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# **The Effectiveness of Group Work and Pair Work in Alleviating Learner's Anxiety**

**Case of EFL Secondary School Learners**

A Dissertation submitted to the Department of English to obtain  
Master's degree in Didactics

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## *Dedication 1*

*In the Name of Allah the most Gracious All the praise is due to Allah alone, the Sustainer of all the worlds.*

*First of all, I would like to dedicate this work to my dear mother “Sabra” who stands up nights for me from my childhood until now, to whom my gratitude, thanks, and love can never be expressed in words, God bless her now and forever. A special dedication to my beloved father ”Abd Elkader”, who did his best for our well-being, so I’ll take this occasion to thank him so much for everything he did for me.*

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*To all of you, i say, thank you*

*Chafia.*

## *Dedication 2*

*I dedicate my work To my family, To my mother, To my close friends, To a  
best friend of mine Mr. NACER Toufik, To my nocturnal mate LAKAF Hamid  
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*To all of you, i say, thank you*

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## **Abstract**

One of the most effective problems that can prevent learners from learning the target language is the anxiety that learners face in foreign language classes. This study aims to find the sources of anxiety that learners feel in foreign language classes, and looks at the effect of using teamwork or pair strategies during the lesson in alleviating this feeling. To achieve this, forty students from the secondary stage of all three years participated in this study. Data were collected through a qualitatively analyzed questionnaire. The questionnaire was divided among the participants at random. Analysis of the collected data revealed that most students of different three years prefer teamwork and pair strategies over individual work while learning. Furthermore, the use of group and pair work strategies helped alleviate and reduce the speaking anxiety of foreign language learners and encouraged them to use the target language.

**Keywords:** Group work, pair work, anxiety.

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## **List of Abbreviations and Acronyms**

**GW:** Group Work.

**PW:** Pair Work.

**FL:** Foreign Language.

**EFL:** English as Foreign Language.

**ESL:** English as Second Language.

**L2:** Second Language.

**SL:** Second Language.

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# **General Introduction**

## **General introduction**

Learning a second language or foreign language can be a frustrating process, and learners often encounter many obstacles that prevent them from learning the target language. Most second language and foreign language learners agree that communicating in the target language may be one of the most disruptive activities they encounter in the classroom. In addition, learning a second language or foreign language does not only depend on the rules of learning or memory; it affects students' emotions and their reactions to this process.

Language anxiety is "a special complex of self-cognition, beliefs, feelings and behaviours related to classroom language learning, originating from the uniqueness of the language learning process". In addition, the fear of language is related to Krashen's emotional filter. ESL/EFL students may be unable to absorb the target language because they are afraid of learning a foreign language and cause "mental obstacles". The debilitating fear of language can have serious consequences for the language learning process. It will lead to avoidance behaviours in students' attitudes towards language. In addition, the debilitating effects of ESL/EFL can be reflected in confusing students when skipping SL/FL courses.

FL learners may face various problems that can affect their learning ability and achievement. Anxiety can be considered one of the most common problems students face in their foreign language classrooms. It can affect the FL learners' willingness to learn the target language and prevent them from acquiring it completely. Being a FL learner and a FL teacher, the researchers themselves faced this problem as a student and saw its effect on their classmates. For this reason, the researchers were interested in investigating the effect of using anxiety reducing teaching strategies on minimizing FL learners' anxiety

This study aims at examining the effectiveness of using specific teaching strategies on reducing FL learners' anxiety. This study focuses on finding the sources and the factors that arouse the feeling of anxiety, stress or embarrassments which FL learners may experience while learning a foreign language. This study also seeks to link these sources with the learners' trial to keep their self-image, the language learning process, and the situation in which the foreign language learners need to use the language. In addition, the purpose of this study is to examine the foreign language fears encountered by students in foreign language classes and learn appropriate strategies to avoid such fears. The study was conducted at the high school level in Tiaret State. 40 students participated in this research by answering a questionnaire containing 09 questions. The purpose of this research is to investigate the causes of foreign language anxiety and find out whether using certain teaching strategies can help reduce it. To address these goals, data were collected using a questionnaire.

FL learners' level of anxiety while learning the target language in the FL classroom is said to be high. The present study will illuminate the causes L2 learning anxiety experienced by 40 students.

As stated earlier, this study aims at finding the sources of L2 learning anxiety in foreign language classrooms, and examining the effectiveness of using specific teaching strategies in reducing such anxiety. The research questions that guided this study are as follows:

- 1) How do FL learners perceive the use of specific teaching strategies in reducing their learning anxiety?
- 2) What are the sources of L2 anxiety that learners encounter in foreign language classrooms?

In order to conduct this research, we suggest two hypotheses as follows:

- 1) Group and pair works strategies are effective enough for reducing the FL learners' anxiety and stress.
- 2) The two strategies can not alleviate the FL learners' anxiety; they are effective enough to achieve this goal.

This thesis includes three chapters, the first one explores the theoretical background and existing literature about group work and pair work.

The second Chapter will mention some definitions related to anxiety in language learning classrooms and reviews research related to second and foreign language learning anxiety. It also identifies the different types of second and foreign language learning anxiety. The second section of this chapter will investigate the role of second and foreign language teachers in facilitating foreign language classrooms.

As for the third chapter, it is considered as the essential one .This chapter represents the field work of our study. Throughout our research we will try to confirm one of our hypotheses. it analyzes the data collected, interpret the main results obtained from the participants' questionnaire. In addition, it will give some recommendations for learners and further reading.



## **Chapter One**

# **Group Work and Pair Work**

## **1.1 Introduction**

The aim of this research has been to gather theoretical evidence and supports of the present study from the existing literature and research on group work and pair work in alleviating learner's anxiety. There have been identified in this study two independent variables which are group work and pair work, a similar number of dependent variable is included which is anxiety. In the first section of this chapter we will deal with group work, with its different definitions, the rationale of group work, its roles, types of group work activities, the benefits, the use of group work in classroom. We will also see the advantages and difficulties of pair work, its definitions, structure, kinds, and disadvantages.

### **1.1 The Concept of Cooperative and Collaborative Learning**

Cooperative language learning is a pedagogical strategy that has been implemented for many years. It refers to an instructional method in which a small group of students work together and assist each other to achieve an academic task. In this sense, Richards & Rodgers (1986) defined it as “a group of learning activity organized so that learning is dependent on the socially structured exchange of information between learners in a group and in which each learner is held accountable for his or her learning and is motivated to increase the learning of others”(p.192). So, the process of learning occurs throughout a purposive exchange of ideas and knowledge between the learners.

Cooperative Learning involves a set of carefully structured activities prescribed under the teacher's supervision. This strategy emphasizes individual accountability, positive interdependence, and heterogeneous grouping. The creation of this technique aims to provide unique information to all group members of equal status to share it with one another to achieve a common goal. Spot the difference tasks, script stories, and information gap are examples of cooperative learning strategies (O'Donnell 2006, p. 780). He views cooperative learning as one form of peer learning that includes other forms of learning such as collaborative learning, peer tutoring, and cross-age tutoring...etc(pp.781).collaborative learning is an instructional technique in which students with different levels work together in small groups to solve the problems, complete a task, or to create a product.

Therefore, every student achieves his/her learning purposes if the other group members reach theirs. According to Johnson and Johnson, cooperative learning is grouping students together in order to accomplish their common learning goals. So, learners are responsible for their own and for the group members learning. Similarly; Slavin (1980) describes cooperative

learning as students working together in groups and given reinforcement based on the group's performance.

Effective teachers should use techniques, group work, pair work which encourage students to take communicative initiatives. Thus, they can provide them with a wide and richer experience for alleviate the anxiety in classroom.

### **1.3 Group Work**

There are some very different ways in defining a group, according to Donelson R. Forsyth (2005), a group is one or two persons gathered for any collective work. Groups are defined as a fundamental part of human experience; they help people to develop more complex and activities (Smith Mark, K, 2008, p. 2).

#### **1.3.1 Definitions**

Group work is exactly what the term implies: students work together in groups to complete assessments and projects. Group work aims to prepare students with collaborative skills needed for the professional world. Here, individual work is broken into parts and steps that students work through together.

Group work refers to a collaborative learning environment where students work through problems and assessments together. Students are able to delegate roles and responsibilities, pool their knowledge and skills and receive support from one another.

Group work is simply defined as more than one person working together to complete a task or assignment. In the classroom, group work can take many forms; however, the goal remains the same, to get students to interact with each other and collaborate to complete a unified task. By doing so, we are getting students to work with people they may never have chosen to work with. This concept teaches diversity, communication, and compromise.

Group work is a student-centered way of teaching that emphasizes collaboration, cooperation, and teamwork. Rance-Roney (2010) describes group work as a classroom practice where “students work in teams to construct knowledge and accomplish tasks through collaborative interaction.” Sometimes teachers use groups to work on short activities in an informal way. However, a more formal structure to group work can provide many benefits for the students as well.

Working in groups it is often presented as a technique to facilitate the work and develop all the skills and performance in classroom situation; it can be also the use of the different skills, knowledge and experience gained by people (Smith, Mark, K, 2008, p.1). Group work is considered as a tool used by the teacher to divide the work inside the classroom; group work creates a specific classroom interaction. Group work is considered as an element of cooperative learning in which learners spend their time in learning and developing their knowledge and enhancing their linguistic performance. Group work helps the teacher to get a deep knowledge about the types of classroom interaction that can develop learners' language proficiency; it can be a part of an effective teaching and helps the teacher to spend time reflecting on the practice. According to Montgomery (2009), group work can foster students' cultural capability and develop their social relations. Montgomery argued that these outcomes are not easily achieved and should not be ignored; they are related to the teachers' role. Group work provides opportunity to positive outcomes and lead to better classroom interaction.

Groups come about in a psychological sense because people realize they are in the same boat (Brown, 1988, p.28). The work in group is a form of cooperative learning; we are guiding our efforts in a particular way (Smith, Mark K, 2008, p.3)... He also adds: « To engage with another thoughts and feelings, and to attend to our own, we have to be in a certain frame of mind. We have to be open to what is being said, to listen for meaning. To work with others is, in essence, to engage in a conversation with them. We should not seek to act on the other person but join with them in a search for understanding and possibility. » (Smith and Smith, 2008, p. 20). Thus, Group work can be defined as a social process in which knowledge is acquired through the successful interaction between the group members (Cohen, 1994, Weidner, 2003). Slavin (1995) states that, group work is a strategy of teaching where the learners are exposed to different functions and roles such as helping each other, discussing the content of the task arguing, assessment and learning academically.

Group work will be effective if only it's influenced by the functioning of group reflection (Johnson and Johnson,1991).

According to Hadfield learner (1992) group work is a positive atmosphere to the learner;it can affect and impact on the morale, motivation, and give a strong selfimager to all members of the group. Also GW is considered as beneficial technique to the learners, it develop a positive attitudes and behaviors to them in the class. In short, in the teaching and learning process a successful group work is a vital element and makes a lively atmosphere between learners and teacher.

Cohen et al. (2014) argued that GW is a powerful tool to provide the opportunities for all class member and all the learners can interact, participate in oral sessions. It is useful technique of teaching

where learners trying to achieve good atmosphere of participation. She confirmed that learners working with each other groups, then everyone can participate.

Hence, Brumfit (and formed small 1984:74) also defines the term GW as follows: "Any use of language by small groups in the classroom requires learners to operate with a great deal more than language alone, for systems will come into play, and other semiotic personal and social needs will be expressed and response to, simply as a result of the presence of several human beings together for a cooperative purpose, but the ways in which these systems interact have not been systematized by researchers". In other words, communicative teaching activities require small group work and active interaction among the learners. develop.

Dornyei and Murphey Thus; the relations between the m increase and (2003) argues that the systematic study of groups was imitated in "The United States" by social psychologist "Kurt Lewin" the 1940's, and many research papers and educators have been and his associates in interested on this topic even since.

Group work is the most appropriate and useful sub knowledge, rules, principles, behaviors, feelings .disciplines, it interests in Johnson and Johnson (1975) identified many condition considered it as for successful GW. They an instructional arrangement that allows two to six students the opportunity to work together on a shared task in order to jointly construct their knowledge and understanding of the content . Frey Nancy et al (2009) confirmed that productive groupwork remains the success of learners, and it used in teaching for thousands of years. In short, by interacting with others, learners learn and acquire not only what to think but how to think.

Kurland and Salmon (1995) confirmed that the GW strategy is an ideal medium for consciousness-raising. It is an intimate and supportive technique for learners to make good relationships between them. They discuss, examine, interact and engage their knowledge and ideas with each others.

### **1.3.2 The Rationale of Group Work**

The group works are made for many different reasons, the most important of them are, the development of academic learning, the development of the social-affective learning, and the personality development. According to Cohen (1994), academic learning can foster the learners' meta-linguistic performance and develop their academic learning. He argued that learners working in cooperation are exposed to more oral performance and develop someone's knowledge. According to Slavin (1995), social-affective learning is

considered as an advantage of cooperative learning, he added that social-affective learning can lead to less fear and stress in a learning class and increase students' motivation. Sudzina (1993) reported that cooperative learning is effective in reducing the prejudice among learners and in meeting the social needs of learners. According to Huber (2004) cooperative learning can strengthen the personality of someone and trust in his own abilities and increase the learners' self-esteem. Cohen added that group work gives the learners a permission to makes their own decisions and give their point of view in any

given topic to discuss. He includes that group work provides the learners with the possibility to elaborate one's thinking and take the perspective of them; this can have an influence on the input of others' thinking and on their feedback. In addition to these points, group work is found to have three main centers of interest on which the researchers focus (see figure 01 below).



