

**An-Najah National University
Faculty of Graduate Studies**

**The Role of Group Work in
Improving Students' Speaking Skills
at the English Language Center at the
Arab American University-Jenin**

**By
Doa'a Nayef Ahmed Aboura**

**Supervised by
Dr. Ahmed Awad**

**This Thesis is Submitted in Partial Fulfillment of the
Requirements of the Degree of Master Methods of Teaching
English Language, Faculty of Graduate Studies, An-Najah
National University, Nablus, Palestine.**

2017

The Role of Group Work in Improving Students' Speaking Skills at the English Language Center at the Arab American University-Jenin

**By
Doa'a Nayef Ahmed Aboura**

This Thesis was defended successfully on 30/03/2017 and approved by:

Defense Committee Members

Signature

Dr. Ahmed Awad / Supervisor

.....

Dr. Ziyad Tanni / External Examiner

.....

Dr. Ayman Nazzal / Internal Examiner

.....

Dedication

The researcher dedicated this humble work to:

- **First and foremost, to Allah who is always with me.**
- **To my country, Palestine, for which is all my success and achievement.**
- **To my lovely mom who my words are not enough to appreciate; she scarified her life for me like the candle that burns to lighten my way.**
- **To my great father (may his soul rest in peace) who taught me the purpose of life.**
- **To my beloved brothers who inspirited, motivated, supported and never left my side.**
- **To my best sisters who gave a wonderful support, understanding and helping in my many moments of difficulties.**
- **To my all friends who touched my heart.**
- **To my dear students who believe in my abilities and skills.**
- **Last but not least, to my dear teachers who helped me and taught me how to charge others with power and courage.**

Acknowledgement

“In the Name of Allah, the Most Merciful, the Most Gracious”

The researcher owes a lot to the following:

First of all, my passionate thanks and deep gratitude to Allah who is the source of prudence, strength, patience, wisdom and infinite love for granting me capacity and knowledge to complete this humble work. Really, without his everlasting generosity and mercies upon me throughout this journey, this thesis would not run well.

Second, the researcher expresses her profound feeling of gratefulness to her supervisor Dr. Ahmed Awad for his valuable suggestions throughout various phases of this study. Under his guidance and untiring patience, the researcher was given the freedom to pursue her thesis in her own way. As well, the researcher is very grateful to the rest of her thesis committee Dr. Ayman Nazzal and Dr. Ziyad Tanni for their constructive comments, encouragements and for their fruitful questions which incited her to modify and enrich her study.

Also, the researcher gratefully wishes to thank all the staff members of The Faculty of Graduate Studies at An-Najah National University.

The researcher bows her head to her mom for her patience, enthusiasm, and helpful advice that helped her through many rough times.

The researcher would like to offer her gratitude and respect for her colleagues for their interesting collaborations.

The researcher also wants to acknowledge her lovely students who cooperated enough to facilitate the completion of this study.

The researcher gratefully acknowledges her brothers and sisters, whose love and support have pushed her up all the time.

Last, but certainly not least, the researcher is extremely thankful to everyone who supported her in one way or another to conduct this study and the researcher has forgotten to thank them.

اقرار

انا الموقعة أدناه صاحبة الرسالة التي تحمل العنوان:

**دور عمل المجموعة في تحسين مهارات المحادثة لدى
طلاب مركز اللغات في الجامعة العربية الامريكية – جنين**

**The Role of Group Work in
Improving Students' Speaking Skills
at the English Language Center at the
Arab American University-Jenin**

أقر بأن ما اشتملت عليه الرسالة انما هو نتاج جهدي الخاص باستثناء ما تمت الاشارة
اليه حيثما ورد وأن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل لنيل أي درجة علمية أو
بحث علمي لدى أي مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced, is the
researcher's own work, and not has been submitted elsewhere for any other
degree or qualification.

Student's Name: **Doa'a Nayef Ahmad Aboura** اسم الطالب:

Signature: التوقيع:

Date: 30/03/2017 التاريخ:

Table of Contents

No.	Contents	Page
	Dedication	III
	Acknowledgement	IV
	Declaration	V
	Table of Contents	VI
	List of Tables	IX
	List of Appendixes	X
	List of Abbreviations	XI
	Abstract	XII
Chapter One : Introduction and Theoretical Background		
1.1	Introduction	2
1.2	Theoretical Background	2
1.3	The Main Effective Types of Cooperative Group Work Learning	7
1.4	Learning Theories that <u>Supported</u> Using Group Work in The Field of Teaching Speaking Skills	13
1.5	Statement of the Problem	24
1.6	Objectives of the Study	24
1.7	Questions of the Study	25
1.8	Significance of the Study	26
1.9	Limitations of the Study	27
1.10	Definitions of Terms	28
1.11	Summary	29
Chapter Two : Review of Related Literature		
2. 1	Introduction	32
2.2	Studies that Deal with the Importance of Teaching Speaking Skills	32
2.3	Studies that Deal with the Importance of Speaking Assessment	38
2.4	Studies that Deal with the Most Important Characteristic of Speaking Performance and how to Focus on through Group Work	39
2.5	Studies that Deal with the Natural Relationship between Speaking and Listening	44
2.6	Studies that Deal with Speaking Difficulties in Teaching English as Foreign Language	46
2.7	Studies that Deal with the Importance of Using Group Work in Improving Students' Speaking Skills.	53

No.	Contents	Page
2.8	Summary	67
Chapter Three : Methodology and Procedures of the Study		
3.1	Introduction	70
3.2	Methodology: Type of Study Design	70
3.3	Questions of the study	71
3.4	Hypotheses of the study	73
3.5	Population of the study	74
3.6	Sample of the study	75
3.7	Variables of the study	77
3.8	Instrument of the study	78
3.8.1	English Speaking Test	78
3.8.2	The Objective of the English Speaking Test	78
3.8.3	Source of Designing the English Speaking test	79
3.8.4	Description of the Pre- and Post English Speaking Test	79
3.8.5	Some Issues Considered in Designing the Questions of the Test	81
3.8.6	The Rubric of English Speaking Test	81
3.9	Validity of the English Speaking Test	82
3.9.1	The Pilot Study	82
3.9.2	Referee Committee For the English Speaking Test	82
3.10	Reliability of the English Speaking Test	83
3.11	Procedures of the Study	84
3.12	Treatment in the Group Work	86
3.13	Statistical Analysis	88
3.14	Summary	89
Chapter Four : Results of the Study		
4.1	Introduction	92
4.2	Results Related to the Questions of the Study	92
4.2.1	Results Related to the First Study Question	92
4.2.2	Results Related to the Second Study Question	95
4.2.3	Results Related to the Third Study Question	102
4.2.4	Results Related to the Fourth Study Question	103
4.2.5	Results Related to the Fifth Study Question	104
4.2.6	Results Related to the Sixth Study Question	105
4.3	Summary	106
Chapter Five: Discussion of the Results, Conclusion and Recommendations		
5.1	Introduction	109
5.2	Discussion of the Results for the Study	109

VIII

No.	Contents	Page
5.2.1	Discussion of the Results for the Main Question	109
5.2.2	Discussion of the Results for the First Question	112
5.2.3	Discussion of the Results for the Second Question	114
5.2.4	Discussion of the Results for the Third Question	119
5.2.5	Discussion of the Results for the Fourth Question	120
5.2.6	Discussion of the Results for the Fifth Question	122
5.2.7	Discussion of the Results for the Sixth Question	126
5.3	Recommendations	130
5.4	Conclusion	134
5.5	Summary	137
	References	138
	Appendixes	156
	الملخص	ب

List of Tables

Table No	Table	Page
Table (1)	Distribution of the Sample According to Group	75
Table (2)	Distribution of the Sample According to Gender.	76
Table (3)	Distribution of the Sample According to Academic level at university placement test	76
Table (4)	Distribution of the Sample According to Faculty	76
Table (5)	Distribution of the Sample According to English Mark at Tawjihi Exam	77
Table (6)	Distribution of the Sample According to Stream	77
Table (7)	Reliability Statistics	84
Table (8)	Paired Samples T-test for Means of the Pre-test and the Post-test For the Experimental Group	94
Table (9)	Paired Samples T-test for Means of the Pre-test and the Post-test For the Experimental Group According to Gender	96
Table (10)	Paired Samples T-test for Means of the Pre-test and the Post-test For the Experimental Group According to Academic Level	97
Table (11)	Paired Samples T-test for Means of the Pre-test and the Post-test For the Experimental Group According to Faculty	98
Table (12)	Paired Samples T-test for Means of the Pre-test and the Post-test For the Experimental Group According to English Mark at Tawjihi Exam	100
Table (13)	Paired Samples T-test for Means of the Pre-test and the Post-test For the Experimental Group According to Stream	101
Table (14)	Independent Samples T-test for Means of the Control Group and the Experimental Group in the Pre-test	103
Table (15)	Paired Samples T-test for Means of the Pre-test and the Post-test For the Control Group	104
Table (16)	Paired Samples T-test for Means of the Pre-test and the Post-test For the Experimental Group	105
Table (17)	Independent Samples T-test for Means of the Control Group and the Experimental Group in the Post-test	106

List of Appendixes

Appendix No	Appendix	Page
Appendix (I)	Referee Committee	156
Appendix (II)	English Speaking Test for Advanced Level (Pre- and Post Tests)	158
Appendix (III)	Scoring System of the Speaking Test	161
Appendix (IV)	Permission from An- Najah National University	163
Appendix (V)	Samples of Lesson plan	164
Appendix (VI)	Photos of the Experience Days of the Study	168

List of Abbreviations

Abbreviations	Stands for
AAUJ	Arab American University-Jenin
ELC	English Language Center
EFL	English language as a Foreign Language
ESL	English language as a Second Language
L2	Second language
FL	Foreign Language
CLT	Communicative language Teaching
CLL	Cooperative Language Learning
TL	Target Language
GW	Group Work
GWD	Group Work Dynamic
SPSS	Statistical Package for Social Sciences
IELTS	International English Language Testing System.
CELS	Cambridge Certificate in English language Speaking Skills

**The Role of Group Work in
Improving Students' Speaking Skills
at the English Language Center at the
Arab American University-Jenin**

By

Doa'a Nayef Ahmad Aboura

Supervised by

Dr. Ahmed Awad

Abstract

This study sought to find out the role of group work in improving students' speaking skills at the English Language Center (ELC) at the Arab American University (AAUJ) – Jenin. In order to achieve this purpose, the researcher used the experimental data collection instrument which was English speaking test. The researcher conducted this study on the representative sample of the study which was consisted of (60) advanced students who were chosen randomly in the fall semester of the academic year 2016-2017. It was divided into two groups which were experimental group and control group. Students of both groups were all non- native English speakers who live in Palestine and their age ranged from 18 to 23. The experimental group was taught speaking skills by using group work whereas the control one was taught speaking traditionally.

The researcher collected data through administering English speaking oral test. To implement the speaking test as a study tool on the representative sample of study, the researcher examined its reliability and validity; accordingly, it was validated to be used as a pre- test for checking students' levels of both groups and as a post- test for checking their

improvement after engaging the students of the experimental group in a variety of speaking activities that used group work strategy. As well, the researcher used descriptive statistical analysis and inferential statistical analysis to analyze the collected data, answer the questions of the study and to determine the significant differences between experimental group and control group.

After analyzing the collected data, the researcher found out that there were statistically significant differences between the two groups in favor of the experimental one in syntax, vocabulary, pronunciation, organizing information, comprehension, and fluency due to utilizing group work. The researcher has noticed that group work as suggested teaching strategy has a positive role in improving students' oral performance and prompting learners' motivation to produce good learning outcomes. As well, the findings of the study revealed that there were no significant differences in using group work in improving the students' speaking skills between the results of the pre-test and post-test of the experimental group due to the independent variables of the study (gender, academic level at university placement test, English mark at Tawjihi exam, stream and faculty).

Based on the findings of the study, the researcher recommended English teachers to give more emphasis to implement the applying group work in teaching speaking skills and cooperate with other teachers who have different backgrounds and experiences to achieve better results in students' competence and oral performance in English language.

Nowadays, group work becomes not only a fundamental necessity in teaching speaking skills but also a challenging and enthusiastic strategy of untraditional teaching. Consequently, the researcher suggested that more studies should be conducted on the active role of using group work on different subjects and different areas of teaching English language.

Chapter One

Introduction and Theoretical Background

1.1 Introduction

1.2 Theoretical Background

1.3 The Main Effective Types of Cooperative Group Work Learning

1.4 Learning Theories that Supported Using Group Work in the Field of Teaching Speaking Skills

1.5 Statement of the Problem

1.6 Objectives of the Study

1.7 Questions of the Study

1.8 Significance of the Study

1.9 Limitations of the Study

1.10 Definitions of Terms

1.11 Summary

Chapter One

Introduction and Theoretical Background

1.1 Introduction:

Since the following study is about the role of group work in improving students' speaking skills, it is needed to have obvious image about what speaking is and why to teach speaking. It is also essential to highlight the definition of group work and its role in enhancing students speaking skills. Thus, in this chapter, the importance of speaking, the necessity of teaching speaking, definition of group work, the significance of utilizing group work in enhancing students' speaking skills, learning theories that support using group work as a suggested strategy for enhancing speaking skill mainly Cooperative Learning Theory, Active Learning Theory, Behavioral Learning Theory, Social Interdependence Theory and Cognitive Learning Theory were discussed. In addition, this chapter included statement of the problem, objectives of the study, significance of the study, questions of the study and limitations of the study.

1.2 Theoretical Background:

English is widely used as an instrumental language for different purposes and enjoy. Chitravelu, Sithamparam & Teh Soo Choon (2005) claimed that English has become an international language and it can't be denied that; this consideration can help language learners prepare

effectively for their future career because it does not only equip them with a necessary source of all types of information, but it also gives them up-to-date knowledge regarding variety issues in society. Therefore, the purpose of English language teaching is to make its learners ready for efficacious consultation and communication in English language.

Very frequently, most people understand and consider knowing a language and speaking as synonyms. Which means learner's ability to practice a language is synonym with knowing that language. Most learners of English as a foreign language give more significance to the speaking skills in their learning because if they improve and develop these skills then they will be considered as if they have mastered all of the other language skills. Moreover, the standard question often given to EFL Learners is “do you speak English?” but not “do you read English?” or “do you listen English” or “do you write English” (Celce-Murcia, 2001)

Many researchers consider speaking as the most important gift given to human beings because it entails ability to generate ideas and convert them to effective communication. (Shabani, 2001; Thornbury, (2005) and Chaney (1998). In English language, speaking is probably the second language skills that most learners wish to learn and master as soon as possible. Speaking is an interactive process of building and sharing meaning. For Shabani (2013), speaking is not a simple skills; it requires some practice and experience. Therefore, the most demanding skills in the

foreign language is speaking compared to other language skills such as listening, reading and writing.

The term speaking has been defined by oxford dictionary as ability or skill to say something in order to convey information or to express a feeling. Generally, speaking is the verbal use of language that human beings require to communicate with each other in everyday situations to express ideas, needs, views and feelings.

Chaney and Burk (1998) argued that form and meaning of the speaking skills inclusive the physical environment, participant, students' experience and the aims of speaking which are dependent on the variety of the context in which it occurs. As well, Thornbury (2005) stated that foreign language speaking differs from first language speaking in terms of the lack of knowledge of vocabulary and grammar of learners.

The significance of speaking skills for any language learners is vast and enormous. Therefore, any error or gap in oral expression or communication leads to problems and misunderstanding. Accordingly, learners are supposed to speak English language efficiently and correctly in order to communicate well with each other. Today, everywhere you go you find English language, therefore, people need to speak English well even if they are not native English speakers in order to improve their life and their personal life. People use language in a variety of realistic situations such as; work places, school, street, university, restaurant, airport and language

laboratory. As a result; speaking skills is important for education and career success. (Richards, 2006)

Importantly, foreign language learners are supposed to speak that language frequently and fluently. Nunan (1991) agreed with that, Nunan argued that the success of learning a language is measured in term of learners' ability to make conversation in the target language. Thus, English language teachers have the responsibility for making language classroom interesting and dynamic place to practice English language. Besides, students should learn how to speak language in a good way; also they should be motivated to speak English in the classroom through speaking activities.

Unfortunately, many English teachers ignore teaching speaking skills because they usually spend the most of the classroom time on explaining writing, syntax and reading. In daily realistic situations, most people speak more than read or write. If the aim of learning English language is completely to enable learners to speak and communicate in English, speaking skills must be taught and practiced in English language classroom. However, the researcher found out that if students do not have an opportunity to practice English language in the classroom, they will be de-motivated and lose interest in using and practicing English language outside classroom.

Ruben (2010) reported that learners like to spend more time in collaborative work where they can access more information and develop social analysis skills. The positive influence of group work is a flexible way of learners' interaction with each others. It is considered as significant reason of active communication which is the perception behind learning a language. Thus, not only students actively learn depending on collaborative ways but also they inform a great reliance on collaborative learning strategies. Based on this assumption, the researcher considers group work as a suggested strategy for improving students' speaking skills. So, the researcher tried to investigate to role of using group work as a suggested teaching strategy on enhancing learners' speaking skills.

Johnson, Johnson and Smith (1991) defined group work as collaborative activity which students have an opportunity to share their responsibilities and purposes to complete and accomplish assigned task. In the area of education, the most effective way to encourage students to become more involved in learning process is creating opportunities for learners to enhance argumentation skills which help them to become more facial at inventing and adjusting to new situations. Hence, language classroom is needed to be structured in a way as to enhance speaking skills to the most potential extent. In this case, using group work for teaching speaking skills solves that problem; it encompasses cooperative and collaborative work. Furthermore, group work is an essence instrument not only in a cooperative paradigm but also in a learning process.

Besides, Richards and Lockhart (1994) assured that using group work can be an immense help for students who have speaking difficulties. Nowadays, group work is very convenient to social life; it provides adaptable way for learners to connect with each other and maintain friendship relationship outside the classroom.

In the area of rapid technological advances, most educational practitioners interest in utilizing group work as collaborative strategy to improve students' learning. In accordance with this perspective, group work is considered as an efficient suggested strategy for enhancing students' speaking skills. The researcher means all types of groups such as buzz group, concentric circle, jigsaw, Phillip sixty six, among other types. Allright (1984) overemphasized that group work is one of the interactive strategies that can be used in speaking lessons to solve students' problems in communicating through speaking. Furthermore, in the area where speaking is important, the researcher found out that group work is significant to keep students active in English classroom through reducing the teacher talk time and increasing the student talk time.

1.3 The Main Effective Types of Cooperative Group Work Learning:

To achieve the success of utilizing group work, teachers should take into their account the types of group work that should be used in teaching speaking skills. Usually, teachers' choice depends on several manners such as classroom' size, classroom's physical features, available time, and the

group tasks' nature. There are many effective types of group work in the classroom. Generally, the most important and common types are buzz group, snowball groups, jigsaw, fishbowl and think –pair-share.

Buzz Group:

Brookfield and Preskill (1999) described buzz group as the best method to test students' understanding; it involves students' informal discussion, usually in response to question or sentence starter. According to the classroom time, the time of discussion lasts for up to 10 minutes. This type of group is called buzz because it imitates the sound of group's members in intense discussion. In addition, it can be used at anytime throughout the lesson, particularly when teacher wants learners to become effectively engaged with the topics. For example, teacher can give a short class and after that follow it with question and answer discourse to clarify the material was given. In fact, this type is very flexible and suggested as a creative process to review and evaluate learning. Moreover; it is very easy to perform and implement in any size of classroom. Buzz group has many purposes and benefits which are: generating ideas, re-stimulating students' interest, recalling learning, helping learners to make correction and linking ideas, concepts and the elements of lesson together. Briefly, using buzz group's discussion is an appropriate technique to connect between learners' experience and what learners were talking about.

Snowball Group:

In general, Habeshaw et al, (1984|) and Jaques (2000) confirmed that using snowball groups generates good ideas and develops essential skills of decision-making. Snowball groups reflect progressive doubling process which participants work alone at first, in pairs, in fours, in eights, and so on. Students have to respond to particular questions and they are asked to justify their responses by giving considerable reasons. Sometimes they are asked to express their agreement or disagreement with a given issue. However, in large class group the facilitator should ask one representative from each group to report and present the outcomes of groups' conclusions. Therefore, it is used only when the topic under discussion justify the time.

Jigsaw Group:

To effectively engage in the learning process or comprehend the learning material rapidly, many theorists suggested jigsaw as a cooperative method of learning and teaching process. Aronson (1978) focused on the importance of applying jigsaw in language classroom because it maximizes cooperation and interaction and creates an atmosphere of interactive communication. Furthermore, language learners perform better in collaborative jigsaw classrooms than in competitive classrooms because each learner is responsible for his/her learning. Also, every group encourages its members to work efficiently and well in order to help the whole group do well.

For Robert Slavin (1990) who promoted Jigsaw group strategy, each member in jigsaw groups has to read the all of the material or the whole assignment to acquire the information. Then, group participants have to take an individual test which its results reflect a team outcome. In the regard to heterogeneous jigsaw groups, students have a chance to become experts on an object because of their working with topic that is favorable for them. In addition, positive interdependence which enhance students attitude toward each other is created in jigsaw classroom. (Aronson and Patnoe, 1997)

Fishbowl Group:

Fishbowl technique involves observing group's interaction in which one group observe another group. To accomplish observation successfully, realistic illustrations for concepts should be provided and language tasks also should be challenged enough to avoid boredom. Jaques (2000) divided Fishbowl groups to two types; inner and outer group. Inner group does a role play or a brief drama in which this group discusses a topic or an issue whereas outer group draws a circle around the first group in order to look for groups' functions, soundness of discussion and argument and themes. However, each participant should have an opportunity to be both inner and outer group member. For this reason, this technique is easy to perform and implement in small classroom, as well, teachers can expand it to meeting their class's needs.

Think- Pair- Share:

Think-Pair-Share as collaborative group work strategy helps teachers to get students actively interested in classes of any size and it can fit any situation. Furthermore, it gives shy learners an opportunity to validate their ideas in a small group before sharing them to a large group, which helps them feel more confidence. Lyman (1981) overemphasized that think-pair-share promotes high level of thinking which leads to increase students' confidence. It can be implemented at any time in the classroom such as: when suggesting a solution, solving a problem before an experiment, or after reading a text or chapter. Usually teachers are motivated to have groups who summarize ideas and concepts for the whole classroom.

The procedures of Think-pair-share group are very simple; it has three steps. First, teacher asks question to give students a chance to student to think silently and individually about it. Then, students have to write down their answers and ideas to discuss and compare them with their pairs. Finally, a large class discussion is guided in which students are given an opportunity to summarize their discussion, discuss their response and share their ideas in front of the whole class.

According to this type of collaborative learning strategies, a lot of research was conducted and discussed that there is a close correlation between think-pair-share (TPS) and collaboration learning particularly group work like a study done by Awad (2017) which sought to explore the

influence of this strategy on developing learners' oral communication in English classrooms. To fulfill this purpose, the researcher used interview and observation at An-Najah National University. After analyzing collected data, the researcher noticed that TPS strategy has an effective role in enhancing students' speaking skills and motivating them to speak better.

