

UNIVERSITY OF SARAJEVO  
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**INITIATING AND SUSTAINING MOTIVATION THROUGH  
GROUP WORK IN SECONDARY EFL CLASSROOM**

**PODSTICANJE I ODRŽAVANJE MOTIVACIJE KROZ  
GRUPNI RAD U NASTAVI ENGLESKOG KAO STRANOG  
JEZIKA U SREDNJIM ŠKOLAMA**

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## **ABSTRACT**

English language teaching is a complex phenomenon influenced by a great number of factors. One of them is motivation, which can be one of the major promoters of all our activities. There is certainly no doubt that motivation has a huge impact on the accomplishments of an individual. The purpose of this study is to describe motivation in general, different types of it, its maintenance strategies and theories, with a special focus on group work and benefits from it in relation to student motivation. The objective of the study is to give an answer to the question: “Does group work really help initiate and sustain motivation in secondary EFL classrooms?”.

Although the use of group work has been advocated by many communicative approaches to foreign language teaching, little research has, so far, been devoted to the question of the relationship between motivation and group work in particular. This study will investigate the effect of group work on EFL learners’ motivation, suggest the activities that promote students’ motivation and show how ready the teachers are when it comes to the implementation of group work as part of their classes. The study represents just a small step towards the understanding of group work efficacy in relation to student motivation.

## SAŽETAK

Nastava engleskog jezika je kompleksan fenomen na koji utječe veliki broj činilaca. Jedan od njih jeste motivacija koja može biti jedan od glavnih pokretača svih naših aktivnosti. Nema sumnje da motivacija vrši veliki utjecaj na uspjeh pojedinca. Osnovna svrha ovog rada jeste da cjelokupno opiše motivaciju, različite vrste motivacije, strategije koje se koriste za njeno održavanje, teorije motivacije, sa posebnim fokusom na grupni rad i njegovu korist u odnosu na motivaciju učenika. Glavni cilj ovog istraživanja jeste davanje odgovora na pitanje: “Da li grupni rad zaista podstiče i održava motivaciju u nastavi engleskog kao stranog jezika u srednjim školama?”.

Iako se grupni rad zagovara kod mnogih komunikativnih pristupa u nastavi stranog jezika, do sada je mali broj istraživanja posvećen pitanju odnosa motivacije i grupnog rada. Ovo istraživanje će pokazati utjecaj grupnog rada na motivaciju učenika koji uče engleski jezik kao strani jezik u srednjim školama, predložiti aktivnosti koje podstiču motivaciju učenika i pokazati koliko su nastavnici spremni kada je u pitanju primjena grupnog rada u njihovoj nastavi.

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# 1. INTRODUCTION.

## 1.1 Background of the problem

In recent years, there has been a great tendency to move from teacher-centered classrooms to student-centered classrooms. Foreign language teachers are constantly looking for new ways of improving the quality of their classes, as well as student motivation. Motivation is of great importance when it comes to second language acquisition. It is believed that the accomplishments of an individual are directly linked to his/her motivation. There is a wide variety of activities that teachers can use as part of their classes. In order to fully understand what motivation is and how to sustain it in the classroom, it is important to take into account both external and internal factors influencing it. The role of the teacher is, without doubt, of great significance when it comes to learning processes and second language acquisition.

The teacher should pay attention to all four types of motivation including extrinsic, intrinsic, integrative and instrumental motivation. Motivation is dynamic in nature and it varies from one moment to the next, depending on the learning context or task. Many authors such as Dornyei (2001), Pinter (2006) and Brown (2007) wrote about the importance of teachers who motivate their students. Great teachers will incorporate different methods into their teaching; methods that boost learner's self-confidence and create learner's autonomy. It is not an easy task for the teacher to initiate and sustain student motivation. There are different methods that can be used in order to improve it. One of them represents a great challenge for teachers and that is group work. The importance of group work in student-centered classrooms cannot be denied. It can certainly bring a lot of benefits when it comes to student motivation. Students who are interested in the topic and the activity are more likely to be motivated than those students who are bored with tasks and activities.



## **1.2 Aim of the study**

This study attempts to investigate the ways in which group work activities help initiate and sustain motivation in secondary EFL<sup>1</sup> classrooms. Group work is often used as a method for motivating learning and increasing the idea of pleasure through learning. When it comes to students, the aim of the study is to show whether or not students enjoy group work activities and what are the main reasons for it. The study will also demonstrate if positive attitudes towards group work activities can help students become more motivated in the learning process and help them deal with the most common problems occurring within group work.

When it comes to foreign language teachers, the study aims to investigate how often teachers use group work activities as part of their classes. What are their attitudes towards the implementation of group work? Do they believe that group work really contributes to learners' motivation? One of the aims of the study is also to investigate criteria that teachers use for group formation and methods that they use in order to deal with discipline problems and noisy classes. When it comes to teaching experience, the study aims to show whether or not there is a difference between experienced and new teachers and the implementation of group work activities into their teaching.

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<sup>1</sup> EFL- English as a Foreign Language

### 1.3 Research questions

When it comes to students' perspectives, this study is trying to give answers to the following questions:

- Do high school students enjoy group work activities or not?
- What are the reasons that high school students enjoy or not enjoy group work?
- Does group work really help initiate and sustain motivation in EFL classrooms?
- Do students feel more motivated when working in groups or individually?
- Is the students' preference or non-preference of group work related to student's level of motivation or prior group work experience?
- What are the most common problems that occur with group work?

When it comes to teachers' perspectives, the objectives of the study are to give answers to the following questions:

- How often do teachers use group work activities as part of their classes?
- What are the most common problems that teachers encounter during group work tasks?
- How do teachers' attitudes towards group work relate to the implementation of group work?
- Do teachers believe that group work contributes to student motivation and why?
- What criteria are teachers using for group work formation?
- What are the most common types of activities that are being used for group work?
- Are the benefits of group work bigger than the disadvantages?
- Is group work related to discipline problems and how to establish good group work atmosphere in a classroom?
- In terms of teaching experience, is there a difference between experienced and new teachers when it comes to group work implementation?

#### **1.4 Significance of the study**

Motivation is a contributing factor in the second language (L2<sup>2</sup>) acquisition. One of the ways of boosting it is through group work. This study is really important for those teachers who have moved from traditional types of classrooms (teacher-centered classrooms) to student-centered classrooms. There are some beneficial impacts that groups have on foreign language learning. Although there have been many studies observing the relationship between motivation and group work, there has been less research conducted to investigate students' attitudes and perceptions with regards to group work, as well as teachers' willingness to incorporate group work activities into their teaching practices. This study may provide the literature with more data when it comes to group work implementation in secondary EFL classroom.

Based on personal experiences, the preview of the surveys related to the topic and research questions, the researcher hypothesized that teachers and students may consider group work activities as motivation boosters, but at the same time, they may avoid these activities due to problems occurring with groups. This study will give an insight into where teachers and students stand when it comes to group work implementation and what are their attitudes towards group work activities. The researcher created a survey after a careful analysis of data and incorporated variables that are considered to be very important factors in defining attitudes towards group work.

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<sup>2</sup> L2- Second Language

## 2. MOTIVATION

### 2.1. Definition of Motivation

In comparison with the first language, motivation is essential in learning other languages. The success of learning depends greatly on high and low motivation of students. Motivation is one of the key aspects when it comes to work consistency, dedication to work and goal affirmation. “Motivation is, without question, the most complex and challenging issue facing teacher today.”(Scheidecker and Freeman 1999: 116). People often discuss that there is no such a thing as motivation. Of course, such statement cannot be accepted without further explanation. One of the main experts on language learning motivation, Zoltan Dornyei, in 2001, wrote a book entitled *Motivational Strategies in the Language Classroom* in order to help teachers initiate and sustain motivation in their classrooms. As Dornyei (2001: 116) notes, “teacher skills in motivating learners should be seen as central to teaching effectiveness.” According to Zoltan Dornyei “motivation is an abstract hypothetical concept that we use to explain why people think and behave as they do.” (Dornyei 2001: 1). Marion William and Richard Burden suggest that motivation is “a state of cognitive arousal which provokes a decision to act as a result of which there is a sustained intellectual and/or physical effort so that the person can achieve some previously set goal”. (Williams and Burden 1997: 120)

When children acquire their first language it is all a natural part of growing up. Motivation is extremely important during that process. In 1999, a Hungarian teacher, trainer, and researcher, Marianne Nikolov, conducted an interesting study that was focused on the process of motivation and the source of motivation for children in EFL contexts. The study (Nikolov 1999) has shown that the youngest groups were motivated by positive attitudes to the English language. They enjoyed all of the activities related to English language and the comfortable atmosphere in the classroom. The study has also shown that young children were intrinsically motivated because they learned the language for its own sake. Nikolov’s study has shown that extrinsic factors appeared somewhat later, around the age of 11 to 12, when children started talking about future goals with English.

## 2.2. Motivational factors

There are two types of factors that influence students' high or low motivation: external and internal factors.

**External factors** relate to students' social life, the teacher, the method and learning environment. "The view of language learning in a society will influence the students' attitude to the language being studied and the nature and the strength of this attitude will have a profound effect on the degree of motivation the student brings to class." (Harmer, 1988: 51). Even when adults shape their opinions on studying English, they will also pay attention to attitudes from the society they live in, whether they are positive or negative. "Apart from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them." (Harmer, 1988: 52). That means that both parents and siblings will play a crucial role when it comes to language learning. Their attitudes on whether or not learning English is important and their approvals of language learning will clearly influence student's motivation. The attitude of student's peers is also very important. If peers are critical towards the subject, the student's own motivation may suffer. If they are enthusiastic towards the subject, the student's motivation may be boosted.

The teacher has a vital role when it comes to the learning process. The teacher works as a facilitator in learner- centered classrooms, as a prompter, resource or tutor. The teacher can also act as a controller in traditional classrooms, organizer, assessor, participant or performer. It is extremely important that both teacher and students are feeling comfortable with the method being used. In that way, success is likely to happen and both teacher and students will have some confidence in the way teaching and learning takes place.

**Internal factors** include students' needs, interests, and classroom environment. "Motivation is closely bound up with a person's desire to achieve a goal." (Harmer, 1988: 53). Harmer mentions two types of goals that one may have. The first type refers to long- term goals that may include the mastery of English, the possibility of finding a good job etc. The second type

refers to short-term goals that may be the learning of a small amount of new language, the successful writing or the ability to partake in a discussion. Although they may seem too far away, long-term goals are vitally important. Unlike short-term goals that are closer to students' day-to-day reality, long-term goals appear and disappear at random.

Harmer put a special emphasis on classroom appearance and its effect on the process of motivation. Unattractive classrooms may be decorated with all kinds of visual materials, which will have a powerful effect on students' motivation. It is also important that students are intrinsically motivated through their interest in the subject they are studying and the activities and topics they are introduced to. Teachers' attempts to initiate and sustain students' motivation are critical to their learning success. "Motivation ... is as much a matter of concern for the teacher as it is for the learner; it depends as much on the attitudes of the teacher as on the attitudes of the students." (Rogers 1996: 66)

### **2.3. Motivational teaching and theories**

About the importance of teachers who motivate their learners wrote Zoltan Dornyei, in a practical book entitled *Motivational Strategies in the Language Classroom*. The author tried to help teachers initiate and sustain motivation in their English classes. Dornyei suggested that there were four stages when it comes to motivational teaching:

1. creating motivational conditions for learning (pleasant and supportive environment)
2. introducing initial motivational techniques (talking about values, success expectation, creating materials that are relevant for the learners etc.)
3. offering stimulating activities and fostering self-esteem, self-confidence, and co-operation among learners
4. turning evaluation and feedback into positive experience (Pinter, 2006: 37)

Brown classifies motivation definition into three categories. First, based on drive theory, motivation stems from basic innate drives, so motivation exists since we are born. Second, based on Maslow's Hierarchy of Needs, motivation is something that comes from individual needs. Third, based on self-control theory, motivation is something that appears if there is an

opportunity to make someone make their own choices about what to pursue or what not to pursue(self-control). (Brown, 2001: 73-75)

## **2.4. Types of Motivation**

Motivation can be categorized into different categories. Based on how it comes from, it can be divided into two categories: **intrinsic and extrinsic motivation**.

### **2.4.1 Intrinsic motivation**

The word intrinsic stands for “innate” or “within”. Intrinsic motivation is a type of motivation that exists within the students. The internal factors that may influence the student are needs, interests and employment. (Marsh, 1996: 27) Some learners want to learn English because they need English skills to do communication in their social lives. Therefore, they have a high motivation in learning English in order to master it. Also, students who are interested in studying English will reach the learning goal easily.

**Intrinsic motivation** is very effective and useful in the learning process. Deci (1975: 23) describes intrinsic motivation as follows: “Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.” Intrinsic motivation has definitely more influence than extrinsic motivation because it rises from learner’s self and it is not influenced by any external factors.

Although intrinsic motivation comes from within and thus is internally motivated, teachers can also influence this type of motivation by “developing a relationship with learners, building learners’ self –confidence and autonomy, personalizing the learning process, and increasing learners’ goal-orientation.” (Brown, 2007: 174)

## 2.4.2 Extrinsic motivation

**Extrinsic motivation** can be observed as a contrary of intrinsic motivation. It is clearly influenced by external factors of the learner such as good marks or avoiding punishment. “Extrinsically motivated students are motivated by an outcome that is external or functionally unrelated to activity in which they are engaged.” (Spaulding, 1992: 4) People often see extrinsic motivation as manipulative since teachers can manipulate students by promising rewards such as good grades etc. Harmer explains, in his book, that “extrinsic motivation is caused by any number of outside factors that might include the hope of financial reward, the need to pass an exam or the possibility of future level”. (Harmer, 1988: 51) Ushioda (2010) states that “what is crucially important is not whether motivational factors are intrinsic or extrinsic, but whether they are internalized and self- determined or externally imposed and regulated by others”.

There are several sources of extrinsic motivation that are affected by teacher’s actions:

1. **Success and its reward.** Learners who have been successful in past tasks are more likely to engage actively in future tasks.
2. **Failure and its penalties.** Learners should be aware that occasional failures are normal in any learning experience and they should not be ashamed of them.
3. **Authoritative demand.** The teacher should try to find the balance and try not to be too authoritative since that would make students dependent on the teacher and it will not allow them to develop personal responsibility for their learning.
4. **Tests.** If not used too often, tests may be motivating for learners.
5. **Competition.** Although learners often feel motivated to do their best when they take part in a competition, some learners may find individual competition stressful and humiliating when losing. (Ur, 1996: 276-279)



In order to offer a clear image of the intrinsic-extrinsic dichotomy, Spolsky (1989:124) borrows Harter's model (1982) and represents it in the following way:

**Intrinsic**

Preference for challenge vs  
 Curiosity/interest vs  
 Independent mastery vs  
 Independent judgment vs  
 Internal criteria for success vs

**Extrinsic**

Preference for easy work  
 Pleasing a teacher/getting grades  
 Dependence on teacher in figuring out problems  
 Reliance on teacher's judgment about what to do  
 External criteria for success



Figure 1. Motivation Hierarchy (Perkins, 2009: 22)

Studies of motivation in second language learning have led to several distinctions, one of which is the distinction between **integrative** and **instrumental** motivation.

**2.4.3 Integrative motivation**

Gardner and Lambert carried out one of the most influential studies on motivation in second language learning. They have identified two kinds of attitudes that influence motivation:

1. attitudes to the target-language speakers and
2. attitudes related to the possible uses of the language being learned

Gardner believed that attitudes did not have a direct influence on learning. (Gardner, 1985: 10) According to him, there are two kinds of attitudes that correspond to two kinds of

motivation: **integrative and instrumental** (1977: 244) and he described them as “Integrative reasons are defined as those which indicate an interest in learning the language in order to meet and communicate with members of the second language community. Instrumental reasons refer to those reasons which stress the pragmatic aspects of learning of learning the second language, without any particular interest in communicating with the second language community.” (Gardner, 1977: 244) There is a widely accepted belief that integratively motivated students are the most successful ones. They have the desire not only to learn the language but also to learn about the culture of the speakers of the target language. Their main goal is to integrate themselves into the target-language community.

#### **2.4.4 Instrumental motivation**

“In some learning contexts, an instrumental motivation seems to be the major force determining success in L2 learning”. (Ellis, 1997: 75) **Instrumental motivation** represents the desire to learn the language in order to achieve personal goals such as to finish school, get a better job, etc. “Instrumental orientation is the utilitarian counterpart of integrative orientation in Gardner’s theory, pertaining to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary”. (Dornyei, 2001: 49)

In research, it is believed that integrative motivation is more important than instrumental motivation. Brown (2007: 170-171) pointed out that more appropriate terms would be instrumental and integrative orientation, rather than instrumental and integrative motivation, because within each orientation the intensity of motivation may vary. These two orientations are not mutually exclusive, but they can be combined. “There is no single means of learning a second language: some learners in some contexts are more successful in learning a language if they are integratively oriented, and others in different contexts benefit from an instrumental orientation. (*ibid*) One may start studying a language for instrumental purposes but eventually develop a desire to integrate with the target-language culture and people speaking the language.

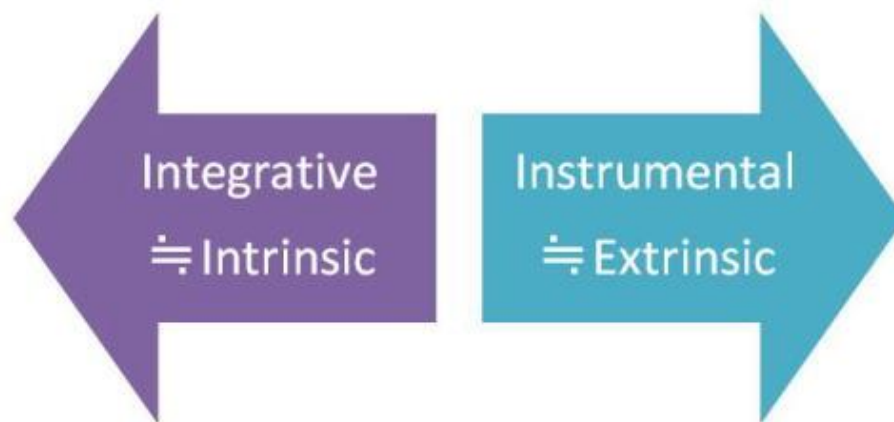


Figure 2. Integrative and Instrumental Motivation<sup>3</sup>

Motivation is a complex phenomenon. These four types of motivation could be seen as complementary, rather than as distinct. Motivation is also dynamic in nature, which means that it varies from one moment to the next depending on the learning context or task.

