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**The Attitude of Teachers and Students Toward the Role
of Group Work Activities in Enhancing EFL Learners'
Motivation**

A Case Study of: Third Year Students (L.M.D) of the
Department of English at Mila University Center.

Presented by

- 1) Loubna BOUKLEB
- 2) Wahida BOUKHIAR

Supervisor

Dr. Souad ALLILI

Board of Examiners

Chairman : Dr. Salim BOUDED

Supervisor : Dr. Souad ALLILI

Examiner : Dr. Dounia SAADI

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Dedication

Thanks to Allah who has given me strength and patience to complete this work

This work is dedicated to the greatest person in my life. The person whose words of encouragement are still echoing in my memory, my mother

To my father, the source of success and happiness

To my lovely sister Khalida and her husband Adelhalim without forgetting their cute kids Ines,
Siradj and Koussay

To my brothers Rabia, Abdelhadi, Abdelhalim, Nour Eddine and his wife Ikram in addition to
their lovely daughter Hanin

To my friend and partner Ouahida with whom I shared my work and time to accomplish this
work that I will never forget, I wish all the best for her

To all my friends, Hassiba, Lamia, Imen, Zahra, Nadia, Manal, Lamia, etc

Loubna

Dedication

Before all, I thank Allah for helping me to achieve this work which I dedicate:

To my mother for her love, help, support and moral assistance during my studies and my life

may Allah protect her

To the soul of my father Allah bless him

To my dear brothers and sisters for their unconditional support

To my sisters-in-law

To my cute nieces and nephews

To my lovely partner Loubna

To all my dearest friends

To all the promotion of second year master: 2018-2019

To all who pray for my success and love me

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Abstract

The current study aims at investigating the impact of group work activities on EFL learners' motivation. This study will require answers to the following questions; what are the activities used by teachers of oral expression? What are the group work activities used employed by teachers in oral expression sessions? Do these activities enhance students' motivation to learn English?. On the basis of these questions it can be hypothesized that group work activities motivate students to learn. Data for analysis are collected through two questionnaires: one administered to students. These are forty third year undergraduate students of English language at Abdelhafidh Boussouf Mila. The other was given to ten teachers of Oral expression at the same university. Findings reveal that both students and teachers believe that group work activities are motivating. Students feel highly motivated when participating in cooperative activities because they enhance their fluency, pronunciation and performance in the use of English in an enjoyable way. This is because students become confident when they help each other solving the activities introduced to them. This study has provided further evidence in favor of applying cooperative language learning in EFL classrooms.

Key words: motivation, group work activities, EFL learning and teaching

List of Abbreviations

BA: Bachelor Degree

CL: Communicative learning

CLL: Cooperative Language Learning

DCTs: Discourse Completion Tasks

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

L2: Second Language

MSs: Motivational Strategies

OE: Oral Expression

SLA: Second Language Acquisition

Q: Question

%: Percentage

N: Number of Students

List of tables

Table 1: Reasons Behind Learning English	34
Table 2: Students' feeling in the Oral Expression Class.....	34
Table 03: Students' Preference.....	35
Table 4: The Frequency of Using Cooperative Group Activities	37
Table 5: Activities Used Most in the Classroom	37
Table 6: The Activities most used in EFL Classroom.....	38
Table 7: The Effectiveness of Group Work	38
Table 8: The Role of the Classroom Environment in Motivating Students	39
Table 9: Students' Participation inside the Classroom	40
Table 10: Praising Students.....	40
Table 11: Frequency of Error Correction.....	41
Table 12: Students' Perception toward Cooperative Learning.....	41
Table 13: Teachers' Views on what Teaching a Language is.....	42
Table 14: The Frequency of Teachers Talkativeness.....	43
Table 15: Students' Feeling of Comfort in Oral Expression Class.....	43
Table 16: Sources of Students' Feeling of Comfort	44
Table 17: Types of Activities used in Oral Expression Classes.....	44

Table 18: The Frequency of Teachers' Use of Group Work Strategy.....	45
Table 19: Teachers' Attitude towards Group Work Activities Used in Oral Expression	45
Table 20: The frequency of students' participation in Oral Expression classes.....	46
Table 21: Teachers' Frequency of Giving Feedback	46
Table 22: The Frequency of Praise	47
Table 23: The Reasons Behind Students Participation	47
Table 24: Types of Motivating Activities.....	48
Table 25: Teachers Attitudes towards Group Work Implementation in Classrooms.....	48

List of figures

Figure1: The components of motivational teaching practice in L2 classroom.....	14
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Table of Contents

Dedication	I
Dedication	II
Acknowledgement	III
Abstract	IV
List of abbreviation	V
List of tables	VI
List of figures	VIII
Table of contents	IX
General Introduction	1
1. Statement of the Problem	1
2. Aims of the Study	1
3. Research Questions	2
4. Hypothesis	2
5. Research Methodology	2

5.1. Informants	2
5.2. Research Instruments.....	3
5.3. Structure of the Study.....	3
Chapter One: Motivation.....	4
Introduction.....	5
1.1. Definition of Motivation.....	5
1.2. Types of Motivation.....	6
1.2.1. Intrinsic Motivation.....	6
1.2.2. Extrinsic Motivation.....	7
1.3. Orientations of Motivation.....	8
1.3.1. Integrative Motivation.....	9
1.3.2. Instrumental Motivation.....	10
1.4. Factors influencing Motivation.....	10
1.4.1. Positive attitude towards the L2 community.....	11
1.4.2. The enjoyment of learning	11
1.4.3. External pressures.....	11
1.5. Motivational Strategies.....	12
1.5.1. Definition of motivational strategies.....	12
1.5.2. Dimensions of motivational strategies.....	13

1.6. Motivation in Second Language Teaching.....	16
Conclusion.....	17
Chapter 2: Cooperative Language Learning.....	19
Introduction	20
2.1. Definition of Speaking.....	20
2.2. Importance of Speaking.....	20
2.3. Speaking Difficulties	21
2.3.1. Anxiety.....	21
2.3.2. Fear of Making Mistakes.....	22
2.3.3. Lack of Motivation.....	22
2.4. Teaching Speaking.....	22
2.5. Cooperative Language Learning.....	23
2.5.1. Nature of Cooperative Language Learning.....	23
2.5.2. Elements of Cooperative Language Learning.....	24
2.5.2.1. Positive Interdependence.....	24
2.5.2.2. Collaboration (Social) Skill.....	24
2.5.2.3. Heterogeneous Grouping (Mixing Students)	25
2.5.2.4. Individual Accountability	25
2.5.2.5. Grouping Processing.....	25
2.5.3. Types of Cooperative Language Learning.....	26

2.5.3.1. Informal Cooperative Language Learning.....	26
2.5.3.2. Formal Cooperative Language Learning.....	27
2.5.4. Strategies of Cooperative Language Learning.....	28
2.5.4.1. Simulation.....	28
2.5.4.2. Information Gap Activities	28
2.5.4.3. Communication Games.....	28
2.5.5. Benefits of Cooperative Language Learning.....	29
Conclusion	30
Chapter three: Raising Students Motivation by Needs of Cooperative Language Learning	31
Introduction	32
3.1. Informants	32
3.1.1. Students.....	32
3.1.2. Teachers.....	32
3.2. Research Instruments.....	33
3.2.1. Students' Questionnaire.....	33
3.2.2. Teachers' Questionnaire.....	33
3.3. Analysis of the Students' Questionnaire	33
3.4. Analysis of the Teachers' Questionnaire.....	42
3.5. Summary of the Findings	49

3.5.1. Findings from Students Questionnaire.....	49
3.5.2. Findings from Teachers Questionnaire.....	50
General Conclusion and Pedagogical Implications	51
References	52
Abstract.....	55
Appendices.....	56
Appendix 1: Students' Questionnaire.....	56
Appendix 2: Teachers' Questionnaire.....	56

General Introduction

1. Statement of the Problem

Learning a foreign language is not an easy process. It requires time and effort. This process is not purely cognitive. There are a number of factors that need to be brought to this process. Some factors are related to the state of our feelings and emotions. Such feelings play an important role in determining the level of success in learning the language. This means that when we develop positive attitudes and feelings during the language learning process, the possibility of achievement will directly increase. One of these factors is motivation in language learning. In case of insufficient motivation, some problems begin to appear. These problems include low attendance, participation and performance. Without will and desire to learn, it is difficult to achieve fruitful learning. Hence, teachers should be aware of the importance of motivation in language learning and the various techniques and activities that promote motivation. Some lessons that teachers deliver are covered as a flow of information. Students lose their interest towards such lessons because they do not have the chance to interact with each other and build good relationships with other classmates. They even do not have the opportunity to practise what they learnt. Therefore, teachers should apply various motivational activities that allow students to share and discuss ideas, develop team working skills such as leadership and working with others. These activities enhance students' self-confidence. Providing learners with such purposeful activities will contribute to fruitful learning process.