In accordance with that, Sulistyorini (2011) carried out an experimental study aimed at identifying the effectiveness of using think-pair-share strategy in enhancing learners' speaking abilities of 280 tenth grade students of Semarang State University. In order to achieve this purpose, the researcher used pre and post tests which were the same for collecting data needed and examining participants' improvement of speaking skill before and after the treatment given. Data analysis showed that there was a significant difference between the average scores of experimental group and control group; the experimental group had average score of (18.09). It was higher than (15.45) which was the average score of control group. The results of the study reported that using think-pair-share strategy is effective to improve the students' speaking skills which are syntax, vocabulary, pronunciation, comprehension, and fluency.

Conclusively and in accordance with the current study, the researcher took into her account the above mentioned types of group work when she carried out the experimental study. She used the suitable types of group work that help learners to achieve the learning objectives of speaking activities and tasks. Particularly the researcher gave more emphasis on

using think-pair-share because many of considerable reasons which are mentioned previously.

1.4 Learning Theories that Supported Using Group Work in the Field of Teaching Speaking Skills:

Several learning theories have something in common with using group work as a suggested strategy for enhancing speaking skills mainly Cooperative Learning Theory, Active Learning Theory, Behavioral Learning Theory, Social Interdependence Theory and Cognitive Learning Theory. All of them have something in common with group work in the field of teaching and learning. Also, they attempt to create an appropriate environment full of encouragement, motivation, collaboration, partnership, enthusiasm and interest which is the hopeful purpose of learning teaching process. Consequently, the researcher explained the relationship between the mentioned learning theories and using group work in teaching learning process in the following pages of this chapter. (Meyer ,2009)

Cooperative Learning Theory and Group Work:

In teaching and learning foreign language, Gilbert (2002) stated that learning anything effectively is developed by teaching it to others. Therefore, the most active strategy of learning is practice which means they can apply their learning. As well as, using small groups for putting foreign language into practice is called cooperative learning methods. Ravich (2007) defined cooperative learning (CL) as a teaching method in which

learners work with each other to acquire social skills and knowledge. As well, its proponents confirmed that cooperative learning motivate students to ask critical questions and illustrate confusions. Every student is considered as a member of team who has specific personality to achieve groups' tasks and do the activities.

Likewise, Richard and Rodgers (2001) found out that cooperative learning is working together to achieve shared aims and learning from each other within structured group. Every member of the group is accountable for his/her own achievement to activity. Moreover, learners through cooperative group work attempt to maximize their own learning to explore beneficial results to all group members.

Cooperative learning means very considerable things not only organizing learners in groups for interaction or discussion but also it reflects indirect teaching. Johnson and Johnson (1984) listed four crucial elements of dynamic cooperative activities which are: positive social interdependence among members of cooperative group work, face to face interaction in semi-structured group in regard to authentic recourses and accomplishments of tasks, individual responsibility for incorporation and participation or internalization of the relevant knowledge, and using interpersonal skills in small groups.

To Hill and Flynn (2006) and Salvin (1995), cooperative learning involves diversity of teaching techniques and instructional methods which

learners help each other to learn educational content and academic material in small groups. Also, students are needed to use interaction and social skills to understand knowledge and master it. Convincingly, Johnson and Johnson (2005) revealed that cooperative learning improves students' learning by using pedagogical use of group work.

Active Learning Theory and Group Work:

Many teachers see active teaching as the key that opens the doors for students to help them to develop and enhance their skills particularly when students are engaged in the learning material which are listening, speaking, reading, and writing. In this case, students do not sit passively in a classroom, teachers do not do most of the talking and the knowledge is not transmitted by teachers and instructors but it is constructed. On account of that, active learning model stands in the contrast to traditional learning model in which learners are active not passive. (Barnlund, 2008).

Active learning theory is defined in different and various ways; thus, realizing active learning is considerable problematic; doubtless this is right but understanding active learning theory and its application in language classroom is very clear for both teacher and learners. From this perspective, more emphasis should be given to active learning. Lin (2012) assured that creating many effective opportunities for learners to engage them in material, understand, analyze, explain, evaluate, apply, question and integrate new knowledge is necessary to improve the learning quality.

Learners' needs are at the heart of active learning. Many teaching strategies including problem solving, role play, dramatization, group activities, group discussion, case studies, authentic teaching, task based on learning and journal writing can be performed to attract students efficiently in the learning process. More interestingly, Scarpell (2009) underscored that the benefits of using these activities that can be carried out through group work are enormous. These activities generally improve the skills of the intended learning outcomes (ILOS) especially interpersonal communication and social skills. They enhance encouragement, increase motivation, develop critical thinking, consolidate new information, and prompt retention.

Based on that, the researcher considered that creating a new environment which is motivating, cheerful, interesting, enjoyable and full of social cooperation and interaction can be achieved by appropriate use of group work in teaching English language skills especially speaking skills.

Behavioral Learning Theory and Group work:

According to the viewpoints of motivational perspective, behavioral learning theory is considered as motivational theory. Johnson, Johnson and Smith (1998) claimed that cooperative learning focuses on group reward which plays a crucial role in helping individuals to learn and motivating students to work hard. In other words, when there are any types of reward, learners are favorable to work hard. Regarding, Slavin, Hurley

& Chamberlain (2003) confirmed that cooperative learning encourages learners to assist each other actively and do a lot of efforts to achieve groups' goals. However, Cohen, Manion and Marrison (2004) supported Slavin (1995) who argued that learning group rewarding depends on the sum of individuals' accomplishment leads to motivate students to help encourage each other and to do a lot of efforts.

More interestingly, Skinner (1948) informed that each behavior is the consequence of reinforcement of stimulus-response. In the area of learning field, group work is considered as behavior which is full of reinforcement and it is also full of stimulus- response tasks and activities. According to this study, group work is used as a behavior to improve speaking skills effectively.

Social Interdependence Theory and Group Work:

Substantially, Group work is a functional method of social relationships and communications. It has many things in common with the theory of social constructivism as they both lead to dynamic, interesting, functional and authentic learning. Regarding to Johnson (2003) and Johnson, Johnson and Smith (1998), social interdependence theory supposes that cooperation is a consequence of favorable interdependence among individuals' goals. It means the way individuals' relations and targets are organized in a group work determines the way individuals are going to communicate with each other which leads to have more successful

outcomes on the group aims. That is to say group work is seen by many language scholars as social network activity which encourages cooperative learning among students, sharing expertise in beliefs and ideas especially in the speaking skill which by its turn plays a frequently significant function in enhancing the learners' abilities to speak fluently and effectively.

Additionally, Johnson and Smith (1998) defined cooperation as an outcome of positive interdependence through learners' objectives. Learners' interaction in group work is determined structured relationship between learners as members of group. Later, O'Donnell (2002) defined social interdependence theory in the concept to social psychological approaches as a result of assistance of the group's member. To this end, Slavin (2003) called this theory social cohesion theory. Cohesiveness of group has many primary effects on the groups' performance. In other words, the caring about groups' members and its assistance of each other leads to the cohesiveness.

Cognitive Learning Theory and Group Work:

Regarding the learning process, cognitive processes of constructing knowledge are viewed as a cognitive theory. These processes are a lot like realization, recognition, discrimination, reflexive abstraction and so on. Cohen Manion and Marrison (2004) reported that meaning is constructed by the means of dynamic participation in the learning process. In

accordance with that, there are two related theories that confirmed the structure of this knowledge; Piaget's view or Vygotsky's view.

Vygotsky's View:

Group work as a significant means of promoting, motivation and interests, advocates of social constructivism mainly Meyer (2009) who reported that students have to continuously be challenged with activities and tasks those refer to their abilities and knowledge just beyond the actual level of competence. This captivates their encouragement to build on previous successes which leads to enhance students' confidence. Consequently, the Vygotsky's zone of proximal development is considered which as the distance between the actual development level (as specified by independent problem-solving) and the level of potential development (as specified through problem-solving cooperation with further competent peers.

Fundamentally, Vygotsky's theory (1978) has been found to advocate the utilizing of cooperative learning and teaching strategies mainly group work where learners cooperate together to stimulate each other. According to that theory, Vygotsky affirmed the significance of more competent peers who help less able students and cooperative heterogeneous group because all levels of learners benefit; this condition is recognized as "cognitive apprenticeship.

The most important element of Vygotsky theory is the social nature of learning process; therefore, social features can be added to the leaning activities by using cooperative learning. O'Donell (2002) acknowledged that learners have an ability to discuss, analyze, compare, negotiate, argue, communicate and listen in cooperative learning. When the learners are put in contexts or situations, they can use more useful learning processes and work together to learn more from each other.

Piaget's Views:

Piaget' view gives learners a lively role in the learning process. It supposes that students can learn a new knowledge from cognitive conflict particularly when they are provided with authentic situations. Bentham (2002) assured what Piaget reached to; Bentham emphasized that interacting activities are good examples of exchanging situations which involved many cognitive situations. Among interactive situations, learners have different thoughts, opinions, viewpoints and concepts. That is offering an opportunity for learners to discuss new knowledge and compare it with their old knowledge, as a result; learners construct new information.

Similarly, Stevens (2008) acknowledged that interaction in cooperative learning activity leads to constructing new knowledge. Stevens asserted that collaborative learning either with small group or with peers is a beneficial strategy. In cooperative group work members of the group have different opinions and ideas, so contradictory ideas may be occurred

based on it. When students interact in cooperative activities, they share and compare their knowledge with varied information their group mates have. This status causes cognitive conflict which means the conflict is resolved when learners agree on one view or opinion through this situation the new knowledge is constructed.

Creating an appropriate environment in learning through group work due to social constructivism:

Social constructivist teaching approaches focus on creating a suitable and comfortable environment where learners are motivated to communicate and interact effectively. It depends on collaboration and reciprocal learning. Piaget and Inhelder (1969) and Vygotskiy (1978) assured that the heart of constructivist philosophy is that learning should be gained not given. In fact, throughout the social life realistic experiences which have effective aims and meaningful ideas, learners can exchange their perspectives and viewpoints about these experiences. Just like the development of human being that has many qualitative changes needs logical cognitive about the experience.

Likewise, Mayer (2004) showed that learners in constructivist classroom are dynamic and active members of groups, there is considerable emphasis on using group work in constructivist classes where reflect social skills ,great communication, sharing ideas , collaboration, exchange of feelings and ideas. Conversely, learners work individually in the traditional

classroom. There is primarily focus on working alone and repetition to achieve learning. Also, the whole subjects and topics of tasks are accurately adhered to the guided textbook.

In agreement with Mayer (2004), Gray (1997) reported that it is important to give more emphasis on using group work to create a successful environment for learning and teaching particularly for today's generation who prefer using social application and cooperative work. Similarly, Lomicka and Lord (2009) confirmed the significance of individual as part of the collective whole, which makes group work well suited for language learning process in traditional and crossbred environment as it reinforces both interaction and collaboration.

The importance of creating appropriate environments of learning is supported not only by the constructivism theory but also by Social Learning Theory (SLT) which emphasis on social environment of learning and focus on observational learning which learners learn for each other. For advocates of social learning theory, learners are extremely influenced by society's punishment and reward system. Slavin, (2003) and O'Donell, (2002) called social constructivism theory social cohesion theory and they assumed—that social constructivism theory as social cohesion theory. For this reason, they considered that the efficiency of CL is related to the cohesiveness of the group. Cohesiveness is defined as the situations where learners encourage each other to learn and participate. It generates from successfully caring about the group members. Thus, the advocates of social

psychological approach see social interdependence as an outcome of cooperating the groups' members each other.

According to a psychologist and social constructivist Vygotsky (1978) who determined the subsistence for the integrationists' view of language acquisition, social communication and interaction skills play a considerable role in producing meaning in the learning language process. Vygotsky's theory addresses the essential role of social communication and interaction in the cognitive development. It believes that communities have an essential role and comprehensive aspect of culture development which leads to effective authentic learning by organizing human functions specifically psychological function.

Additionally, Vygotsky (1978) noted in his studies that there are many high mental individual processes which reflect individual development; therefore, without reference to social contexts and cultural situation, individual development cannot be comprehended. In fact, group work is defined by social constructivism theory as a refined social and cultural connection which can obviously perform the goals of learning.

In a nutshell, in social constructivist classrooms, learning environment is dynamic and democratic where learners are actively involved and interaction becomes crucial in learning and teaching process which is considered as social process. Conclusively, Piaget and Inhelder, (1969); Vygotsky, (1978); Mayer, (2004) and Barnlund, (2008) confirmed

that using cooperative ways strategies mainly group work creates variety experiences that engage students and a community of language learners across geographical across geographical borders.

1.5 Statement of the Problem:

According to the researcher's experience as teaching assistant at English Language Center (ELC) at the Arab American University-Jenin (AAUJ), she has noticed that EFL students encounter difficulties in the use of English language appropriately. They score the lowest marks in the speaking exams and feel insecure about their level of English. As a result, most students in speaking lessons are in fear of making some mistakes. Because of this reason, they prefer to be silent and do not introduce effective participation.

To overcome this dilemma, the researcher found that integrating group work into the teaching process will increase student's willingness and desire to speak English in a more trendy and accessible way that suits all students' levels and interests.

1.6 Objectives of the Study:

This study aims at achieving the following objectives:

1. Investigating the role of group work in improving EFL students' speaking skills at the English Language Center at the Arab American University in Jenin.

2. Finding out if there were any significant differences in the role of group work in improving advanced students' speaking skills due to the independent variables which were gender, faculty, stream, academic level at university placement test and the English mark at Tawjihi exam.

1.7 Questions of the Study:

The problem of the study is stated in the following main question:

What is the role of using group work in improving advanced students' speaking Skills?

From the above question, the following sub questions were emerged:

1. Are there any significant statistical differences in the role of using group work in improving students' speaking skills according to the six dimensions (grammar, vocabulary, pronunciation, comprehension, organizing information and fluency) between the post-tests of the experimental group and the control group at ($\alpha \leq 0.05$) level of significance?
2. Are there any significant statistical differences in the role of using group work in improving students' speaking skills between the pre-test and post-test of the experimental group due to gender, stream, English mark at Tawjihi exam, academic level at university

placement test and Faculty academic Faculty at ($\alpha \leq 0.05$) level of significance?

3. Are there any significant statistical differences in the role of using group work in improving students' speaking skills between the pre-test of experimental group and the pre-test of control group at ($\alpha \leq 0.05$) level of significance?
4. Are there any significant statistical differences in the role of using group work in improving students' speaking skills between the pre-test and post-test of the control group at ($\alpha \leq 0.05$) level of significance?
5. Are there any significant statistical differences in the role of using group work in improving students' speaking skills between the pre-test and post-test of the experimental group at ($\alpha \leq 0.05$) level of significance?
6. Are there any significant statistical differences in the role of using group work in improving students' speaking skills between post-test of the control group and the post test of experimental group at ($\alpha \leq 0.05$) level of significance?

1.8 Significance of the Study:

The researcher hopes that this study will be helpful in improving students' speaking skills due to using group work successfully as a teaching

strategy in English speaking lessons. The significance of this study stems from four main issues:

Firstly, to the researcher's experience in teaching English for foreigners, most students find difficulty in communicating through speaking. This difficulty can be related to different reasons such as lack of self-confidence, fear of making mistakes and fear of embarrassment, lack of interaction, poor production, and learners do not have passion toward traditional learning ways. Therefore, the researcher found out that it is essential to create convenient strategies like group work that would develop learners' speaking skills and help them overcome difficulties.

Additionally, this study could be used as a feedback or reference for TEFL teachers to develop natural ways of teaching speaking skills that suit student' interests and abilities

Finally and importantly, this study could be considered as a key that opens doors for both teachers and researchers to draw attention to the significance of group work and its application in EFL speaking classes.

1.9 Limitations of the Study:

The researcher considers the following limitations: locative, temporal, human and topical

1. **Locative Limitation:** The place where the study was conducted at English Language Center (ELC) at AAUJ.

2. **Temporal Limitation:** The time when the study was carried out in the fall semester in the academic year 2016-2017.
3. **Human Limitation:** The sample of study included advanced students who enrolled in two classes which were thirty in each class.
4. **Topical Limitation:** The study investigated the effective role of group work in improving EFL students' speaking skills.

1.10 Definitions of Terms:

The following terms have the following meanings, wherever they come in this study:

- **Group work:** Johnson; Johnson and Smith. (2014) defined group work as the most efficient approach and tool universities have for teaching students social skills in which students learn the norms of university life and they are exposed to advocate attitudes and behaviors to others. It can maximize learning by developing in inculcating constructive and positive attitudes in group members.
- Also According to Forsyth's and the current study, definition of group work (2006), group work refers to a team of three individuals or more who worked together by social relations for accomplishing assigned activities or tasks.
- **Speaking :** Shabani (2013) defined speaking in EFL field as the most demanding skill in comparison with other language skill like

listening, reading and writing. In fact, knowing vocabulary and grammatical structures as linguistic components is needful but not sufficient. So, speaking skill involves more than the knowledge of linguistic components of the language. According to the current study, it is a spontaneous interactive process of conveying and constructing meaning as though in words that comprise creating, receiving and processing knowledge. (Burns & Joyce, 1997).

- **Traditional Teaching:** Robert (2009) defined traditional education as it emphasis on teaching, not learning. However, in most classrooms, most of what is taught is forgotten and what is remembered is irrelevant and is remembered only for a short time. According to the study, traditional education refers to any teaching strategy of speaking skills excluding group work.
- **Levels:** the researcher defined the term of level according to the current study as the following; fresh students are classified into three levels: beginner, intermediate, advanced according to a placement test which is held by AAUJ.

1.11 Summary:

The researcher introduced this chapter by throwing light on the theoretical background of the importance of the speaking skills on the one hand and the significance of using group work in improving students' performance in speaking on the other hand. It also highlighted the basic

components of the study; it included statement of the problem, objectives of the study, significance of the study, questions of the study and limitations of the study. This chapter ended up with a list of definition of terms related to the main subject.

Chapter Two

Review of Related Literature

2.1 Introduction

2.2 Studies that Deal with the Importance of Teaching Speaking Skills

2.3 Studies that Deal with the Importance of Speaking Assessment

2.4 Studies that Deal with the Most Important Characteristic of Speaking Performance and how to Focus on through Group Work

2.5 Studies that Deal with the Natural Relationship between Speaking and Listening

2.6 Studies that Deal with Speaking Difficulties in Teaching English as a Foreign Language

2.7 Studies that Deal with the Importance of Using Group Work in Improving Students' Speaking Skills.

2.8 Summary

Chapter two

Review of Related Literature

2.1 Introduction:

Literature is rich in studies conducted on the necessity of improving speaking skill, but in the local region, it lacks studies which focus on group work as proposed strategy for improving students' speaking skill. This chapter presented the essential claims in the previous literature on main issues that are related to the topic of the study. For the sake of organization, simplification, and clarity, the researcher arranged literature review topically according to the subject.

2.2 Studies that Deal with the Importance of Teaching Speaking Skills

Nowadays, the rapid development in every aspect in modern life, tourism, internet, science, commerce, politics, international trade, technology, economic, social relations and international exchange between countries gives speaking skills the importance in teaching and learning process. Many researchers give great emphasis on the importance of speaking and oral communication in building knowledge and improving other language skills; (Thornbury (2005), Allwright (1984), Hedge (2000), Fulcher (2003), Hall (1999), Phillips (1999)).

Teaching speaking skills is not a simple task; it needs hard work for motivating students to speak in the English language and getting their

attention due to using Arabic language which is their mother tongue. Really, a frustration usually voiced by EFL learners is that they can't speak English language confidently and intelligibly although they have spent many years learning English. The researcher found out from her experience as a teaching assistant in English language lab at English Language Center at AAUJ for intermediate and advanced level that there are many difficulties in teaching speaking skills which include a lack of vocabulary which makes students unable to say what they want to say during speaking. Also, many students do not feel confident and feel shy to use English in speaking activities.

Krhovská (2013) conducted a study aimed at finding some ways of motivating students to increase their talking time and make most of their possibilities during speaking activities. To conduct the study, the researcher used three methods which are: focus group, observation and questionnaires; during the practical part of the study Krhovská drew a conclusion which is that many factors affect students' success and engagement in speaking activities such as: setting arrangement, the equipment of classroom, knowledge of sentence formation and structure, speaking topic, time of the lesson and many external circumstances.

In agreement with the findings of Krhovská's study (2013), Allwright (1984) confirmed that reducing the amount of teacher's talk and increasing the learner's talk time is important to keep them energetic in the classroom. Hall (1999) assured that teachers have to encourage students

and prepare them to practice the English language to recognize the communicative demands of many challenges such as economic, political and social demand. Phillips underscored Hall; Phillips (1999) assured that language teachers should take into their account students' interest because teaching speaking can be done naturally with any topic meet their interest, thus, they need to be engaged with the speaking topic.

Fundamentally, the goal of teaching speaking skills is communicative competence. In every communication situation, students need to observe cultural and social principles to communicate confidently without any confusion. To encourage students enhance communicative efficiency in speaking skills, teachers should use a balanced activities approach that incorporates language input, structured output, and communicative output. In accordance with that, Thornbury (2005) wrote a valuable book "How to teach speaking" in order to help EFL teachers in promoting students' speaking skills and developing their knowledge. Thornbury (2005) reported that speaking is interacting skill which demands cooperative strategies which provide cooperation in the managements of speaking turns.

Similarly, another study prepared by Alhabbash (2012) on the effectiveness of classroom and online discussion on speaking found out that improving oral communication skills requires new techniques and good methods which encourage TEFL learners to use the English language as an instrument to communicate with each other and practice every

authentic situation in their daily life. In the light of its results, Alhabbash pointed out that language teachers should implement online and classroom discussion to have successful outcomes in teaching English speaking skills.

Despite the importance of teaching speaking process for many years, it has been underestimated. Some English teachers still teach speaking just as a repetition of drills or memorizations of dialogues; they focus only on grammatical and writing tasks and this is a considerable problem that faces speaking teaching process. To solve this problem, Hedge (2000) stated that teachers are needed to use a variety of structured output exercises to make language learners comfortable and confident producing appropriate language items. Structured output is considered as a transition between presentation and production stage of a lesson plan. In a variety of communicative output activities, English language is used as not an end itself. So, completing speaking task is the main learner's aim.

As well, in a case study conducted on License, Master and Doctorate students of English at Constantine Mentouri University, Khadidja (2010) found out that EFL learners should be provided with opportunities to use English language naturally other than just memorizing dialogues and TEFL teachers' responsibilities and roles need to be changed in the orientation of facilitators of teaching speaking skills. Consequently, classroom interaction as an appropriate pedagogical strategy in improving the way of teaching speaking skill has a positive influence on students speaking capacities.