In conclusion, motivation plays an important role in EFL classroom and foreign language acquisition. Different factors boost students' motivation including both external and internal ones. External factors refer to all the things or people that influence students' lives including students' social life, their teachers or attitudes from the society they live in towards the language learning. Internal factors refer to students' goals (long-term and short-term), their own interests and language learning atmosphere. Different authors addressed the importance of motivation. Dornyei (2001) suggested that there were four stages of motivational teaching, while Brown (2001) classified motivation into three categories, based on drive theory, hierarchy or self-control theory. Motivation can be placed into four different categories: intrinsic, extrinsic, integrative and instrumental. Intrinsic motivation exists within the students, their needs, interests and goals. Extrinsic motivation puts an emphasis on external factors such as good marks or avoiding punishment. Integratively motivated students show interest in learning the language in order to communicate with members of the second language community, while instrumentally motivated students show the desire to accomplish their own personal goals, such as to finish school or have better employment opportunities.

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<sup>3</sup> [www.language.sakura.ne.jp/](http://www.language.sakura.ne.jp/), April 13, 2014

### **3. CLASSROOM DYNAMICS**

Setting up a positive classroom atmosphere is essential for language learning. Classroom dynamics represents the ways in which people within a classroom interact with each other, it also involves the interaction between students and teachers. The majority of teachers nowadays want to make sure to establish a good learning environment, where students would work together and interact with each other. Managing classroom dynamics requires a lot of time when a teacher focuses not only on teaching English but also on social aspects of the group, such as managing behaviors, reacting to discipline problems or generating interest. Most of the time teachers act on the spot. However, in order to manage classroom dynamics, it may be useful to take a look at the issues in a more structured way.

#### **3.1 Improving student motivation**

A persistent problem faced by many English teachers is the attempt of initiating and sustaining students' genuine interest in learning English and using it once the examinations are over. The teacher has a great responsibility to increase student motivation and to use strategies that would improve it. There is a wide variety of strategies that the teacher can employ in order to boost student motivation. Some of them are: giving interesting material and setting good goal.

##### **3.1.1 Giving interesting material**

The teacher should provide students with a variety of activities and exercises to keep them engaged in the learning process. All of the material should be authentic and close to students' everyday lives. The students should be given the material that is firmly context embedded, for example, familiar situations, language and characters and real life conversations. (Brown, 2001: 90) We know that students respond positively to three elements in most classes:

a) a well-organized course

- b) a teacher who is enthusiastic about the material and about teaching
- c) a teacher who shows he or she cares about the students and their learning (Davis, 1993)

In order to make the material that students must learn more manageable, the teacher can give smaller tests and assignments to students rather than the large ones. That is how their learning will be more manageable and they will be given more chances to succeed. It is extremely important for the teacher to know his/her students and their interests. If the teacher knows students and what they are involved in, then it will be easy to increase their motivation by adjusting the class to connect with their interests. This can also help them see the relevance of the material given and make them engage actively in class. The teacher should invest time and energy when making classroom materials. Students should be enabled to choose materials based on what they like. Naturally, books or stories are sure to work in keeping them interested in the topic, but the teacher can also include celebrity biographies, anything sports-related, or any topic that may interest them. The teacher should only pay attention to make it age appropriate.

### **3.1.2 Setting good goal**

The teacher should make sure, at the beginning of the course, to discuss what the learning goals are. It is important to negotiate some realistic goals with students. The teacher can ask them what they want to be able to do in English by the end of the course. Achieving the goals will require a lot of time and energy on both parts since it is not only up to the teacher, but students must accept their part of the bargain and take some responsibilities for their own learning goals. It is important for the teacher to communicate high but attainable expectations and goals. Most students want to feel challenged and that they are not directing their energies in vain. When students are aware that there will be some assessment to evaluate their work in class, they will take more responsibility for their actions and they will be motivated to do tasks better.

All of the goals set by the teacher have to be meaningful, realistic and achievable by students. Many research studies have shown that teachers usually work with a pre-determined syllabus and already planned goal of the course, which often does not match the students' goals. In

that way, it is very hard to increase and sustain students' motivation. The role of a good teacher is to steer the class towards a particular goal and explain to them the purpose of certain activities since many students do not understand why they are given a particular activity.

The problem that both teachers and students may face is the diversity of learners' goals. "It is fundamental to the successful working of a group to have a sense of direction and a common purpose. Defining and agreeing aims is one of the hardest tasks that the group has to undertake together" (Hadfield, 1992: 134, as quoted by Dörnyei, 2001: 60).

Teachers should try to understand each learner's goals and together with them create a set of goals for the whole group and work on fulfilling them.

### **3.2 The role of the teacher in all the stages of motivational process**

Nowadays, the role of the teacher is recognized as being extremely significant in all the stages of the motivational process. Motivation is not only integrative or instrumental, but it is considered to be a key to learning something, it is fostered and maintained by an enthusiastic teacher. No matter how gifted a teacher is, it is important not to use the same method to teach each class since it can become monotonous – for the teacher and for the students- causing loss of interest for the subject and loss of motivation.

A teacher can break students into groups, give mini-lectures, have class discussions, use case studies, debates etc. Individual competition is not necessarily negative, but a teacher should avoid creating a situation where students see themselves in direct competition with one another for grades. Unless motivation of a student is sustained and protected regularly, the natural tendency to get tired or bored can result in demotivation. A teacher should make a motivational repertoire including several motivation maintenance strategies such as:

**a) learner's self-confidence and**

**b) creating learner's autonomy (Dörnyei, 2001)**



reflection, students will be able to take a hard look at themselves and determine their own strengths and weaknesses.

Many educationists and researchers argue that becoming an **autonomous learner** can prove beneficial to learning. “The only kind of learning which significantly affects behavior is self-discovered, self-appropriated learning.” (Rogers, 1961: 276) The teacher can foster learning autonomy in different ways, by sharing learning responsibilities, involving them in making decisions regarding classroom materials and giving them positions of authority through peer teaching and project work. (Dornyei & Ushioda, 2011) Teacher’s role is very important in maintaining motivation, but students should be given the opportunity to share responsibilities and to motivate themselves exhibit more success in pursuing their goals.



Figure 4. Growing learner autonomy<sup>5</sup>

In Figure 4 it is noticeable that learners are the center in learner autonomy. The emphasis is put on learners who direct their own learning, they become independent, they make their

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<sup>5</sup> <http://evelinojeda.blogspot.com/2010/05/learner-and-teacher-autonomy.html>, April 14, 2014



own decisions and they can critically reflect on their work. The role of a teacher is as facilitator who often deals with obstacles in applying this model. In order to foster learner's autonomy, teacher can use strategies such as self-reports, diaries and evaluation sheets.

The teacher can help students promote their self-motivation by drawing their attention to useful strategies, such as favorable expectations, incentives, dealing with procrastination and boredom and eliminating distractions. Benson (2000, found in Dornyei, 2001: 131) made a distinction between five types of practice fostering the development of autonomy:

1. resource-based approaches, which emphasize independent interaction with learning materials
2. technology-based approaches, which emphasize independent interaction with educational technologies
3. learner-based approaches, which emphasize the direct production of behavioral and psychological changes in the learner
4. classroom-based approaches, which emphasize changes in the relationship between learners and teachers in the classroom
5. curriculum-based approaches, which extend the idea of learner control over the planning and evaluation of learning to the curriculum as a whole

“Self-motivation is a question of thinking effectively and meaningfully about learning experience and learning goals. It is a question of applying positive thought patterns and belief structures so as to optimize and sustain one's involvement in learning”. (Ushioda, 1997: 41)

In order to summarize the ideas presented so far, there is a number of important qualities that a good teacher must display in order to sustain students' motivation. Based on more than four years of researcher's experience in the classroom, at the top is the teacher's enthusiasm when it comes to teaching English as a foreign language. Teacher's enthusiasm for teaching is closely connected with acknowledgment and stimulation of students' ideas. The establishment of a relaxed atmosphere in the classroom is also very important for initiating and sustaining students' motivation. In an article published in 1982, Mary Finocchiaro, added to all these the importance of:

- a) dialogue comprehension
- b) extensive practice in using verbal or non-verbal alternatives for communicative expressions, structures or language items
- c) correcting important errors

- d) letting them grade their own papers
- e) showing concern for their problems
- f) making them feel that they are making progress towards their goals

A good teacher realizes that grade usually focuses in performance outcomes, rather than on the process of learning itself. “Many students are grade driven, not to say ‘grade grabbing’ and this preoccupation begins surprisingly early in life.” (Covington, 1999: 27) The teacher can track students’ progress just to help them see how far they have come and allow them to see how much they are learning and improving as the year goes on. There comes a time when a teacher reaches a plateau and there seems to be no way of getting better. In that case, it is important to gather some evidence of students’ level by keeping a piece of their written work, recording them on tape or keeping the results of a test. It is also important for the teacher to know how students feel about learning English, how they feel about it becoming an ‘international language’ etc. By designing a **questionnaire** about the student’s attitudes towards English, the teacher can improve his/her methods and see clearly what would motivate students.

Sometimes, students struggle with class work and they feel frustrated and get down on themselves, draining motivation. In these situations, it is extremely important that teachers help students see where they went wrong and think of the ways of improvement next time. The idea of **giving feedback** is related to giving students a chance to succeed. As Williams and Burden (1997) have rightly observed when “feedback actually provides information to learners that enables them to identify specific aspects of their performance (...) it should prove both motivating and helpful to them to move into the zone of next development. If, on the other hand, the feedback fails to provide this kind of information, it could have entirely the opposite effect”. (1997: 138)

Many teachers often come across demotivated students at some point during their careers. It is very important not to feel personally responsible for student’s lack of motivation since there are many factors that contribute towards the lack of motivation. All of the activities and methods mentioned earlier in the paper definitely help in increasing motivation levels in a group and addressing the problems and bringing them out into the open.

### 3.3 Teacher-centered vs. student-centered classrooms

Teachers are always considering their approaches to giving instructions. They are always looking for special methods that would make students enjoy the learning process and, at the same time, they want their classrooms to be orderly and controlled. For many years, there has been the debate of teacher-centered vs. student-centered education. Both approaches have their advantages and disadvantages, but in the past few decades, there has been a tendency towards student-centered classrooms. A teacher-centered style of teaching is considered to be more traditional, while a student-centered style of teaching is considered to be more progressive and associated with progressive models such as cooperative learning.

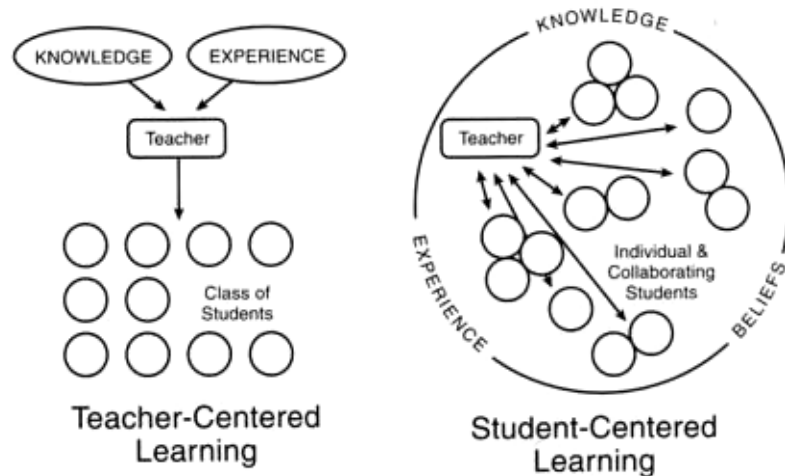


Figure 5. Student Centered Learning in Distance Education. From Simonson et al, 2006, p. 202.

Figure 5 shows the difference between teacher-centered and student-centered learning in distance education, which can also be applied in primary and secondary EFL classrooms.

**The teacher-centered approach** is also known as the frontal approach. The teacher is working with the whole class and the main focus is the teacher who is the primary source of knowledge. Memorization of teacher notes or lectures was widely accepted a few decades ago. This approach includes different methods, activities, and techniques where the teacher decides on what the students will be learning, how the class will be run and what will be tested. Davies and Pearse (2000:207) call this type of classroom interaction *lockstep*. The teacher is usually in the center of the classroom giving instruction with little input from the

students. Based on his/her criteria, the teacher decides on teaching goals. The whole focus is on the teacher who is talking while the students are usually listening. There is little collaboration between students and they usually work on their own.

There are a couple of pros when it comes to teacher-centered education. When education is teacher-centered, the classroom remains orderly, students are quiet and the teacher is in charge of the classroom and all the activities. Students learn on their own, which leads to their independence and decision making. Since the teacher is giving lectures, there is little or no possibility that they will miss an important topic. One of the strengths of teacher-centered approach are high academic standards and good language models that students receive. Students are fully concentrated upon activities.

There are some disadvantages of this approach. Since students work alone, there is no collaboration between them and their communication may suffer. The teacher is the source of all knowledge and the whole class, basically, revolves around him/her. Many students do not participate since the teacher controls the entire activity. The teacher is the one who corrects every student utterance and although students might read their answers to an exercise, the teacher is the authority that decides what is going to be taught and in what order. This is how students often repeat the answers, in choral repetition, and they are not given a chance to choose, but they must adapt to teacher's ideas.

**The student-centered approach** takes the focus off the teacher's delivery of lesson materials and places it on the student. Individual needs of students are more important than class performance as a whole. In student-centered classrooms, teachers encourage students to lead discussions and activities with their own ideas. Students are actively participating in learning processes from an autonomous point of view. "All students activities involve active cognitive processes, such as creating, problem-solving, reasoning, decision making, and evaluation. In addition, students are intrinsically motivated to learn due to the meaningful nature of the learning environment and activities." (Kearsley & Shneiderman, 1999) Students do not depend on their teachers all the time. They are not waiting for instructions, advice, praise, but they are working together, communicating and helping each other. Through

collaboration, they learn from each other and they develop language skills through group work, pair work or as a whole class. This type of approach “helps students to develop a ‘can-do’ attitude”. (Jones, 2007: 1) The teacher is more a facilitator that does not just teach English but also helps students learn/acquire English. It is important to encourage student-student interaction rather than the one between student and teacher or vice versa. There should be more emphasis on cooperation, rather than on competition. Carl Roger’s ideas of formation of the individual led to student-centered learning. He stated that “the only learning which significantly influences behavior [and education] is self discovered.” (Kraft, 1994: 41).

The student-centered approach is connected to self-determination theory (SDT) that is a macro theory of human motivation and personality. (Deci and Ryan, 2000) SDT focuses on self-motivation and self-determination. Student-centered classrooms have become the norm where active learning is taking place. The mindset about teaching and learning is constantly changing and new, innovative ways of reaching diverse learners are evolving. If a teacher wants to work as a facilitator rather than as an instructor in student-centered classroom, he/she must be aware of students’ needs and their diverse backgrounds.

In order to fully accommodate to different learning styles of students, the teacher should incorporate some educational practices, such as Howard Gardner’s Theory of Multiple Intelligences into his/her teaching.. The Theory of Multiple Intelligences represents a model proposed by Howard Gardner in his book *Frames of Mind: The Theory of Multiple Intelligences* from 1983. It is believed that intelligence consists of eight abilities, rather than a single general ability. Those are: musical-rhythmic, intrapersonal, logical-mathematical, naturalistic, interpersonal, visual-spatial, verbal-linguistic and bodily-kinesthetic. (Figure 6.)

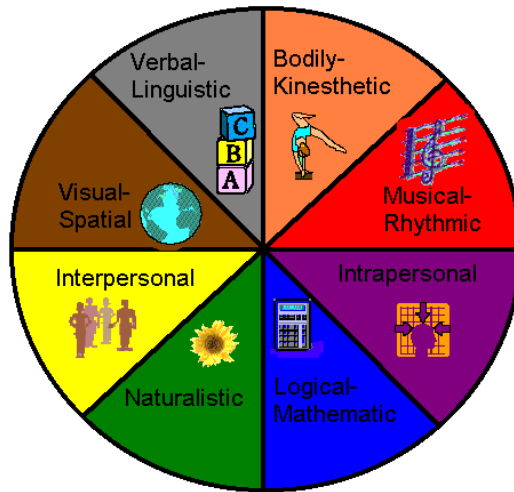


Figure 6. Frames of Mind: The Theory of Multiple Intelligences. (Gardner: 1983)

The student-centered approach has its pros and cons. The good side of the approach is the ability of students to learn important communicative and collaborative skills through group work. Students also learn to direct their own learning and to work with each other. It is obvious that students are more interested in learning activities when they have a chance to interact with one another and to participate actively. According to Dalgarno (1998), it is important to: “Choose activities likely to facilitate the achievement of specific learning outcomes... Learning occurs primarily through the learner’s activity, rather than through passively receiving information.” Student-centered learning strengthens student motivation, peer communication, it builds a student-teacher relationship, reduces indiscipline, intolerance, promotes active learning and taking responsibility for one’s own learning.

In his *Zone of Proximal Development (ZPD)*, Russian psychologist Lev Vygotsky states that students typically learn from one another and he also mentions the importance of scaffolding when dealing with independent thinking skills. (Figure 7.) The *zone of proximal development (ZPD)* has been defined as "the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers"(Vygotsky,1978:86)

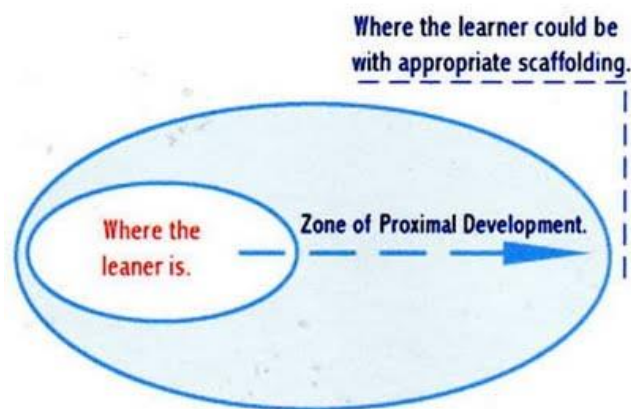


Figure 7. Zone of Proximal Development. (Wertsch, J.V., & Tulviste, P. 1992)

Student-centered classrooms share some common characteristics:

1. the classroom environment is warm, open and encourages students to participate
2. students can communicate in the target language as much as they want to
3. the teacher can use a variety of resources beyond the textbook
4. the teacher can use a variety of student groupings to boost motivation and interaction.

