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Sciences of the language

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Submitted and defended by

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### **The Role of Group Work in Enhancing EFL Students' Motivation**

The Case of Second year Students of English at the University of Biskra

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A Dissertation Submitted to the Department of English  
Language in Partial Fulfillment of the Requirements for the Master's Degree in Sciences  
of the Language

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## **Declaration**

I, **Faiza Hamed** , do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed Kheider University of Biskra.

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## Dedication

I dedicate this work to:

*My parents whose love always strengthens me, God bless them now and forever.*

*My lovely sister Ahlem who is the light of my life, and who has provided me with support, love and understanding*

*My teachers*

*My friends*

*To the most lovely person in my life Noor*

*To all my extended family*

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## **Abstract**

Motivation is a significant factor in the success of teaching/learning process. The present research aims to investigate the role of group work in enhancing EFL students' motivation to learn and speak the English language. It seeks to investigate teachers' and students' attitudes towards group work method and attempts to highlight the importance of using group work method in the EFL classroom. To achieve the purpose of this study, a descriptive analytical approach was used through combining both questionnaire and interview for collecting data. The questionnaire was administered to 40 second year LMD students of English while the interview was conducted to 07 teachers of Oral Expression at the department of English at Mohammed Khaider University of Biskra during the academic year 2021/2022. The obtained results have stressed the positive attitudes teachers and students hold towards the use of group work in the Oral Expression class and confirmed that group work plays a pivotal role in enhancing EFL students' motivation to learn and speak the English language.

**Key words:** Group work, motivation, speaking skill, oral expression, EFL.

## **List of Abbreviation and Acronyms**

**EFL: English as Foreign Language.**

**CLL: Cooperative Language learning.**

**TLT: Traditional Language teaching.**

**GW: Group work.**

**GTM: Grammar Translation Method.**

**ALM: Audio-Lingual Method.**

**LMD: Licence Master Doctorate.**

**&: and.**

**%: Percent.**

**S/he: She / He**

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# **General Introduction**

## **1. Introduction**

During the learning process, students face many obstacles that may negatively impact their academic level and language mastery. These difficulties vary from one student to another, yet the commonly encountered problem among EFL students is found to be the lack of motivation.

Motivation is the power that leads any individual to go forward; in general, it is considered one of the basic principles for learning English. It can be said that the process of learning cannot take place under any conditions if there is a lack of motivation. However, motivating students can be a challenging task for teachers because they play an important role in the learning and teaching process. Teachers of English should improve their teaching methods by using a variety of techniques so that their students are more motivated and involved in the learning process. One of these techniques is the group work strategy.

Group work is to make students work together. This strategy opens new space where students can share their ideas with each other freely, and also it saves teacher's time and effort in correcting individual products; therefore it can be an efficient technique in promoting students' learning process since it creates a positive atmosphere that can have beneficial effects on the morale and motivation of learners. Moreover, it develops in them a positive attitude to the language being learnt in the learning process and toward themselves as learners.

## **2. Statement of the Problem**

One of the most difficult tasks that the individual can do is to learn a foreign language because this process demands a lot of effort and time. The success in learning a foreign

language usually is linked to our psychological state and feelings .This means that positive feelings will help us to learn a foreign language more effectively. One of the main factors that influence students to learn is motivation because it is regarded as a key factor and a powerful source of success whilst the lack of motivation can lead to a variety of issues, including anxiety, low interaction, and disinterest.

It is extremely difficult to learn a foreign language effectively unless if there is a strong desire to do so. Teachers should be aware of the role and the significance of motivation in the classroom. As well as the various activities that enhance motivation because the traditional ways of teaching sometimes make students feel bored, less motivated and less engaged during the learning/teaching process.

As a result, teachers should motivate their students in variety of ways for example: by using group work which plays a significant role in the academic achievement to create a conducive environment for studying and learning the language properly.

### **3. Significance of the Study**

This study is intended to be beneficial for both 2nd year LMD students and teachers. It investigates the importance of group work as a motivational technique for students to learn the English language. More particularly, this work explores teachers' and students' perceptions and attitudes towards this technique and its positive effects on both (the teacher and the learner) .

### **4. Aims of the Study**

This study to investigate the effect of using group work strategy on the inner push and interest of the learners which is motivation and to help teachers and learners to implement this strategy effectively in teaching and learning the English language.

## **5. Research Questions**

The present study attempts to answer the following questions:

1. What are the learners' attitudes toward the use of group work?
2. What is the effect of using group work in enhancing students' motivation?
3. How can group work motivate students to learn and speak English language?

## **6. Research Hypothesis**

We hypothesise that:

If teachers of Oral Expression use group work method effectively when teaching English, students' motivation to learn and speak the English language will increase.

## **7. Research Methodology**

The current study aims at investigating the role of group work in enhancing EFL students' motivation. Thus, we have adopted the descriptive research method as the appropriate way, this study aims to test the validity of the suggested hypothesis seeking correlation between two variables; namely, the implementation of group work as the independent variable and students' motivation to learn as dependent variable.

### **7.1. Population and Sample**

In the present study, we selected randomly 07 teachers of English who are currently teaching the Oral Expression module, and 40 second year EFL students at Mohamed Khaider University of Biskra.

## **7.2. Data Collection Tools**

Two data collection tools were selected to gather data for the present study. First, a questionnaire was administered to second year EFL students at Mohamed Khaider University of Biskra to investigate their perceptions and attitudes towards the use of group work. Second, an interview was conducted with teachers to gather more reliable data about the implementation of group work and to examine their students' motivation to learn.

## **8. Structure of the Dissertation**

This dissertation is composed of two main parts: theoretical and practical. The theoretical part is divided into two chapters. The first chapter is entitled 'the Role of Group Work in the EFL Classroom' wherein we have defined group work, and its general characteristics. The second chapter is entitled 'Motivation' wherein we have provided the definition of motivation, its types, and its theories. The third chapter, on the other hand, is devoted to the fieldwork. It covers the explanation of the method, and the description and the analysis of the students' questionnaire and the teachers' interview.

# **Chapter One**

## **1.1. Introduction**

It is commonly known that presenting foreign language courses by the traditional way of teaching was the case of the teaching/learning process for a long time. The foreign language classrooms were dominated by the teacher as the main provider of information and students as passive recipients. With the establishment of new methods in foreign language learning and teaching, there has been distinct fundamental change from teacher-centred to learner-centred approach. The latter emphasizes the importance of involving learners as active participants in the learning process. It has been argued that group work is one of the common methods for teaching/learning a foreign language (Brown,2000). Group work refers to the use of learners' groups in which they can communicate with each other, share their opinions, and exchange their ideas. Therefore, group work leads the learners to become active participants rather than passive recipients, and allows them to freely communicate their opinions without fear of making mistakes.

This chapter focuses on various definitions of group work as well as some of its general characteristics. In addition, it discusses some of its benefits and aims in the EFL classroom. Therefore, a distinction between Cooperative Language Learning (CLL) and Traditional Learning Teaching (TLT) must be made in this chapter. Ultimately, the chapter concludes with the identification of some challenges encountered by teachers during the application of this method and the relationship between motivation and group work.

## **1.2. Group Work in EFL Classrooms**

### **1.2.1 Definition of Group Work**

Group work is a teaching method that has been implemented for many years. It is considered as one of the cooperative learning instructional strategies since it allows students to share their ideas and understand how others think.

According to Olsen and Kagan (as cited in Richard and Rodgers, 2001):

Group work is an approach in which each student is held accountable for his or her learning, wherein learning is based on the socially regulated transmission of knowledge between learners in groups, and in which learning is motivated by a desire to help others to learn more. (p. 192)

This means that during group work students became motivated to help others to learn and exchange knowledge to make the process of learning more pleasant.

McDermott (2002, p.5) states that "group work is made up of people with a shared interest," and while working with others can be "productive, useful, and pleasurable (McDermott, 2002, p.3).

Another definition given to group work is that it is a method of organizing classroom activities where students are allocated to groups, and their equality and mutuality are defined by how they engage in group work, i.e. whether they work cooperatively or collaboratively McDermott (2002). Group work is commonly defined as "students working together as a group or a team" (Blatchford, Kutnick, Baines, & Galton, 2003, p. 155) or "students working together in small groups" (Lumpe, & Haney, 1998, p 123). However, there is an important distinction to be made between working in a group and working as a group. Indeed, cooperative learning facilitates the student's learning process through interaction with other students in the same classroom.

Dornyei and Murphey (2003, p.3) state that "a group has more resources than a single person alone." Furthermore, they state that learners are more powerful when working in a social and united group and that group characteristics "affect the rate of learning and the quality of time spent in class" (Dornyei & Murphey, 2003, p.6).

All the definitions provided by scholars are similar even though the expressions were different. Group work is the method that emphasizes interaction between its members to achieve a common goal within a given task.

### **1.2.2. General Characteristics of Group Work**

It is commonly known that we live in families, have friends, study and play in groups as Brown (2000) asserts "Human beings are collective beings," but we must keep in mind that not every group of students or persons sitting together is a real group. As a result, it is important to differentiate between the real group and the fake one through recognizing its general characteristics. (Dornyei & Murphy, 2003).

Interaction and communication, common identity, roles, values and standards, influence, and interdependence are all key traits that must be found in any group. There must be some form of communication and interaction among the members of the group where they discuss the assigned work to comprehend it and exchange information to succeed. The classroom tasks share aims, as well as a sense of belonging and social ties. The group should be well-organized and united, with particular duties specified and allocated by the teacher for each group member, as well as some ideas and conventions to adhere to that set them apart from other groups. Furthermore, if one perspective is impacted by the opinions of other members, this strategy can generate a sense of positive dependency in which members embrace the group's ideas and decisions. (Forsyth, 1999 as cited in McDermott, 2002; Sessa & London, 2008).

### **1.2.3. Types of Group Work**

According to Johnson and Johnson (2008), the two pioneers in modern methods of cooperative group learning, there are three types of group work: formal group work, informal group work, and base group work.

### **1.2.3.1. Formal Group Work**

Formal learning groups are groups formed to complete a specified task, such as conducting a lab experiment, writing a report, carrying out a project, or preparing a position paper. The activity of those groups may be restricted to a single class session or may span numerous sessions and weeks. These teams will work together until their mission is completed and their project is assessed (Johnson & Johnson, 2008, p.18).

### **1.2.3.2. Informal Group Work**

Informal learning groups are groups of students that are not arranged in advance by instructors. In other words, informal groups can be created at any moment in any size class, and they are transitory clustering of students inside a single class session. This form of the group can be started by inviting a student to turn to his or her partner/s and discusses a specific question posed by the teacher. Alternatively, the instructor may establish groups of three to five students at any time and give assignments to them. The instructional task for the teacher during direct teaching is to guarantee that students undertake the work and effort of organizing material, explaining it, summarizing it, and integrating it into existing conceptual frameworks. Informal groups are essential because they exist outside of an organization's official hierarchy (Johnson & Johnson, 2008, p.22).

### **1.2.3.3. Base Group Work**

Base groups are long-term groups, generally lasting a term or the entire year, with set members whose major purpose is to provide support, encouragement, and help in completing course requirements and assignments. When someone misses a session, base groups remind their members about missed lectures and tasks. The more valuable base groups can be, the larger the class and the more complicated the subject matter. Johnson

and Johnson (2008) (as cited in Gillies et al 2010) define a base group as: “long-term, heterogeneous groups with a stable membership” (p.31).

In the end, the three types of group work are extremely significant, and each has its benefits; thus, the teacher must vary the usage of these types to integrate all kinds of teaching methods. This will increase student motivation in the classroom.

### **1.3. Cooperative Language Learning vs Traditional Language Teaching**

One point of contention is whether cooperative language learning (CLL) or traditional language teaching (TLT) is more successful; more specifically, individual versus group learning. In fact, we cannot assess the efficiency of one teaching method based solely on statistical evidence. The teaching and learning settings differ, as well as the diversity of human nature, one strategy cannot be appropriate for all learning scenarios (Jacobs, Masson, Harvill & Schimmel, 2010).

