The Effectiveness of the Self-practice Method in Developing Learners' Speaking Skills in an EFL Classroom.

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تحاول هذه الورقة بشكل أساسي النظر في تطوير مهارة التحدث لدى الطلاب من خلال أسلوب التدريب تم التعرف على وجهات نظر الطلاب فيما يتعلق بمشاركتهم في أنشطة المجموعة الشفهية في الحجرة الدراسية. بالإضافة إلى ذلك، الوقوف على الآثار المحتملة لأنشطة العمل الجماعي على أداء الطلاب الفردي والجماعي في تقييم المحادثة. الهدف الرئيسي من هذه الدراسة هو تحديد مدى فعالية أسلوب الممارسة الذاتية في تحسين مهارة التحدث لدى الطلاب وكذلك اختبار أهلية أسلوب الممارسة الذاتية داخل المجموعة والعمل الزوجي والمهام المعطاة. لتحقيق هذه الأهداف، تم إشراك عشر مجموعات بمتوسط عشرين طالبا من المستوى الثاني من السنة التأسيسية في كلية نزوى التقنية – سلطنة عمان. كانت المنهجية المستخدمة لإجراء الدراسة هي الطريقة النوعية والكمية. تم الحصول على البيانات من خلال تحليل استبيان الطلاب، واثنين من الاختبارات وكذلك الملاحظات في الصف خلال تنفيذ أسلوب الممارسة الذاتية من خلال أنشطة العمل الجماعي. أظهرت الدراسة العديد من النتائج من بينها: استخدام أسلوب الممارسة الذاتية داخل المجموعات يعزز من تعلم المتعلمين في المقام الأول بالإضافة إلى مهارات القراءة والكتابة، جنبا إلى جنب مع مهاراتهم الفرعية مثل: القراءة السريعة وقراءة المسح ، التعرف على الخطوط العريضة، والكتابة اليدوية، والهجاء، وما إلى ذلك. كما أن الأنشطة التي يتم إجراؤها من قبل الطلاب تحت إشراف مدرسيهم تعطي مجالًا لإفساح المجال أمام قدرات الطلاب لتطوير تقديرهم لذاتهم لفترة طويلة مع تعلمهم للغة. توصي الدراسة بما يلي: أ) تعزيز مهارة التحدث للمتعلمين بالإضافة إلى مهارات القراءة والكتابة، بالإضافة إلى مهاراتهم الفرعية مثل: القراءة السريعة، القراءة المساحة، الخطوط العريضة، الكتابة اليدوية، الهجاء، إلخ، و تعتبر طريقة الممارسة الذاتية ضمن المجموعات حل ناجح. ب) نظرًا لأن المتكلمين الأقل تقديرا لذاتهم في فئة تعلم اللغة الإنجليزية كلغة أجنبية لا يجدون الوقت والدعم والممارسة (التي تكون ضرورية في مجموعات الطلاب المختلطة لتقديم المعينات من أجل تعلم أفضل) من خلال استراتيجيات التعلم التقليدية، فمن الأفضل إشراكهم في أنشطة حية من خلال أسلوب الممارسة الذاتية

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داخل المجموعات. ج) يجب إشراك المتعلمين الفقراء متتدي المستوى بكثرة في الأنشطة مع الطلاب ذوي الكفاءة اللغوية المختلفة، الشيء الذي يلعب دورًا كبيرًا في تطوير قدراتهم على التحدث.

