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## The Role of the Group-Work Technique in Developing EFL Speaking Skills

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### ABSTRACT

This paper aims at identifying the role of the group-work technique in developing EFL speaking skills. The study is descriptive in nature. It uses a sample of closely related group members; formed of teachers of English from different Saudi schools. That group is made up of 40 teachers. The data collection tool used is a questionnaire for the teachers. The weighted means for the individual items and the whole aspects of the tool are calculated. The results are used to answer the study questions and to verify the hypotheses. The study comes out with some important results that include (a) most of the EFL teachers adopted positive attitudes towards implementing such strategies in EFL classrooms. (b) They may have realized that through their experience in TEFL, and reflected it on the obtained data, which indicated that most EFL teachers were against teacher-centered teaching strategy in EFL classroom. The paper offers four recommendations concerning (a) To learn a language is not to focus on the structural patterns of communication. But the two should be used correctly to develop speaking skills and communicative competence. (b) Learners need to be provided with effective instructional technology such as cooperative group work technique for improving the quality of learners' oral production which used by successful teachers. (c) Learners should be provided with more opportunities to practice their English among themselves without having to worry about the too many mistakes they make. (d). The paper also suggests three areas for further research. These include (a) The impact of cooperative learning strategy training on improving teachers' performance. (b) The students' speaking problems with their different types involving psychological as shyness, fear of speaking publicly, instructional as in the teacher-centered approach and contextual as in the fixed seating arrangement, the teaching span, and classroom interrelations. (c) The importance of classroom interaction to make EFL learners aware of its significance.

**Keywords:** Speaking Skill - Group-work – Theories – Support – Cognitive – Social – Andragogy – Motivational.

## **Introduction**

The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. An essential focus has been made to active learning nowadays, especially in the field of ESL/ EFL. One of the active learning theory and practice important elements is collaborative learning or small group work, which incorporates a broad array of practices. As in (Davis, 1993), research suggests that students learn best when they are actively involved in the process. To develop teamwork skills group work can be useful for learners. "Students who participate in collaborative learning and educational activities out-side the classroom and who interact with faculty member get better grades, are more satisfied with their education" according to Wasley (p. A39). As opposed to a passive learning environment, collaborative learning environment helps learners learn more actively and effectively (Murphy, Mahoney, Chen, Mendoza-Diaz & Yang. 2005). The whole is greater than the sum of its parts, this seems clear when it comes to group work and people work in a group can work better. An individual who is engaged in social activities will likely find it easier than working by himself. Speaking as a productive skill is very challenging and problematic for homogenous secondary school students who are studying a foreign language because their level of mastering the FL ranges from pre-intermediate to intermediate with limited vocabulary. Therefore, group work might be a great opportunity for students to interact, initiate communication, personalize the speaking activities and achieve the required outcome. In this study, the researcher tried to implement group-work technique on speaking which can produce very positive and lasting results.

### **1.1 Statement of the problem**

It has recently been noticed that speaking skill becomes one of the top requirements of employers especially in the Middle East. On the other hand, it is essential for overseas students. Working for a long period of time in Saudi Arabia, teaching English language to different levels, the researcher observed that secondary school students show poor oral communication in various situations. Therefore, it is important to foster and enhance speaking skill through face-to-face classroom activities and school projects. This can be done partially by adapting group-work technique to develop speaking skill at this stage. The study attempted to notify the importance of implementing group work technique in teaching speaking in secondary schools and to find out to what extent this technique is useful and effective in developing students' communicative skills.

## **1.2 Questions of the study**

The study tries to answer the following questions:

- 1- What are EFL teachers' attitudes towards using group work technique in EFL classrooms?
- 2- Are the EFL Learners able to improve their speaking skill through interacting inside the classroom with each other?
- 3- Does cooperative group work technique lead to a better achievement in speaking?

## **1.3 Objectives of the study**

This research aimed at the benefits of using group work technique during speaking skill lessons to overcome the difficulty of communication among secondary school students. By adapting this strategy, teachers can encourage and motivate their students to take the first step in fluency and accuracy. Reveal whether group work can play a vital role in mastering the spoken language through discussions and debates. Explore to what extent can group work raises students' motivation to communicative skill. It did not neglect recognizing EFL teachers' attitudes towards group work activities. It also showed and demonstrated some advantages of using group work in the speaking classes.

## **1.4 Significance of the study**

This study is intended to contribute in teaching speaking skill through designing and implementing effective group work as an important branch in applied linguistics. Many students have never worked in a group before or lack the skills to work with others. So, it might help teachers to practice such a technique to promote collaborative learning. The aim behind was to assist students to speak freer among small groups rather than in front of the whole class. The findings of this study were expected to be beneficial to direct the attention of English language teachers, inspectors/ supervisors, syllabus designers, decision makers and scholars in the EFL field towards the importance of using group work in teaching speaking skill in secondary schools.

## **2. LITERATURE REVIEW**

### **2.1 Introduction**

Students' speaking proficiency development in a foreign language class is professional interest today, since speaking ability shows general success. Although it is the most favorable skill by students than the other language skills, the learners confronted with many difficulties which hinder their communication using this skill.

## **2.2 The Nature of Speaking Skills**

Several errors and mistakes characterize learners' speech of any foreign/ second language. Hence, the complete mastery of speaking skill requires some sorts of experience and practice. "*Speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop.*" Luoma (2004, p. 1). In its typical grammatical, lexical and discourse patterns the speaking skill is quite different from writing. Furthermore, some of the speaking processing skills differ from the ones involved in reading and writing. Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury, 2005).

## **2. 3 The Importance of Speaking Skill**

Speaking in the communicative approach was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers' talk will be reduced; learners are having the occasion to speak / talk more and more in the classroom. Ur (2000) declares that: Of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as "speakers" of the language, as if speaking included all other kinds of knowing (p.12). In recent times, most learners of EFL/SL give the priority to the speaking skill in their learning because if they master/ develop this skill then they will be considered as if they have mastered all of the other language skills. In addition to, the principal question often given to EFL Learners is "do you speak English?" but not "do you write English?" We understand that most people take speaking and knowing a language as synonyms. For most people "*the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication*" as in Celce-Murcia (2001, p. 103).

## **2.4 Speaking Difficulties in Foreign Language Learning**

A foreign language speaking skill practicing is not as knowing about this language. Echevarria et al. (2008) argued that in the learning process the difference between the knowledge of how things must be done and the ability to do these things is essential. Learners often find some difficulties when practicing the speaking skill, even those who know about the system of the foreign language. Parrott (1993) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantages of the classroom opportunities to speak English effectively.

## **2.5 Activities Used to Teach Speaking**

To stimulate each learner's interest and defeat his shyness and fear feelings, especially for overcrowded classes, in oral expression activities, group work is helpful in giving each learner the chance to participate within the group. They are conducted through separating the class into groups, with a chief for each group and then give them the task. After a limited period of time, all learners meet again and debate what they found as results. The learners are arranged in the classroom according to two shapes, the first one is that learners sit roundly to see each other and to ease their contributions; and the second one is that learners are put into a group of two learners and ask them to converse between each other one asks and the other one replies. As the teacher can help students with vocabulary and expressions necessary for the exercises as well as offering students the chance to contribute orally through paying the students' attention to ask questions that need long answers, as he must correct just students' errors that cause misunderstanding among them. According to Thornbury (2008) Theorists, in relation to their schools of thought, suggested three different stages that learners pass through when they are learning to speak. The first stage here is awareness. By awareness it is meant that students are in need to be aware of the characteristics of the language under study. Appropriation makes up the second stage. Appropriation is the "integration" of the language characteristics into the students' existing knowledge. The last stage has to do with autonomy (usually used with automaticity). When students can use the new language on their own, they are said to be autonomous. Theorists have designed several activities for all the stages mentioned above for an effective teaching to take place. All these activities urge the students to participate since they bring interest into the classroom and, thus endeavor motivation. Now many linguistics and ESL teachers agree on that student learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

## **2.6 Group Work**

When using the target language, learners should have a chance to talk a lot. It is hard to attain but not impossible if the time devoted to such an activity is filled with the maximum learner talking time. A teacher needs to stimulate speaking by dividing students into groups. Learners can increase the amount of practice when working in groups as well as their speaking amount. Students' inhibitions are lowered when they sit in small circles and as a result they are encouraged to speak, according to (Ur 1996: 122). However, it is more natural for them to speak in their mother tongue than in

the target language, thus teachers very often keep on reminding learners to use L2 (Dobson 1989: 14). One of the essential features to develop the learners' communication is group work. Various scholars have developed many approaches to group work over the last time. Johnson, Johnson, and Smith (1991, p.15) defined it as "group work, in language class, is a co-operative activity, during which students share aims and responsibilities to complete a task assigned by the teacher in groups or in pair". Also, group work is designed as any classroom activity in which learners perform collaborative tasks with one or more speakers. It has been considered one of the main changes to the dynamics of classroom interaction wrought by students-centered teaching according to Nunan and Lamb (1996, p. 142). Moreover, it has been said that students learn to listen to different thoughts, opinions, learn to discuss and to negotiate in group work. They take part in equally and sometimes they feel comfortable to experiment and speak the language. Every member can have some learning decisions and more opportunities for independence. The fact that language learning was so controlled by the teacher, it was difficult for the learners to learn to use the language the way it is found in a natural real-life setting. This is contrary to the importance of classroom organization in the communicative approach to teaching (D. Nunan, 1991). Similarly, teachers seem to know the benefits of organizing the class in groups, but they are not doing it. Convincingly, group work can be the best way to have success in learner - centered approach. This type of speaking tasks has had additional emphasis in language classroom and it is used in encouraging learners' oral practice. Learners can join actively in the learning process when participating in group. They do not have to sit passively and listen to their teacher.

