Motivating EFL Learners through Pair and Group Work
A Case Study of the Secondary Schools –El Managuil Locality, Gezira State, Sudan

A Dissertation
Submitted in Partial Fulfillment of the Requirements
For Master Degree of Arts
In
English Language Teaching (ELT)
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September 2015
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By

*Sali Mohammedtom Ali Mohammed*

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Date of Examination: \  \ 2015
DEDICATION

To my father's soul, to my mother, to my uncle, and to my family.

To my colleagues and to everyone in the educational field that struggles to the last atom of his strength to force their way through the difficulties to achieve their goals.
ACKNOWLEDGEMENTS

A lot of people have contributed to this study, first my deep indebtedness to my supervisor Dr. AbdulGadir Muhammad Ali for his advice and skillful surgery on the body of the study which resulted in something simple to readers in general. I would like also to thank the staff of Amara Bakheet Basic School. Thanks are due to both lecturers and colleagues at the faculty of educational sciences in Kamleen. Lastly I sincerely ask Allah who guide me to reward all the people who have contributed regardless mentioning their names and those whose names have escaped out of my memory. Thanks to all without exception.
Motivating EFL learners through pair and group work

A Case Study of the Secondary Schools –El Managuil Locality, Gezira State, Sudan

Sali Mohammedtom Ali Mohammed

Abstract

Pair and group works are important ways that are used to improve English language; they could help a lot to motivate EFL learners. This study aims to highlight the importance of pair and group works as practical integrated techniques in motivating learners of EFL. Moreover, it aims to discuss problems facing using pair and group work and looking for solutions. The study adopted the descriptive analytical method. The collected data by means of a questionnaire which was distributed to 50 secondary school teachers in Managuil region was treated by the SPSS (statically package for social sciences) programme. As a result of the analysis, the study has reached at the following findings: motivation is an essential factor that can help to improve language skills. Pair and group work and other techniques can motivate EFL learners, so teachers must exert more efforts to use them in the class room. Many teachers are neither qualified nor trained to use these techniques. Because of the crowded classes, some teachers see that group must be more than four members; it may reach to ten students according to their views. The earlier pupils begin to learn a language usually better. Some students do not care to learn English; they feel they are forced to learn it. It is found out that a 40 minute class is not enough to practice pair and group work. A good student may negatively be affected by bad one literally when the later is a naughty one. In the light of these findings, this study recommends that: the school administration should know that the overcrowded classes can hinder the teaching process, English language courses should be introduced earlier preferable at the age of seven, A well prepared English language class should be our target for obtaining good results,
however ministry of education should provide more training courses for teachers to be able to deal in collaborative learning and a well planned syllabus should be designed by teachers who know student well.
تحفيز دارسي اللغة الإنجليزية كلغة أجنبية عن طريق استخدام العمل الثنائي والجماعي
دراسة حالة المدارس الثانوية بمحلية المناقل. ولاية الجزيرة، السودان
سالي محمد توم علي محمد

ملخص البحث
إن تقسيم الدارسين إلى مجموعات هي إحدى الطرق التي تسهم في تطور تعليم اللغة الإنجليزية إذ بإمكانها تحفيزهم. وعلى تهدف هذه الدراسة إلى إقامة الضوء على الأعمال الثنائية والجماعية كطرق تطبيقية متكاملة من أجل تحفيز الدارسين كما تهدف أيضاً إلى مناقشة المشاكل التي تواجه استخدام هذين الطريقتين و البحث عن حلول لها. تبنت هذه الدراسة النهج الوصفي التحليلي. حيث جمعت البيانات بواسطة استبانة و زعت على خمسين معلمًا للغة الإنجليزية المدرسيين الثانوية في محلية المناقل ثم حملت بواسطة برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS). وبناء عليه توصلت الدراسة إلى التالي من النتائج: التحفيز عامل مهم جداً لتطوير المهارات اللغوية. العمل الجماعي و غيره من الأنشطة من شأنه الارتقاء بمستوى الدارسين، لذا فعلى المعلمين بناء المزيد من الجهود في سبيل استخدامها في الفصل. وهناك الكثير من المعلمين غير مهتمين وغير ممتنعين على استخدام هذه الطرق. ونسبة الفصول المكتظة: يرى بعض المعلمين أن المجموعة يجب أن تشتمل على أكثر من أربعة أعضاء و عليه يمكن أن يصل العدد إلى العشرة بحسب وجهة نظرهم. من الأفضل بداية دراسة اللغة في سن مبكرة. هناك من الطلاب من لا يهم دراسة اللغة الإنجليزية ويشعر فقط أنه مجري على ذلك. وقد توصلت الدراسة إلى أن زمن الأربعين دقيقة للحصة يعد غير كاف لتطبيق طرق العمل الجماعي. كما قد يتأثر الطالب الجيد بالطالب السيئ خصوصاً إن كان الأخير مشاغباً. وعلى ضوء هذه النتائج توصي الدراسة بالأتي: على الإدارات المدرسية أن تؤتين الفصول المكتظة من شأنها عرقلة المسيرة التعليمية. حيذاً بداية مقاررات اللغة الإنجليزية بيتكاً لأن تكون في سن السابعة. يجب أن يكون هذين فصول جيدة الإعداد لإجازة النتيجة المرجوة. وترى الباحثة أن توفر حلقات تدريبية للمعلمين لمعرفة كيفية التعامل مع المجموعات ومناهج جيدة الإعداد و التصميم من قبل معلمين مثمين بكل ما يتعلق بالتعليم.
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CHAPTER ONE
INTRODUCTION

1.0 Background

Communication is the main reason for human beings to study language, that is to say people learn and study languages to communicate with each other. But this aim is only be achieved if one has a motivation which certainly needs intelligence, knowledge, study skills, will and above all one has to have internal and external desire and interest to do such. On other words and as it is said "you can take a horse to the water, but you cannot force it to drink'. So the case with students, they will do what they want to do by themselves or otherwise motivated or driven to do through external stimuli. And the teacher is one of the external factors that play an important role in improving student's language, so to some extent, teachers have to know the techniques used to enable learners to practice the language in the classroom which are :( individual, pair, group) work to motivate students.

