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The Effect of Group Work on EFL Learners' Oral Interaction Development

The Case of EFL Teachers at the Secondary

Schools of Bejaia City Center

A Dissertation Submitted in Partial Fulfillment of the Requirements

for the Master degree in Didactics at Bejaia University

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Dedication

First of all, I would like to dedicate this work to my dear mother who stands up nights for me from my childhood until now, to whom my gratitude, thanks, and love can never be expressed in words, God bless her now and forever. A special dedication to the memory of my beloved father, who did his best for our well-being,so I'll take this occasion to thank him so much for everything he did for me, he taught me things that I'll never forget and I wish he was here to learn me more and more for everyday of my life.

To my classmates especially Lyes and Nabilwhose words of encouragement and push for tenacity ring in my ears, for all my friends in the campusactually Mohandwho have never left my side. . A special and warm thank for my brother who trusted me during my academic career until now.

My further dedication to:

My sisters and their husbands who supported me throughout the process.

My nephews and nieces.

My roommates all of them without any exception.

All my teachers and persons who helped me during my research

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Abstract

The lack of using cooperative learning particularly group works in the Algerian ELTprogrammes has resulted less interactional skills development and it still encounter difficulties to be developed. Thus represents lack of empirical evidence about the efficiency of group work activities for the development of the oral interaction in the Algerian context. In addition to this, few detailed descriptions of the patterns of oral interaction in EFL classes are known. The objective of this study is to explore the effect of group work on EFL learners' oral interaction developmentand how the use of group work activities influences the development of oral interaction inside and outside classroom situations. This work relied on mixed method approach by combining both of quantitative and qualitative method, and followed a descriptive research design. The sample of this study was ten (10) teachers randomly selected from our population. The collected data from questionnaire and interview was analyzed with the help of computer software which is SPSS. The results revealed that the use of group works have influence the development of oral interaction and the learners working in groups are more exposed to the development of their interactional skills and resources.

Key words: Group Work, Oral Interaction, EFL Classes.

List of abbreviations

-AF: Absolute Frequency

-CBA: Competency Based Approach

- CBET: Competency-Based English Teaching

-EFL: English as Foreign Language

-ELT: English Language Teaching

- FLT: Foreign Language Teaching

- GW: Group Work

- O.I: Oral Interaction

-RF: Relative Frequency

- SEM: Self Evaluation Maintenance

- TCU: Turn Constructional Unit

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1. Introduction

Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives, between these objectives the development of oral communication is included; however it is considered as the only way which can help the learners to increase their communicative competences. Many language teaching professionals stress the necessity of creating meaningful, contextualized, relaxing and engaging situations for language learning. In these situations, the students feel safe and actively involved and the learning objectives are successfully achieved, mainly using the target language effectively and fluently in different contexts and with different persons (Harmer, 2001).

The teaching of foreign language by its very nature is an interactive process, which involves active participation of both the teacher and the learner. It has been stressed, in FLT methodologies that are more than a system of rules, but as a dynamic resource for the creation of meaning, shift away from the study of language seen as purely a system and shift towards the study of language as communication. For that reason, a great opportunity of classroom interaction is being truly demanded.

With a growing need for more effective, successful and active ways of foreign language learning, Innovation in the language field has been stimulated by a special concern for learning through active and collaborative setting. The predominant view is that language is best learned when students are interacting with each other in groups-completing a task or learning a content or resolving real life issues - where their attention is not directed toward the language itself, except when a focus on language forms is necessary.

Teaching English in Algeria requires teachers to take into account that English can be taught and practiced only in the classroom. Since the classroom is the primary situation, in which learners have an opportunity to use the target language, and develop their interactional skills, so the kind of method and techniques followed has a great influence on language development. Thus, teachers have to provide learners, with a method of increasing those opportunities of language use, organizing the class into groups is one of the surest ways to provide learners with extensive oral production and communication, but, many teachers still encounter difficulties in choosing the right techniques to help their learners to develop their level of oral interaction, this development can happen when teachers' use of some interactive activities which can help the learners to participate in conversations inside and outside the class.

2. Statement of the problem

English Language Teaching has long focused on written language at the expense of the spoken language. Actually, educators, researchers, and teachers acknowledged that even though some active pupils who wrote sentences and simple passages correctly; they are incapable to interact in English inside the classroom; unable to utter a very simple question or answer correctly and sometimes they even mispronounce some English words. In fact, many scholars and even ordinary people are convinced that a person being learning a language, incapable of speaking it; is simply as if learning a language in a vacuum. In fact, the development of oral interaction figures among the priorities of the Algerian ELTprogrammes, Therefore interactional resources in cooperative learning in Algerian classes are included but they are not generally used and developed by the learners, however,

- Little information about cooperative learning particularly group work is known.
- We have, as yet, very few detailed descriptions of the configuration of oral interaction in classroom situation.
- Lack of group work application in CBA method.
- Lack of oral interaction in Algerian classes.

3. Aim of the study

The present study explores the effect of group work on EFL learners' oral interaction development. As regards, the case of EFL pupils of secondary schools of Bejaia's city center is taken into consideration in this study. It also attempts to provide a description of the situation of group work use and O. I. development in the secondary schools of Bejaia's city.

Accordingly, this research project aims to find out whether group work may involve and increase the level of interaction between learners and how can the use of group work activities influence the development of oral interaction inside and outside classroom situations. Group work is proposed as pedagogical tool which may facilitate the role of the teacher. Our main interest is to investigate the effects of group work on EFL learners' oral interaction development. The aim of this study is therefore to shed light on the effectiveness of group work on the learners in class oral communication and to explore the relationship between group work and the development of oral interaction.

4. Research questions

Thus, the present research focuses on three main research questions. Some of which have been divided into other sub-questions. These are formulated as indeed as follows:

1- Are the teachers using group work in the EFL classes?

2- How well have the learners developed their interactional skills?

This question can be divided into the following sub-questions:

   a- Have the learners developed their interactional oral skills?

   b- Which interactional resources have been best developed by the learners?

3- Is there a relationship between the use of group works and the development of the interactional skills?

5. Hypothesis

A number of hypotheses have been emitted for this research. These consisted of the following suppositions:

A. If group works are used in EFL classes, the learners may develop their oral interaction.
B. Learners, with whom G.W is used, may demonstrate a greater mastery of interactional resources.

6. Significance of the study

Our motivation behind conducting this research work is to high light how group work can be an effective tool to develop interaction in EFL classes. Developing learners' oral interaction in the classroom should be sought by the teachers; however, little studies have investigated how classroom teaching tools and techniques can influence the development of learners' oral interaction. As we want to collaborate in finding the needs of a group work to solve the problem of interaction in classroom situations. This study will focus on the effects of group work on learners' oral interaction development in the classroom, and how this development is affected by factors generated by group work activities. The results obtained

from this research work will hopefully support the teachers to develop their teaching techniques and methods for speaking and listening sessions so as to create a field of communication for the learners to develop their linguistic performance and interactive communication.

7. Method

In this research work, we have combined both of quantitative and qualitative approach. Both of quantitative and qualitative data was gathered by means of a questionnaire.

8. Population and sample

This work is conducted with EFL teachers of secondary schools of Bejaia city center. The total number of the EFL teachers in these secondary schools is sixty (60) but only twenty (20) have taken part in this study. The reason behind our choice of EFL teachers of secondary schools lies in the fact that at this level, the learners are assumed to have acquired certain basis in English language learning.

9. Implications

The results of this research will help the teachers to develop their learners' oral interaction and enhance the use of group work activities in different classroom situations, thus will promote the learners with more opportunities to oral communication, and foster their linguistic competences.

In addition to the general introduction, and general conclusion, the dessert ation comprised three chapters:

- Chapter one attempted to gather theoretical evidence and support in favour of the present study from the existing literature and research on group work and oral interaction development.

- Chapter two described the research design and methodology followed in this study. in due details with an exposition of the theoretical framework of the research design and methodology, a presentation of the research population and sample, descriptions of the research instruments, data collection tools and procedures, and data analysis tools.

-chapter three explored data presentation and findings' discussion.

-The paper ends with a general conclusion where a summary of the key findings of the study is presented, implications, limitations, and suggestions for further study are also presented

I-Introduction

The aim of this research has been to gather theoretical evidence and supports of the present study from the existing literature and research on group work and oral interaction development. There have been identified in this study one independent variable which is group work, a similar number of dependent variable is included which is oral interaction. This chapter explores the theoretical background and existing literature about group work and oral interaction. In the first section, we will deal with group work with its different definitions, the rationale of group work, its roles, types of group work activities; we will also see the advantages and difficulties of group work. In what follows, we will explore oral interaction in giving some different interaction definitions, types, components, and forms of oral interaction, we will see also oral interaction and its development by focusing on three particular researchers' theories and finally we will deal with interactional resources by focusing on some different principles such as turn-taking, repair, and alignment. In the third section which is the last, we are going to explore the development of oral interaction in some EFL countries.

II. Group work

1. Definition of group work

Working in groups it is often presented as a technique to facilitate the work and develop oral performance in classroom situation; it can be also the use of the different skills, knowledge and experience gained by people (Smith, Mark, K, 2008, p.1). Group work is considered as a tool used by the teacher to divide the work inside the classroom; group work creates a specific classroom interaction. Group work is considered as an element of cooperative learning in which learners spend their time in learning and developing their knowledge and enhancing their linguistic performance. Group work helps the teacher to get a deep knowledge about the types of classroom interaction that can develop learners' language proficiency; it can be a part of an effective teaching and helps the teacher to spend time reflecting on the practice. According to Montgomery (2009), group work can foster students' cultural capability and develop their social relations. Montgomery argued that these outcomes are not easily achieved and should not be ignored; they are related to the teachers' role. Group work provides opportunity to positive outcomes and lead to better classroom interaction.

There are some very different ways in defining a group, according to Donelson R. Forsyth (2005), a group is one or two persons gathered for any collective work. Groups are defined as a fundamental part of human experience; they help people to develop more complex and activities (Smith Mark, K, 2008, p. 2). In other words, groups come about in a psychological sense because people realize they are in the same boat (Brown, 1988, p.28). The work in group is a form of cooperative learning; we are guiding our efforts in a particular way (Smith, Mark K, 2008, p.3)… He also adds:

« *To engage with another thoughts and feelings, and to attend to our own, we have to be in a certain frame of mind. We have to be open to what is being said, to listen for meaning. To work with others is, in essence, to engage in a conversation with them. We should not seek to act on the other person but join with them in a search for understanding and possibility.* »

(Smith and Smith, 2008, p. 20).

Thus, Group work can be defined as a social process in which knowledge is acquired through the successful interaction between the group members (Cohen, 1994, Weidner, 2003). Slavin (1995) states that, group work is a strategy of teaching where the learners are exposed to different functions and roles such as helping each other, discussing the content of the task arguing, assessment and learning academically.

