PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University - Mila

Institute of Letters and Languages
Department of Foreign Languages
Branch: English

Teaching Strategies to Develop EFL Learners' Abilities to Work in Groups

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

Presented by: **Supervisor:**
1) RAS LAINE Asma   Dr, BENNACER Fouzia
2) MAACH Riham

Board of Examiners:
Chairman: Dr. LOUNIS Maha
Supervisor: Dr. BENNACER Fouzia
Examiner: Dr. MEDJDOUB Rima

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Dedication

In the name of Allah, the Most Merciful, Most Compassionate

I dedicate this work: To my lovely mother and my dear father, the source of happiness,

inspiration, and success in my life. I would like to thank them for their love, patience,

encouragement, support and prayers which lead me to accomplish this work.

To my lovely brothers Yasser and Bassem and to my dear sister Wissam and her kids Ilin and

Siraj, thank you all for your support and encouragement.

To all my gorgeous friends, Wiam, Mouna, and Chaima whom motivated and supported me

all the way.

"Love you to the moon and back "

.   "RIHAM"

Dedication

In the name of Allah, the Most Gracious, the Most Merciful

My deepest and most sincere thanks go to the Almighty "Allah" for giving me the opportunity to carry out my studies. I dedicate this work first to the spirit of my first love and my hero my father "Ras laine Torki", and to my mother, to whom I send the deepest waves of love; may Allah the Almighty sustain my effort to reward her,

to my brothers and sisters for all the love and support, to my friends especially "Chouarfa Imane" who has been of great support for me, in all aspects of my life, and to all my nephews and nieces.

Ras laine Asma

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taking the time to review our work.

Abstract

Group work tasks have been adopted by teachers for years but the causes behind the successes and failures of some groups still missing as well as the factors that develop students group work abilities. Those reasons and factors will solve a lot of teachers' and learners' problems during group work adaptations. This study aims to fill this gap by investigating whether teachers use any teaching strategies to develop students' group work skills. The hypothesis states that using teaching strategies will develop students' abilities to work in groups, and the more students adopt group work skills, the more successful groups will be. A quantitative study was used to confirm this hypothesis, two questionnaires were administered: one for students and the other for teachers, as research tools. The data were gathered in the Department of Forging Languages at Abdelhafid Boussouf University Center during the academic year 2022-2023.The students' questionnaire was administered to second-year bachelor. The findings revealed that students work individually in groups because they lack group work skills, which leads them to face many problems rather than benefit from this technique. On the other hand, the teachers' questionnaire noted that teachers do not often use teaching strategies to develop students' group work skills; this would affect the group work process negatively, create problems between group members, and reduce learning achievements. The issue studied is not unprecedented since most teachers are aware of students' problems during group work; therefore, this study recommends teachers allocate more attention to students' group work skills and try different teaching strategies to help students adopt group work abilities.

Keywords: cooperative learning, collaborative learning, group work, group work skills, teaching strategies,

List of abbreviations

- **BS**: brainstorming

- **CL**: cooperative learning

- **EFL**: English foreign language

- **GW**: group work

- **TS**: teaching strategies

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General Introduction

1. Background of the Study

The fact that human beings live in society as group members proves that humans are social creators. Vygotsky theory of social constructivism confirms that people learn better when they interact with each other (Akpan 2020). However, this theory has been applied in the education system. As a result, Vygotsky has found that students learn complex ideas more easily from each other than from teachers; there is a less knowledgeable gap between them. Learners can benefit more from the discussions created between them and the explanations given by their mate, a "knowledgeable other" of their age. In addition, Vygotsky's theory of interaction highlights the importance of social interaction in cognitive development. According to this theory, learning is a social process that occurs through collaboration and interaction with others. In recent years, there has been a growing interest in exploring various teaching strategies that can be used to enhance group work performance. Because group work has become an essential component of language learning, especially in English as a Foreign Language (EFL) classrooms, Group work helps students develop their communicative competence, critical thinking, and problem-solving skills. However, EFL learners often face challenges when working in groups, such as language barriers, cultural differences, and a lack of group work skills (Schreiber & Valle, 2013).

In the Algerian higher education system, lecturing was the most common teaching strategy used in classrooms for many years. However, this strategy has lost ground due to its lack of many components that gain important interest in higher education, like supporting communication skills, active learning, critical thinking, self-regulation, metacognition, and motivation. Recently, the focus has shifted to cooperative learning, from lecturing to group work, and from passive to active learning (Lammers & Murphy, 2002). Cooperative learning

is a systematic, active, and pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal (Johanson, Johanson, & Smith 1991).

The opportunity to collaborate with others in a group became an essential component of a learner's university study. At university, group work is encouraged because it can be an effective and powerful way to learn. To address this requirement, many teachers use group work (Lammers & Murphy, 2002). Groccia and Miller (1996) asserted that in the same way that group work helps learners practice the skills they have learned, build social, emotional, and problem-solving skills, develop critical thinking, and develop their sense of curiosity. Group work also helps teachers deal with learners with different ideas, interests, and motivations through the use of different and effective teaching strategies. By examining the impact of these strategies on group work performance, we hope to identify best practices that can be used to promote positive learning outcomes and enhance the effectiveness of group work in educational settings."

2. Statement of the Problem

Even though group work become center part of teaching technique in higher education classes, it is still hard for both teachers and learners to achieve its benefits. In other words, not every cooperation of students in groups leads to successful collaboration; the answers for why some groups are successful while others fail are still ambiguous, as well as, the factors that influence students' ability to learn. However, group work is often used to help learners develop important skills such as communication, collaboration, and critical thinking. Nevertheless, it seems that not all learners are equally skilled in these areas, and many struggle to work effectively in groups. While there are many teaching strategies that can be used to help learners develop these skills, it is not clear whether teachers are using these strategies in their classrooms

3. Aim and Significance of the Study

The aim of the study is to investigate the use of teaching strategies to develop learners' group work abilities. Specifically, the study seeks to determine the extent to which teachers are using teaching strategies to develop learners' group work abilities, the types of strategies that are being used, and group work skills learners need to develop. The findings of the study will be useful for teachers, curriculum developers, and educational policymakers who are interested in improving group work outcomes in educational settings.

4. Research Questions

The the present study requires answers to the following questions:

- Do EFL teachers use group work in their classes?

- To what extent are teachers using teaching strategies to develop learners' abilities to work in groups?

-What types of teaching strategies are being used to develop learners' group work abilities?

- Do students have group work skills?

5. Hypotheses

If teachers use teaching strategies to develop students' group work skills, students will be able to work in group more effectively and both teachers and students will be able to solicit benefit from that.

6. Research Method

Two means of research are used in this study. A questionnaire addressed to second year bachelor teachers to see whether they adopt teaching strategies to improve the GW process

and develop learners' abilities to work in group or not. Another questionnaire is administrated to second year bachelor students at Abd lhafid Boussouf University Center to find out the struggles they face in GW and their opinion about the implementation of the group work in the classroom.

7. Structure of the study

This dissertation contains two chapters: The first chapter is divided into two main sections. The first section covers the group work issues including types, factors, elements advantages as well as challenges that face students in group work. The second section spot light on the teaching strategies teachers adopt to develop group work in their classes and determine the teacher's role by identifying the effective teaching strategies used by teacher in the management of group work in the classroom, and the role of students in using GW techniques. The second chapter is the practical one; it presents the analyses, interpretation and discussion of the results gained from the data gathered from the student's and teacher's questionnaire.

Introduction

Since Socrates, educators have realized that students should be encouraged to challenge one another's thinking and that knowledge is created and expanded via the interchange of ideas by developing group work (Frey et al., 2009), which allows students to share different views. GW (Group Work) can also be employed virtually. However, it is more prevalent in college and university contexts because it encourages dynamic interaction between students of different abilities and backgrounds, which leads to better outcomes in the student's academic performance and social interaction. Furthermore, GW is highly recommended for language teaching and learning. The implementation of this strategy in pedagogical areas demands comprehensive knowledge about its types, elements, and aspects.

Therefore, this section covers the main outlines and types of GW, the definition of GW, its factors, its main theories, its advantages, and sheds light on the challenges that face learners in group work tasks. In addition, this section gives an overview of cooperative and collaborative learning and places emphasis on group work as a cooperative technique.

1.1.1 Group Work, Cooperative, and collaborative learning

Group work has been defined differently by plenty of academics since it has been regarded as a useful teaching strategy. It is an effective technique for accomplishing particular intellectual and social learning objectives. It is also a valuable technique for conceptualizing learning and improving creativity to solve problems and develop language proficiency. Rance-Roney (2010) described GW as a classroom activity where students work in teams to gain knowledge and accomplish tasks through collaborative interaction. Besides that, Gerdy (1998) stated that learning is improved when it is more like a team effort than a solo race. Hence, a true group is more than a simple collection of individuals; rather it is the reunion of

people with clear objectives; It is obvious that group work become an important activity in educational areas.

Moreover Brown (1999) contended that GW offer an environment where people can support one another, and it is a technique for assisting people that can enable them influence one another and share organizational and community issues. In addition DE Grave (1987) argued that GW is an effective way to improve learner's knowledge and helping them to reconstruct their understanding of the subject matter (killen, 2010). As a result, GW becomes a potent tool for both individuals and the community where groups interact (Miryam Chaparro M, 2008).

Cooperative learning is a useful strategy in the pedagogical area, which is defined as an instructional technique that allows small groups of learners to work together on a given activity to accomplish a common learning goal in which group members are responsible for each other's learning. Due to its effectiveness in classes, many researchers assume that cooperative learning is a powerful teaching strategy that harnesses students' diversified abilities and cognitive and social skills to increase their success in learning (Jhonson & Jhonson, 2009; Kagan, 2009; Salvin, 1995). In addition, this strategy benefits students in some ways because it develops their higher-order thinking skills, motivates them, and improves their relationships (Class Size, 2016).

Collaborative learning is an instructional approach in which students work together in groups to achieve a shared learning goal. This approach emphasizes active participation, engagement, and cooperation among students, who are encouraged to share knowledge, skills, and sources. Collaborative learning can help students to develop communication and group work skills, as they work together to solve problems and complete tasks. This approach can

also help create a positive and inclusive classroom environment, where all students feel valued and respected (Laal & Laal, 2012).

In teaching and learning settings, cooperative and collaborative learning are familiar terms. Teachers use both approaches as teaching strategies to achieve a defined objective of enhancing learning and students' engagement. GW is considered to be a major component in both cooperative and collaborative learning, since both terms cannot achieve their goals without GW application.

Both cooperative and collaborative terms are frequently used synonymously in learning environments since they share a lot of common points between them which makes it even harder to distinguish between them. However, there is a slight difference between the two terms. In cooperative learning, the interaction between students is not necessary and it is appropriate for learning facts. In fact, collaborative learning always requires interaction between students, which made it appropriate for learning that requires critical (Hassanien, 2006).

Furthermore, cooperative groups and collaborative groups have different characteristics. Cooperative groups are more teacher-centered; teachers are responsible for dividing students into groups, providing instructions, and assessing students' performance. Motivation in these groups is extrinsic depending on teachers' reward or punishment. The knowledge gained through this cooperation is transmission directly from the teacher to students' minds. This kind of education frequently uses closed-ended questions. In addition, cooperative groups work best with teacher inventions; in this case, teachers provide structures for students on how they should work together. Therefore, it is considered to be more appropriate for young students (Panitz & Theodore, 1999).

On the other hand, groups that are more learner-centered are collaborative. Authority in these groups is shifted toward students, including decisions on what to teach and how to teach. Students' motivation in these groups is intrinsic and comes from their desire to learn because they enjoy learning or they are interested in the topic. In collaborative groups, students construct knowledge through connecting the new information with their old knowledge and interest. This kind of education frequently uses open-ended questions. Teachers' inventions in these groups are not needed; students adopt the ability to work together. Therefore, it is considered to be more appropriate for advanced students (Panitz & Theodore, 1999).

1.1.2 The Use of Group Work in EFL Classes

Researchers found that social interaction is vital for learners to be successful in their classrooms (Vygotsky, 1978). This means working in groups provides learners with an interactive environment for learning. This environment helps the students develop social, communicative, and critical thinking skills; it increases their participation and involvement in the classroom and promotes teamwork skills. Working in groups has added to EFL classes a sense of cooperation and collaboration and improved relations between learners, their peers, and their instructors; students gain knowledge and exchange ideas with their peers while at the same time benefiting from teachers' feedback to reach a shared goal (Jennifer, 2016).

1.1.3 Group work in Education

1.1.3.1 Group Work as Objective or Means

Researchers found that social interaction is vital for learners to be successful in their classrooms (Vygotsky, 1978). This means working in groups provides learners with an interactive environment for learning. This environment helps the students develop social, communicative, and critical thinking skills; it increases the students' participation and

involvement in the classroom; and it promotes teamwork skills. Working in groups has added to EFL classes a sense of cooperation and collaboration and improved the relations of learners with their peers and with their instructors; students gain knowledge and exchange ideas with their peers while at the same time benefiting from teachers' feedback to reach a shared goal. (Jennifer, 2016).

In the higher education system, GW is used to achieve different purposes. The main purpose behind the use of GW in education is that learners who participate in groups learn both academic knowledge and group knowledge. The latter refers to developing the ability to work in groups. Group knowledge has the same importance as academic knowledge. However, in classrooms, GW is not just used as a pedagogical mode; before implementing GW, teachers need to determine whether it serves as an objective or as a means (Chiriac, E. H. 2014).

In learning comprehension, GW serves as an objective, a means, or both; as an objective, it refers to "learning collaborative abilities" and as a means, it refers to "a base for academic achievement". GW may serve as an objective when the teacher focuses on developing students' social and individual skills through fostering interaction and participation. On the other hand, GW may serve as a means when the teacher uses collaboration between students as the foundation for students' knowledge acquisition, where academic knowledge is acquired through GW. In other words, in settings where the focus is on knowledge acquisition, academic performance is required as well. Naturally, GW is seen as an educational environment where it can serve as both an objective and a means through which students develop their social and individual skills as well as their academic achievement (Chiriac, E. H. 2014).

1.1.3.2 Working in Group or as Group

Working in a group (cooperation) or working as a group (collaboration) are the two main methods to discuss cooperation in groups from a group work perspective. It is important to mention that each task has different conditions according to the teachers' purposes. These conditions lead to emphasizing a certain result: that each GW task has different characteristics. These characteristics determine the suitable mode of GW for students, and vice versa. However, the accomplishment of the work happens in two different ways: either through students working in groups or by working as a group (Chiriac, E. H. 2014).

The situation when students only sit next to each other without the need to be involved in discussions or work together to solve the task refers to working in a group. Cooperative tasks can be divided into parts, where each group member is responsible for one part of them. In the end, they collect the parts and submit the complete work. In other words, students may belong to the same group and work on the same assignments without the need for any instruction to create or exchange ideas and information between them. However, the benefits that may arise from this cooperation are related to social facilitation, not to the cooperation itself. In this case, students' motivation increases due to social facilitation, where the presence of others affects a student's performance (Hammar Chiriac, 2014).

On the other side, working as a group refers to a situation when students interact and participate in each other's learning to achieve a common goal. Working as a group is also known as a 'real group' or a 'meaningful group'. The students' collaboration in this case is needed to foster their social and individual skills. Furthermore, this collaboration is characterized by laying out common efforts, practicing learned skills, and developing

problem-solving skills. Unfortunately, in college classes, students usually work in groups more than they work as a group (Chiriac, E. H. 2014).

However, both ways of working in a group can be useful, depending on the purpose of the GW and the type of assignment. Cooperative learning can be achieved when students are working in groups, whereas collaborative learning can be achieved when students are working as a group (Chiriac, E. H. 2014).

1.1.4 Main Elements of Group Work

Creating an effective and successful GW demands a number of fundamental elements that need to be taken into consideration. These elements are interrelated like pieces of a puzzle to archiving cooperative learning through the GW process, which are: individual accountability, positive interdependence, face-to-face interaction, group processing, and interpersonal and small-group skills.

1.1.4.1 Individual Accountability

D'Artagnan said "All for one and one for all" (Frey et al., 2009, p.51). It is the code of this element, which means that the group draws its strength from the success of its members. In other words, the group is responsible for accomplishing its goals, and each member must be accountable for contributing a fair share of the work toward the group objectives. No one in the group is allowed to "hitchhike" on others' work (Five Basic Elements of Cooperative Learning, 2017). Another point to highlight in this element is that there is a necessity to evaluate each person's performance and report the findings to the group, and teachers use different methods to accomplish individual accountability:

1. Design tasks that focus on important learning goals rather than discrete knowledge; this eliminates the possibility of work being divided to create an assembly line.

2. Before encouraging pupils to take on larger projects, give them practice with smaller assignments.

3. Setting deadlines for finishing each stage of the work individually and in groups.

4. Establish checkpoints for discussing and giving feedback on the group and individual development.

5. Ask students to assess themselves and their group's performance.

1.1.4.2 Positive Interdependence

The most crucial yet difficult part of putting the five elements of GW into practice is creating positive interdependence. Positive interdependence refers to the positive atmosphere where the students recognize the importance of their participation in the task and that the success of each member of the group depends on the contribution, inclusion, and success of others. It occurs when the group has a clear goal and everyone knows they sink or swim together; each member knows that his participation affects the whole group, and the efforts of each person aid every member in the group. In addition, positive interdependence implies that the task given to each group necessitates participation from every member because this component is dependent on the quality of the assignment each group is given. According to Johnson and Johnson (1999), there are several ways to promote positive interdependence: goal, resource, reward, and role (Jones & Jones, 2008).

