People's Democratic and Republic of Algeria

Ministry of Higher Education and Scientific Research

University Center Salhi Ahmed- Naâma

Faculty of Letters and Languages

Department of Foreign Languages

Section of English



Collaborative Learning as a Motivational Strategy to Rise Pupils' Learning in EFL Classrooms: The Case of 4th Year Middle School Pupils Settaf Djilali, Mekmen Ben Amar

MAHAMMEDI Wahiba

Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in Applied Linguistics

Presented by:

Miss. MAHAMMEDI Wahiba

Supervised by:

Ms. BERRAHOUI Hanane

Board of examiners:

President: Mr. DZOUJI Abdalazziz

Supervisor: Ms. BERRAHOUI Hanane

Examiner: Ms. BOUSSEBHA Nadjia

Academic Year: 2015-2016.

Dedication

I dedicated this memoire to :

♥ *My beloved father and mother, who has been giving their support materially and affectively to me.*

♥ *My sister " **Nassrine**", and my brothers " **Boumediane** ", " **Redouane**".*

♥ *My grandmother who is always supporting me, and all my family who encouraged me.*

MAHAMMEDI Wahiba

Acknowledgement

Foremost, the researcher wishes to thank God the almighty for the blessing, health and inspiration given to me during the writing of this humble work.

I would like to thank my supervisor Ms. " Berrahoui Hanane".

I would like also to extend my sincere thanks and appreciation to the board of examiners for accepting to read and evaluate this research work.

My warm thanks are also expressed to all teachers of the department of English .

MAHAMMEDI Waniba

Abstract

Collaboration has powerful effects on pupils' learning, particularly for developing pupils' involvement in the classroom. Collaborative learning changes the responsibility of learning to the pupils. As a strategy, it aims at getting deep understanding on the role of collaborative learning in rising pupils' motivation in EFL classrooms. This research work involves the case study of 4th year middle school pupils at Settaf Djilali , Mekmen Ben Amar. The participating pupils answered about the questionnaire and teachers in their turn provided the research with their views about the role of collaborative learning in EFL classroom during the conducted interview .The data gathered were analyzed both quantitatively and qualitatively.

MAHAMMEDI Wahiba

Table of content

Dedication …… I

Acknowledgment …… II

Abstract……... III

Table of Contents……. ...IV

List of Abbreviation ……..……..VII

List of Tables ……..……..VIII

List of Figures……..... IV

General Introduction……..……...01

CHAPTER ONE: Literature Review

1.1.Intoduction……...……03

1.2. Definition of Collaborative Learning……03

1.3. Approaches of Collaborative Learning ……....04

1.3.1.Socio-Constructivist Approach.....04

1.3.2. Socio-Cultural Approach……....06

1.4 .Techniques of Collaborative Learning in Classroom…….....07

1 .4.1. Collaborate with Teacher……....08

1.4.2. Stages of Collaborative Learning in Classroom…….....09

1.5. Characteristics of Collaborative Learning ……....10

1.6. Motivation as The Fuel of Learning……11

1.6.1. Theories of Motivation……....11

1.6.1.1. Behaviorist Theory……11

1.6.1.2. Hierarchy of Needs Theory……....12

1.6.2. Types of Motivation……..12

1.6.2.1. Intrinsic Motivation……....12

MAHAMMEDI Wahiba

1.6.2.2. Extrinsic Motivation……13

1.6.3. Motivation Through Interaction……..13

1.7. Motivational Aspects in Collaborative Learning…….....13

1.7.1. Motivation as Social Influence ……...14

1.7.1.1. Micro- Level……14

1.7.1.2. Macro-Level……....15

1.7.2. Motivation as Social Construction ……....15

1.8. Conclusion……..…….....17

CHAPTER TWO: Data Analysis and Data Collection

2.1.Introduction……..…..19

2.2. Definition of Sample of Population…….....19

2.3. Research Instruments……19

2.3.1. Questionnaire……...19

2.3.2. Interview…….19

2.4. Description of Sample Population ……....20

2.4.1. Description of Pupils……...20

2.4.2. Description of Teachers……..….20

2.5. Description of Research Instruments…….....20

2.5.1. Description of Questionnaires…….....20

2.5.2. Description of Interview……22

2.6. Data Analysis…….....22

2.6.1. Results of Questionnaire…….....22

MAHAMMEDI Wahiba

2.6.2. Results of Interview…….....29

2.7. Interpretation of the Results……...…33

2.7.1. Interpretation of Questionnaire…….....33

2.7.2. Interpretation of Interview……..….33

2.8. Conclusion…….....34

General Conclusion……..36

Bibliography…….38

Appendices

Appendix A: Pupils' Questionnaire

Appendix B: Teachers' Interview

MAHAMMEDI Wahiba

List of abbreviation

- **CL :** Collaborative Learning

- **EFL:** English Foreign Language

- **ZPD:** Zone of Proximal Development

- **IDZ :** Intermental Development Zone

MAHAMMEDI Wahiba

List of tables:

Table 2.1: Pupils' Preference. …….24

Table 2.2: Difficulties Encountered in Group Work……...…..25

Table 2.3: Amount of Benefit From Group Work……..28

Table 2.4: The Enhancement of Praise…….……..29

Table 2.5: Teachers' Consciousness Toward The Value of Collaborative Learning……..……..31

Table 2. 6: Teachers' Observation of Pupils' Skills in Group Work ...…32

MAHAMMEDI Wahiba

List of figures:

Figure 2.1: Distribution of Sample According to Gender ……23

Figure 2.2: Pupils Opinion about Group Work…….....23

Figure 2.3: Frequency of Group Work…….....24

Figure 2.4: The Importance of Group Work……...…….....25

Figure 2.5: Pupils' Degree of Motivation……..…..26

Figure 2.6: The Results of Group Work……..……....26

Figure 2.7: Pupils' Interaction in Group Work……..…..27

Figure 2.8: Physical Arrangement of Pupils in Group Work…….….27

Figure 2.9: Pupils Offer Praise……...28

Figure 2.10: The Evaluation of Group Work…….…….29

Figure 2.11: Teachers' Use of Collaborative Learning… ……....30

Figure 2.12: Frequency of Collaborative Learning …….……..….30

Figure 2.13: Group Size……...…….....31

Figure 2.14: Teachers' Perception Of Pupils' Reaction in Group……..32

Figure 2.15: Teachers' Opinion about the Level of Their Pupils in Collaborative Learning……...…….32

MAHAMMEDI Wahiba

General Introduction

MAHAMMEDI Wahiba

General introduction

Collaborative learning is often recognized as learner –centered method. This method is based on students work together in small groups, also it improves the intellectual performance of students when they are grouped and interact with their teachers. In this study the researcher will try to investigate the effectiveness of collaborative learning in EFL classroom and its role for learners. When the teachers use collaborative learning in EFL classroom they will help their pupils to engage in learning.

The present study aims at providing an opportunity to identify the importance of collaborative learning as a motivational strategy in raising pupils involvement in EFL classroom , and the core question of this study is : what is the role of collaborative learning in EFL classroom? This problematic will provide a result about the research hypothesis which is: may be collaborative learning increases pupils' motivation which helps them to develop their involvement in learning.

This research work is divided into two chapters the first chapter provides a general review of collaborative learning, general approaches of collaborative learning, techniques of collaborative learning in classroom, stages of collaboration and it's characteristics., and theories of motivation and it's types, also aspects of motivation in collaborative learning. Whereas the second chapter is devoted to the description of sample population, data collection and analysis.