Abstract

This paper basically attempts to look at developing students' speaking skill through the self-practice method in an EFL classroom. Students' perspectives with regards to their involvement in oral group activities were identified. Besides, the potential implications of group work activities on the students' individual and group work performance in speaking assessment were also determined. The main objective of the study is to decide upon the effectiveness of the self-practice method in improving students' speaking skill and also to test the eligibility of the self-practice method within group and pair work and given tasks.   To achieve these objectives, ten groups averaging twenty plus students in each of level 2 of the foundation year at Nizwa College of Technology – sultanate of Oman were involved. The methodology that used to conduct the study was both qualitative and quantitative method. The data were obtained through the analysis of students' questionnaire, two tests as well as the observations in class during implementing the self-practice method through group work activities. The study has come out with many results among them we find -Utilizing the self-practice method within groups enhances learners' speaking in the first place as well as reading and writing skills, together with their sub-skills such as: skimming, scanning, outlining, handwriting, spelling, etc. Also-Making activities run by students under their teachers' supervision gives scope to give full play to the capabilities of the students to develop their self-esteem a long with their language learning. The study recommends the following: a) To enhance learners' speaking skill as well as reading and writing skills, together with their sub-skills such as: skimming, scanning, outlining, handwriting, spelling, etc., the self-practice method within groups is a successful solution. b) As low self-esteemed speakers in EFL class can't find the time, support, and practice (which are needed in the students mixed levels groups to provide scaffolds for a better learning) through traditional learning strategies, it is better to involve them in vivid activities through self- practice method within groups. c) Poor learners must be involved abundantly in activities with students of different linguistic proficiency, the thing which plays a big role in developing their speaking abilities.

Introduction

Globally, the English Language is being recognized as the first language and it represents the second language for a decent number of countries around the world. Thus, and for many other reasons, the English language exists in the daily lives of the Omani people since it is the international language of science, technology, commerce, tourism, and communication as well as its influence on education,

careers and economics. Communication is the act of conveying information for the purpose of creating a shared understanding. It's something that humans do every day.

Problems in teaching and learning English as a Foreign Language (TEFL) in Oman relate to both teachers and learners. These problems are partly the results of teaching methods (almost up till now they are traditional). Teachers often provide insufficient opportunities for learners to practice English.

Although some of the Omani learners study English for nine years, they still cannot apply it in real life situations. They avoid employing target language and cannot apply it in genuine communication. When learners are in a correct environment and are given opportunities to communicate in real situations. Accordingly, it has been suggested that teachers abandon the traditional teaching approach and replace it with communicative language teaching CLT (Lochana and Deb, 2006). "The communicative approach recommends teaching English through enjoyable activities" Willis (1998: p. 87).

An offshoot of communicative language teaching CLT is self-practice method learning. The self-practice method offers several advantages by helping learners develop cognitive processes, creative thinking, and problem-solving skills. Group-work learners achieve learning task through small group interaction. It is a form of learner activation that is of particular value.

Many learners state that when their teachers assign a variety of tasks for them to perform, they have the opportunity to use language communicatively. They also indicate that it is enjoyable to implement self-practice tasks within their team, and this enhanced their learning. A lot of research shows that the self-practice method has been accepted as an alternative approach to resolving the problem of teaching English. It is said that the self-practice method in teaching and learning is an exciting field that offers great riches if explored by teachers in their dual roles as instructors and action researchers. Using the self-practice method, learners can be confident that they are meeting institutional requirements and facilitating the development of genuine communication skills.

The self-practice method provides many advantages in Teaching English as a Foreign Language (TEFL) because it offers language experience in the classroom. The self-practice method focuses on a language being naturally used by the learners in a form of pairs or group work, which allow them to exchange ideas. It encourages them to be actively involved in the learning process. Throughout the task cycle, the emphasis is on learners' understanding and expressing meaning to complete tasks.

Statement of the Problem

Omani learners of English language in the foundation year face many problems in expressing themselves in English. The researcher in this study intends

to investigate the problem of the Omani English language learners who tend to be weak at communicating in the English Language.

Objectives of the Study

1.   To investigate the effectiveness of the self-practice method technique in developing learners' speaking skill.

2.   To examine practically the eligibility of the self-practice method within groups and pairs and given tasks in improving learners' English-Speaking ability.

The Significance of the Study

The significance of the study is that:

1- It enables the researcher to examine the use of the self-practice method to develop learners' English-speaking ability through group work techniques.

2- The involvement of measuring to what extent do Omani learners respond to new strategies is beneficial to teachers, educationalists, researchers, and policy makers.

3- This study provides evidence of English speaking ability and development through communication using the self-practice method.

4- It also suggests ways to incorporate group work in the self-practice method.

5- The self-practice strategy is an open invitation for Omani people and learners to abandon traditional methods in teaching English Language.

Research Questions

In investigating the research problem, the researcher will try to find answers to the following questions:

1- To what extent is the self-practice method effective in developing learners' speaking skills in an EFL classroom?

