Sudan University of Science and Technology
College of Graduate Studies

The Effects of Using Pair/Group Work Techniques on improving English Language Pronunciation in Large Classes

اثر استخدام تقنيات العمل الثنائي والجماعي في تحسين نطق اللغة الانجليزية في الفصول الكبيرة

A Thesis Submitted to the College of Graduate Studies for The Degree of PhD in Education (ELT)

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2021

بسم الله الرحمن الرحيم

"And don not pursue that of which you have no Knowledge. Indeed the hearing, the sight, and heart – about those entire one] will be questioned"

Dedications

This work is gratefully dedicated to:

My loving father's soul

My beloved mother

My dear husband

My son Mohammed

My sisters and brothers

My daughters Tanzeel and Duaa

Acknowledgements

Table of Contents

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER FOUR
DATA ANALYSIS, DISCUSSIONS AND RESULTS

List of Tables

4-38	Teachers hold a negative view on teaching English Language.	76
4-39	Lack of individual attentions is one of the problems associated with large classes.	76
4.40	A big class size has negative influence on student's attitudes and attention.	77
4.41	Teachers do not enjoy teaching in large classes.	77
4.42	Small class size has positive influence on student's interest and motivation.	78
4.43	The mean value	79
4.44	The median value	79
4.45	Group work activity can be a Suitable technique in teaching English language.	80
4.46	Pair work technique can be useful and effective technique in teaching English language.	81
4.47	Teacher's attitudes towards using pair work and group work.	83
4.48	Class size effect on teaching English Language.	84

Abstract

This study aims at investigating the effect of pair work and group work techniques on teaching English Language pronunciation in large classes at a tertiary level. Furthermore, the study endeavoured to explore the difference of pronunciation performance between students who were taught using pair work and group work techniques and students who were not taught with it. The target populations of the study was the second year students at the faculty of Education, Shendi University who are majoring in English language. A hundred students participated as a sample to represent the target population. Then they were randomly divided into the experimental and control group. The former received treatment sessions to improve their pronunciation performance using pair and group work techniques, while the latter did not. However, the pair and group work techniques were controlled for both groups to avoid the interference of any unaccepted factors in the analysis process. Furthermore, the questionnaire was designed for English Language teachers. It aims at measuring the teachers' interest and attitudes towards using pair/group work application for teaching English Language in large classes. It was administered to a total sample of fifty university teachers. Finally, the obtained data were analysed via (SPSS) program. The results demonstrated the positive effect of using pair and group work techniques on teaching English language pronunciation in large classes. Moreover, they showed a significant improvement in pronunciation performance of the participants in the experimental group. The findings revealed that the English language teachers have positive attitudes towards using pair/group work techniques in large classes. According to findings of the study it is recommended to incorporating pair/group work techniques in teaching English Language in large classes at universities.

مستلخص الدراسة

تهدف هذه الدراسة إلى معرفة تأثير التدريس بالعمل الثنائى والجماعي على تحسين نطق اللغة الإنجليزية في الفصول الكبيره على مستوى التعليم العالي. علاوة على ذلك ، سعت الدراسة لاستكشاف الفرق في اداء النطق بين الطلاب الذين تم تدريسهم باستخدام تقنيات العمل الثنائي والعمل الجماعي والطلاب الذين لم يتم تدريسهم بها. تحقيقًا لهذه الغاية ، كان طلاب اللغة الإنجليزية بالفصل الدراسي الثاني بكلية التربية في جامعة شندي هم الفئة المستهدفة من هذه الدراسة، تم اختيار مئة طالبا و طالبة لتمثيل من سيتم اخضاعهم لهذه الدراسة. تم تقسيمهم بشكل عشوائي إلى مجموعة تجريبية ومجموعة ضابطة. خضعت المجموعة الأولى للتدريس عبر مجموعات صغيرة وثنائية لتحسين النطق، بينما المجموعة الأخيرة لم تتلقى نفس هذه المعاملة. ومع ذلك ، تم التحكم في استخدام مهارات العمل الثنائى والجماعى للمجموعة التجريبية لتجنب تدخل أي عوامل غير مرغوب فيها في عملية التحليل. علاوة على ذلك، تم تصميم الاستبيان لاساتذة اللغة الانجليزية بجامعة شندي لقياس ميولهم واهتمامهم باستخدام تقنيات العمل الثنائي والجماعي في تدريس اللغة الانجليزية في الفصول الكبيرة. تم اعطاؤه لعينة مكونه من خمسين استاذا. اخيرا تم التحليل الاحصائي للبيانات، اظهرت النتائج الاثر الايجابي لاستخدام اساليب العمل الثنائي والجماعي في تدريس اللغة الانجليزية في الفصول الكبيرة. اظهرت النتائج تحسنا ملحوظا في النطق لدي المشاركين في المجموعة التجريبية. كما اظهرت النتائج ان اساتذة اللغة الانجليزية لديهم اتجاهات ايجابية تجاه استخدام تقنيات العمل الثنائئ والجماعي في الفصول الكبيرة على فرضية وفقا لنتائج الدراسة اوصت بادخال العمل الثنائئ و الجماعي في تدريس الفصول الكبيرة بالفصول الكبيرة بالجامعات.

CHAPTER ONE

INTRODUCTION

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INTRODUCTION

1.0   Background of the study

The researcher's well-established belief in the importance of pair work and group work techniques as a key factor in enhancing language teaching and learning English as a foreign language (EFL) has constituted the germ of this study. However, the researcher's relatively long experience, more than 15 years of teaching in education in general and teaching in large classes to EFL learners in particular, have sparked the inspiration for this study. The researcher has observed that EFL students at the tertiary education constantly encounter various, unpredictable and unexplained teaching and learning difficulties. These difficulties likely occur, when the purpose of teaching is to practice and develop high order skills where the students are required to go deeper into the texts and manipulate its interrelated components to accomplish the task assigned.

Throughout her career of teaching in the EFL, what accounts for the students' poor speaking competence and pronunciation performance at the university level has been at the center of the researcher's attention. Moreover, investigating the contributory factors that influence, hinder, accelerate or develop the students' learning ability constitutes the core of the researcher's area of interest in teaching and learning processes-pair work and group work- in large classes.

In recent years there have been a number of exciting developments in language teaching. These developments are sometimes referred to as communicative language teaching or CLT. According to (Nolasco and Arthur, 1988) a greater emphasis on activities in which students have a chance to determine what they want to say independently on the teacher is among the most important features of CLT. The problem of getting students to express themselves freely in the foreign language has come to prominence. (Ur, 1981:2) says that I do not want

to disclaim whole class teaching since there are many occasions when a teacher working with class as a whole is the best type of classroom organization.

As the researcher was teaching a lecture in large class, she noticed that the lack of sufficient interaction inside the large classes, to some extent, contributes to poor pronunciation. A relatively large number of the students encountered some difficulties when they failed to communicate with each other and they find difficulty to make their tasks in large classes. Teacher could easily recognize the differences between the two classes, large class and a small one. More likely, teachers mainly use association to mark the difference between two above classes, and try to think to use suitable and effective techniques to teach large classes.

In a large lecture hall, teachers cannot possibly attend to all the students' needs particularly with such a diverse student body and there is less opportunity for students – teacher interaction. Thus, students often drift from lectures and lose focus. Also it is not an easy task for a teacher to detect how much students actually understand in a large class and provide prompt feedback. Some teachers may interact with students by posing questions in class in order to encourage interaction and discussion.

Large classes are physically over crowded with limited space for teacher movement, for example, physical setup of class, poor ventilation, availability of visual aids. Large classes limit students' opportunities in interacting and receiving feedback with both teachers and students particularly those who sit at the back of the class. Students often complain of losing concentration and interests in their studies during presentation of lectures.

Many language teachers hold a negative view on teaching English in large classes such words as "out of control", "hard to organize class activities" or "impossible to communicate" are often repeated. Similar worries are also shared by many researchers. (Kennedy and Kennedy, 1996) feel that it is difficult to control what happens when the number of group passes a certain number.

(Hayes, 1997) thinks the ideal size of language class is 30 at most, because only such a scale can offer enough chances for the students to communicate with each other.

The most major problems encountering teachers of English Language are how to make interaction in large classes at university.

1.1 Statement of the study

The researcher has observed that the classes are too large at all educational levels (Basic, secondary and university levels), lack of small classes in the learning process. The problem, actually, is more than alarming. It even becomes worse when one sees how a university student reads, speaks and interacts inside the large classes, this dramatic deterioration in the students' levels and abilities poses a big question pertaining to the efficiency of our curricula. As a result, one reaches to the very bitter reality of how our present educational system needs a major review from top to bottom. In fact, this is one of the central reasons which inspire the researcher to undertake the present study.

Taking into account the Sudanese Higher Education context and with a good deal of experience in teaching skills and techniques, the researcher has observed that EFL students at the universities are weak in English Language pronunciation. The absence of using pair /group work techniques in teaching English Language pronunciation is one of the main causes of the deterioration of the English Language. Teachers at universities ignore the importance of English Language pronunciation and listening skill inside the classroom which causes the boredom to the students and makes them lose the value and the sense of the Language.

Technological devices are full of supplementary listening and pronunciation materials to enrich the syllabus, the traditionally methods and methodology of teaching English Language pronunciation did not solve this problem. On other hand, teachers are not use pair/group work techniques to

teach English Language pronunciation in large classes, the majority of English Language teacher have negative attitudes towards teaching large classes these problems reduces students level in the pronunciation.

The researcher has observed that the teaching at universities in Sudan encountered of difficulties for an example is a class size is almost above a hundred, a matter which hinders the teacher's interaction with the students. Teachers do not have enough time to mark students' work specifically in writing in addition to most of the students have no chances to express their own ideas fluently. Also when the teacher wants to check attendance this will be time – consuming moreover, the individual differences hinder teachers in teaching and learning process. The problems facing English Language Teachers in large classes are individual differences among the students such as intelligence, age, attitudes, motivation, and class room management, marking students' task, to help weaker students, and class room interaction process.

Pair/group work techniques plays crucial role on enhancing students' pronunciation and considered one of solutions to the problem so as to facilitate pedagogical process. Pair/group work techniques helps English Language pronunciation in large classes to improve their English Language pronunciation in large classes and enrich students vocabulary and attract students' attention, follow lecture attentively and creates a kind of motivation towards English Language pronunciation in large classes.

1.2 Objectives of the Study

The study attempts to achieve the following objectives

1. To investigate whether pair work is useful and effective technique in technique in helping students to improve their English language pronunciation in large classes.

2. To identify to what extent can group work be a suitable technique in teaching and learning English Language pronunciation in large classes.

3. To find out the attitude of the English Language teachers towards the use of group work and pair work techniques in teaching English Language pronunciation in large classes.

4. To investigate the use of group work and pair work techniques in teaching English Language pronunciation in large classes.

5. This study intends to show the effect of class size in improving English Language pronunciation.

1.3 Question of the Study

1. To what extent is pair work a useful and effective technique in helping students to improve their English Language pronunciation in large classes?

2. To what extent is group work a suitable technique in teaching and learning English Language pronunciation in large classes?

3. What are the attitudes of English Language teachers towards using pair work and group work techniques in teaching English Language pronunciation in large classes?

4. To what extent do English Language teachers use group work and pair work techniques in teaching English Language pronunciation in large classes?

5. To what extent does class size affect in improving English Language pronunciation.

1.4 Hypotheses of the Study

1. Pair work can be useful and effective technique in helping students to improve their English Language pronunciation in large classes.

2. Group work can be a suitable technique in teaching and learning English Language pronunciation in large classes.

3. English Language teachers have positive attitude towards using pair work and group work techniques in teaching English Language pronunciation in large classes.

4. English Language teachers use group/pair work techniques in teaching English Language pronunciation in large classes.

5. Small class size can affect in improving English Language pronunciation.

1.5 Significance of the Study

The outcomes of this study will be for the benefit of teachers, learners,

syllabus designers, and decision-makers to know about the importance of using pair work and group work techniques on improving English language pronunciation in large classes.

This study is important, because it deals with teaching English language pronunciation in large classes at Shendi University, the importance of this study comes from its attempt to show and clarify the necessity of using pair work and group work as effective techniques to maximize the learner's interaction and motivation in teaching English language pronunciation in large classes, to find this, study might be used by university teachers in helping students to improve their English language pronunciation, and to become motivated and interacted in large classes.

1.6 Methodology of the Study

This study is experimental in nature and investigative in orientation because it seeks to see how a special treatment influences the outcomes. Therefore, it adopts the quantitative approach. The second-year students who study English language as a major subject at the Faculty of Education, Shendi University will constitute the target population of the study. Based on their consent, the selected subjects will be divided randomly into two groups. Group A will be considered as the Experimental group, while group B will be dealt with as the control group. The researcher will teach the participants in the experimental group pronunciation course and used pair work and group work techniques in all activities to raise their linguistic awareness of Language. On the other hand, the control group will only be taught pronunciation course (in pairs and groups) as well as aspects of grammar. Before the instruction classes, a pretest will be conducted to determine the current proficiency level of the participants. After administering the instruction classes for the two groups, the same test will be

administered again as a post-test to see the impact of the treatment. The researcher will keep the obtained results of both tests (pretest and post-test) for later statistical treatment and comparison using SPSS program to see whether there is a significant difference in pronunciation performance of the Experimental Group before and after the treatment phase as well as between the two groups before and after the teaching session. Any amount of change that occurs in the students' pronunciation performance will be attributed to the process of raising linguistic awareness. If it goes as expected, the impact of linguistic knowledge, positive or negative, will be easily detected. Moreover, Participants of this study were fifty teachers to fill in the questionnaire.

1.7 Limits of the Study

The students of the Faculty of Education, University of Shendi, the Department of English Language and the English Language teachers constitute the target population of this study. The study will be limited to the female and male, teachers and second-year students who study the English language as their major. This study will be conducted at Shendi University, Faculty of Education in the academic year 2018-2021

CHAPTER TWO

LITERATURE REVIEW

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Language teaching came into its own as a profession in the last century. The period from the 1950s to the 1980s has often been referred to as "The Age of methods", during which a number of quite detailed prescriptions for language teaching were proposed and each method has in turn fallen out of favor and has been replaced with a new one. Since the 1960s, there has been an increasing attempt in research on teaching and learning and types and quantities of the relative amount of participation by the teacher and students (Chaudron, 1993).

Large classes are a reality in Sudan and they pose particular challenges. People have varying opinions on how large the number of students should be in a so-called 'large class'. "There can be no quantitative definition of what constitutes a "large" class, as perceptions of this will vary from context to context" (Hayes, 1997:4). Some people hold that 50 would be large enough for a college class; others would argue that a large class could have as many as over 100 or even 150 students. However, some teachers generally agree that a class with 50-60 or more is 'large' enough. Large classes present special challenges to the teacher, the two major educational challenges are that they make students feel anonymous and passive, then, depending on how the teacher responds to these challenges, there may be second-level problems of class morale and discipline. In addition, the teacher faces inherent logistical problems, e.g., distributing and collecting homework, tests, handouts, posting grades, etc. (Harmer,1991), states that:

"Group work and pair work started getting attention of educationist in the 70s. In 70s educationists were concerned about increasing teacher talking time in language classes. During the 1980s and 1990s the development of communicative language teaching brought an important change in the role of students".

