play a major role to improve learners' oral profeciency by making the appropriate atmosphere,and help them with many methods to get the best result.Moreover,all the teachers agree that this strategy is successful to increase and develop teaching speaking skill.

Conclusion

To Conclude this chapter, the collected answers from students' questionnaire and teachers' interview show that group work is an effective and beneficial technique to enhance learners' oral profeciency.It helps them to participate, communicate, interact with each others, and encourage them to speak the EFL effectively without any obstacles.As a result we understand and confirm that there is a positive relationship between group work and oral profeciency.The positive results that we revealed in this study have confirmed our hypothesis.

Pedagogical Recommendations

Speaking is an important skill and teachers must encourage, motivate their learners, and researchers found that GW affects on learners' oral proficiency. True cooperative learning is more than just setting students in groups, and asking them to complete a given tasks. Teachers should carefully consider this technique to get good results.

Recommendations for Teachers :

- The lesson should be attractive and interesting
- Teachers should believe in their learners and work to enhance their self-confidence
- Teachers should give more opportunities for learners to practice the language
- Teachers should encourage and support learners to express their opinions, and create an enjoyable classroom atmosphere

Recommendations for Students :

- Try to practice more the language inside and outside the classroom
- Always ask for clarification when needed and do not be shy
- Do not think negatively and be patient, and believe in your abilities and capacities
- Try to practice English language more in the class even you make mistakes to develop your learning process

Researchers and teachers in academic contexts confirm that GW technique has many benefits and work to enhance learners' level. Cooperative learning should be considered in every aspect of learning and teaching.

General Conclusion

As a basic skill in the English language, speaking can be taught in various ways, and the present study has dealt with the relationship that exists between speaking skill and group work strategy. Its main concern was investigating whether the use of GW motivates learners, and improves the oral proficiency of second year LMD students of English Department at the University of Biskra. We hypothesized that if teachers motivate their learners' speaking skill by using group work technique in universities, they will develop their oral proficiency and make them achieve a good level.

The present study is a total of three chapters. The first chapter provided a deep and true understanding of cooperative group work as an important strategy in learning, and its roots, basic elements, definitions. Also, different definitions of group work with its benefits and goals. Moreover, discussed the problems and disadvantages of this technique. In addition to that, how teachers can motivate and affect in their learners. The second chapter mainly highlight some of the theoretical issues related to the nature of speaking as an important skill that needs to be developed as well as its definitions, characteristics, advantages. Also, how teachers can develop effective presentation with discussion. The third chapter which is the practical part is concerned with the analysis of the obtained results gathered from students' questionnaire, and teachers' interview. The results showed that our hypothesis is confirmed, and there is a strong relationship between group work and oral proficiency. That is to say, most learners like to work in groups, and teachers care about their motivation, and try to lower their fear of speaking, and raise their confidence. This work is equally beneficial to teachers of various modules and especially, oral and written Expression in order to improve their learners learning.

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Appendices

Appendix A

Students' Questionnaire

Dear students,

This questionnaire is a part of a Master dissertation. It aims to investigate students' attitudes towards the use of cooperative group work and its advantages in Oral sessions.

We would be so grateful if you take the time to answer the following questions. Your answers will be very helpful for the research we are undertaking.

To answer the questions, you are required to put a tick () in the box correspondent to your answer.

Section 01: General Information

1.Age.....

2.Gender: Male

Female

Section 02: Students' Perceptions about the Group Work

3. How often does your teacher of Oral Expression ask you to work in groups?

a. Always

b.often

c.Rarely

d.never

4. What are your basis choices when you work in small groups?

a. Students who have the same level together

b.Students who sit with each other together

c.Students who choose their partners

Justify your choice

5.Does your teacher insist on using English to speak together when working in groups?

a.Yes

b.No

6. Which skills does your teacher focus on when working in small groups?

- a. building good relationships among students
- b.respecting each other's ideas
- c.listening to other's arguments
- d.arguing your ideas to convince others

7. Do you face problems when working in small groups?

- a.Yes
- b.No

8. If yes, which of the following problems do you usually face in group work?

- a. difficulties in expressing ideas to the members of my group
- b. correction of my mistakes by my group
- c.lack of opportunities to speak with students of my group