## 2.7 Theories Support Group Learning

Group learning is the holistic approach in teaching and learning which contributes to students' academic, social success and develops their thinking abilities since it provides them the opportunities to comprehend, understand, apply and evaluate language through social context. (Hoseini 2010). Social group interaction has been espoused by the following theories:

**Table 1: Theories Support Group Learning**

	<b>Theory</b>	<b>Theorist</b>	<b>Year</b>	<b>Hoseini 2010</b>	<b>Content</b>
1	Cognitive	Dewey	1938	P 231	Well-designed group work in a meaningful context make students generate new strategies, and challenge the new ideologies.
2	Socio-Cognitive	Piaget	1973	233	Social discussions motivate discussants to reason their thoughts via assimilation, accommodation, adaptation and equilibrium
3	Social	Vygotsky	1981	233	Social interaction develops the individuals' cognitive and language ability through heterogeneous

					groups and challenging tasks.
4	Andragogy	Knowles	1970 1984	234	Adult learners should be treated as accountable since, “the attainment of adulthood is self-directing individuals” (Brookfield1986:192).
5	Motivatio nal	Slavin	2000	245	Learners should receive the same rewards and grades regardless the members` contributions to bolster motivation for further cooperation.
6	Input hypothes is	Krashan	1985	237/ 238	Swain (1993:6) averred that learner need to reflect their output and this can be through group negotiation.

## 2. 8 Previous Studies

### Study 1

- a. **The title:** The Significance of Using Cooperative Group Work Technique on Improving Learners’ Speaking Skill in EFL Classes.  
The degree: A Partial Fulfillment for the master’s degree in Sciences of Languages at Mohamed Kheider University of Biskra/ Algeria/ 2013
- b. **Conducted by:** SALMI Ibtissem
- c. **Objectives:** The study aimed to investigate how cooperative group work technique presented via cooperative language learning can be employed in enhancing third year LMD students’ speaking skills in the department of English. It aimed at:
  1. Improve learners’ poor productions in English language.
  2. Increase opportunities for students talking time.
  3. Make use of pair and small groups to maximize learners’ oral production.
  4. Draw the teacher’s attention towards the effectiveness of adopting cooperative language learning as a technique in their oral courses to fully improve their learners’ speaking.
- d. **The results:** All, the positive results revealed in that study concerning the importance of using cooperative group work in improving students’ speaking skill has confirmed its hypothesis. This means that there is strong relationship between cooperative group work and oral proficiency. With respect to teachers’ answers, many responses were quite positive, in the sense that they strengthened more the researcher’s thoughts. It is reasonable to think that the participating experienced teachers were noticeably well aware of the importance of such technique (CLL), in particular, in enhancing speaking achievement in the foreign language classroom.  
**A comment on the relationship between the two studies:** Both studies had similar objectives such as the benefits of using group work technique and encouraging teachers to use such a technique. Moreover, the results were in line with the findings in this study.

## Study 2

- a. **The title:** The Role of Classroom Interaction in Improving the Students' Speaking Skill.  
The degree: A partial fulfillment of the requirements for the master's degree in sciences of Languages/ Biskra University/ Algeria/ 2013
- b. **Conducted by:** Batite Taous
- c. **Objectives:**
  1. Encourage students to talk freely in classroom.
  2. Make teachers create good classroom atmosphere during interaction.
  3. Suggest some pedagogical recommendations for both students and teachers.
- d. **The results:** Generally speaking, both results of classroom observation and teachers' interview have revealed that classroom interaction is an important strategy that the students should follow to improve their speaking skill. The analysis of students' classroom observation revealed that classroom interaction is an important strategy for learners to improve their speaking skill, and the analysis of the teachers' interview indicates that the teachers of oral expression consider that classroom interaction plays an important role in making students more aware of improving their speaking abilities in classroom. These results also have shown that classroom interaction did not depend only on the students' themselves, but also it depends on the teachers' use of some effective teaching strategies that will make all the students participate as a way to enhance their speaking proficiency, so classroom interaction with all opportunities it offers can stand as a key for both students and teachers in the learning teaching processes.

**A comment on the relationship between this study and my work:** if we look at the objectives of this study, we can notice that the first and second points were mentioned somehow in 1.4 in our work. If we compare the two results, we can say that they revealed the same findings in which the most important is the significance of group work if adopted by the teachers.

### 3. Methodology

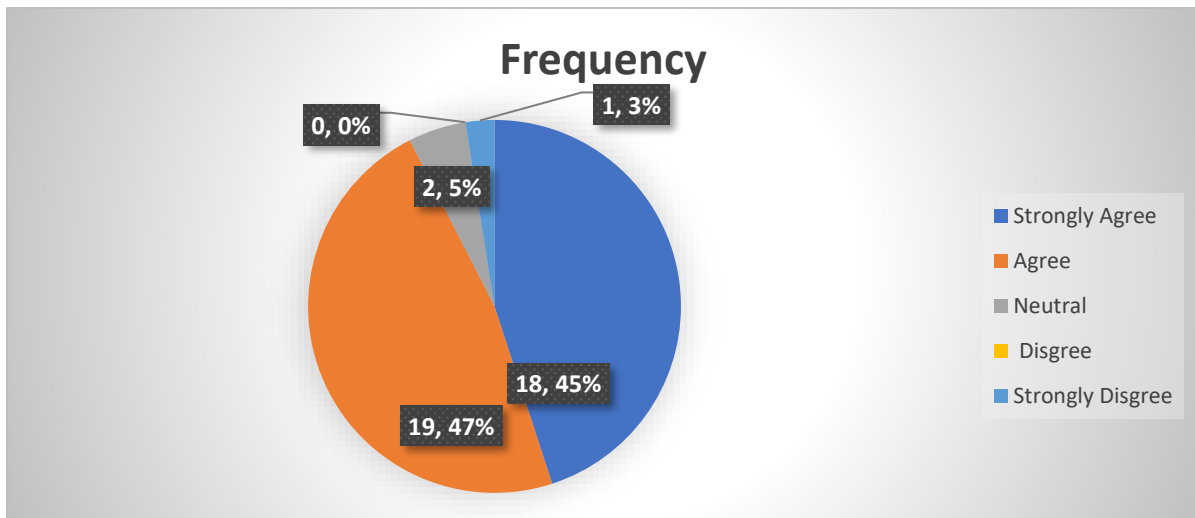
This study followed a descriptive method. The researcher designed a questionnaire which has been distributed among teachers. Samples of the Study was conducted in (40) respondents' teachers.

