

GROUP WORK AND WILLINGNESS TO COMMUNICATE

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHEIDER UNIVERSITY – BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
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Investigating the Relationship between Group Work and Willingness to Communicate:

A Case Study of First-Year English as a Foreign Language Learners at Biskra University

Master dissertation submitted in partial fulfilment of the requirements for a
Master Degree in Sciences of Language

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Academic Year: 2022/2023

Declaration

I, Donia **HOUAM**, hereby declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.

I also declare that this research was carried out and completed at Mohamed Kheider University of Biskra.

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Dedication

I dedicate this work to my friend, family and the one who I truly love.

Acknowledgements

First and foremost, I am so grateful and thankful to Allah the Almighty for giving me the strength and patience to accomplish this modest work.

Special thanks to my supervisor Ms. Kenza **MERGHMI** for her valuable guidance, and assistance, and for her positive feedback, helpful insights, and great contribution to finalise the present study.

My thanks also go to the members of the jury for taking the time to evaluate this work: Pr. Saliha **CHELLI**. Dr. Chahira **NASRI**,

I want to express my sincere appreciation to the first-year students who participated in this study. Special thanks should go to the teachers who accepted to take part in the interviews.

Abstract

This study explores the influence of group work on the willingness to communicate (WTC) among first-year students learning English as a Foreign Language (EFL). Despite their effective language proficiency, some students exhibit reluctance to engage in classroom communication. While group work has been found to positively impact academic performance and goal orientation, its effect on EFL students' WTC, particularly among first-year students, remains largely unexplored. Thus, this research aims to examine the impact of group work on EFL students' WTC and their ability to freely use the language in communicative language classes. The study attempted to explore the extent to which first-year EFL learners are willing to communicate and their attitudes towards group work, along with the teachers' perspectives on the effects of group work on WTC. Employing a mixed-methods approach, the research includes a structured interview with 7 oral expression teachers and questionnaires administered to a sample of 30 first-year EFL students. The data analysis uses descriptive statistics and thematic analysis to try and understand EFL learners' WTC within the Algerian context. The findings indicate that first-year EFL learners generally demonstrate a willingness to engage in communication and hold positive attitudes towards group work, recognising its advantages in terms of collaboration and diverse perspectives. These research findings contribute to the existing knowledge on the relationship between group work and willingness to communicate, informing future studies and offering guidance for students aiming to actively participate in the classroom.

Keywords: Academic Performance, Academic Language Classes, EFL Students, Group Work, Willingness to Communicate

List of Abbreviations and Acronyms

CL: Cooperative Learning

CLT: Communicative Language Teaching

EFL: English as a foreign language

ELT: English language teaching

WTC: Willingness to Communicate

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Investigating the Relationship Between group work and Willingness to Communicate: A Case Study of First-Year English as a Foreign Language Learners at an Algerian University

General Introduction

Considering that the term lingua franca is used to describe a language used for people with different mother tongues to communicate easily, in addition to the unprecedented growth of the number of English language users and learners, it is safe to say that English has already secured its status as a lingua franca. Nowadays, English has dominated many fields and has become indispensable. For instance, the domains of media, technology, and science have all started to use English above any other language. Another domain that has witnessed the great expansion of English as a worldwide language is undoubtedly education. That is why the demand for English as a foreign language (henceforth EFL) teachers has increased tremendously.

English language teaching (henceforth ELT) is gaining more recognition lately, especially with the implementation of this language in the curricula of the primary level of education. Although English persists in being a foreign language, there are many changes brought about to help improve English language teaching and learning in the country.

Teachers are no longer the centre of the classroom when it comes to ELT; instead, students are expected to engage in the learning process actively rather than relying on the teacher completely. Students, with the teacher as a guide, now take part in suggesting future activities in the classroom. Adapting the learner-centred approach helps improve students' creativity, critical thinking, problem-solving skills and performance. As such, many researchers call our attention to the importance of training learners to become more self-reliant and proficient as well as inculcating them on speaking more when it comes to group discussions using the foreign language and preferably leading those discussions.

Speaking is more natural and comes first since it is the first skill to be noticed when using the foreign language in addition to that foreign language learners tend to be judged based on this skill first. Therefore, speaking is undeniably an important skill to master when it comes to language learning, but nevertheless, participation in the classroom is often regarded by students as an overwhelming activity. Moreover, language learners' shortfalls in participation can be traced back to underlying problems such as insecurities, lack of motivation, and social anxiety. Nonetheless, speaking remains a major productive skill and a must to achieve language proficiency.

1. Statement of the Problem

Willingness to communicate (henceforth WTC) is of great importance when it comes to foreign language or second language teaching and learning. Students who use the language in class are welcomed and encouraged to speak more. Teachers work effortlessly to motivate their students to communicate by using a wide range of activities. However, students' participation is dependent on their willingness to speak in the classroom. Teachers often face students who are unwilling to participate yet are actually capable of using the language and possess a high linguistic competence in relation to the language in question Macintyre et al (1998).

Learning English as a Foreign Language (EFL) can be a daunting task, due to the problems students face while speaking in the classroom. Students often are stressed to do oral expression activities such as presentations, participation, and joining group discussions. However, Group work can be helpful because it provides an opportunity to receive feedback from others. Some students report that group work has positive effects on their academic performance. Observing their peers' academic achievements can increase students' likelihood of becoming more goal-oriented.

In the context of first-year students of English, the influence of group work remains overlooked. It is noticed from personal experience that teachers encourage students to speak more yet some students abstain from doing so even though they are perfectly capable of speaking that foreign language. It is also worth noting that those same students tend to speak more while engaging in group activities. If this causation is not investigated on the said population, one would never properly understand the influence of group work on EFL students' willingness to communicate.

Evidently, despite their ability to use the foreign language effectively, some first-year students continue to be unwilling to communicate in the classroom, which can be a result of learners' attitudes towards group work. Therefore, this research aims at investigating the influence, if any, of group work on EFL students' willingness to communicate and use the language freely in communicative language classes.

2. The Variables in this Study

The main variables under study are:

- Group work (independent)
- Willingness to communicate (dependent)

3. The Research Aim

The general aim of this study is to explore the relationship between group work and willingness to communicate on first-year students and how can group work increase students' WTC.

More specifically, this research has these following objectives:

1. Find out First Year EFL learners' perceptions of their willingness to communicate.
2. Figure out some factors in group work that influence students' WTC.
3. Explore the attitudes of First Year EFL learners towards group work.

4. Gain insights into how teachers perceive the impact of group work on the students' WTC.

4. The Research Questions

This research seeks to answer the following research questions:

RQ1: What are First Year EFL learners' perceptions of their willingness to communicate?"

RQ2: What are First Year EFL learners' attitudes toward group work?

RQ3: What are teachers' perceptions of the effects of group work on WTC?

5. Rationale and Study Description

Adopting a mixed-method approach ensures a comprehensive understanding of the subject matter by utilising both interviews and questionnaires. This approach facilitates the acquisition of diverse perspectives, which enhances the richness of the findings.

To commence this investigation, interviews were conducted with teachers belonging to the selected population. These interviews serve as a primary data collection method, enabling an in-depth exploration of their experiences, practices, and viewpoints. The qualitative data acquired through these interviews will provide valuable insights into the research subject, allowing for a nuanced understanding of the phenomenon under investigation.

In addition to interviews, questionnaires were administered to participants. This method aims to gather quantitative data that can be analysed to identify patterns, trends, and statistical relationships. The inclusion of a larger sample through questionnaires offers a broader perspective and allows us to explore the behaviours of the target sample.

By employing a mixed-method approach, the research benefits from the complementary strengths of qualitative and quantitative data. The interviews provide a rich and detailed exploration of individual experiences, while the questionnaires contribute to a broader

understanding of the subject by capturing data from a larger population. The combination of these methods enhances the validity and reliability of the research findings, ultimately leading to a more comprehensive conclusion.

6. The Research Methodology for this Study

This study uses a mixed-methods approach due to the nature of the study. we attempt to reveal students' WTC mostly in the instructional context. Additionally, the study aims at exploring teachers' perceptions of how the implementation of group work can enhance students' WTC. Therefore, a mixed method approach is more suitable than only one of the approaches not only due to time restrictions but especially since it does not suit the purpose of this study. This research involves the analysis of an interview with 7 teachers and a questionnaire to explore students' attitudes toward group work and their perceptions of their WTC. The nature of this study entails using the exploratory design, to explore a possible relationship, since the purpose of the present study is to gain an overall picture of EFL learners' WTC in English in the Algerian context.

Population and Sampling Technique

First-year EFL students of the academic year 2022/2023 comprise the population of this study. This population has been chosen for the main reason that first-year students are fairly new to the university and to the subject of Oral Expression. The sample consists of 7 oral expression teachers as well. 30 students were all chosen from the first-year class through the convenience sampling technique.

7. Significance of the Study

The purpose of this study is to gain insight into the relationship between group work and willingness to communicate. The results of this study might assist this area of research, especially

considering that speaking is the cornerstone of mastering any foreign language. The current study also serves as a guide for students who wish to actively engage in the classroom.

Moreover, groups, once divided correctly may in fact have positive effects on classroom management and WTC. Therefore, creating a more suitable environment for students to communicate in the target language. This study also boosts teachers' awareness on the effects group work has, whether they are negative; or positive, as well as how to increase the latter.

8. Writing Style

The seventh edition of the Publication Manual of the American Psychological Association (2019) was used for the present paper. This style was used as it suits the field of study on which the paper touches. All the guidelines were used apart from text justification. In contrast to what the seventh edition of the APA guide dictates, this research uses text justification for clarity and organization concerns.

9. Structure of the Dissertation

The structure of the dissertation is as follows:

Chapter One reviews the concept of willingness to communicate. It provides a general overview of WTC by defining it and mentioning its early emergence, and theories. As well as previous related studies.

Chapter Two is about the concept of cooperative learning. It also provides a detailed overview of the concept of cooperative learning by defining it and talking about its types, advantages and disadvantages. As well as previous related studies.

Chapter Three is devoted to the methodology, paradigm, approach, design, population, sampling technique, data collection, procedure and analysis as well the final results, the data analysis, discussion and conclusion.

Chapter 1

Willingness to Communicate

Introduction

Various studies on individual differences in second language (L2) acquisition showed the influence of affective variables such as attitudes, motivation, anxiety and stress on achievement or proficiency. One of the most recent additions to these constructs is WTC. This concept is especially useful in relation to communication in L2.

1. Willingness to Communicate

WTC in a second language (L2) refers to an individual's level of motivation and readiness to use their L2 for communication purposes. It can be influenced by several factors such as confidence, language proficiency, and the situational context. A person with a high level of WTC in L2 may feel confident and comfortable using the language in various situations, while someone with a low level may avoid using the language or only use it in specific situations. It is a crucial factor for successful second language acquisition. People who have high WTC in an L2 are more likely to participate in communicative situations, take more language learning risks, and show persistence in the face of challenges.

In the context of language learning, the definition of WTC as proposed by MacIntyre et al. (1998) refers to an individual's readiness and motivation to engage in communication in a second language (L2). According to MacIntyre and Gardner (1994), WTC is a multidimensional construct that includes several components, such as confidence, motivation, interest and attitudes. MacIntyre et al. (1998) argue that WTC is an important predictor of second language proficiency, as it affects an individual's participation in communicative situations and their ability to overcome language-related anxiety. In other words, a high level of WTC can facilitate language learning and improve communicative competence in L2.

1.1 The Emergence of Willingness to Communicate

Based on McCroskey and Baer's (1985) study, WTC has its roots in the works of Burgoon (1976) and Mortensen et al. (1977) on predispositions toward verbal behaviour, and McCroskey and Richmond (1982) on shyness. Therefore, the concept of WTC was first introduced as a trait-like perspective that represents an individual's predisposition or attitude towards communication meaning that it is viewed as a stable and enduring aspect of a person's personality, much like other traits such as extroversion, agreeableness, or conscientiousness according to McCroskey and Baer (1985).

The concept of WTC emerged in the field of second language acquisition (SLA) as a way to understand the role of motivation and attitudes in language learning. Researchers such as MacIntyre and Gardner (1994) argued that WTC was a crucial factor in determining the success of SLA and that it was a complex construct that included multiple dimensions such as confidence, motivation, interest, and attitude. WTC was first introduced in foreign language learning literature by MacIntyre et al. (1998). They defined it as "a readiness to enter the discourse at a particular time with a specific person or persons, using an L2." (p. 547). MacIntyre and Charos (1996) further defined WTC as "a stable predisposition toward communication when free to choose to do so" (p. 7). Kurk (2019) added that it also refers to a learner's intention to use the target language in communication. MacIntyre and Vincze (2017) believed that WTC was a key objective in foreign language learning, as the intention to communicate can lead to authentic communicative behaviour and improved foreign language proficiency. The study of WTC has since expanded to include different cultural and educational contexts, and has become a central topic of research in SLA and foreign language education.

According to the research of Burgoon (1976), unwillingness to communicate focuses on the relationship between WTC and nonverbal behaviour in communication. She found that individuals with high WTC were more likely to engage in positive nonverbal behaviours, such as eye contact and facial expressions, which conveyed their willingness to participate in the communicative process. Burgoon described unwillingness to communicate as a chronic tendency to avoid communication, meaning that high WTC individuals were more effective communicators, as their positive nonverbal behaviours helped to build rapport, convey interest, and increase the likelihood of successful communication. Öz et al. (2015) held the view that WTC is a complex construct that encompasses various affective, social-psychological, linguistic, and communicative factors. They believed that WTC can help describe, explain, and predict language learners' communicative behaviour in an L2.

1.2 Willingness to communicate in L1

WTC is a concept that is not limited to second-language (L2) contexts but can also be applied to first-language (L1) contexts. In L1 contexts, WTC refers to an individual's readiness and inclination to participate in communicative acts in their native language. Similar to WTC in L2 contexts, WTC in L1 contexts is influenced by various affective, social-psychological, linguistic, and communicative factors. For example, individuals may have a high WTC in L1 if they have positive attitudes towards communication in their native language, are confident in their linguistic abilities, and have opportunities for communication in their L1.

1.3 Willingness to communicate in L2

McCroskey and Baer (1985) first argued that the concept of WTC is a personality trait in an individual's first language (L1). They believed that WTC in L1 and second language (L2) share some characteristics. However, MacIntyre et al. (1998) argued that the most critical factor

influencing WTC is the language of communication. They maintained that L2 competence varies greatly across individuals, from no competence to full competence, whereas most speakers exhibit high communicative competence in L1. MacIntyre et al. (1998) also pointed out that L2 use is influenced by numerous social factors that may not be relevant to L1 use, making it highly unlikely for WTC in L2 to be just a manifestation of WTC in L1.

2. Types of Willingness to Communicate

2.1 Trait Willingness to Communicate

According to McCroskey and Richmond (1990), Trait WTC refers to an individual's stable and enduring personality disposition towards communication. It is seen as a relatively consistent and enduring personality trait that describes an individual's general tendencies towards communication, regardless of the context or situation. Many of the models first created to describe WTC used an L1 measure of WTC created by McCroskey and Baer (1985), seeing WTC as a trait variable. Most of the models of trait WTC were heavily influenced by the Socio-Educational model Gardner (1985).

2.2 Situational Willingness to Communicate

Situational WTC, on the other hand, refers to an individual's temporary and context-specific inclination or readiness to communicate. It describes an individual's temporary state of mind or motivation to communicate in a specific situation or context. SWTC is influenced by various situational and contextual factors, such as the audience, the topic, the purpose of communication, and the individual's goals and needs in a particular situation (MacIntyre et al., 1998).

2.3 Trait Versus Situational Willingness to Communicate

WTC was initially seen by McCroskey and Baer (1985) as a persistent personality trait that determines an individual's overall readiness to communicate. However, MacIntyre et al. (1998) took a more nuanced approach and saw WTC as a combination of both a trait and situational variable. This means that an individual's WTC can be influenced not only by their underlying personality, but also by the circumstances they are in. A study that delved into the situational aspect of WTC was done by Cao (2013). This long-term research looked at the situational WTC of students in a second language classroom setting. The findings showed that a range of factors, including the topic of discussion, the audience, the individual's objectives and needs, and the level of formality in the situation, can all have an impact on a person's situational WTC.

3. MacIntyre, Clément, Dörnyei, and Noels's (1998) Pyramid Model of Willingness to Communicate

The Pyramid Model of WTC was proposed by MacIntyre et al. (1998). MacIntyre et al.'s (1998) study on L2 WTC is widely cited and has shaped the field of language learning research. Their study is based on a six-layered pyramid model, which includes both situation-specific and stable trait-like variables. The top three layers of the pyramid model consist of dynamic variables that are subject to change and depend on specific communication contexts. On the other hand, the bottom three layers are considered to be stable, trait-like variables that influence L2 WTC behaviours consistently across different times and places.

The concept of communication apprehension and its impact on communication has been explored by researchers such as Daly and McCroskey (1976) and McCroskey and Andersen (1976). More recently, McCroskey et al (1992) explored the idea of WTC, which encompasses the

effect of communication apprehension, introversion, reticence, and shyness on communicative behaviour.

The first layer of MacIntyre et al.'s (1998) pyramid model is focused on Communication Behaviour, which encompasses L2 use. They describe L2 use as the outcome of a complex system of interrelated variables. They argue that authentic L2 communication within the classroom should include activities such as speaking, reading newspapers, and watching television in the target language and that students should be encouraged to actively seek out communication opportunities themselves, they believe that language learning is not just about acquiring knowledge about the language, but also about actively using the language in real-life situations. Consequently, educational programs that do not push learners to engage in communication using the target language are deemed to be ineffective.

Regarding Behavioural Intention (Layer II), it encompasses the idea of WTC, meaning a willingness to engage in communication at a given moment with a particular person or group, using a second language (MacIntyre et al., 1998). The authors substantiate their argument by presenting an illustrative scenario wherein students exhibit their linguistic proficiency and enthusiasm for engaging in classroom discourse through the act of raising their hands in response to the teacher's inquiry. This behaviour not only signifies their self-assurance in utilising the target language but also signifies their inclination towards active involvement in the academic dialogue. It suggests that they possess a relatively low level of anxiety when speaking in a second language. Such behaviour indicates that the students feel at ease and are enthusiastic about engaging in the lesson, without being hindered by excessive anxiety or fear.

Layer III is part of a larger theory that focuses on understanding the antecedents of the WTC in specific communication situations (MacIntyre et al., 1998). According to this theory, the

WTC is influenced by various situational factors, one of which is known as Situated Antecedents. Situated Antecedents are made up of two tendencies, which are the motivation to communicate with a specific individual and the communicative self-confidence (MacIntyre et al., 1998). Motivation to engage in communication is shaped by a complex interplay of inter-individual and inter-group factors, wherein the desire for affiliation and control can exert significant influence. Individuals may feel compelled to communicate with specific individuals as a result of their yearning for social connection or the aspiration to assert control over a given situation. The state of communicative self-confidence is the other aspect of Situated Antecedents and encompasses two fundamental structures: perceived competence and lack of anxiety. Perceived competence encompasses an individual's self-perceived ability to communicate effectively in a particular context, whereas the absence of anxiety pertains to their level of unease or tension. MacIntyre et al. (1998) posited that both the inclination to engage in communication and the state of communicative self-assurance directly influence one's willingness to communicate. Essentially, if an individual harbours a strong inclination to communicate with a particular individual and possesses confidence in their communication skills, they are more inclined to display a willingness to communicate in that specific situation. Overall, Layer III and Situated Antecedents offer a comprehensive view of the factors that contribute to the WTC in specific communication situations. This knowledge can be useful in various settings, such as education, counselling, and organizational communication.

Layer IV, known as Motivational Propensities, is a critical aspect of the theory that focuses on the motivations behind individuals' WTC in a second language (L2). It places emphasis on three primary clusters, namely inter-individual motivation, inter-group motivation, and L2 confidence (MacIntyre et al., 1998). Inter-individual motivation pertains to the distinct motivational factors

that exist between individuals and those who use the second language (L2), as well as the individual's connection with the L2 itself (MacIntyre et al., 1998). In determining an individual's motivation to engage in communication with a particular interlocutor, two primary factors emerge: control and affiliation motives. Control motives encompass the individual's inherent need to exert authority or influence over a given situation, while affiliation motives pertain to the individual's aspiration for establishing and maintaining social connections. These motives are linked to the individual's attitudes and relationships with members of language-related communities.