(Briggs, 2014)

When it comes to student-centered learning disadvantages there is a couple of them. Because students are talking, working in groups or pairs, classrooms are often too busy, noisy and chaotic. Students may often miss important information since the teacher is not delivering instruction to all students at once. Some students prefer working alone and group work could be really difficult for them. When students are working on different stages of the same project, it is hard for the teacher to manage all students' activities at once. Although there is a great tendency in recent years towards student-centered approach, some students still believe that teacher-centered education is the more effective strategy. The best thing to do is to actually use a combination of approaches in order to ensure that all students' needs are met. The combination of these two approaches will definitely enable students to enjoy the positives of both types and provide a well-balanced educational atmosphere.

This chapter has dealt with the importance of classroom dynamics when learning English. In order to ensure a good classroom atmosphere, a teacher can improve students' motivation by

a variety of strategies including giving interesting material, creating conducive learning situation and setting a good goal. By giving them interesting materials, students will be completely engaged in the learning process. Teachers should keep in mind that all of the material should be authentic and appropriate for students' age. It is also of great importance to discuss the learning goals with students and set realistic expectations when it comes to their language acquisition. Teacher plays an important role in all the stages of the motivational process and is in charge for boosting learners' self-confidence and creating autonomous learners. Both advantages and disadvantages of teacher-centered and student-centered approach have been mentioned in this chapter that dealt with classroom dynamics. In order to ensure a good classroom dynamics, a teacher should combine those two approaches as an effective strategy for meeting students' needs.



## **4. GROUP WORK**

### **4.1 Group dynamics and the importance of it in language classrooms**

Social psychologist Kurt Levin and his associates initiated the systematic study of group work in the 1940s. Thousands of research papers have been written on the topic. As Levine and Moreland (1998) state in the *Handbook of Social Psychology*, interest in groups has significantly increased in the past 15 years and a lot of attention has been given to research on groups.

Many cultures have emphasized the importance of group work (e.g. Kenyan proverb ‘Sticks in a handle are unbreakable’ or the English proverb ‘Many hands make light work’). Even *TEAM* acronym explains it all: ‘Together Everyone Achieves More’. (Dornyei and Murphy, 2003: 3) Group work is a natural part of every language class and it is a very convenient activity that aids language learning by making students talk, help each other, encourage each other, develop a cultural sensitivity or different learning styles, etc. In *Teaching Languages: A Way and Ways*, Earl W. Stevick (1980: 4) states that “success depends less on materials, techniques and linguistic analyses and more on what goes on inside and between people in the classroom.” Class groups are very powerful and they motivate learners and influence the rate of learning. In order to fully understand group dynamics it is, first, important to define a group.

### **4.2 Defining groups**

Rupert Brown (2000: 3) explains what groups are: “A group exists when two or more people define themselves as members of it and when its existence is recognized by at least one another.” There are a couple of characteristics that groups are featured with: interaction among members, group members see themselves as a distinct unit that is committed to the group and the common goal the group shares, the group has some sort of rules and standards of behavior for members and there is also a division of group roles. Students can feel different emotions when it comes to group work. They can feel general anxiety, uncertainty

about being accepted, lack of confidence, inferiority, awkwardness, restricted identity and freedom. There is the initial smooth period when introducing groups, where it seems that the language classes are running smoothly and harmoniously. This is the period that teachers can utilize in order to establish healthy class groups. When talking about the anxiety, not only learners feel it, but the beginning period can be very stressful for teachers too. At this particular stage, a teacher should accept classroom events as “ordinary” by introducing some of the icebreaking activities or by sharing some personal information about themselves with students.

### **4.3 Inter-member relationships: promoting acceptance**

“The initial event in group interaction, the establishment of a relationship between two or more persons is often referred to as a *group formation*. (...) The relationships among group members are modified from day to day. The modifications are relatively large early in the life of the group; after the group has established quasi-stable relationships, the changes may be slow and of such lesser magnitude as to be almost imperceptible.” (Marvin Shaw, 1981: 81)

The relationship between the members of the group is extremely important when it comes to group interaction and group efficacy. The relationship between the learners is influenced by instinctive attractions between some class members and by *acceptance*. According to Shaw (1981) and Schmuck and Schmuck (2001), “initial attractions are caused by factors such as physical attractiveness, perceived ability and competence, similarities in attitudes, personality, hobbies, living conditions, and economic and family status”. (Darnyei and Murphy, 2003: 18)

*Acceptance* is a concept that was highlighted by psychologists in the 1950s and it has been referred to as an “unconditional positive regard” (Rogers, 1983) towards the individual, regardless of person’s imperfections and flaws. Rogers (1983: 24) believes that acceptance involves “prizing of the learner as an imperfect human being with many feelings, many potentialities”. The feeling of acceptance within the group helps overcome negative feelings between the students. There are some factors that help students feel accepted such as learning about each other as much as it’s possible, interacting with one another, cooperating,

successfully completing group tasks, proximity, extracurricular activities, joint hardship, intergroup competition etc. Good group dynamics requires a sense of trust, empathy, and confidence.

#### **4.4 Classroom management**

A tense classroom climate can undermine learning and demotivate learners. (MacIntyre, 1999). On the other hand, learner motivation reaches its peak in a safe classroom environment in which students can discuss and express their ideas and feel that they do not run the risk of being ridiculed. It is really hard to sustain student motivation in chaotic classroom and that is why it is important that teacher organizes and manages the classroom as an effective learning environment. “Because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occurs within a relaxed and supportive atmosphere.” (Good and Brophy, 1994: 215) Teachers can create an interesting classroom with all kinds of visual material to make it more appealing to students.

After establishing the general feeling of acceptance within the group, the teacher should pay attention to the classroom environment. Only respectful and polite behavior towards others should be tolerated. It is important for all group members to feel a sense of personal responsibility for group success and to realize that their individual success is influenced by the group’s success. The teacher can assign different roles to the group members so that they are all involved in the process, or he/she could motivate them by specifying common rewards for the group such as a group mark.

According to Jones (2007: 4) “the ideal size for a student-centered language class is probably 12. (The number can be divided into 6 pairs or 4 groups of 3, 3 groups of 4 or 2 groups of 6- and 12 students can easily hear one another in a whole-class activity).” Of course, the teacher cannot often choose the number of students in the class. It is believed that the larger the class is, the more necessary is to have a student-centered classroom. Sometimes, it is hard for the teacher to divide students into groups and to decide how to divide them. The quickest division is the one based on the proximity of students’ choices and it is really convenient for

large and crowded classes. The problem that occurs with this type of division is the fact that students always end up working together with friends or the same people.

In order to increase diversity within groups, students can be grouped according to number, they could be lined up according to their birthday, height, hair color, etc., or by distributing candies. The difference between a large class and the smaller one is the amount of time given to the teacher to monitor the groups. Since it is hard to listen to each group in very large classes, it is important to keep track of which groups have not been listened to so that they are given more attention during the next lesson. “The less skillful the group members, the smaller the groups should be.” (Gross Davis, 1993).

Even students who have been studying together all the time, have different language competencies and they remember different things. Each of them has his/her own learning style, weaknesses, and strengths. The teacher must avoid the situation where better students feel held up by the weaker ones, or the weaker ones feel intimidated by the better ones. In order to prevent that from happening, the teacher should vary the way students are being paired. Sometimes weaker and stronger are mixed (hoping that the stronger ones will encourage the weaker ones) and sometimes students are grouped with others who have the same ability. There are no particular rules when it comes to group division. Each teacher can make a decision based on his/her knowledge of the class.

In a monolingual class, students often feel the need to speak in their common native language. The teacher should remind them that his/her class may be the only chance for them to speak English and that they will benefit from it. Teachers should pay attention to the “Only English” rule and use exclusively English when it comes to explanations or helping students. When too many students are speaking in their native language, it may be necessary to interrupt the activity and help them express ideas in English.

In the perfect classroom, students would have chairs on wheels and they would be able to change position for pair work or to turn to the teacher whenever necessary. Unfortunately, real-life classrooms usually have furniture that is not so easily moveable. One of the biggest

obstacles to working with large classes is the furniture since it creates barriers to movement. The best sitting arrangement would allow the teacher to get to any student in the fewest possible steps. Sometimes, students have to sit in rows and the classroom is crowded. That is the most common room arrangement where the room is arranged in a traditional format, which Jones refers to as *The Custodial Room Arrangement*. (Jones, 2007: 37)

As it can be seen in Figure 8, the custodial room arrangement, which is the most common room arrangement, makes cleaning easy but teacher's movement in the classroom difficult. Unfortunately, a perfect room arrangement for cleaning may be the worst possible classroom management solution. One of the most common questions that teachers ask themselves is: "How will I work the crowd?". As it can be seen in Figure 9, the custodian's room arrangement creates barriers for teachers preventing them to move freely between the left and the right side of the classroom.

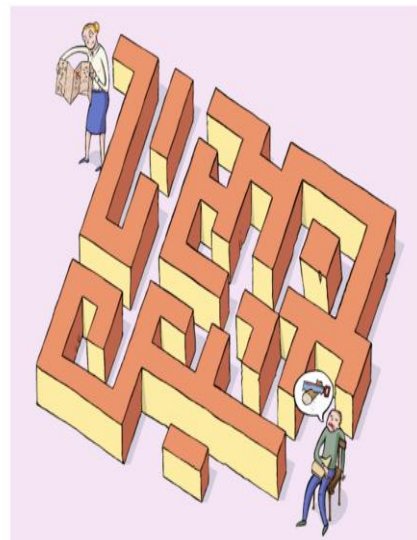
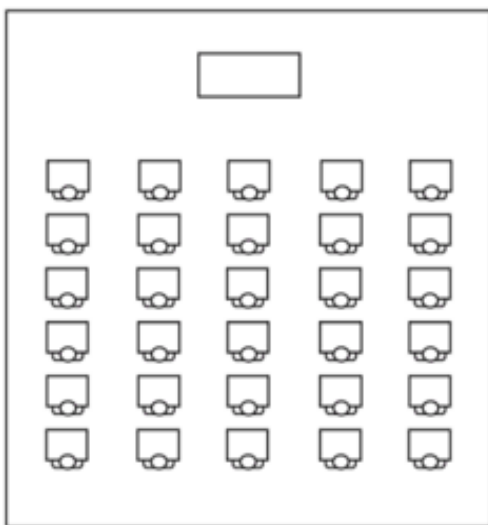
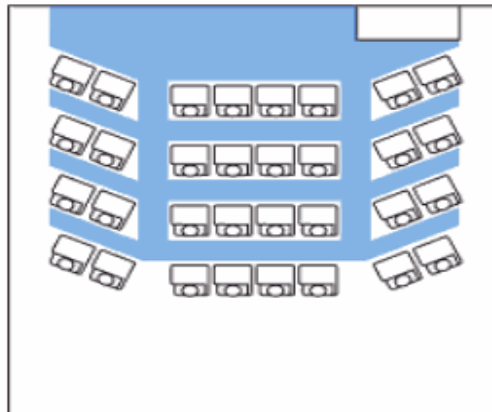


Figure 8. Custodial room arrangement. (Jones,2007: 37). Figure 9. How to work the crowd with the custodian's room arrangement? (Jones, 2007: 39)

Walking across this type of a room would require too much energy spent in order to solve a problem such as two students goofing off etc. The teacher should pay attention to rearrange students regularly, especially if the class is composed of long rows so that those in the middle sit sometimes on the outside. All the pairs and groups must be accessible to the teacher. The

teacher should not go back on his/her word no matter how many times he/she hears: “But Miss, I don’t like...” or “We don’t get on...” from students’ mouth. (Jones, 2007)

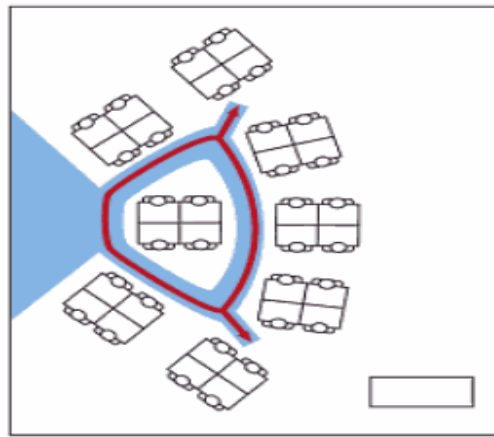
The first step that the teacher can take in a traditional room arrangement is to get his/her desk away from its common location in front of the classroom. The teacher can move it into the corner or just place it at the side of the room or in the back. The next thing that the teacher should do is to make walkways in order to make mobility easy. “I do not mean little narrow walkways, I mean boulevards.” (Jones, 2007: 41) Teachers should be able to move freely in the classroom without tripping over backpacks, kicking students’ feet etc. The solution that Jones proposes is to have four rows running from side to side with eight students per row that can be seen in Figure 10. With this room arrangement, a teacher can create an interior loop which would allow him/her to work the crowd with fewest steps. An interior loop is created by the second and the third row in the middle section. As the teacher works the crowd along the loop, every student is within two seats of an aisle. The teacher is only a couple of steps away from any student in the classroom.



*The space for walkways is created by bringing the students forward and packing them sideways.*

Figure 10. Room arrangement: walkways. ( Jones, 2007: 41)

When it comes to cooperative learning, the best classroom arrangement would be the one where each student combines with the one behind to create a foursome or “study square”, which can be seen in Figure 11. This room arrangement is perfect for interactive learning with partner pairs.



*An interior loop with ears fits a wide variety of furniture configurations.*

Figure 11. Room arrangement: “study square” (Jones: 2007: 43)

Every teacher may arrange his/her classroom several times in order to find what works best for him or her. Based on the researcher’s classroom experience in Bosnian schools, the most common room arrangement is the arrangement with three rows of desks: one on the left, one on the right and one in the middle. Teacher’s desk is in front of the right row, which is not a bad solution since traditional room arrangements include teacher’s desk in front of the classroom in the middle. The mobility is quite difficult since there is no room for creating an interior loop and reaching every student’s desk fast. This type of room arrangement is not suitable for group work activities. Foreign language classrooms place an emphasis on group work activities as it has already been mentioned in this research paper, so there has to be an appropriate room arrangement for these activities. The most common type of room arrangement in Bosnian schools for group work activities is by forming groups of interconnected rectangular desks (three desks for a group). This room arrangement is suitable for forming groups of six members. The mobility with this type of room arrangement is not bad and the teacher can move from one group to another easily without bumping into student’s backpacks and stuff. These are the most common types of room arrangement in Bosnian EFL classrooms. Some Bosnian schools use U-shape setup with series of desks set up in the shape of letter U with chairs set all around on both sides. This room setup is good for discussions and debates since students are able to make direct eye contact with each other. This shape, also known as a horseshoe shape, is an effective way of organizing students’ seats in a class since students can see each other, the teacher and the board.

All of these room arrangements can be effective for different kinds of activities and it is up to the teacher to choose the appropriate classroom setup for the activities. Each of these room arrangements should be seen as a suggestion rather than as being exclusively right or wrong. Every teacher should play with the room arrangement in order to find what suits him/her best.

#### **4.5 Different personalities, noisy classes, and timing**

Teachers work with students who have different personality characteristics and although it is expected that the class would be full of lively, outgoing and imaginative students, the reality is somewhat different. There are some students who like being in charge, while others just sit and listen to him or her. The dominant type of a student would usually interrupt his/her classmates and in the end, everyone would feel frustrated because they cannot get a word in edgewise.

Students feel the most comfortable when they can use their own learning styles. Lamphere (1985) states that teachers tend to rate more favorably students with learning styles similar to their own. The knowledge of diverse learning styles proves to be very beneficial for the teacher and it can be used as an effective tool to vary strategies for diverse learners. Lipman (1998) states that “cultural differences are viewed as problems to be overcome rather than diversity that can be drawn upon”. “Sometimes teachers may need to adjust their teaching styles to meet their students’ learning styles.” (Stitt-Gohdes, 2001) This is not an easy task for teachers. In cases where one student is dominant and other students are being quiet, it would help to rearrange the groups where weaker and shyer students should not always be with same partners. If there are a couple of groups with dominant individuals, then it would be worth creating a new group and putting them together. Despite being too dominant, these types of students are great team leaders. The teacher should be careful to switch team leaders regularly so that other students do not feel left out.

One of the persistent problems in the classroom management is noise. Large classes can make a lot of noise. That would not be that bad if they were talking in English instead of



using their native language to talk to one another. The noise, produced by students, can often disturb other classes in adjacent rooms. Sometimes teachers have to repeat the same instruction all over again. The best way to ensure that students are talking softly is by arranging the chairs so that students sit close together- facing each other. The teacher should explain to the students why they are sitting so close to each other.

The first thing that the teacher should remember is that he/she is the leader in his/her class. Students will respond positively to the teacher they feel respect and compliance for. The teacher must not give any sign of not being in control of the class because students will sense this and exploit his/her weakness. Students must get a general impression that the teacher will not tolerate their disobedience.

There should be definite rules when it comes to noise in the classroom. All the rules must be well defined so that there is no ambiguity and no room for argument. Some of the rules include to never let a student shout out the answer without reminding him/her to put up his/her hand, never allow students to continue talking when the teacher has already started explaining the objective, or never let students interrupt the teacher without warning them that it is unacceptable. Once the students get away with something, they will try to get away with it again.

Teachers often wonder what is the right way to ask for silence. Sometimes, an alternative to raising voice for silence is simply waiting for students to calm down. Unfortunately, this method does not always work. While some classes respond positively to this strategy, other classes will try to push the teacher's limits. At that point, it is important to bring in sanctions and make them see that their disobedience will get them punished. Instead of asking for quiet and explaining what the sanctions will be if they continue talking, the teacher can write the instructions on the board in bold, capital letters. This is a great way of warning the students but giving them enough time to think about the consequences of their own actions. The students will know exactly what they are doing wrong and how to evade a sanction. If there is still too much noise, the teacher can use a "quiet signal" such as a raised hand, clap, light turn on/off etc. to maintain control. The teacher can also assign the student that would monitor the class.

Teachers should always allow sufficient time for group activities. While some groups will finish the activity quickly, others will take longer and feel frustrated if they are interrupted before they have finished. The best thing to do is to give students a time limit so that they can decide on their speed when completing certain activities. When students know how much time they have, they share their ideas and opinions in a relaxed way. Sometimes, the teacher should be flexible. If students are enjoying a particular activity, the teacher can offer them more time. The teacher can use a timer and give students a warning when they are almost out of time. The problem that often occurs with group work is that some groups finish before others. In that case, the teacher can prepare a back-up activity for groups who have finished early or the group can go back to an earlier question and deal with it again. Members of the fast group could be used as teacher helpers for the groups who have difficulties. The teacher should carefully check the group's completed work and help them expand on ideas.