Pair work is achieved when two learners are working together to give them chance to use English in the class, whereas group work is a form of cooperative learning includes more than two students to develop their knowledge, and all of two have an interaction between the members either this interaction be positive or negative.

1.1. Statement of the Problem

In the Sudanese secondary schools, students are weak in acquiring English language they are not always motivated because they are unaware of their needs, interests and the ways teachers use to practice activities. Some teachers slightly use all the three techniques to present
those activities, and many teachers neglect to use pair and group works which help improving language, so they might not get developed in using the language at all which may even affect the students' communication; in other words, missing these techniques in the classroom can make a big problem in communication which is the aim of learning languages as it was mentioned before.

1.2 Objectives of the Study

The research aims to:

1. Clarify the importance of motivation in teaching and learning language.
2. Clarify the necessity of using pair and group work to motivate EFL learners.
3. Discuss the problems which face using pair and group work.
4. Look for solutions.
5. State factors that obstruct motivation process.

1.3 Questions of the Study

The research has some questions to answer:

1. What is the teacher's role in motivating students?
2. Are pair and group works necessary to improve EFL?
3. Do students perform better when practicing activities in pairs and groups?
4. How teachers order students in pairs or groups?
5. What faces using pair and group work?
1.4 Hypotheses of the Study

The research is based on the following hypotheses:

1. To learn English one must has a desire to.
2. Pair and group work are perfect ways that motivate learners to learn and then to improve their performance.
3. Most of classes miss pair and group work.
4. Teachers who are not qualified or trained fail to deal with co-operative learning.
5. Students are divided randomly.

1.5 Significance of the Study

Pair and group work are very necessary for developing the standard of the language. They also help students to develop their abilities of communication. When they are missed, the class will miss a great activity in learning English language. On the other hand, the study investigates the problems that face both teachers and students in using pair and group work as a way of motivation to improve the language, and seeks for the causes and then suggests some solutions for solving these problems.

1.6 Methodology of the Study

The researcher will follow a descriptive analytical method in carrying out this study. A questionnaire will be given to a sample of secondary school English language teachers to investigate. The data collected by means of questionnaire will be analysed and classified. Finally there will be a conclusion, findings and recommendations.
1.7 Limits of the Study

This study will be conducted in secondary school in the year of 2015. The study will be limited to (Motivating EFL learners through pair and group work).
2.0 Introduction

We need language to communicate, for English has been the global language and language of our now a days that if you want to know about the world you need to know English. It covers number of geographical distributions of the homes, factories and offices in which the language is spoken, written or read.

This review of literature deems relevant to the research objectives. It includes the literature review, therefore, deals with pair and group work and their role to motivate EFL learners, and the problems that face the using pair and group work in Sudanese secondary schools.

2.1.0 Motivation Concept

Motivation is a concept used to describe the factors that contribute to maintaining or continuing certain behavior. It is seen as means to achieving a specific goal. It is true that building confidence in EFL learners is based on how do students are motivated in the classroom. A highly motivated student for example is one who tries best to get high grades. This determination to success is what distinguishes a "high motivated person."

2.1.1 Definition of Motivation

Generally a one has been motivated when he /she has a desire to do something he want to. Brown (1994:152) states that "motivation is a term that is used to define the success or the failure of any complex task ".

In that the language (any language) can be consider as a difficult task to gain so as to need a motivational learners. Harmer (2002/51) states that "Motivation is some kind of internal drive which pushes some one to things in order to achieve something". He also states that:

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"Motivation is essential to success: that we have to want do something to succeed at it, without such motivation we will almost fail to make the necessary effort".

It is true that you can not force some one to do something if they lack desire to do it. But as a teacher you have to know how you can attract students to learn language not by forcing. Marion Williams and Richard Burden (1997: 120) states

"motivation is a 'state of cognitive arousal' which provokes a decision to act' as a result of which there is 'sustained intellectual and/or physical effort' so that the person can achieve some 'previously set goal'

Dornyei and Otto (1998:64) define motivation as

"the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted out".

According to Williams & Burden,( 1997):

"The term “motivation” is a broad concept that cannot be easily condensed into one single definition. The term becomes even more complex when it comes to language learning"

2.1.2 Sources of Motivation

Motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are, since they form part of the world around students' feeling and engagement with the learning process. Motivation can come from certain sources. In the other wards four factors can affect the motivation according to Harmer ( ), they are:*

1- The society we live in

When the language outside the classroom is very different from the inside one, this can affect students 'attitudes and even culture and
religion are reasons can affect the student's motivation positively or negatively.

2- Significant others

"The world around students, their attitudes to language learning will be greatly affected by the influence of people who are close to them, attitudes of the parents and older siblings will be crucial". That means the student get demotivated, if parents see that to learn maths is more important than to lose time in learning English.

3- The teacher

It is the major factor that can affect the students' motivation, his/her attitudes is so important because in many cases student imitates his/her teacher.

4- The method

The way of teaching and learning language must be comfortable for both teacher and students.

2.1.3 Types of Motivation

There are many types of motivation. Four of them are widely recognized in the literature of EFL learning. These four types are "integrative, instrumental, intrinsic and extrinsic". In what follows each of them is defined and evaluated.

1- **Integrative motivation**

This type of motivation is simply defined as that factor that motivates students to learn a language in order to integrate and become a Part of a speech community. People who immigrate to new countries are some examples of people who may want to identify with the community around them. An important aspect of this form of language learning is using language for social interaction.
Crooks and Schmidt (1991:4: 17) "integrative motivation is cauterized by the learners positive towards the target language group and the desire to integrate language community".

