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The Role of Group working in Enhancing Students' Speaking Skills

A Case Study of Second Year Students at Mila University Centre

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Didactics of Foreign Languages

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Dedication

This work is dedicated to

To my beautiful kid "**Ebd e rahime**"

The dearest and the nearest person to my heart, the source of my happiness and challenge, to my wonderful little girl "**Yassmine**"

My second half, my dear husband " **Ali** " for his support , understanding, encouragement, help and for being there for me throughout this research and life . I am truly thankful for having you in my life.

My loving parents "**Djamila**" and "**slimane**" with whom I share love and respect

My second father "**Bachir**" for his encouragement and care

My brothers and sisters

My best friend "**Assala**"

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Special words of thanks to oral expression teachers for their help

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Abstract

The present study seeks to explore second - year students' and oral expression teachers' attitudes towards the implementation of group working to enhance students' speaking skill. Speaking can be considered as one of the most challenging tasks since most English foreign language learners fail to acquire it due to many constraints including , fear of making both grammatical and pronunciation mistakes, lack of self -confidence, receiving harsh comments, anxiety and shyness . It can be said that there are many ways through which teachers can help their students to improve their speaking abilities, including creating real life situation in the classroom to enable students to show their speaking potentials and to meet their needs. However, it would not be easy for teachers to achieve this objective unless by using some helpful speaking strategies. The study suggests using group work as a beneficial strategy used for motivating students and increasing their speaking opportunities. Two questionnaires are used to collect data from a sample of 40 second - year students and 5 oral expression teachers at Ebdelhafid Boussouf university centre during the academic year (2021-2022).The two questionnaires are used to show the effectiveness of group work in improving students' oral proficiency and to know teachers views about it. The findings showed that most of the respondents hold positive attitudes towards the effectiveness of group working, this confirmed the hypothesis that if teachers implement group working, students' speaking skill will be enhanced. It gives students additional opportunities to interact with one another and help one another in developing correct grammar rules, appropriate vocabulary, and, most importantly, correct pronunciation. Eventually, this research work recommended some suggestions for teachers and students to meet both teachers' and students' goals.

Key words: The Speaking Skill, Group Work, Speaking Difficulties in Second Language Learning, English as a Foreign Language, Teaching / Learning Process.

List of Abbreviations

EFL: English as a Foreign Language

Q: Question

L2: Second Language

TV: Television

UN: The United Nation

ZPD: Zone of Proximal Development

%: Percentage

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ملخص

General Introduction

1. Statement of the Problem

The main objective of learning a foreign language is to be able to communicate in that language effectively. The students at Mila university centre have many difficulties when communicating in the English language. Students think that speaking is difficult for them because of the lack of real practice. In learning English as a foreign language most students have knowledge about its grammar and vocabulary, but they are not able to use it in speaking that language. This problem occurs for several factors. Among the factors, the influence of the first language and the lack of self confidence.

Students at Ebdelhafid Boussouf university centre have several speaking challenges, such as pronunciation and a lack of vocabulary; therefore, group work can be considered as essential for developing their speaking skills. This study tries to find out whether performing group work activities assists the students' confidence and motivation to communicate in English.

2. Significance of the Study

The significance of this study is to enhance students' oral performance, and to motivate them to practice the language more using group work technique. What is more, this study provides more efficient and interesting technique of learning speaking for students. Also, it is expected to help teachers know whether group work is an effective teaching classroom technique or not.

3. Aims of the Study

The overall aim of the study is to collect data about the attitudes oral expression teachers and second- year students towards the role of group work in enhancing students' speaking skill. This research aims to investigate how group work can help students to develop their oral production. In addition, the aim of this research is to show the effectiveness of group working as a learning strategy in improving students ' oral proficiency. Furthermore, it aims to investigate the improvement of the speaking skill and the type of the activities used by the teachers to enhance their students' ability to use correct language.

4. Research Questions

The present study attempts to provide answers to the following research questions:

Question 01: Does group working help students to develop their oral proficiency?

Question 02: To what extent group work is an effective strategy in enhancing students 'oral performance?

Question03: What are the perceptions of second - year students and oral expression teachers towards the role of group work in enhancing students' oral production?

Question 04: What are the attitudes of second - year students and oral expression teachers at Abdelhafid Boussouf University Centre towards the role of group working in order to enhance students' speaking skill?

5. Hypothesis

The research hypothesis that:

- If teachers implement group working, students' speaking skill will be enhanced.

6. Research Methods

The sample with which the study is concerned is second- year students (total number 142 students) at the department of languages, Abdelhafid Boussouf university centre. Two groups are selected randomly as a sample (40 students). To answer the previous asked questions, two questionnaires are used. One to oral expression teachers and the second to second - year students. The two questionnaires are designed with the purpose of eliciting students' and teachers' attitudes towards the effectiveness of group work in enhancing students' speaking skill. Thus, this research is quantitative in nature and not qualitative.

7. Structure of the Study

The research is divided into two main chapters, chapter one contains two sections devotes to the literature review, and chapter two is concerned with the analysis of both teachers' and students ' questionnaires.

The first section, deals with issues related to the speaking skill; various definitions of speaking, the importance of speaking, element of speaking and speaking sub- skills follows by mentioning types of speaking as well as the relationship between speaking and the other skills to know how those skills complete each other. In addition to that, it mentions speaking difficulties in foreign language learning, and most importantly, it discusses the speaking skill assessment.

The second section starts with some definitions of group work, follows by its advantages and disadvantages, then this section mentions types of group work and its theories. Next, it talks about conditions for effective group work follows by its activities. At the end of this section, there is a comparative between cooperation learning and collaborative learning, in addition to that, the comparative between cooperative language learning and traditional language learning.

Chapter two represents the results gathering from students and teachers' questionnaires and it contains a description of the two questionnaires. Furthermore, considerable attention is devoted to the analysis of the main findings. Finally, this chapter ends with mentioning and suggesting a variety of recommendations in addition to the major limitations of the study.

Chapter One: The Literature Review

Section One: The Speaking Skill

Introduction

Speaking is one of the four skills, besides listening, reading and writing. Through speaking learners can communicate with each other to express their feelings, opinions and viewpoints, it is considered as a very important tool for communication. This section will be a general overview on the speaking skill by dealing with its important elements. First of all, this section suggests some definitions to speaking in order to make it more understandable, then, it deals with the importance of speaking and its elements following by speaking sub - skills. After that, it speaks about speaking types following by the relationship between speaking and the other skills. Finally, this section explains speaking difficulties in second language learning and assessing Speaking.

1.1.1 Definition of Speaking

Speaking is a way people use to express their emotions, exchange information, convey messages , and interact with each other .People speak for many reasons such as expressing ideas, creating relationships, showing self- confidence, etc . In schools, for example, students can express themselves through speaking, especially in oral expression lesson.

Hedge (2000, p. 261) defines speaking as "a skill by which people are judged while first impressions are being formed ". That is to say, speaking is a skill that reflects peoples' ideas and feelings. In addition to the previous definitions, Chaney et al. (1998) indicate that "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols , in a variety of contexts "(p.13). This means that, speaking is considered to be the best way that helps people to communicate with each other in different speech acts.

According to Louma (2004) "speaking in a foreign language is very difficult, and competence in speaking takes a long time to develop "(p.1). It indicates that being competent in a foreign language takes a lot of time because you need to learn its rules and systems as well as how to apply them in meaningful context.

Nunan (2003), for his part, describes speaking as "a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning "(p.48). That is to say, speaking includes fully formed grammatical sentences which is difficult for the learner who interact by using a foreign language.

To sum up, speaking means using the appropriate words to express ourselves and using language in such a way that ensure the intended audience fully understands our ideas. It is a higher form of communication between two or more people, people use it a lot in their life, like teaching, journalism, and the list is never ending. Through speaking people represent themselves , convey messages, and structure their ways of communicating.

1.1.1.1The Importance of Speaking

Speaking is very important because it is one of the means of communication that is used between people in order to share information between them. Celce - Murica (2001, p. 103) states : " the ability to speak a language is synonymous with the knowledge that language since speech is the most basic means of human communication ".

As a student, speaking allows students to use what they have learned and it helps them to overcome fear and obstacles. Students feel that the more they speak, the more they are capable of accomplishing what they want. For example, when they have a presentation in oral expression, there is always fear of not finding the right words to talk about a given topic. This

is why speaking for them is very important, since not being fluent in speaking always kept them back from motivation.

In foreign language learning, speaking is the most essential skill because it is the basic for communication, and it is the most difficult among the other skills (reading, writing, and listening) .Thus, to speak fluently provides learners to practice more and more the skill because they may encounter new words in their learning, especially to have knowledge about the culture of others since language and culture are interrelated. Ur (2000,p. 120) states : " of all the four skills (listening, speaking, reading, and writing) , speaking seems intuitively the most important ; people who know a language are referred to as speakers of the language, as if speaking includes all other kinds of knowing ; and many if not most foreign language learners are primarily interested in learning to speak". It means that speaking is the most important skill in foreign language and students who are not able to speak the language face many problems when they need to express their feelings, opinions, and thoughts .This is the reason that led many students to focus more on speaking in their learning.

In the same context, Bygate (1987) says:" speaking is skill which deserves attention every bit as much as the literary skills in both native and foreign language"(p.2).Which means, speaking skill is a very important skill in learning a foreign language that deserves more attention from both the learners and the teachers.

On his own part, Nunan, (1991) states : " For most people, mastering the art of speaking is the single most important factors of learning a second or foreign language, and success is a measure item of the ability to carry out a conversation in the Language "(p.39) . In other words, in an interaction face to face with others speaking is considered to be an effective way to convey messages.

Depending on the previous definitions, it can be argued that speaking is regarded as the most important skill that needs to be acquired by learners. Nazara (2011) claims:

Along 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 researches 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 (p.29).

Egan (1999) has a similar viewpoint, he writes: "speaking is at the heart of second language learning. It's arguably the most important skill for business and government personnel working in the field" (p.277).

To summaries, language exists for the purpose of communication, and without speech, students cannot communicate with others, hence EFL teachers should give a great emphasis on oral communication. In this context, Tokas - Goktepe (2014, p. 1879) states that "Speaking is the most undeveloped part of the language. It is surly one of the most important elements of communication that need to be taken into careful consideration by EFL teachers".

1.1.1.2. Elements of Speaking

Elements of speaking are very important for foreign language learners, because through it they can acquire the ability to speak fluently.

According to Harmer (200, pp. 269-271), there are two elements of speaking; the first is Language Features, and the second is Mental and social processing.

According to Harmer language features include the following features: connected speech, expressive devices, lexis and grammar and negotiation language. Connected speech - conveying fluent connected speech including assimilation, elision, linking "r" , contractions and stress patterning , weakened sounds ;expressive devices - pitch , stress , speed, volume , physical , non - verbal means for conveying meaning (supersegmental features);lexis and grammar - supplying common lexical phrases for different functions (agreeing , disagreeing, expressing shock ,surprise, approval , etc.); and negotiating language - in order to seek clarification and to show the structure of what we are saying (Harmer,2001,p.269)

Harmer (2001, p. 271) claims that "in order to wage a successful language interaction, it is necessary to relive the use of the language features through mental /social processing - with the help of the rapid processing skills ".

Mental / social processing includes three features, language processing, interacting with others, and on - the - spot information processing. language processing - processing the language in the head and putting it into coherent order - which requires the need for comprehensibility and convey of meaning (retrieval of words and phrases from memory, assembling them into syntactically and proportionally appropriate sequences) ;interacting with others - including listening , understanding of how the other participants are feeling , a knowledge of how linguistically to take turns or allow others to do so; and on the - spot information processing - i.e. processing the information the listener is told the moment he/she gets it .

1.1.1.3. Speaking Sub - Skills

Speaking in English language has many sub- skills are combined together and complete each other .These sub - skills should be taken into account when learning English as a foreign language .These sub - skills also known as the speaking components. According to

Hughes (2003, p. 118) there are five components of speaking, they are fluency, grammar, vocabulary, pronunciation and comprehension.

- fluency

Fluency means how well people speak, without repetition and without any thinking about what they are going to say. As Hedge (2004, p. 54) expresses that "fluency means speaking easily, smoothly, naturally and reasonably quickly without lots of pauses and stops ". In the same context, Louma (2004) states that:" One central part of fluency is related to temporal aspects of speech, such as speaking rate, speech - pause relationships, and frequency of dysfluency markers such as hesitations, repetitions and self- corrections "(p.89).

According to Plan, Shehanas quoted in Thornbury (2000, July, p. 3) fluency is the "capacity to produce language in real time without undue pausing or hesitation ". In other words, fluency means using the language spontaneously without making a lot of stops to think and without worrying about making mistakes.

- Grammar

Many EFL learners are not able to produce grammatical sentences, although grammar is a great important speaking sub skill. According to Purpura (2004) "grammar is a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language "(p.6)

Grammar refers to a range of rules, forms and meanings that can be used to produce correct sentences in a conversation. Ur (1988) defines grammar as "the way a language manipulates and combines words or bits in order to form longer units of meaning "(p.4).

- Vocabulary

According to Turk (2003, p. 87) vocabulary means "the appropriate diction or the most important thing in a language especially in speaking ". The lack of vocabulary will lead students to use words outside the context of the conversation, and students can face problems in expressing themselves in different situations. According to Nation (2001) "if the receptive vocabulary is rather limited, learners can hardly put the receptive vocabulary knowledge into productive usewithout vocabulary , nothing can be conveyed "(p.19) . That is to say, having vocabulary knowledge will enable students to speak freely.

- Pronunciation

According to Oxford Learner's Pocket Dictionary (2008, p. 352) pronunciation refers to "the way in which a language or a particular word is spoken ". Pronunciation has great importance in speaking, it refers to the way we produce clear words, phrases, and sentences and the way we combine them in a successful communication. According to Florez (1992, p.2) pronunciation is the "production of sounds, stress patters, rhythmic structures and intonation of the language ".

- Comprehension

Comprehension refers to our ability to understand the meaning of something as understanding the meaning of a text, a picture, or a video.

1.1.2. Types of Speaking

Brown (2004, p. 271- 274) summarizes six types of speaking according to the speaker's intentions: imitative, intensive, responsive, transactional dialogue, interpersonal dialogue and extensive monologue.

1.1.2.1. Imitative

It can be done through repetition and memorization of drills and dialogues for the purpose of speaking fluently. It refers to the ability to imitate a word or a phrase and it focuses on the form of the language rather than the meaning.

1.1.2.2. Intensive

Another type of speaking is intensive speaking, in this type there is a focus on the aspects of the language which are; phonology, lexis, and grammar. It requires working between groups or it may be individual work.

1.1. 2.3. Responsive

Responsive speaking occurs when the students reply to others' talk, it takes a form of a brief, simple, and meaningful conversation.

For example:

T: How are you today?

S: Pretty good, thanks, and you?

T: what is the main idea in this essay?

S: The United Nation should have more authority.

S1: So, what did you write for question number one?

S2: Well, I wasn't sure, so I left it blank.

(Brown 2004, p. 273)

1.1.2.4. Transactional Dialogue

Transactional dialogue aims to achieve the goal of conveying and exchanging information and it can be a part of group work or pair work. For example:

T: What is the main idea of this essay?