MAHAMMEDI Wahiba

CHAPTER ONE

Literature Review

MAHAMMED Warima

CHAPTER ONE: Literature Review

1.1.Intoduction

1.2. Definition of Collaborative Learning

1.3. Approaches of Collaborative Learning

1.3.1.Socio-Constructivist Approach

1.3.2. Socio-Cultural Approach

1.4 .Techniques of Collaborative Learning in Classroom

1 .4.1. Collaborate with Teacher

1.4.2. Stages of Collaborative Learning in Classroom

1.5. Characteristics of Collaborative Learning

1.6. Motivation as The Fuel of Learning

1.6.1. Theories of Motivation

1.6.1.1. Behaviorist Theory

1.6.1.2. Hierarchy of Needs Theory

1.6.2. Types of Motivation

1.6.2.1. Intrinsic Motivation

1.6.2.2. Extrinsic Motivation

1.6.3. Motivation Through Interaction

1.7. Motivational Aspects in Collaborative Learning

1.7.1. Motivation as Social Influence

1.7.1.1. Micro- Level

1.7.1.2. Macro-Level

1.7.2. Motivation as Social Construction

1.8. Conclusion

MAHAMMEDI Wahiba

1.1 . Introduction

Collaborative learning provides students with the opportunity to use meaningful situations and increase their achievement as well as motivates them. This chapter provides a better understanding of collaborative learning and its approaches, in addition it tackles with techniques of collaboration, also mention the stages and characteristic of collaborative learning, and this chapter sheds lights on motivation and its types, also it explains the motivational aspect of collaborative learning in classroom.

1.2. Definition of collaborative learning

Collaborative learning CL is not just a classroom technique, but also a situation where students come together in groups. It suggests a way of dealing with learners by talking together and highlights individual group members' abilities. There is a sharing of authority and acceptance of responsibility among group members in classroom. The Oxford English dictionary explains that the term "collaborate" comes from the late 19th century: from the Latin collaborat "work with", from the verb collaborare from col "together" + laborare "to work, Matthews (1996) claims that:

> Collaborative learning occurs when students and faculty work together to create knowledge. . . . It is a pedagogy that has at its center the assumption that people make meaning together and that the process enriches and enlarges them. **(**cited in Davidson & Major 2014: 21).

MAHAMMEDI Wahiba

At the school level in Great Britain, Australia, Canada, and the United States, collaborative learning has often developed in conjunction with areas such as language across the curriculum, whole language learning, psycholinguistics, study through speaking, negotiating the curriculum etc. Collaborative learning makes passive students to become more active and gives them the chance to be communicative with the material and their friends. According to Bruffee (1984) "collaborative learning provides a social context in which students can experience and practice the kinds of conversation valued by college teachers." (cited in Ibid)**.**

CL helps the learners to develop mentally, emotionally, and socially, it also creates the material more enjoyable and more understandable in classroom.

1.3. Approaches of Collaborative Learning

Collaborative learning consists of two approaches and both of them explain the importance of collaborative activities in the learning process.

1.3.1. Socio-Constructivist Approach

Socio-constructivist approach explains collaborative learning activities which allow students to provide explanations of their understanding, which can help students to elaborate and reorganize their knowledge.

Socio-constructivist approach defines the mechanisms of learning with different cognitive processes. The collaborative practices have an important role as activating elements for individual cognitive processes. According to socio-constructivist theory, peoples' knowledge structures, named schemas. The theory explains that people search for logical coherence in understanding to keep coherence between their knowledge structures and their contexts, this procedure is called equilibration. People have several schemas based on their earlier experiences and learning. These structures provide people with tools for different situations and for accomplishing different tasks and problems. (Dillenbourg, 1999;Weinberger, 2003) . (cited in Ibid)

MAHAMMEDI Wahiba

In situations where one cannot comprehend a new phenomenon based on earlier knowledge, one has to rebuild knowledge structures to better correspond with the new situation. Reconstructing of knowledge structures is based on processes called assimilation, accommodation.

a) **Assimilation** refers to a situation where people redefine their knowledge structures based on a new experience, in corporating new information to earlier structures.

b) **Accommodation** refers to a situation where a new experience or perception is not possible with earlier knowledge. This situation means that a person has to change his/ her plans to produce new knowledge structures. (Limo´n, 2001; Weinberger, 2003). (cited in Ibid)

A central process concerning learning is called cognitive conflict which exchanges closely to the search for logical coherence and assimilation and accommodation. Cognitive conflict refers to situations where a new situation or experience does not correspond to earlier knowledge. These situations may be provide collaborative by relating other peoples' opinions and ideas in order to simplify new situations. Cognitive conflict can consider as activating event to reform the knowledge structures. (Dillenbourg, 1999, Limo´n, 2001; Weinberger, 2003). When a person cannot understand a new situation has to ask questions, to find new detail reflect his or her own knowledge structures in order to solve the conflict. One has to assimilate or accommodate knowledge structures, i.e., create something new. The student must have some knowledge structures to deal with the new situation in order to understand and interpret it. Without early knowledge one does not understand the situation and the cognitive conflict is not meaningful (Posner et al 1982., Limo´n, 2001).(cited in Ibid)

A new unfamiliar situation may be also lead to cognitive overload or absence with indicate that the situation needs too much of the cognitive capabilities, these situations lead to strong support for the students in order to realizing the task. The socio-constructivist theory of learning based on collaborative method which provides best possibilities for cognitive conflicts and for negotiation of different perspectives for solving those conflicts Derry (1996). Weinberger (2003) describes externalization as technique which refers to a situation where students explain their knowledge structure, in this way their conception becomes available for others learners in groups which possibly leads to cognitive conflicts, this method is also necessary because it brings up possible "cognitive gaps". This promotes students' aware about the knowledge structures and awareness of possible conflicts the areas that a student needs to know. In addition when the

MAHAMMEDI Wahiba

students explain or write about their ideas and they have to rethink their knowledge structures in a more direct and solid form. The other method for generating cognitive conflicts is called elicitation that links closely to externalization, which refers to a situation where students use their pair as a learning resource by asking questions. This method promotes awareness of one's knowledge structures and reveals cognitive gaps and elicits cognitive conflicts.(cited in Ibid)

1.3.2. Socio-Cultural Approach

The other main approach concerning collaborative learning is the socio-cultural approach Weinberger (2003) explains the significant of sociocultural activities in the interaction between individual and the environment. Also the important part of learning and knowledge creation in the interdependence between individual and social processes which leads to the development and use of material tools.

According to Vygotsky (1978) learning is based on interpersonal and intrapersonal levels. Interpersonal is the process of learning reveals on interpersonal level which refers to the social level between people and artifacts mediated by conceptual and material tools, intrapersonal is process of learning reveals on the intrapersonal level, it is considered as part of individual understanding. This process is named internalisation, in addition the interpersonal processes become intrapersonal as a result of the process where interpersonal and intrapersonal levels equally inform each other. The concept of internalisation with separated inter and intra levels has also received criticism as a model that defines learning as a dualistic process where something external is communicated to the learner (Rogoff, 1995; Säljö, 2001). (cited in Ibid)

As a replacement for this one way model, learning can describe as culturally mediated practical; inter subjectivity where both the student and teacher are in an active role or in the learning process that create learning

MAHAMMEDI Wahiba

environment with their earlier knowledge use the term appropriation, fostering a more active role of the learner and the continuous interaction of interpersonal and intrapersonal levels. The term appropriation has been used by Rogoff (1995) which distinguish three different meanings:

- ✓ Something external is introduced
- ✓ Something external is introduced and fixed to the goal of the new owner more than transformation – appropriation of cultural resources and tools
- ✓ Participatory appropriation – a person is participating in social activity

Participation and appropriation become more concrete with the zone of proximal development ZPD is the distance between what a student can accomplish individually and what he/she can accomplish in collaborative learning with the help of pair group (Säljö, 2001; Silvonen, 2004). Mercer (2002) refers to a similar idea of using the concept of intermental development zone IDZ which means that students and teachers shared structure concerning the activities in which they are engaged in considering the knowledge, skills and motivation of all participants. In other words, working on the ZPD is not only a change but learning is based on interaction and transactions between persons, environment and culture. (cited in Ibid)

Lave and Wenger (1991) describe communities which indicate that when there is new participant in the activities with more experienced persons, they bring their earlier knowledge, skills and ideas with them, and learn from each other's. (cited in Ibid)

MAHAMMEDI Wahiba

1.4 .Techniques of Collaborative Learning in Classroom

Many teachers use different techniques in collaborative work in order to help their students to increase their motivation in classroom.

