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**Title:**

## The Combination of Group Work Activities and Classroom Management Techniques to Promote Students' Learning of English: the case of 2nd year Learners in Secondary School

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## Dedications

## *To all our beloved ones*

Special thanks are addressed to our families. We wish to thank our parents and grand-parents who supported and pushed us to work hard. If we are graduated today, it is thanks to your countless efforts and trust. Their prayers were the biggest support for us.

We tend also to thank our brothers and sisters: Badreddine, Lyes, Feriel and Asma for their understanding and encouragement. Our thanks go as well to our friends and classmates for their generosity and help.

## *Thank you so much.*

*Abstract*

*This research investigates the use of classroom management techniques (CMT) to involve 2ⁿᵈ year learners in group work activities (GWA) in two secondary schools of Tizi-ouzou: Sahoui Aldjia in Azazga and Brothers' Hamdi in Yakouren. It aims at accentuating the importance of GWA under an effective CM to enhance students' learning in English foreign language (EFL) classes. It also seeks to know the students' attitudes towards the combination of CMT and GWA. The research is based on Stevens Robert, J and Slavin Robert, E's (1995) essential conditions of cooperative learning as well as the three major components of classroom management (CM) included in Carol Cummings' (2000) Winning Strategies for Classroom Management. It is based on the mixed method approach. It integrates a questionnaire directed to 2ⁿᵈ year learners and an interview to their teachers. The study has used SPSS to analyze the quantitative data gathered from the close-ended questions of the questionnaires, and the QCA to interpret the qualitative data obtained from the open-ended questions of the questionnaire and the interview conducted with six (6) teachers. The results of the investigation indicate that the teachers use GWA to involve Students actively in the learning process as they become motivated and have positive attitudes towards this method. In fact, teachers are aware of the importance of CM to set up effective GWA. This is why they generally use some CMT to establish an appropriate learning environment. On the basis of these findings, it is concluded that GWA, especially when combined with CMT, is a very important method to make learners practice English and increase their levels of EFL.*

*Key Words: Classroom Management, Classroom Management Techniques, Group Work*

*Activities.*

## List of Abbreviations and Acronyms

- CM : Classroom Management

- CMT : Classroom Management Techniques

- EFL : English as a Foreign Language

- GW : Group Work

- GWA : Group Work Activities

- Q : Question

- QCA : Qualitative Content Analysis

- SPSS : Statistical Package for Social Sciences

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# General Introduction

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## 1. Statement of the Problem

English is a global language, and its learning as a foreign or second language is crucial. Algeria as many other countries like Egypt, France and India, included English in its school syllabi. But teaching English is not an easy task especially that it is not a spoken language in the Algerian society. To say that someone knows a language, he/ she should be able to communicate effectively when using it. This is why it is necessary for teachers to find the best methods and the appropriate techniques to urge learners practice it.

Group Work Activities is a method that teachers adopt to enhance learners' level in EFL; it is seen as being beneficial especially that it puts learners in situations where they work in a collaborative way that urges them to use the language through exchanging information and helping each other to reach their goals. However, teaching through group work (GW) alone is not sufficient. There is always a need to good management of the classroom, in addition to the basic elements to implement the GWA. Furthermore, GWA and CM are two very interesting strategies whose use facilitates the learning process. Consequently, their importance has motivated different researchers around the world to conduct studies in this respect. For example, Eva Hammar Chiriac and Karin Forslund Frykdal (2011) have conducted a research which deals with the management of GW as a classroom activity. Another research has been conducted by Edmund T. Emmer and Mary Claire Gerwels (2005) who have dealt with establishing CM for cooperative learning: three cases. The research ended up with the way effective teachers establish their cooperative learning setting.

The present research is related to the ones mentioned above. They are alike in the fact that they highlight the use of CM and GWA in EFL classes. However, this one attempts to provide secondary school teachers who face some difficulties in implementing GWA with some techniques such as circulating among learners and giving them instructions to avoid an anarchic environment. In other words, teachers during GWA resort to CMT that are the key to

establish a calm classroom. This study looks at knowing whether English language secondary school teachers involve their 2nd year learners in GWA. It also seeks to find whether the combination of CMT and GWA really promote learners' levels in English. Thus, highlighting this combination facilitates students learning through a well managed GW and promotes their levels of EFL.

## 2. Aims and Significance of the Study

The aim of this study is to investigate the combination of GWA and CMT by the teachers to promote their students' learning of English, in both Sahoui Aldjia and Brothers' Hamdi Secondary Schools. It highlights the importance of GWA under an effective CM to motivate learners and enhance their learning of English as a foreign language by using the appropriate techniques to put them into practice. So, this study investigates the usefulness of GWA in teaching English and seeks to make teachers recognize that the latter is unsuccessful unless there is a presence of the basic elements of cooperative learning and the three major elements of CM with its convenient techniques.

This investigation is a threefold objective. First, it aims to know whether English language teachers in secondary school use CMT to involve learners in GWA. Then, it investigates the extent to which it is important to support these activities with a suitable CM in order to enhance students' learning of English. Finally, it seeks whether 2nd year students have positive or negative attitudes towards the combination of CMT and GWA.

## 3. Research Questions and Hypotheses

This research seeks to answer the following research questions:

1. Do teachers of secondary schools use CMT to involve their 2nd year students in GWA?

2. Do GWA necessitate a good CM to enhance 2nd year students' learning of English?

3. What are students' attitudes towards the combination of CMT and GWA?

To answer the research questions, we advance the following hypotheses:

**1).**

**a** Secondary school English language teachers use CMT to involve their students in GWA.

**b** English language teachers in secondary schools do not use CMT to involve their students in GWA.

**2).** To make GWA effective, it is necessary to reinforce them with CMT.

**3).** Students have positive attitudes towards the combination of CMT and GWA.

## 4. Research Techniques and Methodology

To conduct this study, we adopt the mixed method research which combines both qualitative and quantitative methods for data collection and data analyses. The research data is drown from two main sources: a questionnaire administrated to $2^{nd}$ year learners at both Sahoui Aldjia and Brothers' Hamdi secondary schools in Azazga and Yakouren respectively, and an interview conducted with six participant teachers. The quantitative data are presented and analyzed using the statistical package for social sciences (SPSS), while the qualitative content analysis (QCA) is used for the interpretation and explanation of the qualitative data.

## 5. Structure of the Dissertation

This dissertation takes the form of the traditional complex-model. It consists of a general introduction, four chapters and a general conclusion. The General Introduction deals with the statement of the problem, the aim of the study and its significance, the research techniques and methodology, and the structure of the dissertation. The first chapter deals with the review of literature, which reviews the main theoretical concepts of previous works and studies related to the present study. The second chapter is methodological. It presents the procedures of data collection tools, namely the questionnaire and the structured interview. It also presents the procedures of data analyses which consist of SPSS and QCA. The last chapter is concerned with the presentation of the findings obtained from the questionnaire and the

interview. It presents them in different forms including tables and diagrams. The last chapter is dealing with the discussion of the findings gathered by means of the two data collection tools. The dissertation ends with a general conclusion that summarizes the whole work.

## Introduction

This chapter presents the review of literature that involve the use of CMT and GWA by teachers to involve 2nd year students to learn English. It is divided into three parts. The first part deals with CM, its importance and techniques. The second one is about GWA, their importance and the appropriate techniques of their implementation in EFL classes. As to the last part, it is a kind of combination between the two mentioned concepts. It deals with the use of CM during GWA. This study is based on Stevens and Slavin's (1995) essential conditions of cooperative learning, namely group goals and individual accountability, and the three major components, working alone, teacher's talk and whole-group interaction, introduced in Carol Cummings' (2000)*Winning Strategies for CM*.

## I. Classroom Management

### 1. Definitions of Classroom Management

Classroom management refers to the different skills and techniques used by teachers to provide their students with a good learning environment. It is a general term with multiple functions. So, *"classroom management is an umbrella term for teachers' actions to manage class, students' behavior and their learning"* (Martin and Sass, 2010 cited in Aliakbari and Bozorgmanesh, 2015:2). In other words, CM is a generic term for teacher's different tasks to organize the classroom and take control of learners' misbehaviors and learning. Emmer and Stough (2001) add that these actions refer to different aspects, including the organization of the classroom, taking control of misbehaviors, giving necessary instructions, and taking into consideration learners' needs *(ibid:2).* In other words, classroom management refers to teacher's strategies to create a suitable learning atmosphere. It is a large concept that includes teachers' different tasks, encompassing supervision, manipulation, and guidance of the classroom. In this purpose, Asiyai (2011:283) states that it *"entails planning, supervising, controlling and coordinating the activities of pupils in teaching –learning process."* Some

scholars, such as Weimer, contend that CM is deeper than managing and correcting students' misconducts. It rather means to develop 'proactive ways' to stop problems first and establish an appropriate learning environment (Weimer, 1987). In this context, Dr. Delceva (2014) states that CM is an operation which does not only comprise the various tasks required from the teacher and the learners, but also all what is related to teaching and its goals. It is also concerned with learners' 'needs and abilities'. It is the organization which enables learners to reach the outcomes not only when working individually but also in groups. It paves the way for efficiency of teaching and learning (Trajkov, 2007 cited in Delceva, 2014). In other words, it means to create a convenient environment and a community which valorizes learning so that the teacher guides the classroom by establishing safety and calm (Prawat, 1996 and Doyle, 2006 cited in May Britt Postholm, 2015). Consequently, CM is a fundamental concept maintained by teachers to create a motivating learning atmosphere that enhances learners' positive attitudes.

## 2. The Importance of Classroom Management

Classroom management is a basic concept in the teaching/learning process. It is necessary for both teachers and learners. On one hand, it helps teachers to control the classroom and establish a convenient environment for learners. On the other hand, it motivates learners and involves them in the work. Furthermore, CM is the base to reach the pedagogical objectives and ensure the comfortable work oriented climate for learners (Ogunu, 2000 cited in Asiyai, 2011). In other words, it is a point of departure to reach instructional goals and suitable environment for students' learning process. Cummings (2000:1) reviews some other researchers' findings and states that "*classroom management has the greatest effect on processes, home environment and parental support, school culture, curriculum design, and school demographics.*" Teaching and learning processes necessitate CM more than anything else to be established. As Peace notices, when a classroom is well- managed

and the environment is work-oriented, learners become more motivated. They work profoundly and their learning increases (Peace Corps, 2008). CM is a very important element in teaching EFL because it puts learners in the most appropriate conditions to practice the language. A good classroom environment, therefore, *"facilitates desirable behavior and attitude among students and thus enhancing their academic performance positively. Such an environment provides avenue for effective teacher/ students and students/students interaction"* (Asiyai, 2011:83). That is to say, CM affects students' learning positively and creates good relation among the learners and their teachers. It also makes the teacher more respected by his/her pupils who become more exited to learn especially when they see their teacher's seriousness (Peace Corps, 2008).

## 3. Techniques of Classroom Management

They are the techniques used by teachers to provide their learners with a good learning environment; they are very important. Even the teacher's effectiveness in teaching is evaluated according to his use of the different CMT with his learners and the way they are used to maintain an appropriate learning atmosphere, free from noise and any other disturbing acts (Asiyai, 2011). In one article, McDaniel (1986) has introduced eleven basic techniques that should be taken into account by the teacher to reach an effective teaching and learning atmosphere. The techniques are as follows; Focusing, direct instruction, monitoring, modeling, non-verbal cuing, environmental control, low- profile intervention, assertive discipline, assertive I-messages, humanistic I- messages and positive discipline.

### 3.1. Focusing

It is the first step that a teacher may take. It is the fact of trying to attract learners' attention to begin the lesson. This technique requires the teacher's patience to get a silent and calm classroom before starting the lesson. McDaniel (1986) states that this technique is to demand the learners' attention and waiting until they calm down to start the lecture. McLeod,

et al, (2003) advise teachers to avoid giving expanded instructions unless being sure that they got students' attention.