2. The rationale of group work

The group works are made for many different reasons, the most important of which are, the development of academic learning, the development of the social-affective learning, and the personality development. According to Cohen (1994), academic learning can foster the learners' meta-linguistic performance and develop their academic learning. He argued that learners working in cooperation are exposed to more oral performance and develop someone's knowledge. According to Slavin (1995), social-affective learning is considered as an advantage of cooperative learning, he added that social-affective learning can lead to less fear and stress in a learning class and increase students' motivation. Sudzina (1993) reported that cooperative learning is effective in reducing the prejudice among learners and in meeting the social needs of learners. According to Huber (2004) cooperative learning can strengthen the personality of someone and trust in his own abilities and increase the learners' self-esteem. Cohen added that group work gives the learners a permission to makes their own decisions and give their point of view in any given topic to discuss. He includes that group

work provides the learners with the possibility to elaborate one's thinking and take the perspective of them; this can have an influence on the input of others' thinking and on their feedback. In addition to these points, group work is found to have three main centers of interest on which the researchers focus (see figure 01 below).

Thinking group

Attending to purposes

Staying in touch with ourselves
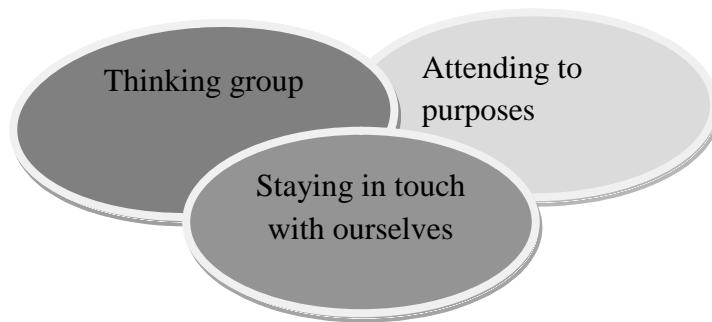
Figure1: the three foci for group workers (Smith, 2008, p.5)

As shown in the figure 01 above, Group Work has to focus on three main points that are thinking group, attending to purpose, and staying in touch with ourselves. For Fiona McDermott (2002), the coming together (thinking group) of the individuals leads to the reinforcement of a powerful solidarity and gives a sense to communality shared by the workers, she adds that their solidarity gives birth to trust and its reciprocity among members which gives them opportunity to achieve their individual and common goals. According to Smith Mark (2008), attending to the group is a way of keeping the collective powers of group members, workers also need to work for the purpose, he argued that workers need to take into consideration the individual and collective goals that the group want to work with. According to Parker Palmer (2000), good practice is better more than technique; it comes from the personality and the willingness of the worker. Smith Mark (2008) argued that good group workers are able to know themselves and those they work with and their subjects.

3. The group roles

According to Joseph. A. DeVito (2001), group roles are models of behavior that we are expected by others to perform. According to Gary Gillespie (2014), we can find two kinds of group roles; the first is formal or designated roles which are positions that are given to a person by the group, the second kind is informal or emergent roles, in this role the person assumes behaviors expected of the group without being given a specific position. Kenneth

Benne and Paul Sheats (1948) have identified three broad types of roles people play in small groups; Task Roles, Group-Building/Maintenance Roles, and the third one which is Individual/Self-centered Roles.

Due to its suitability to the present study and its practicality in EFL in classroom; and due to the impossibility to deal in detail with the other models, only Group Task Role is going to be discussed in what follows. This type focuses on completing group's goal, in which group members can take several roles such as:

1. The information seeker: seeks clarification of issues being discussed, and presents facts and opinions to group members.

2. The evaluator-critic: Evaluates the group's decisions, questions the logic or practicality of the suggestions, and provides the group with both positive and negative feedback.

3. The procedural technician or recorder : Takes care of various mechanical duties, such as distributing group materials and arranging the seating; writes down the group's activities, suggestions, and decisions, and/or serves as the group's memory.

4. Types of Group work activities

There different types of group work activities that teachers use when having their students work cooperatively, but only some of them are mainly used in the classroom; these types will be considered in more detail in the following parts:

4.1 Buzz group: This type involves students engaging in short formal discussions, even in response to a particular question or sentence starter.

4.2 Think-Pair-Share: this strategy has three steps. First, students think individually about a particular question or topic, and then they pair up to discuss and compare their ideas. Finally, they are given the chance to share their ideas in a large class discussion.

4.3 Circle of voice: this method involves student taking turn to talk about any given topic after taking few minutes to organize his thoughts, then the discussion begins, with each student having up to three minutes of uninterrupted time to speak. During this time no one else is allowed to talk.

4.4 Rotating Trios: this strategy involves students discussing issues with many of their fellow classmates in turn. Beforehand, teacher prepares discussion question. In class, he forms the groups in trios in a large circle then he gives them the discussion question, after that he suggests that each person take a turn to answer.

4.5 Jigsaw: this strategy involves students becoming expert on one aspect of the topic, and then sharing their expertise with others. The jigsaw helps to avoid tiresome plenary sessions, because most of the information is shared in small groups.

5. The advantages and difficulties of group work

5.1 The advantages

It has been mentioned in the literature review that the group work has got many advantages. Several experiments have shown that groups perform tasks better if their members are worked together rather than apart. According to Moreland and Mayakovski (2000), workers learn broad principles and basic skills that are assumed to apply to every group; however the learners are encouraged to become active rather than passive by developing collaborative and cooperative skills. Wegner (1987, 1995) states that one such benefit of group work is the development of a transitive memory system, he adds that people always try to improve their own memories with the external aids and information. Whatever form the group work takes on the course, the opportunity to work with others, rather than on someone's own, can provide distinct benefits such as Increasing productivity and performance which means that groups that work well together can achieve much more than individuals working on their own, a broader range of skills can be applied to practical activities and sharing and discussing ideas can play a pivotal role in deepening learner's understanding of a particular subject area, being part of a team will help the students develop their interpersonal skills, interaction and cooperation is facilitated and alternative ideas and points of view can be generated. Students develop and practice skills in: decision making, problem solving, values clarification, communication, critical thinking, negotiation, conflict resolution, and teamwork.

5.2 The difficulties

Group work in secondary schools context and particularly when assessment is involved, presents a challenge to learners, group work can be a new experience for the EFL learners. Group work presents difficulties for the students and teachers in different situations such as members don't contribute equal amounts of work. In many cases, one or two members will take on more work to ensure the entire group gets a good grade, or one member won't complete his responsibilities at all. Additionally, it can be difficult for a teacher to know which members pulled their weight and which did not. Therefore, the grades assigned to group projects or the individuals involved may be unfair to one or several members of the

group. She adds that some students may thrive in a group setting, while others simply perform better academically when they work alone. A student who may normally excel in class could do poorly on a group project simply because it is difficult for him to learn in that setting. Moreover, his performance can affect the entire team or negatively impact the outcome of the final project. While many of cooperative learning's disadvantages affect the students, the strategy can also provide difficulties for educators. Functioning effectively in teams requires students to develop strong communication, coordination, and conflict resolution skills, which not all instructors feel qualified to teach dealing proactively with team dynamics may push some instructors out of their comfort zone. Effective evaluation of process requires thoughtful consideration of learning objectives and a combination of assessment approaches. This creates layers of complexity that instructors may not anticipate.

II. Oral Interaction

1. Definition of interaction

Interaction is defined as a commonality shared by group of people, it happens when people are grouped to work together in a given situation.. According to Brown, interaction is the sense of communication and all what concern it (Brown, 2001, p. 165). The Cambridge International Dictionary of English defines the verb "to interact" as "*to communicate with or react to each other"*. Interaction is the reciprocal influence or action of someone. Rivers describes the word «interaction" through Latin roots: ***"agree"*** meaning ***"to do"*** and ***"inter"*** meaning ***"among".*** (Rivers, 1987, p. 57). He argued that interaction can help the student to develop their knowledge by using different authentic linguistic materials or through the outcomes of their fellow students in discussions, dialogue and so on (Rivers, 1987). According to Ellis (1990), interaction focuses on facilitating the exchange of information and blocked communication between individuals.

2. Types of interaction.

2.1 social interactions

According to Long (1983), second language learning can happen through in-class interaction and oral communication. Social Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. One casual example of interaction is communication of any sort (verbal or oral communication) for example two or more people talking to each other, or communication among groups, organizations, nations or states: trade, migration, foreign relations, transportation. R.J. Rummel (1976), have argued that interaction is social if it is oriented in its meanings towards another self, and that such interaction consists of acts, actions, or practices. He defined social interactions as complex manifestations and interpretations of actions used by people for everyday communication. According to Vygotsky's theory of socio-cultural, language is considered not only as a communicative tool but also as a psychological one that mediates meaning between the individual and the linguistic goal (Lantof and Appel, 1994).

2.2 classroom interaction

We might define classroom interaction in as two way- process between the elements in the learning process, teacher influences the learners and vice versa. Malamah Thomas states that every interaction situation has the potential for cooperation or conflict (Malamah-Thomas, 1987, p. 8) as cited in (Mateja Dagarin, 2004, p. 128). Needless to say, effective communication and learning occur can take place only when there is cooperation between the participants in the EFL classroom learning (Mateja Dagarin, 2004, p. 128). Nolasco and Arthur argued that, in communication world, conversation has the attention of creation and maintenance of social relationships, and the goal of dealings of social roles as well as make decisions and realize common actions (Nolasco and Arthur, 1987, p. 5). According to Robinson (1997), classroom interaction has two types, non-verbal and verbal interaction, the non-verbal interaction deals with someone's behavioral communication in class which means to interact using hand and body gestures and eye contact. Verbal one on the contrary, deals with written and oral interaction. Written interaction is the styles when the learners express themselves and their thoughts by writing, the second styles is oral interaction in which the learners interact in class by using spoken language.

3. Components of classroom interaction.

3.1 Collaborative dialogues.

This one happens between student and student or student and teacher interaction. According to Vygotsky's social theory, learning is integral activity of learner's self and adult guidance or collaboration with more capable peer, learning is to awaken a variety of internal development processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers (Vygotsky, 1978), as cited in (Runmei Yu, 2008, p. 48). *«Collaborative dialogue is knowledge of building dialogue, in which language use and language learning can co-occur. It is language use mediating language learning. it is cognitive activity and it is social activity."*(Swain, 2000, p. 97).Collaborative dialogue can be defined a form of everyday conversation, classroom interaction take the role of collaborative dialogue. (Runmei Yu, 2008, p. 48).

3.2 Negotiation.

According to Ellis, when EFL learners have the opportunity to solve their communicative problem, they are able to acquire new language. (Ellis, 1990).Negotiated interaction is very important for comprehensible input; Kraschen's input hypothesis adds that, simplified input within contextual support is the key to comprehensible input, as cited in (Runmei Yu, 2008, p. 48). According to (Allright, 1984) when the conditions are satisfied, Interactive negotiation should be person-to-person communication. Runmei Yu (2008, p. 48-49) states that:

"The notion of negotiation is generally defined as 'discussion to reach agreement'. Negotiation is seen as a type of real-life language use that is relevant to the learning purposes of the learners. It is likely to be the case in the context of a course of 'business English' or 'English for diplomats', where 'negotiation' can be expected to be identified as a relevant target language skill for the learners to develop in the classroom through simulated negotiations."

