



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Arabic Language Arts and Foreign Languages

Department of Foreign Languages

Branch of English



**Investigating the Role of Group Work as a Motivational Strategy to
Enhance Students' Peer Interaction**

Case study of second year students in the Branch of English at Mohamed kheider University
of Biskra

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

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Dedication

In the name of ALLAH the most gracious the most merciful

I dedicate this work:

To my parents: Aïcha & Noureddine

To Hoadjli, Naceri, and Bouzid family members

To my dear Mrs. Guerid Fatima Zohra

To my lovely sisters Narimane, Karima & Hanane

To all my teachers

To all my friends

To everyone who supported me to accomplish this work

To everyone dear & near

Acknowledgments

I would like first to thank **ALLAH** for giving me strength and capacity to accomplish this work.

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I would also like to thank the members of the Board of Examiners **Dr. Bashar Ahmed** and **Dr. Rabehi Ayache Salima** for their comments, suggestions, and for accepting to read and evaluate this dissertation.

I am especially grateful to teachers and students who offered me the opportunity to conduct the practical study.

I would like to express my heartfelt appreciation to my soul mate for his valuable suggestions and for whatever he did to reduce the moments of pressure: **Mohammed Amine Bouzid**.

Abstract

The present study aims to explore the effects of group work as a motivational strategy to enhance EFL students' peer interaction. It focuses on the importance of group work as a teaching technique to improve student-student interaction. It sheds some light on the importance of establishing a well organized environment to encourage learners to carry on improving their peer interaction. The basic hypothesis sets that if group work is used as a motivational strategy during EFL sessions, it will enhance students' peer interaction. The method of this research is purely descriptive; it aims to describe two variables: group work as a motivational strategy and its role in enhancing students' peer interaction. To gather data two instruments of research have been used; a questionnaire was administered to English teachers of Oral Expression at the Branch of English, at Mohamed Kheider University of Biskra and a classroom observation lasted for eight (8) sessions with two groups of 2nd year LMD at the same Branch. The research results have revealed that group work can be an efficient way to increase student-student interaction when it is implemented properly and regularly in EFL classes.

List of Abbreviations

2nd: Second

CM: Classroom Management.

CLT: Communicative Language Teaching.

EFL: English as a Foreign Language.

EM: Extrinsic Motivation.

IM: Intrinsic Motivation.

GW: Group Work.

L2: Second Language.

LMD: License Master Doctorate

OE: Oral Expression.

St: Student.

S-S: Student-Student Interaction.

T: Teacher.

TL: Target Language.

T-S: Teacher-Student Interaction.

%: Percentage.

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General Introduction

Teaching is perceived as inspiring, directing, and guiding the learners and the learning process, evaluating outcomes of teaching. While the teacher is the decision maker in the teaching process, this authority gives him the right to use different teaching styles and techniques.

Group work can be an effective technique to motivate students, encourage active learning and develop their critical thinking, interaction, and decision making skills. But without thoughtful planning and help, group work can frustrate students and instructors and feel like waste of time. Having students work in groups is one of the efficient ways to increase students' interaction. In the other hand, motivation can be considered as the key factor of students' academic success. Both teachers and students are supposed to be motivated in classroom. Group work is a dynamic way of interaction in language classroom; it is a classroom situation where students are working together in small groups. Through interacting with each other, learners have the opportunity to exchange ideas, thoughts, and an opportunity to practice language tasks. It aims to reduce learners' anxiety and get them involved in language activities. The concept of classroom interaction plays a significant role in the process of second language learning. In fact the considerable interest in the role of interaction in the context of learning became an important factor for the researchers of this field because it creates opportunities for the classroom community to develop knowledge and skills. For learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of foreign language communication.

Classroom interaction then, is necessary and useful as an educational strategy to enhance

learning. In this study, we are going to show the effectiveness of group work as a motivational strategy as well as its role in enhancing EFL students' peer interaction.

Statement of the problem

In order to guarantee student-student interaction in classroom activities, teachers need to apply some techniques that results positive outcomes in students' learning. Thus teachers have to provide learners with techniques such as group work which considered as a motivational strategy to improve their students' peer interaction. In this study, we try to investigate the role of group work as a motivational strategy to enhance EFL students' peer interaction.

Significance of the study

The present study has a great impact on learning and teaching process. It clarifies the role of group work in enhancing students' interaction which leads to success in classroom tasks. Although, it will be beneficial for students to promote their self-actualization, minimizing the fear from working together, it activates different learning styles. It permits EFL learners at Mohamed Kheider University to build their communicative skills, and make them adopting the sense of cooperation and creativity.

Aim of the study

The aim from this study is to discover the role of group work in motivating EFL students and reinforce their positive attitudes towards interaction among themselves, and to put a clear relationship between the application of group work in English classes as a teaching strategy and its role in helping EFL learners promoting their interaction.

Research questions

Through our work, we will try to answer the following questions:

1. Do teachers of English Branch at Mohamed Kheider University use group work as a teaching technique to enhance their students' peer interaction?
2. What is group work and to which extent is motivation important in EFL classes?
3. To what extent can group work increase students' motivation to work cooperatively?
4. What is peer interaction?
5. What role can group work play to enhance EFL students' peer interaction?

Research hypothesis

We hypothesize that:

If group work is used as a motivational strategy in EFL classes, students' peer interaction will be enhanced.

Research methodology

Research method

In order to confirm our hypothesis we shall use the descriptive method because we attempt to investigate the role of group work as a motivational strategy to enhance EFL students' peer interaction at Mohamed Kheider University.

Sample

In this investigation, we decide to choose two groups from second year LMD to conduct our classroom observation to attain a clear image about the situation during Oral sessions.

In addition to that, six teachers of Oral Expression were selected randomly as participants to answer the teachers' questionnaire.

Data gathering tools

To investigate the research, we have chosen two helpful instruments of research that save time and effort, and they are appropriate tools to collect valid data teachers' questionnaire and classroom observation. The questionnaire was directed to six teachers who taught Oral Expression at English Branch of the University of Biskra, we think that they would provide us with reliable answers. The classroom observation started from February 27th to March 16th during the academic year 2016/2017 with two groups of 2nd year LMD of English classes at Mohamed Kheider University for eight (8) sessions of intensive work to observe all the changes according to the various conditions in order to realize the exact reasons beyond students' peer interaction.

Structure of the dissertation

The present study is composed of three chapters. The first chapter is divided into two main sections, the first is assigned to give a clear image on the role of group work as a teaching technique in languages classes starting by definitions of the concept, its main types, and its advantages, the second section is about motivation as an important factor in teaching and learning a second/foreign languages it sheds light on definitions of motivation in different perspectives, its types, theories and importance of it in EFL classes, and also its strategies. At the end of this chapter we relate the two sections by a title to show the strong relation between them which consists of some tips for using group work to motivate learners. The second chapter concerns students' peer interaction as an instrument to obtain communicative skills in second language learning. Finally, the third chapter deals with data

analysis, it provides a detailed analysis for both tools of research, teachers' questionnaire and classroom observation.

Limitation of the study

The present study is about investigating the role of group work as a motivational strategy to enhance EFL learners' peer interaction. It is a study that needed a long period of time to carry on more than eight sessions of classroom observation to follow students' progress, demanded different levels such: First and Second year LMD because of time constraints. Our case study was limited to two groups of 2nd year LMD an English Branch and only Oral Expression module, while it works with many modules. This is just a starting point about the efficacy of group work as a motivational strategy to enhance EFL learners' peer interaction and it will be just an opening door for further research.

CHAPTER ONE

GROUP WORK AS A MOTIVATIONAL STRATEGY

Introduction

This chapter is divided into two related sections; the first is about group work. It consists of how researchers defined group work as a teaching strategy, how teacher form groups in EFL classes, also sheds light on types of groups and the role of each student among the group as a member. This technique can have a significant impact on the effectiveness of learning because it turns the classroom to be such pleasant and inspiring environment. Motivation comes in the second section where it is considered as the key of learning and a necessity for students' academic success, with its complex and broader meaning, has gained the interest of many researchers who have introduced various studies about the term including definitions, theories, types, and how it is important in foreign languages classes.

Section one: Group Work

1. Definitions

Group work in classroom has become more and more common over the last several years. Many teachers use it to help students learn from each other, build their communicative skills and responsibility. The term "TEAM" is an acronym for "Together Everyone Achieve More"; it is often used interchangeably with the term "GROUP". Researchers studied this learning technique and defined it in different perspectives as follow:

Brown (2000) has offered the following minimalist, common-sense definition of groups: "a group exists when two or more people define themselves as members of it and when its existence is recognized by at least one another" (p.3), in other words, a group is when two or more people communicate, interact, and consider themselves as members of that group.

According to Ehrman and Dornyei (1998 p.72) identified the following characteristics features of a "group":

- There is some interaction among group members.
- Group members perceive themselves as a distinct unit and demonstrate a level of commitment to it.
- Group members share some purposes or goals for being together.
- The group endures for a reasonable period of time (i.e. not only for minutes).

From all the above features class groups are characterized by considerable interaction amongst the students; they are distinctly recognizable units with which learners typically identify strongly; they have an official purpose; they usually operate for months if not years, they are highly structured in terms of achievement and behavior.

Humans are small-group beings (Johnson & Johnson, 2005) humans have lived in small groups, all day interact with each other. The social competencies are necessary for interacting effectively with others central to quality of family life, educational achievement, career success, psychological health, and creating a meaningful and fulfilling life.

Brumfit (1984) said that group work is a good way to engage students to be more active and responsible for their own education; in other words, group work increases the amount of students' practice. This mode of learning allows them to help one another to use and learn the target language. In addition, the psychologist Gladding (2003) focused on the psychological side of group work in his definition, he suggested that group of humans who work together consists of two or more people who were interacting on the purpose of achieving mutually agreed upon goals.

Cohen and Mullender (2003) in their book "*Gender and Group work*" stated that working in small groups is considered as students working together in small groups where they can participate on a clearly assigned learning task, means that every member of the group is

responsible on one specific part of his/her work, and through this task all members of the group share their thoughts, ideas, and they interact with the target language.

Barbara Gross Davis in her book entitled "*Tools of Teaching*" (1993) reported that the students who work in groups develop an increased ability to solve problems and evidence greater understanding of the material, in other words, regardless to the subject matter students working in groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats.

2. Advantages of group work

Once group work has been defined, it is important to analyze why EFL teachers use group work. Group work especially creates an environment where students teach and explain concepts to each other; this reinforces the information provided by the instructor and also provides students the opportunity to hear or learn the material from a peer, who may be able to explain it in a way that makes more sense to the other students.

Brown (2001) and Harmer (2001) pinpoint the following principles in which group work is grounded:

*Students' processing language moves from units and pieces to more complex sentence structures faster and spontaneously. "Overanalyzing language, thinking much about its forms, and consciously lingering on rules of language all tend to impede this graduation to automaticity" (Brown, 2001, p.56). The key element here is fluency over accuracy.

*Group work gives students more chance to interact and use the target language more freely. Instead of just having a few seconds to talk in teacher-fronted classes, students can participate longer in a small group and feel more confident to give their opinions and even make mistakes when just three or four classmates are looking at them. Brown (2001) states

that “small groups provide opportunities for student initiation, for face-to-face give and take, for practice negotiation of meaning, and for extended conversational exchanges, and for students’ adoption of roles that would otherwise be impossible” (p.178).

*Language learning is much more meaningful. Instead of memorizing and/or drilling, students use language to talk about something that is appealing, contextualized and relevant to them. “Meaningful learning will lead toward better long-term retention than rote learning” (Brown, 2001, p.57).

*Group work creates a positive atmosphere in the sense that some students will not feel vulnerable to public display that may cause rejection or criticism. It is totally true that shy or low risk-taker students feel much more confident working in small groups than in teacher-fronted classes. It is difficult to hide in small groups.

*Learner’s responsibility and autonomy are encouraged through group work. “The small group becomes a community of learners cooperating with each other in pursuit of common goals” (Brown, 2001, p.178). Students are not constantly relying on the teacher to complete their tasks. They learn that they can complete an activity successfully with the help of other classmates or by themselves.

*By using group work, the teacher has the opportunity to teach turn-taking mechanisms. As Kramsch (1987) suggests teaching students how to take turns, as easy as this might seem, requires teaching a number of skills that are not automatically transferred from the mother tongue such as to tolerate silences, to direct look to addressees, to make use of floor-taking, and to take longer turns.

According to Beebe and Masterson (2003) whom suggested some benefits of group work which can minimize the obstacles that hinder success are:

*Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.

*Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.

*Content may be broken down into parts. This allows students to tackle larger and more complex problems and assignments than they would be able to do individually.

*Instructors are able to have the content reinforced by giving the students ways to apply what they have learned in a collaborative setting.

*Teaches students to plan more effectively and manage their time.

*Content is reinforced as students work together and "teach" each other. This improves understanding through additional discussion and explanation.

*People remember group discussions better. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross & Major, 2005; Davis, 1993), means that group learning fosters learning and comprehension.

3. Group work activities

Penny Ur in her book *"A Course in English Language Teaching"* (1996) presents a very good list of group activities that language teachers can incorporate in their classes. The list includes activities like:

- ❖ Debates / discussions.
- ❖ Problem-solving.

- ❖ Creation of story, fashion show, talk show.
- ❖ Dramatization.
- ❖ Creation of a survey or interview.
- ❖ Information gap activities / concentration games.
- ❖ Detecting differences from pictures /sentence sequence.

The table below provides some information on a variety of teaching methods that are suitable for small group because they adopt learner-centred approach:

Activities	Description
Introductory rounds	Go round room and have students introduce themselves.
Pre-class quiz	Prepare a brief quiz in order to assess prior learning, skills and abilities.
Rounds	Go round group using unit of study content or outcomes to stimulate discussion.
Brainstorming	Provide concept, question or idea in order to generate a list of responses, options and suggestions.
Cross over	Organizational method where groups work together then one member from each split to form another group so that students report findings to smaller groups rather than class.
Role-play	Provide a situation or individual for a

	small group to act out. There are many different forms of role-playing that can be done by allocating roles to play to groups or individuals within groups.
Debate	Prosecutor vs. defendant, critic vs. defender, affirmative vs. negative. Debate an issue with a partner or as a team.
Problem Based Learning (PBL)	Is variously defined, but essentially involves students working on problems or ‘scenarios’ using an enquiry or question based approach to learning. Students are offered a scenario and then proceed to examine or ‘deal’ with it via critical thinking and analysis skills.