## 3.2. Direct Instruction

After getting the learners' attention, the teacher tells them about what they are and what he is going to do during the lesson. So, it is a teacher- centered technique which aims at providing learners with necessary information including the different questions: how, what, where and when to make the tasks easier. In other words, it provides them with the necessary steps to achieve the goal and accomplish the task (McLeod, et al. 2003).

## 3.3.Monitoring

It is the supervision and guidance of learners by their teachers while they are involved in a given task. *"Monitoring is a classroom management technique loosely defined as listening to the learners for their accuracy and fluency, or checking to see whether activities are going to* (be) *plan and that learners are' on task"* (Darn, 2006: 1). It is the fact of circulating and getting around the classroom to check the learners' progress while they work on the tasks. It is a technique that aims to establish an effective learning by underlying the difficulties faced by learners in order to answer their questions or make some modifications to make the concepts more comprehensible (McDaniel, 1996 cited in Asiyai, 2011). The presence of an efficient monitoring affects the quality of teaching positively and makes it successful, while its absence causes the failure of the latter (Brent, 2009).

## 3.4.Modeling

Modeling is an instructional technique that teachers should be aware of because it requires learners' observation and imitation. McDaniel (1986: 64) made reference to it by a citation that says: *"values are caught not taught."* More precisely, an effective teacher is the one who knows that he should be a good example to his learners. Correspondingly, one of the most remarkable things a teacher may consider is the voice. He should use a 'low-pitched

voice' to gain a good reputation and respect from his learners who will see him as an idol. The latter affects them positively. They will try to imitate him then they succeed to become quieter (McDaniel, 1986).

## 3.5. Non-Verbal Cuing

It is the use of non-verbal communication system such as facial expressions, body postures, eye contact, and hand signals… in the classroom to achieve good understanding. In the behavioral psychology, they were described as being effective in improving classroom discipline. This idea has been confirmed by McDaniel who says "*of course, good teachers have always known that cues improve discipline*" (McDaniel, 1986:64). That is to say, good teachers are aware of the usefulness of non-verbal cues. That is why they use them as warnings in case of misbehaviors.

## 3.6. Environmental Control

To ensure good learning and behavior, an effective teacher should be able to control the classroom environment. Moore (2005) claims that the key to a successful management is the ability to establish an effective social and physical leader atmosphere to achieve effective learning. According to McDaniel (1986), it is the fact of changing, varying, and enriching the classroom environment in order to motivate learners, to attract their attention, and to involve them to work. This enrichment is, for instance, done by means of audiovisual aids, music, and bulletin boards. The latter are very interesting and useful in EFL classes since they provide learners with the instances of language use. That is to say, they provide language in context. So, they are necessary to maintain a motivating atmosphere and establish a controlled environment. McDaniel (1986:64) argues that "*enrichment motivates students - and motivated students engage in learning rather than in misbehavior.*" So, the environment control technique is the fact of varying the classroom as to motivate learners to work and avoid misbehaviors.

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### 3.7. Low-Profile Intervention

This technique requires from the teachers to be quiet and pay attention to all the details included in the classroom to avoid the predicted problems. In other words, the teacher should make sure that everything is controlled and learners are not abstracted in order to escape problems before they occur; and, this should be done in a calm way. For instance, the teacher can use namedropping, which is to inter the student's name while explaining in order to bring the students' attention back to the class and make talkative learners focus on their work (McDaniel, 1986).

### 3.8. Assertive Discipline

It is a principle developed by Canter (1989). This principle requires from the teacher to face his/her learners' behaviors as discreetly as possible. Canter states that assertive discipline needs assertive/masters teachers. The teacher is the 'boss' who teaches the learners how to behave; he sets rules that would be communicated to learners who are taught to respect them. Thus, assertive discipline means to master how to use positive reinforcement and praise all the learners once a day at least. They use consistent negative consequences as a last refuge (Lee and Marlene Canter, 1976; McDaniel, 1986).Within this context, Canter (1989:58) adds that *"the key to assertive discipline is catching students being good, recognizing and supporting them when they behave appropriately and letting them know you like it, day in and day out."* In other words, assertive discipline requires from teachers to support and encourage the learners by giving them positive feedback each time they behave appropriately.

### 3.9. Assertive I-Messages

It is an element in assertive discipline. I-messages are simple statements (such as I want you to…) used by the teacher to face learners' misbehaviors and tell them what they are expected to do. A good teacher tries always to concentrate on what he desires from his learners and avoid the direct mention of the misbehavior. The latter is a technique to attract

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learners' attention and avoid their negative quick answers (McDaniel, 1986). In other words, assertive I-messages refer to the use of brief descriptions as a message to guide the learners and show them what they are supposed to do.

### 3.10.Humanistic l-Messages

According to Canter (1989), humanistic I-messages are expressions used by the teacher to communicate his/her feelings, in order to show their learners how much their behaviors influence the teacher. Accordingly, Gordon stated three (3) parts to form the humanistic I-messages, including the description of students' behavior, the effect of the behavior on teacher, and finally, the feeling it creates in the teacher (McDANIEL, 1986). These expressions are used by the teacher to convey their feeling to the learners and invite them to correct the situation and solve the problem (Moore, 2005). A humanistic I-message is an expression such as "I am disappointed by your behavior". This type of messages is used to change the learner's misbehaviors in a peaceful manner.

### 3.11.Positive Discipline

The last technique is positive discipline. It is also called the principle of positive reinforcement. It states that the best way to establish an effective CM is to avoid punishment in case of misbehaviors and use praise and rewards in case of positive behaviors. In this context, McDaniel (1986) claims that punishment does not reduce learners' misbehaviors; it rather calls for more negative behaviors. Thereby, the teacher is required to use rules that show the behavior he wants to see in his classroom, rather than listing them. Otherwise, they would be neglected by the learners. To illustrate, instead of telling learners "do not speak when I do", say "thank you for your attention."

## II.  Group Work in EFL Classes

### 1. Definitions

Group work is a method used by teachers as a way of varying the tasks to motivate the learners rather than involving them in individual work all the time. Keeping learners interested in EFL is a challenge for teachers; therefore, the teachers should vary the activities by using individual, pair, and GW to motivate the learners and establish a successful teaching learning process.

#### 1.1.  Individual work

It is also called solo work. According to Harmer, individual work has many advantages since it gives learners the opportunity of thinking and working alone (1998). That is to say, individual work is the work done by each student independently from the others. Johnson and Johnson (2010) state that the work is considered individual when the learner works by himself to accomplish the task.

#### 1.2.  Pair Work

Pair work is a cooperative work done by two students. It is considered as being one of group work's types. In fact some scholars, such as Harmer (1998), links pair work to GW. According to Cummings (2000:48), "*pair work is the simplest cooperative grouping to organize."* She adds that when groups are pairs, the members have 50 percent chance of being implicated in the work (*ibid*: 49, 50). Pair works are generally used in EFL classes, where learners are asked to complete the task with a partner as to practice the language with each other. Pair works are in fact,  involved in *GETTING THROUGH Secondary Education, Year Two 2012-2013*. The analysis of this book indicates that pair work is required in different activities. Activity 3 on page 62 provided in the 3rd unit is one example. The task involves the following statement: *Act out the dialogue above (books closed). Pay attention to the*

*pronunciation of the auxiliaries."* The place where the activity is introduced indicates that its objective is to make learners practise and discover the language through pair work.

## 1.3. Group Work

Group work is a classroom arrangement where learners are divided into small teams whose members work together to complete the task. EFL teachers use it to involve their learners actively in the learning process. It is a way of making learners practise the language by interacting with each other. It is a method of instruction that gets learners to work together in small groups to reach an academic mutual objective (Gokhale, 1995). In other words, *"group work is a classroom practice where students work in teams to construct knowledge and accomplish tasks through collaborative interaction"* (Rance-Roney, 2010 cited in Morris, 2016:1). It is a practice that helps students to interact and work collaboratively as a team to reach their objectives. In other words, group work means to put the learners in groups of 4 or 5 members and ask them to work and help each other to complete the task.

In this sense, Johnson and Johnson state that

> Cooperation is working together to accomplish shared goals. Within cooperative activities, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. (Johnson *et, al.* 2005: 88)

In other words, cooperation is the fact of helping each other and increasing both individual and group's efforts in order to achieve good learning. In his turn, Dillenbourg refers to GW by the term collaborative learning. He says that it is the fact that two individuals or more learn or try to learn with each other (Dillenbourg, 1999). GWA are considered as a useful method in EFL classes since languages are mainly learned by the exchange of knowledge and ideas among learners. Johnson (2005) adds that cooperative learning is a strategy that involves learners in small groups to accomplish tasks that would heighten their understanding of the subject (Johnson, 2005 cited in Taqi and Al-Nouh, 2014). That is why GW is introduced in *GETTING THROUGH Secondary Education, Year Two* book, in

different lessons. For instance, task 4 on page 82 included in the fourth unit, involve the requirement *"Think about what <u>you'll do if you pass your exams</u>. Then play a chain game by asking the other group what they will do next."* The purpose of the task is to make the learners understand the lesson of the conditional by practicing and exchanging ideas with each other.

## 2. The Importance of Group Work Activities in EFL Classes

Despite the fact that traditional teaching favors individual work, the study conducted on the most convenient methods of learning took the inverse position (Johnson and Johnson, 1989). Explicitly, it has been proved that group work, especially cooperative group work, influences positively learners' performance and interactional relations and their attitudes concerning learning (Slavin, *et al.,* 1955 cited in Marzano and Pickering, 2003). Accordingly, group work is a crucial method to teach and learn English as a second or foreign language since it gives students the opportunity of negotiating and exchanging ideas and information, then setting efficient relations not only with their classmates but with their teachers too. To put it differently, Johnson and Johnson (1986) state that working in small groups is very important because it involves learners to interact actively and exchange information. Indeed, many other scholars share the same idea. Murphy et al. (2005) claim that collaborative learning is the opposite of passive learning environment, as it encourages learners to acquire knowledge in a more active way (Murphy *et al.,* 2005 cited in Burke, 2011). In this context, Harmer (1998) adds that group work, in contrast to other arrangements, has many advantages like inciting students to work with each other in a cooperative way to accomplish the activity and increasing their motivation to participate actively so that to get the opportunity to practice the language more. Hence, arranging students in groups provide the opportunity to the students to develop their levels in the EFL especially that they are learning by exchanging ideas and sharing information; also; it helps learners to acquire knowledge thanks to

communication. Furthermore, group work plays a great role in developing learners' professional skills (Jacques, 2000).

## 3. Techniques to Implement Group Work Activities in EFL Classes

The way of implementing GWA is a basic step that EFL teachers may take care of to reach success. According to Cummings (2000), in order to get an effective learning while dealing with GWA, the teacher may make the groups structured by using some techniques such as assigning numerical order among participants, dividing the task equally among participants, keeping group size small, and selecting group members and their roles carefully.

### 3.1. Assigning Numerical Order among Participants

It is the fact of giving each learner or each member in a group a number as a name. Cummings (2000) states that assigning numerical order among learners is one of the techniques used to get a more structured GW. She refers to that by saying: *"Numbering off in the group- participation is determined by numerical order" (ibid: 48).* It is a strategy used by teachers to be equitable and give their learners the same opportunities to participate. In brief, numbering is a random method to ask all the learners instead of calling only those who raise their hands or asking the same person each time (Kagan and Kagan, 2009). So, it is a technique that urges all the students to participate.

### 3.2. Dividing the Task Equally among Participants

Dividing the task equally among group members is essential to ensure their participation in the work. Otherwise, many learners stay lazy and let the clever one do the whole work. Cummings refers to the fact of dividing the task equally among group members as being one of the group development stages. She uses the term 'Storming' and revealed that it is the fact of designating the roles to reduce pressure, it is to divide the tasks evenly among the group members and making each one in charge of a given part (Cummings, 1990 cited in Cummings, 2000).