(Runmei Yu, 2008, p. 48-49).

3.3 Co-construction.

"Co-construction is defined as "the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally-related meaning reality." (Jacoby & Ochs, 1995, p.171). According to him and Young, interactional competence builds the knowledge of language that is co-created together by all participants in interaction. (Jacoby & Ochs, 1995; Young, 1998)…… adds that:

"The learner becomes more consistent in using the target structure correctly in all contexts. In most cases, the individual's use of the correct target form is automatized. Whenever aberrant performance does arises, however, noticing and correcting of errors does not require intervention from someone else. Thus, the individual is fully self-regulated".

(Aljaafren and Lantolf, 1994, p. 470)

4. Forms of oral interaction.

Classroom interaction became feature of second language pedagogy; it can happen between teacher and learners or between learners themselves. According to Angelo (1993), these two forms of interaction are considered as one of the ten principles of effective teaching.

However Van Lier (1996) stated that these two elements present more opportunities for negotiations, so each type is evaluated with its particular context below.

Teacher ←————→ Students
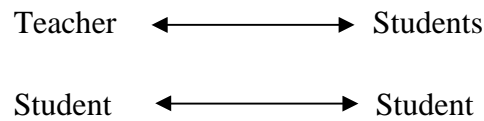
Student ←————→ Student

Figure 1.2: forms of oral interaction.

4-1- Teacher- learner interaction

Teacher-student interaction is defined as a commonality shared between teacher and his learners. This type of interaction is established when a teacher talks to the whole class at the same time. He takes the role of a leader of the class and decides about the type and process of the activity. The function of this interaction is to control the practice of some language structures and vocabulary.

4-2- Learner-learner interaction

This arrangement is established when the teacher talks to the whole class, but expects only one student or a group of students to answer. This function is often used to evaluate the individual students. This can also be used for an informal conversation at the beginning of the lesson or for leading students into a less guided activity.

5. Oral interaction and its development

The main aim of learning a language is to use it in communication in its written and spoken forms. According to Long (1983) and Vygotsky (1987), the second language learning can happen in class interaction and oral communication. Oral interaction is developed under three main theory of language teaching Long's theory of interaction hypothesis, Vygotsky's theory of socio-cultural, and Kraschen's theory of input hypothesis, these theories are going to be discussed in a particular way below.

5.1 Long's interaction hypothesis theory

Long (1983) in his theory of interaction hypothesis stated that the interactional collaboration among peers can lead to second language learning; however it is considered as the best way to achieve a higher level of comprehension of new outcomes in the field of communication. Long introduced his theory about the role of interaction in the second language learning, this theory states that the interactional input can lead to more comprehension and less difficulties in linguistic forms for the learners. This theory is justified

by Long in making a study to observe a collaborative work between a native and non-native speakers. (Long, 1983; 1997; 2006, and Ellis, 1995; 1997; 1998; 1999, and Gass, 1997) added that interaction hypothesis theory maintains that the native and non-native interlocutors working in collaboration to adapt new input to their level of competence gave the chance to develop their comprehension.

5.2 Vygotsky's socio-cultural theory

Vygotsky (1987) in his theory of socio-cultural stated that language is considered not only as a communicative tool but also as a psychological one that mediates meaning between individuals and their linguistic competences and the development of their cognitive process. Vygotsky's theory maintains that classroom interaction increases the learning opportunities in second language learning environment (Appel, 1994, and Lantolf, 2006). Vegotsky (1987) argued that humans, in an effort to control nature, invented tools that allow them to communicate with their rounding in order to achieve their social goal, those tools serve to mediate between human social and cognitive activity and therefore reflect the social and cultural background of the learners.

5.3 Kraschen's input hypothesis theory

Kraschen (1985) in his theory of input hypothesis stated that, acquisition is considered as an explicit and implicit process in the second language learning. The explicit process involves learners' attending consciously to language in order to understand and memorize the rules. By contrast, implicit one takes place when the language is used for communication. He added that acquisition takes place when the learners focus on the expression of meaning. In addition to this, language acquisition refers to the process of both of communicative and linguistic competence that is acquired by the learners. According to Kraschen (1985), two-way interaction is a particular way for providing the learners the comprehensible input which plays an important role in language learning, he adds that the language used by the teacher affects one produced by the learners. In Kraschen's (1982) view, learning only takes place when the learner's acquire a comprehensible input and will take place when unknown items are only just beyond the learner's level. This view is explained in detail in the following figure.
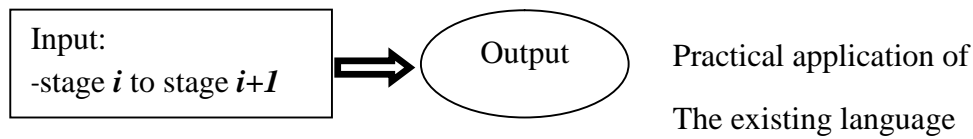
Figure 2: The input theory also has two corollarics (Kraschen, 1985, p. 2)

This Kraschen's structure states that "I" stands for learners' current linguistic competence, and "1" stands for the items learners intend to learn.

6. Interactional resources

As previously noted, there is a little general opinion in the field of SLA with the exact arrangement and nature of interactional resources. According to Hall (1995), interactional resources are a set of different linguistic mechanism that the learners used during spoken interaction, these three mechanism include turn-taking, repairing, and alignment which we are going to discuss below.

6.1 Turn-taking

According to Sacks et al (1974), turn-taking is considered as the basic structural organization of talk depending on the interactional genre. They added that an interview, an informal conversation, a synchronous interaction happen at the basis of turn-. In other words, the principles of turn-taking are derived from its allocation, taking, length, and order; means that the speaker's production in current turn is determined in the previous one, at the same time dictates the characteristics of the following turn. The description of turn-taking's principles by the sociologists H. Sacks, E. Schegloff, and G. Jefferson (1974) states that in turn-taking, the speaker alternates in his control of the turn which may vary in length from single words, to phrases, clauses or complete sentence; turn allocation techniques are used. The transitions of talk can be continuous or discontinuous which most of them contains either a brief gap or a brief overlap, repairing is used for dealing with turn-taking errors and violations. The duration of conversation is not fixed and the content is not prearranged (Sacks et al, 1974). According to Schegloff (1996), the basic element of this model is called turn constructional unit (TCU), that is considered as a meaningful unit of interaction, in addition to this one of the key properties of TCU is that of the sequential organization which means that each turn fits into the sequence of talk in temporal terms, i.e. turns are bounded to each other.

6.2 Repairing

Repairing mechanisms is dealing with the speaker's actions to deal with production's problems and the understanding the language (Schegloff, 1977). The sociologists (Schegloff, Jefferson, and Sacks, 1977) in their article proposed a model for repair's organization in ordinary conversation, this model depend on different factors such as repair initiator, repairer, position of the repairer, and outcomes of the repairer. According to this model repair can be initiated by the speaker (self-initiate) or by the interlocutor (other-initiate) after that can be completed by the current speaker (self-repair) or by the interlocutor (other-repair. The repair model in conversation ends with one of two possible outcomes which are success or failure.

3.3 Alignment

This model deals with the emotions and thoughts that are expressed by the participants during the current conversation. The term alignment can be defined as a procedure used by the speakers to show their position with respect to their interlocutor's message. According to Du Bois (2004), alignment provides participants not only with conversational tools regarding turn-taking, but also with a way to demonstrate their interpretations of other's utterances, therefore, alignment is considered as an interactional achievement that provides a powerful evidence of inter-subjectivity.

6.4 Self-evaluation

The Wikipedia ha defined self-evaluation as *two people in a relationship each aim to keep themselves feeling good psychologically throughout a comparison process to the other person. Self-evaluation is defined as the way a person views him/herself. It is the continuous process of determining personal growth and progress, which can be raised or lowered by the behavior of a close other (a person that is psychologically close). People are more threatened by friends than strangers.* According to Abraham Tesser's theory of self-evaluation (1988), A person's self-evaluation may be raised when a close other performs well. Abraham Tesser adds that the Research on self-evaluation dynamics has taken two forms. Reflection process and the comparison process, both of them have as component variables the closeness of another and the quality of that other's performance. These two variables interact self-evaluation maintenance (SEM) model of social behavior focuses on the consequences of another person's outstanding performance on one's own self-evaluation. It sketches out some conditions under which the other's good performance bolsters self-evaluation, i.e., "basking in

reflected glory", and conditions under which it threatens self-evaluation through a comparison process.

In both the reflection and comparison processes, closeness and performance level are significant. If the closeness of another decreases, then a person is less likely to share the success and/or compare him/herself, which lessens the likelihood of decreasing self-evaluation. A person is more likely to compare him/herself to someone close to him/her, like a sibling or a best friend, than a stranger. There are different factors in which a person can assume closeness: family, friends, people with similar characteristics, etc. If an individual is not close to a particular person, then it makes sense that he/she will not share in their success or be threatened by their success. At the same time, if the person's performance is low, there is no reason to share the success and increase self-evaluation; there is also no reason to compare him/herself to the other person, decreasing self-evaluation. Because their performance is low, there is no reason it should raise or lower his/her self-evaluation. According to Tesser's (1988) theory, if a sibling did not do well in his/her game, then there is no reason the individual's self-evaluation will be affected.

IV. The development of oral interaction in EFL countries

1. Introduction

The global community has made learning English indispensable. English has also been recognized worldwide for its role as language for science and technology. This might be due to the facilitating features that the language has had, such as an ease to express modern concepts and accuracy or precision with which modern concepts are expressed (Gunarwan, 2000). It is evident that access to higher education in many countries depends on knowledge/skills of English; thus, having a good command of English is crucial. Even though English may not be used as the medium of instruction in education, accessing information in a great variety of fields often depends on having reading ability in English. So, the purpose of learning English is to meet the learners' need to get knowledge and to communicate with anyone in the global community (Melshers & Shaw, 2003). The use of English as a Foreign Language differs from continent to another, from country to another one; in this section we are going to explore the development of oral interaction in two different countries of two different continents.

2. The development of oral interaction in the Algerian context.

The proliferation of approaches, methods, and techniques in foreign language teaching contexts, is more and more viewed as an urgent need to remedy the low achievement of our EFL learners. Traditionally speaking, much more emphasis has been put on writing and reading at the expense of speaking skills, which is in fact a pre-requisite in a modern approach to language learning, particularly in the field of modern ELT where great attentions are, nowadays, oriented towards the communicative properties of the target language.

Algeria has adopted a new educational system called 'the Educational Reform' characterized by using the Competency Based Approach (CBA), it aims, thus, to prepare more competent learners able to relate what they study at school to their everyday life. The competency-based approach is based on linking learning carried out at school to varied and relevant contexts-of-use in order to make the learning useful and durable. The aim is for students to develop intellectual, linguistic and problem-solving capacities in school that will enable them to tackle cognitively and pragmatically challenging situations both in and out of school. Students will thus see learning as being worthwhile and having relevance both for their studies and their future. The learners, also, are encouraged to seek information relying on their reasoning. Learning in this method,

thus, should not stop at the low cognitive levels of the learner like merely knowing information, understanding them or applying rules, but should reach higher levels, mainly, analysis, synthesis and even evaluation. EFL teaching is promoted in CBLT in the sense that the learners should be able to use it to communicate and not to keep their linguistic knowledge passive.

