



UNIVERSITE CHADLI BENDJEDID - ELTARF



UNIVERSITE CHADLI BENDJEDID - ELTARF

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Faculty of Letters and Languages
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Promoting University Group Work for Fostering Academic Achievements

Case Study: Third year EFL students at Chadli Ben Djedid University

Dissertation Submitted to The Department of English as a Partial Fulfillment
of the requirement for the degree of Master in Didactics of English.

Submitted by:

Ms. Malak DIDA
Ms. Assia LABAR
Mr. Youcef DRICI

Supervised by:

Mrs. Imen NOURI

BOARD OF EXAMINERS

President: Mrs. Zineb Djaafri	MAB	Chadli Bendjedid University
Supervisor: Mrs. Imen Nouri	MAB	ChadliBendjedid University
Examiner: Mr. Redha Benachour	MAB	ChadliBendjedid University

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Statement of the Original Authorship

We hereby declare that this research study entitled “**Promoting University Work Groups for Fostering Academic Achievements**”, supervised by Mrs. IMEN NOURI in the academic year (2021/2022), and submitted to the department of English at Chadli Ben Djedid, El-Tarf, in partial fulfillment of the requirements for the Master Degree, has not been partially or fully published previously. The research is aware of the university’s policy towards plagiarism that is why the work is so original, and every information taken from other researchers is cited clearly.

Malak Dida

Signature:

Assia Labar

Signature:

Youcef Drici

Signature:

Date: 30 / 06 / 2022

DEDICATIONS

« Success is a choice » ---Rick Pitina

*I dedicate this project to God Almighty my creator, my strong pillar, my source of inspiration,
wisdom, knowledge and understanding.*

*To the great people in my life, the symbols of love, support and kindness to my dear parents
“ABDELAZIZ” and “SALIHA” without them, I would never be standing in this position.*

*To my soul mates, my two wonderful sisters “AYA” and “HADIL” , and my beloved little
brother “AMER ANIS” to whom I am very grateful for their support .*

*To my backbone, my other half, the gift I have ever asked for “MOHAMED“, may god brings
you nothing but happiness and success in your life.*

*To every member of the”DIDA, SAHKI, and CHELOUFI “ family for their kindness and
warm-hearted advice.*

My love for you all can never be quantified. THANK YOU.

Malak

DEDICATIONS

I dedicate this humble work to all my family and friends.

*A special feeling of gratitude to my loving parents, who gave me strength and love
« Saad » and « Ounnas Drahem ».*

To all my brothers and my sisters.

Last but not least

*I dedicate this dissertation to my brother « **Hocine** » who's gone forever away from our
loving eyes and who left a void never to be filled in our lives.
May Allah grant you Jannah*

Youcef

DEDICATIONS

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ABSTRACT

Group work is one of the effective teaching methods in order to enhance students' learning in classroom, it has involved as an element that cannot be isolated in classroom setting. This study sought to find out the group work effectiveness and its use in elevating third year students' Academic Achievements, it examines the students' attitudes and teachers' perceptions toward it. The researcher hypothesized that using this technique associated advantages exceed its disadvantages. Data is collected through using one method approach which includes a students' and teachers' questionnaire. The students questionnaire was administered to a sample of thirty (30) third year students at Chadli Ben Djedid University; department of English, who were chosen randomly in the second semester of the Academic year 2021/2022. Six teachers were selected in random from the same department. The founded results of students' questionnaire have revealed that students getting more benefits from this technique as well as the results of teachers' questionnaire that confirm GW leads to a better educational outcome. EFL teachers are recommended to place significant emphases on using group work in the teaching process.

Key words: Group work, EFL learners, Academic Achievement

الملخص :

يعد العمل الجماع من احد. الأساليب التعليمية الفعالة التي توظف من أجل تعزيز تعلم الطلاب داخل الفصل الدراسي، فقد اشتمل على عنصر من الفصل الدراسي الذي لا يمكن عزله عن الأنشطة الأخرى سعت هذه الدراسة إلى معرفة فاعلية العمل الجماعي لاستخدامها في رفع مستوى التحصيل الأكاديمي لطلاب السنة الثالثة، فهي تبحث في مواقف الطلاب وتصورات المعلمين اتجاهه . توصل الباحث إلى أن استخدام هذه التقنية استراتيجية تعليمية جيدة وما يرتبط بها من مزايا والتي تتجاوز عيوبها تم جمع البيانات من خلال أسلوب واحد يتضمن استبيالا الطلاب والمعلمين. ثم تطبيق استبيان الطلاب على عينة من 30 من طالبا من السنة الثالثة في جامعة الشاذلي بن جديد. قسم اللغة الإنجليزية ولقد وقع اختيار همعشوائيا، وذلك في الفصل الدراسي الثاني من السنة الأكاديمي 2021/2022. كما تم اختيار ستة معلمين بشكل عشوائي أيضا من نفس القسم أظهرت نتائج استبيان الطلاب أن الطلبة يتحصلون على المزيد من العوائد من هذه التقنية. تم إصدار نتائج استقبال المعلمين لتأكيد أن العمل الجماعي يؤدي إلى نتائج تعليمية أفضل رسوا اللغة الانجليزية كلغة أجنبية بوضع تأكيدات مهمة على توظيف العمل الجماعي في العملية التعليمية.

الكلمات المفتاحية العمل الجماعي . متعلمي اللغة الانجليزية . الانجاز الاكاديمي .

Key to Abbreviations and Acronyms

GW Group work

EFL English as a Foreign Language

Q Question

CL Cooperative Learning

% Percentage

CCL community language learning

CHAPTER ONE
INTRODUCTION TO THE STUDY

Introduction

This research is conducted to probe the positive impact of the implication of Group Work on Fostering students' academic achievements . Groupwork allows teachers to ask questions and guide students in their understanding and learning. It also provides small-group, individualized instruction that is critical for creating independent and life-long learners. This chapter is an introductory section to the research. It begins with a review of the problem statement. Furthermore, the chapter delves deeper into the aims of the study, research questions, hypotheses, and the significance of the study on which the research is founded. It also discusses the research approach employed and why it was chosen. Finally, a caption summarizing the study's overall organization is included.

Statement of the problem

Despite the empirical support group work has received through the years, as it proved its efficiency in providing a positive and friendly environment for learning, and in enabling students to attain a higher academic achievement, group work does not always reflect a successful teaching technique. There are several issues which may discredit group work, and influence it negatively (Payne & Monk-Turner, 2006; Hassanien, 2007). These problems can include, for instance, unequal contribution, and the lack of team work and communicative skill.

Additionally, group work can have major negative consequences due to a variety of issues. Diverse language levels within groups, different learning styles, difficulty in decision-making processes, peer relationships, and the problem of teacher assessment are only a couple of minor issues. Furthermore, there is the issue of using the students' first language, which is problematic because it leads to self-limitation and a reduction in self-reliance and creativity.

Thus, the current study aims to fulfil that gap by deciding how group method helps promoting students' achievements (communication and motivation).

Aims of the study

The overriding aim of this study is to examine group work and the effectiveness of its use in elevating third year students' academic achievements (motivation, communication) at Chadli Ben Djedid university EL-Tarf. Additionally, it will focus on how working in groups is seen by teachers in practice and their attitudes towards implementing it. The following are the research aims for the present study:

- To investigate the perceptions of students attending group work, and their academic improvements through the use of the method suggested.
- To figure out the outcomes of increasing students' achievements throughout the use of group work method to reduce learners' anxiety and uncertainty in classrooms.
- To examine the teachers' perception towards the pedagogy being implied within their classrooms.

Significance of the study

While there have been several concurrent studies on group work, it was believed that none have focused on group work method and its implementation in Algerian Third year students of University. Furthermore, no research has been conducted on the use of group work as a coping learning strategy for third year University students, particularly among different learners. It is highly noted that the findings of this study provide detailed information with the student's perception and usage on the effectiveness or ineffectiveness of the application of group work. As well as, this study is intended to help improve teacher practice to better students' academic achievements. It is expected that the results will provide useful

information for readers to clear the view more and become an additional reference for other researchers in conducting other research in similar topics.

Research questions

Studies show that there is a great effectiveness for the application of fostering group work on the students' academic achievements by reviewing the related literature published.

On this basis, the following questions would be addressed:

- What are the students' attitudes and teachers' perceptions toward group work?
- Is group work an effective strategy in promoting students' academic achievement?

Research hypotheses

To answer the previous questions, we hypothesize that:

- The use of group work is very beneficial and useful for the students' developments; facilitating and arranging in the suitable case.
- Towards its use, it is remarkable that there is an extent increase in both productivity and academic achievement as it reduces learners' anxiety and uncertainty in class.

Method

Research design

The study used a descriptive approach to collect sample data in order to examine the aforementioned hypotheses. Both quantitative and qualitative data gathering and analysis methodologies are used in this research paradigm. First, a questionnaire will be given to thirty

(30) third-year English students at Chadli Ben Djedid University to assess where they stand in terms of cognitive skills. In addition to that, teachers who are designed for teaching different levels at the same department were chosen as a part of this investigation that is a total of six language teachers.

Participants

For the sake of keeping up with the data collection process, thirty (30) third year students of English Language Department at the level of Chadli Ben Djedid University were selected at random to be part of this research to administrates a questionnaire, additionally teachers who are designed for teaching English at the same department were chosen as a part of this investigation whom are a total of six.

Data gathering tool

One type of instruments was carefully chosen to notch delicate and reliable results. A questionnaire was determined for both third year students of English University and teachers, to gain more insights into their perceptions about group work.

Structure of the dissertation

This dissertation is divided into five chapters. The first chapter is an introduction to the research problem, highlighting how the research questions relate to the research hypotheses, the study's aim, and the method employed, as well as the research design.

The second chapter deals with the review of literature related to the key elements of the topic concerning the group work pedagogy and students' cognitive competencies. This chapter is mainly concerned with giving a better understanding of the accumulated works concerning the key elements of the topic. The third chapter is a detailed section of how the study was carried out, from the methods to the participants reaching the tools. Finally, the

fourth chapter is the data analyses of the results found, ending with the fifth chapter to discuss the findings as titled discussion along with conclusion, implications and recommendations and the limitations faced.

Conclusion

This chapter provides an overview of the background information. Following that, the problem statement, research objectives, study importance, research hypotheses, and research questions have been presented, as well as the research technique and dissertation structure. The next chapter provides a detailed review of literature on the concept of Promoting University work groups.