### 3.3. Keeping Group Size Small

The group size should be kept to the minimum. In other words, it is to divide the classroom into small groups of about two to five members because *"small groups take less group member skills to be successful; each student gets more "talk time"; and they complete the task faster than larger groups"* (Johnson and Johnson, 1986:19). In the same sense, Burke adds that small groups are more relevant, especially when the time is shorter. Because larger groups give less chance of participation to each individual, reduce some students' contribution in the work, so they become passive learners (Csernica *et al.* 2002 cited in Burke, 2011).

### 3.4. Selecting Group Members and their Roles Carefully

Selecting group members is a basic component to get a successful group. Davis (1993) says that the latter is generally done in a random way (Davis, 1993 cited in Burke, 2011). While Cummings sees that it is important for teachers to select group members carefully in order to avoid putting learners with 'poor social skills' in the same group (Cummings, 1990 cited in Cummings, 2000). In other words, the teacher should vary the group members. He may involve weak learners with good ones in each group. Accordingly, *"...the instructor can select the group members based on known attributes of the class. For example, the instructor can form groups while taking to account performance levels, academic strength and weaknesses, ethnicity, and gender"* (Connery, 1988 cited in Burke, 2011: 90). In other words, the teacher is required to be fair with his learners and select group members carefully as to make the groups equal. Consequently, he may choose the group members in relation to their pedagogical levels.

### III. Classroom Management During Group Work Activities

Asking learners to work in small groups and share information is unsufficient. Therefore, to make GWA promote students' learning of English, it is necessary to combine

them with CMT. In fact, this idea has been developed by Cummings who referred to Stevens and Slavin's (1995) 'Cooperative Learning'. They claimed that cooperative learning must be based on two major principles, namely 'group goals' and 'individual accountability'. Actually, to make those activities more effective, Carol Cummings (2000) established three elements of small GW, namely 'working alone', 'teacher's talk', and 'whole group interaction' on which CMT may be based.

## 1. Stevens & Slavin's Principles

Stevens and Slavin (1995) have developed some principles of cooperative learning forming an instructional method in which learners are put in small groups to work together in a common task. According to them, in order to make group work successful, two principles must be introduced:

### 1.1. Group Goals

Group Goals is one of the essential conditions of cooperative learning to set up a successful group work. More clearly, *"the group must be accountable for achieving its goals"* (Johnson and Johnson, 2010: 6). Indeed, the term 'group goals' has been substituted by the words 'Positive Interdependence' by many scholars and different books. These words refer to the key competencies to set an effective cooperative group work. It is the fact that group members try to increase their efforts and those of the whole group because the success of each member depends on that of the whole group (Deutsch, 1962; Johnson and Johnson, 1989 cited in West, et al. 2005). Slavin (1990: 52) adds that *"group goals, or positive interdependence* he claims that *the cooperative groups must work together to earn recognition, grades, rewards, and other indicators of group success."* To put it differently, group goals is a principle which states that the success of each member in the group depends on that of the whole group. Therefore, it is better for the members to help each other to do the task.

## 1.2. Individual Accountability

To make GWA effective, the teacher should take into consideration the individual accountability. It is an exigency of learners to do their portion of the task (Hendrix, 1999). It refers to the fact that all the members of a team should work and help each other to learn and be prepared to answer questions (Dr. Tzu-Puwang, 2009). In other words, individual accountability means that the group's results depend on the achievement of each of its members. According to Cummings (2000: 47), *"if a group product is involved, each student receives a grade relative to his own work-not a team grade."* Consequently, the teacher should consider it by checking each group and asking its members randomly then evaluating them. This method urges learners to work hard and do not rely on others (Johnson and Johnson, 1999). So, individual accountability is needed to manage a classroom and get students to work during GWA.

## 2. Cummings' Group Work Components

Working alone, teacher's talk, and whole group interaction are three elements established by Cummings (2000) to make cooperative learning more important. They are different concepts of CM used within small group work. These concepts are explained in the following way:

## 2.1. Working Alone

Working alone is an indispensible component in cooperative learning. When dealing with GWA, each student in the group works alone and then presents his/her work to the group. According to different scholars, like Hammar (2010, 2011) and Steiner (1972), it refers to the situation where group members sit together, but each does the work alone. Moreover, each member deals with a given part of the task, the tasks are gathered to get a unite product at the end (Bennett,*et al.,*1992 cited in Hammar and Frykedal, 2011).

### 2.2. Teacher's Talk

It refers to the teacher's manner of talking and interacting with his learners. It is one of the teacher's basic skills that demand a good relationship between him and his students. The teacher may simplify the language he uses with the learners in order to make himself understood (Harmer, 1998). Teacher's talk has been defined as

> A typical variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech (Richards and Weber 1985: 285 cited in Shinde and Karekatti, 2011: 57-58).

Teacher's talk refers to the simplified variety of language used by teachers to facilitate communication with their learners. It is a strong tool that is used in the classroom. It does not only extend children's talk, but it also facilitates GWA and involves passive students in active participation and supports the learners and convinces them that their attempts are valued by teacher (Dangel and Durden, 2010). In brief, teacher's talk is a means used to organize the tasks, give instructions, guide learners' answers, and give feed backs.

### 2.3. Whole Group Interaction

Unlike the principle of working alone, that of whole group interaction requires from all the group members to work collaboratively to solve the problem or reach the goal of the activity. Accordingly, Bennett, *et al.* (1992) claim that all the group members are supposed to work with each other by making common efforts and utilizing the group's competencies in order to get the final product or the common results (Bennett, et al. 1992 cited in Hammar and Frykedal, 2011).

## Conclusion

This chapter has dealt with the review of literature; it reviewed the previous works related to the use of CMT and GWA by teachers to promote students' learning of English. It included the definitions of CM and GWA, their importance in teaching EFL, and the

techniques used to apply them in the classroom. It also highlights the concept of CM and its

techniques during GWA. In the next chapter, we are going to deal with the research design

and methodology, where we explain the procedures of data collection and data analysis we

adopted in this research.

## Introduction

This chapter is methodological. It is concerned with the research methodology and design used to describe the context of study and the participants involved, to answer the research questions of the study. Moreover, it explains the procedures of data collection tools including a questionnaire for the 2<sup>nd</sup> year learners and an interview for their teachers of English. Furthermore, it clarifies the procedures of data analysis. Finally, it describes the statistical method (SPSS) used for the quantitative data involved in the questionnaire and the Qualitative Content Analysis (QCA) used to analyze and interpret the open ended questions of both tools of data collection: the questionnaire and the interview.

## I. Context and Participants of the Study

The purpose of the research is to investigate the importance of CM and the techniques used by teachers to involve their learners in GWA. This study is conducted in two secondary schools, during the last trimester of the academic year 2017/2018. The first one is Sahoui Aldjia, located in Azazga. The second one is situated in Yakouren; it is under the name of Brothers' Hamdi Second year students. The English language teachers of both schools are involved as participants. Concerning students, the study involved about three hundred and eleven (311) as a whole population, from which we have selected one hundred and seventy (170) students randomly in both schools. More precisely, one hundred (100) questionnaires were handed to Sahoui Aldjia's students, and seventy (70) were distributed to the students of Brother Hamdi because they are less numerous. Whereas the participant teachers are six (6) with whom a face-to-face interview has taken place.

## II. Procedure of Data Collection

In this study, we have adopted two main techniques to gather data: a questionnaire for students and an interview to their teachers.

## 1. The Learners' Questionnaire

A questionnaire is a set of questions and items that are designed by a researcher in order to get the appropriate data from participants. It is *"a systematic compilation of questions that are submitted to sampling of population from which information is desired"* (Barr, Davis and Johnson, 1953 cited in Sharma and Chandra, 2004: 318). The questionnaire is made up of 14 questions, involving close-ended and open-ended questions divided into two main sections. The first section is devoted to students' attitudes towards group work. The second is about classroom management. About one hundred and seventy (170) questionnaires were designed at the end of April, 2018. They were distributed in May 13th to 17th, 2018 to the sample population that was chosen randomly from 2nd year learners at both Sahoui Aldjia (Azazga) and Brothers' Hamdi (Yakouren) secondary schools. However, only one hundred and four (104) have been returned. The choice of a questionnaire is in order to collect qualitative and quantitative data about learners' attitudes towards group work and their teacher's use of CMT to motivate them and enhance their learning of English via GWA.

## 2. The Teachers' Interview

An interview is one of the most common methods of data collection in education and social sciences. It can be conducted with individuals, pairs or even with groups. It can be done face to face or via telephones. *"An interview is a conversation, usually between two people. But it is a conversation where one person, the interviewer, is seeking responses for a particular purpose from the other person, the interviewee"* (Gillham, 2000: 1). In this study, a structured interview is used as a second research technique for collecting data. It is used to gather information about the importance of CM and the techniques used by teachers to involve their learners in GWA in order to promote their learning of English. The interviews were done in face-to-face format using Wiko and HUAWEI Smart phones,

and the participants were informed about the real objective and ethics of the study. The interview included fifteen (15) fixed items. The same questions have been asked to the participants in the same order. They were conducted in secondary school classes where six (6) English language teachers accepted to participate. The two first interviews took place on May 15th, from 10am to 13 pm, while the third one has been conducted on May 20th from 13pm to 13:30 pm, in a classroom of Brothers' Hamdi secondary school. The remaining ones took place on May 27th from 10am to 11:30am at Sahoui Aldjia secondary school.

### III. Procedures of Data Analysis

This section describes the methods used to analyze the collected data. It deals first with the SPSS method; then, it presents context analysis which is used to analyze the quantitative and qualitative data obtained from the questionnaires and the interviews.

### 1. Statistical Package for the Social Sciences (SPSS)

Statistical Package for the Social Sciences is one of the most widely used programs for statistical analysis in social sciences. It is a computer program used to calculate the numerical data gathered from close-ended questions in the questionnaire, to get results in a form of percentages which will be presented in tables, graphs, and pie charts. Another important thing to mention is that, in this study, we used the SPSS method with its three major steps. The first step is to set up data sheet. It consists of the design of the questionnaire and categorizing the collected information. The second one is to enter data in form of numerical variable like we do with Excel. Finally, the run analyses step consists of transforming the data collected from numerical to statistical and visible output.

In short, we opted for the SPSS method in this study because it is the most convenient to analyze the quantitative data involved in the questionnaire since it manipulates and analyzes huge amounts of data and transform them from complex to

simple and from numerical to visual statistical data. Subong (2005: 59) states that, *"each descriptive statistic reduces enormous data into a simpler summary."* In other words, it is a method that sums up, simplifies and interprets the data into graphs and tables.

## 2. Qualitative Content Analysis (QCA)

Qualitative Content Analysis is a method that is used to analyze and interpret the qualitative data obtained from the open-ended questions. It has been defined by Hsieh and Shannon (2005:1278) as *"a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns."* This means that QCA is a way of interpreting the meaning of texts by coding and categorizing them. Stelmer adds that *"content analysis has been defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding"* (Berelson *et al.,* 1952 cited in Stelmer, 2001:1). In other words, it refers to the techniques used to transform large and complex data to simple one. In this research, QCA is the most appropriate method to interpret the qualitative data gathered from the recorded interviews and the open-ended questions involved in the questionnaire (the students' justification) since it is able to interpret, classify, and reduce the given data into 'manageable' ones (Robert Philip, 1990).

## Conclusion

To sum up, this chapter has focused on the research design and methodology used in the study. The first part has presented the content and the participants involved. Then, it has dealt with a description of the procedures of data collection used in the investigation, which include a questionnaire and an interview. Finally, it has described the data analysis procedures, which consist of the Statistical Package for the Social Sciences and Qualitative Content Analysis methods, which have allowed us to investigate the importance and the use of classroom management and teacher's techniques to involve learners in group work

activities. In the next chapter, the results obtained from the questionnaires will be presented in form of pie charts, tables, and graphs; then, they will be discussed together with the results obtained from the interviews.

