

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

**Teachers' and Students' Attitudes Towards the Role of Group Work in
Enhancing EFL Learners' Motivation.**

The Case Study of Third Year Students at MUC

A Dissertation Submitted in Partial Fulfilment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1)Asma ZENTOUT
- 2)Hadil Achwak SERAOUI

Supervisor:Dr. Amina AGGOUNE

Board of Examiners:

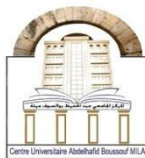
Chairwoman: Dr. Amina ZEMIECHE

Supervisor:Dr. Amina AGGOUNE

Examiner:Dr.Rima HADEF

2023

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

**Teachers' and Students' Attitudes Towards the Role of Group Work in
Enhancing EFL Learners' Motivation.**

The Case Study of Third Year Students at MUC

A Dissertation Submitted in Partial Fulfilment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1)Asma ZENTOUT
- 2)Hadil Achwak SERAOUI

Supervisor:Dr. Amina AGGOUNE

Board of Examiners:

Chairwoman: Dr. Amina ZEMIECHE

Supervisor:Dr. Amina AGGOUNE

Examiner: Dr.Rima HADEF

2023

Dedication

I dedicate this work to anyone who wished the best and was there for me , throughout my years of studying including my beloved family and my precious teachers whom I am forever grateful and thankful for.

To the memory of my late grandfather and uncle .

To my dearest friends . God bless them.

To myself for not giving up and pushing through , for having the patience , the strength and the will to complete this work.

Zentout Asma

Dedication

This work is dedicated to my dear parents, who swapped lights for hope around me and committed their life to seeing me as a successful person, who showered me with their love, prayers, and long-term support, whether morally, emotionally, or financially. May Allah reward them.

For my wonderful brothers Didin and Ishak, as well as my sisters Lamis and Tasnim.

To all my relatives, especially Houda, Youssra, Manar, and Hadil, who shared my university life, stood by me, and supported me to complete my work from the beginning, and I thank them for their prayers.

A special dedication goes to my favourite person, to whom words cannot express how grateful I am for his unwavering support during the process of completing this work. May Allah bless him and keep him safe.

Sincere thanks to Asma for her ongoing support, encouragement, and effort.

To myself for being patient, resistive, and strong.

Seraoui Hadil Achwak

Acknowledgements

First and for most, we would like to sincerely express our deepest sense of gratitude and appreciation to our supervisor Dr. Amina AGGOUNE for her continuous guidance, assistance and the time she spent correcting this thesis. We could not have wished for a better supervisor.

We are deeply thankful for the jury members who kindly accepted to examine and evaluate our thesis, as well as their constructive and valuable criticism and feedback.

Last but not least, we shall be grateful for third year students of English at the department of foreign languages. University Center of Mila. And all the teachers who did not hesitate to provide us with both encouragement and support.

Abstract

The transition from traditional ways of teaching languages resulted in the introduction of new teaching instructions that promoted learners' participation inside the classroom and boosted their motivation through the use of group work activities, as in the case of Mila University Centre. This current research paper attempts to investigate the role of group work in enhancing English as a foreign language learners' motivation, as well as their awareness of the concept and its implementation. As a result, Two questionnaires are used to analyse students' and teachers' attitudes on the subject. Out of a total population of 155, the first questionnaire was distributed to 70 students from the English department of Abd El hafid Boussouf - Mila University Centre. The second questionnaire, on the other hand, was distributed to 10 English teachers from the same department. The results of the students' questionnaire show that group work has a beneficial influence on students' motivation because of the variety of group work activities used, as well as their understanding of the value and relevance of both group work and the classroom environment. Furthermore, findings from the teachers' questionnaire reveal that team environment and group work activities increased students' motivation.

Key Words: group work, motivation. team environment, classroom environment.

List of Abbreviations

L2: Second Language

IM: Intrinsic Motivation

EM: Extrinsic Motivation

MSs: Motivational Strategies

GD: Group Discussion

GW: Group Work

ARCS: Attention, Relevance, Confidence, Satisfaction

EFL: English as a Foreign Language

%: Percentage

FL: Foreign Language

List of Figures

Figure 1. Gardner's Conceptualisation of the Integrative Motive	29
Figure 2. Dörnyei and Ushioda's Components of Motivational L2 Teaching Practice	40
Figure 3. Factors Influencing Students' English Language Learning	75
Figure 4. Students' Source of Motivation	75
Figure 5. Students' Purpose of Learning English.....	76
Figure 6. Motivational Strategies.....	77
Figure 7. Teachers' Encouragement in the Classroom.....	78
Figure 8. The Frequency of Teachers' Encouragement	78
Figure 9. Students' Feelings During the English Classroom	79
Figure 10. The Nature of the Language Learning Process	80
Figure 11. The Necessity of Motivation in Language learning	80
Figure 12. The Frequency of Teachers' Use of Group Work.....	81
Figure 13. The Basics of Choosing the Members in Groups	82
Figure 14. The Teachers' Aim of Using Group Work	83
Figure 15. Percentage of learners who face problems and who do not	83
Figure 16. Group Work Problems.....	84
Figure 17. Group Work Activities	85
Figure 18. Group Work Benefits	85
Figure 19. The Influence of Classroom Environment on Group Work	86
Figure 20. Group Work Importance in Enhancing Students' Motivation	87
Figure 21. The Requirement of the Use of Group Work in the Classroom	87
Figure 22. Teachers' English Teaching Experience.....	88
Figure 23. The Meaning of Teaching English	89
Figure 24. Factors Influencing Students' English Language Learning	90

Figure 25. Students' Source of Motivation	90
Figure 26. Students' Purpose of Learning English.....	91
Figure 27. Motivational Strategies.....	92
Figure 28. The Frequency of Teachers' Encouragement	93
Figure 29. Students' Feelings During the English Classroom	93
Figure 30. Teachers' Ways of Encouraging Students	94
Figure 31. The Frequency of Teachers' Encouragement	96
Figure 32. The Basics of Choosing the Members in Groups	97
Figure 33. The Teachers' Aim of Using Group Work	98
Figure 34. Group Work Problems.....	99
Figure 35. Group Work Activities	99
Figure 36. Group Work Benefits	100
Figure 37. The Necessity of Group Work in the Language Learning Field	101
Figure 38. Group Work Importance in Motivating Students.....	101
Figure 39. The Influence of Team Environment on Group Work	102
Figure 40. The Impact of Students' Level of Motivation on their Engagement in group work	103

Table of Content

Dedication	2
Dedication	3
Acknowledgement	4
Abstract	5
List of Abbreviations	6
List of Figures	7
Table of Content	9
General introduction	15
1. Statement of the Problem	16
2. Aims of the Study	16
3. Research Questions	16
4. Means of Research	17
5. Structure of the Study	17
6. Definitions of Key Terms	18
Chapter One : Literature Review	19
Introduction	19
Section One : Motivation in Language Learning	20
1.1.1. Historical Overview: The Evolution of Motivation	20
1.1.1.1. The Social Psychological Period (1954 / 1990)	20
1.1.1.2. The Cognitive - Situated Period (1990s).	21
1.1.1.3. The Process-Oriented Period.	22
1.1.2. Definitions of Motivation	23
1.1.3. Types of Motivation	24
1.1.3.1. Intrinsic Motivation.	25

	10
1.1.3.2. Extrinsic Motivation.	26
1.1.4. Orientations of Motivation	27
1.1.4.1. Integrative Orientation.	28
1.1.4.2. Instrumental Orientation.	30
1.1.5. Determinants of Motivation.....	31
.1.1.5.1 Attention.	31
1.1.5.2. Relevance.	32
1.1.5.3. Confidence.	32
.1.1.5.4 Satisfaction.....	33
1.1.6. Factors Influencing Motivation	34
.1.1.6.1 Positive Attitude towards the L2 Community.	34
1.1.6.2. External Pressure.	35
.1.1.6.3 Internal Pressure.....	36
1.1.7. Motivational Strategies.....	37
.1.1.7.1 Definition of Motivational Strategies.	37
1.1.7.2. The Value of Motivational Strategies.	38
.1.1.7.3 Dimensions of Motivational Strategies.....	38
1.1.7.4. Creating the Basic Motivational Conditions.....	41
1.1.7.5. Generating Initial Motivation.	41
1.1.7.6. Maintaining and Protecting Motivation.	42
1.1.7.7. Encouraging Positive Self-Evaluation.	42
1.1.8. Motivation in Second Language Learning	43
1.1.8.1. The Importance of Motivation in Language Learning.....	43
Section Two : Group Work	45
1.2.1. Definitions of Group Work.....	45

1.2.2. The Rationale of Group Work	45
1.2.3 Benefits of Group Work	46
1.2.3.1. Benefits for Students.....	47
1.2.3.2. Benefits for Instructors.	51
1.2.4. Difficulties of Group Work	51
1.2.4.1. Difficulties for Students.....	51
1.2.4.2. Difficulties for Instructors.....	52
1.2.5. The Roles of Group Work	53
1.2.5.1. Task Roles.....	54
1.2.5.1.1. Initiator/Contributor.	54
1.2.5.1.2. Information Seeker.....	54
1.2.5.1.3. Information Giver.....	54
1.2.5.1.4. Opinion Seeker.....	54
1.2.5.1.5. Opinion Giver.....	54
1.2.5.1.6. Elaborator.	54
1.2.5.1.7. Coordinator.....	54
1.2.5.1.8. Orienter.....	55
1.2.5.1.9. Evaluator-Critic.....	55
1.2.5.1.10. Energiser.....	55
1.2.5.1.11. Procedural-Technician.	55
1.2.5.1.12. Recorder.	55
1.2.5.2. Maintenance Roles.....	55
1.2.5.2.1. Encourager.	55
1.2.5.2.2. Harmonizer.....	55
1.2.5.2.3. Compromiser.....	56

1.2.5.2.4. Gatekeeper.....	56
1.2.5.2.5. Standard Setter.	56
1.2.5.2.6. Group-Observer.....	56
1.2.5.2.7. Follower.	56
1.2.5.2.8. Self-Centered Roles.....	56
1.2.5.2.9. Aggressor.	56
1.2.5.2.10. Blocker.	56
1.2.5.2.11. Recognition-Seeker.	57
1.2.5.2.12. Self-Confessor.....	57
1.2.5.2.13. Playboy/Playgirl.	57
1.2.5.2.14. Dominator.....	57
1.2.5.2.15. Help-Seeker.....	57
1.2.5.2.16. Special Interest Pleader.	57
1.2.6. Types of Groups and Group Work Activities.....	57
1.2.6.1. Group Work Activities.....	57
1.2.6.1.1. Information Gap Activities.....	57
1.2.6.1.1.1. Advantages of Information Gap Activities.....	58
1.2.6.1.1.2. Disadvantages of Information Gap Activities.	59
1.2.6.1.2. Role plays.....	59
1.2.6.1.2.1. Advantages of Roleplays.	60
1.2.6.1.2.2. Disadvantages of Role Plays.	60
1.2.6.1.3. Group discussions.	61
1.2.6.1.3.1. Advantages of Group Discussions.....	61
1.2.6.1.3.2. Disadvantages of Group Discussions.	62
1.2.6.2. Types of Groups.....	63

1.2.6.2.1. Base Groups.	63
1.2.6.2.2. Formal Groups.....	63
1.2.6.2.3. Informal Groups.	64
1.2.7. Stages of Group Development.....	64
1.2.7.1. Forming.....	64
1.2.7.2. Storming.....	65
1.2.7.3. Norming.	65
1.2.7.4. Performing.	66
1.2.7.5. Adjourning.	66
1.2.8. Evaluation of Group Work	66
1.2.9. The Relationship between Group Work and Motivation.....	68
1.2.9.1. The Role of Group Work in Enhancing Students' Motivation.....	68
Conclusion.....	71

Chapter Two : The Field Exploration of Teachers' and Students' Attitudes Towards

the Role of Group Work in Enhancing EFL Learners' Motivation.....	70
Introduction	70
1. Means of the Research	70
2. Participants and Population.....	71
3. Description of the Questionnaires.	71
3.1. Description of Students' Questionnaire.....	71
3.2. Description of Teachers' Questionnaire.....	73
4. Analysis of the Questionnaires.....	74
4.1. Analysis of Students' Questionnaire	74
4.2. Analysis of Teachers' Questionnaire	88
5. Discussion of the Results	103

5.1. The Students' Questionnaire	103
5.2. The Teachers' Questionnaire	104
6. Limitations of the Study	106
7. Pedagogical Implications and Recommendations:.....	106
7.1. For students:	106
7.2. For teachers :	106
Conclusion.....	107
General Conclusion.....	108
References.....	110
Appendices	
ملخص	
Résumé	

General introduction

Throughout the years, the educational field has witnessed significant changes, leading to the emergence of novel teaching techniques and approaches. It presented a new range of motivational tools, such as group work. Which is defined as an activity in which a group of students gather to solve activities, problems, and make decisions. in order to foster academic and social-affective learning, as well as personality development and the enhancement of students' group-work abilities. It is also a key tool for improving intergroup interactions. Furthermore, it assists teachers in dealing with frequent classroom management challenges and keeps students involved in the learning process.

Group work, on the other hand, contributes to increasing student motivation. Since students enjoy group work activities that can enhance their motivation, Even if this process might be repetitive, it becomes more fascinating and enjoyable when students participate. Motivation is defined as the inner power that guides human activity, both conscious and unconscious. Furthermore, it influences a person's willingness to participate in and strive towards a goal on a physical or mental level. As a result, it is essential for language learning since it helps students achieve their objectives. It also influences the level of active, personal participation in L2 learning.

The implementation of group work influences how students get motivated. Using a variety of group work activities such as information gap activities, role plays, and group discussions All of them are intended to promote and increase student motivation. They are also intended to make the language learning process more exciting and appealing to students in order to get the best results and outcomes. Using group work in the classroom encourages students to motivate one another through peer interaction, in which they exchange ideas and perspectives, have discussions, attempt to express themselves, and convince one another.

1.Statement of the Problem

Keeping students motivated inside the classroom has always been one of the most critical problems in the educational field. Especially in language learning, students will lose interest and motivation to learn. Thus developing a low level of motivation and struggling to keep up with the learning process. In this regard, group work became an essential tool applied in the classroom, and it gradually developed a significant role in improving and enhancing EFL learners' motivation. Its role consisted of incorporating a variety of group work activities with the purpose of motivating students and improving their collaborative skills. Moreover, the use of group work creates a safe and positive environment for students to help them get better access to learning tasks. In addition, it provides them with more opportunities to speak, interact, and express themselves. Furthermore, it fosters learner autonomy and accountability, in which students take control over their learning.

2.Aims of the Study

The study sheds light on how group work enhances EFL learners' motivation and how it is incorporated into the field of language learning. through the use of multiple group work activities such as information gap activities, role plays, and group discussions. On the other hand, it aims at exploring students' levels of motivation after the use of group work and how both teachers and students react to it. As well as what kind of attitude they develop towards it.

3. Research Questions

This research aims to provide answers to the following questions:

- Do group work activities contribute to the enhancement of students motivation ?
- Is group work a requirement in the language learning field ?
- Do students feel challenged when working in groups ?

- What are the teacher's attitudes regarding the implementation of group work ?

4. Means of Research

For collecting the needed data about the role of group work in enhancing EFL learners' motivation. This research study utilised a quantitative method that requires two questionnaires addressing third-year EFL students and English teachers at the department of foreign languages at the Abd Alhafid Bossouf Mila University Centre. This method is mostly effective in testing the accuracy of the previously mentioned hypothesis.

The students' questionnaire opts for inspecting the learners' attitudes towards the implementation of group work in the field of language learning and its impact on their motivation. Additionally, teachers answered a questionnaire. Seeks to investigate their attitudes towards the use of group work as well as its effects on students' motivation.

5. Structure of the Study

The current study is divided into two chapters: theoretical and practical. Aside from a brief introduction and conclusion,

The theoretical chapter uncovers the literature on the factors under investigation. and is concerned with the practical aspect of the research. It focuses on research methods, and is concerned with data analysis and the research findings of both teachers' and students' questionnaires, as well as the study's limitations and proposed pedagogical recommendations.

6. Definitions of Key Terms

Group Work: Learning experiences when students collaborate on a shared project are referred to as group work. Through peer learning and teaching, group work may contribute to the development of an enjoyable and interesting learning community.

Motivation: The term motivation explains a person's reason for reacting; it is the impetus for human behaviour. The act of initiating, directing, and maintaining goal-directed actions is called motivation.

Team Environment:It focuses on everyone cooperating to achieve a common objective. Team environments frequently include brainstorming, collaborative initiatives, and cooperation, and strong open communication is crucial for success.

Classroom Environment:a place where teachers and students come together to work in a secure setting that will promote knowledge and learning.

Chapter One : Literature Review

Introduction

Language, particularly English, is an important tool in many disciplines, including scientific communication, business, cultural exchanges, political issues, and so on. It is widely acknowledged that fluency in the English language is essential for success in life. Teaching and learning a foreign language, it appears, is not an easy task for both the instructor and the learner; the process requires a lot of effort from students and the correct teaching strategies from the teacher. However, actually motivating students to learn a language is a great concern for educators today, and encouraging students to succeed in language learning is one of education's most difficult challenges. Student motivation is a critical component of high-quality language learning. Improving students' motivation to participate in academic activities is part of a teacher's teaching-learning strategy if the teacher wishes to see consistent and high-quality results. There must be a reason for a student to make an effort. Motivation is merely a want, need, urge, or drive to achieve a specific goal. Since the emergence of communicative language education in the 1970s, traditional instruction has been largely replaced by a variety of new and efficient language teaching strategies that contribute to and enhance students' motivation. Group work is one of them. Students can get more practise using language in the classroom by working in groups. Teachers and college professors employ group work because it involves collaborative cooperation, which requires students to work in groups and share ideas so that the task is completed within a particular deadline. This chapter discusses the theoretical part of the study. It is divided into two sections: one for motivation and the other for group work, both of which are concerned with language learning.

Section One : Motivation in Language Learning

1.1.1. Historical Overview: The Evolution of Motivation

1.1.1.1. The Social Psychological Period (1954 / 1990). The psychologists Wallas Lambert and Robert Gardner are credited with being the forerunners of the social psychological era. According to Dörnyei and Ushioda (2011), the work of Gardner and his associates in Canada is what defines this time period. They believed that motivation to learn the language was the key factor in improving cross-cultural communication. An important aspect of this approach is that people's attitudes regarding the second language (L2) and its community have a direct impact on how they learn the language. Since learners are encouraged to socialise, identify, and interact with people from other cultural affiliations in addition to learning the language, these dimensions set language motivation apart from other types of learning motivation.

Gardener (2010) emphasised that understanding the motivation of language learners relies heavily on social context and attitudes towards the L2 and the L2 community. Flishbein and Ajzen (1967) defined an attitude as a person's reaction, whether positive or negative, to a certain object. Through the use of the word "object," they specifically referred to the target language. According to Gardner and Lambert (1972), learners are supposed to adopt extremely subtle elements of people from various ethnic backgrounds in terms of their behaviour and distinctive linguistic style. They made an important distinction between motivation and orientation as well as provided two terms, integrative orientation and instrumental orientation. The concept of integrative motivation was introduced by Gardner (1985), who viewed it as positive dispositions and feelings towards a specific speech community.

This time period also saw the emergence of a variety of new ideas and theories, such as Clément's idea of linguistic self-confidence, which proposed that belonging to a multilingual community may serve as a motivating factor for those who identify with the L2 group Clement et al., (1977). As a result, Schuman (1986) introduced his theory of acculturation, which focused on the idea of learners' integration in the L2 community. He stressed that being a part of the environment gives learners the chance to interact and engage with the L2 speakers.

Last but not least, despite the opposition gardeners' theories have faced, they do serve as a springboard and a manual for other researchers in the L2 motivation field (Guerrero, 2015).

1.1.1.2. The Cognitive - Situated Period (1990s). The cognitive situated period aimed to return the investigation's focus to the psychological field, focusing primarily on cognition, since the social psychological period had its focus on the significance of the language learners' attitudes and sentiments regarding L2 communities and the L2 itself. The community and the social setting were seen as less important than the learning situations and needs of the students and teachers in the classroom. This did not imply that social and psychological discoveries were ignored; rather, it suggested that earlier ideas be expanded while taking alternative cognitive stances into account (Guerrero, 2015).

Crookes and Schmidt (1991), were the first researchers to challenge the social psychology era's theories. They claimed that certain factors needed to be taken into account and that other factors in L2 motivation had not received the attention they deserved. Crookes and Schmidt analysed three motivation-related theories: the monitor model (Krashen), the acculturation theory (Schumann), and the speech accommodation theory (Giles & Byrnes). Lastly, these two authors applied Keller's "determinants of motivation"—interest, relevance, confidence, and satisfaction—to comprehend motivation in more particular circumstances,

like the syllabus and the classroom (MacIntyre, 2002). Moreover, Dörnyei (1994) identified three degrees of motivation, which also contributed to this time period:

- **Language level:** Takes into account the community, the language, and Gardner's suggested instrumental and integrative motivations.
- **Learner level:** this factor includes the learner's personal traits and mental faculties.
- **The learning situation level:** It centers around three distinct learning levels in the classroom (teacher, course, group).

There was a significant interest in studying task-based instruction in the context of L2 during this same cognitively focused period.

According to Dörnyei (2002), an instructional task is a distinct group of situated learning behaviours that are focused on the same task's goals and results. Because of this, the analysis of motivation became less challenging due to Dörnyei's inclusion of previously proposed components by Gardner and, more crucially, the theory's treatment of specific aspects within the instructional process (Dörnyei&Ushioda, 2011). Eventually, trait and state motivation were proposed by Tremblay et al.,(1995) Trait motivation refers to an individual's motivation, whereas state motivation describes a more particular or transient learner's motivation.

1.1.1.3. The Process-Oriented Period. This period is well known of its Three significant viewpoints on L2 motivation which are:

- Williams and Burden (1997), suggested two terms: (1) Motivation for engagement: wishes, intentions, and decisions (2) Motivation during engagement: feelings and behaviours during the learning process
- The primary motivation of the learner was the focus of Ushioda (2011). This theory placed a strong emphasis on learners' motivation during their experiences (positive L2

experiences in the past, relevant experiences to their learning process), as well as their motivation for their future goals.

- The most comprehensive hypotheses put forth at this time were those of Dörnyei and Ottó (1998). Their method took into account two phases: (1) Action stage: goals become intentions and accomplishments; (2) Motivational stage: motivational forces pre-actional (e.g., setting goals), actional (e.g., signing up for a language course), and post-actional (e.g., outside criticism or personal beliefs).

To sum up, this time period demonstrates a clearer focus on language learners and their unique situations. For instance, Williams and Burden (1997) looked at the learning process before and during the classroom setting. The learner's motivational stages were postulated by Dörnyei and Ottó (1998), indicating that motivation needs to be examined from several levels. This raises questions about the learners and their unique learning setting in L2 motivational research. As a result of the latter, L2 motivational research will officially enter its newest phase.

1.1.2. Definitions of Motivation

The Latin word "movere", which means "to move," is the root of the English term motivation. These simple questions are at the core of motivation theory and research: what drives a person to make particular decisions, to act, to exert effort, and to continue acting? But surprisingly, over the years, these seemingly straightforward questions have given rise to a wealth of theory and research, sparked intense disagreement among scholars, spawned a number of theoretical models encompassing various variables and various understandings of the construct of motivation, and produced relatively few clear-cut answers. Although it is perhaps intuitively understood what the word "motivation" means, there is not much agreement on its conceptual range of reference. (Dörnyei & Ushioda, 2011). Moreover,

Walker and Symons (1997) confirmed that researchers are working to incorporate a greater variety of psychological characteristics into the idea of language acquisition motivation. Additionally, The Psychology Dictionary Online defined motivation as: (1) the force that directs human and animal behaviour at the conscious and unconscious levels; (2) a person's willingness to work towards an objective on a physical or mental level. As a result, teachers are important in this process since they should be able to inspire students. Sadly, it has been shown that maintaining students' motivation is the second most challenging task for teachers (Hadfield & Dörnyei, 2013).

In a broad sense, motivation can be described as the cumulative arousal that fluctuates dynamically within an individual and initiates, directs, coordinates, amplifies, terminates, and assesses the cognitive and motor processes through which initial desires and wishes are chosen, prioritised, operationalized, and (successfully or unsuccessfully) carried out (Ottó & Dörnyei, 1998). Furthermore, Wade and Tavris (1998) confirmed that a person's motivation is an implied process that directs that organism towards a goal or away from an unpleasant situation, wherein Woolfolk (2004) explained that motivation is an internal state that elicits, governs, and sustains behaviour.

Last but not least, Macintyre et al. (2001) stated that motivation is characterised by particular attributes that describe the psychological traits that underlie behaviour in relation to a specific activity. The motivated person's distinctive actions reveal this goal-directed conduct.

1.1.3. Types of Motivation

Motivation can be caused by a range of emotional states. This specifically prompted scholars to establish several perspectives regarding the categorization of motivation. The distinction between intrinsic and extrinsic motivation is one of the most well-known in

motivation theories, as per Dörnyei and Ushioda (2011). Moreover, Vallerand (1997; Vallerand&Ratelle, 2002) created a model to differentiate between various motivational styles. Intrinsic motivation and extrinsic motivation are proposed by the concept.

1.1.3.1. Intrinsic Motivation. Ushioda and Dörnyei (2011) believed that the enjoyment of engaging in a specific activity or satiating one's curiosity are examples of behaviours carried out for their own sake in order to experience pleasure and satisfaction, which fall under the first category of intrinsic motivation (IM). Meanwhile, Kember (2016) stressed that it is typically regarded as motivation based on interest in the learning task being completed. It is additionally regarded as a positive or beneficial kind of motivation. Additionally, Biggs (1987) argued that students are intrinsically motivated when they are passionate about and like performing their academic tasks. Likewise, intrinsic motivation refers to a force that originates in the individual and operates from inside. It can be connected to the learners' inner feelings and takes into account how they interact with the assignment and whether they are willing to participate. Rewards have no connection to outside factors (Ryan &Deci, 1985). As previously stated, Vallerand (1997; Vallerand&Ratelle, 2002) developed a model to distinguish between intrinsic and extrinsic motivation, which will be discussed in the following lines.