First, we should focus on the two ideas (CLL and TLT) by grasping their principles and distinguishing characteristics, which will allow us to make a clear differentiation between them. Zhang (2010) defines the distinctions between CLL and TLT. He argues that TLT was a teacher-centred approach to teaching. In other words, the teacher was the only source of information, feedback, and support, and his/her responsibility was to regulate the classroom environment and issue directions. Students, on the other hand, were passive recipients of knowledge and rule memorizers. Grammar Translation Method (GTM) and Audio-Lingual Method (ALM) were the instructional approaches used at the time and the activities mostly consisted of practising grammar, translation, role plays, recalling information, and so on. Students in this class work and were graded on their creations. Furthermore, there is greater contact between the teacher and the students in this teaching technique.

Moreover, with the advent of cooperative learning, which was a stepping stone in the area of education, there was a significant shift in the way students learn. The role of the teacher becomes more of a facilitator and organizer of group work; also, students become active participants and more autonomous; it is, hence, a learner-centred method of language teaching and learning. The main goals are problem-solving, sharing, and discussing information, and the instructor evaluates both individual and group results. Unlike the TLT model, there is active student-student engagement and less teacher-student interaction in this approach.

Above and beyond the contrasts indicated, both systems have several aspects, such as an emphasis on the process of interaction and learners' autonomy (responsible for taking charge of their learning). They also attempt to enhance and strengthen learners' communication abilities. In response to our contentious question, Jacobs et al. (2010) state that the majority of individuals thought group learning was more successful than individual learning because students learn from the many ideas they listen to and discuss with others in the former technique. Individual approaches work better for basic tasks like retaining information, while groups appear to do better than individuals when it comes to problem-solving.

As a result, the instructor should choose a strategy that matches and correlates to the lesson objectives, learner needs and type of task.

#### **1.4. Benefits of Using Group Work**

According to Harmer (2001), group work is considered a practical solution for classrooms with large numbers of students, and whole-class grouping is very beneficial for teachers by dividing them into small groups to create better classroom interaction, as they will only prepare and teach their classes one at a time. Additionally, teachers will engage

in open-ended interactions and gain confidence. Whole class groups are a great way to see student progress and allow teachers to "gauge" the mood of the class in general rather than on an individual basis.

Furthermore, with the use of group working techniques students will practise many strategies either directly or indirectly. Negotiating meaning, explaining, arguing, repeating keywords several times, and the use of words in present contexts are important to be used in group work (Hill & Flynn, 2006). These techniques are considered as examples of cognitive strategies and memory by Oxford (1990).

Responsibility and autonomy are two metacognitive strategies (Oxford, 1990) that are certainly resulted from well-structured group work (Brown, 2001). This means that when group work is well planned, each student becomes responsible for his/her learning and the group's learning benefits as a whole, which makes learners responsible.

When students use group work they must agree on the specific way and certain goals to achieve those goals. They are obliged to accept each other point of view and try to be aware of how others feel and think. Finkbeiner (2004) assumes that this is one of the crucial results of using the foreign language learning method.

According to (Gambrell, 2007) students who engage in group work have usually acquired larger achievement than learners who use traditional group learning. As Honey (2007) indicates that with the use of cooperative group activities students will achieve their academic goals easily because they are actively involved in "comprehensible output" at the same time they will receive "comprehensible input" both are very important in the process of learning (p.6). Through explaining points of view and negotiating meaning, learners adapt their ideas to their peer's needs and levels. By doing so, students can produce comprehensible input and understand the comprehensible output from other peers.

According to that, Hill and Flynn (2006) think that interaction is an important component of group work because it helps to build new knowledge.

In addition, there are many positive results of using group work strategy on the social relationship. First, it provides respect among students and cooperation between them (Hohn, 2005). When students help each other and feel helped by others they will start to strengthen their relationship with them and increase their respect for them. Salvin (2006) think that these effects will last even outside the classrooms if it is used in an appropriate way the positive relationship that was built inside the classroom are proved to remain outside it.

## **1.5. Aims of Group Work in the Classroom**

The importance of using group work method has been mentioned in many studies. Cohen and Lotan (2014) claim social goals, developing learning (Language) and creative problem solving are the main aims achieved by the use of group work in EFL classrooms.

### **1.5.1. Develop Social Relationship**

Implementing group work in the classroom serves social as well as pedagogical goals. In other words, when students collaborate, they influence one another and establish friendship relations, which lead to harmony and the maintenance of interpersonal and social interaction among group members. Sometimes students fail to maintain group harmony because they are not prepared to work with others ahead of time or are unfamiliar with cooperative learning; as a result, they will try to maintain a feeling of group harmony (Cohen & Lotan, 2014). Moreover, Terwel (2003) states that cooperative learning attempts to increase learners' social needs and relations which can be enhanced through interaction between students and the instructor as well as students themselves.

### **1.5.2. Intellectual Goals**

According to Cohen and Lotan (2014), the most preferable advantage of grouping learners is the availability of more than one resource (classmates) where each student can freely ask questions, negotiate, discuss, or provide classmates with information; this allows them to develop intellectual thinking and "grow academically." Cooperative learning tries to enhance learners' cognitive demands which are connected to critical thinking and problem solving by having students work together to overcome or solve a challenge in a particular task (Terwel, 2003).

### **1.5.3. Creative Problem-Solving**

Students become frustrated and unsure of how to solve their problems or complete the activity at the beginning of work. They lack sufficient information and adequate abilities; but, once they begin brainstorming and creating ideas by listening to the other members' opinions, they may come up with a different understanding of the problem that leads to a good solution. In other word, the group might be more creative than individual activities that need problem-solving. (Cohen & Lotan, 2014)

## **1.6. Implementing Group Work in EFL Classrooms**

According to Goodsell, Maher, Tinto, Smith, and MacGregor (1992), there is no specific rules or conventions for implementing group work in education, however, there are many activities within the concept of group work that teachers must choose from based on the students' level and the lesson objectives.

### **1.6.1. Group Work Activities**

There are some activities of group work used in classroom such as:

**1.6.1.1. Role-playing:** is a significant activity that occurs inside a group. In this exercise, the teacher gives distinct roles to group members to play in a certain scene (Richards, 2006). This practice boosts students' confidence while also reducing stress and anxiety.

**1.6.1.2 .Icebreaker activity:** It is an informal activity that tries to provide the opportunity for all group members to communicate and express themselves by sharing information or introducing themselves to the group. This exercise, for example, can be carried out by throwing a ball; the person who gets the ball takes his or her turn (Belmont, 2006).

**1.6.1.3. Interview team:** The teacher offers a variety of interview subjects, and then students begin writing several questions they would like to ask and compare their questions to those of their teams. After all, each time a student stands to be questioned by his peers. A team interview is typically used to familiarise students as well as to assess their knowledge (Kagan & Kagan, 2009).

**1.6.1.4. Think pair share:** Lyman developed it in 1981 at the University of Maryland. This approach promotes high levels of reasoning and thinking by having the instructor present a topic or issue and asking students to think about it silently before assigning a partner to pair or talk about the subject. Later, to guarantee individual accountability, the teacher randomly chooses certain students to share what they have discussed with their classmates (Sapsuha & Bugis, 2013).

## **1.6.2. Planning the Group Work**

The teacher must establish the task goals at the beginning of the session by identifying the type of activity and what learners are expected to achieve at the end. Then s/he selects the materials that correspond to these goals. Following that, the instructor must decide on the group size and arrange the group. Groups are divided based on specific

criteria that serve the task objectives and correspond to the method of assessment. (Kendall & Khuon, 2005). Furthermore, large groups should be avoided, and it is better to establish small groups of no more than five students because the larger group, the more difficult interaction will be and problems will occur between its members (Kendall & Khoun, 2005). Furthermore, joining a group seemed to be simple, but the difficult problem is what the teacher and the members can do to keep group harmony, cohesion, and unity (Hadfield, 1992). Furthermore, Cohen, Brody, and Shevin (2004) argue that group formation could be: structured groups which are formed when the teacher "randomly assigns students to groups," semi-open groups are formed when students are placed together based on their profiles when the work is personal, and open groups which are formed when students are allowed to select their groupings. Finally, the teacher describes the task and provides specific instruction (provides an example if feasible or a sample to work on) to confirm that all learners understand.

### **1.7. Challenges in Group Work and the Role of Teacher to Overcome them**

The difficulty of an active engagement or the lack of balanced debate. Typically, not all group members participate; for example, we discover one or two dominating students who work more than others, try to control the situation and take decisions, and are likely to be talkative and determined to achieve their goals. In addition to refusing to work or contribute, s/he appears to be a passive and quiet student. This latter can be attributed to a variety of things, including selfishness in which a student prefers to work alone, believing that working with others is unproductive, wasting time, and often results in unsatisfactory outcomes and unattainable goals; or it might be related to nervousness and shyness, in which students are not used to working together .Hadfield (1992)

Teachers will face many challenges when they decide to use group work method for example silence, disagreement and hostile which make the teacher the only one responsible to overcome them first she/he must be a good establisher for a positive atmosphere for his students by relaxing them and this will help them to engage in the group and be motivated (Hadifeld, 1992 .p 25).

In addition, students became very confused and not sure about their ability in the group work they will ask themselves many questions such as are we able to succeed at the end or not ?

There are another issue that any group may confront is being ignorant of the diverse interests and learning styles of others .Some students, for example, learn by seeing, while others learn by listening. Visual learners will be more interested if the work focuses on reading activity; nevertheless, kinesthetic and aural learners may or may not be engaged in the assignment. According to Fleming (2011), there are four (4) learning styles: visual, aural, kinesthetic and read/write learner.

Students may believe that this is a cause of conflict that breaks the group's cohesion as a result of these differences in learning styles. In this situation, the teacher's responsibility is to help his/her students to change their way of thinking about learning style differences by providing mixed activities that suit the students' learning styles and levels (Hadfield's, 1992).

## **1.8. Group Work and Motivation**

Johnson and Johnson (1990) claim that, when students work together in groups and are assigned tasks; they will be motivated by the efforts of their group members as well as

by seeing their contribution accepted by others. The active exchange of ideas among students in small groups not only enhances interest but also fosters critical thinking.

In addition, Lamb and Nunan (1996) state that group work increases learner motivation, which means it increases their self-confidence and satisfies their needs and interests. Furthermore, group work generates a comfortable, peaceful environment in the classroom (Dornyei & Csizer, 1998). Because GW develops a strong social support system in which learners feel accepted and connected to one another, group work learning activities produce a peaceful and pleasant environment in which self-esteem is built (Cohen & Willis, 1985). Furthermore, anxiety is reduced and self-confidence is increased since the class's attention is not focused on an individual but on the whole group, and when an error is made, it becomes a teaching tool rather than a public critique (Slavin & Kaweit , 1981).

## **1.9. Conclusion**

In the end, this chapter has discussed the role of the group work method and its general characteristics as well as its benefits in EFL classrooms. This strategy gives new opportunities to students to express themselves, ideas and opinions freely. Teachers should be aware of how they use this method and varying activities that they use according to students' level and needs also teachers must define roles to the group and give them feedback. Furthermore, we have addressed important difficulties that may confront both instructors and students and have an impact on group harmony and cohesiveness, as well as the responsibility of the teacher in dealing with them.

# **Chapter Two**

## **2.1.Introduction**

learners across the world are becoming interested in learning English. This is due to the fact that English is currently considered the language of global communication. However, the reasons for the desire to study English differ widely from one student to another, as does their motivation. In order to improve student motivation, teachers should establish a good environment. To do this, the teacher must constantly urge his students to join and engage more actively in regular classroom activities, as well as employ a variety of teaching strategies to keep his/her students motivated.

This chapter will introduce motivation in general including different definitions of the concept, its types and its theories, as well as its importance in learning a foreign language.