## Introduction

This chapter is empirical; it presents the outcomes of our research. It is divided into two parts. The first one deals with the findings obtained from the questionnaires that were distributed to 2$^{nd}$ year learners in Brothers' Hamdi and Sahoui Aldjia secondary schools and interpreted by means of the SPSS method. The second part is about the results gained from the interviews conducted with six (6) English language teachers of the same schools.

## I.Presentation of the Findings Obtained from Questionnaires

### I.1 Section One : Learners' Attitudes towards Group Work Activities

**Q 01: How often have you been asked to work in groups?**
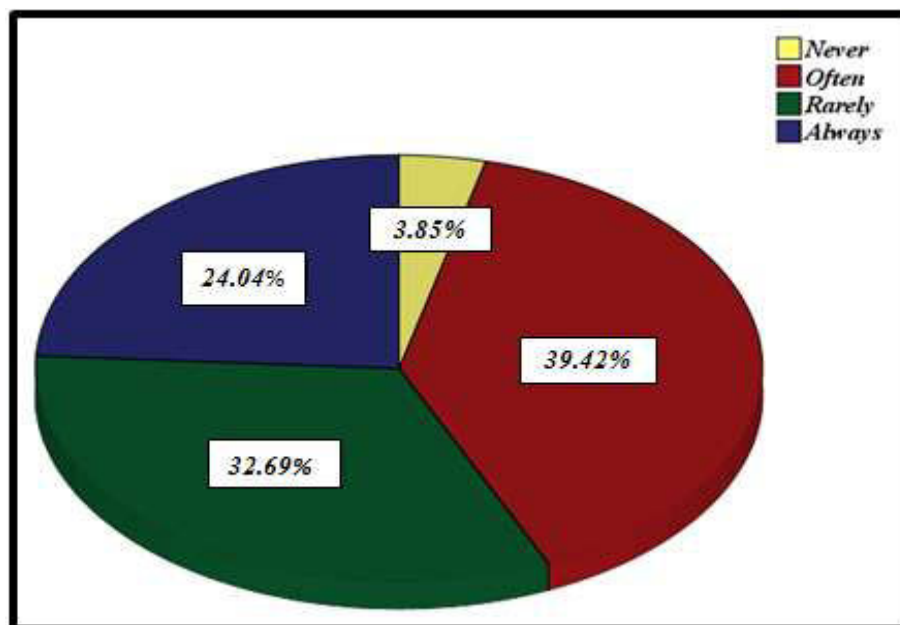


**Diagram 1: The Rate of Learners' Involvement in GWA**

To know to which extent the learners are familiar with GWA, we have asked them about the rate of their involvement in those activities. Actually, diagram1 shows that most of the participants have already been asked to work in groups. It demonstrates that only 3.85% of the participants have never been asked to complete the task within groups. However, the largest portion with 39.42% of learners deals often with GWA, while 32.69% are rarely put in group works, and 24.04% do always.11

**Q 02: During group work, do you feel:**
   a) **Motivated**            c) **Less motivated**
   b) **Very motivated**       d) **Not motivated at all**
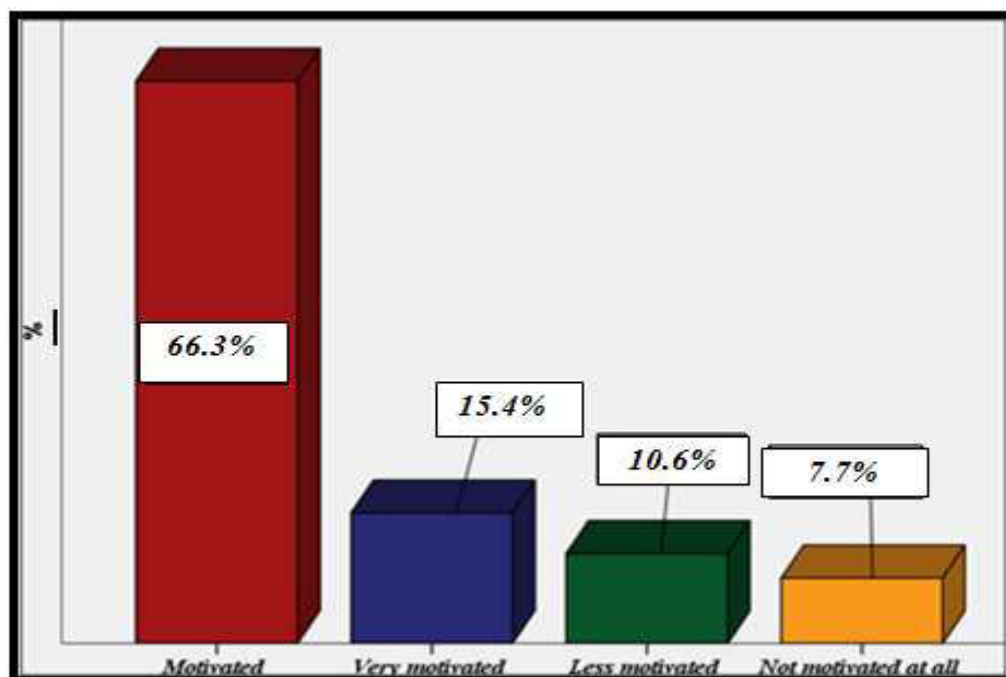


**Diagram 2: Learners' Feelings towards GWA**

Through this question, we intended to know how the students feel when they work in groups. From the bar chart presented above, it is clear that the biggest portion of learners (81.7%) (66.3%+15.4%) is motivated to work within groups whereas the learners who are not sufficiently motivated or are not motivated at all are of a smaller number. They stand for 18.3%.

**Q 03: Do you prefer working:**
a) **Individually**          b) **In pairs**          c) **In groups**
**Why?**

|                | Individually | In pairs | In groups | Total |
|----------------|:------------:|:--------:|:---------:|:-----:|
| **Number**     | 22           | 30       | 52        | 104   |
| **Percentage** | 21.2%        | 28.8%    | 50.0%     | 100%  |

**Table 1: Learners' Preferable Arrangement**

To check to which extent are the answers reliable, we opted to this question which aims to know whether the students prefer to work within groups or they prefer other arrangements.

As it is shown in Table 1, half of the whole population prefers to work within groups, whereas the remaining half is divided between those who prefer working in pairs, representing 28.8%, and those who prefer individual work, representing 21.2 %. For the justifications, only 75% have argued their answers. On one hand, the learners who have chosen group work stated that the latter allows them to exchange and share new ideas and information among the group. They added that arranging students in groups is an effective method, which motivates and helps them to learn English. On the other hand, learners who prefer pair work claimed that they like to work with friends, as when students work in pairs the classroom became more organized and calm. It is also more motivating and helps the learners to understand more. For the remaining respondents, they justified their answers by saying that they concentrate and understand more when they work alone.

**Q 04: A well managed group work is an effective method to learn English as a foreign language. Do you: a) Strongly agree          c) Disagree**
**                           b) Agree                           d) Strongly disagree**
**Please justify your answer:**
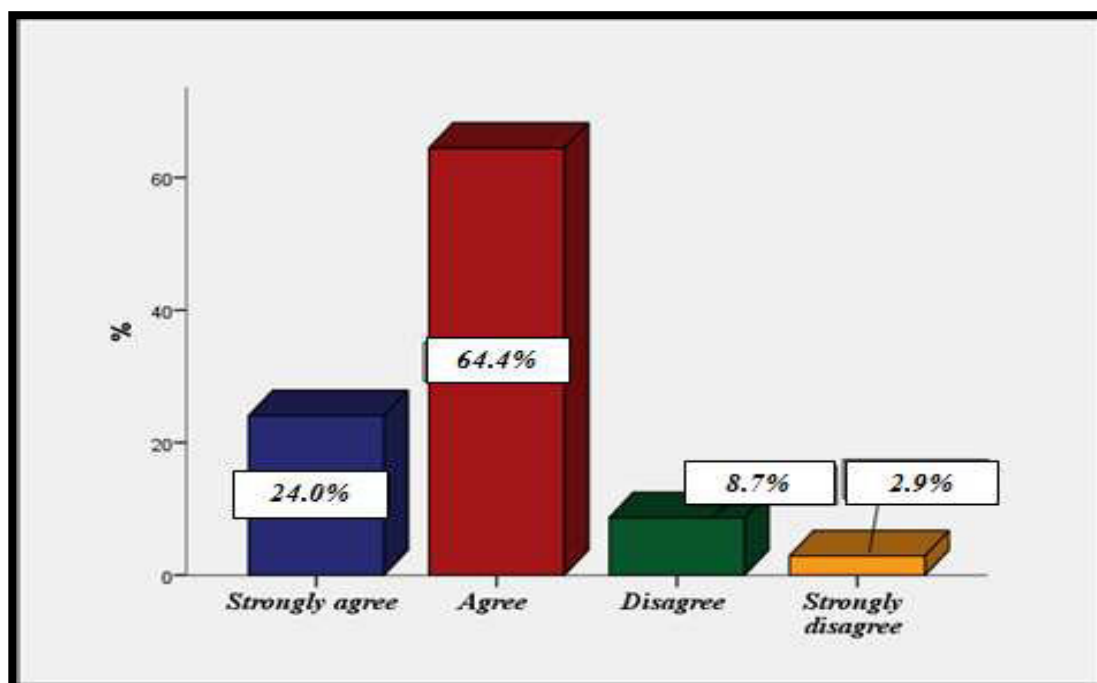


**Diagram 3: The Effectiveness of a Well-Managed GW in EFL Learning**

The aim of this question is to uncover the effectiveness of a well managed GW in learning EFL. The presented bar chart indicates that the biggest number of learners agree on the fact that a well-managed GW is an effective method to learn English as a foreign language. While the smallest number strongly disagree. To argue their answers, 57.69% respondents have justified their choice. Those who agree see that a well-managed group work facilitates learning and motivates learners to interact, practice, work collaboratively, and understand the lesson. In the second position, those who strongly agree have supported their answers by saying that it is the best method to learn from each other and within a quiet environment. Concerning those who disagree, they view that the best method to learn English is individually.

**Q 05: Working in group improves learners' understanding of the lessons and the language:**

| | Strongly Agree | Agree | Disagree | Strongly disagree | Total |
|---|---|---|---|---|---|
| **Number** | 17 | 57 | 30 | 0 | 104 |
| **Percentage** | 16.35% | 54.8% | 28.85 | 0% | 100% |

**Table 2: The Impact of GWA on Learners' Understanding.**

This question is about the impact of GWA on learners' understanding. It is asked to know whether students agree on the fact that GWA affect their understanding. Table 1 demonstrates that a considerable number of learners, which stands for 54.8%, agree and 16.35% of them strongly agree on the fact that GWA improve learners' understanding of the lessons and language. A smaller number disagree, and no one strongly disagree.

**Q 06: Learners are active participants when they are put in groups:**
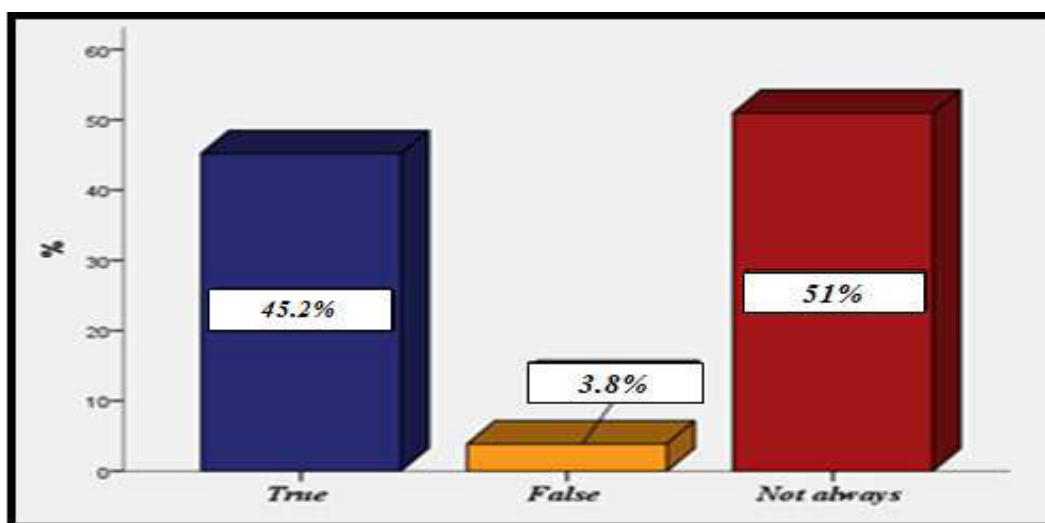


**Diagram 4: Learners' Participation during GWA**

The bar chart reveals that more than a half of the participants are not always active when they are put in groups. The bigger number, which corresponds to 45.2%, answered by true; and the rest, which refers to 3.8%, responded by false.