1. Goal: All group members have a unified goal to achieve.

2. Role: Every member in the group has a role; these roles have changed so that everyone has a chance to play a variety of roles.

3. Resource: Each group member has unique resources. These resources can be gathered by reading books or searching the internet.

4. Reward: If groups achieve a common goal, they receive some kind of reward. This is what motivates them to achieve other goals.

1.1.4.3 Face-to-Face Interaction

Interaction between group members is a necessary component of successful GW. Students need to be able to read each other's body language to help, support, and encourage each other's efforts to learn. In a face-to-face conversation, students construct meaning not just from the content of words but also from the gestures, movements, and expressions that their partners or group mates use. There are some instructional routines that foster face-to-face interaction (Frey, N., & Fisher, D. 2009, p. 44).

1. Quick Writes: You may utilize quick write prompts before, during, and after a class. With the help of these quick writing assignments, students may build a chain of evidence for their own understanding and reasoning. After finishing this quick write, learners can share their thinking during a partner discussion

2. Partner Discussions: Once students begin to discuss their thoughts with a partner, it allows them to gain and exchange information with each other

3. **Role Playing and Simulations:** This technique can foster interaction, interdependence, and the development of conceptual and factual knowledge

1.1.4.4 Group Processing

Group processing is a critical component of group work. Group success will ultimately be determined by giving students the chance to evaluate the quality of their GW. However, GW quality will improve by giving time for individual and group reflection, which will build intrapersonal and interpersonal competencies. Giving students the chance to give their peers helpful criticism enhances metacognitive awareness, improves group cohesion, and promotes ongoing learning. In other words, group processing occurs when students reflect and assess

their work; they ought to talk about how successfully they are accomplishing their objectives and preserving productive working connections, noting one thing the group did to motivate a student to engage, recording something a partner said that advanced the work, grading how successfully the group applied a certain skill, or any number of other activities, and stating one improvement the group might make for the next time (Frey, N., & Fisher, D. 2009, p. 84).

1.1.4.5 Interpersonal and Small-Group Skills

Learning to work well with others requires modeling, lots of practice, reflection, and the refinement of skills. These skills are considered the basis of a GW because effective group work requires learners to acquire certain skills like knowing how to lead effectively, making wise decisions, promoting mutual trust, communicating clearly, and handling conflict. Moreover, these skills reinforce the GW process. There are several routines for helping students gain competence in small-group interactions (Frey, N., & Fisher, D. 2009, p. 71). They include:

1. Thinking and Communicating with Clarity

2. Active Listening

3. Responding to peer

4. Considering Different Perspectives

1.1.5 Types of group work

According to Johanson and Johanson (1998), there are three general types of GW: formal group work, informal group work, and study groups or teams.

Formal group work refers to groups where students gather under teacher control to complete a specific assignment, such as a lab experiment, write a report, carry out a project, or prepare a position paper. These groups follow specific structures, roles, and defined

responsibilities for each member. Students in these groups may take one session or over a week to complete their work.

The main purpose of informal groups is to foster active learning. These groups are temporary and willingly made up of two or more students with the purpose of satisfying their personal and psychological needs. These kinds of groups have no structure, roles, or guidelines to obey. In addition to that, the use of these groups is considered a useful teaching technique to save time because teachers will have enough time to move in the class between students to check their understanding of the content being presented.

Study groups or teams are long-term groups; members of these groups are stable and work together over the length of a semester to complete an assignment. The group members are responsible for motivating and supporting each other as they complete their requirements and assignments, so each member ends up making the same academic progress.

1.1.6 Factors of group work

Several factors can influence a group work process, and these factors or principles are utilized to encourage group interactions among students working in a collaborative setting. These factors or principles are as follows: Group projects, both physical and virtual, Homogeneity and Heterogeneity groups, Anonymous and Non-Anonymous Groups, Large and Small Groups, Divergent and Convergent Discussions, Peer and Instructor Assessment

First, the physical and virtual group work factors are based on the idea that interaction is the main feature that influences group work. Physical group work refers to working in a face-to-face setting, where group members meet in person. Virtual group work, on the other hand, refers to working in an online or remote setting, where group members communicate and collaborate using digital tools. Both physical and virtual group work have their own unique advantages and challenges, and the choice of which to use depends on factors such as

the nature of the task, the group members' preferences and skills, and the available resources. (Rezaei, 2018).

Second, Homogeneity and Heterogeneity groups are features of grouping students, where homogeneity refers to the act of grouping and organizing students who share similar characteristics, such as age, gender, ethnicity, or educational background, in the same group, while heterogeneity of groups stands for the concept of organizing students with different characteristics, such as different ages, genders, ethnicities, or educational backgrounds, in the same group. Nelson (2008) has found that in homogeneity, the production of students in high-level groups has functioned just as poorly as a group with low levels (Rezaei, 2018). Using heterogeneity in groups results in better consequences because members of the group with a variety of skills and abilities produce fruitful results.

Anonymous and non-anonymous groups, the ability to remain anonymous online are another significant distinction between virtual and in-person debate. When group members participate in person, they could be influenced by interpersonal relationships, and peer pressure, which could result from fewer intellectual interactions. Researchers claim students feel free and comfortable sharing their thought, and ideas in anonymous group discussions, in general anonymity has an effect on the productivity of the group work (Rezaei, 2018).

The group size has a big impact on the group's achievement. There are two features of group size. The large and small groups, larger groups occasionally perform better than smaller ones due to the high population of the group. But, they may face more problems like difficulty in agreement on the same ideas, because of the diversity of points of view. The bright side of the smaller groups is that all members can contribute more than in larger groups (Rezaei, 2018).

Divergent and Convergent Discussions are used in group work for convergent and divergent tasks; divergent tasks include discussions where group members generate a wide range of ideas, opinions, or solutions to a problem. .The goal is to encourage creativity and interactions by exploring different perspectives and possibilities. Convergent tasks, on the other hand, are discussions where group members work to reach a consensus or agreement on a particular idea, opinion, or solution. The goal is to focus on the most effective or feasible option and to move forward with a shared understanding. Unlike, convergent tasks which result from a more equal share of work among group members, divergent tasks have a larger potential for increasing student debate (Rezaei, 2018).

Fare from the traditional way of evaluating students by the teacher there is also a peer assessment. Peer assessment occurs when the instructor allows students to evaluate each other's performance in group work. These might benefit students in multiple ways: assessing peers' work helps students to evaluate their work, and exchange feedback with peers; students become more responsible and independent in their work. However, teacher assessment has stilled the basis of learning because teacher feedbacks are more effective. This kind of assessment also can damage students in some ways like developing the feeling of anxiety because students have the fear of getting criticized by their peers (Rezaei, 2018).

1.1.7 Group work skills

According to Trecker (1955), skill is the capacity to apply knowledge and understanding to a given situation. In college classes, effective group work abilities are highly demanded because developing these abilities promotes the deeper cognition connected with peer interaction, like dialogue, problem-solving, and cooperation. Group work skills can be summarized by dividing them into two categories: interpersonal skills and organizational skills.

Interpersonal skills refer to creating a positive atmosphere where group members can feel free to contribute through active listening and understanding others' strengths and weaknesses. Good interpersonal skills will also contribute to the group's smooth operation and avoidance of conflict. Whereas, organizational skills will help group members complete the task successfully through skills like timetabling, record keeping, communication, and using the appropriate technology (Wilson et al., 2017).

On the other hand, according to Essentials (2020) group work skills can be divided into five key skills: communication, leadership, creativity, organization, and collaboration

Communication skills help the group members communicate and understand each other better, as well as reduce the probability of group problems' arising. When groups meet with each other, they do more than just talk; they try to find solutions for group problems and exchange ideas and points of view.

Leadership skill does not always refer to one person; it can also refer to the group members' motivation and working to achieve a common goal. This skill also depends on encouraging challenging discussions between peers and making sure that group goals are achieved.

Creativity this skill provides the group members with innovative ideas and problem-solving benefits. This skill can be helpful if students do not put their attention only on it, leading them to lose sight of the group goal.

Organizational skill refers to developing a group's work ideas into clear actions and a structured goal. Therefore, deciding on the group tools and the plan for group progress earlier will keep the group organized.

Collaboration is one of the main skills of group work, even if it does not generate a lot of interest among students. Developing this skill will facilitate the group process by ensuring an equal contribution between group members and shared responsibility.

The following diagram, built from Kolb's (2014) experiential learning, indicates in quite a general way the skills required for effective group work. To get students moving in this never-ending cycle of skill development, you must first encourage them to learn certain specific talents.

Students' group work skills development cycle

Do
e.g. student groups conduct a meeting to clarify their purpose, develop ground rules and establish the roles and responsibilities of group members

Reflect
e.g. students use a checklist or criteria to self-assess their performance in group meetings

Form principles
e.g. students identify key principles associated with effective group meetings

Plan
e.g. students submit a reflective report (individually or in groups) on processes adopted, challenges encountered, things the group did well, and steps they would take next time to improve their performance of group work

1.1.8 Advantages of Group Work

Henry Ford (1863-1947) once said, "Coming together is a beginning, staying together is progress, and working together is a success." His words reflect the importance of working in groups. Numerous research studies have shown that the achievements gained from having students work together are much greater than those achieved when students work alone. Therefore, instructors need to realize the importance and effective ways of implementing group work in classrooms to solicit its advantages and foster learning in classrooms.

GW is an excellent way to offer students different and fresh perspectives. "Two heads are better than one", and "the more the merrier"—these ancient words that are usually used in our daily lives carry credibility. In group work, the collaboration of students speeds up their learning of positive and negative feedback. During this process, students experience a variety of techniques that increase their problem-solving skills. In addition to that, the interactions that take place between students through discussions, debates, questioning each other, and reasoning enable them to view the problem from different perspectives. As a result, students develop both academic and social-emotional skills (InnerDrive, 2019).

In the same way, GW also leads to personal satisfaction and an increased positive atmosphere. The time and effort students put into their work and all the stress they have been going through to finish it. When their hard work is rewarded with a good grade, students' satisfaction and motivation increase. Furthermore, in the discussions created between members of the group, members that are participating in the discussions are more likely to find solutions to solve the problem. The feeling of satisfaction of those students is extremely raised compared to that of those who are not involved (InnerDrive, 2019).

In addition, it plays a crucial role in enhancing team skills that are crucial to students' learning since working in groups has become an essential part of our academic life. Working with others as a group enables students to find solutions for more complex and difficult tasks that they would not be able to solve individually. As a result, students enhance both individual and collaborative skills because working with others exposes them to various opinions and different styles of thinking. This does not only affect students' achievements but also affects group productivity as well (InnerDrive, 2019).

Furthermore, GW is a great technique to enhance learning. There are a lot of studies that prove that group work enhances students learning. Students can easily remember and

recall information discussed in a group better than if they listened to the same content presented by the instructor (InnerDrive, 2019).

Moreover, students learn to overcome conflict. From the teachers' perspective, a conflict is beneficial for the experience students will gain in the future at their workplace. Dealing with conflicts in controlled settings like classrooms, with group support, and under teacher supervision develops students' communication skills, and they learn to resolve interpersonal issues more easily. On the other hand, the constructive feedback students receive from their peers in the group about their performance enables them to understand themselves better and evaluate their skills and social behavior (InnerDrive, 2019).

1.1.9 Challenges of Implementing Group Work in Classes

Group work is an effective way to represent collaborative learning in classes. There is no doubt that group work has a lot of advantages that are beneficial for both students and teachers. However, the benefits behind implementing GW in college classes are hard to achieve because of some challenges that may hamper the success of GW, which are divided into two categories: students' challenges and teachers' challenges.

Students' challenges can be divided into coordination costs, presence of conflict, motivation costs, trust, randomly assigning partners, and lack of communication.

The coordination cost challenge refers to the amount of time and effort students expend while working in groups. GW may require more time from students to organize an appropriate time for all members to meet, make decisions collectively, and then make final decisions. The time spent on those steps may not be great. Furthermore, coordination costs cannot and should not be eliminated, but they can increase or decrease depending on group size, task interdependence, and group heterogeneity. (Carnegie Mellon University, 2016).

The presence of conflicts is considered another challenge that harms GW. Conflicts in GW occur naturally when students interact with each other. Some students find it difficult to accept their peers' criticism about their work and performance, while others struggle with accepting ideas that do not belong to them. Furthermore, shy students face difficulty participating and expressing their ideas; as a result, those students will be categorized as "lazy," and this will lead to conflict between students (Pape, 2018).

Working in groups could also harm student motivation, known as "motivation costs," which frequently involve one or more of the following phenomena: free riding, social loafing, and group conflicts.

In addition, trust may become a serious issue when students work together in groups. As studied by sociology freshman Emmerie Welmaker, "You never know what the other group members can do or how much effort they will put into their work" (Pape, 2018). At the same time, randomly assigning partners can also be a serious issue since college classes have a large number of students. Working on a project with one or more students that you have never met before can be scary. As a result, students develop feelings of anxiety that may have a great impact on how they complete their projects (Pape, 2018).

Furthermore, one of the biggest advantages of GW is learning communication and leadership skills. However, working with other members who either work in a different way than you do or disagree with you may reduce your motivation to discuss and share ideas with them (pape, 2018).

On the other hand, according to Carnegie Mellon University (2016), teachers' challenges can be summarized in the following points: allocating time, teaching process skills, assessing process as well as product, assessing individual as well as group learning, and classroom management.

Allocating time is one of the teachers' challenges. At the same time, GW can save teachers time in some areas, like grading the final project, but it can also add time in areas like deciding appropriate project topics, composing student groups, meeting and supervising students during the semester, and asserting that all members contribute equally.

In addition, teaching skills require students to develop strong communication, coordination, and conflict-resolution skills, which not all instructors feel qualified to teach. Teachers may be unwilling to devote class time to reinforcing these skills and may be uncomfortable dealing with interpersonal issues in groups. This can push some teachers out of their comfort zones.

Furthermore, assessing teamwork skills and group dynamics (i.e., process) is more difficult than assessing a team's work (i.e., product). An effective evaluation of the process requires thoughtful consideration of learning objectives and a combination of assessment approaches, creating layers of complexity that instructors may not expect.

Assessing individual as well as group learning is also difficult, as group grades can hide significant differences in learning. This adds complexity to group projects that instructors often underestimate.

Moreover, classroom management can be a real challenge for teachers since students are working in groups, and the act of sharing and delivering ideas and information may make the class noisy. Another point to be highlighted is that the use of group work in classes can be time-consuming. Therefore, teachers may face a lot of difficulties in managing these classes.

Conclusion

To sum up, GW has become a part that cannot be separated from other classroom activities, it plays a crucial role in the EFL classes, and this section has proved that implementing this strategy is not that easy. For that reason, both teachers and learners should acquire some comprehensive knowledge about it before applying this strategy in EFL classes. GW objectives should serve the course objective and be employed as a task in the syllabus. In addition to that, teachers should take into consideration the conditions and elements underlined to reach the expected goals and boost the whole teaching and learning process.

Section Two: Teaching Strategies To Develop Group Work

Introduction

Over the last two decades, teaching has shifted from teacher-centered to learner-centered approaches (Committee on Academic Programs and Teaching (CAPT)). Therefore, teachers must adapt certain teaching strategies to engage students in learning. One of these strategies is using group work in the classroom.

Using GW as a strategy to enhance learning has become so popular in EFL classrooms. However, it is still hard to apply this strategy in the right way because the GW relies in some ways on the students' engagement and teacher guidance. Therefore, the participation of both teacher and learner plays a crucial role in the group process. The absence of teachers' strategies for guiding students leads to a gap in the GW process. In this section, we will first give a general definition of teaching strategies, and then we will figure out the specific teaching strategies that can be used to develop GW in the classroom. Finally, we provide a presentation of teachers' managing roles, students' role when using GW in the classroom, and students' engagement in GW.

1.2.1 Teaching Strategies

Researchers defined teaching strategies (TS) from different perspectives. According to Herrell and Jordan (2004, p.5), TS are the approaches that can be employed across curricular areas to facilitate the learning process. Picard (2004) explained that teaching strategies are the techniques that teachers adopt to help students learn and participate in class. These strategies must be designed to serve the student's needs, abilities, and objectives (Waleed et al., 2015).

Additionally, Wandberg and Rohwer (2010) considered TS to be the structure, system, methods, techniques, procedures, and processes that a teacher utilizes during the lesson.

Therefore, TS play a vital role in classroom instruction. Without the use of these strategies, teachers would be randomly projecting information that does not connect with learners or guide them. As Wandberg & Rohwer (2010) declared, teachers should choose the appropriate strategies to support students learning in different language domains (Waleed et al., 2015).

1.2.2 Teaching Strategies to Develop Group Work Process

Teachers may use some approaches and strategies to develop GW skills and to encourage the student's performance when using a collaborative task. These strategies include the flipped classroom, brainstorming techniques, structured academic controversy, and inquiry-based instruction.