This form of motivation is thought to produce success in language learners. This is often compared to instrumental motivation.

2- **Instrumental motivation**

In an EFL learning context this type of motivation can be simply Defined as wanting to learn a language for the purpose of obtaining Some concrete goals such as a job, graduation, or the ability to read Academic materials this form of motivation is thought to be less likely to lead to success than integrative motivation.

Rod (1976:514) states that: "learners with instrumental reasons for learning a second language can be successful".

Jacqueline (2001:3) states that:

"Under lies the goal to gain some social or Economic reward through L2 achievement, thus referring to a more function reason for language learning"

3- **Intrinsic Motivation**

Intrinsic motivation is an important factor when considering the language learning. Wu (2003:502) describes the intrinsic motivation as; an individual being motivated to act on an activity for the pure joy that accompanies such activity without any external factors or motives. For example, a student who completes an activity for his or her own enjoyment without pressure from outside sources to participate in the task could be considered to have intrinsic motivation. Language learners who possess intrinsic motivation are motivated because of the enjoyment of gaining competence and the pleasure that the activities can have producing new language.
4- **Extrinsic Motivation.**

On the contrary to the intrinsic motivation, extrinsic motivation refers to the motivation one has to participate in an activity not for the joy of it, but to accomplish some external goal. For instance, an individual who participates in an activity to receive praise, money, or a reward, as well as avoiding punishment from an external figure is characterized as possessing. In the following some examples distinguish between intrinsic and extrinsic motivation*

1- Learning English to understand the films in English without having to read the subtitles (intrinsic)

2- To be the best student in your English classroom (intrinsic)

3- You like when your teacher and colleagues praise you (extrinsic)

4- Your friends like English and they say it is a very important language (extrinsic)

5- To be able to start and maintain a dialogue in English (intrinsic);

6- Your teacher praises you when perform well and helps you with your difficulties (extrinsic)

7- You become unmotivated when your colleagues make fun of my pronunciation (extrinsic)

8- You think that your teacher believes that you can become a good English speaker (intrinsic)

**2.1.4 Motivation Strategies**

It is sure that teachers use many techniques to present their lesson activities and it's surer that these techniques are differing from one teacher to another. Guilloteaux and Dornyei define motivational
strategies as "instructional interventions applied by the teacher to elicit and stimulate students' motivation" (2008:56).

Dornyei (2001:28) further contends that: “they are techniques that promote the individual’s goal-related behavior”.

According to this all techniques like using attractive instruments and divided students in pairs or groups that teacher uses in the classroom to teach which absolutely help the students to be motivated to learn can be considered as strategies of motivation which are many and different according to the teacher who teach, the students has been taught, the method used to teach and the environment of teaching.

2.1.5 Importance of Motivation in EFL

The issue of motivation, particularly in EFL settings, is so important that other consideration about teaching methodology seem to pale in comparison. It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our students.

All of the conditions that we know contribute to successful second language acquisition are lacking in most EFL contexts: there just isn't enough English input in the environment, there probably aren’t enough opportunities for interaction with English speakers, there usually aren't enough strong role models promoting the learning of English, and there may not be widespread enough social acceptance for the idea of becoming proficient in English. Because of these adverse conditions, a learner has to have extraordinary motivation in order to success at learning English.
2.1.6 Impact of Motivation in the English Classes

Ellis (1997:75) stated that "motivation involved the attitudes and effective state that influence the degree of effort that learners make to learn L2".

Wiseman G Hunt (2001:33) offers six specific effects that motivation has on students in their learning they are:

1. Direct behavior towards practical goals.
2. Increases effort and energy expended toward these goals.
3. Increases initiation of, and persistency in, activities.
4. Enhances cognitive processing.
5. Determines what consequences are reinforcing.

2.1.7 Factors that Demotivate Students in Learning language

Based on Dornyei (2001:143-152) there are nine reasons demotivated learners which are:

1. The teacher (him/her) self.
2. Inadequate school facilities.
3. Reduced self – confidence.
4. Negative attitude towards L2.
5. Compulsory nature of L2 study.
6. Interference of another foreign language being studied.
7. Negative attitude towards L2 community.
8. Attitude of group members.

2.1.8 Factors that Demotivate Teachers of EFL?

Doyle and Kim (1999) offered a list of factors that create dissatisfaction among the teachers of EFL and ESL as follows:

1. Lack of respect from administration.
2. Lack of advancement opportunities.
3. Lack of long term employment and job security.
4. Overly heavy work loads.
5. Separation and alienation of teachers.
7. The malfunctioning of the education system.
8. Lack of funding for projects.
9. Lack of autonomy in the teaching and evaluation process.
10. Lack of autonomy due to mandated curricula and tests.
11. Lack of appropriate teaching environments.
13. Discrepancies of teaching philosophies.
15. Institution of team teaching and foreign assistant teachers.

Teachers working in these environments will likely have low expectations for success, and therefore be less able and less motivated to teach effectively. Most of these factors are found in Sudan that the teachers are suffering a lot and try to change this view.

2.1.9 The Role of the Teacher in Motivating Student

Ellis (1997:75) states that

"What ever the teacher does in the classroom his ability to motivate the students to arouse their interest and involve them what they are doing will be crucial. Some key factors will be his own performance, his mastery of research skills often depends on careful preparation, selection and presentation of topics and activities and of course his personality which his language teaching must be flexible enough to allow him to be both authoritative and friendly at the same time”.

The researcher see that, when the teacher deals his\her student as a friend the communication will be easy but in a way that will not affects on his\her personality and respect negatively.

23
2.2.0 Activities Presentation

According to Scrivener (1994:214), there are five types of student grouping in the classroom are used to represent activities

1- The class working together with the teacher;
2- The whole class mixing together as individuals;
3- Small groups (three to eight people);
4- Pairs;
5- Individual work.