2. Aim of the study

The research is conducted with teachers of oral expression and students of the third year LMD at Mila University Center. It aims to realize some objectives, it clarifies how can the cooperative group work can be utilized to motivate students to perform better in speaking skill. Indeed, the aim of the present study is to investigate the effect of group work activities on EFL learners' motivation.

3. Research questions:

The concerns of the present study will require answers to the following questions:

- 1- What are the activities used by teachers of oral expression?
- 2- What are the group work activities employed by teachers in oral expression session?
- 3- Do these activities enhance students' motivation to learn English?

4- Hypotheses

On the basis of the above questions, it can be hypothesized that group work activities motivate students to learn

5- Research methodology

The research methodology provides information about the informants, instruments and the structure of the study.

5-1- Informants

The current study involves forty 40 Algerian third year students of English at Mila University. They are undergraduate students working towards a BA degree aged between twenty and twenty five. The informants are homogenous in many aspects such as social class, educational background and age. The study also involves ten teachers of oral expression at the same university. Their experience ranges between five to ten.

5-2- Instruments

Obtained data a returned on the use of group work activities in the classroom and its relation with motivation, total of 40 students and 10 teachers completed a questionnaire. The students' questionnaire consists of nineteen questions about motivation and cooperative learning, the teachers questionnaire is made up of fifeteen questions on the effect of using CL activities in enhancing motivation.

6. Structure of the study

The present study falls in five chapters. The first chapter provides a review of literature relevant to motivation, its definitions, types, orientations, factors influencing it and the strategies used. Chapter two presents an overview of speaking, its definition, importance, teaching approaches and the problems associated with it. Chapter three provides the research methodology, findings of DCTS, their analysis and it summarizes the main finding and discusses some pedagogical implications and suggestions for future researches.

CHAPTER ONE :

Motivation

Introduction

Success at acquiring foreign language is tightly associated with the number of opportunities for interaction with English speakers such opportunities aren't enough, a learner has to have extraordinary motivation in order to succeed at learning English. Motivation contributes to language achievement in terms of vocabulary, grammar, pronunciation as well as the four basic skills of the language including listening, reading, writing and speaking.

In this chapter, the definitions given to the concept of motivation, its types, the orientations the factors influencing it, are viewed. Then, Strategies employed by teachers to motivated EFL classmates and motivation in the field of second language teaching is explored.

1.1. Definition of Motivation

According to Gardner (1985), motivation is received as a goal directed factor. It involves four aspects: the goal, effortful Behavior, a desire to reach the goal and favorable attitudes towards and activity.

Brown (1987) defines motivation as “an inner Drive, impulse, emotion, desire that moves one to a particular action” (p.14). It means that to be motivated means to get moved to do something.

Cook (2000) proposes three main factors which influence learning acquisition of a second language. They include age, personality, and motivation. They claim that motivation is the most significant one in acquiring a language.

Harmer (2002) states that motivation is a type of initiative that encourages someone to do something to reach a goal. Without motivation, one will not be able to make the effort to learn.

In the field of second-language acquisition (SLA), motivation is considered as a remarkable factor in language learning success (Gardner, Trembloy, a Masgoret, 1997, Dornyes, 2005; Vandergrift, 2005). Thus, students with strong learning motivation study better than those with less or no learning motivation. Harmer (1991) claims that students without significant

motivation cannot achieve their goals despite the fact that they have remarkable learning abilities. Teachers, thus, must recognize the essential role of motivation in enhancing students' language outcomes.

1.2. Types of Motivation

EFL Learners may be equally motivated. However, the source of their motivation may be different. Researchers have had different views in relation with categorizing motivation.

But there are different types of motivation that are based on different goals or reasons that gave rise to an action. the most basic distinction among types of motivation is between intrinsic and extrinsic. These two types have been widely studied.

1.2.1. Intrinsic Motivation

According to Nicholson (2013), intrinsic motivation appears when learners are interested to participate in classroom activities without waiting for a reward outside the learning activity .In other words, intrinsically motivated learners like what they do and enjoy it without feeling disturbed or bored. As Ryan and Deci (2000) and Brophy (2004) state, in intrinsic motivation, one do something because it is interesting and enjoyable, so the main reward here is interest and enjoyment.

When learners are intrinsically motivated to learn and complete classroom tasks, the process of learning and teaching accelerates even without teachers' efforts or help. Since this kind of motivation makes learners active and have fun during the session without waiting for teachers' rewards or punishment. According to Brown (2001), intrinsically motivated learners don't need even teachers. In this case teachers' role is to know how to conduct theses intrinsic motives and drives to be helpful for the completion of classroom tasks. Likewise "the most powerful rewards are those that are intrinsically motivating within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself-rewarding. Therefore, no extremely administered reward is necessary"(Brown,2001.p.59).This kind of motivation process makes the classroom environment more dynamic and funny.

In order to be intrinsically motivated, one needs to satisfy these innate psychological needs: Competence, relatedness and autonomy. Competence means to enhance and exercise skills for the sake of controlling the environment. Relatedness has something to do with pro-social relationships with others. While autonomy appears when learners are self-determined to decide what to do and how (Brophy, 2004). In classroom where these needs are offered, students have opportunity to experience intrinsic motivation. But when students lack these needs, they will feel controlled and their motivation will turn to extrinsic.

There are also many types of activities that are not necessary intrinsically motivating. This kind of motivation is referred to as extrinsic motivation.

1.2.2. Extrinsic Motivation

The other type of motivation is known as extrinsic motivation, this kind is completely different from the previous one. While intrinsic motivation appears because of internal factors, the extrinsic motivation appears because of external factors. According to Vansteenkiste, Lens and Deci (2006), extrinsic motivation is the propensity to take part in activities because of reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment like being successful in the exam or getting a good mark. In other words, extrinsically motivated learners engage in classroom activities in order to get rewarded or avoiding punishment. Brown (2001) states that: “typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback” (p. 76).

Concerning the case of second language learning, extrinsic motivation involves three sub-types. To begin with, there is external regulation, where a student learns the L2 as a result of a pressure that has disappeared; the learner is expected to be demotivated. Then, interjected regulation which means to learn the L2 because of guilt or shame. And like the first type, when the pressure is removed, the motivation will be lost. The sub-type is the identified regulation. This one is the most self-determined type of extrinsic motivation in L2 learning. In here, the student learns the L2 because this activity has value for the student's selected goals. and if that

goal is important enough ,the learner will keep learning the L2 (Noels, Clement and Pelletier,2001).These three sub-types differ from one student to another .But the last one seems to be the most preferable one, because it may lead learners to intrinsic motivation. Many studies have found that student's intrinsic motivation can be diminished and learners may lose their interest if they have to do activities for the sake of getting extrinsic requirements.

Traditionally, extrinsic motivation was seen as something that can minimize intrinsic motivation (Dornyei. 1994).In other words, rewards that teachers give make learners motivated to do the activity for the sake of getting reward.Other researchers show that if learners are self-determined and internalized, the extrinsic motivation will help them to reinforce their intrinsic motivation (Dornyei. 1994 and Brown,2001).There is one type of extrinsic motivation can promote learners' intrinsic motivation, here we talk about the positive feedback that learners receive.This kind of feedback makes learners feel competent and self-determined. Concerning the other forms of extrinsic motivation, they don't have any impact on the intrinsic motivation of learners (Brown,2001).The positive feedback can be described as a boost to learners' motives and desires to learn, it makes them trust their own abilities and skills.

1.3. Orientations of Motivation

A number of researchers have discussed the notion of the orientations of motivation in the field of foreign language learning (Gardner and Lambert, 1959; Dornyei, 1994, 2001; Brown, 2001). They have distinguished two orientations; integrative and instrumental. There are some researchers who consider these as types of motivation, but others emphasize that they are orientations. Undoubtedly, both integrative and instrumental motivation are fundamental principles of success in second language learning.

1.3.1. Integrative Orientation

Integrative motivation is characterized by the learners' positive attitudes towards the target language community and the desire to integrate into the community. In other words, integrative motivation describes learners who choose the field of English language learning for the simple reason that they want to know more about people who speak this particular language and why not be members of that community. Gardner and Lambert (1959) define integrative motivation as the willingness to be valued members of that language community. According to Brown (2001), Dornyei(2001),and Guerrero(2015), integrative orientation refers to the desire to learn a language because of the positive attitude towards the speakers of that language. Guerrero (2015) states that integrative motivated learners are more likely to complete their learning.

Takac and Berka (2014) state that Gardner emphasizes on the integrative motive which consists of three variables: ' intergrativeness, attitudes towards the learning situation and motivation'(p. 80). Dornyei (2001, p.16) also states that:

- Intergrativeness includes subsuming integrative orientation, interest in foreign languages, and attitudes toward the L2 community);
- Attitudes toward the learning situation (comprising attitudes toward teacher and the course);
- Motivation (made up of motivational intensity, desire to learn the language and attitudes towards learning the language).

But Gardner was criticized because of his great emphasis on integrative motivation only (Mallik, 2017). In fact, this orientation attracts most of researchers in SLA motivational literature and lead researchers to think that intergrativeness is the only important thing in L2 acquisition. But as Mallik (2017) states; unlike Gardner's emphasis on intergrativeness; instrumental motivation is also very important in the learning in EFL context.