Figure 1.1: the three foci for group worker(Smith,2008,p.5)

As shown in the figure 01 above, Group Work has to focus on three main points that are thinking group, attending to purpose, and staying in touch with ourselves. For Fiona McDermott (2002), the coming together (thinking group) of the individuals leads to the reinforcement of a powerful solidarity and gives a sense to communality shared by the workers, she adds that their solidarity gives birth to trust and its reciprocity among members which gives them opportunity to achieve their individual and common goals. According to Smith Mark (2008), attending to the group is a way of keeping the collective powers of group members, workers also need to work for the purpose, he argued that workers need to take into consideration the individual and collective goals that the group want to work with. According to Parker Palmer (2000), good practice is better more than technique; it comes from the personality and the willingness of the worker. Smith Mark (2008) argued that good group workers are able to know themselves and those they work with and their subjects.

### 1.3.3 Benefits of Group Work

Researchers have found that social support is important for learners to be successful in the classroom (Vygotsky, 1978). Working in groups allows students to be in an interactive environment. This interaction helps them to develop language and social skills. During group work, FL students are engaging with the task, increasing their confidence, and becoming responsible for their own learning (Sajedi, 2014). Working together is effective because students interact meaningfully in the target language and get helpful feedback from peers. FL students develop “positive interdependence.” This means that they encourage and help each other by sharing ideas and knowledge to reach a common goal.

Group work creates an atmosphere that encourages successful behaviours. Working in groups engages students with others who may have different sets of language and social skills. Using smaller groups to meet classroom goals allows students to develop skills that are valuable in life and work, such as:

- talking about ideas.
- justifying opinions.
- Collaborating with others.
- Building consensus.
- Handling conflict.
- Disagreeing politely.

It seems clear that there are many benefits of grouping. Bains et al. (2009) mentioned some of them:

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

Hadfield (1992:10-38) gives general and important group working benefits:

- Increases opportunity for learners to communicate and contact and express themselves.
- Produce and comprehend the language.
- Encourages learners to engage, explain, elaborate and analyse the skills.

- Motivates learners' capacities and impact in their learning by developing positive attitudes.
- Makes harmony relationships between members of the group in class
- Supports the interaction and discussion between members.
- Friendship relations and strong feelings, emotions between the members of the group.
- Increases the amount of talking time for individual learners.

### **1.3.3.1 Benefits for Students**

Group projects can help students develop a host of skills that are increasingly important in the professional world (Caruso & Woolley, 2008; Mannix & Neale, 2005). Positive group experiences, moreover, have been shown to contribute to student learning, retention and overall college success (Astin, 1997; Tinto, 1998; National Survey of Student Engagement, 2006).

Properly structured, group projects can reinforce skills that are relevant to both group and individual work, including the ability to:

- Break complex tasks into parts and steps
- Plan and manage time
- Refine understanding through discussion and explanation
- Give and receive feedback on performance
- Challenge assumptions
- Develop stronger communication skills.
- higher academic achievement
- long term retention
- higher level of reasoning
- critical thinking
- teamwork skills
- interpersonal communication
- group problem-solving and decision-making
- conflict resolution
- improved racial/ethnic relations
- improved sexual difference relations
- higher self-esteem
- individual empowerment..
- collaboration
- communication
- problem solving
- planning
- time management
- negotiation and conflict resolution leadership



- Establish a shared identity with other group members.
- Find effective peers to emulate.
- Develop their own voice and perspectives in relation to peers.

While the potential learning benefits of group work are significant, simply assigning group work is no guarantee that these goals will be achieved. In fact, group projects can – and often do – backfire badly when they are not designed, supervised, and assessed in a way that promotes meaningful teamwork and deep collaboration.

### **1.3.3.2 Benefits for Instructors**

Group work also introduces more unpredictability in teaching, since groups may approach tasks and solve problems in novel, interesting ways. This can be refreshing for instructors. Additionally, group assignments can be useful when there are a limited number of viable project topics to distribute among students. And they can reduce the number of final products instructors have to grade.

Whatever the benefits in terms of teaching, instructors should take care only to assign as group work tasks that truly fulfill the learning objectives of the course and lend themselves to collaboration.

Group work is more productive when the participants perceive that they need each other to accomplish the assigned task. In other words, they “sink or swim together”. There are various methods of instilling this atmosphere within a group. They involve highly structured activities in which each student is asked to take on one of a few specific roles.

### **1.3.4 The group roles**

According to Joseph. A. DeVito (2001), group roles are models of behaviour that we are expected by others to perform. According to Gary Gillespie (2014), we can find two kinds of group roles; the first is formal or designated roles which are positions that are given to a person by the group, the second kind is informal or emergent roles, in this role the person assumes behaviours expected of the group without being given a specific position. Kenneth Benne and Paul Sheats (1948) have identified three broad types of roles people play in small groups; Task Roles, Group-Building/Maintenance Roles, and the third one which is Individual/Self-centered Roles. Due to its suitability to the present study and its practicality in EFL in classroom; and due to the impossibility to deal in detail with the other models, only Group Task Role is going to be discussed in what follows. This type focuses on completing group’s goal, in which group members can take several roles such as:

#### **1.3.4.1 The Information Seeker**

Seeks clarification of issues being discussed, and presents facts and opinions to group members.

#### **1.3.4.2. The Evaluator-Critic**

Evaluates the group's decisions, questions the logic or practicality of the suggestions, and provides the group with both positive and negative feedback.

#### **1.3.4.3. The Procedural Technician or Recorder**

Takes care of various mechanical duties, such as distributing group materials and arranging the seating; writes down the group's activities, suggestions, and decisions, and/or serves as the group's memory.

### **1.3.5 Types of Group Work Activities**

There are different types of group work activities that teachers use when having their students work cooperatively, but only some of them are mainly used in the classroom; these types will be considered in more detail in the following parts:

#### **1.3.5.1 Buzz Group**

This type involves students engaging in short formal discussions, even in response to a particular question or sentence starter.

#### **1.3.5.2 Think-Pair-Share**

This strategy has three steps. First, students think individually about a particular question or topic, and then they pair up to discuss and compare their ideas. Finally, they are given the chance to share their ideas in a large class discussion.

The instructor poses a question. Students are given time (30 seconds or one minute) to think of a response. Each student then pairs with another and both discuss their responses to the question. The instructor invites pairs to share their responses with the class as a whole.

#### **1.3.5.3 Circle of voice**

This method involves student taking turn to talk about any given topic after taking few minutes to organize his thoughts, then the discussion begins, with each student having up to three minutes of uninterrupted time to speak. During this time no one else is allowed to talk.

#### **1.3.5.4 Rotating Trios**

This strategy involves students discussing issues with many of their fellow classmates in turn. Beforehand, teacher prepares discussion question. In class, he forms the groups in trios in a large circle then he gives them the discussion question, after that he suggests that each person take a turn to answer.

#### **1.3.5.5 Jigsaw**

This strategy involves students becoming expert on one aspect of the topic, and then sharing their expertise with others. The jigsaw helps to avoid tiresome plenary sessions, because most of the information is shared in small groups.

#### **1.3.6 Structured Controversy**

Divide the class into groups of four. The instructor identifies a controversial topic in the field covered in the course and gathers material that gives information and background to support different views of the controversy. Students work with one partner, forming two pairs within the group of four. Each pair takes a different side of the issue. Pairs work outside of class or in class to prepare to advocate and defend their position. The groups of four meet, and each pair takes a turn stating and arguing its position while the other pair listens and takes notes without interrupting. Each pair must have a chance both to listen and take notes and to argue their position. Then all four talk together as a group to learn all sides of the issue. Next, each pair must reverse its position and argue the opposite position from the one it argued before. Lastly the group of four as a whole discusses and synthesizes all the positions to come up with a group report. There may be a class presentation in which each group presents its findings.

##### **1.3.6.1 Paired Annotations**

Instructor or students identify a number of significant articles on a topic. Each student individually outside of class writes a reflective commentary on one article. In class, students are randomly paired with another student who has written a commentary on the same article. The two partners read each other's commentaries, comparing key points to their own commentary. Then the two students team-write a commentary based on a synthesis of both their papers.

##### **1.3.6.2 Roundtable**

Students in small groups sit in a circle and respond in turn to a question or problem by stating their ideas aloud as they write them on paper. The conversations can go around the circle, each student in turn, more than once if

desired. After the roundtable, students discuss and summarize the ideas generated and report back to the class.

### **1.3.6.3 Three-Step Interview**

This can be used as an icebreaker or as a tool to generate ideas and discussion. Ask each student to find one partner they don't know well. Make sure everyone has a partner. You can use triads if there is an uneven number of students in the class. Students interview their partner for a limited amount of time using interview questions given by the instructor. Often questions are opinion- or experience-generated: How do you use writing in your daily life? Should premed students study holistic medicine? After a set time, students switch roles so that both get a chance to be interviewed. Then, join each pair with another pair to form a group of four. Each partner in a pair introduces the partner to the other pair and summarizes the partner's responses. Other variations on this activity are possible.

### **1.3.6.4 Thinking-Aloud Paired Problem Solving**

Students in pairs take turns thinking through the solution to a problem posed by the teacher. The student who is not the problem solver takes notes, and then the two students switch roles so that each student gets a chance to be both solver and note taker. Then they can go into larger teams or back to the class as a whole and report back about the solutions and the process.

### **1.3.6.5 Think-Pair-Square**

Same as think-pair-share except that instead of reporting back to the entire class students report back to a team or class group of four to six.

### **1.3.6.6 Peer Editing**

Ask students to hand in a first draft of a writing assignment. Photocopy each paper and identify it with a number instead of the student's name. Give each student in the class an anonymous paper to edit. It is helpful to give the students verbal and written guidelines for editing criteria. After the students edit a paper, each student receives the anonymous feedback from his or her unknown peer editor. It is often useful to have a class discussion about how this process worked for everyone.

### **1.3.6.7 Reciprocal Peer Questioning**

The instructor assigns outside class reading on a topic. The instructor asks students to generate a list of two or three thought-provoking questions of their own on the reading. (Note that asking productive questions can be a new skill for students to learn; you may want to give some attention to this.) Students bring the questions they have generated to class. Students do not need to be able to answer the questions they generate. Students then break into teams of three to four. Each student poses her questions to the team and the team discusses the

reading using the student-generated questions as a guide. The questions of each student are discussed within the team. The team may then report back to the class on some key questions and the answers they came up with.

### **1.3.7 The use of group work in classroom**

Organization is one of the most important features of effective group work. For group work to run smoothly, the teacher must plan carefully. First, teachers should structure an early lesson to help students understand the elements of group work. The lesson should have four key components: a respectful and safe community of learners, communication skills for group work, strategies for dealing with conflict, and classroom expectations for working in groups. For group work to be effective, students need to understand the purpose and goals of the group task and the criteria for success. Teachers should also plan tasks that promote learning and are meaningful and authentic. Small groups might practice for a larger whole class presentation. Each student could create a piece of information for their group that helps complete a learning task. Group members could discuss ideas related to a topic and decide on the top three ideas.

### **1.3.8 Key Stages in Group Work**

There are key stages in group work activity, building on the models of group development first outlined by Bruce Tuckman in 1965 (Tuckman, 1965; Tuckman and Jensen, 1977):

#### **1.3.8.1 Group Familiarisation**

This stage involves establishing who is in the group, getting to know each other and determining individual strengths, skills and expertise that can contribute to the group's activities. Being clear about what the group needs to achieve and determining how the group will work together is also a key aspect of this stage. It can be helpful to establish some ground rules for how the group will function, share contact details and agree communication protocols.

#### **1.3.8.2 Group Planning**

This stage involves ensuring a shared understanding of the task, brainstorming to create ideas for how to approach it, developing a plan for how it will be completed, and agreeing the intended outcome or end product. This involves breaking down the overall task into a range of objectives and action points, and planning how these will be taken forward and by whom. It is important to divide tasks evenly amongst the group, and to be clear about roles, responsibilities and associated deadlines.

### **1.3.8.3 Implementation of Plan**

During the implementation stage, it is important that the group has effective mechanisms in place to discuss each other's work, monitor progress, share information and resources, and support each other in achieving the group's objectives. Interim deadlines can be helpful to structure group activity, collectively review progress, deal with any problems and provide constructive feedback on each other's work.

### **1.3.8.4 Completion of Activity**

At this penultimate stage, the group should have a clear strategy for bringing together individual contributions, identifying any final work required and completing the task.

### **1.3.8.5 Evaluation of Group Performance**

This final stage involves evaluating how well the group worked as a team and determining what worked well, what challenges the group faced, and what could have been handled better. This can include individual reflection on a student's own performance as well as that of others, and can be used to encourage individual learners to look at, for example, strengths and weaknesses in group collaborative learning.

### **1.3.9 Assessment of Group Work**

The assessment of GW requires careful consideration to ensure that the approach is transparent and fair and supports the objectives of the task. Students can express concern that their marks may be penalised through their peers' poor contributions or performance, that the group allocation might disadvantage them, or that there may not be an even distribution of work within the group. While, ideally, we would want to be able to allocate grades in proportion to the quality of each student's contributions, this is rarely possible or practical.

A key consideration is whether to assess the end product of group work or the process, or a combination of both. For example the learning outcomes might specify ability to engage in collaborative work as part of the development of employability skills, and thus process will be important. Another key consideration is how to evaluate the relative contribution and learning of individual group members. A range of approaches that can be adopted for the marking of group work are discussed below.

- ✓ Allocating a group mark Awarding the same mark to each member of the group rewards effective collaboration, but does not take into consideration the relative contribution of individual group members. There is a risk that some students may become 'free-riders', not contributing appropriately to the task and thus causing resentment and necessitating additional effort by

other group members. Likewise, a group member may be overly dominant and thus reduce the ability of other members to effectively contribute. In both scenarios students may perceive their marks as unfair. Some caution is therefore required in the use of group marks, and they should never normally form more than 50% of the overall module mark. To mitigate the risks of this approach, it may be helpful for group members to negotiate and sign up to an agreement of working principles at the beginning of their activities. A group presentation at the end of the task, to which all members have to contribute, may also be helpful in encouraging visible and tangible active engagement.