L2 self-confidence constitutes a significant element within the framework of Motivational Propensities, with its development being shaped by a multitude of factors encompassing communicative competence, experience, and personal attributes (MacIntyre et al., 1998). The construct of communicative competence revolves around an individual's conviction in their aptitude to effectively communicate in a second language, while experience pertains to the extent of exposure and utilisation of that language in various contexts. In addition, personality traits help shape L2 confidence, with some individuals naturally being more confident communicators than others. Levels of confidence in L2 are largely dependent on proficiency ratings and apprehension levels, with those who exhibit higher proficiency and lower apprehension generally exhibiting more confidence (MacIntyre et al., 1998). In summary, motivational bias provides valuable information on the level of motivation and confidence that drives individuals to engage in second-language communication. This information can be of benefit to language educators, researchers, and professionals in language-related fields, as it helps to understand the underlying dynamics of communicating in a language. second language and enable the development of more effective teaching and learning strategies.

Layer V referred to as the “Affective and Cognitive” context, focuses on variables that are somewhat outside the direct scope of language learning and communication (MacIntyre et al., 1998). This layer concerns inter-group attitudes, social situations, and communicative competence. The first component, inter-group attitudes, includes integrativeness, fear of assimilation, and motivation to learn the L2. Integrativeness is related to a student's WTC to communicate with L2 speakers, while fear of assimilation can lead to less communication. The motivation to learn the L2 is heavily dependent on the student's attitudes towards the language. The second component, social situation, refers to a specific social experience. Variables such as participants, environment, intent, subject, and mode of communication all contribute to situational variation, and therefore, can significantly impact the WTC and self-confidence. The third component, communicative competence, refers to the ability of an individual to effectively use the target language. It is a combination of five key competencies: linguistic, discourse, actional, sociocultural, and strategic Kruk (2021). Communicative competence is an important factor in determining an individual's success in language learning and communication. In conclusion, the Affective and Cognitive Context sheds light on the inter-group attitudes, social experiences, and communicative abilities that impact an individual's language learning and communication. This information can provide valuable insights for language educators, researchers, and other language-related professionals.

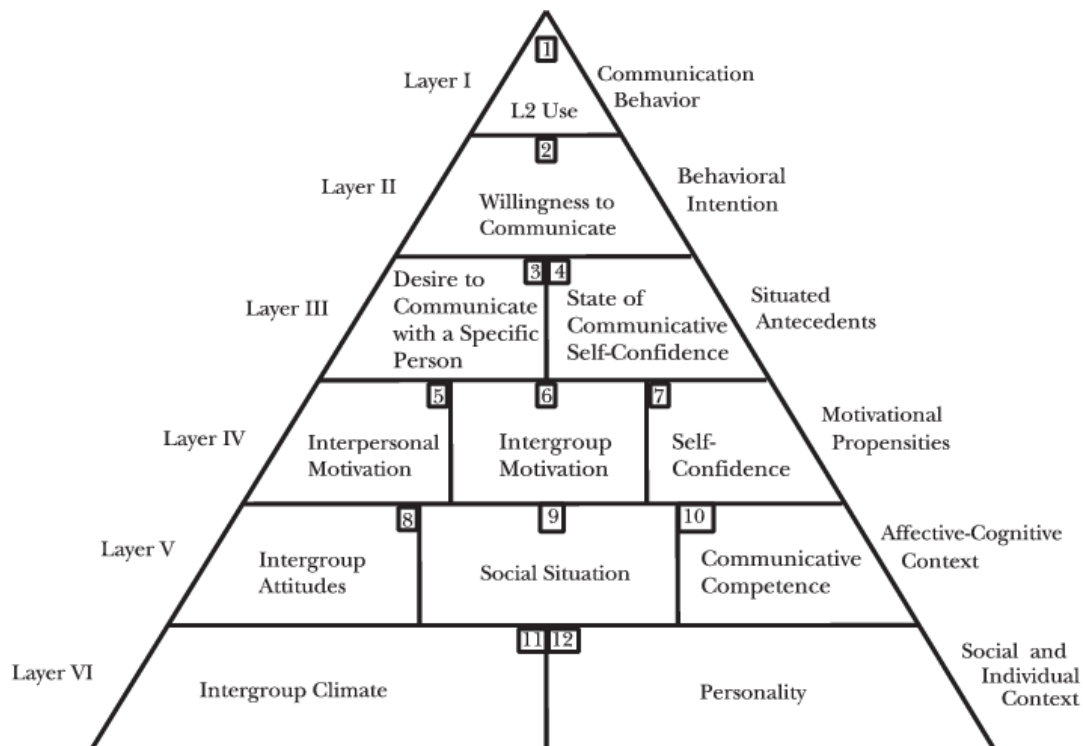
The societal and individual context (Layer VI) in second language learning refers to the intergroup climate and personality factors that affect language learning and communication. Intergroup climate, which is the focus of the societal context, refers to the social and cultural atmosphere within the language learning community (MacIntyre et al., 1998). This atmosphere is composed of two main components: Ethnolinguistic vitality refers to the cultural and linguistic assets within a group, showcasing the resources available for communication and expression. It

encompasses the cultural traditions, values, and language practices that shape the community's identity and collective experiences. Personal communication networks shed light on the intricate web of personal connections and relationships inherent within a given group (MacIntyre et al., 1998). These networks are fundamental in fostering social interactions and facilitating the exchange of information and ideas. Examining these networks allows us to understand a community's cultural and linguistic resources. Perceptual and emotional correlations in L2 communities reflect the attitudes and values of community members towards the target language and its speakers. According to MacIntyre et al. (1998), these attitudes and values can influence not only an individual's motivation to learn a language but also the overall language-learning experience. Finally, personality also plays a role in shaping language learning situations. Positive or negative attitudes towards foreign people and cultures can determine the distance or proximity between groups, impacting an individual's motivation to learn the language and their overall language learning experience. Understanding the societal and individual context can provide valuable insights for language professionals and can help support language learners in their language learning journey.

MacIntyre et al. (1998) developed the well-known heuristic model of WTC, commonly referred to as the pyramid model. This model identifies and organizes the diverse range of factors that impact an individual's decision to communicate in a second language. The model encompasses a broad range of internal, interpersonal, communicative, linguistic, and situational factors that contribute to the final decision to either engage in or abstain from second-language communication. The model provides a comprehensive framework for understanding the complex nature of WTC and how various factors interact to influence an individual's WTC in a second language.

Figure 1

Heuristic Model of Variables Influencing Willingness to Communicate (MacIntyre et al., 1998)



Note. Heuristic Model of Variables Influencing WTC “Conceptualizing willingness to a L2: Communicate in confidence model situational”, by P. D. MacIntyre, Z. Dörnyei, R. Clément, & K. A. Noels, 1998, *The Modern Language Journal*, 82(4), 545–562, p. 547.

4. Factors Affecting Willingness to Communicate

When the aim of language instruction is to facilitate communication, there are important questions about the purpose of communication and the participants. In order to answer these questions, a social-psychological perspective becomes essential (Yashima, 2002). The perspective under consideration encompasses a multitude of factors that are integral to the understanding of students' motivation and attitudes towards communication with their counterparts. Achieving effective engagement in communication necessitates a thoughtful examination of the contextual

framework within which it unfolds. This entails a comprehensive grasp of the participants' backgrounds, cultures, and motivations. To illustrate, a learner aspiring to acquire a language for cross-cultural interaction might manifest distinct motivational and attitudinal characteristics in contrast to a learner-driven by business-oriented objectives. Moreover, to Dörnyei and Ushioda (2011), it is crucial to consider the goals and objectives of the communication. Understanding the purpose of communication enables language teachers to design lessons specifically tailored to the needs of students and to ensure that the language skills students are learning what is relevant and useful in the intended communicative context.

The teaching and learning process is influenced by many factors. According to a study by Latifah (2020), there are mainly five factors that influence students' willingness to communicate namely teachers, topic discussions, classroom environment, peers, and types of activities WTC is considered to be a type of individual difference, meaning that it can vary from person to person and can impact the way the individual approaches language learning. Stable factors refer to those that are relatively difficult to change such as personality traits, motivation, and prior language learning experience. Dynamic factors refer to the social context, the teacher's approach, and the learner's learning goals, these factors are generally flexible and can change depending on the situation or context. It is difficult to say that individual differences are always the same because humans can change a lot. (Waninge et al., 2014).

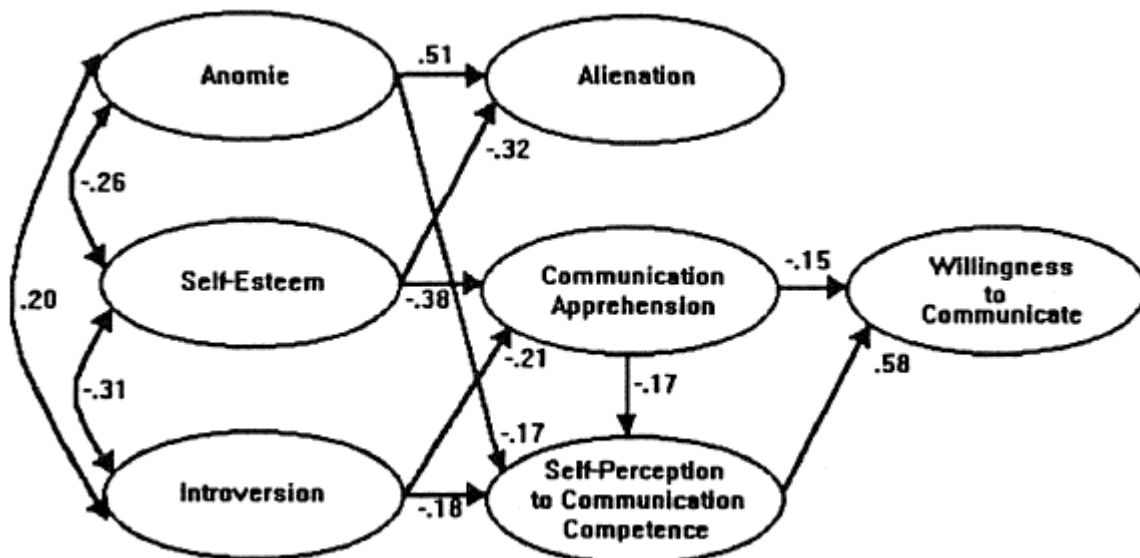
WTC is considered a key determinant of language proficiency and communicative effectiveness because it reflects an individual's readiness to participate in communication. Studies have shown that learners with high motivation and self-esteem tend to exhibit higher levels of WTC MacIntyre and Noels (1994). The social context, presence of a supportive communication

partner, and task demands can also greatly impact an individual's WTC MacIntyre and Baker (2002).

MacIntyre (1994) developed a model that argues that WTC is the result of a combination of an individual's perceived communicative competence and reduced anxiety about communication as shown in Figure 1. This model was applied to L2 communication, and the findings indicated that anxiety about L2 communication and perceived competence in L2 consistently predicted an individual's WTC in L2. MacIntyre and Charos (1996) found that WTC was a factor in determining the frequency of communication in a second language. Additionally, motivation was a predictor of either WTC, frequency of communication, or both. As illustrated in Figure 1, there are two causes of WTC, communication apprehension and perceived competence.

Figure 2

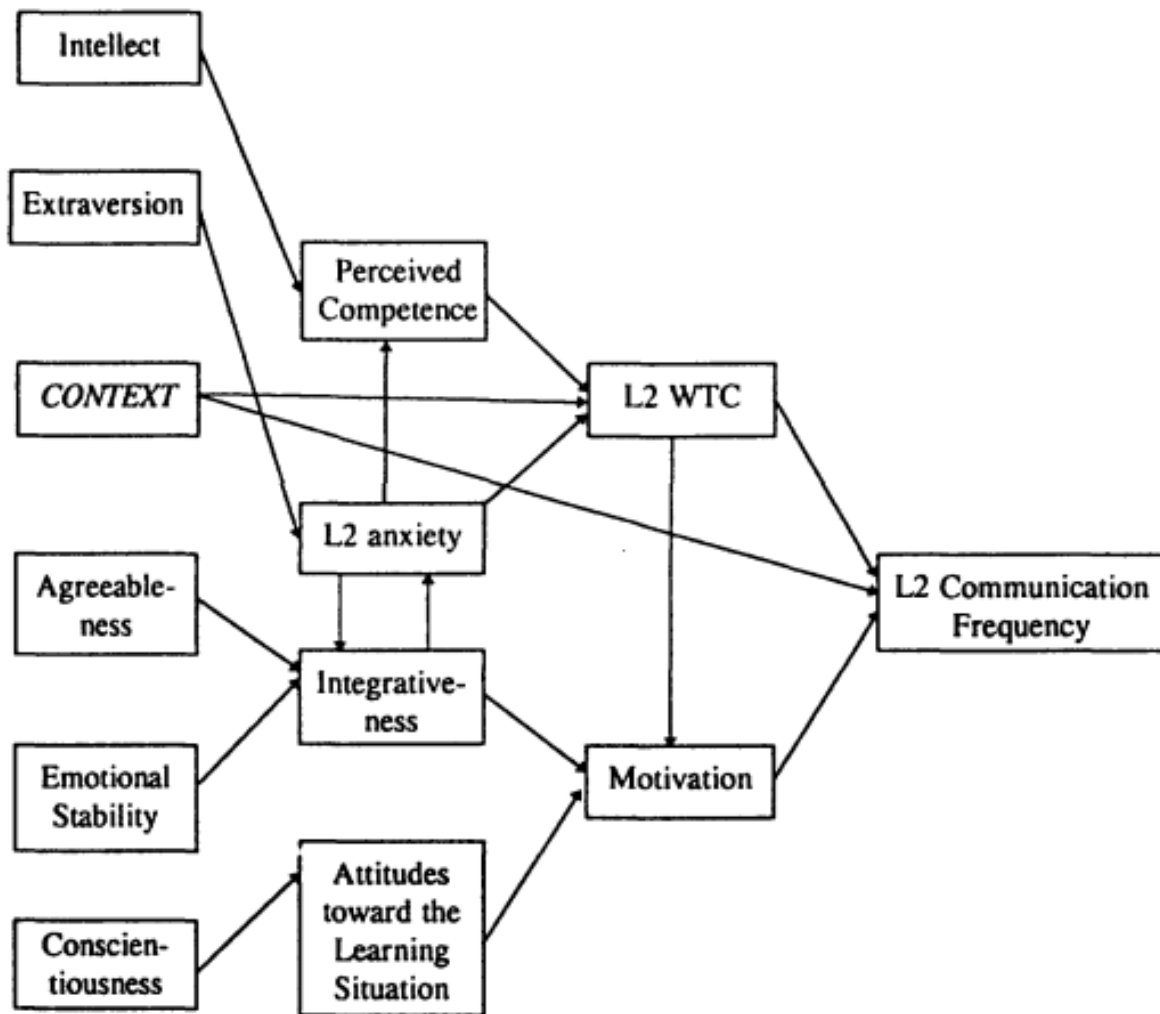
Hypothesised Causal Sequence for Predicting Willingness to Communicate Using Personality-Based Variables.



Note. Hypothesised causal sequence for predicting WTC using personality-based variables. By P. MacIntyre, 1994, *Communication Research Reports*, 11(2), 135-142.

Figure 3

MacIntyre and Charos' (1996) Model of L2 Willingness to Communicate Applied to Monolingual University Students



Note. 1996 WTC model which adds context as an additional element. From Personality, attitudes, and affect as predictors of second language communication, by P. D. MacIntyre, & C. Charos, 1996. *Journal of Language and Social Psychology*, 15(1), 3-26.
<https://doi.org/10.1177/0261927x960151001>

Figure 2 shows the influence of personality traits and adds another important element which is context. It suggests that learners' preference for social activities may lead to either decreased or increased levels of language anxiety during social interactions utilising the L2 (MacIntyre & Noels, 1994).

In language learning environments, the social context can play a crucial role in shaping the students' WTC. A positive and supportive environment can increase learners' motivation, confidence, and self-esteem, thereby promoting their WTC MacIntyre and Charos (1996). Moreover, researchers have acknowledged the dynamic nature of WTC and its variability across different situations and tasks MacIntyre and Charos (1996). It is essential to understand the intricate interplay of individual and situational factors that influence WTC, as this can provide valuable insights for language educators and other language professionals to effectively support language learners' development. Therefore, the ability to communicate effectively in a second language is shaped by a complex interplay of individual and situational factors, of which WTC is a critical component.

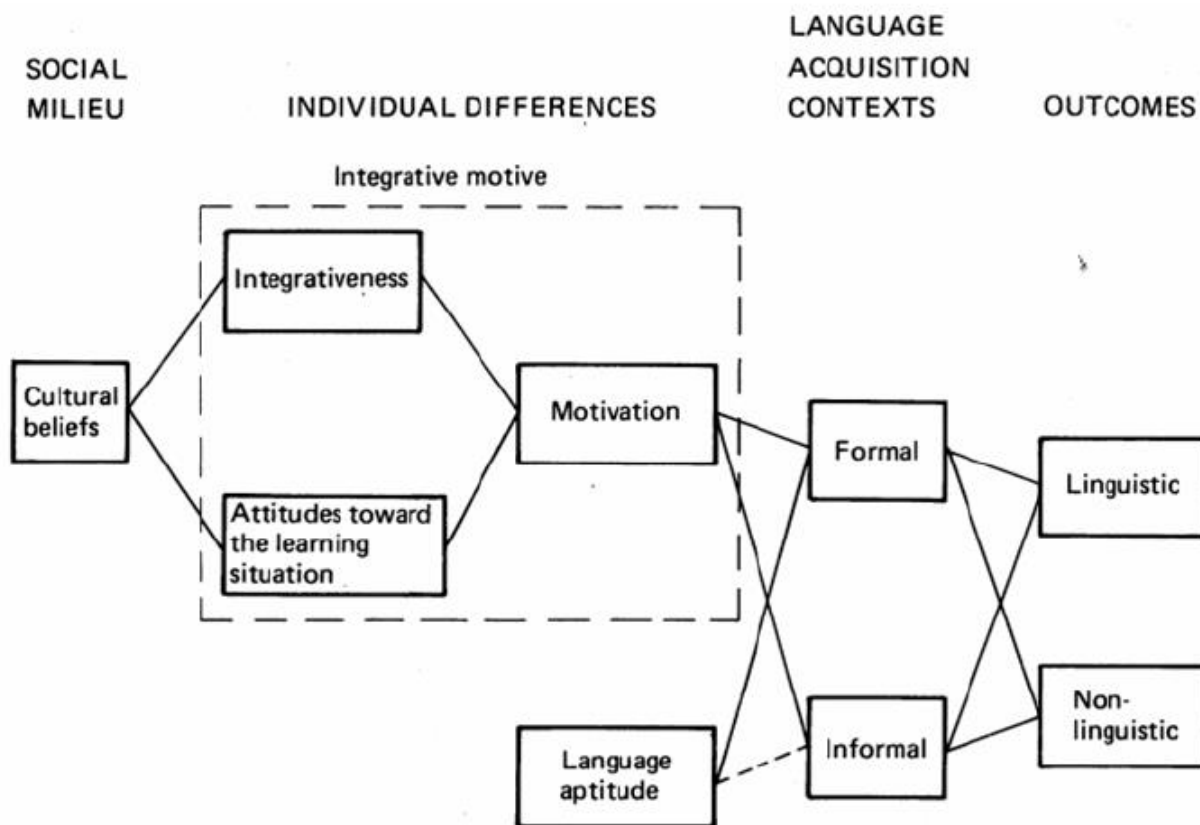
Two key factors play a vital role in influencing students' WTC. The first dimension is related to individual factors, including a learner's personality and language proficiency. Personality encompasses various aspects, including motivation, attitude, and self-belief, which are commonly associated with higher levels of willingness to communicate (WTC). It is generally believed that individuals with greater motivation, self-belief, and a positive attitude towards communication tend to exhibit a higher WTC. Likewise, it is commonly assumed that a higher level of language proficiency would enhance a learner's inclination to engage in communication, although this assumption does not always hold true. The level of language proficiency is also thought to affect a student's WTC, although this connection is not always established. The second factor that has an

impact on WTC is related to the social context. This encompasses aspects such as formality, the relationship with the audience, and the socioeconomic background of the audience. It is believed that a more formal context or a higher status of the audience can increase a person's WTC. Research has shown that teacher/peer immediacy can significantly affect the learner's level of engagement and motivation, as well as their willingness to take risks and participate in communicative activities (Heidari, 2019). When teachers or peers are perceived as warm, supportive, and approachable, it can lead to an increase in WTC and enhance the overall language learning experience (Heidari, 2019). On the other hand, negative views such as if the teacher or peers are perceived as distant, unapproachable, or uninterested, it can have the opposite effect and decrease WTC.