Using the flipped classroom, which is a new strategy of teaching, this strategy has shown its effectiveness in improving the GW process, where students prepare the content at home and practice working through it at school by adopting certain GW techniques, like an in-person, face-to-face discussion with peers, debate, presentations, and participating in an online discussion. In addition, Flodden (2016) demonstrated that using the flipped classroom model for individual or group activities aims to develop student learning outcomes. (The Flipped Classroom, 2019).

Adopting the brainstorming technique in a large- or small-group discussion encourages students to show different perspectives, points of view, or solutions regarding a certain topic. The teacher initiates a brainstorming session by posing a dilemma or problem or by giving a topic, and then students suggest possible solutions and relevant thoughts and ideas. These ideas are then examined, usually in open discussion formats, which encourage students to work in groups collaboratively to find a solution (Brainstorming, 2018). Gogus (2012) claimed that brainstorming (BS) is one of the strategies used to promote the innovation of a group; ideas and thoughts are shared among members spontaneously to solve practical problems (Al-Samarraie & Hurmuzan, 2018).

Using a structured academic controversy strategy, which has been created specifically for students to participate in a controversy, leads them to seek consensus (Wikipedia Contributors, 2022).Johnson et al.(1991) argued that the most powerful way to employ cooperative GW is through the use of structured academic controversies, as cited in (Heywood,2000). The implementation of this strategy starts by dividing the students into four groups. In the second step, the teacher determines a controversial topic in the field covered in the course. Then the four members of a group were divided into two, and every two students worked together. After that, a pair presented, and the other pair repeated, Finally, they provide each other with feedback and evaluate each other's performance. This process shows the diversity of viewpoints, shows how group members influence each other, and develops communicative skills between peers (Group Work: Techniques | GSI Teaching & Resource Center, 2023).

One of the most useful strategies is called inquiry-based instruction. It is an active learning strategy where the teacher asks students a question and tries to trigger their curiosity. Students then cooperate together to reach an answer or solve a problem. This strategy is very powerful because it helps students cooperate and share their points of view. Through this

unique strategy, students actively discover information to support their investigations. In addition, it activates critical thinking and encourages students to unite (Alper, 2018).

1.2.3 Teacher role and responsibilities

GW changes dramatically as teacher's role. Teachers' role and responsibilities in the GW are significant and may be schematized in various ways in connection with classroom management and when implementing it (Forslund et al., 2012). Furthermore, Meloth (1992) argued that the role of the teacher is substantial in promoting GW collaboration (killen ,2010). The teacher has a number of responsibilities before and during the GW process.

1.2.3.1 Before the group work process

Classroom management from students' perspectives has a great impact on GW productivity. Teachers need to make sense of some factors when s/he is planning or implementing GW. However, some teachers choose to implement GW in their classes according to their preferences and experience at work without allocating any attention to whether the content can fit in GW mode or not. While others may avoid GW mode due to the difficulty of group processes. Rather, they choose alternative modes like whole-class lessons or individual work. One reason for this is that teachers may lack the competence to implement cooperative learning in the classroom. As a result, students either do not learn effectively or fail to take responsibility for their learning. (Frykedal &Chiriac, 2012)

Furthermore, some teachers are also incapable of delegating their authority and responsibilities to their students, who struggle themselves, find solutions for their problems, and participate in their learning. Therefore, until teachers relinquish some of their authority and responsibilities to their students, students cannot take advantage of their learning and learn from each other as a group. (Frykedal &Chiriac ,2012)

In relation to classroom management and the implementation of GW, the instructors' position in the classroom is important and may be schematized in a variety of ways (Gillies, 2008; Gillies, Ashman & Terwel, 2008; Hammar Chiriac & Granström, 2009; 2012; Lotan, 2006; Webb, 2008). Regardless of the educational approach to be used, the teacher will always have the final say in all decisions and processes that take place in the classroom. According to Granström (2007), a teacher's primary responsibility in the classroom is to supervise a group of pupils while they work to learn, but they are also expected to be fully in charge of all activities and procedures that take place there. This is based on the assumption that instructors can effectively handle the two key roles involved in classroom management, namely, leadership and teachership. A teacher's management function in the classroom can be considered to have two distinct, complementary facets: leadership and teaching. The following definitions apply to concepts and specifications (Forslund et al., 2012)

Teacher-ship and leadership are two sides of the same coin; they complement each other in such a way that the absence of one makes the other lose its sufficiency. Therefore, a professional teacher who is actively engaged in his work has to possess both leadership and teachership.

Granström (2007) defined leadership in the classroom as the teacher's knowledge about classroom interaction and group processes and his ability to handle them. In other words, leadership represents the teacher's understanding of interactive and group processes as well as their ability to control these processes. For instance, it requires the teacher's ability to plan and carry out a variety of classroom activities, such as GW. Furthermore, regardless of the kind of classroom practice, a skilled leader has the capacity to inspire and engage the pupils (Forslund et al., 2012).

On the other hand, Granström (2007) admitted that teachership in the classroom is the teacher's knowledge of the subject and his ability to deliver knowledge or proficiencies. More specifically, teachership in a classroom requires both the capacity to impart knowledge and provide learning opportunities for students, as well as understanding how to manage theoretical proficiencies in the educational setting. Hence, teachership encompasses both a teacher's subject-matter expertise and familiarity with the various pedagogical approaches that might be used in the classroom. A skilled teacher is academically very competent and has a remarkable ability to transmit knowledge to students. In addition, teachership plays a major role in students' academic achievement as well as collaborative skills between students.

Moreover, one of the main responsibilities of the teacher is to divide the labor among the students and give each student work that is appropriate to his abilities and strengths. There are several ways teachers divide labor among group members. The most common way is called constructive controversy, where students work in four-person groups over several classroom sessions. This strategy was developed by the Johnsons (Johnson & Johnson, 1985, 2009b; Smith, Johnson, & Johnson, 1981). The second way is called the expert technique. Where the teacher splits the class into teams and asks each team to prepare the answers to a different set of study questions. The third way is to break up the task so that each member plays a different and complementary role. Cohen used this technique with the Center for Interracial Cooperation (Cohen & Lotan, 2014).

Assigning roles is part of the teacher's duties, where s/he determines the group roles before starting to work as a group. The teacher offers students a chance to try a variety of roles because assigning the same students to certain roles motivates, engages, and promotes the student's performance in the group. Moreover, teachers provide the students with a list of roles and brief explanations of each role at the beginning of the GW activity and clarify which

tasks are associated with which role. (Using Roles in Group Work - Center for Teaching and Learning, 2022).

1.2.3.2 During the group work

The teacher plays certain roles during the group GW process. According to Harl (1992)

➢ Facilitator: The teacher takes the responsibility to facilitate the GW process by motivating students, helping them when it is needed, and encouraging them to engage in the GW.

➢ Guider: The instructor shows the students ways and strategies that help them during the GW and guides them to the right way whenever they are lost.

➢ Monitor: During the work, the teacher supervises, and from time to time, s/he checks up on the GW process.

➢ Assessor: the teacher gives students constructive feedback about the final result and reconsiders the process in general.

1.2.4 Student role

On the other hand, there is no doubt that students are the core of group work. Their performance determines the successes and failures of the GW process. Students are responsible for their own and their peers learning. They ought to interact, help each other, discuss with each other, and exchange ideas. Moreover, they develop social skills through interacting with their peers and making decisions. They play various roles interchangeably. The following table represents all the possible roles that students can play in large groups as well as in small groups (Group Work Roles - EduTech Wiki, 2017).

Role Name	Function

Facilitator	It's the main role in the group; the facilitator manages the team discussion, keeps the group concentrated, and divides the work. Also, acts as a leader
Recorder	The responsibility of the recorder is to take notes, summarize team discussions and decisions, and keep all necessary records. Besides that, he organizes the group members' ideas. .
Reporter	Serves as group spokesperson to the class or instructor. Summarizes the group's activities and/or conclusions.
Timekeeper	-monitors time and moves group along so that they complete the task in the available time. Furthermore, remind the team with deadlines by making sure that meetings start on time and end at time.
Checker	-Checks to confirm that all group members got the concepts and understand the task and check the final product.
Explorer	-Aims to uncover new potential in situations and people (fellow team members but also clients) and explore new areas of inquiry.
Runner	-Provides the group with the needed materials in solving a task.
Harmonizer	-Work hard to create a harmonious and positive team atmosphere and reach consensus.
Prioritizer	-Makes sure group focuses on most important issues and does not get caught up in details.
Wildcard	-Performs the role of any missing member and fills in wherever needed.
Innovator	-Encourages imagination and develop critical thinking between

	group members by showing different perspectives and ideas.

1.2.4.1 Students Engagement

Students' engagements at GW come in several forms. It encompasses the emotional state of the student, behavioral participation, and cognitive engagement. These forms determine whether students are fully participating in the group or not. There are three features of a student's engagement:

First, the most important one is the behavioral engagement. Students' effort, perseverance, participation, and compliance with school policies all fall under the category of behavioral engagement. In a GW, behavioral engagement can refer to the students' body language during their interactions, like nodding, smiling, looking puzzled, taking notes, or volunteering a question or response. On the other hand, teachers watch these behaviors to solicit each student's efforts in the group and engagement. However, depending only on students' body language could not accurately reflect students' engagement and efforts in the group. In other words, the cover of the book never reflects its content; just because they seem to be participating does not mean that they are learning.

Then there is cognitive engagement, which depends on students' strategizing about themselves, their work, their skills, and the strategies they adopt to complete their work. In GW, cognitive engagement can refer to the ability to solve group conflicts, critical thinking skills, communication skills, and the strategies adopted by students to complete the assignment. Therefore, students are actively engaged and learn effectively.

The last one is emotional engagement, which is about the emotional state of the learner during the course of the activity. Learners' emotional engagement can be changed from

boredom to interest, from confusion and anxiety to belonging, and vice versa. However, in GW, students' emotional engagement depends on group members' relationships and their feeling of belonging to the group.

1.2.5 Stages of Implementing Group Work

The application of a GW goes through three different stages: the designing and developmental stage, the operational stage, and the output stage (Oakley et al. 2004; Rousseau, Aube & Savoie 2006). Each one of these stages deals with different problems that have a related connection to the different types of guidance and interference that they call for. First, issues like objective definitions, group formations, and students' lack of social skills appear through the design and development stages. Second, the issues attached to the operational stage are designing reward systems, controlling groups' performance, and intervening effectively to solve group issues. Third, providing effective feedback and closure is the major issue attached to the output and disbanding stages (Shimazoe & Aldrich, 2010).

1.2.5.1 The Design and Development Stage

The name of this stage made an obvious reference to its place of occurrence. This stage appears when the group is formed and students started to develop their abilities of working together. In addition, groups during this stage build the principles needed for the collaboration such as: trust, confidence, and interdependence between students. On the other hand, teacher also establishes group reward system, objective, composition and work on developing the social skills of his learners (Shimazoe & Aldrich, 2010).

In some students' perspective, GW is a teaching technique used by teachers to evade their responsibilities in the classroom. Therefore, instructors need to set clear objectives for their students, giving them a clear orientation to work in groups and why they need to work in

groups?. In other words, students need to understand the reason behind working together and what they can benefit from this collaboration, which will increase their performance. Another point to highlight is that instructors need to assign tasks that require the collaboration of students. In more specific words, difficult tasks encourage students more to work together in order to solve the task than easy tasks, in which each student can solve it individually. (Shimazoe & Aldrich, 2010)

Besides, instructors need to define the reward system for their students, including how they will evaluate group members' achievements and contributions. In addition, the reward system should gain students' trust, meet their extrinsic and intrinsic needs, and satisfy their social and individual achievements. Furthermore, students' efforts in the group are highlighted through the evaluation method. In other words, students' grades must be related to their committed efforts. (Shimazoe & Aldrich, 2010)

One of the main instructors' responsibilities is group formation. Marginalizing this responsibility will affect group productivity, especially that concerning members' selection, group composition, and group size. Concerning members' selection, selecting members by instructors is considered to have more effective results than random selection, where students select their mates according to their preferences. In addition, instructors use the method of collecting data in their first class about their students according to specific standards as a base to rely on in the selection of group members. Moreover, instructors can compose two different types of groups in the classroom, either by mixing students with different abilities to create heterogeneous groups or by combining students with the same abilities to create homogeneous groups, depending on the purpose of the assignment. Concerning group size, instructors are responsible for the stable membership of the groups in addition to deciding the appropriate size of the groups that will offer more opportunities for each student to participate

during the collaboration in order to increase the groups' productivity (Shimazoe & Aldrich, 2010).

In group formation, instructors should pay more attention to students' abilities to work in groups because some students lack the social skills needed for working with peers. However, dividing students into groups will not make them more productive. Therefore, instructors need to teach their students social skills before the assignment of the GW by providing oral or written instruction about these skills. Furthermore, the problems that appear when using free riding can be solved when instructors foster students' collaboration by simply giving a clear division of labor by assigning roles to each of them. Moreover, assigning roles by instructors saves much more time than free riding because each member in the group will know his role and what he is expected to provide (Shimazoe & Aldrich, 2010).

1.2.5.2 The Operational stage

During this stage, instructors provide their students with the help they need to develop the rules, policies, and strategies they need while working together. Since students in this stage spend more time and put more effort to achieve the group goal. However, collaborating regularly does not mean they work together. Rather, they will need to solve the problems that appeared during the collaboration, such as free riding, domineering members, and cognitive and social loafing. Therefore, students need enough time to consider and assess their performance as well as their instructors' feedback, which promotes their confidence in the solutions they have developed. In addition, peer assessment and evaluation help instructors check students' contributions and collaboration in the groups as well as increase students' abilities to work together. Moreover, in the operational stage, psychological and supporting tasks play a significant role in group effectiveness. Since students feel more at ease when they know that they can get help from their peers and their instructor as well, this, as a result, helps

them to develop a feeling of belonging to the group as well as confidence in the group members (Shimazoe & Aldrich, 2010).

In this stage, students need to understand that effective GW depends on the preparation of each student alone and then cooperating to discuss the findings because if they spend all their meetings asking "What they should do?" or "What does the task say?" the work development will need a lot of time to be accomplished.

In terms of task design, Lou, Abrami, and d'Apollonia (2001) demonstrated that unstructured or open activities boost group productivity. In addition, it is preferable for instructors' to begin with easier and simpler assignments because group members will need to work concurrently on assigned tasks and rulemaking, policymaking, and strategy creation during the early stages of GW (O'Donnell & O'Kelly 1994). However, in situations where tasks become difficult, instructors should give direct and useful instruction in addition to explaining the methods students need to complete the work. Furthermore, instructors are responsible for giving the instructions needed on how students should report their results as well as specifying exactly what the desired output is needed for each activity. Moreover, each student should write at least one piece of a group assignment to discourage free riders. (Delucchi 2006)

Teachers might also need to modify interactions between group members during the operation stage depending on the social skills and problem-solving aptitude of their students. The first step in exercising control is to closely monitor group projects. Peer assessments that rate member citizenship rather than just contributions would be helpful, in addition to offering students the option to voice their concerns about group activities to teachers. Instructors should educate students on how to evaluate citizenship, just as they should with other facets of CL (Oakley et al. 2004). It will also be beneficial to evaluate students' performance and

participation by asking them anonymous questions and regularly asking them to provide an overview of their group work (Felder 1995; Johnson, Johnson, & Smith).

During the operational stage, students may face problems while working together, such as free riding, domineering members, lazy students, and unavailable students. Therefore, instructors have to intervene to find solutions to these problems. For instance, instructors can set aside some class time for group activities if students have trouble finding time to gather together. In addition, in situations when students are unable to control free riders, instructors must persuade dominating participants to get in touch with absent participants, discuss issues, and offer solutions (Caulfield & Persell 2006).

1.2.5.3 The Output and Disbanding Stage

The output and disbanding stage is reached when the GW is completed and group members are reunited. Disbanding could take place at the conclusion of a lesson or a course. At this point, it is critical to feel successful both individually and as a group. However, both concepts hit differently, therefore, students need to believe that GW adds something to their abilities and knowledge; otherwise, they will not understand why they need to work in groups when they can simply work alone. (Shimazoe & Aldrich, 2010)

Instead of only collecting papers or calling on groups orally, instructors should give immediate feedback on group outputs. Students can use class time to summarize the outcomes of the group projects and to share with the class what they learned from the group outputs. Instructors should continue to be unbiased, consistent, and open in addition to treating groups' output seriously and rating free riders, hitchhikers, or deliberate consistency in social or cognitive loafers individually, as done at the operation stage.

During the process, instructors should establish a dependable and open incentive system. It is crucial to take into consideration the production of groups when grading, if there is a

problem with the product, the group may not have performed as intended (Shimazoe & Aldrich, 2010).

In maintaining consistency in the reward system, individual, as well as collective needs, must be met for group learning to continue to be beneficial. A reward system must therefore be sensitive to both the intrinsic and extrinsic needs of group members. We are aware that students expect positive evaluations for their improvement as well as for the group projects they produce, particularly when learning takes place in a college classroom. The conclusion of successful group operation and procedure is that each member feels as though their performance is assessed and rewarded objectively and reasonably (Shimazoe & Aldrich, 2010).