In Sudan, traditionally the lecture method is used by the college teachers for teaching English, the classes are large and teacher student interaction is rare. In fact, here the teacher acts like a dictator not a facilitator, (Ellis, 1994) noted that generally students successfully learn in natural settings. Moreover, group activities develop higher levels of thinking than the traditional lecture approach and help to retain knowledge, discussion may even help to inspire active learning.

(Ellis, 1994) was of the view that students are more motivated to engage in further communication when they have more opportunities to speak, researchers observed often that the students are not trained to speak up, they prefer other people to take the limelight.

2.1 Pronunciation

According to Cook (1996 as cited in Pourhosein 2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. Pronunciation is the production of sound system which doesn't interfere with communication either from speakers or listeners viewpoint. Pronunciation is the way of uttering the word in an accepted manner. Furthermore, (Richard and Schmidt, 2002) defined pronunciation as the method of producing certain sounds.

2 .1.1 The Importance of English Pronunciation

Pronunciation According to (Harmer, 2001), a lot of teachers do not pay enough attention to English pronunciation. There are different reasons for this negligence. Many learners' states that they do not need to learn pronunciation and learning pronunciation is waste of time. They state that just communication in English enough and when they are understood, nothing else is important.

(Harmer, 2001), emphasized that the main aim of teaching and learning in any language to enable students to communicate in the target language and if this is the case, communication is an important term to explain. Communication means to understand and be understood. Many learners think that because they can talk to their teachers and other students so they can easily communicate in English. But they make a big mistake.

There are a lot of reasons for their mistakes. Firstly, teachers can understand their students much more easily than an average person because their ears are used to bad English. Secondly, other students are the speakers of the same language have the same pronunciation patterns and make the same mistakes so it is easy for them to understand each other. Thirdly, the classroom is not real situation and it just takes place at school and students do not have an opportunity to talk to native speakers

(Harmer, 2001) Also he says the lack of high quality suitable teaching and learning materials and the lack of time to practice pronunciation are the major reasons the cause teacher not to be enough to English pronunciation. Teachers think that they have too much to do and pronunciation instructions just waste time. Some teachers believe that their students can learn correct pronunciation without particular pronunciation instructions.

2.2 Large classes

According to (Hayes, 1997) there is no numerical determination of what shape a large class as teachers' perceptions of large classes differs from one context to another.

(Hess, 2001) assumed that

" A class is considered large if it has 30 students or more. As regard to the Saudi context, a class of 45 students is considered to be large while in some Far East countries such as Japan, China, Pakistan and India a class of 80 students and more is deemed to be large."

(Ur, 1996) believes that regardless of the number of students in a class, it is teachers' perceptions towards the class size in a certain context with particular tools and facilities that are provided that make classes either small or large. Hence, we can say that large classes are those with a specific number of students that teachers cannot handle and resources are not enough to facilitate the teaching and learning process and that pose insurmountable problems for both teachers and students. (Brown, 2001), on the other hand, believes that an ideal class should not exceed 12 students, in another word; a class should be big enough to offer variation and allow interaction and small enough to provide students with opportunities for participating and receiving individual attention

2.2.1 Definitions of large classes

What constitutes a large class? It appears that there is not a commonly accepted definition of a large class in the literature but a considerable amount of literature has alluded to what could be viewed as large classes. For instance, a report from a workshop organized by the (University of Queensland, April, 2015) focusing on teaching and learning in higher education held at Can Tho University in Can Tho city, Vietnam indicated that participants who are college and university teachers could not agree on a single definition of what a large class is. In their attempt to define a large class, they expressed the following understandings:

There is nothing like a large class; the large class is only in the mind of the orthodox teacher; a large class is one with more students than available facilities can support; a large class has more than 100 students enrolled; there is no fixed number.

(Ur, 1996, p.302) specifically proposes that "the exact number does not really matter: what matters is how you, the teacher, see the class size in your own specific situation". This view is also supported by (Baker and Westrup, 2000, p.2) who suggest that "a large class can be any number of students, if the teacher feels there are too many students for them all to make progress". The same thinking is held by (Todd, 2006) who adds that "what taught influences

teachers' judgments of the size of classes" which later can influence their definition of a large class. (Mulryan-Kyne, 2010) offers a different view by arguing for the importance of taking into consideration the nature of the course and the resources and facilities available. For example, Mulryan-Kyne explains that "Meeting the needs of a class of 50 in a science laboratory designed for 30 is likely to be more challenging than71 presenting a history lecture to 220 students in a lecture room designed for 200" (p. 176). However, (Jungic and Kent, 2006) further define large classes as classes with students above 200 in large university lecturing rooms. From what has been presented so far, it becomes evident that the concept of large class size is subjective, largely contextualized and situational based, therefore, a large class in the Western world can be a small class in Asia or vice versa due to the fact that the teaching contexts differ.

2.2.2 Problems of Large Classes

There are countless complaints lodged against large classes and their failure to provide effective instruction, many of which have been documented by researchers. Among the most popular are the following:

Faculty/student interaction suffers as classes increase in size, resulting in passivity among students, lack of student engagement with course content results in less class participation and increases student anonymity. Students note a lack of structure in large classes and little or no chance to discuss class material or interact with their classmates (Biggs, 1999)

According to (Wulff, et al, 1987), first year students (especially) are unprepared to deal with large class structure and procedures, and find themselves confused and uncomfortable. Some students respond to the anonymity and impersonal nature of large groups by becoming passive or "acting out in class," unlike they might in a small class setting. students may arrive late for class or leave early, exhibit less individual accountability, and engage in other disruptive behavior,

faculty have a difficult time being able to relate to such a large number of students and the demands made by them.

2.2.3 The challenges of teaching large classes

The problems associated with teaching in large classes can be physical, psychological and technical. The teachers in large classes may feel physically weary; they may speak louder and move more often or longer distances than they do in small classes. Psychologically, some teachers feel it intimidating to face a large crowd of students, especially when they do not have much idea who their students are and what their students are expecting from them. Other problems such as monitoring attendance and checking assignments are also constantly worrying many teachers involved in large class teaching.

According to (Biggs, 1999) the problems with teaching in large classes can be summarized as the following:

Discomfort: Many teachers worry about the physical constraints imposed by large numbers in confined classrooms. They feel unable to promote student interaction, since there is no room to move about. Some teachers also feel that teaching in large classes is physically very wearing. Control: Some teachers feel worried by the discipline aspects of large classes. They feel they are unable to control what is happening, and that the classes become too noisy. Individual attention: Many good teachers are concerned that they are neglecting the needs of their students as individuals. Evaluation: Teachers feel a responsibility for checking all of their students' work. Learning effectiveness: All teachers want their students to learn. They are understandably worried if they do not know who is learning what.

However, problems, such as these, are not impossible to be solved, or at least partially. In fact, what the teachers perceive as problems associated with large classes sometimes may not be so problematic to the students.

2.2.4 The teacher responds to these challenges

The teacher has to make a decision about what course structure to use, there are four basic choices and each has its special challenge to making that option works effectively (Johnson, 2007).

Complete Lecture: Keep the class as one large class, and keep the lecture as the main teaching/learning activity. The three big challenges here are, making the lecture very interesting finding ways to incorporate active learning, and managing the logistics of papers, exams, grades, etc.

Part Lecture/Part Breakout Sections: In this option, the students meet part of the time as one large class and part of the time in smaller discussion or lab sections. This is the main idea of the communicative approach. All Multiple Sections: In this option, there is no large lecture class, only multiple smaller sections, taught either by full-time faculty and/or teaching assistants. One large class, structured around small group learning: In this option, the class remains together as one large class, as in 'option 1'. Nevertheless, the dominant teaching/learning activity is carefully structured small group work, not lectures.

2.2.5 Teachers develop good discipline in large classes

The most prominent ways of developing good discipline in a large class are:

Establish a code of behavior that is created by teacher and learners together. It should state clear basic rules of conduct that learners understand, such as; they have to work quietly; they may talk, but not loudly; and students who have finished the lesson tasks can read a book to keep them busy (Kunkam et al, 2007: 2). Use the environment and experiences outside the classroom (i.e. not only as much speech as possible but also as diverse a range of situations as possible), (Lyons, 1977: 250). It offers a new, different space when students get noisy or bored, and helps to reduce overcrowding. Make the best use of the students' power saved from large class teaching. Teaching in large classes can minimize many human resources. In fact, careful and thorough planning of a

lesson is the first step to the effective teaching in large classes. Collaborate with the students and build up a good learning atmosphere in large classes. Many students value the 'safe' learning atmosphere in large classes.

(Xu, 2007: 4) says in a research published in 2001 that

" Many teachers held that a good class has an atmosphere of a feeling of warmth, mutual support, an absence of fear, a feeling of comfort, mutual respect, people mindful of other people's abilities and limitations, a feeling of cooperation, and a feeling of trust, etc."

2.3 Effects of Large Class on Teaching and Learning

The impact of large class on the teaching and learning has had long vigorous research history. One significant issue that appears constantly in many researches is that, when it comes to attainment of higher-order academic skills such as problem solving, written expressions and critical thinking, students in smaller classes do acquire more of these skills than do students in larger classes. (Schiming, 2013). He outlined the following effects of large class sizes on the teaching and learning; insufficient participation of students in class lessons; students sometimes appear to be passive; control tends to be a major problem; feedback from assignments and tests are not effective in the sense that marking of students exercises are usually on periphery; insufficient furniture becomes a problem; and cheating in examinations and class exercises becomes a nagging problem which makes assessment very difficult.

(Schiming, 2013) stated his point on the issue under consideration by saying, "the situation of large class is impersonal- perhaps even overpowering-when students fill thousands of seats in a large amphitheatre that seemingly dwarfs the lecturer and these results in students' failure".

Schiming in his statement attributes students' failure to ineffective methods of teaching due to large class sizes.

According to (Farrant, 2002), large classes are essentially dominated by the lecture method. They therefore mentioned the following problems associated

with large classes: it does not allow for critical thing; it stifles students' creativity when activity based and child centered teaching methods are not used.

Farrant stated that large class is characterized by a method of teaching that is quite unable to allow for any individual differences there might be among the students. He has this to say, 'the weakness of the method (large class) is that it encourages a good deal of passive learning. The teacher is the active member of the unit and, in a normal class the students have only one chance in forty of getting an opportunity to contribute positively to the lesson at any moment. This is far from being an ideal educational practice'.

According to (Ornestein and Lasley, 2000), the critics of lecture method in large class, contend it fails to meet the needs and interest of individual students. Teachers who use this method tend to look upon the students as a homogenous group with common abilities, interests, styles of learning, and motivation. Instruction is to a hypothetical average student and all students are expected to learn and perform with narrow limits. High-achieving students eventually become bored, and low-achieving students become frustrated. The uniqueness of each student is often lost in the large class. Extroverted students tend to monopolize the teacher's time, and passive students usually are not heard from or do not receive necessary attention. Finally, students sometimes act out their behavioural problems in teacher-centered whole class instructional formats.

Certainly, large class has untold effect on teaching and learning, especially teaching and learning of Education. I strongly support the assertion made by the above writers. However, when the problem of large class is addressed by using innovative approach to teaching, such as group method of teaching, teaching and learning would improve and students would do better.

2.3.1 Attitudes towards teaching English in large classes

According to (Hayes, 1997) Most English teachers tend to view teaching English in large classes rather negatively, they often associate large English classes with disorderliness, lack of control, lack of students' attentiveness, lack

of teacher-student interactions, and therefore, lack in efficiency and effectiveness.

(Kennedy and Kennedy,1996) wrote that "what worries (a Greek language teacher), is the size of the class since she believes that as soon as the number of groups passes a certain number, it is difficult to 'control what happens'." PhilWankat (in Felder,1997) went even further by saying that "anything you can do in a large class you can do better in a small one". However, not all English teachers think that class size matters, such teachers would say that good teaching is good teaching: what holds true for small classes also holds true for large ones. (Felder, 1997) holds that "there are ways to make large classes almost as effective as their smaller counterparts." Recent research shows (Kickbusch, 2000) that "Reductions in class size to less than 20 students without changes in instructional methods cannot guarantee improved academic achievement." and that "class size appears to have more influence on student attitudes, attention, interest, and motivation than on academic achievement." In reality, it is not very uncommon that some teachers enjoy teaching in large classes, and they feel that if proper strategies are adopted and the classes are well-organized, they may have a greater sense of achievement.

2.3.2 Advantages and Disadvantages of Teaching in Large Classes

There is no consensus when it comes to the effects of class size on students' learning achievements, but many language teachers hold a negative view on teaching English in large classes. Often can we hear them say such words as "out of control", "hard to organize class activities" or "impossible to communicate". Similar worries are also shared by many researchers. (Kennedy and Kennedy,1996) feel that it is difficult to control what happens when the number of group passes a certain number. (Hayes, 1997) thinks the ideal size of language class is 30 at most, because only such a scale can offer enough chances for the students to communicate with each other. According to many

teachers' views and complaints, Hayes classifies the problems associated with teaching in large classes into five categories:

"Discomfort caused by the physical constraints; Control problems (discipline aspects) Lack of individual Difficulty on evaluation; Problems of charging learning effectiveness. These problems can be physical, psychological but to a great extent technical."

(Harmer, 2000) also finds out in his study that large classes bring difficulties to both teachers and students and the process of teaching and learning. It is difficult for teachers to contact with the students.

2.4 Pair work and Group work

According to (Hess, 2001 p.35) "Cooperative learning teams are deliberately heterogeneous". Teachers can plan their lessons to include teachers-centered work; individual work and pair work as well as group work, often the teachers need to encourage students to participate or give suggestions about how students may proceed in an activity especially when there is a silence or when they are confused about what to do next. The teacher might need to prompt the students with information they have forgotten.

Students need to be trained to work in group settings. They need to recognize the importance of communication in class. At Intermediate level the text books do not support CLT, so the students are not trained in group and pair work. In a mixed ability class where the target language is the only common language of the group, the use of mother tongue is not generally a problem (Hess, 2001) believed that what teachers can do is to constantly help them to stick to the target language. Teaches constantly mentioned the problem of large classes.

2.4.1 pair work

Many theories and language teaching approaches highlight the importance of pair work (e.g. communicative approach, task based learning) as a form of collaborative learning. Furthermore, (Lightgown and Spada, 1999) state that students are able to develop their language competence and achieve a better

performance in a collaborative environment than they would be capable of independently. According to (Richards and Schmidt, 2002, P. 381) pair work is a learning activity which involves learners to work together in pairs. Longman dictionary of language teaching defines pair work as putting students in small groups of twos or threes to do an activity together.

These two definitions introduce the term form a mechanical point of view.

Another definition that ties pair work to learning is by (Moon, 2000) who defines pair work as a strategy "to organize them (students) in ways that will maximize opportunities for learning" (p.53). The last definition seems more convenient to the purpose of this research as the researcher aims to focus more on the strategy rather than the formation of students during pair work activities. Therefore, working in pairs enriches and promotes meaningful interaction between the learners and as a result will increase their language production. Hence, introducing pair work as an effective strategy increases students' language production in terms of speaking tasks.

