University of Gezira

Faculty of Education– AL Hasahiesa

Department of Foreign Languages

The Role of Collaborative Learning Techniques in Developing EFL Learners:

A Case Study of Secondary Schools Teachers, EL-kamleen locality, Gezira State, Sudan.

By

Samer Saeed Mubarak Mohamed

October 2015

The Role of Collaborative Learning Techniques in Developing EFL Learners:

A Case Study of Secondary Schools Teachers, EL-kamleen locality, Gezira State, Sudan.

Samer Saeed Mubarak Mohamed

B. A. of Arts

Gezira University (2011)

A Dissertation

Submitted to the University of Gezira

In partial fulfillment of the Requirements

For the Award of the Degree of Master of Arts

in

English Language Teaching (ELT)

Department of Foreign Languages

Faculty of Education– AL Hasahiesa

October 2015

The Role of Collaborative Learning Techniques in Developing EFL Learners:

A Case Study of Secondary Schools Teachers, EL-kamleen locality, Gezira State, Sudan.

Samer Saeed Mubarak Mohamed

Supervision Committee:

Name	Position	Signature
Dr. Ahmed Gasim Elseed	Main Supervisor	……………..
Dr. Abdulgadir Ahmed Ali	Co-Supervisor	……………..

October 2015

The Role of Collaborative Learning Techniques in Developing EFL Learners:

A Case Study of Secondary Schools Teachers, EL-kamleen locality, Gezira State, Sudan.

Samer Saeed Mubarak Mohamed

Examination Committee:

Name	Person	Signature
Dr Ahamed Gasim Elseed	Chair Person	…………….
Dr Shawgi Abdalbagi Ali Musa	External Examiner	…………….
Dr. Mubarak Siddige	Internal Examiner	...…………..

Date of Examination: October 2015

Dedication

To my family

Acknowledgements

Many people need to be thanked for the help which they have given throughout the completion of this accomplishment. First, I would like to thank Dr. Ahmed Gassem Elsayed my major advisor, for the all of the supportive and helpful supervision he has provided me with my research achievements. I also would like to thank Dr. Elhaj Ali Adam for all of his comments and suggestions throughout the completion of this project. Finally, I would like to thank all of my friends who have been given me their support throughout the completion of this project. Without your supportive comments and suggestions this project would have not been achieved.

The Role of Collaborative Learning Techniques in Developing EFL Learners:
A Case Study Secondary School Teachers in EL-Kamleen Locality- Gazira State

Samer Saeed Mubarak Mohamed

Abstract

Teaching is a very demanding activity and good teaching means involving most of the learners in the lesson by presenting various teaching. One of the main reasons of the deterioration of the standard of language is the absence of using collaborative work activities in class. The study aims to investigating collaborative work and the role it can play in promoting learners general performance in language focusing on pair and group work. Its aims to facilitate teaching and learning process through applying collaborative work techniques. It also aims to explain the importance of using effective techniques. The researcher followed a descriptive analytic method with a questionnaire as a tool for collecting date, for forty English language teachers. The collected data is statistically analyzed by using (SPSS) programme and according to the results the study arrived at some findings: first the absences of collaborative work and in particular pair and group work lead directly to the deterioration of communicative skills among learners. Second, using collaborative work has a great role in solving the problem of the weak standard of language. Third Using collaborative teaching activities involve most of the learners in the lesson. The researcher comes out the following recommendations: first Pair and group work should be used to promote different language skills among learners. Second Most teachers should be more enthusiastic and creating in practicing such activities with their learners. Third Collaborative work activities are good techniques for solving the problem of weakness in English. So, teachers and syllabus designers should cater for it.

دور تقنية التعليم التعاوني في تنمية مهارات دارسي اللغة الأجنبية :

دراسة حالة معلمي المرحلة الثانوية الكاملين

سمر سعيد مبارك محمد

ملخص الدراسة

التدريس هو عبارة عن نشاط مطلوب والتدريس الجيد يعني مشاركة كل التلاميذ في الدرس بتنوع عرض الدرس . واحد من أهم الأسباب في تدريس اللغة هو غياب استخدم العمل التعاوني داخل الفصل . هدفت الدراسة لتحقيق دور العمل التعاوني ودوره الذي يلعبه في ترقية المتعلمين في العمل الثنائي والمجموعات وهو أيضا فن لتسهيل عملية التعليم والتعلم من خلال تطبيق تقنية العمل التعاوني . استخدم الباحث المنهج الوصفي التحليلي لتحليل البيانات واستخدم الاستبيان لجمع البيانات لحوالي أربعين معلماً للغة الانجليزية وتم تحليل البيانات بواسطة برنامج التحليل الإحصائي للعلوم الاجتماعية (SPSS) وتوصل البحث إلي النتائج الآتية : أولاً غياب العمل التعاوني خاصة العمل الثنائي والمجموعات أدت بطريقة مباشرة إلى تدهور مهارات التواصل وسط الطلاب .ثانياً : استخدام العمل التعاوني يلعب دوراً مهماً في حل مشاكل ضعف أساس اللغة . ثالثاً : استخدام نشاطات العمل التعاوني تجعل التلاميذ يشاركون في الدرس .وتوصل البحث للتوصيات الآتية :أولاً : يجب استخدام العمل الثنائي والمجموعات لتسهيل استخدام المهارات المختلفة في اللغة وسط التلاميذ .ثانياً يجب علي المعلمين ان يكون متحمساً ومبدعاً في خلق النشاطات للتلاميذ .ثالثاً نشاطات العمل التعاوني لحل مشاكل ضعف اللغة الانجليزية لذلك يجب على المعلمين ومصممي المناهج لاستخدامها .

Table of Contents

4.16	Collaborative work can be used to overcome the problem of large classrooms.	53
4.17	Collaborative work reduces classroom anxiety	54

List of Tables

List of Figures

16

| 4.16 | Collaborative work can be used to overcome the problem of large classrooms. | 53 |
| 4.17 | Collaborative work reduces classroom anxiety | 54 |

CHAPTER ONE

Introduction

1.0   Background

One of the most important elements in the field of educational nowadays is to encourage, motivate learners in the learning process. Since one of the objectives o teaching English language is to teach it as a means of communication, teachers need to apply specific teaching techniques the most important of which is collaborative work techniques. Such techniques are used for developing commutative skills and the overall performance of learners. Moreover, collaborative work motivates learners to cooperate and share ideas with other; it also enhances their abilities to use the language effectively.

Group and pair work as an effective collaborative technique play in essential role in improving learners communicative skills which is the core of teaching and learning process.

1.1 Statement of the Problem

The researcher has noticed that the standard of EFL students in Hassahiesa locality has been deteriorating in the last years. The main reason behind this deterioration is that, Ignoring group and pair work can result in the weak standard of English, so this study will investigate the use of collaborative techniques' and the effect they can have on promoting the standard of language.

1.2 Objectives of the Study

This study aims at achieving some objectives by investigating the most effective techniques which students to achieve a good out put through adequate teaching process; the objectives of the study involve the following:

1- Introduce some kinds of teaching language communicatively through using effective techniques.

2- Explain the importance of using effective techniques.

3- Facilitate teaching/learning process through applying collaborative work techniques.

4- To come up with a remedial work of using certain techniques.

1.3   Question of Study

The study attempts to find answers to the following question:

1- How to use the collaborative work improve learners' communicative competence?

2- To what extend the use of pair and group work motivate learners to use the work effectively?

3- How collaborative work as techniques reinforce teaching and learning process?

4- To what extend collaborative motivate learners and reduce boredom?

5- Why the individual works limit the students' performance?

1.4   Hypothesis of the Study

The study hypothesizes that:

1- The use of collaborative work can leads to the improvement of learners communicative competence.

2- Learners work effectively when they are in groups.

3- The reciprocal work gives students good knowledge about language.

4- Collaborative work reduces learner's boredom.

1.5 Significance of the Study

The importance of this study lies in its usefulness to English teachers in Alkamleen locality who still tend to avoid collaborative work techniques in their learning. The importance of the study also arises from the need to find adequate techniques, it shows the nature of techniques and how they enhance communicative language, and the study can benefit both teachers and learners.

1.6 Methodology of the Study

The study follows a descriptive analytic method, the tools used for collecting the necessary data will be a questionnaire, observation, the tools will be designed and distributed to 40 teachers in Alkamleen locality.

1.7 Delimitation of the Study

The study will be limited to students who learn English as foreign language at secondary schools in Alkamleen locality, it is intended to find out about the effective techniques which motivate learners.

CHAPTER TWO

Literature Review

2.0 Introduction

Forming positive relationships with peers and developing socially are extremely important for all children. (Cowie, Smith, Beltal and Laver, 1994:65) states that:

> *"Children who have difficulties in these areas are more likely to suffer from problems in other areas of their lives, for example they may have a low sense of self-esteem and underachieve in academic work. When a child relates well to others it promotes positive feelings toward self and others".*

In a language teaching programme when the teacher- centered approach is the norm of education, there is usually no enough time for learners to participate except in the few chorus drills, so, up to now the emphasis has been on teachers' part. This chapter will be devoted to the work that may be left to the students to do inside the classrooms at time where the teacher is not at hand to help. The chapter attempts to define collaborative work which is a relationship among learners that requires positive inter dependence (a sense of sink or swim together), individual accountability (each of the learners has to contribute and learn), interpersonal skills,(communication, trust, leadership decision making and conflict resolution), face- to face promoting interaction, and processing (reflecting on how well the team is functioning and how to function even betters).

Non-threatening environment means that the school and classroom environment should be one where there is minimal risk, and a sense of belonging. Madrid, C. (1993:67) states that:

> *"Activities should be meaningful and collaborative, where students are encouraged to become responsible for their own learning as well as helping others to learn".*

ESL students in my classes are reluctant to share their ideas and opinions in large and small group settings. It seems critical to create a climate of trust that encourages children to participate and take risks in a non-threatening environment. My experiences demonstrate that trust and a feeling of belonging appear to be key factors to strengthen student relationships and to support academic achievement. The environment should also allow students to interact with their peers in a natural setting. Opportunities for talk are especially important for students who are learning a new language. Lack of proficiency in the language of instruction is an important factor in the lower academic achievement of minority students. Coelho (1994:98) believe that:

> *"Cummins attributes the failure of many minority students to develop the language skills necessary to achieve academic success to the teacher-centered methodology that is used in many classrooms".*

An interactive environment, on the other hand, develops higher level cognitive skills and meaningful, communicative language skills.

Another opportunity for schools to help students adjust socially is by integrating social skills instruction into the curriculum. The mainstream teachers and principal in my school have expressed concern that ESL students have difficulty making friends in a mainstream setting and have struggled with adult and peer social interactions. They have requested that social skills be taught during my ESL classes. I have also noticed students struggling with social issues in my ESL classroom. Some ESL students feel distant from their peers, have problems with friendships, and are reluctant to ask for help. These social skill problems can be viewed as educational opportunities to help develop appropriate curriculum for ESL students. Every social skill problem is an important piece of curriculum not yet acquired, and it tells us what the students need to learn. For example, if students are off-task, it is because they need to learn how to monitor their behavior, check to see if it is on-task, and adjust accordingly. Staying on task is a social skill that can be learned, similar to any other skill (Kagen, 1994).