- Motivation to Learn: to participate in an activity for the pleasure and satisfaction of learning something new, satisfying one's curiosity, and exploring the world.
- Motivation towards achievement: participating in an activity for the satisfaction of outdoing oneself, overcoming obstacles, and accomplishing or creating something
- Stimulated motivation: to engage in an activity in order to experience pleasurable sensations

To sum up, this type of motivational technique adds humour and energy to the educational setting. One must fulfil these basic psychological demands in order to be organically motivated: competence, relatedness, and autonomy. Competence is the ability to develop and use abilities to influence the environment. Relationships with other people who are pro-social have something to do with relatedness. While autonomy is evident when students make their own decisions about what to do and how (Brophy, 2004),

1.1.3.2. Extrinsic Motivation. Extrinsic motivation (EM) is the term for external stimuli that influence behaviour in order to achieve a goal. Such as money, food, recognition, and so on. The need for external reward—from parents, employers, instructors, or others—underlies it. Besides, it might also serve the harmful function of avoiding punishment, as stated by Ryan and Deci's (2000) theory. On the other hand, Brown (2001) argued that extrinsic motivation refers to actions taken in anticipation of rewards from sources other than oneself. Extrinsic rewards frequently include money, gifts, prizes, and even specific kinds of positive comments. He then added that it is intriguing that the research demonstrated that one kind of extrinsic reward—the positive feedback that students perceive as a boost to their sense of competence and self-determination—can in fact have an impact on intrinsic motivation; no other system of incentives that is managed by an outside authority has an ongoing impact. Hence, for instance, real positive feedback given to students in a classroom, which they perceive as a reinforcement of their own personal autonomy, capacity for critical thinking, and sense of fulfilment, can heighten or maintain intrinsic motivation.

As emphasised by Lepper and Greene (1978), the traditional view of extrinsic motivation has been that it can interfere with intrinsic motivation. Several studies have shown that students will lose their intrinsic interest in an activity if they are required to complete it in order to fulfil an extrinsic requirement. Historically, extrinsic motivation was thought to reduce the importance of intrinsic motivation (Dörnyei, 1994).

In other words, students are motivated to do the task in order to receive the reward when teachers offer prizes. According to some research, learners' intrinsic motivation will be strengthened by extrinsic incentives if they are self-motivated and internalised (Dörnyei, 1994; Brown, 2001). Deci and Ryan (1985), in their theory, provided four subtypes of extrinsic motivation, which are:

- External regulation: This type of extrinsic motivation is the least self-determined because it is solely derived from rewards or threats (such as parental reprimands or praise from teachers).
- Introjected regulation: this refers to regulations that are externally imposed and that the student accepts as norms to be adhered to in order to avoid feeling bad (for example, rules against being a truant).
- Identified regulation: This occurs when a person practises a behaviour because they strongly value it, identify with it, and recognise its importance (for example, learning a language that is required to pursue one's interests or hobbies).
- Integrated regulation: This form of extrinsic motivation, which is the most developmentally advanced, involves deliberate behaviour that is completely integrated with the person's other values, needs, and identity (for example, learning English because doing so is a necessary component of the educated, global culture one has adopted).

1.1.4. Orientations of Motivation

Some academics have talked about the idea of motivational orientations in the context of learning a foreign language (Gardner & Lambert, 1959; Dörnyei, 1994, 2001; Brown, 2001). They distinguished two orientations—integrative and instrumental—. Unquestionably,

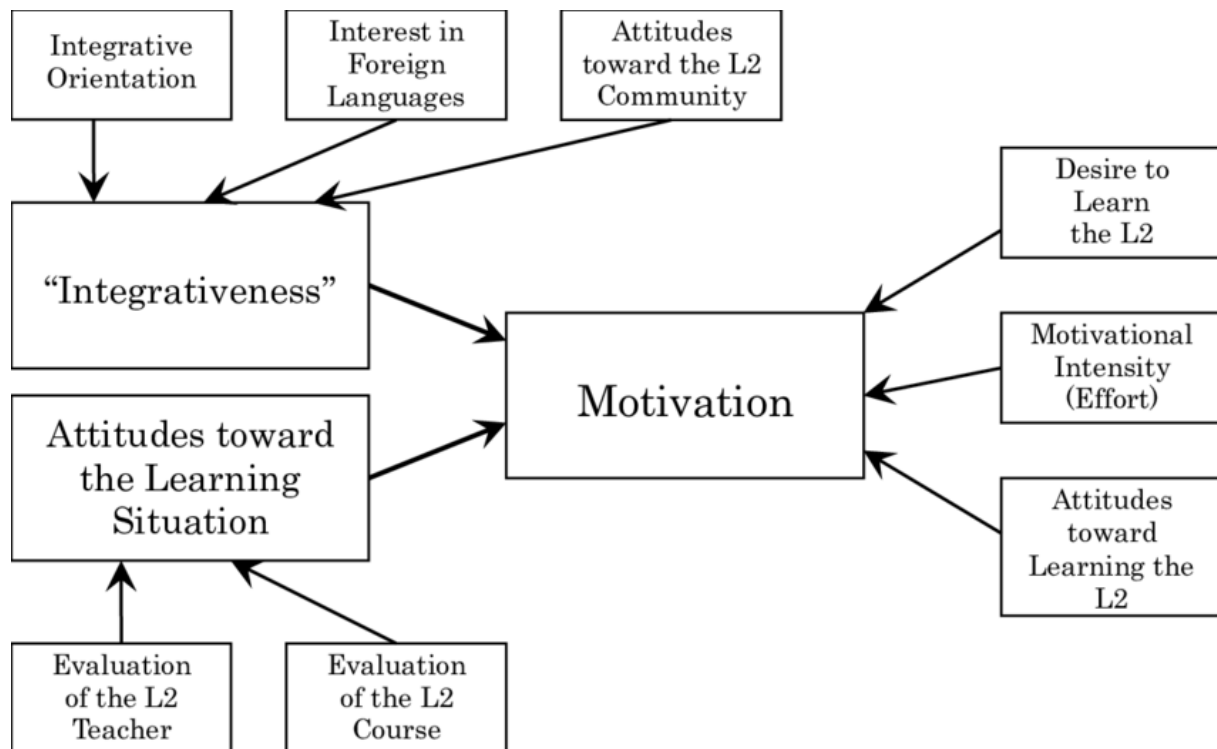
instrumental and integrative motivation are key elements of successful second language learning.

1.1.4.1. Integrative Orientation. Integrative orientation is defined as having positive attitudes about the target language group and a desire to fit in with the community, which are two of its characteristics. In other words, integrative orientation refers to learners who select the subject of English language acquisition for the straightforward reason that they wish to learn more about speakers of that language and, why not, join that community? Such orientation is crucial for successful language learning, as claimed by Gardner (2000).

Likewise, Gardner and Lambert (1972) defined integrative orientation as the process by which second language learners quickly assimilate into the second language culture when their attitudes and motivation towards the target culture are positive. Such a concept is also referred to as the willingness of a person to learn a language as well as its culture and community. Learners who are intrinsically motivated by integration may have a compelling motive to master the L2. In addition, Brown (2001) believed that integrative orientation describes the pursuit of a learning language for social and/or cultural reasons, and within those reasons, a learner may be motivated by a high or low level of motivation.

On the other hand, Gardner (1985) described the integrative motive as a motivation to acquire a second language because of favourable feelings towards the community that speaks the language; it has perhaps been the most detailed and thoroughly studied part of Gardner's motivation theory. The integrative motive is a composite construct made up of three main components.

Figure 1

Gardner's Conceptualisation of the Integrative Motive

- **Integrativeness:** Includes an integrative orientation, an interest in learning foreign languages, and views towards the L2 community, reflecting a person's willingness and interest in social contact with people from different groups (Gardner & MacIntyre, 1993).
- **Attitudes regarding the learning environment:** This includes attitudes towards the L2 course and the language teacher.
- **Motivation:** That is, effort, desire, and attitude towards learning

According to Oxford (1996), Gardner and his team were criticised for "creating a false division" between integrative and instrumental motivation and for emphasising integrative motivation as the most crucial primary type of motivation in second language

learning. For instance, Belmechri and Hummel (1997) contended that the social educational paradigm is flawed since it excludes all motivations besides integrative motivation.

Furthermore, Clément and Kruidenier (1986) stated that some researchers questioned whether the idea could be applied in different situations. As mentioned by researchers (Dörnyei, 1990; Samimy&Tabuse, 1992; Clément et al., 1994), instrumental motivation was more significant in a variety of foreign language (FL) learning contexts.

1.1.4.2. Instrumental Orientation. Gardner and Lambert (1972) confirmed that instrumental orientation refers to the practical motives behind a person's language learning. Some people are driven to study a second language because it's a requirement for their studies or because it would help them acquire a better job. Moreover, Dörnyei (1994) explained that instrumental orientation is connected to the prospective pragmatic benefits of L2 proficiency, such as gaining a better job or earning more money. Additionally, the practical needs of students, such as the need for employment, to pass exams, or to earn a high salary, are related to instrumental motivation (Gardner & Lambert, 1977). For their personal gratification, students who are motivated by an instrumental motive desire to achieve a goal.

Indeed, Gardner and Lambert (1959) declared that instrumental orientation occurs when the motives reflect the more utilitarian worth of linguistic success. The "Motivational Intensity Scale" determines how enthusiastic and hard-working pupils are in their acquisition of language proficiency.

Furthermore, students with positive attitudes towards the L2 community are more inclined to learn such a language. However, later research revealed that both of these are beneficial and lead to success (Brown, 2001). He then added that, in order to succeed, students may use both instrumental and integrative orientations. According to him, students

with an instrumental orientation are learning a language to advance in achieving a career or academic goal. Their motivation or intensity to achieve that goal may be high or low.

1.1.5. Determinants of Motivation

Since the end of the 1980s, there has been a greater emphasis in the L2 motivation literature on motives related to the learning situation. Crookes and Schmidt postulated four major motivational factors to describe L2 classroom motivation based on Keller's motivational system, also known as the ARCS (which is the abbreviation for Attention, Relevance, Confidence, and Satisfaction) model of motivational design. This framework appears to be especially helpful for describing course-specific motivations (Dörnyei, 1994).

According to Keller (1987), this model of motivational design was created in response to a need for more systematic approaches to detecting and resolving issues with learning motivation as well as for more effective methods of comprehending the main factors in motivation to learn. The resulting model includes a four-category synthesis of variables that covers most of the areas of study on human motivation.

1.1.5.1. Attention. Attention is linked to intrinsic motivation and revolves around an individual's natural curiosity and desire to learn more about himself or herself and his or her surroundings (Dörnyei&Ushioda 2011). Keller (2010) explained that attention includes motivational variables associated with stimulating and maintaining learners' curiosities and interests. When it comes to motivation, interest means something different than when it comes to instructional design and learning. In a learning context, the concern is how to manage and direct learner attention. This is accomplished by using cues and prompts to direct the student's attention to stimuli or parts of stimuli that are specifically related to the learning objectives. However, before attention can be directed, it must first be acquired, which occurs in the domain of motivation. As a result, the motivational concern is gaining and maintaining

attention. Additionally, Sugeeta (2014) stated that getting learners' attention and raising their curiosity is the most important part because it starts the motivation process. When students are interested in a subject, they are willing to invest time, pay attention, and learn more about it.

1.1.5.2. Relevance. Keller believed that relevance must be established by using language and examples that the learners are familiar with (Trust et al., 2008). Furthermore, relevance can come from how something is taught rather than from the content itself. People with a high "need for affiliation," for example, will prefer classes where they can work cooperatively in groups. People with a high "need for achievement" value the opportunity to set moderately difficult goals and take personal responsibility for achieving them. To the extent that a course of study provides opportunities for an individual to meet these and other needs, the individual will have a sense of perceived relevance (Keller, 1987).

According to Dörnyei and Ushioda (2011), the degree to which a student believes that the instruction is relevant to important personal needs, values, or goals is referred to as "relevance." This component corresponds to instrumentality at the macro level; at the learning situation level, it refers to the extent to which classroom instruction and course content are seen to be conducive to achieving the goal, that is, mastering the L2.

1.1.5.3. Confidence. Confidence refers to the perceived likelihood of success and is related to the learner's self-confidence and self-efficacy on a general level. At the level of the learning situation, it concerns perceived task difficulty, the amount of effort required, the amount of available assistance and guidance, the teacher's presentation of the task, and familiarity with the task type (Dörnyei&Ushioda 2011). On the other hand, Drew (2022) stated that confidence implies that we should instill in students the belief that they are capable of succeeding. Teachers can instill self-confidence in their students by designing lessons in

which they can see how their individual efforts will result in success. A person with self-confidence believes they are capable of completing a task. They are also more likely to think the task is reasonable. In addition, Pappas (2015) emphasised the fact that instructional designers should instill confidence in learners by helping them believe that they can succeed. If students believe they will not be able to complete their assignments, their motivation will be reduced.

1.1.5.4. Satisfaction. It refers to feeling proud of one's successes and educational opportunities. It indicates that pupils are given praise and tangible proof of their accomplishments, which reinforces their innate emotions of fulfilment and makes them feel that they have been treated properly. Extrinsic, tangible rewards, whether material or metaphorical, can also lead to satisfaction. That is to say, they can include things like certificates, monogrammed school supplies, promotions, grades, and other forms of recognition. Opportunities to put what one has learned into practise and receive personal acknowledgement encourage intrinsic emotions of fulfilment (Keller, 2000).

The term "satisfaction" refers to the feeling of accomplishment following an activity, and it includes both extrinsic benefits like compliments or high grades and intrinsic rewards like pride and delight (Dörnyei & Ushioda, 2011). According to Sugeeta (2014), students must feel some sort of satisfaction or reward. This fulfilment may come from a sense of accomplishment, compliments from superiors, or simple amusement. The importance of feedback and reinforcement is crucial, and when students are pleased with the outcomes, they are more likely to want to study. Motivation, which can be intrinsic or external, is the foundation of satisfaction. Instruction should be planned so that students can apply their newly acquired abilities as quickly as possible in a classroom setting in order to keep them engaged.

1.1.6. Factors Influencing Motivation

1.1.6.1. Positive Attitude towards the L2 Community. Students who like the people who speak the language, admire the culture, and want to become familiar with or even integrate into the society in which the language is used are thought to be the most successful when learning a target language (Falk, 1978). Thus, Gardner and Lambert (1972) stated that people's attitudes regarding learning a second language and the L2 community, as well as their overall ethnocentric orientation, have a direct influence on how they learn a second language. Due to the fact that language learners are expected to implement very subtle aspects of another ethnolinguistic group's behaviour, such as their unique speech pattern and language, rather than simply learning the language (as they might with history or biology learners), these attitudinal dimensions set language learning motivation apart from other types of learning motivation. Similar findings were asserted by Williams (1994), in which he emphasised that the differences between learning a language and other subjects are undeniable. Since it is primarily due to the social aspect of such an endeavour. After all, language is an aspect of one's identity and serves to communicate that identity to others. It is a part of one's social being as a whole. Learning a language entails much more than merely mastering a set of rules or grammar; it also includes changing one's self-perception and embracing new social and cultural customs. As a result, it has a profound effect on the learner's social nature.

Furthermore, attitude and motivation go hand in hand in language learning, which means that positive attitudes boost motivation. One's attitudes have a significant influence on dictating their conduct because they can inspire activity and point it in a specific direction. Achievement in language learning is slightly inversely connected to attitudes (Istiyani, 2014).

Students who have a positive attitude towards language acquisition are more likely to succeed. According to Karahan (2007), positive attitudes promote students' positive orientation towards language learning.

1.1.6.2. External Pressure. Learners are motivated to learn languages by external factors. Learners are driven to fulfil certain external expectations, whether it be to impress their parents, get a reward, or accomplish certain practical goals. Extrinsic motivation and instrumental motivation are related; they are defined as the desire to learn a second or foreign language due to social pressures or rewards, internalised motivations for learning an L2, and/or personal decisions to do so, and their value for the chosen goals (Noels et al., 2001). Moreover, parents' active and passive involvement in their children's language development is one example of an external factor. In order to actively encourage their children to learn, parents should offer a variety of courses. In addition, social context and environmental psychosocial elements for language learners are additional extrinsic considerations (Rettob, 2011). According to Elliot et al. (1999), factors that influence motivation that comes from outside or external sources are First: fear of punishment, which is when anxiety or punishment accompany or underpin learning so that motivation to learn can occur. The concept of motivation is closely related to the behaviour principle that behaviour that has received reinforcement in the past is more likely to be repeated than behaviour that has been punished. Motivation by force motivates people to do what needs to be done by threatening them with punishment. When students are given less value for learning and then punished, it is not fun for them, so they try to avoid it by learning more. Second: praise and recognition, which mean that motivation can occur when a suitable reward or praise accompanies or underpins learning. Delivering praise can boost a student's motivation and self-confidence to constantly be the best learner. Providing prizes to students who achieve high levels of

achievement motivates those who do not achieve high levels of achievement to achieve high levels of achievement.

1.1.6.3. Internal Pressure. Internal pressure, according to Deci (1975), is when there is no external reward other than the activity itself. Individuals carry out their tasks out of intrinsic motivation rather than a desire for an external reward. Internal pressure aims to produce particular internally satisfying outcomes, such as emotions of self-confidence and competence. In addition, Williams and Burden (1997) explained that the reason why people choose certain paths is inherent in their motivation type. Intrinsic and external variables influence our prompts. Intrinsic factors are the inner motivations of learners for learning. Some of the inherent motives to operate on language learning are interest, curiosity, individual mastery and judgement, and internal success criteria.

The most self-determined type of intrinsic motivation or internal factors A person who is genuinely motivated studies a second language because it is enjoyable. These sentiments of delight are thought to arise from the fact that involvement is voluntary (i.e., not imposed from without) and that the activity tests the learner's abilities, developing a sense of L2 competence. Students who are intrinsically motivated are expected to sustain their effort and involvement in the L2 learning process even when no external rewards are supplied (Noels, Clement, & Peltier, 2001). Furthermore, several L2 scholars have emphasised the relevance of internal factors for language learning (e.g., Brown, 1990, 1994; Dornyei, 1990, 1994, 1998; Julkenen, 1989), and recent research provides empirical support for the validity of these factors in the L2 situation. Intrinsic motivation or internal factors can predict:

- affective variables like lower anxiety, positive attitudes towards language learning, and increased feelings of self-efficacy in language learning

- behavioural variables like language use, language learning strategy preferences, persistence, and motivational intensity
- cognitive variables like grammatical sensitivity, speaking and reading proficiency, and teacher ratings of competence.

1.1.7. Motivational Strategies

1.1.7.1. Definition of Motivational Strategies. Motivational strategies (MSs) are techniques that encourage individuals to engage in goal-related behaviour. Because human behaviour is so complicated, there are several ways to promote it. In fact, any pressure a person experiences has the potential to influence his or her behaviour. Moreover, these techniques are motivational forces that are actively exerted in order to produce some systematic and long-term positive effect (Dörnyei, 2001). In addition, they are defined according to Guilloteaux and Dörnyei (2008) as :

- A/ instructional interventions used by the teacher to elicit and stimulate students' motivation
- B/ self-regulating strategies used on purpose by individual students to manage the level of their own motivation.

On the other hand, motivational methods are defined as techniques that English language teachers employ purposefully to improve language learning motivation (Sugita & Takeuchi, 2010).

Furthermore, motivational strategies are actions taken by individuals to initiate, maintain, or raise their willingness to begin or complete a given task or objective. Besides, L2 learners adopt motivational techniques on purpose to influence their academic work choices,

efforts, or tenacity, which ultimately impacts their learning outcomes (Wolters, 2003; Pintrich, 2004).

1.1.7.2. *The Value of Motivational Strategies.* Regarding the potential value of motivational strategies, Gardner and Tremblay (1994) argued that while many of the recommendations and implications for practise might be worthwhile, from a scientific standpoint, intuitive appeal alone is insufficient to support strong claims for the use of such strategies. In response to this call, Dörnyei and Csizér (1998) carried out an empirical study of Hungarian English teachers who assessed a list of 51 motivating methods, indicating how crucial they thought the approaches were and how frequently they actually used them. Based on the findings, the researchers compiled a list of the ten most significant motivational macrostrategies that emerged from the Hungarian study, the "Ten Commandments for Inspiring Learners." This study's value comes from how well it captured the views and perspectives of practising teachers in situations that were actually relevant to the classroom. Dörnyei and Csizér also noted the underutilization of specific tactics. The concept of motivating learners was also made easier to handle and more teacher-friendly by the condensed, smaller range of strategies.

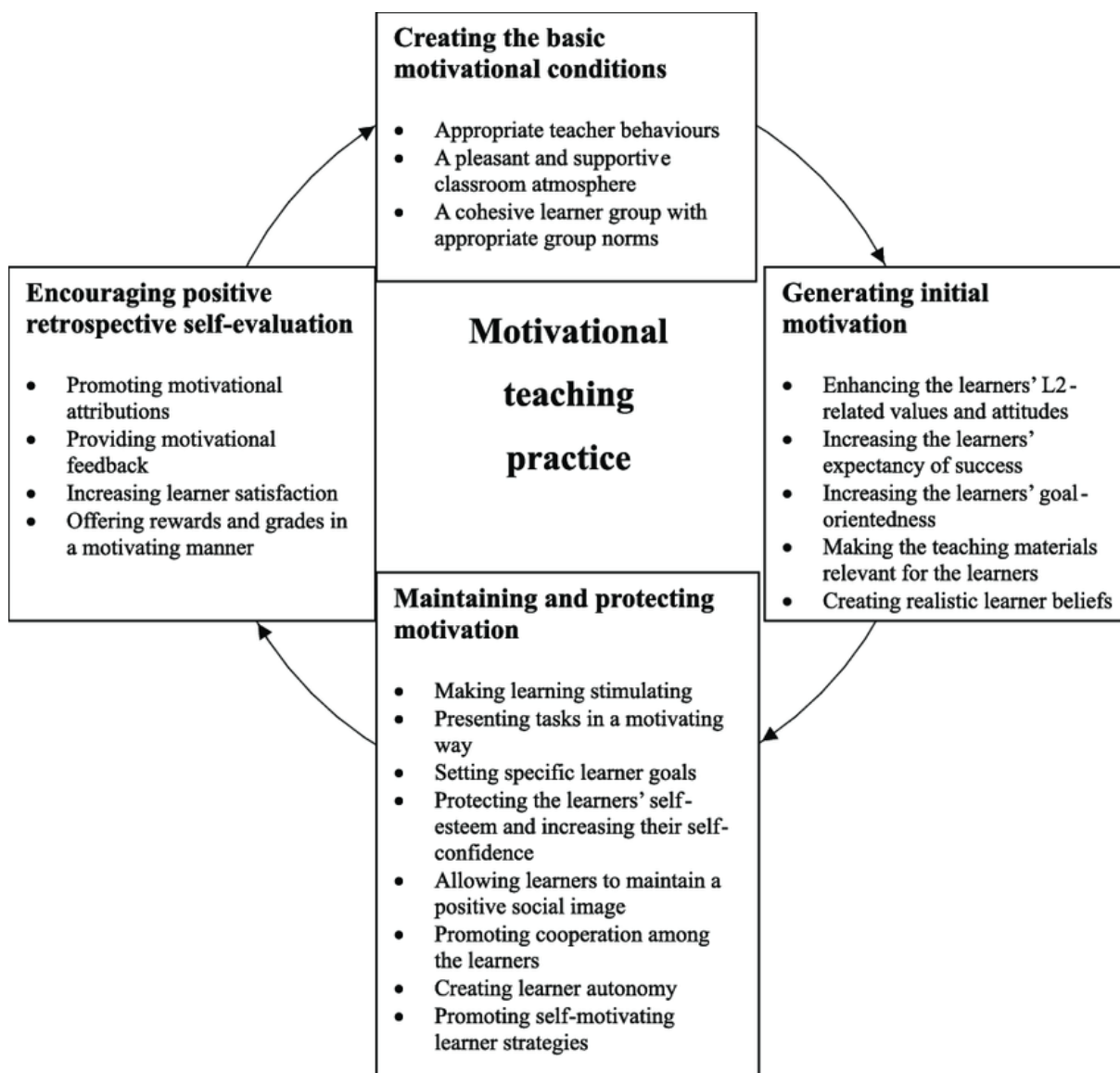
It is crucial to emphasise that, despite the fact that many of the strategies Dörnyei and Csizér (1998) suggested had a solid theoretical basis and had proven successful in specific classroom applications, almost all of the techniques were developed for use in western educational contexts. The authors admit that they cannot say with certainty that the ten commandments hold value in every cultural, ethnolinguistic, and institutional setting. There is obviously a huge need for more research in this area (Cheng & Dörnyei, 2007).

1.1.7.3. *Dimensions of Motivational Strategies.* Dörnyei and Ushioda (2011) stated that the essential question in building a practical framework of motivational strategies is how

to organise the huge array of suitable motivational techniques into different 'themes'. Dörnyei (2001) presented a framework concerning motivational strategies that was based on Dörnyei and Ottó's (1998) process-oriented model. This model has a significant advantage over other alternative organising principles in terms of comprehensiveness. Following the motivating process from arousal to completion and evaluation of the motivated action appears more rational than making rather random selections about selecting certain major themes and structuring the material around them. This process-oriented organisation's key units are as follows:

- Creating the basic motivational conditions, which entails laying the groundwork for the efficient application of motivational strategies,
- Creating student motivation, which corresponds roughly to the preactional phase in the model,
- Maintaining and protecting motivation, which corresponds to the actional phase.
- Encouraging positive self-evaluation, which corresponds to the postactional phase.

