

RESEARCH ARTICLE

Vol. 6. Issue.4. 2019 (Oct-Dec)

ISSN

INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

2395-2628(Print):2349-9451(online)

THE ROLE OF PAIR AND GROUP WORK IN MOTIVATING STUDENTS IN SPEAKING ENGLISH

MAHGOUB ELSIR ELTOUM OTHMAN^{1*} Prof. DR. MOHAMMED BAKRI HADIDI²,

Dr. MUNTASIR HASSAN MUBARAK³

Research Scholar¹, Supervisor², Co-supervisor³

^{1,2,3}Post Graduate College, Faculty of Education

Sudan University of Science and Technology, Sudan

doi: [10.33329/ijelr.64.152](https://doi.org/10.33329/ijelr.64.152)



MAHGOUB ELSIR
ELTOUM OTHMAN

ABSTRACT

As the English teacher in the classroom, there will be some problems or conditions need to be accomplished. Teacher will see some of the students are very motivated, motivated or even feeling ignored in studying English. The learners who have contacted with English will find that some features are quite easy and extremely difficult. One of the more complicated problems of second or foreign languages learning and teaching has been to define and apply the construct of motivation in the classroom. Motivation is a concept without physical reality, we cannot see motivation; we see effort, interest, attitude and desire. For speaking, it is important first to give competence and then performance Competence is more likely to the extent a communicator is motivated to be so. Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context then performed.

This paper highlights the significance of pair work and group work in motivating students in speaking English. The paper argues the role of pair work and group work in learning English and seeks to explore how pair work and group work have positively added new dimension in the language teaching and learning.

Finally, the paper assesses how pair work and group work have facilitated the growth in interactive learning. The findings of this study revealed that teachers have a strong desire and interest to integrate pair work and group work into teaching-learning processes.

INTRODUCTION

English, as a second and foreign language, has a great importance to be taught and learned. According to Lado, the learners who have contacted with a foreign language will find that some features are quite easy and extremely difficult. Furthermore, Brown (2001: 72) wrote; one of the more complicated problems of second languages learning and teaching has been to define and apply the construct of motivation in the classroom. On the one hand, it is an easy catchword that gives teachers a simple answer to the mysterious of language learning. "Motivation is the difference." Motivation is what pushes a learner try to learn, in the traditional language of

the teacher. Thus, the measurement of motivation is indirect, just as measurement of other psychological construct such as attitudes, interest and values or desire. Crookes and Schimts (in Norris, 2001: 2) stated, "Motivation has been identified as the learners' orientation with the regards to the goal of learning a second language." In line with the idea of motivation, Falk(in Norris, 2001: 2) expressed that "It is taught that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate in to the society in which language is used .It means that students who are most successful when learning a target language at least will imitate not only the culture itself but also a desire and integrate into the society in which language is used. (See: Leaver,et al: 2005). From the ideas of motivation, there are some pinpoints in drawing the concepts of motivation. They are:

1. Motivation is something different and it cannot be seen, but there is a psychological construct; behaviour or effort, attitudes, interest and values or desire.
2. Motivation can be seen as the successful aspect when learning a target language deals with speak the language (speaking skill).

The students' motivation in practicing speaking English through this local based content, Easy-Speaking. The students' behaviour or effort, attitudes, interest and values or desire in practicing speaking English through this local based content, Easy-Speaking. ought and feeling (Widdowson,1998:5). Spoken language refers to linguistic competence or capacity and linguistic performance (Chomsky, 2001: 2). For speaking, it is important first to give competence and then performance. Competence is more likely to the extent a communicator is motivated to be so. Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context (Morale, et al,2001: 38).

