

GROUP COHESION, MOTIVATION AND SELF-CONFIDENCE IN L2 CLASSES:A META-ANALYSIS

Dr. NimishaBeri

Associate Professor

Lovely Professional University

email: berinimi@rediffmail.com

Abdul Baseer Safi

Research Scholar, Lovely Professional University, Punjab, India

Head, Department of English, Laghman University, Afghanistan

email: abnsafi@live.com

Abstract

Present research investigates three different variables in relation to foreign language learning: motivation, self-confidence and group cohesion. The study expresses that second language learning can be acquired by using proper instruction and methods. After analysis of many studies, this study resulted that motivation is goal-directed behavior in L2 classroom which increases

enthusiasm in foreign language learners. On the other hand, learners cannot succeed in acquiring the language until they have language anxiety. The teachers' anxiety level strongly affects learners and they can be less confident as well. For better results both teacher and learner need self-confidence in second language classroom. The study further analyzed comparison among group learning with individual

learning. The examined results show that there is more productivity of language learning in group tasks rather than individual tasks in L2 classes.

Keywords: motivation, self-confidence and group cohesion, L2 classes

Introduction

As a good reiterate, 'You can lead a horse to water, but you can't make him drink' (1994: 209). In a foreign language classroom, students come with specific purpose for learning. Their purpose and goal is to be fluent on target language. For making them achieve their goals, the instructor has to determine different ways and methods in L2 teaching. The first and basic way to enhance them is motivation toward the target language. Motivation refers to the states within a person or animal that drives behavior toward some goals (MORGAN AND KING). We can say that motivation is a fuel for doing tasks done.

In addition to motivation, making them confident by using target language and bringing them together as group inside

the class are another ways to make students reach the goal. The studies indicated that the outcomes of cooperative learning has more productivity than the outcomes of the students who work individually or less cohesive.

The purpose of this study and review is to explore some of the different perspectives in a foreign language which has been done by scholars that influence students to become fluent on foreign language and get their goals. This study seeks to answer the question, what would be the best way to follow in the foreign language classroom in order to make the class goal oriented.

Literature Review

Motivation towards the Foreign Language Learning

Dornyei (1994) studied about motivation in foreign language teaching and learning. The study revealed that Motivation is one of the main determinants of second/ foreign language (L2) and learning achievement. Gardner and MachIntyre state that "The important point is that motivation itself is dynamic. The old

characterization of motivation in terms of integrative vs. instrumental orientations is too static and restricted" (p. 4). Dornyei (1994) cited the findings of Clement and Kruideneir's Canadian research work. This research found that motivation emerges in students through knowledge, friendship and travel which are three general orientations of Second language learning. In the paper, Dornyei focuses on intrinsic motivation rather than extrinsic motivation. The study explained that Students who get motivated from outside environment and change their behaviors are extrinsically motivation while intrinsically motivated students get internal rewards and act toward their achievements.

Dornyei (1998) conducted another research about Motivation in Second and Foreign language learning. The study indicated that students start enthusiasm in their first site toward second language when provided with appropriate motivation. Later on they themselves keep involved in learning. Although an individual might have the ability to learn, but with no motivation he/she can never accomplish his/her long term goal. The study concluded

that high level of motivation can bring language talent in students and make learning environment even better; lack of motivation decreases the aptitude of student towards learning foreign language. So the educational implication of this kind of research is teacher skills in motivating learner should be seen the central point for teaching effectiveness.

Heckhausen (1991) as cited by Mosgoret A. M and R. C. Gardner (2003) agree with (MORGAN AND KING) about the role of motivation in learning. They both explain motivation as goal-directed behavior. The motivated individual expands efforts on the task, enjoy the task and disappointed from failure and make use of strategies to achieve the goal. They further agree with Jin (2014) and focus on integrative motivation in learning a second or foreign language. He explores that if an individual get in touch with the other language group, he/she will be more motivated to learn the language than individuals who do not. In both findings, integrative motivation and instrumental motivation are both positively related to

achievement in foreign language. Mosgoret (2003) with his associate singled out motivation is more highly related to second language achievement than either of the other variables.

Liu and Huang (2010) explored two important variables in their study: Anxiety and Motivation. These two variables have been found to be highly correlated to second or foreign language acquisition. They investigated 980 undergraduate student from three universities and made a 76 item survey. Their analysis of data found that those who are motivated did not feel anxious in learning a foreign language; the motivation and anxiety level are correlated with students' performance level in foreign language classroom.