Figure 2

Dörnyei and Ushioda's Components of Motivational L2 Teaching Practice

Adopted from Dörnyei and Ushioda (2011)

1.1.7.4. Creating the Basic Motivational Conditions. According to Dörnyei and Ushioda (2011), motivational strategies cannot be successfully implemented in a "motivational vacuum"; specific preconditions must be met before any additional attempts to build motivation can be effective. The following are the most crucial motivational conditions:

- Appropriate teacher behaviour and a good relationship with the students
- A pleasant and supportive atmosphere in the classroom.
- A cohesive learner group with appropriate group norms.

Of course, the three conditions are interrelated because, for example, you cannot have a pleasant classroom climate if there is tension between you and the students, but it is useful to look at them one by one.

1.1.7.5. Generating Initial Motivation. In an ideal world, all learners are eager to learn because they are driven by their inborn curiosity to investigate the universe, and the learning experience is thus a constant source of intrinsic joy for them. Reality, on the other hand, rarely lives up to these expectations. In reality, if pupils could pick what they wanted to pursue, academic learning would most certainly be low on their priority list. Students are required to attend school, and the curriculum is almost always chosen based on what society deems important rather than what the learners consider significant (Brophy, 2004).

This means that, unless teachers are very fortunate in their class group makeup, they must actively contribute to establishing good student attitudes towards learning the subject matter. The strategies that can be utilised are classified into five major categories:

- Enhancing the learners' language-related values and attitudes
- Increasing the learners' expectancy of success
- Increasing the learners' 'goal-orientedness'

- Making the teaching materials relevant for the learners

1.1.7.6. Maintaining and Protecting Motivation. It is one thing to initially whet students' appetites with appropriate motivational techniques; however, unless motivation is actively nurtured and protected during the actional phase of the motivational process—that is, when action has begun and is well underway—the natural tendency to lose sight of the goal, become tired or bored of the activity, and give way to appealing distractions or competing action tendencies will result in the initial motivation grading. As a result, an effective motivational repertoire should include motivation maintenance (or 'executive motivational') strategies to help prevent this from occurring (Dörnyei & Ushioda, 2011).

Although the spectrum of executive motivating strategies is extensive (because of the numerous ways in which ongoing human behaviour can be influenced), the following areas appear to be particularly relevant for classroom application:

- Making learning stimulating and enjoyable
- Presenting tasks in a motivating way
- Setting specific learner goals
- Protecting the learners' self-esteem and increasing their self-confidence
- Allowing learners to maintain a positive social image
- Promoting cooperation among the learners
- Creating learners' autonomy
- Promoting self-motivating learning strategies

1.1.7.7. Encouraging Positive Self-Evaluation. A substantial body of research has revealed that how students feel about their prior accomplishments, the level of satisfaction they feel after completing a successful task, and the reasons they credit past triumphs and failures all have a significant impact on how they approach future learning tasks

(Dörnyei&Ushioda,2011). Furthermore, the learners' judgement of and reactions to their own past performance Humans have a tendency to spend a lot of time looking back, evaluating what they've done and how well it went, and trying to draw lessons for the future, rather than looking forward and simply focusing on upcoming obstacles. In this way, the past becomes inextricably linked to the future, and as a result, one of the most crucial aspects of motivating learners is assisting them in dealing with their history in a way that promotes rather than hinders future efforts (Dörnyei, 2001).

The following factors are, more specifically, what are going to help learners consider their own achievements in a more positive light:

- How to teach learners to explain their past successes and failures in a constructive way
- How to help them take more satisfaction in their successes and progress
- The characteristics of the kind of feedback that best promotes their ongoing learning
- The controversial effects of the rewards and grades dispensed in class

1.1.8. Motivation in Second Language Learning

1.1.8.1. The Importance of Motivation in Language Learning. Motivation is a subject worth investigating because it appears to be linked to how successful language learners are. It is the solution that researchers and teachers provide when it comes to efficient language learning. For decades, studies in this field have mostly focused on characterising, assessing, and categorising its function in theoretical models of the language learning process (Ushioda, 1996). The majority of teachers and researchers acknowledge that one of the major variables affecting the pace and success of second or foreign language learning is motivation. Moreover, motivation serves as both the initial impulse to begin learning the L2 and later the

driving force to sustain the drawn-out learning process; in fact, all other components involved in L2 acquisition partially or entirely presuppose motivation (Dörnyei, 1998).

It is indicated that motivation directly influences how frequently students use L2 learning strategies, how much they interact with native speakers, and how long they persevere and maintain L2 skills after language study is over. Motivation determines the extent of active, personal involvement in L2 learning (Oxford & Shearin, 1994). Conversely, without proper motivation, even students who possess exceptional ability are unable to attain long-term objectives, and suitable curriculum and effective instruction are not sufficient on their own to guarantee student success (Dörnyei & Csizér, 1998).

Section Two : Group Work

1.2.1. Definitions of Group Work

Group Work (GW) is defined as students working together in a small enough group so that everyone can work on a clearly assigned learning activity. Also, they are expected to complete their assignment without the teacher's immediate and direct supervision (Cohen & Lotan, 2005). On the other hand, in his article, Forsyth (2006) defined it as people who cooperate and are connected by the tasks they must complete together. However, in many cases, they also connect through a network of friendships and contradictions. According to Bhatia and Solanki (2012), group work is described as students working together as a group or a team. Likewise, the generative linguists Adams and Hamm (1990) proposed a similar approach, arguing that it is a type of cooperative learning in which different people collaborate to complete a task or accomplish a learning objective. Furthermore, Konopka (1963) defined group work as a form of social work used to assist individuals in improving their social functioning through purposeful group experiences and coping more effectively with personal, group, or community problems.

1.2.2. The Rationale of Group Work

Brown (1976) stated that the underlying goal of all social work efforts is to release human power in individuals for personal fulfillment and social good, as well as to release social power for the creation of the kinds of society, social institutions, and social policy that allow all men to realise their full potential. Respect for the worth and dignity of each individual, as well as concerns that he have the opportunity to realise his potential as an individually fulfilled and socially contributing person, are two primary values in such an endeavour. Additionally, group work is created for a variety of reasons, the most important of

which are the development of academic learning, social-affective learning, and personality (Cohen, 1994).

On the other hand, if the goal of group work is to enhance students' development of group work abilities, such as social training and interpersonal skills, the group's function is to serve as an objective (Johnson & Johnson, 2004; Baines et al., 2007).

Furthermore, working in groups is an excellent method for conceptual learning, creative problem solving, and academic language proficiency development. Its social goal is to improve intergroup relations through increased trust and friendliness, besides providing skills for working in groups that may be transferable to numerous student and adult employment environments. It is also a way of dealing with common classroom management issues, including keeping students engaged in their work. Most importantly, it attempts to provide more students in classes with a wide range of academic talents and linguistic proficiency with better access to learning tasks. Last but not least, effective group work expands and deepens possibilities to acquire content and improve language and has the ability to create more equal classrooms (Cohen & Lotan, 2005).

1.2.3. Benefits of Group Work

Learners should be encouraged to participate in group projects to improve and facilitate their learning (Shehadeh, 2011). Indeed, students get greater opportunities to engage with and utilise the target language in groups. Instead of only having a few seconds to speak in teacher-led sessions, students can participate in small groups for longer periods of time and feel more confident to express their thoughts and even make mistakes when only three or four classmates are looking at them. Besides, working in groups fosters a positive environment because some students won't be exposed to criticism or rejection for their actions in front of others. It is unquestionably true that students who are timid or poor risk-takers feel

considerably more comfortable working in small groups than in teacher-led sessions (Brown, 1989). On the other hand, the use of groups is a useful strategy for accomplishing particular intellectual and social learning objectives. It is a superior method for understanding concepts, coming up with original solutions to problems, and improving academic language proficiency. Socially, it will enhance intergroup connections by fostering warmth and trust. It will impart group-working abilities that can be applied to a variety of academic and professional settings for adults. Another strategy for dealing with typical classroom management issues, such as retaining students' interest in their work, Most importantly, it provides more students in classrooms with a variety of academic abilities and linguistic proficiencies and better access to the learning tasks (Cohen & Lotan, 2005). It appears that grouping has a lot of advantages. Some of which were noted by Bains et al. (2009).

- Learning and conceptual development
- School achievements.
- Engagement in learning.
- Skill development.
- Critical and analytical thinking skills.
- Motivation and attitudes
- Behaviours in class and relations with peers and others

Additionally, Hadfield (1992) provided the following general and significant group working advantages:

- Provides more opportunities for learners to speak, interact, and express themselves.
- Create and understand the language.
- Encourages learners to participate, explain, elaborate, and analyse their abilities.
- Develops positive attitudes to motivate learners' capacities and impact their learning.

- Establishes harmonic relationships among group members in class;
- Encourages interaction and conversation among members.
- Friendship relationships, deep feelings, and emotions among group members.
- Improves the amount of discussion time available to individual students.

1.2.3.1. Benefits for Students. Group work can assist students in developing a variety of skills that are becoming increasingly useful in the professional world (Caruso & Woolley, 2008; Mannix & Neale, 2005). Furthermore, positive group experiences have been demonstrated to improve student learning, retention, and overall college achievement (Astin, 1997; Tinto, 1998; National Survey of Student Engagement, 2006). Moreover, group projects, when properly planned, can reinforce abilities that are relevant to both group and individual work, such as the capacity to:

- Divide large tasks into segments and steps.
- Plan and manage time.
- Improve comprehension through discussion and explanation.
- Provide and receive performance feedback.
- Challenge assumptions
- Obtain better communication skills.

In addition, it increases students' satisfaction with their learning experience. Students, by nature, find fulfilment in activities that recognise their strengths and engage them in the learning process. When individuals are encouraged to work together towards a common objective, effective groups take responsibility for the process and its outcomes. (Turner & Zeigler, 1958). On the other hand, Brophy and Good's (1990) motivation theory suggests that motivation grows with increased expectations of success and higher reward valuation. They believe that group work can highlight these strategies by incorporating features that promote

student engagement and foster intrinsic rewards. Opportunities for active response, simulations, and a focus on immediate feedback are examples of such aspects. Indeed, collaboration efforts among students result in greater performance by all participants than individual ones. Many students may disregard competitive systems. Even though competition creates a win-lose situation in which exceptional students receive all rewards and even recognition while mediocre or low-achieving students receive nothing, in contrast, everyone benefits from a collaborative work environment. Students foster a nice environment by assisting one another. They create a supportive environment, which may boost each member's performance. (Johnson & Johnson, 1989). Therefore, Brown (2001) stated that group work fosters learner autonomy and accountability. Even in a small class of fifteen to twenty students, whole-class activity frequently provides students with a screen to hide behind. Even in less dangerous educational environments, students can "relax" too much when doing whole-class work. In other words, working in groups places some of the responsibility for action and progress on each member of the group. In a small group, it is difficult to "hide."

1.2.3.2. Benefits for Instructors. Teachers can frequently assign more challenging and authentic issues to groups of students than to individuals. Because groups can approach tasks and solve issues in innovative and exciting ways, group work provides more unpredictability in teaching. This can be energising for teachers. Moreover, group assignments might be beneficial when there are just a few eligible project subjects to share among students. They can also lower the quantity of final items that teachers must grade. Whatever the advantages in terms of teaching, teachers should be careful to only provide group assignments that effectively achieve the course's learning objectives and encourage cooperation. Also, instructors need to be aware that group projects can increase workload for instructors at various points during the semester and introduce new grading complexity (Carnegie Mellon University, 2022). Furthermore, teachers have a great opportunity to watch and observe

students collaboration when they assign them to groups. As they use their knowledge and examine events and decisions, teachers can observe how they are developing. When necessary, they can provide advice and correction. They can evaluate students' academic and social strengths and weaknesses by watching them operate in groups. So that they will be able to give more challenging assignments. Also, group work offers a more authentic learning experience than teachers normally can in a formal classroom setting. In addition, when students collaborate, there are fewer projects for the teacher to grade (McDonald, 2020).

Absolutely, teachers can benefit from group projects. The strategy saves time because they don't have to speak to each and every person in the room individually. It can then provide them with additional time to do activities like admin or homework marking. In general, they should be far less pressured for time (Impact Teachers, 2017).

1.2.4. Difficulties of Group Work

1.2.4.1. Difficulties for Students. Group work offers challenges for students and teachers in a variety of settings, such as when members do not provide equal amounts of effort. In many circumstances, one or two members will take on additional work to guarantee that the entire group receives a decent grade, or one member will fail to accomplish his tasks at all. Furthermore, a student who typically performs well in class could struggle on a group project since it is challenging for him to learn in that environment. Also, his performance might have an adverse effect on the entire team or the project's end result. While many of the drawbacks of cooperative learning are felt by the students (Gharbi&Zahi, 2021), Although there are benefits to working in groups, issues can occasionally occur. There are four drawbacks listed by Beebe and Masterson (2003). The group may exert pressure on an individual to agree with the prevailing viewpoint.

- The majority of individuals dislike conflict and try to avoid it whenever they can.

- In an effort to avoid disagreement, the person may readily accept the majority viewpoint and choose a poor solution.
- The conversation could be dominated by one person. Members get dissatisfied with the group as a result because they feel too excluded from the decision-making process.
- Some team members could rely too much on others to do their tasks. One of the most pressing issues that affects groups is this.

On the other hand, conflicts between group members might occur as a result of divergent personalities and/or opinions, which is one of the main drawbacks. Disputes can stop work in its tracks because no one in the group feels comfortable cooperating anymore. The following counts as both a benefit and a downside of collaborative learning: group work has the potential to accelerate task completion while simultaneously having the opposite effect. Organisations may spend too much time preparing and not enough time actually carrying out their ideas to finish the work (Aiken, 2022).

1.2.4.2. Difficulties for Instructors. According to Carnegie Mellon University (2022), even though group assignments have advantages for teachers, there are also challenges that they should carefully examine, such as in the following areas:

- **Allocating time:** While group projects may help instructors save time in some areas (such as grading final projects), they may take more time in others. For example, it may take more time in the beginning to choose appropriate project topics, contact outside clients, and form student groups. It may also take more time to meet with and supervise student groups throughout the semester. It may also take more time at the end of the semester to evaluate the contributions of individual team members.

- Teaching process skills: Students need to develop excellent communication, coordination, and conflict resolution skills in order to work effectively in teams. Yet not all instructors feel competent to do so. Many teachers are also hesitant to spend class time teaching these skills, and some may find it difficult to handle the interpersonal problems that might develop in groups. In other words, dealing with team dynamics in a proactive manner may require some teachers to step outside of their comfort zone.
- Assessing process as well as product: Evaluating group dynamics and teamwork skills can be much more difficult than evaluating a team's output. Learning objectives must be carefully considered, and a variety of assessment methods must be used for process evaluation to be effective. This adds layers of difficulty that instructors might not have expected.
- Evaluating both individual and group learning: Group grades can conceal major variations in learning, but it might be challenging to determine which team members contributed to the group or understood the assignment's instructions. Once more, this increases the difficulty of collaborative work, which teachers frequently overlook.

A further issue with group projects is that some instructors may find it difficult to maintain control of the class, particularly when it comes to maintaining order. (Doff ,1992).

According to Rikzy (2018), group work may be a difficult method to use for instructors because they cannot simultaneously supervise all groups. The necessity of meaningful, purposeful language and genuine communication runs counter to interactive learning and teaching concepts, which in turn must allow the student to express their creative potential. A good instructor will move between the groups, listen to the students, and provide feedback. But taking part in every linguistic exchange that takes place in the classroom is not required. Additionally, group work preparation and forming groups of students is difficult;

therefore, before the teacher asks the class to participate in the activity, there are a few things that need to be done to get ready (Brown, 2001).

1.2.5. The Roles of Group Work

According to Gençer (2019), the term "role" describes how people act and behave in relation to what is expected of them by others. In other words, roles in any social unit are patterns of behaviour. Individuals' roles are formed by their beliefs and behaviours. The requirements and desires of the individual or group determine how roles are established.

Moreover, Benne and Sheats (1948) defined three basic sorts of roles that people play in small groups: task roles, maintenance roles, and self-centred roles.

1.2.5.1. Task Roles. Task roles and their associated actions directly contribute to a group's completion of a task or attainment of its objective or purpose. Task-related roles are often used to provide leadership, knowledge, or procedural support. The following roles and behaviours will be discussed in this section:

1.2.5.1.1. Initiator/Contributor. Proposes alternative ideas or approaches to collective challenges or goals. This role starts debates and leads groups into new areas of investigation.

1.2.5.1.2. Information Seeker. Wants clarification on the factual authenticity of statements. Seeks expert advice or facts about the problem. Determines what information is lacking and must be found before proceeding.

1.2.5.1.3. Information Giver. Is a member of a group who has some kind of authoritative understanding or specific skill that can help inform a group's decision-making process.

1.2.5.1.4. Opinion Seeker. Is less concerned with factual accuracy and more interested in knowing the group's values. What are the group's values ?, and how are they applied to issue solving?

1.2.5.1.5. Opinion Giver. Is less interested with the facts around a given situation and more concerned with ensuring the group adheres to its principles.

1.2.5.1.6. Elaborator. Takes the ideas of others in a group and attempts to flesh them out in a meaningful way. Assists the group in understanding specific rationales for decisions made, or in considering how the implementation of a certain decision might work practically.

1.2.5.1.7. Coordinator. Seeks to uncover common threads among the numerous ideas that group members have and put them into a clear package.

1.2.5.1.8. Orienter. Is similar to the mapmaker for a group or team. This person's responsibility is to demonstrate where the group has been in order to comprehend where the group is currently.

1.2.5.1.9. Evaluator-Critic. This person ensures that the group is meeting established standard levels and not just "getting by" with quick and easy answers to complicated challenges.

1.2.5.1.10. Energiser. The primary role of the energizer is to help groups get out of ruts and encourage them to make decisions or take action.

1.2.5.1.11. Procedural-Technician. The procedural-technician ensures that the group's normal tasks are completed, whether it's rearranging a room into a circle or photocopying the agenda and minutes from the previous meeting.

1.2.5.1.12. Recorder. Often known as the secretary of a group or team, is the person who takes detailed notes in order to help a group or team understand its own decision-making process.

1.2.5.2. Maintenance Roles. They are roles that assist members develop a group-centered identity throughout the group's or team's lifespan.

1.2.5.2.1. Encourager. Serves as the cheerleader for the group or team. This person encourages people to come up with new ideas and then compliments group or team members on their ideas.

1.2.5.2.2. Harmonizer. The harmonizer will serve to reduce group tension and assist conflict parties in resolving their problems in a pro-social manner.

1.2.5.2.3. Compromiser. Is someone who recognises that her or his opinions are at odds with those of another member or faction of the group or team. The compromiser attempts to reach an agreement with the conflicting parties.

1.2.5.2.4. Gatekeeper. The gatekeeper's responsibility in a group or team context is to ensure that all participants are freely and openly participating in the group's decision-making.

1.2.5.2.5. Standard Setter. The standard setter or ego seeks to ensure that the group's or team's decision-making processes are of a high quality.

1.2.5.2.6. Group-Observer. Observes and comments on how the group accomplishes its goal. This person will take notes on how the group is performing and then update the group on a regular basis about how effectively it is doing as a group or team.

1.2.5.2.7. Follower. Is an individual who tries not to disturb the group. This person is frequently inactive and simply observes the group's decision-making procedures.

1.2.5.2.8. Self-Centered Roles. Are often quite harmful and can jeopardise group decision-making. Individual group or team members embody self-centered roles that focus on the individual desires of group members rather than what is best for the group or its decisions.

1.2.5.2.9. Aggressor. The aggressor is usually someone who feels the need to raise his or her own status within the group by bringing others down. Aggressors can engage in a variety of behaviours that have an impact on group morale and the basic functioning of the group.

1.2.5.2.10. Blocker. The blocker is someone who either despises what the group does and rejects everything the group suggests, or who constantly rehashing group or team decisions that have long been made.

1.2.5.2.11. Recognition-Seeker. Is all about demonstrating how important he or she is to the group by bragging about her or his accomplishments (whether relevant or not).

1.2.5.2.12. Self-Confessor. Sees the group or team as a venue for expressing his or her own feelings, ideas, insight, or beliefs. and has no concerns about exposing incorrect information to group or team members during meetings.

1.2.5.2.13. Playboy/Playgirl. The playboy or playgirl definitely doesn't care about the group or team's goals. In fact, this person is usually extremely outspoken about his or her lack of concern.

1.2.5.2.14. Dominator. This person frequently has a strong capacity for manipulation and makes efforts to compel individuals with lower status positions to adopt her or his views within the group.

1.2.5.2.15. Help-Seeker. Emphasises his or her insecurity or confusion in an effort to elicit sympathy from the group. The help-seeker wants to minimise their own capacity to contribute to the group.

1.2.5.2.16. Special Interest Pleader. Pleads on favour of a certain group (such as small businesses, labour, gender, or race), but conceals their own prejudices or biases by using the stereotype that best serves them.

1.2.6. Types of Groups and Group Work Activities

1.2.6.1. Group Work Activities. Information Gap Activities. According to Harmer (1991), when two people have "a gap" in their knowledge, a discussion can serve to fill that gap and ensure that both speakers are aware of the same information. Furthermore, Carvalho (1997, as cited in Defrioka, 2017) stated that information gap activities are those in which one group has access to just half of the information needed to perform the task while another

group has access to the other half (or a pair of students). The following information is needed to complete task two: Additionally, the use of information gap activities in language classrooms is also supported by Kayi (2006). In which he claimed that the activities on which students are expected to collaborate in pairs are information gap activities. One student will have knowledge that the other partner does not, and the partners will exchange knowledge. They accomplish a variety of tasks, including problem-solving and information gathering.

1.2.6.1.1.1. Advantages of Information Gap Activities. According to Hess (2001), the advantages of information gap activities are as follows: Students can get peer feedback from one another. thus creating a motivating environment in the classroom where they ask each other for help to complete the project. Through brainstorming, they can increase the effectiveness of their learning process and learn more. Information gap activities will develop a learning style by fostering the learners' freedom. According to Scrivener (2005), by designing classroom activities that feature such information gaps, one can offer tasks that simulate this justification for communicating, which may be more inspiring and beneficial for language learners than speaking without a genuine justification. It follows that by implementing the Information Gap in the classroom, speaking instruction will be more effective since it may give students the chance to speak the target language for real-world purposes. Besides, Neu and Reeser (1997) provided some advantages concerning information gap activities, which are:

- Information gap activities encourage students to speak up. One way to learn a foreign language is through both individual and group efforts. In order to obtain information from other students, they converse freely together, creating a non-formal environment that encourages more laid-back students to participate. The conversation among students will be engaging and significant if there is an information gap.

- By making some adjustments from the basic level to the advanced level, activities with information gaps are appropriate for all levels. Activities with teachers acting as monitors and students acting as participants are intended for beginner and intermediate levels, whereas activities with instructors acting as guides and learners acting as supervisors are planned for intermediate and advanced levels.
- Information gap activities are beneficial in the classroom's input and output stages.

1.2.6.1.1.2. Disadvantages of Information Gap Activities. Weir (1990) noted that there are some issues that could arise when information gaps are used in the classroom. He stated that it would be problematic if, during a pair work information gap, one participant dominated the interaction, as this might leave his or her partner with fewer opportunities to show communicative ability. Similar to this, performance may be affected if there is a significant disparity in the two learners' levels of proficiency. Also, it is challenging to manage noise and indiscipline, such as the use of students' local languages when conducting pair work to fill information gaps, because there are multiple pairs in a class and they cannot all pay attention at the same time.

1.2.6.1.2. Role plays. Role play as a communicative approach includes activities that stimulate the use of language in real-life situations (Huff, 2012). Language learners can significantly improve their communicative competence by developing their ability to cope with face-to-face oral communication problems (Somsai&Intaraprasert, 2011). According to Byrne (1986), role-playing is a type of dramatic activity. He notes that the theatrical activities are classified into three categories: mime, simulation, and role play. Nunan (2005) defined role playing as a speaking activity in which learners take on the qualities of other individuals and engage with them, such as age, gender, occupation, and so on. It is also the act of copying the character and behaviour of someone who is different from you. Such activity in

the classroom brings variety, a change of pace, and the opportunity for a lot of language production as well as fun.

1.2.6.1.2.1. Advantages of Roleplays. Learners of English as a Foreign Language must be prepared to speak well in a variety of social circumstances. Role play is one strategy for assisting students in achieving their goals of speaking English; it is dynamic and enjoyable to utilise in the classroom, and it makes the teaching-learning process more enjoyable (Ladousse, 2004). Furthermore, Richard (2003) confirmed that it is popular among students because it allows them to be creative while also putting themselves in the shoes of others.

On the other hand, role-playing is extremely beneficial for teaching writing. It facilitates writing in three ways, as Scarcella and Crookall (1990) stated. First, it can help to change the scenario by giving students opportunities to write about fascinating, relevant, and motivating experiences. Second, like all simulation activities, it can assist students in overcoming writer's block by eliciting a level of student involvement that is uncommon in EFL writing activities.

Finally, it can be especially useful during the brainstorming and rewriting stages of the writing process. It allows students to see their ideas in action and to observe the outcomes of their ideas and alternatives.

1.2.6.1.2.2. Disadvantages of Role Plays. According to Rogers (2007), no strategy is appropriate for every case. This means that role-playing is not always acceptable. He also mentioned that it has significant drawbacks. For starters, many students avoid performing because they despise it. Another disadvantage is that teachers are not always able to encourage their students to address a particular topic. Furthermore, when students pay little attention to preparing a role play based on real life, which has a large amount of material, they may fail to discuss the subject without more information. However, some teachers

believe that students should avoid confusing and contradictory elements in complex role plays. The most significant disadvantage is that role playing is never similar to real life, including the state of mind and emotions, because one can realistically recreate the setting, the problem, and even insignificant details, but they never forget that they are in a classroom, especially when the teacher informs them that the roles are not their own but other people's. There is always a gap between action and cognition.