**Q 07: When the teacher asks you to do the activity in groups:**
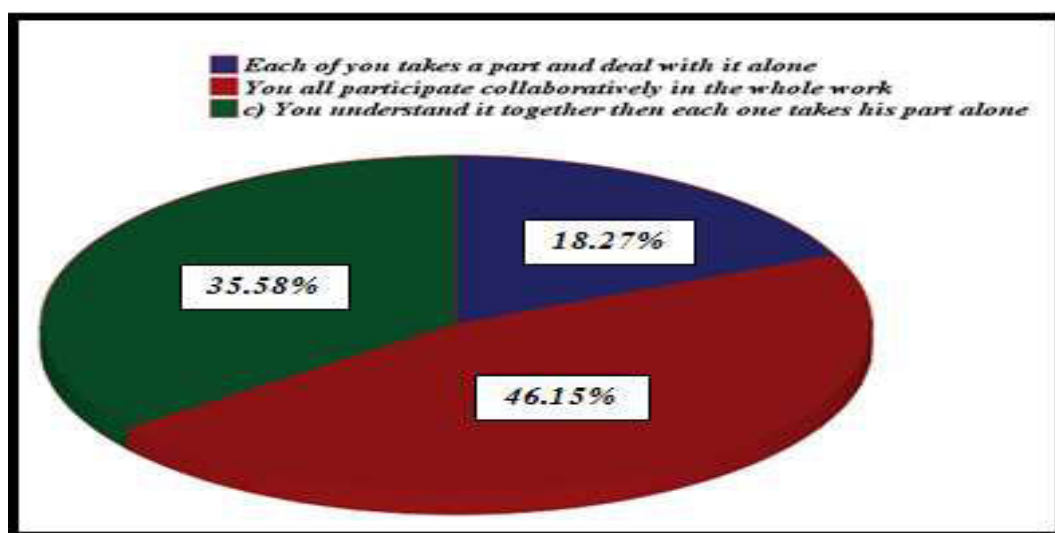


**Diagram 5: Learners' Way of Completing the Activities in Groups**

The pie chart above reveals that during GWA, most of the respondents participate collaboratively in the whole work. 35.58% prefer to understand it together, but each one completes a given part. Only 18.27% choose to divide the task into different parts and each learner deals with a given part.

**Q 08: During GWA which of the following techniques does your teacher use to involve you in the work?**
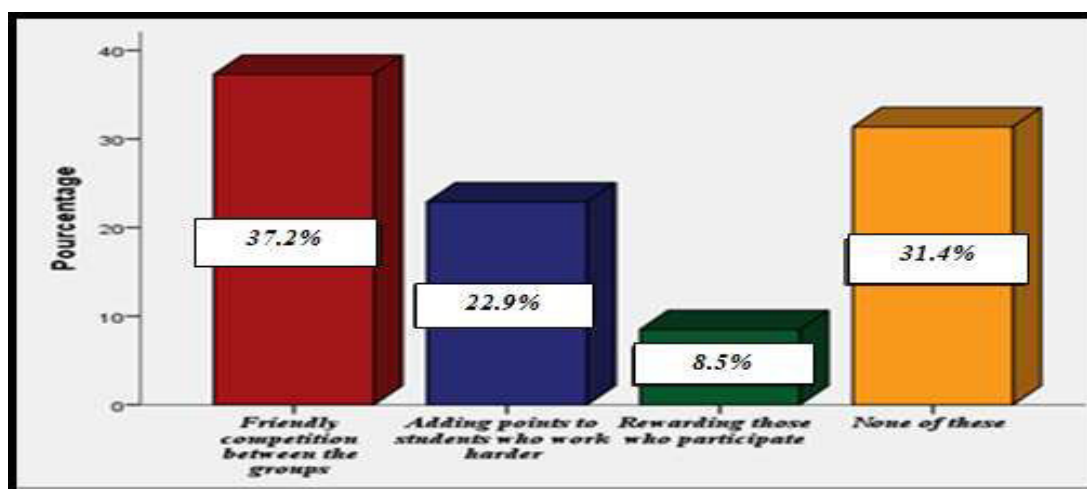


**Diagram 6: Teacher's Techniques to Involve Learners in GWA**

Diagram 6 depicts that the teacher's most used technique to involve their learners in the work is to establish a friendly competition between the groups. 22.9% of the participants answered that adding points to learners, who participate is also a technique their teachers use. 31.4% of students' answers reveal that their teachers do not only use these techniques, but they use other techniques other than the mentioned ones.

**Q 09: During GWA does your teacher evaluate:**

|  | **Each member alone** | **The whole group together** | **Total** |
|---|---|---|---|
| **Number** | 39 | 65 | 104 |
| **Percentage** | 37.50% | 62.50% | 100% |

**Table 3: GW Evaluation**

This question is intended to know whether the group members earn the same grades or each gets an individual mark. Table 3 demonstrates that when dealing with GWA, learners or group members are generally evaluated together. Only 37.5% of the participants stated that their teachers evaluate each member alone.

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## I.2  Section Two: Classroom Management

**Q 10: Teacher's CMT enhance Students' learning positively during GWA:**

|  | Strongly agree | Strongly disagree | Agree | Disagree | Total |
|---|---|---|---|---|---|
| **Number** | 30 | 2 | 66 | 6 | 104 |
| **percentage** | 28.8% | 1.9% | 63.5% | 5.8% | 100% |

**Table 4: The Influence of CMT on Students' Learning**

This question is intended to highlight the importance of CMT and reveal their positive impact on students' learning. From table 4, we deduce that the majority of learners agree on the fact that the teachers' CMT enhance their learning positively during GWA. Actually, 63.5% of the learners agree and 28.8% others strongly agree on this idea. The table depicts that only 7.7% (1.9% + 5.8%) of the participants disapprove this idea.

**Q 11: What is your attitude towards your teacher's classroom management techniques?**

|  | positive | negative | total |
|---|---|---|---|
| **number** | 93 | 11 | 104 |
| **percentage** | 89.4% | 10.6% | 100% |

**Table 5: Learners' Attitudes towards their Teacher's CMT**

Table 5 reveals that the learners' attitudes towards their teachers' CMT is generally positive. The table indicates that the majority of the learners (89.4%) has a positive attitude whereas a minority of (10.6%) have a negative attitude.

**Q 12: Learners whose teachers manage the classroom effectively always get excited to learn**
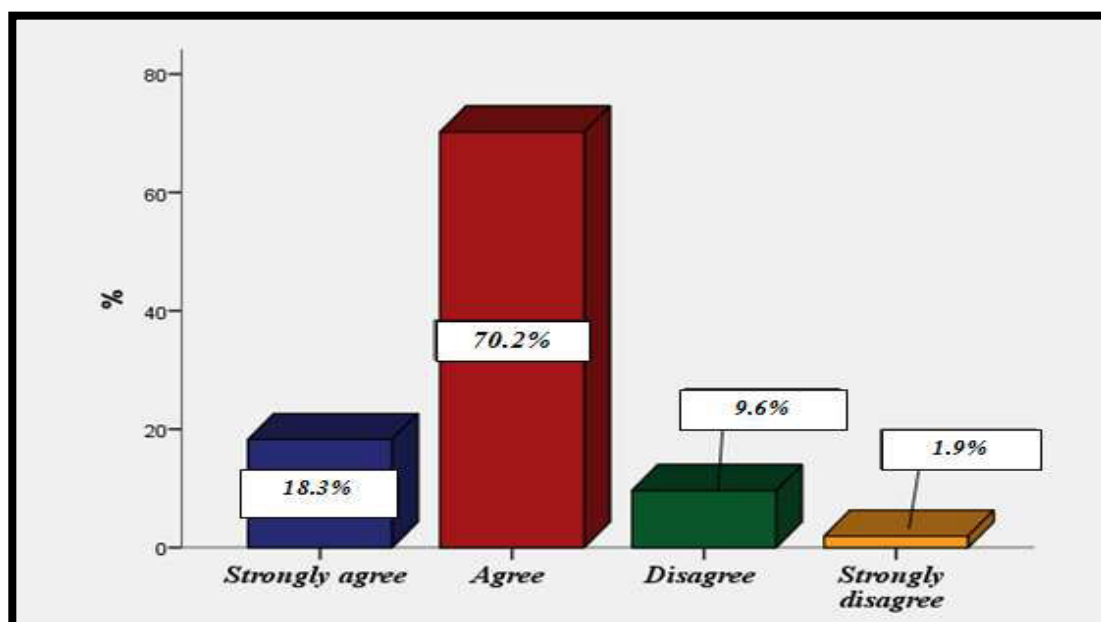


**Diagram 7: The Influence of Teachers' CM on Learners' Excitement**

It is clear from the bar chart that the teachers' CM has an impact on most of the learners. In fact, 70.2% agree and 18.3% strongly agree on the fact that learners always get excited when an effective CM is established. Only 1.9% of the respondents consider that their teacher's organization of the classroom does not influence them.

**Q 13: Does your teacher manage to keep the classroom environment calm (especially during GWA)?**
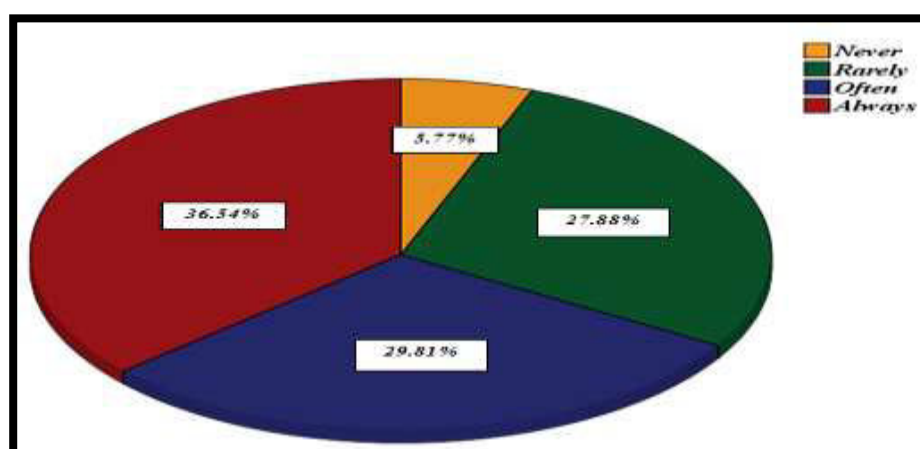


**Diagram 8: Teachers' Establishment of Silence during GWA**

The purpose of this question is to know whether CM enables teachers to guarantee a calm environment especially during GWA. As revealed in diagram 7, most of learners answered that their teachers always manage to establish a calm environment during GWA while those who answered by rarely and often are of very close percentages. Each stands for more than 27%. Those who responded by never represent only 5.77%.