The concept of WTC is closely related to the socio-educational model of language learning proposed by Gardner (1985). According to Gardner, the socio-educational model views language learning as a complex process that is influenced by a variety of socio-educational and psychological factors. One of these factors is WTC, which Gardner argues plays a significant role in determining a person's language learning success. He points out that people with higher WTC levels are more likely to engage in communicative activities that are essential for developing language skills and are more likely to be successful in language learning. The social education model emphasizes the importance of considering many factors when assessing an individual's language learning potential. This includes not only the ability to learn a language but also motivations, personal goals and WTC. By taking into account a learner's WTC and other socio-educational and psychological factors, educators can create a more effective and supportive language learning environment.

Figure 4

Gardner's (1985) Socio-Educational Model. from Gardner and Lalonde (1985) as cited in (Taie & Afshari, 2015)



In simple terms, according to Gardner and Lalonde (1985), the model can be defined as "A socio-educational model of second language learning suggests that the learning of a second language involves both an ability and a motivational component and that the major basis of this motivation is best viewed from a social psychological perspective" (p. 1).

5. Communicative Language Teaching (CLT)

The Communicative Language Teaching (CLT) approach is grounded in the recognition of communication's significance in language learning. A major priority is the development of

learners' ability to use language effectively for communicative purposes. A central tenet of CLT is the notion that language serves as a tool for communication (Richards & Rodgers, 2014).

To achieve this aim, CLT adopts a learner-centred approach, facilitating interaction and creating communicative activities that simulate real-life language usage. Learners are provided with ample opportunities to engage in authentic communication, encouraging them to apply language skills in practical contexts. This emphasis on learner interaction cultivates a dynamic and engaging learning environment, enabling students to learn from one another, practice language in diverse communicative settings, and acquire valuable experience in using language for communication (Richards & Rodgers, 2014). Furthermore, CLT acknowledges the significance of developing communicative competence, recognising that language usage varies depending on the context, purpose, and audience. It equips learners with the ability to adapt to different communicative situations, preparing them for real-life communication scenarios and fostering confidence and effectiveness in their communication skills (Richards & Rodgers, 2014).

The correlation between WTC and CLT becomes evident through the design of CLT activities, which aim to enhance learners' WTC by providing meaningful and relevant communication opportunities. Engaging in communicative activities enables learners to practice the language in authentic contexts, thereby augmenting motivation and the desire to communicate (Peng, 2007). According to Larsen-Freeman (2001), learners play a pivotal role in CLT as primary communicators within the language teaching process. As active participants, learners are responsible for negotiating meaning in their communication and comprehending the messages conveyed by others. CLT diverges from traditional language teaching methods, which rely on memorization and grammar rules, by emphasizing learner interaction and communication. By

engaging learners in real-life situations, CLT fosters the practice of language skills in meaningful and purposeful ways, thereby developing learners' communicative competence.

6. Communicative Competence

The concept of communicative competence, coined by Dell Hymes (1972), pertains to the proficient utilisation of language in diverse communicative contexts. Hymes posited that communicative competence encompasses more than grammatical and lexical knowledge; it also entails the appropriate use of language in various situations, comprehension of nonverbal cues, and the ability to employ language to achieve communicative objectives. According to Hymes, the objective of language instruction should revolve around cultivating communicative competence in learners, rather than solely focusing on teaching linguistic rules and structures. This perspective aligns with the tenets of CLT, which emphasizes the development of communicative competence as the primary aim of language acquisition. Hymes' concept of communicative competence continues to wield significant influence in language teaching and research, providing a framework for comprehending the multifaceted nature of language use and the proficiencies necessary for effective communication.

7. Communicative Apprehension

Communication apprehension (CA) is a phenomenon that can negatively impact an individual's WTC. CA refers to an individual's fear or anxiety related to real or anticipated communication with others. This anxiety towards oral communication can be linked to an individual's perception of their communicative competence, which can in turn affect their WTC. According to Horwitz et al. (1986) communication apprehension is “Communication apprehension is a type of shyness characterised by fear of or anxiety about communicating with people.” (p. 127). The complexity of self-perceptions, beliefs, emotions, and actions in language acquisition

within a classroom context has been recognised (Horwitz et al., 1986). These interconnected mental and behavioural components are a direct outcome of an individual's personal language learning experiences within the classroom. Factors such as self-perceptions, beliefs, emotions, and behaviours related to language learning contribute to this multifaceted set of components. Each person's unique journey in acquiring a new language is influenced by various individual factors, thereby shaping their self-perceptions. This intricate array of self-perceptions reflects the diverse experiences, challenges, and achievements encountered during the language learning process. It underscores the significance of considering individual differences in language education.

McCroskey and Beatty (1984) recognise that CA can be a lasting trait-like predisposition related to communication, or it can be just a response to a specific communicative situation. They distinguish between four types of CA: trait-like communication apprehension, generalised-context communication apprehension, person-group communication apprehension, and situational apprehension.

Trait-like communication apprehension refers to a chronic fear or anxiety related to communication, which is relatively stable over time and across different communication situations. Generalised-context communication apprehension refers to fear or anxiety related to communication in general, regardless of the specific situation. Person-group communication apprehension refers to fear or anxiety related to communicating with specific individuals or groups of people. Situational apprehension refers to fear or anxiety related to communicating in specific situations, such as public speaking.

It is important to address CA in language instruction as it can serve as a barrier to effective communication. By addressing and reducing CA, students can develop their communicative competence, increase their WTC, and ultimately become more successful and confident

communicators in real-life situations. This can be achieved through activities and exercises that help students to overcome their anxiety and build confidence in their communication skills. Additionally, a supportive and encouraging learning environment can help to reduce CA and foster effective communication.

8. Previous Studies on Willingness to Communicate in L2

In a study conducted by Zhang et al. (2020), the focus was on individual differences in the context of EFL students in China. The researchers compared the WTC in both L1 and L2 and explored the relationship between WTC and Big-Five personality dimensions which are extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. An experience sampling method (ESM) was used to assess the thoughts, feelings, and behaviours of 103 university students over a four-month semester. The results showed that L2 WTC was most strongly correlated with openness to experience, while L1 WTC was related to extraversion and talkativeness. However, it was noted that if exams focus solely on grammatical accuracy and neglect communicative competence, students who practice discourse in their minds may be more willing to communicate and perform better on exams. This does not necessarily mean they have high communicative competence, as this is developed through communication behaviour. The findings concluded that both trait and mean state L2 WTC were strong predictors of L2 performance, while self-reported communication behaviour and Big-Five personality traits and mean states were not. This study adds to the evidence that improving WTC is a useful way to understand the language learning process.

Muamaroh and Prihartanti (2013) conducted a study that described the willingness of Indonesian university students to actively participate in English language learning and their self-reported anxiety levels. They obtained the data through a questionnaire and interview. The study

found a correlation between language anxiety and willingness to communicate. The level of willingness to communicate among participants was very low (scoring 14.21 on the WTC scale) while their anxiety was at a moderate level (scoring 39.66 on the FLCAS scale). Only 51% of the students had a low willingness to communicate in English. More than half (68%) of the students reported that their language anxiety influenced their willingness to communicate in English, while 12% of them showed no influence of anxiety on their linguistic behaviour.

Yashima (2002) in the context of Japanese EFL confirmed MacIntyre's concept of WTC. Based on the models developed by MacIntyre et al., Yashima replicated a model for the Japanese EFL context. This model includes four main variables: L2 communication confidence (communication anxiety in L2 and perceived communication competence in L2), L2 proficiency (grammar, vocabulary, listening, and reading comprehension), L2 learning motivation (motivational intensity and desire to learn English), and international posture (intercultural friendship orientation in learning English, interest in international careers/activities, interest in foreign affairs, and intergroup approach-avoidance tendency). After a model for L2 communication was created and tested with 297 Japanese university students, the results showed that international posture, which captures the general attitude toward the international community and foreign language learning in Japan, has an impact on motivation, which then affects proficiency in English. Additionally, motivation also affects self-confidence in L2 communication, leading to a higher willingness to communicate in L2. The study demonstrates the potential for using the WTC and other constructs to understand L2 communication.

A recent study was conducted by Ito et al. (2022). The aim of this study was to investigate the impact of both individual-level and group-level trust on WTC in a second language (English) among Japanese university students in a group language learning setting. A survey was conducted

three times per semester with a sample of 149 Japanese undergraduate students. The results of the multilevel analysis revealed that trust at both the individual and group level had a positive effect on the students' WTC in English. Additionally, the findings showed that group-level WTC in English changed over the course of a semester. These results also contribute to the field of group language learning and have practical implications for language education, as educators should be aware of both individual and group characteristics to enhance student performance.

Conclusion

In conclusion, the study of willingness to communicate (WTC) in second language (L2) learning and its relationship with communicative language teaching (CLT) is essential in understanding the complex nature of language acquisition and developing effective teaching strategies. Research indicates that focusing on communication and providing learners with opportunities to engage in real-life communicative activities can significantly improve their WTC and ultimately their communicative competence.

The concept of communicative competence, as proposed by Dell Hymes (1972), emphasizes the importance of not only mastering grammar and vocabulary but also understanding and using language appropriately in various contexts. This approach aligns with the principles of CLT, which prioritize the development of communicative competence as the primary goal of language learning.

However, factors such as communication apprehension (CA) can negatively impact an individual's WTC, affecting their ability to communicate effectively in an L2. Addressing CA in language instruction is crucial, as reducing anxiety and building confidence in communication skills can lead to increased WTC and improved communicative competence. Creating a supportive

learning environment and incorporating activities that focus on overcoming anxiety can contribute to students' success in real-life communication situations.

Previous studies on WTC in L2 learning have explored various aspects, such as the relationship between WTC and personality traits, the impact of language anxiety on WTC, and the influence of individual and group-level trust on WTC. These studies highlight the importance of considering individual differences, as well as cultural and contextual factors when designing language instruction. In light of this research, it is evident that a deeper understanding of WTC and its relationship with CLT can lead to more effective language teaching strategies, fostering the development of communicative competence in learners. Future research should continue to explore the interplay between WTC, CLT, and other factors influencing language acquisition, in order to develop a comprehensive understanding of this complex process and create more effective and inclusive language learning environments.

Chapter 2

Cooperative Learning

Introduction

Group work entails the collective endeavor of a group of individuals aiming to accomplish a shared objective or task. It typically entails the allocation of work among members, task assignment, setting deadlines, and coordinating activities to attain the desired outcome. Group work finds applications in diverse settings, including educational institutions, workplaces, and other organizational contexts. The effectiveness of group work is dependent on factors such as proficient communication, competent leadership, and the collaborative aptitude of each member in working harmoniously towards the collective goal.

1. Definition of Cooperative Learning

Group work is an instructional approach that engages students in a joint intellectual effort, which requires them to share their ideas and knowledge, to challenge and support one another, and to negotiate and resolve conflicts in order to achieve a shared learning goal all without being supervised by a teacher (Cohen et al., 2014). The sociocultural perspective has a strong impact on group work. Vygotsky (1978) posits that learning is a social process and that knowledge is constructed through interactions and collaborations with others. In other words, children learn best when they engage and collaborate with peers who possess more advanced skills (Vygotsky, 1978).

Cooperative learning involves dividing students into groups of 3-4, with each student assigned a specific role within the group (Johnson and Johnson, 1999). This method provides several benefits over individual learning due to the unique dynamics that emerge in a group setting. However, to effectively implement cooperative learning, a specific structure must be established, which will be discussed below. Cooperative learning has several advantages over individual work, such as increased social interaction, sharing of ideas, and development of leadership skills within

the group. When used correctly, cooperative learning is a more advantageous approach than individual learning, as stated by various sources (Davis, 1999; Johnson and Johnson, 1999).

Although Cooperative learning and group work are essentially the same and group work is a form of cooperative learning, Brown (2021) through his research insists that cooperative learning is not only group work. According to the author's research while cooperative learning can have a positive impact on students' intrinsic motivation, it may face challenges in appropriate implementation and may not work effectively in certain situations. The findings suggest that cooperative learning should not be treated as mere group work but should involve a structured approach that ensures active participation and equal contributions from all group members.

According to Brown's (2021) research findings, the effectiveness of cooperative learning may be influenced by the students' age and maturity levels, as younger students might face challenges in effectively utilising this approach. The study overall emphasizes the potential advantages of cooperative learning, while also emphasizing the importance of careful planning and implementation to ensure its success.

Johnson and Johnson (1999) make a clear distinction between cooperative learning and mere group work, emphasizing that well-structured cooperative learning groups with 3-4 members typically yield the highest effectiveness. In such groups, each member is assigned a specific role and assumes the responsibility of fulfilling that role as agreed upon by the entire group. These roles typically include researcher, summariser and technical advisor, as outlined by (Johnson and Johnson 1999). Therefore, the assignment of roles is a critical aspect of cooperative learning, as it distinguishes it from mere group work. It is also noted that individuals must be assessed to create the most effective group based on all students' individual abilities and social dynamics within the group (Johnson and Johnson, 1999).

The terms cooperative learning and collaborative learning are frequently used synonymously. The goal and design of the learning process are entirely under the discretion of the students in collaborative learning. This type of learning provides students with a greater sense of independence and teachers generally offer minimal guidance. Contrary to other forms of learning, cooperative learning involves a structured approach where the teacher establishes a meticulously organized learning atmosphere that necessitates active engagement from every student through task assignments and goal setting (Barkley et al., 2005). As a result, group work is used as a pedagogical technique in the classroom that allows students to work together in small groups to complete an assignment or project. With the help of their peers, students are able to learn from one another while also having the opportunity to cooperate, communicate, and develop their social skills. Group projects that are expertly planned have the ability to increase student motivation, participation, and thorough understanding of the topic at hand. Nevertheless, it is crucial for the teacher to adeptly manage these groups, guaranteeing that every student receives equitable opportunities to actively participate and make valuable contributions. Group work can take various forms such as discussion, problem-solving, and teamwork on a project.

1.1 Objectives of Group Work

According to Johnson, et al., (2013) as cited in (Loh and Ang, 2020), five elements that are essential to implement genuine CL are positive interdependence, face-to-face interaction, interpersonal and small group skills, individual and group accountability, and group processing. Group work has a set of requirements that are crucial to effective group work.

Collaboration within group projects offers significant advantages for students, facilitating the acquisition of a diverse skill set that holds substantial value in professional settings. Extensive research by Mannix and Neale (2005) demonstrates that this collaborative approach fosters the

development of crucial abilities, such as adept communication, problem-solving, conflict resolution, and effective teamwork. Furthermore, engaging in group work provides an initial opportunity for students to navigate the complexities of working within diverse teams, preparing them for similar scenarios both within academic environments and the broader real-world context.

Incorporating group work into the learning process serves multiple purposes, one of which is to broaden the sources of feedback beyond the teacher's role alone. As noted by Ambrose et al. (2010), students possess the capacity to provide valuable feedback on their peers' work, thereby enhancing their ability to recognise exemplary qualities and identify areas in need of improvement in their own work. Moreover, peer feedback enables more frequent evaluations without imposing additional burden on the teacher. Furthermore, working in groups offers the potential for acquiring expertise and fostering greater engagement in a particular discipline. Qin et al. (1995) argue that groups have the ability to address more intricate problems that individuals may struggle to tackle on their own.

To effectively implement cooperative learning, educators must thoughtfully structure the classroom environment, establish clear expectations and guidelines for group work, and closely monitor the dynamics within the groups to ensure active and equitable participation among all students (Davidson, 1990). Moreover, teachers should provide opportunities for individual reflection and assessment to ensure that each student is acquiring the necessary skills and knowledge essential for success within the group context.

In her article titled "Cooperative Learning: Students Working in Small Groups – An Abridgement" (1999), Davis delves into the concept of cooperative learning and its educational benefits. Cooperative learning, as defined by Davis (1999), is an educational approach that fosters collaboration among students in small groups. This method emphasizes the collective endeavor of

students in accomplishing tasks and assimilating new knowledge. the main objectives are to stimulate active engagement, critical thinking, and problem-solving skills among students. Through the involvement in group work, students have the opportunity to exchange ideas and viewpoints to understand a specific topic. In addition, Davis argues that cooperative learning helps develop essential social skills, such as effective communication and teamwork, which are important not only in academic settings but also in academic settings. real situation.

The researcher highlights the significance of appropriately structuring cooperative learning activities by establishing specific goals and objectives, offering students the essential resources and materials, and assigning well-defined roles and responsibilities to each group member. Davis (1999) emphasizes that this level of structure is vital to enable active participation and meaningful contributions from every individual in the group. In summary, Davis (1999) proposes that cooperative learning can serve as an effective pedagogical approach to enhance student engagement, foster critical thinking, and develop social skills. Nonetheless, she underscores the crucial role of careful planning and structured implementation to fully reap these benefits.

2. Theoretical Underpinnings

Behavioural theory is an approach that focuses on observable behaviours and how they are learned and modified through interactions with the environment. Two prominent figures in behavioural theory are B.F. Skinner (1968) and Albert Bandura (1986).

Skinner's perspective asserts that behaviour is shaped by consequences, such as rewards and punishments. He introduced the concept of operant conditioning, which entails learning based on the consequences of behaviour. In cooperative learning, Skinner's approach can be employed by utilising positive reinforcement to reward positive behaviour and implementing negative consequences, like withholding rewards or privileges, for disruptive or uncooperative behaviour.

Bandura's social learning theory emphasizes the significance of observational learning, where individuals acquire knowledge by observing and imitating others' behaviours. Social Cognitive Theory (SCT), an evolution of Bandura's Social Learning Theory, highlights the dynamic relationship between an individual's behaviour, their environment, and themselves. According to Bandura, people learn not only through personal experiences but also through observing and modeling others' behaviours. In cooperative learning, Bandura's approach can be applied through peer modelling, where students learn from each other, and through social cues, like praise and encouragement, to reinforce positive behaviour. These theories provide valuable insights into how behaviours are acquired and modified in the context of cooperative learning, enabling educators to create conducive learning environments that foster positive behaviour and support student success.

While numerous scholars have proposed theories of cooperative learning, this study focuses on the perspectives of Piaget and Vygotsky. Piaget (1959) emphasizes the benefits of cognitive conflicts among students, which can reveal misconceptions and enhance comprehension (Piaget, 1959, as cited in Yusnani, 2018). On the other hand, Vygotsky (1978) highlights the advantages of partnering with more proficient peers, as collaborative efforts can enhance an individual student's performance. In the same sense, Vygotsky suggests that culture plays a crucial role in knowledge acquisition, as our understanding of the world is shaped by cultural norms, beliefs, and practices. We learn through interaction and by adhering to the rules and abilities established within our cultural environment (Vygotsky, 1962, as cited in Malatji, 2016). Piaget (1959) emphasized the advantages of cognitive conflicts among students, which can highlight misconceptions and result in more robust comprehension.