- ✓ Allocating a group mark for the product and an individual mark for the process While a single group mark could be allocated to the end product, students' contribution to the group task could be assessed individually. This could be undertaken via:
  - \_ the lecturer's observations of the group at work (an approach which would, if working online, necessitate the use of collaboration tools that are sufficiently transparent to the lecturer)
  - \_ individual critical reflections on the task, the process and what group members have contributed and learned from it (for example via short written reflective assignments, activity logs or journals), which the lecturer assesses.
- ✓ Use of peer assessment of individual contributions to the group task A range of mechanisms could be used to enable students to assess the contribution of their peers to the task. For example: the group could be awarded a group mark by the lecturer, and then group members could agree to vary marks allocated to each member by 1-2% more or less than the group average, ensuring that the group average remains the same as the original group mark.

A group mark could be allocated for the end product (for example 50% of the overall component mark) and peer assessment could be used for assessing the process (the remaining 50% of the overall component mark).

The use of peer assessment requires some advance preparation so that students embark on the process in a fair and reflective manner. Although this can be an effective mechanism for assessing the relative contribution of group members, there are dangers that students can manipulate the process, for example by covering for a non-contributing student or agreeing to 'stitch-up' a disliked peer. The use of continuous progress reporting (such as meeting minutes or group blogs) to evidence student involvement in tasks can act as a safety mechanism for corroborating evidence.

The provision of transparent assessment criteria is particularly crucial for self and peer assessment, so that students are clear regarding how to approach the assessment process. It is important to inspire confidence in students that they are being marked by their peers objectively, regardless of

group relations. Clear marking guidelines will help to avoid ambiguity, and opportunities to practice using criteria in formative tasks can also be helpful. Gibbs argues that peer assessment “is better restricted to global judgements of conventional academic tasks rather than multiple judgements against detailed criteria or judgements of professional skills”, and is more reliable when the peer assessor is anonymous (Gibbs, 2010, 2).

- ✓ Learning in groups but assessing individually ,Students can benefit from sharing ideas, information and resources as a group, but could draw their own conclusions at the end of the group task and submit an individual piece of assessment. Such an approach could span more than one assessment task, for example a formatively assessed group discussion leading to a final piece of summatively assessed individual work. Alternatively, students could be set a task which supports or complements the group activity but which is completed individually.
- ✓ The allocation of sub-components of the task to individuals could be via the tutor or through students’ own project management of the overarching task.
- ✓ Dealing with deferral, referral and re-assessment

For assessed group work, it is important to be clear from the outset (i.e. during the design stage) about what will happen in the event of academic failure or students having extenuating circumstances accepted, so that referred students (as individuals or as a group) and deferred students have an appropriate opportunity to be (re)assessed.

Where group work involves the production of individual submissions, this is not normally as much of an issue. However, where some or all of a student’s mark is derived from a group mark, then deferral or referral work will need to be carefully planned from the outset.

The replacement work should allow the student to demonstrate all the required learning outcomes, and yet ensure that those students who have had to put significant effort into group working don’t feel referred peers are getting away without a similar requirement.

For deferred students, depending on the degree of involvement the student had in the group work prior to the start of the situation upon which extenuating circumstances are granted, it may be appropriate for the Assessment Board to allow the student to be awarded the group mark awarded to the group as a whole. Alternatively, where group work is a significant part of a module’s assessment, it may be appropriate for the Assessment Board to advise the student to retake the module without penalty in order to be able to take part in a full group project.



### **1.3.10 The Advantages and Difficulties of Group Work**

Several experiments have shown that groups perform tasks better if their members are worked together rather than apart.

#### **1.3.10.1 The Advantages**

According to Moreland and Mayakovski (2000), workers learn broad principles and basic skills that are assumed to apply to every group; however the learners are encouraged to become active rather than passive by developing collaborative and cooperative skills. Wegner (1987, 1995) states that one such benefit of group work is the development of a transitive memory system, he adds that people always try to improve their own memories with the external aids and information. Whatever form the group work takes on the course, the opportunity to work with others, rather than on someone's own, can provide distinct benefits such as Increasing productivity and performance which means that groups that work well together can achieve much more than individuals working on their own, a broader range of skills can be applied to practical activities and sharing and discussing ideas can play a pivotal role in deepening learner's understanding of a particular subject area, being part of a team will help the students develop their interpersonal skills, interaction and cooperation is facilitated and alternative ideas and points of view can be generated. Students develop and practice skills in: decision making, problem solving, values clarification, communication, critical thinking, negotiation, conflict resolution, and teamwork.

The advantage of GW is that students can apply concepts, solve problems, and, in general, engage cognitively with course content with the support of peers. If designed thoughtfully, group work can help students develop metacognitive skills (Sandi-Urena, Cooper, & Stevens, 2012). Metacognition is the ability to think about and monitor one's own thinking and learning and is closely related to the idea of critical thinking. The ability to think metacognitively has been shown to be a key factor in student learning (for discussions, see Martinez, 2006; and Millis, 2016).

The first time instructors use groups in face-to-face classes, however, they may be disappointed. Group work embodies all the challenges of human social interaction—personality conflicts, differing expectations, worries about criticism, and varying levels of buy-in or resistance—all of which affect functioning of the group. Theories of why collaborative groups may fail include those based on cognitive as well as social challenges (Nokes-Malach, Richey, & Gadgil, 2015). Cognitively, for example, multiple students speaking and contributing ideas can disrupt an individual's usual processes of memory retrieval. This issue may be especially important if the task is either too easy or too difficult. Socially, students may not all contribute equally (so-called social loafing) or may fear to contribute because of potential judgment from the other

members of the group. Because of these challenges, group work does not automatically ensure improved student learning outcomes or satisfaction (Andrews, Leonard, Colgrove, & Kalinowski, 2011).

Working in a group can help individuals memorize information, but using class time for such lower-level learning is rather inefficient. But a group environment can, under the right conditions, be a powerful way for students to process information and create meaning—key prerequisites for moving ideas from working memory into mental structures conducive to long-term retention (Bransford, 1979; Craik & Lockhart, 1972). As discussed more fully later, assigning students to work in groups allows them to:

- practice class content/concepts
- develop problem-solving skills
- recognize the diversity of views on an issue
- deepen understanding through debate
- cultivate their metacognition (thinking about thinking)
- learn how to work in a group (if guided)

Groups are a great way to allow students an opportunity to work through course ideas and skills while they have you and their peers for support. Ideally, groups allow members to practice retrieval of information and receive feedback on their thinking—two essential processes to promote learning (Brown, Roediger, & McDaniel, 2014; Halpern & Hakel, 2003). Thus, providing time in class for students to process key concepts in groups by answering a question, solving a problem, or analyzing a case study can enhance students' learning from lecture. Class discussion is a traditional pedagogy designed to encourage students to share their opinions and articulate and refine their thinking. Small-group work can be a productive alternative to whole-class discussion when classes are large or when issues are complex or controversial. In such cases, some students may not feel comfortable speaking in front of the whole class. Engaging with a small group allows students to see a diversity of perceptions on an issue while encouraging them to clarify their own reasoning and values. When discussing hot topics, however, students need to be guided in how to conduct civil discourse. Beginning the class or course by asking the students to set ground rules for productive conversation can provide a map to help them navigate the rocky landscape of interpersonal communication. When conversations get heated or personal, instructors can remind students of these shared values regarding learning from, and about, points of difference. Instructors can also pause discussion momentarily and encourage freewriting to help students express their feelings. Structured group discussion formats are particularly useful for guiding students in best practices for difficult dialogues. Brookfield and Preskill (1999) offer a number of resources for this, such as

“Circle of Voices” and “Circular Response Discussions.” In Circle of Voices, students sit in a circle in groups of four or five and share their thoughts in turn, each student speaking without interruption for three minutes. In Circular Response Discussions, each student in a group again speaks for three minutes in turn without interruption. In this case, however, students must paraphrase the student who spoke before them, connecting those prior comments in some way to their own. These approaches not only allow all opinions to be heard but also allow students to find common ground. An important advantage of groups over individuals is that, when planned properly, group exercises can be instrumental in helping students learn to think about their thinking (metacognition). Group conversation can force individuals to express ideas more clearly, answer questions, and provide evidence for their assertions—all activities that students rarely engage in when listening to lectures or studying alone. However, because these results are not automatic, you will need to guide your students in developing these habits, as discussed more in sections 4 and 9. Many fields in which our graduates will work prize the ability to function in teams. Working in teams as students is obviously essential for developing this skill, but mere participation in group work won’t necessarily teach students how to function productively.

### **1.3.10.2 The Difficulties**

Group work in secondary schools context and particularly when assessment is involved, presents a challenge to learners, group work can be a new experience for the learners. Group work presents difficulties for the students and teachers in different situations such as members don't contribute equal amounts of work. In many cases, one or two members will take on more work to ensure the entire group gets a good grade, or one member won't complete his responsibilities at all. Additionally, it can be difficult for a teacher to know which members pulled their weight and which did not. Therefore, the grades assigned to group projects or the individuals involved may be unfair to one or several members of the group. In addition that some students may thrive in a group setting, while others simply perform better academically when they work alone. A student who may normally excel in class could do poorly on a group project simply because it is difficult for him to learn in that setting. Moreover, his performance can affect the entire team or negatively impact the outcome of the final project. While many of cooperative learning’s disadvantages affect the students, the strategy can also provide difficulties for educators. Functioning effectively in teams requires students to develop strong communication, coordination, and conflict resolution skills, which not all instructors feel qualified to teach dealing proactively with team dynamics may push some instructors out of their comfort zone. Effective evaluation of process requires thoughtful consideration of learning objectives and a combination of assessment approaches. This creates layers of complexity that instructors may not anticipate.

- adverse effects on students' working relationships if group tasks fail .
- varying ability of students to work effectively in groups .
- potential for differing levels of contribution to the group task.
- potential for personal differences between group members to result in anxiety, stress and/or hostility .
- the complexity of dealing with academic failure, extenuating circumstances, academic misconduct and academic appeals in relation to group work.

Although working in groups has its advantages, there are also times when problems arise. Beebe and Masterson (2003) list four disadvantages. There may be pressure from the group to conform to the majority opinion.

1. Most people do not like conflict and attempt to avoid it when possible.
2. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict.
3. An individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel too alienated in the decision making process.
4. Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups.

Some members do not pitch in and help and do not adequately contribute to the group (Freeman & Greenacre, 2011). One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member it takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others. However, the time spent taking and analyzing problems usually results in better solutions.

## **1.4 Pair Work**

There are a number of experts who put forward theories about the pair work activities technique. According to Harmer (1998: 206) pair work is a good idea because it can directly enhance and encourage students to work together and can improve a better classroom climate. In other words, pair work activities can assist students to discuss each other and exchange ideas. It is able to aid in making friends with each other in everyday life as well.

### **1.4.1 Definition**

Pair work is a type of classroom interaction when student work with another student. This may be to discuss something, to check answers, to do a communicative activity, etc. (Scrivener 1994: 214) According to Scrivener there

are five types of student grouping in the classroom: the class working together with the teacher; the whole class mixing together as individuals, small groups (three to eight students), pairs, individual work. In any lesson, a teacher may include work that involves a number of these different arrangements. PennyUr(2000)describes several interaction patterns. She considers pair work to be a kind of collaboration. She as listed types of interaction patterns in order from the most dominated teacher to the most active student.

- Teacher talks.
- Choral response.
- Closedendedteacherquestioning.
- Open end teacherquestioning.
- Studentinitiates, teacheranswers.
- Full class interaction.
- Individualwork.
- Collaboration.
- Group work .
- Self access.

A part from ‘open pairs’, where students talk to one another across the class under teacher’s control, there are according to Byrne(1989:3132)two main kinds of PW. Fixed pairs and flexible pairs. Fixed pairs are originated when the students work with the same partner (usually the student on the left or the right) in order to complete a task of some kind. In flexible pairs the students keep changing partners. Teacher must decide if he can let the students stand up and move around the classroom freely. This will make the activity more interesting for them because they can choose the person they want to talk to. If the classroom is too small, the students will be able to interact with those around them without getting up.

Bercikova (2007: 12) confess that PW is an appearance of interaction in the classroom where students work mutually by way of other students to check answers and labor on communicative activities.

McDonough (2004) adds that students who work in pairs are better than who work in groups when contributing in foreign language learning. Teachers are also more effortless to manage students, consequently, they disburse more attention to the students. Nearby, by means of pair work techniques, the teacher merely explains the subject theme for a short time, as a result students can afterwards better understand the lesson by practicing together with their partner mates.

#### **1.4.2 Structure of Pair Work Activities**

Before pairs begin their activities, it is important for the teacher to utilize the blackboard and make an outline of exactly what the pairs should be

doing. This will involve key words and phrases that they will practice (Hadfield, 1992). It is equally important to state clearly what they are supposed to do, as well as demonstrating the activity with the class. This can be done either by the teacher demonstrating with a chosen student or by having two students go through the activity in front of the class (Watcyn-Jones, 2002). Once the activity is fully-explained, pair work begins. It is equally important to have students demonstrate again in front of the class.

At this stage, the teacher can add comments, such as corrections or mistakes or alternative suggestions for saying things more naturally.

It is also recommended to give time limits to activities, and write the time limits on the board so that everyone can see them. Additionally, according to Watcyn-Jones (2002), it is best psychologically to stop them while they are still enjoying themselves rather than letting the activity drag on until everyone is finished. Lastly, each session should end with checking their progress and giving feedback in front of the class. For example, teachers should ask students if there were any difficult aspects of the task, and address those concerns.

### **1.4.3 Pair work kinds**

1-Open Teacher / student pair work.

2-Open Student / student pair work.

3-Closed pair work.