**Q 14: The Teacher's role during GWA is:**
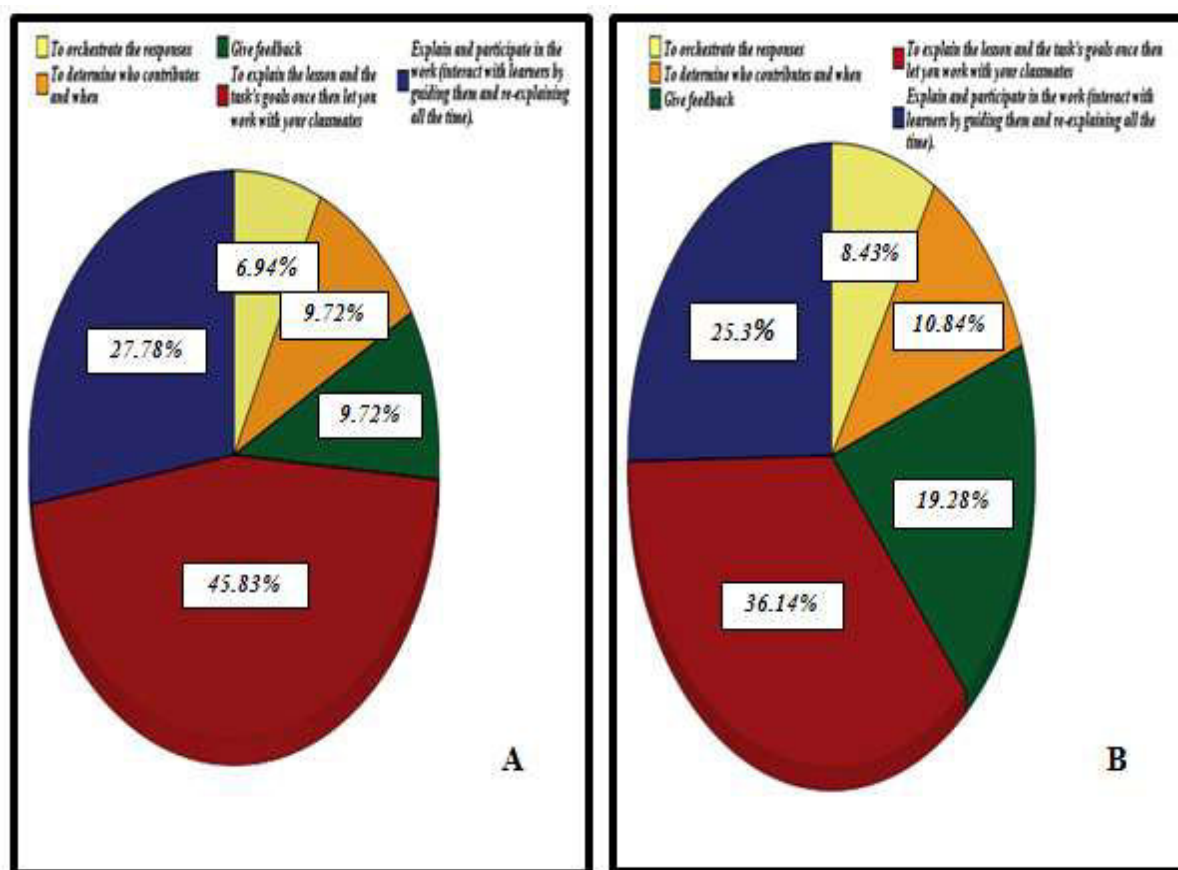


**Diagram 9: Teacher's Role during GWA**

The last question is about the teacher's role during GWA. This question seeks to discover whether the teacher participates in GWA, or he is just guiding the learners. As shown, diagram 9 represent two different pie charts which share the same legend components to show continuity. This indicates the teacher's role during GWA according to the learners. To make it more clear, diagram 9; chart A shows the percentages of learners who gave a single answer. They are 69.23% out of the whole population. Pie chart A indicates that the

current answer is that the teacher explains the lesson and the task's goals at once; then, he lets learners work with their classmates. This answer has been given by 45.83% of the learners. However, answers about orchestrating represent the smallest percentage (6.49%).

Diagram 9, chart B is concerned with the reminding participants whose answers were multiple. They represent 30.76% of the whole population. From the pie chart, it is clear that in addition to the first answers, the learners have chosen 'to explain the lesson and the tasks' goals at once then he lets you work with your classmates'. A considerable number added that the teacher explains and participates in the work (interact with learners by guiding them and re-explaining…). In brief, 40.98% of the learners' answers were 'to explain the lesson and the task's goals at once; then, he lets you work with your classmates'.

## II. Presentation of Findings of the Interview

### Q1. How long have you been teaching English?

This question is asked to have an idea about the interviewees' approximate experience in teaching English. The answers to this question indicate that the teaching experience of the interviewed teachers varies from one (1) year to eighteen (18) years. From the results, we deduce that only one teacher is a novice teacher.

### Q2. According to you, does teaching necessitate classroom management?

The aim of this question is to know whether CM is necessary in the teaching process. Actually, all the participant teachers' answers were positive. All of them answered by 'yes', but, two teachers have added some clarifications about the need to CM by saying that without it, the classroom becomes a chaos and the learning process will not take place in suitable conditions.

### Q3.Do you use group work with your learners?

This question is intended to know whether secondary school teachers give importance to GWA and use them with their learners. All the teachers said that they use GWA with their

students**;** however, the overall use of this technique differs from a teacher to another. One of them stated that it is a work that is usually done while another declared that she uses it but sometimes.

Concerning the reason behind the choice of this technique, all the participants explained that GWA are very useful for learners because it involves them in their learning. One of them added that they encourage and motivate the learners while another teacher claimed that she uses it because it is included in the syllabus.

**Q4. To which extent are group work activities important to improve learners' level in foreign/ second language?**

According to five (5) teachers, the use of group work activities is very important to increase learners' level in English since language learning needs practice and those activities give them the opportunity of interacting with each other, exchange and share ideas and help one another.  The remaining one said that it would be very beneficial if they really use English, but the learners shift to other languages. So, according to her, *"GW doesn't really help improve language, it rather helps to improve knowledge".*

**Q5. Do you manage to establish a calm environment when dealing with GWA?**

This question is meant to know whether the interviewees succeed to set up a calm classroom during GWA. The answers were different from one participant to another. Two teachers' responses were negative. One said that some noise can be tolerated especially that group work demands the exchange among learners. The other one said that it is very difficult. The rest of the interviewees said, *"even if it is difficult, they always try to minimize the noise."*

**Q6. How do you control a noisy classroom?**

This question is intended to find out the teachers' techniques to face the problem of noise in the classroom. Three teachers stated that they keep silent until the learners stop noise.

One of them stated, *"generally, I stay calm and I speak quietly to make students notice that they are noisy and they cannot follow."* Another added that she involves them in the lesson. Another said that she controls the classroom by showing them her self-confidence and sometimes by warning them. Concerning the fifth teacher, she tries to make the activity more interesting. Finally, the last teacher declared that she exposes rules before starting the task.

**Q7. How do you organize your classroom when dealing with GWA?**

The question above is about the organization of GWA. Five teachers claimed that they only divide the classroom into groups of four (4) or five (5). While the other teacher added that in addition to the division of the classroom into groups of four (4) or five (5), the organization of the class necessitates a lesson plan, a good choice of a subject, and appropriate monitoring of learners.

**Q8. How do you select group members? (Is it done randomly or you select them according to their skills' levels)**

This question is about the selection of group members. It seeks to know whether the group members are chosen randomly, or there are some principles to take into account. Five teachers provided the same answers. According to them, group members are selected by mixing and putting good learners with low learners. However, there is only one who declared that she selects them randomly. She generally asks them to join the two closed tables and work together.

**Q9. Pairs are the simplest and smallest type of group work; do you use this type of work with your students? Why?**

All the interviewees use pair work; one of them claimed that it is a daily task. They supported their answers by referring to its importance and usefulness as it makes learners help each other and motivates them to work better. However, one teacher contends that even if it is a good method, group work is more motivating.

**Q10. Do your students get positive attitudes when they work individually, in pairs, or within groups?**

The purpose of this question is to know which of the mentioned arrangement is more favored by the students. Five participants have chosen groups. One of them added pairs as a second choice. Concerning the remaining one, her answer was that her students are more positive when they work in pairs.

**Q11. How do learners act during GWA?**

The teachers' answers differ from one to another. Three teachers claimed that their learners are very motivated to deal with group work. The good learner plays the role of the leader and tries to explain to his group members who do all their best to give ideas and additional information using dictionaries and other tools to get the best result at the end. Two other participants told that the learners feel free and relaxed; they allow themselves to do anything. But, they still have positive behaviors. The last one argued that learners' actions depend on how much is the subject interesting.

**Q12. When dealing with group work activities, do you face any problem? Exemplify. How do you manage the situation?**

The six teachers assume that group work cannot be free from problems. Two of them stated that there are learners who rely on others and lose their time at disturbing their friends. So, to solve this problem, they generally circulate between the groups, guide them, and ask the group members randomly. The remaining ones find difficulties in making the learners keep using the English language especially when some members do not understand the question. To solve this problem, the teachers tend to use non-verbal communication like: gestures, eye contact, and body language to transmit the message. Sometimes they allow the learners to shift to another language but only for 10 to 15 minutes.

**Q13. Monitoring, giving direct instructions, using authentic materials, and rewarding learners are some techniques used to involve learners in GWA. Do you use any of them? Or do you prefer to use other techniques?**

The aim of this question is to know whether secondary school teachers are aware of CMT developed by McDaniel, and whether they care about combining them with GWA in order to get a work oriented environment and promote students' levels. Three teachers presume that rewarding the groups who really work is the best way to involve the learners in group work. Another one said that learners search for points, so adding points for those who work better make them more interested and creates a kind of friendly competition among the groups. The two remaining teachers use monitoring. In case of ambiguities, they discuss the general ideas orally with the learners and provide them with the necessary steps to deal with the work. One of them stated that she tries to enrich the classroom and make it more enjoyable using visual or audio techniques.

**Q14. Do you think that learners are motivated to deal with GWA and do a real work together (teach, encourage, and help each other)? If not, what do you do to motivate them?**

Three participants find their learners motivated when dealing with group work. The remaining ones said that there are some who are motivated, but some others are not motivated. To engage them in the task, the teachers prefer to discuss with them and try to guess the problem, then help them by explaining and guiding them to reach the answers.

**Q15. What are the classroom management techniques do you use to handle a classroom where learners exhibit different behaviors?**

Teachers' answers differ: two stated that they use punishment and rewards, another teacher prefers to use rewards only and be friends with them. The remaining ones said that they ask them to rise their hands in order to answer, but they vary in choosing whom to ask.

They try to question those who have negative behaviors and show them that their participation is needed and interesting by giving them positive feedback and adding marks to encourage those who really work. One of them added that she tries to create a friendly atmosphere in order to take control. The last one stated that she tries to attract their attention by using new techniques such as audios and visuals.

## Conclusion

This chapter has dealt with the presentation of the results gathered from the two data collection tools: the learners' questionnaire and the' interviews with teachers. In fact, the findings of the questionnaire seem to be close with those of the interview. In other words, in the two parts of this chapter, the outcomes reveal that GWA is an important method in teaching EFL and that supporting it with a good management makes it more effective. That is to say, its combination with CMT motivates students and urges them to learn more and promote their levels in English. These findings will be discussed in details in the following chapter.

## Introduction

This chapter discusses the findings obtained from the questionnaire designed to secondary school learners of the second year, and the structured interviews conducted with their English language teachers. The discussion is based on Stevens and Slavin's (1995) principles of cooperative learning, Cummings' (2000) small group work's components developed in the *Winning Strategies for Classroom Management* book, and the information provided in the review of literature. This discussion aims at answering the research questions by confirming or refuting the hypotheses included in the general introduction. Hence, this chapter is splitted into two main sections. The first discusses the outcomes obtained from the questionnaires; the second one deals with the results gathered from the interviews.

