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COHORT N° 5



DISSERTATION N°

**PROBING THE GROUP-WORK STRATEGY AND ITS
EFFECTIVENESS ON EFL LEARNERS' ACHIEVEMENTS:
FOURTH MIDDLE SCHOOL LEARNERS AS A SAMPLE**

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN
LANGUAGES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE MASTER'S DEGREE IN DIDACTICS**

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Dedication

I dedicate this modest work to my dear and lovely parents Mohamed and Zohra Fadani whom I can never thank enough.

To my lovely sisters and brothers

To my husband Lafer cheikh

Berkane wafa

Dedication

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

First, I would like to express my sincere gratitude to my parents who have never stopped supporting me and continuously helping me to keep my spirit up.

My thanks are addressed to my dear sister Kenza for her love and encouragement.

I would like to seize this opportunity to thank all my family, friends and classmates.

Kendzi Zahia Mokhtaria Imene

Aknowledgement

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Thank you

Abstract

Using Group Work technique in classroom has been among the interest of many researchers which is used in EFL classes. This research attempts to study the group work strategy and its effectiveness on EFL learners achievements which means the positive side at the same time the problems that face learning and teaching process. In this research we will use a mixed method of collecting data which are questionnaire for both learners and teachers and teacher interview. Our research will be on line, questionnaire for teachers whom teach in middle school and pupils of fourth year also middle school. The interview was conducted with six teachers. The obtained findings from both teachers and learners have reflected a high level of motivation toward using group work technique in classroom, also the results of pupils questionnaire showed that despite the fact that pupils do not have sufficient awareness about the essence value of being together, they like to be so. It was found that the implementation of group work in classroom can be effective motive for learners to acquire different skills to reach their objectives.

Key words: Group work, EFL classes, effectiveness, implementation, learning and teaching process.

List of Abbreviations

% : Percentage

CBA: Competency-Based Approach

CL: Collaborative Learning

EFL: English as a Foreign Language

GW: Group Work

Q: Question

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General Introduction

General Introduction

The importance of English language in the Academic and professional domains as well as the need for communication among people of different cultures and languages. It is important for them to communicate orally. Hence, learning a new language today is also substantially different from what is used to be in the past.

Teachers have an important role for their students in going knowledge and improving their skills. In order to reach the goals, they should have certain techniques for active learning.

1-Statement of purpose

The need for avoiding shyness and anxiety while speaking English language in class. We have chosen the topic of group work Strategy in teaching because in EFL classroom, most teachers are accustomed to applying group work technique as a cooperative learning in teaching especially in task and discussion activities. According to Anita Lie (2000), Cooperative learning is a learning system that gives opportunity for students to work together in the structured tasks. The teachers usually ask the students to work in groups or pairs, give some questions and let them share their opinions or discussion to the class.

2- Research Questions and Hypothesis

To achieve this aim, the following questions must be addressed.

- What is an effective group work ?
- What is the Impact of group work in achieving learners objectives ?
- What are the group work activities that enhance learners Speaking skill in class ?

3-Research Methodology

A mixed method approach is adopted to gather data. Concerning learners Attitudes, A questionnaire was administered for the fourth year Middle school learners. Besides, a teacher questionnaire which addressed to the English teachers to shed the

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light on some interest points in our research topic. In addition to that, a teacher Interview was used in order to explore the teachers real opinions of the actual procedure of GW, and to gather some views and insights about their personal experience.

4- Participants

Fourth year students of middle school on line were chosen to answer the questionnaire. A number of teachers were interviewed. Their selection was randomly done.

5-Structure of the Dissertation

This Dissertation is composed of three chapters that are linked to highlight the essential points to benefit the reader. Chapter one contains the theoretical overview of the group work. Chapter two is based on the group work in Algeria. Then the third chapter is the data collection and the analysis.

Chapter one provides a theoretical overview of the group work. Its definition , Interdependence, structure , cohesion and the goals. Therefore, group work types which divided into formal and informal group. Indeed, we based on how to form an effective group work which consist of different stages. All these points including in chapter one .

Chapter two describes the group work Strategy in teaching English language that consist of the competency Based Approach that help learners to be autonomous learners. In addition, The Importance of group work in teaching English language then how to use group work Strategy to motivate learners to express themselves and to achieve their learning Achievements. Hence, the Implementation of group work activities to enhance learners Speaking skill. Therefore, teaching English is difficult as any other language. So many teachers of English face different and difficult challenges that prevent them from doing their mission well.

Chapter three sheds light on the data collection procedures undertaken to answer the research questions and test the hypothesis. Indeed, it is targeted towards the description of the research design. i.e case study and the procedures which means the ways in which the the research is conducted. Involving the Approaches utilized for

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collecting data (a combination of qualitative and quantitative methods). The research instruments of data collection (teacher and learner questionnaire then the teacher Interview).

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Chapter One : Literature Review And Conceptual Framing

Introduction

Group work is widely recommended for language teaching and learning because it emphasizes dynamic interaction between students of diverse abilities and backgrounds, and reflects more positive results in the students' academic achievements.

This chapter gives an overview about group work technique as definition and its characteristics, then how to form an effective group work.

Otherwise, it gives some advantage in using group work.

What is group work?

I.1.Group Definition

A group a dynamic social entity composed of two or more individuals interacting independently in relation to one or more common goals that are valued by its members, so that each members, to some degree, through face to face communication over time, if the individuals who comprise the group continue to assemble, they tend to develop means for determining who is and who is not member.

Statuses and roles for members, and values and norms that regulate behavior of consequence to the group (Bertcher 1979:14).

A group is two or more persons who are interacting with one another in such a manner that each person influences and influenced by each other person (Shaw 1981:8).

Group is a plurality of individuals who are in contact with one another, who take one another into account, and who are aware of some significant commonality. An essential feature of a group is that its members have something in common and that they believe that what have in common makes a difference (Zastrow 1989: 7).

I.2 group work definition

Group work is defined as students working together in a groups small enough, so that everyone can participate on a clearly assigned learning task. Moreover, students are

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expected to carry out their tasks without direct and immediate supervision of the teacher. Group work is not the same as ability grouping, in which the teacher divides up the class by academic criteria so that they can instruct a more homogeneous group. Hence, it should also be distinguished from small groups that teachers compose the intensive instruction; such as the flexible and temporary grouping procedures of ten used in individualized reading instruction or differentiated instruction.

It is a small, face to face collection of persons who interact to accomplish some purpose. The group will meet for one or more sessions. Have open ended membership (where people come and go as they see fit) or closed membership (where people are constrained to attend for a specified time) and are either time limited (with the time in hours and the number of meetings usually specified) or time unlimited (without definite ending time or date). (Brown, 1991: 3-4).

Group work is a generic term covering a multiplicity of teaching was in which two or more students are assigned a task that involves collaboration and self-initiated language. However, not that what we commonly call pair work is simply groups work in groups of two. Hence, it is also important to note that group work usually implies small- group work, that is students in groups of perhaps six or fewer. Therefore, doing group work giving students the opportunity to speak.

Students in group communicate about their task with another, they ask question, explain, make suggestions, criticize, listen, agree, disagree and make joint decisions. Where as, interaction may also be non-verbal such as; nodding, frowning, or smiling.

I.3.Group Work Characteristics

I.3.1 Group size: one person cannot form a group, at least two persons or more is obligatory.

I.3.2. Group Interaction: the interaction between the group members can occur in several ways, they share ideas, giving help and support each other, hence, they would like to work together to accomplish their task.

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I.3.3. Group Interdependence: each one is complimentary to the other, interdependence means that members depend on one another.

I.3.4. Group Structure: group members are organized and each one is connected to others in a form of relationships, roles and norms.

I.3.5. Group Cohesion: is the unity and solidarity of a group, it is about knowing the degree to which members of a group function as a unit.

I.3.6. Group Goals: every group has certain rules. Those are the reasons for its existence. The group members work together to achieve their purposes.

I.4. Group work Formation

A great research in group dynamics suggest that groups move through different stages during the way of development.

Where as, Tuckman was responsible for coining the 5 (five) stages in the process of group discussion. In addition, the educational psychologist Bruce Tuckman's theory of group development assures that there is a process of five stages which are forming, storming, norming, performing and adjourning.

I.4.1. forming stage

In this stage, most team members are positive and polite. However, some are anxious because they do not know what they do in the group means their roles, what they say or achieve. Even they do not know their leader. Otherwise, they are tentative when they express their opinion after time, to understand and concern to the group members starting interchange information about their leader's personality characteristics and interests. Consequently, members realize that others in group are forming an idea about each other and feel familiar with one another. "forming a group is relatively easy: the initial stage of a group life is usually harmonious as students get to know each other and begin to work together maintaining a cohesive group over a term or a year is far more difficult" (Jill Hadfeild 1992:45).

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I.4.2. storming stage

Now at this stage, group members know each other and they feel free to express their ideas and thoughts. However, this stage is characterized by competition and conflict in the personal-relations dimension on organization in the task-function. The members becoming hostile towards one another. Behaviors raise conflict and ideas will be criticized, it will be conflict about the purpose, leadership or working procedure. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are. There reflect conflicts over leadership, structure, power, and authority.

However, the teacher within his/her class should be patient and feel at ease, since some teachers reproach themselves and rely of being tolerance which make them separate, as Dornyei and Maldez (1997) emphasis, the notified teacher will realize that this is normal stage. He will interfere and resolves problems of the group through the storm. Some members may remain completely silent while others attempt to dominate.

I.4.3. Norming Stage

As presented in the previous stages where there is a kind of disagreement and conflicts between the members of the group. Whereas at this stage (the norming stage) group members agree on the group norms and starting to achieve its stability and unity. However, the members start to resolve their differences, appreciate colleagues strength, and respect the teacher as a leader. Otherwise, they know one another better, they may socialize together hence, they are able to ask one another for help and provide constructive feedback.

I.4.4. Performing Stage

In this performing stage, members are conscious about their work, they understand their goals and purposes on a highly efficient and cooperative basis which make them feel like one group and focus on their task. However, in this stage, people can work independently, in subgroups, or as a total unit with equal facility. This stage is

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characterized by independence in personal relations and problem solving in the realm of task functions. Thus, performing stage also characterized by decreased emotionality and an increase in cooperation and task orientation, group members change their vision and attention from what the group is to what the group need to do. (Bush and Catiza, 2007:193).

I.4.5. Adjourning Stage

This final stage involves the termination of task behaviors and disengagement from relationships.

Hence, group has achieved its purposes and accomplish its goal. However, members need to feel good about their efforts and congratulate one another, also giving them advice about how to support their knowledge and how to carry improving the 12 competence.

Indeed, the adjourning stage ends the process of group formation. Because the group is adjourned once the task that is assigned to the group is completed.

As Jill hadfield (1992) has pointed, it is important to give students some sense of continuity by making parties as an emotional support or celebration of their success.

I.5.Group types

Groups can be formed in different ways.

In this instance Ledlow (1999:131) states that: “there are four types of groups each of which may be subdivided. Firstly, social groups, which come together because they share a common social purpose, for example family, sporting, recreational and social interest groups; secondly, which cohere because of interpersonal attraction of the members as in << friendship groups>>. Thirdly, task groups which meet because they have a specific problem to solve. Finally, therapy or personal growth groups”

I.6.Group work types

Johnson and smith (1995) stated that there are three types of group work.

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I.6.1. Informal Learning Types

Informal learning groups are ad hoc temporary clustering of students within a single class session. Examples include peer-pairs during lecture or small groups to answer a question posed during a section.

The aim of this group type is to see if students are getting course content, give the opportunity to integrate and apply course concepts, or change the pace of the class.

I.6.2. Formal Learning Groups

Formal learning groups are established to complete a specific task, such as perform a lab experiment, write a report, carry on a project, or prepare a position paper. These groups may complete their work in a single class session or over several weeks; the objectives of this group type seek to be:

- Helpful to steam line to workload.
- Helpful to provide students opportunity for peer feedback.
- Helpful to emulate the workplace environment.

I.6.3. Study Teams

Can long-term groups (usually working over the course of a semester) with set membership provide support, encouragement and assistance in completing course requirement assignments? Study teams also inform their members about lectures and assignments when someone has missed a session. The larger the class is, the more complex the subject matter will be. (Adapted from Johnson and Smith, 1995).

I.7. Group Work Planning

In order to get successful group work in foreign language classes.

I.7.1. Technique Introducing

Students need a clear explanation of the activity they will carry on. Learners must know the topic, the number of members they will work with, the time allowed to make

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the activity, what their responsibilities are, the points they will obtain once the activity is finished, among others.

I.7.2. Technique Modeling

Once students have an idea of what they are supposed to do, the teacher should model or exemplify what students will do, if possible. Tasks like debates. Discussions or problem-solving situations cannot be modelled entirely, but at least it is the instructor's responsibility to make the main characteristics clear to students.

I.7.3. Explicit Instructions Giving

Instructions must be Gystal-clean they should be short, precise, and with simple words. If an instruction contains several steps, the teacher should highlight those steps by using roman numerals, letters, or members bold-faced and with a readable font size.

In this way, students will notice the different parts of the activity, and the way they should complete it.

I.7.4. Useful Expressions (Gambits)

One of the most important aspects a teacher should take into account when preparing an activity for groups work is to think about all possible expressions students will need to carry the activity. These expressions or gambits will force students to use English and to avoid the use of the mother tongue. Some of these gambits are:

- It is your turn –toss/ pass the dice.
- Go back to start –lets glue this piece here.
- Draw a line from ... towhy don't we ...?
- Switch the pictures, don't cheat.
- Change the card. This is wrong, let's start again.
- These gambits must be explained and practised before the activity starts. They should also be written down in a place where students can easy see them.

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I.7.5. Class Splitting-up

This element is not as easy as it sounds. In some cases you can simply number off (eg: 1, 2, 3, 4). and specify which area of the room to occupy- for more participation, the teacher should select the groups according to:

- Proficiency levels.
- Age or gender differences.
- Personality types.
- Cognitive style preferences.
- Interests.

When the teacher finished dividing the class into groups. Just put the group names up on the chalk board and tell people to get into their groups.

I.7.6. Roles Assigning

Even though students know their own abilities very well and can assign themselves their own roles, it would be a good idea if the teacher can say what every member of the groups is responsible for such as (a header, a time keeper, a writer, and explainer). In this way lazy or irresponsible students would be forced to work hard and to participate as much as the other team members.

I.7.7. Clarification Checking

It is important to verify if students have understood what they have to do together. One way of doing this is by asking learners to explain the instructions back.

I.7.8. Task Monitoring

The teacher should constantly walk around the room to monitor what students are doing. Students usually like to ask question and clarify doubts. During this step the teacher can write down certain mistakes I grammar, pronunciation or vocabulary to give feedback at the end of the activity. Also depending on the activity, this would be a nice moment to grade the students unnoticeably.

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I.8. Groups Organizing

I.8.1. Teacher Role in Groups Organizing

Today's typical classroom presents teachers with an assortment of diverse abilities, differing rates of learning, racial mix, a multiage mix and other differences. Group work can be very effective in using the varied skills and abilities of the participants, but can also pose its own dilemmas. There has been plenty of noted success in cross age tutoring using grouping to break down socioeconomic differences and to allow for styles of learning that can be enhanced through peer interactions.

I.8.1.1. Options Knowing

Group work should go beyond: « Every one picks a partner ». Today with all the variety of student in a classroom, variety of grouping is a great tool to enhance learning.

Consider pairing, buzz, rotating and snowballing and teams for different ways to change up the students.

I.8.1.2. Groups Structuring

It may be easy to say the class, get into groups of 3 or 4, but soon enough the tendencies to be with friends or like learners will form the groups without the real benefits of meaningful collaboration. When you know your students well, you can manipulate the mix to make it a meaningful experience for each learner.

I.8.1.3. Use a Cooperative Learning Dynamic for Assigning Work

When every one feels they are learning by contributing to the effort, success is heightened.

Assessment strategies for teachers can be based on individual grades and group work. Draw on the groups efforts to deliberate and use collective decisions and experiences. Don't let the group rely on dividing up the work and patching it together to present. Explain why the assignment will be done as a group effort, and give credit for the process, not just the final product.

I.8.1.4. Reasonable Guidelines Providing

Be sure to use group work only for lessons that are complex enough to require it. Involve the students and explain how the group will be a different way of handling

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the assignment. Teach them building skills and help them define their roles. Use class time rather than expecting the group to meet outside of your monitoring. Avoid having the group spend a lot of time trying to figure out what they should be doing by providing clear attainable objectives.

I.8.1.5. Group Coaching

Students sometimes think that the teacher doesn't have to teach or have as much work to assess with group work. Changing this perception means close monitoring of the group and the process. Students need strategies for dealing with members who are not doing their fair share. They also need structure on time management and how to effectively resolve disagreements.

I.8.1.6. Group Identity Developing

Sometimes group members get started on tasks without taking the time to deal with their identity as a collective team. Encourage the group to be open and to get to know each other first. A few ice-breaker games will help personalities emerge choosing a group name and even a logo makes members feel cohesive. Members should be vocal about what they like and don't like about group work and openly discuss past situations where group work went bad. More commitment to the group will emerge.

