

The impact of group work on enhancing Sudanese EFL learners speaking fluency

Rasha Mohammed El Bashir Salih and Shaza Mohammedzain Rahma

Sudan University of Science and Technology, College of Education,

English language department

Corresponding Email Address: rmahmad@kau.du.sa

shazarahma22@gmail.com

Abstract

The purpose of this study is to shed light on the impact of group work on the Sudanese EFL students' speaking fluency. The main question seeks to ascertain the positive impact of group work on the speaking fluency of EFL students at Sudan University of Science and Technology—faculty of education—first year. The data was collected using a class test, in which the teacher provided some materials and then administered a test to determine how well the students understood the materials after they discussed them in groups. The total number of participants is N. 30. The SPSS programme was used to analyze the data. The exam was passed by all students, demonstrating the effectiveness of group work as a technique for improving speaking fluency. The researcher would recommend that teachers use group work in EFL classes and give the students the opportunity to actively participate in the group work activities. The researchers would also recommend conducting more studies on the efficiency of the different interaction patterns in teaching English language as a foreign language.

1. Introduction

The importance of communication skills in English is increasing steadily day by day, and the demand for them from all segments of society has become an unstoppable factor. A US-based report, "Fastest Growing Careers" (1995), states that communication skills will be in demand across occupations well into the next century. In the current situation, speaking skills are essential for successful job careers. Becker and Ekdorn (1980) list several studies which indicate that speaking skills are more important to job success than specific technical skills. Nevertheless, apart from the problem of language barriers, learners across the globe face many challenges like stress, anxiety, and fear in language classes. This hampers the learning of the target language in formal settings. (Jayanth&Soundiraraj, 2016).

Teaching a foreign language is, by definition, an interactive process that requires active participation from both the teacher-student interaction and the student-student interaction. It has been stressed in English as a foreign language (EFL) teaching methodologies that are more than a system of rules, but as a dynamic resource for the creation of meaning, shifting away from the study of language seen as purely a system and towards the study of language as communication. For that reason, a great opportunity for classroom interaction is being truly demanded. (Namaziandost et al., 2020).

It is believed that group work promotes cooperative learning among the students. Experts consider that working together on a task helps the learners learn better and quicker. According to Aneta Gorgon-Materaz (2008), pair work and group work give the students far more chances to speak English in the classroom. Also, students participate in the lesson much more. Vol. 18, No. 1, p. The English Classroom (Bi-annual Journal) June 2016 ISSN 2250-2831 RIESI more actively because they are involved in talking to their friends, exchanging opinions and practising new structures more than listening to their teacher talk. Penny Ur (1996) recommends that teachers working with large classes divide them into groups, which is the most effective organisation for practising speaking. Adding to this, Norman (1986) says that most people learn a foreign language better with others than on their own.

Above all, scaffolding occurs among the learners of different proficiencies in group work, which makes learning a joyful experience. (Jayanth&Soundiraraj, 2016). Cooperative learning is a powerful tool in learning and has the potential to be used in ways that can make a positive contribution to classroom language learning. Moreover, what is most crucial is that students strive to be comfortable as effective communicators not just on a person-to-person level but also in front of an audience in their English competence. If cooperative learning were applied properly, with working groups of students studying together and not competing with each other, learning would be successful and productive. (Namaziandost et al., 2020).

2. Previous studies

The present experimental study was conducted to develop the speaking skills of ESL learners using group work activities. After administering a pre-test, the students were divided into small groups and they were given intensive coaching by exposing them to actively participating in the

group work activities. A post-test was conducted at the end of the training sessions, and the gains made by students were computed and tested for significance. The results show a significant improvement, which indicates that the students were greatly benefited by the training sessions. The findings demonstrated that group work helps reduce the anxiety of learners. Appropriate group work activities could provide the learners with a learner-friendly ambience for practising speaking, which can boost their self-confidence. (Jayanth&Soundiraraj, 2016).

According to John, (2017), who implemented group work in two first-year engineering classes (Class A and Class B) to foster speaking skills in English, The researcher found that group work is a good way to develop speaking skills. The use of group work was accepted well by Class A but not by Class B. To prove this point, the teacher/researcher explains an activity that worked well in one class but not in the other. A student evaluation was collected at the end of the semester with the help of a questionnaire, based on the following factors: 1) the ideal number for group work; 2) the ideal type of grouping: fixed or flexible; 3) the benefits of group work; 4) problems encountered; and 5) suggestions for improvement. evaluation of the teacher/researcher was also carried out based on these factors. Analyzing the data from the Student Evaluation and the Teacher/researcher Evaluation, the study defines the elements that contribute to successful group work and suggests a 5D procedure: direct, discuss, develop, deliver, and document. (John, 2017).