The competency-based approach (CBA) to teaching English is similar to communicative teaching, which you are familiar with. In some ways you could consider it as 'very good' communicative teaching that goes one step further by making sure that the learners can apply what they learn in class to real-life situations outside the classroom. In the competency-based approach, learners study English within situations and contexts that are varied and relevant. In other words, the language is introduced and practiced in different situations that are similar to situations that could occur in real-life. The aim is that learners develop language and problem-solving abilities that they can use in new and challenging situations in school and out of school. Therefore, learners will see learning English as useful to their student life and future and their oral communication particularly oral interaction.

In the competency-based approach to teaching English, the competencies are linked to learners' needs in and out of school. They learn to speak, read, listen and write, and to re-use language in new situations. Teachers teach these skills in an integrated way, not separately, since that is how they are used outside the classroom. It is important that teachers help learners to practice English in varied contexts or situations if they are going to be able to remember and use what they have learned when they need it. It takes a lot of practice using English in different contexts for learners to be able to use English in real-life situations.

In Competency-based English teaching (CBET), the aim is that learners will be able to act in English using a range of skills and knowledge, and to use English in various real-life communicative situations that may be different from the situations in which the skills and knowledge were learned.

To sum up competency-based teaching enhances critical thinking in EFL classes because it decreases the central of teachers and encourages the autonomy of learners in student and in student –teacher interaction.

3. The development of oral interaction in other EFL countries

In order to achieve mastery of a foreign language, learners must develop the four principal language skills: reading, writing, listening and speaking. However, being able to interact orally with others, using effectively the target language, is nowadays of the utmost importance, up to the point where people who cannot speak a foreign language cannot be considered effective language users, even if they can read it and understand it. In the context of an English teacher training program, the development of efficient oral skills is especially significant necessity since students need not only to be able to perform accurately, fluently, and spontaneously in any situation, but as future professionals will be in charge of educating others and helping them to develop their own communicative competences. The teachers' role in promoting foreign language acquisition is very important, as they are responsible for providing students appropriate contexts to foster communicative situations that allow students to express themselves and interact in the target language. However, students' dynamic role, attitude, participation and motivation, are vital in the process. Without their active involvement in class activities, oral skills cannot be properly developed, especially as the classroom is, in many occasions, the only environment in which they have opportunities to use orally the target language.

Teachers should know that students need stimulus in order to communicate actively along with a curriculum that addressed the needs of the students. Mita et al (2006) reported in their results that, by making presentations to Asian students in English, the learners discovered the importance of grammatical competence and strategic competence. It means that, students become aware of their own development as they learn English oral skills. The researchers also reported that, by making presentations instead of having casual conversations, the learners experienced less anxiety and had more confidence in talking to foreign students. So, having a 'real audience' inside the classroom provides a value on students in their own learning process, since the students could notice differences in accent and vocabulary compared with native speakers, talking to native English speakers should make L1 students realize that they themselves need more grammar, vocabulary, and pronunciation training to make themselves understood. It is well known that all the individuals need social interaction to promote communication and express their ideas and feelings, this must be the way in which English as a foreign language would be taught to those people who want to interact in this language, in this way, the major purpose of any teacher is

to give the students good strategies for their fluency development, but this process is a hard work that takes longtime to be successful in such skills, mainly oral proficiency.

The teacher may develop some activities in the classroom in order to develop oral skills in his/her students, in this way, the teacher should use other students and him/herself in order to foster oral activities in class, the teacher should encourage students to speak no matter the mistakes in grammar and pronunciation they may have. The teacher also should tell students to join conversation clubs in order to challenge themselves to talk to different people. Role-plays in the class is another kind of activity that the teacher may implement in class, situations such as going shopping and asking about the prices, or just going to a bar and starting a conversation about any topic. The use of songs and videos are other strategies that the teacher may use with students, they may have different likes and dislikes about music and that is another way to start an oral activity with students.

It is important to mention that the selection of activities done by the teacher is an important factor that influences students' willingness to participate in class; students would feel motivated or unmotivated depending on the activities and topics that the teacher brings to the class. In this case, the teacher of the Oral Skills Course should try to promote effective communication in the target language by proposing and presenting activities and topics that would catch students' attention and make them willing to participate in class. Teachers should be recursive when planning their classes and 'teachers need to create an environment that is conducive to learners' practice of different participatory and intellectual skills'. The teacher should try to enhance students' interaction and participation by asking them questions that might involve in the topic or the discussion.

Conclusion

In this chapter we have explored the theoretical evidence of the existing literature about group work and oral interaction development. We have divided this chapter into three sections; the first section, includes the first independent variable which is group work exploring its rationale, roles, types of group work activities, and we finished by the advantages and difficulties of group work. The second section includes oral interaction exploring its definitions, types, components, as we have seen oral interaction and its development, then we finished by interactional resources. In the third section we have explored the development of oral interaction in two different EFL countries of two different continents. In the following chapter, we are going to explore the method and the approach

adopted for this chapter focusing on the description of all of research design, population and sample, and instruments, in addition to this, the description of data collection procedure and data analysis is included.

1. Introduction

In the previous chapter we have explored the existing literature about our two variables which are group work and oral interaction development, in the following chapter we are going to see the research methodology by focusing on some particular steps. This chapter represents the method of our research, then we move to the description of the research approach and the research design which is descriptive one, after that we will move to the definition of the population and sample (teachers of public schools) used in this study, in addition to this, The description of the research tools (questionnaire), focus group and data collection procedure are included, then we are going to present our data collection procedure, finally we finish by data analysis.

2. Research design and method

In the present study, we have adopted a mixed-method approach combining both quantitative and qualitative methods; the quantitative part makes use of the questionnaire, whereas the qualitative method is represented by the use of interview. On one hand, the quantitative method generates data in the form of statistics, and allows reaching a great number of people as it uses a large-scale survey research; however, the contact does not usually last for a long period of time (Dawson, 2002) which does not provide an in-depth investigation and understanding of the topic or phenomenon under study. The qualitative method; on the other hand, is concerned with "intensive study, descriptions of events, and interpretation of meanings" (Schunk, 2012, p. 12); thus, providing in-depth explanations, but this research paradigm involves only few subjects (Dawson, 2002); hence, the results cannot be generalized to other samples.

Research design is the conceptual structure within which research would be conducted (Dawson, 2002). The present study follows a descriptive research design. Longman Dictionary of Applied Linguistics (2002, 152) defines descriptive research as *"an investigation that attempts to describe accurately and factually a phenomenon, subject or area. Surveys and case studies are examples of descriptive research."* Descriptive research is, thus, concerned with a number of elements among which Best (1970) cited in Cohen et al. (2007) mentions: "*conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing*". Descriptive research attempts to describe systematically a situation, problem, phenomenon, service or programme, or provides information about , say,

living condition of a community, or describes attitudes towards an issue. The subject we are dealing with; that is, exploring the effect of group work on EFL pupils' oral interaction development requires a descriptive work where the independent variable (group work) altered to determine its effect on the dependent variable (oral interaction development)

3. Population and sample

This study took place in five different secondary schools of Bejaia's city centre. The target population for this study included (20) EFL teachers of the secondary schools in Bejaia's town centre. The target population, sample, and the tools are well illustrated in the following table in more detailed way:

	The population			The tools	
	Secondary schools		EFL teachers of S.S		Questionnaire	Interview
	secondary schools in Bejaia city center	secondary schools selected for the study	EFL teachers in secondary schools in Bejaia city center	EFL teachers who participated in the study	The number of returned questionnaire	
Number	12	5	60	20	10	02
Percentage	100%	33.33%	100%	33.33%	16.67%	20%

Table 2.1: population and tools

As mentioned before, we have limited our population to Bejaia's city center, the total number of the secondary schools in Bejaia city center is twelve (12, i.e. 100%), but only five (05) have been selected which corresponds to 33,33% of the total number. We have chosen EFL teachers as the population for our study, The total number of EFL teachers in secondary schools of Bejaia city center is sixty (60, i.e. 100%), but have selected only twenty (20) teachers that is 33.33% of the entire population. We have distributed twenty (20) questionnaires in four secondary schools that take, but only ten (10) of them were returned which means that 16, 67 % of the entire population responded to our questionnaires. Two (02) of the teachers (20%) took part in the interview where they have answered a set of questions.

4. Instruments

4. 1. The questionnaire:

Longman dictionary defined the questionnaire *as "a written set of questions which you give to a large number of people in order to collect information"*. A questionnaire is a group of printed questions designed to collect information from the people who answer them (usually called *respondents*). The questions may be either open-ended, where respondents are required to answer in their own words, or multiple-choice, where respondents are required to select one or more answers from those provided. The respondents may also be provided with checklists or rating scales. The questions may be concerned with the respondents' personal background, factual knowledge, attitudes or opinions. According to N. K. Malhotra (2006), a questionnaire is a set of formal questions used to collect data about any given phenomenon understudy, N.K. Malhotra added that the most important objective to translate researcher's data needs into straightforward question for the respondents.

This research used a self-developed questionnaire as an instrument to collect data. It is based on the objectives of the research project and is inspired from the literature review of our variables. Our questionnaire is varied between four (03) open-closed questions and one (01) open-ended question. we have included two types of scales in this questionnaire, the first scale contains two points scales which are yes/no questions; the second one contains three points scales which are never/sometimes/often. We have followed some principles in designing the questions; the total number of questions is four (04), these questions are elaborated on the basis of some principles and divided into two sections:

- **Section "A"** attempts to find such information whether as the teachers use group works in their class sessions or no. This section based on the principle of socio-demographic data which includes the first question.

- Section "B" aims to evaluate the development of the interactional skills by secondary school students according to teachers' perception. Items included in this section were based on the interactional resources which represent the main interactional skills: *turn-taking, repair, alignment and self-evaluation*. These interactional resources are included in the second and the third question. The third question consists of sub-questions, from the first to the fifth concern turn-taking, from the sixth to the eighth concern repair, and from the ninth to the thirteen concern alignment, and the fourteenth one concern learners' self-evaluation. The

fourth question is an open-ended question which aims to elicit teachers' opinions about the relationship between group work and oral interaction.

4.2. Interview

To solicit more information from the participants of our study, an interview, was also held with two (02) teachers randomly chosen from the sample, this number represents (20%) of the total number of the participants. Our choice of the interview as a research tool for qualitative data collection lies in the fact that the interview is a very useful research method which allows a researcher to obtain individuals' opinions and impressions about a specific topic, issue, etc. (Marczyk, DeMatteo & Festinger, 2005). All in all, we can say that despite the drawbacks of the use of an interview in a research work, this latter is still very useful and reliable as a method for data collection, because it allows for the collection of further important, complementary, and more detailed information; thus, allowing a better understanding of the results obtained through the use of another data collection instrument and, in our case, for the consolidation of the results obtained from the description.