I.8.1.7. Assessment Modifying

Try to create a means to evaluate the group assignment that isn't all about the final product. Include the student ability to assess the steps taken by the group. Insist on a time line for the project and require the individuals to keep track of their contributions.

Teach students how to keep their work authentic and use a plagiarism checker program to understand the pitfalls of plagiarism.

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; First, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities (Cited in Richards and Rodgers, 2001, p.53).

The teacher has a complex role as a caring facilitator and guide who interprets the learner's learning need and responds to them. His job as facilitator occurs in shaping communication among the learners, providing them with a suitable way to interact with

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themselves and with activities and tasks. At the mean time he has to support them to work independently.

Working in groups would be appropriate in particular contexts by which collaboration is considered an effective strategy that certainly require the teacher's supervision because learners usually are not aware about the advantage of working together, so teachers have to create a positive atmosphere in terms of size and composition. Harel(1992)clarifies the teacher role in the classroom as follow:

“During this time the teacher interacts ,teaches, refocuses, questions,clarifies, supports, expands, celebrates, and emphasizes. Depending on what problems evolve ,the following supportive behaviors are utilized. Facilitators are giving feedback ,redirecting the group with questions ,encouraging the group to solve its problems, extending activity, encouraging thinking conflict, observing student and supplying resources”(Cited Richards & Rodgers,2001,p.199).

The learning process can be influenced the teachers attitudes. The latter can raise or reduce motivation in their students. For, Bulter(2007)teachers must have positive personal characteristics that motivate learners such as being enthusiati, warm, humorous, faircaring, supportive, and trustworthly as well as having optimal expectations from students, besides having high teaching efficacy, and pursuing adaptive achievemnt goals.Other characterstics,too controlling,and a lack of teaching confidence.In addition collaborative solving tasks can be a good motive in which it involved information sharing,cooperative reasoning, opinion sharing,and values clarification that certainly lead to groups coordination(Hyland 1991 ;in Richards,and Lockhart ,1996:102-63 cited in Boussiada;2010:44).

I.9. Learner Role in Groups Organizing

The main active element in group work is the learner's involvement. According to Richards & Rodgers (2001)said ”The primary role of the learner is as a member of a group who must work collaboratively on the tasks with others members”(p.199).That is to say learners contribution as active individuals in the group offers the chance to learn from each others.They acquire skills of sharing,exchanging information and values of self-direction in their learning process.Furthermore,”they are taught to plan,monitor, and evaluate their own leraning,which is viewed as a compilation of life long learning skills”(ibid).

Similarly, Breen and Candlin (1980) described the learner's role in the process of CLT as “The role of learner as negotiator-between the self, the learning process,and the object of learning-emerges from and interacts with the role of joint negotiator within the classroom procedures and activities which the group undertakes.The implication for the

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learner is that he should contribute as much as he gains, and thereby learn in an interdependent way. (Cited in Richards and Rodgers, 2001, p.77).

Involving learners actively in a context where negotiating a task or a problem with their colleagues would be an effective way that improves learners' competence and communicative skills to be interactive, collective with others at the same time independent from the teacher. However, it cannot be total independence because teachers keep managing the work and check if the students are laboring together, facilitating tasks by controlling and helping them to encounter difficulties such as interaction in group, and correcting students' mistakes.

Assigning roles to students is one way to encourage positive interdependence, interaction and group processing which are among the five key elements of working in groups. Usually, roles are responsibilities on top of the project itself.

Choose roles that will help students overcome communication difficulties to get the project done and done well. Common problems for students facing group projects include:

- Who starts the discussion?
- Who is supposed to keep it going? _Who is in charge of keeping track of what everyone has done and of the stuff we are supposed to do?

Sometimes, it is a good idea to pick formal roles and to give them to the students; at other times it is best to give students a list of suggested roles and let them sort out their group's internal dynamics themselves. One thing you will want to do is make sure that the roles rotate among the group members.

Appropriate roles will depend on group size and the nature of the cooperative learning task. The lists of roles described below are intended to be representative but not exhaustive.

I.9.1. Potential Project Roles

- **Leader/Editor**: This student is in charge of organizing the final product of the project, be it a paper, a presentation. That doesn't mean technical details but of making sure that the project meets the standards set out by the instructor (often as a rubric), plus any extra stipulated by the group.
- **Recorder /Secretary**: This person takes notes whenever the group meets and keeps track of group data sources. This person distributes these notes to the rest of the group highlighting sections relevant to their parts of the project.

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-Cheker: Someone needs to double check data, bibliographic sources or graphics for accuracy and correctness.

- Spoken person /Press secretary: This person would be responsible for the technical details of the final product and would be ready to summarize the group's progress and findings to the instructor and to other groups.

I.9.2.Possible Discussions Roles

- Facilitator /Encourager: This student gets discussion moving and keeps it moving often by asking the other group members questions, sometimes about what they've just been saying.

- Time keeper: Someone needs to make sure that the group stays on track and gets through a reasonable amount of material in the given time period.

- Summarizer: This student provides a summary of the discussion for other students to approve or amend.

-Reflector: This student will repeat what others say and explain it back in his or her own words, asking the original speaker if the interpretation is correct.

-Elaborator: This person seeks connection between the current discussion and past topics or overall course themes.

I.10.Evaluating Group Work

Evaluating group work is a difficult task and the instructor should have a clear idea of how he/she wants to evaluate the group work. First, the instructor should decide what is being evaluated: the final product; the process, or both. Some faculty members assign each member of a group the same grade, which may or may not foster competition within the group and may undermine the group solidarity (Davis, 1993).

If the group is graded as a whole, it is suggested that the project or presentation should not count for more than a small percentage of the student's final grade (Cooper, 1990; Johnson & Smith, 1991).

If the aspect of process is going to be evaluated, it is important to give the students an opportunity to assess the effectiveness of their group. At the end of the process; they should be able to list their contributions, their group member's contributions and the process as a whole. They should be able to identify the aspects that worked and the aspects that did not work. The student's group assessment allows the

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instructor or to evaluate the group process and apply the most effective methods to future group projects.

In the aspect of assessment it is vital that the students know and understand how they will be evaluated. One method used to convey this information is with a structured grading rubric. A rubric is a scoring tool which lists the criteria by which the work is judged but also the student's mastery of the material (Finson&Ormsbee, 1998).Stevens and Levi (2005)advocate the use of rubrics because they convey expectations to the students ,help students focus their efforts, improve student achievement, reduce grading time for the instructor and improve the effectiveness of feedback.

If the instructor is interested in assessing the group process and final product to separate rubrics need to be created. For the process, the evaluation criteria should represent the learning objectives for class and for the group. Process evaluation might include: attendance and participation in meetings time management skills, activelistening, evidence of cooperative behavior, and professionalism and engagment with the task.

For evaluating the effectiveness of the product, a more concrete grading rubric might be necessary.

The criteria can be outlined based on content, structure organization, accuracy, and general mechanics.Rubrics can be helpful for both students and instructors, they outline expectations and allow instructors to assign grades on a more objective basis.

Rubrics provide detailed breakdown of points that are awarded.Additionally, rubrics are useful beyond grading, they also help students conceptualize the assignment (Mackeoun, 2011).

The instructor knows what the end product should look like and it is his or her responsibility to effectively convey that expectation to the students (Finson&Ormbee.1998).

I.10.1.Group Work advantages

One group work has been defined, it is important to analyze why EFL teachers use group work. Group work is not just time filler. Group work should not be used as class time for teachers to read, to rest ,to prepare other classes, or just to imitate other teachers that are using group work without really understanding what that is and entails.

The real purpose of working in groups in an EFL class goes beyond the actual command "Get in a group, please,and answer the following questions», which in most of the cases, turns out to be individual work.

Harmer (2001)points the following principles in which group work is grounded.

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Student, processing language moves from units and pieces to more complex sentence structures faster and spontaneously “Overanalyzing language, thinking much about its forms, and consciously lingering on rules of language all tend to impede this graduation to automaticity” (Brown, 1998:56).

The key element here is fluency over accuracy.

Group work gives students more chance to interact and use the target language more freely. Instead of just having a few seconds to talk in teacher fronted classes, students can participate longer in a small group and feel more confident to give their opinions and even make mistakes when just three or four classmates are looking at them. Brown (1989, 178) states that “Small groups provide opportunities for student initiation, for face to face give and take, for practice (sic) negotiation of meaning, and for extended conversational exchanges, and for students adoption of roles that would otherwise be impossible.”

Language learning is much more meaningful. Instead of memorizing and or drilling, students use language to talk about something that is appealing, contextualized and relevant to them. “Meaningful learning will lead toward better long-term retention than rote learning” (Brown, 1989:57).

Group work creates a positive atmosphere in the sense that some students will not feel vulnerable to public display that may cause rejection or criticism. It is totally true that shy or low risk taker students feel much more confident working in small groups than in teacher fronted classes. It is difficult to hide in small groups.

Learner’s responsibility and autonomy are encouraged through group work. “The small group becomes a community of learners cooperating with each other in pursuit of common goals” (Brown, 1989:178).

Students are not constantly relying on the teacher to complete their tasks. They learn that they can complete an activity successfully with the help of other classmates or by themselves.

Group work supports and reinforces the application of the multiple intelligence theory in which learners make use of their individual abilities to accomplish a task. In this way, learners can participate by doing what they like or are very good at, for example drawing, writing, reporting among others.

By using group work, the teacher has the opportunity to teach turn-taking mechanisms.

As Krashen (1984:22) suggested that teaching a number of skills that are not automatically transferred from the mother tongue such as to tolerate silences, to direct gaze to address to make use of floor taking gambits and to take longer turns.

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Pantiz (1999.2000) summarized benefits of group work in form of list as follow :

- **Improved learning and achievement:**higher level thinking skills,student satisfaction with the learning experience,positive attitude toward the subject,less divergence between learners achievements, learning orientation rather than a performance orientation,critical thinking and dialogue.

- **Improved skills:** Oral communication skills,empathy skills,social interaction skills ,self-management skills, leadership skills of female students.

- **Improved engagement and responsibility :**active involved exploratory learning,student responsibility for learning student retention.

- **Improved relationships:**responsibility for each other,the classroom as a community,positive race relations,diversity understanding,student-staff interaction and familiarity.

- **Classroom resembles real life social and employment situations:**Students wean themselves away from considering teachers the sole sources of knowledge and understanding(Cited in Watkins, 2007, p.100).

Furthermore, group work increases the student retention,self estee,and responsibility these advantages can be classified into sociological and psychological dimensions.

1-Sociological Dimensions:

Working in groups is considered as the learning strategy that improves the learners skills not only at the classroom.It attempts to create a good individual who could invest their competences,kills that have been acquired at the school in solving real problems.Working together amongst the students in school allows them to acquire social behaviours and values such as acceptance,tolerance.This way should be encouraged because students learn how to help,to feel,to interact,coporate,approach how to convince and to be convinced that would be reflected positively to the society.

I.10.2.Group work disadvantages

As every thing in teaching,group work has also disadvantages that are important to explore.The first drawback relates to noise.Obuvisiously,students speak all at once trying to accomplish their task and this causes noise that may bother other colleagues.But as Doff(1992:141)states”The noise created by group work is usually “good”noise since students are using english and are engaged in a learning task.”

What a teacher can do to solve the “noise problem”is to make students aware that they do not need to shout to be heard and this will help to keep noise at moderate level.

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Another negative aspect of group work is the fact that some teachers may lose control of the class or have difficulties controlling the class, especially what concerns discipline. However, even if students are working in small groups and are in charge of the completion of a task, the teacher is still the director and manager of the class and needs to make students aware of this. Doff (1992:142) highlights that in order "to stop activities getting out of control, it is important to give clear instructions, to give clear defined tasks and to set up a routine so that the students exactly know how and what to do". If a teacher circulates around the class to clarify doubts and to monitor what students are doing, there is no reason for losing control of the class. The use of native language and lack of correction of mistakes represent another dislikeable feature of group work. This is true even in teacher-fronted classes.

Students make use of any opportunity to switch to their native language. To avoid this, Brown (1989:180) suggests: "To encourage students to practice using the target language in face to face contexts and to make them aware of the importance of some real uses for English in their own lives". When working in groups students are surely going to make mistakes. But as Brown (Ibid:181) points out errors are a necessary manifestation of inter language development, and we do well not to become obsessed with their constant correction. Well managed group work can encourage spontaneous peer feedback on errors within the small group itself. "We, Teachers are facilitators and guides, not police officers to stand behind our students "back in order to correct every thing they say or do. Nowadays, language teaching is heading towards autonomous learning not towards dependent learning.

Conclusion

Group work is a very interesting technique used in EFL classes. It's a strategy which has many advantages for both teachers and learners.

The implementation of collaboration in class room can be effective motive for pupils to acquire different skills needed in order to reach their objectives. Hence, in this chapter we have spoken about group work in general; definition, characteristics then the formation of group work and the advantages, indeed to the role of the teacher in organizing group work in the class.

Chapter two:
Group work in Algerian EFL
Classes

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Introduction

By the appearance of learner centeredness, some assumptions come to appear at the level of language teaching and learning arena taking communication as the main motive of achievement and success .The implementation of collaborative learning in classroom which has been among the interest of many researchers. This chapter attempts to shed the light on the issue of group work in EFL classes inAlgeria. The purpose of the study is to investigate the teachers views and implementation of cooperative learning in their classes and what are the obstacles facing applying cooperative learning in the Algerian EFLclasses.

2.2.1 Teacher role under CBA

Competency based approach is a shift from the traditional way of teaching to focus more on the learner capacities and how they can work on their own independently whithout taking the teacher as the main source of information .

In this respect the concept “competency “is referred as the student as the student’s capacity to do tasks successfully through using a set of skills and knowledge in order to solve problems and use them in real life situations(Chelli 2010).

The CBA approach pushes to ensure the learner_centred form of instruction in the teaching and learning process,the teacher is therefore required to act as a facilitator and organizer through “designing and structuring learning experiences with learners interests and needs in mind,guiding and monitoring learners learning ,assisting learners in contributing to their own learning in a learner centred teaching environment.”(The Teacher Competency FrameWord,2010,p.8).

CBA focus on the learner,the teacher identifies the needs and difficulties of the students by creating a good atmosphere in classroom to get all learners involved in classroom intention.

2.2.2.1 Cooperative learning under CBA

According to Harmer(2001),learning is the product of the interaction that occurs in a meaningful context.The CBA is based on social constructivist idea that the learner constructs his own knowledge through social interaction with other people.In this regard encouraging students to work cooperatively is one of the important methods in teaching EFL with the competency based approach.In fact,CL supports learner centred kind of instruction providing EFL with meaningful context to produce authentic interaction among learners as well as between learner (s)and the teacher .(Li and Lam 2013).So,the main aim of collaborative learning is working together toward a common goal.Collaborative learning has been considered as an educational approach to teaching and learning that involves groups of students working together to solve a problem,complete a task or create product .Therefore, a real learner centered approach in the classroom can be achieved .

2.2.2.2 Learner centredness

Williams (2003) specifies the focus on student centered instruction stating that”It consists of shifting the focus of classroom activities from the teacher to the student” (cited In Zourez,2010,p.41).Recently,there has been a shift from more traditional methods and approaches where the teacher plays the central role to more learner _centered instruction in which the learner is directly engaged in the learning process where teacher’s can be reduced or changed according to different tasks .

The recent researchers have redefined the role of learner in the learning process where they can learn independently such as problem solving critical thinking to get rid of passiveness.

According to the Collins dictionary (2003)”Student centered instruction (SCI) is an instructional approach in which students influence the content,activities,materials and pace of learning.This learning model places the student (learner)in the center of the learning process.The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively “(Collins and Obrien, 2003).

In this case, students are part of every phase in the learning experiences. They can solve problems, activities, role plays using pairs or groups that can increase their motivation to learn a deeper understanding and more positive attitudes toward the subjects.

Although, teachers' role has been considered as facilitators and guides, teachers remain responsible for students' effective learning and their role can not be ignored rather they guide their students to construct *their own meaning by telling, listening, writing, reading and reflecting on content, ideas and issues.*

2.2.2 Using Group Work Technique to motivate EFL Learners

Motivation has been considered as an effective variable that was and still remains in the center of many important researchers which all agree that motivation is the key of learning in general Weiner(1986); Deci(1975); Maslow(1970); (Cited in Brown;2007, p.168). Motivation has been broadly defined as the need of reason for doing something a feeling of interest in doing something (Oxford Wordpower, 2007, p.504).

So, for this reason motivation is an internal state that pushes us in particular directions.

Usually the term motivation is frequently used to refer to the success or the failure. Unfortunately it was hard to identify the real meaning of motivation and its components for that Scheidecker Freeman (1999) stated that "Motivation is without question, the most complex and challenging issue facing teachers today" (Cited in Dorney; 2001, p.1).

The motivated learner is either intrinsically or extrinsically motivated to succeed in his task.

2.2.2.1 Intrinsic Motivation

(Deci 1975) defined intrinsic motivation as follow:

“Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward...

Intrinsically motivated behaviors are aimed at beginning about certain internally rewarding consequences, namely, feeling of competence and self determination.” (Cited in Brown, 2007, p.172).