According to Mohammed, (2021), who studied the impact of discussion activities on improving students' fluency in speaking skills, The findings of the study indicate that the different types of discussion activities were ignored, especially those that engage and encourage speaking skill performance. This study can be helpful for English language teachers and may contribute to the promotion and improvement of English language teaching and learning by practising various discussion activities in the classroom to engage students and raise their level of motivation, confidence, and fluency, thus improving their speaking skills. (Mohammed, 2021)

Aboura (2017) conducted another study on the role of group work in improving students' speaking skills at the Arab American University (AAUJ) – Jenin's English Language Center (ELC). After analysing the collected data, the researcher found out that there were statistically significant differences between the two groups in syntax, vocabulary, pronunciation, organising information, comprehension, and fluency due to utilising group work. The researcher discovered that group work, as a suggested teaching strategy, improves students' oral performance and motivates students to produce good learning outcomes. Furthermore, the study's findings revealed that there were no significant differences in the effectiveness of group work in improving students' speaking skills between the results of the experimental group's pre-test and post-test due to the study's independent variables (gender, academic level on the university placement test, English mark on the Tawjiji exam, stream, and faculty).

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

not only a fundamental necessity in teaching speaking skills but also a challenging and enthusiastic strategy of untraditional teaching. (Aboura, 2017)

Furthermore, an interesting action research was implemented where the teacher gave some materials, applied the method, and then gave direct testing, such as a written test, to find out how far the students understood the materials after they discussed them in the group. It is one of the assessment materials. Other assessments are taken from groups' activities in the class room, groups' presentations, and an individual's interview test and questionnaire. This technique plays a positive role in improving academic achievement in speaking. The technique can also improve students' motivation in learning English and develop their self-confidence and cooperation among students. The findings from the questionnaire prove that this method can also be used to improve students' mastery of grammar in use and motivate students to learn grammar. The method promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher. (Madjid, 2020).

Alfares, (2017) investigated learners' perceptions of the benefits and difficulties of group work in EFL (English as a Foreign Language) classes. The purpose of this study is to explore the possible effects of group work in order to better understand learners' attitudes towards group work and to inform language teachers of students' views on group work. The findings revealed that many language learners consider the advantages of group work to be mainly related to (1) cognitive aspects, i.e., benefits that help learners in the learning process; and (2) emotional aspects, which are benefits that enhance motivation for learners. However, some learners identified difficulties, mostly related to learners' behaviours, which can result in uncooperative work in groups. These findings reveal that Saudi learners regard group work as effective in learning, but that some students' negative behaviours may prevent them from obtaining the benefits of group work. (Alfares, 2017).

A lot of studies have been conducted on collaborative learning strategies. One of them is a study done by Awad (2017) who discussed that there is a close correlation between think-pair-share (TPS) and collaboration learning, particularly group work, which sought to explore the influence of this strategy on developing learners' oral communication in English classrooms. To fulfill this purpose, the researcher used interviews and observation at An-Najah National University. After analysing collected data, the researcher noticed that the TPS strategy has an effective role in enhancing students' speaking skills and motivating them to speak better. In accordance with that, Sulistyorini (2011) carried out an experimental study aimed at identifying the effectiveness of using the thinkpair-share strategy in enhancing the speaking abilities of 280 tenth grade students at Semarang State University.

To accomplish this goal, the researcher used pre and posttests that were the same for collecting data and examining participants' improvement in speaking skills before and after treatment. According to the study's findings, using the think-pair-share strategy is effective in improving students' speaking skills, which include syntax, vocabulary, pronunciation, comprehension, and fluency. and in accordance with the current study, the researcher took into account the above-mentioned types of group work when she carried out the experimental study. She chose the suitable types of group work that help learners achieve the learning objectives of speaking

activities and tasks. In particular, the researcher gave more emphasis on 13 using think-pair-share for many of the considerable reasons which were mentioned previously. (Aboura, 2017)

3. Literature review

3.1 The impact of group work on speaking skills

There are four skills in English, and one of the skills that students think is very difficult is speaking. Speaking is the skill that needs more practise and exercise, otherwise speaking fluency cannot be improved. A teacher needs to use different teaching techniques in order to reach all students effectively. The objective of this research is to see whether the method of teaching speaking English by using the group work technique has a positive effect on the academic achievement of the students at Polytechnic ATIM (ATI Makassar), especially for Agro Industrial Engineering students who studied in the second grade. (Madjid, 2020).