Jin (2014) did a case study about motivation in English Language Learning. Jin conducted this study at Yanbian University, Yanji City (YBU), China. The study revealed that motivation has main role in language learning and teaching. The study explored two types of Students' motivation (Instrumental Motivation and Integrative Motivation) in learning a foreign language.

He employed 300 college students for further exploration. The study resulted that majority of the students had instrumental motivation and carried good score. They only struggled for certificates and getting good job. However, minority of the students were holding integrative orientation. Finally, it is cleared that teaching a new language is teaching a new culture. So, The EFL teachers should provide integrative motivation to the students in order to understand that learning a foreign language is not simply necessary for preparation of passing the exam, instead, making it a life style of learning a new language.

Guerrero (2015) did historical review about motivation in foreign language. The finding of his study seems to be different than any other scholar. The study revealed that there still limitation exists in second language motivational theories and these theories. The study claimed that almost all theories of motivation might not motivate the learners in every context. Social, political, financial and personal factors are the important

aspects that need to be considered in learning motivation.

Suo and Jou (2017) conducted study about strategies and motivation in Language classroom. The study explored that Flipped classroom is a better way to bring huge motivation among students in learning. Students' interest level arise through Flipped learning and it help students learn independently. The study concluded that implementing this module in teaching will enhance student motivation toward language learning.

Becirovic (2017) conducted a study about the relationship of gender and motivation in foreign language learning. The aim of this research was to determine how gender influences motivation and achievement in learning English as a foreign language. In addition to gender, the study described the level of the students related to motivation in foreign language learning. The research sample consists of 185 students aged ten (fifth grade), fourteen (ninth grade) and eighteen (twelfth grade). The results finds a statistically significant relationship between gender and

motivation. The findings of this study also tell statistically significant results in measuring the correlation between achievement and motivation. The study can be highly beneficial for teachers, parents and students in adopting the most effective approach to learning and teaching English as a foreign language.

Self-confidence

Leger (1944) investigated a foreign language learner in their self-assessment level in a language class. The study period took 12 weeks. 32 students of French institution participated in the study. The students were assigned to assess their orally participation along with their speaking level. The study analysis resulted that self-confidence always bring positive development in learners. Especially self-perception enrich speaking fluency, vocabulary knowledge in learners acquiring second language.

Honwitz (1996) conducted a study on the reason of student anxiety in learning a foreign language and their low confidence using foreign language. This study argued the anxiety of non-native language

teachers' effectson students learning. The study explored that majority of non-native EFL teacher suffer from language anxiety and their anxiety level strongly effect on students' anxiety level. The study argued that teachers' anxiety in second language teaching is to be considered in order to decrease students' anxiety level. If this cannot be consider, the student anxiety level might increase in acquiring L2. It shows that the anxiety of both teacher and students are interrelated in the language learning process.

Dewaele&MacIntyre (2014) investigated the foreign language classroom in order to find out the L2 enjoyment and anxiety of the student in L2 learning. The study enrolled 1746 foreign language learner. The study rated foreign language enjoyment level of students based on Likert scale, whereas foreign language classroom anxiety level was measured on 8 items (Horwitz, and cope 1986). The study revealed after analysis of the data that levels of foreign language enjoyment were seemed higher than foreign language classroom anxiety. The study further

explored that foreign language enjoyment and foreign language anxiety are inter-dependable variables. The more is anxiety, the level of the enjoyment becomes low in foreign language learners. The study as well revealed that cultural background of the L2 learners strongly effects on learners enjoyment and anxiety. After survey, it was further found that the learners' enjoyment depends on their instructors. If the instructor is not professional, the student feel less-confident.

According to Burger (2001) as cited by Sadeghi with his associates (2016)explains Self-confidence is the belief in individual through the individual use of their abilities effectively. In addition it is also a human desire to perform activity of self-esteem.Karimiyan (2009) cited by Sadeghi (2016),indicated that self-confidence answers the question of "who am I" in the mind of individual and perform the task in well manner.The research result shows that there is no difference in male or female, or students' different ages, being native or nan-nativein theirbeing self-confident in academic area. However,

academic level is considered as important factor for self-confidence. Although, the same can be applied in a language class as well because the language class is not out of academic group. So we can imagine the same confidence level of the class where students learn a foreign language. Shortly we say that self-confidence is a confidence in every activity of life especially in language learning; the ability to perform tasks well and on a smooth way in order to progress and promote individuals

In the same research Spade (2007) as cited by Sadeghi and his associates (2016) reported that social factor and the surroundings of a person have also enrolled in a person's self-confidence. An individual can experience a lot from the surroundings. The same features happens in language success as well. The more a person is social, the better he/she can get integrative motivation as well in learning a foreign language.