S: The United Nation should have more authority.

T: More authority than what?

S: Than it does right now.

T: What do you mean?

S: Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T: You don't think that UN has the power now?

S: Obviously not, Iraq is still manufacturing nuclear bombs.

(Brown 2004, p.273)

1.1.2.5. Interpersonal Dialogue

Unlike transactional dialogue, interpersonal dialogue aims to reach social relationships. It's very difficult for learners since they speak and use colloquial language, humour, slang, ellipsis, etc. For example:

Amy: Hi bob, how's going on?

Bob: Oh, so - so.

Amy: Not a great weekend, huh?

Bob : Well , far bit from me to be criticize , but I'm pretty miffed about last week.

Amy: What are talking about?

Bob: I think you know perfectly well what I am talking about.

Amy: Oh, thathow you get so bent out of shape over something like that?

Bob: Well, those fault was it, huh?

Amy: Oh, wow, this is great, wonderful. Back to square one. For carrying out loud, Bob, I thought we'd settled this before. Well, what more can say!

(Brown 2004, p. 274)

1.1.2.6. Extensive Monologue

It takes a form of translation, oral creation, summaries, short tale telling, and other activities intended to enhance students' understanding.

1.1.3. The Relationship between Speaking and the Other Skills

During a course the teacher focuses more on speaking and writing. But although the four skills are not taught together, they are related .The figure below shows how the four skills are related.

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

Figure 01: The Interrelation of the Four Skills (Widdowson, 1978, p. 57)

1.1.3.1. Speaking Vs Writing

Writing for Crystal (1995, p. 257) is ".....a way of communicating which uses a system of visual marks made on some kind of surface". Rivers (1968) stated that "in its simplest form writing can be the act of putting down in conventional graphs from something which has been spoken "(p.242).

A major difference between speech and writing is that when people speak they do not use complete sentences and correct grammar, the vocabulary that they use is more familiar, they use body language, gestures, facile expressions, pausing, and more. They speak without any preparation. However, they usually write with correct grammar and in a structured way, they organize what they write into sentences and paragraphs they should prepare themselves and learn some writing features as; spelling, capitalization, coherence, unity and so more. Also when they write they can use complex syntax such as subordinate and dependent clauses.

There are, nonetheless, similarities between speaking and writing. Both of them are productive skills and have similar principles. For example, when people write they should follow this arrange; introduction, body, and conclusion, and when they speak they usually do so. In addition the two skills need much more effort to be mastered.

1.1.3.2. Speaking Vs Listening

Listening refers to the students' ability to guess, predict, infer, criticize and interpret the language signs delivered by the speaker. It is a good way that helps people to reach their vocabularies. O'Malley, Chamot, and Kupper (1989) give a wide definition to listening , they say that " listening comprehension is an active and conscious process in which the listener

constructs meaning by using cues from contextual information and from existing knowledge , while relying upon multiple resources to fulfil the task requirements "(p.434) . This means that the listener should take into consideration different types of knowledge, including cues in the speaker's speech.

Osada (2004, p. 55) states that "speaking does not of itself constitute communication unless what is being said is comprehended by another person ". That is to say, speaking and listening are usually presented in communication and this shows the relationship between the two skills.

There is a natural link between speaking and listening. Dawes (2011, p. 44) claims that "through speaking and listening children can naturally achieve literacy without being burdened with ridiculous learning intentions". Nunan (1989, p. 23) states that "we do not simply take language in like a tap- recorder, but interpret what we hear according to our purpose in listening and our background knowledge ". Speaking and listening make a conversation more effective and more successful since successful speaking depends on successful listening for L2 learning. In this sense, Anderson and Lynch (2000) state:

For the L2 learner to be a proficient partner in conversation he need to be skilled as both speaker and listener, however, this interdependence has not always been appreciated by language teachers and course writers, who have often separated "listening " and "speaking as discrete parts of language competence . Learners need to be given opportunities to practice both sets of skills and to integrate them in conversation (p.15).

1.1.3.3. Speaking Vs Reading

Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message (Nunan, 2003, p. 68). Urquhart and Weir (1998, p. 22) state that "reading is the process of receiving and interpreting information encoded in language form via the medium of print". This means that the information carried by the text is analyzed into vocabulary and the grammatical points. Johnson (2008, p. 3-4) states that "reading is the practice of using text to create meaning ". In this definition, the process of reading would not occur if there is no creation of meaning.

There is no doubt about the issue that reading and speaking are interrelated. The primary obligation to successful communication is focused on students' vocabulary, and reading is considered as the best way to achieve such an aim, since it helps to enrich their vocabulary, it contains so many ideas, and because it allows to gain fantastic knowledge that improves their communication. For example, students when they read a lot they can score better marks in oral expression exams. In this context, Oya, Manor, Greenwood (2009) state:

Better vocabulary knowledge and having more words at one's disposal is likely to facilitate the ability to tell a story better, to demonstrate a more extensive range of language resources, and to come across more intelligibly. Better vocabulary knowledge could also contribute to boosting the speaker's confidence, which would come across when speaking and influence the overall impression created (p.19).

Hedge (1985) argues that " Through extensive reading learners advance their ability to of guessing the meaning of unknown words and phrases from clues in the context and the concludes that students who read a lot outside the classroom may increase both their comprehending the context and improving their vocabulary which are essential elements to advance speaking skills "(p.77) .

1.1.4. Speaking Difficulties in Second Language Learning

Foreign language students proclaim having obstacles in enhancing perfect oral performance, and speaking can be uncomfortable task in the classroom, since the majority of them find problems to deal with it. But the teacher should have an overall understanding of what speaking is and what are the difficulties which may stop the learners to develop their speaking. Ur (1991,p. 121) claims that there are four main problems students can face in their speaking which are ; inhibition , nothing to say , low and uneven participation , and mother tongue use .

1.1.4.1. Inhibition

Ur (1991, p.121) states that " learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, fearful of criticism of losing face, or simply shy of the attention that their speech attracts". It means, where there is inhibition there is a fear of making mistakes and being criticised, in this case, students cannot express their thoughts and feelings. Inhibition is a form a student's failure to participate orally.

1.1.4.2. Nothing to say

When foreign language students are unable to provide extra information about a given topic during a course, they may say; "I don't know "," no comment ", "no ideas", I have nothing to say ", etc. Especially when the topic is not suitable, in this situation, some students prefer to keep their ideas to themselves, others hesitate to participate, but most of them prefer to reduce their speaking time or not to speak at all and remain silent. Ur (1991, p. 121) states:" even if they are not inhibited, you often hear learners complain that they cannot think

of anything to say" .That is to say, learners most of the time think that they have nothing to say, although they have some ideas about the subject under discussion.

1.1.4.3 .Low and Uneven Participation

Another problem in speaking is participation either low or uneven. It refers to students' motivation and the time they may spend in their talking. Ur(1991, p. 121) stated that "Only one participant can talk at the time if he/she is to be heard; and in a large group this means that each one will have only very little talking time". It measures that, some students can speak very little but others prefer to keep silent and do not speak at all. This is why teachers should pay attention to the selecting methods in teaching such as repeated tasks to enable learners show their performance. Goh and Burns (2012, p. 234) state that "speaking lessons should not be limited to simply asking learners to complete a speaking tasks. There is more that teachers can do to help them gradually improve their speaking ".

1.1.4.4. Mother Tongue Use

The last problem in speaking is mother tongue use. When students use their native language in the classroom, they feel more comfortable since they are familiar with that language , they feel it helpful in expressing themselves, but most of the time they use it to escape from mistakes and to get what they want directly without any thinking. However, they face just failure in using the target language. Ur (1991) confirms that by saying:

In classes where all , or a number of , the learners share the same mother tongue, they may tend to use it ; because it easier , because it feels unnatural to speak to one another in a foreign language , and they feel "exposed" if they are speaking their mother tongue. Therefore, learners will never be able to use the foreign language correctly if they keep using their mother tongue (p.121).

1.1.5. Assessing Speaking

In foreign language teaching, teachers assess what learners know, understand and are able to do within the learning process. Assessment helps students to develop a better understanding of what they have learned in a course. Some examples of assessment in a course including ; exams , reflection questions , questionnaire , peer or self evaluations , class discussions , etc . Lindsay and knight (2006,p. 121) state that "Assessment is the process of analysing and measuring knowledge and ability , in this case , the learner's knowledge of the language and ability to communicate ". Similarly, Haley and Austine (2004,p. 117) state that "it involves development of materials , processes , activities and criteria to be used as tool for determining how well and how much learning is taking place " .

In foreign language teaching, speaking is considered as the most difficult among the four skills to assess. Brown and Yule (1983, p. 130) argue that " the teacher should continue to assess these features, not in isolation, but as part of assessment of the student's ability to communicate effectively in the spoken language ". In other words, teachers provide feedback to their learner's pronunciation and fluency together in order to enhance their oral performance.

In addition to the previous arguments, Louma (2004) states that "The development and use of speaking tests is a cyclical process . It starts from a need for speaking scores and finishes with the use of the scores for this purpose "(p.170).

When the teachers make assessment on the students, their aim is to help and promote language learning. Therefore, teachers ' assessment can be used to confirm an answer or to motivate and encourage learners to participate more in classes .Ur (1996) states that " In assessment, the learner is simply informed how well or badly he/she has performed .A percentage grade on an exam would be one example; or the response "no" to an attempted to

a question in class; or in a comment such as "fair" at the end of the written assignment" (p.110).

Conclusion

This section highlights the importance of developing students 'speaking skills which is considered as the most difficult skill among the other skills. As a productive skill, speaking is a very important skill that helps students to develop their effectiveness in the target language. Also teachers can help their students and select the best strategies which can help learners to communicate effectively in a foreign language.

Section Two: Group Work

Introduction

Group work is a beneficial tool that helps students to become active, confident and reduce their shyness and anxiety, it is considered as a main factor for successful communication. Many studies of group work have concluded that group work activities are very essential in the classroom as they provide students with opportunity to work collaboratively. Group work activities give a lot of benefits to enhance the speaking skill because they allow students to practice speaking fluently, interact freely, and express themselves in front of their classmates by using the target language.

1.2.1. Definition of Group Work

Group work occurs when two or more people come together to complete a task as school project. Group work is defined by many researchers.

Johnson and Johnson (1994, p. 13) define group work as

"A small group that has two or more individuals who; interact with each other, are interdependent , define themselves and are defined by others as belonging the group, share norms concerning matters of common , interest and participate in a system of interlocking roles , influence each other , find the group rewarding , and pursue common goal " .

In other words, group work encompasses students working together to complete a task, everyone has his own part of work in a correct manner, without skipping any step in order to get good results.

According to Bhatia and Solanki (2012) group work is used to be defined as "pupils who working together as a group or a team " or just "students working together in small groups" (p. 2).

Vidal (2004) adds the simple term of group work as "a spirit of communication, cooperation, coordination and commonly understood procedures "(p. 2).

Group work helps the students to develop social, communicative, and critical thinking skills, it helps them to raise their motivation and interest in the classroom (Konopka ,1963) .

Through participating in groups, we will practice more the language since we exchange information from each other, and we go hand in hand in our learning for the purpose of achieving better results. Ur (2000) states that

"In group work, learners perform a learning task through small group interaction. It is a form of learner activation that is of particular value in the practice of oral fluency ; learners in class that is divided into five groups get five times as many opportunities to talk as in full - class organization" (p.232) .

Group work improves learning outcomes, increase learner responsibility and creativity, and creates an interactive classroom environment by having students listen to their teacher while speaking, interpreting, and discussing together.

1.2.1.1. Advantages of Group Work

There are some advantages of group work proposes by some researchers. Long and Richards (1987) state that the use of group work helps students to be as much as possible , a patient , good listeners , and receive positive feedback at the end from the teacher .

Group work gives an influence on some aspects such as students' opinions, thinking, dealing with different experiences. Also it enables students to build a high -self confidence (Vidal, 2004).

Group work increases the students 'participation and involvement in the classroom, it helps them to overcome fear and stress, it leads them to express themselves freely. Also in a task performance they can raise their motivation and interaction. Ur (1981) claims that:

The first advantages of group work is of course the increased participation.....students who are shy of saying something in front of the whole class, or to the teacher, often find it much easier to express themselves in front of small group of the peersThe motivation of participants also improves when they work in small groups. In addition, when a group is given a task to perform through verbal interaction, all speech becomes purposeful , and therefore more interesting (P. 12).

Brown (2007, pp. 224-226) enlist the advantages of group work as follow:

- Group work generates interactive learning;
- Group work offers an embracing affective climate and promotes learners responsibility and autonomy.

In addition, Burke (2011, p. 88) list six advantages to working in group:

1- Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences;

2- Groups stimulate creativity - In regard to problem solving, the old adage can be applied that "two heads are better than one";

3- People remember group discussions better .Group learning foster learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same materials is presented in order instructional formats ;

4- Decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved ;

5- Students gain a better understanding of themselves. Group work allows people to gain more accurate picture of how others see them .The feedback that they receive may help them better evaluate their interpersonal behaviour; and

6- Team work is highly valued by employers.

Five benefits of group work identified by Mello (1993, pp. 253-259) include :"(1) students gain insight into group dynamics; (2) with group assessment there is an increased development of a more comprehensive assignment; (3) students 'interpersonal skills are further developed; (4) students are exposed to others points of view; and (5) students are more prepared for the commercial world "(Gatfield 1999, p. 366).

1.2.1.2. Disadvantages of Group Work

Besides the positive effects of group work, other researchers found some disadvantages of group work. As Nolasco and Arthur (1986) stated that students think that the teacher tends to use group work to escape from his job which is teaching, and he transfers all the responsibilities to his students.

Another disadvantages of group work is that some learners prefer to work alone rather than working with their classmates, and also, it takes a lot of time for the teacher to form the groups, it is likely to be noisy. In addition, teachers can't control all the groups at the same time. Finally teachers who are not experienced in implementing groups may find it difficult to obtain good results (Harmer, 2005).

1.2.2. Types of Group Work

According to Davis (1993, p. 147-148) there are three types of group work which are; informal learning groups, formal learning groups, and study team.

1.2.2.1. Informal Learning Groups

In this type of group work, students work in groups, it can take few minutes, few hours, or it can be the whole session time. Informal groups is used to discuss the lecture itself, solving a problem, or answering a question posed during the lecture. It can be used to increase the task value, to create a pleasant and encouraging atmosphere, and to help students grasp information (Davis, 1993).

1.2.2.2. Formal Learning Groups:

This type of group work is used to complete a task and it last in one session or even in one week. During this type of group work, students working in groups for the purpose of saving time, finishing their work, and getting good results at the end (Davis, 1993).

1.2.2.3. Study Teams:

This type is a long term group work; it is formed specially to provide support and motivation among students during the whole course of the semester to accomplish a project or an assignment (Davis, 1993).

1.2.3. Theories of Group Work

Group work is generally found in social learning theories in the work of Vygotsky (1962) and Piaget (1932). The two theories emphasize the use of problem solving and discussion activities to reach social interaction.