Implementation social skill instruction into the curriculum might reduce the social difficulties many ESL students encounter.

Cooperative learning is one of the main instructional strategies that can be used to promote positive social interactions and to create an appropriate learning environment for ESL students. Provides evidence that improved social and affective development is one of the positive outcomes of cooperative learning. Students placed in a cooperative group, feel a sense of belonging. They learn to ask for and receive help. As others ask for their input, they learn that their suggestions are valued. They learn that their success is linked to the success of others. Croup participation is learned along with other social skills necessary for working together (Madrid, 1993)

Group and pair work are essential to achieve good results in teaching / learning process. This type of classroom arrangement creates a completely different atmosphere from that traditional teacher- centered class. According to Broum(1994), group work creates a favorable climate for communication by relieving students of the anxiety of having to talk in front of the whole class. Broum reports miraculous changes in students who had been too shy to talk until they worked in groups. In addition, group work makes students more possible and autonomous; they have equal responsibility for performing a task and find it difficult to hide in small group.

2.1 What is Collaborative Work?

2.1.1 Significance of Collaborative Work

The American philosopher and educator, John Dewy emphasized the social aspects of learning and the role of school in training students for problem solving and for democratic rational living. According to Roland Barth (1990) a school is a place where students and adults alike are engaged as active learners in matters of special importance to them and where everyone is thereby encouraging everyone else's learning. So collaborative work aims at providing

community and social life activities a small scale .Fitch (1970), Jere Brophy(1998) the collaborative work has different procedures subsumed with it. Such as collective work and cooperative learning.

2.2 Effectiveness of Cooperative Group Work

Cooperative learning is an effective instructional strategy to promote academic achievement and academic program, the student feels isolated from the classroom (Coelho, 1994) and their academic work will suffer (Cowie et al 1994).

Along with creating a climate of trust and a feeling of belonging, providing students with instruction in social skills also contributes to social development. Positive social interactions with peers and adults in a school will benefit academic performance. Before expecting students to have positive interactions, it is necessary to teach and model social skills. Social skills affect all parts of a child's life. Social skills are used to make connections among people. Johnson, Johnson and Holubec, (1998:78) states that:

> *"Any time you talk to, play with, interact with, or work with others, you are using social skills. The number of children and young adults that do not have necessary social skills to establish and maintain positive relationships is increasing".*

Also, many students are no longer taught how to interact effectively with others by parents and peers because of changes in the structures of family, neighborhood, and community life. The effects that social skills have on a child's academic performance requires that schools become more involved in teaching social skills.

2.3 Cooperative Learning

Cooperative learning is an effective instructional strategy that can be used to support the social development of ESL students in a school setting. Small group are used so that students work together to accomplish individual and shared goals. During cooperative activities, individuals seek outcomes that are

beneficial to themselves and beneficial to all other group members. Cooperative learning may be contrasted with completive learning (where students work against each other to achieve an academic goal that only one or a few students can attain) and individualistic learning (where students work by themselves to accomplish learning goals unrelated to those of the other students). Johnson et al. (1998).

Extensive research indicates that cooperative learning is a highly effective instructional approach. According to Johnson et al (1998) the first research study on cooperative learning was published in 1898. Since then there have been over 600 experimental and over 100 correlational studies conducted on cooperative, competitive, and individualistic efforts. These studies typically show: academic gains, improved positive relationships among students, and improved social and affective development. Johnson et al (1998) & Kagen (1994).

The academic gains are most noticeable for minority and low achieving students. Along with the academic gains are increased intrinsic motivation, time-on-task, and critical thinking. The positive relationships among students include caring and committed relationships, personal and academic social support, and valuing of diversity. The gains in social and affective development includes increased self-esteem, self-confidence, and improved positive social interactions. Johnson et al (1998) & Kagen (1994).

There are four basic principles to cooperative learning: positive interdependence, individual accountability, equal participation, and simultaneous interaction. Kagen (1994). First, cooperative learning involves simultaneous interaction. When a classroom is engaged in a simultaneous structure, for example 'pair discussion', then active participation is occurring for all students at the same time. In contrast, in traditional classrooms, one person at a time speaks – usually the teacher. Occasionally a student is called on by the

teacher. Teachers on the average do almost eighty percent of the talking in a traditional classroom (Goodlad, 1994). The time left for student talk is less than twenty percent because some time is taken for management. The second basic principle of cooperative learning is positive interdependence. Positive interdependence occurs when team members realize that they need each other in order to complete the group's task. For example, group members study together and insure that all have mastered the assigned material. Each then takes a text individually and is awarded that score. If all group members achieve over a predetermined score, each group member receives bonus points. Thirdly, including individual accountability contributes to academic gains in cooperative learning. Each member's contribution are assessed to results are given to the individual and the group. Finally, the fourth basic principle is equal participation. During cooperative learning, students learn by interacting with the content and heir peers. Each students contributes equally to the process and final product of an activity. Participation is an essential part of the learning process and an important element for student success.

Along with the four basic principles of cooperative learning experience. This part of cooperative learning is sometimes called group processing and sometimes called debriefing. Periodically, it is necessary for each group to take time to reflect on processes which are taking place within the group. During debriefing activities group members have the opportunity to reflect on an experience. This can take five minutes or a whole lesson; it can happen immediately after the experience or at a later date. Debriefing takes many forms. It can be structured or unstructured, directive or non-directive. A formal debriefing session might, for example, be created by the teacher to find out how much the students had actually learned about a specific topic: questionnaires are checklists could be used and the teacher would not direct this activity, rather it would be directed by the topic the students wanted to discuss. The techniques

vary for debriefing activities. Children can fill in smiley faces; they can write letters to group members; they can complete open ended sentences like 'At the beginning of the activity I felt …', or any other form which elicits students responses. The main point of debriefing is to help students move towards a higher level of understanding by reflecting on their experiences. Cowie, Smith, Boulton and Laver (1994).

2.4 Collaborative Learning as an Approach

Collaborative work is an educational approach to teaching and learning that involves group of learners working together to solve a problem, complete a task or create a product. (David, 1990) states that "collaborative learning is based on the idea that learning is naturally social act in which participants talk among themselves".

2.5 Collaborative Learning as a Situation

In which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another resources and skills (asking one another for information, evaluating one another ideas, monitoring one another work, etc…). More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experience and take on a symmetry role. But differently, collaborative learning refers to methodologies and environments in which learners engaged in a common task where each individual depends on and is accountable to each other. This includes both face- to face conversations and computer discussions. (David, 1990).

2.6 Rationale for Cooperative Learning in an ESL Classroom

Recent research and experience in language classroom have established the benefit of small – group activity in expanding student exposure to a new

language and in providing many more opportunities to practice the language naturally than are available in traditional whole – group instruction (McGroarty, 1993) student participation in pair and small- group work following cooperative methods facilitates second language acquisition along with the subject matter mastery (McGroarty,1991). For these reasons , educators concerned with building students , second language skills would benefit from learning about cooperative learning techniques . The following paragraphs present information from studies done with cooperative learning and second language learning.

A study on the experiences of ESL teachers in a Malaysian postsecondary intuition supports the use of cooperative learning in a classroom . A variety of cooperative learning activities were introduced in classes, meetings, and after class by three ESL teachers at this school. He results from the three teachers involved in this study were similar. At the end of the semester the students were learning English from each other, English grades were improving and the Malay learners felt more confident to express their opinions and ideas in a collaborative environment. (Crismore & Salim, 1997).

According to McGroarty (1993) there have only been a few studies that examine cooperative second language learning in K-12 classrooms in the United States. However, there is enough evidence from investigations of various types of group work in language learning to determine whether cooperative learning is a beneficial strategy for ESL students (McGroarty, 1993). These benefits relate to three areas of major theoretical importance for language development: input, interaction, and contextualization of knowledge.

2.7 Input

Input refers to language that students are exposed to. In traditional classrooms, ESL students receive less teacher and peer communication and communication at a lower linguistic and cognitive level than in cooperative learning classrooms. One of the main advantages of group work for second

language learners is that it offers students the chance to hear more language and more complex language during interaction. In discussion with others, students may hear more complex language from their peers than from the teacher in whole-class discussion.

It is not likely that every member of a class will be at the same i+1 level (the stage of linguistic development where the learner can process the input, i, and still be exposed to new language forms and structures just beyond the current level of comprehension, i+1) McGroarty (1993). However, if students are engaged in cooperative activities, there will be many kinds of interaction among speakers of different levels. Consequently, at least some of the input will be at an appropriate level. According to Holt (1993) In one study, students participating in group-based investigation made more high-level cognitive gains than those who took part in peer-tutoring or whole-class methods.

2.8 Interaction

The structure of traditional classrooms gives only one person at a time the chance to speak and provides little opportunity for students to express themselves to teachers or peers. McGroarty (1993:565) states that:

> *"Most observational research indicates that the speaker is the teacher 60 to 70% of the time during teacher-centered interaction. In comparison, in cooperative learning one fourth to one half of the students can speak at any given time, depending on whether pair work or group work is being used".*

This is important to language learning because it give students more opportunities to practice using language skills.

In addition to increasing the number of opportunities available for verbal expression, cooperative learning methods promote use of a wide range of communicative functions. This is important to language learning to expose students to a variety of language skills. Through teacher modeling and preaching exercises, students are given specific instructions in such skills as paraphrasing the ideas of others, asking for explanations, summarizing,

clarifying, indicating agreement or disagreement, and interrupting politely, all verbal skills, which are beneficial to the language acquisition process.

Researchers have asserted that use of pair or group work increases practice opportunities greatly, often leads to development of better oral skills, and provides diverse activities in the classroom. According to McGroarty (1993:543) says that:

> "Comparing cooperative and traditional instructional methods in high school English as a foreign language classes in israel also confirmed the considerable increase in opportunities for natural practice of language when cooperative methods wee used".

Bejarano (1987). Similarly, a cooperative Jigsaw activity created many more practice opportunities than did teacher-centered instruction in a university Dutch class. McGroarty (1993). These studies have shown that cooperative learning activities give students much more opportunity to use the new language than they typically receive in teacher-centered instruction.

2.9 Cognitive Context

An additional benefit to using cooperative learning with ESL students is its potential for students to use their first language. While little researching this area has been done, it has been suggested that, in cooperative groups where there are bilinguals and monolinguals (who speak only Spanish or only English), the bilinguals and the monolingual Spanish speakers need to use their first language in order to accomplish the learning activity. Thus, this study offers some support for possible contribution of the first language to second language mastery. McGroarty (1993:432) believe that:

> "Cooperative work, appropriately structured, can effectively use students' first language capabilities and consequently strengthening first language skills benefits the development of the second language".