One of the successful way, if the teacher is resourceful and skilful enough, to motivate his/her students to participate in the lesson is to use "pair work" or "group work" appropriately. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc…

Researches on the second language acquisition have shown the learners have differences in mastering skills. While one student is good in drawing, another can be good in expressing ideas verbally; a third other student can be good at role play and imitation. Besides, some students find it less stressful, if not much comfortable to learn certain rules or usages of language from their pears and comrades than from their teacher. Finally, communicative language teaching requires a sense community and environment of trust and mutual confidence which "pair" or "group" work can provide.
2.2.1 Pair Work Pattern

Pair-work is one of the interaction patterns which must be included within curriculum and used in the modern languages classroom, such as English as a second language (ESL) or English as a foreign language (EFL).

According to Phipps (1999:1), pair work is “for any form of pupil-pupil interaction without the intervention of the teacher”.

Consequently, pair work interactions are when students work independently, face-to-face and communicate to one another with minimal involvement from the teacher. Many researchers have proven that students are much more ready to interact with each other with more complex responses than with their teacher. Doff (1988:24) defines that “in pair the teacher divides the whole class into pairs, every students work with his/her partner and all pairs at the same time”.

According to Byrne (1989:31) there are two main kinds of pair work according to the partner you talk to. They are fixed pairs and flexible pairs. Fixed pairs are originated when the students work with the same partner (usually the student on the left or the right) in order to complete a task of some kind. In flexible pairs the students keep changing partners. Teacher must decide whether he can let the students stand up and move around the classroom freely. This will make the activity more interesting for them because they can choose the person they want to talk to.

Students usually like pairs because:

1. Can communicate with their friends.
2. Have more time to practice speaking.
3. Have less work to do.
4. Learn from each other.
5. Feel more comfort with friends

2.2.2 Group Work Pattern

It is one of pedagogical strategies use in the classroom.

Doff (1988:24) also defined that:

"In group teacher divides the class into small groups to work together (usually four or five students in each group) as in pair all the groups work at the same time".

According to Brumfit (1984)

"Pair and group work are the most effective techniques of classroom organization which combine aspects of communication learning and natural interaction in as trees free environment".

He also states that:

"A number of people who interact with one another, who are psychologically aware of one another and who perceive themselves to be group".

In this case pair can be considered as a one division of the group, in the other wards, the smallest division group is where working in pair which contains two people.

2.2.3 Types of Pair Work

Pair and group work are ways of ‘communication’ in the classroom, they are fundamental way in which teachers can give learners the opportunity to practice what they have been exposed. There are many types of pairs as follow*

A. Open Pairs

The term ‘open pairs’ is used to indicate a very common form of classroom interaction, where two people are speaking and everyone else is listening. There are two ways in which this happens.

a) Teacher -Student Pairs

There are many situations in which the teacher talks to an individual student. These are some frequently used examples:

1- Informal chat, for example, as the class begins;
(T: Did you win your football match last night, Mario? S: No, unfortunately we lost 2-1.)

2- Talking about and checking understanding of language;
   (T: who can tell us about the regular past simple? Suzanna? S: That you write it one way and say it three different ways.)

3- Talking about work done, checking comprehension;
   (T: Who can tell me what Ali did next? Yes, Ahmed?
   S: He went back to his house.)

4- Eliciting newly presented language;
   (T: So that’s how it works. OK, now ask me. Maria? S: Where did you go last night?)

5- Modeling newly presented language before closed pair work;
   (T: So that’s what you have to do. Aisha, let’s try. Have you ever been to London? S: Yes, I have. T: When did you go? S: I went there last year.)

6- Talking about and checking understanding of task;
   (T: So who can tell me what you have to do? Sarah
   S: We have to tell our partner about the person in the picture.

7- Student questions;
   (S: Excuse me, what does ‘supine’ mean?
   T: Can anyone help him? No? OK, well here it means lying down on your back, lying flat, perhaps on the ground.)

b) Student-Student Pairs
This is the situation where two students talk to each other in front of the rest of the class.

Teacher-instigated, for accuracy/modeling purposes
(T: Suzan, ask ArafA what she did last night.)
S1: What did you do last night?
S2: I watched TV with my mother.)

Spontaneous student exchanges (S1: And that’s why the banks are so bad in our country. S2: I don’t agree. I think that the problem is not the banks themselves, but the laws which control the banks. S1: Well, maybe the laws need changing, too.)

c) ‘melee’ or ‘mingle’ activity

It is an interesting variation on the open pair practiced where the whole class operates on an open pair basis with everyone else in the class. At the most basic level, this can consist of the learners walking randomly round the room, and when the teacher claps their hands, they turn to the nearest person and say

S1: ‘Good morning. How are you?’
S2: I’m fine thanks. How are you?

At a more complicated level, all the students might have information which will lead them to find a partner; they must ask questions of many others until they find the right person.

B. Closed Pairs

The closed pair is fundamental in current ELT practice. Every modern course book regularly instructs the student to ‘Work with a partner’ or says things like ‘in pairs.

2.2.4 Types of Group Work

There are two types of groups which are

A. Open Groups

Based on the term ‘open pairs’ term 'open group' can used to indicate a very common form of classroom interaction, where more than two people are speaking and everyone else is listening. There are two ways in which this happens.
a) Teacher-Group
This is likely where the teacher is monitoring groups at work, and wants to talk to a particular group about the way they are working (to help or correct) or to call back answers to the task they have been set. The group might also call the teacher over to clarify something they don’t understand about the task, or to tell the teacher their results when they have finished.

b) Group-Group
This usually occurs as part of the feedback from a group task activity, where the teacher puts two groups together to discuss their results, or where all the groups in the class have an open forum about their answers. In both cases the teacher will operate as a facilitator rather than as a participant.

B. Closed-Groups
As with closed pairs, closed group work is considered a normal part of communicative ELT practice. As well as ‘information gap’ and ‘opinion gap’ activities, group work frequently involves more in the way of cooperative discussions and problem-solving, sometimes including role-playing, for example as a committee making a decision.