Speaking fluency represents a key priority for EFL learners striving to attain it. EFL learners aim to communicate their messages quickly, efficiently, and fairly fluently without having to delay or pause a lot. Meanwhile, communication is the most important aspect of speaking, and it is important to express thoughts as naturally as possible (Alrayah, 2018; Mezrigui, 2011).

Blair (in Abdullah, 2016) has stated that group work (including pair work) has at least five pedagogic benefits. Group work (1) increases the quantity of language practise opportunities and (2) improves the quality of the students' talk in several ways. They can engage in what is called "exploratory" talk and practise a functionally wider speech repertoire. (3) helps individualise instructions, potentially allowing students to work at their own pace, perhaps using different materials. (4) could help improve the effectiveness of the climate in the classroom, the intimacy of the small group settings being especially valuable to shy or linguistically insecure students. Finally, group work can help motivate students because of the advantages referred to from (1) through (4) and because of the pedagogic variety it brings to a lesson. (Madjid, 2020).

3.2 The Main Effective types of Cooperative group Work learning

3.2.1 What is group work?

According to Brown (2001:177), group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. While Richards, et al. (1985:127) define group work as a learning activity that involves a small group of learners working together, The group may work on a single task or on different parts of a larger task.

In addition, Harris and Sherblom (2008:4) define a group as a collection of at least three and ordinarily fewer than twenty individuals who are interdependent, share a common goal or purpose, assume a specialised role, have a sense of mutual belonging, maintain norms and standards for group membership, and engage in interactive communication.

From these definitions, it can be concluded that group work is a learning activity that involves learners working together in a small team or group to perform a task, with the objective of giving students more opportunities to use or practise their language.

Group work, according to Johnson et al. (2008:29), can be classified into three general types: informal learning groups, formal learning groups, and study teams or cooperative-based groups. The first types of group work, informal learning groups, cluster students in a single class session, for example, by asking the students to turn to their neighbour and spend two minutes discussing a question posed to them. An informal learning group can be used to focus students' attention on the materials to be learned, set a conducive mood for learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarise what was learned by the students and also before introducing the next session, and provide closure to an instructional session. The second type, according to Johnson et al. (2008), is the formal learning group. In this type of group work, the teams are formed to complete a specific task, such as performing a lab experiment, writing a report, carrying out a project, or preparing a paper for presentation. The latter type of group work is study teams or cooperative-based groups, which are long-term groups with stable membership whose primary responsibility is to provide students with support, encouragement, and assistance in completing course requirements and assignments. (Karim, 2015).

3.3 The types of group work

To achieve the success of utilising group work, teachers should take into account the types of group work that should be used in teaching speaking skills. Usually, teachers' choice depends on several factors, such as classroom size, the classroom's physical features, available time, and the nature of the group tasks. There are many effective types of group work in the classroom. Generally, the most important and common types are buzz groups, snowball groups, jigsaws, fishbowls, and think-pair-share (Aboura, 2017).

3.3.1 Snowball group

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

3.3.2 Jigsaw group

To effectively engage in the learning process or comprehend the learning material rapidly, many theorists suggested jigsaw as a cooperative method of learning and teaching. Aronson (1978) focused on the importance of applying jigsaw in language classrooms because it maximises

cooperation and interaction and creates an atmosphere of interactive communication. Furthermore, language learners perform better in collaborative jigsaw classrooms than in competitive classrooms because each learner is responsible for his or her learning. Also, every group encourages its members to work efficiently and well in order to help the whole group do well.