## I. Discussion of the Findings Obtained from Questionnaires

The present work adopted a questionnaire as a first data collection tool. The distributed questionnaires consist of fourteen questions. They were designed to $2^{nd}$ year secondary school learners. One hundred and four (104) have been gathered and analyzed using the SPSS method for the analysis of close-ended questions and QCA to interpret the justifications provided by the learners.

### I.1 Learners' Perception of GWA

From the results provided in the questionnaire, it is clear that most of the learners have been already asked to work in groups. However, the rate of their involvement varies between those who are often dealing with GWA and those who are always or rarely dealing with GWA (see diagram1). The provided answers demonstrate that the majority of students prefer to work in groups as they become more motivated and engaged to practice and learn English. Consequently, these results are in tune with Harmer (1998) who assumes that group work has many advantages, like inciting the students to work with each other in a cooperative way to accomplish the activity and be motivated to participate actively as they get the opportunity to

practise the language more than in other arrangements. The same idea has been confirmed by 88.4% of the learners (see diagram 3) who view that GW is an effective method of learning English, especially when it is well managed. To support their answers, they added that a well managed group work is the best method to learn from each other within a calm atmosphere.

The fifth question in the questionnaire aims at knowing whether learners support Johnson's (2005) assertion that group work heightens learners' understanding of the subject. In fact, the findings obtained affirm the idea; 54.8% of the learners agree and 16.35% of them strongly agree (table2). That is to say, the learners' answers confirm that one of the group work advantages is to improve learners' understanding of the lessons. Actually, this is not the unique advantage. Indeed, Harmer (1998) states that one of group work's advantages is to motivate learners to participate actively and get the opportunity to practise the language more. However, learners' responses were not almost positive. In fact, 51% have answered by 'not always', while those who confirmed the idea represent 45.2% (see diagram4).

Most of the participants (46.15%) prefer to participate all collaboratively when completing a task in group. Thus, these results go hand in hand with what has been claimed by Bennett, et al. (1992) who argues that, during group works, all group members are supposed to work with each other by making common efforts and utilizing the group's competences in order to get the final product (Bennett, et al. 1992 cited in Hammar and Frykedal, 2011). Accordingly, even the teachers' evaluation of GWA is done on the whole group together (see table3). These results reflect earlier findings, which state that *"the cooperative group must work together to earn recognition, grades, rewards, and other indicators of group success"* (Slavin 1990: 52). That is to say, the group members are rewarded together and they are given the same marks. In brief, all the group members are required to work hard and complete the task together because the success of each depends on that of the whole group.

## I.2 The Effects of CM on Students' Learning

From the results displayed in the previous chapter, it is clear that CM is a crucial concept in the learning process. As shown in table 4, the majority of learners see that their teacher's CMT influence their learning positively during GWA. Accordingly, 89.4% of the respondents have a positive attitude towards the combination of CMT and GWA. These findings reinforce the third hypothesis which claims that students have positive attitudes towards the combination of CMT and GWA. They are likely to prove Asiyai's (2011:83) statement *"a good classroom environment facilitates desirable behavior and attitude among students and thus enhancing their academic performance positively."* More than 70% of the learners agreed on the fact that learners whose teachers manage the classroom effectively get always excited to learn. The percentages on diagram 7 are in conformity with the idea included in the review of literature, which asserts that when a classroom is well managed, the environment is work-oriented, and the learners become more motivated and work profoundly and their learning increases (Peace Corps, 2008).

It is agreed that classroom management is to create an appropriate learning environment by establishing safety and calm (Prawat, 1996 and Doyle, 2006 cited in Postholm, 2015). In this respect, a question was asked to know whether teachers manage to keep the classroom calm especially when dealing with GWA. Learners' asserted that most of EFL teachers always manage to keep the classroom environment calm when dealing with GWA. A considerable number succeeds often to establish calm. Whereas only 5.77% of the learners (see diagram 7) assured that teachers never succeed to keep the classroom quiet. This means that a very small number of the participants do not manage to control the noisy environment during GWA. Teachers find it difficult to keep the classroom quite because, in

this case, the students are given the opportunity to speak and interact with each other, and this may create noise.

### I.3 The Teacher's Role during GWA

The results obtained from the last question depicts that the majority of teachers prefer to explain the lesson and the task's goals first; then, they let the group members help each other to complete it. The last choice which states that the teachers explain and participate in the work also has got a considerable percentage. Indeed, those answers confirm the principle of direct instruction which requires from the teacher to provide his learners with the necessary steps to complete the task. So, before starting the GWA, the teacher provides his learners with the necessary information about what they are going to do.

## II.  Discussion of the  Findings Obtained from the Interviews

To enrich the research and gain more information from the real context, a structured interview has been conducted with six English language teachers who, according to their answers, have an adequate experience to be familiar with the teaching process. Their experiences go from more than a year to eighteen years of teaching.

### II.1. Teachers' Perception of CM

From the teachers' answers, it is clear that all of them are aware of the importance of CM. Most of them used the term 'of course' to accentuate its importance in teaching. Two of them clarified their responses by saying that without the presence of CM, the classroom becomes a chaos and the learning process will not take place in convenient conditions. So, according to the interviewees, CM is a means to establish a suitable learning environment. In other words, CM is a key to maintain a calm and work-oriented atmosphere. In fact, this point of view corresponds to Weimer's (1987) opinion that CM is deeper than managing and correcting students' misconducts. It is to develop 'proactive ways' to stop problems first, then establishing an appropriate learning territory. In other terms, CM is a basic concept in the

teaching/ learning processes. It is a generic term that encompasses the teacher's different exertions to organize the classroom, guide learners' behaviors, and control their learning (Martin and Sass, 2010 cited in Aliakbari and Bozorgmanesh, 2015).

## II.2. The Use and the Usefulness of GWA

As concerns the use of GWA, the teachers' answers were approximately similar to those of their learners. That is to say, they all use GWA. But the overall use differs from one teacher to another. To justify their words, they stated that GWA is a means that motivates and encourages learners and involves them in their learning. This idea is in line with Johnson and Johnson's (1986) statement ensuring that working in small groups is very important especially that it involves learners to interact actively and exchange information. It affirms also the claim that group work influences positively learners' performance, interactional relations, and their attitudes concerning learning (Slavin, *et al.,* 1955 cited in Mazona, Pickering, 2003). This means that GW is an instructive method that motivates learners, influences their achievement and affects their attitudes towards learning positively. Correspondingly, teachers' answers go hand in hand with Murphy, et al.'s (2005) idea which implies that collaborative learning is the opposite of passive learning environment, and that it encourages learners to be more active in their learning (Murphy et al., 2005 cited in Burke, 2011). Actually, five teachers declared that group work is necessary to improve learners' level in foreign language, especially that language learning needs practice, and group work gives them the opportunity of practicing and interacting with each other.

## II.3. Setting Calm during GWA

The results obtained from the fifth question are close to the learners' answers which depict that most of the teachers manage to keep the classroom calm during GWA. The teachers said that even if it is difficult they always try to minimize the noise. To explore this idea, a question was asked as to know how they control noisy classroom. Teachers' answers

affirm that they use some of the different techniques developed by McDaniel (1986) like focusing, positive discipline and environmental control. In fact, the teachers claimed that they keep silent until they get a calm classroom. This technique corresponds to 'Focusing' which is to demand the learners' attention and wait until they calm down, then start the lecture *(ibid)*. One of those teachers added that she tries to involve them in the lesson; that is, she gives 'Direct Instruction'.

There are other techniques rather than the previously mentioned ones. To control a noisy classroom environment, one of the teachers stated *"generally, I stay calm and speak quietly to make students notice that they are noisy and that they cannot follow."* Actually, this idea refers to 'Modeling' which requires from the teacher to be a good example to his/her students who observe and imitate him/her. Correspondingly, the participant speaks quietly to make his learners do so. A teacher said that she usually tries to make the activity more interesting in order to attract learners' attention and motivate them. Hence, this is another evidence to the importance of McDaniel's investigation which asserts that one of the important techniques of CM is the fact of changing, varying, and enriching the classroom environment in order to motivate learners and to attract their attention *(ibid)*. In other words, the teacher uses this technique in order to break the routine, which makes learners noisy for the reason of boredom. As regards the last teacher, she said, '*I generally expose rules before starting the task.'* That is she uses 'Positive Discipline'. In brief, teachers' different answers are hand in hand with CMT established by McDaniel (1986).

## II.4. GWA Arrangement

The discussion of teachers' answers concerned with the organization of the classroom during GWA indicates that all the teachers use the same strategy that is to divide the classroom into groups of four or five members and that the selection of group members differs

from a teacher to another. On one hand, a teacher prefers to select group members randomly, by joining the close tables. This strategy is close to Davis' (1993) idea that selecting group members is a basic component to get a successful group; generally, it is done in a random way. On the other hand, all the other interviewees assume that the selection of the groups is done by taking into account learners' levels. That is, by putting good learners with weak ones. One teacher has clarified his answer by saying '*I try to put a good student in each group.*' In this respect, Cummings claims that teachers should select group members carefully. They should not put learners with 'poor social skills' in the same group (Cummings, 1990 cited in Cumming, 2000). That is, it is required to vary the group members and make groups equal in order to make the GWA more effective and successful.

## II.5. Pair Work and GWA

The analysis concerned with the use of pair work in the classroom depicts that all the participant teachers use pair work. They claimed that it is important because it motivates learners to help each other and work better. One of the teachers added that pair work is a daily task in teaching languages. This idea argues the reason for which pair work is provided many times in *GETTING THROUGH,* the book of second year learners. In contrast to this idea, a teacher views that despite the fact that pair work is a good method, group work is more motivating. This point has been highlighted by means of the results obtained from question ten (10). Most of the participants see that their students are more positive when dealing with GW. Consequently, they announced that during GWA, the learners feel relaxed and motivated to work. They do all their best to exchange ideas and help each other to complete the task. These answers prove Bennett's, et al idea concerned with group work, which states that the group members are supposed to work with each other to solve the problem by making common efforts and utilizing group's competences. That is to say, group work is explaining and teaching each learner to succeed to solve the problem together.

## II.6. The Implementation of CMT during GWA

As regards the twelfth question, it appears that all the teachers have already faced some problems during GWA. The main issue is the presence of some learners who spend their time at disturbing others instead of working. To involve all the learners in the learning process, the teachers admit that the best way is to use some CMT such as to circulate among the groups, guide them, and ask them randomly. Another problem has been mentioned by some teachers who announce that they find it difficult to keep the learners use English all the time, especially when some members do not understand what they are demanded to do. Thus, they generally try to re-explain using non-verbal communication means, including gestures, eye contact and hand signals, and other means. One of the teachers stated that *"if the question is still unclear, I allow them to use another language but only for 10 to 15 minutes."*

According to the results gathered from the twelfth and thirteenth questions, it seems clear that McDaniel's (1986) CMT are essential to establish an effective learning environment free from problems. Thereby, teachers adopt them during GWA. Three teachers announce that rewarding the groups is the best way to involve learners in group work. Another states, *"learners like marks, so adding marks to those who work better motivates them and creates a kind of friendly competition."* Actually, both answers affirm the principle of positive reinforcement. Two other teachers prefer to use monitoring and giving instructions to provide learners with the necessary steps to be followed to complete the work. They claim that in case of ambiguities, learners let the work down and lose their time at disturbing others. Therefore, they prefer to circulate to check learners' performance. As for the last teacher, she prefers to make the work more interesting and enjoyable. She says, *'I like to use visual and audio techniques when possible.'* The findings included in this paragraph have answered both of the first and second research questions of this investigation and confirmed the first hypothesis (a) as well as the second hypothesis included in the general introduction. These hypotheses stated

that secondary school English language teachers use CMT to involve their students in GWA and that to make GWA effective, it is necessary to reinforce them with CMT. The above answers reveal that most of the teachers use some techniques of those techniques established by McDaniel (1986). As a result, the hypothesis 1 (b) which claims that English language teachers in secondary schools do not use CMT to involve their learners in GWA is clearly refuted.