5. Data collection procedure

We have followed some procedures to collect data for the phenomenon under study. Our procedure lasted for two weeks (15 days). During the first week, a pilot study was conducted thanks to which, some details related to the formulation of the questions and to the response scales were modified. In addition, an open-ended question was included in the questionnaire. Then, the questionnaire was suggested to the tutor for validation. The third day, I started the distribution of the questionnaires to the EFL teachers in the target schools; they took a long period of time to fill in it since it was the period of exams, which prevented them to answer immediately. During the second week, I started the collection of questionnaires. While some teachers gave me back the questionnaires face to face, some others left them with the secretary of the secondary school.

6. Data Analysis and tools

As mentioned so far, the data has been collected with the use of the questionnaire, the data obtained from the questionnaire is analyzed with the use of descriptive statistics with the help of a computer software which is SPSS for windows, calculating the percentages of the

respondents' answers on each item revealing the degree of the development of learners' oral interaction in each classroom situation. The number and percentage of answers are illustrated in statistical tables and graphs. The data analysis in this study is guided by the research questions.

6.1 SPSS computer software

SPSS Statistics is a software package used for statistical analysis. Long produced by SPSS Inc version 22. it was acquired by IBM in 2009. The current versions (2014) are officially named IBM SPSS Statistics. The software name stands for Statistical Package for the Social Sciences (SPSS), reflecting the original market, although the software is now popular in other fields as well, including the health sciences and marketing. SPSS is a widely used program for statistical analysis in social science. It is also used by market researchers, health researchers, survey companies, government, education researchers, marketing organizations, data miners, and others. The original SPSS manual has been described as one of "sociology's most influential books" for allowing ordinary researchers to do their own statistical analysis. In addition to statistical analysis, data management (case selection, file reshaping, creating derived data) and data documentation (a metadata dictionary is stored in the data file) are features of the base software.

7. Conclusion

This chapter has provided a detailed description of the study; the mixed-method approach was opted for as it is the most suitable for our research, an overview of the research design, and a description of the population and participants were presented. Additionally, the two tools of data collection and data analysis, and data collection procedure were discussed. Finally, the data analysis followed. In the following chapter, we are going to the presentation and discussion of the results. The coming chapter deals with data analysis and interpretations. To start with, questionnaire results are going to be analyzed using descriptive statistics under SPSS, while the interview responses are going to be analyzed using content categories. The discussion is done in reference to previous research findings and theory. The analyses of the questionnaire and interview results are done in parallel proceeding from question to another. The aim of this procedure is to enable the triangulation of the qualitative and quantitative results. The discussion is done after the analyses of the results related to each research question. The chapter ends with conclusion in which a summary of the findings is presented.

1. Introduction

In the previous chapter we have explored the research methodology by focusing on some particular steps representing the method of our research, then the description of the research approach and the research design which is descriptive one, the definition of the population and sample (teachers of public schools) used in this study, the description of the research tools (questionnaire), focus group and data collection procedure have been explored, then we have presented our data collection procedure, finally we finished by data analysis. The present chapter deals with data analysis and interpretations. To start with, questionnaire results are going to be analyzed using descriptive statistics under SPSS, while the interview responses are going to be analyzed using content categories. The discussion is done in reference to previous research findings and theory. The analyses of the questionnaire and interview results are done in parallel proceeding from question to another. The aim of this procedure is to enable the triangulation of the qualitative and quantitative results. The discussion is done after the analyses of the results related to each research question. The chapter ends with conclusion in which a summary of the findings is presented.

2. Presentation and discussion of the results

The questionnaire allowed the participants to report their learners' oral interaction development in various classroom settings by choosing from different options: "yes or no" and "never", "Sometimes", and "often"; the teachers' answers to each item (from I to IV) are calculated, converted into percentages and presented in tables, and graphs followed by a discussion of the results.

1- Are the teachers using group works in the EFL classes?

The aim of this question is find out whether the teachers are using group work activities or not. It also attempts to explain and discuss the results by making reference to previous research findings and existing theory. In order to answer this research question, it is necessary to combine the result of questionnaire item n°01 and the responses on interview questions n° 01 and 02. Reference to the questionnaire Item V (open ended question) is also made.

Table 3.1: *teacher's use of group work activities*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	40,0	40,0	40,0
	no	6	60,0	60,0	100,0
	Total	10	100,0	100,0	

Thus, as shown in the table below all of the respondents answered on question '*do you use group activities in your listening and speaking sessions?*' In fact, four (04) of them have answered with "yes" which refers to forty percent (40%), and five (05) or fifty percent (60%) of them answered with "no".

As far as the interview results are concerned, the teachers seem to adopt different behaviors towards the use of group works. In fact, teacher 01 seems to be rather reluctant to use group works, while teacher 02 is very enthusiastic to applying it. Accordingly, it is possible to deduce that the size of the classes and the lack of motivation and the lack of time dissuade a relative majority of the teachers to use group in the English language classrooms. Besides, when group work is used it is mostly meant to make students play roles, i.e. practice the speaking skill.

Teacher 01:

1- How often do you use group work activities? Why?
I rarely use group works in my lessons because the students are unwilling to study. Their lack of interest and motivation results in much noise and waste of time, and use of mother tongue.

2- Do you use them to teach listening and speaking?
Yes, most of the group work I do relates to role playing, which is either done in small groups or in pairs.

In fact T. 01 interview's responses are convergent with those of the fifth questionnaire item (open ended questions), according to which the classes are too large, the students are too noisy, and motivation is too low. There was agreement on the difficulty of using group work and its inefficiency in developing language skills, and oral interaction. This explains the reluctance of those teachers to make use of them.

Teacher 02:

1- How often do you use group work activities? Why?

It is no very often we use group work activities, but when it is necessary; however the use of group work activities depends on the content of the unit of the syllabus.

2- Do you use them to teach listening and speaking?

Not practically in these skills, it depends on the steps of the unit that we tackle, but very rarely we use it for speaking sessions.

These results of the questionnaire and interview correspond in fact to those found in previous research works in the use of group work to the development of oral interaction, it was found that the development of the oral interaction depends on the use of group work activities, in addition to this; it depends also on the unit of the syllabus content that the teachers tackle.

2. - How well have the learners developed their interactional skills?

This question aims to investigate how well the learners have developed their interactional skills, it also attempts to explain and discuss the results by making reference to previous research findings and existing theory. We have divided this question into two sub questions (*a- Have the learners developed their interactional oral skills? / b- Which interactional resources have been best developed by the learners?*).

a- have the learners developed their interactional oral skills?

To answer the first sub-question, it is necessary to combine the result of questionnaire item n°02 and the responses on interview questions n° 05 and 06. Reference to the questionnaire Item V (open ended question) is also made.

Table 3.2: *learners' achievement of required level of interactional ability.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	0	00,0	00,0	00,0
	no	10	100,0	100,0	100,0
	Total	10	100,0	100,0	

This question addresses the learners' achievement of required level of interactional ability; as shown in the present table, the majority of the teachers answered for the question *"Have the majority of your learners reached the required level of interactional ability",* in fact that all of them which refers to (100%) have reported that the learners did not achieve acquired level of interactional ability.

As far as the interview results are concerned, the teacher's views about interaction competencies seem to be convergent; however they reported that is possible to develop the interactional competences by focusing on some different techniques, but this need time to be achieved.

Teacher 01:

5- Are you satisfied with your learners' achievements on (oral) interactional skills?
No, I am not satisfied at all.
6- Why?
The learners are no longer interested in studies. They do not engage seriously in learning, thus whatever you do very few students will take profit of it. Interactional skills are just an example of these problems.

As results of T 01: we can say that many learners do not contribute to language input partly because the courses are not interesting enough to stimulate their verbal participation and communication. It goes without saying that if the courses are motivating enough, students are seen struggling to express themselves using the language to express their ideas

Teacher 02:

5- Are you satisfied with your learners' achievements on (oral) interactional skills?
Satisfied we need time. Because of the syllabus content we don't have freedom to speak more than to write. Not satisfied at all.

6- Why?
Because the learners at the end of the year they will be exposed to the exams where they need to write. They are not more exposed to listening and speaking sessions, in contrast with writing one they are.

The T.02 interview answers report that regarding to syllabus content, the development of oral interaction presents some difficulties. This can happen depending on the content of the syllabus and the time given. Accordingly, it is possible to deduce that it is difficult to develop the interactional skills since there are little opportunities for listening and speaking sessions in classroom situation. The lack of these two skills' sessions and the lack of time prevent a relative majority of the learners' development of their interactional skills in classrooms.

Besides, students' interactional skills development depends on the theme developed in the classroom; if the theme is authentic, learners are attracted and this enable them to express themselves.

b- Which interactional resources have been best developed by the learners?

To answer the second sub-question, it is necessary to combine the result of questionnaire item n°03 and the responses on interview questions n° 07 and 08.

Table 03.03: *interactional resource: turn-taking*.

Interactional resources	The answers' percentages					
A. Turn-taking	never		sometimes		often	
During the latest listening and speaking skills sessions you have noticed that	AF	RF	AF	RF	AF	RF
	1	10%	8	80%	1	10%
1.They can start and close a conversation	1	10%	8	80%	1	10%
2. they can take turns in conversations	1	10%	8	80%	1	10%
3. they can give turns in conversation	3	30%	6	60%	1	10%
4.They can maintain the conversation they have started	4	40%	4	40%	1	10%
5.They can change topics in a conversation						

As it is shown in the present table, the relative majority of the teachers (8 or 80%) reported that the development of the principle of turn-taking is mostly possible to be developed by the learners, few (1or 10%) of them reported that is never possible to be developed. The same frequency reported that they often do it. From these results we can state that it is much possible for the learners to develop their interactional skills at the basis of the turn-taking principle.

Table 03.4 *interactional resources: repair*.

Interactional resources	The answers' percentages					
B. Repair	Never		Sometimes		Often	
6. when they can't understand what others say	**AF**	**RF**	**AF**	**RF**	**AF**	**RF**
a- they ask for explanation or clarification			2	20%	8	80%
b-they guess what others mean, they provide the appropriate form	2	20%	3	30%	2	20%
c- they do nothing	3	30%	3	30%	2	20%
d-they stop the conversation	4	40%			2	20%
7.when they make communication errors/mistakes						
a- they correct their own errors/mistakes	2	20%	5	50%	1	10%
b-they ask other to correct them	5	50%	2	20%		
c-they stop the conversation	2	20%	4	40%	3	30%
8.when they have communication problems						
a-the use other language resources to express themselves			1	10%	9	90%
b-they ask others to help them	2	20%	5	50%	1	10%
c-they stop the conversation	2	20%	3	30%	2	20%

Regarding to the answers of repair, the number of the teachers' answers is varied from low to high, and from high to low. Some of the teachers said that the repair principle is sometimes developed by the learners, and some others said the contrast. From this we can say that interactional skills are not easy to develop because it depends on the learners' practice for the principle of repairing.