1- Vygotsky view

Vygotsky (1962) focuses on the importance of collaboration. He points, "Learning awakens a variety of developmental processes that are able to operate only when the child is interacting with people in his environment and in co-operation with peers" (Vygotsky, 1978, p. 90). This means that every function in the child's cultural development appears on the social level. MacCaferty et al (2006) state that

"For Vygotsky, there is a very definite role to be played by actively directing learning, both in the cognitive development of individual human beings and in the history of human culture. Vygotsky called the theoretical construct that enables this process the zone of proximal development" (p. 11).

Vygotsky makes use of a key concept called "The Zone of Proximal Development" which is the difference between what the child can learn by themselves and what they learn from interaction with others. Vygotsky (1978) defines the ZPD as "the distance between the actual development level as determined through problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 11). This concept focuses on social interaction especially for learners since when they interact with each other they share information, build their understanding, learn new ideas, functions, structures, and develop their cognitive skills.

2- Piaget's view

Piaget believes that children build their own knowledge and discover things by themselves through the interaction with the world surrounding them, that is to say, through knowing how the world works. Piaget's ideas receive the interest of Gillies and Ashaman (2003) since they stress that Piaget's theory (1932) is very crucial for group learning and they state that "interacting with peers is a primary impetus for change because children are very forthright when stating their ideas .They speak directly to each other in a ways that can be understood easily "(p. 12).

1.2.4. Conditions for Effective Group Work

Burke (2011, pp. 89 -93) identify five factors necessary for effective group work which are; group size, assigning a group, monitoring the group process, teaching students, and evaluation.

1.2.4.1. Group Size

Davis (1993, p. 151) stated that "groups of four or five members work best. Larger groups decrease each member's opportunity to participate actively " he added that larger groups that contains more than six , students facing many problems as lack of motivation and interest , in this case , students do not find a chance to speak and to give extra information or to just meet their responsibilities (Davis , 1993) . Davis considered smaller groups to be better for students to complete their work.

In Burke's journal, Wright and Louwson (2005, pp. 122-135) stated that group work in larger classes has many advantages for students because it motivates them to participate more, and feel that the class is comfortable for learning.

1.2.4.2. Assigning a Group

Another important factor for successful group work is assigning a group, here the selection can be randomly, teacher selection, or students selection.

An example of random selection, the teacher calls names randomly from the list especially in larger classes in order to save time.

During the second selection, Instructor selection, it is beneficial for small classes since the teacher knows all the students , so , he takes into account some factors in his selection such as age, gender, and their levels (Connery, 1988) .

Speaking of students selection , in this type , learners are responsible to form their groups , this type of selection is very useful at Mila university and many students tend to select their friends , however, according to Felder and Brent (2001, as cited in Burke, 2011,p. 90) " Groups which are assigned by the instructor tend to perform better than self - selected groups" In his own part, Cooper (2001, p. 1-2) suggested that learners instead of working on their topic they spend more time speaking about their stories and problems. This is why this type of selection has many disadvantages.

1.2.4.3. Teaching Students

It is an essential factor that affects learning, here, the teacher can be an active participant in the group by taking part in the activities. Richards and Rodgers (2001) believed that "the teacher must turn around the class helping students.giving feedback, encouraging the group to solve its own problems" (P.199).

The teacher should pay attention that in many cases most students don't have any ideas about working in groups , this is why , he should make them aware of this technique , giving feedback , and correcting their mistakes (Davis ,1993) .

1.2.4.4. Monitoring the Group Process

According to Davis (1993 ,p. 152) one possible way to make group work effective is by preparing a plan of actions .This plan consists of each student's responsibility and part of work , and the teacher should meet personally the group to discuss the plan . He added "if task spans several weeks, you will want to establish check points with the groups. Ask groups to turn in outlines or drafts or to meet with you ". Of course not all groups will function appropriately; due to lack of motivation or conflicts between peers. In this case, it is not beneficial to break up the group (Davis, 1993).

1.2.4.5. Evaluation

In this factor, whenever the assessment of the process is concerned, it is significant to give the students the chance to describe how they have perceived the group work. As Burke (2011) states that:

If the aspect of process is going to be evaluated, it is important to give the students an opportunity to assess the effectiveness of their group .At the end of the process, they should be able to list their contribution, their group member's contributions, and the process as a whole. They should be able to identify the aspects that worked and the aspects that did not work. The student's group assessment allows the instructor to evaluate the group process and apply the most effective methods to future group project (p.92).

1.2.5. Group Work Activities

Group work activities are very beneficial to develop students speaking skills because when students work in groups, they can practice speaking more .Group work activities help students to build self - esteem and to become more confident, and this motivates them to

produce a successful outcome. As Lightbown and Spada (1999) point out, "pair and group activities are implicit in the communicative approach to language teaching, as it focuses not only on the understanding of the structural elements of a language, but also on the role of the social interaction and language use in learning the language" (p. 92). This research focuses on role plays, problems solving, and discussion because they are the most used activities especially at the university of Mila.

1.2.5.1. Role Play

Role play activities are very useful at the universities, since they lead to better learning, and most students like this kind of activities, since in many cases they feel frustrated to talk in the classroom, it is not an easy task at all, but role play activities encouraging them to participate and discuss any topic, they help them to speak without fear of making mistakes and criticism, also they lead them to learn in enjoyable atmosphere. This technique (role play) is used by learners in classroom and it provides them with different experiences, knowing new functions, and vocabularies, which will make the students speak in a fluent and accurate way (Ladousse, 1987).

Qing (2011) defines role-play as "the projection of real life situations with social activities" (p. 37). Through role plays, students have a great opportunity to play real life situation and imaginary one (Klippel, 1984).

Thornbury (2005) states that "Role plays involve the adaptation of another 'persona' as when the student pretend to be an employer interviewing a job applicant or celebrities mingling at a party" (p.98).

Role play allows hesitant students to be freely in their opinions and thought. Dickson (1981: 382) claims that "learners say what they want to say not what someone has told them to say"

From the definitions given above , it can be argued that , role -play activities have many advantages especially in enhancing students ' speaking skills as they give them the chance to enrich their vocabularies and build self-esteem.

1.2.5.2. Problem Solving

Barker and Gaut (2002: 160) define problem solving as follow "a group of people who work together to solve a problem by collecting information about the problem, reviewing the information, and making a decision based on their findings ".

In problem solving, learners try to find solutions to different problems depending on their knowledge. For example, the teacher starts talking about a specific topic like a social problem then he asks the students to suggest a conclusion.

1.2.5.3. Discussion

Discussion occurs when the students exchange ideas and opinions about a given topic in the classroom with their teacher. It is a very useful activity especially in oral expression lessons and most of students find it very helpful to develop their speaking .For example, the teacher starts talking about divorce as a social problem, then, each student will suggest some solutions to this problem. This discussion can last for one session or more. Another example of discussion can happen after the presentation of a short research, so, after the presentation, students can share their ideas, opinions, and ask questions.

Dillon (1983, p. 51) claims that "discussion is a rubric, too, covering various activities in which students and teachers discuss what they do not know ".

Discussion helps students to develop their speaking ability, to make quick decisions, and to justify their answers, without being afraid of making mistakes or receiving harsh

comments in front of the whole class, this is a good reasons that lead most teachers in the University of Mila to use it.

To sum up, group work activities are very helpful, they help learners to be responsible, interactive, capable, and more comfortable, as well as they play a great role in improving their speaking skill.

1.2.6. Cooperative Learning Vs Collaborative Learning

Warkins et al , (2007,p. 88) states that cooperative learning and collaborative learning are two distinct terms , they stated that " people are cooperating when they adjust their actions so that each person achieve their individual goals , where as people are collaborating when their actions are adjusted in order to achieve a shared goal " .

Olivers (2005, as cited in Olivers, 2007) summarizes the key differences between cooperative and collaborative learning in the table below:

Table01:

Differences between Cooperative and Collaborative Learning (Olivers, 2007, p. 27)

Characteristic	Cooperative learning	Collaborative learning
Knowledge	Foundational	Noun foundational :a social artifact
Epistemological orientation	Structured Instruction	Social construction
Process	Achievement -Oriented	Course of action
Group structure	High /positive Interdependence	Low/Laisser Fair /Individualistic

Teacher's role	Micro Manager Hands-on /director	Moderator/Facilitator /Guide
Student 's /participant's role	cooperative /Agreeable	Dissident /Independent
Goals	Develop social skills and learning for all members	Knowledge construction through conversation :concern for problem solving

Nonetheless , cooperative and collaborative learning are closely related to each other, they are two educational approach to teaching and learning , they involve group of learners to work together to solve problems , share ideas , and develop skills in a common goal .

1.2.7. Cooperative Language Learning Vs Traditional Language Learning

Cooperative language learning differs from traditional language learning. The following table summarized the main differences between the two methods.

Table02: *Comparison of Cooperative Language Learning and Traditional Language Teaching (Zhang 2010: 82)*

	Traditional language teaching	Cooperative language learning
Independence	Non or negative	Positive
Learner roles	Passive receiver and performer	Active participator ,autonomous learners
Teacher roles	The center of the classroom, controller of teaching pace	Organizer and counselor of group work, facilitator of the

	and direction, judge of students' right or wrong, the major source of assistance, feedback, reinforcement and support.	communication tasks, interviewer to teach collaborative skills .
Materials	Complete set of materials for each student	Materials are arranged according to purpose of lesson .Usually one group shares complete set materials
Types of activities	Knowledge set recall and review , phrasal or sentences pattern practice, role play, translation ,listening, etc.	Any instructional activity, mainly group work to eager learners in communication, involving process like information sharing, negotiation of meaning and interaction.
Interaction	Some talking among the students, mainly teacher - student interaction	Intense interaction among students, a few teacher - student interaction
Room arrangement	Separate desks or students piaced in pairs	Collaborative small groups
Student expectation	Take a major part in evaluating own progress and the quality of own efforts towards learning. /Be a winner	All members in some way contribute to success of group. The one who make the progress is the winner.

	or loser	
Teacher -student relationship	Superior -inferior or equal	Cooperating and equal

Macaulay and Gonzalez (1996) characterize it as follow:

The instructional use of small groups so that learners are able to work together in a manner that enhances both group and individual learning. The key to cooperative learning is the careful structuring of learning groups. There are many ways to structure such groups, but some of the key elements are building interdependence, the designing of interactive processes, and accountability.the building of social skills around such areas as decision making, communication, and conflict management is also fundamental to cooperative learning (p.2).

Conclusion

In order to make the learning process easier, teachers have to implement essential techniques. Group work as a beneficial technique, it creates an educational atmosphere because it helps in increasing high level of thinking, encouraging interaction, and the significant point is to enhance students speaking skills. Group work offers students with opportunities to figure out new information and master new skills, and most importantly we sometimes speak new things that we have not said before. It increases the idea of pleasure through learning.

Chapter three: the Field Work

Introduction

The previous chapter represented a review of two aspects , the speaking skill and group work .The following chapter , on the other hand , will represent the practical field work ; it is devoted to collect and analyse data on the role of group working in enhancing second - year students' speaking skill , at the department of English university of Mila ; moreover, this chapter will provide an analysis of both teachers' and students' questionnaires followed by a discussion of the obtained results to end up with some suggestions and recommendations and stating the limitations of the study .

1. Aims of the Research

The study at hand tried to investigate the role of group working in enhancing students 'speaking skills. The main objective of this study is to shed some light on whether group working as a technique was used in teaching oral expression or not. What is more, this research was concerned with the teachers ' and students ' views concerning the effectiveness of group working on students ' oral performance, and whether this technique participate in developing their speaking skills or not .

2. The Participants

The population consisted of second - year students and oral expression teachers at the department of languages, University of Mila. Forty (40) second-year students (two classes) were selected randomly as the sample of the study for the purpose of getting a better picture of their attitudes towards the role of group work in improving their oral performance. Concerning teachers, five (5) oral expression teachers in the same University were selected in the hope of knowing their views towards the role of group working in developing students '

oral production. Among the reasons behind selecting oral expression teachers was the fact that they were familiar with using group working as a teaching strategy to help students practice the language , in addition , oral expression teachers' goals are to foster their students ' speaking skills.

3. Data Collection Tools

The results were collected using both teachers ' and students ' questionnaires. It began with the data gathered from the students ' questionnaire, and then moved to the data gathered from the teachers' questionnaire. Both questionnaires started with introducing the aim behind the questionnaire in order to shed light on the topic under discussion. Followed by questions grouped in four sections written in a clear and simple language . Most importantly, both questionnaires has been analysed and presented in figures using percentages along with related comments.

Section One: Analysis and Discussion of the Students' Questionnaire

2.1.1. Students' Questionnaire

2.1.1.1. Description of the Students' Questionnaire

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

The first section was devoted to students' personal information. This included questions about sex and their levels of oral production (Q1and Q2) .The second section entitled " the speaking skill " highlighted some aspects of the speaking skill since students in question three were asked to pick the most important skill that they need to develop

;speaking, listening , reading, or writing, and then to explain their choices. After, in question four they were required to provide their oral performance evaluation whether it is good, average or poor. In item five, students were asked if they consider oral expression courses helpful in improving their oral performance or not. In question six, students were asked if they are afraid to talk in the classroom or not and they were given a list of options from which they can identify the reasons behind their fear. In the last question of this section, students were asked about the techniques they enjoy best or any other techniques they had to specify. The third section entitled "group work " contained questions related to group work since students in question eight were asked whether they prefer individual work or group work and they were asked to justify their choices, followed by asking them if they find it difficult to work in groups or not and they were required to justify their choices . In item ten, students were given a list of choices to say how group work help them. Finally, students in item eleven were asked how they feel when they work in small groups and they were given a list of choices.

The last section in this questionnaire was devoted to give options to the question whether group work helps in improving students' speaking skill or not and then students were required to say why .

2.1.1.2. Administration of the Students' Questionnaire

The questionnaire was administered to second year students of English at the department of English at Ebdelhafid Boussouf University (Mila). It was important to mention that the questionnaire took place in April 2022 in two classes where it was administered to forty (40) students who answered it in a calm and relaxed atmosphere. The questions were simple and clear enough for students to provide me with the appropriate answers.

2.1.1.3. Analysis of the Students' Questionnaire

Section One : Students' Personal Information

Question01 : Gender Distribution

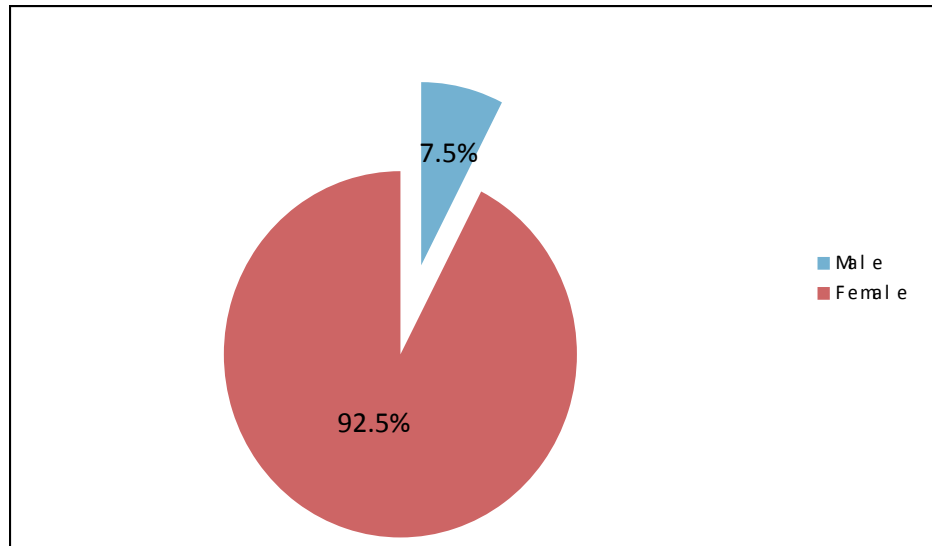


Figure01: Gender Distribution

As shown in the figure above, the majority of the students or 92.5 % were girls whereas 7.5 % were boys. This result determines that the percentage of female students at the department of English university of Mila is higher than males.

