دلالة استغلال النشـاطات المجموعـاتية في تحفيز تلاميذ اللغة الانجليزية صـوب كسـب الثقة

في التعبير الشـفوي . حالة تلاميذ ثانويتي أمجدل . المسيلة

The Significance of Exploiting Collaborative Activities to Motivate EFL Pupils to Regain Confidence in their Oral Performance

The Case of Third-Year High School Students in Medjedel, M'sila

La signifiance de l'exploitation des activités de groupe pour motiver les apprenants de la langue anglaise afin d'acquérir une confiance en eux dans l'expression Orale.

Le cas des élèves de deux lycées à Medjedel, M'sila.

*Dr.KABACHE Taieb,

ENS Laghouat, taiebkabache@gmail.com ,

Abstract

This study raised the problem of the lack of confidence among secondary school pupils pertinent to their oral performance and its negative effects on learning and motivation. In a quest to find a suitable solution, the researcher of this study suggested collaborative activities as a motivational strategy to assist them regain confidence in their oral expression. To examine its effectiveness, the researcher used a quasi-experimental research design where he implemented a collaborative activity for 3rd year scientific class (group1) in two secondary schools for the academic year 2020/2021 after giving them a pre-experiment questionnaire that aims to investigate the existence of the research problem. Post-experiment questionnaires were handed to them after the activity to examine its usefulness.

---

* Dr.KABACHE Taiebtaiebkabache@gmail.com

English teachers of both secondary schools were given also questionnaires to inspect their awareness of self-confidence importance in oral performance. The results of these questionnaires were analyzed quantitatively using Excel software; moreover, another tool was used to collect data which is classroom observation that aims to notice any changes in terms of pupils' confidence in speaking during the activity. Thus, the researcher adopted a mixed method that helped him confirm the research hypothesis that the absence of confidence is among the obstacles weakening pupils' oral performance and collaborative activities encouraged them. Findings showed that 100 % of teachers agree that collaborative activities do foster oral performance confidence and 77 % of pupils felt that their oral performance has been bettered.

Keywords: Collaborative activities- lack of confidence- Motivation -Oral performance.

Résumé

Cette étude pose le problème de la faible confiance des lycéens dans leur performance orale et ses effets négatifs sur l'apprentissage et la motivation. Dans une tentative de trouver une solution appropriée, le chercheur de cette étude ont suggéré des activités de groupe comme stratégie de motivation pour l'aider à reprendre confiance en l'expression orale. Pour étudier l'efficacité de ces activités, le chercheur a utilisé un plan de recherche quasi expérimental dans lequel il a mené une activité collaborative de troisième année (groupe 1) dans deux écoles secondaires après avoir reçu un questionnaire préalable à l'essai visant à vérifier l'existence du problème de la recherche. Ensuite, il a reçu des questionnaires post-essai après l'activité pour examiner l'utilité des activités. De plus, les professeurs d'anglais des deux écoles ont reçu des questionnaires pour vérifier leur conscience de l'importance de la confiance en soi dans la performance orale. Les résultats de ces questionnaires ont été analysés quantitativement à l'aide du logiciel Excel ; de plus, un autre outil a été utilisé pour collecter des données : l'observation en classe qui vise à constater tout changement en termes de confiance des élèves à parler après l'activité. Par

conséquent, le chercheur a adopté une méthode mixte qui les a finalement aidés à confirmer l'hypothèse de recherche selon laquelle la faible confiance fait partie des obstacles à la performance orale des élèves et que les activités de groupe encouragent efficacement les élèves à parler avec confiance.

Les mots clés : activités de groupe- faible confiance- performance orale- stratégie de motivation.

ملخص:

سلطت هذه الدراسة الضوء على مشكل انعدام الثقة أثناء الأداء الشفهي بالانجليزية لتلاميذ المستوى الثانوي وآثارها السلبية على مدى تحفيزهم لتعلم اللغة الإنجليزية في إطار السعي لإيجاد حل مناسب، اقترح باحث هاته الدراسة " النشاطات المجموعاتية " كوسيلة تحفيزية تهدف لمساعدة هؤلاء التلاميذ على استرجاع الثقة في التكلم لاختبار مدى فعالية الحل المقترح، درس الباحث قسمين (3علوم تجريبية قسم1) في ثانويتين مختلفتين درسا على شكل نشاط جماعي للتلاميذ (شبه تجربة) بعد منحهم استبيانا قبل التجربة الذي هدف للتحقق من وجود مشكل البحث.يلي ذلك توزيع استبيان لنفس التلاميذ بعد التجربة لقياس مدى فعالية وفائدة النشاط. تم أيضا توزيع استبيان على أساتذة اللغة الإنجليزية بذات الثانويتين للتحقق من مدى وعيهم لأهمية الثقة في الأداء الشفهي. حللت نتائج هذه الاستبيانات بطريقة رقمية باستعمال إكسل. استعملت أيضا "الملاحظة" كوسيلة لجمع المعطيات والتي هدفت لملاحظة أي تغييرات على مستوى ثقة التلاميذ في التكلم بعد النشاط. إذا استعمل الباحث الطريقتين الكمية والنوعية والتي من خلالها تم إثبات الفرضيات المطروحة في بداية البحث وهي أن " فقدان الثقة هو من بين العقبات أمام الأداء الشفهي للتلاميذ وأن النشاطات الجماعية من شأنها تعزيز ثقة التلاميذ أثناء التكلم وفي الأخير دعمت الفرضية بنسبة 100٪   من طرف الأساتذة ونسبة 77 ٪ من طرف التلاميذ محل التجربة .