Table 03.5 *interactional resources: alignment*

Interactional resources	The answers' percentages					
C. Alignment	Never		Sometimes		Often	
	AF	**RF**	**AF**	**RF**	**AF**	**RF**
9.they can show interest in their interlocutors talk			9	90%	1	10%
10.they can sympathize with their interlocutor			9	90%	1	10%
11.they can express agreement or disagreement			5	50%	5	50%
12.they can use appropriate words and expressions	1	10%	8	80%	1	10%
13.they can use appropriate pronunciation and intonation	4	40%	6	60%		

As we can see in the preceding table, the majority (80%) of the teachers said that the principle of alignment is sometimes developed by the learners, whereas some others (10%) of them said the contrast. The possibility to develop learners' interactional skills is much presented in the alignment principle.

Table 03.6 *interactional resources: self-evaluation.*

Interactional resources	The answers' percentages					
	Never		Sometimes		Often	
D. Evaluation	**AF**	**RF**	**AF**	**RF**	**AF**	**RF**
14.they can comment on their interactional process	4	40%	3	30%	2	20%

In addition to the three preceding principles, the self-evaluation principle also is included. In this case, (40%) of the teachers answered that it is not well developed by the learners, (30%) of them answered that the learners sometimes can develop their self-esteem, and (20%) answered that this principle is often developed by the learners. At this principle we can say that the development of self-esteem represents some difficulties.

As far as the interview results are concerned, the teachers seem to share the same views about the development of interactional skills are different. In fact that teacher 01 explained differently the cause of his views about the learners 'development of the interactional skills.

Teacher 01:

07-How important are group work activities for the development of your pupils' oral interaction?
Group work and pair work activities are theoretically important for the development of oral Interaction. Thanks to the use of group works, the pupils can interact with each other. Usual interaction with classmates helps the learners develop their oral interaction.
08-In what way does group work influence the development of your pupils' oral interaction?
The majority of pupils use the mother tongue instead of using English. This is why I often put good pupils together so that they can develop their interactional skills. In fact, good pupils always take profit of group works.

Regarding T.01: interview responses , group work play an important role in the development of oral interaction, but the majority of the learners use L1 instead of L2 so, it is important to group students with different levels of competences so as to develop their interactional skills.

<u>Teacher 02:</u>

07-How important are group work activities for the development of your pupils' oral interaction?

Group work is very important in developing the oral interaction; this can happen with providing heterogeneous groups with different level of competences, these groups of learners should have mixed abilities which can provide oral interaction.

08-In what way does group work influence the development of your pupils' oral interaction?

The development of learners' oral interaction depends on the teacher's suggestion of topics. Means that the topic set by the teacher should be in the interest of the learners, and concerns their previous knowledge of any given topic. In addition to this, this topic should base on the learners' different abilities; thus the teacher should set time-limite for the conversation to affect the learner's development of their interactional competences.

Accordingly, the development of oral interaction can happen when group works are used in classroom situations, thus teachers should use heterogeneous groups so as to achieve better results. The use of task-based group work in the interest of the learners can lead to oral interaction development and the content of this task should be related to the learner's background so as to affect this development of oral interaction.

3- Is there a relationship between the use of group works and the development of the interactional skills?

The aim of this question is to find out whether there is a relationship between the use of group work and the development of oral interaction; it also attempts to explain and discuss the results by making reference to previous research findings and existing theory. To analyze this question we have made a comparison between learner-centered approach and teacher-centered approach by focusing on the results obtained from the questionnaire.

I. Comparing learners' achievement of the required level of interactional ability.

This comparison attempts to investigate in which situation does the development of interactional ability is achieved; whether with classes with group work or those without group work.

achievement of required level of interactional ability
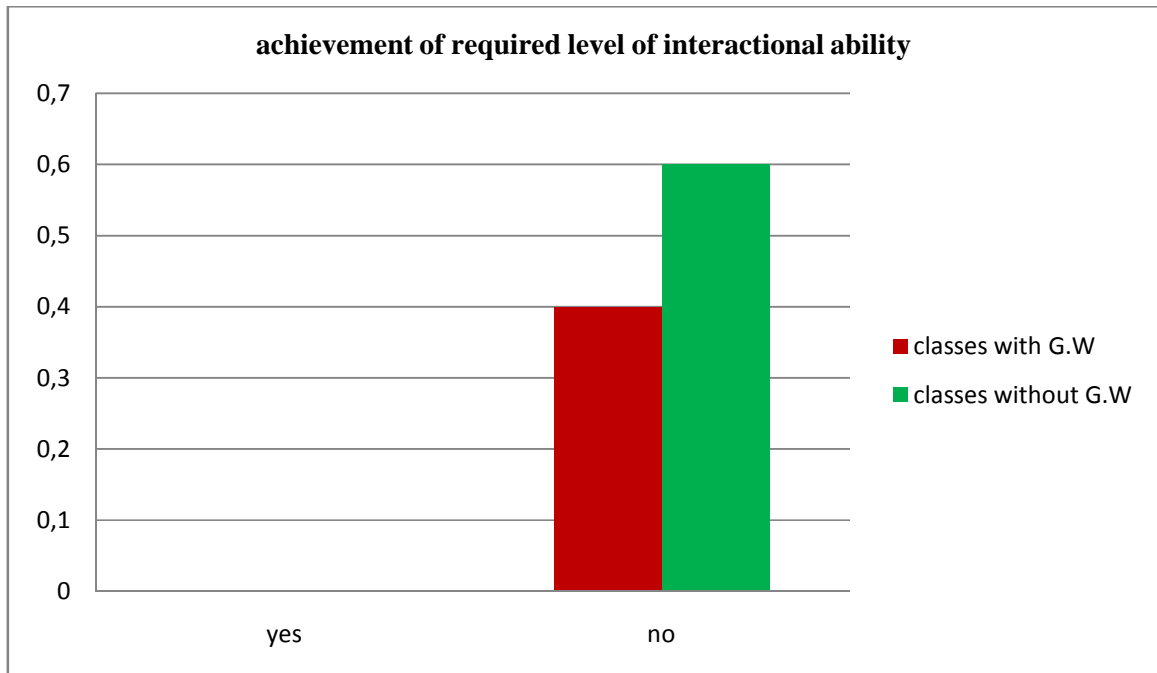
Graph 03.01: *achievement of required level of interactional ability.*

This present graph deals with comparison between classes with group work, and those without group work, at the level of achievement of required level of interactional ability. As we can see in this table both of the two situations deny the development of interactional ability level, this negation refers to (40%) concerning the classes with group work, and to (60 %) concerning those without group work activities; we can say that the development of interactional ability is not much encouraged by both of classes with group work and those without group work. We are going to discuss these results in the following graph.

II. Comparing learners' use of interactional resources.

This question attempts to compare the difference between classes with group work and classes without group work concerning the use of interactional resources. It also aims to reveal in which situation that interactional resources are better achieved.

1. The use of turn-taking.
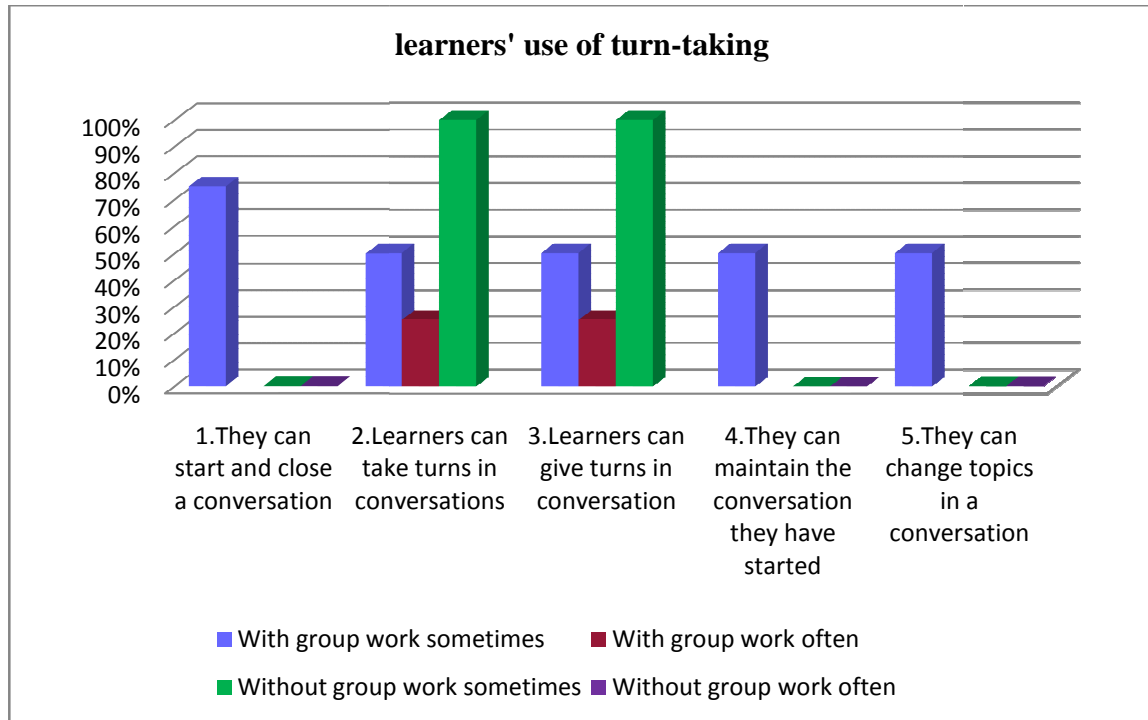
Graph 03.01.01: *comparing the use of turn-taking.*

The results of difference between classes with group work and those without group work concerning the use of turn-taking were found to be most diverged upon in this part of the study although they are giving the same effect. As illustrated in the graph below, in one hand, the results of the use of interactional resource particularly turn-taking, ranging from (50%) and (75%) for classes with group work, in the other hand, the ones of classes without group work ranging from 83% and 100%, as we can notice here, that the use of interactional resource by the learners can be achieved with the two situations either with classes with group work or with those without group work.