Importantly, speaking skillfully requires more than knowing the grammatical structure and vocabulary; knowledge of these components is important but not sufficient. According to that, the speaker requires having a rapid access to all the appropriate knowledge needed to produce the convenient language in a short time. While the learners in other language skills have adequate time to match the knowledge with the input. So learners need to know many main areas of knowledge, mechanics, functions, social, cultural and norms which speaking involve. (Fulcher, 2003).

Besides, Some studies conducted on the importance of teaching speaking skills in Palestine such as Rabab'ah (2003), Jondeya (2011), El-Majdalawi (2005), Cahyono & Widiati (2011) and Hodson & Jones (2006). Currently, Jondeya (2011) noted that most students in Palestinian schools cannot find the appropriate technique to master speaking skills. Accordingly, Jondeya claimed that there is a need to create teaching strategies that encourage learners to use English efficiently; therefore. Teachers have to alter their traditional methods and strategies in teaching speaking skills. They have to give their students many opportunities to express themselves in order to explore their speaking abilities.

According to the education system in Palestine, English language is an obligatory subject in all levels. Enhancing the four skills of the English language is a fundamental purpose; especially productive skills which need many skills to produce like speaking and writing. Hodson and Jones (2006)

stated that speaking is more challenge than writing because learners do not have time to rephrase or erase. For this reason, mastering speaking skills is considered as an obstacle that faces learners and teachers.

Additionally, several researchers argued the difficulties that face Palestinian learners like El- Majdalawi (2005) who blamed the immediate teacher's corrections and the few natural interaction opportunities in learning English language. She added that the weak level of oral communication competence create language anxiety. Similarity, Rabab'ah (2003) assured that EFL students usually lack properly vocabularies and communicative abilities. So, they find many difficulties when engaged in authentic situations.

In a nut shell, the researcher drew the conclusion from the above mentioned studies. The researcher considered that many studies give more emphasis on the importance of finding new techniques and strategies that make teaching speaking skills effective, interesting and enjoyable. Teachers have to create the suitable environments and real life situations that motivate students' speaking capabilities. Furthermore, the researcher has noticed that grasping students' attention and involving them in speaking classes require hard work from both teacher and learners who face many difficulties in order to master speaking skills.

2.3 Studies that Deal with the Importance of Speaking Assessment:

Generally, assessment is a continual process of examining, analyzing and evaluating, it aimed at measuring students' knowledge and ability and measuring and improving student's learning. Therefore, the assessment of the speaking ability among language teachers and learners has always been essential. The results of evaluation are used for a diversity of crucial purposes such as organizational, research and pedagogical purposes; particularly, language teachers benefit from these results through using them for developing, performing, improving, refining, inspiring, operating, and forming students' obtained speaking ability. (Al Sharawneh, 2012).

The researcher as an English teacher observed that testing speaking skill is not a simple task due to the complexity of it and it is not an easy to prepare a speaking test. In the area of testing speaking skill, Thornbury (2005) emphasized on that oral components of speaking tests make preparing it very difficult particularly the procedures in terms of practice. Also, the criteria of correction are complicated. A test of speaking may seem is not time- efficient in a compare with grammar test that is comparatively easy and time –efficient.

Testing can have an essential impact on how teachers assess their learners and also how learners learn. Thus, teachers must take into their consideration the importance of finding harmless ways pointing out their students' mistakes of speaking. Similarly, Al Sharawneh (2012) claimed

that formal assessment can be carried out through examination including International English Language Testing Service (IELTS) and Cambridge Certificate in English language Speaking Skills (CELS).

Besides, assessment can be accomplished through many test types like development tests, diagnostic tests, or placement tests. On the other hand, informal assessment can usually take place during the language course itself, at the end of course or at the beginning of the language course. Informal assessment can be done by asking suitable and authentic questions to check students' understanding.

In a nut-shell, Pennington (1999) and Celce-Murcia, Brinton, & Goodwin (1996) concluded that speaking is the most complicated skill to assess among other macro skills of language due to the deficiency of solid grounding on reliable designs of tests.

2.4 Studies that Deal with the Most Important Characteristic of Speaking Performance and how to Focus on through Group Work:

In the regard to communicative approach, Hedge (2000) argued that EFL learners can be communicative competent through classroom practice. So, learners need to know the components and system of the language and how the language system works in a convenient way. To this end, learners should take into their consideration how to improve high proficiency of accuracy in the use of vocabulary, syntax and pronunciation.

In the regard to the accuracy, there are many useful questions that have been raised about accuracy's role in communicative language theory (CLT). It doesn't give an importance to the mastery of the language forms because accuracy proficiency is judged in context not in the abstract. Moreover, Richards and Rodgers (2001) stated that fluency and accuracy are primary characteristics of communicative approach and considered as a complementary to accomplish a communicative task.

Mailk (2012) study aimed at exploring the reasons of problems that are related to oral fluency, the researcher analyzed vocabulary, pronunciation and grammatical mistakes from students' verbal speech. To this aim, a qualitative interview approach was used; the researcher recorded the answers of fifty students who were randomly chosen from every department of Quetta University; each given answer by the participants was recorded. Based on the finding, the researcher listed several factors that cause lack of oral proficiency, poor productions of fluent speech and feeling inexpressive in English language problems of oral fluency such as: the first factor is grammar. In order to speak fluently, learners need to have proper Knowledge of grammatical rules and their application in verbal speech. The second factor is lack of vocabulary; learners feel hesitation and start repeating words that had uttered before when they get short of suitable words and don't have enough vocabulary that supposed to be used in particular situations. And the last factor is related with the pronunciation; pronunciations mistakes lead to pauses in oral speech.

Likewise, Aljadili (2014) carried out a study aimed at investigating the effectiveness of using virtual classes on enhancing the tenth graders' speaking skills and reducing their speaking anxiety. To achieve this object, (40) students were randomly chosen from the total population of (2344) students at Khalid Bin AL-Whalid Secondary School. They divided into experimental and control group. The findings of this study showed that using virtual classes in teaching speaking skills is essential to bring better outcomes in learners' competence in English language.

Fluency:

The main aim of teaching productive skills particularly speaking skill is fluency. It is seen as the substantial characteristic of the English speaker performance. Fluency is defined by Hughes (2002) as learners' ability to express themselves in a appropriate, accurate, understandable, rational and reasonable way without hesitation. Therefore, language teachers have to train their learners how to express their feelings, ideas and viewpoints freely and spontaneously.

Most English speakers see fluency as the ability to speak rapidly. Hughes (2002) agreed with that by confirming on dominant indicators of coherence which are speech rate and continuity. Fluency performance involves the following features; using stress and intonation effectively, pronounce the sounds obviously and linking the words and phrases in a comprehensive way which leads to communicate in a coherent way

Besides, Hedge Tricia (2000) stated that the term fluency has a strong relation with the production and the ability of linking speech units together in a convenient way. Thornbury (2005) supported that by assuring that the capability to speak in acceptable level of rate, effort and continuity refers to fluency and coherence. When speaker face some obstacles in their speaking, they pause and fill the pauses by saying some common pauses fillers such as “um”, “uh”. Logically, native language speaker needs to pause from time to time to take a breath. On account of fluency and pausing, the speed is considered as the essential factor.

Accuracy:

In fact, the term accuracy relates to the production of the target language according to the rule system of English language. Confirming with that, English learners must pay attention to a number of language components like pronunciation, vocabulary and grammatical structural. Recently, most second language teachers confirmed the term accuracy in the teaching process due to learner’s attempt to be more fluent rather than accurate. Thus, correctness of language form is essential for speaking proficiency and English speakers should consider that. (Skehan 1996 as cited in Ellis and Barkhuizen 2005)

Pronunciation:

To achieve better understanding of spoken language, more emphasis should be given to practice pronunciation accurately. Importantly,

Redmond and Vrchota (2007) stressed that using correct words with correct pronunciation is imperative. Correct pronunciation is defined by Redmond and Vrchota as the ability of language learners to say words in reasonable and comprehensible ways.

Furthermore, Thornbury (2005) affirmed that speaking effectively requires paying attention to many fundamental issues like acceptable using of rhythm, stress and intonation, realizing stressed word, pronouncing individual vowels and consonant sounds properly. At the same time, these issues make pronunciation the most complicated part not only for EFL learners but also for native speakers.

Vocabulary:

Commonly, enhancing a level of vocabulary diversity refers to the convenient selection of words during speaking. Harmer (2001) acknowledged that learners who have knowledge of word classes can perform well formative utterances. Also, learners should be aware of using synonyms in variety situations because synonyms carry different meanings in different situations. As a result, students have the accurate usage of words and expressions. Naturally, when EFL learners express their ideas, opinions and what they want to say, they use words improperly due to the lack of a suitable vocabulary.

Grammar:

The grammar of speech involves many features which are listed by Thornbury (2005); coordinating clauses, tenses, ellipsis, tag questions, direct speech, basic units of construction, Head+ body+ tail construction and Performance effects (syntactic blends, repetition, false starts, in completion, hesitation). Substantially, grammar accuracy is defined by Hughes (2002) as the proper use of grammatical structure which involves the ability to use subordination and coordination clauses in addition to the complexity of the utterances.

2.5 Studies that Deal with the Natural Relationship between Speaking and Listening:

Naturally, there is a symbiotic relationship between speaking and listening; one cannot effectively exist without the other; speaking is not effortless skill, it needs another skill which is listening to enhance. Additionally, speaking and listening occur together; when someone speaks, someone else listens. In metaphor words, speaking and listening go together like best friends; the researcher chose this analogy because best friends listen when their best friend is speaking.

Maisaroh (2006) studied the correlation between listening scores and speaking scores, to fulfill this purpose, the researcher chose (42) students who completed speaking II and listening I by random sampling system. In this study, the researcher used observation and collection to get data needed

from the documentation of English department of Syarif Hidayatullah Jakara. The finding of mentioned study above showed that there is a moderate positive correlation between the score in listening and the score in speaking.

Another study done by Rocío (2012) which is conducted on (150) male and female students to explore how to exploit and integrate speaking skills and listening skills as a way of developing the English level through suggested techniques and activities. To analyze students' opinions and attitudes towards speaking and listening, the researcher used three tools: observation of the development of the English speaking and listening lessons, interview for teachers to know how they organize English lesson and confront both skills, and survey which is formed by 10 questions that students had to answer expressing their management of English language relating to speaking and listening skills. In the light of obtained results, Rocío found out that speaking and listening competences are not simple skills which need to be promoted consciously, practice through classroom activities that develop interaction between learners can develop speaking and listening competences and teaching speaking and listening simultaneously depends on methodology followed by every English teacher.

Brown (2001) reached the conclusion that there is an inherent link between these two skills because the relationship between speaking and listening which is clearly shown in activities related to the speaking skill in

which both of them develop and strengthen one another. Logically, no one can separate between learners' ability in speaking language and their listening competency. The effective relation between these two skills gives the importance to the way of teaching speaking and improving it. Thus, English language teacher should pay attention to the strong relations between listening and speaking skills in the teaching process.

2.6 Studies that Deal with Speaking Difficulties in Teaching English as a Foreign Language:

Several researchers conducted studies on the main speaking difficulties that face EFL learners for example Yahya (2012), Tuan and Mai (2015), Tanveer (2007), Park & Lee (2005), McIntyre, Clément, Dörnyei, & Noels (1998), Feyten (1991), Bozorgian (2012) and Lukitasari (2008).

Yahya (2012) investigated and clarified the speaking difficulties of the students at the Arab American University-Jenin. In this study, the relative importance of five domains (instructional, academic, linguistic, personal and socio cultural) has been discussed by means of valid questionnaire. The results of the study revealed that instructional and academic factors have a high means (3.32) and that there are no statistical significant differences due to gender and the type of school.

Additionally, Tuan and Mai (2015) carried out a study on (10) English teachers and (203) students to investigate students' speaking

problems and speaking factors which affect oral performance at Le Thanh Hien High School. Class observation and questionnaires were administered to gather information needed for this study. The findings of the study showed that many factors affecting students speaking performance which are as follow: topical knowledge, listening comprehension, stimulus to speak, teachers' feedback during speaking activities, learners' confidence, pressure to achieve well and preparation time.

More importantly, the results of the Tuan and Mai's study (2015) indicated that learners faced many obstacles including speaking very little or not at all because they could not think of anything to speak and they used their mother tongue "Vietnamese" instead of English when they participate in pairs or in groups. In addition, Tuan and Mai's noticed that students' participation was low or uneven, they did not have any motivation to express themselves, most of students were fearful of losing face or criticism, they had a bad habit which is translating the information in the their textbook into Vietnamese before speaking English and they usually look at textbook when they speak.

Park and Lee (2005) conducted a study on (1302) Korean college students. Their study aimed at examining the relationship between speaking performance and second language learners' anxiety, self-confidence. In the light of results, they indicated that students' anxiety level has a negative influence on their oral performance. The results of this study are similar to

the results of Tanveer's (2007) study. Tanveer (2007) study illustrated the factors that cause language anxiety and its findings confirmed that learners' feeling of stress, nervousness or anxiety can hinder their performance abilities and language learning.

As well, Macintyre et al (1998) investigated the effect of the effects of self-confidence on oral performance. The findings of the study are similar to what Park & Lee (2005) find out. The findings assured that self-confidence has a great effect on language learners' oral performance. Also, in order to have better oral performance, learners should be very confident.

The findings of Feyten's study (1991) indicated that there is a significant correlation between listening abilities and foreign language oral proficiency skills. Similarly, Bozorgian (2012) conducted a study to explore the relationship between listening comprehension skills and other language skills. According to the results of his study, Bozorgian stated that there is a strong correlation between language proficiency and language skills. He argued that the higher listening score means the better in the speaking score.

Recently, in Lukitasari's study (2008) conducted on the first semester students at Muhammadiyah University at Malang in Indonesia, Lukitasari realized that low or uneven participation, inhibition nothing to say, and mother tongue use were the speaking problems that face students in speaking class. Furthermore, the results of the study exposed that if

learners don't master the three main elements of speaking which are: pronunciation, vocabulary and grammar, learners' speaking performance will not be good.

In agreement with the previous mentioned studies, Echevarria, Vogt & Short (2008) claimed that the crucial point in the learning process is the difference between the knowledge and ability; which means there is an obvious difference between knowing language items and practicing language items. Learners of English as foreign language usually have some difficulties when practicing the speaking skill so, improving speaking skills is not easy. For Ur (2000), there are four essential problems in getting students speak in English language in the classroom.

- Inhibition
- No Thing to Say
- Low Participation
- Using Mother Tongue

Inhibition:

During participation in English classroom many EFL learners try to participate but a lot of factors prevent them to do. Littlewood (1999) argued that creating concern, anxiety and inhibition in English language classroom is very easy. Unlike reading, writing or listening tasks speaking tasks require some degree of real-time presentation and exposure to an audience.

Usually, learners fear to make mistakes particularly if they want to speak in front of audience or speak to critical audience. Due to many significant factors such as the feeling of embarrassment and shyness, lack of confident feeling, lack of communicative skills, ill oral expression exercises, lack of listening competency and the feeling of linguistic insufficiency.

All of these factors mainly refer to the ill development of communicative skills and the feeling of linguistic inferiority. Nevertheless, such factors refer to the lack of self confidence, the feeling of shyness and fear of making mistakes. Accordingly, Ur (2000) emphasized that in a foreign language classroom students are often inhibited about attempting to say or speak because they are worried about the possibility of making mistakes and fearful of critique.

Bowman, Smyth & Meyerowitz (1989) supported Ur's view by addressing the importance of using oral expression tasks in which students have to express themselves in front of the whole class. Usually, during doing speaking tasks and activities, worry, stress, concern and anxiety stop learners to speak appropriately confidently in front of their class.

Nothing to Say:

According to the researchers' experience in teaching speaking skill, The researcher has noticed that most EFL students usually complain that they cannot speak or think of anything to say. They keep silent or using

some common expression such as “I have nothing to say”, “I have nothing to talk about”, “I don’t know”, “no ideas” or “no words”.

These common expressions in EFL speaking classes are because of the lack of inner or external motivation in participating in expressing themselves or the chosen topics of speaking tasks are boring, difficult, complicated, unrealistic, or ambiguous subject.

Generally, the poor production of the English language may contribute to generate many problems mainly this problem “nothing to say”. Backer and Westrup (2003) agreed with that, they pointed out that many learners find it very difficult to participate in English class or to answer teachers’ questions or to say anything in English language. Also, some EFL learners are not sure enough of the right grammatical or related vocabulary to administer the discussion on topics which are not suitable to their level or are not enjoyable to their interests.

Additionally, Rivers (1968) recognized that when teacher choose unsuitable topic for speaking lesson which learners know very little about it, the result will be unsatisfactory; most learners have nothing to say whether in English as a foreign language or in Arabic as a native language.

Low Participation:

Commonly, In English classroom, there are many kinds of learners who want to be dominant and take the whole talk time. While, others try to speak only if they guarantee that their saying is correct and some others say

nothing and remain silent. The problem of uneven participation refers to amount of speaking time that is given to each student. Particularly, in group work activities this problem is occurred, it is compounded of dominated learners who have the most talking time while other learners have very little talking time or they don't speak at all.

Harmer (2001) focused on the importance of letting shy and weak participants work together in groups. When teacher stream students in groups, they cannot hide behind active participants which leads to a high level of effective participation. Importantly, classroom arrangement plays a significant role in causing low or interrupted participation. Bowman et al. (1989) stressed on this factor by confirming that no interacting and participation in the traditional seating classroom arranging which have bad influence on accomplishing speaking activities successfully.

In the area of motivation, according to the researcher's experience; low interrupted participation in English classroom is because of the ignorance of needed motivation from EFL teachers. They should motivate their learners to talk and show interest in speaking. Even if teachers do not encourage their learners, the talkative learner may show no interest or attention. Therefore, one of the significant duties of any EFL teacher is to work and plan carefully to increase students' motivation. In accordance with that, Rivers (1968) claimed that EFL teacher should realized the personality factors which have an influence on participation in the target language.

Using Mother Tongue:

In fact, it is easier for EFL learners to use their mother tongue in English classroom. Usually, most of them are not disciplined in using only the target language in their learning classes and they are less exposed to English language because they need more comfortable feeling in the learning process. In addition; many learners use the same language inside and outside classroom.

In agreement with that, Baker and Westrup (2003) found out that many obstacles of the learning process can occur if learners consciously or unconsciously transmit most of the cultural principles from their mother tongue to a foreign language. Otherwise, insufficiency of English vocabulary and needy production generally encourage learners to use and extract the most words from Arabic language. As a result, EFL learners do not have an ability to practice the foreign language correctly if they keep on being influenced by practicing mother tongue.

2.7 Studies that Deal with the Importance of Using Group Work in Improving Students' Speaking Skills:

Group work has been used as a teaching strategy; many studies have been conducted on the effective role of group work in teaching and learning process but a limited number of studies that have been conducted on the importance of using group work in teaching speaking skills. In fact, practicing cooperative group learning strategy in language classroom

increases achievement, enhances motivation, and generates social skills among learners. Mehrabi, Afzali and Tabatabaei (2015); Raja (2012); Ibtissem (2013); Ibnian (2012); Doff (1988); Brady and Tsay (2010); Long and Porter (1985); Soraya (2010); Chovančíková (2011); Al-Tamimi (2014); Kimhachandra (2010); Rodrigues (2012); Knight (2014); Hamzah and Ting (2009); Saygili (2014); Poupore (2015); GÖDEK (2004) and Hargrave and Andrews (2007). The results of all of these studies underscored that cooperative group work is appropriate teaching strategy for enhancing learners' oral language use and participation. In addition, they assured that group work plays a dynamic role in increasing language output and students' autonomy and motivation.

Nunan and Lamb (1996) considered group work as whatever classroom assignment in which learners try to fulfill cooperative-activities with one or more students. It has been designed as one of the changes to the effectiveness of classroom interaction and cooperation according to the student-centered teaching approach. In group work, students feel comfortable to speak the language, to listen to different thoughts, to debate and to negotiate. Further, each member has many opportunities for independence and has also many learning decisions. Once and for all,

The researcher discussed the significance of using group work activities in the teaching learning process and its effective role not only in improving students' autonomy and responsibility but also in promoting students to problem solving and critical thinking. Surly, students share their

ideas and work together through group work activities. In agreement with that, Brown (1992) found out that group work equips and provides contexts that can enable individuals and groups to change not only their personal and problems but also community problems.

Recently, Brown (2007) overemphasized that group work involves cooperation and self-initiated language. The crucial aim of group work covers a lot of techniques; it is usually used as a teaching tool and a suitable learning strategy which consists of several stages. Each stage has many features such as objectives, subject or topic, motivation, tasks and activities which develop fluency or accuracy, vital role of teacher and nature environment of the language classroom. All of these features should be accomplished in exact in order to gain desirable results. In the field of teaching, group work can be classified into two kinds: heterogeneous group and homogenous group. Heterogeneous can be defined as grouping learners of different levels or abilities together while homogenous grouping means grouping learners who have the same level.

In some cultures, many students feel worry about making some mistakes especially in front of their classmates. Usually, group work tools provide innovative ways for language learners and teachers to foster self confidence in speaking foreign language and also help them to try out real life or authentic scenarios. As well, foreign language learners need to have more speaking opportunities to engage in extra communication and to become more stimulated. Consequently, the necessity of enhancing

speaking skills makes group work a desirable instrument of language teaching and not simply replaceable. (Ellis, 1994)

Many studies pointed out the efficacy of group work as suggested learning strategy for learning development and improvement. Likewise, Mehrabi, Afzali and Tabatabaei (2015) conducted a study on (60) female intermediate EFL learners to find out the impact of collaborative learning on enhancing Iranian students' speaking ability and decreasing their feeling of stress in a private language school in Iran. The sample of the study was randomly distributed to thirty students in experimental and control group. The researchers gave some collaborative tasks to experimental group to work in groups and the same collaborative tasks were given to control group to accomplish them individually. The results of the study pointed out that learners in experimental group accomplished significantly higher scores in posttest and oral interview than learners in the control group. In addition, they found out that (CL) is a powerful instrument in teaching and has possibility to be used in many ways that can create positive contribution to language learning classroom.

Another study done by Ibnian (2012) aimed at exploring attitudes of World Islamic Sciences and Education University (W.I.S.E.) non- English students towards EFL learning. Administered questionnaire to EFL student at W.I.S.E. University was used a tool of the study. The findings of this study revealed that using group work as a teaching technique provide students with chances to exchange their ideas which lead to develop and

evolve their attitudes towards different subject learning. Also, its findings indicated that the efficiency of applying group work in EFL classes.

Similarly, the findings of Raja' study (2012) pointed out that the group work supplies students with valuable activities to communicate in a comfortable environment and opportunities to express themselves fluently. They showed that most students at undergraduate level prefer group work because they can socialize while participating in English class. Moreover, the study spotted the light on the importance of using group work and pair work; they were used not only for classroom interaction pattern but also as teaching strategies for combining with other.