### 4.Data Analysis and Discussion

**Axis 1: General observation of learners' interaction and classroom management.**

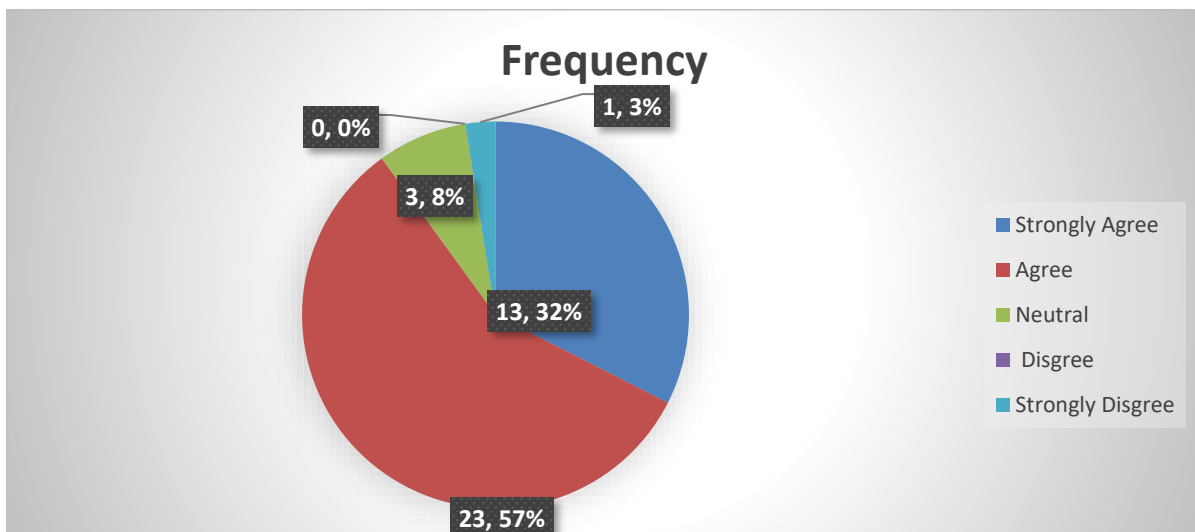


**2: The EFL setting helps interact and speak with each other.**



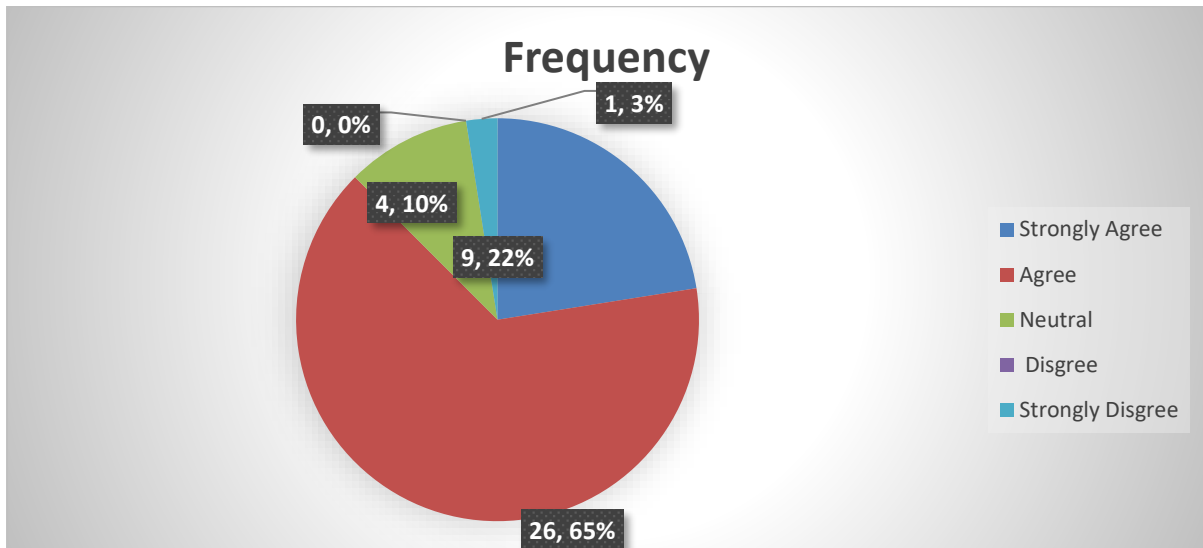
The pie chart (1) shows that almost all of the samples' teachers (92.5%) agree with the statement that EFL setting helps students interact with each other, (5.0%) are not sure and only (2.5%) disagree with the statement.

**3: The EFL setting supports students' opinions, suggestions and sharing ideas.**



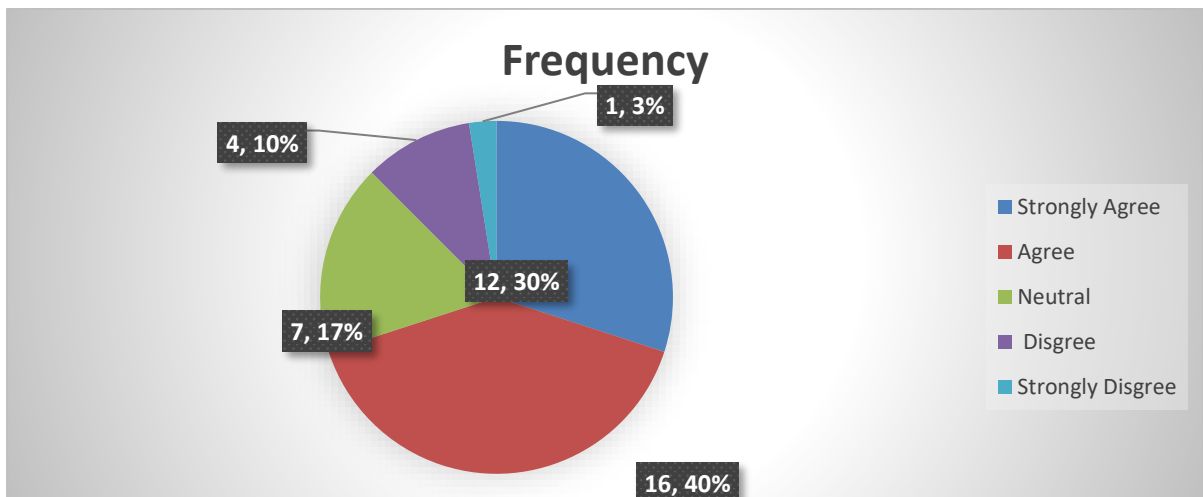
Pie chart (3) shows that a very large percentage of the respondents (32.5%) strongly agree and (57.5%) agree that The EFL setting supports students' opinions, suggestions and sharing ideas, while a few respondents (2.5%) of respondents disagree with that and (7.5%) are not sure.

**4: The EFL setting lets students express their willingness to speak.**



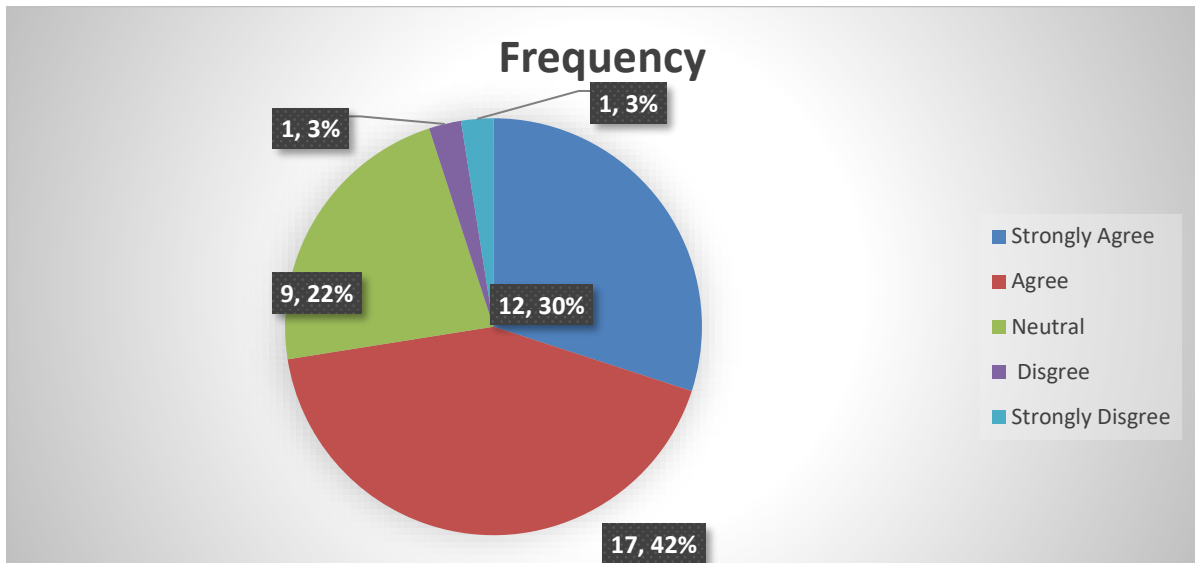
Pie chart (4) shows that a significant percentage of the subjects (65%) agree and (22.5%) strongly agree that the EFL setting lets students express their willingness to speak. (10%) of the participants are not sure and only (2.5%) strongly disagree.

**5: The EFL setting decreases students' hesitation and difficulty of expressing themselves.**



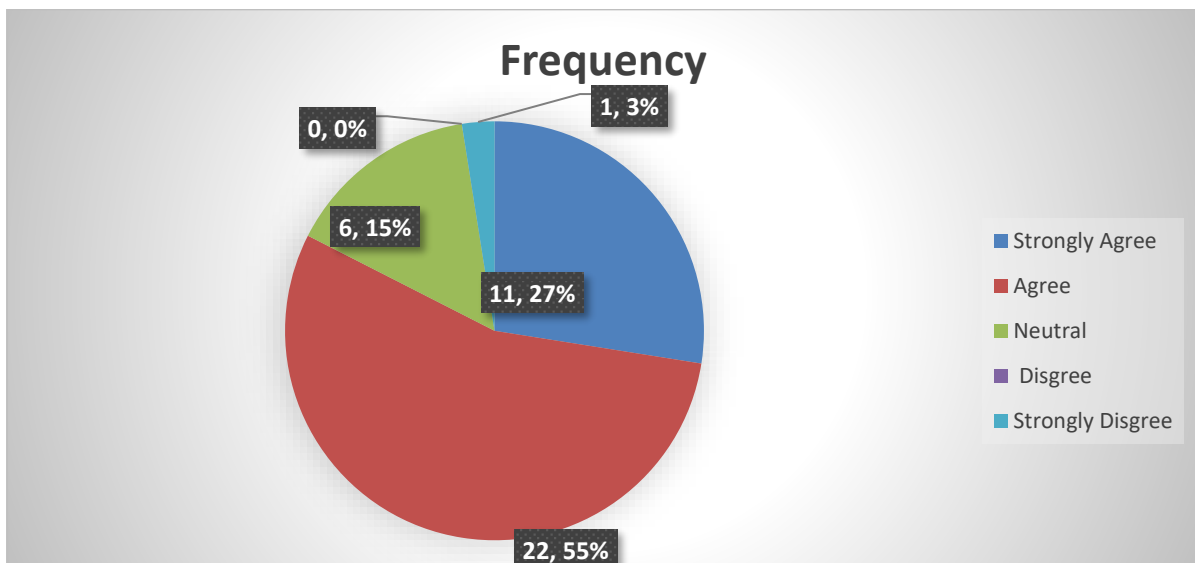
Pie chart (5) shows that most of the subjects (70%) agree or strongly agree that the EFL setting decreases students' hesitation and difficulty of expressing themselves. (10%) disagree and (2.5%) strongly disagree whereas (17.5%) are not sure.

