
Improving EFL Learners' Interaction through Collaborative Work.

**A Case Study of Secondary School Learners, Al –Hasahiesa , Sudan,
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Abstract:

Creating classroom interaction requires learners to participate orally, share ideas and exchange information. However, many EFL learners lack confidence to participate in classroom interaction. This study aims at: using collaborative work in EFL classes for improving EFL learners' interaction and providing EFL learners with chances for group discussion. The study adopted the descriptive analytical method. A questionnaire was used for data collection. It was distributed to fifty (50) English language learners of secondary schools at Al –Hasahiesa Locality for data collection. Then, the collected data were analyzed by (SPSS) program. The study came out with the following findings: EFL learners' oral interaction can be improved through collaborative work, shy learners could able to overcome their weaknesses collaboratively, using collaborative work motivates the learners and develops their speaking skills. The study recommends: collaborative work should be created in EFL classes to activate classroom interaction, shy learners should be encouraged to interact orally in classroom and learners should be motivated to exchange ideas in the classroom.

Key Words: (Classroom interaction, collaborative work, overcome their weakness).

تحسين تفاعل متعلمي اللغة الإنجليزية كلغة أجنبية من خلال العمل التعاوني

(دراسة حالة لطلاب المرحلة الثانوية ، الحساھيصة ، السودان ٢٠٢٢)

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قسم اللغة الإنجليزية ، كلية التربية بالدلم ، جامعة الأمير سطاتم بن عبد العزيز ،

الخرج ١١٩٤٢ ، المملكة العربية السعودية

الملخص :

إنشاء التفاعل الصفي في صفوف تدريس اللغة الانجليزية يتطلب مشاركات الطلاب، طرح آراءهم وتبادل المعلومات فيما بينهم، غير أن الكثير من الطلاب تنقصهم مقدرات التواصل الشفهي.هدفت هذه الدراسة إلى استخدام الأنشطة التعاونية لتحسين التفاعل الصفي وإنشاء فرص المشاركة لتنشيط الطلاب على ممارسة التفاعل الصفي. اتبعت الدراسة المنهج الوصفي التحليلي كما استخدمت نظام الإستبانة كوسيلة لجمع البيانات من خمسين (٥٠) طالباً وطالبة من المدارس الثانوية بمحافظة الحساھيصة لجمع البيانات اللازمة للدراسة. تم استخدام نظام الحزم الإحصائية للعلوم الاجتماعية SPSS لتحليل البيانات . وتوصلت الدراسة لنتائج أهمها : أن الأنشطة التعاونية تمكن طلاب اللغة الانجليزية من المشاركة في التفاعل الصفي وممارسة الكلام الشفهي داخل الصف كما أنها تمكنهم من تجاوز الضعف وعدم المشاركة، أن الأنشطة التعاونية تحفز الطلاب علي تحسين مهارات الكلام. أوصت الدراسة بإنشاء الأنشطة التعاونية في صفوف تدريس اللغة الانجليزية، تشجيع الطلاب الخجولين علي التفاعل الصفي وتحفيز الطلاب على تبادل المعومات.

الكلمات المفتاحية: (التفاعل الصفي ، العمل التعاوني ، تغلب على ضعفهم).

1.0 Introduction

Using collaborative in EFL classroom specially in secondary schools, enables students to speak and share their ideas. Through such technique, students are encouraged to work together to carry out tasks, ask or answer questions and justify reasons. Students are encouraged to speak with their peers and support their information (Gillies, 2006). In collaborative work teachers

have the role of encouraging students to interact and support their ideas Brown (2008). All students in the classroom try to share their information in collaborative work even the weaker ones. Students in group work carry out work together to solve problems or justify reasons depending on their information and do not depend on the teacher Nunan, (1992).So, students in collaborative work improve classroom interaction and their speaking ability is enhanced (Erten, 2000).

1.1 The Problem of the Study

Many of EFL learners lack confidence to participate in classroom interaction. Their spoken performance is very weak. As such, EFL learners need to be engaged in class interaction. The investigator carries out this study in order to use collaborative work strategies for developing EFL students' oral abilities.