Table1: Group work activities (Bender, 2003; Exley & Dennick, 2004; Salmon, 2005).

In the other hand, Bossert (1988) claim that collaboration helps to develop many of the key skills that will be required of students for their future success, collaboration leads to greater retention, improved student achievement and increased self-esteem and meta-cognition, and it can be used to facilitate active learning and to promote inclusion by increasing contact among diverse groups.

4. Types of group work

Depending on the size of the class, the length of time spend in each activity and the physical features of the classroom, and the nature of group task, there are two main types of groups that teachers use when having their students work cooperatively:

4.1 Heterogeneous (diversity)

Cohen (1994) presented this type as design group work requiring the multiple abilities of group members to solve, manage, and complete a complex task that have the uncertainty of challenge. That means grouping students of different ability levels together. The key word is “Diverse”. This type of groups included students with a wide variety of instructional levels. From the educational percept a positive interdependence can arise from students with varied learning levels working together and helping each other to reach an instructional goal.

4.2 Homogenous (similarity)

Davidson (2009) defined this type as placing students in classroom based on their current academic ability level in a certain subject. Means grouping students that are “Similar” level, this type require to group students together according to scores in standardized tests and instructional level. They work on materials suited to their particular level, as determined through assessments. These groups are also known as ability groups or ability-based groups.

Group work in classroom is an area of interest of many researchers Slavin (1995) Silberman (1996) Jaque (1970) whom suggested eight other types of groups that teachers use to engage the sense of cooperation among their students. In addition to the two main types that are mentioned above there are other types buzz groups, think-pair-share, circle voices, rotating trios, pyramids, jigsaw, fishbowl and learning teams.

5. Forming groups

Depending on the size of the class, the length of time, the physical features of the classroom, and the nature of the group task. Better group work experiences begin with how

groups are formed; small groups or learning teams can be formed in three ways suggested by Davis (2009, p.194-195):

5.1 Random selection: students join with others sitting nearby or teacher creates groups using some random methods. Random assignments to groups have some advantages, this method is relatively easy for instructors to implement and give the appearance of being fair (Bacon, 2001). Random assignment is “fair” in the sense that each student has an equal likelihood of being in any particular group. Although this kind of assignment leaves the process of group composition purely to chance, Bacon et al. (2001) stated “in its reliance on chance, random assignment is not far off from a game of Roulette in casting players into winning or losing teams” (p.8), that means the selection in such group formation depends on chance to assemble learners in different groups to meet their need and make good relations to interact, students here are free to make decisions.

5.2 Teacher-selection: it is used for certain activities it is about mixing levels in class for a specific task. Teacher here should always have the final say in how the groups are formed. It can be useful for grouping students according to certain criteria such: skills, student levels, capacities and abilities. Learning in groups may include several of these options: learning from each other, collecting resources, making decisions, mutual support, sharing ideas and creating something.

5.3 Student-selection: giving the choice to them to decide with whom they want to work with. Hilton and Phillips (2010) report that “although student-selected groups perceived they produced higher-quality work, the actual grades assigned to the group projects did not differ between group formation conditions.” (p. 26) student-selected groups had more positive experience than instructor-formed groups; it develops trust in others with whom

they had no prior contact. It leads to better group dynamics and outcomes (Bacon et al.1999).

Johnson and Johnson (1989) “Learning to work together in a group may be one of the most important inter-personal skills a person can develop since this will influence one’s employability, productivity, and career success” (p.32). In other words, the sense of belonging to a particular group may increase productivity, creativity, and lead to success in group tasks.

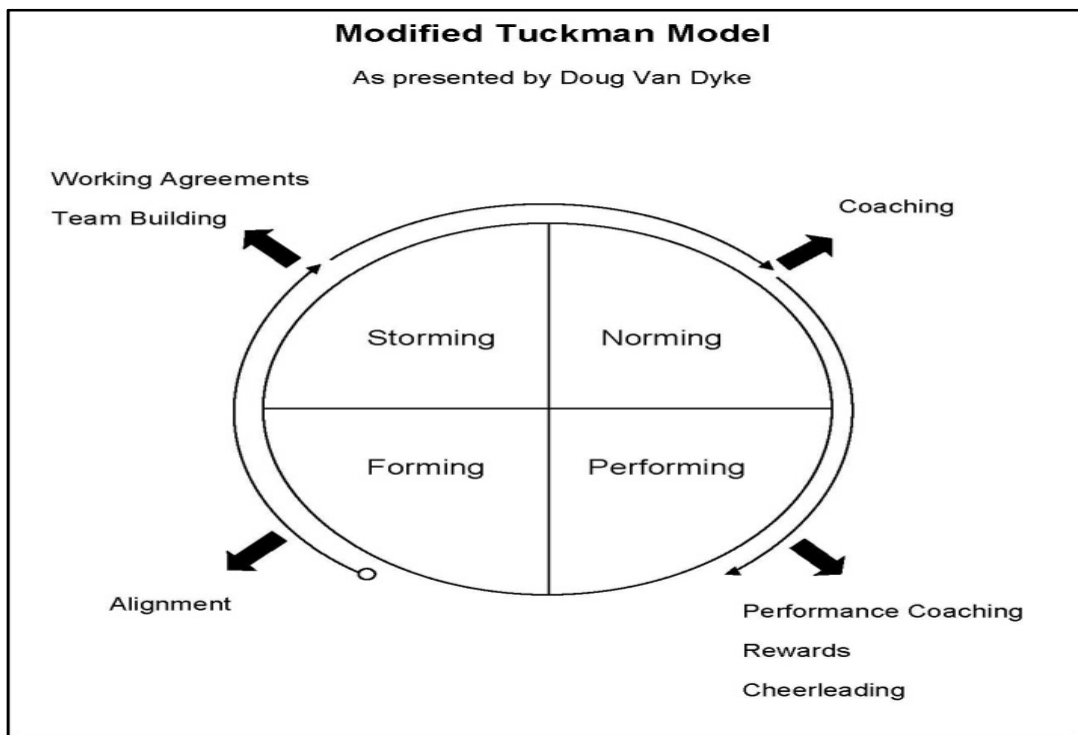


Figure 1: Tuckman’s stages of group development.

5.4 Tuckman’s model

Dr. Bruce Tuckman published his Forming, Storming, Norming, Performing, model in 1965; he added the fifth stage ‘adjourning’ in the 1970’s. Tuckman’s model that is explains as the team develops maturity, ability, relationship establishment, and leadership styles.

These phases are all necessary in order for the team to grow, to face up challenges, to tackle problems, to find solutions, to plan work, and to deliver results. They are as follow:

5.4.a Forming (orientation) this is the polite, opening, gets acquainted, ice breaking stage of group formation. This process begins at the moment where members begin to assemble for the first time. Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.

5.4.b Storming (conflict) this second stage of group formation introduces conflict and competition into the formerly safe and pleasant work environment. Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.

5.4.c Norming (structure development) this third stage of group formation is typically a welcome breath of fresh air after the storming stage it includes cohesion, sharing and trust building, creativity and skill acquisition. Learners feel part of the team and realize that they can achieve work if they accept other view points.

5.4.d Performing (work) the fourth stage of group formation provides a feeling of unity, group identity, interdependence and independence. It is the most highly productive stage the team has all the skills resources and talent needed to complete the task. The teamwork is in an open and trusting atmosphere where flexibility is the key.

5.4.e Adjourning/ transforming/mourning (dissolution) the fifth stage of group formation is the other bookend of the initial forming stage. It is marked by recognition by the team leader, conclusion and disengagement by the team members. The team conducts assessment and implements a plan for transitioning roles and recognizes members' contributions.

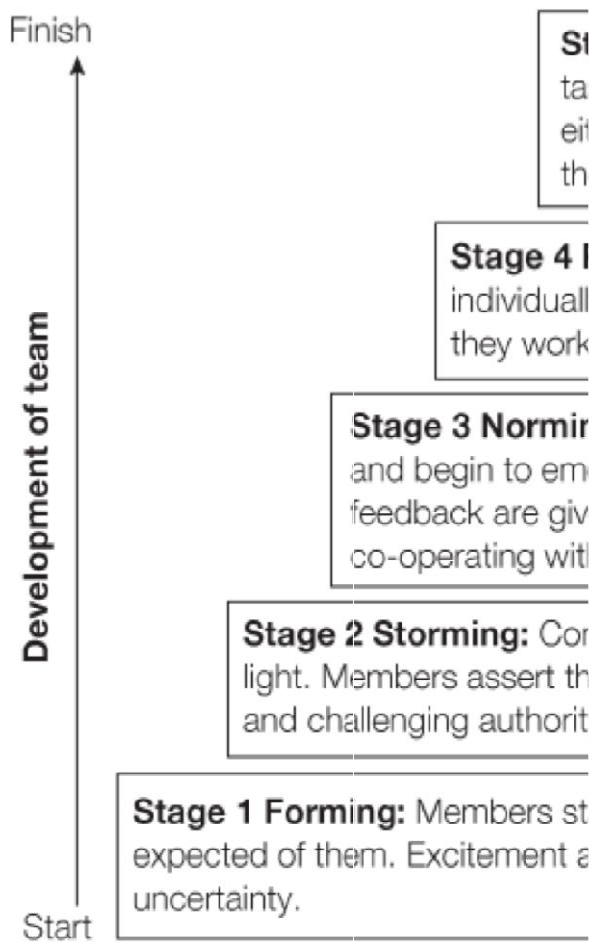


Figure 2: Tuckman's stages of group development (added adjourning in 1977)

As (Figure 2) shows that the fifth stage of group development Adjourning is added, it involves completing the task and break up the team. Those stages are related, they are all necessary and inevitable in order for the team to grow, face up challenges, tackle problems, find solutions, plan work, and deliver results.

6. Students' roles in groups

Smith (1994) suggested that many teachers find that assign students' particular roles in an effective way to structure group work. Sometimes certain students tend to assume too much responsibility for the group's work, while other students may be reluctant to contribute the group's activities. Designating roles helps in distributing responsibility among group members and ensure accountability for all students' participation. As

students practice different roles, they have the opportunity to develop a variety of skills. In order for groups to run as smoothly as possible it can be a good idea to assign roles to members. Sometimes this happens naturally, but if not, assigning and rotating roles, if necessary, can be a good way of ensuring the work load is distributed amongst all members of the group, these roles are stated as follow:

6.1 Manager/Leader

The role of the manager is to take on the responsibility of:

- Getting the group organized.
- Keeping the group on task.
- Organizing tasks into sub-tasks.
- Making sure everyone has a chance to contribute.
- Encouraging participation by all members.

6.2 Thinker

The role of the thinker is to:

- Ensure the group avoids premature agreement.
- Ask questions that will lead to understanding.
- Push the group to explore all possibilities.

6.3 Checker/Recorder

The role of the recorder is to:

- Check for consensus among group members.
- Record the group solutions.

6.4 Conciliator / Mediator

The role of the conciliator is to:

- Resolve conflicts.
- Minimise interpersonal stress.
- Ensure that members feel 'safe' to give opinions.

6.5 Explainer

The role of the explainer is to:

- Re-emphasis the main points.
- Check understanding of all group members.
- Ensure that each member understands the task, their component and what they have to do.

Kappler and Watts (1988) mentioned that differentiation of roles a team leads to better team organization and productivity. A group of four members can include four related roles are leader is responsible for organizing the team and scheduling the task, recorder captures the team's discussions in writing and documents decisions made and actions items assigned, facilitator is responsible for ensuring that all team member's opinions are expressed and evaluated he keeps time during meetings and assumes the lead responsibility for furthering team cohesion and camaraderie, liaison communicates with organizations outside of the team he takes a lead role in establishing contact and following up on commitments and obtaining information.

Section two: Motivation

1. Definitions

Motivation is a critical component of learning it is important on getting students engaged in academic activities. It has to do with students' desire and participation in the learning process. Researchers and psychologists worked to define the term motivation in many

perspectives specially in learning a foreign or second language. The following definitions will show the different points of view toward this influential element:

Chaplin (1997) as quoted in Belasen (2015) defined it as “the forces within us that activate our behavior and direct it toward one goal rather than another” (p.434). In other words, motivation is the power that guide our behavior and make our goals be achieved.

For some scholars Lie and Pan (1998), motivation is an important factor which determines the success or failure in the second language learning, because this last can directly influence the frequency of using learning strategies. In other words, the success and failure in achieving goals depends on the motivation that holds by learners towards learning English language.

Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language. Woolfolk (1985) defines “Motivation as an internal state that arouses, directs and maintains behavior” (P.372).

The motivated individual exhibits a desire and interest towards foreign language learning, both accompanied by an effort. The desire to achieve the goal (achievement motivation) acts as a mechanism force on the individual’s work, perseverance, and power of struggle. A subject motivated to learn the foreign language works, struggles, and makes an effort to do so. However, as Gardner rightly points out, effort is not enough if it is not accompanied by the desire to learn and by favorable attitudes: (Gardner, 1985, p.10-11)

Effort alone does not signify motivation many attributes of the individual, such as compulsiveness, desire to please a teacher, might produce effort ...

When the desire to achieve the goal and favorable attitudes toward the goal are linked with the effort or the drive, then we have a motivated organism.

Motivation is “what gets you going, keeps you going, and determines where you are going to go” Slavin (2003, p.329). That means motivation is the drive that helps one meet her/his desired goals. It is a mental force that aids person to achieve a goal. Motivation is fundamental in learning in the sense that it rules the students’ behavior; it serves as an evidence for teachers to interpret how much students are willing to learn.

2. Theories of motivation

Motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his/her job the best. A teacher can do a lot to improve the students’ motivation, and the effort involved is an essential part of the teaching profession. Self-determination and Gardner’s theories both are suggested to see motivation in depth within the process of learning.

2.1 Self- determination theory (SDT)

It is an empirically based theory of human motivation. According to Dornyei (2003) SDT is one of the most influential theories in motivational psychology. Deci and Ryan are the pioneers of this theory that holds the autonomy that combines intrinsic and extrinsic motivation. According to them, to be self-determined means to experience a sense of choice in initiating and regulation “trigger and monitoring” one’s own actions (Deci, Connell, & Ryan 1989). SDT is distinguished into two types of motivation based on different goals that give rise to an action. The basic distinction is between intrinsic motivation which refers to doing something because it is inherently interesting or enjoyable, whether extrinsic motivation refers to doing something because it leads to a separable outcome.