## **2.2.Definition of Motivation**

Motivation is a concept used very frequently in educational and scientific contexts. However, there is little consensus in the literature on how to define this concept precisely (Dörnyei, 1998). Because it is an abstract idea related to the internal self, experts observed the term's complexities when looking for a proper description. Keller (1983) states that motivation is primarily concerned with people's decisions to pursue certain objectives and the amount of effort they can put out to accomplish those goals. Dörnyei (1998) also states that “the meaning of motivation varies depending on the situation and the individual's goal in using the concept, posing a significant challenge in the field of motivation research.”(p.117)

Motivation is, for Salvin (2003, p. 329), “what gets you going, keeps you going, and determines where you are going to go.” Accordingly, “to be motivated means to be moved

to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated” (Ryan & Deci, 2000, p.54).

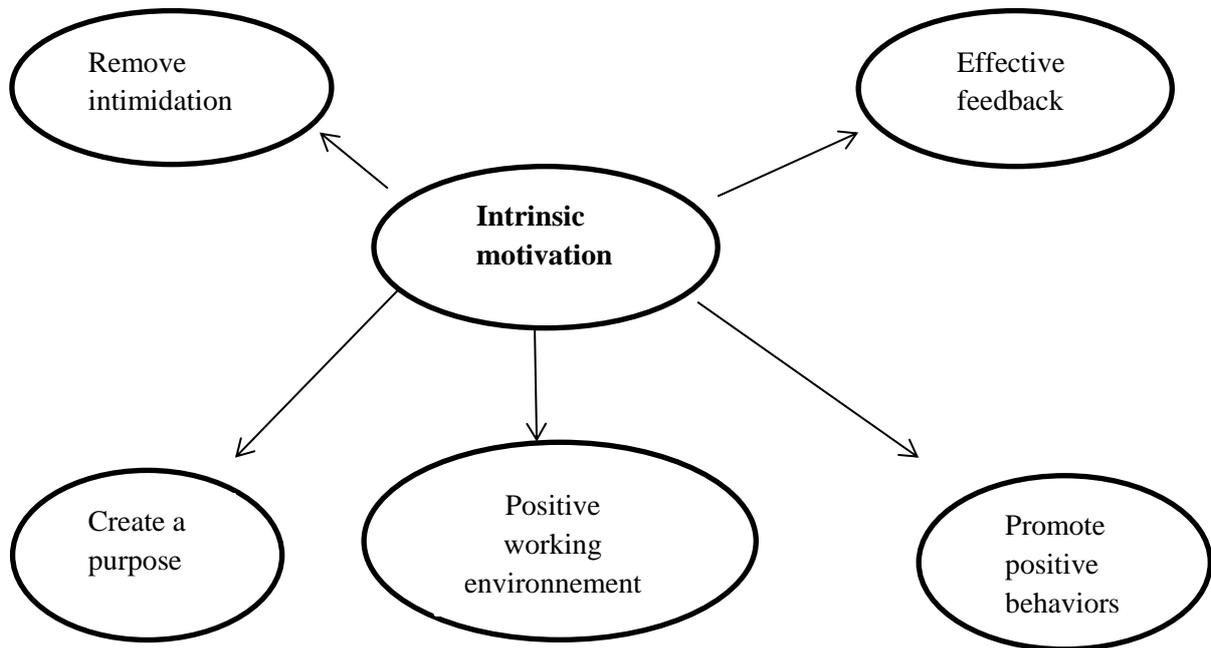
In other words, motivation is the drive that supports the achievement of one's intended goals or an internal condition that arouses, directs, and sustains behaviour. Motivation is essential in learning since it controls students' behaviour to learn.

## **2.3. Types of Motivation**

Scholars and researchers suggest different types of motivation such as:

### **2.3.1. Intrinsic Motivation**

Intrinsically motivated behaviours are engaged in for their own sake. That is, they arise from internal factors, for the pleasure and satisfaction derived from their performance. When intrinsically motivated people engage in activities that interest them, and they do so freely, with a full sense of volition and without the necessity of material rewards or constraints (Deci & Ryan, 2000). Moreover, Deci and Ryan (2000) observe that “intrinsic motivation energizes and sustains activities through the spontaneous satisfaction inherent in effective volitional action ; it is manifest in behaviours such as play, exploration, and challenge seeking that people often do for external rewards” (p.658). The child who reads a book for the inherent pleasure of doing so is intrinsically motivated for that activity.



*Figure 2.1 Ryan and Deci (2000) Intrinsic and extrinsic motivations*

### **2.3.2. Extrinsic Motivation**

Extrinsically motivated behaviours, on the other hand, serve a purpose. They are carried out not because they are interesting, but because they are thought to be useful in some way. In other words, they emerge as a result of the usage of extrinsic incentives such as food, money, and so on. Early studies on intrinsic and extrinsic motivation looked hostile, and hence extrinsically motivated behaviours were considered to be non-self-determined (Deci, 1971).

According to Ryan and Deci, (2000), extrinsic motivation includes four types: external motivation, introjected, identified motivation and integrated motivation as shown in the following figure :

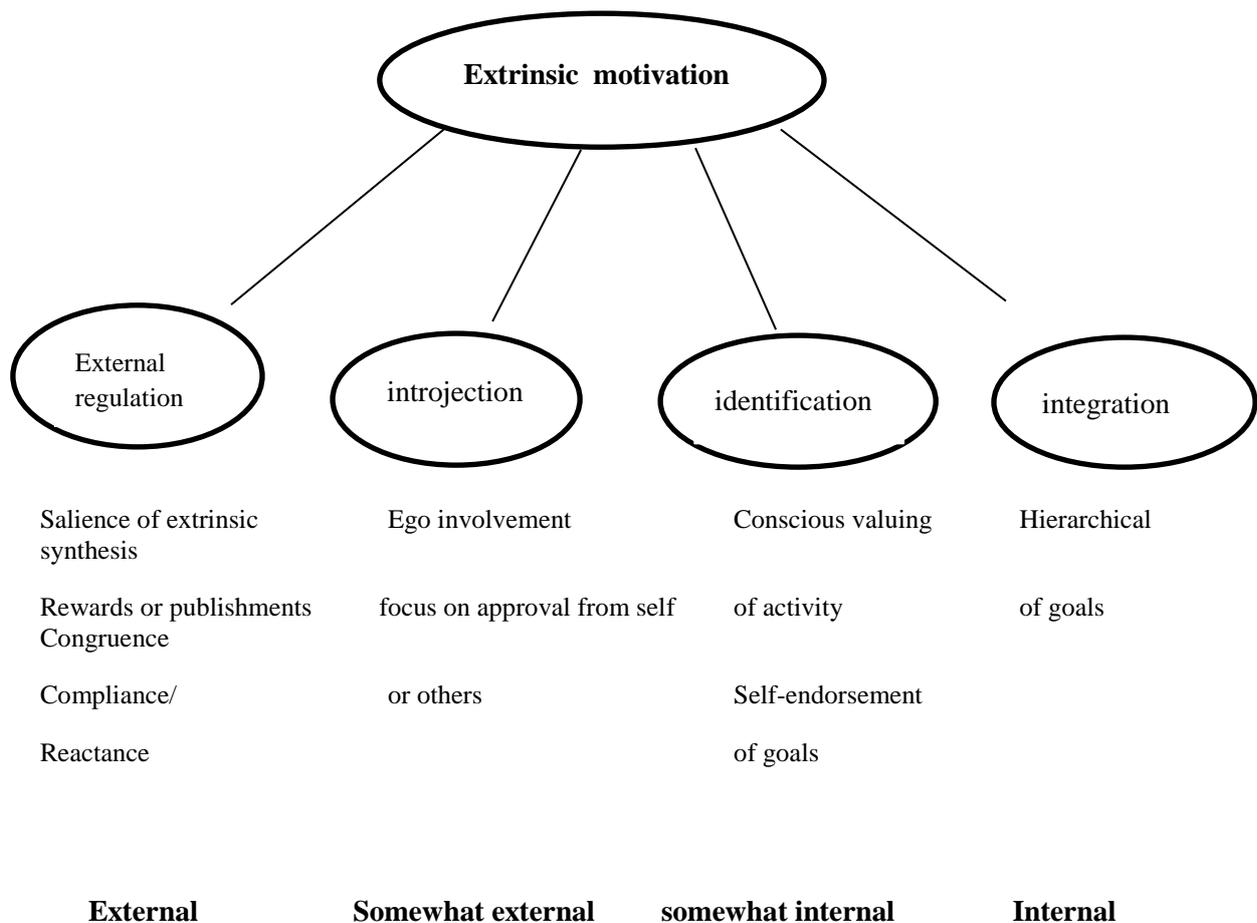


Figure 2.2 Ryan and Deci (2000) Self Determination Theory Model.

### 2. 3.3. Integrative Motivation

According to Gardner & Lambert (1972), integrative motivation is typically someone with an integrative attitude that identifies with principles, the target language, the community, and approaches language learning with the goal of joining that community. Such a person is regarded to have a more integrated and long-lasting drive for language education. Integrative motivation is recognized as a critical component in helping the learner to gain some level of ability in the language. In addition, Finegan (1999)

hypothesizes that “integrative motivation typically underlies successful acquisition of a wide range of registers and a native-like pronunciation”( p .568) .

#### **2.3.4. Instrumental Motivation**

Ur (1996, p.276) defines instrumental motivation as “the wish to learn the language for the purpose of study a career promotion”. Instrumental motivated learner uses members of the L2 community and their language as an "instrument" for personal fulfilment. , He needs the target language in particular to attain a certain purpose. Instrumental motivation is defined as based on a more realistic requirement

Brown (2000) claims that “... there is no single means of learning a second language. Some learners in some contexts are more successful in learning a language if they are interactively oriented, and others in different contexts benefit from an instrumental orientation” (p. 163).

### **2. 4. Theories of Motivation**

Since the term "motivation" has been defined variably, there are several theories that seek to explain the nature of motivation. The following section analyses the most significant motivation theories.

#### **2. 4.1. Attribution Theory**

Weiner (1979, as cited in Williams & Burden, 1997) argues that the attribution theory is divided into three categories. The first is the place of control, which states that the outcomes of an individual's actions are determined by whether external circumstances are present like task difficulty, or internal factors like intelligence. It means the reasons for actions reside within the person or they can be outside the person's control. Second, establishment which refers to the unchanging reasons, such as talent. Third,

controllability, which means that the elements contributing to the success or failure can be managed, as with competence and performance, or it can be uncontrollable, as with random luck and state of mind (Williams & Burden, 1997).

#### **2.4.2. Expectancy - Value Theory**

Expectancy and values are the two primary elements of this theory, according to Wigfield and Eccles (2002). Furthermore, Salkind (2008) states that expectancy-value theory considers motivation to be composed of three elements: expectancy, value, and effect as the three essential components. This implies that the importance of the objective and the necessity for achievement have a significant impact on a person's motivation.

In addition, Vroom (1964) proposes that “a person’s motivation to achieve a goal depends on a combination of the value of the goal (its valence), the person’s estimation of success like a hood (the expectation), and the connection of success and reward (instrumentality)” (p.50). That is, if there is a desire for success and a value placed on achieving a certain objective, a person's motivation is greatly affected.

#### **2.4.3. Achievement Motivation Theory**

Atkinson and Raynor (1974; as cited in Dornyei, 2001, pp. 10-11) state that this theory achievement is “determined by conflicting approach and avoidance tendencies”, those tendencies are classified into positive tendencies as students' desire to succeed, while students' fear of failure are classed as negative. It stresses achievement for its own sake, rather than the pleasures that come with it.

#### **2.4.4. Goal-Oriented Theory**

It is believed that when making decision about performing a given task requires setting goals on the part of the learners. These goals were seen by many theorists as

“situation-specific aims that establish a framework for how individuals engage in and experience achievement tasks” (Salkind, 2008, p.690). An early view of goal theory hypothesised that goals diverge in relation to “a performance mastery dichotomy”. Performance goals (ego-involvement goals) emphasize on doing better than others when performing a given task, while mastery goals (learning goals) with emphasis on developing competence when carrying out a given task. Latest views integrated another item; “performance-avoidance goals”. It highlights the importance of avoiding failure while doing a particular activity. Other theorists added a fourth item “mastery-avoidance goals” with the focus on avoiding incompetence (Salkind, 2008). In different terms, goal setting has an effect on motivation since it provides students with opportunity to set their own “learning goals” that enhance their “ego-involvement” and help them “perform” well in a specific activity. Slavin (2005) stated that students’ motivation is either oriented towards “learning goals” or “performance goals”. For language learners with learning goals, studying is an opportunity to gain competence in the foreign language, where learners oriented towards performance goals perceive studying as an opportunity to gain “positive judgments” from their teachers or parents for their competence in the language.