2.4.1.1 Pair work is necessary

Byrne, 1989:31) says that unless you have a very small class, you will never be able to give your students enough oral practice through whole class work. If you divide your students into pairs for just five minutes, each student will get more talking time during those five minutes than during the rest of the lesson, from the learners' point of view, then, some pair work in the course of the lesson is absolutely essential. I support who claim (Lewis and Hill,1992:17) that if language learning is to be a natural and relatively relaxed process the general sequence will almost inevitably be when the students work with each other asking and replying to each other in more or less controlled pair work. In general, the lesson develops from strictly controlled pair work, where each individual question and answer is predictable, to less controlled pair work where individual students have a wide range. This is the student-to-student phase; there is a development from teacher-dominated to student-dominated activity.

What is pair work and other types of interaction? Pair work is a type of classroom interaction when students are working with another student. This may be to discuss something, to check answers, to do a communicative activity, etc. (Scrivener, 1994:214) According to Scrivener there are five types of student grouping common in the classroom; The class working together with the teacher; the whole class mixing together as individuals; small groups (three to eight people); pairs, individual work.

according to (Byrne, 1989:31-32) two main kinds of pair work, these are fixed pairs and flexible pairs, mixed pairs are originated when the students work with the same partner (usually the student on the left or the right) in order to complete a task of some kind. In flexible pairs the students keep changing partners, teacher must decide whether he/she can let the students stand up and move around the classroom freely, this will make the activity more interesting for them because they can choose the person they want to talk to. If the classroom is too small, the students will be able to interact with those around them without getting up. When to use pair work in the lesson pair work does not need to be limited to any one stage of the lesson and doesn't necessarily need to be seen as purely a speaking activity. For example, you could start your class with a vocabulary pair work activity where students take turns explaining words from the previous lesson to each other.

(Scrivener, 1994:63-65) also suggests several communicative activities in pairs such as pair interview, pairs compare, picture difference, stamp collecting, planning a holiday and survival. It's also useful to remember that students should have a genuine need or a reason to speak together. Simply telling them to work in pairs does not make it a valid or useful technique. Creating a need to talk together either because they are sharing ideas and information or because they have different pieces of information or different opinions will make pair work far more meaningful.

2.4.1.2 Types of pair work

(Moon, 2000) states that there are many situations in which the teacher talks to an individual student. These are some frequently used examples Informal chat, for example, as the class begins (T: Did you win your football match last night, Mario? S: No, unfortunately we lost 2-1. Talking about and checking understanding of language (T: So what does that tell us about the regular past simple? Suzanna? T: That you write it one way and say it three different ways.) Talking about work done, checking comprehension (T: Who can tell me what Stephen did next? Yes, Giovanni? S: He went back to his house.). Eliciting newly presented language (T: So that's how it works. OK, now ask me. Maria? S: Where did you go last night?). Modeling newly presented language before closed pair work (T: So that's what you have to do. Michele, let's try. Have you ever been to London? S: Yes, I have. T: When did you go? S: I went there last year.). Talking about and checking understanding of task (T: So who can tell me what you have to do? Anita? S: We have to tell our partner about the person in the picture.). Student questions (S: Excuse me, what does 'supine' mean? T: Can anyone help him? No? OK, well here it means lying down on your back, lying flat, perhaps on the ground.). For reasons of space, in most cases the example exchanges have been truncated to teacher question/student answer (which is, in fact, the commonest form of classroom interaction!), although in many cases at least one teacher response – perhaps of praise – would be likely, and more would be probable.

Student -Student Pairs .This is the situation where two students talk to each other in front of the rest of the class. Teacher-instigated, for accuracy/modeling purposes (T: Suzanna, ask Anita what she did last night. S1: What did you do last night? S2: I watched TV with my mother.). Spontaneous student exchanges (S1: And that's why the banks are so bad in our country. S2: I don't agree. I think that the problem is not the banks themselves, but the laws which control the banks. S1: Well, maybe the laws need changing, too.) (Moon, 2000).

Closed pairs, the closed pair are fundamental in current ELT practice. Every modern course book regularly instructs the student to 'work with a partner' or says things like 'In pairs'. Write down your ideas'. This is because we recognize the advantages that closed pair work brings to teaching, and these have been well rehearsed in the literature e.g.

(Harmer 2001: 116-7) said that closed pairs; Increase student talking time encourage learner independence, allow for individual differences in learning style, encourage co-operation (not competition), allow the teacher time to work with individuals, decrease stress by allowing students to interact in the most usual human format. Pair work is also relatively quick and easy for the teacher to set up, however there is an important caveat here, because of the physical difficulties found in many teaching situations, teachers frequently set up closed pair work in ways which do not encourage the kind of interaction they are seeking, the 'information gap' activity (where students have different secret information which they need to exchange to complete a task) requires that students are unable to see each other's information. If pairs are left to sit side-by-side in the standard classroom arrangement, then the point of the task will be nullified. It is crucial that the students sit either face, to-face, or back-to-back to ensure the task is truly purposeful. Successful classroom management is fundamental to a successful communicative classroom. Closed pair work does have disadvantages, particularly for teachers working with large classes: the noise factor, pairs use the mother tongue, pairs talk about other things, partners don't like each other, individuals don't like working in pairs in general, teachers fail to think about what happens with early and late finishers. Some of these problems can be reduced through learner training and the discussion (often in the mother tongue) about the reasons behind closed pair work.

2.4.1.3 Organizing pair work in the classroom

According to (Hadfield, 1992), the teachers notes always start with suggestions on how to introduce the game or activity, this is important as it helps stimulate interest in the topic and will prepare them for the activity to follow. (Watcyn-Jones, 2002:10), to be "well - organized" the teacher must give clear and explicit instructions and, while the pair work is taking place, the teacher should be moving around the room monitoring and if necessary guiding and correcting what individual pairs are doing. It may be necessary to write on the blackboard an outline or model of what the pairs should be doing or some key words and phrases.

 To (Hadfield, 1992:47), it is also very important to always explain very clearly what to do and, where possible, demonstrate the activity first with the whole class – either forming a pair with yourself and one student or preferably, getting two students to demonstrate. This stage should not be rushed as when the students understand fully what they feel more confident and are able to do their best and really benefit from the activity, with monolingual classes and especially those new to pair work, you can very occasionally explain things in their first language – just to be 100% certain that they understand exactly what they have to do.

(Watcyn-Jones, 2002:12), after some time with the pairs working together, one or two pairs should be invited to 'demonstrate' and if necessary, after pairs have demonstrated the teacher should add comments (both corrections of mistakes and suggestions for alternative, more natural, ways of saying things), then students should work in pairs again, possibly reversing roles.

2.4.1.4 Seating arrangements during pair work

(Hill, 1992:40) says that the spoken language is about people talking to each other. If students are sitting in straight lines facing the back of each other's necks this is not easy to do, for teachers who are used to a more formal

arrangement – with the teacher facing rows of students – it is advisable to try out less formal pattern with one or two specific tasks, and reflect on its advantages and disadvantages before making it a regular used layout. (Underwood, 1987:52) in traditional classroom, the students sit in rows. If it is at all possible, the room should be arranged in such a way that pairs face one another across a desk or a table; this is to give them 'eye-contact' which makes communication a lot easier. However, there may be practical reasons why such a classroom arrangement may not be possible, in the case of large classes organized in rows try to get students to work with the person sitting directly in front of or behind them, if this isn't possible and the students have to work with the person sitting next to them, they can move their chairs so that they are at an angle, finally, when organizing a class into pairs, the students should sit so that it is difficult for them to see their partner's handout (unless it is an activity where they share handouts). If necessary, you can tell them to stand a book upright on their desks (or a bag) to act as a shield, students can also sit back to back for certain activities, especially when it is important that they do not see each other's handouts. It also forces them to listen more carefully to each other, partners should be changed frequently to ensure that everyone really gets an opportunity to work with and get to know as many different members of the class as possible. (Watcyn-Jones, 2002:10) there is lots of different techniques, a lot depends on your seating arrangements, where seating is flexible you may well have your students sitting in a semi-circle, asking students to work with the person next to them and moving them around is then quite easy, however, to change pairs it is not always necessary to move all the students, simply move one student from one end to the other and you automatically create new pairs all the way around the circle. According to (Byrne, 1989:32), teachers should as far as they can use the existing classroom arrangement, he suggests to get the students to work with a neighbor and only move a student if it is absolutely necessary. The important thing is for students to be able to form pairs quickly

and without any fuss. However, (Scrivener, 1994:93) says that it's difficult to sit still for a long time; it's worth including activities that involve some movement, even if only to give people the chance to stretch their legs, he suggests several original ideas for investigating and exploring the possibilities of seating:

"If the students normally sit in rows try forming a circle. Turn the classroom around so that the focus is on a different wall from normal, make a train carriage with seats (or an aero plane, or a town Centre, or whatever), divide the class into separate groups at far corners of the room, Let the class discusses it and agrees, then do it. Push the seats or desks up against the wall. Sit on the floor, get rid of the seats completely. Ask everyone to bring in a bean-bag or cushion. (Scrivener, 1994:95) In a circle or horseshoe, learners can make eye contact with everyone else in the group and thus interact much more naturally. There is also a much greater sense of equality, weaker students tend to hide away less and stronger students to dominate less, having the teacher in the circle helps to clarify his/her role as an equal rather than as someone separate and different. says (Scrivener, 1994:95)

2.4.1.5 The role of a teacher during pair work activities

The role of teacher will depend to a large extent on the function he/she performs in different activities. Harmer examines the roles of controller, organizer, assessor, prompter, participant, recourse, tutor and investigator. (Harmer, 1995:200), says it will be obvious that the teacher's behavior for various types of activity will be different. For communicative output according to him, the role of the teacher should change pair work is often used for communicative activity that is why role of teacher very often changes in pair work. Since the teacher as controller is no longer oppressively present students can help each other to use and learn language. The teacher will still, of course be able to act as an assessor, prompter or resource, with pair work, then, students can practice language use and joint learning. (Watcyn-Jones, 2002:10) stresses that once the

pair work activity has actually started, the students should work independently of the teacher and their own pace. The role of the teacher while this is going on is monitor the students' progress by walking round the classroom, pausing briefly beside each pair, listening to them and noting any language errors or communication problems which can be taken up later on with the whole class. It is best not to interrupt them or correct them while they are working as this will impede fluency, spoil the atmosphere, distract them from what they are doing and, at worst, destroy their confidence! But if things are obviously going really badly, the teacher should be prepared to offer advice and encouragement – just sufficient to get them working again. He also advices to the teachers that while walking round, it is useful to have a small notebook or a piece of paper on which you note down any persistent mistakes you hear or common problems. As mentioned above, these can then be dealt with in a feedback session after they have completed the activity, all teachers' roles, except the role of controller who correct everything during the activity, are used in pair work.

2.4.1.6 Problems with pair work and some possible solutions

The idea of group and pair work in language teaching is hardly a new one, but translating an idea into classroom practice often presents the teacher with practical, logistical, and organizational difficulties which can be difficult to overcome. Many teachers feel daunted by this, and often revert back to their tried and trusted methods, these may be fine in themselves, but if the teacher is bored with them (otherwise why consider new activities), then that attitude may well be transferred to students, on the other hand, a great new (for a particular teacher) activity which is badly prepared and implemented will likely have demotists effects of a different kind. However, at least with the latter the teacher has the opportunity of trying again and improving things. (Harmer, 1995) declares that certain problems occur with pair work, however. Teachers are often worried about the use of the students' native language in monolingual

groups. Usually, however, students will use English if they are motivated to do so and the teacher explains what the reason for the activity is. Incorrectness is another worry, but as we have repeatedly said accuracy is not the only standard to judge learning by: communicative efficiency is also vitally important and pair work encourages such efficiency. (Harmer, 1995) thinks sometimes teachers do not want to use pair work, using pair work means that many learners are speaking at the same time. It's complicated for the teacher to control all students and to notice what they are saying, there is, of course, a loss of control in terms of how much the teacher can check and hear. This does mean that some students may continue to make mistakes simply because the teacher does not hear them. Listed below are a few of the difficulties which attempting group/pair work with large classes presents. There are also some interpretations of the problems:

The students will make too much noise According to (Byrne, 1989:31) that noise is OK, as long as they are not shouting. He suggests that students are moving into different places in the room so that they can hear themselves speak, unless the noise is likely to disturb the class next door, you could just ignore it. The noise won't bother the students themselves. They will be too busy practicing and in any case they can hear one another quite easily. But it is necessary to control the noise level. The students will make mistakes According to (Byrne, 1989) if your aim is accuracy, you must try to prevent mistakes as much as possible, he advices to give the students a clear model and give them enough practice before they start on their own. You should also write relevant material on the board. But being able to give the students a lot of extra practice in this way is far more important than a few mistakes. The students will not work properly; there are always some students who will not do activity properly. They may simply chatter in their mother tongue – or do nothing at all! But teachers generally know which students in the class are most likely to do this, so they can take steps to deal with it. But it must be said that, just because some students may misbehave, this is not a good reason for not doing pair work.

When you are teaching the whole class, you can't be sure that the students are co-operating just because they are keeping quiet.

Pair work can help to overcome a frequent problem in groups that not all members participate equally in discussions. Sometimes a dominant member or members will take over discussions. Sometimes a dominant member will take over a discussion completely, while shyer students are unable to get a word in edgeways; sometimes the problem is one of the 'student passengers ', as one teacher put it, who make no contribution to class activities. (Hadfield, 1992:122). There are also issues to do with how you pair the students up. Some students may tend to dominate the speaking exchange: shy students may say little or nothing. A weak student may benefit from being paired with a strong student, but will the strong student also benefit? It is no good simply putting students into pairs without also taking into consideration who they should work with. Some more tips are suggested by (Byrne, 1989:34) to prevent problems with pair work he suggests several points to keep in mind:

  Divide the students into pairs in the most convenient way possible, make sure the students know exactly what they have to do, keep activities simple, don't let activities go on too long, carry out selective checking, control the noise level as necessary, provide feedback.

2.4.1.7 Advantages of using pair work Techniques

If pair work is new to the students, it is worth spending the time and trouble to explain its advantages and to encourage them to take full advantages by participating as much as they can and sticking strictly to English. (PW Watcyn-Jones, 2002:9) .

(Harmer, 1995:206) views that pair work seems to be a good idea because it immediately increases the amount of student practice. Harmer uses an example of imaginary class of forty students. Similar example was also mentioned by Lewis and Hill (see the chapter Talking time). If we have forty students in class,

we can immediately see that at any one time (in an oral pair work exercise) twenty students are talking instead of one. Pair work allows the students to use language (depending of course on the task set by the teacher) and also encourages student co-operation which is itself important for the atmosphere of the class and for the motivation it gives to learning with others. (Harmers, 1995:206) there are some clear advantages to using pair work, first in large classes it gives more students the opportunity to speak, another reason is that students will learn from each other, learning is not just a top-down activity where the teacher opens up the top of the student's heads and pours in the information. By using pair work you give students the opportunity to learn from each other and learn from doing. Finally, pair work gives students a degree of privacy and allows them to try things out that they might not attempt in the more public forum of a class discussion or a teacher-fronted activity. When students speak with a partner only one other person can hear their mistakes (and, of course, the teacher can hear them if he or she is monitoring), this help gives shy and reserved students more confidence in their ability to use the language. the advantages of pair work will summarize according to Watcyn-(Jones, 2002:9) in the points below:

Pair work gives everyone a chance to speak in non-threatening environment, i.e. with a fellow-student rather than in front of the teacher and the whole class. Students will learn from one another in a natural way that approximates more to the world outside and gets away from someone of the constraints of the classroom.