1.2 The Aims of the Research

The paper tries to:

- 1.use collaborative work in EFL classes for improving EFL learners' interaction.
2. provide EFL learners with chances for group discussions.

1.3 Research Questions

This paper will to answer the following questions:

- 1.What is the role of collaborative work in improving EFL learners' interaction?
2. To what extent do EFL learners find chances for group discussions?

1.4 Research Hypotheses

The research hypothesizes:

- 1.Using collaborative work in EFL classes encourages EFL learners to interact.
2. Collaborative work provides EFL learners with chances for group discussions.

1.5 The Significance of the Research

The research shows readers the benefits of using group work for improving learners' interaction. This study is useful to the teachers by showing them the usefulness of using group work, that may lead to improve learners' language skills in EFL classes.

1.6 Research Methodology

The method which will be used in this study is descriptive method. A questionnaire will be used as a tool to collect the data from EFL learners at the secondary level. Then, the collected data will be analyzed with SPSS Program.

2.0 Literature Review

Collaborative work is a classroom activity used to encourage students work together, carryout learning tasks, discuss their

work, justify their reasons and solve learning problem Badache (2011). Every student in collaborative work is encouraged to share information, speak and ask his group members through their task.

Collaborative work helps the learners to compare and contrast their knowledge with the knowledge of the other peers in the other. Accordingly, students in group work find many language contexts and word alternative Nunan (1992)

However, learners in collaborative work could able to improve their speaking ability, because this technique requires all students to speak according to their specific tasks. Also its argued that collaborative work enhances learners motivation Angelo (1993) and so, it improve classroom interaction.

3. The Current Study: Method

The sample of this study were the EFL learners of secondary schools at Al –Hasahiesa Locality , Geaira State,Sudan, (2022). A questionnaire was distributed to fifty (50) of them for data collection. Then, the collected data were analyzed with the SPSS program.

4. Data Analyses and Discussions

The following statements were statistically analyzed to support the research:

(1) Students always love to interact orally through collaborative work.

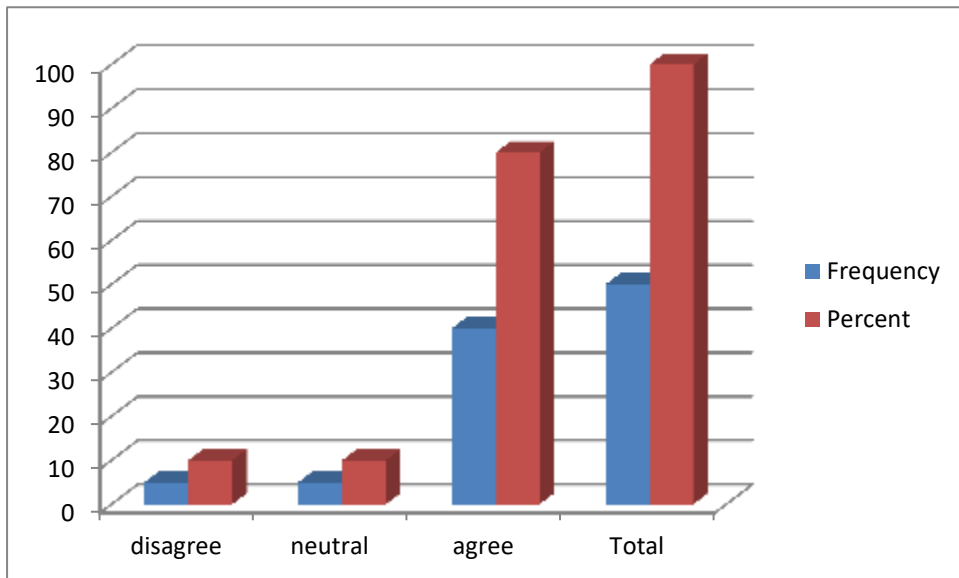


Fig.(1) EFL learners' oral interaction

According to the data in Fig (1), (80%) of the respondents agree with the statement, (10%) of them are neutral and (10%) disagree.. So, this statement is justified.