2- What kind of attitudes do EFL learners have towards working in groups in terms of being involved in activities to speak English?

Hypotheses of the Study

1. The self-practice method is more effective in developing learners' speaking skills in an EFL classroom.

2. Learners have positive attitudes towards group work activities in the classroom with less control from their teacher who works mainly as a facilitator.

Literature Review

When learning English, speaking skill is one of the most necessary skills that can prove students' ability in English. Teachers may know that learners would like to speak but they feel they do not have enough confidence and other linguistic factors. The students might think that this language is not easy so they are not interested in learning, especially in speaking. According to Richards (2000: p.3) "Employers too insist their employees have good English language skills and fluency

in English is a prerequisite for success and advancement in many fields of employment in today's world." So, to speak well is to open gates for you as a student and later as an employee.

Speaking is the skill which one can improve with the help of other skills, and this can be done even individually.

Listening

Listening plays a significant role in daily communication and educational process. In spite of its importance, listening has long been the neglected skill in second language acquisition, research, teaching, and assessment. Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994). Although he stated that, the teaching of listening comprehension has long been —somewhat neglected and poorly taught aspect of English in many EFL programs, listening is now regarded as much more important in both EFL classrooms and SLA research.

In (2009) a study conducted by Yalcinkaya, Muluk, and Ashim, they have showed that the foundation of reading and writing skill is built upon speaking and listening skill. In this regard, they have shown their argument that written language skills hardly develop without realizing the infrastructure of a language – the sounds. They have also argued that listening ability strongly influences speaking, reading and writing ability.

It is now widely accepted that students' listening ability must be at the core of teaching practice, and it is the area in which teachers need to concentrate their own efforts to improve their teaching. This is a significant challenge for English teachers; as it is crucial in the development of English language communicative competence. Cross (2010) found, in a study in which adult learners of English increased their metacognitive awareness merely by discussing listening activities in pairs, comparing solutions to problems with listening and writing about their strategies in a diary format.

Effective listening in classrooms is about more than hearing and a working knowledge of a language. Other factors affect listening comprehension in classrooms, where teachers utilize oral presentations to teach new content to students. Having an awareness of the factors that affect listening comprehension will help teachers better address the needs of their students. These factors are: _the listener_; When the subject matter presented grabs the student's interest, he becomes actively involved in learning and begins to interpret what he hears. The second factor is the background knowledge, student's _background knowledge_ on a subject affects

his/her listening comprehension. The third factor is *the speaking style*, the manner in which a teacher speaks may have an effect on listening comprehension. The fourth factor is *the visual input* for some students, visual supports aid listening comprehension for new material.

Several authors (such as Field 2008; Goh 2010) have called for more teaching of listening as a skill in its own right, rather than something which teachers assume will develop of its own accord. Listening strategy instruction is one approach to the teaching of listening.

Tafaghodtari (2010) record improved listening scores for lower proficiency learners (although not for those of higher listening proficiency) as a result of a metacognitive instruction programme for listening, in which there was no explicit teaching of named strategies but 'guided practice on the listening process as a whole', developing 'implicit knowledge about L2 listening through task performance' (487–488).

Similarly, Hoppe (2007) suggests active listening, as a six-step process: "Active listening involves six skills: paying attention, holding judgment, reflecting, clarifying, summarizing, and sharing" (p. 11-12)

Interaction Skills
According to Bygate (1987, 22), both the speakers and listeners, besides being good at processing spoken words should be 'good communicators', which means 'good at saying what they want to say in a way which the listener finds understandable'. This means being able to possess interaction skills. Communication of meaning then depends on two kinds of skill: routines, and negotiation skills.
There are two kinds of routines: information routines, and interaction routines. The information routines include frequently recurring types of information structures involved in, for example, stories, descriptions, comparisons, or instructions. Bygate further divides information routines according to their function into evaluative routines (explanations, predictions, justifications, preferences, decisions), and expository routines (narration, descriptions, instructions).
Interaction routines can typically be observed in, telephone conversations, interviews, or conversations at special occasions. While routines present the typical patterns of conversation, negotiation skills, on the other hand, solve communication problems and enable the speaker and listener to make them clearly understood. In fact, according to Bygate, negotiation skills get routines through the management of interaction and negotiation of meaning.