#### **2.4.5. Self-Efficacy Theory**

Self-efficacy is the belief in one's own capacity to do a particular activity. According to Robbins and Judge (2013), individuals with high self-efficacy demonstrate higher involvement, effort, and desire in undertaking things regardless of the challenges that they may face, whereas those with low self-efficacy trust in their abilities to succeed only when they complete the easiest tasks. In other words, self-efficacy theory is “the individual believes that he or she is capable of performing a task” (Robbins & Judge, 2013, p.215)

## **2.5. Motivation in the Classrooms**

According to Porkaew (2004), motivation is a significant component influencing second language performance. Motivation, in other words, has a beneficial impact on L2 learning. Similarly, McLaughlin (1985, as cited in Porkaew, 2004) emphasizes that motivation increases learners' academic achievement.

Furthermore, Harmer (2001) notices that “one of the teacher’s main aims should be to help students to sustain their motivation”(p.20). In other words, it is difficult to deny that the teacher is the primary agent capable of influencing students' motivation. Dornyei and Guilloteaux (2007) attribute this to a well-established principle, stating that “without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long-term goals” (p.30). Similarly, appropriate curriculum and good teaching are not enough on their own to ensure students' achievement.

In addition, Blich (1998) defines motivation as "a key component determining students' achievement in their courses" (p. 62). It is important to note that motivation leads to improved performance in classroom activities. He also states that motivation is considered "more important than intelligence." To put it another way, students must be more motivated than intelligent.

## **2.6. Reasons for Demotivated EFL Learners**

Demotivation has become a widespread occurrence among EFL learners. Al-Khairiy (2013) highlights a variety of variables that contribute to low motivation in English language learners. According to him, one of the main reasons for demotivation is syllabuses. While Aydin (2012) concludes that the study's findings revealed six major factors for demotivation in EFL teaching management: teachers, characteristics of classes,

an experience of failure, class atmosphere, class materials and lack of interest. Also, there are five demotivating factors; negative attitudes of classmates, teachers, physical conditions of learning setting, test anxiety personal issues and education system.

## **2.7. Factors Influencing Motivation**

According to researchers, many factors influence student motivation such as:

### **2.7.1. Parent Influence on Motivation**

Parents are the first and most significant teachers in their child's life, according to Stipek and Seal (2001), parents may influence their child's academic development and foster the passion for learning in their children by imitating it. Stipek and Seal demonstrate how modelling teaches toddlers useful information-finding methods. According to Fuller (2004), modelling is an effective strategy since children learn by imitation.

According to Fuller, when parents pursue information, they should imitate curiosity and enjoyment. Fuller (2004) motivated children have close, loving ties with their parents. She discovers that unmet emotional needs can prevent students from learning. According to Fuller, a secure parent-child connection is a critical basis for a child's self-worth. Children who have good self-perceptions become more motivated and willing to take the risks required for learning and accomplishment. Even if they face dissatisfaction and failures, these youngsters will continue to work toward their goals. Stipek and Seal (2001)

Brewster and Fager (2000) suggest that parents build a learning and study environment for their children to assist them to succeed with their homework. Children are more likely to focus on learning when their parents create a physical environment that includes academic equipment, enough lighting, and minimal distractions. According to Stipek and Seal (2001), parents who set aside work time, encourage study habits and

explain assignments highlight the importance of learning and homework, home reinforcement to finish homework demonstrates to students that their parents are concerned about their academic success. In addition, Stipek and Seal (2001) observe that parents who construct extra learning activities, encourage online exploration, investigate career requirements and play educational games with their children have a vested interest in their child's education and future.

According to Brewster and Fager (2000), active parental participation has various benefits, including greater student motivation and engagement in school. Children who get the appropriate early guidance and encouragement will grow up to be creative and adventurous learners.

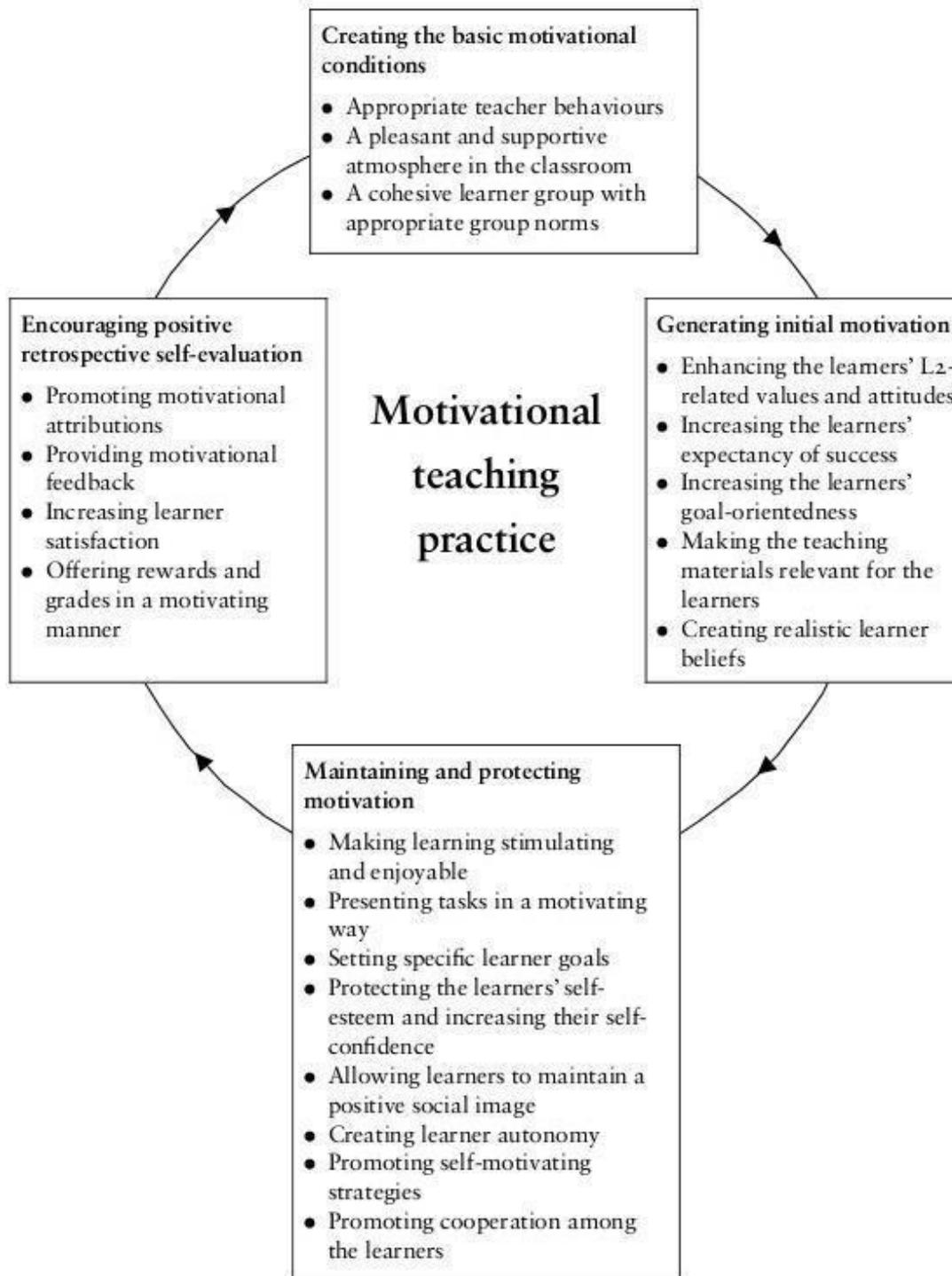
### **2.7.2. Teacher Influence on Motivation**

According to Mendler (2000), a teacher's responsibility as a motivator is to help students create a good sense of self and a motivation to work. Teachers must establish a student-teacher relationship, create a positive classroom environment, build student competence, de-emphasize grades, give frequent feedback, build on mistakes and prior learning, incorporate many teaching styles, relate curriculum to students' lives, give students choices, and communicate with parents to increase student motivation.

Although teachers have little influence over their students' various characteristics, they do influence the type of classroom atmosphere they create (Turner & Patrick, 2004). Brophy (1998) argues that teachers may create an engaging physical environment that is both pleasant and conducive to learning. Brophy (1998) goes on to say that presenting student work and encouraging posters and easily accessible desk arrangements may all help to make the classroom a more pleasant place.

As a result, teachers have a variety of responsibilities inside the classroom to motivate students. Starting with creating a healthy environment in which students feel at ease learning the language, moving on to developing a strong relationship with learners that gives them a sense of existence and matter inside the classroom, and finally presenting the courses, performing activities, correcting mistakes, and providing positive feedback. Without a doubt, teachers have a significant impact on students' motivation. According to Dorneyi (2001) there are four dimensions were some strategies are classified which are important in teaching L2 and have positive effect on learners' motivation.

Teachers should motivate students' by variety of ways for example creating the basic motivational conditions , encouraging positive retrospective self-evaluation , generating initial motivation and maintaining protecting motivation.(Dorneyi,2001)



*Figure 2.3* Dorneyi (2001) The components of Motivational Teaching Practice in L2 Classroom.

### **2.7.3. Social Constructivism**

According to Oldfather et al , West, White, and Wilmarth (1999), social constructivism is described as learning that is formed through interactions with others. Teachers believing in this theory structure their classrooms so students work together to make sense of information. According to OldFather et al. (1999), to learn, students must generate new information in ways that are relevant to them.

Oldfather et al. (1999) believe that a teacher who uses cooperative learning helps students comprehend that they are co-constructors of information and can make sense of things on their own. These experts believe that students can seek information and comprehend the world around them. Mendler (2000) observes that when students are in control of their learning, they begin to feel empowered. According to Johnson et al. (1998), cooperative learning enhances all students learning and fosters good interdependence. According to Johnson et al (2007), the class believes that they succeed or fail together, and they hold themselves and each other accountable for producing high-quality work. Students can develop good social skills and assess their team's success. Oldfather et al (1999) believe that a social constructivist teacher emphasizes learning as sense-making rather than rote knowledge acquisition. As a result, learning becomes more student-centred, and the teacher now serves as a guide. Learning becomes a collaborative effort in which students assist one another and share their diverse prior knowledge. Depending on the task, the dialogues are organized or unstructured, and the flow of ideas is diverse. "Traditional student and teacher roles are viewed as flexible" (Oldfather et al.1999, p. 74).

The previous study of the literature demonstrates what many scholars feel are the most effective methods for motivating learners. The three key factors on which most people agree are parents, teachers, and peers. Each group has a distinct function to perform

in the educational process. Understanding how to use each effectively is and should be the objective of all teachers.

## **2.8. Conclusion**

Since motivation is a complicated human construct that has long proved difficult to understand and describe, it is an important aspect in learning English as a foreign language. Whether intrinsic or extrinsic, instrumental or integrative, it is clear that a person's motivation is flexible rather than fixed; it can rise and fall depending on the context of language learning, and it is influenced by a variety of factors such as parents, teachers, and social constructivism. Researchers have described motivation in a variety of terms, ranging from instincts to needs, desires, and conditional behavior. As a result, the term motivation has become very broad, and many theories have emerged throughout its history, attempting to provide a clearer understanding of the construct of motivation, and why it is so fundamental to the teaching and learning of second/foreign languages.

# **Chapter Three**

### **3.1. Introduction**

The previous chapters presented an overview of the role of group work in enhancing EFL students' motivation. The third chapter is devoted to the analysis of the students' questionnaire and the teachers' interview. The aim of these tools is to understand how students perceive group work and how they perceive the benefits of group work in enhancing their motivation in the Oral Expression module. We have conducted a descriptive study as a method to gather information and aiming to describe the impact of group work in enhancing EFL students' motivation. In this chapter, we will discuss the results of the students' questionnaire and teachers' interview in order to check the validity of the research hypothesis.