1.4.1. Collaborate with the Teacher

The teachers take into consideration different points when doing collaborative work in their classroom, which are:

- ✓ **Teacher is ready to give support to their students:** the teachers inform their learners about the topics of activities which are important and part of the regular curriculum. Also it means that the teacher help their students to organize in groups during the collaboration.
- ✓ **Teacher communicate with their students to know what they are doing:** it makes sure that their learners understand the questions that asking them to participate in activity; teachers should give learners idea of what they be produce and it's aim.
- ✓ **Teacher aware their students about the role of working together:** it makes their students in collaboration in suitable time for training in group. It thinks about each stage of the collaboration which requires the teacher to think or to give opportunities in classroom.
- ✓ **Teacher have to give their students different plan :** incorporating the teacher should link collaborative learning projects with the curriculum needs and with more strategic and logistic planning from the teacher.
- ✓ **Double-check the objectives:** teachers make sure that the work is appropriate to the students' objectives, and students usually know when they are doing busy work they will discover new knowledge of an objectives course.
- ✓ **Be self-critical:** the teachers must work with one or more partner classes with difficult and different way. Certainly the class objectives in each case will be different. It will be necessary to find work that is appropriate for all the classes involved. Also the easiest way is to practice what they discuss as teachers, also they will need to collaborate with teachers partners which helps them to negotiate about the activities, the assessment, the timetable and deadlines etc.

MAHAMMEDI Wahiba

- ✓ **Teacher do tasks with skills and abilities:** is significant that the activities and tasks are helped students' skills and abilities within collaborative activities. This can be more difficult if the partner classes have different levels. Collaborative learning is about teaching each other, so changing skills and abilities can be incorporated into the activities.(cited in Dooly,2008)

1.4.2. Stages of Collaborative Learning in EFL Classroom

Forrestal describes five general stages of collaborative learning, which are:

- ✓ **Engagement:** this stage deals with input of the learning process, learners can engage in the activity, and input provides them with knowledge which helps student to understand lecture.
- ✓ **Exploration:** the students have opportunity to make investigation, experiences, and create backgrounds with each other, this stage important for enhancing learning in classroom, in collaborative classrooms where students are engaged in a thinking curriculum, and everyone learns from everyone else, and learners are free to make mistake or not to understand more.
- ✓ **Transformation:** the teacher role during this stage is to monitor their learners, also teacher can help them to discover new information, moreover the teacher share with students knowledge to ensure successful learning.
- ✓ **Presentation:** the learners ask to introduce their findings in groups of presentation which can occur with different audiences, such as the whole class or in combination of two groups of four into a group of eight.
- ✓ **Reflection:** when the students know what they have learned in classroom, they can increase their understanding of both content and the learning process itself.(cited in Davidson & Major, 2014 :23)

MAHAMMEDI Wariba

1.5. Characteristics of Collaborative Learning

There are keys characteristics of a collaborative learning which help learners build skills or create for them new challenges and opportunities, and enriched relationships with the course materials, for both teacher and students which are:

- ✓ **Students are able to increase their control over learning :** the students learn how resolve problems.
- ✓ **Responsibility for learning is based on student -centered rather than teacher centered:** students develop their communication skills by connecting individuals in their course content, and they are responsible for their learning.
- ✓ **Students are able to make decision and teachers are facilitators:** the students present the projects or information to facilitate their learning, and the teachers explain to their learners the idea of each activity.
- ✓ **Students work cooperatively rather than competitively:** in groups, students illustrate certain learning skills in their instruction.
- ✓ **Students master knowledge through constructing content rather than through memorizing content:** students create diagrams/maps of information when they learn in combination, also they engage in problem-based learning which helps the group to making discussions, research, presentations and evaluation.
- ✓ **The teachers and students construct knowledge together:** students participate in lecture information through mapping or written summaries. Also teacher and their students create teaching activities that could include games, guest lectures, and field trips/examinations to sites. Moreover students use concepts or theories to actual situations or create hypothetical situations individually or in groups. They can first give an opportunity to use the information or create situations in small groups and then work individually.

MAHAMMEDI Wahiba

- ✓ **Students know their own goals and means of assessment:** students' progress related to the content and how they employ concept of map/diagram in the content. Additionally they engage in regular self-reflection concerning their learning in the course through the use of conventional journals or email logs. (cited in Harms & Kane:11)

1.6. Motivation as the Fuel of Learning

Motivation is regarded as an influential element in the success of any activity. It plays a crucial role in achieving goals. Also can consider as arrangement of efforts to prepare the learners to certain condition. Moreover it is outside/internal factor inside the people. In teaching and learning process, motivation can consider as energy inside the students who growth in learning activity.

Student' motivation is deal with students' subjective experiences, so teachers should encourage their students to engage in activities. The students connect to their engagement in lessons and learning activities when there are different motivational strategies in classroom.

MAHAMMEDI Wahiba

1.6.1. Theories of Motivation

Many theories have been proposed by psychologists and educators to explain the existence of motivation.

1.6.1.1. Behaviorist Theory

According to the behaviorist students' motivation begins with reinforcement in the classroom, as the primary mechanism for establishing behavior. They define a reinforce as anything that increase or maintains the frequency of a behavior when access to it is made contingent on performance of that behavior. Behavioral models that emphasize manipulation of learners through reinforcement are still focuced on applied behavior treatments, especially in school psychology and special education.

1.6.1.2. Hierarchy of Needs Theory

According to Maslow human behavior can explain by looking to individual interest to achieve personal goals, Maslow hierarchy of needs helps to describe how these needs motivates us all. Maslow suggested that needs function within a hierarchy arranged in the following order of priority:

- ✓ Psychological needs, it is the basic human need. These consist of the needs that its satisfying are aimed to satisfy biological need, for example; the need of sleep.
- ✓ Need of safety: it is need that arise after psychological need, like to be freedom from danger.
- ✓ Need of belonging: it is that motivate person to build an affective relationship with family or other person.
- ✓ Need for self-esteem: it stands for the need to get competence, believing in herself, personal strong, and freedom, it can motivate the person to finish her work and can solve the problem that is faced in her life.
- ✓ Need for self-actualization: it is highest human need that made by Maslow, self-actualization can find it when create self-expression, satisfaction of curiosity.(cited in Brophy,2004:06)

MAHAMMEDI Wahiba

1.6.2. Types of Motivation

Many researchers identify and distinguish between two type of motivation which are intrinsic and extrinsic motivation.

1.6.2.1. Intrinsic Motivation

Intrinsic motivation is an important factor when the student completes an activity for his/ her own enjoyment without pressure from outside sources to participate in the task could be considered to have intrinsic motivation; intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. Students who are intrinsically

motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities.

1.6.2.2. Extrinsic Motivation

Teachers use extrinsic motivation to stimulate learning or encourage students to perform in a particular way. This motivation arises from the use of external rewards such as food, praise, free time, money or points toward an activity. Also the use of extrinsic constraints, such as the threat of punishment, against performing an activity has actually been found to increase one's intrinsic interest in that activity.

1.6.3. Motivation through Interaction

The personality of teachers have great importance in motivating students , teachers can also produce students' desires to study by using of variety of teaching techniques. Most teachers think that motivational teaching has to be enjoyable. The learning experience will depend on the interaction between the students and the teachers' personality, the teaching techniques deal specifically with interaction between learners and their teachers in the classroom , and teacher can manage the students while allowing experiences and expectations to increase, also the use of different methods allow the teachers to feel comfortable with their students. Many teachers use incorporated strategies which involve competition between learners, such as student team learning, the concern shown by teachers in taking the time to find the techniques that are best suitable in their learning.