#### **1.4.3.1 Open Pairs**

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

##### **a) Teacher /Student Pairs**

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

- Informal chat, for example, as the class begins
- Talking about and checking understanding of language
- Talking about work done, checking comprehension
- Eliciting newly presented language
- Modelling newly presented language before closed pairwork
- Talking about and checking understanding of task
- Student questions
- teacher gives question, student answers (which is, in fact, the commonest form of classroom interaction!), although in many cases

at least one teacher response – perhaps of praise – would be likely, and more would be probable.

### **b) Student/Student Pairs**

This is the situation where two students talk to each other in front of the rest of the class.

- Teacher-instigated, for accuracy/modelling purposes.
- Spontaneous student exchanges ,An interesting variation on the open pair, is the so-called ‘melee’ or ‘mingle’ activity, where the whole class operates on an open pair basis with everyone else in the class. At the most basic level, this can consist of the learners walking randomly round the room, and when the teacher claps their hands, they turn to the nearest person and say ‘Good morning. How are you?/I’m fine thanks. How are you?’.

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

#### **1.4.3.2 Closed Pairs:**

The closed pair is fundamental in current ELT practice. Every modern course book regularly instructs the student to ‘Work with a partner’ or says things like ‘In pairs. Write down your ideas’. This is because we recognise the advantages that closed pairwork brings to teaching, and these have been well rehearsed in the literature (e.g. Nolasco/Arthur (1988: 42-49); Haines (1995: 55-58); Harmer (2001: 116-7); Rixon (2000: 252-3):

- increasing student talking time
- encouraging learner independence
- allowing for individual differences in learning style
- encouraging co-operation (not competition)
- allowing the teacher time to work with individuals
- decreasing stress by allowing students to interact in the most usual human format

Pair work is also relatively quick and easy for the teacher to set up, however there is an important caveat here. Because of the physical difficulties found in many teaching situations, teachers frequently set up closed pairwork in ways which do not encourage the kind of interaction they are seeking.

The ‘information gap’ activity (where students have different secret information which they need to exchange to complete a task) requires that students are unable to see each other’s information. If pairs are left to sit side-by-side in the standard classroom arrangement, then the point of the task will be nullified. It is crucial that the students sit either face to-face,

or back-to-back to ensure the task is truly purposeful. Successful classroom management is fundamental to a successful communicative classroom. There are, of course, many other kinds of closed pair tasks which require the students to work together whilst looking at the same materials, so the side-by-side arrangement is best.

Closed pair work does have disadvantages, particularly for teachers working with large classes: the noise factor, pairs use the mother tongue, pairs talk about other things, partners don't like each other, individuals don't like working in pairs in general, teachers fail to think about what happens with early and late finishers. Some of these problems can be reduced through learner training and the discussion (often in the mother tongue) about the reasons behind closed pair work.

#### **1.4.4 Group Work and Pair Work Formats**

Many tasks benefit from a mixture of pair and group formats. Here are two examples:

##### **1.4.4.1 Groups into Pairs**

It is often a good idea to have students discuss a task and/or the language necessary for a task in groups before they move on to do the task in pairs. For example, with a role-play involving two people: to exemplify, teenage daughter/father having a row about coming home late. The 'daughters' get together in groups of four to talk about what they might say in this specific situation (the necessary general language having been already presented and practised in a controlled way), and the 'fathers' do the same. The learners are then paired as father and daughter to do the role-play. In this way the students feel more confident and already have a repertoire of possible things to say. This is a particularly useful technique in larger classes with a wide range of ability.

##### **1.4.4.2 Pairs into Groups**

This is a very generative way of working, particularly in discussions, and in its extended form is known as 'pyramiding'. The students are paired to discuss a problem and its solutions. The pairs are then paired into groups of four to come to a group solution. The fours are then paired into groups of eight to perform the same task. This can end up as two halves of the class discussing their decisions. The strength of the activity comes from constantly defending and having to compromise upon one's earlier decisions.

Changing formats such as these need careful thinking through by the teacher in terms of classroom management: space available, instructions, timing, movement. Without these being pre-planned and revised in situ, the whole activity can break down through no fault of the learners. It is evident



from this brief look at what is involved in pair and groupwork, that successful learning and teaching is likely to involve a range of these kinds of classroom organisation. Some are necessary for checking work in the accuracy and controlled practice phases of lessons, others are important for working on fluency in the freer stages. A conscientious teacher will work out ways of using them appropriately and effectively to benefit their learners.

#### **1.4.5 How to Set Up Pair Work**

- Be sure to explain the procedure before splitting the class up.
- Always demonstrate either yourself or with the help of a volunteer exactly what they have to do.
- Ask them to tell you what they have to do before they do it (in their mother tongue if need be) to check their understanding.
- Have fill in activities ready for the quick finishers – but be sure that they have completed the task correctly first and haven't just finished early because they misunderstood what they had to do.
- Don't forget to have feedback time after pair work so that the children don't feel that they have been wasting time. It's important to share their work as a whole group although this doesn't have to be systematic.
- Set a clear time limit.
- Control who works with who so children aren't always being dominated or dominating others.

#### **1.4.6 Pair Work Activities**

These are some activities that can teachers use when ask their students to work in pairs.

##### **1.4.6.1 Roll the Ball**

This can be used to practice any language that requires a question/answer pattern. They can roll the ball to each other and have to say the appropriate sentence as they roll the ball. E.g. 'Hello.' 'Hello.' 'What's your name?' etc. Remember the sentences they practise should be fairly short.

##### **1.4.6.2 Information Gap**

Give each pair a picture. The pictures should be nearly the same with two or three elements missing from each picture. Without showing each other the pictures they should describe the missing objects. They will practice color prepositions of place, and adjectives such as big, small, etc. Then they can compare their pictures.

### 1.4.7 Advantages of Using Pair Work

- ✓ Pair work gives everyone a chance to speak in non-threatening environment, i.e. with a fellow-student rather than in front of the teacher and the whole class. Students will learn from one another in a natural way that approximates more to the world outside and gets away from someone of the constraints of the classroom.
- ✓ Pair-work activities are students-centred rather than teacher centred. Once an activity has been explained (and perhaps demonstrated), the students work independently of the teacher and at their own pace. This means the students really have an opportunity to see how well they can communicate in English.
- ✓ The language produced during pair work is generally more natural and authentic than in teacher-led sessions. It is also more personalized and, subsequently, more memorable for the students.
- ✓ Pair work activities encourage co-operation between students since, in order to complete a task successfully, they have to work together and help create a very positive learning atmosphere in class – one where they genuinely want to work with others. It also normally leads to students being less afraid of making mistakes. In addition, most students grow in confidence as they discover that they can complete a task successfully without constant help from the teacher.
- ✓ Many pair work activities (especially of the ice-breaker type) lead to greater personalization and students begin to express their own personalities in a more natural and less inhibited way. This again contributes to creating a better learning atmosphere in class plus a positive group feeling.
- ✓ Many pair work activities are a lot more fun to do than more traditional exercises. Students who enjoy what they are doing are more likely to learn than those who find the work boring.
- ✓
- ✓ Pair work is dynamic and active. Learning cannot really take place unless the students are actively involved in the process. Pair work keeps them active which increases their ability and desire to learn. Pair work provides some variety during the lesson.
- ✓ pair work gives teachers a break from being the centre of attention, from having to ‘perform’, be dynamic, interesting, and so on. Instead, the teacher can stand back, listen more actively and think up strategies for helping the students increase their knowledge and confidence.
- ✓ It allows you to monitor, move around the class and really listen to the language they are producing. It takes the spotlight off you and puts it onto the students.
- It Gives them a sense of achievement when reaching a team goal.
- ✓ It allows you to monitor, move around the class and really listen to the language they are producing.

- ✓ Gives learners more speaking time.
- ✓ Changes the pace of the lesson.
- ✓ Takes the spotlight off you and puts it onto the children.
- ✓ Allows them to mix with everyone in the group.
- ✓ Gives them a sense of achievement when reaching a team goal.
- ✓ Teaches them how to lead and be led by someone other than the teacher.
- ✓ Allows you to monitor, move around the class and really listen to the language they are producing.

#### **1.4.8 Disadvantages of Using Pair Work**

Some educators can argue that pair work also bring a lot of disadvantages, both for learners and teachers. One of the problems is that students often speak in their native language. This is difficult to eliminate if the class is really big and consists of forty students. The teacher cannot listen to all pairs or groups at the same time, but it does not mean that he/she is unable to do anything about it. The teacher should establish certain rules at the beginning of the school year and be very strict about them. He/she can play the role of the "English Police" and look for "offenders" - those who speak their mother language - giving them a punishment (for example extra homework). After some time the good habit of speaking only English may be established.

Another disadvantage is incorrectness. During pair work the teacher usually does not disturb the students, even if he/she notices some mistakes they have made, but lets them speak freely. However after the activity, he/she should discuss the most common ones. It is tempting to suggest that the learners may learn each other's mistakes or errors, but we should not forget that errors or mistakes are an indissoluble element of the process of learning.

Besides, students try to correct each other rather than learn the mistakes. One of the main points of having learners speak to each other is to help them increase their confidence and reduce the anxiety that is often found in a purely teacher-centered classroom. Pair work activities are usually geared to fluency enhancement rather than accuracy practice.

One of the main disadvantages for the learners is that shy or weak students can be eliminated from the practice, because of individuals who always tend to dominate. It is not a problem when they work in pairs, but as far as the groups are concerned, the teacher should assign roles to avoid one or two learners taking over the activity and others becoming passive observers. The assignment of roles (for example "a secretary" who notes down what the group members say; "a leader" who governs the conversation; "a presenter" who reports on the final conclusions reached by the group, etc.) is often enough to act as a catalyst to get the group speaking.

All educators should remember that in a class there is always a very specific mixture of characters - from extroverts to introverts. Usually teachers have no problems with extroverts who like taking an active part in a lesson, but with introverts and those who are independent types and prefer working alone. However, given the reality of life, there are not many professions today that allow one to work in pure isolation. Cooperation is a fact of life and students should understand it. Pair work in a classroom teaches them a very important life skill - how to work with other people.

Another problem of pair work is connected with noise and indiscipline, but it usually is more troublesome for the teacher than it is for the learners. Participants in a pair-work activity are normally unaware of the noise and of what other pairs are doing. The only possible problem here could be if the classroom had particularly thin walls. If the activity is organized well and the learners are all actively speaking, then a teacher should let them make noise, because it is "productive" noise.

### **1.5 Conclusion**

To summarize what has been said above, pair work activities stimulate students' abilities to work in cooperation, provide opportunities for language use, natural language practise, one one conversation and a chance to ask and answer questions. Students tend to feel less anxious and more confident during pair work activities. In order for pair work to be fruitful, both learners need to be motivated to work together, the other will also try to do so. Familiarization with their peers, size of group, self confidence in their abilities to communicate are also influential to students' performance in a pair activity. Although it has many benefits, pair work also has its disadvantages.

## **Chapter Two**

# **Learners' Foreign Language Anxiety**

## **2.1 Introduction**

FL learners may face many difficulties when learning a second or foreign language, it prevents them from successfully acquiring the language they want to learn. Researchers have conducted studies to understand the reason of this negative impact of these difficulties on the language learners. Most L2/FL learners are suffering from the problem of anxiety experienced by foreign or second language learners' ability to achieve their performance and goals and in FL classroom can be affected by language learning anxiety.

This chapter will mention some definitions related to anxiety in language learning classrooms and reviews research related to second and foreign language learning anxiety. It also identifies the different types of second and foreign language learning anxiety. The second section of this chapter will investigate the role of second and foreign language teachers in facilitating foreign language classrooms.

## **2.2 Foreign Language Learning Anxiety**

According to Horwitz, Horwitz & Cope, 1986; Scovel, 1978; Young, 1990; Young, 1991, researchers have tried to explain the relationship between anxiety and the acquisition of a second or foreign language, while some researchers suggest a relationship between fear and the acquisition of a second or foreign language, while others suggested that there was no relationship between them there. In 1978, Scovel pointed out the conflicting results that researchers reported when they found relationships between fear and foreign language. He attributed the differences in previous findings to the lack of adequate definitions and tools to measure anxiety (Scovel, 1978; Occhipinti, 2009).

### **2.2.1 Definition**

Foreign language anxiety, also known as xenoglossophobia, is the feeling of discomfort, worry, nervousness, and apprehension that occurs while learning or using a second or foreign language. Feelings can come from any second language context, regardless of whether they are associated with productive speaking skills. And writing or receptive reading and listening skills. Research has shown that foreign language anxiety is a significant problem in language classrooms around the world, particularly given its close relationship with the ability to speak a foreign language or a second language. Foreign

language anxiety is a form of what psychologists describe as a specific fear response. Some people are more prone to anxiety than others and can feel anxious in a variety of situations. However, fear of foreign languages is situation-specific and can therefore also affect people who are not characteristically fearful in other situations. The main causes of foreign language anxiety are communication anxiety, test anxiety, and fear of a negative assessment. Fear of foreign languages also has a psychological component. Foreign language anxiety has various adverse effects on foreign language performance, but both students and teachers can employ strategies to minimize anxiety.

### **2.2.2 Foreign Language learning Anxiety**

Horwitz, Horwitz, and Cope (1986) projected their situation-specific anxiety construct that they known as 'Foreign Language Anxiety'. In line with them, students' negative reaction towards learning was a result of foreign language learning anxiety. Furthermore, they gave an instrument to live with this anxiety, called the Foreign Language schoolroom Anxiety Scale (FLCAS). This scale has been employed by an outsized variety of studies on foreign language learning anxiety, and has jointly been the place to begin for several different anxiety measurements similar to Young's (1990) Foreign Language Speaking Anxiety Scale (Gregersen, 2003; Burden, 2004 & Occhipinti, 2009).