2.2 Gardner's theory

According to Gardner (1985) who defined motivation as an important factor in learning second and foreign languages, there are mainly two types of learning motivation which are under the *Socio-educational Model*, which likely are the two most important under the concept of motivation integrative orientation refers to learners' desire to at least communicate or at most integrate (or even assimilate) with the members of the target language. While instrumental motivation refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination (Gardner, 1985).

3. Types of motivation

As known, motivation concerns energy, direction, persistence (Ryan, 2000). It is typically defined as the forces that account for the arousal, selection, and continuation of behavior, or is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior (Meyer, 1997). From the above theories we extract the four types of motivation that are essential in the teaching-learning process.

Deci et al. (1991) describe the self-determination theory which identifies the two main common types of motivation are as follow:

3.1 Intrinsic motivation

Intrinsic motivation (IM) comes from internal sources. Intrinsically motivated students want to learn because they are curious, seek knowledge, and interested in self-improvement, and learning gives them satisfaction. Brown (2007) suggested that Intrinsic motivation refers to the reason why we perform certain activities for inherent satisfaction

or pleasure; you might say performing one of these activities is reinforcing in-and-of itself; in other words, IM comes from within the student, an intrinsically motivated student studies because s/he wants to study the material used are interesting challenging, so s/he receives some kinds of satisfaction from learning.

3.2 Extrinsic motivation

Extrinsic motivation (EM) comes from a person's environment. An extrinsically motivated student studies and learns for other reasons. Such a student performs in order to receive a reward, like graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like a failing grade. Brown (2007) mentioned that EM refers to our tendency to perform activities for known external rewards, whether they be tangible (money) or psychological (praise) in nature, that means student learn for enjoyment to receive a reward like graduating or passing a test.

The second set of types is presented in Gardner's *socio-educational model* which clarifies the significance of motivation as a contributing factor in second language (L2) acquisition. The model is divided into two types are as follow:

3.3 Integrative motivation

It is a favorable perceptive towards the target language (TL) community, in other words learners wish to adapt a new target culture. Learners who are motivated want to learn the language because they want to know people of that language; they are also interested in the culture associated with that language. Gardner (1985) stated that “motivation to learn a second language is influenced by group related and context related attitudes toward the learning situation respectively” (p.168). Integrative orientation reflects an interest in learning another language because of “a sincere and personal interest in the people and culture represented by the other language group” (Lambert, 1979, p.98).

3.4 Instrumental motivation

In contrast to integrative motivation is the form of motivation referred to as instrumental motivation. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000), or refers to a practical or pragmatic reason for language study, it describes reasons for L2 learning related to potential gains such as reaching an academic goals, applying for a job, achieving higher social status (Dornyei, 2001). Learners with an instrumental motivation want to learn language because of a practical reason such as getting a reward. It is determined in terms of reward to doing well.

4. The importance of motivation

Motivation plays a vital role in learning and can influence what, when, how we learn and it is a significant factor in performance (Schunk and Usher 2012). It has been shown to play an important role in determining whether a learner persists in a course, the level of engagement shown, the quality of work produced, and the level of achievement attained. Most of teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning. Moreover, motivation provides the primary impetus to initiate learning the L2 and later driving for sustain the long tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent (Dornyei, 1998). These can be broadly conceptualized in terms of a general expectancy—value model of motivation (Brophy 1974). The expectancy component is concerned with learners' beliefs about whether they are able to perform a task (Bandura 1977). The value component relates to beliefs a learner holds about the task itself (Eccles and Wigfield 1995). Motivation determines the extent of active, personal involvement in L2 learning; research shows that motivation directly

influences how often students use L2 learning strategies; how much students interact with native speakers and how long they persevere and maintain L2 skills after language study is over (Oxford & Shearin, 1994). In the other hand motivation has an influence on students' engagement. Engagement is viewed in the literature as very important for enhanced learning outcomes of all students (Schlechty, 2013). Students engage in tasks also for their own interests and enjoyment when the intrinsic value of the tasks is high.

5. Motivational strategies

Wlodwoski (1985) said that a person may, at best learn but also dislike what has been learned or the learning process itself means that every learning sequence, whether it lasts twenty minutes or twenty hours, can be divided to a time continuum, there is always a beginning, middle, and an end. There are affecting factors that can be done in process of learning which are motivational strategies, that help students positively in their learning situation, this set of strategies used in EFL classes to maintain and protect motivation during the learning tasks. According to Dörnyei's (1999) work, he incorporated the motivational strategies that are used in teaching English as foreign language into the following main types:

5.1 Generating initial motivation

➤ Creating the basic motivational conditions

- Adopting appropriate teacher behavior and establishing rapport with the students.
- Creating a pleasant and safe classroom atmosphere.
- Creating a cohesive learner group.

➤ Enhancing the learners language-related values and attitudes

- Focus on 'integrativeness'.
- Focus on the anticipated intrinsic pleasure of learning.

-Focus on instrumental incentives.

5.2 Maintaining and protecting motivation

-Helping learners to set appropriate (proximal and specific) sub goals for themselves.

-Increasing the quality of the learning experience.

-Increasing the learners' self-confidence.

-Providing regular experiences of success.

-Reducing classroom anxiety.

-Promoting favorable self-conceptions of foreign language learning competence.

-Creating learner autonomy.

-Adopting an active socializing role (by the teacher).

-Raising the learners' awareness of motivation maintenance strategies.

-Emotion control.

- Environmental control.

5.3 Rounding off the learning experience: Encouraging positive self –evaluation

-Promoting attributions to effort rather than to ability

-Increasing learner satisfaction

6. Tips for using group work to motivate learners

Cohen (1982) states that group work is also a strategy for solving two common classroom problems: keeping students involved with their work and engaging students with a wide range of academic skills. Teacher encourages his students to collaborate and work as a group can be an excellent way to enhance their learning, keep them motivated and develop skills which are applicable for beyond the context of school. When well-prepared and effectively managed, group work can be very fulfilling for both teacher and learner. The

following set of tips contains how students in groups are motivated and engaged in the given task.

6.1 Group work requires planning

GW is quite different from individual work and should be specifically prepared or adopted from existing tasks. Without proper preparation, GW can be a very disengaging experience for learners.

6.2 Set and share clear objectives

As with every lesson, it's important when working with groups to have a clear idea of the aims and objectives. This sense of ownership of the task can often be a great motivator.

6.3 Allow some freedom

Remain open-minded about the effective way to complete the task in hand. GW situations naturally give rise to brain-storming and idea sharing. Teacher here allow them the freedom to explore their new methods and support them if appropriate.

6.4 Consider group dynamics

Allowing students to create their own groups can be very effective insofar as students may be more motivated to work together when grouped with their friends.

6.5 Celebrate success

GW often has the benefit of producing a fairly tangible result or product. Taking time to share every group's work with the rest of the class and being sure to celebrate what has been achieved and learned.

Conclusion

By the end of this chapter, we have seen that group work is indeed a beneficial method of teaching in EFL classes; it encourages the sense of cooperation among students that makes them motivated and engaged in their learning process. We have also deal with motivation as the power of teaching-learning process that saves the students' work and level of achievement.

Overall, it seems clear that when it comes to group work, the whole is greater than the sum of its parts. While creating, monitoring, and evaluating groups is a recursive process, active learning techniques are beneficial for student.

CHAPTRE TWO

PEER INTERACTION

Introduction

In this chapter, we will focus on peer interaction as a kind of classroom interaction. We will start with an overview of classroom interaction which deals with the concept and the notion of interaction within EFL classes considered as an effective and significant tool for language improvement, starting by a short overview about the communicative language teaching (CLT) approach because it emphasizes on classroom interaction, the importance of classroom, and its forms. We will shed some light on how interactive learning is managed after that the role of the teacher and his responsibilities that increase interaction in classroom. Then we will direct our interest to peer interaction first, we will deal with the definitions of this concept from different perspectives. Then, we will emphasize on its types, how it is managed, and also how it is developed. Finally, we will shed some light on its' advantages in EFL classes as a form of cooperative learning that enhances the value of student-student interaction and results in various advantages learning outcomes.

1. An overview on communicative language teaching (CLT)

Some teaching approaches emphasize on interaction within classrooms; one of these approaches is the communicative approach which is based on linguistic theory of communicative competence, and it focuses on negotiation of meaning and meaningful communication. Its major interest is on active learning and active learners that means collaboration among learners and purposeful interactions. It contributes on creating a language-learning environment that supports risk-taking by learners.

According to Richards (2006) the CLT can be seen as “a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the role of teachers and learners in the classroom”(p.2). In CLT

classroom interaction is strongly needed as an important feature in the development of foreign language learning.

The role of the learner in this approach as Breen *et al.* (2001) described that the student is a negotiator between the self, the learning process, and the object of learning, emerges from and interacts with the role of joint negotiator within the group, within the classroom procedure and activities which the group undertakes. Whereas the role of the teacher was resumed in two main roles as suggested by Breen *et al.* (2001):

- Facilitator.
- Monitor.
- Independent participant.

Other roles assumed for teachers in this approach are:

- Need analyst.
- Counselor.
- Group process manager.

Since, the goal of communicative language teaching approach is learning through communication rather than mastering the language rules, learners are given the chance to be active participants in the language classroom as Richards and Rodgers (2001) illustrate “the emphasis in communicative language teaching on the process of communication rather than mastery of language forms, leads to different role for learners from those in more traditional second language classrooms” (p.166). The benefits of CLT as a process of teaching lead to consider this approach as the more effective one to learn a second language because it focuses on communication and interaction among learners.

2. Interaction as a type of CLT framework

Many researchers have investigated about classroom communication that involves interaction; they showed the importance of interaction in building knowledge and improving skills. For Allwright (1984) it is important to keep learners active in the classroom, which means reducing the amount of teachers' talk in classroom and increasing the learner's talk time. Naturally, they will talk to each other through pairs or groups, where each learner gets his time to talk. Teachers usually seek to move on from getting learners talking to each other to the more complex problems of getting them communicating, and that is the result of what is called communicative approach. CLT relies mainly on the value of interaction; person to person encounters. Teachers and learners then should distinguish between interaction and communication; they should not consider them as synonyms, in spite of the fact that many of them consider that communication refers only to people interacting with each other.

3. The importance of classroom interaction

Successful foreign language learning process relies heavily on the concept of classroom interaction where the teacher and students create an enjoyable atmosphere full of actions followed by reactions. On this sense, Allwright (1984) claimed the importance of classroom interaction in language learning that it is "Inherent in the very notion of classroom pedagogy itself" (p.158). This enjoyable environment that leads to reciprocal mutual understanding is supposed to be shaped by the learner himself by being active participant inside the classroom (Woolfolk and Galloway, 1985, p.77-78). Classroom interaction; therefore, is considered as a key to foreign language learning Since it provides opportunities for effective communication that is the core of the speaking skill; it also allows students to foster their amount of participation during a course session.

According to Brown (2001), “In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about.”(p.35). This reveals that classroom interaction can be the language pedagogical tool that best facilitates the language learning process due to its opportunities of creating chances for turn-takings. Though, theories in communicative competence emphasize the importance of interaction as learners use language in various contexts to negotiate meaning (Choudhury, 2005, p.80). This implies that learner’s negotiation of meaning may eventually leads to peer interaction.

Moreover, Eisenberg (2004) speaks about his teaching methodology to increase participation and interaction in the classroom saying that “ I try to implement activation techniques that focus on the students in the classroom, on keeping them involved, on having them doing and producing rather than passively receiving information”(p.27). Rosenberg therefore, through his techniques tries to push his learners to be active participants rather than being spoon fed.

Besides, Allwright and Breen (1989) as quoted by Chaudron (1993, p.10) state further that interaction is considered important for the following reasons:

- a. Only through interaction can the learner decompose TL structure.
- b. Interaction gives learners opportunities to incorporate TL structure into their own speech.
- c. The meaningfulness for learners of classroom event of any kind, whether thought as an interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the learner.

Whereas, other scholars like Levine (1987) related classroom interaction to successful teaching since it brings joy and a relaxed atmosphere to both teachers and students.

According to Levine, teachers highly value the process of classroom interaction, and they consider it as an essential part of the teaching process. He declares that “Interaction is an extremely complex and difficult process, but it is also the part of teaching that many teachers say they enjoy and value the most” (p.73).As a result, Classroom interaction is considered as a productive teaching technique and the management of the learning process is chained and closely related to the process of classroom interaction .As it is claimed by Allwright (1984) classroom interaction “... is the process whereby classroom language learning is managed”(p.156-171). That clarifies the important role of classroom management which leads to effective and fruitful classroom interaction.

In addition, Yu in the Asian social science journal (2008) writes that “Classroom interaction in the target language can now be seen as not just offering language practice, nor just learning opportunities, but as actually constructing the language development process itself”(p.28). That means classroom interaction contributes to develop the language learning process.

This implies that, the development of language can only be realized through classroom interaction which constructs the whole operation.

4. Definitions of classroom interaction

Teaching is an interactive act. In the classroom, communication between the teacher and students goes on constantly as initiatory or responsive acts. This communication is called “interaction”.

Many researchers define the concept of interaction in different angles. Richards and Schmidt (1992) from “*Longman Dictionary of Language Teaching and Applied Linguistics*” define classroom interaction in these words “The patterns of verbal and non-verbal communication and the type of social relationships which occur within classrooms,

the study of classroom interaction, discourse, teacher talk and second language acquisition” (p.80). That means classroom learning is a co-operative effort between teacher and students. It points to how the teacher and the students interact and how students interact amongst themselves, all of which affects language learning.

According to Robinson (2008) who defines interaction as a reciprocal face-to-face action; the author states that interaction can be channeled verbally through written or spoken words or non-verbally through facial expressions, or eye contact. Nunan (1991) states that classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners; this device helps the learner to be competent enough to think critically and share their views among their peers.

Classroom interaction is a complex concept and one of the important ingredients in all forms of education. Dewey (1938) described interaction as a component of the educational process where a transformation of the inert knowledge or information occurs, in terms of transactional view where human factors and the environment are both taken into consideration. Further, interaction is acknowledged as a pivotal factor for students’ success, satisfaction, and persistence in distance education (Bray *et al.* 2008).