MAHAMMEDI Wahiba

1.7. Motivational Aspect in Collaborative Learning

There is a tight relationship between collaborative learning and motivation. Collaborative learning is strategy which has a great impact on students who work collaboratively. Meyer &Turner (2006) focused on students' work and cognitive engagement that help them to learn effectively; they argued that a motivation is important, affecting students' participation in collaborative

activities and learning. Motivational and emotional factors can be considered both facilitators and obstacles for learning affecting students' participation and interaction. In addition Järvelä et al. (2008; 2010) discussed the dynamics of the motivational factor related to collaborative learning. Motivational factors can be described within a social influence and a social construction approaches. The first considers motivation as a characteristic of individuals, and the second considers motivation as social-construction through interactions. (cited in Voltonen, 2011:13).

1.7.1. Motivation as a Social Influence

The center idea of social influence approach is that motivation is a psychological phenomenon and that the social context has an impact on individual motivation to engage in learning activities. Social context in sociocognitive perspective is considered that social environment is important part for the achievement of motivation, goals of individuals. This work which has been conceptualized by social environment, it focuses that motivation as social influence. Also social influence approach sees that multiple levels of contexts need take into consideration the complexity of macro- and micro levels and it influence on learning and motivation in collaborative learning.

MAHAMMEDI Wahiba

1.7.1.1. Micro-Level

Is based that social contexts and their influences can reveal from micro-level influences of the individual, at the social and classroom goals structures.

At the micro-level the effect of social influences is reflected in goals to improve individual motivation or social position. At the micro-level, the effect of social influences is reflected in goals of individual and this reflects show that these can provide useful engagement in a learning activity. This idea led Wosnitza and Volet (2009) to state that in a collaborative learning activity, learning, presentation, performance, and affect goals can be in the service of others or the group as a whole type of goals rather than just individually.(cited in Jarvela¨ , Jarvenoja¨& Volet,2010:17)

Students' interactions help them to know how their goals are organized through those interactions (Boekaerts & Minnaert, 2006), and how the actions of group members can have both positive and negative influences on individual motivation. (Jarvenoja & Jarvela, 2005;Volet & Mansfield, 2006) .(cited in Ibid)

1.7.1.2. Macro-Level

Many studies indicate that individual motivation and engagement in learning activities, whether self-reported in questionnaires and interviews or from observations, can be more meaningful way to the rules, values, or characteristics of those social contexts. At the macro-level, it evidences that differences in cultural-educational and social values are reflected in different levels of motivation and social responsibility of goals (Urdan & Maehr, 1995; Dowson & McInerney, 2003). (cited in Ibid)

1.7.2 Motivation as a Social Construction

The second approach of motivation based on the social construction perspective, which builds upon the idea that motivation begins through interactions in a social environment (Jarvela & Volet, 2004; Nolen &¨Ward,2008). Moreover motivation is a social phenomenon which helps the group members to participate in the activities Jarvenoja & Jarvela, consequently, from a social construction perspectives, social and individual processes are conceptualized as occurring simultaneously, as they represent adaptive processes that take place concurrently at different systemic levels (Volet et al., 2009). (cited in Ibid)

> This process-oriented perspective views engagement, or enacted motivation, as socially created motivation, as socially created and maintained through an active and ongoing process of socially shared or coregulation. The social system that individuals are part of is assumed to provide affordances and constraints for members to fully engage, to stay at the periphery until ready, or alternatively to avoid engagement (McCaslin & Hickey, 2001;Hickey, 2003) . (cited in Ibid) .

MAHAMMEDI Wahiba

As students are actively engaged to explore problems and interact with each other on a regular basis in a direction, they will be able to identify their differences and resolve the social conflicts**.** Moreover collaborative learning strategy found that participants bring along motivational beliefs, like tendencies, and goals and these will play a great role in their actual engagement in the group activity. From a social perspective the group members is considered as a social system involved in a meaningful activity and organizing social processes to regulate interactions toward completion of the activity.

MAHAMMEDI Wahiba

1.8. Conclusion

Collaboration is a powerful tool for helping teachers serve students. It offers opportunities to participate and interact in order to improve instruction for students. This chapter exposes an overview about collaborative learning with special focus on the approaches and techniques implemented in this area. Also a particular part of the chapter sheds light on the characteristics of collaborative learning, and illustrates and enriches this study with a special attention given to motivational theories and types. The motivational aspect of collaborative learning is taken into consideration as well.

MAHAMMEDI Wahiba

CHAPTER TWO

Data Collection and Analysis

MAHAMMEDI Wahib

CHAPTER TWO: Data Analysis and Data Collection

2.1. Introduction

2.2. Definition of Sample of Population

2.3. Research Instruments

2.3.1. Questionnaire

2.3.2. Interview

2.4. Description of Sample Population

2.4.1. Description of Pupils

2.4.2. Description of Teachers

2.5. Description of Research Instruments

2.5.1. Description of Questionnaires

2.5.2. Description of Interview

2.6. Data Analysis

2.6.1. Results of Questionnaire

2.6.2. Results of Interview

2.7. Interpretation of the Results

2.7.1. Interpretation of Questionnaire

2.7.2. Interpretation of Interview

2.8. Conclusion

MAHAMMEDI Wahiba

1.1. Introduction

The present chapter focuses on the data collection and analysis, it also introduce a brief definitions of research instruments. This chapter also concentrates on the analysis and interpretation of both teachers' interview and pupils' questionnaire.

2.2. Definition of Sample

A sample method is a set of a statistical part, which consists of taking a representative selection of the population and using the data collected as research information. It can be defined as a set of people selected from a larger population for the purpose of a survey.

2.3. Research Instruments

The data needed in this fieldwork are gathered by means of questionnaires and interview , they are used to illustrate data explicitly from the informants which may lead to provide more reliable data research.

2.3.1. Questionnaire

It is a data collection instrument, it consists of a list of questions designed to collect specific information from respondents. And they are designed for the results of the responses which is statistically significant.

2.3.2. Interview

It is a methodological way of speaking and listening between an individual and another. Interview is a way to collect data from individuals through discussions, and interviews are a system of participation with peoples to get involved and talk about their different opinions.

MAHAMMEDI Wahiba

2.4. Description of Sample Population

The reason behind choosing this sample was based on the consideration that fourth year pupils have at least an idea how to work in groups, in addition teachers of English language know the role of collaborative learning .

2.4.1. Description of Pupils

The questionnaire was distributed to 4 th year pupils at Settaf Djilali middle school in Ben Amar (N=40). The pupils' questionnaire is designed to investigate the pupils' awareness of the collaborative group work, it also attempts to discover their actual state of learning in terms of the use of group work.

2.4.2. Description of Teachers

The interview was administered to 4th year teachers (N=6) of foreign languages (English) at different middle schools, it is necessary to consider the teachers' opinions and attitudes towards the use of group work in their teaching, teachers' interview aims at investigating whether they consider collaborative learning as a motivational strategy or not.

MAHAMMEDI Wahiba

2.5. Description of Research Instruments

Questionnaires and interview are chosen as mean of data collection in this study in order to gather a large amount of information

2.5.1. Description of Questionnaires

Pupils' questionnaire is made up of 14 questions and classified under two sections each one focusing on a particular aspect.

Question01: Pupils are asked about their personal information to indicate their sex.

The first section aims at investigating pupils' attitude about the implementation of collaborative learning by teachers.

Question0 2: pupils are asked to give their opinions about group work.

Question 03: pupils are asked about their preferences for individual work, pair work or group works, then they are required to justify their choices.

Question 04: pupils are asked about the frequency of groups work by answering with: never ,sometime, or always

Question 05: the pupils are asked if they find any difficulties to work collaboratively with their classmates or not, then they are required to justify why.

Question 06: pupils are asked if group work improve their learning or not .

The second section is very important because it helps us to see the pupils' reaction towards collaborative learning.

Question 07: pupils are asked about the degree of their motivation in collaborative group work by answering with motivated, less motivated, or not motivated .