In addition, researchers have introduced two different definitions: "facilitating anxiety" and "debilitating anxiety". The first one is defined as "the positive forces that motivate students to learn more languages" (Occhipinti, 2009:12). ESL / EFL students do language tasks step by step more rationally without having problems interpreting messages.

The second one implies the opposite: it causes L2 / FL students to skip any language task and engage in avoidance behaviours in language learning. According to Horwitz, Horwitz, and Cope (1986), fear can prevent language learners. Therefore, very anxious students generally avoid communicating difficult or personal messages in the foreign language. In addition, Motoda (2005) classifies the debilitating effects of fear of learning a foreign language into two categories: 1) Failure or confusion, e.g. forgetting what L2 / FL students have learned, which makes them feel tense 2) Avoiding overexertion, like skipping classes or studying too much (Motoda, 2005).

### 2.2.3 Foreign Language Learning Anxiety Causes

Although all elements of the usage of and studying a overseas language can motive tension, each listening and talking are frequently stated because the maximum tension scary of overseas language activities. Foreign language tension is normally studied and visible in a language school room environment, as that is in which many college students begin studying a brand new language a worry of embarrassment.

General theories of tension can assist give an explanation for the basis of overseas language tension. The following theories of tension play a function in describing overseas language tension:

- Self-efficacy and appraisal: a tension response first relies upon at the people appraisal of ways threatening a state of affairs is. In the case of a perceived threatening state of affairs, the quantity of tension then relies upon at the people notion in their self-efficacy, or their self assurance of their cap potential to successfully manipulate the state of affairs. Potential poor activities that people do now no longer accept as true with they may be geared up to address regularly result in tension. In phrases of overseas language studying, value determinations of overseas language conditions are visible as threatening with self-deprecating mind approximately an people language cap potential, which decreases their self-efficacy main to overseas language tension
- State, trait, and situational tension: Anxiety may be labeled into trait tension, kingdom tension, and the greater current difference of state of affairs-precise tension. Individuals with trait tension have chronic, persisting tension in all conditions, while people with kingdom tension are handiest nerve-racking specifically conditions. When implemented to studying a language, this principle outcome withinside the extra difference of state of affairs-precise tension, which builds on kingdom tension to explain a selected state of affairs that induces tension handiest while precise conditions (e.g. a overseas language) are at play.

An instance of while overseas language tension may also arise could be in a school room. The reasons of overseas language tension had been extensively separated into 3 major components: verbal exchange apprehension, take a look at tension and worry of poor assessment. Communication apprehension is the tension skilled while talking or paying attention to different people. Test-tension is a shape of overall performance tension, this is related to the worry of doing badly or failing altogether. Fear of poor assessment is the tension related to the beginners notion of ways different onlookers (instructors, classmates or others) may also negatively view their language cappotential. These 3 elements motive an growth of an people tension tiers in addition to a lower in self-efficacy. In



addition, mainly in an ESL school room, college students studying a overseas language out in their united states are very susceptible to excessive tiers of tension relating language studying. For they understand greater social distance among themselves and the local people of the goal language, which as a end result may also motive them to enjoy a language shock.

Sparks and Ganschow draw interest to the truth that tension ought to bring about or motive terrible language studying. If a pupil is not able to observe earlier than a language examination, the pupil ought to enjoy take a look at tension. Context tension may be regarded as a end result. In contrast, tension will become a motive of terrible language studying, main that pupil to then be not able to accurately examine the goal language.

There may be diverse bodily reasons of tension, along with hormone tiers, however the underlying reasons of immoderate tension even as studying are worry<sup>1</sup> and a loss of self assurance.

There is a mental issue to overseas language tension as well; language studying is a "profoundly unsettling mental proposition because it jeopardizes an people self-information and perspective. It stems from ones self-perceptions of language cappotential. Foreign language tension is rooted in 3 mental demanding situations:

- overall performance difficulty
- risk to ones image
- identificationconflict

Those mental states hence have task-overall performance and identification dimensions. People have a tendency to behave or communicate in a manner that might be judged suitable to the opposite human beings local to the overseas culture, however the conduct that people are generating grapples with ingrained values and behaviors. Emotions via way of means of the mental demanding situations has some thing to do with trying to transfer codes in an interactive encounter.

#### **2.2.4 Trait, State and Situation Specific Anxiety**

In the past few decades, researchers have adopted different viewson how to classify anxiety in the classroom. Some researchers associate this tension with the personality of students andtheir responses to different situations, while others see certain situations as motives for fear (Spielberger, 1983; MacIntyer, Gardner, 1991; Horwitz, 2001) ;Gregersen, 2003; Woodrow, 2006). . However, McIntyre and Gardner (1991) identified three main methods forstudyinganxiety: firstly, trait Anxiety, then State Anxiety, and the third one is situation Specific Anxiety (cited in Occhipinti, 2009; Woodrow, 2006).

First of all, trait anxiety. Anxiety is a general level of anxiety that is unique to a person. In addition, Spielberger (1983) found that "personal anxiety can be defined as the possibility that a person will become anxious in any situation." (Occhipinti, 2009:14). People with characteristic anxiety may be anxious in various situations.

Secondly, state anxiety. Anxiety is a feeling of stress or nervousness that can arise at a specific point in time in response to a defined situation (Occhipinti, 2009; Woodrow, 2006). This type of fear reflects a passing feeling of fear that a person encounters. Researchers like Spielberger (1983) attempted to develop an anxiety trait to relate it to anxiety (Spielberger, 1983, cited in Occhipinti, 2009). Measurement of both state anxiety and trait anxiety was created to assess different types of anxiety.

The third type of fear is situation-specific fear; it is seen as a recurring characteristic in a given situation (Woodrow, 2006); In addition, with regard to fear of language learning, researchers (MacIntyer, Gaedner, 1991; Horwitz, 2001) stated that fear in the language learning environment is viewed as a specific situation because it is repeated in the language learning environment. Environment of language learning situation.

### **2.2.5 Components of Foreign Language Learning Anxiety**

In 1986, Horwitz provided a clear description of the additives of overseas language tension (Occhipinti, 2009). He took into consideration language studying tension to be in connection to overall performance assessment inside educational and social context. He drew parallels among language studying tension and 3 varieties of overall performance tension: communication apprehension, test anxiety and fear of negative evaluation (Horwitz et al., 1986). Explanation of these components will form the basis for the concept of fear of learning second / foreign languages by providing insight into the source of fear.

### **2.2.6 Communication Apprehension**

Interestingly, most oral communication studies examined the reasons for avoiding L2 learners or fear of oral communication (Tanveer, 2007). In addition, research on verbal communication has shown how fear affects the students' willingness to communicate and leads to "communicative understanding". (McCroskey, 1978, cited in Young, 1991). Communicative sensing has been defined as "a type of shyness characterized by fear or concern about communicating with people" (Horwitz et al., 1986:127). Daly et al. (1997)

described communicative sensing as "people's will to approach or avoid social interaction" (Daly et al., 1997:21; cited in Occhipinti, 2009). The focus of this work is on L2 speaking anxiety, which is described in more detail than the other two components: test anxiety and fear of negative assessment.

Horwitz et al. (1986) asserted that mainly shy inexperienced persons with excessive self-awareness would possibly locate speaking within the overseas language much less anxiety-upsetting activity. They would possibly feel "as though a person else is speaking" (Horwitz et al., 1986; Occhipinti, 2009). However, the other may be true. A talkative comfortable learner the usage of his mom tongue may also end up shy and much less snug while the usage of the target language.

In addition, many researchers (Daly et al., 1997; Caccioppo, Glass & Merluzzi, 1979) have discovered a terrible courting among communicate apprehension and self-esteem. In different words, stressful freshmen have a propensity to underestimate their capacity to talk within the target language and attention on their failure rather than their success (Gregersen, 2003).

Furthermore, communication anxiety prevents L2/FL students from asking questions in class. Daly et al. (1997) pointed out that students with communication anxiety cannot speak in front of the whole class or participate in classroom activities, and they can even wait until the end of the class before asking questions (Daly et al., 1997; cited in Occhipinti, 2009). This may be due to students' limited understanding of foreign languages (Tsiplakides & Keramida, 2009).

### **2.2.7 Test Anxiety**

the second type of performance anxiety is test anxiety. Horwitz et al. (1986: 127) defined test anxiety as "a type of performance anxiety that arises from the fear of failure". L2 / FL students consider foreign language classrooms to be the most fearful of environments due to the continuous evaluative nature of foreign language learning. Unfortunately, for high-anxiety students, the fear of learning a foreign language is that they are often assessed by the instructor who is supposed to be the only fluent speaker in the classroom (Horwitz et al., 1986).

### **2.2.8 Fear of Negative Evaluation**

Fear of negative evaluation is the third type of performance anxiety. It is "an understanding of the evaluations of others, the fear of being negatively evaluated, the avoidance of evaluation situations, and the expectation that others would evaluate themselves negatively" (Occhipinti, 2009).

There is a difference between fear of negative evaluation and fear of testing. Although the fear of a negative assessment is not limited to one assessment situation, it can arise in any social assessment situation, for example when speaking in front of people in a foreign language class (Horwitz et al., 1986; Tanveer, 2007; Occhipinti, 2009)); In addition, it is much broader than test anxiety, which means that L2 / FL students can get an assessment not only from the teacher but also from other students (Shams, 2006; Tanveer, 2007). In this fear of foreign languages, Horwitz et al. (1986) believed that there are other components that can describe the fear of learning a foreign language as an independent complex of self-perceptions, beliefs, feelings and behaviours related to language learning in the classroom that result from the uniqueness of the language learning process." (Horwitz et al., 1986:128)

## **2.3 Anxiety in Foreign Language Classroom**

Most researchers (such as Horwitz et al., 1986; Tsipakides and Keramida, 2009; Gregersen, 2003) who are interested in fear of a second / foreign language agree with the existence of fear of entering a second / foreign language Speaking in language classrooms.

### **2.3.1 Foreign Language Learning Anxiety and the Affective Filter**

Krashen (1985: 81) suggests the existence of a "mental block" that prevents L2 students from fully learning the target language. This is known as an "affective filter". L2 / FL students may understand what they are hearing, but input may not reach what is known as the "language acquisition device" (LAD). 1 Researchers like Horwitz et al. (1986) and Krashen (1985) noted that this could happen if the student is unmotivated, anxious, or without self-confidence. This has been confirmed by several studies (Horwitz et al., 1986; Krashen, 1985; Kleinmann, 1977; MacIntyre & Gardner, 1991; Aida, 1994) Anxiety can be described as an affective factor that affects the learning and production of a second language / Foreign language negatively. This is due to the special features of the second language / foreign language. Hence, L2 / FL students need to acquire new language rules and use those rules for their performance. Frequent performance failures can put L2 / FL students in a vulnerable situation where they can be criticized or negatively assessed (Tsui, 1996, cited in Occhipinti, 2009). In addition, Aida (1994) stated that FL teachers are concerned about the effects of fear on affective filters and how it can prevent L2 / FL students from

achieving high levels of language proficiency. Non-threatening environment in language class comes to reduce the chance of having a mental bloke.

### **2.3.2 Teacher as Facilitator**

Language teachers often attribute the unwillingness of L2 / FL students to speak in class to factors such as lack of motivation, poor performance or negative attitudes (Tsiplakides and Keramida, 2009); However, it is the responsibility of language teachers to identify the causes and causes of the anxiety experienced by students in foreign language classrooms and to seek solutions to address this problem. According to Horwitz et al. (1986) language teachers have two options when it comes to anxious L2 / FL students: 1) help them deal with anxiety-inducing situations, and 2) make the learning context less stressful .

### **2.3.3 Anxiety and Motivation**

Many researchers investigated the relationship between anxiety and motivation, and the effect it has on acquiring the target language efficiently (Dörnyei, 2001; Dörnyei & Skehan, 2003). Motivation is considered to be one of the affective factors that influence foreign language learning (Wong, 2012).

Although some research findings showed a negative correlation between motivation and foreign language learning (Gardner, Day & MacIntyre, 1992), other studies found that students who are highly motivated to learn a foreign language are less anxious and vice versa (Tsiplakides & Keramida, 2009). Due to the fact that most studies were conducted to investigate the effect of motivation on the second language learning, Schmidt et al. (1996) focused on the foreign language learning. They conducted a study to investigate the effect of motivation on foreign language learning. The findings of their study suggested the existing of three basic dimensions to motivation for learning a foreign language, labeled as affect, goal oriented, and expectancy. According to Schmidt et al. (1996) motivation is related to learning strategies and preferences for certain types of classes with specific learning skills. Students who scored high on the affect dimension of motivation welcomed communicative classes, while those with low scores tended to reject the communicative classes (Wong, 2012). Hence, motivation can encourage students to communicate and be less anxious toward the learning process.

## **2.4 Conclusion**

In conclusion, the present study aimed at examining the effect of using specific teaching strategies on reducing FL learners' speaking anxiety. Several studies have investigated the source of speaking anxiety FL learners encounter in the foreign language classrooms. Furthermore, previous researchers have emphasized the effect of speaking anxiety on the acquisition process of the foreign language. The studies mentioned in this chapter supported similar concepts of what the present study aimed to achieve. A proper methodology was selected to answer the research questions, and will be discussed in the following chapter.

**Chapter Three**

**Field Work: Research Methodology and  
Data Analysis**

### **3.1 Introduction**

In the previous two chapters, we have tackled the literature related to the effectiveness of group work and pair work in alleviating FL learner's anxiety. Now, our research will be more practical. Since our research is descriptive, we intend to obtain data from students' questionnaires. The aim of this chapter is to analyze, interpret, and discuss the data collected from participants since they are the ones who face difficulties in classroom. To collect data for our research, we adapted a qualitative approach. Therefore, we prepared a questionnaire for secondary School students.