 Pair-work activities are students-centered rather than teacher centered. Once an activity has been explained (and perhaps demonstrated), the students work Independently of the teacher and at their own pace, this means the students really have an opportunity to see how well they can communicate in English. Byrne adds that it teaches them how to lead and be led by someone other than the teacher. (Byrne, 1989:31). The language produced during pair work is

generally more natural and authentic than in teacher-led sessions. Byrne says that students can face and talk directly to one another, so it is much closer to the way we use language outside the classroom. Pair work activities encourage co-operation between students since, in order to complete a task successfully, they have to work together and help create a very positive learning atmosphere in class. It also normally leads to students being less afraid of making mistakes. In addition, most students grow in confidence as they discover that they can complete a task successfully without constant help from the teacher, many pair work activities (especially of the ice-breaker type) lead to greater Personalization and students begin to express their own personalities in a more natural and less inhibited way. Byrne adds that pair work allows students to mix with everyone in group. (Byrne, 1989:31)

Many pair work activities are a lot more fun to do than more traditional exercises. Students who enjoy what they are doing are more likely to learn than those who find the work boring. Pair work is dynamic and active. Learning cannot really take place unless the students are actively involved in the process; pair work keeps them active which increases their ability and desire to learn. It corresponds to Byrne's idea that pair work provides some variety during the lesson. (Byrne, 1989:31)

Finally, pair work gives teachers a break from being the center of attention, from having to 'perform ', be dynamic, interesting, and so on. Instead, the teacher can stand back, listen more actively and think up strategies for helping the students increase their knowledge and confidence. (PW Watcyn-Jones, 2002:9). It allows you to monitor, move around the class and really listen to the language they are producing. Some teachers argue that collaborative work reduce individual thought. (Vygotsky, 1971).says it does just the opposite: interaction is essential to the development of individual thought.

2.4.1.8 Disadvantages of Pair Work Techniques

 (Harmer, 2001:116-117) also presents a number of disadvantages of pair work, and they are:

Pair work is frequently very noisy and some teachers and students dislike this, teachers in particular, worry that they will lose control of their class. Students in pair can often steer away from the point of an exercise, talking about something else completely, often in their first language, the chance of „misbehavior‟ are greater with pair work than in a whole-class setting. It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than to interact with another learner who maybe just is as linguistically weak as they are. The actual choice of paired partner can be problematic especially if students frequently find themselves working with someone they are not keen on.

Therefore, it is important for teachers to pay attention to these advantages and disadvantages of pair work technique to overcome problems that can occur in its implementation in the classroom.

2.5 Group work

Group work, working in small groups or collaborative working as it is often referred is basically a group of between two and six students formed to discuss a particular issue or perform a particular task. For clarification, it includes the terms: cooperative learning, collective learning, peer learning, reciprocal learning, or team learning. Whichever construction is used, the reference is to learning that involves students in working with others and, crucially, learning together on a foundation of student-student interaction (Biggs & Tang, 2007), together with the concept of learning from each other.

While the terminology varies, the literature identifies three types of group work (Davis, 1993): *Informal groups* that are composed of ad hoc clusters of students who work in class to discuss an issue or test understanding.

Formal groups are established to complete a specific task in a single or several class sessions over many weeks, (e.g., project work, library or research tasks, progress reports, laboratory experiments, presentations, debates, field studies, musical performances). The work of a formal group may or may not be assessed.

Study groups or *teams* that are specifically formed to provide support for members; usually for the duration of a course.

These guidelines deal mainly with the second type of group (i.e., the establishment, process and assessment of formal learning groups).

2.5.1 Group Work Can Benefit the Learners

(Davis, 1993) states that group work can benefit the learner in the following ways:

It encourages questioning, discussion and debate and can advance motivation to learn by raising interest levels. Students get to know each other and develop working relationships, which can have wider and lasting benefits. It engages students as active participants and gives them opportunities of *learning by doing*. They are put in situations where they have to communicate and explain what they are doing, why they are doing it and take account of the views of others. It safeguards against students being isolated, particularly in their first year, and hence serves as a valuable retention strategy. Students have an opportunity to work with others whose learning experiences may be different to their own. In forming a group ethos there is an emphasis on how you learn as well as what you learn. It develops students' transferable skills of collaboration, team-working, negotiation, listening, organization, leadership and evaluation, which students can take into their working lives. It enhances student satisfaction of their learning experience and can nurture and promote self-esteem. It can stimulate creative ideas through brainstorming, engaging in discussion and through debate of different perspectives on the approach to a particular task. Group work provides a platform to nurture independent and lifelong learning.

Students can gain confidence, become more aware of their strengths and are encouraged to develop their own ideas, group work can allow students to undertake a wider variety of assignments. Work done in groups can often simulate the tasks students might do in 'real world' situations.

2.5.2 Group Work Can Encourage Learning

The concept of group work, to some extent, in which students generally work together in face-to-face groups engaging *English Language Teaching* in discussion and assisting one another in understanding isn't something new. Richard Felder, an expert in teaching, once suggested group work was especially important for large classes, where getting students engaged was usually a challenge. Shy students were more likely to ask and answer questions in a group setting.

According to (Nation, 1988), group work can help learning in the following ways: learning the content matter in the activity, learning new language items from other participants in the activity, development of fluency in the use of previously met language items, learning communication strategies, and development of skill in the production of comprehensible spoken discourse. All these serve as the learning goals which can only be achieved through speaking activities in group work.

2.5.3 Group Work Can Increase Speaking in Large Classes

According to (Nation, 1988) creating and adapting group work activities to develop students' speaking skill are part of classroom management strategies. To use them, a teacher needs to adopt appropriate ways and to train learners to work effectively in groups. The results are a very productive learning environment with a lot of fun for everyone. The following are some of the group work activities and strategies which can be used to promote students' ability in speaking in the large class.

2.5.4 Types of group work

Open Groups

Teacher/Group

This is likely where the teacher is monitoring groups at work, and wants to talk to a particular group about the way they are working (to help or correct) or to call back answers to the task they have been set, the group might also call the teacher over to clarify something they don't understand about the task, or to tell the teacher their results when they have finished, (Nation, 1988) .

Group/Group

This usually occurs as part of the feedback from a group task activity, where the teacher puts two groups together to discuss their results, or where all the groups in the class have an open forum about their answers. In both cases the teacher will operate as a facilitator rather than as a participant.

Closed Groups

As with closed pairs, closed group work is considered a normal part of communicative ELT practice, as well as information gap and opinion gap activities, group work frequently involves more in the way of cooperative discussions and problem-solving, sometimes including role-playing, for example as a committee making a decision, the advantages that accrue for learners and teachers are similar to those listed for pair work, although group interaction strategies are different to pair strategies, and these, too, need to be learned in the target language.

2.5.5 Group size

A number of choices are available about the selection of group membership and size depending on the context of the group work and the nature of the learning outcomes, (Davis, 1993), says if the group work is to be assessed, then thinking in advance about the appropriateness of individual and group credit in relation to the group numbers will be critical, the group size can

also be influenced by the actual size of the whole class as well as the physical environment of the classroom.

The optimum size, therefore, for the group depends on various factors, groups can have as few as two members, ideally they should have no more than six, smaller groups of two or three members may be better for less experienced students with smaller-scale tasks. Smaller groups also minimize the threat of 'passengers' or 'free-riders', whereas groups of 4—6 may be appropriate for more experienced students and longer, more complex group tasks.

2.5.6. Instructor's Role in Learning Groups

The use of learning groups should not replace direct instruction but rather supplement the instruction; the result is a balance of lecture and small group activities, as with direct instruction, it is the instructor's role in group learning to plan classroom, lab or shop activities, and assess or evaluate the learning outcomes. (Davis, 1993) mentioned that group work is often a structured, graded activity in online learning, the instructor's role is to monitor the groups and ensure that they are staying on track, intervening when they appear to be going in the wrong direction during group activities, the instructor becomes a facilitator of learning rather than a deliverer of information, proceed as outlined below, set the mood. Provide a rationale for using group learning, discuss positive interaction skills, assign groups, and use an ice-breaker activity.

2.5.7. Potential Problems with Group Work

As with any form of teaching, there are a number of potential problems that may arise, according to (Davis, 1993) some of these are:

Group work is often not popular with students, problems with poor internal group dynamics, leading to poor interactions and personal conflicts, exclusion, isolation or marginalization of individual group members, leading to a lack of engagement by certain students. In appropriate tasks or assessment criteria for the subject or the range of students less than the desired levels of academic

support or intervention. group work can be hard to assess, particularly if there is no acknowledgement of differences in individual contributions.

2.5.8. Advantages and Disadvantages of Group work

Group work gives the students far more chances to speak English in the classroom. The language produced by students working in groups is more varied and greater in quantity. Learners take the initiative to express themselves, they are more spontaneous in asking questions and responding, they use more language functions. By dividing the class into groups students get more opportunities to talk than in full class organization and each student can say something.

(Ur, 1996) recommends that teachers working with large classes should divide them into five groups which is the most effective organization for practicing speaking. It is advisable for teachers to spend at least one lesson a month devoted only to speaking. If the topics are adequate to the learners' interests and level such a lesson can be really effective and give a lot of satisfaction both to the learner and the teacher. That is why oral practice in small groups is essential. In the long run, group work develops learners' independence. At first preparing a group presentation may be time consuming and requires more effort from the student. However, using this technique regularly students become more efficient and skilled at practicing the language. They become more confident, their motivation also increases and they can manage without regular teacher's supervision. Students learn how to learn and gradually take responsibility for their own learning. Besides practicing and consolidating the language group work help to integrate the class. Learners learn how to cooperate with one another, make compromise, negotiate, and respect individuals with different abilities and views which is important for the class atmosphere and relationship with the teacher. If a person in a group is not able to solve a problem s/he can always rely on his/ her friends who will help

him/her because "there is a greater chance that at least one member of the group will be able to solve a problem when it arises. (Harmer, 1991:245)

In such a class the teacher is no longer a supervisor but becomes a resource Centre and advisor for the students. "Most people learn a foreign language better with others than on their own. Working in groups is less stressful and more effective for students, especially introverts who needn't perform in the front of the whole class. They feel more confident working with the friend they like and are more likely to accept his/her correction or criticism.

Some teachers are reluctant to introduce group work being afraid of noise or discipline problems which might occur particularly with children, such noise may become disruptive for the whole activity and class behavior because misbehavior is contagious, to avoid a danger of this happening the teacher should plan his/her activity very carefully.

(Doff, 1988) claims that disadvantage of group work is the use of the mother tongue when students get excited working in groups they sometimes use their mother tongue to express something of they are not able to use in a foreign language such a situation is normal because they want to communicate, it is teacher's responsibility to plan activities at the level of the students and to encourage them to use the little of the language they know as best as they can because speaking their own language during an oral activity is a waste of time. However, when students use their mother tongue while doing a reading comprehension task or vocabulary exercises the outcome of their discussion will be presented in English. It may also be necessary to ask students to translate instructions into mother tongue to check if they understand what the teachers want them to do. To avoid the use of mother tongue during the lesson the teacher can discuss this problem with the students who should understand that during oral activities the use of the mother tongue is a real problem, during the activity the teacher should encourage the students to use English by going round

the classroom helping and prompting students who do not know how to express some ideas.

Some teachers neglect group work saying that students make mistakes trying to express their own ideas. Indeed, incorrectness is a problem yet in real life it is communicative fluency that matters not accuracy so we should not be concerned too much with accuracy if we want to practice oral skills, but if teachers aim at accuracy they are obliged to try to prevent mistakes as much as possible giving students a clear model and enough practice before setting students into groups. Teachers should realize that the students' utterances consist of correct language too, another positive aspect of this problem is the fact that learners correct one another. (Doff, 1988) says when learners work in groups it is impossible for the teacher to listen and correct all the mistakes they make and this is not the purpose of the activity. Such a student is responsible for checking the correctness of others' utterances when the teacher helps another group. It may be a problem to put students into groups, there is the danger that if the teacher divides the class into mixed ability groups the best students in the group will have to do the task while the weakest ones switch off and become disruptive, to overcome this problem, the teacher may put students into groups according to their abilities and each group is given a task right for their level of difficulty.

2.6 Previous studies

 A lot of studies were written in the area of the obstacles facing teachers in teaching English language in large classes, and pronunciation problems will be introduced in this section, however the researcher selects some of them.

 The first study was conducted by (Hussien, 2016), Obstacles Facing English Language Teachers in large groups in Developing Speaking Skills, ph.D in education, at Sudan University of Science and Technology. The study aims at providing teachers of secondary schools in dealing with best effective techniques which serve in process in developing skills in large classes to encourage students to participate to developing speaking skill in large classes.

The researcher used descriptive method, the data collected by questionnaire and interview. Findings of the study were, using pair work is useful techniques in teaching speaking skill, using of group work activity will remove shyness from most of the students and enhance speaking ability. Implementing suitable techniques and approaches in large classrooms can facilitate and solve some obstacles such as classroom size and affect positively on students performance.

Another study under the same project was undertaken by Coleman (1989), he found that English teachers in Nigeria who taught in classes of 100-200 students encountered a wide range of difficulties in teaching. These concerned relationships with students, control of the class and assessment. The subjects reported positively that with the class size at an ideal level they could work more comfortably and easily. This indicates that teachers preferred to teach in a small class with an ideal size as they did not need to struggle and face the difficult circumstances of teaching in large classes.

Ahmed (2017) investigated the problems encountered by higher secondary school students when they learning English pronunciation in Sudan. He noticed that most of the higher secondary school students in Sudan produced incorrect pronunciation for many English words. For this reason, this study attempted to deal with the pronunciation difficulties to find the most suitable solutions. Sudanese students of higher secondary schools were the sample of this study at Shikan locality in Northern Kordofan State. The descriptive analytical approach was conducted to analyze data collected through recording test and questionnaire. The findings revealed that the pronunciation problems are caused by many teaching difficulties, and the pronunciation strategies are helpful in teaching students correct speech pronunciation.

(Suleiman, 2011) The classroom problems faced teachers of the public schools in Tafila province, and proposed solutions faculty of education, Tafila technical university, Tafila, Jordan. The purpose of this study was aimed to investigate the classroom problems faced school teachers in Tafila province. The findings

of the research were the lack of educational facilities such as equipment's and one of the most serious factors facing component of the educational process such as parents, teachers, educational administrators and supervisors.

