

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF HUMANITIES, LANGUAGE STUDIES,**  
**JOURNALISM AND COMMUNICATION**  
**DEPARTMENT OF FOREIGN LANGUAGES AND**  
**LITERATURE**

**Post Graduate Program (Regular)**

**The Practice of Group Work and its Role in Developing  
Students' Speaking Skill: The Case of Grade 11 EFL Classes  
at Selam Preparatory School in Addis Ababa**

**By**  
**August Adnew**  
**ID.NO: GSR/5833/09**

**Submitted to: Taye Regassa (PhD)**

**May 2021**  
**Addis Ababa**

**The Practice of Group Work and Its Role in Developing  
Students' Speaking Skill: The Case of Grade 11 EFL Classes  
at Selam Preparatory School in Addis Ababa**

**By:  
August Adnew**

**A thesis submitted to the Department of Foreign Languages  
and Literature, Postgraduate Program (Regular),**

**In partial fulfillment of the requirements for the degree of  
Master of Arts in English Language Teaching (ELT)**

**ADDIS ABABA UNIVERSITY  
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,  
JOURNALISM AND COMMUNICATION  
DEPARTMENT OF FOREIGN LANGUAGES AND  
LITERATURE**

**The Practice of Group Work and Its Role in Developing Students’  
Speaking Skill: The Case of Grade 11 EFL Classes at Selam  
preparatory School in Addis Ababa**

**By:**

August Adnew

**Approved by Board of Examiners:**

**Advisor**

\_\_\_\_\_

**Signature**

\_\_\_\_\_

**Date**

\_\_\_\_\_

**Examiner**

\_\_\_\_\_

**Signature**

\_\_\_\_\_

**Date**

\_\_\_\_\_

**Examiner**

\_\_\_\_\_

**Signature**

\_\_\_\_\_

**Date**

\_\_\_\_\_

## **Acknowledgements**

I would like to express my deepest thanks to my advisor Dr. Taye Regassa, who has helped me to organize and improve this research work. It is due to his unreserved help and continuous guidance that I could come up with my final work of research. I would also express my special thanks to all my instructors who have always been with me while working on my paper during two years of my studies at Addis Ababa University. And in my working place, my acknowledgments go to the school administrators, teachers and students of Selam Preparatory School whom I appreciate for the contribution they made.

# Table of Contents

Acknowledgements.....	i
Table of Contents.....	ii
List of tables.....	v
<i>Abstract</i> .....	vi
Acronyms.....	vii
CHAPTER ONE.....	1
1. Background of the study.....	1
1.2. Statement of the problem.....	3
1.3. Objectives of the Study.....	5
1.3.1 General Objective.....	5
1.3.2 Specific objectives.....	5
1.6 Significance of the Study.....	6
1.7 Limitations of the Study.....	6
CHAPTER TWO.....	7
2. REVIEW OF RELATED LITERATURE.....	7
2.1. Introduction.....	7
2.1 Speaking Skill.....	7
2.2. The Importance of Speaking Skill.....	8
2.3 Oral Communication Skills:.....	9
2.3.1. What are Oral Communication Skills?.....	9
2.3.2. Oral Interaction and EFL.....	9
2.3.3. Accuracy and Fluency:.....	10
2.3.4. How to Develop EFL Oral Communication Skills.....	11
2.4. Elements in Speaking Skill.....	12
2.4.1. Vocabulary.....	12
2.4.2 Fluency.....	12
2.4.3. Grammar.....	12
2.4.4. Comprehension.....	12
2.4.5. Pronunciation.....	13
2.5. Lack of Interest in the Subject.....	13

2.5.1. Poor Listening Practice.....	13
2.5.2. Deficiency in Vocabulary .....	14
2.5.3. Lack of Self Confidence and the Fear of Making Mistakes .....	14
2.6. Group work and its components: .....	15
2.6.1. What Is Group work? .....	15
2.6.2 Essential Components of Group work:.....	15
2.6.2.1. Positive Interdependence: .....	17
2.6.2.2 Individual Accountability .....	17
2.6.2.3 Group Processing:.....	17
2.6.2.4 Face-to-Face Interaction: .....	18
2.6.3 Learning Group work Structures and Techniques.....	18
2.6.3.1 Jigsaw.....	18
2.6.3.2 Roundtable .....	18
2.6.3.3. Focused Listing.....	18
2.6.3.4 Structured Problem solving.....	19
2.6.3.5. One-Minute Papers .....	19
2.6.3.6 Think-Pair-Share.....	19
2.6.3.7 Three-step Interview .....	20
2.6.3.8 Numbered Heads Together .....	20
2.6.3.9 Group Investigation (GI).....	20
2.7. Dealing with Different Types of Students in EFL Classes .....	20
2.7.1 Dominant Student .....	20
2.7.2 Slow Student.....	21
2.7.3. Bright Students Becoming Bored .....	21
2.8. Cooperative Learning and Teaching EFL .....	21
2.9. The Role of the Teacher in Group work: .....	22
2.10. The Role of the Learner in Group work:.....	23
2.11. Group work Advantages: .....	24
2.11.1. Enhancing Student's Social Skills: .....	24
2.11.2 Individualization of Instruction: .....	25
2.11.3 Increasing Students' Participation:.....	25
2.11.4. Increasing Motivation and Positive Attitude toward Learning: .....	26
2.11.5. Decreasing Anxiety .....	26

2.11.6. Increasing Self-Esteem: .....	26
2.11.7. Increasing Academic Achievement: .....	27
2.12. Group work: Problems and Solutions: .....	27
2.12.1 Unequal Participation: .....	27
2.12.3. Making too much Noise: .....	28
2.12.4. Some Students Prefer to Work Alone: .....	28
CHAPTER THREE .....	30
3. METHODOLOGY OF THE STUDY .....	30
3.1 Research Design .....	30
3.3 Population of the Study .....	30
3.4. Sampling Techniques .....	31
3.5 Data Collection Tools .....	31
3.5.1 Classroom Observation.....	31
3.5.2 Students' Questionnaire.....	31
3.4.3. Interview .....	32
DATA PRESENTATION, ANALYSIS AND DISCUSSION .....	33
4.1. Introduction .....	33
4.2. Students' Questionnaire .....	33
4.2.1. Aim of the Questionnaire .....	33
4.2.2. Description of the questionnaire .....	33
4.3 Data Presentation and Analysis.....	34
Table 4. Students speaking ability in-group work discussion.....	35
CHAPTER FIVE .....	43
5. CONCLUSIONS AND RECOMMENDATIONS .....	43
5.1. Conclusions .....	43
5.2. Recommendations .....	44
References.....	45
Appendix A.....	49
Appendix B .....	53
Appendix C .....	54
Appendix D.....	55

## List of tables

Table 1 students attitude towards speaking skill.....	34
Table 2. student's inserts in learning speaking skill .....	34
Table 3. importance of group learning.....	35
Table 4. students speaking ability in group work discussion.....	35
Table 5. students attitudes towards oral expression practices.....	36
Table 6. the extent to which group learning is helpful in improving oral performance .....	37
Table 7. confidence in the use of English .....	37
Table 8. Reason for the inability to speak in English .....	38
Table 9. students evaluation of their oral production .....	38
Table 10. understanding the specific of successful group learning .....	39
Table 11 helping group work to improve oral proficiency .....	39
Table 12 the management of time in group work discussion .....	40

## ***Abstract***

*The purpose of this study was to investigate the practice of group work and its role in developing grade 11 students' speaking skills in EFL classes of Selam preparatory School in Addis Ababa. The study employed a descriptive survey design in which a mixed-methods approach that combines both quantitative as well as qualitative data was used. The unit of analysis for this study was Selam Preparatory School from which grade 11 respondents (mainly teachers and students) were selected via availability sampling technique. Instruments employed in this study were questionnaire, classroom observation and interview. A questionnaire was used as the main tool to gather data on what was actually going on in the classroom, and specifically, what students feel about the practices of group work and its role in helping them improve their speaking skills other than questionnaire the researcher employed both interview for teachers and classroom observation. The collected data were analyzed and results showed that group work in three of the classes is not fully implemented. What dominates the majority of the classes is a situation where students sit in rows and do whatever they are asked to do individually. Thus group work seems to have been hardly exploited and contributes only very little to the improvement of the students' speaking skills. Based on these findings, the study recommends that teachers should do their best to properly implement group work and actively engage their students to participate in various activities that help them improve their speaking skills and others as well.*

**Key words:** Group Work, Speaking Skill, EFL Classes

## **Acronyms**

CL:	Cooperative Learning
CLL:	Cooperative Language Learning
CLGs:	Cooperative Learning Groups
CLTs:	Cooperative Learning Techniques
EFL:	English as a Foreign Language

# CHAPTER ONE

## 1. Background of the study

English, which is a foreign language, is taught as a compulsory subject in Ethiopian schools starting from grade one and becomes a medium of instruction at a later stage although the level at which it assumes that role varies from region to region. For example, in the Amhara region, it becomes a language of instruction starting from grade seven while in Oromia this begins from grade nine. Since English is one of the widely used languages, the skill to speak it should be developed along with the other skills so that teaching speaking skill in-group enhances communications achievement both for native and non-native speakers. In a group work approach, students and teachers are in a state of dynamic interaction in the classroom (Mahran, 2000). When students interrelate in supportive education, they learn to stretch and obtain information, develop new considerations and viewpoints, and link in a socially conventional manner. It is through interrelating with respectively others in mutual discourses that pupils absorb to use language differently to clarify new experiences and new realities and, in so doing, construct new ways of thinking and feeling (Gillies, 2004). It is important to acknowledge that the long history of group work may raise questions about the present study endorsement of such a method when more models that are contemporary have been developed. Research on supportive learning was unusual before the 1970's.

Group work arose in the 1970s in the USA and gradually developed into a kind of learning strategy for classroom teaching in the mid 1980s, after which cooperative learning eventually came to be widely applied in classroom teaching in more than 50 countries (Liu, 2009). However, despite its extensive application, as well as the considerable research on this method in Western countries, research on group work in Ethiopia has been a much later development, and so my own interest is part of an ongoing evaluation of this method's efficacy in Ethiopia, especially in the University's EFL classes. Moreover, although much of the recent findings and reports on cooperative learning in the context of learning EFL in University classrooms attest to the method's effectiveness to investigate the practice of group work and its role in developing students' speaking skills in EFL classes.

Ethiopian students who join universities come from different parts of the country and different backgrounds (educational, family, culture, etc.). Some are from urban, some are from rural and others are either from private or government schools. Some students come from illiterate families, and some others from well-educated ones. Therefore, their

educational background, learning style, culture, etc. are also different. These learners do not have only age, gender, and culture differences, but they have also differences in their own individual approaches, talents, and interests in the classroom. This is to mean that/ it is to mean that they have different abilities and skills in all courses in general and in the English language courses in particular. Group work as a concept consists of several instructional methods in which learners study a language in small groups, and group performance is rewarded in several different ways (Slavin, 1988). Group work is an in-class learning approach which is used to help learners develop a positive image both for themselves and their peer, and to improve problem solving and critical thinking skills to encourage learners in terms of social skills based on cooperation (Gomleksiz,1993) cited in Bolukbas (2011). In-group work, a sense of responsibility means that group members should know that materials prepared by all group members are for the sake of the success of the group. The learners in these groups do not need to learn how to cooperate since teachers manage the organization and the structure of the groups (Johnson and Johnson, 2002) cited in Bolukbas (2011).

Each member of a team is accountable for not simply learning what is cultivated but too for additional influences absorb, thus making atmosphere of success. Students work until each group member effectively understands and whole the assignment, thus creating an “atmosphere of achievement” (Panitz, 1996). One reason for better academic attainment is that students who are learning cooperatively are more active participants in the learning process (Lord, 2001) as cited in Guptal and Ahuja (2014).