The study of Edwards (2015) revealed that self-confidence in second language is shown to be a significant predictor of language skill. Having self-

confidence brings willingness in individual to communicate on target language. Students who are more confident always have opportunities to participate in a class and communicate well outside of the class (Cao, 2011, Xu, 2011; 12). He highlighted in his research that range of communicative settings in a class play an impotent role in self-control or self-confidence. This idea is agreed by Spade (2007) about social factor in self-confidence. Edwards (2015) findings shows that willingness to communicate with native or on target language can continue to develop L2 self-confidence. The main purpose of this study was to understand how self-confidence emerges in individual and as well at the level of individual. For this, Edwards examined people who were non-native of English living and working in Sydney, Australia. For achieving this goal, the author conducted two in-depth interview with same structure with giving two years gap in both interviews.

Group Cohesion in Language Classroom

According to psychology cooperative or group learning has been

confirmed as effective approach in second or foreign language learning. Many studies have been conducted on group learning or cooperative Learning (CL).

Forsyth (1990) as cited by Dornyei and Malderez (1997) explained that group cohesion brings people together and making the relation of individual with one another as well as with the group itself. Being a part of the group, an individual feels strong and make his/her identity with the group. They argued in their paper that group success and failure depends on the process of the group work in L2 classroom. The study suggested EFL instructors to understand the principles of group dynamics. Finally, the study provided suggestion to EFL instructors to bring students in groups and learn the principles of group in language classroom.

The Development of Group Cohesiveness

Dornyei and his associate argued in their study that group cohesiveness is one of the most important approach for language teacher to follow in classroom. For many language teachers it's critical to understand how to involve among students. They suggested language teacher to bring

unity among students and make them get to know one another to share genuine personal information. They have suggested the following factors for effective development of group cohesiveness.

Proximity: They suggested proximity or making the student set close to each other is create a good personal relationship among students.

Contact : This study explained contact as the communication among students. The student should contribute in extracurricular activities such as cafeterias and other relaxation areas where they can meet and communicate.

Interaction: They suggested teacher to assign student on project works and other group activity through which they can interact one another.

Cooperation: There should be cooperation among students to accomplish a given task.

The rewarding nature of group experience: Rewards bring enjoyment in activity, so there should be motivational rewards after completion of the group task from the students.

Intergroup competition : Intergroup competition creates more small groups among students. It helps to bring together students by games in which one group competes the other. It was argued in this study that cooperative learning (CL) creates a group structure, relation among students and enhance motivation level of students in L2 learning.

Szostek (1994) conducted 21-days action research on the effects of cooperative learning in foreign language classroom. The research included many areas toward foreign language learning. First the study assessed students' attitudes toward participating in group work, second, it assessed the implementation of cooperative learning activities, and third the study determined what are improvements and limitation happening in group activities. Finally the study observed classroom activity by colleagues. The study combined four cooperated learning models: Student Team Learning, Group Investigation, Think-Pair-Share and Three steps Interview. The result of the students' responses to final questionnaire found that

learning together is an effective strategy to follow in language classroom. Findings of the studies demonstrated that learning in group or cooperatively is an effective method in foreign language teaching and learning.

Swain, Brooks and Beller (2002) published an annual review paper of applied linguistics. This paper focused on Peer-Peer Dialogue in learning a L2 or foreign language. This paper is the result of more research studies in which peer-peer dialogue is the important and significant way in a foreign language classroom. Applying peer-peer dialogue method bring class collaboratively and in this condition language is used communicatively where student solve their problems together. Another way of providing peer-peer dialogue in a classroom is to make student engaged in writing, speaking, listening and reading skills which are the basic skills of a language.

Ghaith (2003) conducted a research and established the same research journal on effects of cooperative learning. In the study, 56 foreign language learners

participated, and pretest-posttest control group experimental design was employed. The results revealed a statistically significant difference in foreign language learners' reading achievement. The findings of the study suggested the pedagogical implication in the foreign language classroom. The study revealed the using of learning together classroom model engages student in the learning and make supportive classroom environment that have more language productivity.

Gillies (2006) conducted a study on Teachers' and students' verbal behaviors during cooperative and small-group learning. The aim of the study was to determine the teachers and students who teach and learn in cooperative classroom and to determine the engagement of the teachers and students in cooperative learning classroom along with the students' model their teachers' behaviors. Twenty six teachers and 303 students of Grade 8 to 10 participated in the study. The teachers used cooperative and small group modules among students and worked 4 to 6 weeks. The result of the study showed that teachers

who generate cooperative learning environment in a class engage in more mediated-learning interaction and the students' model many of their teacher interaction in their groups.