(Hamad, 2011) studied Developing Effective Techniques in Teaching English Language in Overcrowded Classes at Secondary Schools, ph.D in Education, Sudan University of Science and Technology. The study aims at locating problems which encounter both teachers and students in overcrowded classes. The findings showed that pair work is useful technique in teaching learning English language in overcrowded class; also he found that training is essential for teaching staff at the faculties of education.

Ahmed. N, (2010) Pronunciation Problems by Sudanese English Language Learners: A case Study of Students at the Faculty of Education, Al-Zaeim Al-Azhari University. Un published scientific paper. The study aims at locating and shed lights on the pronunciation problems that encountered by Sudanese English Language Learners. This paper follows the descriptive analytical research methods and questionnaire supported oral tests were used for data collection. The findings of the study showed that there are some problems of English language pronunciation encountered by Sudanese English language learners and these problems were caused by various reasons, for example, the differences in sound with regards to English and Arabic languages in general and between the sounds of the Sudanese colloquial Arabic sound system; the result of which is negative interference. In addition, the methods of teaching the English sounds do not seem to help Sudanese language learners due to different background accents. Moreover, there is lack of authentic teaching materials that required for teaching English pronunciation. The paper suggests that researchers can study the acoustic phonetics that studies the reception of sounds and other areas of language in respect to sound differences.

 (Ali, 2006), The Effects of English Language teaching methods used in crescent texts books on achievement of Qatar preparatory class pupils in Qatar,

M.A un published, faculty of education, Omdurman Islamic University. The aims of this study were to evaluate the crescent texts books - first pre class students in Qatar. It is also to know the effect of method of teaching the crescent books on the achievement pre- class students. The results of this study revealed that the main score of experimental group is greater than the control group. The researcher found that the short dialogue, the teaching aids and the colorful pictures help the pupils to communicate easily and directly. The study also showed that there are statistical significant differences between the responses of male and female pupil's interaction is greater among female.

2.7 Summary

In this chapter, the researcher reviews the theoretical background of this study. She started by discussing various definitions by different linguists for the terms, pronunciation, large class, she used the two terms pair work and group work techniques, the researcher discussed the importance of English Pronunciation. Then challenges of large classes were mentioned and how the teachers can respond to these challenges and also how the teachers can develop good discipline in large classes. Further, the advantages and disadvantages of using pair work were reviewed, in which the researcher discussed the group work and how it can benefit the learners in learning in large classes. Then group work can encourage learning and increases speaking opportunities in large classes were reviewed with a concentration on the types of group work. Next, the researcher explored the group size, and the instructor's role with learning groups. Potential problems with group work were also reviewed and discussed. After that, the researcher gave a brief account of the advantages and disadvantages of group work. Finally, some of the research paper in the same area were discussed and reviewed as previous studies. Then these studies focus and conclusions were compared to the current study to where it stands and what contribution it provides to the literature.

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

As the title indicates, the main purpose of this chapter is to describe and define the research methods and the methodology implemented to carry out this study. It also aims at providing information on the target population, size and sampling procedures. This chapter goes on to describe the tools and the instruments used to collect the data to address the research objectives and the research questions of the study and their ability to produce valid results. This description includes the pretests, the post tests, and the teacher's questionnaire, the selection of the teaching materials as well as the techniques and teaching materials used to handle the Experimental Group. In this chapter, the researcher also explains the research design and procedure. In addition to that, this chapter describes the analytical techniques applied by the researcher to meet the nature and the purpose of this study. Finally, it concludes with a brief discussion on the limitation of the research and the problems encountered.

3.1 Design of the Study

As this study investigates quantitative research questions, and it was carried out in a classroom setting, it had the form of an experimental design with exploratory nature where the researcher sought to explore issues on relationships within measurable variables. In other words, it is an attempt to explain causal relationships between two variables. In this study, a positive change was hypothesized and investigated on one independent variable as an outcome of interference from a dependent variable.

Pretest and a post-test were administrated before and after the treatment to collect data via which the relative contribution of linguistic knowledge to pronunciation was investigated. Teachers' questionnaire was designed and administered to fifty of English language teachers.

3.2 Population and sample of the study

3.2.1 Students

The sample of this study consists of a hundred participants (females and males) who were selected, based on their consent, from a total of 130 second-year students of English Language Department, Faculty of Education, Shendi University. Then they were divided randomly and evenly into two groups; a control group (fifty students) and an Experimental Group (fifty students). The subjects of this study are of an average age of about 22 with almost the same language proficiency (apart from slight individual differences) and education background. They all successfully passed different academic courses in their major with the required standard. This reality, gave evidence for linguistic homogeneity among the participants.

As the participants' major is Education, they are required to carry out a lot of skills to successfully achieve the learning outcomes of particular course namely pronunciation course. This situation serves the objective of the experiment and it suits the purpose of the study as well.

However, the population of the study had two courses in reading comprehension throughout their major titled Advanced Comprehension. Nevertheless, they studied two grammar courses; Grammar 1 and Grammar 2, two Listening courses; Listening 1 and Listening 2, two Vocabulary courses; Vocabulary I and Vocabulary 2 in the first and the second semester, respectively. They also studied two courses in Phonetics and Phonology in semester three and four respectively, and Writing, Advanced Reading Comprehension, and Acquisition and Learning versus L2 Acquisition and

Learning courses, the students also studied course namely Speech and Communication.

3.2.2 Teachers

The sample of this study consists of 50 participants (50% females and 50% males) who were selected randomly, English Language Teachers Faculty of Education and Art, Shendi University. They had different years' of experiences, 20 % of them had experience in teaching English Language ranged between 1-5 years, 44% of them taught for 6-10, whereas 36% of them had been teaching English Language for more than 11 years, 46% teachers had workshops or training sessions, while 4% had not, their qualifications as follow 56% of them were held master degree in E. D, and Art, 2% had B. A, whereas the same numbers of 14% had post graduate diploma, B. ED, or PhD.

3.3 Tools of the study

3.3.1 The pre-tests and post-tests

To meet the purpose of this study, the researcher collected the required data from the scores of the participants in a pretest and a post-test. The two tests were conducted before and after the intervention, respectively, for both groups. The objective of the pretest was to measure the linguistic homogeneity as well as the current levels proficiency threshold of both groups before the treatment. On the other hand, the post-test aimed at assessing the impact of the intervention on the performance of the Experimental Group.

To achieve the objective of this study, the test paper, which the researcher used for both pretest and post-test, consisted of two parallel passages from elementary level, followed by multiple-choice questions. The first passage was approximately 200 words in length, while the second one was nearly 250 words in length. For the first passage, there were nine multiple-choice questions to test the students' pronunciation skill. On the other hand, the second passage, followed by ten multiple-choice questions. Guided by the questions and the

objectives of the study, the researcher found that the multiple-choice items in this test almost assess all the required pronunciation skill to get correct pronunciation to identify the main idea, followed by filling the gaps questions. For the first passage, there were five words to fill the gaps. On the other hand, the second question, followed by symbols, the researcher asked the students to write the suitable symbol in front of the word. The third question was match (A) with (B), while the forth question was: write three words that have similarly pronounced middle vowel, the last question was multiple-choice question. Guided by the questions and the objectives of the study, the researcher found that the above items in this test almost assess the required pronunciation performance.

To satisfy the objective of this study, the researcher used the same test paper for both the pretest and the post-test. The test consisted of a version of Headway. It is an interactive series which is designed to provide a wide variety of pronunciation exercises, are mainly designed to help the students meet the challenges of pronunciation.

3.3.2 The questionnaire

The use of questionnaires as data collection tools mainly come from the fact that with the help of questionnaire large amount of data can be collected quickly and economically from a large sample (Krathwohl, 1998). Also, questionnaire, as one of the most common forms of data collection tools, can easily be assessed in terms of reliability. In this respect, reliability refers to the ability of questionnaire to produce the same results in different implementations, leading to a consistency and dependability of the results (Leftwich, 2007). Moreover, the strength of questionnaire generally includes accuracy, generalizability, and convenience (Marshall & Rossman, 1999). However, besides the strength, the questionnaires usually fall short in examining complex social relationships or intricate patterns of interaction (Marshall & Rossman, 1999). The questionnaire enables the researcher to collect data in field settings where the data can be

quantified to produce the responses required for analysis (Nunan 1991). The questionnaire is also a cheap tool and can be administered easily. Finally, the data is more accurate as it is given to all the research subjects at the same time, avoiding bias that may affect the reliability and validity of the study the survey questionnaires used in this study were designed for both Sudanese EFL teachers who are teaching English at Shendi University.

The survey was composed of two main parts. The first part is the teachers' questionnaire consisted of questions that dealt with participants' personal information. The questions in first section asked about participants' gender, academic background, educational sessions and years of experience in teaching English. The questions in this section asked about whether the participants. To achieve the objectives of this study, the researcher collected the required data from the questionnaire, it design for English language teachers Shendi University Faculties of Art and Education, it aims to investigate teachers' interest and attitudes towards using pair work and group work techniques in teaching English Language pronunciation in large classes at Shendi university, and possible suitability for Sudanese university level. It was administered to total sample of 50 university teachers, it consisted of four parts, first part consisted of nine questions, the second part also consisted of nine questions, the third one has eight questions. Guided by the questions and the objectives of the study, the researcher found that the above items in this questionnaire to assess teachers' attitudes towards using pair work and group work techniques in teaching English Language pronunciation in large classes.

3.3.3 Teaching materials

To achieve the objectives and to effectively investigate the questions of the study on the relationships within the measurable variables, the researcher consulted different and various academic resources to carefully design, compile, select and adapt the teaching materials, Headway series –the third edition, (pronunciation course), it contains phonetics, and the pronunciation of regular

verbs / t/, / d/, / Id/, some activities, from which researcher chose the tests (pretest and post-test) from the intermediate level.

The researcher prepared the target syllabus in such a manner that maintains constructive alignment. Therefore, researcher precisely aligned all the teaching materials with the objectives and the questions of the study. Then in return, both of them-the teaching materials and the objectives and the questions of the study- were matched with the assessment tool used to test the hypotheses of the study.

The researcher did her best to meet the participants' needs to achieve the objectives of the study and to explore the questions posed by the study. In other words, it is directed by both the questions and the purpose of the study. In addition to that, she conducted a pilot test. One of the purposes of the former was to measure their current performance of the participants, and the latter aimed to determine their present linguistic awareness according to which the researcher designed the teaching materials.

The questions of the study guided the content preparation process of the syllabus and directed the way the researcher delivered and executed it to the participants. In other words, the target syllabus was purposely designed to raise the linguistic awareness of the subject of the experimental group to see how this could affect their performance.

The researchers selected all the texts which researcher used as handouts for practicing and for formative assessment in the teaching sessions from the Headway series-the third edition, (pronunciation course) it is contain phonetics, and the pronunciation of regular verbs   / t/, / d/, / Id/, some activities, from which researcher chose the tests (pretest and post-test) from the intermediate level.

3.4 Procedure of the Study

Initially, to carry out the study, the researcher contacted the target students and called them for a general meeting. Fifty-two students attended the meeting. The purpose of the meeting was twofold. First, the researcher arranged an orientation session for them. The central aim of the orientation session was to verbally inform the participants about the purpose and the procedures of the study. To that end, the researcher gave a brief description of the main objectives of the study. Then she explained the nature, stages, the timeline and the duration of the treatment sessions. The researcher also maintained that participation was voluntary. However, as it would have negative consequences on the validity and the reliability of the study, she reminded the students that once you registered your name, then withdrawal was not allowed. The second part of the meeting was mainly dedicated to seeing who were willing to take part in the study.

Later and after the general meeting and based on their consent, hundred students agreed and registered their names to be the target population of the experimental study. Then the researcher divided the fifty volunteer students randomly into two even groups; 50 students in each group. Group A will be considered as the Experimental Group, while group B will be dealt with as the Control Group. Fortunately, all the students who decided to participate voluntarily in the experiment showed a great deal of commitment and dedication, which later constituted a fundamental factor in the success of the treatment sessions. The researcher believes that validity and reliability constitute the heart of any measuring tool or method in research with quantitative nature. Nenty (2009), states that validity refers to the accuracy of the measuring instrument, while reliability represents the precision of it. It means that the measuring tools should precisely measure what is measuring and accurately measure what it is supposed to measure. In the same context, he further claims that the measuring procedure should produce scores that validly represent the variables under testing for every participant.

The researcher was monitoring the time to maximize the reliability of the test. Practically, she registered the time in which each student submitted his/her test paper. The best and the fastest performer test taker finished the test paper after forty minutes, while the worst performer and the slowest one finished in one hour and twenty minutes. As a result, the researcher estimated that one hour and fifteen minutes would be enough and suitable time for the test takers to properly complete the test. Therefore, the time allotted for the test was one hour and fifteen minutes.

Three days later, the researcher started the treatment process with the Experimental and the Control groups. In the first session and before starting the treatment procedures, all the subjects of the two groups took the pretest. As it has been mentioned earlier, the objective of this pretest was to determine their current pronunciation proficiency level which later the researcher would compare to their level after the treatment phase to examine the relative contribution of raising their linguistic knowledge to their pronunciation performance. The pretest was also meant to verify that all the subjects were linguistically homogeneous before conducting the treatment process. Thus, any significant portion of the variance in the performance of the two groups in their pronunciation performance would be attributed to the treatment process.

All the participants (100 students) attended the test, and everything went smoothly and ended as it was planned. The scores of the participants in the pretest, which showed a linguistic homogeneity among the participants with (0.749) P value, were kept for comparison with the results of the post-test and further statistical analysis to investigate the impact of the treatment process (pair / group work) on their performance.

The Experiment lasted for three weeks, including the pretest and the post-test sessions. However, to address the purpose of the study and to achieve the best results of the experiment, the two groups were treated differently. While the Experimental Group was taught for three weeks, each week contained five

sessions, and each session was 180 minutes (forty-five hours in total), the Control Group was trained for only two sessions, each session was 180 minutes (six hours in total). As there was no other option, most of these treatment sessions were conducted between and sometimes after the regular classes of the participants.

The difference in the treatment process between the two groups was not only in the duration of the teaching sessions but also in the instructional materials which each group received. The Experimental Group was trained in such a way to raise their linguistic awareness by providing them with massive pairs/groups activities. In other words, the researcher helped them to progress and improve their pronunciation (phonetic symbols) within pronunciation activities to facilitate and enhance full pronunciation and speaking skill. On the other hand, the Control Group was taught how to use the phonetic symbols to improve their performance in pronunciation activities.

Statistically, using pair work and group work to develop their pronunciation was considered as a controlled variable for both groups. Based on the review of the syllabus taught to the subjects of the study in which they were not explicitly trained to use pair work and group work, the researcher found out that most, but not all of the participants in the experiment lacked of the pronunciation performance. Moreover, the results of the piloting test, as well as the way they answered the test questions together with the time they spent to complete the test, indicated that these test-takers were very poor in pronunciation . Directed by these observations, the researcher concluded that the subjects of the study were almost homogeneous in terms of vocabulary and prior knowledge but, that was not the case in using pair work and group work to enhance pronunciation performance. Therefore, to maximise the linguistic homogeneity of the subjects of the study, the researcher taught both the Experimental and the Control groups pronunciation course and then taught the

Experimental through pair work and group work techniques and trained them on using them to facilitate pronunciation activities.

