

IMPACT OF INDIVIDUAL, PAIRS AND GROUPS WORK TECHNIQUES IN TEACHING ESP ON THE ACHIEVEMENT OF IRAQI STUDENTS AT BAGHDAD UNIVERSITY

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ABSTRACT: *The research is an attempt to investigate experimentally the impact of individual, pairs and groups work techniques in teaching English for the purposes of physical education. Students at Colleges of Physical Educations have many games some of them are Olympics other are not with many equipment they should learn and know. So, they have difficulties in memorizing these games specially many ESP teachers use lists of words students should learn and recognize. Thus, the current research has tried other techniques to solve this problem. It is hypothesized that there are no statistical significant differences among three experimental groups taught ESP by (individual, pairs, and groups work techniques). To fulfill the aim of the research an experimental has been designed with four groups of 91 students (three experimental groups and one of pilot study) from fourth year stage, at College of Physical Education and Sciences Sport for Women/ Baghdad University. The experiment has lasted three months (15 lectures, 1 hour pre a week). After analyzing the results statistically, it has been found that there are statistical significant differences among the three groups which are taught ESP with three different techniques. The results indicate that the pairs work technique is effective more than groups work and individual techniques. Accordingly, the null hypothesis has been rejected. Finally, Colleges of Physical Education and Sciences Sport/ Baghdad University are recommended to use pairs, groups, individual work techniques as they are effective in taught ESP instead of the traditional one*

Keywords: individual work , pairs work technique , group work technique , ESP teaching

1. INTRODUCTION

The problem lies in the techniques followed in teaching ESP at colleges, which does not offer the due opportunity for students to learn. English teachers have followed the traditional technique in teaching ESP by giving students lists of vocabulary and terms and students should memorize these lists so at the end of the course or the academic year , students can not remember many of these terms. The learners most of times are ignored from the learning process. Thus, the current research is an attempt to investigate whether or not teaching ESP through individual, pairs and groups work techniques are appropriate for developing students' achievement. Also, this research is tried other than traditional techniques used by ESP teachers which depend on the teacher and shifting to students themselves.

Teachers ignore the aspect of college teaching. Teaching is considered function that anyone can do. Teacher's job from their point of view is to transmit information and student's job is to memorize and recall it [1]. This problem is in almost all our colleges that deal with ESP.

Many teachers ignore the fact that our students actively construct their own language. Students do not passively accept knowledge from the teacher [2] They still adopt John Luck's assumption that the students are a blank sheet of paper waiting for the teachers to write on [3].

Much training time is devoted to help teacher should interact with students, but how students should interact with each other or with themselves are relatively ignored. Student interaction patterns have a lot to say about how well students learn, how they feel about an English subject [4].

Memorizing words and terms in ESP is not the right technique to teach students. The right technique is to give them the opportunities to engage in learning [5]. So, the current research is an attempt to investigate which technique is the best to follow by ESP teachers for students' achievement (individual technique, pairs technique, and

groups techniques). The management of the class and the role of the students plays an important aspect of students' achievement. This research will give the answer of these questions.

1.2 Aim of the Research

The research aims at investigate experimentally the impact of individual, pairs and group work techniques in teaching ESP on the achievement of Iraqi Students at Iraqi Colleges.

The following null hypothesis will be tested:

There are no statistical significant differences among the three groups of students' achievement who taught English as individually, pairs, and group work techniques.

1.4 Limits of the Research

The following are the major limits of the present research:

1- individual, pairs and groups work techniques in teaching ESP will be the focus of this research.

2-the sample of the students are limited to College of Physical Education and Sciences Sport for Women / Baghdad University. Which it is a simple sample of Iraqi students at Baghdad University.

3- fourth year stage students at the academic year 2018-2019.

1.5 Value of the Research

The value of the research is summed up in the following points:

1- it offers different techniques to use by teachers for teaching English which could assist students' achievement .

2-it provides teachers as well as researchers with other techniques used instead of the traditional one.

3-the results of the research might shed a light to English teachers and universities instructors for using better techniques in English teaching also, it could be a guide for them in teaching.

4-the research can be helpful for development of teachers' efficiency in English teaching.

5- it is hoped that this research will raise the students' achievement in English language.