#### **4.6 Problems with group work**

Some group members may be reluctant participants in group tasks and uncommitted to the aims of the group. The problem that often occurs within groups is the *free-rider* problem. (Kerr, 1983, Mulvey and Klein 1998 as stated in Davies, 2009: 567) Watkins (2004) also mentions an additional problem in the literature, which is a social dilemma of maximizing advantages to a group, while being focused on maximizing the advantages to oneself as an individual. All of these things will be discussed in the section that follows.

Morris and Hayes (1997) define *free-riding* as follows: "The problem of the non-performing group member who reaps the benefits of the accomplishments of the remaining group members with little or no cost to him/herself." Watkins (2004) made a clear difference between free-riding and "social-loafing". Social loafing implies that the student decided to reduce the effort, due to not being noticed or identified with a group task. Free-riding implies that student actively obtains a reward for no effort. In order to solve the problem of *social-loafing* and *free-riding*, the teacher should reward the efforts of groups as well as the work of

individuals. It is not an easy task to do since the teacher needs to recognize and acknowledge all students' efforts.

There is a correlation between the identification of an individual's work and the possibility of loafing. While some studies suggest monitoring and identifying students' contributions in group tasks (Harkins and Jackson, 1985), others suggest that teachers should allow students to anonymously evaluate the work of their team members. (Strong and Anderson, 1990) Several studies have dealt with the role of incentives and penalties when it comes to the "free-rider" problem since students generally do not confront free-riders. Sometimes, the majority of group members is ready to expel free-riders from groups, which results in new groups being formed from the expelled free-riders. This type of approach, where students face free-riders, leads to learning skills such as the constructive use of confrontation and better communication skills. As Strong and Anderson put it: "Receiving a poor interim grade can galvanize the non-free riders into action." (Strong and Anderson 1990, as stated in Davies, 2009: 573) The main disadvantage of this approach is that it elicits the worst in competitive behavior. Since women are less-confrontational than men, this type of approach could be discriminatory towards them.

One more way that destroys group composition is when most of the written work is taken over by the students with the best language fluency. The teacher should select group work tasks carefully and give different duties to members of the group. Not all of these duties should require a high degree of linguistic fluency and they should be necessary for task completion, not just "busy work". Some studies suggest that there is a correlation between the complexity of tasks and the likelihood of problems such as free-riding occurring. When the task is completed, it is very difficult to assess the students in the first place. Other studies suggest that loafing usually occurs in "easy" tasks, but differences in these conclusions may be due to the wrong perception of what "social loafing" and "free-riding" are. There are two main influences on the likelihood of free-riding: (1) complex tasks and (2) optimizing and maximizing tasks. Group work tasks should be made stimulating and complex and every teacher should make the desired outcomes as explicit as possible for students.

#### **4.7 Benefits of group work in relation to student motivation**

Students that are interested in the topic are more likely to be motivated. Of course, the teacher should not assume that apparently popular topics will interest everyone. When choosing group activities the teacher should try to engage the students as much as it is possible. Some topics may not be interesting for students at the moment, but sometimes they need to explore less fascinating topics in order to be able to participate in future conversations. Personal experience of a topic is more important than general knowledge about it. Groups are used as a great tool, which helps enhance the number and qualities of ideas discussed. This is how students are learning about each other and they appreciate other students' lifestyles and backgrounds. "Because students are actively involved in exploring issues and interacting with each other on a regular basis in a guided fashion, they are able to understand their differences and learn how to resolve social problems which may arise. (Johnson & Johnson 1985)

One of the most rewarding aspects of group work is sharing. English lessons provide students with opportunities to talk about their personal feelings and private experiences. Students can step back, reflect, find out about each other, or even share secrets. The teacher should remind the students that sharing personal experiences is much more interesting than generalizations. Sharing is a two-way process that includes explaining to others, listening to them and reacting to them. Group work increases student-speaking time that later on becomes a natural part of who they are and how they are learning.

When group work happens, collaboration is a part of the process. Students help each other learn and they can clarify certain confusing points to their group members in ways that they can truly understand. "Students help each other and in doing so build a supportive community which raises the performance level of each member." (Kagan 1986) Apart from helping each other, students will challenge each other as well. Many studies have shown that speakers modify their speech to sound more like the people to whom they are talking. Less accomplished students will increase their speaking skills, just by talking to more advanced ones. During the group work, encouragement between language learners can happen in many

ways. It usually occurs when lower level students see the accomplishments of higher level students.

Students who have never worked together before need a lot of support and encouragement from both, the teacher and their peers. They need to prepare themselves through conversations and dialogues, which may help them to feel more confident. This is when creative use of language happens. As students are successfully sharing their ideas and experience as they are working together, their confidence level grows little by little. Effective teams or groups assume ownership of a process and its results when individuals are encouraged to work together toward a common goal, often defined by the group. This aspect is especially helpful for individuals who have a history of failure (Turnure & Zigler 1958).

Questions asked during the group activity have to be open-ended enough to stimulate an exchange of ideas. Teachers should avoid asking the questions that are answered simply by using “yes” or “no”. By working together, students reduce their level of fear when it comes to English and the feeling of achieving something (e.g. speaking in English for two minutes) is very motivating. “Failure is demoralizing, success is motivating.” (Jones, 2007: 15) Succeeding in communicating with each other is very rewarding for students. The more successfully they complete their activities the more confident they will be. The pressure of a conversation in English can sometimes lead to general feelings of panic and anxiety. In a traditional classroom, when a teacher calls upon a student, he/she becomes the centre of attention. Any mistakes being made are observed by other students in the classroom. In working groups, the focus of attention is diffused among the group. In addition, the group produces a product which its members can review prior to presenting it to the whole class, thus diminishing prospects that mistakes will occur at all. (Slavin & Karweit 1981)

“If success increases motivation, lack of success reduces it.” (Jones, 2007: 16). Sometimes students believe that they are not making any progress when it comes to learning English. Students should be encouraged to experiment and take risks. They may need to challenge one another while working together. “By asking group members to identify what behaviors help them work together and by asking individuals to reflect on their contribution to the group's

success or failure, students are made aware of the need for healthy, positive, helping interactions.” (Panitz 1996; Cohen & Cohen 1991) Teachers must encourage students to pause from time to time in order to evaluate what they have been doing. Sometimes, they need to use more advanced vocabulary and grammatical structures. The feedback stage is very important for classroom atmosphere and brainstorming.

Although education is filled with competition nowadays, studies dealing with cooperative learning have shown that encouraging cooperation in classrooms leads to better achievement among students. “Even when group competition is used there is the intention to create positive helping environment for students.” (Slavin 1987) Group work develops higher level thinking skills since students are actively engaged in the learning process, instead of passively receiving the information.

#### **4.8 Group Work Activities**

Collaboration helps develop many skills that students will need in the future. Teachers are likely to encounter resistance from their students when it comes to group work projects and activities. One of the ways of engaging students in group work is by including multiplayer games where players are required to cooperate or by prompting informal discussions, generating ideas or answering to discussion questions. The following group work activities ideas were taken from University of Waterloo’s Centre for Teaching Excellence web site.<sup>6</sup>

**Buzz groups** Students engage in short, informal discussions by giving answers to a particular sentence starter or questions. Later on, students turn to their neighbors and discuss any difficulties when it comes to understanding, answering a question, key concept or what will happen next in the class. This activity is great for discussions in which students share ideas. The general time frame for this activity is 3-10 minutes with any class size. The main purpose of it is to stimulate students’ interests, gauge their understanding and generate ideas. The method is very flexible and easy to implement.

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<sup>6</sup> <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-work-classroom-types-small-groups>, June 05, 2017

**Think-pair-share** There are three major steps when it comes to this strategy: a) students think individually about a certain question or scenario b) they pair up to discuss the ideas c) they have the opportunity to share their ideas in large class discussions. It is easy to implement this activity in any class size and general time frame for it is 5-10 minutes. Students are encouraged to participate in the plenary session and their confidence increases. The activity gives students the chance to validate their ideas in a small group before expressing them to the large group.

**Circle of voices** This group work activity is suitable for any class size with general time frame of 10-20 minutes. Moveable chairs are preferable. This method includes students taking turns to speak. There are usually circles of four to five students. Students are given a topic and they have a few minutes to organize their thoughts. Then, each student has up to three minutes of uninterrupted speaking time. No one is allowed to interfere during the speaking time. Later on, the general discussion is opened up. The teacher should “specify that students should only build on what someone else has said, not on their own ideas; also at this point, they should not introduce new ideas.” (Brookfield & Preskill, 1999) There are students who may feel too shy and uncomfortable when it comes to speaking. The teacher can lessen their fear by giving them specific and relevant topics or by giving each person a quote to speak about. There are different variations of this method such as requiring each person to begin by paraphrasing the comments of the previous student or by showing the connection between his/her remarks and those of the previous student.

**Rotating trios** This activity is suitable for 15-30 students and it usually lasts around 10 minutes. The main purpose of the activity is to introduce students to their peers and to generate ideas. The teacher should first prepare discussion questions. Students form trios and are arranged in a large circle or square. Each student gets a question and takes a turn answering. After a certain amount of time, each trio will assign a 0, 1, or 2 to each of its members. Then the # 1s will rotate one trio clockwise, the #2s will rotate two trios clockwise and the #0s will stay in place. Completely new trios will be formed and the teacher will introduce a new question. Trios can be rotated as much as they want to. The only disadvantage of this activity is that it may be difficult for implementation in large classes.

**Snowball groups/pyramids** This activity includes progressive doubling, meaning that students first work alone, then in pairs, then in fours etc. It is suitable for the class size of 12-50 students. Moveable seating is required and the general time frame is 15-20 minutes, depending on how many times the groups “snowball”. The main purpose of the activity is to generate ideas and develop decision-making skills. Teachers should provide students with a sequence of increasingly complex tasks so that they do not get bored. In most cases, after working in fours, students come together for a plenary session in which they give conclusions and solutions.

**Jigsaw** This activity requires students to become “experts” on one aspect of a topic and then to share it with others. It is suitable for classes from 10-50 students and it usually lasts more than 20 minutes. A lot of space is preferable. The activity develops teamwork where students teach students. At the beginning of the activity, the topic is divided into a few parts (puzzle pieces). Groups of 3-5 are formed and each subgroup has a different piece of the topic. Each group is supposed to develop expertise on a particular subtopic by brainstorming and researching. After becoming “experts”, students are shuffled so that the members of the new group have a different area of expertise. Students share their expertise with each other, creating a completed puzzle on the main topic. This method could be expanded by telling students to develop expertise on the subtopic through independent research outside of class.

**Fishbowl** This activity involves one group observing another group. It is suitable for the class size from 10-50 students, with the general time frame of 15 or more minutes. When it comes to the sitting arrangement, it is preferable to have moveable seating and a lot of space. When necessary, inner group members can stand or sit at front of lecture hall and outer group members can sit in regular lecture hall seats. The main purpose of this activity is observation of group interaction. The activity starts with the first group that forms a circle and either discusses the topic, does a role play or performs a brief drama. Then the second group makes a circle around the inner group. The outer group can look for themes, patterns, analyze the inner group’s discussion or their functioning as a group, all depending on the inner group’s task. The outer group must be given a task that is challenging enough or it can become really bored.



## **5. RESEARCH ON INITIATING AND SUSTAING MOTIVATION THROUGH GROUP WORK**

The main focus of the research is to find out whether or not group work activities help initiate and sustain motivation in secondary EFL classroom. The main hypothesis of the research is that group work activities boost student motivation and interaction within the classroom. After describing the theoretical concepts of group work activities and motivation in general, the following methods have been used in order to gather, analyze and process information and to address the research problem: qualitative and quantitative research methods.

The following section includes the number of participants in the study, the ways of gathering data and the usage of data analysis techniques. The section will also deal with the limitations of the study.

### **5.1. Participants**

This is a study involving statistics to elicit responses from students regarding the correlation between motivation and group work in secondary EFL classrooms. The method involved a three-sections questionnaire to be answered by the respondents which were randomly chosen by the researcher. In order to provide the diversity of the sample population, the researcher chose three random classes, each one representing a certain year (1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>) in “Obala” Grammar School. Sixty-eight students of “Obala” Grammar School were taken as the sample. The first grade included 24, the second grade included 27 and the third grade included 17 respondents. All participants in the study were aged 15-17 years. Their attitudes towards group work activities in secondary EFL classrooms were measured with the questionnaire in which some questions were adopted from CELEA journal, *Sustaining CLT through Group Work in the Chinese EFL Classroom*, (2005) by Xu Fang. ( See Appendix 1.1.)

## **5.2. Data collection instruments and procedure**

The process of data collection was completed in approximately one month (May 2016). Two instruments were used in order to collect data for the study: a questionnaire for the students and an interview with the teachers.

### **5.2.1 Questionnaire**

The main goal of the questionnaire conducted among EFL high school students was to find out if high school students enjoyed group work activities and if they felt more motivated for language learning and acquisition when they were working in groups. Some of the questions in the first part of the questionnaire (yes/no questions) were adopted from CELEA Journal, *Sustaining CLT through group work in the Chinese EFL Classroom* (2005) by Xu Fang because they were appropriate for giving answers to the questions on student's perspectives when it came to group work activities and its correlation with student motivation. Other questions in the research (section B and section C) were carefully chosen by the researcher in order to find main advantages and disadvantages of group work activities and to find the most effective ways for classroom management (forming groups, the role of the teacher, group work implementation). The questionnaire was divided into three sections. Section A of the questionnaire was to gather data concerning group work by answering true/false questions. Section B was aimed at finding out the main advantages and the disadvantages of group work. Section C comprised seven questions where a five-point Likert scale was used, as well as the nominal and the ordinal scale. The participants were given approximately 15 minutes to read and answer the questions. The respondents completed the questionnaires in Bosnian in order to ensure complete comprehension of the questions. The researcher cleared any misunderstandings and emphasized the fact that there were no right or wrong answers and that the anonymity of the participants was guaranteed. After they had completed the questionnaire, the students were asked to double-check whether or not they skipped any of the items in the questionnaire.

The questionnaire ( English and Bosnian version) can be found in Appendix 1 on page 81 of the research paper.

### **5.2.2 Interview**

When it comes to teachers and their contribution to the study, they were given the same set of interview questions that were formed after a careful analysis of all the available data from the surveys regarding motivation and group work correlation. Each one of the interviews was recorded with interviewee's permission. The interview was divided into three sections. The first section dealt with subjects' personal data including gender, work experience, and their teaching approaches. The second section included twelve main questions with sub-questions concerning teacher's role during group work activities, the formation of the groups, the assessment of students within the group, discipline problems related to group work and some other issues. The third section was the conclusion of the interview where the participants also mentioned other relevant issues that may be beneficial for the research. The researcher interviewed seven English language teachers who teach English as a foreign language in high schools. Two of them had more than 10 years of experience in teaching, one of them had more than 20 years of experience and the remaining four interviewees had less than five years of teaching experience.

The interview questions ( Bosnian and English version) can be found in Appendix 2 on page 92 of the paper.

### **5.3 Limitations of the study**

Although the researcher tried to provide the diversity of students by choosing different classes, the participating group of 68 students from "Obala" Grammar School may not be a perfect representative of high school students in other high schools in Sarajevo or in the whole Bosnia and Herzegovina. Also taking into account that the research was conducted in May, the research did not include fourth-grade high school students, since they had already finished school at that time. Thus, we may not know whether the findings in the study would generalize to other students or teachers, to other schools or situations. It could have been more realistic and beneficial to conduct a large-scale research in many high schools all around Bosnia and Herzegovina, with a greater number of participants, including both students and teachers. That could prevent the research findings from being limited only to a certain group of people within a certain institution. Subsequent studies may overcome those limitations if they pay more attention to them and, of course, if they provide financial support for a large-scale type of research.

## 6. RESEARCH DATA ANALYSIS AND FINDINGS

This study attempted to find out whether group work can help initiate and sustain motivation in secondary EFL classrooms, to find out whether group work activities can provide interesting and enjoyable lessons and whether they can promote better interaction among the students or cause problems within the group. At the same time, the researcher looked into teachers' perceptions of group work activities, the most common issues that teachers encounter during group work tasks, the discipline problems when it comes to group work and the implementation of group work. The researcher also paid attention to whether or not there is a difference between experienced and new teachers in group work implementation.

### 6.1 Results and discussion related to students' perspectives

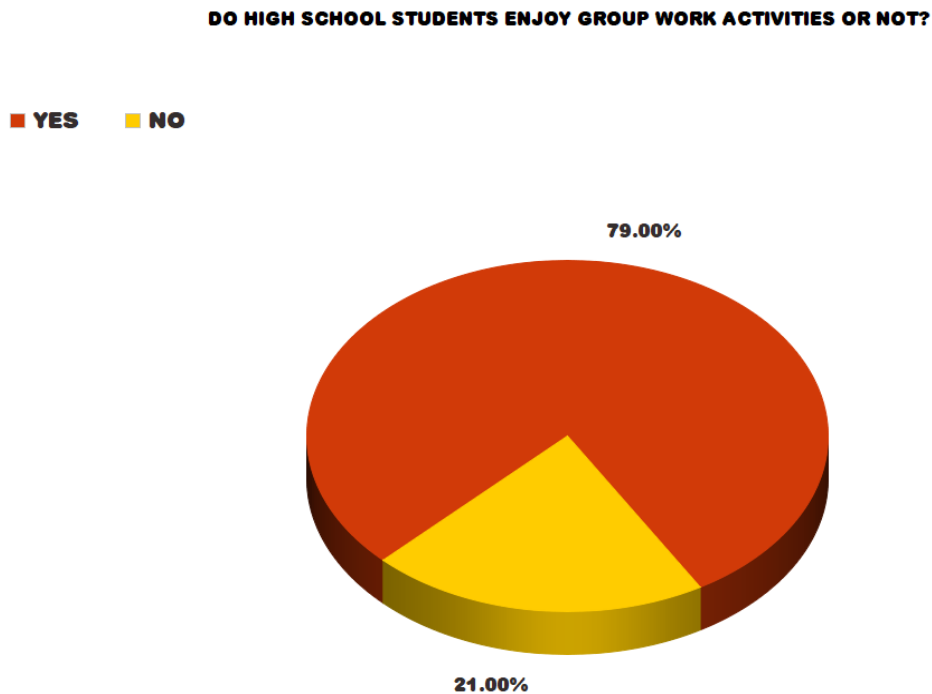


Diagram 1- Do high school students enjoy group work activities or not?