2.10 Pair and Group Work as Collaborative Work

Doff (1988) defines pair and group work as:

> "In pair work, the teacher divides the whole class into pairs. Every student works with his partner, and all pairs work at the same time".

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

Brumfit (1984:98) defines a group as

> "*A group is usually defined as a number of people who interact with one another, who are psychologically aware of one another, and who perceive them to be a group*".

Ali, et al.(2004:64) define pair work and group work as:

> "*Pair work is a classroom activity or learning activity in which the teacher sets his pupils pairs together. In other words, pair work means making two pupils work together*". : *group work is a classroom activity in which the teacher sets his pupils in small groups working together while learning a language*".

In seating two students or a group of students sit together. This will help to join in activities with others and to participate in the language lesson. Pair and group work help in making the teaching process in two dimensions between students and student. Brumfit (1984:78) states,

> "*Pair and group work are most effective techniques of classroom organization which combine aspects of communication learning and natural interaction in a stress free environment.*

Pair and group work reduce teacher- talking time and therefore student- talking times will be maximized. Some students for reason or another dislike English language itself. Pair and group work make students like English language and encourage them to use it inside and outside classroom and in their daily life. This develops their flounce.

In a language- teaching program when the teacher- centered approach to education is the norm, there is usually not enough time for learners in second language classes to participate excepting the two chorus drills, up to now the emphasis has been on the teacher's part. This chapter will be devoted to the

work that may be left to the students to do in the second language classroom at time where the teacher is not at hand to help. And as the second language learning is a highly interactive process, the aim of most language programmers is to equip learners to interact with each other at ease and converse reasonably 8 and fluently.

Rewarding students in pair and group work encourages them, and makes them like learning. Therefore, they must work willingly without much interference from the teacher.

2.11 The Use Pair and Group Work

Pair and group work increase the students' participation and give more chances to communicative learning. Richard (1994:153) states that

> *"It The increases the amount of students' participation in the classroom. It increases the 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".*

Nunan (1995:42) states that

> *"Pair and group work can greatly increase the amount of active speaking undertaken by all students in the class. It also maximizes the opportunities to speak".*

From the above quotations Richard and Nunan indicate that working in pairs and groups give more chances to students to participate and practice the skills of speaking and listening which is very necessary to students. Also, Richard adds that pair and group work help the teacher to play his role as facilitator and a consultant.

In addition to that, Richard (1994:157) states that

> *" I believe that using pair work is a good way of providing students with opportunities to practice English and regularly employ pair work in my class"*.

Here, Richard adds and points that pair work provides students and gives them chance to practice English in a regular way. Therefore, the teacher must develop

the strategy of pair and group work and organize it to achieve best result. Bates, (1981:10) States:

> " One way to ensure that the students in a large class are involved is to divide them into 2 or more groups, both for drilling in chorus and for practice, when students in turn as spokesmen for their group. In the inter case, the language is arranged in the form of a game or contest, adding the spice of competition. In general, these activities, are designed for the crowded classroom where moving around is difficult, so they can be done with most of the class seated. These activities, also add interest and variety".

The above quotation is so clear that both writers point out that working in pairs and groups give much more chance to learners to participate and practice English. Moreover, Bates adds that it is a way through which all students in large class are involved. Therefore, it seems that pair and group work may reduce the problem of dealing with large classroom. Rochard, (1994:152) states

> " ...it has been emphasized that without other kinds of interaction, students are deprived of many useful and motivating opportunities for using and learning the new language. Various alternative have been proposed which emphases the use of pair and group work in classroom".

Both Nunan and Richard agree that pair and group work introduce the opportunities of learning the language and increase the chances for cooperative and collaborative. Richard 1994: 153) says:

> " ... Group work has a number of advantages. It reduces the dominance of the teacher over the class. It increases the opportunities for individual students to practice and use new features of the target language. It enables the teacher to work more as a facilitator and consultant. It can give learners more active role in learning. It promotes collaboration among learners".

It is clear that Richard touches most of the points that were discussed in the previous quotations, and totally agrees with them. Therefore, the teacher must develop strategies for maximizing the amount of students talking time. Well-organized pair work is one of the most important ways of achieving this.

2.12 The Group Leader

It may be advantageous to have one student act as a group leader. Group leaders are assigned to do some work. Harmer (1988:45) mentions some functions that the leader can do during the activity

> *"One would be to act as the group organizer making sure that a task was properly done, that the information was properly recorded or collected etc.. and other could be as a mini- teacher where a student could conduct a drill or a dialogue etc… in the later case the teacher would have to make sure that the student was properly primed for this tasks".*

It is a good idea to have one student acts as a mini- teacher especially in mixed ability group because the leader can replace the teacher and offer help to those who need it. Byrne (1986) claim that in leaderless groups some students tend to take on define roles and try to push the group towards quick decisions while others do not take part in activity at all.

Moorman and Dishon (1983) discuss the concept of leadership in typical classroom groups and cooperative groups.

Typical classroom groups usually have one leader. The leader whether chosen by the teacher or the group is often the best leader, the most popular person or more assertive group member.

Leadership in cooperative group is divided into specific skills, the assumption is that all students can learn these behaviors, so all members are invited to perform and practice them.

Leadership is distributed around the group with everyone leading from time to time. Whatever is needed in the way of leadership can be done by any group member. Moorman and Dishon (1983).

In traditional classroom group, the teachers choose the leader on the basis of activeness and intelligence but in cooperative each student is given the chance to lead the group.

Chitropu(1995) thinks that, sometimes it is necessary to give the leader a pretty freehand to choose his group members on condition that:

    a. The ratio of male to female should be about the same size in each group.

b. The group must not consist of the leaders good friends.

c. There should be a more or less equal distribution of good and poor speakers in each group.

2.13 Timing

In cooperative work it is usually, the teacher who is the manager of the activity and must plan it, organize it, start it, monitor it, time it, and conclude it. Purposeful group activities need procedures and time frame to accomplish them, if they are to be focused and productive so one of teacher's role is to keep close control over the time; avoid the temptation of letting an activity out grow its own limitation, it is better to stop early than too late because, as a rule, pair/ group work which is allowed to go on for long causes problems as the student get bored, and it leads to a slackening of pace. And while circulation, it is better not to spend too much time with one group as this sometimes leads to other losing interest in the task.

To sum up one can say that in pair/ group work the teacher is seen as, (1) facilitator; someone makes the learning process easier by designing learning tasks, helping students find source of information etc, (2) consultant, someone who is available to give advice if this is required; (3) agent of discipline; (someone who is to keep order;(4) a setter of social climate; someone who creates the mood and atmosphere of the lesson.

2.14 Pair and Group Work Activities

In general there seemed to be three major isolable activities in language work for most students:

- Conversation or discussion.

- Comprehension (either of speech or writing).

- Extended writing (Brumfit, 1984).

As the study concerns mainly with oral skills, almost all activities done in the practical part were of such nature, so it uses the first type a lot besides all sorts of tasks that involved.

- Extended speaking or listening, which are mostly important for second language learners. Those distinctions mentioned above resemble (Breen and Candin, 1980) which the research made use of, between ' negotiation', interpretation' and ' expression'. The argument for reclassifying the ' four skills' in this way is, firstly, that the new classification integrates each activity with communication, whereas the listening/ speaking are often in practice simultaneous and interdependent; secondly, that it focuses attention on meaning rather than on the analyzable formal elements.

In cooperative small group or pair work many activities can be undertaken, that would not otherwise be feasible in a large class, particularly those of communicative nature. Billows, (161:12) thinks that:

> *" The on- task activities to be done by the group should at the outset be highly structured, kept smile, with specific linguistic goals that can realistically be achieved by the students using structures they have previously learned; and above all, must contain in testing subject matter. This helps to ensure that long embarrassed silence does not occur because of tasks which are in appropriate to the students' interests, capabilities and desire".*

From the above quotation Billows assumes that the teacher must give very clear instructions so as to carry out well organized work. He also points for the role of the teacher during these activities to more guide and correct so as to achieve his goal.

Hubbard, et al, (1983:306) States that:

> *" ... If groups are setup they should look like groups, students should be grouped together around a table and they should form the structure of a group with their own leader. The teacher should be the most compete in the class and should be able to form a demonstration group with the teacher whenever necessary" .*

2.15 What if a student does not want to work in a group?

a. Discussing the advantage that students can drive from learning in groups may help overcome resistance to group activities. These potential advantages include learning more, having more fun and preparing for tasks away from school in which collaboration is necessary.

b. Students may look more favorably on cooperative learning if they understand that talking with others is a language- learning strategy that they can apply outside of class as well. (Oxford, 1990).

c. Students should realize that studying in groups is only one of the several ways of learning activities. There are many enjoyable games, which also teach, which require exchange of information. Success here will build confidence in the ability to work in group.

d. Students who do not want to study in groups can be allowed to work on the own. Hopefully, after a while, they will want to take part in the group interaction and will ask to join a group.

2.16 What if Some Groups Finish Earlier than Others?

a. Check to see if they really have done the assignment properly.

b. Have groups that finish early compare what they have done with other groups that also finish early.

c. Have groups discuss how they worked together. Sometimes smooth-functioning groups work together more efficiently.

d. Develop one or two sponge activities. Sponge activities are short activities, related to main task, which soak up the extra time between the first and last groups finish.

E. Set time limits to discourage groups, from dawdling. These time limits are flexible. If groups are working well, but need more time, the limit can be extended. Dishon and O'Leary, (1984).

F. When students become adept at working cooperatively, ask group members to help other groups that have not yet finished.

G. Groups that finish early can work on homework or other assignments.

2.17 How Long Should Groups Stay Together?

a. Keeping groups together for fairly long periods four- eight weeks gives them a chance to become comfortable with one another, allows them to form a group identity and bond, and gives them the opportunity to learn how to overcome difficulties when they have been working together. This is where spending time during or after cooperative activities to have groups process their interaction comes in handy (b. Groups that stay together for at least a few weeks facilitate long- term projects, such as those using the cooperative learning method called group investigation (Sharan and Sharan 1992).

b. Try to resist the temptation to disband groups that are not working well. Stress to students that we need to learn to be able to work with all sorts of people, including those whom we, a least initially, do not like use team building activities and instruction in collaborative skills to help create a spirit of togetherness in groups.

c. Forming heterogeneous groups according to such criteria as proficiency, sex first language, and personality is a lot of work for teachers. This, we would not want to do that too often.

d. Avoid keeping groups together if they begin to become cliques (Dishan and O'Leary 1984).

2.18 Pair and Group Work in Large Classroom

Grouping is one technique that has been used to reduce the negative effects of large classes. Pair and group work have the advantages that learners are working simultaneously. It is very clear that there is much evidence the class

size has a significant effect on students learning. Johnson. K (1995:78) point out:

> *"Various methods have been suggested for making a large class taken on as much as possible the characteristics of smaller class. Most often recommended is the use of learner groups. In EFL teaching, small groups have been used to overcome disparity of student's aims and their varying levels of fluency in English".*

The quotation reflects that groups make it easier to deal with a large class. Ibrahim (1995:20) states that: "the teacher of large class needs to use both techniques of pair work and group work to solve the multi created by the high number of the learners".