1.2.6.1.3. Group discussions. Group discussion (GD) is defined as a gathering of people who convene for verbal conversation with the goal of making choices or simply sharing knowledge. The lecturer or teacher introduces concepts or questions to be discussed in group discussions, and then the group analyses the problem or performs the assigned task, so that group discussions are seen in the learning context. Learning can be said to succeed if the assignments in each subject are completed well (Stenlund et al., 2016).

1.2.6.1.3.1. Advantages of Group Discussions. Meaningful group discussions, according to Koschmann et al. (1996), can lead to cognitive gains by engaging students in thorough reflections on their ideas. Learners are challenged to reflect on their existing concepts as well as incorporate new ideas into their existing knowledge by discussing ideas and considering others' opinions. According to Brewer (1997), the presenter should be aware of the following points when employing group discussions:

- The group's members can all participate.
- It is an effective method of engaging participants in a topic.
- Participants may grasp another participant's explanation more easily than a presenter's explanation.
- The presenter is able to identify those who require support.
- The presenter can distinguish individual points of view on the subject.

- It assists the participant in seeing connections between ideas or concepts connected to the issue at hand.

1.2.6.1.3.2. Disadvantages of Group Discussions. Prasanna (2022) stated that students in groups have the opportunity to share their ideas and experiences with others. Yet, it is crucial to remember that group discussions have drawbacks. For example, one group member may not share the same goals or perspectives as another. Additional difficulties in group discussions include:

- Interruptions: Group members frequently interrupt one another and respond too rapidly. This can make it tough to generate ideas.
- Not suitable for everyone: Not everyone is suited for group discussions. Some people, for example, may be uncomfortable speaking in front of a group and may be unable to contribute as much due to fear. Others may discover that, due to time constraints, they are unable to complete their contribution to the discussion.
- It can get very confusing. Group discussions are fantastic for sparking ideas and facilitating discussion. These can, however, get exceedingly complicated when the group is large or the number of issues being discussed is extensive. Everyone can easily become confused and lose track of what they're talking about.
- Not everyone will have the opportunity to voice their opinions in a group discussion. Some people may believe that they are being neglected or that their opinions are not valued. When someone does not speak up, it is possible that they are afraid, timid, or have forgotten what they intended to say.
- Perhaps not as effective as a lecture, group discussions are a time-consuming and generally ineffective form of education. Lectures are quick and easy to create; however, group discussions take a long time. Lectures also allow you to teach multiple students at once, whereas group discussions have a restricted number of

participants. Lectures can also be videotaped for later use and consumption, which group discussions cannot.

1.2.6.2. Types of Groups. According to Johnson, et al. (2008), there are three main categories of group work: informal group, formal group, and base groups.

1.2.6.2.1. Base Groups. Base groups are stable, long-lasting cooperative learning groups. In which learners are chosen in a way that will ensure that the group has a good balance of academic levels. These groups are designed to enable members to encourage one another and achieve academic success. Additionally, this type of group ought to be organised so that they may stick together for at least a term, if not longer. They become increasingly crucial as class size increases and the complexity of the material increases. Members ought to get along and assist one another (Macpherson, 2007). According to Hallett and Crutchfield (2017), base groups continue during the course of the semester or year, ideally from the freshman year to the senior year. When students commit to developing strategies to inspire and uplift the other group members once they understand that the cooperative base group will remain together until every member has graduated. Issues in collaboration cannot be ignored or postponed.

1.2.6.2.2. Formal Groups. Johnson et al. (2013) defined formal groups as students working together for one class period or many weeks to attain mutual learning goals and complete particular activities and assignments. Teachers can collectively structure any course requirement or assignment in any curriculum or subject area for any age of student. To structure formal groups, the instructor:

- Takes a series of decisions regarding how to structure the learning groups (what size groups, how students are assigned to groups, what duties to assign, how to distribute

materials, and how to arrange the room). The instructor also provides the course objectives (one academic and one social).

- Monitors the performance of learning groups and intervenes to (a) teach necessary social skills and (b) provide necessary academic help.
- To evaluate student performance, the preset criteria for excellence are used. The instructor then ensures that groups consider how well members collaborate.

1.2.6.2.3. Informal Groups. Informal groups are defined as students working together to attain a common learning goal. They can help to create a learning environment, focus student attention on the material to be learned, set expectations for what will be highlighted in a class session, ensure that students cognitively process the material being taught, and bring an instructional session to a close (Johnson et al., 2013).

1.2.7. Stages of Group Development

Tuckman (1965) examined fifty-five publications on stages of small-group development in an attempt to build a generalizable model of changes in group life over time. He looked at research on (1) therapy groups, (2) human relations training, or T-groups, and (3) natural and laboratory-task groups in terms of two realms: The manner in which members acted and interacted with one another was referred to as group structure or the interpersonal realm. However, the interactions' content in relation to the task was described as the task-activity realm. Eventually, he established a model of group growth that includes four stages: forming, storming, norming, and performing, then added a fifth stage termed adjourning in 1977 with Jensen.

1.2.7.1. Forming. Dependence characterises interpersonal relationships at this stage. Members of the group rely on safe, predictable behaviour and look to the facilitator for leadership and direction. They need to feel accepted by the group and know that the group is

safe. They started gathering information and opinions regarding their shared characteristics and differences, as well as developing preferences for potential subgroups. The purpose of behaviour guidelines seems to be to keep things straightforward and to avoid conflict, negative emotions, and serious subjects (Vidal, 2004).

1.2.7.2. Storming. On the other hand, this stage is marked by competition and conflict in the dimensions of interpersonal relationships and organisational task functions. Conflict in their interpersonal relationships occurs as the group members try to arrange for the task. To fit the organisational structure of the group, individuals must adjust their thoughts, feelings, attitudes, and beliefs. The urge for structural commitment and clarification will rise as a result of "fear of exposure" or "fear of failure.". There will be queries regarding who will be accountable for what, the regulations, the compensation scheme, and the evaluation standards. They express disagreements on authority, structure, power, and leadership. Based on newly arising issues of rivalry and hostility, members' behaviour may undergo significant swings. Some participants may choose to remain absolutely mute during this phase due to the discomfort it causes, while others make an effort to dominate (Vidal, 2004).

1.2.7.3. Norming. Cohesion characterises interpersonal relationships at this stage. Members of the group actively acknowledge each other's contributions, work to maintain the group as a whole, and resolve conflicts among themselves. They aggressively challenge one another and are open to revising their previous notions or attitudes in response to information provided by other members. Cliques disintegrate as leadership is shared. The degree of trust in members' personal relationships increases as they get to know and understand one another, which aids in the formation of group cohesion. As interpersonal problems are resolved, students start to feel a sense of belonging to the group throughout this stage of development (if the group makes it that far). The group members' interactions are defined by openness and

sharing of information on both a personal and task level if they reach this stage of information flow and cohesiveness (Vidal, 2004).

1.2.7.4. Performing. Not all groups progress to this step. The ability, variety, and depth of interpersonal relationships among group members extend to full interdependence if they are able to progress to stage four. At this point, individuals have the same ability to operate independently, in smaller groups, or as a whole. To meet the shifting demands of the group and the individuals, their positions and authorities are dynamically adjusted. This stage is characterised by dependency in interpersonal interactions and problem-solving in the context of task-related activities. The team should be working at its peak efficiency by this point. The need for collective approval is no longer necessary because each member is now self-assured. Members are extremely focused on both their tasks and their teammates. There is harmony: group loyalty is strong, group morale is high, and group identity is fully formed. The task function transforms into real issue solving, resulting in the best possible answers and group development. There is encouragement for trying several approaches to problem-solving, and emphasis is placed on success. Productivity through problem-solving and work is the main objective (Vidal, 2004).

1.2.7.5. Adjourning. At this last stage, task behaviours are stopped and relationships are abandoned. A planned finale typically includes opportunities for participants to say their goodbyes individually as well as appreciation for accomplishment and involvement. The conclusion of a group can cause considerable anxiety or perhaps a serious crisis. The group's dissolution represents a backward step from letting go of control to letting go of membership in the group. The interventions that aid in task termination and the process of disengagement are most helpful at this point (Vidal, 2004).

1.2.8. Evaluation of Group Work

It might be challenging to evaluate a group, so the instructor should be very explicit about how they intend to do it. "The final product", "the process", or both should be evaluated, depending on the instructor's preference. Whether the instructor, the students, or both will determine the grade. Some educators give each group member the same grade, which could lead to discontent if some members put in more time and effort than others and yet receive the same mark. Some teachers give each group member a separate grade, which may or may not encourage competitiveness within the group and may weaken the sense of unity within the group (Davis, 1993). Furthermore, it's crucial to give the students a chance to evaluate the efficiency of their group if the process component is going to be examined. They should be able to list their contributions, the contributions of the other group members, and the process as a whole at the conclusion of the process. They ought to be able to point out both the positive and negative features. The instructor can evaluate the group process and use the best practises for upcoming group projects thanks to the student's group assessment (Burke, 2011). Additionally, when it comes to assessment, it is essential that the students are aware of and comprehend the evaluation process. A structured grading "rubric" is one way of expressing this knowledge. A scoring instrument known as a rubric outlines the standards by which a paper or presentation will be scored. The rubric includes the standards used to evaluate the work as well as the student's comprehension of the subject (Finson&Ormsbee, 1998).

In order to evaluate both the group process and the final product, two distinct rubrics must be developed. The evaluation criteria for the process should represent the class and group learning objectives. Attendance and involvement in meetings, time management skills, active listening, indications of cooperative behaviour, professionalism, and engagement with the task could all be considered in the process evaluation. A more specific grading criteria may be required to assess the effectiveness of the product. Content, structure, organisation,

accuracy, thoroughness, and general mechanics can be used to outline the requirements. Rubrics can benefit both students and instructors by outlining objectives and allowing instructors to distribute grades more objectively (Mckeown, 2011).

1.2.9. The Relationship between Group Work and Motivation

1.2.9.1. The Role of Group Work in Enhancing Students' Motivation. According to Graves (1991), the social rewards of cooperative group engagement or group work may increase students' intrinsic value of the learning process. By lowering the competitive dynamic of the usual classroom, it may direct students towards enhancing their knowledge in pursuit of the team purpose of exhibiting achievement. Besides, intrinsic value relates to students' enthusiasm and delight in participating in an activity. When students like their academic assignments, they are naturally motivated to succeed. Students are generally organically driven to participate in activities that are substantially novel, entertaining, thrilling, and optimally challenging. When schoolwork is overly simple, students become bored. Students grow dissatisfied and nervous when things become too challenging. (Deci & Ryan, 1985)

Furthermore, group work enhances students' motivation by providing them with more control over their learning experiences. As stated previously, control is a powerful motivation. The goal of group work is to actively engage students in the learning process. (Slavin, 1980). It has been demonstrated that group work fosters positive student-teacher attitudes. Ways of communicating are opened during the process. Students are encouraged to explain their behaviours and thoughts to their classmates and teacher. The amount of involvement increases in intensity and personalization. As a result, the teacher develops a natural tendency to socialise with students on a professional level. As he or she encourages the process of group work by talking with each student while moving around the room and observing students interacting, opportunities for students to converse more with the teacher

on a personal level are established (Johnson & Johnson, 1985). Most importantly, group work can boost motivation since students enjoy it. Despite the repetitive nature of the process, when students collaborate, it becomes exciting and fun (Panitz, 1999). However, instead of passively taking information from an outside expert, groups take control of their learning. This method empowers and results in improved motivation and a good attitude (Quinn, 2023). Lastly, Dörnyei (2011) discovered that when classroom activities are "intrinsically enjoyable," learners will be encouraged to participate in the classroom, thus promoting learning motivation in every student in the class.

Conclusion

This chapter has come to an end. It addresses the primary principles of increasing EFL learners' motivation, with a focus on group work as a motivational tool in the classroom. Furthermore, it shed light on the rationale or purpose, as well as the advantages and disadvantages of utilizing group work. The chapter also focuses on the various types of groups and group work tasks. Following that are their developmental stages, roles, and how they are evaluated. The chapter, on the other hand, emphasizes the main principles of motivation and its significance, showcasing how broad it is, from its types to orientations and determinants. Because motivation is essential in language learning, this chapter also provides several motivational strategies and explores how motivation in language learning is influenced. Therefore, it sheds light on the thesis' variables and their relationship by connecting them to achieve connection .

Chapter Two : The Field Exploration of Teachers' and Students' Attitudes Towards the Role of Group Work in Enhancing EFL Learners' Motivation

Introduction

This chapter focuses on the application of the research. It is concerned with the analysis of the information gleaned through questionnaires given to students and teachers. This chapter also discusses the approach and resources utilised to gather the data necessary to investigate teachers' and students' attitudes towards the role of group work in enhancing EFL learners' motivation. Additionally, the chapter attempts to respond to the pre-established research questions and evaluate the truthfulness of the hypothesis by outlining each question's purpose as well as by offering a thorough analysis and discussion of the results that were discovered.

1.Means of the Research

Two questionnaires are used to collect data from both English University teachers and students. Since this is a **quantitative** study that tries to explore social phenomena in depth within their natural settings, the goal of employing such a tool is to gather additional information about the dissertation's subject as well as test the proposed hypothesis and address the research questions. According to Dörnyei(2003), a questionnaire is any written instrument that asks respondents a series of questions or has them read a series of statements. Respondents can respond to the questions or statements in two ways: by writing out their own responses or by choosing from a list of pre-prepared ones.

Dörnyei and Taguchi (2010) asserted that questionnaires are very efficient in terms of the time, energy, and money invested by researchers. A lot of information may be gathered from a group of individuals in less than an hour by giving out questionnaires, and the amount

of human effort needed is far lower than it would be if the same number of people was interviewed. Questionnaires may be used successfully with a wide variety of people in a wide range of settings and for a wide range of subjects due to their exceptional adaptability and cost-effectiveness.

2. Participants and Sample

The participants in this study are from the English Department at Mila University Centre for the academic year 2022-2023. The study's target population consists of 70 students from various groups out of a total of 155 third-year English University students. They were selected because they are more accustomed to the use of group work as well as group work activities in enhancing EFL learners' motivation.

The second group of participants in the study included ten teachers with work experience ranging from five to ten years. Teachers were chosen because they have greater expertise in utilising group work as a method to increase student motivation. Thus, both groups might present attitudes regarding the function of group work in enhancing students' motivation and how it is used.

3. Description of the Questionnaires.

3.1. Description of Students' Questionnaire

The researchers utilised closed questions to collect the data for this new study. They are used to keep respondents engaged rather than bored, This questionnaire is divided into three major components it is made up of 19 questions.

Section One: Motivation in Language Learning

This section includes nine questions about motivation in language learning, such as what influenced students to learn English, their source of motivation, their purpose in learning English, the strategies that motivate them, their participation inside the classroom

and how, and their feelings and attitudes about motivation and the process of learning a language. Q1+Q2+Q3 seek to understand the elements that motivated students to learn English, as well as the purpose behind it and their source of motivation. Furthermore, Q4+Q5+Q6 are suggested to determine how and how frequently students are encouraged to engage in the classroom. Besides, Q7, Q8, and Q9 are designed to elicit students' feelings and attitudes towards motivation and the nature of language learning.

Section Two: Group Work

This section addresses Group work as a motivating tool in the classroom consists of seven questions designed to collect data regarding the use of group work in the classroom, including its advantages, challenges, objectives, types, and frequency of usage. Q10+Q11+Q12 seek to determine the frequency with which group work is used, how members are chosen in a group, and the reason for which it is used. Q13+Q14+Q15+Q16 attempt to discover the problems that students have when working in groups, as well as their preferred group work activities and group work benefits.

Section Three: Students' attitudes towards the use of group work in enhancing students' motivation

This section concludes with three questions to collect data on students' perspectives regarding the function of group work in enhancing student motivation. Q17 tries to identify the influence or impact that the classroom environment has on students' group performance within a group. While Q18 wants to determine the value of group work for enhancing students' motivation, Q19 seeks to collect students' opinions on the usage of group work in the classroom, whether it is a requirement or not.

3.2. Description of Teachers' Questionnaire

The teachers' questionnaire seeks to elicit teachers' attitudes on the role of group work in enhancing students' motivation. This questionnaire contains 20 questions separated into four sections.

Section One:Background Information

This part collects basic information from teachers in the form of two questions, with the goal of gathering data on their experience teaching English as well as what teaching a language means to them.Q1 seeks to determine the teachers' years of experience. Q2 seeks input on the meaning of language teaching for teachers.

Section Two:Motivation in Language Learning

This section includes eight questions regarding motivation in language learning, with the objective of gathering information about teachers' perceptions of their students' motivation. Q3+Q4+Q5 attempt to elicit teacher views on the variables that impact students' English language learning, how they get motivated, and their purpose of learning English. However, Q6+Q7+Q8+Q9 are to learn about the teachers motivating strategies, how frequently they promote their students' engagement, how they deal with those who don't participate, and their thoughts on their students' feelings throughout the session. Q10 seeks to obtain teachers' opinions on the influence of students' levels of motivation on their learning process.

Section Three:Group Work

This section comprises seven questions on group work as a motivating tool in the classroom, with the objective of gathering information about teachers attitudes towards group work in the classroom. Q11+Q12+Q13 seek to discover the level of frequency with which teachers employ group work, their reasons for using it, and how they select members for each

group. The goal of Q14+15+Q16+Q17 is to investigate teacher views on the challenges that learners face while working in groups, as well as the benefits of group work and its significance in learning a language, before finishing with collecting data on group work activities used the most by teachers.

Section Four: Teachers' Attitudes Towards the Role of Group in Enhancing Students' Motivation

This section comprises three questions concerning teachers' attitudes towards the role of group work in enhancing students' motivation. Q18 tries to elicit teachers' perspectives on the effectiveness of group work in encouraging students. The goal of Question 19 is to gather teachers' views on the effectiveness of team environment in motivating students. Finally, Q20 seeks to elicit teachers thoughts on the impact of students' motivation on their engagement in group work activities.

4. Analysis of the Questionnaires

4.1. Analysis of Students' Questionnaire

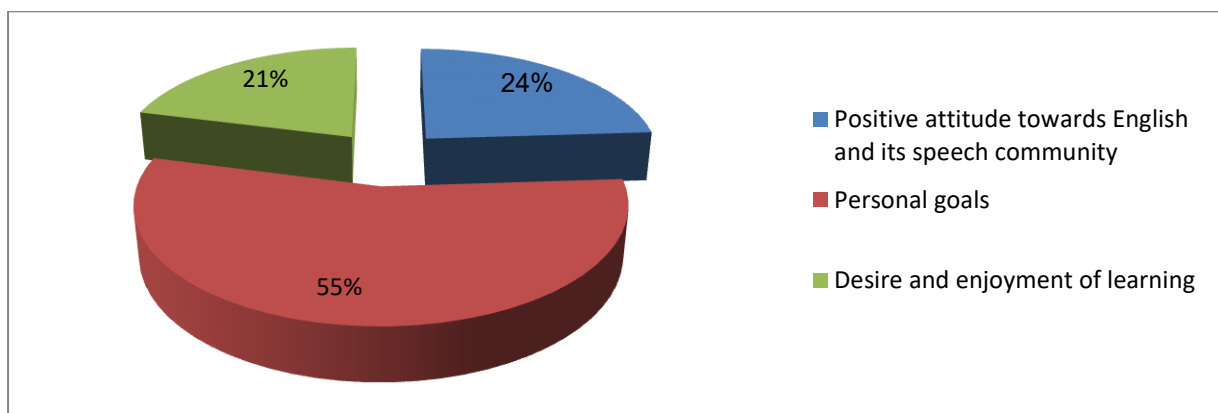
Section One: Motivation in Language Learning

Question 01: What influenced you to learn English?

a/ Positive attitude towards English and its speech community

b/ Personal goals

c/ Desire and enjoyment of learning

Figure 3***Factors Influencing Students' English Language Learning***

According to the above data, the desire and enjoyment of learning influenced just 21% of students to study English. Meanwhile, the other 55%, felt that personal goals impact their decisions. The average degree, on the other hand, comprised 24% of the whole sample and is impacted by a positive disposition towards English and its speech community. This is most likely due to the fact that students enjoy English and adore its community.

Question 02: What is your source of motivation to keep on learning English ?

a/ Internal rewards (e.g:fun, satisfying ... etc)

b/ External rewards (e.g:to get a job, immigrate ...etc)

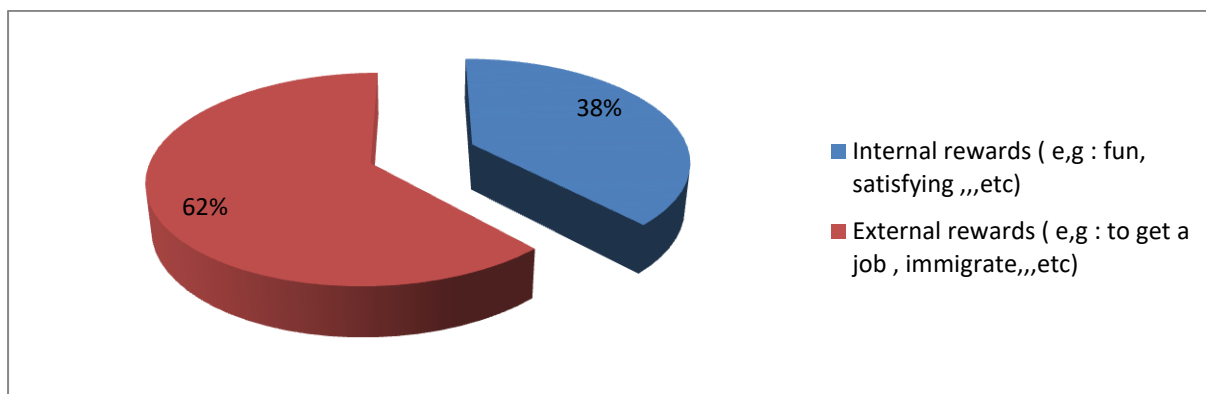
Figure 4***Students' Source of Motivation***

Figure 04 reveals that the highest number, 62%, reflected students who are driven by external rewards. In contrast, 38% of learners were motivated by internal rewards. This suggested that students who were motivated by external rewards perhaps wanted to learn English for pragmatic reasons, whereas those who were motivated by internal rewards only had an interest in the fun and satisfaction they got from learning.

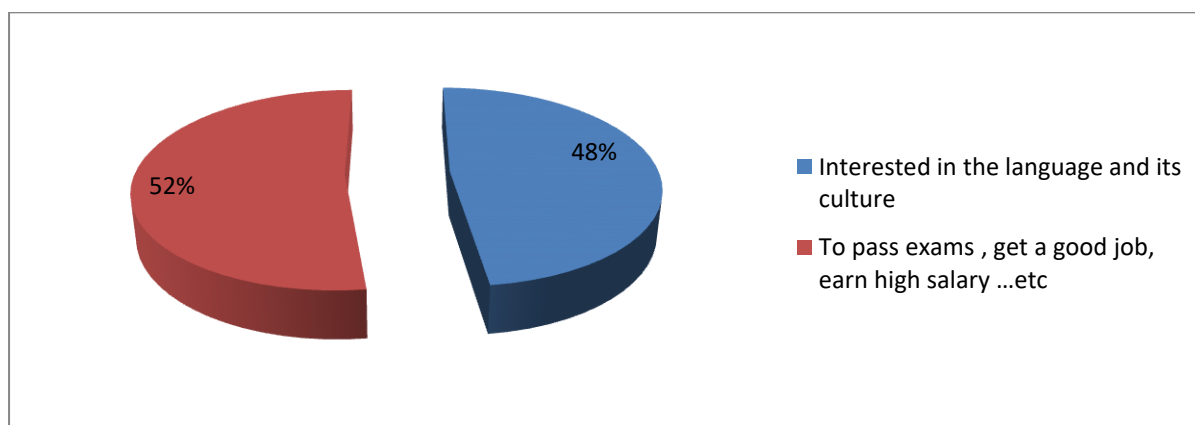
Question 03: For what purpose did you decide to learn English ?

a/ Interested in the language and its culture

b/ To pass exams, get a good job, earn high salary ...etc

Figure 5

Students' Purpose of Learning English



According to the data collected, a large number of respondents (52% of the total sample) decided to learn English in order to pass exams, get a good job ...etc. However, only 48% of those who chose the first option were more intrigued and fascinated by the language and its culture compared to those who chose the second option.