Intrinsic motivation involves engaging in a behavior or because it is personally rewarding, essentially performing an activity for its own sake rather than the desire for some external reward. Reward can be money, prizes and grades even positive feedback. Moreover, extrinsic motivation involves performing behavior as a tool to an end, that is to receive some extrinsic reward (e.g: good grades) or to avoid punishment.

Motivation is the key factor of success in the classroom because it is considered as one of the affective variables in the classroom.

Brown (2007) suggested many ways considering the implications of intrinsic motivation in the classroom; among them the way that helps the teachers to design the classroom techniques, so that, he provided the following classroom; among them the way that helps the teachers to design the classroom techniques, so that, he provided the following classroom activities, among them:

- 1) Does it encourage students in some ways to develop or use effective strategies of learning and communication?
- 2) Does it contribute at least to some extent to students ultimate autonomy and interdependence?
- 3) Does it foster cooperative negotiation with other students in the class? It is a truly interactive activity?
- 4) Do students receive sufficient feedback on their performance (From each other or from you)? (Brown, 2007, p.181).

As a result, we can say that collaboration is one of the main positive factors that contribute in the process taking in account the teacher's control. Such interactive activities can improve students performance and provide the energy for proving what learners have achieved.

2.2.2.1.1 Examples of Intrinsic Motivation

- Participating in a sport because you like it rather than doing it to win an award.
- Travelling because you want to explore different cultures.
- Learning a new language because you want to connect to people from other nations.
- Helping other people without rewards because it makes you appreciate your life more.
- Reading a book because you like the story telling.

2.2.2.2.1 Factors that play a vital role in Intrinsic Motivation

Intrinsic Motivation includes :

- Curiosity: You are exploring and learning for pleasure and enjoyment.
- Challenge: Working towards your goals while maintaining optimal work performance.
- Control: The desire to control outcomes and making decisions that affect those outcomes.
- Recognition: We all want to feel appreciated and recognized on our efforts.
- Cooperation: We have a desire to belong and feel satisfied sharing goals with others.

2.2.2.2. Extrinsic Motivation

Extrinsic Motivation is when your behavior is motivated by an external factor pushing you to do something in hopes of earning a reward or avoiding a less than positive outcome. It refers to behavior that is driven by external rewards such as money, fame, grades and praise.

2.2.2.2.1 Examples of Extrinsic Motivation

There are many examples because the motivators are not the activity's innate enjoyment or satisfaction.

- Studying in order to get a good grade.
- Going to work because you must earn money.
- Reading book because you have to prepare for a test.
- Taking a break and staying at home because your doctor told you to relax.
- Competing in a context because you want to get a scholarship.

2.2.2.2.2 Extrinsic Factors

Motivation is influenced by external factors like money, rewards, position, praise are used as motivation for specific activities. Extrinsic factors can have a sizeable impact on person's health.

2.2.3 Problems that can face students and teachers while applying Group Work

Although cooperative learning has been seen as current method of teaching EFL under the CBA because it is helpful for both teachers and learners, its successful implementation in the Algerian schools face many problems.

- Implementing cooperative learning in the classroom creates disciplinary problems among students.

- Time limitation in group work is considered as a serious obstacle to the success of group work because it is time consuming comparing to individual work for instance spending time in arranging groups, setting roles and objectives and preparing a plan to start working, all these definitely waste much of the time devoted to the task performance .

- Over crowded classes, which exceed often more than thirty (30) students in one classroom make teachers face difficulties in managing their classes for group work.

- During the task, group members usually do not cooperate with each other because there are students who prefer to do the task individually making the class noisy.

- Unbalance in students participation and contribution: Generally when using groups work a member dominates the group so the results of the work reflect only the level of that member not the whole group.

- Lack of motivation: Students may lose their motivation and concentration on the task for instance they leave out the work because they know that others will do it. Second students may get less motivated because of inappropriate choice of group work. Third some students prefer to work with their friend and ignore some other members.

- Students generally use their native language to communicate with their partners rather than English language.

- Cultural diversity: According to Graw and Tidwell(2001), students in group work use different cultural approaches to work I.e. they have different habits and different learning styles. Some learners are leaders in nature and not want to get orders from others, some learners are introvert and do not like to work with others and some just cannot be effective under the noise of the group.

2.2.4. The Implementation of Group Work Activities to Enhance Learners' Speaking Skill

2.2.4.1 Speaking

It is well-known that learning a foreign language is to speak and communicate in that language. So, we speak for many reasons to be sociable, because we want something, or to respond to someone else. Speaking in a foreign language has been considered the most challenging and complex of the four language skills, for it is an active or productive skill. It involves a communicative ability of producing and receiving information. Byrne (1989: 8) states that: "*Oral communication is two-way process between speaker and listener or (listeners) and involves the productive skill of speaking and the receptive skill of speaking and the receptive skill of understanding (or listening with understanding).*"

Speaking is the one of the four language skills that has the most important role in human life for that the mastery of speaking is very vital in teaching a language. Campbell (1989: 39) has stated that speaking is an activity on the part of one individual to make oneself understand what is in the mind of the first. This definition means that the person who becomes the speaker must use tools of communication in order to be understood by the listener.

Hence, speaking is the skill which is very important to be mastered by students in order to be good communicator. Moreover, it is the ability to express oneself orally, coherently, fluently and appropriately in a given meaningful context using correct pronunciation, grammar and vocabulary then adopting the pragmatic and discourse rules of the spoken language.

To ameliorate learners speaking skill, group work is regarded as very useful. It is defined by Johnson and Smith (1991:15) as: "*a cooperative activity, during which students share aims and responsibilities to complete a task assigned by the teacher in groups or in pairs.*" That is to say, in group work, students learn to listen to each other, discuss and share their thoughts; they are independent and they have the same opportunities to speak and take decisions.

Thus, group work is one of the teaching strategies used by teachers who attempt to make their teaching more effective. Therefore, Richard and Rodgers (2001) state that teachers must use the most available activity depending on the size of the class, the length of time, physical features of the classroom and the nature of group task. Group work activity is a form of cooperative learning which aims to enhance learner thinking, language and social skills. Some of the group work activities are implemented widely in class.

2.2.4.1.1. Jigsaw

Jigsaw is an effective cooperative technique of learning together that is preferable to be used in a class size of 10-20 students that will be divided into subgroups of 3-5. It aims to deepen the students' understanding by being responsible for their own learning; it is also based on having students teaching students to develop their group and social skills. This strategy is based on dividing the topic into pieces as «puzzle pieces» and each subgroup is supposed to become an 'expert' in one part of the topic, then asked to share and explain that specific information to the other subgroup to complete the 'puzzle'. (Silberman, 1996)

2.2.4.1.2. Think-pair-share

According to Arends (2004), this strategy is based on three main steps. The first step, the teacher asks the students a question to think about individually. Second, each student is allowed to exchange his ideas with a partner to validate them. Third, here all students can share their ideas and views about that question to the whole class. Well, this Strategy encourages the learner to always make an initial brainstorming and confirm it in pairs before stating it to the entire class; it therefore raises the students' confidence.

2.2.4.1.3. Team Practice

For this type of group work, learners are divided into groups at the beginning of the term (Richard & Rodgers, 2001). However, in this step learners know some of their classmates well over the course of the term. They also work cooperatively over an

extended time period. After completing their task, they are expected to answer the questions.

2.2.4.1.4. Cooperative Projects

Richard & Rodgers (2001) maintains that learners are divided into groups and expected to select a topic. Each group selects topic. Learners work together to look for their topic information, then they assume their roles in the presentation. After that, they present their topic in front of the class. So, cooperative projects are focused on discovery learning and individual learning (2001).

2.2.4.1.5. Discussion Session

According to Richard and Rodgers (2001), discussion sessions are especially effective when learners are expected to give class presentation or reports as a way of including the whole class in the presentation. Therefore, Williams and Buden (1997: 78) identify the benefits of discussion session in efficient learning; learners' responsibility and autonomy are promoted through group work activities; for instance, indicating when someone wants to speak or allowing other learners to finish what they are saying, moreover, listening to each other and responding to what others say rather than imposing your views on them. This activity is a kind of dialogue which consists of facial expressions and exchanges of ideas, opinions and knowledge. At the end of this activity, it is expected to summarize the key points which are raised.

2.2.5. Disadvantages of Group Work

As everything in teaching, group work has also disadvantages that are important to explore; however, there are many obstacles and barriers that prevent the teacher from using group work perfectly.

2.2.5.1. Noise

The first draw back relates to noise. Obviously, students speak all at once trying to accomplish their task and this causes noise that may bother other colleagues. But as Doff (1992: 14) states *“The noise that created by group work is usually ‘good’ noise since students are using English and are engaged in a learning task.”* However, as a solution for the teacher to solve this problem of noise is to make students aware that they do not need to be heard and this will help to keep noise at moderate level.

2.2.5.2. Loss of Class Control

Some teachers are afraid of group work, for being apprehensive of losing class control. The latter could be a very important issue, especially during group work sessions where the students are numerous with different learning styles and preferences. Therefore, the students are indeed to be under the teacher’s complete control and authority; even if students are working in small groups and are in charge of the completion of a task. The teacher should be the director and manager of the class and needs to make students aware of this. Doff (1992: 142) highlights that in order *“to stop activities getting out of control, it is important to give clear instructions, to give clear defined tasks and to set up a routine so that the students exactly know how and what to do.”* Moreover, if a teacher circulates around the class to clarify doubts and to monitor what students are doing, there is no reason for losing control of the class.

2.2.5.3. Native Language Use

The use of native language and lack of correction of mistakes represent another dislikeable feature of group work. Therefore, if students feel that the task is too hard (or too easy) or that directions are not clear, or that the task is not interesting, or that they are not sure of the purpose of the task is not interesting, consequently, all these reasons push them to use their native Language (L1). To avoid this, Brown (1989-180) suggests *“to encourage students to practice using the target language in face- to -face contexts and to make them aware of the importance of some real uses for English in their own lives.”* In addition, he (Ibid. 180) states *“teachers should inform students to enjoy their*

work in groups without criticizing from the teacher or their classmates. Therefore, encourage them to think of themselves as teams where all the members are working together.”When working in groups,students are surely going to make mistakes, but as Brown (Ibid. 181) points out “*errors are a necessary manifestation of interlanguage development .and we do well not to become obsessed with their constant correction. Well-managed group work can encourage spontaneous peer feedback on errors within the small group itself.*” Hence,teachers should be as facilitators and guides,not police officers to stand behind our students backs in order to correct everything they say or do.

2.2.5.4. Self-limiting Behaviour

Students sometimes engaged in a self-limiting behaviour while working in groups.This refers to a behaviour that reduces the individual contribution to the performance of the group work. Many reasons can lead to that behaviour, for instance; meaningless task, the presence of highly qualified member, the pressure to confirm,and sometimes even to avoid conflicts (Veigal,1991).

There are other negative points concerning group work such as «free-riding» where variations in students’ efforts are not recognized,and spending the group time socializing.Furthermore,group work may create in the students a discouraging attitude toward teachers thinking they are skipping their job. As Nalasco and Arthur report students’attitude toward that technique: “the students complain that Iam not teaching them if I ask them to work in pairs or groups.” (1986: 104).

2.2.6. Challenges of Group Work

During group-work performance, students are likely to confront many problems. As McGraw and Tidwell(2001) state that group members often have to deal with critical issues,such as poor communication skills, absence of appropriate leadership and organizations, time limitation,lack of motivation, and dominance of some members on the whole group and so many other challenges. In fact, all these hurdles and others can impact negatively on students’ involvement.

2.2.6.1. Poor Communication Skills

For members to function effectively in a group, they need to develop their social and communicative skills, and the ability to solve problems. However, instructions and despite the significance of teaching these skills, they often marginalize and skip it. This will then result in unproductive and failed group work. (McGraw & Tidwell, 2001)

2.2.6.2. Time Limitation in Group Work

McGraw & Tidwell (2001), claim that time is considered as a serious obstacle/factor to the success of group work because it is time consuming comparing to individual work, for instance; spending time in arranging groups, setting roles and objectives, grasping the issue all together, and preparing a plan to start working. All these will definitely be time consuming and cause much time wasting that is essential devoted to the task performance.

2.2.6.3. Students' Participation and Contribution Imbalance

According to Nihalani & al. (2010) when a member dominates the group, the results of the work reflect the level of that member and not the whole group, this issue is referred to as the "One member job". Therefore, sometimes the paradox occurs, and those who did not cooperate effectively receives much praise, unlike those who did the whole the job, this may create an unpleasant feeling and group hate to those diligent students. Furthermore, this unequal contribution will complicate the assessment process; the latter will be discussed in detailed.

2.2.6.4. Lack of Motivation

Students may lose their motivation and concentration on the task, this may be due to, first, social loafing in which some students tend to make less efforts even if they can help because of lacking the sense of accountability, and laziness, i.e., they leave out the work because they know that others will do it. This behaviour will gradually lower the hard-working students' motivation. Second, students may get less motivated because of inappropriate choice of group work, or the task goals do not draw on the course

objectives and are irrelevant to them. Third, some students tend to work with their friends, and ignoring some other members. This isolation will devastate their capacity to participate in the task leading them to lose their engagement and keep silent. (McGraw & Tidwell 2001)

2.2.6.5. Cultural Diversity

According to McGraw & Tidwell(2001),students in group work use different cultural approaches to work,i.e.,they have different habits and learning styles.Some learners are leaders by nature and do not want to get orders from others. Some other learners are introvert and do not like to work with others, and some just cannot be effective under the noise of the group. In addition to the last challenges, students may have many problems in decision-making process, especially when it is a large-sized group.They also may not function appropriately and take the task seriously because they do not have teachers on their heads to observe and monitor them continuously. Hence, a careful preparation and planning for group work is required.

2.2.7 The Purpose of Group and Collaborative Work

Group and collaborative work may be an effective teaching strategy with regard to the use of teacher time and other resources. It may also be a strategy to allow particular types of learning such as group discussions.In spite of those issues, group and collaborative work are to share the classroom resources, each other's ideas and work together for common goal. As we know that sometimes resources may not be discussed.In such cases,group work could be the appropriate solution for teaching.

2.2.8 What issues do the teachers have to consider?

In many schools, teachers use this method of group work but before using it,teachers have to consider some issues. It has been indicated by Galton & Williamson (1992) that *“according to some teachers, working together in groups is an adult activity and it is not to be expected that young children of primary age will find it easy. After all, children at this age are very self-centred...”* This may be the reason for the prevalence of individualised work in primary classrooms.

Firstly, teachers have to choose **the best task** for group work because some tasks are more appropriate for individual work and some of them for group works.

Classroom dimensions are **the** second issue for grouping. Some schools may have small classrooms which could be a problem for group work. **Group size** is another issue for grouping. How many learners should be in a group working together? In group work a very crucial issue that teachers have to choose the best working groups. The teachers' wrong choices and their miss-matching lead to unsuccessful group works and inappropriate talking. For these reasons, many teachers abandon the group work. To decide the classroom seating, some teachers allow the children to choose the groups. Wrang (1993, as cited in Croll & Hastings 1996: 30) reported that "...a variety of practise in smaller sample of 17 teachers; three assigned seating positions, six allowed open choice, at least initially and the remainder permitted negotiation..." Nevertheless, it is not easy to decide the best group seating.

It is known that in classrooms there are students who are from different age, gender, race, social background and ethnic group who have different achievements, abilities and friendships. Consequently, teachers have to decide whether to organise homogeneous groups or heterogeneous groups.

Conclusion

In this chapter, we have dealt with a Competency Based Approach as a teaching method. However, group work play a crucial role in the scene that they would learn how to interact with each other, as well as learn from one another. Although, group work has many advantages, it has some disadvantages as well that should not be ignored. These drawbacks can hinder the effectiveness and the goal of that technique. As a result, we can assume that group work is such a questionable teaching method that if not used appropriately, will not add anything to the learners repertoire, and may even lead to the worthless efforts, wasted time in vain. Thus, teachers should prepare and organize well the group work to guarantee the achievement of the learning objectives.

Chapter three : Field of Investigation

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Introduction

The third chapter deals with the empirical part of this work. It endeavours to probe the group-work strategy and its effectiveness on EFL learners' achievements, especially among the fourth year middle school learners and ultimately relate qualitatively as well as quantitatively the data which have been gleaned and compiled through interviews and questionnaires. To satisfy the mixed method approach criteria, the use of multiple tools to measure the same variables was adopted. This was done with the intention that the quality of the research findings would be enhanced in terms of reliability and validity as well as depth of insight into the object of study (Miles & Huberman, 1994; Nachmias & Nachmias, 2000; Patton, 1990). The interviews have been conducted with teachers of English at Tiaret. Besides, a questionnaire designed and handed to teachers. The aforementioned metrics tools, viz., interview and questionnaire, are designed as structured tools for the former, and as a self-completion for the latter.

Teachers Questionnaire

III.1. Overall Research Design

How a researcher should proceed is the backbone of understanding any research, for the choice and the clarity of the method exert influence on the reliability and validity of the final gleaned results. In fact, “fitness for purpose” (Cohen, Manion & Morrison, 2000: 146) [¹] governs the research type. Thus, the research purpose determines the adoption of a more or less adequate methodology and design. In our case, the aim was to probe the group work strategy and its effectiveness on EFL learners’ achievements. Therefore, the research method adopted in the current study is the mixed one, requiring a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence. In fact, the mixed method research gets inspired on potential strengths of both qualitative and quantitative methods, allowing researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions. The choice of such research method is meant to seek the intended validity and reliability thanks to the more panoramic view of their research landscape, viewing the issue from different viewpoints and through diverse research lenses.