**6: The EFL setting helps students to correct their peers' errors.**



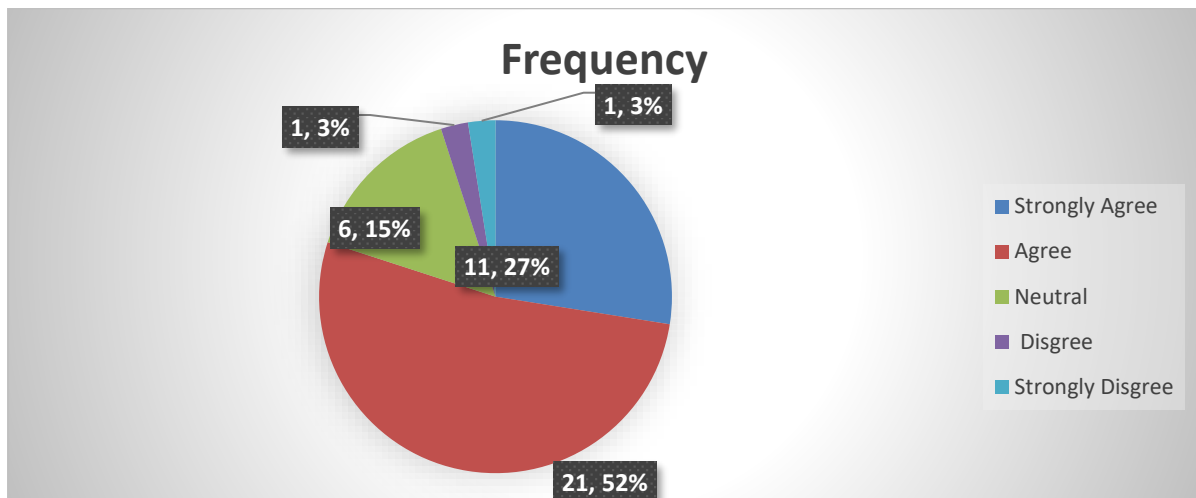
Pie chart (6) shows that a big percentage of the subjects (42.5%) agree that the EFL setting helps students to correct their peers' errors. (30%) strongly agree. A small proportion of the subjects represents (5%) disagree and strongly disagree while (22.5%) are not sure.

**7: The EFL setting improves students' speaking ability.**



Pie chart (7) shows (55%) of the subjects agree with that The EFL setting improves students' speaking ability, whereas (27.5%) strongly agree, (15%) are not sure. Only (2.5%) strongly disagree.

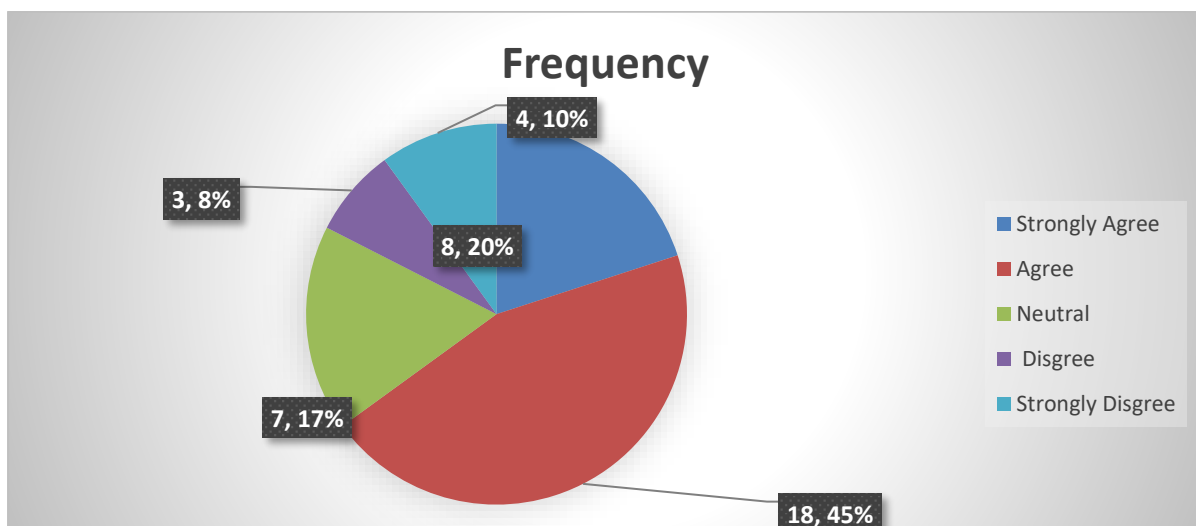
**8: The EFL setting activates students' readiness and motivates them to interact.**



Pie chart (8) shows that the largest number of participants (52.5%) agrees and (27.5%) strongly agrees with the item the EFL setting activates students' readiness and motivate them to interact. (5%) disagrees or strongly disagree and (15%) are not sure.

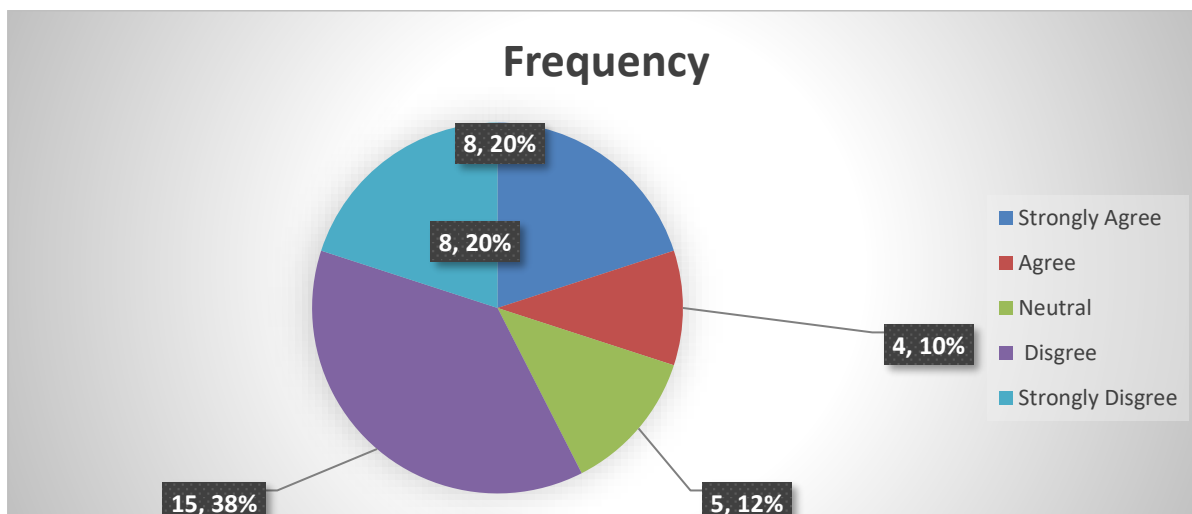
**Axis 2: General observation of the teacher's practices.**