It also implies full participation of both the teacher and the students, and the interaction of student with student (Rivers, 1994). To conclude, group work is defined as a range of concepts and techniques for enhancing the value of student-student interaction. Group work in the classroom is an effective way to promote language learning of all learners.

The classroom organization is for at least part of the instructional time, so that the goals are most likely to be attainable when learners cooperate and collaborate. Therefore, the researcher would like to investigate the practice of group work and its role in developing students’ speaking skill in EFL classes.

## **1.2. Statement of the problem**

The main objective of learning English in Ethiopia is to be able to communicate in the language since it is used as a medium in a number of non-governmental organizations and also a medium of instruction in the education system of the country. Teaching oral or speaking skill in a foreign language context is not an easy task. It rather puts heavy demands on both the teacher and the students who should learn these oral skills to communicate in the target language. It is crucial, therefore, to give this skill more devotion and consideration (Sayed, 2005:46).

According to Seid (2012), group work is practiced in secondary school in our country. He explains that an attempt has been made to implement group learning since 1994. According to Johnson and Johnson (1999) as cited in Seid (2012), states group language learning is now an accepted and highly recommended instructional procedure at all levels of education. According to Nunan (1992), group work in the language classroom especially in foreign language classrooms plays an important role to make students active, increase their motivation, and reduce their anxiety. Stating the importance of cooperation learning, Nunan (1992) writes that cooperative learning can foster learner growth in terms of academic achievement, personal growth and the development of social and learning skills. When we come to the particular intent of this study, it is to investigating the practice of group work and its role in Developing Students' Speaking Skill: the case of Selam preparatory school of Grade 11.

According to Hagos (2012), teachers are still playing dominant roles to guide and control the learning process. The activity based on group work helps teachers to facilitate learning and to recognize how the teaching-learning process is going on. In his/her role as a facilitator, the teacher must move around the class helping students and groups as needs arise. A class activity, which does not give students a chance to interact and practice exercise, may be said that it lacks cooperative learning. The present researcher again also observed that the teaching learning process is more of individual and competitive when the teachers teach in the English classes. Due to this, the researcher is motivated to conduct the study on the practice of group work and its role in developing students' speaking skill in preparatory level because of two main reasons. First, the researcher observed that group work is sometimes practiced in the preparatory level, but it is not enough to use the target language for different purposes. Second, to the knowledge of the researcher, since group work is as such a well-researched

area one would assume that teachers broadly implement this approach though the area is not researched well. Nevertheless, some investigators have completed studies that related with the idea of group work. Dejene (2011) has studied on the role of group work in enhancing students' writing performance. In a similar way, Berhanu, (2000); Seid, (2012) and Wossen, (2011) have studied on the practices of cooperative learning, effects of cooperative learning on reading comprehension achievement in EFL and social skill, and perception and classroom practice of group work in EFL classes in secondary and preparatory schools respectively.

However, there is no study that has been conducted on the practice of group work and its role in Developing Students' Speaking Skills at a preparatory level. Therefore, there is a gap in this area. To make it clearer, some research works have been conducted on the importance of group work in speaking skill, but none of them have tried to figure out the practice of group work and its role in developing students' speaking skill at preparatory level. The current study differs from the earlier ones in that it mainly tries to investigate the practice of group work and its role in developing students' speaking skill. That is to say, where other researchers did not mention in the way the researcher tries to look at them and the study would give the possibility to investigate the practice of group work and its role in developing learners' oral communication.

In the higher education institutions, much has not been done to study about the practice of group work and its role in developing students' speaking skill of English depart. From the available limited literature on speaking skill of English at tertiary level, few have attempted to study the issue but not covered the completely relevant components of English language skill at university levels. Thus, this study fills the information gap and therefore, attempted to show the practice of group work and its role in developing students' speaking skill of English specifically at Selam Preparatory school.

Group work has a paramount importance in teaching foreign language communicatively. It encourages learner centered teaching/ learning process by increasing students talking time. Similarly, the problems of learning speaking English language have been observed among students at many levels, specifically at Selam Preparatory school. The researcher works as an English trainer and have ample of live experience in teaching English spoken classes. From the researcher teaching experience, when teachers give speaking tasks in group, students try to begin discussing in English and later they shift to their mother tongue or they prefer silence. This is therefore, this research solely intended to closely look for how exactly group

work activities helps students and increase their ability in English language speaking skills. Having this in mind, there are ample of problems that students facing spoken challenges while trying individually but, while students try to speak in groups, they significantly improve their command of English.

### **1.3. Objectives of the Study**

#### **1.3.1 General Objective**

The general objective of this study was to investigate the practice of group work and its role in developing grade 11 students' speaking skill in EFL classes of Selam Preparatory School.

#### **1.3.2 Specific objectives**

The study has the following specific objectives.

- 1) To assess how group work is practiced in EFL classes of the sample school.
- 2) To examine how learning speaking through group work helps students to improve their speaking skills.
- 3) To find out students' opinions on the role group work plays in improving their speaking skill.

### **1.4 Research Questions**

#### **1.4.1 The study attempts to answer the following research questions:**

- 1) How is group work practiced in EFL classes?
- 2) How does learning speaking through group work help students improve their speaking skill?
- 3) What do students think about the role that group work plays in improving their speaking skill?

### **1.5. Delimitation of the Study**

The role of group work may require wider coverage of population in different settings and at various levels. However, this study is limited to Selam Preparatory School. The rationale behind this is that, the researcher found the problem in this School and the researcher believes that grade 11 English students have better understanding about group work than other lower grade levels.

## **1.6 Significance of the Study**

The researcher hopes that conducting the study would have the following contributions for the teachers, concerned bodies who prepare materials and other researchers. This study might help teachers to develop their understanding about group work and it might help them to provide methodological insights and information about group work, which are helpful for teachers and students to implement in language classroom. It also hoped to give some insights for professionals that develop language curriculum and teaching materials in order to help students including activities that entertain the use of group work. Finally, this study can give insights to individuals who have interest to conduct research on related issues.

## **1.7 Limitations of the Study**

This study is believed to have certain constraints. Primarily, it is worth keeping in mind that the sample size of the study was limited to only three teachers and eighty students. Although this was because there were only 5 sections of grade 11<sup>th</sup> students in the school, generalization of the results to other situations may not be possible due to the limited sample size taken for the study. It would have been better and results would have been more reliable if a good number of schools and participants were included.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Introduction

This chapter describes the literature reviewed for the study. Throughout this section, the researcher has focused on the fact that for teaching speaking skill via group work, teachers should provide learners with effective oral practice clearly, teachers have to adopt a wide range of techniques and procedures through which oral communication can be developed. Such systems should include learners into real communication.

#### 2.1 Speaking Skill

Speaking is an activity that takes place when people use their voice to deliver their opinion, suggestion, information and even criticism. When we talk about something; of course, there are many elements, which we should understand: those are the topic of what the speaking is about, vocabulary, grammar, and intonation. A speaker should master the topic of speaking because by mastering the topic, the speaker will be easier to divide the important things from the topic that the listeners asked. The second component is vocabulary; it is significant for speaker in order to speak well at least the speaker has sufficient vocabularies to direct some idea. Grammar is very valuable when individuals speaking, because grammar is able to give implicit meaning in speaking activity. The previous one is inflection; by using the suitable stress probably make the information successfully transferred to the listeners. All of the elements are desirable to make a respectable understanding between speaker and listener, (Harmer, 2001). Brown (2007) claim that speaking skills are an important pan of the curriculum in language teaching, and this makes them an important object of assessment as well. As recognized that language ability can controlled from four linguistic skill however now days people usually judge the language skill from how well someone able to speak in language itself. The professionals are expected to have good speaking skill; in addition, many people speak in order to show their ability and influence someone, for example politicians, teacher, lawyer however president.

Speaking skill is an important skill that should be mastered when someone learn about language especially foreign language. Speaking skill becomes the most important skill since people have belief that language mastery is able to be judged from how well someone speak. In language teaching, language is essentially speech. Somebody on his or her regular life

desires to be capable in using English as good as likely in order to make a clear situation in speaking. In addition, the language function should also be involved in this skill which it involves the use of grammar, comprehension, fluency, and all of these should be used appropriately in a social interaction. Therefore, the suitable method and system are desirable to improve students' speaking skill.

## **2.2. The Importance of Speaking Skill**

Speaking, as a skill has its own place in a language we speak for many reasons- to be sociable, we want something from others, we want others people to do something, to do something to someone else, to express our feelings or opinion about something, to exchange information, and so on (Lindsay. C. 2006). Little wood (1986) states. Speech is the main manifestation of a verbal, which may bring a key to founding a shift for all students between the spoken and written modes. He also pointed out that practicing speaking in English classrooms might improve one's ability of speaking which in turn may play its own role in writing, too. That is, ability to speak correctly can assist ability to write correctly.

*Therefore, teaching students practice speaking, in English classroom, among the students and the teachers can be an important part of the total process. This enables them to improve the speaking skill to their communicative function in real station.*

Generally, communication is a means of entertaining oneself through others in and outside the classroom (Richards. 1990; Brown G. 19X4). It also increases the students' confidence by reducing tension (Rivers, 1981) hence, since it is central to classroom education and almost thing goes through it. Teachers and researchers in language teaching learning insists that putting a great effort is necessary to develop speaking competence (Brown G. 1984:10). In global era, speaking aptitude in English is valuable in many circumstances and places. Such as in school, apply for a job, or when someone goes to the other country because English is national language. That fact requires people to master English active in order to make al interaction with people around the world.

## **2.3 Oral Communication Skills:**

### **2.3.1. What are Oral Communication Skills?**

Oral communication means using the language appropriately in social interactions. Diversity in communication involves not only unwritten communication but also paralinguistic components of speech such as pitch, pressure, and intonation (Shumin. 1997: 8). In addition, Hismanoglu (2000) gives an example of communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation, all of which are techniques used by learners to keep a conversation going. The determination of using these practices is to avoid intersecting the flow of communication.

*Therefore, speaking is the process of building and sharing meaning with verbal and non- verbal symbols. Oral communication abilities in EFL contain making the English speech sounds and sound patterns. Using expression and condemnation stress, intonation patterns and the rhythm of the second language, selecting appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organizing thoughts in a meaningful and logical order, using language as revenue of expressing values and judgments, and using the language quickly and confidently with few unnatural pauses (fluency).*

### **2.3.2. Oral Interaction and EFL**

According to Counihan (1998), Interaction implicates the feelings, creativity, agreement, difference, and people to derive patiently to get in a term, sighing, nodding, and signaling and so on. Interaction is not waiting to be requested a question. Interaction is not giving a small, one-sentence response to this question. Wilson (1999) and McDonough (2004: 207-224) define, Interaction as a process referring to 'face-to-face' action. It can be either verbal, directed through written or spoken words, or non-verbal, channeled through trace, nearness.

Eye interaction, facial languages or signaling etc. Interaction may enable foreign language learning by providing learners with undesirable response (information around the ungrammaticality of their utterances), drawing their attention to language form in the contextual meaning and produce more complex or accurate target language forms.

Being able to interrelate in a language is crucial. Therefore, language teachers should provide learners with chances for expressive communicative performance about applicable topics by

using learner-learner interaction as the key to teach language for communication, because communication derives essentially from interaction (Shumin, 1997: 9).

Dudgeon. (1998) argues those apprentices who are in the procedure of knowledge English essential help to progress their oral services as a basis for becoming literate. They need an atmosphere where they can exchange not only with their teacher, but also with their peers. Kayi, (2006) asserts, that many linguistics and ESL teachers agree on that students learn to speak in the second language by interacting.