(2) Learners in collaborative work do not depend on the teachers for information.

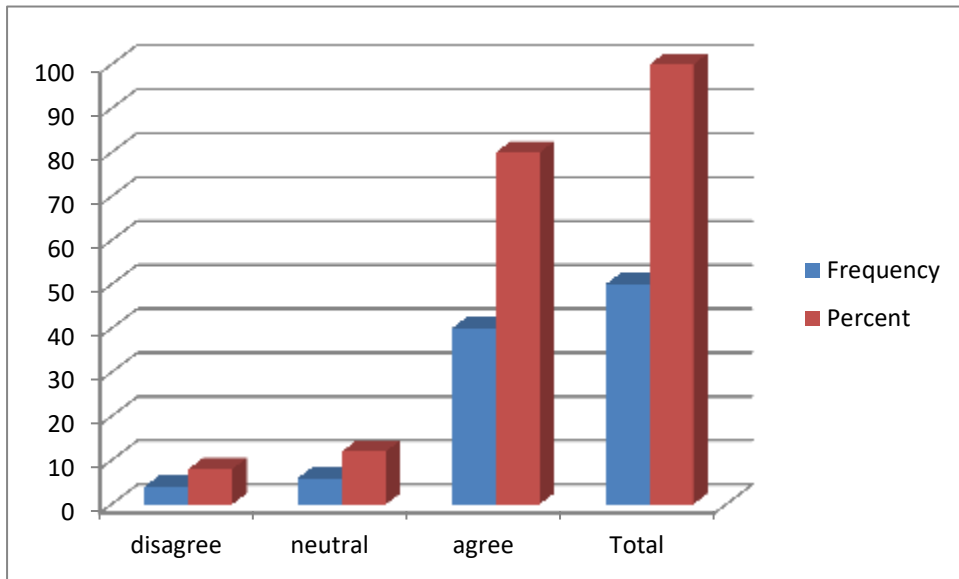


Fig. (2) The teacher as the only source of language

The data in Fig (2) shows that, learners do not rely on the teacher to be their only interlocutor and source of language input. Most respondents (80%) agree, (4%) disagree and (6%) are neutral that, learners in collaborative work do not depend on the teachers for information. According to the statistical analysis in fig (2) ,this statement is justified.

(3) All students are encouraged to interact in collaborative work.

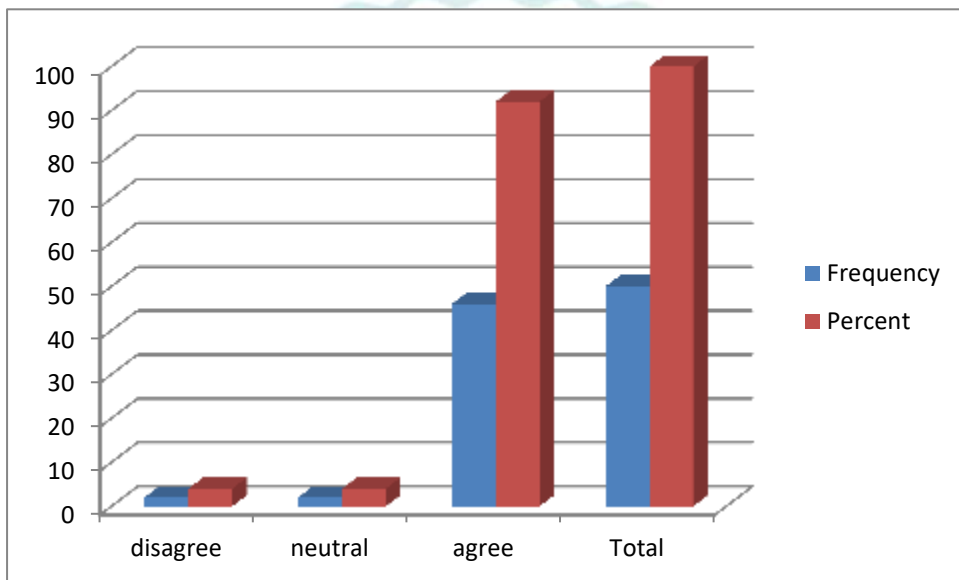


Fig. (3) Students overcame their weaknesses collaboratively

According to the statistical analysis of Fig (3) most respondents (92%) agree with the statement,(4%) are neutral and (4%) of them disagree with the statement. Therefore, this statement is accepted.