On the other hand, it is said that when discussing the elements of speaking that are necessary for fluent oral production, distinguishes between two aspects – knowledge of 'language features', and the ability to process information on the spot, it means 'mental/social processing'.

The first aspect, language features, necessary for spoken production involves, according to Harmer, the following features: connected speech, expressive devices, lexis and grammar, and negotiation language. For a clearer view of what the individual features include, here is a brief overview:- connected speech – conveying fluent connected speech including assimilation, elision, linking, contractions and stress patterning – weakened sounds - expressive devices – pitch, stress, speed, volume, physical – non-verbal means for conveying meanings (super segmental features); - lexis and grammar – supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.); - negotiation language – in order to seek clarification and to show the structure of what we are saying (Harmer 2001:p. 269-270).

In order to wage a successful language interaction, it is necessary to realize the use of the language features through mental/social. Several scholars agree that for a speaker, in order to be able to wage a successful fluent oral production, it is necessary to possess knowledge of the language and skill in using this knowledge.

The second group of skills that Harmer distinguishes includes rapid processing skills that help speakers process the information and language on the spot. These involve language processing, interacting with others and on-the-spot information processing. Bygate, on the other hand, recognizes the term interaction skills and involves here routines, the typical patterns for organizing utterances, and negotiation skills that realize these routines through the management of interaction and negotiation of meaning so that understanding and thus communicative goal is achieved. (Bygate, 1987)

Self-practice Method Context

By dividing the class into groups, a new social context in created whereby learners get the opportunity to share individual cognitions with their group mates and decide on a conclusion based on the sum of these cognitions.

Group work is considered one of the important factors to improve learners' communication. Different individuals have developed many approaches to group work over the last time. Group work is defined by Johnson, Johnson, and Smith (1991:p.15) as "group work, in language class, is a co- operative activity, during which students share aims and responsibilities to complete a task assigned by the teacher in groups or in pair". It is said that, in group work, students learn to listen to

different ideas, learn to discuss and to negotiate. They take part in equally and sometimes they feel comfortable to experiment and speak the language. Every member has more opportunities for independence and they can have some learning decisions.

According to the movement of learners during a group activity, we can distinguish between flexible and fixed groups. While working in flexible groups, students start in set groups, and as an activity progresses the groups split up and reform; or they join together until the class is fully reformed. In addition, it is wise, according to settle fixed groups or at least semi-permanent groups to avoid problems every time the groups are about to form.

Group work is likely to increase the amount of student participation in the class and promote collaboration among learners; furthermore, learners are given a more active role in learning, teacher´s dominance over the class decreases, while the opportunities for individual student practice of new features of the target language increase.

In the self-practice method, all students work together, share their ideas, and always want to reach the goal in group activities. In addition, one of their main tasks is being in charge of their group activities. Every learner is in charge of his own and each other's speaking, so there is a friendly help and high personal interdependence between them. Secondly, learners' participation, talking time and oral fluency are improved through a group.

Finally, the students' motivation is improved through group work activities. It is one of the most effective ways to motivate participants to become more involved. Richards and Lockhart (1994) point out that, students not only play more active roles in the learning process but also get the benefits of sharing ideas with their team member through taking part in groups. The students' anxiety will be lessened when they are working privately than when they are on shown in front of the whole class. Pair work and group-work can help shy students, who would never say anything in a whole class activity"

Another domain for implementing the self-practice method is *pair work*. To begin with, Byrne (1991) divides pair work into three kinds: 'open pairs', 'fixed pairs', and 'flexible pairs'. During 'open' pair work, learners talk to one another across the class under the teacher´s control. While working in 'fixed pairs', learners work with the same partner in order to complete a task (for example, dialogue). Finally, working in 'flexible' pairs presupposes that learners keep changing their partners (for example, interviewing other classmates).

Similarly, as with group work, it is said that pair work increases the amount of learners' self-practice, encourages co-operation, which is important for the atmosphere of the class and for the motivation it gives to learning with others and enables learners to help each other to use and learn the language. In addition, the teacher is able to act as an assessor, prompter or resource, Harmer believes.