*Question 0*8: pupils are asked to say the results of group by answering: help them to interact with each other, help them to develop their skills, it's not interest.

Question 09: pupils are asked about their interaction in group work by saying: you work individually and turn in work together, you share ideas and materials to make sure that all group numbers are actively involved.

Question 10: pupils are asked about the physical arrangement in group work by responding: can easily move from one to another's to communicate easily, are you separated groups.

Question 11: pupils are required to indicate how much they learn and benefit from group work by answering with: very much, little, nothing. Then they required explain why.

Question 12: pupils are asked whether their teachers praise them or not.

Question 13: pupils are asked if the praise encourages them or not

Question 14: pupils are asked about the evaluation of collaborative group work.

MAHAMMEDI Wahiba

2.5.2 Description of Interview

Teachers' interview is made up of 07questions and classified under two sections each one focuses on a particular aspect.

The first section is about the implementation of collaborative learning in the classroom.

Question01: teachers are required to say if they use collaborative learning in classroom or not.

Question 02: teachers are required to indicate the frequency of group work they use .

Question 03: teachers are required to indicate the size of group they use.

Question04: teachers are asked if they aware their pupils about the value of collaborative learning , then they are required to justify their answers.

In section two it contains three questions (06-8Q) is about teachers' perception of collaboration as motivational strategy.

Question 05: teachers are asked about the degree of pupils' motivation in collaborative group work .

Question 06: teacher are asked if collaborative work improve the skills of their pupils or not.

Question 07 :teacher are required to say whether collaboration help them to discover the real level of pupils' or not.

MAHAMMEDI Wahiba

2.6.Data Analysis

2.6.1. Results of Questionnaire

The result and the percentages of the questionnaire answers will be represented in the following tables, and figures.

In the first question pupils are asked about their gender.

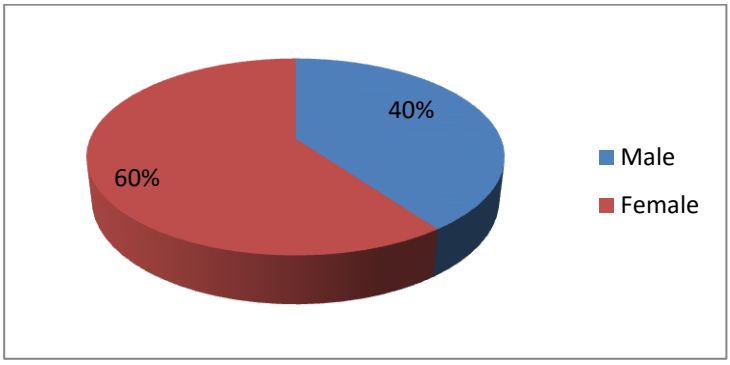


Figure 2.1: Distribution of sample according to gender

A. **Section one: student attitudes toward the implementation of collaborative learning**

In this question the number of female pupils are (60%) , and the number of male pupils are (40%), in fact we have recorded that female pupils is more than the male pupils in classroom.

The second question pupils are asked about their opinion about the group work

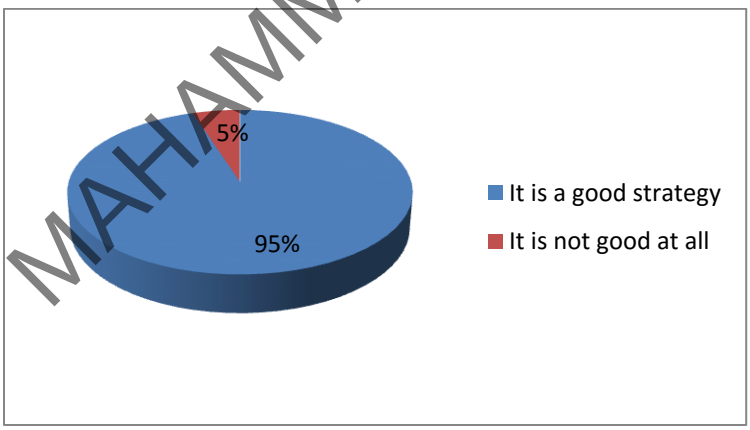


Figure 2.2: pupils' opinion about group work

As figure 2 indicates that (95%) of pupils say that group work is a good strategy, and only (5%) of them say that it is not good at all.

The third question pupils are asked about their preference , and they are required to explain their choose.

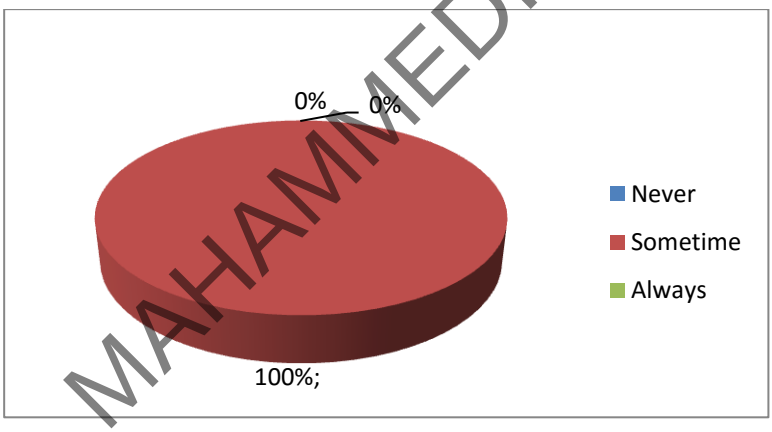
MAHAMMEDI Wahiba

Responses	Pupils' number	Percentage
Individual work	4	10%
Pair work	6	15%
Group work	30	75%

Table 2.1: pupils' preference

As table 1indicates ,the majority of pupils (75%) want to work in groups because it teach them how to respect different ideas and opinions, but 6 of them (15%) want to work in pair because group work helps them to share information in easy way, and only 4 pupils (10%) prefer to work individually ,because they feel themselves confortable .

As far as the fourth question pupils are asked about the frequency of group work in classroom.



MAHAMMEDI Wahiba

Figure 2.3: Frequency of group work

The percentage indicates that all 40 the pupils 100% say that their teacher sometime made them in groups.

The fifth question the pupils are asked about the difficulties of group work and they required to justify their answer.

Responses	Pupils' number	Percentage
Yes	12	30%
No	28	70%

Table 2.2: Difficulties encountered in group work

The percentage shows that majority of 28 pupils (70%) indicate that they do not find any difficulties because group work facilitates and improves their learning, also they feel themselves free when working together , whereas 12 of them (30%) say that they have difficulties when they work in group because their classmate do not take their ideas into consideration and they make noise.

The sixth question pupils are asked if group work improves their learning or not.

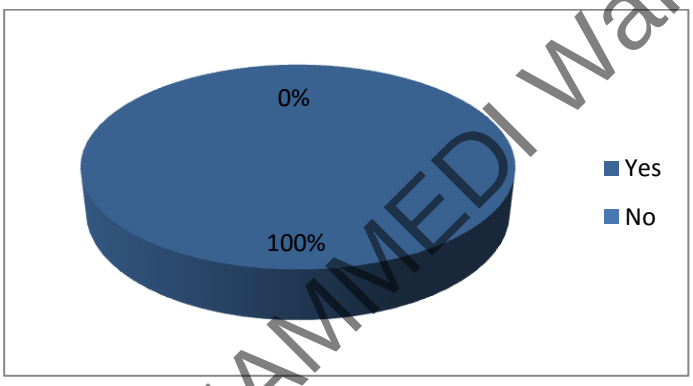


Figure 2.4: The importance of group work

MAHAMMEDI Wahiba

As shown in the figure above all 40 pupils 100% say that group work improve their learning.

A. **Section two: students attitudes towards collaborative group work**

The seventh question pupils are asked about the degree of motivation when working in group.