CHAPTER TWO
LITRATURE REVIEW

Introduction

This chapter highlights the importance of the aspect for using collaborative learning, it deals with two sections. Firstly, it discusses an overview of University Group work, then its theories, group work different types, group work strategies in the classroom, group work types, its pros and cons, the importance of group work. Moreover, it discusses the Advantages of group work, collaborative/cooperative learning (Vygotsky theory), components of cooperative learning, and conditions for effective group work procedure.

The second section deals with students' academic achievement. Starting with an overview of the academic achievement, additionally the factors affecting students' achievement, and last the conclusion.

Section one: University group work.

Group work overview

Group work is defined as a set of multiple students coming together and forms a group to achieve a specific goal and enable them to create and share ideas, thoughts and information through the building of the group. In addition, it is the focus on communication and cooperative-based input that facilitate their task.

Multiple definitions have been suggested by some researchers, for Slavin (1986), declared that: "Group work is a division of the class into learning groups of four to six members who are of all levels of ability. These groups also have mix of boys and girls and students of different racial, ethnic backgrounds in about some proportion, they represent in the class as a whole."

According to Gillies (2003), students are also more motivated to achieve when working in groups as opposed to working individually.

Cullingford (1995, p. 83) describes work groups in the similar way, saying that they are “...one approach of allowing orally to grow and establishing conditions in which some important concepts are explored.”

In a group setting, students “operate in teams to generate knowledge and perform tasks through collaborative interaction,” according to Rance-Roney (2010).

Collaborative learning, according to Badache (2011), is a method of teaching and learning in which a group of student’s works together to solve a problem complete a task, or produce a product. The foundation of collaborative learning is the notion that learning is a naturally social activity in which the participants converse with one another. Learning happens through conversation.

Additionally, Wesley (2006) argues that students who engage in collaborative learning and educational activities and who interact more with professors receive better grades, are happier with their education, and are more likely to continue their studies in college (p. 39).

Additionally, a number of studies that favour group work contend that specific conditions must exist for it to be successful, citing Hensvold & Granström's (2006) findings on instructors' reluctance to implement group working techniques in the classroom (Mutwarasibo, 2013, p. 1).

According to this adage, group work is all about preserving an environment where students can effectively promote their academic accomplishment due to the right instruction provided by the teacher.

Theories of group work

The term group work or cooperative language learning emerged in the twentieth century. GW was generally found in social learning theories in the work of Vygotsky (1962) and Piaget (1932) their theories emphasized the significant role of social interaction, problem solving activities and the use of discussion in the learning process. Vygotsky stated that we learn throughout interaction and communication with others. Vygotsky looked at how our social circumstances affect our learning. He proposed that learning occurs as a result of students' interactions with their peers, teachers, and other professionals. According to Richards and Rodgers (2001), the core principle of CLL is that learners increase their communicative skill in language through interacting with one another in social and educational circumstances. As a result, teachers choose to create a learning environment that enhances students' ability to interact with others by requiring them to collaborate on a meaningful communicative goal, solve difficult challenges, and engage in collaborative learning. Piaget's theory of constructivism argues that experiences and connections with the students' surrounding environment have an important role on their education. Piaget states also that people develop knowledge and make up meaning based upon their experiences. In this theory, the teacher is given the role of an understanding facilitator not a lecture giver; thus, the focus is put on the student and his/her learning rather than the teacher and his/her lecture. As a result, strategies like having students working together and trying to answer one another's questions are highly accepted, and adopted as a way to develop more elaborated thinking and understanding.

Group Work Strategies in the Classroom

Teachers should be creative in changing the pace in the classroom, and one way to do this is by varying in the types of tasks, taking into account a number of conditions like the class size, the amount of time available, the physicality of the classroom, and the task's nature. The following are some of GW's most effective methods:

Jigsaw, think-pair-share, fishbowl, and numbered heads.

Jigsaw

According to Ibrahim (2000), cooperative learning is a long-known learning approach in which the teacher encourages students to engage in particular tasks such as discussion or peer teaching (peer teaching). The teacher no longer has a hegemonic role in the teaching-learning process, thus students must share information with one another and learn and teach one another. Cooperative learning is not meant to replace competitive learning (competition). If used properly, competitive nuance in grade will be highly beneficial. Jigsaw is a sort of cooperative learning in which several individuals of a group are accountable for mastering a segment of the learning material and are able to teach that section to other members of the group Johnson (2003). Jigsaw, according to Ibrahim (2000, p. 41), is intended to improve students' sense of responsibility for their own learning as well as the learning of others. Students must not only learn the material given to them, but they must also be prepared to give and teach the material to other members of their group. As a result, students are depending on one another and must work together to understand the content presented. There are two groups in the Jigsaw cooperative learning approach:

“The origin group” and “the expert group”. The parent group of students is made up of students with a wide range of skills, genders, and family backgrounds. An expert group is a group of students made up of members of the original group who have been assigned separate tasks.

Think-pair-share

This technique is built on three basic steps, according to Arends (2004). In the first step, the teacher poses a question to the students to consider individually. Second, each student is given the opportunity to discuss his or her ideas with a partner in order to validate them. Third, all students can present their thoughts and opinions on the topic to the entire class. This technique, on the other hand, pushes students to always do preliminary brainstorming and confirm it in pairs before presenting it to the entire class, thereby increasing their confidence.

Fishbowl

Fishbowl strategy is suitable for small class size of 10-15. It involves having students sitting in a circle -in a fishbowl - conversing and exchanging ideas, while the rest of the class stands around them, outside the circle, observing and listening to their perspectives. Then, when the teacher announce “switch”, roles are to be changed, thus, the listeners outside will enter the circle and become in the fishbowl, and the inner active speakers will become listeners, Jaques (2000).

This strategy can be advantageous because the role transition ensures that all students participate and contribute to the discussion. The fishbowl technique, on the other hand, creates a severe problem for introvert and especially shy students by forcing them to talk in front of everyone outside the circle. As a result, teachers should account for all possible scenarios and exercise caution when using this group work style.

Numbered Heads

This strategy is called so because it involves the use of numbers. The teacher splits the class into small groups of four, for example, and assigns numbers one through four to each group member, as well as a question to be answered by each group. After the groups’

discussion, the teacher calls a number, for instance (two), and all members from all groups holding this number are asked to answer the question, Arends (2004).

In addition to the aforementioned group work strategies, there are other methods that are widely used such as debating, group presentations, role-plays, problem-solving tasks, and so on.

All these strategies are based on having the learners working together to share their ideas, broaden their knowledge, and generally to perform better, but only when taking into consideration all the conditions for an effective group work.

Types of group work

According to Davis (1993), there are three types of group work: formal groups, informal groups, and study groups or teams.

Formal groups

As stated by Davis (1993), formal groups are used to complete a task or assignment in one or more sessions, or even in a few weeks (for example, projects, presentations, plays, or library research). In this situation, the teacher takes steps to ensure that the group will work more effectively. These steps include establishing the task objectives, putting the students into groups with clear roles, observing the group process, encouraging the students to reflect on their work, and giving them feedback.

Informal groups

It involves groups of students working together for an allotted amount of time, which could be a few minutes or the duration of the class. This kind is used to clarify or talk about a certain topic, such the lecture itself, or to finish a group assignment. It can be utilized to reinvigorate students' interest in and focus on the subject matter, to foster a supportive environment, to aid study in understanding what is being taught, or simply to kick start their learning process.

Study groups or Teams

This type is long term group work; it is formed specifically to provide support and motivation among students during the whole course of the semester to accomplish a project or an assignment.

Pros and Cons of group work

The pros and cons of group work will be discussed in this part, with an emphasis on the factors that can encourage students' academic progress. It is obvious that group work has a negative impact on a student's personality, allowing them to over think and over criticise their issues as well as themselves. On the other side, it has a lot of benefits that they can use to their favour when using it properly.

For that purpose, Beebe and Masterson (2003) have arranged the advantages and disadvantages to working in a group. By understanding the benefits and potential pitfalls, a group can capitalize on the virtues of group work and minimize the obstacles that hinder success.

Pros: Many academic have long praised group work because it has been shown to have a number of benefits for the students (Petty, 2001; Porto, 2001; Hamer, 2007). However, these benefits can only be realized if the instructor provides the prerequisite conditions and components for an efficient and fruitful group project. These advantages are summarized in what follows:

- Group work increases the learner's opportunities to communicate in the target language, and consequently, reduces the amount of teacher-talk (Long & Porter, 1985).

- It creates a spontaneous, comfortable, and friendly atmosphere for learning. It helps the students to interact freely, and lessen their pressure and anxiety (Long & Poeter, 1985).
- The group heterogeneity offers great deals of various information and resources, therefore more diversity of ideas, thoughts, perspectives, and experiences which help to enlarge the students' knowledge (Davis, 1993).
- Group work helps the learners to be more active and productive to achieve better academic results (Johnson & Johnson, 1994).
- Burke (2011), declares that group work stimulates creativity and the proverb "two heads are better than one" could be valid.
- Working in groups has more information than doing so alone. Due to the diversity of experiences and backgrounds, groups have access to a wider range of resources for participation and information sharing.
- Creativity stimulating by groups. Regardless to problem solving, the old adage can be applied that "one hand can't clap".
- Students obtain a better self-understanding. Group work allows people to gain a more accurate picture of their personality and involvement. The feedback that they can receive may help them better evaluate their interpersonal behaviour and try to make themselves better.
- Team work is highly valued by everyone.
- People remember group discussions better. Group work may foster comprehension and learning because students who work in small groups have a tendency to know more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross & Major, 2005)

- According to research, students who participate in group problem-solving are more devoted to the solution and are happier with their participation in the group than those who do not.

Cons: Although group work provides benefits, certain issues have also been brought up.

- The group may exert pressure on an individual to agree with the prevailing view point.
- The discussion may be dominated by one student. Members get dissatisfied with the group as a result because they feel too excluded from the decision-making process.
- Some participants could depend too much on others to complete the assignment. One of the most pressing issues that groups face is this one. Making each group member aware of the goals and objectives of the group is one way to address this issue.
- Working in a group requires more time than working alone. When working with others, projects take longer to complete. However, spending the time to gather and analyze problems typically yields superior solutions.

On this basis, (Elgort, Smith & Toland, 2008) pointed that effective student participation in group work is an important learning outcome for higher education courses and that many students feel as though they can accomplish assignments better by themselves rather than in a group, instructors find that group work helps the students apply knowledge.