الكلمات المفتاحية : انعدام الثقة، الأداء الشفهي- النشاطات الجماعية- وسيلة تحفيزية.

Introduction

One main aim for learning a foreign language is communication, being able to use it well in oral performance which is the speaking skill. To achieve this aim, foreign learners usually face many difficulties that are considered to be real challenges for them.

Foreign language teachers then should be aware that the affective factors of learners have great effects on their learning. One necessary factor in this range of feelings is "confidence". Among the language learning skills, this feeling is greatly linked to oral expression.

Purpose of the Study

This study aims to achieve two main purposes. Firstly, it aims at detecting the existence of the research problem which is the lack of confidence in oral performance among high school pupils. Secondly, to investigate the effectiveness of the proposed solution that is collaborative activity in enhancing pupils' confidence in oral expression.

Statement of the Problem

One among the obstacles for pupils in high school to participate in classroom and use the English language in oral expression is the lack of confidence and the negative attitude they have about their performance. This feeling is among the negative aspects that affect their learning process and their motivation to learn English.

Such a category of pupils may not receive the required support and treatment from their teachers, who are their final hand of help which will make them out of such inferiority complex, that otherwise will be in their way to learn English throughout their life. Thus, collaborative activities are the study's suggested motivational strategy that aims to assist them regain confidence in oral expression.

Research Questions

In this study, two fundamental questions are the target to be answered throughout this research:

Q1: Is the lack of confidence among the obstacles in front of pupils' oral performance in high school?

Q2: To what extent can collaborative activities be an effective motivational strategy to help EFL pupils regain confidence in their oral expression?

Research Hypotheses

The proposed hypotheses to the held questions that will be confirmed or disconfirmed by the end of the study investigation are:

1- The absence of confidence is among the problems encountering pupils' participation and oral expression in high school.

2- Collaborative activities can be a very effective motivational strategy to help pupils regain confidence in their oral performance.

Research Design

This study investigates the effectiveness of collaborative activities in assisting EFL pupils regain confidence in their oral performance. Thus, the chosen research design to achieve this aim is quasi-experimental design where the researcher implements collaborative activity in two samples.

The researcher adopts a mixed method where he uses both quantitative and qualitative methods according to the research aims and using different data collection tools.

Population and Sampling

The experiment takes place at two secondary schools (Mohamed chaabani and Messoud Ben Ibar high schools in Medjedel , M'sila) during the academic year 2020/2021 for scientific classes third year in their first semester.

The sample of this study is group (1) final year scientific class in both secondary schools. Sample one consists of 15pupils and the second sample of 16 pupils.

Data Collection Tools

The first data collection tool in this study is questionnaires where the researcher conducts 3 questionnaires which contain mostly close-ended questions. One of them is for 5 English teachers in two secondary schools to check their awareness of the importance of self-confidence in oral performance as well as their motivational strategies they implement to support pupils regain confidence in their speaking. Two questionnaires are for pupils before and after the experiment. Pre-experiment questionnaire aims to detect the research problem whereas post experiment questionnaire's aim is to examine the efficiency of the proposed solution .Qualitative method is manifested through the use of another tool which is classroom observation that takes place during the intervention phase of 1st sample.

Significance of the Study

This study suggests a solution (collaborative activities) for a raised problem that gets in the way of pupils oral performance which is the lack of confidence, a negative affective factor that affects their learning and motivation. Thus, it investigates for high school teachers a practical technique to implement in classroom to assist EFL pupils regain confidence in their oral performance.

1. Collaborative Activities Literature Background

Collaborative activities can be traced back by different theories, namely the following

1.1 Personal Constructive Theory

Many theories appeared in the field of psychology that aim to understand how learners actually learn .Among these theories is constructivism theory where learners are not seen as passive and merely receivers of information, but as active elements of the learning process (Kurt,2021).One among these theories is Kelly's theory of personal construct (1955)that indicates that individuals are vivid in structuring knowledge around them based

on pre-built hypothesis and behave accordingly (Nunan, 1992).Thus, these theories indicate that teachers should give opportunity for learners to learn by themselves . In collaborative activities, students are given this chance to activate their role and learn by themselves with the suitable guidance and in the supporting environment.

1. 2 Vygotsky's Social Constructivist Theory

Lev vygosky is a cognitivist who agrees (with Piaget) that individuals construct knowledge by themselves; however, he stressed the importance of the other and society in the learning process (Mclead, 2020).It means that such active role of individuals in learning takes place in a social context, and that others are important for our learning.