Defining Motivation

The teacher's job is somehow to get the students engage in activities that will result in the desired learning. This process is an essential ingredient in both instruction and discipline, and we call this process motivation (Clark and Starr, 1986: 74). One of the characteristics of good teaching English as a Foreign Language is motivation; it is suggested that students' motivation towards the subject should be maintained before starting a program (Kemp, in Rachmadie,et al,2002: 28). According to Gardner (1985: 50-51), motivation involves four aspects: a goal, effort full behaviour, a desire to attain the goal and favourable attitudes towards the activity, and motivation is a diffuse concept and is often tied to other factors that influence the energy and direction of behaviour factor such as interest ,need, value, attitude, aspiration, and incentives..

A Framework for Motivational Strategies

Skill in motivating students to learn is paramount important. Teachers are forced to rely on tricks approaches in their attempt to manage their classroom and motivate their learners. The central question in designing a framework for motivational strategies is to decide how to organize learners into separates themes. Dorney and Otto (in Thanasoulas 2002: 2) delivered key unit of motivational strategies:

1. Creating the Basic Motivational Condition Motivational strategies cannot work in vacuum. There are certain preconditions to be met before any attempt to generate motivation to be effective. Some of these conditions are the following:
 - a. Appropriate teacher behaviour and good teacher-students rapport whatever is done by a teacher has motivational, formative and influence on students. In other words, teacher behaviour is powerful "motivational tool" (in Thanasoulas 2002: 3). A key element to establish a relationship of mutual trust and respect with the learners, is by means of talking with them on a personal level. This mutual could lead enthusiasm.
 - b. A pleasant and supportive classroom atmosphere
To motivate to learn, students need both ample opportunities to learn and steady encouragement support of their learning efforts. It is important that the teacher organize and manage the classroom as an effective learning environment. Furthermore,

because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occurs within a relaxed and supportive atmosphere.

- c. A cohesive learner group characterized by appropriate group norm Fragmented group is characterized by lack of cooperativeness, can easily become ineffective, thus reducing the individual members' commitment to learn. There are several factors that promote group cohesiveness, such as the time spent together and shared group history, learning about each other, interaction, inter group competition, common threat, and active presence of the leader.

2. Generating Students' Motivation

Ideally, all students exhibit an inborn curiosity to explore the world, so students are likely to find the learning experience intrinsically pleasant. Here are several factors for generating students' motivation:

- a. Increase the learner "goal-oriented" Goal oriented is the extent to which the group tunes into the pursuit of its official goal. Increasing the students' goal-oriented could be achieved by allowing students to define their own personal criteria for what should be a group goal.
- b. Making the curriculum relevant for the learners to inspire learners to concern themselves with most learning activities, teacher should find out their goals and the topics they want to learn, and try to incorporate them into the curriculum. According to Chambers (in Thanasoulas 2002: 4), "If the teacher is to motivate pupil to learn, then relevance has to be the red thread permeating activities."
- c. Creating realistic learners' beliefs Learners need to develop an understanding of the nature of second language learning and should be understood of the fact that mastery of second language can be achieved in different ways, using a diversity of strategies, and key factor is for learners to discover for themselves the optimal method and techniques.

3. Maintaining and Protecting Motivation

There are two motivational maintenance strategies in motivating the learners in the classroom:

- a. Increasing the learners' self-confidence There are five approaches that support to help the learners' self-confidence by this way:
 1. Teacher can foster the belief that competence is a changeable aspect of development.
 2. Favourable self-concept in second language competence can be promoted by providing regular experiences of success.
 3. Everyone is more interested in a task if they feel that they make a contribution.
 4. A small personal word of encouragement is sufficient.
 5. Teacher can reduce classroom anxiety by making the learning context less stress full.
 - b. Creating learner autonomy There are four types of practice fostering the development autonomy:
 1. Resource-Based Approaches, which is emphasized on independent interaction with learning material.
 2. Technology-Based Approaches, which is emphasized on independent interaction with educational technology.
 3. Learner-Based Approaches, which is emphasized on the direct production of behavioural and psychological changes in the classroom.
 4. Classroom-Based Approaches, which is emphasized on changes in the relationship between learners and teacher in the classroom. According to Good and Brophy (in Thanasoulas, 2002: 5) "the simplest way to ensure that people value what they are doing is to maximize their free choice and autonomy".
4. **Encouraging Positive Self-Evaluation** by employing appropriate strategies, then learners can evaluate themselves in apposite light, encouraging them to take credit for their advances. Here, there are three areas of such strategies:

1. Promoting attributions to effort rather than to ability.

2. Providing motivational feedback.
3. Increasing learners' satisfaction and the question of rewards and grades. If a learner is motivated to learn something, s(he) often can do much more than anyone would have predicted was possible. Conversely, if a student is not particularly interested in learning something, result learning may not even be close to capability.

Types of Classroom Speaking Performance Brown (2001: 271) offered six categories to the kinds of oral production that learners are expected to carry out in the classroom (see also: Murdoch and Wilson: 2008):

1. Imitative

One of the parts of legitimate language in classroom is drilling. Drill offers learners an opportunity to listen and to orally repeat certain strings that may pose some linguistic difficulties; drills offer limited practice through repetition. Drills can allow one to focus on one element of language in a controlled activity. Drills can help to establish certain psychomotor pattern and to associate selected grammatical forms with the appropriate context. Here are some useful guidelines for successful drills: a. Keep the learner short (a few minutes of a class hour only).

- b. Keep them simple (preferably just one point at a time).
- c. Keep them "snappy".
- d. Make sure students know why they are doing the drill.
- e. Limit them to phonology or grammar point.
- f. Make sure they unlimitedly lead to communicative goal. g. Do not over use them.

2. Intensive

Intensive speaking is defined as the self-initiated or form part of some pair work activity, where the learners are "going over" certain form of language.

3. Responsive

A good deal of students' speech is responsive; short replies to teacher or learners' questions or comments. These replies are usually sufficient. Such speech can be meaningful and authentic: Teacher: How are you today?

Learners: Pretty good, thanks, and you?

Teacher: What is the main idea of this essay?

Learners: The UN should have more authority.

Learners: So, what did you write for question number

Learners: Well, I wasn't sure, so I left it blank.

4. Transactional

Transactional language is carried out for the purpose of conveying or exchanging specific information. The example is below:

Teacher: What is the main idea in this essay?

Learners: The UN should have more authority?

Teacher: More authority than what?

Learners: Than it does right now?

Teacher: What do you mean?

Learners: Well, for example, the UN should have the power to force the countrylike Iraq to destroy its nuclear weapon.

Teachers: You don't think the UN has that power now?

Learners: Obviously not. We can hand out the conversation with the learners in a part or group activity as well.

5. Interpersonal (Dialogue)

Interpersonal dialogue is carried out more for the purpose of maintaining social relationship. The conversation usually little trickier for the learners because they can involve some or all the following factors; a casual register, colloquial language, emotional charged language, slang, ellipsis, sarcasm, and a covert "agenda."

For instance:

Amy: Hi, Bob, how's it going?

Bob: Oh, so-so

Amy: Not great weekend, huh?

Bob: Well, far be it from me to criticize, but I'm pretty miffed about last week.

Amy: What are you talking about?

Bob: I think you know perfectly well what I'm talking about.

Amy: Oh, that ... how come you get so bent out of shape over something like that?

Bob: Well, whose fault was it, huh?

Amy: Oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more can I say?

Method of this study: The study adopts descriptive analytical approach.

Population of the Study:

The population of this study includes EFL university instructors.

Sample of the Study:

18 EFL university instructors are randomly chosen as a representative sample.

Instruments

The study employs the following tools for collecting data:

Teachers' Questionnaires:

The main objective of this questionnaire is to investigate the teachers' attitudes towards the role of pair and group work in motivating students in speaking English.

DATA ANALYSIS AND DISCUSSION

This part focuses on the analysis and discussion of responses of teachers to questionnaire.

Analysis of Teachers' Questionnaire:

Table. 1: I like to do pair work in English classes.