Ibtissem (2013) conducted a case study on third year LIMD (License, Master, Doctorate) students of English to find out the significance of utilizing cooperative group work strategy on enhancing students' speaking skill and their communicative skills in EFL classrooms. The researcher used a descriptive method which is self-completion questionnaire for TEFL teacher and third-year students. The findings of the study spot a light on the importance of using small groups or group work not only to minimize the learners 'anxiety and threat but also to maximize learners' oral production. The results underscored what previous studied stated; they confirmed that group work is right strategy for developing students' oral performance and participation. In addition, they assured that using cooperative language learning (CLL) enhances speaking skills by

creating suitable comfortable and friendly environment where learners can speak English without hesitation.

Doff (1988) confirmed the findings of Ibtissem's study (2013). Doff (1988) acknowledged that utilizing group work enhances learners' oral fluency, taking time and their participation. Really, Group work is used to encourage and motivate students to exchange their knowledge not only in speaking activities but also in English activities for four skills. For instance, in reading and writing activities, group work promotes learners to assist each other for recognizing text's meaning. However, all the participants in group activities attempt to achieve the goal so, each one of them is in charge of his/her tasks and other' tasks. As a result, high personal interdependence is promoted between group members.

Students can use language efficiently to communicate with each other in many realistic learning tasks which is taken place during pair and group work. Gower (1987) reported that group work promotes learners' experience of different types of interaction by creating comfortable cooperative classroom environment and relaxed atmosphere. From this point, Weaver and Hybles (2004) claimed group work activities encourage weak language proficient class to participate effectively in discussion and become more comfortable. It plays a dynamic role in increasing language output and students' autonomy and motivation.

In contrast, Sheehy (2004) argued that collaborative strategies may minimize a learners' autonomy during group work activities because learners' responsibility toward group is more essential than their responsibility toward themselves. Learners as group member feel compressed to contribute the accomplishment of tasks to their group activities. On the other hand, there is a possibility to create and foster subordinate and invalid relationships as a result of promoting group results by implementing individual activities and supporting group aims by constructing a clear environment.

As well, Davies (2009) illustrated the considerable common problems of using group work as a form of assessment and its systematic advantages. The study aimed at providing implementing suggestions and recommendations for maximizing group works' advantages and minimizing its disadvantages. The findings of the study shed the light into some associated problems such as problems associated with ethnic mix in groups (sucker effect and free riding). In addition, the social dilemma problem; students face many conflicting demands between self-interest and altruism. The study proposed some assessment tasks that are most suited to group work like: discretionary, conjunctive, disjunctive and additive. Moreover, the study confirmed that teachers have to consider the related issues of group size, task complexity and recognition for effort throughout using group work for assessment.

More interestingly, language teaching professionals and theorists asserted that in order to develop language learners' confidence in their oral production, they have to practice speaking skill in front of their classmates. In accordance with that, social interaction is treated as a required feature of active learning in cooperative methods mainly group work. Although, Weaver and Hybles (2004) noted that not all students prefer discussion; some of them find discussions time consuming and boring and have the dissatisfaction feeling.

Dividing the class into groups can create a new social context which has a great influence in improving students' speaking skills; learners can present a variety of cognitions and share them with their group mates. In agreement with that, Ur (1996) found out that group work provide students with valuable opportunities to practice fluency in speaking; for example: when there are six groups in a class, learners can get six times as a chance to speak in a class. Consequently, group work activities play a vital role in stimulating participants to become more involved.

In the same way, Brady and Tsay (2010) conducted a case study of (CL) and communication pedagogy aimed at exploring the relationship between collaborative learning and academic performance in high education. The findings of administered questionnaire found out that a positive relation between students' grades and their active participation in cooperative learning. Additionally, they confirmed that group work is

considered as a dynamic pedagogy which reinforces higher academic achievements.

Importantly, Long and Porter (1985) claimed that high levels of energetic participation can be achieved in cooperative classes where students are grouped according to their level of English, their age, their abilities, simply personal preferences, or interest that can be inverted in group work. If the students choose the material they engage in participating, given tasks will meet students' needs and interests more accurately. Similarly, Soraya (2010) conducted a case study on English at Constantine University third year students. This study sought to explore the effectiveness of group work on enhancing learners' communicative skills and oral proficiency. The results of the study reported that the right technique for increasing learners' classroom oral participation and language use is group work.

Chovančíková (2011) claimed in his study entitled the significant role of group work in language teaching in secondary schools that group work as a teaching tool requires a proper preparation by the teacher to achieve its full efficiency. This study tried to suggest some requirements and guidelines for practice group work with effective way that suit the needs and interests of learners in the Czech environment. Based on its obtained results, Chovančíková asserted that successful utilization of group work makes teachers' roles less rigid and learners' roles more autonomy oriented.

The findings of Kimhachandra's study (2010) supported the results of previous mentioned study. They listed the considerable factors that should be into teachers' consideration for promoting students' English learning which are: learning atmosphere, motivation, learning instruments or resources, students' learning background, culture, students' attitude to the English language. The main findings asserted that these factors have a big influence on language learning efficiency.

A quasi-experimental study was conducted by Al-Tamimi (2014) to investigate efficiency of cooperative learning (CL) in EFL classrooms to enhance Yemeni students' attitudes toward oral skills. The researcher examined the speaking skills and attitudes of sample of the study by using pre and post English oral test and administering a five Likert scale-questionnaire to the sample. Based on data analysis, the findings indicated that Yemeni undergraduates demonstrated a remarkable improvement in the students' skills and attitudes after presenting the cooperative learning (CL) strategies.

Another study done by Rodrigues (2012) aimed at investigating the attitudes of nonnative English speakers at Andrews University toward their experiences in group work of international students. Particularly, their experiences and attitudes due to age, gender, level of education, years of English study in their home country and in the United States and scores on English Proficiency Test. The main results reported that the perception of nonnative's' group work has a twofold aspect: the first one is when they

interact and participate peacefully with the members of the group; they feel devalued in their contributions. The second one is when they tend to work in groups but they still preferring individual work.

More interestingly, the considerable results of Knight (2014) study revealed that group work members have to use clarification, elaboration and empathy skills to increase their understanding of themselves and others and to deepen their connections to each other. His study concluded that group work had an active role not only in motivating its members to use their abilities in an appropriate way but also in promoting the mutual aids.

Hamzah. & Ting (2009) conducted a case study about teaching speaking skills through group work activities. To obtain data for this study, the researchers used three descriptive instruments: interview with teachers, classes' observations and students' questionnaire. The findings pointed out that increasing students' participation in class and some improvements in speaking skills refer to successful using group work activities in teaching speaking skills. The researcher has noticed that students of Universiti Teknologi Malaysia have a positive attitude towards cooperative strategies mainly group work.

Another descriptive case study conducted by Saygili (2014) aimed at finding some activities of engaging learners in speaking classes by using group collaboration. To achieve this aim, many group work activities were given to (10) intermediate students studying at Hasan Kalyoncu University.

Three instruments which were applied: teacher's diary, learners' diaries and information form were used by the researcher to collect data. Importantly, the findings of the study pointed out that using collaboration group activities encourage EFL students to speak. According to the data analysis, most of the EFL students had fun in speaking classes, engaging willingly and liked the collaborative activities.

Johnson and Johnson (1994) reported that learners should have a responsibility not only for their group members but also for other groups. Consequently, teachers must hold learners' responsible for what they interact and engage in other group members. Whereas, the findings of Sheehy's research (2004) claimed that learners in a cooperative learning environment usually tend to do what is socially predictable and that usually leads to many fundamental problems such as a lower emphasis on individual learning, learners relinquishing their own thoughts in order to be esteemed from others, refusing many learners' solutions in order to gain one solution agreed upon by group and closer relationship between classmates can be forged.

Poupore (2015) studied the relationship between social climate existing within a small group of 10 Korean intermediate English and amount of language produced in interactive speaking tasks. Also, the relationship between group work dynamic (GWD) and students' state-level motivational responses. To attain this aim, the researcher used several instruments which are: post-task motivation questionnaires, group work

dynamic measurement instrument, transcription of all verbal and nonverbal language produced by (30) groups in (15) different tasks and audio-video recordings. In the light of results that emerged from correlation analysis, a positive significant relations between learners' task motivation and group work dynamic. And between language production (non-verbal language related to behaviors) and group work dynamic was presented. Accordingly, there is a need for teachers to create a positive group dynamic (GWD) in English classrooms. As well, English teacher have to give more emphasis on applied linguistics that has a critical role of social factors, language development and group's motivation.

On the other hand, few researchers contradict the idea of having a great influence of utilizing group work on enhancing students' communicating and speaking skills. Like Sheehy (2004) who spot the light on the tensions and cooperative problems that emerging from using cooperative group work strategy in teaching speaking skills. According to his point of view, some English teachers feel pressure because it is necessary to understand students' social and emotional experiences to solve some of cooperative problems. Moreover, Sheehy added that there are some problematic issues of working with groups' members are usually complicated to reconcile such as issues of being respectful sociable or being self-centered, sharing or not sharing thoughts and perceptions, and rejections or accepting.

GÖDEK (2004) conducted a study sought to investigate the importance of using group work and collaborative techniques in primary schools. The findings of the study found out that TEFL teachers should stimulate pupils' communication skills and encourage them to work together to share ideas and resources. More importantly, the findings affirmed that teacher have to organize, plan and monitor the group work very carefully. Further primary school teachers should take into their consideration the group's size which must be four or five pupils and different abilities, sex, race, and ethnic of group members.

Also, Hargrave and Andrews (2007) carried out the study aimed at exploring the influence of group work in helping young people influenced by parental substance misuse. The results of analyzing data that were emerged from qualitative interview showed that group work had many benefits for young people how to be social safely.

In a nut-shell, from the above-mentioned studies including summaries of findings of several studies for different researchers and linguists in variety issues related to group work and its role in improving speaking skills. The researcher concluded that most of the studies emphasized on the importance of group work as an effective strategy to motivate students to speak, to foster active learning, and to evolve communication in the EFL class. Group work is considered as the best method to have successful outcomes in learner - centered approach which helps students become more independent, confident and responsible.

Furthermore, many of previous presented researches found out that using group work has had more and more emphasis in language classroom. In fact, using group work obviously guarantees achieving successful and active results in the academic fields in which learners do not sit passively and just listen to teacher but they can join in a learning process.

More importantly, the present study is unlike others of previous related studies; the researcher studied the role of group work in improving speaking skills due to the influence of important factors that have not been examined before such as gender, academic level at placement test, English mark at Twajihi exam, stream, and faculty. Additionally, the researcher attempted to observe any improvement on the students' speaking skills in terms of syntax, vocabulary, pronunciation, fluency, comprehension and organizing information. Actually, the current study is unique; it is the first Palestinian study in the field of English language teaching that carried out at English language center at Arab American University to explore the role of group work in improving students' speaking skills which encouraged the researcher to conduct this study.

2.8 Summary:

To conclude, using cooperative group work can improve learners' self-confidence, enhance their motivation and help learners to become more responsible. In this chapter, the corpus of study was covered. The researcher reviewed the literature in the significance of utilizing group

work in developing the students' speaking skills and the main effective types of cooperative group work learning. Additionally, a number of related theoretical and practical studies referred to the importance of teaching speaking skills, the significance of speaking assessment, the natural relationship between speaking and listening, speaking difficulties in teaching English as a foreign language and the most important characteristic of speaking performance and how to focus on through group work were reviewed. The methodology and the analysis of data obtained of the study will be described in the following chapter.

Chapter Three

Methodology and Procedures of the Study

3.1 Introduction

3.2 Methodology: Type of Study Design

3.3 Questions of the study

3.4 Hypotheses of the study

3.5 Population of the study

3.6 Sample of the study

3.7 Variables of the study

3.8 Instrument of the study

3.9 Validity of the English Speaking Test

3.10 Reliability of the English Speaking Test

3.11 Procedures of the Study

3.12 Treatment in the Group Work

3.13 Statistical Analysis

3.14 Summary

Chapter Three

Methodology and Procedures of the Study

3.1 Introduction:

This chapter was devoted to illustrate the methodology of the study. It introduced a complete description of the representative sample of the study, instrumentation, practical procedures followed and the design of the study, the pilot study and the statistical treatment of the study findings. In order to accomplish the objectives of the study, it illustrated validity and reliability of the test which is the study instrument. Furthermore, descriptive statistical analysis of the study findings, variables of the study, and the ethical issues were reviewed in this chapter.

3.2 Methodology: Type of Study Design:

In order to achieve the primary purpose of the study, the researcher used experimental study which acquires two purposeful groups; an experimental group and a control group. The following symbols illustrate the experimental design of this study

G¹ O1 X O2

G² O1 - O2

G¹ represents group 1 that is experimental group where student learn English speaking skill according to group work whereas G² symbolizes for

group 2 which is the control group where student learn English speaking skills traditionally. X symbol stands for the treatment using group work in and O1 symbol stands for the pre-test and O2 symbol stands for the post test. The experiment of the study lasted for sixteen weeks; from the twenty-third of October to the twenty- third of February

3.3 Questions of the Study:

The researcher stated the problem of this research in the following main question:

- What is the role of using group work in improving advanced students' speaking Skills?

From the above main question, the following sub questions were emerged:

- 1- Are there any significant statistical differences in the role of using group work in improving students' speaking skills according to the six dimensions (grammar, vocabulary, pronunciation, comprehension, organizing information and fluency) between the pre-test and the post-tests of the experimental group and the at ($\alpha = 0.05$) level of significance?
- 2- Are there any significant statistical differences in the role of using group work in improving students' speaking skills between the pre-test and post-test of the experimental group due to gender, stream,

English mark at Tawjihi exam, academic level at placement test and faculty at ($\alpha = 0.05$) level of significance?

- 3- Are there any significant statistical differences in the role of using group work in improving students' speaking skills between the pre-test of experimental group and the pre-test of control group at ($\alpha = 0.05$) level of significance?
- 4- Are there any significant statistical differences in the role of using group work in improving students' speaking skills between the pre-test and post-test of the control group at ($\alpha = 0.05$) level of significance?
- 5- Are there any significant statistical differences in the role of using group work in improving students' speaking skills between the pre-test and post-test of the experimental group at ($\alpha = 0.05$) level of significance?
- 6- Are there any significant statistical differences in the role of using group work in improving students' speaking skills between post-test of the control group and the post test of experimental group at ($\alpha = 0.05$) level of significance?

3.4 Hypotheses of the Study:

The main question of this study underlies the following null hypotheses:

1. There are no statistically significant differences in the role of using group work in improving students' speaking skills according to the six dimensions (grammar, vocabulary, pronunciation, comprehension, organizing information and fluency) between the pre-test and the post-test of the experimental group at ($\alpha = 0.05$) level of significance.
2. There are no statistically significant differences in the role of using group work in improving students' speaking skills between the pre-test and post-test of the experimental group due to gender, stream, English mark at Tawjihi exam, academic level at placement test and faculty at ($\alpha = 0.05$) level of significance.
3. There are no statistically significant differences in the role of using group work in improving students' speaking skills between the pre-test of experimental group and the pre-test of control group at ($\alpha = 0.05$) level of significance.
4. There are no statistically significant differences in the role of using group work in improving students' speaking skills between the pre-test and post-test of the control group at ($\alpha = 0.05$) level of significance.

5. There are no statistically significant differences in the role of using group work in improving students' speaking skills between the pre-test and post-test of the experimental group at ($\alpha = 0.05$) level of significance.
6. There are no statistically significant differences in the role of using group work in improving students' speaking skills between post-test of the control group and the post test of experimental group at ($\alpha = 0.05$) level of significance.

3.5 Population of the Study:

The population of the study included all the male and female students from advanced level in English language at the English Language Center (ELC) at the Arab American University- Jenin (AAUJ) in the fall semester of the academic year 2016-1017. All of AAUJ students had to take a placement test, which has multiple choice exam sections primarily focusing on listening, reading comprehension and vocabulary. Depend on that test, students are classified into three academic level: beginning, intermediate and advanced level. Furthermore, particular speaking and listening material is given to each level in multimedia labs. For this study, the researcher chose the population from advanced level which was (700) students according to the statistics of English Language Center at AAUJ.

3.6 Sample of the Study:

To obtain required information and achieving the main objectives of the study, the researcher used a representative sample which was consisted of (60) male and female advanced students who were randomly chosen. Their ages ranged from 18-23 years old. Also, the current study took place at the Arab American University at English Language Center during the fall semester of the academic year 2016-2017.

The sample of study was divided into only two purposeful groups: the experimental group that was taught by using group work, and the control group that was traditionally taught. Each group consisted of (30) students. As well as, according to the independent variables of the study which are four variables, the representative sample was distributed. The following Tables 1, 2, 3, 4 and 5 display the distribution of the study's sample according to these variables: gender, academic level at placement test, English mark at Tawjihi exam and faculty.

A- Group:

Table (1): Distribution of the Sample According to Group

Percentage	Student total	Group
50%	30	Experimental group
50%	30	Control group
100%	60	Total

As apparent from the table one, the total number of students is sixty, thirty students are in the experimental group; which means that experimental group formed 50% and the thirty students are in the control 1 group; which means that control group formed 50%.

B- Gender:

Table (2): Distribution of the Sample According to Gender

Percentage	Student Total	Gender
51%	31	Male
49%	29	Female
100%	60	Total

C- Academic Level at Placement Test:

Table (3): Distribution of the Sample According to Academic Level at Placement Test

Percentage	Total Student	Academic Level at Placement Test
11.67 %	7	Advanced Level
55.1%	33	Intermediate Level
33.2 %	20	Beginning Level
100%	60	Total

D- Faculty

Table (4): Distribution of the Sample According to Faculty

Percentage	Student Total	Faculty
15.03	9	Administrative and Financial Sciences
16.67	10	Allied Medical Sciences
11.66 %	7	Arts and Sciences
13.33 %	8	Engineering and Information Technology
18.31 %	11	Law
25 %	15	Nursing

E- English Mark at Tawjihi Exam

Table (5): Distribution of the Sample According to English Mark at Tawjihi Exam

Percentage	Student Total	English Mark at Tawjihi Exam
33.3 %	20	90-100
25 %	15	80-89
20 %	12	70-79
21.7 %	13	60-69
100%	60	Total

F- Stream

Table (6): Distribution of the Sample According to Stream

Percentage	Student Total	Stream
38.3 %	23	Literary
50 %	30	Scientific
11.7 %	7	Vocational
100 %	60	Total

3.7 Variables of the Study:

The following variables were included in this study:

The independent variables:

- **Group variable:** which is divided into just two groups: experimental and control.
- **Gender variable:** which is divided into male and female.
- **Academic level at placement test variable:** which is divided into (3) academic university levels: beginning, intermediate, and advanced.

- **English mark at Tawjihi exam variable:** which is divided into (4) levels: 100-90, 90-80, 80-70, and 70-60.
- **Faculty variable:** which is divided into (6) faculties; Administrative and Financial Sciences, Allied Medical Sciences, Arts and Sciences, Engineering and Information Technology, Law and Nursing.
- **Stream variable:** which is divided into (3) categories: literary, scientific and vocational.

The dependent variables:

The role of group work in improving students' speaking skills.

3.8 Instruments of the Study:

In order to conduct the current study and achieve its aim, the researcher collected data by using proficiency speaking test.

3.8.1 English Speaking Test:

The researcher prepared the oral test to check the advanced students' performance level in English speaking skills. (See appendix II)

3.8.2 The Objective of the English Speaking Test:

The test aimed to examine the hypotheses of the study and measure the effective role of using group work in improving students' speaking skills for the advanced level.

3.8.3 Source of Designing the English Speaking Test:

The researcher prepared the speaking test based on many sources such as: New Ways in Teaching Speaking book and International English Language Testing System (IELTS). Furthermore, she took into her consideration the comments of English supervisors and experienced teachers in the TEFL field.

3.8.4 Description of the English Speaking Pre-&Post- Test:

In the light of researchers' feedback and some suggestions from other teachers who participated in the study, the researcher designed pre& post-speaking tests which were not the same test because the researcher modified some items of pre-test when administering the post-test. They were designed to examine the students' speaking proficiency regarding six domains: syntax, pronunciation, vocabulary, comprehension, organizing information and fluency. Each of which is considered as a characteristic of proficient English speaking skills. Importantly, pre-and post-tests were applied to the both groups; the control and experimental groups. The pre-test was applied before using group work for evaluating the level of the students and the post-test was applied after using group work for noticing the difference in the students' achievement in English speaking and identifying the probable progress in the achievement of both groups.

Pre and post- speaking tests were administered as interviews that reflected teacher- student interaction in the target language. The researcher

gave all students enough time to think about the questions before the test start; the participants of both groups performed the speaking test in fifteen minutes. Furthermore, the speaking test consisted of two parts: the first one included students' personal information: gender, academic level at placement test, English mark at Tawjihi exam, and faculty. Part two was arranged according to the communicative topics; it had five different authentic topics: introducing yourself, free time, food, timing and friendship. They were to some extent common to be answered by most learners. Each topic handles a different idea in form of questions as follow:

Questions of the first topic: These questions were a dialogue in which students have the opportunity to introduce themselves. The questions start with the students' name to help them to feel comfortable and dismiss their negative feeling such as anxious, tension, fear or stress. Then students continue telling teacher about their hometown, studying, family, age...etc

Questions of the second topic: These questions evaluate the students' ability to pronounce and produce vocabulary and functional expressions related to daily activities at their free time.

Questions of the third topic: These questions evaluate the students' ability to pronounce and produce vocabulary and functional expressions related to food, cooking and meals particularly breakfast meal.

Questions of the fourth topic: These questions evaluate the students' ability to pronounce and produce vocabulary and functional expressions

related to the importance of time and being on time for appointments. A time proverb was given to students to encourage them to express their ideas about the successful exploitation and organization of time.

Question of the fifth topic: These questions evaluate the students' ability to pronounce and produce vocabulary and functional expressions related to the importance of friendship in people lives and the effects of using social media sites like Facebook and Whatsapp on friendships.

3.8.5 Some issues Considered in designing the Questions of the test:

1. The questions of the test were prepared to be corrected by using the rubrics of English oral speaking test.
2. The questions and topics were designed to suit students' levels and interests in order to encourage them to speak and participate; thus, the test has five familiar natural authentic topics.
3. Each question of the test aimed to appraise the students' speaking performance in accordance with the criteria on speaking skill that was particularly described in the English speaking rubric. (See appendix III).

3.8.6 The Rubric of English Speaking Test:

Speaking rubric is designed to record the students' answers in English oral pre- and post-test and identify their speaking skills. Six elements are generally realized to analyze the speech process. These are: syntax,

vocabulary, pronunciation, comprehension, organizing information as well as fluency. Based on Harris's testing scale model, English speaking rubric was adopted in the study. Moreover, in order to rate students' speaking performance, the researcher provided some modifications. Really, the criteria was used in the current study to recognize the students' marks on English speaking test and explore the effective role of using group work on enhancing advanced students' speaking skills. The time of the oral test has been limited of about fifteen minutes with retaining some degree of flexibility in regarding to the requirements of the suitable environment and situation.

3.9 Validity of the Test:

To ensure the validity of the speaking test, the researcher adopted the following procedures:

3.9.1 The Pilot Study:

The researcher applied the speaking test on (15) students as a random sample of the study. However, the researcher implemented the items of the tests in accordance with the statistical results that were recorded and analyzed.