To keep the participants in this study at the same proficiency level and to maintain the linguistic homogeneity, both the two groups (Experimental and Control) were taught by the same teacher (the researcher), and they received the same instructional materials in the first two sessions, which were devoted to teaching and practising phonetics symbols and pronunciation activities. Each session was 180 minutes with a 15-minute break after 90 minutes. The researcher taught the participants how to improve and accelerate their pronunciation by using (phonetic symbols), and how to speak in pairs and a small groups locating the main idea, the researcher presented and explained these symbols after the subjects of the two groups started to show their learning in different ways. They were asked to practise the pronunciation using different texts. The researcher used various teaching techniques through pairs and groups to achieve the objectives of the lessons. Similarly, the participants completed the exercises using above techniques ranging from group work and pair work to individual feedback.

Guided by the nature of the study, the researcher depended on the formative assessment to measure the performance of the participants in the assigned exercises as well as the verbal feedback to evaluate how much they fulfilled the objectives of the lessons and to what extent they learned the target skill. When the researcher concluded that the participants learned how to pair off, and to seat in groups, to locate the main ideas, to pronounce the words correctly, she announced the end of the treatment phase for the Control Group. She explained that the rest of the treatment process would be devoted to improving their pronunciation of the Experimental Group, which formed the cornerstone of the whole experimental study. Then the researcher told the Control Group to come ten days later for the post-test session.

The rest of the treatment phase was an essential part of the entire experiment. It was dedicated to handling the Experimental Group by improving the pronunciation of the participants to investigate the effect of pair work and group work on teaching English language pronunciation in large classes on students' performance. The researcher identified two former techniques, these two techniques constituted the pivot around which the whole teaching procedure in the treatment process revolved. The fifty participants who formed the Experimental Group were taught and trained to solve the tasks ambiguity problems within pronunciation text by using pairs/groups, respectively. Hence, the researcher taught the participants the phonetics symbols to help them to recognize the words correctly.

After the end of the treatment phase, both groups (Experimental and Control) were post-tested through the same test they had in the pretest. As it was stated earlier, the time allotted for the post-test was one hour and fifteen minutes. The 100 participants attended the test, and it ended as it was planned. All the test papers were scored by the researcher. Later, the results were analyzed and compared to the results of the pretest by entering the collected data into the computer software program "Statistical Package for Social Sciences", (SPSS).

3.5 Validity and reliability values for the Test

The following equation is used to calculate the validity and reliability of the test

Cronbach, Alpha of reliability $= \dfrac{N.c^-}{v^- + (N-1).c^-}$

N: number of aims

c^- **: mean of variance between aims**

v^- **: mean of Total variance of aims**

Cronbach Alpha of validity= $\boldsymbol{squ\!ero\!of}\ \dfrac{N.c^-}{v^- + (N-1).c^-}$

Table (3-1) validity and reliability values for the test

Interpretation	Values	coefficient of variation
The test is characterized by a degree of reliability.	0.70	Reliability
The test is characterized by a high degree of validity.	0.84	Validity

Table (3-1), demonstrates that the Value of the Alpha- stability is 0.70 which is bigger than 0.5, which means that the test characterized by a degree of reliability. Also we note that the Coefficient Value of the Validity equals 0.84 and it is also bigger than 0.5, which means that the test is characterized by a high degree of validity.

3.6 Validity and reliability values test for the questionnaire

Table (3-2) validity and reliability values for questionnaire

Interpretation	Values	coefficient of variation
The questionnaire statements are characterized by a degree of reliability.	0.65	Reliability
The questionnaire statements are characterized by a high degree of validity.	0.81	Validity

Table (3-2), reflects that the Value of the Alpha- stability is 0.65 which is bigger than 0.5, which means that questionnaire statements are characterized by a degree of reliability. Also researcher notes that the Coefficient Value of the Validity equals 0.81, and it is also bigger than 0.5, which means that the questionnaire statements are characterized by a high degree of validity.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.0 Introduction

As the title implies, this chapter describes and analyzes the collected data followed by the discussion of the analysis results. Then it delineates the limitations of the study. The whole discussion is guided and directed by the objectives, questions, hypotheses, as well as the findings of the study in relation to the results and the conclusions of the previous studies. This discussion encompasses researches and studies that deal with the same topic either with similar results or with different ones.

In this study, the collected data were analysed to investigate whether there is a positive effect of pair work and group work on EFL pronunciation performance at the tertiary level or not. Moreover, the investigation of data intended to explore if the students' pronunciation performance will have improved when we raise their linguistic awareness or not.

4.1 Data Analysis

A pretest and a post-test which were conducted for both groups before and after the treatment represent the primary resource of data for this study. As it was stated in the previous chapter, the main objective of the pretest was to determine the linguistic homogeneity as well as the current language proficiency level of both groups in term of their pronunciation competence before the treatment. On the other hand, the post-test aimed at assessing the effect of the treatment on the subjects of the experimental group pronunciation performance in comparison to the control group, which did not receive the same treatment. The central purpose of the assessment and the target of the analysis were to investigate whether the intervention which the researcher made resulted in a significant difference in the scores of the experimental group in the post-test compared to their scores in the pretest. Then the post-test scores of the

experimental group and the control group were compared to examine to what extent the performance of the former improves in relation to the latter. To that end, the collected data were entered into the computer software program "Statistical Package for Social Sciences", (SPSS) for statistical analysis using various types of tests.

Finally, the statistical analyses of the collected data have been classified and arranged in tables and graphs using the percentage method, followed by a thorough description and interpretation of the results shown on those tables.

4.1.1 Tests

First of all, it is worth mentioning that both the control group and the experimental group showed a great deal of linguistic homogeneity in their performance in the pretest. The mean scores obtained by the two groups (experimental and control) in the pretest were compared and analysed, and the P-value was calculated to verify whether the results of the pretest show any significant difference or not in the pronunciation performance of the participants in the two groups. The P-value obtained was (0.749), which exceeds the sig level (0.05).

Hence, statistically, we can claim that there is no significant difference in the pronunciation performance of the experimental and control groups at the start of the experiment and they were almost at the same linguistic proficiency level before the treatment. This situation is a statistical fact which serves the overall purpose of the study. In other words, any portion of the variation in the performance of the two groups (experimental and control) in their pronunciation performance after the treatment process would empirically support the central hypothesis of the study. That is to say, the treatment process, which intended to raise the linguistic awareness of the participants in the experimental group has a relatively positive effect on their speaking and pronunciation performance. The following tables describe the samples statistically.

Table (4-1) Comparing results the pretest and the post-test

Mean	Std. deviation	test cal	Sig of t test	Interpretation
Pre =18.2		15.5	.000	The sig value is 000, less than the sig level 0.05, accordingly, that means the test result is significant, that is to say there are statistically significant differences between the mean value in the scores of the pretest and the scores of the post-tests, and this decision tends in favor of the scores of the posttest, we noticed that the mean value in the posttest is 25,6.
Post 25.6=	4.1			

Table (4-1), reveals that there were statistically significant differences between the pre and posttests in experimental group, and this differences are in favor of the posttest scores, therefore the mean value makes a slight increase from (18.2) in the pretest scores to (25,6) in the post test scores.

Table No (4-2) Comparing the pretests for the Experimental and Control Group:

Mean	Std. deviation	T test cal	Sig of t test	Interpretation
Pre of exp = 18.2 Pre of con=17.9	1	.340	.749	The sig. value is 0.749, maximum than sig level 0,05 than the result of the test is not significant, this means that there are no statistically significant differences between the scores of the pretest and the scores of the pretest in two groups. then we noticed that the mean value in pretest and pretests in two groups are equal.

Table (4-2), displays that there were no statistically significant differences between the scores of the pretest and the scores of the pretests in two groups, then we noticed that the mean value in pretest and pretests in two groups are equal (17,9 ,18,2).

Table No (4-3) Comparing the posttests in Experimental and Control Group:

Mean	Std .deviation	T test cal	Sig of t test	Interpretation
Post in Experiment 25.6=		6.3	.000	The sig value is 000, less than the sig level, therefore, the posttests result is significant, that means there is statistically significant differences between the scores of the post-test and the scores of the post-test in two groups. And the means of the posttest is increased to 25.6 in the experimental group.
Post in control =18.3	4.1			

Table (4-3), illustrates that there were statistically significant differences between the scores of the post-test and scores of the posttest in two groups, and these differences are in favor to the post scores in the experimental group, where the mean value makes a slight increased from (18.3) in the scores of the posttest to (25,6) in the scores of the posttest in the experimental group.

4.1.2 Questionnaire

Table (4-4) Gender

Gender	Frequency	Percentage
Male	25	50
Female	25	50
Total	50	100

Table (4-4), illustrates that the respondents were almost equal, 25 with a percentage of 50 %.

Table (4-5) Years experience

Years	Frequency	Percentage
5 years	10	20
6-10 years	22	44
11 years +	18	36
Total	50	100

Table (4-5), reflects that the respondents years experience 5 years were with a percentage 20 %, the respondents years experience 6-10 were 44 %, whereas the respondents years experience more than 11 years were 36%.

Table (4-6) workshops or training sessions

Answer	Frequency	Percentage
Yes	46	92
No	4	8
Total	50	100

Table (4-6), illustrates that the majority of respondents were had workshops or training sessions with a percentage of 92 %.

Table (4-7) Qualifications

Qualification	Frequency	Percentage
M.A	8	16
M.ED.	20	40
Postgraduate Diploma	7	14
B.A	1	2
B.ED.	7	14
PhD	7	14
Total	50	100

Table (4-7), shows that the respondents who hold a master degree in Art are 16 % while those who hold a master degree in education are 40%, and those who hold a diploma14%., a bachelor of Art 1%, and who hold a bachelor degree in education 14%, and ph.D holders are 14%.

Table (4-8) suitability of group work technique on teaching English language pronunciation in large classes.

Answer	Frequency	Percentage
Strongly agree	28	56.0
Agree	22	44.0
Not sure	0	0
Disagree	0	0
Strongly disagree	0	0
Total	50	100

Table, (4-8), reveals that the majority of the respondents were answered the phrase with strongly agree, with a number of 28 individuals, with a percentage of 56%.

Table 4-9 Group work technique helps students to solve tasks better and faster in large classes.

Answer	Frequency	Percentage
Strongly agree	19	38.0
Agree	30	60.0
Not sure	1	2.0
Disagree	0	0
Strongly disagree	0	0
Total	50	100

Table (4-9), illustrates that the respondents were answered the phrase with agree with a number of 30 individuals, with a percentage of 60%.

Table (4-10) Small group technique helps learners to feel more confident when they do their tasks in large classes.

Answer	Frequency	Percentage
Strongly agree	11	22.0
Agree	39	78.0
Not sure	0	0
Disagree	0	0
Strongly disagree	0	0
Total	50	100

Table (4-10), discovers that the majority of the respondents were answered the phrase with agree with a number of 39 individuals, with a percentage of 78%.

Table (4-11) using group work results in useful and successful learning of English language pronunciation in large classes.

Answer	Frequency	Percentage
Strongly agree	17	34.0
Agree	31	62.0
Not sure	2	4.0
Disagree	0	0
Strongly disagree	0	0
Total	50	100

Table, (4-11), displays that the majority of the respondents were answered the phrase with agree with a number of 31individuals, with a percentage of 62%.

Table (4-12) Using group work technique raises motivation of the pupils learning English pronunciation in large classes.

Answer	Frequency	Percentage
Strongly agree	22	44.0
Agree	25	50.0
Not sure	0	0
Disagree	1	2.0
Strongly disagree	2	4.0
Total	50	100

Table (4-12), reflects that the respondents were answered the phrase with agree, with a number of 25 individuals, with a percentage of 55%.

Table (4-13) Using group work technique makes students nervous when they communicate with each other in large classes.

Answer	Frequency	Percentage
Strongly agree	3	6.0
Agree	3	6.0
Not sure	1	2.0
Disagree	15	30.0
Strongly disagree	28	56.0
Total	50	100.0

Table (4-13), illustrates that the majority of the respondents were answered the phrase with strongly disagree with a number of 28 individuals, with a percentage of 56%.

Table (4-14) Group work technique increases student's interaction in the large classes.

Answer	Frequency	Percentage
Strongly agree	13	26.0
Agree	26	52.0
Not sure	5	10.0
Disagree	3	6.0
Strongly disagree	3	6.0
Total	50	100.0

Table, (4-14), illustrates that the respondents are answered the phrase with agree, with a number of 26 individuals, with a percentage of 52%.

Table (4-15) Using group work technique wastes time in teaching English Language pronunciation in large classes.

Answer	Frequency	Percentage
Strongly agree	3	6.0
Agree	5	10.0
Not sure	2	4.0
Disagree	23	46.0
Strongly disagree	17	34.0
Total	50	100.0

Table, (4-15), demonstrates that the majority of the respondents were answered the phrase with disagree, with a number of 23 individuals, with a percentage of 46%.

Table (4-16) Group work technique increases student's interaction in the large classes.

Answer	Frequency	Percentage
Strongly agree	19	38.0
Agree	27	54.0
Not sure	0	0
Disagree	2	4.0
Strongly disagree	2	4.0
Total	50	100.0

Table, (4-16), reflects that the majority of the respondents were answered the phrase with agree with a number of 27 individuals, with a percentage of 54%.

Pair work

To what extent can pair work be useful and effective technique in teaching English language in large classes?

Table (4-17) 1. Pair work technique helps learners to enjoy learning with each other's in large classes.

Answer	Frequency	Percentage
Strongly agree	14	28.0
Agree	36	72.0
Not sure	0	0
Disagree	0	0
Strongly disagree	0	0
Total	50	100

Table (4-17), demonstrates that the majority of the respondents were answered the phrase with agree with a number of 36 individuals, with a percentage of 72%.

Table (4-18) 2. Pair work technique helps students to share responsibilities when they working their tasks in large classes.

Answer	Frequency	Percentage
Strongly agree	11	22.0
Agree	37	74.0
Not sure	2	4.0
Disagree	0	0
Strongly disagree	0	0
Total	50	100

Table (4-18), reflects that the majority of the respondents were answered the phrase with agree with a number of 37individuals, with a percentage of 74%.

Table (4-19) Using pair work technique is a suitable activity in teaching English pronunciation in large classes.

Answer	Frequency	Percentage
Strongly agree	16	32.0
Agree	30	60.0
Not sure	1	2.0
Disagree	2	4.0
Strongly disagree	1	2.0
Total	50	100.0

Table (4-19), demonstrates that the majority of the respondents were answered the phrase with agree with a number of 30 individuals, with a percentage of 6o%.

Table (4-20) There is a negative impact of pair work on teaching English language pronunciation in large classes.

Answer	Frequency	Percentage
Strongly agree	3	6.0
Agree	4	8.0
Not sure	3	6.0
Disagree	17	34.0
Strongly disagree	23	46.0
Total	50	100.0

Table (4-20), illustrates that the majority of the respondents were answered the phrase with strongly disagree with a number of 23 individuals, with a percentage of 46%.