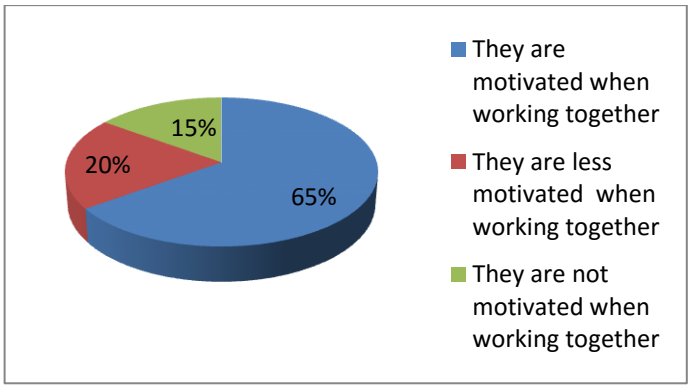
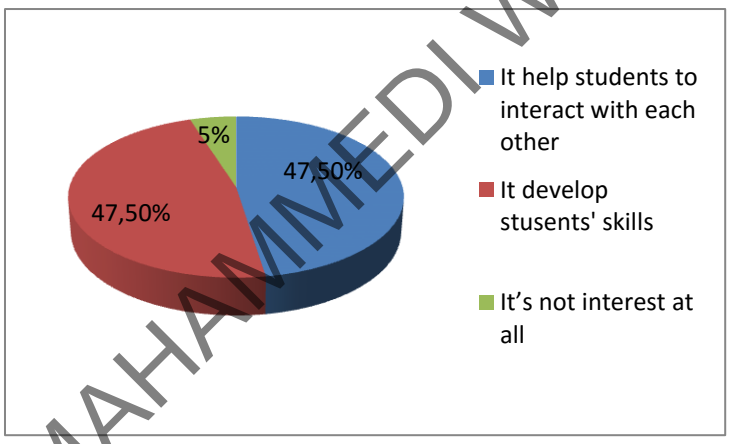


Figure 2.5: Pupils' degree of motivation

As shown in the figure above (65%) of pupils are motivated when working together, (20%) pupils are less motivated, and only (15%) are not motivated.

The eighth question pupils are asked about the result of group work.



MAHAMMEDI Wahiba

Figure 2.6: The results of group work

The result indicates that (47.5) of pupils say that group work help them to interact with each other , and (47.5) of them state that group work develop their skills, and just (5%) of them declare that it is not interest.

The ninth question pupils are asked about their interaction in group work

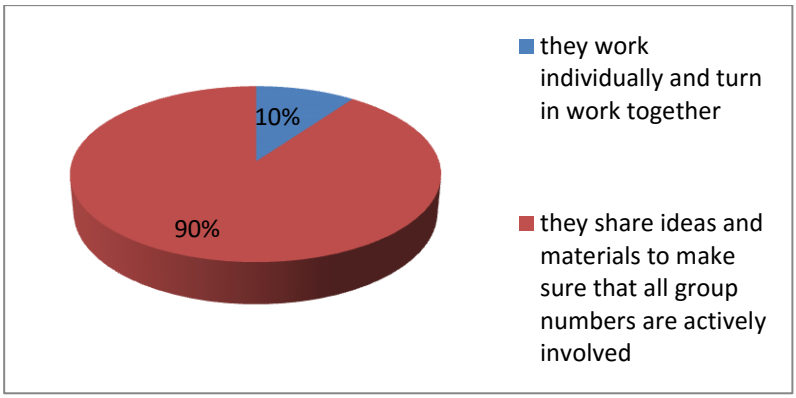
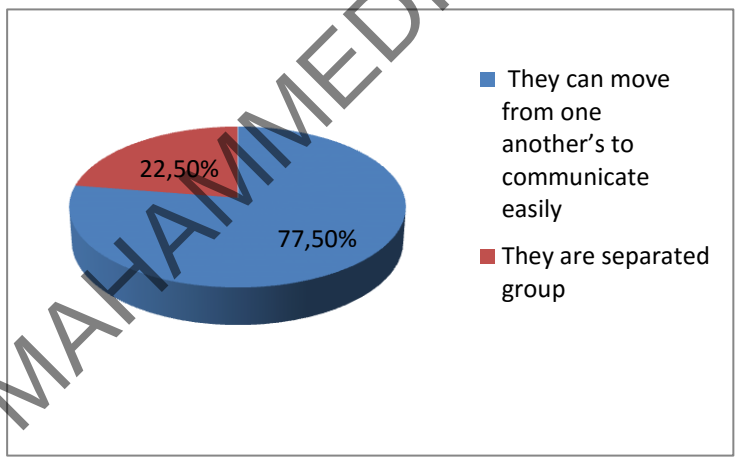


Figure 2.7: pupil's interaction in group work.

The percentage indicates that the most of pupils (90%) argue that within the group work they share ideas and materials to make sure that all group numbers are actively involved ,and only (10%) of them state that they work individually and turn in work together.

In tenth question pupils are asked about the physical arranged within group work.



MAHAMMEDI Wahiba

Figure 2.8: physical arrangement of pupils in group work

As shown in figure 10, the majority of pupils (77.5%) state that they can move from one pupil to another to communicate easily, whereas the rest 9 of them (22.5%) said that they are separated group.

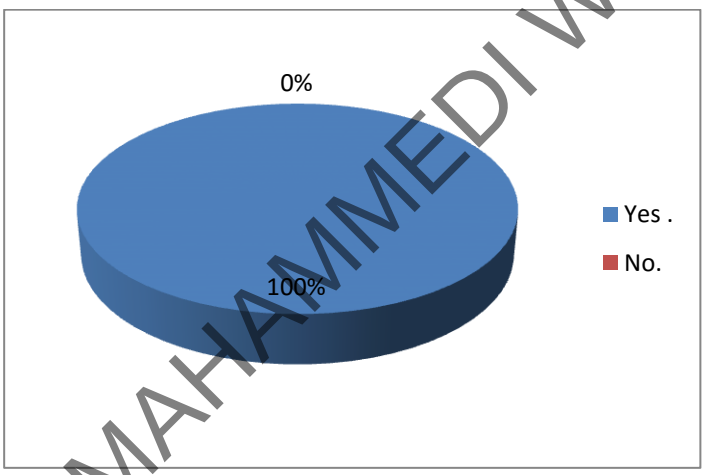
The eleventh question pupils are asked about the benefit of group work and they are required to say why?

Responses	pupils ‘number	Percentage
Very much	27	67.5%
Little	13	32.5%
Nothing	00	00%

Table 2.3: Amount of benefit from group work

As shown in the table above the majority 27 pupils (67.5%) say that group work is beneficial because it helps them to discover their mistakes and they correct them, support them to understand well ,and 13of pupils (32.5%) response that benefit little because they understand but there is lot of noise, and no one indicates that group work add nothing to them.

In the twelfth question pupils are asked if their teacher praise them or not.



MAHAMMEDI Wahiba

Figure 2.9: pupil offer praise.

The percentage indicates that, all pupils 100% say that they receive praise from their teachers in group work.

In the thirty question pupils are asked about the enhancement of praise and required that to say why?

Responses	Pupils' number	Percentage
Yes	40	100%
No	00	00%

Table 2.4: the enhancement of praise

In this question all pupils (100%) say that praise encourages them to work in group, and state that their teachers care about them and praise encourage them to full the activities, in addition it helps them to participate in classroom.

In the last question pupils are asked about the evaluation of group work

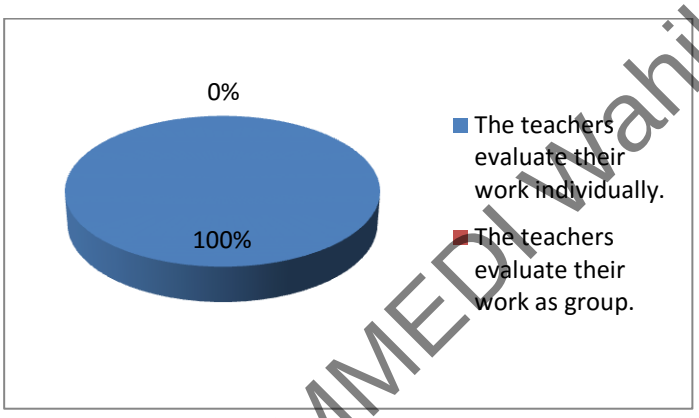


Figure 2.10: the evaluation of group work

In this question all pupils (100%) answer that their teachers evaluate their work as group.