*“Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in EFL classes, students will have the opportunity of communicating with each other in the target language. EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. To conclude, it can be said that there are so many benefits for interaction in EFL; for pie, interaction as a way for improving comprehension and enhancing communicative competence on behalf of students. The learner will be able to correct lexical mistakes by noticing differences between his/her usage and the usage of peers with higher language. Competence, even when the peers do not provide any explicit feedback. The learner's pragmatic competence improves quickly as he/she successfully adopts his/her peer's useful expressions and phrases.”*

### **2.3.3. Accuracy and Fluency:**

Brown J.D. (2003: 2) defines fluency as, the features, which stretch speech the potentials of being usual and normal, containing native-like use of waiting, rhythm, intonation, stress, rate of speaking, and use of speaking, and interruptions. In second and foreign language learning, fluency is used to characterize a person's level of communication skill, including the following abilities to produce spoken language easily, (i.e. to talk without difficult pauses for a relatively long time), speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, communicate ideas effectively, and produce continuous speech deprived of causing comprehension difficulties or a breakdown of communication.

*Teachers can promote fluency by doing five things in their classrooms: Encouraging students to go ahead and make constructive errors, creating many opportunities for students to practice, creating activities that force students to focus on getting a message across, assessing student's fluency not their accuracy, and Talking openly to the students about fluency.*

#### **2.3.4. How to Develop EFL Oral Communication Skills**

According to Haozhang (1997: 33). In order to increase the speaking competence of our scholars in the oral proclamation classroom, language learning should be related to meaningful language use on the part of the apprentice in the communicative classroom. The attention of teaching speaking, of course, is to recover the oral invention of the students. Therefore, language-teaching doings in the classroom should target at exploiting separate linguistic use. This requires the teacher not only to generate a warm and humanistic classroom atmosphere, but also to deliver each student with a turn to speak. According to Shumin (1997: 10) and Ybarra.*et al.*, (2003), Teachers should propose English language learners a language-rich environment in which students are constantly engaged in language activities. Speech upgrade doings help beginners to speak English assuredly and properly.

To the researcher, the most significant thing that teachers of EFL have to distillate on in classes is to provide chances for every student to contribute. Students who are in the process of knowledge English essential help developing their oral abilities as a foundation for suitable literate. They must an atmosphere where they can exchange not only with their teacher, but also with their peers. It is significant to give students opportunities to use verbal language for different purposes and situations. Dudgeon (1998) and Klancar (2006) emphasize that; Students in the communicative classroom should get as several language prospects as likely. Keeping in mind that each classroom offers a wide range of learners differing in their abilities, information, confidence, motivation and learning styles, a teacher should provide them with a proper environment that would help them to develop their skills, independent of their basic characteristics and diversity-." McDonough (2004: 212) stated that, producing language might help attainment by creating opportunities for learners to notice inter language and target language forms.

## **2.4. Elements in Speaking Skill**

Assessment is the procedure to collect data of the student in order to measuring the effectiveness of the method or technique that is used in the research. According of Brown (2004:4), Assessment is an enduring procedure that includes a much wider domain. In speaking valuation is stimulating, there are several components that should be emphasized as follows:

### **2.4.1. Vocabulary**

English has a very large vocabulary, which adds greatly to our opportunities to express le shades of meaning and to use different styles (Michael McCharty, 1990). Furthermore, vocabulary is the significant constituent in speaking skill. By grasping enough languages, students can rapid their idea clearly.

### **2.4.2 Fluency**

Fluency has crucial pan in speaking, because by fluency teacher can measured how far the dents master the topic of speaking and the most important benefit of fluency is teacher I conclude how far the students understood about the speaking concept itself. In addition, the students have a good fluency when they are speaking in using the target language it indicates that they have understood the speaking concept as well as the purpose.

### **2.4.3. Grammar**

Grammar is needed in spoken language in order to arrange the correct sentence. People judge you by the means you express, and they can discharge what you consume to say if you say it inaccurately (Haliday, 1970). Thus, grammar is desirable to make a good understanding and understanding amid speaker and listener. However, most scholars are very relaxed to be disordered with English grammar, while grammar is very needed to form a right sentence. If the scholars do not have grammar mastery, of course they will not talented to crop verdicts that grammatically precise. Understanding that the students' grammar mastery is actually weak; in addition, they feel embarrassed when they want to produce English sentences orally.

### **2.4.4. Comprehension**

When someone speak, he has to make sure that he understands about what he has said and able to make the listener catch easily the ideas, meanings and feelings of speaker that why comprehension is needed in speaking. Both the production and comprehension of language

ire a factor of our ability to perceive and process stretches of discourse, to formulate representations of meaning not just from a single sentence but also from referents in both previous sentences and following sentences (Brown. 2007:226). From that statement, it can be concluded that comprehension is used to describe die stretches of the topic, which is being spoken by the speakers.

#### **2.4.5. Pronunciation**

Pronunciation is the speaker way to express even single word in correct language. Pronunciation is needed to make good understanding between speaker and listener; moreover, clear pronunciation can express the speaker ideas correctly and make the listener understand the ideas easily. However, Burns and Claire (2003:5) state that the survey conducted for this project showed that pronunciation could be something of a 'Cinderella' in language teaching — to be given low priority or even avoided. Sometimes teaching learning process only stressed in using of grammar or the fluency without correcting the student's pronunciation. Some factors can be the reasons of that situation; one of those factors is the teachers' effort to build students' confidentiality.

#### **2.5. Lack of Interest in the Subject**

In a distant language classroom, the student may often stay still because he has nothing to say' in that moment. The teacher might have elected a topic, which is unpleasant to him, or about which he distinguishes very little. Consequently, he has nothing to express in English. As well as having something to say, the student must have the wish to communicate something to some person or a group of persons. If the student does not have a positive association with his teacher, or feel at ease with his classmates, so, he may feel that what he would like to say can be of little interest to them. On the other hand, he might be very responsive of his limits in the foreign linguistic and feel that, by articulating himself in it, he is laying himself open to disapprove or ridicule. For these reasons, again, he remains silent.

##### **2.5.1. Poor Listening Practice**

Since speaking is fundamentally an interaction between two or more people, attending ability plays a major role. The student may have acquired skill in expressing self in the foreign language, but he has little practice in understanding the oral language in spoken at a nominal speed of delivery in a conversation situation. The student therefore prepares not understand sufficient essentials in the communication to be able to make further influence to the

discussion. Students need much practice in listening to the target language functions, which will deliver them with the breathing space necessary for oral performance.

### **2.5.2. Deficiency in Vocabulary**

In struggling to use the distant language to precise their own thoughts, students find themselves stressed to find suitable words where their choice of appearance is strictly limited. When students are learning a foreign language, they are incapable to express their thoughts in verbally established vocabulary. Thus, discovering themselves now incomplete to expressing themselves in childishly simple language, they feel unfulfilled and painful. The teacher must be aware of this psychological issue and mindful of his own contribution in the process of teaching. He must be aware of the fact that, although they are limited in their powers of expression, they are limited in their powers of expression; they are not really the immature persons this deficiency might make them appear to be.

### **2.5.3. Lack of Self Confidence and the Fear of Making Mistakes**

In numerous classes, some students favor to retain their ideas to themselves when their oral influence may cause unpleasantness and humiliation, while others vacillate to participate in the conversation simply because they are afraid of existence repeatedly corrected by the teacher for every slip they vary. However, student's mistakes must be corrected, but when the student is attempting to encode his thoughts he should be interrupted as little as possible. Instead, the teacher should note one or two errors of pronunciation or grammar that would affect communication or be unacceptable to a native speaker, and bring these to the care of the entire class for a later repetition. Emerging oral skill in the distant language can be ended only in a peaceful and welcoming air where students feel at ease with the teacher and with each other. The teacher essential adopt a motivating approach in such a way that all students are involved in the learning process.

## **2.6. Group work and its components:**

### **2.6.1. What Is Group work?**

Many definitions of group work have been stated; for example, Michael B. (2008) defines, Collection work as a process by which scholars work together in groups to master material initially obtainable by instructor and it is a classroom setting where students interconnect with one another in small diverse groups while employed together on academic responsibilities. In addition, Jacobs. G. (2002: 8) defines. Group work as working together to finish shared goals.

In the relationship between group work and teaching EFL there are many definitions in this field for example, Gabriel (1999: 3); James (2002: 6); Arendale (2005: 3) and EL-Deghaidy, (2007), define, Group work as a diversity of ideas and methods for nice-looking the value of student-student interaction. Group work refers to a wide range of formal and informal activities that include any form of peer student interaction. Group work is an instructional approach to learning that encourages interaction between and among two or more learners to maximize their own and each other's learning." In addition, of course interaction is a best way to let learners practice oral communication skills in EFL.

The element of individual accountability teaches the students to perform higher as individuals by learning as a team. Individual responsibility exists when the presentation of each individual student is measured and the results are given back to the group and the individual in order to determine who requests more assist, support, and encouragement in completing the assignment. In this, element students assess themselves and give feedback, which benefit the students by being able to see where improvement is needed.

### **2.6.2 Essential Components of Group work:**

Several elements distinguish group work from whole class instruction, individualized instruction, and traditional forms of group work. Group work includes the following basic elements:

**Table1: Differences between Group work and C. Learning**

Group work	Cooperative learning
<p>no positive interdependence clear accountability for individual's share of the group's work through role assignment and regular rotation of the assigned role</p> <p>no accountability for individual share of the group's work through role assignment and regular rotation of the assigned role</p> <p>few being appointed or put in charge of the group</p> <p>each learner seldom responsible for others' learning</p> <p>focusing on accomplishing the assignments</p> <p>frequent neglect of good working relationship</p> <p>product-oriented</p> <p>assuming that students already have the required skills</p> <p>rare structuring of procedures and time for the processing</p> <p>emphasizes is on academic development of learners only</p> <p>Sharing of leadership roles</p>	<p>Positive interdependence with structured goal.</p> <p>Heterogeneous ability grouping</p> <p>Sharing of the appointed learning tasks</p> <p>Aiming to maximize each members learning</p> <p>Maintaining good working relationship, process-oriented</p> <p>Teaching of collaborative skills</p> <p>Teacher observation of students' interaction</p> <p>Structuring of the procedures and time for the processing</p> <p>Social development is as important as academic development.</p>

**Adapted from Johnson and Johnson, 1986**

Fehling (2008) also observes that despite the fact that there seems to be similarities between CL and group work, these two concepts should be differentiated. Whereas in-group work the group product (example filling out a work sheet, working on a text together) is the main emphasis, the focus in CL is on learning and social process of each individual students during the students' collaboration.

The other important distinction is that in traditional groups, students are asked to work with little attention paid to group functioning or interaction where as in CL, group work is carefully prepared, planned and monitored (Jacobs, 1989) cited in Seid (2012). Besides, many teachers believe that they are implementing CL when in fact they are missing its essence. Putting students in to groups to learn is not the same thing as structuring cooperation among students.

### **2.6.2.1. Positive Interdependence:**

Ghaith (2002: 7) states that positive relation is a sensation between group memberships that if one fails, all fail, if one prospers, everyone succeeds. Group members understand that each member's efforts advantage not only himself-herself, but all other group followers as well. Positive interdependence delivers a feeling of support within the group. Jacobs (2006: 5) asserts that optimistic interdependence is sensitivity among group members that what helps one group member helps all, and what hurts one group member hurts all. Positive interdependence inspires cooperation and a sensation of support.

### **2.6.2.2 Individual Accountability:**

The second essential element of group work is individual and group accountability. (Ghaith, 2002: 7) designated that distinct accountability happens when each individual member feels accountable to learn, to show their learning, and to contribute to the learning of teammates. The purpose of cooperative learning is to make members a stronger individual in their own right. The achievement of the collection is not restrained by a particular group creation, but by the separate progress of each group member. Jacobs (2006: 5) defines individual accountability as; "The team's success depends on the individual learning of all team members".

### **2.6.2.3 Group Processing:**

The third essential component of group work is group processing. Webb (2002: 10) states that this component happens when group memberships discuss how well they are attaining their goals and maintaining real working associations. Webb adds that unbroken upgrading of the process of learning results from the careful analysis of how members are working together and determining how group effectiveness can be enhanced. By group processing, members can then see how to improve their group cohesiveness. Brandt (2002: 39) describes group processing as; the doings that permit discussion of interpersonal skills and influence the effectiveness of the group's ability to work together. Group processing takes place when scholars examine and discuss how well their group is employed together and how their group influence task better in the future.