5. Forms of classroom interaction

Interaction in classroom refers to the conversations between teachers and students, as well as among the students in which active participation and learning of students becomes vital. Conversations are part of the socio-cultural activities through which students construct knowledge collaboratively. Conversations between and among various parties in the classroom have been referred to as “educational talk” (Mercer and Dawes, 2008 p.11) or “exploratory talk”, “presentational talk” (Barnes, 2008 p.5).

The process of designing lessons with meaningful interaction in EFL classes posed several challenges such as: incorporating various forms of interaction, achieving lessons' goals through such interactions, participation of students in meaningful interactions and making sure that all students engaged in conversations and learn from the teachers, as well as from themselves.

Three forms of interaction are incorporated in language classes:

5.1 Teacher-Student interaction

Theories behind teacher-student interaction state that this type of interaction is vital for students because it compares to the relationships they will have in their lives, students must learn to interact respectfully. Students who have positive relationships with their teachers use them as secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development. This includes relationships with peers and developing self-esteem and self-concept (Hamre and Pianta, 2001).

Scrivener (2005, p.85) therefore, proposed a diagram for teacher- student interaction by showing the way teachers interact with their learners. The diagram below indicates the reciprocity of the teaching process in which the teacher provides information and gets a feedback in return from his/ her students.

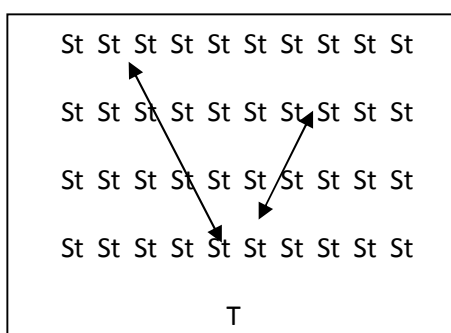


Diagram 1: T-S interaction (scrivener 2005, p.85)

5.2 Student-Student interaction

Student-student interaction occurs among learners. In this form of interaction, the learners are the main participants since they need to interact among themselves in order to negotiate meaning through speaking tasks. Learner-learner interaction can be occur either in groups or in pairs called peer interaction for the sake of giving students opportunities to speak and practice speaking skill in the classroom in order to receive feedback in the target language through correcting each other's errors or asking questions to each other when working in groups (Mackey, 2007 p.30).

Scrivener (2005, p.86) again proposed a diagram for student- student classroom interaction by showing the way students interact with each other. The diagram below indicates the reciprocity of the learning process in which student shares information and gets a feedback in return from his/ her classmate.

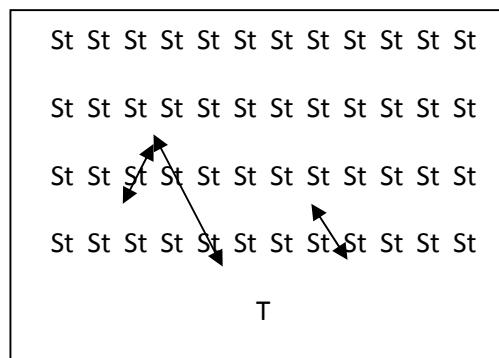


Diagram 2: S-S interaction (scrivener 2005, p.86)

5.3 Pair interaction

(Interaction with their peers sitting together or next to them) this form often took place during the pre-teaching stage, to active students' schema on a topic. As part of assigning

group roles, students were usually asked to interact with their partners on a topic given by the teacher and present it to the whole class (Hawley, 2002).

5.4 Group interaction

This stage of interaction often took place during the while-teaching stage. Hawley (2002) suggested that students' roles were often divided based on the nature of the topic, such as a note taker, a facilitator, a presenter, and so on. Assigning these roles was crucial to prevent students to digress from discussion their topics or contribute meaningfully in the whole learning process.

6. Teacher-student interaction vs. classroom management

Classroom management (CM) is the process by which teachers and schools create and maintain appropriate behavior of students in classroom setting. The purpose of implementing classroom management strategies is to enhance behavior and academic engagement (Emmer and Sabornie, 2015).

From all above, we understand that CM is an influential key element on teacher-student interaction in which both teacher and students can involve the appropriate levels of dominance, cooperation, and awareness of high-needs students. Many theories of learning investigate the relation between CM and classroom interaction especially T-S interaction which is the dominant in each classroom.

Marzano and Marzano (2003) support that the quality of T-S relationship is the keystone of all aspects of CM; that means in the classroom the most important contact is that one between teacher and students; through it the learning process will be easier for both teacher and students.

According to Jones (1981) claimed that T-S attachment is inherit in the learning process and teachers should leverage it to accomplish learning and discipline goals. It is important to be proactive in this attachment and it is teacher's responsibility for building relationship; this relation is the most effective element on L2 classes. Teachers must reinforce it to achieve learning goals.

T-S relationship may face some problems which can breakup this traditional and natural connection of intimacy, help and attachment the most common problems that may appear in class are misbehaving problems which are obstacles facing learners' progress in the learning process. Gordon (2003) sees that if teacher solve the relationship problems, he solves the misbehavior problems. As a solution to flourish this relationship Conley (nd) stated that teachers who foster an engaging positive teacher-student relationship report reduced stress and student misbehavior, that means, teacher must display energy, engagement, safe, and enthusiasm to minimize obstacles that lead students to misbehave. The teacher-student relationship outlined in the following list for teachers to build a powerful relation:

- Give respect to get respect.
- Listen to the students and showing interest to what they need.
- Involve them in class decision making; that is, give voice and choice.
- Communicate positive expectations.
- Let enthusiasm for teaching shine through.
- Celebrate accomplishments.
- Use a collaborative discipline style.
- Have one-on-one time with the students.

Teacher-student relationship is very important for students to improve it with their teachers to attain higher levels of achievement, students who have strong connection with their teacher show more engagement in learning, behave better in class.

7. Management of interactive learning

Interaction in languages classrooms is an important social activity for students through which they not only construct knowledge, but also build confidence and identity as competent language users (Luk and Lin, 2007).

The sake of managing interaction among peers is to give every learner the possible opportunities to use the language (Black, 2000). In fact, everything we do in classroom is for what learners possibly learn from being there (Brown, 2001). Interactive language instruction involves teachers and learners to engage in activities that create conditions for faster language use which leads to achieve communicative competence.

Interactive activities need to be well managed (i.e decides the kind of activities: role plays, games, discussing topics...) and the teacher needs to stay engaged throughout, even when learners are working in peers. Teachers need to be ready to facilitate and provide resources for learners. According to Ellis (2003) it is important to spend time listening to learners talking to each other. This may help teachers to hear something that the whole group would be interested in talking about and to discover vocabulary problems or problems with learners' use of grammatical forms that is causing communication breakdowns.

8. Teacher's role

In order to perform better, students of L2 need various opportunities to interact in social and academic situations. Successful teachers support their students to participate effectively in classroom discussions and appreciate their contributions and achievements.

According to Walsh (2006) he maintains that teachers should play a central role in L2 classroom and states four main responsibilities for teachers: control of pattern of communication, elicitation techniques, repair strategies, and modifying speech to learners. Teachers control both the topic of conversation and turn taking, and /or orchestrate the whole interaction process to facilitate learning.

Eliciting the information through referential questions which have natural and communicative responses is one of the teacher's duties. Repair depends on the teacher's goals, whether he is focusing on fluency or accuracy. Modification is fundamental because it is the link between comprehension and L2 progress.

Other perspective on teacher's role in interactive learning is suggested by Littlewood (1981, p.92). He sheds light on the roles that teacher adopt while communicative activities are:

- In free communicative activities, teacher will act as a consultant or adviser, helping where necessary. He may move around the classroom and monitor students' progress, strengths and weaknesses.
- Sometimes he will participate in an activity as a "co-communicator" with the learners. He may encourage learners without taking their main role.

In the other hand, teachers play significant roles to facilitate the learning process. These various roles create a room for classroom interaction, which then will develop the learner's

performance. It is stated that if EFL teachers master the following roles: controller, organizer, assessor, prompter, participant, resource, tutor, and observer classroom interaction will be highly increased. These roles were classified according to Harmer (2001, p.57-62) as follows:

Role	Features
Controller	The teacher takes charge of the whole class and activities by taking the roll, telling students instructions, organizing drills, reading aloud, and manifesting the teacher-fronted approach.
Assessor	Provides students with feedback regarding their performance and grades them in distinct ways.
Corrector	Offers students correction of their linguistic errors while assessing their language learning competence.
Organizer	Organizes students to work on classroom activities.
Prompter	Prompt students so that they can proceed with learning procedure.
Resource	Acts as students' reliable resource when they encounter difficulties.
Participant	Participates in students' classroom activities.
Tutor	Works with students individually or in small groups if they undertake challenging learning programs.
Observer	Observes students' performance to offer them individual/group feedback.

Table 2: teachers roles and responsibilities (Harmer, 2001, p.57-62)

From all the above which is an overview of general classroom interaction that contains all the important elements of classroom interaction, in our research we will focus on peer

interaction as an interesting kind of classroom interaction in the learning process, which is a learner-centered approach for that reason we will shed light on its role of making students working together to generate knowledge, achieve common goals, and saving their engagement through the giving tasks.

9. Peer interaction

9.1 Definitions

Many researchers and practitioners are now advocating that language is learned mainly through interaction with other learners and speakers of that language.

Theorists in the field such as Pierre (2005) described peer interaction as organizing students in small groups that consists of a variety of abilities in which all members of the group can participate to achieve a common goal. In other words, means that peer interaction is a way to generate knowledge, it is a successful learning strategy in which students are divides into small groups; each group has students of different levels of ability, they use different learning activities to improve their understanding of the subject by sharing with one another.

Additionally, David and Rogers (1987) view it as a teaching strategy that motivates students to set higher goals and become intrinsically motivated, that means, peer interaction make students engaged in solving problems, promote their self-esteem, and have the potential for giving understandable explanations, also save their motivation during the given tasks.

Kagan (1995) believes that peer interaction benefits students in many ways, mainly in their level of confidence, motivation, and sense of achievement, that is peer interaction has such beneficial factor on students' cooperation, autonomy, goal achievement.

Long (1983) states that learning a new language is a function of social and meaningful interaction, he sees peer interaction as an important factor in achieving communicative competence. He also proposes that during meaningful interaction learners use different communicative strategies which promote negotiation of meaning and consequently enhance second language acquisition.

Interaction consists of “sharing ideas and opinions, collaborating toward single goal, or competing to achieve individual goals” (Pica *et al.* 1983, p.1), during interaction, learners may notice things about their language that they do not notice by themselves and which are considered important in developing the ability to use the language. Learner-centered instruction gives learners the opportunity to interact with their peers, discuss topics, give opinions and ask for information about the language. All this give them the freedom to use the language.

Woolfolk (2004) emphasizes the importance of learners’ interaction with peers in order to test their thinking to be challenged, to receive feedback, and to observe others work out problems. The learner should create a friendly environment during interaction; this encourages the development of trust and cooperation among participants.

To promote interaction among peers, teachers encourage cooperation rather than competition because students learn from their peers and from working through correcting mistakes (Ellis, 2003).

9.2 Types of peer interaction

Peer interaction (or peer learning) is a term that represents a form of collaborative learning that capitalizes on active learning within a classroom. There are many types of peer interaction according to many researchers are as follow:

9.2.1 Peer tutoring

It exists when two students take on specific roles as tutor and tutee. The focus is on learning content and is driven by a defined process of application. The tutor is trained by the teacher and is given structured materials or is taught to follow a certain process for tutoring a peer. This model can be used in any content area (Topping, 1998).

9.2.2 Peer assisted learning

Is another simpler form of peer interaction, it is based on drill and practice. It is used when students are learning factual materials; they learn to work together and they master skills or content (king, 1995).

9.2.3 Peer instruction

Van Dijk and colleagues (2001) suggest that peer instruction is an instructional method aimed at exploiting students' instruction during lectures by focusing on students' attention on underlying concepts. The teacher presents key points in lecture form and students are given questions to answer individually. This form of peer interaction breaks up the traditional lecture, as students think through the concept presented (Mazur, 1997).

9.2.4 Peer assessment

It involves individuals deciding on what value of their colleagues has contributed to a process or project. Topping (1998) described peer assessment as “an arrangement in which individuals consider the amount, level, value, work, quality, or successfulness of the products or outcomes of learning of others of similar status” (p.249). In other words, peer assessment is a process where individuals rate their peers by agreeing on appropriate assessment criteria and then accurately apply the assessment.

9.2.5 Peer feedback (peer review)

Feedback plays an important role in learning a foreign language. In general, instructional feedback provides students with information that either confirms what they already know or changes their existing knowledge and beliefs about language (Meyer, 1993. p.745-783). Nicol and Macfarlandick (2006) suggest that feedback serves as a form of formative assessment, designed to improve and accelerate learning the target language. Specifically, they describe feedback as “anything that might strengthen students’ capacity to Self-regulate their performances” (p.205). According to them good feedback performs the following functions:

1. Clarifies what good performances are (goals, criteria, and standards).
2. Facilitates the development of self- assessment and reflection about the language.
3. Delivers high quality information to students about their learning of the communicative competence.
4. Encourages teacher and peer dialogue around learning which promotes communicative competence.
5. Provides opportunities to close the gap between current and desired performance.
6. Encourages positive motivational beliefs and self esteem.
7. Provides information to teacher that can help shape teaching.

From all above, we summary that all peer interaction types shows us that learners manage themselves and collaborate together to build knowledge, learn factual materials, assess each others’ work. So the teacher is a passive participant in his/her class.

9.3 Learning tasks and peer interaction

The tasks assigned to students influence their interaction with each other (van Lier 1988). Palincsar et al. (1990) suggest that open-ended problems provide greater opportunities for collaboration than do closed problems. The issue of learning tasks and peer interaction was investigated by a number of researchers.

Brown (2001) investigated the effect of task difference on interaction among adult English teacher trainees. The factors studied were the degree of 'tightness' or 'looseness' of the tasks, the degree of 'openness' or 'closeness' of the tasks, and the degree to which the tasks could be described as 'procedural', meaning that they led to discussions about what decisions to make, or 'interpretive', meaning that they led the participants to interpret data according to their understanding and experience. The researcher found no significant differences in the level of modification occurring in the three task types but found significant differences in the levels of hypothesizing and instructional input between the interpretive task and the task requiring decisions about procedures. Hertz (1989) found that the kind of task (process, means, and outcome) influenced peer interaction. She wrote: when students cooperated about means or product (low cooperative task), most of their interactions within that category were at the informative ("what") level, less concerned the applicative ("how") or evaluative ("why") levels. When students cooperated about process, in contrast, most of their interaction was at the applicative level (p. 117).