2. The use of interactional resource: repair
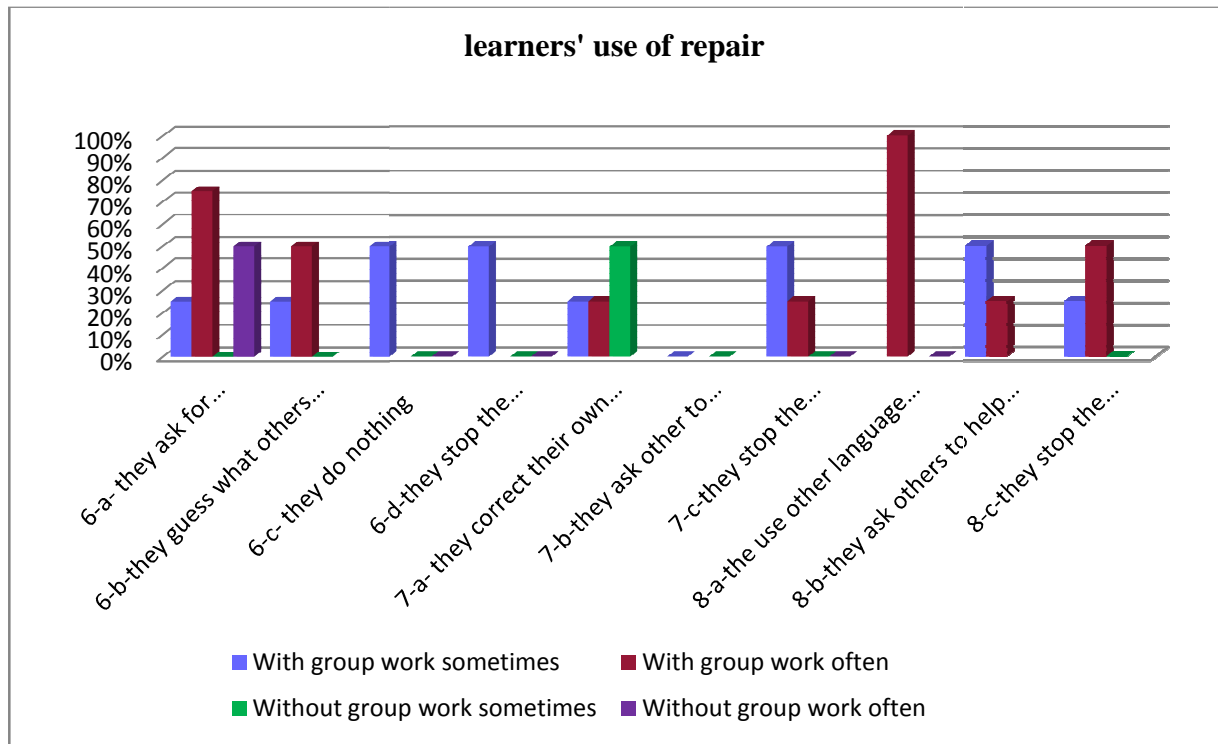
Graph 03.01.02: *comparing the use of repair.*

As we can notice in this present table, the use of interactional resources actually repair is somehow used by the two categories (classes with G.W and classes without G.W) but the results are a little different. Concerning the classes with group work, the results of using the principle of *repair* show high level that range between (50%) and (100%) comparing to the results of the classes without group work that are less used (between 16% and 33%). From this comparison we can say that the developments of interactional resources particularly repair depends on the use of group work in different classroom situations.

3. The use of interactional resource: alignment
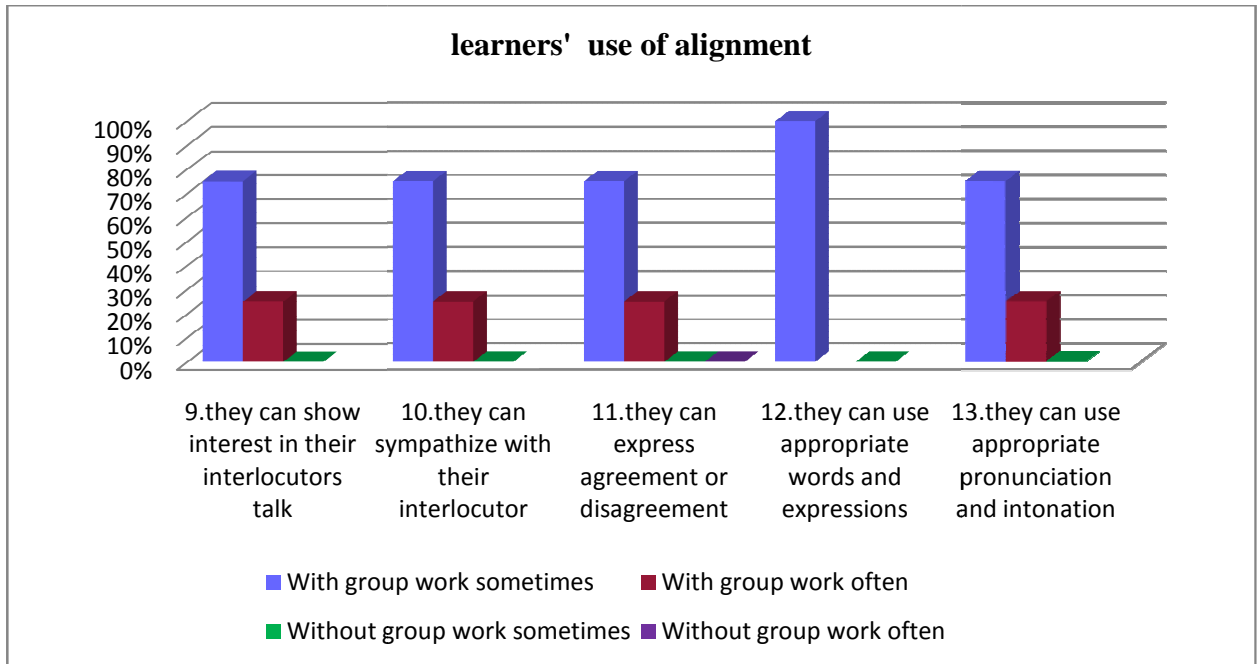
Graph 03.01.03: *comparing the use of alignment*

The results of the use of alignment by the learners seem to be much diverged in this presented graph. As we can observe, the use of alignment is more developed with the classes that use group work (90%) in comparison to those who don't use group work in which alignment is not developed at all. According to these results, we can state that the development of alignment depends on the use of group work activities in the classroom.

4. The use of Interactional resource: self-evaluation.
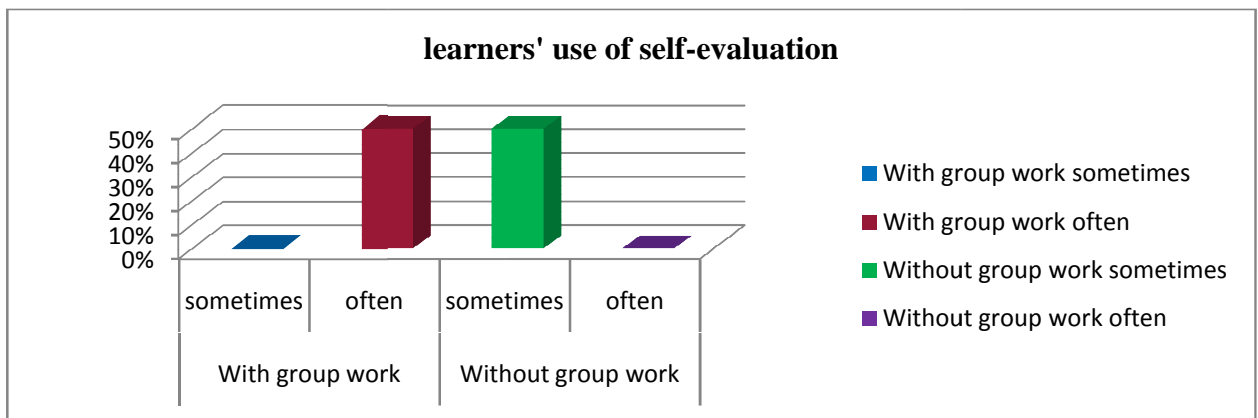
Graph 03.01.04: *comparing the use of self-evaluation.*

A quick glance at this table revealed that (50%) of the teachers who use group work answered that learners often can use the principle of self-evaluation, and (50%) of those who don't use group work reported that is not often that the learners develop the principle of self-evaluation but sometimes they do it.

3. Discussion.

Analyzed teachers' questionnaire and interview revealed many facts on teachers' practice of the listening and speaking skills which can lead to the development of the learners' oral interaction using group work in the classroom. The results revealed that the use of group work is little developed this is due to unmotivated students which can be due to many factors, such as lack of self-confidence, lack of interest in the speaking subjects, fear of making grammatical mistakes etc…. the role of teachers in enhancing students' motivation has been found to have great effect on enhancing students' performance in the target language; thus, teachers should find their ways to motivate their students. According to what is said in theory, the use of group work can help the learners to develop their linguistic competencies, it is also stated that learners working in groups are exposed to more oral performance and develop someone's knowledge. It has been mentioned in previous research (e.g. Wegner 1987, 1995) that interaction and cooperation is facilitated and alternative ideas and points of view can be generated. Wegner added that, learners work in groups can develop clarification, communication, problem solving and social relationship. It has been mentioned in the questionnaire and interview results that the use of group work in EFL classes is very important to develop the learners' oral communication, it is also mentioned that thanks to the use of group works, the pupils can interact with each other. Usual interaction with classmates helps the learners develop their oral interaction.

It is reported in the questionnaire and interview results of the development of learners' oral skills that is really possible to achieve high level of oral skills development with the use of group work, but this depends on the learners motivation to work in cooperation and teachers' setting of the topic, which means that although the need for whole-class instruction and individual work, teachers need to include other types of teaching in their classes to provide learners with a variety of opportunities for communicative interaction.

According to the learners development of interactional resources it has been revealed in the results of this study that the learners work in groups are more exposed to the development of the interactional resources rather than learners who don't practice group work. It has been given much intention in classes who use group work to the development of turn-taking and repair and alignment in comparison to the classes who don't use group work. From these results we can say that group work has a great influence on the development of interactional resources and can affect the oral interaction development. According to what is said in theory, oral interaction development depends on the learners working in cooperation.

Turn-taking

Repair

Alignment

Self-evaluation

- **Group work**   **+ group work**
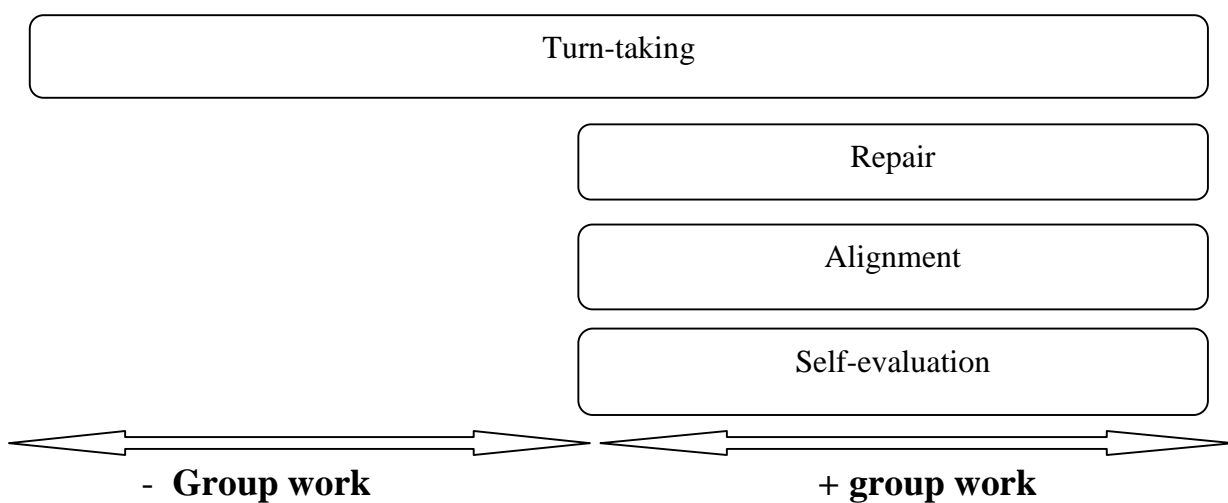
Figure 3-1- Development of interactional resources by EFL learners of   Bejaia's city

This figure summarises the relationship between the use of group works and the development of interactional resources. As it is shown, interactional skills grouped under the category of turn-taking seem not to be influenced by the use of group work, which means that these skills can be developed even in teacher-centered classes. However, interactional skills grouped under the categories of repair, alignment , and evaluation are better developed in classes where group works are used, which means that group work activities are unavoidable for the development of these skills and resources.