### **3.2. Students' Questionnaire**

#### **3.2.1. Administration of the Questionnaire**

The questionnaire was administered to (40) second year EFL students at Mohammed Khaider university of Biskra have chosen randomly.

#### **3.2.2. Description of the Questionnaire**

The questionnaire consists of (15) questions divided into three sections as follow:

**Section One:** General information (Q 01- Q 05).

It tries to obtain personal information about participants such as: gender, students' perception about learning the English language.

**Section Two:** Group work (Q 06-Q 12).

It aims to obtain information about group work method.

**Section Three:** Group work and motivation (Q13-Q15).

This section is devoted to collect data about the relationship between group work and motivation.

**Students' Questionnaire**

**Section One:** General information.

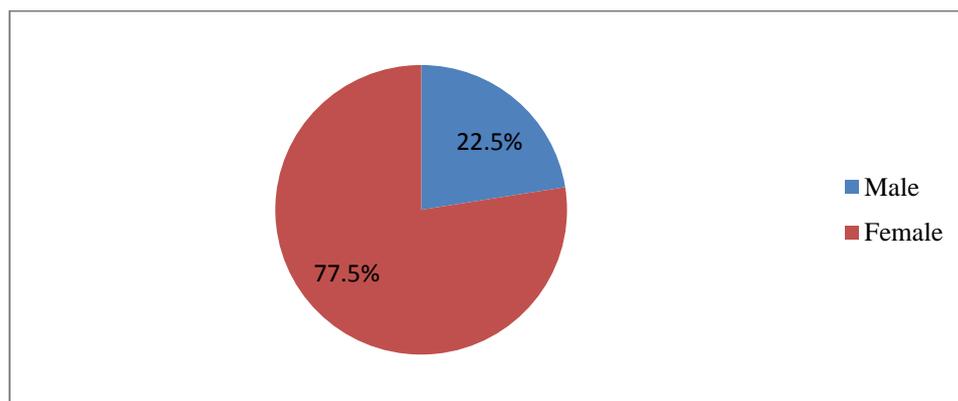
**Question 01:** What is your gender?

- Male
- Female

Table 3.1

*Student's Gender Distribution.*

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Male	09	22.5%
Female	31	77.5%



*Figure 3.1* Student's Gender Distribution

As table 3.1. reveals, 31 out of 40 students are females. Therefore, we found only 9 males out of 40, i.e. a percentage of 22.5%.

**Question 02:** Do you think that achieving fluency in English is?

-Very important.

-Important

- Less important

-Not important

Table 3.2

*Students' Perception about Achieving Fluency in English*

Options	Number	Percentage
Very important	16	40%
Important	24	60%
Less important	00	00%
Not important	00	00%

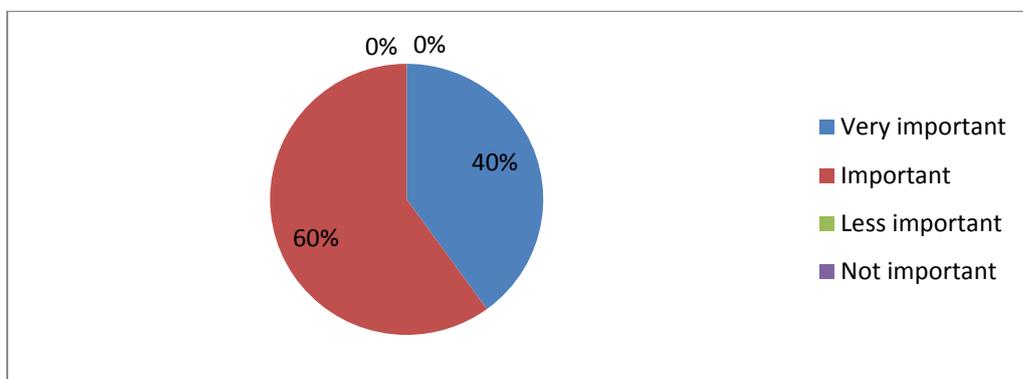


Figure 3.2 Students' Perception about Achieving Fluency in English

As it is shown in figure 3.2, 24 students (71%) see that achieving fluency in English language is important while 16 (29% ) of them stated that it is very important .This means that achieving fluency in English is important for all students because it is the language of community and sciences.

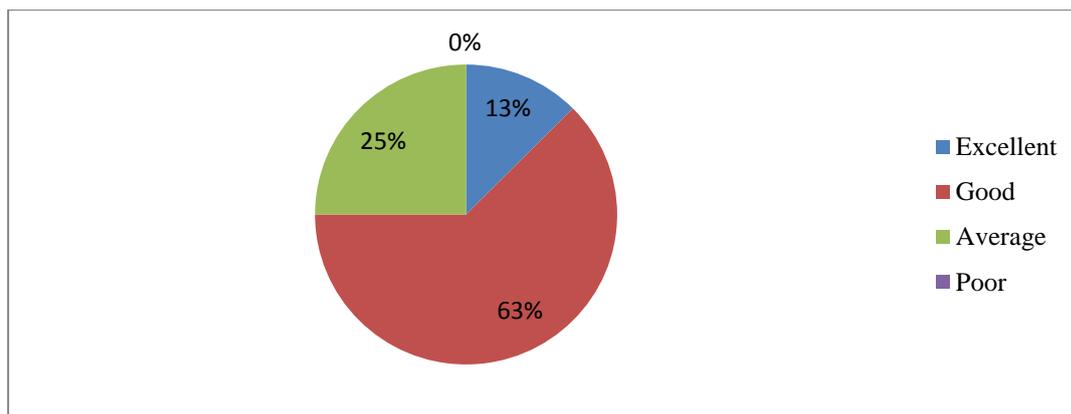
**Question 03:** Do you think your level in English is?

- Excellent
- Good
- Average
- Poor

Table 3.3

*Frequency of Students' Level in English*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
Excellent	05	12.5%
Good	25	62.5%
Average	10	25%
Poor	00	00%



*Figure 3.3* Frequency of Student's Level Perception

In order to determine student's perception about their level in English we have asked the previously mentioned question. As the result has shown, 25 students (62.5%) stated that their level in English is good while 10 students (25%) said that their level is average. Only 05 students (12.5%) of students are excellent and no one has a poor level.

**Question 04:** Do you think you need to do more speaking in your English classes?

- Yes
- No

Table 3.4

*Students' Perception about the Need of Practicing Speaking in English Classes*

Options	Number	Percentage
Yes	39	97.5 %
No	01	2.5%

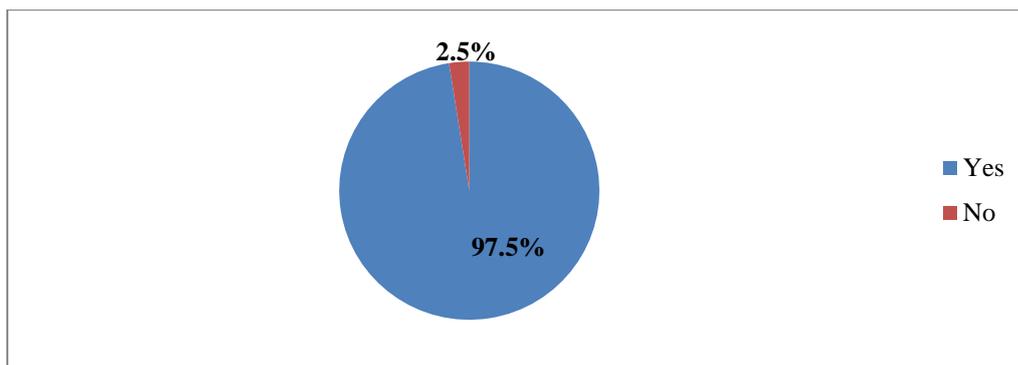


Figure 3.4 Students' Perception about the Need of Practicing Speaking in English Classes

As figure 04 indicates, the researcher asked students to rank the need of practicing speaking in English classes. Only one student (2.5%) said “no” there is no need to do more speaking in English classes while 39 students (97.5%) said “yes” there is a need to do more speaking in English classes.

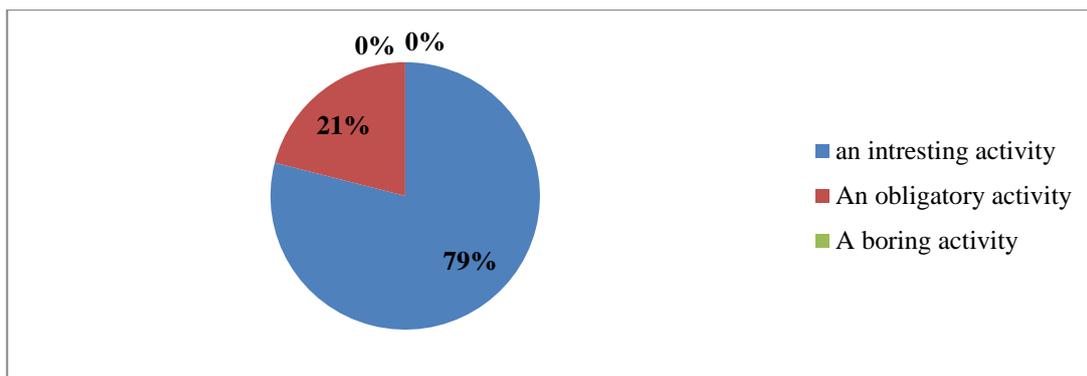
**Question 05:** Do you think learning English can be

- An interesting activity
- An obligatory activity
- A boring activity

Table 3.5

*Student's Perception about Learning the English Language*

Options	Number	Percentage
An interesting activity	31	79%
An obligatory activity	09	21%
A boring Activity	00	00%



*Figure 3.5 Student's Perception about Learning English*

In this question, 31 students (79%) respond that learning English is an interesting activity, whereas 09 students (21%) said that learning English is an obligatory activity and no one stated that learning English is a boring activity. This means that learning English is mandatory.

### **Section two: Group Work**

**Question 06:** During Oral Expression module, do you prefer to work?

- Individually
- In pairs
- In groups

Table 3.6

*Student's Oral Expression Preferences*

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
Individually	10	25%
Pairs	05	12.5%
In groups	25	62.5%

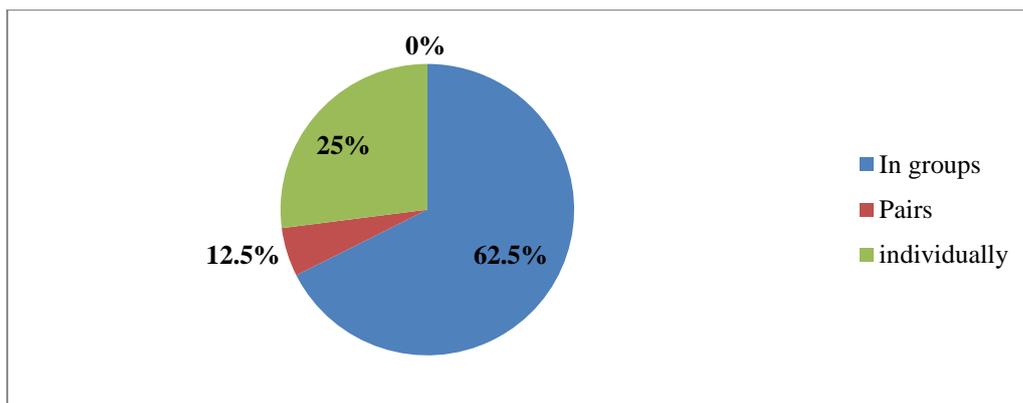


Figure 3.6 Student's Oral Expression Preferences

In the sixth question, 25 students (62.5%) stated that they prefer to work in groups during Oral Expression module while 10 students (25%) preferred to work individually and only 05 students (12.5%) stated that they prefer to work in pairs.