1.3.2. Instrumental Orientation

Instrumental motivation is generally indicated by the aspiration to get practical benefits from learning of a second language. It is thought to be the purpose of learning a second language when the learner is not interested in interacting socially with the new target language community members. According to Dornyei (2001), Brown (2001) & Guerrero(2015), instrumental orientation refers to the desire to learn a given language for practical reasons such as attaining a certain career with higher salary. In other words, instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional reasons for language learning.

In fact, integrative orientation was seen as the more strongly related to success in learning a second language. Gardner and Lambert (1959) conclude that integratively motivated students are more successful at learning an L2 than instrumentally motivated students. ‘...students with the integrative orientation have more favorable attitudes toward members of French group and are more strongly motivated to acquire their language’ (p. 271). Students with positive attitudes towards the L2 community are more inclined to learn such a language. But later on, studies showed that both of them are useful and lead to success (Brown, 2001). Students may rely on both instrumental and integrative orientations to achieve success.

1.4. Factors Influencing Motivation:

There is a great number of students all around the world learn English as a foreign language. Everyone has his own reasons behind selecting this language and not another. But the motivation that push students to complete a certain task in English classes can be affected by some factors. These factors include positive attitudes toward the L2 community, the enjoyment of learning and external pressure.

1.4.1. Positive Attitudes Towards the L2 Community

Firstly, there appears to be a natural agreement that the attitude towards the L2 community is of importance in succeeding at learning the L2. According to Dornyei (2005), the positive attitudes of learners towards the L2 groups make learners more successful. Gardner and Lambert (1959) proposed the idea that motivation to learn an L2 dependent on the attitudes towards the L2 community and the desire to become a member of that society. These ideas seem to correspond with the idea that motivation to acquire an L2 relies on the attitudes towards such a community.

1.4.2 The Enjoyment of Learning

There must be some sort of enjoyment while learning in order to be motivated and avoid boredom and routine in the learning process. According to Wu (2003), intrinsically motivated learners are more likely to continue their studies than extrinsically motivated students. This kind of learners participate in classroom activities for the pleasure of learning the L2. Similarly, integratively motivated learners enjoy learning the language and culture of that society. In addition learners who are not really interested in learning the L2 are more likely to quit without achieving their goals. As Dornyei (2005) claims, learners who lack motivation, even if they have sufficient abilities and skills, can not reach their long-term goals.

1.4.3. External Pressure

There is a factor of outside pressure that motivates a student to learn an L2. Students may be motivated for the sake of satisfying some external pressure. Learners may be motivated to learn the L2 as a result of external pressures such as pleasing parents, receiving a reward, or fulfilling some pragmatic goals. These external pressures could be detrimental to the language learning process, since learners may show interest just to satisfy these external pressures. According to Harmer (2001), in some cases, the world in which students live especially family

has the belief that there are other specialties that suit the learner more than English without giving any importance to the learner's passion of English.

With regard to these three factors, we can consider the first and the second one; positive attitudes towards the L2 community and enjoyment of learning as influential ones.

1.5. Motivational Strategies

Teachers face different kinds of motivation in every class they teach. They may find learners with intrinsic motivation, learners who are extrinsically motivated or learners who have low motivation to learn. Concerning students who have weak motivation, teachers take the responsibility of increasing their motivation (Hamer, 2001). Teachers may use different techniques and employ various strategies just to awake learners' interest and to raise their motivation to learn. Here we talk about motivational strategies. These strategies are proposed by Dornyei (2001). He provides thirty five motivational strategies that are classified into four dimensions.

1.5.1. Definition of Motivational Strategies

Before going into details, it's worth to mention what we mean exactly by motivational strategies. As Dornyei (2001) states: "motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (p. 28). Therefore, the main aim of these strategies is increasing learners' motivation in language learning.

Motivational strategy should aim to increase learners' motivation to learn. It appears in the way in which also in reward systems that are provided to learners. Motivational strategies (MSs), to Dornyei (2001), are "...methods and techniques to generate and maintain the learners' motivation" (p. 2). These strategies are deliberately used by teachers for student benefit «Motivational strategies are techniques consciously used by EFL teachers as ways to promote language learning motivation» (Sugita and Takeuchi; 2010, p. 24). There are elements that determine or interfere in teachers' selection of MSs. e.g. language content, teaching methodology, teaching

styles. In other words, teachers should be selective in choosing the MSs,”...it is not the quantity but the quality of the selected strategies that matters...it is more useful to take a selective and stepwise approach ,choosing a few strategies that would suit your teaching style and learner group well” (Dornyei,2001,p.4).This takes to Dornyei’s “good enough motivation “role in class by creating a more positive classroom environment. As a result of the fact that motivation fluctuates level of commitment even within a single lesson, «what teachers do is therefore the key determinant for motivating language learners”(Sugita and Takeuchi;2010,p.22).

1.5.2. Dimension of Motivational Strategies

Back to the four dimension in which motivational strategies are classified ,Dornyei (2001,p.29) developed a schema where the four dimensions and the most important strategies are represented:

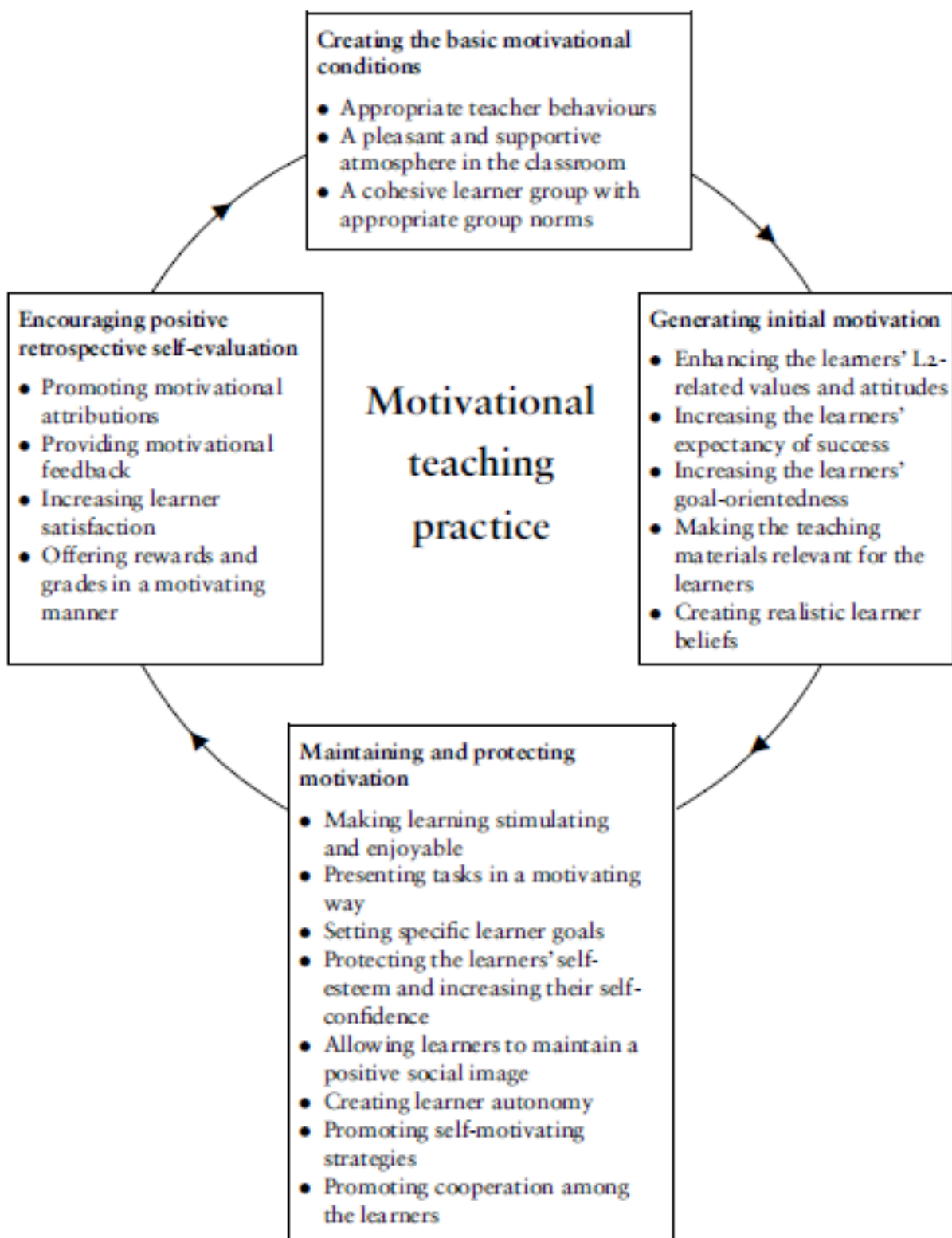


Figure: The components of motivational teaching practice in L2 classroom.