Mclead (2020) states that there are two important principles in social constructivism which are: The more knowledgeable other (MKO), and the zone of proximal development (ZDP).

- MKO: As the name indicates, the more knowledgeable other is the one (can be a teacher or a classmate) who is more skillful and knows more in a certain aspect comparing to the learner(Mcleads, 2020).
- The Zone of Proximal Development: As mentioned by Mclead (2020), zone of proximal development is the disparity between what the learner can do without and with the support of MKO.

Hence, in implementing this theory into practice in classroom, this leads to the change of teachers roles from instructors to learning helpers (Lynch, 2018) .In other words, teachers are not to be those only active element of the learning process, but instead just learner's companions; moreover, in collaborative activities, learners are given this social context where they learn from each other in groups. Thus, vygotsky proposes for teachers to implement cooperative activities in classrooms as a very beneficial way for low achievers to learn with the guide of more knowledgeable fellows (Mclead, 2020)

1.3 Collaborative Activities Definition

Collaborative activities can be expressed in different ways; however, the definitions share the core idea of "constructing knowledgetogether". It is "the educational approach of using groups to enhance learning through working together"(Valmis, 2019,para.1).It means it is a strategy that teachers can use by dividing the students into groups to improve their learning. In line with that, Dillenburg (1999) defines collaborative activities as"is that it is a situation in which two or more people learn to attempt to learn something together".

1.4 Types of Collaborative Activities

Anderman a and Anderman b (2013) state that there are different types of collaborative activities proposed by Robert Slavin and his colleagues:

1-Student Team-Achievement- Divisions (STAD): students in STAD Technique are   to be heterogeneously grouped (according to their gender, ethnicity and capacities). Each team contains of four or five students who are asked to deeply comprehend the intend material presented by their teacher. Then, the teacher assesses their understanding through individual quizzes. The team final result is the members total scores (as cited in Anderman a and Anderman b, 2013). Slavin (1991), (as cited in Anderman a and Anderman b, 2013) claims that STAD activity proves to be an effective technique in which teachers witnessed satisfying results in terms of students engagement and interaction. Handoko (2017) also states that it triggers the group members to support each other so that their group wins.

2-Teams- Games- Tournament: Slavin (1991) (as cited in Anderman a and Anderman b, 2013) states that Teams- Games-Tournaments method and STAD technique are alike whereas the former implies games and competitions instead of quizzes. Students with the same level from each group compete against each other and are to be replaced weekly(as cited in Anderman a and Anderman b,2013). This strategy promotes a vivid learning atmosphere according to Ain (2015).

Brophy (2004) states other important collaborative methods which are Jigsaw, and group investigations.

3-Jigsaw: Brophy (2004)states that the Jigsaw method is a method of cooperative learning that was introduced by Elliot Aronson and his colleagues (derived from the Jigsaw puzzle). The material presented is divided into sections where each member of the group will be in charge of working on a particular part with the necessary information. Members of similar parts gather to share their understandings in groups called "expert groups". Finally, the original group members will meet together with having mastered the delegated section to teach their peers. Hence, in jigsaw activity, all the group members are encouraged to work actively and collaborate to understand the material (Brophy, 2004)

4-Group Investigation: This method was developed by Shlomo Sharan and his colleagues (Sharan&Sharan, 1976, Sharan et al, 1984) as stated by Brophy (2004). In this method, each group (from two to six members) is asked to write a report about a selected topic from a learnt unit in class. The report entails the group members to work on a specific point on the picked topic and present it to the whole class. Then, the report has to be evaluated (as cited in Brophy, 2004).

1.5 Important Criteria for Effective Collaborative Learning

There are some factors that teachers should know and raise their students' awareness about before implementing collaborative activities. Johnson (1999) and Johnson et al (1984) (as cited in Brophy, 2004) state that a learning together model was proposed by David and Roger Johnson and is based on four main features:

1-Positive interdependence: It is when group members work cooperatively to realize a common target. Each member works interdependently with their fellows (as cited in Brophy, 2004).

2-Face-to face interaction among students: This element highlights the importance of cooperation among the group participants instead of each working individually (as cited in Brophy, 2004).Such factor keeps the main goal of collaborative activities which is cooperation.

3-Individual accountability: individual accountability involves that each participant in the group has a responsibility and an assigned role to accomplish the group product (as cited in Brophy, 2004). Nunan (1992) asserts about individual accountability as "where by every team member feels in charge of their own and their teammates learning and makes an active contribution to the group. Thus, there is no 'hitchhiking' or 'freeloading' for anyone in a team-everyone pulls their weight" (p.35).This factor can be very important for both pupils with advanced and low level. Pupils with advanced level will not have the heavy burden of doing everything and for law-achievers, to be involved and make a contribution.

4-Instructing students in appropriate interpersonal or small-group skills: in cooperative groups, teachers should explain the rules and clarify the skills that the team member should learn to cooperate effectively such as: asking and answering questions and member mutual respect (as cited in Brophy, 2004).Such rules can be very beneficial as learners will be equipped with the necessary skills to successfully socialize with others outside the classroom.