1. I like to do pair work in English classes.	Frequency	Percent	Valid Percent	Cumulative Percent
	2	9.5	9.5	9.5
	1	4.8	4.8	14.3
Agree	17	81.0	81.0	95.2
Disagree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

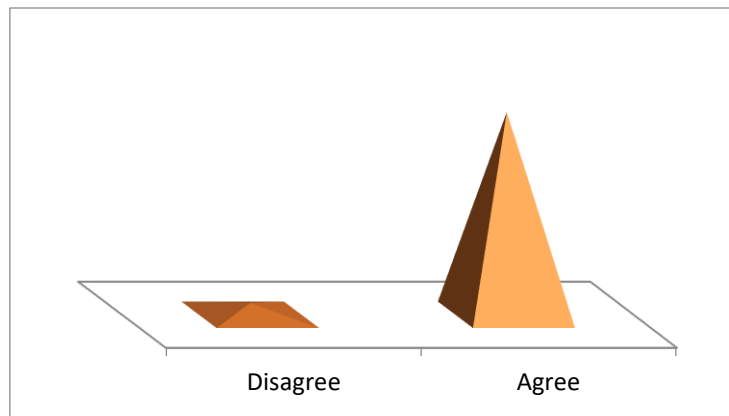


Figure. 1: I like to do pair work in English classes.

Table. 1 shows that 81% of respondents replied in the affirmative while the rest 19% replied in the negative. So, seventeen of the respondents think that they like to do pair work in their classes whereas one of the respondents think not.

Table.2: When I do pair work activities, I speak more English.

2. When I do pair work activities, I speak more English.		Frequency	Percent	Valid Percent	Cumulative Percent
		2	9.5	9.5	9.5
		1	4.8	4.8	14.3
	Agree	17	81.0	81.0	95.2
	Disagree	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

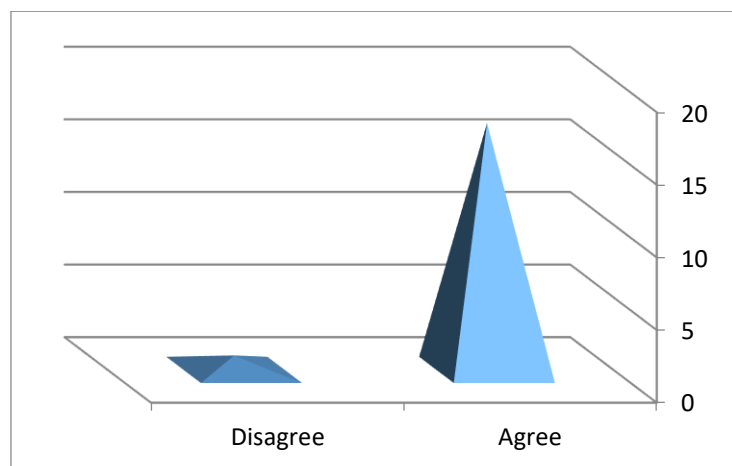


Figure. 2: When I do pair work activities, I speak more English.

Table. 2 shows that 81% of respondents replied in the affirmative while the rest 19% replied in the negative. So, seventeen of the respondents think that when they do pair work activities, they speak more English. whereas one of the respondents think not.

Table.3: I believe I do pair work activities to let the students talk.

3. I believe I do pair work activities to let the students talk.		Frequency	Percent	Valid Percent	Cumulative Percent
		2	9.5	9.5	9.5
		1	4.8	4.8	14.3
	Agree	15	71.4	71.4	85.7
	Disagree	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