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

3.3.4 Fishbowl Group

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

3.3.5 Think-Pair-Share

Think-Pair-Share as a collaborative group work strategy helps teachers to get students actively interested in classes of any size, and it can fit into any situation. Furthermore, it gives shy learners an opportunity to validate their ideas in a small group before sharing them with a large group, which helps them feel more confident. Lyman (1981) overemphasized that think-pair-share promotes a high level of thinking, which leads to increased student confidence. Usually, teachers are motivated to have groups who summarise ideas and concepts for the whole classroom. The procedures of the Think-Pair-Share group are very simple; they have three steps. First, the teacher asks a question to give students a chance to think silently and individually about it. Then, students have to write down their answers and ideas in order to discuss and compare them with their partners. Finally, a large class discussion is guided in which students are given an opportunity to summarise their discussion, discuss their response, and share their ideas in front of the whole class. (Aboura, 2017)

Harmer (2001) asserted that discussion activities, considered as the most useful and interesting form of oral practice in the classroom since it offers chances for students to exchange their thoughts, talk about their experiences and express their opinions to Improve their communicative

ability when using the English language. Meanwhile, Little Wood (1981) confirms that: "discussion provides learners with opportunities to express their personality and experience through the foreign language" (p.47). This means that "discussion" is regarded as a real language experience where the students use their abilities in order to use such speaking activity. (Mohammed, 2021)

3.4 Advantages of group work

There are six advantages to working in a group: 1.Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences. Groups stimulate creativity. In regard to problem solving, the old adage can be applied that "two heads are better than one." 3. People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross & Major, 2005; Davis, 1993). 4. Decisions that students help make yield greater satisfaction.

Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who are not involved. 5. Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior. 6. Teamwork is highly valued by employers. Well-developed interpersonal skills were listed by employers among the top 10 skills sought after in university graduates (Graduate Outlook Survey, 2010).

3.5 Disadvantages of group projects

Although working in groups has its advantages, there are also times when problems arise. Beebe and Masterson (2003) list four disadvantages. 1. There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict. 2. One person may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel alienated from the decision-making process. 3. Some members may be overly reliant on others to complete tasks.

This is one of the most salient problems that groups face. Some members do not pitch in and help and do not adequately contribute to the group (Freeman & Greencare, 2011). One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member. 4. It takes more time to work in a group than it does to work alone. It takes longer to accomplish tasks when working with others. However, the time spent taking and analysing problems usually results in better solutions. (Burke, 2011).

3.6 Tips for effective group work in classroom

Regular open communication, in which group members share their thoughts, ideas, and feelings, is a must for successful group work. Unspoken assumptions and issues can be very destructive to productive group functioning. When students are willing to communicate openly with one another, a healthy climate will emerge and an effective process can be followed. As an instructor, use some of these strategies to encourage students to develop an effective process within their small groups:

Design the group task so that the students must work together. If group members are more motivated and committed to working together if they receive a group grade, make your expectations very clear. Once students are in groups, have them develop, as one of their early assignments, a group contract in which they articulate ground rules and group goals. Be sure that groups discuss how they will respond to various scenarios, such as absentee or late group members and those who do not complete their assigned tasks. Distribute a list of decision-making methods and strategies for conflict resolution.

Have each group articulate, based on this list, a set of strategies for decision making and conflict resolution; this list should become part of the group contract. Provide students with guidelines for running a meeting, such as setting and following an agenda, specifying time limits, and monitoring progress on the agenda. Teach students effective methods for giving and receiving feedback. Create an assignment that involves them giving feedback to group members and make it part of their final grade. To assist students in recognising and maximising their own and one another's preferred roles, outline a list of team roles with them, have them determine which role(s) best suits them, and give them time to discuss within their groups how their specific role(s) will complement those of other group members. Requiring them to rotate their roles helps them to expand their skill set. (Center for, 2021) (Teamwork Skills: Being an Effective Group Member)

3.7 Definition of Speaking

Speaking, according to the Longman Dictionary, is the utterance of intelligible speech or the appearance of being capable of speech. Speaking is the process of verbally expressing one's thoughts and feelings, reflecting on and shaping one's experience, and sharing information. Speaking is a complex process that involves both thinking and language skills, as well as social skills. The speaker combines words to form sentences and paragraphs and employs a socially appropriate language style. Speaking is a stage in the development of a speaker's relationship with her or his listener. Speaking also entails deciding whether logical linguistic, psychological, and physical rules should be followed in certain communicative circumstances.