This is done through following several steps govern by the following:

1. The learner goal of group
2. The task
3. The way the information I distributed the group.

These factors work together to result in group work where everyone involved is interested, and thoughtful.

2.19 The Reasons for Using Pairs and Group Work in Large Classes

It was that large classes do not cause natural linguistic behavior "Long (1957)". This assumption is derived from the fact that many teachers follow traditional steps which run as follow.

The teacher initiates the language exchange, while the learner's task is to respond to the teacher's presentation. The teacher judges whether the student's performance is accepted. But when we introduce pair.

Opportunities to use English in the classroom. It also allows the learners who might usually feel shy to contribute in front of the whole class, a chance to participate in smaller and more supportive setting. Furthermore, pair and group work promote an atmosphere of co-operation in the classroom. They encourage

the leaner to speak with fluency which is a part of their own responsibility for learning. Group works help the teacher to motivate the learners and gives him a chance to play less central role in activities in the class: then group and pair work are suitable for large classes because:

1. Interaction in small groups is more possible than in a whole class.
2. There are better opportunities for involvement, language practice, monitoring and feedback.
3. It is more authentic as small groups look like the natural conversational grouping.
4. Each group can determine its level of work according to its capacities.

Group and pair work can help learning in the following ways:

i.   Negotiation of input:

Group work provides opportunities for learners to get exposure to language that they can understand.

ii.   New language " Items"

Pair and group work give learners exposure to range of language items and languages function. This often requires pre- teaching, of the needed language items. Then, pair and group work provide opportunities for use of the items if compared to the opportunities in teacher-centered lesson.

iii.   Fluency

Group and pair work allow learners to develop fluency in the use of the language features that they have already learned. Similarly they develop proficiency in the use of these items.

iv.   **Communication**

 Pair and group work give the learners a chance to learn communication strategies. These strategies include control of input. Clarification and confirmation of ideas and strategies to keep conversation going.

v.   Content

When the English language is taught through a curriculum, a goal of group work may be the mastery of the content of the curriculum's subject the learners are studying.

Unfortunately, teachers of large classes resist pair and group work, being under the powerful influence of the wash back effect of examination. They are reluctant to adopt these techniques unless they feel that the learners can benefit from their exams, to make a compromise, teachers can make the materials more meaningful and relevant to the learner's need. But teachers usually teach with the idea of what the class is final. Then the teacher is ignoring the main objective of learning which is to aid the learners with knowledge for the life. The teacher can solve these by following the combining arrangement.

2.20 The Importance of Pair and Group Work

Pair and group work increase the student's participation and give more chance to communicative learning. Group and pair work also increase the speaking time for each student in a classroom. According to Byrne(1988:31) " Unless you have a very small class, you will never be- able to give your students enough oral practice through whole class work". For example, if you have 30 minutes to oral work, each student will at most have only one minute to talk" on the other hand, if you divide your students in to pair just five minutes each student will get more talking time during those five minutes than the rest of the lesson Richard(1994:153) states that:

> "*It increases the amount of students participating in the classroom, it increases the opportunities for individual students to practice It enables the teacher to work more as a facilitator and consultant"* .

Numan(1966:142) states that:

> "*Pair and group work can greatly increase the amount of activity speaking undertaken by all students in the class. It also maximizes the opportunities to speak."*

41

From the above quotation Richard and Numan indicate that working in groups and pairs gives more chance to students to participate the skills of speaking and listening which is very necessary to students.

2.21 Characteristics of Group Work

Millis (1995) Suggests the following characteristics:

1. Group work provides community and social life.
2. It is area; life activity.
3. It allows students to interact with each other.
4. Group work is a cooperative activity.
5. It is a communal work.
6. Group work is an activity through which solution a problem is found out by the students themselves.
7. It is a new way of teaching the students to live.
8. It is against the regular work.
9. Group work versus individual work.
10. Group work is better technique in completion that individuals.
11. It is an effective technique for motivating and involving students.
12. In group work students feel free because they live in social democratic climate.
13. It encourages critical thinking skills.
14. It is a suitable technique; that allow students to pool their resource and learn from each other.
15. It is collection interaction interacting persons with influence with each other.
16. It id a collection interacting persons with influences with each other.

17. In small- group work, students relate to each other and in the same time, both students and the teacher are one side.

In addition, the characteristics of group work or cooperative learning as stated by Barabara Millis (1996) are:

- students work together on learning activities.

-Students work together in small groups.

-Students use cooperative behavior to accomplish their common learning activities.

- Students are interdependent.

- Students are responsible for their learning.

In Macro press (1995) these characteristics are listed as:

- Positive interdependence and performance of all members rather than an individual's performance.

- Individual and group accountability.

- Heterogeneity and mutual respect.

- Leadership and shared leadership responsibilities.

- Pro- social behavior / social skills and the academic assignment.

- Teacher's role/ student- to- student's communication rather than teacher to student.

Learn quietly at their desks in rows, and speak respectfully to adults, no opportunities in learning process. They are unable to take the initiative to learn something on their own.

Unfortunately, they have learned English language just to pass the exam. They did not know how to work effectively in small groups. Sometimes they learn to compete but no cooperation. They did not know how to express themselves; there are different questions that the teacher puts in his mind.

1. What are challenges of teaching a large class?

2. How can group work help in large classes'?

3. It is our job to help in large class?

4. How can group work help in a large class when resources' are lacking?

5. Why do few people participate in class discussion?

6. Why don't more people in the class try to help one another to learn?

   Large classes reality in many countries and they pose particular challenges. Therefore, group work might be used as an effective strategy.

2.22 How Can a Teacher Use Small – Group Work to Help Learning in a Large Class

In large class students, pairs and groups can help each other and learn from each other. They don't get bored listening to teacher talk. To make smart learning and successful participation in group discussions, the teacher should follow these strategies:

Organize the groups to suit the students, abilities teachers of large classes have tries different strategies.

a. Mixed – ability groups: the more able learner in the group can help others to master the work so that the teacher need not teach some parts.

b. Same- ability group: the teacher can leave the groups of faster learners to get with the work on their own. He can give extra help to individual learners in the slower groups.

c. Using group leaders/ monitors: some teachers appoint faster more able learners as group leaders or monitors who can help slower learners.

Monitor the Groups Yourself

The teacher needs to move around the classroom to see what progress learners are making and what problems are coming up. He can give advice, encouragement and extra individual help where it is needed.

2.22.1 How Can Small –Group Work Help in a Large Class when Resources are lacking?

Small – group work can help you manage with few textbook, or even only one text book. If you do not have enough books for each child, form group so that each group has one book. If you have only book, let each group have some time to work with the book. The other groups can do activities that fit in with the theme of the passage in the book. For example, if the topic is ' family life' those groups tasks around' family life'. They can write down words they know on that topic, or talk about their families. Those groups who have finished reading can talk about what they have read, or write down a summary. After about ten minutes give the book to another group, so that by the end of the lessons all the groups will have done some work with the book. With or without small- group work, if you have only one book, you could:- a. write the important bits of text on the blackboard before the lesson.

b. make the text into a dictation, so everyone has a copy of the text written down. From the different views of the classroom as a social environment to realize the educational process, the class has different characteristics of groups such as: leaderships, attraction, norms, communication and cohesiveness.

In Sudan, El- Fadil (1979) found that large class size has detrimental influence on the achievement of student in English and attributed the deterioration of the standard of English in the country to the increase of class size. Therefore, the group work is very important in large classes.

The Sudanese classroom is full of fantastic mixture of ethnic and cultural background and full of emotional responses. Small- group work is a very affective activity for dealing with difference of students psychology, environment and dialects, it is a very effective activity for teaching English as a foreign language to Sudanese students in the a secondary level. Even for those

who have not received learning or who have no experience in this type of technique inside the classroom.

The Sudanese society cocainizes students for group cooperation, making this technique easy for them to be more motivated to learn.

The small- group work (communal work) is deeply rooted in our indigenous social practices and religious teaching. It can be found in various forms of aid social support systems. The Sudanese people in their nature support each other in grouping, (i.e, Naffer) without groups in the family, tribe and culture no individual can survive in isolated land.

According to Barmely (1979) point out:

> *"without groups (the family, tribe, culture) no individual can survive, and without separate identity, aloneness, there can be no sense of belonging, no abreaction toward the format of a group… it is in groups that we learn to fight, share, communicate, love, lose and win, we learn to support others, reduce their pain, going exultation, to learn and to be learnt, to give and take".*

2.22.2 The Requirements of the Small- Group Work

Procedures for using small groups are easy because elaborate planning is not demanded; using small- group work requires:

1. No special expenditure of funds, it means that the teacher needs not money to have students sit in circles.
2. No special equipment needed to make groups.
3. No permission, it usually works.
4. No special teacher talent. Teachers of different abilities can apply this kind of work. Grambs, et al(1970: 188).

2.22.3 The Advantages of Small- Group Work

An organization of students into groups has many advantages:

According to Jerey Prophy(1998) that the potential learning benefits, it encourages students to build the social construction of knowledge:

5. The students get more right answers.

6. They help each other

7. Be stronger" three heads are better than one"

8. Protect each other by interacting with their classmates.

9. It creates friendly climate.

10. Motivational benefits because, it responds directly to the students' relatedness.

According to T,G Grove (1976), Group work has four advantages:

1. It allows a break from the regular routine such as lectures, timed writing and exams.

2. It encourages critical thinking skills.

3. It allows students to pool their resources and learn from each other.

4. Students can try out new ideas in a small group, which less formal and threaten the structure of the whole classroom. Other advantages:

   a. Students have to really in order to solve the problems, and any problem can be solved faster and easier when student work together.

   b. Students can relate to one another more easily than to a teacher.

   c. It makes the task or assignment more fun, so the students have more fun.

   d. Easy to set up. Students are only to turn to their left or right or join the students behind them.

   e. In parts they will be self formed group since friend tends to sit together.

   f. It should be easy to select leader and member of group should get on ell together.

   g. The students should get good cooperation.

   h. It seems to be a natural structure reflecting the class as a whole.

In brief, there is better cooperation and more friendliness in group work than individuals. Small- group work creates a positive social climate, in which

students help one another and they have good relationship with their teacher and with each other.

2.23 The Classroom

The classroom is of great importance in teaching and learning therefore many factors in the classroom may affect teaching and learning process. These factors manifest themselves as the shape of the classroom, the size and even the elements in the room, like desks, benches,, whether they are fixed or mobile to help in certain techniques. The class, which is meant here, is a large class.