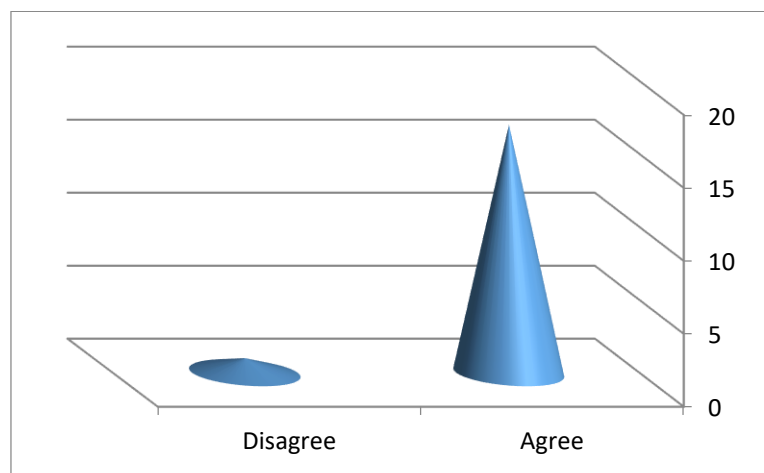


Figure.3: I believe I do pair work activities to let the students talk.

Table. 3 shows that 71.4% of respondents replied in the affirmative while the rest 28.6% replied in the negative. So, fifteen of the respondents think that they believe to do pair work activities to let the students talk. three of the respondents think not.

Table.4: I believe I do pair work activities ... to learn how to work better with the other students.

4.I believe I do pair work activities ... to learn how to work better with the other students.		Frequency	Percent	Valid Percent	Cumulative Percent
		2	9.5	9.5	9.5
		1	4.8	4.8	14.3
	Agree	14	66.7	66.7	81.0
	Disagree	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

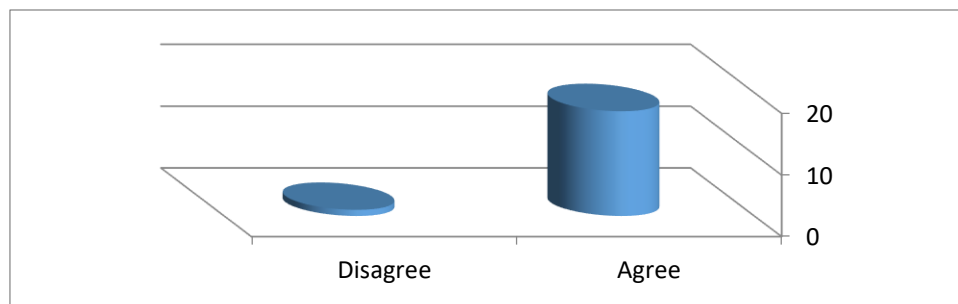


Figure.4: I believe I do pair work activities ... to learn how to work better with the other students.

Table. 4 shows that 66.7% of respondents replied in the affirmative while the rest 33.3% replied in the negative. So, fourteen of the respondents think that they believe to do pair work activities ... to learn how to work better with the other students. Whereas four of the respondents think not.

Table.5: I believe I do pair work activities ... to speak more English

5. I believe I do pair work activities ... to speak more English.		Frequency	Percent	Valid Percent	Cumulative Percent
		2	9.5	9.5	9.5
		1	4.8	4.8	14.3
	Agree	17	81.0	81.0	95.2
	Disagree	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

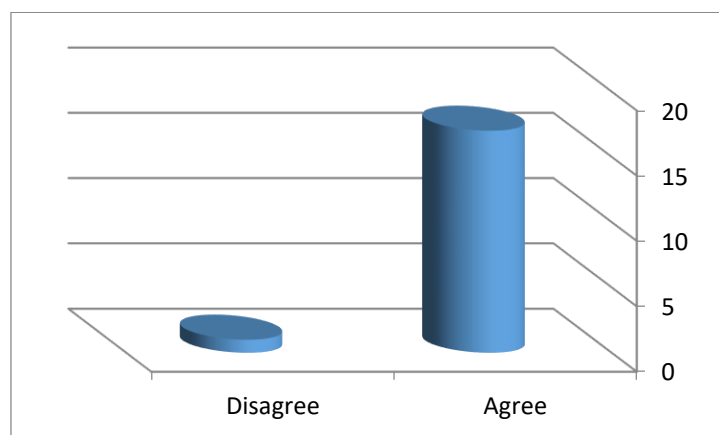


Figure.5: I believe I do pair work activities ... to speak more English

Table. 5 shows that 81% of respondents replied in the affirmative while the rest 19% replied in the negative. So, seventeen of the respondents think that they believe to do pair work activities ... to speak more English whereas one of the respondents think not.