As stated previously, within GW, students are motivated to participate actively and get the opportunity to practice the language more (Harmer, 1998). This idea confirms some teachers' answers ensuring that learners are motivated to deal with GWA. However, some teachers state that the learners are not always motivated to deal with GWA. Indeed, some learners, especially when they do not understand, spend their time at disturbing their classmates. Thereby, the teachers try to make the subject more interesting and try to solve the problem by discussing, re-explaining, and guiding the learners. This answer corresponds to the principle of teacher's talk which requires from teachers to communicate with learners, have good relationship with them, and simplify the language to them (Harmer, 1998). Moreover, teachers' answers approve Dangel and Durden's (2010) claim that teachers talk is a means that facilitates GWA and involves passive learners in active learning.

When they face different behaviors in the classroom, the teachers decide to use some CMT to handle the problem. This justifies Martin & Sass' who argue that *"classroom management is an umbrella term for teachers' actions to manage class, students' behavior, and their learning"* (Matin & Sass, 2010 cited in Aliakbari and Bozorgmanesh, 2015:2). As concerns the provided responses, two interviewees use punishment and rewards. In fact, according to McDaniel (1986) punishment is not a suitable solution; however, using rewards is a good technique. One teacher, in fact, stated that she prefers to use rewards and be friend with her learners. She said that she tries to encourage them by using some specific terms, such

as '*nice', 'very good', and 'you are ameliorating...*' This method asserts the importance of teacher's talk which demands from teachers to support learners and convince them that their attempts are valued (Dangel, and Durden, 2010).Some other teachers prefer to encourage those who really work and ask those who do not participate and those who have negative behaviors. Teachers show to the learners that their participation is needed by giving them positive feedback. Indeed, this technique is an assertion to the principle of positive reinforcement (positive discipline) which entails that *"Punishment does not change students' behavior, but it can increase the incidence of negative behaviors by calling attention to them."* Besides, *"...the teacher can praise students for doing the right thing instead of punishing them for doing the wrong thing"* (McDaniel, 1986).

Other interviewees prefer to use other techniques rather than the previously mentioned ones. For example, one of the teachers told us that she tries to create a friendly atmosphere, but she takes control. In fact, this technique goes hand in hand with the principle of teacher's talk which requires a good relationship between teachers and their learners. The last teacher claimed that she generally uses new technologies, such as audios and videos, to attract the learners' attention. In this respect, McDaniel (1986:64) states that *"enrichment motivates students- and motivated students engage in learning rather than in misbehavior."* That is to say, changing and varying the classroom learning environment by means of new technologies motivates learners and set up a controlled and work-oriented environment. Actually, teacher's talk is a needed principle to combine CMT with GWA. Correspondingly, teachers use it as to simplify the task and set a work-oriented environment during GWA. Teacher's talk is a global term used to refer to the different CMT used by teachers, namely humanistic I-messages, giving direct instructions, assertive I messages, setting rules, and use positive reinforcement and praise, positive and assertive discipline, and low-profile intervention.

## Conclusion

This chapter has discussed the results obtained from the two data collection and data analyses tools used in the research. The chapter has been divided into two parts. The first has discussed the outcomes obtained from the questionnaire. As for the second, it has dealt with the findings obtained from the interviews. The discussion of the findings have clearly answered the research questions of the study, and have confirmed the three main hypotheses provided in the general introduction, but it has disconfirmed one hypothesis. In brief, the discussion has shed light on the main CMT adopted by teachers to involve their 2nd year learners in GWA, and it has highlighted the necessity of these techniques to establish a successful learning environment during GWA.

This dissertation has investigated the combination of CMT and GWA by teachers to promote 2nd year students' learning of English. The research has been conducted at both Sahoui Aldjia and Brothers' Hamdi secondary schools of Tizi-Ouzou. It has attempted to shed light on the necessity of CMT during GWA.

The research has been based on the essential conditions of cooperative learning developed by Stevens and Slavin (1995) in addition to 'small group components' established by Commings (2000) in his work *Winning Strategies for Classroom Management.* Our study has three main objectives. The first objective is to know whether English language teachers use CMT to involve their learners in GWA. The second seeks to confirm the necessity to use CMT to maintain effective and successful GWA. The last looks for 2nd year students' attitudes towards those techniques.

The present study has adopted the mixed method combining both quantitative and qualitative methods for data collection and data analysis. The data collection tools consist of one hundred and four (104) questionnaires that have been given back by 2nd year learners' and a recorded interview conducted with six (6) teachers. For the analysis of these data, we have used a statistical package for statistical sciences to analyze the quantitative data obtained from the close-ended questions of the questionnaire. As for the qualitative part, we have used content analysis to interpret and explain the results gathered from the interviews and the open-ended questions of the questionnaire.

The SPSS analysis of the questionnaire indicated that learners are often involved in GWA, which motivates them to learn English. The findings showed that the learners like working together in a collaborative way, that the group members try to do their best and help each other to complete the task, and that the feedback is collective. Indeed, from the results, it is clear that CMT have a great impact on learners' performance, in a way that most of them are excited to learn when their teacher sets up an effective CMT.

The content analysis of the interviews showed that the interviewees are aware of the necessity of CMT since they apply them with their learners to ensure an appropriate learning atmosphere, and to establish an organized environment free from problems, especially when dealing with GWA. The outcomes demonstrated the teachers' view that GWA is a motivating method that helps to increase learners' level in EFL. The findings reveal the importance of teachers' selection of group members that is mainly done in relation to the learners' skills levels; also, they highlight the teachers' use of pair work to motivate learners to learn EFL.

The discussion of the findings obtained from both research tools provided answers to all the research questions of the study and confirmed the three main hypotheses included in the general introduction. However, it refuted one hypothesis. The findings showed that EFL teachers use GWA to make their learners practice the language and involve them actively in their learning process. In fact, both learners and teachers claimed that GW is an effective method to learn English especially when it is well managed. This means that GWA are successful with the presence of CMT which makes the environment work-oriented, and learners more motivated to learn. Consequently, teachers are expected to multiply the use of GWA in EFL classes as to give learners the opportunity to practice the language and learn it. To avoid learners' misbehaviors and the chaos created by grouping the students, the research has highlighted the necessity of combining GWA with CMT to promote students' learning of English.

As a final point, the investigation has confirmed that sometimes it is difficult for teachers to get the whole control of the classroom during GWA. Some teachers stated that sometimes the learners tend to use their mother language instead of English when explaining and completing the task with each other. However, this study stands significant if teachers tend to use all the CMT included in this research.

Certainly, there is no research without obstacles. Concerning the present research, the basic issue was time limitation. The latter prevented us from conducting a classroom observation that would provide us with more concrete, valid and reliable data about the way teachers combine GWA and CMT to involve their learners in the work and promote their learning of the language. Despite the limitations, we hope that our investigation will contribute to the field of English Language Teaching and open opportunities for further research in the same context, using other research tools.

CM is a basic concept in the field of teaching. The presence of its techniques is necessary to set a suitable learning environment. Thanks to CMT, the teacher can get successful and effective GWA that play a great role in promoting students' learning of English. In this respect, we may suggest further studies that promote the use of CMT and GWA such us: Investigating the Teacher's Attitudes towards the Use of GWA in Teaching English, and Teacher's Use of Assertive Discipline as a Motivating CMT to face Students' Misbehaviors.

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# Questionnaire

Dear Students,

This is a questionnaire concerned with the combination of classroom management techniques and group work activities to promote 2$^{nd}$ year students' learning at both Sahoui Aldjia and Brothers' Hamdi secondary schools. You are kindly invited to select answers and provide full sentences when necessary. Your answers will be confident and used only for academic purposes. **Thank you very much for your help.**

**NB:** sometimes several answers are possible.

## I. Learners' Attitudes Towards Group Work Activities

1. How often have you been asked to work in group?

   a) Never  ☐

   b) Often  ☐

   c) Rarely  ☐

   d) always  ☐

2. During Group work do you feel:

   a) Motivated  ☐

   b) Very motivated  ☐

   c) Less motivated  ☐

   d) Not motivated at all  ☐

3. Do you prefer working:

   a) Individually  ☐

   b) In pairs  ☐

   c) In groups  ☐

   Why? ...........................................................................................................................

   …………………………………………………………………………………………

4. A well-managed group work is an effective method to learn English as a foreign language:

   a) Strongly agree ☐           c) Disagree ☐

   b) Agree ☐           d) Strongly disagree ☐

   Please justify your answer: ……………………………………………………….

   ……………………………………………………………………………………………

5. Working in group improves learners' understanding of the lessons then of the language:

   a) Strongly agree ☐           c) Disagree ☐

   b) Agree ☐           d) Strongly disagree ☐

6. Learners are active participants when they are put in groups:

   a) True ☐           c) Not always ☐

   b) False ☐

7. When the teacher asks you to do the activity in groups:

   a) Each of you takes a part and deal with it alone ☐

   b) You all participate collaboratively in the whole work ☐

   c) You understand it together then each one takes his part alone ☐

8. During GWA which of the following techniques does your teacher use to involve you in the work:

   a) Friendly competition between the groups ☐

   b) Adding points to learners who work harder ☐

   c) Rewarding those who participate ☐

   d) None of these ☐

9. During GWA does your teacher evaluate:

   a) Each member alone ☐    b) The whole group together ☐

## II.  Classroom Management

10. Teachers' classroom management techniques enhance students' learning positively during GWA:

   a) Strongly agree ☐                  c) Agree ☐

   b) Strongly disagree ☐              d) Disagree ☐

11. What is your attitude towards your teacher's classroom management techniques?

   a) positive ☐                        b) negative ☐

12. Learners whose teachers manage the classroom effectively always get excited to learn:

   a) Strongly agree ☐                 c) Disagree ☐

   b) Agree ☐                          d) Strongly disagree ☐

13. Does your teacher manage to keep the classroom environment calm (especially during GWA)?

   a) Never ☐                          c) Often ☐

   b) Rarely ☐                         d) Always ☐

14. The role your teacher takes during GWA is:

   a) To orchestrate the responses ☐

   b) To determine who contributes and when ☐

   c) Give feedback ☐

   d) To explain the lesson and the task's goals once then let you work with your classmates ☐

   e) Explain and participate in the work (interact with learners by guiding them and re-explaining all the time). ☐

**Thank you**

**Interview with teachers**

**Introduction**

This interview is a part of an academic research conducted to get a degree of Master in English. It is a study related to English Language Teaching and more precisely, it is about The Combination of Classroom Management Techniques and Group Work Activities to Promote Students' Learning of English, the case of 2$^{nd}$ year pupils of Sahoui Aldjia and Brothers' Hamdi Secondary Schools. You are kindly asked to answer some questions on this purpose. Your answers will be kept anonymous and confident. **Thank you very much for your collaboration and contribution.**

**The questions**

1. How long have you been teaching English?

2. According to you, does teaching necessitate Classroom Management?

3. Do you use group work activities with your learners? Why?

4. To which extent are group work activities important to improve learners' level in foreign / second language?

5. Do you manage to establish a calm environment when dealing with GWA?

6. How do you control a noisy classroom?

7. How do you organize your classroom when dealing with GWA?

8. How do you select group members? (is it done randomly or you select them according to their skills' levels)

9. Pairs are the simplest and smallest type of group work; do you use it with your learners? Why?

10. Do you find more positive attitudes on your pupils when working: individually, in pairs or within groups?

11. How do pupils act during GW activities?

12. When dealing with group work activities do you face any problems? Exemplify. How do you manage the situation?

13. Monitoring, giving direct instructions, using authentic materials, and rewarding pupils are some techniques used to involve learners in GWA. Do you use any of them? Or do you prefer to use other techniques?

14. Do you think that learners' are motivated to deal with GWA and do a real work together (they teach, encourage and help each other)? If not, what do you do to motivate them?

15. What are the classroom management techniques do you use to handle a classroom where learners exhibit different behaviors?