Nunan (1996:54) states that:

> *"For teachers who have spent most of their professional working with comparatively classes. It comes us something of a shock to visit classrooms containing over one hundred students. For most of us, classrooms of more than fifty considered large. And a research of Shamin points out that large class is a fact of life for EFl teachers matting in developing countries".*

West (1960:13) points out:

> "*Teaching English as a foreign language under difficult circumstance, and unfavorable circumstances, we mean a class consisting of over 30 students (more usually40 or even 50). Congested on benches (not sitting at individual or dual desks) accommodated in a unsuitably shaped room, it graded, wit/s a teacher who does speak English very well or very fluently, working in a hot climate".*

The above two quotations confirm the fact that a class of more than fifty is considered large. Therefore, this class will create great problems. In the seating arrangement, the moving around especially in the hot climate in the developing countries, such as Sudan, they suffer a lot from those unfavorable circumstances.

Hubbard, et al. (1983: 303) state that:

> " *A class of over 45 learners would demand special teaching techniques and would present the teacher with numbers of problems, and we appreciate that it is impossible to give any kind of realistic and meaningful definition to what might' be designated a large class. A class of thirty in a restricted space may present the teacher with*

> *many problems of management and organization than a class of fifty*
> *in a large space may will have a more damaging effect on teaching*
> *style than just additional numbers."*

From the above quotations', it seems that all those writers argue that is impossible to give a certain realistic definition to what is called a large class/ and that seems true because what might be called small class may cause greater problems than the large one, and they agree that a class of over30 is considered large. Therefore, the appropriate class size should be 40, but in the Sudanese schools a class of fifty seems normal.

2.23.1 The Classroom Management

What management means is that a teacher should have an effective power over his class to let the process of teaching and learning goes smoothly and positively. In addition, he should have managed his class adequately, forms a condition for a cognitive learning, and if the teacher will not be able to solve the problems of his class and control it in a proper way. It is better for him to leave teaching. Moreover, here in this domain two parts are going to be discussed, control and discipline.

2.23.2 Control

Biao, (1995:5) states that

> "*Teaching is a controlled activity. It is controlled in such a way so as*
> *to avoid randomness, irrationality and practice, and become*
> *professional, rational and human. It can be so controlled that teachers*
> *even con…)*

The researcher agrees with the above- mentioned statement that teaching is a controlled activity, and the teacher should extra every effort to avoid randomness and be patient or suppress his anger to avoid randomness and be patient when a trouble- making students causes mischief.

Wright, (1987:55) states that

> "... teachers also control the social and learning behavior of their learners through the choice of the activities and the way in which they organize learning groups to the activity".

Biao (1995:11) says:

> "In order to achieve appropriate control in the classroom activities, the teacher must also take into account others variables such as students' age knowledge, style of learning cultural background and the classroom atmosphere".

Here Biao points to the control by looking into cultural background, style and learning, while Wright look into the control of social and learning, behavior, so writers look to the control from many different points without effort of control on the part of the teacher, an ideal classroom atmosphere for learning and teaching can hardly be created.

2.24 Pervious Studies

Many current studies have shown the usefulness of using pair and group work activities. Therefore, some researchers have contributed to this area, which aims to serve certain issues such as help teachers and learners to promote their performance.

Bidour Osman Ibrahim Adam (2012). Group Work Technique in EFL Crowed Classes. University of Gezira. M.A Research. Unpublished study. The study aims to explain the importance of using pair and group work to EFL teachers. To show how pair and group work are effective in language teaching. The study also aims to suggest solutions for English teachers in order to deal better when they encounter problems. To investigate whether pair and group work are used in teaching English at secondary level. The main findings of the study are as follows: Pair and group work increase students understanding. The role of the teacher during pair and group work is an active role. Large classes are fact of life in most of the schools, and they need careful consideration. And

also find that pair and group work is helpful activity. Most of the teachers do not know the technique of pair and group work. The study recommended that: Pair and group work should always be considered by the teachers as more effective and useful technique of teaching language in classroom. The leader and more concise the instructions to make sure that the rules and procedures are clear to all is a good idea the first time a class does an activity. The study also recommended the presentation of the activity should be made before anymore is made by students to start work.

Nugud, Y.A (2001) "Implementing Co- Operative Learning Activities in English Language Teaching". M.A research in the Faculty of Education – Hassahiesa, University of Gezira. It is customary nowadays to feel that grouping is the only solution to the problem of large classes. Thus, scholars are prescribing group work activities to reduce the excessive teacher talking time. However, if care is not taken we may be replacing excessive teacher talk with excessive group activities. Group work also contributes to the management of large classes and prevents the process of creating small class ot brilliant students within the large classroom.

Athaba Khalifa Albadwawi(2004,) Using Pair and Group Interaction to Foster Students' Interpersonal Skills. B. Ed program at Sharjah Women's. College. The research was to introduce pair and group interaction activities, and thus to help students develop their interpersonal skills. I also aimed to increase the use of child-centered activities where the students are the main focus in the classroom. However, teachers can manage that by using different strategies such as the use of a pair and group work rules chart where the teacher outlines the rules the students have to follow when they work in pairs or groups Cluster meetings with teachers from other schools in the same area will provide opportunities where effective teaching strategies or activities can be shared. Teachers can give workshops, or attend workshops, that aim at enhancing teacher's understanding

of how pair and group interaction activities can be used to foster the students' interpersonal skills. Most importantly, more research needs to be done in the area of using. The study recommended that: The students in such classes are passive learners who hardly participate in the lesson. Teachers rarely use pair and group activities in the classroom, which means that the students work individually most of the time. On the few occasions where teachers introduce pair or group activities, the students Show a lack of understanding of the necessary interpersonal skills, such as turn taking.

Najjar's. (1993) studied the effect of class size upon retention of material and participation of individual children in classroom activities. Among 43 subjects in classes ranging in size from 15 to 46, he found that increasing class size led to decrease in the percentage of the students who participated.

CHAPTER THREE

METHOOLOGY

3.0 Introduction

This chapter is intended to introduce the methods used in the study and includes the procedures adopted in conducting the study, sampling procedures and collecting data. The researcher has followed the descriptive analytical method, how data are collected and analyzed and described the tools and find their validity and reliability.

3.1 The Population of the Study

The population of this study consists of all teachers of English language from Kamleen locality, secondary schools whose age range between (25-50) their experience from (5 to 27) years in the field of education.

3.2 The Sample of the Study

The sample of the study consists of (50) EFL teachers from Kamleen locality, secondary schools, the sampling are chosen randomly.

3.3 The Tool of Data Collection

A questionnaire is used as a tool for data collection. The (50) copies of the questionnaire were distributed to (50) teachers at secondary schools in Kamleen locality by hand.

3.4 Procedures

Questionnaire is the main tools in collecting of data it consist (50) copies each one has (17) statements. The statement including three multiple choices as the following options (agree, to some extent and disagree).

3.5 Reliability and Validity of the Questionnaire

The study used statistical package for social science (SPSS) to analyze the data which are collected. The researcher used person's correlation and the results:

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

Where = correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

Σ: Sum

R = 2*r/1+r

Val = $\sqrt{\text{reliabilit y}}$

Correlation = <u>0.69</u>

$$R = \frac{2 \times r}{1 + r} = \frac{2(0.69)}{1 + 0.69} = 0.82$$

Reliability = <u>0.82</u>

Val = $\sqrt{0.82}$

validity = 0.90

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter concerns with the analysis and discussion of the data that collected by the means of questionnaire, the finding of this analysis and discussion of the data serve the hypotheses and answer the questions and achieves the objectives of the study. All the results are shown below in tables and figures,

4.1 Data Analysis and Discussion

Statement (1): Pair and group work are the most used forms of collaborative work.   **Table (4.1)**

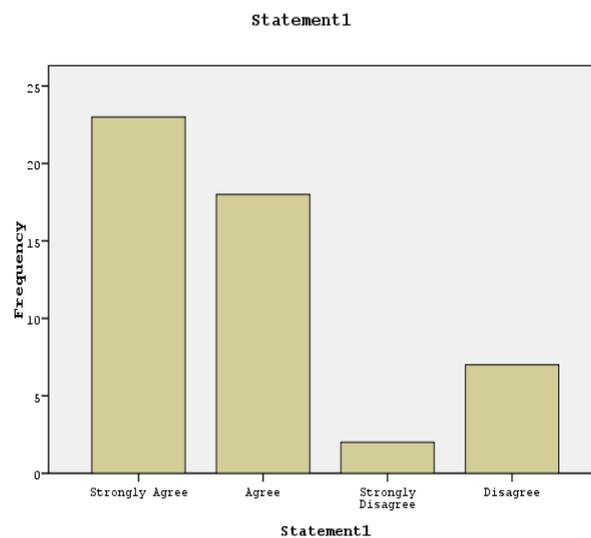| Percent	Frequency	Options
46.0	23	Strongly Agree
36.0	18	Agree
4.0	2	Strongly Disagree
14.0	7	Disagree
100.0	50	Total

Statement1

Figure (4.1) Pair and group work are the most used forms of collaborative work

Table and figure (4.1) shows that 82% of the respondents agree, 18% disagree. According to the result (82%) agree with the claim.

Statement (4.2) Collaborative techniques can enhance both learners and teachers performance**.**

Table (4.2)

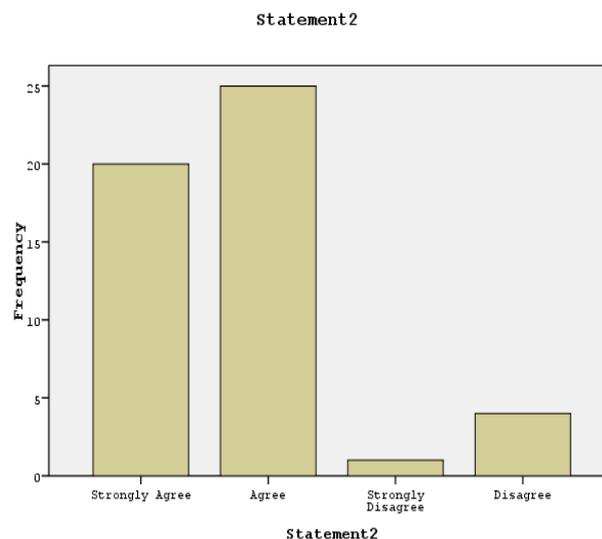| Percent	Frequency	Options
40.0	20	Strongly Agree
50.0	25	Agree
2.0	1	Strongly Disagree
8.0	4	Disagree
100.0	50	Total

Statement2

Figure (4.2) Collaborative techniques can enhance both learners and teachers performance.

From table and figure (4.2) teachers who agree are 90 % and 10% Disagree. So according to the results 90% percent of the respondents agree with the statement Collaborative techniques can enhance both learners and teachers performance.

.