Section 02: Students' Perceptions about Speaking Skill

9. You speak English in the classroom because:

- a. You want to improve your English speaking proficiency
- b.You want to get good mark

10. You cannot speak in front of your teacher because:

- a.shyeness
- b.lack of confidence
- c. fear of making mistakes

11. Rank the following skills in terms of their difficulty :(use numbers 1 4)

- a. Speaking
- b.Writing
- c.Listening
- d.Reading

12. Do you agree that in order to learn English you have to use it?

- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| a. Agree | <input type="checkbox"/> | b. Strongly agree | <input type="checkbox"/> |
| c. Disagree | <input type="checkbox"/> | d. strongly disagree | <input type="checkbox"/> |

13. Do you like the Oral Expression course?

- | | | | |
|--------|--------------------------|-------|--------------------------|
| a. Yes | <input type="checkbox"/> | b. No | <input type="checkbox"/> |
|--------|--------------------------|-------|--------------------------|

If yes, please justify

14. How would you assess your present level of English?

- | | | | |
|---------|--------------------------|--------------|--------------------------|
| a. poor | <input type="checkbox"/> | b. average | <input type="checkbox"/> |
| c. good | <input type="checkbox"/> | d. excellent | <input type="checkbox"/> |

15. In the Oral Expression sessions you perform better when you work:

- | | |
|-----------------|--------------------------|
| a. Individually | <input type="checkbox"/> |
| b. In groups | <input type="checkbox"/> |

Thank you for your collaboration

Appendix B

Teacher's Interview

Dear teacher,

This interview is a part of our research work suggested to enhance oral performance through the use of group work. It aims to identify the teacher's perceptions about the use of group work as a motivating strategy to enhance learners' oral proficiency. We would appreciate your collaboration if you answer the following questions.

1. How long have you been teaching the oral expression course?

.....

2. How do you arrange your classroom in the oral session?

.....
.....

3. What is your opinion about using group work as a strategy to enhance oral proficiency?

.....
.....

4. To what extent do your students cooperate with each others?

.....
.....

5. Do you think that group work can affect speaking skill positively? How?

.....
.....

6. What are the difficulties that you encounter when using group work?

.....
.....

7. From your experience, what are the benefits of group work?

.....
.....

8. In the oral sessions, how do you describe your students' interaction?

.....
.....

9. How can you act as a motivational factor to inspire students' speaking during the oral session?

.....
.....

10. Do you agree that this strategy is successful to increase and develop teaching speaking skill?

.....
.....

Thank you for your collaboration

هذه الدراسة تهدف الى البحث في تاثير العمل الجماعي التعاوني في تطوير المهارة اللغوية لدى طلبة السنة الثانية للغة الانجليزية بجامعة محمد خيضر بسكرة. كما تهدف الى تسليط الضوء على اهمية توفير الظروف الملائمة والمريحة للمتعلمين كمحاولة لتحفيزهم من اجل استعمال اللغة الانجليزية و افضل طريقة لتحقيق ذلك تكون بم بالعمل في مجموعات صغيرة لتطوير مهارة التعبير الشفوي والتخفيض من نسبة ترددهم و خجلهم. و قد بنيت هذه الدراسة على الفرضية التالية اذا حفز الاساتذة مهارة التعبير الشفوي واللغة باستعمال تقنية العمل ا سيساهم في تطوير مهارة الكلام لدى الطلبة وللتحقق من الفرضية اعتمدنا في دراستنا على حوار موجه لا الثانية لغة انجليزية و استبيان موجه لطلبة السنة الثانية لغة انجليزية بجامعة محمد خيضر بسكرة خلا الدراسية(2016). من خلال هذا البحث توصلنا الى ان العمل الجماعي التعاوني هو افضل وسيلة لتطوير وتحفيز المهارة اللغوية لدى الطلبة. وفي الاخير يقدم هذا البحث الاقتراحات للاساتذة والطلبة لمساعدتهم في تطبيق هذه التقنية.