(4) Students' participation in collaborative work leads them speak.

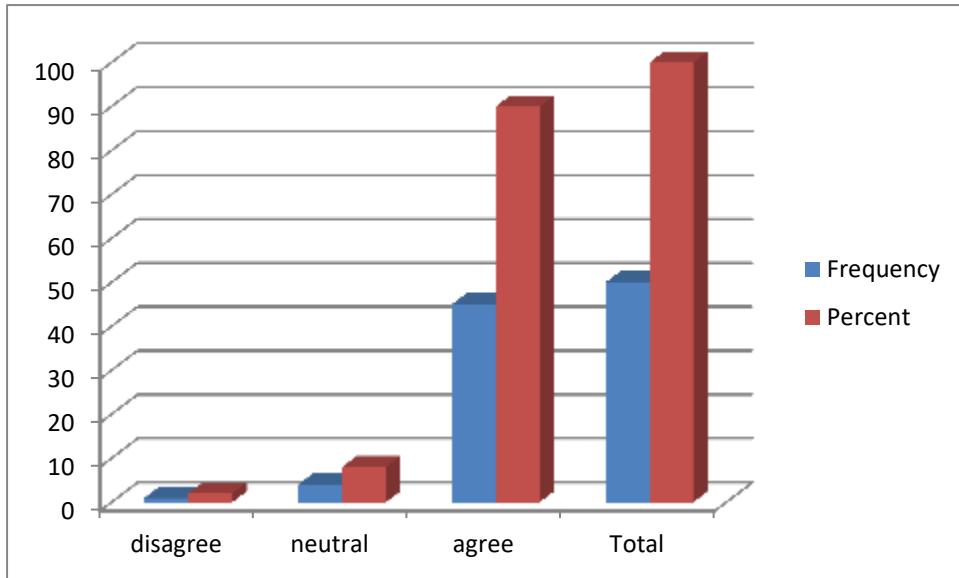


Fig.(4) Developing learners' speaking

The data in Fig (4) shows that 90% of the respondents agree that, collaborative work technique develops learners' speaking. However, (8%) of the respondents are neutral and (2%) of them disagree with the statement. Therefore, this statement is accepted

(5)Group work allows learners find new contexts to increase their knowledge.