When considering organizing group work and pair work in relation to various communicative and pre-communicative speaking activities, three stages are proposed: pre-activity stage, during activity stage, and conclusion stage.

Grouping Students

There are different ways of grouping learners, it means dividing them into pairs or groups. To begin with, Harmer (2001: p. 120-122) suggests four basic ways - friendship, streaming, chance, and changing groups. Streaming seems to be the best for it provides what is needed concerning students' participation and for the cooperation atmosphere, it creates.

The Role of the Teacher

In the self-practice method, the roles of the teacher can be categorized from several points of view, for example, according to the type of the activity, stage of the activity, or the interaction pattern selected for the particular activity.

Nunan and Lamb (1996) point out that the roles that the teachers adopt are dynamic, not static, and are subject to change according to the psychological factors brought by the participants.

Byrne (1991: p. 13) divides the roles of the teacher according to the type of interaction activity distinguishing between fluency and accuracy activities. During fluency activities the teacher most frequently adopts the roles of stimulator, manager, and consultant, reminding that the main reason for taking part in such activities is to get students to interact, set up the activities and to be available for help and advice if students need and ask for it. On the other hand, the roles that the teacher carries out during accuracy activities will primarily include the roles of conductor, organizer and monitor.

Providing Feedback

According to Richards and Lockhart (1999, 188), feedback on students' spoken language can be either positive or negative and may serve not only to let students know how well they have performed but also increase motivation and build a supportive climate.

For the current study, reacting to students' performance depended upon the stage of the lesson, the activity, the type of mistake made, and the particular student who is making that mistake ignoring not the viewpoint below.

Richards and Lockhart (1999: p. 189) distinguish between the feedback on content, and feedback on form, suggesting strategies and decisions to be considered

for both kinds. The strategies that Richards and Lockhart suggest for feedback on content include: acknowledging a correct answer, indicating an incorrect answer, praising, expanding or modifying a students' answer, repeating, summarizing, or criticizing.

The Use of Mother Tongue

Nunan and Lamb (1996: p. 98-100) note down that it is almost impossible to know how, when, and how frequently to use students' first language; however, they agree that the first language use to give brief explanations of grammar and lexis, as well as for explaining procedures and routines, can greatly facilitate the management of learning through self -practice method. EFL learners are meant to be swinging between the two languages in some point the have the feeling that they are lost! For this and for other some reasons they are in need to rely now and then upon their mother tongue.

Harmer (2001: p. 132) agrees with Nunan and Lamb pointing at the fact that it is not wise to stamp out the mother tongue use completely. Harmer thinks that such an approach will not work; and, what is more, it may discourage those students who feel the need for it at some stages. However, while doing an oral fluency activity, the use of a language other than English makes the activity pointless, therefore, it should be a teacher's duty to try and insist on the use of the target language.

In relation to mother tongue use, Byrne (1991: p. 78) says that it is natural for students to use their mother tongue if they want to communicate, especially if they get too excited. In addition to Byrne, Penny Ur (1996: p. 121) also tries to give reasons why students are liable to use the mother tongue claiming that it is easier to use the mother tongue, because it feels unnatural to speak to one in a foreign language, and because the students feel less 'exposed' if they are speaking their mother tongue.

In the self-practice method, the mother tongue interference is of much importance and it did help in facilitating the process and the procedures in different stages the thing which increased the amount of motivation and some other psychological aspects in the students' performance.

Feedback after the Activity

Generally, in order to bring about self-awareness and improvement in students, it is important to provide 'positive feedback', i.e. positive points to comment on, such as successful communication in the new form (the self-practice method),and the speaking components (accurate use of grammar points, use of vocabulary, appropriate expressions, good pronunciation, or expressive intonation, good use of fluency strategies in conversation, etc.).

As a crucial part of the feedback, students have to express what they found easiest or most difficult during implementing the self-practice method. Using the white board to display some of the recorded mistakes, asking students to recognize the problems and putting them right should follow.