On the other hand, Vygotsky (1978) underscored the benefits of partnering with a more proficient peer, as joint efforts can be integrated into a student's individual performance. Vygotsky contends that culture is the primary element affecting how people acquire information. Our exposure to cultural norms, beliefs, and practices shapes how we perceive the world, and we learn through interacting with people and according to the standards set by our cultural environment (Vygotsky, 1962, as cited in Malatji, 2016).

Vygotsky's (1978) theory of the zone of proximal development, proposes that learners acquire knowledge by engaging in interactions with those who possess more advanced knowledge. As a result, cooperative learning groups could enhance the acquisition of knowledge for less proficient students when they collaborate with more capable peers. Therefore, students who have less ability or knowledge in a particular subject can profit from working with more skilled students. Cooperative groups offer an ideal environment for peer tutoring, and for proficient students to demonstrate and teach less skilled students. In fact, based on the finding of a study done by Malatji (2016) concluded that in cooperative learning, the responsibility for teaching and learning is distributed among groups of students, rather than solely resting on the teacher and depending on him to be the only authority. This means that setting goals, evaluating progress, and facilitating learning are tasks that are shared among all members of the group, rather than being the exclusive responsibility of the teacher.

3. Methods of Cooperative Learning

Based on the work of Johnson et al., (2013) as cited in (Loh & Ang, 2020) In which the researchers outline essential elements for CL, CL is a powerful teaching strategy that promotes student engagement, critical thinking, and social skills. However, Loh and Ang (2020) note that it is important to recognise that students are not naturally inclined to cooperate with each other and

that effective cooperative learning requires the development of specific skills and attitudes. In addition to creating a positive classroom culture, teachers must also explicitly teach the skills and strategies of cooperative learning. This involves instructing students in effective communication, dispute resolution, teamwork to achieve shared objectives, and giving and receiving feedback. There are some methods used in cooperative learning as explained by Hosseini (2009):

Group Investigation (GI) is a type of Cooperative Learning (CL) method that was created by Sharan and Sharan at Tel Aviv University in Israel (1992). It provides students with a considerable amount of freedom by allowing them to choose their group members, establish norms, set goals, and assign roles and responsibilities. Students typically work in groups of two to six and are expected to cooperate and conduct their group projects collaboratively. The teacher's role is less dominant, and students are encouraged to gather data, interpret information through group discussion, and synthesise individual contributions into a group project. The method emphasizes eliminating competition among participants. In the first session, the teacher introduces the method, explains the scoring system, and helps students form their groups.

Johnson and Johnson (1999) developed Cooperative Group-Based Learning (CGBL), also known as Learning Together or Learning Circles, at the University of Minnesota in the USA. CGBL places a strong emphasis on cross-group sharing and learning, aiming to improve the cohesiveness of all groups in the classroom. Social skills such as trust building, conflict resolution, and helping and supporting one another are explicitly taught. This method is more group-skills based than other methods of Cooperative Learning (CL) and allows teachers to follow their own procedures based on their students' needs and circumstances.

Jigsaw, a Cooperative Learning method, was developed by Aronson et al. (1978) at the University of California. It involves creating an information gap among students to motivate their

engagement in the learning process. None of the group members are given enough information to solve the problem or complete the assignment, which leads to cooperation among students to fill the gaps and learn from each other. The communication that takes place in this process creates an authentic context for language use, which is vital for language acquisition and general learning.

Jigsaw II, created by Slavin (1980) at York University in England, is a variation of the original Jigsaw technique that places greater emphasis on collaborative learning. Each group member studies the entire academic text before focusing on their specific segment. In order to promote student engagement, motivation, and learning in science classrooms, cooperative learning methods are implemented. These methods involve students meeting with others in expert groups to discuss teaching methods. Subsequently, they return to their home groups to take turns teaching their assigned portions and learning from their peers. To foster further interaction, the class as a whole engages in a comprehensive discussion or participates in a question-and-answer session. By incorporating these cooperative learning strategies, active learning is encouraged, collaboration is facilitated, and students have the opportunity to develop their social and communication skills. The effectiveness of these methods has been demonstrated in various studies conducted in science classrooms.

4. Types of Cooperative Learning

Based on a study by (Johnson et al., 1998), three types of cooperative learning groups have been identified: formal, informal, and base groups.

4.1 Formal Cooperative Learning

Formal cooperative learning involves students working together for one or several class sessions to achieve shared learning goals and complete jointly specific tasks and assignments. Formal cooperative learning groups provide the foundation for all other cooperative learning

procedures. They are structured through pre-instructional decisions, setting the task and the cooperative structure, monitoring the groups while they work, and intervening to improve task work and teamwork, and evaluating student learning and processing group functioning (Johnson et al., 1998).

4.2 Informal Cooperative Learning

Formal cooperative learning groups are formed by students who work together for one or more class sessions to achieve shared learning objectives and accomplish specific tasks and assignments. These groups serve as the foundation for other cooperative learning methods. The formation of these groups involves pre-instructional decisions, setting the task and cooperative structure, monitoring the groups during their activities, intervening to enhance task work and teamwork, and assessing student learning and evaluating group functioning (Johnson et al., 1998).

Informal cooperative learning groups are brief, improvised groups that can range from a few minutes to a full class session, as described by Johnson et al. (2013). These groups can be utilised during lectures, demonstrations, or films to focus student attention, create a positive learning environment, establish expectations for the class, encourage cognitive processing of material, and provide closure. In direct teaching, the teacher's task is to ensure that students engage intellectually with the material by organizing, explaining, summarising, and integrating it into their existing conceptual structures. Informal cooperative learning groups can be structured so that students participate in short, focused discussions before and after a lecture, as well as throughout the lecture via brief turn-to-your-partner discussions (Johnson and Johnson, 2017).

4.3 Group-Based Cooperative Learning

Cooperative base groups are established as long-term groups with consistent membership that lasts for at least one semester or year. These groups' primary responsibility is to support, encourage and assist each member in their academic progress and cognitive and social development in a healthy manner (Johnson et al., 1998).

5. Types of Groups

5.1 Homogeneous Groups

Based on the research conducted by Fuchs et al. (1998), students who achieved high grades and worked together in pairs with peers of comparable abilities exhibited more favorable interaction. They participated in additional clarifications, validations, and exchange of information. These discoveries suggest that students in homogeneous pairs may feel more at ease collaborating with peers who possess similar abilities and depend on shared background knowledge to communicate effectively.

In a different investigation by Saleh et al. (2005), the consequences of grouping students with similar abilities within a class on social interaction, achievement, and motivation were analysed. The study revealed that students in homogeneous ability groups displayed superior achievement and motivation levels but had less social interaction unlike those in heterogeneous ability groups. It is essential to note that this study has some limitations, and further research is necessary to entirely understand the influence of cooperative learning on student outcomes.

5.2 Heterogeneous Groups

Cohen and Lotan (2014) have extensively examined the application of cooperative learning in diverse classrooms, with a specific focus on heterogeneous groups. They assert that the integration of students with varying abilities and cultural backgrounds can foster more meaningful

learning experiences, enabling students to learn from one another and gain a deeper understanding of diverse perspectives and thinking styles. Within their research, Cohen and Lotan (1995) have formulated various models for cooperative learning in heterogeneous groups, such as the Complex Instruction model, which assigns distinct roles and tasks to each group member to stimulate participation and collaboration, and the Group Investigation model, which involves group research and subsequent presentation of findings to the class. Empirical evidence demonstrates that cooperative learning in heterogeneous groups yields improved academic performance, heightened levels of critical thinking and problem-solving skills, and enhanced attitudes towards learning and diversity. Similarly, the researchers emphasize the significance of teacher training and support in effectively implementing cooperative learning within diverse classrooms.

In a study conducted by Fuchs et al. (1998), it was found that heterogeneous pairings can lead to higher performance and engagement in complex mathematical tasks among high-achieving students, although the quality of interaction may not be as positive compared to homogeneous pairings. The study further underscores the importance of considering students' motivation and attitudes towards collaborating with peers of different ability levels when implementing heterogeneous pairings.

6. Effects of Cooperative Group Work

Kwon (2014) conducted a study on the effects of collaborative writing on students' writing skills and attitudes towards writing. The study involved a group of 44 EFL students at a university in South Korea. The study used a pretest-posttest control group design, with one group receiving instruction on collaborative writing and the other group receiving traditional individual writing instruction. The collaborative writing group worked in pairs to write essays together, while the control group wrote individual essays without collaboration. The findings of the study indicated

that the collaborative writing group showed significant improvement in their writing skills compared to the control group. The collaborative writing group also reported more positive attitudes towards writing and greater motivation to write and confidence in their writing abilities (Kwon, 2014).

The study demonstrates the potential advantages of working together in the writing process, such as sharing ideas, receiving feedback, and providing support. It also highlights the development of critical thinking and communication skills as a result. Hence, students' perspectives on group work may differ based on their personal experiences, personality traits, and preferred learning methods. Certain students may embrace group work positively due to the chance for social interaction, idea exchange, and cooperative learning. They may also value the opportunity to enhance interpersonal and communication abilities, which are crucial for their future personal and professional growth.

Through an extensive literature review Brown (2021) concludes that Effective implementation of cooperative learning in classrooms can be achieved by providing formal training to teachers and students. Teachers should receive proper training in CL methodology, techniques, and strategies to successfully implement them in their classrooms. In addition to teacher training, students should also receive basic training in interpersonal communication skills and problem-solving skills before they engage in CL activities. When teachers and students are well-trained and prepared, the implementation of CL is likely to be successful in the classroom and offer benefits to students, including an increase in their intrinsic motivation (Brown, 2021).

7. Factors Affecting Group Work

The size of the cooperative learning group can greatly influence its success. Smaller groups may allow for greater individual participation and opportunities to contribute ideas. Additionally,

positive peer relationships and group cohesion can create a safe and supportive environment for learners to speak up and share their thoughts. Encouraging learners to speak and participate actively can be achieved by assigning roles to group members and ensuring equal opportunities for participation. This can lead to increased engagement and intrinsic motivation among learners, ultimately improving their learning outcomes.

7.1 Group Size

The impact of group size and limited time on group work should not be overlooked. When working in a large group, managing time, ensuring equal participation, and maintaining clear communication can become increasingly difficult. The complexity of these challenges tends to increase with larger group sizes. Smaller groups help support more effective student-centred discussions and encourage high levels of student participation to increase learning performance (Shaw, 2013). Moreover, time constraints can add pressure on group members to work swiftly and efficiently, which may result in hasty decision-making and a lack of attention to detail. It can also force individuals to prioritize tasks, potentially leaving some unfinished or inadequately addressed. Therefore, Johnson and Johnson (1999) argue that the ideal number of a group is from 3 to 4. To overcome these obstacles, groups must acknowledge the difficulties and proactively implement strategies such as effective time management, established communication protocols, and breaking tasks into smaller, more manageable components. By doing so, groups can enhance their chances of achieving their desired outcomes.

7.2 Group Cohesiveness

According to Johnson, et al. (2013), as cited in (Loh and Ang, 2020) Assigning roles to every group member ensures that group work goes smoothly, when roles are assigned, each member knows what is expected of them and what their responsibilities are within the group. This

helps to avoid confusion, misunderstandings and facilitate cooperative learning. According to Mutonyi et al. (2020), greater cohesiveness among work groups promotes a stronger feeling of affiliation and association with the group, resulting in heightened interaction and cooperation among members. Consequently, this fosters greater ingenuity among individuals within the group.

7.3 Peer Relationships

The study conducted by Roseth et al. (2008) aimed to examine the effects of different goal structures, namely cooperative, competitive, and individualistic, on early adolescents' academic achievement and peer relationships. The findings of the study suggested that cooperative goal structures were more effective than competitive and individualistic structures in enhancing academic achievement and positive peer relationships. The results further suggested that cooperative goal structures improved students' motivation to learn and reduced their fear of failure. Additionally, the study found that gender and initial academic ability did not affect the effectiveness of the cooperative goal structure. Overall, the study by Roseth et al. (2008) highlighted the importance of implementing cooperative goal structures in educational settings to promote positive academic and social outcomes for early adolescents.

7.4 Use of L1

According to a study by Yaghobian et al. (2017), it was found that L1 use in EFL collaborative learning can have both positive and negative effects. On the one hand, L1 use can promote comprehension, facilitate communication, and increase learning opportunities. Excessive use of the first language (L1) in an English as a Foreign Language (EFL) context can have negative consequences on language learning. It can reinforce reliance on the L1, hinder engagement with the target language, and impede progress. To strike a balance, it is important to consider the specific context and learners' needs when determining the appropriate amount of L1 and target

language use. Both teachers and learners should be aware of the advantages and disadvantages of L1 use, with teachers guiding learners to strategically utilise the L1 in collaborative learning settings.

When students encounter their L1 in the classroom, it can lead to confusion and interference in their second language (L2) learning. This confusion may result in mixing both languages, affecting their overall language learning abilities. Moreover, excessive use of L1 reduces opportunities for students to practice using L2, which can hinder their fluency and proficiency development in the target language (Ibrahim, 2019).

8. Teacher's Role in Cooperative Learning

During cooperative learning, the teacher's role shifts from being the central figure in the classroom to being a facilitator and observer. The teacher should provide clear instructions and guidelines for the cooperative learning activity, including the objectives, expectations, and assessment criteria. The teacher plays an active role during group work, rather than being passive or absent. They are responsible for monitoring and supporting students as they collaborate. This involves giving clear instructions, observing group interactions, and intervening when necessary to address any issues. The teacher should also encourage students to reflect on their learning and provide feedback to their peers, fostering a positive and supportive classroom environment (Duran et al., 2019).

In addition, teachers should keep track of group progress, offer feedback, and provide assistance when needed. They may need to intervene if a group faces challenges or behavioural issues. Nonetheless, it is essential for the educator to maintain equilibrium and refrain from being excessively invasive, empowering students to take control of their learning process. In the end, the primary responsibility of the teacher is to create a secure and encouraging atmosphere that fosters

cooperative learning and empowers students to achieve their potential (Duran et al., 2019). In summary, the teacher guides and supports students as they work together to accomplish the learning objectives.

Moreover, Johnson and Johnson (2002) as cited in (Tarinje, 2020) suggest that before implementing cooperative learning, teachers need to make pre-instructional decisions such as specifying academic and social skills objectives, deciding on group size, composition, and roles for students, arranging the room to allow for communication and exchange of ideas, and planning materials to promote teamwork. To create heterogeneous groups, teachers can assign students randomly or select groups, and arrange seating in a circular form to allow everyone to see each other. Planning materials that require groups to work together and giving only one copy of materials to the group can also promote teamwork.

In order to implement cooperative learning successfully, the teacher should explain the academic task and objectives clearly to the students, along with the concept and principles they need to understand in order to complete the assignment. The teacher should also provide the procedures that the students are to follow, and explain the criteria for success, which should be evaluated on a criteria-referenced basis. Positive interdependence should be structured, such that students believe they 'sink or swim together', and intergroup cooperation should be promoted, where groups can check and help each other (Johnson and Johnson, 2002, as cited in, Tarinje, 2020). Students are more likely to be motivated to study when they know that they will be demonstrating their individual mastery of the material.

9. Studies Related to Cooperative Group Work

Cooperative learning is a widely researched area in the field of education, with many studies exploring its effectiveness in promoting academic achievement and social skills among students. However, despite the growing body of research on cooperative learning, the relationship between cooperative learning and communication skills has not been extensively explored in previous studies.

Bölükbaş et al. (2011) conducted a study titled "The Effectiveness of Cooperative Learning on Reading Comprehension Skills in Turkish as a Foreign Language". The aim of this study was to determine the efficacy and impact of cooperative learning strategies on the reading proficiency of students learning Turkish as a second language. A total of 40 students (20 in the experimental group and 20 in the control group) who were enrolled in Turkish language courses at Istanbul University Language Centre, were included in the study. The study followed the "pre-test post-test control group" research design. In the experimental group, cooperative learning techniques were utilised for reading comprehension exercises, whereas the control group was instructed using traditional teaching methods. Data were gathered through a "Reading Comprehension Skills Achievement Test" created by the researchers. The study suggested several ways to develop reading skills in Turkish as a foreign language instruction. The results indicated that cooperative learning when compared to traditional teaching methods, yielded greater improvements in the reading comprehension abilities of Turkish language learners. This suggests that cooperative learning can be an effective approach to enhancing reading skills in foreign language contexts.

In their study, Namaziandost et al. (2019) aimed to investigate the effectiveness of cooperative learning in improving the speaking skills and motivation of Iranian students in English language classrooms. To accomplish this goal, the researchers employed a pre-test-post-test

control group design. With the use of this research design, speaking abilities and many characteristics of learning motivation were compared between cooperative learning and conventional whole-class teaching. In order to evaluate the effects of cooperative learning on the participants' speaking abilities and motivation levels, the study collected data at several time points, both before and after the intervention. A seven-point Likert scale survey was also given to the sample at the beginning and end of the course to assess how motivated the students were to employ cooperative learning in English lessons.

A variety of descriptive and inferential statistical techniques were used to analyse the data. According to the study's findings, using cooperative learning strategies helped students' speaking abilities significantly. Furthermore, the results indicated that cooperative learning had a greater impact on boosting intrinsic motivation than conventional teaching methods, although there were no notable variations in other motivation-related areas. As a result, the researchers proposed that educators should contemplate integrating cooperative learning into their English lessons to foster students' speaking abilities and motivation.

Moreover, a research paper by Kandasamy and Habil (2018) examines the effectiveness of cooperative learning in improving the speaking skills of school students. The study utilised cooperative learning in conjunction with the Interaction Theory and group work. The sample group comprised 36 Form One students, who were interviewed using structured questions to determine the methods they employed while working on their tasks. The results revealed that cooperative learning enabled learners to engage in social interaction through group work activities such as discussions, rephrasing, pronunciation, explanations, elaborations, and peer motivation before actual speaking or presentation sessions. The findings demonstrated that students enjoyed the cooperative learning approach and were able to carry out presentations without feeling nervous.

Moreover, students learnt that it is okay to rely on their peers to finish the assignment because the work can be distributed to all the members, which is a crucial aspect of cooperative learning. Furthermore, the students reported that cooperative learning was a fun way of learning the English language, as it placed them at the centre of the learning process with minimal teacher intervention. In summary, the findings of the study suggest that cooperative learning is an effective approach for improving the speaking skills of students and enhancing their overall learning experience.

In addition, this experimental study by Pattanpichet (2011) aimed to investigate the effectiveness of collaborative learning in enhancing students' speaking achievement. The study employed a pre-test and post-test design and involved 35 undergraduate students who were enrolled in a fundamental English course at Bangkok University. The students' speaking achievement was evaluated through an English oral test, which was administered before and after they participated in instructional tasks based on collaborative learning. To collect the students' perspectives on collaborative learning, they were requested to maintain a diary, complete a rating questionnaire, and participate in a semi-structured interview at the conclusion of the course. The study's findings indicate that collaborative learning has the potential to significantly enhance students' competence and foster a positive learning environment. This can be a result of factors like the active engagement of all students within the group and the feedback they receive from their peers. However, the study also identified certain drawbacks of collaborative learning, including time limitations, and recommends the allocation of simpler tasks with clearly defined roles for each group member.

Conclusion

To conclude, cooperative learning, also referred to as group work, has emerged as a valuable technique in educational settings. In-depth research has emphasized its potential advantages in promoting academic accomplishment, cognitive development, social abilities, and positive attitudes towards learning. cooperative learning encourages active participation, peer interaction, and the exchange of thoughts and perspectives. It inspires students to take responsibility for their learning, improves their problem-solving skills, and cultivates critical thinking abilities. However, it is crucial to acknowledge that the successful implementation of collaborative learning necessitates careful planning, clear instructions, and efficient facilitation. Factors such as group dynamics, individual differences, and job design must be considered to optimise the learning experience and ensure fair participation. Teachers play a vital role in organizing collaborative learning activities, providing direction, and supervising group progress. While collaborative learning provides numerous benefits, it is not without its challenges. Time management, unequal contributions, and conflicts within groups can occur and must be appropriately addressed. Teachers must provide support, promote effective communication, and encourage reflection to enhance the collaborative process and maximise learning outcomes.