These strategies may motivate learners successfully, But ,as Dornyei (2001) states ,teachers must be aware that these strategies do not work in all context, in other words, the strategy which work in a given context may do not work in another ,because both learners and contexts differ in terms of age ,level ,social class, cultural background ,etc .He added that we can consider some strategies as useful or meaningless depending on the group of learners.

All these strategies may be important and have positive effect on L2 learners' motivation. Dornyei in his book "Motivational strategies in the language classroom" goes deeper in explaining motivational strategies.

Concerning the dimensions which are showed in the figure above ,the first one "creating the basic motivational conditions «is related to the teaching environment. For motivation to be developed, the classroom atmosphere has to be supportive and pleasant , the teacher has to show enthusiasm and availability ,he/she need to establish a good relationship with students and their parents as well, teacher also has to show students that he/she cares about them and their learning progress (Dornyei ,2001).

Students like the teacher who supports hem lets them express their opinions The second dimension, «generating initial motivation», can just happen when motivational conditions are set up In order to generate motivation in the learners, teachers should have an interest about learner's ways of life When the teacher has an background about the interests of his/her learners ,he/she ill know to develop teaching materials that are interesting for learners (Dornyei,) He also focuses on the important of promoting learners values(intrinsic, integrative and instrumental) by means of peer role models and including sociocultural components in the syllabus and so on the teacher also must always identify obstacles that may face their learning process Also ,to generate initial motivation in learners, the teacher has to increase learner's goal orientedness,by agreeing achievable individual class goals it the students and common class goals and by giving them tasks to achieve their goals are good motivators in language learning(

Dornyei,2001).The third dimension of motivational strategies is related to the maintenance and protection of the motivation that has been generated. In here teachers must vary learning tasks, pay attention to the motivational flow and do unexpected things in order to make learning more enjoyable. The teacher also must protect the learner's social image and self-esteem by avoiding making a student ridiculous in front of other learners .Another strategy is to increase learner's self-confidence: providing experiences of success, encouraging them, reducing class anxiety and teacher learner strategies (Dornyei,2001), in addition to many other strategies that teachers may use to maintain learner's motivation. And ,finally ,we have the fourth dimension of motivational strategies which is related to self-evaluation.(Dornyei,2001) also focuses on the importance of increasing learner's satisfaction by praising and giving motivational feedback. In addition to the way in which the teacher give grades and rewards to his/her learners since the way of doing this has impact on learner's motivation.

Dornyei, (2001) provides a complete and wide range of motivational strategies classifies in four dimensions. Motivational strategies are, nowadays, good techniques for helping students feel more engaged in the learning process which sometimes can be dull.

1.6. Motivation and Second Language Teaching

Motivating EFL learners has witnessed much more attention during the past decades and the importance of motivation has been regarded by many educational psychologists as a crucial factor which affects learners' success or failure in any educational process especially in learning a foreign language. There are many researchers examine the role and nature of motivation in the L2 learning.

'Research into second language motivation dates back to the 1950s and flourished in the 1970s with the pioneering work of Lambert and Gardner'(Mallik, 2017,p. 92). Therefore, the most known researchers who were interested in this field are Wallace Lambert, Robert Gardner,

in addition to other social psychologists. Even Dornyei (1994) acknowledged that his thinking was influenced by the work of Gardner concerning the field of L2 motivation.

Earlier, it was not precisely clear how motivation affects learning. ‘ there can be little doubt that motivation is a powerful factor in SLA’(Ellis, 1985,p. 119). But later on, the field of L2 motivation will be more interesting for researchers. Brown (2001) considers classroom motivation as one of the most complicated obstacles of second language learning and teaching. He lists twelve principles of language learning and teaching, and he considers intrinsic motivation as one of them.

Researches about motivation can develop and change over time since it belongs to the field of psychology which make it a dynamic and changing process. In Dornyei’s(2005) view, motivation is one of individual differences that are very important in language learning success.’ It is easy to see why motivation is of great importance in SLA: it provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process’(p. 65).

Conclusion

As a conclusion to this chapter, it can be said that motivation is one of the most powerful driving forces in learning. After providing some useful definitions about motivation, we mentioned that motivation has two main types; intrinsic motivation which refers to the inner desire to achieve certain goals, and extrinsic motivation which refers to the desire to do something for the sake of getting rewarded or avoiding punishment. Furthermore, we elucidate the distinction between the two orientations of motivation; integrative (one’s desire to integrate into the L2 community) and instrumental (desire to achieve practical goals). We also shed light on factors that may influence motivation which are as follows: positive attitude towards the L2 community, the enjoyment of learning, and external pressure. Then we addressed the various

strategies that teachers use to motivate learners and bring out their interest to learn. We conclude with talking about motivation as a crucial concept in second language teaching.

Chapter two:

Cooperative Language

Learning

Introduction

Oral production is such an in front skill that Learners of English as a foreign language need to develop. These Learners should be aware of the how to start ectopic, include others, repair communications, breakdowns and end discussion. Students, however, might find it difficult to extract with others and express their ideas in front of them. This is due to a number of reasons such as anxiety and lack of motivation. These conditions prevent good performance.

Therefore, this chapter will highlight the importance of a group work activities as a classroom procedure which enhanced learner's motivation and lower anxiety.

The chapter first presents a review of literature on speaking, its definition, importance and the problems associated with it. The chapter also describes the concept of cooperative learning, its elements, types, activities and benefits.

2.1. Definition of Speaking

People speak to express their opinions, feelings and ideas. According to Lindsay and knight (2006), speaking is the process of constructing meaning that involves producing, receiving and processing information.

Farabi, hassan vand and Gorjian (2017) Define speaking as” one of the four skills (reading, writing, listening and speaking) and means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.” (p. 17).

Speaking is the skill that needs to be developed by EFL learners in order to fulfill their communication needs and different situations.

2.2. Importance of Speaking

According to Oradee (2012), in foreign language teaching and learning, the ability to speak is the most essential skill since it is the basic for communication.

Loeng and Ahmadi (2017) argue that throw speaking learners can express their feelings, tell stories, discuss and exchange ideas. Foreign language speakers can find a job easily in

different fields and various companies. They further add that when students speak a foreign language this gives an impression that they have acquired the language Farabi, hassanvand and Gorjian (2017) believe in that: “in almost any setting, speaking is the most frequently used language skill”. They add that programs should give a big importance to the speaking skills through useful activities and techniques to improve the EFL learners speaking skill. Moreover, they believed that learning another language means speaking it fluently. in their study they conclude that Learners-centered activities are useful to developer the competence.

2.3. Speaking Difficulties

EFL Learners has faced a number of problems when they speak in English these problems cause communication failure. There are a number of factors which cause these difficulties that prevent learners from speaking in the classroom. Some of these problems are related to Learners themselves, others are associated with the teaching strategies.

2.3.1. Anxiety

Burns and Goh (2012), argue that anxiety involved “ the feeling of tension, States of apprehension, nervousness, and worry, as well as physical signs such as breaking out in cold sweat and naused” (p. 26).

Basically, Burns and Goh (2012) identify the main sources of authority. They are as follows:

- The procedure applied in the classroom as oral presentations.
- Language testing such as, test format relation between what is thought and the way of assessment.
- Learners’ personal and interpersonal beliefs, as well as the negative social evaluation.
- The interaction between learners and instructions ant how teachers give feedback.

In this sense, there are some factors that lead to anxiety during speaking a foreign language. Hanifa (2018) argues that cognitive factors “involved familiarity with the topic, that speaking genres, the interlocutors and process demands. Affective factors also add the self-

consciousness of the students like being put on the spot or knowing that they are being evaluated, a mode, degree of collaboration, discourse control, planning, rehearsal, time pressure to speak and environmental conditions, are performance factors concerns” (p.236).

2.3.2. Fear of Making Mistakes

Another common problem faced by AFL learners is their fear of making mistakes. In fact, Learners avoid talking in front of their colleagues because they feel embarrassed when doing mistakes as well as they fear to be criticized by the teacher. Moreover, Burns and Goh (2016) state that some Learners may feel nervous when they speak with someone who is competent in a real interaction. They also worry about potential failure and other people's opinion. Some Learners confess that they are not risk takers. They fear to be in a situation of embarrassment. Therefore, they prefer to write the ideas instead of speaking.

2.3.3. Lack of Motivation

Duaile (2014) claims that motivation is one of the key factors of successful language learning. AL Nakhalah (2010) claims that motivation is very important, it highly influences the willingness of Learners to speak in English, it is the key that opens the door for communication. Teachers are responsible for Learners' motivation. Alderman (2004) argues that “teachers are concerned with students' self-concepts, with their motivation, with the effects of learning on peer relationships, and with the development of characters, aspiration, civic virtues” (p.14). according to Bolduc (2000), to make motivation last in long-term, the teacher should do what kind of motivation. in here, Bolduc illustrates that the motivation needs a reminder by using different kinds of motivation to make it last for a long time such as praise Learners from time to time otherwise he will be demotivated.