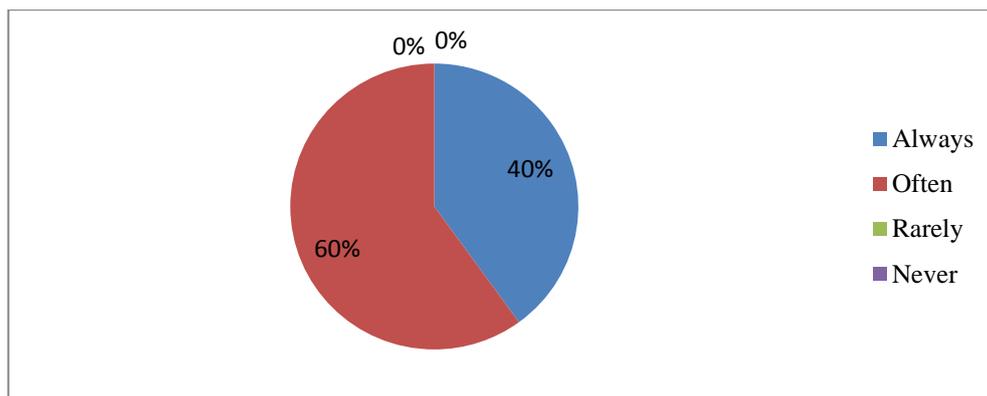
**Question 07:** How often does your teacher ask you to work in groups?

- Always
- Often
- Rarely
- Never

Table 3.7

*Frequency of Using Group Work Technique*

Options	Number	Percentage
Always	16	40%
Often	24	60%
Rarely	00	00%
Never	00	00%



*Figure 3.7* Frequency of Using Group Work Technique

The answers of this question shows that 24 students (60%) stated that their Oral Expression teachers often use group work technique while 16 students (40%) said that their teachers always use this technique and no answer for rarely and never options. This means that group work is one of the main methods used by teachers in learning process.

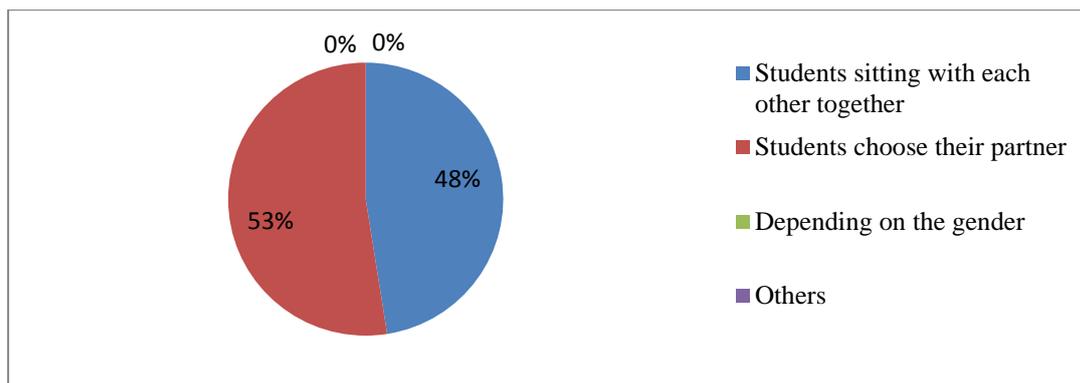
**Question 08:** On which basis does your teacher group you?

- Students sitting with each other together
- Students choose partner
- Depending on the gender
- Others

Table 3.8

*The Basis Used by Teachers in Grouping Students*

Options	Number	Percentage
Students sitting with each other together	19	47.5%
Students choose their partner	21	52.5%
Depending on the gender	00	00%
Others	00	00%



*Figure 3.8 The Bases Used by Teachers in Grouping Students*

As the data in table 3.8 indicate, 21 students (52.5%) said that students choose their partner while 19 students (47.5%) stated that students sitting with each other together, however no answer (0%) for depending on the gender and others option. These results indicate that teachers make their students feel free to group themselves and they are not obliged to follow a specific way.

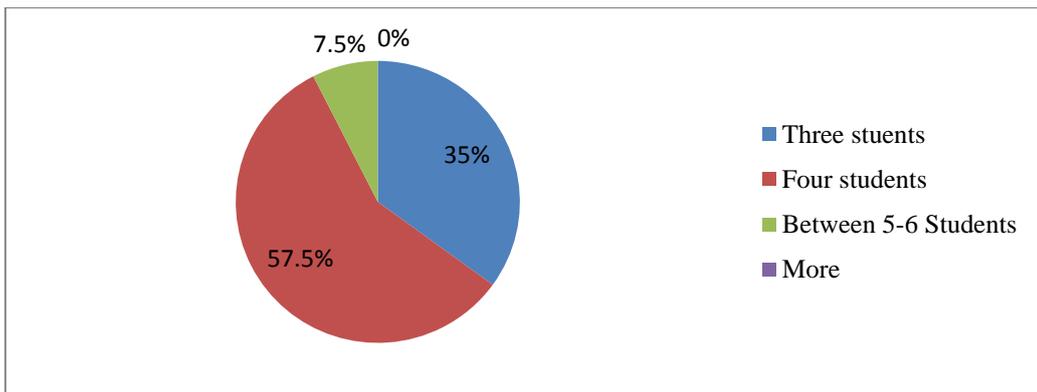
**Question 09:** Approximately, How many students are there in each group?

- Three students
- Four students
- Between 5-6 students
- More

Table 3.9

*Number of Students per Group*

Options	Number	Percentage
Three students	14	35%
Four students	23	57.5%
Between 5-6 students	03	7.5%
More	00	00%



*Figure 3.9* Number of Students per Group

As shown in table 3.9 above, , 23 students (57.5%) stated that the number of students in each group includes 04 students while 14 students (35%) said that the number in each group is 03 students .In addition, 03 students (7.5%) asserted that the number of students in each group ranges between 5-6 students.

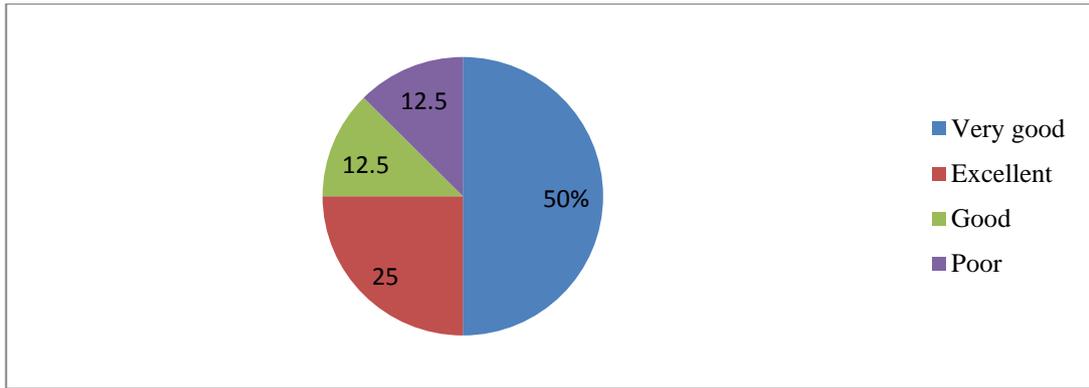
**Question 10:** Group work when compared to individual work is?

- Poor
- Good
- Excellent
- Very good

Table 3.10

*Group Work Compared to Individual Work*

Options	Number	Percentage
Poor	5	12.5%
Good	5	12.5%
Excellent	10	25%
Very good	20	50%



*Figure 3.10 Group Work Compared to Individual Work*

In this question, 20 students (50%) answered that group work when compared to individual work is very good while 10 students (25%) stated that it is an excellent method. In addition, 5 students (12.5%) claimed that it is good while other 05 students (12.5%) said that group work when compared to individual work is poor

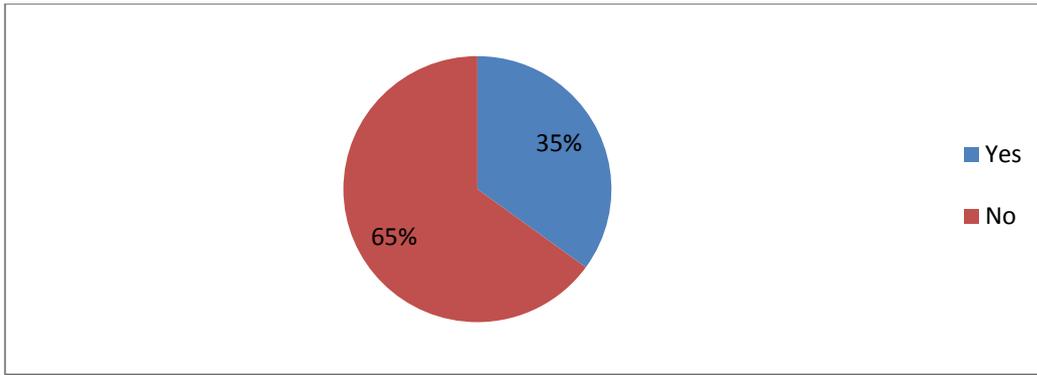
**Question 11:** Do you face problems when working in groups?

- Yes
- No

Table 3.11

*Students' Problems when Working in Groups*

Options	Number	Percentage
Yes	14	35%
No	26	65%



*Figure 3.11 Students' Problems when Working in Groups*

This question aims at revealing if students face problems when they work in group or not .26 students (65%) said that they have problems when working in groups while 14 students (35%) stated that they do not have any problem.

**Question 11.1:** In case the answer is yes, it is because:

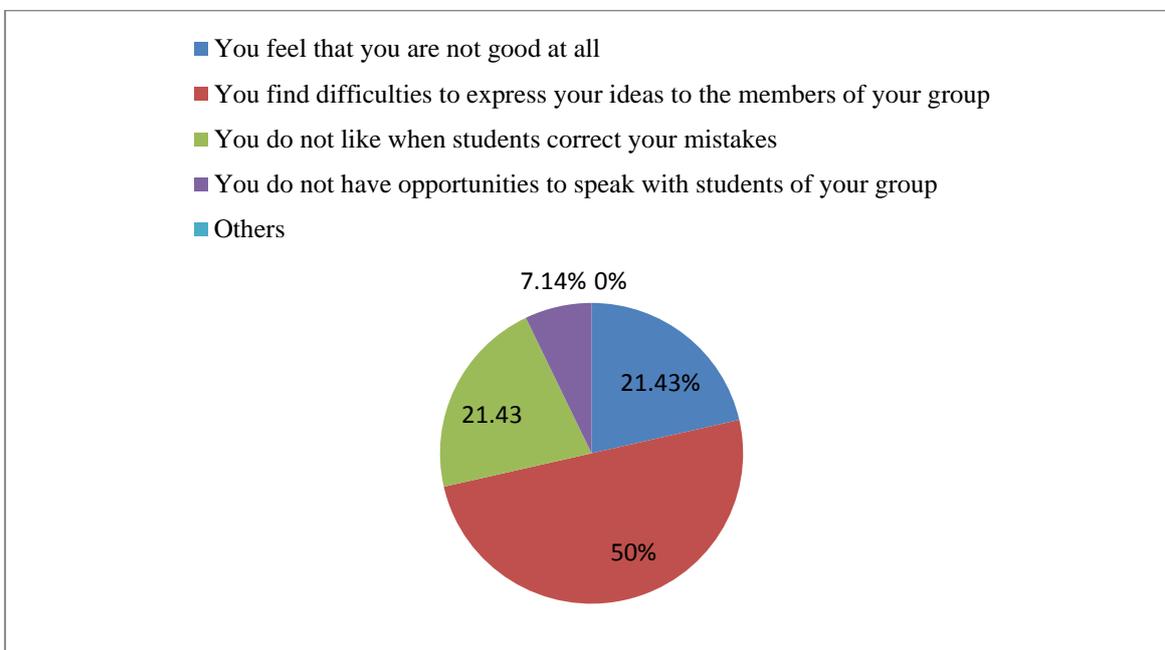
- You feel that you are not good at all
- You find difficulties to express your ideas to the members of your group
- You do not like when students correct your mistakes
- You do not have opportunities to speak with students of your group
- Others

Table 3.11.1

*Reasons of Student's Problems during Work in Groups*

Reasons	Number	Percentage
You feel that you are not good at all	03	21.43%
You find difficulties to express your ideas to the members of your group	07	50%
You do not like when students correct your mistakes	03	21.43%
You do not have opportunities to speak with	01	7.14%

students of your group		
Others	00	0%



*Figure 3.11.1* Reasons of Student’s Problems during Work in Groups

In this question, 13 students among 14 (50%) stated that the main problem that they face when they work in a group is finding difficulties to express their ideas to the member of the group while 03 students (21.43%) said that they do not feel good at all during group work . On the other hand, 3 students (21.43%) mentioned that they do not like when students correct their mistakes; whereas, 01 student (7.14%) said that s/he does not have opportunities to speak with members of the group.