2.2.5 Using of Pair and Group Works

"……the increases of the amount of the students' participation in the classroom is increases opportunities for individual students to participate and use new features of the target language. It enables the teacher to work more as a facilitator and consultant”.

More over the using of pair and group work give more chance for students to practice the language with more confidence with their classmates than with teacher and because the main objective of teaching
English is to enable students to use the language effectively, either in speaking or writing; pair and group work are likely to be the most important techniques to be used.

Jack C, Lockhart (1994/153) states that:

"Students in the group matched on intelligence and arithmetic skill, and progress in arithmetic was the criterion to determine motivational effects of the treatment".

2.2.6 Using of Pair and Group Work in the Lesson

Pair and group work do not need to be limited to any one stage of the lesson beginning, middle or the ending of the lesson. They don’t need to be seen just in a speaking activity. For example, you could start your class with a vocabulary pair work activity where students take turns explaining words from the previous lesson to each other. Another opportunity to use pair and group work is before a reading or listening task where students need to predict what they will read or listen to based on the title of the text. There are also plenty of opportunities for students to work together after they’ve done the reading or listening to check and discuss. (Harmer 1995:206) State that:

"Pair work can be for brainstorming, pre-reading/listening prediction activities and for checking and comparing answers, so quite clearly there are lots of different types of pair work. Teachers also can use pair and group in warm-up activities, role-plays, Cards and board games and Vocabulary activities."

2.2.7.0 Division of Students

Teachers face some difficulties when they want to pairing or grouping students specially if their classes are too much, it is better to divide them randomly by their birthday date, height, hair, shoes color,……etc.
Markley (2005: 48) mentions that

"Assign students to groups to maximize their heterogeneity: a mix of males and females, verbal and quiet students, the cynical and the optimistic. By assigning students, you can take into account students' prior achievement, levels of preparation, work habits, ethnicity, and gender. For larger classes, this can be handled in sections."

Two ways by David and Judith are considered to be the best ways to pairing and grouping students. They are as follow:

2.2.7.1 Pairing students

David (1996:43) states six ways of pairing students as follow

a- Line drill
It is good for dialogue or short discussion; students stand in two lines facing each others; periodically change the line and have them repeat with their new partners. If there is an odd number of students (crowded classes) teachers can make some students to be teachers to help correct their classmates' mistakes

b- Circle drill
It is similar to the previous drill in the format of a circle, and in the case you have a large number of students you can run more circles

c- Fire drill
In this case teacher makes students sit paired in desks by having enough desks for all but one or two students that they must stand till they hear their classmates make a mistake to replace them it is good for exiting the class.

d- Find the person who wrote the card
Give small scraps of paper to half of the students in the class. Tell them to write something on it (the important person in your life for example). After collecting the papers and redistribute them to the rest half class to
each one to ask questions related to the paper in his\her hand to find who wrote it.

e- Name lottery

It is similar to the previous one on having papers to a half of the class to write their names, collect the papers and fan them out like a gambler for the rest half to choose each other partner it is good for pair discussion and long dialogue practice.

f- Number circle

It is also good for discussion and long dialogues. Have the students number off, write a circle on the board, using the numbers. Draw lines randomly between two numbers. Each student goes to his\her partner indicated by the arrows.

2.2.7.2 Groups Assignment

Judith (2010:24) states:

a) Chose ascribe to take notes and organize the group discussion on a large piece of paper so that every group member can follow the discussion threads.

b) Appoint a reporter to report back to the class during a whole class debrief.

c) Assign a vocabulary monitor to compile new wards from a discussion and give each group member a list following day

d) Appoint a monitor to keep track of the time allowed for the allowed discussion.

2.2.8 Advantages of Pair and Group Work

According to PW Watcyn-Jones (2002:9), there are many advantages for the teacher and students when activities are introduced through pairs or groups. Such advantages in that pair and group works:
1- Allow the students to use language (depending of course on the task set by the teacher) and encourages student co-operation.

Give everyone a chance to speak in non-threatening environment, i.e. with a fellow-student rather than in front of the teacher and the whole class. Students will learn from one another in a natural way that approximates more to the world outside and gets away from someone of the constraints of the classroom. Students-centered are rather than teacher centered. Once an activity has been explained (and perhaps demonstrated), the students work independently of the teacher and at their own pace. This means the students really have an opportunity to see how well they can communicate in English.

2- Promote students’ self confidence because they feel comfortable with each others.

3- Byrne (1989:31) adds that it teaches them how to lead and be led by someone other than the teacher.

4- The language produced during pair and group work is generally more natural and authentic than in teacher-led sessions. It is also more personalized and, subsequently, more memorable for the students.

Byrne says that students can face and talk directly to one another, so it is much closer to the way we use language outside the classroom.

5- Allow you as a teacher to monitor, move around the class and really listen to the language they are producing.

6- Give them a sense of achievement when reaching a team goal.

7- Encourage co-operation between students, in order to complete a task successfully, they have to work together and help create a very positive learning atmosphere in class.

8- They also lead to students being less afraid of making mistakes.

In addition, most students grow in confidence as they discover
that they can complete a task successfully without constant help from the teacher.

9- Lead to greater personalization and students begin to express their own personalities in a more natural and less inhibited way. This again contributes to creating a better learning atmosphere in class plus a positive group feeling.

10- Some of them are more fun to do than more traditional exercises. Students who enjoy what they are doing are more likely to learn than those who find the work boring.

11- They are dynamic and active. Learning cannot really take place unless the students are actively involved in the process. Pair work keeps them active which increases their ability and desire to learn.

12- Finally, they give teachers a break from being the centre of attention, from having to ‘perform’, be dynamic, interesting, and so on. Instead, the teacher can stand back, listen more actively and think up strategies for helping the students increase their knowledge and confidence.