1.6 Definition of Basic Terms

The following terms that occur in the title of the research only will be defined:

1.6.1 Individual Instruction

It is related to individualized approach to language teaching. It includes techniques such as one-to-one teaching, home study, self-access facilities, self- directed learning and development of learner autonomy all these techniques focus on the learner which are based on these assumptions; they are:

- 1-people can learn from a variety of different sources;
- 2-the learners learn in different ways according their goals; and objectives in language learning; and
- 3-the teacher is not always essential for learning [6].

1.6.2 Pair work

The pair work reflects different social patterns. It requires little organization from the teacher and it can be activated in the classroom by simply having students work with the student sitting next to them or the proficiency of the students or types of the tasks. [7]

It is an activity which involves two learners working together in pairs. [8]

1.6.3 Group Work Instruction

It is an instructions or techniques based on cooperative learning. it is used in classroom which is divided into groups each includes 3-8 students working together to accomplish particular learning objectives [9] . [10] agree with this definition but they add that the group members may work on a single task, or on different parts of a large task selected by the members themselves.

1.6.4 ESP

The broader definition of ESP is giving by [12] they referred that it is an approach to language teaching which the decisions from the content and method is based on the students’ reason for learning .

[11] defined it as the role of English in a language course or programmed of instruction in which the content and aims of the course are fixed by specific needs of a particular group of students, e.g. English for Science and Technology, English for Academic Purposes....etc.

Section Two

Procedures and Methodology

2.1 The Experimental Design

It has been chosen three experimental groups to fulfill the aim of the research with post tests as shown in the table below:

Table (1) The Experimental Design of the Research

Test	Experimental groups
Post test	Individual techniques in teaching ESP
Post test	Pairs techniques in teaching ESP
Post test	Group work in teaching ESP

2. 2 Population and Sample Selection

The population of the research is Iraqi students at Baghdad University. The sample of the research is fourth stage students at College of Physical Education and Sciences Sport for Women/ Baghdad University at the academic year 2018-2019. The sample of the research has been purposely chosen. The whole sample is 100 students. But 9 students has excluded from the whole sample for matching purpose. As shown in the table below:

Table (2) The Sample of the Research

The section	No. of the students	The group
(A)	25	Experimental group (individual technique)
(B)	21	Experimental group (pairs technique)
(C)	21	Experimental group (group work technique)
(D)	24	Pilot study
Four sections	91	Four groups

2.

year 2017-2018. Thus, the whole sample of the research is 91 after excluded, as shown in the table below:

3 Equivalence of the Sample

The sample of the research has equalized according to the age and English achievement for previous study at the academic

Table (3) The Matching of the Sample in age and English Achievement for the Previous year

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.666 ^a	12	.811
Likelihood Ratio	9.557	12	.655
Linear-by-Linear Association	.001	1	.981
N of Valid Cases	91		
a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .92.			

Table (4) The Matching of the Sample in English Achievement for the Previous year

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	88.585 ^a	87	.433
Likelihood Ratio	94.370	87	.276
Linear-by-Linear Association	.324	1	.569
N of Valid Cases	91		

a. 120 cells (100.0%) have expected count less than 5. The minimum expected count is .23.

The two tables (3,4) have shown that the three groups are matched and there are no statistical significant differences among the age which is 0.811 and English achievement of the previous year is 0.433. Also, the three groups have matched in significant of homogeneity of the three samples is 0.313, so the groups are homogenies because it is less than 0.5. see the table below:

Table (5) Test of Homogeneity of the Groups

Test of Homogeneity of Variances			
score			
Levene Statistic	df1	df2	Sig.
1.204 ^a	3	86	.313

a. Groups with only one case are ignored in computing the test of homogeneity of variance for score.

2.4 Instructional Material

The experimental has applied on 1st. of Oct. 2018 and finished on 10th of Jun. 2019. The whole experiment has lasted three months (15) lectures, two hours a week. Section (A), first group of the experiment has taught according to individual technique, while the second group , section (B) has taught according the pairs technique. The last group , section (C), has taught according the group work technique in teaching ESP. The three groups have adopted the same materials in teaching English for the purpose of Physical Education (ESP). This means the students should have knowledge in games and sports as well as the equipment of many sports and the places where be played in individual technique it is depended on self- access activities while the other techniques, the teacher is divided the activities according the groups and pairs. The students freely have chosen their groups and pairs. Appendix (A), (B) , and (C) have shown a sample of the teacher plan for each ones.