Question02: Do you find speaking in English?

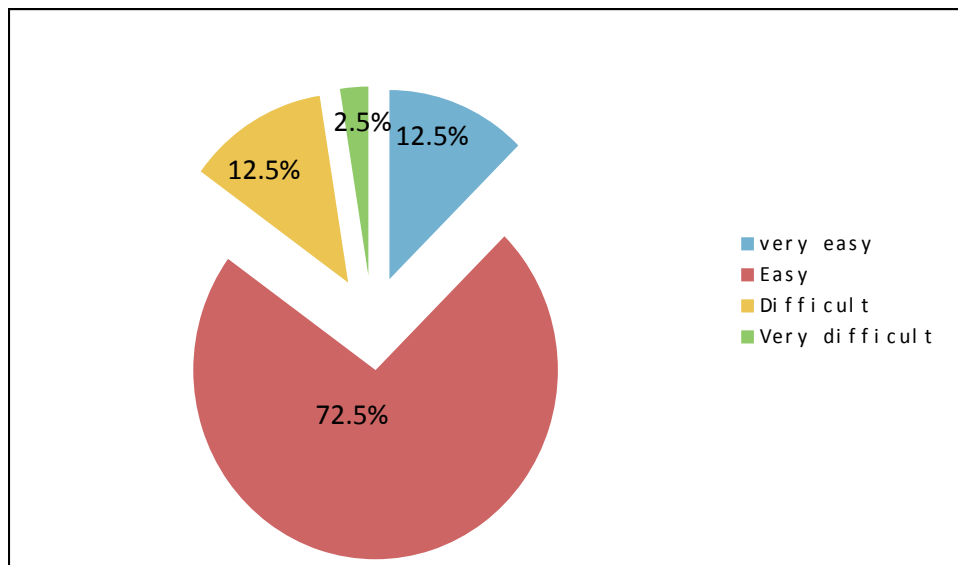


Figure 02: Students' Attitudes towards Speaking

The aim of this question is to determine the students attitudes towards the speaking skill, the majority of the students or 72.5% believed that speaking in English is easy. 12.5% said that it is very easy, 12.5% claimed that it is difficult, and 2.5% selected very difficult. In other words, when it comes to speaking in English, most of the students find it easy.

Section Two: Speaking Skill

Question 01: Which skills do you think you need to develop most?

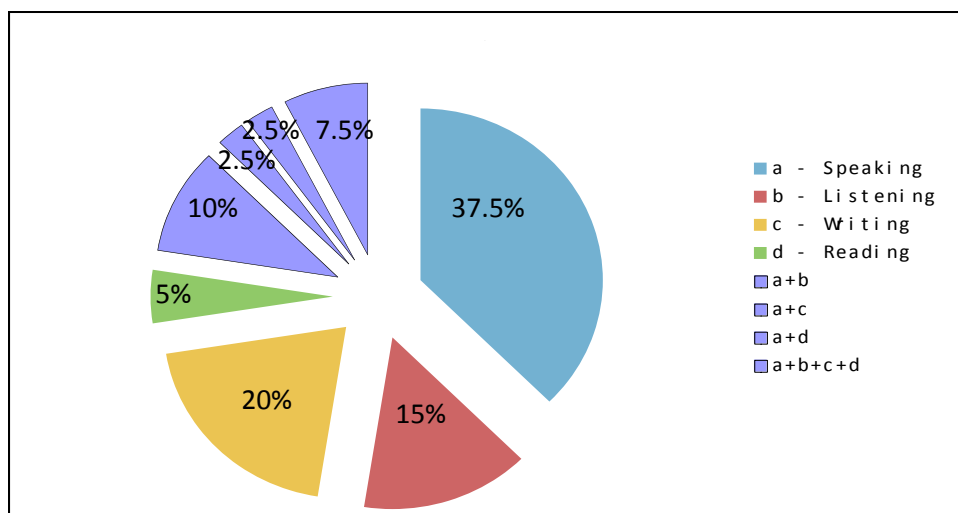


Figure 03: The Needed Developing Skills.

In this question, students were asked to pick up the most important skill for them and to justify their choices. The aim of this question is to determine the students' needs to different language skills. As shown in the figure above, there was a variation in students' answers. 37.5% of students selected speaking, they justified their choice by saying that speaking facilitates communication and it is needed in the daily life. Following that, there were 20% of students whose answer was writing; these students considered writing a difficult but a needed skill. 15% of the students chose listening; they justified their answer by saying that it helps in developing vocabulary. Figure 03 showed again that 10% selected speaking plus listening, 7.5% of students selected the four skills, 5 % selected reading, and only 2.5% chose speaking plus writing. Remarkably, there was an equal percentage of the students 2.5 % who chose speaking plus reading. The results obtained from the previous figure reveal that the four skills can be classified as follows: the speaking skill first, the writing skill second, the listening skill third, and the reading skill fourth.

Question02: Which of the following describes your speaking skill?

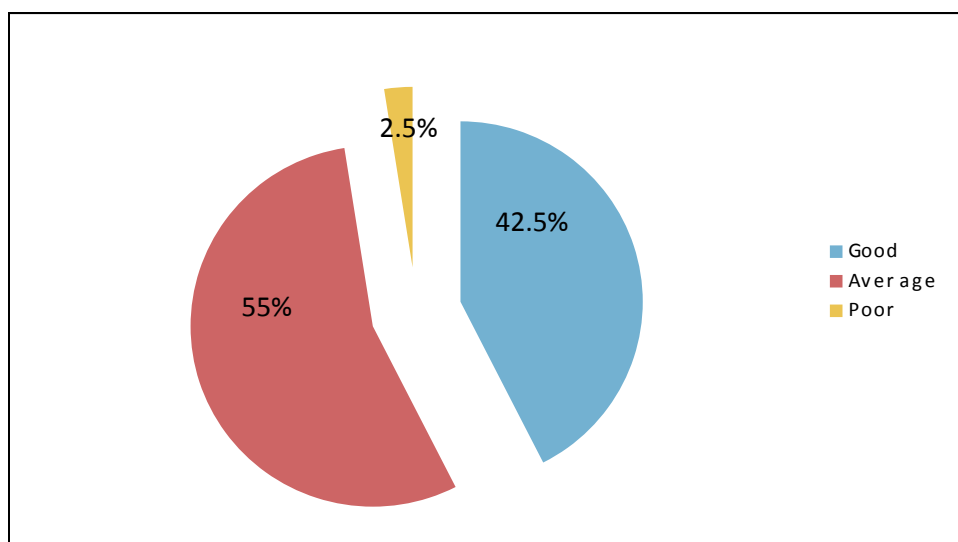


Figure 04: Students' Evaluation of the Speaking Skill.

In this question, students were asked to describe and evaluate their performance in speaking according to the given options. As shown in the figure above, half of the students

55% said that they are average and about 42, 5 % said that their level in speaking is good. The remaining respondents 2, 5 % said that their level is poor.

Question03: To what extent do you think that oral expression courses help you to improve your oral performance?

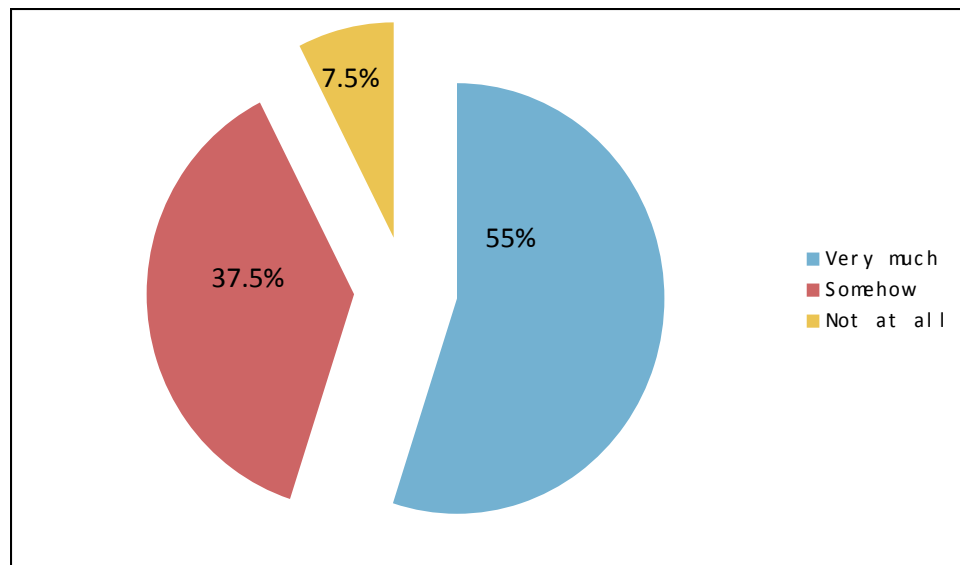


Figure 05: Students ' Evaluation of Oral Expression Courses.

In this question, students were asked about the effectiveness of oral expression courses and to what extent they helped them to improve their oral performance. The highest percentage 55 % said that oral expression courses help them a lot to improve their oral production. Whereas, 37, 5 % of the respondents selected the option ' somehow '. And only 7, 5 % said that oral expression courses did not help them at all to improve their oral production. These results can reflect the students' awareness of oral expression courses' efficiency in developing their oral production.

Question04: If you are afraid to talk in the classroom, is it because?

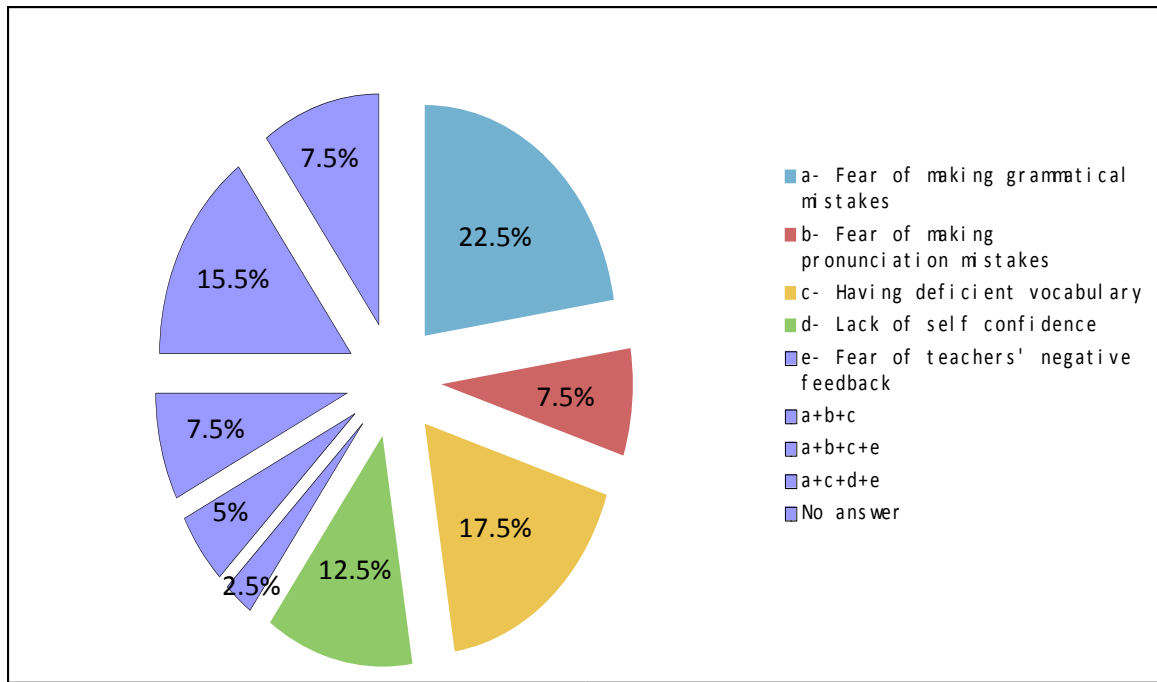


Figure 06: Reasons for Students ' Inability to Speak.

Students were asked why they did not participate in the classroom, and they were provided with a set of possible choices from which they could choose those that best described their reasons of inability to speak. The figure above shows that, the highest percentage of the students represent 22.5 % indicated that they are afraid of making grammatical mistakes. Whereas 17.5% of students selected the option 'having deficient vocabulary'. Followed by 15.5% selected the options (a+ c+ d+ e) . Besides, 12.5% of the participants chose the option lack of self-confidence. 10% considered themselves able to use English and participate in the classroom. Also 7.5% selected fear of making pronunciation mistakes. Others chose the options (a+ b+ c) / (a+ b+ c+ e) (7, 5% /5%). However, only 2.5% selected the option fear of teachers ' negative feedback.

Question05: Which of the following techniques do you enjoy best?

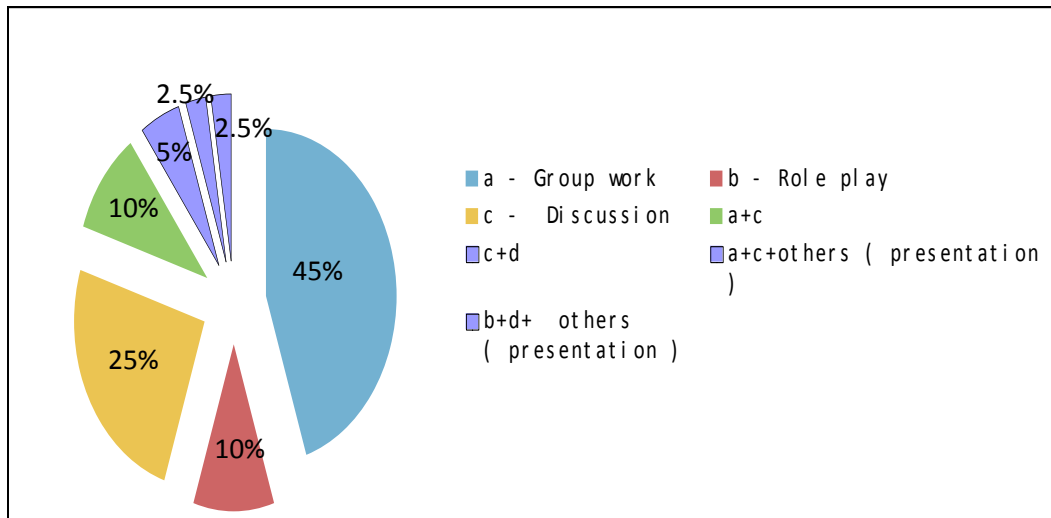


Figure 07: Techniques Used in Teaching Speaking.