Interactive activities that support collaborative learning engage students with one another as well as with the course content. Barkley et al. in their book *“Collaborative Learning Techniques”* (2005) state how can collaborative learning emphasis on the extent and quality of the exchanges among students in order to develop a high quality product, this learning method has a great impact on students' learning process as follow:

- Help students learn to work as "team players" as they struggle to achieve consensus despite their differences of opinion, cultural perspective and work ethic.
- Enable students to see different perspectives on solving a problem as they interact with their classmates and re-evaluate their own assumptions.
- Afford opportunities for students to address each others' questions and concerns in real time rather than through the slower asynchronous discussion that may follow work on individual activities.

9.4 Advantages of peer interaction

Peer learning (peer interaction) is an instructional strategy; it works when it is selected purposefully, when its use is planned carefully, and when the learning it promotes is evaluated. This strategy can involve persons of the same age range working in pairs to achieve great academic heights. Peers provide companionship and entertainment, help in solving problems, personal validation and emotional support, and a foundation for identity development. In turn, students who engage in positive activities with peers also tend to experience levels of well-being, beliefs about the self, and values (Rubin, Bukowski, and Parker 1970). The following are some of the benefits of peer interaction:

9.4.a Active learning

Peer interaction offers the opportunity for students to actively learn by discussion. In the process of studying, a convenient and comfortable learning platform is enabled.

9.4.b Fostering students relationship

In peer learning, different levels and abilities are intertwined to produce a common goal. In the process of learning, students' relationship from different background is strengthened.

9.4.c Academic achievement

Peer interaction build students creativity, critical thinking skills, and it increases motivation and improve the overall academic performance of the classroom.

Conclusion

To conclude, Interaction is the heart current theories of communicative competence. It involves learners in face-to-face or teacher-learners interaction encounters in classroom. Peer interaction provides a basis for language learning in general; it gives learners practice in negotiation of meaning through taking turns. In addition, peer interaction allows learners to know how they can understand and make themselves understood. Hence, most of the recent teaching methods have emphasized thoroughly about the implementation of classroom interaction during learning a target language since it develops the students' oral fluency with a noticeable progress.

CHAPTER THREE

FIELD WORK

Introduction

In the previous two chapters, we presented theoretical background of both GW as a motivational strategy and its role to enhance peer interaction. What follows is an attempt to test the research hypothesis. Since our research is descriptive, we have used two data collection tools for gathering the data needed; classroom observation and teachers' questionnaire. The aim of this chapter is to analyze, interpret, and discuss the answers of teachers. Moreover we made an observation, its description, interpretation, and discussion it aims to know what actually happen in class as Cohen, Manion, and Morrison (2007, p.396) claimed "...it offers an investigator the opportunity to gather "live" data from naturally occurring situation". The tools are used to provide us with reliable data that can help us find solution to the research problem.

3.1 Research methodology

3.1.1 Research method

In order to test our hypothesis we used the descriptive method because we attempt to investigate the role of group work as a motivational strategy to enhance EFL students' peer interaction at Mohamed Kheider University.

3.1.2 Sample

In this investigation, we decided to choose two groups from second year LMD to conduct our classroom observation to attain a clear image about the situation during Oral sessions. In addition to that, six teachers of Oral Expression were selected randomly as participants.

3.1.3 Data gathering tools

To investigate the research, we have chosen two helpful instruments of research that saves time and effort, and they are appropriate tools to collect valid data teachers'

questionnaire and classroom observation. The questionnaire will be directed to six teachers who taught Oral Expression at English Branch of the University of Biskra, we think that they would provide us with reliable answers. The classroom observation started from February 27th to March 16th during the academic year 2016/2017 with two groups of 2nd year LMD of English classes at Mohamed Kheider University for eight (8) sessions of intensive work to observe all the changes according to the various conditions in order to realize the exact reasons beyond students' peer interaction.

3.2 Teachers' questionnaire

Teachers' questionnaire was submitted to six (6) teachers who experienced teaching oral expression in the department of English at the University of Biskra, in order to investigate the role of GW in learning L2 to enhance peer interaction. It is necessary to consider the teachers' opinion towards the use of GW in classroom. It aims at investigating the teachers' thoughts of how GW can be a motivational strategy in enhancing students' peer interaction.

3.2.1 Description of the questionnaire

The questionnaire is made up of 20 items classified under three sections, each one focuses on a particular aspect. The first section is about background information (teachers' degree, years of experience, strategies that they use in classroom). The second one is about teachers' perception of using GW as a motivational strategy. Section three concerns peer interaction and how GW as teaching technique can enhance this kind of classroom interaction. We conclude the questionnaire by asking them to give any comment or additional information they think it would be helpful.

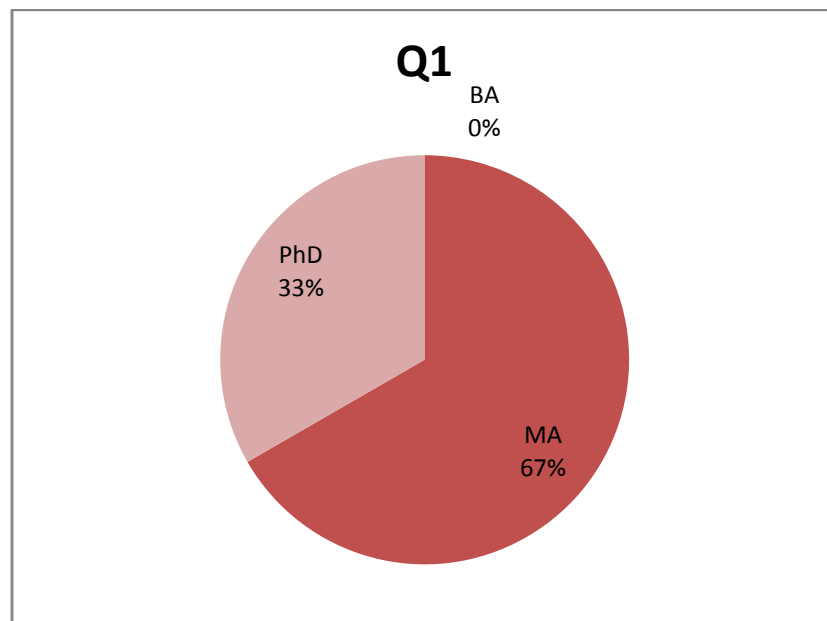
3.2.2 Results' interpretation

Section one: background information

Q1: teachers' degree

Options	Answers	%
BA	0	0%
MA	4	66.67%
PhD	2	33.33%
Total	6	100%

Table3: teachers' degree



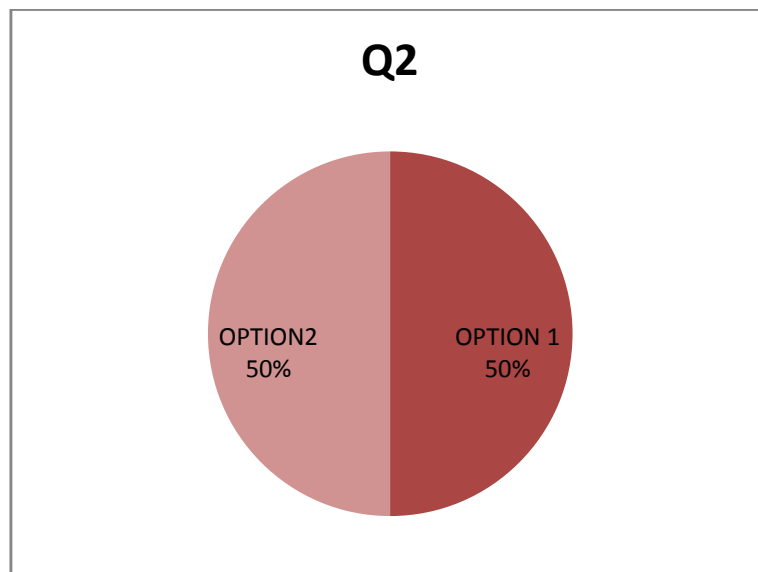
Graph 1: teachers' degree

Table 3 show the degrees of the selected teachers who answered the questionnaire. Four teachers (66.67%) hold Magister degree and two (33.33%) of them hold Doctorate degree. While none of them (0%) has License degree. Our selected sample tends to have a good level that will help us gain valuable knowledge.

Q2: How many years have you been teaching English?

Options	answers	%
Between 2 to 7 years	3	50%
Between 10to 12 years	3	50%
Total	6	100%

Table 4: years of experience



Graph 2: years of experience

Answers to this question reveal teachers' years of experience in teaching English language. Three teachers (50%) taught English between (2 to 7 years), while the rest of the percentage (50%) which represents three teachers have more than ten (10) years of experience, means that our sample is qualified that can help us to obtain a valid answers which contribute to give appropriate responses to the following questions.

Q3: Do you vary between teaching strategies in your class?

options	answers	%
Yes	6	100%
No	0	0%
Total	6	100%

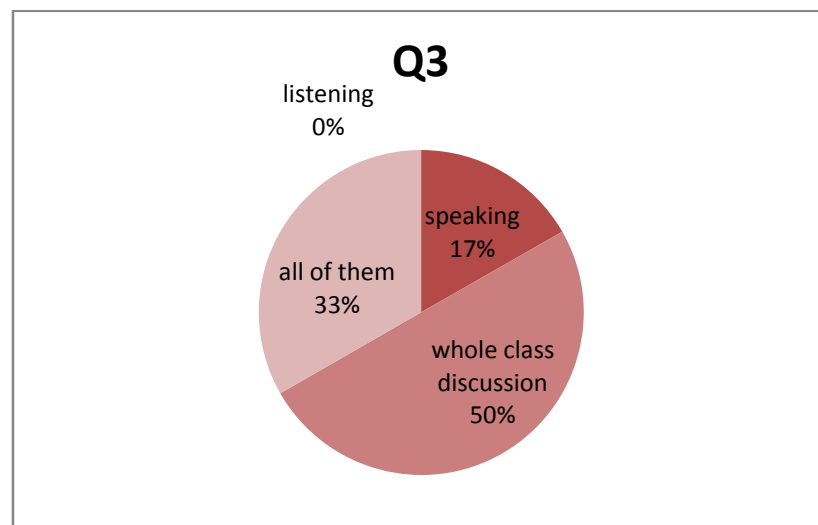
Table 5.1: variation in teaching strategies

Table 5.1 shows us that the selected sample (6 teachers) seem to vary between teaching strategies during their sessions the percentage (100%) represents the total agreement.

- **Please, select the most used**

options	answers	%
Listening	0	0%
Speaking	1	17%
Whole class discussion	3	50%
All of them	2	33 %
Total	6	100%

Table 5.2: the most used strategies



Graph 3: the most used strategies

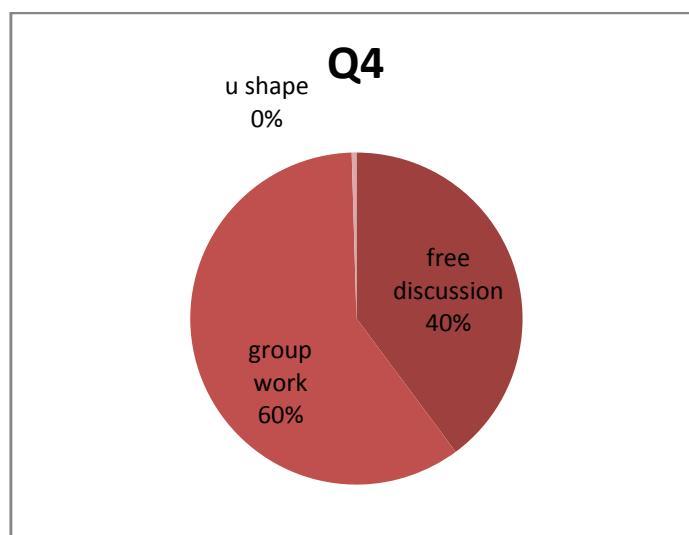
This question aims to discover whether our sample of teachers vary between teaching strategies. None of them (0%) use listening strategies (by audio-visual aids). Only one teachers (17%) answer by speaking (focus on conversations and dialogues). Three teachers (50%) selected whole class discussion; the rest of the sample two teachers (33%) selected all of the options to show that they vary between teaching strategies to help their students access in L2, and this will help us insights knowledge that is beneficial for our work.

Section two: teachers’ perceptions of using GW as a motivational strategy

Q4: which technique do you prefer to use in your teaching?

options	Answers	%
Free discussion	2	33 %
Group work	3	50%
U shape (horseshoe)	1	17%
Total	6	100%

Table 6: teaching techniques



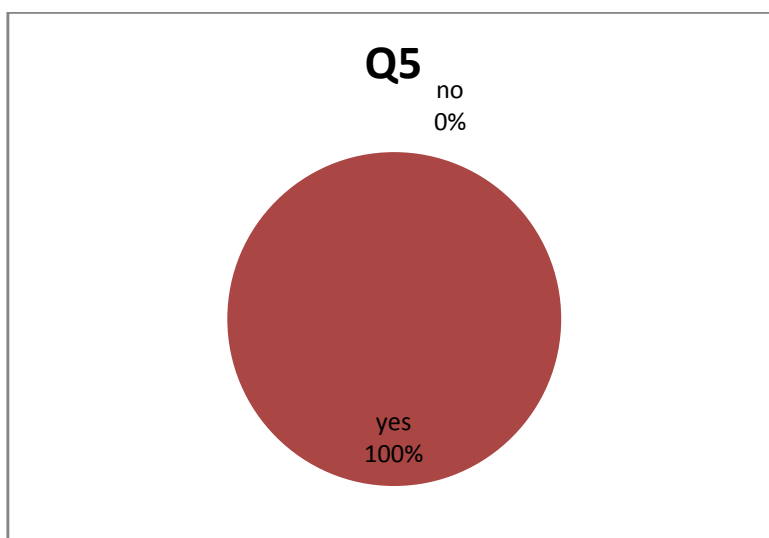
Graph.4: teaching techniques

The table 6 shows us that teachers prefer to use group work in their teaching (50%) because this strategy helps students to cooperate with their classmates, while two (33%) from them focus on free discussion in class. Only one teacher (17%) from the whole sample uses the technique of U shape (horseshoe). From these results we observe that group work is the most used technique during teaching English in second year LMD classes.