Table.6: I believe I do pair work activities. ... to practice what we have been learning in lecture room.

6. I believe I do pair work activities. ... to practice what we have been learning in lecture room.	Frequency	Percent	Valid Percent	Cumulative Percent
	2	9.5	9.5	9.5
	1	4.8	4.8	14.3
Agree	15	71.4	71.4	85.7
Disagree	3	14.3	14.3	100.0
Total	21	100.0	100.0	

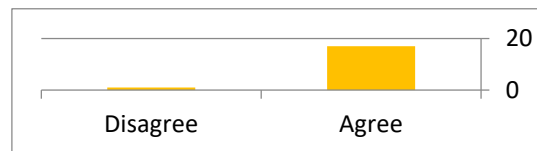


Figure.6: I believe I do pair work activities. ... to practice what we have been learning in lecture room.

Table. 6 shows that 71.4% of respondents replied in the affirmative while the rest 28.6% replied in the negative. So, fifteen of the respondents think that they believe to do pair work activities. ... to practice what they have been learning in lecture room. Whereas three of the respondents think not.

Table .7: I believe I do pair work activities to have more confidence to speak English.

7. I believe I do pair work activities to have more confidence to speak in English.	Frequency	Percent	Valid Percent	Cumulative Percent
	2	9.5	9.5	9.5
	1	4.8	4.8	14.3
Agree	17	81.0	81.0	95.2
Disagree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

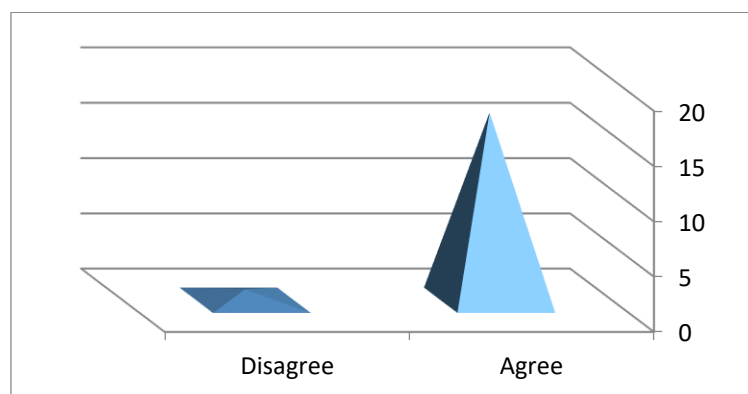


Figure.7: I believe I do pair work activities to have more confidence to speak English.

Table. 7 shows that 81% of respondents replied in the affirmative while the rest 19% replied in the negative. So, seventeen of the respondents think that they believe to do pair work activities to have more confidence to speak English. whereas one of the respondents think not.

Table.8: I do pair work activities because, it's fun.

8. I do pair work activities because it's fun.		Frequency	Percent	Valid Percent	Cumulative Percent
		2	9.5	9.5	9.5
		1	4.8	4.8	14.3
	Agree	7	33.3	33.3	47.6
	Disagree	11	52.4	52.4	100.0
	Total	21	100.0	100.0	