1.2.6 Group work Assessment

The previous section mentioned several advantages of GW for the students' learning process. These advantages have been solicited by teachers through the process of assessment. Forsell et al. (2019) admit that the phrase "group work assessment" refers to an all-inclusive idea that covers all feedback, evaluation, and assessment techniques applied in conjunction with students' GW. From the teacher's perspective, group assessment is a difficult and challenging task, even if it applies the same principles as individual assessment. Therefore, instructors may need to devise methods for evaluating how groups functioned and the degree to which individuals contributed to the effort in addition to the group's product (Carnegie Mellon University, 2019). Before the assessment, teachers should determine how s/he will assess the group by answering two questions: "What? and "Who?" Teachers need to determine what they want to assess: the final product, the process, or both, in addition to determining who will assign the grade: the teacher, the students, or both (Burke, 2011). Moreover, group assessment has a number of general principles that can help teachers

implement the right approach for their goals and context, like assessing individuals as well as groups, learning and performance, assessing process as well as product, and making your assessment criteria and grading scheme clear (Carnegie Mellon University, 2019).

Concerning the assessment of individuals, some teachers assign the same grade for each group member, which may discourage and demotivate the diligent students if they feel that their success depends on group success. To address this issue, teachers use individual assessments of students learning and performance in addition to the group product to increase students' feelings of fairness as well as reduce free riding. In addition, this assessment can be evaluated using a variety of techniques. Some teachers combine a group project with an individual test or quiz, while others have students complete a brief essay or diary entry as part of a group assignment. The final project mark then accounts for both group and individual achievement. For example, some teachers provide a group grade of 50% and an individual grade of 50%, while others divide the grades by 80%/20% (Carnegie Mellon University, 2019).

The assessment of group processes is important in situations where developing GW abilities is one of the teachers' objectives in the course. In this situation, teachers assess how students work within the group as well as the work they produce. In addition, teachers' assessments of the group process depend on students' assessments of themselves as members of the group, students' assessments of their peers, and the effectiveness of the group product. Therefore, teachers should offer their students enough time to complete this operation. Another point to highlight is that the process of assessment is subjective and that students are not always honest when they evaluate each other's performance (Burke, 2011).

Additionally, students need to have a clear idea of how they will be assessed. The information needed for their assessment is collected in what is known as a rubric, which is a

piece of paper that contains the criteria that teachers use to evaluate and score students. In addition, the rubric paper saves teachers' time and students' efforts, increases student achievement, and improves the effectiveness of the feedback.

Furthermore, the rubric criteria for the process assessment are different from those for group output. Therefore, for evaluating both group process and product, teachers need two rubric papers with different criteria. A process assessment paper may contain information on attendance and participation in meetings, time management abilities, active listening, and evidence of cooperative behavior, professionalism, and engagement. Whereas the criteria of product assessment are based on content, structure, organization, accuracy, thoroughness, and general mechanics (Mckeown, 2011).

Through combining the results of process assessment and product assessment, teachers build knowledge about students' contributions and participation in the group, in addition to the problems they face while working together.

Conclusion

Adopting certain teaching strategies in the classroom that improve the students' engagement in group work has a positive impact on fostering students' learning as well as encouraging students' participation. In addition, it is critical that teachers act as role models by fostering a supportive environment and encouraging group work in EFL classes through these TS. Moreover, it has become clear that the position of the teacher in group work is significant. The instructors play a vital role in guiding, monitoring, and framing students' group activities. There is no doubt that the responsibility of the students in a group work is no less than the teacher's responsibility; students must take into consideration the standards that lead to an effective and successful group work.

Chapter Two: Analysis of the Students' Questionnaire and the Teachers' Questionnaire

Introduction

The previous chapter of the present research was devoted to a review of the literature about teaching strategies and group work in EFL classrooms. In the present chapter, we will look at a descriptive study to find out the teaching strategies teachers use to develop students' abilities to work in groups. Moreover, this study aims to find out whether teachers at Abdelhafid Boussouf University Centre-Mila use those strategies or not and discover the students' experience with group work and the ways they work in groups in the classroom, focusing on both the teacher role and the student role. Two tools of research have been deployed: the teachers' and students' questionnaires with a presentation of interpretations in light of the research questions and hypotheses to test the stated hypothesis and reach the aim of the present research. The present chapter contains two sections the first one deals with the methodology followed in the chapter and the second section deals with the data analysis and discussion of the results .

Section one: Methodology

2.1 Student's questionnaire

2.1.1 Sample

Second-year students of English at the University Center of Abdelhafid Boussouf are the whole population. We will deal with (68) students chosen randomly out of the total population (203 students), divided into five groups. The reason for choosing the second year students is that they are not considered as beginners or experts, which makes their classes more likely to use group work, this helps raise our study's validity, and they can serve our questionnaire's purpose.

2.1.2 Aim and Administration of the Questionnaire

The students' questionnaire is concerned with second-year students and consists of open-ended and closed questions that aim to collect data about students' perceptions toward group work, the problems they face, and the group work skills they have. In addition, to investigate whether teachers use any teaching strategies to develop students' group work skills and solve group problems. The questionnaire was administered online via Google Forms because students were on spring break and also to facilitate the process by giving them more space to read and answer questions carefully. 68 responded and answered research questionnaire

2.1.3 Description of the Questionnaire

To discover students' adaptation of group work abilities and their desire toward the use of teaching strategies to develop them, the questionnaire presented for the sample was chosen. The questionnaire consiste of twenty (20) questions where students were required to choose 'yes' or 'no' answers, as well as multiple choice questions where they were asked to choose among suggested answers. In addition, there are some open-ended questions where students are given a chance to add any suggestions for collecting valid and reliable quantitative data. The questionnaire is divided into four sections. The first section aims to gather some background information concerning students' gender (Q1–Q2), The second section deals with students' group work desire, skills, techniques, and problems (Q3–Q12), The third section focuses on investigating whether teachers use any teaching strategies to develop students' group work skills and also to check the frequency of teachers' contributions during the group process, as well as collecting information about students attitudes toward teacher evaluation (Q13–Q25), and the last section deals with any additional suggestions or comments to improve the student's ability in the group work process (Q26).

2.2. Teachers' questionnaire

2.2.1 Sample

To gather information about the teaching strategies teachers use to develop learners' abilities to work in groups. The questionnaire is addressed to fifteen (16) teachers in the Department of Foreign Languages at Mila University who adopt group work in their classes.

2.2.2 Aim of the Questionnaire

The main aim behind designing this questionnaire is to explore teachers' perceptions toward group work effectiveness, explore the methodology and objectives teachers adopt during group work, and determine whether teachers use any teaching strategies to develop their students' abilities to work in groups.

2.2.3. Description of the Teacher Questionnaire

The current questionnaire is divided into four sections and consists of twenty questions of different types: open-ended, closed-ended, and multiple-choice questions.

- ➢ The first section, entitled "teacher profile," contains three questions about the teacher's degree, experience in teaching, and the modules they teach.

- ➢ The second section is named "Teachers and group work", which is mainly concerned with the teacher's use of group work and the teacher's point of view on group work issues.

- ➢ The third section is "teacher strategies", which is an attempt to explore the teaching strategies teachers use during group work and is centered on the teacher's role and responsibilities in a group work process.

- ➢ The last question was given as a space for teachers to provide us with their suggestions and points of view concerning effective teaching strategies to develop learners' abilities in group work.

Section two: Analysis and Discussion

2.3.1 Analysis of Students' Questionnaire Results

   Section One: Background Information

Q1. Learners' Gender

Figure 01:

Students' Gender
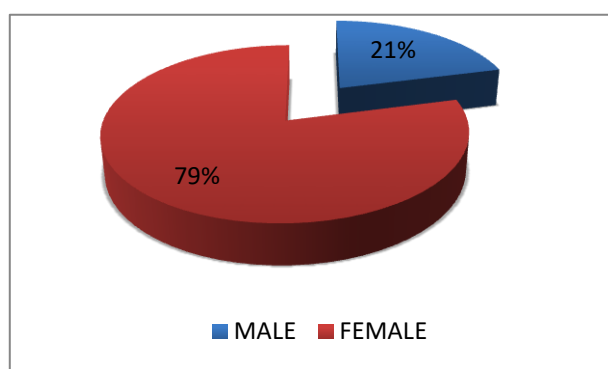
   Figure one shows the sample of the study. The female percentage **79**% is intelligibly huge in comparison to male percentage 21%, this is because that female are most likely to learn foreign languages, and majority of males careless in the study issues.

Q2: Are you a sociable Person?

   Figure2:

*Students' desire toward working with others*
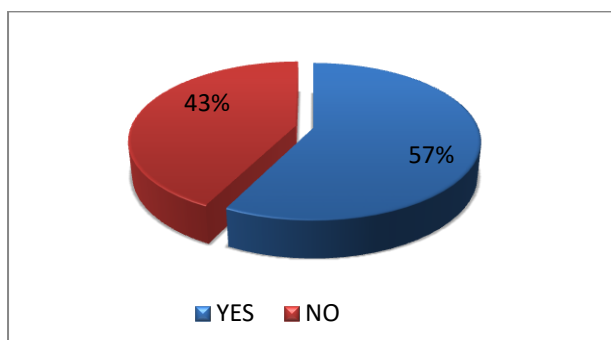
The question aims to investigate students' desire for the idea of collaborating with others. The figure shows very similar results, with 57% indicating that they are social people. While 42% out of 6 claimed the opposite, advocating that they are not social people, this result indicates that there is an almost equal desire among those who can easily gel with others and those who hesitate to deal with others.

Section Two: Students and Group Work in the Classroom

Q3: Do you like to be involved in a group work?

Figure 3:

*Students' attitude toward group work in the classroom*
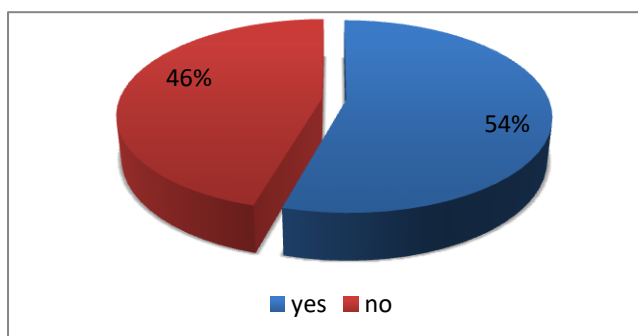
This question aims to investigate students' attitude toward GW, this figures shows a close result where 54 % of students like to be a part of GW, whereas 46% of them are the opposite, This result indicates that there is an almost equal attitude between those who like to work in groups and those who do not like to work in groups.

Q4: IF yes, why (choose more than one answer)

Figure 04:

*Students' positive attitude toward group work*
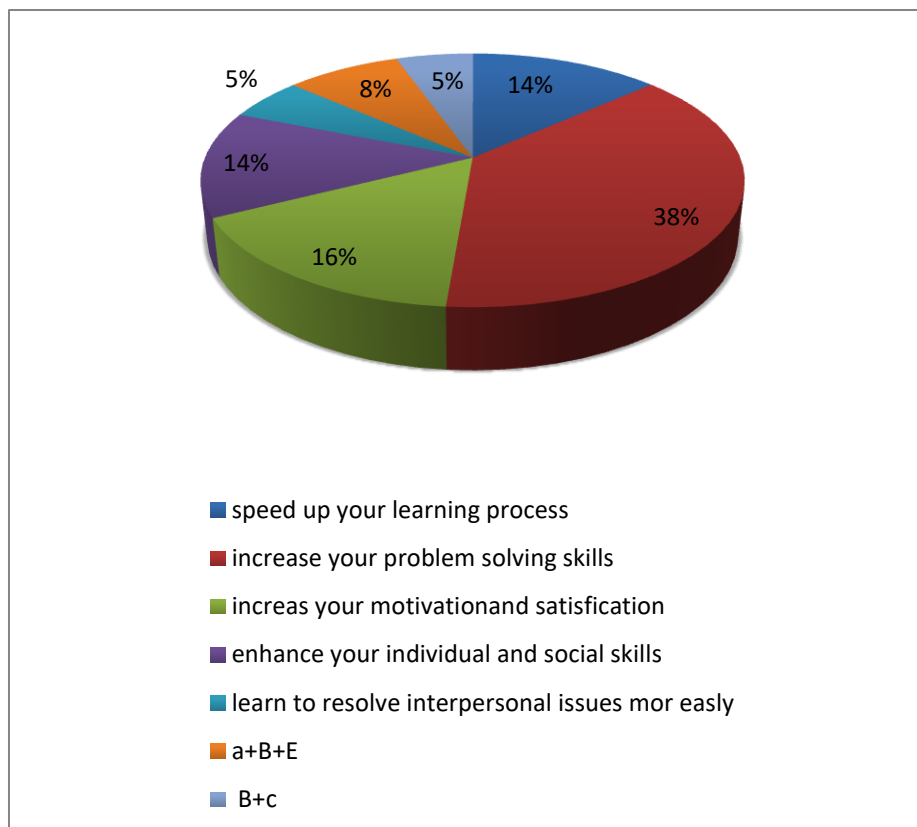
This question is designed to explore the reasons why students like to work in groups. Figure 4 shows that 38% of students like to work in groups because this increases their problem-solving skills, 16% of them say it increases their motivation and satisfaction, students who declare that GW enhances their individual and social skills, and those who see GW as a means to foster the learning process have shared the same result 14%. (8%) of them chose a combination of options 'a', 'b', 'e' that are "speed up the learning process", "increase your problem-solving skills", " learn to resolve interpersonal issues more easily", There is also a shared equal percentage of 5% between two categories of students; the first category stated that group work helps them to learn to resolve interpersonal issues, while the other category chose multipole options 'a', 'c' that are GW "increase your problem solving", 'increase your motivation satisfaction. This result indicates that the majority prefers to work in groups for the reason that GW offers students different perspectives, which helps them solve problems more

easily, or maybe to decrease their sense of responsibility, which increases their motivation and satisfaction.

Q 05: if no: this is because of what? (you can choose more than one answer)

Figure 5:

Students' negative attitude toward group work
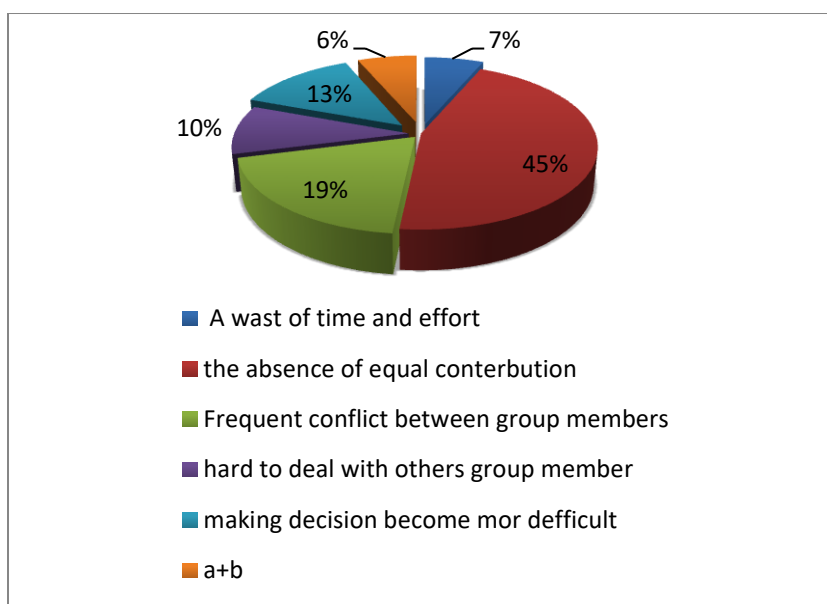
This question intends to show the reasons behind students' negative attitude toward group work. As it is shown in figure 5, the majority of the student population (45%) claims that the reason behind this attitude is the absence of equal contribution, 19% of the participants reject being involved in GW because of the conflict between group members; 13% declare that making decisions becomes more difficult in GW, 10% of students say that it is hard for them to deal with other group members, 7% of them think it is just a waste of time, and only 6% choose multiple choices 'a', 'b' that are " a waste of time" and "the absence of equal contribution". This result shows that students' negative attitudes toward group work may develop as a result of the lack of understanding between group members, the diversity of viewpoints, the difficulty in accepting their individual differences, or when they cannot reach

a unified solution. These problems may appear due to the absence of some group work skills like communication, leadership, organization, and collaboration.

Q6: Do you know how to work effectively in group?

Figure 06:

*Students' abilities to work in groups*
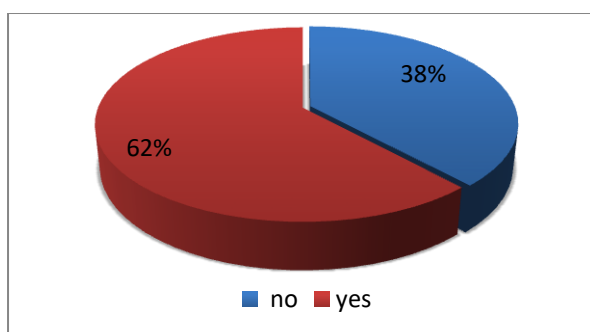
The aim behind asking this question is to know whether students have the ability to work effectively in groups or not. The highest score shows in the figure representing (62%) percent of participants claiming that they know how to work effectively in groups; whereas, (38%) claimed the opposite, declaring that they do not know how to work effectively in groups. This result shows that the majority of students have the ability to work effectively in groups; this may be because they did not have enough knowledge about the GW principles and issues so they thought it is easy to work effectively in group work.

Q7: when you work in group do you work to achieve your own goal or the whole group goal?