MAHAMMED Wahiba

2.6.2 Results of Interview

The percentages of the interview answers will be represented in the following tables, from the first question until the ninth questions. They answer the interview as follow.

Section one: teachers implementing of collaborative learning

In the first question teachers are asked about the use of collaborative learning.

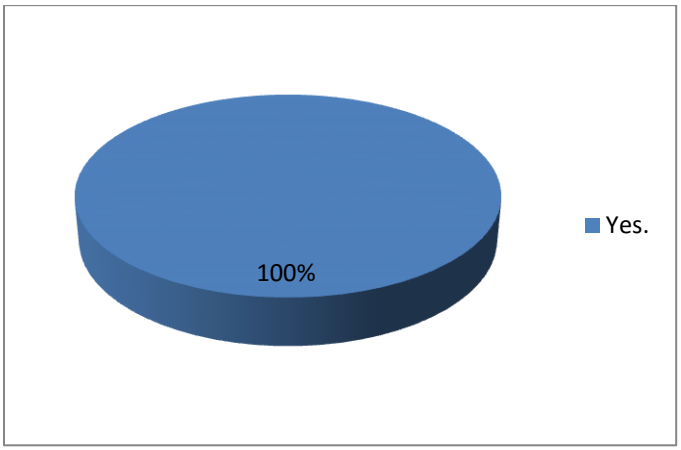
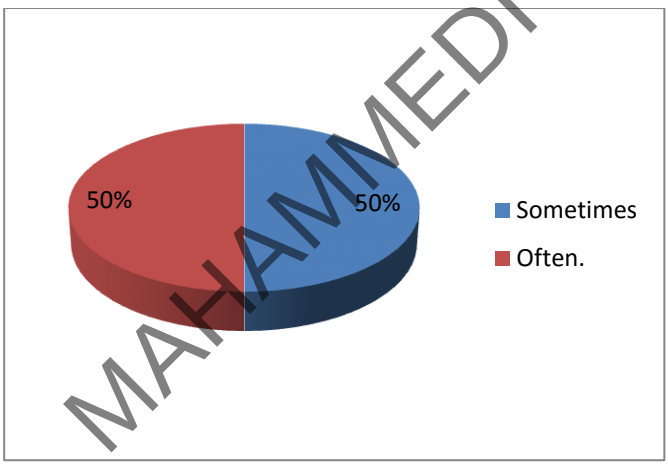


Figure 2.11: teachers' use of collaborative learning

In this question all the teachers (100%) argue that they use collaborative learning in classroom.

The second question teachers are asked how often they made their pupils to work in group



MAHAMMEDI Wahiba

Figure2.12: frequency of collaborative learning

The percentage shows that half of teachers (50%) sometimes make their pupils to work in group and half of them (50%) who often make it.

The third question the teachers are asked about the group size.

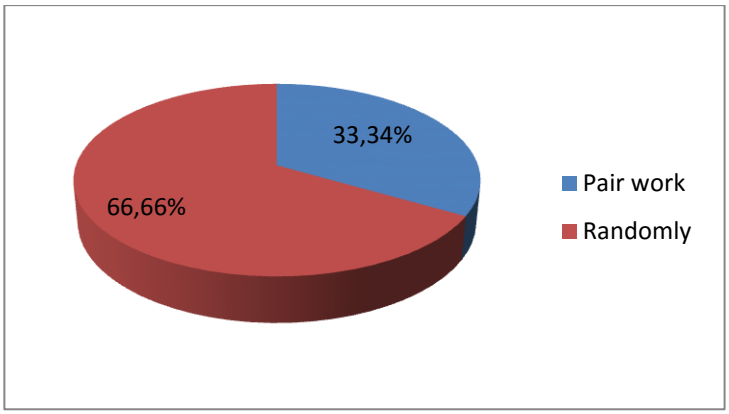


Figure 2.13: group size.

As shown in the figure above,the majority of teachers (66.66%) prefer to set pupils randomly, and (33.34%) of them prefer to set them in pair work.

The fourth question the teachers are asked if they aware their pupils' about the value of collaborative learning, and they required justifying their answers.

Responses	Teachers' number	Percentage
Yes	6	100%

Table 2.5: Teachers' consciousness toward the value of collaborative learning

In this question all teachers (100%) declare that they raise pupils awareness toward the value of collaborative learning, because those teachers claim that they want to speak with them about the importance of this technique in their clssrooms.

Section two: teachers' perception of collaborative learning as motivational strategy

The fifth question teachers are asked how they find their pupil while working in group.

MAHAMMEDI Waniba

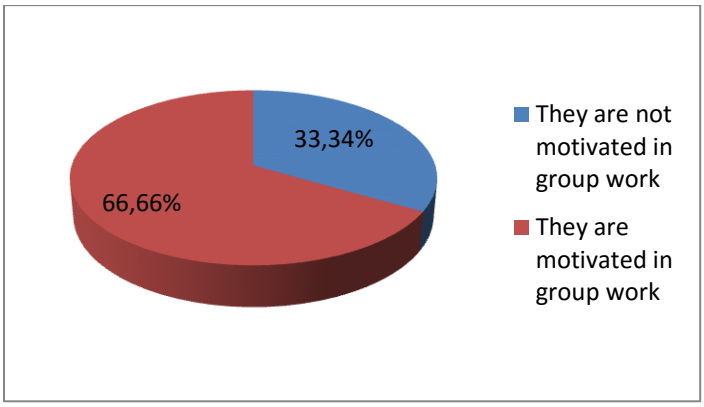


Figure 2. 14: teachers' perception of pupils' reaction in group work

In this question the majority of teachers (66.66%) find their pupils Motivated, and (33.34%) of them claim that they find them not motivated.

The sixth question teachers are asked if collaborative learning improves the skills of their pupils or not .

Responses	Teachers' number	Percentage
Yes	6	100%

Table 2.6: teachers' observation of pupils' skills in group work

In this question all (100%) teachers argue that collaborative learning improve the pupils' skills.

The seventh question teachers are asked to give their opinions about the level of their pupils in collaborative learning.

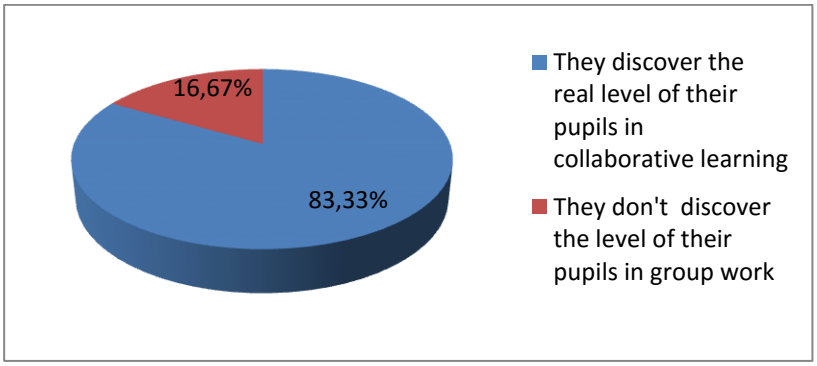


Figure 2.15: teachers' opinion about the level of their pupils in collaborative learning.

MAHAMMED Wahiba

As shown in the figure above, majority of teachers (83.33%) say that collaborative learning help them to discover the real level of pupils, and just (16.67%) of them say that it doesn't help them to discover the real level of them.