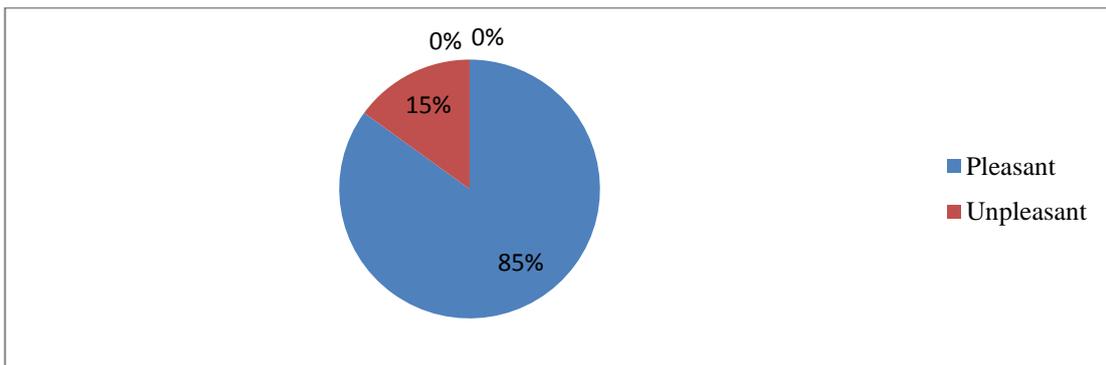
**Question 12:** When you work in a group, do you feel that the class atmosphere is:

- Pleasant
- Unpleasant

Table 3.12

*The Class Atmosphere during Working in Groups*

Options	Number	Percentage
Pleasant	34	85%
Unpleasant	06	15%



*Figure 3.12* The Class Atmosphere during Working in Groups

As figure 12 indicates, 34 students (85%) said that it the class atmosphere during group work is pleasant while only 06 students (15%) stated that the atmosphere is unpleasant may be because they prefer to work individually.

**Section three:** Group work and motivation.

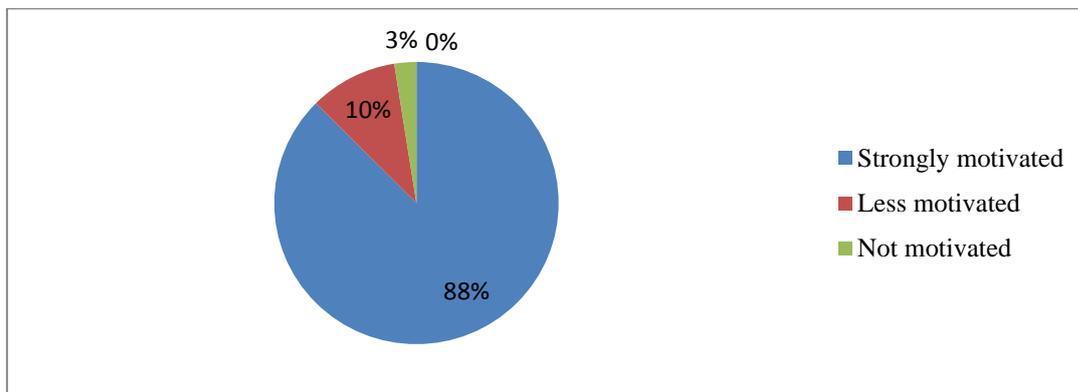
**Question 13:** When you work in small groups/ pairs, do you feel that you are

- Strongly motivated
- Less motivated
- Not motivated

Table 3.13

*Student's Motivation during Working in Group Work*

Options	Number	Percentage
Strongly motivated	35	87.5%
Less motivated	04	10%
Not motivated	01	2.5%



*Figure 3.13 Student's Motivation during Working in Group Work*

This question sought to discover whether students feel motivated or not during working in groups. 35 students (87.5%) stated that they are strongly motivated while 04 students said that they are less motivated. However, only 01 student (2.5%) claimed that he/she does not feel motivated when he/she works in a group.

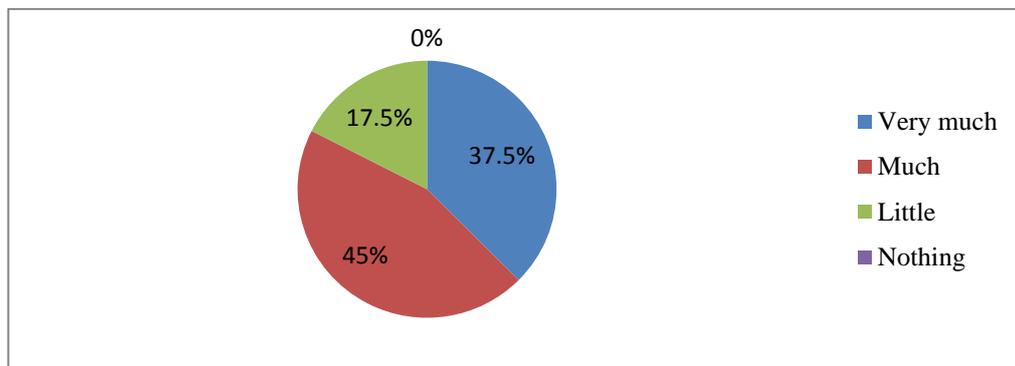
**Question 14:** How much do you learn from group work?

- Very much
- Much
- Little
- Nothing

Table 3.14

*Frequency of Students' Learning from Group Work*

Options	Number	Percentage
Very much	15	37.5%
Much	18	45%
Little	07	17.5%



*Figure 3.14* Frequency of Students' Learning from Group Work

It is very important to know how much students learn from group work. 18 students (45%) stated that they learnt much from group work while 15 students (37.5%) said that they learnt very much; however, only 07 students (17.5%) mentioned that they learnt a little from this technique.

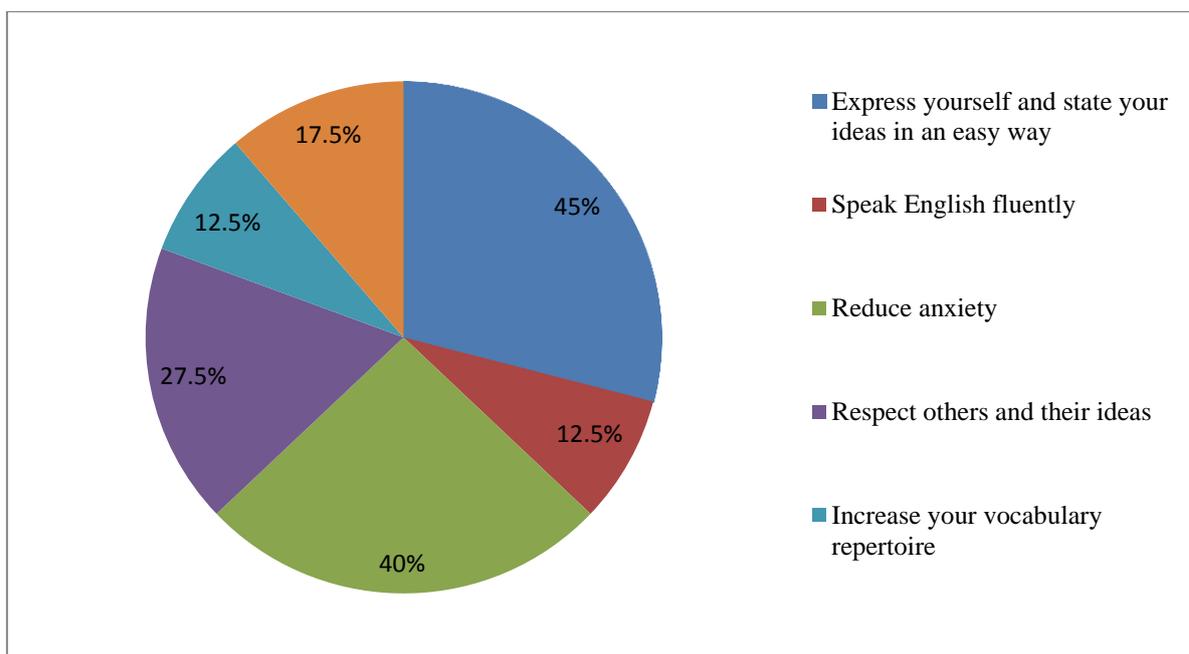
**Question 15:** Do you think that group work helps you to:

- Express yourself and state your ideas in an easy way
- Speak English fluently
- Reduce anxiety
- Respect others and their ideas
- Increase your vocabulary repertoire
- Learn social skills for communicating at ease with others
- Others

Table 3.15

*Benefits of Group Work*

Options	Number	Percentage
Express yourself and state your ideas in an easy way	18	45%
Speak English fluently	05	12.5%
Reduce anxiety	16	40%
Respect others and their ideas	11	27.5%
Increase your vocabulary repertoire	05	12.5%
Learn social skills for communicating at ease with others	07	17.5%
Others	00	00%



*Figure 3.15 Benefits of Group Work*

The last question aims to discover advantages of group work for EFL students. 18 students (45%) said that they can express themselves and easily state their ideas while 16 students (40%) mentioned that this technique helps them to reduce anxiety.

In addition, 11 students (27.5%) claimed that group work helped them to respect others and their ideas. Also, 07 students (17.5%) said that they learn social skills for communicating at ease with others and 05 students (12.5%) stated that this method helps them to speak English fluently whereas 05 students (12.5%) claimed that they increase their vocabulary repertoire through this technique.

### **3.2.3. Discussion of Student's Questionnaire Findings**

Questions 1,2,3,4 and 5 help us to know the gender of participants and the perception of the students' towards learning the English language. It has been found that the majority of participants were females. In addition, all students stated that achieving fluency in learning the English language is very important and learning this language is an interesting and obligatory activity.

Results of questions 06, 10, 12, 13 and 14 indicate that the majority of students enjoy working in groups i.e. they are very motivated during work in a group in addition, the majority of the students like this method because it helps them to reduce anxiety, express their ideas easily without fear of making mistakes. Even if there are some students who prefer to work in pairs or individually.

Questions 7, 8 and 9 aim to determine whether teachers use group work techniques in their classes or not. The majority of students said that their teachers use this method in the classroom because it has a lot of benefits for EFL students. The findings also revealed that the basis on which teachers create groups was mainly, according to students, sitting with each other and choosing their partner because usually, the students like working with their friends and feel more comfortable with them.

### 3.3. Teachers' Interview

The interview is another tool that we rely on in order to test our hypothesis, consolidate our data and gather qualitative information that serves our study. The interview has been administrated to teachers in the Department of English Language at Biskra University. The reason behind conducting this interview is to collect information about the role of group work in enhancing EFL students' motivation.

The sample of our population is (07) Oral Expression teachers whom we have chosen randomly .Teachers' data collection process was conducted by submitting the interview online via Oral Expression teacher's emails.

#### 3.3.1 The Interview

**Question 01:** Would you please specify your degree?

**Question 02:** How long have you been teaching Oral Expression?

Table 3.16

*Teacher's Degree and the Number of Years of Teaching Oral Expression*

<b>Interviewee</b>	<b>Educational degree</b>	<b>Teaching experience</b>
Teacher 01	Doctoral degree	03 years
Teacher 02	Doctoral degree	10 years
Teacher 03	Doctoral degree	03 years
Teacher 04	Doctoral degree	06 years
Teacher 05	Master Degree	01 year
Teacher 06	Master Degree	01 year
Teacher 07	Master degree	01 year

According to the results, teachers' experience ranges between 10 to 01 year of teaching Oral expression module. Moreover, (04) teachers hold doctorate degree while (03) hold the master degree.