#### **2.6.2.4 Face-to-Face Interaction:**

The fourth essential component of cooperative learning is face-to-face interaction. In this component students do actual work together, distribution capitals, helping, supporting, encouraging, and praising each other's efforts to learn. By this interaction, they promote each other's success (Webb, 2002: 11). Ghaith (2002: 9) notes that face-to-face communication is based on the impression that groups prosper only when members engage in dialogue with each other to explain, debate, encourage, and question one another. In addition, Krantz (2003: 25), and Michael (2008), indicate that through face-to-face interaction, the students get the opportunity to establish positive interactions and create intrinsic behaviors, which will benefit the students as productive members of society.

To summarize the preceding definitions, cooperative knowledge is one of the most extensive and productive areas of theory, research, and repetition in education. This learning strategy has been practical to a wide diversity of satisfied areas at all levels. Group work is a pedagogical technique in which, students work together in small, and mixed groups on a structured learning task with the aim of maximizing their own and each other's learning.

### **2.6.3 Learning Group work Structures and Techniques**

#### **2.6.3.1 Jigsaw**

This technique is beneficial if the material to be learned has many components. Each team member is liable for a part. Members of different teams who have studied the same part convene, discuss their part, and then return to their teams, where they take turns teaching their part to other team members.

#### **2.6.3.2 Roundtable**

Roundtable structures can be used to brainstorm ideas and to generate a large number of responses to a single question or a group of questions.

#### **2.6.3.3. Focused Listing**

Focused listing can be used as a suggesting method or as a practice to produce explanations and definitions for ideas. Focused listing asks the students to make words to define or describe something. Once students have finished this activity, you can use these lists to enable group and class discussion. Example: Ask students to list 5-7 words or expressions that label or define what an interested scholar does. From there, you might ask scholars to be

collected in small groups to discuss the lists, or to select the one that they can all agree. Combine this system with a number of the other methods and you can have a powerful group work structure.

### **2.6.3.4 Structured Problem solving**

Structured problem solving can be used in conjunction with several other group work structures. Have the members brainstorm or select a problem for them to consider. Assign numbers to memberships of each group (or use playing cards). Have each associate of the group be a different number or suit. Discuss task as group. Each participant should be prepared to respond. Each member of the group needs to understand the reply well enough to give the response with no help from the other members of the group. Ask an individual from each group to respond. Call on the individual by number (or suit).

### **2.6.3.5. One-Minute Papers**

Ask students to comment on the following questions. Give them one minute and time them. This activity focuses them on the content and can provide feedback to you as a teacher. What was the most significant thing you educated today? What two significant questions do you still have; what remains unclear? What would you like to know more about?

You can use these one-minute papers to begin the next day's discussion, to facilitate discussion within a group, or to provide you with feedback on where the student is in his or her understanding of the material.

### **2.6.3.6 Think-Pair-Share**

This is a four-step discussion strategy that incorporates wait time and aspects of group work. Students (and teachers) learn to listen while a question is posed, think (without raising hands) of a response, pair with a neighbor to discuss responses, and share their answer with the whole class. Time limits and evolution cues help discussion move easily. Students are talented to rehearse spiritually and verbally, and all students have an opening to talk. Both students and teachers have augmented opportunities to think and become involved in groups discussion (Kagan, 1994) as cited in Bayat (2004).

### **2.6.3.7 Three-step Interview**

This includes structured group action with students, using interviews/listening techniques that have been demonstrated; one student meetings another about an proclaimed topic; when time is up students switch roles as examiner and interviewee. Pair then joins to procedure groups of four scholars take turns presenting their pair associates and allocation what the pair partners had to say. This structure can be used as a side builder, and also for opinion questions, predicting, evaluating, sharing book reports, etc. (Olsen andKagan, 1992) as cited in Bayat (2004).

### **2.6.3.8 Numbered Heads Together**

This structure is valuable for rapidly reviewing objective physical in a fun way. The students in each team are totaled (each team might have four students numbered 1, 2, 3, and 4). Students coach each other on physical to be grasped. Teachers pose an inquiry and call number. Only the students with that amount are qualified to answer and earn points for their team, structure both individual accountability and positive interdependence. This may be done with only one student in the class responding (sequential form), or with all the numbers, 3's for instance, responding using every student response technique such as hand signals (Stone and Kagan,1995) as cited in Bayat (2004).

### **2.6.3.9 Group Investigation (GI)**

It is a general classroom association plan in which students' effort in small groups using group work review, group discussion, and group preparation and projects. In this method, scholars form their own two-to-six associate groups. After choosing sub-topics from a part that the whole lesson is learning, the groups' breakdown their sub-topics into individual jobs and carry out the doings that are necessary to prepare group reports. Each group then makes a performance or display to connect its findings to the entire class (Slavin, 1994).

## **2.7. Dealing with Different Types of Students in EFL Classes**

### **2.7.1 Dominant Student**

Many teachers who custom the puzzle technique find it valuable to appoint one of the students to be the conversation leader for each session, on a revolving basis. It is the leader's job to call on scholars in a fair manner and try to spread contribution evenly. In addition, students quickly realize that the group runs more effectively if each student is permissible to

present her or his material before question and comments are taken. Thus, the self-centeredness of the group finally reduces the problem of dominance.

### **2.7.2 Slow Student**

Teachers must spot sure those students with deprived study facilities do not extant inferior information to the jigsaw group. If this were to happen, the jigsaw knowledge might backfire (the state would be similar to the incompetent baseball player reducing a repetitive fly ball with the bases loaded, earning the wrath of teammates). To deal with this problematic, the jigsaw system relies on "expert" groups. Before giving a report to their jigsaw groups, each student arrives an expert group consisting of other students who have prepared a report on the same topic. In the skilled group, students have a casual to discuss their statement and adjust it based on the proposals of other memberships of their skilled group. This scheme works very well. In the initial stages, instructors may poverty to monitor the expert groups prudently, just to make sure that each student ends with a precise report to bring to her or his jigsaw group. Most teachers find that once the expert groups get the hang of it, close monitoring becomes unnecessary.

### **2.7.3. Bright Students Becoming Bored**

Boredom can be a problem in any classroom, irrespective of the knowledge technique existence used. Research proposes, however, that there is less boredom in jigsaw classrooms than in traditional classrooms. If bright students are fortified to develop the mindset of "instructor," the learning involvement can be transformed from a boring task into an exciting challenge. Not only does such an experiment produce psychological benefits, but also the learning is frequently more thorough.

## **2.8. Cooperative Learning and Teaching EFL**

Cooperative small-group learning is extensively recognized as one way in which teachers can promote communication to advantage all students. Bejarano (1997: 205) stresses, one way to improve the quality of communicative interaction in the classroom is to upsurge students' use of Modified-Interaction and Social-Interaction Strategies. Gillies (2004: 260) states that supportive learning creates opportunities for students actively interact with each other; negotiate meaning around a task and appropriate new ways of thinking and doing. Mayo (2002) clarifies that through communication in helpful language education, the learners' care may develop focused on those parts of their inter language that turn from the aim language or

on procedures that are not yet in the learners' inter verbal repertoire. Ghaith (2003: 451) reports that cooperative language learning has been proclaimed as an effective instructional approach in promoting the cognitive and linguistic development of learners of English as a Second Language (ESL) or English as a Foreign Language (EFL).

Teachers often use the variable of second language proficiency when creating heterogeneous groups. This means that students that are more capable will be obtainable to attempt to enable understanding of their less proficient peers. The teaching of cooperative services can play a vital role in helping peer communication, because these skills provide students with strategies for effective interaction. Examples include collaborative skills that second language learners can use to repair communication failures, such as asking for repetition, slower speed of speaking, louder volume, and clarification of words. Collaborative skills also prove useful when students understand the input they have received but wish to disagree (Jacobs, 2002: 7).

According to Yahya (2002: 4), a cooperative learning lesson allows all stages of English language beginners to challenge jobs that are suitable to their language ability skills and also that permits each student to take an important part in doing the group's allocated tasks since without each student's expertise, the group's task is incomplete. Pair and small group activities provide learners with more time to speak the target language than teacher-fronted activities. In addition, learners may feel less anxious and more confident when interacting with peers during pair or small group activities than during whole-class discussions (McDonough, 2004: 210).

In English language teaching, communicative language teaching and cooperative education share mutual characteristics. In a meaningful task, students are requested to conversation information between themselves in small collections. This kind of student teamwork has much welfare, such as, the whole class actively participates in a task at the same time and students can then compare their answers when the task is over, and the meaningful task is rehearsed in class, for later use in real communication outside the classroom.

## **2.9. The Role of the Teacher in Group work:**

Teacher's belief about using group work plays an important role in its implementation. Brandt (2002: 38-40) suggests that in a group work lesson, the role of the teacher with the cooperation of the students, becomes as the task setter. As group, cooperatively work on the assigned tasks, the teacher's role changes to a facilitator/coach mode. In this role, the teacher moves from group to group to motivate the learning process.

The facilitator role provides the classroom teacher with an opportunity to provide on-going feedback and the ability to assess the progress of each group. Andrusyk, (2003: 22-25) report that the teacher's part in an assembly work lesson involves several constituents, such as engaging the students into groups, planning the lesson, explaining the academic task, monitoring the groups as they progress through the task, and evaluating the quality of the work produced. Classroom management decisions must be made in several areas; for example, who to place together in groups, how to organize materials and furniture to facilitate working together, and how to make sure everyone is participating and learning. In addition, all of that is the responsibility of the teacher. For teachers who are using cooperative learning groups to teach a lesson will require quite different skills.

It is the teacher's task to teach the students how to form groups and to take the time necessary to introduce each management tactic and to guide students in the practice in the tactics use. Carter, (2001: 41) assume some useful guidelines for teachers to follow when creating groups such as:

Specify the group name. Specify the size of the group, State the purpose, materials, and steps of the activity, Teach the procedures, Specify and teach the cooperative skills needed, Hold the individuals accountable for the work of the group and teach ways for the students to evaluate how successfully they have worked together. To conclude, the teacher in-group work becomes a guide, a stimulator, and one who encourages, but not one who lectures nor dispenses information. He/she is a resource person who has much knowledge of keeping learners on task. The teacher as resource person has numerous materials and necessary information from which learners in cooperative learning may gather what is needed to achieve objectives. As a helper and facilitator, the teacher is motivated to assist learners to be creative to engage in critical thought, and to identify and solve problems.

### **2.10. The Role of the Learner in Group work:**

In Group work, the essential role of the learner is as a group member who must work with other group members to make certain that everyone in the group has mastered the content being taught. In Group work, the student plays the major role.

Slavin (1995) believes that in order to ensure participation among students, "[they] are expected to help each other, to discuss and argue with each other to assess each other's current knowledge and fill in gaps in each other's understanding." (p. 2). Through group work, students become responsible for their own learning. As Richards and Rodgers, (2001)

put it, "learners are taught to plan, monitor, and evaluate their own learning" (p. 199). In this context, this does not mean that the teacher has no role to perform. Instead, he is there as a counselor, educator, friend and facilitator of learning; his job is more than handing out grades and marking papers with red ink. Richards and Rodgers (2001) report that within Group work, each group member has a specific role to play in a group, such as noise monitor, taker monitor, recorder or summarizer."(p. 197). Similarly, Kagan (1994; in Woolfolk, 2004: 495) states that the teacher must assign a variety of roles for each group member, to make sure that everyone in the group is involved in a specific role in accomplishing an overall group task.