3.9.2 Referee committee for the English speaking test:

In fact, the speaking test referred by to a jury of specialists in the field of TEFL in Palestine universities. It was introduced to the three

experienced teachers in the field of TEFL at the Arab American University to measure the degree to which this test truly measures what it designs to measure; consequently, the decisions and results made according to tests' scores are convenient. (See appendix I). Really, the jury accepted the content of the test but proposed some modifications which were taken into researcher's consideration. They provided some beneficial modifications about the importance of choosing familiar topic of speaking to encourage students to speak and to grasp their attention to participate in effective way; in addition, they suggested that providing students with helping ideas throughout the speaking test.

3.10 Reliability of the Test:

Cronbach Coefficient Alpha was used to compute the reliability of the instrument of this study which was speaking test. Mackey and Gass (2005) defined the reliability as the test consistency which means the consistent of tests results between different students as test participants and over a period of time. In other words, the reliable test gives the stability of the scores if the same test is administered another time with the same circumstances and conditions. Consequently, reliability coefficient of speaking test was examined as an indicator of homogeneity to the level of the whole instrument which means Cronbach Coefficient Alpha was examined for each domain of the whole speaking test.

Table (7): Reliability Statistics, The Cronbach Alpha for the Speaking Test

No.	Items	Cronbach's Alpha
Total	30	0.99

According to the above table, the high value of Cronbach Alpha for the whole speaking test (0.99) ensures the excellent reliability of the entire speaking test. Conclusively, the speaking test was ready for conducting for the sample because the researcher proved the validity and reliability of the test.

3.11 Procedures of the Study:

During the conducting the current study, the researcher utilized the following procedures:

1. Reviewing the previous studies and literature related to the effective role of group work in improving students' speaking skills.
2. Preparing many well organized lesson plans based on the using grouping work in teaching the contents of the speaking lessons to experimental group whereas the same lessons were taught to control group traditionally without using group work strategy (See appendix V).
3. Going to the Faculty of Graduate Studies to get the permission which is required to apply the instrument of the study at English language center at the Arab American University, to get the needed

information the research have to administer the English language speaking test among advanced students. (see appendix IV)

4. Checking the validity and the reliability of the instrument of this study by conducting the pilot study and showing English speaking pre- and post test to many specialists, including supervisors of teaching methodology and experienced teachers in the field of TEFL to benefit from their experience. She slightly modified the questions of the test according to their recommendations and suggestions to avoid boredom and short answers. As a result, the pre-and post-test were prepared and finalized.
5. Measuring the tests' appropriateness to the study by conducting a pilot study.
6. Applying the English speaking pre-test to the advanced students at both groups; experimental and control group before using group work to know their level at English speaking skill at this stage in the fall semester of the academic year 2016-2017. The results of the pre-test were statistically analyzed and recorded for the study aim only.
7. Checking the equivalence of both group through the results of the pre-test. She carried out the experiment after confirming that both groups were equivalent.
8. Teaching an experimental group the speaking skill by using group work strategy as a suggested approach of teaching speaking skills,

she divided the class into groups of four and encouraged them to participate in a lot of speaking tasks such as discussions, dialogues; role play, conversation, debates, interview and presentations. Furthermore, to achieve these tasks, students need to take care of fluency, accuracy, grammar, pronunciation and vocabulary which they are considered as the characteristics of effective speaking skills.(See appendix VI).

9. Administering the post-test to the experimental group and control groups. It was applied to check the students' speaking skills after using group work strategy as a treatment an experimental group. The results of the post-test were statistically analyzed and recorded for the study aim only.
10. Using the statistical package for social science (SPSS) for analyzing the needed data. In order to see the effectiveness of using group work strategy in improving students' speaking skills
11. Presenting the conclusions and recommendations in the light of study findings.

3.12 Treatment in the Group Work

- The experimental group appointed to the group work strategy activities had thirty advanced students. The first two classes was assigned to introducing some needed instructions and guidance for using group work in performing speaking activities. In Addition, the

researcher chiefly reported the importance of being good English speaker and the characteristics of speaking skill particularly fluency and accuracy to speak English language fluently and correctly. Accordingly, the researcher presented some conversations and interactive speech events.

- The researcher's job was to manage the whole work mainly correcting students' mistakes, giving good suggestions and advices to improve pronunciation, grammar which interferes with the meaning the group members attempt to get across. She tried to create dynamic situations which develop natural interaction and leads to better speech. Generally, the researcher tried to increase students' desire to communicate and interact with each other, usually face-to-face through providing them with realistic natural speaking topics.
- First of all, the researcher divided the students into groups of five students. One interesting way to form groups is to have students pick numbers out of a balloon and have all five students that pick the same number work together. After that, the researcher provided each group with many motivating topics that participants normally discuss and would like opportunities to converse in English (e.g., summer vacation, free time, fast food, shopping, sports, love marriage,...etc).
- Obviously, the researcher told students about the evaluation; their conversation will be judged on good pronunciation, fluency, related

vocabulary, preparation, and equal participation. Furthermore, limited time was given to student which was fifteen minutes for per group.

- Next, each group has to prepare a well conversation about any given topic on their list in front of the class; preparation should entail an organized general outline for chosen topic. Surely, the researcher encouraged students who have some difficulties or trouble speaking to get practice and assistance from other group member; teacher set aside time to get coaching and practice most topics on group's list as homework.
- Principally, the researchers chose any topic from any group's list and have those students conducted a conversation in front of class for ten to fifteen minutes. Consequently, feedback should be provided from teacher and students on conducted conversation especially grammar points, vocabulary gabs, pronunciation. Finally, the researcher repeated previous mentioned procedures with every group. As a result, all students have a chance to present and give feedback.

3.13 Statistical Analysis:

The researcher used several statistical procedures to analyze the collected data and to answer the main questions of this study. She used generally The Statistical package for social science (SPSS) version 20; particularly, the following descriptive and inferential statistical techniques:

- 1- Descriptive statistics was calculated including means, standard deviations, frequencies and percentages of total scores of all used tests to check the differences on pre- and post- test.
- 2- Chronpach Alpha formula was used to estimate the internal reliability of the test.
- 3- Inferential statistics was used to check the null hypothesis and to find the influence of treatment at this study; mainly, Independent sample T-test was used to measure the statistical differences in means of two groups; experimental and control at the post test level. (The study variables were concerned).
- 4- The researcher used Paired sample t-test to check the differences in students' oral performance development between pre- and post test of the control group and pre- and post test of the experimental group.

3.14 Summary:

Chapter three described how the researcher collected data about the role of group work in developing English speaking skills. Methodology, sample of the study, population of the study, the design of the study and the procedures which were used in conducting this study were explained in this chapter to clarify confirmation or rejection the hypotheses of the study. As well as, the instrument of this study which was developed in order to

implement using group work in teaching process of English speaking skill, the validity and reliability of the instrument, variables of the study and statistical analysis were introduced. In addition, an ethical issues of this study were surely taken into consideration, students as the participants of this study were told that their scores and any data about them will surely be used for the purpose of the study only and also, they will confidently be secret. Next chapter will be a clear detail of the analysis of the instrument used.

Chapter Four

Results of the Study

4.1 Introduction

4.2 Results Related to the Questions of the Study

4.3 Summary

Chapter Four

Results of the Study

4.1. Introduction:

The study sought to explore the effectiveness of utilizing group work in enhancing the students' speaking skills at English language center (ELC) at Arab American University (AAUJ) in Jenin in the fall academic semester 2016-2017. This chapter spotted the light on the results the researcher acquired from the instrument of the study which was represented by pre and post English language speaking test. All the questions of the study were answered in this chapter. Each question dealt with the influence of using group work on improving speaking skills. Consequently, the collected data from pre-test and post-test were analyzed using Statistical Package for Social Sciences (SPSS) statistical program version 20 in which each item in the pre- and post- speaking test received one to four score in each question. Also, the results of data analysis were showed in a form of statistical tables. Importantly, these analyses helped the researcher to build significant points of view about the hypothesis of the study.

4.2. Results Related to the Questions of the Study:

4.2.1 Results Related to the First Study Question:

For answering the first study question, the researcher examined the following null hypothesis:

“There are no statistically significant differences in the role of using group work in improving students’ speaking skills according to the six dimensions (grammar, vocabulary, pronunciation, comprehension, organizing information and fluency) between the pre-test and the post-test of the experimental group at ($\alpha = 0.05$) level of significance.”

Regarding the previous null hypothesis, the researcher used the paired samples t-test to determine if there are any statistical significance differences according to the six dimensions (grammar, vocabulary, pronunciation, comprehension, organizing information and fluency) between the total grade means of the pre-test and the post-test for the experimental group at $\alpha = 0.05$ level of significance. A summary of the result of this analysis is contained in table (8).

Table (8): Paired samples t-test for means of the pre-test and the post-test for the experimental group

Item	Test	Mean	N	Std. Deviation	T	Df	Sig. (2-tailed)
Grammar	Pre-test grade	6.7667	30	3.46	-5.27	29	.000
	Post-test grade	9.1333	30	4.36			
Pronunciation	Pre-test grade	7.2333	30	4.04	-9.03	29	.000
	Post-test grade	10.7333	30	4.39			
Vocabulary	Pre-test grade	8.8000	30	4.42	-10.79	29	.000
	Post-test grade	14.3667	30	3.46			
Comprehension	Pre-test grade	10.3333	30	4.05	-13.20	29	.000
	Post-test grade	16.6000	30	2.63			
organizing information	Pre-test grade	8.5667	30	4.02	-12.04	29	.000
	Post-test grade	14.1000	30	3.67			
Fluency	Pre-test grade	6.5000	30	3.27	-11.64	29	.000
	Post-test grade	11.8000	30	3.88			
Total	Pre-test grade	48.20	30	22.57	-14.61	29	.000
	Post-test grade	76.73	30	21.15			

Table (8) showed that ($\text{sig.} = 0.000 < 0.05$). Hence, the researcher rejects the null hypothesis and concludes that there is a difference between experimental group students' grade means for pre-test and post-test exams in favor of the post-test; the total grade means of post-test is (76.73) while it is (48.20) for pre-test. The researcher attributes this result to the fact that using group work has a positive influence on the students' oral performance in favor of the post test grades according to the total average and the six dimensions. Furthermore, this result revealed that using group work efficiently had a great influence on improving students speaking skills in terms of vocabulary, comprehension, organizing information and fluency.

4.2.2 Results Related to the Second Study Question:

For answering the second study question, the researcher examined the following null hypothesis:

“There were no statistically significant differences in the role of using group work in enhancing students' oral performance between the pre-test and post-test of the experimental group due to gender, stream, English mark at Tawjihi exam, academic level at university placement test and faculty at ($\alpha = 0.05$) level of significance.”

Regarding the previous null hypothesis, the researcher used the paired samples t-test to determine if there were any statistical significance differences between the total grade means of the pre-test and the post-test

for the experimental group according to gender at $\alpha = 0.05$ level of significance. A summary of the result of this analysis is contained in table (9).

Table (9): Paired samples t-test for means of the pre-test and the post-test for the experimental group according to gender

Gender	Test	Mean	N	Std. Deviation	T	df	Sig. (2-tailed)
Male	Pre-test grade	45.15	19	23.30	-10.969	18	.000
	Post-test grade	71.84	19	20.84	-9.969		
Female	Pre-test grade	53.45	11	21.24	9.969	10	.000
	Post-test grade	85.18	11	19.78			

Table (5) showed that ($\text{sig.} = 0.000 < 0.05$). Hence, the researcher rejects the null hypothesis and concludes that there is a difference between experimental group students' total grade means in the pre-test and post-test in favor of the post-test for both male and female students.

Regarding the previous null hypothesis, the researcher used the paired samples t-test to determine if there were any statistical significance differences between the grade means of the pre-test and the post-test for the experimental group according to academic level at $\alpha = 0.05$ level of significance. A summary of the result of this analysis is contained in table (10).

Table (10): Paired samples t-test for means of the pre-test and the post-test for the experimental group according to academic level

academic level	Test	Mean	N	Std. Deviation	T	df	Sig. (2-tailed)
Beginning	Pre-test grade	36.00	11	6.92	-7.972	10	.000
	Post-test grade	60.72	11	13.16			
Intermediate	Pre-test grade	49.64	14	19.66	-13.874	13	.000
	Post-test grade	82.42	14	17.82			
Advanced	Pre-test grade	71.00	5	35.35	-4.040	4	.016
	Post-test grade	96.00	5	22.28			

Table (10) showed that (sig. < 0.05) for the three levels. Hence, the researcher rejects the null hypothesis and concludes that there is a difference between experimental group students' total grade means for pre-test and post-test in favor of the post-test for three academic levels: beginning, intermediate and advanced.

Regarding the previous null hypothesis, the researcher used the paired samples t-test to determine if there were any statistical significance differences between the total grade means of the pre-test and the post-test for the experimental group according to faculty at $\alpha = 0.05$ level of significance. A summary of the result of this analysis is contained in table (11).

Table (11): Paired samples t-test for means of the pre-test and the post-test for the experimental group according to Faculty

Faculty	Test	Mean	N	Std. Deviation	t	df	Sig. (2-tailed)
Administrative and Financial Sciences	Pre-test grade	34.20	5	3.03	-4.701	4	.009
	Post-test grade	55.40	5	8.96			
Allied Medical Sciences	Pre-test grade	54.60	5	18.82	-6.559	4	.003
	Post-test grade	84.40	5	17.70			
Arts and Sciences	Pre-test grade	72.75	4	39.85	-3.335	3	.045
	Post-test grade	96.50	4	26.71			
Engineering and Information Technology	Pre-test grade	38.00	4	3.16	-10.911	3	.002
	Post-test grade	75.00	4	7.39			
Law	Pre-test grade	35.33	6	4.45	-9.794	5	.000
	Post-test grade	62.50	6	10.34			
Nursing	Pre-test grade	57.83	6	23.92	-6.468	5	.001
	Post-test grade	90.33	6	20.46			

Table (11) showed that (sig. < 0.05) for the three levels. Hence, the researcher rejects the null hypothesis and concludes that there is a difference between experimental group students' total grade means in the pre-test and post-test in favor of the post-test for six faculties: Administrative and Financial Sciences, Allied Medical Sciences, Arts and Sciences, Engineering and Information Technology, Law and Nursing.

Regarding the previous null hypothesis, the researcher used the paired samples t-test to determine if there were any statistical significance differences between the grade means of the pre-test and the post-test for the experimental group according to English mark at Tawjihi exam at $\alpha = 0.05$ level of significance. A summary of the result of this analysis is contained in table (12).

Table (12): Paired samples t-test for means of the pre-test and the post-test for the experimental group according to English mark at Tawjihi exam

English mark at Tawjihi exam	Test	Mean	N	Std. Deviation	T	df	Sig. (2-tailed)
<= 60	Pre-test grade	35.75	4	7.04	-12.99	3	.001
	Post-test grade	65.75	4	10.53			
61 – 70	Pre-test grade	53.50	4	39.80	-2.696	3	.04
	Post-test grade	76.25	4	30.95			
71 – 80	Pre-test grade	45.62	8	23.62	-8.634	7	.000
	Post-test grade	73.87	8	21.00			
81 – 90	Pre-test grade	47.75	8	14.98	-11.059	7	.000
	Post-test grade	82.87	8	16.991			
91+	Pre-test grade	57.00	6	25.06	-5.333	5	.003
	Post-test grade	80.00	6	27.37			

Table (12) showed that (sig. < 0.05) for the different classes of English marks at Tawjihi exam. Hence, the researcher rejects the null hypothesis and concludes that there is a difference between experimental group students' grades for pre-test and post-test in favor of the post-test exam for students' English mark at Tawjihi exam.

Regarding the previous null hypothesis, the researcher used the paired samples t-test to determine if there were any statistical significance difference between the total grade means of the pre-test and the post-test for the experimental group due to stream at $\alpha = 0.05$ level of significance. A summary of the result of this analysis is contained in table (13).

Table (13): Paired samples t-test for means of the pre-test and the post-test for the experimental group according to stream

Stream	Test	Mean	N	Std. Deviation	T	df	Sig. (2-tailed)
Literary	Pre-test grade	48.41	12	27.70	-8.566	11	.000
	Post-test grade	74.58	12	23.31			
Scientific	Pre-test grade	52.28	14	19.96	-12.253	13	.000
	Post-test grade	84.64	14	17.41			
Vocational	Pre-test grade	33.25	4	2.50	-3.929	3	.029
	Post-test grade	55.50	4	10.34			

Table (13) showed that (sig. < 0.05) for the different streams. Hence, the researcher rejects the null hypothesis and concludes that there is a

difference between experimental group students' total grade means in the pre-test and the post-test in favor of the post-test for literary, scientific and vocational stream.

All in all, The results obtained showed that there is a difference between experimental group students grades for pre-test and post-test exams in favor of the post-test due to gender, stream, English mark at Tawjihi exam, academic level at university placement test and faculty.

4.2.3 Results Related to the Third Study Question:

For answering the third study question, the researcher examined the following null hypothesis:

“ There were no statistically significant differences in the role of using group work in improving students' speaking skills between the pre-test of experimental group and the pre-test of control group at ($\alpha = 0.05$) level of significance.”

Regarding the previous null hypothesis, the researcher used the independent samples t-test to determine if there were any statistical significant differences between the total grade means for control group and the experimental group in the pre-test at $\alpha = 0.05$ level of significance. A summary of the result of this analysis is given in table (14).

Table (14): Independent samples t-test for means of the control group and the experimental group in the pre-test exam

Group		N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Pre-test grade	control group	30	54.00	19.84	1.06	58	.29
	experimental group	30	48.20	22.57			

Table (14) showed that ($\text{sig.} = 0.295 > 0.05$). Hence, the researcher accepts the null hypothesis and concludes that there are no differences in students' total grade means for both control and experimental groups in the pre-test. This result confirmed that both group, experimental and control were equivalent in oral performance before conducting the treatment with group work to the experimental group.

4.2.4 Results Related to the Fourth Study Question:

For answering the fourth study question, the researcher examined the following null hypothesis:

“ There were no statistically significant differences in the role of using group work in improving students' speaking skills between the pre-test and post-test of the control group at ($\alpha = 0.05$) level of significance.”

Regarding the previous null hypothesis, the researcher used the paired samples t-test to determine if there were any statistical significance differences between the total grade means of the pre-test and the post-test

for the control group at $\alpha = 0.05$ level of significance. A summary of the result of this analysis is contained in table (15).

Table (15): Paired samples t-test for means of the pre-test and the post-test for the control group

Test	Mean	N	Std. Deviation	T	df	Sig. (2-tailed)
Pre-test grade	54.00	30	19.84	.89	29	.377
Post-test grade	52.56	30	19.76			

Table (15) showed that ($\text{sig.} = 0.377 > 0.05$). Hence, the researcher accepts the null hypothesis and concludes that there is no difference between control group students' total grade means in the pre-test and the post-test.

4.2.5 Results Related to the Fifth Study Question:

For answering the fifth study question, the researcher examined the following null hypothesis:

“ There were no statistically significant differences in the role of using group work in improving students' speaking skills between the pre-test and post-test of the experimental group at ($\alpha = 0.05$) level of significance. “

Regarding the previous null hypothesis, Paired samples t-test was used to determine if there were any statistical significance differences between the total grade means in the pre-test and the post-test for the experimental group at $\alpha = 0.05$ level of significance. A summary of the result of this analysis is contained in table (16).

Table (16): Paired samples t-test for means of the pre-test and the post-test for the experimental group

Test	Mean	N	Std. Deviation	T	df	Sig. (2-tailed)
Pre-test grade	48.20	30	22.57	-14.61	29	.000
Post-test grade	76.73	30	21.15			

Table (16) showed that ($\text{sig.}=0.000 < 0.05$). Hence, the researcher rejects the null hypothesis and concludes that there is a difference between experimental group students grades for pre-test and post-test exams in favor of the post-test exam, the mean of post-test exam is (76.73) while it is (48.20) for pre-test exam. The researcher attributes this result to the fact that traditional teaching method of speaking skills doesn't have the obvious effect on improving students' speaking skills.

4.2.6 Results Related to the Sixth Study Question:

For answering the sixth study question, the researcher examined the following null hypothesis:

“ There were no statistically significant differences in the role of using group work in improving students' speaking skills between post-test of the control group and the post test of experimental group at ($\alpha = 0.05$) level of significance.”

Regarding the previous null hypothesis, the researcher used the independent samples t-test to determine if there were any statistical

significance differences between the total grade means for the control group and the experimental group in the post-test at $\alpha = 0.05$ level of significance. A summary of the result of this analysis is contained in table (17).

Table (17): Independent samples t-test for means of the control group and the experimental group in the post-test exam

	Group	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
Post-test grade	control group	30	52.56	19.76	-4.572	58	.000
	experimental group	30	76.73	21.15			

Table (17) showed that ($\text{sig.}=0.000 < 0.05$). Hence, the researcher rejects the null hypothesis and states that there is a big difference between students' total grade means for both control and experimental groups in the post-test exam in favor of the experimental group, the mean of experimental group is (76.73) while it is (52.56) for control group.

The researcher attributes this result to the fact that the positive effect of using group work in teaching speaking skills is significant more than the effect of traditional method which was applied on the control group.

4.3 Summary:

Chapter four tackled the findings of the study regarding the six questions of the study. It presented the data analysis of the six hypotheses of the study and the results of each hypothesis which were treated and analyzed statistically using a variety of statistical techniques. According to

the data analysis, there is a significant role of utilizing group work in improving the students' speaking skills particularly in the organizing information and fluency. Also, there are significant differences in enhancing English speaking skills among the participants of the experimental group and their counterparts of control group in favor of the experimental one which was taught by group work. Furthermore, the researcher drew the considerable conclusion and recommendations in the next chapter.

Chapter Five

Discussion of the Results, Conclusion and Recommendations

5.1 Introduction

5.2 Discussion of the Results for the Study

5.3 Conclusion

5.4 Recommendations

5.5 Summary

Chapter Five

Discussion, Conclusion and Recommendations

5.1 Introduction:

In the light of the results of the study, the researcher divided this chapter into three sections. The first section discussed the obtained results that drawn from the findings of data analysis in relationship to the literature review on the role of using group work and its incorporation in enhancing students' speaking skills. The second section presented the general conclusion. Eventually, the third section introduced beneficial recommendations to the Ministry of Education and curriculum designers, teachers, learners, parents, and researchers.

5.2. Discussion of the Results for the Study:

5.2.1. Discussion of the Results for the Main Question:

- What is the role of using group work in improving advanced students' speaking Skills?

The main question's results revealed that there was a great positive effect of using group work in improving the students' speaking skills. The total grade means of the pre-test for the experimental group was (48.20) and the total grade means of the pre-test for the control group was also (54.00) which confirmed the equivalence in oral performance between the two groups before using group work. On the other hand, the total grade

means of the post-test for the experimental group was (76.73) while, the total grade means of the post-test for the control group was (52.56) which pointed out that all students of the experimental group who were taught by group work achieved better progress and showed an improvement increase in oral performance during post- speaking test–than the students of the control group who were taught traditionally. That means in other words, using collaborative and enthusiastic way like group work as a suggested teaching strategy had an obvious positive effect on enhancing the students' speaking skills more than traditional teaching ways.