**Question 03:** Do you find that your students are motivated to learn or not?

**Teacher 01:**

“Yes, they are motivated.”

**Teacher 02:**

“Somehow motivated.”

**Teacher 03:**

“Demotivated to interact.”

**Teacher 04:**

“Yes, they are motivated.”

**Teacher 05:**

“Not always.”

**Teacher 06:**

“No, they are not motivated.”

**Teacher 07:**

“Yes, they are motivated.”

The results of this question shown that the majority of teachers when they use group work method students become more motivated and enjoy create projects together because students who are engaged in group work, or cooperative learning, usually show increased individual achievement compared to students working alone.

**Question 04:** What is the factors that influence students' motivation?

**Teacher 01:**

“Classroom atmosphere.”

**Teacher 02:**

“The topic, the timing of the session and the teacher competency.”

**Teacher 03:**

“Teaching method, the topic.”

**Teacher 04:**

“Choice of the topic and the teaching method.”

**Teacher 05:**

“Teaching method.”

**Teacher 06:**

“The teaching method and the topic are the main factors that influence students' motivation.”

**Teacher 07:**

“ The learning environment is not encouraging.”

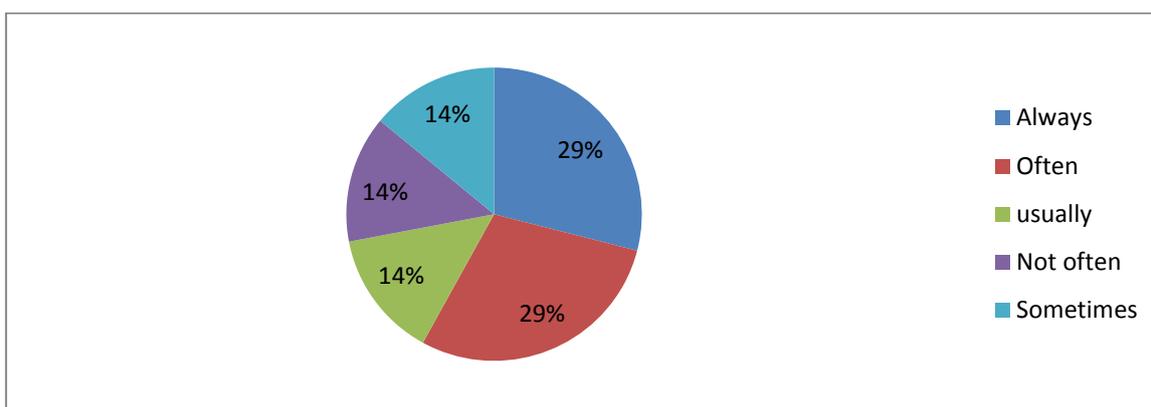
Concerning this question which was given to all teachers, the main factor influence student's motivation is teaching method because students' sometimes refuse the teaching method used by teachers which affect their interest to learn.

**Question 05:** How often do you use group work method?

Table 3.17

*Frequency of Using Group Work Method*

Answers	Numbers	Percentage
Always	02	29%
Often	02	29%
Usually	01	14%
Sometimes	01	14%
Not Often	01	14%



*Figure 3.16* Frequency of Using Group Work Method

The results shown that the majority of teachers use group work method during learning process.

**Question06:** To what extent does group work method increase student motivation to learn and speak the English language?

**Teacher 01:**

“It is a good method that motivates students to learn and speak the English language because it reduces anxiety to a certain extent.”

**Teacher 02:**

“They motivated towards creating good projects together.”

**Teacher03:**

“They get motivated when they work when they express their ideas and discuss them.”

**Teacher 04:**

“It does increase, immensely.”

**Teacher 05:**

“They are motivated when using this method.”

**Teacher 06:**

“It motivates students.”

**Teacher 07:**

“To a certain extent.”

Concerning this question teachers said that group work motivate students’ to learn because they enjoy creating project together.

**Question 07:** What is student's attitude toward group work method?

**Teacher 01:**

“They like it.”

**Teacher 02:**

“Generally, they refuse this method but when they start the project they become motivated.”

**Teacher 03:**

“Positively.”

**Teacher 04:**

“The majority of my students like this method.”

**Teacher 05:**

“They like and enjoy it.”

**Teacher 06:**

“They really like this method and enjoy to work together.”

**Teacher 07:**

“They like this method.”

Teachers claimed that students held positive attitudes towards group work and they liked this method because they enjoyed working together. Other teachers said that their

students did not like this method due to some reasons like they did not have opportunities to talk or because they have faced difficulties when they worked in groups.

**Question 08:** What are the difficulties / challenges that teachers face to motivate students?

**Teacher 01:**

“When they did not like the content this is a big challenge that I may face.”

**Teacher 02:**

“To choose the topic and try to create groups that can work in harmony with no issues.”

**Teacher 03:**

“To choose the topic which they can discuss.”

**Teacher 04:**

“Large number of students.”

**Teacher 05:**

“Crowded classes.”

**Teacher 06:**

“The topic.”

**Teacher 07:**

“The topic.”

The results of this question indicate that there are many difficulties that teachers face and hinder them from motivating their students, among which, the topic of the lesson, large number of students, and teaching method. Crowded classes are a challenging

issue for teachers. Also, the teaching method is one of the difficulties that teachers may face because students sometimes did not like the method used by teachers and this results in loss of focus and confusion.

### **3.3.1. Teachers' Interview Findings and Discussion**

The results of the interview show that the majority of teachers consider group work as one of the main method that enhance students to learn the English Language according to its uncounted benefits for students and teachers.

### **3.4. Conclusion**

To conclude, the positive results revealed in this study concerning the role of group work in enhancing EFL students' motivation have confirmed our hypothesis. This means that there is a positive relationship between group work and the student's motivation.

# **General Conclusion**

## **General Conclusion**

Enhancing students' motivation is a difficult task that requires some experience and effort. In addition, teachers should be aware of the benefits of the group work method for EFL students such as: reducing anxiety and fostering their self-confidence.

All in all, the obtained results confirmed our hypothesis that there is a positive relationship between group work and students' motivation to learn and speak the English language. The positive findings proved that group work enhances students' motivation to learn and speak English.

The first chapter introduces the theoretical overview of group work. We have provided definitions of group work by different scholars after that we stated different types of group work, its aims, and its benefits, also, we presented challenges of group work and the role of teachers to overcome them. Finally, we uncovered the relationship between group work and motivation.

The second chapter is concerned with motivation. We have provided different definitions of the term "motivation", its types and its theories after that we have mentioned the importance of motivation in the classroom and some reasons behind demotivating students to learn, and factors influencing students' motivation.

The third chapter is the practical part which aims to test the research hypothesis. It investigated how EFL students' motivation can be enhanced through the group work method. To examine this, a students' questionnaire and teachers' interview have been used as data gathering tools. The main goal of these tools was to understand how second-year students perceived the benefits of group works in promoting their motivation to learn and speak the English language.

The result of this study revealed that both teachers and students have positive attitudes toward the group work method because of its positive impact on students' motivation and its benefits on their learning in general.

## **Recommendations**

Based on the different theoretical and empirical findings emphasize the role of group work in enhancing EFL students' motivation, some suggestions and recommendations are addressed to students and teacher as following:

### **For students**

- Students should be aware of the relationship between group work and motivation and how can this latter impact their learning process.
- Students should participate in group work and be an active member.

### **For teachers**

- Teachers are invited to shift from the traditional way of teaching to the more engaging one. One suggested method is group work which is found to be very beneficial not only for Oral Expression module but also for other modules

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# **List of Appendices**

## Appendix A. Students' Questionnaire

Dear students, we are preparing a research on Group Work and we want you to help us for the completion of this study. You are kindly requested to answer these questions through ticking the answer/s that reflect/s your opinions. You should know that any information you will provide us with in this questionnaire will remain strictly anonymous.

- ✓ Tick the answer that indicates your choice

### Part One: student's perceptions about learning English

1. What is your gender?

Female

Male

2. Do you think that achieving fluency in English is?

a. Important

b. Not important

c. Very important

d. Less important

3. Do you think your level in English is?

a. Excellent

b. Good

c. Average

d. Poor

4. Do you think you need to do more speaking in your English classes?

a. Yes

b. No

5. Do you think learning English can be :

a. An interesting activity

b. An obligatory activity

c. A boring activity

## Part Two: Group Work

6. During Oral Expression module, do you prefer to work :

Individually

In pairs

In groups

7. How often does your teacher ask you to work in groups?

a- Always

b- Often

c- Never

d- Rarely

8. On which bases does your teacher group you?

Students sitting with each other together

Students choose their partner

Depending on the gender

Others

If your answer is others please specify :

.....  
.....

9. Approximately, How many students are there in each group?

Three students

Four students

Between 5-6 students

More

10. Group work when compared to individual work is:

Poor

Excellent

Good

Very good

Please justify?

.....  
.....

11. Do you face problems when working in groups?

Yes

No

In case if the answer is yes, is it because:

You feel that you are not good at all

You find it difficult to express your ideas to the members of your group

You do not like when students in your group correct your mistakes

You do not have enough opportunities to speak with students of your group

### Part three: Group work and student's motivation to learn

12. When you work in a group, do you feel that the class atmosphere is:

Pleasant

Unpleasant

13. When you work in small groups/ pairs, do you feel that you are:

Strongly Motivated

Less motivated

Not motivated

14. How much did you learn from group work ?

Very much

Much

Little

Nothing

15. Do you think that group work helps you to:

Express yourself and state your ideas in an easy way

Speak English fluently

Reduce anxiety

Respect others and their ideas

Increase your vocabulary repertoire

Learn social skills for communicating at ease with others

Others

If your answer is others please specify: .....

Thank you for your participation in this questionnaire

## **Appendix B. Teachers' Interview**

Dear teachers,

You are kindly invited to answer this interview. It is a part of a research which is designed to investigate the role of group work in enhancing EFL students' motivation.

We would be so grateful if you provide us with your information.

Q1- Would you please specify your degree?

Q2- How long have you been teaching oral expression?

Q3- Do you find your student's motivated or not?

Q4- What are the factors that influence students' motivation?

Q5- How often do you use group work method?

Q6- To what extent does group work method increase student motivation to learn?

Q7- What is student's attitude about group work method?

Q8- What are the difficulties / challenges that teachers face to motivate students?

**Thank you for your participation in this interview.**

## المخلص

تهدف هذه الدراسة إلى التحقق من دور العمل الجماعي في تحفيز طلبة السنة الثانية ليسانس لتعلم اللغة الانجليزية . حيث يعتبر العمل الجماعي من انجح الوسائل التي تحفز الطلبة لما لها من نتائج ايجابية مثل تعزيز الثقة بالنفس و التخفيض من الرهاب الاجتماعي حيث يمكن للطالب أن يعبر عن أفكاره بسلاسة دون الخوف من ارتكاب أخطاء. للتأكد من صحة فرضية الدراسة التي تقول أن الأساتذة اذا قاموا باستعمال طريقة العمل الجماعي خلال تدريسهم سوف يحفزون طلبتهم للدراسة و تكلم اللغة الانجليزية قمنا باستعمال أداتين مختلفتين تتمثل في استبيان لطلبة السنة الثانية ليسانس و حوار مع الأساتذة حيث اتضح من خلال النتائج المتحصل عليها و بعد تحليل المعطيات أن الطلبة و الأساتذة عبروا عن مدى إعجابهم بالعمل الجماعي و نتائجه المنعكسة ايجابا على الطلبة ومنه يمكن أن نستنتج بأن الفرضية السالفة الذكر تم التحقق منها و تأكيدها بالإيجاب.

الكلمات المفتاحية : العمل الجماعي / التحفيز / اللغة الإنجليزية.