Methodology

The data of the study was obtained through the following methods: (1) Questionnaires and rubric tabulations. For the purpose of data collection, a questionnaire was designed out of 58 questions to gather the students' opinion on the *group work activities* to improve their speaking skills. The first section required the respondents to fill in the details pertaining to their personal background. This was followed by Section A, where the students were required to answer the questions by circling the appropriate scales to determine their awareness in the participation in group discussions. Lastly, Section B consisted of an open-ended question which required the students to give their personal opinion regarding the group work activities. (2) Case study; dividing the learners into small groups (control group and experimental group) for the sake of implementing the self-practice method. (3) A Test; at the end of the experiment, the researcher tests the differences between the control group and the experimental group, which received the variable. The differences (or similarities) between the two groups count for the results which are to be measured. The subjects of this study are ten groups averaging twenty plus in each of level 2 of the foundation year 2014-2015 at Nizwa College of Technology-Sultanate of Oman. The number of the students consists of ten groups, each of them have got one separated furnished room. There are 22-24 male and female students in each group. The students attend 10hours of English classes. Their ages range between 18-21 years. The students have had an average of 9 years of formal instruction in English as (FL) at their schools. Some of the students come from different regions throughout the vast country Oman. The result was very acceptable, and all the statistical procedures were done by a specialist university scholar using a computer and the Statistical Package for Social Sciences (SPSS).

Discussion

In question one below the students express their feeling if they commit mistakes when they speaking English by saying they don't care about the mockery and the laughter they may hear. But they, when it comes to speak in front of many people they disagree about being comfortable in doing so. The thing which is stated clearly in statement 29 for this 60% of the students disagrees about that. Survey threw light on the attitude of the students when it comes to the social acceptance of their flaws and failures. The overall opinion sums up that students are least bothered about the brickbats or sniggers they receive from the potential audience because they

conceive the peer analysis as something not defined, or that the opposite source is equally skilled. (Q 1) But the same is not with the multitudes, where strong apprehensions are cited. (Q2).

The results shown above signify the role of the social and the psychological aspects of the speakers' (students) attitudes. Since most of the activities are going to be performed in pairs and groups' shape these two factors will be very valuable and they will spare the researcher time to work on them. As long as the interaction is there and stage fear is not, the researcher is going to focus only on the language elements and later on the techniques.

Question	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	11 (44%)	5 (20%)	5 (20%)	2 (8%)	2 (8%)

Question	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
2	3 (12%)	2 (8%)	5 (20%)	5 (20%)	10 (40%)

In which form do you like practice speaking in class? In small groups

Question	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
3	10 (40%)	11 (44%)	2 (8%)	0 (0%)	2 (8%)

Question	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
4	11 (44%)	2 (8%)	3 (12%)	0 (0%)	9 (36%)

The students according to the above questions prefer to work in groups when it comes to practice English in speaking and reading. And that is shown clearly with 84% of them agree in working in small and large groups and 16% of them prefer to work with the whole class.

Students learning to speak a foreign language (read English) share the same perception about groups, both small and large, and inhibitions of gender. The researcher should be permitted to place on record that students strongly advocated the absence of one gender exclusively at times of their presentation. (.28 vs.02)

The students answering questions 3 &4 show again their desire in working with others in different forms, the thing which prove their readiness socially and psychologically.

Working in Small Group

Question	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	7 (28%)	11 (44%)	5 (20%)	2 (8%)	0 (0%)

Question	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
6	3 (12%)	2 (8%)	4 (16%)	9 (36%)	7 (28%)

The students in the question above show their enthusiasm in working in small groups for this 72% of them agree.

The variability is beyond comprehension to deduce that students work in small groups with great interest but there are some quarters that remain passive and piggy ride the contributions of others. Group work in language class is a co- operative activity, during which students share aims and responsibilities to complete a task assigned by the teacher in groups or in pair". Group work provides implants confidence in learners especially language learners : those who are shy of uttering something in front of the class, or to the teacher, are often find it much easier to express themselves in front of small groups.

It is likely to increase the amount of participation in the class and create collaboration sense among learners; furthermore, the active role is given to learners with less teacher´s dominance over the class, while the opportunities for the individual to show up increase.

The environment in which learners help each other and are motivated to share their ideas and knowledge is very healthy especially when learning languages.