**9: The teacher controls students' behavior towards using L1 instead of L2.**



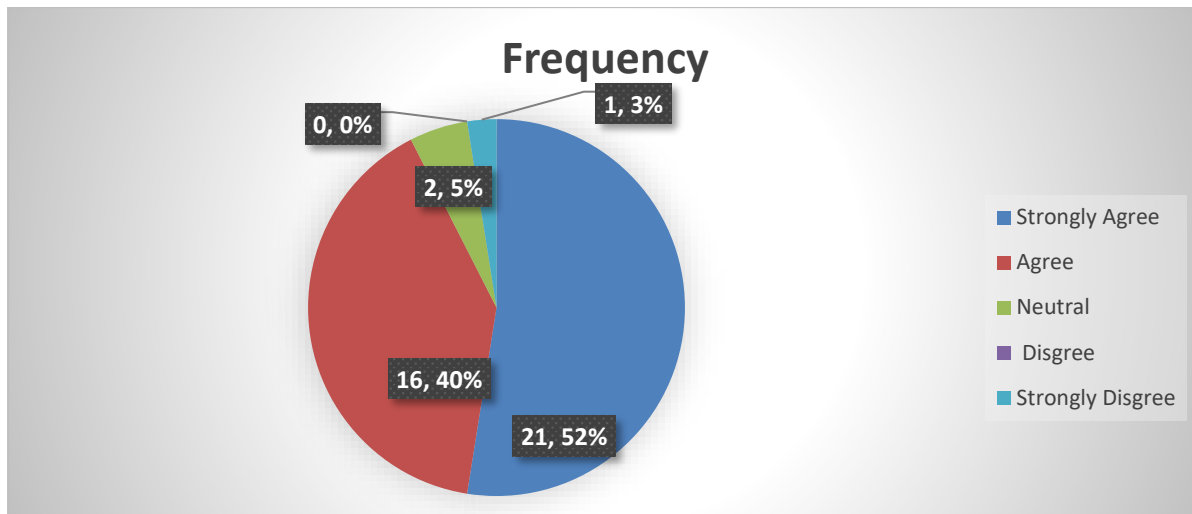
Pie chart (9) shows that the largest number of participants (45%) agrees and (20%) strongly agrees that the teacher controls students' behavior towards using L1 instead of L2 while (7.5%) of them disagree, (10%) strongly disagree and (17%) are not sure.

**10: Oral communication in classroom is a teacher-centeredness.**



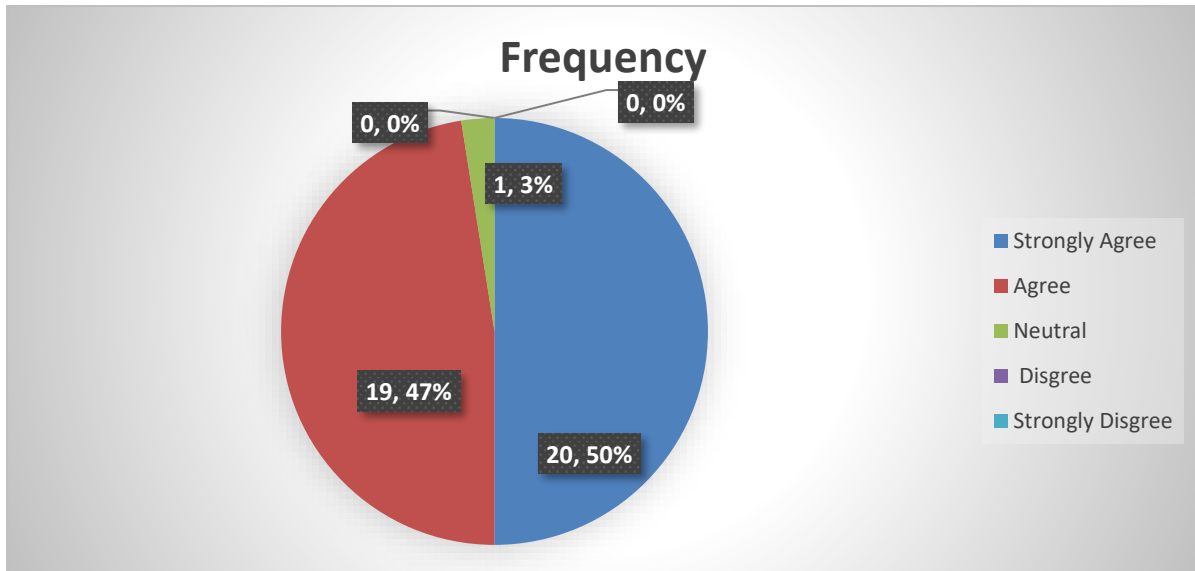
Pie chart (10) shows similar percentages regarding subjects' views towards the role of the teacher in oral communication. (20%) of the subjects strongly agree and the same percentage of them strongly disagree. (37.5%) disagree while (12.5%) are not sure.

**11: To adjust the students' mistakes, the teacher uses variety of correction strategies.**



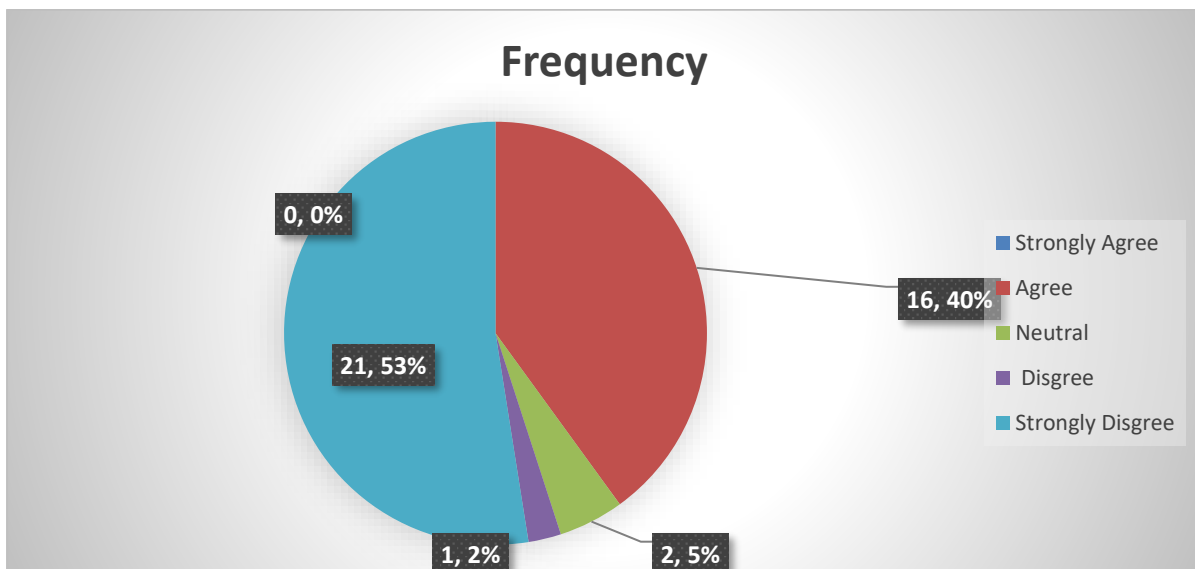
Pie chart (11) shows (40%) of the subjects agree that to adjust the students' mistakes, the teacher uses variety of correction strategies in addition to (52.5%) of them strongly support that while (2.5%) strongly disagree with this statement. (5%) are not sure.

**12: The teacher maintains a good situation for students to speak and express their thoughts.**



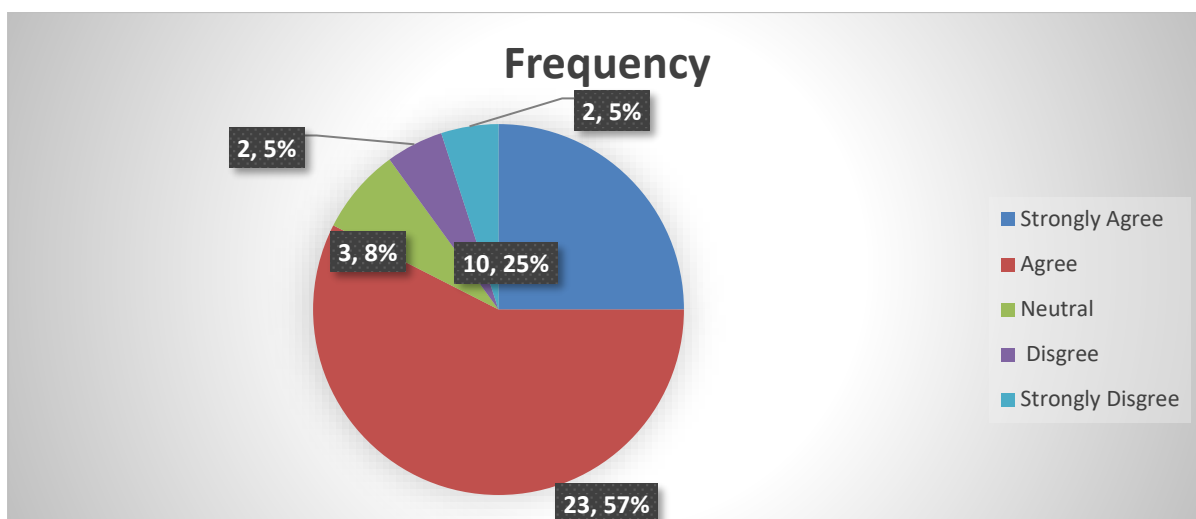
Pie chart (12) shows approximately similar views among EFL teachers in maintaining a good situation for students to speak and express their thoughts. A percentage of 2.5% reported that they are not sure.