In this question, students were required to say which teaching technique they enjoy best. The obtained results showed that the majority of the students 45% chose group work whereas 25% said that they enjoy discussion. The results revealed again that 10% enjoyed role play, an equal percentage 10% said that they enjoy both group work and discussion, and 5 % stated that they enjoy both discussion and problem solving. The rest selected the choices a+ c+ others (presentation) / b+ d+ others (presentation) (2.5 % / 2.5%)

Section Three: Group Work

Question 01: In oral expression do you prefer?

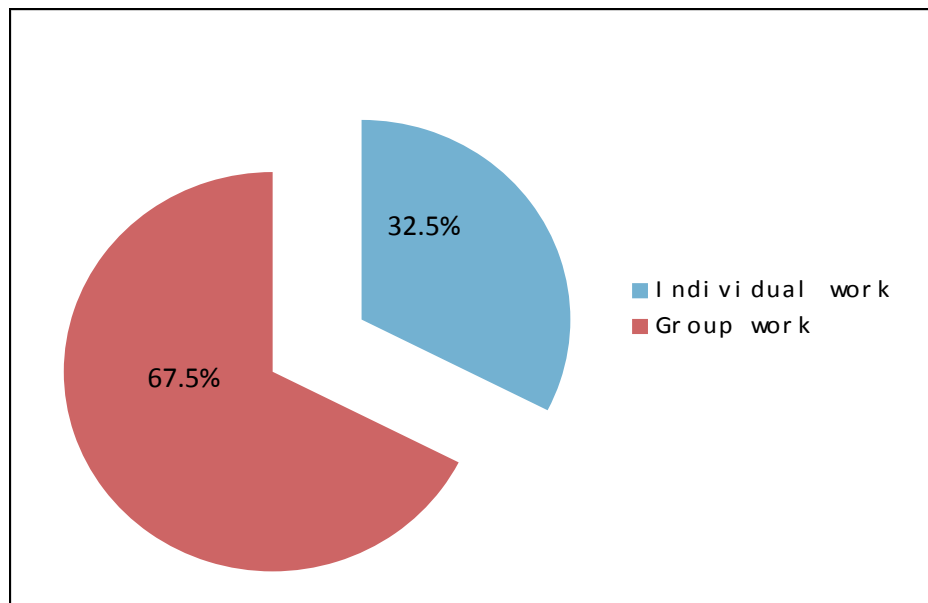


Figure 08: Students ' Preference of the Learning Way.

In this question, respondents were asked whether they prefer working individually or in groups. Here, the aim was to see the students ' preference. The majority of the respondents 67.5% indicated that they prefer to work in groups ; they justified their answers by saying that through working in groups they correct their mistakes, get new information, discuss opinions together and exchange ideas. Whereas, only 32.5% selected individual work; they think that working individually helps them a lot to work hard and to feel themselves' free. The results obtained from the figure above reflect the students ' sociability and awareness of the importance of group work and its influence on their oral production.

Question 02: Do you find working in groups difficult?

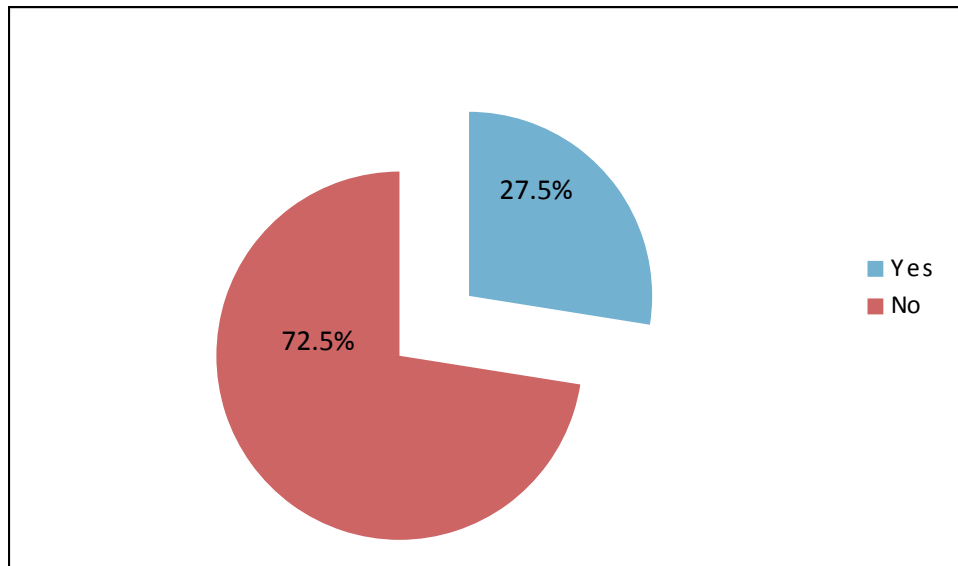


Figure 09: The Difficulty of Learning in Groups.

The aim from asking this question is to know whether students find working in groups difficult or not. The results obtained showed that the majority of the students representing 72.5% didn't find difficulties when they worked in groups as opposed to 27.5% of students who preferred to work alone and found obstacles when grouping them with others, they related these difficulties to the different levels of students and because they were introvert students.

Question03: How does group work help you?

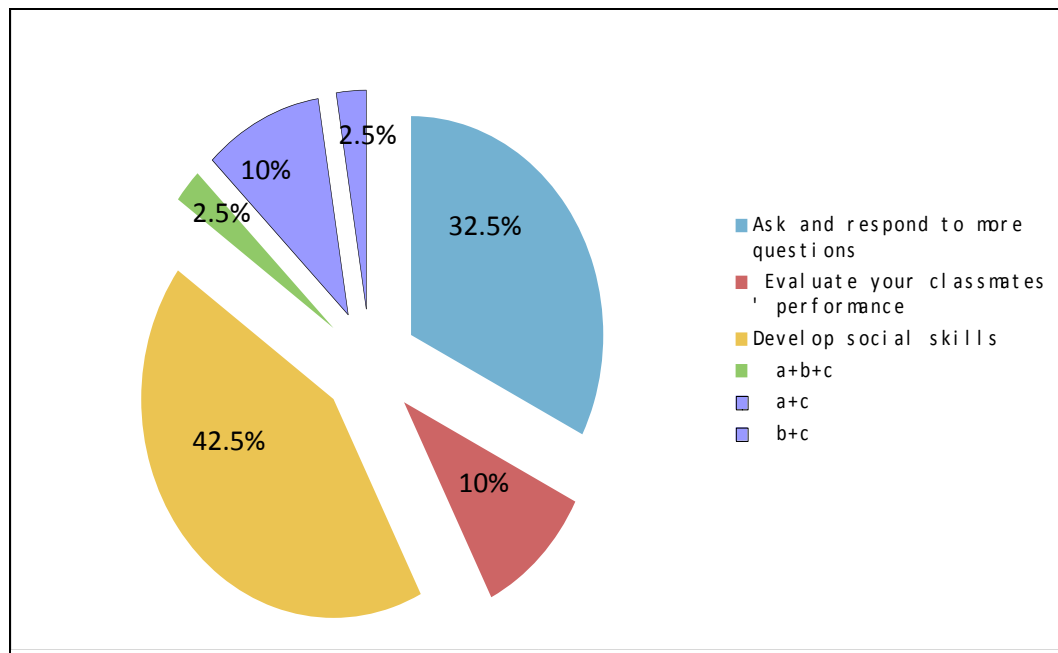


Figure 10: Benefits of Learning in Groups.

In this question, students were asked to say how does group work help them in their learning process. The majority 42.5 % said that it enables them to develop social skills followed by 32.5% who said that it enables them to ask and respond to more questions. 10% said that group work helps them to evaluate their classmates ' performance. The same percentage 10% said that it enables them to improve both asking and responding to more questions and developing social skills. Only 2.5% said that it enables them to ask and respond to more questions, evaluate their classmates' performance and developing social skills. An equal percentage of the respondents 2.5% said that group work helps them to evaluate their classmates' performance and develop social skills

Question04: When you work in small groups, do you feel that you are?

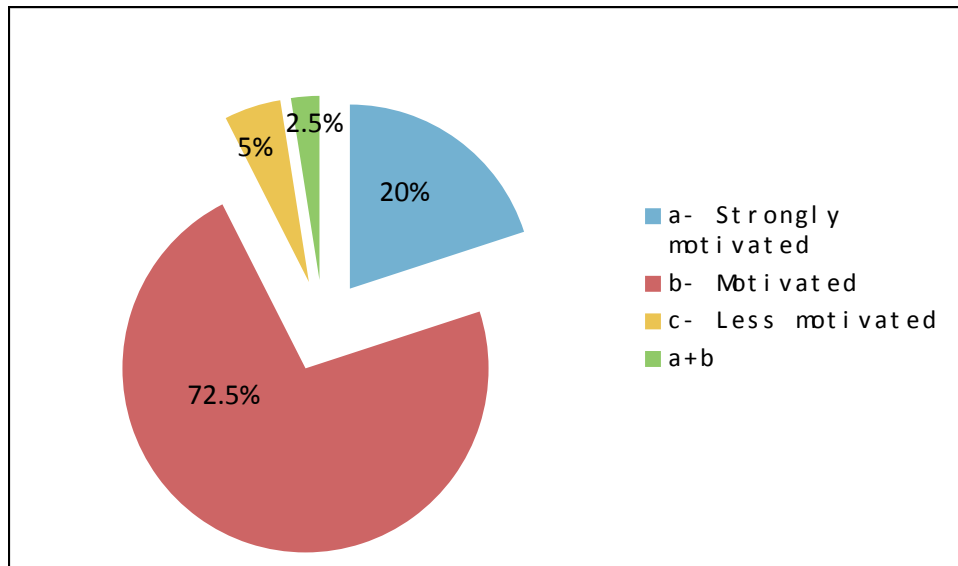


Figure 11: Students ' Feeling When Working in Groups.

As figure 11 shows, the majority of the students 72.5% said that they feel motivated and 20 % indicated that they feel strongly motivated when they work in groups maybe they felt more confident and comfortable to speak. However, 5% said that they feel less motivated maybe because they preferred to work individually .The remaining respondents (2.5 %) said that they feel both motivated and strongly motivated and none of the students answered by not motivated.

Section Four: Evaluation of Group Work

Question01: Do you think that group work helps you to improve your speaking skill?

Explain , please .

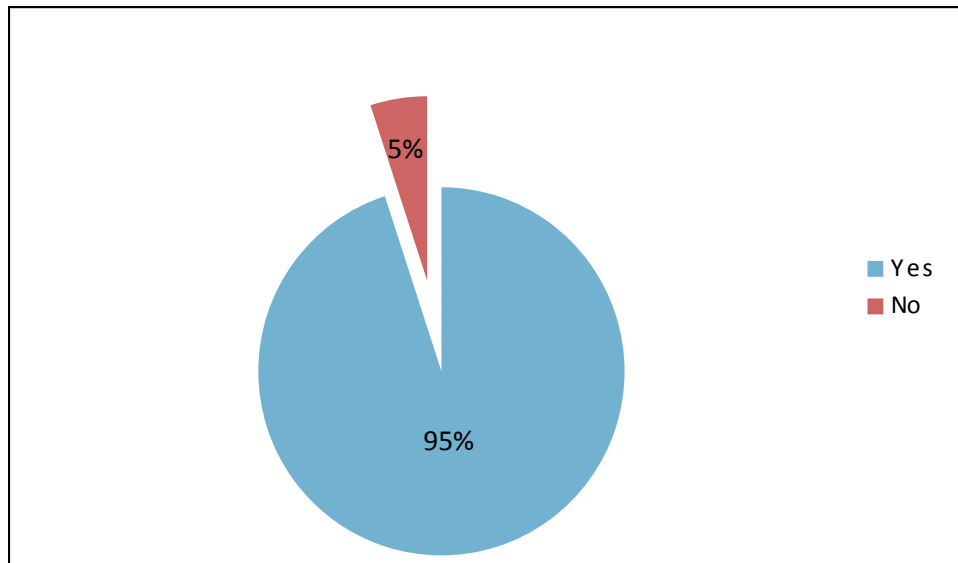


Figure 12: Students' Evaluation of Group Work

This question was asked to have a look at the students' perspective concerning the use of group work in order to foster their speaking skill. The obtained answers showed that the largest number of the students representing 95% agreed that group work helps them a lot to enrich their vocabulary by learning new words, whereas others agreed that it gives them the opportunity to speak and communicate in English freely. Others said that it opens the door from them to exchange information with others and learn from their mistakes without being shy. The rest 5%, however, found group work helpless.

2.1.1.4. Discussion of the Main Findings of the Students' Questionnaire

The analysis of the students' questionnaire reveals that girls are more interested than boys to learn English. Speaking of the four skills, students are noticed to give more importance to speaking since it is the first means of communication, and it is the beginning to develop the other skills. Some students seem to be comfortable to participate in oral expression courses, because they feel that it helps them to develop their oral production, while others are not, because they are afraid of making both grammatical and pronunciation mistakes, having deficient vocabulary, lack of self-confidence or receiving harsh comments

The collected answers about students' preference indicate that the majority of the students are willing to work in groups for the purpose of exchanging ideas and information and correcting mistakes with each other, while a small number prefer to work alone to not depend on their classmates. Finally, the results obtained from this questionnaire elucidate that the students are satisfied with group working as a beneficial strategy since the majority of them agree that group working helps them to improve their oral performance through several benefits such as; exchanging ideas and information, correcting mistakes, and practicing the language.

Section Two: Analysis and Discussion of the Teachers' Questionnaire

2.2.1. The Teachers' Questionnaire

2.2.1.1. Description of the Teachers' Questionnaire

The teachers' questionnaire aimed at investigating the role of group working in enhancing students' speaking skill. The questionnaire consisted of fourteen items classified under four sections each of which had a title. It involved different types of questions either multiple choice questions which required the teachers to pick up the right answers from a set of choices, or s open - ended questions which required from them to give their personal information and opinions.

The first section consisted of one question aimed to collect some general information concerning the academic degree that the teachers hold. The second section, was about the speaking skill, it began by asking teachers if they focus on speaking while they teach a foreign language. In the second question, teachers were asked to evaluate their students' level of speaking in English. Following that, the third question was designed to ask teachers, according their experiences, to pick up the most difficult aspect for teaching speaking or any

other aspects they had to specify. The fourth question asked teachers to pick the technique they use most or others they had to specify. Question number five asked teachers if they evaluate their students' speaking skills or not. Item six was concerned with those who answered positively either they preferred self - evaluation, peer – evaluation, or teacher - evaluation. In the last question of this section, teachers were asked about the reasons behind students' inability to participate and to provide any other reasons they had to specify.

The third section discussed "group work"; it started by asking teachers if they have ever used group work while teaching or not. Then, in the next question, teachers were asked if they raise their students' awareness towards the value of group work or not. Item ten asked teachers about which way they prefer to organize their students in groups. In the next item, teachers were asked if their students face problems working in groups or not. For those who answered 'yes' were asked to explain how they try to solve their students problems.