### **3.2 Students' Questionnaire**

#### **3.2.1 Participants**

The whole participants of the study consists of the three years learners of secondary school in Tiaret during the academic year 2020-2021. The learners are from different geographical regions in Tiaret and different genders, male and female, also different degrees, levels, years .We have chosen randomly a sample that consists forty (40)students .

#### **3.2.2 Description of the Questionnaire**

The questionnaire is divided into two sections. The first section is about personal information of the learners concerning their ages and genders, the second section is about students perception about the group and pair work and their attitudes towards them.

This questionnaire consists nine (9) questions which are divided into two (2) sections:

##### **3.2.2.1 Section One, General Information (Q1 to Q2)**

This section is devoted to students' background information. The students were asked to indicate their age first in (Q1), and then to specify their gender in (Q2).



### 3.2.2.2 Section Two, Students' Perceptions About the Group and Pair Work (Q3 to Q9)

This section seeks information about the Group work and pair work techniques. In(Q3) students are asked to say how often they work in groups or pairs with their teachers. (Q4) aims to know which type the students prefer, with a brief justification and explanation.(Q5)seeks to know what skills the teacher focus on when working in group or pair.(Q6) was “yes or no” question , it aims to know if students face some problems when working in group or pair.(Q7) lists some problems for those who answered by "yes" and ask them to select the problems they face .(Q8)aims to know if the group and pair work help them.(Q9) aims to know what strategy students prefer to work with in classroom, working Individually or in group, with a brief description and justification.

### 3.2.3 Aim of the Questionnaire

This questionnaire aims to discover FL learners' evaluation of the group or pair work and their helpfulness, and how these techniques motivate them to practice and perform their skills during the courses. Also, to know how these strategies can help them to alleviate anxiety inside the classroom, in order to do that, we have submitted a questionnaire to forty students (40) in secondary School in Tiaret.

## 3.3 Results' Interpretations

### 3.3.1 Section one ,General Information

#### Q1 :Students' ages

Age	16	17	18	19	Total
Participants	20	13	05	02	40
Percentage %	50%	32 %	13 %	05%	100 %

Table 3.1: Students' ages

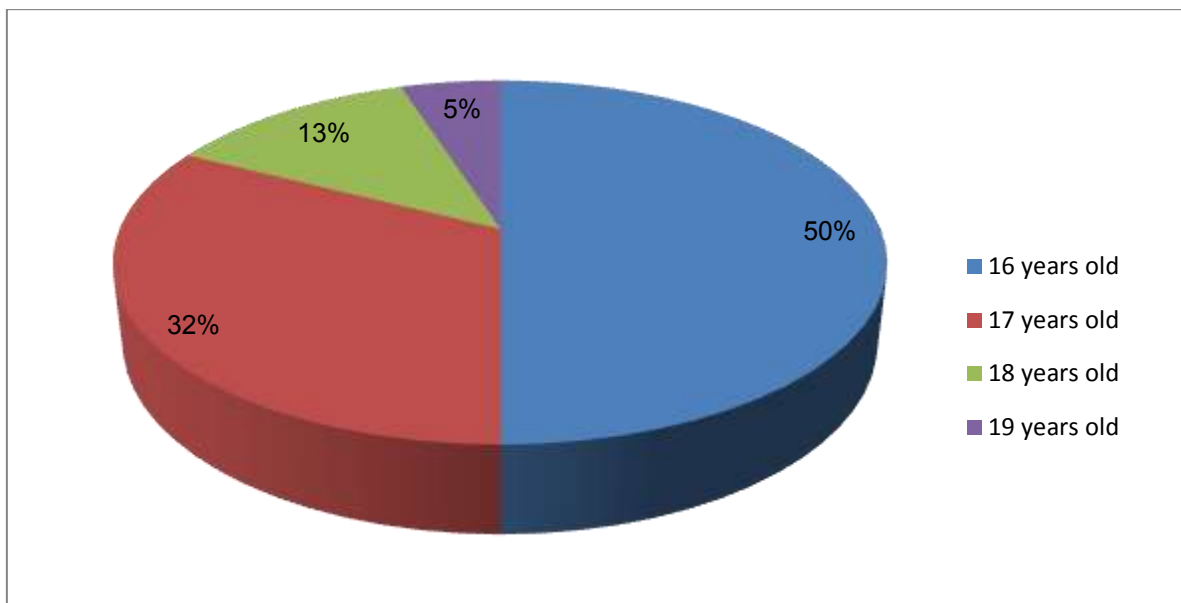


Figure 3.1: Students' ages

This table shows that there are four 04 age groups in our sample. Students' ages vary between 16 and 19 years old out of the total students number of the sample (40), we have 20 participants who are 16 years old represent the majority (50%), besides 13 students who are 17 years old, they represent (32%). The 18 years old students are 05, and represent (13%). Finally, students who are 19 years old are only two students and represent (5%). This table results show a large diversity between students' ages in our sample.

## Q2 : Students' Genders

Gender	Male	Female	Total
Participants	13	27	40
Percentage(%)	32 %	68 %	100 %

Table3.2:Students' genders

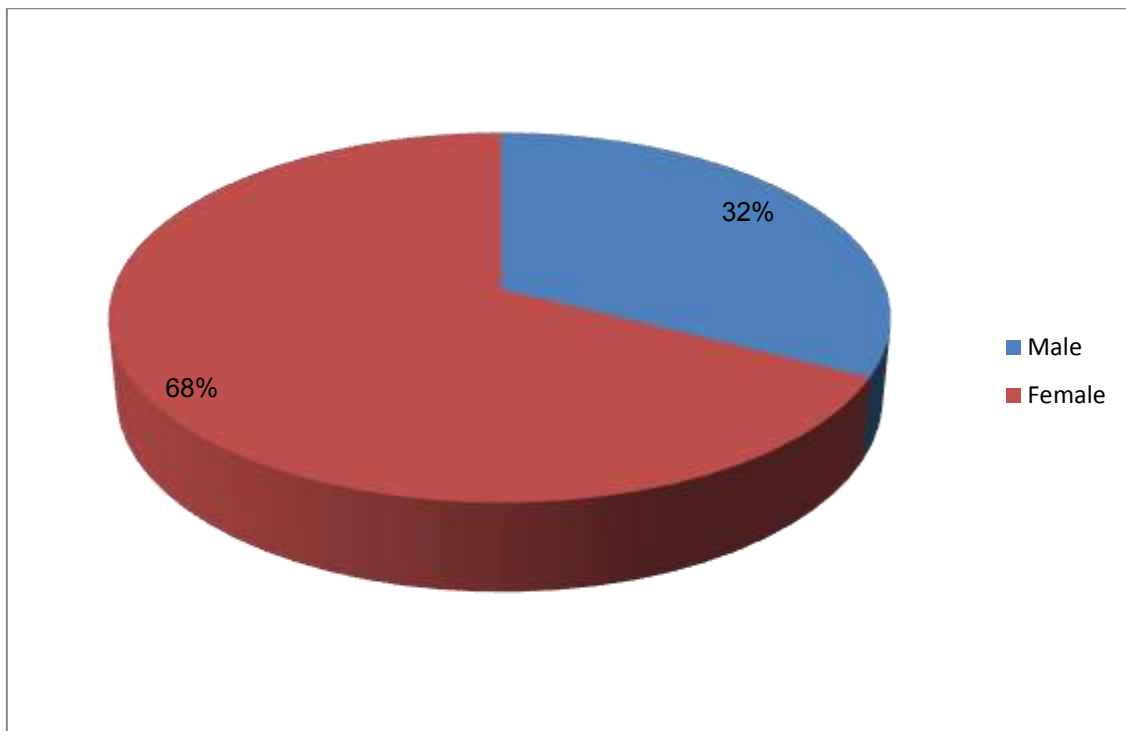


Figure 3.2: Students' Genders

A quick look at the table above will reveal that females students are numerous than males. In fact, we have recorded 13 male who represent (32%) out of the total number of students (40). Whereas, 27 female making up (67.5%) of the whole participants. These results shows that females are more interested to answer this questionnaire, so they like working in groups or pairs more than males do.

### 3.3.2 Section Two, Students Perception About the Group Work and Pair Work

**Q3: How often does your teacher ask you to work in group and pair?**

Options	Always	Often	Rarely	Never	Total
Participants	08	17	09	06	40
Percentage %	20 %	42 %	23 %	15 %	100 %

Table 3.3: the teacher's use of group and pair work.

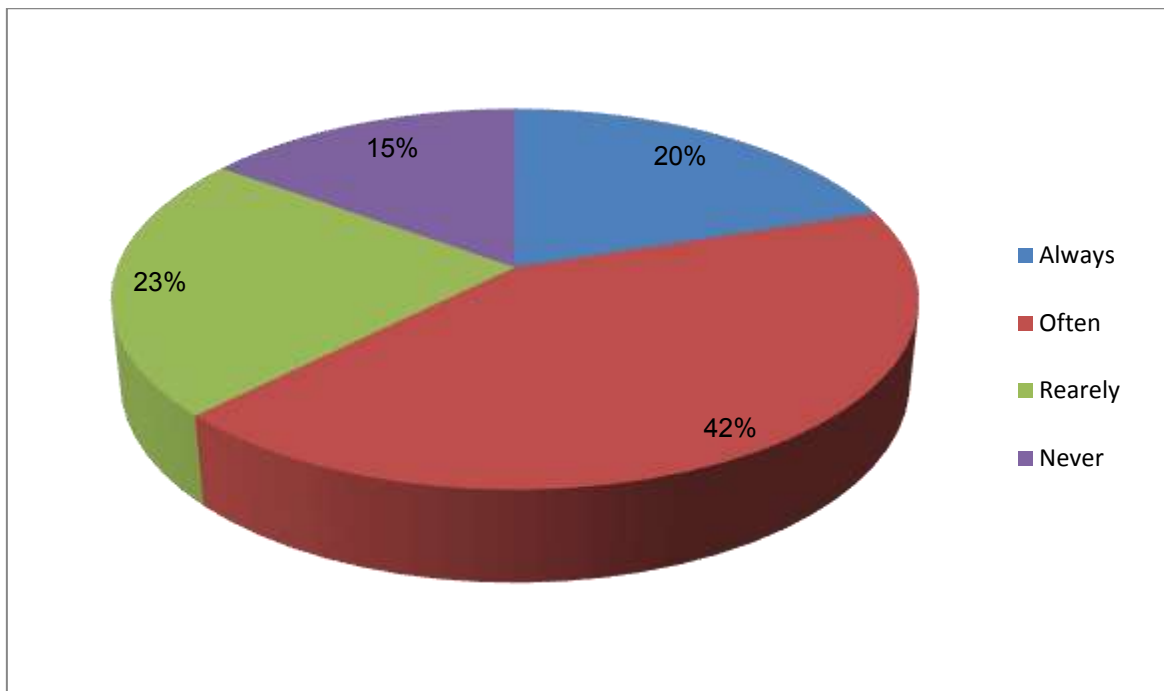


Figure 3.3: the teacher's use of group and pair work

We noticed from the table 3.3 results that 17 students(42%) said that their teachers often ask them to work in groups or pairs, and this because of the great benefits of working in groups and pairs in classroom. 08 students who represent(20%) answered that their teachers always ask them to make a groups and pairs. So, teachers support these techniques and considered it as a motivational strategy which helps to improve the learners' skills and alleviate their anxiety in classroom. According to a group of 09 students, their teachers rarely ask them to work in groups or pairs, those students represent (23%) of the total participants' number. Only 06 students never do group or pair works with their teachers, they represent(15%) of the total participants. So, depending on both of the table 3.3 and figure 3.3, we can say that the majority of teachers prefer to use the two strategies to push, encourage and motivate their learners to learn.

**Q4:What are your basis choices when you work in group or pair?**

Options	Same level (a)	Each other (b)	Partners (c)	(a)and(c)	Total
Participants	12	17	10	01	40
Percentage %	30 %	42 %	25 %	03 %	100 %

Table 3.4: FL learners' preferences towards group and pair work .

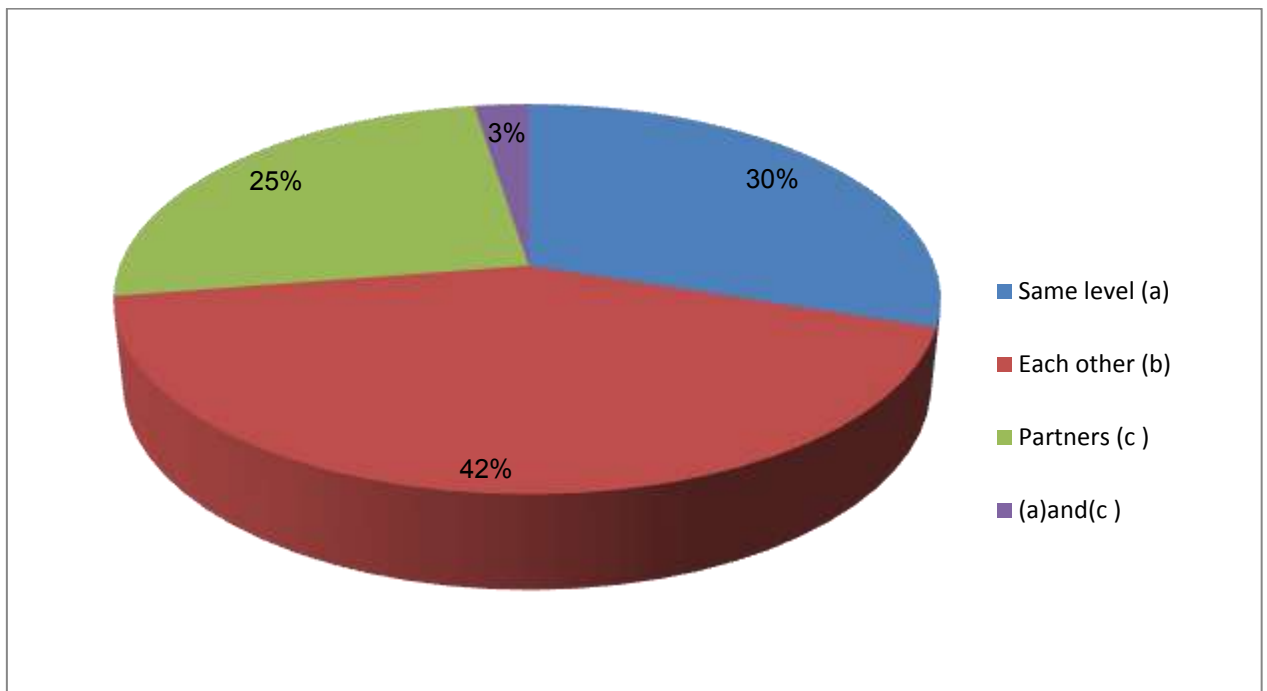


Figure 3.4: FL learners' preferences towards group and pair work.