2.5 Construction and Administration of the Test

The pre and post tests are included three questions. The first question is related to classification of the games. The students

should write games under these classifications. In The second question, the student should recognize the game from the pictures and write the name of the game in correct spelling. Thus the question depends on recognizing and writing. While the third question is focus on equipment of the games, the student in this question should label the equipment of the picture. The test is scored from 25 marks. The test is given to 5 specialists who considered the test is valid 100%. The test is given to the sample of the pilot study for reliability and it is highly reliable in the test (+0.87). So, the same test is adopted without any modification.

Section Three

Data Analysis, Conclusions, Recommendation and Suggestions

The results of written test of the three groups have been analyzed, in order to determine whether there is any significant difference among the three mean scores of the three groups in their English achievement.

3.1 Comparison of the Means of the Experimental Groups in the Achievement of the Written Tests

The mean scores of the three groups are compared; the mean of the experimental group which taught English according the individual techniques is (11.88) , while the mean of the experimental group who taught English according the pairs technique is (17.33) . and the third group mean score which taught English according the group work technique is (15.0). this indicates that there is a significant difference 0.01 and degree of freedom 90 among the three experimental groups .Accordingly, the null hypothesis , which indicates that there is no statistical significant difference among the three experimental groups is rejected. Because these is statistical significant difference among all the groups but the best group is the second one which taught under the pair work technique. Then, the second group is group work technique and the last group is the individual technique. See table (6) below:

Table (6) Mean, Standard Deviation of Three Experimental Groups

Descriptive								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
individual technique	25	11.88	2.027	.405	11.04	12.72	9	17
pairs technique	21	17.33	2.938	.641	16.00	18.67	12	23
group work technique	21	15.00	2.280	.498	13.96	16.04	11	19

.2 Analyzing the Three Groups

The results of the three groups achievement have analyzed by using ANOVA spss analysis. Table (7) show the results. The score of F distributed is (16.228) , while the tabled one is

(1.980) under (0.05) significant and 120 freedom. The score of squares between the groups is (373.011) and score squares within the groups is (494.176). as the table below:

Table (7) Analyzing the Results ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	373.011	4	93.253	16.228	.000
Within Groups	494.176	86	5.746		
Total	867.187	90			

3.

3 DISCUSSION OF THE RESULTS

The statistical analysis of the results indicates that the achievement of the students in pair work technique is effective in teaching English more than group work, and the individual group. This can be interpreted that students in pairs and groups techniques are more control than the individual one. The students are given specific task and activities to complete under the supervision of the teacher. But the individual technique students are given freedom to complete and tested. The Iraqi policy in education are more resected to control the students so when the students have taken the opportunity to take the freedom in their learning , they are failed in managing their way in learning.

The research is agreed with [13], they mentioned some disadvantages about using group work management in the class. Thus, the discipline problems have appeared in groups work technique which effective their achievement while pairs work are less discipline, also some students use their mother tongue which it has effected the groups work rather than the pairs. Finally, students have preferred grammer and exam practice instead of unfamiliar materials and techniques [13] these have effected the students' achievement.

Also, the research is highly agree with [13] they are referred that the teachers complain about why they can not individualize the classmate. The research is in agreement with two reasons they mentioned. Firstly, the students are non-native speakers although they are university students so they are under- resourced. Secondly, individualizing the class needs self-access activities which also need some preparation from materials, center, colleagues or administrative constrains cooperation to work in 'bank' of self-access materials [13] . for all these reasons individual technique is less effective than pairs and groups techniques in teaching ESP.

The most problem might face any English teacher who use modern technique is constructing the test, although English teachers can use many techniques or methods in their class but Iraqi Ministry of Higher Education and Scientific Research and Baghdad University are accepted only student test paper , thus the teacher can not depend on groups and pairs' papers in English achievement. So, it is worthless to use modern techniques with traditional test.

3.4 CONCLUSIONS

In the light of the results and finding of the research, it has been concluded the following conclusions, they are:

1- Pairs work technique is the most effective in teaching English for Iraqi students at Baghdad University than group work and individual techniques.

2-group work technique is less effective than pairs work technique.

3- individual technique is not effective than pairs and groups work techniques.