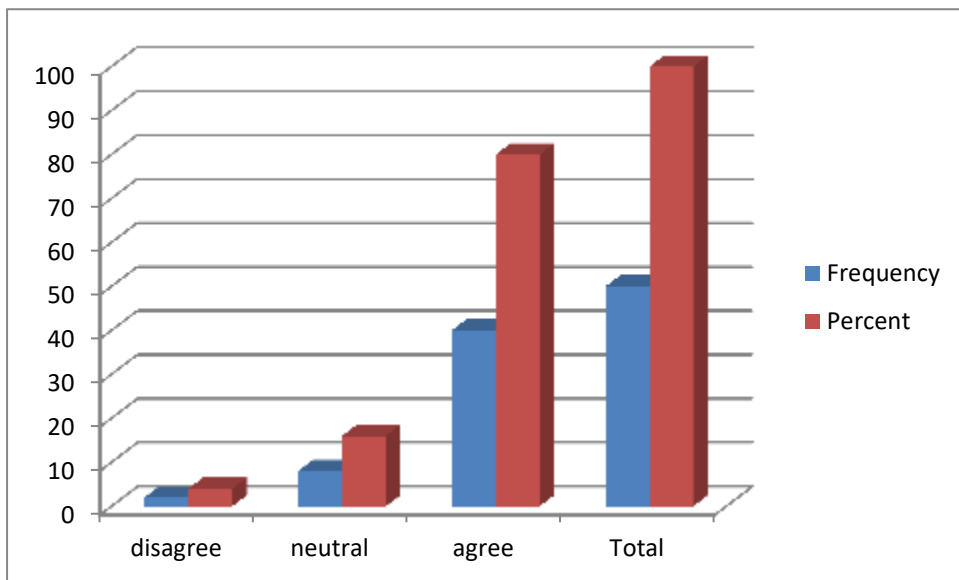


Fig. (5) Measuring the quality and value of knowledge

The data in Fig (5) shows that, most respondents (80%) agree that, group work allows learners find new contexts to increase their knowledge. According to the statistical analysis in fig (5) (16%) of the sample neutral and (4%) disagree with the statement. Thus this statement is accepted.

(6) In group interaction, learners create interactive discussions.

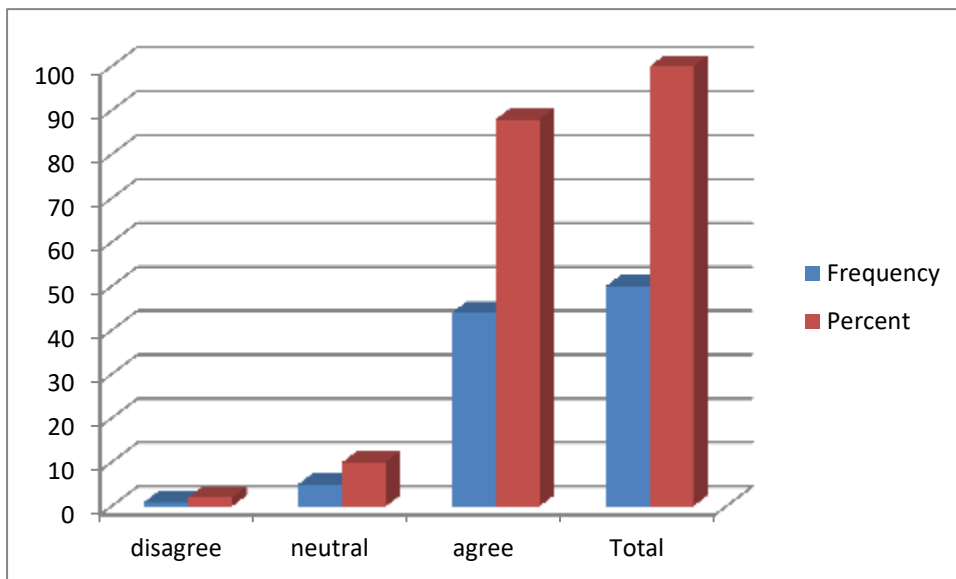


Fig. (6) group discussions

The data in Fig (6) shows that, in group contact, learners create interactive discussions. Most respondents (88%) agree with the statement, (10%) of them are neutral and 2% disagree with the statement. Thus this statement is accepted.