Through the table 3.4 we notice that only one participant(3%) prefers to work with classmates who share the same level with him/her, at the same time he chooses his partner. However, 10 students represent (25%) prefer to work with their partners. While (30%) of our participants (12 students) like working only with students who share them the same level. And this helps them more to participate, raises their self-confidence. The majority of respondents (17 students) tend to work with students who sit beside them, they represent (42%) of our participants, they think it is the most appropriate type of grouping.

On one hand, according to some males participants justifications, they choose working with students who share them the same level make them feel good and more comfortable. In addition, they believe that students who share the same level can understand each other. They consider it more effective way allows them to acquire knowledge, get information and improve their skills.

Others confirmed that working with each other is the appropriate strategy because they know each others' level, thinking, ideas, attitudes, behaviors, mentalities and learning ways.

On the other hand, a group of females justify and explain more there their choices: the majority of them prefer to work each others because they think that this way makes their works more easy, perfect, complete, flawless and integrated. They can exchange knowledge and each others' ideas.

In addition, the other girls agree that working with their partners sit next to them is the most suitable strategy for them, because they see that in such position they give more. Also, they know each others' abilities, thus, they choose their partners to share them their ideas.

**Q5: What goal does your teacher focuses on when working in groups and pairs?**

Goals	Build good relationships among students(a)	Respect each others'ideas (b)	listen to each other's answers (c)	Arguing your ideas to convince the others(d)	Make students motivate each others(e)	a, b	a, b, c	a, b, c, d	Total
Participants	03	09	10	02	02	04	06	04	40
Percentage %	07 %	23 %	25 %	05 %	05 %	10 %	15 %	10 %	100 %

Table 3.5: goals that teacher focuses on when working in group and pair.

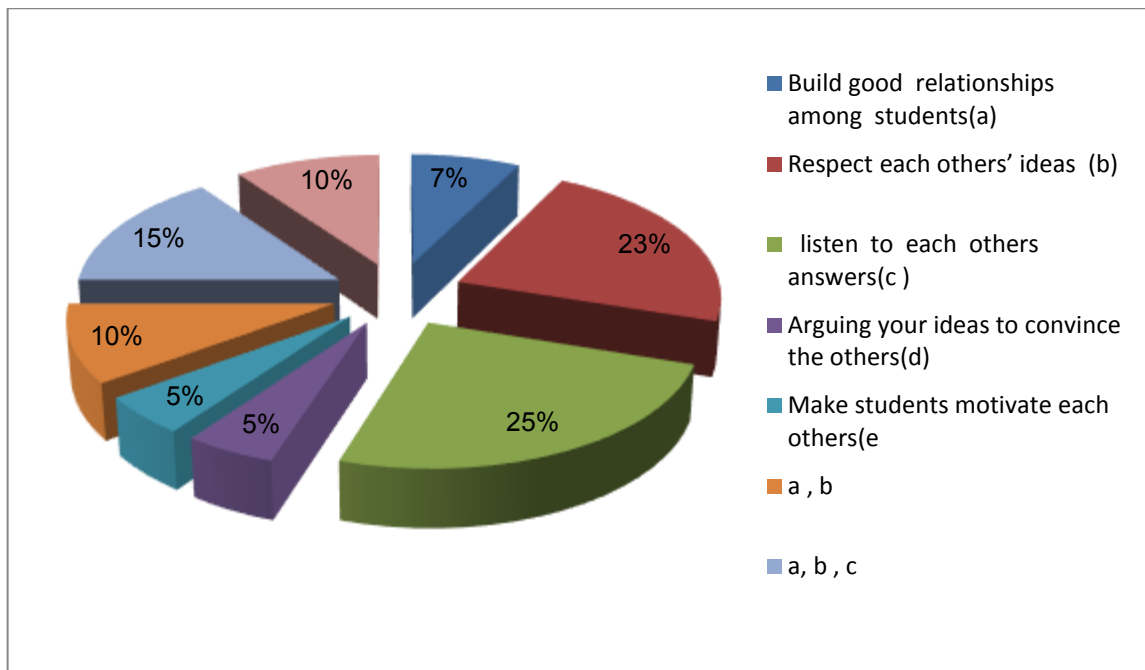


Figure 3.5: goals that teacher focuses on when working in group and pair.

This question sheds light on the different goals that teachers aim to achieve using group and pair work strategies, depending on table 3.5, we can see that the majority of teachers focus on making their students listen to each others' answers firstly, then respect each others' ideas as a second important goal. Three respondents (07%) have indicated that their teachers focus on building a good relationship among students by asking them to work in groups. In addition, only two participants (05%) see that their teachers aim to make them motivate each others, while another two students believe that their teachers' goal is to make them able to convince each other by arguing each others' ideas, they also represent (05%) of all participants. The rest 14 students (35%) of participants chose multiple goals, some of them mentioned two, three goals, while the others selected four.

**Q6. Do you face problems when working in group and pair?**

Answers	Yes	No	Total
Participants	12	28	40
Percentage %	30 %	70 %	100 %

Table 3.6: Number of learners who face problems and who do not when working in groups and pairs.

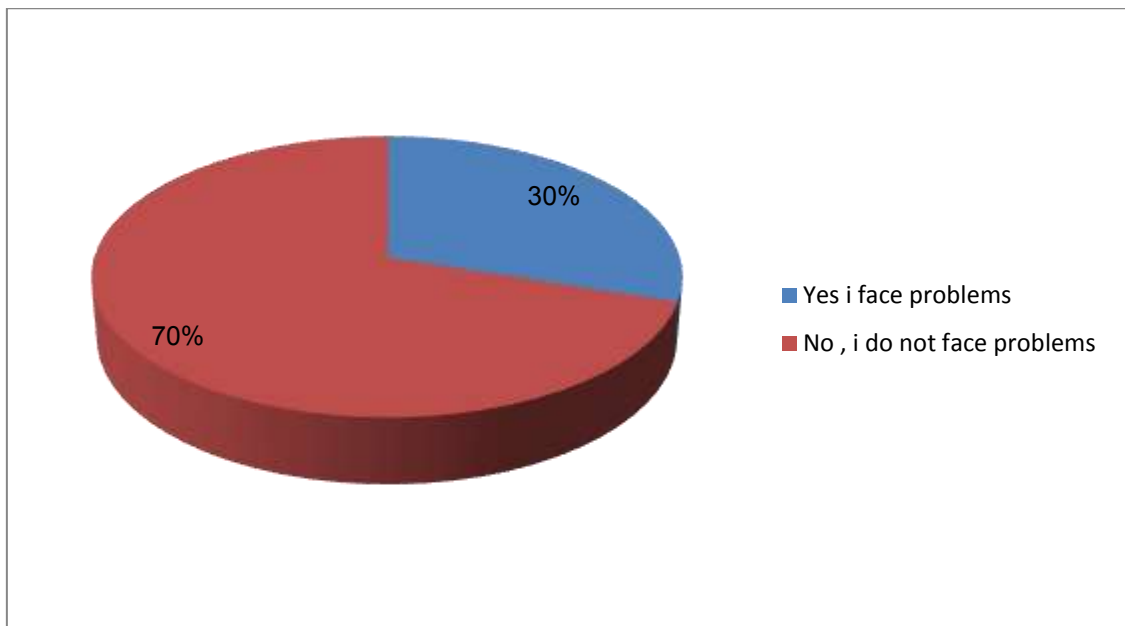


Figure 3.6: percentage of learners who face problems and who do not when working in groups and pairs.

As the table above shows, we have recorded that the majority of participants (28 participants out of 40) who represent (70%) have declared that they do not face any problems when working in groups and pairs. The rest of them (12 participants) face some problems when grouping, they represent the rest (30%). Consequently, it is obvious that most students prefer using group work and pair work as a helpful strategies inside classroom to alleviate their anxiety, and feel more comfortable during the course.

**Q7: If yes, which of the following problems do you usually face in group work or pair work?**

Students' Problems	Expressing ideas difficulty	Shyness , uncomfortable situation	Lack of opportunities	Total
Participants	02	03	07	40
Percentage %	17 %	25 %	58 %	100 %

Table 3.7: Problems that learners face when working in groups or pairs.



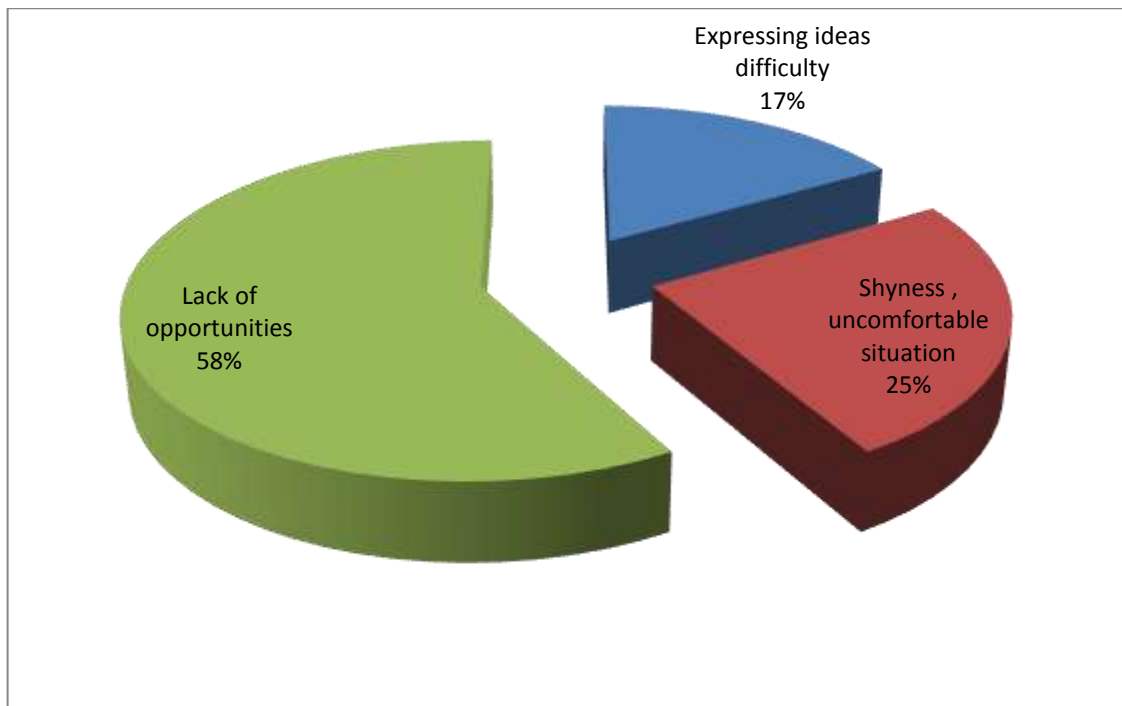


Figure 3.7: Problems that learners face when working in groups or pairs.

Participants who answered " yes " in the previous question are required in this question to identify their problems that they usually face when grouping. A quick look at the table above will reveal that the lack of opportunities to discuss the group members considered as the main problem they face, 07 participants out of 12 are suffering from this problem, they represent (58%). In addition, the other problem is that 03 participants feel shy from the group members when they make mistakes, so they find themselves in an uncomfortable situations during working in pairs or groups, they represent(25%) out of those who face problems. The last group 02 participants find some difficulties when they express or share their ideas with the other group members, and they represent the rest (17%).

**Q8. Do you think that group work and pair work help you to?**

- a) **Overcome your shyness and anxiety.**
- b) **Get you motivated to speak.**
- c) **Raise your self-confidence.**
- d) **Develop your social skills.**

Advantages	Overcome your shyness and anxiety (a)	Get you motivated to speak (b)	Rise your self-confidence (c)	Develop your social skills (d)	a, b	a, b, c	a, b, c, d	d, a	b, c	Total
Participants	26	01	04	02	02	02	01	01	01	40
Percentage %	65 %	02 %	10 %	05 %	05 %	05 %	02 %	03 %	03 %	100%

Table3.8:advantages that learners obtain when work in groups and pairs.