In the light of these results, the researcher observed that the advanced students of the experimental group acquired a relatively fundamental amount of improvement in sub-target speaking skills including fluency, comprehension, organizing information, vocabulary, pronunciation and grammar. More interestingly, the researcher attributed these obtained results to the fact that group work classroom is very enjoyable in which attracts students' attention strongly. Its environment can represent a comfortable learning environment which could be favorable for second language learners.

Additionally, the researcher noticed that students of the experimental group work create certain positive attitudes towards group work as a teaching strategy for speaking skills. Also, the researcher found out that students' interaction and participation through group work had better outcomes because most students prefer learning through collaborative

strategies particularly group work which is very active strategy and it is largely prevail all around the world. Moreover, the cooperative relations between students help them to feel comfortable and try to speak bravely, fluently and confidently without hesitation. Besides, the nature of group work is very interesting and reduces the isolation feeling among learners which helps them to maintain high motivation level for working together to achieve goals. Because all of that, group work assists students to concentrate on participation and interaction rather than feeling worried, they raced in sharing ideas and information thus, the presence of group work in English speaking classroom play an important role in simplifying the learner' point of view about speaking skills.

These results of the current study agreed with many previous studies findings mentioned in the literature review which confirmed an efficient role and effect of the group work on language teaching and learning process worldwide. These are: Mehrabi, Afzali and Tabatabaei (2015), Ibnian (2012), Raja (2012), Ibtissem (2013), Doff (1988), Gower (1987), Brady and Tsay (2010), Ur (1996), Long and Porter (1985), Soraya (2010), Chovančíková (2011), Kimhachandra (2010), Al-Tamimi (2014), Rodrigues (2012), Knight (2014), Hamza and Ting (2009), Saygili (2014), Poupore (2015), Johnson and Johnson(1994), Godek (2004) and Hargrave and Andrews (2007). Raba (2017).

5.2.2 Discussion of the Results for the First Question:

The first question's results revealed that the total grade means of the pre-test grammar dimension was (6.7667) whereas the total grade means of the post-test grammar dimension was (9.1333) which indicated that using group work helped students to their proper using of grammatical structure; this finding was in line with the research done by Hughes (2002). Furthermore, the total grade means of the pre-test pronunciation dimension was (7.2333) whereas the total grade means of the post-test pronunciation dimension was (10.7333) which showed that learning speaking skills through group work activities and lesson provides students an opportunities to practice pronunciation accurately; they pay more attention to many essential issues acceptable using of rhythm, stress and intonation, realizing stressed word, pronouncing individual vowels and consonant sounds properly. Many researchers proved that such as Redmond and Vrchota (2007) and Thornbury (2005).

The total grade means of the pre-test vocabulary dimension was (8.8000) whereas the total grade means of the post-test vocabulary dimension was (14.3667) which indicated that all students of the experimental group enhanced their level of vocabulary diversity. Harmer (2001) agreed with that by assuring that students of group work have to exchange their ideas and opinions which help them to expand their knowledge of word classes and synonyms of variety situations.

The total grade means of the pre-test the comprehension dimension was (10.3333) whereas the total grade means of the post-test the comprehension dimension was (16.6000), the total grade means of the pre-test for the organizing information dimension was (8.5667) whereas the grade means of the post-test was (14.1000) and the total grade means of the pre-test for the fluency dimension was (6.5000) whereas the total grade means of the post-test was (11.8000). The findings of the current study are in favor of the results of the researches done by Hughes (2002), Hedge Tricia (2000) and Thornbury (2005). They reported that learning English language via group work plays an important role in improving students' ability to speak in appropriate, accurate, understandable, rational and reasonable way, also their ability to speak in acceptable level of rate, effort and continuity refers to fluency and coherence.

Consequently, the total grade means of the pre-test for the experimental group according to the six dimensions (grammar, vocabulary, pronunciation, comprehension, organizing information and fluency) was (48.20) while the total grade means of the post-test was (76.73) which indicated that using group work clearly had a great influence on enhancing students' speaking skills in all sub-speaking skills particularly in terms of vocabulary, comprehension, organizing information and fluency. The findings of this study revealed that using group work in teaching speaking skills is very important to bring better results in learners' competence in English language.

In the light of data analysis, students of the experimental group achieved great progress in improving their oral performance in terms of comprehension, organizing information and fluency while they achieved little progress in improving their speaking in terms of grammar, vocabulary, pronunciation. In spite of the difficulty of teaching pronunciation and fluency as the target speaking skills due to those skills do not exist in written language, all students of the experimental group achieved progress in those speaking skills which overemphasized the significance of using group work in promoting the learners' speaking skills

Regarding to the current study, the researcher demonstrated that the students of the experimental group who received group work as suggested teaching strategy outperformed the students of the control group who exposed by traditional strategy, which is in accordance with the results of the study done by Mailk (2012) .Based on the findings of the mentioned study, the researcher listed several factors that cause lack of oral proficiency, poor productions of fluent speech and feeling inexpressive in English language and how using group work solved most of these problems .

5.2.3. Discussion of the Results for the Second Question:

The second question's results revealed that the total grade means of the pre-test for male students in the experimental group was (45.15) and the total grade means of the post-test for male students in the experimental

group was (71.84). As well, the total grade means of the pre-test for male students in the experimental group was (53.45) and the total grade means of the post-test for female students in the experimental group was (85.18).

Also, the total grade means of the pre-test for beginning students in the experimental group was (36.00) and the total grade means of the post-test for beginning students in the experimental group was (60.72). The total grade means of the pre-test for intermediate students in the experimental group was (49.64) and the total grade means of the post-test for intermediate students in the experimental group was (82.42) and the total grade means of the pre-test for advanced students in the experimental group was (71.00) and the total grade means of the post-test for advanced students in the experimental group was (96.00).

The total grade means of the pre-test for administrative and financial sciences students in the experimental group was (34.20) and the total grade means of the post-test for administrative and financial sciences students in the experimental group was (55.40). The total grade means of the pre-test for allied medical sciences students in the experimental group was (54.60) and the total grade means of the post-test for allied medical sciences students in the experimental group was (84.40). The total grade means of the pre-test for arts and sciences students in the experimental group was (72.75) and the total grade means of the post-test for arts and sciences students in the experimental group was (96.50). The total grade means of the pre-test for engineering and information technology students in the

experimental group was (38.00) and the total grade means of the post-test for engineering and information technology students in the experimental group was (75.00). The total grade means of the pre-test for law students in the experimental group was (35.33) and the total grade means of the post-test for law students in the experimental group was (62.50). As well, the total grade means of the pre-test for nursing students in the experimental group was (57.83) the total grade means of the pre-test for nursing students in the experimental group was (90.33).

The total grade means of the pre-test for students who got more than (90) mark at English Tawjihi exam in the experimental group was (57.00) and the total grade means of the post-test for students who got more than (91) mark at English Tawjihi exam in the experimental group was (80.00). The total grade means of the pre-test for students who got (81-90) mark at English Tawjihi exam in the experimental group was (47.75) and the total grade means of the post-test for students who got (81-91) mark at English Tawjihi exam in the experimental group was (82.87). The total grade means of the pre-test for students who got (71-80) mark at English Tawjihi exam in the experimental group was (45.62) and the total grade means of the post-test for students who got (71-80) mark at English Tawjihi exam in the experimental group was (73.87). The total grade means of the pre-test for students who got (61-70) mark at English Tawjihi exam in the experimental group was (53.50) and the total grade means of the post-test for students who got 61-70 mark at English Tawjihi exam in the

experimental group was (76.25). As well, the total grade means of the pre-test for students who got less than (60) mark at English Tawjihi exam in the experimental group was (35.75) and the total grade means of the post-test for students who got less than (60) mark at English Tawjihi exam in the experimental group was (65.75).

The total grade means of the pre-test for literary students in the experimental group was (48.41) and the total grade means of the post-test for literary students in the experimental group was (74.58). The total grade means of the pre-test for scientific students in the experimental group was (52.28) and the total grade means of the post-test for scientific students in the experimental group was (84.64). As well, the total grade means of the pre-test for vocational students in the experimental group was (33.25) and the total grade means of the post-test for vocational students in the experimental group was (55.50).

All in all, with regard to the obtained results of this question, the researcher obviously found that there were statistically significant differences between the pre-test and the post-test of the experimental group due to gender, stream, English mark at Tawjihi exam, academic level and Faculty in favor of post- test. On the other hand, she found that no statistically significant differences between students of the experimental group due to gender, stream, English mark at Tawjihi exam, academic level and faculty toward learning how to speak fluently through group work. So, this obtained result demonstrated that both females and males students

from any academic level or any faculty or any stream prefer learning English speaking skills through group work; they have the same attitude toward utilizing group work. The researcher found out all of them could benefit from using group work in improving their oral performance which is considered as a positive indicator of concerning using group work in the teaching process.

The researcher attributed these results to the students' knowledge and obsession with using group work nowadays, they prefer to cooperate and interact with each other because of the fast changing world of information technology and the active usage of social networking websites. The results of many recent studies like Alassiri, Muda and Ghazali(2014) entitled "Usage of Social Networking Sites and Technological Impact on the Interaction Enabling Features" reported that billion users of social networking websites spend an average time two hours daily. Thus, the obvious technological impact of social networking sites motivates their user to communicate, interact and to socialize with each other. Particularly, the education system in most Palestinian schools and universities is blended learning which combines traditional learning and online learning which focuses on social educational applications such as group webpages, blogs, wikis, social media, podcast and twitter that improve group work by allowing learners to interact while studying which increase engagement and accelerate learning and comprehension and receive feedback on responses or answers which promote collaboration.

Another study done by Rodrigues (2012) aimed at investigating the attitudes of nonnative English speakers at Andrews University toward their experiences in group work of international students. Particularly, their experiences and attitudes related to age, gender, level of education, years of English study in their home country and in the United States and scores on English Proficiency Test. The main results reported that the perception of non-natives' group work has a twofold aspect: the first one is while they interact and participate peacefully with the members of the group; they feel devalued in their contributions. The second one is when they tend to work in groups but they still preferring individual work.

5.2.4. Discussion of the Results for the Third Question:

The third question's results revealed that the total grade means of the pre- test of the experimental group was (48.20) and the total grade means of the pre-test of the control group was (54.00) which means the null hypothesis is valid; there are any statistical significant differences between the total grade means of the pre-test for the both group. Students of both groups were equivalent in oral performance prior to use the treatment with group work. The researcher attributed the mentioned results to the fact that students at English language center at AAUJ receive the same quality of education system and the same type of education system which is traditional. Because this reason, students of experimental and control groups approximately got the same scores in pre- English speaking test. Additionally, the researcher observed that the total grade means of pre-test

for both groups were low which demonstrated that most students feel anxious and also, they were struggling with speaking skill. That reflects the negative effect of using traditional way of teaching speaking skills in universities or schools. With respect to this result, most students didn't have enough knowledge about natural topics since traditional learning concern with competitive not collaborative and with teacher as a controller of the classroom environment.

5.2.5 Discussion of the Results for the Fourth Question:

The forth question's results revealed that there were no significant statistical differences in the effect of using group work in improving students' oral performance between the pre- test and the post test of the control group who followed traditional treatment, so the null hypothesis in this domain is valid. The total grade means of the pre-test of the control group was ~~(54.00)~~ whereas the total grade means of the post-test of the same group was ~~(52.56)~~. These numbers pointed out that student of the control group achieved a little progress in the student' results of the control group in comparison with the significant progress of the students in the experimental group.

Most Students of the control group didn't improve their speaking in terms of target speaking performance including, grammar, pronunciation, vocabulary, comprehension, organizing information and fluency. Over and above, they achieved more little progress in post-test in comparing with

pre-test. according to the teachers' experience, the reason for this results related to students' attitude toward exams without marks; they didn't pay any attention to the post-test because it had no marks and the pre-test and the post-test were the same. On the other hand, students of the control group used to learn through traditional way which emphasis on competition not collaboration, so they pay their attention just on the marks to get the highest mark. Also, most of them hate speaking test because they find it very difficult. The researcher was very honest with them; she told them the aim of the test. Regrettably, they didn't prepare themselves for the post-test. Unusually, traditional way of learning overemphasizes on reading and writing skills more than listening and speaking. As a result, they face many difficulties while speaking English language.

This obtained result which is considered as a predictable outcome of the fruitless traditional ways of teaching speaking skill was propped by many studies such as a study carried out by Pashaie and Khalaji (2014) who explored the role of task outcome on speaking perfection of high school students. They measured the level of participants in experimental group and control group by applying pre- and post test. The result of this study reported that the students' level of speaking fluency in the control group who learned via traditional methods was significantly low in comparing with students' level in experimental group. Additionally, the findings of this study stated that traditional teaching methods of speaking skills don't achieve the main aim of real communication which is

producing communicative competent speaker because traditional speaking classrooms usually take the form of drills in which learners ask questions and other students gives answers. So, this way doesn't demonstrate learner's ability to speak fluently, it demonstrates their ability only to ask and answer the question. To create an appropriate speaking classroom, there is a need to combine information gab and a purpose and allow for variety forms of social expression. Accordingly, group work is considered as a solution because it provides students with any opportunities to practice English language freely and fluently.

5.2.6 Discussion of the Results for the Fifth Question:

The fifth question's results revealed that there were statistical significance differences between the total grade means in the pre-test and the post-test for the experimental group in favor of the post-test. The total grade means in the pre-test for the experimental group was (48.20) and the total grade means of the post-test for the experimental group was (76.73). Almost, each student of the experimental group achieved high progress in enhancing their speaking skills at which confirmed the fact that the group work has an effective influence on developing speaking skills. This result could be attributed to the positive influence of group work in teaching speaking skills.

Furthermore, this large positive effect could be attributed to the dynamic role of group work in creating interesting learning atmosphere

which helps students speak and participate eagerly. Students share their ideas and work together through group work activities. In agreement with that, Brown (1992) found out that group work as a suggested teaching strategy provides contexts in which individuals assist each other. So, it helps students to reduce anxiety and shyness feeling in speaking; additionally, the group work can consider the students' individual differences with its variety activities which can suit all levels and ages. It helps them to overcome worriers and hesitation problems which make speaking very difficult.

The findings of the current study were in the harmony with the results of almost all previous studies such as a case study conducted by Soraya (2010) on English at Constantine University students. His study sought to explore the effectiveness of group work on enhancing learners' communicative skills and oral proficiency. The results of the study reported that the right technique for increasing learners' classroom oral participation and language use is group work.

Also, a quasi-experimental study was conducted by Al-Tamimi (2014) to investigate efficiency of (CL) in English language classrooms to develop Yemeni students' speaking skills and attitudes. Based on data obtained analysis, the findings indicated that Yemeni undergraduates showed a significant development in the students' speaking skills and attitudes toward cooperative learning (CL) techniques particularly after introducing cooperative group work technique.

The findings of this study were also in agreement with Hamzah and Ting (2009) study which conducted about teaching speaking skills through group work activities. For achieving the main purpose the study, the researchers used three descriptive instruments: interview with teachers, classes' observations and students' questionnaire. The study's findings pointed out that increasing students' participation in class and some improvements in speaking skills refer to successful using group work activities in teaching speaking skills. The researcher noticed that students of Universiti Teknologi Malaysia have a positive attitude towards cooperative strategies mainly group work.

Similarly, the findings of Raja (2012) study supported the finding of this current study. They pointed out that the Group work provides students useful activities to interact in a comfortable environment and opportunities to express themselves fluently. They showed that most students at undergraduate level prefer group work because they can socialize while participating in English class. Moreover, the study spotted the light on the importance of using group work and pair work; they were used not only for classroom interaction pattern but also as teaching strategies for combining with other.

As well, another additional explanation would be that the group work activities encourage weak language proficient class to participate effectively in discussion and become more comfortable. It plays a dynamic role in increasing language output and students' autonomy and motivation.

Consequently, this finding was in favor of the findings of the study done by Ibtissem (2013) conducted a case study of third year LIMD (License, Master, Doctorate) students of English to investigate the significance of utilizing cooperative group work on enhancing learners' speaking skill and communicative skills in EFL classrooms. The researcher used a descriptive method which is self-completion questionnaire for TEFL teacher and third-year students. The findings of the study shed the light on the importance of using any type of group work—not only to minimize the learners' 'anxiety and threat but also to maximize learners' oral production.

The results underscored what previous studied stated; they confirmed that collaborative group work is a possible technique for improving learners' oral performance and participation. In addition, they assured that using cooperative language learning (CLL) enhances speaking skills by creating suitable comfortable and friendly environment where learners can speak English confidently and fluently.

On the other hand, these results were supported by a Poupore (2015) study which aimed at exploring the relationship between social climate existing within a small group of 10 Korean intermediate English and amount of language produced in interactive speaking tasks. Also, the relationship between group work dynamic (GWD) and students' state-level motivational responses. To attain this aim, the researcher used several instruments which are: post-task motivation questionnaires, group work dynamic measurement instrument, transcription of all verbal and nonverbal

language produced by 30 groups in fifteen different tasks and audio-video recordings. In the light of results that emerged from correlation analysis, a positive significant relationship between group work dynamic and students' task motivation. And between language production (non-verbal language related to behaviors) and group work dynamic was presented. Consequently, the study concluded that there is a need for teachers to create a positive group dynamic (GWD) in English classrooms. As well, English teacher have to give more emphasis on applied linguistics that has a critical role of social factors, language development and group's motivation.

5.2.7. Discussion of the Results for the Sixth Question:

The sixth question's results revealed that there were statistical differences between the experimental group and the control group in the post-test in favor of the experimental group. The total grade means of the post-test for the control group was (52.56) whereas the total grade means of the post-test for the experimental group was (76.73). These numbers spot the light on the great effect of using group work on enhancing students' speaking skills in comparing with control group who didn't achieve any improvement, since they taught through traditional method. All students of the experimental group were affected by utilizing group work in enhancing their oral performance more than control group's students which in turn overemphasized the significance of cooperative learning through group work. As can be seen from this result, most students of the control group had weak scores in speaking post-test while all students of the experimental

group had high scores which proved that group work as a suggested cooperative teaching strategy had a great influence on their speaking skills.

The effectiveness of group work as suggested teaching strategy for speaking skills could be proved by the outcomes of the post-speaking test for the experimental group who learnt through group work and in comparing with the outcomes of the post –speaking test for the control group which confirmed that traditional teaching method was not influential and effective in teaching English speaking.

In addition, the aforementioned results were in agreement with the findings of Mehrabi, Afzali and Tabatabaei (2015) study. Whose study aimed at exploring the influence of CL on enhancing speaking ability and decreasing stress of a private language institute Iranian students. For achieving this aim, the sample of the study was randomly distributed to two groups of experimental and control (N=30) and the researchers gave some collaborative tasks to experimental group to work in groups and the same collaborative tasks were given to control group to accomplish them individually. The findings of the Mehrabi, Afzali and Tabatabaei (2015) study support the findings of the current study in which they stressed that learners in experimental group achieved significantly higher scores in both oral interview and posttest than those in control group. In addition, they found out that collaborative learning is a powerful tool in learning and has potential to be used in ways that can make a positive contribution to classroom language learning.

It is evident from the findings of the sixth question of the study that the speaking ability of students in the experimental group improved. This was in harmony with many previous studies like Brady and Tsay (2010) study which aimed to investigate the relationship between cooperative learning and academic performance in high education particularly in the communicative field. The finding of study indicated that a significant positive relationship was found between students' grades and their active participation in cooperative learning. As well, the results of study confirmed that group work is a dynamic pedagogy that reinforces high academic achievements.

The results of the current study showed that students in experimental group who were exposed by group work feel comfortable to speak the language, to listen to various ideas, to debate and to negotiate. Further, each member has many opportunities for independence and they can also have more learning responsibility. Thus, group work activities in the teaching learning process play an effective role not only in improving students' autonomy and responsibility but also in promoting students to problem solving and critical thinking.

With regard to this obtained result, This result assured that group work classes could enable students to be communicative competent. This result was in agreement with Ibnian (2012) whose study sought to explore World Islamic Sciences and Education University (W.I.S.E.) non-English students' attitudes towards leaning English as a second language.–The

findings of the study showed that the competence of using the group work in students' attitudes towards learning EFL. The findings also revealed that using group work as a teaching technique provide students with many opportunities to express themselves and their reactions in EFL classroom which lead to develop their thoughts and attitudes towards topical knowledge and learning subjects. Also, group work classes could enable students to be communicative competent.

In a line with that result Raba (2017) conducted a study on An-Najah National University lecturers to investigate the influence of effective teaching strategies on achieving fast and well learning outcomes. The findings of the study confirmed that active teaching strategies such as group work have positive impact on generating fast and good learning results.

As well, the results of this study showed that the group work provides students with social and academic advantages; the social interaction that happens between students as group members. Many studies supported this result such as: GÖDEK (2004), Knight (2014), Chovančíková (2011) and Kimhachandra's study (2010). The findings of these studies affirmed that group work had an active role not only in motivating its members to use their abilities in an appropriate way but also in promoting the mutual aids because group work members have to use clarification, elaborating and empathy skills to increase their understanding of themselves and others.. The findings of these studies asserted that

successful utilization of group work makes teachers' roles less rigid and learners' roles more autonomy oriented unlike traditional teaching.

Besides, the aforementioned studies were in accordance Nunan and Lamb (1996), Brown (1992), Brown (2007) and (Ellis, 1994). They all spot the light on the fact that group work is beneficial in TEFL classroom which supports a more conducive class. They overemphasized that group work involves cooperation and self-initiated language and the crucial aim of group work covers a lot of techniques; it is usually used as a teaching tool and a suitable learning strategy. It has been designed as one of the changes to the effectiveness of classroom interaction wrought by student--centered teaching approach.

5.3 Recommendations:

In the light of the results reviewed throughout this study, the researcher suggested some crucial recommendations in the field of teaching English as a Foreign Language. She introduced these recommendations to the ministry of education, curriculum designers, TEFL teachers, learners, parents, and researchers for further research.

Ministry of Education and Curriculum Designers:

The researcher recommends Ministry of Education and Curriculum Designers to carry out the following:

- 1- Enriching the curriculum with necessary tasks that encourage using English inside and outside classroom through providing students with many relevant topics for arguing debates, discussing, and expressing themselves in front of each others in cooperative way
- 2- Holding and conducting training programs, intensive courses and workshops which aim at training TEFL teachers how to teach speaking perfectly through cooperative group work and increasing their awareness of the influence of using group work on developing the students' speaking skills.
- 3- Supplying English material with CDs, motivating videos which play a dynamic role in raising students' interest to speak. Accordingly, speaking skills should be taken into their consideration while determining the educational objectives of the English curriculum.
- 4- As speaking and writing are productive skills which play important role in students' success of English language, it is very crucial that the Ministry of Education stresses on-the significant idea which is including speaking tasks into governmental English Tawjihi exam.