The findings showed 54 high school students to enjoy group work activities, which makes 79 % out of 68 participants. 21 % of the students said that they do not enjoy group work activities. 73,52 % of students (50 students) said that group work makes them feel

comfortable and safe, while 26,48 % expressed how they do not feel safe working in a group. If we compare the results between these two questions it seems that although some students enjoy group work activities, it does not mean that they feel safe and comfortable within the group. The percentage of those students is just 5, 88 % . (4 students)

**What are the reasons that high school students enjoy or not enjoy group work?**

There are different motifs and reasons for enjoying or not enjoying group work activities. Table 1 represents different reasons why high school students enjoy group work activities:

REASONS (FOR)	NUMBER OF STUDENTS (OUT OF 68)	PERCENTAGE
1. Better communication with classmates	64	94.12%
2. Group work is more useful than individual or pair work	41	60.29%
3. I feel motivated to speak in English when I work in a group	50	73.53%
4. I feel more interested in the English language when I work in a group	45	66.18%
5. Learning English through group work is fun	55	80.88%
6. Group members help me correct errors related to grammar, vocabulary etc.	51	75%

Table 1- Reasons for enjoying group work activities

Table 1 shows how high schools students mostly enjoy group work because they believe that it helps them communicate better with their classmates. 80.88 % of students enjoy group work tasks because they find it fun and 75 % of them enjoy working in groups because their group members can help them with grammar, vocabulary and other errors. When it comes to motivation, 50 students out of 68 (73.53%) said that they feel motivated to speak in English when they work in a group. 41 students ( 60.29%) find group work to be more useful than the individual or pair work and 45 students (66.18%) feel more interested in the English language when they are working within a group.

REASONS (AGAINST)	NUMBER OF STUDENTS (OUT OF 68)	PERCENTAGE
1. Group work is a waste of time	9	13.24%
2. Students make too much noise	31	45.59%
3. The teacher does not notice individual efforts within the group	22	32.35%
4. Some students are too dominant	22	32.35%
5. Some students take credit for the work they did not do	31	45.59%
6. Students mostly feel confused about their obligations within the group	6	8.82%

Table 2: Reasons against enjoying group work activities

Table 2 shows that students mostly avoid group work activities due to too much noise during those activities. About 45.59% of them numbered that as one of the reasons against group work activities. The same number of students (31 out of 68) said that they avoid group work activities because of other members who take credits for the work they did not accomplish. About 13.24 % of students feel that group work tasks are a waste of time, while 8.82% of them feel confused about their tasks and obligations in the group. An equal number of students (22 out of 68) said that they do not prefer group work since the teacher does not notice their individual efforts and that some students are too dominant in the group.

### **What are the main benefits of group work?**

In order to find the main benefits of group work, the data obtained from the questionnaire regarding that question was analyzed. Diagram 2 shows five major benefits of group work according to high school students. Students were given a list of seven group work benefits where they were supposed to circle the main three. About 23.63 % of students believe that one of the main benefits of group work is the fact that students can learn from each other. About 22.42 % of students believe that shy and passive students have more chance of expressing themselves when working in groups. One of the main benefits of group work according to the students (20.61%) is that it creates an exciting atmosphere as it lends itself to game activities. When it comes to student motivation and group work, about 17.58 % of students believe that one of the main advantages of group work is that it increases students'

motivation and 15.76% of students believe that group work increases students' speaking time.

### Main benefits of group work.

- Students can learn from each other.
- Shy and passive students have more chance of expressing themselves.
- It increases the students, speaking time.
- It creates exciting atmosphere as it lends itself to game activities.
- It improves students, motivation.

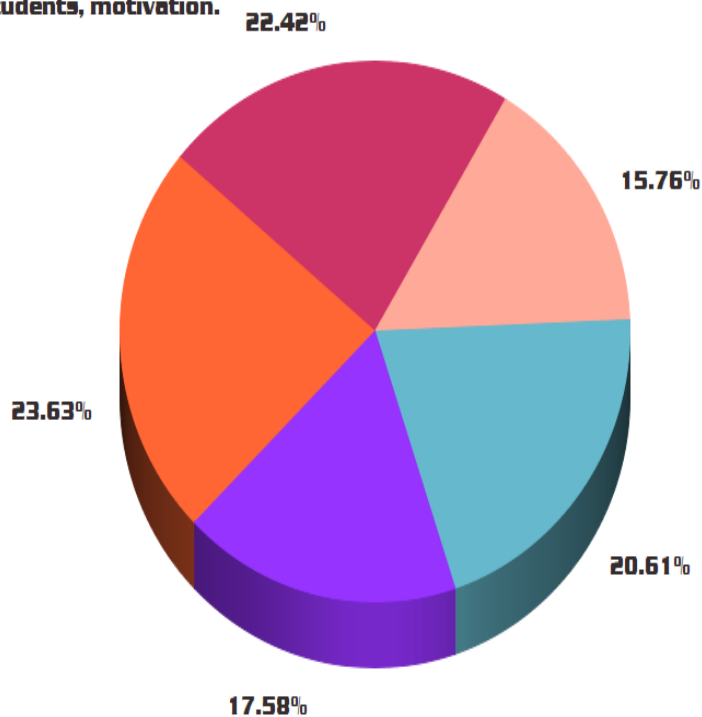


Diagram 2- Main benefits of group work

### What are the main disadvantages of group work?

Diagram 3 shows the main disadvantages of group work according to high school students. The number one disadvantage of group work is that not all members of the group are participating. About 29.61 % of students believe that it is one of the biggest issues when it comes to group work activities. Another issue is that some students take credit for their group members' work, while they are practically doing nothing. Approximately 20.39% of students

believe that this is one of the major issues when it comes to group work. In addition, 19.08 % believe that students make too much noise during group work activities, which was also, as we could see in table 2, one of the main reasons why students do not enjoy group work activities. Furthermore, about 13.81 % of students believe that some students are simply too dominant during group work activities and that they are constantly trying to be in charge of the task. When it comes to group formation, 17.11% of students said that there are problems when forming groups since some groups are composed of students with excellent language proficiency, while others are composed of students with bad English language proficiency.

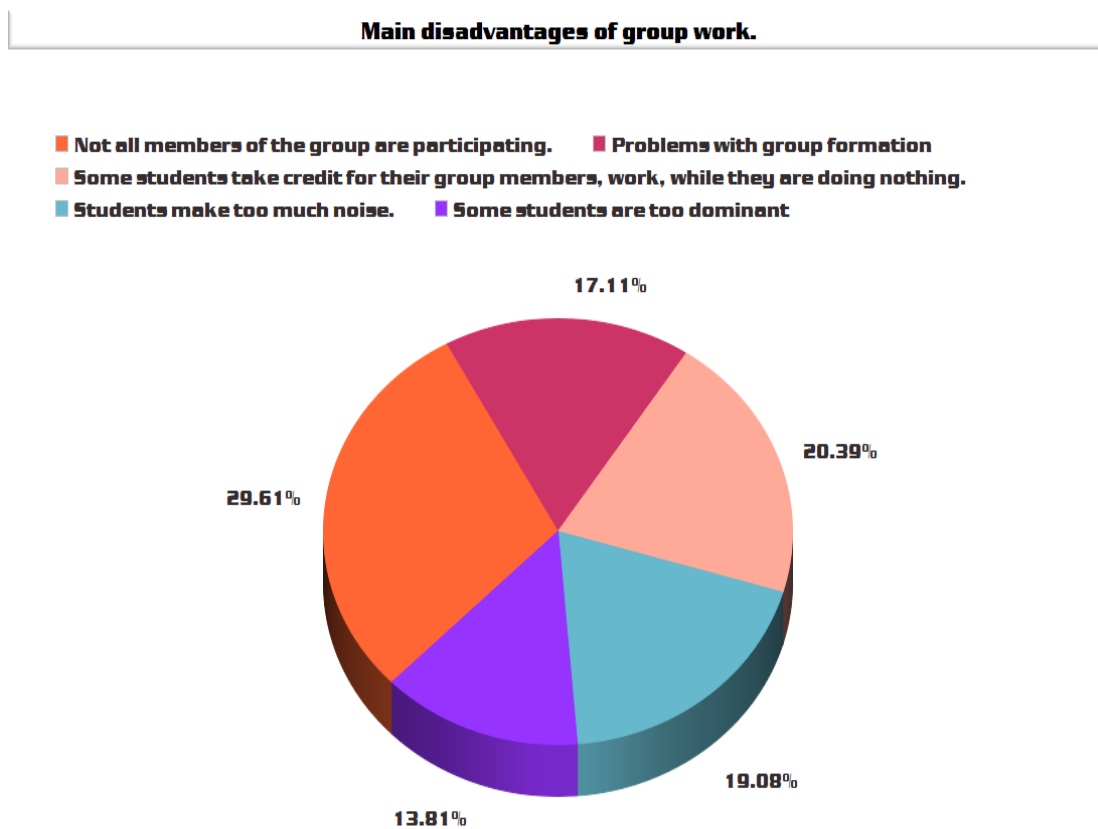


Diagram 3- Main disadvantages of group work



## What are students' favorite group work activities?

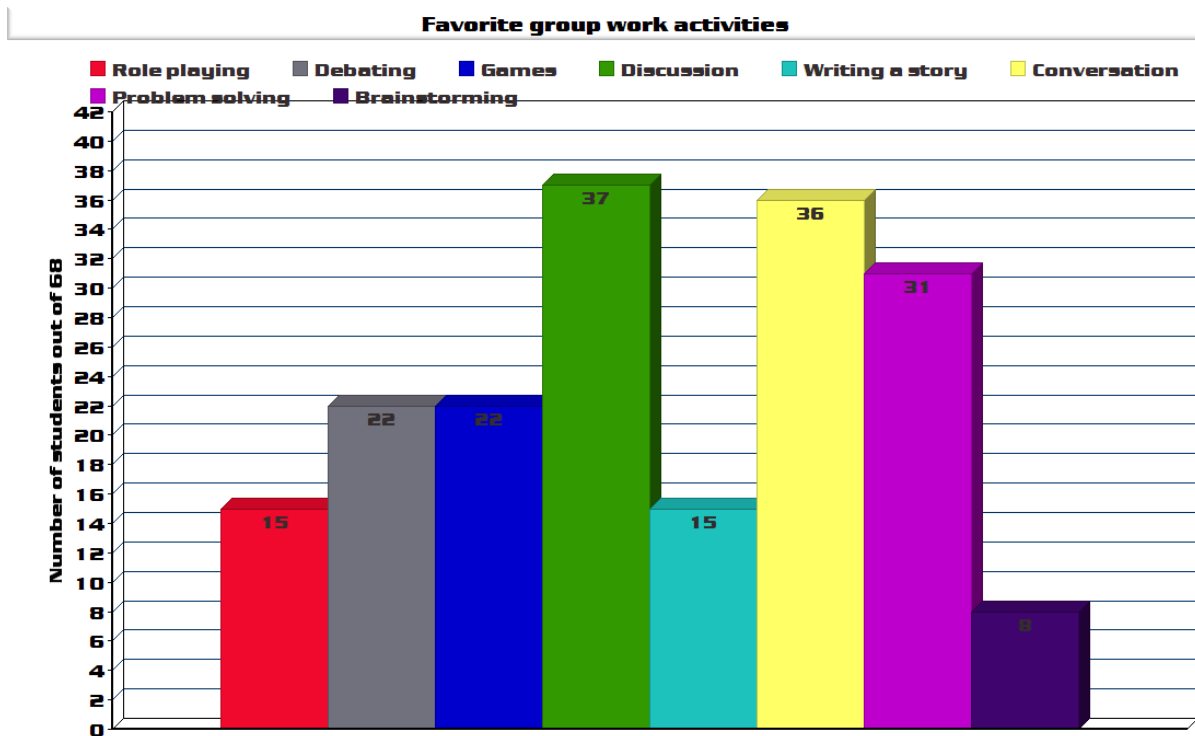


Diagram 4- Favorite group work activities

The results of the questionnaire have shown that 54.41 % of the students (37 students) prefer discussions when it comes to group work and about 52.94 % of the students prefer conversation activities. These findings go hand in hand with the results of the main benefits of group work as students listed the fact that group work increases student speaking time as one of them. It appears that students enjoy group work activities where they can express their ideas and themselves, which also goes hand in hand with the second advantage of group work: “Shy and passive students have more chance of expressing themselves”. The third most preferred group work activity is problem-solving. About 45.59 % of the students listed this activity as their favorite one. The data have shown that students equally enjoy debates and games. 32.35 % of students listed these activities as their favorite ones. Furthermore, 15 out of 68 students (22.06%) said that they prefer role playing and activities related to writing a story. The least preferred group work activity according to high school students is brainstorming chosen by 8 students out of 68 students.

## How often do English teachers implement group work in speaking classes?

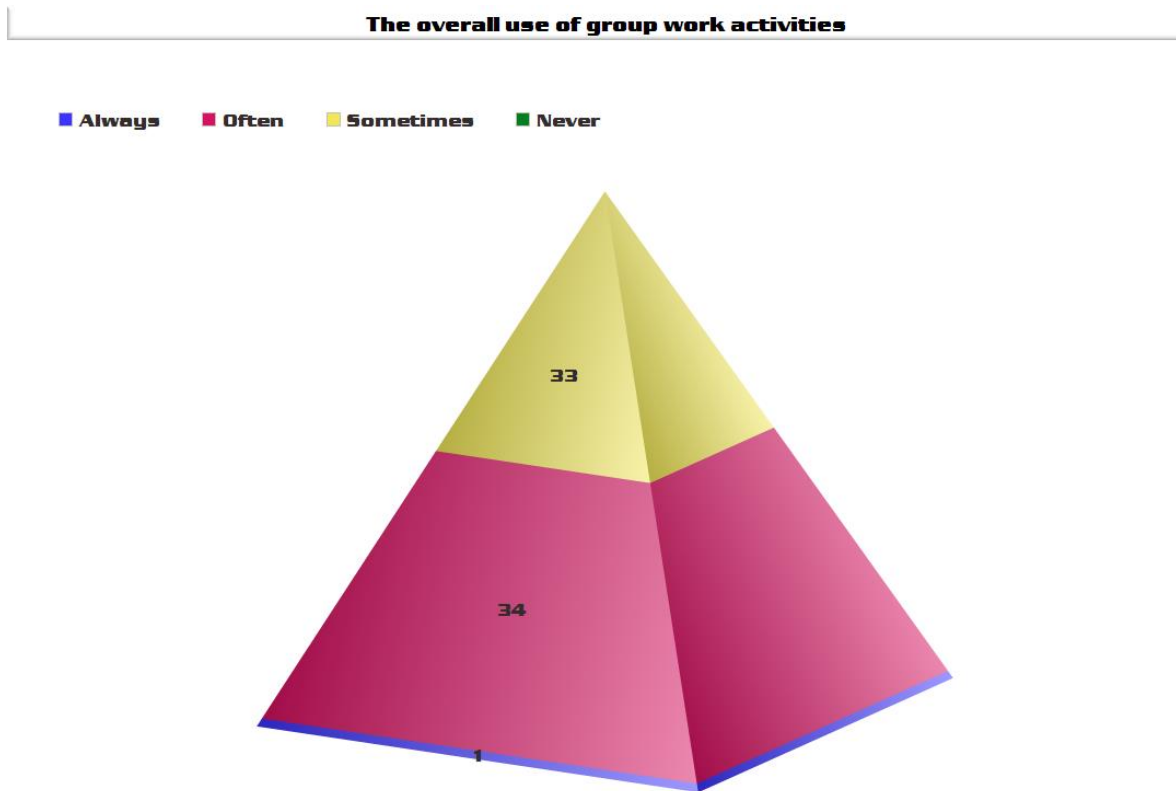


Diagram 5- How often do teachers implement group work in speaking classes

The overall use of group work activities can be seen in diagram 5 where 50 % of the respondents answered that their teachers often implement group work activities. 33 students out of 68 said that their teachers sometimes implement group work activities and only one student said that his/her teacher always implements group work. The results have shown that English language teachers tend to use group work tasks in their lessons.

### How do students behave in a group?

As it can be seen in diagram 6, about 57.33% of students show great interest when it comes to group work. Next, 25.33 % of students speak with other group members on topics that are irrelevant for the group work activity. About 13.34 % of students use their mother tongue rather than English in group work tasks and 4 % of them remain silent all the time.

### How do students behave in a group?

- Showing great interest.
- Remaining silent all the time.
- Speaking with other members of the group on other topics
- Speaking in the mother tongue

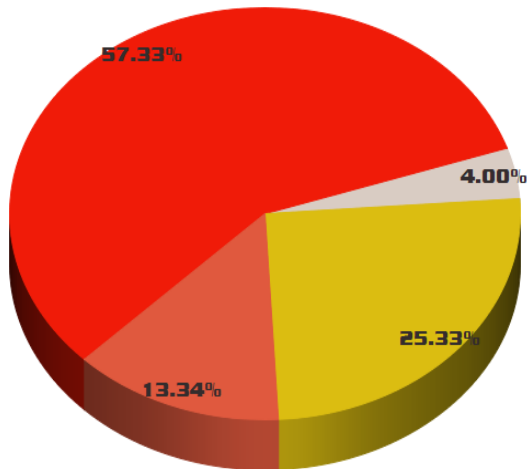


Diagram 6- How do students behave in groups?

### How many members is the most suitable for a group?

The results of the questionnaire have shown that most students, 89.71 % of them to be more precise, believe that groups made out of three to five members are the best ones. 8.82 % of the students would prefer groups made out of more than five members and only 1.47 % of the students agree with the statement: “The more members in a group, the better.” Diagram 7 shows these results.

## How many members is the most suitable for a group?

■ from 3 to 5 members   ■ more than 5 members   ■ the more the merrier

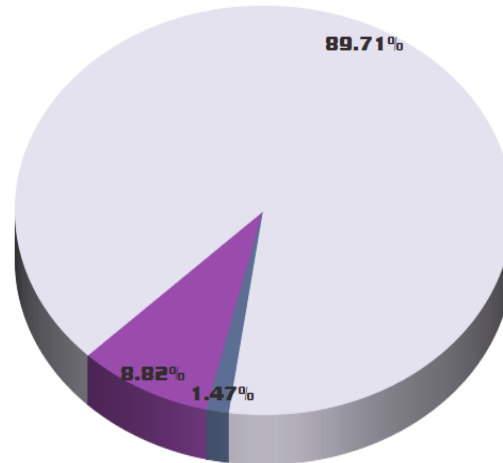


Diagram 7- How many members is the most suitable for a group

### Who do students like to work with in a group?

As it can be clearly seen from the diagram 8, the majority of students ( 31.91%) enjoy working in groups of students who have mixed English language proficiency levels. About 25.53 % of students like to work with students of the same English proficiency. In addition, 22.34 % of students prefer to work in a group composed of students who usually sit next to or near them in English classes. When it comes to the gender of the group members, 13. 83% of the students expressed their willingness to work with members of the opposite gender, while 3.19 % of them expressed their wish to work with members of the same gender. Students were given an option in the questionnaire to list their own reasons for group members preferences. About 3.19 % of students said that they like to work with their best friends in a group or people they feel close to.