Q5: do you think that group work can be a motivational strategy?

options	Answers	%
Yes	6	100%
No	0	0%
Total	6	100%

Table 7: GW as a motivational strategy



Graph 5: GW as a motivational strategy

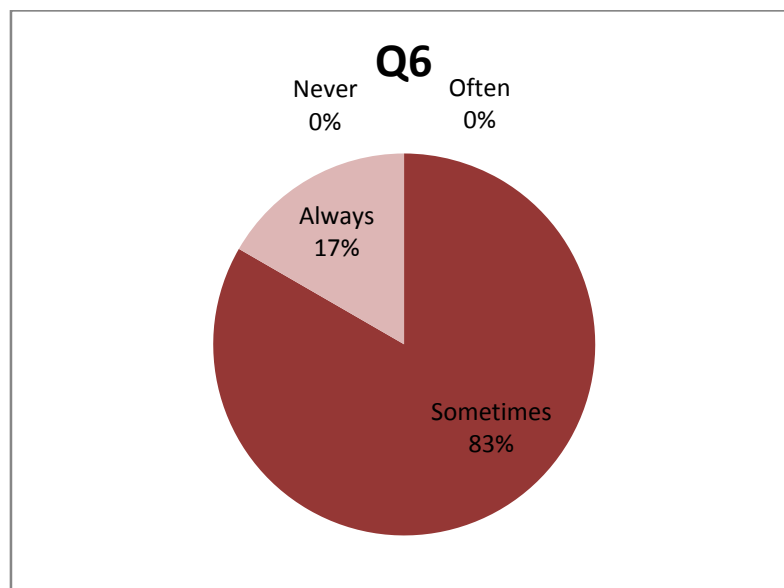
The results from table 7 shows the teachers' agreement that GW is considered as a motivational strategy, all of them (6) selected "yes", and teachers were asked to explain how GW considered as a motivational strategy which can be summarized as follow:

- GW creates supportive learning environment.
- GW motivates learners and keeps them engaged during classroom tasks.
- GW makes students collaborate with each other.
- GW enhances interaction among students.

Q6: How often do you take your students in groups?

options	Answers	%
Never	0	0%
Often	0	0%
Sometimes	5	83%
Always	1	17%
Total	6	100%

Table 8: making groups



Graph 6: making groups

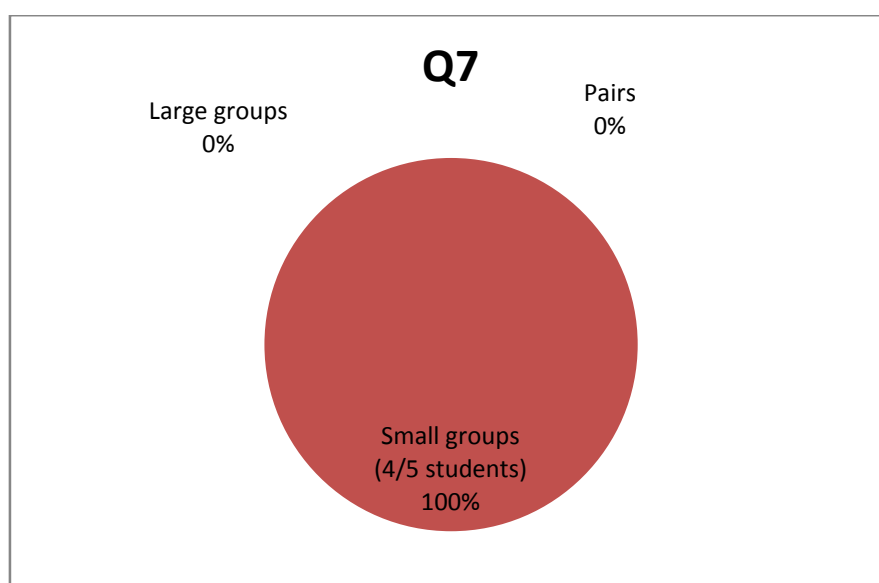
In this question, teachers are asked how often they set students in groups. Five teachers (83%) answered “Sometimes”. Just one teacher (17%) “Always” divided his class into

small groups to carry on activities. Whereas no one (0%) answered that s/he “Never” or “Often” takes his students in groups. According to the answers to this question, we notice that the selected sample of teachers tend to use GW in particular situations where the classroom activities are appropriate to such teaching method.

Q7: What is the ideal group size for you?

Options	Answers	%
Pairs	0	0%
Small groups (4/5 students)	6	100%
Large groups	0	0%
Total	6	100%

Table 9: group size



Graph 7: group size

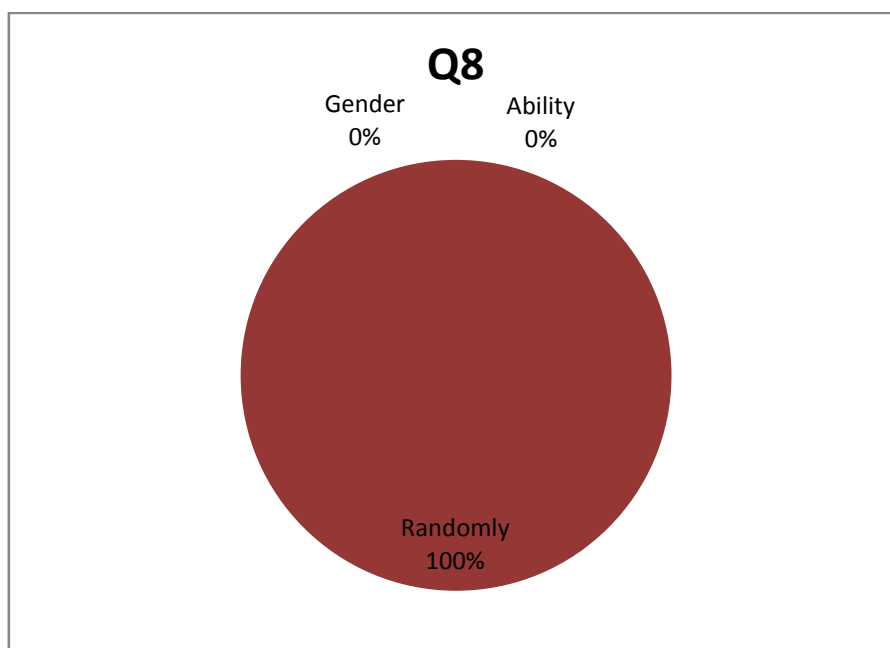
As table 9 indicates that the total percentage (100%) goes to “Small group” size, it shows the agreement of all teachers (6) while no one selected “Pairs” or “Large groups” (0%).

This result shows that teachers believe in the advantages of setting their students to work in groups.

Q8: How do you assign students to work collaboratively?

options	answers	%
Gender	0	0%
Ability	0	0%
Randomly	6	100%
Total	0	100%

Table 10: assignment in groups



Graph 8: assignment of groups

As it is shown in table 10, all teachers (100%) state that they choose the group workers randomly. While none of them (0%) choose the rest of options in the questionnaire “Gender” nor “Ability” that means the choice of group members depends on the given

topic, so teachers select students in a random manner because in the classroom there is a mixed level; if they are selected randomly they produce a collaborative outcome.

Q9: what are the common problems that your students face when working cooperatively?

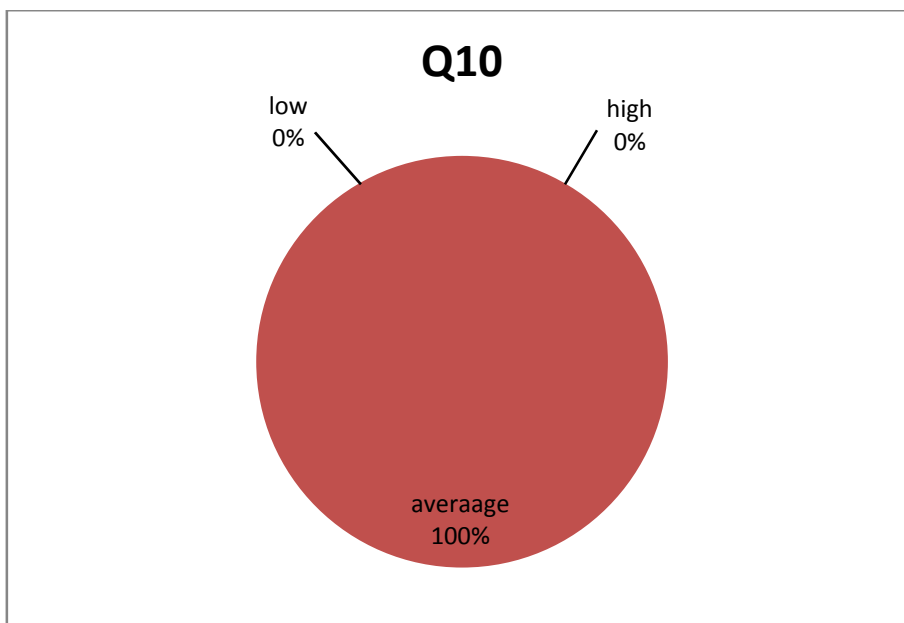
According to the answers of this question, teachers state some common problems that students face when working cooperatively are as follow:

- Disagreement on a point.
- Lack of motivation when the topic is out of students' interest.
- Lack of contribution of all group members (some of students keep silent and be passive, or have fun and discuss things that are out of the topic).
- Dependency (students with low levels depend on students with high level to do all the given task).
- Making noise.
- Shyness.

Q10: how can you evaluate your students' motivation?

options	Answers	%
Low	0	0%
Average	6	100%
High	0	0%
Total	6	100%

Table 11: evaluation of motivation



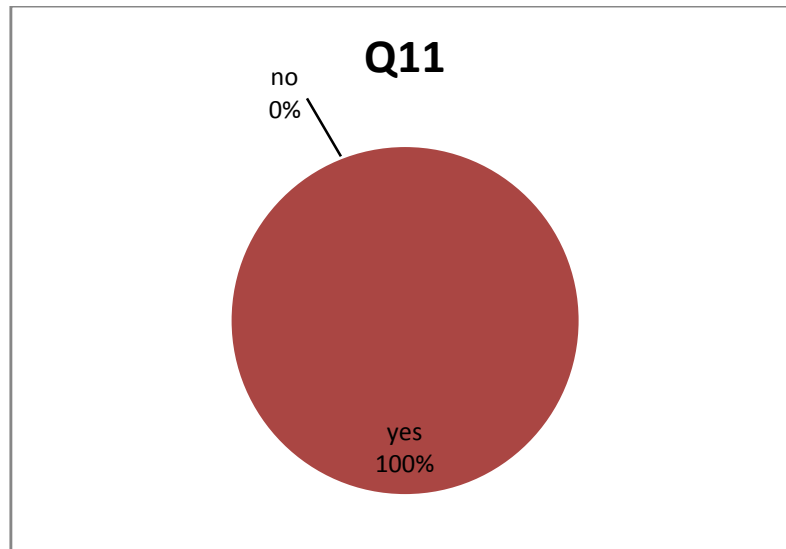
Graph 9: evaluation of motivation

Teachers are requested to give their evaluation of students' motivation. As table 11 indicates, the total percentage (100%) goes to "Average" means that all teachers evaluate their students' motivation as average in oral expression sessions. Whereas no one (0%) stated that the motivation of students is either "Low or High". That reveals that EFL students' level in English language is acceptable.

Q11: Do you think that motivational factors (internal/external) influence students' achievement?

options	answers	%
Yes	6	100%
No	0	0%
Total	6	100%

Table 12: influence of motivational factors



Graph 10: influence of motivational factors

In this question, teachers are asked whether motivational factors affect students' achievement or not. All of the sample answered by "Yes" (100%) that means the more students are motivated the better they achieve, while no one (0%) selected the "No" option.

- **Explain how?**

All teachers agree that internal factors which are the desire that push learners to learn and external ones which are the teachers' encouragements and support can affect students' achievement. In other words, if learners are motivated by themselves or by the teacher, mates, parents they will feel confident and their willingness, desire to achieve well will improve.

Q12: How do you motivate your learners?

Most of the teachers have similar strategies and tips to motivate their students such as:

- Making them feel comfortable.
- Understanding their problems and try to find solutions.
- Choosing interesting topics and varying activities.

- Implementing group work and encouraging interaction.
- Relating topics and tasks to their future career and real life situation.

Q13: Do you think that class atmosphere and teacher behavior influence on students' motivation?

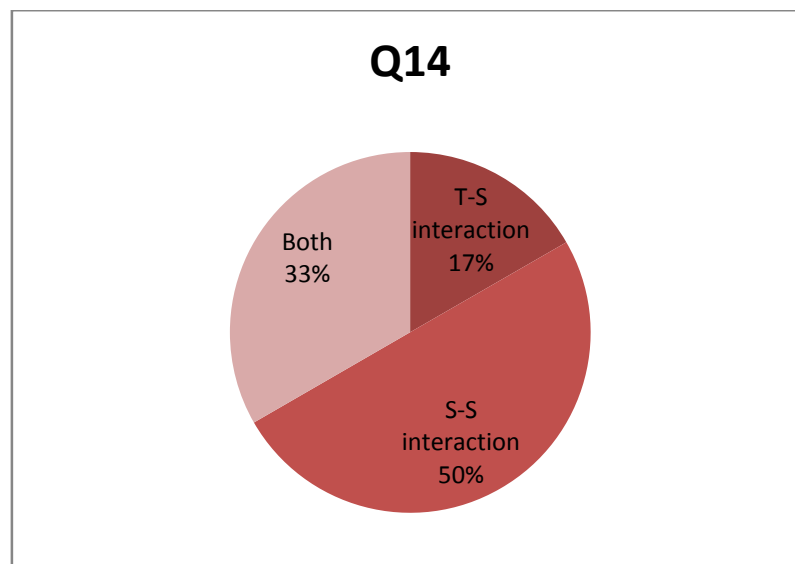
The answers to this question shows us that class atmosphere and teacher behavior are influential elements on students' motivation; they provide learners with opportunities to participate and interact with L2, also the healthy, friendly, safe, good atmosphere helps students to decrease their anxiety and stress. Moreover when the teacher behaves in a friendly way with learners (using good tone voice, friendly gestures, showing respect, tolerance) learners self-esteem will enhanced and would interact and participate easily.