2.2.9 Disadvantages of Pair and Group Work

The idea of group and pair work in language teaching is hardly a new one. Harmer declares certain problems occur with pair and group work.

A- Teachers are often worried about the use of the students' native language.

B- Incorrectness is another worry, but as we have repeatedly said accuracy is not the only standard to judge learning by: communicative efficiency is also vitally important and pair work
encourages such efficiency. (Harmer 1995:206) Sometimes teachers do not want to use pair and group work.

C- Using those means that many learners are speaking at the same time. It’s complicated for the teacher to control all students and to notice what they are saying. There are some problems when using pair and group work such as:

a. There is, of course, a loss of control in terms of how much the teacher can check and hear. This means that some students may continue to make mistakes simply because the teacher does not hear their classes presents.

b. Students will make too much noise. Byrne claims that noise is OK, as long as they are not shouting. He suggests moving Students into different places in the room so that they can hear themselves speak. Unless the noise is likely to disturb the class next door, you could just ignore it. The noise won’t bother the students themselves. They will be too busy practicing and in any case they can hear one another quite easily. But it is necessary to control the noise level.

c. Students will make mistakes
According to Byrne (1989:31) if your aim is accuracy, you must try to prevent mistakes as much as possible. He advises to give the students a clear model and give them enough practice before they start on their own. You should also write relevant material on the board. But being able to give the students a lot of extra practice in this way is far more important than a few mistakes.

d- Students expect their teacher to teach them
Byrne stresses that teachers should be prepared to justify procedures like pair work and group work and also certain activities such as games and songs. Sometimes this is just as important as explaining how to do something.
e. You could lose control of the class
It is better to set up a signal before pair or group works start, like clapping hands, So that students know when to stop.

f. You are not able to listen to everyone at once and hear what they are saying so in the case of a group of four for example you can appoint one of them as a controller with his\her basic role which is that a one of students under activities. And as a teacher you have to be sure that the language they are producing is English. However pair work can help to overcome a frequent problem in groups that not all members participate equally in discussions and may be some members will take over a discussion completely, while shyer students are unable to participate. They may say little or nothing.

2.2.10 Some Solutions for Problems of Pair and Group Works
Byrne (1989:34-35) suggests several points to keep in mind to prevent these problems;
1. Divide the students into pairs in the most convenient way possible.
2. Make sure the students know exactly what they have to do.
4. Don’t let activities go on too long.
5. Carry out selective checking.
6. Control the noise level as necessary.
7. Provide feedback.
2.3 Previous Studies
This topic has been investigated by:

**Manal Mohammed Toum** (2006) on "investigating motivation in an EFL classroom, university of Gezira" her main findings and recommendations are:

In order to make learning of EFL process more motivating experience the researcher needs to put a great deal of thoughts into developing programmers which maintain pupils interest and have obtainable short-term goals.

Create interesting lessons in which the pupil's attention is gained. In this respect, the researcher recommends the following points for teachers who want to stimulate or motivate their pupils

A. Be interested in what you are teaching

B. Make your lesson interesting with pictures, etc.

C. Vary your classroom activities by using
   a. classroom debates.
   b. games.
   c. group work.
   d. mock interviews.
   e. role playing.

D. Vary your teaching method as well as your voice.
   a. Make a good introduction to your lesson.
   b. Make sure that your work is well graded.
   c. Consider your pupils.
   d. Give your pupils opportunities by:
      e. Asking questions.
      f. Involving them in groups or pairs.
      g. Giving them too much written materials.

E. Do not guide and control your students too much.
F. Create among them a feeling of security and confidence.
G. Give easier questions to weaker pupils and tougher questions to bright pupils.
H. Reward good works.
I. Mark and return your pupils work promptly.
J. Have all tools ready when doing practical.
K. Address your pupils by their names.
L. Love your pupils.
M. Never laugh or permit others to laugh at pupils mistakes.
N. Go from known to unknown.
O. Think always of promoting your knowledge.

Fatheya Abdalla Ahmed Hussien (2009) "Towards a more effective form of interaction in large classes at secondary level". M.A University of Gezira.

This study aims at promoting interaction in large classes. It leads to the fact that pair and group work are good techniques for large classes. It has the following findings:

a. Shyness and hesitation are the factors that lead to poor interaction in large classes.
b. Pair and group work are good techniques to create an interaction in large classes.
c. The good relationship between teachers and learners makes learners express themselves more freely and promotes interaction.
d. The arrangement of large classes need to be put in a way that makes it possible to see and hear every learner.
e. Interaction needs teachers to raise their voices especially in large classes.
f. Teachers should encourage learners and accept all kinds of opinions to develop a kind of self confidence.
g. Effective classroom interaction happens in a relax and healthy atmosphere.
h. Conversations, discussions and dialogues promote listening skills.
i. Teachers do not need to correct every mistake or error done by students.
j. Time of practice need to be increased.
k. Teachers don’t take most of classroom time to explain pronunciation.
l. Teachers verify the level of activities in language classrooms.
m. One of the problems of poor interaction in large classes is the low voice of the teacher.
n. There is not enough pair and group work in an English classroom.

In the light of the results obtained following recommendations are suggested:
a. Much more effort and time should be devoted to the interaction in large classes.
b. Classroom to create real interaction.
c. Teachers need to use own experiences in managing and controlling the classroom by using special techniques to deal with large classrooms.
d. Teachers need to activate all language skills to interact effectively with their learners.
e.
Chapter Three
Research methodology

3.0 Introduction

This chapter is mainly concerned with the instrument which has been employed by the researcher in order to facilitate the process of data collection as well as to obtain secondary school teacher's opinions. The researcher has employed instrument which is questionnaire for secondary school teachers. The questionnaire is intended to obtain secondary school teacher's opinion on collaborative techniques to motivate EFL learners.

