

ORAL SKILLS DEVELOPMENT IN GROUP WORK DYNAMICS



M Phil Applied Linguistics

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Dedication

Dedicated to all English language practicing teachers and my middle son, Zahoor Elahi, who will be the third one to be an English language teacher in my family hierarchy.

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**A thesis submitted in partial fulfillment of the requirements for
the degree of MS in Applied Linguistics**

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DECLARATION

I, **Rizm-ul-Zafar**, do hereby state that the present research task is being presented after complete scrutiny and thorough research. It is essential to mention here that this work is not based on any circulated material or source except the references and has not been presented to any other University for award of any degree. In this respect, the University has the right to take action if the information thus presented is found to be plagiarized or extracted from any other source.

Signature of Student/Scholar

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ABSTRACT

This dissertation aims to explore how group work may be effectively utilized as part of the classroom dynamic to aid in developing oral English language skills. Specifically, we will look at one hundred under-privileged students studying English in the US funded English Access Microscholarship Program in Kasur District. In recent educational research, there has been great emphasis on the impact that group work can have on students' confidence, improving it to the point where they can exhibit their abilities without the interference or assistance of the teacher. The present exploratory study follows quasi-experimental methods to investigate the impact of group work on the speaking skills of these Access students over a period of three months. Research data has been collected through a pre-test and a post-test and two survey questionnaires designed for both the Access students and their English language teachers. We have adopted an objective approach to analyze and describe the data statistically. The major finding indicates that if group work is included in the classroom dynamic while teaching L2 speaking skills in PELT context, language teachers can raise the confidence and fluency of their students both in a classroom setting and social discourse. To conclude, if institutes and ELT experts put more emphasis on group formation in the classroom, students' fluency in L2 can be considerably enhanced.

Key Words: Group dynamics, collaborative tasks, lock-step teaching, active speaking, interpersonal discourse, communicative competence

CHAPTER 1

INTRODUCTION

1.1 Purpose

This research dissertation is an exploratory study on how group work can be effectively utilized to improve the development of oral English language skills. The subjects of the study consist of under-privileged students (hereafter, Access students) who study under the US funded English Access Microscholarship Program (hereafter, Access Program) in Punjab Workers Welfare Schools for Boys and Girls in Kasur District.

1.2 Background

In the modern age of freedom and advancement (Nunan & Lamb, 2000), the most vivid change in classroom dynamics is that there has been a great deal of emphasis placed on collaborative tasks which have been shown to build students' confidence to a considerably greater level than traditional teaching methods. Students working in this type of classroom dynamics are more likely to feel comfortable exhibiting their abilities, even without the interference of the teacher, compared to students in a more traditional classroom setting. The trend of teaching in small groups is becoming more and more widespread. There are various reasons for this, not the least of which is that group work, unlike lock-step language teaching, can greatly develop active oral skills. This is especially true in a society like ours where learning English language is viewed as a challenging task. In reality, learning English should be thought of as just as easy as learning our native language. According to Agbatogun (2014), the theory of second language learning has been replaced with the concept of Second Language Acquisition