**13: The teacher helps students develop their speaking proficiency.**



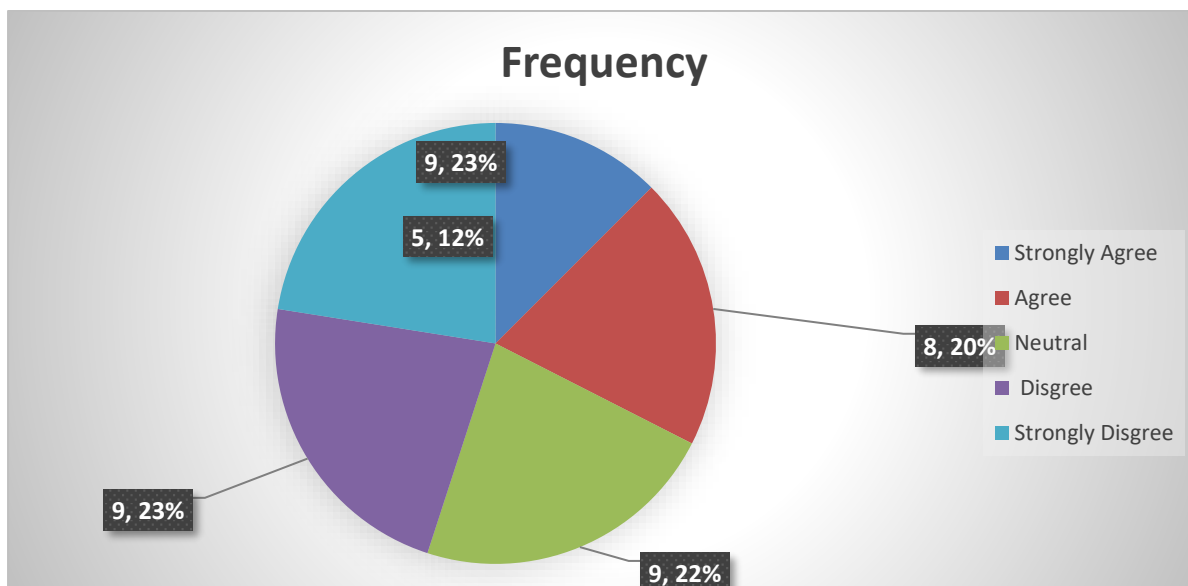
Pie chart (13) shows that the biggest percentage (52.5%) demonstrates the strong disagreements of the subjects towards the teacher helping students develop their speaking proficiency and (2.5%) disagrees. On the contrary, (40%) supports the statement while (5%) of the subjects are not sure.

**14: It is possible to create participation of all students in the classroom.**



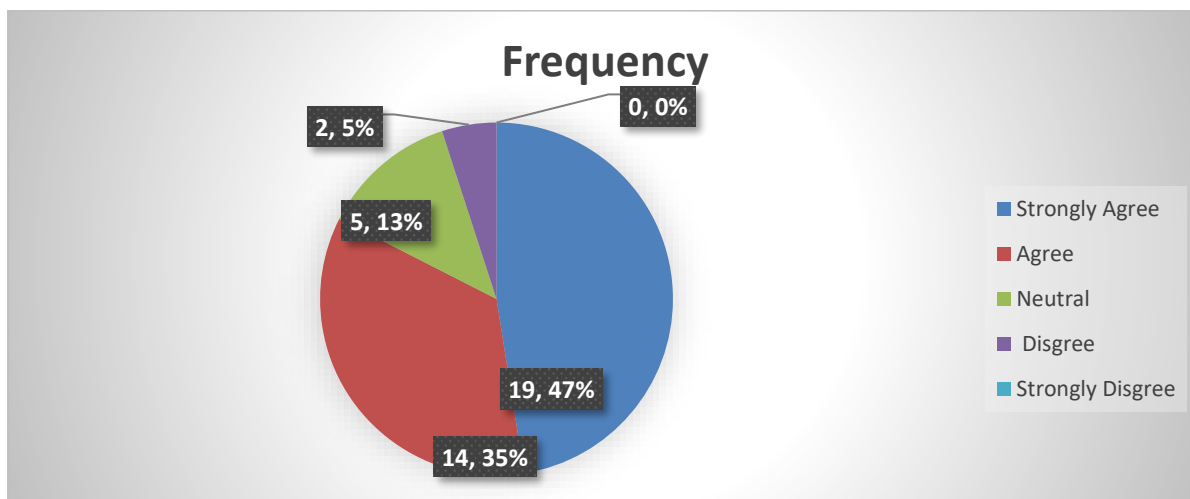
Pie chart (14) shows that the biggest percentage (57.5%) demonstrates the agreement of the subjects towards the possibility of creating participation of all students in the classroom moreover, (25%) strongly agree. On the contrary, (10%) didn't supports the statement while (7.5) of the subjects are not sure.

**15: Teacher-centered approach is the most used strategy in EFL classroom.**



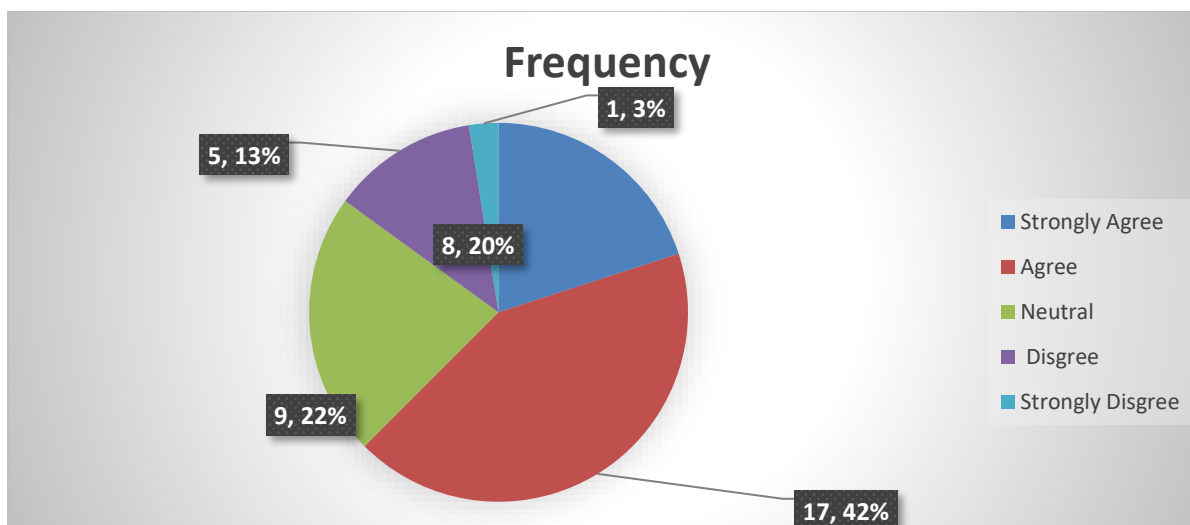
Pie chart (15) shows approximately similar views about teacher-centered approach as most used strategy in EFL classroom. By having a look, the percentage (22.5%) disagree, strongly disagree or not sure upon that while (12.5) strongly agree.

**16: Students-centered approach is useful in EFL classroom.**



A Pie chart (16) show that a big percentage of the subjects (47.5%) strongly agree with the statement students-centered approach is useful in EFL classrooms also (35%) agree with that. A small proportion of the subjects represents (5%) disagree and (12.5%) are not sure.

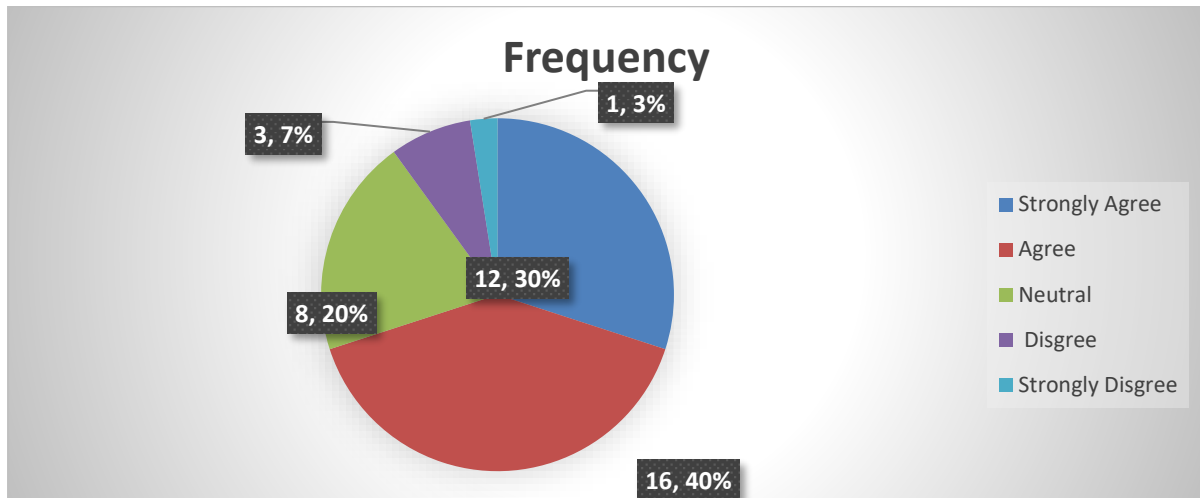
**17: The students' language at this level is good enough to create communicating ideas.**



Pie chart (17) shows (42.5%) of the subjects agree with that the students' language at this level is good enough to create communicating ideas, (20%) strongly agree whereas (15.0%) disagree and only (2.5%) are not sure.