(7) Collaborative work develops fluency of EFL learners

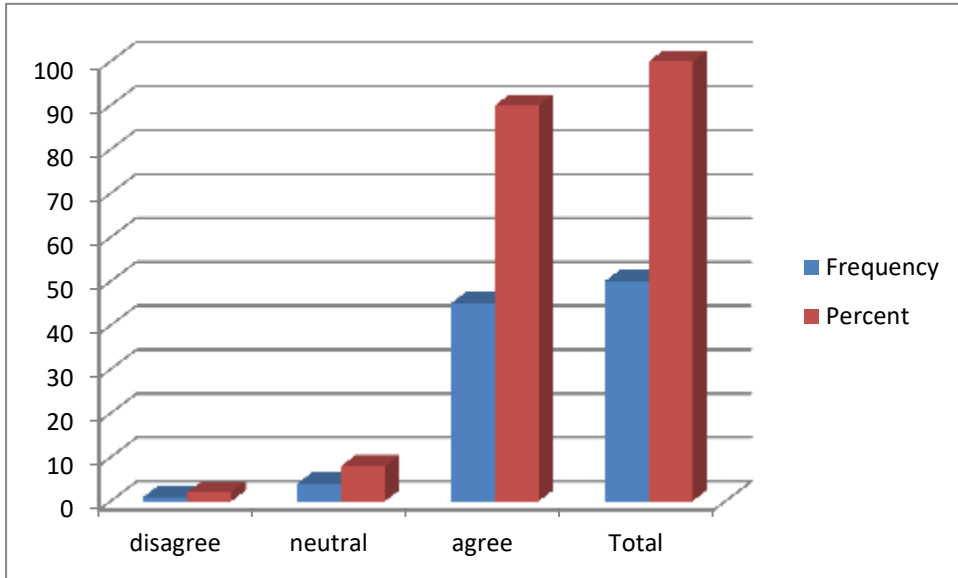


Fig.(7) Developing fluency of EFL learners

The data in Fig (7) shows that, collaborative work develops fluency of EFL learners. Most respondents (90 %) agree with the statement, (8%)of them are neutral and (2%) of them disagree with the statement According to the statistical analysis, this statement is accepted

(8) In group work, we learner help each other in tasks.

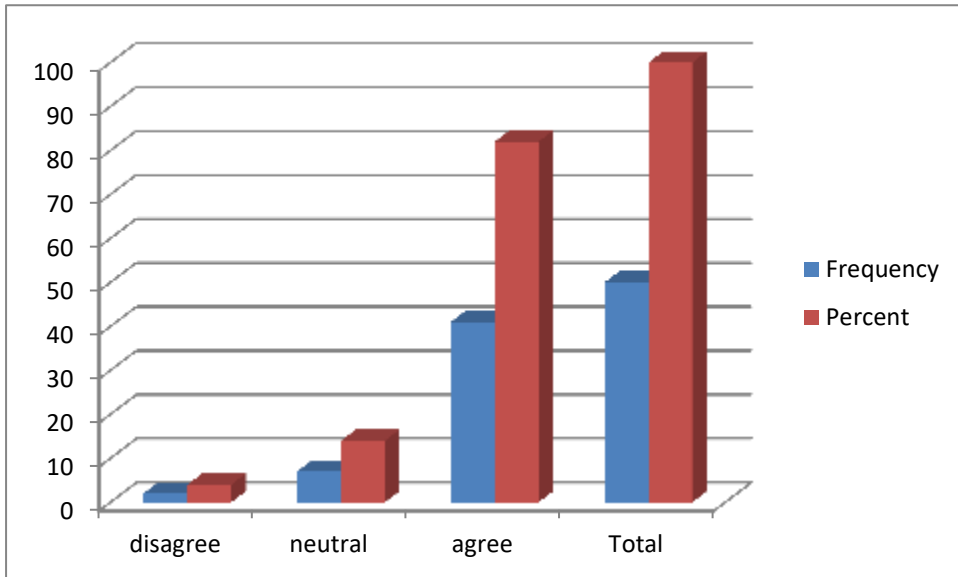


Fig. (8) Learners help each other in tasks

The data in Fig (8) shows that, *82%) of the respondents agree with the statement, (14%) of the are neutral and (4%) of them disagree with the statement in group work learners help each other in tasks. Thus this statement is accepted.

(9) The role of the teacher in group work is to help students to solve problems.