Question 04: Which one of these strategies motivates you ?

a/ Supportive and enjoyable classroom environment

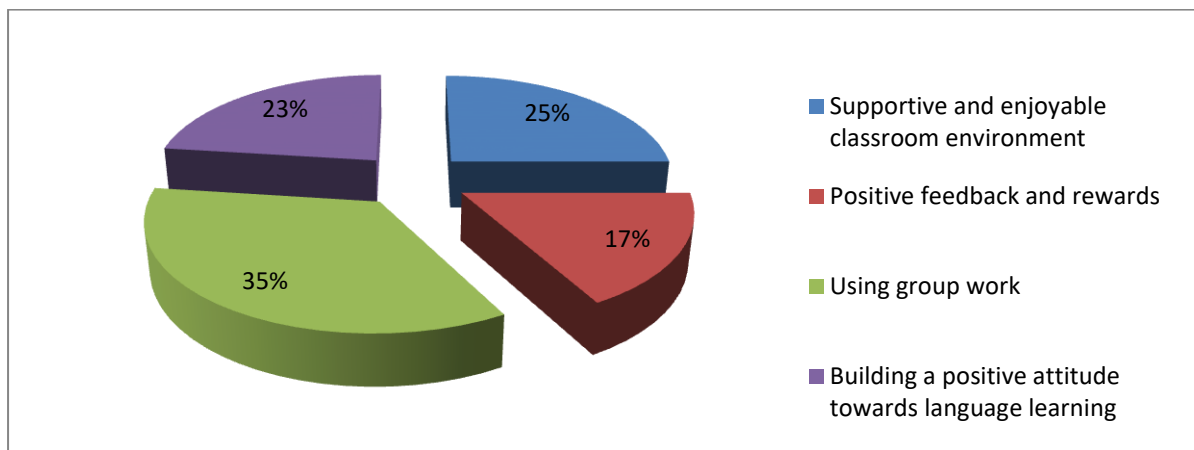
b/ Positive feedback and rewards

c/ Using group work

d/ Building a positive attitude towards language learning

Figure 6

Motivational Strategies

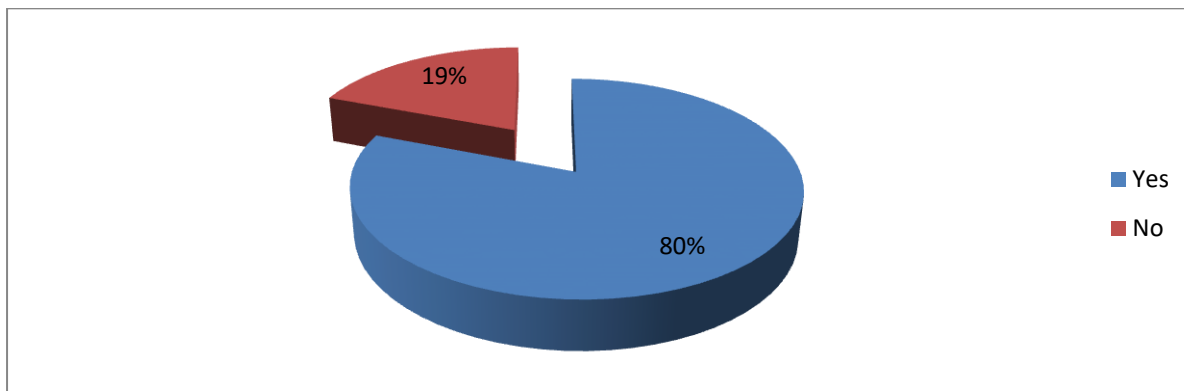


As Figure 6 shows, the informants were mostly motivated by the usage of group work (35%), implying that students liked engaging in group work and its activities. Another 23% of the entire sample chose to establish a good attitude towards language learning. Furthermore, 25% of students claimed to be motivated by a supportive and enjoyable classroom environment, but only 17% of them preferred positive feedback and awards. The reason for this might be because not all students were motivated by positive feedback and rewards.

Question 05: Does your teacher encourage you to participate in the classroom?

a/ Yes

b/ No

Figure 7***Teachers' Encouragement in the Classroom***

The answers of the first half of this question indicated that 81% of students of were encouraged to engage in the classroom, whilst only 19% of students said that they did not receive any encouragement from their teachers.

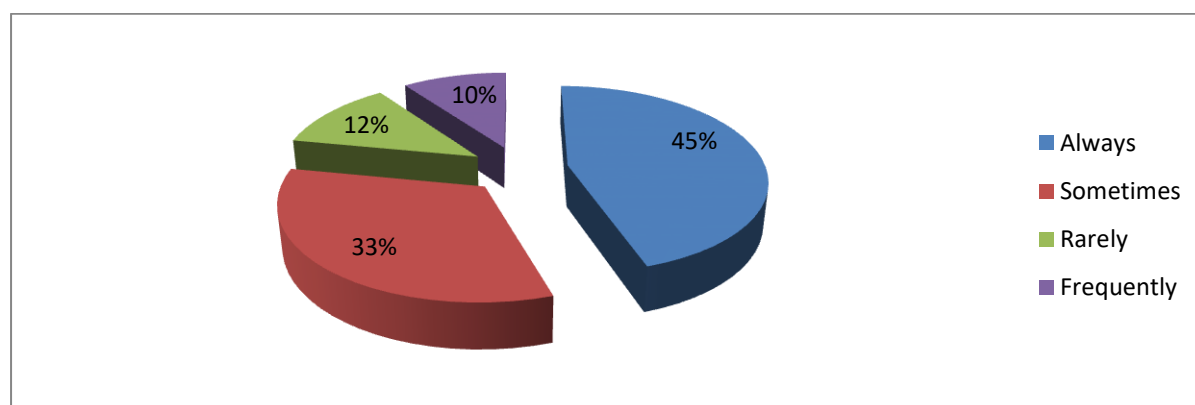
Question 06: If yes, How often?

Always

Sometimes

Rarely

Frequently

Figure 8***The Frequency of Teachers' Encouragement***

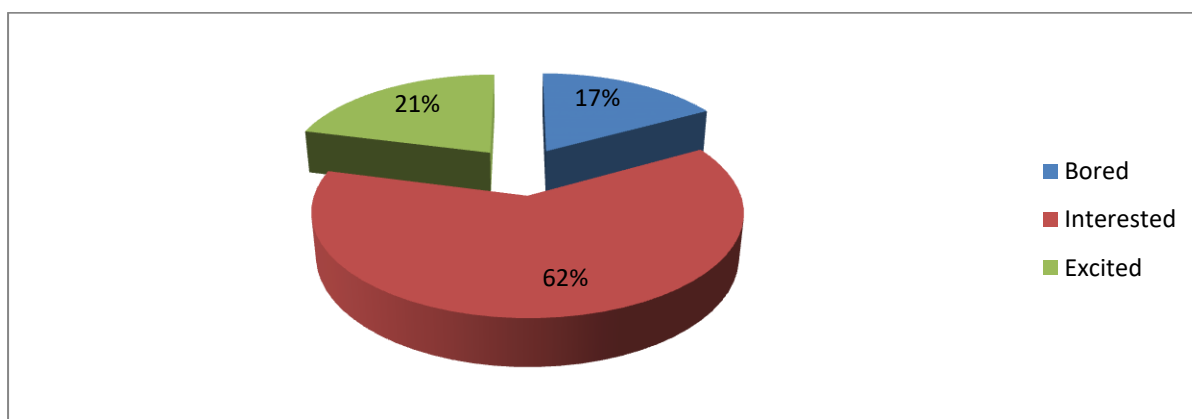
For students who answered with "yes", 45% of them said that their teachers always encourage them to participate in the classroom. On the other hand, 33% of respondents stated that they were only sometimes urged to engage in the classroom. However, another 12% were those who rarely received any encouragement. Furthermore, just 10% of students claimed that they were frequently asked to participate.

Question 07: How do you feel during an English classroom?

a/ Bored b/ Interested c/ Excited

Figure 9

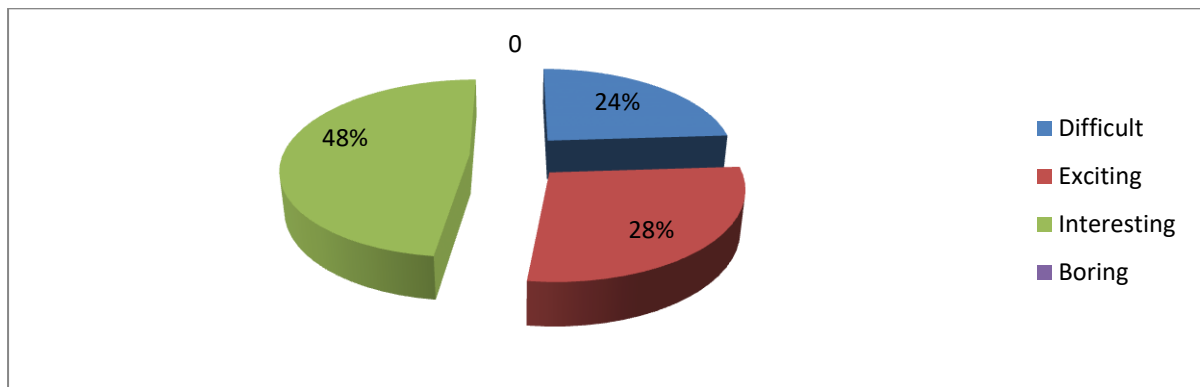
Students' Feelings During the English Classroom



According to the data obtained, 62% of respondents were interested during the English class, while 21% were excited because they enjoyed the language and wanted to pursue learning it. Furthermore, the remaining 17% of the sample was made up of those who were bored.

Question 08: How do you consider the process of learning a language ?

a/ Difficult b/ Exciting c/ Interesting d/ Boring

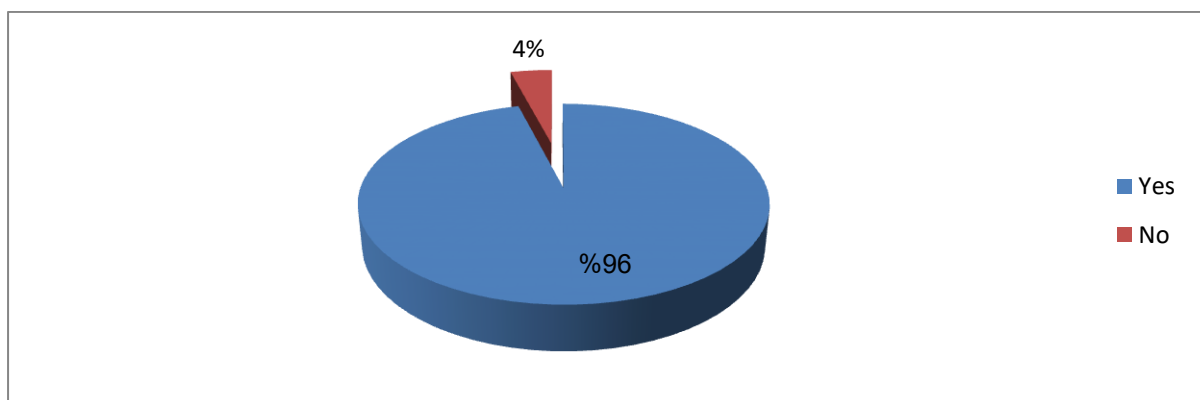
Figure 10***The Nature of the Language Learning Process***

According to the statistics above, 24% of students considered the process of learning a language challenging. Furthermore, a high percentage of informants (48%), believed that it was interesting. On the other hand, the average degree represented 28% of the total sample who found the process exciting, whereas none of the students chose the Boring option, which was likely due to their high motivation to learn English.

Question 09: Is motivation necessary for language learning?

a/ Yes

b/ No

Figure 11***The Necessity of Motivation in Language learning***

The data in figure eleven indicates that the highest proportion of participants which was 96% thought that motivation was required for learning a language, implying that those students can only learn a language if they were motivated and involved in the learning process, however 4% of learners stated that motivation was not necessary.

Section Two: Group Work

Question 10: How often does your teacher ask you to work in groups ?

Always

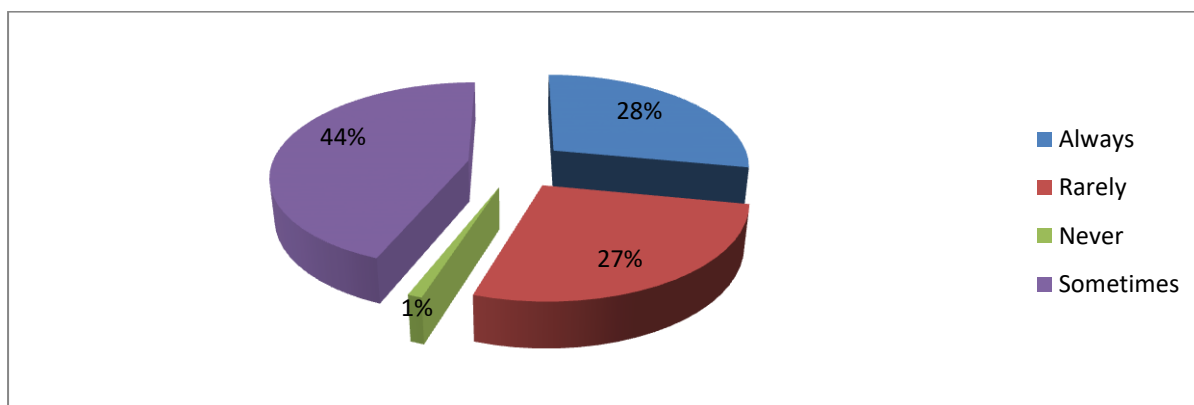
Rarely

Never

Sometimes

Figure 12

The Frequency of Teachers' Use of Group Work



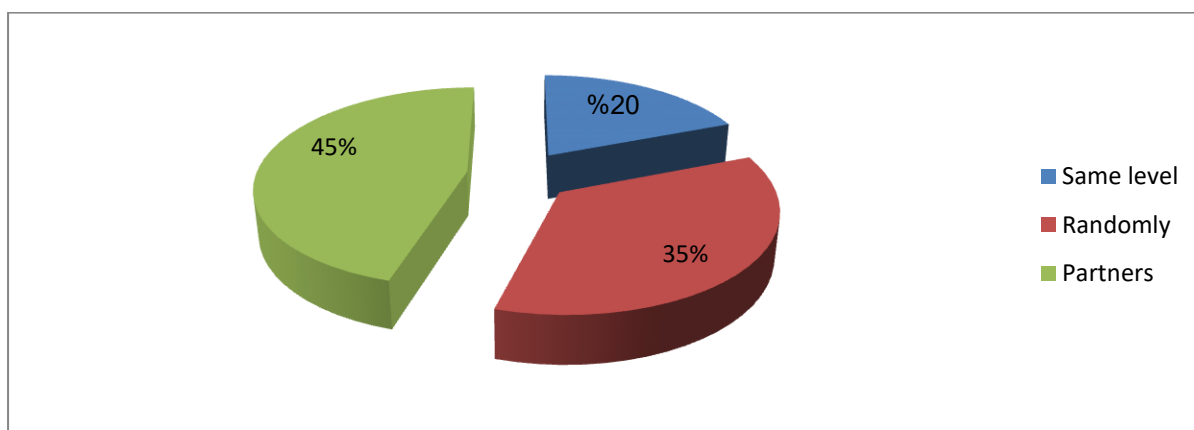
The data obtained reveals that the majority of participants (44%), were sometimes requested to work in groups. On the other hand, 28% of students said that they were always asked to engage in groups, while only 1% said they were never asked to do so. The remaining 27% reflect those who were rarely required to work in groups.

Question 11:How do you choose the members when working in a group ?

a/ Same level b/ Randomly c/ Partners

Figure 13

The Basics of Choosing the Members in Groups



According to the data obtained, a large number of respondents (45% of the overall sample) stated that working in groups was better as partners. Another 35% goes to those who picked their members of groups randomly. Furthermore, just 20% of those respondents selected members of the groups based on the same level.

Question 12:What do you think your teacher focuses on when he/she asks you to work in groups?

a/To build good relationships among students

b/To respect and listen to each others' ideas

c/Let students motivate each other

d/Teach students how to discuss and convince each other

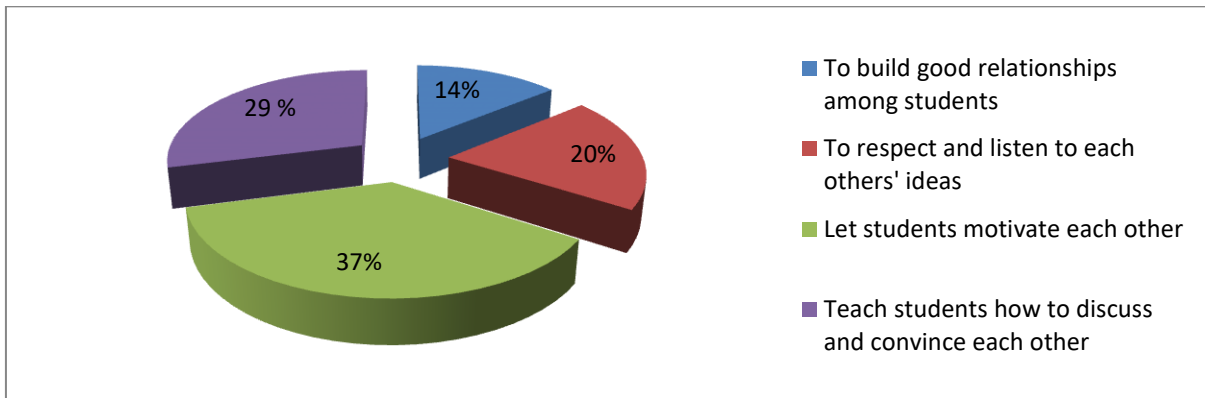
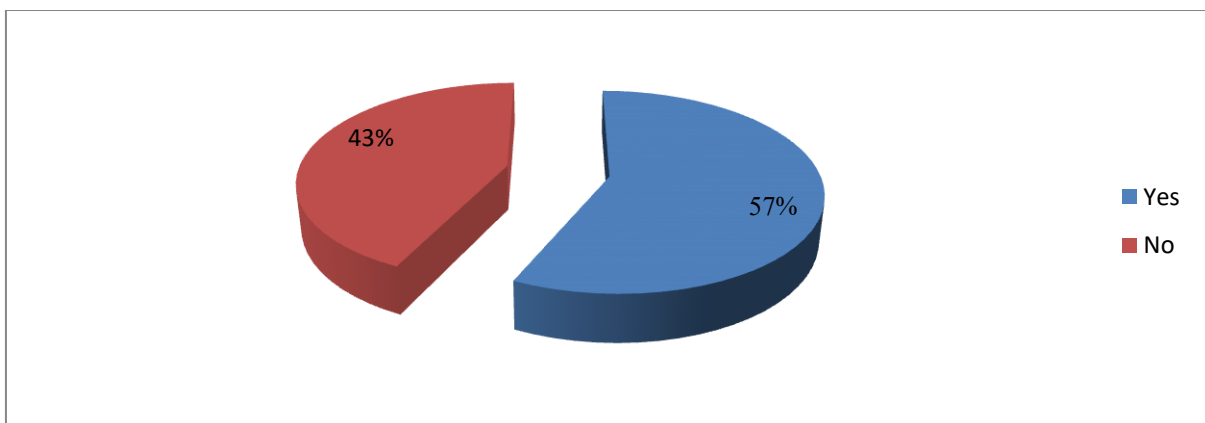
Figure 14***The Teachers' Aim of Using Group Work***

Figure 14 shows that the highest proportion of respondents (37%) stated that teachers focused on allowing students to inspire one other when asked to work in groups. In contrast, 29% of informants said that the emphasis was on teaching students how to discuss and convince one another. Another 20% were teachers who encouraged having students respect and listen to each other's ideas. The remaining 14% included teachers who focused on building good relationships among students.

Question 13: Do you face any problems when working in groups ?

a/ Yes

b/ No

Figure 15***Percentage of learners who face problems and who do not***

The findings show that 43% of participants stated that they had no problems. Whilst, 57% of students faced problems when working in groups, which exceeded half of the sample. This could be because they did not have much opportunities, faced uncomfortable situations or had problems expressing themselves.

Question 14: If yes, Which one of the following problems do you usually face ?

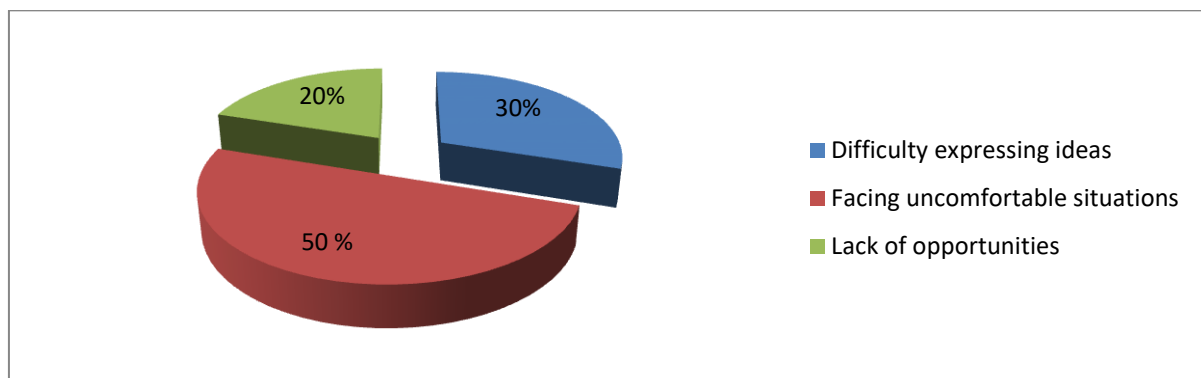
a/ Difficulty expressing ideas

b/ Facing uncomfortable situations

c/ Lack of opportunities

Figure 16

Group Work Problems



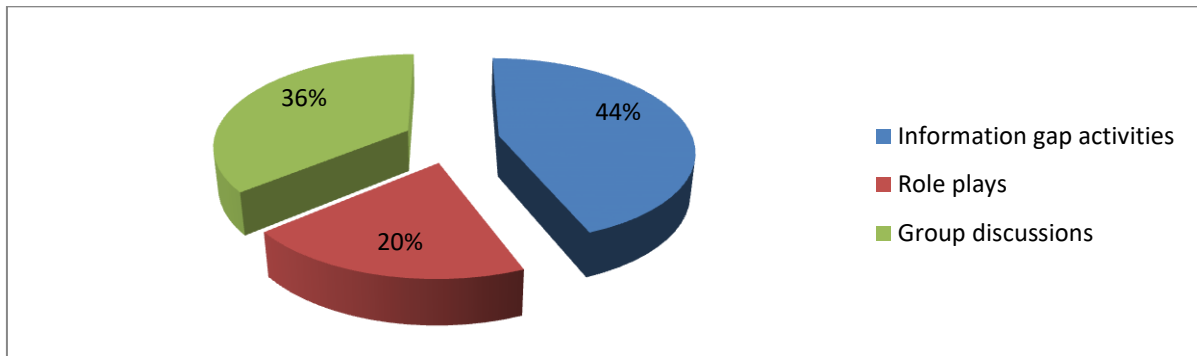
The 50% of students who responded with "yes", mentioned that they were in uncomfortable situations, while 20% stated that they lacked opportunities. Another 20% reflects those who had difficulty expressing their ideas.

Question 15: What type of group work activities do you prefer working with ?

a/ Information gap activities

b/ Role plays

c/ Group discussions

Figure 17***Group Work Activities***

As figure17 demonstrates, 44% of students preferred to work with information gap activities. However, 36% of them enjoyed group discussions. Furthermore, the remaining 20% of the sample was made up of those who selected role-playing activities.

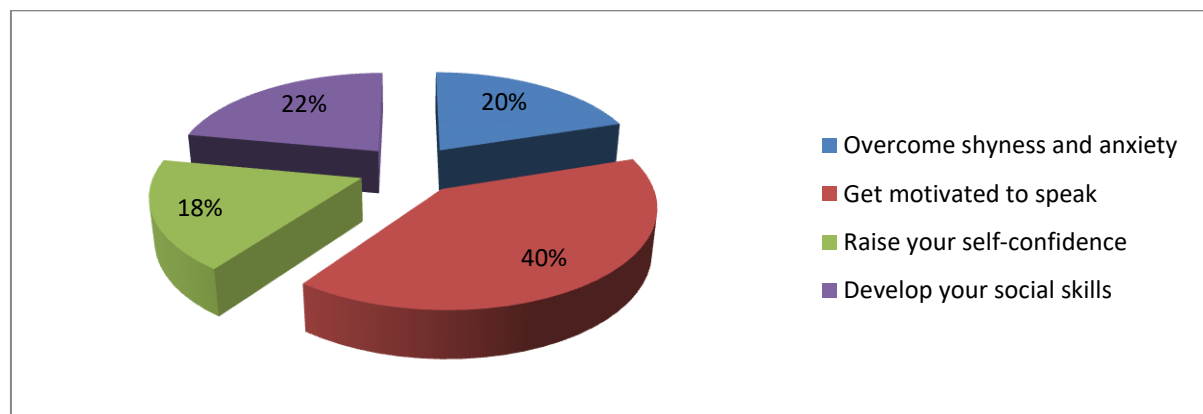
Question 16: Do you think that working in groups helps to?

a/ Overcome shyness and anxiety

b/ Get motivated to speak

c/ Raise your self-confidence

d/ Develop your social skills

Figure 18***Group Work Benefits***

In terms of the benefits of working in groups, statistics reveal that 40% of students were motivated to speak. whereas, 22% thought that working in groups helped them develop their social skills. Another 20% of the total sample stated that working in groups helped them overcome shyness and anxiety. In comparison, 18% of the remaining students chose that it raised their self-confidence .