Table (4-21) B-5 Students feel more interested when Pair work is used in teaching English language pronunciation in large classes.

Answer	Frequency	Percentage
Strongly agree	15	30.0
Agree	28	56.0
Not sure	4	8.0
Disagree	1	2.0
Strongly disagree	2	4.0
Total	50	100.0

Table (4-21), demonstrates that the majority of the respondents were answered the phrase with agree with a number of 28 individuals, with a percentage of 56%.

Table (4-22) B-6 Pair work technique enhances student's effective use of English language in pronunciation large classes.

Answer	Frequency	Percentage
Strongly agree	14	28.0
Agree	33	66.0
Not sure	3	6.0
Disagree	0	0
Strongly disagree	0	0
Total	50	100

Table (4-22), displays that the majority of the respondents were answered the phrase with agree with a number of 33individuals, with a percentage of 66%.

Table (4-23) Pair work can help shy students to speak and work with each other in large classes.

Answer	Frequency	Percentage
Strongly agree	23	46.0
Agree	27	54.0
Not sure	0	0
Disagree	0	0
Strongly disagree	0	0
Total	50	100

Table (4-23), reflects that the majority of the respondents were answered the phrase with agree with a number of 27 individuals, with a percentage of 54%.

Table (4-24) Pair work technique helps students to improve their speaking skill in large classes.

Answer	Frequency	Percentage
Strongly agree	14	28.0
Agree	35	70.0
Not sure	1	2.0
Disagree	0	0
Strongly disagree	0	0
Total	50	100

Table (4-24), illustrates that the majority of the respondents were answered the phrase with agree with a number of 35individuals, with a percentage of 70%.

Table (4-25) Pair work technique increased students' interaction in large classes.

Answer	Frequency	Percentage
Strongly agree	12	24.0
Agree	37	74.0
Not sure	1	2.0
Disagree	0	0
Strongly disagree	0	0
Total	50	100

Table (4-25), reflects that the majority of the respondents were answered the phrase with agree with a number of 37 individuals, with a percentage of 74%.

Teacher's attitudes towards using pair work and group work

Table (4-26) I prefer to use pair work and group work in teaching English in pronunciation large classes.

Answer	Frequency	Percentage
Strongly agree	28	56.0
Agree	22	44.0
Not sure	0	0
Disagree	0	0
Strongly disagree	0	0
Total	50	100

Table (4-26), reveals that the majority of the respondents were answered the phrase with strongly agree with a number of 28 individuals, with a percentage of 56%.

Table (4-27) I do not need to use pair work and group work in teaching English pronunciation in large classes.

Answer	Frequency	Percentage
Strongly agree	3	6
Agree	0	0
Not sure	1	2.0
Disagree	25	50.0
Strongly disagree	21	42.0
Total	50	100.0

Table (4-27), displays that the respondents were answered the phrase in disagree with a number of 25 individuals, with a percentage of 50%.

Table (4-28) I think the use of pair work and group work in teaching English pronunciation helps learners to enjoy learning with each other in large classes.

Answer	Frequency	Percentage
Strongly agree	15	30.0
Agree	32	64.0
Not sure	1	2.0
Disagree	1	2.0
Strongly disagree	1	2.0
Total	50	100.0

Table (4-28), demonstrates that the majority of the respondents were answered the phrase with agree with a number of 32 individuals, with a percentage of 64%.

Table (4-29) I often think the work becomes too confusing when do in group/ pair work in teaching English Language pronunciation in large classes.

Answer	Frequency	Percentage
Strongly agree	1	2.0
Agree	8	16.0
Not sure	4	8.0
Disagree	23	46.0
Strongly disagree	14	28.0
Total	50	100.0

Table (4-29), discovers that the respondents were answered the phrase in disagree with a number of 23 individuals, with a percentage of 46%.

Table (4-30) There is a negative impact of group work on teaching English language pronunciation in large classes.

Answer	Frequency	Percentage
Strongly agree	2	4.0
Agree	6	12.0
Not sure	3	6.0
Disagree	18	36.0
Strongly disagree	21	42.0
Total	50	100.0

Table (4-30), illustrates that the respondents were answered the phrase in strongly disagree with a number of 21 individuals, with a percentage of 42%.

Table (4-31) the strong students can help the weak ones when they are involved in group/ pair work in teaching English Language pronunciation in large classes.

Answer	Frequency	Percentage
Strongly agree	24	48.0
Agree	24	48.0
Not sure	0	0
Disagree	1	2.0
Strongly disagree	1	2.0
Total	50	100.0

Table (4-31), displays that the majority of the respondents were answered the phrase in strongly agree and agree with a number of 24 individuals, with a percentage of 48%.

Table (4-32) Group work technique enhances students' effective use of English Language pronunciation in large classes.

Answer	Frequency	Percentage
Strongly agree	19	38.0
Agree	31	62.0
Not sure	0	0
Disagree	0	0
Strongly disagree	0	0
Total	50	100

Table (4-32), demonstrates that the majority of the respondents were answered the phrase in strongly agree with a number of 31individuals, with a percentage of 62%.

Table (4-33) Some teachers have not been trained to apply pair work and group work in teaching English Language pronunciation in large classes. .

Answer	Frequency	Percentage
Strongly agree	17	34.0
Agree	30	60.0
Not sure	1	2.0
Disagree	0	0
Strongly disagree	2	4.0
Total	50	100.0

Table (4-33), reveals that the majority of the respondents were answered the phrase in agree with a number of 30 individuals, with a percentage of 60%.

Table (4-34) There are benefits of having students work in pairs or groups in teaching English Language pronunciation in large classes.

Answer	Frequency	Percentage
Strongly agree	**20**	**40.0**
Agree	**30**	**60.0**
Not sure	**0**	**0**
Disagree	**0**	**0**
Strongly disagree	**0**	**0**
Total	**50**	**100**

Table (4-34), discovers that the majority of the respondents were answered the phrase in agree with a number of 30individuals, with a percentage of 60%.

Do classes' size effect on teaching English Language pronunciation in large classes?

Table (4-35) Class size has positive effect on teaching English Language in large classes.

Answer	Frequency	Percentage
Always	13	26.0
Sometimes	13	26.0
Often	18	36.0
Rarely	4	8.0
Never	2	4.0
Total	50	100.0

Table (4-35), displays that the respondents were answered the phrase in often with a number of 18 individuals, with a percentage of 36%.

Table (4-36) A small class creates a relaxing environment of teaching English Language pronunciation in large classes.

Answer	Frequency	Percentage
Always	42	84.0
Sometimes	6	12.0
Often	2	4.0
Rarely	0	0
Never	0	0
Total	50	100

Table (4-36), demonstrates that the majority of the respondents were answered the phrase in always with a number of 42 individuals, with a percentage of 84%.

Table (4-37) Large classes seem noisy and out of control.

Answer	Frequency	Percentage
Always	32	64.0
Sometimes	14	28.0
Often	4	8.0
Rarely	0	0
Never	0	0
Total	50	100

Table (4-37), reveals that the majority of the respondents were answered the phrase in always, with a number of 32 individuals, with a percentage of 64%.

Table (4-38) Teachers hold a negative view on teaching English Language pronunciation in large classes.

Answer	Frequency	Percentage
Always	25	50.0
Sometimes	20	40.0
Often	4	8.0
Rarely	1	2.0
Never	0	0
Total	50	100

Table (4-38), discovers that the majority of the respondents were answered the phrase in always, with a number of 25 individuals, with a percentage of 50%.

Table (4-39) Lack of individual attentions is one of the problems associated with large classes.

Answer	Frequency	Percentage
Always	31	62.0
Sometimes	11	22.0
Often	7	14.0
Rarely	0	0
Never	1	2.0
Total	50	100.0

Table (4-39), demonstrates that the majority of the respondents were answered the phrase in always, with a number of 31individuals, with a percentage of 62%.

Table (4-40) A big class size has negative influence on student's attitudes and attention.

Answer	Frequency	Percentage
Always	32	64.0
Sometimes	15	30.0
Often	1	2.0
Rarely	1	2.0
Never	1	2.0
Total	50	100.0

Table (4-40), reflects that the majority of the respondents were answered the phrase in always with a number of 32 individuals, with a percentage of 62%.

Table (4-41) Teachers do not enjoy teaching English language pronunciation in large classes.

Answer	Frequency	Percentage
Always	37	74.0
Sometimes	11	22.0
Often	1	2.0
Rarely	1	2.0
Never	0	0
Total	50	100

Table (4-41), displays that the majority of the respondents were answered the phrase in always, with a number of 28 individuals, with a percentage of 56%.

Table (4-42) Small class size has positive influence on student's interest and motivation.

Answer	Frequency	Percentage
Always	37	74.0
Sometimes	11	22.0
Often	2	4.0
Rarely	0	0
Never	0	0
Total	50	100

Table (4-42), reflects that the majority of the respondents were answered the phrase in always with a number of 37 individuals, with a percentage of 74%.

4.2 Testing the Hypotheses

To analyze the hypotheses of the study, the (chi squre test) will be selected for matching the quality, to find out if there are statistical differences among the respondents' answers to the study hypotheses , if the sig value of the chi-square test is less than the sig level 0,05, the test result is significant, that is to say there is a significant differences with statistical differences, between the respondents' answers of the statements, so that we calculate the median value then we explained the median value as follows:

Table (4-43) the mean value explain as follows

Mean value	Interpretation
1	Strongly agree
2	Agree
3	Not sure
4	Disagree
5	Strongly disagree

Table (4-44) the median value explain as follows

The median value	Interpretation
1	Always
2	Sometimes
3	Often
4	Rarely
5	Never

If the sig value is less than the sig level 0,05, the result of the test is not significant that is to say there are no significant differences with statistical differences, between the respondents' answers on the statement, (the answers are nearly same).

A: 1. **Table (4-45) group work activity can be a Suitable technique in teaching English language pronunciation in large classes.**

Q	Sig of chi squre	Interpretation	Median	Interpretation
1	0.39	There is no a significant difference between the respondents' answers to the statement	1	The respondents' answers are same.
2	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree
3	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree
4	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree
5	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree
6	0.000	There is a significant difference between the respondents' answers to the statement	5	Strongly disagree
7	0.000	There is a significant	2	Agree

		difference between the respondents' answers to the statement		
8	0.000	There is a significant difference between the respondents' answers to the statement	4	Disagree
9	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree

Above table demonstrates that the most of the statements axis and the hypotheses above have significant differences with statistical significance between the respondents' answers, and to know the result of these differences we look at the values and interpretation of the statements and the mean value, where we note that the most of them tend towards agree. From this, we conclude that hypothesis, pair work can be useful and effective technique in teaching English language pronunciation in large classes, respondents' answers were fulfilled in favor of those who answered with agree.

Table (4-46) pair work technique can be useful and effective technique in teaching English language pronunciation in large classes.

Q	Sig of chi squre	Interpretation	Median	Interpretation
1	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree

2	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree
3	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree
4	0.000	There is a significant difference between the respondents' answers to the statement	4	Disagree
5	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree
6	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree
7	0.57	There is a significant difference between the respondents' answers to the statement	2	The respondents' answers are nearly same.
8	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree
9	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree

Table above shows that the most of the statements and the hypotheses above have significant differences with statistical significance between the respondents' answers, and to know the result of these differences we look at the values and interpretation of the statements and the mean value, where we note that the most of them tend towards agree. From this we conclude that hypothesis, pair work can be useful and effective technique in teaching English language pronunciation in large classes, respondents' answers were fulfilled in favor of those who answered with agree.

Table (4-47) teacher's attitudes towards using pair work and group work techniques on teaching English language pronunciation in large classes.

Q	Sig of chi squre	Interpretation	Median	Interpretation
1	0.39	There is no a significant difference between the respondents' answers to the statement	1	The respondents' answers are nearly same
2	0.000	There is a significant difference between the respondents' answers to the statement	4	Disagree
3	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree
4	0.000	There is a significant difference between the respondents' answers to the statement	4	Disagree
5	0.000	There is a significant difference between the respondents' answers to the statement	4	Disagree
6	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree
7	0.90	There is a significant difference between the respondents' answers to the statement	2	the respondents' answers are same
8	0.000	There is a significant difference between the respondents' answers to the statement	2	Agree
9	0.157	There is no a significant difference between the respondents' answers to the statement	2	the respondents' answers are same

Table bellow reflects that the most of the statements axis and the hypotheses above have significant differences with statistical significance between the respondents' answers, and to know the result of these differences we look at the values and interpretation of the statements and the mean value, where we note that the most of them tend towards agree and disagree. From this we conclude that the hypothesis. Teachers have positive attitudes towards using pair work and group work. The respondents' answers were fulfilled in favor of those who answered with agree and disagree.

Table (4-48) class size effect on teaching English Language pronunciation in large classes.

Q	Sig of chi squre	Interpretation	Median	Interpretation
1	0.000	There is a significant difference between the respondents' answers to the statement	2	Sometimes
2	0.000	There is a significant difference between the respondents' answers to the statement	1	Always
3	0.000	There is a significant difference between the respondents' answers to the statement	1	Always
4	0.000	There is a significant difference between the respondents' answers to the statement	2	Sometimes
5	0.000	There is a significant difference between the respondents' answers to the statement	1	Always
6	0.000	There is a significant difference between the respondents' answers to the statement	1	Always
7	0.000	There is a significant difference between the respondents' answers to the statement	1	Always
8	0.000	There is a significant difference between the respondents' answers to the statement	1	Always

Above table demonstrates that the most of the statements axis and the hypotheses above have significant differences with statistical significance between the respondents' answers, and to know the result of these differences we look at the values and interpretation of the statements and the mean value, where we note that the most of them tend towards always. From this we conclude that the hypothesis, classes' size has effect on teaching English Language pronunciation in large classes. The respondents' answers were fulfilled in favor of those who answered always.

4.3 Discussion of the results

In this study, the researcher endeavored to investigate and examine the effect of using pair work and group work on teaching English Language pronunciation in large classes. For that purpose, the researcher attempted through conducting this experiment to explore three questions;

1. To what extent group work can be a suitable technique for teaching English Language pronunciation   in large classes?

2. To what extent pair work can be a useful and effective technique in teaching English Language pronunciation in large classes?

 3. What are the teacher's attitudes towards using pair work and group work in teaching English Language pronunciation in large classes?

The results of the data analysis provide statistical pieces of evidence consistent with the three proposed hypotheses of the study and experimentally support them. First, in line with the first hypothesis, these results empirically demonstrated a positive effect of group work technique on teaching English Language pronunciation in large classes, the second hypothesis, which states that pair work can be a useful and effective technique in teaching English Language in large classes. The third hypothesis stated that the teachers have positive attitudes towards using pair work and group work in teaching English Language pronunciation in large classes. As these results revealed, the subjects

in the Experimental Group, who received treatment, outperformed the subjects in the Control Group, who received no treatment, in the post-test. It is clear from the obtained results in this study that using group work technique is very suitable and successful in helping learners overcome learning complexity they encounter during learning process pronunciation in large classes.