Finally, we had the fourth section which consisted of one question. The latter was designed to ask respondents whether they think that teaching speaking in groups enhance students' speaking skills or not, they were also asked to clarify their answers.

2.2.1.2. Analysis of the Teachers' Questionnaire

Section One: General Question

Question 01: Teachers' academic degree

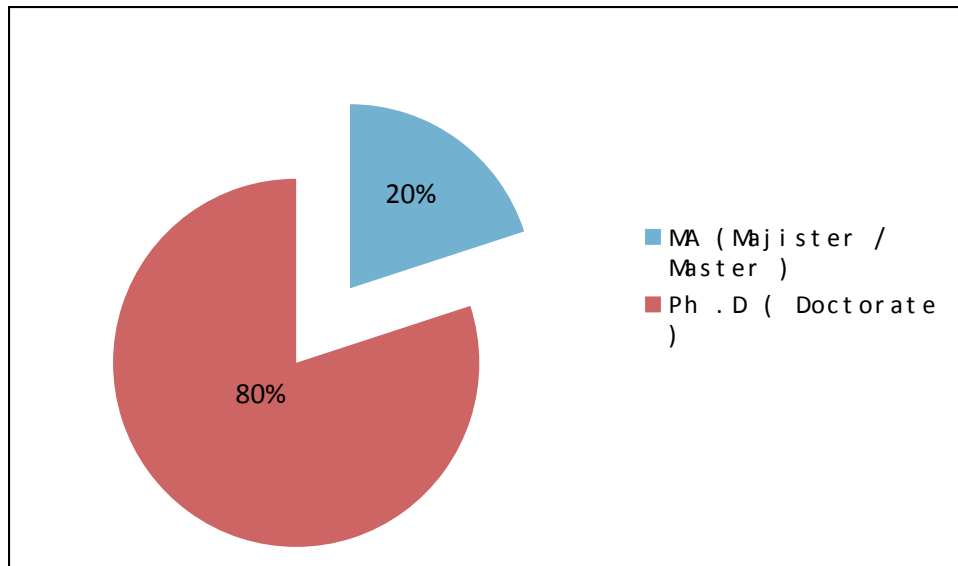


Figure 13: Teachers' Academic Degree.

As the results show, the teachers who had a doctorate degree represented the highest percentage 80 % and only 20% of teachers had a master degree, noted that there was no teacher who had a licence degree. These results reveal that oral expression module is of more importance at the level of our department.

Section two: Speaking Skill

Question 01: To what extent do you think your students value the importance of speaking in learning a foreign language?

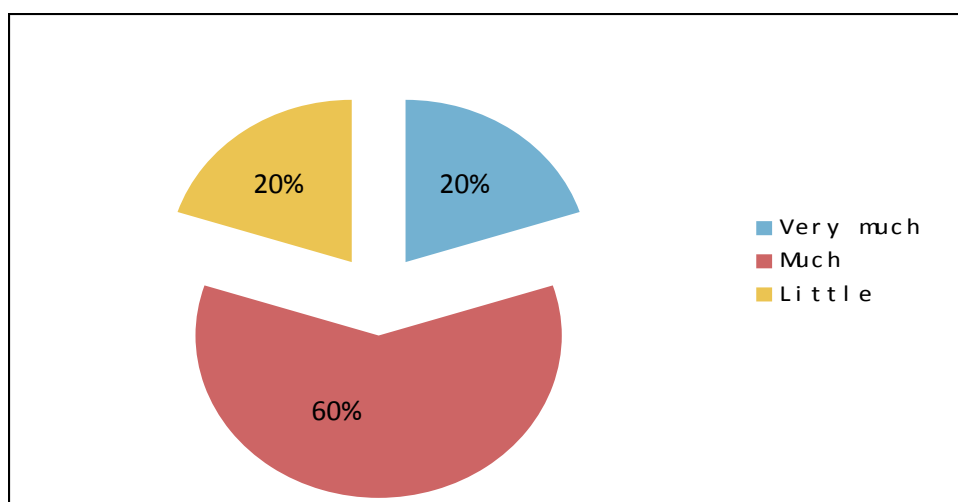


Figure 14: Teachers' Opinion about Students' Awareness of the Importance of Speaking

As the figure shows, the majority of the teachers representing 60% said that their students are aware of the importance of speaking in learning a foreign language. 20% of the teachers thought that their students value the importance of speaking to a very large extent. Remarkably, an equal percentage 20% reported that their students believe that speaking is of a little importance in learning English as a foreign language.

Question 02 : Which of the following describes your students ' level of oral production?

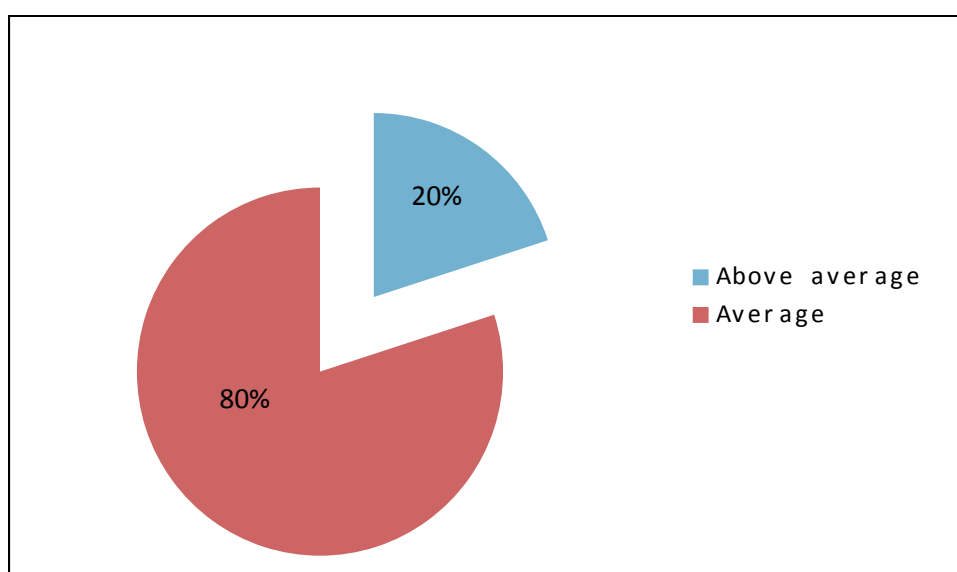


Figure 15: Teachers' Evaluation of Students ' Level of Oral Proficiency.

Here, the teachers were asked to evaluate their students ' level of oral production. In their responses to the question, the majority of the teachers represent 80% evaluated their Students ' level in speaking as average .20% of the teachers evaluated them as above average, and no teacher opted for ' high ', ' bellow average ', or ' low ' options . It seems that the majority of students do not have a high level in English, maybe, because they do not practice speaking enough outside the classroom; this why, teachers should give them more opportunities to speak and express themselves.

Question 03: Which of the following language areas do you find most difficult to teach speaking?

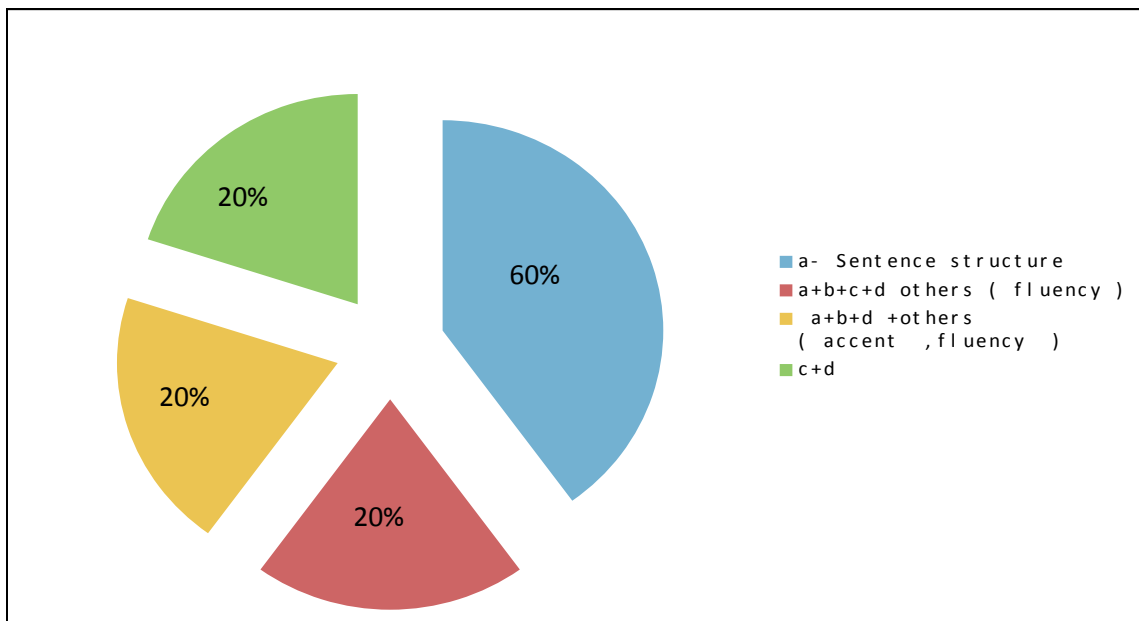


Figure 16: Teachers' Perception of the Most Difficult Areas to Teach.

As shown in figure 16 , 40% of the teachers selected sentence structure , other teachers chose the choices a+ b+ c+ d+ others (fluency) / a+ b+ d+ others (accent, fluency) / c+ d (20% ,20% ,20%) . These results show that all the language areas are important in improving the students ' oral production.

Question 04: which of the following techniques do you use most?

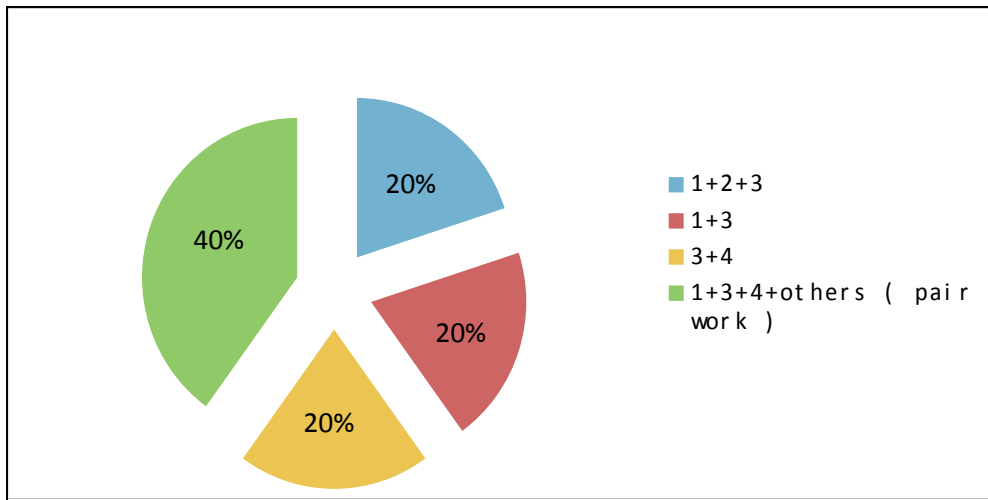


Figure 17: Techniques Used by the Teacher to Teach Speaking.

In this question, the teachers were given four techniques of teaching speaking to choose among them. 40% of the teachers selected both discussion and problem solving; maybe, because teachers in my university found them helpful to foster students' oral production. However, the results showed that no teacher had selected just one technique, maybe they liked to use different techniques because they believed that it helped students to change the daily routine. Other teachers chose the choices 1+2+3 / 1+3 / 1+3+4 + others (pair work) (20%, 20%, 20%).

Question 05: Do you evaluate your students' speaking skills?

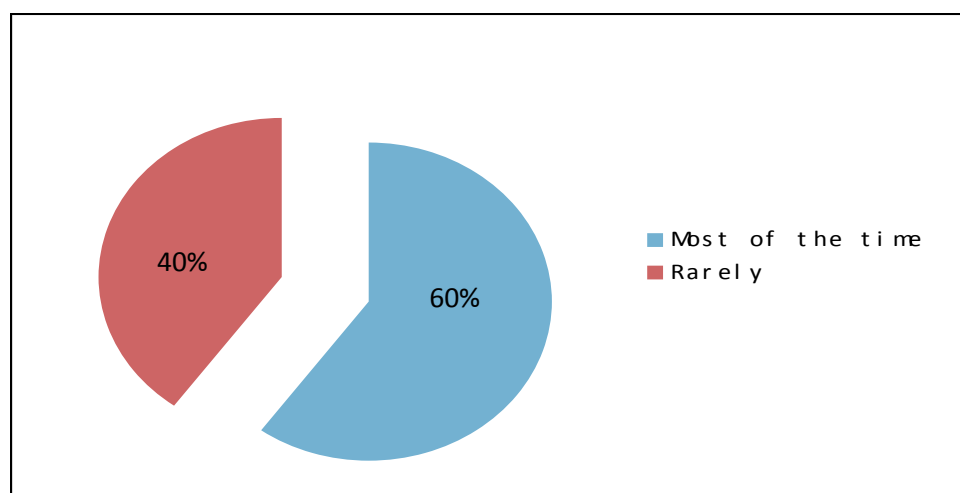


Figure 18: Teachers' Evaluation of Speaking.

As shown in the figure 18 , the majority of the teachers representing 60% said that most of the time they evaluate their students 'oral production, this means that they are aware of its significance . However, 40% said that they rarely evaluate their students 'speaking skills ,maybe because they did not have much time to evaluate them and they focused on giving the students too much opportunities to speak from time to time . Finally, no teacher selected a negative answer and this means that they were all aware of the importance of evaluation.

Question 06: If yes, do you prefer?

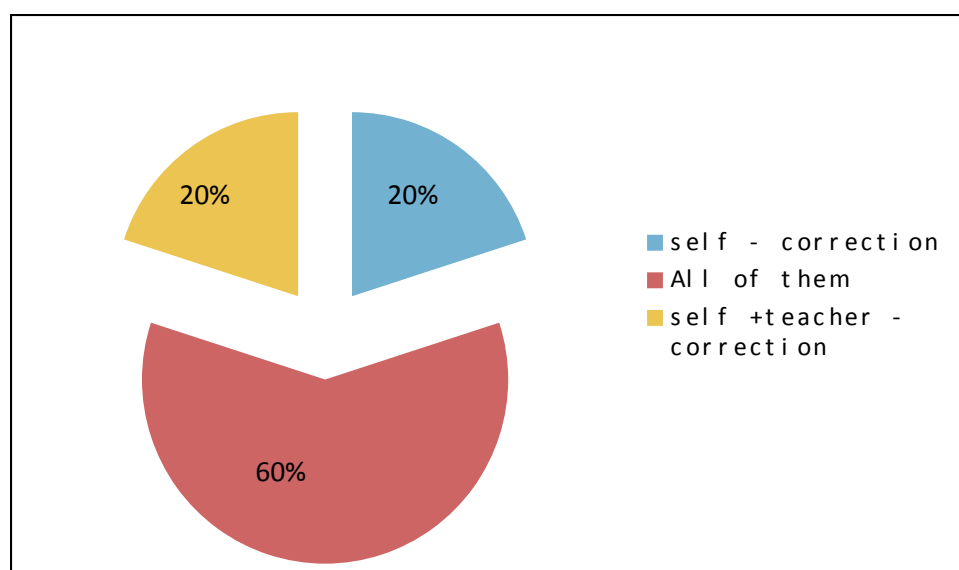


Figure 19: Teachers' Preference of the Type of Correction.