**The following table lists some roles that learners can perform:**

<b>Role</b>	<b>Description</b>
Encourager	Encourages reluctant or shy students to participate
Praise/cheerleader	Shows appreciation of other's contribution and recognizes accomplishment
Gate keeper	Equalizes participation and makes sure how one dominates
Coach	Helps with the academic content, explains concepts.
Question commander	Make sure all students' questions are asked and answered.
Taskmaster	Keeps the group on task
Recorder	Writes down decisions and plans
Reflector	Keeps group aware of progress (or lack of progress).
Quiet captain	Monitors noise level.
Materials monitor	Picks up and returns materials.

**Table.2. Possible students' role in group work (Kagan, 1994; in Woolfolk, 2004, P.496**

## **2.11. Group work Advantages:**

Group work is a unique format, with different expectations for teachers and for students, compared to traditional activities such as whole class discussion, teacher presentation, or individual work. The following are some of the benefits of using cooperative learning in the classroom:

### **2.11.1. Enhancing Student's Social Skills:**

In-group work, students can exercise their collaborative skills and practice working with others to achieve mutual benefit for everyone. Yang et al. (2005), state that one of the most appealing attributes of cooperative learning is its dual focus on academic and social learning

benefits. Social benefits include more on-task behaviors and helping interactions with group members, higher interpersonal and self-esteem, more positive relations with others, more involvement in classroom activities, more favorable attitudes toward schooling, less disorder in the classroom, as well as improved social-emotional skills. In-group work, students have opportunities to talk through the material, to explain it to each other and look at it in different ways. Giving and receiving information enhances student performance.

Students feel that they have a chance to succeed, and believe working towards a successful outcome is a valuable goal. Students' social relationships improved because when students work together towards a common goal, they have a chance to get to know one another as individuals.

### **2.11.2 Individualization of Instruction:**

In a traditional classroom with a heavy stress on a critical method and a whole-class discussion, teachers have to cater their teaching to the regular. If a few students cannot retain up with the class, the teacher cannot continuously stop the class to aid them. Lie, (2000), and Krause U. (2008), argue that with group work, there is the potential for students to receive individual assistance from teachers and from their group members. Help from their group member's increases learning both for the students being helped as well as for those giving the help. For the students being helped, the assistance from their peers enables them to move away from dependence on teachers and gain more opportunities to enhance their learning. For the students giving the help, the group work serve as opportunities to increase their own performance. They have the chance to experience and learn that "teaching is the best teacher". McDonough (2004: 210) asserts that group work gives instructor's opportunities to work with individual learners.

### **2.11.3 Increasing Students' Participation:**

When groups are used, students receive much more chance to speak. First, there is an increase in time when students are talking instead of the teacher. Second, during the time for students to talk, many of them are speaking at any time (Lie, 2000: 125). Second language learning fits group work through the Interaction Hypothesis which states that language learners increase the quantity of comprehensible input they receive by interacting with their interlocutors (the people with whom they are speaking). Group work activities provide a context in which students may be more likely to interact than in a whole class setting. Jacobs

(2006), maintain that group work encourages all the group members to feel that they need to participate and learn. Group work increases students' participation and interaction with each other, thus, creating an environment for productive learning.

#### **2.11.4. Increasing Motivation and Positive Attitude toward Learning:**

In a traditional class, only teachers provide encouragement to students. In-group work, students can encourage and help each other.

The cooperative atmosphere of working in a small group may help develop "affective bonds" among students and greatly motivate them to work together (Lie, 2000: 125). Group work fosters positive attitudes toward working with others, and creates thinking skills that are necessary to acquire and integrate knowledge. Ghaithh63 (2003: 452) reported that through group work, learners could realize that classes and learning may be enjoyable. Group work leads to great motivation toward learning, to increase time on task, and to improve self-esteem. Group work promotes language acquisition by providing comprehensible input in developmentally appropriate ways and in a supportive and motivating environment. Group work enhances the motivation and psychosocial adjustment of L2 learners.

#### **2.11.5. Decreasing Anxiety:**

Students often feel anxious to express in front of the whole lesson. In contrast, there is fewer anxiety linked with talking in the smaller group. In addition, when a student signifies the group and intelligences to the whole class, he/she feels more support, because the response is not just from one student alone, but also from the whole group (Lie, 2000: 125). Abdullah et al. (2002: 10) and McDonough (2004: 210) state that noble groups may deliver an additional motivating, and less anxiety-producing background for language use, thus, snowballing the chances that students will take in more contribution. Learners may feel less anxious and more confident when interacting with peers during pair or small group activities than during whole-class discussions.

#### **2.11.6. Increasing Self-Esteem:**

One purpose in education is to enable students to become life-long learners, people learn without teachers telling them what to do every minute. By flowing from requirement on teachers, obliging group doings help students become self-governing learners and form a community of learners between themselves. Group work assistances students learn to build their own self-esteem and build trust with other students (Lie, 2000: 125).

### **2.11.7. Increasing Academic Achievement:**

The more one works in groups, the more a person learns, the more he retains from those lessons, and the better he understands the materials.

Group work activities tended to result in more willingness to challenge oneself, more willingness to persist at difficult task, a greater use of critical thinking skills, more evidence of cooperative thinking, more transfer of learning from one situation to another, more time on task, a more positive attitude toward the task being completed (Dohron et al. 2002: 50).

James (2002: 11) and Holliday (2002: 3) state that collection work fosters exercises that necessitate students to talk and to listen, to write, to read, and to reproduce on what is being studied rather than attend positively to a lecturer. Cooperation results to higher attainment and greater productivity. Collaborative learning promotes greater use of higher-level reasoning strategies and creates a productive learning environment. Group work is the best means of improving the academic achievement.

Finally, group work is an effective strategy for classrooms with English language learners. Pair and small group activities provide learners with more time to speak the target language than teacher-fronted activities, and promote learner autonomy and self-directed learning. Small groups provide greater intensity of environment, so that the quality of language practice is increased, and the opportunities for feedback and monitoring as well.

### **2.12. Group work: Problems and Solutions:**

#### **2.12.1 Unequal Participation:**

One fear teachers have about using group work is that low status students will not participate and/or that high status students will take over the group. To solve this problem, teachers can create groups that are equitable so that all students participate as possible as they can, and use multiple-ability strategies, if group work is to work harder. Teachers also need to convince students of two things: different intellectual abilities are required in-group work, that no one of student has all the abilities needed, but that each member of the group will have some of the abilities (Yahya, et al. 2002: 9).

Sometimes one or two students in the group doing all the work, while the others sit relax. So, one way to encourage the participation of all group members is to hold everyone responsible

for working with a task or a level of performance. Teachers can do this by giving individual quizzes, by having each student to complete an individual worksheet or project.

In addition, the teacher has to circulate throughout the room, observing each groups activity. In the way he/she can note problems, provide assistance, and keeping students dealing with a task.

Most students have little experience working in group, and norm of the traditional classroom that are dramatically different from the norms of successful group work. If the teacher wants his/her students to work together productively, he/she must plan to divide groups and preparing suitable tasks carefully, and teach students the new norms. During group work activities, the teacher asks students to help one another, explain material to all students, check that they understand, provide support, listen to some group members, ask students to give every-one a chance to talk (Mahran, 2000: 35)

### **2.12.3. Making too much Noise:**

Participating and interact all students with each other at the same time will probably make a lot of noise. There is definitely more noise in a group work structured classroom. The noise may be recognized as constructive. This noise is not an evidence of lack of control, but it is an evidence of students' engagement in the activity of learning.

### **2.12.4. Some Students Prefer to Work Alone:**

Many students especially adults prefer to work alone, because, that is the way they have operated ever since they started going to school. The teacher can help his/her students to realize that language is a proficiency for communicating with people and the more they involve in such face to face communication, the more their verbal communicative competence will improve. When introducing group work, the teacher should be sure to highlight the advantages of working in groups. The teacher can shape an activity that encourages all students to donate, (Mahran, 2000: 36). As Berhanu (2000) and Mekonnen (1998) show, even if many of our university students spent 8 or 9 years in learning the English language, most of them are poor at speaking. Furthermore, Amlaku (2010:12) also claims that students who join colleges and universities are unable to express themselves in English well. These problems in turn may pose problems for students, as some courses' assessments require them to orally express their ideas.

According to Seid (2012), group work is practiced in secondary school in our country. He explains that an attempt has been made to implement group work since 1994.

According to Johnson and Johnson (1999) as cited in Seid (2012), states group work is now an accepted and highly recommended instructional procedure at all levels of education. According to Hagose (2012), teachers are still playing dominant roles to guide and control the learning process. The activity based on group work helps teachers to facilitate learning and to recognize how the teaching-learning process is going on. In his/her role as a facilitator, the teacher must move around the class helping students and groups as needs arise. A class activity, which does not give students a chance to interact and practice exercise, may be said that it lacks group work activities. The present researcher again also observed that the teaching learning process is more of individual and competitive when the teachers teach in the English classes. Due to this, the researcher is motivated to conduct the study on the practice of group work and its role in developing students' speaking skill in university level because of two main reasons. First, the researcher observes that group work is sometimes practiced in the university level, but it is not enough to use the target language for different purposes. Second, to the knowledge of the researcher, since group work is such a well-researched area one would assume that teachers broadly implement this approach though the area is not researched well. However, some researchers have done studies that related with the idea of group work. Dejene (2011) has studied on the role of obliging learning in enhancing students' writing presentation. In a similar way, Berhanu, (2000); Seid, (2012) and Wossen, (2011) have studied on the practices of cooperative learning, effects of group work on reading comprehension achievement in EFL and social skill, and perception and classroom practice of group work in EFL classes in secondary and preparatory schools respectively. However, there is no study that has been conducted on the practice of group work and its role in Developing Students' Speaking Skill in university level. Therefore, there is a gap in this area that needs to be filled.

To make it more clear, some research works have been conducted on the importance of group work in speaking skill, but none of them have tried to figure out the practice of group work and its role in improving students' speaking skill at high School level. The current study differs from the earlier ones in that it mainly tries to investigate the practice of group work and its role in developing students' speaking skill. That is to say, where other researchers did not mention in the way the researcher tries to look at them and the study would give the possibility to practice of group work and its role in developing learners' oral communication.

## **CHAPTER THREE**

### **3. METHODOLOGY OF THE STUDY**

In this section; the sample size and sampling technique, instruments of data collection, procedures of data collection and methods of data analysis are the main points that are discussed.

#### **3.1 Research Design**

A mixed-method approach consisting of both qualitative and quantitative approaches was employed in this study. The researcher believes that biases inherent in any single method can be neutralized or minimized if more than one design is used. The mixed-method approach applied in this research was for concurrent triangulation. Triangulating data sources, (a means for seeking convergence across qualitative and quantitative methods) is important (Dornyei, 2007 and Creswell, 2010). This is because it is helpful to the overall strength of the study rather than using either quantitative or qualitative research, (Creswell, 2003). For this very fact, the researcher will use this mixed method approach to investigate the role of cooperative learning in developing students' oral communication and the factors that hinder students to use the language as effectively as possible.

#### **3.2. Research Setting**

The unit of the research is Yeka sub city woreda 9. The school has primary and Secondary Schools but my emphasis is on secondary school level besides the sample secondary school has 3670 students and 230 teachers respectively. The rationale behind selecting grade 11 for the research purpose was that the researcher had strong attachment with the school management and the researcher was offering English course for the particular grade there. The school has four principals (one main principal and three deputy principals.)

#### **3.3 Population of the Study**

The study involves grade 11 students of Selam preparatory school and their English teachers. In selam preparatory School of grade 11 Social and Natural Science students, there are 3 class rooms, A, B and C, which holds 30, 25 and 25 respectively and three English teachers of Selam preparatory school.

### **3.4. Sampling Techniques**

Availability sampling was used in selecting participants in the study. The school had only three sections of grade 11 with a total of 80 students and all were included as the number was manageable. Similarly, there were only three teachers teaching English at that level and all three were taken for the study.

### **3.5 Data Collection Tools**

The main data gathering tools used in the study were Observation, questionnaire for students and interview for teachers.