3.1 The population of the Study

The populations of this study are English language teachers at secondary schools in Managuil region. There are (50) of them taken as a sample to this study, they are between (25—55) years, from both males and females.

3.2 Sample of the Study

Fifty secondary school Teachers are selected randomly to respondents to the questionnaires items. They are English language teachers work at different schools in Managuil region both males and females, whom their experience is from one year up to more than 16 years. Ages range from (25-55) years old with an average age of (40).

3.3 Tools of the Study

The study uses the questionnaire as a tool for collecting data. The questionnaire is composed of eleven statements. Each statement has
four options for ticking, they stated respectively: strongly agree, agree, disagree and strongly disagree. It was distributed to a group of teachers (males and females in Managuil) to give their responses for the presentation of results. The researcher use percentage table and figure for more explanation.

3.4 Reliability of Questionnaire

The study uses the (SPSS) programme for statistical and analytical operation. The researcher use present correction and the results options of followers.

3.5 Validity of Questionnaire

The questionnaire is said to be valid if it measures what it is intended to measure. Five lecturers judged the questionnaire and confirmed its validity. They confirm every question separately. Based on their comments, the questionnaire was put in its final draft. Thus the questionnaire is valid and reliable

\[
 r_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}}
\]

Where

\( r = \) correlation
\( R = \) Reliability of the test
\( N = \) number of all items in the test
\( X = \) odd scores
\( Y = \) even scores
\( \Sigma = \) Sum

\( R = \frac{2*r}{1+r} \)
\[ Val = \sqrt{\text{reliability}} \]

Correlation = 0.85

\[ R = \frac{2 \times r}{1 + r} = \frac{2(0.85)}{1 + 0.85} = \frac{1.7}{1.85} \]

Reliability = 0.92

Val = \sqrt{0.92} \quad \text{Validity} = 0.96
CHAPTER FOUR  
DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter is confined to the analysis, discussion and interpretation of the data.

4.1 Analysis of the Questionnaire

Table (4.1)

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</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
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</tbody>
</table>

Figure (4.1)

Students are Intrinsically Motivated

The statistical analyses of statement (1) in table and diagram (4.1) show that (100 %) of the respondent's agree. that, besides the social and cultural factors student must intrinsically be motivated. Thus the statement is supported.
Table (4.2)

Students Prefer Working Individually

<table>
<thead>
<tr>
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<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
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</tbody>
</table>

Figure (4.2)

Students Prefer Working Individually

Table and figure (4.2) teachers who agree are (46%) and disagree are (54%) according to the result (54%) of the respondent disagree that; Students are interested in working individually rather than in pairs and groups.
Table (4.3)

Using Pair and Group Activities are Successful

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</tbody>
</table>

Figure (4.3)

Using Pair and Group Activities are Successful

Table and diagram (4.3) show that, (78%) of the respondents agree with the statement, and (22%) disagree with the statement, therefore the statement is accepted.
Table (4.4)

Pair and Group are Perfect for Motivation

<table>
<thead>
<tr>
<th>Options</th>
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<th>Percent</th>
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</thead>
<tbody>
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</tr>
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<td>Total</td>
<td>50</td>
<td>100.0</td>
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</tbody>
</table>

Figure (4.4)

Pair and Group are Perfect for Motivation

About pair and group are perfect techniques to motivate learners to learn languages, it is obvious that, that (74%) of the respondents agreed with this statement, (26%) disagree with the statement, therefore the statement is supported.
Table (4.5)
A Group Containing Four Members is Better

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<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
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</tbody>
</table>

Figure (4.5)
A group Containing Four Members is Better

From the above table (4.5), it is quite clear that (50%) of the respondents agreed and (50%) responded with disagree. This percentage of equality proves that the majority of the respondents feel equally positively and negatively towards the idea of that group must not be more than four members.
Table (4.6)

Ignoring Pairs and Groups in many Classes

<table>
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<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<td>30.0</td>
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<tr>
<td>Disagree</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.6)

Ignoring Pairs and Groups in many Classes

The statistical analyses of statement (6) in table and diagram (4.6) show that (54 %) of the respondent's agree and disagree (46%). that, Pair and group work are ignored in many classes. Thus the statement is accepted.
Table (4.7)

Ignoring Collaborative Work has Bad Effects on Improving Performance

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>17</td>
<td>34.0</td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.7)

Ignoring Collaborative Work has Bad Effects on Improving Performance

Table and figure (4.7) identify that teachers who agree are 56% and disagree are (44%), according to the result (56%) of the respondent agree that; Ignoring pair and group work has bad effects on improving learners’ performance.
Table (4.8)

Teachers Face Problems in Using Pair and Group

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>38.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.8)

Teachers Face problems in Using Pair and Group

(36%) of the respondents face problems in using pair and group, whereas, (64%) do not, therefore the statement is not accepted.
Table (4.9)

Unqualified and Untrained Teacher will Fail in Using Pairs and Groups

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.9)

Unqualified and Untrained Teacher will Fail in Using Pairs and Groups

From the table above (4.9), it's clear that (68%) of the respondents agreed and (32%) responded with disagree. This percentage proves that the majority of the respondents positively and towards the idea that teacher who is not qualified and trained is going to be failure to use pair and group work in his her class.
Table (4.10)

The Control of the Whole Class is the Teacher's Responsibility

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>38.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.10)

The Control of the Whole Class is the Teacher's Responsibility

Table and figure (4.10) teachers who agree are 56% and disagree are (44%) according to the result (56%) of the respondent agree that; it is only the teacher's responsibility to control the whole class.
Table (4.11)

Students are Divided Randomly

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>42.0</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.11)

Students are Divided Randomly

Table and diagram (4.11) show that, (84%) of the respondents agree with the statement, and (16%) disagree with the statement, therefore the statement is supported.
4.2 The State of the Opinionnaire

An opinionnaire was distributed to a number of experienced teachers who gave their suggestions to improve learner's pair and group work. The following points summaries what they said:

1- There should be trained teachers.
2- Workshops are better strategies for teachers to discuss and exchange information.
3- Teacher should have intimate relation with the library and dictionary.
4- Teachers should choose their own methods to teach with.
5- In the beginning stages teacher can use simple language.
6- A suitable time should be determined to practice such activities.
7- There should be a competition to motivate students.
8- Choosing a suitable technique for a suitable lesson.
9- Each group should have a leader.
10- Each group should contain weak, better and best students to help each other.
11- Teachers have to ask students to come early mornings to do more practices.
12- Teachers have to encourage students to assign themselves in pairs or groups in their free time.
13- Teachers have to ask students to make a dialogue of two or more in a real life topic.
14- Aids must be available and useful for the topic.
15- School environment should be suitable.
16- School management should encourage teachers to use these techniques.
17- School administration should prepare an English club and suitable place for such techniques.
18- Over crowded classes should be reduced to facilitate the learning process.
19- More attention should be paid to the coming syllabus to get more benefits.
4.3 Testing the Hypotheses

In this section, hypotheses which were assumed in the first chapter are tested. The purpose of these hypotheses is to answer the research questions, and assist in solving the problem of the study. The hypotheses have been tested in the light of the findings of the study. They are as follows:

**Hypothesis One:** To acquire any language one has been has a desire to. This hypothesis is justified by means of the result of the questionnaire, that hypothesis one is judged reliable and valid according to this result of statement (1) where (100%) of the respondents agreed that student must intrinsically be motivated besides the social and cultural factors.

**Hypothesis Two:** Pair and group work are perfect ways that motivate learners to learn and then to improve students' performance. Hypothesis two is sustained to be valid and reliable by the results of the statements: (3), (4) and (7), as they have received positive attitudes of the respondents, which are represented by (78%), (74%) and (56%) successively. Statement (3) Activities using pair and group are approximately successful, then statement (4) group are perfect techniques to motivate learners to learn languages and statement (7) Ignoring pair and group work has bad effects on improving learners' performance.

**Hypothesis Three:** Most teachers ignore pair and group work. The result of the statement (6) confirms this hypothesis. In this statement, (54%) have responded positively agreeing that Pair and group work are ignored in many classes. Thus, hypothesis three is reliable and valid according to the result of the mentioned statement.
**Hypothesis Four:** Teachers who not qualified or trained fail to deal with the co-operative learning. Results of statement (9) supportive to this hypothesis, for (68%) of the respondents in the statement, have positively accepted that teacher who is not qualified and trained will be failure to use pair and group work in (his/ her) class.

**Hypothesis five:** Students are divided randomly. This hypothesis is justified by the result of the statement (11). (84%) of the respondents in the statement, have positively accepted that teacher has to divide students randomly. Thus, hypothesis five is judged reliable and valid according to the result of the statement.
5.0 Introductions

This chapter is confined to the conclusion, findings and recommendations. In this chapter the researcher showed the positive and negative things that help in motivating learners through using pairs and group work. Then she recommends many points by which learning EFL process will be more interesting.

5.1 Conclusion

Because learning a foreign language is necessary and inevitable in our daily life especially English, this study attempts to attract the attention of those who are concerned with the teaching – learning process, particularly teaching and learning of EFL, to adopt the best techniques and methods to motivate secondary school students to learn English. Thus, in this study the very effective ways to suggest are pair and group work interactions which are very motivating and attractive for both teachers and students to overcome the problems of weakness.

5.2 Findings

As a result of the data analysis the study comes to the following findings:

1-Motivation is an essential factor that can help to improve language skills.
2- Pair and group work and many other techniques can motivate learners of EFL, thus teachers must make more efforts to use them in the classroom.
3- Many teachers are not qualified even not trained to use these techniques.
4- As a result of the overcrowded classes, some teachers see that group must be more than four members; it may reach to ten students according to their views.
5- It usually better for pupils to begin to learn a language earlier to.
6- Some students do not care to learn English; they feel they are forced to learn it.
7- Time of 40 minutes is not enough to practice pair and group work in the class.
8- Best students may negatively be affected by the bad ones literally when the later are naughty ones.

**5.3 Recommendations**

In the light of this study, the researcher recommends the following:

1. School administrations should know that large numbers of students in overcrowded classrooms can obstruct the teaching process.
2. English language course should begin as earlier age as possible.
3. A prepared English language classes should be obtainable.
4. Ministry of education should provide more training courses for teachers to be able to deal with collaborative learning.
5. Syllabus should be adopted by the teacher (him/her) self because (he/she) knows (his/her) students well.
For Further Studies

The researcher suggests the following points:

1. There are many ways to motivate EFL learners in general; however future research needs to investigate each one and its applicability in Sudanese classes.

2. Students' opinions, thoughts and researches about how to improve these ways have to be considered.
Bibliography


Wu, X. (2003) Intrinsic motivation and young language learners, the impact of the Classroom environment.

Websites:

Appendix

Faculty of Education
Department of English

A questionnaire to investigate teachers' opinions in a study under the title of (Motivating EFL learners by using pair and group work).

Dear teacher, your opinion plays a great role in this study. So please share by ticking whether you strongly agree, agree, disagree, strongly disagree.

Thank you ……………..Sali

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Student must intrinsically be motivated besides the social and cultural factors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2- Students are interested in working individually rather than in pairs and groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- Activities using pair and group are approximately successful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- Pair and group are perfect techniques to motivate learners to learn languages.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- A group must not be more than four members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- Pair and group work are ignored in many classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- Ignoring pair and group work has bad affects on improving</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>learners' performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8- I face problems in using pair and group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Teachers who is not qualified and trained will fail to use pair and group work in his her class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 It is only the teacher’s responsibility to control the whole class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Teachers have to divide students randomly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Opinionnaire**

What do you suggest for improving learners pair and group work?

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