3.5 RECOMMENDATIONS

It has recommended the following recommendations, they are:

1-English teachers and instructors of Baghdad University might use pairs work techniques as well as group work and individual techniques to supply their students with other technique than the traditional one which over control by the teacher.

2-the teacher and the instructor should prepare their student when they want to use the individual techniques. The teachers might graduate the student for less control to reach the autonomy of the students to accomplish the task by themselves. 3- pairs and groups work techniques are the best way to solve over size problem of our classes. Large sizes of classes with many students are considered a challenge for the teachers to manage the class and give the students the opportunity and the time to listen.

4- teachers should use many techniques and methods to increase their students' achievement as well as motivation specially in English language because it is foreign language.

5- Iraqi Ministry of Higher Education and Scientific Research and Baghdad University might modify and adopt new way to measure the students' English achievement to suite modern techniques in teaching ESP and EFL rather the traditional way.

3.6 Suggestions for Further Studies

Researchers might study other techniques in teaching English and try them experimentally to contribute for developing English language teaching in Iraq.

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alphabetically order as well as the categories of the games. It is available for each student at any time and any place. The teacher asks the students to read and memories the games and equipment starting from the letter (A) and (B) then the second lecture the teacher ask the students some question about the equipment and the games they had read.

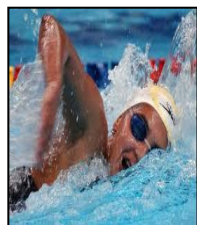


Appendix(1) Pre and Post Test

Q1- Write the games under these classifications: (Ten games)

Ball games
Single games

Q2- Write the game under its picture: (Choose Five)



Q3. Label Ten equipment of the above picture:

Appendix (2) Lesson Plan for Individual Group (The Experimental Group)

The teacher makes simple textbook for the popular games with their equipment, and put all the games and equipment

B



Badminton
الريشة الطائرة



Ball
كرة



Ballooning
المتنطيد



Band
رباط



Baseball
كرة القاعدة



Baseball bat
مضرب كرة القاعدة



Baseball glove
قفاز كرة القاعدة



Base jumping
القفز التايوت



Basket
السلة



Basketball
كرة السلة

Bat مضرب



Baton عصا التنجيم




Beach soccer
كرة القدم الشاطئية

Beam العارضة




Beach volleyball
الطائرة الشاطئية



Beam gymnastics event
تغالبية حمض العارضة

Belt حزام




Bicycle
دراجة هوائية



Billiards
البليارد



Blower
مفخام



Board
لوح



Board diving
غطس من اللوح



Board rolling
لوح المدرجة



Board skiing
لوح التزلج



Boating
سباق القوارب



Bobsledding
التزلج بيزلجة الية



Bodybuilding
بناء الجسم



Body skin
لباس الجسم



Bow
القوس



Bowling
البولنج



Boxing
الملاكمة



Boxing gloves
قفاز الملاكمة



Breaches
سروال المبارزة



Bullfighting
مصارعة الثيران



Breast swimming
سباحة الصدر



Butterfly swimming
سباحة الفراشة

Appendix (C) Simple of The Lesson Plan of Pairs Work (Experiment Group)

Fourth year stage, section (B)

Time: 1 hour

The teacher asks the students to choose their pair work student. The teacher brings many charts and pictures to show the students the games and equipment. Then, the teacher shows the student a picture of a game and asks the pairs student to write the name of the game and the classification as well as the equipment. The teacher give each pair work a picture of the games and asks them to work together to finish the task and write the name of the game with its

equipment. Finally, the pairs come to the board and write the information they have already written. The teacher corrects the mistakes or shows them the right one from the charts or asks the other pairs to correct them.

Appendix (D)

Simple of the Lesson Plan of Group Work (Experimental Group)

Fourth Year Stage , Section (C)

Time: 1 hour

The teacher asks the class member to divide themselves according to groups each include five students. The students choose the member of the group according their willing. The teacher asks each group to bring one game with its equipment and the place where should be played (pictures, drawing materials, films, charts....). Each group shows their task and they have marks about this preparation. The groups should give and show the games to other groups. The teacher chooses one game for guessing and asks from all groups to write the equipment and the name of the game. The teacher asks the responsible group to correct all other groups mistakes. Finally, the groups can be asked about the preparing game.