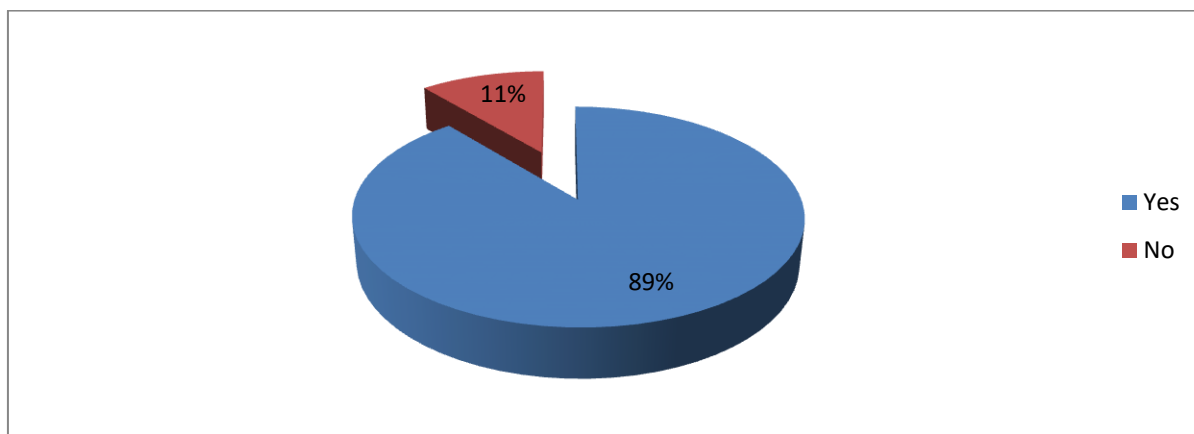
Section Three: Students' attitudes towards the use of group work in enhancing students' motivation

Question 17: Do you think that the classroom environment influences the way you work in group?

a/ Yes b/ No

Figure 19

The Influence of Classroom Environment on Group Work



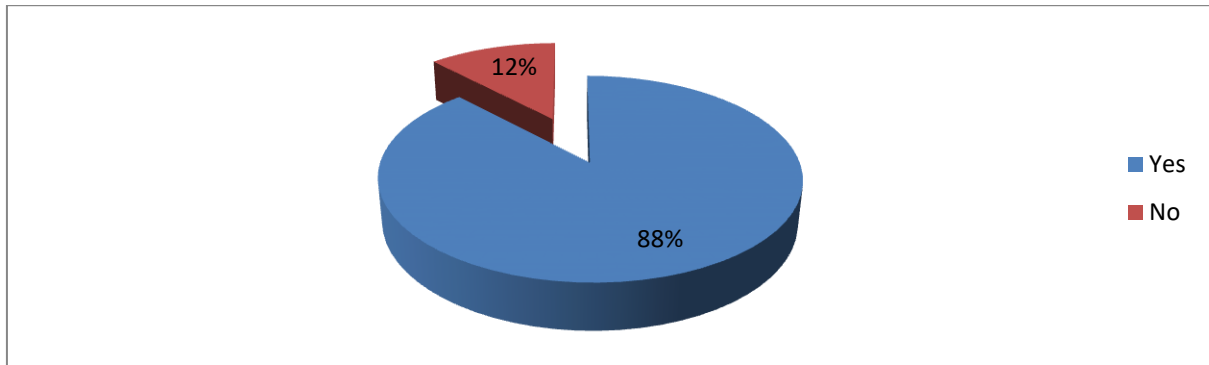
According to the participants' responses, the majority of students with 89% went to those who chose that the classroom environment influenced the way they worked in groups. However, only a few informants (11% of the total sample) claimed that it had no effect on how they worked in groups.

Question 18: Do you think that the use of group work is necessary to enhance students' motivation?

a/ Yes b/ No

Figure 20

Group Work Importance in Enhancing Students' Motivation



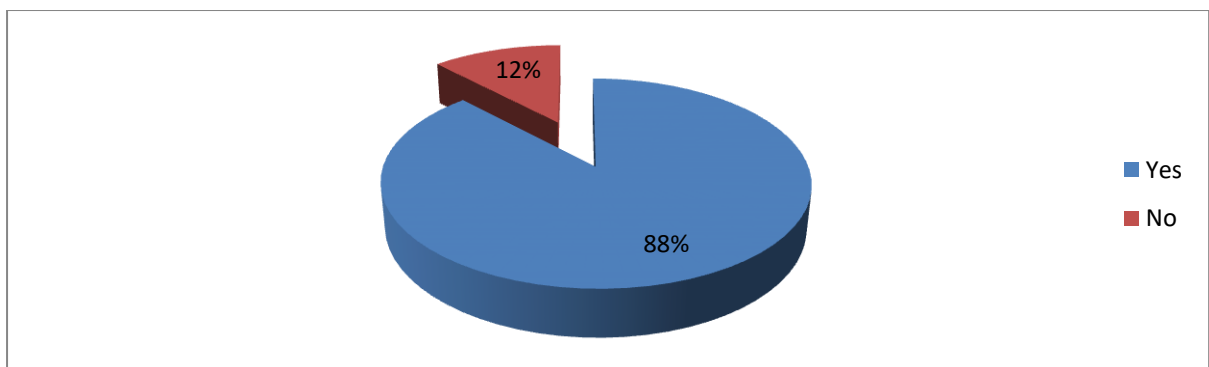
According to the above figure, 88% of informants believed that group activity was vital for enhancing student motivation. However, 12% of students claimed that group work was not necessary.

Question 19: What do you think about the use of group work? is it a requirement in the classroom?

a/ Yes b/ No

Figure 21

The Requirement of the Use of Group Work in the Classroom



Students' responses show that 88% of the sample agreed on the fact that group work was required in the classroom. whereas only 12% of them disagreed. This was likely due to the fact that they did not believe that group work should always be used in the classroom and thought that it could be replaced.

4.2. Analysis of Teachers' Questionnaire

Section One: Background Information

Question 01: How long have you been teaching English?

a/ Five years

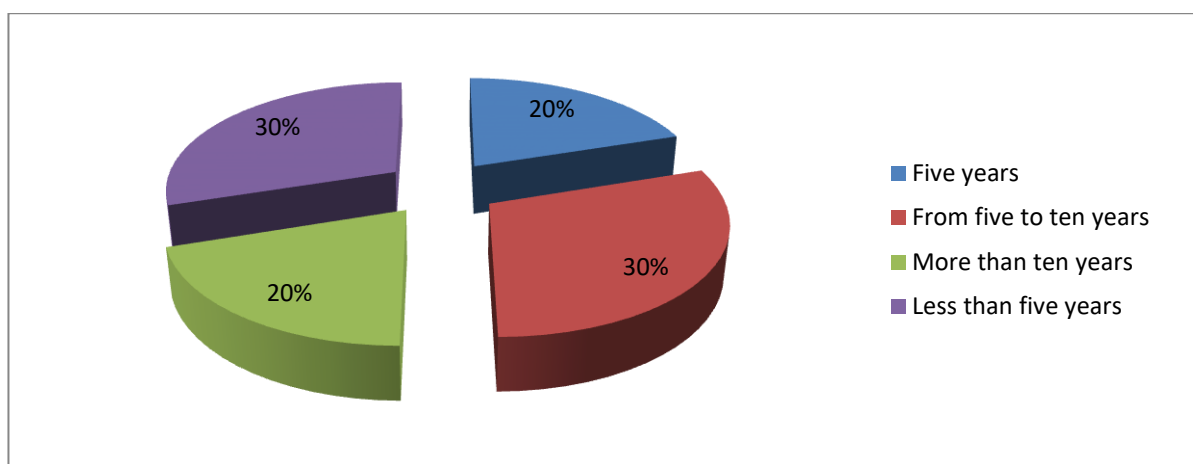
b/ From five to ten years

c/ More than ten years

d/ Less than five years

Figure 22

Teachers' English Teaching Experience



According to the data collected, 30% of teachers taught English from five to ten years as well as less than ten years. In comparison, 20% of the sample taught English for both five and more than ten years.

Question 02: What does teaching a language mean to you?

a/Teaching grammatical instructions

b/Teaching how to use these instructions in communication

c/Both

Figure 23

The Meaning of Teaching English

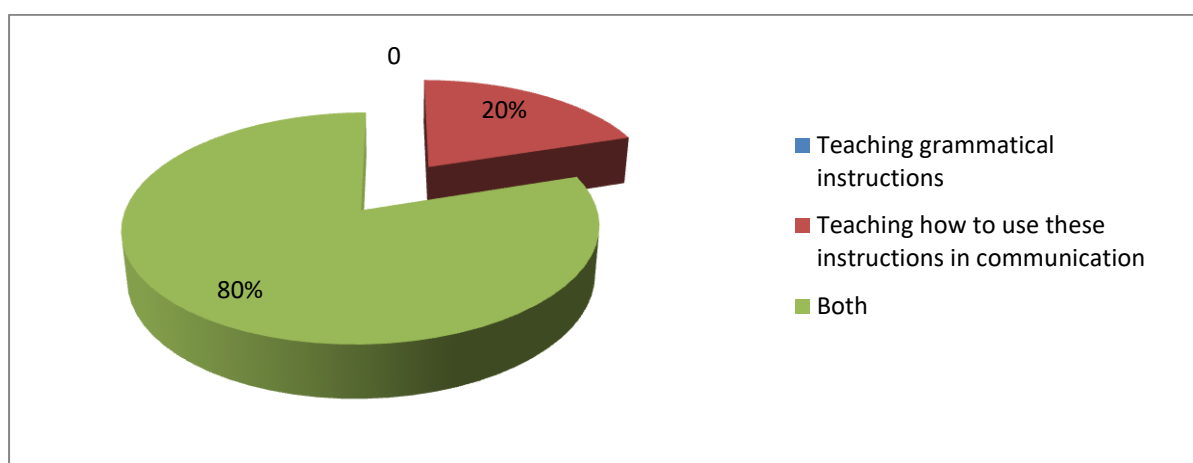


Figure 23 shows that the majority of teachers (80%) believed that teaching a language entailed teaching both grammatical instructions and how they are employed in teaching. However, the remaining 20% represented those who believed that teaching a language means teaching how to use grammatical instructions in communication. Finally, no one picked the "teaching grammatical instructions" option.

Section Two: Motivation in Language Learning

Question 03: According to you what influences students to learn English ?

a/ Positive attitude towards the language and its speech community

b/ Personal goals

c/ Desire and enjoyment of learning

Figure 24

Factors Influencing Students' English Language Learning

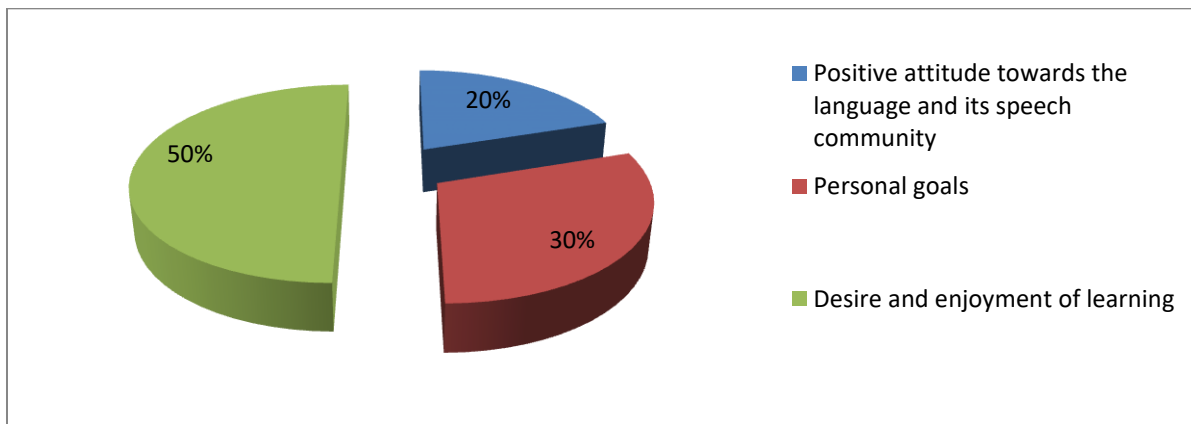


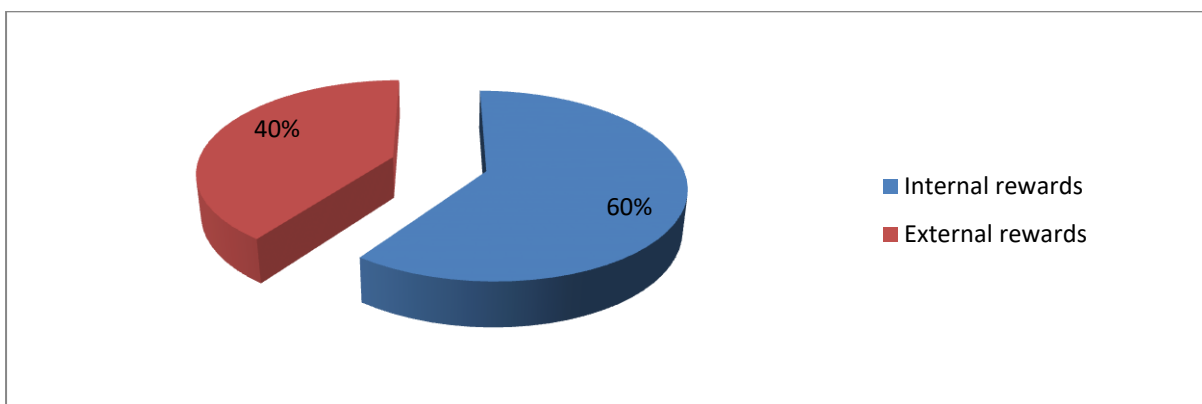
Figure 24 shows that the majority of teachers (50%) believed that students were impacted by their desire and enjoyment of learning English. whereas, 30% went to those who chose personal goals. Only 20% said they were influenced by a positive attitude towards English and its speech community.

Question 04:How do you think your students get motivated ?

- a/ Internal rewards
- b/ External rewards

Figure 25

Students' Source of Motivation



The question appears to be divided into two parts. The findings of the first part showed that a high percentage of teachers, accounting for 60% of the overall sample,

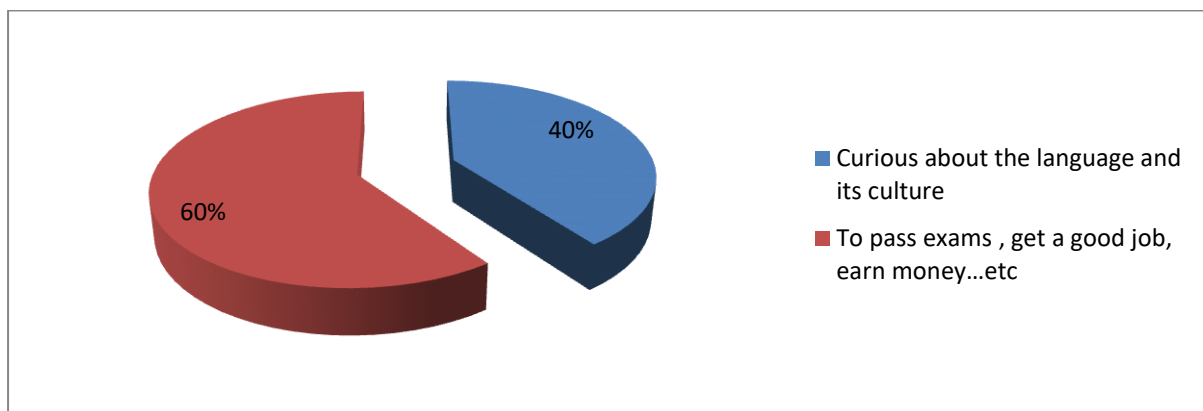
believed that internal rewards motivated students. The remaining 40% are teachers who voted for external rewards.

Question 05: Why do you think students decide to learn English?

- a/ Curious about the language and its culture
- b/ To pass exams, get a good job, earn money...etc

Figure 26

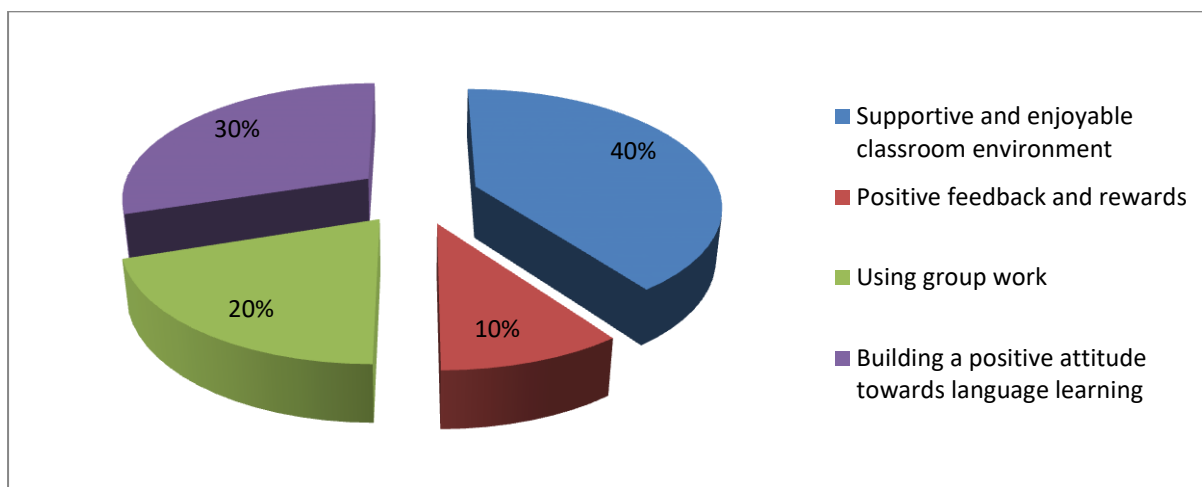
Students' Purpose of Learning English



The results show that 60% of teachers believed that students learned English solely to acquire a good job or make money, while 40% claimed that students learned English because they were curious about the language and its culture.

Question 06: Which one of these strategies do you use to motivate your students?

- a/ Supportive and enjoyable classroom environment
- b/ Positive feedback and rewards
- c/ Using group work
- d/ Building a positive attitude towards language learning

Figure 27***Motivational Strategies***

According to the findings, the majority of teachers (40%) chose a supportive and enjoyable classroom environment. In contrast, 30% said that they motivated their students by instilling a positive attitude towards language learning, just two teachers (20%) relied on group work. While only one teacher with 10% opted for positive feedback and rewards.

Question 07: How often Do you encourage your students to participate in the classroom?

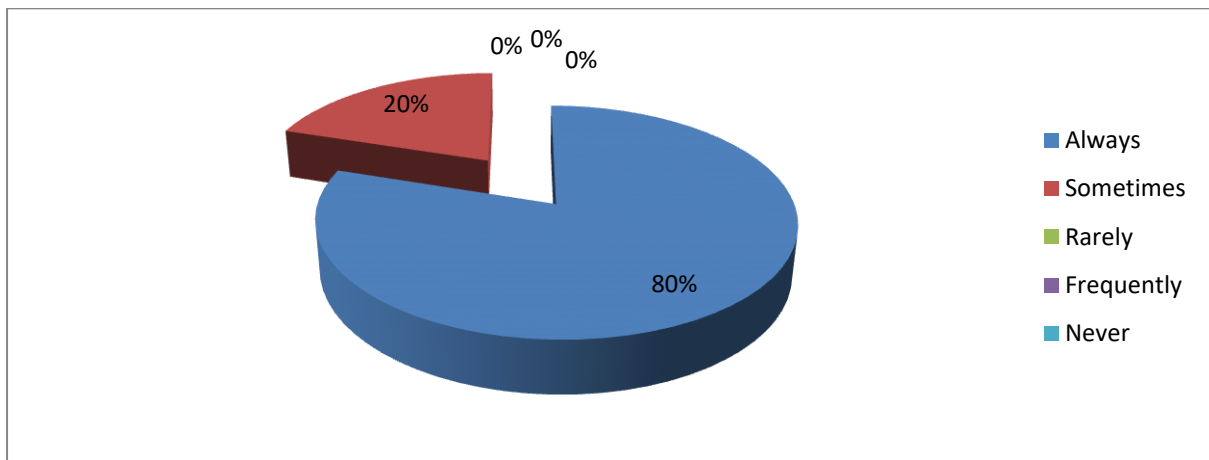
Always

Sometimes

Rarely

Frequently

Never

Figure 28***The Frequency of Teachers' Encouragement***

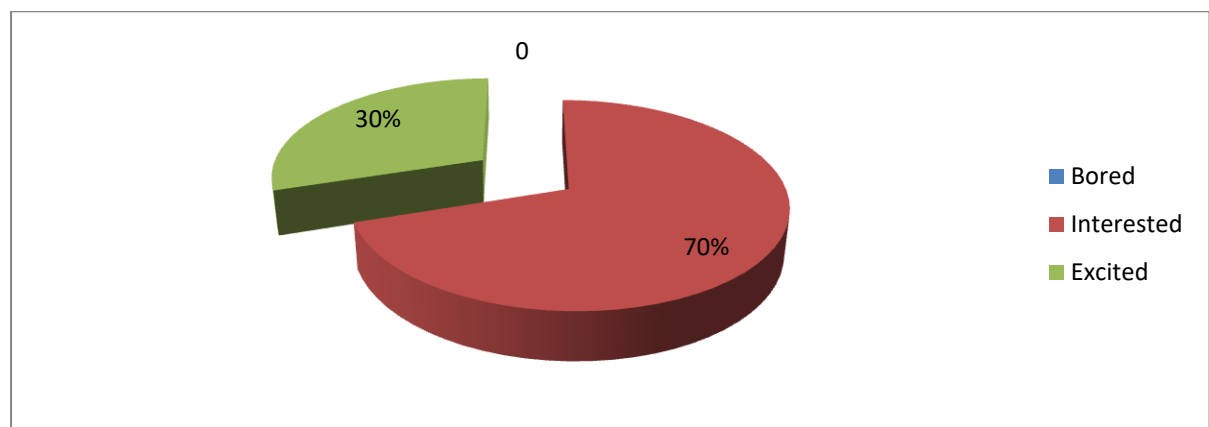
As it seems in Figure 27, the majority of teachers (80%) always encourage students to participate in the classroom. In contrast, 20% was allocated to informants who sometimes ask their students to participate in class. None of the teachers gave much thought to the possibilities. Frequently, never and rarely.

Question 08: How do you think your students feel during the session?

a/ Bored

b/ Interested

c/ Excited

Figure 29***Students' Feelings During the English Classroom***

According to the data above, a substantial majority of teachers (70%) said that their students were interested throughout the session because they enjoyed and were fascinated with the language. However, 30% said their students were excited. Finally, None of the teachers chose the option bored.

Question 09: How do you deal with students who don't participate in the classroom?

a/Offer positive rewards(e.g: extra marks , prizes ...etc)

b/Encourage them to participate in group work activities

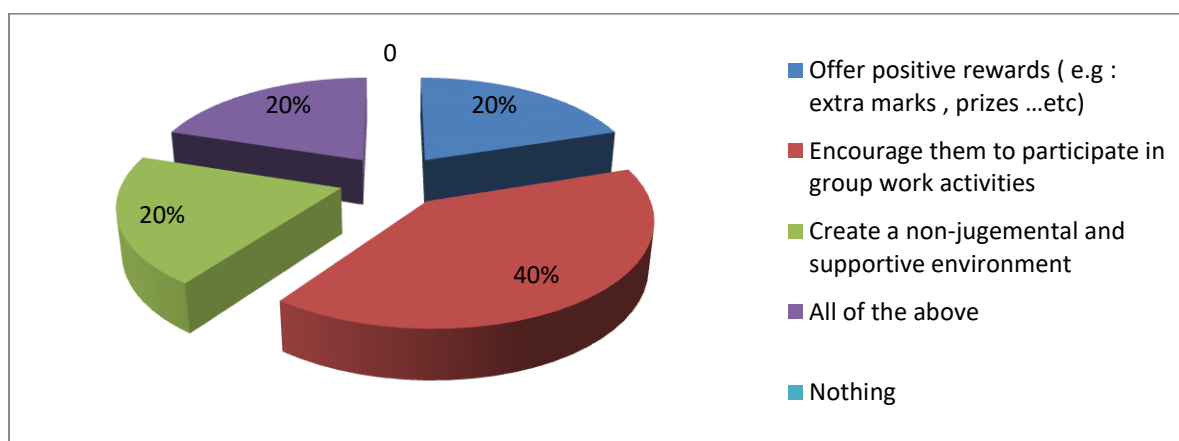
c/Create a non-judgemental and supportive environment

d/All of the above

e/Nothing

Figure 30

Teachers' Ways of Encouraging Students



According to the gathered data, the majority of participants (40%) stated that encouraging students to participate in group work activities was necessary to get them to participate in the classroom. In contrast, 20% of teachers indicated that positive rewards must be given to students who did not participate in order for them to be involved in the classroom, as well as create a non-judgmental and supportive environment. This percentage also

included those who selected all of the above options. None of the teachers chose the option "nothing".

Question 10: For you how does students' level of motivation (high or low) influence their language learning process?

Teachers believed that students' levels of motivation affected their language learning process since motivation is regarded as the most important element influencing students' motivation to learn a language. They argued that if a student was not motivated, he or she will not be able to make progress. Furthermore, if students were motivated, they will be eager to learn the language and will enjoy the learning process. Therefore, they will participate in class and improve their language skills. Ultimately, motivation is important in learning since it is the key to achieving goals and improving students' language competence and proficiency.

Section Three: Group Work

Question 11: How often do you ask your students to work in groups ?

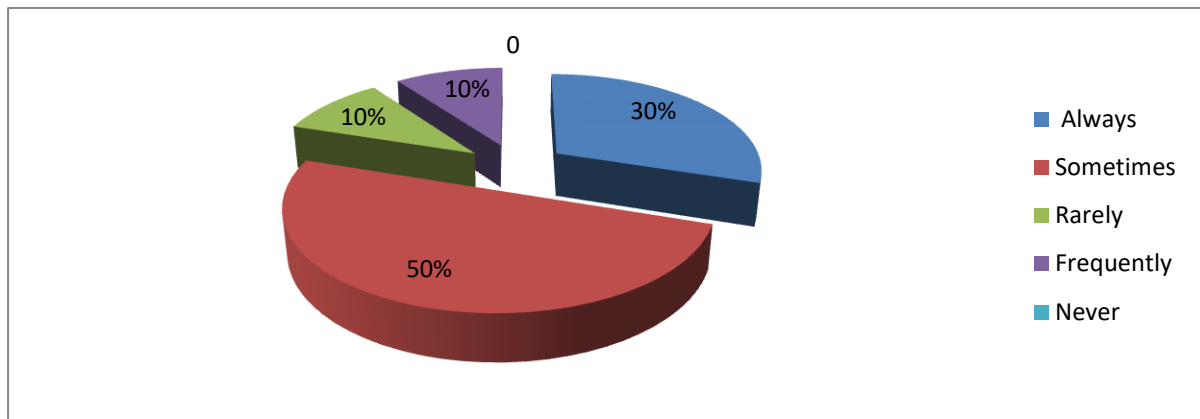
Always

Sometimes

Rarely

Frequently

Never

Figure 31***The Frequency of Teachers' Encouragement***

According to the data collected, 50% of teachers sometimes ask students to work in groups. Another 30% were those who Always Request to Work in Groups. while the remaining 10% went to teachers who asked their students to work in groups on a frequently and rare basis.while no one chose the option Never.