Chapter 3

Field Work and Data Analysis

Introduction

This chapter provides a detailed description of the basic elements that make up the research process. It links each element to the current investigation by presenting the rationale behind each choice. Specifically, this chapter explains the research model, research methods and research design. At the same time, data collection tools, data collection procedures, data analysis procedures, and sampling techniques will be discussed. Accordingly, the results of this questionnaire will be displayed along with their analysis and interpretation. Finally, this chapter concludes with a discussion and summary of the main results.

1. Research Methodology for this Study

Research methodology can be described as a way to systematically solve the research problem; it is a crucial aspect of every research endeavor as it provides a systematic approach to solving research problems (Kothari, 2004). It includes steps and procedures that researchers typically follow in their research investigation. The reliability, validity, and trustworthiness of the study findings are especially ensured by these processes.

As a result, the goal of this chapter is to describe the fundamental elements of the research process. It demonstrates how each element is specifically relevant to the current research being conducted, providing a clear explanation for the choices made. The chapter focuses on key aspects such as the research paradigm and the overarching framework guiding the study, the research approach (the specific methodological approach used), and the research design which is the overall plan for carrying out the study. Furthermore, it covers important elements such as data collection instruments (tools used to gather data), data collection procedures (the steps followed to collect data), data analysis procedures, and the process of selecting participants or samples. Additionally, the chapter presents the results of the questionnaire and teacher interview, including their analysis

and interpretation. Finally, it concludes with a comprehensive discussion and summary of the main findings derived from the study.

1.1 Research Paradigm

Research paradigms provide frameworks and perspectives that guide researchers in their approach to studying phenomena and generating knowledge. Three prominent research paradigms are positivism, interpretivism, and pragmatism. Each paradigm has distinct ontological, epistemological, and methodological assumptions, shaping the researcher's worldview and approach to inquiry. In positivism, Researchers assume the role of impartial observers when studying phenomena that exist independently of their presence and are unaffected by their actions. They aim to describe these phenomena using language and symbols in their authentic state, without any interference or manipulation (Rehman & Alharthi, 2016).

The post-positivist assumptions, often associated with traditional research, are particularly applicable to quantitative research rather than qualitative research. This perspective is sometimes referred to as the scientific method or conducting scientific research (Creswell, 2009). On the other hand, interpretivism emerged as a response to positivism. In this paradigm, it is believed that individuals actively seek to understand the world they inhabit and create subjective meanings based on their experiences. These meanings are diverse and complex, prompting researchers to embrace the multiplicity of views rather than reducing them to a few predetermined categories (Creswell, 2009). The aim of research is to capture participants' perspectives by posing broad and open-ended questions, allowing them to construct the meaning of a situation through interactions and discussions with others. Social constructivist researchers delve into the social and historical processes that shape subjective meanings, recognising the influence of cultural norms and

individual backgrounds. They analyse the dynamics of interpersonal interactions and stress the importance of specific contexts in order to understand participants' experiences fully.

According to Creswell (2009), Researchers acknowledge their own biases and position themselves within the research process, acknowledging how their interpretations are influenced by personal, cultural, and historical factors. Instead of starting with a pre-existing theory, constructivist researchers generate or inductively develop theories or patterns of meaning based on their observations and analyses. According to Rehman and Alharthi (2016). Interpretivists posit that multiple realities are socially constructed, implying that truth and reality are not inherent but rather shaped through human interactions. They argue that it is impossible to apprehend reality as it truly is since our understanding is always mediated by our senses. According to interpretive epistemology, knowledge is subjective, and observers cannot directly access external reality without it being influenced by their own worldviews, concepts, and backgrounds. In other words, individuals bring their own interpretations and biases to the process of understanding and interpreting the world (Rehman & Alharthi, 2016).

According to Creswell (2009), Pragmatism in the context of research paradigm is characterised by its flexibility and freedom of choice for researchers. It doesn't adhere to a single philosophy or reality, allowing researchers to draw from both quantitative and qualitative assumptions in their investigations. The methodologies, approaches, and processes that best serve a researcher's goals and research are their own to pick. Instead of sticking rigidly to one methodology and placing restrictions on oneself, pragmatics accept a variety of ways for their data collecting and analysis (Creswell, 2009). Truth is seen as what works in a given context, not constrained by a dichotomy between an independent reality or subjective perception. In mixed methods research, both quantitative and qualitative data are used to achieve a comprehensive

understanding of the research problem. Pragmatist researchers focus on the what and how of research based on intended outcomes, while mixed methods researchers establish a purpose and rationale for integrating quantitative and qualitative data in their study. Hence, the choice to adopt pragmatism as the paradigm for this current study arises from the combination of the aforementioned factors as well as the description of the above paradigms, along with the specific nature of our research, which involves exploring intricate elements pertaining to the psychological aspects and unique characteristics of individuals.

1.2 Research Approach

The selection of a research approach in academic research is significantly influenced by the nature of the variables under investigation (Khaldi, 2017). It is crucial for researchers to have a thorough understanding of the philosophical foundations of the methodology they intend to employ, as it facilitates the identification of the most suitable approach (Khaldi, 2017). A research approach is characterised as a comprehensive plan that incorporates philosophical assumptions and various methodological techniques and procedures (Creswell, 2014). By comprehending the underlying philosophies, researchers can make informed decisions regarding the most appropriate approach for their study.

The quantitative approach involves generating data in numerical form for rigorous analysis, and it includes inferential, experimental, and simulation sub-classifications. The inferential approach aims to infer characteristics or relationships of a population based on a sample studied through surveys or observations. The experimental approach allows for greater control over the research environment and involves manipulating variables to observe their effects. The simulation approach constructs artificial environments to generate relevant data and observe the dynamic

behaviour of a system. Simulation is useful for understanding future conditions and building models Kothari (2004).

Qualitative approach is a type of research that relies primarily on collecting qualitative data (i.e., non-numerical or categorical data such as words and pictures etc.), and can be either interactive or non-interactive Khaldi (2017). Another research method is the qualitative approach, which can be interactive or non-interactive and focuses mostly on gathering qualitative data (i.e., non-numerical or categorical data such as words and pictures etc.) Khaldi (2017). On the other side, there is a third research methodology that mixes quantitative and qualitative components. By combining the advantages of both qualitative and quantitative approaches, mixed methods research has the opportunity to develop a more thorough, nuanced, and reliable knowledge of a study issue. Therefore, choosing a mixed method approach provides a more holistic and integrative approach to this research while allowing us to explore the research problem from multiple angles. Correspondingly, the exploratory research design will be used in this study to gain a better understanding of a problem.

1.3 Data Collection Methods

To answer our research questions, data collection is an essential part of research and requires careful planning and execution. It is the process of gathering and measuring information about target variables within an established system so that relevant questions can be answered and results can be evaluated. Improper conduct at this stage can seriously affect results, compromise data analysis, and significantly reduce the integrity of the study as a whole. Various qualitative and quantitative data collection tools were used as the present study followed a mixed methods approach. Thus, these two tools were used, a questionnaire and a teacher interview.

1.3.1 Questionnaire. A questionnaire is a research tool consisting of a series of questions designed to gather information from a respondent through a survey or statistical study. "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. " (Brown, 2001, (p. 6) as cited in Dörnyei, 2003). Research questionnaires are usually a mix of close and open-ended questions. The term questionnaire, may indicate that will only contain questions that generally end with a question mark. However, while that could be the case in some questionnaires, the greater portion of questionnaires vary their questions depending on the type of participants and data they are looking to gather. Indeed, Dörnyei (2003) explains that although the word "questionnaire" is familiar to us, defining it precisely is not an easy task. sometimes, the term is somewhat misleading, as many surveys either contain no real questions ending with question marks. In the same sense our questionnaire was a combination of open-ended questions to further allow the participants to express themselves, as well as situations related to WTC and general statement and situations related to group work.

Aim and Structure. The aim of the questionnaire is to answer these two research questions "What are First Year EFL learners' perceptions of their willingness to communicate?" and "what are First Year EFL learners' attitudes toward group work?". According to Dörnyei (2003) questionnaires can help us gather three types of data about the participant: factual, behavioural, and attitudinal. Correspondingly, the questionnaire is structured in a way that helps us gather all these three types of data. We allocated a small section for factual data mainly the age and the gender of the participant which was preceded by an instruction telling them to answer freely as there are no right or wrong answers as well as promising them confidentiality.

The first section was dedicated to WTC only in which there was 13 statements describing situations related to communication in English. These statements help us gather behavioural data from the participants. these statements can be divided into 4 subscales which are:

- Willingness to speak: items 1, 2, 3, 8, 11, and 12
- Willingness to write: items 5 and 13
- Willingness to read and listen: items 4 and 7
- Willingness to participate: items 6, 9, and 10

As it appears from the subscales the focus was on the speaking skill since it is the most common form of communication. However, we included statements that cover the other skills as they are also forms of communication. Participation can be included within speaking yet we chose to separate it because participation in the classroom is a necessity especially when it comes to evaluation. This section is followed by 4 open ended questions as table illustrates. The second section is also structured in the same way as section. However, the focus here is on gathering attitudinal data concerning group work. These statements can be divided into 2 subscales:

- Interpersonal group work skills: items 3, 6, 7, 8, and 9
- Task group skills: items 1, 2, 4, and 5

This section was also followed by further open-ended questions as table illustrates. And the third section comprised of general statements about WTC in group work settings to see if group work has any effect on students WTC.

1.3.2 Interview. The second research tool chosen for this research is interview, specifically with teachers. Monday (2020) defines interviews as A verbal conversation between two people intended to gather relevant information for research purposes. Interviews are especially useful for learning the stories behind participants' experiences. Interviewers can learn more about the topic. The design of the interview and the structure of the questions influence the depth and flexibility of the subject's responses. There are three types of interviews which are structured, semi-structured and unstructured. Some interviews require thorough and detailed answers, while others aim to elicit short, specific answers. The degree of structure imposed on interviews varies continuously in practice (Mathers et al., 2000). In this study the interview was structured so that all participants are presented with the same questions.

Aim and Structure. The aim of the interview is to answer this research question: “what are teachers’ perceptions of the effects of group work on WTC?” The teachers' perspectives were considered important, as teachers are most attentive to the aspects that control student communication. Thus, the interview also addressed another research question which is “What are First Year EFL learners’ perceptions of their willingness to communicate?” by asking the teacher about the frequency of students’ WTC. The interview is comprised of 9 questions as 3.1 table illustrates.

Validity and Reliability. To ensure the feasibility of the questionnaire, some measures were taken to increase internal validity during the data collection process. The researcher oversaw the administration of the questionnaire and was present throughout the entire period the participants were answering, to answer any questions or concerns raised. The direct involvement of researchers ensured that participants understood instructions clearly and provided accurate and reliable answers, in addition to explaining any ambiguous words.

By proactively monitoring the data collection process, potential errors and misunderstandings were immediately identified and resolved, minimising threats to internal validity. The interview was also piloted and validated, and before interviewing each participant, the researcher gave them a brief explanation of the research topic and problem. However, it is also important to mention that external validity was not a priority for this study because it is an exploratory study that aims to get a better understanding of the research problem at hand only and it is not aimed to generalise.

1.3.3 Data Analysis Procedures. In the current study, quantitative data were analysed using descriptive statistics. SPSS was used to calculate, analyse and display all data in the form of graphs and charts. Descriptive statistics were used to present results and interpret scores. Therefore, the results of the questionnaire were aggregated and the overall results were presented in tables and bar charts. Concerning the part of qualitative data, the present research adopted thematic analysis as a technique to interpret the interview.

1.3.4 Population / Sampling Technique. First year EFL majors and Oral expression course teachers, of the academic year 2022/2023 at Biskra University, this population has been chosen for the main reason that first-year students are fairly new to the university and to the subject of Oral Expression, 30 students were selected to answer the questionnaire through the convenience sampling. Thus, allowing us for an exploration of their initial attitudes and experiences with group work and communication in the context of English language learning.

2. Results and Discussion

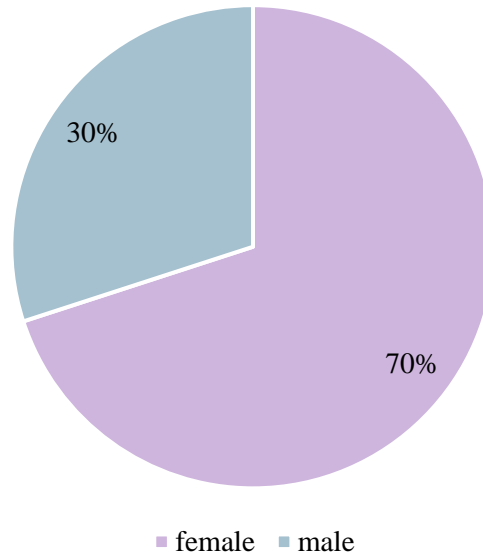
2.1 Results of the Questionnaire

Prior to answering the questionnaire, members were told to answer uninhibitedly and were expected to finish a segment relating to their own data primarily their age and orientation. There was a total of 30 participants in the study, all of them were volunteers, 21 of whom were women and 9 of whom were men. Females typically outnumber males in foreign language classrooms due to men's lower interest in such majors. Regardless, all members were similarly keen on taking the survey.

Table 1

Frequencies and Percentages of Students' Gender

	Frequency	Percentage (%)
Female	21	70%
Male	9	30%
Total	30	100%

Figure 5*Participants' Gender*

Females constitute 70% of the sample while males are only 30%. Like we mentioned above this difference is not a surprise, since females dominate this branch and males are less likely to pursue such majors.

Table 2*Descriptive Statistics of Students' Age*

	Number	Minimum	Maximum	Mean
Age	30	18	50	19.4

As shown in the table the average age is 19 years old. However, personal information details do not significantly affect how the results are interpreted in any way. To put it another way, despite the broad age range of 18 to 50, it is still regarded as merely an indicator rather than a distinct variable in and of itself. Subsequently, it is crucial for remember that age-related questions have moderately little importance in this specific research.

Table 3*Descriptive Statistics for Section One of the Questionnaire*

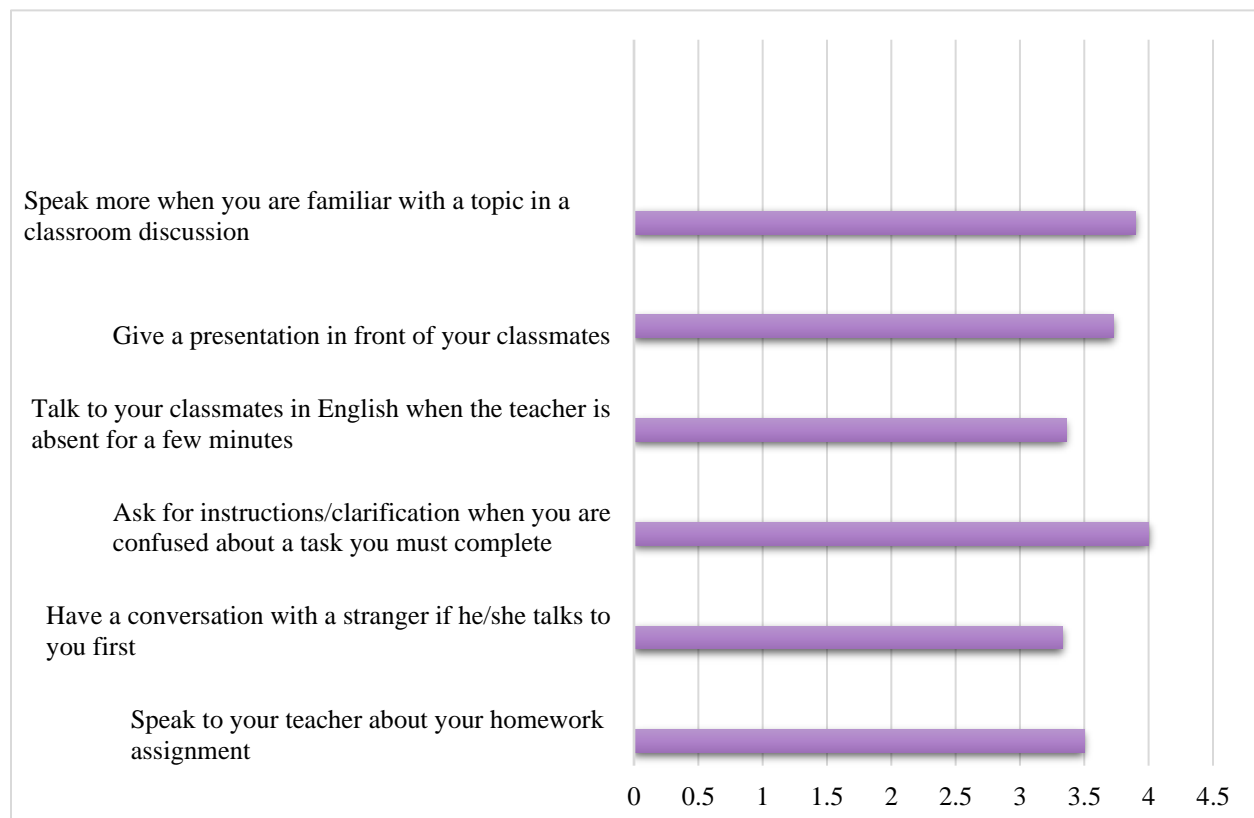
Subscale	Item	Mean	SD
Willingness to Speak	- Speak to your teacher about your homework assignment	3.5	1.33
	- Have a conversation with a stranger if he/she talks to you first	3.33	1.6
	- Ask for instructions/clarification when you are confused about a task you must complete	4	1.05
	- Talk to your classmates in English when the teacher is absent for a few minutes	3.36	1.49
	- Give a presentation in front of your classmates	3.73	1.17
	- Speak more when you are familiar with a topic in a classroom discussion	3.9	1.47
Willingness to Write	- Write about your hobbies	3	1.48
	- Write letters or texts to your friends in English	3.5	1.35
Willingness to Read and Listen	- Read short stories or books in English	3.36	1.49
	- Listen to people speak in English	4.6	0.85
Willingness to Participate	- Participate in a debate	3.63	1.35
	- Raise your hand to answer questions in class	3.56	1.43
	- Participate again after the teacher corrects your mistakes	4.06	1.31

After analysing the first section of the questionnaire, we can notice that participants are generally more willing to engage in activities that involve listening and speaking in English ($M=4.6$, $SD=0.85$), but may have less willingness to write in English perhaps because they lack

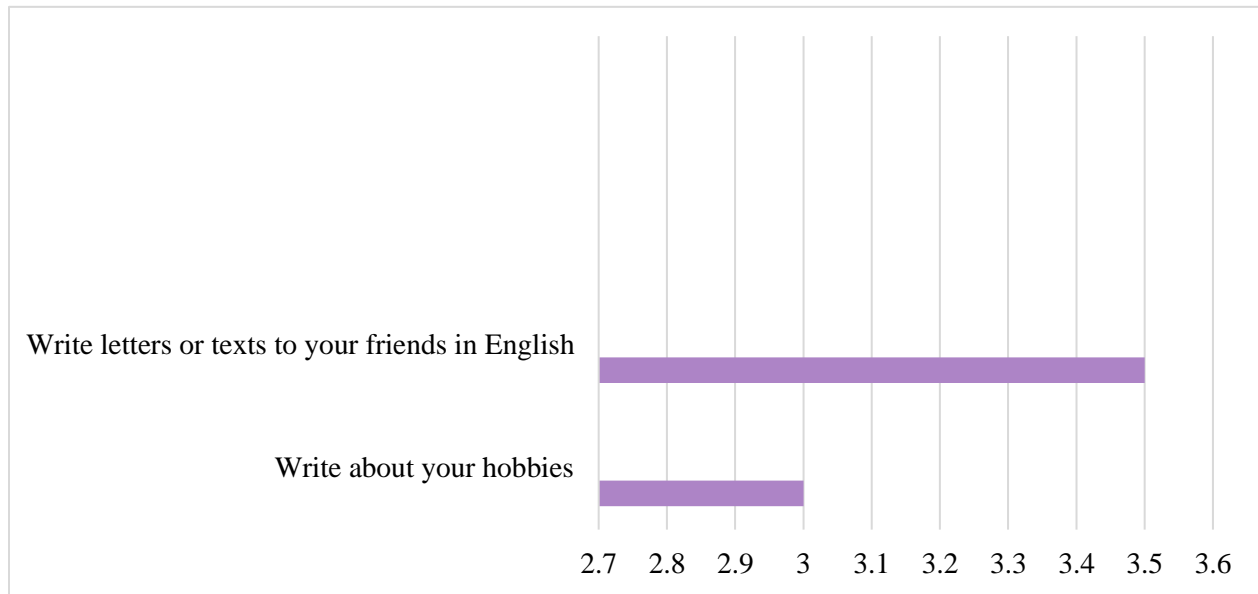
motivation to do so. Specifically, participants were most willing to listen to people speak in English, indicating a high agreement among participants in their willingness to engage in this activity. Participants also have expressed a high level of willingness to ask for instructions/clarification when confused about a task they must complete ($M=4$, $SD=1.05$). With mean scores of 3 and 3.5 for writing about their hobbies and writing letters or emails to friends in English, participants nonetheless demonstrated a lesser degree of motivation to write in the language. The findings imply that individuals could gain from having more chances to develop their speaking and listening English, particularly their written communication abilities. This suggests that when it comes to English-language writing exercises, individuals may require additional assistance or motivation.