III.2. Case Study Research

Case studies can be put among descriptive-interpretive designs as they “strive to portray ‘what it is like’ to be in a particular situation” (Cohen & al., 2000: 182). Our enquiry takes the format of a case study as an approach (Hitchcock & Hughes, 1995; qtd. in Cohen & al., 2000; Marczyk & al., 2005), [²] not as a method for data collection (Cohen & Manion, 1994, qtd. in Bellalem, 2008) [³] because of the following reasons. Case studies are time-and locus-bound. Furthermore, as Hitchcock and Hughes (1995) suggest, they are valuable research approaches especially “*when the researcher has little control over events*” (qtd. in Cohen & al., 2000: 182). They also provide unique

¹Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education* (5th ed.). London & New York: Routledge Falmer.

²Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*. New Jersey: John Wiley & Sons, Inc.

³Bellalem, F. (2008). *An exploration of foreign language teachers’ beliefs about curriculum innovation in Algeria: A socio-political perspective*. (Published Doctoral Thesis). King’s College. London.

examples of a class, club or a community of real people in authentic contexts, enabling in-depth understanding of events not just abstract theories and principles (Cohen & al., 2000). Conforming to these characteristics, our study was conducted with a limited small group of middle school English teachers and within the confines of a particular site in one province in Algeria, Tiaret, aiming at presenting vivid descriptions of the participants' authentic actions.

III.3. Qualitative and Quantitative Research

Quantitative-qualitative dichotomy is most often the hallmark of research battlefields; which of the two can overwhelmingly gain primacy over the other to get the title 'scientific'. Quantitative researchers claim that they conduct more rigorous research and use statistical analyses to find about their object of study. The key features of quantitative research "*include formal and systematic measurement and the use of statistics*" (Marczyk & al., 2005: 17). Depicting an objectivist view to reality, this type is thought of as "obtrusive and controlled, objective, generalisable, outcome-oriented, and assumes the existence of 'facts' which are somehow external to and independent of the observer or researcher." (Nunan, 1992: 3). [4] Qualitative research, on the other hand, can be defined as the one that attempts to carry out an in-depth study with a limited number of participants to know about their attitudes, behaviour and experiences (Dawson, 2002) [5]. Strauss and Corbin (1998) state that different from their counterparts, qualitative researchers enquire about "*organizational functioning, social movements, cultural phenomena, and interactions between nations.*" (qtd. in Bellalem, 2008: 72). It is worth saying that none is the best as this distinction is "simplistic and naïve," confirms Nunan (1992: 3). They are complementary at the extent that the strength of one mends the weakness of the other.

For the sake of ensuring data triangulation, the current research adopts a blend of the two, considering that the two paradigms were positioned on a continuum.

⁴Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

⁵ Dawson, C. (2002). *Practical research methods: A user-friendly guide to mastering research techniques and projects*. Oxford: How to Books Ltd.

Nevertheless, Dörnyei (2007: 45) [6] observes that the blending of methods “*has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings.*” The use of mixed methods was to corroborate our findings and to improve the validity of the collected data. In this sense, qualitative data would add, supplement and interpret the statistical data because “*words can be used to add meaning to numbers.*” (*ibid.*). In either research methodology, be it quantitative or qualitative, identifying research context and participants as well as sampling methods are of utmost importance.

III.3.1. Research Tools

The research instruments for the current study include an interview conducted with _____ Middle school teachers of English to disclose their awareness of the group work strategy and its effectiveness on EFL Learners’ Achievements, and a questionnaire handed to ten (10) teachers as well to unveil the effects of aforementioned strategy and its positive effects on learners’ classroom performance.

III.3.1.1. Quantitative Tool

As an attempt to ensure the data interplay and after stating the qualitative method represented in teachers’ interview above, we have chosen for the quantitative a questionnaire aiming to collect more valid data that reinforce our hypothesis on the group-work strategy and its effectiveness on EFL learners’ achievements, especially among the fourth year middle school learners. Yet, one of the crucial and common investigation’s instrument which is “Questionnaire” that has been directed to middle school teachers of English at _____.

III.3.1.1.1. Teacher’s Questionnaire Description

The questionnaire, directed to middle school teachers, is articulated around an inquiry which targets basically the group-work strategy and its effectiveness on EFL

⁶ Dörnyei, Z. (2007). Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies. Oxford: Oxford University Press.

learners' achievements, especially among the fourth year middle school learners. "Questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (Brown 2001: 06) [7]. Therefore, as a way to obtain data that explores our research problem from its potential sides, teachers were given a questionnaire (Appendix 1). Questionnaire's questions were directed from general to specific and contain three sections and each section combines various questions.

III.3.1.1.2. Objectives of the Teacher's Questionnaire

Predominantly, questions were posted to teachers directly. The choice of the questionnaire is justified by the fact that it enables us to collect a broader range of data in connection with the objective of our research. The number of the collected questionnaires is ____ out of _____, a rate of _____%, none was rejected. The analysis of the responses provided a certain number of data of a statistical nature on the various points quoted in the description of the questionnaire (cf. Appendix 1), This initial work, thus, made it possible to release from main tendencies in the form of percentages, reflecting the perception of the teachers themselves on the issue of group work strategy and the positive effects it may have on learners' achievements and the difficulties which preclude its effective implementation in their daily practicum. Fundamentally, our questionnaire has dual purposes, first, it aims to detect teachers' viewpoints and perceptions regards the strategy itself integration in their daily performance. Besides, as a second purpose but crucial, this questionnaire aims at testing our hypothesis regarding whether group work strategy could impact positively learner's academic attainments or not.

III.3.1.1.3. Structure of the Questionnaire

⁷ Brown, J.D. (2001). *Using Surveys in Language Programs*. Cambridge, UK: Cambridge University Press.

The questionnaire consists of three sections; the preliminary section, consisting of three questions, is devoted to teachers' personal and professional data, including their gender, age and their professional experience. The second section is meant to disclose respondents' reflections and attitudes towards group work strategy and its effectiveness. It encompasses nine questions, enquiring about the use of the strategy, the hardships faced, learners' attitudes towards group work, frequency, types of grouping, learners' sitting up, hardships faced by learners, and either self-confidence gaining or not. Third section is entitled teachers' suggestions; it comprises only one open-ended question which questions the respondents about the effect way to render group-work strategy much more efficient, i.e., meant to generate long quantitative data. (Brown, 2009)

III.3.1.1.4. Sampling Technique

According to these facts, the participants were selected on the basis of a somewhat purposive and convenience or opportunity sampling (Cohen et al., 2000; Dörnyei, 2007). Adopting a purposive sampling technique, the researcher simply chooses a group of people who fulfil his purpose (Cohen et al., 2000). Opting for "convenience sampling ... accidental or opportunity sampling ... the researcher simply chooses the sample from those to whom she has easy access." (Cohen et al., 2000: 102). Dörnyei (2007) also defines the former as the most common and largely practical technique to build a sample with those available, and the latter as accidental situations in which the researcher is likely to come across a group who, to some extent, satisfies his research needs.

The rationale for this selection is premised on the fact that being "captive audiences" (Cohen et al, 2007:114) this sample of middle school teachers of English conveniently fulfilled the requirements of our research in terms of purpose, availability at a certain time, easy accessibility and geographical proximity (Gall, Gall & Borg, 2003). Actually, the period of this study and the physical loci where this research was conducted provided somewhat enough time for easy contact with the participant sample, which would assumingly facilitate the conduct of such study. After all, a group of teachers is needed to demonstrate willingness to collaborate. Nevertheless, it is admitted that this kind of sampling does not claim relevance of findings to the larger population

which this particular sample belongs to. The argument can be that albeit empirical, most research in social sciences surprisingly does not employ random sampling (Dörnyei, 2007). Aligning with qualitative research, purposive and convenience sampling techniques, quantitative researchers' goal is not generalisation to the whole population; *"instead they might seek to describe or explain what is happening within a smaller group of people"* (Dawson, 2002: 47).

The participant group consists of ____middle school teachers of English working in the province of Tiaret, especially in the city of Tiaret. It should be admitted that the number of the participants is meagre and thus, findings could never be generalized.

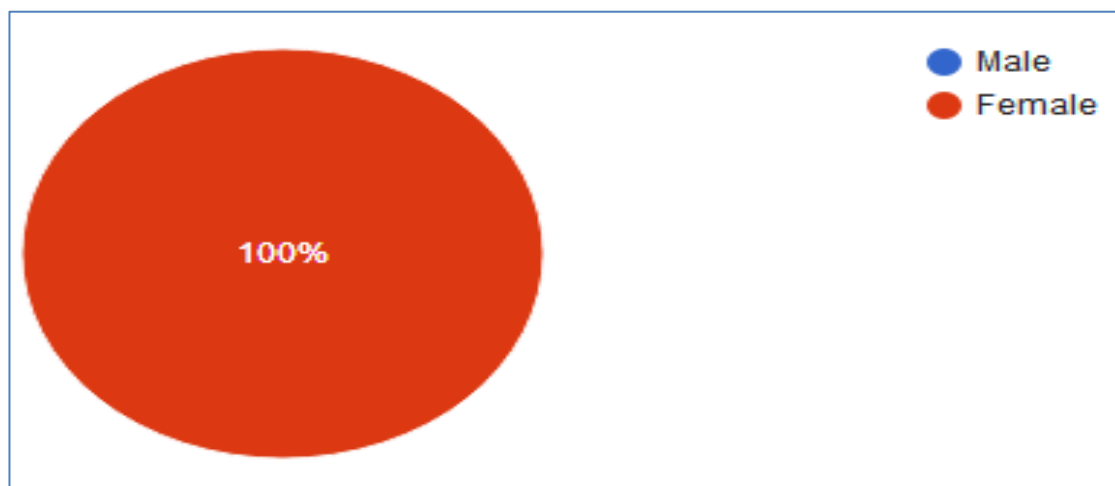
III.3.1.1.5. Questionnaire Piloting Procedure

It is traditionally acknowledged that research tools undergo a long process during which they are constructed, piloted, reconstructed and then administered. In fact, it took us about a whole semester to select the questionnaire content as regards wording and relevance as well as to ultimately decide on its layout and structure. For the sake of pertinence and accuracy, the questionnaire was rebuilt several times. As part of the piloting process, we consulted our supervisor and some of our classmates. Honestly speaking, their annotations were of utmost importance in addressing some of the weaknesses; some elements have been outrightly omitted and others rephrased. Three teachers have been solicited for the questionnaire testing. Relying on their feedback, few minor changes have been made.

III.4. Quantitative Data Analysis

Section One: Respondents' Personal & Professional Data

Question-item 1 : Gender



Graph 01: Respondents' Distribution according to Gender

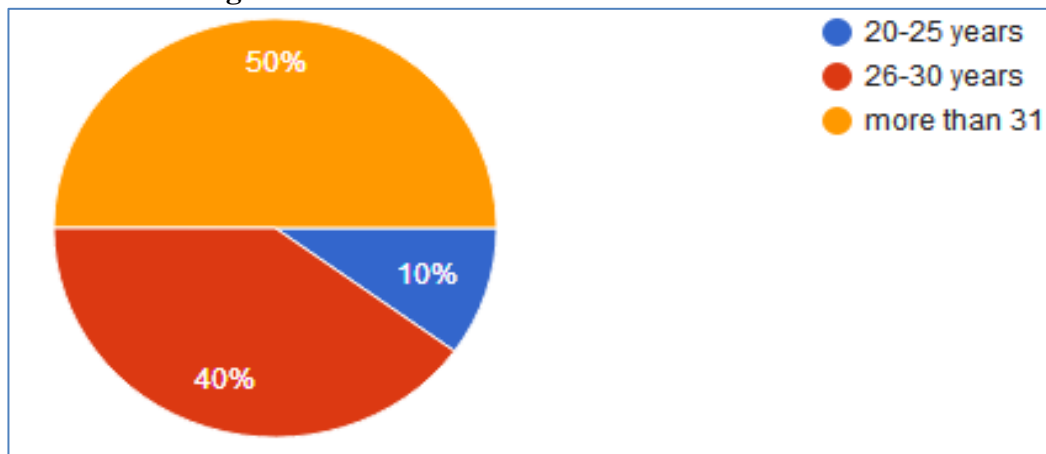
The graph above indicates that all the respondents (100% n=___) are female English teachers. The results reveal that teaching is no longer a male-dominated profession as women's number outnumbers men. The phenomenon of feminization of the teaching staff all over the world is nothing new. It seems to be one of the earliest professions compared to other recently feminized ones. Accordingly, "most of the active women on the labour market belong to the tertiary sector activities." (Maruani, 2003: 3). The traditional assumptions on the matter try to explain the matter to explain the phenomenon by suggesting the family-life reconciliation with those professional and reaching ones, i.e., family-friendly profession (Parkay & Stanford, 2003; Wiseman, Cooner and Knight, 2002).

Other assumptions take into account discriminations against women in the labour market and stress the fact, as indicates it Charles, F. "The sexual division of labour and the structure of female employment corresponding to the latter, the teaching professions are indeed the best placed inside this structure." (1998:29)

Women also chose this professional activity for reasons which touch at human and psychological values, with the characteristics of the profession and the flexibility of the schedules. Whatever the assumptions put forward to explain the very strong

feminization of the teaching staff, the school institution appears as a privileged access-road of women in the labour market.

Question-item 2: Age

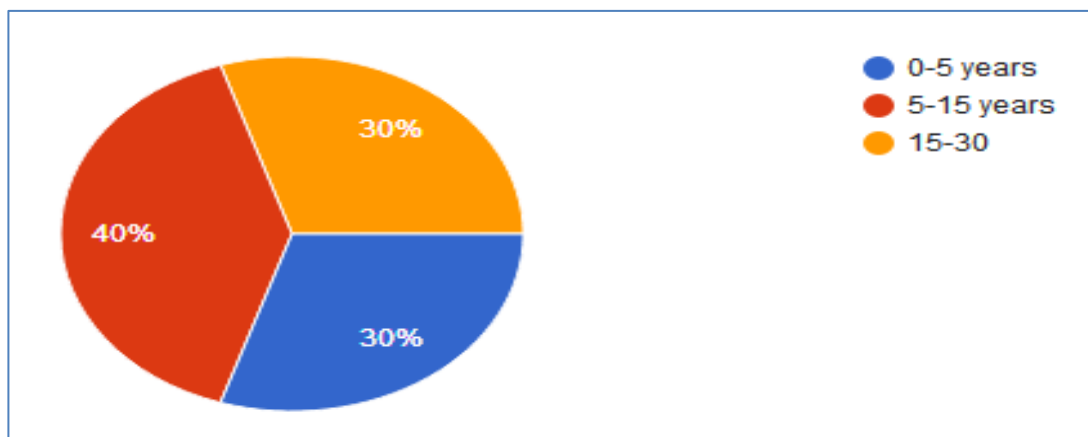


Graph 02: Respondents' Distribution according to Age

The numerical data above indicate that half of the respondents (50%) are more than 31 years old. The second half is shared between those whose age ranges from 20 to 25 (10%), and those from 26 to 30 (40%). The average age is more than 31..

These age ranges are of course arbitrary. The targeted population of Middle school teachers can be split up into three categories: the first one concern those teachers aged over 31 (50%), who are generally considered as pioneers. They have accumulated a certain professional experience that can be beneficial for their learners. This group often represents the seniors of the English teachers' staff. The second category, aged between 20 and 25, teachers, is at the beginning of their professional career. They are still constructing their professional career. The third category of teachers, aged between 26 and 30 years old, seeks to confirm their professional projects. It is to be noted that the population of the staff the teachers of English is a young one. Training and socializing are of utmost importance to accompany them, warranting efficient performance.

Question-item 3-Professional Experience



Graph 03: Respondents' Distribution according to Professional Experience

The results above demonstrate that Forty per cent (40% n=____) have an experience ranging between 6 and 15 years. Thirty per cent (30% n=____) have accumulated six to fifteen-year experience, whereas the rest, i.e., 30% (n= ____) have a sixteen to thirty year experience. The average experience is _____.