2.4. Teaching Speaking

A significant task of language teacher has to perform is to develop Learners' speaking skills. The learners should know that mastery of the linguistic rules only does not help them to

speak effectively. Knowledge of socio-linguistic rules of speech community is important for successful oral communication known on 2003 cleaned that there are four conditions for successful teaching of speaking.

First, giving Learners opportunities to practice using the language, using group-work and pair-work strategies, planning speaking tasks that involve discussion and preparing classroom activities that involve practicing speaking.

Consequently, students will be autonomous language users. Thus, they will use phrases frequently and react spontaneously (Harmer 2010). Harmer further adds, the goal behind teaching speaking is to realize students oral production improvement. Speaking activities should be based on individualization.

2.5. Cooperative Language Learning

Cooperative language learning (CLL) is one of the most popular approaches for teaching a foreign language. It refers to the use of groups of Learners who have the chance to interact with each other, Express opinions and exchange thoughts.

2.5.1. Nature of Cooperative Language Learning

Cooperative language learning has been defined by many researchers. Johnson et al. (2001) states that:

Cooperation is working together to accomplish shared goals within Cooperative situations, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. (p.195).

According to Gillies (2016), cooperative language learning is considered as a pedagogical practice in which students work jointly to achieve common goals and complete group task and assignments. Diriliki, Aiding and Akgun argue that “ Cooperative learning is a form of the group work which aims to increase the learning skills of students and their peers in the group for shared

goals using different methods (p.1252).CCL is thus, a teaching approach in which learners work together to achieve common goals.

2. 5. 2. Elements of Cooperative Language Learning

Putting students into groups to learn is not the same thing as a structuring Cooperative among students. Cooperative learning does not mean asking students to sit side-by-side at the same table and talk with each other as they do their individual assignments. According to Vanna and Sontara (2009) Cooperative language learning has five basic elements in order to be effective.

2. 5. 2. 1. Positive Independence

It refers to the perception that each member must be convinced that she or he can not succeed unless the other members of the group succeed to do well, one for all and all for one. the independence could be promoted by the teacher through establishing common goal, that is to say, Learner and other group members learn, reinforcing the feeling of shared identity through having each group and assigning some roles to individuals. Each member of the group must provide his own contribution. the group roles vary according to the type of tasks. first, learners should play the role of being facilitators. Second, groups have to be timekeepers, they need to finish on the time set by the instructor. third, groups should be reporters, they share their ideas with their classmates scribe's notes. four, could be illustrators, pictures and diagrams have to be accompanied if they are needed.

2. 5. 2. 2. Collaborative (Social) Skill

In order to make the Cooperative learning activities successful, teachers that should take into account the necessity to develop some skills. Teachers encourage Learners to praise each other as well as promote each other's success. The instructors must give Learners opportunities to discuss concepts being learned, to exchange knowledge and to connect present with past learning. groups can function effectively if students do not use leadership, decision-making, trust-building, communications, and conflict management skills.

2.5.2.3. Heterogeneous Grouping (Mixing Students)

Groups should be changed according to the type of the activity. Groups should comprise many students of different levels, ability and knowledge background. students are placed in a dynamic environment where they meet new students and encounter new situations. groups can be arranged randomly or constructed taking into account some factors among them, their past achievements, levels, diligence levels, sex, age, religion and ethnicity.

Constructed taking into account some factors among them ,their past achievement levels, diligence levels ,sex , age religion and ethnicity.

2.5.2.4. Individual Accountability

Some group members take the responsibility to do the assignment while others stay as a passive members .More than that, they may obstruct the work this can occur either when a member want to monopolize the group or when some students avoid working and prefer to stay away is shadow. The instructor can promote the individual accountability and can make all students involved through some procedures ; each student individually takes quiz, each member of the group has his specific role to do . The teacher should call group member randomly to answer. Each member has his own responsibilities to complete the different parts of a group project: For example ,if the group need to make presentation about the unemployment, one member write about reasons, other about the result, another one would explain the possible procedures that can be taken to solve this problem.

2.5.2.5. Processing Group Interaction

In order to improve cooperative learning activities and make them successful group members must discuss to which extent they achieved the common goal and how well they did that. Learners should be given opportunities to talk about which actions that they help them, and which one that are unhelpful to ensure an effective working relationship to make decision about what behaviors to continue or change.

We noticed that Santhara's model of cooperative learning elements need more classification and illustration. Cooperative learning elements discussed by many research develops in the subject. Orlich and his colleagues(2007) in their book 'teaching strategies' suggested another model which is different from Sonthara's one relating to Johnson, Johnson and Holbec 2004 classification. They considered them as features instead of elements, it is evident that they are not the same; positive interdependence, face to face interaction, individual accountability, development of social skills and group evaluation.

2. 5. 3. Types of Cooperative Language Learning

Clark and Baker (2015) Identify two main types of Cooperative language learning, each one has its purpose and its own organizational challenge. They are formal and informal cooperative language learning.

2. 5. 3. 1. Informal Cooperative Language Learning

Informal cooperative language learning involves having students working together in groups for a period of time. They can be used to focus students' attention on the material being used by the teacher. It helps set expectations as to that will be covered in a calm session ensure that students cognitive process and provide closure to an instructional session. Informal cooperative with language learning groups are organized so that students in groups of 3 to 5 minutes turn to your partner discussion interspersed every 15 minutes or so throughout a lecture.

Cooperative learning techniques can be used informally in class in order to share ideas and opinions, it focuses on the material to be learned. Moreover, it processes and the Masters course content, particularly relating the content to a past experience and what the students already know. Indeed, Cooperative learning strategy breaks up a lecture. This should occur every 10 - 15 minutes this approximately the length of time adult can concentrate without a break.

2. 5. 3. 2. Formal Cooperative Learning

Johnson, Johnson and Holubec (1998) state: “formal Cooperative learning group since you were that students are actively involved in the intellectual work organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures. they are the heart of using Cooperative learning” (p. 17).

Thus, formal CLL is a situation when learners are working together in a range of one course time or several weeks to achieve a certain goal or complete a given task. furthermore, the teacher informal CLL has to:

- specify the objectives of the lesson.
- make decisions about the number of students in each group of students' roles in their groups.
- Monitor students learning and answer their questions.
- evaluate the work of students and explain to them how well they functioned (Johnson, Johnson & Holubec, 1998)

In fact, Clark and Baker identified only two types of CLL; the formal and informal one. nevertheless, other researchers set more than two, some classified the types into three, others into four. Johnson, Johnson & Holubec (1998) in the book entitled under “ cooperation in the classroom” determined three principal types, informal, formal and base group” this latter can last the entire semester or even several weeks where students get together on regular basis and the assignment must be personalized to the group .this can be done Buy provide instruction and assistance mechanisms to do group members.

To conclude, the three types of CLL are very important indeed each type has its advantages thus, the teacher must vary the use of these types in order to include all kinds of Learners strategies. This will create more interaction among students in the classroom.

2.5.4. Strategies of Cooperative Language Learning

Implementing Cooperative language learning in EFL classroom requires a set of activities:

2.5.4.1. Simulation:

Simulation is an important oral activity in order to create a realistic environment, learners need to bring materials and items with them to the classroom such as microphones. If the learner acts as a singer or stethoscope if the role is doctor, etc. As Bygate (1987) states, simulation activities involve decision-making, learners working together in an imaginary setting. According to Hamer (2001), simulation activities have positive impact on learners ,since these activities are entertaining and funny .Consequently ,learners become more motivated.

2.5.4.2. Information Gap Activity

In this activity, there is always an information that should be discovered. According to Thornbury (2005), in these activities, learners make comparison between their output and the output of others. This activity takes place between two students. One learner has the information that his partner does not, and they are expected to discover the information and to share it.

This activity encourages the negotiation of meaning such as appeal for more classification, asking to formulate utterances and checking for comprehension.

2.5.4.3. Communication Games

Another similar activity is communication games. These are several kinds of games. (Bygate,1987. p.78 & Hamer,2001, p.272). First, the activity of “describe and draw “where a given picture has to be described by one learner whereas his partner tries to draw it. The second one is “describe and arrange». In this activity the learner describes things or a specific structure

where his partner puts them in the right order without seeing the authentic one. Then, there is “find similarities and differences, these activities incite communication between learners and make the classroom more enjoyable because they increase student’s motivation to learn English.

2.6. Benefits of Cooperative Language Learning :

C.L.L as an instructional approach is Beneficial to the learners for many reasons. Orlichet al.(2007)declare that cooperative learning fosters positive interdependence by teaching students to work and learn together in such away that each group member contributes to the learning process.CLL comes as an alternative to competitive models of education .It provides opportunities for students to learn through speaking. CLL ameliorates students’ learning and social skills, it helps the teachers to manage their classroom. Orlich et al (2007) add ,this strategy increases widely the academic achievement of students of all ability levels .It can be noticed that students who experienced cooperative learning witnessed an increase in their own knowledge ,self-esteem ,problem solving and communication skills. Indeed, the majority of European students prefer the cooperative language learning approach as the best learning style. Evidently, when student from different cultures work together this may improve some relationships among them. Moreover, cooperative learning can push students to write summaries and memorize information. It helps students to exchange knowledge, receive feedback from each other and monitor one another’s’ progress. It works well in multicultural classroom.