Moreover, allocating learners to groups according to their level of knowledge – mixed ability groups and shared ability groups is of much importance. When most of the students agree upon the number of the group's members should be not more than 4 students, here they help the researcher in putting on his plan. Those who are likely to be shy, who prefer to work alone along with those who prefer to work in groups they can find space to participate without obstacles for they decided on the groups must be formed of 3 or 4 maximally.

The table below shows the performance of the students of the experimental group (EG) and the performance of the students in the nine control groups (CG1. CG2……CG9) in the speaking test. The F-value of the ANOVA is 2.58 with P-value of 0.008 < 0.05 indicating that there is a significant difference in average

performance in the speaking test between the experimental group and the control groups, with the experimental group having the highest average of 20.5.

Performance of the Experimental and Control Groups in the Speaking Test

Groups	N	Mean	Std. Deviation	Coefficient of variation (CV)	F-value	P-value
EG	23	20.5	1.5	7.4		
CG1	24	19.7	2.8	14.2		
CG2	23	18.0	2.1	11.9		
CG3	22	18.2	2.7	15.1		
CG4	22	18.8	2.9	15.5		
CG5	23	18.9	3.6	19.3	2.58	0.008
CG6	24	18.1	4.3	24.0		
CG7	23	18.4	2.4	12.8		
CG8	22	16.9	3.2	18.9		
CG9	22	17.9	3.4	18.9		
Total	228	18.5	3.1	16.7		

Conclusion

The findings show students' positive attitude towards the self-practice method implemented through group work activities in class with less control from their teacher who works mainly as a facilitator. The general results obtained also indicate some improvements in students' speaking when they are assessed through group activities. The students found themselves speak freely with their friends in small groups with their teacher only helping them when they need. Their use of their mother tongue eased them and brought the best of them since they were not committed only to the target language the thing which did facilitate all the activities. Speaking about topics of their own interest was one of the factors which played a big role in making self- practice an enjoyable method, the thing which helped a lot in improving the students' speaking skill.   Hence, the self-practice method through group work activities seemed to be a method that teacher can rely on to develop their students' oral communication. Thus, implementing the self-practice method in an EFL classroom has resulted in:

Findings of the Study

The study has reached a number of findings which are concerned with using The self-practice method in the EFL classrooms. In terms of classroom practice and instruction design, utilizing the self-practice method and group work has the following implications:

1. Reliance on traditional teacher-centred methods is not conducive to capture the imagination of students, compared to learners working in groups.

2. Managing the activities carefully in the classrooms can be a valuable resource for integrative EFL learning.

3. Utilizing the self-practice method within groups enhances learners' speaking in the first place as well as reading and writing skills, together with their sub-skills such as: skimming, scanning, outlining, handwriting, spelling, etc.

4. Through the self-practice method within groups, low self-esteemed speakers in EFL class can find the time, support, and practice which are needed in the students mixed levels groups to provide scaffolds for a better learning.

5. Activities in mixed groups (students of different levels of linguistic proficiency) play a big role in developing the poor learners' speaking abilities.

6. Making activities run by students under their teachers' supervision gives scope to give full play to the capabilities of the students to develop their self-esteem a long with their language learning.

Recommendations.

Based on the study's findings the researcher recommends the following:

1. EFL teaching and learning environment must be enriched with new methods, techniques and strategies such as group and pair work for they are conducive and they do capture the imagination of students unlike the traditional frontal teaching – centred method.

2. The activities run through group and pair work should be managed carefully in the classrooms for they can be a valuable resource for integrative EFL learning.

3. To enhance learners' speaking skill as well as reading and writing skills, together with their sub-skills such as: skimming, scanning, outlining, handwriting, spelling, etc., the self-practice method within groups is a successful solution.

4. As low self-esteemed speakers in EFL class can't find the time, support, and practice (which are needed in the students mixed levels groups to provide scaffolds for a better learning) through traditional learning strategies, it is better to involve them in vivid activities through self- practice method within groups.

5. Poor learners must be involved abundantly in activities with students of different linguistic proficiency, the thing which plays a big role in developing their speaking abilities.

6. The capabilities of the students for developing their self-esteem a long with their language learning are to be maintained through activities run by the students themselves under their teacher's supervision, for this gives a full play to their capabilities.

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