TEFL Teachers:

TEFL teachers are considered the milestone in the teaching learning process. From this perspective, the researcher offers the following recommendations to them:

- 1- Creating relaxed, friendly, comfortable and active learning environment that helps learners to speak spontaneously without hesitation. Also, changing their role from dominator into guide in the classroom in order to guide and consult students on how to speak for promoting positive attitudes toward themselves.
- 2- Addressing and monitoring learning styles to attract students' attention and motivation to learn. Nowadays, there are many various sources and methods of learning; therefore, teachers should constantly search for enthusiastic efficient methods of teaching English language skills, especially speaking skills.
- 3- Considering that learners should be familiarized with the benefits from participating in group work for enhancing their speaking and conversant with the prosody of English language including stress, rhythm, intonation and pitch that should be identified.
- 4- TEFL teachers should be aware enough of leaning style and students' individual differences while choosing the subjects for discussion and applying group work strategy and methods; their tone should be humorous and friendly. In this case, the researcher

recommends teachers to keep an eye on all students' names and follow their involvement in the group work.

EFL Learners:

The researcher suggests the following recommendation to EFL learners:

- 1- Practicing certain communicative skills like negotiate meaning, exchanging ideas, polite interrupting, taking a turn for discussion, arguing in response to others, participating in debates, etc.
- 2- Accepting the fact that making mistakes is invertible and helps them to learn. From this perspective, learners should not be shy or very worry about their mistake during practice speaking skill.
- 3- Giving more emphasis on listening because listening is considered a spirited key for good speaking. Also, communicating with each other to practice speaking skills and learn from others' mistakes in a vital way through group work.

Further Researches:

Most TEFL teachers are not free in choosing the convenient strategies and materials which suit learners' needs and level. Therefore, educational system still needs a lot of researches that touches communicative ideas and effective strategies to develop the education.

The researcher in this current study offers the following ideas for further research.

- 1- Conducting further studies on the effectiveness of using group work strategies not only on learners' achievement but also on other directions in learning including: cognitive skills, social skills, critical thinking and emotional attitudes.
- 2- Conducting more research on how group work strategy affects low achiever students especially shy students and what students think about using group work in the speaking English lessons.
- 3- Carrying out more studies on the difficulties and obstacles of using group work in teaching speaking skills in classroom and on how to solve these obstacles in various ways.
- 4- Carrying out more research with large number of participants at other environments and universities because the sample size was too small to generalize and apply the results of the current study to all EFL learners in all grades and in all teaching curricula

5.4 Conclusion:

The present study examined the effective role of using group work in improving the students' speaking skills at the Arab American University in Jenin district. Findings of this study spot some light on issues concerning utilizing efficient, enthusiastic and collaborative learning ways particularly

group work in teaching English speaking skills. Importantly, they revealed that there were obvious positive effects in using group work on enhancing the students' interaction, motivation and communication ability in general and their target speaking skills mainly grammar, vocabulary, pronunciation, comprehension, organizing information and fluency.

Additionally, the obtained results indicated that the present utilizing of group work to the academic field of teaching speaking skills in the English as foreign language (EFL) classes is very necessary for improving cooperation and participation because it provides learners with opportunities and situations where members of group are expected to help each other through discussing and exchanging ideas with each other. Also, the results of the study showed that learners in experimental group which was exposed by group work achieved high scores in speaking post-test than those in control group which was taught with traditional teaching method. In other words, the effective role of group work in reducing learner's anxiety, increasing their interaction and promoting their willingness to talk in oral lectures for the sake of enhancing speaking skills is clear in the findings of this current study.

The current thesis was a total of five chapters. The first chapter highlighted some of the main issues that related to the theoretical background about the role of group work and its role in teaching speaking skills. Furthermore, it is considered as an introductory part which presents the statement of the problem, the significance of the study, objectives of the

study, questions of the study, hypotheses of the Study, limitations of the Study and definitions of Terms. As well, the second chapter introduced the corpus of the study; it reviewed a fundamental claims in the previous literature that deal with the topic of study. However, the third chapter highlighted the methodology that used in this study which is an experimental approach; the researcher administered a pre-test and post-test to the both groups experiential and control. As for the fourth chapter that is a practical part, it concerned with the analysis of the obtained data. The fifth chapter that being as the final part discussed the results of the study according to the questions and hypothesis of the study. Moreover, in the light of the result this chapter gives conclusion and suggests some recommendations.

In the light of the results of this study, the researcher confirmed that there was a positive correlation between speaking skill and group work. The analysis of speaking pre and post test outcomes also discovered that well organized and structures group work is a dynamic and effective strategy for improving students 'speaking ability. Moreover, the positive findings reported that group work was a motivating technique that assist learners to interact and communicate with each other in order to promote the art of speaking which is complex when students who usually keep silent in the oral expression lessons and feel anxiety especially when they find themselves are forced to talk or interact in some authentic situations.

In a nut shell, the researcher can conclude that group work has superiority over traditional way in teaching English speaking skills. It provides learners with variation, pleasure, enthusiasm and enjoyment, which are considered as the magic keys for successful and effective participation. Group work gives students opportunities to play a several roles like problem solver and rational thinker that help them to practice English speaking skills in a variety of situations more easily. In fact, language teachers can benefit from using group work in teaching English language to reduce learners 'shyness and boredom by increasing their motivation towards effective interaction, participation involvement in the classroom. Consequently, students were obviously engaged in group work activities which grasp their attention longer and inspire learners to express their happiness and joy especially when all of them participate in each activity. Further, cooperative group work can help learners to overcome worries, anxiety and hesitation problem of speaking.

5.5 Summary:

This chapter threw light on discussion the results of the study according the study's questions and hypothesis. In addition, the researcher presented conclusion based on the findings. Moreover, she drew some significant recommendations for Ministry of Education and curriculum designers, teachers, learners, parents, and further research.

References

- Al sharawneh, I. (2012). **Evaluation of Assessment Practice in English Writing for High School Palestinian Students: a Critical Study**, Hebron University.p.2

- Alhabbash, M. (2012). **The Effectiveness of Online and Classroom Discussion on English Speaking Skill of 12th Graders at Gaza**. The Islamic University of Gaza, Department of Curricula and Methodology / English.

- Aljadili, M. (2014).**The Effectiveness of Using Virtual Classes on Developing the Tenth Graders' Speaking Skills and Their Speaking Anxiety**. The Islamic University-Gaza, Faculty of Education, Department of Curricula and Methodology.

- Allright, R. (1984). **The importance of interaction in communicative language learning**. Applied linguistics.5:156-71E.
Book: «[www.http://appliedjournals.org/cgi/pdf-extract/5/2](http://appliedjournals.org/cgi/pdf-extract/5/2)».

- Al-Tamimi, N. (2014). ***Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English***. Dept. of English- College of Education- Seiyun. Hadhramout University, Yemen. **International Journal of Linguistics**. Vol. 6, No.

- Aronson, E., & Patnoe, S. (1997). **The jigsaw classroom: Building cooperation in the classroom** (2nd ed.). New York: Addison Wesley Longman.
- Aronson, E., Blaney, N., Stephan, C., Sikes, J. & Snapp, M. (1978). **The jigsaw classroom**. Beverly Hills, CA: Sage.
- Aronson, E., Blaney, N., Stephan, C., Sikes, J. & Snapp, M. (1978). **The jigsaw classroom**. Beverly Hills, CA: Sage
- Baker, J., & Westrup, H. (2003). **Essential Speaking Skills: A Handbook for English Language Teachers**. London: Continuum pp 25-29.
- Barnlund, D. C. (2008). **A transactional model of communication**. In. C. D. Mortensen (Eds.), *Communication theory* (2nd ed., 2008, pp 47-57). New Brunswick, New Jersey: Transaction.
- Bentham, S. (2002). **Psychology and Education**. New York: Routledge
- Bowman, J. L., Smyth, D. R. & Meyerowitz, E. M. (1989). **Genes directing flower development in Arabidopsis**. *Plant Cell* 1, 37-52.
- Bowman, J. L., Smyth, D. R. & Meyerowitz, E. M. (1989). **Genes directing flower development in Arabidopsis**. *Plant Cell* 1, 37-52.

- Bozorgian, H. (2012). *The Relationship between Listening and Other Language Skills in International English Language Testing System*. **Theory and Practice in Language Studies**, Vol. 2, No. 4, pp. 657-663.
- Brady, M. & Tsay, M., (2010). *A case study of cooperative learning and communication pedagogy: Does working in teams make a difference?* **Journal of the Scholarship of Teaching and Learning**, 10 (2), 87-89.
- Brookfield, S.D., & Preskill, S. (1999). **Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms**. San Francisco: Jossey-Bass Publishers.
- Brown, Alan (1992). **Group work**. London: Heinemann.
- Brown, D. H. (2007). **Principles of language learning & teaching**. (5th Eds.). Pearson: Longman.
- Brown, H. (2001). **Teaching by Principles: An Interactive Approach to Language Pedagogy**. White Plains, NY: Longman.
- Burns, A. and Joyce, H. (1997). **Focus on Speaking**. Sydney: National Centre for English Language Teaching and Research.
- Celce-Murcia, M. (ed). (2001). **Teaching English as a Second or Foreign Language**, 3rd edition. Boston, MA: Heinle & Heinle.

- Celce-Murcia, M., Brinton, D. & Goodwin, J. (1st edition: 1996, 2nd edition: 2011). **Teaching pronunciation: A reference for teachers of English to speakers of other languages**. New York: Cambridge University press.
- Chaney, A.L. and Burk. T. L. (1998). **Teaching Oral Communication in Grades K-8**. Boston: Allyn & Bacon.
- Chitravelu, N., Sithamparam, S. & Teh Soo Choon (2005). **ELT Methodology: Principles and Practice**. (2nd Ed.)
- Chovančíková, Bc. (2011). **The Significance of Group Work in Language Teaching in Secondary Schools**. Master's Diploma Thesis, Department of English and American Studies, Faculty of Arts. Masaryk University.
- Cohen, L. Manion, L. & Marrison, K. (2004). **Research Methods in Education**. U.S.A and Canada, Routledge. *Taylor & Francis* Group. 5th Ed.
- Davies, W. (2009). **Group work as a form of assessment: common problems and recommended solutions**. Springer Science+Business Media B.V. 2009.
- Doff, A. (1988). **Teach English; A training course for Teachers**. Cambridge: Cambridge University Press.
- Finkbeiner, C. (2004). *Cooperation and collaboration in a Foreign Language Teacher Training Program*:

The LMR- Plus Model. New York: State University of New York Press. 111-128 University Press.

- Echevarria, J., Vogt, M.E. & Short, D.J. (2008). **Making Content Comprehensible for English Learners**. The Siop Model. New York: Pearson Education.
- Ellis, R. (1994). **The study of second language acquisition**. Oxford: Oxford University Press.
- EL-Majdalawi, R (2005). *"The Main Factors Affecting English Classroom Interaction of the 11th Grade Students in North Gaza Governmental Schools"*. Unpublished MA Thesis, The Islamic University of Gaza.
- Feyten, C. M. (1991). *The Power of Listening Ability: An Overlooked Dimension in Language Acquisition*. **The Modern Language Journal**, Volume 75, No 2, 173-180.
- Forsyth, Donelson R. (2006). **Group Dynamics 4e**. Belmont CA.: Wadsworth Publishing.
- Fulcher, G. (2003). **Testing Second Language Speaking**. London: Longman.
- Gilbert, Ian. (2002). **Essential Motivation in the Classroom**. Routledge Falmer: London.

- GÖDEK, Y. (2004). **Group Work and Collaborative Work and Its Implications for Primary School Teachers**. Fen Bilgisi Öğretmenliği Ana Bilim Dalı, Kırşehir/TÜRKİYE.GAZİ ÜNİVERSİTESİ KIRŞEHİR EĞİTİM FAKÜLTESİ, Cilt 5, Sayı 2, (2004), 27-34 27.
- Gower. R. (1987). **Speaking**. Oxford: Oxford University Press
- Gray, A.(1997). **Constructivist teaching and learning**. SSTA Research Centre Report, 97-07
- Habeshaw, S., Habeshaw, T., & Gibbs, G. (1984). **Interesting Things to Do in Your Seminars & Tutorials**. Bristol: Technical and Educational Services Ltd.
- Hamzah.M & Ting. L. (2009) .**Teaching Speaking Skills Through Group Work Activities**. Fakulti Pendidikan, Universiti Teknologi Malaysia.
- Hargrave, C & Andrews, D. (2007). **An Exploration of the Role of Group Work in Supporting Young People Affected by Parental Substance Misuse**. Drugs and Young People Project (DYPP). Children's Workforce Development Council (CWDC). www.cwdcouncil.org.uk. PLR 0809/035.
- Harmer, J. (2001). **The Practice of English Language Teaching**. 3rded. London: Longman.

- Hedge, T. (2000). **Teaching and Learning in the Language Classroom**. Oxford: Oxford University Press.
- Hill, J. D. & Flynn, K.M. (2006). **Classroom Instruction that works with English Language Learners**. Association for Supervision and Curriculum Development, USA.
- Hodson, P. and Jones, D. (2006). **Unlocking Speaking and Listening**. London: Fulton
- Hughes, R. (2002). **Teaching and Researching Speaking**. New York: Pearson Education.
- Ibnian, S. (2012). *Group Work and Attitudes of Non-English Major Students towards Learning EFL*. **International Journal of Humanities and Social Science** Vol. 2 No. 4 [Special Issue – February 2012] 192.
- Ibtissem, S. (2013). **The Significance of Using Cooperative Group Work Technique on Improving Learners' Speaking Skill and Communicative Skills in EFL Classes**. Department of Foreign Languages, Faculty of Letters and Languages, Mohamed Kheider University of Biskra.
- Jaques, D. (2000). **Learning in Groups: A Handbook for Improving Group Work**, 3rd ed. London: Kogan Page.

- Johnson, D. W. (2003). **Social interdependence: The interrelationships among theory, research, and practice.** *American Psychologist*, 58(11), 931-945.
- Johnson, D. W., & Johnson, R. (1994). **Leading the cooperative school** (2nd ed.). Edina, MN: Interaction Book.
- Johnson, D. W., & Johnson, R. T. (1984). ***Circles of learning: Cooperation in the classroom.*** Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, D. W., & Johnson, R. T. (2005). **New developments in social interdependence theory**, *Psychological Monographs*, 131(4), 285-358.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1998). **Cooperative Learning Returns to College: What Evidence is there that it Works?** *Change*, 30(4), 26-35.
- Johnson, D.W., Johnson, R. T and Smith, K.A. (1991). **Cooperative learning: Increasing College Faculty Instructional Productivity.** ASHE - FRIC Higher Education Report No. 4.
- Johnson, D.W., Johnson, R.T., and Smith, K.A. (2014). ***Cooperative learning: Improving university instruction by basing practice on validated theory.*** *Journal on Excellence in College Teaching* 25, 85-118.

- Jondeya, R. (2011). **The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza Governorate Schools.** Unpublished M.ed, The Islamic University of Gaza.
- Khadidja, K. (2010). **The effect of classroom interaction on developing the learner's speaking skill.** The case of third year LMD students of English at Constantine University, Department of foreign languages.
- Kimhachandra, I. (2010). **An Action Research Study of English Teaching in Grade Seven At Bamrung Wittaya School.** Faculty of Arts, Education and Human Development, National Institute of Development Administration, Bangkok, Thailand.
- Knight, C.(2014). *Teaching Group Work in the BSW Generalist Social Work Curriculum: Core Content.* School of Social Work University of Maryland Baltimore County, Baltimore, Maryland, USA. **Journal of Baccalaureate Social Work**, 5, 93–111, 2000.
- Krhovská, K. (2013). **Teaching Speaking in Class of Teenagers.** Faculty of Education, Department of English Language and Literature.
- Lin, P. (2012). Article: **The effect of technology on English learning.** New York.

- Littlewood, W. (1999). **Defining and developing autonomy in East Asian contexts**. *Applied Linguistics*, 20(1), 71-94.
- Lomicka, L and Lord, G. (2009). **Social Networking and Language Learning** .The University of South Carolina Gillian Lord, The University of Florida
- Long, M. H. & P. A. Porter. (1985). **Group Work, Interlanguage Talk, and Second Language Acquisition**. *TESOL Quarterly* 19. 207-27.
- Lukitasari, N. (2008). **Students' Strategies in Overcoming Speaking Problems in Speaking Class**. University of Muhammadiyah Malang.
- Lyman, F. (1981). **The Responsive Classroom Discussion: The Inclusion of All Students**. *Mainstreaming Digest*, University of Maryland, College Park, MD.
- Macintyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). *Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation*. *The Modern Language Journal*, 82(4), 545-562
- MacIntyre, P.D., Clément, R., Dörnyei, Z & Noels, K.A. (1998). *Conceptualizing Willingness to Communicate in A L2: A*

- situational model of L2 confidence and affiliation. The Modern Language Journal*, 82 (4), 545-562.
- MacIntyre, P.D., Clément, R., Dörnyei, Z & Noels, K.A. (1998). *Conceptualizing Willingness to Communicate in A L2: A situational model of L2 confidence and affiliation. The Modern Language Journal*, 82 (4), 545-562.
 - Mackey, A. & Gass, S. (2005). *Second Language Research, Methodology and Design. TESL-EJ Top*. Volume 9, Number 3.
 - Maisaroh, A. (2006). **Correlation Between Listening Scores and Speaking Scores.** A Case Study with 1ST of English Department the Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta. Reg. No.100014018036.
 - Malik, N. (2012). *English as a Second Language in Relation with Verbal Fluency in SBK Women University Quetta. Lecturer Commerce Department University of Balochistan Quetta. International Journal of Academic Research in Progressive Education and Development January 2012, Vol. 1, No. 1 99*
www.hrmars.com
 - Mayer, R. (2004). "Should there be a three- strikes rule against pure discovery learning? The case for guided methods of instruction". *American Psychologist* 59 (1): 14-19 doi: 10.1037/0003-066X.59.1.14 PMID 14736316.

- Mehrabi.M, Afzali .M &Tabatabaei.O. (2015). *The Effect of Collaborative Work on Improving Speaking Ability and Decreasing Stress of Iranian EFL Learners*. **Mediterranean Journal of Social Sciences**. MCSER Publishing, Rome-Italy. Vol 6 No 4 S1. July 2015.
- Meyer D. L. (2009). “*The poverty of Constructivism*”. **Educational Philosophy and Theory** 41 (3): 332-341. doi: [10.1111/j.1464-5812.2008.00457.x](https://doi.org/10.1111/j.1464-5812.2008.00457.x).
- Nunan, D. & Lamb, C. (1996). **The self - directed teacher: Managing the learning process**. Cambridge: Cambridge University Press.
- Nunan, D. (1991). **Language Teaching Methodology: Book for Teachers**. New York: Prentice Hall International.
- O' Donnel, A, M., Edi. (2002). **Promoting thinking through peer learning**. Special issues of theory into practice, 61(1).
- Park, H., & Lee, A.R. (2005). **L2 Learners’ Anxiety, Self-confidence and Oral Performance**. Proceedings of the 10th Conference of Pan-Pacific Association of Applied Linguistics (pp. 107-208). Edinburgh University, August 2005.
- Pashaie, S & Khalaji, H .(2014) *The Effect of Task Outcome on Speaking Improvement of Pre-Intermediate High School Students*

in Malayer. International Journal of Educational Investigations
Vol. 1, No. 1: 43-53, 2014, (December).

- Pennington, M.C. (1999). **Computer-aided pronunciation pedagogy: promise, limitations, directions.** *Computer Assisted Language Learning*, 12(5), 427-440.
- Piaget, J., & Inhelder, B. (1969). **The psychology of the child.** New York: Basic Books.(6th edition).
- Poupore, G. (2015). ***Measuring Group Work Dynamics and Its Relation with L2 Learners Task Motivation and Language Production.*** *Language Teaching Research.* Minnesota State University, USA. <https://www.researchgate.net/publication/282434188>. Impact Factor: 0.54. DOI: 10.1177/1362168815606162.
- Raba, A. (2017). **The Impact of Effective Teaching Strategies on Producing Fast and Good Learning Outcomes.** *International Journal of Research-Granthaalayah*, 5(1), 43-58. <https://doi.org/10.5281/zenodo.259563>
- Raba, A. (2017). **The Influence of Think-Pair-Share (TPS) on Improving Students' Oral Communication Skills in EFL Classrooms.** *Creative Education*, 8, 12-23. <http://dx.doi.org/10.4236/ce.2017.81002>

- Rabab'ah, G (2003). *Communicating Problems Facing Arab Learners of English*. Journal of Language and Learning 3(1), 180-197.
- Raja, N. (2012). *The Effectiveness of Group Work and Pair Work for Students of English at Undergraduate Level in Public and Private Sector Colleges*. *Interdisciplinary Journal of Contemporary Research in Business*, September, 2012. VOL4. NO 5.
- Ravitch, D. (2007). **Ed speak: a glossary of education terms, phrases, buzzwords, and jargon**. Alexandria: Virginia USA.
- Redmond, M.V. & Vrchota, D. (2007). **Everyday Public Speaking**. England: Pearson Education.
- Richards, J. C & Rodgers, T. S (2001). **Approaches and Methods in Language Teaching**. Cambridge: Cambridge University press.
- Richards, J. C. (2006). **Communicative Language Teaching Today**. New York: Cambridge University Press.
- Richards, C and Lockhart, C. (1994). **Reflective Teaching in Second Language Classrooms** (Cambridge Language Education) 50397th Edition.
- Rivers, W. (1968). **Teaching Foreign-Language Skills**. second edition.

- Robert .(2009). **The dynamics of language**. In the Encyclopedia of Complexity and System Science (Springer Verlag, Heidelberg), pp. 2310-2323.
- Rocío, A. (2012). **The Importance of teaching listening and speaking skills**. Education Faculty, Teaching Language and Literature Department, 45309173-R.
- Rocío, A. (2012). **The Importance of teaching listening and speaking skills**. Education Faculty, Teaching Language and Literature Department. 45309173-R.
- Rodrigues, E. (2012). **Nonnative's' Perspectives of Group Work: A study of their attitudes and experiences in the group work setting**. College of Arts and Sciences, Andrews University, Julia Kim, Ph.D.
- Ruben G. Fukkink (2010). **Missing pages? A study of textbooks for Dutch early childhood teacher education**. Teaching and Teacher Education. 26(3), p371-376.
- Saygili,S. (2014). **Engaging EFL Students in Group Collaboration in Speaking Classes**. Department of English Language Teaching, Institute of Social sciences, ÇAĞ University.
- Scarpell, M. (2009). **The Wall Street Journal: Social Media's effect on Learning**.