Figure 6

Students' Willingness to Speak Average Response



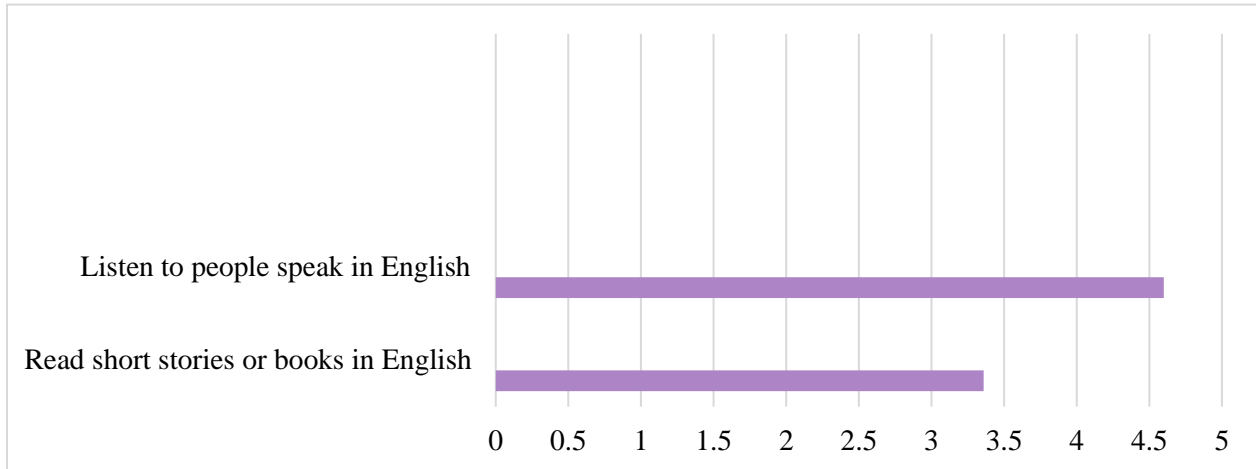
The above figure presents six distinct situations in which participants were asked to rate their degree of willingness to communicate. In the first scenario, in which participants talked to a teacher about a homework assignment, had a mean score of 3.5 and a relatively low standard deviation of 1.33, indicating that participants are somewhat willing to communicate this way. The second scenario having a conversation with a stranger if they initiate it had a higher standard deviation and a mean score of 3.33, indicating that participants' willingness levels were more diverse in this scenario. The third scenario, asking for instructions or clarification when unsure of a task, had the highest average score of 4 and a low standard deviation of 1.05, indicating that participants were generally comfortable in this scenario. This level of willingness in this scenario may be due to the fact that tasks and assignments are an essential part of the assessment and of EFL learning. The fourth scenario, conversing with classmates in English when the teacher was not present, had an average score of 3.36 and a higher standard deviation of 1.49, indicating that participants were comfortable conversing using English in the absence of the teacher and suggesting that participants were more varied in their comfort levels in this situation as well. The fifth situation, giving a presentation in front of classmates, had an average score of 3.73 with a low standard deviation of 1.17, indicating that participants generally felt somewhat willing in this scenario, which is not a surprise considering presentations are also seen as a necessary form of evaluation. Which is an obligation for many teachers especially in the oral expression module. Finally, the sixth situation, speaking more when familiar with a topic in a classroom discussion, had an average score of 3.9 and a relatively high standard deviation of 1.47, suggesting that participants had more varied levels of comfort in this scenario. Overall, participants felt generally willing in most of the situations, but there was more variation in willingness levels when it came to speaking to strangers or speaking up in classroom discussions.

Figure 7*Students' Willingness to Write Average Response*

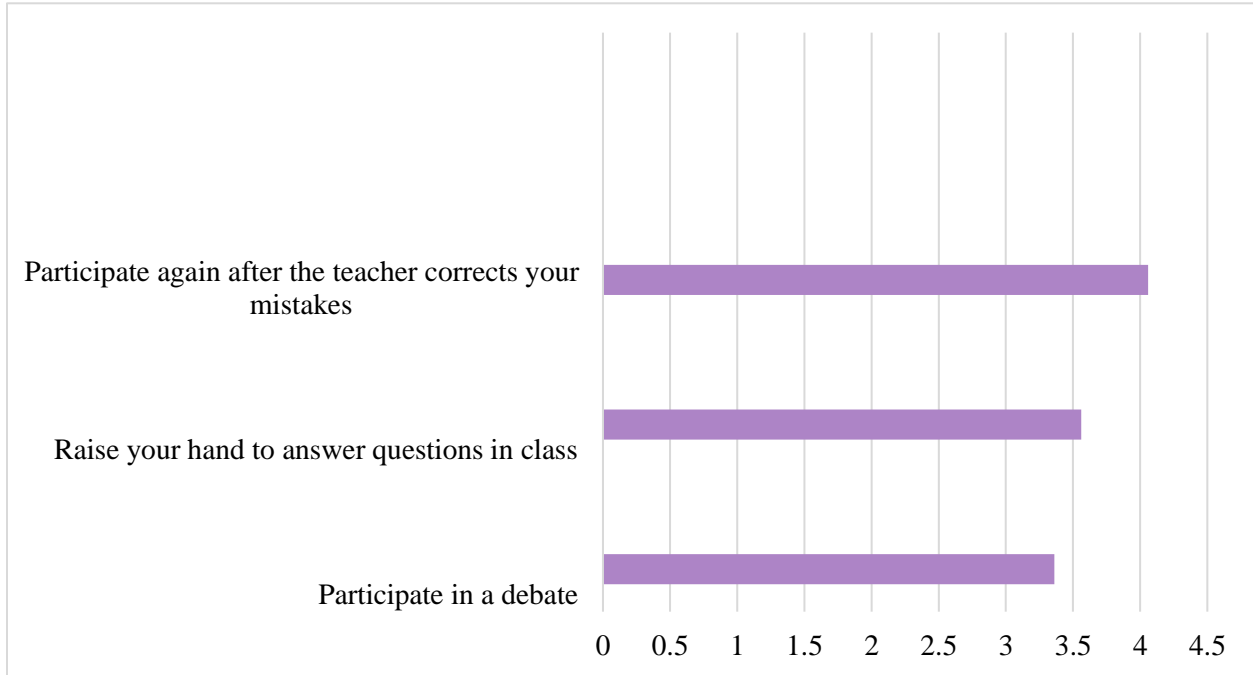
This figure presents two situations related to writing in English. The first situation is writing about your hobbies, which had an average score of 3 with a standard deviation of 1.48. This indicates that participants had a moderate level of willingness in expressing their hobbies through writing. The second situation is writing letters or texts to friends in English, which had an average score of 3.5 with a slightly lower standard deviation of 1.35. This suggests that participants felt somewhat more willing in this scenario compared to writing about their hobbies. This may be because some students are not familiar with their classmates and are not willing to share personal matters like their hobbies. However, they are more willing to write in English with their friends. Overall, participants had a moderate level of willingness in both situations, but slightly higher willingness when it came to writing letters or texts to friends in English.

Figure 8

Students' Willingness to Read and Listen Average Response



This data presents two situations related to reading and listening in English. The principal circumstance is perusing brief tales or books in English, which had a typical score of 3.36 with a standard deviation of 1.49. This suggests that participants were engaged in English reading at a moderate level. The subsequent circumstance is standing by listening to individuals talk in English, which had a fundamentally higher typical score of 4.6 with a lower standard deviation of 0.85. This may indicate that participants felt much more engaged and attentive when it came to listening to spoken English since this is a good way to develop an accent by listening to others speak English, especially natives. To sum up, participants showed a moderate level of interest in reading English texts, while demonstrating a higher level of interest and attentiveness in listening to people speak in English.

Figure 9*Students' Willingness to Participate Average Response*

This data presents three situations related to participation in a classroom setting. Participating in a debate, which had a mean score of 3.63 and a standard deviation of 1.35, is the first scenario. This demonstrates that members had a moderate degree of readiness to take part in discussions, a few participate in banter as a method for acquiring new information and examining thoughts while others may keep away from discussions in light of clashing conclusions. The subsequent circumstance is raising your hand to respond to inquiries in class, which had a mean score of 3.56 with a marginally better-quality deviation of 1.43. This recommends that members had a comparable degree of readiness to partake by responding to inquiries in class, yet with somewhat greater changeability in their reactions, as certain understudies have referenced that occasionally there are different understudies lifting their hands thus, they feel there is no requirement for them to take part. The third situation is participating again after the teacher corrects

your mistakes, which had the highest average score of 4.06 with a standard deviation of 1.31. This implies that participants demonstrate a higher level of willingness to actively engage and participate again in discussions after receiving corrections from the teacher.

This result elicits a consistent and positive attitude toward the process of actively participating in the learning process and learning from mistakes. Additionally, it suggests that participants were open to teachers' suggestions for improvement and actively participated in the classroom. In general, members showed a moderate degree of eagerness to partake in discussions and answer questions, however a more significant level of readiness to draw in and keep taking part even subsequent to committing errors and getting criticism.

Q01. What are some challenges you face when you communicate in English (writing, speaking, listening, reading)?

The study's participants described a range of difficulties they had in speaking English. Many individuals had speaking difficulties because of their shyness, anxiety, fear, and word choice, while others had trouble comprehending what others were saying because of accents, stress, and having trouble understanding specific words. Making grammatical mistakes, misspelling words, and choosing the appropriate ones to use in writing were difficulties for several individuals. Others found pronunciation to be challenging, frequently mispronouncing words and making pronunciation errors. Last but not least, one participant brought up the fact that they are not yet English-fluent, underscoring the larger difficulty of mastering a second language.

Q02. How do you feel when communicating with classmates or strangers in English? (comfortable/ uncomfortable /confident/ stressed/ shy/ other) why?

According to the participants, stress is a common feeling among them, as it was mentioned the most, with 10 mentions. Uncomfortable was the second most mentioned choice, with 8

mentions. However, it was followed by comfortable with 7 mentions, confident with 6 mentions, and shy with 4 mentions. One participant mentioned doubting oneself a lot as a separate attribute. Fear of making mistakes is the most commonly cited reason for stress and discomfort in communication, with 4 mentions. Not being used to using English was the second most mentioned reason, with 3 mentions, followed by lack of confidence and bad pronunciation, with 2 mentions each. Feeling comfortable and confident was related to learning from mistakes and each other, practicing English, and benefitting from others. Learning from mistakes was mentioned twice, while learning from each other, practicing English, and benefiting from others were each mentioned once.

Q3. How do you evaluate your level in English (low/ below average/ average/ above average/ high)? and why do you think this is your current level?

In response to the question of how they evaluate their level in English, 15 respondents reported an average level, with reasons such as difficulties in listening and speaking, limited vocabulary, as well as the need for further learning. Six respondents reported an above-average level, attributing this to their good speaking skills, frequent interactions with native speakers, and being proficient in all four language skills. One respondent reported a low level, having just begun learning, while another reported being below average. It is worth mentioning that some respondents compared themselves to others, with one feeling they were not good yet, and another expressing doubts due to making mistakes and struggling with constructing sentences, some mentioned that they know this is their level through taking tests.

Q4. Why do you sometimes refrain from participating?

The reasons for refraining from participating can vary among individuals since this depends on them. Therefore, there is no definite answer to this question. The most common reason for holding

back is not being sure of answers, with four respondents citing this as their reason. In second place, Shyness is also mentioned as a significant factor, with four respondents indicating they refrain from participating due to this reason. Lack of confidence and laziness are other reasons, with two mentions for each one. Two respondents mentioned that they do not participate because others are already participating. One respondent mentioned that they are afraid of making mistakes and forgetting words. Other reasons include doubt in answers, not wanting to talk, dislike for talking to people, feeling stressed, dislike for being stared at, preference for challenging questions, and lack of preparation, with one mention each.

Table 4

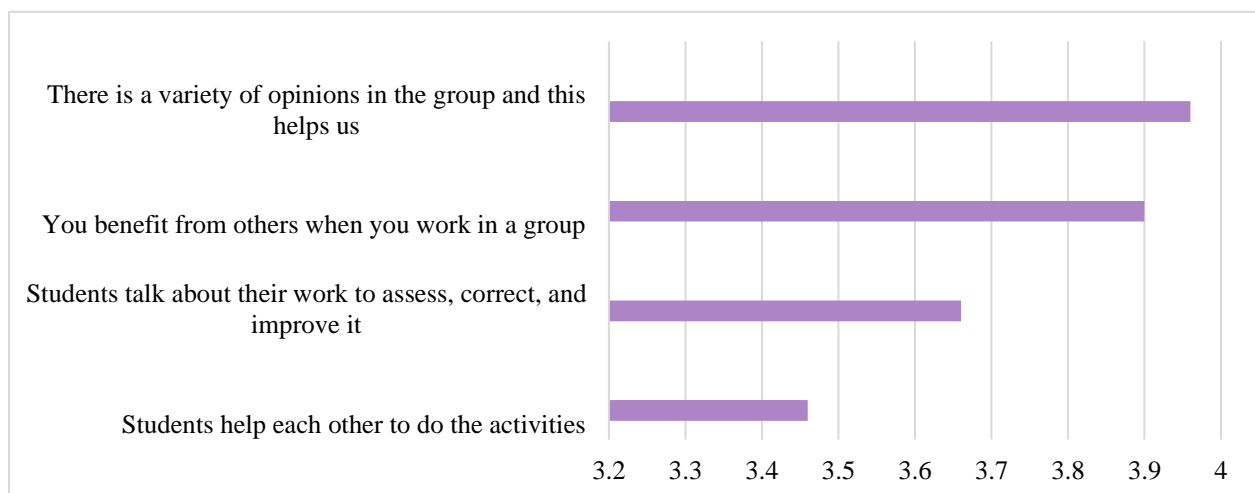
Descriptive Statistics of Section Two of the Questionnaire

Subscale	Item	Mean	SD
Interpersonal group work skills	- Students help each other to do the activities	3.46	1.13
	- Students talk about their work to assess, correct, and improve it	3.66	1.26
	- You benefit from others when you work in a group	3.9	1.39
	- There is a variety of opinions in the group and this helps us	3.96	1.09
	- Students listen to classmates' ideas, opinions, and put a lot of effort when working in a group	3.9	1.12
Task group skills	- Teachers implement group work often	3.3	1.23
	- You face difficulties during pair work or group work	3	1.2
	- When working in a group, all members have an equal chance of participating	3.53	1.5
	- You like speaking in English with others	3.83	1.28

The data reveals the mean scores and standard deviations for various aspects of group work and communication in English. Participants reported a moderate level of agreement ($M= 3.46$, $SD= 1.13$) regarding students helping each other during activities. They also acknowledged the importance of discussing their work for assessment and improvement of the final work ($M= 3.66$, $SD= 1.26$). Participants also recognised the benefits of collaborating in group work ($M= 3.9$, $SD= 1.39$) and appreciated the presence of diverse opinions within a group which can help them improve ($M= 3.96$, $SD= 1.09$). Active listening, valuing classmates' input, and investing effort in group work were considered important ($M= 3.9$, $SD= 1.12$). Participants perceived a moderate frequency of group work implementation by teachers ($M= 3.3$, $SD= 1.23$). Challenges were acknowledged during pair or group work ($M = 3$, $SD = 1.2$). Opinions varied regarding equal participation opportunities in groups ($M= 3.53$, $SD= 1.5$). Overall, participants expressed a positive attitude towards speaking in English with others ($M= 3.83$, $SD= 1.28$). The data provides insights into participants' perceptions and experiences related to group work, communication, and language learning.

Figure 10

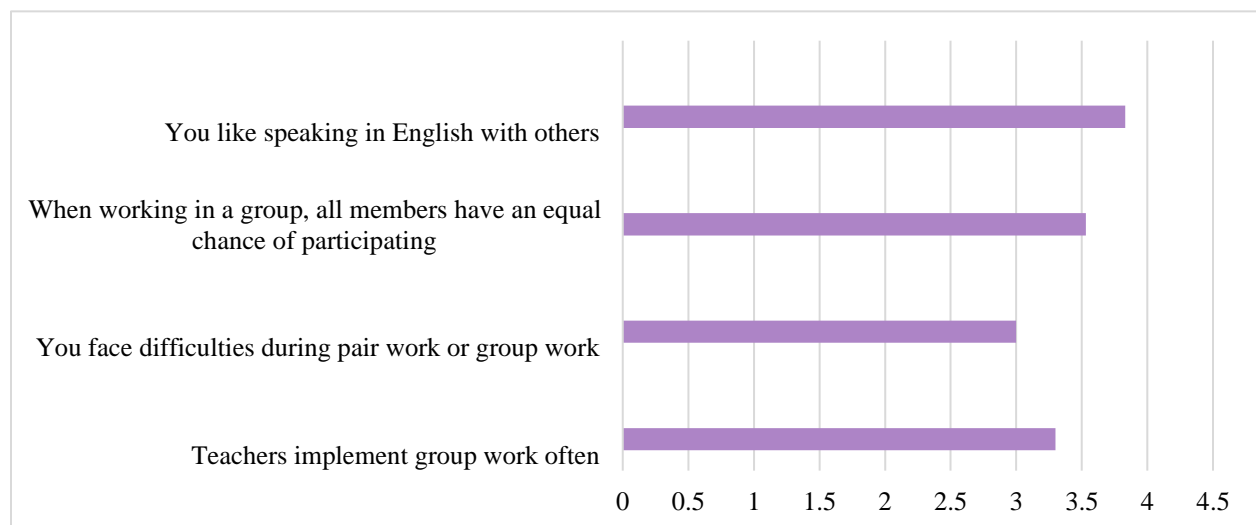
Interpersonal Group Skills



This figure represents data for items concerning the subscale of interpersonal group work skills. "Students help each other to do the activities" received a (M= 3.46, SD=1.13), indicated a moderate level of agreement in assisting each other, since group work is essentially about cooperation. "Students talk about their work to assess, correct, and improve it" (M= 3.66, SD= 1.26), suggesting a recognition for the role of group work which paves a way for discussing the work for assessment and improvement. "You benefit from others when you work in a group" (M=3.9, SD= 1.39), highlighted the advantages of group work. "There is a variety of opinions in the group and this helps us" (M=3.96, SD=1.09), indicated an appreciation for diverse viewpoints and different ideas. "Students listen to classmates' ideas, opinions, and put a lot of effort when working in a group" (M=3.9, SD=1.12), demonstrating that students are aware of the importance of active listening and valuing classmates' input. To sum up, the data reflects participants' perceptions and experiences in interpersonal group work skills, showcasing agreement and recognition of the benefits of cooperation learning, diverse opinions, and active listening within group settings.

Figure 11

Task Group Skills



Q01. When engaging in group work, do you feel like the size of the group leads to some members not helping at all? Why?