The importance of group work

The ability to operate in a group is a crucial feature of your university studies. Group work is popular at Universities because it is a powerful and effective technique to learn that is equally applicable in the industry. The following are some of the importance of group work: (Mannix & Neale, 2005).

Effective learning

When you collaborate with others, you can pool your ideas and approach issues from several perspectives. In a group context, you can undertake tasks that would be impossible for an individual to do, employing a variety of skills and knowledge to take on more challenging and substantial issues. Group collaboration enables you to conduct more thorough and comprehensive analysis when working under pressure than if you were working alone. Additionally, group projects let you pick up knowledge from one another. There are many benefits to analyzing, debating, and studying your own concepts and issues as well as getting feedback from your peers, Mannix & Neale, (2005).

Development of generic skills

Working in a group can be a fantastic way to improve general abilities like, organizations, delegation communication that work Co-operation, Leadership. Following all of these are desirable qualities that will be sought after and highly regarded once you graduate from University, Mannix & Neale, (2005).

Work place applicability

Because of the workplace's organizational structure, cooperation is becoming increasingly crucial. Group work will prepare you for life after graduation and make you immediately employable. According to an engineering company recruiter, many companies expect work to be accomplished in teams, with the teams performing to the best of their abilities. As part of the graduate recruitment criteria, teamwork is an absolute must. Corus looks for evidence of teamwork abilities and experience in the applications of recruits while evaluating them, Mannix & Neale, (2005).

Development of Group dynamic awareness

Working in groups is going to become a significant part of your job. Group dynamics are crucial to good group work, and doing group work at University may help you get a better

grasp of the numerous aspects that come into play in a group setting (e.g. group roles, communication, delegation).

Collaborative/cooperative Learning (Vygotsky theory)

The academic program includes significant cooperative group work. However, group learning involves much more than merely getting pupils to “work together”. When there is a recognized common aim, the main objective of group work is to engage students actively in their learning. Students can collaborate in these groups to enhance both their own and one another are learning.

In order to achieve this, Johnson & Johnson (2000) asserted that cooperative learning is the instructional use of small groups where students collaborate to maximize both their own and each other's learning. They also noted that in a cooperative learning situation, interaction is characterized by positive goal interdependence and individual accountability.

Promoting University Group Work for Fostering Academic Achievements

Johnson, et al, 1984	Rottier & Ogan, 1991	Ormrod, 1995	Sharan, 1990
positive interdependence	group cohesion	interdependence of group members	positive interdependence
face-to-face interaction	face-to-face interaction		face-to-face interaction
individual accountability	individual accountability	individual accountability	individual accountability
small group & interpersonal skills	social skills development		small group & interpersonal skills
	group accountability		
	teacher monitoring	teacher monitoring	
	group self-evaluation	group self-evaluation	group self-evaluation
		clear group goal	
		small group size	

Table01: Components of cooperative learning according to various theorists and authors

(Peter, 1995, p. 8).

Moreover, in the same sense, Vygotsky (1987) has stated “What lies in the zone of proximal development at one stage is realized and moves to the level of actual development at a second. In other words, what the child is able to do in collaboration today he will be able to do independently tomorrow “. (p. 211).

Components of cooperative learning

In order to promote students' learning and enhance their reading skills while utilizing cooperative tactics in the classroom, Olaya (2020, p. 123) claimed that five fundamental components of cooperative learning as articulated by many writers were utilized.

Face to face interaction

“Teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject” (Wichadee, 2005, p. 23).

Positive interdependence

According to Johnson and Johnson (1994), positive interdependence is considered to be the most essential one of the five elements. It refers to the positive atmosphere where the students recognize the importance of their participation to the task i.e., everyone knows they sink or swim together, and therefore working positively and caring for one another. Positive interdependence does not always occur on its own; sometimes the teacher has to intervene to create it using several ways. The Johnsons identified the following nine ways to boost positive interdependence: goal, role, resource, incentive, outside force, environment, identity, sequence, simulation.

- **Goal:** In order to motivate each team member to engage and make a contribution to the work's completion, it is essential to define a meaningful and worthwhile assignment with a clear goal to be achieved.
- **Role:** This indicates that each member of the group should have a specific task to do. All members should be given roles in order to maintain organization and reduce potential conflicts. The Johnsons' list a few common positions as recorder, materials manager, reporter, checker, and so forth. Therefore, by assigning duties, the likelihood of hitchhiking on others will be diminished and each person will be committed to fulfilling his or her task.
- **Resource:** Each member of the group contributes resources because each one has special knowledge that aids in finishing the assignment.
- **Incentive:** This term describes the benefits given to pupils for their individual

contributions and for cooperating to reach the objective. These rewards will encourage people to work more and contribute more effectively to the task.

Accountability

Every group member has a task to complete, allowing them to report results and allowing the group to determine who needs additional support or direction. Each team member is accountable for not only absorbing the material being taught, but also for assisting teammates in doing the same, fostering a culture of achievement (Suwantarathip & Wichadee, 2010, p. 51).

Equal participation

Gives students the chance to participate actively in the group by giving them the opportunity to do tasks, evaluate them, and get feedback. Working in a team seems to be a welcoming alternative to enhancing reading abilities. The opportunity to use the language is provided by cooperative learning (Gurk & Mall-Amiri, 2016, p. 41).

Group interaction

Group members must promote each other's learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for cooperative efforts to be successful, and process as a group how effectively members are working together". (Wichadee & Orawiwatnakul, 2012, p. 93).

Conditions for effective Group work procedure

The teacher should take a few precautions into account before deciding to have his students work in groups. In this instance, the teacher must decide whether group work is actually vital in the classroom and should be incorporated into the syllabus design, or whether it is only an extra activity. The teacher must also teach students teamwork skills and how to manage time in order to fulfil the task. Additionally, s/he should impart positive and useful

life lessons to the kids. The next stage, ongoing supervision of group work activities, might help with this. Last but not least, the teacher needs to consider how the feedback and assessment process will work (Burke, 2011).

Additionally, Johnson, Johnson, and Smith (1991) argue that group work objectives should complement and go hand in hand with learning objectives. Therefore, teachers must also consider the following factors listed by Burke (2011) as necessary for a successful group project: group size, group assignment, teaching students, observing the group process, and evaluation.

Group size

The issue of group size is an essential part in group work; a small group usually is made-up of three and more members (Beebe & Masterson, 2003).

Dyads are the name that is called to groups made up only of two members, this type according to (Csernica et al., 2002) is not efficient because it does not have an enough number of participants, thus, it will not neither allow a variety of ideas, nor a generation of creativity. She claimed instead that group of three or four is ideal, and suitable for short time exercises. However, larger groups are proved to being appropriate because the opportunity of equal contribution and participation will be declined.

Wright and Lawson (2005) stated that group work in large classes has a favourable effect on students because it gives them the impression that the class is smaller and motivates them to participate more. Well, logically, the later study is somehow questionable, and we cannot assume its validity in all situations, we think that it could be true only sometimes, under a particular circumstances, and in highly disciplined large classes, otherwise, it could turn to a real mess and a waste of time.

Assigning a group

First, random selection, such as calling names at random from a list, is more suited for large courses because it saves time. The benefit of this type, according to Davis (1993), is that it makes the class more heterogeneous. When a group is heterogeneous, it is diverse and varies in many ways (for example, level, background, age, etc.), which allows pupils with low abilities to learn from those with high abilities and the latter to gain as they educate the former. Second, choosing an instructor is acceptable in small classes where the teacher is familiar with almost all of the students and can base decisions on academic performance, learning preferences, age, and other aspects (Connery, 1988).

Third, a technique known as self-selection allows students to create their own groups. This kind is said to have some disadvantages since, as Cooper argues, students are more likely to select their friends, leading to self-segregation, and they will spend more time engaging in amusing and speaking about unrelated issues than paying attention to the subject at hand (1990). The results of a teacher-assigned group are thought to be superior to those of a self-selected group, claim Felder and Brent (2001).

Teaching students

Here, the teacher should be aware that many times students lack the necessary skills to participate in group work, thus s/he must intervene to develop these skills. The teacher must, first, explain the assignment well, and ensure that the learners can make a link between the group work goals and the course objectives, and that they are aware of the needed skills to accomplish the task (Davis, 1993). Second, the teacher must also develop the students' listening skills, and their ability to accept different ideas or criticism. Third, the instructor should teach his/her students how to deal with conflicts (Burke, 2011).

Monitoring the Group Process

According to Davis (1993), one way to make group work successful is by preparing a plan of actions. This plan includes each member's role and responsibility, then, the teacher will check that written plan or meet personally the group and discuss. It is clear that not all group work processes will operate as intended; this could be because of disparate learning preferences, a lack of enthusiasm, or disputes between peers. It is not advised to split the group up in this situation since, according to Davis (1993), doing so when facing difficulties will disrupt not just the dynamics of the split group but also the dynamics of the other groups when they are recruiting new members. As an alternative, the teacher could assist the students in finding solutions and request that they work together by outlining the advantages of group projects. According to (Barkley et al., 2005), small groups are advised in order to prevent these issues because smaller groups tend to produce fewer disputes and are more successful as a whole. Individual success also depends on group cohesion and success.

Evaluation

The teacher should select at the outset what to evaluate the end result or the process, or both as well as who will assign the grades the teacher or the student, or both. Evaluation is a vital and crucial process in the group work technique. When teachers employ group assessments, this may create dissatisfaction among students in case there is no equal contribution. On the other hand, individual assessment may devastate the unity and harmony of the group (Davis, 1993). Whenever the assessment of process is concerned, it is significant to give the students the opportunity to describe how they have perceived the group work, what contribution they have done, what was good and what went down, this way the teacher will discover things, s/he was unaware of (Burke, 2011). In a similar vein, it's crucial that students understand how they will be evaluated, and using rubric lists is one way to do this. According to Stevens and Levi (2005), rubrics are quite advantageous because they, first, streamline the evaluation process and save time, direct the students on what they should concentrate on, and

generally enhance the validity of the evaluation process. Rubric lists are tools that contain a set of characteristics the students will be evaluated on.

Section two: Students' Academic Achievement

Introduction

Academic achievement is a crucial topic in any education system involving universities, and the effects of academic achievement performance will greatly construct the nation's future. The more the framework built for academic achievement, the higher the spiritual and scientific dimensions are aligned to increase, therefore leading to guaranteed transcendence in the future of a nation. This can be complicated to study the factors influencing academic achievement, because the concept entails wide dimensions affected by both personal and environmental factors.