1.6 Collaborative Learning Precautions

Anderman a and Anderman b(2013) state that although cooperative activities engagement has proved to be effective, there have been a number of cautions to be taken into consideration to have good and effective cooperative learning environment. Good and Brophy (1994) (as cited in Anderman a and Anderman b, 2013) insert some cardinal cautions:

1-In cooperative learning groups, teachers have to take into consideration to draw student's attention to collaborate with one another rather than compete as it is not the intended goal.

2-As mentioned by Good and Brophy (1994), the implementation of cooperative activities does not fit all subject materials. There are some topics in which the engagement of the later

can't be best adopted and practical (as cited in Anderman a and Anderman b ,2013). Thus, teachers have to choose carefully when and which lessons can be best done in a form of groups instead of working individually.

3-These activities do not suit all types of learners; there are some who find it difficult to work in groups and share their ideas and understandings freely whereas there are others who are sociable by nature.

4-In cooperative groups, teachers have to draw student's attention to the skills and techniques they ought to learn in order to effectively and successfully function in the groups as stated by Good and Brophy (1994)(as cited in Anderman a and Anderman b , 2013). This can also include allocating certain functions for each member in the group as stated by Johnson et al (2014) (as cited in Brame and Biel, 2015).

2 Motivation and its Importance

Among the challenges and difficulties that a teacher can face in actual classroom situation is how to teach those students who have lost interest and motivation in learning in which teachers start looking for ways to kindle their motivation. Motivation is a necessary human trait, but not that simple to be defined (Dornyei, 2001). In defining a motive, Reeve (2009) states "is an internal process that energizes and directs behavior"(P.8).From this definition, we deduce that motives are the source of our behaviors.

According to Dornyie (2001), motivation answers the question of why people choose to do a particular action and to what extent they exert in doing it. He also states that motivation is the explanation of the impulses behind doing certain behaviors. In the same context, Tanner (2020) defines motivation as "is all about our internal desire to accomplish something that is important to us". Thus, motivating students to learn has to be among the priorities for teachers for a successful learning process.

As Motivation is linked and interpreted according to one's behavior, many theories have appeared in the field of psychology to trace the impulses and find explanations behind each action and for what it stands. Among the earliest theorists, Sigmund Freud Psychosexual stages which suggest that biological motives are responsible for human behaviors where teachers were considered as the ones who assist pupils in leading these motives (McCombs and Pope, 1994). McCombs and Pope also state that behaviorists like B.F. skinner who emphasized the importance of external rewards as factors that can affect motivation and learning. While for humanistic theories as Abraham Maslow's theory, Joseph (2019) emphasizes that the impulse behind our behaviors and motivation to do certain actions and not others is satisfying the needs that are presented in a hierarchy.

In contrast to behaviorism, cognitive theories appeared to prove the active role of pupils in building an unparalleled knowledge and beliefs where motivation depends on the learner's attitudes about his own capacities (McCombs and Pope, 1994).

With the better comprehending of how the learning process occurs, recent notions in the field of education emerged to shift teachers' wholly roles in learning (McCombs and. pope, 1994). Teachers were the ones who hold the burden to give instructions where learners are to receive them as they are passively whereas now, learners are asked to take roles in the learning teaching process, and to be more autonomous of their own learning and more actively engaged. Hence, motivating students to take this role becomes the teacher's task (ibid). In other words, teacher's main job changes to be motivating students so that they will be autonomous and active learners ; moreover, motivated students in a certain subject do their best to learn it and do not give up to solve challenging tasks (Hurt,2012).

2.1 Motivational Theories

Recognizing the fact that motivation has an important role on the teaching-learning process and students' overall academic learning and achievement, teachers go for attempts on the multiple motivational strategies available to choose what can best work for the class

and thus, to what fit their pupils abilities and level. Dornyei (2001) defines motivational strategies as the ways that enhance people's goal-related actions. They are "those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (Dornyei, 2001, P.28). Dornyei also asserts that there are a variety of motivational strategies as the human action is complicated. It means that there is no single motivational strategy that suits all learners in all situations.

2.2 Intrinsic Motivation Theory

Moving from the focus on affecting the actions by external factors in the 20th century, much of psychology of the 21th century has shifted the focus on internal control where fulfilling internal needs is the impulse of any action as stated by Erwin (2011). Many theories of internal control emerged such as: Abraham Maslow hierarchy of needs, Choice theory and self- determination theory (Erwin, 2011). A common notion between these above theories is: social belonging, love and belonging, and relatedness that can be best achieved through the engagement of collaborative activities, as a strategy to enhance motivation.

2.3 Self –determination Theory:

Brophy (2004) states that one of the most important theories of motivation is self-determination theory by Edward Deci and Richard Ryan (2000) who proposed three psychological needs: for autonomy, competence, and relatedness. Meeting these main needs causes individuals to be more intrinsically motivated (not directed) and be more self-determined to do what they consider as relevant ; moreover, these behaviors will not be affected by any other outer factors (Brophy, 2004). Thus, this theory is based on inner forces of motivation (Garrido, 2021).