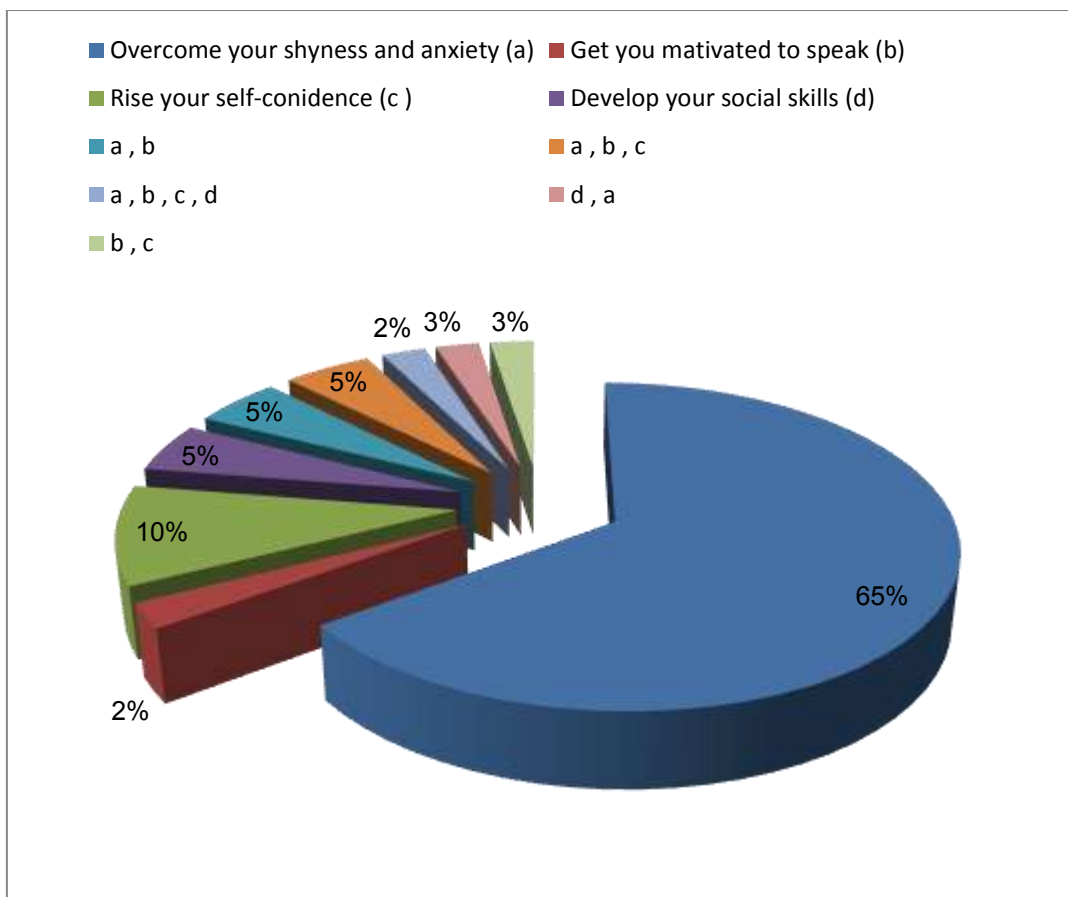


Figure 3.8:advantages that learners obtain when work in groups and pairs.

In this question, learners are asked to identify the advantages they get from group and pair works. Twenty six students (65%) mentioned that these working strategies allowed to overcome their shyness and anxiety. Meanwhile, Four Students (10%) told us that group and pair works raise their self-confidence. (5%) of participants feel that group and pair works develop their social skills, teach them how to listen to the different opinions. Only one (2.5%) pick 'get you motivated to speak, while seven students (17.5%) chose more than one advantage, they think that these strategies benefit them in various ways. Consequently, they picked more than one option.

**Q9. Which strategy do you prefer for better performing in class, work individually or in groups? and Why?**

Working strategies	Working in groups	Working individually	Total
Participants	30	10	40
Percentage %	25 %	75 %	100 %

Table 3.9: The most preferred strategy for learners.

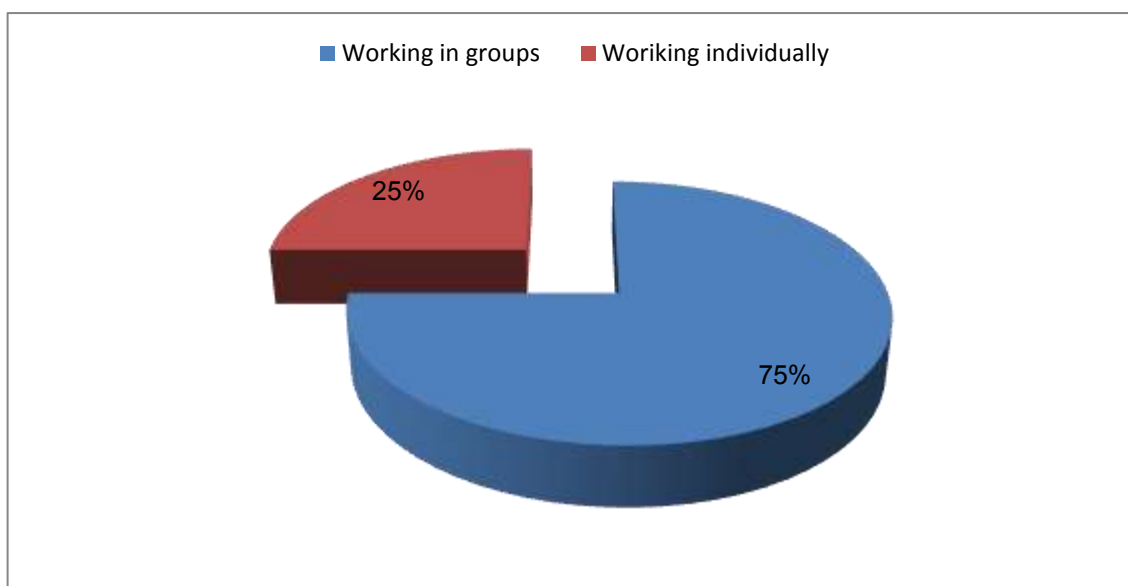


Figure 3.9: The most preferred strategy for learners.

In this question, learners were asked to identify which strategy they prefer for work in class. Ten students (25%) prefer working individually, they prefer to work alone. They gave us some reasons for their choice which are:

- They prefer to rely on their knowledge.
- Enables them to determine their weak points.
- Make them improve themselves.
- Encourage them to be creative.
- They feel free to express themselves.
- Enables them to give their best.
- Shows them their real level.
- Enables them to work seriously, working in groups make them depend on other members.
- They do not like to work with weak students.

While the rest participants (75%) prefer to work in groups and pairs. According to them, pair and group works have a lot of advantages like:

- Makes them feel comfortable because they like to discuss with one or more person.
- Enables them to exchange knowledge.
- Help them express themselves.
- Organized, less noisy, and practice.
- They feel comfortable and interested while working with their friends.
- It decrease shyness and anxiety.
- It improves their vocabulary.
- It enables them to share ideas and information and learn from each other.
- It enables them to discuss their weaknesses and to overcome them
- It involves more interaction.
- Group members feel that they complete each other i.e. they help each other.

- It is fun and enjoyable.

Obviously, group work and pair work strategy were the most chosen strategy by learners. and individual work were the second chosen.

### **3.4 Results' Discussion**

After submitting and interpreting the FL learners' questionnaire, discussion is the next step.

Section one was about personal information of the learners concerning their ages and genders.

Section two was about students' perception about group work and pair works strategies and its effectiveness in alleviating the learners' anxiety. The majority of learners consider the two strategies as the most appropriate for better learning: most of them do not face any difficulties when working in groups or pairs, their teachers show them the importance of these strategies. However, few learners find some difficulties when using group works and pair works, they think that they are not very useful and do not help them enough. So, teachers are required to help them, they should show, explain them the importance of the two strategies, they should provide their learners with group and pair working skills, benefits and advantages. In addition, teachers are asked to guide and control their students during working in groups or pairs. Thus, the teachers' role is highly important as stated by Davis (1999) who illustrates the teacher's role and his/her tasks during group and pair works. Most of students find that these strategies help them in different ways, encourage them to participate in classroom without any obstacles, difficulties and fear, they reduce their shyness, fearness, stress and anxiety.

Depending on all the previous answers, the majority of learners especially females prefer to work in groups and pairs. In contrast, males prefer to work with students who share them the same level because they understand each other and can communicate well.

### **3.5 Conclusion**

To conclude this chapter, the collected answers from students' questionnaire show that group works and pair works are very effective and beneficial techniques to alleviate the learner's anxiety. They help them to participate, communicate, interact with each others, and encourage them to speak effectively without facing any obstacles. As a result we can confirm that there is a positive relationship between the two strategies and the learner's

anxiety. The positive results that we revealed in this study have confirmed our first hypothesis: group and pair works are effective enough to reduce FL learners' anxiety.

### **3.6 Recommendations for Students and for Further Reading**

\*Always ask for clarification when needed and do not be shy.

\*Do not think negatively and be patient, believe in your abilities and capacities

\*Researchers and teachers in academic contexts confirm that group work.

and pair work are effective enough to alleviate the learner's anxiety. Also, group

Work as a technique has many benefits and works to enhance the learners' level.

\*Take a few deep breaths.

\*Think positively.

\*Warm up the "gears".

\*Start speaking after inhaling.

\*Experience builds confidence.

\* More participants should be interviewed in order to gain more understanding of

This topic in future research.

\*Future research in FL anxiety should use new teaching strategies in order to test

out their effectiveness in reducing students' speaking anxiety.

\*Studies should be conducted on different academic contexts and different institutions.

# **General Conclusion**

## **General Conclusion**

Some previous studies have shown that students can only remember 20% of what they hear, 70% of what they say, 90% of what they do and say, like cooperate with partners or role-play. These numbers prove that pair and group work influence students' perception positively.

In addition, once pairing or grouping starts, students should be independent of the teacher and work at their own pace. The teacher should take a break next to each couple. Listen, and write down any mistakes the class might correct later. It is best not to interrupt or repair them while they are running. Pairing and grouping are useful activities for students. They are essential techniques for teachers, which used to develop students' skills, especially speaking skills. Therefore, teachers must organize these strategies correctly and effectively to get the best results.

To conclude, pair work and group work are the most effective way to organize courses. They give students more opportunities to express themselves in class. Students participate more actively in class because they can talk to classmates, exchange ideas, create and practice new structures. Children also need space and opportunities to be themselves, which is why group work or pair work provides them with psychological space. Teachers play an important role in the classroom. They have to control completely what and how their learners learn. The teacher's role depends largely on his or her role in various activities, he or she is considered like investigator, Participant, prompter, assessor and organiser.



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# Appendices

## Appendix I: Students' Questionnaire

# Students' Questionnaire

This questionnaire is a part of research work. It aims at collect data related to a Secondary School students. The main aim is to investigate the problems that they face in classrooms, and find a useful working strategies to solve their problems and reduce their learning anxiety.

You are kindly requested to answer the following questionnaire. Please tick the appropriate answer, or make full statements when necessary. Thank you for taking the time to answer this questionnaire.

### Section one: general information

Q1 :Students' ages

please specify your age                      16        17        18        19

Q2 : Students' Genders

please specify your gender                      Male                      Female

### Section two: students perception about the group work and pair work

Q3: How often does your teacher ask you to work in group and pair?

Often                      Rarely                      Always                      Never

Q4: What are your basis choices when you work in group or pair?

- Same level (a)
- Each other (b)
- Partners (c)

Q5: What goal does your teacher focuses on when working in groups and pairs?

- Build good relationships among students(a)
- Respect each others' ideas (b)
- listen to each other's answers (c)
- Arguing your ideas to convince the others(d)
- Make students motivate each others(e)

Q6. Do you face problems when working in group and pair?

- Yes
- No

Q7: If yes, which of the following problems do you usually face in group work or pair work?

- Expressing ideas difficulty
- Shyness , uncomfortable situation
- Lack of opportunities

Q8. Do you think that group work and pair work help you to?

- a) Overcome your shyness and anxiety.
- b) Get you motivated to speak.
- c) Raise your self-confidence.
- d) Develop your social skills.

Q9 Which strategy do you prefer for better performing in class, work individually or in groups? and Why?

- Working in groups
- Working individually

**Thank you for your cooperation**



## ملخص

يعتبر القلق الذي يواجهه المتعلمون في فصول اللغة الأجنبية من أكثر المشكلات فعالية التي يمكن أن تمنع المتعلمين من تعلم اللغة المستهدفة. تهدف هذه الدراسة إلى إيجاد مصادر القلق الذي يشعر به المتعلمون في فصول اللغة الأجنبية ، وتبحث في تأثير استخدام استراتيجيات العمل الجماعي او الثنائي خلال الحصة في التخفيف من هذا الشعور. ولتحقيق ذلك ، شارك في هذه الدراسة اربعون تلميذ من الطور الثانوي بمختلف سنواته الثلاث . تم جمع البيانات من خلال استبيان تم تحليله نوعياً. تم تقسيم الاستبيان على المشاركين عشوائياً. كشف تحليل البيانات التي تم جمعها عن ان معظم التلاميذ من مختلف السنوات الثلاث يفضلون استراتيجيات العمل الجماعي والثنائي على العمل الفردي اثناء التعلم . علاوة على ذلك ، ساعد استخدام استراتيجيات العمل الجماعي والثنائي في تخفيف وتقليل قلق التحدث الذي يشعر به متعلمي اللغة الأجنبية وشجعهم على استخدام اللغة المستهدفة .

**الكلمات المفتاحية:** العمل الجماعي, العمل الثنائي, القلق

## **Résumé**

L'un des problèmes les plus efficaces pouvant empêcher les apprenants d'apprendre la langue cible est l'anxiété à laquelle les apprenants sont confrontés dans les cours de langue étrangère. Cette étude vise à trouver les sources d'anxiété que les apprenants ressentent dans les cours de langues étrangères et examine l'effet de l'utilisation de stratégies de travail en équipe ou de paires pendant la leçon pour atténuer ce sentiment. Pour ce faire, quarante élèves du cycle secondaire des trois années ont participé à cette étude. Les données ont été recueillies au moyen d'un questionnaire analysé qualitativement. Le questionnaire a été réparti entre les participants au hasard. L'analyse des données collectées a révélé que la plupart des étudiants de trois années différentes préfèrent le travail d'équipe et les stratégies de paires au travail individuel tout en apprenant. De plus, l'utilisation de stratégies de travail d'équipe et de paires a aidé à atténuer et à réduire l'anxiété de parole des apprenants de langues étrangères et les a encouragés à utiliser la langue cible.

**Mots clés :** Travail en groupe, travail en paire, l'anxiété