Statement (4.3) Adopting collaborative work strengthen weak students through exchanging ideas and roles**.**

Table (4.3)

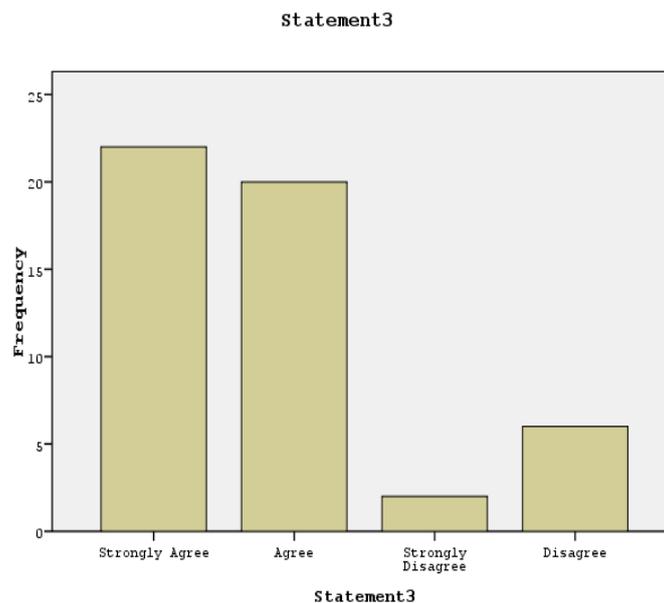| Percent	Frequency	Options
44.0	22	Strongly Agree
40.0	20	Agree
4.0	2	Strongly Disagree
12.0	6	Disagree
100.0	50	Total

Figure (4.3) Adopting collaborative works strengthen weak students through exchanging ideas and roles**.**

From table and figure (4.3) 84% of teachers agrees. That according to the results 84% percent of the respondents agree with the statement Collaborative work motivates learners to interact in the target language.

Statement (4.4) Most learners like to work in groups.

Table (4.4)

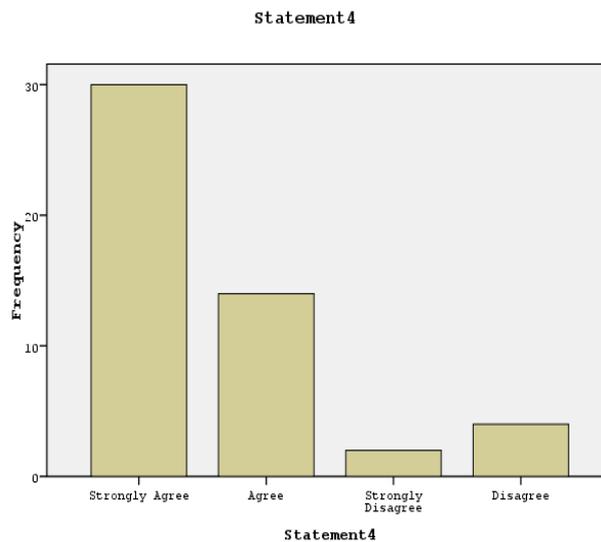| Percent	Frequency	Options
60.0	30	Strongly Agree
28.0	14	Agree
4.0	2	Strongly Disagree
8.0	4	Disagree
100.0	50	Total

Figure (4.4) Most learners like to work in groups.

From table and figure (4. 4) teachers who agree are 88% teachers, those who chose to disagree are 12%. So according to the results 88%% percent of the teacher agree that Learners find it interesting to interact with their classmates.

Statement (4.5) Learners find it interesting to interact with their classroom**.**

Table (4.5)

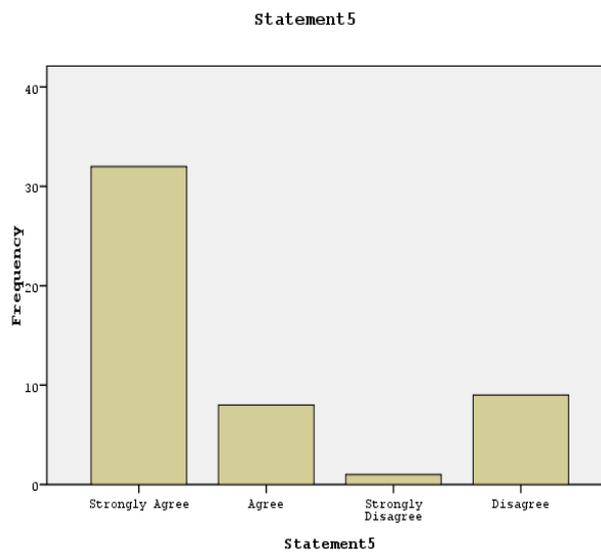| Percent	Frequency	Options
64.0	32	Strongly Agree
16.0	8	Agree
2.0	1	Strongly Disagree
18.0	9	Disagree
100.0	50	Total

Figure (4.5) Learners find it interesting to interact with their classroom.

From table and figure (4.5) teachers who agree are 80%, those who disagree are 20%. According to the results, teachers who agree are 80%, so the statement is highly significant.

Statement (4.6) Using collaborative work at classroom enhances learners' language skills.

Table (4.6)

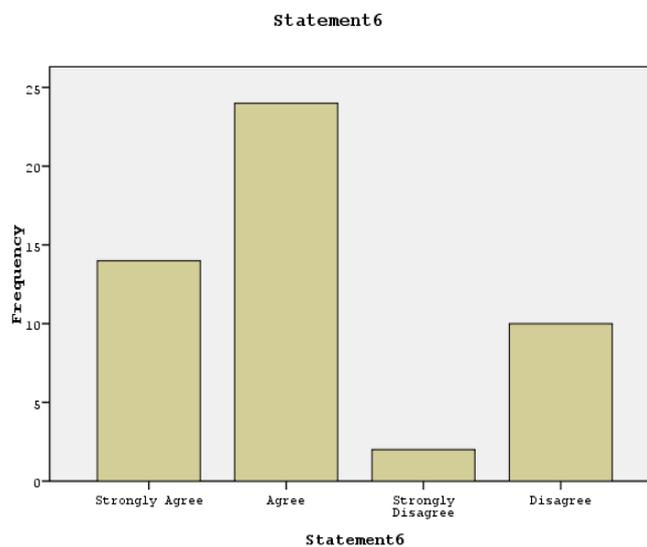| Percent	Frequency	Options
28.0	14	Strongly Agree
48.0	24	Agree
4.0	2	Strongly Disagree
20.0	10	Disagree
100.0	50	Total

Statement6

Figure (4.6) Using collaborative work at classroom enhances learners' language skills.

From table and figure (4.6) teachers who agree are 76%, those who selected to disagree are 24%. According to the results just (76%) of the teachers agree that Collaborative work enhances learners language.

60

Statement (4.7)) Collaborative work develop social interaction skills.

Table (4.7

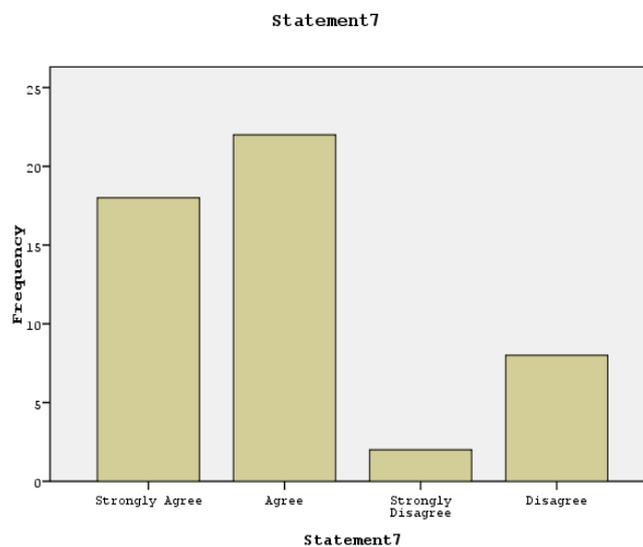| Percent	Frequency	Options
36.0	18	Strongly Agree
44.0	22	Agree
4.0	2	Strongly Disagree
16.0	8	Disagree
100.0	50	Total

Figure (4.7) Collaborative work develop social interaction skills.

From table (4.7) teachers who agree are 80%, those who tick to diagree are 20%. According to the results the majority of the teachers agree that Collaborative works develops social interaction skills.

Statement (4.8) Utilizing collaborative work encourages students responsibility for learning.

Table (4.8)

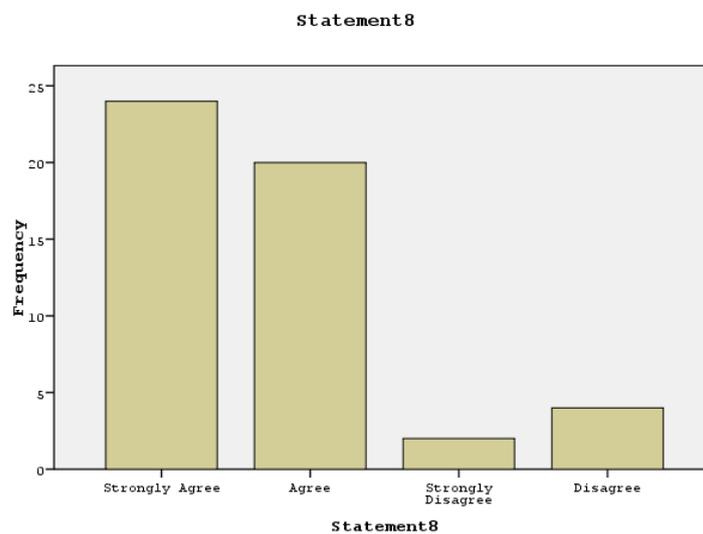| Percent	Frequency	Options
48.0	24	Strongly Agree
40.0	20	Agree
4.0	2	Strongly Disagree
8.0	4	Disagree
100.0	50	Total

Figure (4.8) Utilizing collaborative works encourages student's responsibility for learning.

Table and figure (4.8) shows that (88%) of the teachers agree with the statement. according to the results 88% percent of the respondents agree with the Utilizing collaborative works encourages student's responsibility for learning.

Statement (4.9) Using collaborative work is done through groups and pairs**.**

Table (4.9)

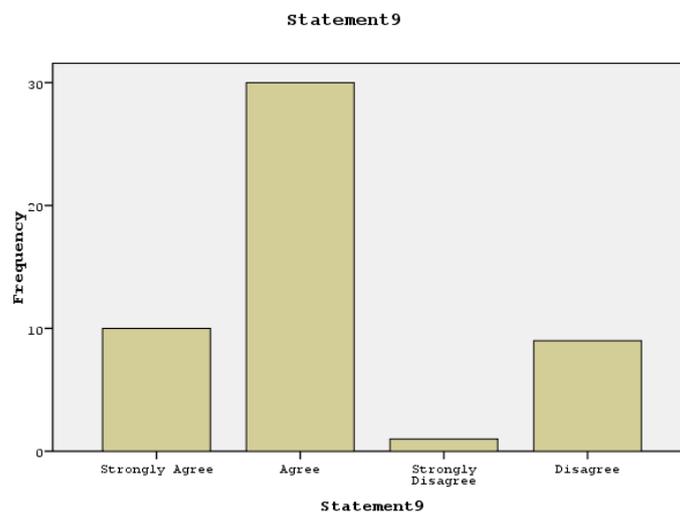| Percent	Frequency	Options
20.0	10	Strongly Agree
60.0	30	Agree
2.0	1	Strongly Disagree
18.0	9	Disagree
100.0	50	Total

Figure (4.9) Using collaborative work is done through groups and pairs**.**

From table and figure (4.9) teachers who agree are 80%, those who tick to disagree are 20%. According to the results teachers who agree are 80%. So the statement Using collaborative work is done through groups and pairs**.**can be counted on.