- Shabani, M.B. (2013). *The effect of background knowledge on speaking ability of Iranian EFL learners*. **International SAMNM Journal of Marketing and Management**, 1, 25-27.
- Sheehy, L. A. (2004). **Using Student Voice to Deconstruct Cooperative, Mathematical Problem Solving**. A Dissertation Submitted to the Graduate School of The University of Georgia, 2004.
- Skehan, P. (1996). **Second-language acquisition research and task based instruction**. In J. Willis and D. Willis (Eds.), *Challenge and change in language teaching* (pp. 17–30). Oxford: Heinemann.
- Skinner, B. F. (1948). *Operant Conditioning*. **Journal of Experimental Psychology**, 38, 168-172. New York: Macmillan.
- Slavin, R. E. (1995). **Cooperative learning: Theory, research, and practice**. (2nd ed.). Needham Heights, MS: Allyn and Bacon.
- Slavin, R. E., Hurley, E. A., & Chamberlain, A. M. (2003). **Cooperative learning and achievement: theory and research**. In **Handbook of psychology: Educational psychology**, Vol. 7 (pp. 177-198). New York, US: John Wiley & Sons.
- Slavin, R.E.(1990). **Cooperative learning: Theory, research, and practice**, Englewood Cliffs, NJ: Prentice Hall.

- Soraya, B. (2010). **Enhancing Students' Oral Proficiency through Cooperative Group Work**. Faculty of letters and Languages. Department of Foreign Language, Constantine University.
- Stevens, R. (2008). **Cooperative Learning: Encyclopedia of Educational Psychology**. In N.J. Salkind (ed.), (pp.187-193).USA: SAGE Publications, Inc.
- Sulistyorini, Y. (2011). **The Use of Think-Pair –Share Strategy to Improve Students's Speaking Ability**. English Department, Faculty of Languages and Arts, Semarang State University, 2201407159.
- Tanveer, M. (2007). **Investigation of The Factors That Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and The Influence**. It Casts on Communication in The Target Language Dissertation, University of Glasgow.
- Thornbury, S. (2005). **How to Teach Speaking**. Harmer, J. (Ed). London: Longman.
- Tuan, N & Mai, T (2015). *Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. University of Thu Dau Mot University of Thu Dau Mot. Asian Journal of Educational Research*, Vol. 3, No. 2, 2015 ISSN 2311-608 .
- Ur, P (1996). **A course in Language Teaching**. CUP.

- UR, P. (2000). **A course in Language Teaching: Practice and Theory**. Cambridge: Cambridge University Press.
- Vygotsky, L. (1978). **Mind in Society: The Development of Higher Psychological Processes** (Ed. By M. Cole, V. John-Steiner, S. Scribner, & E. Souberman). Cambridge, MA: Harvard University Press.
- Weaver, R.L & Hybels, S. (2004). **“Communicating Effectively”** (7th ed.). Boston: McGraw-Hill.
- Yahya, M.(2012). *A Study of the Language Difficulties of the English Language Center (ELC) Students at the Arab American University of Jenin*. ELC- AAUJ / ACCESS Program- Amid- East. Palestinian Ministry of Education. **European Social Sciences Research Journal**.

Appendixes

Appendix (1)

The Referee committee for the Advanced English Speaking Test “Pre- and post- tests”

Dear referee: “Supervisor & Expert teacher”

The attached English speaking test serves as a data collection instrument for accomplishing a study entitled " The Role of Group Work in Improving Students' Speaking Skills at the English Language Center at the Arab American University-Jenin " to obtain a Master's Degree in teaching English as a Foreign language (TEFL).

The researcher would very much appreciate if you could take the time and the energy to share your useful experience by looking carefully at the items of the test whether they are appropriate or inappropriate. Your comments, note, additions or omissions are very important and will be taken into researcher's consideration. Surly, they will be of much assistance for the accomplishment of this humble work. Also, they will be kept strictly confidential.

Thanks for your time and your efforts

No	Name	Qualification	Field Institute	Signature
1	Mosaddaq Barahmeh	Ph.D	TEFL	
2	Riyad Ayasseh	M.A/Educational supervisor	TEFL/ ELT	
3	Tarek Fakhouri	Ph.D	TEFEL/ Linguistic	




The Referee committee for the Advanced English Speaking Test
“Pre- and post- tests”

Dear referee: “Supervisor& Expert teacher”

The attached English speaking test serves as a data collection instrument for accomplishing a study entitled” The Role of Group Work in Improving Students’ Speaking Skills at English Language Center at the Arab American University-Jenin” to obtain a Master’s Degree in teaching English as a Foreign language (TEFL).

The researcher would very much appreciate if you could take time and energy to share your experience by looking carefully at the items of the test whether they are appropriate or inappropriate. Your comments, note, additions or omissions are very important and will be taken into the researcher’s consideration. Surely, they will be of much help for the completion of this work. Also, they will be kept strictly confidential.

Thanks for your time and your efforts

No	Name	Qualification	Field Institute	Signature
1	Mosaddag Sarahmeh	PhD	TEFL	
2	Riyad Ayasseh	MA/Educational Supervisor	ELT	
3	Dr. Tarek Fakheri	Ph D	Linguistics	
4				
5				
6				
7				
8				
9				
10				

Appendix (II)

English Speaking Test for Advanced Level (Pre- and Post Tests)

Advanced English Speaking Test

Dear student:

The aim of this test is to examine the effective role of using group work in improving students' speaking skill. To achieve this aim, the researcher uses this test as an instrument for collecting necessary information to complete the researcher's study.

This test is separated into two parts: part one includes personal information: Gender, Academic Level at Placement Test, English Mark at Tawjihi Exam, stream and Faculty. Whereas, part two is arranged according to topics; it has five different natural topics; each topic handles a different idea in form of questions; each of which carries four marks and the total mark is out of twenty.

Please, turn off your mobile phone and take into your account the time of the test which is 15 minutes. Try to be relaxed and smile. Furthermore, listen carefully, speak clearly, respond accordingly and say as much as you can in responding to each question which means don't give one word answers but try to give more detailed responses. Moreover, begin speaking when you are ready; take a few seconds to prepare your answer.

Note: Your answers will be confidentially attached on and recorded for the study aim only.

May I thank you in advance for your collaboration

The researcher: Doa'a Nayef Aboura

Mobile: 0597262191

Email: doaa.aboura@aauj.edu

Part One: Personal Information

Part one: Personal Information

Please put the mark (✓) in the place that suits your case.

Gender: a- male () b- female ()

Academic Level at Placement Test: a- Advanced () b- Intermediate ()

c- Beginning ()

English Mark at Tawjihi Exam: a- 100-90 () b- 89-80 () c- 79-70 ()

d- 69-60 ()

Stream: a- Literary b- Scientific c- Vocational

Faculty: _____

Part Two: Questions of the Speaking Test

Topic one: **Introduce Yourself.** (4 pts)

Let's start this speaking test by talking about you.

- Can you tell me about yourself (hometown, age, studying, family, personalityetc)? (60 seconds)
- Where do you see yourself in five years? (60 seconds)
- What would your family say about you? (60 seconds)

Topic Two: **Free Time.** (4 pts)

I'd like to move on and ask you some questions about your free time.

- What kinds of activities do you like to do when you have free time? (60 seconds)
- How long have you been involved or interested in these activities? (60 seconds)
- Do you like to do these activities alone or with other people? (Why)? (60 seconds)

Topic Three: **Food** (4 pts)

Moving to a new topic, I'd like to argue cooking and meals with you.

- Tell me about your favorite food and if you prefer to eat alone or with other people? (Why)? (60 seconds)
- Cooking is a nice skill; can you cook? If your answer is yes, what type of things can you cook? And if you cannot cook(why)? (60 seconds)
- Do you ever skip breakfast? If so, how often and why? (60 seconds)

Topic Four: **Timing** (4 pts)

Let's move on and discuss the importance of time and being on time for appointments.

Explain this proverb: "**Time is money**". What does it mean? Say it in other English words: (60 seconds)

- Describe your feeling when someone is late for an appointment with you? (60 seconds)
- What kind of excuses do you believe are alright for lateness? (60 seconds)

Topic Five : **Friendship** (4pts)

Let's change this topic and talk about friendship

- Why do people need friends? What may happen if a person has no friends? (60 seconds)
- Do you think Social Media sites like Facebook and Whatsapp are good for friendships or do they stop people from becoming close? (60 seconds)

Good luck

Appendix (III)

Scoring System of the Speaking Test

According to the scoring system of English oral speaking test, the researcher used Brown (2004) five skill systems with little modifications. The five skill scoring system includes five categories: grammar, vocabulary, pronunciation, organizing information and fluency. Additionally, the researcher took into her consideration the comments and suggestions of Referee Committee; she added another category which is comprehension. There are four grades ranging from need improvement (grade 1) to excellent (grade 4). It can be shown on the table below:

Topics' questions	Category	Need Improvement / 1 pts	Satisfactory / 2 pts	Good / 3 pts	Excellent / 4 pts
Topic 1 "Introduce Yourself"	Grammar	Student is difficult to understand and has a hard time communicating their ideas and responses because of grammar mistakes.	Student is able to express their ideas and responses adequately but often displays inconsistencies with their sentence structure and tenses.	Student is able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves	Student is able to express their ideas and responses with ease in proper sentence structure and tenses.
Topic 2 Free Time	Pronunciation	Student is difficult to understand, quiet in speaking, unclear in pronunciation.	Student is slightly unclear with pronunciation at times, but generally is fair	Pronunciation is good and did not interfere with communication	Pronunciation is very clear and easy to understand.
Topic 3 Food	Vocabulary	Student has inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	Student is able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Student utilizes the words learned in class, in an accurate manner for the situation given.	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Topic 4 Timing	Comprehension	Student has difficulty understanding the questions and topics that are being discussed.	Student fairly grasps some of the questions and topics that are being discussed.	Student is able to comprehend and respond to most of the questions and topics that are being discussed.	Student is able to comprehend and respond to all of the questions and the topics that are being discussed with ease.
Topic 5 Friendship	Organizing information	irrelevant and unclear information with less information	listeners find difficulties in following the speaker's idea	Sometimes the speech is irregular.	Often gives clear idea with adequate quantity of information.
	Fluency	Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words	Speech is effortless and smooth with speed that comes close to that of a native speaker

Appendix (IV)

Permission from An- Najah National University

An-Najah
National University
Faculty of Graduate Studies



جامعة
النجاح الوطنية
كلية الدراسات العليا

التاريخ : 2016/10/31م

حضر السيدة مديرة مركز اللغات المحترمة/الجامعة العربية الامريكية- جنين

تحية طيبة و بعد،،

الموضوع : تسهيل مهمة الطالبة/ دعاء نايف أحمد عبورة، رقم تسجيل (11457323)،

تخصص ماجستير اساليب تدريس لغة انجليزية

يرجى من حضرتكم تسهيل مهمة الطالبة / دعاء نايف أحمد عبورة، رقم تسجيل 11457323، تخصص ماجستير اساليب تدريس لغة انجليزية، في كلية الدراسات العليا، وهي بصدد اعداد الاطروحة الخاصة بها والتي عنوانها: (دور عمل المجموعة في تحسين مهارات المحادثة لدى طلاب مركز اللغات في الجامعة العربية الامريكية/ جنين). يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه في تطبيق أداة الاختبار على طلبة مركز اللغات وذلك لاستكمال اجراءات الاطروحة الخاصة بها، شاكرين لكم حسن تعاونكم.

وتفضلوا بقبول فائق الاحترام ،،

رئيس قسم الدراسات العليا للعلوم الطبيعية

د. فايز مخاميد



Adriana Ghoul




ELC Director AAUJ





Appendix (V)

Samples of Lesson plan

Lesson plan (1)

Topic	Social networking site like :FACBOOK
Level	Any
Academic Objectives	<ul style="list-style-type: none"> - Use English in a nonthreatening communicative way. - Build confidence and fluency through questions techniques.
Language Skill	Speaking skill
Group Size	Four students of each group
Class Time	50 – 60 minutes
Preparation Time	15 minutes
Procedures   	<ul style="list-style-type: none"> - Divide students into groups of four. - Each students in the group have to prepare four questions about Facebook; three to ask fellow students and a question to ask the teacher. (The teacher becomes a normal person). Questions can be as simple as “how often do you use Facebook ?for practicing adverbs of frequency, or more advanced ,such as, do you agree or disagree with using Facebook for enhancing social communication? For practicing functions of expressing opinions. - Choose a group to come in the front of the class. - Choose one member of chosen group to pose his /her question or any student in the class (that student should stands also). - After answering the question, have the students from the audience return to the question with “how about you” and sit down. - Continue the above procedures until all students in the group have gotten to ask their questions, including a question to the teacher. - Choose four different students for the next class and continue the process over several periods until all students in the class to have had a chance to come up to the front and ask questions.
Assignments and Activities	Prepare questions at home, using the lexical items, grammar points, or functions taught that week in classroom.

Lesson plan (2)

Topic	Introduce Yourself With Balloons
Level	Advanced
Academic Objectives	<ul style="list-style-type: none"> - Practice conversational fluency and emphasize emotion. - Interact in informal social situations
Language Skill	Speaking skill (fluency)
Group Size	Five students per group
Material	Large balloons / magic markers
Class Time	50- 60 minutes
Preparation Time	30 minutes
Procedures 	<ul style="list-style-type: none"> - Divide the class into small groups (five students per group). One good way to shape groups is to have students pick numbers out of a hat and have all five students that take the same number work together. - Have each group think of a topic and characters for their balloons (e.g., famous person, animal , cartoon character, vacations, university, best friends or any interesting topic) - Have students write and practice with a time limit of 5-10 minutes for each group's conversation. - Help each member of group if grammar or vocabulary problems arise. - Have each group practice their conversation and perform the short scene/ conversation for the class while holding their balloons in front of their faces.
Assignments and Activities 	Draw and Discuss Activity. <ul style="list-style-type: none"> - Assure students that their balloons do not have to be works of art. - Encourage students to concentrate on the emotions and thoughts they want to express in their conversations. In this way, you can give the students individual attention and discuss with them the various possibilities an English native speaker has, both in word choice and in intonation, for expressing a single idea.

Lesson Plan (5)

Topic	Making a debate
Aims	<ul style="list-style-type: none"> - Use different polite agreements and disagreements expressions phrases. - Connect ideas with some social common phrases in a logical way. - Make a debate on several authentic topics.
Levels	Advanced Level
Language skill	Speaking Skills
Group size	Five students
Class Time	50-60 minutes
Preparation Time	20 minutes
Procedures	<ul style="list-style-type: none"> - Phase one: Warm up activity Teacher uploads a useful video which presents the debates and its structure and preparation for students. “https://www.youtube.com/watch?v=wTlkD8qn3cU” <ul style="list-style-type: none"> • Students watch it attentively to learn the debate structure by getting the main ideas from video. - Phase two: Connect ideas with some social common phrases in a logical way. <ul style="list-style-type: none"> • Teacher introduces an audio for some expressions that used mainly to express agreement and disagreement in contexts. • Teacher displays the script on the white board. • Teacher asks the students to underline the disagreement expressions. • Students have to repeat the expressions orally many times. • Teacher mentions students a page with various topics to make students vote to choose one topic to hold a debate on. • Students take some notes about the exchange ideas. • Students should express their agreement and disagreement on the topic. • Teacher runs a debate and asks students to participate with their ideas and different agreements phrases. - Phase three: Use many polite agreements and disagreements social expressions phrases <ul style="list-style-type: none"> • Teacher shows a story full of agreement and disagreement phrases. • Teacher asks for a volunteer to read the story aloud and its take role. • After that, students have to collect the common phrases and list them in the table on the white board.

	<ul style="list-style-type: none"> • Students try to practice using them by reading and repeating some of them many times. - Phase four: Make a debate on several topics. • Teacher provides the students with a list of topics. • Students have to vote for their favorite topic to debate on. • Teacher gives students a limited time to prepare for the debate. • Teacher runs the debate successfully. • Teacher gives students a chance to watch a video about some important issue related to holding a debate. https://www.youtube.com/watch?v=sJz18G4zY34 <p>Teacher divides the class into two groups.</p>
Assignments and Activities	<p>- Hold a debate about whether students should choose how they learn. Explain if you agree or disagree with your group mate during the debate.</p>

Appendix (VI)

Photos of the Experience Days of the Study

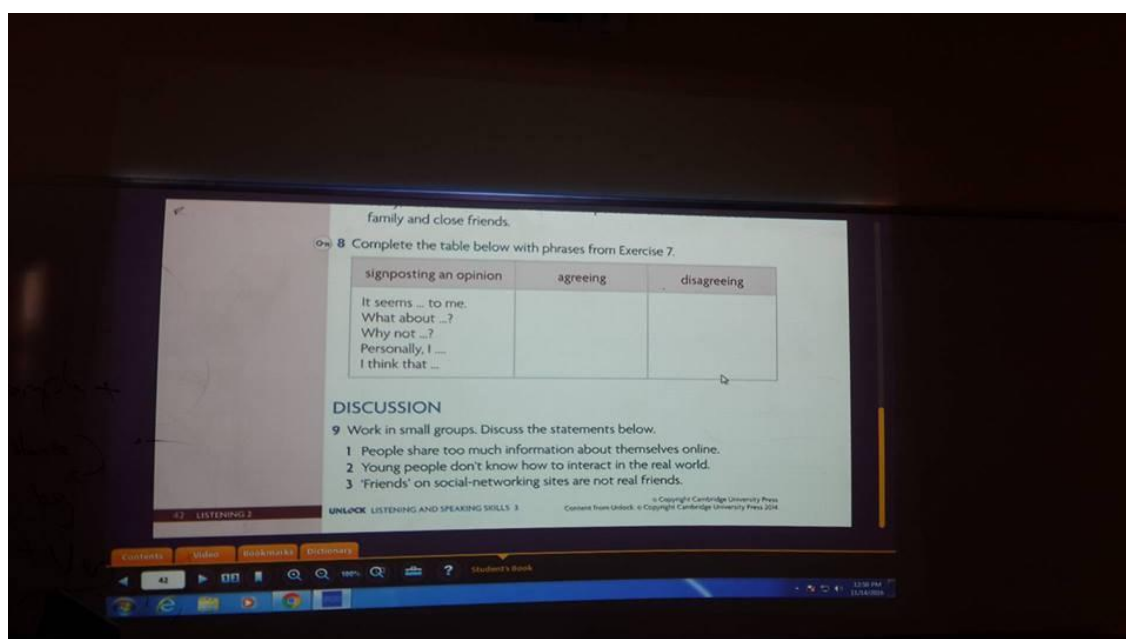












جامعة النجاح الوطنية
كلية الدراسات العليا

دور عمل المجموعة في تحسين مهارات المحادثة لدى طلاب مركز اللغات في الجامعة العربية الامريكية – جنين

إعداد
دعاء نايف أحمد عبورة

بإشراف
د. أحمد عوض

قدمت هذه الأطروحة استكمالاً للحصول على درجة الماجستير في برنامج اساليب
تدريس اللغة الانجليزية، بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس،
فلسطين.

2017

ب

**دور عمل المجموعة في تحسين مهارات المحادثة لدى
طلاب مركز اللغات في الجامعة العربية الامريكية – جنين**

إعداد

دعاء نايف أحمد عبورة

بإشراف

د. أحمد عوض

الملخص

سعت هذه الدراسة إلى معرفة دور عمل المجموعة في تحسين مهارات المحادثة لدى طلاب مركز اللغات في الجامعة العربية- جنين. من أجل تحقيق هذا الغرض، استخدمت الباحثة أداة جمع البيانات التجريبية وهي اختبار اللغة الانجليزية الشفوي. أجرت الباحثة هذه الدراسة على عينة الدراسة التمثيلية والتي تكونت من (60) طالبا وطالبة ذات المستوى المتقدم والذين قد تم اختيارهم بشكل عشوائي في فصل الدراسي الثاني من العام الأكاديمي 2016-2017. تم تقسيم العينة الى مجموعتين : مجموعة تجريبية ومجموعة ضابطة. وكان طلاب كلا المجموعتين من غير الناطقين باللغة الإنجليزية والمقيمين في فلسطين والذين تراوحت أعمارهم من 18 الى 23. تم تدريس مهارات المحادثة للمجموعة التجريبية عن طريق استخدام عمل المجموعة بينما درست المجموعة الضابطة مهارات المحادثة بطريقة تقليدية.

جمعت الباحثة البيانات من خلال تطبيق اختبار اللغة الانجليزية الشفوي. ولتنفيذ الاختبار الشفوي كأداة لدراسة على عينة الدراسة، قامت الباحثة بفحص فاعلية وموثوقية هذه الأداة. تبعاً لذلك، تم التحقق من فعالية استخدام الاداة كإختبار قبلي لفحص مستوى طلاب المجموعتين وابطضا كإختبار بعدي لفحص مستوى تحسن الطلبة بعد اشراك طلاب المجموعة التجريبية في مجموعة متنوعة من الأنشطة القائمة على استخدام استراتيجيات عمل المجموعة. بالإضافة الى ذلك، استخدمت الباحثة أدوات الاحصاء الوصفي وأدوات الاحصاء الاستدلالي، وذلك من أجل تحليل البيانات التي تم جمعها والإجابة على اسئلة الدراسة وتحديد الفروق ذات الدلالة الاحصائية بين المجموعة التجريبية والمجموعة الضابطة.

بعد تحليل البيانات التي تم جمعها، اكتشفت الباحثة أنه يوجد فروق ذات دلالة احصائية بين المجموعتين لصالح المجموعة التجريبية في النحو والمفردات والنطق وتنظيم المعلومات والفهم والطلاقة تعزى الى استخدام عمل المجموعات. وقد لاحظت الباحثة ان عمل المجموعات كاستراتيجية تدريس مقترحة تملك دوراً ايجابياً في تطوير أداء الطلاب الشفوي وتعزيز دافعية المتعلمين لتحقيق نتائج تعليمية جيدة . كذلك، كشفت نتائج الدراسة عدم وجود فروق ذات دلالة إحصائية في استخدام العمل الجماعي في تحسين مهارات التحدث لدى طلاب المجموعة التجريبية بين نتائج الاختبار القبلي والاختبار البعدي تعزى الى متغيرات الدراسة المستقلة وهي (الجنس، المستوى الأكاديمي في اختبار تحديد المستوى الجامعي، علامة اللغة الإنجليزية في امتحان الثانوية العامة، والمسار الدراسي والكلية).

وبناءً على نتائج الدراسة، أوصت الباحثة معلمي اللغة الإنجليزية بضرورة إعطاء المزيد من الأهمية لتطبيق عمل المجموعة في تدريس مهارات المحادثة والتعاون مع معلمين آخرين ممن لديهم خلفيات وتجارب مختلفة لتحقيق نتائج أفضل في مستوى كفاءة الطلاب وادائهم في اللغة الإنجليزية. في هذه الأيام، عمل المجموعة ليس فقط ضرورة اساسية في تدريس مهارة المحادثة بل أصبح أيضاً استراتيجية ذات حماس وتحدي للتدريس غير التقليدي. ونتيجة لذلك، اقترحت الباحثة إجراء المزيد من الدراسات حول الدور الفعال لعمل المجموعة في مواضيع مختلفة ومناطق مختلفة من تعليم اللغة الإنجليزية.