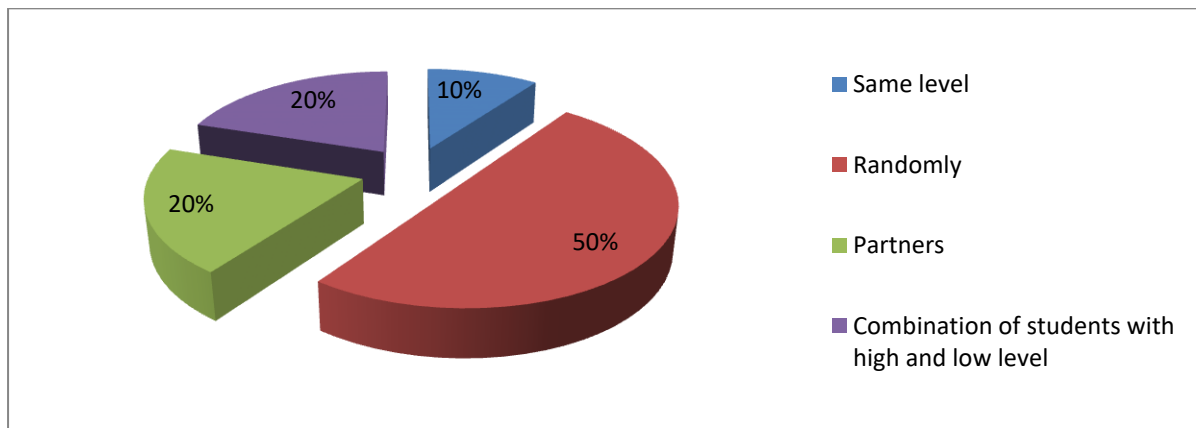
Question 12: On what basis do you choose the members of each group?

a/ Same level

b/ Randomly

c/ Partners

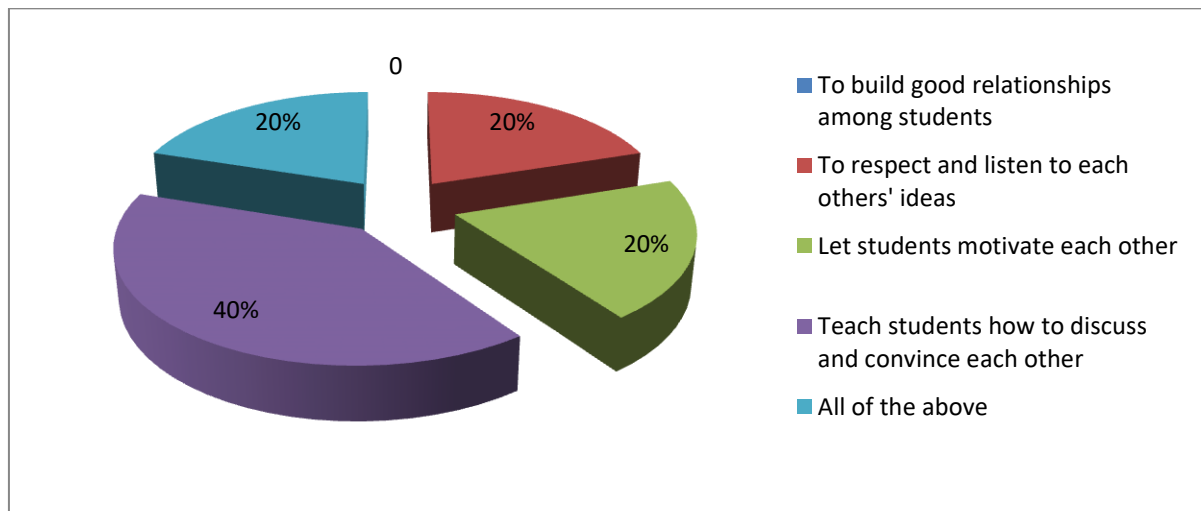
d/ Combination of students with high and low level

Figure 32***The Basics of Choosing the Members in Groups***

In this matter, the findings show that more than half of the teachers (50%) picked the members of the group at randomness. While 20% of them preferred working with partners and combining high and low level students. However, only 10% of them chose the members or each group based on the same level of students.

Question 13: What are you aiming for when using group work ?

- a/To build good relationships among students
- b/To respect and listen to each others' ideas
- c/Let students motivate each other
- d/Teach students how to discuss and convince each other
- e/All of the above

Figure 33***The Teachers' Aim of Using Group Work***

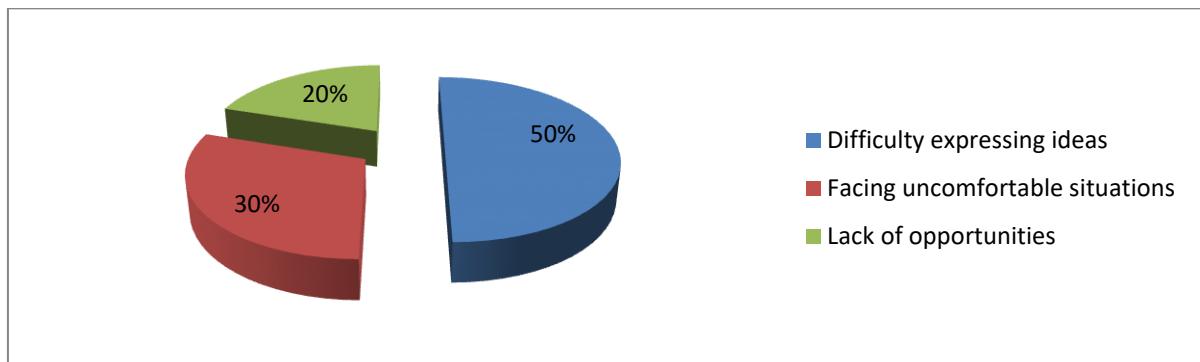
It is clear from figure 33 .that the majority of teachers (40%) chose to teach their students how to debate and convince one another as an aim for utilising group work. The remaining 20% of respondents indicated alternative aims such as respecting and listening to each other's ideas. Allowing students to motivate each other, all of the above. None of the teachers chose the option " building positive relationships among students".

Question 14:Which one of the following problems do you think is common among students when working in groups?

a/ Difficulty expressing ideas

b/ Facing uncomfortable situations

c/ Lack of opportunities

Figure 34***Group Work Problems***

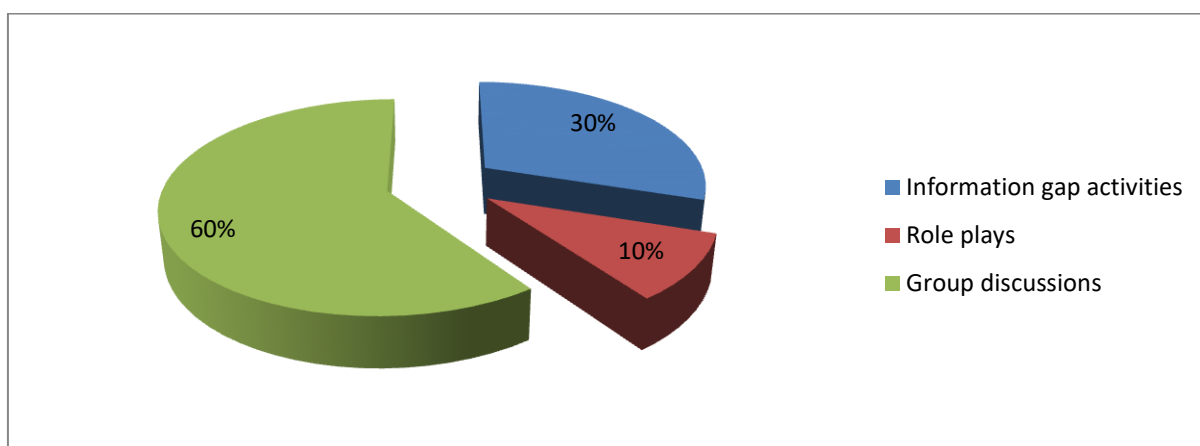
Based on the data obtained, the majority of participants (50%) had trouble expressing their ideas when working in groups. However, 30% of students faced uncomfortable situations. The remaining 20% was allocated to individuals who experienced lack of opportunities.

Question 15: What type of group work activities do you use the most ?

a/ Information gap activities

b/ Role plays

c/ Group discussions

Figure 35***Group Work Activities***

According to the mentioned data, 60% of teachers favoured group discussions as a type of group work activities. While, the remaining 30% chose information gap activities. However, only 10% of those questioned chose role plays.

Question 16: Do you think that the use of group work helps students to...?

a/ Overcome shyness and anxiety

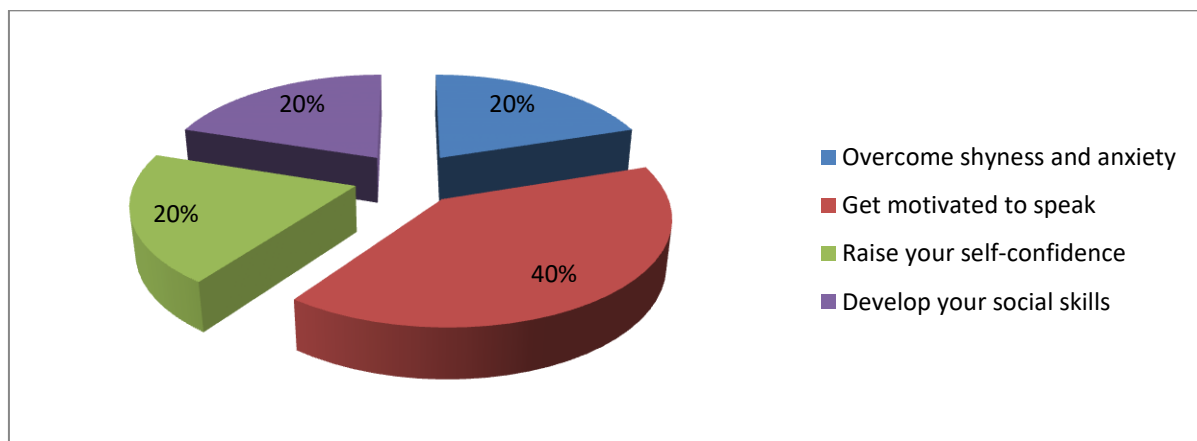
b/ Get motivated to speak

c/ Raise your self-confidence

d/ Develop your social skills

Figure 36

Group Work Benefits

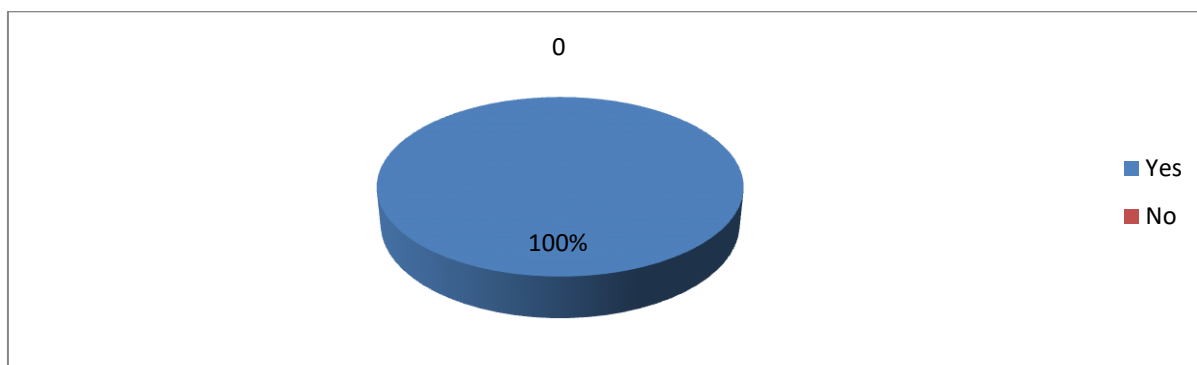


According to the statistics obtained, group work stimulated 40% of students to engage in conversations. The other 20%, on the other hand, believed that group work helped them overcome shyness and anxiety. Increase their self-confidence and social skills.

Question 17: Do you think that the use of group work is a necessity in the language learning field?

a/ Yes

b/ No

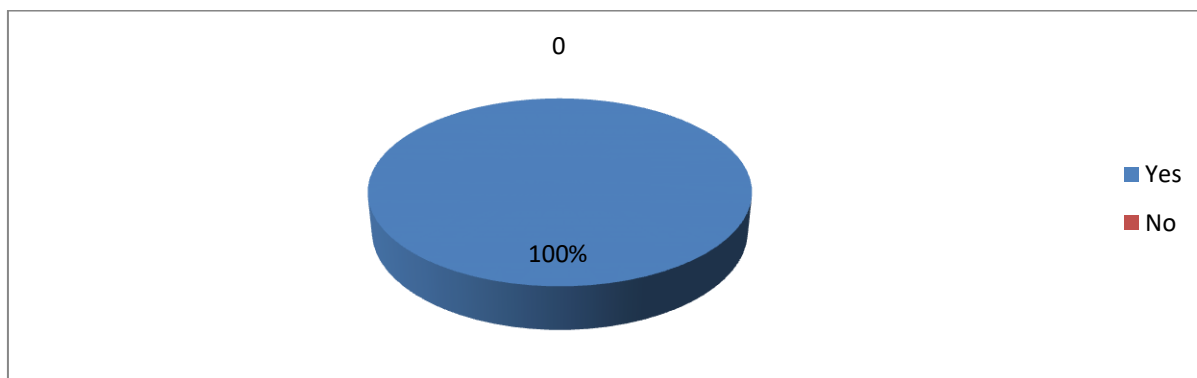
Figure 37***The Necessity of Group Work in the Language Learning Field***

Based on the collected data all the teachers representing 100% declared that group work was a necessity in the language learning field. Because it encourages socializing and engaging with others as well as communicating with them such factors are so important for learning a language.

Section Four: Teachers' Attitudes Towards the Role of Group in Enhancing Students' Motivation

Question 18: Do you think that the use of group work motivates students?

a/ Yes b/ No

Figure 38***Group Work Importance in Motivating Students***

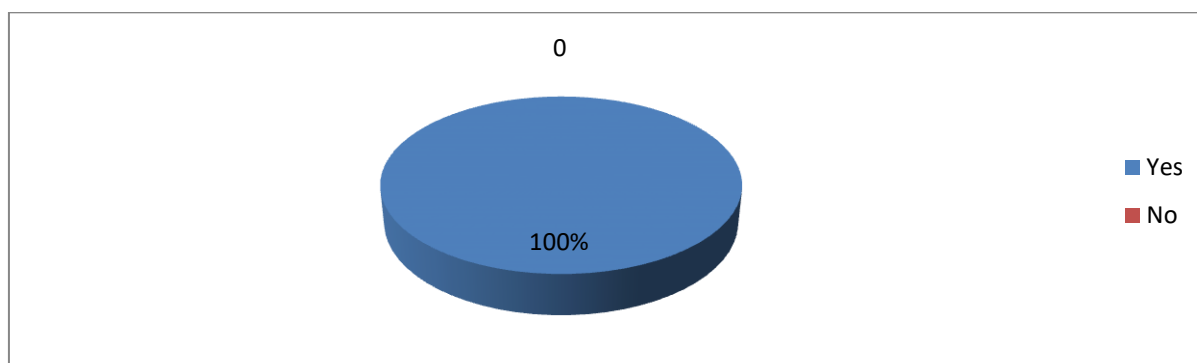
The above figure reveals that all the informants with 100% believed that the use of group work is important to promote student motivation. Because it helps them take control over their learning and become autonomous, it helps them engage more in classroom activities due to the fact that it allows them to express themselves and their ideas clearly, another point is that it encourages the concept of rewards because of which students will get motivated, encouraged, and acknowledged for their efforts.

Question 19: Do you think that team environment affects students' motivation?

a/ Yes b/ No

Figure 39

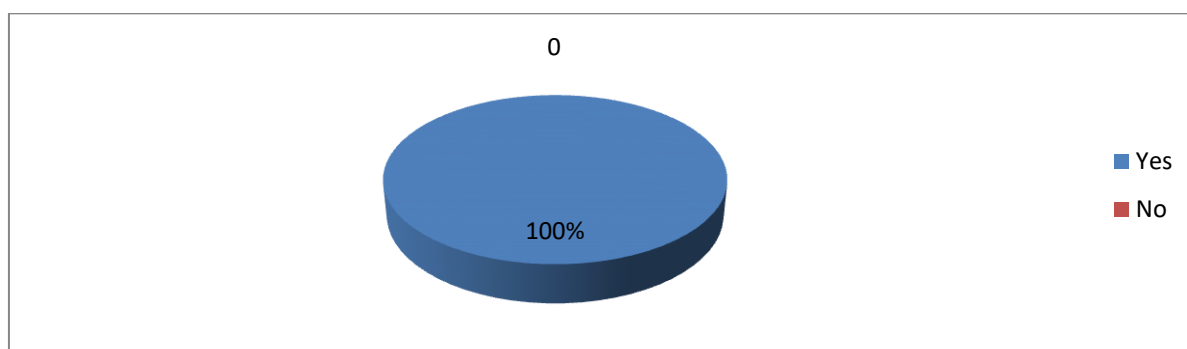
The Influence of Team Environment on Group Work



The results obtained denote that all of respondents agreed that team environment influence students motivation because It can help to improve communication, build trust among group members, and improve problem-solving and critical thinking skills.

Question 20: Do you think that students' level of motivation governs their willingness to engage in group work activities?

a/ Yes b/ No

Figure 40***The Impact of Students' Level of Motivation on their Engagement in group work***

According to the collected information all the teachers admitted that students' level of motivation governs their willingness to engage in group work activities. If a student is not motivated or encouraged enough, he/she will end up struggling with having low motivation thus resulting into them not engaging in group work activities. However, if the opposite happens students will develop high level of motivation and become more interested in the learning process and group work activities.

5. Discussion of the Results

5.1. The Students' Questionnaire

The primary goal of conducting this questionnaire is to evaluate teachers and students' attitudes towards the role of group work in enhancing EFL learners' motivation. The questionnaire consists of 19 questions divided into three sections that were administered in person and through email to 70 third-year English students out of a total of 155.

The findings of the first section, which focuses primarily on motivation in language learning, revealed that most students were influenced to learn English by personal goals. It is argued that the participants were motivated by external rewards in order to achieve pragmatic gains such as passing exams, getting a good job, and earning a high salary. The gathered results, on the other hand, suggested that the participants were most motivated by the

utilisation of group work in addition to their teachers' support in the classroom, which contributed to the creation of an interesting learning process. ending with the fact that nearly all of the participants agreed on the importance of motivation in language learning.

The second section, titled *Group Work as a Motivational Tool in Language Learning*, revealed that the majority of students preferred the use of information gap activities when asked to work in groups, in addition to the fact that they function better in a group when working with partners, primarily those with whom they are familiar. Furthermore, a large number of participants admitted that they face difficulties when working in groups, such as difficulty expressing ideas, dealing with uncomfortable situations, and the lack of opportunities. Furthermore, according to the respondents, the majority of teachers primarily focused on allowing students to motivate each other when using group work, thereby increasing their motivation to speak and express themselves.

Last but not least, the third section primarily focused on students' attitudes towards the use of group work to enhance students' motivation. According to the data gathered, nearly all of the participants are aware of the relevance of the classroom environment and the use of group work in enhancing student motivation. Furthermore, almost all respondents agreed that group work is required in the classroom.

5.2. The Teachers' Questionnaire

The teachers' questionnaire aims to collect more information about their attitudes regarding the role of group work in enhancing EFL learners' motivation. This questionnaire is made up of 20 questions divided into four sections.

Based on the results of Section One, which deals with the teachers' backgrounds, it can be established that Mila University teachers' experiences in teaching English range from

less than five years to more than 10 years. According to them, teaching a language primarily entails teaching grammatical instructions and how they are utilised in communication.

In the second section, the findings offer insight on motivation in language learning from the perspective of teachers. In which they suggested that desire and enjoyment of learning are two of the factors that influence students to learn English, and as a result, they become motivated by having fun and being satisfied with the learning process. In most cases, students decide to learn English because they want to achieve certain goals, such as passing exams, getting a good job, and earning money. On the other hand, teachers believe that developing a positive attitude towards language learning is vital for motivating students and keeping them interested in the learning process throughout the session.

Furthermore, students' levels of motivation, whether high or low, have been shown to influence the language learning process. That is, if students are unmotivated, they will struggle to stay engaged and interested. If they are strongly driven and thrilled to study the language, the opposite will occur. According to teachers, one of the best strategies to deal with students who do not participate in class is to involve them in group work activities.

In the third section, it is evident from the data that teachers are aware of the importance of group work and have tried to teach students how to discuss and convince each other when working in groups by using group discussion to help those who are having difficulty expressing their ideas and motivate them to speak.

The fourth section focuses on teachers' attitudes towards the role of group work in enhancing students' motivation. Thus, all teachers agreed on the importance of group work in motivating students, as well as the effect that team environment and students' level of motivation have on how they get motivated and their willingness to participate in group work activities.

6. Limitations of the Study

During the course of performing this new investigation, the researchers encountered the following hurdles and issues:

- Gathering data occurred during the month of Ramadan, therefore it was not always possible to meet students and teachers.
- Because most students were missing from class, questionnaires had to be submitted online. The same applies for teachers, which took longer than planned.

7. Pedagogical Implications and Recommendations:

Based on the findings of the study, some recommendations for both teachers and students can be suggested as follows:

7.1. For students:

- Students are encouraged to participate in more group activities.
- When working in groups, students should learn how to resolve problems.
- Students must respect each other's viewpoints and refrain from passing judgement.
- Students should not make one another feel excluded from decision-making.
- Students must respect one another while conducting conversations in which they take turns so that no individual dominates.

7.2. For teachers :

- When using group work, teachers should plan their time.
- To avoid wasting time, teachers should select relevant subject subjects ahead of time.
- Teachers are recommended to spend more time teaching communication skills.

- Teachers should not be afraid to step out of their comfort zone and deal with team dynamics.
- When conducting group work activities, teachers should develop effective techniques for maintaining control of the classroom.

Conclusion

This chapter addresses the practical part of the research. It discusses the outcomes of both teacher's and students' questionnaires to investigate teachers' and students' attitudes towards the role of group work in enhancing EFL learners' motivation. Based on the responses, it is evident that both students and teachers agree on the relevance of group work in improving EFL learners' motivation, thereby verifying the previously established hypothesis. The majority of teachers said that group work was vital for supporting and building students' motivation. They also acknowledged the significance of motivation in language learning and its value. Teachers, on the other hand, discovered that including group work in the classroom helped their students participate in a successful language learning process and get the greatest results. According to them, such activities helped stimulate and encourage students, particularly those who were lacking motivation.

General Conclusion

Group work is a generally recognised and popular approach in EFL classes due to its positive impacts over time. Thus, it is becoming increasingly difficult to ignore the importance of group work on students' motivation and language learning, especially with the emergence of new approaches and methods in the educational field. Such a technique contributes to students' motivation and helps to enhance it by having students engage in multiple group work activities under the supervision of the teacher. When students are motivated, they are bound to engage in the language learning process and thrive to attain success, since motivation is the engine that helps students operate and create their desire to learn. The problem that has to be explored is the use of group work activities to enhance EFL learners' motivation. As a result, a questionnaire was created for both Mila University Centre teachers and third-year EFL students in order to investigate their perspectives on the use of group work activities to increase EFL learners' motivation.

The current research paper is broken into two main chapters; the first is divided into two sections and provides the theoretical foundation of the investigation. The first section discusses group work as a motivational tool in the classroom. Furthermore, it sheds light on the rationale or objective as well as the benefits and drawbacks of group work. The section also discusses different forms of groups and group work tasks. Following that are their stages of development, roles, and evaluation criteria. The second section, on the other hand, addresses the fundamental concepts of motivation and its relevance, demonstrating how diverse it is, from kinds to orientations and factors. Language learning requires motivation. This section also discusses how motivation in language learning can be influenced and presents multiple motivating strategies.

In addition, the section sheds light on the thesis' variables and their relationships by linking them to achieve connection.

The second chapter is about the study's field work, which is about analysing and discussing the data obtained through teacher's and students' questionnaires. The results of the questionnaire show that students have positive views on the importance of group work in increasing EFL learners' motivation. As a result, they are motivated and eager to participate in the language learning process, which confirms that motivation is important in such processes. Furthermore, they find group work activities and the entire learning process to be enjoyable and fascinating, which has helped them attain great outcomes. Furthermore, the results of the teachers' questionnaire show that they value the use of group work and its benefits on students, particularly on their motivation to learn, because it helped their students stay motivated and interested throughout the class, facilitating their job as teachers and making them aware of the importance of motivation in language learning.

Last but not least, it is evident that both teachers and students support the use of group work in the classroom and consider it to be beneficial for building, maintaining, and enhancing students' motivation.

References

- Adams, D. M., & Hamm, M. E. (1990). *Cooperative learning: Critical thinking and collaboration across the curriculum*.
- Aiken, S. (2022). *Cooperative Learning Challenges & Examples | Disadvantages of Group Work*. Study.com. Group. (2022). Cooperative Learning Challenges & Examples | D <https://study.com/learn/lesson/cooperative-learning-challenges-examples-disadvantages-group-work.html>
- Astin, A. (1993). *What matters in college? Four critical years revisited*.
- Baines, E., Blatchford, P., & Chowne, A. (2007, October). *Improving the effectiveness of collaborative group work in primary schools: effect on Science attainment*. Wiley.
- Baines, E., P. Blatchford, and P. Kutnick, with A. Chowne, C. Ota, and L. Berdondini. 2009. *Promoting Effective Group Work in the Classroom: A Handbook for Teachers and Practitioners*.
- Beebe, S. A., & Masterson, J. T. (2003). *Communicating in small groups*. Pearson Education Inc.
- Belmechri, F & Hummel, K. (1998). *Orientations and Motivation in the Acquisition of English as a Second Language Among High School Students in Quebec City*.
- Benne, K. D., & Sheats, P. (1948). *Functional roles of group members*. *Journal of Social Issues*.
- Bhatia, H. K., & Solanki, R. (2012). *Planning Groupwork in Education*.
- Biggs J. B. (1987). *Student approaches to learning and studying*. Australian council for educational research.