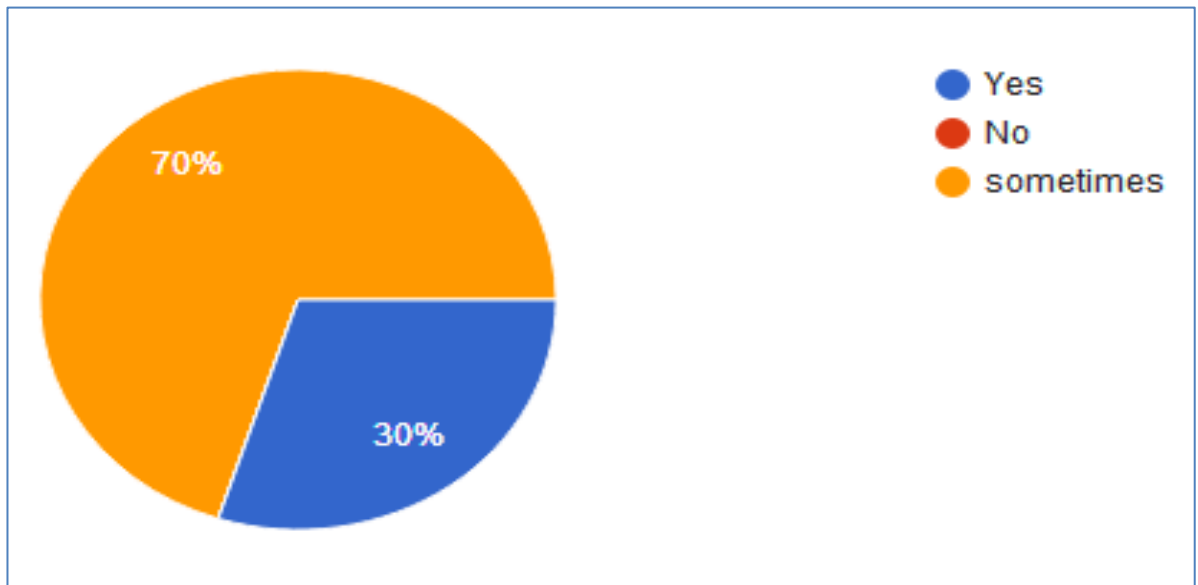
Despite substantial evidence that teachers' effectiveness and efficacy vary considerably, for political and cultural reasons teachers are treated like "widgets" with equivalent performance. Teachers' professional capitals play an important role in boosting up class performances. These capitals refer to the knowledge and the skills that teachers develop during the pre- and in-service training courses and the experience acquired in the field. Teacher's personal and/or collective capital contribute efficiently in teachers' pedagogical decision taking, and enhance their thorough thinking about how to teach well their students. Two (2) teachers among the subjects targeted by this study have a professional experience that exceeds 16 years. Such experience should enable them acquire a strong sense of professional identity and experience in a large measure of professional capital. In fact, this capital is expected to develop teachers' efficacy which represents an important school property. (Bandura, 1993 & 1997)

The average collective experience of the respondents is around ____%. It represents a professional capital which can be used as an asset to construct collective efficacy. Bandura argued that: *"One powerful construct that varies greatly among*

schools and that is systematically associated with students' achievements is the collective efficacy of teachers within a school.” (1993 & 1997)

Section Two: Respondent's Reflection on Group-Work Strategy Implementation & Effectiveness

Question-item 4-Do you use group-work strategy with your learners?

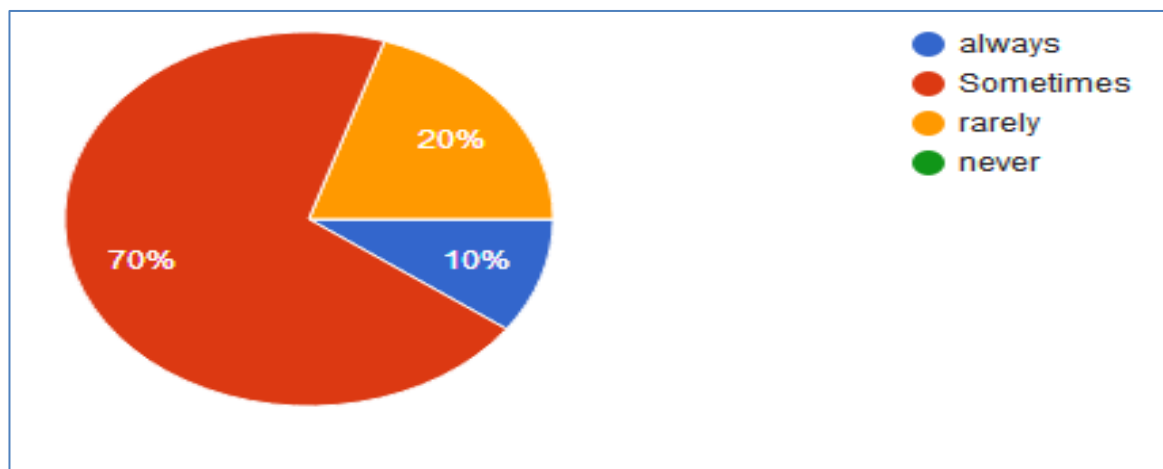


Graph 04: Respondents' Group-work Strategy either use or not

Question-item 4 is asked to glean data as regards group-work strategy use or not. In fact, the statistics above reveal that seventy per cent (70%) attest that they sometimes use group work in their classes. Yet, thirty per cent (30%) confess that they do always use such strategy in their classroom practicum.

In fact, group-work assignment depends on the types of activities and the outcomes expected. Yet, relying on the abovementioned statistics, it can be deduced that this strategy is implemented by one third of the questioned teachers. Such practicum shows that teachers might be unaware of the benefits of the positive group experience, knowledge retention, entailing out of such teaching strategy.

Question-item 5-How often do you make your learners work in groups?

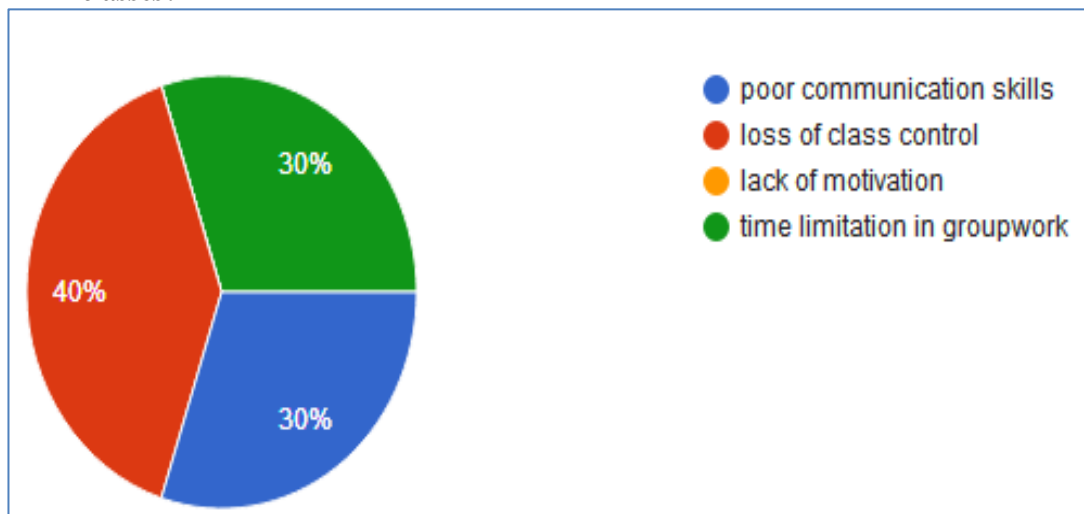


Graph 05: Respondents' frequent use of group work in their classes

The graph above shows that 70% of teachers said that they sometimes made learners work in groups. Whereas, 20 % of them confirmed that they rarely did. However, the meagre minority, i.e., 10% of the surveyed teachers said that they always made learners work in groups. It is worthy to note that none of the surveyed teachers denies totally the use of the meant strategy.

Relying on the responses drawn from the above question, one can conclude that teachers' awareness and use of the group-work strategy is visible, though relatively. In fact, though too much time and efforts demanding, group work introduces more unpredictability in teaching, as groups can approach tasks and solve problems in new and interesting ways. Keep using group work in EFL classes will undoubtedly promote learners' both autonomy and positive interdependence. For the sake of learners' commitment and motivation, teachers are required to care of assigning as a group work tasks that truly fulfil the learners' objectives and interests.

Question-item 6- What are the problems that you have faced during group work sessions in EFL classes?

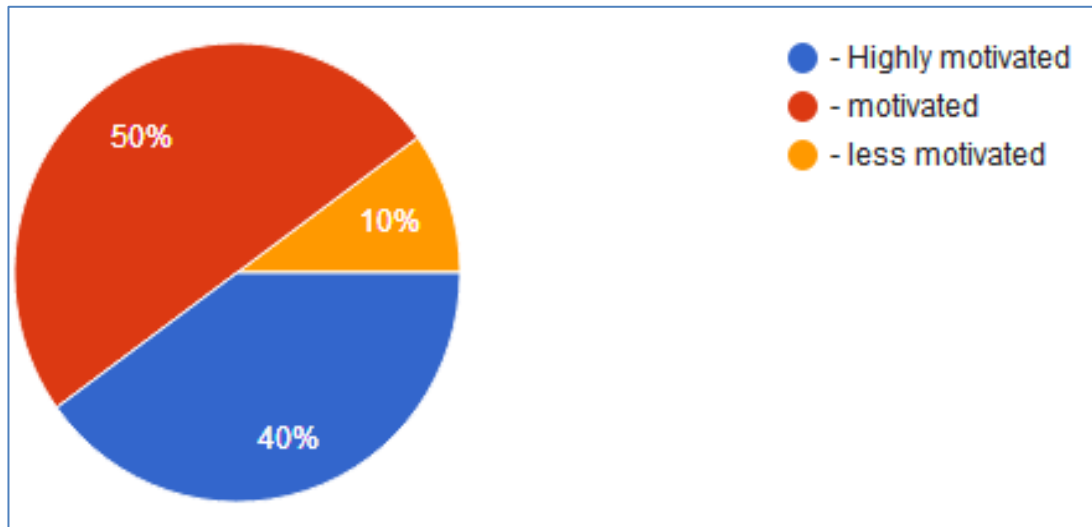


Graph 06: Respondents' Experienced problems during group work sessions in EFL classes

The gleaned statistical data above demonstrate that forty per cent (40%) of the teachers face class control problem during group work session. Whereas thirty per cent (30%) of the surveyed teachers indicate that they face the obstacle of time limitation. Otherwise, the rest of the teachers (30%) point out that they have the problem of poor communication skills and lack of motivation during group work.

The concept of learning has been shifted from individual to collective endeavor. Yet, it is evident that learners often experience various difficulties when they are involved in group work. For all respondents, losing control of the learners, time limitation and poor communication skills can be very frustrating. However, whatever the reason behind such attitude may be, it should not be a temptation to just throw your hands up in defeat.

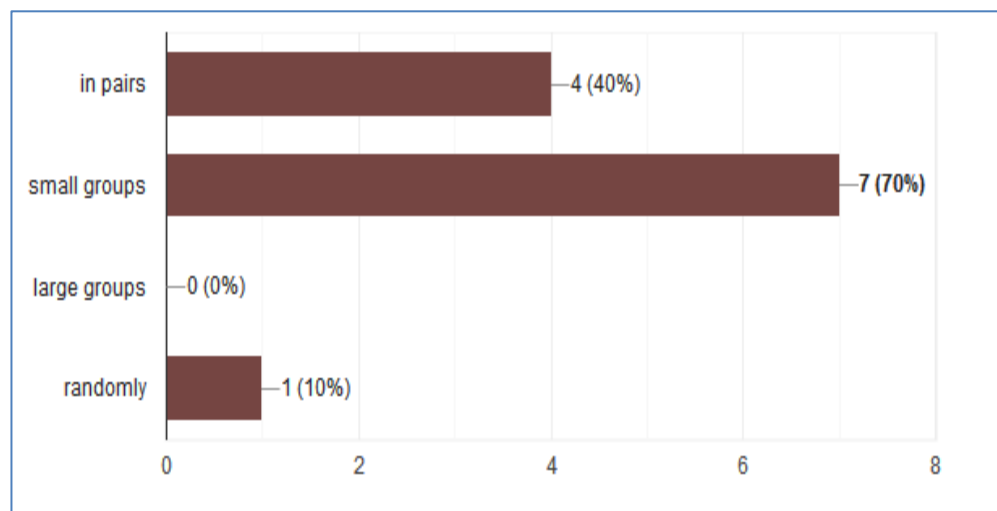
Question-item 7-When asked to work in groups, learners are_____?



Graph 07: Learners' Attitudes towards Group-work Assignment

The above numerical results in graph 06 show that 40% of teachers attest that learners are highly motivated during the group work. Whereas, 50% of teachers say that learners are motivated. Nevertheless, just 10 % of surveyed teachers confirm that the learners are less motivated during group work session.

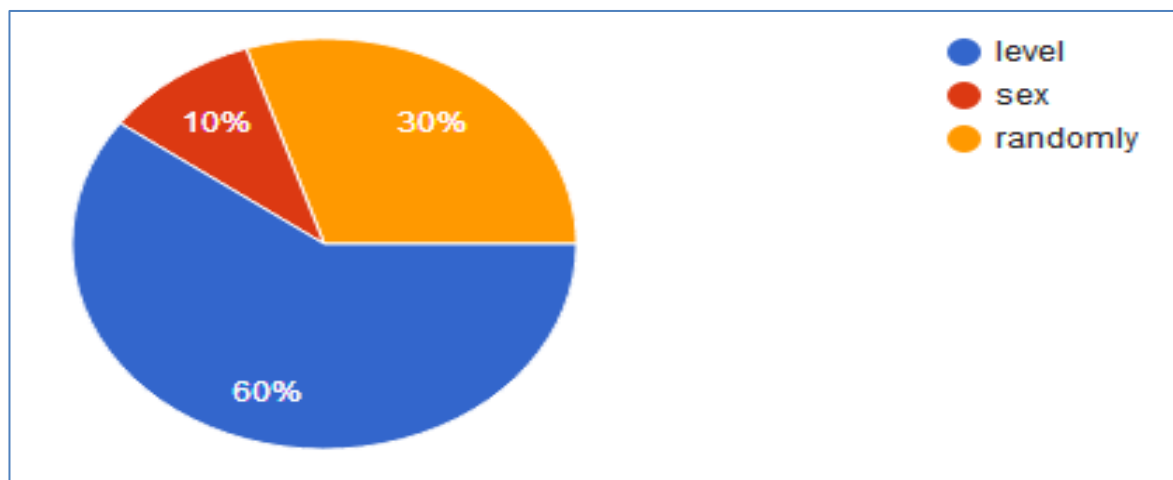
It is acknowledged that motivation is one of the most important factors that influence learners' learning process. Motivated learners are those who want to attain goals and are willing to devote time and efforts in reaching these goals. It is reckoned that all humans have needs and drives that are more or less innate, yet their intensity degree depends on the environment. That is to say, the most successful learners are not always those who have an innate attitude for learning, but those endowed with certain traits which are mostly related with motivation. Besides, the teacher's role is decisive to foster learners' motivation.

Question-item 8-Which kind (s) of grouping do you use?**Diagram 01: A diagram portraying the kind (s) of grouping respondents use**

The question-item 8 attempts to unveil teachers' type of grouping implemented in the EFL classes. The results amply demonstrate that the heavy majority of the surveyed teachers, i.e., seventy per cent 70% (n=7) prefer to use small groups. Whereas, 20% of teachers, i.e., 02 like to use pair work rather than other groupings. However, no teacher uses large groups may be for eschewing class problems, such as loss of class control during group work session. Whereas, 10% (n=1) of the teachers prefer to use group work randomly.

Learners' grouping has become indispensable to cope with level heterogeneity, and enabling teachers deal with widely varying levels of ability and achievement. Though criticised for the drawbacks it can have on learners' self-esteem, obstruction for more advanced learners, learners' grouping can help all students if it is done judiciously and flexibly.

Question-item 9-On what basis do you sit up/group your learners?

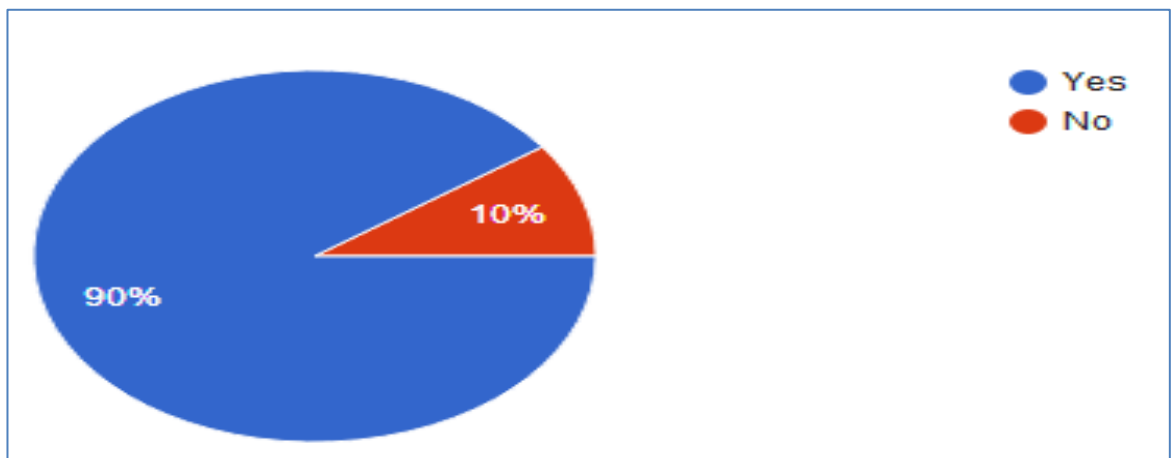


Graph 08: Respondents' Adopted Way to sit up/group their learners

As regards the adopted way to sit up learners, the surveyed teachers implemented different ways of sitting up their learners. For sixty per cent (60% n=6) of them, learners' level is the main criterion for sitting up. Thirty per cent of them (30% n=3) believe that sitting up should be done randomly with no predetermined criteria. A minority of the respondents, i.e., 10% (n=1) estimates that gender-based grouping is the best way to deal with the issue.