2.7 interpretations of Results

2.7.1 Interpretation of Questionnaire

In the light of the respondents' answers of pupils , it has been confirmed that collaborative learning is a good strategy (see figure2.2). In addition the results obtained from the sixth question of questionnaire denoted that group work improves their learning. Moreover the pupils' answers to the seventh question showed that most of them are motivated when they work in group. Also from the pupils' answers indicated that collaborative learning is beneficial for them (see table 2.3) .

2.7.2 Interpretation of Interview

The percentages of teachers' interview make clear that all of them use collaborative learning in classroom to encourage their learners to learn more (see 2.11) . And the teachers answer to fifth question showed that the majority of them find their pupils motivated when they interact and exchange ideas with each other's. In addition the respondents' answers to sixth question demonstrated that CL helps their pupils to improve their skills in EFL classroom. Moreover the responses to seventh question reflected that most of the teachers see that CL helps them to discover the real level of their pupils.

MAHAMMEDI Wanida

2.8 Conclusion

This chapter was concerned with data collection and data analysis. The interpretation of results of both pupils' questionnaire and teachers' interview have shown that collaborative learning influences positively on pupils' affective factors especially motivation. Moreover the researcher can conclude that results display the important role of this strategy as a powerful way to deal with pupils' problems of interest and involvement in the classroom.

MAHAMMEDI Wahiba

General Conclusion

MAHAMMED Wahiba

General Conclusion

Collaborative learning is based on learners' work together in small groups. It provides pupils with opportunities to practice, and discover many information, without facing their textbook and teachers.

The results obtained from pupils' questionnaire showed that the majority of pupils find that collaboration is good strategy, and prefer to work in groups because this strategy encourages them to interact with each other and to exchange ideas which in turn can create good relationships in the classroom. Moreover it is beneficial because of its' positive impact on pupils' motivation. On the other hand teachers' interview showed that the majority of teachers conducted that collaborative learning is successful method, and it has agreat impact on students' involvement in the classroom .

Therefore the results display that collaborative learning as strategy can increase pupil's motivation and raise pupils' interest in learning.

MAHAMMEDI Wahiba

Bibliography

MAHAMMED Wahiba

Bibliography

- Abawi, K. (2013). Data Collection Instruments (Questionnaire and Interview). Geneva Workshop.
- Brophy, J. (2004). (2 end edition). Motivating Students to Learn. Mahwah New Jersey.
- Dailey,A. (2009). Key Motivational Factors and How Teachers Can Encourage Motivation in their Students .University of Birmingham.
- Davidson, N. Major, C . (2014) .Boundary Crossings: Cooperative Learning, Collaborative Learning,and Problem-Based Learning. *Journal on Excellence in College Teaching* ,25 ,7-55.
- Dooly, M .(2008).Constructing knowledge together: collaborative or cooperative learning?. *Extracted from Telecollaborative Language Learning*, 21-25.
- Eggleton,P. Motivation: a key to Effective Teaching . 03.
- Gavin, R . (2007) .Motivating Learners in the Classroom: Ideas and Strategies . Paul Chapman Publishing .
- Harms, j. Kane ,K .Getting Started :a Guide to Collaboration in the Classroom . UHMànon Center for Teaching Excellence.
- Jarvela¨ ,S .Jarvenoja¨ ,H.&Volet,S.(2010). Research on Motivation in Collaborative Learning: Moving Beyond the Cognitive–Situative Divide and Combining Individual andSocial Processes .*Educational Psychologist* , V45,15-27.
- Kajorrnboon, A. (2005) .Using interviews as research instruments. Language Institute Chulalongkorn University
- Latham,B . (2007) . Sampling: What is it? . Bobbies lathem.
- Sternberg,R & Yun Dai, D. (2004). Motivation, Emotion,and Cognition , Integrative Perspectives on Intellectual

MAHAMEDI Wanipa

Functioning and Development. Lawrence Erlbaum Associates Mahwah New Jersey .

- Valtonen , T. (2011) . An insight into collaborative learning with ICT: Teachers' and students' perspectives. University of Easter Finland Joensuu .

MAHAMMEDI Wahiba

Appendix

MAHAMMEDI Wahiba

Appendix: A

Pupils' Questionnaire

Dear pupils

You are kindly designed to fill this questionnaire to express your attitudes towards the use of collaborative work, please tick the appropriate answer and justify it whenever necessary and thank you.

1 Personal information

a. Female ☐

b. Male ☐

A. **Section one: Student Attitudes Toward The Implementation of Collaborative Learning**

2 What is your opinion about group work?

a. Good strategy ☐

b. Not good at all ☐

3 When doing classroom activities do you prefer: justify your choice

a. Individual work ? ☐

b. Pair work ? ☐

c. Group work ☐

……

……

4 How often do your teachers ask you to work in groups?

a. Never ☐

MAHAMMEDI Wahiba

b. Sometime

c. Always

5 Do you find difficulties to work with your classmates in groups? Justify your answers

a. Yes

b. No

……

……

6 does group work improve your learning ?

a. Yes

b. No

B. **Section two: Pupils attitudes towards collaborative group work**

7 When you are asked to work in group are you :

a. Motivated ?

b. Less Motivated ?

c. Not motivated ?

8 Does group work help you to:

a. Interact with each other ?

b. Develop your skills ?

c. It is not interest ?

9 How do you interact with other pupils in group work?

MAHAMMEDI Wahiba

a. You work individually and turn in working together

b. You share ideas and materials to make sure that all group numbers are actively involved

10 When pupils work in groups, how are the groups physically arranged?

a. Can easily move from one to another's to communicate easily

b. Are you separated groups

11 How much did you benefit from group work? Why

a. Very much

b. Little

c. Nothing

……

……..

12 When you complete your work within the group does your teacher praise you?

a. Yes

b. No

13 Does praise encourage you to work in group? Why

a. Yes

b. No

……

……

14 How do your teachers evaluate your collaborative work?

a. He/she evaluate your work individually

b. He/ she evaluate your work as group

MAHAMMEDI Wahiba

Thank You for Your Participation

Appendix:B

Teachers' interview

Dear Teachers

You are kindly requested to express your opinion about collaborative learning as motivational strategy in rising pupils' learning .

Section one: teachers implementing of collaborative learning

Question 1: Do you use collaborative learning in classroom?

Question 2: How often do you make your pupils work in group?

Question 3: What group size do you use in classroom?

Question4: Do you raise your pupils' awareness toward the value of collaborative learning? Justify your answer

Section two: teachers Perception of Collaborative as Motivational Strategy

Question 5: How do you find your pupils while working in group?

Question 6: Do you think that collaborative work improve the skills of your pupils?

Question 7: Does collaborative learning help you to discover the real level of your pupils?

Thank You for Your Participation

MAHAMMEDI Wahiba

التلخيص :

يهدف هذا البحث الى دراسة دور العمل الجماعي بين التلاميذ في القسم ,والذي يعتبر كاستراتيجية تحفز التلاميذ لتعلم اللغة الانجليزية. ولهذا تمت الدراسة مع تلامذة السنة الرابعة متوسط في متوسطة صطاف الجيلالي, بمكمن بن عمار ضمن بحث استكشافي .

الكلمات المفتاحية:

العمل الجماعي , الاستراتيجية , تعلم اللغة الانجليزية ,التحفيز.

Résumé en Français :

Cette recherche visée examine le role du travail d'équipe entre les étudiants dans la class, le travail d'équipe considéré comme une stratégie de motivation des élèves pour apprendre la langue anglaise .Ainsi , une étude de cas a été mise en exécution avec les élèves de quatrième année moyenne Settaf Djillali , Mekmeen Ben Amar. Dans une recherche d'exploration.

Mots clés :

Travail d'équipe, Stratégie, Apprentissage de la langue anglaise, Motivation.

Summary in English:

This research aims to examine the role of collaborative learning between the students in the classroom, which is regarded as a strategy of motivation for students to learn English language. A case study, this, was carried out with the 4th year middle school pupils at Settaf Djillali in Mekmen Ben Amar.

Key words:

Collaborative Learning, Strategy, English language learning, Motivation.

MAHAMMEDI Wariba