2.3 Choice Theory

According to Erwin (2011), choice theory clarifies the human behavior in a straightforward and meaningful way which can be easily applied in classrooms. He states (2011) that humans act "purposefully" to satisfy five main needs which are: physical needs, love and belonging, power, freedom, and fun.

3 Meeting Students Love and Belonging Needs

Meeting the need of belonging is as important as meeting the survival needs (Lee, 2019).Since the primitive past, humans tended to be part of the other –group community, social cooperation- in which this tendency is for the sake of fulfilling their basic need for love and belonging (Erwin, 2011). In this respect, cooperative activities in classroom can be a beneficial mean to satisfy student's needs for love and belonging.

3 Methodology

The experiment was conducted during the participant usual session of English. Before the intervention phase, every researcher introduces himself to the sample and explains the experiment aim as well as clarifying the pre-experiment questionnaire questions.

3.1 Intervention Phase:

For the 1st sample, the experiment was carried out on 17.02.2021 whereas the 2ndexperiment was conducted on 22.02.2021 for the 2nd sample. During both, researchers took the role of the teacher where they divided the class in heterogeneous groups containing 04 pupils in each and taught a reading text ("How is your energy balance?"). The teacher started the session by raising awareness of pupils for the different social skills they have to follow in order to cooperate effectively. The activity contains 04 questions from which each time a pupil from the groups has to answer it orally. Pupils were given a time (5minutes) to think cooperatively to answer the question, during which the teacher (researchers) monitored the groups and checked their understanding.

3.2 Data Gathering Tools

The researcher of the current study used different tools to collect data which are teacher and student questionnaires and classroom observation.

3.3 Questionnaires:

Kabir (2018) describes questionnaires as effective in a way that they serve us to collect data from a wide population of people in a much way possible and with less time consuming. He also inserts that questionnaires are better than other tools of investigation in that they are not expensive and are less effort taking.

The research contains 03 questionnaires. The first questionnaires are for English teachers in high school of Mohamed Chaabani and Messaoud Ben Lbar. The two other questionnaires were handed to pupils of the sample before and after the intervention.

4. Findings

Focus here has just been on findings that support our hypotheses namely :

Table (N° 1) :Total Number of Teachers' Questionnaire Responses

Collaborative Activities and Motivation

Yes	No
05	0
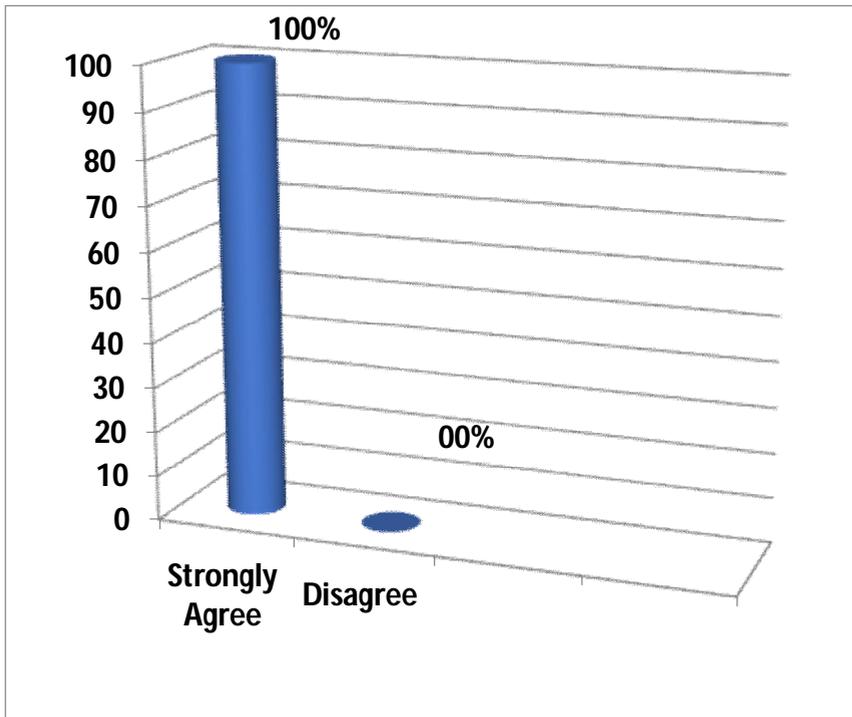
Graph (N°) 01: English Teachers' Attitudes towards the Effectiveness of Inserting Collaborative Activities

All the participant teachers think that collaborative activities can be a motivational strategy in enhancing confidence in oral performance. Four teachers agree on the importance of "collaborative activities" in creating an environment in which weak pupils learn from good ones and imitate them (in speaking) and have a chance to participate when taking turns in answering. There is a teacher who wrote: "At the end of collaborative activities, pupils will know that "some people can hold you back for sometimes, but you are the one hold yourself back for lifetimes" and "If you don't like something change it, if you can't change it, change your attitude".