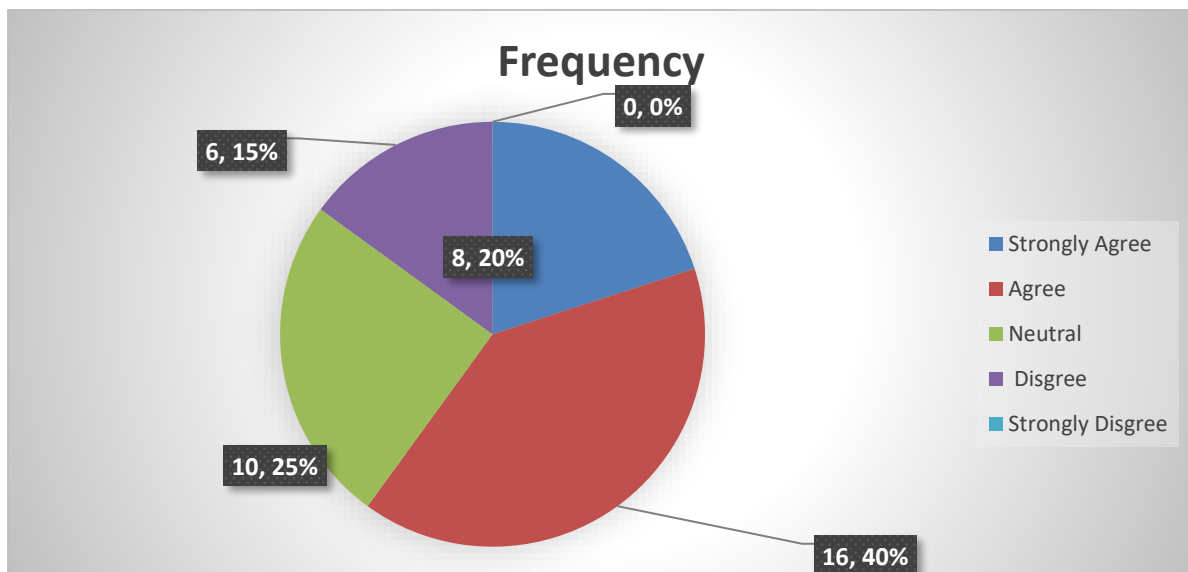


**18: The students' interaction is affected by students' number in the class.**



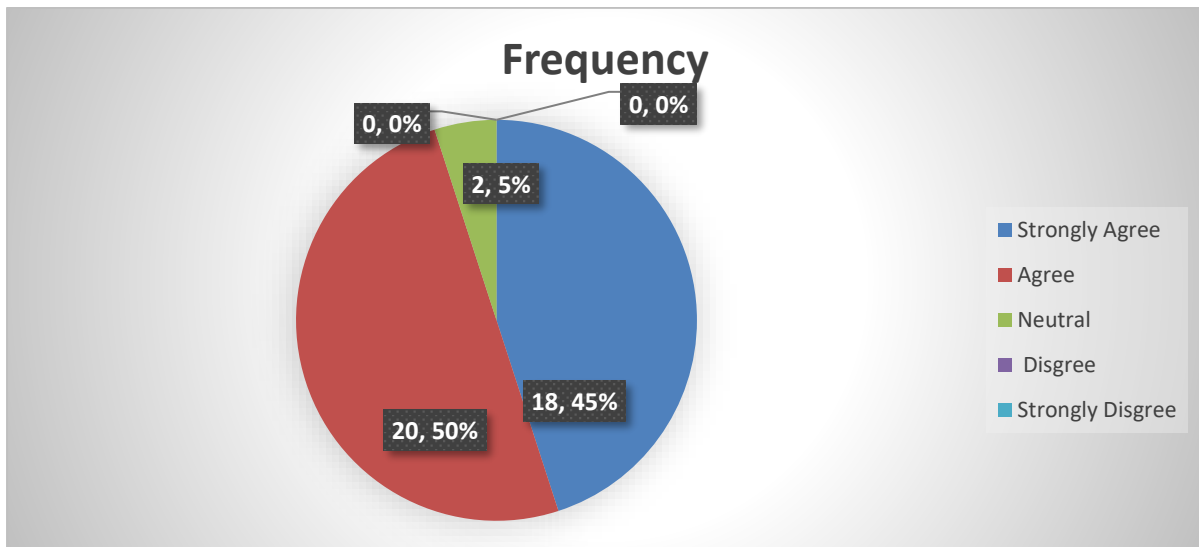
Pie chart (18) illustrated that the students' language at this level is good enough to create communicating ideas, so respondents agree and strongly agree with (40 and 30%) respectively. A small number of (10%) disagree with that. We can see that (20%) are not sure.

**19: Students work efficiently in whole-class teaching.**



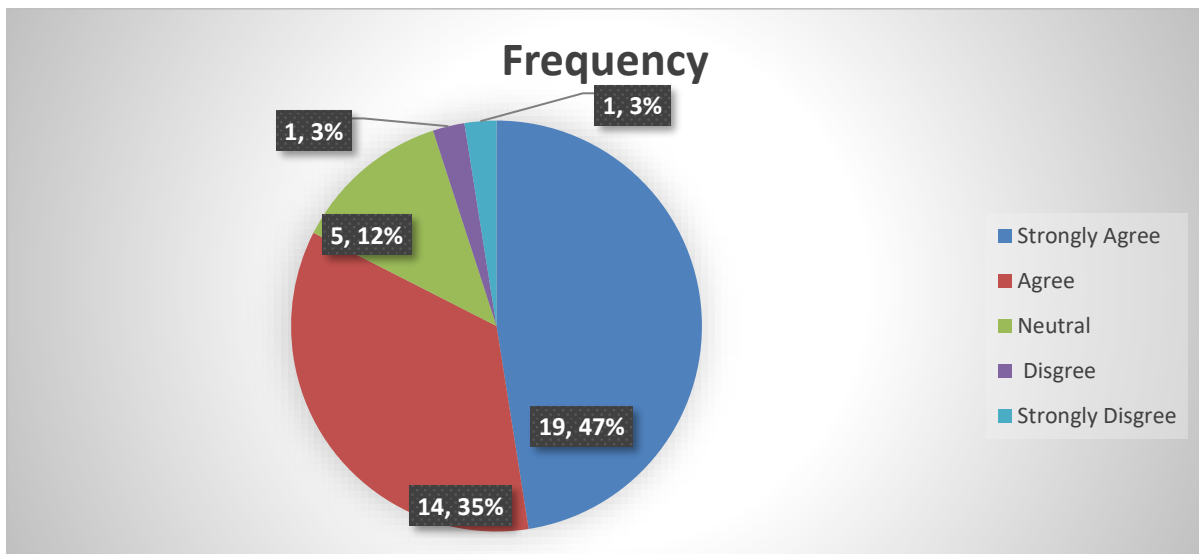
Pie chart (19) showed (40%) of teachers favored to the item students work efficiently in whole-class teaching. One fifth of them strongly agree with that and (15%) disagree while (25%) are not sure.

**20: Group work helps teachers use suitable teaching techniques.**



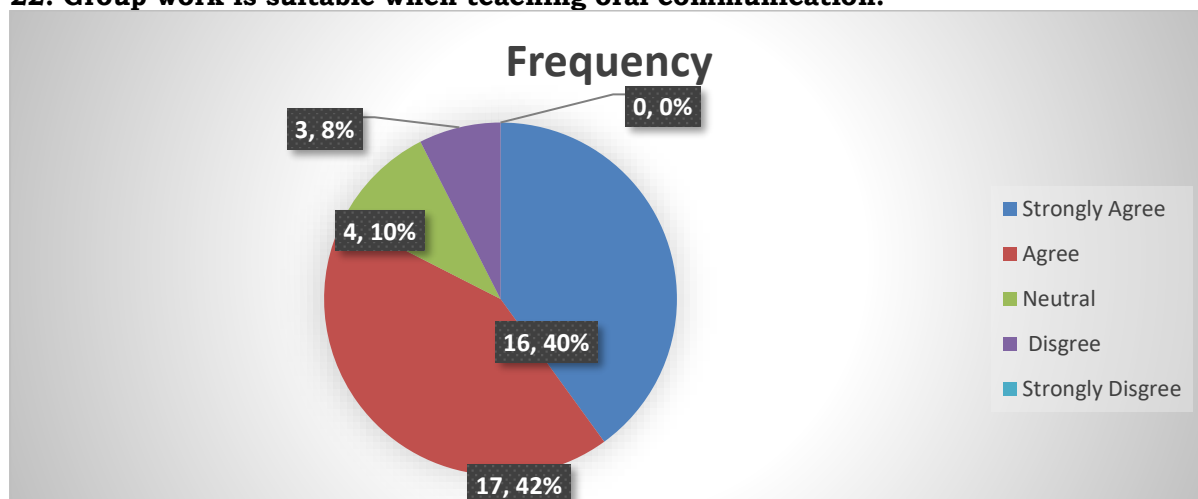
Pie chart (20) shows that the largest number of participants (50%) agrees and (45%) strongly agree with group work helpfulness in using suitable teaching techniques. (5%) are not sure.