#### **3.5.1 Classroom Observation**

During the classroom observation the researcher prepared observation checklist for the teachers questioning purpose, types of questions asked and the techniques of questioning in the English speaking classroom and activities carried out in the English classroom in order to investigate the problem.

#### **3.5.2 Students' Questionnaire**

Questionnaire was one of the data-gathering instruments used for the study, and they are easy to analyze as data entry and tabulation and they are familiar to most people. Lastly, they reduce bias, as there is uniform question presentation. Therefore, students' questionnaire was designed to gather information on their attitude towards group work.

The questionnaire was mainly designed to assess the practice of group work and its role in developing students' speaking skill. In designing the present self-completed questionnaire, the items (yes/no question), 10, picking up the most appropriate answer from a series of options, and 2 open-ended questions asking the students to give their opinions or to explain their choices in particular aspect of the study. The questions cleared enough in order to help students understand and provide the appropriate answers. It was prepared in English and translated into Amharic. [Who did the translation and did you do anything to check the accuracy?] This is purposely done to avoid the problems of language barrier, which may affect obtaining accurate information.

### **3.4.3. Interview**

As Ranjit (1996:115) shows that “In situations where in-depth information is required, interviewing is the preferred method of data collection.” Depending on the nature of the study and the degree of control, structured interview was conducted for English teachers which is highly favored for its flexibility has been selected.

### **3.4.7. Data Collecting Procedure**

Before collecting data from different sources, first, permission was obtained from the School Director. After that, the data collection process was carried out. The data sources were, teachers and students. The data collecting process was carried out procedurally. First, the questionnaire was administered and interview conducted. Finally, the researcher used a descriptive method approach to analyze and interpret the data obtained from the questionnaire. Based on the collected data, the researcher discussed the results, drew conclusions, and provided recommendations.

### **3.5. Techniques of Data Analysis**

At this stage all, the garnered data using the designed tools were organized sequentially as they actually took place according to the plan.

First, the students’ questionnaire was analyzed thematically. Then, the results of the questionnaire were tabulated so that the number of students along with their percentage in each item was described. For this analysis, frequency distributions were used. Thus, quantitative data obtained from respondents were analyzed and tallied according to their thematic group. Then after the result from observation checklist was presented. Finally, the results from each tools were described and interpreted. At the end, research findings were presented and discussed; then conclusions were made and recommendations were suggested.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1. Introduction**

This study was as noted earlier, aimed at investigating the practice of group work and its role in developing students speaking skill in Selam Preparatory school grade 11 Social and Natural science Students. As long as this research is concerned, the most suitable method is the descriptive one. The questionnaire is the most widely used for eliciting information from some target informants relative to their goals, attitudes and backgrounds. In this study, the researcher made use of students' questionnaire designed for inviting them to contribute information on their actual state of learning. When the questionnaire is well prepared, it enables the researcher to achieve a more reliable and comprehensive picture. The tools used to collect data were classroom observation, interview and student questionnaire. The data obtained with these instruments were analyzed quantitatively and qualitatively. In this chapter, first, clarifies the students' questionnaire in terms of the aim and description. Then, the students' questionnaire and teachers' interview are analyzed. In the final section of the chapter, the findings of quantitative and qualitative data analyses are discussed.

#### **4.2. Students' Questionnaire**

##### **4.2.1. Aim of the Questionnaire**

The researcher designed this questionnaire to diagnose the students' attitude towards their speaking skills in cooperative learning in English language. Second, it also attempted to investigate their actual state of learning in terms of the group work.

##### **4.2.2. Description of the questionnaire**

In designing the present self-completed questionnaire for research purposes, the items required answers with five (yes/no questions), six picking up the most appropriate answer from a series of options, and two open-ended questions were asked the students to give their opinions or to explain their choices.

### 4.3 Data Presentation and Analysis

**Table 1 Student's attitude towards speaking skill**

Option	Freq.	%
Less positive	30	37.5
More Positive	5	6.25
Good Indifferent	5	6.25
Less Negative	40	50
<b>Total</b>	<b>80</b>	<b>100</b>

From the total population half of the respondents which is 50(%) believed that speaking in English was medium while 37(%) of the respondents said it was less positive. 6(%) and 6(%) said very good and good indifferent respectively. This indicated most students hardly to speak in English.

**Table 2. Student's inserts in learning speaking skill**

Option	Subject	%
Yes	60	75
No	20	25
<b>Total</b>	<b>80</b>	<b>100</b>

Sample respondents were asked about students' interest in learning speaking skill. According to item 2, 75(%) of the respondents responded that they were interested in learning speaking skills through group work. However, of respondents 25(%) said that they are not interested in learning speaking skill through cooperative group work. Students' interest towards speaking skill had a great role for the success of their communicative competence. To do this, students' interest should be raised to higher rate. In addition to quantitative analysis, the qualitative study also identified:

*Speaking tasks find in the interest. And topics of group discussions presented in the textbooks are motivating and encouraging. They are appropriate to their age and level of understanding. More students are not attractive and interesting. It does not focus to their background knowledge.*

Therefore; as shown on both approach finding, opposite findings were investigated that students are interested in speaking English from surveyed data and students are not attractive and not interested in participating.

**Table 3. Importance of group learning**

<b>Opinion</b>		<b>Subject</b>	<b>%</b>
Is group work important?	Yes	50	62.5
	No	30	37.5
<b>Total</b>		<b>80</b>	<b>100</b>

Majority of the respondents agreed that group learning is found helpful whereas the remaining proportion of sample respondents disagreed with the issue raised. According to item 3, 86.67(%) of the respondents responded that cooperative learning is helpful in improving their speaking skill whereas 13.33(%) of the respondents responded that it was not helpful. Too scanty explanation about the table and more important, you have to give a critical reflection on each of data in the tables. Go beyond what is in each table and show your reader the implication in relation to language learning. Otherwise, everything will be too superficial.

**Table 4. Students speaking ability in-group work discussion**

<b>Responses</b>	<b>Subject</b>	<b>%</b>
a. very great extent	60	75
B .great extent	2	2.5
c. some extent	5	6.25
d. limited	1	1.25
e. not at all	12	15
<b>Total</b>	<b>80</b>	<b>100</b>

Majority of the respondents agreed that students speaking ability in group work discussion is found helpful whereas the other remaining kept quiet and responded to great extent, some extent and limited as well. As indicated in table 4, responses obtained from the respondents were organized, analyzed and the following results were obtained. The results of table 04 showed that 75(%) were very great in confident when they discussed in-group, 2.5(%) of the respondents were also confident to great extent. 6.25 (%) of the respondents were confident

to some extent. Others 1.25(%) were confident to limited extent and 15(%) respondents were not confident at all speaking in English while they were discussing in their group work.

*Moreover, to above information interview result implied that students' confidence towards speaking in English in their group work was good. Nevertheless, those who had not and limited confidence to speak in their group work might slow learners, fear their friends or introverts. The data indicated that most of the students were confident to use the language while their group discussion, though their level of confidence was different. Therefore, developed self-confidence affects the whole system of teaching and learning the language at large and speaking skill in particular. No, not all students. Only some participate actively. And the reason for this is, some have pool background knowledge about the topic, some are shy, some feel nerves when they try to speak and others do not speak freely due to their cultural influences.*

**Table 5. students attitudes towards oral expression practices**

<b>option</b>	<b>frequency</b>	<b>%</b>
Very much	30	37.5
Somewhat	40	50
Don't know	7	8.75
Not very much	3	3.75
Not at all	-	-
<b>Total</b>	<b>80</b>	<b>100</b>

This item of information shed light subjects' attitudes toward the cooperative learning activities to develop their oral performance. 30 (%) of the subjects indicated the oral expression practices in-group work helped them to improve their oral performance, 40(%) of the subjects said they improved somewhat their oral performance.

Some number of the subjects opted for the reverse situation, in that 8.75 (%) and 3.75(%) of the respondents did not actually find their practices in their group work not very much and not at all helpful to develop their oral communication.

Many students contributed to language input partly because cooperative learning was interesting enough to stimulate their verbal participation and communication. If the activities were motivating enough, students were seen struggling to express them using the language to express their ideas. To sum up, the data showed cooperative learning had a potential to develop the students' oral communication though the level was varied.

**Table 6. The extent to which group learning is helpful in improving oral performance**

<b>options</b>	<b>Frequency</b>	<b>%</b>
very much	18	22.5
Somewhat	35	43.75
Don't know	23	28.75
Not very much	1	1.25
Not at all		
<b>Total</b>	<b>80</b>	<b>100</b>

The researcher recorded 22.5(%) of the respondent who admitted that their extent of oral performance was very much. 43.75 (%) said that the extent at which group learning is helpful in improving oral performance and the other 28.75(%) said don't know. To the opposite, 1.25(%).Therefore, according to the result of the above data. Most of the students put the extent of cooperative learning in improving oral performance in English in their group work was very much. This indicated that cooperative group works ahead great contribution for the development of their oral communication although somewhere not beneficial from it.

**Table 7. Confidence in the use of English**

<b>options</b>		<b>Subjects</b>	<b>%</b>
Are students confident in the use of English in the classroom?	Yes	25	31.25
	No	55	68.75
<b>Total</b>		<b>80</b>	<b>100</b>

From table 07, 68.75 (%) did not feel at ease to speak (they remain silent), while about 31.25(%) who considered themselves as active. However, that means not all subjects actually were motivated to speak in English language. This had several reasons; one possible reason might be the respondents were not being interested in the topics themselves. Another interpretation might be the subjects were not motivated enough to speak. The next question gave the research a clear idea of some possible factors that prevented students from speaking in foreign languages.

**Table 8.Reason for the inability to speak in English**

<b>Options*</b>	<b>Frequency</b>	<b>%</b>
a. fearing of making grammatical mistakes	20	25
b. fearing of making pronunciation mistakes	12	15
c. having deficient vocabulary	10	12.5
d. fearing of teacher's negative feedback	30	37.5
e. lack of self-confidence	8	10
<b>Total</b>	<b>80</b>	<b>100</b>

Having discussed the issue of students being afraid to talk it seemed wise to see just what made students unwilling to use the language for oral communication. Therefore, subjects were asked why they did not participate in the classroom and were provided with set of possible choices from which they had to choose from those which describe their case.

Where 25(%) of the subjects indicated, they did not participate, because they were afraid of making grammatical mistakes, and that their group members made fun of them. 15(%) said, it was because they had deficient in using vocabulary, as they were not fluent, other 12.5(%) subjects out of the 'yes' respondent did not participate as they were afraid of making pronunciation mistakes in fact these prevented communication and slow down learning closely related to this was fear of teachers' negative feedback; the researcher recorded 37.5(%) subjects, and 10(%) who were reticent to speak in the classroom since they lacked self-confidence; this kept them from making their way toward fluent speakers. Therefore, the teacher's role should be to create friendly and relaxed atmosphere that pushed them to speak.

**Table 9.Students' evaluation of their oral production**

<b>Option</b>	<b>Subject</b>	<b>%</b>
Yes	70	87.5
No	10	12.5
<b>Total</b>	<b>80</b>	<b>100</b>

The majority 87.5(%) said 'yes' while only 12.5(%) subjects said no. Therefore, the number of respondents who said 'no' showed that they were not given the opportunity to provide

feedback on committing mistakes which could stimulate students' participation in the teaching process. Self-evaluation and peer review could be a useful technique in which students felt more responsible and thus more independent in their learning.

**Table 10. Understanding the specific of successful group learning**

<b>option</b>	<b>Subject</b>	<b>%</b>
a. ask and respond to more question?	35	47.5
b. learn to listen to different opinion?	40	50
c. evaluate their peers' performances?	5	2.5
d. develop social skills for getting along with others?	-	-
<b>Total</b>	<b>80</b>	<b>100</b>

The above table revealed that 47.5(%) found that group work helped them to ask and respond to more questions. The second option was opted for 50(%) who believed that cooperative learning helped them to listen to different opinions. 2.5(%) of the subject replied, it helped them to evaluate their peer performance.