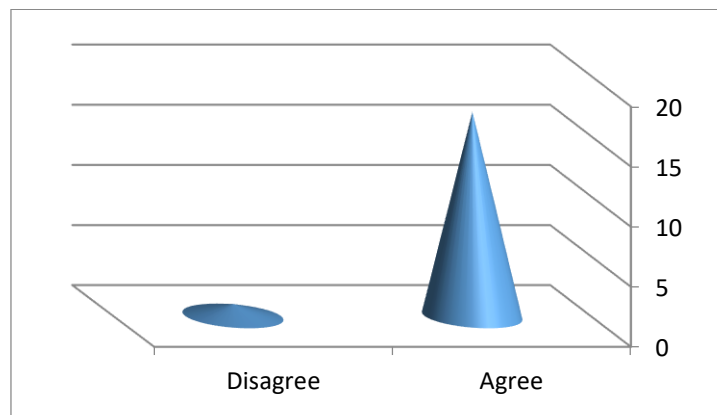


Figure.8: I do pair work activities, because it's fun.

Table. 8 shows that 33.3% of respondents replied in the affirmative while the rest 66.7% replied in the negative. So, seven of the respondents think that they like to do pair work activities because it's fun. whereas eleven of the respondents think not.

Table.9: I believe I do pair work activities because the main goal of English class is to learn how to talk to other people in English.

9. I believe I do pair work activities because the main goal of English class is to learn how to talk to other people in English.		Frequency	Percent	Valid Percent	Cumulative Percent
		2	9.5	9.5	9.5
		1	4.8	4.8	14.3
	Agree	17	81.0	81.0	95.2
	Disagree	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

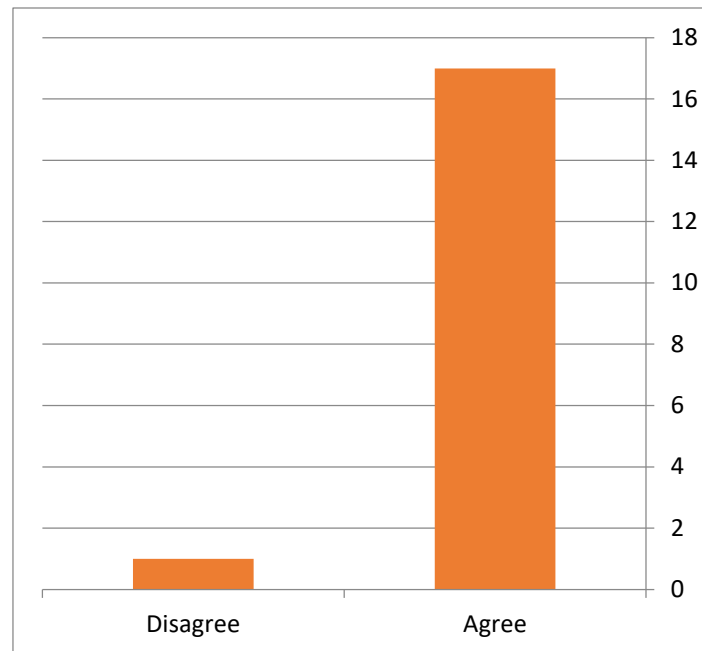


Figure.9: I believe I do pair work activities because the main goal of English class is to learn how to talk to other people in English.

Table. 9 shows that 81% of respondents replied in the affirmative while the rest 19% replied in the negative. So, seventeen of the respondents think that they believe to do pair work activities because the main goal of English class is to learn how to talk to other people in English. whereas one of the respondents think not.

Table.10: More practice of speaking motivates students for better communicative skill.

10. More practice of speaking motivates students for better communicative skill		Frequency	Percent	Valid Percent	Cumulative Percent
		2	9.5	9.5	9.5
		1	4.8	4.8	14.3
	Agree	15	71.4	71.4	85.7
	Disagree	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