Furthermore, CLL reinforces social skills, allows student decision making and promotes responsibility, it improves comprehension of basic academic (Orlich,Harder ,Callahan , Irevisan and Brown, 2007). Maccafferty , Jacolis and Iddings (2006) state that cooperative learning is useful for English language learners.

In addition, Castle, (2014) argues that “cooperative groups solve problems through interactive discussion among members .Therefore, cooperative learning approaches may lead to the development of the need for cognition, by helping students enjoy the process of learning

together”(p.26). Castle wanted to say that learning enhances if they collaborate with each other’s and when they discuss different perspectives and views.

Finally ,cooperative learning requires much time, organization, and structure ,but it is an ideal way o focus group work on specific tasks and to mandate individual responsibilities.

Conclusion

In short, we have attempted through this chapter to shed light on the speaking skill and the difficulties that face EFL students’ participation during the lesson of oral expression. As a productive skill, speaking is a very important process that helps to evaluate students’ proficiency in the foreign language. Also, we focused on the strategy of CLL. It aims to organize classroom activities into academic and social learning experiences.CLL has become a popular and relatively uncontroversial to the organization of classroom .More importantly ,the application of the different activities such as information gap activities ,communication games ,simulation and jigsaw and so on will enhance the students’ motivation and make them participate in he oral expression session therefore speaking problems will be solved.

Chapter three:

Raising Students’
Motivation by Needs of
Cooperative Language
Learning

Introduction

The present chapter describes the informants who took part in this study and the data collection method. The research data is collected from students and teachers of English language. It also contains the quantitative analysis of the results obtained from the students' and teachers' questionnaires.

3. 1. Informants

3. 1. 1. Students

The current study involves third year undergraduate students of English working towards a BA degree in applied language studies at the University of Abdelhafid Boussouf-Mila, Aged between nineteen and twenty five. All the informants are asked to participate in this study on a voluntary basis. All the participants are Algerian University students who study English in Algeria, they are homogeneous in many aspects such as social class, educational background and age. Selliger (1989) put it that there can be no absolute rule regarding the size of the sample.

However, the greater the size is, the smaller the effect of individual variability or any other population related variable on the research findings. Thus, 40 students are chosen from a population of 145.

For the selection of research sample, 5 lists of groups 1. 2. 3. 4 and 5 of students in the University are first established. After that, from each list the subjects are randomly selected by closing the eyes and putting the pen into each list at a certain number. Finally, students are selected from the five lists (total number of 145 students).

3. 1. 2. Teachers

Ten (10) teachers of English language are invited to take part in the study; teachers make great contributions to the research findings since one of the teachers' important roles is to motivate students in the classroom.

3. 2. Research Instruments

Both students and teachers are given questionnaires, questionnaires were defined by Brown (2001) as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or by selecting from among existing answers” (p. 6).

Questionnaires are important for investigating learning motivation as Seliger and shohany (1989) contends that questionnaires are mainly used to collect data on phenomena which are difficult to observe such as attitudes, motivation and concepts.

3. 2. 1. Students’ Questionnaire

Students’ questionnaire consists of 21 Questions. these questions are designed to elicit opinions concerning group work activities and whether they enhance motivation or not. 14 questionnaires where deliver to students.

3. 2. 2. Teachers’ Questionnaire

Teachers’ questionnaires consist of 17 questions. Such questions were formulated to find out if their perceptions towards motivation and the role of group work activities in enhancing it can teachers responded to the questionnaire.

3.2. Analysis of the Students’ Questionnaire

Age and gender are variables that are not the focus of our study. They do not influence the results obtained.

Q3: Your choice to learn English was

Options	N	%
Personal	30	75
Administrative	10	25
Total	40	100

Table 1: Reasons Behind Learning English

This table displays the results of answers given by students. Among the two options, thirty respondents (75%) said their choice was personal. 10 participants (25%) indicated that it was not their choice.

Q4: Do you feel comfortable in the oral expression class?

Option	N	%
Yes	27	67.5
No	13	32.5
Total	40	100

Table 2: Students' feeling in the Oral Expression Class

This question that was directed to the participants was about learners attitude toward oral expression. Students responses to this question were described in the above table. The findings show that 27 students (67.5) feel comfortable in the oral expression class. Indeed, the majority of learners find that the oral expression session is the best space in which they feel safe and free to express themselves. However, the other minority feel that this session is an area that totally opposed with their introverted personality; where they exposed to reactions of their classmate and their teacher.

The students who agreed that they feel comfortable in the oral expression session reacted differently to the factors or reasons behind their positive feeling. Among the three reasons, 15

students (out of 27) chose the different activities proposed by the teacher as the most influential factor. This shows that the greatest number of students knew the Importance of the activities proposed by the teacher in creating an atmosphere of comfort. This atmosphere enhances their learning achievements. thus, teachers should choose the best activities to help their learners feel comfortable and as a result, learn better .

Surprisingly, only 8 students (from 27 students) believe that the teacher factor was not as important as the different activities. Such findings do not support those achieved by Harmer (2002) claimed that one of the most important factors in improving student learning is having a well-qualified teacher. Only 4 informants (out of 27) said that their classmates help them feel comfortable.

Q5: Do you prefer?

Options	N	%
Individual work	8	20
Work in groups	21	52.5
Work in pairs	11	27.5
Total	40	100

Table 03: Students' Preference

The aim of this question is to determine what type of activities students prefer. Data from this table demonstrates that the highest proportion of the participants (52.5%) prefer to work in groups. This implies that these students believe that such activities help them to build good relationships among friends, pay attention during the lesson. Practice what is learnt and keep alert during the lesson. Only (27.5%) of the participants said they preferred pair work and (20%) said that each group of students justified the choice made just as follows:

In this question we want to know how students prefer to work; individual, in pairs, or in small groups. The majority of participant (52%) have signed that they prefer to work in groups. 11 students (27.5%) prefer to work in pairs. Whereas, only 8 participants or (20.5%) have indicated that they like to work individually. The results show that the participants are aware about the importance of these techniques for the following reasons:

Small group

- They said that group work increases their self-confidence as well as their motivation
- It develops students' fluency
- Through small groups, students become more sociable (it develops social skill)
- They prefer small groups because they feel free and they like to work with their classmates to avoid any problem
- They claim that they feel less stressed and it makes them learn from others mistakes

Pair work

- It develops collaboration and allows brainstorming
- It helps students communicate very well and motivate them to work very hard
- By pair work students can reduce their shyness and increase their self-confidence. So they can participate in their classroom freely

Individual work

- Some students prefer to work individually because it makes them feel comfortable when they work alone
- Individual work is better because students put the total responsibility on the whole work. They may else face many problems as waisting time when work in groups.

Work individually helps students to show their individual skills and know their level.

Q6: How often does your teacher ask you to work in cooperative groups?

Option	N	%
Always	9	22.5%
Often	21	52.5%
Rarely	10	25%
Total	40	100%

Table 4: The Frequency of Using Cooperative Group Activities

The data demonstrates, 21 students (52.5%) said that such group work activities are used most of the time in their classroom. Teachers are, thus, aware of the importance of using group work activities.

Q7: Which activity used most in your classroom?

Option	N	%
Simulation	10	25
Information gap activity	19	47
Communication games	11	27
Total	40	100

Table 5: Activities Used Most in the Classroom

Regarding this question, students were asked which types of group activities used most in their classrooms. This question received a variety of answers from the respondents. Firstly, at the highest proportion, 19 students (47.5%) claimed that information gap activity. Secondly, 11 students (27.5%) indicated that communication games were widely used. As viewed by Harmer (2007), students only enjoy activities that involved game-like communication and interactive tasks. Finally, 10 students (25%) said that simulation is the group activity widely used in their classrooms.

Q8: which activity used most in your classroom?

Option	N	%
Simulation	10	25
Information gap activity	19	47.5
Communication games	11	27
Total	40	100

Table 6: The Activities most used in EFL Classroom

As for question 7 which is about whether students face the speaking difficulties or not. 27 students (67.5%) said they had problems whereas 13 students (32,50%) claimed they didn't have. when such students asked about the types of difficulties, it was found that (48%) of these students feared making ,(33%) of students had a lack of motivation .They may experience lacke of motivation because the lesson is just a flow of information from the teacher the students or the fact that classmates talk too much so they get distracted .Other reasons include the difficulty of the lesson or the subject of the lesson doesn't attract attention. Anxiety is also a problem that (18.5%) of the students face.

Q9: Do you feel that learning in small groups helps you overcome your speaking difficulties?