Teachers should educate pupils on the following procedures in order to make speaking proper and understandable: Speak clearly and expressively about your views. 2011 (Bin Tahir) Speaking is a highly complex and dynamic talent that requires the simultaneous activation of numerous processes (cognitive, bodily, and socio-cultural) and the activation of a speaker's knowledge and skills in real-time. As a result, it is critical that speaking be explicitly taught in language

schools—"doing" speaking through a sequence of activities is not the same as learning the knowledge, abilities, and techniques of speaking. (2019, Burns)

3.7.1 The principles of teaching speaking skills

According to Anuradha et al. (2014), the following are the principles of teaching speaking skills: It is to encourage students to speak up right away. If not, be patient with students who simply repeat what they say as soon as possible and without having to wait until she teaches them a set of words, phrases, or sentences; accept it if a student responds to a question with a single word for the time being; allow students to actively participate in the conversation using whatever English knowledge they have; and allow learners to make errors and mistakes at first. Interruptions and corrections impede fluency and discourage learners from completing any task or topic without difficulty; propose structures and have students use them in a variety of situations; drill as much as possible; and encourage students to use the back-chaining or tail-forwarding approach to combine more than 10 sentences to construct lengthy sentences; organise role play and pair work as much as possible; supervise the learners to correct the active learners and activate the passive ones; be well prepared in terms of lesson planning, activities, and tasks ahead of time; and allow learners to make mistakes and errors in the early stages. In addition, keep in mind that interruptions and corrections stifle learning and discourage students. (Hussain, 2017).

3.7.2 Teaching-Speaking Cycle

Taking some of the previous ideas and expanding on them to plan a comprehensive and sequential series of speaking activities based on the teaching-speaking cycle (Goh and Burns, 2012, p. 153). The model's goal is to highlight a few key elements that teachers can use to help their students, such as developing fluency in meaning expression, using grammar flexibly to produce a diverse range of utterances that express meaning precisely, and so on. Using appropriate vocabulary and accurate language forms relevant to their speaking needs, they understand and apply social and linguistic communication rules in a variety of contexts, manage and self-regulate their own speaking development, increase understanding of genre and genre structures, and increase metacognitive awareness of EFL speaking (Burns, 2019).

3.8 Leadership and teachership

This presupposes that teachers are able to efficiently manage the two important roles associated with classroom management, namely, leadership and teachership. Leadership and teachership may be seen as two different, complementary aspects of a teacher's managing role in the classroom. The concepts and requirements are defined as follows: Leadership in the classroom: - knowledge about classroom interaction and group processes -Ability to handle classroom interaction and group processes Teachership in the classroom: Knowledge of subjects, ability to convey knowledge or proficiencies (2012) (Forslund, Frykedal, &HammarChiriac).

3.9 The context at Sudan University of Science and Technology

As previously stated, Sudan University of Science and Technology, as a technological pioneer, was the only university to transition to remote learning as soon as the lockdown began. SUST

decided to alternate face-to-face lectures with virtual ones as COVID 19 spread across the country, and the English Language Department as part of the university did the same, using the educational platform (Moodle) and a WhatsApp group for each subject to make communication with students easier.

The researchers wish they could say the process went smoothly, but students faced numerous obstacles that prevented them from transitioning to online education, including weak networks in rural areas outside of Khartoum, Sudan's capital, and a lack of smartphones due to the poor economic situation and the pandemic. Some students did not have access to smartphones and were unable to obtain one. Due to the nature of the course, it was impossible to teach speaking skills or even record sessions. As a result, the teacher decided to postpone the commencement of the course until the end of the lockdown so that he could teach them in person. (The authors)

4. Methodology

The researchers use the experimental method using the test as a tool. The test was administered after completing the Speaking skills course. It aims to test the students fluency and accuracy in speaking. Group work was used as part of classroom activities to enhance interaction among the Sudanese EFL learners.

4.1 Problem of the study

The study aims to study the impact of group work on the Sudanese EFL learners' Speaking fluency. Speaking is regarded as one of the cornerstones of language acquisition unlike other English language skills, speaking has a distinct nature that is dependent on direct communication between the teacher and students as well as between the students themselves. As a result, the researchers would like to learn about the impact of group work on Sudanese EFL students at Sudan University of Science and Technology Faculty of Education, English Language Department, First Year.

4.2 Question of the study

What is the impact of group work on the Sudanese EFL students' speaking fluency?

4.3 Hypothesis of the study

Group work enhances the Sudanese EFL students speaking skills.