Table (N° 2) : Learners' Responses after the Experiment

"Do you feel comfortable to speak in English in class now?"

Yes	No
77 %	23 %

Figure 02.Pupil's Feeling to Speak in Class.
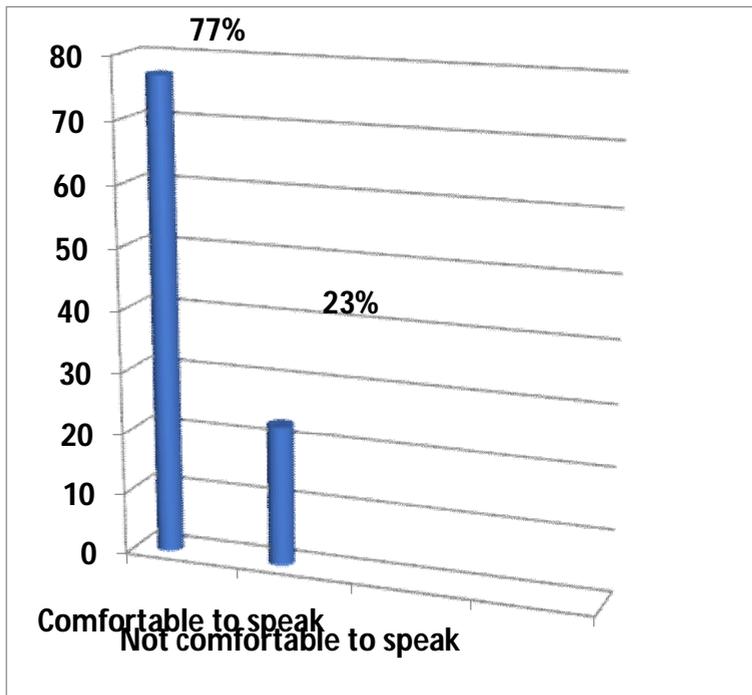
Graph (N°) 02: English Learners' Attitudes towards Comfort in Speaking after the Experiment

According to the questionnaire answers, 77% of the pupils agree on the statement, still 23% answer that they do not feel comfortable to speak in English in class.

CONCLUSION

Being able to communicate using the English language is among the aims and purposes of learning it; however, learners in high school may encounter some problems in order to be able to achieve this aim. One among these problems is an affective factor which is: lack of

confidence in oral performance that was the concern of this humble work. Such affective factor influences negatively the learning process and decreases their motivation. Hence, the researchers proposed a motivational strategy as a solution which is collaborative activities .Thus, this study aimed to investigate its effectiveness on enhancing pupils' confidence in oral expression.

It was hypothesized that the lack of confidence is a problem encountering some pupils while speaking and that collaborative activities are a very useful way to assist them regain confidence in their oral performance.

To confirm or disconfirm the above hypothesis, the researcher used a mixed method through which he conducted a quasi-experimental design using questionnaires for pupils (before and after the activity), questionnaires for teachers, and classroom observation as data gathering tools. The chosen population was final year scientific classes in two secondary schools in M'sila city during the academic year 2020-2021 from which the sample was selected which is group 1.

This work is divided into two sections. The first section was a literature review about the first variable which is collaborative activities with its background, definition, types, and some precautions besides its usefulness in enhancing pupil's intrinsic motivation that was also tackled in this chapter. The second part dealt with the second variable which is oral performance and the importance of confidence followed by its relation to collaborative activities and the ways that the later can enhance pupil's confidence. The subsequent part presented the chosen methodology and the other with the analyses and interpretations of the gathered findings.

To conclude with, this study aimed to investigate the effectiveness of collaborative activities in assisting EFL pupils to speak confidently. The obtained results proved the existence of the research problem, which is lack of confidence in oral performance, and the efficiency of the proposed solution that is collaborative activities. Thus, the research

hypotheses were confirmed through 100% from the part of teachers and 77 % from the part of pupils.

As high school teachers are the final aid for pupils, we highly recommend for teachers of English to be aware of the importance of self-confidence in oral performance and implement different strategies to help pupils enhance it and overcome the obstacle of inferiority complex. Among the effective strategies that proved its usefulness through this work is collaborative activities strategy that can be implemented in some lessons to reap its satisfactory results.

- References:

1) Ain, N. (2015). *Teams Games Tournament*. Prezi. Retrieved from http:// Prezi.com.
2) Anderman, E, & Anderman, L. (2010) .*Classroom motivation* (2nded). Upper Saddle River:
3) rw.pearsonhighered.com.
4) APA Dictionary of Psychology. (2020). Retrieved from http://dictionary.apa.org.
5) Brame, C.J, & Biel, R.(2015) .*Setting up and facilitating group work: using*
6) *cooperative learning groups effectively*. Vanderbit university center of teaching.
7) Retrieved from http:// CFT.Vanderbit.edv.
8) Brophy, J. (2004). *Motivating students to learn* (2nd ed). Mahwah, New Jersey. London:
9) Lawrence Erlbaum Associates, publishers.
10) Brown, H. (1994). *Principles of language learning and teaching.* United States of
11) America: Pearson Longman.
12) Burtan, K,& Platts, B. (2006). *Building Confidence for Demmies.* Chichester: John Wiley
13) Sons, LTD.
14) Bygate, M. (1987). *Speaking.* Oxford: Oxford University Press: Editors: CN Candian and
15) HG Widdowson.
16) Cambridge Dictionaries Online. (2021). Retrieved from http://dictionary.cambridge.org.
17) Chong, Ch. (2020). *Going beyond accrracy vs fluency.* English teaching
18) professional. Retrieved from http://www.etprofessional.com
19) Cole, D, Ellis, C, Mason, B, Meed, J, Record, D, Rosseti, A, & Willcocks, G. (2007).
20) *Teaching speaking and listening: a toolkit for practioners.* Bristol: Partishead Press.
21) Counceling Center,University of South Florida. (2021). *What is self-confidence?*

22) Retrieved from http://WWW.usf

23) Creswell, V. (2009). *Research design: qualitative, quantitative, and mixed approaches*

24) (3ʳed). London: SaGe publication. Inc.

25) Dillenburg,P .(2008). *Collaborative learning: cognitive and computational approaches*.

26) United Kingdom :Emerald publishing limited .

27) Dornyei, Z. (2001). *Motivational strategies in the language classroom* .Cambridge:

28) Cambridge university press.

29) Erwin, J.(2011). *Inspiring the best in students*. Alexandra, Virginia; association for

30) supervision and curriculum development.

31) Ganzalez, V.(2020). *What is the affective filter, and why it is important in theclassroom*?.

32) Retrieved from http://seidlitzblog.

33) Garrido, G. (2021). *Self-determination theory and motivation*. simple psychology.

34) Retrieved from http://ijbnpa.bionedcentral.com

35) Garside, T. (2019). *Teaching speaking;*tips to develop the speaking skill of your students. TEFL Hong Knog. Retrieved from https://www.fluent.com.

36) Homdoka, H. (2017). *The Concept of STAD(student-team-achievement-divisions)*.

37) Berita sumbagsel. Retrived fromhttp://e-journal.stkipsiliwongi.ac.id.

38) Hurt, M.(2017). *The Importance of motivation on educational environment*.Study.com.

39) http://study.com

40) Joseph, J. (2019). *Humanistic psychology-understanding the motivation theory*. Retrieved

41) from http://www.indioufolk.com.

42) Kabir, S. (2018). *Methods of data collection*. Curtin university .Retrieved from

43) https://www.researchgate.net/publication/325846997.

44) Kim, Sh. (2020). *What to do when students dominate classroom discussion*.Study.com.

45) https://study.com.

46) Kurt,S.(2021).*Constructivist learning theory* .Educational technology .Retrieved

47) from http//educationaltechnology.net .

48) Lazaroton, A. (2001). *Teaching oral skills.* In M. Celce.Murcia (ed). *Teaching English as a*

49) *second or foreign language* (pp.103.115). Boston: Heinte&Heinle.

50) Lee, C. (2019) .*7 Ways to give your students a sense of belonging*.Turnitin. Retrieved from

51) http://www.turnitin.com

52) Liu, N.(2014). *Increasing your foreign language confidence*: no more Umms, Uhhs or

53) Errs!. Foreign language immersion online. Retrieved from http://www.fluentee.com.

54) Lynch, M. (2018). *Social constructivism in education*.The Edvocate. Retrieved from

55) http://www.theodadvocate . org .

56) McCombs, B , & Pope, J. (1994). *Motivating hard to reach students*. Washington:

57) American psychological associations.

58) Mcleads, S. (2014). *Carl Rogers*. simple psychology.Retrived from

59) http://www.simplepsychology.org/carl.rogers.html.

60) Ni, H. (2012). *TheEffects of affective factors in SLA and pedagogical implications* (the

61) university of Heze, department of foreign languages, Shordog, China).Retrived from

62) http://www.academyPublication.com

63) Nordquist, R. (2018). *Linguistic insecurity.*ThoughtCo.Retrieved from

64) http://www.thoughtco.com/What.is.Linguisticinsecurity1691235

65) Nunan, D. (1992). *Collaborative language learning and teaching*. Cambridge, NewYork.

66) USA: Cambridge University.

67) Raine, P. (2011). *Promoting speaking fluency.*Jobs.ac.uk.Retrieved

68) from http://learnenglishteams.britishcouncil.org.

69) Reeve, J. (2009). *Understanding motivation and emotion* (5th ed).United States of America:

70) John Wiley& Sons. Inc.

71) Scrivener, J. (2005). *Learning teaching* (2nd ed). Oxford: Macmillam books for Teachers.

72) Sylwester, K. (2020. *Fluency vs accuracy.*The TEFL academy .Retrieved

73) from http://www.theladiesproject.com.