**Figure 07:**

Students' goals in a group work
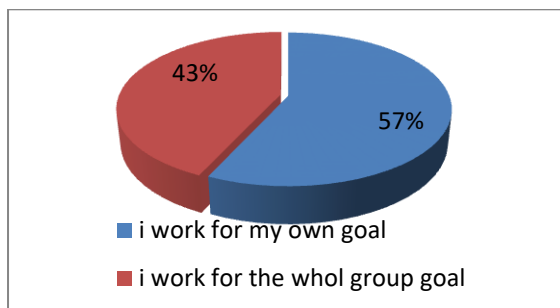
The main aim behind this question is to see whether students work for their own achievement or for group achievement. Figure 06 shows that most of the students' answers, 57% worked to achieve their own goal, whereas 43% to achieve the whole group goal. This result shows that the majority of students put their interests above the group's interests, ignoring the main element of GW, which is positive interdependence, where students sink or swim together.

Q8: Do you think that your ability to work in group can affect your group final product?

Figure 08*:*

The effect of students' ability on the group final product
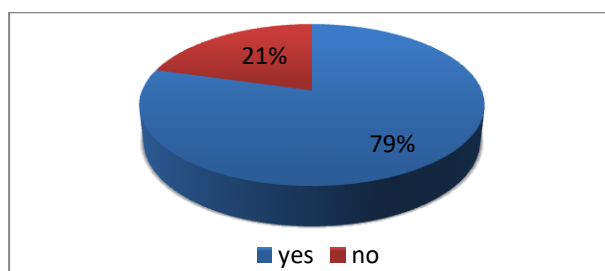
This question attempts to explore whether students' abilities and participation in the GW have an impact on the group product or not. Figure 8 shows that the majority of students 79% indicate that their ability to work in group affects the group product, whereas the minority

21% claim the opposite, declaring that their abilities have no effect on the group product. This result shows that the majority of students understand that their abilities can affect the group product in a positive or negative way.

**Q9: How can your ability to work in group effect the group final product?**

This question aims to explore students' perspectives on how their abilities to work in a group affect the group's final product. Their answers are summarized as follows:

➢ The majority of students said that every one of them have different knowledge and points of strength that. However, this can add a special touch to the group and affect the final product positively.

➢ Some students declare that they do their best and that their effort affects the final product; the harder they work, the more they produce a good result.

➢ Others declare that their ability to work in a group can affect the final product positively by influencing the group's communication, collaboration, and overall efficiency to achieve the shared goals.

➢ One of these students declares that s/he is always the leader of the group work, so the effectiveness of the final product depends on his/her ability or role in dividing labor, providing feedback, planning, and creating a positive atmosphere.

Q10: do you think that developing group work abilities is the responsibility of teacher or students.

Figure 09*:*

Group work Responsibility
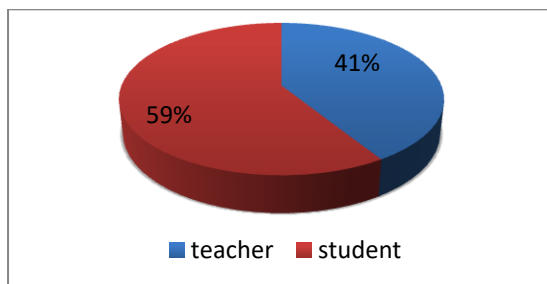
This question aims to explore whether the development of GW ability is students' or teachers' responsibility. The figure 09 shows an almost equal result between the two possibilities. However, the participants claiming that the development of GW ability is students' responsibility have the highest score 59%, while 41% claim the opposite, saying that the development of GW ability is the teacher responsibility. This result indicates that developing GW abilities is a shared responsibility between both teachers and students.

Q11: why?

This question is designed to explore the reasons behind students' answers in the previous question (Q09), those reasons are divided into two categories summarized as follows:

➢ The first category refers to students who believe that the development of group work abilities is their responsibility because they consider themselves autonomous learners, which means that they should depend on themselves. In addition, students know themselves better than everyone else and know their strengths and weaknesses.

➢ The second category refers to students who believe that the development of group work abilities is a teacher's responsibility due to the fact that teachers have the authority and ability to educate their students on how to work effectively in groups by using certain strategies to make working in groups enjoyable and successful. In

addition, teachers have more experience and know their students' individual capacities and what should be done to develop them.

Q12: How do you usually work with peers to accomplish a group task?

Figure 10:

The Process of Working in Groups
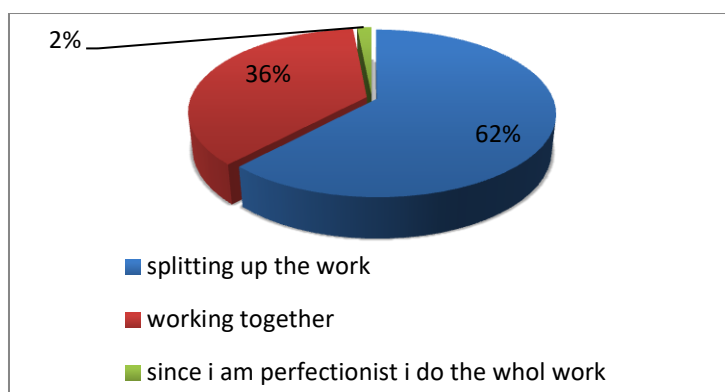
This question attempts to discover students' process of working in groups. The figure shows that 62% of participants indicate that they split the work between them, while 36% say that they work cooperatively with their peers to complete the work, and only 2 of the participants indicate that they take all the responsibility for the accomplishment of the group work. This result indicate that students work individually in groups rather than working with each other as one unit to complete the task because they work cooperatively more than they work collaboratively as a group, i.e., they lack collaborative skills.

Q13: during the group work process, is the degree of contribution between group members equal?

Figure 11:

*The degree of equal contribution in a group work*
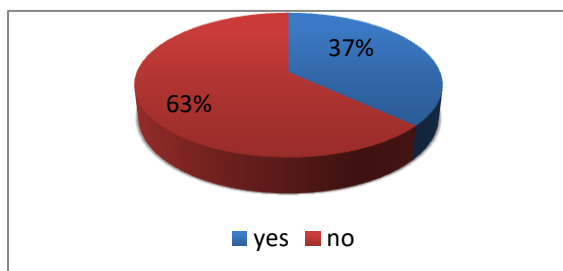
This question tries to investigate whether the degree of students' contribution in a GW is equal or not. The figure 11 shows that the highest score 63% represent participants saying that the degree of contribution between group members is not equal. While 37% of participants stated the opposite, advocating that the degree of contribution between group members is equal. This result indicates that students did not work collaboratively since the result shows that most group members do not contribute equally in the group, because they lack the ability to collaborate, organize, and divide labor among themselves.

Q14: How often do students is dominate the group and marginalizing their peers' roles and participation?

Figure 12:

*The frequency of student's dominance*
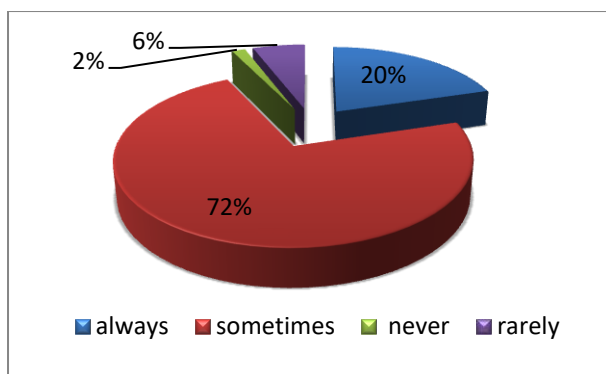
The student dominance is one of the common phenomena that struggle the GW process, for that we spot light on it by posing this question to investigate the frequency of student dominance in GW, where (72%) declare that some members sometimes dominant the group and (20%) said it's always happen, (6%) claims that student rarely are dominating the group work, and only (2%) who answer that the frequency of student dominance is not exist. These answers show that the issue of dominance of high qualified members is very common in GW. This may be due to the lack of communication between group members and the fact that some students' personalities are stronger and more confidence than the other, also the differences in the level of proficiency can create the dominance between peers because some students believes only on their opinions and answers and rejects the others point of views.

Q15: how often Students face difficulty to find appropriate time for all members to meet, in addition to their lack of preparation for those meeting?

Figure 13:

*Group Work Became a Waste of Time*
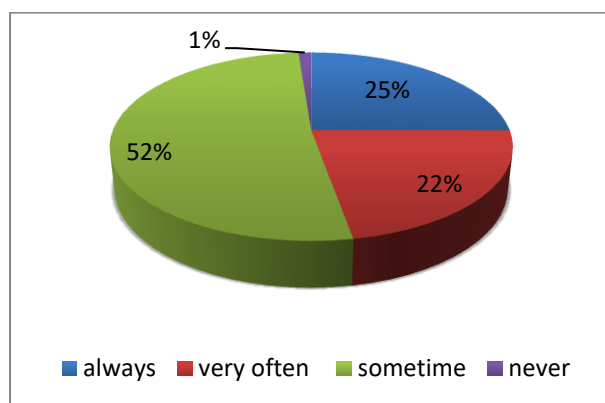
This question investigates the frequency with which the GW became a waste of time. The highest three scores are the following: 52% of participants claim that sometimes group work turns into a waste of time, 25% of participants declare that it always happens, and the third highest percentage, 22%, of participants believe that it happens very often. However,

only 1% thinks that group work never became a waste of time. These answers imply that students usually do not benefit from group work and that it becomes meaningless. This can be a result of some GW issues, like finding an appropriate time for meetings.

Section Three: Teacher Strategies

Q16: Do you work in groups inside classroom?

Figure14:

The use of group work in classroom
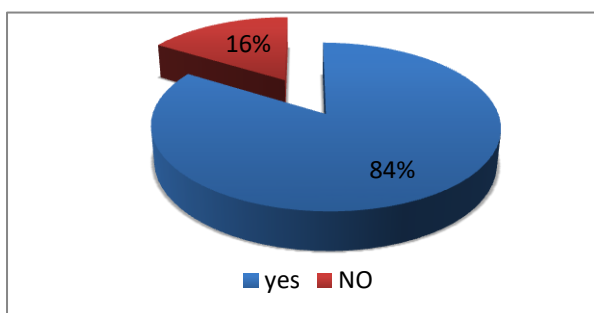
This question seeks to investigate the use of group work inside the classroom, whether the teacher uses it or not, Figure 14 shows a huge difference between answers where the majority (84% of the student population) claims that they do not work in groups inside the classroom, and only 16% of this population declares the opposite, asserting that they do not work in groups inside the classroom. This result shows that teachers often adapt group works inside classrooms, not just for research tasks. This means that teachers do not only pay attention to the group's final product; they also work to teach students process skills.

Q17: Does your teacher provide you with any form of feedback (oral/written) on how you should work in the group?

Figure 15:

Students' perception about teacher's feedback
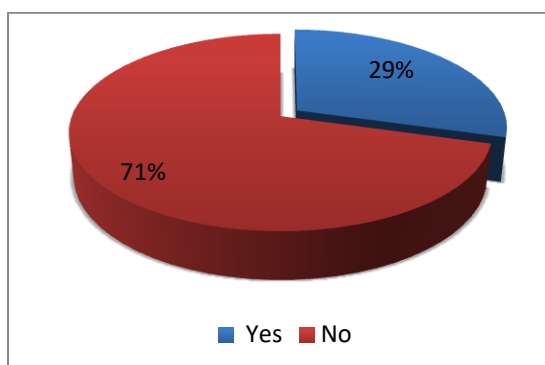
This question was asked to investigate whether teachers provide students with helpful feedback for developing group abilities or not. (71%) of the answers were negative, claiming that teachers do not provide them with any form of feedback to develop their GW abilities. On the other side, 29% said the opposite, confirming that teachers provide feedback on how students should work in groups. This result indicates that teachers do not often provide their students with feedback to improve their GW skills. This may reduce students' improvements and decrease students' learning achievements.

Q18: If yes, please give examples about this feedback

As shown in the previous figures, only a few students receive teacher feedback. Therefore, we received a few examples summarized as follow:

➢ The most common answer was that teachers give them feedback concerning how to divide themselves and the way the work should be done.

➢ Some others stated that teachers suggested some effective techniques to follow during the group work, like splitting the work equally, exchanging ideas, and suggesting interesting ideas with them.

➤ A very interesting answer came from a student who declared that in the module on technique, my teacher gave us a teamwork assignment and showed us how to write an introduction, body, and conclusion.

This result shows that some teachers teach their students how to work effectively in groups by providing oral feedback and also by using some techniques and strategies during the group process. This can help students develop their skills and abilities and increase their learning achievements.

Q19: do you think that teachers feedback effect your group work skills?

Figure 16:

Student perception about the effect of teacher's feedback on their group work skills
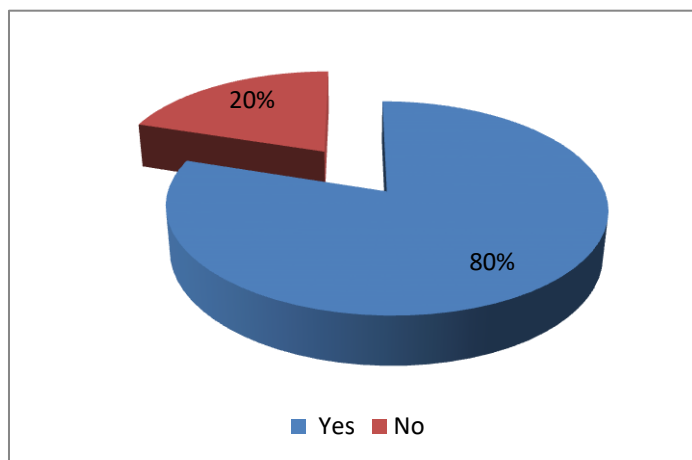
This question aims to investigate whether teachers' feedback affects students' group work skills or not. The majority of students 80% believe that teachers affect their group work abilities, and only 20% claim the opposite, saying that teachers' feedback does not affect their group work abilities. This result shows that teachers' feedback can have a major impact on students' group work skills and may play a major role in their enhancement.

Q20: do you benefit more from instructor assessment or peer assessment?

Figure 17:

Student perception about the most beneficial assessment

Peer assessment ■ instructer assessment
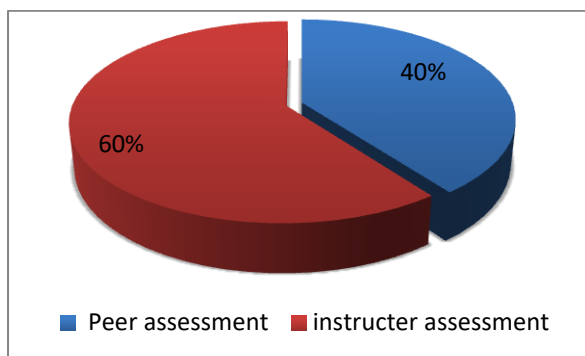
This question aims to explore students' perception about the most beneficial method for assessing them. 60% of the students declare that they benefit more from the instructor assessment and 40% stated that they benefit more from their peers' assessment. This shows the effectiveness of teachers' feedback. This result indicate that students believes that teachers' assessment help them more than their peers' assessment, due to the fact that teachers are more qualified and professional.

Q21: Does your teacher divide you into groups only for research project?

Figure 18:

Teacher objective behind the use of group work

■ yes ■ no
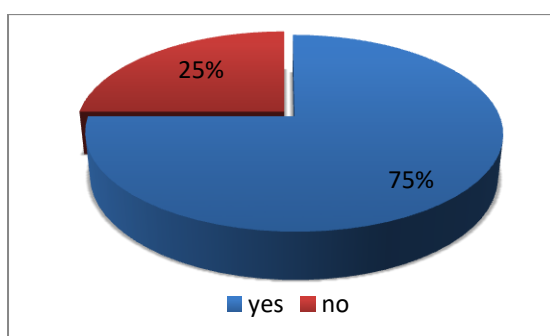
This question attempted to explore the teachers' objective behind the use of group work. 75% of the respondents admitted that teachers divide them into groups only for group projects, while 25% claim the opposite, stating that teachers do divide them into groups for

more than just research projects. This result shows that most of the teachers shift their attention to the group product over the group process. This result shows that teachers' objective behind the use of group work is to focus more on the group's final product than its process since they use it more as a research tool.

Q22: If no, mention some of these tasks do you work on it in groups?

This question refers to the student population declared in the previous question that teachers divide them into groups not only just for research projects but also aims to shine a spotlight on the other activities where teachers adopt the GW process in classroom tasks. These activities are summarized as follows:

➢ The majority of students have provided us with the modules; rather than activities, they work on them mostly in groups like methodology and oral expression. This may be because they misunderstood the question, and these modules are periodically thought of in a cooperative environment.

➢ On the other hand, the answers stressed some activities, including presentations, performances, problem-solving tasks, and debates.

As a result, teachers' use of GW is limited to specific activities that are considered "comfort zones" do not take much efforts and time.

Q23: How often does the teacher provide guidance during the group work process?