## Who do students like to work with in a group?

- Students of the same English language proficiency.
- Students of the mixed English language proficiency
- Students of the same gender.
- Students of the opposite gender.
- Students sitting next to or near them.
- Others: Best friends and people they feel close to

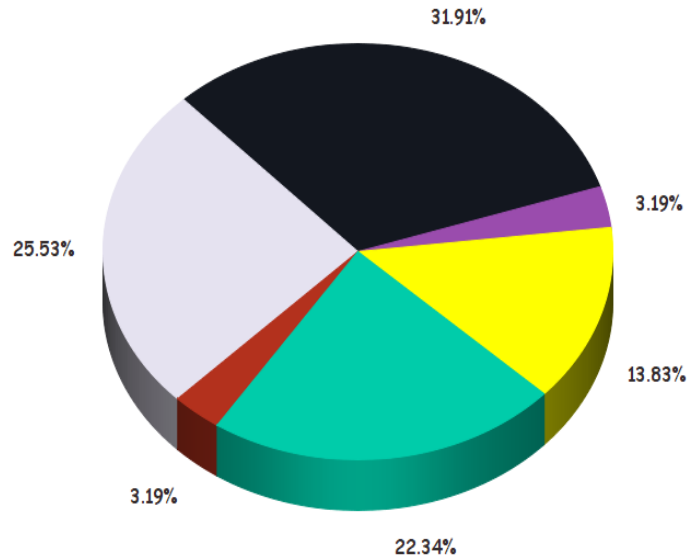


Diagram 8- Who do students like to work with in a group

### How are the decisions made in a group?

There are different strategies that students use in order to make decisions in a group. The diagram 9 shows that the most prevalent strategy among students is the one where a person usually makes decisions within the group and other members of the group agree with him/her. About 45.59% of students (31 students out of 68) listed this option as number one option for the decision-making process in a group. Next, 30 students out of 68 (44.12%) prefer to make decisions in their groups by voting. Five respondents or 7.35 % of them said that they usually use decision-making tools such as coin toss or rock-paper-scissors etc. in order to make decisions. One student said that group members always fail to agree on a certain decision and another one said that his/her group members usually make decisions by reaching an agreement.

### How do students make decisions in a group?

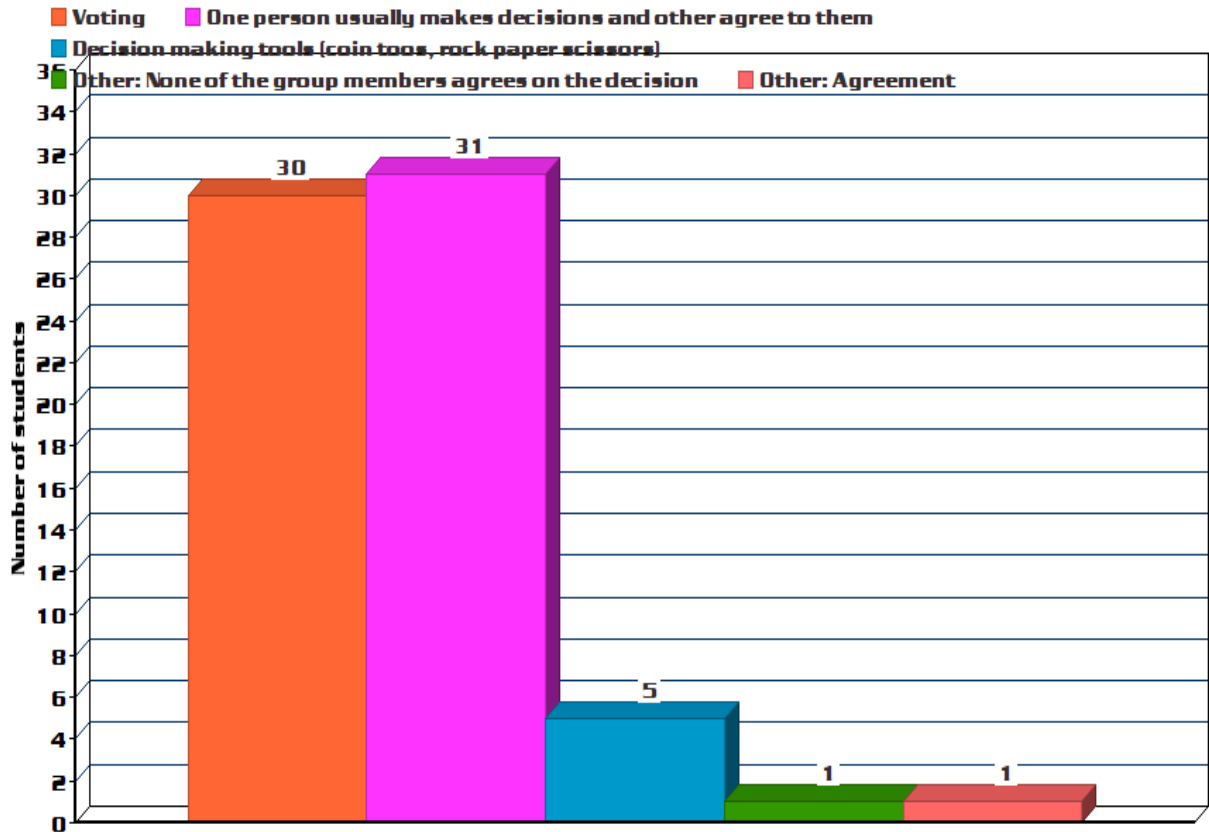


Diagram 9-How do students make decisions in a group

### What should teachers do in order to facilitate group work activities?

Teacher's roles in the classroom have always been discussed, especially when it comes to group work. The results of the analysis of the question related to those roles have shown that 24.88 % of the students, as it can be seen in diagram 10, believe that teachers should always give clear instructions. Furthermore, 20.9 % of students believe that one of the most important roles of a teacher is to give feedback, praise students and encourage them. In addition, 19.9 % of students think that teachers should go round the class and give help when and where necessary. About 9.95 % of the respondents believe that teachers' main role is to provide the necessary vocabulary, language and to suggest ideas. A slightly larger number of students, 11.44% believe that teachers should not interrupt students to correct them when they are speaking. According to data from the diagram 10, about 4.98% of students think that

teachers should minimize their talking time and one student listed that the teacher should leave students to do things on their own.

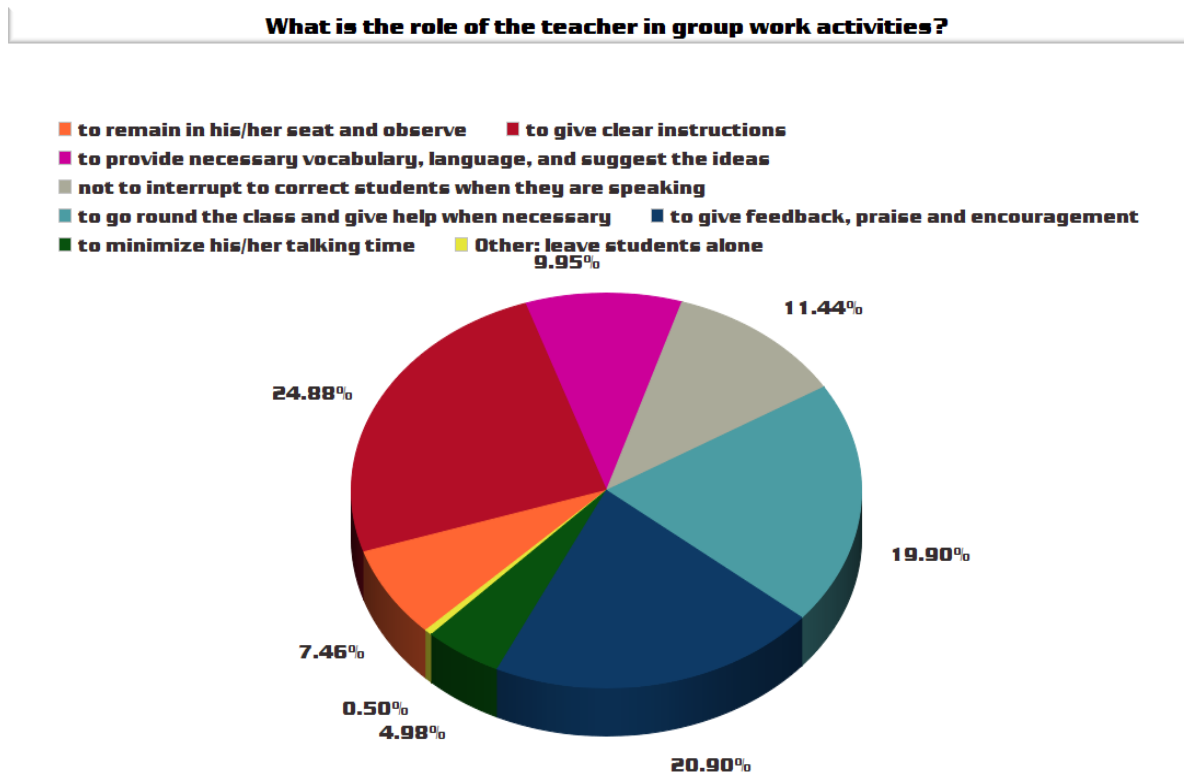


Diagram 10- The role of a teacher in a group

**The results related to the correlation between group work and motivation of high school students.**

As it is visible in diagram 11, students mostly feel more motivated to speak in English when they are working in groups. 73.53 % of students (50 students) responded “yes” to the question and 26.47 % of students (18) responded “no” to the question: “I feel more motivated to speak in English when I work in a group? “ As it has already been seen in table 1, about 66.18% of students believe that group work makes them feel more interested in the English language. Since motivation and concern for the language complement each other, it can be stated that group work in a way initiates and sustains student motivation. When it comes to the advantages of group work activities 29 students (42.65 %) out of 68 students listed that

group work sustains the motivation of a student as one of the main benefits of group work activities.

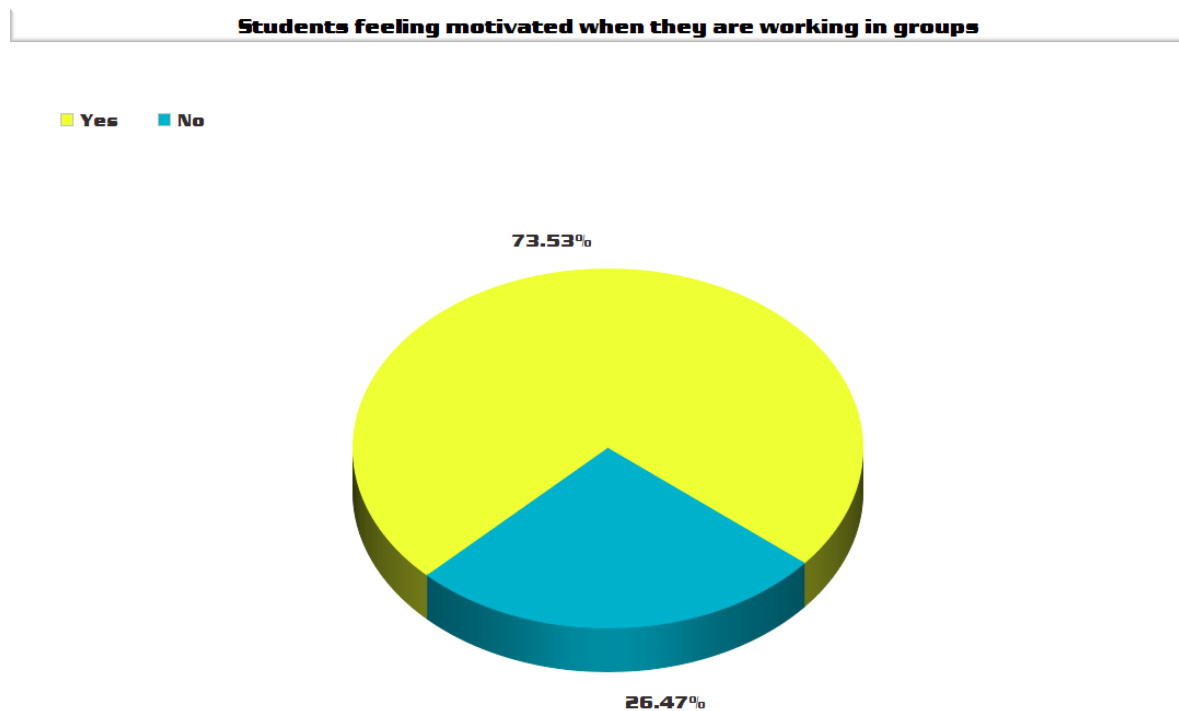


Diagram 11- Students feeling motivated when working in groups

As we could see in diagram 6, more than half of the respondents said that they show great interest when it comes to group work activities. 57.33 % of them feel motivated and interested in group work activities. The research has shown that students feel more motivated to learn English through group work since group work activities are fun. 80.88% of the respondents agreed with the statement that group work is an enjoyable experience and fun. Furthermore, the research has shown that students feel more motivated to learn the language as a result of their group members helping them correct their mistakes when it comes to pronunciation, grammar etc. 75 % of students (51 students) enjoy group work activities since it is easier to correct errors when other group members are helping. Approximately 70.59 % of students feel more motivated because of their group members who encourage them and boost them to speak more in English.



## 5.2 Results and discussion related to teachers' perspectives

In order to collect relevant information for the purpose of this research, the researcher prepared semi-structured interview questions for the interviewees. There were seven high school teachers who took part in the interview. A same set of interview questions was prepared to be answered by all interviewees, however, some additional questions related to research questions were asked in order to clarify or expand certain issues. Interviews were recorded and stored for the purpose of the research. The researcher remained open-minded and the timing and environment for the interview were scheduled effectively. Confidentiality and anonymity were assured.

### How long have you been teaching English?

Seven interviewees took part in this study. Two of them were males, and five of them were females. When it comes to their teaching experience, two interviewees have more than 10 years of experience, four interviewees have less than five years of experience and one interviewee has more than 20 years of experience. It is presented in the following diagram:

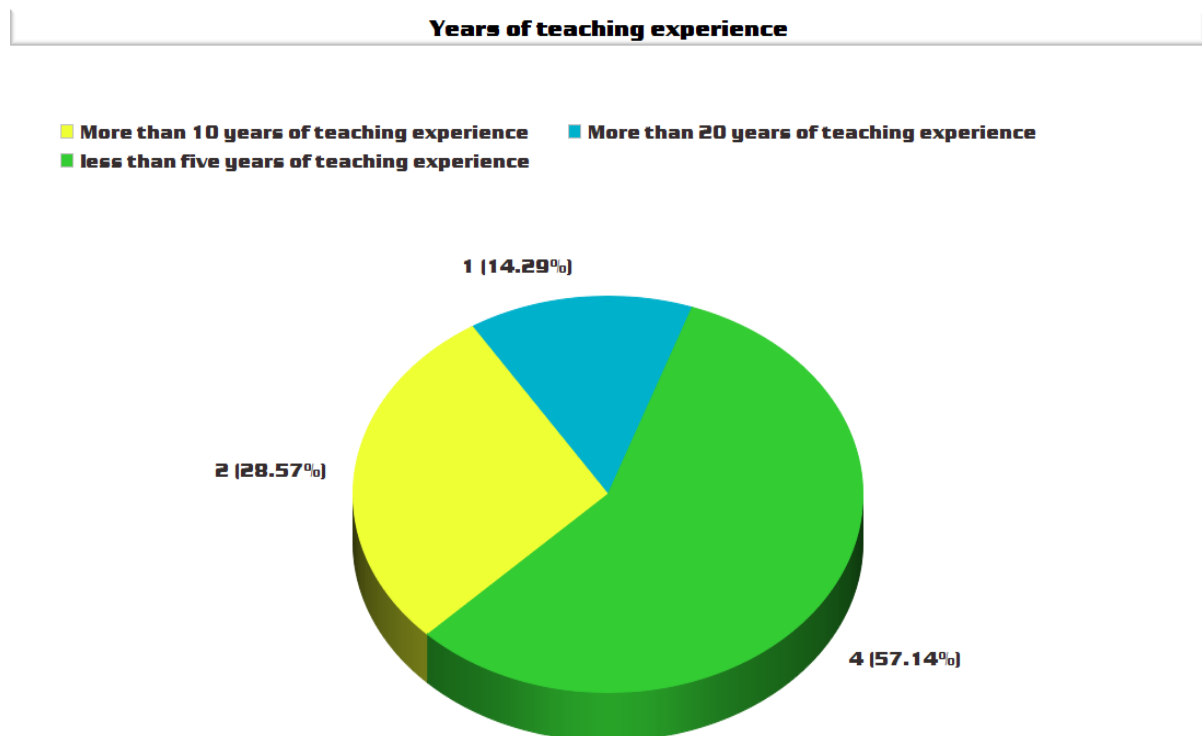


Diagram 12- Years of teaching experience

### **Do you prefer traditional approach when it comes to teaching or teacher-centered approach?**

Diagram 13 shows English language teachers' preferences when it comes to traditional approach (teacher-centered) or contemporary approach (student-centered). Four interviewees said that they usually combine these two approaches, depending on the situation and the type of the classroom. The other three interviewees said that they prefer contemporary approach when it comes to teaching English as a foreign language since they can focus more on communication and interaction between the teacher and the students.

■ Contemporary approach    ■ Combination of traditional and contemporary approach

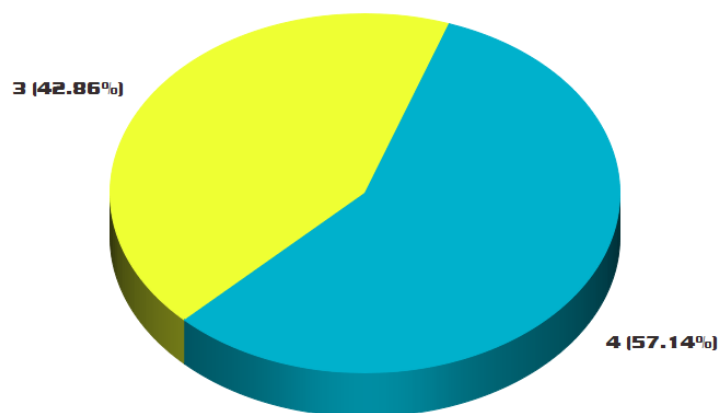


Diagram 13- Traditional vs. teacher-centered approach

### **Do you use group work?**

All of the interviewees said that they were using group work activities.