4.4 Population of the study

This study focuses on Sudanese EFL first-year students at Sudan University of Science and Technology's Faculty of Education's English Language Department. The study's sample size is 30 Sudanese EFL students who completed the Speaking skills course in the academic year 2020/2021.

5. Data Analysis

Table (1) illustrates the frequency and percentage for the test grades for speaking skill

Valid	Frequency	Percent
Pass	30	100.0%
Failure	0	0.0%
Total	30	100.0%

Source: IPM SPSS 24 package

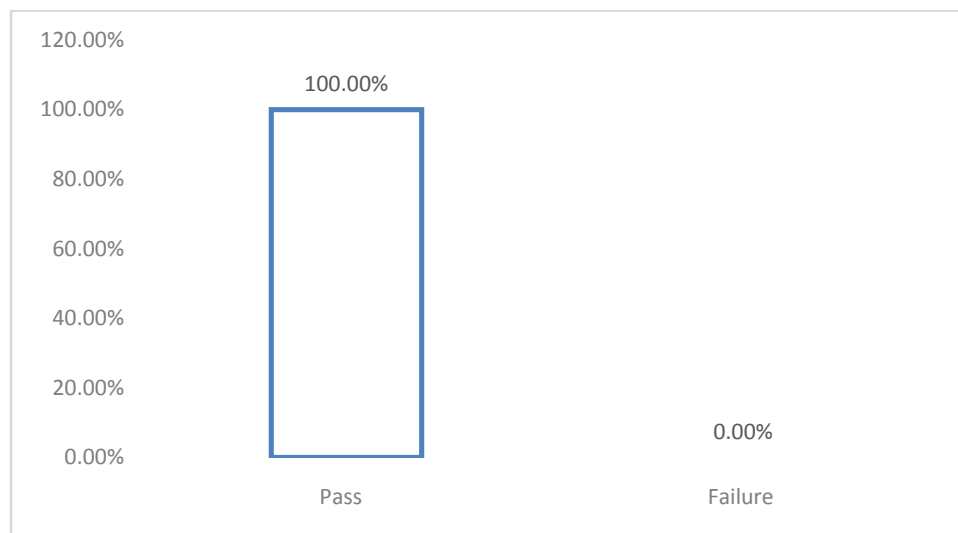


Table (1) illustrates the views of the distribution of the sample by the statement as follows pass by (100.0%) and failure by (0.0%).

Table (2) t-test result showing group means of the test grades for speaking skill

N	Mean	Std. deviation	T – test	Df	Sig.	Scale
30	22.17	3.39	11.564	29	0.00	Pass

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (11.564) with signify value (0.000) which is less than the level of significant value (0.05) These refer to the existence of differences statistically for the pass.

Table (3) illustrates the frequency and percentage for the test

Valid	The test frequency and percentage	
	Frequency	Percent
Pass	30	100.00%
Failure	0	0.00%
Total	30	100.00%

6. Results and Findings

As indicated at the tables and figures above a total of 30 students 100 % of them have passed the exam indicating that group work has a vital role in enhancing Sudanese EFL learners' speaking fluency.

The study's findings show that group work played an important role in students' success in speaking skills and active participation in classroom activities. The teaching of speaking through group work improved the academic achievement of students studying English as a foreign language. This is evident from the test results, which reflected the overall success of the class. It occurred as a result of students becoming more actively involved in the learning process.

7. Conclusion

The study aims to see the impact of group work on the performance of the Sudanese EFL students in speaking fluency. Researchers suggest that the group work has affected positively on the students speaking fluency. Group work is one of the most effective methods for teaching Speaking English. It will be most effective because it will require students to think critically and apply their knowledge of the language. Students became more self-sufficient when using this method because they participated in every activity, they thought, they acted, they felt it, and they helped each other. (Madjid, 2020)

The researchers can determine that the speaking scores on the test are great because it reflected the success of the interaction pattern used in teaching the course. Group work has developed the learners' fluency, helped them to engage and participate freely, developed their relationships as colleagues, enhanced their self-esteem and gave them the confidence to speak fluently than those on the controlled test. Researchers can tell that, the group work as an interaction pattern is easy to manage and give equal opportunities to the learners to participate. In this approach, the instructor is more of a guide than a formal teacher. The teacher keeps an eye on the students and directs them in the right direction. As a result, the students play a more active role in the learning process as a group, as well as a more independent role.