The thematic analysis of responses regarding the impact of group size on member participation during group work revealed several recurring themes. Participants commonly mentioned the presence of freeloaders in larger groups as a hindrance to contribution, emphasizing that these individuals do not actively participate. However, students seemed to be unfamiliar with the term freeloaders so they gave descriptions of students who avoid work and rely on others. Additionally, diverse opinions within the group were seen as a barrier to group work and assistance. Some participants noted that a dominant member or a few individuals taking charge of the work resulted in reduced involvement from others, this can also contribute to the appearance of freeloaders within the group. Unequal opportunities for sharing ideas and contributing were highlighted as an issue arising from larger group sizes, discouraging some members from helping. However, a few participants considered an optimal group size, typically around four to five members, as facilitating better task division and group work. They believed that moderate group sizes enhanced participation and group work as well as time management. Time constraints and loss of focus were also cited as challenges in larger groups, affecting effective group work. Therefore, the size of the group matters for students in order for them to have the maximum benefits from this learning experience.

On a positive note, some participants expressed that all group members contribute regardless of group size, emphasizing the collective effort and cooperation within their teams. Thus, this variation in answers on whether the group size matters can be a result of how the teacher chose to assign group members together.

Q02. How do you feel during group work activities (motivated/ pressured or intimidated by others/ comfortable/ other)? why?

Thematic analysis of the responses to the question revealed several recurring themes. Among the 30 responses analysed, the most frequently mentioned feelings were feeling comfortable and motivated, each mentioned 11 times. Participants expressed comfort in group work due to being on the same level as their classmates, sharing the workload and dividing tasks, and having the opportunity to practice and learn from each other. Motivation stemmed from the belief that group work would be good and produce the best possible result, the desire to share ideas and information, and the opportunity for learning and gaining new insights. Additionally, some participants mentioned feeling pressured (3 mentions) either due to a preference for working individually or unfamiliarity with the group members. Intimidation (2 mentions) was expressed by participants who felt intimidated by others they perceived as more skilled or capable. A few participants mentioned feeling uncomfortable (2 mentions) due to disagreements with others' ideas, and one participant mentioned feeling shy (1 mention). In general, the analysis highlighted a predominance of positive feelings, with participants often expressing comfort and motivation during group work activities with a little variety of other negative emotions.

Q03. In group work, do you feel like your classmates listen to you when you speak or make suggestions? what other efforts they make to be engaged?

Many participants expressed that their classmates actively listened to them when they spoke or made suggestions, other behaviours include asking questions, seeking clarification, and respecting their opinions. This engagement and attention from their peers were highly appreciated as it encourages students to speak more. Additionally, participants mentioned that their classmates not only listened, but also actively shared their own ideas, perspectives, and opinions, fostering a

dynamic and collaborative group work environment. The exchange of diverse viewpoints was seen as valuable and as a learning opportunity.

Furthermore, several participants highlighted that their classmates went beyond listening and actively contributed by suggesting new ideas, concepts, or approaches, bringing fresh perspectives to the group work. Assisting and supporting efforts were also noted, with classmates helping when someone forgot a word, making an effort to understand their point of view, and correcting them when they were wrong. However, there were few participants that expressed feeling unheard or disregarded by their classmates, indicating a lack of attention and engagement. In conclusion, the analysis showed that students are aware of the importance of active listening and engagement in group work. Participants valued classmates who attentively listened, shared ideas, and actively participated in discussions. Efforts such as suggesting new concepts, assisting one another, and respecting diverse opinions were highly appreciated, one participant even mentioned that some students go beyond listening only and they research the subject being discussed to better understand his/her topic.

Q04. What are some challenges you face when you work in a group?

Thematic analysis of the challenges faced during group work activities revealed several challenges. Communication-related challenges were identified, including a lack of communication, no interaction between members, difficulty understanding others' ideas, and a lack of understanding among members. Differences in ideas and opinions were also prominent and it was the most frequently mentioned challenge (mentioned 5 times). Participants highlighted the difficulties arising from diverse perspectives, insistence on personal ideas, opposite points of view, and the belief that each member thinks their idea is the correct one. In addition to that, Participants mentioning different ideas, insistence on personal ideas, accepting different opinions, and

experiencing opposite points of view and disagreements. Group dynamics and participation challenges encompassed dealing with different mentalities, participating when someone takes the lead, unequal distribution of effort, agreeing on one idea, and the need for discussion with others.

Organizational and external factors such as the lack of organization in the group, wasting time, varying levels of students, noise and freeloaders were cited as additional challenges. One participant draws attention to the fact that sometimes all members get the same mark despite some not working at all. Finally, emotional and social factors including shyness and stress, as well as feeling disrespected, were mentioned. Another answer belonging to the same category was trying to be the best student as it was mentioned by one participant. These categories provide a comprehensive understanding of the challenges encountered during group work, highlighting the diverse obstacles that can arise in group work settings.

Table 5

Descriptive Statistics for Section Three of the Questionnaire

Item	Mean	SD
Speak in a group about your summer vacation	2.93	1.5
Participate in a play with your classmates	3.2	1.29
In group work activities, you communicate with other group members in English	3.3	1.34
Talk in group work activities	3.66	1.24
Group work is a useful learning technique, and it has a positive impact on academic improvement	3.8	1.26
You are more willing to communicate when doing group work	3.73	1.14

The analysis of mean and standard deviation values reveals participants' perceptions regarding different scenarios related to group work. Speaking in a group about summer vacation received a relatively lower mean value (2.93), suggesting mixed feelings and varied comfort levels among participants. The higher standard deviation (1.5) indicates greater variability in responses. This outcome may be attributed to individuals being shy and reserved. When students were questioned about their willingness to write about their hobbies, many of them expressed similar sentiments.

Participating in a play with classmates showed a slightly higher mean value (3.2), indicating a more positive inclination, while the standard deviation (1.29) suggests some variability, again this could be a result of being shy. Communicating in English during group work activities received a higher mean value (3.3), indicating positive perceptions, but the standard deviation (1.34) suggests variability in comfort levels and language proficiency. Talking during group work activities yielded a higher mean value (3.66) and a lower standard deviation (1.24), indicating a relatively consistent positive perception. Participants demonstrated a positive view of group work as a useful learning technique and its impact on academic improvement ($M=3.8$, $SD=1.26$). They also expressed a greater willingness to communicate during group work ($M=3.73$, $SD=1.14$). Overall, the analysis suggests that participants generally perceive group work activities, communication, and participation positively, despite some variability in individual responses.

2.2 Results of the Teachers' Interview

Q01. How long have you been teaching Oral Expression at University?

Interviewees	Years of teaching
A	3
B	4
C	3 weeks
D	7
E	7
F	2
G	3

Q02. How often do you implement group work in the classroom?

Based on the interviews with the teachers, the frequency of implementing group work in their classes varies. Teacher E emphasizes relying heavily on group work, especially for oral activities. Teacher C aims to provide regular workshops, introducing research methodology and utilising group work in various forms such as pairs or small groups. Teacher A stated that "I integrate group work mostly in the second semester because we do debates, role plays, and a lot of interviews." This teacher incorporates group work predominantly in the second semester, focusing on activities such as debates, role plays, and interviews. Teacher B implements group work regularly, believing it drives better student engagement compared to individual work. Teacher G considers group work as a foundational method for teaching oral expression. Teacher F employs group work many times but not as frequently, primarily focusing on individual participation while also incorporating group work. Lastly, teacher D consistently implements

group work in their classes. Overall, the reasons for implementing group work vary, including fostering oral skills, introducing research methodology, boosting engagement, and enhancing individual talents and skills.

Q03. How often do students participate willingly?

Based on the teachers' interview answers regarding the willingness of students to participate, several themes emerge. Teacher G highlights the impact of the COVID-19 pandemic on student participation, stating that after the pandemic, most students have become passive and lack the necessary tools and study habits. This suggests that external factors such as the pandemic can influence student engagement. Teacher A mentions that student participation is divided into two groups. Around 50% of students are actively participating, either because they are proficient in English and willing to contribute or because they are good students but shy. The remaining 50% consist of either shy students or students who are not motivated to participate due to their academic performance. Teacher C emphasizes the individual differences among students, such as introverts and extroverts. By noting that extroverted students prefer working in groups and are more likely to participate, while introverted students tend to prefer working alone and may be less willing to engage.

Teacher C also mentioned that exceptional students tend to participate regularly, but the overall participation varies depending on teaching methods and strategies employed by the teacher. Teacher C stated that "We have different personalities, different characteristics of students... we cannot say that all of them, for example, participate each time. But I have, let's say, special elements, special students, okay, excellent students in my classes." This teacher acknowledges the diversity of student personalities and preferences, with some being more inclined to work in groups while others prefer to work alone. They also mention having exceptional students who consistently

participate. Teacher B observes that at the beginning of the year, there is typically high participation, but as the sessions progress, some students may become less active. However, a good number of students still participate willingly.

Teacher D acknowledges that introverted students may hesitate to participate at times, suggesting that their personality traits can influence their willingness to engage in class activities. Teacher E expresses that only a small percentage of students, particularly the high-performing ones, consistently share their answers and thoughts voluntarily.

They mention the need to motivate or push the remaining students to participate actively. As teacher E stated, "Well, not that much, to be honest. Except the, I may say, the elite... The others, unfortunately, I have to move them... I have to ask them to speak.". Teacher F estimates that around 40% of students participate willingly, while the others require external motivation or encouragement to express their ideas and join the session. In summary, the teachers' responses reveal a range of student participation levels. Factors such as the COVID-19 pandemic, individual personality traits, language proficiency, academic performance, and teaching strategies employed by the teacher can all influence students' willingness to participate in class activities. While some students actively engage, others may require additional support or encouragement to contribute to discussions and share their thoughts.

Q04. Do you think that some students refrain from speaking in class on purpose?

Based on the teacher interview answers, the willingness of students to participate in class activities varies. Teacher F and Teacher C both emphasize the role of psychological factors, such as fear of mistakes, shyness, embarrassment, and feeling intimidated by the teacher, as reasons why students intentionally refrain from speaking in class. These factors can contribute to students' hesitancy and reluctance to participate. Teacher A and Teacher E's observations further support

this notion, highlighting those students, including high-performing individuals, intentionally choose not to participate due to psychological factors. Teacher D said, "Well, some introverted students hesitate sometimes." This teacher acknowledges that introverted students may hesitate to participate in class activities. Teacher E said, "There are many factors, maybe psychological factors... Shyness, lack of self-confidence, lack of background about the topic, lack of vocabulary...

These reasons make these students reluctant to willingly speak." This teacher suggests that psychological factors such as shyness and lack of self-confidence, as well as linguistic factors like limited vocabulary and background knowledge, can contribute to students' reluctance to participate. Teacher G answered, "Yes, they genuinely don't know... They find themselves in this branch against their will... The others, especially excellent students, most of them believe that certain activities are unnecessary." This teacher points out that some students may not know why they are unresponsive in class. Additionally, certain students, particularly those who are excellent academically, tend to view certain activities as unnecessary because of their different levels.

In general, the responses from the teachers emphasize that a variety of factors, including self-confidence, language proficiency, background knowledge, personality traits, fear, shyness, stress, and others can affect students' willingness to participate. In addition, group work is regarded as an effective strategy for fostering student communication readiness by providing opportunities for peer interaction and comparison. Teachers play a crucial role in understanding these factors and employing appropriate strategies to foster a supportive and inclusive learning environment that encourages students to participate willingly.

Q05. How does group work influence students' WTC?

The answers regarding how group work influences students' willingness to communicate varied but all of them were positive in some ways. For example, teacher F, "It's good. It incites

them to take part in group work, to share with them the same activity or task, and to compare themselves to others. Also, there is no risk of being judged individually because they are working as a whole." This teacher believes that group work is beneficial as it encourages participation, collaboration, and peer feedback by comparing their work. The absence of individual judgment can create a supportive environment for communication. He also mentioned that group work can encourage participation by providing a platform for students to engage with their peers and compare their progress. Teacher A said, "For me, group work can enhance or positively affect students' willingness to communicate, but what matters most is the environment in which that group work is created... If it's collaborative, they will have to finish a task, and that pushes them to work." This teacher acknowledges the potential of group work to enhance willingness to communicate but emphasizes the importance of creating an environment conducive to effective group work.

The collaborative nature of tasks can motivate students to participate. According to teacher B, "If it's a group, they feel more comfortable because they somehow hide behind it... They feel confident because a group said so. So their willingness to participate increases." This teacher highlights that students may feel more comfortable participating in group work because they can participate knowing the group agreed on that idea and gain confidence from the collective agreement. This can boost their willingness to communicate. Teacher C stated, "When they form such groups, they have that opportunity to sit in non-academic settings... So, they have that informal way to discuss and exchange information... they can overcome some problems... they can talk freely without any limitations or freedom, for example, aside from the teacher." This teacher emphasizes the benefits of group work, such as providing an informal setting for students to discuss and exchange information.

The freedom to talk without limitations can contribute to an increased willingness to communicate. Teacher E replied, "Implementing group work serves to be very positive because students work together, share knowledge, help one another... So they would feel that they are all from the same level and most of them are friends... So the discussion will be more natural than doing that with the teacher." This teacher highlights that group work facilitates knowledge sharing and peer support, reducing anxiety and shyness. Students feel more comfortable discussing with classmates, creating a natural and supportive communication environment. Teacher D explained, "If implemented systematically, it enhances students' willingness to take part in every activity in the classroom... It gives students the chance to share their thoughts and learn from others." This teacher believes that systematic implementation of group work can positively influence students' willingness to participate and engage in various activities, as mentioned by other teachers and students, the systematic implementation of group work takes into consideration the number of students in each group and their levels.

Group work provides opportunities for students to share their thoughts and learn from their peers. Teacher G said, "They learn from each other... I encourage them to listen... Just listen and look." This teacher suggests that some students may depend on more capable students during group work. They emphasize the importance of listening and observing as a means of learning within the group which eventually encourages students to participate. Overall, the teachers' responses highlight that group work can positively impact students' willingness to communicate. It provides a supportive environment, encourages collaboration, allows students to learn from one another, boosts confidence, and offers opportunities for informal discussion. Creating a conducive environment and implementing group work systematically are important factors in maximising its benefits.

Q06. What are students' attitudes towards group work?

Regarding students' attitudes towards group work, Teacher G answered, "They become happy when I ask them to form groups. They welcome the idea. They like the idea." According to this teacher, students are happy and receptive when asked to form groups. They have a positive attitude towards group work. Teacher D, "If it is implemented systematically, and they get used to it, they develop a positive attitude towards it." This teacher suggests that students can develop a positive attitude towards group work when it is consistently implemented and they become familiar with the process. Teacher F, "They like it so much... It's more motivating... They think that group work is positive for them to exchange views... They feel safe... Evaluation is going to be fair among the group members." This teacher highlights that students enjoy group work because it is motivating, provides opportunities for exchanging ideas, creates a sense of safety, and ensures fair evaluation within the group.

Teacher E, "The majority like this way... They love to prepare role play; they love to prepare a script and perform together... They feel that everyone will be at the back of the other, like a saver. So they will help one another." This teacher emphasizes that the majority of students enjoy group work, particularly activities like role plays. Students appreciate the support and collaboration within the group. Teacher B, "Usually students like group work better, more than individual or even pair work." This teacher suggests that students generally prefer group work over individual or pair work. Teacher A, "50% like it and like to talk and interact with their friends... The other 50% hate it because they feel it's unfair that they will be judged unfairly because of their group mates who don't do the entire work." This teacher observes that student opinions on group work are divided. Some enjoy interacting with friends, while others dislike it due to concerns about unfair evaluation based on the efforts of their group members. Teacher C, "They feel happy..."

Maybe one reason is that they are extroverts, another reason is because they are lazy." This teacher points out that students typically feel happy when asked to form groups. This could be because they are extroverted or they want to give one member of the group most of the work.

In general, the responses suggest that the majority of students view group work positively. They find it motivating, enjoy collaborating and exchanging views, and appreciate the support and safety within the group. However, there are also students who dislike group work due to concerns about unfair evaluation or because they prefer individual work. Teachers should consider these varying attitudes and strive to create a supportive and fair environment for group work.

Q07. How willing are students to add comments and interact with classmates using English?

Through the answers to this question, we can observe the different perspectives and experiences of the teachers. Teacher C emphasizes the importance of encouraging students to use the foreign language in the classroom. They believe that both teachers and students share responsibility for building language skills through techniques like reading. They attribute the hesitation to use English to both teachers and students, in addition to that teacher C mentions that speaking the target language should be encouraged by a reward and punishment system. Teacher D admits that students hesitate to use English unless it is imposed by the teacher during group work. This suggests that students may not be naturally inclined to use English and require some form of instruction or enforcement to do so. Teacher G identifies a specific category of students they call "the philosophers" who enjoy answering in a philosophical manner, even if it's incorrect.

These students may use sophisticated language but can sometimes deviate from the topic to showcase their knowledge. This suggests that some students may have a preference for expressing themselves in a more complex manner, possibly as a way to demonstrate their intellectual capabilities, especially in this branch. Teacher F points out that while some students

participate willingly in the classroom using English, the majority tend to use Arabic with their classmates. They explain that this behaviour is just a tool to compensate for their weaknesses in English.

Lack of confidence and a lack of background in English, particularly for first and second-year students, are mentioned as reasons for relying on their mother tongue. Teacher E explained students' tendency to use Arabic instead of English, particularly if they lack confidence or have a limited background in English. They highlight the paradoxical situation where students avoid using English due to a lack of confidence but need to use English to build that confidence. Teacher B acknowledges the problem of students communicating in their mother tongue, especially at early levels. However, they actively encourage students to use English during group work, though the level of compliance varies. They note that master students tend to use English more frequently compared to first, second, and third-year students. Teacher A states that students do not interact with each other using English very often. They mention that only the very good and motivated students, as well as the older students, engage in such interactions.

The younger students feel like it is awkward and are less inclined to use English to communicate with their peers usually. This must indicate something about the age of the learner in terms of motivation, readiness to communicate due to more life experiences, sociability, self-awareness and goal orientation. In summary, the answers highlight a range of factors influencing students' willingness to use English for commenting and interacting with classmates. These include confidence levels, language background, the role of teachers in encouraging language use, and students' preferences and comfort zones.

Q08. What is your role during group work?

Analysing the answers to the question "As a teacher, what is your role during group work?" provides insights into the various roles and responsibilities teachers assume. Teacher A states that their main role is to monitor the groups, ensuring they are working, and helping them with any difficulties they may face. This suggests a focus on overseeing the group dynamics and offering support when needed. Teacher C describes a multifaceted role that includes guiding the students, making reformulations and proving explanations, facilitating tasks, dividing the workload, and checking answers. This indicates a proactive involvement in the group work process, addressing conflicts, and ensuring equal participation. Teacher D mentions taking different roles depending on the situation but aims to minimise their intervention and talking time.

This suggests a more hands-off approach, allowing students to take the lead while the teacher maintains a supportive and observant role and letting students take charge of their own learning experience while having a guide. Teacher G mentions watching the groups and guiding them, but also intervening in cases of conflicts, particularly between girls. They provide an example of a heated discussion between groups and acknowledge that their level of interference depends on the situation. This indicates a balance between observing and stepping in when necessary to maintain a constructive learning environment. Teacher G also mentions that mentalities are different and that we are simply not built yet to discuss without being argumentative as this teacher claimed, "It has a relationship with our mentality. We are not ready to discuss.". Teacher F sees themselves as a guide, assigning or allowing students to choose realistic and relevant topics. They oversee the group work without interfering, and at the end, let the students present their work, correct each other's mistakes, and comment without pressure.

This highlights a supportive and facilitative role that encourages student autonomy and collaboration at all times during group work. Teacher E highlights two main roles: organizing the groups based on the task and motivating the students. They emphasize that making mistakes is part of the learning process and provide tolerance and encouragement. The teacher also mentions being an advisor, tutor, and sometimes a participant to create a comfortable and inclusive learning environment. Teacher B mentions supervising, monitoring, and guiding the groups, as this teacher said in simple words, " I supervise, I monitor, I guide. Full stop". This suggests an active involvement in overseeing the group dynamics, progress, and offering guidance when needed. Overall, the answers demonstrate that teachers play diverse roles during group work, including monitoring, guiding, facilitating, organizing, motivating, and intervening when conflicts arise. The specific approach and level of engagement can vary depending on the teacher's style, the context, as well as the needs of the students.