### **How often do you use group work activities?**

The researcher asked the interviewees how often they used group work activities. As it can be seen in diagram 14, three respondents or 42.86 % of them answered that they use group work activities sometimes. Two respondents or 28.57 % said that they do not use group work

activities very often and two of the interviewees said that they use group work tasks often. The study has shown that every teacher has his/her own methods and preferences when it comes to teaching. In terms of teaching experience, two experienced teachers said to avoid group work activities and that they do not use them very often. One of the experienced teachers said to use group work often, so there is no link between the implementation of group work activities and the teaching experience. When it comes to the main reasons for the usage of group work, the participants in the study emphasized that group work activities are great for projects and reading, especially of long texts where each group is given a certain part of the text and then the students sum up in the end. They also said that group work is an effective method used for motivating students and encouraging active learning. Group work is, according to the interviewees, engaging most of the students in the class and boosting T-S-S-T interaction. Teachers who took part in this study choose group work activities because they boost students' creativity and positive working atmosphere.

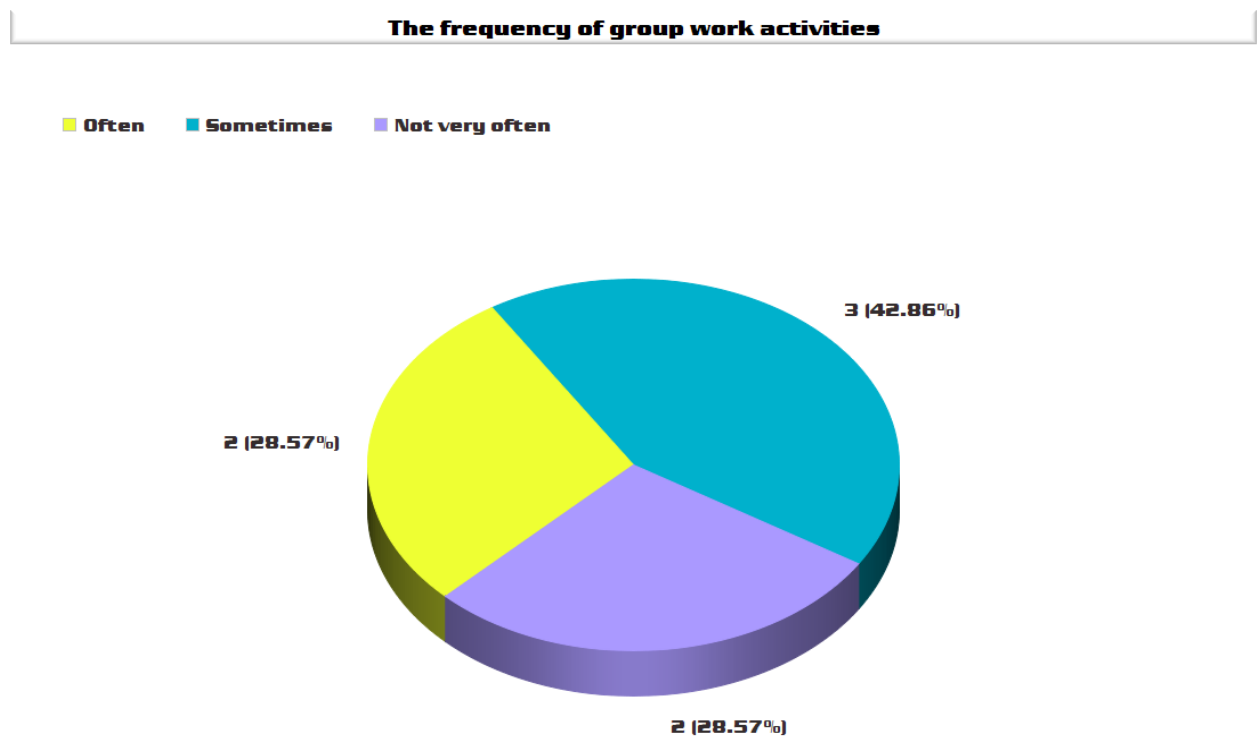


Diagram 14- The frequency of group work activities

### **Do you believe that group work is related to student motivation?**

During the interview, the interviewees were asked whether group work is related to student motivation. As it can be seen in diagram 15, five teachers out of seven or 71.43 % of the interviewees believe that group work increases student motivation and two interviewees or 28.57 % of them believe that it all depends on the choice of topics. On the one hand, those interviewees who think that group work is related to student motivation, in a way that it increases their motivation levels, believe that it is so because students work as a team and because each student is engaged in classroom activities through cooperation, interaction and experience sharing. On the other hand, the interviewees who said that it all depends on the topic believe that the result of group work activities is determined by the choice of the topic. One of the interviewees emphasized the fact that students tend to avoid group work activities when they do not like the given topic. In other words, teachers should be careful when it comes to group work activities and choose wisely the most engaging topics for their students.

**Is group work related to student motivation? Does it increase or decrease the motivation?**

■ **Yes, it increases student motivation**    ■ **It all depends on the topic**

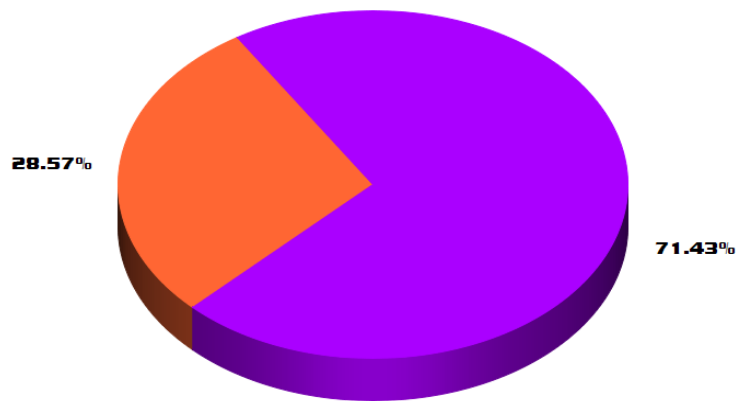


Diagram 15- Group work in relation to student motivation

### **What are the main benefits of group work?**

All of the interviewees agreed that group work has its own advantages. Teachers numbered the most important benefits of group work activities for their secondary EFL classrooms. As it can be seen in table 3, the main benefits of group work according to English language teachers are: students' speaking time increases, it builds students' confidence, students work as a team, their speaking skills improve, it motivates the less successful students, students feel more relaxed as group work creates a relaxed atmosphere, it boosts creativity, students can help and encourage each other to complete tasks, it develops critical thinking and decision-making skills. If we compare the table 3 with the diagram 2 where students listed their own group work advantages, it is noticeable how both students and teachers agree on certain group work benefits. Those are: it improves student motivation, it increases student speaking time, it creates an exciting atmosphere and it helps shy and less successful students to speak more in English.

### **The main benefits of group work according to EFL teachers:**

1. Students' speaking time increases
2. Students produce more confidence
3. Students work as members of the team
4. Students' speaking skills improve
5. Shy, passive and less successful students feel more motivated
6. Students feel more relaxed in a good working atmosphere
7. Students' creativity is boosted
8. Students help and encourage each other to complete tasks
9. Critical-thinking and decision-making skills are developed

Table 3- Main benefits of group work

### **What are the main disadvantages of group work?**

Table 4 shows main disadvantages of group work in interviewees' opinion. The most prominent disadvantage of group work, according to them, is the fact that students tend to use their mother tongue during group work activities. One of the techniques being used by one of the interviewees is assigning one student who would be in charge of monitoring the class and reminding the students to speak in English. The second disadvantage, in teachers' opinion, are students who are too dominant and who are always trying to be in charge of the task. The third disadvantage of group work is confusion and commotion amongst students within groups. The interviewees also mentioned the shift of responsibilities only to good students, while others are not participating at all, as one of the disadvantages. The fifth disadvantage in their opinion are loud classes and the last one is the fact that students often, during group work activities, talk about things which are completely off the topic.

### **Main disadvantages of group work:**

1. Students use their mother tongue during group work activities
2. Some students are too dominant and always trying to be in charge
3. The confusion and commotion amongst students within the group
4. Only good students participating in the task
5. Students make too much noise
6. Students talk about things which are off the topic

Table 4- Main disadvantages of group work

If we compare the table 4 and the diagram 3 where main disadvantages of group work according to students are presented, it is noticeable that both teachers and students agree on certain disadvantages. Those are: Not all members of the group are participating, students make too much noise and some students are too dominant.

## What kind of group work activities do you consider to be the most effective?

The following diagram shows what kind of group work activities EFL teachers consider to be the most effective:

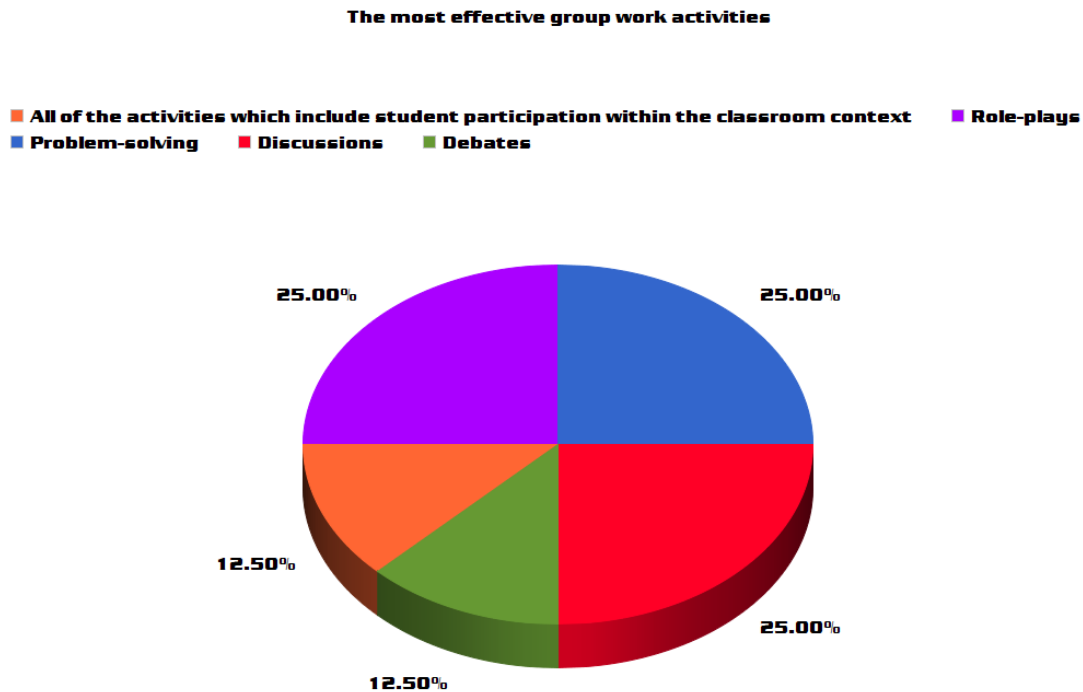


Diagram 16- The most effective group work activities according to teachers

Diagram 16 shows that teachers believe problem-solving activities, discussions and role-plays to be the most effective ones. One of the interviewees listed debates as one of the most effective activities, while another interviewee said that all of the activities which include student participation within the classroom context are the most effective ones. If we compare the diagram 16 with the diagram 4 (representing students' favorite group work activities) it is noticeable that both teachers and students believe that discussions and problem-solving activities are the most effective ones. In teachers' opinions role-plays are very effective when it comes to group work. Only 15 students out of 68 listed role-plays as their favorite group work activities. Next, only one of the interviewees mentioned debates as an effective group work activity. About 32.35 % of the students enjoy debating activities. Both teachers and students avoid brainstorming activities. In one of the interviewees' words, these activities are great as a warm-up and introducing the topic, as group work is often used as the main part or the concluding part of the lesson.

## How do you form groups? Do you choose students with the same or mixed English proficiency level as part of a group?

The researcher spoke to English language teachers about different ways in which they form groups. As it can be seen in diagram 17, there is no pattern when it comes to group work formation. Some teachers prefer to form groups with students of the same proficiency, others prefer to form groups with students of the mixed proficiency. When it comes to results of this research, the interview showed that three of the interviewees form groups with mixed proficiency level students. Two of the interviewees said that they combine and that they sometimes form groups of excellent students and sometimes they form groups of mixed proficiency level students. The same number of the interviewees said that they choose their students randomly. Sometimes they group them by their birth dates, hair color, eye color, birth month etc. Two of the interviewees said that they form groups by either letting students form groups on their own or by mixing students of the same English language proficiency.

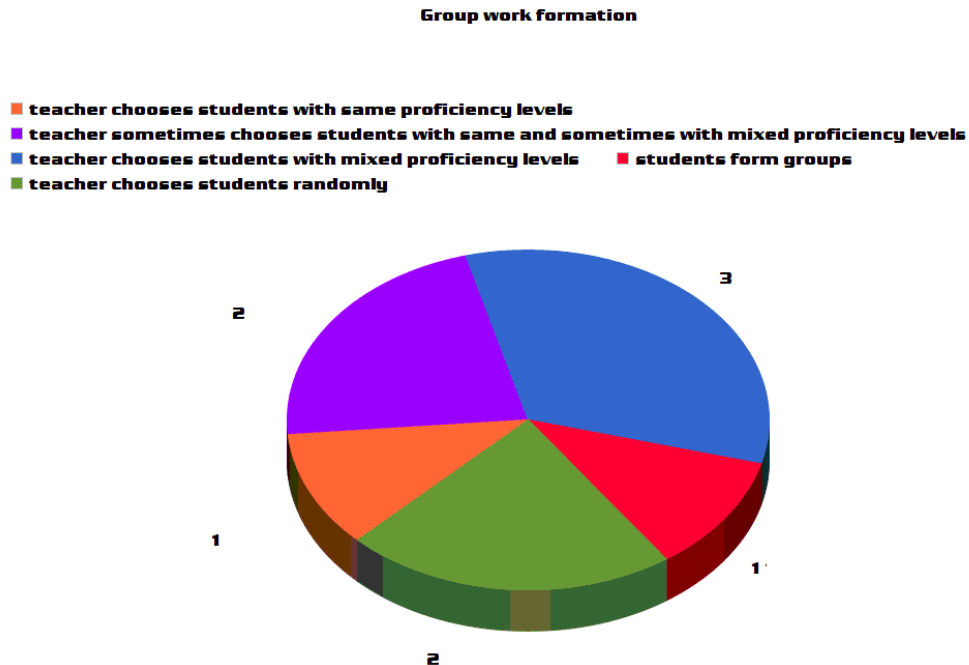


Diagram 17- Group work formation



### **How many members is the most suitable for a group?**

All of the participants in the interview said that the most suitable number for a group is 4 to 5 students. If we compare these results with the results presented in Diagram 7, it is noticeable that both teachers and students agree that an ideal number of group members is up to 5 students.

### **Students' behavior during group work activities**

The results of the interview showed that teachers tend to deal with the same type of behavior during group work activities. Teachers usually deal with students who speak in their native language. Teachers encourage those students to use “only English” rule or they assign another student to monitor and remind other members to participate in English. Teachers said that most of the students usually work although there are some students who, from time to time, are not interested into the topic or the activity and who will not let others work. Some students are also too dominant and want to be in charge of every task.

### **Teacher's role during group work activities**

When it comes to teachers' roles during group work activities, the findings have shown that teachers perceive their roles as providers and supervisors of the class. All of the participants of the interview said that they go round the classroom and that they monitor the students. All interviewees said that they let students figure things out on their own and that they usually give feedback at the end of the lesson. These teachers help with vocabulary and grammar only when necessary. Otherwise, children can consult dictionaries, the Internet or other groups for help.

### **Assessing individual efforts within groups**

Six out of seven interviewees believe that it is difficult to assess and acknowledge individual efforts of students in a group. One of the interviewees said that there are students who do not function well in groups but who function very well individually. The teacher should take that fact into account. One of the suggestions is that the teacher should take notes when it comes to group work and individual efforts of every student. Only one participant of the interview

said that it is not hard to assess group work members since every teacher already knows what his or her student is capable of doing and knowing and students get grades based on that fact.

### **Group work in relation to discipline problems**

Both students and teachers in this research said that one of the main disadvantages of group work is that students make too much noise, they are too loud and difficult to handle. The participants in the interview said that discipline problems when it comes to group work activities do not happen necessarily, but rather from time to time. It all depends on the type of the activity and the classroom. In order to prevent discipline problems, the teacher should give clear instructions and precise rules and tasks so that students do not get confused or too noisy. Another method that one of the interviewees uses is a 'three minus points' method where students get minus points for bad behavior and three minus points mean lower grade for them. One of the participants said to avoid group work activities due to discipline problems. On the other hand, another participant said that she does not have problems with noisy classes since noisy classes are speaking classes and where there is noise there is an interaction between students.

## 7. DISCUSSION AND CONCLUSION

The main purpose of this study was to find out if group work initiates and sustains motivation in secondary EFL classrooms, to discuss the results of the questionnaire conducted among high school students and to discuss the results of the interviews conducted among EFL teachers. According to the participants of both, the interview and the questionnaire, group work activities can increase the motivation of students when it comes to learning English as a foreign language. The interviewees emphasized the fact that it is of great importance to choose topics wisely since students tend to avoid group work activities if they do not find the topic interesting enough.