Opinions about the learners' grouping efficiency are divided. There are those who prefer heterogeneous ones, i.e., according to ability levels. Yet, others firmly believe that heterogeneous grouping where all levels are represented in each group is the best way to deal with the issue of learners grouping. It should be acknowledged that any types of sitting up learners can have advantageous effects as it can have disadvantageous ones, depending on the teachers' objectives behind the learners' sitting up itself. If the purpose of the learning activity is to help struggling learners catch up with others, the heterogeneous sitting up the most helpful. Yet, if the purpose is to encourage medium ability group to learn at a high-levels, then homogeneous grouping would be most suitable.

Question-item 10-A) Do your learners face problems when working in groups?



Graph 09: Respondents' Depicted Problems during Group Work Sessions

The surveyed teachers seem to be adamant as regards learners' problems during group work. In fact, nearly the totality (90% n=9) reckons that their learners faced many problems when working in groups. However, only 10% of teachers said that their learners did not face any problem during the group work session.

Unavoidably and due to complex heterogeneity, conflicts among the groups of learners are always supposed to supervene. Group members' differences can contrast sharply to one another, creating tension within the group. Difference, triggered by various factors, is not necessarily a bad symptom, though. The latter is to be regarded as constructive criticism which helps creating diverse thinking methods and solutions. The teachers' know-how-to-do and know-how-to-be are two main skills that can mitigate such character.

B) If yes, what sort of problems?

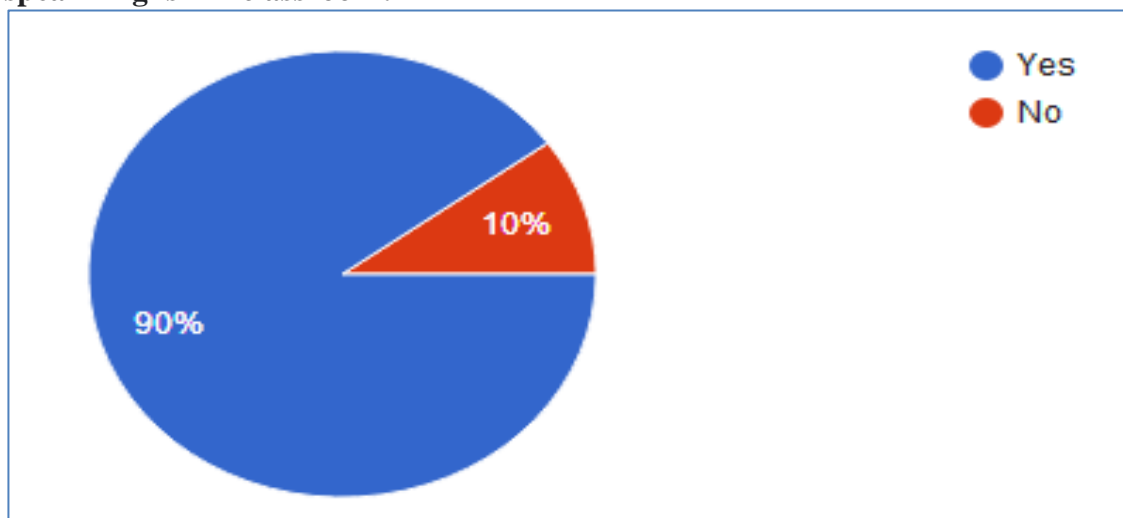
Participants	Identified Problems
01	Lack of vocabulary
02	One student works and the others rely on him/her
03	Mainly communication in target language
04	Each one wants to impose himself.
05	Using the language itself
06	They struggle to communicate well within the group.
07	The use of English / some students depend on the others
08	Conversation dominated by one group member
09	Conflicts in the team
10	Struggling to communicate with the group members
11	Dependence on one member

Table 01: Respondents' Noticed Problems during Group Work Sessions

As a follow-up question to the previous one, the respondents were solicited to provide samples. In fact, multifarious problems are listed above such as one group member dominance of the communication, reliance on one member for the work, the use of the mother tongue instead of the target language, ...etc.

For each of the above problems, teachers are supposed to find the adequate solution. For instance, for communication dominance, a specific role should be assigned to each group member, and set a time limit on how should each member talk, or assign a facilitator and clarify that their role includes that each group member should speak. For those struggling members, teachers can let group members choose their own roles in the group, or using 'think, pair, share' with much emphasis on adequate time for thinking.

Question-item 11-Do you think that the group work motivate silent learners to speak English in classroom?

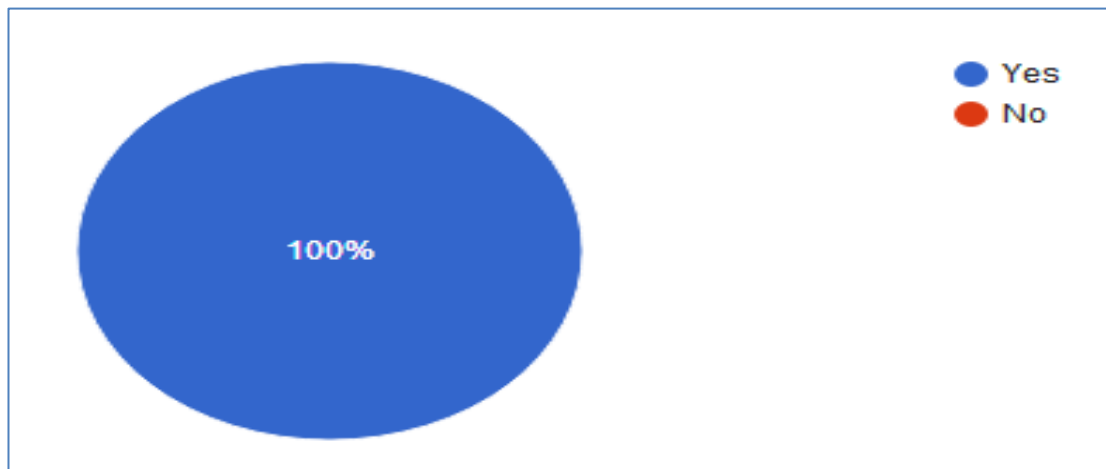


Graph 10: Respondents' viewpoints as regards group work assignment and its impact on silent learners speaking

This question-item (11) attempts to cognize teachers' viewpoints on group work assignment and its influence on silent learners' speaking skills. The results amply show the surveyed teachers in their heavy majority (90% n=9) attest that group-work activities represent an opportunity for silent learners to voice out their opinions. The rest of the teachers, i.e., 10% (n=1) report the opposite.

It is recognized that learners exhibit individual differences in the learning process as well as in group work activities. In fact, group work activities, if appropriately planned and prepared, can be the potential occasion for silent and timid members to get involved and enact their invisible skills and abilities.

Question-item 12-According to you, can group work be a helpful solution for less self-confident learners?



Graph 11: Respondents' Viewpoints as regards group work and learners' self-confidence gaining

The gleaned data from question item 12 demonstrate that all teachers (100% n=10) unanimously agree that group work strategy is a helpful solution for the less self-confident learners.

It is worth highlighting that group work strategy can increase self-esteem and self-confidence, and learning achievement. It can also boost understanding and social skills among the group members, facilitating inclusion and increasing the envy for class environment and academic contents.

Section Three: Respondents Suggestions about Group-Work Strategy and its Effectiveness

13- What suggestions would you give to improve group work effectiveness in EFL Classes?

Participants	Suggestions
01	Teacher should
02	<ul style="list-style-type: none"> • Diversify tasks for the sake of catering for all learning styles and preferences.
03	<ul style="list-style-type: none"> • Encourage learners to use the target language despite their mistakes.
04	<ul style="list-style-type: none"> • Help the group members to overcome their difficulties. • Shift from group work to pair work and vice versa • Identify clear objective.
05	<ul style="list-style-type: none"> • Assign specific roles such as time keeper, writer, recorder, spokesman, etc.
06	<ul style="list-style-type: none"> • Strike the right-time balance for each group work activity. • Set a time limit for each group-work member so as to ensure fairness as regards participation.
07	<ul style="list-style-type: none"> • Use different grouping ways, i.e., homogeneous and heterogeneous in order to eschew both boredom for those excellent learners and discriminatory feeling for those struggling learners.
08	<ul style="list-style-type: none"> • It would be better and workable with less number of pupils in a class. It needs materials.
09	<ul style="list-style-type: none"> • Know the different levels of your learners.
10	<ul style="list-style-type: none"> • Be very affective with all of them. • Lead and motivate them to cooperate

Table 02: Respondents' Suggestions as regards Group Work Effects Improvement

The final question-item of the current questionnaire concerns itself with the way teachers see that group-work strategy could lead to learners' learning effectiveness. In fact, the surveyed teachers provided very pertinent suggestions. The T table above encompasses most of the suggestions concerned with the issue.

To get a full image of the respondents' awareness of the issue of group work strategy and its effectiveness, an open question-item was included. Thematically grouped, the respondents' focal suggestions revealed an insightful view on the issue under investigation. It is worth noting that they all backed up their answers with very

valuable suggestions. In fact, by referring to these abovementioned proposals, one can infer that most of the teachers are aware of the group-work strategy importance and the solutions accompanying each problem.

Discussion of the results

According to the results of the questionnaire. Teachers are almost agree with the idea of group work. On the one hand, some teachers prefer to work in groups for helping their learners to improve their speaking skill achievements. On the other hand, those who did not use groups during their teaching because of many reasons ; such as, fear from loss of class control or for poor communication skills. Whereas, it is noticed from the results that most of the teachers prefer to work with small groups rather than large groups. However, some of teachers like to use pair work rather than small groups may be to avoid problems with classroom and time managements.

- 1- Many English teachers claimed that they sometimes use group work during teaching. However, other teachers never used the group work Strategy.
- 2- According to the results, most of the English teachers face many problems while working in group work session. Such as ; loss of class control, time limitation in groups and poor communication skills.
- 3- Many EFL learners are highly motivated during the group work session. However, others are motivated only. Whereas, few of them are less motivated.
- 4- When working in groups, English teachers organize small groups according to learners level ,sex and others select the learners randomly.
- 5- Most of the teachers (90%) claimed that learners face differnt problems while working in groups , such as ; lack of vocabulary , one student relies on the others, then, learners can not express themselves easily, and each one wants to impose himself.
- 6- The majority of English teachers (90%) support group work Strategy while teaching because it motivates learners to speak English and avoid anxiety and shyness in class.
- 7- All teachers declared that group work is a helpful solution for less-confident learners.

Conclusion

The scrutiny of the gleaned results reveals that the surveyed teachers are aware of the fact that the group-work strategy effectiveness in EFL classes practicum. They show a positive attitude towards group-work implementation for the sake of improving learners' achievements besides other skills empowerment.

Learners Questionnaire

1-The learner questionnaire

1-1-The sample

The forty (25) learners who responded to the Online questionnaire were chosen among the total number of the fourth year Middle school learners because of the exceptional situation of this year .This sample was selected randomly to be representative of the whole population.

1-2- The Description of the questionnaire

The questionnaire consists of eleven (11) Multiple choice questions, ranked from general to specific in order to introduce clearly the topic of the study to the learners and completely get the information needed from the answers they provide. The questions are either closed questions requiring from the learners to choose “yes” or “no” answers , or tick up the appropriate answers and justify if necessary . The questionnaire is divided into three sections.

- **Section one :General Information**

It is composed of 03 questions ; it aims to give a general overview about the learners profile ; (Q1) their gender. However, (Q2) their age and (Q3) is about their classification in class.

- **Section two : Respondents Reflection on Group work**

This part is composed of (07) questions concerning their Reflection on Group work Strategy .It attempts to give the learners an opportunity to express their opinions and thoughts towards group work Strategy.In(Q1) learners are asked about the activities that have devised by the teacher in class if Individual work , pair work or group work.(Q2) learners are asked to select which kind of activity they prefer most either Individual or pair or group work.Then they asked to justify their answers. However ,in(Q3) they asked to say how many times does the teacher use group work in class ;Always ,Sometimes, Rarely , Never.In (Q4) They asked to say what they feel when working in

groups ;Very motivated, Motivated, Less motivated.In (Q5) are asked to set up the tasks that have done when they work in groups ;Decide in group, Find the opportunity to talk, Listen to each other, Distribute tasks , Help one another to learn or Negotiate problem solving situations.In (Q6) are asked to say if their teacher help them or not during the group work session.and which kind of help does the teacher persue ; by correcting misakes , Explaining unclear ideas or monitoring and guiding the work .Otherwise, In (Q7) and the last question is what they feel while group work session ;Relaxed, Stressed or BoredThen they asked to give justification about their answers.

• **Section three : Respondents Suggestions about Improving Learners Achievements thanks to group work .**

In this part of the learner questionnaire, learners are asked to give their suggestions to improve learners learning via group work session.

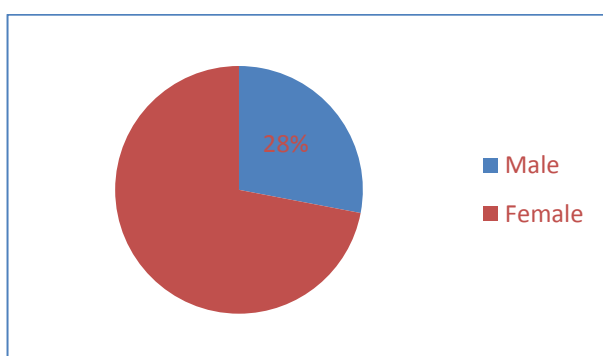
The Analysis of the learner questionnaire

Section one : Respondents personal data

1-Gender :

Table 01 : The learners gender

Options	Participants	Percentages
Male	07	28%
Female	18	72%



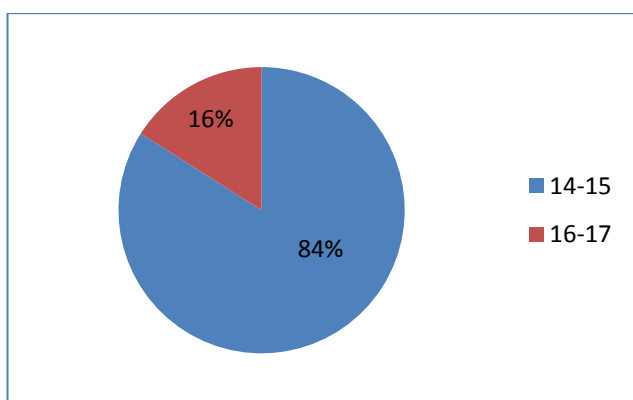
Graph 01 :Respondents Distribution according to Gender

The graph above indicates that the majority of the respondents are female (72%) rather than the male (28%) .

2-Age :

Table 02 : The learners Age

Options	Participants	Percentages
12-13	00	00%
14-15	21	84%
16-17	04	16%



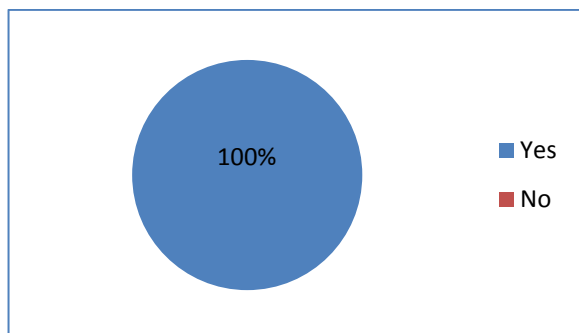
Graph 02 : Respondents distribution to Age

the above numerical results in graph 02 show that (84%) of learners are between 14-15. However, (16%) of learners are between 16-17.

3- Is it your first year in fourth year class ?

Table 03 : the class year of the learners

Options	Participants	Percentages
Yes	25	100%
No	00	00%



Graph 03 : Respondents Distribution according to their class year

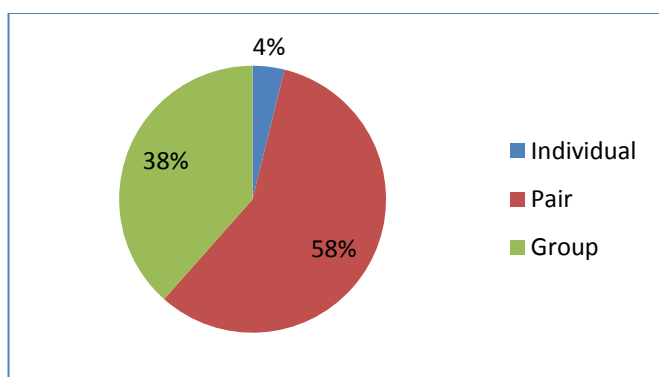
The graph above shows that all learners have their first year in the fourth year class .

Section two : Respondents Reflection on group work

4- What activities are devised by your teacher ?

Table 04 : the activities that are devised by the teacher in the class

Options	Participants	Percentages
Individual	01	4%
Pair	15	58%
Group	10	38%



Graph 04 : Respondents Distribution on the activities that have been done by the teacher in class.