Academic achievement overview

It is widely accepted that it is not easy to define, quantify and measure student achievement. The common indicator of students' achievement generally refers to the student's performance in academic areas like: reading, language arts, math, etc as measured by achievement tests.

Kpolovie (2014) pointed that Academic achievement is operationally defined as the aggregate of each student's demonstrated learning, knowledge, skills, ability, and indeed cognitive, affective and psychomotor domains in four subjects.

Academic achievement, used interchangeably with academic performance, is indispensable in every formal educational institution. It pertains to scholarly human activities conducted in a formal educational environment. Academic achievement is a measurable index that depicts a student's cognitive, affective and psychomotor domains in an educational setting. Students' academic achievement is ascertained by testing which has and will continue

to play significant role in any educational system world-over. In fact, it would be irrational to think of teaching without test, measurement and evaluation. Evaluation of educational achievement is indispensable for effective formal and even non-formal education Kpolovie (2014).

According to Kell, Lubinski, & Benbow (2013), Academic achievement was once thought to be the most important outcome of formal educational experiences and while there is little doubt as to the vital role such achievements play in student life and later from a personal perspective, academic achievement also depends on a student's circumstances and situations, the quality of universities and teachers, and many other factors.

Factors affecting Students' achievement

This section describes the relevant factors that commonly affect the academic achievements of students. (Chinapah&Atchia, 2019, pp. 72-73)

Socioeconomic factor

Is one of the most extensively studied factors influencing students' academic success. As a matter of fact, studies by Mirowsky (2017), Benner, Boyle, and Sadler (2016), Berkowitz, Moore, Avi Astor, and Benbenishty (2017), and Hair, Hanson, Wolfe, and Pollak (2015) found a significant impact of SEF on students' academic performance. However, studies by Pedrosa, Dachs, Maia, and Andrade (2006) and others have shown that pupils from lower socioeconomic and educational strata perform somewhat better than those from higher strata. This exceptional educational resilience was so called.

School leadership

There is a growing consensus, based on empirical evidence, that positive influence of successful leadership can have a positive effect on school performance and students' learning

achievement .Actually, it is revealed that school leaders can improve students' achievement in different ways varying from direct and indirect effect on teaching and learning involving different stakeholders (such as parents) in school and providing a proper ethos and climate which eventually impact students' achievement.

Student factor

Students have a big part in their academic success because they are the main stakeholders. It has been stated that the main elements influencing students' academic achievement include time management, self-motivation, engagement, behavior, and attitudes.

Teacher factor

Many studies have provided empirical evidence of the positive correlation between teacher factor and students' achievements. For instance, (Vizeshfar et al., 2016) showed that an effective teacher can dramatically alter students' educational and thus economic outcomes.

Types of Group Evaluation

According to Jiang (2009), there are three processes which can be used in group evaluation: group members' assessment, peer assessment, and instructor's assessment, these are to be used whether individually or in combination. It is suggested that the grade should be divided as follows: 30% group members' evaluation, 30% peer evaluation, and 40% teacher's assessment.

Group Members' Evaluation

Students of the one group should give a mark objectively for each other, that is based on their observation to the group work members' efforts and participation in the task, aspects such ideas, creativity, commitment and respect are to be taken into consideration in this grading process.

In-class Peer Evaluation

Based on the evaluation of the students who are not participating in the group project, this type. For instance, when a presentation is made or a group performs a play, the teacher asks many audience members to assess them and then records their ratings on a piece of paper along with their justifications. The following criteria should be used to evaluate them: fluency, body language, grammar, knowledge, confidence, and teamwork. They should be judged as a group rather than as individuals.

Teacher's Evaluation

It is the most valid among the three; it is based on the same elements of peer evaluation.

Group work evaluation is a particularly challenging process where what and how to assess should be based heavily on the activity's goal and importance on the learning outcomes and achievement of the students. As a result, it should be meticulously planned to be valid, reliable, fair, and consistent with the course objectives.

Conclusion

In this chapter it was said that, when one can realize the historical background of group work and collaborative learning besides their effectiveness on students' academic achievement, we can say that it has a crucial seed to develop ability and competences to involve and create whatever they need to do. One can glimpse the significant contribution of group work with all of its type. All this was properly discussed through this chapter; for the sake of crystallize an idea about the impact of the group work in fostering the students' academic achievement.

CHAPTER THREE

METHOD

Introduction

This chapter lays out the methodological frame work used in the current study. In light of this, it “transparently documents the research process” and concerns itself with the development of method, silverman (2010). It contains five sections. Beginning with a description of the research design, following that, the section on data size and population explains the basis of sampling and the selection condition of research participants. This chapter describes data collection procedures, and the appropriateness of each research method employed.

Research design

This is a descriptive study conducted as a case study with third year students at Chadli Ben Djedid University of El-Tarf. The researchers had chosen one method approach to data collection, which involves both quantitative and qualitative approaches in order to look at the research problem from various angles. To that end, data were collected using a questionnaire for both students and teachers, which were dedicated to explaining the pedagogy of promoting university work groups for Fostering Academic Achievements.

Research setting

The research took place At Chadli Ben Djedid University, El-Tarf during the second semester of the Academic year 2021/2022. The questionnaire was conducted in the classroom where they usually study as an attempt to facilitate the process. The questionnaire was divided on three classrooms; this last helped the searching process by facilitating the transfer of information, and conducting the research in a very convenient environment.

Participants

The study's participants were unwarily chosen from Third year students at Chadli Ben Djedid University, El-Tarf. The study consisted of thirty (30) students, the sample was selected to match the purpose of the research because Third year students were exposed to the group work already. Furthermore, six teachers of University of Chadli Ben Djedid, El-Tarf were engaged in this study as participants whom, in fact, were allocated to teach in all levels in the Academic Year of 2021/2022.

Research instruments

This study aims at probing the positive impact of implementing the group work method in elevating the students cognitive competencies (motivation and communication) At Chadli Ben Djedid University El-Tarf, and measuring the teachers' perceptions regarding the use of the aforementioned method. Accordingly, we opted for using questionnaire for the students and teachers as the main gathering tools to answer the put forward research questions as well as to get results that are more accurate concerning the topic under investigation by using open-ended, closed-ended questions and check list.

Data collection instruments

Students' questionnaire

According to Pahoo (1997) when he stated that “ A research instruments is a tool used to collect to investigate “, Investigating the effects of group work on the learning and teaching process and Academic Achievement of the students especially in Algerian Educational system, we carried out a questionnaire for students in the selected University which were dedicated to the students whose views were obtained, opinions and attitudes on how effective group work influence their motivations to learn and the way they communicate during various sessions. This questionnaire consists of fifteen question organized in three section. The first section deals with the general information (gender, age, and the years of

studying English). The second section is about Students' attitude towards academic achievement. It consists of six questions. The last section is about Students' Attitude towards Implementing Group work on the elevation of their abilities to communicate successfully and their motivation to learn which consists also six questions. (Appendix A).

Teachers' questionnaire

Teachers' questionnaire was conducted to probe teachers' view point about the matter of group work inside the classroom, in addition to their analyses of the social influence on student's use that they noticed during their teaching. The questionnaire is a series of questions; that contains open-ended, close-ended and, check list. The primary declared population of the teachers was nine teachers but only six of them responded to the questionnaire. This questionnaire consists of eleven question organized in three section. The first section deals with the general information (gender, and the years of experience in teaching English). The second section are about Teachers Perceptions about Students Academic Achievements (communication and motivation) which consists of six questions. The third section is about; Teachers' Attitudes toward Implementing Group work with Outdoor Learning, and it has three questions. (Appendix B).

Conclusion

The methodology used in this study is outlined in detail in this chapter. It clarified the research design that underpins the various stages of data collection, as well as the general methodological approaches and its adequacy within the current dissertation. The next chapter will be the opening of the practical part and it begins with data or results analyses.

CHAPTER FOUR

Results and Analysis

Analysis students' questionnaire

Section One: General Information.

Q1. Student's gender:

The study's sample clearly reveals that the portion of females 67 % is much higher than the portion of males 33 %. This outcome will have no bearing on the study because we are focusing on the student's answers to the questionnaire and not on their gender.

Q2. Students' age:

The results indicates that the majority of the participants thirteen (30) students are between 20 to 30 years old.

Q3. How long have been studying English?

The results demonstrates that, all the participants have been studying English at University for about three years, they were chosen for this study since studying the language for many years would allow them to do activities in groups.

Section Two: Students Attitudes towards Academic Achievements.

Q4. How do you evaluate your Academic Achievement?

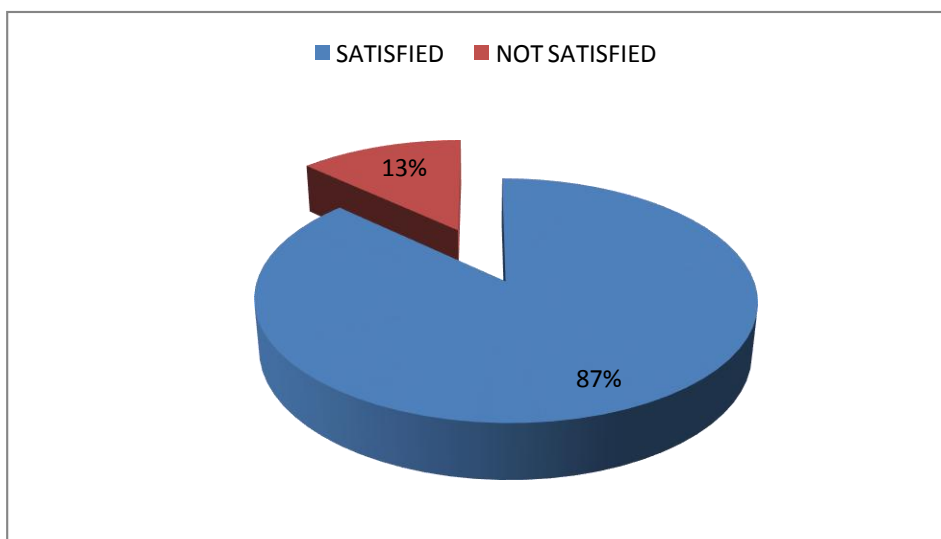


Figure 01. Students Satisfaction about their Academic Achievement.