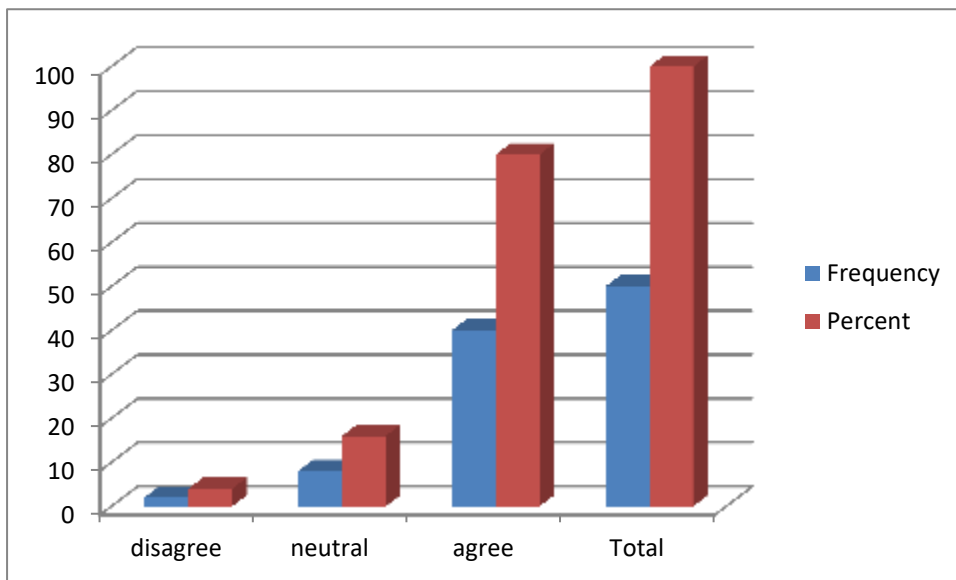


Fig. (9) The role of The Teacher

The data in Fig (9) shows that , most respondents (80%) agree , (16%)of them are neutral and (4%) disagree that, the role of the teacher in collaborative learning is only to help students to solve problems. According to the statistical analysis this statement is not accepted.

(10) Students find motivation in collaborative work.

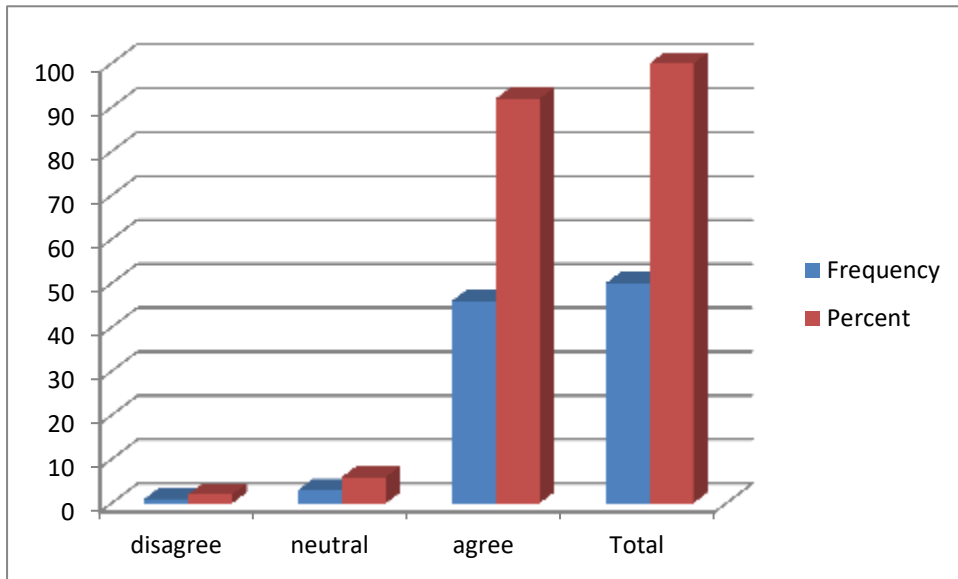


Fig. (10) Motivating learners

The data in Fig (10) shows that, students find motivation in collaborative work. The data in Fig shows that most of the respondents (92%) agree that students find motivation in collaborative work. However, (6%) of the respondents are neutral and (2%) of them disagree with the statement, According to the statistical analysis, this statement is accepted.

5. Findings:

After analyzing the data, the study came out with the following findings:

1.Using collaborative work develops EFL learners' oral interaction.

2.Students can overcome their weaknesses through collaborative work.

4.Using collaborative work strategies develop learners' speaking skills.

5.Creating group work allows students to measure the quality of their knowledge.

6.Using collaborative work develops fluency of EFL learners.

7.Collaborative learning motivates EFL learners to practice conversations.

6. Recommendations:

The study recommends:

1.Collaborative work should be created in EFL classes to activate classroom interaction.

2. Shy learners should be encouraged to interact orally in classroom.

3. EFL learners should be motivated to exchange ideas in the classroom.

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