1. The use of group work depends on the size of the classes and learners' motivation, but it is used when necessary. When the group work is used in the classroom, learners are motivated to develop their oral skills, and make them attracted; this made teachers willing to make use of them.

2. The development of oral interactional skills depends on the activities used in the classroom, and the theme developed by the teachers. If the teachers used task-based group work, this should be in the interest of the learners and at the level of their different abilities which can lead to the oral interaction development.

3. It has been proved from the results that the development of oral interaction depends on the kind of classroom activities, such as group work and pair work; this can help the learners to be active and represents opportunities to develop their interactional skills and resources. According to (Runmei Yu, 2008), classroom interactions take the role of collaborative learning, which means that interactional skills development depends on the use of different classroom activities.

3.4 Conclusion

It has been proceded in this chapter to the analyses and discussion of the research results. The analyses of the results have been realized by the use of statistical tables and graphs under SPSS software. The results have been discussed on the basis of theoretical works and previous research results in different parts of the world. The analyses and discussion of the results were done jointly in relation to each research question

Through the analyses and discussion of the results, it has been possible to draw a number of conclusions and to check the hypotheses emitted in the introductory chapter are confirmed or infirmed. What follows is a set of the main conclusions we have come to in this research in addition to a discussion about the hypotheses:

The results of the first question revealed that the use of group work is less developed by the teachers as results of the learners' unwillingness to participate in cooperative activities, thus infirm our first hypothesis. Although these results contradict what is stated in our hypothesis it has been found in theory of our study that group work is awfully important to the development of oral communication and give opportunities for the learners to develop their oral interaction.

It has been revealed in the second and question results that the development of oral interaction can happen when group works are used in classroom situations, the use of group works can lead to oral interaction development particularly to the development of interactional skills and resources. Some of the interactional resources have been developed

through the use of group works and shown high level of development by the learners. Our second hypothesis which states that Learners, with whom G.W is used, may demonstrate a greater mastery of interactional resource, has been confirmed through these results

1. Conclusions

Through this study, we have tried to investigate how oral interaction could be developed in the classroom by investigating the effects of group work on it, taking the EFL pupils of secondary schools of Bejaia city center. It starts from the hypothesis that our sample is likely to show higher levels of oral interaction if group works are used as classroom activities.

The investigation of the effects of group work on EFL pupils' oral interaction development, and the relationship between group work and the development of oral interaction, showed that such interactional resources as alignment and repairing are developed better through the use of group works. Hence, the necessity to increase the number of tasks based on group work. Moreover, our ministry of education is required to review its policy related to the amount of time allotted for oral work. On the other hand, evaluation seems to remain the weak stone of the educational system since our learners lack the ability to evaluate themselves. Thus, more time should be devoted to the teaching on self-assessment skills.

Through the results obtained from the questionnaire and interview, to develop oral interaction, all the parameters are responsible for the success or failure and can contribute to a great deal of EFL pupils in developing basic interactive skills necessary for their learning process. The instructors should promote oral interaction in their classes by using different types of group work activities, and to ensure that most of the students are able to actively participate. Evidently, to assign small groups is an effective way to attain this goal by avoiding the use of the first language only in the last resort.

The dissertation was divided into three chapters. After a general introduction, the first chapter was devoted or the presentation of the theoretical background of our work, and consisted of three main sections. The second chapter, which was about methodology of the research, which deals with the research design. The third chapter represented the data interpretation and discusses the results.

Our research work was based on a hybrid methodology of both quantitative and qualitative methods. Questionnaires were respectively used, an interview was also used as a tool for data collection with a help of an interview.

The analysis of the data we have obtained from the questionnaire and the interview has shown that group work has positively affected our participants' oral interaction development in various classroom situations.

2. Pedagogical implications.

In light of the obtained results, a number of implications and recommendations come to the surface; these are addressed to all the teachers who are willing to develop their learners' oral interaction and those who are interested in group work, the following practical guidelines will be very helpful if these are to be successfully carried out in the classroom:

Focus more on task-based group work: The results show that learners are unwilling to work in small groups; therefore, it is necessary to use group work activities in classroom as they help learners to overcome their shyness and anxiety as they offer a more protective environment.

Over the recent years, meaningful oral drills activities are considered as useful teaching-learning material because they provide practice of small, manageable chunks of language such as a tag ending, verb form, transformation, etc. Additionally, they provide a reason for speaking and are more engaging and motivating.

Dialogues are primarily used to practice a function, structure or vocabulary and to illustrate degree of formality and values of the target culture. They are also used to practice pronunciation and intonation. According to Doff (1990) a role play is "a way of bringing situations from real life into the classroom.

Be sure that the games are adjusted to the learners' level: teachers' responses in the interview about the development of learners' oral skills have shown that the development of oral interaction depends on the teacher's suggestion of topics, this topic should base on the learners' different abilities. In order to ensure that the topic is accessible, it is vital to make sure that it influences on their interactional level and that they are interested with the topics they are required to discuss. It is also advised to limite the time for discussion, this will help them build confidence in their abilities and prepare them in a gradual way for communicative tasks.

Encourage learners to minimize their use of their L1. It has been shown in the results obtained from questionnaire answers that the use of the L1 by the learners is frequent during the group work performance, mainly when these are working in groups, and when the learners share the same L1, as it is the case in our context. The use of the L1 limits the target language use in the classroom, and it is difficult for the teacher to have control over all the

group , but the teacher should encourage the learners to use the target language by explaining to them that the practice in the language is essential in their learning process; the teacher should also try to listen to conversations between the teams to ensure that the target language is used; otherwise, the learners might not take the responsibility to do this by their own.

Many scholars and experts accounted working in group situation can better increase the performance of oral skills. Ur (1991) assumed that implementing increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who unwilling to speak in front of the full class. Besides, it is typically useful for oral practice than in the full class.

Such a strategy enhances learning by inviting all the members of the group to make use of oral English and to notice and share approximately the same abilities and difficulties. This implies that learners can increase their interaction and thus reduce their mother tongue use in the classroom.

Bailey (2007) also highlights designing classroom activities using group work or pair work so as to provide valuable practice that enable them to exchange their ideas, express their opinions, and develop their communication skills and to ensure an interactive process of language learning.

3. Limitations of the study

This study has a number of limitations; one of them is the amount of time devoted for the Interview that has limited the number of question asked for the teachers as this lasted only for few hours. Another limitation is the use of the questionnaires for data collection; questionnaires are self-reported; hence, the respondents' answers may not reflect the reality (Angers, 1997); so, it is difficult to assume that the learners developed their oral skills as a result of their exposure to group work.

4. Recommendation for further research

Future studies can overcome these limitations by trying to investigate the effect of group work on oral interaction development over a long period of time (experimental study) by using other tools for data collection such as classroom observations. Also, research can be carried to determine if oral interaction which results from participating in group work

activities could be sustained over long periods of time. Finally, future studies may tackle the topic from a different angle; that is, investigating the effect of the learners' oral interaction development on their participation in classroom activities; more specifically, group work.

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Appendix 01. Teachers' Questionnaire

A- Please, put ticks (√) in the columns below so that the answers are true for you.

Items	Yes	No
I- Do you use group work activities in your classes?		
II- Have the majority of your learners reached the required level of interactional ability (according to official standard)?		

Items	Never	Sometimes	Often
III- during the latest listening and speaking sessions, have you noticed that			
1- Learners can take turns in conversations.			
2- They can give turns in conversations			
3- They can start and close a conversation			
4- They can maintain the conversation they have started			
5- They can change topics in a conversation			
6- When they can't understand what others say,			
a- They ask them to explain (or to clarify)			
b- They guess what others say then provide the appropriate form			
c- They do nothing			
d- They stop the conversation			
7- When they make communication errors/mistakes,			
a- They correct their errors/mistakes			
b- They ask others to correct them			
c- They stop the conversation			
8- When they have communication problems,			
a- They use other language resources to express themselves			
b- They ask others to help them			
c- They stop the conversation			
9- They can show interest in their interlocutor's talk			
10- They can sympathize with their interlocutor			
11- They can express agreement or disagreement			
12- They can use appropriate words and expressions			
13- They can use appropriate pronunciation and intonation			
14- They can comment on their interactional processes			

B- Please, answer the following question:

IV- Has the use of group work activities contributed positively to the development of your students' oral interaction? How?

Appendix 02.

Teacher 01 interview

1- How often do you use group work activities? Why?

....

....

....

2- Do you use them to teach listening and speaking?

....

....

3- Do you focus on the competencies in your teaching? (say why, or why not?)

....

....

....

4- What place does the interactional competence occupy in your teaching priorities?

....

....

....

5- Are you satisfied with your learners' achievements on (oral) interactional skills?

....

....

6- Why?

....

....

....

7- How important are group work activities for the development of your pupils' oral interaction?

....

....

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8- In what way does group work influence the development of your pupils' oral interaction?

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Teacher 02 interview:

1- How often do you use group work activities? Why?

It is no very often we use group work activities, but when it is necessary; however the use of group work activities depends on the content of the unit of the syllabus.

2- Do you use them to teach listening and speaking?

Not practically in these skills, it depends on the steps of the unit that we tackle, but very rarely we use it for speaking sessions.

3- Do you focus on the competencies in your teaching? (Say why, or why not?)

Sure it can be a way of competencies in terms of focusing on comprehension, interpretation, and skills development.

4- What place does the interactional competence occupy in your teaching priorities?

Interaction is very important in the teaching process to develop the level of competencies, develop learners-centered approach. We need to interact not only for the use of the language, but also for the use of language in exchanging ideas and developing the cognitive skills.

5- Are you satisfied with your learners' achievements on (oral) interactional skills?

Satisfied we need time. Because of the syllabus content we don't have freedom to speak more than to write. Not satisfied at all.

6- Why?

Because the learners at the end of the year they will be exposed to the exams where they need to write. They are not more exposed to listening and speaking sessions, in contrast with writing one they are.

7- How important are group work activities for the development of your pupils' oral interaction?

Group work is very important in developing the oral interaction; this can happen with providing heterogeneous groups with different level of competences, these groups of learners should have mixed abilities which can provide oral interaction.

8- In what way does group work influence the development of your pupils' oral interaction?

The development of learners' oral interaction depends on the teacher's suggestion of topics. Means that the topic set by the teacher should be in the interest of the learners, and concerns their previous knowledge of any given topic. In addition to this, this topic should base on the learners' different abilities; thus the teacher should set time-limite for the conversation to affect the learner's development of their interactional competences.

Thank you for your cooperation

General

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