Section three: peer interaction

Q14: What is the dominant in your class among the following?

Options	answers	%
T-S interaction	1	17%
S-S interaction	3	50%
Both	2	33%
Total 1	6	100%

Table 13: the dominant kind of interaction



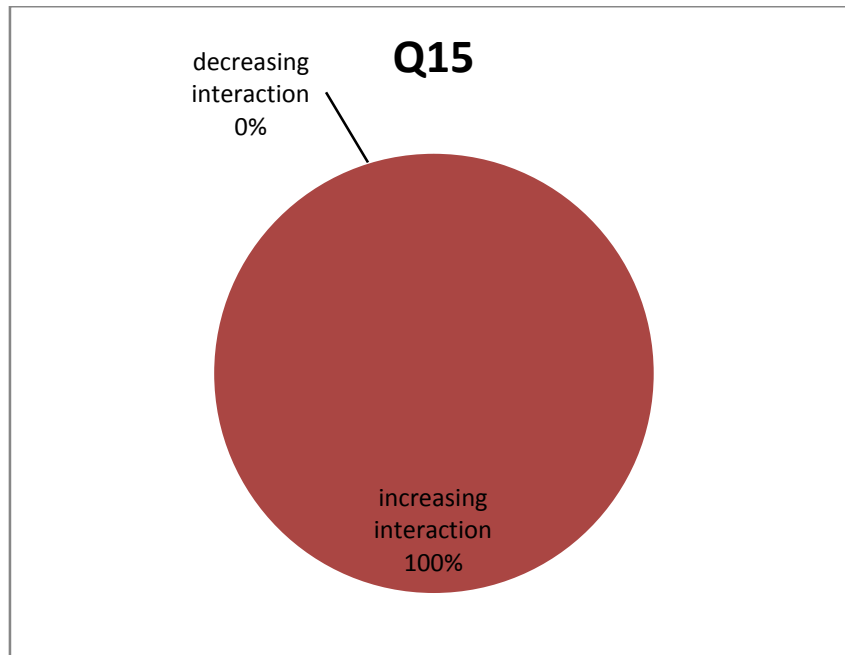
Graph 11: the dominant kind of interaction

As the table 13 shows that the dominant kind of interaction in 2nd year LMD in English Branch at University of Biskra is “Student-Student interaction” (50%) which is the choice of three teachers, means that teachers aim to build their students’ confidence, and sense of collaboration. While “Teacher-Student interaction” is about (17%) just one teacher selects it that means s/he focus on that kind of interaction in his class, s/he directs, monitors, supports his students’ interaction. The rest of the percentage (33%) which represents two teachers they select the two options means that they vary between the two types on interaction.

Q15: do you think that collaborative learning influences students’ peer interaction?

options	answers	%
By increasing interaction	6	100%
By decreasing interaction	0	0%
Total	6	100%

Table 14: influence of collaborative learning on peer interaction



Graph 12: influence of collaborative learning on peer interaction

The results of this question indicate that all teachers (100%) confirm that collaborative learning influence students' peer interaction by increasing interaction among them.

- **Justify**

Teachers were asked to justify their responses about this question. Most of them, four teachers support their answers by claiming that:

- Collaborative learning is a motivational method in learning L2.
- It enhances interaction, communication, and contact among students.

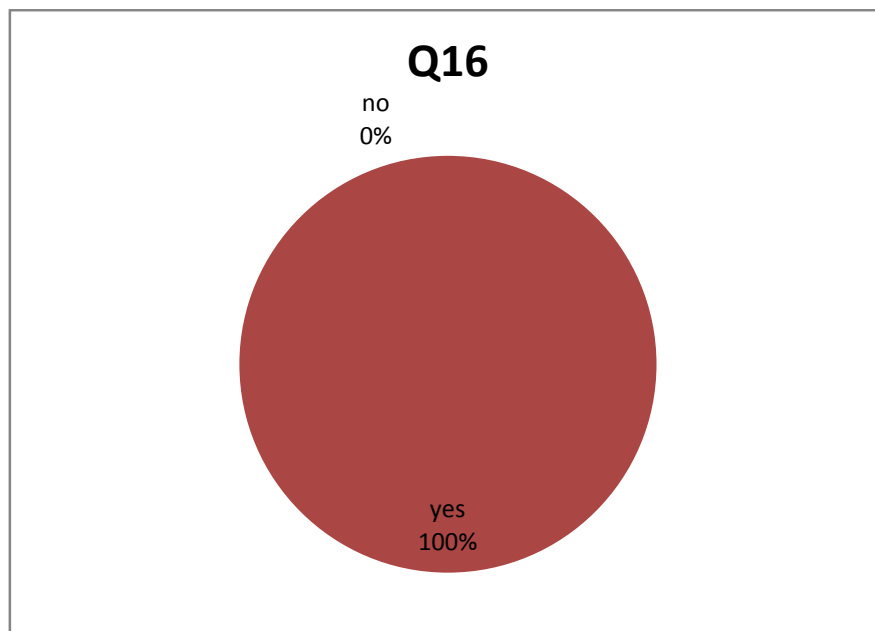
Moreover the two other teachers focus on how collaborative tasks can influence students' peer interaction:

- It promotes students' understanding of the subject matter and make familiar with the tasks they are dealing with.
- It helps them to think critically together to find solutions, and it creates a high sense of contact especially when it is about problem solving.

Q16: Do you think that group work gives opportunity to students to interact?

Options	Answers	%
Yes	6	100%
No	0	0%
Total	6	100%

Table 15: opportunities to interact



Graph 13: opportunities to interact

The full percentage (100%) goes to the option “Yes” in the table 15 which indicates that GW is the best way to give students chance to interact with each other since it promotes communicative skills, self-confidence, and they learn how to make decisions together. It also creates a sense of challenge and fair competition among group members, so GW is a way to improve interaction.

- **Explain how?**

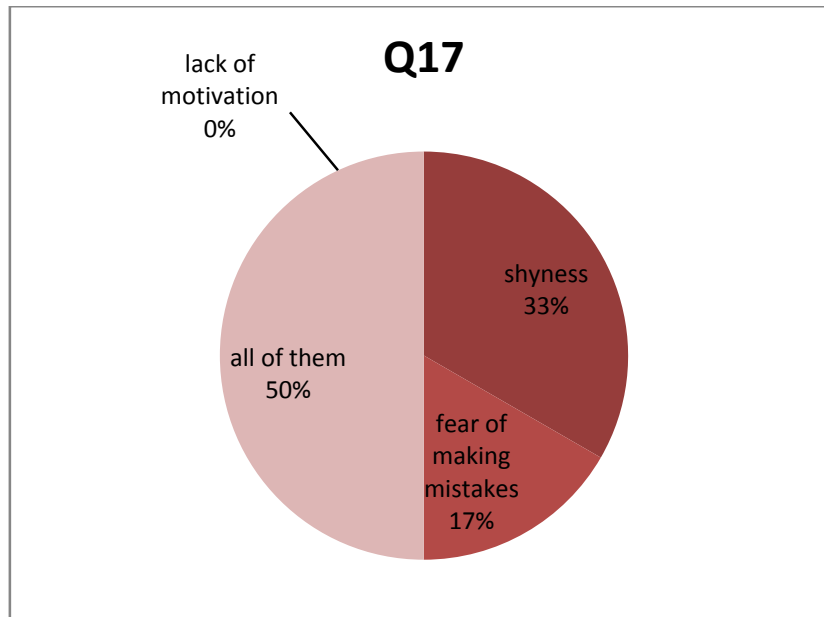
Teachers state that:

- GW motivates students to talk and express their thoughts.
- It enables them to meet new classmates and know their abilities.
- GW makes students feel comfortable to talk in that friendly zone.
- The verity of views among group members provides them with different angles to deal with the topic, so that makes them know more knowledge about the given topic.

Q17: What are the common obstacles that learners face when they interact?

options	answers	%
Shyness	2	33%
Fear of making mistakes	1	17%
Lack of motivation	0	0%
All of them	3	50%
Total	6	100%

Table 16: the common obstacles



Graph 14: the common obstacles

Table 16 shows that the common problems students face when they interact. Three teachers of the sample selected all options (50%) they observe all those obstacles during their sessions according to the variation of students' levels, while two teachers (33%) selected "shyness" that means students may have some difficulties when they express their thoughts. The sixth teacher (17%) chooses "Fear of making mistakes" during interaction; students may face such kind of problems of fluency and accuracy in language. As we know that motivation is the backbone of learning process so the "Lack of motivation" is the common problem, if students are unmotivated on the given task they can't understand what they learn.

- **Others, please state them**

Teachers are asked to state other obstacles which students face during interaction they are mentioned as follow:

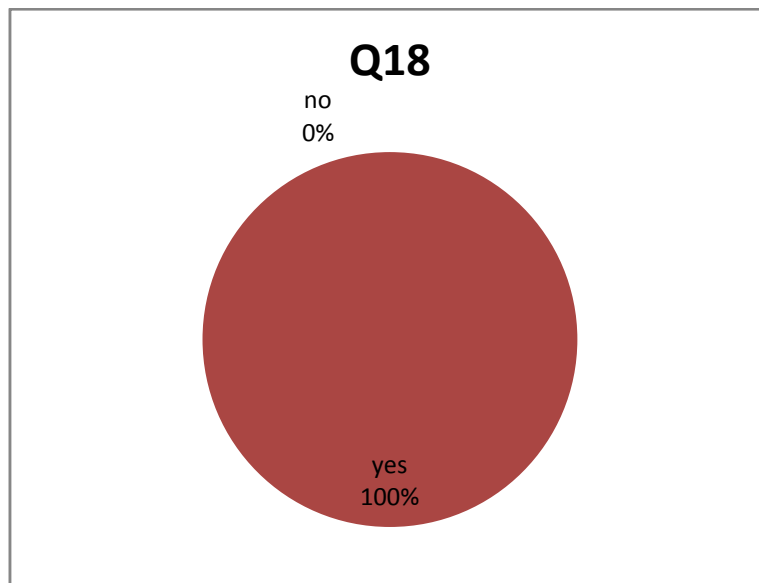
- Students are not interested in the topic.
- Problem of large classes which limit the amount of interaction.

- Low of self-esteem and self-confidence.
- The dominance of some members.
- The disagreement on certain points in a task.

Q18: Do you think that peer interaction helps your students learn how to argue, negotiate, persuade?

Options	answers	%
Yes	6	100%
No	0	0%
Total	6	100%

Table 17: benefits of peer interaction



Graph 15: benefits of peer interaction

Table 17 reveals that all teachers (6) answered “Yes” to this question that means peer interaction gives the opportunity to students to promote their communicative skills and helps them to learn how to argue, to exchange views, to negotiate, to make a final decision, and to convince others.

- **If yes, please state how?**

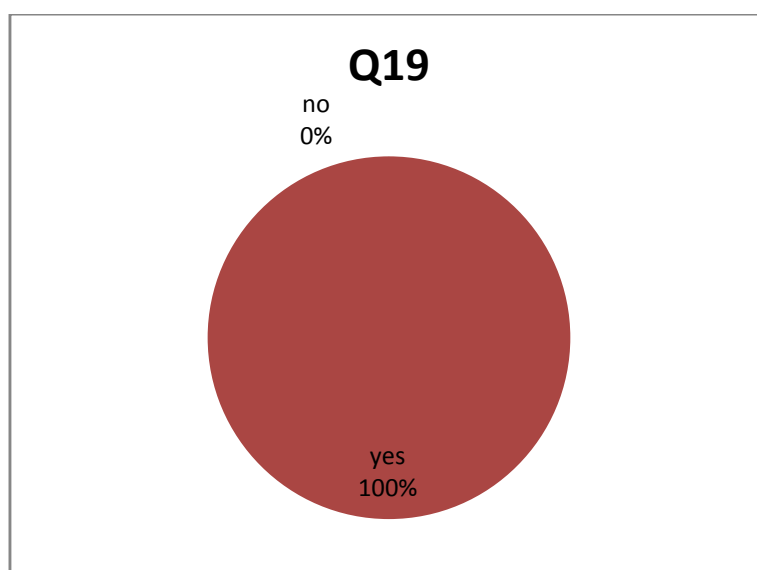
The results to this question shows that all teachers answer with yes are provide us with their justification, we notice a variation in their responses which explained as follow:

- Peer interaction enhances students’ critical and creative thinking.
- It gives them the chance to express their opinions, agreements, and disagreements.
- Peer interaction helps them to learn how to convince the others about their own ideas.

Q19: In your class, have you observed that interaction had benefits on students’ performance?

Options	answers	%
Yes	6	100%
No	0	0%
Total	6	100%

Table 18: benefits of interaction on students’ performance



Graph 16: benefits of interaction on students’ performance

Table 18 indicates that the sample (6 teachers) observed that interaction had benefits on students' performance. The full percentage (100%) goes to the option "Yes" that represents the beneficial role of interaction in students' performance during oral sessions. Whereas no one (0%) selected "No" that means all teachers agree on the powerful role of interaction in class because it increases the involvement in learning.

Q20: According to your experience, what can you do to involve your students' interaction?

According to the teachers' suggestions, the involvement of students' interaction can be through:

- Choosing interesting topics.
- Providing a healthy classroom atmosphere.
- Setting students to work in pairs and groups.
- Using peer-feedback.
- Encourage them to share information about each others' backgrounds and interests.

3.2.3 Results' discussion

Analyzing the teachers' questionnaire has revealed many facts on teachers' attitudes towards teaching oral expression; they tend to have a high level and a long experience in teaching English. Thus they were capable of providing us with the necessary knowledge that helped us in our research. In section one; we observe that we have a mixed sample of teachers of OE in English Branch of Biskra University in terms of gender males (4) females (2), the vast majority of them have Magister/Master degree, while two of them hold PhD. All of them have taught OE more than two years, instructors vary between teaching strategies they focus more on speaking and whole class discussion.

Section two is about teachers' perception of using GW as a motivational strategy. Most teachers prefer to use "GW and U shape" in their teaching and they think that GW is a motivational strategy; they often take learners sometimes in groups and the ideal group size for them is pairs or small groups of four to five students, and about assignment of students to work collaboratively is in a random manner. However, learners do face some difficulties that may negatively affect their achievement of oral proficiency. Concerning learners' motivation, all teachers agree that learners' motivation is average because there is an internal and external motivation factors which influence on students' achievement. The majority of teachers motivate their students by using different strategies and techniques to make their learners engaged in the given tasks, and about classroom atmosphere teachers confirm that it is influential on learners' motivation since learning in a safe atmosphere helps to decrease learners' anxiety and stress.