Gomleksiz (2007) conducted a research study on the Effectiveness of cooperative learning by bringing (jigsaw 11) method in teaching English as a foreign language to engineering student. The study compared jigsaw 11 method with traditional teacher-centered teaching method among engineering students in learning grammar and vocabulary knowledge. In addition, the study also compared the students' attitudes toward learning English. The study involved 66 engineering students and pre-test post-test control group experimental method was used in the study. Students were randomly assigned. One group used Jigsaw 11 method in instruction and the other used traditional teacher-centered method. In grammar and vocabulary teaching the experimental designed group which followed cooperative learning method showed big differences in learning and achievement. On the other hand when

attitude scale was checked, the cooperative learning instruction resulted positive attitudes toward learning an English language learning in engineering students. Furthermore, the student interaction level enhanced through this method.

Webb (2009) studied about collaborative dialogue in the classroom and discussed the role of the teacher too. The aim of this research paper was to promote learning in groups and the role of the teacher in this method of learning. Finally the study revealed that in group dialogue the role of the teacher is pretty much important.

Zhang (2010) wrote a journal on Language Teaching. This journal compared traditional language teaching with cooperative language learning. The comparison of both techniques showed that traditional teaching method is more teacher-centered where the only focus is in teaching rules and grammar, however the cooperative learning method use the language as practice and is more student-centered. The paper concluded the positive effects of cooperative language learning

and explained that cooperative learning in groups among students has more productivity and achievements. In addition to productivity the students have more opportunities for communication.

Another study conducted about group task by Xiumei and his associates in 2015. They examined group task versus individual task for obtaining a specific goal. For this study, they have collected 204 questionnaires with 35 hotel groups from four hotels in Guangzhou and Shenzhen. They have tested the findings of tasks in group level and individual level. The final finding of this study shows that group task and working combinedly have positive effect rather than individual work performance.

Dobao (2011) established a journal on one of the language skill in the second language classroom. The study of this journal compared group, pair and individual work upon writing task in a language classroom. After comparing the learners' task the study analyzed that both groups and pairs worked on the same writing task. As a result, the task done by the group

learners was more effective and accurate than the rest of learners who worked in pairs and individually. The finding of the study shows that working in group or collaboratively in the language class, the learners were more engaged in language and were more successful at solving language in compare to those who worked in pairs and individual.

Gong and Liu (2016)indicated in their abstract that giving a feedback in peer work brings the quality of group in second language classroom.The aim of the study was use of peer feedback working in writing class. The study was conducted for 15 days combining groups in a language laboratory.The study was conducted on 80 non-English majored graduates' students in the university. After the study result, there were significant differences between students' work. Those studentswho work in writing task as a group and obtained mutually writing instruction held positive response.

Conclusion

Majority of people shows interest to learn a second or foreign language for many reasons, however the reasons depend on individuals' purpose.The learners become disappoint and less motivate for learning if proper ways and methods are not considered in second language classroom. The meta-analysis argued three variables that strongly effect on foreign langue learners. The basic and efficient way is motivation which has a key role in every performance. Although in a foreign language learning motivation is the main determinant. Self-confidence on the other hand is the belief in individual which leads the individual toward achievement in target language. Self-confidence makes foreign language learner active and motivate to participative in the language classroom. Both teacher and student's self-assessment are equally enrolled in L2 teaching-learning process. Finally, foreign language acquisition requires collaborative and cooperative practices. In order to have the best result in foreign language classroom, the learner should practice as peer to peer

interaction, small groups, discussions, assess group and be assessed from group.

References

- Becirovic, S. (2017). The Relationship between Gender and Achievement in Learning English as a Foreign Language. *European Journal of Contemporary Education*, 6(2), 210-220. www.ejournal.com.
- Dörnyei, Z. (1998). Motivation in Second and Foreign Language Learning. *Language Learning and Teaching*, 31(3), 117-135.
- Dörnyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. *The Modern Language Journal*, 78(3), 273-284.
- Dobao, A. F. (2012). Collaborative Writing Tasks in the L2 classroom: Comparing Group, Pair, and Individual Work. *Journal of Second Language Writing*, 21(1), 40-58. www.sciencedirect.com.
- Ghaith, G. (2003). Effects of the Learning Together Model of Cooperative Learning on English as a Foreign Language Reading Achievement, Academic Self-esteem, and Feelings of School Alienation. *Bilingual Research Journal*, 27(3), 451-474. <http://dx.doi.org/10.1080/15235882.2003.10162603>.
- Dewaele, J. M., & MacIntyre, P. D. (2014). The Two Faces of Janus? Anxiety and Enjoyment in the Foreign Language Classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237-274. <http://www.sssl.amu.edu.pl>.
- Gömleksiz, M. N. (2007). Effectiveness of Cooperative Learning (jigsaw II) Method in Teaching English as a Foreign Language to Engineering Students (Case of Firat University, Turkey). *European Journal of Engineering Education*, 32(5), 613-625. <http://dx.doi.org/10.1080/03043790701433343>.
- Forsyth, D. R., (1990) *Group Dynamics*, 2nd edn. Brooks/Cole, Pacific Grove, CA.