Figure 01, demonstrates that the percentage of students satisfaction is divided into two parts, a major portion 87 % declared their satisfaction, while 13 % declared their dissatisfaction. The aim behind asking this question is to know if the students are satisfied on their academic achievements or not.

Q5. Have you ever felt quite sure of yourself while working alone?

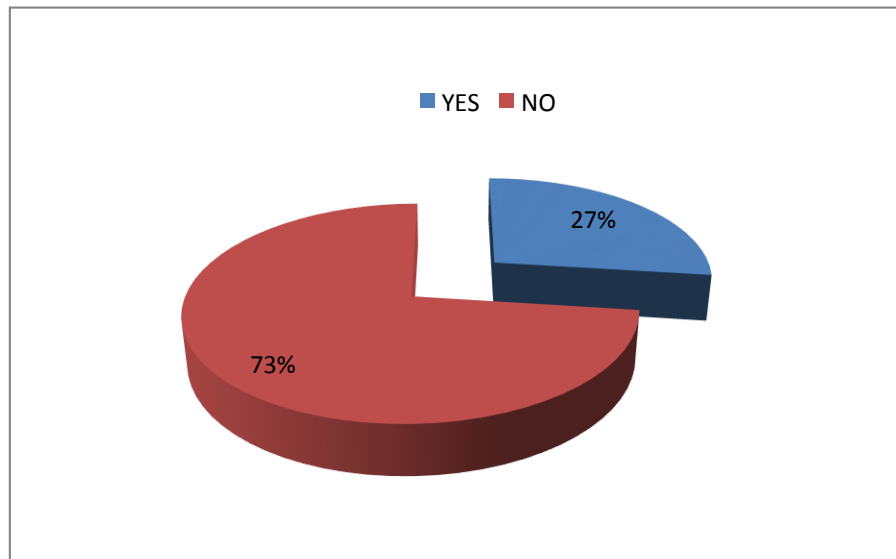


Figure 02. Testing students' self-esteem while working alone.

Figure 02 presents that 27 % of the participants usually feel confident while working alone, with the remaining 73 % declared that they do not. This question aims to explore whether the students felt quite sure while working by themselves or not. Group work is a widely praised and popular technique because of its positive effects through the years.

Justify!

The students declared that:

“Group work helps to raise our self confidence, overcome our shyness, and anxiety”.

“Doing our works in groups motivate us and decrease our fear”.

These results mean that the majority prefer to work in groups to be hidden and raise self confidence.

Q6. How many hours do you usually spend while working in group?

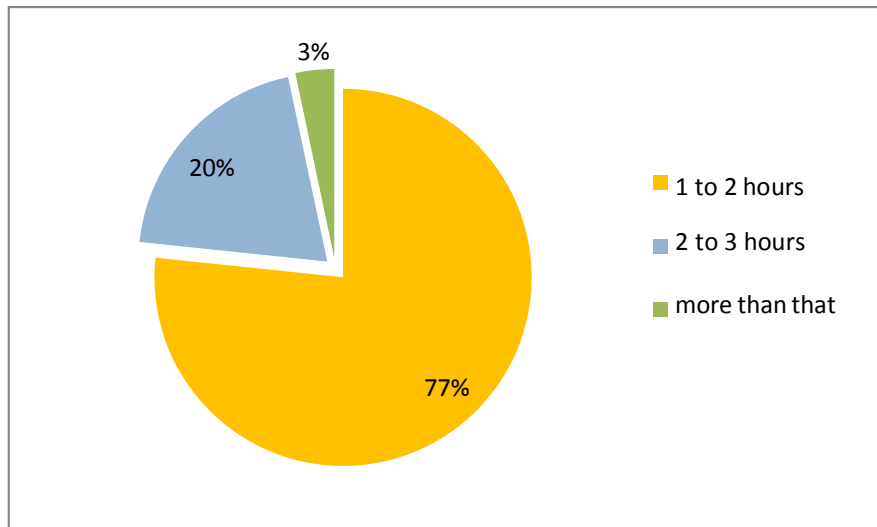


Figure 03. The amount of hours students usually take while working in group.

As figure 03 explains, 77% of the students spend between 1 To 2 hours in doing their works, 20 % stated that they spend about 2 to 3 hours, and only 3% spend more than 3 hours. These results indicate that a major portion of the students are good in managing the time for their group work activities. This question is attempted to discover how many hours do the student usually spend for the collaborative activities.

Q7. How many hours do you usually spend while working alone?

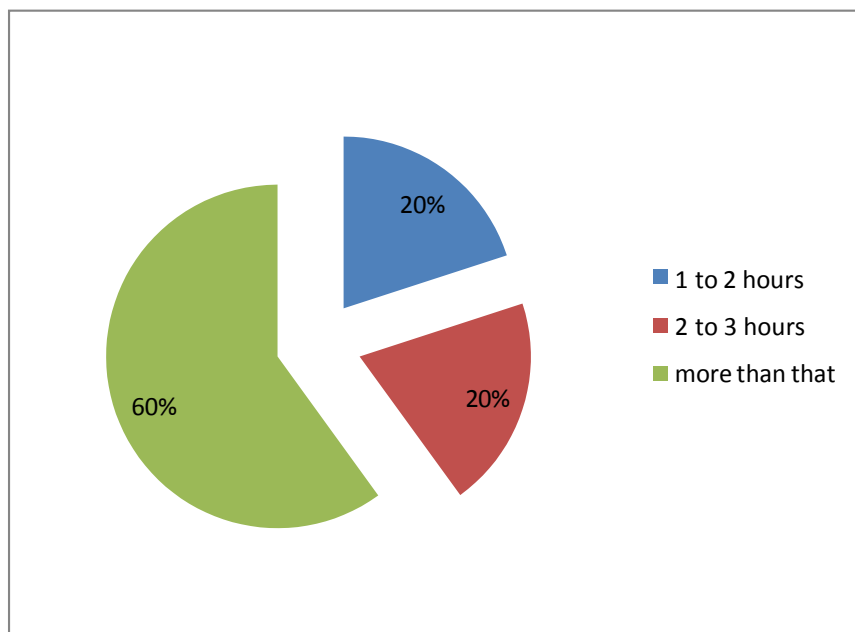


Figure 04. The amount of hours students usually take while working alone.

The remarkable result to emerge from the data presented in figure 04 is that 20% of the participants claimed that, they spend from 1 to 2 hours while working alone. Other respondents show that 20% take from 2 to 3 hours. Interestingly, 60% spend more than that. This question aims to know whether the students can manage their time while doing activities by their own or not.

Q8. If you work in group, does it formed by?

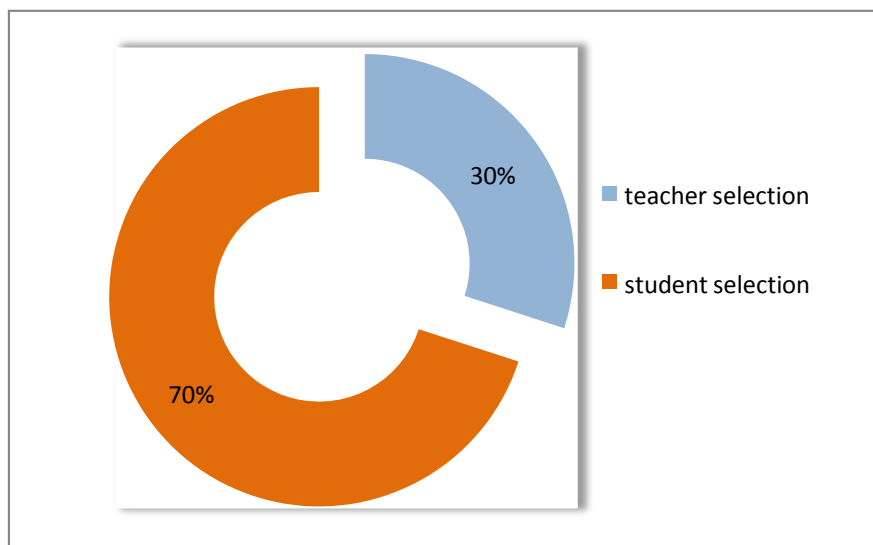


Figure 05. The selection of the groups.

As figure 05 indicates, the majority of the participants 70%, declared that the section of the group work done by themselves, with the remaining 30% chosen the teachers' selection.

These results lead to the formality of group work inside the classroom, students tend to select the members of the group according to the relationship between each other. Since they know each other they will feel safe, motivated and more confident.

Q9. Do you enjoy doing Activities with your peers?

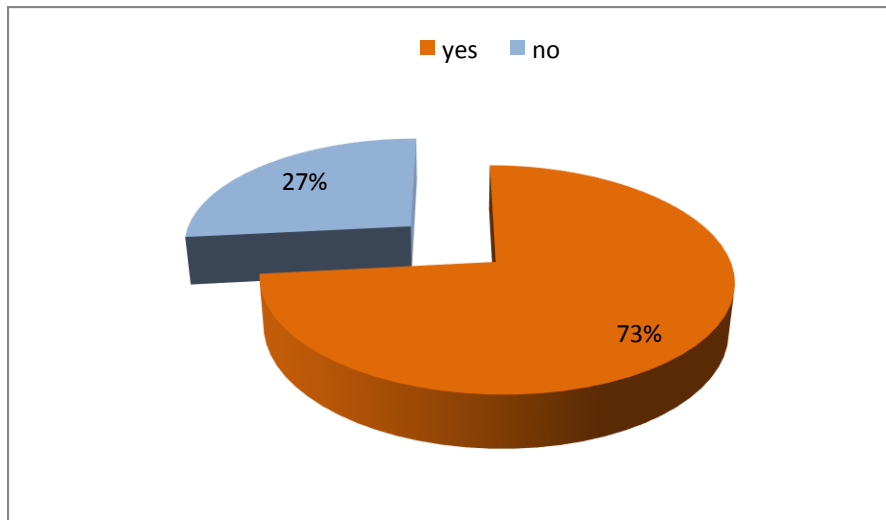


Figure 06.The degree of students' enjoyment for working with their peers.

Figure 06 shows that, 73% of the students enjoy working collaboratively in the classroom, however the rest 27% declared that they do not. This question aims to investigate whether the participants enjoy doing activities together or not. Work in groups learns more than work individually.

Justify!

Participants seem to have a positive attitude concerning the group work, because of the mentioning following reasons:

“To make fewer efforts”.

“To overcome boredom”.

“It makes me feel less controlled”.