Concerning peer interaction, the majority of teachers state that (student-student interaction) is the dominant kind of classroom interaction while two (2) teachers selected both kinds of interaction (student-student/student-teacher). Peer interaction is influenced by collaborative learning by increasing the amount of interaction in class because GW encourages communication and contact so through this teaching technique students can develop their communicative skills.

Teachers agree that GW gives opportunity to students to interact because it keeps them in contact during classroom activities although it is normal that students face some obstacles during interaction with mates such shyness, fear of making mistakes, lack of motivation. The vast majority selected all the given options as problems students face. Arguing, negotiating, and persuading are learned from peer interaction means that interaction gives chance to learners to benefit from those elements to enrich their English. The helpful role of interaction to promote students' performance is supported by all

teachers because interaction increases involvement in learning. Teachers provided us with some tips to improve students' interaction they all agree on implementing collaborative learning to motivate students to interact in class.

3.3 Classroom observation

3.3.1 Description of the classroom observation

The classroom observation started from February 27th, 2017 to March 16th during the academic year 2016/2017 with 2nd year students of English classes at Mohamed Kheider University of Biskra. It is the total of eight (8) sessions with two different Oral Expression (OE) teachers, the groups we have attended with were group one (G01) for four (4) sessions and group five (G05) for four (4) sessions.

Throughout this observation we aim to investigate to what extent teachers of OE implement group work to enhance their students' peer interaction and how much interest is given to use this instructional teaching technique.

The observation we have taken was a passive observation. A check-list of three (3) sections was prepared in advance with all items that we were interested in to note and observe it for all sessions.

3.3.2 Analysis of classroom observation

Section one is about classroom context the physical settings and classroom aspects. The second section contains the group context which consists of a set of items that guide the observation whereas the last section is devoted to observe students' peer interaction.

3.3.2.1 Classroom context analysis

The present section includes (13) items (see appendix 2) deals with all the important components of classroom management.

The first section contains a set of items through it we tend to observe some manageable aspects of classroom setting, the organization of time, teaching instruments that are used in the sessions (maps, documents, cards...etc) to make the given tasks clearer. Concerning the teacher role in this section, it is to display energy, enthusiasm and positive reinforcement also the important teacher's role which is moving around to check the task progress.

3.3.2.2 Group context analysis

The present section includes (24) items dealing with how students are setting in organized small groups, it contains the details of forming groups, roles assignments, and how group members work together.

The second section we shed light on the group context, we focus on how students are grouped (according to ability, levels, gender), and the criteria behind grouping students in groups where members do not exceed four students per group those criteria are: randomly selected, teacher-selection, student-selection. Moreover we want to observe how students are ready, motivated, and responsible in their groups. In other hand, there are some points which are important among group members we spotlight on them concerning the agreements on decisions about the given tasks, collaboration, help, exchange of ideas and opinions, participation.

3.3.2.3 Interaction analysis

The present section includes (9) items deals with both general classroom interaction and peer interaction which is the aim of this study.

The last section is about peer interaction our second variable. It consists of a set of items that we intend to observe this relation in depth; we prepared some notes that should be observed, starting by the dominant kind of classroom interaction (S-T or S-S interaction), then we try to discover the abilities between peers when dealing with the giving tasks such: asking questions, communicate ideas, listening to peers, recognizing and processing words and phrases (receptive language).

The purpose of this study it to investigate the role of implementing GW in EFL classes to help students in improving their peer interaction. Thus, classroom observation is the most appropriate tool that enables us to have a close look at students' reaction towards the activities assigned by the teacher. It is also designed to measure the extent to which L2 teachers are using GW as a motivational strategy and to which EFL learners feel comfortable in their class environment that can help them to enhance peer interaction, as well as, to have a look for obstacles that face students when they improve their learning skills.

3.3.2 Results' discussion

The results obtained from the classroom observation helped us to conclude that students' interaction varies from one group to another that means students interact differently according to the dominant type of interaction. For both groups, students were always active and ready to exchange ideas, either with teacher or among themselves. They always felt comfortable when working as a team where the number of group members does not exceed (4-5) students per group which facilitate communication and maximize the level of

motivation. This teaching strategy gives students opportunity to know each other well, meet their needs, promote the sense of belonging and self-confidence. Considering group work as a motivational strategy that can enhance students peer interaction which is a type of communicative language teaching (CLT) that focus on learning by interaction, it makes students work together. Group one (G01) shows that whole class discussion is the best way to enhance peer interaction and the choice of topic is the motivational element which is the responsibility of the teacher while group five (G05) focuses on small-groups and large groups to carry on classroom activities which is the most helpful teaching tool to promote students' interaction. We deduce that students' peer interaction depends on the use of some effective teaching strategies and according to our observation, group work can be considered as a motivational strategy to improve students' peer interaction.

Recommendations

Based on the results and discussions of this research, the following recommendations seem to be appropriate:

- Teachers should use the technique of working in small groups to encourage students work collaboratively and raise the level of cooperation.
- Teachers should also explain the advantages of GW to motivate students and make them benefit more.
- Teachers should encourage their learners to practice the language especially with native speakers outside the classroom setting to be familiar with any aspects of that language.
- Teachers should select carefully the classroom activities and focus on its role in motivating students to improve their levels.

- Teachers should provide a real classroom atmosphere with the comfortable learning conditions to encourage students to work.
- Teachers should provide opportunities for students to improve their interaction and communicative skills.
- Teachers need to give much importance to the aspect of interaction in their classes since it is the key element where students meet their needs and interests.
- More time should be allocated to the Oral sessions in which teachers can do their best to foster the students' Oral interaction since the language learnt through interaction.
- The students should speak and practice language in the classroom regularly.
- Student should be ready to engage in any classroom task without frustration.
- Future researches should involve more EFL learners at different levels such first, third years LMD.

To conclude, through this dissertation we hope to be beneficial for both students and teachers of Oral Expression. This work can be a step for further researches to pave the way to use different teaching strategies to improve EFL learners' peer interaction.

Conclusion

Throughout this chapter, the analysis of both research tools which are teachers' questionnaire and classroom observation in order to investigate how teachers use group work as a motivational strategy to enhance students' peer interaction. Furthermore, we emphasize on the role of group work in giving students opportunity to work collaboratively. The obtained results from analyzing both data gathering tools show that there is a positive influence of group work on enhancing students' peer interaction; teachers' stress that group work should be organized and guided by them in order to gain

better results. However, applying some motivational and interactive methods such as group work can facilitate the learning process.

General conclusion

Teachers of English at the University of Mohamed Kheider tend to use group work as a motivational strategy to engage their students through classroom activities to help them achieve their goals and enhance their levels of learning. This study aims to investigate the role of group work in motivating students to learn and get them involved in the learning process, and to what extent this teaching strategy can enhance EFL learners' peer interaction. The research was descriptive following the qualitative method; teachers' questionnaire and classroom observation were the adopted instruments to collect data. Our sample included six teachers of Oral Expression at the English division and two groups of 2nd year LMD.

The research was divided into three chapters, the first and the second were a literature review of the two variables. The first was about the role of group as a motivational strategy in learning a foreign language, which is divided into two main related sections group work and motivation. The second was devoted to students' peer interaction and its role to promote communicative skills among learners, while the last chapter was the practical part of our research; it was about analyzing the data collected from both research tools.

All in all, the obtained results confirmed our hypothesis, that the use of group work as a motivational strategy, it enhances EFL learners' peer interaction. We found that group work is the efficient way to keep students involved in the given tasks. We conclude that EFL teachers should implement such kind of cooperative work in their classes to guarantee students' engagement in the learning process because it creates a positive atmosphere where students encourage and help one another, that can be a push to enhance their peer interaction and develop their communicative abilities.

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Appendices

Appendix One

TEACHERS' QUESTIONNAIRE

Dear teachers,

This questionnaire serves as a data collection for a research work that aims to investigate the role of group work as a motivational strategy in second-year students at the Division of English, University of Biskra. I would be really thankful if you could take the time and the energy to share your experience with us by answering the questions below. Your answers are very important and will help us complete our research.

Please, tick (√) to choose your answer. Thank you very much in advance.

Personal information: Hoadjli Nassima, Master 2 (sciences of language)

Section one

Personal background

1. Degree you hold:

- License
- MA (Magister/Master)
- PhD (doctorate)

2. How many years have you been teaching English?

.....years

3. Do you vary between teaching strategies in your class?

- Yes
- No

Please, select the most used:

- Listening (by using Audio-visual aids)
- Speaking (conversations and dialogues)
- whole class discussion

Section two

Teachers' perceptions of using group work as a motivational strategy

4. Which technique do you prefer to use in your teaching?

- Free discussion
- Group work
- U shape (horseshoe)

Others, justify

.....
.....
.....

5. Do you think that group work can be a motivational strategy?

-Yes -No

Please, explain why?

.....
.....
.....

6. How often do you take your students to work in groups?

-Never -Sometimes
-Often -Always

7. What is the ideal group size for you?

-Pairs
-Small groups (3/4 students)
-Large groups

8. How do you assign students to work collaboratively?

-Gender
-Ability
-Randomly

9. What are the common problems that your students face when working cooperatively?

.....
.....
.....

10. How can you evaluate your students' motivation?

-Low
-Average
-High

11. Do you think that motivational factors (internal/external) influence students' achievement?

-Yes -No

Please, explain how?

.....
.....
.....

12. How do you motivate your students?

.....
.....
.....

13. Do you think that (class atmosphere/ teacher behavior) influence on students' motivation? Please, explain how?

.....
.....
.....

Section three

Peer interaction

14. What is the dominant in your class among the following?

-Teacher-student interaction

-Student-student interaction

15. Do you think that collaborative learning influence students' peer interaction?

-By increasing interaction

-By decreasing interaction

Please, justify

.....
.....
.....

16. Do you think that group work gives opportunity to students to interact?

-Yes

-No

Please, explain how?

.....
.....
.....

17. What are the common obstacles that learners face when they interact?

-Shyness

-Fear of making mistakes (problems of fluency and accuracy in language)

-Lack of motivation on the given task

Others, please state them

.....
.....
.....

18. Do you think that peer interaction helps your students to learn how to argue, negotiate, persuade?

-Yes -No

If yes, please state how?

.....
.....
.....

19. In your class, do you observe that interaction had benefits on students' performance?

-Yes -No

Please, clarify why?

.....
.....
.....

20. According to your experience, what can you do to involve your students' interaction?

.....
.....
.....

*Additional information that can help us:

.....
.....
.....
.....

Thank you for your help

Appendix Two

Check-list of the classroom observation

Check-list of classroom observation

Observer:	Teacher:
Session:	Date:
Level:	Time:
N° of students:	Academic year:

A) Classroom context:

(O): observed (A): adequate (N.O): not observed

Items:	O	A	N.O
-The physical setting is clear and comfortable, that leads to the success in the given task			
-Time is well planned			
-Positive reinforcement is used			
-Transitions between activities are smooth and without confusion			
-Teacher listens to what students have and need to say			
-Effective communication skills are present			
-Overall safe, non-threatening environment is provided			
-Students are engaged in the same task at the same time			
-Instructional tools and methods are varied			
- Learning goals/data is displayed			
-Time is used effectively & efficiently			
-Teacher displays energy & enthusiasm			
-Teacher moves around to check the task progress			

Comments:

B) Group context:

(A): always (O): often (R): rarely (N): never

Items:	A	O	R	N
-Students are formed according to ability				
-Students are formed according to levels				
-Students are formed according to gender				
-Members of the group do not exceed 4				

students				
-Groups are formed: *randomly *teacher-selection *student-selection				
-Roles are equally divided among students				
-Roles are interchangeably among students				
-Working as a team(cohesion among group members)				
-Showing readiness and motivation to the work				
-Students have defined responsibilities				
-Students encourage one another				
-Collaboratively producing a product				
-Collaboratively problem-solving				
-Participating in discussions and exchanging opinions				
-Agreement on decisions about the given task				
-Taking the turn to talk in well organized manner				
-Shyness during working collaboratively				
-Students follow and respect the teacher's instructions and directions				
-Take notes				
-Stay on task				
-Ask clarifying questions				
-Give each other a chance to speak				
-Asking for opinions from non-participants team members				
-Students complete the task on time				

Comments:

C) Interaction:

(A): always (O): often (N): never

Items:	A	O	N
-Asking questions and waiting for feedback			
-Clarifying and supporting each other's ideas			
-Students communicate their thoughts freely and in confident manner			
-Students expresses ideas to peers			
-Students compromises as needed for the group process			
-Students demonstrates ability to listen to peers			
-Student-teacher interaction in focused			
-Student-student interaction is focused			
-Ability to recognize and process words and phrases(receptive language)			

Comments:

ملخص

تهدف الدراسة الحالية إلى استكشاف آثار العمل الجماعي كإستراتيجية تحفيزية لتعزيز تفاعل الأقران بين الطلاب. تركز على أهمية العمل الجماعي كأسلوب تعليمي لتحسين التفاعل بين الأقران. وهي تسلط الضوء على أهمية تهيئة بيئة منظمة جيدا لكي يتمكن المتعلمون من مواصلة تحسين تفاعلهم. والفرضية الأساسية تحدد أنه إذا تم استخدام العمل الجماعي كإستراتيجية تحفيزية خلال تدريس اللغة الانجليزية كلغة أجنبية (إ. ف. ل) فإنه سيعزز التفاعل بين الأقران. إن طريقة هذا البحث وصفية بحثية. ويهدف إلى وصف متغيرين: العمل الجماعي كإستراتيجية تحفيزية ودورها في تعزيز تفاعل الأقران. لجمع البيانات تم استخدام اثنين من أدوات البحث ثم إجراء استبيان لمدرسي اللغة الإنجليزية الذين قاموا بتدريس التعبير الشفوي في شعبة اللغة الإنجليزية في جامعة محمد خيضر في بسكرة، وتمت متابعة الفصول الدراسية لثمانية (8) جلسات مع مجموعتين من السنة الثانية ل. م. د في نفس القسم. وقد أظهرت نتائج البحث أن العمل الجماعي يمكن أن يكون وسيلة فعالة لزيادة التفاعل بين الطلاب إذا تم تطبيقه في صفوف اللغة الإنجليزية كلغة أجنبية.