- Gardner, R. C., & Lambert, W. E. (1972). Attitudes and Motivation in Second-Language Learning.
- Gillies, R. M. (2006). Teachers' and Students' Verbal Behaviors during Cooperative and Small-Group learning. *British Journal of Educational Psychology*, 76(2), 271-287. www.bpsjournals.co.uk.
- Guerrero, M. (2015). Motivation in Second Language Learning: A Historical Overview and its Relevance in a Public High School in Pasto, Colombia. *HOW*, 22(1), 95-106.
- Horwitz, E. K. (1996). Even Teachers Get the Blues: Recognizing and Alleviating Language Teachers' Feelings of Foreign Language Anxiety. *Foreign Language Annals*, 29(3), 365-372.
- Jin, M. (2014). A Case Study of Non-English Major College Students' Motivation in English Language Learning. *Open Journal of Modern Linguistics*, 4(02), 252. <http://www.scirp.org/journal/ojml>.
- Karimiyan, S.A (2009). Introduction of Self-Confidence Principals. A Collection of National Congress Papers about National Self-Confidence and Academic Development. Rasht: University of Guilan, Faculty of Humanities.
- Léger, D. (2009). Self-Assessment of Speaking Skills and Participation in a Foreign Language Class. *Foreign Language Annals*, 42(1), 158-178.
- Masgoret, A. M., & Gardner, R. C. (2003). Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates. *Language Learning*, 53(1), 123-163.
- Liu, M., & Huang, W. (2011). An Exploration of Foreign Language Anxiety and English Learning Motivation. *Education Research International*, 2011.
- Oxford, R. L. (1997). Cooperative Learning, Collaborative Learning, and Interaction: Three Communicative Strands in the

- Language Classroom. The Modern Language Journal, 81(4), 443-456.
- Szostek, C. (1994). Assessing the Effects of Cooperative Learning in an Honors Foreign Language Classroom. *Foreign Language Annals*, 27(2), 252-261.
- Sadeghi, A., Niayfar, G. H., Azizi, S., Nejad, D. A., & Babaei, M. (2016). Investigation of the Role of the University in Students' Academic Self Confidence, University of Guilan, Faculty of Humanities. *Sociology Mind*, 6(03), 130. <http://www.scrip.org/journal/s> m 12 July 2016.
- Spade, J. A. (2007). The Relationship between Student Bullying Behaviors and Self-Esteem. Doctoral Dissertation, Bowling Green, OH: Graduate College of Bowling Green State University.
- Swain, M., Brooks, L., & Tocalli-Beller, A. (2002). 9. Peer-peer dialogue as a Means of Second Language Learning. *Annual Review of Applied Linguistics*, 22, 171.
- Tsun-Ju, L. ProQuest LLC, Ph.D. Dissertation, Washington State University. <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>.
- Webb, N. M. (2009). The Teacher's Role in Promoting Collaborative Dialogue in the Classroom. *British Journal of Educational Psychology*, 79(1), 1-28. www.bpsjournals.co.uk.
- Xu, J. (2011). Second Language Learners and their Self-Confidence in using English: A social Constructive Perspective. *The Asian EFL Journal Quarterly* September 2011 Volume 13 Issue3, 13, 246.
- Xu, J. (2012). Learner Contribution to English Language Learning, Chinese Research Students' Agency and their Transitional Experiences in Australia, *Higher Education Research and Development*, 31(4), 585-579.
-

Xiumei, W. Wen, B. and Du, M.

(2015).The Antecedents and
Consequences of Group Task
Satisfaction.A Multiple Level
Research.American Journal of
Industrial and Business
Management.264-272.

<http://www.scirp.org/journal/ajibm>.

Zhang, Y. (2010). Cooperative Language

Learning and Foreign Language
Learning and Teaching. Journal of
Language Teaching and
Research, 1(1), 81-
83,yanzh617@sina.com.