Option	N	%
Yes	30	75
No	10	25
Total	40	100

Table 7: The Effectiveness of Group Work

This question was about the contribution of group activities to overcoming speaking difficulties. The findings showed that (75%) of the participants agreed that these activities helped them overcome their problems. (25%) of the participants said that such activities did not

contribute to solving their problems. The reasons given to support the role of group work activities in solving problems include:

- Learn from Give them opportunities to interact with each other
- each other and correct their mistakes
- Enables them to develop their skills
- Enables them to obtain new vocabulary
- Help them gain more self-confidence

The reasons given by students who do not believe that such activities can solve their problems include:

- Working in groups makes them use their mother tongue instead of English
- Learning in groups makes the classroom very noisy
- They do not face any difficulty to speak

Q10: In Oral Expression, does the classroom environment created by the teachers motivate you to participate?

Option	N	%
Yes	33	82.5
No	07	17.5
Total	40	100

Table 8: The Role of the Classroom Environment in Motivating Students

This question focuses on the role of classroom environment in motivating students to participate. The findings in this table demonstrated that (82.5%) of the participants agreed that the environment which teachers create motivates them to participate. However, only (17.5%) of such students said that classroom environment did not affect their motivation to participate. This shows that classroom environment helps students study more effectively

Q11: Do you participate inside the classroom?

Option	N	%
Yes	31	77.5
No	9	22.5
Total	40	100

Table 9: Students' Participation inside the Classroom

This question investigates learners' attitudes towards participation. Students' responses to this question were described in the following table. Findings showed that 31 students (77.5%) of the students participate in the classroom. 20 students among the thirty one students said they sometimes participate. Only 9 students said they participate all the time. These students are highly motivated.

Q12: Does your teacher praise you when you answer correctly?

Option	N	%
Yes	24	60
No	16	40
Total	40	100

Table 10: Praising Students

In this question students were asked whether they received praise from their teacher in case their answers were correct. Results indicated that (60%) of the students said their teachers praised them when they answered correctly. Only (40%) said they did not receive any praise from their teachers. It is important on the part of the teacher to encourage his/her students when they answer correctly for the sake of enhancing their intrinsic motivation that is an essential factor in communicative Language Teaching.

Q13: How often does your teacher correct your mistakes orally?

Option	N	%
Only	10	25
Sometimes	16	40
Rarely	06	15
Never	08	20
Total	40	100

Table 11: Frequency of Error Correction

This Question was about the frequency of correcting learners mistakes by teachers. Findings indicated that (40%) of students sometimes received feedback from their teachers. (25%) of students could know about their mistakes and the correct forms all the time. these findings showed that teachers new they should focus on fluency more than accuracy and that they should interrupt their students only in urgent cases.

Q14: Do you benefit from cooperative learning?

Option	N	%
Yes	29	72.5
No	11	27.5
Total	40	100

Table 12: Students' Perception toward Cooperative Learning?

This question examined the benefits of cooperative language learning. Results obtained showed that (72.5%) of the students said that cooperative language learning benefited them. Such benefits are:

- Overcome students stress and anxiety
- Helps learners to correct their mistakes and learn from each other

- It gives learners the opportunity for more actively and engaged way to learn.
- It ameliorates learners' motivation while learning speaking
- It provides a great level of comfort because each team member has others to depend on
- It helps students to learn from each other mistakes

3.3. Analyses of the Teachers' Questionnaire

Question one and two about gender and experience were included to get background. Results showed that (80%) are female and (90%) of the teachers have an experience of five years in teaching oral expression.

Q3: For you, teaching a language means

Option	N	%
Teaching grammatical rules and vocabulary items	0	0
Teaching how to communicate using these rules	1	10
Both	9	90
Total	10	100

Table 13: Teachers' Views on what Teaching a Language is

Teachers were asked about what teaching a language means. This table showed that (90%) of teacher view language as a system of grammatical rules and vocabulary items as well as a tool for communication.

Question 4: In the classroom are you the one who talks?

Option	N	%
Most	2	20
Sometimes	4	40
Whenever necessary	4	40
Total	10	100

Table 14: The Frequency of Teachers Talkativeness

This question required teachers to tell how often they talked in their classroom. (40%) of teachers said they sometimes talked. While only (20%) of them said they always talked. Teachers know they just interfered when necessary to help students express themselves freely.

Q5: Do you feel your students comfortable in the Oral Expression class?

Option	N	%
Yes	6	60
No	4	40
Total	10	100

Table 15: Students’ Feeling of Comfort in Oral Expression Class

This question focused on students’ comfort in the Oral Expression class. Results indicated that (60%) of teachers see their students comfortable in the session while (40%) of these 1teachers did not believe so.

Q6: What makes them feel so?

What makes them feel so?	N	%
You	1	16.66
Their classmates	0	00
The activities used in the classroom	4	66.68
a + b + c	1	16.66
Total	6	100

Table 16: Sources of Students' Feeling of Comfort

Question 6 covered the sources of students' feeling of comfort in the oral expression class. Findings from this table indicated that (66%) of teachers believed that the activities used in the classroom boosted learners' feeling of comfort. (16%) of teachers thought that students' feeling of comfort was due to the teacher himself. That students (students' questionnaire) and teachers (teachers' questionnaire) believed that the types of activities used in classroom improve the feeling of comfort.

Q7: Do you urge your students to

Option	N	%
Work in pairs	2	20
Work in groups	3	30
Work individually	0	00
a + b	2	20
b + c	1	10
a + b + c	2	20
Total	10	100

Table 17: Types of Activities used in Oral Expression Classes

This question investigated the types of activities teachers used in their classrooms. Results demonstrated that (30%) of teachers viewed group work activities as the activities that needed to be done. (20%) of teachers chose pair work. In their Oral Expression classes, no teachers asked students to do a task individually.

Q8: How often do you ask your students to work in small groups?

Option	N	%
Always	4	40
Often	6	60
Rarely	0	00
Never	0	00
Total	10	100

Table 18: The Frequency of Teachers’ Use of Group Work Strategy

This question was about the frequency of using group work activities in Oral Expression classes. Results showed that (60%) of teachers often asked their students to work in groups. (40%) of such teachers always urged students to work in groups.

Q9: Do you think that group work activities help your learners perform better in Oral Expression class?

Option	N	%
Yes	8	80
No	2	20
Total	10	100

Table 19: Teachers’ Attitude towards Group Work Activities Used in Oral Expression

This question aims at viewing teachers' opinions regarding the importance of group activities. Findings indicated that (80%) of teachers believed that group activities helped learners perform better in Oral Expression classes.

Q10: How often do your students participate in the Oral Expression class?

Option	N	%
Always	5	50
Sometimes	5	50
Rarely	0	00
never	0	00
Total	10	100

Table 20: The frequency of students' participation in Oral Expression classes

This question focuses on the frequency of learners' participation in Oral Expression classes. The results shown in the stable indicates that (50%) of teachers believed that their students sometimes participated in classrooms.

Q11: When your students answer the question incorrectly, do you correct their mistakes?

Option	N	%
always	3	30
Often	4	40
Rarely	3	30
Total	10	100

Table 21: Teachers' Frequency of Giving Feedback

This question is an investigation into the teachers' attitude towards feedback.

These results showed that (40%) of teachers often corrected students' mistakes orally. (30%) of teachers always commented on students' mistakes. Teachers know that interrupting students may not encourage them to participate in classrooms. Teachers should lead their students to discover their own mistakes and correct them.

Q12: Do you praise learners when they answer the question correctly?

Option	N	%
Always	5	50
Sometimes	4	40
Never	1	10
Total	10	100

Table 22: The Frequency of Praise

This question is about praise offered to students when they answer correctly. Results shown that (50%) of teachers always praise their students when they answer questions correctly. (40%) of them sometimes praise their students. Praising students may enhance their self-confidence and engagement.

Q13: Do you think that your students participate because

Option	N	%
They are motivated	5	50
They are take risks	1	10
They like you (teacher)	2	20
a + c	1	10
a + b	1	10
Total	10	100

Table 23: The Reasons Behind Students Participation

This question is about the reasons of students' participation from the point of view of teachers. Results shown in this table indicate that (50%) of teachers believed that students participation is due to the fact they are motivated. (20%) of teachers said that learners' engagement in the lesson is due to their feelings towards the teacher.

Q14: Which of these activities are more motivating?

Option	N	%
Simulation	1	10
Information gap activity	1	10
Communication games	5	50
a+b+c	1	10
a+c	2	20
Total	10	100

Table 24: Types of Motivating Activities

The question is about the types of activities that are most likely to enhance students participation. Results indicated that (50%) of teachers believe that communication games were the activity that was more motivating (10%) of these teachers said that simulation was more motivating. Furthermore, (10%) of teachers believed that information activities were more motivating.

Q15: Do you think that group work must be applied in the classroom?

Option	N	%
Yes	100	100
No	0	00
Total	10	100

Table 25: Teachers Attitudes towards Group Work Implementation in Classrooms

Results indicated that (100%) of teachers were convinced of the importance of implementing group activities in classrooms. Teachers justified their opinion as follows:

- Students collaborate and boost each others' self-confidence as well as self-esteem
- By using this strategy, students get rid of their shyness
- It helps learners to exchange ideas and learn from others mistakes
- They engage more in speaking activities
- Group work engages students in brainstorming and generating ideas which are very useful language knowledge
- When learning in groups, learners' motivation will increase because they wouldn't feel the pressure of being controlled by the teacher
- It increases learners' academic achievement.