Figure 19:

The frequency of teacher guidance during group work
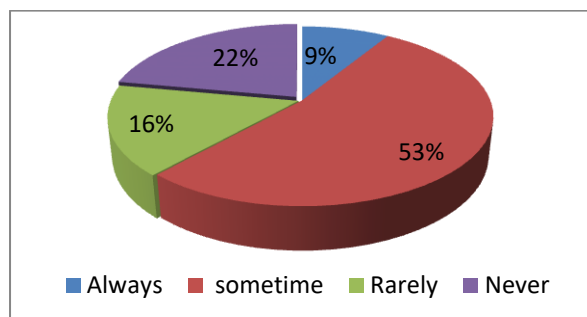
This question seeks to investigate the frequency of teachers' guidance during the group process. Half of the population, 53% claims that teachers sometimes provide them with guidance during the group process, 22% of students' answers assert that teachers never guide them during the group process, 16% declare that teachers rarely provide guidance, and 9% indicate that they always receive guidance. These answers show that teachers do not often guide the group process. This can be due to teachers' beliefs that students are independent learners and can work without their aid, or they just try to elude the guidance responsibility.

Q24: How often does the teacher check the Group Work process?

Figure 20:

The Frequency of the Teacher Supervision
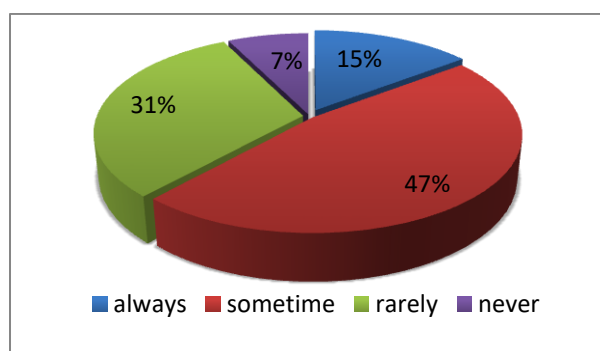
This question tries to explore the frequency of teacher supervision during the group process. Figure 19 shows a different result. Where almost half of the population 47% declared that teachers sometimes check the group process, 31% stated that teacher rarely check the group process, 15% claimed that teachers always check it, and only 7% asserted that teachers supervision never happens. These answers indicate that teachers do not regularly supervise the GW process. This may be due to the amount of time teachers can take to supervise all their students during the GW process.

Q25: How often does the teacher take the responsibility of group formation (members' selection, group composition, and group size)?

Figure 21:

The Frequency of Teacher Responsibility of Group Formation
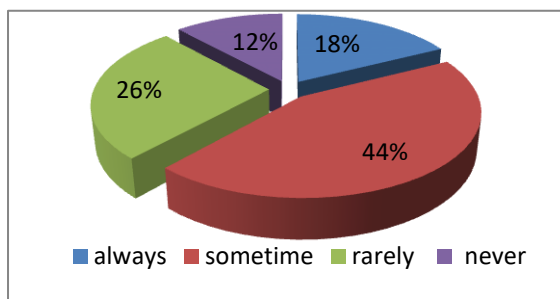
This question aims to investigate the frequency of teachers' participation in group formation. Figure 20 clarifies that 44% of participants' answers indicate that teachers sometimes take responsibility for group formation, 26% percent declare that teachers rarely form their groups, 18% claim that teachers always take group formation responsibility, and 12 assert that teachers never participate in the group formation process. This result indicates that teachers do not often take on the responsibility of group formation. This can lead to creating groups based on students' relationships rather than levels, which can create more problems in the groups, like running out of the topic or turning the group work into a friends' meeting, and reduce group product quality and performance.

Q26: Concerning group evaluation, what type your teacher use?

Figure 22:

Students' perception about Teachers' type of group evaluation
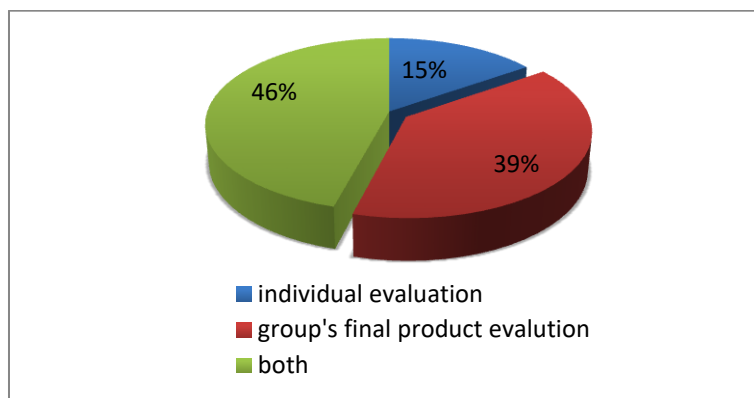
This question aims to explore the most common type of evaluation a teacher uses with group work tasks. Figure 21 shows that the highest score of 46% indicates that their teachers use both the group final product and individual assessment to evaluate group members' performances, while 39% of them claim that their teachers use only the group final product to evaluate their performance, and only 15% declare that their teachers use only individual evaluation to evaluate their performance. These answers indicate that even if some teachers attach importance to students' individual efforts, there may still be others who marginalize their individual efforts. This can create a negative attitude toward group work and also lead students to develop feelings like anxiety, demotivation, and nonsatisfaction that can hamper their collaboration.

Q27: Which type of evaluation do you prefer?

Figure 23:

Students' preference evaluation
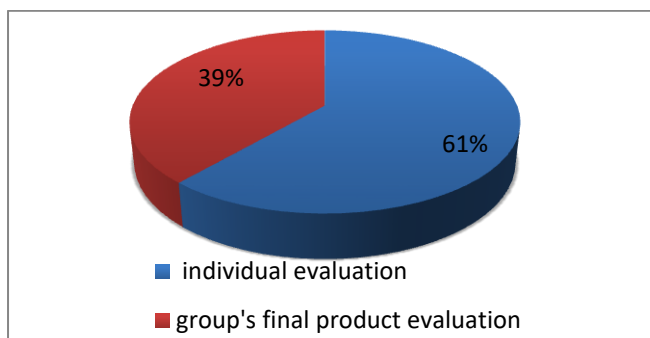
This question is designed to compare the type of evaluation students prefer with the type of evaluation teachers use in the previous question (Q24). Figure 22 shows that 61% of students declared that they preferred the individual evaluation, and 39% of students preferred the final product evaluation. This result shows that students want teachers to pay more attention to their individual efforts during the evaluation process. This can protect some students from doing all the work and push others to participate more in the group.

.**Q28: Do you usually satisfied with your group mark?**

Figure 24:

Students' satisfaction of the group mark
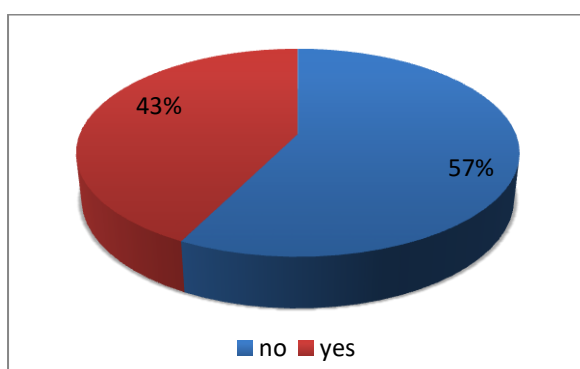
This question attempted to explore students' satisfaction with their evaluation. The figure shows very similar results. 57% of respondents are pleased with the mark they have,

while 43% are dissatisfied with the mark they have. This result shows that teachers' evaluations did not satisfy the majority of students. This can be due to teachers using final group product evaluation and marginalizing students' individual efforts.

Section 4: Suggestions and recommendations

Q29: What do you suggest to enhance your ability to work in group?

On the basis of these study findings, I assume that there is a need for students' suggestions and points of view to enhance their abilities to work in groups. This question was given as a space for students to express their ideas and points of view for a helpful suggestion to enhance their ability to work in a group. Among the 68 respondents, only 43 of them gave some comments and suggestions, which are summarized as follows:

➢ Teachers need to use more group work activities inside the classroom that enable us to practice how to work in groups effectively in more controlled settings.

➢ Some students assume that the development of group work abilities should be a shared responsibility between student and teacher; the teacher should vary activities, provide feedback, and check the work, and the students should accept individual differences to avoid conflicts.

➢ Some students stress the necessity of assessing everyone alone; this is due to the fact that some teachers give destructive evaluation.

➢ Deal with people who are working toward a common goal and share a positive mindset.

➢ In the group, everyone should understand their responsibilities and roles.

➢ One of the respondents suggests an interesting way to develop group work abilities. According to this student, group work should be practiced more under the teacher's control to provide us with feedback on how we should work and correct the mistakes

we make. Teachers should stress the obligation of doing group work inside the classroom, not outside, which enables us to practice how to work in groups effectively in more controlled settings.

These suggestions show that students are asking their teachers to allocate more attention to the GW process.

2.3.2 Analysis of teachers' Questionnaire Results

Section one: Teachers Profile

The first three questions (Q1, Q2, and Q3) designed two rise the study validity through knowing that our population is consist of expert, qualified, and professional teachers instead of novice teachers. Our population is consisting of:

➢ eight teachers with doctorate degree

➢ seven teachers with master degree

➢ one teacher with magister degree

And their experiences are starting from 15 years till two years as follow:

➢ one teacher with 15 years experiences

➢ two with 12 years of experience

➢ two with ten years of experience

➢ two teacher with nine year of experience

➢ two teachers with five years of experience

➢ one teacher with four years of experience

➢ four teachers with three years of experience

➢ two teachers with two years of experience

In addition to that, each one of those teachers teaches different modules, like written expression or oral expression, where he adopts at least in one of these modules the groups work technique. This will give us more chances to collect the data we need about our topic.

Section two: teachers and group work

Q4: How often do you use group work in your classes?

Figure 1:

The teacher's Frequency of the use of group work

always sometime rarely Never
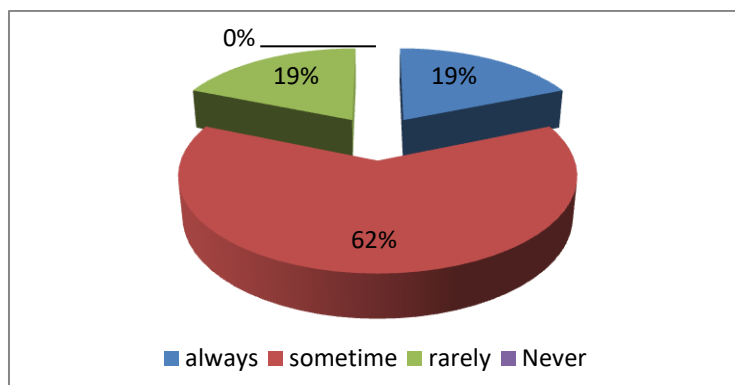
This question aims to investigate teachers' frequency of using group work. The highest score shown in the figure one represents 62% of teachers who declare that they sometimes use group work in their classes, whereas the second-best score of 19% represents two teacher categories: those who claim that they always use group work in their classes and those who assert that they rarely use group work in their classes. This result indicates that group work is considered to be part of teachers' classes since it is used by the entire teacher population. This may be because of all the advantages GW has on the learning process.

Q5: Dividing students into groups is a useful technique to enhance students learning.

Figure 2:

Teachers' attitude toward the use of group work as technique to enhance students' learning
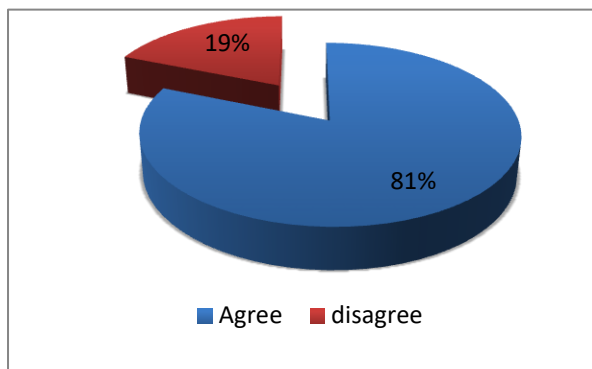
This question aims to investigate teachers' desire toward the use of group work as a technique to enhance students' learning. Figure 2 shows that the majority of teachers 81% agree that group work is a useful technique to enhance students' learning, but 19% of teachers disagree, claiming that group work is not a useful technique to enhance students' learning. This result shows that, from a teacher's perspective, group work cannot always be a useful and effective way to enhance students' learning. This can have a relationship with issues that arise during GW like freeriding, the dominance of some students, and social loafing.

Q6: Group work helps in developing students' academic achievements

Figure 3:

Teachers' perspectives toward the impact of group work on the students' academic achievements
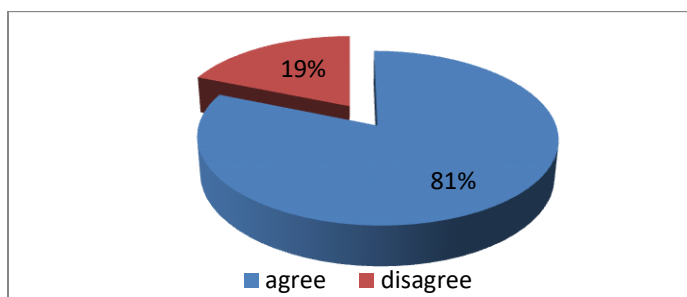
This question is designed to explore teachers' perspectives toward group work and students' academic achievements. Figure 3 shows that the majority 81% of teachers agree that group work helps in developing students' academic achievements, whereas the minority 19% disagree, asserting that group work does not help in developing students' academic achievements. This result shows that, from teachers' perspectives, group work cannot always help students improve their academic achievements. Teachers may conclude these perspectives after evaluating their students.

Q7: Before assigning group work, teachers need to teach students how to work together

Figure 4:

Teachers' perspectives toward group work process.
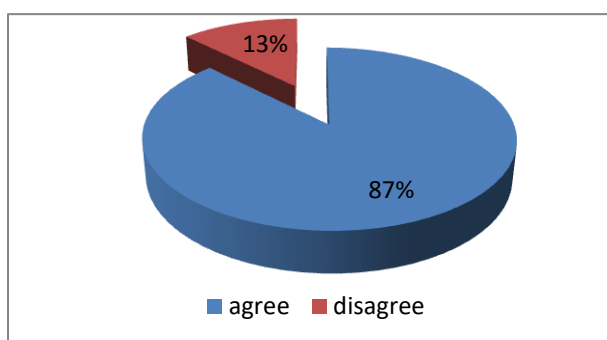
This question intends to show teachers' perspectives toward the group work process. Figure 4 shows that the majority of teachers 87% agree, asserting that they need to teach students how to work together before assigning group work, whereas 13% of the population disagrees, claiming that there is no need for teachers to teach their students how to work together before assigning group work. This result indicates that teachers do not share the same perspective when it comes to teaching the group work process, where the majority proves this responsibility and the minority denies it. This can lead us to conclude that most teachers understand the importance and the effect of the GW process on the group work product, the student's achievement, and the learning process in general.

Q8: Group work makes classroom management difficult

Figure 5:

The impact of group work in classroom management
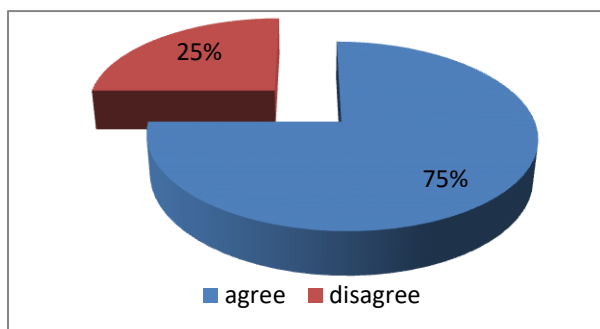
This question aims to explore teachers' opinions and perspectives toward group work and classroom management. Figure 5 shows that 75% of teachers' answers disagree, declaring that group work has no negative effect on classroom management or makes it more difficult. Only 25% of them agree, indicating that group work does make classroom management difficult. This result shows that classroom management can become a challenge for some teachers when they adopt group work tasks in their classes because some teachers may lack the competence to implement group work or cannot delegate authority and responsibilities to their students.

Q9: One of teacher's responsibilities in group work is assigning roles for his students.

Figure 6:

Teachers' perspectives toward assigning roles in a group work.
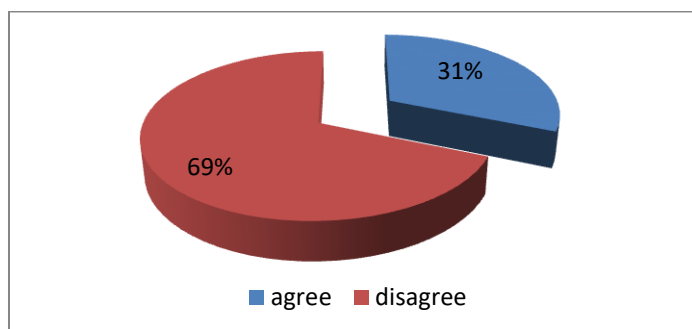
This question attempts to discover teachers' perspectives toward assigning roles in GW. Figure 6 shows that the majority of teachers' answers agree 69%, asserting that it is teacher's responsibility to assign students roles in group work, whereas 31% disagree, declaring that it is not teacher's responsibility to assign students roles in GW. This result shows that even if the majority of teachers approve that it is one of their responsibilities to assign students roles in group work, there are still others who deny this responsibility may be this is because of the fact that they attribute this responsibility to their student instead of taking the responsibility of assigning roles.