Section three: Students Attitude towards Implementing Group work on Academic Achievement.

Q10. Does group work affect your Academic Achievement?

Table 03. The effect of group work on students' academic achievements

Option	Agree	Disagree
Number	27	3
Portion	90%	10%

90% of the results which equal 27 of the participants agreed that group work affect their academic achievement, in a different opinion only 10% which equal 3 of the participants disagreed.

Q11. Does group work elevate your motivation to learn?

The remarkable result to emerge from the data, is that thirteen (30) respondents out of 100% claimed that group work is one of the best teaching technique that elevate their motivation to learn and willing to participate in tasks and classroom activities. They appeared to view group work as a gateway to social interactions. As a result, everyone who took part in this study agreed on this point.

Some of the participants mentioned:

“More hands make for higher work”.

“Groups can also be formed based on the ability where clever students are grouped with weak ones. The point is to allow the weak students to watch and learn from high achievers which will eventually improve their performance”.

Q12. Do you divide the roles among the Group work?

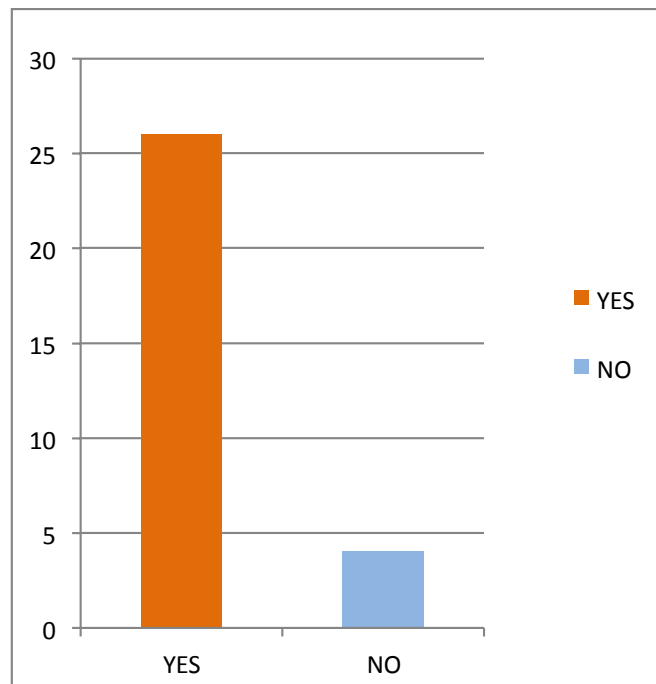


Figure 07. The division of the roles in group work.

As shown in the chart, twenty six (26) students declared that they divide the roles when the work is formed in a group, and only 4 participants declared that they do not. In a group work, students are expected to take on the duty of ensuring that everyone contributes and participates in the task performance in a cooperative rather than competitive setting. Group work is a teaching technique which involves students working together collaboratively on a project or activity, where each member of the group is responsible of his own learning as well as the others' learning to achieve a work successfully.

Q13. Do you think this way of Learning in Boosting Academic Achievement is?

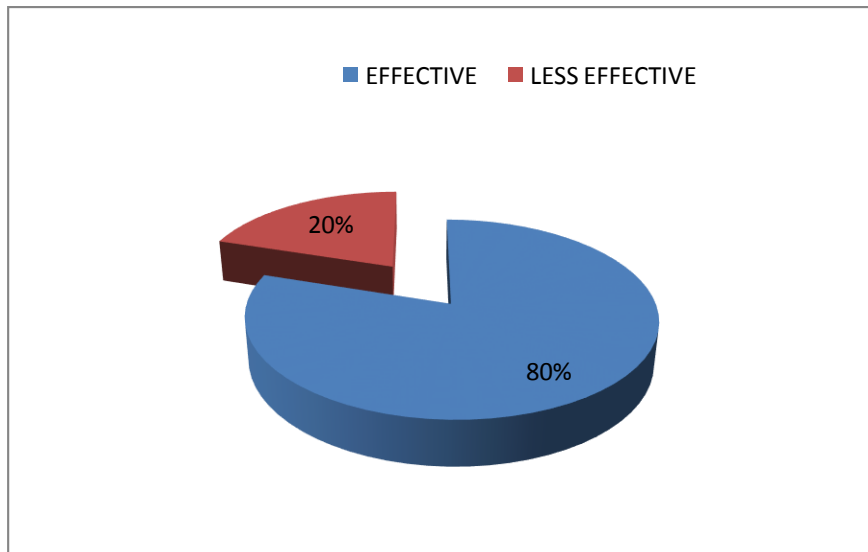


Figure 08. The students' thoughts on the effectiveness of implementing group work for boosting their academic achievements.

Concerning this question, it was found that 80 % of the participants declared that using GW method is an effective way of learning in boosting academic achievement, however, only 20 % of them declared that it is less effective. The purpose of this question is to see if students think of group work as an effective way in boosting academic achievement or not.

Students can benefit from group projects by developing a variety of skills that are becoming increasingly useful in the workplace (Caruso & Woolley, 2008; Mannix& Neale, 2005). Furthermore, positive group experiences have been demonstrated to aid student learning, retention, and overall college achievement (Astin, 1997; Tinto, 1998; National Survey of Student Engagement, 2006).

Q14. Do you find difficulties in working together?

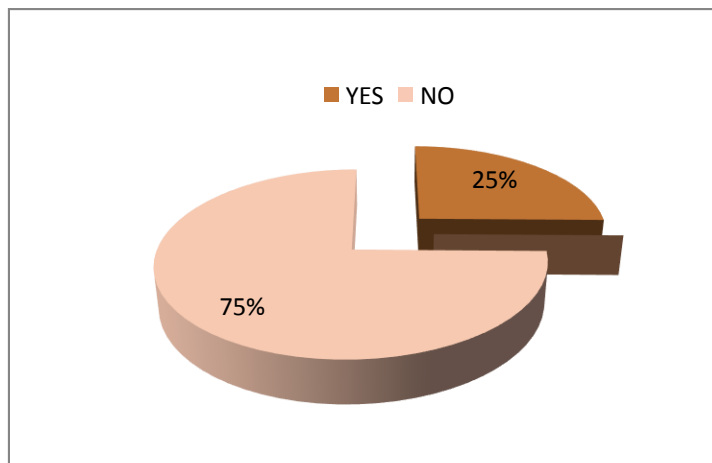


Figure 09. Students and working together Difficulties.

Figure 09 reveals that 75 % of the participants do not face difficulties while working in groups, however 25 % state the opposite.

If yes, justify.

Some of the participants gave examples which are displayed as following:

“Conflicts and wasting time in chatting, telling stories, and becoming less concentrated”.

“I want to be the one who make decisions”.

This question aims to know if students face issues while doing collaborative work or not.

Konopka (1963) highlighted the idea of developing the students’ personality and social skills through the personal interaction as he argue that group work is: “ a method of social functioning through purposeful group experience, and to cope more effectively with their personal group community problems”.(P. 69).

Q15. Does group work Method motivate you to effectively communicate with your peers for reaching valid answers to the given activities?

The data represents that all the participants agreed on the fact that group work method is a way that motivates them to communicate with their peers and reach valid answers for their tasks and activities.

As some participants mentioned:

“Working together improves our communication skills, our interaction increased and we feel at ease”.

“We became active and more confident”.

“Group work encourages us to be willing to seek out communication opportunities and to use the language for authentic communication”.

Analysis of teachers' Questionnaire

Section one: general information

Q1. Gender:

Three male and three female teachers responded to the questionnaire as a part of the personal background of the teachers.

Q2. Years of experience:

Results revealed that one teacher had 15 years of experience (which is 33, 22%) another teacher had 13 years of experience (which equals 22, 22% of the population). Added to that, the third teacher had 11 years of experience in the domain (that also presents 11, 22%) of the population). Moreover, the fourth teacher had 10 years of teaching. Finally the last two teachers had 6-7 years in teaching English (which equals 9, 99% of the population).

This question was designed primarily to see how long the experience of the teachers is.

Section two: Teachers Perceptions about Students Academic Achievements.

Q3. How do you evaluate your students Academic Achievements?

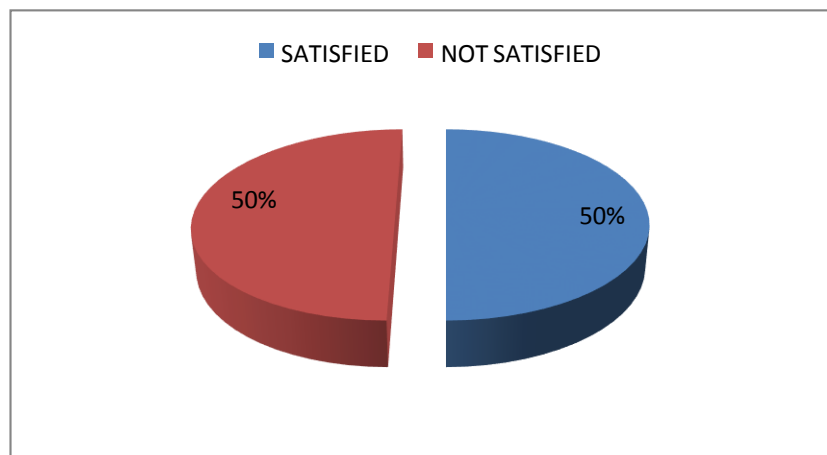


Figure 01. Teachers Perceptions about their students Academic Achievements.

As figure 01 presents, three teachers worth 50% of participants confirmed that they are satisfied of their students' academic achievements, in the other hand other three teachers

worth 50% of the participants emphasized that they are not satisfied of their students' academic achievements. No one knows the level of students more than their teachers, so this question was designed primarily to see the teacher's perspective on student's competence, and its level.

Q4.What kind of outdoor activities do you recommend for your students?

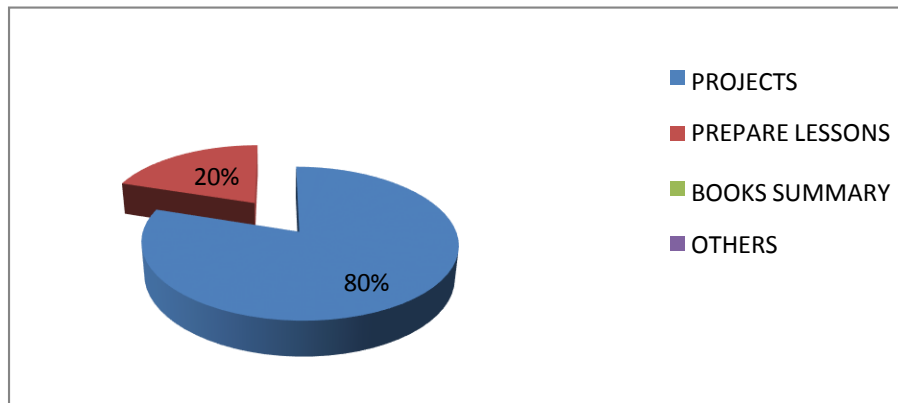


Figure 02. Outdoor Activities recommended for students.