Q09. What are the challenges you face while implementing group work?

In order to identify the challenges that teachers face when implementing group work, we asked this question to help us address those problems in the future. Teacher G highlights the challenge of finding appropriate teaching materials for group work and the difficulty in selecting topics that interest students and foster discussions. The teacher also mentions the generation gap and the need to create engaging content that resonates with students. Teacher D mentions the challenge of dealing with large class sizes, which reduces students' opportunities to actively participate in group work. This implies that providing individual attention and ensuring equal participation can be challenging in such contexts. Teacher C identifies several challenges, including students' reluctance to work with specific classmates, their lack of respect for time and

group arrangements, and the need for effective communication within the groups or rather lack of it.

These challenges can hinder smooth collaboration and productivity during group work. Teacher F discusses the challenge of passive group members and the dominance of a few leaders within the group. The teacher mentions the need to monitor the group dynamics, involve all members, and provide feedback to ensure equal participation and contribution. Teacher E highlights the disadvantages of students freely organizing themselves in groups, as it may lead to the emergence of a dominant leader who monopolizes the work, preventing others from actively participating. The teacher emphasizes the importance of organizing and balancing group dynamics based on students' different levels and personalities. Teacher B points out the challenges associated with the process of forming groups, such as students choosing friends or high-achieving students who end up dominating the work. This can result in distractions or uneven distribution of workload among group members. Teacher A acknowledges the challenge of dealing with free-loaders who participate in group work to avoid individual responsibility. The teacher emphasizes the need to ensure fair distribution of work and actively monitor group activities to address this issue.

Overall, the challenges mentioned by the teachers include finding appropriate materials, selecting engaging topics, managing large class sizes, addressing reluctance or conflicts among students, handling passive or dominant group members, and ensuring fair distribution of work and active participation. These challenges require teachers to be observant, proactive, and skillful in fostering collaboration, balancing group dynamics, and addressing individual needs during group work.

3. Discussion and Summary of the Findings

The results of the questionnaire answer the first research question “What are First Year EFL learners’ perceptions of their willingness to communicate?” which show that students are willing to communicate, and they only showed reluctance when it comes reading. However, overall, the results show that students seem to be more willing to communicate through listening and speaking in English, but may require further support or motivation to enhance their written communication abilities since they have showed lower WTC when it comes to these tasks. The analysis of the open-ended questions revealed several factors that can influence students WTC, these factors can be categorised into two groups which are stable factors such as personality traits, motivation, prior language learning experience and dynamic factors such as the social context, the teacher's approach, and the learner's learning goals. Some of these factors were consistent with the factors mentioned in the results of the questionnaire and interview Latifah (2020).

The questionnaire also answers the second research question “what are First Year EFL learners’ attitudes toward group work?”. Overall, the findings indicate that students have positive attitudes towards group work and communication in English. They are willing to collaborate and help their peers, recognising the value of discussing their work for assessment and improvement. Students also appreciate the benefits of diverse opinions within groups, demonstrating an understanding of the potential for personal and collective growth. They emphasize active listening, respecting classmates' input, and investing effort in group work, reflecting their commitment to effective communication.

However, students desire more opportunities for group work in the classroom, and they acknowledge the challenges and potential disparities in equal participation. These findings highlight the importance of promoting inclusive and collaborative environments in group work

settings. First year students typically have limited exposure to in-depth group work compared to more advanced students, such as third year or master's level students. Consequently, their perspectives on group work may be based on an idealized image rather than extensive practical experience.

The results of teacher interviews provide valuable insights into teachers' perceptions of the impact of group work on students' willingness to communicate. Thus, answering the third research question "What are teachers' perceptions of the effects of group work on WTC?". The results of the analysis showed that the implementation of group work usually varies among teachers. This is due to the fact that the majority focus on group work, while some others rely on group work less frequently. There are many reasons for using groups in the classroom. Some of the reasons teachers have mentioned in the interview are promoting oral skills, introducing students to research methods, encouraging participation, and developing individual talents and abilities. Through these answers provided by experienced EFL teachers, we can conclude that group work can be used to enhance students' participation and in turn, increase students' WTC.

One particular interviewee has mentioned that students feel less shy and are more certain of their answers when they are engaging in group work more than individual work. This is also consistent with the results of the questionnaire as there are plenty of students who cited being unsure of their answers, shyness, and lack of confidence as the top reasons for refraining from participation and mentioning feeling comfortable when asked about how they feel during group work activities.

Several themes emerge from teacher responses regarding student engagement. The impact of external factors, such as the COVID-19 pandemic has been highlighted, with teachers reporting that student engagement has decreased after the pandemic and some students have become more

passive and lack the necessary study habits. Teachers can decrease L1 use and enhance WTC in the foreign language by making it clear that it is a must in the classroom to strictly use only the L2 to communicate. As mentioned previously in the literature review, excessive use of L1 in the EFL classroom can hinder students' ability to communicate in L2 (Ibrahim, 2019). Student participation is also influenced by individual differences such as personality traits (Introvert vs. Extrovert) this was also highlighted before in the literature review in layer IV of the heuristic model of variables influencing WTC (MacIntyre et al., 1998). Some students participate actively, while others hesitate because they are shy, unmotivated, afraid of making mistakes, or lack self-confidence.

Another important point highlighted by one of the interviewees is the fact that some students are not yet ready to engage in group work activities, particularly, discussions because they lack the necessary skills to discuss without bias and argumentation, as Brown (2021) concludes that providing formal training for teachers and students can lead to effective cooperative learning in the classroom.

Teacher responses also revealed factors that influence students' willingness to participate in classroom activities. Fear, shyness, stress and the desire to avoid making mistakes have been cited as reasons why some students choose not to speak up in class. Personality traits such as introversion can also influence a student's reluctance to participate. In addition, factors such as language skills, background knowledge, and self-confidence also make students reluctant to participate in classroom activities.

The interview also addresses the second research question and offers insights into students' attitudes towards group work from the teachers' perspective. Teachers were generally positive about the impact of group work on students' willingness to communicate. Group work is seen as an effective strategy for developing students' communication skills by providing opportunities for

peer interaction among students, as one teacher mentioned that group work is a great opportunity from students to reflect and learn from each other by comparison. Group work can create a supportive environment in which students feel more comfortable participating, exchanging ideas and collaborating which in turn increases WTC. Group work is particularly valued for its ability to provide students with a platform to reduce individual judgment, share ideas, learn from others, and overcome communication barriers.

Regarding student attitudes towards group work, most teachers report that students have a positive attitude towards group work. Students often appreciate the cooperative nature of group work, the opportunity to collaborate with peers, and the sense of security it provides. However, some students do not like group work because they fear unfair evaluation or prefer to work individually. Teachers should take these different attitudes into account and try to create a suitable environment that supports group work and promotes students' WTC.

Conclusion

The chapter was structured into three main sections. The initial section, referred to as research methodology, provided a detailed account and justification of the research paradigm, approach, and design employed in the study. This mainly included aspects such as data collection methods, procedures, analysis techniques, and the sampling strategy. The subsequent chapter presented the findings derived from the questionnaire and interview data, along with their analysis. Lastly, the discussion and summary section highlighted key findings, indicating that first-year English as a Foreign Language (EFL) learners generally demonstrate a willingness to engage in communication, particularly through listening and speaking activities. Additionally, the findings revealed a positive attitude towards group work and suggested that systematic implementation of group work can enhance WTC.

General Conclusion

General Conclusion

The findings of the study reveal that First Year EFL learners generally exhibit a willingness to communicate, particularly through listening and speaking in English. Nonetheless, there is always a room for improvement in their written communication skills, indicating the need for additional support and motivation in this area. The study also demonstrates that students hold positive attitudes towards group work and communication in English. They are willing to collaborate, help their peers, and appreciate the benefits of diverse opinions within groups. Active listening, respecting classmates' input, and investing effort in group work are emphasized as important factors for effective communication. However, students express a desire for more opportunities for group work in the classroom, while also acknowledging the challenges and potential disparities in equal participation.

The teacher interviews provide valuable insights into teachers' perceptions of the effects of group work on students' willingness to communicate. It is evident that the implementation of group work varies among teachers, with some focusing on it more than others. The reasons for using group work mentioned by teachers include promoting oral skills, introducing research methods, encouraging participation, and developing individual talents and abilities. Overall, group work is seen as a means to enhance student participation and increase willingness to communicate. Additionally, external factors such as the COVID-19 pandemic and individual differences like personality traits can influence student engagement and participation. Furthermore, teachers acknowledge the importance of training both teachers and students in cooperative learning skills and interpersonal communication skills. Student reluctance to participate in classroom activities is influenced by various types of factors such as fear, shyness, stress, language skills, background knowledge, and self-confidence. However, teachers generally have a positive perception of the

impact of group work on students' willingness to communicate, emphasizing the supportive environment it creates and the opportunities for peer interaction, idea exchange, and overcoming barriers between classmates.

In conclusion, teachers should consider students' different attitudes towards group work and strive to create an inclusive and supportive environment that promotes students' willingness to communicate through effective group work strategies.

1. Pedagogical Implications

The study could reveal important insights about group work and its impact on students' willingness to communicate. Based on the findings, several implications arise for educators to enhance language learning in the classroom.

Firstly, promoting cooperative learning is key. Students have shown positive attitudes towards group work and collaboration, suggesting that teachers can incorporate activities where students work together in small groups. This fosters meaningful communication and allows students to develop their language skills through peer interactions.

Creating a supportive classroom environment is also crucial. Students value helping each other and appreciating their classmates' input. To cultivate this environment, teachers should encourage respect, active listening, and appreciation for diverse perspectives. Activities that promote empathy, teamwork, and mutual support can be beneficial.

Explicit instruction on effective communication is essential. Teachers should teach communication skills and strategies that facilitate successful group work, including active listening techniques and giving constructive feedback. By equipping students with these skills, teachers can enhance the quality of interactions during group work. Increasing the frequency of group work can further improve communication skills and increase the frequency of students' WTC. Participants

perceived a moderate implementation of group work by teachers, indicating a need for more regular and structured activities. This allows students to develop their communication skills, gain confidence in expressing themselves in English, and strengthen their collaborative abilities. Addressing challenges and promoting equal participation is important for successful group work. Teachers should guide students in managing conflicts, resolving disagreements, and overcoming barriers to effective collaboration. One of the challenges that were mentioned is the lack of necessary skills to carry out cooperative learning activities. Ensuring equal participation opportunities within groups by assigning roles, setting clear expectations, and monitoring group dynamics fosters an inclusive and equitable learning environment.

Another important suggestion is taking into account the different learning styles by integrating multimodal learning resources can enhance group work and communication. Teachers can leverage collaborative platforms, video conferencing, and online discussion forums to facilitate communication and collaboration among students. Utilising multimedia resources such as videos, audio recordings, and visuals caters to diverse learning styles and engages students in various modes of communication. Providing feedback and reflection opportunities is beneficial.

Teachers should offer constructive feedback on group work and communication skills to help students improve their collaborative abilities, language proficiency, and overall performance. Incorporating reflection activities, such as group discussions or individual reflections, encourages students to assess their own strengths and areas for improvement in communication. Peer feedback is also necessary, it allows students to evaluate and provide feedback on their classmates' work, they not only improve their own comprehension but also develop critical thinking skills. This process encourages students to analyse different perspectives, identify strengths and weaknesses, and articulate their thoughts effectively. By considering these implications, educators can create a

classroom environment that promotes effective group work, facilitates students' willingness to communicate in English, and enhances language learning outcomes.

2. Recommendations

Exploring the influence of cultural factors on students' attitudes towards group work and willingness to communicate is another important avenue for future research. Investigating how cultural backgrounds and values shape students' perceptions of collaboration, communication styles, and preferences for individual or group-oriented tasks can provide valuable insights. Investigating the role of teachers in facilitating group work and fostering students' willingness to communicate is crucial. By examining instructional practices, strategies, and support provided by teachers, we can better understand how they contribute to successful group work experiences and effective communication. Understanding the impact of peer dynamics on students' willingness to communicate during group work is an area that warrants exploration. Factors such as group cohesion, individual personalities, and social relationships within groups can significantly influence students' participation, engagement, and communication outcomes.

Examining the effects of group work on students with varying proficiency levels in English is also important. Tailoring group composition, task design, and instructional support to accommodate learners at different language proficiency levels can promote their willingness to communicate effectively. With the increasing prevalence of online and blended learning environments, it is essential to investigate the effectiveness of virtual group work on students' willingness to communicate. Exploring the impact of digital tools, virtual collaboration platforms, and online communication modes can shed light on students' engagement, participation, and language development in these contexts.

Exploring the impact of teacher professional development programs focused on facilitating effective group work and promoting students' willingness to communicate can provide valuable insights. Furthermore, understanding how training and support for teachers can enhance their instructional practices, classroom management, and ability to create a supportive environment for group work is vital. Teachers should receive appropriate training in CL methodologies, techniques, and strategies in order to successfully introduce them in the classroom. In addition to teacher training, students must also receive basic training in interpersonal communication and problem-solving skills before participating in CL activities. In addition to that, combining qualitative and quantitative research methods through mixed-methods approaches can offer a comprehensive understanding of students' attitudes towards group work and willingness to communicate. Incorporating interviews, observations, and surveys can capture rich, contextualised data that provides deeper insights into students' experiences and perspectives.

3. Limitations

While conducting the study on group work and willingness to communicate, certain limitations emerged that need to be considered. The foremost limitation was the constraint of time. Due to time limitations, there were constraints on the extent to which various aspects could be explored in greater depth or through a more extensive data collection process. This constraint may have prevented the researcher from delving deeper into certain dimensions of group work and communication, potentially leaving some questions unanswered or aspects unexplored. Another notable limitation was encountered during the process of finding participants for the teacher interviews. The challenge of recruiting teachers to participate in the study might have resulted in a smaller sample size or a limited diversity of perspectives from educators. More participants would have provided more valuable insights into our research topic.

To overcome these limitations, it is recommended to allocate more time for data collection in future research, allowing for a more thorough investigation of the research questions. This would enable researchers to explore additional dimensions of group work and communication, ensuring a more comprehensive understanding of the topic. Moreover, strategies to enhance participant recruitment for interviews should be employed, such as reaching out to a wider range of educators or utilising networks and professional organizations. By addressing these limitations in future studies, researchers can further enrich the research, improve the generalisability of the findings, and deepen our understanding of the relationship between group work, willingness to communicate, and language learning outcomes.

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Appendices

GROUP WORK AND WILLINGNESS TO COMMUNICATE

SECTION ONE (PART 2)

Q1. What are some challenges you face when you communicate in English (writing, speaking, listening, reading)?

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Q2. How do you feel when communicating with classmates or strangers in English? (comfortable/ uncomfortable /confident/ stressed/ shy/ other) why?

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Q3. How do you evaluate your level in English (low/ below average/ average/ above average/ high)? and why do you think this is your current level?

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Q4. Why do you sometimes refrain from participating?

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GROUP WORK AND WILLINGNESS TO COMMUNICATE

SECTION TWO: COOPERATIVE LEARNING

Q1. You like speaking in English with others.

	1	2	3	4	5	
Strongly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly
disagree						agree

Q2. Teachers implement group work often.

	1	2	3	4	5	
Strongly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly
disagree						agree

Q3. You benefit from others when you work in a group.

	1	2	3	4	5	
Strongly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly
disagree						agree

Q4. You face difficulties during pair work or group work.

	1	2	3	4	5	
Strongly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly
disagree						agree

Q5. When working in a group, all members have an equal chance of participating.

	1	2	3	4	5	
Strongly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly
disagree						agree

GROUP WORK AND WILLINGNESS TO COMMUNICATE

Q6. Students help each other to do the activities.

	1	2	3	4	5	
Strongly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly
disagree						agree

Q7. Students talk about their work to assess, correct, and improve it.

	1	2	3	4	5	
Strongly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly
disagree						agree

Q8. There is a variety of opinions in the group and this helps us.

	1	2	3	4	5	
Strongly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly
disagree						agree

Q9. Students listen to classmates' ideas, opinions, and put a lot of effort when working in a group.

	1	2	3	4	5	
Strongly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly
disagree						agree

GROUP WORK AND WILLINGNESS TO COMMUNICATE

SECTION 2 (PART 2)

Q1. When engaging in group work, do you feel like the size of the group leads to some members not helping at all? Why?

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Q2. How do you feel during group work activities (motivated/ pressured or intimidated by others/ comfortable/ other)? why?

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Q3. In group work, do you feel like your classmates listen to you when you speak or make suggestions? what other efforts they make to be engaged?

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Q4. What are some challenges you face when you work in a group?

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GROUP WORK AND WILLINGNESS TO COMMUNICATE

Q6. Group work is a useful learning technique, and it has a positive impact on academic improvement.

	1	2	3	4	5	
Strongly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly
disagree						agree

Q7. Do you have any comments concerning any of the questions above?

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GROUP WORK AND WILLINGNESS TO COMMUNICATE

Appendix 2

Teachers' Interview Questions

Investigating the Relationship Between Group Work and Willingness to Communicate:

1. How many years of experience do you have in teaching oral expression?
2. How often do you implement group work in the classroom? Why?
3. How often do students participate willingly?
4. Do you think that some students refrain from speaking in class on purpose?
5. How does group work influence students WTC?
6. What are students' attitudes towards group work?
7. How willing are students to add comments and interact with classmates using English?
8. What is your role during group work?
9. What are the challenges you face while implementing group work?

ملخص

تركز هذه الدراسة على التحقيق في تأثير العمل الجماعي على الرغبة في التواصل لدى طلاب السنة الأولى الذين يتعلمون اللغة الإنجليزية كلغة أجنبية. على الرغم من قدرتهم على استخدام اللغة بشكل فعال ، إلا أن بعض الطلاب يبدون إحجامًا عن التواصل في الفصل. وجد أن العمل الجماعي يؤثر بشكل إيجابي على الأداء الأكاديمي للطلاب وتوجههم نحو الهدف. ومع ذلك ، فإن تأثير العمل الجماعي على رغبة طلاب اللغة الإنجليزية كلغة أجنبية في التواصل لا يزال غير مكتشف إلى حد كبير ، لا سيما بين طلاب السنة الأولى. لذلك ، يهدف هذا البحث إلى دراسة تأثير العمل الجماعي على رغبة طلاب اللغة الإنجليزية كلغة أجنبية في التواصل واستخدام اللغة بحرية في فصول اللغة التواصلية. تستكشف الدراسة إلى أي مدى يرغب متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى في التواصل ومواقفهم تجاه العمل الجماعي. بالإضافة إلى تأثيرات العمل الجماعي على مركز التجارة العالمي من وجهة نظر المعلمين. تم استخدام نهج متعدد الأساليب ، يتضمن مقابلات مع المعلمين وأجريت استبيانات للطلاب. شملت الدراسة 7 مدرسين للتعبير الشفهي وعينة من 30 طالبًا في السنة الأولى من اللغة الإنجليزية كلغة أجنبية. استخدم تحليل البيانات طرقًا استكشافية لاكتساب فهم شامل لمركز التجارة العالمي لمتعلمي اللغة الإنجليزية كلغة أجنبية في السياق الجزائري. تشير النتائج إلى أن متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى يظهرون بشكل عام استعدادًا للانخراط في التواصل ولديهم مواقف إيجابية تجاه العمل الجماعي ، مع الاعتراف بمزاياها من حيث التعاون ووجهات النظر المتنوعة. معرفة العلاقة بين العمل الجماعي والاستعداد للتواصل. يمكن لنتائج الدراسة أن تفيد البحث المستقبلي في هذا المجال وتوفر التوجيه للطلاب الذين يهدفون إلى المشاركة بنشاط في الفصل الدراسي.