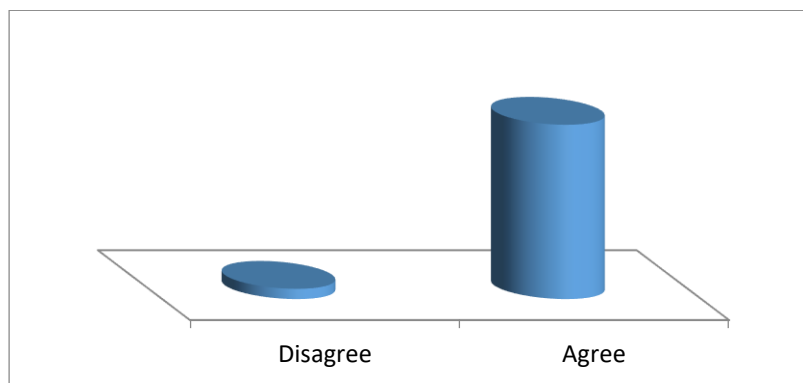


Figure.10: More practice of speaking motivates students for better communicative skill.

Table. 10 shows that 71.4% of respondents replied in the affirmative while the rest 28.6% replied in the negative. So, fifteen of the respondents think that more practice of speaking motivates students for better communicative skill. Whereas three of the respondents think not.

Discussions and results

The analysis of the teachers' questionnaire shows that there is a strong effect of motivation on learner's achievements to speak English. In addition, those analyses indicate that a significant number of teachers, have considered motivate students to speaking, they have stated that it is the most interesting task.

Therefore, the attempt to improve the speaking ability is what motivates the most of the participants.

Conclusion

The analyzed results of teachers' questionnaires showed the strong and positive influence of motivation in encouraging students to acquire the language in the classrooms. Therefore, teachers should take motivation into consideration during their teaching/learning process.

Recommendations

The questionnaires' results have ensured the influence of motivation on students' learning English. Therefore, students and teachers need to cooperate with each other to achieve motivated feelings and atmosphere during oral sessions. Students may communicate with a native speaker on the internet to improve their speaking skill. As a consequence, they will try harder to speak during classes. Speaking, outside the classroom, with best friends may also help them. In addition, teachers sometimes should allow their students to express their feelings without monitoring the rules of the language until they finish speaking. Apparently, the accent and correct pronunciation affect many students' speaking. Thus, teachers should work more on their pronunciation. Teachers with good pronunciation motivate the students to speak English as good as their teachers are. Moreover, discussions in the classroom give many chances to participate. Teachers should also be creative in their teaching methods.

Consequently, teachers should persuade their students that learning the language is a good and important way for their future job. Thus, they should practice their speaking during classes. Teachers also have to create a comfortable atmosphere where students feel at ease when they participate.

REFERENCE

- Brown,D. H. (2001).Teaching by Principles: An Interactive Approach to L a n g u a g e Pedagogy. Second Edition. NewYork: Pearson Education Company.
- Brown, D. H. (2000). Principle of language learning and teaching. 4th Edition. New York: Pearson Education.
- Gardner, R.C.(1985).Social Psychology and Second Language Learning: The Role of Attitude and Motivation. London: Edward Arnold.
- Leaver, B. L. et al. (2005). Achieving Success in Second Language Acquisition. Cambridge: Cambridge University Press.
- Morrales, S. P. et al. (2001). Human Communication: Motivation, Knowledge, and Skills. USA:Wadsworth Publishing Company.
- Murdoch,K. andWilson, J. (2008). Creating a Learner-centered Primary Classroom: Learner-centered strategic teaching. London: Rutledge.
- Norris,J. (2001). Motivation asAContributing Factor in Second Language Acquisition. (OnLine. Retrieved on July 2011). [www.http://itesjl.org/Article/NorisMotivation.html](http://itesjl.org/Article/NorisMotivation.html).
- Rachmadie,S. et. al.. (2002).TEFLIV. Malang: Pusat Penerbitan Universitas Terbuka.
- Thanasoulas, D. (2002).Motivation and Motivating in the Foreign Language Classroom. (Online. Retrieved on July 2011).[www.http://itesjl.org//Articles//Thanasoulas-Motivation.html](http://itesjl.org//Articles//Thanasoulas-Motivation.html).
-