Q10: Developing group work abilities is the responsibility of the teachers or the students?

Figure 7:

Group work development responsibility
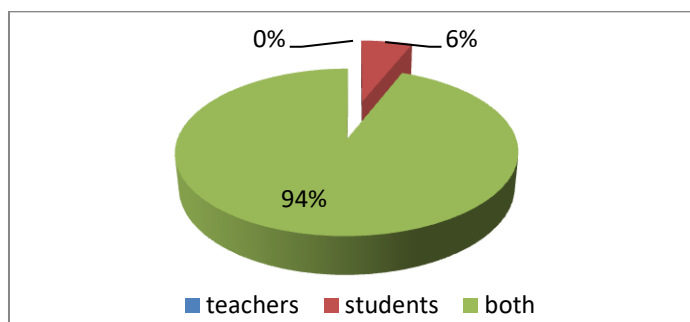
This question aims to investigate teachers' standpoint on the responsibility of developing GW abilities. The figure seven shows that almost all teachers' answers, 94% declare that there is shared responsibility between teachers and students, and only 6% believe that it is the student's responsibility to develop their group work abilities. No one in the teachers' population says it is their responsibility. This result indicates that teachers and students need to unify their efforts and work together to develop students' group work abilities and succeed. However, having those who believe it is only the students'

responsibility shows that some teachers may be escape from some of their responsibility by putting it into students' consideration and considering it as one of their responsibilities.

Q11: why?

This question is design to explore reasons behind teachers' answers about a bout developing group work responsibility (Q10). The participants provided some reasons which are summarized as follows:

➢ The teacher is facilitator. He is there to ensure that the work is getting done and everyone is participating in the group work. He/she gives feedback and keeps an eye on things. It is also the students' responsibility to work on themselves, participate, speak up, engage and work together. It is both of their responsibility. One must do the work, and one must assist.

➢ A teacher is responsible for assigning roles and giving instruction while students are concerned with participation and being active (not relying on other learners to accomplish the task.

➢ Teachers should control manage and guide learners, they should not give the work and let them for a session without control. Students work and others refuse to work.

➢ The teacher role is to make sure that the classroom and the group work together it is also the students' obligation to develop their ability to work together and auto learner without the daily management of the teacher.

➢ A teacher as a guider his responsibility is to facilitate the process and this task reflects student's autonomy.

➢ Teachers should raise the students' awareness about the aim of group works and how they should cooperate to finish the tasks provided in the instruction.

What we can notice from analyzing these reasons is that there is a contradiction between teachers' answers in the previous question (Q10) and the reasons they give to justify their answers. In more specific words, the reasons given by teachers were focused more on teachers' responsibilities, whereas, in their answers, they assert that it is a shared responsibility between teachers and students. And the one indicating it is a students' responsibility justified his answer by saying that "They are responsible for themselves" which cannot consider as a reason more than escaping from responsibility.

Section three: teacher strategies

Q12: what are your group work objectives?

Figure 08:

Teachers' group work objectives
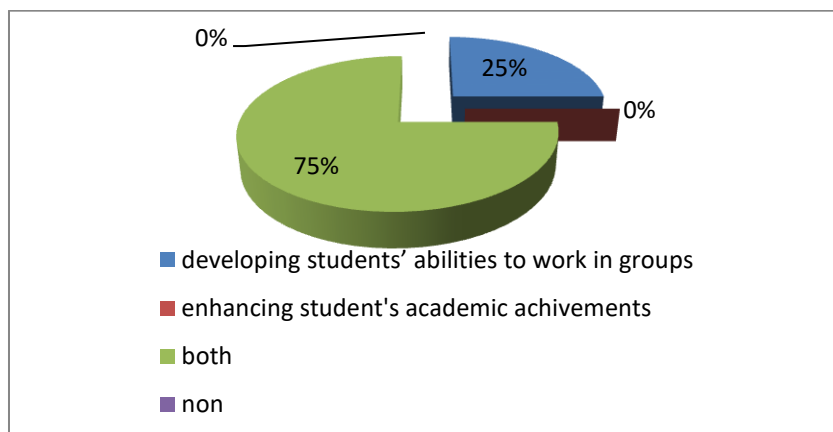
This question tries to discover teachers' objectives in group work. The highest score shown in the figure eight, 75% of teachers' answers claim that their group work objective includes both: developing students' abilities to work in groups and enhancing students' academic achievements, and only 25% of them indicate that their objective includes and focuses only on developing students' abilities to work in groups. However, no one of the teachers answers saying that their group work objective includes enhancing students' academic achievement only. This result shows that teachers allocate more attention to

students' group work abilities over students' academic achievements, which may lead to unsatisfied students because working without gaining achievement can cause students to develop feelings of anxiety and demotivation.

Q13: Do you use any teaching strategies to develop students' abilities to work in group?

Figure 09:

Teachers' use of teaching strategies to develop group work abilities
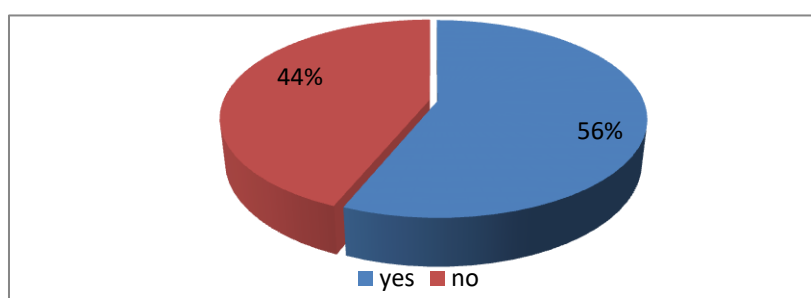
The aim of asking this question is to know whether teachers use any teaching strategies to develop students' abilities to work in groups. Figure 9 shows almost equal results between those who use teaching strategies to develop students' group work abilities and those who do not use any, where 56% of them approve of the use of such teaching strategies, and the other 44% deny their use. This result shows that even if the majority of teachers indicated in the previous question that they focus their objectives on developing students' abilities, almost half of them do not use any teaching strategies to develop them, which creates opposition in their point of view.

Q14: if yes mention some of them.

This question attempts to discover the teaching strategies teachers use to develop students' abilities to work in groups. After analyzing teachers' answers, we found that the majority of teachers' answers focused on creating discussions during class to help students

tolerate differences in viewpoints, and some of them mentioned that they use educational games. Whereas other answers vary from one teacher to another as follows:

➢ Oral presentation, project work.

➢ Explicit teaching of group work skills

➢ Assign the students roles to ensure that all of them will participate in the work; ask them to summarize their answers, discuss the topic with both active and slow learners, and ask students which are not interested in the tasks.

➢ Using Brain storming approach

Q15: As a teacher, what do you recommend as an effective way to enhance students' ability to work in group?

Figure 10:

Teachers' recommendation

- Giving only research task
- Practicing the material that you deliver to your students to prepare at home
- Creating a free and open collaborative environment for discussion
- Help student to gain content knowledge about issues, appreciate and respect multiple multiple viewpoints, and learn how to build consensus.
- Moving students beyond general curiosity into the realms of critical thinking and understanding
- none

Q16: how often do you provide guidance during group process?

This question tries to explore the effective ways teachers recommend enhancing students' ability to work in groups. Figure 10 shows that the highest three scores are the

following: 32% of teachers recommend creating a free and open collaborative environment for discussion, 31% stated that they recommend moving students beyond general curiosity into the realms of critical thinking and understanding, 25% related to teachers who recommend helping students gain content knowledge about issues, appreciate and respect multiple viewpoints, and learn how to build consensus, whereas the other two recommendations, giving only research tasks and practicing the material that you deliver to your students to prepare at home, shared an equal score(6%). This result shows that teachers use different methods to enhance students' abilities in the group.

Figure 11:

The frequency of teacher's guidance during group work
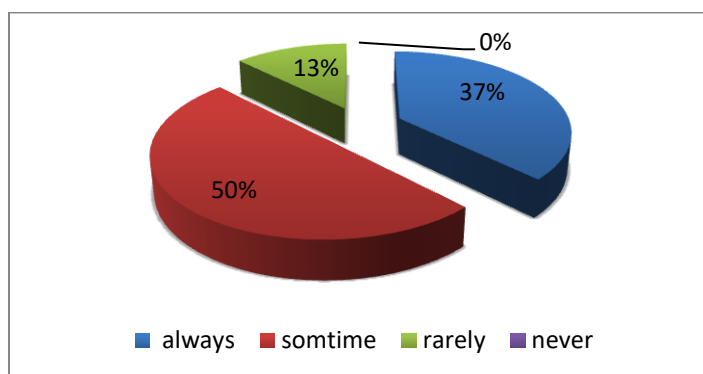
This question aims to investigate the frequency of teacher guidance during the group process. Figure 11 shows that half of the teachers' population 50% claims that sometimes they guide the group process, whereas 37% of them declare that they always guide the group process, and only 13% of teachers indicate that it rarely happens. This result shows that teachers admit that they do not often guide the group process, which can cause students to run out of the task topic or create disengaged students.

Q17: do you formulate the group homogeneously or heterogeneously?

Figure 12:

Teacher's way of group work formation
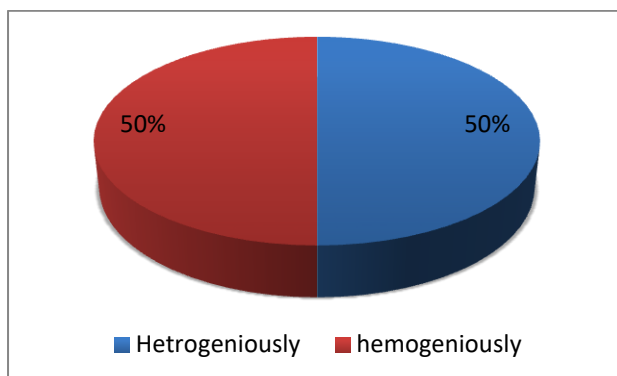
This question is designed to explore the way teachers divide group members during group formation. Figure 12 shows an equal result of 50% between teachers who divide group members homogeneously and teachers who divide group members heterogeneously. This result indicates that half of the teachers' population may be ignoring or unaware of the importance of dividing students heterogeneously to improve students' abilities and skills by creating an environment where students learn from more knowledgeable others and where the knowledge gap between group members is much smaller than it is with their teachers.

Q18: during group process, do you observe any problems appear between students?

Figure 13:

Group work problems
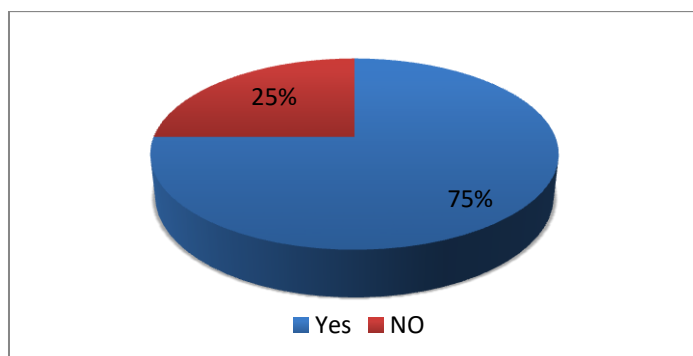
This question designs to explore whether teachers observe any problems that appear between students during the group process. The figure 13 shows that the majority of teachers' answers 75% assert that during the group process, they observe problems that appear between students, whereas 25% claim the opposite, saying that they do not observe any problems that appear between students during the group process. This answer shows that students often have problems during the group work process. This can be a result of unqualified students or teachers.

Q 19: If yes, mention some of these problems

This question is tries to explore the problem teacher observe during group work process. After the analysis of answers we found that teachers answers are similar to each other and the problems mentioned are familiar in group work task we summarize it as following:

➢ Unequal division of roles.

➢ The disparity of members' abilities.

➢ Personal issues.

➢ Chatting out of topic

➢ Disagreements between the group members.

➢ Pronunciation, lack of confidence.

➢ Dominance of extroverts

Q20: what kind of solutions do you suggest to solve them?

This question aims to explore the solutions teacher use to solve the group work problems they have mentioned. The participants provided some solutions which are summarized as follows:

➢ Raising awareness of the importance of team spirt and respect amongst members of the same group.

➢ Keep checking each period of time, assigning roles of each member to do separately, and change the spokesperson with each task.

➢ Insisting on the importance of group work and accepting the others' opinions, rewards, praise.

➢ As a teacher, I take into consideration both the group work and the individual work of each student in my assessment.

➢ Giving peer assessment.

However, one of the teachers' answers was shocking and funny at the same time; he suggested that his students change groups when they face problems. We think it will not solve any problems because each group has its own problems and conflicts, and if every student faces a problem, s/he changes the group. The class becomes messy and noisy, and the work will never be done.

Q21: How often do you intervene in group work problems?

Figure 14:

The frequency of teachers' intervention in group work problems
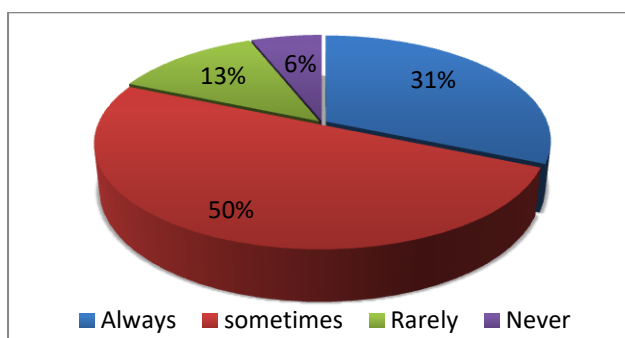
This question attempts to explore the frequency of teachers' intervention in group work problems. The figure 14 shows that half of the teachers' population's answers 50% indicate that sometimes they intervene in group work problems, while 31 of them say that they always

intervene, whereas 13% of teachers declare that it rarely happens, and only 6% of teachers assert that it never happens. This result indicates that teachers do not often intervene to solve the problems that appear in group work, which may lead to poor group final product, students' demotivation, unsuccessful collaboration, and poor achievements.

Q22: what kind of assessment do you use with group work?

Figure 15:

Teachers' type of assessment
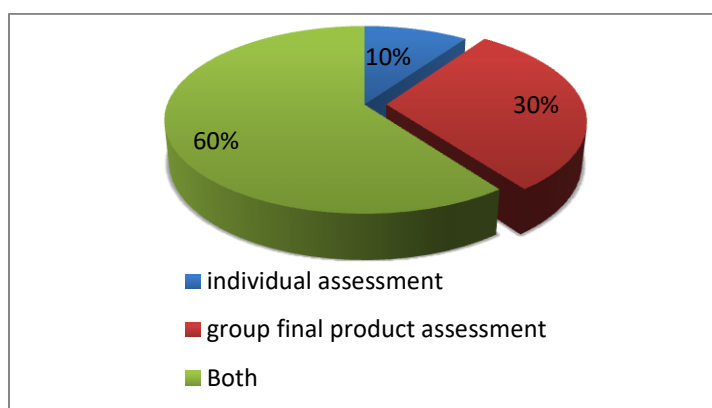
This question is designed to explore the technique or the way teachers assess group work. Figure 15 shows that half of the teachers answer 50% saying that they use both individual assessment and group final product assessment to assess the group work. The other half of the population is split equally between teachers who declare that they use individual assessment (25%) and teachers who use group final product assessment (25%). This result shows that even if there are teachers who allocate attention to every student's effort, there are others who marginalize this effort because this may facilitate the evaluation process for teachers as well as save time, which may create feelings of non-satisfaction and demotivation among members of the group.

Q23: do you involve students in their assessment?

Figure 16:

Teacher's way of assessment
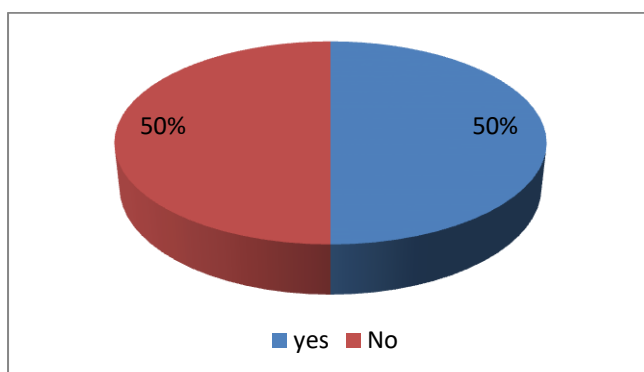
This question aims to investigate whether teachers involve students in their assessments. Figure 16 shows an equal result of 50% among teachers who assert that they involve students in their assessment, whereas half of the other teachers declare that they do not involve students in their assessment. This result shows that teachers do not often involve students in their assessments because they do not consider them qualified enough or because it adds more time to the evaluation process. As a result, students will not have a chance to learn from each other's peers' assessments, which is considered an important element in group work tasks where students interact and correct each other's mistakes to improve the group work product's quality.

Q24: how?

This question attempts to explore the ways teachers involve students in their assessments. Most teachers' answers were unified under the peer assessment method, while others used the method of exchanging the group's final product with other groups and benefiting from their assessment to enhance the product's quality. And only a few of them chose to ask their students a specific questions about their work and about the mistakes they commit to benefit from them and improve their performance.