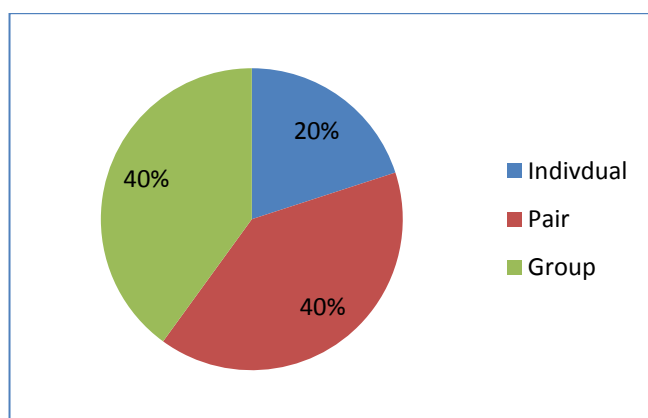
This figure shows that the majority declared that teachers use mostly the pair work(58%). However, (38%) of learners said that they use group work. Otherwise, (4%)

declared that they use individual work. These results show that the majority of teachers based on the pair work rather than group work.

5- Which type of activity do you prefer the most

Table 05 : The preferable type from the learners

Options	Participants	Percentages
Individual	05	%20
Pair	10	%40
Group	10	%40



Graph 05 :The Respondents Attitudes towards the preferable type of group work

The question aims at investigating which type of group work do the learners prefer most. Hence, (40%) of learners prefer both of group work and pair work rather than individual work (20%).

5-1- Why ?

Table 06 : Respondents answers concerning why did they prefer group work .

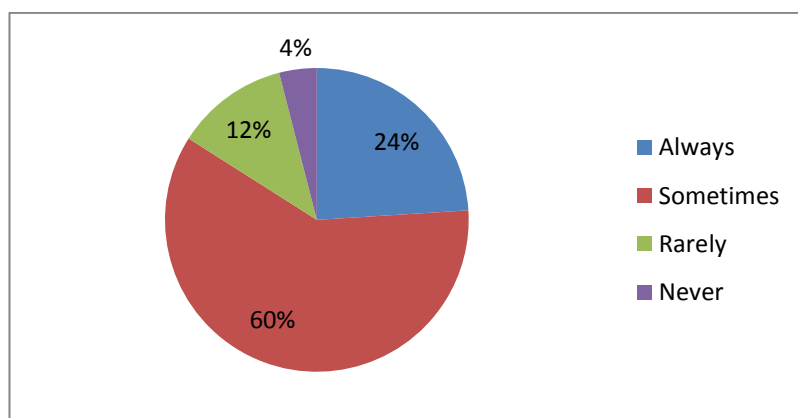
Participants	Answers
-01-	-Group work helps learners to be active and to exchange ideas
-02-	-I prefer pair work because it helps us to exchange ideas quickly .
-03-	-Group work develops activity among students .
-04-	-Because I benefit from group work .
-05-	-Because working in groups gives many methods of knowledge, adding to that
-06-	enjoyment with colleagues.
-07-	-Helps to exchange ideas.
-08-	-I like discussing ideas together .
-09-	-I prefer pair work because I hate the noise of other students .
-10-	-Exchange ideas and gain new information .
-11-	-Because in groups I can chat and and talk with each other .
-12-	-Because it helps to impose new ideas .
-13-	-I hate working in groups. I prefer individual work because I feel relaxed .
-14-	-Exchange ideas.
-15-	-Because group helps vital and activity .
-16-	-Exchange ideas .
-17-	-Exchange ideas and talk with my classmates .
-18-	-Because it helps me to correct my mistakes and not to repeat them again .
-19-	-Exchange ideas .
-20-	-Exchange new ideas .
-21-	-Because it is better for the focus .
-22-	-I prefer work in pairs because in groups there is no agreement between students however, two students will agree with each other.
-23-	-I like individual work because I concentrate well rather than work in groups .
-24-	-Exchange ideas between two students is better than many many ideas. -Because it helps to exchange ideas and learning from the mistakes .

-25-	-I understand well when working in pairs , thu, to decide and work freely with my classmates.
------	---

6- How often does your teacher assign group work ?

Table 07 : How many times does the teacher use group work in class

Options	Participnts	Percentages
Always	06	24%
Sometimes	15	60%
Rarely	03	12%
Never	01	4%



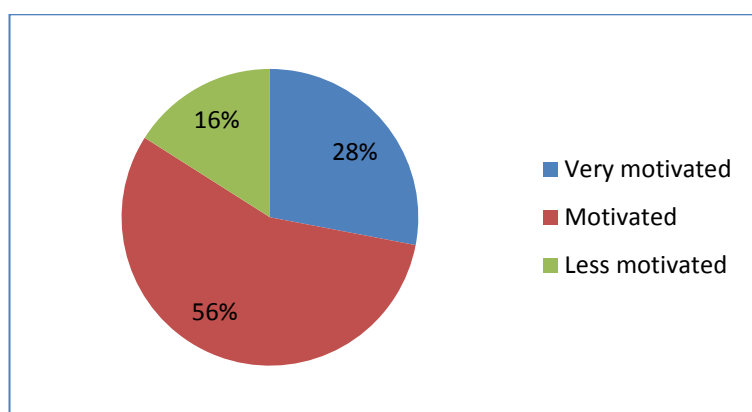
Graph 06 : Respondents Frequent use of group work in their classes.

The above numerical results above show that (60%) of teachers sometimes use group work. However, (24%) of them always use it. Otherwise, both of (12%) and (4%) teachers rarely use group work Strategy in teaching and others never used group work in teaching.

7- Whenever the teacher asks you to work in group , how do yo feel ?

Table 08 : Learners feeling when working in groups

Options	Participants	Percentages
Very motivated	07	28%
Motivated	14	56%
Less motivated	04	16%



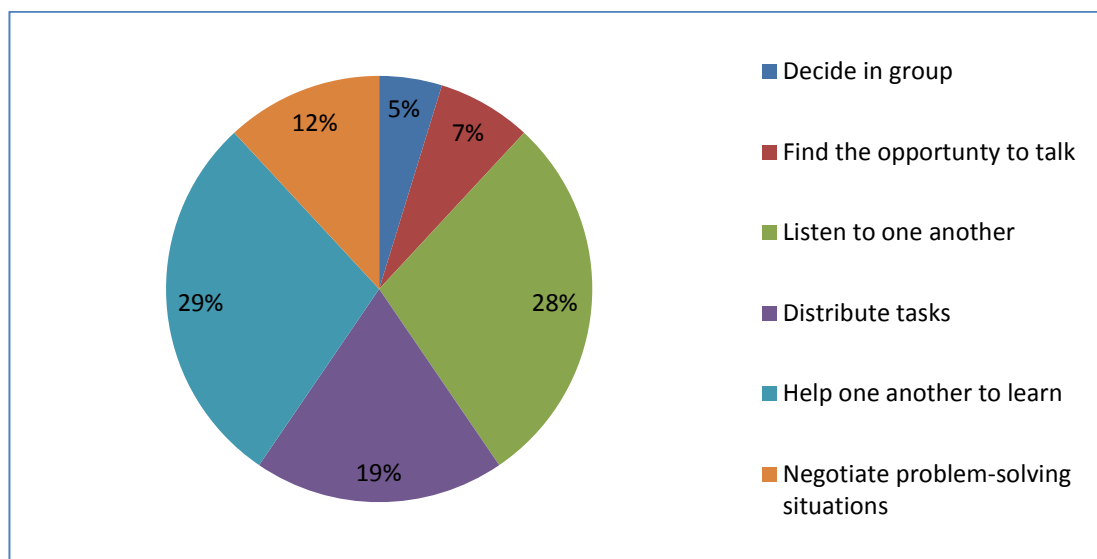
Graph 07 : Respondents Feeling while working in groups

The graph above claimed that (56%) of learners feel motivated through the group work session. However,(28%) of them are highly motivated. Otherwise,(16%) of learners did not like to work in groups because they feel less motivated. These results show that the majority of learners prefer group work session may be for its positive impact on their learning achievements .

8-When working in groups , we ...

Table 09 : The tasks that have done by the learners during group work session

Options	Prticipants	Percentages
Decide in group	02	5%
Find the oppourtuny to talk	03	7%
Listen to one another	12	28%
Distribute tasks	08	19%
Help one another to learn	12	29%
Negotiate problem-solving situations	05	12%



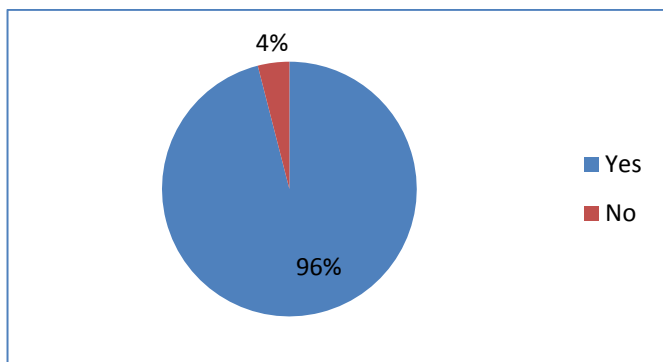
Graph 07 : Respondents activities and tasks that have done through the group work session.

The aim behind this question is to know the different activities that have done by the learners through group work session. So, (29%) of learners said that they help each other to learn. However, (28%) of them listen to each other. On the one hand, (19%) of learners said that they distribute tasks. On the other hand, (12%) of them negotiate problem-solving situations. Finally, (05%) and (07%) of learners said that during group work they find the opportunity to talk and decide in group. All these activities done during the group work session means that it is beneficial for their learning.

9- Does your teacher help you while working in groups

Table 10 : If the teacher helps learners when working in groups

Options	Participants	Perentages
Yes	24	96%
No	01	4%



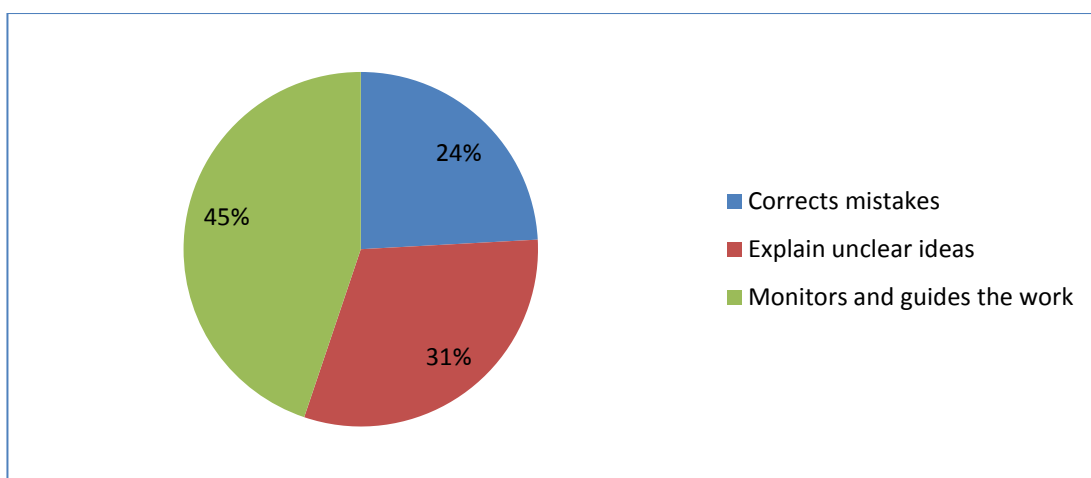
Graph 08 : Respondents Distribution on the help of their teacher through group work session

The graph above claimed that the majority of learners (96%) said that their teachers help them when working in groups. However,(04%) of learners said no.

9-1- If yes ,how

Table 11 : How does the teacher help his/her learners during group work session

Options	Participants	Percentages
Corrects mistakes	07	24%
Explains unclear ideas	09	31%
Monitors and guides the work	13	45%



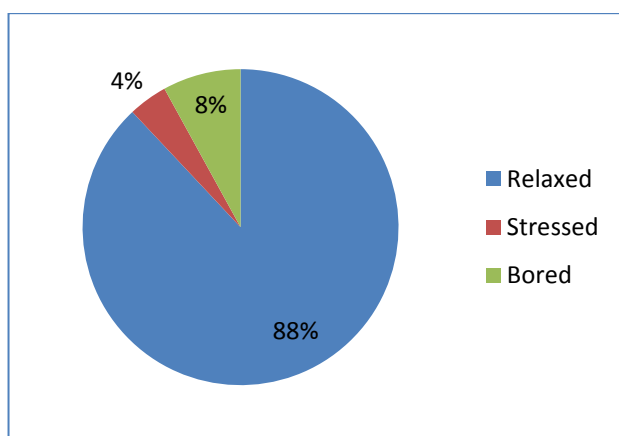
Graph 09 : Respondents Distribution on the way that used by the teacher to help his/her learners when working in groups.

The graph above claimed that all learners said that their teachers help them when working in groups. However, (45%) of learners claimed that their teachers monitor and guide the work. Otherwise, (31%) of learners said that they explain unclear ideas. Hence, (24%) of them appreciate that during group work session teacher correct mistakes.

10- During group work sessions , how do you feel ?

Table 12 : The feeling of the learners during group work session

Options	Participants	Percentages
Relaxed	22	88%
Stressed	01	4%
Bored	02	8%



Graph 10 : Respondents feeling during group work session

Through The above numerical results in graph 10 show that a large number of learners (88%) feel relaxed during the group work session. May be for many positive reasons such as the feeling of enjoyable and pleasure during group work session or may be they hate working alone. Group work motivates them to speak freely and help them to express their ideas and themselves in class. However (04%) of learners feel stressed may be they fear of sharing their ideas or they shy to speak English in front of their

classmates.or feel anxious and fear of using the mother tongue in class. Otherwise, (08%) of learners feel bored may be they hate working in groups or disliking to share their ideas together .

11-1- Why ?

Participants	Answers
-1-	-I feel relaxed because I like to work together to exchange ideas rather than individual because a lone I feel tired .
-2-	-To know new items .
-3-	-The session passes quickly and enjoyable .
-4-	-I feel bored because I hate work in group , I prefer work in pairs .
-5-	-I feel bored because I prefer individual work , cause I can not concentrate well when I work in group .
-6-	-Because in group , I help other learners .
-7-	-I like to exchange ideas .
-8-	-I feel happy when I work with my classmates .
-9-	-I like to exchange new ideas .
-10-	-To cooperate with each other to understand and solve mysterious issues .
-11-	-To distribute questions as difficult for members by their intelligence .
-12-	-I feel stressed because I fear from answering wrong answers in front of my classmates .
-13-	-Because I can find many solutions for questions .
-14-	-In group work, I feel relaxed because I being sure that my answers are true .
-15-	-Because I like work in group .
-16-	-Feeling of team spirit .
-17-	-I feel happy while exchanging ideas .
-18-	-Because I feel enjoyable during working in groups .
-19-	-I feel relaxed because I understand well with my classmates .
-20-	-Because in groups I do not feel with the pressure.

-21-	-I feel satisfied with my classmates then I feel free to speak and say every thing .
-22-	-I like to learn from each other .
-23-	-I feel pleasure while exchanging ideas .
-24-	-I will be active when working in groups .
-25-	-Because I feel of the team spirit.

Section three : Respondents Suggestions about Improving Learners Achievements thanks to group work .

11-What do you suggest to improve learners learning via group work sessions ?

Participants	Answers
-1-	-The teacher should give new ideas to find solutions .
-2-	-Learners should keep quiet to avoid noise while working in groups and he should be a good class controller.
-3-	-Each learner should read his/her answers and cooperate together to correct mistakes.
-4-	-Learners should follow and concentrate on the task .
-5-	-I suggest to make group work every week or 15 days and push learners to the practical and theoretical work .
-6-	-Learners should revise their lessons .
-7-	-Learners improve their language through repeating what have they done in group work session .
-8-	-Use Visual Aids in order to improve our level in English especially Speaking skill.
-9-	-To revise their lessons .
-10-	-The teacher should give new ideas that serve the task .
-11-	-Avoid to talk out of the task .
-12-	-Create new techniques or Strategies to help the learner to understand the task .

-13-	-Give roles to the group members like the time keeper, the speaker.
-14-	-Avoid to talk out of the topic.
-15-	-Valuing dialogue and discussion and the exchanges of ideas among the group members .
-16-	-Create groups according to their intellectual capacities .
-17-	-I suggest to exchange ideas and views then discussing to select the correct answers .
-18-	-Cooperate to find correct answers and exchanging ideas push them to learn more .
-19-	-Learners should revise what they have done in group work session.
-20-	-The teacher should use simple language and clear and asy words for more understanding.
-21-	-The teacher should put the excellent learners with other less intelligent , to learn better and explain the unclear ideas by the excellent learners .
-22-	-I suggest to varyy the group by putting good learners with who have the lowest level.
-23-	-The teacher should show them where is the mistake and correct it to them.
-24-	-Versify projects , tasks , activities to improve their personal capacities.
-25-	-The teacher should create a comfortable atmosphere for learning and let them free to speak what they want and not to interrupt them.