**Table 11. Helping group work to improve oral proficiency**

<b>Option</b>	<b>Subject</b>	<b>%</b>
Yes	58	72.5
No	22	27.5
<b>Total</b>	<b>80</b>	<b>100</b>

As shown on above table 72.5(%) respondents indicated that group work did help them to improve their speaking skill. In comparison, 27.5(%) subjects opted for the opposite situation. It communicated a deep fact that a high portion of the sample recognized the benefit of cooperative group work in improving their speaking skill. Accordingly, those who affirmatively responded justified their responses from group work. They thought that group work gave them opportunities for sharing experience with their friends, for practicing oral skills in a less intimidation atmosphere and for helping one another. Furthermore, they responded that they got appropriate time to practice the language to express their ideas in communicative situations.

*On the other hand, those who said they did not beneficial from group work stated different problems. They replayed that a static grouping restricted the chance to learn from different classmates and to get to know them, groups usually broke up immediately after group tasks started; members turned away from the tasks, and were involved in a noisy chat. Finally, they emphasized that cooperative learning activities did not enhance their oral production and thus they came to consider the activities as a dissipation of their precious time and energy. It was important to note that the limitations cited by the students confirmed the conclusions he drew regarding the teachers' practices of organizing group work for teaching speaking skills. Therefore, it looked reasonable to conclude that cooperative learning in a university level selected for the study appeared to have different impediments at various stages of organization.*

These impediments place obstacles to the student to benefit from group tasks in order to adequately practice and improved their oral skills. In other word, lack of effective organization appeared to deny the learners conducive atmosphere for successfully completing group tasks and thereby enhanced their speaking skills.

**Table 12. The management of time in-group work discussion**

<b>Option</b>		<b>Subjects</b>	<b>%</b>
Is the time given to discuss in group work enough?	Yes	65	81.5
	No	15	18.75
<b>Total</b>		<b>80</b>	<b>100</b>

According to table 11, 81.5(%) of the students responded the given time for speaking was enough. However, 18.75(%) students said that the given time to group work discussion was insufficient.

It is possible to say that there was not a shortage of time in discussing in groups therefore, the learners' communicative competence was not affected, though some students responded, the given time was insufficient for practicing the skills in-group. Most of the students agreed that group work improved their speaking skills. They said group work had many advantage to improve their oral production. They stated as follows:

*In-group learning, they had opportunities to talk through the material, to explain it to each other and looked at it in different ways. Giving and receiving information enhanced their oral communication performance, they had a chance to succeed, and believed working toward a successful outcome was a valuable goal. It also gave them opportunities to compose and ask question. It encouraged thinking, accountable talking, and problem solving. In addition, it improved our engagement that could lead to deeper learning and invited even the passive students to participate. Nevertheless, a few respondents thought cooperative learning had no contribution to the development of their oral production.*

*The reasons were; a few students had little experience working in cooperative learning groups, the interaction of all students with each other at the same time made a lot of noise, and a few students preferred to work alone. Therefore, due to the above-mentioned problems, they did not think group work had value for the improvement of oral production.*

## **Discussions**

Based on the analysis of the students' questionnaire, the researcher noted that: Foreign language is not merely a process of transforming knowledge, but one that creates situation where students interact and express their thought in the target language. Although most students were motivated to learn English through group learning, they frighten to speak it for their inability to interact with others; lack of self-confidence, fear of operating foolish when mistakes were made (grammatical or pronunciation mistakes) and fear of teachers' negative feedback. Because of many inhibiting factors (listed above) students had, teachers needed to encourage students' talk in their group to exclusively in English.

In teaching speaking, students seemed to have different attitudes toward different teaching techniques. The majority of the students were interested in discussing in groups. The teachers' roles are to adapt the technique, which encourages more students' participation. The students showed different preferences to classroom arrangements (i.e. group work, pair work). However, teachers needed to include the type of teaching that provided learners with a variety of opportunities for communicative interaction and language use. Concerning the implementation of group learning, a few students did not seem too aware of the skill they could adopt for a successful functioning of group learning. The researcher believed that teachers should raise their students' awareness towards the importance of these skills.

Students were more free and interactive during the group discussion as the researcher provided performance and gained organize manage, are responsible, be active, and participant, making suggestions, summarize, elaborate, explain and defend. Being exposed to group work helped students to improve their oral communication performance. From the researcher's teaching experience in different colleges in the city the speaking skill by using cooperative learning, he noticed that students improved performance in the students' oral communication skills at the end of the academic year compared with their performance in the beginning of the academic year. This research somehow failed to align with Sintayehu Teferi's (2015) research because he discussed that, most students do not speak English throughout group discussion in group work because of their shyness or lack of confidence while speaking. Conversely, this piece of research has aligned with the work of Brumfit (1984).

## **CHAPTER FIVE**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Conclusions**

The main purpose of this study was to investigate the practice of group work and its role in developing students speaking skills of Selam preparatory school grade 11 of social and Natural science students. The results indicate that group work helped to develop oral communication skills, because the activities encouraged students to interact freely and communicate effectively using the target language.

During group work discussion, it was noticed that there was an active involvement, interaction, cooperation, and participation between students. Students become more serious, responsive and active. The participation in the activities of the tasks in their group learning let us all students use the language for self-expression and communication. Group work was effective in increasing the leadership skill and enhances students' self-esteem through assigning roles for each member in the group to be responsible of his/ her role, which in turn motivated students to participate in the learning process. Students helped each other to build a supportive community that raised the performance level of each member; this led to higher self-esteem in most students. Group learning strategy proved effective in increasing motivation for learning, reasoning, and problem solving. The results of this study were generally indicative that group work promoted an academically and personally supportive classroom climate as well as maximized positive interdependence and achievement among learners, and it led to improve their oral proficiency. Group work-based activities in this study helped students to be more exposed to the English language and to use it in achieving real communication purpose.

## **5.2. Recommendations**

Based on the findings drawn above the researcher would like to recommend the following points: Although most students participated in the group language classes, some students didn't participate because of the shyness during group work so, teachers' roles are to adapt the technique which encourages more students' participation and relax them during speaking classes.

Although the class teacher was busy to make students active in 1 to 5 groups' discussion, they were not interested to utter to their peers so, Teachers needed to include the type of teaching that provided learners with a variety of opportunities for communicative interaction and language use classified in groups of five. The researcher believed that teachers should raise their students' awareness towards the importance of practicing group work and its role in developing their speaking skill.

## References

- Bayat, O. (2004). The Effects of Cooperative Learning Activities on Student attitudes, Towards English Reading Courses and Cooperative Learning. (MA Thesis).Bilkent University.
- Berhanu G/Michael. (2000). A study of the Practice of Cooperative Learning in Grade 11: Group Work Organization in Focus. (MA Thesis).Addis Ababa University, Addis Ababa.
- Bethel Bekele. (2011). Practice and Perception of Bulbula school community towards the implementation of Active Learning in teaching English: Bulbula Secondary School in focus. (MA Thesis).Addis Ababa University, Addis Ababa.
- BeyeneGeberu. (2008). Perception and Classroom Practice of Communicative Language Teaching by High School EFL teachers and Learners.(MA Thesis).Addis Ababa University, Addis Ababa.
- Bolukbas, F. et al (2011).The Effectiveness of Cooperative Learning on the Reading Comprehension Skills in Turkish as a Foreign Language.Journal of Educational Technology.vol.10 Issue 4.Pp 330-335.
- Brown, H.D. (1994). Principles of Foreign Language Teaching.Cambridge University Press.
- Cherie Mesfin. (2003). An Exploration into the Involvement of ELT teachers in Action Research: The Case of Three Teachers' Training Colleges. (MA Thesis). Addis Ababa University, Addis Ababa.
- Cohen, E. G. (1994).Restructuring the classroom: Conditions for productive small groups. Review of Educational Research, 64, 1-35.
- DejeneMendera. (2011). An Investigation of the Role of Cooperative Learning Enhancing Students' Writing Performance in Shambu Preparatory School Grade 11 Students in Focus. (MA Thesis).Addis Ababa University, Addis Ababa.
- Fahad, N. (2009). Students Attitude and Perception towards the Effectiveness of Mobile Learning in King Saud University, Saudi Arabia.The Turkish Online Journal of Education Technology.

- Fehling, S. (2008). Cooperative learning in the EFL classroom. University Kassel. Germany.
- Freeman, D.L. (2000). Techniques and Principles in Language Teaching. New York: Oxford University Press.
- Guptal1, and Ahuja 2. (2014). Cooperative Integrated Reading Composition: Impact on Reading Comprehension Achievement in English. International Journal of Research in Humanities, Arts and Literature. Vol. 2, pp 37-46.
- HagosHaftu. (2012). The Major Challenges of Implementing Active Learning in EFL Classes of WolitaSodo University. (MA Thesis). Addis Ababa University, Addis Ababa.
- Hennessey, and Dionigi, R.A. (2013). Implementing Cooperative Learning in Australia Primary Schools: Generalist Teachers' Perspective. Issues in Educational Research, 23(1), pp.52-68.
- Johnson, D.W. and Johnson, R.T. (1990a). Social skills for successful group work. Educational leadership, V.47, N 4, PP. 29-33.
- Johnson, D.W. and Johnson, R.T. (1998). Cooperative learning and social interdependence theory. In R. Trindale, L., et al., (Eds.), Theory and research on small groups (pp 9-36). Social Psychological Applications to Social Issues, 4
- Johnson, D.W., Johnson, R.T., and Holubec, E. (1994). The new circles of learning: Cooperation in the classroom and school. Association for supervision and curriculum development.
- Cooperative, Competitive and Individualistic Learning.' American Educational Research Journal, 23(3), 382-392.
- Kagan, S. (1990). Cooperative learning for students limited in language proficiency. In M. Brubacher, et al (Eds.), Perspectives on small group learning: Theory and practice (pp. 202-223). Rubicon publishing Inc.
- Kothari, C. (2004). Research Methodology: Methods and Techniques. (2nd ed.) New Age International Publisher. New Delhi.
- Liang, T. (2002). Implementing Cooperative Learning in EFL Teaching: Process and Effects. (PhD Dissertation). National Taiwan Normal University.
- Meixian, L. (2013). Issues in Implementing Cooperative Learning to Improve Oral Proficiency in the Chinese EFL Context. China Media Research.

- Mickunas, N. (1995). Cooperative Learning: The Teachers' Perspective. (Ph Dissertation) Lesley College Graduate School.
- Mijena, E. (2013). The Need for Professional Growth of ELT Teachers in Ethiopia. Science, Technology and Arts Research Journal. Wollega University
- MolalignBirega. (2011). Factors that Hinder the Implementation of Communicative Language Teaching: Preparatory Schools in Focus. (MA Thesis). Addis Ababa University, Addis Ababa.
- Nunan, D. (1992). Collaborative language learning and teaching. Cambridge: Cambridge University Press.
- Panitz, T. (1996). A Definition of Collaborative Learning Vs Cooperative Learning. London Metropolitan University. July 25, 2005.
- Richards, J.C. and Rodgers, T.S. (2001). Approaches and Methods in Language Teaching. (2nd ed.). Cambridge: Cambridge University Press.
- Salend, S. J. (1994). Effective mainstreaming: Creating inclusive classroom (2nd ed.) New York: Macmillan publishing company.
- Seid Mohammed. (2012). Effects of Cooperative Learning on Reading Comprehension Achievement in EFL and Social Skills. (PhD Dissertation). Addis Ababa University, Addis Ababa.
- Sharan, S. (1994). Cooperation in the Multi Ethnic Classroom. London: David Fulton Publishers.
- ShemelesAssefa. (2012). Assessing the Current Implementation of Communicative Language Teaching for English Language Teachers in Ethiopia Universities. Twente University.
- Slavin, R. E. (1987). Cooperative Learning and the Cooperative School. Educational Leadership, 45 (3).
- Slavin, R. E. (1994a). A practical guide to cooperative learning. Boston: Allyn and Bacon.
- Slavin, R.E. (1988). Cooperative Learning and Student Achievement. Association for Supervision Curriculum Development.
- Suhendan, E. (2014). Cooperative Learning in ELT Classes: The Attitudes of Students towards Cooperative Learning in ELT Classes. International online Journal of Education and Teaching. Vol.1, No. 2.