The statistical results of the study demonstrated on Tables No (4-1),

(4-2), and (4-3), verify this theoretical assumption. Although they were almost at the same speaking proficiency level, the post-test scores of the subjects in the Experimental Group were positively and significantly improved after the intervention compared to their ratings in the pretest and in relation to the post-test scores of the participants in Control Group. The relatively high increase Sig Value of the Experimental Group from (18.3) in the pretest to (25.6) in the post-test compared to only from (17.9) and (18.2) in the pretests provides statistical evidence that this premise is plausible, empirically supports this proposition.

The first proposed hypothesis of the study is also empirically supported by the Sig-value obtained by the Experimental Group when the scores of the pretest and the post-test were compared and tested. The calculated Sig-value (.000) which is less than (.05) statistically proved that there is a significant difference between the scores before the treatment phase and the scores after it. This considerable variation between the two scores indicated that the group work and pair work, which they intended to improve the performance of the participants in the Experimental Group, were positively influenced the scores in the post-test for this group. In other words, it provides one more statistical evidence that group work and pair work plays a decisive and efficient role in developing and effectiveness in teaching English Language in large classes.

Second, based on the data analysis of the study, it is evident from the results that the teachers have positive attitude towards using pair work and group work techniques. The results of the data analysis have shown statistical

pieces of evidence which support this theoretical speculation. They have indicated that the treatment has effectively improved the performance of the experimental group. Although the two groups had almost the same ability of pronunciation performance with nearly the same linguistic proficiency level with (000,) Sig-value in the pretest and before the treatment, the experimental group outperformed the control group in the post-test. In other words, the results have provided a significant statistical implication that when we raise the students' linguistic awareness, considerable improvement occurs in their speaking performance and pronunciation. This conclusion is empirically corroborated by the calculated coefficient variation, which measures the performance level of the experimental group and the control group. In spite of the fact that the two groups received different treatment,. Furthermore, it empirically demonstrated the fundamental role which using pair work and group work plays in developing speaking skill and improve their pronunciation ability and enhancing performance of the target population of this study.

Based on these statistical calculations and results, the researcher can claim that the instructional materials, which the experimental group received during the treatment sessions, were very useful in developing the participants' linguistic knowledge. In return, the development of their linguistic knowledge contributed positively and significantly to their performance in pronunciation performance in large classes.

CHAPTER FIVE
SUMMARY, CONCLUSION, FINDINGS AND RECOMMENDATIONS

CHAPTER FIVE

Summary, Conclusion, Findings and Recommendations

5.0 Summary of the study

The current study aimed to investigate the effect of pair work and group work on EFL tertiary level learners' pronunciation, hundred students whose major was English language who studied at the Faculty of Education, Shendi University, were selected as a target population for this experimental study. Then they were randomly divided into experimental and control group.

The statistical analysis of the data demonstrated that the positive effect and the improvement occurred in the pronunciation performance of the participants in the experimental group. The post-test was intended to determine the influence of introducing the two independent variables during a treatment phase, which the control group did not receive, on the experimental group. The obtained data revealed that teaching learners through the pair work and group work techniques had a positive impact on the tested participants. Moreover, the collected data, provided statistical evidence that when we raised linguistic awareness of them (the tested participants), their pronunciation performance significantly improved.

Also the questionnaire was designed for English Language teachers. It aimed at measuring the teachers' interest and attitudes towards using pair work and group application in English language in large classes. The findings revealed that the English language teachers have positive attitudes towards using pair and group work in large classes in Sudan. And using pair is very effective in teaching English language in large classes also group work is a suitable technique in teaching English language in large classes. The findings revealed that the English language teachers have positive attitudes towards using pair and group work in large classes in Sudan. And using pair is very effective in teaching English language in large classes also group work is a

suitable technique in teaching English language in large classes. Even though this study was limited in duration and scope, its statistical results showed a great deal of consistency with the previous published researches.

5.1 Findings of the Study

Based on the results obtained from the collected data, the context where the study took place and the tested subjects, this study has come up with the following findings:

1. Pair work technique plays a significant facilitative and effective role in teaching English language pronunciation in large classes at tertiary levels in large classes.

2. Using group work technique is very suitable and successful in helping learners overcome learning complexity they encounter during learning process in large classes.

3. English language teachers have positive attitudes towards using group work and pair work techniques in teaching English language pronunciation in large classes.

4. The vast majority of English language teachers think that the small class size has positive influence on student's interest and motivation.

5. Raising the learner's abilities to enhance their pronunciation performance requires training teachers especially in large classes.

6. Teaching large classes requires a certain successful technique to improve learners' pronunciation in large classes.

7. Teaching large classes through pairs and group work increases learner motivation.

8. Pair work technique could develop the learner's pronunciation performance, when they use it consciously and effortlessly in large classes.

9. Without sufficient and variable techniques, and methods, in large classes won't make a good learner.

10. Large classes constitute the major source of poor teaching and learning process in poor countries.

11. Small class size provides the learners with the necessary skills they need to disambiguate an ambiguous sentence they face in a learning process.

12. Small classes' size has positive effect on teaching English language pronunciation in large classes.

13. Poor teaching techniques in large classes provide processing difficulties encompassing teaching as well as learning weaknesses.

14. Syllabi that lack proper pair work and group work techniques, which train the students to acquire the necessary skills to excel in their majors, produce poor learners.

5.2 Recommendations of the Study

In the light of the previous findings the researcher recommends the followings:

1. The small groups and pair work techniques should be considered and incorporated when designing teaching instructional materials at tertiary levels. Especially if the learners engage academic discussion with in their majors.

2. The syllabi in the faculties of English language and education in Sudan, where the students carry out high order thinking and learning should be designed in such a way that makes the students work in pairs and in a small group especially in teaching English language pronunciation in large classes.

3. Teachers' positive attitude towards using pair work and group work can enhance teaching language in large classes by facilitating complexity and ambiguity, respectively. Therefore, teachers should integrate and teach them simultaneously with the (a small group, pairs) especially in teaching English language pronunciation.

4. The teachers should be well trained on how teaching and managing large classes through using pair work and group work techniques in order to develop learners speaking skill.

5. Based on the feedback the researcher has had from teaching, testing and reviewing their results during the treatment phase, she suggests that the syllabus of the tested subjects should be reviewed and revised to incorporate the necessary pronunciation and speaking skill which these students lack to address their needs and expectations.

5.3 Suggestions For further studies

The researcher presents the following topics for the further studies

1. Studies should be conducted to improve English Language pronunciation in large classes.

2. Studies should be prepared to develop student-centered approach rather than teacher directed.

3. The effect of using pair/group works to help students to enhance English Language communication.

4. The impact of teacher's positive attitudes towards using cooperative learning plays significant role in teaching English language pronunciation in large classes.

5. Studies should be prepared to encourage students to become more active.

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APPENDIX

APPENDIX (1)

Pretest

Question (1)Fill in the gaps with suitable words? (15 marks)

> beneath — Blanket — tugging — bunnies — chariot

A little Anne was very bored one lazy after noon, she took red and white -------------- and laid --------- the oak tree, she saw --------- and the cloud had formed in to a --------------, she having so much fun, suddenly her brother was ---------at her leg.

Question (2) Write the pronunciation of the –ed ending /t/, /d/ and /Id/, number one is done for you as an example:- (9 marks)

  a. Cleaned   / d /

  b. washed   /   /

  c.   played   /   /

  d. fixed   /   /

Question (3) Write three words that have similarly pronounced middle vowel. (9marks).

a. crime   …………………   ………………………   …………………..

b. poor   …………………   ………………………   …………………..

c. air   …………………   ………………………   ………………………

Question (4)Match A with B (14 marks)

Contraction---vibrate---do not vibrate---linking---rounded ---completely stop---the sound and spelling are not always same in English.

A	B
Voiced	
/ w /	
t / d	
Poor aunt	
Voice less	
Cassette –cigarette	
I'm	

Question 5 (3 marks)

The boat sank beneath the waves

The word –beneath- means

a. under

b. between

c. over

APPENDIX (2)

Post test

Question (1) Fill in the gaps with suitable words? (15 marks)

> bright ----drove----blanket------dancing------begging

A little Anne was very bored one lazy afternoon; she decided to go to the green grassy field full of daisies beneath the oak tree. She took a red and white -------------with her. She laid it down on the play ground and lay on it looking at the clouds, soon she was drifting in and out of clouds and reality she got up and joined the clouds. The clouds started---------------- with her and ---------------- her to come and play. She got up and joined it, they flew over roof tops of all the villages.   She-------------------- over a rainbow that was --------------- in the sky.

Question (2) Write the pronunciation of the –ed ending /t/, /d/ and /Id/, number one is done for you as an example:- (9 marks)

e. Cleaned   / d /

f. washed   /   /

g. played   /   /

h. fixed   /   /

Question (3) Match A with B (14 marks)

Contraction---vibrate---do not vibrate---linking---rounded ---completely stop--- the sound and spelling are not always same in English.

A	B
Voiced	
/ w /	
/ t , d /	
Poor aunt	
Voice less	
Cassette –cigarette	
I'm	

Question (4) Write three words that have similarly pronounced middle vowel. (9marks).

a.　down 　　　　　……………..…… 　　　　　……………………

……………………..…….

b. girl 　　　………...……… 　　…..….…………… 　………………………

c. dump 　　………..……… 　　…………………… 　………………………..

Question 5 (3 marks)

The boy was wrapped in a blanket. The word –blanket- means

a. large cover

b. large house

c. large bed

APPENDIX (3)

Both Experiment Group and Control Groups pre and post- tests scores

	Experiment Group			Control Group		
No	Pre-test	Post-test	Remarks	Pre-test	Post-test	Remarks
1	11	16		16	17	
2	15	18		18	20	
3	14	19		15	19	
4	17	26		17	19	
5	16	26		19	23	
6	22	28		18	22	
7	13	18		10	15	
8	14	19		15	20	
9	21	31		12	19	
10	23	28		16	18	
11	14	17		15	19	
12	20	21		8	10	
13	20	28		15	16	
14	17	22		11	14	
15	20	27		16	23	
16	22	28		17	18	
17	9	16		13	15	
18	29	36		10	13	
19	30	34		26	28	
20	17	18		20	22	
21	25	30		16	19	
22	20	29		15	17	
23	26	32		26	30	

24	25	33		15	17	
25	12	19		20	22	
26	13	18		10	14	
27	12	17		19	19	
28	11	19		24	28	
29	21	27		23	27	
30	11	18		17	18	
31	31	39		15	21	
32	24	34		19	18	
33	17	22		12	18	
34	20	29		22	27	
35	15	28		14	16	
36	20	28		25	29	
37	19	26		20	22	
38	25	31		16	17	
39	14	25		17	18	
40	18	30		20	22	
41	12	19		13	21	
42	28	31		25	29	
43	13	25		15	19	
44	14	19		25	29	
45	16	29		14	17	
46	17	24		16	18	
47	13	23		24	29	
48	18	24		16	19	
49	14	20		18	22	
50	19	32		11	14	

TEACHERS' QUESTIONNAIR

Dear Teachers

This questionnaire aims to investigate the effects of using Pair Work and Group Work techniques in teaching English Language pronunciation in large classes and their Possible Suitability for Sudanese Universities Level. It is meant to find a bout ELT teacher' views about the study. Your co-operation in responding accurately to questions is greatly appreciated. The information provided in the questionnaire will be used for research purposes only.

Thank you for your cooperation

Ph.D. Candidate   Sawsan Awad Abdalla Salim

Sudan University of Science and Technology

Part One: personal Information: Put a tick (√) in the appropriate square.

1. Gender: Male [   ]   Female[   ]

2. Teaching experience.

How long have you been teaching English?

1-5 years [   ]   6-10 years [   ]   11 years+[   ]

3. Have you ever taken part in any workshops or training sessions on

Communicative Language Teaching? yes no

Qualifications: M.A [   ]. M Ed [   ] Postgraduate Diploma [   ]

B.A [   ]   B.Ed [   ] PhD [   ]

Please indicate the answer that shows the degree of your

Agreement or disagreement by (√) one of the options as shown below.

Part one: Group works

Q1. To what extent group work activity can be Suitable technique in teaching English language in pronunciation large classes?

Statements	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
1. Group work technique give students more chances to exchange ideas and thoughts with each other's in teaching English Language pronunciation in large classes.					
2. Group work technique helps students to solve tasks better and faster in large classes.					
3. Small group technique helps learners to feel more confident when they do their tasks in large classes.					
4. Using group work technique result in useful and successful learning English language pronunciation in large classes.					
5. Using group work technique raises motivation of the pupils for learning of English language pronunciation in large classes.					
6. Using group work technique make students nervous when they communicate with each other's in large classes.					
7. Group work technique make students more focused on the lectures in teaching English language pronunciation in large classes.					
8. Using group work technique wastes time in teaching English Language pronunciation in large classes.					
9. Group work technique increases students interaction in the large classes.					

Part Two: Pair works

To what extent pair work can be useful and effective technique in teaching English language pronunciation in large classes?

Statements	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
1. Pair work technique helps learners to enjoy learning with each other's in large English classes.					
2. Pair work technique help students to share responsibilities in working in large classes.					
3. 19. Using Pair work technique is a suitable activity in teaching English pronunciation in large classes.					
4. There is a negative impact of pair work that might create barriers on teaching English language pronunciation in large classes.					
5. Students feel more interested when Pair work is used in teaching English language pronunciation in large classes.					
6. Pair work technique enhances students effective use of English language pronunciation in large classes.					
7.Pair work can help shy students to speak and work with each other in large classes.					
8. Pair work technique helps students to improve their pronunciation performance in large classes.					
9. Pair work technique increased students interaction in learning English language pronunciation in large classes.					

Part three: teacher's attitudes towards using pair work and group work in teaching English language pronunciation in large classes.

Statements.	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
1. I prefer to use pair work and group work in teaching English pronunciation in large classes.					
2. I do not need to use pair work and group work in teaching English pronunciation in large classes.					
3. I think the use of pair work and group work in teaching English pronunciation helps learners to enjoy learning with each other's in large classes.					
4. I often think the work becomes too confusing when do it with other than individually.					
5.There is a negative impacts of group work that might create a barriers on teaching English pronunciation in large classes.					
6. The strong students can help the weak one when they are involved in group/ pair work in large classes.					

7. Group work technique enhances students' effective use of English language pronunciation in large classes.				
8. Some teachers have not been trained to apply pair work and group work in the classroom.				
9. There are benefits of having students work in pairs or groups in the classroom.				

Part four :- Do classes' size effect in teaching English Language pronunciation in large classes?

Statements	Always	Sometimes	Often	Rarely	Never
1.Classes' size can have has positive and negative effect on teaching English Language pronunciation.					
2.A Small class creates relaxing environments for teaching English Language pronunciation .					
3. Large classes seem noisy and out of control.					
4. Teachers Hold negative views on teaching English Language pronunciation in large classes.					
5. Lack of individual attentions is one of the problems associated with large classes.					
6.A big class size has negative influence on student's attitudes and attention.					
7.Teachers do not enjoy teaching English pronunciation in large classes.					
8.Small class size has positive influence on students interest and motivation.					

THE END OF THE QUESTIONNAIRE

THANKS