Teacher's Interview

Aim of the Interview

Interview is a qualitative mean of collecting data. Cohen et al.(2000) defined interview:

“Interviews enable participants-be they interviewees-to discuss their interpretations of the world in which they live,and to express how they regard situations from their own point of view.In these senses,the interview is not simply concerned with collecting data about life:it is part of itself.”(p.267 Cited in Bagui,2012,p.89).

Interview permit to both interviewer and interviewee exchange their knowledge,however,in comparison with questionnaire which depends on quantity in gathering information interview gives more importance to quality of the data for this reason ti is time consuming.

In order to achieve the research goals and elicit the exact information ,we(The interviewer) asked a number of questions to the participants (Interviewees) via internet.

Description of the Interview

The interview was designed in terms of open questions – six questions -asked to six (06)teachers who belong to different middle schools in Tiaret .The reasercher's objective behind this choice is to highlight the role and the importance of using Group Work in teaching and learning process.

Question one was about evaluation of learners level in English language;question two was about the strategy that should teachers use to motivate their learners to speak English in classroom;question three was about the opportunities given tolearners to speak English in classroom and what do teachers do if learners commit mistakes;question four investigated the implementation of using Group Work when teaching speaking in EFL classroom;question five asked to know if Group Work motivate silent learners to speak English in classroom and the last question was about a point of view if the cooperative group work learning enhance learners oral performance or not.

Interview Analysis**1) The first question**

How would you evaluate your learners level in English language?

When asked this question the answers were different, the first interviewee stated that they are beginners .

The second interviewee said that she evaluates through their ability to read ,to write,to listen and to speak for example the four skills.

The third interviewee said is good.

The fourth teacher said that she evaluates her pupils through tests exams and oral participation in the class.

The fifth interviewee replayed that before evaluating our learners we should as teacher know that English is the second foreign language. In addition, learners can't find English in their surrounding as French. So, she said that the level is average.

The sixth interviewee said i evaluate mostly all their skills including oral communication, writing listening and reading a variety of methods. This depends largely on the skill(s) that I seek to evaluate.

For speaking, I evaluate them by:

- 1) Assigning them to prepare an oral presentation on any relevant topic.
- 2) Organising debates and discussions during their classes.
- 3) For listening it is a listening comprehension session when they are exposed to authentic language content and then they discuss it orally or by doing variety of tasks to check their understanding of the content. Reading is evaluated in a similar way as listening ,it is all about checking their understanding of a written content and having the ability to respond to comprehension questions and other types of tasks.

Finally, as far as the writing skill is concerned ,pupils are mostly assigned to prepare any type of a written text either individually as a home work or they have a complete writing session when they are asked to collaborate in groups to provide a quality written work.

2) The second question:

Which strategy do you use to motivate your learners to speak English in classroom?

Answering this question all interviewees have pointed to important strategies that motivate learners to speak English in classroom like role play, problem solving strategies, asking questions, making dialogues, cooperative learning, preparing games, songs activities involving puzzles and even the collaboration between pupils and sometimes giving chocolate.

An other interviewee said she motivates her learners by getting them involved, by selecting topics that are both simple and interesting to them. Letting them have fun while learning, keeping the instructions as clear and direct as possible.

3) The third question:

As a teacher do you give your learners opportunities to speak English in classroom? and how do you do if they made mistakes while speaking?

Asking this question all teachers have listed nearly the same points concerning giving their learner the opportunities to speak English in classroom and what teachers do if they made mistakes while speaking.

The interviewees said that they correct them by showing the mistake first, then giving them why it is wrong, giving them the opportunities to speak again. Also by repeating of conversation and making pupils speaking English in and outside the class.

One teacher claimed that since we are following CBA (Competency Based Approach) we should as teachers give as much as possible opportunities and we need to support them to speak English, even they made some mistakes while speaking because they are still learning but our objective is to let them feel at ease when speaking, she said that she corrects grammar or pronunciation mistakes.

The last one said that being a teacher who believes that language learner, first target is to speak the language, I regularly encourage them to speak and to share their perspective of the teaching learning content. I mostly do not focus on pronunciation mistakes as I think that at this stage getting the ability to speak in front of an audience using the target language is all I seek to help them to develop.

4) The fourth question:

Do you use Group Work when teaching speaking in EFL classroom?

By asking this question, the answers were different since the first, the second, the fifth and the sixth interviewee said that they use Group Work of course specially in tutorial sessions (TD).

However the second one said she used it sometimes whereas the fourth one claimed that she never use Group Work when teaching speaking in EFL classroom.

5) The fifth question:

Do you think that Group Work motivates silent learners to speak English in classroom?

Asking this question, there were different points of view. Some interviewees said yes in groups, pupils share their ideas with each other. Group Work is beneficial for all learners styles, for silent learners it can be good if the teacher gives the word to the silent pupil because in this work active learners take the role and the silent learner stay a part, in this case the teacher should guide his or her learners. They believe that this strategy motivates the silent learners to work in class, to feel much at ease, since there are others with them who gives them support and help when needed.

6) The sixth question:

Do you think that cooperative Group Work learning enhances learners oral performance? Please justify your answer.

Answering this question all interviewees pointed to the same answer.

The first teacher said yes, the cooperative group work learning enhances oral performance in which they share their ideas, thoughts and express themselves well since they are mates they feel more comfortable to express themselves.

The second teacher said that it can be a solution to get rid of their shyness.

The third interviewee said yes of course communication is the best way to enhance the speaking skills of the students and reinforce interacting, exchanging and expressing themselves more to their classmates.

The fourth said I don't think so.

The fifth teacher said, yes it does if each member of the group is responsible for part of the work it means I let them work together but each one of them do part of work like that they can use the language for that reason I told you that teacher guidance is very important.

The sixth interviewee said yes if conducted properly, it can lead to better learning and less burdensome teaching practice. This is due to a variety of reasons.

Discussion and interpretation

What could be derived from the teacher's interview is that teachers use the group work in general frequently.

The results of analysis have shown the entire awareness about collaboration and its benefits on the pupils performance in which their primary aim is to maintain a positive, relaxing atmosphere in classroom that keeps all learners engaged,involved,motivated and active.

- It makes learning much fun for them.
- It puts less pressure over their shoulders especially for those shy pupils.
- It builds their interactive and collaborative skills which guarantees that all pupils are involved.

Moreover, some teachers believe that group work has many benefits and advantages as it is a key to open all the doors to shy and silent pupils so it allows more communication and interaction.

Conclusion

This chapter has mainly shed light on teachers and pupils perception concerning the use of group work as a solution to motivate learners as much as possible.

As it was mentioned with analysis of teacher's and pupil's questionnaire it was found that the implementation of group work can be an effective motive for learners.

As a result the final data (interview) is that the majority of the interviewees are for using group work strategy in their teaching process because it helps students and it established a good relation ship with teachers that helps shy pupils to feel relaxed in class.

General Conclusion

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General conclusion

The present study has shed the light on Group Work as a main strategy which has a role in enhancing learner's academic achievement which means the effective impact of Group Wok on EFL learners.

The case study is that of fourth middle school which includes teachers and learners. The research is divided into three chapters. Chapter one is a review related literature about Group Work in the world ,chapter two is about context of the study which is Group Work in Algeria and chapter three is a practical one which included the analysis of both student's and teacher's questionnaire and teacher's interview.

To obtain this result the study has tackled different data collection tools. The questionnaires which are designed to both teachers and pupils in middle school. In addition to, the interview which is addressed to teachers about the use of group work in their EFL classes.

The following data tools were the guiding instruments that give the researcher the vision to conceptualise the research objectives.

However and as any other research there should be obstacles that hinder the research process. In the current study, the main difficulties that encounter the research was the bad situation due to covid19, we could not go to school and share with others.

As a fianal point, the current study has shed the light on the effectiveness of group work in order to facilitate the teaching and learning process.

Recommendations and suggestions

This simple work is addressed to both English teachers and learners to give some pedagogical suggestions and recommendations to the use of group work strategy in teaching English language especially to enhance learning speaking skill.

- Teachers should use Group Work strategy correctly means in pairs or groups of four learners.

-Learners should learn how to use the language and develop vocabulary over time.

-Using Group Work Strategy or Cooperative Work creates a vital atmosphere which encourage learners to speak.

-It is preferable for teachers to use group work while teaching to motivate learners to speak English without anxiety and fearness.

-Teachers should create comfortable atmosphere while working in groups for efficient results.

-Teachers have to give the chance for learners to speak English language even if with mistakes. He or she should let them feel free without barriers.

-Based on the explanations above ,we would like to suggest to readers and other researchers that this work can be used to be applied in additional reference to further researches with different contexts.

Hopefully, this thesis will be useful for all of us.

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Appendices

Appendix 01 : Teacher's Questionnaire

We are currently conducting a Master research that purports itself to study how to “**Probing the Group-Work Strategy and its Effectiveness on EFL Learners' Achievements: Fourth Middle School Learners as a Sample**”. The following questionnaire is constructed with the expectation to collect verifiable data so as to describe as accurately as possible **the Group-Work Strategy and its Effectiveness**. Thus, you are kindly solicited to join in so as your contribution will shed light on the issue under investigation. Confidentiality and anonymity of the participants are honored. We are genuinely appreciative.

Please try to answer the following questions by ticking () the appropriate choice.

Section One: Respondents Personal & Professional Data

Q1-Gender:

Male

Female

Q2-Age:

20-25years

25-30 years

more than 30 years

Q3-Professional Experience

0-5years

5-15 years

15-20 years

Section Two: Respondent's Reflection on Group-Work Strategy and its Effectiveness

Q4-Do you use group work strategy with your learners?

Yes

No

Q5-What are the problems that you have faced during group work session in EFL classes ?

a-Poor communication

b-Loss of class control

c-lack of motivation

d-Time limitation in group work

Q6- A) When asked to work in groups, learners are _____.

a) - Highly motivated

b) - Motivated

c) - Less motivated

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B) Why? _____

Q7- How often do you make your learners work in groups?

a) Always b) Rarely c) Never

Q8- Which kind (s) of grouping do you use?

a) In pairs b) In small groups c) Large groups

Q9- On what basis do you sit up your learners?

a) Sex b) Level c) Randomly

Q10- A) Do your learners face problems when working in groups?

a) Yes b) No

B) If yes, what sort of problems?

Q11- Do you think the group work motivate silent learners to speak English in classroom?

a) Yes b) No

Q12- A) According to you, can group work be a helpful solution for less self-confident learners?

a) Yes b) No

B) How:

Section Three: Respondents Suggestions about Group-Work Strategy and its Effectiveness

Q14- What suggestions would you give to improve group work effectiveness in EFL Classes?

Thank you for your collaboration

Appendices

Appendix 02 : Learner's Questionnaire

We would be so grateful if you could help us by filling out the following questionnaire which is organized with the anticipation to collect checkable data so as to portray as truthfully as possible the group-work strategy and its effectiveness on EFL Learners achievements. Then, you are kindly required to join in so as your contribution will shed light on the issue under investigation. Confidentiality and anonymity of the participants are honored. We are genuinely appreciative.

Section One: Respondent's Personal Data

Q1: What gender are you? Male Female

Q2: How old are you? 12-13 14-15 16-17 +18

Q3: Is it your first year in fourth year class? Yes No

Section Two: Respondent's Reflection on Group Work

Q4: What activities are devised by your teacher?

a) Individual b) pair c) group

Q5: A) Which type (s) of activity do you prefer the most?

a) Individual b) pair c) group

B) Why?

Q6: How often does your teacher assign group work?

a) Always b) Sometimes c) Rarely d) Never

Q7: Whenever the teacher asks you to work in group, how do you feel?

a) Very motivated b) motivated c) Less motivated

Q8: When working in groups, we _____.

a) decide in group b) find the opportunity to talk c) listen to one another

d) distribute tasks e) help one another to learn d) negotiate problem-solving situations

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Q9: A) Does your teacher help you while working in groups?

Yes

No

B) If yes, how?

a) Corrects mistakes b) Explains unclear ideas c) monitors & guides the work

Q10: A) During group work sessions, how do you feel?

a) Relaxed

b) Stressed

c) Bored

B) Why?

Section Three: Respondent's Suggestions about Improving Learners' Achievements thanks to Group Work

Q11: What do you suggest to improve learners' learning via group work sessions?

A bundle of thanks for your collaboration

Appendices

Appendix 03: The teacher Interview

Dear teachers

This Interview is delivered to gather data about Group work as a motivational Strategy to enhance learners Oral Skill at Middle School.

We will be very grateful if you take from your precious time to share your experience by answering our Interview to help us in our research topic for the Master degree .

1-How would you evaluate your learners level in English Language ? .

2-which Strategy do you use to motivate your learners to speak English in classroom ?.

3-You as a teacher do you give your learners opportunities to speak English in classroom ? and how do you do if they made mistakes while speaking ?

4-Do you use Group Work when teaching Speaking in EFL classroom ?

5-Do you think that Group Work motivates silent learners to speak English in classroom ?

6-Do you think that Cooperative Group Work learning enhance learners Oral Performance ? please justify your answer

Résumé :

L'utilisation de la technique de travail en groupe en classe a été l'un des intérêts de nombreux chercheurs qui est utilisée dans les classes EFL. Cette recherche tente d'étudier la stratégie de travail de groupe et son efficacité sur les réalisations des apprenants EFL, ce qui signifie le côté positif en même temps que les problèmes auxquels processus d'apprentissage et d'enseignement. Dans cette recherche, nous utiliserons une méthode mixte de collecte de données qui est un questionnaire pour les apprenants et les enseignants et un entretien avec les enseignants. Notre recherche sera en ligne, questionnaire destiné aux enseignants qui enseignent au collège et aux élèves de quatrième année également au collège. L'entretien a été réalisé avec six enseignants. Les résultats obtenus à la fois des enseignants et des apprenants ont reflété un niveau élevé de motivation à utiliser le groupe technique de travail en classe, les résultats du questionnaire des élèves ont également montré que, malgré le fait que les élèves ne sont pas suffisamment conscients de la valeur essentielle d'être ensemble, ils aiment l'être. Il a été constaté que la mise en œuvre du travail de groupe en classe peut être motivation efficace pour les apprenants d'acquérir différentes compétences pour atteindre leurs objectifs.

Mots clés: travail de groupe, cours EFL, efficacité, mise en œuvre, processus d'apprentissage et d'enseignement.

ملخص:

كان استخدام أسلوب العمل الجماعي في الفصول الدراسية من بين اهتمامات العديد من الباحثين الذي يتم استخدامه في فصول اللغة الإنجليزية كلغة أجنبية ، يحاول هذا البحث دراسة استراتيجية العمل الجماعي ومدى فعاليتها في إنجازات متعلمي اللغة الإنجليزية كلغة أجنبية مما يعني الجانب الإيجابي في نفس الوقت الذي تواجهه المشكلات عملية التعلم والتدريس: في هذا البحث سوف نستخدم طريقة مختلطة لجمع البيانات وهي استبيان لكل من المتعلمين والمعلمين ومقابلة المعلم. سيكون بحثنا عبر الإنترنت ، استبياناً للمعلمين الذين يقومون بالتدريس في المدرسة الإعدادية وتلاميذ الصف الرابع أيضاً في المرحلة الإعدادية ، وقد أجريت المقابلة مع ستة معلمين ، وقد عكست النتائج التي تم الحصول عليها من كل من المعلمين والمتعلمين مستوى عالٍ من الدافع نحو استخدام المجموعة أسلوب العمل في الفصل ، كما أظهرت نتائج استبيان التلاميذ أنه على الرغم من حقيقة أن التلاميذ ليس لديهم وعي كافٍ بالقيمة الجوهرية للتواجد معاً ، إلا أنهم يحبون أن يكونوا كذلك ، وقد وجد أن تنفيذ العمل الجماعي في الفصل يمكن أن يكون دافع فعال للمتعلمين لاكتساب مهارات مختلفة للوصول إلى أهدافهم.

الكلمات المفتاحية: العمل الجماعي ، فصول اللغة الإنجليزية كلغة أجنبية ، الفعالية ، التنفيذ ، عملية التعلم والتدريس.

Summary

Our dissertation under the title of Probing the Group Work Strategy and its effectiveness on the learner's Speaking Skill Achievements which consists of three chapters ;chapter one dealt with the overview of Group Work Strategy means the theoretical part of this dissertation composed of the group work formation which go through different stages,storming stage ,norming stage....In addition we have dealt with the Group Work types and how to plan an efficient group work strategy.

Secondly ,we have specified chapter two under the title of Group Work In Algerian EFL classes.

In this chapter three we have based on the Competency Based Approach(cba) that makes the learner to be an autonomous learner means the learner centredness.Indeed we have mentioned many disadvantages and challenges.

Among these disadvantages the noise mixed classroom,then,the loss of class control,the use of the native language .

However,we find many challenges like poor communication skill,time limitation in Group Work,and lack of student participation and contribution.

Finally,chapter three is the field of investigation means data collection tools.So,we have selected on line learner questionnaire of Middle School fourth year Student,25 learners have answered our questionnaire and the online teacher questionnaire of English Middle School who were teachers who have gave us their points towards the use o the Group Work Strategy.In addition to that we have used the online interview composed of 7 English teachers of middle school who provide us excellent information about the use of group work strategy in teaching.