In this question, teachers were asked about the type of correction they like to use and they were given the options self + peer + teacher correction. As the figure shows, the higher percentage of the teachers representing 60% selected the option 'all of them ', may be because their type of correction depends on the type of the task the students were given. 20% of the teachers expressed their preference for self - correction, perhaps, it raised the students 'sense

of motivation, interest and confidence. It can be noticed that there was an equal percentage of the teachers 20% who opted for both self and teacher - correction.

Question 07: Do you think that students do not participate because?

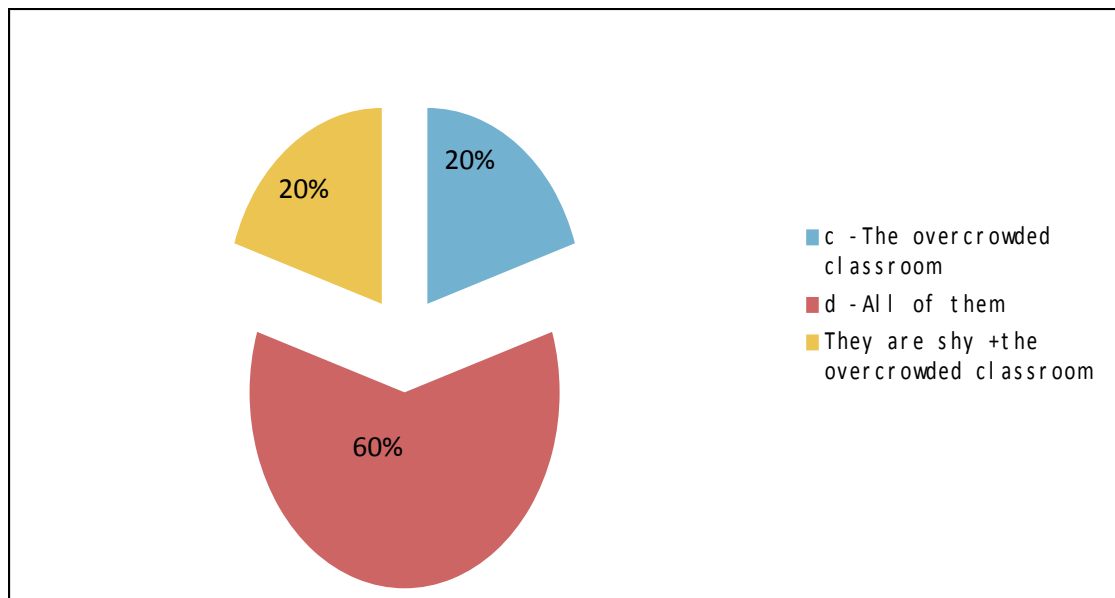


Figure 20: Teachers' Opinion behind Students' Inability to Participate.

As illustrated by figure 20, the majority of the teachers representing 60% ensured that all the mentioned reasons affect students' participation. Others making up 20% chose the overcrowded classroom. 20% said that both shyness and the overcrowded classroom are the main reasons behind students' lack of participation.

The teachers were asked to add other reasons, 60% of them gave different answers

- Lack of practice
- Students' laziness and lack of motivation
- Many factors participate in the lack of participation; the lack of competence is one of the main factors. The topic itself takes part in participating.

However, the rest representing 40% did not add any other reasons behind students' inability to participate.

Section Three: Group Work

Question 01: Have you ever used group work?

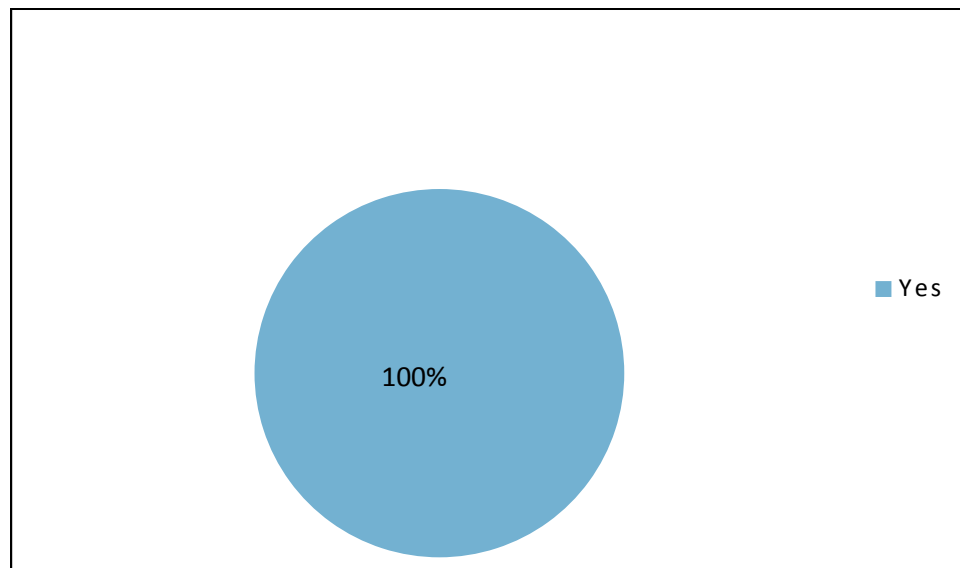


Figure 21: Teachers' Use of Group Work.

As the figure indicated, all the participants 100% said that they used group work strategy. While no one opted for the choice 'no' and mentioned that they did not use it. This result confirms that teachers are aware of its importance.

Question 02: Do you raise your students' awareness towards the value of group work?

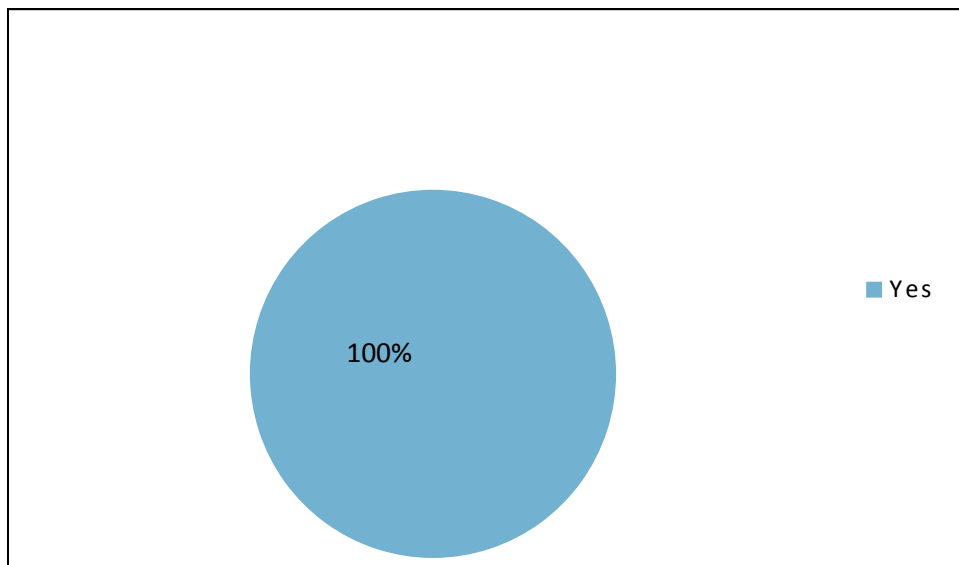


Figure 22: Teachers' Perception of the Value of Group Work.

As shown in the figure above, 100% of the participants have answered positively, they said that they help their students to understand the value of group work. While no one answered negatively to this question. It means that they are aware that this learning strategy has a great benefit and they try to raise their students' awareness towards it for the purpose of encouraging them to participate and to use the language from time to time.

Question 03: Which way do you prefer to organize your students in groups?

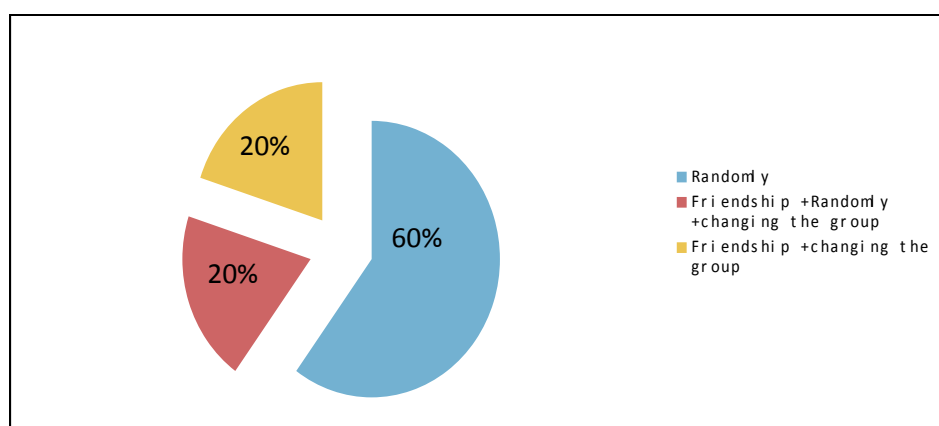


Figure 23: The Way Teachers Organize Students in Groups.

As the results show, a large number of the teachers represent 60% selected the option 'randomly', most likely because this way was very easy and it did not need too much time.

20% of the teachers chose friendship, randomly and changing the group. The rest 20% selected both friendship and changing the group maybe because they thought that in these cases group works gave better results when students felt more confident and not stressed of making mistakes on one hand and did not feel bored when changing their groups on the other hand.

Question 04: Do your students face problems working in groups?

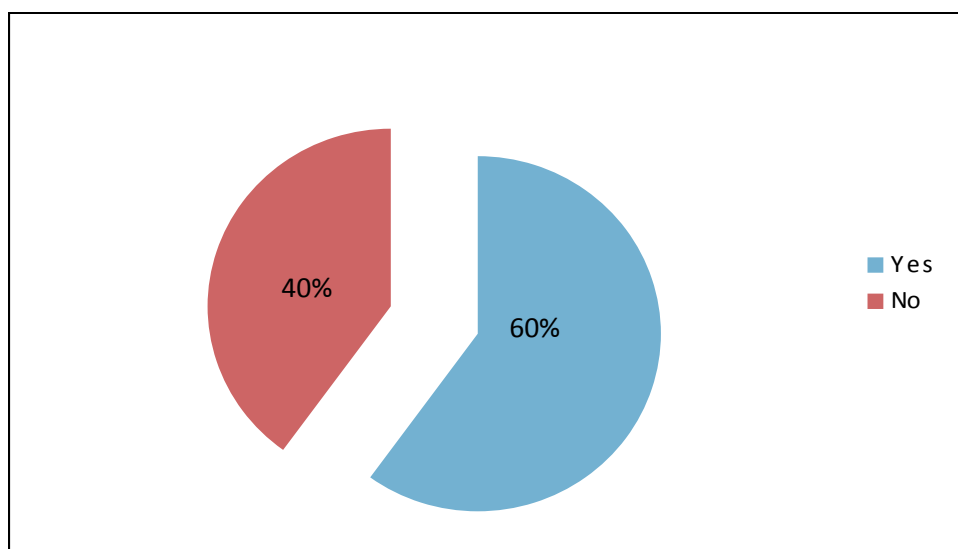


Figure 24: Teachers' Perception of Students' Problems Working in Groups.

As the figure shows, the majority of the participants representing 60% said that their students encounter some problems working together with their classmates, maybe because they were introvert students and instead of exchanging information with others they preferred to work alone or they were not interested in learning at all .40% of participants said that their students do not find problems working in groups. Maybe because they followed their teachers instructions or they were used to work in groups in learning a foreign language. So they did not have any problem with this kind of activities.

Question 05: If yes, do you try to solve the problem encountered and how?

Teachers were requested to explain how they tried to solve their students' problems. The aim of this question is to see whether teachers help their students to solve the problem encountered while working in groups. 20% of the teachers who answered by "yes" did not explain how they solved the problems. While 20% of the respondents said that they do so by trying to know what is wrong and finding a solution depending on the situation by raising their awareness of the importance of the task at hand. Another 20% said that you cannot solve the problem because students refuse to work and rely on one person in the group, the only way is to let them work individually from time to time.

Section Four: Teachers' Evaluation of Group Work

Question 01: Do you think that working in groups improves students' speaking skill?

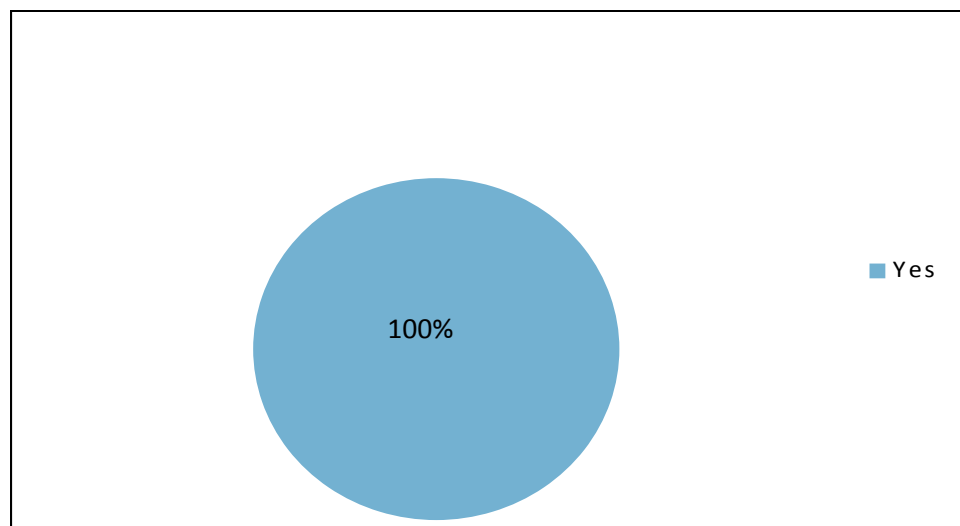


Figure 25: Teachers' Evaluation of Group Work.

The data shown in the figure above were concerned with the teachers' views regarding the role of group working in enhancing students' speaking skill. All the teachers representing 100% expressed a positive opinion towards the effectiveness of group working in fostering students' oral performance; they considered working in groups as one goal in improving their students' speaking skill.

☆ Justify your answer please. Because.

The teachers were asked to justify their answers why they thought that group work improves students 'speaking skill, here, they gave different answers:

☆ working in groups can help mainly when excellent students help weak one to express themselves through providing them with vocabulary.

☆ They may use language because they are in small group not working at the class level. There is less threat; some motivate others; some learn from others. They have almost the same level.

☆ Group work help students to exchange ideas and information and they try to correct mistakes together.