- Thanh, P. (2008). The Role of Teachers in Implementing Educational Innovation. The Case of Implementing Cooperative Learning in Vietnam. Canada Center of Science and Education.
- Tippawan, N. (2008). Two Thai Teachers Perception of Cooperative Learning. Queensland University Press.
- Wang, T. (2007). The Comparison of the Difficulties between Cooperative Learning and Traditional Teaching Methods in College English Teachers. The Journal of Human Resource and Adult Learning. Vol.3, No.2.
- Wondwosen T/Michael. (2008). An Assessment of the Oral Group Lesson in “English for Ethiopia Grade Seven” in Promoting Cooperative Learning. (MA Thesis). Addis Ababa University, Addis Ababa.
- WossenMekonnen. (2011). Assessing Students’ and Teachers’ Perception and Classroom Practice of Cooperative Learning in EFL Classes. (MA Thesis). Addis Ababa University, Addis Ababa.
- Zhu, B. and Zhou, Y. (2012). A Study on Students’ Affective Factors in Junior High School English Teaching. Foreign Language School, Zhejian Ocean University, China. Vol.5, No. 7.

# Appendix A

## Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

### Students' Questionnaire

Dear students,

I would like to thank you for your unreserved cooperation to fill this questionnaire. This questionnaire is designed to gather information on factors that affect the effective practice of speaking skills in group work in grade 11 students. It has no intention to evaluate you based on the responses. Each of your genuine responses has high value for the success of this study. Thus, the researcher kindly requests you to give your open and honest responses to the questions.

**Thank you in advance!**

**Instruction 1:** Complete the following background information using tick(s)

**Sex:** Male  Female

Age: -----

Stream: Social science  Natural science

**Instruction 2:** This questionnaire has three parts. Read items under each part and indicate your degree of agreement using the following five points scale.

5= Strongly Agree, 4= Agree, 3= I have no idea, 2= disagree, 1= strongly disagree

**Part One: Questions about your personality (like self-esteem...) and socio-cultural factors (like group size...)**

No	Items	Possible response				
		Strongly Agree	Agree	I have no idea	Disagree	Strongly disagree
	During group discussion in speaking class, I do not speak English language					
1	I fear my English teachers.					
2	I worry and feel stress to speak English.					
3	I am shy so that I often use my mother tongue when I talk to peers.					
4	I feel that other students are better in speaking English					
5	My culture doesn't allow me to speak English a lot in front of elders and guests.					
6	I don't have good speaking ability.					
7	The way I was brought up influences me to be silent in front of groups. (Cultural					

**Part Two: Questions on Situational Factors (like the nature of tasks...)**

No	Items	Possible response				
		Strongly agree	Agree	I have no idea	Disagree	Strongly disagree
	I can/can't speak English in running group work (because)					
8	In my English text book, speaking tasks are interesting using group work and inviting to					
9	I choose small group size (2-5).Because my participation in speaking English increases in					
10	I don't prefer large group (6 and above) for discussion in order not to miss the opportunity of					
11	I participate better in homogenous group (groups					
12	I participate actively when group members are my friends.					
13	I participate more in heterogeneous group /mixed					
14	Speaking activities in the English textbook are suitable to my age, background knowledge					
15	Seating arrangements like in the immovable desks affect our communication competence in					

### Part Three. Questions about a class Room English Teacher

No	Items	Possible responses				
		Strongly agree	Agree	I have no idea	Disagree	Strongly disagree
	My English teacher					
16	Introduces the topic of the lesson in English.					
17	Gives explanation in English when the textbook's presentation is not clear					
18	Encourages us to speak English in group discussions.					
19	Uses different methods of group formation.					
20	Goes around during discussion to observe groups.					
21	Facilitates group discussion.					
22	Intervenens and helps us when it is necessary.					
23	Evaluates our group performance.					
24	Suggests his/her opinions when students are passive or shift to their mother tongue					
25	gives us feed back					

## Appendix B

### Classroom observation checklist

English teachers role during	Activities done	Observed teacher			Total	Remark
		01	02	03		
Presentatin stage	Providing starter /warmer/ in English language.	+	+	+		
	Introducing the day's lesson in English language.		+	+		
	Encouraging learners to participates in English.					
	Forming groups using different techniques.	+				
	Assigning functioning roles.	+	-	-		
	Telling objectives of tasks.	-	-	-		
Practice stage	Going around groups.	+	+	+		
	Monitoring and facilitating group discussion	+				
	Intervening and helping groups.	-	+	-		
Ending stage	Evaluating group performances.	-	-	-		
	Giving feedback	-	-	-		
	Chances given for group discussions.	+	+	+		
Time given for the group discussions in each class.		20 min.	10 min	15 min.	Total = 45min.	

## Appendix C

### Teacher's Interview

1. Do you encourage students to speak English in group work? If yes, how? If no, why?
2. Do all students speak in English language during discussions? If there is a shift to their mother tongue language, what could be the reason for this?
3. Do you think there are main factors that hinder the practice of speaking in group work? If yes, what are they?
4. How do you form groups? How do you decide the group size and group composition?
5. In which group of students speak English more? In high group size or in less group size?
6. Do you think that group size and group composition affect students' speaking practice?
7. What do you think about speaking tasks in the text book? Are they interesting and inviting to speak in English during group works?
8. Do you prepare group activities from the text book to the student level of understanding, interest, and age?
9. Do you think classroom desks are suitable to you to form groups in the way you like?
10. What important activities do you do to maximize students' participation in group discussion using English language? (At presentation, practice and ending stages?)

## Appendix D

### Transcription of Observed Teacher's Record Interview Scripts

#### D.1. Interview with Teacher One (T1)

I: I would like to thank you for your willingness to give me an interview. I want you to ask some questions related to factors that affect the effective practice of learning speaking skills. To begin with my first question

- Do you encourage students to speak English in group work, If yes, how? If No, why?

T1: (Kidist) Yes, by giving enough speaking tasks using group work as one to five organizations.

I: Do all students speak in English language during discussions? If there is a shaft to their mother tongue, what could be the reason for this?

T1: No, not all students. Only some participate actively. And the reason for this is, some have pool background knowledge about the topic, some are shy, some feel nerves when they try to speak and others do not speak freely due to their cultural influences.

I: Do you think there are main factors that hinder the practice of learning speaking in group work? If yes, what are they?

T1: Yes, most students grew up with in strict communities that do not allow children to participate actively during discussions with family so, this may hinder students to be quite in any group work activities.

I: How do you form groups? How do you decide the group size and composition?

T1: I decide the group size using their numbers. And I use small groups. Regarding group composition, I use mixed ability /heterogeneous groups/. It is because I feel that learners will help each other.

I: In which group of students speak English language more? In high group size? In less group size?

T1: In less group size. Because if the group size is large, their discussion will be diverted.

I: Do you think that group size and group composition affect students speaking practice?

T1: Yes, if the group size is large they may be silent or shift to their mother tongue and talk others things.

I: what do you think about speaking in the text book? Are they interesting and inviting to speak in English during group work?

T1: Speaking tasks find in the new textbook are by far better than the old textbook. And topics of group discussions presented in the text books are motivating and encouraging. They are appropriate to their age and level of understanding.

I: Do you prepare group activities from the text book to the student level of understanding, interest and age?

T1: Exactly, I try to choose activities from the text book and add others from reference books.

I: Do you think classroom desks are suitable to form groups in the way you like?

T1: No! The desks are not suitable, but I try to use a row and let them practice speaking.

I: What important activities do you do to maximize students' participation in group discussion using English language?

T1: First, I introduce the day's lesson and during practice stage, I move and monitor groups and during ending stage I give them related homework to do the tasks.

## **D2: Interview with Teacher Two (T2)**

I: First and most, I thank you for your co-operation for this interview. And let me start my question. Do you encourage students to learn speaking in English in group work? If yes, how? If no, why?

T2: (Lemlem): Yes, I encourage them though there are problems when they continue discussing.

I: Do all students speak English during discussions? If there is a shift to their mother tongue language, what could be the reason for this?

T2: No! They come from different background, and abilities.

I: Do you think there are main factors that hinder the practice of learning speaking in group work? If yes, what are they?

T2: Yes, students' have to be confidence. Because confidence in students' abilities deal with any speaking problems.

I: How do you form groups? How do you decide group size and group composition?

T2: I first observe their number and then I use a group of three to six concerning group composition; I arrange students in heterogeneous group because I know that students help each other and discuss the tasks nicely.

I: In which group of students speak English more? In high group size or in less group size?

T2: In less group size.

I: Do you think that group size and group composition affect students' learning speaking practice?

T2: Yes, it affects but the desks are not suitable to use the suitable group size.

I: What do you think about speaking tasks in the text book? Are they interesting to speak in English?

T2: Somehow, it is interesting and if it is not inviting, I skip it and move to another part.

I: Do you prepare group activities from the text book to the students' level of understanding, interest and age?

T2: Yes, sometimes I try to prepare my own, but most students do not use English during group activities.

I: Do you think class room desks are suitable to form groups in the way you like?

T2: No: they are not suitable; they don't allow me to form groups the way I like.

I: what important activities do you do to maximize students' speaking participation in group discussion using English language? At presentation, practice and ending stage?

T2: At presentation stage I introduce the topic and divide students into groups and at the practice stage, present the text speaking tasks and let them speak and learn in groups. And finally (ending stage) I tell them about next lesson.

### **D3: Interview with Teacher 3(T3)**

I. Thank You very much for your cooperation to this interview. Let me ask you the first question.

- Do you encourage students to speak English in group work? If yes, how? If no, why?

T3: (Melat): Yes

I: How?

T3: I give a lot of speaking tasks for group discussion and follow up their discussion.

I: Do all students speak English Language during group discussions? If there is a shift to their mother tongue languages what could be the reason for this?

T3: No, not all, a few students speak English language in group discussion. They usually prefer silence due to poor background knowledge. I mean they are baseless students

I: Do you think there are main factors that hinder the practice of learning speaking in group work? If yes, what are they?

T3: Of course students' religion, culture and their ethnicity affect them to learn speaking in group discussion. And mainly I used to get such information from my students when they were discussing about problems students face during group activities.

I: How do you form groups? How do you decide the group size and group composition?

T3: I use their classroom number and desk mates. And mostly, I prefer small size since students get concentration for speaking tasks in small group size.

I: In which group of students speak English language more? In high group size or in less group size?

T3: When the learners are in small group, they participate much well than when they are in large group.

I: Do you think that group size and group composition affect students' speaking practice?

T3: Yes, they have bad effect, for example, when students are in small groups, they learn speaking better. Similarly, when I group them based on their ability or friendship group, they participate actively. This is maybe, they know each other well.

I: What do you think about speaking tasks in the text book? Are they interesting to speak in English during group work?

T3: The text book tasks are not difficult to students. But they are not attractive and interesting. It doesn't focus to their back ground knowledge.

I: Do you prepare group activities from the text book to the students' level of understanding, interest and age?

T3: I sometimes do

I: Do you think classroom desks are suitable to form groups in the way you like?

T3: No, they are not suitable to sit face to face for discussions. And the desks are not easy to form group size and group composition.

I: What important activities do you do to maximize students' speaking participation in group discussion using English Language? (At presentation, practice and Ending stage?)

T3: I let students present their speaking tasks in groups and I evaluate their presentation and give them comments.