References

- Aboura, D. N. (2017). *The Role of Group Work in Improving Students' Speaking Skills at the English Language Center at the Arab American University-Jenin* (thesis). An-Najah National University, , Nablus, Palestine.
- Alfares, N. (2017). Benefits and Difficulties of Learning in Group Work in EFL Classes in Saudi Arabia. *English Language Teaching*, 10(7), 247. <https://doi.org/10.5539/elt.v10n7p247>
- Burns, A. (2019). Concepts for Teaching Speaking in the English Language Classroom1. *Concepts for Teaching Speaking in the English Language Classroom1*, 12(1), 1.
- Burke, A. (2011). Group Work: How to Use Groups Effectively. *The Journal of Effective Teaching an Online Journal Devoted to Teaching Excellence*, Vol. 11, (No. 2), 87–88.
- Karim, U. (2015). IMPLEMENTATION OF GROUP WORK IN THE CLASSROOM. *LINGUA: Journal of Language, Literature and Teaching*, 12(1), 97–106. <https://doi.org/10.30957/lingua.v12i1.74>
- ForslundFrykedal, K., & HammarChiriac, E. (2012). Group work management in the classroom. *Scandinavian Journal of Educational Research*, 56(5), 4
- Hussain, S. (2017). Teaching Speaking Skills in Communication Classroom. *International Journal of Media, Journalism and Mass Communications*, 3(3). <https://doi.org/10.20431/2454-9479.0303003>
- Jayanth,, A. R. S., & Soundiraraj,, . S. (2016). EXPLOITING GROUP WORK ACTIVITIES TO DEVELOP SPEAKING SKILLS OF THE ESL LEARNERS. *THE ENGLISH CLASSROOM (Bi-Annual Journal)*, 18(1). (Jayanth, & Soundiraraj,, 2016)
- John, D. (2017). Employing Group Work to Foster Speaking Skills: A Study of Success and Failure in the Classroom. *MexTESOL Journal*, 41(3), 1.
- Madjid, M. (2019). Improving speaking skill by using group work method. *JLA (Jurnal Lingua Applicata)*, 3(1), 1. <https://doi.org/10.22146/jla.50732>
- Mohammed, A. M. A. (2021). THE IMPACT OF DISCUSSION ACTIVITIES ON IMPROVING STUDENTS' FLUENCY IN SPEAKING SKILL. *British Journal of English Linguistics*, 9(1), 1–2.
- Namaziandost, E., Homayouni, M., & Rahmani, P. (2020). The impact of cooperative learning approach on the development of EFL learners' speaking fluency. *Cogent Arts & Humanities*, 7(1), 1780811. <https://doi.org/10.1080/23311983.2020.1780811> (Namaziandost et al., 2020)

Teamwork Skills: Being an Effective Group Member | Centre for. (2021, November 25). Centre for Teaching Excellence. <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-skills-being-effective-group-member>

Biography:

- 1- Dr. Rasha Mohammed ElbashirSalih is assistant professor of Applied Linguistics at Sudan University of Science and Technology. She did her PhD in Applied Linguistics and Master's degree and Bachelor degree in ELT. A CELTA graduate, certified teacher trainer, teacher training supervisor and e.moderator at the British Council Sudan. Dr. Rasha has a very good experience in administration as well; she was the coordinator for English language programs at Technology college and master degree in education (English language teaching) program in Graduate college and head of English department in Sudan University. She was the executive secretary and a member of the advisory committee TESOL SUDAN, a member of TESOL International and IATEFL. Dr. Rasha has four published course books on Phonetics, Phonology and Approaches and Methods of ELT and English language testing, twopublished papers and 4 under publication . She volunteered as a proposal reviewer for TESOL International convention and English language Expo 2021 and a reviewer for Journal of Learning and teaching in Higher education: Gulf Perspectives and the Journal of University Teaching and Learning Practice.

- 2- Dr. ShazaMohammdzainRahama is a graduate of Education (ELT) with First class. She did her master's degree in ELT and PhD in Applied Linguistics. She started her career as a secondary school teacher at Aljaili high secondary school and then joined Sudan University of Science and Technology as a teaching assistant then promoted to a lecturer and assistant professor. Shaza has a very good experience in administrative work as well. She is a coordinator for master's degree program of ELT at her college and has professional skills in Web tools and computer. Her languages are Arabic (mother tongue) and English.....