- Brewer, E. W. (1997). *13 proven ways to get your message across*. Thousand Oaks,
- Brophy, J. (2004). *Motivating Students to Learn* (2nd ed.). Lawrence Erlbaum Associates, Ins.
- Brown, A. G. (1989). *Group work: Vol. Volume 2 of Community care practice handbooks*. Gower.
- Brown, H. D. (1990). *M&Ms for language classrooms? Another look at motivation*. In J. E. Alatis (ed.), Georgetown University round table on language and linguistics .
- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall.
- Brown, H. D. (2001). *Teaching by Principles an Interactive Approach to Language Pedagogy*. 2nd Edition. New-York Longman.
- Burke, W. W. (2011). *Organization change: Theory and practice* (3rd ed.). Sage Publications, Inc.
- Byrne, D. (1986). *Teaching oral English*. London. Longman.
- Carnegie Mellon University. (2022). *What are the challenges of group work and how can I address them? - Eberly Center - Carnegie Mellon University*. Cmu.edu. <https://www.cmu.edu/teaching/designteach/teach/instructionalstrategies/groupprojects/challenges.html>
- Caruso, H. M., & Woolley A.W. (2008). *Harnessing the power of emergent interdependence to promote diverse team collaboration*. Diversity and Groups.
- Cheng, H. and Dörnyei, Z. (2007) *The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan*. *Innovation in Language Learning and Teaching*.

- Clément, R. & Kruidenier, B. (1983). *Orientations in second language acquisition: 1. The effects of ethnicity, milieu, and target language on their emergence.*
- Clément, R., Dörnyei, Z. & Noels, K. (1994). *Motivation, self-confidence, and group-cohesion in the foreign language classroom. Language Learning.*
- Clément, R., Gardner, R., & Smythe, P. C. (1977, April). *Motivational variables in second language acquisition: A study of Francophones learning English.* Canadian Psychological Association.
- Cohen, E. G. (1994). *Restructuring the classroom: Conditions for productive small groups.*
- Cohen, E. G., & Lotan, R. A. (2014). *Designing groupwork: Strategies for the Heterogeneous Classroom.* Teachers College Press.
- Cohen, E.G., & Lotan, R. A. (2005). *Equity in heterogeneous classrooms.* (2nd.Ed.). In JA Banks and CA McGee Banks, *The Handbook of Research on Multicultural Education.*
- Crookes, G., & Schmidt, R. W. (1991). *Motivation: Reopening the Research Agenda.*
- Davis, B.G. (1993) *Collaborative Learning: Group Work and Study Teams. In: Tools for Teaching,* Jossey-Bass.
- Deci, E. L. (1975). *Intrinsic Motivation.* Springer.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior.* Berlin Springer Science & Business Media.
- Defrioka, A. (2017). *The Use of Information Gap Activities in Teaching Speaking (Classroom Action Research at SMK).* Universitas Negeri Padang (UNP).
- Doff, A. (1992). *Teach English.* Cambridge University Press.

Dörnyei, Z. (1990). *Conceptualizing motivation in foreign language learning*.

Dörnyei, Z. (1994). *Motivation and Motivating in the Foreign Language Classroom*. The Modern Language Journal.

Dörnyei, Z. (1998) *Motivation in Second and Foreign Language Learning*. Language Teaching.

Dörnyei, Z. (2001a). *Motivational Strategies in the Language Classroom*. Cambridge University Press.

Dörnyei, Z. (2002b). 7. *The Motivational Basis of Language Learning Tasks*. Language Learning & Language Teaching.

Dörnyei, Z. (2003c) *Questionnaires in Second Language Research: Construction, Administration, and Processing*. Lawrence Erlbaum Associates.

Dörnyei, Z. and Csizer, K. (1998) *Ten Commandments for Motivating Language Learners: Results of an Empirical Study*. Language Teaching Research.

Dörnyei, Z. and Ushioda, E. (2011) *Teaching and Researching Motivation*. 2nd Edition, Pearson.

Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in Second Language Research: Construction, Administration and Processing* (2nd ed.).

Dörnyei, Z., & Ottó, I (1998). *Motivation in Action: A Process Model of L2 Motivation*.

Dörnyei, Z., & Hadfield, J. (2013). *Motivating Learning (Research and Resources in Language Teaching)* (1st ed.). Routledge.

Drew, C. (2020, November 20). *ARCS Model of Motivational Design in E-Learning (John Keller)*. PhD. Helpful Professor.

- Elliot, S. N, Thomas, R. K, Littlefield, J., & Travers, J. F. (1999). *Educational psychology: Effective teaching effective learning*. Brown Bechmark Publishers.
- Falk, J. (1978). *Linguistics and Language A Survey of Basic Concepts and Implications* (2nd ed.). John Wiley and Sons.
- Finson, K.D. & Ormsbee, C.K. (1998). *Rubrics and their use in inclusive science. Intervention of School and Clinic*
- Fishbein, M. (1967). *A behavior theory approach to the relations between beliefs about an object and the attitude toward the object*. In M. Fishbein (Ed.), *Readings in attitude theory and measurement*
- Forsyth, D. R. (2006). Conflict. In D. R. Forsyth (Ed.), *Group Dynamics*. Cengage Learning Belmont.
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning The Role of Attitude and Motivation*. MD Edward Arnold.
- Gardner, R. C. (2000). *Correlation, Causation, Motivation, and Second Language Acquisition*. *Canadian Psychology*.
- Gardner, R. C. (2010). *Motivation and Second Language Acquisition: The socio-Educational Model*. Peter Lang Publishing.
- Gardner, R. C. , Smythe, P. C. , & Brunet, G. R. (1977) . *Intensive second language study: Effects on attitudes, motivation and French achievement*.
- Gardner, R. C., & Lambert, W. E. (1959). *Motivational Variables in Second-Language Acquisition*. *Canadian Journal of Psychology*.

- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Newbury House Publishers.
- Gardner, R. C., & Tremblay, P. F. (1994). *On motivation, research agendas and theoretical frameworks*. *Modern Language Journal*.
- Gardner, R.C. and MacIntyre, P.D. (1993) *On the Measurement of Affective Variables in Second Language Learning*.
- Gençer, H. (2019). *Group Dynamics and Behaviour*. *Universal Journal of Educational Research* .
- Gharbi, C. & Zahi, B. (2021). *The Effectiveness Of Group Work And Pair Work In Alleviating Learner's Anxiety Case Of Efl Secondary School Learners*[Master Thesis, University Ibn Khaldoun].
- Gillies, R. (2003). *Structuring cooperative group work in classrooms*. *International Journal*
- Good, T. L., & Brophy, J. E. (1990). *Educational psychology: A realistic approach* (4th ed.). Longman Publishing Company.
- Graves, T. (1991) . *The controversy of group rewards in cooperative classrooms*. *Educational Leadership*.
- Guerrero, M. (2015). *Motivation in Second Language Learning: A Historical Overview and Its Relevance in a Public High School in a Public High School in Pasto, Colombia*.
- Guilloteaux, M.J. and Dörnyei, Z. (2008) *Motivating Language Learners: A Classroom-Oriented Investigation of the Effects of Motivational Strategies on Student Motivation*. *TESOL Quarterly*.
- Hadfield, J., 1992. *Classroom Dynamics*. Oxford University Press.

- Hallett, R., & Crutchfield, R. (2017, December). *Homelessness and Housing Insecurity in Higher Education: A Trauma-Informed Approach to Research, Policy and Practice: Homelessness and Housing Insecurity in Higher Education*. Wiley.
- Harmer, J. (1991). *The Practice of English Language Teaching*, New Edition. Longman.
- Hess, N. (2001). *Teaching Large Multilevel Classes*. Cambridge University Press.
- Huff, C. (2012). *Action research on using role play activity in an adult ESL level-one class*. Hamline University.
- Impact Teachers. (2017, February 14). *8 benefits of implementing group work*. Impact Teachers. <https://impactteachers.com/blog/8-benefits-implementing-group-work/>
- Istiyani, E. (2014). *Second Language Learners' Attitudes and Strategies in Learning English as a Foreign Language*.
- Johnson, D. and Johnson, R. (1985) *Motivational Processes in Cooperative, Competitive and Individualistic Learning Situations*. In: Ames, C. and Ames, R., Eds., *Research on Motivation in Education*, Vol. 2, Academic Press.
- Johnson, D. W., & Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. Interaction Book Company.
- Johnson, D. W., & Johnson, R. T. (2004). *Assessing Students in Groups: Promoting Group Responsibility and Individual Accountability*. Crown Press.
- Johnson, D. W., Johnson, R., & Holubec, E. (2013). *Cooperation in the classroom* (9th ed.). Edina, MN: Interaction Book Company.
- Johnson, G., Scholes, K. and Whittington, R. (2008) *Exploring Corporate Strategy: Text and Cases*. 8th Edition, Prentice Hall .

- Julkenen, K. (1989). *Situation- and task-specific motivation in foreign-language learning and teaching*. Joensuu, University of Joensuu.
- Karahan, F. (2007). *Language Attitudes of Turkish Students towards the English Language and Its Use in Turkish Context*. Journal of Arts and Sciences Say.
- Kayi, H. (2006). *Teaching Speaking; Activities to Promote Speaking in Second Language*. Internet TESL Journal. Vol XII No 11. November 2016.
- Keller, J. (2000). *How to integrate learner motivation planning into lesson planning: The ARCS model approach*. Florida State University.
- Keller, J. M. (1987). *Development and use of the ARCS model of instructional design*. Journal of Instructional Development.
- Keller, J. M. (2010). *Motivational Design for Learning and Performance*. Springer.
- Kember, D. (2016). *Understanding the Nature of Motivation and Motivating Students through Teaching and Learning in Higher Education* ,(1sted) .,Springer .
- Konopka, G. (1963). *Social Group Work: a Helping Process*. Prentice Hall.
- Koschmann, T., Kelson, A. C., Feltovich, P. J., & Barrows, H. S. (1996). *Computer-supported problem-based learning: A principled approach to the use of computers in collaborative learning*. In T. Koschmann (Ed.), *Computer-supported collaborative learning: Theory and practice of an emerging paradigm*. Lawrence Erlbaum.
- Ladousse . (2004). *Role play*.
- Lepper, M. R., & Greene, D. (1978). *The Hidden Costs of Reward*. (1st ed). Psychology Press.
- MacIntyre, P. D. (2002). 3. *Motivation, Anxiety and Emotion in Second Language Acquisition*. *Language Learning & Language Teaching*.

- Macintyre, P., Baker, S. C., Clément, R., & Conrod, S. (2001, September). *Willingness to Communicate, Social Support, and Language-Learning Orientations of Immersion Students*. Cambridge University Press (CUP).
- Macpherson, A. (2007). *Cooperative Learning Group Activities For College Courses. A Guide For Instructors*. Kwantlen University College.
- Mannix, E., & Neale, M.A. (2005). *What differences make a difference? The promise and reality of diverse teams in Psychological Science in the Public Interest*.
- McDonald, L. (2020). *Benefits of Group Work*. Chiaro, C. (2020, September 9). *Benefits of Group Work* - Tehttps://www.teachhub.com/classroom-management/2020/09/benefits-of-group-work/
- Mceown ,M, S. & Takeuchi, O. (2010). *What can teachers do to motivate their students? A classroom research on motivational strategy use in the Japanese EFL context*. Routledge.
- Mckeown, R. (2011). *Using rubrics to assess student knowledge related to sustainability: A practitioner's view*. *Journal of Education for Sustainable Development*.
- National Survey of Student Engagement Report. (2006). http://nsse.iub.edu/NSSE_2006_Annual_Report/docs/NSSE_2006_Annual_Report.pdf
- Neu, H. & Reeser, T. W. (1997). *Information Gap Activities for Beginning French Classes*. Heinle & Heinle.
- Noels, K. A., Clément, R., & Pelletier, L. (2001, March). *Intrinsic, Extrinsic, and Integrative Orientations of French Canadian Learners of English*. University of Toronto Press.

Nunan, D. (2005). *Important tasks of English education: Asian-wide and beyond*. Asian EFL journal.

of Educational Research.

Oxford, R. L. (1996). *Language Learning Motivation: Pathways to the New Century*. University of Hawaii Press.

Oxford, R., & Shearin, J. (1994). *Language Learning Motivation: Expanding The Theoretical Framework*. The Modern Language Journal

Panitz, T. (1999). *Benefits of Cooperative Learning in Relation to Student Motivation*.

Pappas, C. (2015, May 20). *Instructional Design Models and Theories: Keller's ARCS model of motivation*.

Pintrich, P. R. (2004). *A Conceptual Framework for Assessing Motivation and Self-Regulated Learning in College Students*. Educational Psychology Review.

Poulsen, Lam, Cisneros, Trust, A. (2008). *ARCS Model of Motivational Design*.

Prasanna. (2022, March 9). *Group Discussion Advantages And Disadvantages | What is GD?, Types, Tips and GD Advantages and Disadvantages*. A plus Topper. <https://www.aplustopper.com/group-discussion-advantages-and-disadvantages>.

Quinn, P. (2023). *Cooperative Learning and Student Motivation*. Suny.edu. <http://hdl.handle.net/20.500.12648/5471>

Responsibility and Individual Accountability. Thousand Oaks, CA: SAGE.

Review of Educational Research.

Rizky, L. P. (2018). *Teacher's Challenges in Holding Groups Works in EFL Classes*.

- Rogers, J. (2007). *Adults Learning*. (5 Ed). Open University Press.
- Ryan, R. M., & Deci, E. L. (2000). *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being*.
- Samimy, K. K. & Tabuse, M. (1992). *Affective variables and a less commonly taught language: A study in beginning Japanese classes*. *Language Learning*.
- Sangeeta, M. (2014). *Effectiveness of ARCS Model of Motivational Design to Overcome Non Completion Rate of Students in Distance Education*. Turkish Online Journal of Distance Education.
- Schumann, J. (1986). *An Acculturation Model for Second Language Acquisition*.
- Scrivener, J. (2011). *Learning teaching: A guidebook for English language teachers*. Langara College.
- Shehadeh, A. (2011). *Effects and Student Perceptions of Collaborative Writing in L2*. *Journal of Second Language Writing*, 20, 286-305.
- Slavin, R. E. (1980). *Cooperative learning*. *Review of Educational Research*.
- Somsai, S. & Intaraprasert, C. (2021). *Strategies for coping with face-to-face oral communication problems employed by Thai University students majoring in English*. *GEMA Online Journal of Language Studies*.
- Stenlund, T., Jönsson, F. U., & Jonsson, B. (2016). *Group discussions and test-enhanced learning: Individual learning outcomes and personality characteristics*. *Educational Psychology*.
- Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. University of Chicago Press.

- Tremblay, P. F., Goldberg, M. P., & Gardner, R. C. (1995). *Trait and state motivation and the acquisition of Hebrew vocabulary*. Canadian Journal of Behavioural Science,
- Tuckman, Bruce W (1965). *Developmental sequence in small groups* .*Psychological Bulletin*.
- Turnure, J., Ziegler (1958), "*Outer-directedness in the problem solving or normal and retarded students*", Journal of Abnormal and Social Psychology .
- Ushioda, E. (1996) *Language learners' motivational thinking: A qualitative PhD thesis*, University of Dublin, Trinity College.
- Vallerand, R.J. (1997) *Towards a Hierarchical Model of Intrinsic and Extrinsic Motivation*. In Zanna, M.P. (ed.), *Advances in Experimental Social Psychology*. Vol. 29. Academic Press.
- Vallerand, R.J. and Ratelle, C.F. (2002) *Intrinsic and Extrinsic Motivation: A hierarchical model*. In Deci, E.L. and Ryan, R.M. (eds), *Handbook of Self-Determination Research*. The University of Rochester Press.
- Vidal, R. V. V. (2004). *Ways to Achieve Rewarding Group Work in Connection of Problem Solving in Workshops and Conferences*. Chapter 4 Group Work.
- Wade, C., & Tavis, C. (1998). *Psychology*. Addison-Wesley Educational Publishers.
- Walker, C. J. & Symons, C. (1997). *The Meaning of Human Motivation*. In J. L. Bess (Ed.), *Teaching well and liking it*. Johns Hopkins University Press.
- Weir, C. J. (1990). *Communicative language testing* ([New ed.]). Prentice Hall, New York
- Williams, M. (1994). *Motivation in foreign and second language learning: An interactive perspective*. Educational and Child Psychology.

Williams, M. and Burden, R. (1997) *Psychology for Language Teachers A Social Constructivist Approach*. Cambridge University Press.

Williams, M. and Burden, R. (1997) *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge University Press.

Wolters, C. A. (2003). *Regulation of Motivation: Evaluating an Underemphasized Aspect of Self-Regulated Learning*. *Educational Psychologist*.

Woolfolk, A. (2004). *Educational Psychology*,(9th ed)., Allyn & Bacon.

Appendices

Appendix (A)

Students' Questionnaire

Dear students,

The present study seeks to shed light on the role of group work activities and their importance in enhancing students' motivation. Your answers will be of great help for this study. Please put a tick(✓) in the correspondent box.

Thank you in advance.

Section One: Motivation in Language Learning

1/ What influenced you to learn English?

a/ Positive attitude towards English and its speech community

b/ Personal goals

c/ Desire and enjoyment of learning

2/ What is your source of motivation to keep on learning English ?

a/ Internal rewards (e.g:fun, satisfying ... etc)

b/ External rewards (e.g:to get a job, immigrate ...etc)

3/ For what purpose did you decide to learn English ?

a/ Interested in the language and its culture

b/ To pass exams , get a good job, earn high salary ...etc

4/ Which one of these strategies motivates you?

a/ Supportive and enjoyable classroom environment

b/ Positive feedback and rewards

c/ Using group work

d/ Building a positive attitude towards language learning

5/ Does your teacher encourage you to participate in the classroom?

a/ Yes

b/ No

6/ If yes, How often?

Always

Sometimes

Rarely

Frequently

7/ How do you feel during an English classroom?

a/ Bored

b/ Interested

c/ Excited

8/ How do you consider the process of learning a language ?

a/ Difficult

b/ Exciting

c/ Interesting

d/ Boring

9/ Is motivation necessary for language learning?

a/ Yes

b/ No

Section Two: Group Work

10/ How often does your teacher ask you to work in groups ?

Always

Rarely

Never

Sometimes

11/ How do you choose the members when working in a group ?

a/ Same level

b/ Randomly

c/ Partners

12/ What do you think your teacher focuses on when he/she asks you to work in groups?

a/To build good relationships among students

b/To respect and listen to each others' ideas

c/Let students motivate each other

d/Teach students how to discuss and convince each other

13/ Do you face any problems when working in groups ?

a/ Yes

b/ No

14/If yes, Which one of the following problems do you usually face ?

a/ Difficulty expressing ideas

b/ Facing uncomfortable situations

c/ Lack of opportunities

15/ What type of group work activities do you prefer working with?

a/ Information gap activities

b/ Role plays

c/ Group discussions

16/ Do you think that working in groups helps to?

a/ Overcome shyness and anxiety

b/ Get motivated to speak

c/ Raise your self-confidence

d/ Develop your social skills

Section Three: Students' attitudes towards the use of group work in enhancing students' motivation

17/ Do you think that the classroom environment influences the way you work in group?

a/ Yes

b/ No

18/ Do you think that the use of group work is necessary to enhance students' motivation?

a/ Yes

b/ No

19/ What do you think about the use of group work? is it a requirement in the classroom?

a/ Yes b/ No

Appendix (B)

Teachers' Questionnaire

Dear teachers,

The present study aims to investigate the use of group work activities to promote EFL Learners' motivation. Your answers will be of a great help. Please put a tick(✓) in the corresponding box and make full statements whenever necessary.

Thank you in advance.

Section One: Background Information

1/How long have you been teaching English?

a/ Five years

b/From five to ten years

c/More than ten years

d/Less than five years

2/What does teaching a language mean to you?

a/Teaching grammatical instructions

b/Teaching how to use these instructions in communication

c/Both

Section Two: Motivation in Language Learning

3/According to you what influences students to learn English ?

a/ Positive attitude towards the language and its speech community

b/ Personal goals

c/ Desire and enjoyment of learning

4/ How do you think your students get motivated?

a/ Internal rewards

b/ External rewards

5/Why do you think students decide to learn English?

a/ Curious about the language and its culture

b/ To pass exams , get a good job, earn money...etc

6/Which one of these strategies do you use to motivate your students?

a/ Supportive and enjoyable classroom environment

b/ Positive feedback and rewards

c/ Using group work

d/ Building a positive attitude towards language learning

7/How often Do you encourage your students to participate in the classroom ?

Always

Sometimes

Rarely

Frequently

Never

8/ How do you think your students feel during the session?

a/ Bored

b/ Interested

c/ Excited

9/How do you deal with students who don't participate in the classroom?

a/Offer positive rewards(e.g : extra marks , prizes ...etc)

b/Encourage them to participate in group work activities

c/Create a non-judgemental and supportive environment

d/All of the above

e/Nothing

10/For you how does students' level of motivation (high or low) influence their language learning process ?

.....

.....

.....

Section Three: Group Work

11/How often do you ask your students to work in groups?

Always

Sometimes

Rarely

Frequently

Never

12/On what basis do you choose the members of each group?

a/ Same level

b/ Randomly

c/ Partners

d/ Combination of students with high and low level

13/What are you aiming for when using group work ?

a/To build good relationships among students

b/To respect and listen to each others' ideas

c/Let students motivate each other

d/Teach students how to discuss and convince each other

e/All of the above

14/ Which one of the following problems do you think is common among students when working in groups ?

a/ Difficulty expressing ideas

b/ Facing uncomfortable situations

c/ Lack of opportunities

15/What type of group work activities do you use the most ?

a/ Information gap activities

b/ Role plays

c/ Group discussions

16/Do you think that the use of group work helps students to...?

a/ Overcome shyness and anxiety

b/ Get motivated to speak

c/ Raise their self-confidence

d/ Develop their social skills

17/Do you think that the use of group work is a necessity in the language learning field?

a/ Yes

b/ No

Section Four : Teachers' Attitudes Towards the Role of Group in Enhancing Students'

Motivation

18/Do you think that the use of group work motivates students?

a/ Yes b/ No

19/ Do you think that team environment affects students' motivation?

a/ Yes b/ No

20/Do you think that students' level of motivation governs their willingness to engage in group work activities ?

a/ Yes b/ No

ملخص

أدى الانتقال من الطرق التقليدية لتعليم اللغات إلى إدخال تعليمات تعليمية جديدة تعزز مشاركة المتعلمين داخل الفصول الدراسية وتعزز دوافعهم من خلال استخدام أنشطة العمل الجماعي، كما هو الحال في مركز جامعة ميله. تحاول هذه الورقة البحثية التحقيق في دور العمل الجماعي في تعزيز اللغة الإنجليزية كدافع لمتعلمي اللغة الأجنبية، فضلاً عن وعيهم بالمفهوم وتنفيذه. ونتيجة لذلك، تنص الفرضية على أن تطبيق العمل الجماعي هو شرط في الفصل الدراسي لتعزيز تحفيز الطلاب. وهكذا، يستخدم استبيانان لتحليل مواقف الطلاب والمعلمين من هذا الموضوع. من مجموع عدد الطلاب البالغ 155، تم توزيع الاستبيان الأول على 70 طالباً من قسم اللغة الإنجليزية في مركز عبد الحفيظ بالصوف - جامعة ميله. ومن ناحية أخرى، تم توزيع الاستبيان الثاني على 10 أساتذة للغة الإنجليزية من نفس القسم. تظهر نتائج استبيان الطلاب أن العمل الجماعي له تأثير مفيد على دوافع الطلاب بسبب تنوع أنشطة العمل الجماعي المستخدمة، فضلاً عن فهمهم لقيمة وأهمية كل من العمل الجماعي وبيئة الفصل الدراسي. علاوة على ذلك، تكشف النتائج المستخلصة من استبيان المعلمين أن بيئة الفريق وأنشطة العمل الجماعي زادت من تحفيز الطلاب.

الكلمات المفتاحية: العمل الجماعي، التحفيز، بيئة الفريق، بيئة الفصل الدراسي.

Résumé

La transition des méthodes traditionnelles d'enseignement des langues s'est traduite par l'introduction de nouvelles instructions pédagogiques qui ont favorisé la participation des apprenants à l'intérieur de la classe et renforcé leur motivation grâce à l'utilisation d'activités de travail en groupe, comme dans le cas du Centre universitaire de Mila. Ce document de recherche actuel tente d'étudier le rôle du travail de groupe dans l'amélioration de la motivation des apprenants EFL, ainsi que leur prise de conscience du concept et de sa mise en œuvre. En conséquence, l'hypothèse stipule que l'application du travail de groupe est une exigence en classe pour renforcer la motivation des élèves. Ainsi, Deux questionnaires sont utilisés pour analyser les attitudes des élèves et des enseignants sur le sujet. Sur une population totale de 155, le premier questionnaire a été distribué à 70 étudiants du département d'anglais du centre universitaire Abd El hafid Boussouf - Mila. Le second questionnaire, quant à lui, a été distribué à 10 professeurs d'anglais du même département. Les résultats du questionnaire des étudiants montrent que le travail de groupe a une influence bénéfique sur la motivation des étudiants en raison de la variété des activités de travail de groupe utilisées, ainsi que de leur compréhension de la valeur et de la pertinence du travail de groupe et de l'environnement de la classe. De plus, les résultats du questionnaire des enseignants révèlent que l'environnement d'équipe et les activités de travail de groupe augmentent la motivation des élèves.

Mots clés : travail de groupe, motivation, environnement d'équipe, milieu de classe.