Statement (4.10) Adopting collaborative work is a good technique for both teachers and students.

Table (4.10)

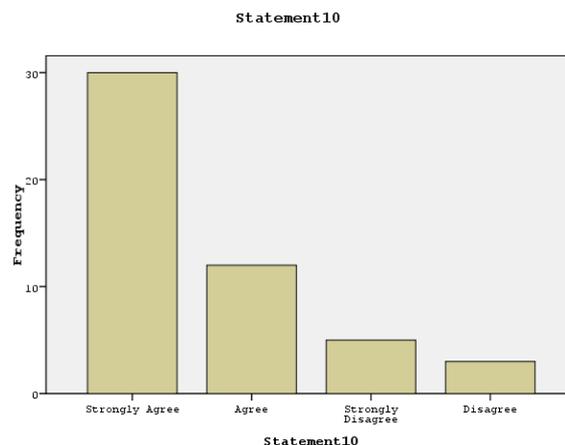| Percent	Frequency	Options
60.0	30	Strongly Agree
24.0	12	Agree
10.0	5	Strongly Disagree
6.0	3	Disagree
100.0	50	Total

Figure (4.10) Adopting collaborative work is a good technique for both teachers and student.

From table and figure (4.10) teachers who agree are 84% those who disagree are 16%,. According to the results teachers who agree are 84%. So the statement Adopting collaborative work is a good technique for both teachers and student is supported.

Statement (4.11) Adopting collaborative work is a good technique for saving teachers' time and efforts

Table (4.11)

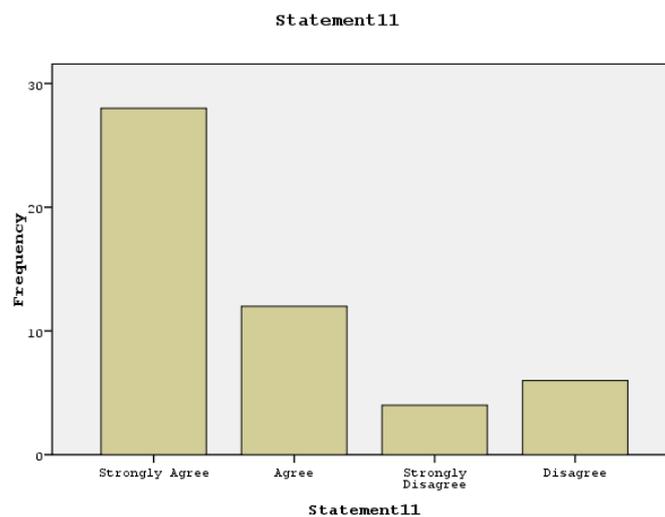| Percent	Frequency	Options
56.0	28	Strongly Agree
24.0	12	Agree
8.0	4	Strongly Disagree
12.0	6	Disagree
100.0	50	Total

Figure (4.11) Adopting collaborative work is a good technique for saving teachers' time and efforts.

From table & figure (4.11) teachers who strongly agree are 80 %, those who disagree are 20%. According to the results teachers who agree are 80%. So the statement is significant.

Statement (4.12) Group and pair work reduce the degree of boredom.

Table (4.12)

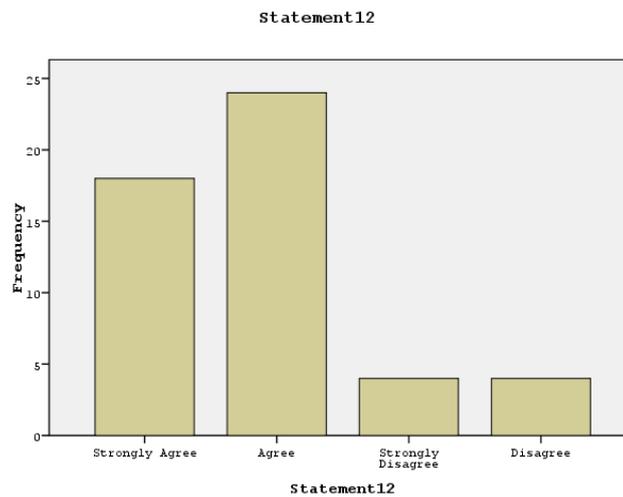| Percent	Frequency	Options
36.0	18	Strongly Agree
48.0	24	Agree
8.0	4	Strongly Disagree
8.0	4	Disagree
100.0	50	Total

Figure (4.12) Group and pair work reduce the degree of boredom.

From table (4-12) teachers who agree are 84%, those who chose to some extent are 16. According to the results teachers who agree are 84%, So, the statement can be adopted for measurement.

Statement (4.13) Pair and group work technique gives space for the shy students to participate.

Table (4.13)

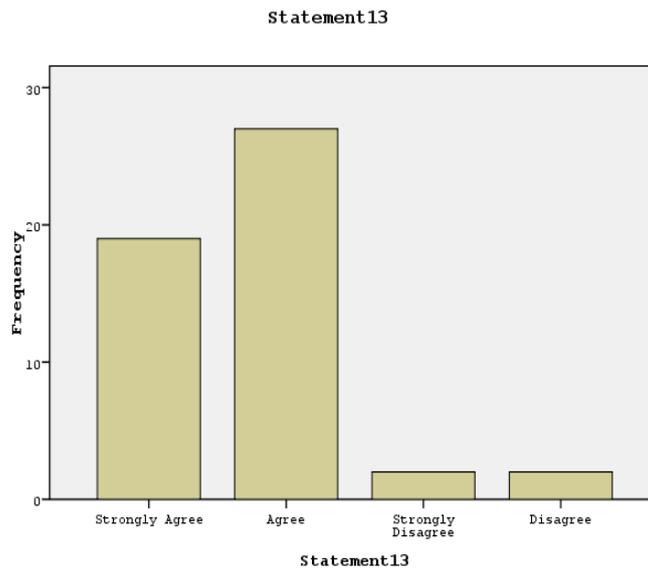| Percent	Frequency	Options
38.0	19	Strongly Agree
54.0	27	Agree
4.0	2	Strongly Disagree
4.0	2	Disagree
100.0	50	Total

Figure (4.13) Pair and group work technique gives space for the shy students to participate.

In the above table and Fig(4.13) 92% agree and 8% chose to disagree. According to the result half of teachers (92%)   supported the statement that group and pair work reduce the degree of boredom is accepted..

Statement (4.14) Collaborative work creates diversity understanding between students.

Table (4.14)

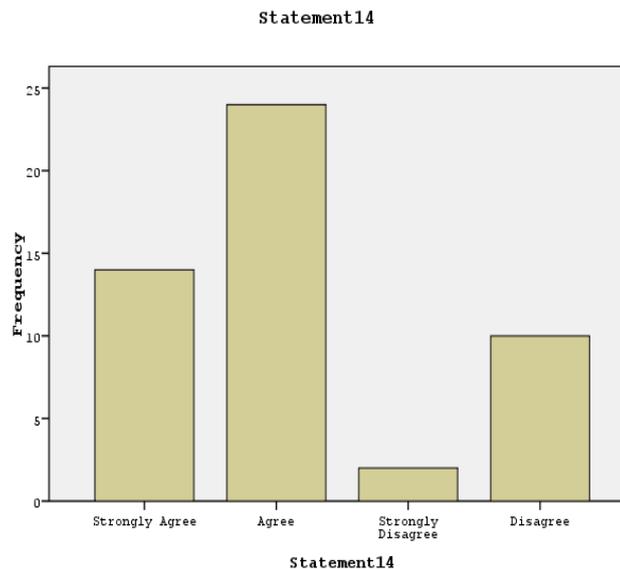| Percent	Frequency	Options
28.0	14	Strongly Agree
48.0	24	Agree
4.0	2	Strongly Disagree
20.0	10	Disagree
100.0	50	Total

Figure (4.14) Collaborative works create diversity understanding between students**.**

According to table (4.14), 76% of the respondents agree, where as 24% are disagree. So, According to the results (76%) of the teacher support the statement Collaborative works create diversity understanding between students**.** which makes it accepted.

Statement (4.15) How far can collaborative work improve learners performance?

Table (4.15)

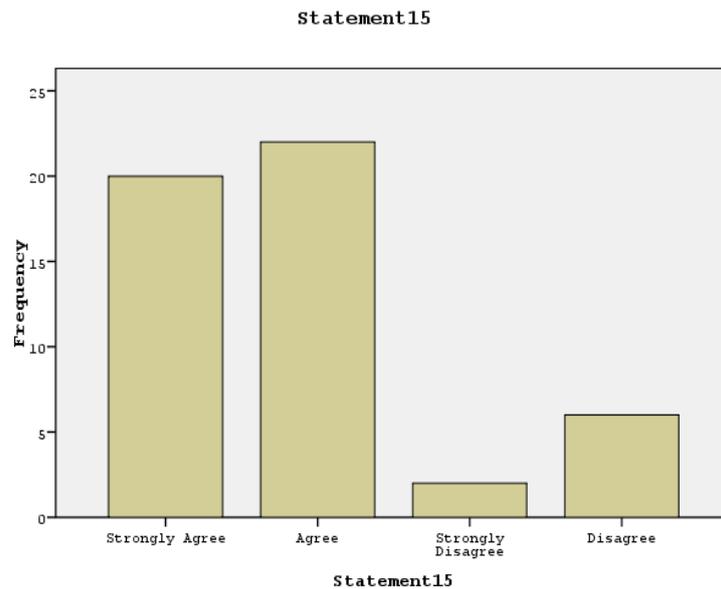| Percent	Frequency	Options
40.0	20	Strongly Agree
44.0	22	Agree
4.0	2	Strongly Disagree
12.0	6	Disagree
100.0	50	Total

Figure (4.15) How far can collaborative work improve learners performance?

The above table & figure (4.4) shows that 84% of the respondents agree and 16% disagree. According to the results of the table (84%) of teachers agree that How far collaborative work can improve learner's performance.

69

Statement (4.16) Collaborative work can be used to overcome the problem of large classrooms.