74) Tanner, R. (2021). *What is motivation?*.Managment is a journey. Retrieved

75) from http://managementi.sajourney.com

76) Thomas, L. (2021). *Anintroduction to quasi-experimental* designs.Scribbr.Retrieved

77) fromhttp://www.scribbr.com

78) Ur, P.(1996). *A Course in language teaching:* practice and theory. United Kingdom:

79) Cambridge university Press.

80) Valmis,. (2019). *What is collaborative learning?*. Retrived from http://www.valmis.com

81) Wikipedia, (2021). *Linguistic insecurity.* Retrieved from http://eu.wikipedi.o

- Appendices:

Appendix A: Teachers' Questionnaire

Dear Teacher,

This questionnaire is a part of our research study that seeks to investigate the effectiveness of « collaborative activities » as a motivational strategy to assist EFL pupils regain confidence in their oral performance. You are kindly

invited as a high school teacher of English to answer the following questions by ticking the relevant choice and answering when necessary. I am highly appreciating your collaboration, thank you in advance.

- **Part One: General Background**

    1. **Gender:** Male ☐   Female

    2. **Which level do you teach?** 1st ☐   2nd   3rd ☐

    3. Which streams do you teach? ....

    4. How long have you been teaching English? ....

- **Part Two: Linguistic Insecurity**

    1. Do you consider the speaking skill important in learning English?

        Yes ☐   No ☐

    2. Do you ask your pupils to speak in English in classroom?

        Always ☐ Often   Rarely ☐   Never ☐

    3. Do all pupils participate in classroom?

        Yes ☐   ☐

    4. Do you think that the lack of confidence is the reason behind pupils' absence of participation ?

        Yes ☐   No ☐

    5. Do you think that such feeling makes them unmotivated to keep up learning English?

        Yes ☐   No ☐

    6. In your opinion, is self- confidence a very important factor to learn a second language?

        Strongly agree ☐   Agree ☐ Neutral ☐ Disagree ☐

    7. Do you implement any motivational strategies to assist your pupils to develop their oral performance in English and regain confidence?

        Yes ☐   No ☐

        If yes, state them please,

        ....

        ....

        ....

    8. Do you give extra attention and support to them?

        Always ☐   Often ☐   Rarely ☐   Never ☐

    9. Do you think that "Collaborative Activities" can motivate those pupils to speak confidently?

        Yes ☐   No ☐

If yes, justify how please,

....

....

Appendix B: Pupils' Pre-Experimental Questionnaire

Dear Pupils,

This questionnaire aims at investigating your attitude towards speaking English. Your contribution is fundamental for conducting this research. You are kindly invited to answer the following questions by ticking (✓). Thank you in advance.

- **Part One: General Information**
  1. **Gender:** Male ☐ Female ☐
  2. **Age :** ☐
- **Part Two: "Linguistic Insecurity"**
  1. English session is among my favourite sessions.
     Yes ☐ No ☐
  2. I really want to be able to speak in English.
     Yes ☐ No ☐
  3. My teacher of English gives me opportunity in class to speak in English.
     Yes ☐ No ☐
  4. My level in oral Performance has improved in high school compared to middle school?
     Yes ☐ No ☐
  5. I participate in the English sessions.
     Always ☐ Often ☐ Rarely ☐ Never ☐
  6. I do not always participate because I think that my performance in English is bad. Yes   No
  7. I feel comfortable to speak in English in class.
     Yes ☐ No ☐
- **Part Three: "Teachers Strategies"**
  1. My teacher of English gives equal opportunities to all pupils in class to speak English.
     Yes ☐ No ☐
  2. My teacher of English gives extra support only to excellent pupils.
     Yes ☐ No ☐
  3. My teacher uses different strategies in classroom to support my motivation?
     Yes ☐ No ☐

4. I feel involved in classroom activities.

Always ☐ Often ☐ Rarely ☐ Never ☐

Appendix C: Pupils' Post-Experimental Questionnaire

Dear Pupils,

This questionnaire aims at investigating the effectiveness of collaborative activities in assisting EFL pupils regain confidence in their oral performance. You are kindly invited to answer the following questions by ticking (✓). Thank you in advance.

- **Part One: General Background**
    1. **Gender:** Male ☐ Female ☐
    2. **Age:** .....

- **Part Two: The Effectiveness of Collaborative Activities**
    1. Working in groups made me feel belonged to the class.

       yes ☐   No ☐

       Yes ☐   No ☐

    2. All members in the group worked cooperatively.

       Yes ☐   No ☐

    3. I felt in charge of a responsibility to do to benefit my group.

       Yes ☐   No ☐

    4. I was comfortable during the activity.

       ☐   No Yes

    5. I participated during the activity.

       Yes ☐   No ☐

    6. I participated speaking in English confidently.

       Yes ☐   No ☐

    7. I understood the lesson from my peers better than the usual teacher's presentations.

       Yes ☐   No ☐

    8. I found the English language easy and interesting to be learnt.

       Strongly agree ☐   Agree ☐ Neutral ☐ strongly disagree

       Disagree ☐

    9. I felt enjoyed during the activity.

       Yes ☐   No ☐