The results of the study have shown that students feel more interested in the English language when they are working in groups. The research has shown that 79 % of high school students enjoy group work activities and 73, 53 % of the participants feel more motivated to learn English. Group work activities are, according to the participants of the study or precisely 80,88% of them, fun and enjoyable activities in general. The main reason for enjoying group work activities is better communication with classmates. 64 out of 68 participants in the research chose this option as number one motif for engaging in group work activities. The research data have shown that students also prefer group work activities because they increase cooperation among students and they help shy students express themselves freely in English. The study has shown that students (60,29%) prefer group work activities, rather than pair work or individual work, especially for the fact that those activities encourage them to ask their classmates for help and to learn from each other. The participants in the interview (71,43 %) stated that group work increases student motivation since it increases student speaking time, while 28,57% of them believe that student motivation depends on the choice of topics. Students' speaking skills improve through their favorite group work activities such as discussions and problem-solving. At the same time, students develop critical-thinking and decision-making skills through debates and conversation activities. The research has shown that high school students' favorite group work activities are discussions, problem-solving activities and the ones that prompt conversation in English. Around 22 % of the participants said that group work also boosts student creativity through role plays or writing a story. The respondents said to enjoy group work as they have better

communication with their classmates and they get help with grammar, vocabulary, and pronunciation. Group work is where collaboration takes place since students work towards a common goal and feel like a part of the team. Through experience sharing, students build their self-esteem which is very helpful to those students who have a history of failures when it comes to expressing themselves in English. The study has shown that students really appreciate teachers who are actively participating in the classroom, those teachers who go round the classroom and who provide help where necessary, teachers who encourage and praise their students but at the same time who do not interrupt them much when they are speaking. The study has shown that teachers should evaluate the progress and give feedback from time to time, but also leave students to figure things out on their own in order to maintain their motivation levels.

On the other hand, students believe that group work increases the level of noise and commotion in the classroom and 19 % of the participants said that they usually avoid group work activities because of that. The study has shown that groups usually deal with students who are too dominant ( 13, 81 %) or those who are “free-riders” and who are trying to take credit for the work of others (29, 61 %). The interviewees also said that they do not like group work activities since they have to constantly remind students of “Only English” rule and not to talk about things which are off the topic. Group work activities may be beneficial to students and their motivation if teachers pay attention to certain factors: number of students in the group, forming groups of students with same or mixed proficiency levels and acknowledging students’ individual efforts within the group. All of these factors have been addressed in the results of the study and have been presented in the diagrams related to those questions.

To conclude, the results of this study have shown that motivation of students is of great importance when it comes to learning English as a foreign language. One of the ways to increase and sustain student motivation is through group work activities. These activities can be very beneficial to both teachers and students if they are managed in a proper way. Although there are many problems occurring with group work activities such as discipline problems, noise and commotion, forming groups, assessment of individuals within the group, free-rider problem, dominant students and classroom management, the results of this study

may help teachers focus on them and address them accordingly. That is how teachers and students may make the most of group work activities. This study is just a small step towards understanding group work efficacy within foreign language classrooms and it provides data about the importance of group work implementation in secondary EFL classrooms.

Based on this study, it is clear that both students and teachers avoid group work activities by focusing on disadvantages rather than on advantages of group work implementation in EFL classroom. This study provides teachers with theoretical approaches when it comes to motivation of students and group work, which can help them to deal and avoid group-related problems in the most effective ways. Nowadays, teacher education is of the utmost importance and this research is only a small step in connecting theory with practice. Individual efforts and personal development of every teacher are not only beneficial to them but also to their students who will certainly benefit from group work activities with proper guidance and feedback. As it has already been stated in this paper the evolution from teacher-centered classrooms to learner-centered classrooms is our new reality. Professional development of teachers can contribute to the creation of effective learning environment for students and better focus on students' needs, their confidence levels and more engagement in the learning process. The competence of teachers who work in schools is crucial and every teacher should be aware of the responsibility he or she holds. Students' learning outcomes are closely related to teachers' attitudes and practices in their classrooms. Through collaboration with their colleagues, teachers can identify what skills, knowledge and teaching methods are necessary in order to create a good learning environment. Through continuous professional development, including teacher training workshops, seminars, research and collaboration with their colleagues, teachers can make their teaching practices more effective and improve their students' competencies.

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**APPENDIX 1: RESEARCH INSTRUMENT: QUESTIONNAIRE**

## APPENDIX 1.1: QUESTIONNAIRE ENGLISH VERSION<sup>7</sup>

Dear students,  
I am conducting a small-scale piece of research regarding the relationship between motivation and group work in secondary EFL (English as a foreign language) classroom. You do not need to write your name. **Confidentiality and anonymity are assured.** There are no right or wrong answers in the questionnaire, therefore the success of this study depends on you and the truthfulness of your answers. I will appreciate your participation a lot. May I thank you, in advance, for your time and valuable contribution.

**Grade** \_\_\_\_\_

**A. Please circle YES (I agree) or NO (I do not agree) for each statement:**

1. I enjoy working in groups.	YES	NO
2. Group work makes me feel comfortable and safe.	YES	NO
3. I have more chance to communicate with my classmates during group work activities.	YES	NO
4. I find group work more productive than individual or pair work.	YES	NO
5. I find group work a waste of time.	YES	NO
6. I mainly want my teacher to give more group work assignments, rather than the individual ones.	YES	NO
7. I feel more motivated to speak in English when I work in a group.	YES	NO
8. Group work helps me build better relationship with my classmates.	YES	NO
9. Group work makes me feel more interested in the English language.	YES	NO
10. When I don't understand a group work task, members of my group help me.	YES	NO
11. I encourage and praise members of my group.	YES	NO
12. I am usually confused when it comes to group work tasks and my responsibility within the group.	YES	NO
13. Group members help me correct my errors in pronunciation, grammar etc.	YES	NO
14. It is fun to learn English through group work.	YES	NO

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<sup>7</sup> Some questions in the questionnaire were adopted from CELEA Journal, *Sustaining CLT through group work in the Chinese EFL Classroom* (2005) by Xu Fang

**B. 1. Please circle three major benefits of group work:**

1.	It increases the students' speaking time.
2.	It promotes students' independence and cooperation.
3.	It improves students' motivation.
4.	Shy and passive students have more chance of expressing themselves.
5.	It creates exciting atmosphere as it lends itself to game activities.
6.	Students can learn from each other.
7.	It decreases the teacher speaking time.
8.	Others (please specify) _____

**2. Please circle three major disadvantages of group work:**

1.	Too little time to finish a group work activity.
2.	Students make too much noise.
3.	Not all members of the group are participating.
4.	Teacher does not notice or reward individual efforts.
5.	Some students take credit for their group members' work, while they are doing nothing.
6.	Some students are too dominant and they are constantly trying to be in charge of the task.
7.	Problems with group formation; Some groups are composed of students with excellent language proficiency, while others are composed of students with bad English language proficiency.
8.	Others (please specify) _____

**C.**

**1. What kind of activities do you prefer when working in groups? Please circle letters before the activity:**

- a. Role playing      c. Games      e. Writing a story      g. Problem solving  
 b. Debating      d. Discussion      f. Conversation      h. Brainstorming  
 i. Others (please specify).....

**2. How often do your English teachers implement group work in your speaking class? Please circle:**

- a. always                      b. often                      c. sometimes                      d. never

**3. How do you work when working in a group? Please circle:**

- a. work with great interest.  
 b. remain silent all the time.  
 c. chat with other group members about another topics.  
 d. speak native language while others discuss in group.  
 e. other (please specify) \_\_\_\_\_

**4. How many members do you think is the most suitable for a group? Please circle:**

- a. from three to five  
 b. more than five  
 c. the more the merrier

**5. Who do you like to work with for group work?**

- a. Students of the same English proficiency.  
 b. Students of the mixed English proficiency  
 c. Students of the same gender.  
 d. Students of the opposite gender.  
 e. Students sitting next to or near you.  
 f. other (please specify) \_\_\_\_\_

**6. How are decisions made in your group? Please circle all of the statements with which you agree.**

- a.) vote  
 b.) one person usually made the decision and the others agreed to it.  
 c.) decision making tool (i.e., coin toss, rocks-paper-scissors, etc).  
 d.) other (please describe): \_\_\_\_\_

**7. What do you like the teacher to do to facilitate group work activities? Please circle letters before the statements you agree with:**

a. Remain in his/her seat and observe	e. Not to interrupt to correct when you are speaking
b. To give clear instructions	f. Go round the class and give help when necessary
c. To provide necessary vocabulary, language, and suggest the ideas	g. To give feedback, praise and encouragement
d. to minimize his/her talking time	h. Others (please specify) .....



## APPENDIX 1.2: QUESTIONNAIRE BOSNIAN VERSION

### UPITNIK

Dragi učenici,  
provodim istraživanje malih razmjera u vezi odnosa motivacije i grupnog rada u nastavi engleskog kao stranog jezika u srednjim školama. Anketa koja slijedi predstavlja dio mog istraživanja. Ne morate napisati svoje ime. **Povjerljivost i anonimnost su zagarantovani.** Ne postoje tačni i netačni odgovori u anketi, stoga uspjeh ovog istraživanja zavisi od vas i vaše iskrenosti prilikom odgovaranja na pitanja. Mnogo će mi značiti vaše sudjelovanje. Unaprijed hvala na vašem vremenu i vašem vrijednom doprinosu.

**Razred** \_\_\_\_\_

**A. Molim vas da zaokružite DA (slažem se) ili NE (ne slažem se) za svaku od navedenih izjava:**

1. Uživam raditi u grupi.	DA	NE
2. Grupni rad čini da se osjećam ugodno i sigurno.	DA	NE
3. Grupni rad mi pruža šansu da više komuniciram sa ostalim učenicima u razredu.	DA	NE
4. Smatram da je grupni rad korisniji od individualnog rada ili rada u parovima.	DA	NE
5. Smatram da je grupni rad gubitak vremena.	DA	NE
6. Uglavnom želim da moj nastavnik daje više grupnih nego pojedinačnih zadataka.	DA	NE
7. Osjećam se motivisanim da pričam na engleskom jeziku kada radim u grupi.	DA	NE
8. Grupni rad mi pomaže da izgradim bolji odnos sa kolegama u razredu.	DA	NE
9. Grupni rad povećava moju zainteresovanost za engleski jezik.	DA	NE
10. Kada ne razumijem neki od grupnih zadataka, članovi moje grupe mi pomognu.	DA	NE
11. Ohrabrujem i hvalim članove svoje grupe.	DA	NE
12. Uglavnom sam zbunjen kada je riječ o grupnom radu i mojim zaduženjima u grupi.	DA	NE
13. Članovi grupe mi pomažu da ispravim svoje greške u izgovoru, gramatici itd.	DA	NE
14. Učenje engleskog jezika kroz grupni rad je zabavno.	DA	NE

**B.****1. Molim vas da zaokružite tri osnovne prednosti grupnog rada:**

1.	Povećava učeničko vrijeme za konverzaciju.
2.	Podstiče samostalnost i saradnju među učenicima.
3.	Podstiče motivaciju učenika.
4.	Stidljivi i pasivni učenici imaju više mogućnosti da dođu do izražaja.
5.	Stvara ugodnu atmosferu jer je pogodan za učenje kroz igru.
6.	Učenici uče jedni od drugih.
7.	Smanjuje vrijeme pričanja nastavnika.
8.	Ostale (navedite) _____

**2. Molim vas da zaokružite tri osnovna nedostatka grupnog rada:**

1.	Premalo vremena ostavljeno za grupnu aktivnost.
2.	Učenici stvaraju preveliku buku.
3.	Ne učestvuju svi članovi grupe.
4.	Nastavnik ne primjećuje niti nagrađuje trud pojedinca.
5.	Neki učenici prisvajaju zasluge ostalih članova u grupi, dok praktično ne rade ništa.
6.	Neki učenici su previše dominantni i uvijek pokušavaju biti glavni vršioci zadatka.
7.	Problemi sa formiranjem grupe; neke grupe sačinjavaju članovi sa izvanrednim znanjem engleskog jezika, dok su neke sačinjene od učenika sa nezavidnim znanjem engleskog jezika.
8.	Ostale (navedite) _____

**C.****1. Koje vrste aktivnosti preferirate kada radite u grupi? Molim zaokružite slova ispred aktivnosti:**

- a. igranje uloga      c. igre      e. pisanje priče      g. rješavanje problema  
b. debata      d. diskusija      f. razgovor      h. bujica ideja  
i. Ostale (navedite).....

**2. Koliko često vaš nastavnik engleskog jezika primijenjuje grupni rad u konverzacijskim aktivnostima? Molim zaokružite:**

- a. uvijek                                      b. često                                      c. ponekad                                      d. nikad

**3. Kako radite u grupi? Molim zaokružite:**

- a. Pokazujem veliki interes.  
b. Sve vrijeme šutim.  
c. Pričam sa ostalim članovima grupe o drugim temama.  
d. Pričam na maternjem jeziku dok ostali članovi grupe razmjenjuju ideje.  
e. Ostale (navedite) \_\_\_\_\_

**4. Prema vašem mišljenju, koliko je članova napogodnije za formiranje grupe? Molim zaokružite:**

- a. od tri do pet  
b. više od pet  
c. što više to bolje

**5. S kim volite raditi u grupi?**

- a. učenicima s kojima ste na istom/sličnom nivou po znanju engleskog jezika.  
b. učenicima s različitim nivoima znanja engleskog jezika.  
c. osobama istog spola.  
d. osobama suprotnog spola.  
e. učenicima koji sjede pored ili blizu vas.  
f. ostale (navedite) \_\_\_\_\_

**6. Na koji način se donose odluke u vašoj grupi? Molim zaokružite sve izjave s kojima se slažete:**

- a. glasa se  
b. uglavnom jedna osoba donosi odluke, dok se ostali članovi u grupi slažu s njom.  
c. tehnike za donošenje odluka (bacanje novčića, kamen-papir-makaze itd.)  
d. ostale (opišite) \_\_\_\_\_

**7. Šta treba da radi nastavnik kako bi olakšao grupne aktivnosti? Molim zaokružite slova ispred izjava s kojima se slažete:**

a. Treba ostati na svom mjestu i posmatrati.	e. Ne treba prekidati učenika kako bi ga ispravio/la prilikom izlaganja.
b. Treba davati jasne upute.	f. Treba kružiti razredom kako bi obezbijedio pomoć tamo gdje je potrebna.
c. Treba obezbijediti potrebni vokabular, izraze i predlagati ideje.	g. Treba dati povratnu informaciju, pohvaliti i ohrabriti učenika.
d. Treba svesti na minimum svoje vrijeme za pričanje.	h. ostale (navedite) .....

## **APPENDIX 2: RESEARCH INSTRUMENT: INTERVIEW**

The researcher formed interview questions after careful analysis of all the available data from the surveys dealing with the relationship between group work and motivation. All participants in the interview were asked the same sets of questions and each one of the interviews was recorded with interviewee's permission.

Istraživač je osmislio pitanja nakon pažljivog proučavanja svih raspoloživih podataka iz istraživanja koja se bave odnosom motivacije i grupnog rada. Svim učesnicima intervjua su postavljena ista pitanja i svaki od intervjua je snimljen uz odobrenje ispitanika.

## **APPENDIX 2.1: INTERVIEW ENGLISH VERSION**

### **INTERVIEW SCRIPT**

The purpose of this interview is to give answers regarding motivation and group work in secondary EFL classroom. At any time during your participation you have the right to withdraw from the interview without having to give a reason. All the recordings will be stored, but there will be no access to your personal information. Both confidentiality and anonymity are assured.

#### **SUBJECT PERSONAL DATA**

Female/Male

How long have you been teaching English?

Do you prefer traditional (teacher-centered) approach when it comes to teaching or contemporary (student –centered) approach?

#### **GROUP WORK AND MOTIVATION**

1. Do you use group work or not? Why?
- 2 How often do you use group work?
3. Do you believe that group work is related to student motivation? Does it increase or weaken student motivation?
4. In your opinion, what are the main benefits of group work?
5. What are the main disadvantages of group work activities?
6. What kind of group work activities do you consider to be the most effective?
7. How do you form groups? Do you choose students with the same or mixed English proficiency level as part of a group?
8. How many members do you think is the most suitable for a group?
9. How do students in your classes usually behave during group work activities? Are they using their native language? Are they all participating?
10. What is your role during group work activities? Do you sit in your seat or go round the class? Do you give feedback to your students? Do you usually help them with vocabulary, grammar etc. when necessary or do you leave them figure things out on their own?

11. Is it hard for you to assess and acknowledge individual efforts of students when they are working in groups?

12. Is group work related to discipline problems? How do you deal with noisy classes?

### **CONCLUDING THE INTERVIEW**

1. Would you like to discuss any other issue that you think that would be relevant for me and that is related to initiation and sustention of motivation through group work?

*Thank you for your time.*

## **APPENDIX 2.2: INTERVIEW BOSNIAN VERSION**

### **INTERVJU**

Osnovna namjera ovog intervjua jeste davanje odgovora na pitanja koja se bave odnosom motivacije i grupnog rada u nastavi engleskog kao stranog jezika u srednjim školama. U bilo kojem trenutku tokom svog sudjelovanja imate pravo povući se iz intervjua, bez davanja razloga za to. Sve snimke će biti pohranjene, ali neće biti pristupa vašim ličnim podacima. Povjerljivost i anonimnost su zagarantovani.

#### **LIČNI PODACI ISPITANIKA**

1. Ženski/muški spol
2. Koliko dugo predajete engleski jezik?
3. Dajete li prednost tradicionalnom (usmjerenom ka nastavniku) pristupu ili savremenom (usmjerenom ka učeniku) pristupu u nastavi?

#### **GRUPNI RAD I MOTIVACIJA**

1. Koristite li grupni rad? Zašto ga koristite ili ne koristite?
2. Koliko često primjenjujete grupni rad?
3. Smatrate li da je grupni rad povezan sa motivacijom učenika? Da li grupni rad povećava ili smanjuje motivaciju učenika?
4. Prema Vašem mišljenju, koje su glavne prednosti grupnog rada?
5. Koji su glavni nedostaci grupnog rada?
6. Koje vrste grupnih aktivnosti smatrate najefikasnijim u nastavi?
7. Na koji način formirate grupe? Birate li učenike sa istim ili različitim znanjem engleskog jezika kao članove jedne grupe.
8. Koliko je članova najpogodnije za formiranje grupe?
9. Kako se uobičajeno ponašaju učenici u Vašim razredima tokom grupnih aktivnosti? Pričaju li na maternjem jeziku? Da li svi učestvuju?
10. Koja je Vaša uloga u razredu tokom grupnih aktivnosti? Ostajete li na svom mjestu ili kružite razredom? Dajete li povratnu informaciju Vašim učenicima? Pomažete li im sa vokabularom, gramatikom itd. kada je potrebno ili ih puštate da sami dođu do rješenja?
11. Da li Vam je teško ocijeniti i prepoznati pojedinačni trud učenika prilikom rada u grupi?

12. Da li je grupni rad povezan s problemima s disciplinom? Kako se nosite s bučnim razredima?

### **ZAVRŠETAK INTERVJUA**

1. Da li biste željeli razgovarati o nekom drugom problemu koji bi mi bio važan, a koji se tiče podsticanja i održavanja motivacije kroz grupni rad?

*Hvala na Vašem vremenu.*