Table (4.16)

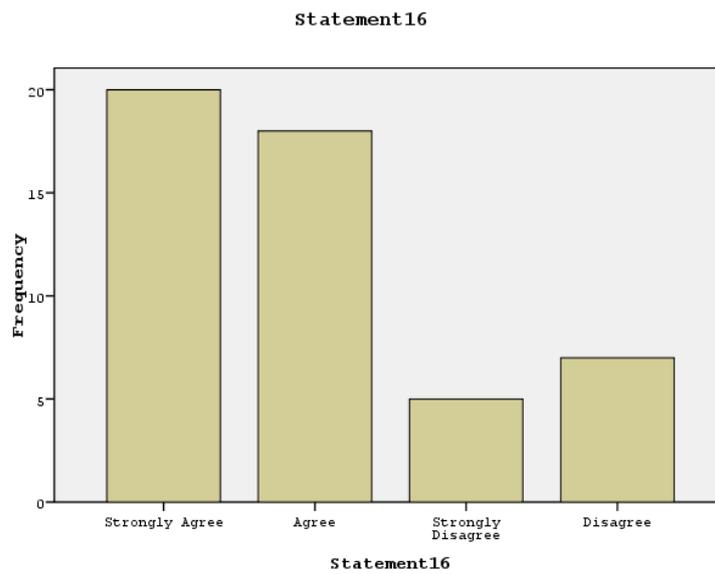| Percent	Frequency	Options
40.0	20	Strongly Agree
36.0	18	Agree
10.0	5	Strongly Disagree
14.0	7	Disagree
100.0	50	Total

Figure (4.16) Collaborative work can be used to overcome the problem of large classrooms.

Table and figure (4.16) shows that 76% of the respondents agree where as 24% disagree. According to the result (76%) agree that Collaborative works create diversity understanding between students.

Statement (4.17) Collaborative work reduces classroom anxiety.

Table (4.17)

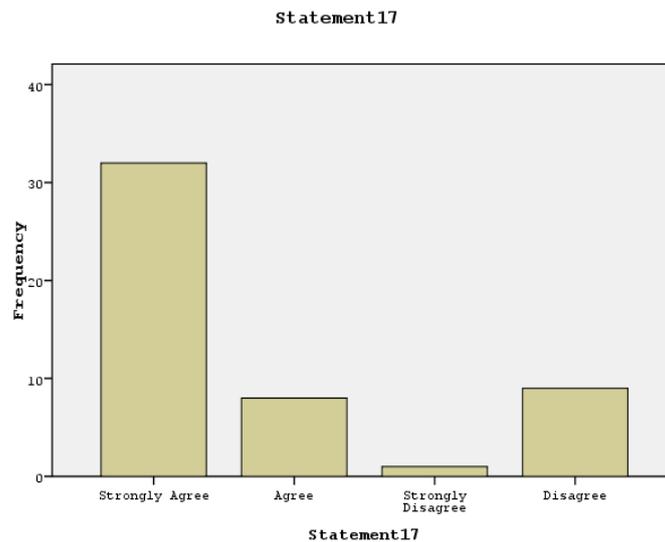| Percent	Frequency	Options
64.0	32	Strongly Agree
16.0	8	Agree
2.0	1	Strongly Disagree
18.0	9	Disagree
100.0	50	Total

Figure (4.17) Collaborative work reduces classroom anxiety.

Table (4.17) shows that 80% of the respondents agree, 20% to disagree. So, According to the results of the table (80%) of teachers agree that (80%) of the teachers agree that Collaborative work reduces classroom anxiety.

71

4.3 Testing the Hypotheses

This study begins with questions and hypotheses and it tries to prove the testing of these hypotheses and to what extent they are accepted or rejected.

Hypothesis One: The utilizing of collaborative work can improve learners' communicative competence. According to statistical; results the majority of teachers in table (4.1, 70%) (4.4, 50%) The utilizing of collaborative work can improve learners' communicative competence, therefore, the result of the study prove the hypothesis.

Hypothesis Two: Learners work effectively when they are in groups. This hypothesis is well accepted and proved by tables (4.7, 80%), (4.8, 100%), (4.13, 40%) Learners work effectively when they are in groups.

Hypothesis Three: The reciprocal work gives students good knowledge about language. The majority of teachers in tables (4.14, 60%), (4.3,100%), (4.5, 90%) agree that the reciprocal work gives students good knowledge about language. The results proved that the hypothesis is accepted.

Hypothesis Four: Collaborative work reduces learners' boredom .According to statistical results the majority of teachers in table (4.13) (50%) Collaborative work reduces learners' boredom. According to statistical; therefore, the result of the study prove the hypothesis.

CHAPTER FIVE
CONCLUSION, FINDINGS
AND RECOMMANDATIONS

5.0 Introduction

This chapter will reflect the findings, some recommendations and conclusion.

5.1 Conclusion

Applying collaborative work with EFL learners is a good technique that can lead to remarkable improvements in the general performance of learners and their various language skills.

Also, collaborative work activities solute many of the learners learning problems such as anxiety, boredom and shyness

5.2 Findings

The study found that:

1- Using collaborative work has a great role in solving the problem of the weak standard of language.

2- Pair work and group work increase the effectiveness of learning.

3- Using collaborative teaching activities involve most of the learners in the lesson.

4- Pair and group work are the soundest forms of collaborative work used by teachers.

5- Collaborative work activities are not well activated in schools.

6- Group and pair work solve the problem of crowded classes as well as the problem of shy students.

7- Using collaborative work inside the class makes the lesson motivating and active.

8- Collaborative work activities are effective techniques for teachers to enhance learner's performance and awareness of the language.

5.3 Recommendations

According to the results of the analysis, the study recommends the following:

1- Collaborative work activities are good techniques for solving the problem of weakness in English. So, teachers and syllabus designers should cater for it.

2- Activating collaborative activities among learners solute most of their learning problems that emerge from the individual differences.

3- Pair and group work lesson the level of boredom and anxiety among learners so, teachers should stick to them.

4- Most teachers should be more enthusiastic and creating in practicing such activities with their learners.

5- Pair and group work should be used to promote different language skills among learners.

6- Using collaborative work inside the class makes the lesson motivating and active.

7- Collaborative work activities are effective techniques for teachers to enhance learner's performance and a weakness of the language.

References

Ali, et al.(2004). The sociocultural context of English language teaching in the Gulf. TESOL Quarterly 37(2), 337-341.

Barmely (1979) *Principle of Language Learning and Teaching*. Englewood Cliffs, n.J:

Barth (1990) Working with shy or withdrawn students. ERIC Digests. Retrieved

Bates, (1981). Achievement Effects of Ability Grouping in Secondary Schools – A Best .

Bidour Osman Ibrahim Adam (2012). *Group Work Technique in EFL Crowed Classes.* University of Gezira. M.A Research. Unpublished study

Biao, (1995:5) *Attention and Interpretation*. London: Tavistock.

Broum(1994) *Group Work*, Third Edition, Arena Ashgate Publishing Ltd, England.

Brumfit (1984). Communicative methodology in language teaching, CUP

Byrne (1986). *Innovation in English language teaching.* London: Routledge.

Chitropu(1995) The practice of English language teaching. Longman

Coelho, E. (1994). Learning together in the multicultural classroom. Markham, Ontario: Pippin Publishing Limited.

Cowie, H. Smith, P. Boulton, M. & Laver (1994). Cooperation in the multi-ethnic classroom: the impact of cooperative group work on social relationships in middle schools. London: David Fulton Publishers.

David, 1990. 'Developmental sequence in small groups'. *Psychological Bulletin,* 63, 384-399. *difficulties in introducing the communicative approach in South Korea. TESOL Quarterly*

Dishon (1983) Pair work", In : Modern English Teacher, vol. 1, 55 - 58.

Doff (1988). Teaching English, CUP. Oxford University press.

Evidence Synthesis'. *Review of Educational Research*, 60 (3), 471-499.

Findley (1987) *Communicative language teaching: An introduction.*
        Cambridge: Cambridge University Press

Fitch (1970:187), Jere Brophy(1998

  Goodlad, J. I. (1984) A place called school. New York: McGraw- Hill Book
        Company.

Harmer (1988) *The practice of English language*. London: Longman

Hubbard, et al, (1983

Hubbard, et al. (1983ز) *Working More Creatively with Groups*. London:
        Rutledge.

Hornby : Oxford Advanced Learners' Dictionary: 1948 seventh edition. oxford

Ibrahim (1995) Toward Effective Class Interaction in Sudanese secondary
        Schools .

Jerey Prophy(1998) Communicative Approach in Language Teaching.
        Department of

Johnson and Smith (1991) *Group Work With Children and Adolescents - A
        Handbook*, Jessica Kingsley, UK.

Johnson, D. W. Johnson, R. T. & Holubec, E.J. (1998) Cooperation in the
        classroom. Edina, MN: Interaction Book Company.

June 06, 2004, from http://www.ericdigests.org/1997-3/shy.html

Kagan (1992) *sting Communicative Performance*. Pergamum Institute of
        English

Li, D. (1998). *It's always more difficult than you plan and imagine": Teachers'
        perceived*

Linguistics, University of Delhi, New Delhi, Indonesia, Teacher Article.

Madrid, C. (1993) Using Cooperative Learning at the elementary level. In D.D. Holt (Ed), Cooperative learning: a response to linguistic and cultural diversity (pp. 67-79) McHenry, IL: Center for Applied Linguistics and Delta Systems, Inc.

Millis (1995). Action research: A guide for the teacher researcher. 2nd ed. New

Numa n(1966) *Teaching Methodology*: Cambridge University Press. In *Methodology in Teaching Foreign Language*. EFL Article

Prentice-Hall. In *Methodology In Teaching Foreign Language*. EFL Article

Richard (1994) *Approaches and Methods in Language Teaching*: Cambridge University Press.

Rochard, (1994) *Group Theory for Social Workers*, First English Edition, An Introduction, A Wheaton & Co Ltd, Exeter, Great Britain.

Sudjana. 1996. *Metode Penelitian Statistika*. Bandung: Pustaka Karya

T,G Grove (1976), *Learner- centeredness as language education.* Cambridge: Cambridge University Press.

West (1960:1) *Communicating Effectively*. Boston: McGraw-Hill.

Appendix
English Language

Dear Teacher

A questionnaire addressed to teachers of English language. This questionnaire aims to collect data for an MA research . I would be grateful that you would kindly give your opinions by ticking (√) where appropriate scale

Statements	Strongly agree	agree	To some extent	Disagree	Strongly disagree
1. Pair and group work are the most used forms of collaborative work					
2. Collaborative techniques can enhance both learners and teachers performance					
3. Adopting collaborative work strengthen weak students through exchanging ideas and roles					
4. Most learners like to work in groups language					
5. Learners find it interesting to interact with their classroom					
6. Using collaborative work at classroom enhances learners' language skills.					
7. Collaborative work develop social interaction skills					
8. Utilizing collaborative works encourages students responsibility for learning.					
9. Using collaborative work is done through groups and pairs					
10. Adopting collaborative work is a good technique for both teachers and student.					
11. Adopting collaborative work is a good technique for saving teachers' time and efforts.					
12. Group and pair work reduce the degree of boredom					
13. Pair and group work technique gives space for the shy students to participate					
14. Collaborative works create diversity understanding between students					
15. How far can collaborative work improve					

Statements	Strongly agree	agree	To some extent	Disagree	Strongly disagree
learners performance?					
16. Collaborative work can be used to overcome the problem of large classrooms.					
17. Collaborative work reduces classroom anxiety					