Section four: further comments and suggestions

Q25: suggest effective teaching strategies to develop group work

This question was a space for teachers to provide suggestions about effective teaching strategies to develop group work. Teachers provided the following suggestions:

➢ The use of presentations, fostering collaborative writing, and the use of problem solving tasks.

➢ Communicative tasks, interesting topics, and open-ended questions.

➢ Encouraging participating, giving constrictive feedback, involvement of students in the choice of teaching materials, developing communication skills.

➢ Search for the effective methods, then guide students, control and manage the group, and Suggest solutions for problems.

➢ After giving the instruction, ask them to divide the roles, give them a limited period of time, and check their works from time to time.

➢ Identify the instructional objectives, interdependence and fair division of individuals, explain and exemplify the task clearly, and predicting students answers.

➢ Guiding students, trying more to include student's in group work.

2.3.3 Discussion of the Results

Subsequent to the analysis of both learners' and teachers' questionnaires, an elaborate comparison was necessary to be conjointly acquainted with their standpoints about the teaching strategies used to develop group work abilities. Specifically, the comparison focuses on the most important questions in order to produce the study's most reliable findings.

Both of the populations included in our data-gathering procedure, namely teachers and students, emphasized the use of group work in learning settings and that GW does not always have a positive impact on students learning and achievements. In addition to

proving the importance and impact of group work skills on the students learning and GW productivity, Furthermore, both teachers and learners declared that GW tasks still suffer from struggles and problems created between the group members like free riding, dominant students, social loafing, and unequal contribution. However, teachers do not often intervene to solve these problems. Moreover, they are both asserting that the development of GW through the use of teaching strategies rarely happens. Instead, teachers focus more on creating discussion between group members as a strategy to develop students' GW skills. Teachers' supervision and guidance during the group process is also considered a shared point between them since teachers and students have both said say it rarely exists. Even though teachers admit the importance of GW skills and focus their GW objectives on developing them, they do not bother to supervise and guide students during the group process, which creates a contradiction in their answers.

On the other hand, teachers and learners have different perspectives on GW evaluation. Students call on teachers to allocate more attention to their individual efforts by using individual assessments; however, teachers use more group final product assessments. This contradiction raises students' nonsatisfaction with their marks (Q26).

Knowing how to work in groups and how to develop GW skills is not only the students' responsibility. In fact, it is also the teachers' role to teach students how to develop themselves. First, teachers can use different strategies like the flipped classroom, inquiry-based approach, brainstorming, and structured academic controversy strategy to help students develop GW skills and then guide and supervise them during the GW process. It has been found that 44% of teachers do not use any teaching strategy to enhance students' GW skills, even if they asserted before that their GW objective focused on developing them. This can indicate that teachers may neglect the use of teaching strategies to develop students' GW skills. Furthermore, the fact that almost half of the

sample does not have the desire to work in groups and are unsatisfied with their marks. In addition, the entire problems students struggle with during GW should be a warning for teachers to apply more teaching strategies to develop students' group GW skills. This will solve most of these issues.

2.3.4 Suggestions and recommendations

Students' Recommendations

- When engaging in GW, Students should put the group goal over their own goals.
- Students should be conscious toward their role barriers.
- Students should work more on developing their group work skills.

Teachers' Recommendations

- Before group work assignments, teachers should check first their students group work skills, since this will help them check whether students will benefit from the group work assignments or not.

- Teachers should take the responsibility of assigning, designing GW activities, as well as dividing labor between group members

- During group work teachers should adapt some teaching strategies to develop their students' group work skills.

- During group work teachers' guidance and supervision is very important to facilitate the group work process.

- Teachers should pay attention to group work problems and intervene to solve them.

- Teacher should allocate more attention to students' individual effort as well as group final product

- During group evaluation, Teachers should allocate equal attention to students' individual effort as well as group product.

2.3.5 Limitation of the study

Our research has limitations as any research work does. For instance, the fact that the Study was conducted by means of a questionnaire might not give truthful results, because Students may not invariably furnish objective answers. As regards the teachers' questionnaire, the population included only 16 teachers, which is considered an insufficient number for covering all teachers' points' of view. In addition to the fact that the number of teachers who use group work in their classes is limited and because of the spring holidays it was hard to reach to all teachers' who refused to answer online questionnaire.

General Conclusion

Adopting GW in the EFL classroom requires the use of many teaching strategies to enhance students' abilities to work with it. The current research has investigated whether teachers adapt these strategies during group work and whether students have the abilities needed for GW. The population under investigation is that of second-year license students at the English Department of Abdelhafid Boussouf University Center and teachers who use group work in their classes at the same university. This research was divided into two chapters; the first chapter was made up of two sections. Section one was dedicated to GW definition, types, strategies, elements, advantages, and challenges, and Section two was centered on the teaching strategies that teachers use to develop students' GW skills by highlighting both the teachers' and students' roles in the GW process. The practical chapter of this study included the analysis of both students' and teachers' questionnaires, both questionnaires were administered online via Google Forms.

Moreover, from the literature review in Chapter one and the data analysis in Chapter two, we do believe that in order to develop student GW ability, teachers need to work more on teaching strategies that enhance students' abilities. Our hypothesis is based on the assumption that teachers at Abdelhafid Boussouf University Center do not focus on developing students' GW abilities.

In fact, researchers found that GW changes dramatically as a teacher's role changes, which explains

that the success of a GW depends more on the teacher's role than the students, In addition, there is a strong agreement among most researchers, as discussed in Chapter one, Section two, that the use of teaching strategies like brainstorming, inquiry-based learning, and structured academic controversy has a powerful impact on improving student abilities

as well as cooperating with them. It is confirmed through the data obtained from the questionnaires administered to the students and teachers, which show that the students' ability to work in groups is weak, or we can say it's limited, as well as teachers strengthening group work via teaching students some GW techniques and strategies.

The result showed that students do not have enough capacity to successfully engage in the GW process. The results call attention to the need for a better understanding of how the group should be practiced and used since the success of group work is based on achieving and respecting all its conditions and principles in the right way, like positive interdependence, and individual accountability. In addition, teachers should play their roles during the GW, i.e., creating a cooperative environment, supervising and guiding students, checking the GW problems, and providing students with the needed knowledge that allows them to work in groups effectively, not just practicing this process superficially and focusing just on the final product. This work is beneficial to raise the awareness of teachers about the importance of implementing teaching strategies to improve students' GW abilities and to provide students with the needed knowledge that enables them to use group work effectively and to determine their roles.

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Appendices

Appendices (A): Students Questionnaire

Dear students

You are kindly asked to fill in this questionnaire to gather information about our topic which is concerned with the teaching strategies used to develop group work in the EFL classrooms, your answers will highly value.

Section One: Background Information

Q1: Gender   a- Male ☐   B- female☐

Section Two: Students and Group Work in the Classroom

Q2: Do you like to be involved in group work?

a- yes☐   b- No ☐

Q3: If yes, why? (You can choose more than one of these options)

Speed up your learning process☐

Increase your problem solving skills☐

Increase your motivation and satisfaction☐

Enhance your individual and social skills☐

 Learn to resolve interpersonal issues more easily☐

Others, please specify ……………………………………………………………………….

Q4: If no, why? (You can choose more than one of these options)

A waste of time and effort☐

The absence of equal contribution☐

Frequent conflict between group members☐

Making decisions become more difficult☐

 Hard to deal with other group members☐

Others, please specify………………………………………………………………………..

Q5: Do you know how to work effectively in a group?

a- yes ☐   b- no ☐

Q6: Do you think that your ability to work in a group can affect your group final product?

a- yes ☐   b- no ☐

Q7: If yes, how? ....

Q8: Developing group work abilities is the responsibility of

a- Students ☐　　　　　　　b- Teacher☐

Q09: why? ....

Q10: How do you usually work with peers to accomplish a group task?

a- Splitting up the work☐

b- Working together☐

c- Others: please specify...

Q11: Please, put a tick (✔) in the right column. When you work in groups:

a- Students participate in each other learning.

Always☐　　　very often☐　　　sometimes☐　　　rarely☐　　　never☐

b- The degree of contribution between members is equal

Always☐　　　very often☐　　　sometimes☐　　　rarely☐　　　never☐

c- Students determine rules and roles applied during the group work.

Always☐　　　very often☐　　　sometimes☐　　　rarely☐　　　never☐

d- Some students are dominating the group and marginalizing their peers' roles and participation.

Always☐　　　very often☐　　　sometimes☐　　　rarely☐　　　never☐

e- Students face difficulty to find appropriate time for all members to meet, in addition to their lack of preparation for those meeting).

Always☐　　　very often☐　　　sometimes☐　　　rarely☐　　　never☐

Section Three: Teacher Strategies

Q12: Do you work in groups inside classroom?

a- yes ☐　　　b- No☐

Q13: Does your teacher provide you with any form of feedback (oral/written) on how you should work in the group?

 a- yes☐　　　　　　　b- No☐

Q14: If yes, please give examples…………………………………………………………

Q15: do you think that teachers feedback effect your group work skills?

 a- yes☐　　　　　　　b- No☐

Q16: Does your teacher divide you into groups only for research projects?

a- yes☐   b- No☐

Q17: If No, please give examples…………………………………………………………

Q18: how often does the teacher check the group work process?

Always☐   very often☐   sometimes☐   rarely☐   never☐

Q19: how often does the teacher provide guidance during the group work process?

Always☐   very often☐   sometimes☐   rarely☐   never☐

Q20: how often does the teacher offer solutions for group work problems?

Always☐   very often☐   sometimes☐   rarely☐   never☐

Q21: How often does the teacher take the responsibility of group formation (members' selection, group composition, and group size)?

Always☐   very often☐   sometimes☐   rarely☐   never☐

Q22: concerning group evaluation, what type does your teacher use?

a- Individual evaluation☐

b- Group's final product evaluation☐

c- Both ☐

Q23: Does the teacher involve you in the evaluation of the group work process?

a- yes ☐   b- No☐

Q24: Are you usually satisfied with your group mark?

a- yes ☐   b- No☐

Section four: further comments/suggestions

Q25: What do you suggest to enhance your ability to work in group?

Appendices (B): Teachers' Questionnaire

You are kindly invited to answer the following questionnaire. It is a part of our Master's dissertation. This questionnaire is designed to investigate your perspectives on the use of teaching strategies to develop EFL learners' group work abilities. You are therefore kindly requested to answer the following questions by putting a tick in the appropriate box and make comments when necessary. Your input is very important and greatly appreciated. Thank you for your time and cooperation.

Section one: teachers' profile

degree	What do you teach	Experience in teaching

Section two: teachers and group work

Q4: how often do you use group work in your classes?

a- always ☐   b- sometime ☐   c- rarely ☐   d- never ☐

Q5: Please, put a tick (✔) in the right column.

a- dividing students into groups is a useful technique to enhance students learning.

a- Agree ☐   b- Disagree ☐

b- Group work helps in developing students' academic achievements.

a- Agree ☐   b- Disagree ☐

c- Before assigning group work, teachers need to teach students how to work together.

a- Agree ☐   b- Disagree ☐

d- Group work makes classroom management difficult.

Agree ☐   b- Disagree ☐

e- One of teacher's responsibilities in group work assigning roles for his students.

a- agree ☐   b- disagree ☐

Q6: Developing group work abilities is the responsibility of

a- students ☐   b- teacher ☐   c- both ☐

Q7: why? ....

Section three: teacher strategies

Q8: Your group work objectives include:

a- Developing students' abilities to work in groups (developing individual and social skills) ☐

b- Enhancing students' academic achievements☐

c- Both☐

d- None ☐

Q9: do you use any teaching strategies to develop students' abilities to work in group?

a- yes ☐   b- No☐

Q10: if yes, mention some them..

Q11: As a teacher, what do you recommend as effective way to enhance students' ability to work in group?

1- Giving only research task☐

2- Practicing the material that you deliver to your students to prepare at home☐

3- Creating a free and open collaborative environment for discussion☐

4- Help students gain content knowledge about issues, appreciate and respect multiple viewpoints, and learn how to build consensus.☐

5- Moving students beyond general curiosity into the realms of critical thinking and understanding☐

6- None☐

Q12: During group formation, do you divide group members

- a- Homogeneity☐
- b- Heterogeneity☐

Q13: how often do you provide guidance during group process?

a- Always☐   b- sometimes☐   c- rarely☐   d- never☐

Q14: how often do you intervene in group work problems?

a- Always☐   b- sometimes☐   c- rarely☐   d- never☐

Q15: during group process, do you observe any problems appear between students?

a- yes ☐   b- No☐

Q16: if yes, please mention some of them…………………………………;…………

Q17: What solutions do you suggest to solve them? ....

Q18: what kind of assessment do you use with group work?

a- individual assessment ☐

b- Group final product assessment ☐

c- Both ☐

Q19: do you involve students in their assessment?

a- yes ☐   b- No ☐

Q20: how? …………………………………………………………………………….

Section four: further comments and suggestions

Q21: suggest effective teaching strategies to develop group work…………………………

ملخص

تم تبني مهام العمل الجماعي من قبل المعلمين لسنوات ولكنها تسبب نجاحات وإخفاقات بعض المجموعات التي لا تزال مفقودة بالإضافة إلى العوامل التي تطور قدرات العمل الجماعي للطلاب. ستحل هذه الأسباب والعوامل الكثير من مشاكل المعلمين والمتعلمين أثناء تعديلات العمل الجماعي. تهدف هذه الدراسة إلى سد هذه الفجوة من خلال التحقق مما إذا كان المعلمون يستخدمون أي استراتيجيات تدريس لتطوير مهارات العمل الجماعي للطلاب. تنص الفرضية على أن استخدام استراتيجيات التدريس سيطور قدرات الطلاب على العمل في مجموعات ، وكلما زاد عدد الطلاب الذين يتبنون مهارات العمل الجماعي ، كلما كانت المجموعات أكثر نجاحًا. لاختبار هذه الفرضية ، تم إجراء استبيانين ، أحدهما للطلاب والآخر للمعلمين ، كأدوات بحث. تم جمع البيانات في قسم اللغة الإنجليزية بجامعة عبد الحفيظ بوسوف خلال العام الدراسي 2022-2023. تمت إدارة استبيان الطلاب على رخصة السنة الثانية. كشفت النتائج أن الطلاب يعملون بشكل فردي في مجموعات لأنهم يفتقرون إلى مهارات العمل الجماعي ، مما يؤدي بهم إلى مواجهة العديد من المشكلات بدلاً من الاستفادة من هذه التقنية. من ناحية أخرى ، أشار استبيان المعلمين إلى أن المعلمين لا يستخدمون غالبًا استراتيجيات التدريس لتطوير مهارات العمل الجماعي للطلاب ؛ هذا من شأنه أن يؤثر على عملية المجموعة سلبًا ، ويخلق مشاكل بين أعضاء المجموعة ، ويقلل من إنجازات التعلم. المسألة المدروسة ليست غير مسبوقة لأن معظم المعلمين على دراية بمشاكل الطلاب أثناء العمل الجماعي ؛ لذلك ، توصي هذه الدراسة المعلمين بتخصيص مزيد من الاهتمام لمهارات العمل الجماعي للطلاب وتجربة استراتيجيات تدريس مختلفة لمساعدة الطلاب على تبني تلك القدرات

الكلمات المفتاحية: التعلم التعاوني ، التعلم التعاوني ، العمل الجماعي ، مهارات العمل الجماعي ، استراتيجيات التدريس

Résumé

Les tâches de travail en groupe ont été adoptées par les enseignants depuis des années, mais les causes derrière les succès et les échecs de certains groupes manquent encore ainsi que des facteurs qui développent les capacités de travail en groupe des élèves. Ces raisons et facteurs résoudront beaucoup de problèmes des enseignants et des apprenants lors des adaptations du travail de groupe. Cette étude vise à combler cette lacune en examinant si les enseignants utilisent des stratégies d'enseignement pour développer les compétences de travail en groupe des élèves. L'hypothèse stipule que l'utilisation de stratégies d'enseignement développera les capacités des élèves à travailler en groupe, et plus les élèves adoptent des compétences de travail en groupe, plus les groupes auront de succès. Pour tester cette hypothèse, deux questionnaires ont été administrés, l'un aux étudiants et l'autre aux enseignants, comme outils de recherche. Les données ont été recueillies au Département d'anglais de l'Université Abdelhafid Boussouf au cours de l'année universitaire 2022-2023. Le questionnaire des étudiants a été administré à la deuxième année de licence. Les résultats ont révélé que les étudiants travaillent individuellement en groupe parce qu'ils manquent de compétences de travail en groupe, ce qui les amène à faire face à de nombreux problèmes plutôt qu'à bénéficier de cette technique. D'autre part, le questionnaire des enseignants a noté que les enseignants n'utilisent pas souvent des stratégies d'enseignement pour développer les compétences de travail en groupe des élèves; cela affecterait négativement le processus de groupe, créerait des problèmes entre les membres du groupe et réduirait les résultats d'apprentissage. la problématique étudiée n'est pas inédite puisque la plupart des enseignants sont conscients des problèmes des élèves lors des travaux de groupe ; par conséquent, cette étude recommande aux enseignants d'accorder plus d'attention aux compétences de travail en groupe des élèves et d'essayer différentes stratégies d'enseignement pour aider les élèves à adopter ces capacités

Mots-clés : apprentissage coopératif, apprentissage collaboratif, travail de groupe, compétences de travail de groupe, stratégies d'enseignement