3.4. Summary of the Findings

3.4.1. Findings from Students' Questionnaire

For most of EFL students that study English, it was their own choice. so they are already motivated to learn it. concerning the feeling of students in the oral expression classes, the majority of students feel comfortable, most of them believe that what makes them feel so is the different activities proposed by the cheetahs.

In addition, group work is the strategy most students prefer because it develops their skills. They become more sociable and motivated. That's why teachers often ask students to work cooperatively. Moreover, the largest proportion of students faces difficulties while speaking in English. Students tend to suffer from three psychological difficulties; anxiety, lack of motivation and fear of making mistakes. but this last is the most serious one. Small groups were viewed as helpful to get rid of these obstacles.

Furthermore, nearly all the students said that teacher play a big role in motivating them to participate in oral sessions. one of the good strategies that teachers use to achieve this is to praise learner's when they answer correctly.

Finally, most of the participants agree that CLL helps them to enhance their motivation through it since enhances their self-confidence, It also contributes to learn English, exchanging ideas and learning from other's mistakes. Indeed, it maximizes students' learning and develops their social skills.

3.4.2. Findings from Teachers' Questionnaire

First, more than half of the teachers that feel that their students are comfortable in oral expressions classes. Thanks to the activities used in the classroom. these activities make Learners feel free expressing themselves.

Second, teachers believe that this strategy helps Learners to perform better while learning. Thus, teachers have a positive attitude towards group work implementations; they often ask Learners work cooperatively.

Then, teachers claim that students participate frequently, they prefer to give feedback most of the time in order to direct students to the right path. teachers always praise their learners for their correct answers keep students' interests into courses.

Finally, teachers support the use of group work activities in classrooms. they view such activities as effective for different reasons. They promote students brainstorming and the feed free and not controlled by the teacher. Indeed, they develop students' academic achievements.

Conclusion

In this chapter, the subject who takes part in the present study and the instruments used for collecting data are described. This chapter represents the results obtained from analyzing students' and teachers' questionnaires. They reveal that students and teachers believe that group

work activities enhance motivation. Students feel confident when they help each other during the interaction in activities such as communication games, information gap and simulation.

General Conclusion and Pedagogical Implementations

The present study aims at investigating the influence of the group work activities on EFL learners' motivation. This study was descriptive in nature. Students' and teachers' questionnaires were the main employed for collecting data. The sample consisted of 1330 students of English and 10 teachers of oral expression. To conclude, group work activities enhance learners' motivation. For that, we stimulate teachers of oral expression to use cooperative learning in teaching, because such type of activities are essential a perfect-like environment for students to come together and learn in cooperative groups.

Pedagogical Implementations

First, EFL Learners face various psychological speaking difficulties; teachers are required to help students overcome these difficulties through the use of effective techniques. In addition, groups should be well organized and guided by the teachers. Teachers should create an atmosphere that enables learners to work and achieve their goals.

Finally, group work activities should be implemented on a large scale in classrooms.

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Appendices

Appendix 1 : Students' Questionnaire

Appendix 2 : Teachers' Questionnaire

Students' Questionnaire

Dear student,

The present study seeks to shed light on the impact of group activities on students' motivation to learn English as a foreign language. Your answers to the questions will be of great importance for the completion of this study.

Please, put a tick in the corresponding box and make full statements whenever necessary.

Thank you very much in advance.

Section one

1- Age:

2- Sex: male female

Section Two

3- Your choice to learn English was

a- Personal

b- Administrative

4- Do you feel comfortable in the Oral Expression class

a- Yes

b- No

If yes, what makes you feel so?

-teacher

-classmates

-the different activities proposed by the teacher

5- Do you prefer?

a- Individual work

b- Pair work

c- Small groups

- whatever your answer is, please justify

.....

.....

6- How often does your teacher ask you to work in cooperative groups?

a- Always

b- Often

c- Rarely

d- Never

7- Which of these activities used most in your classroom?

a- Simulation

b- Information gap activity

c- Communication games

8- Do you face difficulties while speaking in English?

a -Yes

b -No

- If yes ,what difficulty do you face most

-Anxiety

-Fear of mistakes

-Lack of motivation

9- Do you feel that learning in small groups helps you overcome your speaking difficulties?

a- Yes

b- No

- Please, justify

.....

.....

Section Three

10- In Oral Expression, does the classroom environment created by the teacher motivate you to participate?

a- Yes

b- No

11- Do you participate inside the classroom?

a- Yes

b- No

- If yes, how often do you participate?

a- Always

b- Sometimes

c- Rarely

d- Never

12- Does your teacher praise you when you answer correctly?

a- yes

b- no

13-In case your answer is incorrect, does your teacher correct your errors orally

a- Yes

b- No

- If yes how often:

-always

-sometimes

-rarely

-never

14- Do you benefit from cooperative learning as a motivated strategy?

a- Yes

b- No

- Mention some of these benefits

.....

.....

Thank you very much in advance.

Teachers' Questionnaire

Dear teacher,

The present study aims at investigating the use of group work activities to promote EFL learners' motivation. Your answers to the questions will help us achieve this aim.

Please put a tick in the corresponding box and make full statements whenever necessary.

Thank you in advance .

Section One

1- Sex

a- Male b-Female

2- How long have you been teaching Oral Expression?

a- to five years

b- Five to One ten years

c- More than ten years

3-For you, teaching a language means

a- Teaching the grammatical rules and vocabulary items

b- Teaching how to communicate using these rules

c- Both

Section Two

4-In the classroom are you the one who talks

a- Most

b- Sometimes

c- Whenever necessary

5-Do you feel your students comfortable in the Oral Expression class

a- Yes

b-No

what makes them feel so?

a- You

b- Their classmates

c- The activities used in the classroom

6-Do you urge your students to

a- Work in pairs

b- Work in groups

c- Individually

d- None

7-How often do you ask your students to work in small groups?

a- Always

b- Often

c- Rarely

d- Never

8-Do you think that group work activities help your learners perform better in Oral Expression class?

e- a-Yes

f- b-No

9-How often do your students participate in the Oral Expression?

a- Frequently

b- Sometimes

c- Rarely

d- Never

10- When your students answer the questions incorrectly, do you correct their mistakes?

a- Always

b- Often

c-Rarely

11- Do you praise learners when they answer the question correctly?

a- Always

b- Sometimes

c- Never

12-Do you think that your students participate because

a- They are motivated

b- They take risks

c- They like you (the teacher)

13-Which of these activities are more motivating?

a- Simulation

b- Information gap activities

c- Communicative game3

14- Do you think that group work must be applied into classrooms?

a- Yes

b- No

Whatever your answer, please say why?

.....

.....

Thank you for your collaboration

Résumé:

La présente étude vise à examiner l'impact des activités de travail en groupe sur la motivation des apprenants EFL. Les données à analyser sont recueillies au moyen de deux questionnaires: l'un administré aux étudiants. Ce sont quarante étudiants de troisième année en anglais à Abdelhafidh Boussouf Mila. L'autre a été donné à dix professeurs d'expression orale de la même université. Les résultats révèlent que les étudiants et les enseignants sont convaincus que les activités de travail en groupe sont motivantes. Les étudiants se sentent très motivés lors de la participation à des activités de coopération, car ils améliorent leur aisance, leur prononciation et leurs performances dans l'utilisation de l'anglais de manière agréable. Ceci est dû au fait que les étudiants deviennent confiants lorsqu'ils s'entraident pour résoudre les activités qui leur sont présentées. Cette étude a fourni d'autres preuves en faveur de l'application de l'apprentissage coopératif des langues dans les classes d'anglais langue seconde.

Mots-clés: motivation, activités de travail en groupe, apprentissage et enseignement de l'EFL.

ملخص:

تهدف الدراسة الحالية إلى دراسة تأثير أنشطة العمل الجماعي على تحفيز متعلمي اللغة الإنجليزية كلغة أجنبية. يتم جمع البيانات للتحليل من خلال استبيانين: أحد الاستبيانين قدم لأربعون طالبا في السنة الثالثة من طلاب اللغة الإنجليزية في جامعة عبد الحفيظ بوصوف ميلة. وقدم الآخر لعشرة مدرسين للتعبير الشفهي في الجامعة نفسها. تكشف النتائج أن كلا من الطلاب والمدرسين يعتقدون أن أنشطة عمل المجموعات محفزة. يشعر الطلاب بدافعية كبيرة عند المشاركة في أنشطة المشاركة لأنهم يعززون فصاحتهم، نطقهم وأدائهم في استخدام اللغة الإنجليزية بطريقة ممتعة. وذلك لأن الطلاب يصبحون واثقين عندما يساعدون بعضهم البعض في حل الأنشطة التي يتم تقديمها لهم. قدمت هذه الدراسة أدلة إضافية لصالح تطبيق تعلم اللغة عن طريق المشاركة في فصول اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: الدافعية، أنشطة عمل المجموعات، تعليم وتعلم اللغة الإنجليزية كلغة أجنبية