Figure 02 clearly shows that the majority of teachers 80% have been selected projects as a kind of outdoor activities for their students. Meanwhile, two teachers picked the prepared lessons which equal 20%. This question investigates the outdoor activities that teachers recommend for their students to do. As a conclusion, projects and prepared lessons tend to be more nominated as an outdoor activity.

Q5. Do you encourage your students to work in groups?

All teachers 100% declared that they encourage their students to work in groups. It's served to clarify the research questions and objectives. Thus, this question was set to gain more insights into the idea of how Group work inside classroom aided the improving process of students' motivation, communication, and decreasing. This question is an attempt to test whether the teachers encourage their students to work together or not.

Justify!

The six teachers said:

Teacher 1: “Students feel relaxed to work together, less stressed and motivated”.

Teacher 2: “To help each other and especially to encourage shy students”.

Teacher 3: “To exchange ideas, communicate, and to enjoy their practice particularly for shy students”.

Teacher 4: “To share information, motivate each other, and to give shy students the opportunity to participate”.

Teacher 5: “Being more motivated to work in their learning; shy students will feel safe with their peers”.

Teacher 6: “They will gain their selves’ confidence”.

As a result, it is conceivable that encouraging students to work in groups abandon the fear, shyness, and make them feel confident, and motivated them which lead to promote their Academic Achievements.

Q6. Do you think that using this method of teaching helps your learners to?

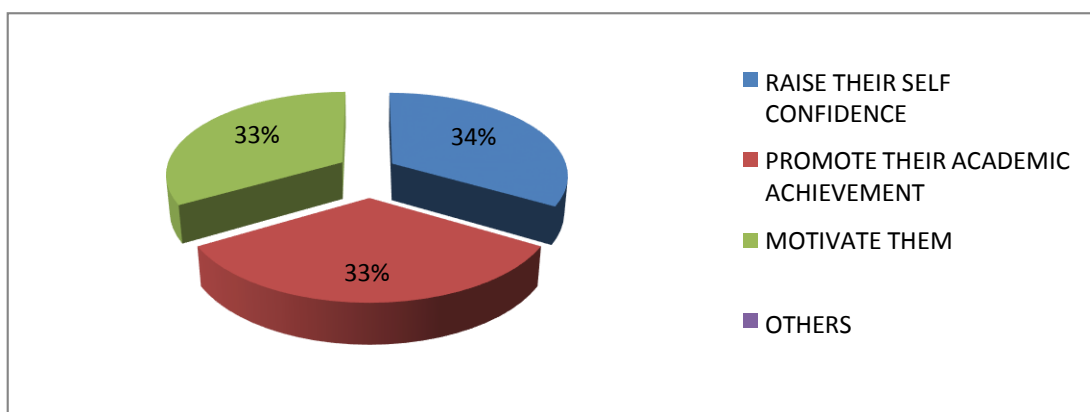


Figure 03. Students’ thoughts on the benefits of group work use.

As figure 03 demonstrates, all teachers that out of 6 participants picked; raise their self confidence 34%, promote their academic achievement 33% and motivate their students 33%.

This question aims to confirm the teachers' repercussions in group work inside classroom, and

whether it was beneficial for their students or not. And to get more insights into what helps the teachers in using this method with their students. In short Group work leads to a better Educational outcome.

Q7. Do you ask your students to work inside the classroom in?

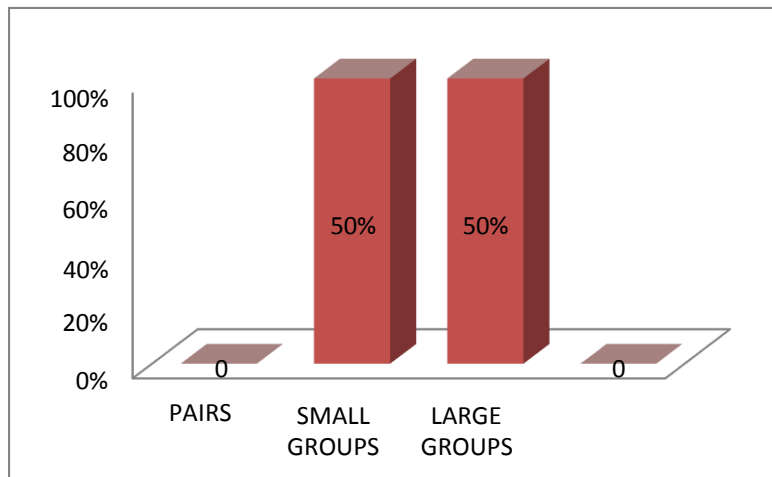


Figure 04. Teachers' teaching used methods.

Figure 04 reveals that, the six participants responded 50% for small groups and 50% for large groups. This question investigates the teachers perceptions about how choosing the groups of their students to do a work in classroom.

Q8. Do you feel your students enjoy working together?

A major portion of the study, out of six participants, 100% assent that their students enjoy working together, and they are no longer embarrassed or confused while doing activities. This question was mainly designed to capture the teachers' observation about their students whether they enjoy working collaboratively or not.

Justify!

As the teachers mentioned:

Teacher1: "Previously, They Will feel safe, motivate and more confident".

Teacher2: "Peers usually encourage each other while working together".

Teacher3: "They feel relax to work, less stress and motivated".

Teacher4: “They share work and enjoy doing it”.

Teacher5: “Find them in an enjoyable and beneficent environment”.

Teacher6: “They become more active in participation after they finish their Group work”.

Section two: Teachers Attitudes toward Implementing Group work with outdoor Learning.

Q9.Do you feel that your students face difficulties in using this method?

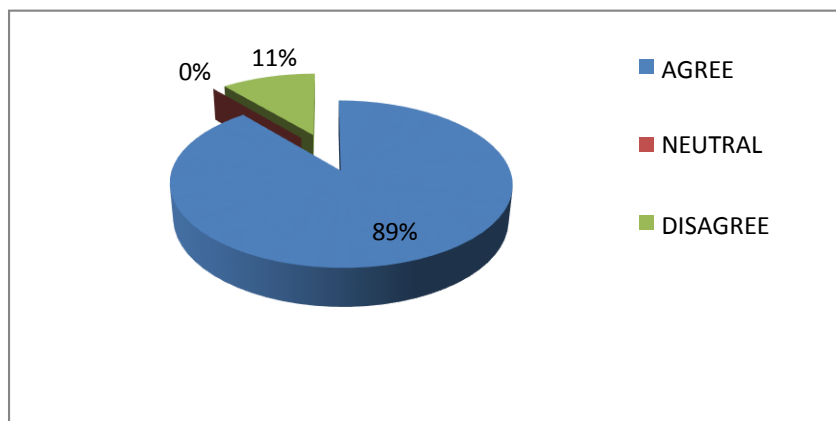


Figure 05. Teachers’ perception of the difficulties faced by their students.

Figure 05 demonstrates that 89% of the participants strongly agreed that their students face difficulties in using this method, with the remaining 11% disagreed that his students face difficulties sometimes inside classroom.

Justify!

The participants mentioned:

Participant 1: “Sometimes they have problems of time”.

Participant 2: “Sometimes they not in certain about their works whether they are on the good trade or not”.

Participant 3: “Having techniques distractions is the main issue”.

Participant 4: “Sometimes they have problems of concentration and noisy atmosphere”.

Contrariwise the participants 5 and 6 said: “We do not think they face difficulties in working together. Especially that they know each other”.

The use of this outdoor promotes a smooth transition between home and University. That means students get more involved in the learning process and speeds up the development of basic skills.

Q10. Do you Think that Group work strategy is an effective strategy in promoting students academic achievements?

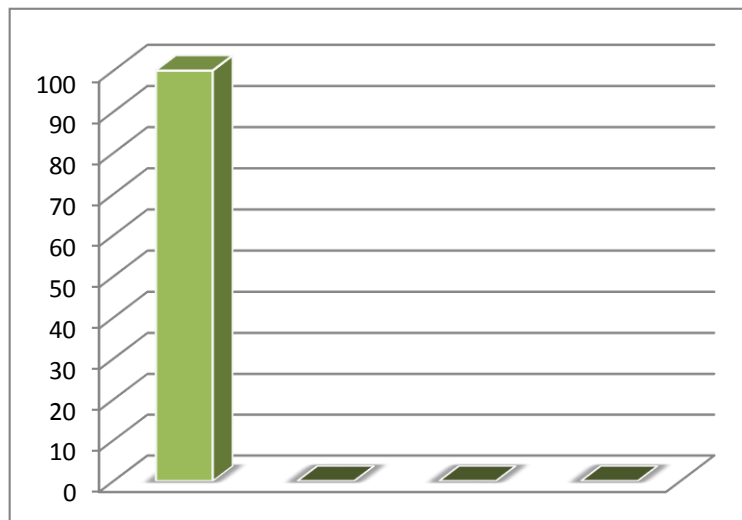


Figure 06. Teachers' thoughts on the effectiveness of implementing group work.

The tenth statistic reveals that the responses of the teachers are 100% yes.

Justify!

As some teachers mentioned:

“Peers learning is a motivation technique”.

“Group work gives all students the opportunities to participate”.

“It helps students generate more information's and expend their box-data”.

Moreover, another teacher stated that she had noticed a remarkable positive development in using this method within her students during the activities conducted inside classroom, were everyone did well even shy and anxious students.

Q11. Do your students feel that Group work helps them to improve their attitudes and abilities?

Data illustrates that the entire research sample 100% stated that Group work helps their students to improve their attitudes and abilities, this last question within the last section meant to capture teachers' overall perception about this method.

One of the teachers mentioned:

“I believe my students have a positive attitude towards using this strategy in their learning”.

All teachers indicate their agreements to a great extent.

Concluding by mentioning that there is even the idea of working alone most of the time can have psychological or social problems, and that creates conflicts for the students in terms of their own identity and culture.