**21: The smaller the number of students in a group, the better their performance is.**



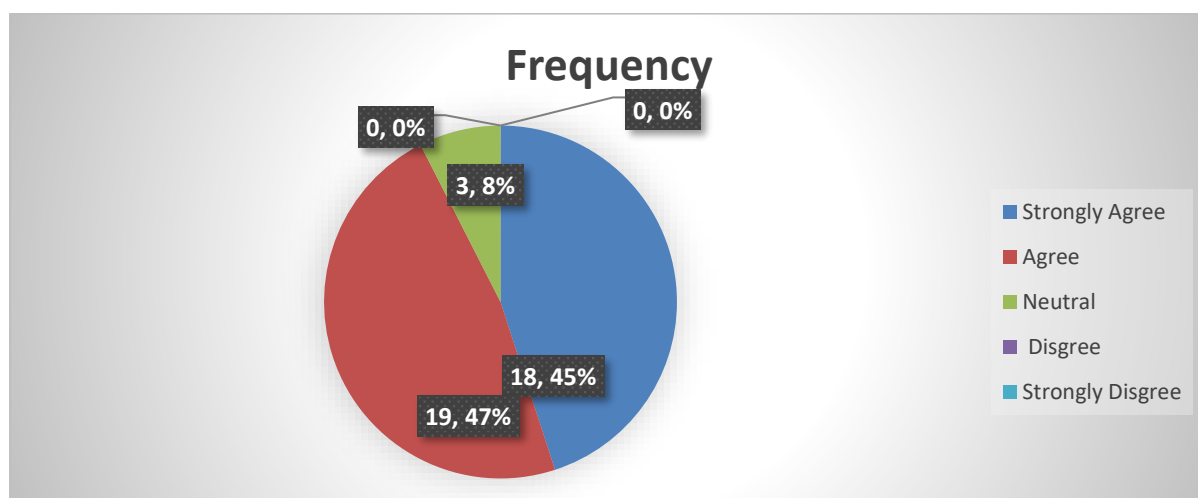
Pie chart (21) shows that a large percentage of the participants (47.5%) strongly agree and (35.0%) agree that small group is beneficial for learning in EFL classroom while (5%) disagree.

**22: Group work is suitable when teaching oral communication.**



In Pie chart (22) it is obvious that (92.5%) liked the statement group work is suitable when teaching oral communication. (7.5%) disagree with that and (10%) are not sure.

**23: Cooperative learning encourages students' communication and raises their awareness.**



Pie chart (23) shows (47.5%) of the subjects agree that cooperative learning may encourage students' communication and raises their awareness, and (45%) of them strongly support that while (7.5%) are not sure about this statement.

**24: Average of all statements**

Strongly agree or agree	<b>74.7%</b>
Disagree or strongly disagree	<b>11.7%</b>

Based on the Pie chart above (24), with reference to the previous statements the average percentage showed that 74.7% were totally agree and strongly agree on the other hand only 11.7% disagree or strongly disagree with the statements, the neutral responses were neglected.

#### **4.2 Discussion of the Results in Relation to the Hypotheses**

The aim of this study was to investigate the EFL teachers' perceptions and practices of group work technique in EFL classes in the Saudi context. The results have shown that most of the EFL teachers adopted positive attitudes towards implementing such strategies in EFL classroom. They may have realized that through their experience in TEFL, and reflected it on the obtained data, which indicated that most EFL teachers were against teacher-centered teaching strategy in EFL classroom. Most of the instructors who participated in this study supported student-centered learning approach in EFL classroom. A large number of the teachers agreed that interactional strategy makes EFL students enthusiastic to learn. However, most of EFL teachers decided that large group or whole-class teaching might hinder the classroom interaction. On the other hand, most of them agreed that small group work have positive learning outcomes. Several studies, which have been done in different countries, have also reached to similar findings. Therefore, positive attitudes towards cooperative learning were the key to achieving this potential. The results of this study revealed that group work could be employed as a collaborative teaching tool in EFL classroom. Furthermore, the findings reflected the enthusiasm of EFL students to be in the interactive classroom as well. In addition, most EFL teachers have positive attitudes towards having students interact inside the classroom. Therefore, group work is beneficial in EFL teaching and learning. This suggests the need for practical guidance, support, and training for EFL teachers and EFL students. The implementation of such technique will generate suitable teaching and learning environment.

#### **5. Findings of the Study**

The Researcher came to the following findings after the data collected through the questionnaire observation.

1. EFL teachers demonstrate positive attitudes towards employing group work in EFL classrooms.
2. The majority of the teachers, who participated in the study, agreed upon the idea that cooperative group work is a very motivating technique that helps the learners develop their speaking skill.
3. There is a positive correlation between cooperative group work technique and speaking skill.
4. The positive findings revealed in this study show that a well-structured and organized cooperative group work is an effective technique for enhancing EFL learner's speaking ability.
5. Some of the challenges emerge in whole-class teaching, large-size classroom, and large group work.
6. The analysis also discovered that learners must be forced to interact with each other in order to master the art of talk which is difficult, since learners

who keep always silent in the classroom will feel at a loss for words when they find themselves in situations that require talk for interaction.

## **5.1 Recommendations**

The researcher has suggested some recommendations, which should be taken into consideration by EFL teachers and EFL specialists:

1. To learn a language is not to focus on the structural patterns or communication. But the two should be used correctly in order to develop the speaking skill and communicative competence.
2. Learners need to be provided with an effective instructional technique such as cooperative group work technique for improving the quality of learners' oral production which used by the successful teachers.
3. Learners should be provided with more opportunity to practice their English among themselves without having to worry about the too many mistakes they make.
4. Teacher's responsibility is to create a relaxed environment and friendly situation where the learners can use the target language without hesitation and speak English language spontaneously.

## **5.2 Suggestions for Further Studies**

Further research studies should be concerned with:

1. The impact of cooperative learning strategy training on improving teachers' performance.
2. The students' speaking problems with its different types involving psychological as in shyness, fear of speaking publicly, instructional as in the teacher-centered approach and contextual as in the fixed seating arrangement, the teaching span and classroom interrelations.
3. The importance of classroom interaction to make EFL learners aware of its significance.

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## **Appendixes**

### **Appendix 1: EFL Teachers’ Questionnaire**

#### **Dear teacher,**

The questionnaire is designed to explore your views and attitudes towards the role of group work technique in developing EFL speaking skill. Kindly, bear in mind that your responses will be kept confidential and used only in this study. Your contribution is highly appreciated.

#### **The researcher**

#### **The Role of the Group-Work Technique in Developing EFL Speaking Skill**

*Please choose the appropriate response for your opinion.*

**Section one:** General observation of learners' interaction and classroom management

No	Questionnaire Items	Strongly agree	Agree	Neutral	disagree	Strongly disagree
1.	The EFL setting helps students interact and speak with each other.					
2.	The EFL setting supports students' opinions, suggestions and sharing ideas.					
3.	The EFL setting lets students express their willingness to speak.					
4.	The EFL setting decreases students' hesitation and difficulty of expressing themselves.					
5.	The EFL setting helps students to correct their peers' errors.					
6.	The EFL setting improves students' speaking ability.					
7.	The EFL setting activates students' readiness and motivate them to interact					

**Section Two: General observation of the teacher's practices.**

8.	The teacher controls students' behavior towards using L1 instead of L2.					
9.	Oral communication in classroom is a teacher-centeredness.					
10.	To adjust the students' mistakes, the teacher uses variety of correction strategies.					
11.	The teacher maintains a good situation for students to speak and					

	express their thoughts.					
12.	The teacher helps students develop their speaking proficiency.					
13.	It is possible to create participation of all students in the classroom.					
14.	Teacher-centered approach is the most used strategy in EFL classroom.					
15.	Students-centered approach is useful in EFL classroom.					
16.	The students' language at this level is good enough to create communicating ideas.					
17.	The students' interaction is affected by students' number in the class.					
18.	Students work efficiently in whole-class teaching.					
19.	Group work helps teachers use suitable teaching techniques					
20.	The smaller the number of students in a group, the better their performance is.					
21.	Group work is suitable when teaching oral communication					
22.	Cooperative learning encourages students' communication and raises their awareness.					