2.2.1.3. Discussion of the Main Findings of the Teachers' Questionnaire

The analysis of teachers' questionnaire reveals many facts on their attitudes towards students' level of oral performance, speaking difficulties, as well as their perception of group working as an effective technique to achieve the communicative goals.

From the results obtained, it can be confirmed that the majority of the teachers who respond to this questionnaire have doctorate degree; this means that the administration gives much more interesting to oral expression module. For teaching speaking skill, the majority of the teachers believe that their students are aware enough of the importance of speaking in learning English as a foreign language. Concerning teachers' evaluation of their students' level is average for the majority and above average for few students. Furthermore, teachers were asked about the way they use to evaluate their students' oral production and the majority of them say that all types of correction feedback are very important in enhancing students

'speaking skill .Maybe because feedback is very important and teachers have to focus on the type of the task students are given .What is more, is that teachers relate students failure in speaking to many psychological factors like shyness , laziness, lack of practice and lack of competence . To meet their students' objectives, they always try to find the best speaking techniques to create a successful interaction as group work, discussion, presentations and problem solving; those activities may encourage students to speak and practice more the language.

This investigation shows that all the teachers are strongly agree with the role of group work as a beneficial strategy to improve students 'oral production, since it helps students practice the language , correct mistakes, and share ideas.

Conclusion

This chapter represents the practical part of the study investigating the role of group work in enhancing students ' speaking skills. It was concerned with the collection of data from both teachers' and students ' questionnaires. The study concludes from the positive findings that group work, with all of its benefits, can be considered as an effective technique to develop students ' oral performance. It provides more opportunities for students to help each other, correct mistakes with each other, increase their participation, reduce their anxiety and laziness, explain unclear ideas and items, and build self - confidence. In doing so, students practicing aspects of language including grammar, vocabulary and pronunciation as it helps students to produce a fluent oral language with more speed, less hesitation and pauses.

1. Recommendations

After analysing the data obtained from both questionnaires, some recommendations are suggested to bring light for both teachers, students, and administration to take them into consideration. At the same time, these recommendations help researchers who share the same interest with the present study in their work.

1.1. For Teachers:

- Teachers should be silent as much as possible to give the opportunity to their students to talk.
- The topic itself participate in students participation, this why, teachers need to choose interesting topics in order to attract their students ' attention.
- Teachers should use enjoyable, fun, and challenging activities which creates a great ambiance in the classroom, because these are things that learners appreciate.
- Teachers should find effective ways to help their students overcome their difficulties in expressing themselves.
- Teachers should look for some supporting learning techniques by including group work for the purpose of encouraging their students working together to exchange information and share ideas.
- Teachers should avoid the harsh comments to help their students feel confident, comfortable and to break the daily routine. They should succeed at motivating and encouraging them to go on further speaking; especially those hesitant and shy ones.
- Teachers should avoid complex explanations like idioms and collocations , instead, using simple sentences to increase students talk chance.

1.2. For Students:

- Students should attend oral expression sessions as much as they can to develop their oral proficiency.
- Students should listen to songs, films, radio, TV or records which can be considered as a good sources to develop their pronunciation as well as it provides them with a good background vocabulary.
- Mistakes are a positive part of learning, this why, students should be aware that making mistakes is the beginning for learning new things.
- Students should practice the language from time to time not only inside the classroom but also in their daily life especially with their friends in order to correct mistakes together.
- Students should engage in any discussion with their teachers to overcome their fears, to reduce their speaking difficulties, and to create a friendly environment in the classroom.
- students have to take more turns , and react further in any discussion with their teachers and classmates, instead of keeping silent and waiting for teachers' order .
- Students should be aware of the importance of group work in learning a second language.
- Students should follow the instructions that the teacher suggests in the classroom especially those related to working in groups.
- Students should tell their teacher whether they prefer to work individually or in groups not their classmates.
- Students should believe in their abilities and not think negatively about learning in groups.

1.3. For Administration:

The administration has also an important role to result a successful oral course and to help students achieve their goals. This role consists of programming the right amount of sessions at the right time and reducing the group number since a good atmosphere in the classroom is always the key to get students comfortable to speak.

1.4. For Further Research:

This research conducts a descriptive study where two questionnaires are used as means of data collection. In an attempt to collect better insights on the role of group working in enhancing students' speaking skill. Learners who examine this topic in the future should deal with large number of students and teachers to obtain, may be different results which enables them to make a research from a different angle or viewpoint.

2. Limitations

Like any other research, the present study encountered some obstacles, they are as follow:

- To begin with, time in any research is the biggest challenge. My data collection took a lot of time because I had to wait the oral expression sessions concerning the teachers' questionnaire.
- I don't have a regular access to the Internet.
- Some students, in fact, they refuse to answer my questionnaire. Others skipped some part of the questions, justification and explanations in particular.
- The number of participants including in my questionnaire was limited and few, which may have affected the results of the study.
- The research could be more interesting through other tools; interviews or experiments. But due to the time limitation, a questionnaire was used.

General Conclusion

The influence of the mother tongue is observable in most EFL students' speech in addition to their failure to use the target language. Starting from this raised problem, teachers have to develop their students' abilities in speaking using effective strategies as group work. Noticeably, it was importantly suggested to be beneficial by several researchers. In this

research, the aim is to determine the role of group working and its effectiveness to enhance students ' speaking skill.

The overall research consists of two main chapters, the first chapter is the theoretical part about the literature review and the second is practical. The theoretical part contains two sections, the speaking skill and group work; the first section is devoted to discussing aspects of the speaking skill, while the second section is devoted to providing more information about group work. The third chapter is the practical section, which aims to answer the research questions and the formulated hypotheses, it contains a detailed examination of the teachers' and students' questionnaires to achieve the aim of the study. The two questionnaires are administered to a group of five English teachers at Ebdelhafid Boussouf University- Mila, and 40 second year EFL students in the same university.

The findings show that both teachers and students have a positive opinion regarding the role of group working in enhancing students ' speaking skill. Moreover, the findings of both questionnaires confirm the hypothesis that if teachers implement group working, students ' speaking skill will be enhanced. What is more, this research proposes group work technique for both teachers and students in order to achieve their goals. Finally, teachers should help their students to develop their oral proficiency by raising their awareness towards group work as a beneficial strategy which may help students to overcome their fears and to become fluent in English.

To conclude, it is worth saying that further researches can be conducted on group work and speaking skill to get more accurate and significant results.

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Appendices:

Appendix A

The Students ' Questionnaire

Dear Student,

You are kindly requested to fill in this questionnaire which makes part of my research work that aims at investigating the role of group working in enhancing students' speaking skills. Your answers are very important and will be of much help for the completion of this work.

Please put a tick (×) in the box that best represent your answer and give full answers when necessary

Section One: Personal information

1 - Sex

- a) Male
- b) Female

2 - Do you find speaking in English?

- a) Very easy
- b) Easy
- c) Difficult
- d) Very difficult

Section Two: The Speaking Skill

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

- a) Speaking
- b) Listening
- c) Writing

d) Reading

Why ?.....

.....

.....

4 - Which of the following describes your speaking skill?

a) Good

b) Average

c) Poor

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

a) Very much

b) Somehow

c) Not at all

6 - If you are afraid to talk in the classroom, it is because of?

a) Fear of making grammatical mistakes

b) Fear of making pronunciation mistakes

c) Having deficient vocabulary

d) Lack of self - confidence

e) Fear of teacher's negative feedback

7 - Which of the following techniques do you enjoy best ?

a) Group work

b) Role play

c) Discussion

d) Problem solving

e) Others,

Please specify

.....
.....
.....

Section Three: Group Work

8 - In oral expression do you prefer?

- a) Individual work
- b) Group work

Justify your answer please:

.....
.....
.....

9 - Do you find working in groups difficult?

- a) Yes
- b) No

Please, justify.....

.....
.....

10 - How does group work help you?

- a) Ask and respond to more questions
- b) Evaluate your classmates ' performance
- c) Develop social skills

11 - When you work in small groups, do you feel that you are?

- a) Strongly motivated
- b) Motivated

c) Less motivated

d) Not motivated

Section Four: The Evaluation of Group Work

12 - Do you think that group work helps you to improve your speaking skill?

a) Yes

b) No

Please say why?

.....

.....

.....

Thank you for your collaboration

Appendix B

The Teachers' Questionnaire

Dear teachers,

You are kindly invited to answer the following questionnaire which is a part of research I am carrying out about the role of group working in enhancing students' speaking skill.

Please put a tick (×) in the box corresponding to your answer. Your answers are very important for the validity of this research.

Section One: General Information

1 - Degree (s) held

a - B A (License)

b - MA (Magister /Master)

c- ph. D (Doctorate)

Section Two: The Speaking Skill

2- To what extent do you think your students value the importance of speaking in learning a foreign language?

a - Very much

b - Much

c - Little

d - Not important

3 - Which of the following describes your students' level of oral performance ?

a - High

b - Above average

c - Average

d - Bellow average

e - Low

4 - Which of the following language areas do you find most difficult to teach speaking?

a - Grammar

b - Sentence structure

c - Vocabulary

d - Pronunciation

e - Others,

Please specify

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.....
.....

5 - Which of the following techniques do you use most?

a - Group work

b - Role play

c - Discussion

d - Problem solving

Others, please specify

.....
.....
.....

6 - Do you evaluate your students' speaking skill?

a - Most of the time

b - Rarely

c - Never

7 - If yes, do you prefer?

a - Self - correction

- b - Peer - correction
- c - Teacher - correction
- d - All of them

8 - Do you think that students do not participate because?

- a - They are shy
- b - They are not interested in the classroom activities
- c - The overcrowded classroom

Others please specify.
.....
.....
.....

Section Three: Group work

9 - Have you ever used group work?

- a - Yes
- b - No

10 - Do you raise your students' awareness towards the value of group work?

- a - Yes
- b - No

11 - Which way do you prefer to organize your students in groups?

- a - Friendship
- b - Randomly
- c - Changing the group
- d - Streaming

12 - Do your students face problems working in groups?

- a - Yes

b - No

13 - If yes, do you try to solve the problem encountered and how?

.....
.....
.....
.....

Section Four: Evaluation of Group Work

14 - Do you think that working in groups improves students' speaking skill?

a - Yes

b - No

Please justify.
.....
.....
.....

Thank you for your collaboration

Résumé:

La présente étude vise à explorer les attitudes des étudiants de deuxième année et des professeurs d'expression orale à l'égard de la mise en œuvre du travail de groupe pour améliorer les compétences orales des étudiants. Parler peut être considéré comme l'une des tâches les plus difficiles car la plupart des apprenants EFL ne parviennent pas à l'acquiescer en raison de nombreuses contraintes, notamment la peur de faire des erreurs de grammaire et de prononciation, le manque de confiance en soi, de recevoir des commentaires durs, l'anxiété et la timidité. On peut dire qu'il existe de nombreuses façons par lesquelles les enseignants peuvent aider leurs élèves à améliorer leurs capacités d'expression orale, notamment en créant une situation réelle dans la salle de classe pour permettre aux élèves de montrer leur potentiel d'expression orale et de répondre à leurs besoins. Cependant, il ne serait pas facile pour les enseignants d'atteindre cet objectif à moins d'utiliser des stratégies d'expression utiles. L'étude suggère d'utiliser le travail de groupe comme une stratégie bénéfique utilisée pour motiver les étudiants et augmenter leurs opportunités de prise de parole. Deux questionnaires sont utilisés pour collecter des données auprès d'un échantillon de 40 étudiants de deuxième année et cinq 5 professeurs d'expression orale au centre universitaire Ebdelhafid Boussouf au cours de l'année académique (2021 - 2022). Les deux questionnaires permettent de montrer l'efficacité du travail de groupe dans améliorer les compétences orales des élèves et connaître le point de vue des enseignants à ce sujet. Les résultats ont montré que la plupart des répondants ont des attitudes positives à l'égard de l'efficacité du travail de groupe, ce qui a confirmé l'hypothèse selon laquelle si les enseignants mettent en œuvre le travail de groupe, les compétences d'expression orale des élèves seront améliorées. Cela donne aux étudiants des opportunités supplémentaires d'interagir les uns avec les autres et de s'entraider pour développer des règles de grammaire correctes, un vocabulaire approprié et, surtout, une prononciation correcte. Finalement, ce travail de recherche a recommandé quelques

suggestions pour les enseignants et les élèves afin d'atteindre les objectifs des enseignants et des élèves.

Mots clé : L'expression oral, Travail en groupe, Difficulté d'élocution, dans l'apprentissage d'une deuxième langue, Anglais langue étrangère, Processus d'enseignement /Apprentissage.

المخلص :

تسعى الدراسة الحالية إلى استكشاف مواقف طلاب السنة الثانية ومعلمي التعبير الشفهي تجاه تطبيق العمل الجماعي لتعزيز مهارة التحدث لدى الطلاب. يمكن اعتبار التحدث كواحد من أصعب المهام لأن معظم متعلمي اللغة الإنجليزية كلغة أجنبية يفشلون في اكتسابها بسبب العديد من القيود ، بما في ذلك الخوف من ارتكاب أخطاء نحوية ونطقية ، ونقص الثقة بالنفس ، وتلقي تعليقات قاسية ، والقلق والخجل. يمكن القول أن هناك العديد من الطرق التي يمكن للمدرسين من خلالها مساعدة طلابهم على تحسين قدراتهم في التحدث ، بما في ذلك خلق مواقف واقعية في الفصل لتمكين الطلاب من إظهار إمكانات التحدث لديهم وتلبية احتياجاتهم. ومع ذلك ، لن يكون من السهل على المعلمين تحقيق هذا الهدف إلا باستخدام بعض استراتيجيات التحدث المفيدة. تقترح الدراسة استخدام العمل الجماعي كاستراتيجية مفيدة تستخدم لتحفيز الطلاب وزيادة فرص التحدث لديهم. تم استخدام استبيانين لجمع البيانات من عينة مكونة من 40 طالبًا في السنة الثانية وخمسة 5 مدرسين للتعبير الشفهي في المركز الجامعي عبد الحفيظ بوصوف خلال العام الدراسي (2021 - 2022)، ويستخدم الاستبيانان لإظهار فاعلية العمل الجماعي في تحسين الكفاءة الشفوية للطلاب ومعرفة آراء المعلمين حول هذا الموضوع. أظهرت النتائج أن معظم المستجيبين لديهم مواقف إيجابية تجاه فعالية العمل الجماعي ، وهذا يؤكد الفرضية القائلة بأنه إذا قام المعلمون بتنفيذ العمل الجماعي ، فسيتم تعزيز مهارات التحدث لدى الطلاب. إنه يمنح الطلاب فرصًا إضافية للتفاعل مع بعضهم البعض ومساعدة بعضهم البعض في تطوير قواعد النحو الصحيحة والمفردات المناسبة ، والأهم من ذلك ، النطق الصحيح. في النهاية، أوصى هذا العمل البحثي ببعض الاقتراحات للمعلمين والطلاب لتحقيق أهداف المعلمين والطلاب.

الكلمات المفتاحية : التعبير الشفهي، العمل الجماعي، صعوبات التحدث في تعلم اللغة الثانية، اللغة الإنجليزية

كلغة أجنبية، عملية التدريس/ التعلم