Conclusion

This chapter primarily focused on the examination of data gathered from students' and teachers' questionnaire At Chadli Ben djedid Univesity El-Tarf. The study's findings were presented in this chapter, which include both quantitative and qualitative findings after data analysis in order to collect valid information about the research questions, as well as prove the hypothesis. Thus, gradually reaching the aim of this current study which was proving the evidence of using group work technique and its effectiveness on EFL learners and Learning (teachers). Teachers believe that CL (collaborative learning), helps learners to be more engaged in their learning, they will be more motivated to work in an entertaining atmosphere. Shy students will feel safe with their peers. Students added they prefer to be part of GW because of the following reasons:

“To work less”.

“Exchange ideas and discuss the topic from different perspectives”.

CHAPTER FIVE

Discussion and Recommendations

Introduction

The last chapter of this research attempts to thoroughly explain the findings of the data acquired from the students' and the teachers' ' questionnaire in order to prove or disapprove the hypothesis stated. As a result, this chapter provides a discussion of the hypothesis' findings, the study's implications, the research's limitations, and the recommendations for further research.

Discussion of the results

After presenting and describing the data investigated it is time to give appropriate comments and interpretations of the revealed results. This investigation was conducted to probe EFL 3rd year learners as well as teachers' views about Promoting University work groups for Fostering Academic Achievements. Two research questions were asked therefore two hypotheses were suggested to investigate their validity or to disclaim them.

The results obtained from a questionnaire that was submitted to thirty (30) EFL third year students in university Chadli Ben Djedid and six teachers at the same department shows a positive agreement that :

- Group work increases the learners 'opportunities to communicate in the target language, and offers a great deal of various information, and resources therefore more diversity of ideas, thoughts, perspectives, and experiences which help to enlarge students' knowledge.
- Group work leads the learners to be more productive and active to achieve better academic results, as well as develops the students' sense of leadership, communication and negotiation skills.
- Group work creates a spontaneous, comfortable, and friendly atmosphere for learning. It helps the students to interact freely, and reduces the amount of teacher-talk.

On the other hand, the teacher should pay attention that in many cases learners do not have the required skills that enable them to participate in group work, thus s/he must intervene to work out these skills. The teacher must, first, explain the assignment well and ensure that the learners can make a link between the group goals and the course objectives, and that they are aware of the needed skills to accomplish the task (Davis, 1993). Second, the teacher must also develop the students' communicating skills, and their ability to accept different ideas or criticism. Third, the instructor should teach his/her students how to deal with conflicts (Burke, 2011).

In another view, an experiment done by Davis (1993), one way to make group work successful is by preparing a plan of actions. This plan includes each member's role, and responsibility, then the teacher will check that written plan or meet personally the group and discuss. It is apparent that not all group work procedure will function appropriately; this could be due to different learning styles, lack of motivation or conflicts between peers. In this case, it is not recommended to break up the group because according to Davis (1993), breaking up the group when confronting difficulties will not affect the dynamics of the divided group only, but also will interrupt the other groups when adding new members.

As noticed, teachers and students emphasized these points by giving different views for example two teachers noticed that their students face difficulties sometimes while working in groups. These differences were obtained from students' different perspectives on their strategies. As expected, according to the results Group work has been long praised by a bunch of scholars, as it has proved to have a number of advantages for the learners (Petty, 2001 ; Porto, 2001 ; Harmer, 2007), which can be reached, only if the instructor provides the previously explained conditions and elements for an effective and productive group work.

In addition to that, from the investigation done it was confirmed by both teachers and students that group work establishes a positive environment for learning, it helps the students

to develop social, communicative, and critical thinking skills, in addition to that it increases the students' participation and involvement in the classroom and promotes team work skills. Moreover, it creates in the learners the sense of positive independence and autonomous learning.

To sum up, in light of what was said previously that the hypothesis was confirmed that is peer work is very beneficial and useful for the students' development; facilitating and arranging in the suitable case. As well as, there is an extent increase in both productivity and academic achievement as it reduces learners' anxiety in class.

Implications

This research was conducted to investigate the effectiveness for the application of fostering group work in EFL learners' academic achievements. Therefore, some research implications to the higher education system that was mandated during the investigation process from data collection, and analysis to discussing the findings.

Implications for students

This research introduced data that will help in leveling up student's minds concerning working in groups for fostering academic achievement, which will help them to be more involved inside the classroom and especially for shy students that will help them to build more confidence. Another thing to mention is that as a result for motivate them more inside classroom and bond students, eventually they will be more creative by exploring different perspectives about multiple topics which will help them to be more open and share their own.k

Implications for teachers

These research study opened insights for new educators to take into consideration the collaborative learning to understand how can effectuate the level of the learners, and their

performance inside the class. Therefore, readers of this research will get inspired to create a combination that serves learners to enhance their performance.

Limitation of the study

The findings of this study should be approached and interpreted cautiously due to several limitations that constrain its generalisability. Learner motivation and anxiety could be affected by various factors. One of the striking issues is the sample of the study; although there were efforts made to collect proper number of data there were some difficulties that were faced during that process. The main obstacle is that the research methods were changed from classroom observation and interview to questionnaire. This is due to the timing and the spring break that prevented from having a direct connection with students inside the classroom to study the case in real atmosphere but instead it was studied virtually via questionnaire that were submitted to teachers and students of the third year English language at university of Chadli Ben Djedid- El tarf.

Suggestions and Recommendations

Based on the findings and the outcomes of the present research, and in order to make the process of group work more successful to develop the students' academic achievement, the following recommendations are proposed to the administrators at Chadli Ben Djedid University, EFL students, teachers of English, and further researches.

Recommendations for the Administrators at Chadli Ben Djedid University

- The administrators in the English department are required to provide a laboratory for students in order to practice the work in groups, because it has the potential to make students grasp the knowledge better.

- The responsible of the English department has to provide the teachers with the needed technical assistance to make them able to use the various available materials.
- The administrators at the English Department are required to provide an environment that supports the intellectual, social and personal development of the students.

Recommendations for EFL students

- Students should know how to organize roles within the group.
- Learners have to use peer assessment in which participants evaluate or grade one other's contributions.
- Another recommendation, in order to prevent anyone from taking credit for work done by others, the final project should include a report from each member outlining their contribution to the project.
- Students should interact with their classmates inside and outside the classroom using group work strategy.
- Students have to focus on their group work difficulties and try to solve them.
- Students should be oriented about how to assess their own groups.

Recommendations for teachers

- Teachers need to make their students aware of the value of using group work.
- Teachers should emphasize the importance of group work and make clear why this particular assignment is being done in groups
- Teachers should discuss all students' responsibilities that can anticipate from their groups as well as the obligations each member has to the group.

- Teachers should use the team building exercises to build cohesive groups.
- Teachers may need to use group work method through new technologies and games; the use of audiovisual materials and new technologies.

Conclusion

The purpose of the study was to investigate the effectiveness and the beneficial impact for the application of fostering group work in the students' academic achievement on students' cognitive competencies, (motivation, communication), and examining the teacher's perception of its adoption. Findings indicate that collaborative learning was highly approved by the teachers as a classroom strategy. The participants' responses also revealed that although their anxiety and shyness, they were motivated to learn English.

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Appendix A

Students' Questionnaire

Dear students this questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. It aims at the impact of University Work Group in Fostering Academic Achievement. Your answers are highly important for the validity of this research being undertaken. You are kindly requested to answer the following questionnaire carefully. Please tick the appropriate box and add suitable comments in full sentences whenever necessary.

Section one: General information

Q1. Gender:

Male Female

Q2. Age:

20 to 30

30 to 40

More than 40

Q3. How long have you been studying English at University?

.....

Section two: Students Attitude towards Academic Achievements.

Q4. How do you evaluate your Academic Achievement?

Satisfied Not satisfied

Q5. Have you ever felt quite sure of yourself while working alone?

Yes No

Justify:.....

.....

Q6. How many hours do you usually spend while working in group ?

1 to 2 hours

2 to 3 hours

More than that

Q7. How many hours do usually spend while working alone?

1 to 2 hours

2 to 3 hours

More than that

Q8. If you work in group, does it formed by?

Student selection Teacher selection

Q9. Do you enjoy doing activities with your mates?

Yes No

Justify:.....

.....

Section Three: Students Attitude towards Implementing Group work on Academic Achievement.

Q10. Does group work affect your academic achievement?

Agree Disagree

Q11. Does group work elevate your motivation?

Yes No

Q12. Do you divide the roles among the Group work?

Yes No

Q13. Do you think this way of learning in boosting academic achievement is

Effective Less effective

Promoting University Group Work for Fostering Academic Achievements

Q14. Do you find difficulties in working together?

Yes No

If yes justify:

.....

.....

Q15. Does group work Method Motivates you to effectively communicate with your peers for reaching valid answers to the given activities?

Yes No

Appendix B

Teachers' questionnaire

Dear teachers, you are kindly invited to answer the following questionnaire, which serves as a tool to investigate promoting the use of work groups strategies for fostering academic achievement.

Therefore, i appreciate if you take some time and energy to carefully responding questions.

General information:

Q1. Gender:

Male Female

Q2. How long have you been teaching English?

.....

Section One: Teachers Perception about students Academic Achievements.

Q3.How do you evaluate your students Academic Achievements?

Satisfied not satisfied

Q4.What kind of outdoor activities do you recommend for your students?

A-projects

b- Prepared lessons

c- Books summary

d- Others

Q5. Do you encourage your students to work in groups?

Yes No

Why.....

Promoting University Group Work for Fostering Academic Achievements

.....
Q6. Do you think that using this method of teaching helps your learners to?

a- raise their self confidence

b- Promote their academic achievement

c- Be autonomous

d- Others

Q7. Do you ask your students to work outside the classroom in?

a- pairs

b- Small groups

c- Large groups

Q8. Do you feel that your students enjoy working together?

Yes No

How:.....
.....

Section Two: Teachers Attitudes toward implementing group work with outdoor learning.

Q9. Do you feel that your students face difficulties in using this method?

Agree

Strongly agree

Neutral

Disagree

Strongly disagree

Promoting University Group Work for Fostering Academic Achievements

Q10. Do you think that group work strategy is an effective strategy in promoting students academic achievement?

Yes No

Explain:.....
.....

Q11. Do your students feel that work groups help them to improve their attitude and abilities?

Yes No

Thank you for your cooperation.